



Technology Tools to Engage Children in Science & Social Studies During Distance Learning Sessions!

Learn how to apply Apps & Tech Tools and SGM® digital icons to Expository (Information) Text in tele-practice!

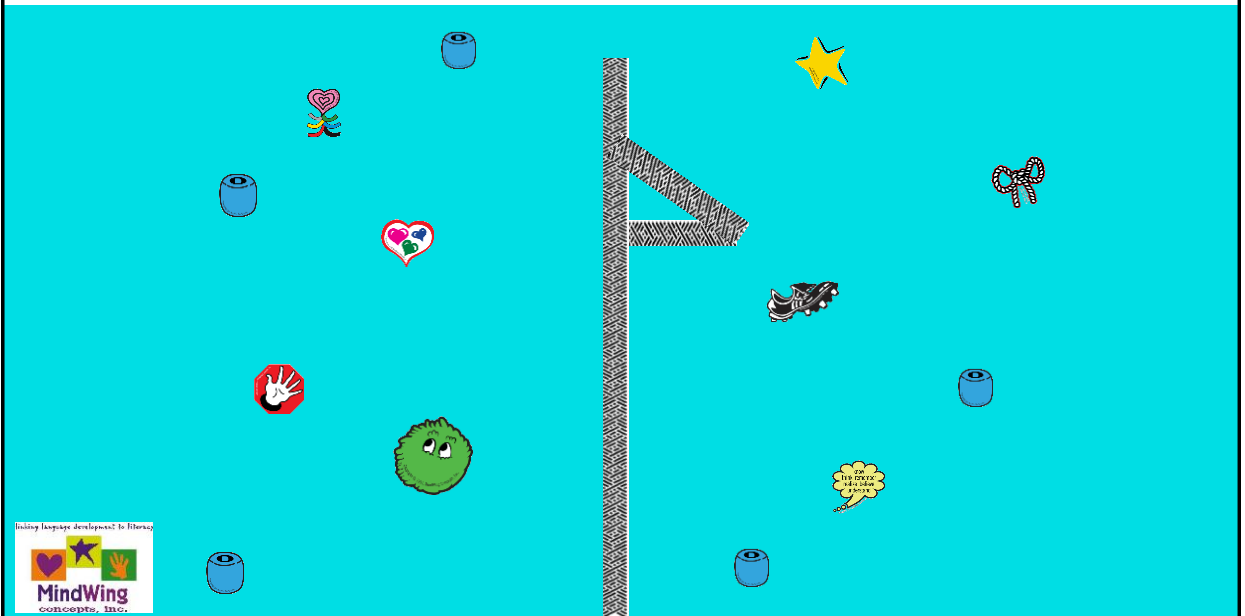
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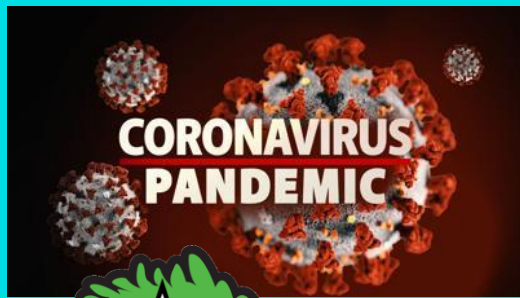
Maryellen Rooney Moreau, M.Ed. CCC-SLP

Sean J Sweeney, MS, M.Ed. CCC-SLP



A child's successful completion of many academic tasks depends on the ability to "bring a linear order to the chaos of daily experience".





What is a pandemic?

The word is of Greek origin:
pan meaning all; *demos* meaning people
 Pronunciation (phonology; morphology;
 syllables) pan-dem-ic /pan'demik/



adjective

1. (of a disease) prevalent over a whole country or the world
 Similar: Of *pandemic* proportions
 (Substitute: Widespread, pervasive, rampant, universal, global)

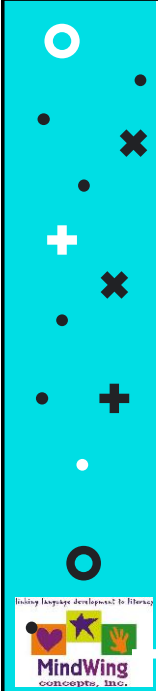
noun

1. an outbreak of a pandemic disease
 "the results may have been skewed by an influenza pandemic"
 COVID19 Pandemic



Family Newspaper Business





Characters: Population

Setting: Countries of the World

Kick-Off: COVID19 became a Pandemic

Feeling: Fear, worry, frustration, but also hope

Thinking Bubble: *think* there are advances in research, *realize* a vaccine takes time, believe that hospitalizations will eventually slow, *know* there are new ways to test

