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GISD Curriculum News

rigor/engagement/higher-order thinking

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Nonlinguistic Representation, Part II

Stimulating and Increasing Activity in the Brain

Marazano recommends several nonlinguistic practices, which include creating graphic representations, making physical models, generating mental pictures, drawing pictures and pictographs, and engaging in kinesthetic activities (2001). There are numerous strategies in each of these areas, not to mention combinations of the strategies as well. We've already addressed teaching students to use graphic organizers, so in this newsletter we will focus on other visual and physical strategies that can be useful in helping students organize, process, and retain information.



Claymation as a nonlinguistic tool

Strategies of the Week:

Models,
Movies,
& Charts

Nonlinguistic Ideas

Making Physical Models: A physical model can be of a small concept (like an atom) or a large one (like the solar system). Models allow the students to visualize the information that they represent. The model can be made by the students or the teacher and can range in sophistication and complexity appropriate for classrooms from special education to gifted and talented. For example, this You Tube video is a model of the circulatory system in the heart that would make any AP teacher proud:

<http://www.youtube.com/watch?v=kQbSkfXmsJw>

The Living Alphabet: In this kinesthetic activity, students illustrate the alphabet through creative movement or posing, and then they video record or take still pictures for a slide show of their alphabet. They can do this individually or in groups. This link shows a professional version of The Living Alphabet:

<http://www.youtube.com/watch?v=nxdlwVnrUE>

The strategy of illustrating a concept kinesthetically and filming or photographing it can be transferred to many different arenas. For example, students could illustrate the food chain, earth cycles, geometrical shapes, angles, the Bill of Rights, etc. Students could also use Claymation, or stop motion animation, to make a movie illustrating the concept. The following video combines movement and pictures to illustrate blood flow through the heart: <http://www.youtube.com/watch?v=oHg5ZvrI4NY>

Sentence Patterning Chart: This strategy comes from Project Glad, Guided Language Acquisition Design (Brechtel, 2001), and is an especially good strategy for English-language learners. The teacher chooses a topic-specific noun, then has students generate adjectives, verbs, adverbs, and prepositional phrases to go with that noun. Once the chart is constructed, students make sentences and sing them to the tune “The Farmer in the Dell.” For example: *hungry, huge wolves; hungry, huge wolves; hungry huge wolves hide quietly in the forest.*

Sentence Patterning Chart

Adjectives	Noun	Verbs	Adverbs	Prepositional Phrases
<i>Those planets are so...</i> Describing Words	Teacher selects from topic and chooses plural/singular, tense, etc.	What the noun does Action words	Tell how the noun is doing what it's doing <i>Those animals run so...</i>	Tells when or where they are doing it Uses words like <i>in, on, under, over, next to, at</i>
hungry huge scary friendly hairy cooperative loving dominant nice	wolves	eat bite have babies live run lope protect share	quickly noisily hungrily quietly happily angrily beautifully well silently	in the forest under the trees over the snow in packs in a cave in a den at dinnertime at night

This graphic representation utilizes color to help students organize information. It works in conjunction with a tune (“The Farmer in the Dell”) to help students remember their learning.