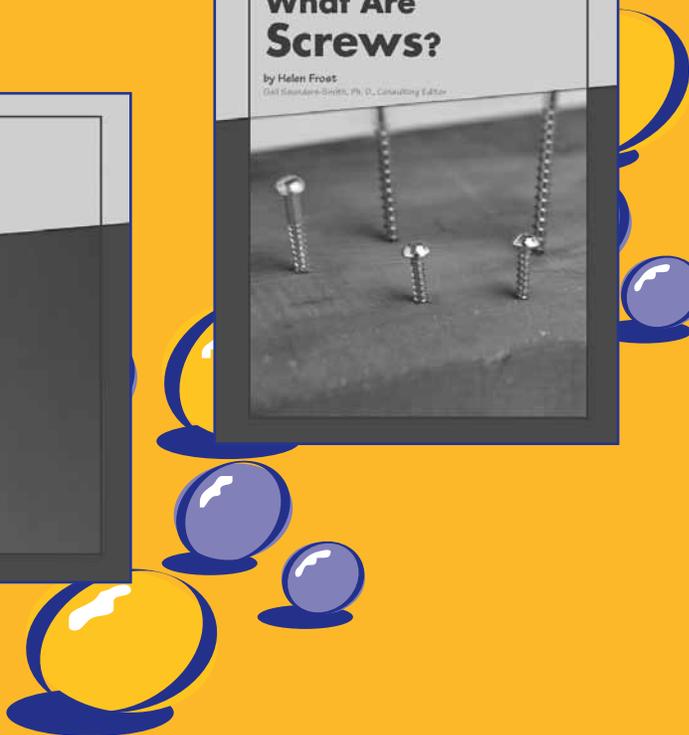
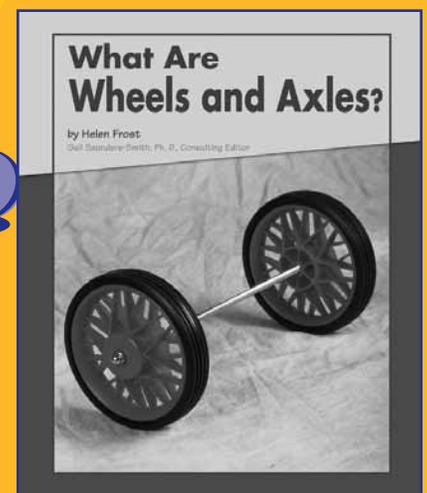
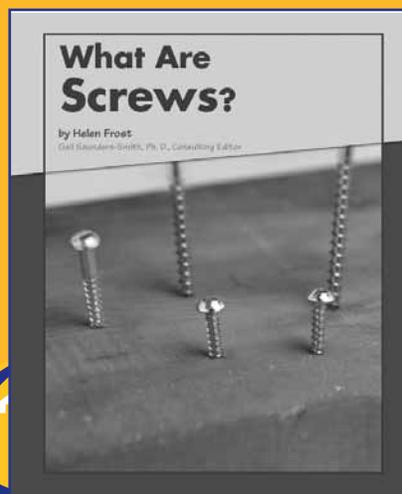
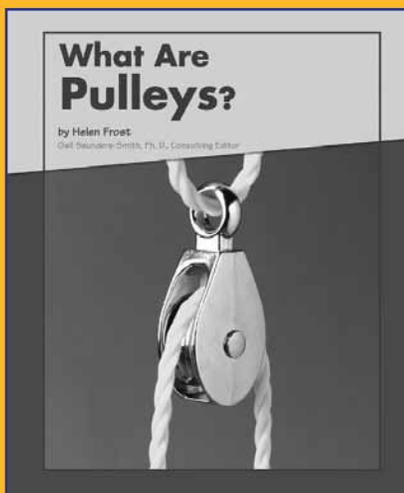
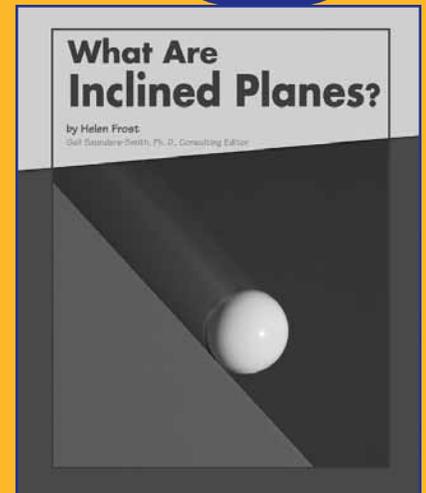
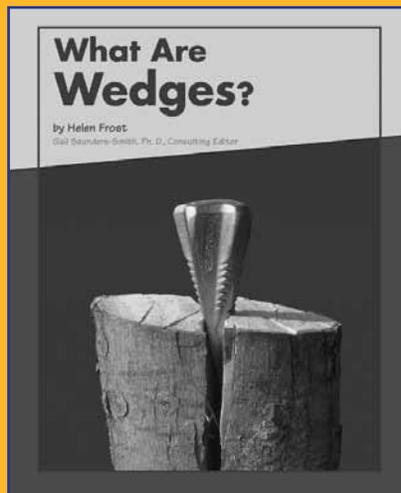
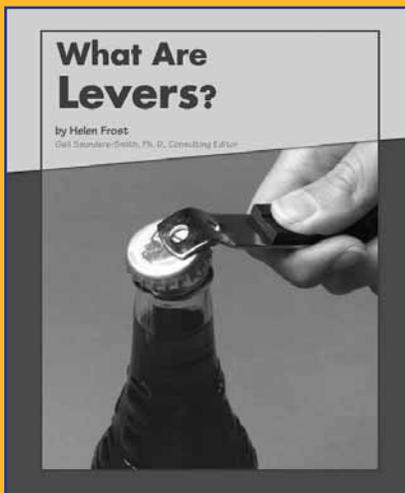


