

## Teacher Guide to Student Video: *Prior Knowledge*

### Program Synopsis

In this episode, Mrs. Pingel teaches the students the strategy of activating prior knowledge. During a read-aloud of *The Story of Kate Shelley*, Emmet is so engaged that he goes "into the book" and helps Kate. He then uses the strategy to help him with his rock climbing.

### Featured text:

The *Story of Kate Shelley*. Short story written for this program. Several versions of this true story are available online, and in children's books.

### Teaching Suggestions:

Think about how you want to use this program. How does it fit into your teaching plan?

1. Use it to introduce the strategy of activating prior knowledge.
2. As a follow-up or review.
3. Let a group of students watch the video, then present to the class their own explanation of how using prior knowledge helps comprehension.

### Before viewing:

Set a purpose for watching the video. Explain that students will be trying the strategy themselves after they watch the video.

- Ask students to watch for something specific in the program, for example:
  1. Why do you think a hat is the icon used for prior knowledge?
  2. How does activating their prior knowledge help Mrs. Pingel's students better understand or enjoy the story?
  3. How does Emmet use his prior knowledge?

### During viewing:

Pause the video during teachable moments. For example:

1. *After Kamilah explains how prior knowledge helps her play video games.*  
Ask students if they have prior knowledge that helps them do something in their life.
2. *When Mrs. Pingel asks "What do you know about storms?"*  
Allow your students to activate their prior knowledge first, making a class list. Then continue with the video and see how their list compares with the list created by Mrs. Pingel's class. Pause again to discuss why the lists are different (everyone brings different prior knowledge to a text) and how differences in prior knowledge affect our reading of a text.
3. *After student book groups discuss how their prior knowledge helped them understand the story.*  
Ask students to notice how talking about their prior knowledge made the book discussions interesting for students.

### After viewing:

- Discuss students' answers to questions you posed before viewing.
- Discuss the idea of going "Into the Book," especially if this is the first video in the series you have watched. We hope that after watching several episodes, students will begin to get the idea that using reading strategies can make a text come alive for them.
- Have students do the Prior Knowledge activity in the student area of the Web site. Discuss how students' prior knowledge helped (or hurt) them in their journey.
- Use Mrs. Pingel's pre-and post- reading discussions of *The Story of Kate Shelley* as a model for discussions before and after your next read-aloud. You may wish to show a clip from the video again before a book discussion in your class.
- Read one or more of the versions of the Kate Shelley legend. Discuss how Kate's prior knowledge of railroads helped her save the train.
- Try some of the lesson plans on the Into the Book website.

## Teacher Guide to Student Video: *Making Connections*

### Program Synopsis

In this episode, Mrs. Pingel teaches students how to make text-to-self, text-to-text, and text-to-world connections using a newspaper article. During self-selected reading, Julia goes into her book "Solo Girl," where she is able to help a character named Cass by making connections. Later the strategy is useful in her karate class.

### Featured text:

*Solo Girl*, by Andrea Davis Pinkney. New York: Hyperion Books for Children, 1997  
*Buried in Lava and Ash*, from the *Simpson Street Free Press*.

### Other texts mentioned:

*Up North at the Cabin*, by Marsha Wilson Chall, illustrated by Steve Johnson. New York: Lothrop, Lee & Shepard Books, 1992.

*Smoky Night*, by Eve Bunting, illustrated by David Diaz. San Diego: Harcourt Brace, 1994.

### Teaching Suggestions:

Think about how you want to use this program. How does it fit into your teaching plan?

1. Use it to introduce making connections.
2. As a follow-up or review.
3. To initiate a discussion of the different types of connections students can make.

### Before viewing:

Set a purpose for watching the video. Explain that students will be trying the strategy themselves after they watch the video.

- Ask students to watch for something specific in the program, for example:
  1. How does the video show us when students are making connections?
  2. Notice some of the connections that different students are making. How do those connections help the students in their reading?
  3. What kind of connection helps Julia the most?

