

## USING MEDIA EFFECTIVELY IN THE CLASSROOM

Media can be a powerful tool for meaningful learning. As a teacher, you can increase learning by encouraging active viewing of media. Try incorporating the following strategies:

### STEP 1: The Set-Up

- Choose a video with a purpose in mind. Will viewing the video help students learn something new or spark interest in a topic?
- Determine whether you will use the entire program or only relevant segments in order to help accomplish objectives in your curriculum.
- Have students use the attached KWL chart or personal response sheet to record their thoughts before, during and after watching a media piece.
- Activate prior knowledge by asking students what they know about the topic of the media piece.
- Prepare students for what they will be watching by providing a brief summary.

### STEP 2: Viewing Strategies

- Ask a focus question by having students look for something in the clip. A focus question can make the media more meaningful by encouraging active viewing/listening. Try alternating between using content-specific questions and personal thoughts.
- Press PAUSE during the segment to identify and clarify what the students are hearing and seeing. Instruct students to signal when they need the video segment to be paused to ask for clarification.
- Show it again! You may choose to watch the segment twice with your students, once to elicit emotional responses and get an overview of the topic, and again to focus on facts and draw out opinions.
- Consider turning off the sound so students can focus on the visuals. Watch in silence or provide your own audio commentary. Encourage students to record their questions as they view without sound. Then view the program with sound to discover whether these questions have been answered.
- Try using closed-captioning. This is effective for reading reinforcement.

### STEP 3: Making a Connection

- Allow the children to share their responses from the focus question, KWL chart, and/or personal response sheet. Try one of the group-sharing techniques listed on the subsequent page.
- Choose follow up activities that connect the media to hands-on or real-world experiences.
- Explain the connections you make, especially for early-grade students.

## GROUP-SHARING TECHNIQUES

The following sharing techniques work well with segmented video viewing:

### **Word Map**

Start a word map on a subject with the class before viewing a video and then add to it after viewing the video.

### **What I Know, What I Think I Know**

Before viewing, have the students tell you what they are sure they know about the topic and what they think they know. After viewing the video segment, have students add to the lists based on what they learned.

### **T-Charts**

To encourage students to compare and contrast ideas or objects make a “T” chart on a flip chart or butcher paper. Invite students to first find similarities and list those on the left side of the “T”. Invite students to look for differences and list those on the right side on the “T”.

### **Heads Together**

Number students within small groups so that each person has a number: 1, 2, 3, or 4. Then ask the entire class a question. Have each group “put their heads together” to make sure that everyone in the group knows the answer. Call a number (1-4) and have the student with that number raise their hands to respond.

### **Think – Pair – Share**

Ask students a question about the segment they just viewed. This may be to explain a concept you’ve just taught, summarize the three most important points of the segment or whatever fits the lesson. Provide ample time for each student to formulate his or her ideas. Invite students to turn to their neighbor and share.

### **Last One Standing**

Ask an open-ended question in response to the viewed segment. Have students stand up when they have an answer in their head. Provide enough time for everyone to stand up. Start with one person sharing his/her answer. Instruct anyone else who has the same or very similar answer to sit down. Continue until all ideas have been shared and there is no one left standing.

