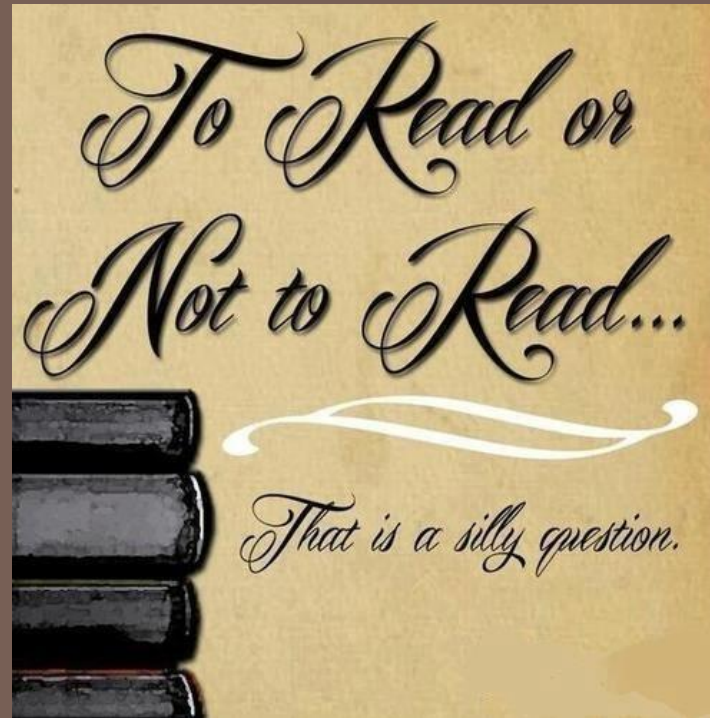


ELECTRONIC READING WITH ELLS



Presented by:

Francine M. Johnson, District ELL Coordinator of Peabody Public Schools (K-12)

&

Marc Boucher, ELL Teacher at Greater Lawrence Technical School

May 3, 2013 – MATSOL Conference

MATSOL 2013 – Going Green!

Please find us on the 2013 MATSOL conference schedule to download our PPT & [handouts](#).

