

Objective, Scaffolds, and Skills

Language Objective:

Scholars can orally describe connections between images and their classroom community.

Language Functions:

Compare and Contrast, Description and Elaboration

Scaffolds:

A/B Partners, Choral Reading, Drop-In Reading, Total Physical Response (TPR), Language Coaching, Word Banks, Sentence Frames, Translanguaging

AVID Essential Skills

- Rigorous Academic Preparedness.A.1 and 2
- Rigorous Academic Preparedness.C.1 and 2
- Rigorous Academic Preparedness.D.1
- Student Agency.A.1

Purpose

Scholars will connect images to a broader idea or theme through scaffolded instruction. Opportunities for acceleration of academic language acquisition are established through the intentional coupling of images and vocabulary words, collaborative structures, word banks, and sentence frames.

✓ Materials

- Chart paper (optional)

Prepare the Appropriate Environment

- Select relevant images and project the images on the board for scholars to analyze.
- Generate exemplar responses as models for scholars.
- Intentionally group scholars for collaboration and identify A/B Partners.

Instructional Overview

1

Vocabulary Review

- Physically trace each circle on the screen with your hand and point to the image inside as you say the word “image” aloud.
- Have scholars repeat the word “image” as you encircle and point to the image in each circle.
- Generate synonyms for the word image and record them on chart paper or a communal space (Gradual Release of Responsibility – We do).
- Opportunity for translanguaging in Spanish: image ► imagen

2

Study the Images

- Set the intention that scholars will be making connections between what is physically seen in the image and a broader theme or idea.
- Choral read the directions – “Think” and use TPR while they are reading the word.
- Choral read the word bank and connect the icons and images to the words by physically pointing and creating a TPR movement with scholars for each word. Clarify any unknown words.

3

Explain the Images

- Model reading the directions aloud, then choral read them as a class, using TPR when necessary.
- Model a think-aloud using the sentence frame and words from the word bank (Gradual Release of Responsibility – I do). Consider physically pointing at the image or word. Example: “I see a knot.” “They are working.”
- Model reading the words in the word bank then choral read them as class using TPR.
- Ask all the Partner As to choral read the sentence frame with you, then have them finish it as they speak with Partner B (Gradual Release of Responsibility – We do).
 - Example: If you are Partner A choral, read with me, “I see a ____” (point to the rope) so Partner As can repeat to Partner B.
 - Repeat this process with B Partners.
- Have scholars share and complete the sentence frames with their partners.
- Encourage scholars to utilize complete sentences and build on what others have shared through language coaching with physical cues.

4

Vocabulary Review

- Review the words similar and different.
- Model a think-aloud and physically point at the images to draw attention to how the top two cameras are similar and the bottom two are different.
- Choral read the sentences and vocabulary words in green.
- Use diagnostic teaching to determine if it is necessary to make connections to the provided images by creating a TPR movement for each word.
- Opportunity for translanguaging in Spanish: similar ► similar; different ► diferente

Instructional Overview

5

Write

- Model reading the directions aloud, then choral read them as a class, using TPR when necessary.
- Introduce the new words in the word bank using TPR, and then choral read the word bank as a class.
- Model a think-aloud using the sentence frame and words from the word bank (Gradual Release of Responsibility – I do). Consider physically pointing at the image or word. Example: “The images are similar because they both show things that are together.”
- Utilize physical a cue and prompt scholars to think about how the images are similar.
- Provide time for scholars to write down and complete the sentence frame for “similar” (Gradual Release of Responsibility – You do independently).
- Repeat with thinking time and the sentence frame for “different” (Gradual Release of Responsibility – You do independently).
- Choral read the sentence frames aloud with the class as follows (Gradual Release of Responsibility – We do):
 - Have Partner A scholars choral read the first sentence frame (The images are similar because they both show things that are __.), then repeat it to Partner B without teacher support. As they repeat it to their partner, have them fill in the blank with what they wrote.
 - Have Partner B scholars choral read the second sentence frame with teacher support (The images are different because one has __.), then follow the same steps as above.
- Use diagnostic teaching to determine if scholars would benefit from completing this task as a class.

6

Class Collaboration: Similarities

- Read the directions and model reading the sentence frame.
- Choral read the sentence frame with scholars.
- Model a think-aloud by completing the sentence frame aloud (Gradual Release of Responsibility – I do).
- Have scholars brainstorm/share with the class how the image of the rope is similar to the classroom community (Gradual Release of Responsibility – We do). Use chart paper or a digital tool to write and record ideas. Add words to the word bank from scholars’ responses.
- Discuss the connections as a class. Encourage scholars to utilize complete sentences and build on what others have shared through language coaching with physical cues.
- Opportunity for translanguaging in Spanish: connection ► conexión



Scholar Starter: Image Analysis

Entering

Scholar Starter: Image Analysis

Through scaffolded instruction, scholars will make connections between the images to a broader idea or theme. Aligning with diagnostic teaching, this Scholar Starter may take longer than 15 minutes and can be taught throughout multiple class periods.



