

Complex Visuals Today- Complex Text Tomorrow!



<https://www.mfah.org/learn/observation-art-medicine>

Using Visuals to Develop English Learners' CCR Skills

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

What's the connection between visual thinking skills, English language proficiency and college, career and civic readiness?

How can I use thematic images and videos with text-dependent questions and graphic organizers to build academic language, increase autonomous learning, and address level-appropriate ELP standards for adult education?

Facilitated by Jayme Adelson-Goldstein

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All workshop materials are available at

<http://bit.ly/WYAE2018>

**select the Using Visuals folder.*



Thanks for
being
here!

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WHAT DO YOU
KNOW ABOUT
THIS PHOTO?

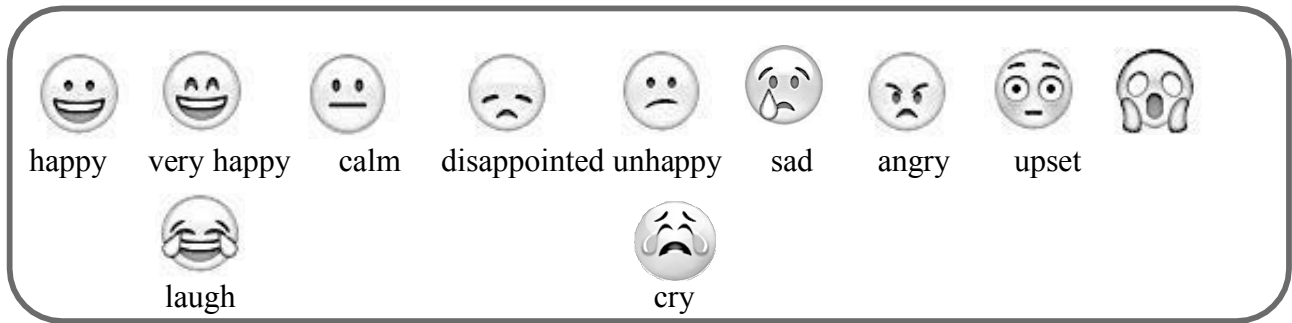


BUCKRAIL
Fabian Lobera April 1, 2017

VISUAL THINKING STRATEGIES PLANNING WORKSHEET

OBSERVATION PROMPTS AND RESPONSE TOOLS.

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



ANALYSIS PROMPTS AND RESPONSE TOOLS

3. Use a chart to list the people, objects, and actions you see in the image.

PEOPLE	OBJECTS	ACTIONS

5. How many ____ do you see? How many ____ are there?
(Make a pie chart or bar graph to capture the information)

6. What good, bad or interesting about this image?
(Use a Plus/Minus/Interesting chart to capture this information)

INFERENCE PROMPTS

7. Think about what you know. Think about what you see.
What do you think is happening in this image?
8. What do you think is going to happen? What happened before the photo?
(What can you infer?)

ASK QUESTIONS TO PROMPT QUESTIONS AND RESEARCH

9. What questions do you have about this photo?
10. How can you get answers to your questions?

ADAPTED FROM "What's going on in this Picture?" NY TIMES, The Visual Thinking Strategies Website, and the Visual Thinking Strategies website: <https://vtshome.org/>

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

EXAMPLES OF TEXT-DEPENDENT EARLY PRODUCTION QUESTIONS



TARGET VOCABULARY

collaborate
design
explain
measure
observe
pair
poster
task
team

- Are the learners working in teams?
- 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 team 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?
- Which team is collaborating more? How do you know?
- What is the task?

