

TCEA

CONVENTION & EXPOSITION

**Illuminate. Collaborate.
Celebrate.**

FEB. 1-5, 2025 • AUSTIN, TX

convention.tcea.org

Supercharge SOS Strategies and Transform Student Learning Experiences with FigJam!





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Discovery Education

Most lesson plans are created with student curiosity as a key component...

Yes



Maybe so



No



Most lesson plans are created with student curiosity as a key component...

+80%

Of students believe **there are not enough opportunities to be curious** in the classroom. 3/4 teachers agree.

Questions that may keep you up at night about HQIM!

Is it grade
level
appropriate?

Is it
research
based?

Does it
align to
standards?

Will students
be
engaged?

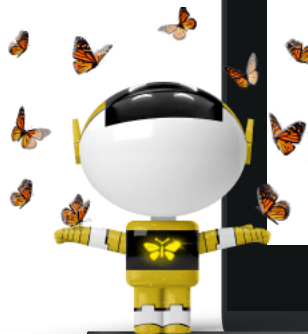


Let's see a **SNAPSHOT**
of how FigJam can super charge your SOS!



Placemat

Student groups use a shared placemat-style chart paper, selecting a section for their individual response and reserving center for a group response.



SOS Instructional Strategy



PLACEMAT

SKILLS

- Identifying Key Ideas & Details
- Inferring & Predicting
- Researching
- Summarizing

MATERIALS

- Discovery Education video, image, audio, or

BIG IDEA

Student groups use a shared placemat-style chart paper, selecting a section for their individual response and reserving the center for a group response.

With this strategy, students build on each other's ideas to combine common thoughts into a synthesized summary.

Bennett, B. & Rolheiser, C. (2001). Beyond Monet: The artful science of instructional integration. Toronto, Ontario: Bookation.



STEPS

1. Select a Discovery Education video, image, audio, or text related to a current unit of study. After you review the media, develop a question or prompt to guide student reflection.



SOS: Placemat

Exotic pets!



1. Watch this video so you and your team will know how to complete your Placemat.
2. Click on the star next to lizard to grab your article, read it, then add your thoughts to the Placemat in your space using a **six word story**.
3. What exotic pet would you like to have? Add a picture to this board with your name and the name of the animal you would choose.
4. Share your pet choices with others in the class and collect votes on which one they would choose from your 4? Update the pie chart below to represent those votes.

Victor - axolotl



Zoe <i>exotic pets could make life fun</i>	Disco <i>special needs, very expensive, weird diets</i>
Victor <i>they're cooler than cats and dogs</i>	Mei <i>they might be dangerous to humans</i>

Is it ok to keep an exotic pet?

Look at the pros (YES) and cons (NO) at the bottom of the article. What do you think? Add your own reason to both.

YES one more reason! <i>Exotic pets are more fun than most pets in nature. It's a scary world out there!</i>	NO one more reason! <i>Exotic pets may not be trained to take care of an exotic pet when they are sick or injured.</i>
<i>Exotic pets could give my family an interesting project to learn about together.</i>	<i>Exotic pets could give my family an interesting project to learn about together.</i>

Disco - monitor lizard

Zoe - otter



Photos of pets

Mei - capybara



Can You Guess My 2-1-4?

Students make evidence-based inferences, leading them to logical conclusions about current or upcoming content with the use of facts, a clue, and images.



SOS Instructional Strategy



CAN YOU GUESS MY 2-1-4?

SKILLS

- Citing Evidence
- Identifying Key Ideas & Details
- Inferring & Predicting

MATERIALS

- Discovery Education images (4)
- 2 pre-written facts

BIG IDEA

Students make evidence-based inferences, leading them to logical conclusions about current or upcoming content, with the use of facts, a clue, and images.

Inference is a "foundational skill" — a prerequisite for higher-order thinking and 21st century skills.

Marzano, R. J. (2001). Classroom instruction that works: research-based strategies for increasing student achievement. Alexandria, Va.: Association for Supervision and Curriculum Development.



Become Interested



Commit



Engage



Make Sense



Practice



Apply & Find Meaning

STEPS

1. Select four Discovery Education images related to your current unit of study.
2. Write two facts and one clue related to the images.
3. Tell students that they are going to make predictions about what they will be learning about next.
4. Present the facts to students one at a time, allowing time between each fact for collaborative discussion about what they think the topic of study is. Have students

SOS: Can You Guess My 2-1-4?

The Food Creator Mystery!



