

READ

WITH YOUR TEACHER!

LISTEN

WRITE

LET'S HEAD DOWN THE ROAD OF LEARNING TOGETHER!

SHARE

GAMES

LET'S DO THIS!

CHALLENGES

Teachers!
Welcome to the IC Readers **PLAYBOOK**. More than just books, IC Readers are gameboards, game consoles, and springboards for higher learning. These books include videos, songs, games, hands-on activities, projects, and more. They are engaging, active readers that fit the needs and learning styles of today's students.



What You Will Need

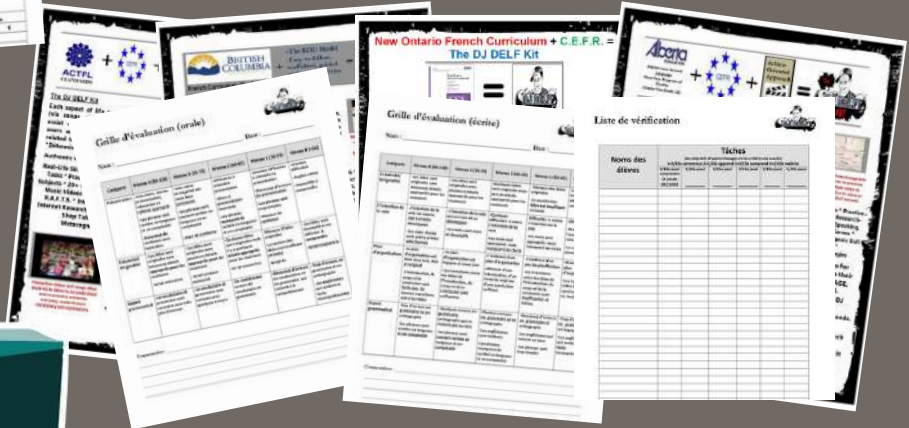
IC Readers take students down the road of proficiency with scaffolded steps that engage them in hands-on, experiential, and out-of-the-box activities designed to get students actively thinking, questioning and learning. The IC Readers will ask you to access a number of tools to accomplish these goals including:



On top of the already embedded learning activities, games, and challenges, each IC Reader has its own online platform for teachers filled with easy drag, drop, and share PDFs. Access a bevy of activities, games, assessment and evaluation tools, and curriculum guides. You get full platform access with every IC Reader set.



DJ DELF



Experience IC Reader Series for:

FRENCH

ENGLISH

ESL

SPANISH

SEL

INDIGENEOUS STUDIES

MATH



SEL Principles

Here are some of the SEL goals and skills embedded in your IC Readers:

PERSPECTIVE

AWARENESS

REFLECTION

COMMUNICATE

DECISIONS

COMPASSION

RELATIONSHIPS

ORGANIZATION

Strategies

Here are some strategies we will use to realize and manifest our learning goals:

SHARED
THOUGHTS

QUICK
QUERIES

PARODY
PLAY

DRAMATIZE

LIST/SORT/
REFLECT

INSPECTION
REFLECTION

CREATION
INNOVATION

iv



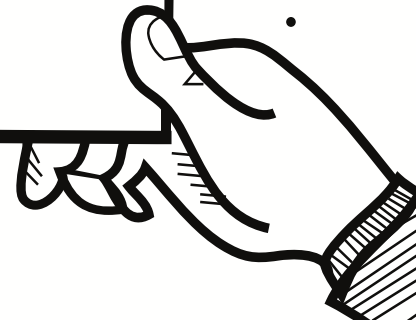
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DID YOU KNOW?

**You get full digital access
to all 30 IC Readers...
One for every physical
IC Reader you get!**



ABOUT ÉTIENNE

IC Readers are about having interactive, comprehensive fun while reading and learning. Want to know more about the author? Let's play 10 truths and a lie. Can you guess the lie? Turn to page 71 to find out if you guessed correctly.

1. For the past 30 years, he has served as a K-12 teacher, consultant, department head, and instructional coach
2. Has authored, consulted, and composed for many major publishing companies in Canada, USA, Finland, and New Zealand
3. Has twice been named "Canada's Artist of the Year"
4. Has twice been awarded educational "lifetime achievement" type awards from two different countries
5. Has twice jumped into the Detroit River to save people in peril
6. Is labeled by the press as the "Eminem of Children's music" and a "Teacher-Rockstar"
7. Performs sold-out French and Spanish rap/rock concerts in theatres and arenas worldwide
8. Had a song of his performed live on TV in France by Justin Bieber and has been name dropped on the popular TV show Saturday Night Live (SNL)
9. His book "Rock Your Class" was a daily number #1 on Amazon for over a year in up to nine educational categories
10. He drinks coffee
11. Presents Keynotes for conferences and school districts across the globe

