Nonlinguistic Representations Activities

Definitions of Categories of Instructional Strategies

Category	Definition
Similarities & Differences	Strategies that enhance students' understanding and ability to use knowledge by having them identify similarities and differences among items.
Summarizing & Note Taking	Strategies that enhance students' ability to synthesize information and organize it in a way that captures the main ideas and key supporting details.
Reinforcing Effort & Providing Recognition	•Strategies that enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. •Strategies that reward or praise students for attaining goals.
Practice & Homework	•Strategies that encourage students to practice, review, and apply knowledge. •Strategies that enhance students' ability to reach the expected level of proficiency to a skill or process
Nonlinguistic Representation	Strategies that enhance students' ability to represent and elaborate on knowledge using images.
Cooperative Learning	Strategies that provide a direction for learning and encourage students to interact with each other in groups in ways that enhance their learning
Setting Objectives & Providing Feedback	Strategies that help students learn how well they are performing relative to a particular learning goal so that they can improve their performance
Generating & Testing Hypotheses	Strategies that enhance students' understanding of and ability to use knowledge by having them generate and test hypotheses
Cues & Questions & Advance Organizers	Strategies that enhance students' ability to retrieve, use, and organize what they already know about the topic

Classroom Instruction that Works for English Language Learners (2008)

Reflecting on My Current Beliefs and Practices- Nonlinguistic Representations

- What is the purpose of representing knowledge in different forms?

-   When do I ask students to represent knowledge using forms other than the words?

- What questions do I have about representing knowledge?

Graphic Organizers

Six common patterns used to organize information are:

- descriptions
- time sequences
- process/cause-effect relationships
- episodes,
- generalizations/principles,
- and concepts

Description Pattern Organizer

Questions

1. What specific person, place, thing, or event is being described?
2. What are the most important attributes or characteristics?
3. Why are these particular attributes important or significant?
4. Why is the description important?

Use your answers to these questions to form a summary.

Fact

Fact

Fact

Topic

Fact

Fact
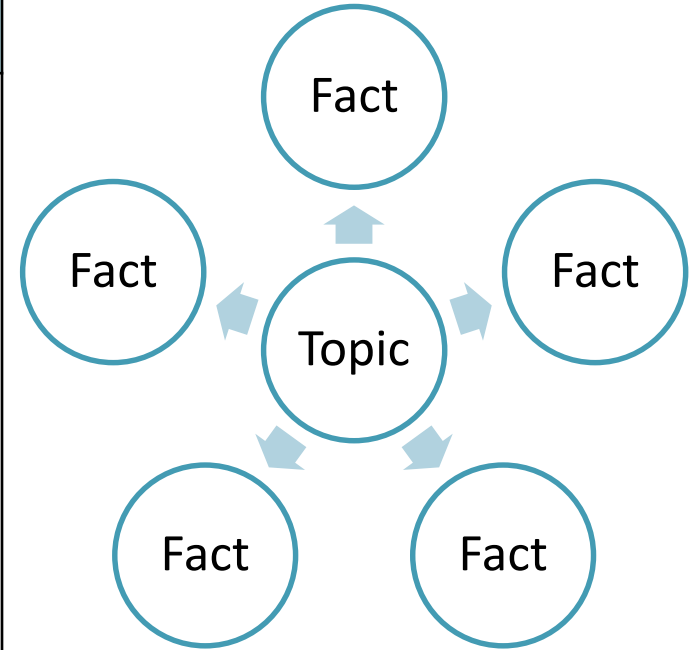
Signal Words

above	across	along	appears to be
as in	behind	below	beside
between	down	in back of	In front of
looks like	near	next to	on top of
onto	outside	over	such as
to the right/left	under	adjectives	adverbs

