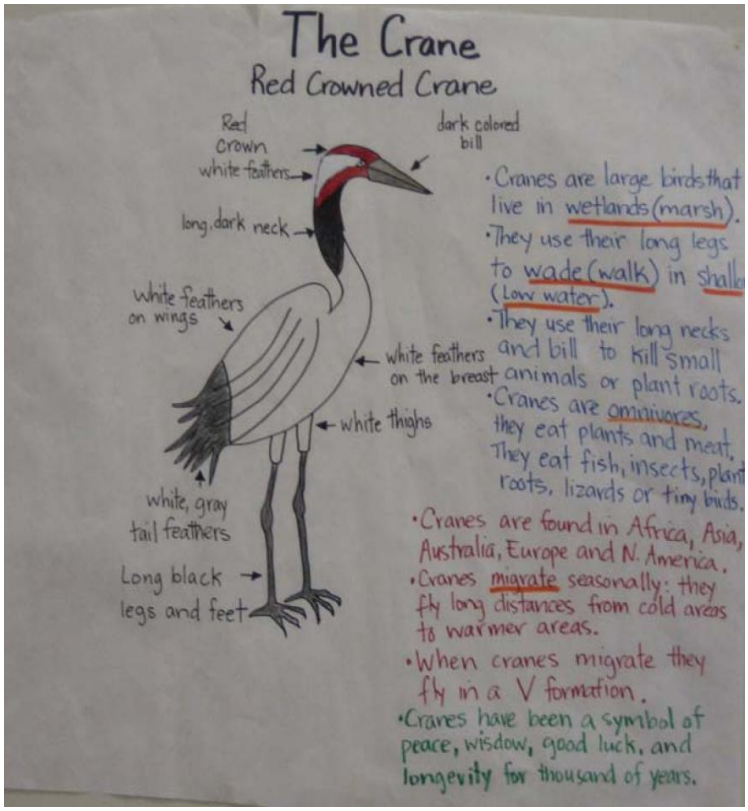
Strategies For Teaching Ells In The Content Areas And Beyond: Comprehensible Input

1) Pictorial Input Chart

- Make vocabulary and concepts comprehensible
- Drawn in front of the students for brain imprinting
- Organizes information
- Becomes a resource for students

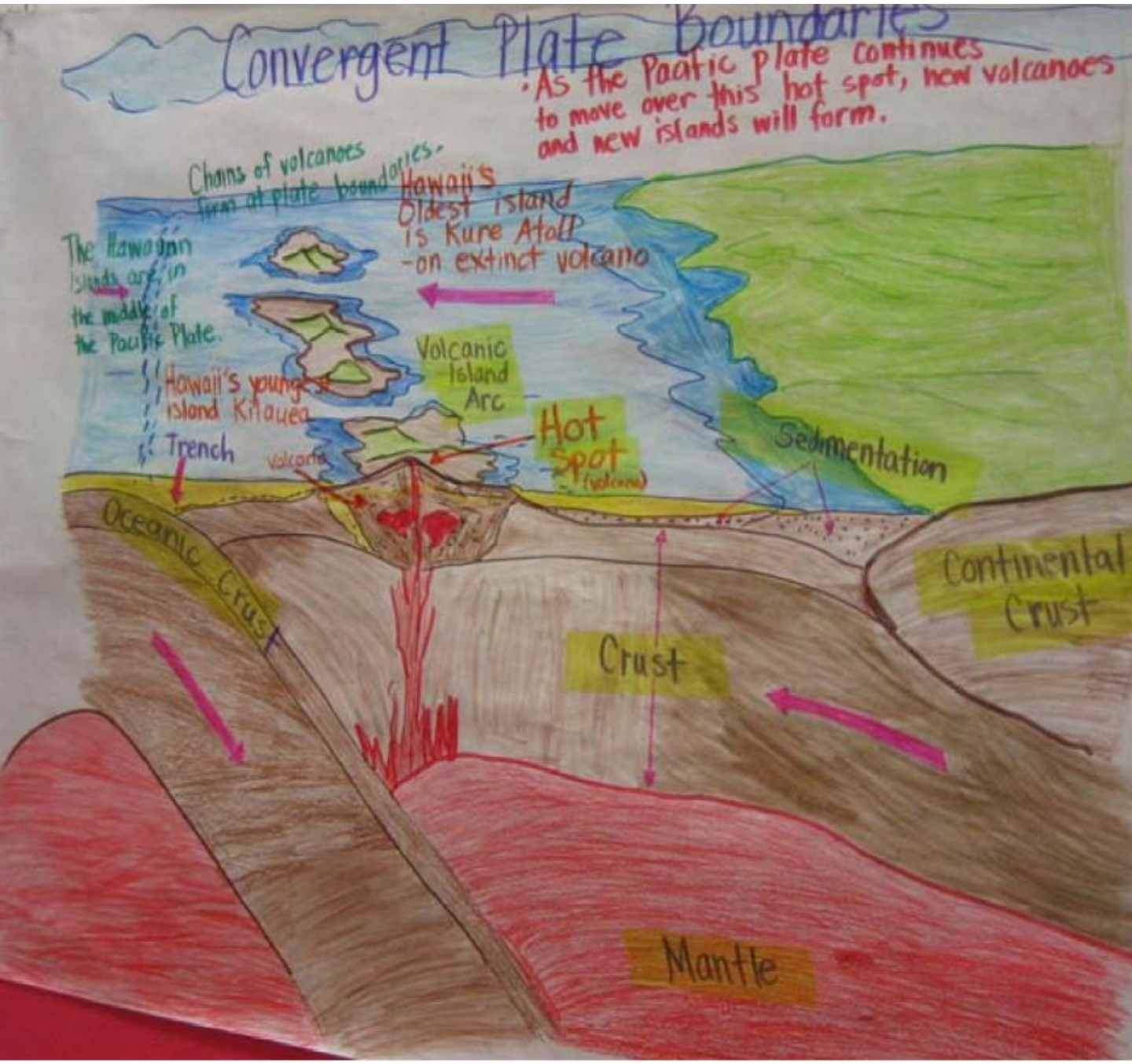
HOW?