Plans: We intend to overcome this by doing our best in our roles as workers and citizens

Attempt: Healthcare, First Responders and Medical workers **SAVING OUR LIVES!**

Attempt: Government Leaders and agencies protecting us and making policies like social distancing, school/business closures and stimulus funds

Attempt: Counselors helping people to cope

Attempt: Teachers, SLPs, Administrators ALL Educators **TEACHING** our children

Attempt: Parents working, teaching, keeping children safe and healthy

Attempt: All essential workers doing their **JOB**s through it all to bring us what we need to survive

As a result: In time we will overcome this Pandemic

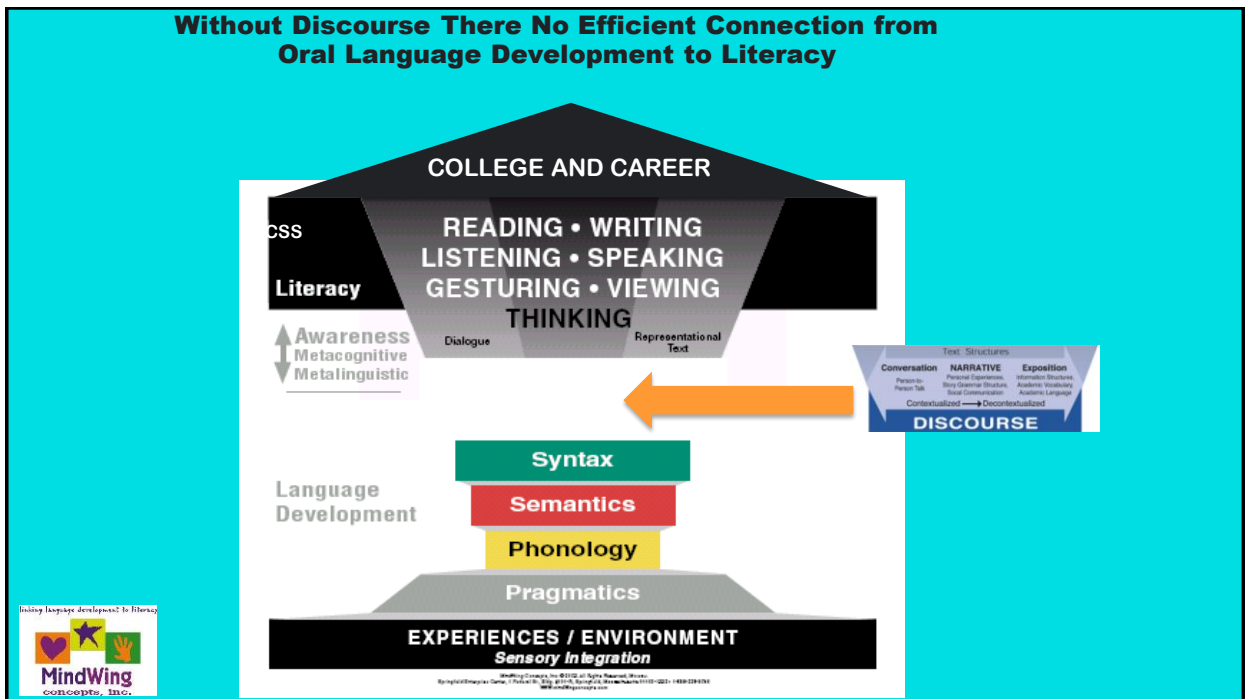
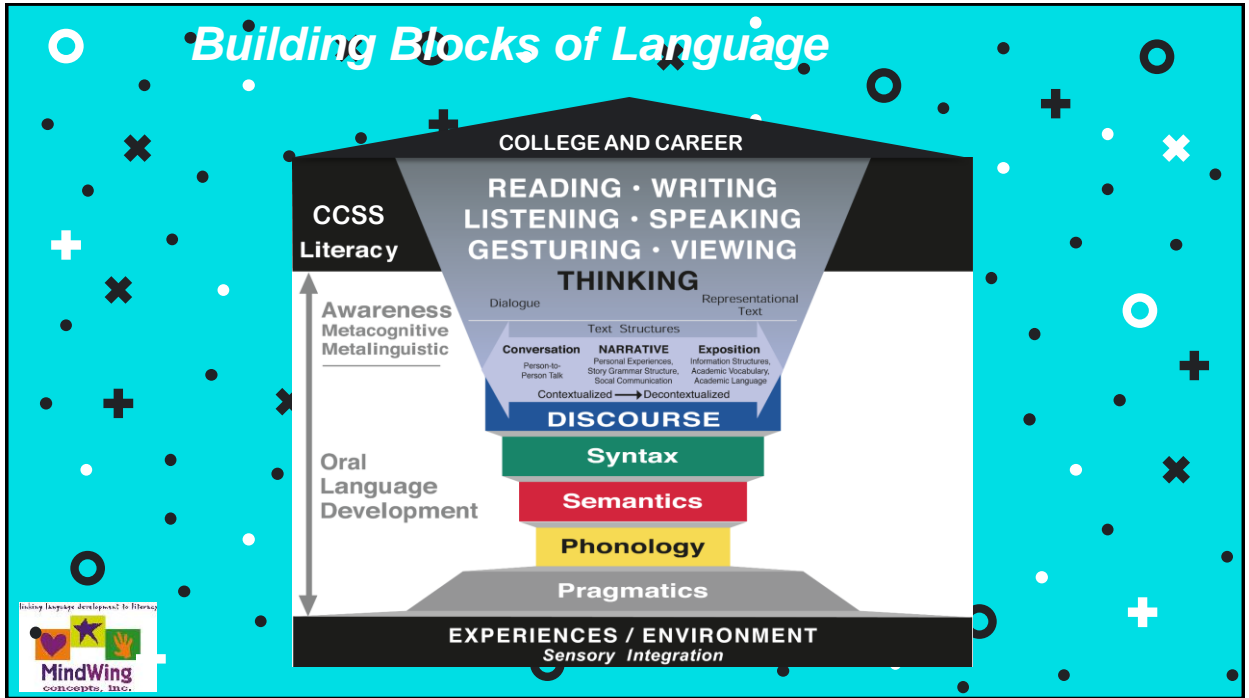
Resolution: We will feel well, feel safer and will continue to be prepared through lessons learned.

