

# Using Pictures as Text with Low-Literacy Adult Learners

Using CCRS Standards Reading Anchor 1A and B; Reading Anchor 2A; Speaking and Listening Anchor 2A; Reading Foundations Anchor 1\* and Anchor 2...

Students Will Be Able To:

- Notice key details in a picture story and provide word level answers, both orally and in written form
- Point to evidence in the picture to answer WH questions
- Recite the steps in the story line
- Express understanding that a main idea says what happens about all of a text
- Express understanding of a text that is read aloud by answering questions about key details
- Follow words from left to right and top to bottom
- Recognize that spoken words are represented in written language by specific sequences of letters
- Isolate the initial and final sounds of spoken words

\*Reading Foundations Anchor 1 was not included in the CCRS for Adults, and are located in the Common Core State Standards, on which the CCRS is based.

## Build Vocabulary

1. On the document projector repeat the key words several times orally as a group to **DEVELOP VOCAB** (Don't hand out the papers yet.)
2. Sing, "Head, Shoulders, Knees, and Toes" song.
3. On a document projector, show the review pictures needed for the text today: head, shoulder, back, stomach and elicit those words from the learners

## Introduce the text

4. As a class (still only using the one picture on the document projector) talk about ONLY the **first picture**. No writing.
5. Cover all but one picture at a time. Ask:
  - a. "What do you see?" **SHOW ME**
  - b. **What is next?** (Peek under the cover to get them curious.)

- c. "Is it a man or woman?" (Teacher spells "man".) "What is the first sound/letter in the word "man"? "What is the last sound/letter?"
- d. "Who are the people?" or ask "Is this the doctor?" "Is this the nurse?" (number each of the 3 people in the picture and point)
- e. "What's the problem?" Why? (cite the evidence) (He is touching his head/stomach/etc.)
- f. "What's wrong?"
- g. "What's the matter?"

### Review

6. Go back and review all the previous pictures after finishing with one, building on that information and repeating the sequence with all the pictures.
7. State a complete sentence with the students' wording. Repeat that sentence as the sentence frame for multiple pictures, if possible, to build a repetitive wording. For example: "He has a \_\_\_\_\_."

### Questions

8. **QUESTION SCAFFOLDING:** Questions are roughly sequenced in order of difficulty
  - a. Is this a school? No
  - b. Is this a bus stop? No
  - c. Is this a clinic? YES
  - d. Is this the store or the clinic? Clinic
  - e. Is the man **sick**? YES
  - f. Does he feel good or no good? No good

### Create the Main Idea and Title together

9. What is one WORD about all the pictures? The man is **sick**. **MAIN IDEA**
  - Let's check. Is the man sick in picture 1? (continue asking for all 6 pics)
10. Let's name the story. Give it a **TITLE** *Going to the Doctor*

### Additional Reading

**Hand out papers.**

11. Say the picture numbers together.
12. Repeat the questions above going 1 frame at a time.
13. Cite evidence/ Say... "Show me headache" "Show me 'He is sitting.'" Show me...
14. Ask 1 student to read the entire story. Ask for other volunteers.
15. Starting at picture #1, everyone stand up and act out the story. This shows comprehension in a multi-sensory manner.
16. Sit down and partners tell the story, frame by frame.
17. Write 1 word under each picture. Note the first and last sounds/letters
18. Partners cite evidence and do step 6 in pairs... "Show me headache." Etc.
19. If time, hold up one large letter. Ask "What letter? What sound? What word in the story has this first sound?"

Text Dependent Questions (to ask aloud during the lesson):

- Is it morning or night?
- Is it Sunday or Monday?
- Is the man the DOCTOR?
- Is #2 the DOCTOR? WHY? Show me. (stethoscope or lab coat)
- Who is the Doctor? (#2 person) WHY? (stethoscope or lab coat)
- Ask some yes/no questions. Ask WHY?

If time... put a grid of six sentences, the main idea, and the title on a document projector and only show one sentence at a time.

- Ask about one content word in each sentence. Spell it. Circle it.
- Cut apart each sentence
- Paste the correct sentence on top of the written word under each picture.
- Paste the main idea at the end of the paper.
- Paste the title on the top of the paper.