



## APPLYING READING STRATEGIES TO IMAGES AND MEDIA: Read Video for Understanding



### TRY THIS WHEN . . .

- you introduce video as a piece of text in the classroom
- students are missing or misunderstanding key elements in videos
- students begin to work with videos independently in the classroom.

Video allows students access and an entry point to content that they may not yet be able to decode or comprehend in print, thus inviting students to think and wonder at a higher level. Using video in the classroom is especially powerful when you want to “hook” kids into thinking, wondering, or pursuing a topic for additional research. Yet, while students know how to use video as a tool for entertainment, they often do not have experience in using it as a tool for thinking, making this lesson essential when using video as an information medium. Instead of pressing play and watching a video in its entirety in silence, students can read videos with the same critical eyes that they use when reading.

### WHAT TO DO

Find a short video clip (two to three minutes) that connects to an upcoming unit. In grades K–2, aim for videos that are closer to two minutes than three. Ask students to consider what they’re learning and what they’re wondering before viewing. Then, play the video for the class.

Remind students that often when we read a text that has a lot of information, we go back and reread it again. We also go back and reread video so that we can collect any additional information we missed during the first viewing, look to answer a specific question, or view the video through a different lens.

Provide students with a two-column thinksheet titled “I learned / I wonder.” Explain that the thinksheet is a way for them to record their thoughts as they watch the video. Begin playing the video again. After thirty seconds or a minute, pause the video to think out loud as you fill in your own thinksheet, jotting or drawing your new learning and noting questions. Invite students to turn and talk about what they saw you do. Chart student observations, leaving blank space at the bottom to add more strategies as you continue this work in subsequent lessons. If helpful, use some of the sample language in the Helpful Language box and in the chart on the next page. Then, ask students to do the same with their thinksheets as they watch the rest of the video.



### Helpful Language

*When we reread video, we listen and look for new information and wonders. We also listen for answers to questions we had during the first viewing.*

*What do you want to clarify or understand better when you reread the video?*

If students have access to the video on their own devices and you'd like to give them practice in rewatching strategies, let them work with partners or in small groups to review the video together as necessary.

### OUTCOMES AND WHAT TO LOOK FOR

Students should be able to identify facts or ideas that signal new learning and ask questions about the video and its content. Do students

- ▶ ask multiple questions about the video clip?
- ▶ identify information that they didn't know before and document it in drawing or writing?
- ▶ rewatch a section or the entire video to find answers to their questions or gain additional understanding?

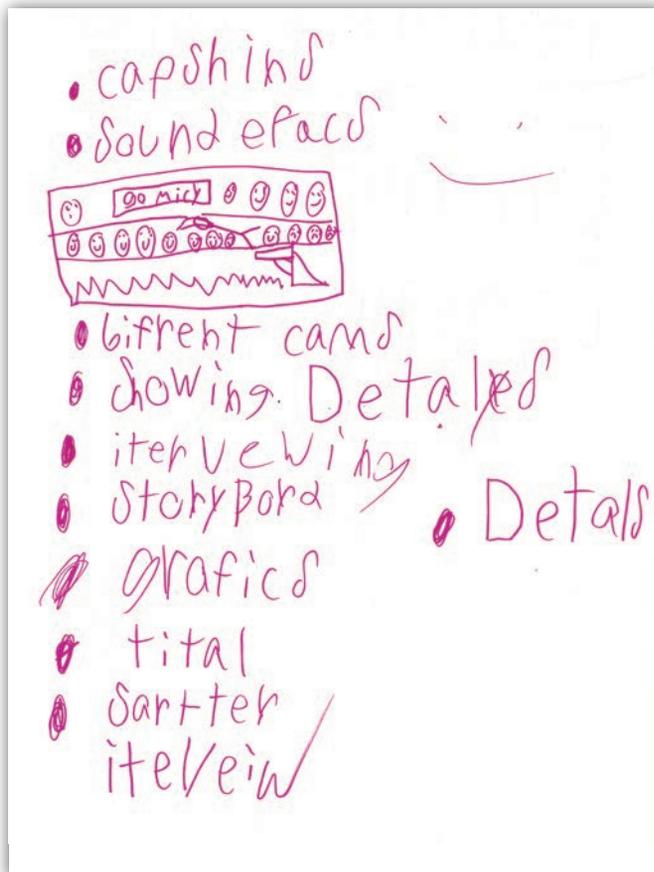
*This chart serves as an example for the types of charts we might create with our students during a lesson. When we involve students in the process of creating the chart with us, it becomes a teaching tool they have ownership in. Adapt the language as needed to fit your students' developmental needs.*

