

**ED 315 LESSON PLAN #5**  
**“Getting Inside an Image/Photograph”**

**Goal(s):**

*Wisconsin Model Academic Standards:*

B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.

Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience

B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.

Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives

C.8.3 Participate effectively in discussion.

D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication. Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects.

**Pre-assess:**

Prior to these lessons, the students will be familiar with the five steps in the writing process: prewriting, writing, revising, proofreading, and publishing. Students will have received some instruction on the function of adjectives in writing. They will understand the fundamentals of grammar and punctuation. And they will be familiar with the process of brainstorming as a prewriting strategy.

**Objective(s):**

Students will use effective viewing strategies to relate information and clarify their writing using an image/photograph. Sensory details will be the focus of the viewing.

**Assessment:**

Students will be assessed on their participation with a partner in writing a description of a photo. Students will self-assess using a criteria sheet. Students will finally be assessed on their photo comparisons using a rubric, which identifies: who, what, when, where, why and the 5 senses.

## Materials Needed:

Photographs –from *The Amazing Picture Machine* website.

Pencil/Pen

Paper

## Total time needed:

• **Introduction:** Remind students that they recently used a newspaper photo to tell a story.

• **Steps for instruction** (engagement, demonstration, participation, practice):

The teacher will begin this activity by showing picture one from the two listed below. These two pictures are very different pictures with similar content and themes. The students will generate a list of phrases describing this first picture, and the teacher will record the phrases on the chart paper. The students will be asked to address the following questions as they generate the descriptive phrases about the picture:

- What do you see?
- What would you hear if you were in this picture?
- What would you smell if you were in this picture?
- What could the people in this picture be feeling with their hands? with their feet?
- What emotions do you feel as you view this picture?

Once a list has been generated, the students will be asked to work individually to write a short description for the picture using as many of the phrases generated to make their description clear and concise, containing the specific details to identify this picture.

When they have completed their descriptions, the teacher will show them picture two from the list below, asking the following questions:

- Does your description also fit this picture?
- How are these two pictures alike?
- How are these two pictures different?
- What would you need in your description to be able to distinguish between the two pictures?
- What could you add to your original description that would make your description better?

Working with a partner, the students will write a description for each of the two pictures. Be sure the two descriptions are concise enough to distinguish the two pictures. Pairs will read their descriptions to the rest of the class and the class will decide whether the descriptions have the necessary clarity.

• **Questioning** (Create 3-5 higher order thinking questions):

Questioning is done throughout the lesson. See above.

- **Strategies for students requiring additional assistance:**

Students of all ability levels can be successful with these activities. Expectations for the depth and clarity of the descriptions will be modified for special needs students. Some students may require additional assistance with the mechanics and conventions of the language.

- **Closure:**

Students will turn in their descriptions of the two pictures. Ask students if using description is important when describing a photo.

- **Resources:**

Internet Site: The Amazing Picture Machine

Picture 1:<http://www.ibiblio.org/wm/paint/auth/monet/first/le-havre.jpg>

Picture 2:<http://www.ibiblio.org/wm/paint/auth/monet/later/monet.seine-argenteuil.jpg>

Apaza. June. What Do You See?

Retrieved at <http://www.ncrtec.org/tl/camp/see/see1.htm>