



G.L.A.D.'s Input Strategies: Pictorial Input Chart* Comparative Input Chart*

The <u>Pictorial Input Chart</u> is the "key strategy" in G.L.A.D. that can be used in all content areas

G.L.A.D.'s <u>Guided Oral</u>

<u>Practice Strategy:</u>

10/2 *

G.L.A.D.'s Pictorial and Comparative Input Charts

- In front of the class, the teacher traces over a <u>pre-drawn pencil outline</u> of a unitthemed picture with colored markers. Powerful brain imprinting assists the learning.
- Pictures are labeled, and additional information can be added by the teacher.
- The 10/2 Guided Oral Language Strategy accompanies the Pictorial Input Chart.

The Guided Oral Practice Strategy of the 10/2

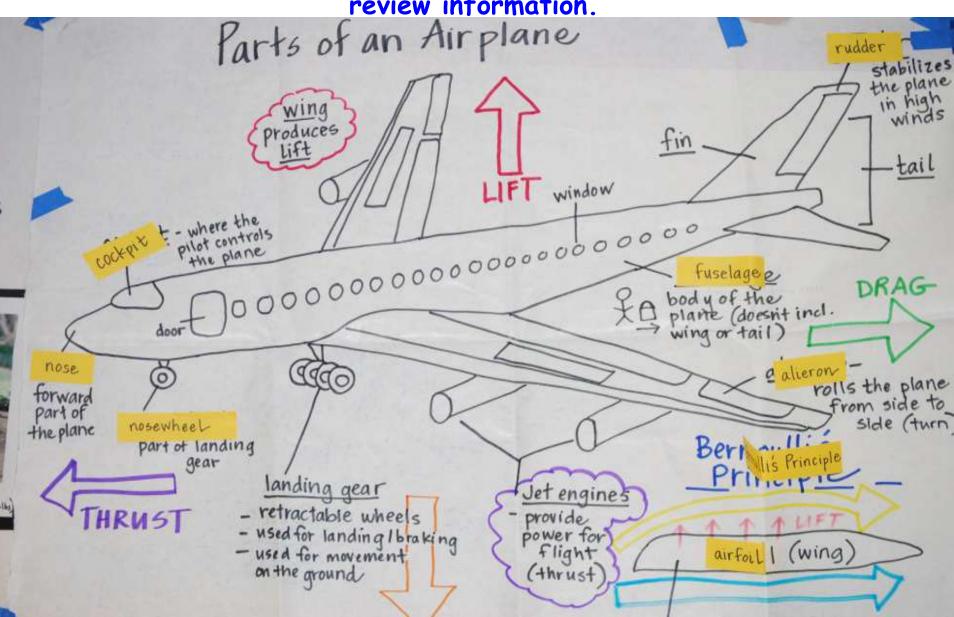
 The 10/2 Strategy can be used whenever you are providing input from the Pictorial and Comparative Input Charts: Allow 2 minutes of student processing for every 10 minutes of teacher input.

How's it done?

- Students turn and face a partner whenever you indicate it's time for a 10/2.
- Teach students to take turns answering the question you provide.
- Teach students the quiet signal, such as a hand in the air, you will use to indicate when it is time to face you again.

http://www.youtube.com/watch?v=RKCupdiy5w4

Use a document camera to enlarge the picture, and trace on butcher paper in light pencil, including unit vocabulary words and notes. Do a few 10/2's as you provide the Input. Revisit to add word cards and review information.





