Complex Visuals Today—Complex Text Tomorrow!

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?

Facilitated by Jayme Adelson-Goldstein
lightheartedlearning@gmail.com

**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.

<table>
<thead>
<tr>
<th>This is great.</th>
<th>This is interesting.</th>
<th>This is a problem.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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/

Cyber Safety

Online dangers for children

1. cyberbullying
2. online predators
3. inappropriate material

Ways to protect children

A. Turn on parental controls.
B. Monitor children's Internet use.
C. Block inappropriate sites.

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...

![Emojis](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.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INFERENSE
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

TARGET VOCABULARY
- group
- pair
- task
- poster
- collaborate
- design
- explain
- observe

o Are the learners working in groups?

o Are they working on a task?

o Is the man in front writing on a poster or observing?

o Is the woman in the back designing or explaining?

o The man at table 2 is using a ruler and marker to ....

o The group in the front is working on a ....

o What is the man in the white shirt doing?

o What is the man on the far left doing?

o How many learners are working pairs?

o What are they working on?

o Who is doing a better job of collaborating? How do you know?

o What is the task?

EARLY PRODUCTION AND HIGHER—LEVEL THINKING QUESTIONS PROCEDURE

o Select the lesson material that you will use to present the lesson content

  o an illustration
  o picture story
  o chart or graph
  o images with conversation
  o images with listening passage
  o image & math problem
  o Illustrated narrative text
  o Illustrated non-narrative text
  o 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](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](https://www.youtube.com/watch?v=X46XuWzpFgA)

Rentata Teodor, 25, holds hands with her mother, Goretia 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.
An (72) and Ria (78) take their first flight from the Netherlands to Barcelona.

**Target Vocabulary**
- together
- take a risk
- nervous
- confident
- support
- have an adventure
- have an adventure

**Questions to build understanding**

- 
- 
- 
- 

**Questions to encourage higher-level thinking**

- 
- 
- 
- 

**Video:**  [http://www.youtube.com/watch?v=zD2NtzEPBca](http://www.youtube.com/watch?v=zD2NtzEPBca)
## DISCUSSION NOTES

<table>
<thead>
<tr>
<th>Team Members</th>
<th>ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Facilitator</td>
</tr>
<tr>
<td></td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td></td>
<td>Team Manager</td>
</tr>
<tr>
<td></td>
<td>Presenter</td>
</tr>
</tbody>
</table>

**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

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.
Managing Time

8:00 a.m.

GOOD MORNING!
LET'S GO!

8:10 a.m.

8:15 a.m.

8:30 a.m.

9:00 a.m.

50 COPIES
SURE

9:10 a.m.

EVENTS

9:45 a.m.

WHERE ARE THE COPIES?

9:55 a.m.

IN
OUT

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

10:00 a.m.

11:00 a.m.

11:30 a.m.

7:00 p.m.

7:30 p.m.

The next day....

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Presentation story script for Managing Time

Kim Green is an office assistant. She has to be at work at 8:30 Monday through Friday. She takes her kids to school every morning. They have to be 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.

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Research Background and Resources


ACT, Inc. (2006) Reading Between the Lines: What the ACT Reveals about College Readiness in Reading. Iowa City, IA: Author

American Institutes for Research (2016) English Language Proficiency Standards for Adult Education. Washington, D.C: AIR


