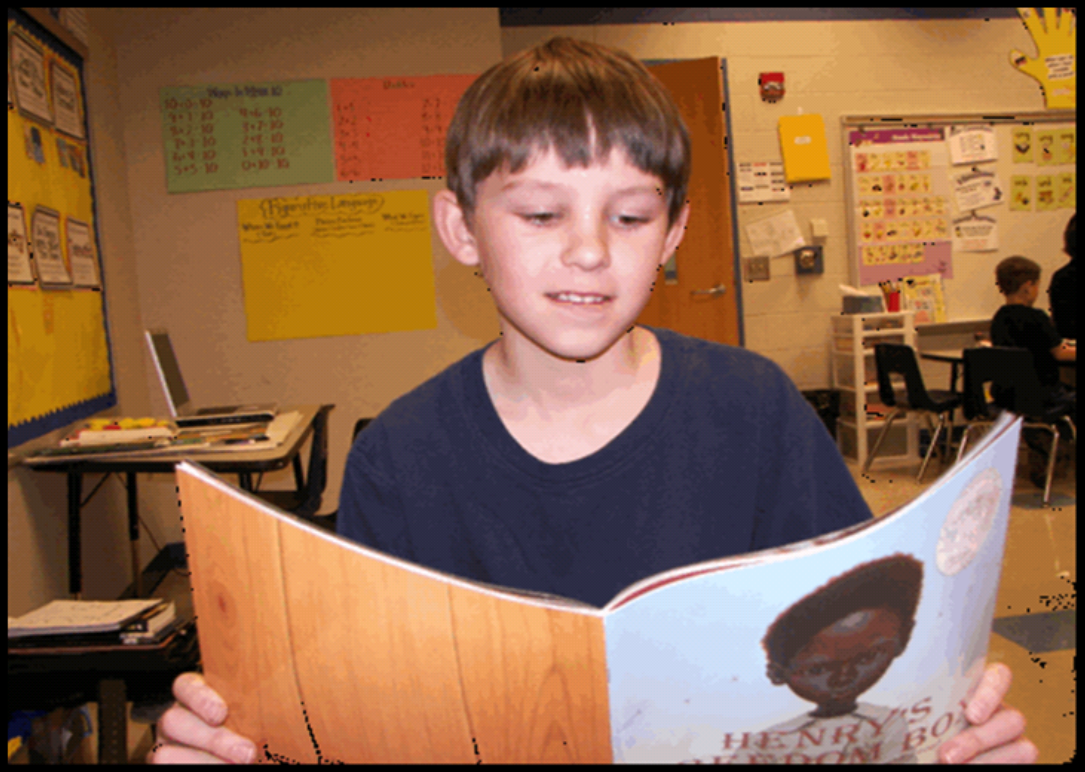
Making Reading Come Alive: Using the Activboard to Create Meaningful Connections for Comprehension

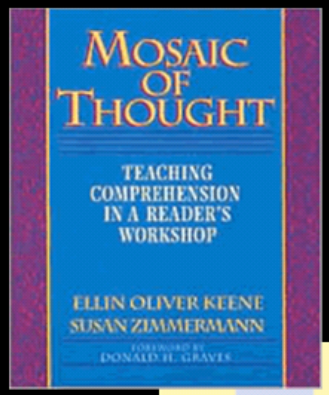
Marsha Erskine - Instructional Technology Specialist
Mary Kirkpatrick - Title I Reading Teacher
Rockingham County Schools

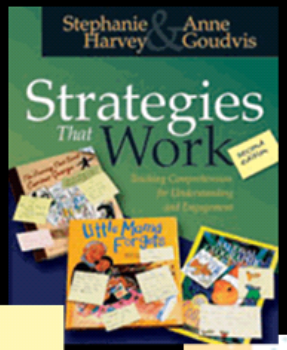
Note: This presentation was created as a Promethean Activboard flipchart and changed to a PowerPoint for those that do not have Activstudio software. SOME PAGES ARE INTERACTIVE IN ACTIVSTUDIO AND WILL NOT BE IN POWERPOINT!

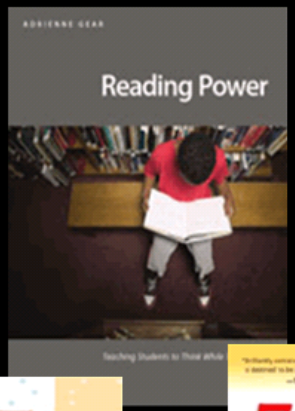
What do we know about proficient readers?

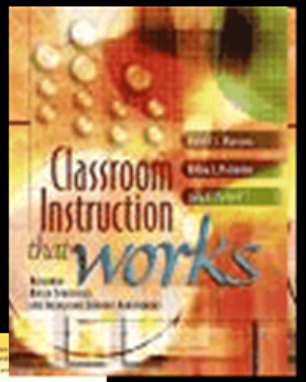


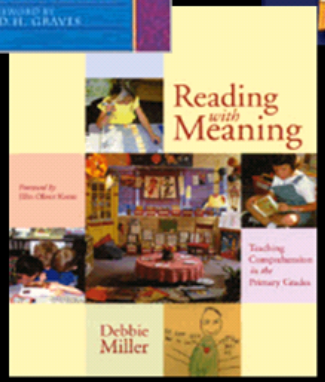
Instructional Resources

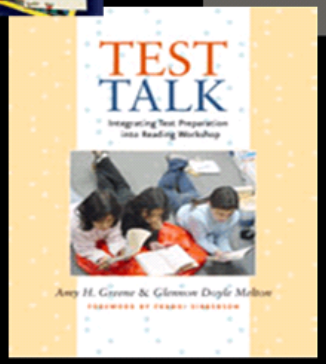


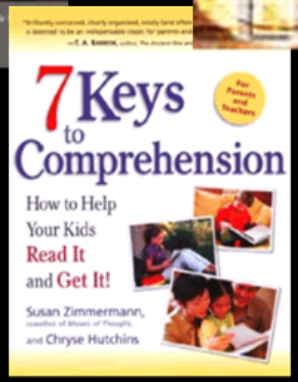












The research on proficient readers focuses on seven metacognitive strategies:	Marzano focuses on nine instructional strategies across all curriculum areas:
• Making connections • Asking questions • Visualizing • Determining importance • Drawing inferences • Synthesizing • Monitoring comprehension	• Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers

Can we use Marzano strategies to aid in teaching reading comprehension on the Activboard?