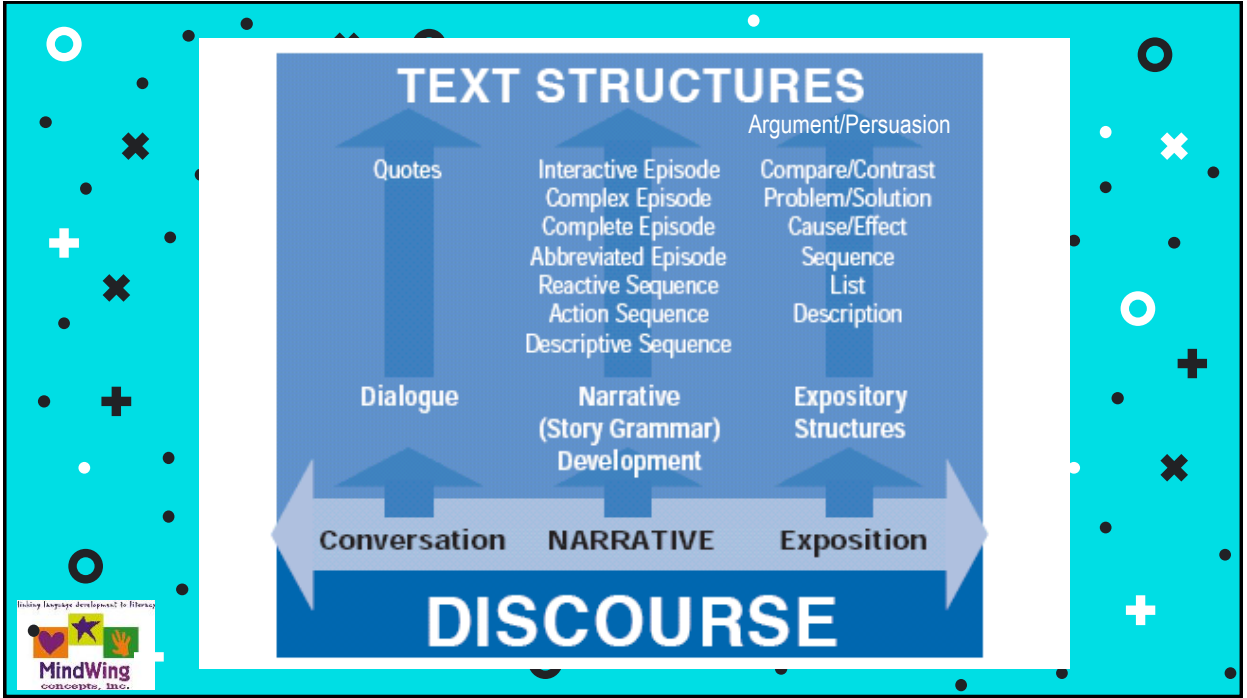
Insight language development to literacy
MindWing
concepts, llc.