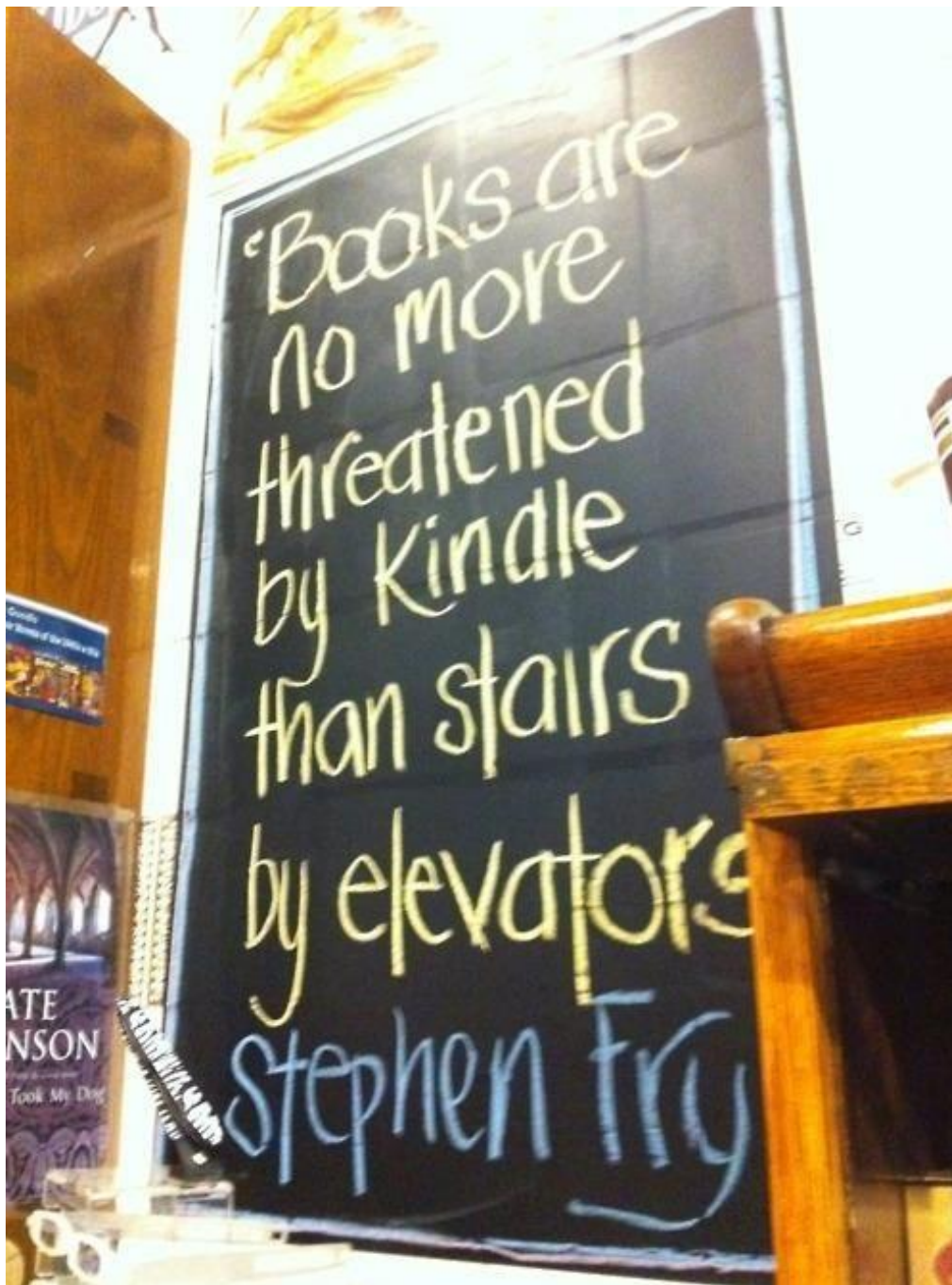
2012 Linda Schulman Innovation Award MATSOL

- **\$1500** awarded for idea to Francine M. Johnson

