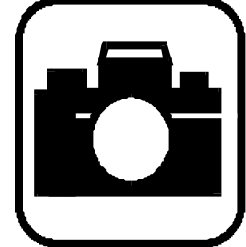


Encouraging Writing Through Combined Photos



Grade K-2nd

Three to four sessions are required of 30 minutes each.

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Lesson-Planning Approach

Some learners perceive their "world" as a whole, where all things are interconnected and dependent upon each other. These "integrated" students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in ways that do not match their experience. Among large populations of at risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklist, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means

- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

This lesson is designed to show students that photos can be combined to create a new picture. The students' pictures will be superimposed over pictures of locations that are easily recognizable as not being local in nature. The combined photos will be used as a writing prompt for a book written by the class using the Six Trait Plus One writing strategy.

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Lesson Objectives

Project Objectives: When students complete this session, they will be able to...

- ❖ Explain that photos can be combined to make new pictures that do not reflect actual events.
- ❖ Distinguish between fiction and nonfiction and realistic fiction and fantasy.
- ❖ Contribute a portion of a story that ties into the theme determined by the class.
- ❖ Use descriptive words to discuss a scenic picture.

Integration of Other Functional/Academic Skills: Students will be able to...

Math: order pages

Reading: apply decoding skills to read class-generated book.
use graphic organizers to help write book.

Critical Thinking: Distinguish between fiction and nonfiction and realistic fiction and fantasy.

Writing: class writing project using the writing process consisting of prewriting, drafting, revising, proofreading, and publishing/sharing

Use the Six Trait writing process emphasizing voice and word choice using descriptive words to discuss a scenic picture.

Colorado State Standards

Colorado Model Content Standards for Language Arts

Standard 1: Students will read and understand a variety of material.

Standard 2: Students will write and speak for a variety of purposes and audiences.

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Websites

❖ <http://www.freeimages.co.uk/>

Note: Although photos abound on the Internet most have copyrights attached. Collections of royalty free photographic images may be purchased on CD-Rom for under ten dollars.

Pre-requisites:

None for students. May be used with those who cannot read or write on their own yet.

Required Equipment/Technology

- ❖ Digital camera
- ❖ Digital imaging software
- ❖ Computer with color printer
- ❖ Microsoft Photo Draw program or other program
- ❖ Photo paper
- ❖ Chart paper for writing
- ❖ Picture books with an abrupt change in activities or location as the theme in Suddenly! by Colin McNaughton

Handouts

- ❖ Webbing page with suggestions
- ❖ Webbing page, blank

THE LESSON

Preparation

Activity	Instructor Notes
<p>Show pictures taken previously of class activities. Allow the class to discuss what they were doing when the pictures were taken.</p> <p>Discuss if the pictures were fact or fiction.</p>	<p>Show pictures taken previously of activities the class has done.</p>

Presentation

<p>Discuss if photos are always factually.</p>	<p>Show the three pictures, turkey, Paris, and composition. Can put cut turkey on new background or several backgrounds while students observe.</p>
<p>Go to an outside or inside area with a plain background. Take pictures of the students grouped by writing teams in various poses.</p>	<p>Have the students divided into their writing groups. This may be grouped how ever best fit the class's needs at the time such as cross-section of ability groups or groups with similar interests. Take some whole group pictures too. (These are harder to edit due to the increased amount of lines.)</p>

	Teacher will crop pictures on students. See “How to Combine Photos” if needed.
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Practice

Activity	Instructor Notes
Have small groups decide on which background their pictures will appear. Let small groups experiment with placing their picture on the scenic photo. Place to small group’s satisfaction and print.	Have twice as many selections of varied backgrounds ready on the computer as groups to choose from.
Have each small group present their composite picture to the class.	Pictures needed to be printed and laminated, as the students will handle them during the writing process.
Small groups fill in graphic organizer with help from teacher if needed.	Have graphic organizer ready for each small group. See Appendix B.
Small groups write or dictate sentences ending with the same transition word such as Suddenly...	Have sentence strips ready on which to print students’ dictation.

Practice

Small groups will edit their stories with the teacher.	Teacher may use the editing process for skills on which the class is currently working. (This teacher printed each story without capitals and periods and had the small groups correct on printed copies.)
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Performance

Students will practice reading book. Students will read to another class.	Teacher needs to arrange an audience such as the kindergarten class to which the story may be read.
	Complete the rubric on each student.

