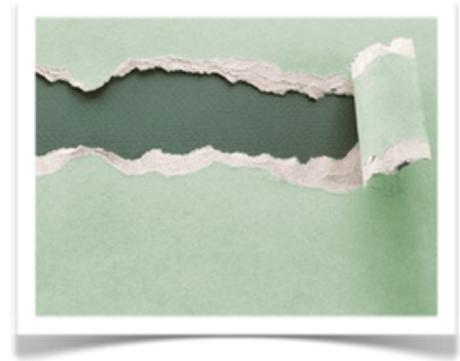# SPOTLIGHT ON STRATEGIES

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.