

READING EXPRESS LESSON SAMPLER

Level C (Grade 3), Lesson 20—Illustrations/Photos

The contents of this sampler will allow you to teach one complete lesson.

Lesson Structure

Flexible lessons can be adapted to available time frames.

- Teach a focused minilesson in as little as 10 to 20 minutes
- Provide a 30-, 60-, or 90-minute intensive skill-development block
- Split study over several days

Diagnostic Assessment

Pre and Post Tests

Four full-length tests covering all standards can be used for

- diagnosing performance gaps
- measuring progress
- assessing skill mastery

Unit Tests

Two tests per unit provide opportunities for testing following instruction as well as retesting if reteaching is necessary.

ExamView® Software

- create custom tests focused on specific standards
- format tests based on your state assessments
- administer tests in paper and pencil or electronic formats
- create performance reports by student, class, objective, and state standard

Introduce the Skill

ELL Resource—

skill-specific lessons and reproducibles to frontload vocabulary and build background knowledge for English Language Learners.

Explain—

offers a quick introduction to the standards-based skill.

Model the Skill

Expand—

a transparency minilesson is used to model each skill. The Teacher Guide supports the minilesson transparency with additional scripting for intervention and instruction on the featured skill.

Practice the Skill

Explore—

reproducible activities provide scaffolded student practice for each skill. The Teacher Guide includes suggestions for differentiated instruction. Student practice activities are offered as reproducibles and in consumable workbook format.

Assess the Skill

Exit Ticket—

an oral assessment of the featured skill in a reading conference setting. By using the suggested questions, evaluating the student work on the **Explore** activities, and using the Assessment Resource, teachers can make a formative assessment on the particular standard being studied.

Additional Practice

Re-Explore—

if students continue to perform below expectations, reproducible **Re-Explore** practice activities are available in the Grade-Level Kit.

Grade 3 Standards

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Illustrations/Photos

20

LESSON

English Language Learners

See *ELL Resource*, Level C, for approaches to addressing the following issues.

- Preteach the terms *illustration*, *photograph* and *picture clues*
- Preteach the concepts *identifying details* and *drawing conclusions*
- Explain difficult vocabulary in the Explore and Re-Explore activities

Explain

Introduce **Illustrations/Photos** by using classroom content-area textbooks to find an example of an illustration or drawing as well as a photograph.

What is the difference between an illustration and a photo? (An illustration is drawn or painted by hand, while a photo is made with a camera.)

Direct the students’ attention to the illustration. Discuss how the illustration was made and how it enhances understanding.

Why might an author choose to include an illustration instead of a photograph? (make-believe subject, before cameras were invented, place or situation restricts availability of photos)

What type of text usually has illustrations? (fictional)

How does an illustration add to the story or poem it appears with? (It helps show how a character looks or where the story takes place.)

Next turn students’ attention to the photograph. Discuss what the photograph adds to the text where it appears.

The subject of the photograph is real—it is not drawn or painted.

What type of text often contains photographs? (nonfiction)

Why might an author choose to include photographs? (real subject, shows more detail, real colors, hard to describe or show accurately with an illustration, more believable)

How does a photograph enhance a text? (It adds or clarifies information about the subject.)

An illustration is a drawing or painting. A photograph is an image created with a camera. Pay attention to the images in a text, whether it’s a photograph or an illustration. Both will help you understand what you read.

Expand (Overhead Transparency 20)

Use Overhead Transparency 20 as a group minilesson on **Illustrations/Photos**. Begin by reviewing the illustration and photo you examined during the introductory activity.

What type of image is made with a camera? (a photograph)

What is an image called that is drawn or painted by hand? (an illustration)

How do illustrations and photos add to stories and nonfiction texts? (They clarify or add information about the subjects or characters.)

Discuss the definition of illustrations/photos by calling students' attention to the first bullet point on the transparency: *An illustration is a drawing or painting.*

Call students' attention to the illustration on the transparency. Read the first sidebar aloud and ask the following questions.

What does this illustration show? (a butterfly)

What details do you see in this illustration? (spots, veins, legs, antennae, and other body parts)

Now, call students' attention to the second bullet point: *A photograph, or photo, is an image made by a camera.*

Read the second sidebar with the students. Ask the following questions.