Lesson assessment Strategy (formative-as the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

1. Did I practice with photos before trying with photos taken of the class?
2. Are the instructions and expectations for the class clear from the beginning? Behaviors during picture taking? Elements allowed in the story?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. Do my writing groups reflect the strengths and weakness of my students?
5. Are the objectives clear to the students?
6. Do the students understand what part technology plays in the lesson?

Performance and Practice (Student)

1. Do all the students have the skills to follow the instructions?
2. Are all students contributing to the project in some measure?
3. Did I identify the strengths of each student?
4. How to help a student improve if the score a 2 or below on the rubric?

Technology

1. Is the technology working? The digital camera, the photo software, and the colored printer?
2. How do the students react to combining their photos?
3. Do the students express ideas for further projects?

[Top End](#)

Activity Checklist

Anticipatory set: Read <u>Suddenly!</u>	
Take students' pictures posed doing various actions such as running and jumping.	
Have small groups decide on their photo background.	
Teacher crops pictures of students and superimposes on their selected backgrounds.	
Print and laminate photos.	
Pictures are given to groups of students for brainstorming.	
Web words for each picture.	
Compose story for each picture.	
Pages are given to students for group revising.	
Final presentation of written portion is printed and combined with pictures.	
Bind pages.	
Share with another class.	

[Top End](#)

How to Combine Photos

Preparation: The teacher must have experience with Micro PhotoDraw or a similar program if available.

- ❖ Open PhotoDraw
- ❖ Go to Insert and files. Bring up a picture. (This is one of my turkeys)
- ❖ Go to Tools
- ❖ Select Cutout

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- ❖ Select By Drawing
- ❖ Move cursor around objects reaching the starting point
- ❖ Click on close (it's okay that the line reaches up to close)
- ❖ Click on finish
- ❖ Save in a file



(Here is one of my turkeys with the background cut away.)
Select a background photo suitable for the writing project. I have used photos from vacations and photos from clip art. Bring to screen.



Go to insert and bring up the file of the cutout people or object. Insert on background photo. Go to arrange. Select background or object to resize.



(Now my turkey is enjoying the Eiffel Tower.)

Small writing groups can help with the resizing and final placement of their pictures.

Laminate the pictures before turning over to the groups to write their stories.

Appendix

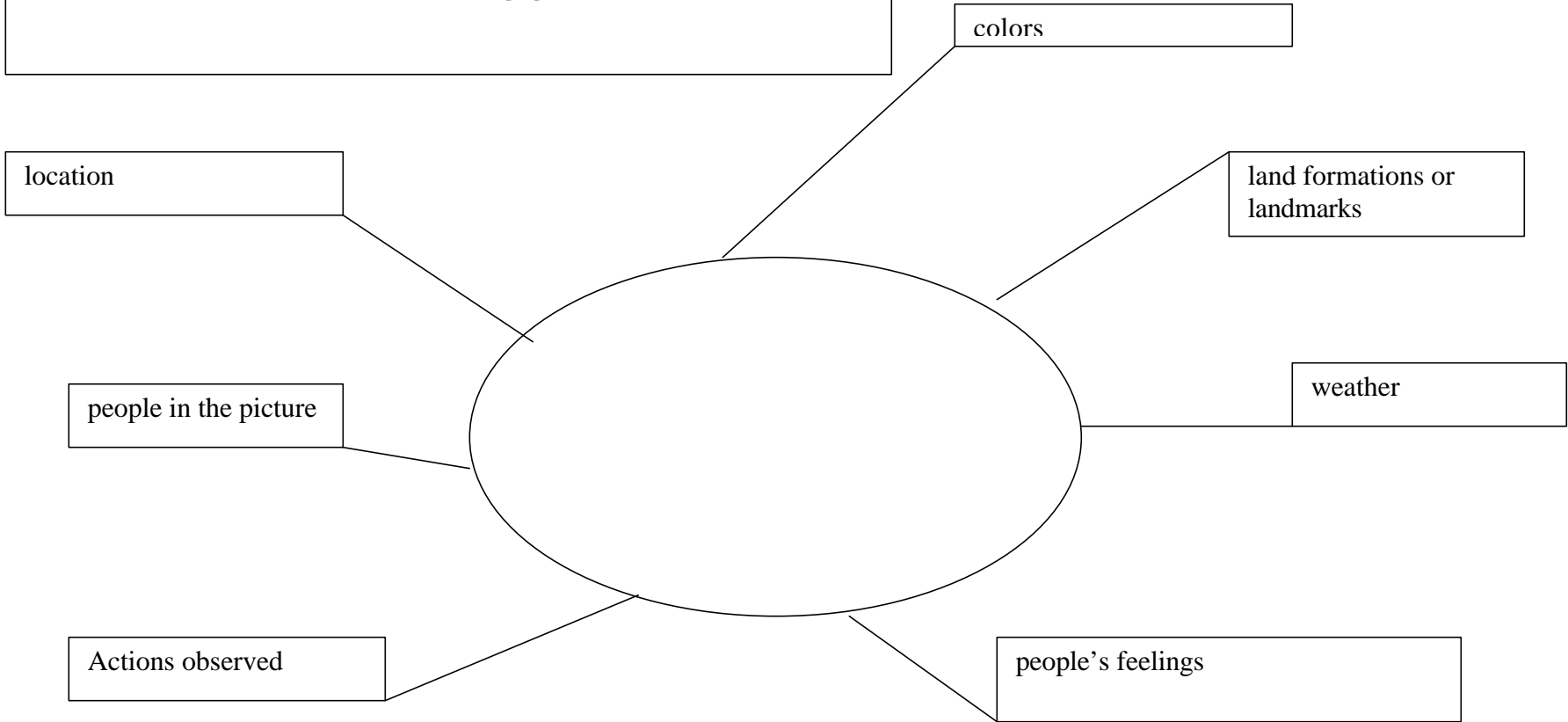
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Appendix 1

