

Draw and Label / *Dibujar y rotular*

- *Preschool Foundations LS #1.1: Use language to communicate with others, speak clearly enough to be understood and use accepted language and style.*
- *Preschool Foundations LS #1.3: Use accepted language and style during communication with familiar adults and children*
- *RL #1: Read closely; ask and answer questions about key details in text*
- *RL #2: Determine central ideas; recount stories, demonstrate understanding of central messages*
- *RL #3: Analyze how and why ideas, people and events develop and interact over the course of a text; Describe characters, settings and major events.*
- *RI #1: Ask and answer questions about key details in informational text*
- *RI #2: Identify the main topic and retell key details of a text*
- *RI #3: Describe the connection between two individuals, events, ideas or information in a text*
- *W #7: Participate in shared reading and writing projects*
- *W #8: Recall information from experiences or gather information from provided sources to answer a question*
- *SL #2: Ask and answer questions about key details in a text read aloud*
- *SL #5: Add drawings or other visual displays to description to clarify ideas, thoughts and feelings*

Summary

Draw and Label is a research-based strategy designed to teach high level vocabulary and concepts in a brain compatible way (Susan Kovalik). While drawing a picture in front of the students, the teacher talks about the concept and labels the image with the academic vocabulary she wants the students to master. Because the image is being drawn in front of them, it is imprinted on the brain, making the information retrievable over a longer period of time.

Draw and Label can be used to teach one vocabulary word or an entire concept such as the process of goods distribution. In addition, they can be used to scaffold students into a piece of text or literature by planting the key vocabulary and concepts prior to reading. Draw and Label charts are most often utilized toward the beginning of a thematic unit; however, the charts remain on the walls for the duration of the unit and become a resource in the print rich environment, allowing students to draw upon them in their daily language production (Leanna Trill).

Implementation

Prior to teaching the lesson, the teacher must determine the concepts and vocabulary she wants to teach. Draw & Labels can be quite simple, covering one concept or standard. Or, they can be very complex, designed to address multiple standards or to present the overarching theme providing the construct for the entire unit. Within a SEAL Thematic Unit, teachers will have at least one Draw & Label that is designed to present one row of information on the Categorical Matrix (which is the Planning Grid taken to the classroom). When creating a Draw & Label to address the Categorical Matrix, teachers should chunk information based on the headings of the Categorical Matrix: Like information should be drawn and printed in the

same color--one color for each heading of the Categorical Matrix. (See below for more detailed information about color-coding.)

Once the Draw & Label is designed, the teacher creates a pencil image of the chart that will later be traced in front of the students using a marker. On the first day of the lesson, the teacher has the students sitting on the carpet. This facilitates behavior management and enables the students to be close, enhancing the power of the neurological imprinting. Because the chart is drawn lightly in pencil, it appears blank to the students. The teacher then begins to trace over the image in marker, talking about the concepts while she is drawing and labeling. Throughout her presentation, the teacher is engaging the students in choral response, their very first encounter with the target vocabulary. The teacher may also choose to enhance the comprehension of a concept by adding a few pictures to the chart or showing related realia while she is teaching. Teachers should be mindful of only using a few pictures this first time. These "Picture File Cards" (PFCs) should be chosen because they enhance the children's understanding because drawing the concept wouldn't serve the needs of English Learners in fully understanding the idea.

Visually, the information is chunked by color-coding. For example, when teaching about the frog, the classification may be in purple, the habitat in brown, external features in green, the diet in orange, and interesting facts in red. (See photo). As each chunk of information is taught, the students are given a prompt to discuss the information they just learned with a peer. This is commonly referred to as a Think-Pair-Share, Chunk and Chew, or 10/2 (Art Costa), meaning for every ten minutes the teacher talks, the students are given two minutes to discuss, providing them an opportunity to negotiate for meaning.

Teacher: "Zoologist, you just learned about the external features of a frog that help it survive in its habitat. Turn and share with your partner those external features. How are they similar to other animals?"

