EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 3: Lesson 7
Analyzing Illustrations

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Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can explain how an illustration contributes to the narrative (e.g., mood, tone, character, setting). (RL.3.7)	
Supporting Learning Target	**Ongoing Assessment**
• I can draw pictures to illustrate more clearly a mood, tone, character, or setting in my Wolf Narrative.	• Illustration Planning graphic organizer

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets and Sharing Homework (10 minutes) 2. Work Time A. Analyzing Illustrations in *Lon Po Po* (20 minutes) B. Planning Illustrations (25 minutes) 3. Closing and Assessment A. New Partner Share (5 minutes) 4. Homework A. Finish planning the illustrations for your Wolf Narrative. B. Continue reading your independent reading book.	• In this lesson, students analyze the illustrations in *Lon Po Po*, generate criteria for strong illustrations, and then use the criteria to plan the illustrations for their Wolf Narratives. • The model narrative used in this lesson to generate criteria is *Lon Po Po* because it has artistic illustrations that clearly meet the criteria students need to be considering when drawing their own illustrations. Students are also familiar with *Lon Po Po* because they read it closely in Unit 1. • Some students many need more time than what is allocated in this lesson to finish planning their illustrations. Allow these students to finish for homework. • In advance: – Copy students' Narrative Elements graphic organizers (completed in Lesson 5) so they can have a copy to plan their illustrations and you can have a copy to continue working on feedback for students. – Students will need their Narrative Elements graphic organizer returned in the next so they can revise their plans for the Mid-Unit 3 Assessment. – Post: Criteria of a Strong Narrative anchor chart; learning target.

Lesson Vocabulary	Materials
illustrate	• Dialogue homework (answers, for teacher reference) • *Lon Po Po* (book; one per student) • Criteria of Strong Illustrations note-catcher (one per student and one to display) • Criteria of a Strong Narrative anchor chart (begun in Lesson 1) • *Face to Face with Wolves* (book; one per student) • Illustration Planning graphic organizer (one per student and one to display) • Copies of completed Narrative Elements graphic organizers (turned in during Lesson 5; one per student)

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Opening	Meeting Students' Needs

A. Unpacking Learning Targets and Sharing Homework (10 minutes)
• Display the first excerpt on the **dialogue homework (answers, for teacher reference)**, covering the rest of the questions (including the answer key for the first excerpt).
• Invite students to consult their completed dialogue homework and suggest what was wrong with the first excerpt.
• Uncover the answer key and point out the issues (in bold and underlined).
• Repeat with the other excerpts.
• Direct students' attention to the posted learning target and read it aloud:
  * "I can draw pictures to illustrate more clearly a mood, tone, character, or setting in my Wolf Narrative."
• Ask students to discuss with an elbow partner:
  * "What does *illustrate* mean?"
• Select volunteers to share their responses. Listen for and guide students to understand that illustrate has two meanings. It can mean to draw pictures to accompany text or a narrative, like the illustrations in a book. Illustrate also means to explain or make clear.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

Work Time	Meeting Students' Needs
A. Analyzing Illustrations in *Lon Po Po* (20 minutes) • Ask students to discuss with an elbow partner: * "How can we figure out criteria that we can use when illustrating our own narratives?" • Cold call students to share their responses and listen for students to explain that they can get a good idea of what strong illustrations should include by reading a narrative with strong illustrations. Explain that *Lon Po Po* is a good example of a narrative with strong illustrations and they are going to generate criteria for why they are strong illustrations by analyzing the pictures in the book. • Ensure each student has access to ***Lon Po Po***. • Invite volunteers to help you reread the narrative aloud while the rest of the group follows along silently. • Pair students up.	• Inviting students to analyze a strong model and generate criteria before they begin planning their own illustrations will ensure they have clear guidelines to follow when they begin working.

