

Session Five: Using Pictures to Teach

Session Five: Using Pictures to Teach

Welcome	Welcome and review the agenda
Review	Review last week Review group agreements
Warm-up Activity	Charades
Group Discussion	Homework
Reading Strategies	Using pictures to learn <ul style="list-style-type: none">• See, say, spell• Grouping words• Sentences and paragraphs
Craft Activity	Photo story
Closing	Session review Evaluation



Overview of Session

Pictures are a great way to teach reading and writing. This session provides participants with a unique way to use pictures to teach their child. Schools and adult education programs use this method very successfully. Parents often struggle to get their child to do their homework each night. This session focuses on homework strategies.


Goals

- To learn and share ideas to help your learner do well in school.
- To learn ways to help your learner with homework.
- To learn how to use pictures to teach reading and writing.
- To learn how to use photos to make books.

Time

You will have to choose from the activities in this session. The interests of the participants and the amount of time you have for your program will determine the number of activities you can do. You can make this session into two sessions if you would like to do all the activities.

You need

- Participant and door prize forms
- Agenda
- Handouts
- Flipchart paper
- Book kit
- Free books
- Prizes
- Workshop supplies  – markers, paper, pencils, name tags, post it notes, craft supplies



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The day before the session

Call each participant to remind him or her about the session. Ask them if they need transportation to the meeting. Talk with the participants about the program or other issues.

Before the session

The facilitator should arrive at least 45 minutes before the session to set up the room, organize equipment and supplies, and make coffee and snacks.

Workshop preparation

- Review the facilitation section.
- Review the background information.
- Review the session and decide what activities you want to do.
- Research information for discussion topics not included in the manual.
- Change the agenda if needed.
- Photocopy handouts.
- Prepare craft materials.
- Ask community businesses to donate prizes for the program. Some suggestions for prizes are:
 - Adult and children books
 - Gift certificates for the local grocery store, gift shop etc,.
 - Gift baskets
 - Bath stuff
 - Candles



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There are detailed facilitator notes for each activity

- Welcome and Introductions
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

The following pages give background information, facilitator notes and handouts for each activity in the session.

We use this symbol for background information.



We use this symbol for facilitator notes. Facilitator notes give detailed information on how to do the activities.



We use this symbol for handouts. Handouts are pages you need to copy for participants to use during the session. Some activities have no handouts. Some have several.





Background Information

How can you use pictures to teach reading?

Using pictures is a fun way to teach children to read and write. Pictures help learners build sight vocabulary and learn phonetic rules. Phonetic rules help us spell words and understand the relationship between sound and spelling. Use this idea with classes, small groups, and individuals.

What is its purpose?

Learners develop their:

- Vocabulary
- Concepts about words
- Skills to write words, sentences, and paragraphs
- Skills to read words, sentences, and paragraphs

How do I do it?

Find a picture or poster that is relevant to your learner. Ask your learner to look for objects, adjectives, or actions in the picture or poster. This is often referred to as “shaking words out of the picture.” Label the words they ‘shake’ out of the picture. Read the words together and make flashcards. Categorize the words into groups. Learners use the words to write and read sentences. Then, depending on the grade level, the learners categorize sentences and write paragraphs.

Use this strategy from K to grade 6 to help build learners’ vocabulary and writing abilities.



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Advantages

- Pictures provide visual cues to learn new words, phrases, and sentences.
- The picture word chart helps students add these words to their sight vocabulary.
- Learners see and learn the patterns and relationships of the English language.
- Learners hear and see words spelled correctly. ¹

Steps to Using Pictures

1. Find a poster or a large picture that means something to your learner. Use a picture of their family, or activities they enjoy. The picture needs to have lots of activity so you can 'shake' out at least 25 words.
2. Glue the picture on a large white piece of paper.
3. Ask your learner to find or name the words of things, actions and adjectives in the picture.
4. Draw a line from the picture to the white paper and write the word. Ask your learner to silently read the word (SEE), then say it (SAY) and finally spell it (SPELL). This is called SEE, SAY, SPELL. Write the words horizontally and clearly on the white sheet.
5. Do SEE, SAY, SPELL with your learner each day.
6. After several days find out how many words your learner can read on their own.



