



## LESSON PLAN 1.1 Visual Representation

Language Art Components: Viewing and Visual Representation

Grades: 3–5

Topic: Literature

Time Frame: one week

### Objective

Students improve viewing and visual representation skills by working collaboratively.

### Materials

- *The Mysteries of Harris Burdick* by Chris Van Allsburg
- Narrative story maps
- Writing paper
- 12" × 18" drawing paper
- Charcoal pencils

### Content Standards

#### English Language Development (ELD): Viewing and Visual Representation

- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

### Vocabulary

- Vignette
- Story map
- Graphic organizer



### Procedures

#### Day 1

- The teacher shows the class one of the pages from *The Mysteries of Harris Burdick*. As a group the class verbally describes the illustration and begins orally constructing a short story to solve the mystery of the page. As they talk the teacher fills in a narrative story map using their ideas.

- The teacher divides the class into groups of four. Two of the four students in each group receive one of the other pages from *The Mysteries of Harris Burdick*, and the other two receive a third page. The students do not let anyone see the page except their partners.
- Together the two students examine the illustration and then speculate and discuss what might be happening. As they discuss, the students fill in the story map that will help them draft their vignette to explain their interpretation of the page.

### Day 2

- The teacher reviews the previous lesson. Using the story map from the first day discussed by the class as a whole, the class and the teacher draft a short narrative to describe the scene and offer a solution to the mystery.
- The students each go back to the same partner, and using their story map, the pair writes a short narrative describing and explaining the illustration and the solution to their mystery page.
- Students continue drafting, revising, and editing.

### Day 3

- Without showing the illustrations from the book, the pairs in the group switch stories.
- The students read the story the other pair has written and using charcoal pencils sketch a drawing on the 12" × 18" paper to depict their interpretation of the story.

### Day 4

- Students meet in their groups of four and share the visual representations they have made of each other's stories. All four compare their creations with the book illustrations and discuss the work. The teacher leads the students in a discussion of revisions that might be made to the writing to help clarify it for the artists. This discussion highlights the importance of using accurate words and descriptions.
- Each group glues the student writing, student illustrations, and book illustrations onto a piece of poster board to display.

## Assessment

### Day 5

- Each group of four stands in front of a different poster to observe and discuss it.
- After three minutes, the teacher rings a bell and the students rotate to the next poster.
- The class continues in this manner until the students return to their starting place.
- The class meets as a group to reflect on their learning.