

**THE ASK PROGRAM**  
**University of Michigan-Dearborn**  
**Raymond P. Kettel**

The ASK program (Authors Specialists and Knowledge) occurs each semester as part of an undergraduate Literature for Children and Youth class. The participants include university students, as well as later elementary through high school students depending on the selected literature work. The purpose of the program is to take readers beyond the confines of a novel, relating the information from their reading in a personal way to their own immediate situation. For as part of the process, readers draw on their own writers' voice, as they journal through their reading.

Interviews are conducted with authors of children's books and with "specialists" whose occupations, interests and experiences bring credibility or a better understanding to a particular literature selection. The interview focus from these books has been on such social issues as ethnic cleansing in Kosovo, homelessness in America, the Vietnam War, media responsibility, racial prejudice and animal rights. In addition to these social issues, through interviewing authors, readers are able to explore such evaluative literary aspects as the development of character, plot, setting, theme and writing style. The following children's books have been selected in past interviews: *The Devil's Arithmetic*, *Charlie Pippin*, *The Watsons Go to Birmingham- 1963*, *Monkey Island*, *Nothing but the Truth*, *Maniac Magee*, *Wringer*, *Circle of Gold*, *Adem's Cross*, *Julie of the Wolves*, *Sadako and the Thousand Paper Cranes*, *Hiroshima*, *Petey*, *Homeless Bird* and *Daniel's Story*. Through the interviewing steps of the ASK program, students develop questions to be asked of either the selected author or specialist. The interviews are held on the university campus or at one of the metropolitan area schools or county teacher centers referred to as Intermediate School Districts (ISD's). Three ASK programs with Newbery authors were presented at the Michigan Reading Association's conference in March of 2000.

Many of the interviews have been conducted using distance learning technology, connecting authors and specialists brought to campus with sites in the metropolitan area. In some instances, university students who have been trained in the program, visit selected schools and work with teachers and their students preparing them for planned interviews. For additional information, please contact Raymond P. Kettel, Associate Professor of Education University of Michigan-Dearborn.



## The ASK Program (Authors Specialists and Knowledge) The Literature Based Interview Process

### 1. Have the students read the book.

. **Keep a journal.** When you have finished reading for the day, you and your students should individually write down your thoughts. Don't summarize a segment, but tell how it makes you feel. Enter the world of voice journaling.

**3. Write questions.** When you have finished reading the book and made your final journal entries, it will be time to start writing questions. Students should write the chapter and page number that corresponds with each question.

By reviewing their journal entries, the students should be able to write questions about those parts of the story that most interested them.

**The purpose of this exercise is to better understand the story in terms of:**

- what the story is about
- who the characters are, what they are like
- where the story takes place
- how the author sounds or uses words
- what the broad issues within the book are

**4. Show examples.** As the teacher, you should also write some example questions to show how it should be done.

5. Place the students in pairs and encourage them to **select their best four questions.**

**6. Conduct a round robin elimination process.** When your students have selected their best four questions, ask each group to read their questions to the class. Eliminate duplicate questions among the groups.

**7. Revise the questions.** When the elimination process is completed, each student should have at least two unique questions to ask in the interview, one for the interview and one for a backup question in case their original question was asked by the other classes.

**8. Conduct a practice session.** Have each student stand and read his or her question in a confident manner. This is very important. This practice session will prepare the students to interview the author or specialist.

**10. Ask the questions.** On the day of the interview, introduce the author/specialist to the class. Each student should stand and ask his or her question so that the guest can see and hear the student clearly.

\*\*\*\*\* **PLEASE** listen to the questions that are asked by the other classes that you are sharing the distance learning program with. There are many "REPEATED" questions that are not necessary. It is up to you the teacher to have the students in your class have at least 2 questions each prepared for the program.

**11. Debrief after the interview.** Take some time after the interview to review and debrief with the students. Ask them what they learned and what they liked about the interview.

. **Write a letter of thanks** to the author/specialist per the instructions received in the follow up email from the MISD.

