New York State
Migrant Education Program

Session 6 – Teacher: Materials, Comprehension and Writing

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Objectives - Overall

- The learner (1), text/material (2), teacher (3-7)

- LEARNER: Comprehension and learning
- TEXT: Layers of complexity
  - Teachers provide a bridge between the learner and text/information
- **TEACHER: The importance of teaching to support transfer;** vocabulary, **materials, comprehension skills, and writing skills**

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Objectives – This Session (6)

- **Review: The learner and the text**
  - **Selecting important ideas that transfer**
- **Review: Teacher**
  - **Reduce cognitive load; Build depth and breadth of instruction**
  - **Review integrating vocabulary; Selecting words; Defining words; Using words**
- **Materials/resources**
- **Informational text: Comprehension and Writing**
  - **Examples of Concepts – what do students need to know?**
  - **Setting the Stage**
  - **Research Templates**
  - **Comprehension and Writing Skills**
- **Unit development**
  - **Problem-Based Learning**

- ***See glossary for terms and explanations (sessions 1-4)**

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Review

- **Learner**
  - Processes information: Text-based (what the text says) and situation model (what the text means)
  - Requires **prior knowledge** and must attend to **relevant** information so that **transfer** occurs
- **Text**
  - Presents information - Surface features (stated) and deep structure (unstated concepts)
  - Contains layers of complexity: Structure, language, knowledge

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Reduce Cognitive Load

- Working memory holds a small amount of information at one time
  - Instruction must avoid overloading memory

- **TEACHER**
  - Evaluates *text* and supports *learner*
  - Reduce cognitive load by building and activating prior knowledge
  - Teach content well (depth) and provide opportunities to generalize to other settings (breadth) - transfer
  - Help students retrieve knowledge automatically

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Depth/Breadth of Instruction

- Teach concept well with relevant information - connect known information with unknown

- Provide students opportunities to detect differences and similarities of the same concept (patterns) across various situations.

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Vocabulary Instruction

Selection	Defining/Meaning?	Organizing	Independent word learning
Words are necessary to understand the content 1. Are these other words for known vocabulary? 2. Do students need to learn the new idea – not yet known idea?	How will teachers teach the meaning of these words?	What are some ways for students to organize new vocabulary?	What are ways to build word consciousness or awareness? And how can we support students' independent vocabulary learning?
*Topic/concept *Academic words *Multiple-meaning words	*Student-friendly explanations *Synonyms/antonyms *Morphology *Cognates *Pictures, Demonstration, Realia	*Vocabulary notebooks/Pictures *Concept maps *Semantic gradients *Semantic feature analysis *Morphology tables	*Context clues *Thesaurus/dictionary *Morphological awareness *Cognate awareness

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Questions or Comments?

https://www.nysmigrant.org/library/comprehensionPLC/teacherselectingmaterials

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Materials: Varied Resources

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Rebellion and Rights:
Texts, Children's Literature, Poems

Children's Literature
Unspoken: A Story from the Underground Railroad by Henry Cole
Harvesting Freedom: The Story of Caser Chavez by Kathleen Krull
Heart on Fire: Susan B. Anthony Votes for President by Anne Malaspina
The Story of Ruby Bridges by Robert Coles
Malala's Magic Pencil by Malala Yousafzai

Children's Poetry
My Rights Go Hand in Hand with My Responsibilities by Young Church
I Look at the World by Langston Hughes

Textbooks/informational trade books
Together We Stand Against Racism: Black Lives Matter by Sonya Smith
*Rosa Parks: National Geographic Readers
*Abraham Lincoln: National Geographic Readers
I Know My Rights: A Children's Guide to the Bill of Rights and Individual Liberty by Rory Margraf.

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Rebellion and Rights: Other resources

Videos: Greta Thunberg: https://www.ted.com/speakers/greta_thunberg

Magazines: *Youth in Action* by Time for Kids

Photographs, artwork, first person accounts and other primary documents
https://www.loc.gov/search/?in=PartOf%3ATeachers&q=citizen%27s+rights

Visitors: Activists in the community

Field Trip (or virtual field trip): Museum that honors an activist

Websites/apps: https://www.icivics.org/

Classroom debates/simulations: Debate whether 4th grade students should have voter rights

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Authors and Books: Science

- Find Key Authors (trade books, magazines, reference books)
  - Franklyn Branley: https://www.childrensbookstore.com/contributor/ct-franklyn-m-branley/
  - Gail Gibbons: https://www.gailgibbons.com/teaching.html
  - Simon Seymour: https://www.seymoursimon.com/
  - National Geographic: https://kids.nationalgeographic.com/books
  - Steve Jenkins: https://www.hmhbooks.com/author/Steve-Jenkins/1196697
  - Let's Read and Find Out series: https://elementalscience.com/blogs/news/list-lets-read-and-find-out-books-for-science

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Comprehension and Writing Skills – to SUPPORT Learning

Selecting Concept, Essential Questions, Establishing Purpose, Conducting Research, Integrating Comprehension/Writing Skills

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Science Standards: Topic Selection

- https://www.nextgenscience.org/overview-topics

- Physical Science (PS):
  - Force and motion; Light and sound; Structures and properties of matter; Energy; Forces and interactions; waves;