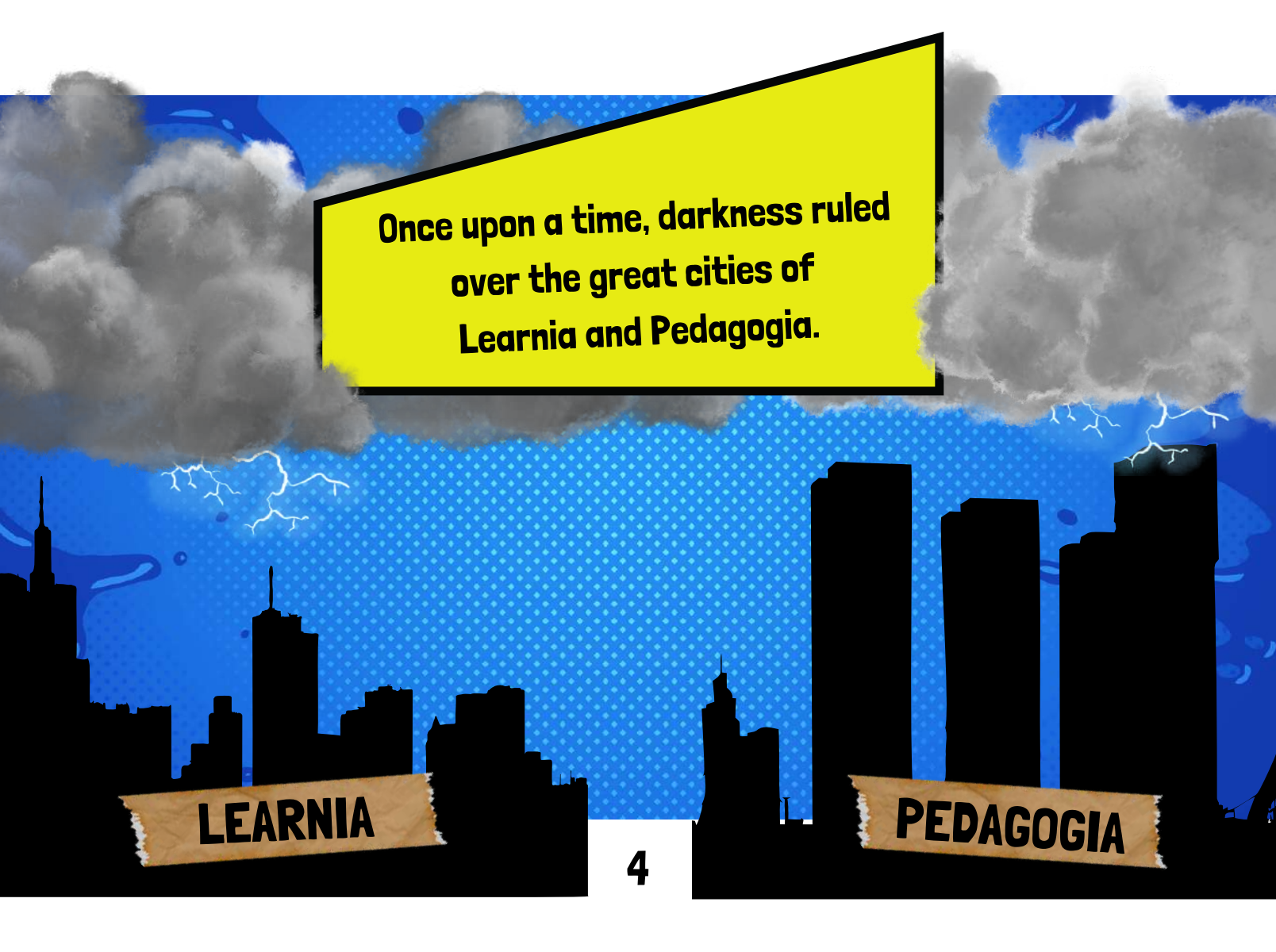




Have you heard the mythological
story about how the
INTERACTIVE COMPREHENSIVE READERS
came to be? Read on!



**INTERACTIVE
COMPREHENSIVE
READERS**



**Once upon a time, darkness ruled
over the great cities of
Learnia and Pedagogia.**

LEARNIA

4

PEDAGOGIA

**The clouds of disinterest
and low reading scores
had to be broken!**



**BUT
HOW?**

The citizens of Learnia called
for **INTERACTIVE** readers
that would...

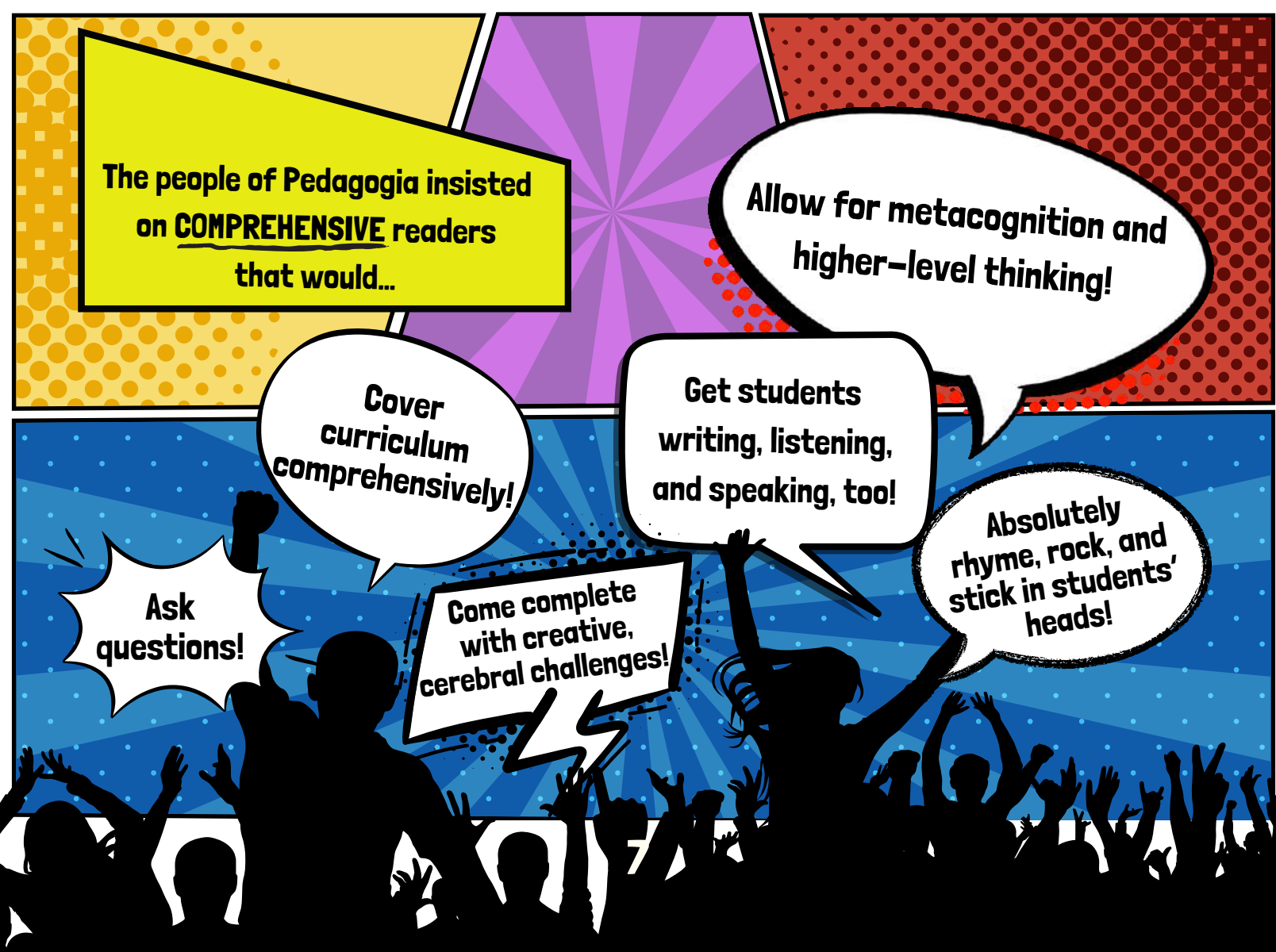
Have videos
and songs!

