

SOS SPOTLIGHT ON STRATEGIES

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

FOUR-TO-ONE



Schema theory explains how our previous experiences, knowledge, emotions, and understandings affect what and how we learn. (Harvey & Goudvis, 2000) Good readers and writers allow their schema to help shape their understanding and connections. Keene and Zimmerman (1997) concluded that students comprehend better when they make different kinds of connections: text-to-self, text-to-text, and text-to-world. This strategy will allow students to examine multimodal text to help frame sentences.



Materials: LCD projector/computer, 4 digital images, paper, pencils, white board, markers

1. Introduce this strategy to your students by instructing them to fold a blank piece of paper into fourths.
2. Have 4 pre-selected digital images ready to display with your LCD projector. These images do not have to be related in any way, or they may correlate to a topic you have been studying.
3. Display the first image for 1 minute and have students write 1 complete sentence in 1 of the boxes of their paper. Repeat this process for all 4 images. Students should end up with 1 sentence per box.
4. Have students work in pairs or small groups to discuss their individual sentences, looking for similarities and differences.
5. Have students work again in pairs or small groups to create 1 complete sentence that incorporates all 4 images.

Note: Be willing to accept silly sentences, as sentence structure is the main idea here.

6. Post several of these sentences and guide students through a check for sentence completion with questions such as:
 - What part of speech is bear in this sentence?
 - What is another noun we can use from the images in place of bear?
 - Can we describe the bear?
 - What are examples of describing words?

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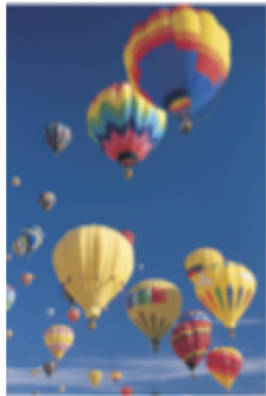
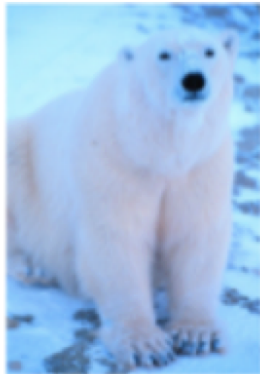
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This strategy is an effective way to get students to build background knowledge; improve writing skills; communicate, collaborate, think critically; and exercise creativity.



- Use this strategy with English Language Learners, as it gives them the opportunity to develop vocabulary and grammar skills while speaking.
- Review a topic you have been studying as an informal assessment to see what information your students are retaining.



The banana split looks yummy!	That is a polar bear.
I would like to ride in a hot air balloon.	I wonder where the fish are.

Silly Sentence: A polar bear ate a banana split in a hot air balloon that floated over the island because he couldn't find any fish.