

Teacher talk *Move, Move, Move!*

Read about evidence-based theories that underpin best teaching practices. By learning more about the theory behind teaching strategies you will develop a deeper understanding of what works best for the learners in your classroom.

Teacher talk will help you to understand the pedagogic practices surrounding the [‘Big Six’](#) focus areas. You will discover a range of instructional strategies that integrate these core elements of reading development.

Inclusive teaching and learning opportunities that build on the Big Six as well as students’ needs, strengths and interests are vital for building student capacity in learning English. This can be a complex and challenging task. Teacher talk offers instructional strategies aimed at scaffolding the learning of a diverse range of students, including English as an additional language or dialect (EAL/D) students and students from culturally and linguistically diverse (CALD) backgrounds.

Try these strategies as you share *Move, Move, Move!* with your class, and use them in other aspects of your reading program. Discuss with your colleagues the instructional practices that resonate with you, and those that have been effective in your classroom.

Scaffolding meaning and oral language

Reading aloud to students provides a tool for the implementation of purposeful, strategic conversations. Reading books to students and sharing books provides countless opportunities to introduce students to decontextualised vocabulary, which is vocabulary that they may not have the chance to encounter and use in their everyday lives (Wasik & Iannone-Campbell, 2012).

Reading *Move, Move, Move!* with your students will engage them in exploring the theme of fitness and health. It will also help them to become familiar with new concepts and vocabulary and to understand the persuasive nature of the text.

Move, Move, Move! is a persuasive text whereby the author sets out to persuade the reader to be physically active. The text presents an introduction stating that moving is good for you and then engages the reader by asking them a direct, personal question: *Do you like to move?* Information about different ways to move and stay active is then presented, followed by sections of content that inform the reader about the benefits of being active.

This text has examples of declarative sentences - that is, sentences that make statements, provide facts or offer explanations. After the introduction the author uses factual statements, followed by explanations, to voice a point of view. The images, text and diagrams used throughout the text aim to motivate the reader to keep active.

Using dialogic talk

You can use dialogic talk to help your students understand the author's message. Encourage them to contribute jointly to the learning discussion. This type of interaction between teachers and students is called dialogic teaching and is vital for literacy learning (Lowe, 2016).

Language-rich classrooms where shared talk is encouraged can be seen as the heart of effective teaching for reading and comprehension. Lowe (2016) explains that dialogic talk engages teachers and students in genuine dialogue as knowledge and understanding are reciprocally constructed through conversation, investigation and interaction.

Use dialogic talk as an instructional method to support students' understanding of this text's persuasive nature. To develop this understanding, the text has been deconstructed into sections for shared talk and exploration. Use small groups to allow opportunity for helpful discussion and feedback.

Questioning and dialogic talk

Questioning can be used to open up dialogue and promote talk (Lowe, 2016). In a small group, ask about the different ways students like to be active.

This inquiry will allow students to:

- relate personally to the topic (making it relevant to each learner)
- share their ideas, without the pressure of there being a right or wrong answer
- hear a variety of answers, and therefore learn from each other
- think about their own actions, and begin to form opinions.

After this purposeful conversation, collaboratively list the different ways students like to be active. A title for the list could be 'Move, Move, Move!' or you could engage the students in brainstorming a suitable title.

Revisit the pages of the book, with the aim of encouraging your students to connect more personally with the information presented through the text and images.

Use prompting questions to find out what students know about why it is important to keep active.

Now use the process of dialogic talk to guide and explore the author's reasons for why keeping active is important. Extend students' understanding of this by discussing the images and diagrams in the text, role-playing ways of being active, or by viewing videos on the topic. Guide the talk towards having students understand the development of the factual arguments for keeping active, and towards the cohesive summary at the end of the text.

Use the layout of text and images on pages 10 and 11 to encourage students to organise their thoughts. Have them share their arguments for being active, using evidence from the text. As students do this, observe their language, prompt their thinking when support is required, and offer feedback in relation to language choices, structure and selection of information.

