



ONE DIAGRAM, THREE SENTENCES

Move from visual understanding into academic language.



THE IDEA

Diagrams show understanding.

Sentences show thinking.

This simple bridge helps EAL learners turn what they see into the language they need to succeed.

See it.

Say it.

Write it.

Own it.



IN THE CLASSROOM

- Show a clear, relevant diagram.
- Ask students to describe it in three different sentences.
- Use sentence starters to support structure.
- Model thinking out loud using the diagram.
- Vary the task: explain, predict, compare, evaluate.
- Build up from oral sentences to written responses.

THE 4 STEPS

1



SHOW THE DIAGRAM

Present a clear, purposeful diagram.

- Choose a diagram that matches the learning goal.
- Ensure it is clear, labelled and not overloaded.
- Give students time to observe and think.

Example: Water cycle, food web, cell structure, climate graph.

2



SAY IT OUT LOUD

Build ideas together orally.

- Use sentence starters to guide language.
- Encourage precise vocabulary and connectors.
- Model one example with the class.
- Invite different students to try.

*Starters: I can see ... This shows ... This means ...
The first thing I notice is ... Another important idea is ...*

3



WRITE THREE SENTENCES

Turn the thinking into three sentences.

- Students write three different sentences about the diagram.
- Focus on accuracy, detail and meaning.
- Each sentence should add a new idea.

*1. The water in the ocean evaporates when it is heated by the sun.
2. The water vapour cools and condenses to form clouds.
3. The water falls back to Earth as precipitation.*

4



REFLECT AND IMPROVE

Check, improve and extend.

- Review sentences for clarity and accuracy.
- Add detail, technical vocabulary and explanations.
- Challenge students to extend or connect ideas.

*Extension: Why does this happen? What would happen if ...?
How does this compare to ...?*



WHY IT WORKS

It connects visuals to language.
It builds vocabulary, grammar and confidence.
It helps learners express complex ideas in simple, powerful ways.



EAL UPGRADE

- Pre-teach key words from the diagram.
- Provide frames and sentence stems.
- Use a word/sentence wall for support.



TRY IT TOMORROW

- Pick a diagram from your lesson.
- Ask students to write three sentences.
- Share, review and celebrate the best examples.



TEACHER LANGUAGE

*"What does this part show?"
"How can we describe this more precisely?"
"What is the most important idea here?"*

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