Include games and
competitions so students
can revisit pages
over and over!

Feature high-energy,
full-colour graphics,
and real-life
photography!

Get students moving
with hands-on
challenges!

Rhyme! Rock!
Stick in students'
heads!



The people of Pedagogy insisted
on COMPREHENSIVE readers
that would...

Allow for metacognition and
higher-level thinking!

Cover
curriculum
comprehensively!

Get students
writing, listening,
and speaking, too!

Absolutely
rhyme, rock, and
stick in students'
heads!

Ask
questions!

Come complete
with creative,
cerebral challenges!

Finally, they came together to make
INTERACTIVE COMPREHENSIVE READERS!

More than just books, the IC Readers are
game consoles, gameboards, and springboards
for high-level engagement.

BAM!

POW!

WOW!

CHEZ MOI

VERDE ROJO AZUL
LOS COLORES
AMARILLO VIOLETA NEGRO

WHEN THEY TAKE OVER

MISSPELLED WORDS

Je me présente
DJ DELF

MON POINT DE VUE
DJ DELF



BAM!

Like a miracle, students everywhere put down their smartphones and picked up these IC readers. Individually, in pairs, in groups, and as a class, the light of learning was restored to the two great cities.

POW!

WOW!



THE END

**(But, the real story
is just beginning...)**

**The real story is less dramatic.
But, some of you can probably
relate to the tale.**



WHY INTERACTIVE COMPREHENSIVE READERS?

As a young student, I was not a reader. I did not like reading. I did not want to read. In the summer after grade 5, a teacher told my parents that if I did not start reading, I would begin to fall behind in school. Still, nothing short of "Choose Your Own Adventures" titles could get me to pick up a book. It wasn't until university as I was earning a degree in (yep, you guessed it...) Literature, that I was able to read a book the whole way through. So, as an author, I thought back to the younger version of me. What kind of books would I have loved? I was a kid into hard rock music, rap, sports, video games, comics, and competition. I thought, why can't books offer all these experiences while reading?

K-12 students in the 2020s are labelled as the TikTok generation. Short attention spans, high-entertainment demands, harder than ever to please, they say. Different generation, same problem, if you ask me. I wanted to create books that could double as gameboards and game consoles and be used as springboards for higher learning with hands-on activities, challenges, and competitions that get students returning to the pages within the book over and over again.

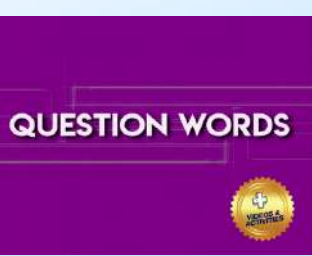
Every detail has been carefully thought out. From the hand-held size of the book (like a large smartphone or small game console), to the high-colour graphics, real-life photography, embedded music, videos, and more, IC Readers become more than just a "book" in the hands of students.

In countless classrooms and subject areas, readers and non-readers alike have improved their learning skills and raised their SEL awareness, all while becoming truly active readers.

Have questions? Drop me a message anytime @ROCKYOURCLASS across all socials.

Yours in education,





S.E.L. PRINCIPLES

Your IC Readers are comprehensively complete with embedded Social and Emotional Learning (SEL) principles that can be brought to light and used as springboards for SEL discussions with your students.

These principles were inspired by the five CASEL core competencies for SEL : Self-Awareness, Self-Management, Social Awareness, Relationship Skills. and Responsible Decision-Making.

PERSPECTIVE

AWARENESS

REFLECTION

DECISIONS

ORGANIZATION

RELATIONSHIPS

COMMUNICATE

COMPASSION



PERSPECTIVE

Allow students to explore different points of view as they consider their personal attitudes and opinions about various topics and scenarios. Stress the importance of tolerance in allowing others to share their perspectives.

AWARENESS

Encourage students to tune into their understanding and perception of particular topics and scenarios. Allow students to research and apply facts to fine-tune their awareness.

REFLECTION

Build student capacity in learning the importance of questioning, metacognition, and considering as many angles and sides to a situation before rendering or sharing a concrete judgement or opinion.

DECISIONS

Encourage students to think about decision-making as a process to be considered with seriousness, diligence, and with the allowing of necessary time to complete the process properly. Allow students to consider the possible harms of rash decision-making.

ORGANIZATION

Allow students the time to practice organization skills that will sharpen their sense of structure and order. Encourage student to set goals that teach them the importance of prioritizing tasks and improving achievement.

RELATIONSHIPS

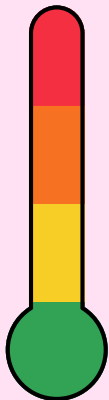
Encourage students to spend time on building effective relationship skills. Engage students in questions and activities that will help them establish and maintain healthy and rewarding relationships with diverse individuals and groups.

COMMUNICATE

Encourage students to improve their communication skills by developing strategies and habits that will enable them to understand others and themselves. Have students consider the art and skills of listening, speaking, observation, and empathy.

COMPASSION

Provide students with the time and opportunity to go beyond self and consider others. Encourage the need to build a capacity for compassion, sympathy, and concern for the sufferings or misfortunes of others. Allow them to consider steps to helping others.



Before engaging in any SEL related conversation, be sure to consider your audience. Topics may be sensitive to some students, at times. Allow students the option not to participate in conversations or activities if they are not feeling comfortable. Access the included Kids Help Phone teacher package for additional resources.



ATTENTION READERS. IC Readers are designed to promote the asking of questions and encourage critical thinking. Some of the topics covered and discussed may be sensitive to some. Teachers are encouraged to preview all material and access the full resources that accompany each IC Reader including educational resources from Kids Help Phone.

Whenever you need to talk, we're open.

 Text 696868

 KidsHelpPhone.ca

 Call 1-800-668-6868

 Message at Facebook.com/
CrisisTextLinepoweredbyKidsHelpPhone



Kids Help Phone 

Get Support

Kids Help Phone's urgent help options

 Kids Help Phone



ÉTIENNE is a proud ambassador to Kids Help Phone. Proceeds from IC Readers go to support Kids Help Phone endeavors.