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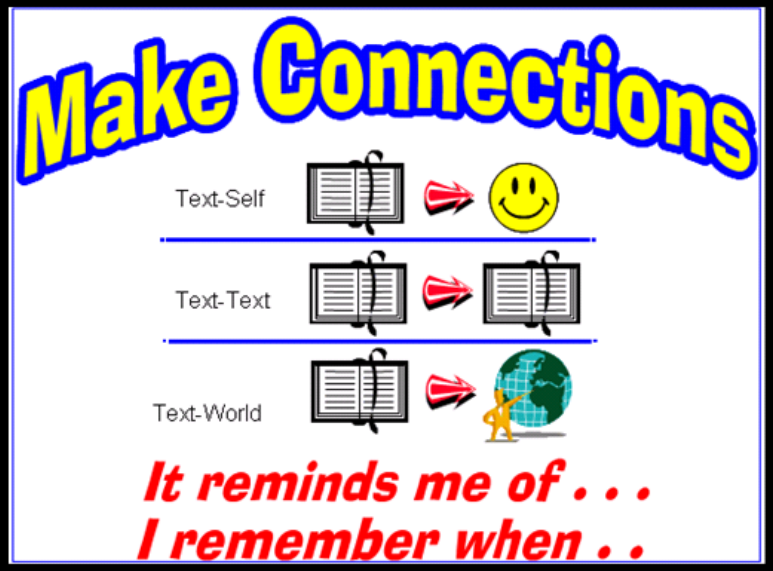
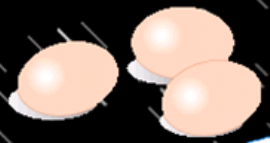
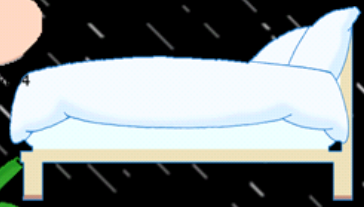
1 Activating relevant, prior knowledge (schema) before, during and after reading text

(Pearson, et. al. 1992; Gordon and Pearson, 1983; Hansen, 1981).



Thunder Cake
by Patricia Polacco





Text to Self Connections

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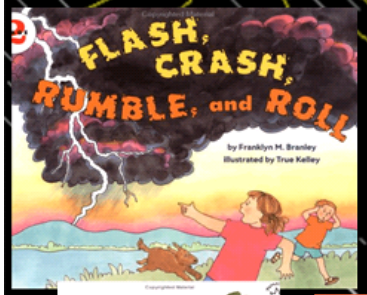
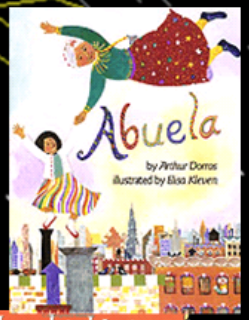
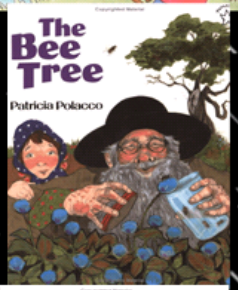
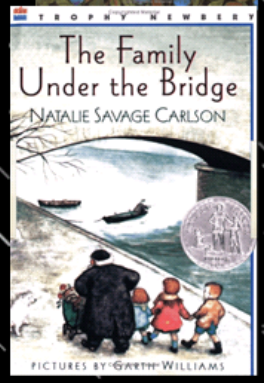
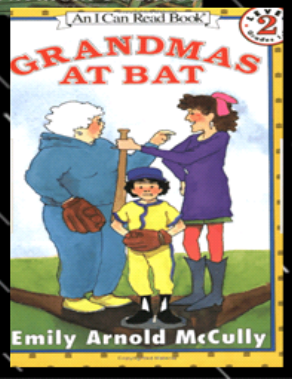
by Patricia Polacco





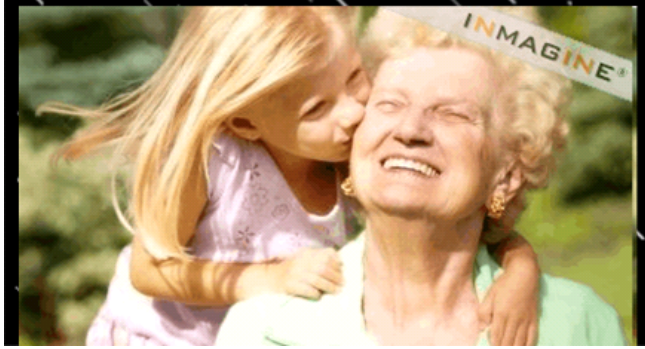






Text to Text Connections

Thunder Cake
by Patricia Polacco



Text to World Connections

These demonstrate Marzano's Non-Linguistic representations.

Building Schema with Nonfiction

Language Models That
Good Readers
Use In Their Heads
When They Meet New Information:

- I never knew . . .
- I learned . . .
- I didn't know . . .
- I am surprised . . .
- I can't believe . . .
- Wow!
- No way . . .

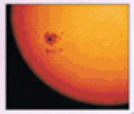
A Nuclear Sun

Billions of years ago, huge clouds of gas began clumping together because of gravity. As the clump grew, so did its gravity. The greater the gravity, the more gas the clump attracted. The gas packed tighter and tighter, and so it heated up. Over a period of millions of years, the heat and pressure reached a critical point. In a big blast, a star was born. It was our star—the Sun—and right away, it began creating energy. Billions of years later, the Sun is now middle-aged. It still churns out energy. It has used more than half of its fuel (the hydrogen that energy takes millions of years to rise to the surface! The energy you feel right now was created when *Homo erectus*—early humans—lived on Earth.

Corona
The corona, or "crown," is the Sun's upper atmosphere. Like the chromosphere, it is visible only during a solar eclipse.

Radiative zone
In the radiative zone, gamma rays bounce around like pinballs. As a result, many change into less harmful forms of energy. The Sun is so dense (thick)

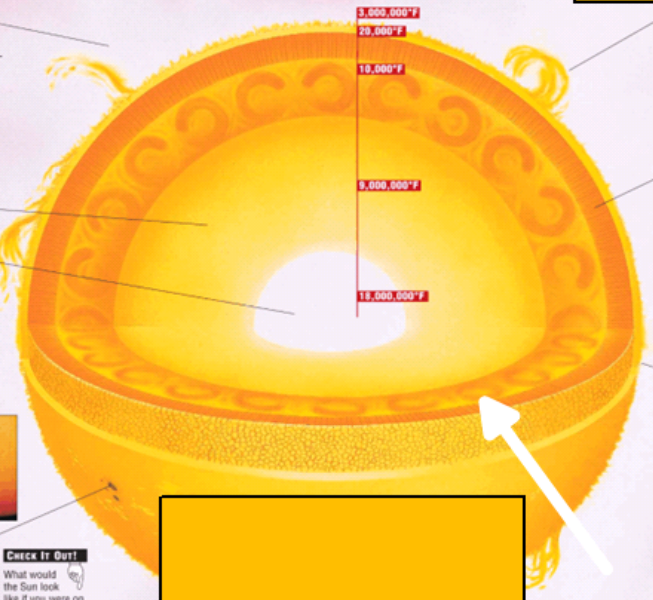
Core
The super-hot core is where atomic blasts take place. Hydrogen turns into helium. Energy is created. The energy is in the form of gamma rays, which ascend to the surface. Gamma rays are deadly to humans.



