

Talk for Writing Day 1

February 2, 2016 8:10 AM

By Julia Strong - <http://www.talk4writing.co.uk/>

Most/least effective approaches to teaching:
Respect - Student/teacher interaction

If the child's spelling is always right it means they are only using their most familiar words, indicative of them not challenging themselves.

Dot dot dot spelling method - words that students are unsure about they mark by putting 3 dots underneath them.

"Never heard word" grids to learn technical words (maybe use them at the beginning of a topic), need to use a word about 6 times before you become confident to use it.

Text maps - Students make pictorial hieroglyphs of an idea or a narrative (but they must make their own symbols). A form of notetaking.

Boxing-up texts - scaffolding structure. Create an exercise where students pull out this intro/middle/end part from an exemplar piece of work, e.g. an IA or and EE.

When creating a model text give the students a variety of things that they can use in their own examples, e.g. joining words, and set sequences, useful generic phrases

E.g. learning about animals. Start with a model answer about foxes, highlight the structure of the writing (imitating the text) then move onto another animal, badger, and get the kids to innovate about that using the things they learnt from the model answer.

Future work

Find model science text - Economist science section

Create a writing exercise

Link this to the Rubric based on the IB EE criteria

Implementing this into a curriculum e.g. Chemistry IB HL short essay

- Plan it (logically or chronologically),
- Link it, (connectives, or how do the components relate to each other)
- Express it (effective phrases)
- Check it (read work through and check for meaning)

Keep the model text to about 400 words

Highlight the structure that makes this a good essay (relate it to the personal statement for uni = the hook to the exercise)

Topic Sentences - Each paragraph should have a sentence, usually at the start, which identifies the topic of the sentence (rounds the paragraph off).

Colour coding exemplar text - create a colour scheme that is appropriate for the objects in the sentence that are subject or discipline specific.

Elements in science writing:

Hook - interesting point

Relationships - Comparison, casual, logical

Statements - facts

Methods

Analysis

Hypothesis

Conclusions

Future work/future of the topic

Internalising the pattern of the text

Talking the text - Create some kind of drawing/symbol way (text mapping) of representing the ideas. Possibly useful for younger students explaining processes? Possibly as a project where students each are given one idea to explain and a certain amount of time.

E.g. for class 6 students explain what they know already about science, first lesson assign topics to groups of students, complete the pictures for homework, then hand in and present to the class

Things to read:

- John Hattie: <http://visible-learning.org/john-hattie/>: 50 million students metastudy
- D Williams: <https://weaeducation.typepad.co.uk/files/blackbox-1.pdf>
- Jump Start Grammar - book: <http://www.amazon.com/Jumpstart-Grammar-Games-activities-ages/dp/0415831105>

Types of texts:

Recount, narrative, explanation, persuasion, discussion, information, instruction

Course of writing progression:

1. Imitation
2. Innovation
3. Independence

Cold tasks- Have a go or use childrens work to think plan a focus

Hot task- At the end of the unit can the students show what they know? Can they demonstrate independence

Innovation to independence:

Does it work and what makes it work?

Think of a student who would work as the teaching assistant, and then get them to train other students- Eventually all students will be a teaching assistant

Machin gun text - Bullet points without the linking words, probably best for science and defining and delineating a concept or idea.

Science imitation text map - Students do the investigation, then create this pictorial representation of the process. Boxing it up -

Box 1 = What is being investigated

Box 2 = Best guess (hypothesis)

Box 3 = The variables

Box 4 = Making it fair

Could also be used for longer answers essay questions in older years

Miming ideas - a great deal of thought needs to go into the task, very abstract on the non-language based, e.g. mime the reaction between an acid and base, d-orbital chromophores(?), organic chemistry

Word Dominos

Basic rules

- Need about 35 words
- Should have about 3 to 4 fits per word - prevents no-go turns
- Print them reversible, gives more scope
- Can create phrase loops for e.g. foreign language activities, or scientific process (e.g. making salts in IGCSE)

Warming up Phrases

Magpieing - Stealing phrases from other sources

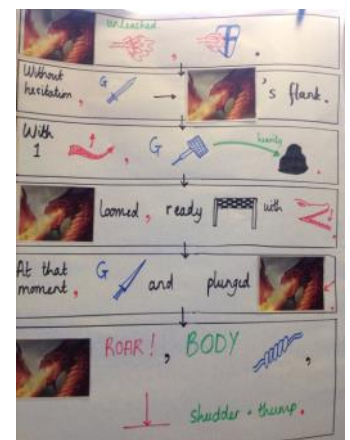
A good way to get modern exemplar phrases is museums and art galleries - e.g. their websites

Good to highlight the tentative nature of information

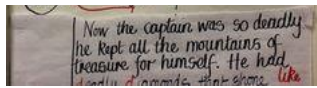
Sentence signposts can show ordering of information just by the wording used within the sentences.



TEXT MAPPING examples

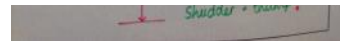


From: <https://thisismyclassroom.wordpress.com/2013/10/19/tweaking-talk-for-writing-text-maps/>



Now the captain was so deadly
he kept all the mountains of
treasure for himself. He had
deadly enemies. He had
like

TEXT MAPPING examples



Shudhan + ...

