

## EDUC 172 Part 1-07

Alright, we are assuming that you've had the opportunity now to write some text based in your own disciplinary language to describe an object.

Now borrowing from Zweirs, and you can see the citation below, we will now look closely at your text and identify the brick words and then some of the functional phrases that hold the meaning of those brick words together and make sense to them.

And those intervening words, we will call mortar words.

It's important to be able to identify brick words because brick words are part of the key vocabulary and the lexicon that the people who are fluent in the language of your discipline use most frequently, and use with specific meanings attached to them.

So that, as we've already explored, a word like "set" depending on the context to the discipline that's using it has different meanings.

This activity of identifying brick words can be done by underlining those words that you see as having disciplinary specific meanings to them in the passage that you wrote describing an object that the group has agreed on.

When you look for these words you might find that they typically fall into classes, such as nouns, as in "cycles" or the compound noun "water cycles" or adjectives "cumulonimbus" or stratospheric", and verbs. Let me give you an example.

As gases combine and disburse the visible edge the H<sub>2</sub>O saturated gases appears to blend seamlessly into the sky through a process called "affine transformation".

Each of those italicized words is being used to give specific disciplinary understanding and knowledge.

The other words, which often come in phrases, and in this we might identify the importance of prepositions in giving context and clues to the orientation of ideas and how to see something or to visualize it, we see the "of the" H<sub>2</sub>O saturated gases and the idea of "into the sky through a process" and so on.

Each of those things adds more to our ability to envision what is being said. Those words we need to be able to describe and sometimes visualize for students but mostly time is spent trying to emphasize the italicized words, trying to get just the content words across.

So it's very important that we be able to show the difference between the two so that the students not only acquire the concept but the broader language of context in which it fits.

That is the discourse to which you want them to be able to contribute and show their knowledge and understanding in the appropriate form.

So for this part of the exercise please take the passages that you wrote and underline the brick words. So underline the brick words that you've written and double underline the words in between, that is the mortar words, the words that hold the ideas together and give them the proper context and orientation for understanding and comprehension. to occur. We will do that now.