

General Information

Lesson Parts & Duration

Total Duration: 1 to 1 ½ hours

- Observations and Drawing Inferences from a Photograph

Subject(s)

- Closer Looking Lesson based on pictures of Roller Coasters (RI.2.1, RI.2.9, RI.3.1, RI.3.9, SL.2.1, SL.2.3, SL.2.6, SL.3.1, SL.3.3, SL.3.6)

Objective

- Students will ask and answer questions using complete sentences based on information in pictures. (RI.2.1, RI.3.1, SL.2.3, SL.2.6, SL.3.3, SL.3.6)
- Students will engage in collaborative conversations by posing or responding to specific questions. (SL.2.1, SL.3.1)
- Students will compare and contrast two pictures (RI.2.9, RI.3.9)

Materials

- **Required:** pictures of roller coasters (page 10) (color copy recommended)
- blank paper (1 per student)
- document camera or projector for displaying photograph
- **Optional:** printable “Exit Slip” (page 9)
- **Optional:** printable “Comparing Design” (page 11)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 13)

Protocols (on page 12)

- Used throughout lesson – protocols will be practiced in the beginning of the lesson
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

Instructional Setting

- Seated with or near another student for partner work.

Throughout these lessons, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: 60-90 minutes


Introduction: Photographs, Roller Coasters, & Consumers


- T* Today we will be analyzing 2 photographs.
- T* Who can tell me what a photograph is? **Call on students. Answer: A real picture not a drawing or something taken with a camera.**
- T* Excellent!
- T* A photograph is a picture that someone takes with a camera of something around us in the world.
- T* It is not a drawing that someone made.
- T* Boys and girls, raise your hand if you have ever taken a photograph before?
- T* If you have, please turn and tell someone next to you what you took a photograph of? **Give a couple seconds for students to share.**
- T* Wow, I heard that some of you took a photograph of **list somethings that you heard them mention.**
- T* Today we have a very important job, we will be analyzing photographs.
- T* Analyzing is a big word we use for studying something or looking at all of the details.
- T* Imagine a detective who is searching for clues with a magnifying glass.
- T* We need to study all of the little details.
- T* To analyze the photos, we will be asking and answering questions about the pictures.
- T* We are also going to be thinking like a consumer.
- T* A consumer is a person who buys something, uses a product or visits a business like a restaurant or a theme park.
- T* I say theme park because today we will be analyzing roller coasters!
- T* Raise your hand if you think you can tell me what a theme park is, hint it has roller coasters. **Call on students to share their definitions.**
- T* A theme park is a place with rides, like roller coasters, games, and other fun shows and activities.
- T* Disney World is a big theme park that most people know about.
- T* When we analyze or study the details of these photographs today we are going to think like a consumer of a theme park, so a person who visits a theme park.
- T* Raise your hand if you have ever been to a theme park before or if you haven't been to one if you have seen one on tv.
- T* So now we know: photographs are real pictures of something in the world, not just drawings.
- T* Consumers are people who buy a product or visit a place and use their services like visiting a theme park to ride the roller coasters.


Analyzing Photographs (photographs found on page 10)

- T* Like a detective, we are now going to be analyzing a photograph.
- T* Remember that when we analyze something we are studying all of the parts very closely, looking at all of the little details.
- T* I am going to show you a photograph now.
- T* Look quietly and carefully at the photograph.
- T* Remember to look with your eyes and not with your mouth.
- T* Keep all the little details you notice to yourself, we will be sharing them with a buddy in a little bit. **Give students about 30 seconds to look at the pictures. Show photograph under document camera or project onto screen; keep photo up during the rest of the lesson.**

Speaking & Listening Protocols

-  **On your feet/ Get ready to meet/ Go and Greet** (should take less than one minute)
- Students stand up and put their hand up in the air
 - Students find another student that has their hand up to have a “new” partner (and get them moving around)
 - Once they are with their new partner, they put their hands down and face the teacher

-  **Back to Back and Face to Face**
- When in pairs, direct students to stand back to back
 - Ask the students to consider the question
 - Give students at least a minute to consider their response