¹ Adapted from 2004 [Saskatoon Public School Division](http://olc.spsd.sk.ca/DE/PD/instr/strats/pwim/), Inc. All rights reserved
<http://olc.spsd.sk.ca/DE/PD/instr/strats/pwim/>



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7. Make a 'wall of words' of all the words from the poster or picture.
8. Write out word cards for each word. Learners practice the words each day on their own. Add these words to learner's personal dictionary.
9. Classify the words. Group similar words together such as words with similar prefixes, suffixes, syllables, word family, number of letters, etc. Grouping words helps learners understand the mechanics of the English language.
10. Make up titles for the picture. Add new words to your 'wall of words' and ask your learner to add the new words to their word bank or word cards.
11. Extended learning activities:
 - Write sentences about the picture.
 - Write a paragraph about the picture.
 - Write a story about the picture. Use the language experience approach to start your learner off.
 - Play fun games like memory, go fish, and hangman with the new words.

Teacher Resources

- <http://teacherweb.com/BC/DeltaResourceCentre/JayeSawatsky/faq1.stm#q1> Great website on using pictures to teach reading.
- <http://www.ascd.org/publications/books/1999calhoun/chapter1.html> Emily F. Calhoun's book describing the Picture Word Inductive Model, can be viewed, free, online.
- <http://www.ascd.org/publications/books/1999calhoun/chapter2.html> The steps to using pictures to teach reading are outlined in this website.
- <http://www.google.ca/img/qp?tab=wi&q=&ie=UTF-8&oe=UTF-8&hl=en&meta=> Use this search image to find pictures.



Session Five: Using Pictures to Teach



Welcome

Time 5 minutes

Handouts 1

Agenda

Post the agenda on the wall and give the agenda handout to participants. Go over the agenda with participants. Ask for any changes.

Meet and greet

Welcome everyone back to the program. By this time you should not have any more new participants. Ask everyone to write their name on a name tag and to enter their name to win the door prize.





1 **Session Five Agenda – Using Pictures to Teach**

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Review	Review last week Review group agreement
Warm Up Activity	Charades
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Reading Strategies	Using pictures to teach <ul style="list-style-type: none">• See, say, spell• Grouping words• Sentences and paragraphs
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Review

Time 15 minutes

Handouts none

Review

- Review group agreements. Ask participants if they would like to add or delete any.
- Review last week's session. Ask participants if they used the language experience with their learners. Go around the circle and encourage everyone to share. Use these questions:
 - How did it go?
 - Does anyone have any suggestions for the group?
 - Which strategies did you find most useful?





Warm Up Activity – Charades

Time 15 minutes

Handouts 2

What is Charades?

Charades is an acting game with no speaking. Participants act out pictures. The other members of the team try and guess what the picture is as quickly as possible.

You need

- A notepad and pencil to keep score
- Clip art pictures of activities
- Two baskets or other containers for pictures

To play

Photocopy a set of clip art pictures for each team or make your own set. Divide the players into two teams, of equal size. Separate the teams so they can't hear each other. When the teams are ready say 'start.' A person on each team pulls out a picture and acts it out. Their team must try and guess the picture. The person that guesses right pulls out the next pictures and acts it out. The team that finishes the pictures first wins.

Other ways to play


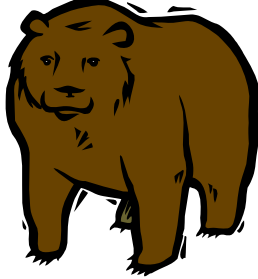
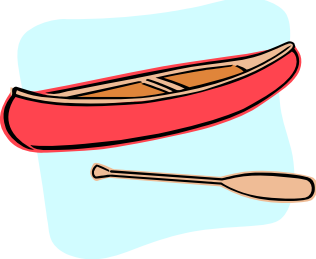




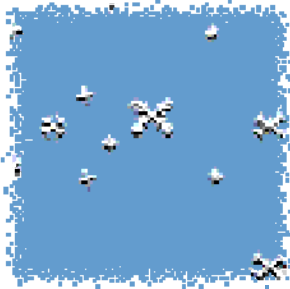
- Use words or phrases instead of pictures.
- Use only verbs like run, walk, etc.
- Ask each team to write out words or phrases for the other team to guess.









