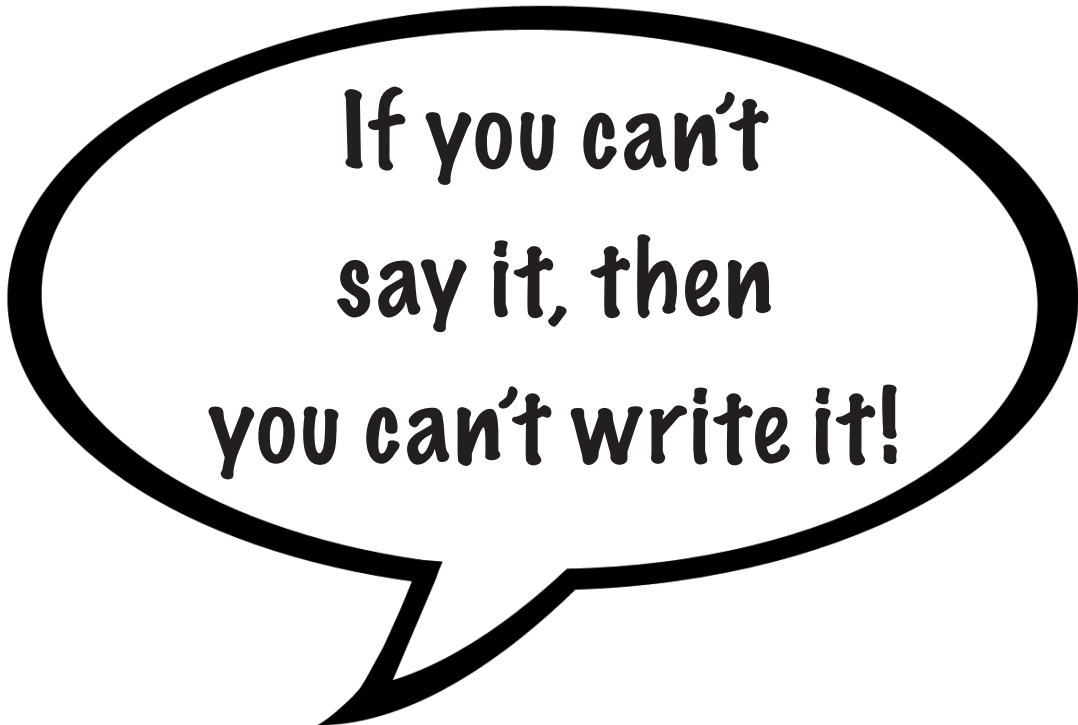


Language Development



If you can't
say it, then
you can't write it!

Meaningful Differences in the Everyday Experiences of Young American Children.

(Betty Hart and Todd Risley, 1995)

Three Key Findings:

1. The variation in children's IQs and language abilities is relative to the amount parents speak to their children.
2. Children's academic successes at ages nine and ten are attributable to the amount of talk they hear from birth to age three.
3. Parents of advanced children talk significantly more to their children than parents of children who are not as advanced.

Bringing Words to Life: Robust Vocabulary Instruction

(Isabel L Beck, PhD, Margaret G McKeown, PhD, Linda Kucan, PhD)

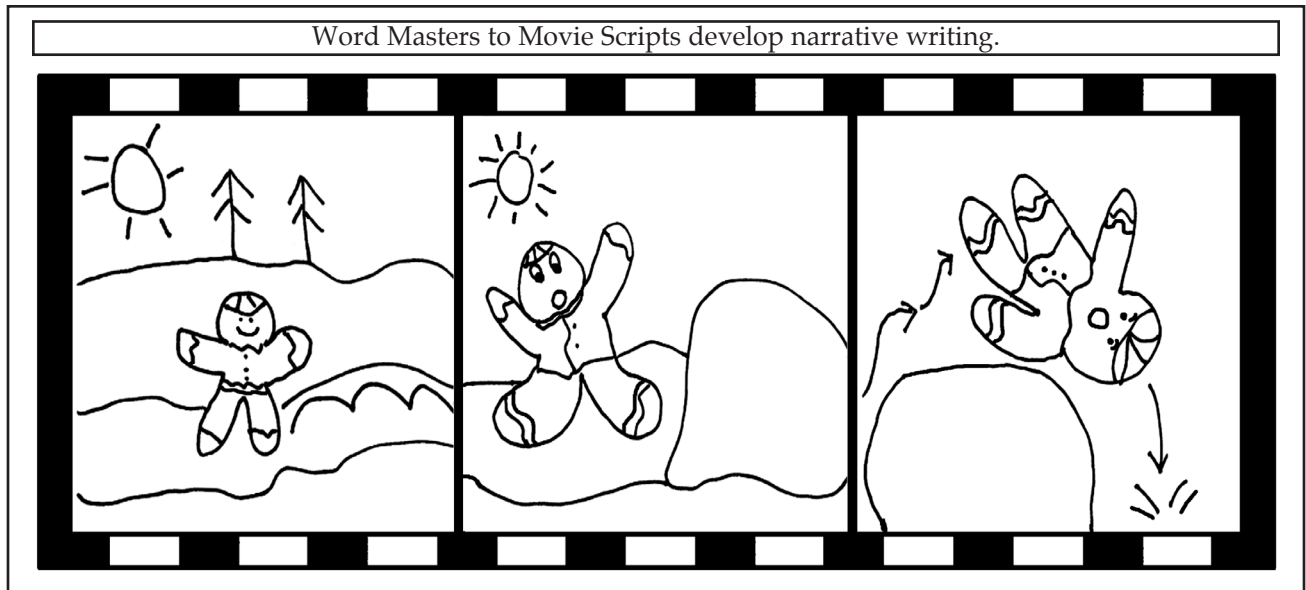
Three Tiers of Vocabulary: three types of words in text:

Tier One: The most commonly-used words in spoken language or high-frequency words in written text (i.e., because, mad, my).

Tier Two: These words are robust or sophisticated vocabulary, typically adjectives and verbs extracted from the Language Arts Story (i.e., analyze, livid, circumvent).

Tier Three: These words are specific to the content areas (science, social studies, mathematics, etc.) and are typically nouns (i.e., molecule, magma, photosynthesis).

