Welcome to the Anash Interactive:
Teaching and Home Education Guide

Using this Guide

Whether you are a teacher, parent or professional development provider, you will find several interactive educational web activities to use both in your classroom and at home with your children, especially those in the age range of 9-13 years (grades 4-6). This site has three main divisions: Media Text Creation, Puzzles and Word searches, and Stories: Read or Watch the Story. This guide provides both a general overview below and more specific learning ideas on the following pages.

Media Text Creation

There are two components, which support students to write using words, pictures and text features such as speech and thought balloons. Each of the text creation components – *Comic Constructor* and *Storybuilder* – will be explained below. The learning outcomes are applicable for grades 4-6 students and reference the *Alberta English Language Arts Program of Studies*. For more specific learning outcomes and expectations from other programs of study, please download the **pdf** file called, "Anash Interactive Curricular Connections".

The *Showcase* is a sharing and feedback option of this web site that is worthy of special mention because it expands the positive impact of the text creation options for students, teachers and parents. The *Showcase* enables students to submit their compositions for public viewing and feedback. Assessment for learning research literature (Black, Harrison, Lee, Marshall & Wiliam, 2003) emphasizes that students will be more engaged to do a task when they know that others will read and provide feedback on it prior to them receiving a grade on their work.

Puzzles and Word Searches

In this component, there are three puzzles and one word search activity that challenge students to apply their visual and linguistic problem-solving skills in an interactive virtual environment. Alternate print versions of the crossword and word search puzzles are available in pdf format.

The Stories: Read or Watch the Story

Students may choose to view or read a series of myths from the companion television series *"Anash and the Legacy of the Sun Rock".* The student may choose to:

❑ read the story, in a virtual picture book with images from the series.
❑ watch the story, which will play the mythical story as it was originally broadcast, or
❑ subscribe to each video as a podcast

MEDIA TEXT CREATION

Component #1: Comic Constructor

Why Use Comic Constructor

You may have many reasons for wanting your students to create a comic book as part of your English, French or Second language arts classroom. Some options that are both appealing and educationally rich are:

- ❑ retell a familiar narrative, film, or biography studied as part of another subject (i.e. Social Studies, Science, Health, etc.);
- ❑ represent a personal narrative, original story or a television episode as a comic book;
- ❑ represent a school event (i.e. fun day, science fair, literacy day, Young Authors' Conference, dramatic presentation, special speaker event, etc.) as a comic book.

Learning Outcomes My Students Address

The key learner outcomes that students will address through the use of this activity are:

- ❑ representing a narrative based on an event, print or media text through a comic book genre in a virtual environment (2.4.1, 2.4.2, 2.4.3);
- ❑ sharing and responding to feedback on their composition (1.1.4)

How to Get Started and How to Assess Student Progress

Students will

- ❑ create a comic book (maximum of 10 pages) that tells a story using basic story elements (characters, setting, problem, climax, resolution);
- ❑ explore the effect of using visual text features (speech bubbles, thought balloons, composition and placement of story elements);

Have your students use the following checklist to monitor their own progress as they create their first comic for peer feedback.

Comic Constructor Criteria		
Did I remember to…	**Yes**	**No**
❑ create an interesting title page (title, author and illustration) ? (Presentation)		
❑ write dialogue that moves my story forward ? (Content/Ideas)		
❑ write a clear problem for the characters to resolve ? (Content/Ideas)		
❑ use just the right number of events showing how my characters attempt to solve the problem?(Content/Ideas)		
❑ include a high point or climax in my story? (Content/Ideas)		

	Yes	No
❑ resolve the problem and end my story? (Content/Ideas)		
❑ use the placement of characters, objects and setting to build tension and interest in my story ? (Presentation)		
❑ use text features (speech and thought balloons, font, boldface, capitals, underlining, italics, color, etc.) to effectively communicate my ideas? (Conventions)		

Component # 2: Storybuilder

Why Use Storybuilder

Students write and illustrate stories as part of their learning through the English, French or Second language arts. The excitement of manipulating virtual characters, settings and objects provide the student with ideas for how to compose their print text. Also, story prompts are another scaffold that some students may use if they have difficulty with their story beginning. Finally, the language learning curricula nationally and internationally require children to create stories using picture prompts for inspiration. This resource prepares them for that task.

Learning Outcomes My Students Address

The key learner outcomes that students will address through the use of this activity are:

❑ representing a narrative using print and media texts provided in a virtual environment (2.4.1, 2.4.2, 2.4.3; 2.4.4);
❑ sharing and responding to feedback on their composition (1.1.4)

How to Get Started and How to Assess Student Progress

Students will

❑ create a story book (maximum of 10 pages including the title page) that uses basic story elements (characters, setting, problem, climax, resolution);
❑ explore how to select and place visual story elements with print text;

After modelling how to write and create a couple of pages for a sample story book, you will want to share the criteria for how you will assess their progress as they create their books. Reinforce that the process of creating the storybook is as important as the final product.