Making personal connections

You can use dialogic talk to encourage student exploration of – and response to – the author’s intent. After in-depth shared talk (outlined above) encourage students to think about the author’s message and have them share their own opinion of this message. Aesthetic responses allow students to reveal their personal connection to the text, thus sharing an emotional reaction (Lowe, 2016).

Use these suggested questions adapted from Lowe’s work for deep-level (aesthetic) comprehension.

- How did the author make you feel?
- In what ways does this text make you think about how much you move?
- Has the author motivated you to be active? If yes, talk more about how.
- Do you think everyone will be motivated to move? Why might it be different for some people?
- What parts of the text remind you of what you do in school, at home or out of home?
- What was the author’s intention? How do you know?
- What questions do you have about this text?
- Have you done any of the activities in this book? Has someone you know done any of these activities? What can you tell us about them?

Critical/analytical thinking

As a conclusion to the discussion surrounding *Move, Move, Move!* encourage students to think critically about the information presented in the text and then share their thinking. At a critical/analytical level of thinking, students ask questions, differentiate between facts and opinions, become aware of how language is used to persuade the reader and consider the values or beliefs of the author (Lowe, 2016). To support students at this level you may need to model or share your questioning and also work through the think aloud process.

Use these suggested questions adapted from Lowe’s work for deep-level critical/analytical comprehension.

- What audience is the text aimed at? How can you tell?
- Who benefits from reading the text? What might these benefits be?
- How does the text make this topic meaningful and easy to understand?
- What is the author’s view about being active?
- How can the reader be sure that the information presented in the text is accurate?
- How has the author used information to support their opinion?

The strategies outlined above will help students develop an understanding of how a persuasive text can influence or change people’s thoughts or actions. This model can show students how facts or opinions can be used to influence behaviour.

To further assist these understandings, use the persuasive nature of marketing for meaningful exploration. In their daily lives students are exposed to marketing through a variety of means such as shopping centres, toy shops, electronics stores, computer stores, supermarkets, television and the internet.

Australian Curriculum links

Foundation: [AC9EFLA03](#), [AC9EFLA07](#), [AC9EFLY02](#), [AC9EFLY05](#)

Year 1: [AC9E1LA03](#), [AC9E1LA08](#), [AC9E1LE02](#), [AC9E1LY02](#), [AC9E1LY05](#), [AC9E1LY03](#)

Year 2: [AC9E2LA02](#), [AC9E2LA03](#), [AC9E2LY02](#), [AC9E2LY03](#)

Vocabulary development

You can support students' understanding and development of their vocabulary through purposeful conversation. Vocabulary understanding and development of meanings will support students to make connections to texts and increase their comprehension of texts (Stahl & Nagy, 2006). It is therefore important to plan for an intentional focus on the vocabulary needs of our students, paying particular attention to EAL/D students. Wasik and Iannone-Campbell (2012) advise that to develop children's vocabulary, teachers need to engage children in strategic conversations, multiple activities and multiple experiences that have an emphasis on explicit development of vocabulary.

Keep in mind that many studies show that teachers do most of the talking (Dickinson & Tabors, 2001), so it is important to provide opportunity for students to participate in dialogic conversations that allow for oral language and vocabulary development (Dickinson & Porche, 2011).

The text *Move, Move, Move!* provides a meaningful context for vocabulary development. Use these recommendations and considerations to differentiate vocabulary instruction and plan purposefully for repeated meaningful exposures (Wasik & Iannone-Campbell, 2012) according to students' individual characteristics and vocabularies.