CHOOSE A READING STRATEGY

Before reading the story portion of your IC Reader, consider one of these 15 reading strategies. Swipe the QR code found with each strategy to delve deeper into why they work so well!



#1 FINGER FOLLOW

Read the pages of your IC Reader with more than just your eyes. Follow along with an index finger! Left or right index finger, the choice is yours. This strategy aids in the visualization and understanding of what is being read. This can be done reading out loud or during silent reading.



RESEARCH FACT:

This strategy is supported by many researchers including those found in this article entitled: Finger Tracking for At-Risk Learners



#2 SILENT READING

In a quiet setting, read your IC Reader silently. You may mouth the words. Silent reading allows for quiet concentration and content processing.

RESEARCH FACT:

This strategy is highlighted in the University of British Columbia post entitled, "The Importance of Silent Reading."



#3 PAIRED READING

Dinner for two is always better, no? In this research-based fluency strategy, two readers take their turns reading out loud to each other. Reading in pairs allows for pauses and discussions for understanding. In partnered reading, a more fluent reader is often placed with less fluent reader.

RESEARCH FACT:

Implementation and springboard suggestions can be found
in this article: "Paired (or Partner) Reading"



#4 SHARED READING

Make it a party for the whole class! Reading competencies expand with the font size of the book. Grab the digital version of your IC Reader and show each page on a large screen as you read together as a class. Shared reading as a whole group allows for input from everyone, including the teacher.

RESEARCH FACT:

More shared reading springboard ideas
can be found in this article:



#5 LITERACY CIRCLES

Students read a selected IC Reader in small groups so they can discuss and go further in depth with the content and accompanying scaffolded activities. Reading different IC Reader titles at the same time has its benefits. Students can later come together and discuss parallels and similarities between the read IC Readers.

RESEARCH FACT:

Learn more about literacy circles and get some great ideas here:



#6 LEARNING STATIONS

Round and round we go, where we stop... everyone knows. We stop at the destination called good learning. Set up physical locations in your classroom with activity tools taken from an IC Reader. Have students circulate from station to station. At each station, they must solve a problem or answer some questions using the materials provided.

RESEARCH FACT:

Pick up some strategies using this active learning method here:



#7 CHUNKING

No need to read the entire storyline from start to finish. Chunk your reading by focusing on specific sections at a time. By concentrating on a manageable section of reading from your IC Reader, students can tackle the purpose you assign them. Repeat this process until complete.

RESEARCH FACT:

The National Center for Learning Outcomes expands more on this idea here:



#8 READ ALOUDS

Swipe the QR code to the storyline in your IC Reader. Students can do this individually with headphones/earbuds, or the teacher can play the song/rap on a device with volume sufficient for all to hear. Read the book along with the audio (song or rap). As students turn the pages, have the entire class read out loud the words that are being spoken in the song or rap.

RESEARCH FACT:

There are many benefits to reading out loud as Deborah Ellerbrook highlights in this article:

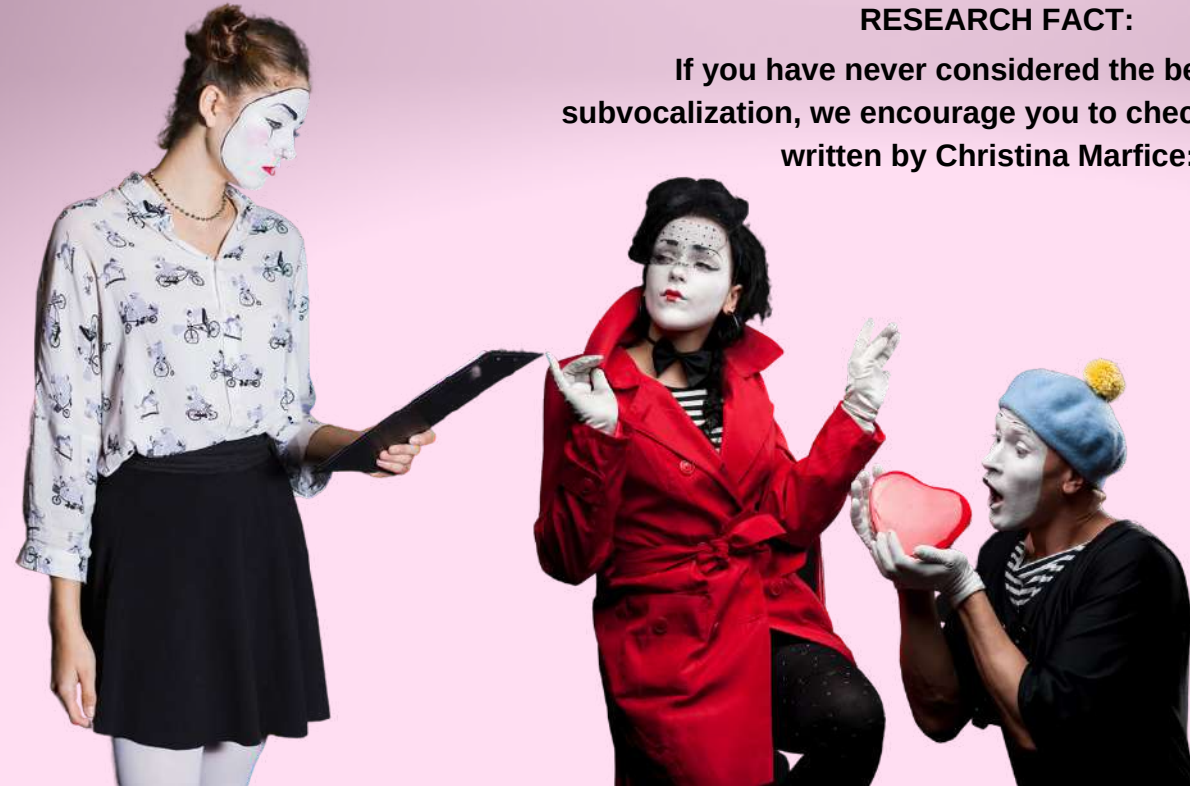


#9 MIME READING

Mime reading is called subvocalization. Swipe the QR code to the story in your IC Reader. Read the story along with the audio song or rap. As students turn the pages, have all students “mouth” the words being spoken in the song or rap.

