

## Literacy-Based Instructional Strategies

When using media in the classroom, you are presenting a unique opportunity for student engagement. The multimedia experience becomes a central focus point for classroom learning. Using SPARK videos in the classroom can help students make connections between the arts, content area learning and literacy development. This guide contains a variety of literacy-based instructional strategies that can be used in the classroom in conjunction with SPARK programs to enhance student learning.

### Think-Pair-Share

In a Think-Pair-Share activity, students are given the opportunity to reflect on a topic individually, share their thoughts with a peer, and then engage in whole-group discussion. This activity gives students the chance to formulate their thoughts, express their thoughts in a small-group setting to get feedback, and to participate in a class discussion. First, ask your students to reflect on a writing prompt in a journal. For example, you may ask students questions such as, “What role do the arts play in your life?” or “How does dance express emotion?” You may also tailor your questions to a specific SPARK episode. Next, divide the class into pairs and ask them to share their journal responses. Provide five to ten minutes for discussion. The last component is to invite your students to share the results of their small- group discussion with the entire class. This activity can promote more engaging and reflective class discussions on a variety of arts-related topics.

### K-W-L Charts

Another scaffolding strategy to support your students’ literacy growth is the use of KWL Charts. Making a K-W-L Chart can help students organize information about a topic, activate prior knowledge, provide a purpose for reading, and facilitate summarization. Students use a three-column chart to record information. The K-W-L Chart may be used prior to viewing a SPARK video, during a SPARK video, and after viewing a SPARK video.

K	W	L
<u>WHAT I KNOW</u>	<u>WHAT I WANT TO KNOW</u>	<u>WHAT I LEARNED</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

The chart is divided into three sections: “K,” “W,” and “L.” The “K” stands for “Know.” The “K” portion of the chart is used to record what the students know about a topic; the “W” portion of

the chart is used to record what the students want to know about a topic, and the “L” portion of the chart is used to record what students have learned about a topic.

Prior to viewing the SPARK video, ask your students to answer the following question: “What do I already **know** about this topic?” under the “K” column of the chart. The purpose of asking students what they already know about a topic is to activate prior knowledge. This means helping students become aware of what they already know about a topic so that they are able to make connections to new knowledge. Since students have some knowledge about the topics in SPARK films, it is important to clarify what students already know about the topic as they begin the SPARK activities.

Next, ask your students to fill out the “W” portion of the chart by answering the questions “What do I think I **will** learn about this topic?” or “What do I **want** to know about this topic?”

After viewing the SPARK video, have your students complete the “L” portion of the chart by answering the question, “What have I **learned** about this topic?”

Invite your students to share what they have learned with the entire class after completing the K-W-L Charts.

## Graphic Organizers

The SPARK videos contain ideas and concepts that are often new to students, and they need tools to help foster their comprehension. A graphic organizer is a visual/spatial representation of information. Graphic organizers can be used before, during, and after viewing media, or reading text. They help students organize, summarize, synthesize and evaluate information. A graphic organizer is a tool that helps students represent the relationships between information, concepts and ideas.

The following websites contain examples of graphic organizers:

- <http://www.graphic.org/goindex.html>.
- <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2grap.htm>

You can use graphic organizers in varied ways with SPARK videos. After viewing a video, you might ask your students to conduct additional research on a topic that was described in the film. They could then use the graphic organizer to both organize and connect that information to the arts content in the SPARK episode. For example, the SPARK episode on playwright Philip Kan Gotanda described Japanese internment camps during World War II. After viewing this episode, you could direct your students to learn more about this topic, and create a graphic organizer based on what they learned in their research and what they learned from viewing the film.

## Media Response Groups

It is critically important to help students ask questions about what they watch, see, listen to and read as they respond to media around them. A media response group is a variation of a literature

response group, where students have opportunities to share and discuss their ideas and viewpoints. Students will discuss questions about the motivation of featured SPARK artists, their goals, their methods, and their work. The goal of the media response group is to help students clarify their responses to media, and make connections between what they see and their own life experiences.

After the students have viewed a SPARK video, divide them into small discussion groups. Initially you can model how the students will engage in discussion. As they grow more comfortable, your role should be minimal. Examples of questions and prompts in a media response discussion may include the following:

- How did the artist share his or her ideas?
- How did the artist's work make you feel?
- Have you had experiences similar to those of this artist?
- How did this SPARK episode further your understanding of the arts?

## **Analyzing & Creating Media**

An important part of viewing media is the ability to analyze it. Ask the students to record their interactions with media by keeping a media journal for a week. Have them record what they watch, how long they watch, and their response to what they watch. Create a class chart comparing students' responses.

After students view a SPARK video, ask them to think about how media are used to tell the story. Have them compare how stories are told with printed words, spoken words, images, and combinations of all three.

Creating media is a powerful tool. Have your students create a website, video, blog, podcast, or a public service announcement in response to a SPARK video.

## **Journal Writing**

Double entry journals help students make powerful connections as they learn to monitor their own comprehension. Introduce double entry journals, which are designed to help students take informational notes, reflect on the notes, and respond to the information as they watch a SPARK video. Have students paraphrase the content of a text in their own words in the left-hand column, and record their personal responses to the information in the right-hand column. Invite the students to share their journals with their classmates.

## Literacy Resources

International Reading Association

[www.reading.org](http://www.reading.org)

Read.Write.Think

<http://www.readwritethink.org/>

National Council of Teachers of English

[www.ncte.org](http://www.ncte.org)

California Reading Association

<http://www.californiareads.org/>

SCORE

<http://www.sdcoe.k12.ca.us/score/welcome.html>

CIERA Center for the Improvement of Early Reading Achievement

<http://www.ciera.org/>