

- Step 1: Provide a description, explanation, or example of the new term.
- Step 2: Ask students to restate the description, explanation, or example in their own words.
- Step 3: Ask students to construct a picture, symbol. Or graphic representing the term or phrase.
- Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
- Step 5: Periodically ask students to discuss the terms with one another.
- Step 6: Involve students periodically in games that allow them to play with terms.

## **Name of Strategy: Input Strategies (Pictorial, Comparative, Graphic Organizers)**

### **Marzano Steps-1, 5**

**Description:** This is a pivotal strategy for making information comprehensible. It can be used in all content areas. This strategy teaches concepts and vocabulary comprehensibly, utilizing neurological imprinting, 10/2 and motivation. In this strategy the teacher creates a chart in front of the students that includes academic vocabulary and concepts. These charts are used in place of realia and as a visual support for the “traditional lecture.” The teacher uses these to front load the unit.

**Materials Needed**-Chart paper, markers, picture file cards

### **Procedures/Directions:**

- Teacher uses pencil to lightly sketch the pictorial which is then traced in various colors as the students watch...bringing the information to life in front of them
- Vocabulary comes directly from text
- Up front on carpet for 3 reasons- (behavior management, ease of discussion during 10/2, brain imprinting)
- Don't stand in front of the chart
- Have students repeat key words as you are creating the input chart. “Say that with me.”
- 10/2 Talk about in primary language be direct in what you want them to talk about. Chunk and Chew
- After Input is done.... have students record their learning in a Learning Log. While they do this, pull an ELL group and go over the information in the Input again.
- The next day -Review with word cards- When you hand these out have the students tell their neighbor what their word is
- Word Cards should be color coded to the chart.... this is an important scaffolding for second language learners as it aids them in locating and matching their word. Another scaffold is to point to the words during review and say, “Read that with me.”
- When you are reviewing the information the students bring up their word card and place it on the correct word on the chart. You can make this more difficult for advanced students by asking for example- who has the card for the piece of cloth that covers face to keep out dust
- Invite students to add to charts and pictorial-The walls become living. Students add word cards and replace PFC with own drawings
- Students add pictures and color-Academic discourse occurs here!
- High academic vocabulary -use word up to 85 times before it becomes comprehensible
- Chart stays on wall and students go back to throughout the unit
- Raffle off all charts to be taken home by students

Remember – a pictorial is a picture. It should be large and comprehensible - even without picture file cards. It is not designed to be word heavy with a tiny picture.

**Time: 20-40 minutes**-this can be broken into small portions and done over several days

**References-** *Bringing it All Together* by Marcia Brechtel page 135 or Key Trainers