**13. Cross-curricular extensions.** Teachers should of course relate the literature selection to other curricular areas they wish to include such as the arts, creative or expository writing, poetry, mathematics, science, sports, social studies, etc.

*aymond P. Kettel - University of Michigan-Dearborn*

## **How does this program correlate with the Common Core standards?**

\*\*\*\*\*The below standards are taken from the ELA Unit Framework from the “A Crosswalk to the Michigan High School ELA Unit Framework and High School Content Expectations Michigan Department of Education from the website [http://www.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_64848-301827--,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_64848-301827--,00.html)

### **Key Features of the ELA Standards**

#### **Reading: Text complexity and the growth of comprehension**

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

#### **Writing: Text types, responding to reading, and research**

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

#### **Speaking and Listening: Flexible communication and collaboration**

The Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills including but not limited to skills necessary for formal presentations. Students must learn to work together; express and listen carefully to ideas; integrate information from oral; visual, quantitative, and media sources; evaluate what they hear; use media and visual displays strategically to help achieve communicative purposes; and adapt speech to context and task.

\*\*\*\*\*The below information was taken from the English Language Arts Standards from the Michigan Department of Education and the Common Core State Standards Initiative guide from the section of the Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects for grades K – 5, page 23.

#### **College and Career Readiness Anchor Standards for Speaking and Listening**

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Note on range and content of student speaking and listening**

*To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio*

[tp://www.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_38684\\_28758---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_38684_28758---,00.html)

## **Student Guidelines**

### **Follow the guidelines for a great interactive video conference**

- Talk in a normal voice, not too loud or too soft.
- Talk clearly and slowly; enunciate all of your words.
- Practice what you want to say.
- Pauses aren't bad if there is a reason.
- Wait for people to see your picture or a chart that you are talking about in order for the camera to catch up with the movement holding the item.
- Pretend the camera is a person. Look into the camera as though it is the person you are talking to.
- Be careful of saying things on the sidelines, people can see you, and might be able to hear you.
- Don't interrupt; wait until the person has finished talking.
- Something to remember: In order for the information to get through the network (audio & video cable) there is a 6 second delay of information being heard and seen on both ends of giving and receiving information.
- Use appropriate language; be careful of using slang words.
- Do not chew gum or eat candy.
- Dress appropriately, school T-shirts or sweatshirts are good to show off your school colors or logo.
- Have fun; sharing information with someone else is a great way to learn.
- Be prepared; practice, practice, practice.

## Making Your ASK Videoconference a Success

### Before You Start

1. Watch the ASK video to get an overview of the project. Note especially how the teacher explains the difference between a “reaction” and a “summary.”
2. Look through the materials, lessons, and resources included in the kit. Decide which ones might enhance the unit and will be best to use for your students.

### Students Journaling & Writing Questions

1. Encourage students to move beyond basic reading comprehension. Get them to tie what they are reading to their own lives and experiences.
2. If desired, hang the posters of the journal process in your classroom.
3. Each time the students read, they should journal. If it is a chapter book, have them write down the page number, their reaction, and questions based on that section. We want students to tie their reading to the interview process.
4. Write questions that draw out the author or specialist. Have them explain or describe things.

### Ideally How the Conference Should Go

1. Usually the facilitators will do sound checks with all participating sites. Then there will be a welcome and the author or specialist will give a 5-10 minute introduction.
2. Students should ask their questions in pairs or threes. Group students to ask the questions. Each group should have 3-10 questions (in case another school asks their question). It will work best if during the conference the groups come up to the microphone together. They should say something like this:

Student 1: “Hello my name is Jim.”

Student 2: “My name is Arnie.”

Student 1: “And our question is .....

- Both students should stay at the microphone until the author finishes answering their question. Then they should say “Thank you” and go back to their seats.
  - The facilitator will then call on the next school.
  - This procedure will allow all students “on camera” time, even if they don’t get to ask their question. In addition, it gets all students involved, and takes away some of the pressure students feel standing at the microphone alone.
3. Generally the facilitator will ask for three questions from each school at a time and rotate through the schools in a round-robin fashion.
  4. While other schools are asking their questions, the teacher should get the next students ready. Students should be ready & standing at the microphone when your turn comes. We don’t want to waste precious time with the guest waiting for students to move. So have them ready at the microphone or lined up at the microphone. You don’t have to move fast, but be organized.
  5. In addition, everyone should *listen carefully* to make sure their question (or some variation of it) isn’t asked by another school. Don’t ask questions twice! It is a waste of time for the students as well as the author/specialist in having to answer the question again.

