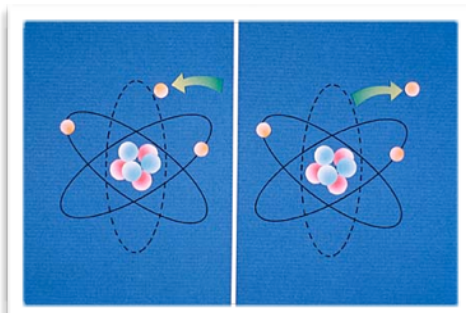


# SPOTLIGHT ON STRATEGIES

“Spotlight on Strategies” is a weekly digital media integration challenge that provides a variety of simple strategies for educators to implement in conjunction with their current curriculum.

## SHAKE IT UP BABY



### BACKGROUND

Shake things up and explore more Discovery Education resources. Do you realize that DE has hundreds of songs in every subject area and for every grade level?!? It's hard to imagine a student today without a set of earbuds attached to their heads. DE songs can help you reach these learners. Through the repetition of listening to a song and creating movements, students will gain a strong grasp on concepts, while entertaining the minds of our kinesthetic, linguistic, and musical learners.

### EXAMPLE

View the lyrics and listen to the song titled [Shake: Solids, Liquids, and Gases](#). As you listen try to imagine a few dance moves you would use to act out different sections of the song.

Go to [tinyurl.com/lodgesample](http://tinyurl.com/lodgesample) and select “Whole Song” from section 5 of the menu on the left to watch Lodge McCammon’s interpretation

### CHALLENGE

From the DE search drop down, select the Media Type “Listen” and then “Song” find a song that represents a concept you are learning. Have groups of students create dance moves to the song.

### BONUS

Have students vote on their favorite version of the dance and perform for your administrators or as a “flash mob” for the school during lunch. Watch this for inspiration <http://youtu.be/9iMazNfXr3Y>

For more ideas and discussions join us at

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# SPOTLIGHT ON STRATEGIES

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

## VISUAL WALKABOUT



### BACKGROUND

A Visual Walkabout's purpose is to provide an opportunity to engage students in a concept that will be covered, by providing them 'sneak peeks' of important components through the presentation of a series of images. Students can be making connections and asking questions that will determine the flow of the unit. This also allows educators to assess prior knowledge and address early misconceptions.

### EXAMPLE

- \* Print and post the following images around your room (some images can be printed on the same page):
  - [Slave Auction Re-Enacted at St. Louis Courthouse](#) and [Chief Joseph of the Nez Percé Tribe](#) (CDN Subscriber) and [African Americans Escape Slavery at Night](#) (CDN Subscriber)
  - [Fort Sumter During the Bombardment](#) (CDN Subscriber)
  - [A Union Artillery Lieutenant Colonel](#) (CDN Subscriber)
  - [Lincoln Reading Emancipation Proclamation](#) (CDN Subscriber)
  - [A Map of Secession](#) (CDN Subscriber)
  - [Civil War Issues](#)
  - [Battle of Bull Run: newspaper telling of confederate victory](#) (CDN Subscriber)
  - [Lincoln's Gettysburg Address](#) (CDN Subscriber) and [The Battle of Gettysburg in the Civil War](#) (CDN Subscriber) and [Soldier's National Cemetery – Gettysburg National Military Park](#) (CDN Subscriber)
  - [An American Red Cross Nurse in Uniform](#) (CDN Subscriber) and [Clara Barton, Founder of the American Red Cross](#) (CDN Subscriber)
- \* Under each photo post a T-chart. On the left, write "The Connection" and, on the right, write "Our Questions."
- \* Explain to students that you are about to begin a unit on the Civil War. Ask students to share what they know about the Civil War with the group.
- \* Now, have students work in pairs, or groups of 3, on a minimum of 5 of the images. Together they should discuss the connection they believe the image has to the unit of study and questions the pictures may raise. Each pair should list one statement and/or question on the provided T-Charts for each photo displayed.