-  **Ask, Answer, and Justify**
- Put students in pairs: have them assign themselves a number 1 or 2
 - Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond

- T* We are going to be sharing our thoughts and ideas with a buddy now.
- T* To do this we are going to be following 3 steps.
- T* The first step is finding our partner.
- T* The second step is standing back to back and analyzing the photographs based on a specific question.
- T* Then the last step is taking turns and sharing what we noticed with our partner.
- T* We are going to practice these 3 steps now because we will be doing them several times during this lesson.
- T* Let me first explain to you how I want you to find a partner.
- T* Please do not move until I tell you to.
- T* We will start by putting a hand up in the air.
- T* Then you will find a buddy who also has their hand up.
- T* Remember, if someone's hand is down, that means they already have a buddy.
- T* I will be counting backwards from 10, and by the time I get to zero, you need to be standing respectfully next to your partner.
- T* Please remember to ASK your friends if they would like to be your partner (Would you please be my partner? vs You are my partner!).
- T* This is a respectful way to find a partner.
- T* Once you found your partner make sure your hands are down, you are standing next to each other, and you are facing me.
- T* Let's practice this now.
- T* Ok, go find a partner!
- T* 10-9-8-7-6-5-4-3-2-1.
- T* Remember to not talk while you are moving. **Remind them of this as they are locating a partner.**

Practice Back to Back and Face to Face

- T* Now that you are with your partner, please stand back to back. **Model this with two students.**
- T* Remember this means that your backs are touching and you can't see each other's faces!
- T* When I ask my question, you will think first.
- T* Then when I say, “Face to Face”, you will turn around and share your answers.
- T* First you and your partner need to decide who is going to be a “1” and who is going to be a “2”. **Give a moment for them to decide. If they are struggling assign them either a 1 or a 2.**
- T* For the first question 1's will ask the question first, and then 2's will share their answers.
- T* Then you will switch and 2's will ask the same questions and then 1's will share their answers.
- T* Please hold up your fingers and show me if you are a 1 or a 2.
- T* Great, it looks like you all know if you are a 1 or a 2.

Analyzing the Pictures

- T** I think we are ready to be detectives and analyze these photographs.
- T** Remember each time we are analyzing them based on a different question.
- T** So be sure to listen carefully to my questions.
- T** Now please stand back to back again so you can think about the question I am asking. **Make sure students can see the pictures projected on the screen.**
- T** Question: What did you notice first when you saw the pictures? **Give 30 seconds for the students to think of their answers.**

Partner Discussion

- T** Ok, "Face to Face"!
- T** Turn around.
- T** 1's please ask the 2's "What did you notice when you first saw the picture?"
- T** 2's share your answer in a complete sentence "The first thing I noticed was ____ because ____."
- T** 2's make sure you are being every specific and explaining why.
- T** Take turns – once the 2's have answered switch and 2's ask the 1's the same question.

Questions:

- What did you notice when you first saw the picture?
- Why? Be very specific.
- The first thing I noticed was ____ because ____.

Monitor this and provide support as needed. You may want to go up to each group and model this discussion.

Give time to complete this task. Once conversations have ended prepare students for a new buddy.

Finding a New Buddy

- T** Great job sharing with your buddy.
- T** Now we will need to find a new buddy, the same way we did last time. **Model each step as you remind students.**
- T** Hands up please.
- T** Find a different partner, decide who is the 1 and who is the 2.
- T** Once you decide, hold up either 1 finger or 2.
- T** Then stand back to back.
- T** Ok, go find a partner! **Give a moment for them to decide. If they are struggling assign them either a 1 or a 2.**

Note:

Write the following "Partner Discussion" questions and sentence frames on the board or chart paper for students to see during their partner discussions.

Give time to complete this task. Monitor students and provide assistance as needed.

Analyzing the Pictures

- T** Let's look at the pictures again.
- T** Don't turn around until I say, "Face to Face".
- T** In picture #1, how are the people feeling? How do you know?
- T** Think about your answer.