Proposal:

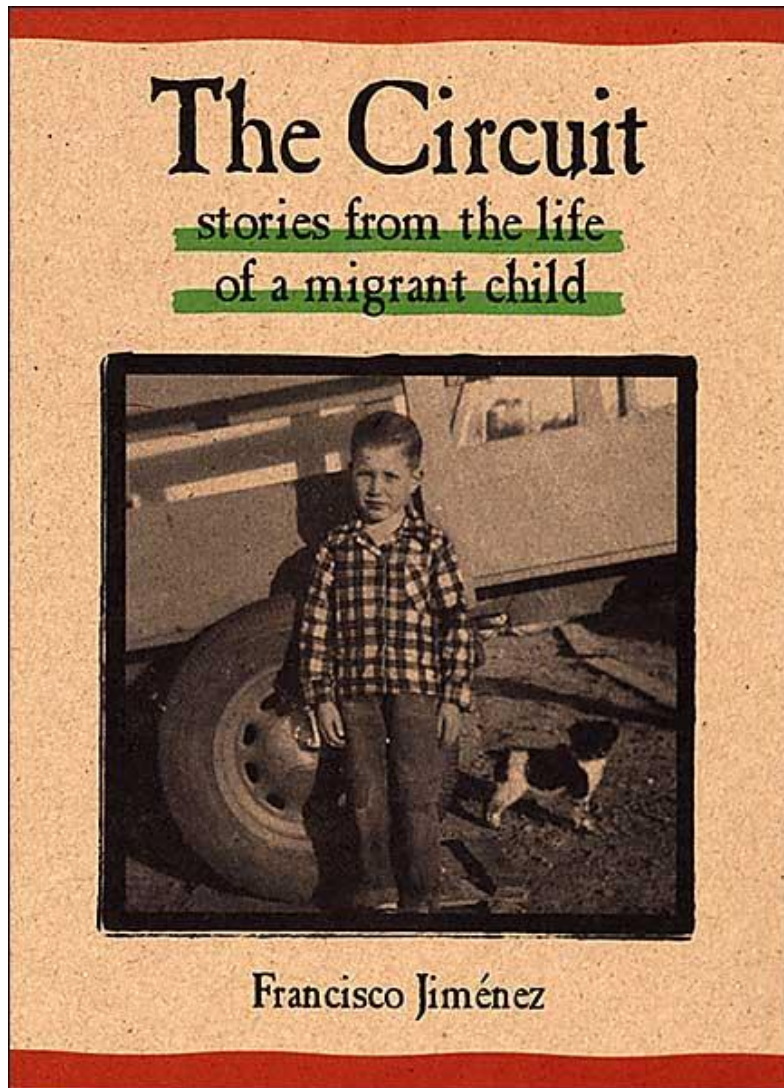
Purchase nooks for electronic reading with these hopes:

- ✓ Generate more student interest
- ✓ Increased motivation to look up words
- ✓ Increased motivation to highlight
- ✓ Increased motivation to take notes
- ✓ Better college preparation – 21st century learning
- ✓ More cost effective



Francine M. Johnson & Marc Boucher

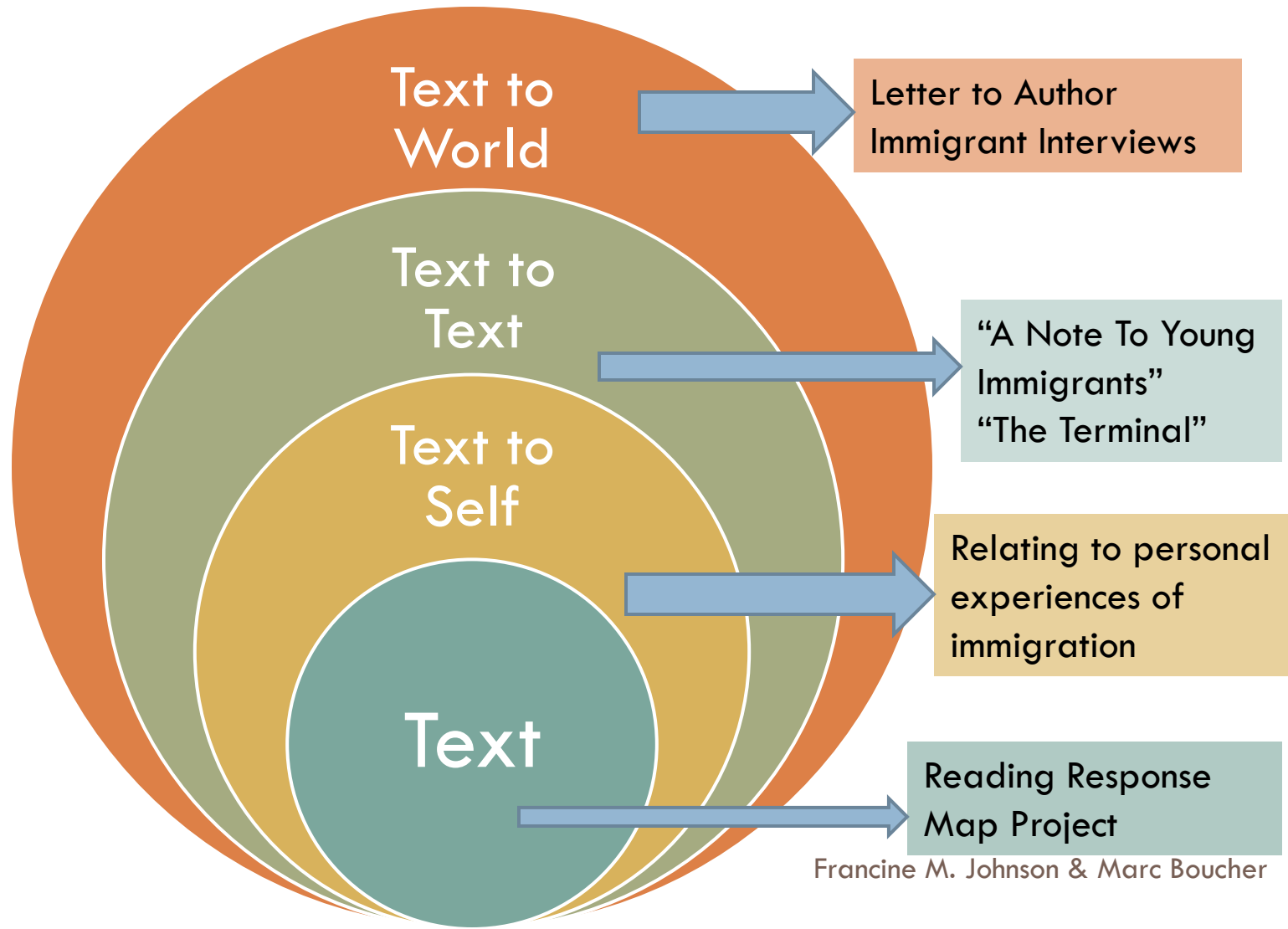
Procedures



Paper v. Electronic

- Reading every other week with nook & paper book
- Students have experience with both formats

Text Connections



Where is your thinking??

WITHIN the text

- What was the problem in the story?
- Talk about how this story ended.
- How was the problem solved?
- What happened when _____ happened?
- What happened after _____?
- What was the mystery in this story?
- What was the surprise at the end?

BEYOND the text

- Why do you think _____ really wanted _____?
- What do you think _____ was thinking?
- Why was _____ important?
- What lesson did the character learn?
- What kind of person do you think _____ was?
- What was the most important idea?
- What new information did you learn?
- How are _____ and _____ different? The same?

ABOUT the text

- What are some of the different kinds of text in this book?
- Why do you think the author _____?
- Why do you think this picture was used?
- What did the author do to make _____ interesting?
- How did the author show you what kind of person _____ was?
- In addition to the main text, how did the author give you more information about _____?

Writing Projects

The *beautiful* thing
about learning is
that no one can take
it away from you.
- B.B. King

- Map/Log
- Interview of immigrant
- Poem about character
- Letter to author
- Reading
Journal/Reflections

Immigrant Interview

1. Why did you move to the U.S.? How did you feel about moving here?
2. What did you think the U.S. would be like? Where did you get this information?
3. What is something you discovered upon arrival that was not as you expected? How did that make you feel?
4. What are some common stereotypes people from your country have about Americans and/or the U.S.?
5. Your Question: _____

Immigrant Interview

[Hyperlink: Student Video Clip](#)



Map projects

- To chronologically keep track of setting & plot
- To familiarize students with geography of CA
- To help students understand the journey of migrant workers & families

[Hyperlink:](#)
[Student Sample](#)



Poems About a Character

Putting words
On paper to
Express in part,
Thoughts from me
Right to
Your heart

- Higher Order Thinking Skills (HOTS)
- Creativity
- Characterization

Francisco
Is Mexican, small, and friendly
Loves tacos, family, and helping
Is good at making friends, eating, and playing
Feels happy, sad, and scared
Needs money, a job, and to learn English
Wants to help, do well in school, and to work
Fears la migra, police, the cops
Likes to eat rice, beans, and tortillas
Watches his brothers, sisters, and mamá
Is a resident of farming town, CA
Jimenez



Written by Elisaul Rosario

LOOK IN THE MIRROR

I look in the mirror and what do I see?
A smart, honest, poor person looking
back at me.

I'm really good at helping my dad
And love to pick cotton.

I spend lots of time helping my mom
And can't wait for Christmas.

I could improve my English
And moving is hard for me,
but I know if I try, I'll be the best I can
be.