- Life Science (LS)
  - Animals, plants and their environment; Ecosystems; Environmental impact on organisms; Life cycles and traits (inheritance)

- Earth and Space Science (ES)
  - Weather and climate; Processes that shape the earth; Star and the solar system;

- Engineering, Technology, and Application of Science

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Social Studies: Concept/Topic Selection

- Concepts in History Instruction:
  - *Conflict*: WAR and REBELLION
  - *Movement*: IMMIGRATION and MIGRATION
  - *Discovery*: EXPLORATION AND INVENTION

- Concepts in Civics Instruction:
  - *Citizenship*: RIGHTS and RESPONSIBILITY
  - *Governance*: ELECTORAL PROCESS and BALANCE OF POWER

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Essential Questions

- https://my.pblworks.org/projects?gclid=CjwKCAiAsYyRBhACEiwAkJFKorqS
097PwKX4FxT_vLJ00NoDb1Yr-rLSqjZcQHHTemp-
iqfLeGHACxoCDloQAvD_BwE&f%5B0%5D=subject_projects%3A600

Questions guide research/learning:
- How can humans safely explore Mars?
- Why do we need laws?
- Why do volcanoes erupt?

- Student-generated questions based on viewing photos/videos, listening to stories, looking at artifacts (rocks, feather, leaves, etc.)

- Maintain ongoing concept-question board (personal folder; chart paper, etc.)

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Why Do Volcanoes Erupt?

Vocabulary	Pictures	New Questions
Erupt Lava Crater Magma Ash Chamber		Where are volcanoes? What happens when they erupt? Can you go onside a volcano?

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Setting a Purpose – Public Product

- Brochures (more about)
  - Area highlights for tourists, plant/tree identification in an area, more about animals, public health info,
- Interviews
  - Activist, someone who immigrated, climate specialist,
- Debates
  - Explore and debate two sides of on issue: zoos, human rights
- Video or news articles
  - Share the project with others
- Making a Difference
  - Accessibility, climate
- https://www.edutopia.org/article/real-world-applications-classroom-learning

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Searching for Information

- https://www.nysmigrant.org/resources/pd/Reading-Comprehension-of-Informational-Text%3A-Text-Features

- Show students how to use Text Features (help locate information)
  - Table of contents/Index
  - Headings and subheadings
  - Glossary (and others)

- Review Earthquake A-Z passage

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Recording Answers to Questions

- Research Roundup:
  https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_expository_text_structure/45_c024_research_roundup.pdf

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Main Idea

https://www.nysmigrant.org/resources/pd/Reading-Comprehension-of-Informational-Text%3A-Main-Idea

- Main Idea:
  https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_expository_text_structure/45_c017_main_idea_mania.pdf
  - Summarization:
    https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_expository_text_structure/45_c020_super_summary.pdf
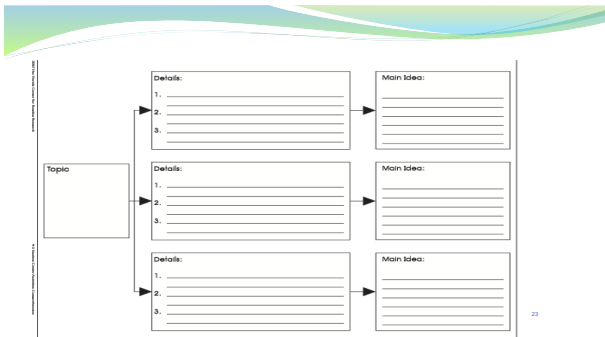
- Use these skills to teach writing

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Main Idea

Provide informational text:
1. What is the topic?
2. What do the sentences tell us about the topic?
3. What is the main idea?

Determine main idea for paragraphs 1-4: Volcano
(page 12 - 15)

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Volcanoes: Main ideas

- Paragraph 1:

- Paragraph 2:

- Paragraph 3:

- Paragraph 4:

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Volcanoes: Summary

- What is this section tell us about volcanoes?
Combine the main ideas (eliminate redundancy)

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Text Structure Types

- Literary
  - Narrative (story maps)
  - Poetry

- Informational
  - Expository
    - Description
    - Cause and Effect
    - Compare and Contrast
    - Sequence
    - Problem and Solution
    - Question and Answer

  - Persuasive/Argumentative

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Text Structure

- https://www.nysmigrant.org/resources/pd/Reading-Comprehension-of-Informational-Text%3A-Text-Structure

- Text structure:
https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_expository_text_structure/45_c023_text_structure_reflection.pdf

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Volcanoes: Text Structures

- Paragraph 1:

- Paragraph 2:

- Paragraph 3:

- Paragraph 4:

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Graphical Features

- Helps students understand the running text

- https://www.nysmigrant.org/resources/pd/Reading-Comprehension-of-Informational-Text%3A-Graphical-Features

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Volcanoes: Graphical Features

- Types:

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Unit Planning

- Planning template (see handout)

- Problem-Based Learning (see template)

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Next Session: TEACHER, Cont.

• **Comprehension skills; writing skills, cont.**

• **Unit development**

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References

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