What does this photograph show? (same type of butterfly)

How was this image made? (with a camera)

What details do you see in this photo? (spots, color, antennae, and body parts)

Read aloud the third sidebar with students. Discuss how illustrations and photos provide clues readers can use to monitor their understanding.

What would you expect to read if you saw these images in a text? (facts about butterflies)

Good readers use pictures to infer meaning and make predictions. They use illustrations and photos to add meaning to what they are reading. Illustrations and photos can also help readers make sense of text when they don't quite understand what they are reading.

Conclude the minilesson by reading the Remember statements at the bottom of the overhead transparency.

Explore (pages 47–48)

Complete Explore I as a group. Begin with a review of Academic Vocabulary and Heads Up. Use this first exercise as a bridge between instruction and independent practice and to informally evaluate understanding. Encourage students to explain their thinking. Then challenge students to complete the remaining exercise(s) individually, in pairs, or in small groups.

Differentiated Instruction

Extra Support: Provide students the level of support needed to complete exercise II. Suggested modifications include pairing students with an adult volunteer or student mentor to complete the exercises orally.

Extend: Encourage students to find pages in nonfiction texts with illustrations or photographs that help readers determine the meaning of unfamiliar words.

APPLY

Writing: Encourage students to write a story to accompany the illustrations in a wordless picture book.

Author Connection: Guide students to see how diagrams are illustrations with labels that provide additional information about how things are put together, or how they work. Introduce students to books by Gail Gibbons, David Macaulay, and other authors who frequently use diagrams in their writing.

Exit Ticket

Use the following questions as well as student work on the Explore activities as formative assessment on **Illustrations/**

Photos. Discuss students' answers. Offer them an opportunity to reflect on their understanding.

Why do authors include illustrations and photographs in text? (Illustrations and photographs add or clarify information about the subject.)

How else do photos and illustrations help a reader better understand a text? (They provide a picture that helps the reader make predictions, inferences, and check understanding.)

Pause and Evaluate

Reflect on students' performances at this point. If they have demonstrated an understanding during instruction and discussion, independent practice, and the Exit Ticket conference, concentrate on implementing ideas such as those presented in Apply to transfer knowledge beyond this skill-specific lesson.

If you feel that students have not demonstrated an understanding, consider

- Reteaching the lesson using different text and examples.
- Reteaching a certain area of confusion.
- Proceeding to the Re-Explore activity for additional practice. Sidenotes are generally included to guide instruction and encourage metacognition on the part of the student.
- Adapting the lesson to fit other learning styles or modalities.
- Using current reading materials and fashioning lessons from the text.

Re-Explore

Work with students needing more practice to complete the Re-Explore activity. Read the exercise for the student, but ask the student to determine the answers with as much support as needed. You may also pair students needing more practice with an adult or capable peer to complete the guided exercise on **Illustrations/Photos.**

Answer Key

Explore (pages 47–48)

Exercise I: 1. b; 2. d
Exercise II: *Answers will vary.*

Re-Explore

1. *Answers will vary.* Possible answers include: He is in a hurry. He is being chased.
2. *Answers will vary.* Possible answers include: He might fall. He might run into something.
3. c
4. *Answers will vary.*

Objectives

- Preteach the terms *illustration*, *photograph*, and *picture clues*
- Preteach the concepts *identifying details* and *drawing conclusions*
- Explain difficult vocabulary in the Explore and Re-Explore activities

Before the Lesson

Preview Vocabulary

Explain, act out, and define the challenging vocabulary your students will encounter in this lesson. Then have students complete a vocabulary word card for each term. A reproducible vocabulary word card template can be found on pages 215–216.