### CHALLENGE

- \* Search Discovery Education for 8-10 images that correlate with your unit of study.
- \* Provide a little information on what your unit of study is and have students visit image stations to provide evidence as to how the image connects and what questions it raises.

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For more S.O.S. examples visit:  
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## QUICK WRITES



### BACKGROUND

Often times the sight of a blank white page is daunting to students who are not confident in their writing skills. Quick Writes is a simple literacy strategy used to develop writing fluency, to build the habit of reflection into a learning experience, and to informally assess student thinking. The purpose of the activity is for students to quickly formulate thoughts, ideas, and/or hypotheses without worrying about the element of structure. The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading.

### EXAMPLE

- \* Explain to students that you will be showing them a short video segment about the career of an Electrical Engineer.
- \* As they watch they should not take notes and should only be focused on the content being displayed.
- \* Play the segment [Electrical Engineer \(CDN Subscribers\)](#).
- \* Following the segment, ask students to take out a blank sheet of paper. Explain that they will have 60 seconds to write as many facts and/or adjectives about the segment as they can.
- \* After the 60 seconds have lapsed, ask students to turn to their neighbors and share what is on their lists.
- \* Now, provide students another 60 seconds to expand a few of their phrases or add additional facts based on something they learned from their partners.

### CHALLENGE

- \* Select a video segment that matches your unit of study.
- \* Play the video segment for students.
  - OPTIONAL: You may also choose to unplug your speakers and/or mute the video so that all they see are the images, and they do not hear the audio.
- \* Following the segment, ask students to take out a blank piece of paper. Explain that they will have 60 seconds to write as many facts and/or adjectives about the segment as they can.
- \* After the 60 seconds have lapsed, ask students to turn to their neighbors and share what is on their lists.
- \* Now, provide students another 60 seconds to expand a few of their phrases or add additional facts based on something they learned from their partners.
  - You may want to collect these papers to look for misconceptions and the use of academic vocabulary.
  - If this is the beginning of your unit, you may choose to follow this activity by creating a K-W-L chart.

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## READ ALL ABOUT IT



### BACKGROUND

Summarization is restating the main ideas of a text with as few words as possible. Summarizing can be written or spoken, or acted out through drama and music, and performed in groups or individually. Marzano, Pickering, and Pollock (2001) have done extensive research to show summarizing to be an effective teaching and learning strategy. Teachers who begin teaching with the big points in the day's lesson and end the lesson by having students summarize their discoveries see gains in student retention of material.

### EXAMPLE

- \* Listen to Abraham Lincoln's Gettysburg Address audio [file \(CDN Subscriber\)](#) and read the speech transcript as it is played aloud.
- \* Listen all the way through the first time, with the purpose of citing evidence from the text for the headline "Monument Established at Gettysburg" (posted on a sentence strip on the wall).
- \* Listen a second time, pausing the audio at specific moments to discuss in pairs/whole group:
  - [00:44] "dedicate a portion of that field as a final resting place for those who here gave their lives that the nation might live"
  - [1:10] "the brave men, living and dead, who struggled here"
  - [1:24] "the world will little note nor long remember what we say here but it can never forget what they did here"
  - [1:46] "dedicated to the great task remaining before us that from these honoured dead we take increased devotion to that cause"
  - [2:04] "these dead shall not have died in vain"
- \* Listen a third time having students write summaries in their own words to support the headline (working individually, in pairs, or in small groups).
- \* Listen a fourth time, pausing as needed, to finalize summaries on sentence strips.
- \* Write summarized supports on sentence strips and post under the headline.
- \* For rigor, have students come up with the headline, or more than one headline.

### CHALLENGE

- \* Review [characteristics of a good headline](#).
- \* Select an audio file or use a video with only the narration for students. Song files are excellent as well.
- \* If the audio or song asset does not have a transcript, search for it by title online.
- \* Provide repeated experience with the media to interpret and summarize evidence supporting the headline.
- \* Students generate summarized supports citing evidence from the text and post under headline.
- \* After playing a number of times, provide sentence strips for students to write headlines.

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