Sunspots
are dark blotches on the Sun's surface. They peak in number about every 11 years. The spots are cooler than the rest of the surface (if you can call 8,500°F cool!).

The Sun is yellow, right? Not really. The colors of stars are red, white, and blue. Cooler stars are red. Hotter stars, including the Sun, are white. The hottest stars are blue.

Check It Out!
What would the Sun look like if you were on Mercury, the planet closest to the Sun? Draw a picture. Then turn to the back cover.



Solar flares
are sudden blasts of burning gas. They shoot millions of miles into space and release a powerful burst of energy. Solar flares and sunspots often go hand in hand.

SOLAR SYSTEM MYSTERY

Why do solar flares happen?
A patch of the Sun gets a little out of whack, and then a little more out of whack. Finally, the whole area catches fire and explodes. But why? What made the patch go out of whack in the first place? Don't look for an answer in the back. We don't have one—yet.

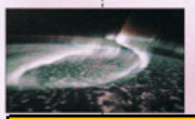
Photosphere
The photosphere, or surface, glows bright white thanks to the heat below it. As hot gases rise, they carry energy up to the surface with them. The energy escapes through the surface and spreads into space.

Chromosphere
The chromosphere is like the Sun's atmosphere. It's a layer of gas above the photosphere. During a solar eclipse, the bright photosphere is blacked out. Only then does the chromosphere become visible.

What happens when the energy of a solar flare hits Earth?

Astronauts must land or take cover. The radiation is deadly. (Earth's atmosphere shields people on the ground.)

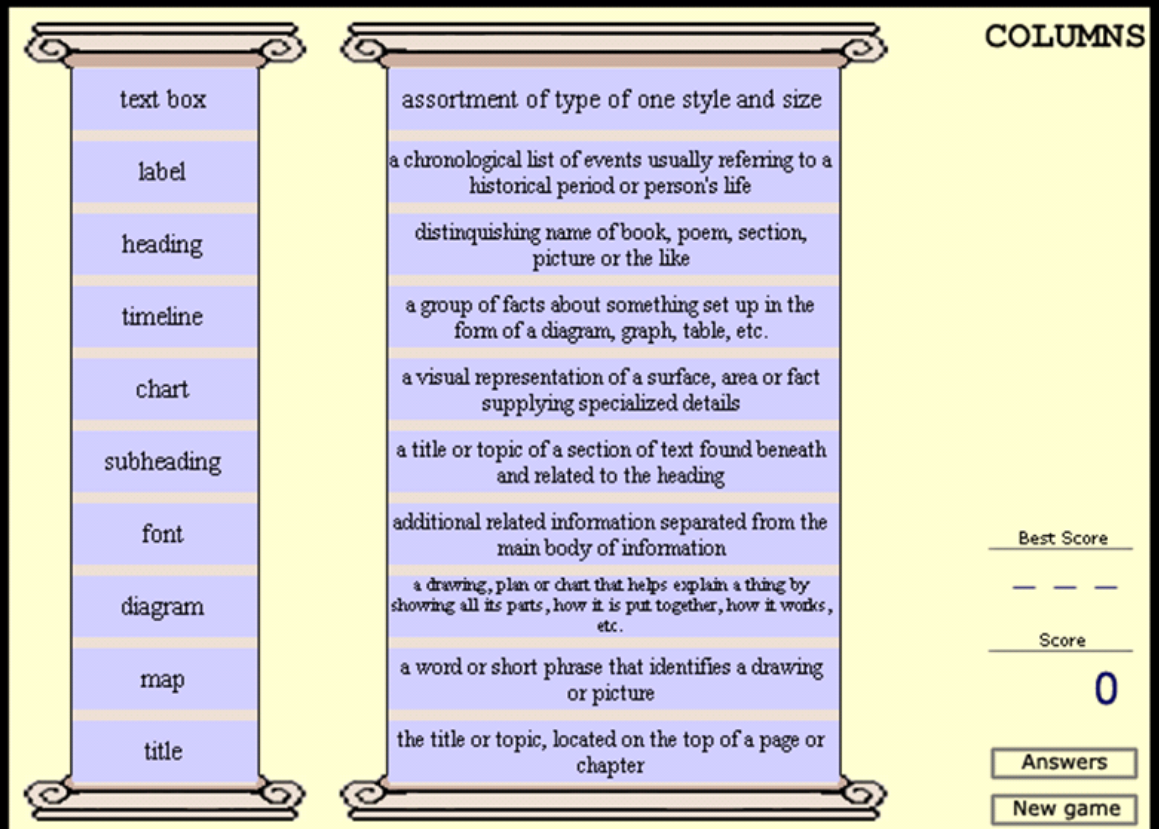
Satellites in orbit encounter streams of particles. The particle friction slows the satellites down so they enter Earth's atmosphere and disintegrate.



The northern and southern lights (left) become even more stunning. Particles from the solar flare help to create the bright colors.

diagram label caption heading

Click on the columns to play a game about non-fiction text features.



This demonstrated Marzano's Reinforcing Effort and Providing Recognition.

