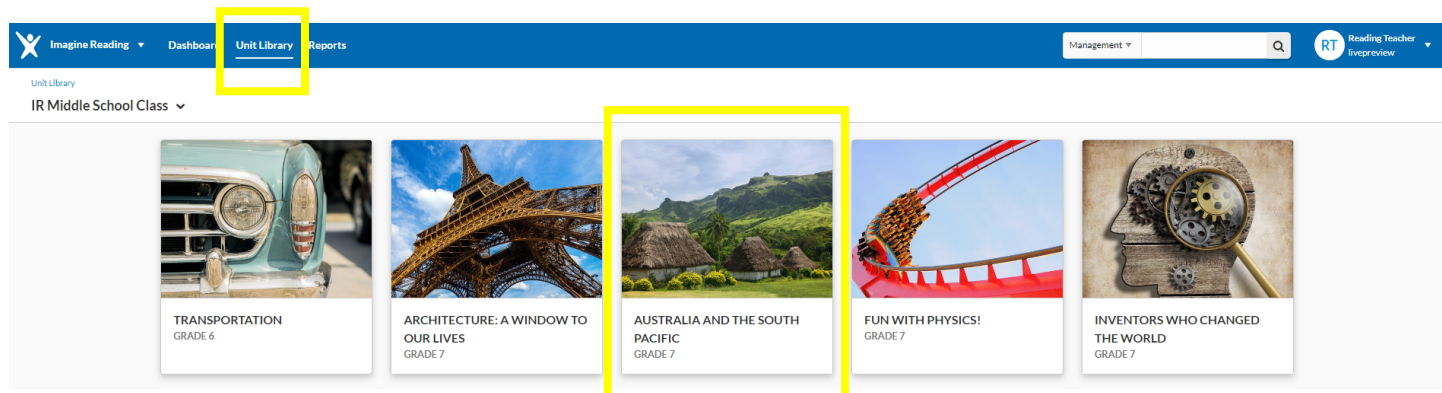


Teaching with Imagine Reader

Today we are going to explore the **Australia and the South Pacific** unit. This is an actual 7th Grade unit but we will use it to demonstrate the flow and timing of a unit. Each unit is organized in the same fashion, so if you don't teach 7th grade, don't worry, the navigation is the same.



Once you open the unit, the first page we are brought to lists all the components of the unit. Remember there are 7 components. The intro video and then 6 articles. We do recommend completing the articles in the order in which they appear, but it is not essential. Remember that all six articles will contribute to answering the Focus Question for the unit in a different way by providing a different viewpoint or focusing on a particular aspect.

Ask your students: What is the Focus Question for this unit? (Answer highlighted in the picture below)
How have geography and culture influenced the way people live in Australia and the South Pacific.

AUSTRALIA AND THE SOUTH PACIFIC

Unit Overview

STEP 1: FOCUS QUESTION

Introduction to Australia and the South Pacific >

STEP 2: DEEP READING CYCLE

Growing Up in Australia >

The Indigenous Australian People Today >

Living above the Boiling Earth >

Moko! >

The Gift from the Past >

The Poisonous Pitohui >

STEP 3: SYNTHESIS PROJECT

- Discussion Questions
- Synthesis Discussion & Project Protocol
- Student Synthesis Discussion & Project Checklist

Australia and the South Pacific

Focus Question: How have geography and cultural traditions influenced the way people live in Australia and the South Pacific?

STEP 1: FOCUS QUESTION

Introduction to Australia and the South Pacific 1 Ungraded Responses

LENGTH CLASS PROGRESS
1:39

STEP 2: DEEP READING CYCLE

Growing Up in Australia

LEXILE LEVEL WORD COUNT CLASS PROGRESS
860L 646

Notice that you also have PDFs on the right side (or the bottom) of the screen to guide you. These documents are here as lesson plans and support for you as you facilitate your classroom discussions.

