



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 16

Illustrating: Geography Icon



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write an informative text. (W.3.2)

I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2)

Supporting Learning Targets

- I can create a quality illustration that helps the reader understand my Accessing Books around the World paragraph.

Ongoing Assessment

- Student illustration and list of geographical features about the region

Agenda

- Opening
 - Engaging the Writer (5 minutes)
- Work Time
 - Publishing Paragraphs, Part 2 (15 minutes)
 - Identifying Criteria for a Quality Illustration (5 minutes)
 - Creating Illustrations (30 minutes)
- Closing and Assessment
 - Debrief (5 minutes)
- Homework
 - Ideally, students will finish their illustrations at school; however, if students need more time to complete the task, they may take their illustrations home to complete.

Teaching Notes

- As noted in the Performance Task description, students may create their illustrations using technology or in collaboration with a studio art teacher.
- In advance: Create a model bookmark illustration, or locate an appropriate model on the internet.
- Once students have completed both their published paragraph and quality illustration, they should attach them on a piece of cardstock for the final bookmark. See Lesson 15 about using a photocopier to reduce students' writing to fit the bookmark cardstock.
- Vocabulary may need to be clarified for some students: bookmark, superhero, bring to life.



Lesson Vocabulary	Materials
create, quality, informative paragraphs, illustration	<ul style="list-style-type: none">• Chart paper• Markers• Model bookmark illustration (teacher-created or teacher-provided)• Materials for student illustrations (small pieces of paper, colored pencils, markers)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their efforts and perseverance! Today they will continue the publishing work from yesterday and complete the final step of their Accessing Books around the World task: an illustration for their bookmark. Discuss the words <i>create</i>, <i>quality</i>, and <i>illustration</i> to ensure that students understand the target. Consider adding pictures above these words to help students understand the academic vocabulary of the target.• Briefly discuss why writers often include illustrations with text. “Remember how we have been studying how readers use words and illustrations to better understand text?” Take a moment to look at illustrations in some favorite picture books as a way to help students connect illustrations to the work of writers in the real world. “Now we get to try that as writers as we create illustrations to match our informative paragraphs.”	<ul style="list-style-type: none">• Increase interactions with vocabulary in context to support all learners.

Work Time	Meeting Students' Needs
<p>A. Publishing Paragraphs, Part 2 (15 minutes)</p> <ul style="list-style-type: none">• Briefly refer to the craftsmanship anchor chart from the previous session. Remind students to attend to the elements of craftsmanship as they finish publishing today. Confer with students and provide feedback and guidance as needed.	<ul style="list-style-type: none">• Providing a model enables students to gain a clear and understandable vision of the criteria for a quality illustration.



Work Time (continued)	Meeting Students' Needs
<p>B. Identifying Criteria for a Quality Illustration (5 minutes)</p> <ul style="list-style-type: none">• Invite students to study a model bookmark illustration alongside the model paragraph with the framing question: “What makes this a quality Accessing Books around the World bookmark illustration?”• Students may then discuss this question with a peer or small group. Listen in on students' conversations and target a few students to respond. As they share, track these criteria on an anchor chart titled: What Makes a Quality Accessing Books around the World Bookmark Illustration? Emphasize that students should not worry about their artistic ability. What is most important is the message they convey through their illustration. Guide students toward the general criteria.• The illustration:<ul style="list-style-type: none">* Shows something important/special about the librarian or organization* Matches the text in the Accessing Books around the World paragraph* Fills the whole piece of paper* Provides detail* Displays care and neatness* Is carefully outlined with a marker• Briefly think aloud about how an illustrator decides what to create: “That Book Woman carried books on her horse to people deep in the Appalachian Mountains. I could draw a picture of a horse with books tied to the saddle. I also know that the paths are difficult to travel on. I could draw the path really narrow and steep with lots of rocks and plants like it would be in the mountains.” Invite students to turn and talk with a partner and share one or two ideas for how they might select their illustration.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols to assist ELLs in making connections with the criteria. These symbols can be used throughout the year when discussing quality illustrations.
<p>C. Creating Illustrations (30 minutes)</p> <ul style="list-style-type: none">• During the remainder of the work time, students create their final bookmark illustrations. Use this time to confer with students and provide feedback and reminders about criteria as appropriate. Remind students that because readers need illustrations and matching text to understand what they read, their job as writers is to create a picture that brings Accessing Books around the World to life.	<ul style="list-style-type: none">• Some ELLs may need clarification on the phrase “bring to life.”



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to bring their illustrations to the debrief and share why they chose to create their specific one and how they think their drawing reflects the criteria for quality.	<ul style="list-style-type: none">• Consider providing a sentence starter to assist ELLs with oral language production.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Ideally, students will finish their illustrations at school; however, if students need more time to complete the task, they may take their illustrations home to complete. <p><i>Note: Remember to invite a real audience for the bookmark share during Lesson 17. The audience may be students within the class, students in a different class, families, etc. Depending on the audience, the share may happen within that lesson or within another block of time.</i></p>	

There are no new supporting materials for this lesson.