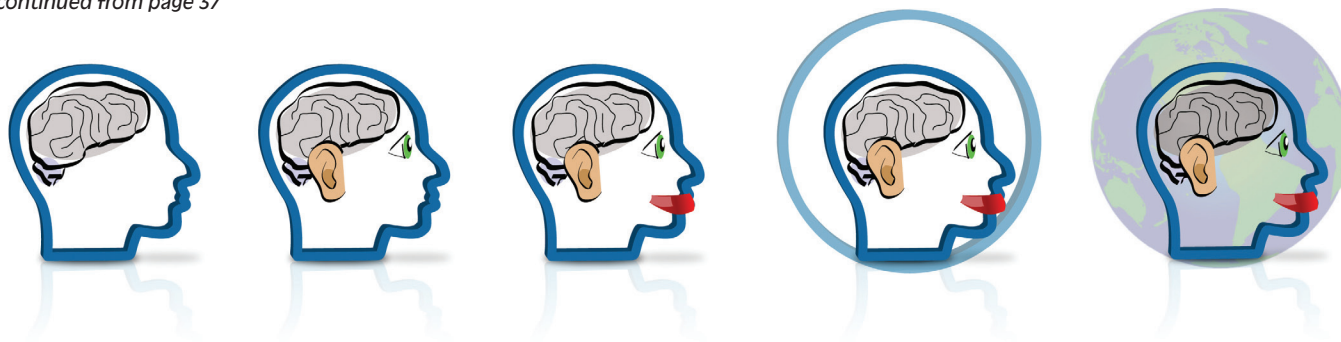


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Graphic: Tim Boudreau

a reader “reads for a bit, goes to Google when he wants to learn more about a particular topic, chats online with his friend(s) who are reading the same book, and then goes back to reading.” We are still putting it together but hyperlinks, Google searches and sharing online, encourage the introduction of collaboration as a reading strategy.

Teacher-librarians have opportunities and an obligation to model Web 2.0 reading to our students. We introduce research skills and reading strategies in the library and it is natural to use both hard-copy text and online resources. Using the LCD projector and the Internet, we can model this kind of reading to both teachers and students.

By offering specific reading-related lessons, which meet curriculum expectations in the library, we create an opportunity to model Web 2.0 reading strategies. At Loughheed Middle School in Brampton where I teach, one Grade 6 Language Teaching Learning Critical Pathway (TLCP) is identifying the main idea. Students are introduced to the text by previewing the page. They use THIEVES to remind them to look at title, headings, introduction, everything in the boxes, visuals (captions) and vocabulary. This strategy plus lesson plans are found on the Read-WriteThink website (www.readwritethink.org), and promoted by The International Reading Association.

Finally, we summarize what we *think* we will be reading about. Our first selection is from Britannica Online and a “think aloud” includes previewing and telling the main idea. AdLit.org (Ado-

lescent Literacy: Resources for parents and educators of kids in Grades 4-12) provided information about the “paragraph shrinking” strategy (<http://www.adlit.org/strategies/23331/>), which has been adapted to meet the needs of my colleagues and students. An LCD projector, Britannica Online, and online stickies can be used to highlight words, collect notes, and write the main idea.

Introducing Diigo to Grade 9 classes involves being aware of the students’ desire to explore the Web 2.0 tool independently. Direct their online reading by pointing out key terms on the image projected from a laptop. Consider this as directed reading instruction for learning how to do something. A Grade 4 class, in contrast, already had a lesson on how to navigate through an online piece about habitats, and a subsequent follow-up lesson required the students to read carefully through the online text. They will read to understand the information they were reading. Each can be seen as a different type of screen reading instruction.

As with any Web 2.0 technology, teacher-librarians can introduce the benefits of such tools to other teachers, to individual students using the library facilities, to classes during library lessons, or via a school distribution list e-mail with links to professional blogs and websites.

We can all look forward to a time when Web 2.0 tools are accessible to every student and teacher in Ontario and are used effectively and intelligently to promote lifelong learning. ■