By 1995, it was evident to me that something also needed to be done to make expository “information” text structures more concrete and engaging for learners.



How could I now apply the SGM® Icons & Methodology to Expository Text Structures?





THE ThemeMaker
A TEACHERS' MANUAL
For Comprehension, Critical Thinking
And Writing Of Expository Text

By
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and Holly Fidrych, M.S., CCC-SLP
Contributions by Brian Scott Welch, M.Ed.

THEME MAKER Icons Set

STUDENTS' ThemeMaker Tool
EXPOSITORY (Information) TEXT STRUCTURES

DESCRIPTIVE
In addition to the features, look for:
Action: Describe a topic, focus on the features of the subject.

COMPARE and CONTRAST
Compare: Similarities, differences, both, however, rather than
Contrast: different, unlike, but, however, rather than
Some, while, neither, both, all

LIST
In addition to the features, look for:
Action: List items, such as:
- for example
- also
- furthermore
- finally

SEQUENCE
In addition to the features, look for:
Action: List items in order:
- first
- next
- then
- finally

CAUSE/EFFECT
In addition to the features, look for:
Action: Show how one event causes another:
- because
- since, consequently, as a result, effect, if-then

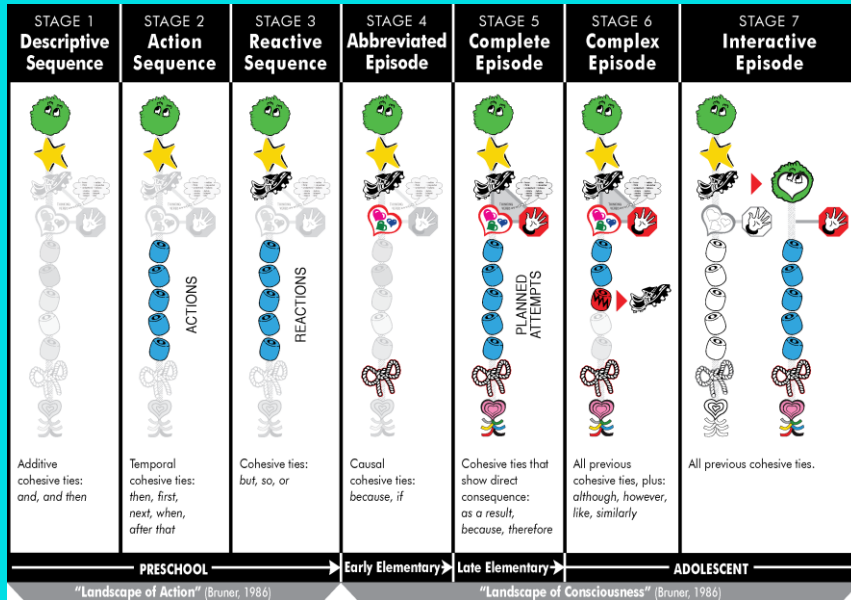
PROBLEM/SOLUTION
In addition to the features, look for:
Action: State the problem, then, since, consequently, as a result, effect, if-then

PERSUADE
In addition to the features, look for:
Action: State the position, then, since, consequently, as a result, effect, if-then

ARGUMENT
In addition to the features, look for:
Action: State the position, then, since, consequently, as a result, effect, if-then




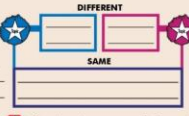



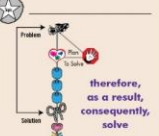


Text Structures are the foundations of discourse.



