



Simple instructional strategies that incorporate digital media in meaningful, effective, and practical ways.

SOS Packet 1

Three Truths and One Lie
Make It Concrete
Vocabulary Stepping Stones
Rhyme Sign

SOS SPOTLIGHT ON STRATEGIES

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3 TRUTHS AND 1 LIE



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



Materials: one digital resource, two true statements, one lie, paper, writing utensil

1. Preview a video segment, song, audio file, or reading passage from a current unit of study.
2. Create three true statements and one lie based on your digital selection.
3. Display the three truths and one lie to students. Ask students to tell a partner which one they believe is the lie and why.
4. Explain to students they will be watching or listening to a segment that will reveal the truth. They will need to support the responses with evidence from the selection.
5. Play the digital segment and pause intermittently to allow students to take notes.
6. When the segment is completed, have students work in partners or small groups to discuss which statements were true and which was a lie, providing supporting evidence for each.



This strategy is an excellent way for students to analyze important concepts and provide evidence to support their statements.



1. Encourage students to create their own 3 Truths and 1 Lie.
2. Use their examples to create a formative assessment in a unit of study.

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MAKE IT CONCRETE



Concrete and/or shape poems have been used in classrooms for years. This 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 a media resource.



Materials: paper, markers, and a video segment or reading passage

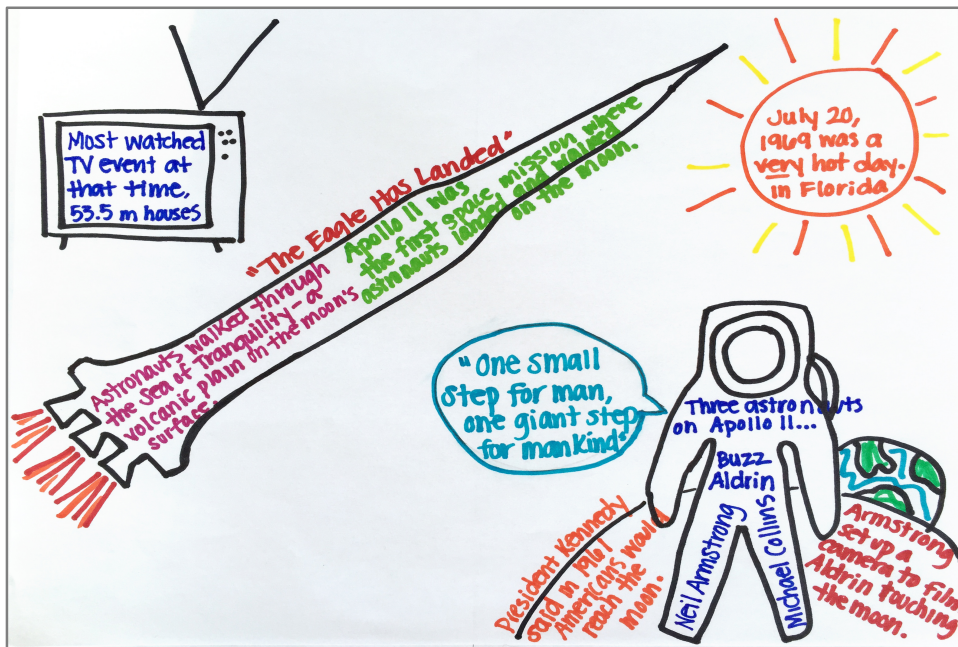
1. Explain to students that they will be creating a concrete or shape poem with information they learn from a piece of media.
2. Share with students a video segment from Discovery Education. Tell students they will be asked to recall as much information as they can about the video segment's content.
3. After viewing the video, instruct students to draw the outline of one image, or a series of images, that represent what the main concept of the video segment was.
4. Students fill in the outline of each shape with facts they learned from the watching the video.
5. After finishing their work, have students share their images in small groups.
6. Display student images in a classroom space to create a mini-mural of concrete poems about one topic or concept.