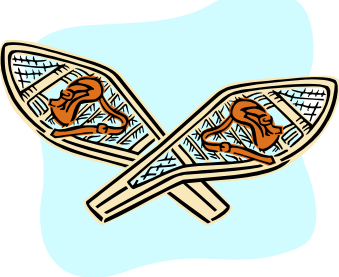



2

Clip Art Pictures for Charades

 <p>House</p>	 <p>Bear</p>
 <p>Canoe</p>	 <p>Winter Coat</p>
 <p>Reading</p>	 <p>Sewing</p>
 <p>Dog Sledding</p>	 <p>Snowing</p>



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 <p>Laughing</p>	 <p>Skating</p>
 <p>Fishing</p>	 <p>Caribou</p>
 <p>Snowshoes</p>	 <p>Snowmobile</p>
 <p>Skiing</p>	 <p>Sledding</p>





Group Discussion – Homework

Time 30 minutes

Handouts 3, 4, 5, 6, 7, 8

What will we discuss today?

1. The reasons why children have homework
2. How to set the stage for homework.
3. What else we can do to help our children with homework.

Brainstorming Questions

- Why do children have homework? Write down their responses on flipchart paper. Give participants handout 3 and discuss it. The handout gives general guidelines for homework. Discuss the time frames and see what the participants think.
- Why have a routine for homework? Write down responses on flipchart paper. Give participants handout 4 and discuss it.
- How can I set the stage for learning with my learner? Write down responses on flipchart paper. Give participants handout 5 and discuss it.

Trouble shooting problems

Talk about the troubles people have when they try to get their child or learner to do homework. Ask participants to role play the scenarios on handout 7. Discuss possible solutions on handout out 8.



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Learning Contracts

Learning contracts help learners who struggle to do their homework. Learning contracts help learners set goals and to be responsible. The tutor or parent should help the learner identify learning goals for each month. Ask participants to make a learning contract for themselves. They can identify things they want to learn in the Family Tutoring program. Encourage them to use this idea with their learner.

List of questions for contract:

- What is your overall learning goal?
- What is your immediate learning goal?
- What is your short-term learning goal?
- How are you going to meet these goals?
- How can I help you to meet these goals?
- How much homework will you do each night?
- How much reading will you do each night?

Homework behaviour chart

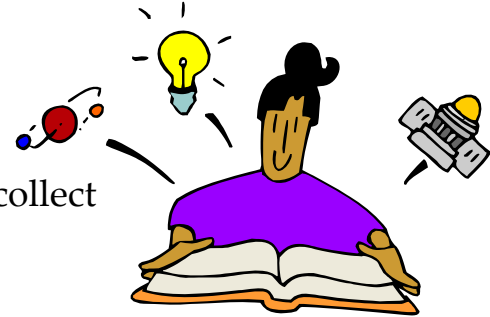
A homework behaviour chart and homework completion chart also helps learners set goals and be responsible. Review handout 6 with participants.





3 Why do children have homework?

- To finish work they started in class.
- To give them time for review and practice.
- To get ready for the next class - for example to collect information, read or prepare for tests.
- To give children more time to think about topics.
- To develop good work habits.
- To teach children to work independently.
- To encourage children to be responsible.
- To develop time-management skills.
- To let parents see what their children are learning.²



General Guide for Homework Time

Grade	Homework time each day
1	10 minutes + Reading time
2	20 minutes.....+ Reading time
3	30 minutes.....+ Reading time
4	40 minutes.....+ Reading time
5	50 minutes.....+ Reading time
6	60 minutes.....+ Reading time
7	70 minutes.....+ Reading time
8	80 minutes.....+ Reading time

² Adapted from *Parents as Partners in Education – Helping Parents to Help Their Children With School – K – 6* Workshop Guide, Ottawa- Carleton Catholic School Boards, 2005





4

Homework Routines

- Have a special homework place.
- Know what the teacher expects.
- Finish homework before watching TV.
- Set up a routine in grade 1.
- Let your child know that homework is important and they must do it.
- Agree on a consequence if they do not do their homework. For example no TV.
- Offer to help only if your child needs it.
- Teach your child to plan for their homework.



How does your children spend their homework time? Does this sound familiar?