### During viewing:

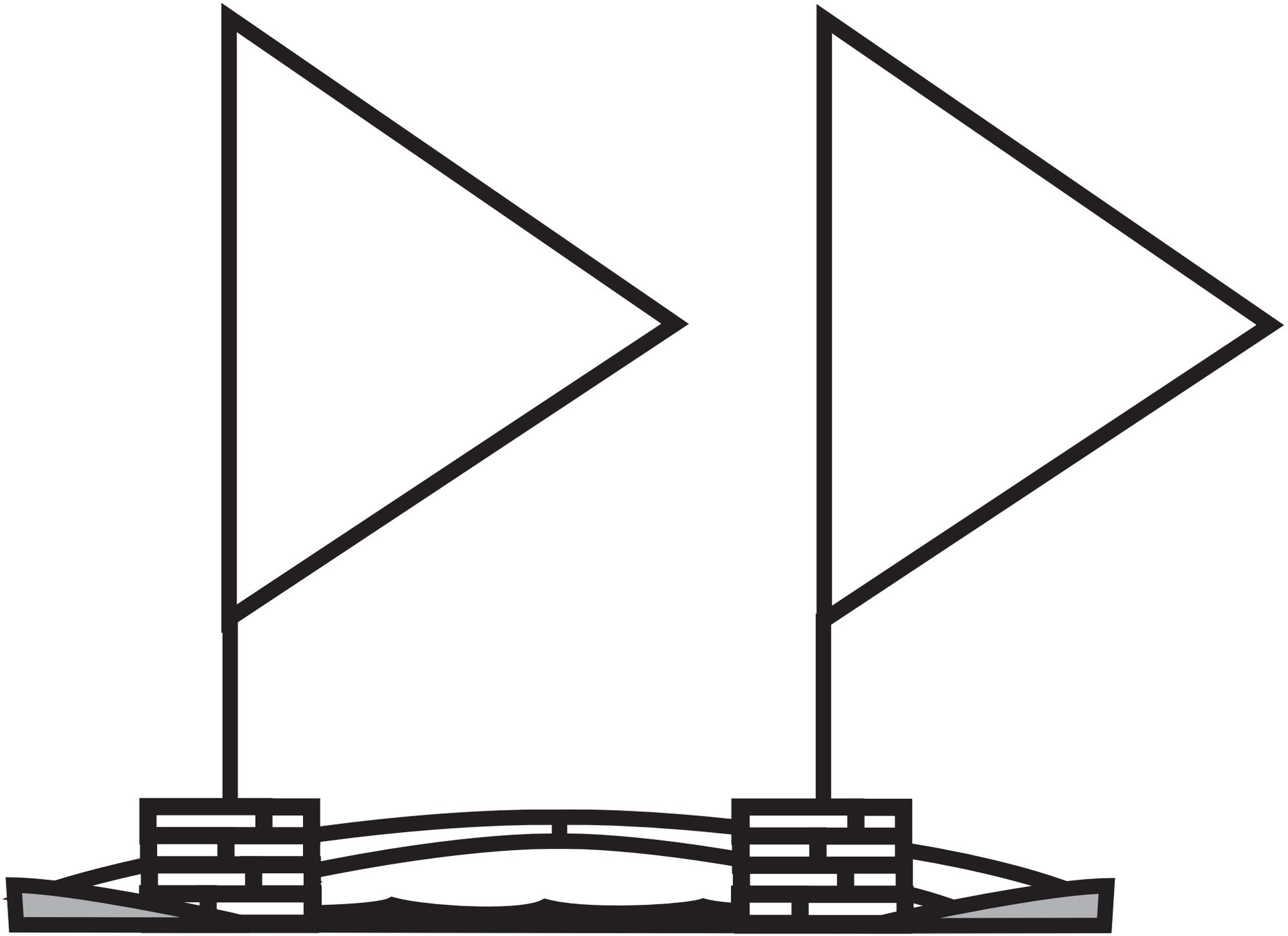
Pause the video during teachable moments. For example:

1. *After Lizzy makes a connection to "Junie B. Jones"*.  
Ask students what connections they have made to characters in a book they have read.
2. *After Conlin's connection to "Up North at the Cabin"*.  
Ask students what they see in Conlin's special effect (thought bubbles depicting scenes from the book and scenes from his memory). What other strategy is Conlin using as he makes this connection (visualizing). How do you think that could help him understand his story?
3. *After Julia's conference with Mrs. Pingel*.  
Ask students if they understand the difference between the shallow

connections that don't help to understand the book and the deeper connections that help you understand the story better. Have ready an example of a book you have been reading with the class. Model a shallow and a deeper connection you could make with that book.

**After viewing:**

- Discuss students' answers to questions you posed before viewing.
- Ask students how making connections helped Julia.
- Have students do the Making Connections activity in the student area of the Web site.
- Show students how making connections can help them in their study of other subject areas. For example, use an article about a social studies topic for a discussion the way Mrs. Pingel used the *Buried in Lava and Ash* article.
- Read *Solo Girl* and ask students about their own connections.
- Model making connections during your read-aloud time. Be sure to say how your connections help you understand or enjoy your reading.
- Have students make their own "special effects" by writing or drawing their connections on the Making Connections Bridge graphic organizer (see next page).
- Try some of the lesson plans on the Into the Book website.



## Teacher Guide to Student Video: *Questioning*

### Program Synopsis

Mrs. Pingel uses a *National Geographic* magazine to model the questioning strategy. During a science lesson, Kamilah's own questions pull her into her Ranger Rick article about otters, where the otters themselves help her answer her questions. She later uses her new questioning skills to help a frantic zookeeper.

### Featured text:

*Sea Otters— Staying Afloat?* by Debora Churchman from the June 2005 issue of *Ranger Rick*® magazine (Available on *BadgerLink* through EbscoHost's *Kid Search*.)

### Other texts mentioned:

Article from *National Geographic* magazine

Variety of non-fiction tradebooks at different reading levels, encyclopedias, web sites

### Teaching Suggestions:

Think about how you want to use this program. How does it fit into your teaching plan?

