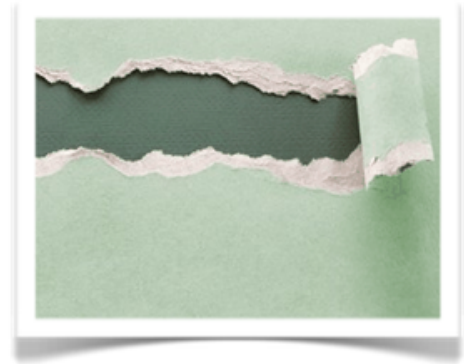


SPOTLIGHT ON STRATEGIES

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

A-E-I-O-U



BACKGROUND

As students, particularly language learners, are developing their ability to interpret information, it is important that we provide multiple paths for them to express what they see, know, and wonder about content being covered. Jim Cummins' research featuring the four quadrants of scaffolding students from BICS to CALPS, combined with an instructional strategy like A-E-I-O-U, allows learners of all levels to contribute to the conversation.

EXAMPLE

- * Watch the segment titled "[Paper](#)" ([CDN Subscriber](#)), part of the full video "Greatest Inventions with Bill Nye: The Science of Materials."
- * As students watch the video, do NOT have them take notes. If they look down to take notes, they will be missing content. Assure them you will pause the video every few minutes to add their thoughts, but that you are looking for them to fill in 1 or more items in the following categories:
 - * A = Adjective: List a word or two that describes something you saw or learned.
 - * E = Emotion: Describe how a particular part of the segment made you feel.
 - * I = Interesting: Write something you found interesting about the content/topic.
 - * O = Oh!: Describe something that caused you say "Oh!"
 - * U = Um?: Write a question about something you learned or want to learn more about.
- * As the movie plays, pause at the following times: 1:32, 2:14, 3:12, and 4:39. Each time you pause, allow them 60 seconds to add information to their list.
- * When the movie concludes, have students complete a pair share of their A-E-I-O-U.
- * Take time to regroup as a class and have students share their favorite parts.

CHALLENGE

- * Find a video segment or reading passage that integrates with your current curriculum.
- * Provide a table, or have students create one, that has the letters in the first column and allows for their response in the second column.
- * Pause at points in the segment or reading passage to allow students to process and add information to their pages.
- * When the activity is complete, have students pair-share their answers.
- * Regroup as a class and have students share their favorite parts.

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THAT SUMS IT UP



BACKGROUND

According to Raymond Jones on his site ReadingQuest.org, when students summarize they “strip away the extra verbiage and extraneous examples, focus on the heart of the matter, try to find the key words and phrases that, when uttered later, still manage to capture the gist of what we’ve read. They are trying to capture the main ideas and the crucial details necessary for supporting them.” However, often when we ask students to summarize, they write down everything. By focusing students’ attention on 5 main words or phrases from media excerpts, we are able to help them narrow down important concepts. Through discussions with their peers, they are able to provide evidence for their decisions and compare lists.

EXAMPLE

- * Play the video segment “[A Cultural Reawakening](#)” ([CDN Subscribers](#)) to students.
 - * Do not have them take notes during the clip. Instead tell them they will be provided time after the video to write. Explain that they need to focus on the big ideas. That they will be asked to write 5 words that best captures the important concepts of this segment.
 - * Give students 1 minute to identify and write down 5 words from the video that are important to understanding the big idea.
 - * Give students 3 minutes to share their lists with a partner. Remind students they need to define what each word means in the context of the video and state evidence for why they feel this word best represents the main idea.
 - * Provide students an additional 2 minutes to combine lists to create a common list of 6-7 words.
 - * Allow students 2 more minutes to write a concise, one-sentence summary of the video segment.
 - * Have each group share their summary with the class.
- * **Pro Tip:** Have students post their summaries on a Web 2.0 site like [VoiceThread](#) or [Padlet](#) and then respond to each others’ summaries.

CHALLENGE

- * Select a video segment or reading passage to match your current curriculum.
- * Follow instructions as listed above.

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FAKEBOOK



BACKGROUND

According to a 2010 study conducted by the [Kaiser Family Foundation](#), the average 8-18 year old spends 7.5 hours interacting with media each day. If we want to engage students, we must meet them where they are and leverage tools they value. Although many teachers and students are using sites such as Facebook in the classroom, the reality is many districts block this type of resource. This strategy uses the format of Facebook as a tool to help students create fake Facebook pages, allowing them to synthesize connections characters and events have to each other.

EXAMPLE

- * Explain to students that they will be posting, commenting, and adding friends on a “Fakebook” page for James Madison.
 - * To create James Madison’s Fakebook page, use the following images and information
 - [James Madison \(CDN SUBSCRIBER\)](#)
 - [James Madison overview \(CDN Subscriber\)](#)
 - [Introducing James Madison](#)
 - * Using construction paper, markers and glue, create the Fakebook page which includes an “About” section, “Pictures” section, and a timeline with 2-3 status updates.
 - * Provide students with sticky notes. Each color sticky note gives the students something to add to James Madison’s Fakebook page
 - Blue: Write a status update on James Madison’s behalf.
 - Yellow: Add a friend request from someone James Madison would have been friends with during his lifetime.
 - Green: Add a photo of James Madison with a caption that explains what is going on in the picture.
 - Pink: Post a question or a comment to James Madison’s wall.
- * **Pro Tip:** Consider using [Facebook templates such as these](#)

CHALLENGE

- * Select a topic that matches your curriculum.
- * Search Discovery Education for images and information.
- * Using construction paper, markers and the DE resources, create a Fakebook page.
- * Give students sticky notes. Have them add images, status updates, and friend requests to the Fakebook page.

