

## 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.