

ACTIVELY ENGAGING STUDENTS IN MAKING MEANING THROUGH THE USE OF TEXT TALKS

Source: Bring Words to Life by Beck, McKeown, Kucan

<p>Goals for Text Talk <i>To develop vocabulary and enhance comprehension through open ended questions that require students to think and talk about ideas and to make connections</i></p>	<p>Strategies for Engaging Student in Extended Contexts <i>Bringing Words to Life (p.44-46)</i></p>														
<p>Before, During and After Reading</p> <p>Before: The teacher consciously uses the targeted vocabulary in the text introduction as an informal way to prepare children.</p> <p>During: The teacher provides a brief explanation of any of the words that may be new or unfamiliar to the students.</p> <p>After: The teacher chooses vocabulary words for explicit instruction</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Strategy</th> <th style="text-align: center;">Steps</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;">Word Association</td> <td> After presenting the word (i.e. accomplice, philanthropist, novice) ask them to make association. <ul style="list-style-type: none"> • Which word goes with crook? • Which word goes with gift to build a new hospital • Which word goes with kindergartener? Note: <i>Have students explain their thinking.</i> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">Have You Ever</td> <td> The student associated newly learned words within contexts and activities from their own experiences. <ul style="list-style-type: none"> • Describe a time when <ul style="list-style-type: none"> ○ you were miserable ○ you dreaded doing something ○ you made a masterpiece </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">Applause, Applause!</td> <td> Students are asked to clap to indicate how much they would like to be described as the target word: (i.e. vain, stern, impish) No clap for not at all, one clap for a little bit and two claps for a lot. </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">Questions, Reasons, and Examples</td> <td> If you were walking around in the dark, you would need to do it <i>cautiously</i>. Why? What are some other things you would need to do cautiously? Which of these things might be extraordinary? Why or why not? <ul style="list-style-type: none"> • A shirt that was comfortable or a shirt that washed itself • A flower that kept blooming all year or a flower that bloomed in three day • A person who has a library card or a person who had read all the books in the library </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">Questioning Connections</td> <td> Ask: When might you.....? How might you? Why might you.....? </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">Making Choices</td> <td> If anything I say might be examples for clutching something say clutching: <ul style="list-style-type: none"> • Holding tight to a purse • Holding a fistful of monty </td> </tr> </tbody> </table>	Strategy	Steps	Word Association	After presenting the word (i.e. accomplice, philanthropist, novice) ask them to make association. <ul style="list-style-type: none"> • Which word goes with crook? • Which word goes with gift to build a new hospital • Which word goes with kindergartener? Note: <i>Have students explain their thinking.</i>	Have You Ever	The student associated newly learned words within contexts and activities from their own experiences. <ul style="list-style-type: none"> • Describe a time when <ul style="list-style-type: none"> ○ you were miserable ○ you dreaded doing something ○ you made a masterpiece 	Applause, Applause!	Students are asked to clap to indicate how much they would like to be described as the target word: (i.e. vain, stern, impish) No clap for not at all, one clap for a little bit and two claps for a lot.	Questions, Reasons, and Examples	If you were walking around in the dark, you would need to do it <i>cautiously</i> . Why? What are some other things you would need to do cautiously? Which of these things might be extraordinary? Why or why not? <ul style="list-style-type: none"> • A shirt that was comfortable or a shirt that washed itself • A flower that kept blooming all year or a flower that bloomed in three day • A person who has a library card or a person who had read all the books in the library 	Questioning Connections	Ask: When might you.....? How might you? Why might you.....?	Making Choices	If anything I say might be examples for clutching something say clutching: <ul style="list-style-type: none"> • Holding tight to a purse • Holding a fistful of monty
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<p>Identifying Tier Two Word</p> <p>Importance of Utility: Which words are used by mature adults and can be used across a number of domains</p> <p>Instructional Potential: Which words can be used in a variety of ways</p> <p>Conceptual Understanding: Which words do the children have a general concept of and can be explained in child-friendly terms?</p>															
<p>The Instructional Sequence For Text Talk</p> <ol style="list-style-type: none"> 1. Contextualize the word from the story (i.e. "I'm gonna make a masterpiece.") 2. The students say the words together to reinforce the phonological processor. 3. Give student friendly definition (i.e. masterpiece describes) (<i>see http://nhd.heinle.com for helpful definitions</i>) 4. Use the word in other contexts than the one use in the story. (i.e. Mother's cake was so beautiful it was a masterpiece. 5. Engage the student in using the word in other contexts. (i.e. Tell something you think is a masterpiece and explain why. 6. Relate all three words together: <ul style="list-style-type: none"> • Use the targeted words in <i>one</i> sentence. (i.e. I felt <i>miserable</i> and <i>dreaded</i> telling mother her dress that was a perfect <i>masterpiece</i> was burned in the fire. • One context for all words: <ol style="list-style-type: none"> a. The painting was a masterpiece. b. Why might you dread telling someone that it had been ruined? c. Show me what you would look like if you felt miserable about what had happened to the masterpiece. 															