Teaching Guide for the Pebble Books Looking at Simple Machines Set



ISBN 0-7368-9208-7

What Are Levers?

by Helen Frost
and Suzanne Smith, Ph.D., Consulting Editor



What Are Levers?

Early-Intervention Level for Reading Recovery®-type Programs*: 10
Guided Reading Level**: F

Supports

- Some sentence repetition:
A ___ is a lever.
- One sentence on most pages

Challenges

- Concept vocabulary: *broom, force, fulcrum, lever, seesaw, simple machine, wheelbarrow*

Text Features

- High-frequency words: *a, also, in, is, has, of, on, put, that, the*
- Hard *c* (*fulcrum*), soft *c* (*force, place*); initial *l* (*lever, lifts, load*); medial *v* (*lever, moves*); word ending *-er* (*another, easier, lever*)

The Simple Machines set supports the following standards:

Benchmarks for Science Literacy:

Project 2061 (AAAS, 1995)

- Standard 3A, K-2

National Science Education Standards (NAS, 1996)

- Content Standard B, K-4

Curriculum Standards for Social Studies (NCSS, 1994)

- Standard VIIIa and VIIIb, Early Grades

Lesson for Guided Reading

What Are Levers?

Write the word *machine* on the board. Help students read it. Explain that the letters *ch* make the /sh/ sound, and the letters *ine* have the long /e/ sound. Encourage students to talk about machines they know. Write the word *simple*. Explain that all complex machines, like the ones they named, are made from six simple machines. Show students the cover and explain that it shows a simple machine. Help them read the book title.

First Reading

- On the title page, challenge students to identify the lever in the photograph (the oars). Point out that the title and author's name here match those on the cover.
- Move on to the table of contents. Say, "I think we're going to learn about kinds of levers on page 17. How do I know?"
- Let students point to the words *lever* and *simple machine* in the text on page 5.
- Ask students to identify the object in the photograph on page 6. Have students listen closely to the word *seesaw*, then challenge them to find the word on page 7.
- For pages 8 and 9, have students match the word *fulcrum* in the label with the word *fulcrum* in the text.
- Encourage students to describe the actions involved in riding a seesaw. Have them compare their experiences with the actions on pages 10 and 12. Ask, "Are you normally able to lift a classmate? Can you lift a classmate when riding a seesaw?"
- Help students read the word *easier* on page 15, pointing out the long /e/ spelling patterns of *ea* and *i*.
- Speculate with students what other common objects might be levers. Ask students to identify the levers on pages 16, 18, and 20 and find the word in the text on pages 17, 19, and 21. Have students read the labels in the photographs.

Rereading

Let students take turns reading pages to a partner. Monitor the pairs as they read, making sure students are comfortable with basic concepts of print, such as left-to-right orientation.

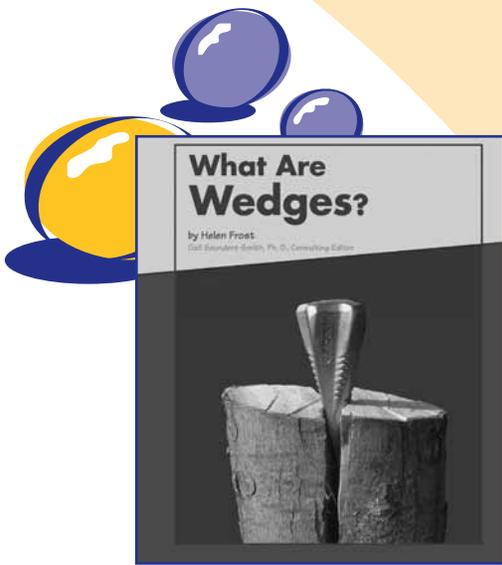
Teaching Points

Long /e/, spelled *ee* (*seesaw, wheelbarrow*); r-controlled vowel *ar* (*bar, part*); word ending *-ing* (*fishing, lifting*)

Performance Assessment

Ask students to draw an example of a lever lifting a load. Challenge them to label the lever and the load. Have them copy and complete the following: A lever can help you lift ____ .

