

## **Viewing Guide for the *What Do You Wonder? Exploring the Story of the Loch Ness Monster* Video Clip**

*Summary:* In this video, the teacher invites students to read nonfiction resources to determine whether the Loch Ness monster is real or mythical. Groups of students preview vocabulary and make connections and predictions about their reading which they share with their peers. Subsequently, each group is given articles to read in order to find textual evidence of fact or opinion. Groups read, chart, discuss, and report their findings to the larger group.

### *Initial Viewing Focus Questions:*

- How does this lesson support students in the process of research?
- What best practices did you observe?
- What preparation (planning, materials, technology, etc.) is needed to implement this lesson? How could this lesson be taught effectively (and multi-modally) without technological aids?

### *Segment 1: Setting the Stage: Determining What Is Real*

- ✓ The teacher previews the day's agenda and shows a short clip from a Scooby-Doo cartoon. What is the teacher's purpose here? How do the students respond?
- ✓ After viewing the cartoon clip, the teacher asks the question: "Is the Loch Ness monster real?" Together the students and teacher review what resources they can use to find the answer to a question like this. Why is this discussion important? What do you observe about these students based on the conversation?
- ✓ Using the SmartBoard, the teacher presents vocabulary words. She then asks the students to use these words in complete sentences to predict what they would discover as they read. Where did the vocabulary words come from? What were her purposes for this activity? Why is this pre-reading preparation important?
- ✓ Students wrote their predictions within table groups and then shared their sentences with the whole class. The last group did not seem to make connections and create meaningful predictions about the Loch Ness monster. What does this tell you? What would you have done next to make this a teachable moment in the lesson? Why is a "whole group share" an effective part of the teaching/learning/assessment cycle? How do opportunities for talking and responding support students in becoming better readers and thinkers?

### *Segment 2: Locating and Using Evidence*

- ✓ The teacher gives each table group an article on the Loch Ness monster. She asks the students to read and use a yellow highlighter to highlight textual information that supports the existence of the monster. Students highlight in another color information that supports the Loch Ness monster as merely myth. How will this give students a scaffold for future discussion and decision making when researching? If highlighters are unavailable, what other note-taking strategy could be used?
- ✓ After the groups have the opportunity to read a few paragraphs and highlight relevant information, the teacher calls some students forward to highlight their textual evidence on the class SmartBoard (we see one girl doing this). Why is it important that the teacher calls students forward? Where is this in the “Gradual Release of Responsibility” framework?
- ✓ The teacher asks students to make an initial judgment about whether the Loch Ness monster is real based on their prediction statements and the evidence they have gathered thus far from their reading. Students are then asked to present their evidence in a “real/not real” chart on the SmartBoard (we see two girls doing this, with a third waiting in line). What will the students learn from this guided group practice? How does this practice make thinking visible for students? Where does this fall in the “Gradual Release of Responsibility” framework? How does this build upon the prior color-coding activity?

### *Segment 3: Drawing Conclusions*

- ✓ The teacher gives the students an additional resource to read and review. Why does she do this? What kinds of connections to the students’ own research is the teacher trying to promote?
- ✓ The teacher moves from group to group. In one group she asks a student, “What’s your evidence? How would you highlight that?” As students are working in small groups, what is the teacher’s role? Who is doing the work of reading and comprehending?
- ✓ Standing in front of the SmartBoard, the teacher explains that she wants the students to make a conclusive judgment about whether the Loch Ness monster is real. She tells them they must back up their judgments with the evidence they have gathered today (from their reading, highlighting, discussing, and charting). Has the teacher successfully taught her lesson? How has the teacher set students up for success? How could that success be assessed?

- ✓ Finally, the teacher explains that this process of evaluating and making judgments is what the students will need to do as part of their own research projects. Is her mini-lesson effective comprehension instruction? How does she explicitly communicate her learning objectives?

*Reflection:*

- How does this lesson support students in the process of answering research questions? Discuss the amount of support this teacher has given the students in just one mini-lesson to support the research process.
- Describe the level of student engagement you observed throughout the lesson.
- Review the best practices you observed. How might you apply this model in your classroom? What might you have done differently?

*Relevant Resources:*

- *Nonfiction Matters* (1998) by Stephanie Harvey
- *Tools for Teaching Content Literacy* (2004) by Janet Allen
- *Classroom Strategies for Interactive Learning* (2001) by Doug Buehl