Language Development Across the Curriculum



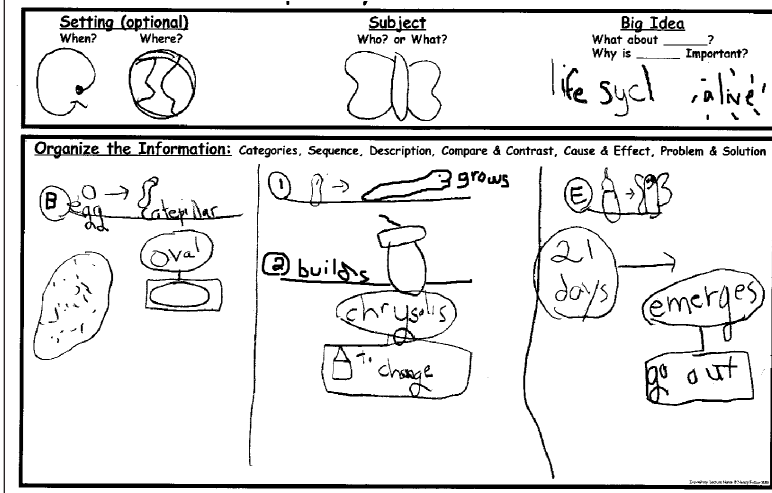
Come Alive Boxes develop descriptive narrative writing.

-- Crazy Canine --

On a rainy day the silly dog splashed in a puddle. His sparkling eyes laughed and his ears flopped when he shook his fur. Suddenly his pointy tail wagged and his wet nose flittered then he rolled in the mud. What a crazy canine!

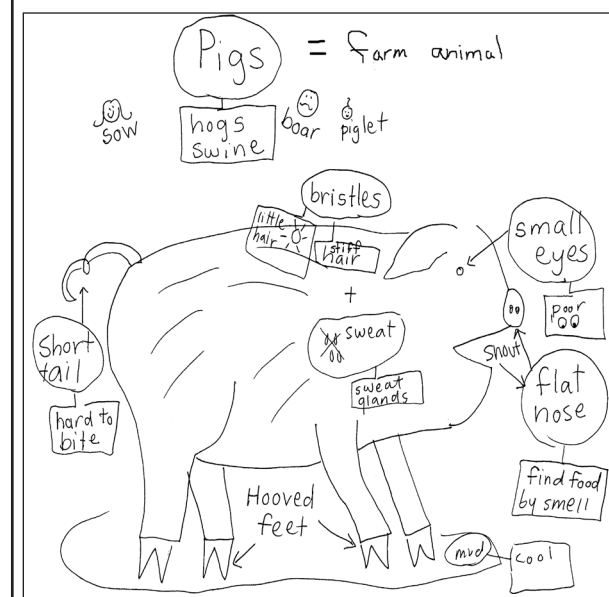
Language Development Across the Curriculum

Lecture Notes develop informative/explanatory writing.



A butterfly has a interesting life cycle that prws it is a living thing. The egg is an oval shaped. The caterpillar eats, eats, and eats. After it eats it grows. After it grows it bites a chrisellis. After twenty-one days it emerges as an butterfly.

Content Diagrams develop descriptive expository writing.



Pigs or hogs are animals from a farm. They have flat snouts to smells and find food. They have curly and short tails because others pite them. The hair on their body is stiff, hard bristles. The hooves are like hard nails that cover and protect their toes.

Word Masters to Movie Scripts: Classroom Lesson


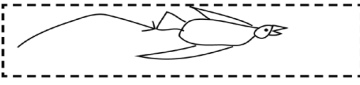
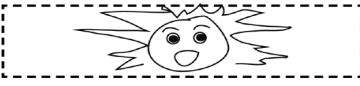


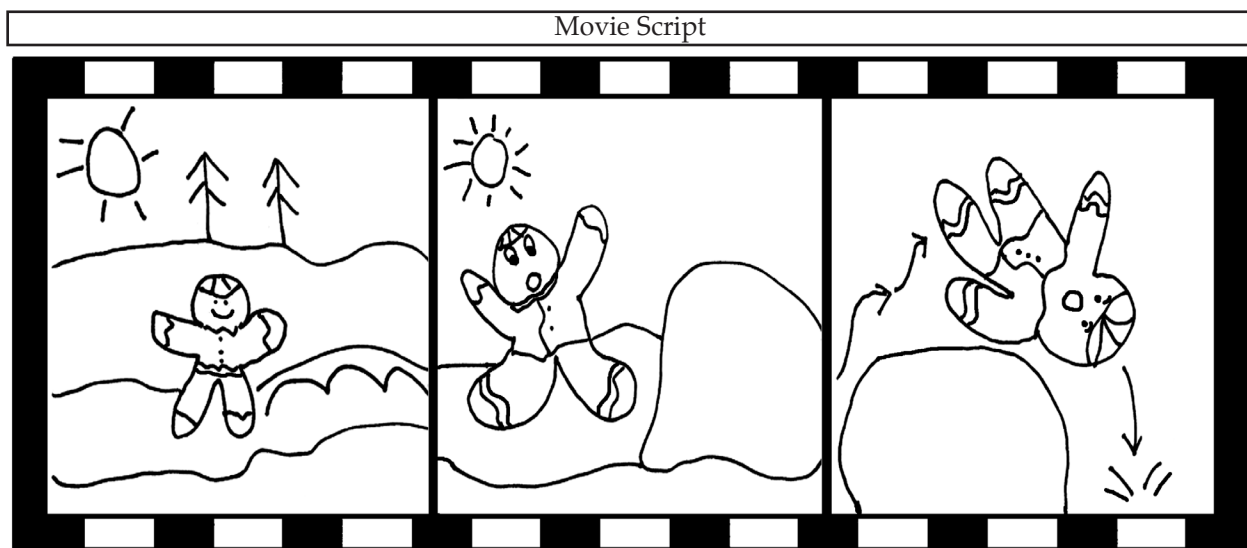
Word Masters to Movie Scripts: Sample Lesson

1.	_____
2.	_____
3.	_____
4.	_____

--	--	--

Word Masters to Movie Scripts: Lesson Plan

Word Masters	
1. _____ <u>scampered</u> _____	
2. _____ <u>soared</u> _____	
3. _____ <u>startled</u> _____	



