



Note: You may want to focus only on a spread or a specific feature of the text rather than covering this non-fiction text in its entirety.

TEXT FEATURES

- headings/subheadings
- reference/glossary-style layout
- text boxes
- sidebars
- various fonts

VISUAL LITERACY

- screen captures
- cartoons
- comic strips
- captions
- idea web
- charts

TEXT SUPPORTS

- 'In a Nutshell' section
- consistent layout
- bolded words explained in other sections in the text
- content is compartmentalized

POSSIBLE TEXT CHALLENGES

- idea web
- reference guide format
- specialized vocabulary, e.g., 'captchas,' 'emoticons,' 'podcasts'
- humour in cartoons

WEB TOOLS FOR KIDS

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TEXT TYPE: Non-fiction: Description—Reference
GUIDED READING LEVEL: U/V

SUMMARY: The Web is not only a place to look for information and play games, it's also a place to communicate, share ideas, and collaborate with others. In this non-fiction reference text the authors describe various Web tools and explain their pros and cons.

FOCUS COMPREHENSION STRATEGY

- evaluating

FURTHER COMPREHENSION STRATEGIES

- making connections: text to self, text to world
- self-monitoring

ORAL LANGUAGE OPPORTUNITIES

- Inside-Outside-Circle strategy
- Ranking Ladder strategy
- discussing with a group
- oral presentation on Internet safety (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: noticing a familiar word embedded within a larger word
- word solving and building: using chunking and syllabication
- word solving and building: using meaning connections to solve unfamiliar words
- language predictability: using context to work out word meanings
- language predictability: using dictionaries to solve word meanings

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- evaluate the authors' craft
- state and support opinions with examples from the text
- confirm or change opinions based on text evidence
- use visual literacy information to aid in comprehension
- self-monitor comprehension

ASSESSMENT TOOLS

Select from the following:

- Evaluating Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 3–7, plus sections of the students' choosing)

BEFORE READING

Activate and build prior knowledge

ESL NOTE: Talk to the group about the importance of tools. Name several jobs and occupations and ask students to tell what tools are needed for each one.

Making Connections: Text to Self

Text and Visual Literacy Features

Text Features and Evaluating

Visual Literacy Features and Analyzing

Word Solving and Building and Self-monitoring

- Have students turn to a partner and discuss what they use the Internet for. Share ideas with the group.
- Ask students to turn to page 3 and focus their attention on the idea web. Explain that all of the tools listed in the centre of the web and all of the terms listed on the outside oval are explained in this book. Explain that the book is largely organized into these 21 sections. Have students reflect on their knowledge of these tools and terms by completing the Before Reading columns of the BLM entitled *Web Tools For Kids*, found on the final page of this card.

Introduce supports and challenges

- Have students turn to page 5 and explain that the 'In a Nutshell' feature is essentially a glossary of the Web tools and terms examined in the book. Explain that the book itself is set up like a glossary, with entries organized alphabetically. There are 11 'Web tools' and 10 'Web terms' described in the book. Ask, *Why do you think the authors did not include a traditional table of contents with page numbers? Do you agree with the way this book has been organized? Explain.*
- With students, turn to page 10 and use the 'Collaborative Documents' section to discuss page layout. Explain that each page begins with a heading in large font followed by a description. Many pages also have 'screen captures' (images captured from computer monitors) to help explain concepts. The authors have also included cartoons throughout the text. Within each Web tool section, there is also a pros/cons chart. These charts will help readers decide whether or not the Web tool will be useful to them.
- When reading the body of the text, students should be aware of these visual literacy features and use them to support their comprehension. Explain that when a reader turns the page and is confronted with a variety of visuals, it's important to take a moment to scan the page to see what's there and to decide where to start reading.

- Tell students that they will encounter specific words associated with the Internet. Ask them what strategies they can use to figure

Evaluating

out unfamiliar words. Encourage them to identify strategies such as rereading the sentence and finding words they know within the larger word. For example, some students might find that knowing the word ‘etiquette’ will help them read and understand the word ‘netiquette.’

