

MyLabSchool
SAMPLE INTEGRATION GUIDE
for
Creating Literacy Instruction
for All Students, Sixth Edition

WHAT THESE ACTIVITIES ARE

Professors select MyLabSchool materials for use in their courses all the time. Many are even required by their schools to use technology to teach, and find MyLabSchool to be a lifesaver.

But many don't have time to explore MyLabSchool to make those choices before their courses begin. This Sample Integration Guide is a solution to that problem.

What follows is a series of assignable activities found on MyLabSchool, hand-picked to correspond with a course that requires this textbook. In some cases, the activities described here may also appear in this text as end-of-chapter MyLabSchool features—in slightly different format and directed at your students—so they can be easily assigned.

If you incorporate MyLabSchool activities other than these into your course, and you'd like to share them with us so that we can pass them along to other professors, please send them to us at mlsactivities@ablongman.com.

GETTING STARTED

If you have not already created an account, go to www.mylabschool.com and do so, using a passcode from your Allyn & Bacon campus representative.

If your students have not already created their accounts, direct them to do so at www.mylabschool.com, using the access code that came with their texts.

Instruct your students to email you to verify that they've created their accounts.

Asset Navigation

Navigating through MyLabSchool to access the various resources included in this Guide follows a standard click-path. An abbreviated version of the click-path will be provided for each activity.

For each activity, you will need to log on to your MyLabSchool account at www.mylabschool.com and follow a five-step path to the asset:

1. Click on the button marked "Courses"
2. Click on the identified discipline area from a list on the left side of the page
3. Click on the type of asset called for in the activity (Case Study, Video, Research Navigator)
4. Click on the Thematic Grouping for the asset
5. Click on the listed title of the asset

CHAPTER 1: THE NATURE OF LITERACY AND TODAY'S STUDENTS

VIDEO—"Individual Differences in a Multicultural Classroom"

In this video clip, a third-grade teacher discusses her culturally diverse group of students. She shares her thoughts about herself as a professional and about some of the challenges she faces on a daily basis.

Access the video here:

- MyLabSchool
 - Courses
 - Multicultural Education
 - Video Lab
 - Individual Differences
 - "Individual Differences in a Multicultural Classroom"

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

If you show the video in class, you may follow up with these activities:

- **Discussion.** Which individual differences does the teacher identify as being present in her class? Although socioeconomic status (SES) was not discussed in the clip, how might SES affect the attitudes and values students bring into the classroom? (Encourage students to explore all possibilities and ask for volunteers to share their experiences with the class.)
- **Personal reflection.** Reflect on your thoughts about teaching in a culturally diverse classroom. In a journal, briefly write about your thoughts.

What unique qualities will you bring to the classroom that will help your students embrace the each child's uniqueness? What do you see as your greatest challenges to teaching in a culturally diverse classroom?

RESEARCH NAVIGATOR—Becoming a Teacher

Research Navigator helps students do research by providing access to three exclusive databases of credible and reliable source material: EBSCO's ContentSelect Academic Journal Database, the *New York Times* Search by Subject Archive, and "Best of the Web" Link Library.

Access Research Navigator here:

- MyLabSchool
 - Courses
 - Reading Methods
 - Research Navigator

Instruct your students to do a keyword search of EBSCO's ContentSelect on "Becoming a Teacher," choose an article that is relevant and interesting, and write a two-page review of the article guided by the following:

- Provide the article's title, author, and name of the journal in which it appeared.
- Write a few paragraphs summarizing the article.
- What interested you about this article?
- How is the article relevant to the things you are learning in this course?
- Conclude by explaining how this article might inform your own development as a teacher.

CHAPTER 2: EVALUATION

VIDEO—“Standardized Tests”

In this video Gerald Bracey explains the differences between norm-referenced and criterion-referenced tests. We also see a teacher talk about preparing for standardized tests, and the implications of widespread use of standardized tests beyond their intended purposes. The importance of collecting other evidence about student performance beyond standardized tests, and educating the public about standardized test usage, is also discussed.