Partner Discussion

- T** Ok, "Face to Face"!

- T** Remember to take turns.
- T** Partner 1 will go first and ask the question, "In picture #1, how are the people feeling? How do you know?"
- T** Then partner 2 will answer, "In my opinion, the people in picture #1 are feeling ___ because ____."
- T** Then switch jobs.

Monitor this and provide support as needed. You may want to go up to each group and model this discussion.

Give time to complete this task. Monitor students and provide assistance as needed.

Questions:

- In picture #1, how are the people feeling?
- How do you know? Look for details and be very specific.
- In my opinion, the people in picture #1 are feeling ___ because ____.



Make sure to "Break Up Your Day!"



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 13)

Finding a New Buddy

- T** Excellent job sharing with your buddies.
- T** Now we will find a new buddy, the same way we did the last 2 times. **Model each step as you remind students.**
- T** Hands up please.
- T** Find a different partner, decide who is the 1 and who is the 2.
- T** Once you decide, hold up either 1 finger or 2.
- T** Then stand back to back.
- T** Ready?!
- T** Go find a new buddy. **Give a moment for them to decide. If they are struggling assign them either a 1 or a 2.**

Give time to complete this task. Monitor students and provide assistance as needed.

Analyzing the Pictures

- T** Ok, back to back.
- T** In Picture #2, how would you feel riding on that roller coaster? Be very specific and use details in the picture to justify your feelings.
- T** Look at the pictures carefully.

Partner Discussion

- T** Ok, "Face to Face"!
- T** Remember to take turns.
- T** Partner 1 will go first and ask the question, "In Picture #2, how would you feel riding on that roller coaster?" "Use details to justify or explain your feelings."
- T** Then partner 2 will answer, "If I was riding the roller coaster in Picture #2, I would feel _____. The details from the picture that support this feeling are _____."

Questions:

- In Picture #2, how would you feel riding on that roller coaster?
- Be very specific and use details in the picture to justify or explain your feelings.
- If I was riding the roller coaster in Picture #2, I would feel _____. The details from the picture that support this feeling are _____.

T Then switch jobs.

Monitor this and provide support as needed. You may want to go up to each group and model this discussion.

Give time to complete this task. Monitor students and provide assistance as needed.

Analyzing the Pictures

T Please turn back to back again with the same partner.

T But don't turn around until I say, "Face to Face".

T Let's look again at the pictures.

T What do you notice is different about the two pictures? Why?

Partner Discussion

T Ok, "Face to Face"!

T Remember to take turns.

T Partner 1 will go first and ask the question, "What did you notice is different about the two pictures? Why? Be very specific.

T Then partner 2 will answer, "In looking at the pictures, I noticed _____ in Picture 1 and _____ in Picture 2. I noticed this difference because _____.

T Then switch jobs.

Monitor this and provide support as needed. You may want to go up to each group and model this discussion.

Give time to complete this task. Monitor students and provide assistance as needed.

Questions:

- What did you notice is different about the two pictures?
- Why? Be very specific.
- In looking at the pictures, I noticed _____ in Picture 1 and _____ in Picture 2. I noticed this difference because _____.

Finding a New Buddy

T Excellent job sharing with your buddies.

T Now we will find a new buddy. **Model each step as you remind students.**

T Hands up please.

T Find a different partner, decide who is the 1 and who is the 2.

T Once you decide, hold up either 1 finger or 2.

T Then stand back to back.

T Ready?!

T Go find a new buddy. **Give a moment for them to decide. If they are struggling assign them either a 1 or a 2.**

Give time to complete this task. Monitor students and provide assistance as needed.

Analyzing the Pictures

T Ok, back to back.

T What are you wondering about?

T Be very specific and use details in the picture to justify your feelings.

T Look at the pictures carefully.

Partner Discussion

T Ok, "Face to Face"!

T Remember to take turns.

Questions:

- What are you wondering about?
- Why? Be very specific.
- I'm wondering about _____ because _____.

- T* Partner 1 will go first and ask the question, “What are you wondering about? Why? Be very specific.
T Then partner 2 will answer, “I’m wondering about _____ because _____.”
T Then switch jobs.