- Select vocabulary from *Move, Move, Move!* that requires understanding and development, such as 'active', 'fit', 'healthy', 'messages', 'brain', 'positive' and 'happier'.
- Present this vocabulary in the context of being active and relate it back to students' experiences.
- Provide explicit explanations of vocabulary to support students' understanding.
- Think about the multiple meanings some words – such as 'fit' – may have.
- Provide repeated opportunities to hear the words in meaningful contexts, for example by creating 'being active' situations and picture chats (conversations surrounding images).
- Have students relate what they already know to new items of vocabulary, to help them construct meaning.
- Create authentic situations where students can repeatedly use these new words when communicating with others. Think about planning small group tasks to facilitate this.
- As a general rule, explain subject-specific vocabulary before reading the text, as too many new words can challenge understanding and hinder learning new vocabulary.
- Use teacher-student conversation to encourage talk, prompt thinking, support language choices, model language use and provide meaningful feedback.
- Use open-ended questions to extend conversation and facilitate lengthy responses, concept development and vocabulary usage.
- Use open-ended questions to give you opportunities to scaffold students' replies and provide feedback related to vocabulary selection and linguistic choices.
- Let students know that you allow thinking time for responses to open-ended questions.
- Directly teach new vocabulary during shared book reading when these words are encountered.

Note that Instructional tasks for vocabulary teaching can also be found in the [Teaching and learning sequence](#) for *Move, Move, Move!*

Use the following prompts suggested by Wasik and Iannone-Campbell (2012), and the text *Move, Move Move!* to help scaffold children's language development.

- *Can you tell me more about ...? (Can you tell me more about how you move?)*
- *Explain why ... (Explain why playing soccer makes you happy.)*
- *Describe what ... (Describe what your heart does after you run around the oval.)*
- *I wonder why ...? (I wonder why your heart beats faster. Let's find out!)*
- *Can you tell me why you think or feel that way? (Does being active make you happy? Can you tell me why you think or feel this way?)*
- *What else can you say about ...? (What else can you say about being active with your friends?)*

Australian Curriculum links

Foundation: [AC9EFLA06](#), [AC9EFLA08](#)

Year 1: [AC9E1LA09](#)

Year 2: [AC9E2LA09](#)

Word knowledge

In the text *Move, Move, Move!*, use the root/base word 'move' to implement instructional strategies related to morphology - that is, the study of words and their particular parts. Morphemes, like prefixes and suffixes, can be added to the root/base word 'move'. Morphemes are important for phonics in both reading and spelling, as well as in vocabulary and comprehension.

Explore these words with students by highlighting and discussing the spelling patterns, base words, prefixes, suffixes and meanings. Consider particular morphemes and use small-group work to support the range of students' levels of reading, spelling and vocabulary knowledge. Discuss how a prefix or suffix affects meaning. For example, in the word 'move-er' the suffix 'er' means 'one who', so a 'mover' is 'one who moves'. Spelling where the final 'e' is dropped can also be a point of discussion.

Prefixes are morphemes that attach to the front of a root/base word.

move	remove
	countermove

Suffixes are morphemes that attach to the end of a root/base word, or to other suffixes.

move	movement
	movements
	mover
	movers
	moves
	moved
	moveless
	moveable
	moveables

Australian Curriculum links

Year 2: [AC9E2LY12](#)

References

Dickinson, D. K., & Porche, M. V. (2011). Relation between language experiences in preschool classrooms and children's kindergarten and fourth-grade language and reading abilities. *Child Development*, 82(3), 870–886.

Dickinson, D. K., & Tabors, P. O. (Eds.). (2001). *Beginning literacy with language: Young children learning at home and school*. Baltimore: Paul H. Brookes.

Lowe, K. (2016). *For the Love of Reading: Supporting Struggling Readers*. Newtown, NSW: Primary English Teaching Association Australia (PETAA).

Stahl, S., & Nagy, W. (2006). *Teaching word meanings*. Mahwah, NJ: Lawrence Erlbaum.

Wasik, B., & Iannone-Campbell, C. (2012). Developing vocabulary through purposeful, strategic conversations. *The Reading Teacher*, 66(10), 321–332.



This document is part of the **Literacy Hub's shared reading set**.
[Access more texts and related teaching materials.](#)