



SEDII StarTalk TEACHER PROGRAM

Myriam Met
July 2013

COMPREHENSIBLE
INPUT

**MAKING LANGUAGE
UNDERSTANDABLE**

Think(and Write)- Pair- Share

- What do you think is the difference between the term 'input' and the term 'comprehensible input'?
- How might the difference between the two terms affect language development?
- How might the difference affect content learning?
- What do you already know about comprehensible input?

Comprehensible Input

1. Visual cues

- Matching sound with meaning (visuals, modeling)
- Body language/gestures
- Hands-on experiences
- Manipulatives

Comprehensible Input

2. Context

✓ Background knowledge

Stories

BACKGROUND KNOWLEDGE

- Topic knowledge
- World experience
- Culture
- Language

Comprehensible Input

2. Context

✓ Stories

Advance Organizers

Background knowledge

What does **PUCE** mean?

- She was wearing puce.
- I loved the dress, but it only came in puce.
- I hate puce! It makes my skin look green.
- I look better in colors like blue or black than in colors like dark red – really almost brown. That's just too close to purple and purple is my worst color!

WHAT DID YOU LEARN?

- How does this activity influence your thinking about learning new vocabulary?
- Discuss: “We learn new words by hearing or reading them many times in meaningful and varied contexts.”
- Have you ever heard the word PUCE before? Explain to your partner why stories I can be so helpful to vocabulary development.