Build Knowledge with Images

Purpose

This prereading utilizes images and open-ended questions to prepare learners to engage with a text by activating and/or building prior knowledge, introducing relevant vocabulary, and providing an opportunity for practicing speaking and listening skills.

Goal

- Learners make connections to prior knowledge of a topic before reading a text.
- Learners build new knowledge that will enable them to better understand the text.
- Learners are introduced to vocabulary relevant to the text.
- Learners work collaboratively, practicing speaking and listening skills.
- Instructors assess learners' prior knowledge.

Audience

- Intermediate to advanced English learners
- English learners transitioning to adult basic education classes
- Adult basic education learners

Supported Standards

- **CCRS Reading Anchor 7**: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **ELP Standard 1**: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
- **ELP Standard 2**: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Materials

- Images selected by the instructor which are relevant to a text that learners will be reading
- Open-ended questions to accompany the images

Procedure

1. Learners are separated into small groups of two to three learners per group.
2. Each group is assigned one image to analyze and discuss. They work together to answer the accompanying open-ended questions and then create a caption for the image. Each group selects one member to report to the whole group.
3. Representatives from each group report their responses and captions to the whole group.
4. During the report, the instructor highlights key points and vocabulary terms that will be relevant to the text the class will be reading next.

Tips for Getting Started with This Routine

- When first introducing this routine, it may be helpful for the instructor to model how to analyze an image and answer the questions using the think-aloud method. With this method, the instructor describes their thought process out loud when looking at the image and determining how to answer the questions.
- If teaching remotely, a Google Doc can be used to share the images and have the groups type their responses to the questions. Make sure to adjust the "Share" settings to allow "Anyone with the link" to be an "editor."
- If you would like support with implementing this routine from an instructional coach, email jedwards@tiu11.org.

Example

Subject: ELA/Social Studies
Unit: Civil Rights in the 20th Century
Topic: Segregation; Rosa Parks and Montgomery Bus Boycott
Text: "Civil Rights on a City Bus" (ReadWorks)
Note: Work in groups. Each group should have the question table, as well as an enlarged version of an image.

Group 1



Delano, J. (1940). Library of Congress.
https://www.loc.gov/resource/cph.3c25806/

Group 2



Associated Press (1956). Library of Congress.
https://www.loc.gov/pictures/item/94500293/

Group 3



Weiner, D. (1956). High Museum of Art.
https://high.org/collection/dr-martin-luther-king-jr-addressing-a-mass-meeting-at-first-baptist-church-montgomery-alabama/

Group 4



Cravens, D. (1956). National Museum of African American History & Culture.
https://www.searchablemuseum.com/protesting-and-marching-for-civil-rights/

Question	Group Response
1. Who or what is in the photo?	
2. What are they doing, and what is happening?	
3. Who or what is not in the photo?	
4. What else do you want to know about the photo?	
5. Group photo caption:	