CURRICULUM CYCLE STRATEGIES

Building Knowledge of the Topic

Purpose: Establish the extent of the children's current understanding and knowledge of the topic, and build on it.

★ Pre-assessment of content knowledge using visuals of topic - brainstorm what the children already know about the topic.
★ Mind/Concept maps
★ **KWL** Charts - What do I **know**? What do I **want** to know? What have I **learnt**?
★ Think-pair-share
★ Sharing of relevant life experience
★ Discussions
★ Questioning
★ Interviews with guest speakers/experts
★ Surveys
★ Information grids
★ Discussions
★ Excursions and incursions.
★ Use of visual aids, mini experiments, investigative tasks and experiments.
★ Identify and discuss what text type would be best suited to the topic
★ Identify and select appropriate resources.
★ Shared reading of relevant texts.
★ Floor storming – classify information into retrieval chart
★ Wallpapering- collect ideas based on students' current knowledge
★ Donut game – final circle: What would you like to know about…? asked in question form for classroom display.
★ Use of visuals – posters, big books, diagrams, flowcharts etc.
★ Information gathering activities.
★ Jigsaw Listening/Reading – ch'n read/listen to different texts to extend knowledge base. Ch'n make notes, form expert groups and then share back with original group. Ch'n record on matrix.
★ Library visits – research tasks, internet/website searches.
★ Information gap activities – picture and sentence matching, barrier games.
★ View a video – complete information grid, concept map or view/listen.
★ Read text or view video – ch'n answer questions on cards in small groups or complete matrix grids.

Building Knowledge of the Topic: New Vocabulary

- ★ Partial picture disclosure/picture talk
- ★ Word wall/word banks
- ★ Communicative Crossword
- ★ Cloze Activities
- ★ Substitution Cloze
- ★ Technical Vocab Barrier Game – e.g. "In paragraph 1 there is a word that means…." "Is the word…?"
- ★ Listen and label
- ★ Running dictation – in small groups one child reads the meaning of a new word outside the classroom. Ch'n run back into the class, dictate meaning and ch'n must record meaning. Groups sit down when the task is complete and share definitions.
- ★ Card games using new vocab
- ★ Split dictation – find partner with matching definition.
- ★ Class glossary/dictionary
- ★ Analogical study guide – new word, what do I think this word means? Definition. Comparison (is like).
- ★ Technical vocab grid: I know it well, I know it a bit, I've seen it before, I've never heard of it.
- ★ Celebrity heads

Learning About the Text Type

Purpose: *Develop the children's understanding of the social purpose of the text, the intended audience, and the text structure and language features used in the text.*

Learning About the Text Type: Text Structure

★ Shared reading and discussion of model texts.
★ Identify the social purpose of the text (where possible give students a *real* purpose for writing).
★ Recognise why and when such a text is written.
★ Deconstruct the text in order to identify:

1. the language features used
2. the language structures used   link to the social purpose of the text.
3. grammatical patterns

★ Text Deconstruction of model texts.
   Identify and discuss:
   ⇨ What type of text is this? How do you know?
   ⇨ What is the author's purpose?
   ⇨ How does the author structure his/her writing?
   ⇨ Who is the text written for? How do you know?
   ⇨ What type of words does the author use? Why?
   ⇨ What type of words has the author left out?
★ Text reconstruction: sequence jumbled text, highlight examples of language structures and label text structure of model texts.
★ Cloze activities – language features, grammar etc
★ Teacher questioning
★ Three level guides: answer comprehension questions about the text.
★ Introduce meta-language – language to talk about language.
★ Sort texts according to purpose, language features, type (factual/literary)
★ Venn diagrams comparing two or more text types
★ Card game – Questions: Who would read, name some of the features of an…?, What is a…?, Identify some technical language used in…, Make a sentence using…, The difference/ similarity between a … and a … is… . True or False?, Who would read a … ?, What is the purpose of…?, Name a language feature that … and … have in common. etc.
★ Find Your Partner – Text Reconstruction.
★ Make generalisations about the text type.

