

# SOS SPOTLIGHT ON STRATEGIES

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

## A-E-I-O-U



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.



Materials: video segment, paper, writing tool

1. Preview the video segment and select appropriate points at which to pause for students to jot notes.
2. Show video segment. Important: 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 for them to jot down their thoughts related to 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.
3. Pause at the predetermined points to allow students 60 seconds to add information to their list.
4. When the movie concludes, have students complete a Pair & Share of their A-E-I-O-U statements.
5. Regroup as a class and have students share their favorite parts.

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This strategy provides scaffolding that helps students look for and remember key ideas about the information presented in the video segment. It also provides a conversation structure for debriefing with classmates and reporting out, in small groups or as a whole group.



Have students create a vocabulary list of different emotions they experienced while watching the video segment.

Each time you use this strategy, have students add to an ongoing list of adjectives that they can refer to as they engage in writing activities throughout the year.

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