Movie Script: Weekly Lesson Plan

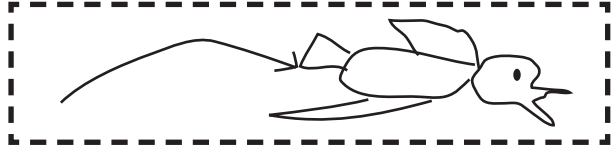
Monday	Tuesday	Wednesday	Thursday	Friday

Word Masters to Movie Scripts

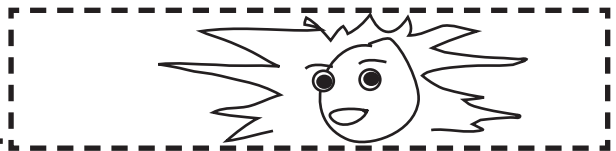
1. scamper



2. soar



3. startle



Directions: In this sample lesson, the vocabulary words were pulled from the focus story about a little girl in the city, which explains why the following sample lesson is a silly story about the Gingerbread Man.

Begin the year with three vocabulary words for each focus story. If students easily master three, then increase the number of words to four per story. The goal of this activity is mastery.

Follow the steps to teach students the vocabulary words from the focus story:




Step One: One at a time, the teacher lists each vocabulary word, then “thinks aloud” its meaning, followed with a physical motion. Next, the teacher asks the students to act-out and tell the meaning of the word.

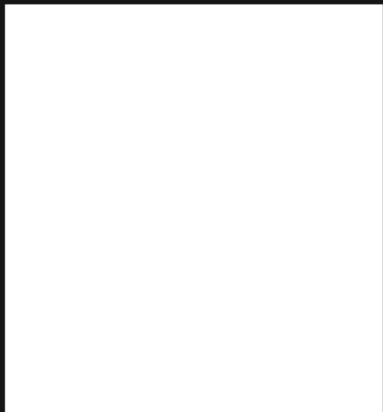

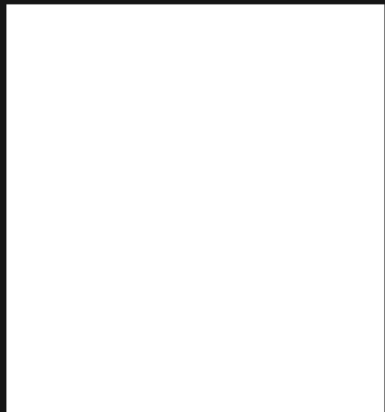
Step Two: The teacher then draws a picture in a box next to the word. A simple icon is highly suggested since this activity is geared toward non-readers or Second Language Learners.

For example: The teacher writes the first word *scamper*, then simultaneously models a physical motion and “thinks aloud”: *Scamper is the way you move quickly so your feet leave the ground at the same time.* (The teacher acts out the meaning making two fingers look like legs walking quickly on her open palm, then raising her fingers so they no longer touch her palm.) *Turn to your buddy and tell them what you think scamper means.* (Students tell and act-out the meaning of scamper to their buddies.)

Please note: Repeat steps one and two for the remaining vocabulary words. In addition, after each new word is introduced, the students need to go back and say aloud (and physically act-out) the meanings of all the vocabulary words listed. All these repetitions provide students with multiple opportunities to learn the vocabulary words.

Movie Scripts

Word Masters	
1. <u>scamper</u>	
2. <u>soar</u>	
3. <u>startle</u>	

Movie Script		
		

Overview: After the Word Masters' vocabulary lesson (or later in the school day), the teacher then introduces the Movie Script. The Movie Script is an oral language activity that includes the vocabulary words into a storytelling activity.

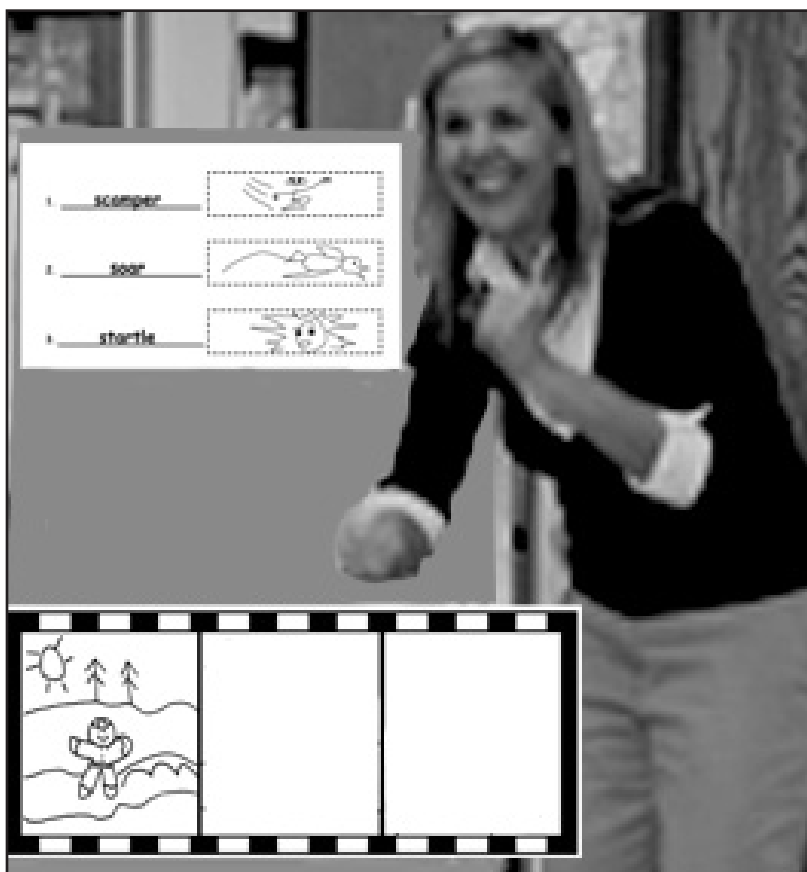
This language activity is critical because students utilize their vocabulary words in a different context than the focus story from which they were extracted. In order to develop flexibility of these words (the ability to retrieve a word while writing or reading in any context) students need to use them in flowing language and different contexts.