2 Creating visual and other sensory images from text and after reading.

Visualize

Painting pictures in the mind

Voting in America
A Readers'
Theatre

103

friend

mammal

reptile

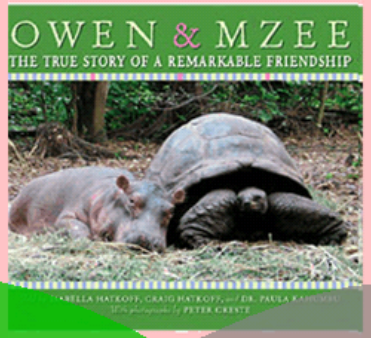
baby

young

old

tortoise

hippo



Kenya

Haller Park

large

grayish-brown

faster

leathery skin

slow

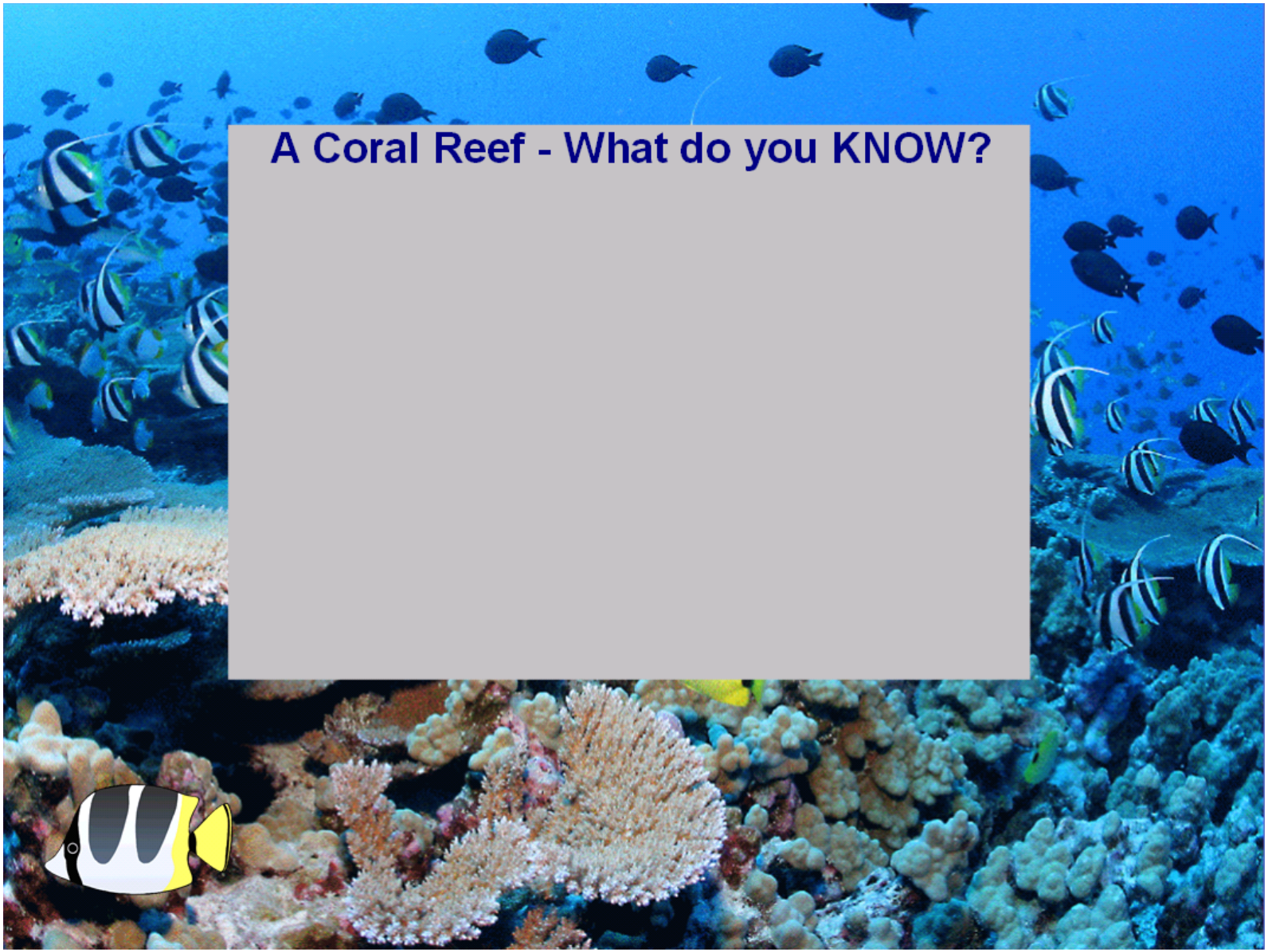
hard shell

View the video to supplement our reading. Then use you what you've learned to show similarities and differences with a Venn diagram.

Owen

Mzee

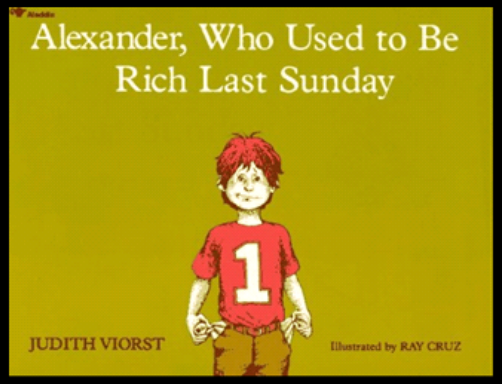
Both of these demonstrate Marzano's Similarities and Differences.


A Coral Reef - What do you KNOW?

Let's work backward!
ZEPHYR

M.W. Tarrant

These demonstrate Marzano's Non-Linguistic representations.



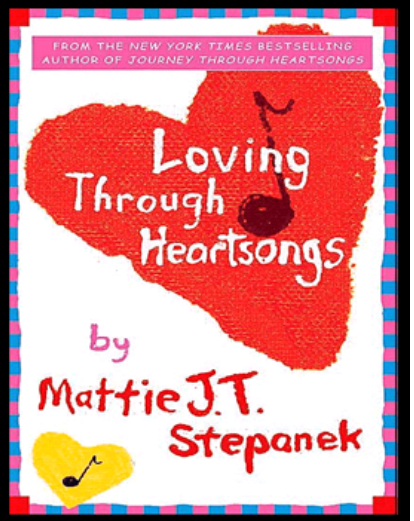
We have read about Alexander in *Alexander, Who Used to Be Rich Last Sunday.* With a partner, read the poem, "On Being Rich" by Mattie Stepanek. Talk about what it means to be rich. Draw a picture or write of your idea of being rich after seeing these two viewpoints.

On Being Rich

I used to think
That being rich
Meant . . .
Having lots and
LOTS of money,
And getting
And doing
Everything
You want.
But I was wrong.
Now I know
That being rich
Means . . .
Having lots and
LOTS of love,
Honesty,
Respect,
And friends.
So no matter
How poor
Or wealthy
You may be,
It is always
Friends and
Gifts of the heart
That really count.