Chunk your information in different colors

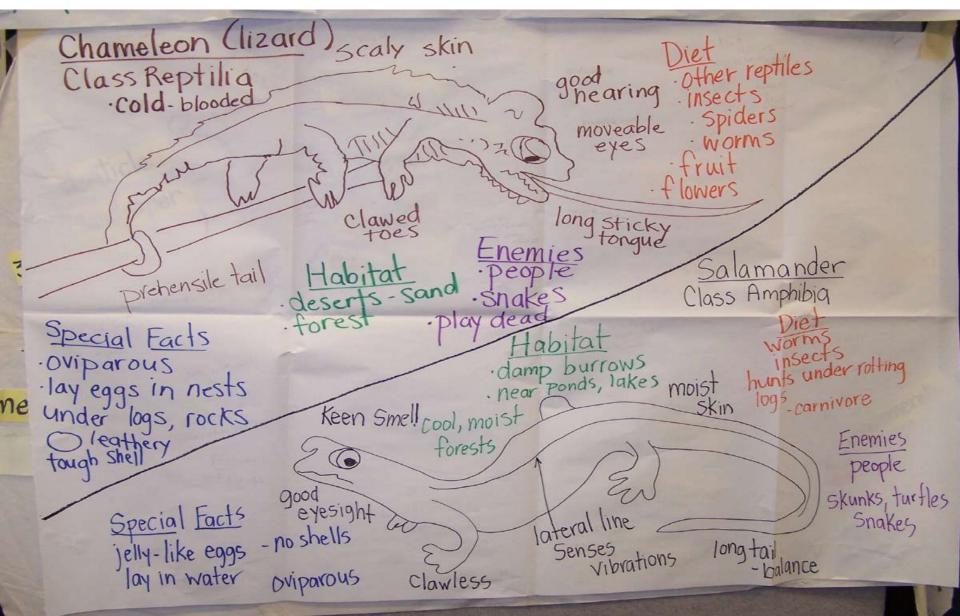


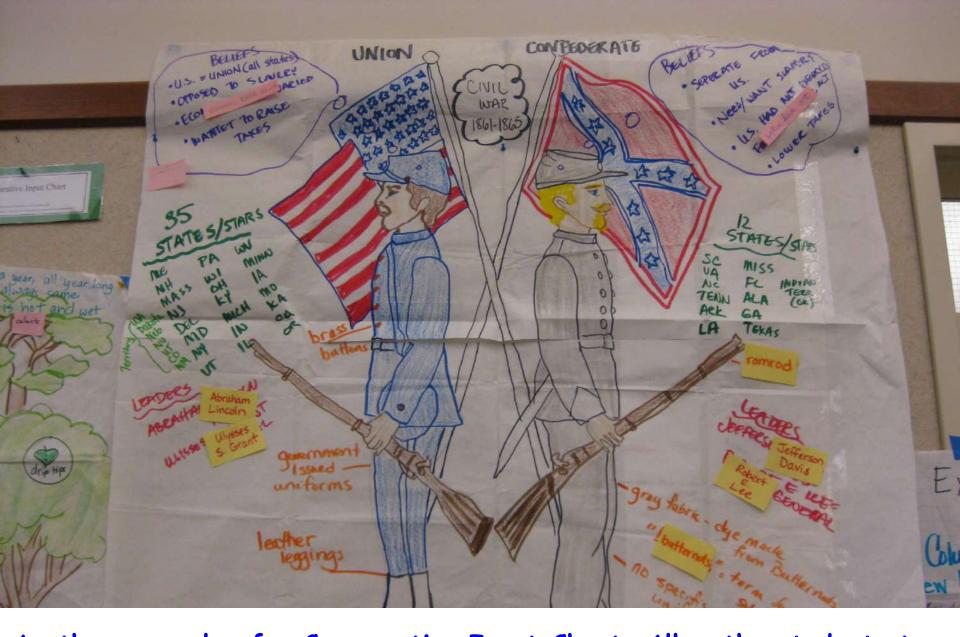


What is a Comparative Input Chart?

- ·Compares and contrasts two objects, animals, or people.
- ·Information can be comprehensibly presented with the comparative, and then taken to a Venn Diagram, and also applied to scaffolding writing assignments.
- · A variation of the Pictorial Input Chart.

Example of a Comparative Input Chart, using different colors to chunk the information.





Another example of a Comparative Input Chart. Allow the students to color pictorials. At the end of the Unit make a master to use next year, and then raffle the pictorials.

Why Use Both G.L.A.D.'s Pictorial and Comparative Input Charts?

- To organize information in a comprehensible way.

 To combine artistic and linguistic input (supported by right
- To become a daily resource for students as a part of our language functional environment. (The PIC is kept up in room until unit is finished).
- -To motivate students to learn more.
- -Why Use the 10/2 While You Are Providing Input?

The two minute student-to-student conversation allows for:
-comprehensible output

-negotiation of meaning

and left brain research).

- a risk-free environment to try new vocabulary and