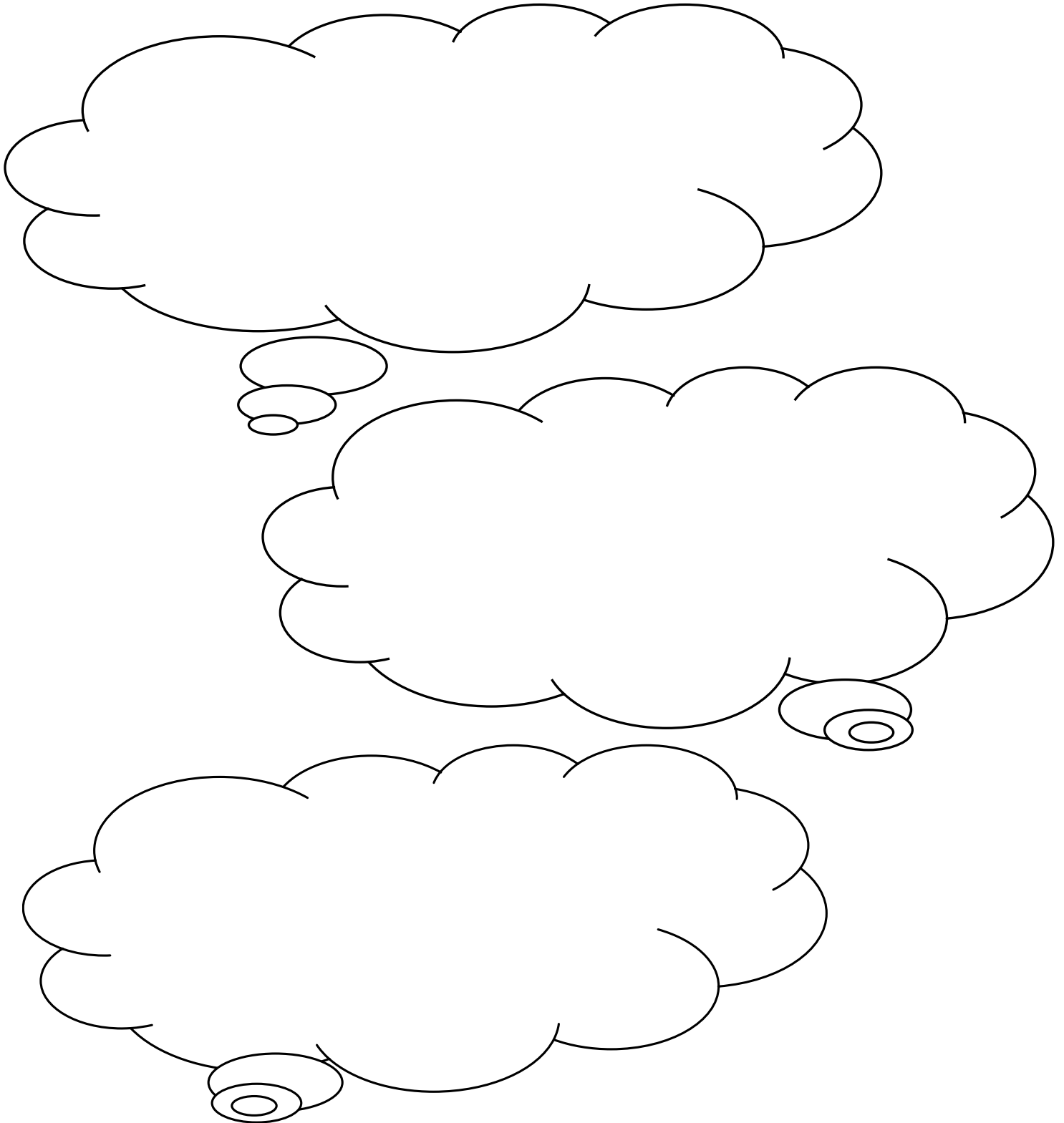
## KWL Chart

Topic: \_\_\_\_\_

What I <b>K</b> now	What I <b>W</b> ant to Find Out	What I <b>L</b> earned

**A PENNY for YOUR THOUGHTS**

Draw a picture or write what you're thinking as you view the video.



## PERSONAL RESPONSE SHEET

Title of video: \_\_\_\_\_

From this title, I think the video will be about:

This video is about:

I noticed...

I wonder....

I was surprised by....

This reminds me of....

The most interesting fact(s) I learned...

## Media and California's Common Core Content Standards

Many active viewing strategies provide opportunities for students to develop skills listed in K-5 Common Core Content Standards, specifically in the categories of 'Reading Standards for Informational Text' and 'Speaking and Listening Standards'. Exposing students to using media as a form of text to obtain information as they watch and/or listen for key details of content information and share their findings, enhances teaching and learning experiences.

<b>MEDIA VIEWING STRATEGY</b>	<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	<b>SPEAKING AND LISTENING STANDARDS</b>
Activate prior knowledge by asking students what they know about the topic of a media piece or using a KWL Chart		<b>Comprehension and Collaboration 1-3</b>
Ask a focus question. Have students look for key details, the main topic and evidence to support an idea from the media segment.	<b>Key Ideas and Details 1-3</b>	
Press PAUSE during the segment to identify and clarify what the students are hearing and seeing. Instruct students to signal when they need the video segment to be paused to ask for clarification. Provide time to hear from peers.	<b>Key Ideas and Details 1-3</b>	<b>Comprehension and Collaboration 1-3</b>
Show it again! Repeated viewing increases observation and listening skills. Give students time to listen to peers' responses before watching again.	<b>Key Ideas and Details 1-3</b>	<b>Comprehension and Collaboration 1-3</b>
Consider turning off the sound so students can focus on the visual. Watch in silence or provide your own audio commentary. Watch the piece again. Provide an opportunity for students to make connections between what they see and what they hear.	<b>Key Ideas and Details 1-3</b> <b>Integration of Knowledge and Ideas 1-3</b>	
Try using closed-captioning. Pause the segment at certain video frames to give students time to read the caption.	<b>Integration of Knowledge and Ideas 1-3</b>	
Provide collaborative discussions (one-on-one, in groups, and teacher-led). Allow students to share their responses from the focus question, KWL chart, and/or personal response sheet.	<b>Key Ideas and Details 1-3</b>	<b>Comprehension and Collaboration 1-3</b>