OPEN the Discussion Questions and go through them with your students. After you've framed the discussion, your students will complete the Introduction component of the unit.

The **Synthesis Questions** will help students synthesize their own personal experiences to the Focus Question and analyze how each passage relates to the Focus Question. Remember that a student's background knowledge is an asset they bring to the discussion.

Australia and the South Pacific

Discussion Questions

FOCUS QUESTION

How have geography and cultural traditions influenced the way people live in Australia and the South Pacific?

Throughout the unit, discuss the Focus Question with your students. Help them to synthesize how their personal experiences relate to the Focus Question and also how each Passage relates to the Focus Question. Read the [Synthesis Discussion & Project Protocol](#) for details about setting expectations for discussions.

Activate Background Knowledge and Expand Students' Thinking

At the beginning of a unit or throughout a unit, explore with your students their

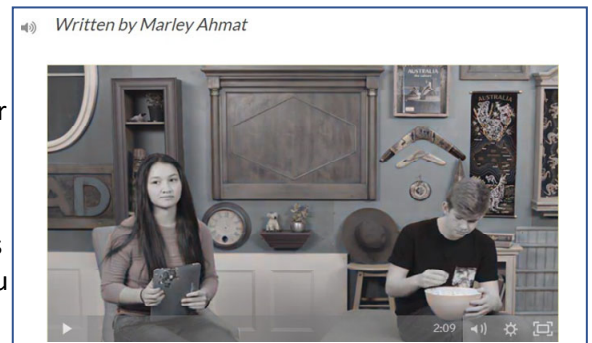
CLICK into the Introduction to Australia and the South Pacific component.

The Intro video gets students curious to learn more about the topic and the unit as a whole. It also introduces the Focus Question for that unit. Notice that the Intro component only has one question. This is an open-ended question to get the mental juices flowing. You'll be able to view the students' answers on the Grading tab. Each of the six articles also has a video and a Grading Tab, we'll explore each of these later.

CLICK into the Growing Up in Australia article.

When you click into an article, you land on the Preview tab. This allows you to view exactly what the students see, except that students will also have a progress indicator at the bottom of their screen.

Each article also has a video. Instead of introducing the Focus Question, the article videos introduce a **learning strategy** such as main ideas or citing text evidence. Watch the video and see if you can identify the reading strategy discussed in this video.



Now scroll slowly through the article, look for the built-in supports and multimedia scaffolding features of the digital interface.

Use the side bar to slowly navigate down to the bottom of the page.

Ask: What do you notice about how the text is organized? Did you notice that the text is chunked?

Not all of the questions are at the bottom of the page. Rather, the questions are interspersed throughout. We have intentionally designed the interface this way so that it makes reading less overwhelming for students.

Ask: What types of information are shown on the right sidebar?

Map (you can click to enlarge it, btw), vocabulary definitions.

CLICK into the audio. Ask: What do you notice here?

AUSTRALIAN ACCENT!!! (Throughout Imagine Reading, there are various readers - men, women, different races and ethnicities, etc.). Read by a human, not a machine, to better model fluent reading. Chunked in the same way that the text is chunked.

Ask: What kinds of questions do you see?

Open-ended, multiple choice, matching using a table (multiple answers allowed in the second table). Citing text evidence at the bottom by using our highlighting feature.

Notice how one of the tasks for students is:



Go back through the article and highlight at least **three** times Marley shows that he cares about his indigenous heritage.