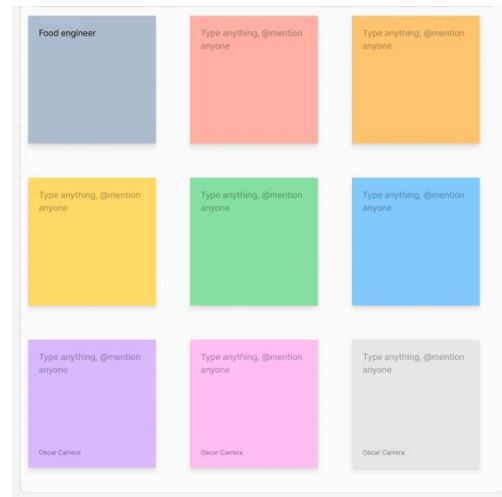
1. "These food pros are like kitchen detectives - they figure out why your sour patch kids are sour first, then sweet! They use special tools to measure the exact sourness and sweetness levels."
2. "They're the reason why your favorite snacks stay fresh in the package and why bubble tea has those awesome chewy balls. They mix different ingredients until everything is perfect!"



"These food innovators work in special test kitchens that look like labs. They might spend weeks creating the perfect chocolate chip cookie that stays soft even in your lunchbox!"



4 Images





Life Road Maps

Students research a historical figure/fiction character and create a roadmap view of their life using images to represent key events.



SOS Instructional Strategy





LIFE ROAD MAPS

SKILLS


- Identifying Key Ideas & Details
- Researching
- Sequencing

BIG IDEA

After using curated resources from Discovery Education, students create a road map of key events in the life of a historical figure or character from literature.

Students better understand a particular person or character by creating a road map of key events and analyzing how those events contributed to choices made.

Gouldthorp, B., Katsipis, L., Mueller, C. (2018, Jan-Mar). An Investigation of the Role of Sequencing in Children's Reading Comprehension. Reading Research Quarterly, 53(1), 91-106.



PHASES OF LEARNING

<input checked="" type="radio"/> Become Interested	<input type="radio"/> Commit	<input checked="" type="radio"/> Engage	<input type="radio"/> Make Sense	<input type="radio"/> Practice	<input type="radio"/> Apply & Find Meaning
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STEPS

1. Select Discovery Education media about a historical person or literary character.

MATERIALS

- Discovery

SOS: Life Road Map

SOS: Life Road Maps + Video on a STEM Career

Brandon James
LOCKHEED MARTIN TECHNICIAN
2021-2022

Always have a thirst for knowledge!

Connect the Dots

Students make text-to-self connections by creating a concept map that links their learning from a video to personal relevance.



SOS Instructional Strategy



CONNECT THE DOTS

SKILLS

- Citing Evidence
- Developing Vocabulary
- Identifying Key Ideas & Details
- Inferring & Predicting

MATERIALS

- Discovery Education video

BIG IDEA

Students make text-to-self connections by creating a concept map that links their learning from a Discovery Education video to personal relevance.

Making personal connections helps students remember key topics and concepts. By having students make connections between what they are learning and how it's relevant to their lives, they commit the new learning into long-term memory.

Sousa, D. A., & Tomlinson, C. A. (2011). Differentiation and the brain: How neuroscience supports the learner-friendly classroom. Bloomington, IN: Solution Tree Press.



