

Draw, Tell, and Label / *Dibujar, decir y rotular*

Summary

The Draw, Tell, and Label is a research-based strategy designed to teach high level vocabulary and concepts in a brain compatible way. While drawing the picture in front of the children, the teacher narrates the ‘story’/ talks about the concept and labels the image with the vocabulary she wants the children to learn. The children are simultaneously hearing the story/ narration about the concept/ topic while it is appearing before their eyes. It is this combination that has power for young children. Drawing the image in front of the children allows it to be imprinted on the brain, making the information retrievable over a longer period of time.

Draw, Tell and Labels, should be done in small enough groups that children can sit close and see the drawing appear as they are hearing it. Providing many opportunities for children to repeat the key vocabulary as the teacher is drawing is important. They hear it, they see it, they repeat it—making the vocabulary their own.

Create two sets of Picture File Cards. Pass around one set while sharing and attaching the other set to the chart. This enhances engagement and provides more opportunities for children to really look at and absorb the photos.

Draw, Tell, and Labels can be quite simple, used to teach one vocabulary word, such as the word *abdomen*, or can be more complex, used to introduce an entire concept, such as the *life cycle* of a butterfly. In addition, they can be used to scaffold children into a piece of text or literature by planting the key vocabulary and concepts prior to reading. Draw, Tell, and Label charts remain on the walls for the duration of the unit and become a resource in the environment, allowing teachers and children to draw upon them in their daily language production (Leanna Trill). Within a SEAL Thematic Unit, teachers will have at least one Draw, Tell, & Label that is designed to present one row of information on from the Planning Grid. Information on the Draw, Tell, and Label is visually chunked for children using a different color marker for each heading/column from the Planning Grid.

This combination of telling and drawing is key to keeping children engaged, to supporting comprehension, and building vocabulary. The actual labeling of key words helps to emphasize the narration and give children the power of naming their world. It also is the beginning of associating written text with the sounds they are hearing. While there is no expectation that children will be reading the words, they are recognizing that the written words represent what is drawn. Some children will be ready to pay attention to initial sounds, letters, and foundational concepts of print. The teacher may point out a long word (establishing that a combination of letters comprise words), or ask children to help identify what letter to use to start a word.

Implementation

Prior to teaching the lesson, the teacher must determine the concepts and vocabulary she wants to teach. She creates a light pencil image of the chart that will later be traced in front of the children using a marker. Visually, the information is chunked by color-coding. For example, when teaching about the ladybug, the habitat may be in blue, characteristics in purple, the diet in red, stages of the life cycle in green, and interesting facts in brown.

It is helpful to create a script and/or legend that details the order in which the information will be presented to the children as well as the prompts that will be used for Think-Pair-Shares throughout the lesson.

First day/time:

- On the first day of the lesson, the teacher has the children sitting on the carpet. This facilitates engagement and enables the children to be close, enhancing the power of the neurological imprinting.
- Since the chart is drawn lightly in pencil, it appears blank to the children, however, the pencil outline allows the teacher to easily begin tracing over the image in marker.
- As the teacher is tracing over the image, she is narrating/talking about the concepts and labeling key words. To build children's phonological awareness and the alphabetic understanding that words are composed of letters that represent sounds, it is imperative that the teacher writes the label as she is saying the word.
- Throughout the presentation, the teacher is engaging the children in choral response, their very first encounter with the target vocabulary.
- As each chunk of information is taught, the children are given a prompt and oral sentence frames to discuss the information they just learned with a peer (Think-Pair-Share).
- Actual photos and related realia are also used throughout the presentation to enhance children's comprehension of the vocabulary words and concepts.

Second day/time:

- If the content is complex or central to a theme, the teacher reviews the information on the Draw, Tell and Label in a more interactive manner. During this review, the second set of pictures is distributed to the children. While the teacher is re-teaching the information, children listen for when it is relevant to add their picture to the chart, matching it to the existing photo that is on the chart from the previous day/time, thus beginning their interaction with the chart.
- The teacher continues engaging children with Choral Response & a different set of Think-Pair-Share prompts.

Third day/time:

- Information from Draw, Tell, & Label is processed using a graphic organizer (Categorical Matrix, Venn Diagram, Flow Chart, etc.) As the teacher and children

are processing the information, the second set of photos is removed from the chart and transferred over to the graphic organizer.

Fourth day/time:

- The Draw, Tell, and Label is taken down from the wall and placed on a table, on the floor, or outside as a center for children to color/paint. While children are coloring, an adult strategically joins them to model/encourage use of the language and ask them questions/guide children’s discussion of what they have learned and.

In a Dual Language/Bilingual Classroom:

In a Dual Language/Bilingual classroom, there should be an equal number of Draw, Tell, and Labels in each language. Implementation of a Draw, Tell and Label should be done in just one language.

In a 50:50, alternate day, model, the Draw, Tell, and Label should be completed on a single day. The teacher should skip a day to ensure that the chart is reviewed in the same language in which it was initially generated. The content of the Draw, Tell, and Label may be referred to in the second language on the alternate day, but the chart should not be re-done in the second language. Instead, use read-alouds, videos, or an experiential activity and simply point to the visual features on the Draw, Tell, and Label. This reinforces the concepts for children and allows them to hear the vocabulary in the second language.

In a 50:50, alternate week, model, implementation of the first Draw, Tell, and Label should be done in the target language over the course of the week. The following week, implementation of a new Draw, Tell, and Label should be done in English.

Tips

- Use a projector or document camera to create the Draw, Tell, & Label
- Place color dots on the actual chart as a reminder to switch colors
- Your interest is infectious! Keep your voice interesting!
- Have materials ready. Place photos and realia in order and number them on the back, just in case. Line up markers in the order in which they will be used.

Notes on Strategy