Written by: Kisleiny Abreu





Letter to the Author

Dr. Francisco Jiménez

**Fay Boyle Professor and Director
Ethnic Studies / Modern Languages and Literatures
Cesar Chavez Commons #124B
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Francine M. Johnson & Marc Boucher

Letter to Author - Objectives

- To discuss the novel on a deeper than direct-recall level
- to allow students to make personal connections with the text
- To allow students to practice writing a letter
- To allow students to show the author their appreciation for the book

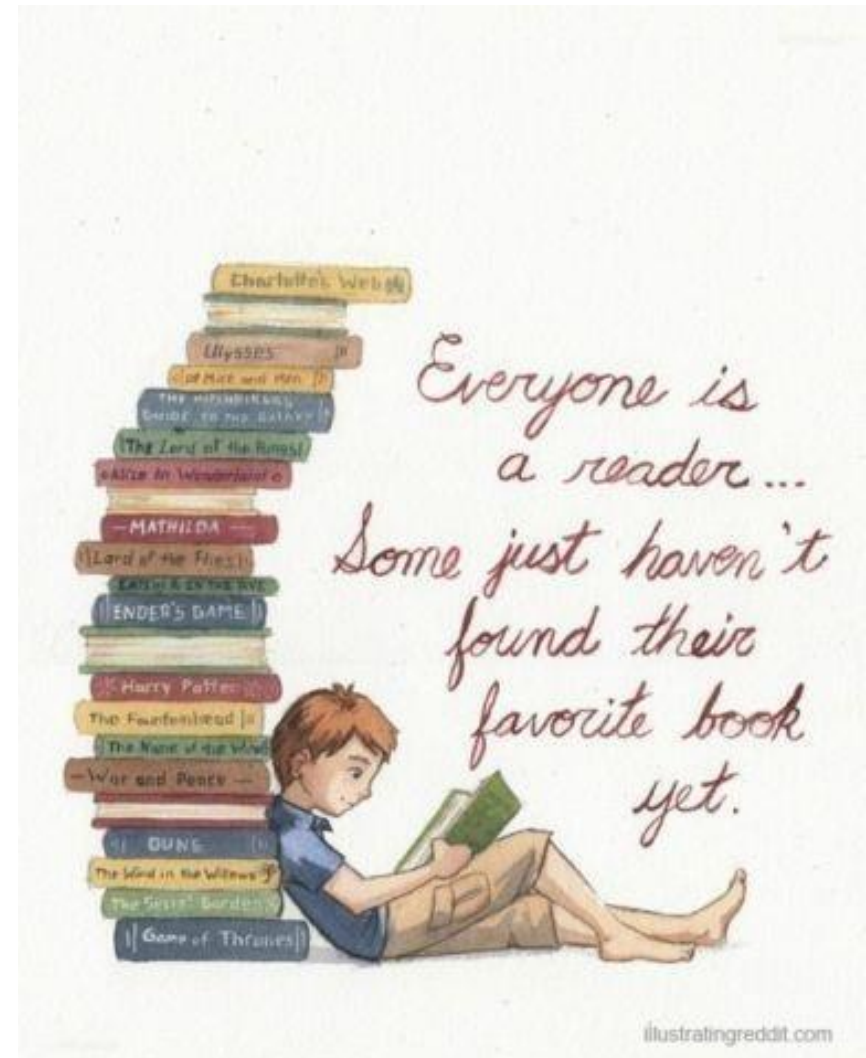


nook objectives

- Do they like having a nook instead of a paper book?
- Do they look up words for meaning more often than they would with a paper book?
- Do they highlight? How do they choose what to highlight?
- Do they take notes in the nook?
- Are they more apt to read with the nook than with a paper edition for personal reading?