Select relevant images and generate exemplar responses as you model for scholars (Gradual Release of Responsibility).



Ask scholars to look closely at what they see and review key vocabulary.



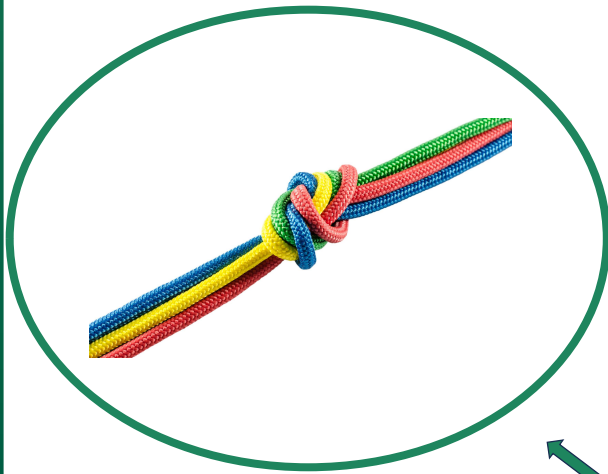
Ask scholars to explain what they say and how the images are similar and different.



Prompt scholars to make connections between the images and the classroom community and then share their findings with the class.




Vocabulary Review



image



Study the Images





What do you see? 



Word Bank

- rope 
- knot 

Word Bank

- working 
- together 

Explain the Images



 Explain what you see.

  I see a ____.





  They are ____.





 Repeat until time ends. 

Word Bank

- rope 
- knot 

Word Bank

- working 
- together 

Vocabulary Review



They are **similar**.



They are **different**.

Write



How are the images similar or different?



Word Bank

- rope
- working
- together
- people
- strong



The images are **similar** because they both show things that are ____.



The images are **different** because one has ____.

Class Collaboration: Similarities



Make a connection.

The rope and our classroom community are



similar because they show things that are _____.



Word Bank

- rope
- working
- together
- people
- strong

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Prepare the Appropriate Environment

- Select relevant images and project the images on the board for scholars to analyze.
- Generate exemplar responses as models for scholars.
- Intentionally group scholars for collaboration and identify A/B Partners.

Instructional Overview

1 Notice and Discuss

- Set the intention that scholars will connect what is physically seen in the image to a broader theme or idea.
- Ask courageous contributors to read the directions.
- Choral read the word bank and clarify any unknown words.
- Model an example of what you notice about the picture (Gradual Release of Responsibility – I do).
- Provide time for scholars to use the sentence frames in the chart to write down what they notice about the image of the rope (Gradual Release of Responsibility – You do independently).
- Provide time for A/B Partners to read their lists and identify similarities between what they noticed (Gradual Release of Responsibility – You do together).
- Have 2-3 courageous contributors share what they noticed with the class. Honor with a celebration.

2 Wonder and Discuss

- Ask courageous contributors to read the directions.
- Choral read the word bank and clarify any unknown words.
- Model an example of what you wonder about the picture (Gradual Release of Responsibility – I do).
- Provide time for scholars to use the sentence frames in the chart to write down what they wonder about the image of the rope (Gradual Release of Responsibility – You do independently).
- Provide time for A/B Partners to read their lists and identify something they are both wondering about related to the image (Gradual Release of Responsibility – You do together).
- Have 2–3 courageous contributors share one question with the class. Honor with a celebration.

3 Written Response

- Ask courageous contributors to read the directions.
- Use drop-in reading to read the sentence frames. Scholars drop in and read the words in black.
- Choral read the word bank and clarify any unknown words.
- Provide a think-aloud (Gradual Release of Responsibility – I do) and time for scholars to write their response (Gradual Release of Responsibility – You do independently).
- Opportunity for transanguaging in Spanish: connect ► conectar; community ► comunidad
- Explain to scholars that they will rehearse their writing aloud with their A/B Partner, and their partner will give them feedback for revisions (Gradual Release of Responsibility - You do together). Provide A/B Partners with a purpose, such as looking for correct spelling and punctuation.
- Invite 3–4 courageous contributors to stand, as they are able, and deliver their responses to the classroom community. Encourage scholars to utilize complete sentences and build on what others have shared through language coaching with physical cues. Honor with a celebration.



Scholar Starter: Image Analysis

Emerging & Developing

Scholar Starter: Image Analysis

Through scaffolded instruction, scholars will make connections between the images to a broader idea or theme. Aligning with diagnostic teaching, this Scholar Starter may take longer than 15 minutes and can be taught throughout multiple class periods.



Select relevant images and generate exemplar responses as you model for scholars (Gradual Release of Responsibility).



Ask scholars what they notice about the image and invite scholars to compare and contrast with their A/B Partner.



Ask scholars what they wonder about the image and invite scholars to compare and contrast with their A/B Partner.