details—small facts or features about things or people. (Show students a photo and an illustration from their science or social studies text.) *One detail in this illustration is _____. One detail in this photo is _____. (Model completing the sentence and then have students find the details and complete the sentence frame.)*

draw conclusions—to make a decision or form an opinion after thinking about the facts or evidence. (Show students an illustration from which they can assume something or draw a conclusion.) *I see _____ in this photo. I can draw the conclusion that it shows a _____ or was taken in a _____. (For example: I see trees in this photo. I can draw the conclusion that it was taken in a forest.)*

inference—conclusion drawn from evidence or reasoning. (Show students an illustration from which an inference can be drawn.) *One inference about this illustration is that _____. (Model completing the sentence frame and then have the students make inferences about the illustration.)*

leader—person who is in charge or tells others what to do. (Write commands on the board, such as: Stand up. Sit down. Go to the door.) *You are the leader. Tell the class what to do.* (Appoint a student to be the leader of the class and give the commands. Let students take turns as the leader.)

most likely—probably; there is a good chance of something happening. (Show a weather calendar for the week.) *It will most likely be (rainy/sunny/snowy/hot/etc.) on _____. (Point to one of the days and model completing*

the sentence frame. Invite volunteers to point to the pictures and complete the sentence frame.)

multicolored—something that has many different colors. (Show students a picture of something or a real object that is multicolored.) *This _____ is multicolored. It has many different colors. What are the different colors you see?* (Have students name the different colors. Have students look around the room and identify multicolored items, using the sentence frame.)

prediction—statement that someone makes about what they think will happen in the future. (Make a prediction about the weather, based on what type of weather you’re having in your area. Use the following sentence frame.) *I can make the prediction that because it is _____ today, it will be _____ tomorrow.*

Preteach Academic Vocabulary and Concepts (illustration, photo, picture clue)

(Copy the chart below on the board and use it to explain the meanings of academic vocabulary for this lesson.)

Word	Meaning	Context Sentence
illustration	drawing or painting that goes with printed text	He used a special pencil to draw the illustration of the butterfly.
photo (photograph)	image taken with a camera and sometimes printed with text (caption)	He used an expensive camera to take the photo of the butterfly.

(Write illustration, its definition, and the context sentence in the chart. Hold up a familiar book that has illustrations. Write the following sentence frame on the board and model completing it: This is an illustration of a/an _____. As you show each illustration, help students say and complete the sentence frame. Explain that books have illustrations to help the reader better understand the text.)

(Repeat the process for the word *photo*, including it in the chart. Explain that the word *photo* is short for the word *photograph*, and that they mean the same thing. Show students a familiar book with photos. Write the following sentence frame on the board and model completing it: This is a photo of _____. As you show each photo, help students say and complete the sentence frame. Explain that books have photos to help the reader better understand the text.)

20

LESSON

Illustrations/Photos *continued*

Practice identifying picture clues

When we are reading and we don't understand a word or group of words, we can use the illustrations or photos to help us. When we do this, we are using the illustrations and photos as picture clues.

(Show students an illustration of a clown. Write the following sentence on the board: The clown with the funny clothes was smiling. Read the sentence aloud and circle the word *clown*.) *I don't know what a clown is, but when I look at the illustration, I see that the person is smiling. The person is also wearing funny clothes. This is what the sentence says, so this must be the clown. I used the illustration as a picture clue to help me understand what a clown is.* (Show other illustrations or photos and write sentences for each one. Have students use the photos/illustrations as picture clues to help them understand words they don't know.)

Practice identifying details and drawing conclusions about photos and illustrations

(Write Identifying Details on the board and have students echo-read.) *When I identify details in illustrations and photos, I explain and tell the small features or facts about them.* (Show students photos or illustrations from familiar books. Write the following sentence frame on the board and model completing it: This photo/illustration shows the detail _____. Have students take turns completing the sentence frame as they identify details in the pictures.)

(Write Drawing Conclusions on the board and have students echo-read.) *I can draw conclusions when I look at photos or illustrations. When I look at them, I can see if they tell a story or give me more information about what I am reading.* (Show students photos or illustrations from familiar books. Write the following sentence frame on the board and model completing it: When I look at this photo/illustration, I can draw the conclusion that _____. Have students take turns completing the sentence frame as they draw conclusions about each picture you show.)

Assess Understanding

(Explain the following terms, showing pictures or the actual item if possible: *colored pencils, camera, butterfly, ladybug, flower, leaves*. Then have the students complete Part A of ELL Explore Illustrations/Photos with a partner. Compare answers as a whole group to make sure students understand. Then have students complete Part B on their own. Share responses after they have completed the section.)

