

Discipline: Reading, Writing, Speaking, and Listening
Standard Category: Reading Independently; Types of Writing
Lesson Focus: "CREATING A SNAPSHOT"

PA Standard(s):	Related TESOL Standard(s):
1.1.5G: After reading, demonstrate understanding and interpretation of both fiction and nonfiction text. 1.4.5B: Write multi-paragraph information pieces such as descriptions, letters, reports, instructions and essays.	Goal 2: To use English to achieve academically in all areas. Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
Students will be able to: <ul style="list-style-type: none"> Listen for key words to construct meaning as a scene is read aloud. With a peer, re-enact the scene that was read aloud. Create an illustration representative of the scene. Label their illustration of the scene using simple words. 	Students will be able to: <ul style="list-style-type: none"> Listen for key phrases to construct meaning as a scene. Re-enact the scene and retell it in simplified language. Create an illustration representative of the scene and explain the illustration to a peer. Write simple sentences explaining their illustration. 	Students will be able to: <ul style="list-style-type: none"> Listen for key words, phrases, and sentences to construct meaning. Retell the scene with detail, clarity, and some text vocabulary. Create an illustration representative of the scene, explain and present their illustration to the group. Write a clear and concise paragraph of the scene based on their illustration and the actual text.

Materials:

1. Story with a vivid, descriptive scene to be read aloud by the teacher that is no more than two paragraphs (ex. Miss Rumphius, Miss Nelson is Missing, Henry and Mudge, Felita). Select a book with topics students can identify with, such as school, pets, family or simple settings.
2. Props representative of the scene (pictures or real items)
4. Drawing paper, writing paper, picture dictionaries, and pencils

Suggested Level:
Intermediate

Lesson Focus:
Creating a snapshot

Teaching Strategies:
Whole group instruction

Modeled reading

Listening for purpose

Creating a snapshot

Use of props

Stop, listen, & draw turn & talk

Shared paired activity

Illustrating to display

Writing to display

Assessment Strategies:
Label new vocabulary

Oral retelling

Illustrated image

Written paragraph

Fluent reading of written paragraph

5. Computers for final copies of written work

Procedures:

Write words, sentences and/or a descriptive setting in paragraph form to demonstrate understanding of a particular scene as it is read aloud. By creating a mental image, drawing the scene and describing the scene orally first, comprehension is developed and writing is generated.

1. State the objective of the lesson: As a short passage is read aloud, the student will demonstrate comprehension by creating a mental image and draw an illustration of what was comprehended.
3. Introduce and identify important vocabulary by using props.
4. Have students TURN & TALK about the props and predict how they relate to the story.
5. With the help of a peer, beginner students will label and display story props on the chalkboard to be used as a Word Bank.
6. Students will listen to a descriptive paragraph, think about the “picture” mentally and create a detailed image of what is heard.
7. Prompt more advanced English speakers to describe orally their created image with much detail. Prompt discussions by posing questions: What is the main character looking at? What do you suppose she is thinking? Reserve simple factual questions for those Beginners willing to share. What color are her eyes? Is she wearing a dress or pants?
8. Ask the Beginner students to describe clothing, and other vocabulary in the present tense using subject verb sentences. The advanced students will use more complex sentences, structures with descriptive vivid vocabulary.
9. Students STOP, LISTEN & DRAW as they listen for more details while drawing what they see in their minds.
10. Students TURN & TALK to their assigned peer and discuss their illustrations (pair Beginners with English speakers).
11. Choice is given to re-enact the scene, describe the scene or just display the illustration for the whole group.
12. Students are directed to write about the scene. English speakers are asked to write predictions about what will happen. Beginners may only label the illustration or write very basic patterned sentences using the Word Bank on the board: This is a girl. The girl is little. The girl has brown hair. Intermediates will be able to write more complex sentences and Advanced write a paragraph.
13. The Writing Process is then followed with conferencing, revision and editing with peers. Beginners can use known vocabulary to write simple sentences and practice fluency as they read their sentences with intonation and expression. Intermediates and Advanced students can revise and edit. All students will use computers to finalize their writing.

Assessment: Students are assessed based on his or her language level.

Beginner

Students will submit a labeled illustration or simple sentences to show understanding of the story scene.

Intermediate

Students will write several simple sentences to describe the illustration.

Advanced

Students will do the above in paragraph form and fluently read their writing aloud.

Fluent English speakers will write a clear and concise paragraph using descriptive language from the text.

Extension: This activity "Creating a Snapshot/Image" may be used for many stories to develop vocabulary prior to generating writing. It provides a purpose for listening, which is critical for comprehension. With this activity students realize there are various interpretations of a single text. One text is heard, yet the reader based on personal experiences, culture and background creates various images.