Directions: Students join the teacher on the carpet. The teacher posts a blank movie script under the word masters vocabulary pages. Use a 21" x 8" sheet of butcher paper to make the movie script. Draw two vertical lines down the sheet to make three equal boxes. Some teachers choose to glue small black squares around the border to make the sheet look more like a film strip.

From left to right the three boxes are for the beginning, middle, and end of the movie. The teacher draws pictures in each box. After each picture is drawn, the teacher and students rehearse telling the movie using sophisticated language and sentences. Along with students learning to tell the story, they also learn physical movements to help them remember all the parts.

Follow the scripted lesson on the next pages to implement this activity.

Movie Scripts



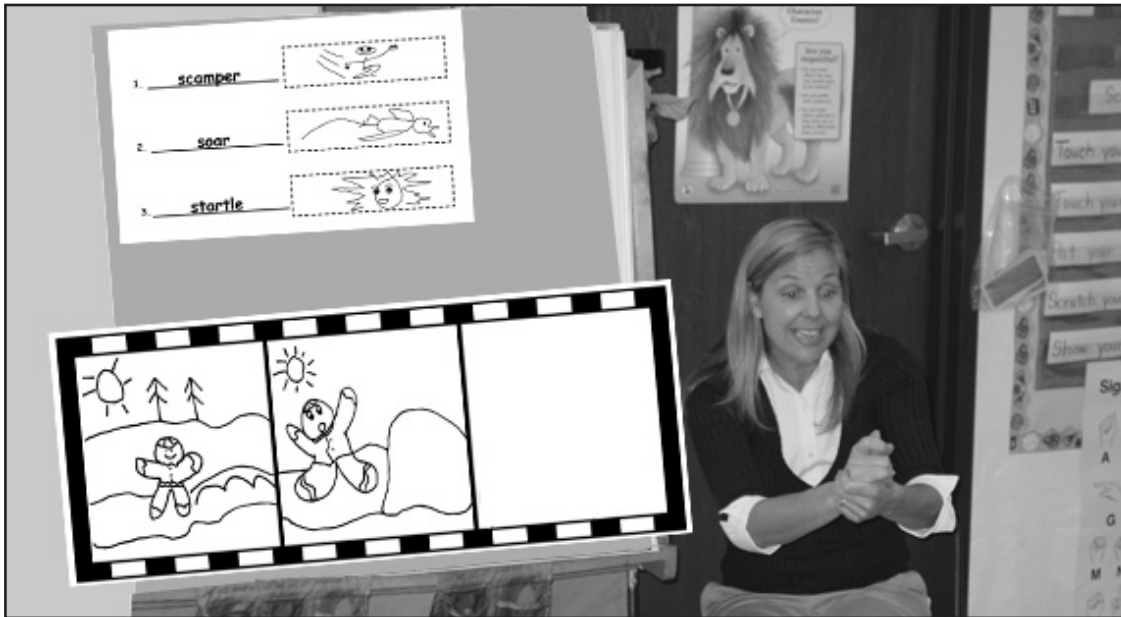
Movie Scripts: Sample Lesson:

T: Today we have a brand new movie script to learn. Before we begin our movie, let's review what every movie needs to have: a beginning, middle, and ending. (Teacher and students hold out hands and chop up and down, left to right, as they say: beginning, middle, and ending.) Let's look at our movie script chart. It has three boxes, one two, three. (Teacher points to the left box and says beginning; the middle box and says middle; the bottom box and says ending.)

T: Now that we know the parts of the movie, I will go to the beginning box. I need for you to ask the questions for the beginning of the story. First ask me when is the story happening? (Students ask, then teacher draws a moon in the top box.)

T: Teacher and students practice telling the "when" part of the beginning: *One dark night.* (Students and teacher hold one hand high in the air shaped like a crescent moon as they say this part.)

Movie Scripts

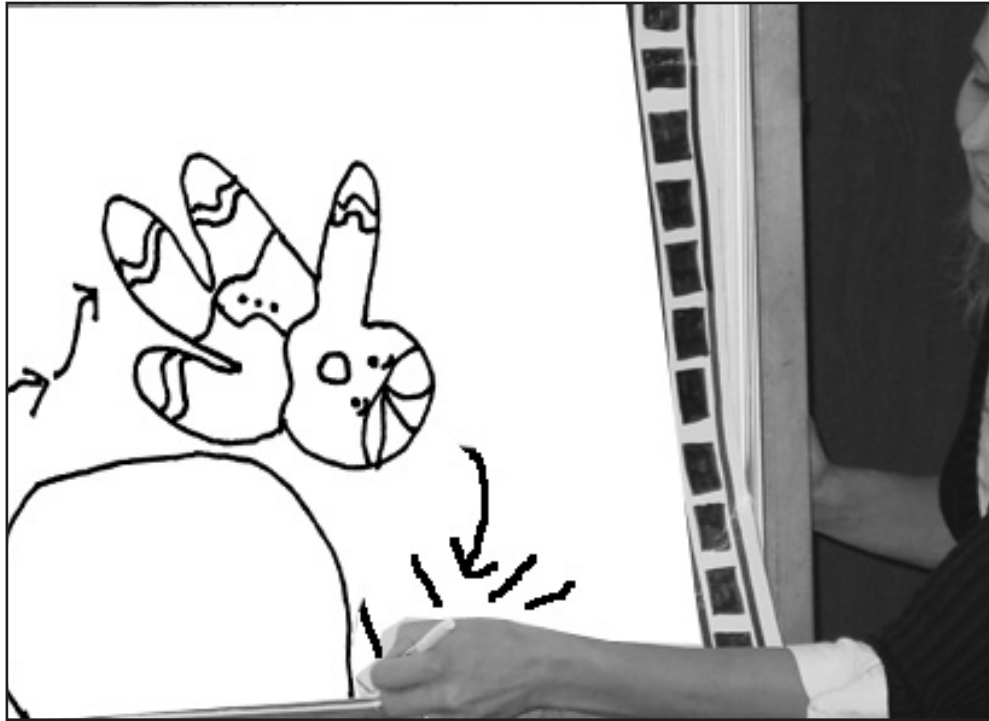


T: Ask me where is the story happening? (Students ask, then teacher draws mountains in the top box.) Teacher and students practice telling the “when and where” parts of the beginning: *One dark night out in the country* (Students and teacher hold one hand high in the air shaped like a crescent moon, then make one hand zig-zag up and down for mountains.)