6. When there is about 5 minutes left of the interview, the facilitator may ask for just one or two questions from each school. The author or specialist will give closing comments. At the end the students should applaud the guest.

### **Organization**

1. Organize the questions in the order of the book or chapters. Group the “general” questions after the “book” questions.
2. Have all the questions written on 3x5 cards. You may think students will remember their question, but there’s nothing like stage fright to clear the mind! In addition, 3x5 cards are harder to rattle. The microphone will pick up rustling paper. Have students bring the card up, put it down in front of them, and ask the question. You may want to have them practice. And with that as the students at the microphone are talking the students in the background should not be heard either as this is also picked up by the microphone.
3. One teacher who participated in ASK had a master list of all the questions and checked them off as they were answered. She also had 3x5 cards with extra questions in case their questions were taken.

### **Notes on the Conference**

1. Have students in place 15 minutes before the connection so that the students can get comfortable, any instructions can be given and the program can start on schedule.
2. When your school is not asking questions, you should be muted. Your distance learning person may take care of this, or they may teach you or one of your students how to mute & un-mute the microphone.
3. At the beginning, the facilitator will poll the sites for audio & video checks.
4. Then the facilitator will provide the order for the questions and give opening comments.
5. If you know you are next, get your students up to the microphone and ready to ask questions.
6. Have the microphone in the front of the room so the author can see the students. Don’t stand too close to the microphone.
7. After your set of questions is finished, then mute the microphone until it’s your turn again.

### **Afterwards**

1. Debrief the conference with your students. Talk about what you learned. What the best questions were. What answers surprised you? How did the other classes do?
2. Practice writing a friendly letter and have students write a letter of thanks to the author/specialist. Put them in an envelope directing it to the author/specialist and who they are from and return them in the kit to the ISD, and they will be mailed to the author/specialist for you.
3. Fill out the evaluation form and put in the box.
4. Make sure the box is packed with everything it came with. A return address card is on top of the container and will need to be flipped over for the return address.
5. Send the box back through the MISD inner school van mail.

Content	<u><i>Title of Book / Author</i></u>
	<ul style="list-style-type: none"> <li>-Research Main Subjects</li> <li>-Define vocabulary words</li> <li>-Identify story elements</li> </ul>
Skills	<ul style="list-style-type: none"> <li>-Make predictions</li> <li>-Analyze characters</li> <li>-Read poems about Subjects</li> <li>-Create Subject posters using major themes from the novel</li> </ul>
	<ul style="list-style-type: none"> <li>-Comprehension questions</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>-Posters</li> <li>-Vocabulary quiz</li> </ul>
	<ul style="list-style-type: none"> <li>-Comprehension questions</li> </ul>
Writing Tasks	<ul style="list-style-type: none"> <li>-Journal entries</li> <li>-Reflection paragraphs</li> </ul>

This is the original rubric / strategies that Dr. Raymond Kettel used for his conception of the Author, Specialist, Knowledge (Project) Program back in 1998.



**This is a sample rubric that is used to assess sixth grade students. You may adapt it for any grade level.**

**The rubric covers four areas of instruction associated with Project ASK. Depending on the skills you incorporate with the novel, you may wish to add other points of assessment.**

Name: \_\_\_\_\_ Novel: \_\_\_\_\_

## Journal Writing

	Always (4)	Almost Always (3)	Sometimes (2)	Seldom (1)	Never (0)
Followed journal entry format. (Date, pages read)					
Responded in his/her own voice					
Justified reaction to response					
Personal identification with characters					