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CONNECT THE DOTS



BACKGROUND

It's easy to get caught up in the race to ensure that the curriculum is "covered" by the end of the year. This does not guarantee that the material is learned, however. In order for new information to make its way into long-term memory, students must be able to answer 2 important questions: "Does this make sense?" and "Does this have meaning?" According to Sousa and Tomlinson, "of the two criteria, meaning has the greater impact on the probability that information will be stored." (*Differentiation and the Brain*, pg. 50) Using this strategy, students will develop a concept map that "connects the dots" between what they are learning and how it's relevant to their life.

EXAMPLE

- Explain to students that they will be learning about Sources of Renewable Energy.
- Ask students to take out a piece of paper. Have them draw a dot in the center of their paper and write "Renewable Energy" above the dot.
- Have students add a dot somewhere on the top of the page and write their name.
- Explain to students that as they watch the video, they must "connect the dots" between what they are learning and how it is relevant to their lives. They may create 4 or 5 dots leading from the topic in the center to their name. Each dot should have information so you can easily see the connections. The information can be written or drawn with images
- Play the video segment [Sources of Renewable Energy](#). You may want to stop several times to give them an opportunity to think about what they just saw/heard and create their dots.
- Ask students to share their connections with a partner
- Facilitate a whole group discussion about the video. Ask students to share their personal connection to sources of renewable energy. Ask them why renewable energy is important to their lives.

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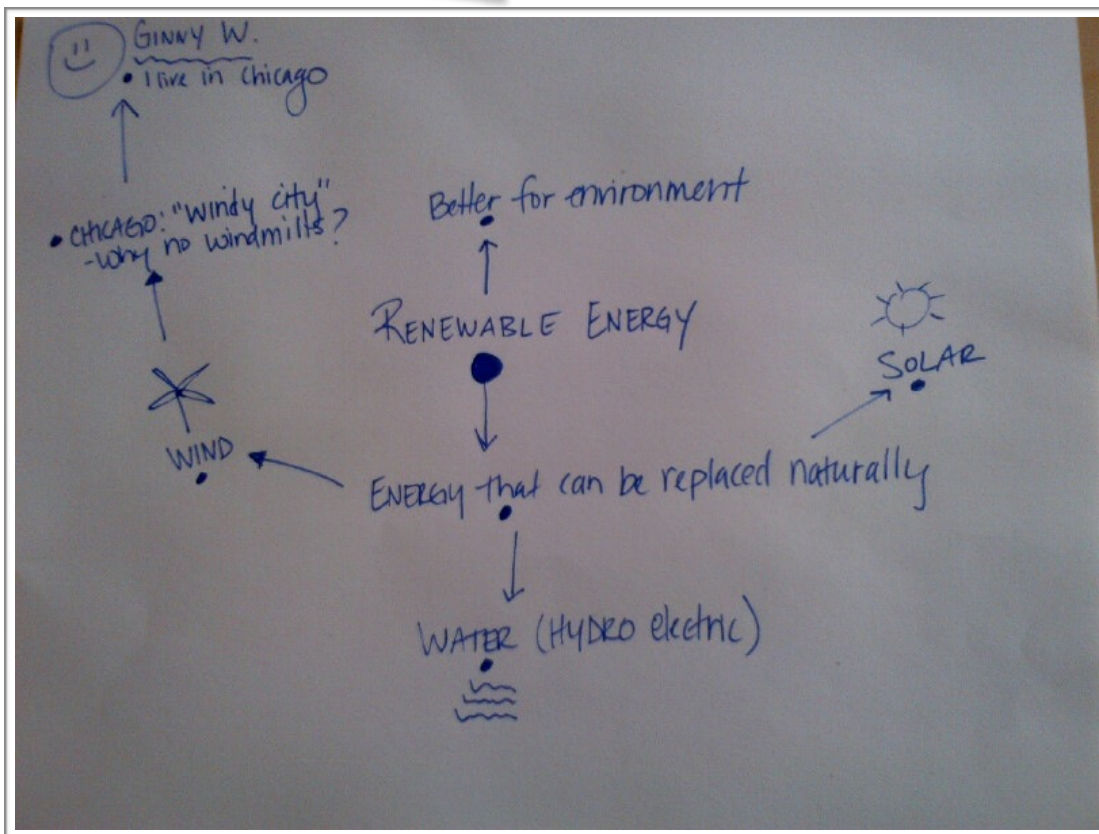
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CONNECT THE DOTS CONT.



CHALLENGE

- Select a topic that matches your curriculum.
- Find a video segment on Discovery Education (5 minutes or less is recommended) that explains your topic or concept.
- Have students take out a piece of paper and draw a dot in the middle. Write the name of the topic above the dot.
- Ask students to add a dot at the top of the page with their name next to it.
- While students watch the video, they must create a series of dots to connect what they are learning to why it has meaning to them.
- Have students share their "connect the dots" page with a peer.
- Have a whole group discussion and ask students to share their personal connections with the topic.

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