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Purpose/Objective

The purpose of this lesson is for the teacher to scaffold the idea of using pictures to support text and then have students use that knowledge to make their own book.

Grade Level and Explanation

This would be done in a first grade classroom. In a first grade classroom, they are beginning to do a lot of writing and still like to draw and use pictures to describe something that is happening. I believe that showing the students how to connect what they draw into words for a book will allow them to understand that words can describe a situation more than just a picture.

Materials

**Pumpkin Pumpkin** by Jeanne Titherington

Paper with lines to write and a space to draw

Pencils

Rational

This minilesson is necessary for topic is important for students because it allows them to see that pictures can only explain so much about the story. The students should have the understanding that pictures are a support for the words in the story. For example, if a student does not understand some words in the story, then the pictures should help them understand what is happening during the story.

Procedure

* The students would gather on a rug in a circle. Then would introduce the story **Pumpkin Pumpkin** and tell the students to concentrate on the words of the story while I read the book.
* After reading the story, I would ask the students to go back to their seats. Then I would ask the students questions about two of the pictures and then write down the answer to the last question on a big piece of paper:

-What is going on in this picture?

-What do you think will happen next?

- What should we write down about this picture?

Then I would read the text on two of the pages and ask the students “What should I draw to represent the text?” I would then draw the picture on a big piece paper. Finally I would compare what we wrote and drew to what is in the book. This should allow the students to understand that the text can describe the story more in detail and that the picture is there for extra help for anyone that does not understand the story.

* I would have the students begin to write a story about anything they find interesting. Then after they are finished writing their story, I would have them draw a picture to represent the text on each page. \*If, during the time allotted, they do not finish the story then we would finish the lesson during another writing period. In addition, I would briefly go over the idea of lesson again when we go back to work on the lesson again.
* The lesson will allow students to expand upon their writing skills. Drawling pictures to depict a story usually is the comfort zone of a first grader. By having the first grader, work on their writing more than drawling a picture, it will hopefully allow them to start leaning towards writing more than focusing on pictures. To have closure on the lesson, I would ask the students certain questions:

-What have you learned about using pictures to support the text?

-Did you find out that you can describe what is happening in the story more from what you write rather than by just looking at the picture?

- Do you think that authors write books first or does someone make the illustrations first? \*I would describe to them that the author writes the book first and then has the illustrator draw the pictures so that it can support the story they wrote.

Considerations/Accommodations for diverse learners

For children that have issues writing, I may have them work in groups to allow them to work together in understanding the idea. In addition, if a student is having issues I would sit down to work with them. If there is a student that has trouble griping a pencil then I would have them use a computer program, Storybook Reading, to type their story and to create illustrations for their book.

Assessment

The assessment will be the book that the students make. The book will allow me to see if the students wrote more, which usually means that they concentrated more on their writing. In addition, the questions that I will ask during the lesson will be a type of assessment. If they understand the idea of pictures supporting the text, then they should be able to answer the questions correctly.

Follow-up

During the lesson, I would have them try to work on their own book that conveys this message of pictures supporting the text. In addition, the whole class would reflect on their ideas at the end of the lesson by discussing what we have learned from this lesson.