RESEARCH FACT:

If you have never considered the benefits of subvocalization, we encourage you to check out this article written by Christina Marfice:



#10 BOOK SING-ALONG

Swipe the QR code to the story in your IC Reader. Watch the video together as a class. Have students sing along.

RESEARCH FACT:

Florida National University
published this article on
the benefits of songs
for learning:



#11 POPCORN READ

Your group has their IC Readers open and ready to read the story portion. One student reads out loud for a time and calls out “popcorn.” Either that reader selects who reads next, or another student continues reading from where the previous student left off until they, in turn, call out “popcorn.” This continues until the entire story has been read.

RESEARCH FACT:

Not buttered up to the idea of
popcorn reading?
Here are 11 alternatives:



#12 READ AND LIST

This activity has students reading with a different purpose. While reading, have students make a list of new vocabulary that they may not understand. Think/Pair/Share. Have students swap lists and see what words they have in common and talk about what words they could maybe help each other better understand. Discuss all lists as a class.

RESEARCH FACT:

Australian National University published this comprehensive article on the powers of reading with a purpose:



#13 ONE WORD AT A TIME

This activity is best done after the story has already been read at least once before. Each student reads one word each. There is no empirical or research-based proof that this strategy does anything other than bring smiles and laughs to the faces of students.



RESEARCH FACT:

Need research-based evidence to back your desire for fun in the classroom, read and share this research from Dr. Judy Willis:



#14 STOP ME FROM READING

This activity gives students control over what is happening in the classroom. This activity is best done after the story has already been read at least once before. Group play with your IC Reader. Tools: IC Readers and a timer. Choose a student to be the lead reader. The rest of the group begins with their IC Readers closed. Start the timer. The lead reader begins to read starting at a random page in the story section of the IC Reader. The rest of the group opens up their IC Readers to find (catch up) where the lead reader is reading from. When a student has caught up and found what page the lead reader is on, they must stand up and read along with the lead student. This will continue until the entire group is up and reading. When the last person joins in reading, the lead reader will stop reading and stop the timer. Repeat with a new lead reader. Try to beat your best time. Submit your score on Twitter or Instagram [@rockyourclass](https://www.instagram.com/rockyourclass) to get a shout out back from ÉTIENNE.



RESEARCH FACT:

There is power in giving over control of learning to students.

Read all about it here:



#15 READ ALONG TO STOP THE SONG

This activity is best done after the story has already been read at least once before. Group play with your IC Reader. Tools: IC Readers, a timer, and a music player. Use a timer to see how long it takes for someone to stop the song. Use only the story portion of the book. Swipe the QR code to the book's song. Start the song at any place in the song (ex. the 33 second mark). Students start with their IC Readers closed. Students must flip through the pages of their book to "catch up" to where the song is currently playing. Once they are on the right pages, they must stand up and read out loud with the song. When all students are reading, stop the song, and stop the timer. Record your time. How long did it take? Repeat, trying to beat your timed record. Submit your score on Twitter or Instagram @rockyourclass to get a shout out back from ÉTIENNE.

RESEARCH FACT:

Read more about the power of reading along with an audiobook or a song:

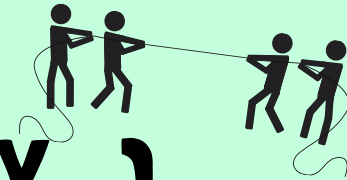




DURING and POST IC READING STRATEGIES

Your IC Readers are comprehensively complete with follow-up activities. Here are fourteen more research-based proven activities to do during or after reading the stories in each IC Reader. Separate instructions for languages teachers and SEL teachers plus research link for scientific backing are provided. Swipe the QR code to learn more about the science behind each strategies.





#1 ON WHAT PAGE? (I SPY...)

LANGUAGE TEACHER PERSPECTIVE

Great for spontaneous practice with vocabulary centering on objects and functions/actions of objects (nouns and verbs). Take the game of “I Spy My Little Eye” to a whole new level! Most IC Readers come with at least one game like this already included. Play more. Ask any question. Once students find the page and identify the answer, discuss as a class.

S.E.L. PERSPECTIVE

Class discussions can center around the question:

Is competition healthy?

RESEARCH SUPPORT:

Is Competition Healthy or Unhealthy? Seven Differences Between the Two By: Connie Mathers



#2 FIND THE COLOUR

LANGUAGE TEACHER PERSPECTIVE

Great practice with vocabulary centering on colours and objects. Shout out a colour. See on what page and what object students can find in that colour. Or shout out an object, have them find it, identify the page and the colour or colours of that object. They must identify on what page they found it (practice with numbers) and what object is in that colour (practice with vocabulary).

S.E.L. PERSPECTIVE

Class discussions can center around the question:



Can colours affect our emotions?



RESEARCH SUPPORT:

Color Psychology: Does It Affect How You Feel? How Colors Impact Moods, Feelings, and Behaviors By Kendra Cherry Medically reviewed by Steven Gans, MD

#3 NUMBER FUN



LANGUAGE TEACHER PERSPECTIVE

Great practice with vocabulary centering on numbers and objects. Shout out an object, have students find it, identify the page number, and the number of times that object is on that page. Ask how many X are on page Y. Ex. “How many chairs do you see on page 42?” Another number strategy involves the teacher choosing a random page from the story in your IC Reader. Students take turns guessing the page number. If the page number guessed is incorrect, the teacher will simply say “Higher!” or “Lower!” in the target language. The class works together to narrow down the correct page number. Once a student guesses correctly, they must read that page aloud. Then, that student gets to choose a different random page from the story in the IC Reader and will assume the role of the teacher.

S.E.L. PERSPECTIVE

Class discussions can center around the question:

What is more important in life: quantity or quality?

RESEARCH SUPPORT:

Psychology Today : Quantity Versus Quality of Life: When should we stop treating a terminal illness? by Ethan Rimmel Ph.D.



#4 WEARING WONDERS



LANGUAGE TEACHER PERSPECTIVE

Great practice with vocabulary centering on clothing and colours. Clothing can also catalyze discussions on appearance, fabrics, styles, and preferences. This is a simple activity where you can go to page X and ask, "What are they wearing?" Discuss as a class.

S.E.L. PERSPECTIVE

Class discussions can center around the question:

Can clothing catalyze racial bias?



RESEARCH SUPPORT:

Psychology Today : Undressing Racism: Clothing and Prejudice by
Regan A. R. Gurung, Ph. D.



