

A Picture is Worth 1000 Words... Or More!

Grade Level: Grade 4 – 5

Content area(s): Writing, Drama

Classroom Time: 90 minutes

Purpose: Vocabulary extension, descriptive writing, story writing, play writing and presentation practice presentation skills.

Skills Addressed:

ELA skill: Descriptive writing, vocabulary, story writing,

Visual Arts Skill: Drama

Supplies:

Paper, pencil, and optional objects to create scenery and costumes

Lesson Process:

Warm-up –



1. Show the students the first photograph. (Either through the internet, <http://www.640pixels.com/articles/50-amazing-pictures-you-must-see-on-flickr.aspx> - 20th picture, overhead or individual copies, Attachment 1.)
2. Ask the students the following questions.
 - What do you see in the photo? – *a boy, clouds, mountains, etc.*
 - If you were the boy:
 - What would you be thinking right now? – *Wow!, this is fun, scared, etc.*
 - What were you doing before this moment? – *Answers will be very individual.*
 - What would you be thinking after this moment? – *Answers will be very individual*
 - What would you be feeling? – *Answers will be very individual*
 - What would you do next? – *Answers will be very individual*
 - Do you think he has brothers or sisters? If so, how many? – *Answers will vary, yes or no*
 - What do you think he usually does during the day? – *go to school, sleep, etc.*
3. Tell a short story about the boy. – Have a few students share their stories. – *Answers will vary.*
Ex. Juan decided to practice skating on the new ramp he and a friend built. He was amazed how high he went when he practiced his flip. Juan was exhilarated by the jump and decided to do it again.

Lesson procedure –

1. Decide how many groups of students you will need and how many in each group by looking at the pictures and noting the numbers of characters in the picture. More than one group may have the same photograph. (*Photograph 1 - 3, Photograph 2 – 3 to 6, Photograph 3 - 3, Photograph 4 - 2, Photograph 5 – 2 to 6, Photograph 6 – 3 to 6*)
2. Divide the students in groups as described above.
3. Assign a number to each student in the group – According to the numbers on the photographs.

4. Distribute the photographs, attached, either one per group or give each student a photograph.
5. Tell the students their number corresponds to the numbered character on the photograph.
6. Individually the students write a description of their character including giving them a name, personality traits, feelings, thoughts, and general actions.
7. After everyone in the group has completed their character description, the students get into their group.
8. As a group they will write a short story that corresponds to the photograph and the descriptions of the characters.
9. After the story is created the students create a play depicting their story. They will include a description of the plot, the appearance of the stage and the dialogue. Optional: The students will include stage directions.
(Sample play: [http://www.calliekimball.com/Short Plays and Monologues](http://www.calliekimball.com/Short_Plays_and_Monologues),
<http://plays.about.com/od/playwritingbusiness/qt/settingPlay.htm>)
10. Each group presents their play to the class.

Student assessment or final product to be developed -

1. Individual character writings
2. Group short story writing
3. Play writing
4. Presentation

Extension activities (optional) -

1. Students create their own stage and costumes
2. Select the top two plays to present to the school or other classes.
3. If more than one group had the same picture discuss the similarities and differences between them.
4. Exchange the photographs and repeat the lesson.
5. Students create a picture or take a photograph. Exchange pictures/photographs then the students write a short story/play of the picture.

Websites for additional pictures –

<http://www.640pixels.com/articles/50-amazing-pictures-you-must-see-on-flickr.aspx>

<http://justcreativedesign.com/2008/04/08/creative-photographs/>

<http://www.640pixels.com/articles/60-incredible-aerial-photos-you-must-see.aspx>

Attachment 1



Photograph 1



1. Bush in the pot.
2. Vegetable pot
3. Flowerpot person

Photograph 2



1. Person on the bike
2. Person walking
3. Person diving into the water

Optional:

4. Shadow of person on bike
5. Shadow of person walking
6. Shadow of person diving into the water

Photograph 3



1. Woman on the far right
2. Woman in the middle
3. Woman on the left

Photograph 4



1. Man holding the frame
2. Man climbing the ladder

Photograph 5

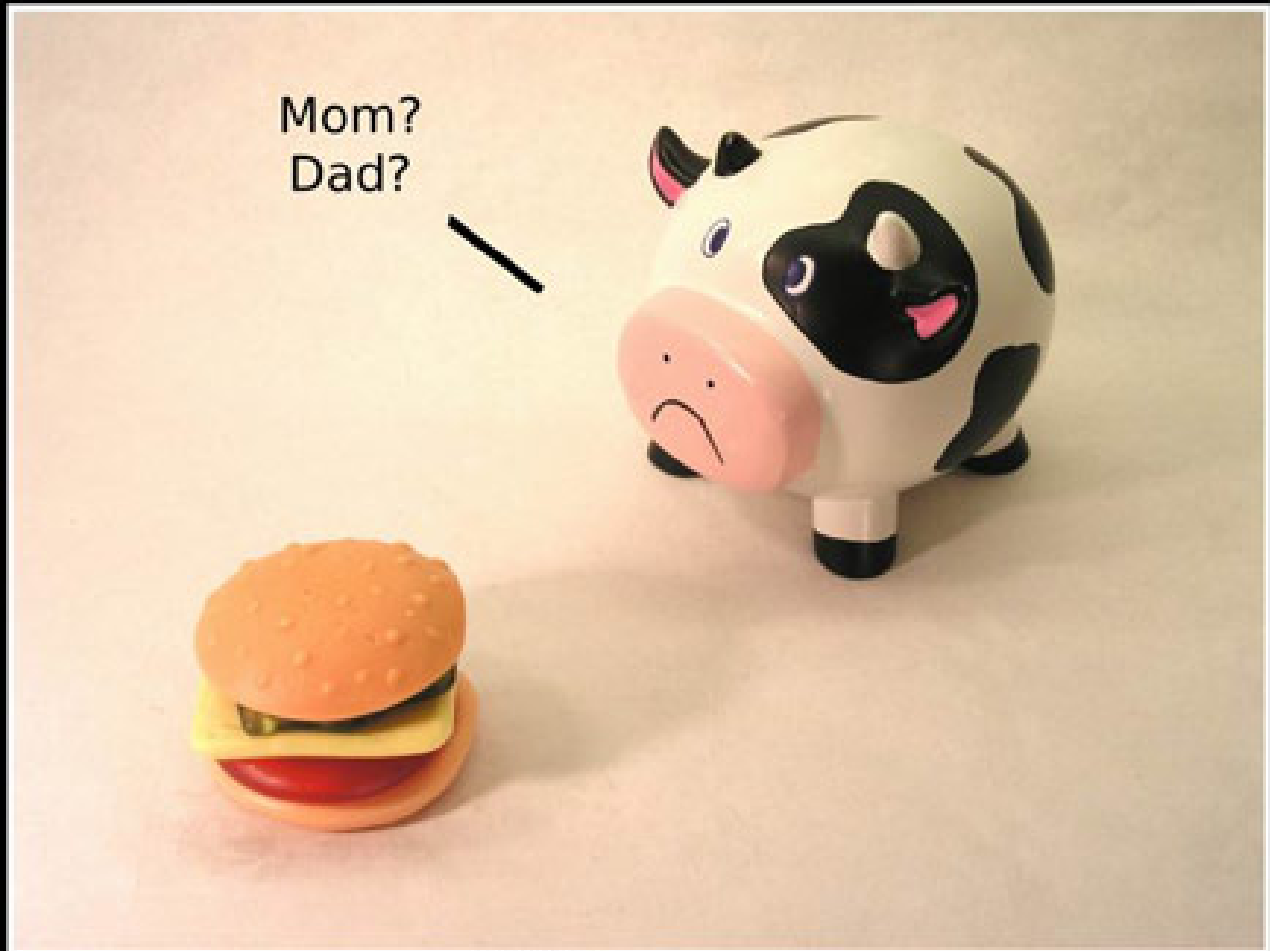


1. Egg to the far right
2. Egg in the middle
3. Egg to the far left

Optional

4. Fork
5. One cooked egg
6. Second cooked egg

Photograph 6



McSad - By Leselle

1. Cow
2. Hamburger

Optional

3. Bun
4. Hamburger
5. Tomato
6. Cheese

National Standards

Language Arts

NL-ENG.K-12.4 COMMUNICATION SKILLS

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.12 APPLYING LANGUAGE SKILLS