Set a purpose for reading

- Explain to students that they will be evaluating the text. This means that they are asked to form opinions about the information in the text as they are reading. If they’re reading about a Web tool, students should be thinking, *How useful is this Web tool for me now? How useful will it be in the future?* If they are reading about a Web term, students might wish to ask themselves, *Did the authors do a good job of explaining the term?* After reading a section, have students record their opinions on the *Web Tools For Kids* BLM in the After Reading column. Show students how the BLM is organized according to Web tools and Web terms. You might write the following on a class board to clarify the purpose:

1. Read pages 3 to 7 to get a better understanding of what the text is about as well as to learn about important safety guidelines for Internet use.
2. Use the idea web on page 3 (or the BLM) to choose the section that you would like to read.
3. Read the section you’ve chosen.
4. Evaluate what you’ve read by asking questions and recording your ideas on the BLM.
 - a. Web tool: How useful is this tool for me now? How useful will it be in the future?
 - b. Web term: Did the authors do a good job of explaining the term?
5. Choose another section of the text to read and evaluate.

Provide for early finishers

- Have early finishers continue to read and evaluate new sections of the text for the duration of the Guided Reading session. Since there are 21 Web tools and terms, there is ample reading material for this session.

DURING READING

Monitor reading

- Ask students to read pages 3 to 7 independently. After reading the ‘Safety First’ section (pages 6 and 7) students can then choose to read sections in the order of those that interest them first.
- As they are reading independently, have each student read a portion of the text aloud to you. Assist students with unfamiliar wording as required. Encourage students to look for parts of words they know, reread, and use context clues to help solve difficult words.

Evaluating

- To check comprehension, you might question individual students, e.g., *Did you understand that part? Are you sure? Does it make sense? What did you learn about blogs? Do you think that the authors explained this term well? Why or why not?*

Observe

- Make observations on your assessment tools. (See the Evaluating Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 6 Literacy Support Guide*.)

AFTER READING

Revisit the purpose for reading

- Have students share their opinions about the various Web tools and terms. Ask, *Of all the tools that you've read about, which one is most useful to you? Explain why, using your BLM for reference.* Ask, *Did anyone find a term that was explained well by the authors or perhaps not very well explained? Give an example from the text to show us what you mean.*

Check on outstanding challenges

- Ask students if there are any Web tools or terms that, after reading about them, still remain unclear. Help to clarify these for students by directing the group to the appropriate section in the text and coming to a common understanding through discussion.
- Revisit any challenging words students encountered and discuss the strategies they used to figure them out. Have students share with the reading group which strategies they found most effective in solving unfamiliar words. It is important for students to realize that different strategies are effective in different situations.

Note successful strategy use

- Acknowledge students who went back and reread or stopped to question themselves when they realized comprehension had broken down. For example, *Freya was reading the part about e-mail on page 12. When she came to the word 'convenient' she used the chunking strategy to help her figure it out.*

Second Session (sections of the students' choosing)

Evaluating

BEFORE READING

Activate and build prior knowledge

- Direct students' attention to the BLM evaluating activity from the first session. Ask, *Which section of 'Web Tools For Kids' would you*

Visual Literacy Features and Self-monitoring

Word Solving and Building and Language Predictability

Evaluating

recommend reading and why? Students should choose at least two sections. Using the Inside-Outside-Circle strategy (see Oral Language Strategies in the *Grade 6 Literacy Support Guide*) have students partner up and share their recommendations and reasons. Ensure that each student in the group has an opportunity to meet with each other.

- Have students share with the group various reference guides that they've used (e.g., print or on-line dictionary, encyclopedia, glossaries, and so on). Revisit their thoughts on whether or not this reference style format was the best way for the authors to convey the information about Web tools and terms. Have students explain why or why not, and whether or not their opinion has changed from their stance in the first session.

Introduce supports and challenges

- View the cartoon on page 21. Do students understand the cartoon? Ask, *What makes this cartoon funny?* If students have difficulty finding the humour, ask them what would help them understand the cartoon (e.g., read the text first to find out what 'RSS' means). Explain that the cartoons and comic strips in the text are meant to add humour to the text. Suggest that if they don't understand the humour, they can reread the cartoon as well as the body of the text to try to make connections.
- View the pros/cons chart on page 12. Ask students if they read all the points on the pros side before reading those on the cons side. Do students alternate reading the points (one from each side)? Discuss the advantages and limitations of each method. In their reading today, ask students to experiment by reading the charts both ways in order to determine which approach gives them a clearer understanding of the authors' message.
- On the board, write the words: 'collaborative,' 'captchas,' 'emoticons,' and 'podcasts.' Review with students some of the strategies they can use when they come to a word they don't know (e.g., finding words they know within the larger word, using context clues within the sentence or paragraph, making a connection to a similar word, chunking the word, or using a print or on-line dictionary).