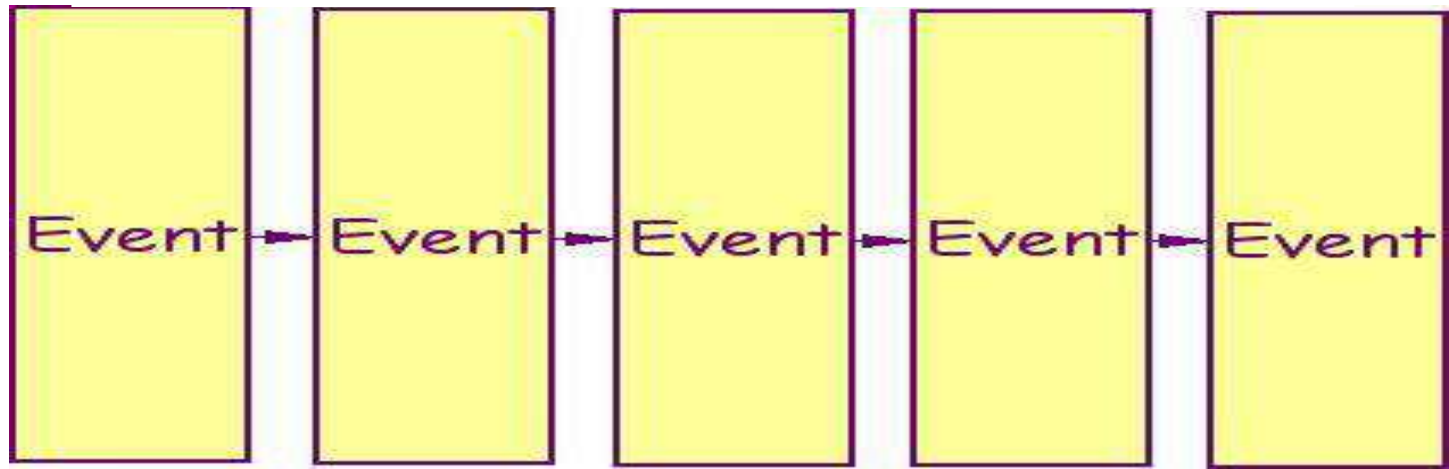# Time Sequence Pattern Organizer

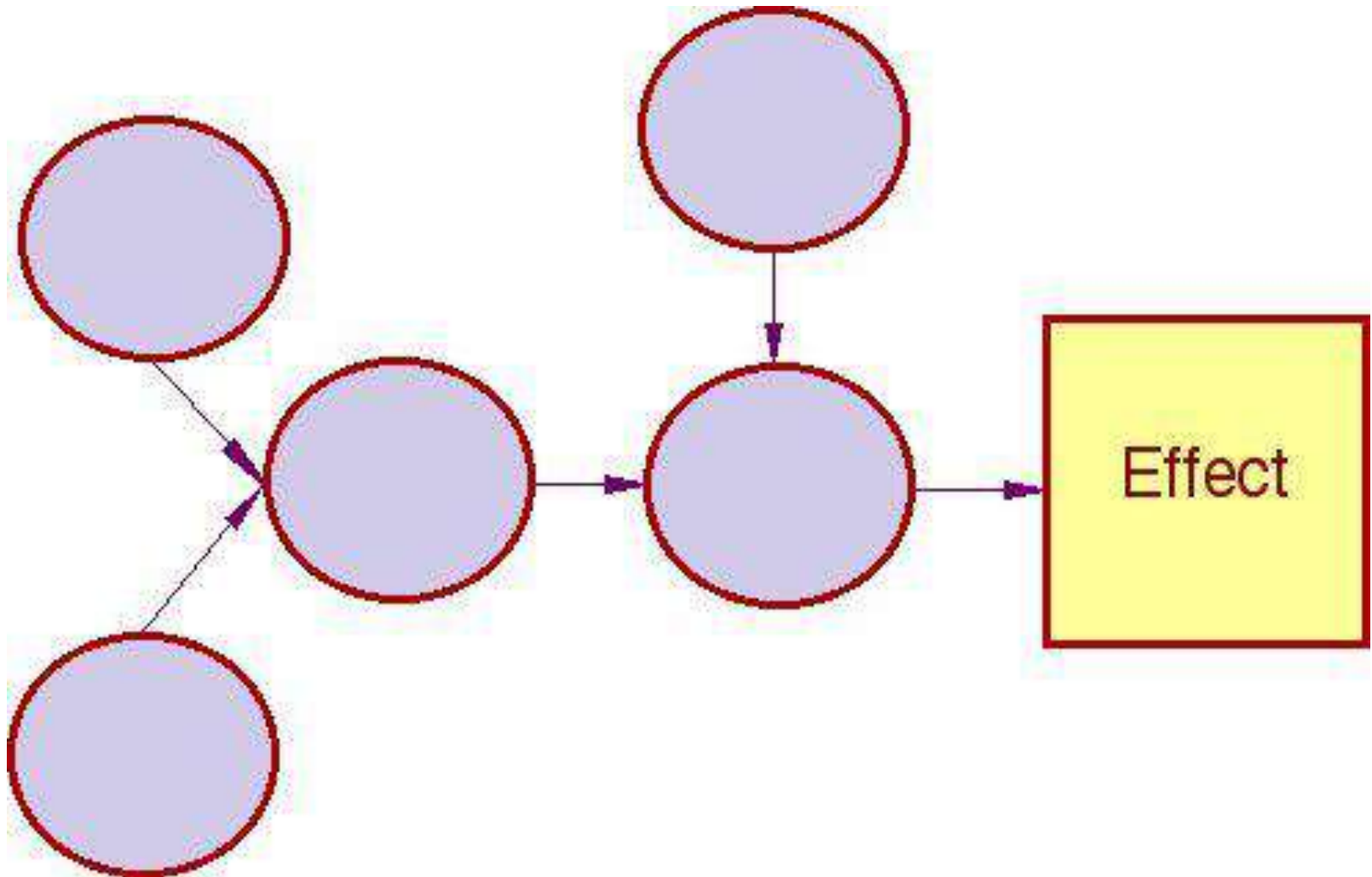| Questions |
|---|
| 1. What sequence is being described?
 2. What are the major incidents that occur?
 Use your answers to these questions to form a summary. |