Monitor this and provide support as needed. You may want to go up to each group and model this discussion.

Give time to complete this task. Monitor students and provide assistance as needed.

Finding a New Buddy

- T* Good work sharing with your buddies.
T Now we will find our last new buddy, the same way we have been doing. Model each step as you remind students.
T Hands up please.
T Find a different partner, decide who is the 1 and who is the 2.
T Once you decide, hold up either 1 finger or 2.
T Then stand back to back.
T Ready, go find your last buddy! Give a moment for them to decide. If they are struggling assign them either a 1 or a 2.

Analyzing the Pictures

- T* Now instead of looking at these pictures like a detective we are going to think like a consumer.
T Who remembers earlier what consumer is? Call on students.
T I told you that consumers are people who buy a product or visit a place and use their services like visiting a theme park to ride the roller coasters.
T Does Picture #1 make you want to ride on this roller coaster?
T Would you pay money to ride on it? Why?

Partner Discussion

- T* Ok, Face to Face!
T Remember to take turns.
T Partner 1 will go first and ask the question, “Does Picture #1 make you want to ride on this roller coaster?
T Would you pay money to ride on it? Why?
T Then partner 2 will answer, “As a consumer, I would/would not, pay money to ride on that roller coaster because _____.”
T Then switch jobs.

Questions:

- Does Picture #1 make you want to ride on this roller coaster?
- Would you pay money to ride on it? Why?
- As a consumer, I would/would not, pay money to ride on that roller coaster because _____.

Monitor this and provide support as needed. You may want to go up to each group and model this discussion.

Give time to complete this task. Monitor students and provide assistance as needed.



Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized.
 See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 13)

Part 2: Compare & Contrast

- T* You all have done such a great job being photograph detectives and analyzing details.
T Please walk quietly to your seat. **Monitor students.**

Once students are settled in their seats, pass out a piece of blank paper to each child.

- T* Now that you are in your seats, please give me your attention so that I can explain what you will be doing next.
T We are going to compare and contrast together the two pictures using a Thinking Design. **Draw Thinking Design or place the printable copy (page 11) under the document camera.**
T We are comparing Picture #1 and Picture #2.
T When we compare two things we say what they have that are the same or what they both have in common.
T When we contrast two things we see what is different about them.
T So, we will be seeing what is the same and what is different about these two pictures.
T With your shoulder buddy **someone sitting near them**, decide on at least 2 things the pictures have in common or that are the same about the two.

Monitor the students and give them time to discuss. Randomly call on students to fill in the comparisons. (See example)

- T* Now, with your shoulder buddy, discuss how the two pictures are different.
T Find at least one difference for each picture. **Monitor the students and give them time to discuss. Randomly call on students to fill in the comparisons. (See example)**

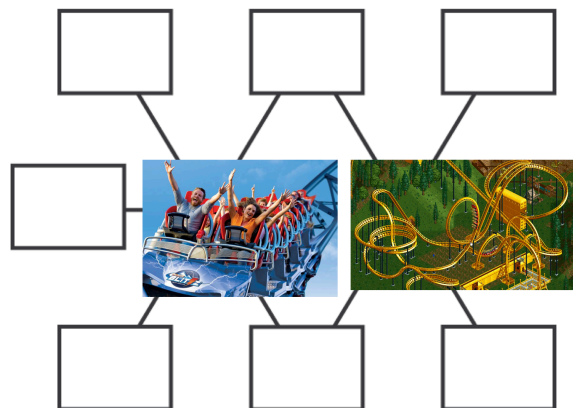
Leave this for the teacher.

Exit Slip: Pass out the blank half-sheets of the same Thinking Design for comparing and contrasting.