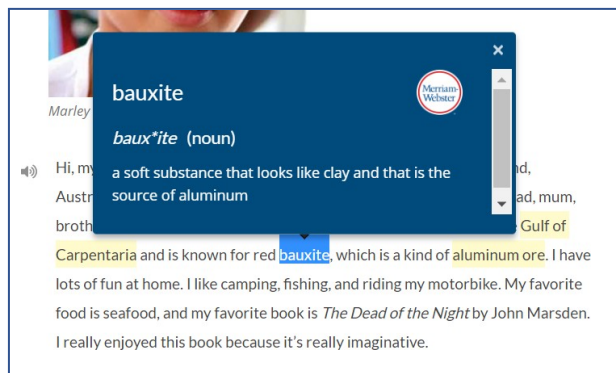
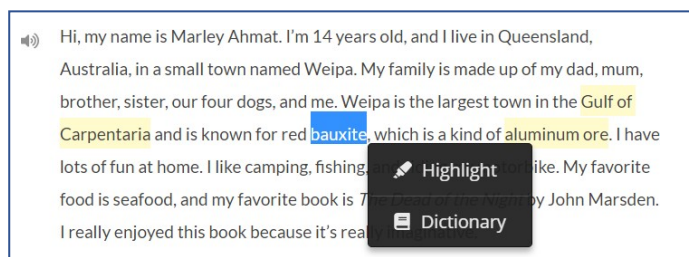
Demonstrate the highlighting and annotation feature:

Scroll about halfway down the page, select “My indigenous heritage is very important to me”, right-click, select Highlight, then write a note in the box such as “Evidence #1” and click Save.

Note that annotations you make as a teacher will not be visible to the students (and vice versa).)

Demonstrate how to look up a word in the dictionary:

I see the definition of aluminum ore here, but I still want to know more about bauxite. I select the word and then select Dictionary. Then the definition appears.



Again, this tab shows you the lesson almost exactly as your students will see it. As the teacher, you should preview one lesson with your class so you know your students will be successful navigating the program as well as what your students will be reading. You can also direct-teach anything you'd like to add in to extend the students' learning.

You can print the article by clicking Print in the top right corner.

Australia and the South Pacific

How have geography and cultural traditions influenced the way people live in Australia and the South Pacific?

Print

Previewing the lesson will also help you prepare for the Power Sentence Lesson: Now that you know what your students will be reading, it's time for you to lead your class through the Power Sentence Lesson.

🔊 The Indigenous Australian People Today

Ask: Who remembers what the Power Sentence is?

It's a powerful sentence from the article that is packed with information and relational concepts we will use it to break down meaning into Sentence Chunks, analyze the author's craft, and reconstruct meaning. We are not watering down language, but rather helping them dissect complex text and providing the scaffolding they need to assist them. Once you get the hang of teaching a Power Sentence lesson, you may want to select other sentences to deconstruct, or apply the concept to text your class is working on outside of Imagine Reading.

Side note: The Power Sentence is NOT equivalent to the main idea of the article (although in certain cases they might be the same.) Rather, the Power Sentence is chosen for its text features and language elements.

The Power Sentence Lesson Protocol is always the same for all articles. As a reminder, you can find this Protocol at your unit-level page.

AUSTRALIA AND THE SOUTH PACIFIC

Unit Overview

STEP 1: FOCUS QUESTION

- Introduction to Australia and the South Pacific >

STEP 2: DEEP READING CYCLE

- Growing Up in Australia >
- The Indigenous Australian People Today >
 - Overview
 - Power Sentence Lesson**
 - Passage
 - Grading
 - Living above the Boiling Earth >
 - Moko! >
 - The Gift from the Past >

GO BACK to the article *Growing Up in Australia*, Power Sentence Lesson tab. Ask for a volunteer to read the Power Sentence out loud.

This lesson may take about 15 – 20 minutes. Remember that if you are doing one unit per month, and each unit has 6 articles, you'll want to aim for 2 units per week for the first three weeks and then leave the last week free for your Synthesis Project.

As the teacher, you can write the sentence on sentence strips, masking tape, or adding machine paper. The idea is that it can be torn up and physically manipulated during whole-class instruction. You'll then ask questions such as these shown here in the deconstruction table.

For the digital or "green" teachers you can click on Presentation Mode

Power Sentence Lesson Print **Presentation Mode**

Focus Question: How have geography and cultural traditions influenced the way people live in Australia and the South Pacific?

