

Building Details with Pictures

- Objective:** To use pictures as detail-builders
- Comment:** Young writers have difficulty creating details that support a main idea. The use of pictures helps them understand the detail aspect of the writing.
- Grades:** K-3
- Supplies:** page 9 or 10
magazine pictures
glue
paper
- Time Frame:** 4 writing lessons

Directions:

Day #1

1. Teacher discusses the idea of a topic or a main idea. Looking at the large picture in the top box, class decides on the topic/main idea for all of the pictures. (e.g. *camping*)
2. Students create a sentence about the large picture.

Kindergarten: Students tell a sentence about the large picture.
(e.g. *"I love camping."*)

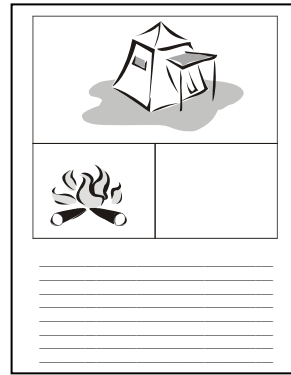
First Grade and up : Students write a sentence about the large picture.
(e.g. *My family and I enjoy camping at Wild Adventure State Park.*)



3. Students share sentences.

Day #2:

1. Students discuss the picture in the first small box in relation to the larger picture. (e.g. *cooking marshmallow while camping.*)



2. Students create a sentence about the picture.

Kindergarten: Students tell a sentence..

(e.g. *“I love to cook marshmallows when we go camping.”*)

First Grade: Students write a sentence about the first small picture.

(e.g. *After dinner , we roast marshmallows.*)



Second Grade and up: Students write a sentence about the first small picture.

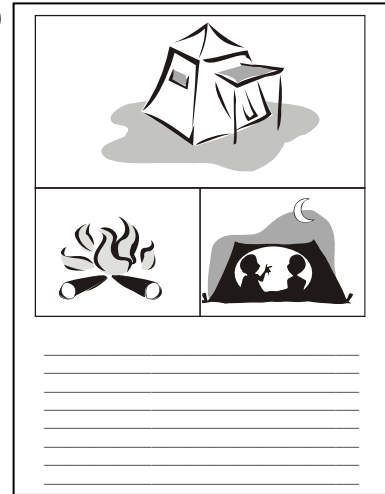
Then they add two to three more sentences about this idea.

(e.g. *After dinner , we cook marshmallows. My brother and I search for long sticks to roast marshmallows. Then we hold them over the hot fire until they are cooked. My brother likes them black, but I only cook them until they are light brown and still gooey on the inside.*)

3. Students share sentences.

Day #3:

1. Students discuss the picture in the second small box in relation to the larger picture. (e.g. *telling stories at night while camping.*)



2. Students create a sentence about the picture.

Kindergarten: Students tell a sentence.
(e.g. “*We tell scary stories at night.*”)

First Grade: Students write a sentence about the second small picture.
(e.g. *Late at night, my brother and I tell each other very scary stories.*)



Second Grade and up: Students write a sentence about the second small picture. Then they add two to three sentences about this concept.
(e.g. *Late at night, my brother and I tell each other scary stories. We tell stories about ghosts, monsters, and wild animals. One time my brother told me a story about a wolf in the forest. It sounded so real that I screamed because I thought I heard it out in the bushes.*)

3. Students share sentences.

Day #4:

1. Students write a concluding sentence about the topic/main idea. (See page 53)

Kindergarten: optional

First grade and up: e.g. Students might conclude with a suggestion
(See page 53) *Camping is a great thing to do if you want to have a good time.*

	
	
<p><u>My family and I enjoy camping at Wild Adventure State Park. After dinner, we roast marshmallows. Late at night, my brother and I tell each other very scary stories. Camping is a great thing to do if you want to have a good time.</u></p> <hr/> <hr/>	

2. Writers share their writing.