When providing the prompt, teachers need be mindful of Bloom's Taxonomy, engaging students in higher levels of thinking beyond simple knowledge or comprehension.

The teacher should review, reteach and deepen understanding of the Draw and Label a second time on a different day. During this review, students are given word cards and/or additional pictures (For Kinder, this would happen once students are attending to print). The word cards, created on colored cardstock, correspond to the information on the chart the teacher wants to highlight and are color-coded (by using the same color marker) to match the text on the Draw & Label. While the teacher is re-teaching the information, students listen for their word card. At the appropriate time, students add the word card or picture to the chart, thus beginning their interaction with the chart we want them to use as a tool throughout the unit.

Tips for Managing a Draw and Label

It is helpful to make a list with the sequence for presenting and drawing the content, and noting the colors that will be used for that content. The prompts for Think-Pair-Shares can be noted on that same paper, in the sequence where they will be used.

NOTE ON IMPLEMENTATION IN PRESCHOOL for TK Classrooms

For preschool classrooms, the strategy is called the Draw, **Tell** and Label – emphasizing the role of the teacher in telling about the concept/topic while drawing the image. The children simultaneously are 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. It is helpful to think in advance about how to tell the story of what is being drawn.

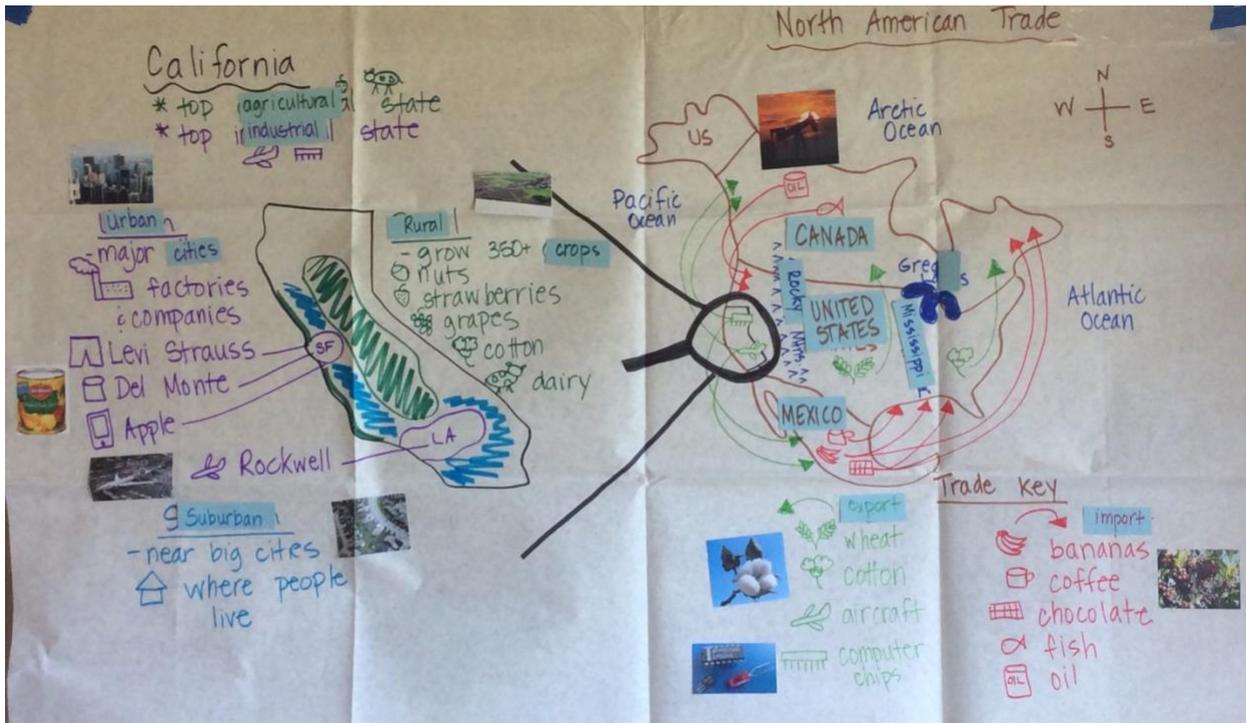
Draw, Tell and Labels in preschool should be done in small enough groups that children can sit close and see the drawing appear as they are hearing about it. Providing many opportunities for children to repeat the key vocabulary as the teacher is drawing is important. They hear it, they see it, they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