Objective	Standards
Explain the power sentence in your own words and connect the power sentence to the focus question.	CCSS.ELA-LITERACY.L.7.1.B TEKS 110.23.b.10.D.i TEKS 110.23.b.10.D.ii TEKS 110.23.b.10.D.viii

Here you can drag and drop the answers as you discuss the sentence. There may even be more than one way to answer the questions, and this can be part of your discussion. For example, is this sentence about “my school” or “a day to show regret over past mistreatment”?

Once you finish facilitating the Power Sentence Lesson, it’s time for the students to conduct close reading on their own and actually read the article and answer the questions. They will be completing the article that we just previewed, using all the supports and scaffolds we just discussed to assist them. When students are done you can see their responses.

Now it’s time to go to see their answers to the questions, click on the **Grading tab**.

Once you are in the grading tab, if you have more than one group, select the appropriate group (a.k.a. class) from the group drop-down. You can view the entire class’s responses if you leave the Students drop-down at All Students, or you can select an individual student.

The screenshot shows the 'Grading' tab in a learning management system. On the left, a navigation menu includes 'Video' and 'Grading' (highlighted with a yellow box). The main content area displays 'Question 1' with the text: 'The focus question for this unit is: How have geography and cultural traditions influenced the way people live in Australia and the South Pacific? What do you think? Write 2-3 sentences to answer.' On the right, the 'Student Responses' panel shows a dropdown menu for 'Group' set to 'IR Middle School Class' (highlighted with a yellow box) and 'Students' set to 'All students'. Below this, a response from 'Rita Booke' is shown: 'I'm not entirely sure but maybe it is warm there since it is a big island. They probably don't have a lot of snow days.' At the bottom of the response, there are two buttons: '0 points' and '1 point'. A yellow arrow points from the text 'This first question was an open-ended question which requires scoring by you, the teacher.' to the '1 point' button.

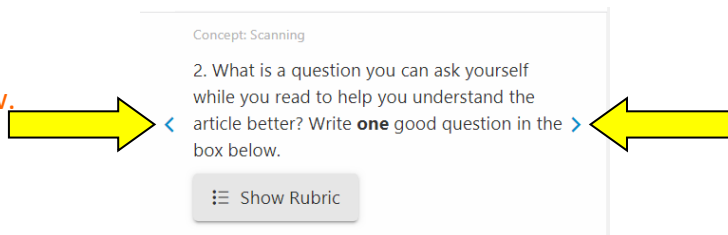
Responses for the first question show first, and you can use the forward and back (previous and next) arrows to navigate to other questions.

This first question was an open-ended question which requires scoring by you, the teacher.

Click Show Rubric to view the grading suggestions, then award points for each student by clicking the appropriate box. You can also hover over each point option to see a brief description of the grading rubric. The image below shows how to view who has completed the question.

The screenshot shows a list of student responses for a question: 'How might Marley's favorite food be influenced by the place he lives?'. The responses are: 'The Gulf of Carpentaria is probably by the sea.' (60% score, green checkmark), 'Weipa is probably a mining town.' (10% score, red X), 'The Gulf of Carpentaria probably has lots of trees.' (20% score, red X), and 'Weipa probably has many places to camp.' (no score shown). A pop-up window is open over the first response, titled '2. The Gulf of Carpentaria is probably by the sea.', and contains a list of names: Chris P. Baken, Ima Geke, Shirley Knott, Reed Moore, Annie Mull, and Cindi Rella. An 'OK' button is at the bottom of the pop-up. A yellow arrow points from the text 'The image below shows how to view who has completed the question.' to the pop-up window.

To see the next question, click the forward arrow.



Concept: Scanning

2. What is a question you can ask yourself while you read to help you understand the article better? Write **one** good question in the box below.

