

Notes/Reflections:

Idea Contributed by Carolynn Stoddard

Imagery • Illustrations • Storytelling •



Enhance storytelling with visual imagery!

The class will discuss how illustrations and images help develop stories.

**Essential Question: How can you utilize visual images to teach language arts concepts?**

**Process**

- The teacher will read a small text (*Stand Tall Molly Lou Mellon*, by Patty Lovell) to the students and have a discussion about characters, setting, and major events in the story.
- Afterwards, the teacher will prompt the students to think about the illustrations in the story, and how they help the students understand the text.
- The teacher will break the students into small groups, and using images, the students will come up with their own stories, making characters, describing the setting, and listing at least one major event and how it was resolved.
- After they have written their stories, students will come back together and share their stories, they should be prompted to make comparisons to other stories, texts, and illustrations.
- In order for all the students to share this will take longer than one session.
- As an extension students may write dialogue, act out their stories, and develop costumes and scenes.

**Assessment**

- Students will use illustrations to help understand what's described in a story.
- Students will write their own story based on an illustration and their imagination.
- Students will present their stories as a group.
- Students will make text to text comparisons.

**Materials**

- *Stand Tall Molly Lou Mellon*, by Patty Lovell
- story outline
- costume material
- paper
- pencils

**Vocabulary**

**Character**

A person or animal in a story who takes part in the action

**Setting**

The time and place of a story (when and where)

**Plot**

The series of related events that together form a story

**Illustration**

A drawing, painting, photograph, or other image that is created to depict a story, poem, or newspaper article

**Classroom Tips**

This activity is great for small group work, and easily differentiated.

## Common Core Georgia Performance Standards

**ENGLISH LANGUAGE ARTS**

**GRADE 1**

**ELACC1RL2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**ELACC1RL3:** Describe characters, settings, and major events in a story, using key details.

**ELACC1RL7:** Use illustrations and details in a story to describe its characters, setting, or events.

## Georgia Performance Standards

**VISUAL ARTS**

**GRADE 1**

**VA1MC.1:** Engages in the creative process to generate and visualize ideas.

**VA1MC.2:** Formulates personal responses.

**THEATRE ARTS**

**GRADE 1**

**TAES1.1:** Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

**TAES1.2:** Developing scripts through improvisation and other theatrical methods

## National Standards

**VISUAL ARTS**

**Standard 1:** Understanding and applying media, techniques, and processes

**Standard 5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Standard 6:** Making connections between visual arts and other disciplines

**THEATRE ARTS**

**Standard 2:** Acting by assuming roles and interacting in improvisations.