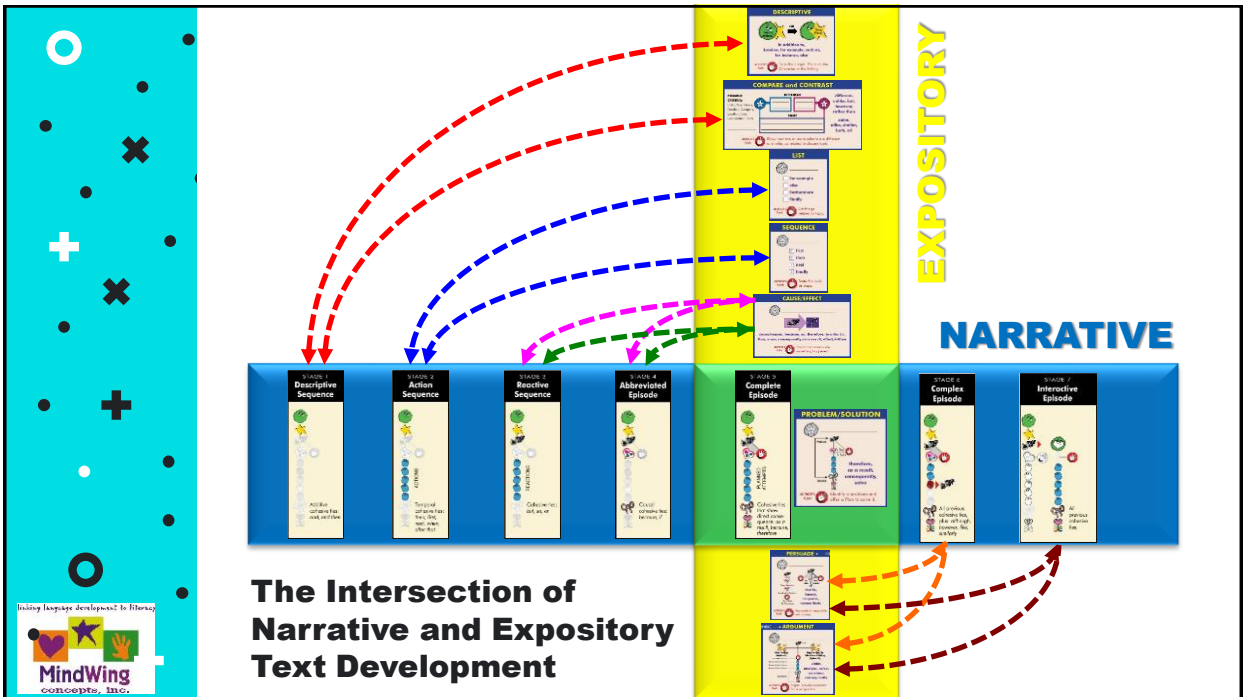
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STUDENTS' ThemeMaker Tool

EXPOSITORY (Information) TEXT STRUCTURES

<p>DESCRIPTIVE</p>  <p>In addition to, besides, for example, such as, for instance, also</p> <p>AUTHOR'S PLAN Describe a topic. Focus on the Character or the Setting.</p>	<p>COMPARE and CONTRAST</p> <p>POSSIBLE CRITERIA: Color, Size, Shape, Function, Category, Location, User, Composition, Parts</p>  <p>different, unlike, but, however, rather than</p> <p>same, alike, similar, both, all</p> <p>AUTHOR'S PLAN Show how two or more criteria are different or similar, as related to chosen topic.</p>	
<p>LIST</p>  <p>for example also furthermore finally</p> <p>AUTHOR'S PLAN List things related to topic.</p>	<p>SEQUENCE</p>  <p>first then next finally</p> <p>AUTHOR'S PLAN State the order or steps.</p>	<p>CAUSE/EFFECT</p>  <p>cause/reason, because, so, therefore, in order to, thus, since, consequently, as a result, effect, it-then</p> <p>AUTHOR'S PLAN Explain the reason why something happened.</p>
<p>PROBLEM/SOLUTION</p>  <p>therefore, as a result, consequently, solve</p> <p>AUTHOR'S PLAN Identify a problem and offer a Plan to solve it.</p>	<p>PERSUADE ← CONVINCING → ARGUMENT</p>  <p>decide, intend, response, reason/facts</p> <p>AUTHOR'S PLAN Persuade or negotiate with others.</p>	<p>ARGUMENT</p>  <p>claim, analyze, solve, convince, consequently</p> <p>AUTHOR'S PLAN Argue, provide evidence for a perspective.</p>

Inspiring language development. To literacy. MindWing concepts, llc.



