**Lesson Plan: Using the Illustrations**

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| **CCSS Connections:**  **ELA 7** | |  |  |  | | --- | --- | --- | | **K** | **1** | **2** | | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts) | Use the illustrations and details in a text to describe its key ideas. | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | |
| **Materials** | * Any *Inspire My Kids* story that has pictures * “Using the Illustrations” Worksheet |
| **Duration** | * Approximately 1 hour |
| **Grade Level** | * Kindergarten - 2nd |

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|  | **Activities** |
| **Objective** | **I will describe how the illustrations help me better understand the article.** |
| **Mini-lesson/ vocab**  **10 min.** | **Introduce the vocabulary- illustrations, key ideas (2nd grade- images)**   * Do a picture walk through the article. (Most articles have at least one picture. For this lesson, you might want to choose one that has more than one picture.) |
| **Practice Time**  **20 min.** | **Predict.**   * Have students make predictions about what the pictures/images show. The goal is to practice gathering information just from the images. Students can record their observations in the “before reading” section of the worksheet. |
| **Read the article.**   * Before reading, tell students to listen for how the pictures can help them better understand the article. Read the article all the way through, periodically stopping to ask comprehension questions to check for understanding. Allow students to discuss how the pictures help them understand a particular section of the article. This is an opportunity to discuss a particular character topic, if desired. |
| **Revisit the images.**   * After reading the article, go back to the images to discuss what they mean now. Focus students’ attention on things that they cannot know from reading the article, but can learn from the images. (Even things as simple as a character’s setting or appearance can be recorded). |
| **Assess**  **20 min.** | **Create.**   * Have students pretend they are the photographer or illustrator. What image should be included in this article to help the reader better understand the article? If there is a video with the article, you may want to watch it first so students can gather ideas to use. Students should draw an illustration they think should be included in the article. They should also include a caption, if they are able. |
| **Wrap-up 10 min** | **Review and Close**   * Students share their illustrations and tell why they think it would be important to include that illustration in the article. Older students can write their explanation on the back of their paper. |

**Using the Illustrations**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use pictures, words, or sentences to describe what kind of information you can learn from the illustrations, photographs, or images found in the article.

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|  | **Before Reading** | **After Reading** |
| **#1** |  |  |
| **#2** |  |  |
| **#3** |  |  |

Pretend you are the illustrator. What image do you think should be included in this article to help the reader better understand? Draw an illustration and include a caption.

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