1. Use it to introduce the strategy of questioning.
2. As an intervention for students who are having a hard time coming up with their own questions.
3. As a follow-up or review.

### Before viewing:

Set a purpose for watching the video. Explain that students will be trying the strategy themselves after they watch the video.

- Ask students to watch for something specific in the program, for example:
  1. Watch for who goes "into the book" and why.
  2. Look for the difference between a 'thin question' and a "thick question."
  3. Watch the students working together. How do you think it helps them?
  4. Which do you think is more important – the questions or the answers?

### During viewing:

Pause the video during teachable moments. For example:

1. *After students state their questions about animals.*  
Have your students come up with some questions about a topic you are studying. If you are showing this project as part of an inquiry project, students can come up with questions about their own topic.
2. *When Julia asks, "What would I look like if I had as much hair as otters do?"*  
What kind of a question is this? Will she find the answer to her question in the article? Why is it a good question anyway? What other strategy is she using together with questioning?
3. *During the epilogue, after Kamilah suggests that they may be able to help the zookeeper by asking questions.*  
Ask students how they think asking questions might help? Relate to how

it helps with reading (focus your attention – make you concentrate – be on the lookout for answers).

**After viewing:**

- Discuss students' answers to the questions you posed before the video.
- Develop a list of questions Mrs. Pingel's students asked in the video about their animals. (You may wish to play the classroom scene again and ask students to take notes.) Then have your students sort them into "thick" and "thin" or "in my head" and "right there" questions.
- Before your next small group inquiry project or book discussion, replay the segment in which the three girls are discussing the otter article. Discuss how using Questioning helps the students focus and makes a book discussion livelier.
- Read the *Otters Afloat* article and find out which of the questions the girls asked in the video can be answered from the article.
- During your next individual or small group reading time, ask students to generate questions as they read and put them on sticky notes in the text as the students in the video did. Discuss afterwards. (How did your questions help you? Which questions were thin/thick or were the answers in the book/in your head?.
- Have students do the Questioning activity in the student area of the Web site. Follow up by comparing students' questions. Discuss the point system: why do you think you get more points for a question you can't answer?
- Use the questioning strategy during content area reading in science and social studies to help students focus and learn more from text.
- Model questioning during your read-aloud time. Be sure to ask both thick and thin questions.
- Try some of the lesson plans on the Into the Book website.

## Teacher Guide to Student Video: *Visualizing*

### Program Synopsis

In this episode, Mrs. Pingel's students are introduced to the strategy of visualizing in their music class, then explore the process further during a small group guided reading lesson. Using his five senses to visualize makes the story so real for Trent students that he is drawn literally "into the book." Thanks to his new understanding of the strategy, he is able to help a character in the story get out of a bind. Later, he applies the strategy to solve a problem of his own at home.

### Featured text:

*Monsters in the Basement*: An incomplete short story written by Bob Risher for this program.

### Teaching Suggestions:

Think about how you want to use this program. How does it fit into your teaching plan?

1. Use it to introduce the visualizing strategy
2. As a follow-up or review
3. To address a problem area

### Before viewing:

Set a purpose for watching the video. Explain that students will be trying the strategy themselves after they watch the video.

- Provide a list of things to look for in the program, for example:
  1. How does visualizing help the students?
  2. Why do different students visualize different things?

### During viewing:

Pause the video during teachable moments. For example:

1. *When Mrs. Pingel asks students to describe what they think when they hear the title Monsters in the Basement.*  
Ask your class to describe their own mental image.
2. *When Mrs. Pingel assigns the list of descriptive words.*  
Have your class come up with their own lists.

### After viewing:

- Discuss students' answers to the questions you posed before the video.
- Have students do the Questioning activity in the student area of the website. Rubrics and discussion questions are provided below. Follow up by sharing and discussing picture shows.
- Show students how visualizing can be used in other subject areas.
- Model visualizing during your read-aloud time.
- Students can write their own ending to the *Monsters in the Basement* story.
- Make sure to follow up! Continue to discuss and practice visualizing with a variety of reading materials.
- Try some of the lesson plans on the Into the Book website.

## **"Monsters in the Basement"**

**by Bob Risher**

On a Monday morning in March, Josiah Hawkins awoke to the sound of chirping birds, the sun on his face, and the annoying buzz of his alarm clock. It was the start of a normal day, but Josiah felt anything but normal.

He had barely slept the night before. This was the day he had been looking forward to, and dreading, since he first saw the poster tacked to a hallway at school.

Mom had already left to work, so Josiah fixed a simple breakfast of cereal and some mixed fruit before hustling to catch the school bus on Elmore Drive in his neighborhood.

