

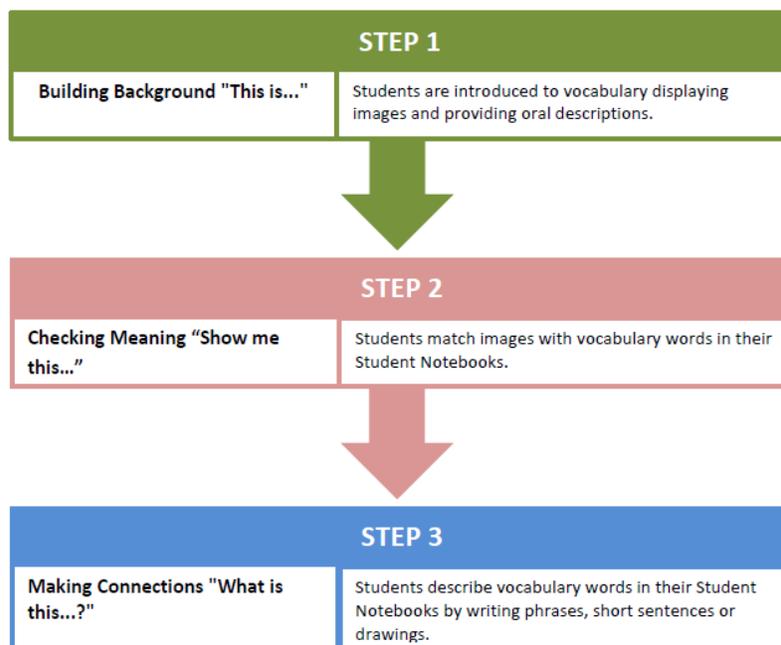
Vocabulary Building & Comprehension:

Learning with VOCABULARY SNAPSHOTS

Activity Overview

Since ELL students must know approximately 93% of the words they hear in order to learn new words from oral input, visual scaffolding is essential in making instruction more comprehensible. *Vocabulary Snapshots* are supplementary activities designed to provide instructional support for ELL students. Using images breaks vocabulary instruction into steps that allow linguistically diverse students to make connections between what they see and what they hear. This process contributes to language development as well as increased student participation.

The *Vocabulary Snapshots* activity introduces ELL students to image-supported key words from the unit text and guides them to write, or draw, a description of the word. This is a three-step process in which students move from vocabulary introduction to application of vocabulary knowledge (see below).



Vocabulary Snapshots are recommended as pre-teaching activities. The sidebars on the first pages of **Lessons 1, 2, 5, and 6** suggest targeted vocabulary relevant to stories and art in those lessons. Timing for these activities will vary based on students' English language proficiency levels and content knowledge. The 1-2-3 Steps format can be followed for the words in any lesson. A sample lesson using 1-2-3 Steps with a ***Vocabulary Snapshot*** is provided on the next page.

Vocabulary Building & Comprehension:

VOCABULARY SNAPSHOTS – A Sample Lesson

STEP 1: BUILDING BACKGROUND: “THIS IS...”

Process: Start the activity by writing the vocabulary words for a new text one at a time and displaying the visual icons, using a document camera and/or interactive unit image/word wall. For each word provide a descriptive definition, appropriate for the students’ English language proficiency level, using the visual icons.

Displaying and labeling vocabulary in both English and students’ native language will contribute to content and language comprehension.

Suggested Dialogue:

Before we begin today’s lesson, we are going to learn some new words that will help us read the next story in the **Arts for Learning** unit. We are going to be looking at pictures to help us understand these new words and later we are going to write (or draw pictures) about them.

Show the first image and provide a descriptive definition.

This is a cellar....a cellar is the lowest part of a house or building and is below ground. Sometimes the cellar is the place where we store boxes, bicycles or things we don’t need all the time, like winter clothes.

This is a cellar.



Sample of native language vocabulary for *cellar*:

- подвал-**Russian**
- keller-**German**
- sótano- **Spanish**
- 地下室 –**Chinese**

Continue introducing the rest of the lesson’s vocabulary words following the same process with appropriate wait time between words.

STEP 2: CHECKING MEANING: “SHOW ME THIS...”

Process: Distribute the **A4L Student Notebooks**. Have students open to **Vocabulary Snapshot for The Three Little Pigs, page 23**. The **Vocabulary Snapshots** in the **A4L Student Notebooks** have the same vocabulary as here in **Resources** (starting on **page 5**), with the addition of spaces for students to write or draw definitions (in Step 3).

Using a document camera and/or interactive unit image/word wall, cover all vocabulary labels and randomly display each of the images, one at a time. Ask students to identify each image

orally (“**This is...**”) and in their **Vocabulary Snapshots** by drawing a circle around the vocabulary word (“**Show me...**”).

Suggested Dialogue:

Let’s continue to learn about these words. I am going to show you each picture again, but this time you are going to tell what I am showing you by saying the word aloud and then finding its picture and drawing a circle around it. Open your **A4L Student Notebooks** to **Vocabulary Snapshot for The Three Little Pigs, page 21**.

Show the first image and request “This is...” and “Show me this...”

What is this? (Students respond “This is...” with vocabulary word for the image.) Now find this image on your **Vocabulary Snapshot** page and draw a circle around it. **Show me...** (Check for understanding as students circle the image on their **Vocabulary Snapshot** page.)

Continue displaying the vocabulary words following the same process with appropriate wait time between words.

STEP 3: MAKING CONNECTIONS: “WHAT IS THIS...?”

Process: Replace all vocabulary labels and randomly display each of the images. Ask students to write and/or draw a description of the word/image on the **Vocabulary Snapshot** page in their **A4L Student Notebooks**.

Suggested Dialogue:

I am going to show you each picture again, and you get to show me what you have learned by describing – in writing (or drawing) – each word.

Show the first image and request “What is this...?” for students to describe the image.

What is this? (Show image.) Think for a moment. Now find this image on your **Vocabulary Snapshot** page and describe this word by writing (or drawing) about it in the box below the picture. (Check for understanding as students describe the image on their pages.)

Continue displaying the vocabulary words following the same process with appropriate wait time between words.

STEP 4: CONTINUE VOCABULARY CONNECTIONS DURING STORY

Process: Keep the vocabulary labels and images posted in the room as you read the story, so students can refer to them to reinforce understanding and increase participation.