

Think and Link

Notetaking and notemaking strategy focus:

Speaking: Determining importance, planning, rehearsing, summarising, synthesising

What is it?

Think and Link is a simple planning activity that enables students to structure what they plan to say by considering the relationships between important information.

Why use it?

Some students, although moderately successful in recording key words, are unable to organise the words in a way that is both meaningful, and simple to deliver. They have difficulty finding the words to continue a 'line of meaning' when speaking. Supporting students as they generate and practise the use of signal words assists the organisation and fluency of a spoken text.

How do you use it?

1. Following some activation of background knowledge, completion of a unit of work, or completion of basic research, students record one key word or phrase on each of at least five cards or slips of paper, in preparation for the sharing of information. There should be a shared sense (across the class) of the pattern of thinking that emerges from the information (see table opposite).
2. Students are supported by the teacher and peers as they use different coloured cards to record signal words or phrases that can connect or extend the key ideas represented already. For example, a student who is speaking about possible solutions to solving the problem of cane toads in Australia may use the signal words *but*, *however*, and *although* to signal the disadvantages of each suggested solution.
3. Once the key word cards and the linking cards have been decided, the student may volunteer to share the spoken text using the cards as prompts.

Possible adaptations:

- First attempts at this activity will require maximum scaffolding by either providing all the cards related to a topic and having students relate and reconstruct the text by work out which key words are linked by which signal words and phrase; or keeping the elements of a spoken text to a bare minimum.

Text Pattern	Examples of signal words and phrases
compare/contrast	but, however, although, in contrast, on the other hand
cause and effect	because, due to, as a result of, so, if/then
listing	for example, for instance, another, in addition
problem/solution	one reason, to prevent, question, answer, response
time order	first, following, since, next, later, finally



Where and how could I use this Tactical Teaching Activity in my learning area?