Connecting Theory to Practice

STAGES OF NARRATIVE DEVELOPMENT

The diagram illustrates the progression of narrative development through seven stages, each with a corresponding text structure and visual representation:

- STAGE 1: Descriptive Sequence** (Landscape of Action) - Text Structure: Descriptive Sequence. Visual: A simple scene with a star and a circle.
- STAGE 2: Action Sequence** (Landscape of Action) - Text Structure: Action Sequence. Visual: A sequence of actions represented by arrows.
- STAGE 3: Reactive Sequence** (Landscape of Action) - Text Structure: Reactive Sequence. Visual: A sequence of actions with a cause-effect relationship.
- STAGE 4: Abbreviated Episode** (Landscape of Action) - Text Structure: Abbreviated Episode. Visual: A sequence of actions with a cause-effect relationship and a final outcome.
- STAGE 5: Complete Episode** (Landscape of Consciousness) - Text Structure: Complete Episode. Visual: A sequence of actions with a cause-effect relationship and a final outcome, including a problem/solution.
- STAGE 6: Complex Episode** (Landscape of Consciousness) - Text Structure: Complex Episode. Visual: A sequence of actions with a cause-effect relationship and a final outcome, including a problem/solution and a persuasive/argument structure.
- STAGE 7: Interactive Episode** (Landscape of Consciousness) - Text Structure: Interactive Episode. Visual: A sequence of actions with a cause-effect relationship and a final outcome, including a problem/solution and a persuasive/argument structure.

EXPOSITORY TEXT STRUCTURES

The diagram also includes a section on expository text structures, categorized into four main types:

- DESCRIPTIVE**: Includes structures like "Compare and Contrast", "List", and "Sequence".
- CAUSE/EFFECT**: Includes structures like "Cause/Effect" and "Problem/Solution".
- PERSUADE**: Includes structures like "Persuade" and "Argument".
- ARGUMENT**: Includes structures like "Persuade" and "Argument".

Visual representations for each structure are provided, showing how they are organized in text. For example, the "Cause/Effect" structure shows a sequence of events leading to a result, while the "Problem/Solution" structure shows a problem being identified and then solved.

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Teaching children common expository text structures such as description, sequence, comparison/contrast, cause and effect, and problem/solution (Raphael, Kirschner, & Englert, 1988; McGee & Richgels, 1985) and **how to create visual representations of these structures** (Armbruster & Anderson, 1980) facilitates comprehension of text, which aids in both reading and writing (Moss, Leone & Dipillo, 1997, p. 420).

A skill that is important for **constructing a coherent mental model** of the text's meaning is knowledge and **use of text structure**...Knowledge of both narrative and expository text structures emerges in preschool but is **refined over many years** through exposure, varied genres and reading.

Cain, K. (2016). Reading comprehension development and difficulties: An overview. *Perspectives on Language and Literacy: Focus on Reading Comprehension*, 42(2). The International Dyslexia Association.



What is COVID19

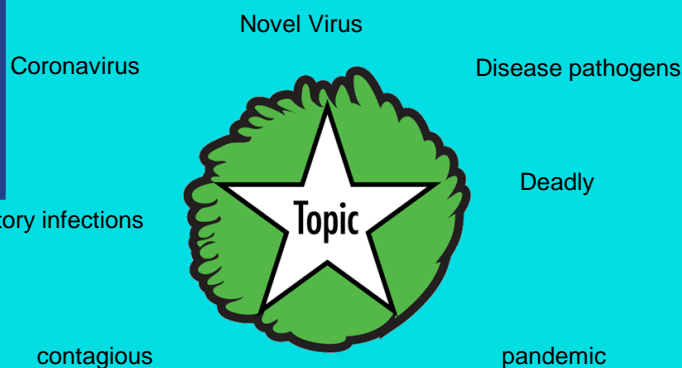
DESCRIPTIVE

OR

Person, Animal → Time, Place

In addition to, besides, for example, such as, for instance, also

AUTHOR'S PLAN Describe a topic. Focus on the Character or the Setting.



COVID19 Shutdown Process

SEQUENCE

- 1 first
- 2 then
- 3 next
- 4 finally

AUTHOR'S PLAN State the order or steps.

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- Disney World Closed
- School closed for 2 weeks
- Travel restrictions
- Closed borders
- Churches closed
- 50% capacity at restaurants
- News reports from ALL OVER WORLD
- non essential biz closed
- Curfews
- Social distance
- Virtual school
- SCHOOL CLOSED FOR THE YEAR

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Shortage of Masks

Mask Shortage!

from think remember realize believe understand

GET MASKS!!

Terrified
Abandoned
Nervous
Horried
Angry
Hopeful
distrust

- People started SEWING!
- Students made PPE on printers
- Textile Industry Made Masks
- Patriots Bob Craft masks from China
- 3M
- Automotive Industry

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People and companies pulled together to get it PPE to those who needed it!

We learned this problem can spark creativity and we learned to think out of the box

Is COVID19 Like the Flu?