Students should now be ready to participate in Explain and the Expand minilesson.

During the Lesson

Explore I

(Explain the following terms before completing Explore I: *hide-and-peek, bird-watching, waiting in line, groceries, bald, pointing*.)

Explore II

(Before students complete Explore II, write vocabulary that students may need to know on the board: *clown, checkered, balloons, suspenders, bow tie, floppy, gloves, vest, etc*. Make sure students know how to write about the details in complete sentences. Write a sentence frame on the board for them to use if they need to, such as: The clown has _____.)

20

LESSON

Illustrations/Photos

A. Directions

1. Read the words in the Word Box.
2. Read each sentence.
3. Choose the correct word from the Word Box to complete each sentence.

Word Box

illustration

photo

multicolored

details

prediction

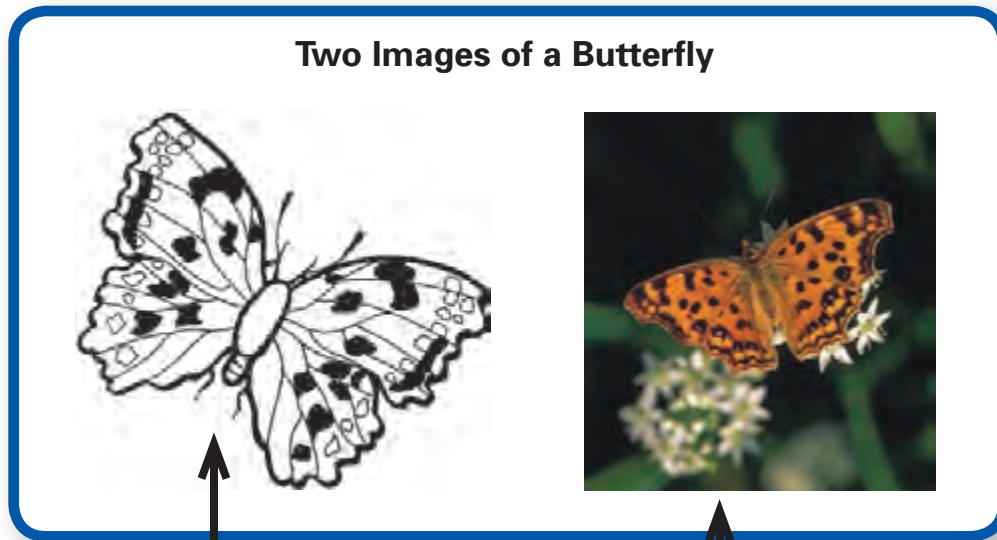
1. I used colored pencils when I drew my _____.
2. I used my aunt's new camera to take a _____ of the butterfly.
3. I looked at all the _____ in the picture and noticed that the butterfly had tiny spots.
4. When I make a _____, I am making a guess.
5. I wanted my butterfly to be _____, so I used many different colors.

B. Directions

Use crayons or colored pencils to draw a picture clue for each sentence.

1. The ladybug had six black spots on its back.
2. Three butterflies flew around the yellow flower.
3. The two trees had yellow and orange leaves.

- An **illustration** is a drawing or painting.
- A **photograph**, or photo, is an image made by a camera.



An **illustration** is a picture made by drawing or painting.

A **photograph** is an image made by a camera.

Books have illustrations and photos that match the text and add or explain details.

Good readers use picture clues to gain meaning and check their understanding.

Remember: An **illustration** is a drawing or painting. A **photograph** is an image made by a camera. Illustrations and photos help explain or add information in a text. Looking at pictures will help you comprehend, or understand, what you read.

- Recognizing how illustrations and photographs enhance a text
- Extracting information from illustrations and photographs
- Drawing conclusions from illustrations and photographs

20 Illustrations/Photos

LESSON

ACADEMIC VOCABULARY

An **illustration** is a drawing or painting.

A **photograph**, or photo, is an image made by a camera.

↑ HEADS UP

When you see an illustration or photo, look carefully at the details. Some illustrations are portraits of people. Others tell a story that you can see. Think about how the illustration or photo adds to what you are reading.