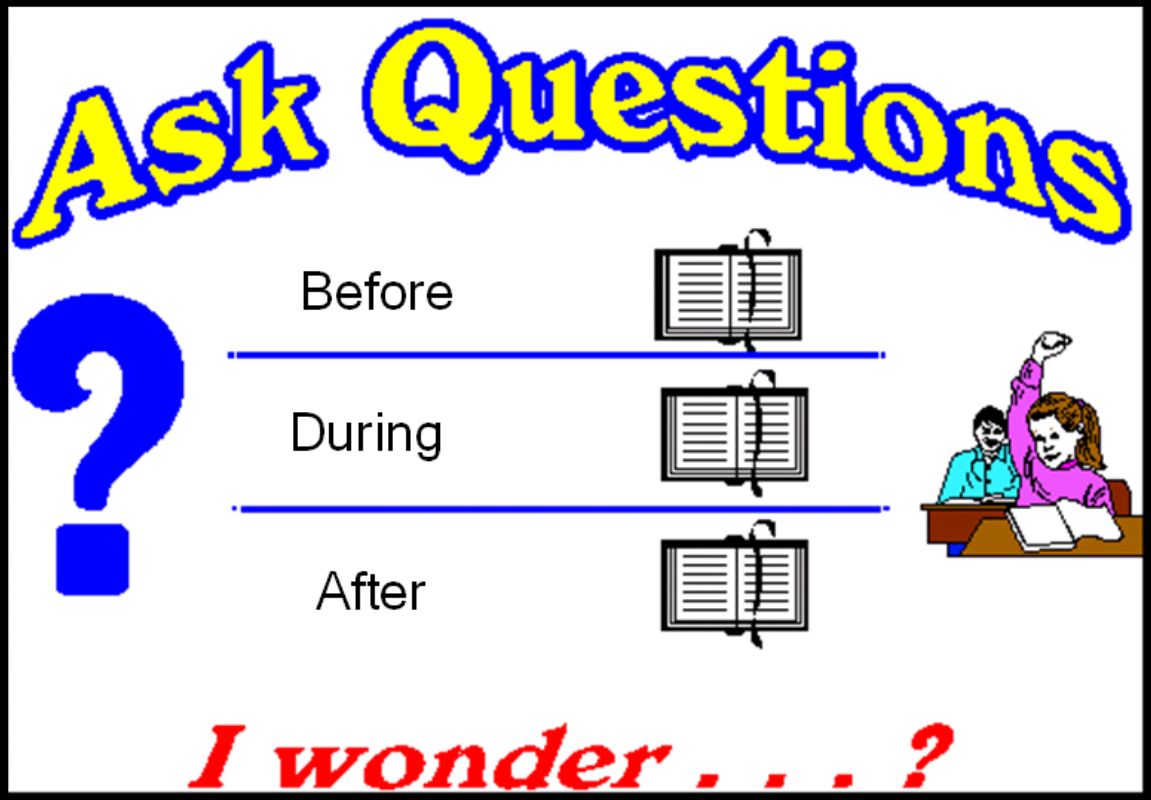
July 1999

Mattie J. T. Stepanek



This demonstrates Marzano's Non-Linguistic representations AND Cooperative Learning.

3 Asking questions of themselves, the authors, and the texts they read



Quick Questions

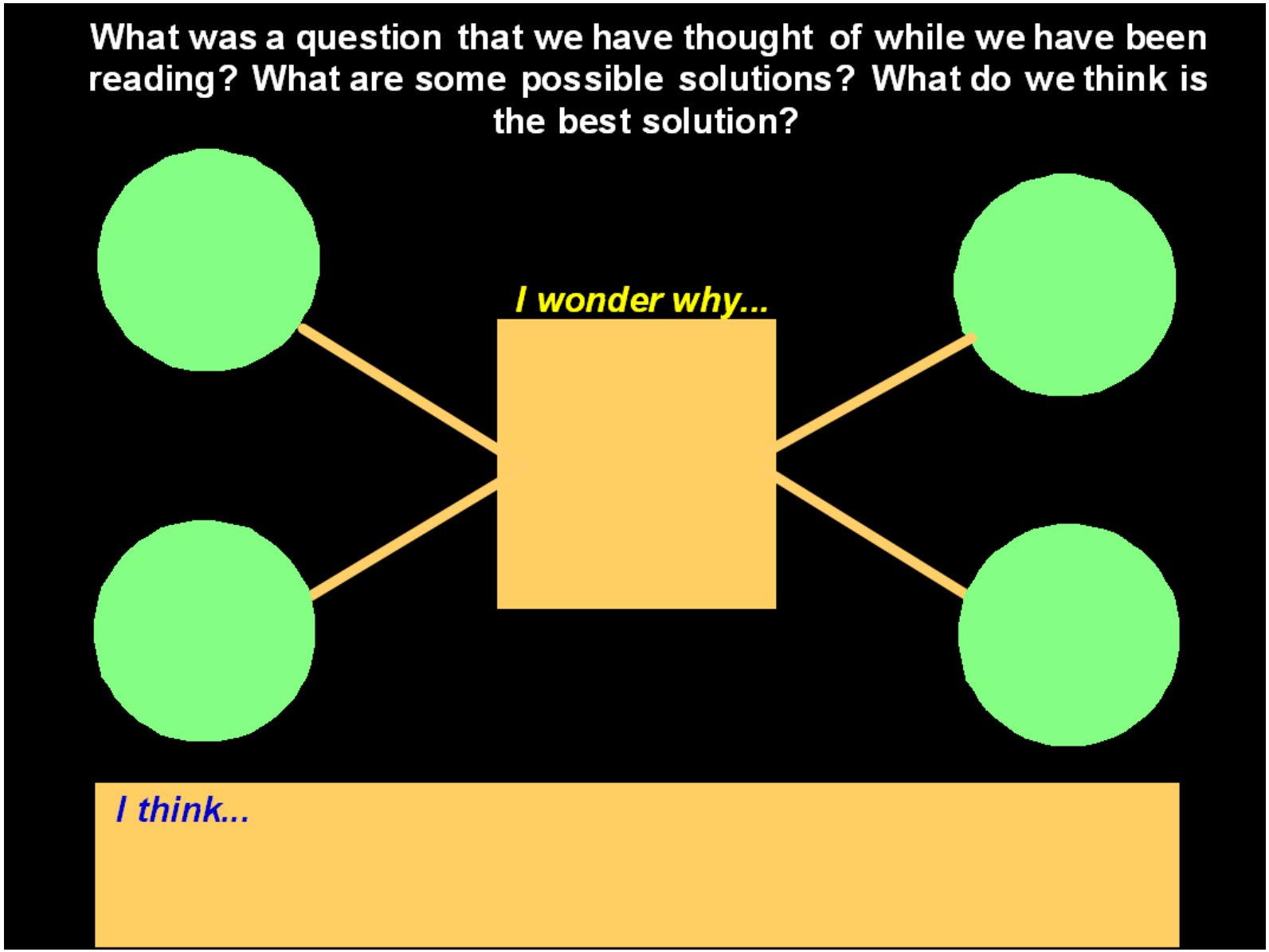
- Quick to answer
- Answer found in the book
- Usually one correct answer
- Helps to clarify content
- Once you know the answer, your thinking stops.

from Nonfiction Reading Power
by Adrienne Gear, 2008.

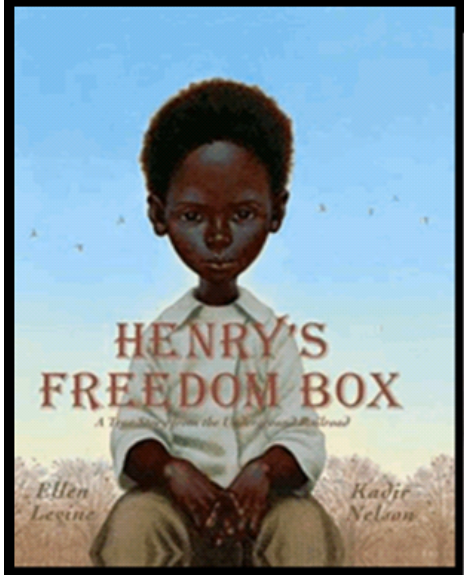
Deep Thinking Questions

- Takes more time to answer (deep thinking pose)
- Answer not in the text; from another source (another book or your thinking)
- Often, not one correct answer
- Helps to deepen understanding
- Because you don't know the answer, your thinking keeps going

Deep Thinking Pose


What was a question that we have thought of while we have been reading? What are some possible solutions? What do we think is the best solution?
I wonder why...
I think...