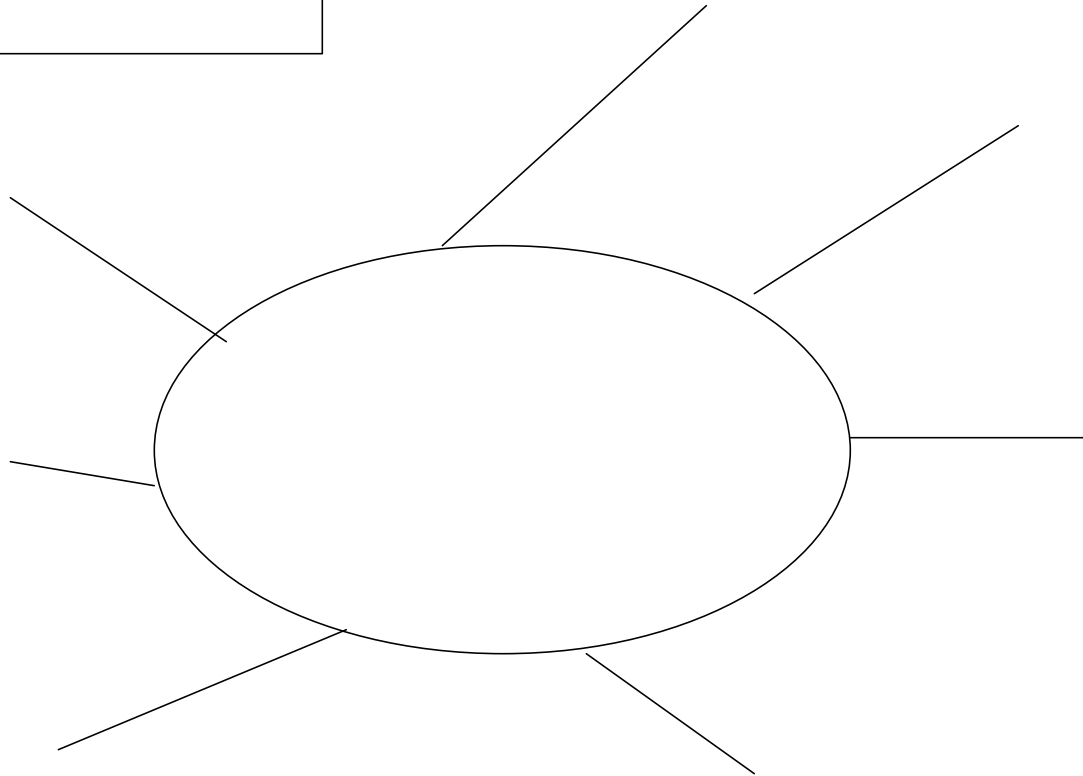
Rubrics for Encouraging Writing Through Combined Photos

Item Score	0	1	2	4
Distinguish between fact and fiction, real and make believe.	Cannot distinguish between fact and fiction.	Can correctly distinguish whether the story is fact or fiction, but cannot support with reasons.	Can distinguish whether the story is fact or fiction and give a reason.	Can give explicit reasons why a story is fact or fiction.
Story generated ties in with the picture.	Story has no ties with pictures.	References to the pictures do not promote the story line.	Details from the picture are used to support the story line.	Details from the picture are an integral part of the story.

Possible web with suggestions.



Story Web



[Top](#) End

