Complex Visuals Today- Complex Text Tomorrow!

CCR Skills for Beginning ELs

By the end of this session, you will be able to answer the questions:

What's the connection between visual thinking skills and College, Career and Civic Readiness?

Which instructional strategies and tasks could I use with images and videos to help my beginning level learners develop their English language proficiency leading to college and career readiness?

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http://bit.ly/2fO7Lb7

TASK 1: Categorizing Chart

    A. Look at the image on the screen. Ask yourself, "What do I see?"

    B. Work together: Take turns naming all the things you see.

    C. Work alone: Complete the chart.

This is great.	This is interesting.	This is a problem.

D. Work together: Take turns reporting one idea at a time to your colleague(s).
   Need help? Use these sentence frames.

    There's a_____ and that's great because...
    There are _____. I think that's a problem because...
    I think it's _____ that _____

    Do you agree with your colleague(s)? You can say, *I think*
    so too.

    Do you disagree?
    You can say, *I see it differently.* **State your idea.**

THINKING ABOUT THE VISUALS WE USE

From SafetyPosterShop.com found on
https://www.pinterest.com/tpierce9137/food-kitchen-posters/

From page 147 OPD 3e

Pictures with a Purpose: Visual Thinking Strategies

OBSERVATION
1. Study the photo for 2 minutes.
2. How does the photo make you feel? *It makes me...*

happy   very happy   calm   disappointed   unhappy   sad   angry   upset   scared

laugh   cry

3. Copy this chart on your paper.
   List the people, objects, and actions you see in the photo.

PEOPLE	OBJECTS	ACTIONS

INFERENCE
4. Based on your observations, what do you know is happening in this photo.
   What do you think is happening in this photo?   (What can you infer?)

_____

_____

_____

QUESTIONS AND RESEARCH
5. What questions do you have about this photo?

6. How can you get answers to your questions?

(For more ideas on ways to look at cartoons, audio recordings, and more, see the National Archives
worksheets. The photo worksheet can be found at
https://www.archives.gov/education/lessons/worksheets/photo.html)

EXAMPLES OF TEXT-DEPENDENT EARLY PRODUCTION QUESTIONS

ABCDEFGHIJKLMNOPQRSTUVWXYZ⑬

TARGET VOCABULARY
group
pair
task
poster
collaborate
design
explain
observe

- *Are the learners working in groups?*
- *Are they working on a task?*
- *Is the man in front writing on a poster or observing?*
- *Is the woman in the back designing or explaining?*
- *The man at table 2 is using a ruler and marker to ….*

- *The group in the front is working on a ….*
- *What is the man in the white shirt doing?*
- *What is the man on the far left doing?*
- *How many learners are working pairs?*
- *What are they working on?*
- *Who is doing a better job of collaborating? How do you know?*
- *What is the task?*

EARLY PRODUCTION AND HIGHER---LEVEL THINKING QUESTIONS PROCEDURE
- Select the lesson material that you will use to present the lesson content
  - **an illustration**
  - **picture story**
  - **chart or graph**
  - **images with conversation**
  - **images with listening passage**
  - **image & math problem**
  - **Illustrated narrative text**
  - **illustrated non-narrative text**
  - **other**

1. Develop a series of questions and prompts as well as few higher-level thinking questions based on the lesson material:
   - **non-verbal response prompts**
   - **yes/no,**
   - **"or" (alternative) questions**
   - **basic Wh-questions**
   - **leading statements**
   - **One to three higher-level thinking questions**

2. Once learners have had a chance to view and listen to/ read the lesson material, use the questioning sequence to confirm their comprehension and elicit their production of the target language. Use the higher-level thinking questions to go more deeply into the content and encourage learners to express their ideas and opinions and support those ideas and opinions with evidence in the material.