Access the video here:

- MyLabSchool
 - Courses
 - General Methods
 - Video Lab
 - Evaluating Performance
 - “Standardized Tests”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

- Is your state No Child Left Behind test a norm- or criterion-referenced test? What is the advantage of one versus the other?
- Do you think it is possible to create well-specified domains of “conspicuous excellence” in educational performance? Why or why not?
- In your opinion, what has led the United States to a massive reliance on standardized tests to measure all kinds of educational performance, conditions, and behaviors? Is this a negative or positive development?

As a follow-up activity, ask your students to arrange a meeting with an in-service elementary teacher. Have them discuss with the teacher the effects of No Child Left Behind on his or her school. Ask them to find out how the teacher has adjusted his or her instruction as a result of annual district and state assessments. Finally, have them investigate the teacher's personal feelings about standardized testing. Students should prepare a brief report they can either present in class or submit as an assignment.

RESEARCH NAVIGATOR—Authentic Assessment

Access Research Navigator here:

- ↳ MyLabSchool
 - ↳ Courses
 - ↳ Reading Methods
 - ↳ Research Navigator

The keyword “Authentic Assessment” under Education in the search bar will yield a number of articles about assessment. Students can scan the list of articles to identify those that talk just about authentic assessment and may need to narrow the focus of their search in Research Navigator.

For a more narrowed search, instruct students to search for Article Number 18471493, “Synergism in Learning: A Critical Reflection of Authentic Assessment.” Assign a one-page summary of this full text article as homework.

Other Research Navigator keywords to try:

- Reading Assessment
 - Running Records
 - Assessing Literacy

CHAPTER 3: FOSTERING EMERGENT/EARLY LITERACY

VIDEO—"An Interactive Writing Activity"

In this video clip, a kindergarten teacher leads her class through an interactive writing activity. She discusses the reading and writing skills her students are learning throughout this activity.

Access the video here:

- MyLabSchool
 - Courses
 - Reading Methods
 - Video Lab
 - Early Literacy
 - "An Interactive Writing Activity"

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

- What reading and writing skills are the students taught through this interactive writing activity?
- What are the advantages of interactive writing?
- What reading skills did the teacher model?

Or try any of these alternative activities:

- **Small group.** In small groups, have students design a lesson that begins with interactive reading and ends with an interactive writing assignment. How do the two activities work together to prepare students for independent reading and writing?

After viewing the video, divide the class into small groups; distribute large chart paper and markers to each group. Have the students role play an interactive writing activity based on an imaginary experience that kindergart-

ners might have, such as learning about playground rules. Following the activity, have each group share what reading skills were modeled during the activity.

- **Individual journaling.** What are your thoughts on parent involvement in the K–12 classroom? What are your concerns? What goals do you have for parent communication? Do you have any unique plans for reaching these goals?
- **Essay.** In a brief essay, have students discuss three literacy skills that can be modeled through interactive writing.

CASE STUDY—Early Reading

This case study unit offers a series of realistic scenarios that introduce students to reading strategies appropriate for kindergarten and first-grade classrooms.

Access the case study here:

- MyLabSchool
 - Resources
 - Case Archive
 - “Early Reading”

Instruct your students to select two of the scenarios provided in the unit and print them out to read. Have them complete the assignments on the bottom of each scenario and hand them in to you for credit.

RESEARCH NAVIGATOR—Emergent Literacy

Access Research Navigator here:

- MyLabSchool
 - Courses
 - Research Methods
 - Research Navigator

Ask students to conduct a search on the keyword “Emergent Literacy” to locate evidenced-based practices for early literacy and write a brief summary that shares what they learn.

CHAPTER 4: TEACHING PHONICS, HIGH-FREQUENCY WORDS, AND SYLLABIC ANALYSIS

VIDEO—"Teaching Phonics"

In this video clip, a first-grade teacher is working with small groups to teach long and short vowels, diphthongs and digraphs to her students.

