

Reading Multimedia Content

Reading multimedia content can be more complex than simply reading a book. Information can come from a mixture of audio recordings, text, and visuals. Students often need support to focus their attention and navigate the site when using multimedia content.

- Time:** 20 minutes
- Materials:** ● a collection of multimedia resources such as Websites, audio clips, video clips, and e-books or e-magazines
- Grouping:** whole class and partners

Procedure:

1. Have a multimedia resource ready to share with students.
2. Share an inquiry question with the class related to this multimedia source. For example, if you are working through the *Nature Watch* Inquiry, you might explore the question, “Why is it important to take care of nature?”
Today we are going to explore the question, “Why is it important to take care of nature?” To help us explore this question we are going to be using an article that I found online about lemurs. This article has text but it also has video clips, glossary pop-ups, and you can choose to have the article read to you if you want. How can we make sure that we remember all the information we hear and see while we read this article?
3. Have students turn to a partner and **Brainstorm** ideas. Let students choose which strategy they want to try before you begin to read the article.
4. Tell students that they will be listening to you read this article first and then they will reread the article. Pause throughout the first reading to allow students to point out any specific features of the multimedia text such as a forward triangle which indicates a video clip, sound waves indicating that the text can read to you, bold words indicating that the definition is provided when the word is clicked on, etc.
The first time we read this article we are going to listen to the article as a class, focusing our attention on all the different ways information is provided for us.
5. The second reading can be done as a whole group or students could work in partners with tablets. During the second reading, have students use the strategy they decided on to help them remember what they have learned (e.g., note-taking, recording key words, etc.).
6. When students are done, they can share with another partner their findings and how they relate to the inquiry question.

Teaching Tip: Some students may need practice over several sessions with different multimedia resources to become adept with navigating the variety of features available and to allow them to utilize information that may be beyond their current reading level.