See the lesson that accompanies the photos above at http://www.edutopia.org/blog/ccia-10-visual-literacy-strategies-todd-finley
Edutopia: *Common Core in Action: 10 Visual Literacy Strategies* (Step-by-Step, Working with Images that Matter) Todd Finley February 19, 2014 *See the book trailer about these two women: Elizabeth and Hazel https://www.youtube.com/watch?v=X46XuWzpFgA

Rentata Teodor, 25, holds hands with her mother, Goreta Borges Teodor, who was deported in 2007

Students hugged riot policemen during a protest against an education reform bill, in Bogota on October 26, 2011. Thousands of students, on strike for two weeks, took to the streets to protest against the bill to reform higher education put forward by the government of President Juan Manuel Santos.

TDQ QUESTIONS WITH IMAGES AND VIDEOS

An (72) and Ria (78) take their first flight from the Netherlands to Barcelona.

Target Vocabulary

together	take a risk	confident
support	nervous	have an adventure

Questions to build understanding

_____

_____

_____

_____

Questions to encourage higher-level thinking

_____

_____

_____

_____

_____

Video: **http://www.youtube.com/watch?v=zD2NtzEPBca**

DISCUSSION NOTES

Team Members	ROLE
	Facilitator
	Administrative Assistant
	Team Manager
	Presenter

Discussion Questions*:*

Which of these jobs would you like? Why?

Team Members Ideas:

I would like to be a(n)_____. I like to _____

I would not like to be a(n)_____. I don't like to_____

Team questions:

Team summary:

All of us would like to be a(n) _____.

Some of us would like to be a(n)_____.

None of us would like to be a(n)_____.

PHOTOS AND ILLUSTRATION AS INFORMATIONAL "TEXT"

For close reading of photos and images

What's going on in this picture? *(NY TIMES)*
https://www.nytimes.com/column/learning-whats-going-on-in-this-picture

Adelson-Goldstein, J. and Shapiro, N. (2016) *Oxford Picture Dictionary 3e*
New York, NY: Oxford University Press
Teacher Resource Center for all images/E-book for projection/Print book

Image Detective
http://cct2.edc.org/PMA/image_detective/index.html

Getty Museum

https://www.getty.edu/art/exhibitions

The Metropolitan Museum of Art

http://www.metmuseum.org/exhibitions/

Pics4Learning.com

http://www.pics4learning.com

Life Magazine

http://life.time.com/?xid=newsletter-life-weekly

Buzz Feed

http://buzzfeed.com

• Use screenshots of Webpages from Science sites

E.g. http://hubblesite.org/

• **Use problem scenarios with photos**
   (Most 21st century ESL textbook series feature some problem scenarios)
   E.g. *Step Forward (Oxford), Future (Pearson)*

VIDEOS AS INFORMATIONAL "TEXT"

TED TALK: *How to use a paper towel*
https://www.ted.com/talks/joe_smith_how_to_use_a_paper_towel
(*Use this as one layer in a lesson on writing a process.*)

SCAFFOLDS TO TRANSFER FROM VISUALS TO TEXT

* **Work with short pieces of text, famous quotes, proverbs, expressions that have relevance to the lesson. You can use a FB meme to support comprehension.**

   E.g., *Time and tide wait for no man.* (Daily routines)

* **I do, we do, you do**

- Think aloud (T), Annotate (we do, you do)

* **Annotate the text for a different element at each reading.**

   For example:
   Reading 1- mark text features
   Reading 2- mark important idea(s)
   Reading 2- mark and annotate academic vocabulary
   Reading 3- mark key details
   Reading 4- mark an important grammar structure
   Reading 5- annotate general understanding

* **Use set symbols for annotation**

* **Work orally/aurally**

* **Have learners do background reading in their L1**

• **Use thematic text sets and staircase complexity**

For a helpful guide on the thinking behind thematic text sets and suggestions on how to create them see: http://www.ccsso.org/documents/text complexity/ showroom models/guide to creating text sets.docx