Hypothesis

- “Swag factor”
students think it’s cooler
- Students might look up words in nook because they dislike using paper dictionaries.
- Cost effective
- Increased reading



nook v. kindle

nook™



BARNES & NOBLE
www.bn.com

Introducing the
All-New Kindle Family



kindle \$79



kindle touch \$99



kindle fire \$199

- Includes page numbers
- \$79 nook Simple Touch
- Share one book per every 6 devices

Procedures/Data collection

- Purchase nooks & covers
- Reading inventories
- Tally amounts of time looking up words
- Tally highlighting
- Tally note taking
- Student Interaction/Participation
- Personal student interviews & reflections

Positive Findings/Discoveries

- Students did look up definitions in the nook
- Students did use highlighting
- Minimal note taking with nook
- They liked the “GO TO PAGE...” feature



Negative Findings/Discoveries



- Some students did not want the responsibility of checking out the nook
- Page #s in the nook do not coincide with page #s in the paper book
- Excuses from students: Charging



Student Interview

[Hyperlink: Video Clip](#)



Teacher Reflections...

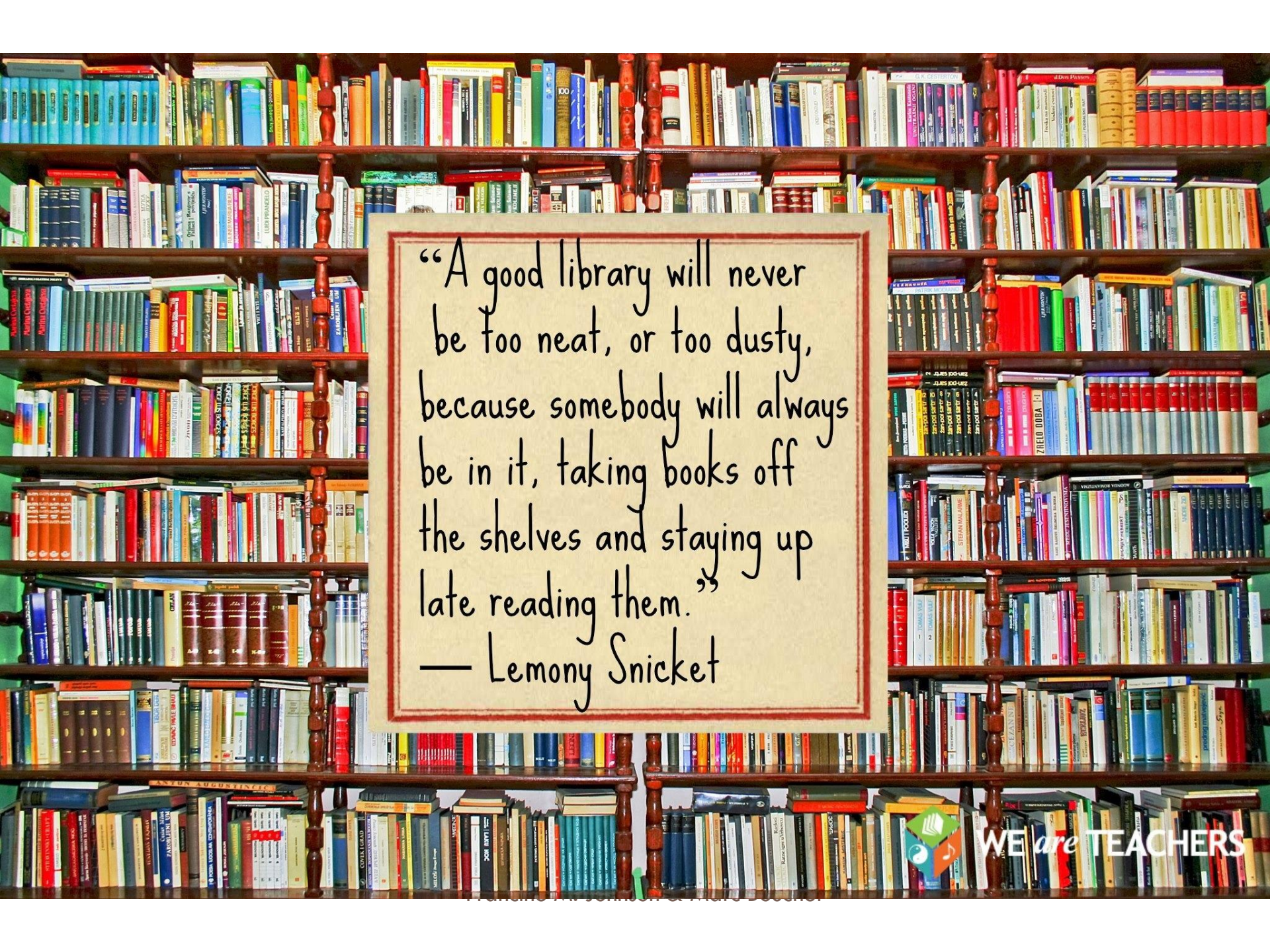
- ❑ More consistency was needed...
- ✓ Difficulty with disruptions and fluctuating schedules
- ✓ Require students to check out nooks like books?
- ✓ Accountability for teacher & students for tally marks
- ❑ Provide chargers to students who need them at home (to be checked out)