Create two sets of the Picture File Cards. Pass around one set while sharing and attaching one set to the Chart. This enhances engagement, provides more opportunity for children to really look at and absorb the photos. Later, use the second set of picture file cards for various center activities – mirroring the picture file cards. Ideas for how to do this are provided in future Modules.

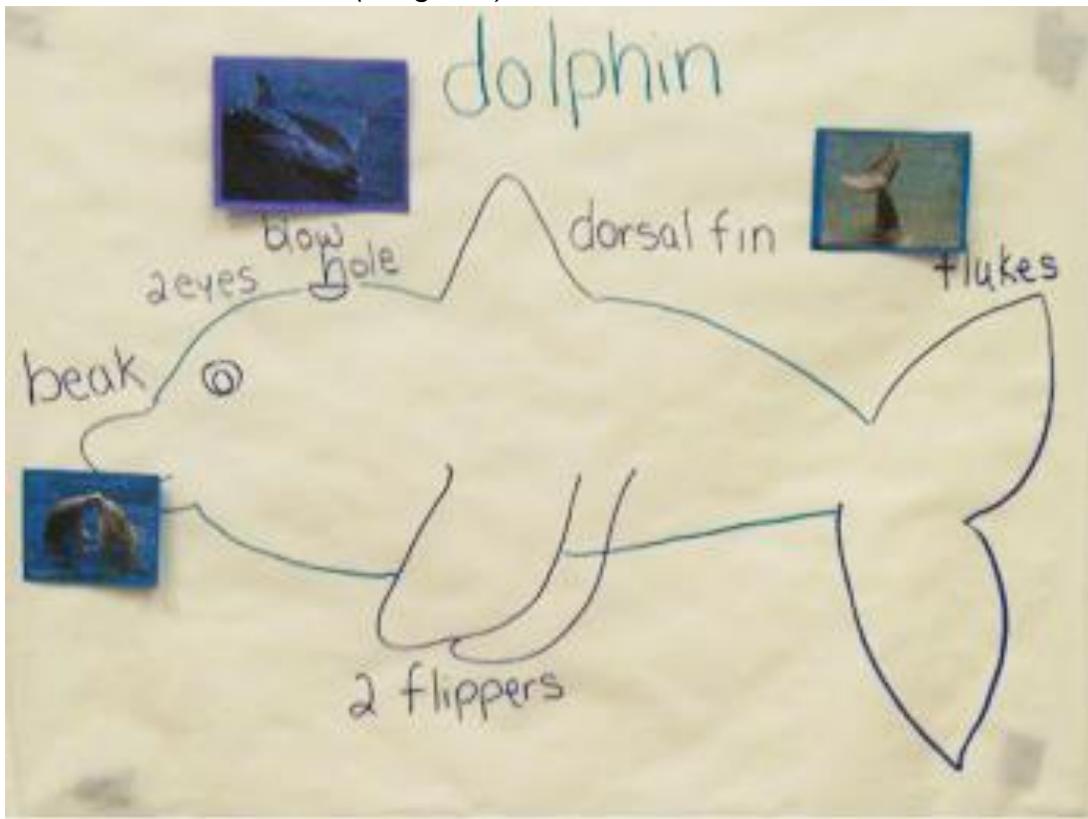
This combination of telling and drawing is key to keeping children engaged, to supporting comprehension, and building vocabulary. The actual labeling of key words helps to emphasize the narration and give children the power of naming their world. It also is the beginning of associating written text with 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 and letters and foundational concepts of print. The teacher may wish to point out a long word (establishing that a combination of letters comprise words), or to ask children to help identify what letter to use to start a word.

