

NUA Summer Academy 2008 Notes

Yvette Jackson, Opening Session, evening (I got here a little late)

Literacy

- Constructing, communicating, and creating meaning in many forms of representation.

Low Focus/High Impact

1. The Learning Process
2. Student Strengths
3. High Intellectual Performance
4. Culture/Frame of Reference
5. Prerequisites

Reading is: Unlocking frozen thought.

Whose thought? The authors.

Situate learning in the lives of the students

- Concepts — Supra Concepts, Concepts from the Curriculum
- Themes — Universal Themes

Supra Concepts

- Large over arching concepts like:
 - change
 - unity
 - diversity
 - systems
 - society

Concepts from the Curricula

- These are the lesser concepts that the curricula wants you to teach Like:
 - Boundaries
 - Energy
 - Power
 - Balance
 - Structures
 - Family
 - Patterns

Universal Themes

- Good vs. Evil
- Life vs. Death
- Love vs. Indifference
- Honor vs. Treachery

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Making Text Accessible — The Most Powerful Links

- Elicit related knowledge
- Elicit related personal experiences
- Guide voluntary writings (e.g. poetry, commentaries) and creative opportunities (documentaries)
- Create discipline connections

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Relationship Circle Map (Thinking Map tm)

A circle map is used to define something in context.

- Taxonomy — “For the taxonomy on _____, I have a word the begins with _____. My word is _____.”

This priming activity in the writing class can be used to generate vocabulary for topical writing. Each student lists A-Z on their paper and then tries to generate as many words as they can about the assigned topic using the A-Z list as the first letters of the words they are brainstorming. After working 3-4 minutes independently students join a small group and share words. Next students walk around and look at others list to ‘cross-pollinate’ ideas. Students can use their taxonomies to support their writing with precise vocabulary.

Define relationship from the circle map and using words from the taxonomy.

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List Group Label — Priming for Text

This strategy helps students familiarize themselves with the vocabulary of the text prior to reading and helps them predict what the text will be about. First, choose 20 – 25 important words from the text or the upcoming unit of study. Pass out the words to students organized in small groups – the words should be on separate cards. Students will read the cards and try to organize them in logical

groups and then label each group and then predict what we will be reading or learning about in this unit of study.

What does Ichneumon mean? Turns out it's a type of wasp.

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Reading/Thinking Process Model

- **Before Reading :: Priming/Input**
 - Preview Text
 - Survey graphic aids
 - Survey organizational patterns
 - Determine content focus
- **During Reading :: Processing/Elaboration**
 - Activate prior knowledge
 - Review content
 - Review categories and structure
 - Review vocabulary
- **After Reading :: Retaining for Mastery**
 - Focus interest/set purposes
 - Ask questions
 - Predict content, organizational patterns
 - Determine strategy for reading