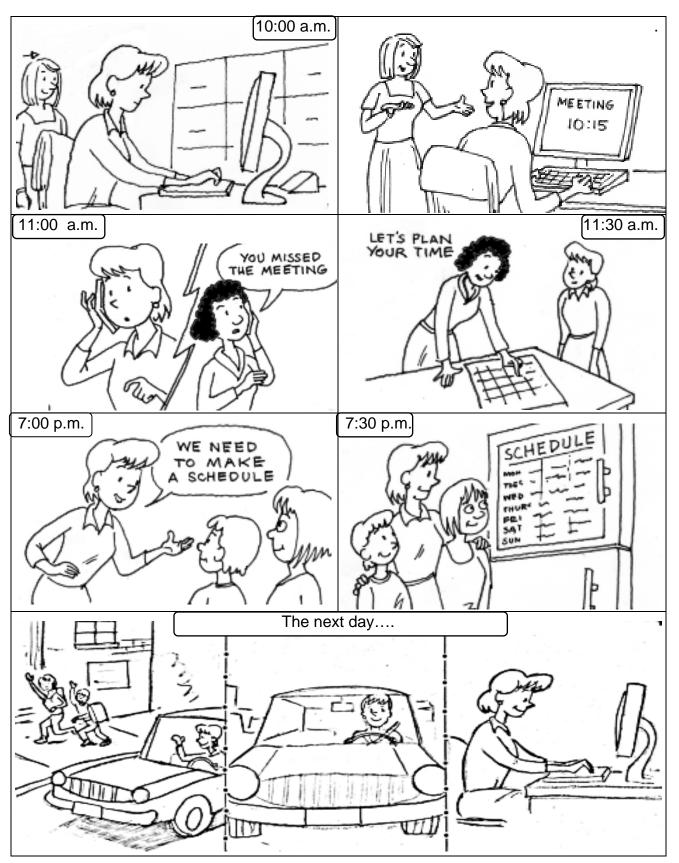*Note that the context of this guide is K-12, but the concepts easily transfer to AE.

Making the Most of the Multilevel Class
Supplement to Podcasts 2 and 3
The Multilevel Lesson on Time– Picture Story Sequence and Script

Managing Time

Making the Most of the Multilevel Class
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10:15 a. m.

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Presentation story script for Managing Time

*Kim Green is an office assistant. She <u>has to be</u> at work at **8:30** Monday through Friday. She takes her kids to school every **morning**. <u>They have to be</u> at school by **8:15**. Her office is 30 minutes away from their school. It's **8 a.m.** right now and Kim is reading her email and drinking her coffee. Her kids are getting dressed. Now it's **8:10 a.m.** and Kim is **running late**. Her kids are **on time**, but not Kim.*

*Kim gets to work at **9:00**. Her boss tells her, "Kim, you're **late**. I need 50 copies. Please make them for me." Kim goes to her desk and sees her coffee cup. She thinks, "I need some coffee." She goes downstairs to the café and gets a cup of coffee. While she's there, she reads the information on the bulletin board. When she comes upstairs it's **9:45**. Her boss says, "Where are the copies?" Kim, says—"Oh, one moment, sorry." Kim makes the copies and puts them on her boss' desk. At 10 a.m. Kim starts to work at her computer. Her friend comes over and they talk. The **time flies by** and soon it's **11 a.m.**. Kim's boss calls. "Where are you? You missed the **10:15** meeting." Kim goes into her boss' office. The boss says, "Kim you have to **manage your time** better. You need a **schedule**. Let's **plan your time..**" They put Kim's **daily tasks**, her **weekly meetings**, and **special events** on the schedule That **evening**, at home—Kim tells her kids. "We have to manage our time better. We need to make a schedule." By 7:30 p.m, Kim and her kids put their new schedule on the refrigerator.*

*The next day at 8 a.m.—Kim is on the road heading for work. Kim's kids are on time and Kim is on time. In fact, Kim's right **on schedule.***

Research Background and Resources

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