1. Use to illustrate unit vocabulary and concepts.
2. Resources for pictorials include: textbooks, expository children's books websites (www.enchantedlearning.com), teacher resource books.
3. Use a projector, overhead, or document camera to enlarge the picture and trace on chart paper in light pencil, including vocabulary words and notes.



4. With students present, trace over the pictorial with markers, providing verbal input as you go. Chunk your information different colors.
5. Revisit to add word cards and review information.
6. Creates LANGUAGE FUNCTIONAL ENVIRONMENT.

7. Allow students to color pictorials.
8. Use the pictorials as your key visuals for instruction, student practice, and assessment.



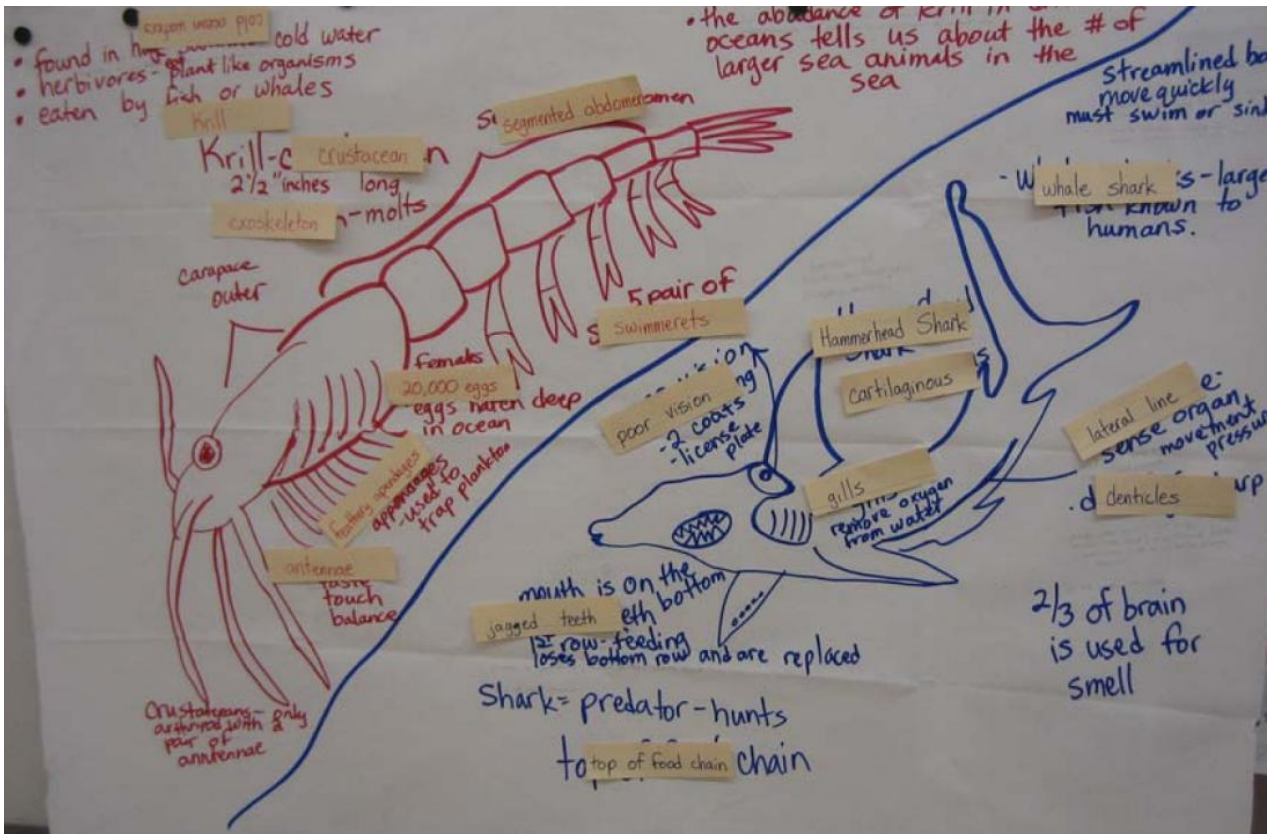
9. At the end of the unit, the pictorials can be collected to create a Big Book for use next year.

