



TEACHING SUGGESTIONS FOR



Your Capstone Interactive instruction will vary depending on your audience. Its size, age, level of readers, and interests all need to be taken into consideration when planning your lessons. To start, what type of medium are you going to use? Capstone Interactive will play on any personal computer, laptop, or interactive whiteboard. An interactive whiteboard is a touch-sensitive device that interacts with a computer's desktop. Some of the most well known brands include SMART Board, ActivBoard, eBeam, Mimio, and Webster and all are compatible with Capstone Interactive. When these are not options for you, remember that all Capstone Interactive products are also available as hard cover books too. We want our titles to be available to everyone, at anytime, no matter what the ability or circumstance.

The suggestions are designed to focus on the following:

1. GROUP CONFIGURATION: LARGE, SMALL, INDEPENDENT, AND ALL
2. TYPES OF LEARNER
3. LOCATION: SCHOOL, LIBRARY, HOME
4. GENRE: FICTION OR NONFICTION
5. LEVEL: PRIMARY OR INTERMEDIATE
6. READING INSTRUCTION: BEFORE, DURING, AND AFTER
7. FOR THE INSTRUCTOR

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GROUP CONFIGURATION: LARGE, SMALL, INDEPENDENT, AND ALL



When reading through this lesson guide, consider the type of medium you will be using. Most lesson and idea tips can be adapted from one type of group configuration to another.

Large Group

Whole class direct instruction with interactive whiteboard or data projector makes this the 21st century big book.

- A. Make your own readers theater. Choose students to play particular characters and the narrator. Then turn the sound off. This type of instruction will help students understand graphic novel format.

Titles: CAP Graphic Library, Stone Arch Books

- B. Read the whole book as a group. Using the interactive whiteboard functions, pause the book to focus on language structure and use, reading strategies:

- a. Identify rhyming words, words with specific blends, initial sounds (phonology).

Titles: Animal Babies, Toys ABC

- b. Highlight parts of speech, such as nouns, verbs. Have students note how many nouns or verbs are on each page or have them come up to circle them.

Titles: Happy Halloween, Gus!, Blast to the Past, Tyrannosaurus Rex

- C. Read the book as a group with sound on, then with sound off for guided oral (or choral) reading.

Titles: Gus the Hedgehog, Jimmy Sniffles: Dognapped

- D. Use a title during science instruction. Pause the book to explain theories or do experiments.

Titles: CAP Graphic Science

Small Group

- A. Use for “Team Jigsaw.” Working in groups of four, assign each student in the group a page to read. Once each student completes his/her section, he/she can teach the others what was read.

Titles: George Washington: Leading a New Nation, The Salem Witch Trials.

- B. Use as Total Physical Response – Pairs or teams of four all participate in a 1st read of the book with the sound on. Two students take turns alternating reading on the 2nd read, with the sound off, while the other two act out or perform the actions, i.e., respond physically.

Titles: Life of Max ; Night of the Homework Zombies; Tiger Moth, Insect Ninja

- C. Have pair of students read different nonfiction books (or portion of them). Once completed, have them reread the text and develop questions, pretending to prepare a test for their partner.

Titles: Jackie Robinson: Baseball’s Great Pioneer, Blast to the Past

Independent Reading

Introduce new genres that students might not otherwise consider and introduce students to books above their independent reading level.

Titles: Any of the Graphic Library and Stone Arch Books

All Group Configurations

- A. Customize your instruction to the medium you are using. If using personal computers, do an initial lesson on how to turn pages, look up glossary words, change volume etc. Interactive whiteboards will take that lesson one step further as the students will need to learn how to use its special features.

TYPES OF LEARNER



Capstone Interactive encourages and excites all students, especially ESL or struggling individual, ELL, striving reader, and gifted. The Center for the Improvement of Early Reading Achievement (CIERA) recommends that ELLs participate in read-alouds of big books, read along with proficient readers, and listen repeatedly to books read aloud in order to gain fluency in English (Hiebert et al., 1998).

A. Cognates – words in different languages that are derived from the same original word or root, such as family and familia. (About 40% of all English words have cognates in Spanish!)