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Work Time (continued)	Meeting Students' Needs

• Distribute and display the **Criteria of Strong Illustrations note-catcher**. Ask students the questions at the top of the note-catcher:
  * "Why are the illustrations in *Lon Po Po* appealing?"
  * "How do they add meaning to the narrative?"
  * "What do we understand from the illustrations that we might not understand just from reading the words?"
• Invite students to work with their partners to look through the illustrations, discuss the answers to these questions, and record ideas on their note-catchers.
• Circulate to support students as they work. Ask guiding questions:
  * "What do you like about the illustrations in *Lon Po Po*?"
  * "How do they add meaning to the narrative?"
  * "What do we understand from the illustrations that we might not understand just from reading the words?"
• As students begin to finish, refocus whole group.
• Display the **Criteria of a Strong Narrative anchor chart**.
• Invite volunteers to share the ideas they captured on their note-catchers with the whole group. Record students' ideas on the anchor chart. The following should be included:
  – Illustrations help paint pictures in our minds and strengthen our understanding of the narrative:
  • Clear—easy to see what is going on.
  • They illustrate the setting so that the reader can picture it more clearly.
  • They show us what characters look like.
  • They show facial expressions so we better understand what the characters are thinking and feeling.
  • They create a mood.	

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Work Time (continued)	Meeting Students' Needs

B. Planning Illustrations (25 minutes)
• Ask students to take out their copies of ***Face to Face with Wolves***.
• Ask students to discuss with their partners:
  * "What do you notice about the pictures in *Lon Po Po* compared to the pictures in *Face to Face with Wolves*?"
• Cold call students to share their responses with the whole group. Listen for students to explain that the illustrations in *Lon Po Po* are artistic drawings whereas in *Face to Face with Wolves* they are photographs because it is an informational text.
• Tell students that when they plan their illustrations for their narratives, they need to consider the criteria for illustrations generated earlier in the lesson, but they must also ensure that their illustrations are of real wolves because their narratives are about real wolves. Explain that they can use the photographs in *Face to Face with Wolves* as a guide to remind themselves what real wolves look like.
• Explain that students are going to include three illustrations in their final Wolf Narrative: one to go at the beginning of the narrative when they describe the setting and/or main character, one of the problem, and one of the solution.
• Display and distribute the **Illustration Planning graphic organizer**. Point out that there are three boxes, which students will use to sketch out each of their illustrations. Explain that they are going to continue this for homework.
• Distribute copies of completed **Narrative Elements graphic organizers**.
• Give students 2 or 3 minutes to silently think about their illustrations for each section on the organizer.
• Refocus whole group and invite students to explain their ideas to their partners.
• Give students the rest of the time to plan their illustrations. Remind them to refer to the Criteria of a Strong Narrative anchor chart and *Face to Face with Wolves*.
• Circulate to support students as they work. Ask guiding questions:
  * "What does this show?"
  * "What is going on in this picture?"
  * "How does it add meaning to your narrative?"
  * "What mood does it create?"	

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Closing and Assessment	Meeting Students' Needs
A. New Partner Share (5 minutes) • Invite students to pair up with someone they haven't been working with to share the planning for their illustrations.	
Homework	**Meeting Students' Needs**
• Finish planning the illustrations for your Wolf Narrative. • Continue reading your independent reading book.	

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Grade 3: Module 3B: Unit 2: Lesson 7
Supporting Materials

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Dialogue Homework
Answers For Teacher Reference

1. Lightning, the leader of the pack, affectionately licked Black Ears' nose and solemnly addressed the rest of the pack "Today, my friends, we need to catch something big like a deer or a bison. We haven't had a good meal for a couple of days now and the pups are getting hungry.

   Lightning, the leader of the pack, affectionately licked Black Ears' nose and solemnly addressed the rest of the pack, "Today, my friends, we need to catch something big like a deer or a bison. We haven't had a good meal for a couple of days now and the pups are getting hungry."

2. Lightning frowned before replying, You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help finish the job." "OK". Little Foot was disappointed.

   Lightning frowned before replying, "You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help finish the job."
   "OK." Little Foot was disappointed.

3. Black Ears was the first to notice. Where is Little Foot? she asked. They all stopped eating to look around. I haven't seen him since we split up around the clearing. Has anyone else?" Lightning asked. But none of the wolves had.

   Black Ears was the first to notice. "Where is Little Foot?" she asked. They all stopped eating to look around.
   "I haven't seen him since we split up around the clearing. Has anyone else?" Lightning asked. But none of the wolves had.

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Criteria of Strong Illustrations Note-catcher

Name:

Date:

Why are the illustrations in *Lon Po Po* appealing? How do they add meaning to the narrative? What do we understand from the illustrations that we might not understand from just reading the words?

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Illustration Planning Graphic Organizer

Name:

Date:

Introduction (setting and/or main character)	Problem (main event)	Solution (end of the narrative)

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