Storybuilder Criteria		
Did I remember to…	**Yes**	**No**
❑ create an interesting title page (title, author and illustration) ? (Presentation)		
❑ choose characters, settings and objects that are interesting and		

logical for my story? (Content/Ideas)		
❑ hook my readers/viewers with a strong opening/beginning? (Organization)		
❑ write a clear problem for the characters to resolve ? (Content/Ideas)		
❑ use just the right number of events showing how my characters attempt to solve the problem? (Content/Ideas)		
❑ include a high point or climax in my story? (Content/Ideas)		
❑ resolve the problem and end my story? (Content/Ideas)		
❑ choose appropriate and specific words to make my ideas clear and easy to imagine? (Word Choice)		
❑ edit for correct spelling, punctuation and grammar? (Conventions)		

PUZZLES AND WORD SEARCHES

Why Use Puzzles and Word Searches
There are three puzzles and one word search activity that challenge students to apply their visual and linguistic problem-solving skills in a virtual environment.

a) Sliding Tile Puzzle:
The purpose of this interactive puzzle is to select and organize partial tile images to eventually complete a cohesive picture using all of the tiles. It is interactive in the following ways:
- ❑ a thumbnail of the entire picture is available at all times;
- ❑ audiovisual feedback occurs upon successful completion.

b) Crossword Puzzles:
This a traditional crossword puzzle made available in a virtual format. The viewer receives hints that require him/her to infer the fact or vocabulary referenced from the stories and pre-loader words and facts. It is interactive in the following ways:
- ❑ correct answers are crossed off with audio reinforcement for making the right choice;
- ❑ incorrect responses will be displayed in a different font color and there will be no audio feedback;
- ❑ a variation of the crossword puzzles may be printed for paper-and-pencil use.

c) Jigsaw Puzzles:
This is a differentiated learning activity because the student may choose from 3 different levels of difficulty. It is interactive in the following ways:
- ❑ a thumbnail of the entire puzzle is available at all times;
- ❑ audiovisual feedback occurs upon successful completion.

d) Word Search:
This a traditional word search made available in a virtual format. It is interactive in the following ways:
- ❑ correct answers are crossed off with audio reinforcement for making the right choice;
- ❑ a timer supports the student to self-monitor their speed;
- ❑ a score is given based on the number of correct/incorrect choices;
- ❑ incorrect responses will have a negative audio feedback;
- ❑ a variation of the word searches may be printed for paper-and-pencil use.

Learning Outcomes My Students Address
The key learner outcomes that students will address through the use of this activity are:
- ❑ extending vocabulary of words and concepts used in various subjects(2.1.5);
- ❑ infer meaning based on background knowledge and facts gathered from electronic and print references (2.2.1; 2.1.10);
- ❑ Use references such as junior and electronic dictionaries to confirm word meanings and spellings(2.1.10)
- ❑ Self-monitor progress based on speed, accuracy and number of attempts (1.1.4)

How to Get Started and How to Assess Student Progress
Students will
- ❑ recall information and infer possible answers based on background knowledge and facts gathered from references, classroom discussion, and web site resources;
- ❑ self-monitor their attempts and set goals to complete a task.

Completing Puzzles and Word Searches Criteria		
Did I remember to…	**Yes**	**No**
❑ read and search for information using all available references?		
❑ complete the task in a reasonable number of attempts or in a reasonable time frame?		
❑ set goals to improve my problem-solving strategies?		

THE STORIES: LISTEN, WATCH OR READ A STORY

The following stories are myths sequences from the television series, *"Anash and the Legacy of the Sun–Rock"*. The student may choose to
- ❑ read the story, in a virtual picture book with images from the series.

- watch the story, which will play the mythical story as it was originally broadcast, or
- subscribe to each video as a podcast

Consider having students write and/or present:
- a review of one the above
- a retelling using the Comic Constructor component
- their own episode, webisode or picture book

Learning Outcomes My Students Address

The key learner outcomes that students will address through the use of this activity are:
- evaluate a print or media text (2.2.5; 2.2.2, 2.2.10)
- retell events of a story in another form (2.2.4)
- compose their own text using a mentor text (2.2.1,2.2.13,2.3.2, 2.4.7, 2.4.8)

How to Get Started and How to Assess Student Progress

Students will
- write or present a review of podcast, webisode or virtual picture book

Presenting a Review of a Pod Cast, Webisode or Virtual Picture Book Criteria		
Did I remember to…	Yes	No
review all key elements of the text?		
provide the good and the negative aspects of the text?		
give strong and detailed reasons for my judgements?		
speak clearly?		
look at the audience throughout my presentation?		
speak by referring to my notes rather than by reading them?		
answer questions with thoughtful responses?		
convince my listeners to agree with my point of view ?		