#5 WHERE TO BUY?



LANGUAGE TEACHER PERSPECTIVE

Where to buy goods and services can lead to discussions about stores, malls, online shopping, payment methods, discounts, deals, haggling, bartering, sales techniques, and more. Go to page X. Look at Y. Where could you buy that? Discuss as a class.

S.E.L. PERSPECTIVE

Class discussions can center around the question:

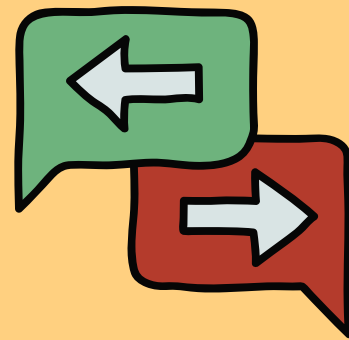
Is there a correlation between self-esteem and materialism?

RESEARCH SUPPORT:

University of Chicago Press Journals. "In Children And Adolescents, Low Self-esteem Increases Materialism." ScienceDaily. ScienceDaily, 16 November 2007



#6 OPPOSITES



LANGUAGE TEACHER PERSPECTIVE

Great practice with vocabulary centering on opposites. Identify the opposites. Could be empty plate/full plate, happy person/sad person, white object/black object. Go to page X or pages X and Y. Identify the opposites. Discuss as a class.

S.E.L. PERSPECTIVE

Class discussions can center around the question:

Do opposites attract?



RESEARCH SUPPORT:

Knapton, S. (February 2016) Relationships: opposites do not attract, scientists prove. The Telegraph.



#7 EMOTION OCEAN



LANGUAGE TEACHER PERSPECTIVE

Studying facial expressions can catalyze discussions on internal emotions and lend hand to discussions on guessing scenarios and circumstances. Go to page X. Describe how this person is feeling? Happy, sad, worried, scared, mischievous?

S.E.L. PERSPECTIVE

Class discussions can center around the question:

Are facial expressions universal?



Facial expressions of emotion are not culturally universal. Rachael E. Jack et al. April 16, 2012 | 109 (19) 7241-7244



#8 I'VE DONE THAT!

LANGUAGE TEACHER PERSPECTIVE

Great practice with spontaneous use of previously learned vocabulary and expressions. Choose what page works best for you and have students turn to that specific page. Once there, a student or students will describe something on this page they have done before. Think/Pair/Share into a class discussion.

S.E.L. PERSPECTIVE

Class discussions can center around the question:

**Does the sum of our experiences
define who we are?**

RESEARCH SUPPORT:

Psychology Today : We Are More Than The Sum Of
Our Parts by Shimon Edelman Ph.D.



#9 I WANNA DO THAT!



LANGUAGE TEACHER PERSPECTIVE

Great practice with spontaneous use of previously learned vocabulary and expressions. Choose what page works best for you and have students turn to that specific page. Once there, a student or students will describe something on this page that they want to do one day. Think/Pair/Share into a class discussion.

S.E.L. PERSPECTIVE

Class discussions can center around the question:

Are bucket lists a good idea?



RESEARCH SUPPORT:

Seven Reasons Not To Make A Bucket List
by Suzy Strutner.



#10 IMAGINE IF...



LANGUAGE TEACHER PERSPECTIVE

Great practice with spontaneous use of previously learned vocabulary and expressions. Choose what page works best for you and have students turn to that specific page. Once there, a student or students will describe a completely new and imaginative scenario about what happened before or after the scene illustrated on that page. Start all scenarios with, “Imagine if...” Ex. Imagine if Godzilla came into the scene and ate the bicycle! Think/Pair/Share into a class discussion.

S.E.L. PERSPECTIVE

Class discussions can center around the question:

Is it dangerous having a wild imagination?

RESEARCH SUPPORT:

The Importance of Imagination in Child Development by Miracle Recreation group.



#11 WHAT WOULD YOU DO?



LANGUAGE TEACHER PERSPECTIVE

Great practice with spontaneous use of previously learned vocabulary and expressions. Choose any page that works best for you. Direct students to that page of their IC Reader. Ask students, “What would you do in this scene/case?” Think/Pair/Share into a class discussion.

S.E.L. PERSPECTIVE

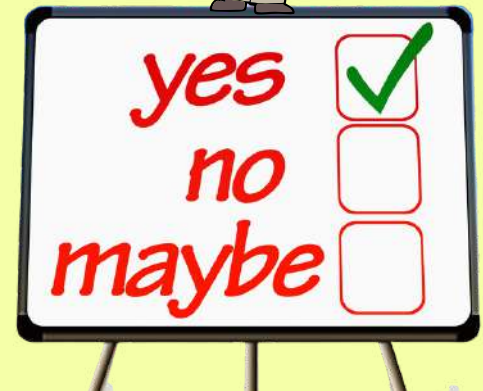
Class discussions can center around this TRUE or FALSE statement:

The more choice, the better.



RESEARCH SUPPORT:

Too Many Choices — Good or Bad — Can Be Mentally Exhausting. American Psychological Association. Kathleen Vohs, PhD, Roy Baumeister, PhD



#12 EVERYONE'S A CRITIC!

LANGUAGE TEACHER PERSPECTIVE

Great practice with spontaneous use of previously learned vocabulary and expressions. Choose to critique either the song related to the book or the book itself. Music critic. Literary critic. Have students rate their thoughts on the song or the IC Reader assigning a mark out of 10 stars (10 being the highest achievable score). Must include a few sentences to explain their rating. Think/Pair/Share into a class discussion.

S.E.L. PERSPECTIVE

Class discussions can center around the question:

Can you honestly critique yourself?



RESEARCH SUPPORT:

The Pros and Cons of Being Self-Critical (And How to Strike a Balance)
by Colton Black.



#13 POSTERIZE IT!



LANGUAGE TEACHER PERSPECTIVE

Besides the four staples of speaking, reading, listening, and writing, students can learn and show learning comprehension via visual art. No art skills required. Make one poster that represents the story from the IC Reader. When done, display students' artwork and do a gallery walk activity. Discuss student masterpieces as a class. Think/Pair/Share into a class discussion.

S.E.L. PERSPECTIVE

Class discussions can center around the question:

Does a picture say a thousand words?



RESEARCH SUPPORT:

The Role of the Visual Arts in Enhancing the Learning Process - by Christopher Tyler and Lora Likova. Frontiers in Human Neuroscience.