5 mins	Looking for the assignment
11 mins	Calling a friend for the assignment
23 mins	Explaining that the teacher is mean and doesn't like kids
8 mins	In the bathroom
10 mins	Getting a snack
7 mins	Checking the TV Guide
6 mins	Telling you that the teacher never even explained the assignment
10 mins	Sitting at the kitchen table waiting for you to do the assignment ³

³ Adapted from *Parents as Partners in Education – Helping Parents to Help Their Children With School – K – 6* Workshop Guide, Ottawa- Carleton Catholic School Boards, 2005





5 Helping with Homework - Checklist

- Do you ask your child about her day at school?
- Did your child have time to relax after school?
- Did your child get enough sleep last night?
- Did your child have a healthy snack and fresh air after school?
- Does your child have a regular time for homework every day?
- Do you and your child check and discuss homework together after school each day?
- Do you have a quiet, comfortable place in your home for homework?
- Is there lots of light?
- Does your child have all the supplies he needs to work such as pencil, paper, eraser and books?
- Is the house quiet and the TV and radio off?
- Do you model reading and writing?
- Are you available to help when your child gets stuck?⁴



⁴ Adapted from *Parents as Partners in Education – Helping Parents to Help Their Children With School – K – 6* Workshop Guide, Ottawa- Carleton Catholic School Boards, 2005





Home Behaviour Chart

I want to change my homework behaviour because:

The strategy that I will use:

I will check off a square each time I use the strategy successfully. I will earn a reward when I have check off _____ squares.

My reward will be:

Student's signature

Parent's signature



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HOMWORK COMPLETION CHART



SUBJECTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY





Role-playing⁵

Scenario 1

Your son comes home with a story to read and questions to answer. He thinks the story is boring and dumb. He doesn't want to do the assignment, or even talk about it. What can you do?

Scenario 2

Your daughter is always late for school in the morning. She stays up late at night watching TV and always rushes to get her homework done in the morning. How can you help her solve this problem?

Scenario 3

On Friday your son tells you that he has a big project due on Monday. How can you help? How can you avoid this happening again? Should you help by doing the project for him?

⁵ Adapted from *Parents as Partners in Education – Helping Parents to Help Their Children With School – K – 6* Workshop Guide, Ottawa- Carleton Catholic School Boards, 2005





8

Possible Solutions

Scenario 1

Your son comes home with a story to read and questions to answer. He thinks the story is boring and dumb. He doesn't want to do the assignment, or even talk about it. What can you do?



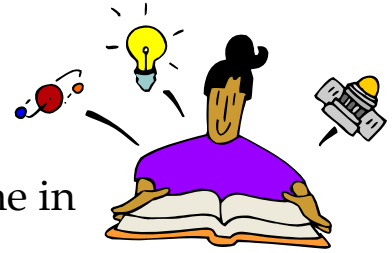
- Acknowledge your son's feelings.
- Discuss how people have different tastes in stories. Let him know it is alright to not like the story, but it is important to read it for school.
- Ask him what he doesn't like about the book. Ask him to write about this for his assignment.
- Talk to his teacher if he continues to show no interest. Ask her for ideas or suggestions to help.



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Scenario 2

Your daughter is always late for school in the morning. She stays up late at night watching TV and always rushes to get her homework done in the morning. How can you help her solve this problem?

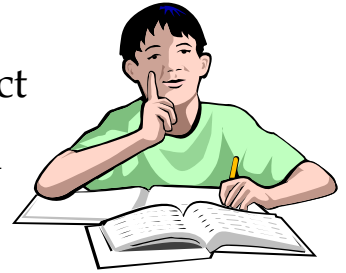


- Discuss the problem with your daughter. Ask her to brainstorm possible solutions.
- Set up guidelines around homework. Set up a schedule with her.
- Enforce the rule NO TV until homework is done.



Scenario 3

On Friday your son tells you that he has a big project due on Monday. How can you help? How can you avoid this happening again? Should you help him by doing the project for him?



- It is difficult to decide if you should help your son or let them deal with the consequences of leaving it so late.
- If you decide to help you can:
 - Read over the assignment with him.
 - Discuss what he can do over the weekend.
 - Help him decide on an action plan.
 - Help him to do what he can, but let him do the work and be responsible for the project.
- To avoid this happening again, use a calendar to work with him to establish goals and deadlines for future projects.