Signal Words				
after	afterward	as soon as	before	during
finally	first	following	for (duration)	immediately
initially	later	meanwhile	next	not longer after
now	on (date)	preceding	second	soon
then	third	today	until	when

Topic:

Event → Event → Event → Event → Event

Process/Cause-Effect Organizer

Episode Pattern Organizer

Questions
1. What event is being explained or described?
2. What is the setting where the event occurs?
3. When did these event occur?
4. Who are the major figures or characters that play a part in this?
5. List, in the order they occur, the specific incidents or events.
6. What caused this event?
7. What effect has this event had on the people involved?
8. What effect has this event had on society in general?
Use your answers to these questions to form a summary.

Sequence of events

Duration

Place

Time

Cause → EPISODE → Effect

Person   Person   Person
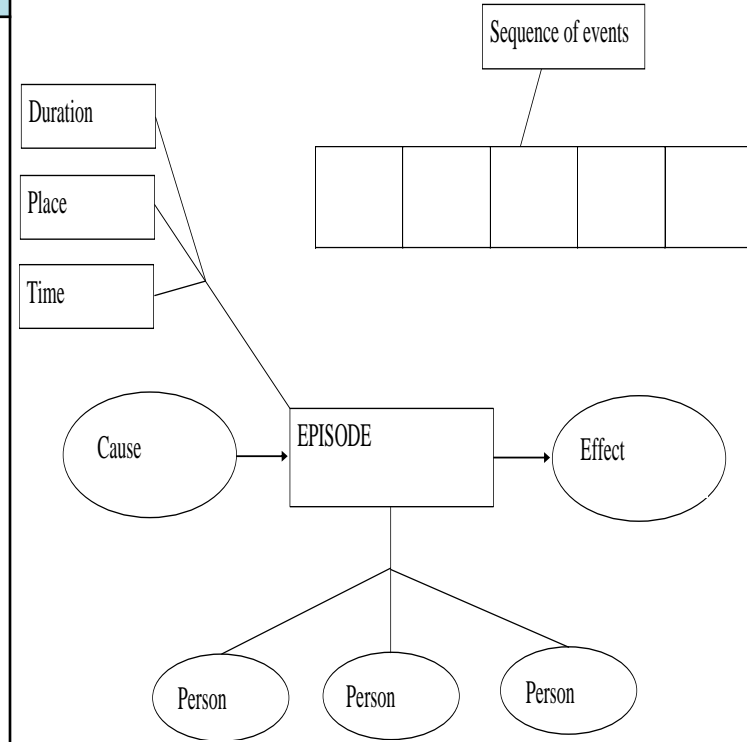
Signal Words			
a few days/weeks later	around this time	as it is often called	as a result of
because of	began when	consequently	first
for this reason	lasted for	led to	shortly thereafter
since then	subsequently	this led to	when

