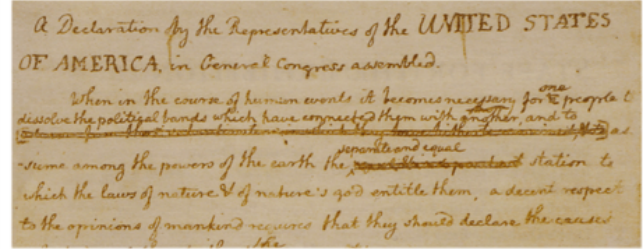


SPOTLIGHT ON STRATEGIES

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

2-1-4



BACKGROUND

My very creative friend and colleague, Lance Rougeux started a project last year with his wife's class. When he travels, he gathers information about the location and the students use the clues to figure out where in the world Mr. Rougeux went. He provides 2 facts, 1 clue, and 4 pictures (2-1-4) for the students.

Hearing this idea, I thought of how many times I began a class period by saying, "Today we're going to be studying ____." With this idea in the back of my mind, I began to wonder how we can use this strategy to hook students and help them begin connecting important pieces of a unit together.

EXAMPLE

Name this historical event.

- 2 Facts:**
- 1) Event Started in 1775
 - 2) George Washington attended.
- 1 Clue:**
- 1) Battle between America and Britain over independence.
- 4 Pictures:**
- 1) [Surrender at Saratoga](#) (CDN Subscriber)
 - 2) [Map of British Plan](#) (CDN Subscriber)
 - 3) [Boston Tea Party](#) (CDN Subscriber)
 - 4) [Declaration of Independence](#) (CDN Subscriber)

CHALLENGE

Pick a topic you are studying this week. Introduce the concept by presenting a 2-1-4. Remember you can also use audio files and videos (even [silent ones](#) (CDN Subscriber)), as part of your facts or clues.

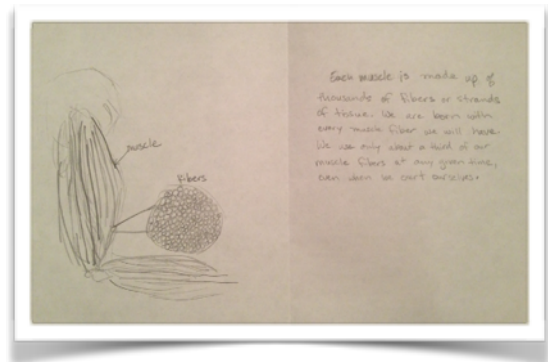
BONUS

Have students create their own 2-1-4 of their dream vacations, favorite subjects, or topics of interest. What a great way to learn more about what motivates your students.

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JOURNALS



BACKGROUND

Carol Ann Tomlinson shared, “There is ample evidence that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels (Vygotsky, 1986), interests (Csikszentmihalyi, 1997) and learning profiles (Sternberg, Torff, & Grigorenko, 1998).” Creating activities that activate one or more of these areas can be challenging but, when its possible, there are rewards for both the educator and student.

EXAMPLE

- * Explain to students that today you will be watching a video segment about muscles. Though they are not to take notes during this short segment, students will be asked to draw one picture and describe in a few sentences something they learned.
- * Begin playing the video segment [Muscles: Superhuman Strength \(CDN Subscriber\)](#) at 2:20 and stop at 5:00. (You may chose to pause the segment midway through and ask some prompting questions.)
- * After students have finished watching the segment, have them pull out a blank sheet of paper or notebook. On the left hand side of the page, have students draw a picture with labels to represent something they learned. On the right hand side, have students write a few sentences describing their picture or additional facts from the segment.
- * Have students spend two minutes sharing their drawings and what they learned.
- * Collect journal pages and provide feedback to students.

CHALLENGE

- * Select a reading passage, audio file, or video segment that matches your current unit.
- * Explain to students that they will be drawing a picture and summarizing their learning in a few sentences following their reading, listening, or watching.

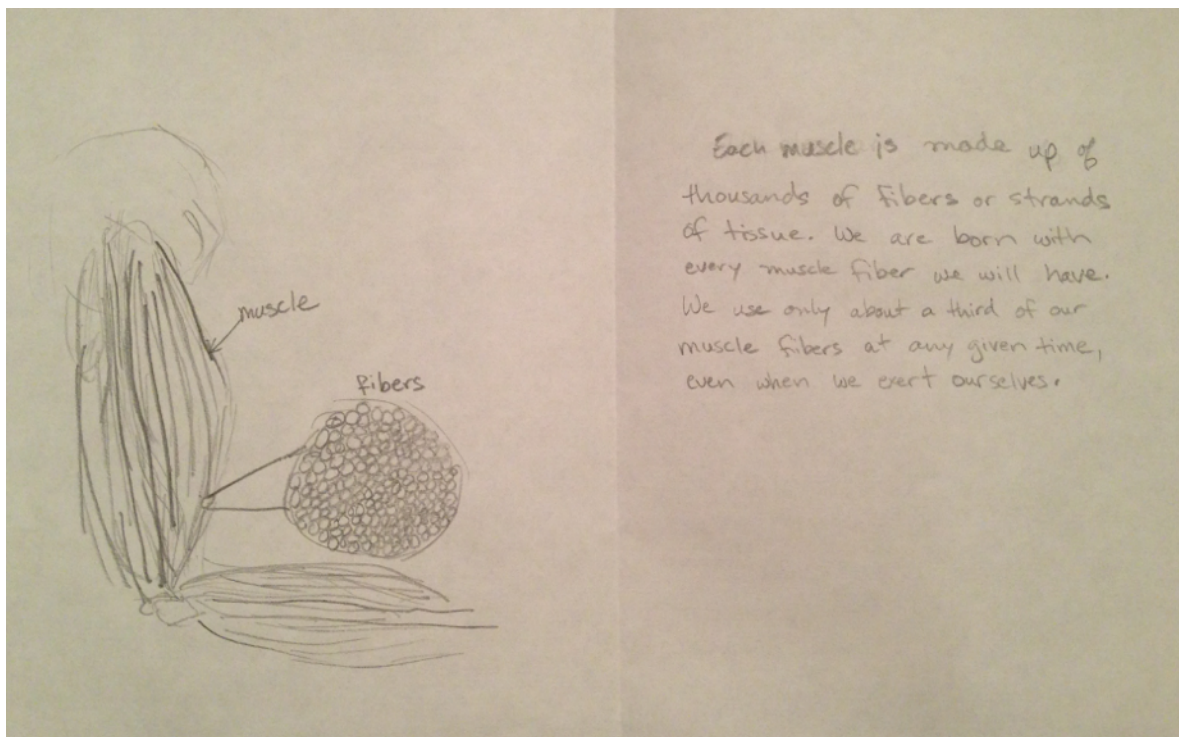
This activity allows for students with slower academic vocabulary development to write a few words, while more advanced students may choose to add a few sentences.
- * Have students pair share with a neighbor to discuss their drawings and summaries/facts.
- * Collect journal pages and provide feedback to students.