Score: \_\_\_\_\_

## Questions

	Always (4)	Almost Always (3)	Sometimes (2)	Seldom (1)	Never (0)
Created two questions per journal entry					
Used proper question format <ul style="list-style-type: none"> <li>- On page</li> <li>- In the book</li> <li>- Answers to question is not in the book</li> <li>- Answer to question are not yes or no</li> </ul>					
Justified reaction to response					
Personal identification with characters					

Score: \_\_\_\_\_

## Revisions

	Always (4)	Almost Always (3)	Sometimes (2)	Seldom (1)	Never (0)
Cooperated with partner to analyze questions to determine revisions					
Revised questions are properly formatted					
Cooperated with partner(s) in choosing questions for the interview					

Score: \_\_\_\_\_

## Thank you Letter

	Always (4)	Almost Always (3)	Sometimes (2)	Seldom (1)	Never (0)
Proper friendly letter format used					
Proper sentence structure used					
Proper capitalization used throughout letter					
Proper punctuation and spelling used in letter					
Body of letter contains student's opinion					

Score: \_\_\_\_\_

Total Score: \_\_\_\_\_

# Each Day:

✓ Read the Novel!

✓ Write your response in your journal - be sure your response is your reaction not a summary.

# Journal

Today's Date

Journal entry is a reaction to what you read. Your entry must be at least a paragraph ( 7 sentences).

Think about

- ✓ How did you feel?
- ✓ What's happened in your life to help understand what you read?

## Create your question

- ✓ Answer to your question cannot be "yes" or "no."
- ✓ Answer cannot be found in the book

## Set your question up

- ✓ In the book.....
- ✓ In chapter.....
- ✓ On page .....

# Question starters that don't work:

- ✓ Did you ever.....
- ✓ Do you know why.....
- ✓ Have you ever.....
- ✓ Do you think.....
- ✓ Will you.....
- ✓ Would you ever.....
- ✓ Do you.....
- ✓ Can you.....

# Question starters that work:

- ✓ Why do you think.....
- ✓ Describe.....
- ✓ Would you explain.....
- ✓ Where did you.....
- ✓ Where do you.....
- ✓ How many.....
- ✓ What are.....
- ✓ How do you feel.....
- ✓ What was your reaction.....
- ✓ How would you.....
- ✓ How come.....



## ***Suggestions for Responses in Reading / Literature Logs:***

What is a Reading / Literature Log?

A reading log or book journal is a great place to react to what you read. You can find out exactly how you feel about the characters; you may gain insight about the theme and plot; and you can expand your overall enjoyment of the literature.

A reading response / literature journal is a notebook that students use expressly for "talking" -- thinking and writing about what they read. Students should share their feelings, reactions, and ask questions about elements including characters, settings, symbols, the plot, and themes. Response / Literature journals can help students comprehend what they are reading and teach them critical thinking abilities

You may respond in the literature logs any way you wish. Below are just some suggestions in helping students think about what type of questions they want to ask. You can print this off to hand out to students for a quick tip sheet.

### **Self to Text - Connecting personal experience:**

- I can't really understand...
- I realized...
- If I were \_\_\_\_\_ in this chapter / story, I would / wouldn't have...
- I was surprised...
- I know the feeling...
- I like / didn't like the way...
- I began thinking of...
- One thing I noticed about the author's writing style is...
- The action I very realistic / unrealistic because...
- The character's actions reminded me of when...
- This story does/ does not interest me because...
- I really admire \_\_\_\_\_ in this story because...
- The setting reminds me of...
- The sentence " \_\_\_\_\_ " made me think of...
- The character of \_\_\_\_\_ reminds me of myself when...
- The character of \_\_\_\_\_ seems to be a stereotype because...
- The character of \_\_\_\_\_ remind me of \_\_\_\_\_ because...
- I agree because...
- I disagree because...
- I want to add \_\_\_\_\_ to the story...
- I want to learn more about...
- What does \_\_\_\_\_ mean

