

Video Viewing Guide

Content Area Modules Units 1–3

Introduction

Throughout the Academy, you will view video clips that demonstrate the routines and practices that are presented in your materials. For each clip, you will receive instructions from your presenter about what to look for. Following the clip, you will be asked to respond to prompts or questions about the video.

This **Video Viewing Guide** provides you with a copy of the instructions for viewing and the questions you will respond to after each clip is shown. You may use this guide to preview the questions, remind yourself what to think about while viewing, and to take notes.

You will not be required to turn in your written responses. This guide is solely to enhance your professional learning experience by providing the purpose for viewing for each video clip, just as we provide students with a clear purpose for reading.

You may want to take this guide out of your binder and keep it handy to use throughout the Academy.

Unit 1, Module 2, Slide 14: Explicit Instruction – Three-step Process Examples

AS YOU WATCH:

Focus on the teacher's implementation of each phase of the I/We/You Do process.

GENERATE a list of the ways you have used explicit instruction in your classes.

SHARE with your partner the ways you have used the three-step process of explicit instruction, including scaffolding, in your own classroom.

Notes from Generate-Share Activity:

THINK-PAIR-SHARE adapted from Lyman, 1981.

Unit 1, Module 2, Slide 19: Positive and Corrective Feedback

AS YOU WATCH:

THINK about how the teachers make the feedback specific and emphasize the importance of students' efforts to learn and improve.

PAIR with your partner and SHARE what you observed the teachers doing to make their feedback specific and to emphasize the importance of students' efforts to learn and improve.

Notes from Think-Pair-Share Activity:

THINK-PAIR-SHARE adapted from Lyman, 1981.

Unit 2, Module 3, Slide 10: Using a Frayer Model

AS YOU WATCH:

THINK about how the teacher involves the students in generating the characteristics of a dilation. What does she do to deepen students' understanding of this concept?

PAIR with your partner and talk about how the teacher involved students in generating characteristics of a dilation and deepened their understanding of the concept.

SHARE with the group what you noticed.

Notes from Think-Pair-Share Activity:

THINK-PAIR-SHARE adapted from Lyman, 1981.

Unit 2, Module 3, Slide 13: Using a Frayer Model: Student Practice

AS YOU WATCH:

GENERATE a list of ways in which the students are using the Frayer Model to build their conceptual understanding.

SHARE some of the ideas you recorded. How were the students using the Frayer Model to build conceptual understanding in mathematics? In what ways did creating examples and nonexamples help students learn more about dilations?

Notes from Generate-Share Activity:

GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.

Unit 3, Module 1, Slide 10: Anticipation-Reaction Guide: Before Reading

AS YOU WATCH:

Pay attention to how the teacher explains the purpose and format of the guide as well as how to use the guide before reading the passage.

TELL what the teacher did to review the use of the Anticipation-Reaction Guide with her students. How did she prepare the students to use the guide to support their comprehension?

HELP by adding some other things you saw the teacher doing to prepare her students to use the guide.

Notes from Tell-Help-Check Activity:

TELL-HELP-CHECK adapted with permission from Archer, 2006, based on Ruhl, Hughes, & Gajar, 1990.

Unit 3, Module 1, Slide 12: Anticipation-Reaction Guide: During Reading

AS YOU WATCH:

Pay attention to how the teacher keeps her students actively involved in reading and monitoring their comprehension.

TELL how the teacher implemented the Anticipation-Reaction Guide during the reading of the primary source documents to keep her students actively involved in reading and monitoring their comprehension.

HELP by adding some other things you saw the teacher doing to provide modeling during reading and to keep the students actively involved.

Take a moment to CHECK whether your partner noticed anything else the teacher did during the reading to scaffold the instruction.

Notes from Tell-Help-Check Activity:

TELL-HELP-CHECK adapted with permission from Archer, 2006, based on Ruhl, Hughes, & Gajar, 1990.

Unit 3, Module 1, Slide 24: Anticipation-Reaction Guide: After Reading

AS YOU WATCH:

Pay attention to the roles scaffolding and discussion play in the lesson.

Decide who will be Partner One and Partner Two. Take a moment to discuss with your partner the teacher's scaffolding and the role of discussion in this lesson.

Discuss your best idea about the scaffolding or discussion you observed in the video.

Unit 3, Module 2, Slide 19: Main Idea: Get the Gist Routine

AS YOU WATCH:

GENERATE a list of the ways in which the teacher scaffolds her students' learning. What do you observe the students doing that indicates they know what they are supposed to do and why?

SHARE some of the ideas you recorded. How does the teacher scaffold her students' learning in the lesson on climate change? What do you observe the students doing that indicates they know what they are supposed to do and why?

Notes from Generate-Share Activity:

GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.

Unit 3, Module 3, Slide 18: Summarization Routine

AS YOU WATCH:

Pay attention to how the students determine what to include in their summaries and how to organize the information.

TELL what you observed the students doing as they completed the first four steps of the summarization routine.

HELP by adding some other things you noticed the students doing as they completed the first four steps of the summarization routine.

CHECK whether your partner noticed anything else that might be helpful as you prepare to teach your own students how to summarize text.

Notes from Tell-Help-Check Activity:

TELL-HELP-CHECK adapted with permission from Archer, 2006, based on Ruhl, Hughes, & Gajar, 1990.

Unit 3, Module 3, Slide 21: Summarization: Student Practice Writing and Editing

AS YOU WATCH:

Pay attention to how the teacher has gradually shifted responsibility for completing the steps of the routine to her students. How has she made sure that everyone is able to compose a summary independently?

Discuss with your partner how the teacher has gradually shifted responsibility for completing the steps of the summarization routine to her students. How has she made sure that everyone can successfully compose a summary paragraph?

Discuss your partner's best idea about shifting responsibility for completing the summarization routine to students.