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SPOTLIGHT ON STRATEGIES

STUDENT SAMPLE



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XO LET'S GO



BACKGROUND

"I'm 'X,' You're 'O'...Let's Go" is a paired, verbal fluency, instructional strategy that activates thinking. It allows the opportunity for students to share orally with a partner what they've learned from a lesson of any format type, such as a video, a reading, a presentation, a discussion, and even a song. As students have their turns at speaking, their partners will be actively involved by listening intently, so they do not repeat anything their partner says. This strategy can also act as an assessment for learning process, during which the teacher can check for student strengths and weaknesses in their understanding of given topics.

EXAMPLE

- * Have students work in pairs. One will be "X" and one will be "O."
- * Have each pair create a tic-tac-toe board on a piece of blank paper.
- * Show students the video [Yellowstone National Park](#) ([CDN Subscribers](#)).
- * Without interruption, so that each student gets a chance to speak, student "X" will have 1 minute to verbalize to student "O" what he or she learned from the video. He or she can then place an "X" on the tic-tac-toe board.
- * Student "O" will then have 1 minute to verbalize what he or she learned from the video. Student "O" should not repeat anything that student "X" shared. He or she can then place an "O" on the tic-tac-toe board.
- * Students may add information to the tic-tac-toe board such as:
 - * Yellowstone National Park has 80% of earth's geysers.
 - * Old Faithful is in Yellowstone.
 - * Three major volcanic eruptions helped to create what is now Yellowstone National Park.
 - * The heat from the geysers comes from the Yellowstone hotspot, two miles below the surface.
- * This will be repeated twice, with shorter time limits.
- * Student "X" will then have 30 seconds to share again what he or she learned from the video.
- * Student "O" will then have 30 seconds to also share more about what he or she learned from the video.
- * Finally, student "X" will have 15 seconds to talk about something he or she learned from the video, followed by student "O" having the last 15 seconds to wrap-up the conversation about what he or she learned.
- * If a student repeats what the other has already shared, his or her partner gets to select where they should place the "X" or "O." The goal is to win tic-tac-toe against their partner as they complete this activity.
- * Be sure to watch the time and announce to students when time is up at each interval.

SPOTLIGHT ON STRATEGIES

XO LET'S GO



CHALLENGE

- * Select a topic that matches your curriculum.
- * Find a video or reading passage for students to watch or read.
- * Pair students with one being student "X" and the other being student "O."
- * Have students create a tic-tac-toe board.
- * Explain to students that they will have a total of 3 1/2 minutes to talk with their partners about what they understood from the video or reading passage, starting with student "X" speaking for 1 minute and then student "O" speaking for 1 minute. Explain that they need to listen carefully, so they do not repeat what their partner says.
- * Student "X" will then have 30 seconds to speak, and then student "O" will have 30 seconds to speak.
- * Finally, student "X" will have 15 seconds to speak, and student "O" will have the last 15 seconds to wrap-up the conversation.
- * After each sharing opportunity, students will place their "X" or "O" on the tic-tac-toe board with the goal of winning the game. If a student shares something that was already mentioned, his or her partner gets to tell them where to place the "X" or "O".

**XO Let's Go strategy is modified from DEN STAR Terra-Lee Gratton. You can find her original post [HERE](#).

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SNOWBALL FIGHT



BACKGROUND

Showing videos in class is a great way to engage students and bring learning to life. But, often times, watching a video becomes a passive learning experience. In order to get the most out of watching a video, it is important to engage students with a strategy that gets them to think, reflect, and share what they have learned. This week's strategy takes a fun spin on a snowball fight as students share what they learn with each other.

EXAMPLE

- * Explain to students that they will be watching a video segment, such as [Renewable Resources](#) (CDN [Subscribers](#)).
- * Have each student take out a blank piece of paper. Explain to students that while they watch the video, they need to write one fact they learned from the video.
- * Have students crumple up the piece of paper into a ball and, on the count of three, have everyone throw his or her "snowball" in the air.
- * Have each student pick up a snowball. Have each student read the fact and add additional supporting facts OR a new statement.
- * Repeat again.
- * Have students share what is on their snowball with the whole group.

CHALLENGE

- * Select a video segment that matches your current curriculum.
- * Have students write a fact on a piece of paper as they watch the video.
- * Have students throw their "snowballs," pick up a new one, and add a supporting fact or a new fact.
- * Have students share what they learned with the whole group.