Become Interested



Commit



Engage



Make Sense



Practice

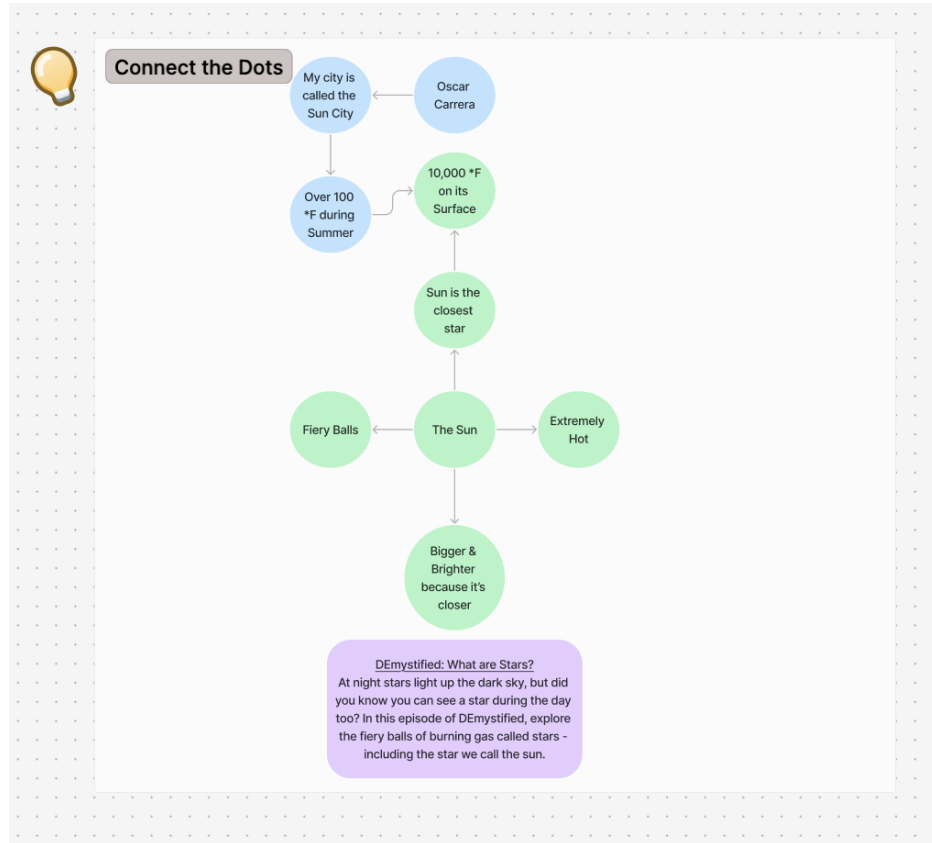


Apply & Find Meaning

STEPS

1. Select a Discovery Education video related to a current unit of study.

SOS: Connect the Dots



Pin It

Students use sticky notes to post and comment on questions, images, vocabulary, and facts they learned after viewing/reading a piece of media/text.



SOS Instructional Strategy



PIN IT

SKILLS

- Citing Evidence
- Developing Vocabulary
- Identifying Key Ideas & Details
- Questioning
- Summarizing

MATERIALS

- Discovery Education video, audio, or text
- 5 different colors of sticky notes

BIG IDEA

Students use sticky notes to post and comment on questions, images, vocabulary, and facts they learned after viewing a piece of Discovery Education media.

With its explicit focus on content, this strategy supports students with summarizing by chunking information into specific categories.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works. Alexandria, VA: ASCD.



STEPS

1. Select and preview media from Discovery Education.
2. Label four pieces of butcher paper with the titles: **Facts, Questions, Vocabulary, and Diagram/Image**. Post these 'boards' around the room.
3. Introduce the media and view or read from beginning to end, having students determine the big idea.

SOS: Pin It

SOS: Pin It + Podcast

Facts

Type anything, @mention anyone	Type anything, @mention anyone	Type anything, @mention anyone
Type anything, @mention anyone	Type anything, @mention anyone	Type anything, @mention anyone

Vocabulary

Type anything, @mention anyone	Type anything, @mention anyone	Type anything, @mention anyone
Type anything, @mention anyone	Type anything, @mention anyone	Type anything, @mention anyone

*Stuff You Missed in History Class Podcast:
How the Terracotta Army Works*



Questions

Type anything, @mention anyone	Type anything, @mention anyone	Type anything, @mention anyone
Type anything, @mention anyone	Type anything, @mention anyone	Type anything, @mention anyone

Sketch or drawing

Type anything, @mention anyone	Type anything, @mention anyone	Type anything, @mention anyone
Type anything, @mention anyone	Type anything, @mention anyone	Type anything, @mention anyone

Half the Story

After viewing magnified sections of an image, students are tasked with making predictions about what the image is and what they'll be studying.



SOS Instructional Strategy



HALF THE STORY

SKILLS

- Citing Evidence
- Identifying Key Ideas & Details
- Identifying Point of View & Purpose
- Inferring & Predicting

MATERIALS

- Discovery Education image
- Computer with projection capabilities

BIG IDEA

After viewing magnified sections of a Discovery Education image, students are tasked with making predictions about what the image is and what they will be studying.

Half the Story is an engaging way to introduce a topic or unit of study. Students are challenged with making predictions and considering other perspectives as the strategy unfolds.

Marzano, R. (2010). Teaching inference. Educational Leadership, 67(7), 80-01.



