WRITING ACTIVITY:

WORDS AND PICTURES

SMARTspace@NIU
Creating eLearning Communities

LESSON OVERVIEW

Grade Levels: K-5

The book *The Boy and the Airplane* by Mark Pett, is a wordless picture book about a boy searching for his lost toy airplane. In this activity, students will write their own story based on the pictures, only this time adding what the character might be thinking or feeling throughout each situation.

STANDARDS

CCSS-ELA RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CCSS-ELA W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCSS-ELA RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS-ELA RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
CCSS-ELA RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS-ELA W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVES

- Students will write a story the follows the pictures in the book
- Students will add feelings and thoughts to avoid retelling the story

MATERIALS

- Writing Paper
- Writing/ Drawing utensils

PROCEDURE

STEP 1: Read aloud the book *The Boy and the Airplane* by Mark Pett. Choose a few pages from the book and ask the students about what the boy is thinking and feeling on those pages.

- How is the author showing us these thoughts and feelings?
- How do you know what the boy is thinking from the picture?
- Is there another feeling that would match the picture?

STEP 2: Have the students write, either individually or in groups, their version of *The Boy and the Airplane*, in a written, rather than wordless, version. The students should emphasize the thoughts and feelings of the boy, not just retell the plot.

STEP 3: The students or groups will then read their versions of *The Boy and the Airplane* aloud to the class.

STEP 4: As a class, discuss:

- Did every group's version of the story have the same thoughts or feelings?
- If some groups chose different feelings or thoughts, why were those choices made?
- Is there a "right" way to write this book using text?

RUBRIC

	Target (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
TEXT AND ILLUSTRATION DECODING	Does a great job showing an understanding of the relationship between illustration and text in a story.	Does an okay job with showing an understanding of the relationship between illustration and text in a story.	Tries but has great difficulty showing an understanding the relationship between illustration and text in a story.	Does not show an understanding of the relationship between illustration and text in a story.
STORY	Story is clear and uses evidence to support reasoning.	Story is clear.	Story is a little difficult to understand but includes critical components.	Story is difficult to understand and missing several components or is incomplete.
COLLABORATION	Works well with others and discusses ideas in a fair, respectful, encouraging way and is considerate of the feelings of others.	Works okay with others and discusses ideas in a fair, respectful way, but may not be encouraging. Considers the feelings of others.	Works with others, but does not contribute a fair share of work OR is discouraging and does not consider the feelings of everyone.	Does not work well with others and/or discusses ideas in an unfair, disrespectful way.
REQUIREMENTS	Meets all of the requirements for the project.	Meets most of the requirements for the project.	Meets some of the requirements for the project.	Does not meet the requirements for the project.
DEMONSTRATION OF KNOWLEDGE OF CONTENT IN DISCUSSIONS AND ACTIVITIES	Does a great job showing an understanding of the content covered in class.	Does an okay job with showing an understanding of the content covered in class.	Tries but has a difficult time showing an understanding of the content covered in class.	Does not show an understanding of the content covered in class.
Total			/15	