* Reading Recovery® is a registered trademark of Ohio State University. The complete Reading Recovery® Booklist, created by Ohio State University, includes books from numerous publishers, since a premise of the program is that children be provided with a wide range of texts. One publisher's booklist alone is not sufficient to implement a Reading Recovery® program. Pebble Books have not been officially leveled by Reading Recovery®. However, levels have been provided for your convenience by Reading Recovery® teacher trainers.
** Guided Reading Levels have been assigned using guidelines established by Irene C. Fountas and Gay Su Pinnell in their book *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3* (Heinemann, 1999). All levels are subject to change as they are periodically tested and evaluated.



What Are Wedges?

Early-Intervention Level: 10

Guided Reading Level: F

Supports

- Consistent print placement
- One sentence on a page

Challenges

- Concept vocabulary: *force, knife, separate, simple machine, teeth, wedge*
- Very little repetitive text

Text Features

- High-frequency words: *a, and, are, is, has, of, on, or, put, the*
- Initial *w* (*wedge, wide*); */j/* spelled *dg* (*edge, wedge*); silent *e* (*are, edge, force, knife, machine, makes, separate, wedge, wide*)

Lesson for Guided Reading

What Are Wedges?

Invite two students to the front of the room. Ask them to stand very close together. Then push yourself between them. Ask, “What word could describe my action?” Write the word *wedge* on the board, then show students the cover. Have them point to the wedge, noticing how the tool wedges into the wood.

First Reading

- At the title page, encourage students to read the title and author’s name. Let them briefly talk about the photograph.
- For the table of contents, ask, “What do you think we’ll learn about on page 9? How do you know?”
- Discuss the photograph on page 4. Have students read the word *wedge* in the label. Let them compare the wedge here with the photograph of the wedge on the cover.
- Challenge students to compare each end of the ax blade on page 6. Ask, “Which end is wider? More narrow? How does this compare to the wedge on page 4? On the cover?”
- On page 9, ask students to find a word that is similar to *wedge*, but does not have the beginning *w* sound.
- Encourage students to read the word in the label on page 10, then find it in the text on page 11.
- Investigate page 12 by leading students to realize how the gap has changed. When someone suggests, “It is bigger,” ask students to find the word *bigger* in the text on page 13.
- On page 15, model how to read the word *separate*.
- For page 17, have students count the words in the sentence. Ask, “Which object on page 16 is the wedge?”
- Point out the repeated sentence pattern on pages 19 and 21 and ask students to supply the new word, as seen in the photographs on pages 18 and 20.

Rereading

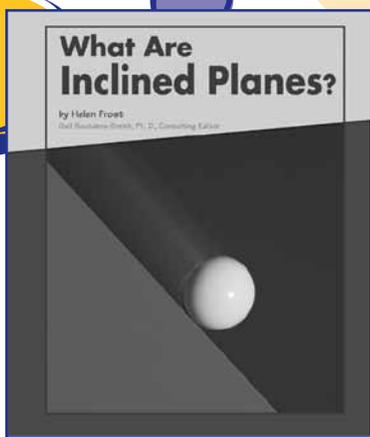
Invite students in small groups to take turns reading the book to you. Assess if students realize when they have made a mistake and if they are able to self-correct.

Teaching Points

Double medial consonants (*bigger, zipper*); long */i/*, spelled CVCe (*knife, wide*); silent initial letter *k* (*knife*); plural ending *-s* (*objects, wedges*); irregular plural (*teeth*)

Performance Assessment

Suggest to students that they must write an encyclopedia entry for *wedge*. Ask them to copy, complete, and illustrate these sentences: One end is _____. One end is _____. This is a _____.



What Are Inclined Planes?

Early-Intervention Level: 11

Guided Reading Level: G

Supports

- Strong photo/text match

Challenges

- Concept vocabulary: *force*, *inclined plane*, *load*, *ramp*, *simple machine*, *slope*, *stairs*, *work*
- Up to two sentences on a page

Text Features

- High-frequency words: *a*, *also*, *an*, *are*, *can*, *is*, *up*
- Initial l-blends (*plane*, *slide*, *slope*), medial l-blends (*inclined*), long-vowel spelling pattern CVCe (*make*, *plane*, *slide*, *slope*)

Lesson for Guided Reading

What Are Inclined Planes?

Display the cover. Encourage students to describe and identify what they see. Explain that the inclined plane is an example of another simple machine. Write the words *inclined plane* on the board. Have students predict how an inclined plane makes work easier. Write down their predictions to review.