T: Ask me who is the story about? Who is the character in the story? (Students ask, then teacher draws the Gingerbread Man running down a road in the top box.) Teacher and students practice telling the “when, where, and who” parts of the beginning: *One dark night out in the country the Gingerbread Man*. (Students and teacher hold one hand high in the air shaped like a crescent moon; make one hand zig-zag up and down for mountains; and hold an index finger up to represent the Gingerbread Man.)

T: Ask me what did the Gingerbread Man do in the beginning of the story? (Students ask, then teacher draws a squiggly line to represent the first vocabulary word *scampered*.) Teacher and students practice telling the entire beginning box sentence simultaneously using the hand movements: *One dark night out in the country the Gingerbread Man scampered down the road*. (Students and teacher hold one hand high in the air shaped like a crescent moon; make one hand zig-zag up and down for mountains; make two fingers look like legs walking quickly on their open palms, then raise their fingers so they no longer touch their palms for *scampered*.)

Movie Scripts



T: Now that we have our beginning, we need to go to the middle. Ask me what happened next while the Gingerbread Man ran down the road? (Students ask, then the teacher draws a big boulder in the middle box with a line showing the Gingerbread Man jumped over it.) Teacher and students practice telling what happened next by telling the beginning and middle parts of the story: *One dark night out in the country the Gingerbread Man scampered down the road. Suddenly (clap hands together), he (index finger) spotted a big boulder, so he soared up high in the sky and flipped over the big rock (point to sky, then twirl index finger.)*

T: Now that we have our beginning and middle, we need an ending. Ask me what happened to the Gingerbread Man after he soared through the air and flipped over the boulder? (Students ask, then the teacher draws the a big boulder in the bottom box with the Gingerbread Man landing on his head.)

Teacher and students practice telling the beginning, middle, and ending parts of the story: *One dark night (crescent moon) out in the country (zig-zag) the Gingerbread Man (index finger) scampered down the road (move two fingers across palm). Suddenly (clap hands together), he (index finger) spotted a big boulder, so he soared up high in the sky and flipped over the big rock (point to sky, then twirl index finger). Klunk, (hit head) the startled Gingerbread Man (make a surprised face) landed on his head (point to head).*

Movie Scripts



Teacher and students rehearse the movie one-two more times, always including the hand motions.



Movie Scripts



T: Now that we have rehearsed our movie, please stand so we can perform like actors. (To begin the performance the students stand, then hold fisted-hands up high in the air.) Lights! (Open and close fisted-hands.) Camera! (Hold cupped hands toward eyes.) Action! (Open arms far apart, then clap them together.)

S: Students tell the beginning, middle, and ending parts of the movie. Teacher joins in when they need support.

Beginning: *One dark night (crescent moon) out in the country (zig-zag) the Gingerbread Man (index finger) scampered down the road (move two fingers across palm).*

Middle: *Suddenly (clap hands together), he (index finger) spotted a big boulder, so he soared up high in the sky and flipped over the big rock (point to sky, then twirl index finger).*

Ending: *Klunk, (hit head) the startled Gingerbread Man (surprised face) landed on his head (point to head).*

Students rehearse this movie several times a day all week long (during classroom transitions).

Extension Ideas: Use the Movie Script for classroom big books, independent centers, and weekly homework assignments.

Movie Script: Homework Page

Name Natalia Gomez

Directions: Please enjoy your child's performance of this week's movie script that we have practiced in class. Ask your child to tell you the story with a beginning, middle, and ending. Watch as your child uses hand motions to go along with the story. Listen for your child to include this week's vocabulary words in the movie. Please mark a check next to each vocabulary word your child used in the story, then sign this note and return it to school. Parent Signature: Mrs. Gomez

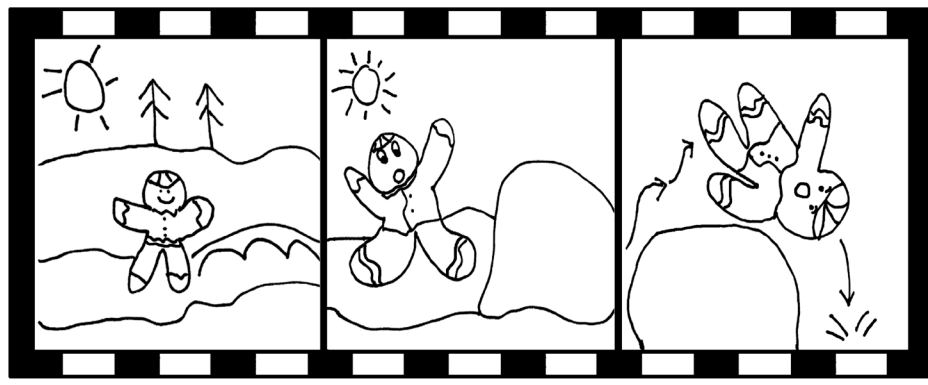
☒ scamper

☒ startle

☒ soar

☐ _____

Title: Ouch!



Teacher drawn page for students to take home for homework.

Name _____

Directions: Please enjoy your child's performance of this week's movie script that we have practiced in class. Ask your child to tell you the story with a beginning, middle, and ending. Watch as your child uses hand motions to go along with the story. Listen for your child to include this week's vocabulary words in the movie. Please mark a check next to each vocabulary word your child used in the story, then sign this note and return it to school. Parent Signature: _____.