Notes on Draw and Label

Photos of Draw and Label

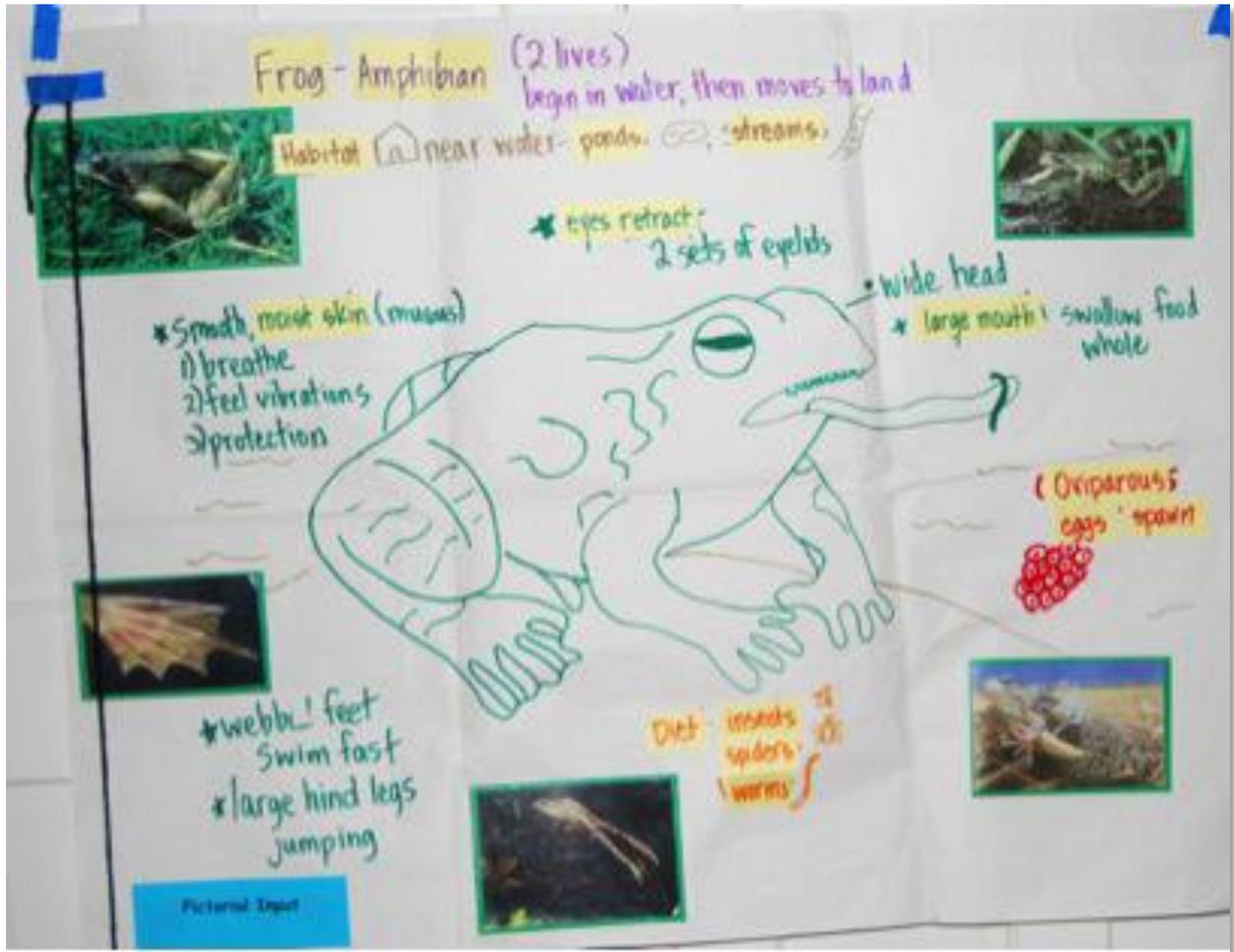


Draw and Label – Jeans (2nd grade)



Draw and Label – Dolphin (Preschool)

Photos of Draw and Label continued...



Draw and Label – Frog (1st grade)