Become Interested



Commit



Engage



Make Sense



Practice



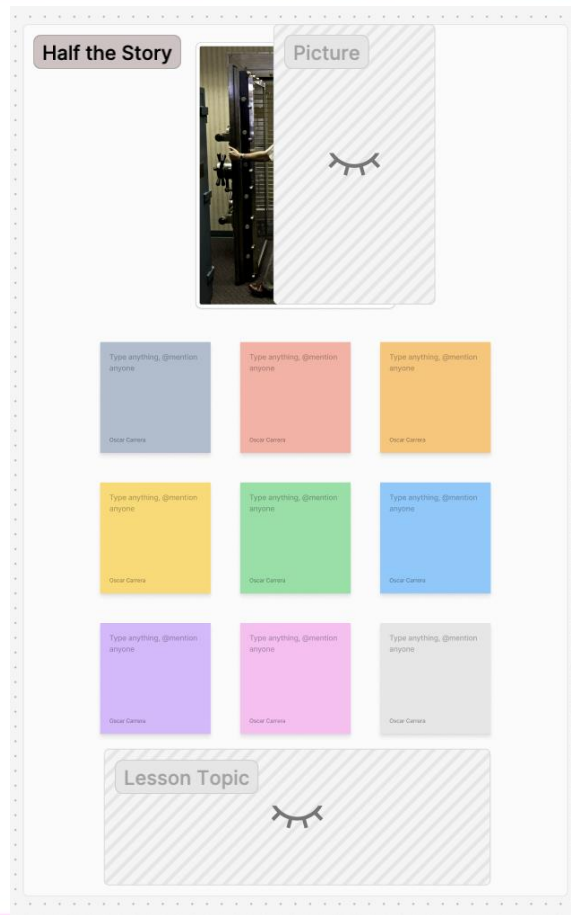
Apply & Find Meaning

STEPS

1. Select a Discovery Education image related to your current unit of study.
2. Zoom into one portion of the image and display it for students.
3. Ask students to make predictions about what the image could be, based on the portion they are viewing. Allow time for students to share their thinking with the class.
4. Continue to display various sections of the zoomed in image, having students refine their predictions as they receive more information.



SOS: Half the Story





Can You Guess
my 2-1-4?



Placemat



Half the Story

These are the SOS we showcased today:



Life Road Maps



Pin It



Connect the Dots





FigJam

(FOR EDUCATORS)

FREE EDUCATOR ACCOUNT

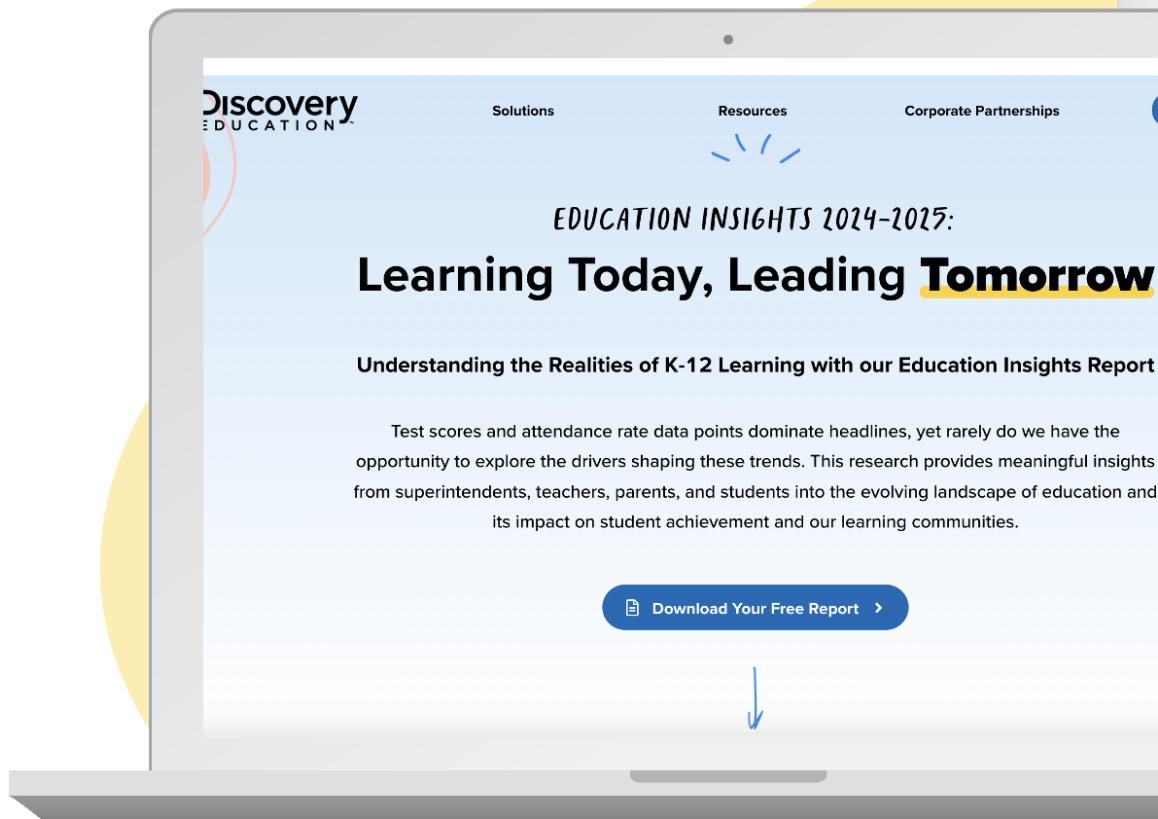
Figma.com/education



Interested in learning more about what the research says?



<https://bit.ly/ed-insights-2025>



Flip Flop



I used to think

but now I KNOW