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Theatre

NA-T.5-8.1 SCRIPT WRITING BY THE CREATION OF IMPROVISATIONS AND SCRIPTED SCENES BASED ON PERSONAL EXPERIENCE AND HERITAGE, IMAGINATION, LITERATURE, AND HISTORY

Achievement Standard:

- Students individually and in groups, create characters, environments, and actions that create tension and suspense
- Students refine and record dialogue and action

NA-T.5-8.2 ACTING BY DEVELOPING BASIC ACTING SKILLS TO PORTRAY CHARACTERS WHO INTERACT IN IMPROVISED AND SCRIPTED SCENES

Achievement Standard:

- Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people
- Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices
- Students in an ensemble, interact as the invented characters

NA-T.5-8.4 DIRECTING BY ORGANIZING REHEARSALS FOR IMPROVISED AND SCRIPTED SCENES

Achievement Standard:

- Students lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills

TAKS Objectives

Objective 1

The student will, within a given context, produce an effective composition for a specific purpose.

(4.15) **Writing/purposes.** The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to: (A) write to express, [discover, record,] develop, reflect on ideas, and to problem solve (4–8);(C) write to inform such as to explain, describe, [report,] and narrate (4–8); (D) write to entertain such as to compose [humorous poems or] short stories (4–8); and (E) exhibit an identifiable voice in personal narratives and in stories (4–5).

(4.16) **Writing/penmanship/capitalization/punctuation.** The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to (A) write legibly by selecting cursive or manuscript as appropriate (4–8).

(4.19) **Writing/writing processes.** The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to (C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4–8); and (D) revise drafts for coherence, progression, and logical support of ideas (4–8).

Objective 2

The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.

Objective 4

The student will recognize correct and effective sentence construction in written text.

Objective 5

The student will recognize standard usage and appropriate word choice in written text.

Theatre

Grade 4

(4.1) **Perception.** The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to: (A) relate sensory and emotional responses to theatre; (B) develop body awareness and spatial perceptions, using rhythmic and expressive movement; (C) respond to sounds, music, images, and the written word, using movement; (D) express emotions and ideas, using interpretive movements, sounds, and dialogue; (E) imitate and synthesize life experiences in dramatic play; and (F) represent environment, characterization, and actions.

(4.2) **Creative expression/performance.** The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: (B) describe clearly characters, their relationships, and their surroundings; (C) develop characters and assume roles in short improvised scenes, using imagination, personal experiences, heritage, literature, and history; and (D) dramatize literary selections in unison, pairs, and groups and create simple stories collaboratively through imaginative play in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events.

(4.3) **Creative expression/performance.** (B) alter space to create suitable environments for play-making; (C) plan brief dramatizations collaboratively; and (D) interact cooperatively with others in brief dramatizations.

(4.4) **Historical/cultural heritage.** The student relates theatre to history, society, and culture. The student is expected to: (A) explain theatre as a reflection of life in particular times, places, and cultures;

Grade 5

(5.1) **Perception.** The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to: (A) develop characterization, using sensory and emotional recall; (D) express emotions and relate ideas, using interpretive movement and dialogue; (E) integrate life experiences in dramatic play; and (F) portray environment, characterization, and actions.

(5.2) **Creative expression/performance.** The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: (B) describe characters, their relationships, and their surroundings in detail; (C) select movements and portray a character, using dialogue appropriately; and (D) dramatize literary selections in pairs and various groupings and create simple stories collaboratively in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events.

(5.3) **Creative expression/performance.** The student applies design, directing, and theatre production concepts and skills. The student is expected to: (A) define character, environment, action, and theme, using props, costumes, and visual elements; (B) alter space appropriately to create a suitable environment for play-making; (C) plan brief dramatizations collaboratively; and (D) interact cooperatively with others in brief dramatizations.

(5.5) **Response/evaluation.** The student responds to and evaluates theatre and theatrical performances. The student is expected to: (A) analyze and apply appropriate audience behavior at a variety of performances; (B) define visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and describe these components in art, dance, and music; (C) compare and contrast ideas and emotions depicted in theatre, dance, music, and art and select and explain the use of movement, music, or visual elements to enhance classroom dramatizations; and