Show Rubric

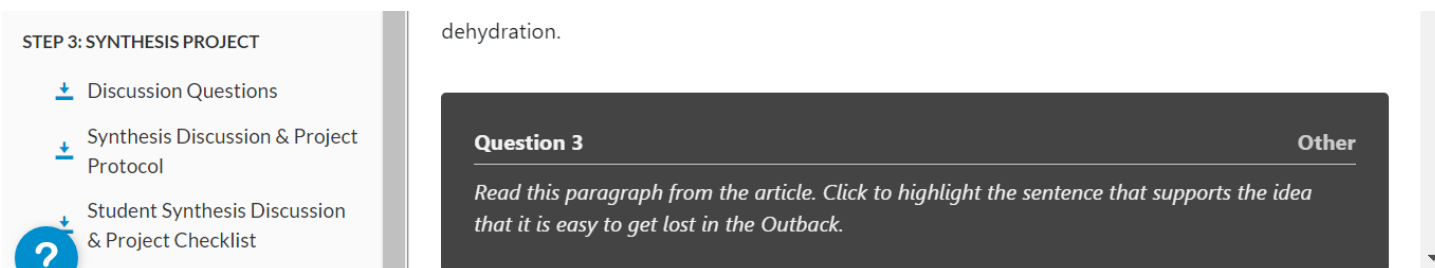
The screenshot shows a question box with a 'Show Rubric' button. Two yellow arrows point towards the left and right navigation arrows (less-than and greater-than symbols) located on either side of the question text.

Now that your students have completed their article and you have reviewed their work. At this point you can clarify any areas that my students had unfinished learning. Before moving on to the next article, you'll likely will want to lead a short discussion of the synthesis questions for this article.

Where I can find the Synthesis Questions for each article in this unit?

Click [Download for the Synthesis Questions](#).

Here are the synthesis discussion questions for this particular article.



STEP 3: SYNTHESIS PROJECT

- Discussion Questions
- Synthesis Discussion & Project Protocol
- Student Synthesis Discussion & Project Checklist

dehydration.

Question 3 Other

Read this paragraph from the article. Click to highlight the sentence that supports the idea that it is easy to get lost in the Outback.

The screenshot shows a sidebar with navigation options and a main content area with a question card. The question card has a title 'Question 3' and a sub-header 'Other'. The question text is italicized and asks the user to highlight a sentence in a paragraph.

Research has shown that students need explicit instruction in the techniques of academic communication – such as clarifying, elaborating, identifying common ground, and respecting differences of opinion – in order to engage in academic discourse. Model and practice these in your classroom and use the sentence starters listed in the Synthesis Lesson Protocol document as scaffolding. Page four of the Synthesis Lesson Protocol in particular will help you model the academic vocabulary useful in engaging in the synthesis question discussions.

Once you are done with the Synthesis Questions for that article, you are ready for the next article. You'll start the cycle all over again with first previewing the lesson, then facilitating the Power Sentence lesson, and then having your students complete the close reading of the article. You'll conclude with the Synthesis Questions, always attempting to incorporate how this particular article contributes to the understanding of the Focus Question for the unit. (Remember that the Focus Question is for the unit as a whole, and all the articles answer that Focus Question from a different angle. The articles themselves do not have a unique Focus Question; the articles have unique Power Sentence lessons. So, for each unit, there is one Focus Question and six Power Sentence Lessons.)

After all six articles are complete, it's time for..... drumroll please.... the Synthesis Project! This is where students will work in a small group to demonstrate a shared understanding/shared consensus of the answer to the Focus Question. They'll conduct project-based learning and then present their conclusions and demonstrate their findings to the class.

That concludes the typical flow of a unit in Imagine Reading. Keep in mind, however, that you as a teacher can alter this flow depending on the time you have available and your own preferences. Maybe, for example, you prefer your class to complete a synthesis project after every two or three units instead of after every unit. You have complete freedom to tailor Imagine Reading to you and your class's needs.