First Reading

- At the title page, have students identify the object in the photograph, then help them recognize the book title.
- Turn to the table of contents. Ask, “What is the purpose of a table of contents? What do the numbers on the right tell us?”
- On page 5, ask students to point to the difficult words they have recently learned: *simple machine* and *inclined plane*. Also have them point to the word in the illustration on page 4. Let them describe the illustration in their own words, then read the text to confirm ideas.
- Have students match the words from the diagram on page 6 with the words in the text on page 7. Discuss what the diagram and text are about.
- Have students identify the inclined plane, as well as the load on page 8. Ask, “How does the inclined plane help the man move the load?”
- On pages 11 and 13, have students recognize the similar sentence pattern in the first line of each page: *Lifting a heavy load* and *Moving a heavy load*.
- On page 14, have students describe in which direction the girl is moving, then read page 15 to confirm ideas.
- Ask students to identify each inclined plane on pages 16, 18, and 20 (ramp, stairs, slide). Have them notice the repeated words in the second line of pages 17, 19, and 21: *an inclined plane*. Then help them put it all together to read each page.

Rereading

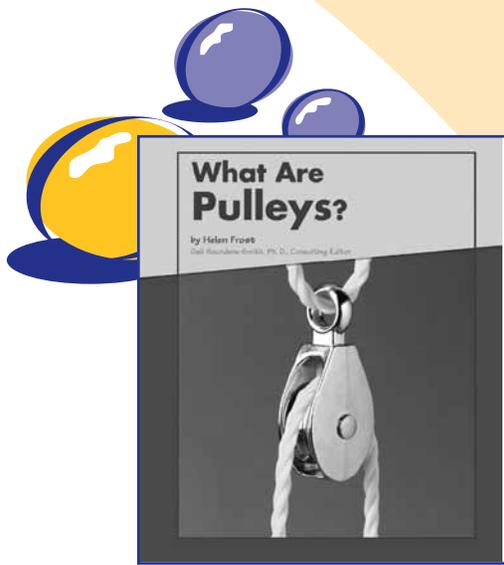
Invite students to reread the book with a partner. Encourage partners to help each other work through difficult words.

Teaching Points

Short /e/, spelled *ea* (*heavy*); long /e/, spelled *ea* (*easier*), *y* (*heavy*); r-controlled vowels (*force*, *hard*, *stairs*, *work*)

Performance Assessment

Write the following on the board for students to copy, complete, and illustrate: A _____ is an inclined plane.



What Are Pulleys?

Early-Intervention Level: 12

Guided Reading Level: G

Supports

- Familiar objects featured
- Some sentence repetition:
People use pulleys to

Challenges

- Concept vocabulary: *blind, direction, flag, force, pull, pulley, simple machine*
- Up to four lines of text on a page

Text Features

- High-frequency words: *a, and, goes, has, is, of, on, the, to, use, up*
- Root word *pull* (*pulley, pulled, pulls*); double medial consonants (*attached, pulley*); l-blends (*blinds, close, flags*)

Lesson for Guided Reading

What Are Pulleys?

Cover the word *Pulleys* on the cover. Ask students to identify the object as you read *What Are . . .*. Help students read the word *Pulleys* by isolating each letter group: *pull-eyes*. Have students predict ways they will see pulleys in action. Record their ideas.

First Reading

- Turn to the title page. Invite students to point to the pulleys in the photograph. Have students notice that the book title and author name are the same here as on the cover.
- Review the purpose of a table of contents. Ask, “What will we read about pulleys on page 11? How do you know?”
- Let students compare the pulley in the illustration on page 4 with the pulley on the cover. Tell them to find the words *simple machine* on page 5, then to read the entire sentence.
- Ask students to read the word in the label on page 6, matching it with a word in the text on page 7. Ask, “Which other simple machine has a wheel?”
- Let students identify the yellow object on page 8, then confirm their ideas by reading the label.
- The lengthy text on pages 11 and 13 might intimidate students. Start by asking them to find the start and end of each sentence. Let them point to and read familiar words. Model how to place a sheet of paper over all but the first line of text. Tell students to read and master one line, then to move the paper to read and master the second line, and so on.
- Before reading page 15, let students take a deep breath, and point out how much less text is here.
- Prepare pages 17, 19, and 21 by asking students to read the repeated words: *People use pulleys to*. Have students study the illustrations on pages 16, 18, and 20 to come up with ideas, then read the remainder of the text to confirm.

Rereading

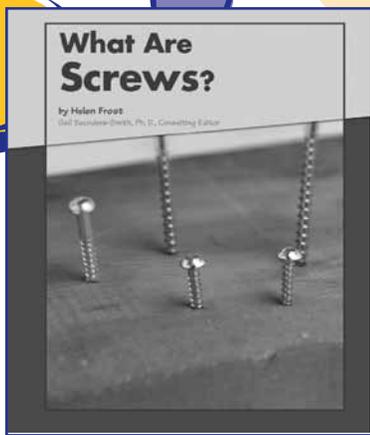
Monitor as students reread the book in groups. Make sure students know to pause between sentences on pages 11 and 13.