Reading Strategy – Using Pictures to Teach

Time 60 minutes

Handouts 9, 10

Read the background information for the session. Tell participants about the strategy and how it works and show them the example on handout 8.

Model the activity with participants

Prepare a poster or photo for the session and paste it onto a white background sheet. Use it as an example:

- Ask participants to ‘shake out’ the words in the picture.
- Do SEE, SAY, SPELL with them.
- Ask them to group the similar words together such as adjectives, nouns, words with ‘ing’ ending or words with a prefix.
- Do the following activities with the participants.
 1. Word cards
 2. Word wall
 3. Word games like memory, bingo
 4. Make up a title for the picture
 5. Pick out all the sight words
 6. Paragraph writing
 7. Story writing
- Participants work in pairs to make up titles, sentences and paragraphs.
- Give participants handout 10 to take home.



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1. Word Cards

Make up word cards and add them to your word bank (recipe holder).

2. Word Wall

Write all the words from the picture on the wall. Do SEE, SAY, SPELL when you write them on the wall.

3. Word Games

Make up a memory or bingo game with the words from the picture.

4. Title

Brainstorm some titles for the picture. Add new words from the titles to your word cards and word wall. Do SEE, SAY, SPELL with these new words.

5. Sight Words

Pick out all the sight words from the titles. Add these to a special list on the wall called 'sight words.'

6. Paragraph Writing

Write a paragraph about the picture. Use proper sentence structure and punctuation.

7. Story Writing

Write a story about the picture.





9

Sample : Using Pictures to Teach



Here is a list of words that learners 'shook out' of this picture. Read the words and classifying them in different groups. For example: car, van, box, red all have 3 letters and one syllable.

apple	wheel	umbrella	van
apples	back door	flags	red
baby	box	kangaroo	scale
yellow	building	orange	shirt
bananas	car	person	sidewalk
blue	chair	purple shoe	table



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Titles, Sentences, and Activities for Sample Picture

Titles

- Going to the Market
- Selling Fruit at the Market
- Summer Market
- Outdoor Eating

Sentences

- The apples are in a box.
- The bananas are on the table.
- The oranges are in a box.
- The car has a window.
- The umbrella is colourful.
- A person is wearing a shirt.
- A person is walking.
- The baby is wearing purple sandals.
- The car has a wheel.
- The scale is on the table.
- The flags are on the building.
- A person is sitting on the chair.
- The car is outside.⁶

Sight Words

- going, at, the, are, in, a, on, with, is, has, over

Word Families

- box – fox, lox, ox
- car – far, jar
- table – cable, sable, fable, gable
- chair – fair, hair, lair,

⁶ Adapted from <http://schools.spsd.sk.ca/suthe/classes/RegierV/Pwim/picture%20work%20teddy%20bear.htm> – Grade 3 class work




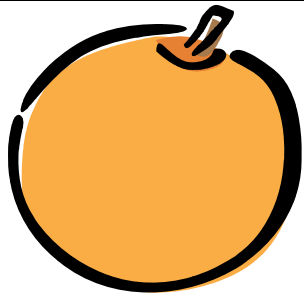

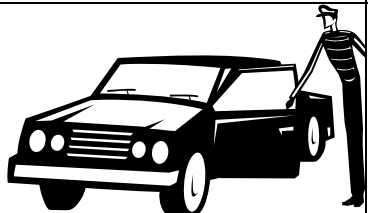



Word Bingo for Sample Picture

market	shoe	backdoor	box	chair
scale	umbrella	fruit	sidewalk	yellow
red	blue	apple	eating	banana
sandals	window	table	wheel	purple
orange	person	outdoor	summer	street



Memory Game for Sample Picture


table		sandals	
shoe		umbrella	
orange		box	
car		chair	
wheel		banana	





10

Using Pictures to Teach

1. Find a poster or a large picture that means something to your learner. Use a picture of their family, or activities they enjoy. The picture needs to have lots of activity so you can 'shake' out at least 25 words.
- 
2. Glue the picture on a large white piece of paper.
 3. Ask your learner to find or name the words of things, actions and adjectives in the picture.
 4. Draw a line from the picture to the white paper and write the word. Ask your learner to silently read the word (SEE), then say it (SAY) and finally spell it (SPELL). This is called SEE, SAY, SPELL. Write the words horizontally and clearly on the white sheet.
 5. Do SEE, SAY, SPELL with your learner each day.
 6. After several days find out how many words your learner can read on their own.
 7. Make a 'wall of words' of all the words from the poster or picture.
 8. Write out word cards for each word. Learners practice the words each day on their own. Add these words to learner's personal dictionary.
 9. Classify the words. Group similar words together such as words with similar prefixes, suffixes, syllables, word family, number of letters, etc.



