

# SPOTLIGHT ON STRATEGIES

A variety of simple instructional strategies that incorporate the use of digital media in meaningful, effective, and practical ways.

## 3 TRUTHS, 1 LIE



### BACKGROUND

Many of you may be familiar with the game **3 Truths, 1 Lie**, in which colleagues or friends share 3 factual statements and 1 fictional statement about themselves. Participants guess the lie and, in the process, everyone learns more about each other.

It's important that we help our students strengthen their digital literacy. Part of that involves helping students learn to distinguish the most important concepts found in media. This activity will allow you to help students focus on the big idea and key takeaways.

### EXAMPLE

\* Watch the video segment titled [Adélie Penguins: Nest Building \(CDN Subscriber\)](#) to determine which statement below is a lie.

- 1) Penguins have been known to be rock robbers.
- 2) Adélies lay their eggs on the ice.
- 3) Males build impressive nests to impress their mates.
- 4) Adélies are the smallest of the Antarctic penguins.

### CHALLENGE

\* Preview a video segment, song, audio file, or reading passage. Create a **3 Truths, 1 Lie** that will help focus students' attention on what you want them to recall about the content.

### BONUS

\* Encourage students to create their own **3 Truths, 1 Lie**. Use their examples to create a formative assessment of the unit of study.

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## VOCABULARY STEPPING STONE



### BACKGROUND

Thanks to DEN STAR Susan Bowdoin from Albuquerque Public Schools for showing me the great article [Using Video and Film in the Classroom](#) from [reading.org](#), from which I am borrowing this week's strategy. According to the article, "Vocabulary Steppingstones is easily adapted to any content classroom where longer video clips are being used. This instructional routine also encourages students to apply academic vocabulary orally before they write about the film."

### EXAMPLE

- \* Have print out the following words and have students cut and mix them up.
  - \* Science Fiction, Diversity, Organisms, Classification, Related, Domain, Characteristics, Protists, Fungi, Plants, Animals, Kingdom, Taxonomy, Species, Offspring, Binomial Nomenclature, Genus, Hypothesize
- \* In small groups of three, have students discuss which words are familiar and their understanding of the meanings.
- \* As a whole group, briefly have students share out and review the words and their meanings.
- \* Explain to students that, as the video segment plays, with a partner they will place the words in order as they are heard in the segment.
- \* Play video segment [Organisms Undersea Discoveries](#) ([CDN Subscribers](#)).
- \* After the segment concludes, have students discuss the sequence of topics from the segment, using the order identified for the vocabulary words and discuss how they were used in context.
- \* To the whole group, have each small group share one thing they found most interesting.

### CHALLENGE

- \* Select a video segment that matches your current curriculum.
- \* Preview the video and select 10-15 vocabulary words from the video that are important to the understanding of the content.
- \* Type and print the vocabulary list.
- \* Have students cut out the vocabulary words.
- \* In small groups, have students discuss what they believe the words mean.
- \* As you play the video segment, students should work in pairs to order the vocabulary words as they are heard.
- \* After the video is completed, have students discuss the vocabulary in the order they have identified and in context to the video.

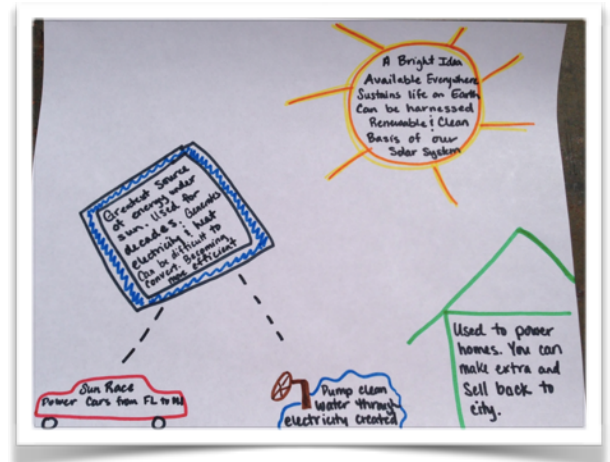
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## MAKE IT CONCRETE



## BACKGROUND

Concrete and/or Shape poems have been used in classrooms for years. This week's strategy puts a twist on the concept by using it as an instructional strategy to have students reflect upon and share out something they have learned through media.

## EXAMPLE

- \* Explain to students that they will be watching a short video segment on one of the great inventions, Solar Power, and that, following the segment, they will be asked to recall as much information as they can about the benefits of this invention.
- \* Watch the video segment [Greatest Inventions with Bill Nye: Energy- Solar Power](#) (06:36)
- \* Have students draw the outline of one image, or a series of images, that represent what they learned from the video segment.
- \* Within the outline of each image, have students fill in as many facts as possible.
- \* Have students share their images in small groups.
- \* **Pro Tip:** Check out the following sites that allow you to create your own concrete poems
  - <http://www.tagxedo.com/>
  - <http://www.wild-about-woods.org.uk/elearning/concretetpoetry/>
  - [http://www.readwritethink.org/files/resources/interactives/theme\\_poems/](http://www.readwritethink.org/files/resources/interactives/theme_poems/)

## CHALLENGE

- \* Select a video segment or reading passage that matches your current curriculum.
- \* Have students watch the segment.
- \* Following the segment, have students draw an outline of one image, or a series of images, that represent what they learned from the video segment.
- \* Within the outline of each image, have students fill in as many facts as possible.
- \* Have students share their images in small groups

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## RHYME SIGN



### BACKGROUND

Young children do not distinguish between play and reading and writing; it is all play. Pinnell and Fountas (2011) suggest young children are introduced to the world of literacy in joyful, engaging ways. Fun guided reading exercises with rhyming words and sign language is a great way to share in the joy of reading and writing.

### EXAMPLE

- \* Teach students [ASL for rhyme](#)
- \* Using the first stanza of [“The Wind” by Robert Louis Stevenson](#), teach students to make the rhyme sign after hearing two rhyming words:
  - \* I saw you toss the kites on high
  - \* And blow the birds about the sky;
  - \* [Rhyme Sign]
  - \* Identify rhyming words as high and sky
  - \* Categorize rhyming sound as ī - long “i”
  - \* Suggest other words to rhyme with high and sky
  - \* Repeat with pass and grass
  - \* Repeat with long and song
  - \* Continue with rhyming words in the next two stanzas

### CHALLENGE

- \* Teach your students the actions for [ASL for rhyme](#)
- \* Choose a poem or song with good rhyming words and project the transcript
- \* Use rhyming words in the first stanza as practice or warm-up
- \* Make sure students make the rhyme sign after hearing a pair of rhyming words
- \* Identify the rhyming words
- \* Categorize the rhyme as long a, short a, long e, short e, etc.
- \* Suggest other words to rhyme with the pair
- \* Continue with remaining rhymes
- \* Provide opportunity for different children to respond verbally while all children participate

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