Using the Interactive Whiteboard: *Backpack 3, Unit 6*

The Interactive Whiteboard (IWB) feature may be used in a number of different ways. It allows the teacher to focus on particular aspects of each lesson as needed in order to review, warm up, present, reinforce, apply, or assess learning. Not only does use of the IWB improve students’ motivation in general, it appeals to multiple learning styles and helps students process information in different modalities. Below are several examples of ways to use the IWB.

### REVIEW
At the beginning of class sessions, before beginning a new unit, many teachers take advantage of the IWB in order to review previously learned material.

- Use the Flashcard feature to review vocabulary from previous units (units 1-5). *Oral:* show the image side of a flashcard and ask students to say the corresponding word in English. Students may call out words individually, in groups, or as a whole class. *Written:* show the image side of a flashcard and have students write the word individually, in pairs, or in small groups. Award points for correct identification and/or for spelling.

- Use the Video song feature with the bouncing ball to review vocabulary from previous units (units 1-5). Allow students to vote on one or two songs to sing in groups or as a whole class. Unit chants can be used as well—use the Unit page feature to play the audio for one or two chants from previous units and then encourage students to join in.

- Use the Video documentary feature or dramatic feature to review content from previous units (units 1-5). After students have listened and watched, play the segment again, without sound. Ask students to summarize what they learned as they watch.

- Use the Sound and Spelling handbook feature to review the sounds represented by *u* as in *ruler*, *o* as in *dog*, *w* as in *worm*, *a* as in *cake*, and/or *e* as in *zebra* from lessons 1-5.

- Use the Unit page zoom feature to review the stories from previous units (units 1-5). Allow students to vote on a story or two to listen to and then read aloud to each other in pairs or small groups.

- Use the Unit page zoom feature to review the values addressed in lessons in previous units (units 1-5): celebrate special days, help others, do your chores, help protect animals, and be prepared.
Unit 6  Our Five Senses

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To focus the attention of the whole class, use the IWB for a Warm Up activity before beginning the unit song, Street Fair.

- Use the Unit page zoom feature to draw students’ attention to the illustration on page 62. Select the arrow tool from the icon menu and touch the illustration, zooming up to make it larger and more visible to the students. Put students in pairs or groups of three. Tell them that they have one minute to study the picture. When time is up, test students’ memory by asking questions such as the following.
  a. How many colors are in the picture? What are they?
  b. How many people are in the picture? Is there a family?
  c. What are the two boys eating?
  d. Are there any animals in the picture? What are they?
  e. What kinds of shops are there? What can you buy?
Encourage students to say all they can about the picture. You may want to award points to pairs or groups of students for their answers.

- Use the Unit page audio feature to introduce the song, Street Fair. Play the song once so that students can just relax and listen. Next, select the arrow tool from the icon menu and touch the song title. The first two verses of the song and the chorus will zoom up. Play the song and have students follow along. Repeat for the second half of the song lyrics. Clarify vocabulary by zooming on the illustration for context. When students feel comfortable, sing the song.

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Activity 2

- Use the Unit page zoom feature to draw students’ attention to the sentences and photo. Play the audio and have students point and say. Use the writing tool from the icon menu to write the answers on the lines.

Pages 64-65

Activity 4

- Use the Unit page zoom feature to draw students’ attention to the instructions and introductory sentence.

- Use the Unit page audio feature and the zoom feature to focus on each of the readings.

Activity 5

- Use the Unit page audio feature to model the dialogue. Have students listen and repeat.

Activity 6

- Use the Unit page audio feature to model the dialogue. Have students listen and repeat.
Use the Unit page zoom feature to focus students’ attention on the grammar chart. Read the sentences aloud and have students repeat. Explain that they will use the sentences in the chart as models for the next activity.

Activity 7
- Use the Unit page zoom feature to draw students’ attention to the instructions, illustrations and sentences. Use the writing tool from the icon menu to write the answers on the lines.