Access the video here:

- MyLabSchool
 - Courses
 - Reading Methods
 - Video Lab
 - Word Recognition and Phonics
 - "Teaching Phonics"

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

- Why does this teacher spend the time teaching the silent-e rule to these children?

- How does she move the students from sounding out individual words to using the rule in context?

Alternative activity:

- **Discussion.** Phonics instruction isn't accepted by everyone. Have students discuss both sides of the phonics issue. Ask them what role they think phonics should play in a reading program.

RESEARCH NAVIGATOR—Phonics

Access Research Navigator here:

- MyLabSchool
 - Courses
 - Reading Methods
 - Research Navigator

A search with the keyword "Phonics" produces over 100 articles. Have students scan the list of articles that appear, and then narrow their search further by searching for variations on phonics, such as "analytic phonics," "synthetic phonics," and "phonics instruction."

CHAPTER 5: BUILDING VOCABULARY

VIDEO—"An ESL Vocabulary Lesson"

Vocabulary in content area reading can be a greater challenge to limited English proficient students than new vocabulary in literature. This video clip shows a first-grade teacher teaching vocabulary development and word recognition in isolation.

Access the video here:

- ↳ MyLabSchool
 - ↳ Courses
 - ↳ English Language Learners
 - ↳ Video Lab
 - ↳ Teaching Strategies and Tools
 - ↳ "An ESL Vocabulary Lesson"

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

If you show the video in class, you may follow up with these activities:

- **Discussion.** What was the purpose of the vocabulary activity at the beginning of the video? What strategies would you recommend to teach content vocabulary to elementary school children? If you were fluent in the children's native language, how might your strategies be different?
- **Small group.** The activities discussed were all pre-reading activities. Design a post-reading activity that could be used with these children to reinforce the vocabulary words.

RESEARCH NAVIGATOR—Vocabulary Development

Access Research Navigator here:

- ↳ MyLabSchool
 - ↳ Courses
 - ↳ Reading Methods
 - ↳ Research Navigator

Have your students conduct a search of the keyword “Vocabulary Development” or “Vocabulary Instruction.” They should choose one article that is relevant to the discussion on vocabulary development and write a report on how it relates to the strategies on building vocabulary author Tom Gunning discusses in this text.

New York Times Education News Feed

The New York Times Education News Feed is a collection of education-related stories from the *New York Times*, updated hourly.

Access the New York Times Education News Feed here:

- MyLabSchool
 - Resources
 - NYT News Feed

Instruct your students to search the News Feed for an article related to literacy or reading instruction in the United States (If they do not find a suitable article on the New York Times Education News Feed, direct them to search the Internet for “National Assessment of Adult Literacy.”) Require a two- or three-page response to the article based on the following:

- Cite the article and author.
- Summarize the article in a few paragraphs.
- What education finance issues are raised in the article, and what is your personal opinion on these issues?

CHAPTER 6: COMPREHENSION: THEORY AND STRATEGIES

VIDEO—"Defining Reading Comprehension"

In this video clip, reading specialists talk about the facets of comprehension and what teachers need to be aware of when helping children develop their comprehension skills. The video shows a teacher working with a student on comprehension using important comprehension strategies.

Access the video here:

- MyLabSchool
 - Courses
 - Reading Methods
 - Video Lab
 - Comprehension
 - "Defining Reading Comprehension"

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

Prior to viewing the video, engage your students in a discussion using the following prompts:

- How do you *comprehend* in everyday life? For example, how do you *comprehend* when you enter a new grocery store? What types of schema do you bring to the process of buying groceries in this unfamiliar store? Discuss schema theory. How does schema affect reading comprehension?

After viewing the video, use the following questions as a basis for discussion:

- What strategy is the teacher using to assess reading comprehension?

- Discuss the pros and cons of questioning as a way to teach and/or assess reading comprehension.
- How might teachers effectively use questions as a springboard for alternative reading comprehension assessment?
- How might questioning be used with small and large groups?