Josiah's classes that day went by in a whirl. It seemed as though the clock was running twice as fast as usual. Every minute brought him closer to 3:15 and the meeting he would go to in the school auditorium. Dodging crowds of students as he rushed to his final class, he passed the poster again and stopped to read it once more:

### ***AUDITIONS FOR "MONSTERS IN THE BASEMENT"***

***a play by Dave Evans***

*Ian and his rock band, "The Monsters" practice in his parents' basement and record CDs that they send to record companies. Will they ever get a chance at music stardom .. or is it just an impossible dream? The story takes an unexpected turn when a mysterious new student asks to join the band.*

*Male and female roles available. Musical ability is a plus, but not necessary. Auditions will be held in the school auditorium at 3:15 p.m., Monday, March 2nd.*

Josiah had never acted in a play before, but he had been playing drums since he was 9 years old and he longed to be in a group. He took one last glance at the poster and headed off for his final class of the day.

One hour later, Josiah walked through the large double doors of the auditorium and saw more than thirty students talking excitedly. A few

held musical instruments, but most just wandered around, laughing and joking with friends. Everyone was nervous, but nearly all tried to hide it.

Soon, Mr. Perez, the director of the play, appeared and asked everyone to sit. "Thanks for coming to the auditions for Monsters in the Basement'," he said. Mr. Perez passed a clipboard to the nearest student and asked everyone to sign their name to the attached paper.

After everyone had finished, Mr. Perez began calling names one at a time and each student stepped forward to receive a few pages of the play and read one of the character's lines out loud. Mr. Perez often gave students a few suggestions and then asked them to read again.

Josiah squirmed in a chair in the huge auditorium, waiting for his name to be called. Everyone else looked calm and confident. Josiah's heart thumped. He felt like jumping up and running away until he couldn't run any more. But he sat still.

"Josiah Hawkins," called Mr. Perez.

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At dinner that night, Josiah told his mom all about the auditions. "My voice shook a little when I was reading the part in front of everyone, but I think I did all right," he said. "Mr. Perez said I was good, anyway."

Josiah's mom was excited. "At least you overcame your fear," she said. "It's not easy to try new things, but you had the confidence to go through with it. I'm proud of you and I'm sorry you didn't get the part."

"That's okay. At least I'm still going to be involved in the play," he said. Mr. Perez asked me to help design the basement set where most of the play takes place."

"Do you have any ideas yet?" his mother asked.

"No," Josiah said. "But how hard can it be?"

Josiah was full of confidence. He grabbed his basketball and ran out the door.

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The day before the play, he sat alone in the front row of the auditorium. "How am I going to do this?" he wondered nervously. "I know what my basement looks like, but what does this one look like?"

Josiah looked at the paper in his hand. "The director gave me this list of phrases," he thought, "but it doesn't mention furniture or anything. I guess it's no use. I just don't see what to do."

Name: \_\_\_\_\_

Picture Show Title: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>0 = minimal</b>	<b>1 = basic</b>	<b>2 = proficient</b>	<b>3 = exemplary</b>	<b>Score/comments</b>
<b>Picture show communicates literal understanding of the text.</b>	No images; or images bear no relationship to text.	Images illustrate one or two items directly mentioned in text, may be peripheral details.	Images illustrate key elements of character, setting and events in text.	Images illustrate key elements of character, setting and events in text. Images are detailed, and student can describe additional details from mental image.	
<b>Picture show communicates main concepts and demonstrates inferences about characters, setting, events, main problem and resolution.</b>	No images; or images that illustrate only literal understanding of words in text.	Images or music choices illustrate more than simple objects mentioned in text. Images demonstrate some inferences about elements of the story, but main concepts are missing.	Student clearly combined the author's words with her/his own background knowledge to understand the text. Images and music choices illustrate inferences about characters, setting, events, main problem and resolution.	Images extend or enhance the text with student's own interpretations. Student can explain his/her inferences based on descriptive words, associated feelings and experiences, or emotional responses to the text.	
<b>Student is able to go beyond pictures, to use all senses to understand text.</b>	Images illustrate only visual elements of text. Student is unable to explain basis of music choices.	Images, music choices or student explanations illustrate some use of multiple senses or emotions.	Picture show illustrates use of multiple senses through use of color, composition, rotation of objects, and appropriate music choices. Student can describe a "mind movie" that includes more than visual images.	Images and music come from all the senses and the emotions. Student describes a rich "mind movie" that includes sound, smell, movement and feelings and demonstrates personal interaction with the text.	

Name: \_\_\_\_\_

Picture Show Title: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>0 = minimal</b>	<b>1 = basic</b>	<b>2 = proficient</b>	<b>3 = exemplary</b>	<b>Score/comments</b>
<b>Picture show communicates literal understanding of the text.</b>	No images; or images bear no relationship to text.	Images illustrate one or two items directly mentioned in text, may be peripheral details.	Images illustrate understanding of significant information and vocabulary presented in the text.	Images illustrate understanding of significant information and vocabulary presented in the text. Images are detailed, and student can describe additional details from mental image.	
<b>Picture show communicates main concepts and demonstrates ability to understand and acquire information from text.</b>	No images; or images that illustrate only literal understanding of words in text.	Images or music choices illustrate more than simple objects mentioned in text. Images demonstrate some understanding of concepts or relationships, but main concepts are missing.	Student clearly combined the author's words with her/his own background knowledge to understand the text. Images and music choices illustrate understanding of key concepts and relationships.	Images extend or enhance the text with student's own interpretations. Student can explain his/her inferences and clearly communicate what was learned from the text.	
<b>Student is able to go beyond pictures, to use all senses to understand text.</b>	Images illustrate only visual elements of text. Student is unable to explain basis of music choices.	Images, music choices or student explanations illustrate some use of multiple senses or emotions.	Picture show illustrates use of multiple senses through use of color, composition, rotation of objects, and appropriate music choices. Student can describe a "mind movie" that includes more than visual images.	Images and music come from all the senses and the emotions. Student describes a rich "mind movie" that includes sound, smell, movement and feelings, and can explain how mental images enhanced comprehension.	

