

Suggested Daily Sequence

Day 1 Select a compelling and relevant picture and label it together with students. Lead students in reading the words many times.

Day 2 Give students time to discuss the picture in cooperative groups and then orally compose sentences. Provide students with sentence stems, starters or language frames to support complete sentences. This step allows students to access their own background knowledge as well as tap into one another's knowledge. It builds on prior knowledge by supporting what they already know about a particular topic. For example, if you give students a picture of a teepee, and students share in their groups, some might say they see a house, while others would say it's a home or dwelling

Day 2 or 3 Ask students to brainstorm possible titles for the picture. Discuss them. What makes a strong title?

Day 3 Record the sentences either on a chart or below the picture. Consider asking the group the 5 Ws-Who, When, Where Why, What to help vary the sentences and create a strong understanding of the visual. Guide students in choral or echo reading the sentences. This reading practice supports language development.

Day 3 or Day 4 Give students the opportunity to use the labels to write their own sentences. Provide scaffolds as needed. Some will need sentence frames or starters. Beginner ELs may need to copy your sentences. To push students who are at the Advanced level up a notch, give them stems such as: Additionally, Furthermore, For Example.



  **Daily Picture Talk**  

Objective: to promote and advance both oral and written language development

Time: 10 minutes daily

1. Select a highly engaging picture related to the unit of study-NF science/social studies/reading (types of communities, energy, body, etc.)
Visual source of data, map, graph, chart, number line, fraction, number sentence
Fiction image-people in a place
2. Project the image on a document camera or smart board
3. Title the image and label it with the students
4. Use the title and labels to ORALLY compose sentences as a class:
 - a. Simple
 - b. Compound
 - c. Complex
5. Teacher records oral sentences
6. Students use labels to record their own sentences

★Fiction:

- Who is in the picture?
 - How are they related?
 - How do they feel?
 - What kind of people are they? (Traits)
 - Why are they there?
- When is this taking place?
 - Past, present or fantasy
 - Time of year/season
 - Time of day
- Where is this taking place?
 - Earth? US? Texas? Katy?
- What is happening?