- T* Now fill out your Thinking Design for comparing and contrasting.
T You can copy the answers we did together to get you started.
T If you need assistance, please raise your hand. **Give students time to complete the task. Monitor and assist as needed.**

***You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 9), or simply have students copy the problems on a half sheet of paper.**

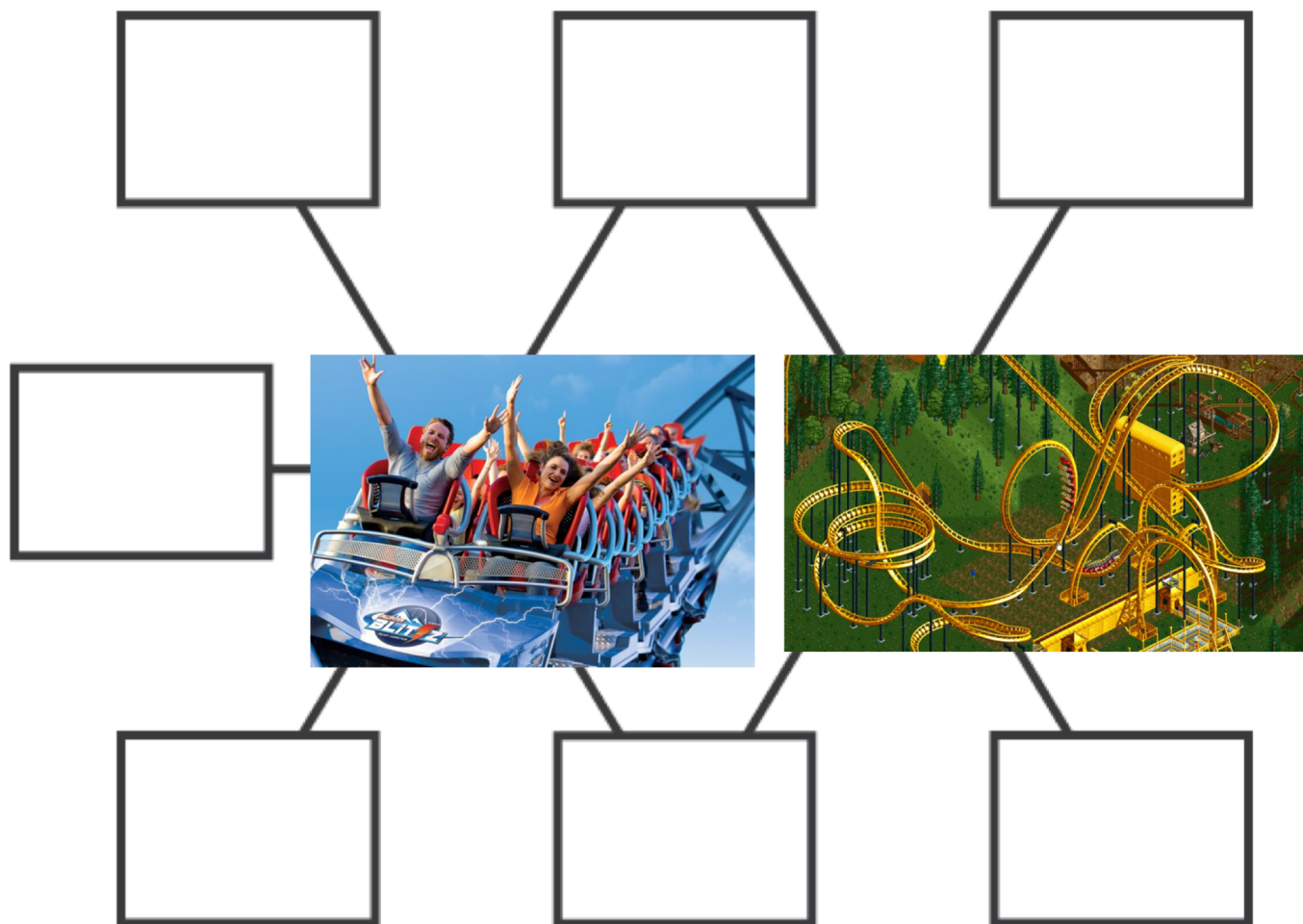
Comparing Design



Name: _____ Date: _____

Exit Slip:
Roller Coasters

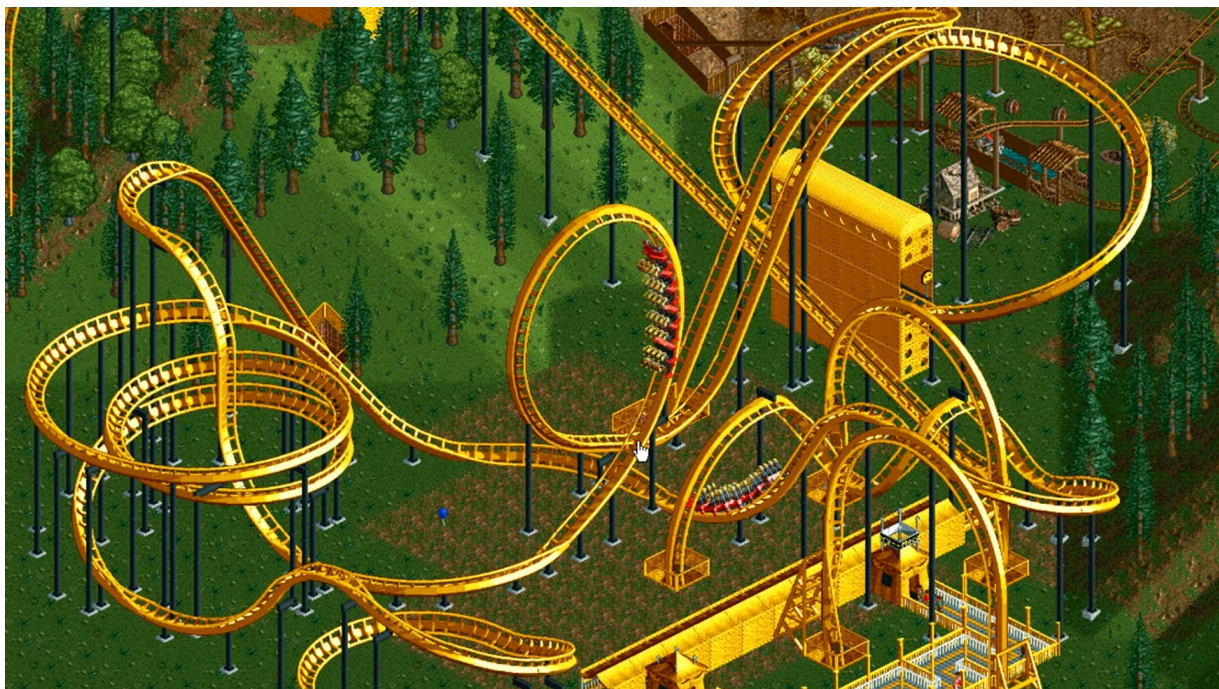
Comparing Design



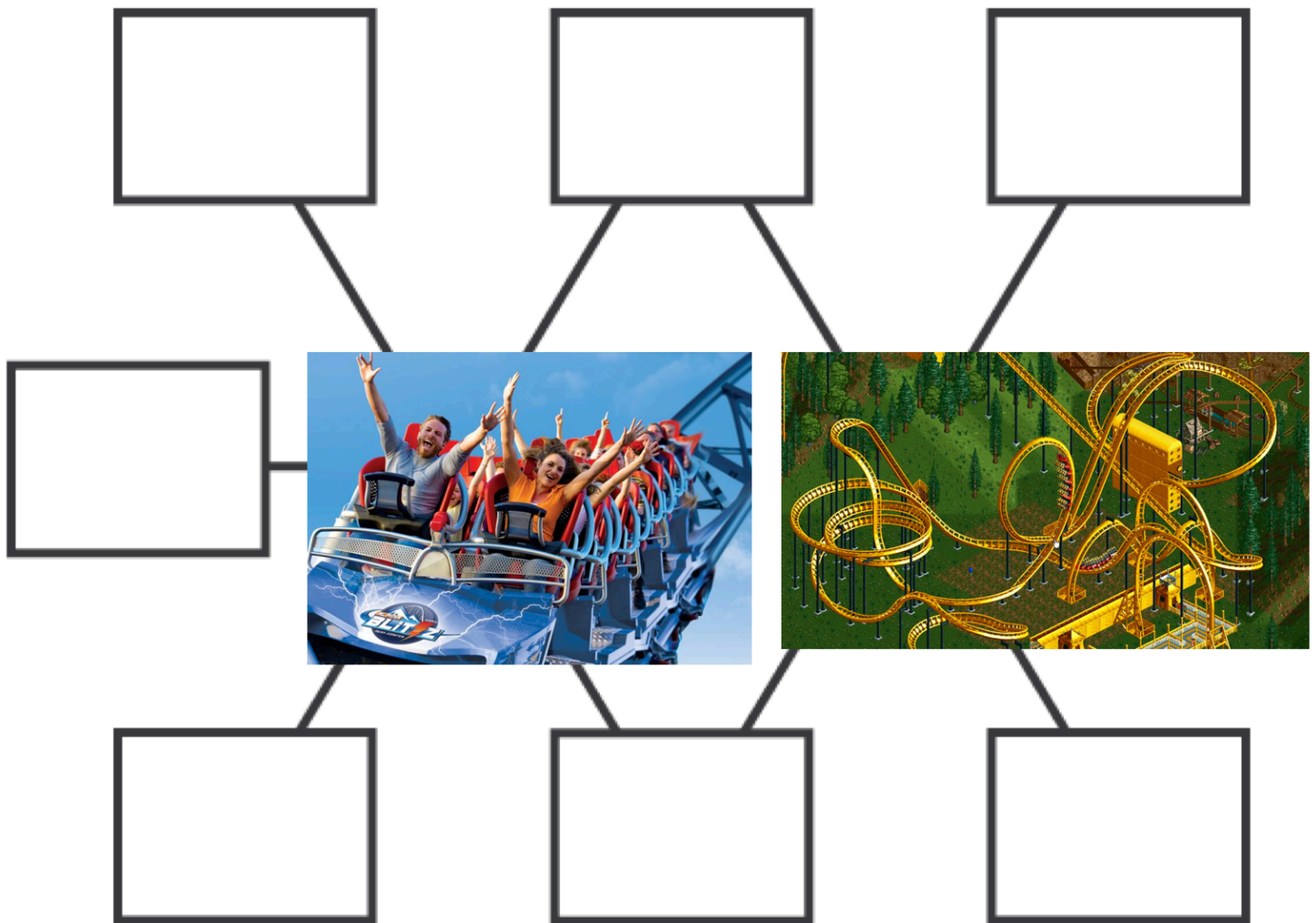
Picture #1



Picture #2:



Comparing Design



Protocols:

Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond
 - The next time 2's ask the question first