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Grouping words helps learners understand the mechanics of the English language.

10. Make up titles for the picture. Add new words to your 'wall of words' and ask your learner to add the new words to their word bank or word cards.

11. Extended learning activities:

- Write sentences about the picture.
- Write a paragraph about the picture.
- Write a story about the picture. Use the language experience approach to start your learner off.
- Play fun games like memory, go fish, and hangman with the new words.

Spend several weeks doing these activities. Each time you work with your learner take 10 – 15 minutes to work on the picture model.





Craft Activity – Photo Story

Time 30 minutes

Handouts 11, 12



Use photos to tell a story. Use a digital camera or Polaroid camera to take pictures around town. Contact the NWT Literacy Council to borrow a **Photo Literacy Kit**. It includes ideas, Polaroid cameras, film, and examples.

Story Ideas

- Take photos of Elders and write about their lives.
- Take photos of people doing traditional skills and write about what they are doing and why it is important.
- Take photos of your family members and make a *My Family Book*.
- Take photos of different places around your community and make a book about your community.
- Take photos of different sports and other activities people do in your community.
- Go to the store to buy something and take photos of your shopping experience. Write a story using the pictures.
- Use pictures in magazines to tell a story.

You need

- Handouts 11 and 12
- Exercise book or homemade book
- Glue
- Magazines
- Clipart
- Camera and film
- Scissors






11 Example: Welcome to Fort Simpson

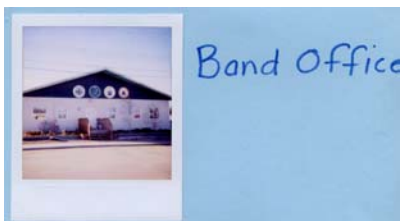
FORT SIMPSON
A short tour with
Barb and Larry
—Welcome—

Fort Simpson is
built on the banks
where the Mackenzie
and Liard rivers
meet.

The Deh Cho



Mackenzie Liard



Band Office

Here is the Band
Office and two
other businesses.
They are on the
main street.



The library is
named the John
Tsetso Memorial
Library. It is a
very busy place.

This is one of
the oldest homes
in Fort Simpson.

The Lafferty House



The Teepee
and
Drum Circle



The Papal
Grounds and Drum
Circle are where
people meet for
special "get togethers"





12 How to make a Photo Story

What you need:

- Cardstock, exercise book, or home-made book
- Glue
- Scissors
- Magazines
- Camera and film



Directions:

- Take photos of your family, things around town, activities at the school, a trip to the Northern, etc.
- If you use a digital camera, download the photos from the camera to the computer and print the pictures.
- Paste the pictures in order onto cardstock, or into your exercise book or home-made book.
- Write a story about the photos. Use the language experience approach with your learner. Write the story on separate paper.
- Ask others to check the spelling and grammar.
- Edit the story.
- Rewrite the story underneath each picture.
- Read the story together with your learner.



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Closing

Time 10 minutes

Handouts 13

Session Review

Review the session with participants. Ask participants to say what they like most about using pictures to teach. Tell participants that next week for session 6 they should bring their learner with them.

Review plans for next week

- Readers Theatre
- Script writing
- Performance
- Having fun with learning

Evaluation

Ask participants to fill out the evaluation. Tell them it helps you plan the next session

Door prize and free books

Draw for the door prize after everyone completes the evaluation form. Give out free books.





13 Family Tutoring - Session Evaluation

Session # ____ Topic: _____

1. What did you think of the topic we talked about in this session?



Excellent



Pretty good



Needs a little work



Not so hot



Should be canned

2. What did you like most about the session?

3. What did you like least about the session?

4. What could we do to improve this session for next time?

5. Other comments



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