Generalization/Principle Pattern Organizer

Questions
1. What generalization is the author making or what principle is being explained?
2. What facts, examples, statistics, and expert opinions are given that support the generalization or that explain the principle?
3. Are these details written in a logical order? Why or why not?
4. Are these enough facts, examples, statistics, and expert opinions to clearly support or explain the generalization/principle? Why or why not?
Use your answers to these questions to form a summary.

Signal Words			
additionally	although… nevertheless	always	because of
clearly	conclusively	first	for instance
for example	furthermore	generally	however
if… then	In fact	it could be argued that	moreover
most convincing	never	not only… but also	often
second	therefore	third	truly

Generalization/Principle Pattern Organizer

Generalization Principle
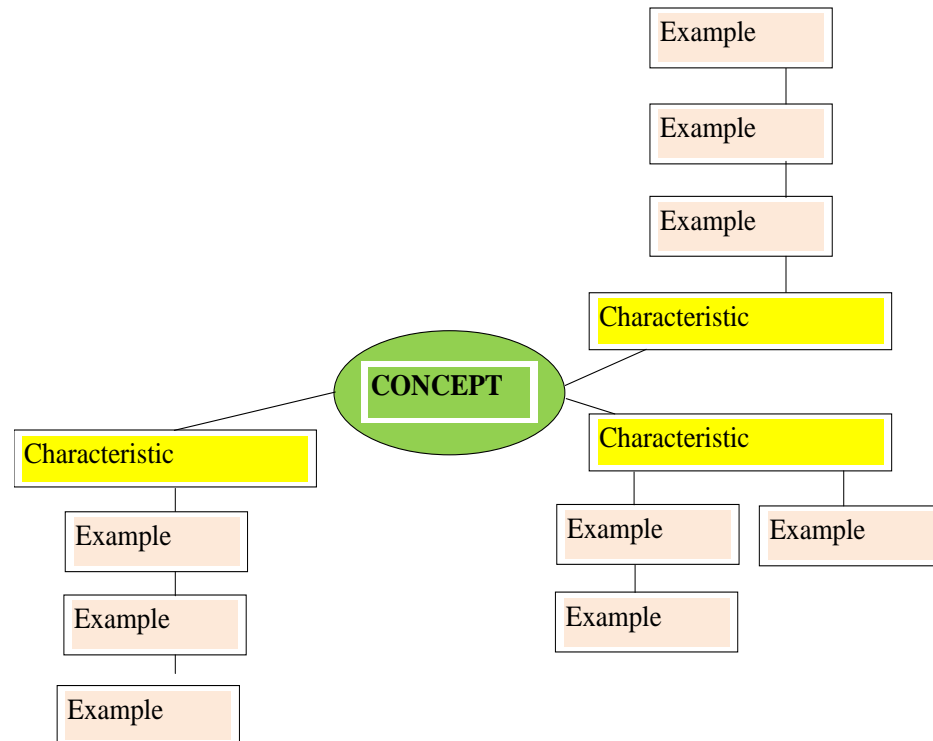
Example

Example

Example

Concept/Definition Pattern Organizer

Questions
1. What concept is being defined?
2. What are its attributes or characteristics?
3. How does it work, or what does it do?
4. What examples are given for each of the attributes or characteristics?
Use your answers to these questions to form a summary.