Use *Henry's Freedom Box* to Teach Questioning . . .



Deep-Thinking questions abound long after this book by Ellen Levine has finished.

Anthony

Pages Read: all Date: 1-23-09

Questioning Web

Title of book: Henry's Freedom Box Author: Ellen Levine

Directions: Write a question that you think of while you are reading. Write at least four possible solutions to this question. Choose the one that you think is the best answer and write why you think it is the best answer.

I wonder why...

Why did some masters let slaves free?

Maybe they're just nice.

maybe the masters don't need them.

mabe the slaves worn't working good.

they change they're mind and let them go.

I think I think the masters change they're mind and let the slaves go, because they feel sorry for what they did.

These demonstrate Marzano's Cues, Questions, and Advance Organizers.

4 Drawing inferences from text.

Make Inferences

Making Predictions
Drawing Conclusions
Interpreting Themes

I predict . .
I'm guessing that . .
It seems like . .

The Inferencing Formula

What it Takes . .

Background Knowledge or Schema

+

Text Clues

=

INFERENCE

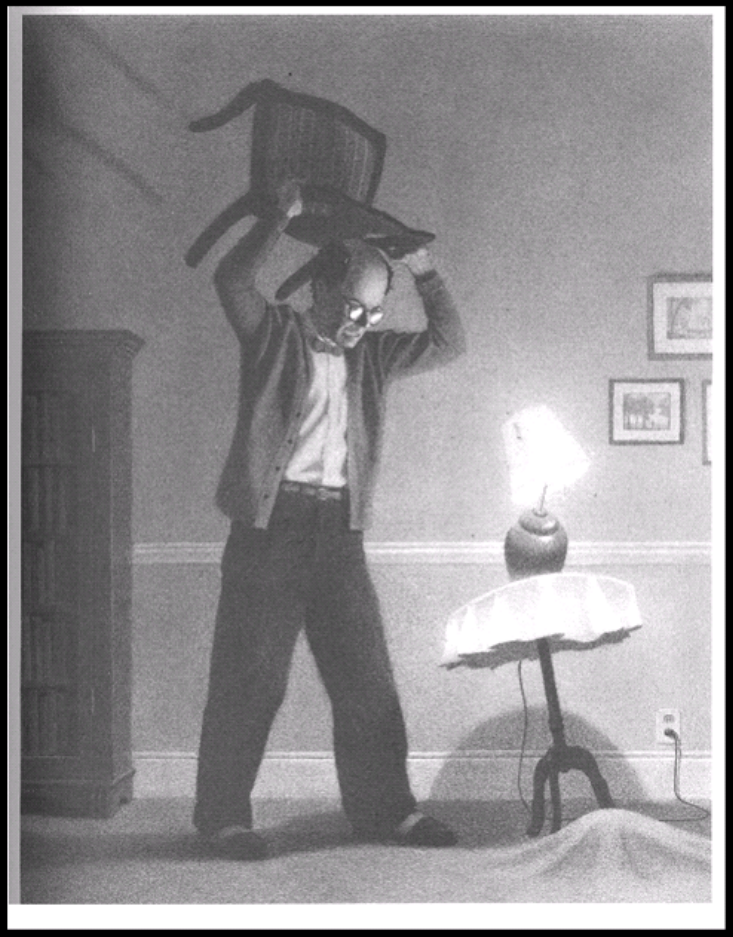
WHEN WE INFER: *We take what we know and combine it with clues in the text to draw conclusions, make predictions, determine themes and more.*

Mysteries of Harris Burdick

What story does each picture tell?

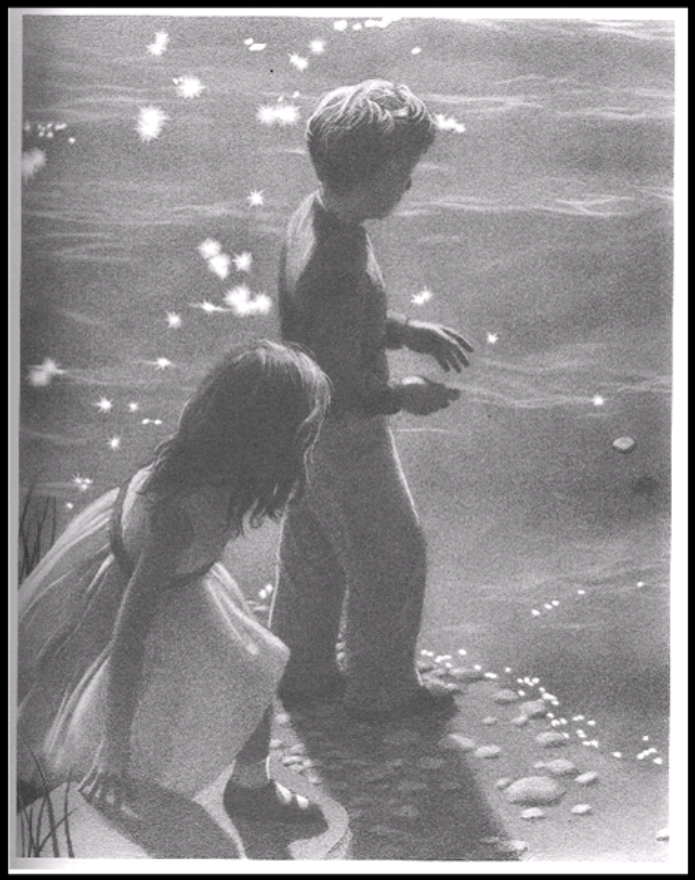
Under The Rug

Two weeks passed and it happened again.



A Strange Day in July

He threw with all his might, but the third stone came skipping back.



Archie Smith, Boy Wonder

A tiny voice asked, "Is he the one?"

These demonstrate Marzano's Non-Linguistic representations .

5 Determining the most important ideas and themes in a text.

(Afflerbach and Johnston, 1986; Baumann, 1986; Tiemey and Cunningham, 1984; Winograd and Bridge, 1986).

Themes are the underlying ideas that give the story its texture, depth and meaning. We infer themes. Themes often make us feel angry, sad, guilty, joyful, or frightened . . . we are likely to feel themes in our gut.

(p. 109, *Strategies That Work*, Harvey & Goudvis, 2000)

Books with a Common Theme

Believe in Yourself

These books are good examples of characters who display self-confidence and show pride in themselves.

