

RETELLING A STORY VISUALLY:

Standards:

- Reading E.L. 2.2 2006:
Restate facts and details or summarize the main ideas in the text to clarify and organize ideas.
- Writing E.L. 2.5.7 2006:
Write responses to literature that demonstrate an understanding of what is read. Support statements with evidence from the text.
- Art V.A. 2.7.4 2008
Identify and use a balance of two dimensional and three dimensional media, techniques, and processes to effectively communicate ideas, experiences, and stories. Appropriate drawing materials: pencils, markers, chalks, crayons, oil pastels. Appropriate processes: contour line, rendering, and sketching.

Learning Objectives:

- Students will show an understanding of the main events in the story.
- Students will demonstrate an understanding of the characters and their relationships in the story.
- Students will clearly depict a specific point in the story as a drawing.
- Students will be able to clearly write brief summaries to retell what is occurring in their pictures.
- Students will complete an illustration using color and various techniques.
- Students will be expected to present their drawing and summaries to the class.

Materials:

- Scenery photos
- Pencils
- Large paper to create organizer of scenes
- Paper (printer paper or construction paper)
- Crayons
- Markers

Description of the Reading Lesson:

- To begin this lesson, the teacher completes a read aloud to the children. In this activity, I chose to use Junie B. Jones and the Stupid Smelly Bus (#1) by Barbara Park.
- Throughout the read aloud, be sure to ask students various questions. This is a longer book so it will not be completed in one day. Be sure to ask students to help summarize what has happened in the past to reiterate the different events.
- After reading, create a large sheet that contains all of the various sections that children can illustrate. Use a big sheet of paper or something permanent that you can reference in case there are mix-ups. (It is fine to have repeats, but be sure that all main ideas are covered)

Description of the Writing Lesson:

- After students have their assigned section, they will write a brief description or summary explaining their illustration.

Description of the Visual Art Activity: (2 days of approximately 30 minutes)

- Prior to passing out materials, provide students with pictures of various scenes/settings used in the book. This will enable them to have something to reference while illustrating. Talk about the photos and how they relate to the story.
- Demonstrate how geometric shapes can be incorporated to make drawing things easier.
- Pass out materials to the students and talk with them about their ideas.
- Provide students with any help they may need.
- Students are required to illustrate the event that they were assigned using color. They can use crayons, markers, or colored pencils.

Description of the Presentation:

- After they have completed this entire activity, the students will present their illustrations and summaries to the class.
- Each picture will be presented in chronological order. After they present, be sure to collect the pictures.
- Place all illustrations in a binder or bind them in a book. This is a great reference for students to use to help them retell the story.

Integration Rational:

This activity is perfect for incorporating differentiated instruction. Some students are much more visual, while others' strengths include writing. This activity checks for comprehension and application in multiple ways. The drawing activity may also be great for English Language Learners. There are also additional benefits to this activity, such as teaching students responsibility. For each student has been assigned one particular part of a story, they are required to complete the assignment to make the book complete. This project also helps to build a sense of community within the class because the individual drawings are eventually bound together as a book.

Rubric:

No = 0 points, Somewhat = 1 point, Yes = 2 points

Does the student clearly demonstrate the events of the story?	No	Somewhat	Yes
Does the project appear completed? Was a great amount of effort involved?	No	Somewhat	Yes
Can the student explain why and how they created their illustration?	No	Somewhat	Yes
Did the student use specific details from the text in their summary?	No	Somewhat	Yes
Did the student use specific details from the text in their illustration?	No	Somewhat	Yes
Total			