See What you Want to Say: Develop Visual Thinking Routines With your ELL students

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Palm Beach County, FL
A Little About Us
Agenda

• Strategy for Analyzing Art
  • Three Column Notes
• Strategies for Discussion
  • Think-Pair-Share
  • Mind Streaming
• Strategies for Writing
  • You Ought to Be in Pictures
Palm Beach County School District

- 187 Schools
- 5th largest school district in Florida
- 11th largest school district in the continental U.S.
- 30,000+ students in English Language Learners classes
- 39,000+ students in Exceptional Student Education programs
- 152 language spoken
- 198 different countries and territories of birth
Icebreaker Activity

Turn and Talk

• Introduce yourself to your neighbor
• Explain to your partner what motivated you to attend this session.
• Describe the ELL population at your school.
• *Share out
Challenge

• How can we use art to improve the language and literacy skills of our English Language Learners?
Strategy for Analyzing Art
Three Column Notes

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<th>What Do You See</th>
<th>What Does It Mean</th>
<th>Why Does It Matter</th>
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## Four Column Notes

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<th>What do you see?</th>
<th>What does it remind you of?</th>
<th>What does it mean?</th>
<th>Why does it matter?</th>
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Strategies for Discussion and Writing
Think-Pair-Share

1. The teacher begins by suggesting a topic or asking a question.
2. Students think about what they know or have learned about the particular topic.
3. Students pair with another student or with a group of students and discuss their ideas.
4. The whole class shares out.
Kehinde Wiley

New York based portrait painter
Think-Write-Pair-Share

Think of a connection between the historic image and its contemporary counterpart.
Mind Streaming

1. Student A talks for one minute about the topic. Student B listens and encourages Student A, but does not talk.

2. The roles reverse. Student B talks for one minute about the topic and Student A listens and encourages Student B.
Mind Streaming – With Prompts

Partner A
Character

Partner B
Setting
Riis, J.A. (ca.1890). *In the home of an Italian rag-picker, Jersey Street [photograph]*. From *How the Other Half Lives*
Partner A

Character
Partner B

Setting
You Ought To Be in Pictures

1. Identify a picture or series of photographs that will evoke emotions or pique the interest of your students.
2. Display the image and direct students to examine the details.
3. Model how you would imagine yourself as a participant.
4. Use another image, and allow students to take on the persona of a character in the image.
5. Allow students time to share.
Riis, J.A. (ca. 1890). *In the home of an Italian rag-picker, Jersey Street [photograph].* From How the Other Half Lives
I work all day and clean and watch
the child. I try my best to keep things
clean, but I never seem to get it clean
enough. I pray that my child doesn't
have to live like this forever. I work
so hard with my husband—we can
barely pay the rent for this dingy place.
We have nothing. Was it worth
leaving our family in Italy for this?
Visual Art Resources and Websites

• Scholastic Art Magazine
• Pinterest
• National Art Education Association
• Metropolitan Museum of Art
• Smithsonian
• National Gallery of Art
Tweet Me – Exit Ticket

What is your favorite take away from the presentation?

#NAEA17
#VisualLiteracy
#AICP
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