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
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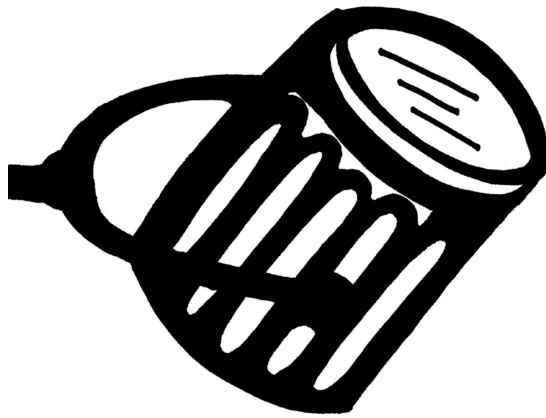
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
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Title: _____

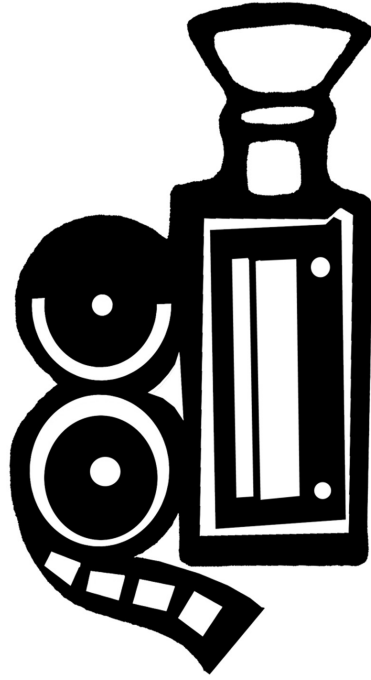
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Our Movie Scripts

Lights!

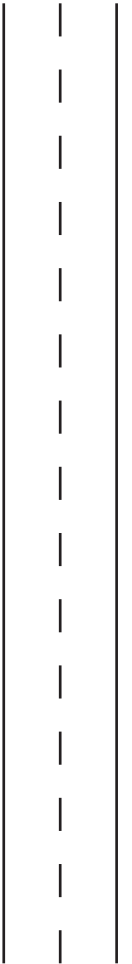


Action!



Camera!

Name: _____ Date: _____

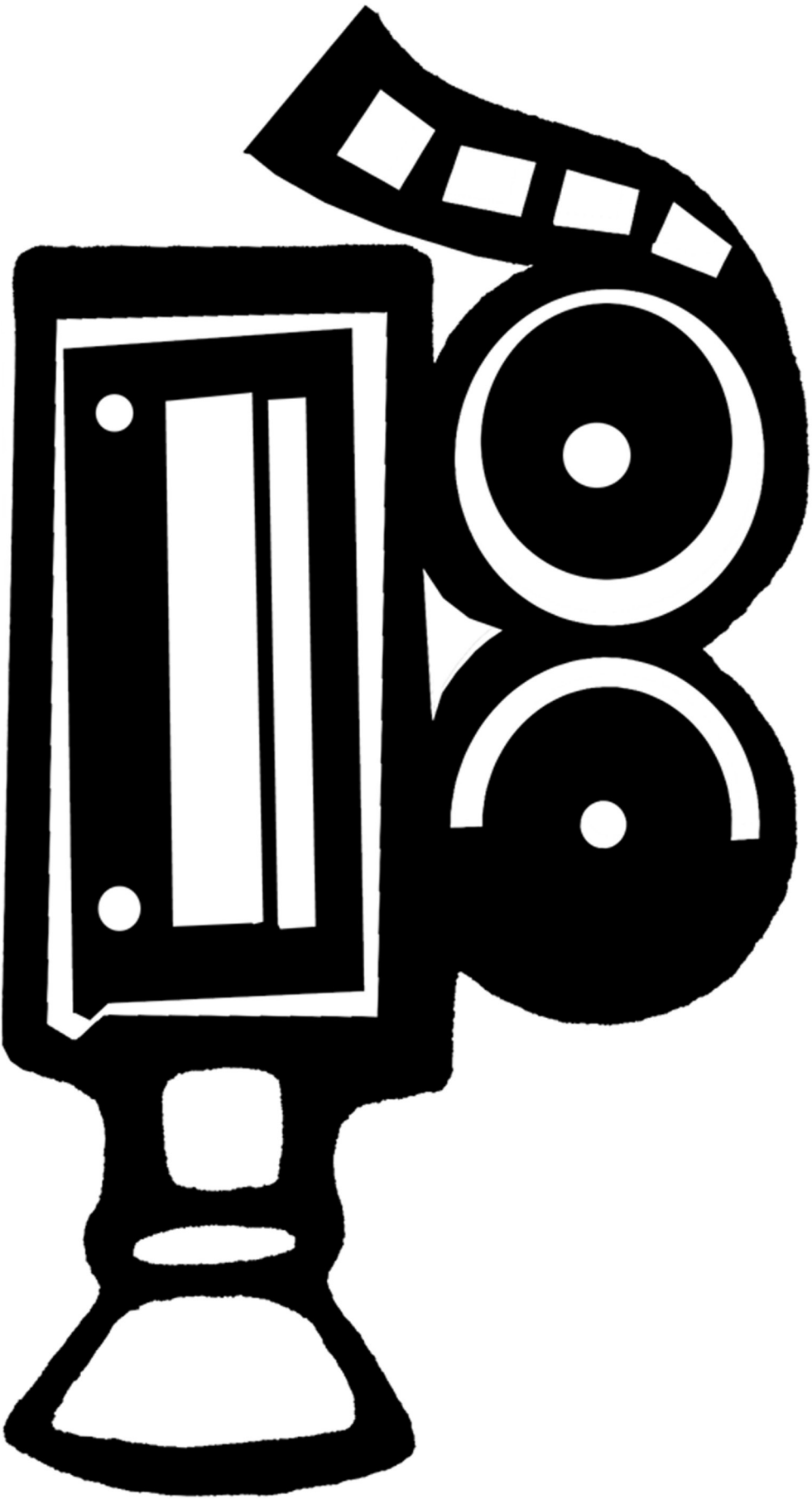


Handwriting practice lines consisting of multiple sets of three horizontal lines (solid top, dashed middle, solid bottom) for cursive writing practice.

Lights!




Camera!




Action!



Narrative Descriptive Writing: Come Alive Box

1. Draw Picture. 

2. Reveal Emotion.     

3. Label with Nouns. 

4. Add Adjectives. 

Fancy Words!

