

## General Information

### Lesson Parts & Duration

Total Duration: 1 to 1 ½ hours

- Observations and Drawing Inferences from Photographs

### Subject(s)

- Closer Looking Lesson based on pictures of Winter Survival (RI.3.1, R.I.3.3, R.I.3.7, SL.3.1, SL3.2)

### Objective

- Students will ask and answer questions based on information in pictures. (RI.3.1, SL3.2)
- Students will engage in collaborative conversations by posing or responding to specific questions. (SL.3.1)
- Students will infer and categorize information from pictures. (RI.3.1, RI.3.3, RI.3.7,)

### Materials

- **Required:** pictures of animals (page 9) (color copy recommended)
- blank paper (1 per student)
- document camera or projector for displaying photograph
- **Optional:** printable “Exit Slip” (page 8)
- **Optional:** printable “Classifying Design” (page 10)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 12)

### Protocols (on page 11)

- 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

- Students should be 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: Naturalists

- T* Today we will be analyzing several 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* Everyone pretend to hold up a magnifying glass to study something. **Model this so that they can imitate you.**
- 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 naturalist. Repeat the word after me: naturalist. Say it one more time.
- T* A naturalist is a person who studies animals and nature.
- T* Repeat after me: A naturalist studies animals and nature.
- T* For example, naturalists are always curious about how animals survive and adapt to the different seasons of the year. Today, we are going to think like naturalists when we study the pictures.
- T* So now we know: photographs are real pictures of something in the world, not just drawings.
- T* Who are naturalists? They are people who study animals and nature.

### Analyzing Photographs (photographs found on page 9)

- 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 some photographs now.
- T* Look quietly and carefully at the photographs.
- 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

- T* We are going to be sharing our thoughts and ideas with a buddy now.
- T* When I say the magic word, which is “**naturalist**,” you will stand up and put your hand up! **Model this so students can see what you mean.**
- 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.



**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

- 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, "**Naturalist!**"
- 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 Finding a New Buddy

- T** Great job!
- T** Let's try it again and find another buddy.
- T** Remember, hand up, find a partner, ask respectfully, hands down, and face me! **Model this as you explain.**
- 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 "Detectives", you will turn around and share your answers.
- T** With your partner, right now you 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** Hold up 1 finger if you are a "1" and 2 fingers if you are a "2."
- T** Great, it looks like you all know if you are a 1 or a 2.



### 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

## Analyzing the Pictures

- T** Hold up your imaginary magnifying glass if you are ready to be a detective and analyze photographs!
- T** Good, 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** 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, detectives!
- T** Turn around.
- T** 1's please ask the 2's "What did you notice when you first saw the pictures?"
- 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

### Questions:

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

why.

**T** Take turns – once the 2's have answered switch and 2's ask the 1's the same question.

**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 find a new buddy, the same way we did last time. **Model each step as you remind students.**

**T** Remember, don't move until I say the magic word, "naturalist."

**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, naturalist!

**T** Go find a buddy. **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 the magic word which is, "detectives."

**T** What do you notice is different about the pictures?

**T** Think about your answer.

**T** Don't turn around until I say the magic word, "naturalist."

#### Questions:

- What do you notice is different about the pictures?
- Why? Be very specific.
- The pictures are different because in the pictures in group 1\_\_\_ and the pictures in group 2\_\_\_. I noticed this because \_\_\_\_\_.

### Partner Discussion

**T** Ok, detectives!

**T** Please turn 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?"

**T** Then partner 2 will answer, "The pictures are different because in the pictures in group # \_\_\_ and the pictures in group # \_\_\_\_\_. I noticed this 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.



### 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 12)

## 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* Don't move until you hear the magic word!
- 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, naturalist!
- 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* I want you to consider or think about what your last partner said about the differences between the pictures.
- T* Take out your imaginary magnifying glass.
- T* Look at the pictures for even more details to help you explain the differences.

## Partner Discussion

- T* Ok, detectives!
- T* Turn face to face.
- T* Remember to take turns. Let's focus on the environment around the animals.
- T* Partner 1 will go first and ask the question, "What season of the year is it? How do you know?"
- T* Then partner 2 will answer, "In my opinion the season is \_\_\_\_because\_\_\_\_\_. Then switch jobs.