#14 DRAMATIZE IT!



LANGUAGE TEACHER PERSPECTIVE

Great practice with use of previously learned vocabulary and expressions. Act out the story from the IC Reader. Whether through mime, interpretive dance, or narrative acting. Record a group music video to tell the story. Think/Pair/Share into a class discussion.

S.E.L. PERSPECTIVE

Class discussions can center around the question:

**Which are more powerful:
words or actions?**

RESEARCH SUPPORT:

Drama: A Tool For Learning. Chandra Sakaran.
Kalidas Taylor's University





LEARNING STRATEGIES

The included interactive and comprehensive activities lean on learning strategies that have been proven to work in classrooms, online, and in one-on-one learning situations for over 30 years.

These strategies lead students down the road to proficiency and higher thinking by engaging them in specific listening, reading, writing, and speaking tasks. The addition of authentic-based, experiential challenges allow for spontaneous practice with previous and newly learned content.

**SHARED
THOUGHTS**

**QUICK
QUERIES**

**PARODY
PLAY**

DRAMATIZE

**LIST/SORT/
REFLECT**

**INSPECTION
REFLECTION**

**CREATION
INNOVATION**



SHARED THOUGHTS

If it's a penny for your thoughts, then thoughts spoken are priceless. Follow the model of the IC Readers and practice "Shared Thoughts" with your students. Let them to do the same. Talking openly while working through learning is gold. It allows students to analyse the thinking process and recognize steps taken.

QUICK QUERIES

Provide students with the time and opportunity to sharpen their questioning skills. Engage students in writing and speaking activities that will allow them to quickly ask questions in order to build knowledge and capacity for the targeted SEL principles.

PARODY PLAY

Why is rap so popular? It's the active playing with words that hooks listeners. Take students deeper into understanding a writer's voice by having them parody the author's words and writing style.

DRAMATIZE

If actions speak more than words, then let's get our students acting out their words so as to better understand and express what they are learning. Encourage students to make short videos where they can express themselves with drama to show understanding.

LIST/SORT/ REFLECT

Build student organizational skills with this three-fold strategy. Students list in order to decipher what it is they have in hand. They sort to better qualify, quantify, and categorize what is in front of them. Finally, provide time for students to reflect and interpret what they are learning in face of what they have previously learned and experienced.



List | Sort | Reflect



INSPECTION REFLECTION

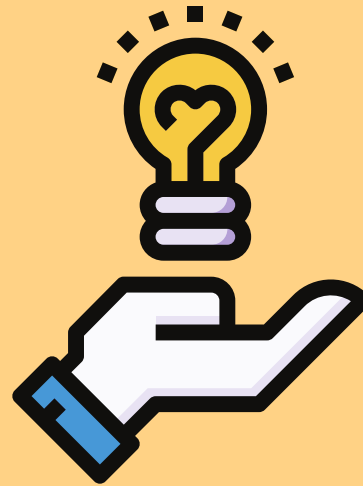
Take the time to record your thoughts: pen to paper, fingers to keyboards, fingertips to electronic devices. Recording thoughts allows for students to return to their findings in order to weigh them against newly acquired information in order to make better learning decisions.

CREATION INNOVATION

Learning is empty without action. Ask students to be inspired to creatively show what they have learned by putting what they have learned into an innovative, shareable format.



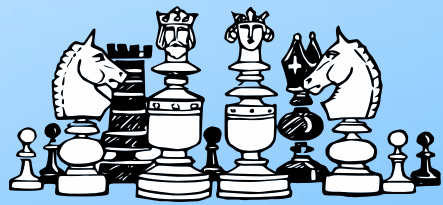
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GAME IDEAS

Use your IC Readers as gameboards. Many readers have ready-made interactive boards for games of tic-tac-toe and more. Here we suggest eight games. Contact us with more ideas and we'll post them on the Rock Your Class online platform.



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TIC-TAC-TOE

Two players. Use coins or coloured buttons as game pieces. Play a traditional game of tic-tac-toe. Winning player will have three of their game pieces in a row. To earn the right to place a game piece on a new tile, a student must correctly perform a task related to that IC Reader gameboard tile.

CHECKERS

Two players. Use coins or coloured buttons as game pieces. Play smaller version of checkers. Begin with two to four pieces per player. To earn the right to move to a new tile, a student must correctly perform a task related to that IC Reader gameboard tile.

BATTLESHIP

Two players. With a divider blocking their view, students will place 3-5 game pieces on their gameboard. Students take turns guessing on which tiles their opponent has placed their tiles. To earn a guessed tile, a student must correctly perform a task related to that IC Reader gameboard tile.

CHESS

Two players. Use real chess pieces to play. Play smaller version of chess. Begin with two to four chess pieces per player (same on both sides). To earn the right to move to a new tile, a student must correctly perform a task related to that IC Reader gameboard tile.

MEMORY GAME

Two players. Use coins or coloured buttons as game pieces. Play a traditional version of the memory game. Cover all squares with game pieces. To earn a game piece from the board, a student must correctly guess the words or item beneath the game piece and use that vocabulary in a function related to that IC Reader.

FAST FINGER

Two to four players. Players begin with an index finger down on the edge of the gameboard. A host student will ask a question related to one of the IC Reader gameboard tiles. The first student to move their index finger to the correct tile will gain a point if they can correctly perform a task related to that IC Reader gameboard tile.

CONNECT THREE

Two players. Use coins or coloured buttons as game pieces. Play a traditional game of the Connect Four. To earn the right to move a game piece to a new tile, a student must correctly perform a task related to that IC Reader gameboard tile.

CORNER 2 CORNER

Two to four players. Use coins or coloured buttons as game pieces. Play a traditional game of the corner 2 corner. Students must start at a corner and end up at the corner directly diagonal and opposite to their starting tile. To earn the right to move a game piece to a new tile, a student must correctly perform a task related to that IC Reader gameboard tile. Once a tile is occupied, no one can move to that tile.



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DJ DELF SERIES

Designed for Core French, Extended French, or French Immersion classes.

The DJ DELF IC Readers are an integral part to the DJ DELF Kit PLUS resource. The readers lead students down the road to French proficiency (CEFR levels A1 to B2) while experiencing real life aspects including:

Meeting new people, navigating streets, expressing ones opinions, travel, eating at a restaurant, shopping, and more.