On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Note: Place Protocols under a document camera (if available) as necessary throughout the lessons.

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: The Wiggles!



- Let’s get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake) Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body....FREEZE!
- And sit back down quietly please...Thank you!



Break Up Your Day: Be a consumer



- Teacher states: “A theme park owner works hard to get consumers to pay money to get into their park.
- Listen to these 3 questions: #1 How much money would you pay to ride on the roller coaster? #2 Would you want to ride on it more than once? Why?
- Students share their answers with a partner.
- “Which picture is more appealing to you as a consumer? Why? Talk to your partner and be prepared to share your answers.”
- Call on 2 or 3 students to share out.



Break Up Your Day: Body Stretches!



FORMATION: Standing at desks

EQUIPMENT: None

RULES/DIRECTIONS:

- Have students begin the day with a series of simple activities lasting 30 seconds or more: Jumping jacks, Knee lifts, Flap arms like a bird, Hopping Scissors (feet apart then cross in front, feet apart then cross in back)
- Follow each activity with a basic stretching movement: Reach for the sky, Runner’s stretch, Butterfly stretch (sit with bottom of feet together), Knee to chest, Rotate ankles, Scratch your back
- Hold stretches for 10 - 30 seconds.
- Repeat a different simple activity followed by a new basic stretch as many times as desired.