### Questions:

- What season of the year is it and how do you know?
- Why? Be very specific.
- In my opinion the season is \_\_\_\_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.**

## Analyzing the Pictures

- T* Please turn back to back again with the same partner.
- T* But don't turn around until I say, "detectives".
- T* Let's look again at the pictures "What are you wondering about? Why?"

## Partner Discussion

- T* Ok, detectives.
- T* Turn face to face.
- T* Remember to take turns.
- T* Partner 1 will go first and ask the question, "What are you wondering about when you look at the photographs? Why?"
- T* Then partner 2 will answer, "I am wondering about \_\_\_\_ because \_\_\_\_\_."
- T* Then switch jobs.

### Questions:

- What are you wondering about when you look at the photographs?
- Why? Be very specific.
- I'm wondering about \_\_\_\_ 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.

### 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, naturalist!
- 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.

### Analyzing the Pictures

- T* Now instead of looking at these pictures like a detective we are going to think like a naturalist.
- T* Who remembers earlier what a naturalist does? Call on students.
- T* Remember earlier, I told you that naturalists are people who study animals and nature.
- T* Naturalists are curious about how animals survive and adapt to cold winter environments.
- T* Look carefully at the animals in all the pictures. Why is there a cave? What are the geese doing? What about the squirrel? Animals need food, water and shelter. How are these animals surviving the winter?

### Partner Discussion

- T* Ok, detectives!
- T* Turn face to face.
- T* Remember to take turns.
- T* Partner 1 will go first and ask the question, "Surviving in the winter can be difficult for animals. By looking at the pictures, how does each animal adapt to the cold and snow? How do you know?"
- T* Then partner 2 will answer, "In my opinion each animal is surviving by \_\_\_\_."
- T* Then switch jobs.

#### Questions:

- Surviving in the winter can be difficult for animals. By looking at the pictures, how does each animal adapt to the cold and snow?
- How do you know?
- In my opinion, each animal is surviving by \_\_\_\_.

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!"**



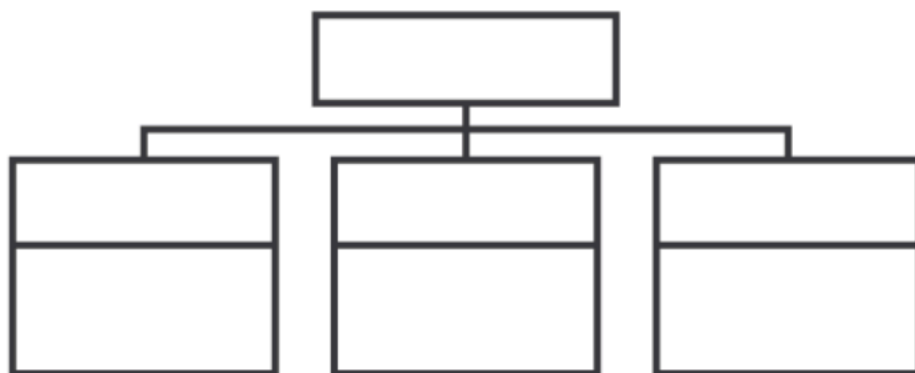
Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 12)



## Part 2: Categorize & Classify

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

# Classifying Design



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 categorize and classify using a Mind Design. **Draw Mind Design or place the printable copy (page 11) under the document camera.**  
*T* We are categorizing information from the pictures.  
*T* When we categorize things we put them in groups.  
*T* So, we will be looking at the things we observed during our lesson and categorizing the information.  
*T* With your buddy **someone sitting near them**, discuss the 3 animals and what details you could put under each animals' category or group. **Monitor the students and give them time to discuss. Randomly call on students to fill in the comparisons. (See example)**  
*T* What are our 3 categories? What details could we write down under each one? Work with your partner and write down at least 2 details for each animal. You can draw a picture of each animal if you have time. **(See example)**

Leave this for the teacher.

## Exit Slip

If there is time, pass out a piece of blank paper to each student.

- T* On the blank piece of paper, think like naturalist.  
*T* Draw a picture of the animal you would like to study, and write a sentence about why you would be interested in studying that animal.