PROCEDURE FOR ASKING EARLY PRODUCTION & HIGHER-LEVEL THINKING QUESTIONS

1. 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

2. 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

3. 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 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, Goretta Borges Teodor, who was deported in 2007



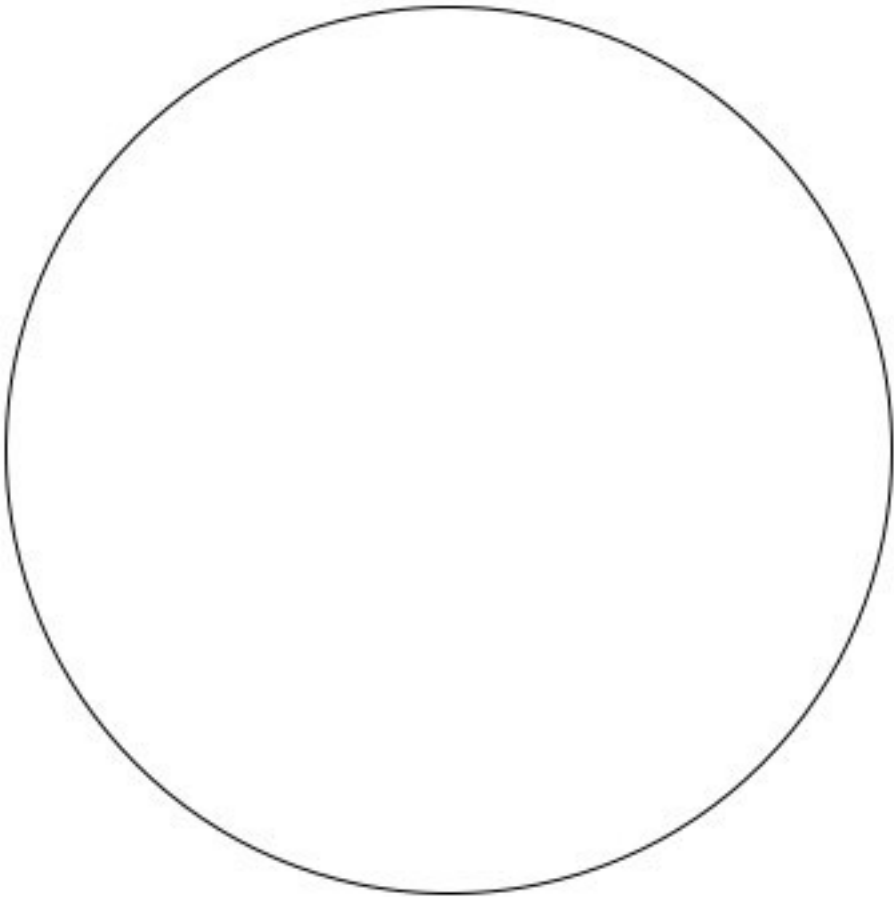
Students hugged riot policemen during a protest against an education reform bill, in Bogota on October 26, 2011.

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.



PIE CHART STATISTICS

KEY:



PHOTOCOPIABLE

OXFORD UNIVERSITY PRESS 2016

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

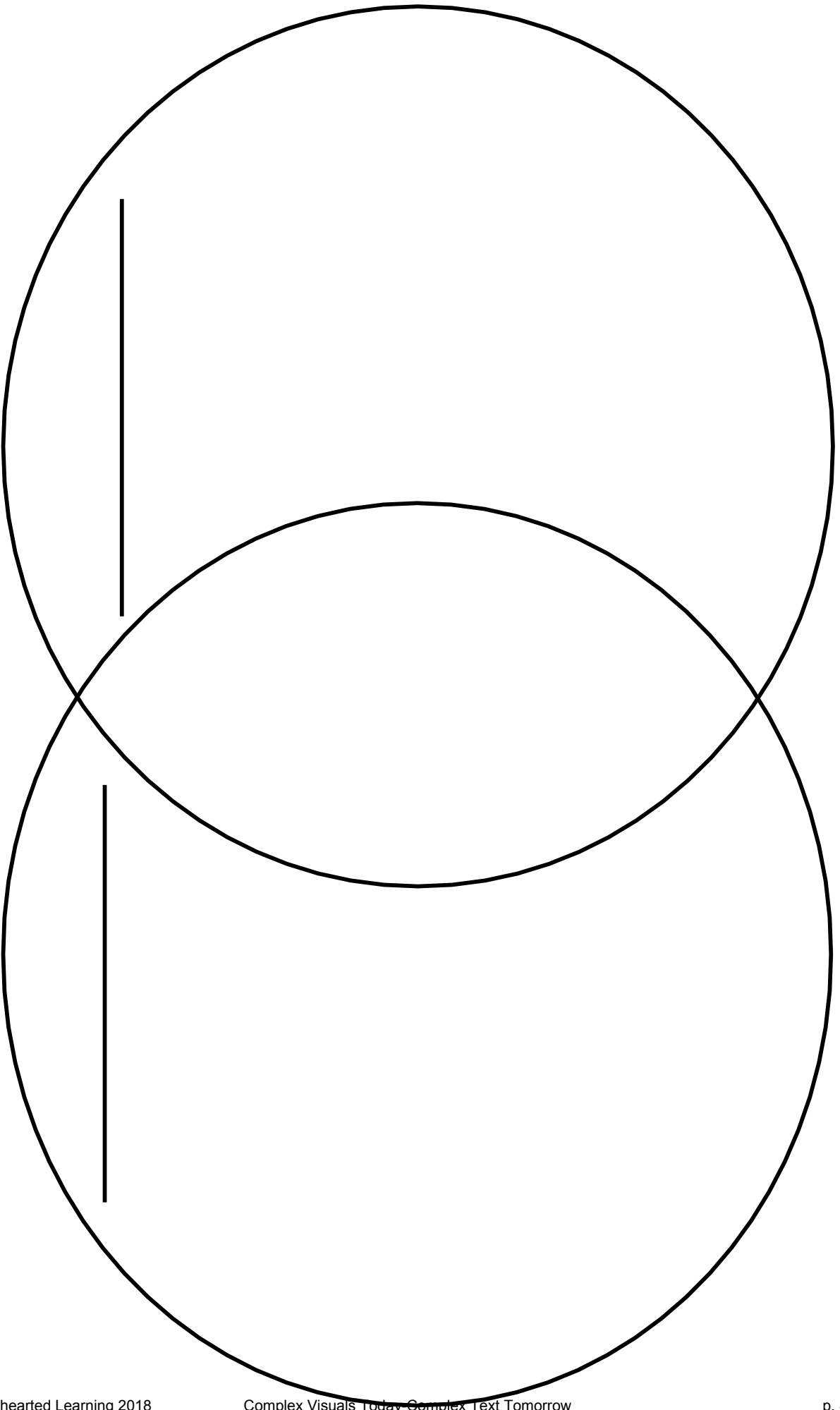
have an adventure

Questions to build understanding

Questions to encourage higher-level thinking

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

VENN DIAGRAM



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.)

Managing Time



© Jayme Adelson-Goldstein and CALPRO 2009



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**.*

© Jayme Adelson-Goldstein and CALPRO 2009

Team KWL

- A. Look at the image(s). Take turns telling your team what you know about it (them).
Give evidence to support your statements.
- B. Brainstorm and write questions you have about the image(s) with your team.
- C. Ask the owner of the image(s) your questions OR listen to the owner's story.
- D. Work with your team to summarize what you learned.

What we know about the image(s):	
What we want to know about the image(s):	
What we learned:	<i>During our work together, we learned:</i> 1) 2) 3)

Need Help?

Use these sentence frames to help you say what you know.

There's a....

There are some...

I know _____ because _____

I believe that she is _____ because _____.

he

they are

Do you agree with your colleague(s)?

You can say, *I think so too.*

Do you disagree?

You can say, *I see it differently* and state your idea.

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](http://www.ccsso.org/documents/text%20complexity/showroom%20models/guide%20to%20creating%20text%20sets.docx)

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

Research Background and Resources

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