Signal Words				
for instance	generally	in other words	is characterized by	put another way
refers to	that is	thus	typically	usually

Show, Don't Tell

- Get in groups and appoint a group leader.

- Get some markers, blank sheet of paper for the group, and one of the vocabulary words.

- Share the word with your group only!

- Draw a visual of the word and figure out a motion for the word.

- Show your visual and motion for the rest of the participants to guess your vocabulary word.

- Then the rest of the class does the motion.

Kinesthetic Activity

Use your arms to demonstrate the following:

- The radius of a circle
- The diameter of a circle
- The circumference of a circle
- An acute angle
- An obtuse angle
- A right angle

ACTIVITY

Planning for Representing Knowledge Worksheet

What knowledge will student be learning?

Will I provide a representation for them or ask them to create their own?

What representing knowledge strategy will I ask students to use?
- graphic organizers
- pictographic representations
- mental images
- physical models, and
- kinesthetic representations
- Other

Do I need to set time aside to teach students the strategy I want them to use?
How will I teach them the strategy?

How will I monitor how well students are doing with the creation and use of nonlinguistic representations?

What will I do to help students who are not using nonlinguistic representations effectively?

Assessing Myself-Nonlinguistic Representation

I clearly communicate the knowledge students will use to generate representations.

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0          1          2          3          4
|_____|_____|_____|_____|
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Not at all   To a great extent
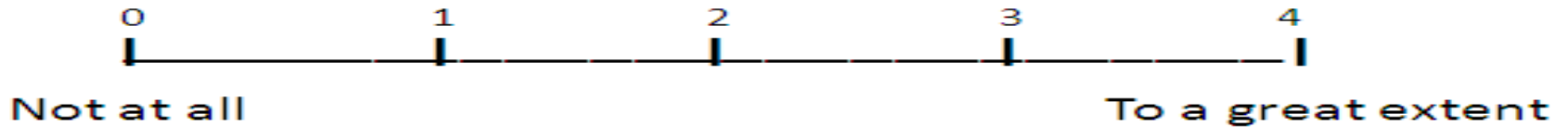
I clearly communicate the strategy that students will use to generate representations.

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0          1          2          3          4
|_____|_____|_____|_____|
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Not at all   To a great extent
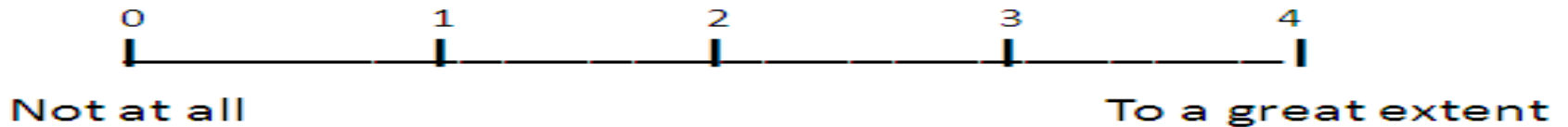
I make sure students know how to use the strategy that I want them to use to represent knowledge.

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0          1          2          3          4
|_____|_____|_____|_____|
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Not at all   To a great extent
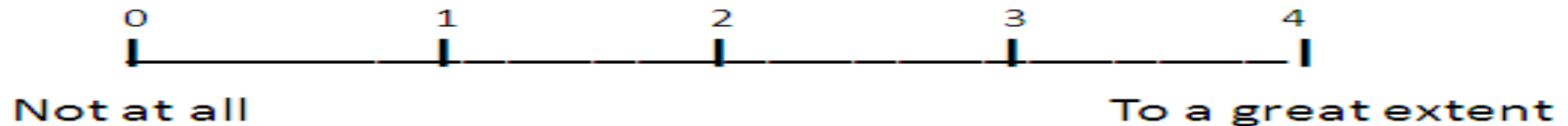
Over time, I collect evidence about my student's proficiency at using
a variety of methods to represent knowledge

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0          1          2          3          4
|_____|_____|_____|_____|
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Not at all   To a great extent