## Teacher Guide to Student Video: *Inferring*

### Program Synopsis

In this episode, Mrs. Pingel uses a movement activity to introduce her students to the strategy of inferring. When the class receives letters from their French Canadian pen pals, Lizzy realizes she needs to infer to understand hers. She soon finds herself inside a letter filled with humor and adventure. She later uses inferring to solve a mystery in her own attic.

**Featured text:** Lizzy's Pen Pal Letter (available below)

*Other texts mentioned:* Inferring Clue Cards (available below)

### Teaching Suggestions:

Think about how you want to use this program. How does it fit into your teaching plan?

1. Use it to introduce inferring.
2. As a follow-up or review.
3. To support students who are having difficulty making inferences.

### Before viewing:

Set a purpose for watching the video. Explain that students will be trying the strategy themselves after they watch the video.

- Ask students to watch for something specific in the program, for example:
  1. Why do you think they use the magnifying glass as a symbol for inferring?
  2. What does Lizzy do when she can't infer the meaning of something in her letter?
  3. What is the difference between inferring and guessing?

### During viewing:

Pause the video during teachable moments. There are many spots in this episode for your students to interact by making their own inferences before they hear the answers from the video. For example:

1. *After Mrs. Pingel does her pantomime (before the students in the video have guessed).*  
Ask students to infer Mrs. Pingel's identity. Follow up by asking what clues they used to make their inference. Students can see how their inferences and clues compare with the students in the video.
2. *After Julia has read her last clue: "Some of the people screamed, but they were having fun."*  
Ask students to infer their own answer.
3. *During the fantasy, after Lizzy has made several tries at inferring the meaning of "bateleur." (after baseball player, bowler, and chef)*  
Ask students if they can infer the meaning of the word. Discuss how you

often need to put together several different clues in a text to come up with a correct inference.

**After viewing:**

- Discuss students' answers to questions you posed before viewing.
- Discuss Lizzy's attitude toward trying to understand a difficult text (wanted help from the teacher at first, used the strategy to figure it out on her own, frustrated sometimes, kept looking for more clues, looked like she was having fun, etc.)
- Have students do the Inferring activity in the student area of the Web site. Discuss how you can make different inferences from the same text, depending on your purpose for reading or your own prior knowledge.
- If your students have taken reading comprehension tests (standardized assessments that include comprehension questions), choose several questions that require inferring and work through them using the inferring techniques they have learned.
- Model making inferences during your read-aloud time. Be sure to point out the clues you use to help you make your inferences.
- Try some of the lesson plans on the Into the Book website.

Dear Pen Pal:

I was so happy to get your letter. My family has just returned home from a trip with the cirque. I am 10 years old and have worked in the cirque a long time. My whole family does, except my mother.

My brother is a bateleur and practices every day. It is a hard job, but he makes it look easy. He works with balls and bowling pins. But sometimes he uses knives and fire. It is very dangerous.

My papa works with the big cats. He has trained them to do many tricks. The cats may seem friendly, but my papa is very careful around them.

I worry about my brother and papa, but a bouffon like me has to smile 😊 most of the time. I love my job. Last week I forgot my wig. What a disaster! But my friend Sylvie had one I could borrow. It was rainbow colored and very fuzzy. People like it.

When I first started, it was hard learning to ride a monocycle, but now I am an expert. I also do my own make-up in red, white, and black.

Our cirque travels to many cities but none is as much fun as my home. But we are on the road again next month and will be coming to your town!! Please come to see me! I can send free tickets for your whole class.

Write back!

♥ *Juliette*



Can you infer where I am and what I am doing?

I see bubbles rising. I hear my own breathing. There are fish swimming above me. I feel the seaweed swaying.

Answer: Scuba diving in the sea!



Can you infer where I am and what I am doing?

I hear screaming. My stomach feels funny. Can you see my hair blowing? I'm feeling excited!

Answer: I'm on an amusement park ride.



Can you infer where I am?

It's so dark in here. What's that squeaky sound? Ooh, I feel something sticky and stringy touching my face. I'm getting nervous!

Answer: I'm in a spook house!



Can you infer where I am?

I hear a loud "thwack" as the ball leaves the ballpark and the crowd roars with cheers!

Answer: I'm at a baseball game.



What can you infer from this?

