

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

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

<b>Goals for Text Talk</b> <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>	<b>Strategies for Engaging Student in Extended Contexts</b> <i>Bringing Words to Life (p.44-46)</i>														
<p style="text-align: center;"><b>Before, During and After Reading</b></p> <p><b>Before:</b> The teacher consciously uses the targeted vocabulary in the text introduction as an informal way to prepare children.</p> <p><b>During:</b> The teacher provides a brief explanation of any of the words that may be new or unfamiliar to the students.</p> <p><b>After:</b> The teacher chooses vocabulary words for explicit instruction</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; text-align: center;">Strategy</th><th style="text-align: center;">Steps</th></tr> </thead> <tbody> <tr> <td style="vertical-align: top;"><b>Word Association</b></td><td> After presenting the word (i.e. accomplice, philanthropist, novice) ask them to make association. <ul style="list-style-type: none"> <li>Which word goes with crook?</li> <li>Which word goes with gift to build a new hospital</li> <li>Which word goes with kindergartener?</li> </ul> <b>Note:</b> <i>Have students explain their thinking.</i> </td></tr> <tr> <td style="vertical-align: top;"><b>Have You Ever</b></td><td> The student associated newly learned words within contexts and activities from their own experiences. <ul style="list-style-type: none"> <li>Describe a time when <ul style="list-style-type: none"> <li>you were miserable</li> <li>you dreaded doing something</li> <li>you made a masterpiece</li> </ul> </li> </ul> </td></tr> <tr> <td style="vertical-align: top;"><b>Applause, Applause!</b></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="vertical-align: top;"><b>Questions, Reasons, and Examples</b></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"> <li>A shirt that was comfortable or a shirt that washed itself</li> <li>A flower that kept blooming all year or a flower that bloomed in three day</li> <li>A person who has a library card or a person who had read all the books in the library</li> </ul> </td></tr> <tr> <td style="vertical-align: top;"><b>Questioning Connections</b></td><td> Ask:  When might you.....?  How might you .....?  Why might you.....? </td></tr> <tr> <td style="vertical-align: top;"><b>Making Choices</b></td><td> If anything I say might be examples for clutching something say clutching: <ul style="list-style-type: none"> <li>Holding tight to a purse</li> <li>Holding a fistful of monty</li> </ul> </td></tr> </tbody> </table>	Strategy	Steps	<b>Word Association</b>	After presenting the word (i.e. accomplice, philanthropist, novice) ask them to make association. <ul style="list-style-type: none"> <li>Which word goes with crook?</li> <li>Which word goes with gift to build a new hospital</li> <li>Which word goes with kindergartener?</li> </ul> <b>Note:</b> <i>Have students explain their thinking.</i>	<b>Have You Ever</b>	The student associated newly learned words within contexts and activities from their own experiences. <ul style="list-style-type: none"> <li>Describe a time when <ul style="list-style-type: none"> <li>you were miserable</li> <li>you dreaded doing something</li> <li>you made a masterpiece</li> </ul> </li> </ul>	<b>Applause, Applause!</b>	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.	<b>Questions, Reasons, and Examples</b>	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"> <li>A shirt that was comfortable or a shirt that washed itself</li> <li>A flower that kept blooming all year or a flower that bloomed in three day</li> <li>A person who has a library card or a person who had read all the books in the library</li> </ul>	<b>Questioning Connections</b>	Ask: When might you.....? How might you .....? Why might you.....?	<b>Making Choices</b>	If anything I say might be examples for clutching something say clutching: <ul style="list-style-type: none"> <li>Holding tight to a purse</li> <li>Holding a fistful of monty</li> </ul>
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<p style="text-align: center;"><b>Identifying Tier Two Word</b></p> <p><b>Importance of Utility:</b> Which words are used by mature adults and can be used across a number of domains</p> <p><b>Instructional Potential:</b> Which words can be used in a variety of ways</p> <p><b>Conceptual Understanding:</b> Which words do the children have a general concept of and can be explained in child-friendly terms?</p>															
<p style="text-align: center;"><b>The Instructional Sequence For Text Talk</b></p> <ol style="list-style-type: none"> <li><b>Contextualize the word</b> from the story (i.e. "I'm gonna make a masterpiece.")</li> <li>The students <b>say the words together</b> to reinforce the phonological processor.</li> <li>Give <b>student friendly definition</b> (i.e. masterpiece describes) (see <a href="http://nhd.heinle.com">http://nhd.heinle.com</a> for helpful definitions)</li> <li><b>Use the word in other contexts</b> than the one use in the story. (i.e. Mother's cake was so beautiful it was a masterpiece.</li> <li><b>Engage the student in using the word in other contexts.</b> (i.e. Tell something you think is a masterpiece and explain why.</li> <li><b>Relate all three words together:</b> <ul style="list-style-type: none"> <li>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.</li> <li>One context for all words: <ol style="list-style-type: none"> <li>The painting was a masterpiece.</li> <li>Why might you dread telling someone that it had been ruined?</li> <li>Show me what you would look like if you felt miserable about what had happened to the masterpiece.</li> </ol> </li> </ul> </li> </ol>															