*Titles: Capstone titles: *Vamos a ordenar/Sorting; Vamos a contar/Counting; Colores/Colors**

B. Figurative language

*Titles: *Colors**

LOCATION: SCHOOL, LIBRARY, HOME



School / Library

A. Use Interactive books to model correct pronunciation.

*Titles: *Gus the Hedgehog, Mighty Machines, Sorting by Color**

Home

A. Have students read an Interactive book. Then send them home to read the print version to their family members.

GENRE: FICTION OR NONFICTION



- A. Have students explore alternative endings or create a sequel to fiction stories. They can then share orally or do some creative writing with illustrations.

Titles: Gus the Hedgehog, Eek & Ack: Invaders from the Great Goo Galaxy.

- B. Introduce parts of a book (title page, table of contents, glossary, index) for any nonfiction or fiction title. Show primary students where page numbers are located and how the print and Interactive titles are similar. Make these lessons a part of your introduction to the library or media literacy lesson.

Titles: Dinosaurs and Prehistoric Animals

- C. Have students rewrite a page or part of a story and include themselves as a character.

Titles: Stone Arch Books, Picture Window Books, Graphic Library Biographies

LEVEL: PRIMARY OR INTERMEDIATE



Primary (PreK-2)

Use books for direct instruction with primary students to:

- A. Have students circle words starting with a particular letter or containing certain sounds.
B. Ask students to count or find things on a page with certain characteristics.

Intermediate (3 and up)

Use books for direct instruction with intermediate students for examples of :

- A. Main idea and cause and effect (comprehension)

Titles: Capstone Press Graphic Library, Stone Arch Books, Picture Window Books

- B. Bibliography. All Interactive books have FactHound.com in the back matter. With Internet connectivity, show students how to put a bibliography together.

- C. Ask students to challenge each other! One student circles a word and challenges another to read it aloud. If you have already gone through the glossary, ask students to pronounce *and* define new words.

- C. Identify roots, prefixes, suffixes (morphology) *Titles: Mighty Machines*

- D. Identify associated words through the use of antonyms, synonyms, analogies, etc. (semantics)
Have students replace words with similar words or opposites and evaluate how that changes the text.

Titles: Healthy Snacks, The Farm

READING INSTRUCTION: BEFORE, DURING, AND AFTER



Before Reading

- A. Go through the glossary. Pronounce and define the difficult words.
- B. Have students “read” the pictures only, no sound. After viewing all the illustrations, have them predict the story (Titles: *Life of Max*) or generate KWL about the topic (*A Visit to...*). Then read to verify predictions.
- C. Have students listen to opening section of a longer book and write their predicted outcome. (Then read /listen to the rest of the story.)

Titles: Stone Arch Books, Graphic Library, Max Readers, Gus Readers

During Reading

- A. Point out glossary words as you go. If the class has trouble, revisit the glossary!
- B. Have students create vocabulary lists of new words as they are heard (and seen). Hearing skilled readers introduce unfamiliar words with fluidity and a natural tempo and gives the student confidence that they are pronouncing the new words correctly.
- C. Urge students to go back and forth in the text to find relationships among ideas and to reread as necessary.
- D. When text becomes difficult, have students read aloud to assist in understanding.
- E. Have students ask themselves questions to find answers in the text.
- F. Have students create a listening journal in which they describe new “characters” as they appear in the story line, as well as major events as they unfold.

After Reading

- A. Have students retell the story with the sound off.
- B. Use discussion questions in the back of the book to ask questions about the story.
Titles: Any Stone Arch Books Title
- C. Let students use their imaginations in a free write. Ask them to elaborate on a character by writing a biography.
- D. Draw your own cartoon using characters or events from the book.
- E. Make a timeline of the story.

FOR THE INSTRUCTOR



- A. Have student read along and/or listen to story as a model for interpretive reading. For the 2nd read, the student records as they read with sound off. The student’s recording can be used as an informal assessment of expressive reading – his/her use of stress, pitch variations, intonation, phrasing, and pausing.
Titles: Jimmy Sniffles: Dognapped!; Gus the Hedgehog; A Visit to the Library; The World of Food
- B. Many interactive whiteboards can record a lesson. Record your lesson once and then replay for absent students, distance learners, those that need to hear an instruction more than once, or for different classes in the same grade.