- The ending I would have for the story is...
- What evidence does the author have to prove \_\_\_\_\_ right
- Why I think the character \_\_\_\_\_ is like me...
- What I liked most about the story...
- What I didn't like about the story...
- How did the author know about \_\_\_\_\_
- A scene that you can identify with
- An idea that you care about
- An event that upsets you
- A passage that makes you curious
- Response to a part that makes you laugh
- Response to a part that makes you cry
- Response to a part that makes you want to keep reading
- What does this remind me of in my life?
- What is this similar to in my life?
- How is this different from my life?
- Has something like this ever happened to me?
- How does this relate to my life?
- What were my feelings when I read this?
- Have I changed my thinking as a result of reading this?
- What have I learned?
- Are there similarities
- My life
- My family
- My friends
- Holidays I have been on
- Things I have seen
- Feelings I have had
- Experiences
- A place I have been

Do not summarize, tell how reading the chapter made you feel.

For every chapter, write a question about something that you would like to know more about.

For every chapter, choose two words that you are not familiar with or do not use yourself very often.

Copy the word, and the sentence then write a definition that makes sense to you.

**My Journal**

**Name** \_\_\_\_\_

**Page(s)** \_\_\_\_ What the books says.....

This reminds me of.... or I wonder... or I remember.....

**Question** \_\_\_\_\_

**Page(s)** \_\_\_\_ What the books says.....

...s reminds me of.... or I wonder... or I remember.....

**Question** \_\_\_\_\_

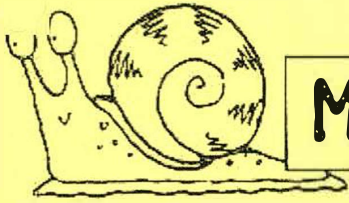
**Page(s)** \_\_\_\_ What the books says.....

This reminds me of, I wonder, I remember.....

**Question** \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_



# My Opinion

Use the form to tell what you think about your book.

I think this book is:     poor     good     very good     excellent

My favorite part of the book is \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I like this part because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

The main character reminds me of \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

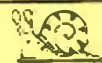
I think the author is good at \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I would recommend this book to a friend.     yes     no     maybe

\_\_\_\_\_

Level 8



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# LESSON CLOSURE

Today's lesson .....

.....

..... . One key idea was .....

.....

..... . This is important because .....

.....

..... . Another key idea .....

.....

..... . This matters because .....

.....

..... . In sum, today's

lesson .....

.....

.....

.....

*Based on Nichols (1980): Paragraph Frames.*

## Asking Questions That Will Get You the Information

There are two types of questions that we use in research projects. While doing your research it is important that you use both types of questions in order to make sure that your answers are complete.