I Draw Conclusions from a Photograph

Use the photograph to answer the questions.

1. What are the people in the photograph most likely doing?



- a. playing hide-and-seek
 - b. bird-watching
 - c. waiting in line
 - d. shopping for groceries
2. Which person is most likely the group's leader?
 - a. tall man in the middle
 - b. bald man on the right
 - c. girl with dark hair
 - d. man pointing

20

Illustrations/Photos

LESSON

II Identify Details in an Illustration

Look at the illustration below. In the boxes, write five details that you see in the picture. The first one has been done for you.



1. The clown has long, multicolored hair.
2. _____
3. _____
4. _____
5. _____

20

Illustrations/Photos

LESSON

Monitor Comprehension Using Picture Clues

Look at the illustration on the right.
Use it to answer the questions.

The Wizard of Oz



1. Make an inference. Why might this person be running?

2. Make a prediction. What might happen to this person if he keeps running without his glasses on?

3. What would be the meaning of *valise* in this sentence?

The man ran away carrying his valise.

- a. jacket
- b. glasses
- c. bag

4. On a separate sheet of paper, write a short story about this illustration. Include as many details from the drawing as you can.

Unit 2 ▪ Text Features

Directions: Use the chart to answer the two questions that follow.

Field Day Schedule

Event	Time	Place
Relay Race	11:30 am	East Playground
Softball Throw	11:30 am	Logan Field
Long Jump	12:30 pm	East Playground
Sack Race	12:30 pm	Logan Field
Kickball	12:30 pm	Gym
Awards Ceremony	2:00 pm	Gym

1. What event will take place at 12:30 in the gym?

Circle

- (a) Softball Throw
- (b) Sack Race
- (c) Kickball
- (d) Long Jump

2. What is the last event of the day?

Circle

- (a) Sack Race
- (b) Awards Ceremony
- (c) Kickball
- (d) Relay Race

Directions: This pie graph shows children's choices for favorite ice cream flavors. Use the graph to answer the two questions that follow.



3. Which flavor of ice cream is liked by the most students?

Graphs

- (a) chocolate
- (b) vanilla
- (c) cookie dough
- (d) chocolate chip

4. Which flavor of ice cream is the favorite of 5 students?

Graphs

- (a) chocolate
- (b) vanilla
- (c) cookie dough
- (d) chocolate chip

Directions: Use the map below to answer the two questions that follow.



5. Which of the lakes below is the largest?

Maps

- (a) Great Salt Lake
- (b) Lake Superior
- (c) Lake Erie
- (d) Lake Ontario

6. Which river is in the easternmost part of the United States?

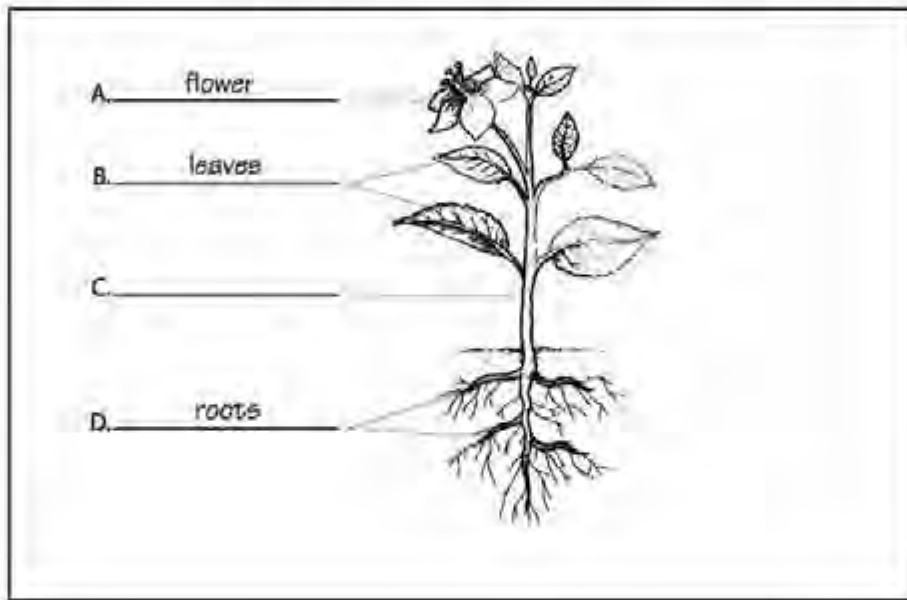
Maps

- (a) Mississippi River
- (b) Missouri River
- (c) Sacramento River
- (d) Hudson River

Directions: Read the paragraph below. Then answer the two questions that follow.