2. Comparative Input Chart

- A variation of the pictorial
- Compares and contrasts two objects, animals, or people
- A pictorial form of a Venn diagram
- Information can be comprehensibly presented with the comparative, taken to a Venn diagram, and finally to writing

HOW?

1. Follow the same procedure as the pictorial, but choose two objects, animals, or characters that lend themselves to compare/contrast.
2. Revisit the comparative to add word cards and review information.



3. Extend the comparative by highlighting the key points and vocabulary - these may then go on a Venn diagram.
4. Use the comparative and/or Venn diagram as the graphic organizer for a compare/contrast piece of writing.

3. Narrative Input Chart

•High level, academic language and concepts are used but put into a story or narrative format

•The story format allows for increased comprehension of academic concepts

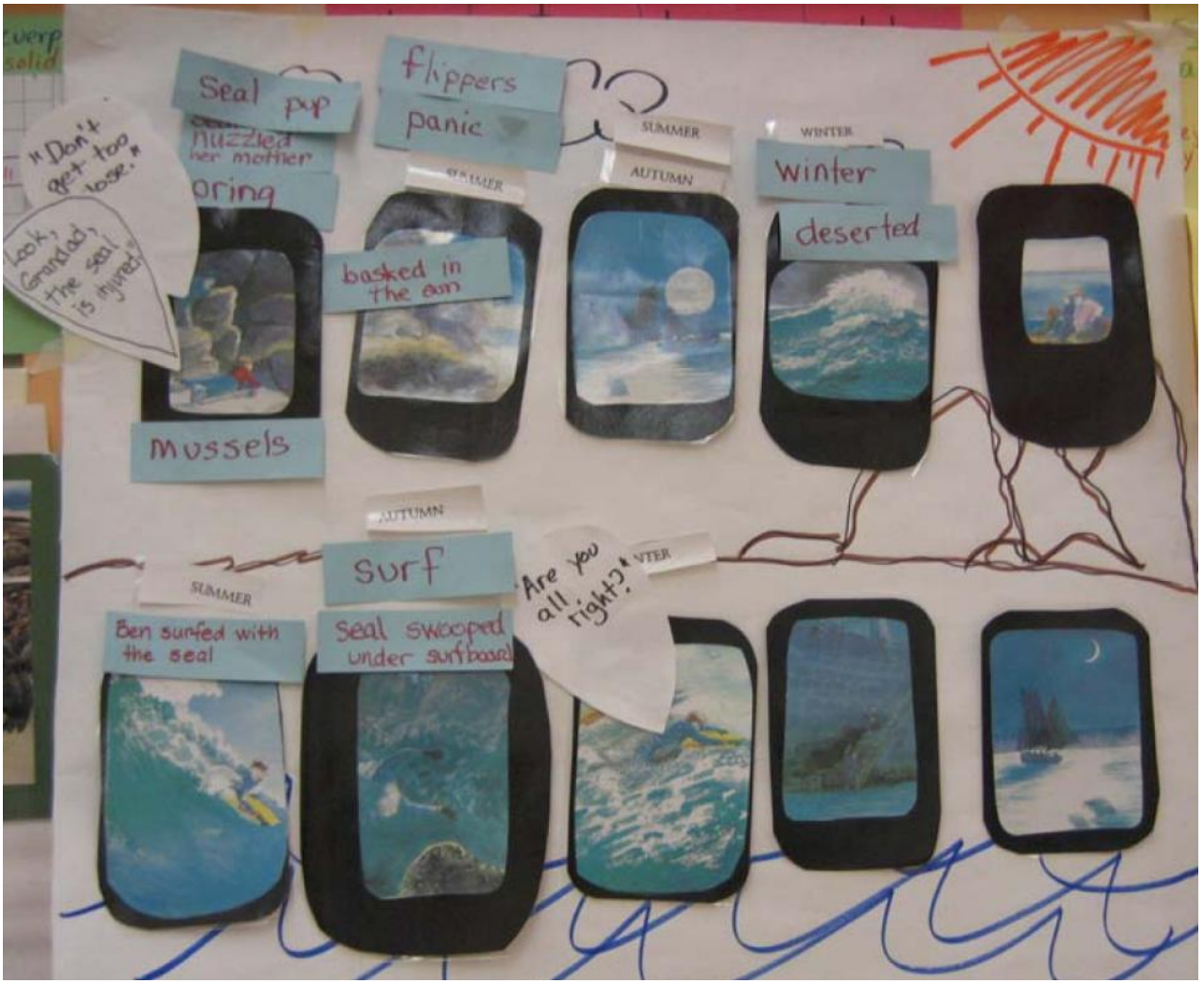
•Provides a visual retelling of the story