Activity 8
- Use the Unit page zoom feature to focus on the reading. Read the sentences aloud and have students repeat. Clarify vocabulary as needed by zooming on the illustration. Allow time for students to read the questions and answer them. Use the writing tool from the icon menu to write the answers on the lines.

Activity 9
- Use the Unit page zoom feature to focus students’ attention on the instructions, dialogue model, and vocabulary box. Read the dialogue aloud and have students repeat. Next, zoom up on the chart. Show how the dialogue corresponds to the information in the example in the chart. You may want to model item #1 for the class as well—use the writing tool from the icon menu to write in a student’s name, ask the question about flowers, have the student answer the question, and then write the response in the chart.

Activity 11
- Use the Unit page zoom feature to draw students’ attention to the instructions and illustrations. Use the audio feature to play each item and allow students, using the writing tool from the icon menu, time to write in the number of each sentence in the appropriate box.

Activity 12
- Use the Unit page zoom feature to focus students’ attention on the instructions, chant, and illustration. Use the audio feature to play the chant as students listen and read along. Play the audio again and encourage students to read along and chant.

Sound and Spelling Handbook
- Use the Sound and Spelling handbook feature to review the sound represented by o as in sofa on page 115. Use the Unit page audio feature to play the instructions and sounds for the first activity. Use the audio feature and the zoom feature to do the second and third activities. You may want to use the writing tool from the icon menu to mark the path for the third activity.
• Use the Unit page zoom feature to zoom up the reading. Read the text aloud as students listen. Use the highlighter or writing tool to identify only the words with the sound of o as in sofa.

• Use the Unit page zoom feature to zoom up the sentences in the fifth activity. Allow time for students to read each sentence silently and think of a possible word for each answer. When they have finished, read the text aloud as students listen. Use the writing tool to write in a logical word (rose, post office, stove) for each item.

Pages 69-70
Little Book
• Use the Unit page zoom feature to draw students’ attention to the story. Focus students’ attention on the title and ask them what they think the story will be about. Focus on the illustration and encourage students to say all that they can about it.

• Use the Unit page audio feature to play the first page of the story as students listen. Play the audio again as students read along. You may want to use the writing tool from the icon menu to draw a line from a key vocabulary word to its corresponding image in the illustration as needed. Repeat the procedure for the other pages.

• For practice in reading aloud fluently, divide students into two teams. Use the Unit page zoom feature to zoom up the first page of the story and have the first team listen to you read the page aloud. Then have them read the page aloud in unison. Repeat the procedure with the second page of the story and the second team. Then repeat the procedure with the third page of the story and the first team; repeat the procedure with the fourth page of the story and the second team. Finally, select students randomly to read individual sentences from all four pages until the complete story has been read aloud.

Page 71
Project
• Use the Unit page zoom feature to draw students’ attention to the student showing his accordion book. Read the sentences and have students repeat. For oral practice, provide additional examples by focusing on different pictures of items for each of the senses. For example, using the writing tool from the icon menu, circle a piece of candy under the category of taste and say This page is about things we taste. The candy tastes sweet. Have students repeat. Circle other images on the different pages and have students form appropriate sentences for each picture.
Page 72
Values
- Use the Unit page zoom feature to draw students’ attention to the title. Help them figure out what it might mean by zooming up the three illustrations. For the first picture, use the highlighter tool from the icon menu to highlight the sentence _Share your new things_. Read the sentence aloud, and then read the dialogue aloud. Have students repeat the dialogue. Follow the same procedure for the other two pictures.

- Use the writing tool from the icon menu to model the last activity. Provide your own example, and then elicit another example or two from students.

Page 73
Review
- Use the Unit page zoom feature to clarify instructions and model examples for the activities on the page.

Careful! It can be tempting to use the Interactive Whiteboard (IWB) features over and over. With constant use, the IWB can gradually lose its novelty and appeal, and students may then lose motivation and interest. Use it effectively in a variety of different ways, but use it sparingly.