A good, small-group activity for follow-up:

- Ask the students to bring children’s literature to class. Working in small groups and using their textbook as a springboard, have them develop a reading comprehension strategy based on each piece of children’s literature. Tell each group that one person should record the ideas. For large-group sharing, have each group share a summary of the story and at least one reading comprehension strategy.

RESEARCH NAVIGATOR—*Brown 50 Years Later . . .*

Access Research Navigator here:

- MyLabSchool
 - Courses
 - Reading Methods
 - Research Navigator

Have students search for Article Number 21611946, “Paths to Reading Comprehension in At-Risk Second-Grade Readers.” Ask students to summarize the findings of the study detailed in the article.

Many other good articles on reading comprehension can be found in Research Navigator by typing in the keyword “Reading Comprehension” or “Comprehension Strategies.” Have students further explore key literacy concepts by conducting searches using the key terms from Chapter 6.

CHAPTER 7: COMPREHENSION: TEXT STRUCTURES AND TEACHING PROCEDURES

VIDEO—“Word Analysis Strategy”

In this video clip, reading specialist Alan Crawford explains that word analysis strategies help students actively construct meaning. The video shows a middle school health teacher using a cloze strategy to help readers become strategic in figuring out unknown meaning.

Access the video here:

- MyLabSchool
 - Courses
 - Reading Methods
 - Video Lab
 - Comprehension
 - “Word Analysis Strategy”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, use the following questions as a basis for discussion:

- What are the benefits to the student of doing a cloze activity?
- How does it help with reading comprehension?
- Why is word analysis an important part of reading comprehension?

CASE STUDY—Comprehension and Vocabulary

This case study unit provides scenarios of students who are having difficulty with vocabulary and comprehension in the upper elementary grades. It provides a number of strategies that may be implemented with individual students as well as with larger groups.

Access the case study here:

- MyLabSchool
 - Resources
 - Case Archive
 - “Comprehension and Vocabulary”

Instruct your students to select two of the scenarios provided in the unit and print them out to read. Have them complete the assignments on the bottom of each scenario and hand them in to you for credit.

RESEARCH NAVIGATOR—Guided Reading**Access Research Navigator here:**

- MyLabSchool
 - Courses
 - Reading Methods
 - Research Navigator

Have students perform a keyword search for “Guided Reading.” Direct them to print the article, read it, and write a two- or three-page response based on the following:

- Cite the article and author.
- Summarize the article in a few paragraphs.
- What did you learn from this article about the use of guided reading as a comprehension strategy?
- Comment on the value this new knowledge holds for you as you train to become a teacher.

CHAPTER 8: READING AND WRITING IN THE CONTENT AREAS AND STUDY SKILLS

VIDEO—“Content Area Reading”

In this video clip, educators discuss the purpose of and strategies for teaching content-area reading. A third-grade teacher demonstrates teaching content-area reading in a science curriculum.

Access the video here:

- MyLabSchool
 - Courses
 - Reading Methods
 - Video Lab
 - Comprehension
 - “Content Area Reading”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, prior to viewing the video ask your students:

- What is content area-reading?
- How does content-area reading differ from reading stories?
- Why is it important to teach content-area reading?

After viewing the video, use the following questions to examine the strategies that the teacher uses to teach the content topic:

- What other questions could the teacher in the video have asked the students?
- How did she organize her instruction?
- What alternative organizational strategies could be used for learning the content? Describe how they are used by students to comprehend content area texts.

Alternative activity:

- Have your students choose a content-area reading strategy that is discussed in the textbook. They should role-play for the class a scenario that demonstrates this strategy. Have them summarize their experiences and email their summary to you.

RESEARCH NAVIGATOR—Content Area Reading

Access Research Navigator here:

- MyLabSchool
 - Courses
 - Reading Methods
 - Research Navigator

Have students perform a keyword search for one of the following keywords or a key term from Chapter 8.