I FACILITATE THINKING.
I ENGAGE MINDS.
I LISTEN TO QUESTIONS.
I ENCOURAGE RISK.
I SUPPORT STRUGGLE.
I CULTIVATE DREAMS.
I LEARN EVERYDAY.

I TEACH.

Continued Plans...

- Library visit to learn how to check-out electronic books
- Hope some students will check the nook out for the summer (sequel & summer reading books)
- Find out what they read on the nook during summer (follow-up)
- Tally for summer reading?
- More library usage?
- nook app can be installed and used on iPad.



“A good library will never
be too neat, or too dusty,
because somebody will always
be in it, taking books off
the shelves and staying up
late reading them.”
— Lemony Snicket

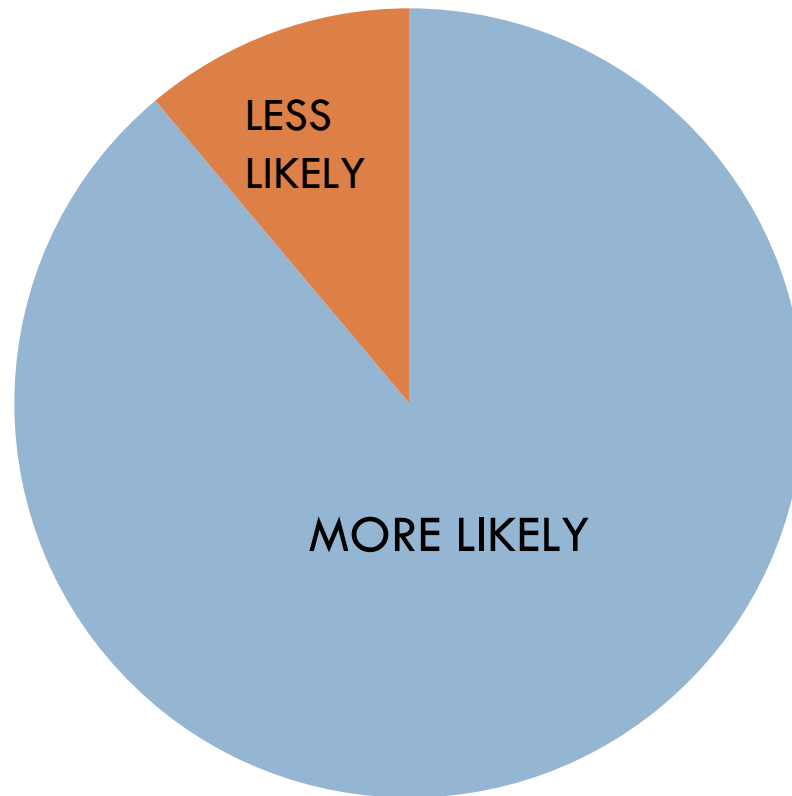


WE are TEACHERS

If you could borrow books on your nook, would be be....?