A flowering plant has four parts: a stem, roots, leaves, and flowers. The stem supports the leaves and flowers. It also transports food and water. The roots absorb water and nutrients from the ground. The leaves convert sunlight, water, and nutrients into food to help the plant grow. Finally, flowers help the plant reproduce.

7. Complete the diagram by writing the term that should appear on line C.

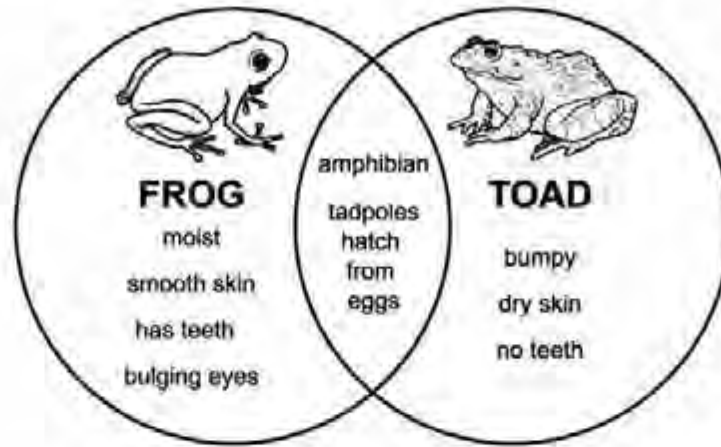


Diagram

8. Write a title for the diagram.

Diagram

Directions: Use the Venn diagram below to answer the questions that follow.



9. What qualities do a frog and a toad have in common?

Venn Diagram

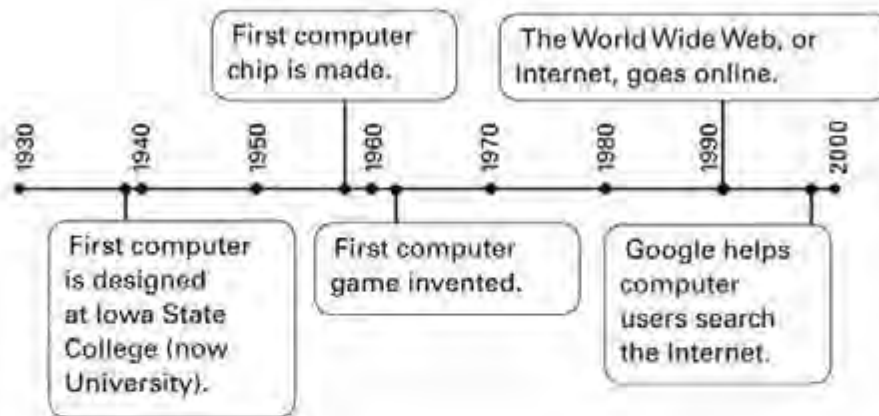
10. What two things are compared in this Venn diagram?

Venn Diagram

- (a) frogs and amphibians
- (b) toads and amphibians
- (c) frogs and tadpoles
- (d) frogs and toads

Directions: The timeline describes the history of computers. Read the dates and sentences listed on the timeline. Use this information to answer the questions that follow.

History of the Computer



11. What happened in 1962?

Timeline

- (a) The first computer was designed.
- (b) The first computer chip was made.
- (c) The first computer game was invented.
- (d) The Internet went online.

12. When was Google first used to search the Internet?

Timeline

- (a) 1958
- (b) 1962
- (c) 1990
- (d) 1998

Directions: Use the illustration below to answer the questions that follow.



