



How Does *LPEY* Support the Teaching of Media Literacy?

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What is Media Literacy?

Media literacy is the ability to understand, create, and effectively use visual, oral, multimedia, and mass media messages. The term 'media' refers to wide-audience forms of communication such as television, radio, film, magazines, newspapers, popular music, computer software, comics, art billboards, and the Internet. It also refers to less obvious forms like fashion and children's toys or T-shirts, as well as more personal means of communication, including text messages, blogs, cell phones, and chat-rooms. Media texts surround us in our daily lives and students need to be able to understand how different forms of these texts operate, how to obtain information from the texts, and how to be critical consumers of the information they receive.

Media Texts in *LPEY*

In order to facilitate the development of media literacy skills, teachers need to carefully select media materials. Exposing students to a range of media allows them to see the numerous media messages encountered in their everyday world. The materials within *Literacy Place for the Early Years* support the gradual acquisition of media skills.

Grade	Shared Reading	Guided Reading
Kindergarten	<ul style="list-style-type: none"> • <i>Say It Out Loud!</i> – songs on the CD • <i>It's My World</i> – non-fiction magazine that includes articles, poems, puzzles, jokes, instructions 	
Grade 1	<ul style="list-style-type: none"> • <i>Hey Diddle Diddle</i> – song on CD • <i>Bubblegum, Books, and Bugs</i> – songs on CD • <i>School Days</i> – non-fiction magazine that includes poems, puzzles, "how-to's" 	
Grade 2	<ul style="list-style-type: none"> • <i>Goldie Locks and the Three Bears</i> – play script • <i>Little Cubs Theatre Presents Goldie Locks and the Three Bears</i> – play program • <i>Let's Celebrate</i> – non-fiction magazine that includes articles, photo report, advertisement, photo caption game, instructions for a craft project • <i>3-2-1 Blast Off!</i> – instructions for making and launching a rocket 	<ul style="list-style-type: none"> • <i>Keep Us Clean</i> – brochure • <i>The Game of Go</i> – game and instructions • <i>What Does Your Dog Know?</i> – quiz • <i>Winter Wonderland</i> – brochure with map • <i>Kids' Guide to Summer Camps</i> – guide • <i>Roadside Giants</i> – poster
Grade 3	<ul style="list-style-type: none"> • <i>Big Bad Bertha</i> – play script • <i>I Live in the North</i> – song on CD • <i>I Swallowed a Gnat!</i> – songs on CD • <i>Pirate Lee</i> – song on CD • <i>Magnetic Racetrack</i> – instructions for creating a racetrack • <i>Summer Camping in Nova Scotia</i> – brochure • <i>Be a Sport</i> – non-fiction magazine that includes articles, interview, advertisement, explanations, letters to the editor, visual game and jokes 	<ul style="list-style-type: none"> • <i>Make Electrostatic Slime</i> – instructions • <i>Bicycle Owners Manual</i> – manual • <i>Help a Wild Animal in Need</i> – brochure • <i>See the Sea Few Ever See!</i> – travel brochure • <i>Caring for a Pet Dragon</i> – how-to guide • <i>Look Inside: Airplane</i> – poster • <i>Digging for Dinosaurs</i> – informational poster • <i>Moon Cruiser</i> – letters and advertisement

Teaching Media Literacy

You will want to introduce students to media texts during whole group sessions of **Shared Reading**. In those lessons you will demonstrate how the texts operate and the messages they are sending. Students in primary grades need to learn how to negotiate the differing demands on print tracking concepts, how to extract information from print and visual layouts, and



sometimes from sound cues. Through thoughtful questioning techniques you can encourage students to think about what's there/ what's not there in the text and what lies behind the media productions; thus developing critical awareness.

While some media texts are introduced during the supported context of Shared Reading, you can also explore others during **Guided Reading**. Sometimes students may only need the light support provided in a focused introduction to a Guided Reading lesson to be able to understand the media text readily. For example, if you have introduced the brochure, *Summer Camping in Nova Scotia*, to your grade three students in Shared Reading, then students will be familiar with the brochure format when reading *See the Sea Few Ever See!* in Guided Reading.

At other times the layout may be so unfamiliar that students require more assistance than can be provided in a Guided Reading group. You may decide to expose students to some of the media texts through **Small-Group Shared Reading**. You can form like-needs groups and expose students to a novel format. For example, in your grade two classroom you may want to work with students who are unfamiliar with the guide format. As you introduce the text, *Kids' Guide to Summer Camps*, you will examine the overall layout and explore the purpose of the text. Because you will be reading chorally with the group, you can demonstrate which part of the text you will be reading next, as media texts don't always follow predictable print and visual tracking requirements. Then you can move to a critical literacy stand and explore what the text is trying to do.

If you have a question you would like answered, please email your request to: workshops@scholastic.ca.