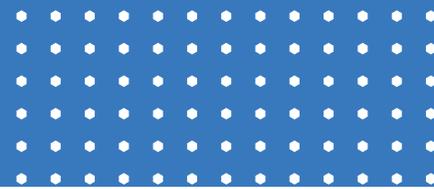


Scaffold & Mini-Lessons



Using a Scaffold and Mini-Lessons to Improve Student Videos

The eSpark student video challenge engages students in a creative modality, builds students' investment in their individual learning goals, and holds students accountable for their time using eSpark. It does require high-level metacognitive and presentation skills. One way teachers can build these skills is through mini-lessons that follow the scaffold below.

How the scaffold works:

It breaks down video-making skills into an order of what needs to be mastered first, then second, then third, etc. If a student already possesses skills at a certain level, then s/he is immediately ready to be taught the skills at the next level. You may choose to teach the mini-lessons to your whole class or to small groups or individual students as needed. Each bullet will likely require its own mini-lesson or series of mini-lessons:

1. Level 1 (using the eSpark camera)

- stabilize the iPad so the camera is still and you're in the center
- begin with "Hello, my name is..." and conclude with "Thank you!"
- speak clearly and loudly
- use the "play" and "retake" buttons in order to analyze your own work and submit a good product

2. Level 2 (answering the prompt)

- pay close attention to the prompt that eSpark gives you for your video
- go back to your apps and videos if you don't know a good answer
- using the eSpark script or a piece of paper to plan your video
- restate the question or prompt that eSpark gave you
- answer the prompt
- answer all the parts of a prompt if it has more than one part
- use any prescribed visuals (e.g. if eSpark tells you to show a book that you've read or write three letters you learned)

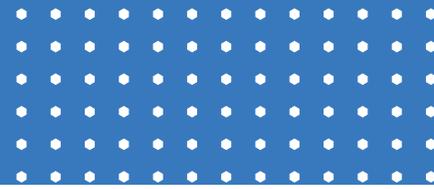
3. Level 3 (explaining your thinking)

- explain your thinking and how you got your answer (act like a teacher)
- use visuals to explain your thinking, even if they're not prescribed (whiteboards, read-alouds, manipulatives, other props)

4. Level 4 (connecting and synthesizing)

- connect the skill to other things you've been learning in class or in the world (e.g. "This reminds me of a time when..." "This reminds me of another book where..." "This reminds me of when we learned in class that...")

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Providing enough practice:

When you teach a video mini-lesson, you want students to be able to practice the skill right then and there. Don't make them wait until the next time eSpark tells them to make a video. They can record videos for practice on the iPad any time using the Camera app. Videos that are recorded there are automatically saved in the Photos app, so you can find them there to give feedback. A suggested lesson plan format for these mini-lessons is:

1. Show an example of a video that demonstrates the skill you want students to master (even if you have to make it yourself).
2. Make an example in front of your students, thinking-aloud through the skill you want them to master.
3. Allow them to use the Camera app to practice the skill right then and there.
4. Checking their videos in the Photos app and giving feedback. Verbally is fine!
5. You might choose to incorporate this activity into your general, non-eSpark instruction on a regular basis. Maybe as a project or a check-for-understanding. Kids will love it. And each time they use the Camera app, you can remind them of the skills you recently taught them for making videos.

Providing feedback:

Students need feedback on their videos in order to improve. One way to give feedback would be to use the eSpark Student Video Challenge Rubric. It's found on the Teacher Resource page in the Student Video module.

Providing space:

Building a video recording space in your room increases student investment in video recording and in eSpark work in general. If there's a special space for recording videos, then recording the video becomes a special time that is earned and prepared for. Students can prepare by using the eSpark Student Video Script and Rubric and by practicing their videos with the Camera app. The space could have a backdrop or a selection of backdrops as well as whiteboards, manipulatives, and costumes. It should be oriented with a wall behind the student to minimize distractions in the background of the video. If it's semi-private, students may feel even more privileged to go there and more comfortable performing.