**\*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 8), or simply have students copy the problems on a half sheet of paper.**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Exit Slip:**  
**Think like a naturalist!**

**Directions:** Draw a picture of the animal you would like to study. Then describe the animal you would like to study.

Describe ...

---

---

---

---



## Pictures: Group #1

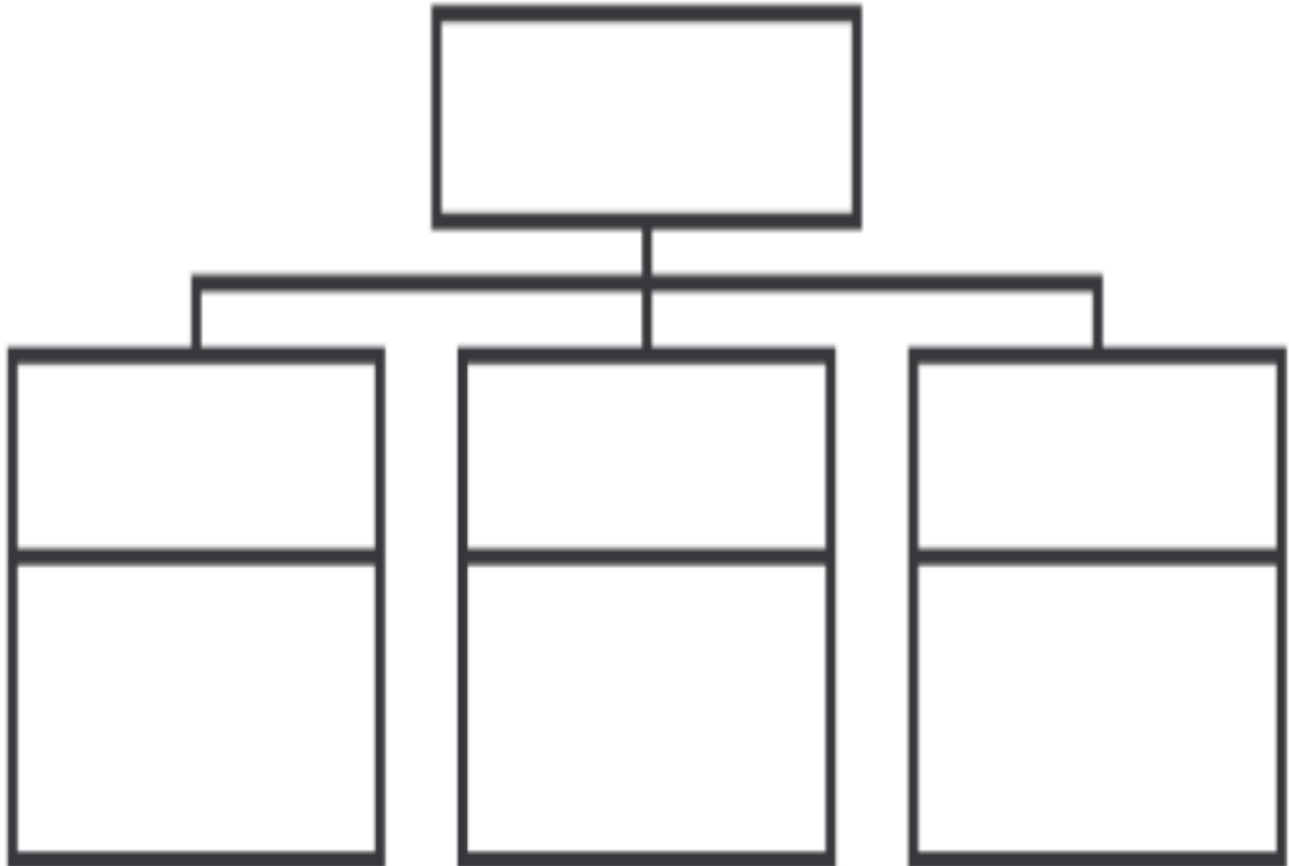


## Picture: Group #2:





# Classifying 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 Naturalist!



- Teacher states: “A naturalist studies animals and nature.”
- Listen to these 3 questions: #Which animal would you study? #2 Why?
- Students share their answers with a partner.
- “What questions would you ask a naturalist about your animal? 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.