Learning About the Text Type: Language Features

Listening Activities

- ★ Jigsaw listening
- ★ Bingo
- ★ True/False, Yes/No, Agree/Disagree
- ★ Multiple Choice
- ★ Physical response
- ★ Ch'n receive mask/card/picture. Ch'n listen and go to the corresponding area in the classroom.
- ★ View video and groups listen for specific details. E.g. groups listen for adjectives, or types, or how volcanoes erupt, or benefits and disadvantages of eruptions.
- ★ Listen and:

  - ⇨ Label
  - ⇨ Draw
  - ⇨ Summarise
  - ⇨ Classify
  - ⇨ Note take
  - ⇨ Answer comprehension questions

  - ⇨ Follow Instructions
  - ⇨ Sequence
  - ⇨ Evaluate (checklist, rating scale)
  - ⇨ Match text to picture/vocab to meaning
  - ⇨ Identify language features/structures
  - ⇨ Identify main idea/topic sentence
  - ⇨ Identify information

Talking Activities

- ★ Barrier Game
- ★ Card Game
- ★ Spinner Game
- ★ Dice Game
- ★ Board Game
- ★ Chatterboxes

- ★ Bingo
- ★ Donut Game
- ★ Find your partner/split dictation
- ★ Language Puzzles
- ★ Triad game – roles for each individual
- ★ Bingo

Guided Practice in Using the Text Type

Purpose:

    (a)   <u>*Preparation for Guided Practice*</u>
               To prepare for writing students need to have adequate knowledge of the topic.

    (b)   <u>*Guided Practice*</u>
               Teacher guides the students in jointly constructing a text.

★ Research on the topic: jigsaw reading/listening using leveled texts.

★ Use library lessons to locate relevant information.

★ Cooperative writing of a text.

★ Teacher scaffolds questions to elicit explicit responses.

★ Develop word banks of explicitly modelled language features.

★ Develop word banks of semantic varieties – different ways to say the same thing. E.g. *To begin with... In the beginning... Firstly... Initially...*

★ Children respond by using prior field knowledge and experimenting with new ideas i.e. language structures in different contexts.

★ Joint construction can begin with teacher scribing a web of ideas - use different colours to link different ideas.

★ Teacher thinks aloud and scribes.

★ From web organise information into text type format.

★ Jointly construct a cumulative text i.e. write it section by section.

★ Use proformas where necessary.

★ Model decision making and reasoning skills.

★ Underline/circle examples of language features in jointly constructed texts.

★ Substitution Cloze – replace language structures in a text with another language structure that means the same thing.

★ Masking Cloze - cover language structures in jointly constructed text. Aural cloze: read text together and identify covered language structure.

★ Develop a checklist emphasising language features and text structure. Use checklist to evaluate the jointly constructed text.

★ Model proof-reading and editing skills.

Independent Use of the Text Type

Purpose:

    (a)   <u>Preparation for Independent Use of the Text Type</u>
           To prepare for writing students need to have adequate knowledge of the topic.

    (b)   <u>Independent Use of the Text Type</u>
           Students write independently, engage in conferencing, reworking and evaluation of the text.

★ If necessary, provide scaffolds for individuals or groups of students according to needs (be aware some scaffolds can be restricting/limiting)

★ Prior to writing there is peer and whole class discussion - reminder of structures, language features etc

★ Independent writing of same topic or new topic within the broad field

★ Display language feature/structure word banks

★ Display appropriate visuals

★ Encourage use of environmental print e.g. word banks, word towers

★ Drafting, editing, conferencing/ publishing, evaluating

★ Revisiting, revising, reviewing

★ Teacher/child conferencing during this stage

★ Writing should be purposeful

Reflection on the Text Type and Its Use

Purpose:

        <u>*Critical Literacy*</u>
        Students reflect on how effectively the text has achieved its purpose.

★ Peer sharing and critical analysis
★ Three level guide
★ Questioning and discussion
★ Rewrite the text from a different point of view
★ Identify whose voice is being heard in the text
★ Look at the silences in the text
★ Revisit KWL chart
★ Self evaluation using a checklist with specific criteria with age/stage appropriate rating system.
★ Oral or written comparison from different perspective e.g. different character, different situations, opposite viewpoints (not all text types).
★ Creative reflections – art work.