Set a purpose for reading

- Continue the process of having students choose a section of the reference text to read and using the BLM to record their evaluation of it. Remind students that they will be asked at the end of the session to cite examples from the text to support their opinions, so it is important to record their thoughts on the BLM.

Provide for early finishers

- When students finish, have them chat with a partner about areas in the text that they found most surprising and why.

DURING READING

Monitor reading

- While they are reading the text independently, listen to individual students read aloud to you. Assist with word solving, vocabulary, and comprehension. Always provide a comprehension prompt that highlights the focus strategy (evaluating), e.g., *Tell me what you think about this. Is this a fact or simply the authors' opinion? Did the authors do a good job of explaining this Web tool/term? What might you add to or remove from this page?*

Observe

- Note any successful reading strategies you observe, e.g., students looking at the illustrations, rereading, slowing down, referring to the 'In a Nutshell' section, and so on.

AFTER READING

Revisit the purpose for reading

- Use the Ranking Ladder strategy (see Oral Language Strategies in the *Grade 6 Literacy Support Guide*) and have students work in pairs to rank the tools from most to least useful. Have pairs explain and justify their ranking to the other students.

Check on outstanding challenges

- Discuss the value of including the cartoons and comic strips in the text. Ask, *What did the cartoons and comic strips add?* Ask students if there were any cartoons or comic strips that they did not understand, or if there were some that helped clarify a point made in the text.

Note successful strategy use

- Point out effective reading strategies you observed during this session's reading, e.g., *I noticed how Georgia was reading the pros/cons charts. She alternated by reading one point from each side. Lorraine, on the other hand, read the pros first and then read the cons. Both Georgia and Lorraine ended up with a good understanding of the charts' information by reading them in ways that were comfortable for them.*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 6 Literacy Support Guide*.

Evaluating

Evaluating

Written

- Have students write a pros/cons chart for *Web Tools For Kids*.

Questions to ask when creating the chart could include:

- *Did I enjoy this book?*
- *Is this book interesting?*
- *Did the authors explain the concepts well?*
- *Were the comic strips funny or useful?*
- *Were the screen captures helpful?*
- *Did the authors introduce the topics clearly at the beginning?*
- *Did the authors provide good examples to support ideas?*

Making Connections: Text to World

Artistic

- Ask students to reread the section on podcasts (page 17) and create a cartoon similar to the one on page 17. Their cartoon should clearly show the character, along with a speech bubble introducing the podcast. Have students brainstorm ideas with a partner first. Possible ideas might include:

- If Shrek had a podcast...
- If my teacher had a podcast...
- If my parents had a podcast...
- If (a famous singer, television personality, athlete, character from a book, artist) had a podcast...

Synthesizing

Oral/dramatic

- Have students work in pairs to create a five-minute presentation for their classmates about the importance of Internet safety. Suggest that they reread pages 6 and 7 as a starting point and determine the most important concepts to present.

Web Tools	Before Reading			After Reading	
	I've not heard about this before.	I've heard about this but I'm not exactly sure what it is.	I know this well enough to explain it to someone else.	How useful is this Web tool for you? 1 = Not really 2 = Somewhat 3 = Yes, it is very useful	
				At present	In the future
Blogs					
Collaborative Documents					
E-mail					
Forums					
Instant Messaging					
Photo/Video Sharing					
Podcasts					
Social Networks					
Virtual Worlds					
VoIP					
Wikis					

Web Terms	Before Reading			After Reading	
	I've not heard about this before.	I've heard about this but I'm not exactly sure what it is.	I know this well enough to explain it to someone else.	Did authors do a good job of explaining the term? 1 = Not really 2 = Somewhat 3 = Yes, it was very clear	
Captchas					
Copyright					
Emoticons					
Lurking					
Netiquette					
Registration					
Shorthand					
Spam					
Subscribing					
Tags					