- Content Area Reading
- SQ3R
- Learning Logs
- Study Skills

Direct them to select an article, read it, and write a two-page response based on the following:

- Cite the article and author.
- Summarize the article in a few paragraphs.
- What did you learn from this article about the use of guided reading as a comprehension strategy?
- Comment on the value this new knowledge holds for you as you train to become a teacher.

CHAPTER 9: READING LITERATURE

VIDEO—“Poetry Project”

In this video an eighth-grade English teacher leads an instructional unit on Alice Walker’s poem “For My Sister Molly.” The teacher explains the purpose of the lesson and talks about how this exercise improves student writing across the curriculum. We see the teacher interacting with students, giving examples of what she would like their poems to express, and making her pupils laugh.

Access the video here:

- MyLabSchool
 - Courses
 - General Methods
 - Video Lab
 - Motivating Students
 - “Poetry Project”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

If you show the video in class, you might use the following questions as a basis for discussion:

- If you were an eighth grader in this class, would you be excited about beginning your own “Sister Molly” poem? Why? How does this teacher make this lesson exciting and interesting?
- Does the teacher express a clear idea of what she is trying to do with the children’s writing in this lesson? Why might this have an effect on her ability to motivate students?

- Do the students in this class seem actively engaged and ready to participate?

Alternative Activities:

- **Small group.** Ask students to brainstorm on the kind of assignments they might create to help children focus on themselves and what makes them unique, while also encouraging them to honor other people's contributions to their lives. How could this be done while also working on improving their writing?
- **Individual journaling.** Use the following prompt for a journal entry: Remember a teacher in your life who inspired you with his or her passion or commitment to teaching and the subject. What about this person was unique? What qualities, specifically, motivated you to produce good work in his or her class?

RESEARCH NAVIGATOR—Philosophy of Education

Access Research Navigator here:

- MyLabSchool
 - Courses
 - Reading Methods
 - Research Navigator

Ask students to search for article number 21932191, "Should Kids Read Fiction?" What is the context of this article? Ask students to search the Internet or go to their library to access the full copy of this article and then write a brief paper describing their reaction to the author's stance on the subject.

CHAPTER 10: APPROACHES TO TEACHING READING

VIDEO—"Journals"

In this video, teachers at various levels discuss how journaling promotes fluency in students' writing and helps promote their thinking and reading at the same time.

Access the video here:

- MyLabSchool
 - Courses
 - Language Arts
 - Video Lab
 - Reading and Writing
 - "Journals"

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you might use the following questions as a basis for discussion:

- In the beginning of this clip, the instructor began the journaling activity by writing some questions on the board. What was the purpose of these questions?
- What is a dialogue journal? How does it help students become better writers?
- Why is it important to include daily writing activities, such as journal writing, into the regular school day?

Alternative Activities:

- **Small group.** As a group, identify three other types of journals (besides dialog journals), and explain what they are and when you might use them.

RESEARCH NAVIGATOR—Instructional Concepts

Access Research Navigator here:

- MyLabSchool
 - Courses
 - Reading Methods
 - Research Navigator

Have students perform a keyword search for one of the following key terms from Chapter 10.

- Dialogue Journals
- Reading Workshop
- Language Experience Approach

Direct them to select an article, read it, and write a two-page response based on the following:

- Cite the article and author.
- Summarize the article in a few paragraphs.
- What did you learn from this article about the use of guided reading as a comprehension strategy?
- Comment on the value this new knowledge holds for you as you train to become a teacher.

CHAPTER 11: WRITING AND READING

VIDEO—“Writing Assessment”

In this video, Charlie Temple explains why writing is a good indicator of how well a child reads. In the video, an eighth-grade teacher works with her students on writing a personal narrative, and she explains how she can sometimes spot reading problems from a child’s writing.