Ray always carried his flute with him.

Inference: The flute was important to him.



What can you infer about Tamika's father?

After Tamika broke the trophy, her father turned and walked away without saying anything.

Inference: Tamika's father is upset.



What can you infer from this?

"It's both of us or nothing!"

Inference: They are good friends.



What can you infer about grandma?

Grandma's mouth dropped open. Her hands flew to her face.

Inference: Grandma is surprised.

## Teacher Guide to Student Video: *Summarizing*

### Program Synopsis

Mrs. Pingel models the summarizing strategy with a book of short biographies about National Park rangers. As they search for what is important in the stories during paired reading, Conlin goes into his story and uses the strategy to save an injured hiker. His newfound summarizing abilities even help him during games at the park with his friends.

### Featured text:

*Rangers Activity and Sticker Book*, by Greer Chesher, illustrated by Guy Porfirio. Fort Washington, PA: Eastern National, 2005. (To order: 877-628-7275)

### Other texts mentioned:

*Crawling Water Beetle*, from *EEK (Environmental Education for Kids)*, Wisconsin Department of Natural Resources.

*Lon Po Po: a Red-Riding Hood story from China*, translated and illustrated by Ed Young. New York: Philomel Books, 1989.

### Teaching Suggestions:

Think about how you want to use this program. How does it fit into your teaching plan?

1. Use it to introduce summarizing.
2. As a follow-up or review.
3. To support students who are having difficulty summarizing.

### Before viewing:

Set a purpose for watching the video. Explain that students will be trying the strategy themselves after they watch the video.

- Ask students to watch for something specific in the program, for example:
  1. Why do you think they use the flashlight as a symbol for summarizing?
  2. Why does Conlin need to learn to summarize?

### During viewing:

Pause the video during teachable moments. For example:

1. In the prologue, after Conlin's friends say "Forget it, let's just go play soccer."  
Ask students what the problem was, and what they think Conlin should do.
2. In the classroom, after Kamilah says "I could have summarized it better."  
Ask students how she could have done it better.
3. After Conlin comes back to the classroom from his adventure.  
Ask students "What did Conlin learned from his adventure."

### After viewing:

- If you posed questions before viewing, discuss the students' answers.

- Try summarizing a passage using the cross-out method as a full-class activity, as Mrs. Pingel's class did in the video. Choose a passage and project it on an overhead or white board, or transcribe it onto butcher paper. Then work with students to cross out the details and leave only what is important.
- Have students do the Summarizing activity in the student area of the Web site. Compare students' summaries and talk about why they chose the things they did to include in their summaries.
- Model summarizing during your read-aloud. Choose a chapter book to read. Each day, summarize the chapter you read the previous day before you begin to read. After several days of modeling, begin to hand this task over to students.
- Try some of the lesson plans on the Into the Book website.

## Teacher Guide to Student Video: *Evaluating*

### Program Synopsis

While students are doing research for a science project, Mrs. Pingel realizes they are ready for a new strategy. She introduces evaluating using class book reviews and examples from students' own lives. Malaika begins evaluating the books, Web sites and other resources she has gathered for her topic. She is drawn into a NASA web site, where she has to use the strategy to get out of a space emergency in her own rocket ship. She also manages to use the strategy to get a new dog from the Humane Society.

### Featured text:

Solar System Trading Cards from the *Amazing Space Web site* from the Space Science Institute and NASA

### Other texts mentioned:

*Searching for Alien Life*, by Dennis Fradin. New York: Twenty-First Century Books, 1997.

*They Came From Center Field*, by Dan Gutman. New York: Scholastic Inc., 1995.

### Teaching Suggestions:

Think about how you want to use this program. How does it fit into your teaching plan?

1. Use it to introduce evaluating.
2. As a follow-up or review.
3. As part of a research project unit to help students learn to evaluate non-fiction resources.

### Before viewing:

Set a purpose for watching the video. Explain that students will be trying the strategy themselves after they watch the video.

- Ask students to watch for something specific in the program, for example:
  1. How do different students in the video use evaluating?
  2. What does "criteria" mean?
  3. How do the students in the video use other strategies to help them evaluate?

### During viewing:

- Pause the video during teachable moments. For example:
  1. *In the classroom, after Mrs. Pingel "What other criteria can you add to our list?"*  
Pause to see if your students have additional items to add to the list.
  2. *After Mrs. Pingel asks which book would be better to use and shows two books to the class.*  
Let students answer the question and tell why. Then continue to see how the students in the video responded.
  3. *In the epilogue, after Malaika's mother walks into her bedroom.*  
Ask students to predict what Malaika will do. You can prompt students to

use their prior knowledge from other episodes of *Into the Book*; students always use the strategy they just learned to help them solve a problem or get something they want.

**After viewing:**

- Discuss students' answers to questions you posed before viewing.
- Discuss the differences between evaluating works of fiction and non-fiction, or evaluating for different purposes or based on different criteria.
- Have students do the Evaluating activity in the student area of the Web site. Discuss students' evaluation choices and rationales.
- If you are working on a research project, work together to come up with a list of criteria for evaluating non-fiction resources, and keep it posted in the room.
- Have students evaluate texts they read during self-selected reading, and share their evaluations with the class. Students can use Mrs. Pingel's Evaluating Book Talk cards (available below).
- Model evaluating during your read-aloud. Focus on different aspects of text at different times (quality of writing, personal connections, usefulness for a purpose, aesthetic appeal...) Be sure to choose both fiction and non-fiction texts to read.
- Try some of the lesson plans on the Into the Book website.

# BOOK TALK

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Genre: \_\_\_\_\_ Read by: \_\_\_\_\_

My response to this book: \_\_\_\_\_

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## Teacher Guide to Student Video: *Synthesizing*

### Program Synopsis

Mrs. Pingel's students enjoy learning to synthesize while reading the back of a candy bar wrapper. During independent reading, the new strategy pulls Kamilah into the poem *Casey at the Bat*, where she develops a new perspective on the poem that she later demonstrates in a puppet show. She is also able to synthesize her knowledge of baseball and her town into a winning mascot for her local team.

### Featured text:

*Casey at the Bat*, by Ernest L. Thayer. San Francisco Examiner, 1888.

### Other texts mentioned:

*The Gorilla, on Endangered Species chocolate bar wrapper.*

*The World According to Humphrey*, by Betty G. Birney. New York: G.P. Putnam's Sons, 2004.

### Teaching Suggestions:

Think about how you want to use this program. How does it fit into your teaching plan?

1. Use it to introduce synthesizing.
2. As a follow-up or review.
3. As an intervention to encourage students who seem to be reading fluently but not reading for meaning.

### Before viewing:

Set a purpose for watching the video. Explain that students will be trying the strategy themselves after they watch the video.

- Ask students to watch for something specific in the program, for example: (You may wish to write a question on the board in order to refer to it.)
  1. How does synthesizing help Kamilah, in class and in the contest?
  2. Watch the special effects; see if you can explain what is going on inside the students' heads when they are synthesizing.
  3. We say that synthesizing means "putting the pieces together." What are the pieces?

### During viewing:

Pause the video during teachable moments. For example:

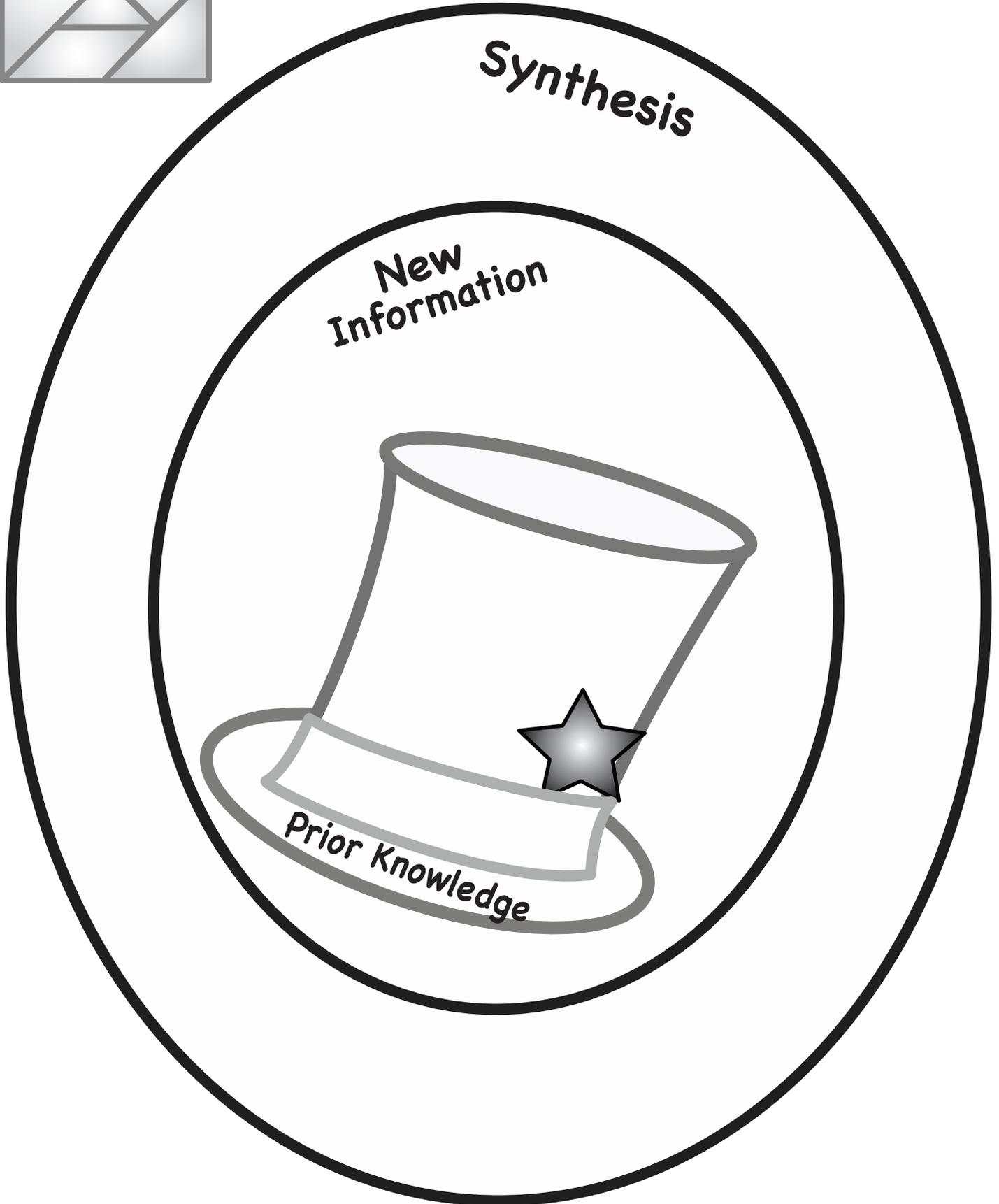
1. *After Mrs. Pingel writes 'Gorillas' on the chart.*  
Ask your students to think about what they already know about gorillas, and record their prior knowledge on your own chart or the blackboard.
2. *When Mrs. Pingel asks "Who can explain synthesizing to us in your own words?"*  
Ask students for their explanation, or examples, of synthesizing.
3. *After Kamilah's puppet show.*  
Ask students how Kamilah's thinking about the poem, or about baseball, changed.

**After viewing:**

- Discuss students' answers to questions you posed before viewing.
- Have students do the Synthesizing online activity in the student area of the website.
- Choose a non-fiction topic and one or more texts, and use the Synthesizing Graphic Organizer (see below) to do a similar activity with your students.
- Using a fiction text students have read, give them an assignment that requires them to synthesize (such as writing a segment from a different point of view, making a comic strip based on the characters, "interviewing" the characters and inventing what they would say, putting themselves in the book and explaining how they would handle a situation, and so forth.)
- Model synthesizing during your read-aloud time. Talk about how your thinking is changing based on what you are reading.
- Try some of the lesson plans on the Into the Book website.



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## Teacher Guide to Student Video: *Strategies Together*

### Program Synopsis

As the school year draws to a close, Mrs. Pingel's students demonstrate their expertise with learning comprehension strategies during small group book discussions. Persuaded that they are now strategic readers, Mrs. Pingel herself leads the whole class into her own version of Hansel and Gretel for a surprise finale to the series. The students demonstrate their proficiency with the strategies by rescuing a theatre performance from disaster.

### Featured text:

*Hansel and Gretel* (any version)

### Other texts mentioned:

*I'm not Scared*, by Stuart Stotts. Madison, WI: Tomorrow River, 1992. (sound recording)

*Sacagawea: Girl of the Shining Mountains*, by Peter and Connie Roop. New York: Hyperion, 2003

### Teaching Suggestions:

Think about how you want to use this program. How does it fit into your teaching plan?

1. Use it to focus on the idea of using learning strategies across the curriculum and outside of the classroom.
2. Use it to help students identify and internalize the use of multiple strategies as a means of understanding and communicating their understanding of text.
3. Use it as an enjoyable finale to the series, and a discussion starter as to what it means to go "into the book".

### Before viewing:

- Ask students to predict what they think might happen in the last program.
- Ask students to watch for something specific in the program, for example:
  1. What makes the students' book discussions interesting?
  2. Watch the special effects and see if you can explain how students are using a strategy each time you see the strategy icon.

### During viewing:

Pause the video during teachable moments. For example:

1. *After the book discussion about I'm not Scared or Sacagawea:*  
Ask your students to comment on the discussion. What tools do these students use to make their book discussions interesting? Could they use these tools in their own discussions?
2. *After a student uses two or more strategies in conjunction:*  
See if students can identify how the strategies work together, such as:
  - *Lizzy using visualizing and inferring to infer how kids feel about touching eyeballs.*

- *Emmet and Conlin using visualizing to evaluate the language in Sacajawea*
  - *Malaika using prior knowledge and visualizing to understand the passage about stabbing the water*
  - *Conlin using visualizing to make an inference about how the men felt around the fire*
3. You may wish to show this program completely through once without pausing. Then show it again, asking students raise their hand when Mrs. Pingel's students use a strategy in the fantasy – pause each time an icon appears and have students explain how that strategy was useful.

**After viewing:**

- Discuss students' answers to questions you posed before viewing.
- Model the use of strategies regularly during your read-aloud time. Use think-alouds to point out how you:
  - choose a strategy that is likely to help you in a given situation, such as visualizing in a science text or going back to look for clues to infer a character's motives; or
  - sometime use strategies together, such as visualizing to help you infer or making a connection that results in a synthesis.
- Prompt students to use strategies as needed to help them understand during individual conferencing.
- Organize your students into book groups and encourage them to use the discussions from the video as a model.
- Try some of the lesson plans on the Into the Book website.