5. Begin with

S

C

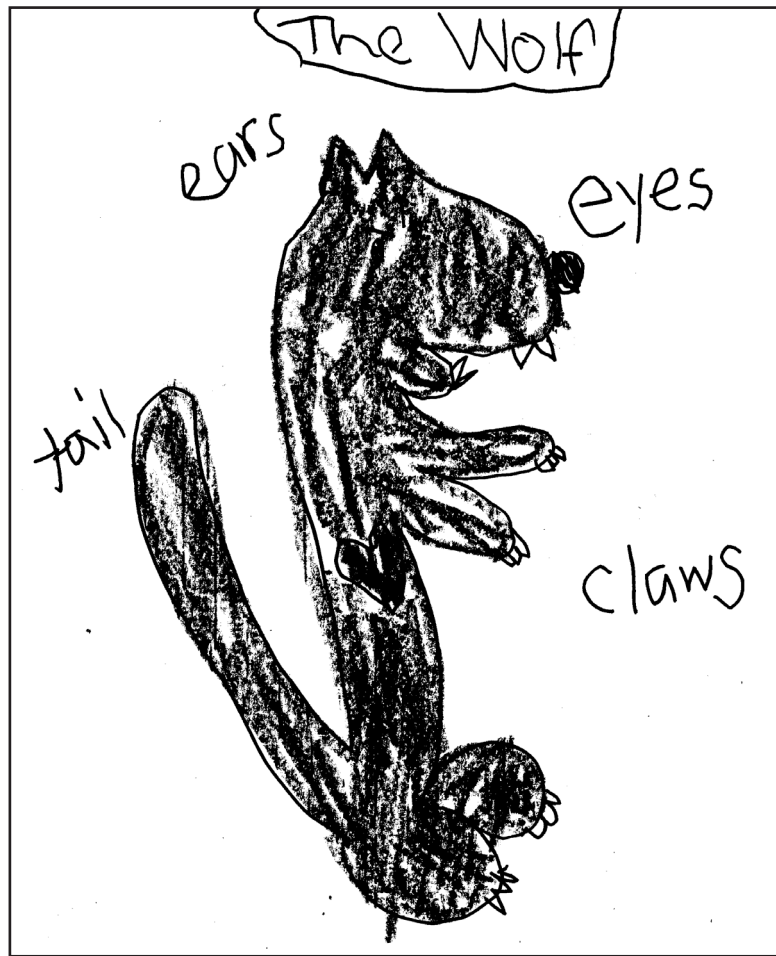
3-Actions



-- Crazy Canine --

On a rainy day the silly dog splashed in a puddle. His sparkling eyes laughed and his ears flopt when he shook his fur. Suddenly his pointy tail wagged and his wet nose flittered then he rolled in the mud. What a crazy canine!

Descriptive Writing: Come Alive Box








-- Mean -- Wolf --

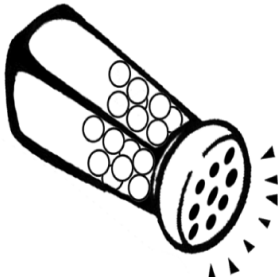
The wolf growled at the pig and stared at the hot fire. He wiggled his fluffy tail and twitched his pointy ears. He tried to scratch the pig but missed. Pig ran fast and got away.

Come Alive Box

1. Draw Picture. 

2. Reveal Emotion.     

3. Label with Nouns. 

4. Add Adjectives.  Fancy Words!

5. Begin with

S

C

3-Actions



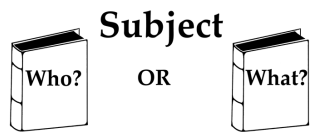
Name: _____ Date: _____

This image shows a blank sheet of handwriting practice paper. It features four identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment.

Lecture Notes: Sample Lesson

Lecture Notes to Informative/Explanatory Writing: Learn to use Lecture Notes for every student to assess and develop interesting and meaningful ideas from the core curriculum. Engage students in dynamic note-taking, academic oral language practice and vocabulary development strategies to write across the curriculum. Provide meaningful informational writing instruction lessons that begin with the big idea statement to the development of cohesive and coherent details.

- Develop Academic Language:
- Frontload Social Studies and Science Concepts and Vocabulary:
- Introduces the three K-1 informative/explanatory graphic organizers:
- Teach informational writing throughout the school year:



Lecture Notes: Categories Organizer

Categories			
1 _____	2 _____	3 _____	4 _____




Break the Whole into Parts!




Setting		Subject	Big Idea
When?	Where?	Who? OR What?	What? Why?
<u>Livestock</u> 1. fun 2. eat 3. clothes.		<u>crops</u> 1. to eat 2. clothes.	
<u>----- Farms -----</u> <u>-----</u> All year long farmers raise livestock and crops. Livestock are domestic animals. Pept gives them for fun, eating, and clothes. Crops are plants they cultivate. Pept eat plants like apples and carrots and make cloths from cotton.			

Lecture Notes: Sequence Organizer


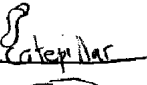


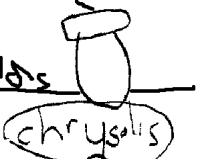
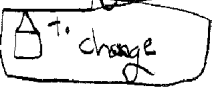



Sequence

Beginning	Middle	Ending
	1. _____	
	2. _____	
	3. _____	
	4. _____	

Beginning!  What Happened in the Middle?  Ending! 

Setting (optional)		Subject	Big Idea
When?	Where?	Who? or What?	What about _____? Why is _____ Important?
			life cycle 'alive'!

Organize the Information: Categories, Sequence, Description, Compare & Contrast, Cause & Effect, Problem & Solution

<p>B egg → caterpillar</p>   <p>oval</p> 	<p>1. grows</p>  <p>2. builds</p>  <p>to change</p> 	<p>E 21 days → emerges</p>  <p>21 days</p>  <p>go out</p> 
---	--	--

A butterfly has a interesting life cycle that proves it is a living thing.

The egg is an oval shaped.

The caterpillar eats, eats, and eats.

After it eats it grows. After it grows it builds a chrysalis.

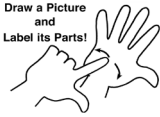
After twenty-one days it emerges as an butterfly.

Content Diagrams: Descriptive Organizer

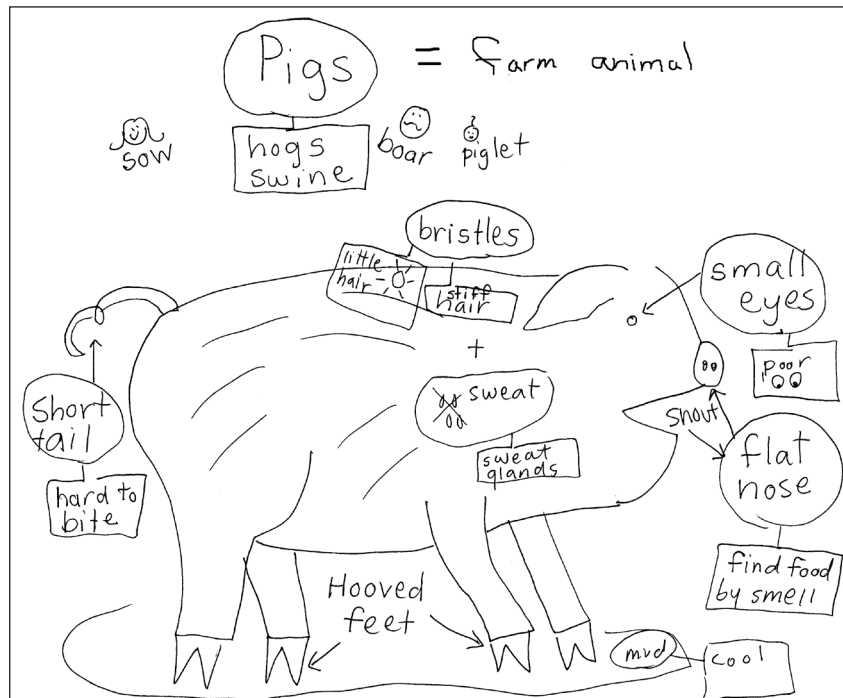
Description

1. Draw a Picture of the Subject.
2. Label all the Important Parts.
3. Add Vivid Descriptions.
4. Tell What Each Part Does;
How Each Part Works; or
Why Each Part is Important.

Draw a Picture
and
Label its Parts!


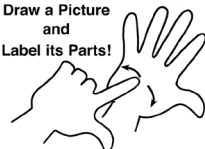






Then Tell:



Pigs or hogs are animals from a farm. They have flat snouts to smells and find food. They have curly and short tails because others bite them. The hair on their body is stiff, hard bristles. The hooves are like hard nails that cover and protect their toes.

Informative/Explanatory Text Structures

Text Structure	Key Words	Graphic Organizer															
<p>Categories (Inform)</p> <p>Categorize or sort information into parts, types, kinds, things, ways, or attributes.</p>	<ul style="list-style-type: none">• one (type, way, part)• another notable• another kind• most importantly• in particular• especially• mainly• as well as• furthermore• additionally	<div>Categories</div> <table><tr><td>1 _____</td><td>2 _____</td><td>3 _____</td><td>4 _____</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Break the Whole into Parts!</p> <div></div>	1 _____	2 _____	3 _____	4 _____											
1 _____	2 _____	3 _____	4 _____														
<p>Description (Describe)</p> <p>Vividly describe the subject and tell the function of its parts: how they work, what they do, or why they are important.</p>	<ul style="list-style-type: none">• looks like• sticking out from• under• over• around• beside• surrounding• off in the distance• along• near	<div>Description</div> <div><div><div>1. Draw a Picture of the Subject.</div><div>2. Label all the Important Parts.</div><div>3. Add Vivid Descriptions.</div><div>4. Tell What Each Part Does; How Each Part Works; or Why Each Part is Important.</div></div><div><div>Draw a Picture and Label its Parts!</div></div><div><div>Then Tell:</div></div></div>															
<p>Sequence (Explain)</p> <p>Sequence information to explain steps, how to, or to tell what happened.</p>	<ul style="list-style-type: none">• to begin• first• next• then• after• finally• later• previously• while• the following	<div>Sequence</div> <table><tr><td>Beginning</td><td>Middle</td><td>Ending</td></tr><tr><td></td><td>1. _____</td><td></td></tr><tr><td></td><td>2. _____</td><td></td></tr><tr><td></td><td>3. _____</td><td></td></tr><tr><td></td><td>4. _____</td><td></td></tr></table> <div><div>Beginning!</div></div> <div><div>What Happened in the Middle?</div></div> <div><div>Ending</div></div>	Beginning	Middle	Ending		1. _____			2. _____			3. _____			4. _____	
Beginning	Middle	Ending															
	1. _____																
	2. _____																
	3. _____																
	4. _____																

Informative/Explanatory Organizers

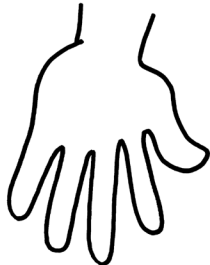
The Categories Organizer

Tells about the Big Idea by breaking it into parts, types, kinds, things, ways, or attributes.

Break the Whole...



...into Parts!

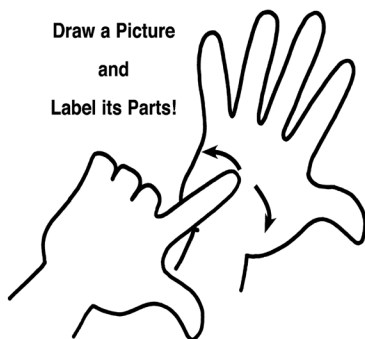


S		S		
① _____	② _____	③ _____	④ _____	
S				

The Description Organizer

Describes the Subject, then tells the function of its parts.

Draw a Picture
and
Label its Parts!



Tell the Function of the Parts:



_____ is/are _____.
<p>1. Draw a Picture.</p> <p>2. Label the Nouns.</p> <p>3. Add Adjectives</p> <p>4. Add Verb Function Boxes.</p>
_____ is/are _____.

The Sequence Organizer

Explains the Big Idea by sequencing:
how to..., steps to..., the cycle of..., the process of..., or what happened.

Beginning!



Ending



What Happened
in the Middle?



S	S	
Beginning	Middle	Ending
	1. _____	
	2. _____	
	3. _____	
	4. _____	
S		

Expository Lecture Notes

Setting (optional)
When? Where?

Subject
Who? or What?

Big Idea
What about ____? Why is ____ important?

Organize the Information: Categories, Sequence, Description, Compare & Contrast, Cause & Effect, Problem & Solution

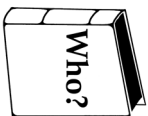


When?

Setting



Where?



Who?

OR



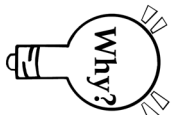
What?

Subject



What?

Big Idea



Why?