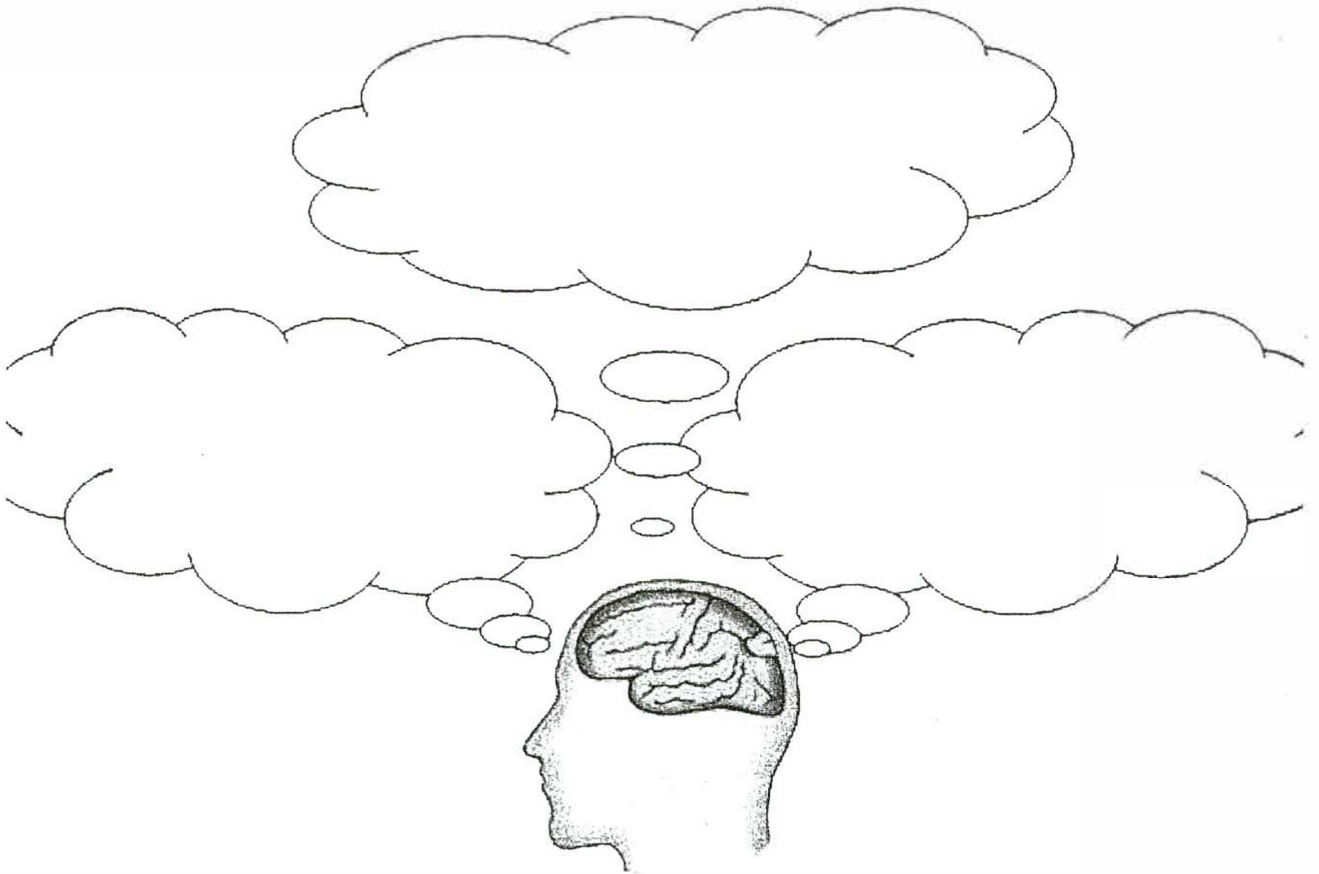
<b>Thin Questions</b>	<b>Thick Questions</b>
Can be answered with : <ul style="list-style-type: none"><li>• Yes or no</li><li>• Very short answers</li><li>• Facts only</li></ul>	Can be answered with: <ul style="list-style-type: none"><li>• Detailed information</li><li>• Interesting ideas</li><li>• Pointers to other questions and information</li></ul>
<b>Examples:</b>  What are the symbols of the United States?  Who decided on the symbols of the United States?	<b>Examples:</b>  How did they decide on the symbols?  Why did they pick the symbols that they did?

# What Do You Think?

Name: \_\_\_\_\_

Directions: Add pictures, symbols, or words both inside and around the brain that illustrate your thoughts and feelings about the topic. Then pick out your best question to find the answer.

Topic: \_\_\_\_\_



I wonder

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## KWL Chart

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

My Essential Question: \_\_\_\_\_

What I think I know:	What I need to know: (my focus questions)	Where will I find the answers?
Keywords for searching:		

Adapted from <http://www3.sympatico.ca/sandra.hughes/sandra.hughes/research/decision.html>

W



# Making Connections

Name \_\_\_\_\_

After reading the text on your topic, write or draw a connection you made to the text.

Text-to-Self



Text-to-Text

Text-to-World

Connection Type	Your Connection

# Questions

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<p>Directions: Write your questions on the lines below and decide whether they are thick or thin questions. You may not need every all of the boxes.</p> <p>Tally how many of each question you created. </p>	<h2 style="margin: 0;">Thin Questions</h2> <p style="margin: 5px 0;">Right There</p>  <p style="margin: 5px 0;">When? Where? Who? How many?</p>	<h2 style="margin: 0;">Thick Questions</h2> <p style="margin: 5px 0;">Think and Search</p>  <p style="margin: 5px 0;">Why do you think...? What if? How would you feel if? What might...?</p>	
1.		Thin	Thick
2.			
3.			