Access the video here:

- MyLabSchool
 - Courses
 - Reading Methods
 - Video Lab
 - Writing and Reading Connection
 - “Writing Assessment”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

- Describe why this teacher uses writing to determine if a child has reading problems, and how this helps her individualize her instruction.
- What develops first—reading ability or writing ability? Explain your answer.
- How might journal writing be used effectively with ELLs?

Follow-up activity:

- *Reading and Writing Quarterly* is an interdisciplinary journal that explores reading and writing difficulties in all students. Use the Internet to find out more about this journal and identify some of the topics you think would be beneficial to your professional development.

RESEARCH NAVIGATOR—Freewriting

Access Research Navigator here:

- MyLabSchool
 - Courses

- ↳ Reading Methods
- ↳ Research Navigator

Have students search for Article Number 7373104, “Developing a Writing Package with Student Graphing of Fluency.” Ask students to summarize the findings of the study detailed in the article.

VIDEO—“Writing Strategies”

Guided writing is an effective strategy for developing literacy in English language learners. This teacher uses sentences the students have written to help them learn effective paragraph writing strategies.

Access the video here:

- ↳ MyLabSchool
 - ↳ Courses
 - ↳ English Language Learners
 - ↳ Video Lab
 - ↳ Teaching Strategies and Tools
 - ↳ “Writing Strategies”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

- How does the teacher ensure that children with varying reading abilities all benefit from this lesson?
- Name the strategies this teacher uses to help the students who have not yet developed written language skills.
- The teacher in this video understands the connection between listening, speaking, reading, and writing. Explain why this connection is important, particularly for students with limited English proficiency. How does working in cooperative groups contribute to this connection?

CHAPTER 12: DIVERSITY IN THE LITERACY CLASSROOM: ADAPTING INSTRUCTION FOR ENGLISH LANGUAGE AND AT-RISK LEARNERS

VIDEO—“Teaching to Diverse Learning Styles”

This video clip focuses on providing a variety of ways for students to learn. A teacher discusses and demonstrates various techniques for improving reading comprehension with a diverse population of students.

Access the video here:

- ↳ MyLabSchool
 - ↳ Courses
 - ↳ Reading Methods
 - ↳ Video Lab
 - ↳ Diversity and Special Needs
 - ↳ “Teaching to Diverse Learning Styles”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

- What are the techniques this teacher uses to ensure that all students are able to comprehend when reading?
- Why do you think she chose these particular techniques?
- Why is it important to vary the teaching methods, particularly when you have children with learning disabilities in the classroom?

Alternative Activities:

- **Small group.** Divide the class into small groups and provide each group with a children’s story. Have one student read the story aloud. Have the student reread the story as the members of the group role play the plot. Following the activity have the students discuss the reading comprehension skills that were evident.
- **Individual journaling.** Discuss three ways teachers can accommodate ELL students as they teach reading.
- **Essay.** Interview teachers and/or administrators at a school regarding the roles that special educators, classroom teachers, and reading specialists play in literacy instruction for students with special needs. Summarize your findings in a brief essay.

RESEARCH NAVIGATOR—English Language Learners

Access Research Navigator here:

- ↳ MyLabSchool
 - ↳ Courses

- Reading Methods
 - Research Navigator

Have students perform a search with the keyword “English Language Learners.” Direct them to select an article, read it, and write a two-page response based on the following:

- Cite the article and author.
- Summarize the article in a few paragraphs.
- What did you learn from this article about the use of guided reading as a comprehension strategy?
- Comment on the value this new knowledge holds for you as you train to become a teacher.

Other Research Navigator Keywords to try:

- Students with Special Needs
- Reading Intervention
- Reading Recovery
- Peer Tutoring

VIDEO—“Strategies for Teaching Reading and Writing”

In this video clip, a fourth-grade teacher discusses why it is important to know students individually to determine how each learns best and then adapt instruction accordingly. The teacher uses before-reading activities to prepare her students for reading an article on coral reefs.