Books with a Common Theme

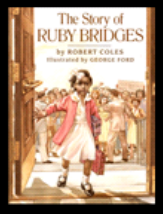
Accepting Others' Differences

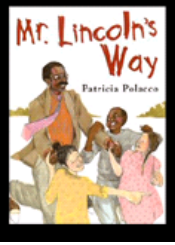
These books are good examples of respecting the individual differences, views, and beliefs of other people.

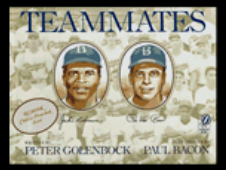
Books with a Common Theme

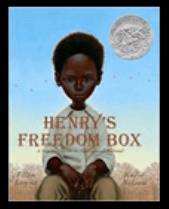
Teamwork

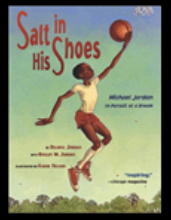
These books are good examples of the idea that when people work together, they achieve more.

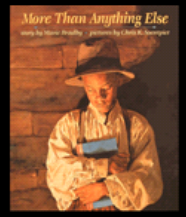


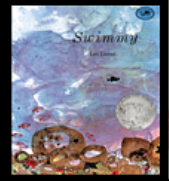


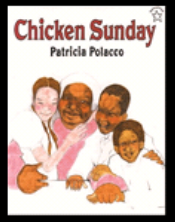


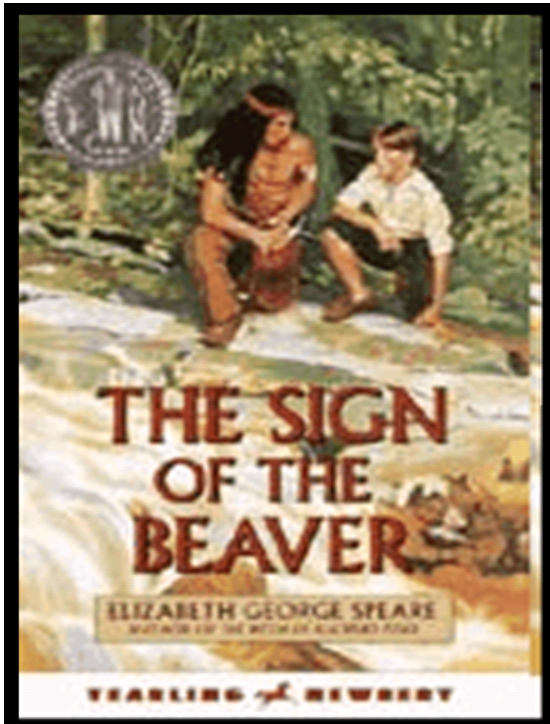




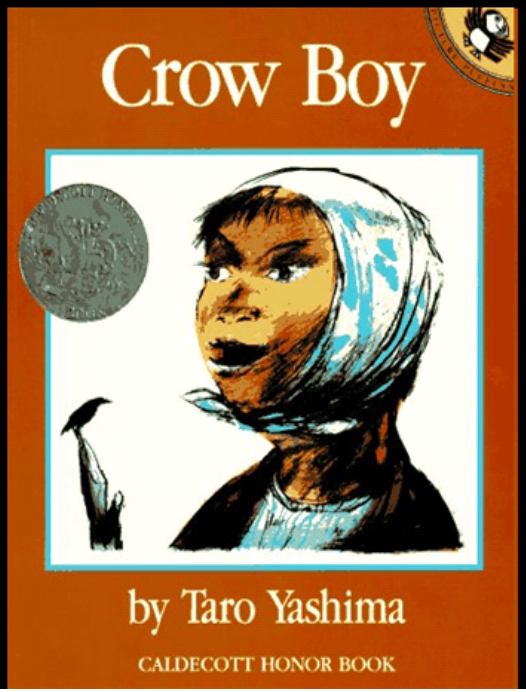


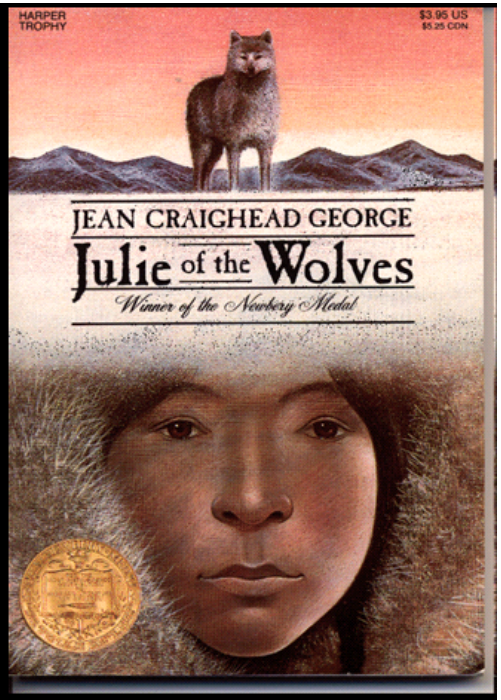






Books we have read - What is the theme for each? Use the magic revealer.