5

4.		
5.		
6.		
7.		
8.		
9.		



# Questioning

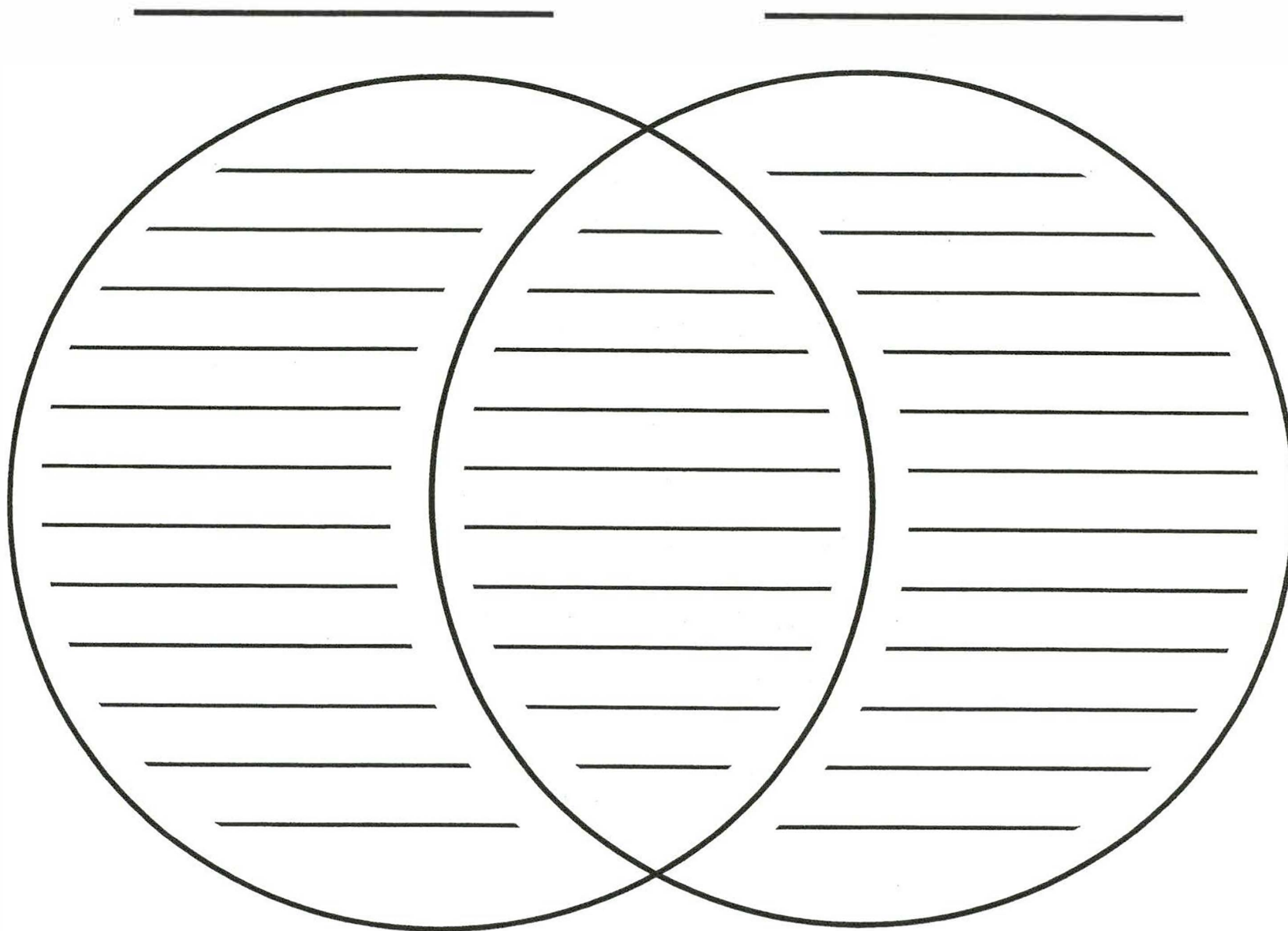
All research begins with a question. It is important to spend some time thinking about your question. Ideas to keep in mind: What do I want to find out? Am I asking a "good" question? Am I staying on topic?