Teaching Points

Digraph *ch* (*attached, changes*); inflected ending *-le* (*people, simple*); opposite words (*down/up, raiselower, open/close*)

Performance Assessment

Challenge students to write and illustrate directions for using a pulley. For example: Step 1. Put a load on the rope. Step 2. Pull down on the other end of the rope. Step 3. Pull your load up.



What Are Screws?

Early-Intervention Level: 12

Guided Reading Level: G

Supports

- Some sentence repetition:
A ___ is a kind of screw.
- One sentence on a page

Challenges

- Concept vocabulary: *force, screw, simple machine, spiral, thread*
- Up to 10 words in a sentence

Text Features

- High-frequency words: *a, be, can, into, is, it, of, the, with*
- Initial 3-letter blend (*screw*); long /u/, spelled *ew* (*screw*), *o* (*into, move, together*); word ending *-ed* (*called, turned*)

Lesson for Guided Reading

What Are Screws?

Cover the title. Challenge the students to identify the objects on the cover. When students identify the screws, write the word on the board. Reveal the title. Have them match the word *Screws* in the title with the word on the board. Encourage them to share what they know about screws. Write their ideas on the board.

First Reading

- Challenge students to point to the screw in the photograph on the title page, then to read the book title.
- Turn to the table of contents. Ask, “What will we learn about screws? How can we find out?”
- Ask students to find the words *simple machine* on page 5.
- Help students work through the word *spiral* on page 7.
- Have students recognize the word *spiral* on page 9, then match the word *thread* in the label on page 8 with the word *thread* in the text.
- Suggest that students read each of the long sentences on pages 11 and 13 in small chunks. Have students cover one line of text, isolating one line at a time. Also have students identify words they know before reading.
- Point out that the word *objects* on page 15 is similar to the word *object* on page 13. Ask, “Which letter changed? How does adding *-s* change this word?”
- Let students cover the first line on pages 17, 19, and 21, recognizing that the second line of text is the same. Ask students to identify the object in the photographs on pages 16, 18, and 20, then read the sentence to confirm.

Rereading

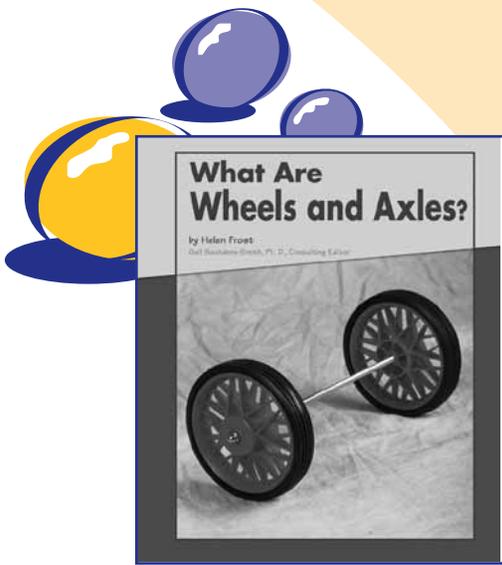
Invite students to read the book again, this time in small groups. Observe the groups as members take turns reading, assessing that each member is able to follow along.

Teaching Points

Compound word (*lightbulb*); initial digraph *th* (*the, thread*), medial digraph *th* (*together*), final digraph *th* (*with*); final blend *nd* (*kind, around*)

Performance Assessment

Challenge students to think of where they have seen screws. Let them walk around the room to notice screws. Divide the class into small groups to create mini-books. Have each student complete and illustrate the sentence: You can find screws in a _____. Staple pages together, perhaps with a cover students design.



What Are Wheels and Axles?

Early-Intervention Level: 12

Guided Reading Level: G

Supports

- Good photo/text match
- Some sentence repetition:
A ___ is a wheel and axle.

Challenges

- Concept vocabulary: *axle, doorknob, force, reel, simple machine, wheel, windmill*
- Complex science concept

Text Features

- High-frequency words: *a, an, and, goes, is, of, the, to*
- Initial /w/, spelled *wh* (*wheel, when*); inflected ending *-le* (*axle, simple*); long /e/, spelled *ee* (*reel, wheel*)

Lesson for Guided Reading

What Are Wheels and Axles?

Ask students to listen closely as you name a group of objects: car, wagon, truck, pencil sharpener, doorknob, bicycle. Mention that these objects all have a simple machine in common. Speculate what it might be. Show students the book. Help them identify the objects on the cover, as well as read the title.

First Reading

- At the title page, encourage students to point out the wheel and axle in the photograph.
- Examine the table of contents. Challenge students to recall the information the table of contents provides.
- Have students recognize the words *wheel and axle* on page 4, then find the words in the text on page 5.
- Ask students to identify the shape of a wheel, then read page 7 to confirm.
- Encourage students to think of another word to describe an axle. Ask, “What is special about the axle on page 8?”
- Have students read the word *axle* in the photograph on page 10, then explain where it is on the wheel. When someone suggests, “Center,” have them suggest letters they hear in the word, then find the word in the text on page 11.
- Challenge students to notice which two words have been switched in the sentences on pages 13 and 15. Encourage students to explain the action on pages 12 and 14.
- Explain that the sentences on pages 17, 19, and 21 have similar words. Only the item in the photograph on pages 16, 18, and 20 changes. Let students identify each item, then read the new words in the sentences.

Rereading

Ask students to read the book again to partners. Suggest that they examine the photographs first and explain what they see. Tell them to read the text to confirm their ideas. Note if students can make the connection between the photograph and the text.

Teaching Points

Digraphs *sh* (*fishing*), /sh/ spelled *ch* (*machine*), *ch* (*attached*), *th* (*through*); compound words (*doorknob, windmill*); word building (*rod, round*)

Performance Assessment

Ask each student to draw an object that has a wheel and an axle. Encourage students to think of unique objects. Have students copy and complete the following: A _____ has a wheel and axle. Combine the pages into a book, along with a cover they create.

Extending the Lesson

The following activities incorporate concept knowledge gained from the *Looking at Simple Machines* set.

Objectives

The student will:

- Identify simple machines around the classroom and school
- Explore the concepts of load, work, and force
- Manipulate simple machines to learn how they make work easier

Entry Point—Engaging the Learners

- Engage the class in a discussion about machines they use in school and at home. Guide the discussion to help students draw a general conclusion about machines. Conclude that machines make work easier.
- Set up examples of the six simple machines: a door wedge, a toy car (wheel and axle), a toy fishing pole (pulley), large screws, a bottle opener (lever), a triangle block (inclined plane).
- Challenge students to identify each as a simple machine. Let students compare each with the simple machine in the book to confirm ideas.

Preparation

- A fun way to explore simple machines is to visit a playground. Enlist the aid of parent volunteers and teacher assistants to monitor students outside class. Make sure the playground is equipped with at least a seesaw and a slide.
- A simple way to explore simple machines is through the use of pencils. Have plenty on hand for students to manipulate.
- Obtain a spring or a hanging scale—a scale on which objects are hung to weigh them.

Activities

- Explain to students that they are going to view some simple machines, then take the class to the playground. On the way, point out examples of

simple machines they pass. For example, steps and ramps are inclined planes. The pulley on a flag pole is a simple machine. At the playground, ask students if they can locate a lever (the seesaw), an inclined plane (the slide), a wheel and axle (a merry-go-round). Let students explore these playground items as simple machines rather than as play equipment.

- Ask students, “How could I make one pencil an inclined plane?” Let students refer to the book and deduce that they would prop one end on a higher surface. Ask, “How could I make two pencils a lever?” Challenge small groups to discover the answer on their own. (One pencil would be positioned under the other pencil, creating the fulcrum.) Challenge students to figure out how the pencil could become a wedge (the point is shaped like a wedge), a pulley (a piece of string can be draped over it), a wheel and axle (the pencil would serve as the axle, and a round object would be the wheel).
- Remind students that simple machines make it easier to lift a load. Attach an object to a spring scale. Ask a volunteer to lift the scale straight up (apply a force). Have another student read the weight as you write it on the board. Invite another student to pull the scale and object along an inclined plane. How does the weight change? (It is less.) Why would this be? (The inclined plane supports some of the object’s weight, making lifting the load easier.) Let students repeat the experiment with other objects.

Challenging and Checking

Cover the titles, then challenge students to identify and explain the simple machine on each cover.

Reflecting

Assess what questions students can ask and answer about simple machines. For example: “Which simple machines help lift a load? Which help move a load? Where is the force applied?”

Curriculum Connections

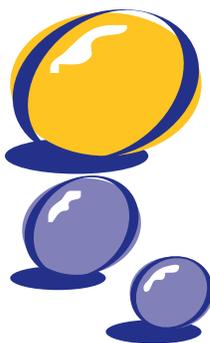
The following activities can be used to expand your simple machines studies into other subject areas.

Math

- Display a balance scale. Challenge students to identify which simple machine it is. Confirm that it is a lever. Review that a lever makes lifting things easier. Ask, “In math, what does a balance scale help us do? How does it do that?” Lead students to recall that a balance scale helps them weigh things by comparing which is lighter and heavier. Invite students to weigh objects around the room, placing one on each arm of the scale. Point out to them that the heavier object applies the force that lifts the load on the other side. Ask, “What happens when we weigh two things that have equal weight?” Help them conclude that the balance scale balances.

Social Studies

- Brainstorm with the class ways in which they think simple machines are used around the community. Ask, “Which community workers do you think use simple machines?” Let students flip through books in your class library about community workers to find ideas. Look in your local paper. For example, a firefighter’s ladder is an inclined plane. The wheels on a police car are wheels and axles. A crane at a construction site is a pulley. List students’ discoveries on the chalkboard. Divide the class into pairs, and assign to each pair one of the community’s simple machines. Encourage students to draw and write about how the machine makes the job easier.



Art

- Divide the class into groups of six, and give each group a large sheet of poster paper. Instruct the groups to create illustrated idea webs about simple machines. Have them draw a large circle in the center of the paper, writing *Simple Machines* inside. Then demonstrate how to arrange six circles around the center circle, connecting them to the center with lines. Tell the groups to decide amongst themselves who will draw each machine. Then have them draw and label their machines within each circle.

Writing

- Invite the class to contribute to a simple machines big book. Start by writing the following sentence on the board: A ___ makes ___ easier. Have students complete this sentence with a machine that makes a job easier. Challenge each student to come up with a different machine. Confer with students about their choices, leading them to new ideas if theirs have been taken. Tell students to write their sentence at the top of a large sheet of drawing paper, then to draw a picture of the machine below it. Invite interested students to create a book cover with the title *Machines Make Work Easier*. Combine all the pages, then read the book with the class. Encourage each student to read the page he or she contributed.

Creative Thinking

- Encourage students to think about a job they do for which they wished a machine existed. Hand out the activity sheet *Draw and Write About It*. Invite students to write the task they would like to be easier, then to write the name of their new machine. In the box, instruct students to draw a picture of the machine. Tell them to include simple machines in their complex machines, labeling them. On the lines at the bottom of the page, have students write a few brief sentences about why this machine would be useful.

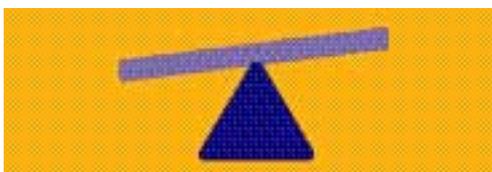
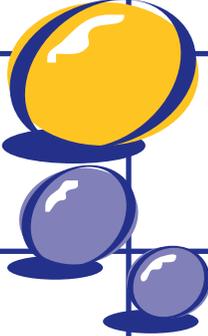
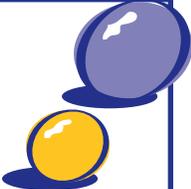
Charting Simple Machines



Name _____ Date _____

Look at the picture of the simple machine in the first column. Write the name of the simple machine in the second column. In the third column, list ways these simple machines are used.

wheel and axle	pulley	lever	wedge	inclined plane	screw
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Simple Machine	Name	Uses for Simple Machine
		
		
		
		
		
		

Draw and Write About It



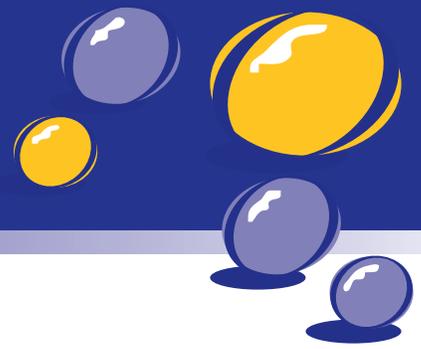
Name _____ Date _____

Job _____

Name of My Machine _____

On the line above, write a job you wish were easier. Then write the name of a new machine that will help you with that job. In the box, draw your machine. On the lines below, write sentences to tell about your machine.

From School to Home



The following activities encourage students to share what they have learned with family and friends at home.

Schoolwork to Bring Home

- Invite students to bring home any writing assignments that you choose not to keep for assessment purposes. Encourage students to describe the books they read and how their writing reflects what they learned.
- Encourage students to share with families the machines they designed on page 11. Tell students to explain to their families the job they want the machines to do. Also suggest that they mention that machines make work easier. Then have students describe the machine and how it would work, pointing out the simple machines that are a part of it.
- Let students take turns bringing home the poster they created in groups that shows the idea web of simple machines. Encourage students to identify each machine for their families, describing how each machine works.

Show What You Know

- Suggest that students take a tour around their homes to find examples of simple machines. As they do so, encourage them to show their families what they know by pointing out the simple-machine example and sharing it with family members. If possible, have students demonstrate how the simple machine makes work easier by lifting or moving a load. Encourage students to draw pictures of the simple machines they find at home.
- As students manipulate simple machines at home, challenge them to recall the load and the force. Tell them to share these notions with their families, too. For example, if they are using a bottle opener, the bottle cap is the load, and their strength applied to the opener (a lever) is the force.

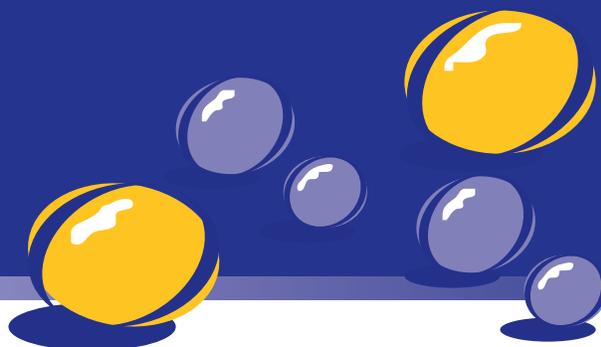
Activities to Do at Home

- Ask students to choose one room in their homes in which they found plenty of simple machines, such as the kitchen, their bedrooms, a garage, a basement, even a tool shed. With help from their families, invite students to draw a diagram of the room, including the simple machines. Then ask students to label the simple machines in the room, identifying each as a lever, an inclined plane, a wedge, a screw, a wheel and axle, or a pulley.
- Toolboxes are ideal places to find simple machines. With adult supervision at home, students might review the tools in a toolbox to find simple machines. You can send a letter home with students so family members are aware of the project. Encourage students to trace the tools on sheets of paper, label them, and identify which simple machine each is. For example, hammers and pliers are levers. One end of a hammer also has a wedge. Nails are wedges, too. Screwdrivers are wedges. And so on.
- If students have access to the Internet, suggest the following Web site, sponsored by the Franklin Mint: <http://sln.fi.edu/qa97/spotlight3>. As students and family members view the site together, encourage them to read and explore new things about simple machines. Suggest that students share one new thing they learned from the Web site with the class.

Back in Class

- Invite students to share their room diagrams and tool outlines with classmates, identifying and comparing the simple machines they all found at home.
- Let students share any surprising examples of simple machines they had at home or unusual suggestions from family members.

Assessment



The following pages include assessment tools that can be used to assess student knowledge, behaviors, skills, and strategies.

Included with this Pebble Teaching Guide are three assessment instruments for use with this Pebble Books set. Teachers may use these tools to assess a student's skills, behaviors, and strategies in reading; to encourage effective pre-reading and post-reading thinking skills; and to test each student's informational literacy skills. Following is a brief explanation of how each assessment tool provided here can be used.

Reading Skills, Behaviors, and Strategies Chart

Use this checklist to assess a student's fundamental literacy abilities. Enter the title of a book on the left-hand side of the chart. Then record a student's demonstrated abilities in the appropriate box on the chart. The abilities highlighted at the top of the chart range from fundamental to somewhat more advanced. Overall they emphasize basic reading and print literacy skills, behaviors, and strategies. Complete this student performance assessment chart by adding formal and informal observations in the open column on the far right. Additional lines on the chart may be used to record a student's abilities as demonstrated by reading books outside those included in this Pebble Books set or the unit to which it belongs.

Think About It Chart

This chart, to be completed by the student, is modeled after the familiar K-W-L chart. The *Think About It* chart asks students to identify through writing what they already know about one of the subjects in this Pebble Books set; what they would like to learn about that subject; and then (to be completed during or after reading) what they actually learned from reading that Pebble Book. By

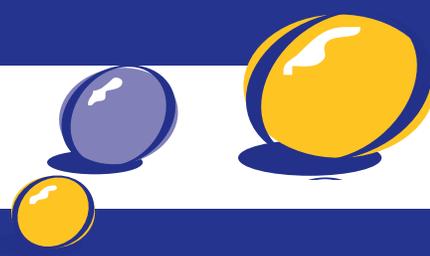
its nature, this pre- and post-reading activity encourages students to set and check purposes for reading.

Informational Literacy Behavior and Strategies

To be completed by the teacher and conducted as a student interview, this assessment tests a student's ability to use informational, and primarily nonfiction, texts. Teaching students to find information rather than simply to memorize it was ranked highest in importance in a recent survey by the Association for Supervision and Curriculum Development. Teachers can use this assessment tool to check whether students are developing these informational literacy skills. Teachers also may want to develop their own similar assessment to test students' facility with other informational literacy skills that are emphasized in the Pebble guided reading lessons.



Think About It



Name _____ Date _____

What I know about _____



What I want to know about _____



What I learned about _____



Informational Literacy Behaviors and Strategies



Name _____ Date _____

Have students briefly answer the following questions. Students may dictate for you to record their answers and your observations.

1. Can you find the title page? What is the author's name?

2. Where is the table of contents? What does it tell you about this book?

3. How did the photographs (diagrams, graphs) help you read this book?

4. Where is the glossary? What do you use a glossary for?

5. Find the index. What does the index tell you? Show how to use the index.

6. Find the page with Internet sites about this topic. What are Internet sites?