13. Make an inference. Why might the dog be barking?

Illustration

14. Study the illustration. What do you predict the boy will do?

Illustration

- (a) He will scold the dog.
- (b) He will sit down and read a book.
- (c) He will throw a ball for the dog to catch.
- (d) He will open the door.

15. Which caption best describes the photograph below?



Caption

- (a) Hikers enjoy climbing the gentle slopes of Mt. St. Helens.
- (b) Twenty years later, trees again grew on the slopes of Mt. St. Helens.
- (c) Lava flowed down the slopes of Mt. St. Helens.
- (d) When Mt. St. Helens erupted, clouds of ash shot high into the air.

16. According to the caption, how did Jackie Robinson make history?



Jackie Robinson was the first African American to play on a major league baseball team.

Captions

- (a) He played baseball for the Dodgers.
- (b) He was the first African American major league baseball player.
- (c) He was baseball's first major league player.
- (d) He was the best player ever in major league baseball.

Directions: Read the table of contents below. Then answer the two questions that follow.

Annie Oakley: Little Sure Shot	
Table of Contents	
Chapter 1 Born on the Frontier	4
Chapter 2 "Little Sure Shot"	13
Chapter 3 A Traveling Act	20
Chapter 4 Buffalo Bill's Wild West Show	26
Chapter 5 Train Wreck!	34
Chapter 6 The Later Years	38
Chapter 7 Remembering Annie	44
Annie's Timeline	49
Index	50

17. Which chapter is called "Remembering Annie"?

Table of Contents

- (a) Chapter 1
- (b) Chapter 3
- (c) Chapter 5
- (d) Chapter 7

18. Which part of the book begins on page 49?

Table of Contents

- (a) Table of Contents
- (b) Chapter 4
- (c) Timeline
- (d) Index

Directions: Read the glossary below. Then answer the two questions that follow.

Glossary

ace baseball team's best starting pitcher

beanball pitch thrown at a batter's head on purpose

Bronx cheer booing from the spectators

double play when two players are put out on the same play

grand slam home run with runners on first, second, and third bases

home run hit that allows a batter to run around all four bases

inning one of nine parts of a baseball game; each team has a chance to bat

southpaw a left-handed pitcher

19. Read the sentence. Choose the best definition of the glossary word *Bronx cheer*.

After the player dropped the ball, Tony gave the team a **Bronx cheer**.

Glossary

- (a) boo
- (b) wave
- (c) left hand
- (d) hit

20. Read the sentence. Choose the glossary word that fits in the blank.

The pitcher got thrown out of the game for throwing a _____.

Glossary

- (a) home run
- (b) double play
- (c) beanball
- (d) grand slam

Directions: Study this part of an index from a book about Annie Oakley. Then answer the two questions that follow.

Index	
Cody, William, 26–28	
Wild West Show, 27–28, 32, 33	
Butler, Frank	
in Bill Cody's Wild West Show, 13–14	
marriage to Annie, 22	
role as manager, 24–25, 26	
traveling show, 21–26	
Oakley, Annie	
childhood, 4–12	
marriage, 22	
Wild West Show performer, 26–33	
injury, 34–35	
death, 43–44	

21. Which pages cover the topic of Frank Butler's role as Annie's manager?

- (a) pages 24–25, 26
- (b) pages 26–33
- (c) pages 34–35
- (d) pages 43–44

Index

22. To learn about Annie's marriage to Frank Butler, you would turn to _____.

- (a) page 14
- (b) page 22
- (c) page 28
- (d) page 34

Index

Directions: Read the paragraph below. Then answer the two questions that follow.

Dolphins hunt for food in different ways. Large groups of dolphins sometimes herd a school of fish. Members of the group swim through the herd, eating their fill. Some species also use their fins to stun, and then eat, fish.

23. Which heading best describes the topic of the paragraph?

Headings/Subheadings

- (a) Dolphins
- (b) Ocean Mammals
- (c) Feeding Habits
- (d) Dolphins at Play

24. Which sentence belongs under the heading *Ocean Mammals*?

Headings/Subheadings

- (a) Although sharks are fish, their young are born alive.
- (b) The elephant is the largest land animal.
- (c) The blue whale is the largest mammal in the world.
- (d) One characteristic of mammals is that the young are born alive.