No prep or planning required. Each DJ DELF IC Reader has scaffolded steps including the story, activities, and skits with interchangeable vocabulary for authentic, spontaneous practice.



La série de DJ DELF

Des romans graphiques français interactifs qui riment et s'accompagnent de vidéos, d'activités, de jeux et plus encore !



Titres	Niveaux DELF/CEFR					Stratégies						
	A1	A2	B1	B2	C1	Lire	Écrire	Écouter	Parler	Vidéo/ audio	Activités	Jeux de mains
JE ME PRÉSENTE	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
MA JOURNÉE TYPIQUE	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
C'EST MOI	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
FAISONS DU SHOPPING	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
SUIVEZ MES DIRECTIONS	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
AU CAFÉ DELF	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
MON POINT DE VUE			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
UNE PLANÈTE À PARTAGER	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
BRAVO	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓

The Interactive Comprehensive Reader for each DJ DELF Kit life aspect leads students naturally down the road to French proficiency. Access all the activities, assessments, curriculum guides and more on the DJ DELF KIT PLUS online platform.



Follow the 1-2-3 easy steps!

Read and play along with the story!

Full 24/7 support!

Engage students in the scaffolded journey of authentic tasks, activities, and challenges!

LA FIN



ÉTIENNE SERIES

Designed for Core French, Extended French, or French Immersion classes.

Experience the energy of an ÉTIENNE concert in book form! We've harnessed the power of 5000+ students singing, dancing, and loving French in a sold-out arena and packed it into these ÉTIENNE IC Readers.

Build a French language foundation via authentic action and activities that center around stories created from the popular ÉTIENNE songs that have garnered millions of views across YouTube and TikTok.

La série d'ÉTIENNE



Des romans graphiques français interactifs qui riment et s'accompagnent de vidéos, d'activités, de jeux et plus encore !



Titres	Niveaux DELF/CEFR					Stratégies						
	A1	A2	B1	B2	C1	Lire	Écrire	Écouter	Parler	Vidéo/ audio	Activités	Jeux de mains
CHEZ MOI	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
DES MOTS DESCRIPTIFS	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
À LA MODE	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
AVOIR vs ÊTRE	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
ALLER	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓



ENGLISH SERIES

Designed for English or ESL classes.

Is it possible for English and ESL learners to build a language foundation that will last a lifetime? Yes. The "Grammar Jams" IC Reader series takes students on an active journey down the road to English language proficiency.



No prep or planning required. Each English IC Reader has scaffolded steps including the story, activities, games, and challenges for authentic, spontaneous practice.

Access the accompanying "Rock Your English Class" platform the maximize your IC reader experience.

"GRAMMAR JAMS" Series

The interactive English graphic novels that rhyme and come with videos, activities, games and more!



Titles	Grade Levels				Strategies						
	K-3	4-6	7-8	9-10	Read	Write	Listen	Speak	Audio / Visual	Activities	Hands-on games
ALL ABOUT POETRY		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MISSPELLED WORDS		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PREFIXES vs SUFFIXES		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
QUESTION WORDS	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
RHYME TIME	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓





SPANISH SERIES

Designed for Spanish 1 and Spanish 2 classes (Beginner to Novice).

Experience the energy of an ÉTIENNE concert in book form! We've harnessed the power of 5000+ students singing, dancing, and loving Spanish in a sold-out arena and packed it into these Spanish IC Readers.

Build a Spanish language foundation via authentic action and activities that center around stories created from the popular ÉTIENNE songs that have garnered millions of views across YouTube and TikTok.

No prep or planning required. Each Spanish IC Reader has scaffolded steps including the story, activities, and skits with interchangeable vocabulary for authentic, spontaneous practice.

SERIE DE LIBROS « ÉTIENNE »



VISITA : WWW.ROCKYOURCLASS.COM

SEL SERIES

Designed for English, SEL, or Social Studies classes.
Recommended for grades 7-12.

The SEL IC Readers part of the "Ask Questions" series encourages students to consider various topics of discussion while building capacity in key SEL principles including perspective, compassion, and relationship skills.




Build a foundation of SEL principles via authentic action and activities that center around stories created from songs by the international touring band NOUS.

No prep or planning required. Each SEL IC Reader has scaffolded steps including the story, activities, games, and challenges for authentic, spontaneous practice and class discussions.

The "ASK QUESTIONS" Series

SEL Junior High / Senior High Interactive Graphic Novels



Titles	SEL Principles								Strategies						
 <p>You'll never really understand <i>your students</i> until you consider things from <i>their</i> point of view.</p>	PERSPECTIVE	COMPASSION	AWARENESS	REFLECTION	DECISIONS	ORGANIZATION	RELATIONSHIPS	COMMUNICATE	SHARED THOUGHTS	QUICK QUERIES	LIST/SORT/ REFLECT	PARODY PLAY	DRAMATIZE	INSPECTION REFLECTION	CREATION INNOVATION
Scream of the Unseen #MMIWG	✓	✓	✓	✓			✓		✓	✓	✓			✓	
Silent Cries	✓	✓	✓	✓			✓		✓	✓	✓			✓	✓
Summer Spring Back	✓		✓		✓			✓	✓	✓	✓			✓	
Waves of Regret	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
When I Start I Never (Quit)	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
When They Take Over	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓

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**We even have
a Math-inspired
IC Reader!
Scan to see!**



...VEY IM
MATH RAPS A REFLECTIONS
FROI



ROCK YOUR

R/C
MATH MINUTES
A TO Z

I. INTRO

II. MATH MINUTES A-Z

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MINUTES
REFLECTIONS FROM A TO Z

ROCK YOUR CLASS MATH MINUTES
CREATIVELY IMPACTFUL MATH RAPS AND REFLECTIONS
ii

**Did you guess correctly? Yep. I don't drink coffee. Hey! While you're here...
Take a 72 hour full preview of
all the IC Readers!
Swipe this QR code!**



Let's make learning even more authentic! I would love to sing the songs or read these books with you! Scan the QR code for info on live concerts and author reads.





FOLLOW ÉTIENNE:

@ROCKYOURCLASS

SEND A MESSAGE. ASK ABOUT PRIZES!



GET ORGANIZED

The school year can go by quickly. Use this section to record what IC Readers you have used, with what classes, and what pages and activities you covered.

Class	IC Reader	Pages	Notes