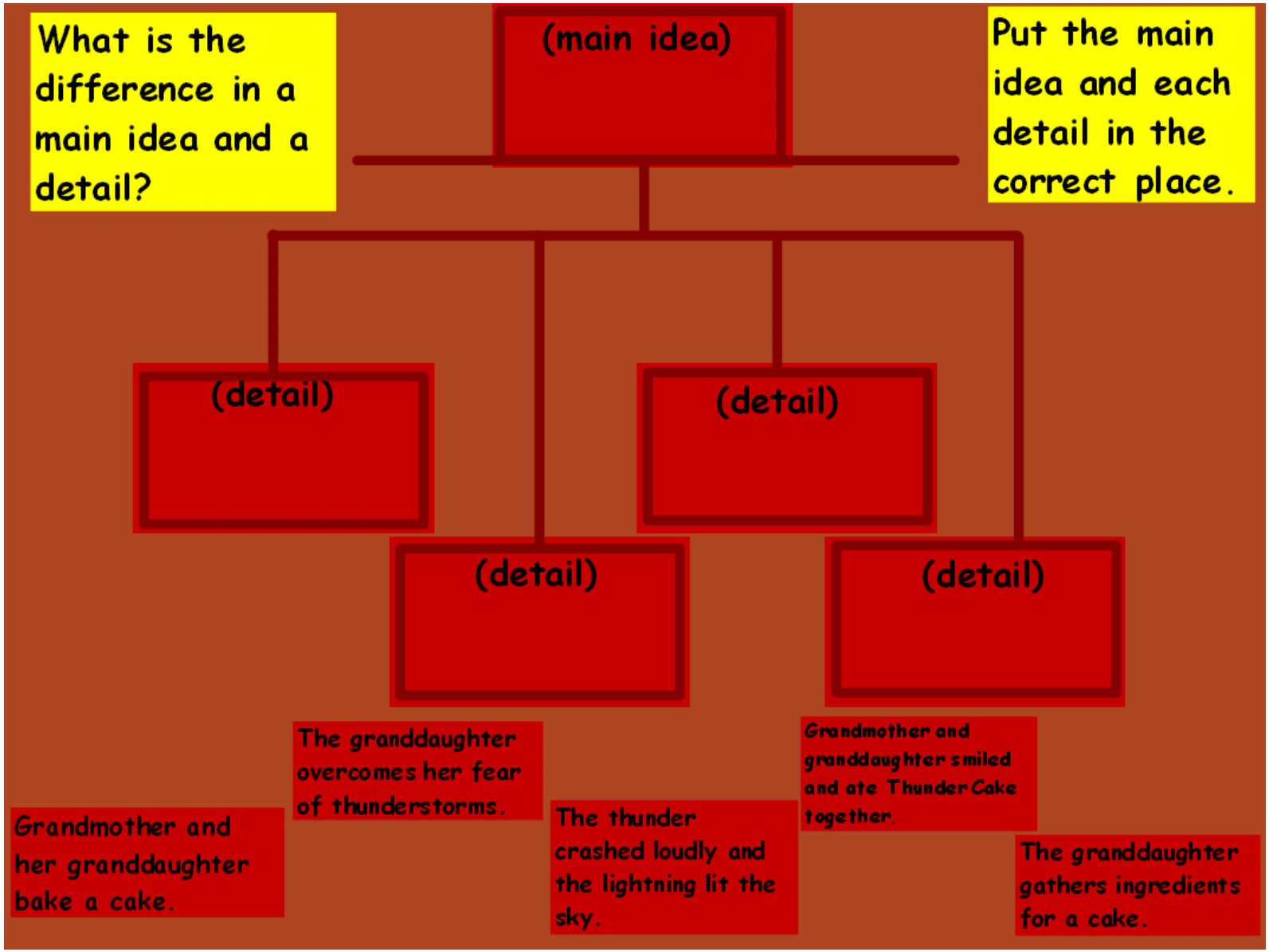


These demonstrate Marzano's *Summarizing* and Notetaking.

6 Retelling or synthesizing what they have read.

Combining new ideas with what is already known to get something new and different.

- I have learned that . . .
- This gives me an idea . . .
- Now I understand that . . .
- I used to think . . . , but now I realize . . .


What is the difference in a main idea and a detail?
(main idea)
Put the main idea and each detail in the correct place.
(detail)
(detail)
(detail)
(detail)
The granddaughter overcomes her fear of thunderstorms.
Grandmother and granddaughter smiled and ate Thunder Cake together.
Grandmother and her granddaughter bake a cake.
The thunder crashed loudly and the lightning lit the sky.
The granddaughter gathers ingredients for a cake.

How to make a Thunder Cake

Gather the eggs.

Measure the ingredients.

Pour the batter into cake pans.

Get three tomatoes and some strawberries.

Put the cake pans in the oven.

Get the milk from Kick Cow.

Mix the ingredients.

Frost the cake.

Get chocolate, sugar, and flour from the dry shed.

Causes

Effects

Grandma and I baked a Thunder Cake.

I was afraid of a thunderstorm.

I was no longer afraid of thunderstorms.

It was Thunder Cake baking weather.

Grandma added a strawberry to the chocolate frosting.

Grandma and I smiled and ate Thunder Cake.

Grandmother wanted to help me overcome my fear of storms.

The directions for making Thunder Cake have been mixed up. Put the instructions in the correct order.

1. Frost with chocolate frosting.
2. Gather utensils and ingredients together.
3. Put strawberries on top of the frosting.
4. Bake in two greased and floured pans for about 40 minutes.
5. Cream shortening, sugar, vanilla, and eggs. Then add water and tomatoes.
6. Sift together flour, cocoa, baking soda, and salt and add to creamed mixture.
7. Beat add ingredients together until smooth.

These demonstrate Marzano's Cues, Questions, and Advance Organizers.

Pull six pictures from behind the egg and put them in the correct order according to the story.

1

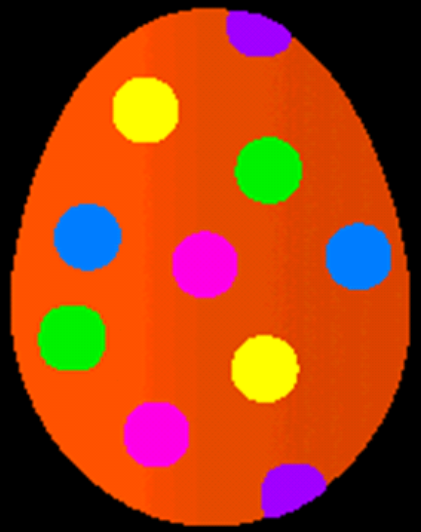
2

3

4

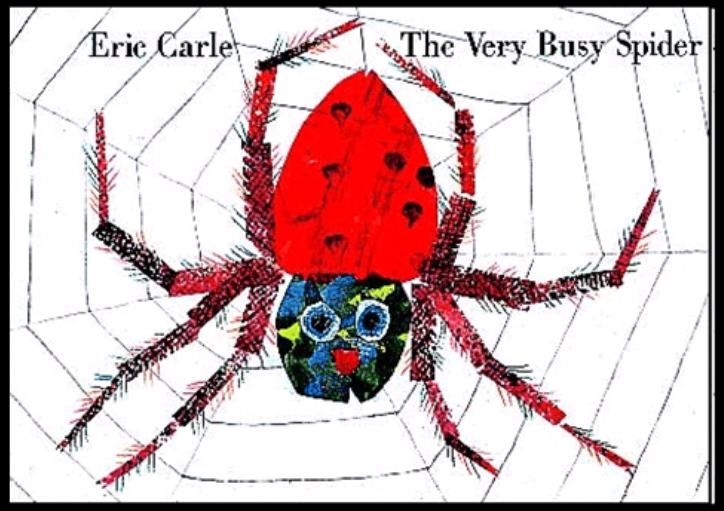
5

6



Retell the story from the pictures

From Leslie Ramsey with Promethean.



Jackson, a first grader,
retells *The Very Busy Spider*.

These demonstrate Marzano's Homework and ***Practice***.

7

Monitoring Comprehension -Utilizing a variety of *"fix-up strategies"* to repair comprehension when it breaks down.

Monitoring - "Does this make sense?"

When comprehension is failing, good readers may: reread, read ahead, slow down, read aloud, analyze the word(s), use schema, visualize, check predictions, and/or consult an outside source.

Learning goal...

Marzano & Associates

Identify themes in our texts.

We are learning to...

How we will know when we have achieved this...

Learning goal...

Marzano & Associates

Ask Deep Thinking questions before, during and after reading.

How much progress we have made...

lots ← A B C D E → **a little**

These demonstrate Marzano's Setting Objectives and Providing Feedback.

So, let's get started using the Activboard for Reading too!

Resources

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