Thin Questions			Thick Questions		
Who		Give an example: <hr/> <hr/>	Why		Give an example: <hr/> <hr/>
What		Give an example: <hr/> <hr/>	How		Give an example: <hr/> <hr/>
When		Give an example: <hr/> <hr/>	<p><b>Look at your questions and see if they</b></p> <ul style="list-style-type: none"> <li>• Does it have a yes/no answer?</li> <li>• Does it have a one word answer?</li> <li>• Does it ask for a list?</li> </ul> <p>These are all thin questions. Try for more thick questions.</p>		
Where		Give an example: <hr/> <hr/>			

Adapted from <http://www3.sympatico.ca/sandra.hughes/sandra.hughes/research/ask.htm> Pictures provided by subscription to clipart

Venn Diagram

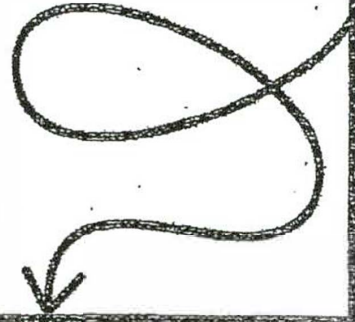
Name \_\_\_\_\_



me: \_\_\_\_\_

# JUST ASK IT!

Write any questions you have about the story?



Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

**REFLECTION NOTES FROM TODAY'S INTERACTIVE DISTANCE LEARNING VIDEO CONFERENCE**

Reflective writing is an exploration and explanation of what you think and feel about the video conference program today. There is no right or wrong answer, just answer honestly with your personal thoughts and opinions.

TITLE OF BOOK or NAME OF PROGRAM: \_\_\_\_\_

NAME OF AUTHOR / EDUCATIONAL SPECIALIST: \_\_\_\_\_

**1. What was the purpose of the video conference today?**

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**2. How would you rate your current level of understanding of what we did today?**

\_\_\_\_\_

- Score yourself a 3 if you understand everything we did.
- Score yourself a 2 if you understand everything we did but can't think of how you would use this information right now.
- Score yourself a 1 if you understand some of what we did today but are confused about some important information or parts of the video conference.
- Score yourself a 0 if you understand very little of what we did today or are completely lost.

**3. If you are confused what are you most confused about?**

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**4. What is the most important thing you learned today?**

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5. What would you like to learn more about after today's program?

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6. How can you use the information that you learned from the program today? (In School, At Home, With Friends, With Family, With Teachers, or For Yourself)

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7. What surprised you most about what the author / educational specialist had to say today?

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8. What was the best part of the program today?

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9. What was the worst part of the program today?

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10. Summarize your thoughts about today's program in 25 carefully chosen words.

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**Attached are a couple pages "Vocabulary Aid" that has examples that will help you with your answers above.**

These examples are from

*[www.port.ac.uk/media/contacts-and.../Reflective-writing---a-basic-introduction.pdf](http://www.port.ac.uk/media/contacts-and.../Reflective-writing---a-basic-introduction.pdf)*

<http://www.port.ac.uk/>



**UNIVERSITY OF  
PORTSMOUTH**

University of Portsmouth

University House

Winston Churchill Avenue Portsmouth PO1 2UP

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# NOTE-TAKING FROM A VIDEO

Before and as you watch a video, keep track of your knowledge and new facts. Afterwards, think of questions you still have.

Topic: \_\_\_\_\_ ✂

Video Title: \_\_\_\_\_  
*conference*

**Before** the video

I already know...

**As you watch**

Facts I've learned:

- 1)
- 2)
- 3)

**After** the video

Questions I still have:

- 1)
- 2)
- 3)

# virtual My Field Trip

Name \_\_\_\_\_

Date \_\_\_\_\_

We went to: \_\_\_\_\_

I learned about: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Here is a picture of something I saw:

Here is a picture of what I liked best:

