Name of Strategy
Text Talk

Source (Use APA or MLA style)

Identify the North Carolina Curriculum Competency Goal(s) that your lesson addresses (you can copy and paste the goals from the NCDPI Website).

Information Skills
1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.

English Language Arts
2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).
2.02 Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).
2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.
3.01 Connect information and events in text to experience.
3.02 Discuss concepts and information in a text to clarify and extend knowledge.
3.03 Associate target words with prior knowledge and explore an author's choice of words.
4.01 Use new vocabulary in own speech and writing.

Social Studies
1.04 Recognize that families and groups have similarities and differences.
1.05 Compare and contrast customs of families
4.01 Explore how families express their cultures through celebrations, rituals, and traditions.

Give a thorough description of the strategy as it is described in the original source.
Text Talk is an approach to read-aloud with the purpose of increasing young children’s ability to construct meaning from decontextualized language with an
emphasis on promoting comprehension, as well as furthering children’s language development. Text Talk impacts children’s language development in two ways:

1) During the reading, teachers ask the “open-ended” type of questions designed to elicit greater language production.

2) After the reading teachers provide explicit instruction and encourage the use of some of the sophisticated vocabulary words found in young children’s trade books.

In considering the selection of texts, stories should exhibit event structure and some complexities of events to promote children’s building of meaning. Before reading, background knowledge is activated to support meaning; however students are carefully guided away from tangential experiences. During reading, children are engaged in open-ended questioning requiring description and explanation rather than recall or word retrieval. Follow-up questions incorporate student’s initial responses and encourage elaboration and development of ideas in order to scaffold student’s thinking. Pictures are often presented after students have listened to and responded to the text to ensure that they are relying on the text and not the pictures to construct their understanding. After the reading, students are involved in activities in which they repeat the target word(s), use the target word(s), and respond to the teacher’s use of the target word(s).

**Describe in detail how it will be implemented. Attach any necessary materials.**

I will gather the students on the floor in front of the rocking chair in our group time area. We will use the Text Talk method with the book *Thanksgiving at the Tappletons* by Eileen Spinelli. We will focus our vocabulary instruction on the words pride, tradition, and gloomy. To activate prior knowledge, I will ask students to tell what Thanksgiving is like for their families (Do they go out, stay home, or have company? What type of foods do they eat? What do they do after dinner?) After our discussion I will tell them that they will listen to a story about a family, the Tappletons, and their Thanksgiving dinner. As I go through the story I will read the text on each page, asking open-ended questions when relevant, before showing the pictures in the book. When questioning students, follow-up questions will be asked based on the responses I get from the students. After reading the story we will focus on vocabulary instruction. The students will repeat the target words. We will find the target words in the text and use context to build understanding through discussion. Students will respond to and give sentences as examples and non-examples of the target words.

1. pride- feeling good about something you can do well. Sample questions: Would you feel pride after scoring a soccer goal? Why? Would you feel pride after breaking your mom’s lamp? Why? Tell about a time when you felt pride.  
2. tradition- something (a custom) your family always does in a certain way that has been learned and passed down from other people in your family. Sample
questions: Would playing at your friend’s house be a tradition? Why? Would always going out to eat for your birthday be a tradition? Why? Tell about a tradition your family has.

3. gloomy- feeling very sad. Sample questions: Would you feel gloomy if your best friend moved away? Why? Would you feel gloomy if you got a new toy? Why? What is something that makes you feel gloomy?

Describe how you implemented the strategy. Did you deviate from your original plan?

