

# PICTORIAL INPUT CHART

## INTRODUCTION & OBJECTIVE:

This activity is adapted from a GLAD strategy where the teacher creates a large poster with important information overlaid on an image relevant to the unit or topic of study. Typically, in preparation for the activity, the teacher would lightly trace the image and the information on a large sheet of white butcher paper. When it was time to begin, the teacher would hang the white butcher paper on the board and begin coloring in parts of the image and tracing over the information she or he had already written in, while presenting the information to the class. When used as part of a GLAD unit, this strategy is combined with the concept of 10:2 teaching—for every 10 minutes of direct instruction, students are given two minutes to discuss with the class, a partner, their table group, etc., the information that has just been presented. This activity introduces students to new information, models how to categorize information, and provides an informational resource for later activities. It may take a few class periods to color in and trace the entire image and all the relevant information.

Included on the following pages are three different versions of a pictorial input chart: a hand drawn sketch that can be re-created on large butcher paper; a digital image with the content headings but no information; and a digital image with the content headings and information. If you don't have time to create the sketch, the digital image can be projected and used for this activity. The digital image can also be used to create a larger poster that can be laminated and then filled in with vis-a-vis marker which allows you to reuse the poster in subsequent classes or years

## RECOMMENDED GRADES:

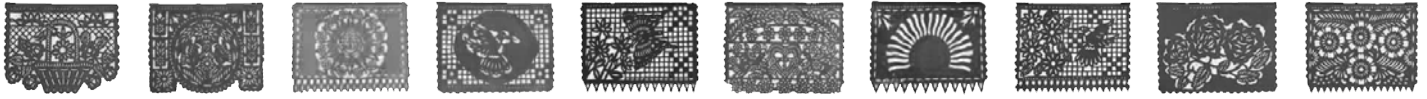
Adaptable for all grade levels

## ESTIMATED TIME:

Varies, approximately 1-2 hours

## MATERIALS:

- Markers
- Large chart or butcher paper

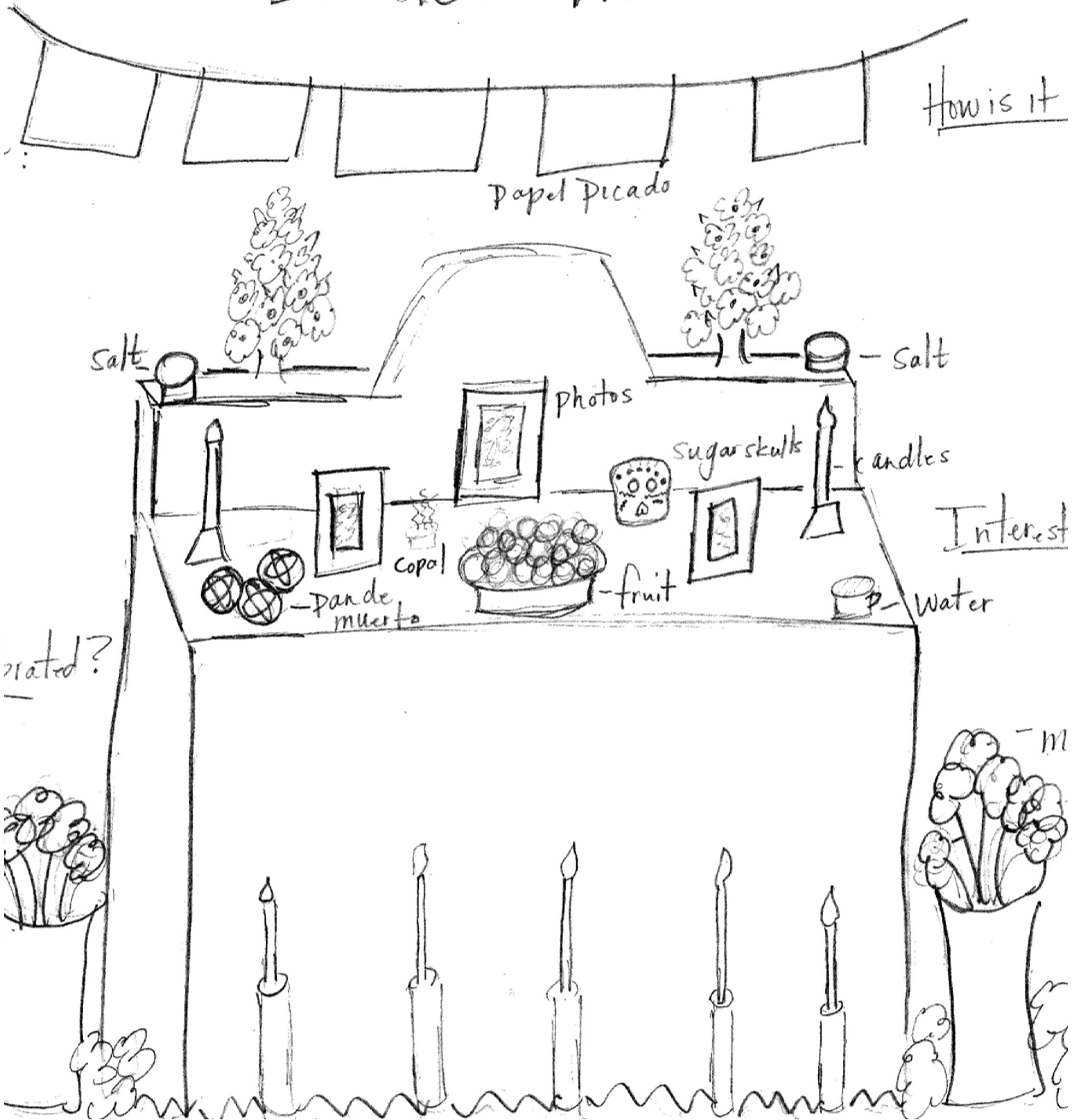


## PROCEDURE:

**Preparation:** If using the hand drawn version, lightly sketch the image onto the white butcher paper with pencil. Also prepare categories and the specific information you plan to include on the chart.

4. Hang the image where everyone in the class can see it. Using markers, begin to color in the poster while talking about the information you have planned to present to students. Present all of the information from one category before moving onto the next category and section of the drawing. Following the 10:2 model (or some adaptation of it), give students time to discuss with their partner or small group the information that they are being presented. Continue writing in the information and coloring in the image for as long as is appropriate for your age level. Continue the above in subsequent days until the image is completed.
5. Keep the pictorial input chart posted somewhere in the room for the rest of the unit. It can serve as a resource for other activities such as the Cooperative Sentence Strip Paragraph, The Compare and Contrast Essay, A Letter Home, or any of the poetry activities.

# Día de los Muertos



How is it

Papel Picado

Salt

Salt

Photos

Sugar skulls

Candles

Interest

Water?

pan de muerto

fruit

Water

m

**Country of Origin:**

**How is it Celebrated?**



**Why is it Celebrated?**

**Interesting Fact:**

**Continent:**

The Americas (North, Central, and South America)

**Country of Origin:**

Mexico, other countries in Central America, and parts of the US.

**How is it Celebrated?**

By creating an ofrenda dedicated to the person who passed away.



**Why is it Celebrated?**

To honor and remember ancestors and loved ones who have passed away.

**Interesting Fact:**

Water is placed on the ofrenda so that the spirits who return to visit may quench their thirst after their long journey.

**Continent:**

The Americas (North, Central, and South America)