HOW?

1. Choose concepts and vocabulary that you would like to present via narrative input
2. Consider adapting a story that already exists by imbedding curriculum-based concepts and vocabulary

3. Draw or copy pictures for narrative and attach the text to the back (some teachers take pages from picture books/magazines/old textbooks)
4. Laminate the pictures for retelling (this would allow them to be used in a center or as a review for a group/individual in the future)
5. Create a background for the narrative that may be as simple as a laminated piece of butcher paper

6. Gather the students close to you and tell the story as you place the pictures on the background
7. Revisit the narrative to add word cards and/or speech bubbles



4. Cognitive Content Dictionary / Freyer Model

• key academic language and concepts are defined and displayed

•Vocabulary research tells us students need to hear, see, relate, contextualize, repeat, and write in order to understand and retain new vocabulary

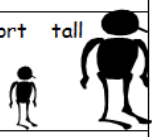
•Teachers can select words and allow students to also choose words from key texts ; this fosters engagement

HOW?

1. Choose concepts and vocabulary that are vital/key to understanding the unit of study
2. Create a chart on large chart paper (or on your smartboard)
3. Say and write the word – have student repeat it
4. Have students brainstorm with a partner a possible meaning for the word. Ask for suggestions.

Story Problems Math Cognitive Content Dictionary (MCCD)

First Grade Unit 3: Solving Story Problems

Session # (Teacher Reference do not include on in-class chart)	Word	Prediction	Meaning	Related Words	Example	Picture
3.4	digit		a symbol used to show a number	number, numeral, ones, tens	In the number 15, the digit 5 is in the ones place.	4
	between		a comparison of two things	among	6, 7, 8 7 is between 6 and 8	 B is between A and C
	opposite		completely different	different, not the same as	Up is the opposite of down.	 short tall
4.1	area		the size of a surface		My footprint covers a larger area than yours.	

5. Look up the word in an appropriate resource and talk about what it means. Write and explain the meaning in simplified language.
6. Explain the word as it fits into the context of the unit – you may wish to ask students for suggestions on this as a way to gain insight into their understanding both of the word and topic you are planning to study.
7. Offer students examples of words they know that relate to the new word (eg. If the new word is *construct*, you could say 'make' or 'build') – again, you may wish to have students brainstorm with a partner and share before providing your own examples; this will depend on your sense of the students' prior knowledge.
8. Draw or locate a picture that clearly explains the meaning of the word and if possible, places it in the appropriate context for the unit.

Millilitre(mL)	
Used when measuring capacity.