DIFFERENT

COVID19



- Transmission is slower 6 days
- Higher reproduction number from 1 individual to 2.5 others
- most at risk is older age and underlying conditions increase the risk for severe infection.
- Higher mortality rate

- Transmission is faster 3 days
- Reproduction number is lower for influenza
- most at risk are children, pregnant women, elderly, those with underlying chronic medical conditions, and immunosuppressed
- Lower mortality rate

Influenza



SAME

- Both cause respiratory disease
- Both cause range of illness from asymptomatic or mild through to severe disease and death
- Both are transmitted by contact, droplets
- Same public health measures to prevent infection

COMPARE and CONTRAST

DIFFERENT different, unlike, but, however, rather than

SAME same, alike, similar, both, all

POSSIBLE CRITERIA: Color, Size, Shape, Function, Category, Location, Use, Composition, Parts

AUTHORS PLAN Show how two or more criteria are different or similar, as related to chosen topic.



<https://www.who.int/news-room/q-a-detail/q-a-similarities-and-differences-covid-19-and-influenza> - Info is taken from the WHO

How is COVID19 Spread

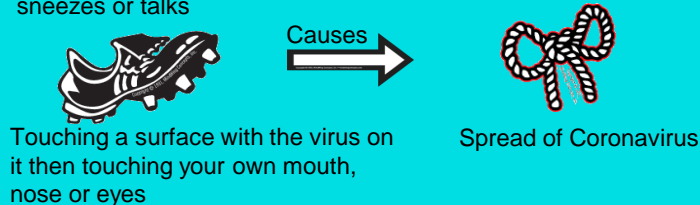
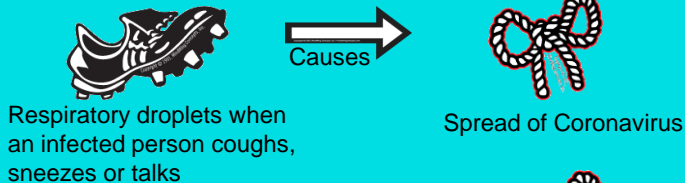
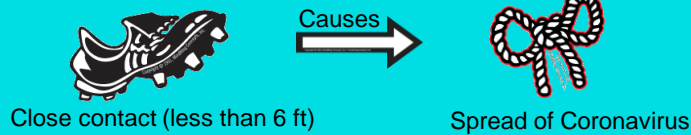


CAUSE/EFFECT

cause/reason, because, so, therefore, in order to, thus, since, consequently, as a result, effect, if-then

AUTHORS PLAN Explain the reason why something happened.

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How is COVID19 Spread

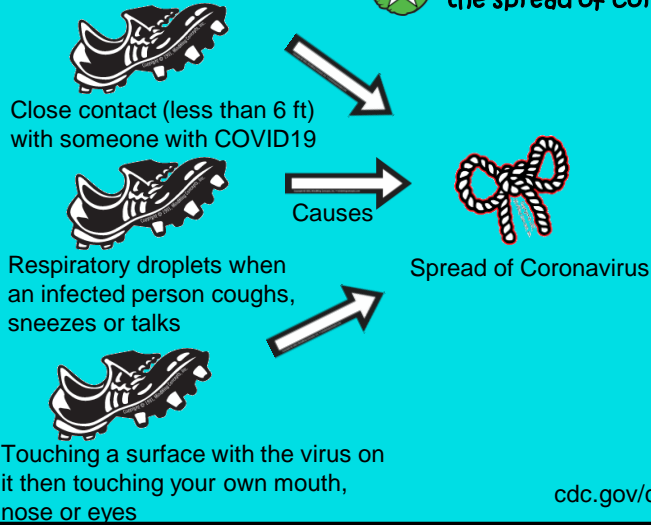
CAUSE/EFFECT

cause/reason, because, so, therefore, in order to, thus, since, consequently, as a result, effect, if-then

AUTHOR'S PLAN Explain the reason why something happened.