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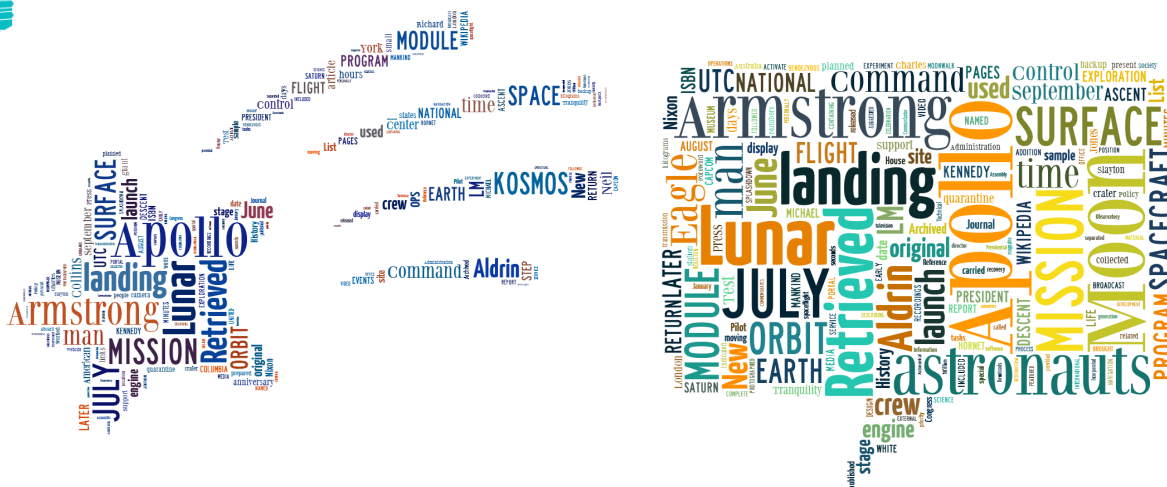
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This strategy is an engaging way for students to demonstrate understanding, incorporate the arts, and learn about concrete poems.



Have students create their shape or concrete poems using a digital tool such as Tagxedo (tagxedo.com).



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VOCABULARY STEPPING STONE



The purpose of this strategy is to introduce academic vocabulary before the viewing of a content video. According to the article “Using Video and Film in the Classroom,” from Reading.org, “*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.*”



Materials: a video that matches the current curriculum, copies of the list of content-related vocabulary words, scissors

1. View the video in advance and select 10-15 vocabulary words that are important to the understanding of the content. Print enough copies of your selected vocabulary list for every student to have a copy.
2. Distribute copies of the list of content-related vocabulary words. Have students cut the words out and mix them up.
3. Engage students in vocabulary development activities to review terms:
 - In small groups, have students discuss which words are familiar and share their understanding of the meanings.
 - As a whole group, briefly have students share and review the words and their meanings.
4. Explain to students that, as the video segment plays, they will work with a partner to place the vocabulary words in order as they are heard in the segment.
5. Play the video.
6. After the video 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.

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This strategy is an effective way to increase understanding of content-related vocabulary.



- Have students preview video segment(s) and determine their own vocabulary terms. Students can share their terms with their peers and then replay video segment(s).
- Have students create a word cloud using words related to the vocabulary terms, such as synonyms or examples.



Special Thanks:

★ This strategy is courtesy of DEN STAR Susan Bowdoin from Albuquerque, New Mexico.

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RHYME SIGN



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. The purpose of this strategy is for students to use kinesthetic movement to learn rhyming pattern in poetry and song lyrics.

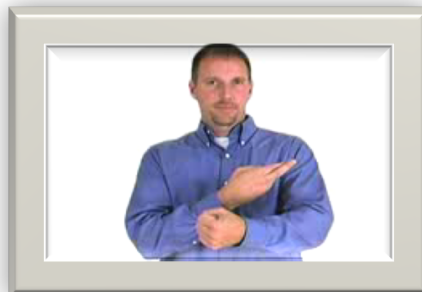


Materials: One Poem for class practice, Poems for group presentations

1. Introduce the activity by demonstrating the [ASL sign for Rhyme](#). Let students practice the sign.
2. Start with one poem for the whole class to practice, you might want to try "[The Wind](#)" by [Robert Louis Stevenson](#). Each time they hear a pair of rhyming words, they should sign.
3. Then have students break off into groups to work on a new poem. Students can take turns being the poem narrator by each student taking a stanza and the other students become signers. The group should practice reading and signing before presenting to the class.
4. Finally, each group will present their poem to class. The student audience should be encouraged to sign when they hear rhyming pairs to see if they match the group presenting.



This strategy is a great way to have students use movement to show their understanding rhyming patterns.



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1. Dig deeper by having students identify the rhyme vowel sounds.
2. Record the group presentations with a digital device.
3. Have the class head to the school stage for groups to perform for other classes.