The students and I gathered on the floor in our group time area. We used the Text Talk method with the book *Thanksgiving at the Tappletons* by Eileen Spinelli. We focused our vocabulary instruction on the words pride, tradition, and gloomy. To activate prior knowledge, I asked students to tell what Thanksgiving is like for their families (Do they go out, stay home, or have company? What type of foods do they eat? What do they do after dinner?) Some students responses were: We eat turkey. We go to Grandma’s house. My cousins come over. We make place cards. We eat a lot. After our discussion I told the students that they would listen to a story about a family, the Tappletons, and their Thanksgiving dinner. Through the story I read the text on each page. I asked open-ended questions when relevant, and then showed the pictures in the book. As I questioned the students, follow-up questions were asked based on the responses I got from them. Questions included: What’s going on here? What caused that? What is he/she up to? Why would he/she do that? After reading the story, the students were losing focus and needed a change in activity. We transitioned into something else and returned to the vocabulary lesson one hour later. After a quick review of the story, we turned our focus to the vocabulary instruction. The students repeated the target words. We found each word in the text and used context to build understanding through discussion. The students responded to and gave sentences as examples and non-examples of the target words.

1. Pride- In the book it says Mrs. Simms takes pride in how light her pies are. How do you think Mrs. Simms feels about her pies? Pride is feeling good about something you can do well. Sample questions/responses: Would you feel pride after scoring a soccer goal? Yes. Why? I would be helping my team win. Would you feel pride after breaking your mom’s lamp? No. Why? I wouldn’t mean to break it. Would you feel pride if you lost your library book? No. Why? You should take good care of your library book. Would you feel pride after learning to ride a bike? Yes. Why? It is hard to learn that. Tell about a time when you felt pride. I felt pride when I helped my mom clean up. I felt pride when my team won the football game. I felt pride when I was in a play at church. I felt pride when I got a cheerleading trophy. 2. Tradition- In the book it says it was a
A Tappleton tradition for Grandma Tappleton to say the Thanksgiving prayer. A tradition is something (a custom) your family always does in a special way that has been learned and passed down from other people in your family. Sample questions/responses: Would playing at your friend’s house be a tradition? No. Why? That is not something special for your family. Would always going out to eat for your birthday be a tradition? Yes. Why? If you do it every time. Would baking Christmas cookies every year be a tradition? Yes. Why? It’s something you do every year. Would taking out the trash be a tradition? No. Why? That’s not special. Tell about a tradition your family has. My family leaves cookies for Santa every year. Every year we go to my Mama and Papa’s for Thanksgiving. 3. Gloomy- In the book it says Uncle Fritz looked downright gloomy when he thought he would not get to eat. How do you think Uncle Fritz looks when he finds out there’s no food? Gloomy is feeling very sad. Sample questions/responses: Would you feel gloomy if your best friend moved away? Yes. Why? I would not see her anymore. Would you feel gloomy if you got a new toy? No. Why? I like getting toys. Would you feel gloomy if you read a book all by yourself? No. Why? That would make me feel good. Would you feel gloomy if it rained the day of your swimming party? Yes. Why? The party would be ruined. What is something that makes you feel gloomy? I feel gloomy when I fight with my brother. I feel gloomy when I fall and get hurt. I feel gloomy because I don’t see my pre-school friends anymore.

**Assess the effectiveness of the strategy. What would you change if you teach it again?**

I found the Text Talk method to be a very effective comprehension and vocabulary strategy. When I first started asking questions without giving the students “picture support” they gave answers that didn’t make sense and at times struggled to come up with any answers at all. After rereading that page for clarification, the students quickly tuned in to the fact that they had to listen to the words carefully to make meaning of the story. Most of the class had a handle on the questioning method by the 4th or 5th page. It was obvious to me (by their responses) that they understood the stated events of the story, and were able to pick up on implied meaning as well. In my opinion, the students’ level of understanding led to their fuller enjoyment and appreciation of the story. It was as if they were “in” on the jokes/tricks the Tappleton family members were playing on each other. The method of direct, explicit vocabulary instruction with practice provided the support the students needed to build understanding of the target words. The discussion forum allowed students to build the own understanding on the understanding and ideas of their peers. I could easily and quickly assess student understanding based on the responses I received and reteach immediately.
when necessary. Preparation for Text Talk was fairly simple. Once my book was selected, I read through it to identify good questions and the three target vocabulary words. This only took 15-20 minutes. When using Text Talk in the future I will keep in mind that breaking lessons into small chunks is key for kindergartners’ focus, attention, and understanding.