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There are three possible causes of the spread of coronavirus.



cdc.gov/coronavirus

How is COVID19 Spread

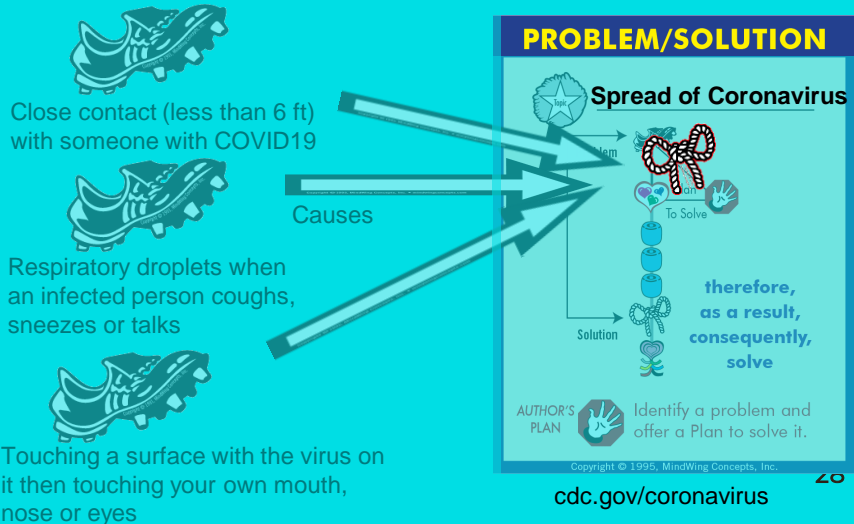
CAUSE/EFFECT

cause/reason, because, so, therefore, in order to, thus, since, consequently, as a result, effect, if-then

AUTHOR'S PLAN Explain the reason why something happened.

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That "effect" becomes a "kick off" OR "problem" if it spreads to YOU or a loved one.



cdc.gov/coronavirus

How to Slow the Spread/Protect Yourself

LIST

for example

also

furthermore

finally

AUTHOR'S PLAN List things related to topic.

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- Stay home as much as possible
- Wear a mask in public
- Wash your hands for 20 seconds
- Use hand sanitizer with more than 60% alcohol
- Shop online when possible
- Social Distance 6 feet from people in public
- Avoid ride sharing and public transport
- Stay home if you are sick
- Seek medical attention if you have symptoms



Cdc.gov/coronavirus

Should schools be closed for the rest of the year?

ARGUMENT

Issue

What You Think (Opinion #1)

Your Plan to Solve _____

Reason/Fact/Evidence _____

Reason/Fact/Evidence _____

Reason/Fact/Evidence _____

What You Think The Other Person is Thinking (Opinion #2)

OUTCOME

AUTHOR'S PLAN Argue, provide evidence for a perspective.

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What I think

What I think that YOU may think



School closing for the year



Plan to convince that schools should remain closed



Schools should Re-OPEN

Health of students



Trying for Herd immunity

Increasing distance learning techniques



Inequality among delivery of services/teaching due to lack of technology or learning environments not conducive in some homes

Many parents can work from Home



Working from home and effectively managing school work is almost impossible



What-tos/how-tos

Expository Text, Science and Social Studies, and Technology



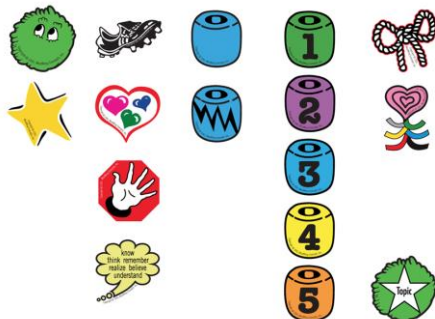
✦ Mindwing's icons

From Expository or Universal set, can be cut and pasted into:

X Google Docs*/Word/Pages

X Google Slides*/PPT/Keynote

To create expository maps for scaffolded conversations



*Collaborate in Meet



Example with BrainPop Jr.

✖ Mindwing's PDF Maps

Can be "written on"/annotated in

X Adobe Acrobat Reader DC


X Preview (Mac)


X Docs Hub (Google Drive)


For expository conversations


List Map

Name _____ Date _____ Expository Text

YOUR PLAN  "List" things related to a topic.

 Parts of the Nervous System Audience _____

 Brain _____

 Spinal Cord _____

Key Word
for exampl
list, and, b
furthermor
in addition
another, al
for instanc
more, som



Example with TinyBop Schools

✖ E-Text

Provides Expository Contexts

X Epic! Books for Kids

X Newsela

X Unite for Literacy

X Tar Heel Reader

X Readworks



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✖ More Sources of Interactive Websites

Provides Expository Contexts

X [UEN Interactives](#)

X [Sheppard Software](#)

X [Google Earth](#)

X [Geoguessr](#)

X [iCivics](#)



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✖ Apps!

Can mirror your iPad to desktop or connect via Mac Quicktime

X bit.ly/booksappssweeney19

X <http://bit.ly/bostonashabooksapps>

^ Sean's presentations on these topics



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ThemeMaker Digital Icons \$7.95



How to Reach the Presenters



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