Encourage scholars to make connections between the image and the classroom community, and prompt scholars to rehearse and revise their writing with their A/B Partner.



Notice and Discuss



What do you notice about the picture? Add to your T-Chart.

Notice	
<ul style="list-style-type: none">I see ____.I notice ____.	



Read your list to your A/B Partner and discuss.



One thing I noticed was ____.



I noticed ____.

Word Bank

- rope 
- knot 
- tie 

Wonder and Discuss



What do your observations make you wonder about the picture?
Add to your T-Chart.

Notice	Wonder
	<ul style="list-style-type: none">Why is ____?How is ____?Why are ____?



Read your list to your A/B Partner and discuss.



We wonder why ____.



Another thing we wonder is how ____.

Word Bank

- rope 
- knot 
- tie 

Written Response



How does the picture connect to our classroom community?

When I look at the picture, I see _____.

This makes me think of _____ because
_____.

This is like my classroom community because
_____.



Word Bank

- rope →
- knot →
- culture →
- together →



Rehearse and revise with your A/B Partner.

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- Ask courageous contributors to read the directions.
- Model an example of what you notice about the picture (Gradual Release of Responsibility – I do).
- Provide time for scholars to use the sentence frames in the chart to write down what they notice about the image of the rope (Gradual Release of Responsibility – You do independently).
- Choral read the word bank and clarify any unknown words.
- Provide time for scholars to compare and contrast what they noticed with their A/B Partner (Gradual Release of Responsibility – You do together). Invite Partner B to begin.
- Encourage scholars to utilize complete sentences and build on what others have shared through language coaching with physical cues.

2 Wonder and Discuss

- Ask courageous contributors to read the directions.
- Model an example of what you wonder about the image (Gradual Release of Responsibility – I do).
- Provide time for scholars to use the sentence frames in the chart to write down what they wonder about the image of the rope (Gradual Release of Responsibility – You do independently).
- Have scholars stand, as they are able, to compare and contrast what they wondered about with their partners. Invite Partner A to begin.

3 Written Response

- Ask courageous contributors to read the directions.
- Use drop-in reading to read the sentence frames. Scholars drop in and read the words in black.
- Choral read the word bank and clarify any unknown words. Invite scholars to recommend words that could be included in the word bank.
- Use diagnostic teaching to determine if providing a written response example (Gradual Release of Responsibility – I do) is necessary.
- Opportunity for translanguaging in Spanish: connect ► conectar; community ► comunidad
- Provide time for scholars to think and construct their responses (Gradual Release of Responsibility – You do independently).
- During rehearsal and revision, provide a purpose, such as having scholars identify additional descriptive words/details (adjectives) in their writing. (i.e., ropes become green and blue rope) (Gradual Release of Responsibility - You do together).
- Invite 2–3 courageous contributors to stand, as they are able, and deliver their responses to the classroom community. Honor with a celebration.



Scholar Starter: Image Analysis

Expanding & Bridging

Scholar Starter: Image Analysis

Through scaffolded instruction, scholars will make connections between the images to a broader idea or theme. Aligning with diagnostic teaching, this Scholar Starter may take longer than 15 minutes and can be taught throughout multiple class periods.



Select relevant images and generate exemplar responses as you model for scholars (Gradual Release of Responsibility).



Ask scholars what they notice about the image and invite scholars to compare and contrast with their A/B Partner.



Ask scholars what they wonder about the image and invite scholars to compare and contrast with their A/B Partner.



Encourage scholars to make connections between the image and the classroom community, and prompt scholars to rehearse and revise their writing with their A/B Partner.



Notice and Discuss



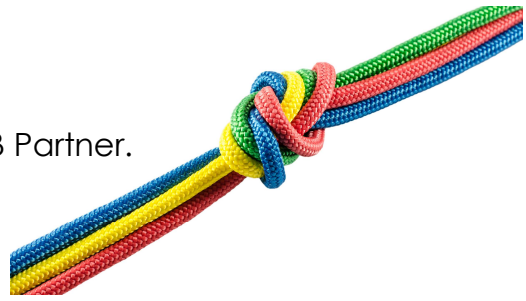
What do you notice about the image? Add to your T-Chart.

Notice	
• I see ____.	
• I notice ____.	



Compare and contrast with your A/B Partner.

Compare and Contrast
• however
• just like
• but as opposed to
• are similar to/different from



Wonder and Discuss



What do your observations make you wonder about the image?
Add to your T-Chart.

Notice	Wonder
	• I wonder why ____.
	• I wonder how ____.



Compare and contrast with your A/B Partner.

Compare and Contrast
• however
• just like
• but as opposed to
• are similar/different from



Written Response



How does the image connect to our classroom community?

When I analyzed this image of a _____, I noticed _____. This is important because _____. As a result, this connects to our classroom community because _____.

Word Bank

- achieve 
- represent 
- culture 
- together 



Rehearse and revise with your A/B Partner.