Access the video here:

- MyLabSchool
 - Courses
 - Content Area Reading
 - Video Lab
 - Teaching Diverse Learners
 - “Strategies for Teaching Reading and Writing”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

- What strategies does this teacher use to meet all of her students’ needs?
- In the classroom example, the teacher used several techniques to help the students understand the reading about coral reefs. Name three of them, and explain their benefits.
- Are reading to learn and learning to read the same process, or two distinct skills? Explain your reasoning.

CHAPTER 13: CREATING AND MANAGING A LITERACY PROGRAM

VIDEO—“Managing the Use of Technology for Education”

The value of technology in the classroom is related directly to how it supports the curriculum. This clip discusses the benefits of computers in classrooms and also points out the potential for misuse.

Access the video here:

- MyLabSchool
 - Courses
 - Educational Psychology
 - Video Lab
 - Technology
 - “Managing the Use of Technology for Education”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

Follow-up activities:

- Write an acceptable use policy for an elementary school using kid-friendly language. The Virginia Department of Education provides a handbook with useful information on acceptable use policies at its website: <http://www.pen.k12.va.us/go/VDOE/Technology/AUP/home.shtml>
- Visit the website WWW 4 Teachers, <http://4teachers.org>, and click on “Lessons and Webquests.” Choose a subject, theme, and topic. Choose a lesson and explain why you chose it, how and when you would use it.

VIDEO—“Family Literacy Program”

A family literacy program has many benefits for families who speak English as a second language. In this program, parents visit the school regularly to participate in activities of their children’s choosing.

Access the video here:

- MyLabSchool
 - Courses
 - English Language Learners
 - Video Lab
 - Teaching Strategies and Tools
 - “Family Literacy Program”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

- Why is it sometimes difficult to get parents who speak English as a second language, or not at all, to become involved in school activities? What can schools do to make these parents feel more welcome? And more specifically, what could you, as a teacher, do to involve parents more in your classroom?
- Name three positive outcomes that occur when parents are involved in their child's education.

Follow-up activities:

- Visit the website for the Hispanic Family Literacy Institute at <http://www.famlit.org/ProgramsandInitiatives/HFLI/index.cfm>. What is the mission of this organization? How might you, as a general education teacher with Spanish-speaking students in your class, use these resources to better educate these children and involve their families?
- Search the Internet for similar resources for teachers of students from other cultural backgrounds. Summarize your findings.

RESEARCH NAVIGATOR—Technology in the Classroom

Access Research Navigator here:

- ↳ MyLabSchool
 - ↳ Courses
 - ↳ Reading Methods
 - ↳ Research Navigator

Assign Article Number 21984691, "Parent Programs in Literacy Differences for Latinos." Ask students to explain the purpose of Project EASE and discuss the potential benefits of the program.

Other Research Navigator keywords to try:

- Parent Involvement
- Family Literacy

Portfolio Ideas

MyLabSchool's Lesson and Portfolio Builder allows students to create portfolio projects digitally and save them to their hard drives, as well as print them when they have finished editing. MyLabSchool Lesson and Portfolio Builder also provides instructions for uploading student projects to students' websites.

Instruct your students to go to MyLabSchool, access the Allyn & Bacon Lesson and Portfolio Builder, and complete the following:

Create a graphic organizer for your future students that you could include as an artifact in your portfolio. It should relate to your chosen content area and the various types of reading materials and resources that students will use in content area reading for your classroom. Be sure to include a rationale and reflection on this portfolio artifact. Why did you create this organizer? In what ways will it benefit students? How might you improve your graphic organizer? How will you evaluate its effectiveness?

Create a handout for students that you can include in your portfolio as an artifact. This handout should discuss the steps in the writing process, with special emphasis on the process of revising. The handout should be clear and easy to read and understand. Create a rubric you can use to self-assess your handout. In your reflection, discuss your rationale for the steps of the writing process. Which steps will you emphasize with students? Can any steps be omitted? Reflect on how you will know if your handout is beneficial to students.