

## ***Into the Book Online Activities Summaries***

### **Prior Knowledge: *Look Inside Your Head***

In this interactive, students first use their prior knowledge of text features to discover the genre of a passage. Then for each of the seven texts, learners get to “look inside the head” of a reader and help her use her prior knowledge to understand parts of the text. Audio feedback explains how each piece of prior knowledge helped to understand the passages. Text choices include a fairy tale, a textbook selection, a poem, a newspaper article, a play, an advertisement, and a biography.

### **Making Connections: *Slingshot to Understanding***

Students attempt to clear the smog from a city by leaping between buildings—but the length of their jump depends on making a strong connection. In order to slingshot the character to another building, the player must choose connections that help them understand the anchor text, a student essay. Choosing a strong connection makes their slingshot strong and sends them far; a weak connection only propels them a short distance, and a distracting one takes them nowhere.

### **Making Connections: *The Mountain of Understanding***

For this interactive, students move an avatar through a 3D landscape as they attempt to “climb” the Mountain of Understanding. Each time they come to a chasm, a stone guardian offers to help them across if they can make a connection that will help him understand what he is reading. They must choose a sentence from their bag of connections; if it is a meaningful connection that helps the guardian understand, he bridges a chasm to let them continue. In level two, students are instructed whether to choose a text-to-self, text-to-text, or text-to world connections. In level three, students must type their own connections.

### **Questioning: *Keys to the Castle***

Students travel through a castle as they ask questions about texts during this activity. They may choose Middle Eastern folktales or non-fiction texts about castles. The students’ questions act like keys, opening doors and letting them go deeper into the castle and the story. They also answer their own questions if they are able, and group them into “In the book” or “In my head” questions.

### **Visualizing: *Picture Show***

In this interactive, students practice visualizing as they read. With computer drawing tools, they create a picture show with the images they see in their mind as they read. They also choose music to represent each part of the text. Students may choose between six passages including fiction, non-fiction, poetry, a math story problem, a voicemail or a musical selection.

### **Inferring: *Use the Clues***

During this activity, students try to infer meaning from a variety of texts, including a text message, a historical photo, a blog, and letters from virtual pen pals. For

example, if they choose a pen pal letter, students must make inferences about location (“WHERE is your pen pal?” ) and inferences about personality (“WHO is your pen pal?”). Students search for clues in the text, and then choose from three possible inferences for each clue.

### **Summarizing: *A Pirate’s Life***

Students have to summarize pirate captain Jelly Bones Jones’ long-winded stories in this interactive. In the first task, Jelly Bones explains five pirate skills, and students must summarize to create a handbook on how to be a pirate. They first choose the main idea and supporting details for each skill, and then use those notes to write a summary in their own words. The second task involves drawing a map to summarize Jelly Bones’ rambling explanation of where the treasure is buried. In the third task, students summarize the story of Jelly Bones’ last days to create a tale which will help the pirate’s memory live forever.

### **Summarizing: *Monsters to the Rescue***

Students use their summarizing skills to help a group of monsters rescue their friend Dracula. Learners must first resolve a dispute by summarizing each monster’s argument, identifying both the argument and supporting details in the monster’s boastful claim. Then students help the friends draw maps to plan the rescue, visually summarizing informational text. Finally, they condense Dracula’s elaborate narrative of the rescue into a summary fit for a movie script.

### **Evaluating: *Voyage to Magla***

In this interactive, students voyage to the star system Magla. They have four books in their space ship, which they use to help them evaluate the three planets in the star system and decide on which to land for each part of their mission. They must also evaluate the books based on their usefulness for each task.

### **Evaluating: *Space Race***

Students learn to critically evaluate websites while racing to build and launch a rocket during this interactive. To build each stage of their rocket, they must choose which website would be the most useful source for a particular research task. The program guides students to apply specific criteria to the task, evaluating for appropriate information, reliability, and currency.

### **Synthesizing: *Biopic Poster***

In this activity, students must synthesize their learning about a famous person to create a movie poster. Students combine their prior knowledge with information provided in several different formats (timeline, biography, photograph or painting) to create the advertising poster for a biopic about the chosen individual.

### **Synthesizing: *Before and After***

As a scaffold for understanding synthesizing while reading, students practice synthesizing using visual cues. Students first choose a picture of a subject and write a brief story about it; this becomes their first piece of information. Next, they choose a

picture of a setting and write about it: this becomes their second piece of information. The two images are then combined, providing students the opportunity to synthesize the two pieces of information to change their understanding. In the final stage of the activity, students synthesize a third piece of information—an audio track.

**Strategies Together: *Creating Stories***

Students use an eyedropper of magic fluid to make invisible ink on a page visible in this activity. Since they do not have enough fluid to reveal the entire text, they must actively use the comprehension strategies together to understand the passage in such depth that they can make predictions about the rest of the text. They type and draw to fill in the missing parts and complete the text.