From: <https://thisismyclassroom.wordpress.com/2013/10/19/tweaking-talk-for-writing-text-maps/>

Talk for Writing Day 2

February 2, 2016 2:27 PM

Need to bring a syllabus so we can plan around this
What is the cold text? What are we building on?

Work in pairs:
Thursday feedback to the group.c

To do:
Writing task IB HL
Text mapping for class 6

Text mapping class 6

1. Ask students about what they know, and assign topics
2. In class demonstrate the idea of text mapping using how to dispose of a body

Workshop: Adapt a unit of work

Handout 1 & 1a

- Work out how you are going to have "cold text" on which to build progression.
- Establish the sort of exemplar text that you want the students to be able to write/talk by the end of the unit.
- Devise some activities to warm up the key words and phrases of the unit.
- Box up the text and decide on the key features of the toolkit you will co-construct with the class.
- Decide how you are going to help the students internalise the pattern of the language needed through imitation and innovation activities, including talking the text, so become can use it independently.
- Decide how you are going to help the students consolidate and reflect on their learning.

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Talk for Writing Day 3

February 4, 2016 8:09 AM

Feedback from other staff

Art - Comparative writing. New for 2016, so no clear ideas of the ideal example until work has been moderated by the IB.

Maths -

1. Properties of shapes. Cold task = names of shapes and what do they look like, what features define a shape. Used flow charts, e.g. 4 angles? Then students create their own flow charts to define mathematically. Made word dominos, e.g. parallel/side, edge/equal. Important for IA in IB that they are familiar with being able to write mathematically.
2. Yellow cards, build your own number. Combine 4 characteristics of the properties defined by each card. Homework- create their own magic number with the characteristics

Global Perspectives - Reading articles about the same topic (refugee crisis), underline the information (facts). 1 week of activities. Domino activity with words and definitions. They then write a summary of their article using the key words. Finally they write up the summary using the boxing up method. Overall, they will have to assess which opinions/facts and other bits of info are important enough to be used in the summary. Then they search for an article which represents the opposite of their opinion. Suggested activity is The Trading Game - <http://education.nationalgeographic.org/activity/the-trading-game/>

Music - Class 5 activity - Minimalism. Students listen to music and then jot down words. Then categorise the words: e.g. never heard before, heard before, knows what it means and can explain the context

Then discuss the words that are needed/useful for an academic essay, and which are not relevant or useful. Then do the sorting game. Students then use hieroglyphs to represent these key words, e.g. layered changes, ostinati (when something repeats over and over again) etc. And then a sorting exercise to pick what definition that word matches.

PE - Gone to Urca

Drama - Genres of theatre. Need to explain the techniques in the exam. Looking at genres they have not heard of before. Given a table with the key words with columns: Never heard; heard, but not sure; know what it means

E.g. the theatre of the absurd, have a go based on what they think it is creating a scene, then research the genre, then redo the scene and apply what they have learnt about that genre. Then they can list of the things that they have learnt about each genre.

ICT - Wanted the students to understand the command terms in exams. Cold task to sort jumbled command terms to their definitions. Used mime to define databases, software, information and data and to differentiate between them.

Talk for writing 10am onwards

Accounting video

"Concept --> Rule--> Example" structure for accountancy keywords

Visiting professor - When the students understand the work, the students pretend that they are a visiting professor and they teach it to the rest of the class.

First task when addressing a task, teacher needs to box up the task to break it down. Then warm up the activity, give a model answer.

Audience, purpose, form - 3 main things to think about when assigning a written task to students.

Analysing questions - Which is the harder question (assign a grade value to a given mark). First ask what is the questions asking.

What is the underpinning problem of the subject, e.g. in English Lit, what is the author's purpose. Devise a grid that helps students to think about the key things. Co-constructing understanding with the students.

When creating an activity, a good idea is to include facts which are true but not useful in answering the question or not relevant. When assigning a task the students can organise different factors into different categories, e.g. short term/long term, structural features/natural environment. Then the students from these categories' get their topic sentence. These categories can then be made into drawing icons. Then they can order these icons on the paper to help visualise the structure of the essay.

When organising a structure, they should first organise what they want to say before they create their introduction so they know what they are going to introduce.

When giving out exemplar material, make sure they are able to comment on the good qualities it demonstrate, if it is too flawed then students learn what not to do, but not what they should be imitating.

Colour coding - might want to define as a school what colours each different ideas, like linking words or facts, we want to colour code towards.

Language needs for different IB subjects

Science - Recall, explain, describe

Maths - E.g. describe and explain speed time graphs (very similar to physics)

History - Need to provide information, e.g. global/national contexts, that supports a viewpoint. Have 4 questions, including analyse which can have up to 400 words

English - Personal response, critical thinking, evidence from the supplied texts. Need to show explicit understanding of what the authors are actually intending using specific literary terms.

For all the subjects

Warming up the phrases - Linking phrases (less important for science)

Boxing up the text

Model text

Talking text - Explaining to others

Afternoon - Refining ideas and writing up possible things to do.