A. more likely to borrow and read books from the library on the nook

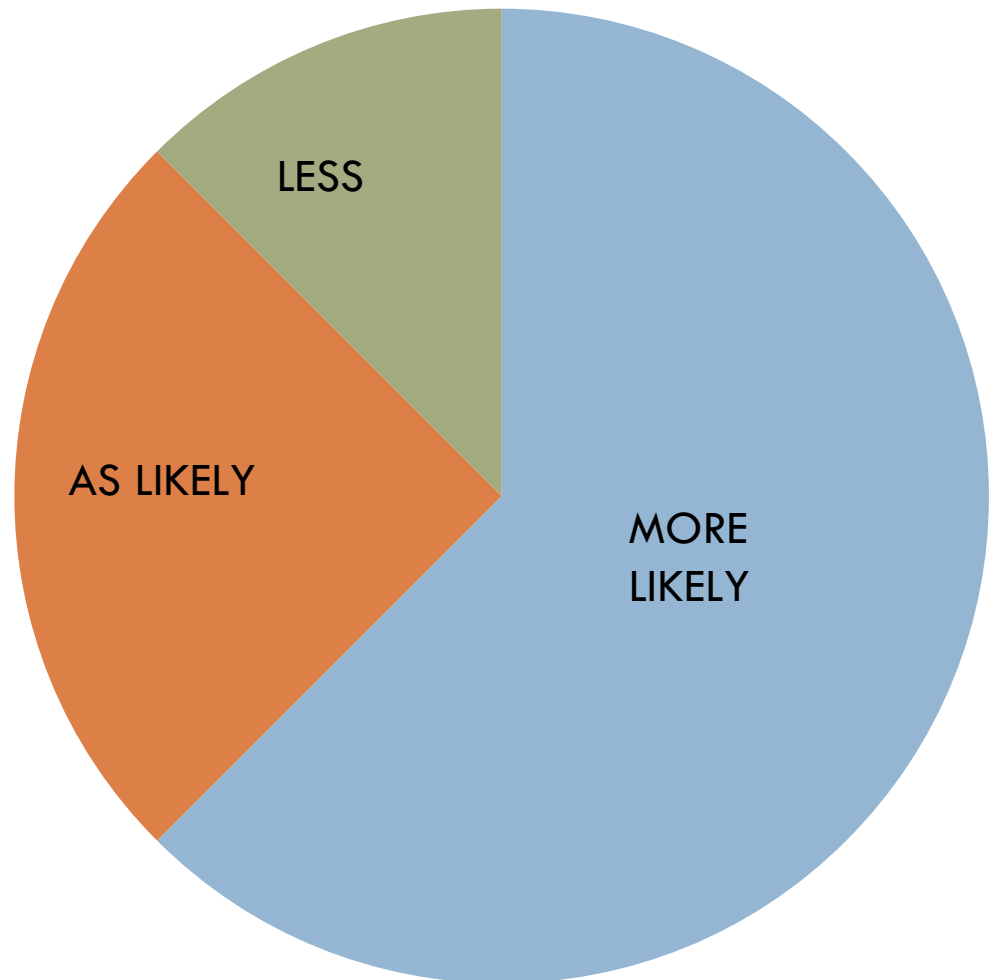
B. less likely to borrow books and read books from the library on the nook



GLTS ELL Student Survey

In general, if you had a nook, would you be...?

- More likely to read for fun
- As likely to read for fun as you are without a nook
- Less likely to read for fun



GLTS ELL Student Survey

Conclusions

- Better preparation for college
- Sparked more interest
- Living in a digital world
- More apt to look up words
- Teachers & educators should pursue grants to fund their ideas.

Special Thanks

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□ Susan Zielinski

ESL & Reading Lead Teacher at GLTS

□ Brian Adessa

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□ Judith Frommer

Mentor/Advisor for Linda Schulman Innovation Award

□ MATSOL/Linda Schulman Innovation Award



Special Thanks...

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Greater Lawrence Technical School





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Francine M. Johnson & Marc Boucher