#### Rewatch with a Purpose

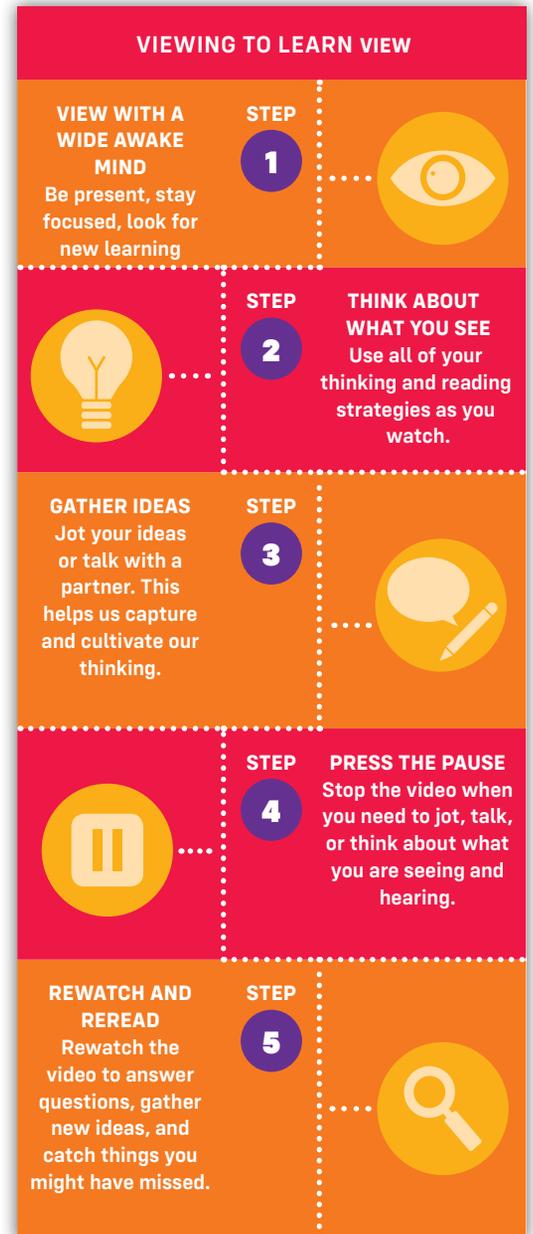
- Read the text together, taking turns.
  - *I learned . . .*
  - *I wonder . . .*
- Decide what you want to look for as you rewatch.
  - *I want to better understand . . .*
  - *I want to answer the question . . .*
- Rewatch the video and talk with your partner.
  - *This time I noticed . . .*
  - *Something I saw that I didn't see the first time was . . .*
  - *At first I thought . . . , but now I think . . .*

## FOLLOW UP

You may want to continue this series of lessons by working with students to identify video features and their purposes to aid in comprehension. It may be helpful to pinpoint specific strategies or protocols for different genres of videos, perhaps even giving students an opportunity to inquire into how viewing these different genres varies. Do we watch a video that tells a story differently than an informational video? What should our viewing stance be when watching a TED Talk? A public service announcement? A historical video? A video of a scientific phenomenon? An advertisement? Propaganda? This also gives you an opportunity to discuss with students how they can determine what genre a video is and activate the strategies they need to read it effectively.



In this work sample, a fourth-grade student identified features he noticed in a documentary that provided information to the viewer. As a follow-up, the class studied the purpose of each of these features.



This infographic was created on Canva by a group of fourth graders—with teacher assistance—to show the strategies they identified during the lesson.