From Detailed Reading to Joint construction

Original text – focussing on tobacco/alcohol consume

Whenever we turn on the TA or radio, we are dazzled by sports heroes celebrating their victory by drinking alcohol or smoking tobacco.

At first, we may think it is entertaining and harmless, but if we examine the issue more closely, questions arise in our minds about the

effect these advertisements have on people.

Reconstruction – focussing on body image

Constantly, when young people engage with the media, they are exposed to images of models, sport stars and celebrities promoting ideal bodies parading in skimpy clothes or exercising their oiled-up bodies. On one hand, many teenagers believe these body images are healthy and desirable. Conversely (however), if we study the research in detail, concerns (doubts, issues) are raised by psychologists about the impact of marketing unrealistic body images to impressionable minors.

- Using evaluative words – appraisal
- Brainstorm lexical words – meaning carrying words relating to topic
- Follow the grammar structure and genre structure
- Focus on purpose of the text – here: persuade reader

(from Rockhampton workshop, May 2016)

Subject/Unit: _____   For text cycle: _____

1. Sentence Preparation – in simple words: *The first sentence tells us…*	5. Affirm/Reject: *Yes…Exactly…*(re-prepare if needed)
2. Read aloud: *Look at the sentence as I read it …,*	6. Direct: *Highlight…*
3. Word position: *Two words at the beginning of the sentence…*	7. Elaborations: *Why do you think…? How is it…?* (focus on inferred and interpretive comprehension)
4. Focus question to find word: *Can you see the words that say…?*	

Sentence Prep	
Cues	
Sentence	
Elaborations	

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Sentence Prep	The first sentence states the issue, that sports heroes drink and smoke in the media.
Cues	How often? 2 words that mean 'media' to have a party by doing two things
	Who? How we feel by whom another word for 'winning'
Sentence	Whenever we turn on the TV or radio, we are dazzled by sports heroes celebrating their victory by drinking alcohol or smoking tobacco.
Elaborations	Makes it a problem what other media = amazed, blinded to appreciate/ sounds positive
	Includes reader + writer can't see what they are doing stronger than 'win' (battle, trophy)
Sentence Prep	The next sentence previews the two sides of the discussion – some people think smoking and drinking is ok, others find is unacceptable.
Cues	1st side (two words)
	word that weakens 2 positive things
Sentence	At first, we may think it is entertaining and harmless,
Elaborations	= other side – weaker but positive – keeps discussion open
	2 positive adjectives
Sentence Prep	
Cues	2nd side fact/ problem 2 words that mean doubts/ against = the cause
	better than thinking making it stronger whereabouts what follows a cause
Sentence	but if we examine the issue more closely, questions arise in our minds about the effect these advertisements have on people.
Elaborations	= writer's side – more scientific/ objective approach, makes it stronger function of ads
	= 'disagree' our – includes reader and writer
Sentence Prep	
Cues	
Sentence	
Elaborations	
Sentence Prep	
Cues	
Sentence	
Elaborations	

Cues ≠ questions: put into statements, e.g. …tells us what we turn on …	Students look at text - give them what they are looking for, not wh-questions – causes stress
Location cues: in the beginning/ then/ at the end, there is/ are one/ two/ three words	Give them exact location – with words or read up to it
Elaborations: depends on focus, T can provide implicit information, vocab building, effect on audience	Text is too 'dumb' if it only takes wh – cues!

Words to add to lesson plan notes

You can use these sentence beginnings to rewrite notes as a script.

Sentence meaning	*The first sentence tells us…*

STOP & READ THE FIRST SENTENCE FROM THE TEXT

Preparation for the first wording

First, give a position cue i.e. where to look *eg It starts by saying….* **or** *First/Next it tells us…*	*It starts by saying…*
Then, give your meaning cue i.e. what to look for *eg Can you see the words that tell us…?* **or** *Can you see the words that say…?*	*Can you see the words that tell us…*
Then affirm & highlight *eg That's right. Let's highlight…*	*That's exactly right.. Let's highlight…*
Then, elaborate i.e. define, explain, discuss *eg It tells us that because…* **or** *This means…* **or** *Why does the author say…?*	*It says…*

Preparation for the next wording

First, give a position cue i.e. where to look *eg It starts by saying…. **or*** *First/Next it tells us…*	*Then it tells us…*
Then, give your meaning cue i.e. what to look for *eg Can you see the words that tell us…? **or*** *Can you see the words that say…?*	*Can you see the words that tell us…*
Then affirm & highlight *eg That's right. Let's highlight…*	*That's exactly right.. Let's highlight…*
Then, elaborate i.e. define, explain, discuss *eg It tells us that because… **or*** *This means… **or*** *Why does the author say…?*	*It says…*