



APPLYING READING STRATEGIES TO IMAGES AND MEDIA: Inquire Using a Multimedia Tech Set



TRY THIS WHEN . . .

- you have already introduced how to read images and annotate digital text
- you launch a new science or social studies unit or you want to parallel a book club or literature study with short, informational text
- you need to address a current event and print materials are not available.

Digital media offer a wide range of information, perspectives, and voices and are often more current than the print texts that have traditionally been used in classrooms. For students to be able to make meaning from digital media, they need guidance and practice in comprehension across these diverse texts.

WHAT TO DO

Organize a workflow for students using your Learning Management System (LMS) or a digital site that students can access, such as a website, Google Slides, or Padlet. In it, build a simple View/Read/Respond structure. This will guide students to engage in image study to gain background knowledge, read to learn new information, and then to merge their understanding of image and digital text. Provide the following in the sections listed:

View

Select three to four images for students to see, think, and wonder about. We frequently find quality photos on [photosforclass.com](https://www.photosforclass.com), [pics4learning.com](https://www.pics4learning.com), or a reputable news source like *The Washington Post*. You might explore the first image as a class, reminding students to use all they know about images. Then, have them continue in partners.

Read

Find at least two articles or pieces of short text so students have a choice in what they read. Wonderopolis is a good source for informational blog posts, and Newsela has a variety of informational texts. Have students read independently, in partners, or in a small group.

Respond

Invite students to respond through writing, via small-group conversation, or with a video tool like Flipgrid or Seesaw. This section is for students to reflect about what they've discovered, merging what they read and viewed. When appropriate, ask students to read or view the reflections of classmates and respond or continue the discussion.

Helpful Language

Let's start by looking at these images, kind of like when we do a picture walk through a book before reading.

What strategies could we use to get more out of these images [or to dig into the text]? Let's look back at our charts.

Now, I've pulled two different texts for you to read. Let me tell you a bit about both . . . Choose one that looks interesting to you and see what more you can find.

Now, let's share our new learning and thinking. What did you discover when you looked at these images and read the article? Use Flipgrid to talk about what you think now, after reading this multimedia text set.

OUTCOMES AND WHAT TO LOOK FOR

In this lesson, we want students to be able to apply strategies in multiple media as well as synthesize those media for understanding. Can students

- ▶ establish context and background knowledge by first viewing images?
- ▶ apply previously learned strategies for viewing images?
- ▶ demonstrate the ability to stop and talk or jot about digital texts?
- ▶ explain how the images and text work together to tell a story?
- ▶ explain their thinking and new learning using a digital tool?
- ▶ respond to each other's thinking and new learning using a digital tool?

FOLLOW UP

Use this structure repeatedly with varied texts to build students' autonomy in interacting with multiple texts. Once the format is familiar, you can increase the complexity of texts and topics while continuing to provide a predictable format for student interaction.

Another option is to vary the workflow for student thinking to accommodate other forms of media and response, such as adding a written conversation piece or a video.

The screenshot shows a Padlet board with the following content:

- View Column:**
 - Image 1: A large volcanic eruption with a massive plume of ash and smoke.
 - Image 2: A paved road leading towards a dark, rocky volcanic landscape under a blue sky.
- Read Column:**
 - Card 1: "Kilauea Leaves a Path of Destruction" with a photo of a lava flow and a short text snippet.
 - Card 2: "8 Facts about Kilauea" with a photo of a sunset over a volcanic landscape and a list of facts.
- Respond Column:**
 - A prompt: "Keep Thinking! Flipgrid is where social and emotional le... flipgrid."
 - An "Add comment" button.

This Padlet structures the launch of an inquiry into the Kilauea eruption in May 2018.