“A Picture Is Worth A Thousand Words”

For further information contact...

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PROGRAM OVERVIEW

The purpose of this program is to get students to connect with their writing in all subject areas, so that their finished products include a keen attention to details. Personal engagement increases the chance that students will look for ways to improve their writing skills because they feel a personal connection to what they are doing.

This program enables students to take photographs, with a digital camera, of anything that interests them, in any subject area, and then produce a finished writing product. Our most recent pictures were taken of clouds to complement our weather unit in science. After reading and acquiring some background knowledge about different types of clouds, my students took pictures of a variety of clouds and then wrote about them! Using the camera to capture pictures can be used across the curriculum to integrate subjects.

Since writing in the content areas is so important, students are able to write about topics such as the life cycle of the ladybug, our class hamster, guest speakers, math vocabulary, and science experiments, just to name a few. Using the photographs helps the students recall the details of each event and helps them create a more vivid piece of writing.

This program has been implemented in a second grade classroom with a heterogeneous mix of students. This can be easily adapted to any grade level in any subject area. My class size is 17 students but this project can be implemented in small or large group settings.

I use portfolios and a writing rubric to assess my students writing. I have writing samples beginning with the first day of school and I have added pieces of writing to the portfolios each grading period. This allows me to review the students’ writing using my rubric, to help me plan appropriate lessons for each student. The rubric consists of our second grade writing goals (indicators), which is used to determine if students are on or off grade level. Please see attached rubric.

OVERALL VALUE

This project has proven to be beneficial for many reasons. My students are more motivated to write when they are able to take pictures first. The photographs naturally lend themselves to rich discussion amongst the children.

In addition, they have been able to learn and construct meaning by making multiple connections through sequencing stories, writing experience charts, practicing math with real-world applications, and responding to a variety of language arts, science and social studies assignments, all beginning with photographs. It is an innovative strategy which has enabled my students to produce quality work samples in all areas of the curriculum.

LESSON PLAN TITLES

- Creative Writing with Digital Photos
- Frame It and Name It

MATERIALS

Materials for each lesson are listed with each lesson plan. Overall materials budget including pricing and vendors follows the lesson plans.

ABOUT THE DEVELOPER

Doreen Diefendorf received a B.S. in Early Childhood Education from the State University of New York at Fredonia in Fredonia, New York. She began her teaching career at Delaware Valley Central School in Callicoon, New York, where she taught kindergarten and then second grade. She moved to Florida in 1993 and began teaching second grade at Lake Country Elementary. She obtained her National Board Certification in the area of Early Childhood Generalist in 2004. She has completed her Reading Endorsement and is presently working on her Gifted Endorsement. Doreen is currently teaching fifth grade at Lake Country Elementary. This is her first T2T Grant.

Doreen enjoys spending time with her husband and their three children. She also enjoys reading in her spare time.

★★★★
SUBJECTS COVERED
Writing across the curriculum in all subject areas

GRADES
All Grade Levels

OBJECTIVES
Goal: To develop creative writing skills through the use of digital photos of clouds
- The student will generate ideas before writing on self-selected topics and assigned tasks.
- The student will focus on a central idea.
- The student will include specific details in writing assignments.
- The student will write informational texts.

SUNSHINE STATE STANDARDS
LA.2.3.2.1: The student will draft writing by maintaining focus on a single idea and developing supporting details.
LA.2.3.2.2: The student will draft writing by organizing details into a logical sequence that has a clear beginning, middle and end and an awareness of audience.
LA.2.3.3.3: The student will revise by creating interest by incorporating descriptive words and supporting details, such as sensory language.
LA.2.3.3.4: The student will revise by evaluating the composition, with the assistance of teacher, peer, checklist, or rubric.
LA.2.4.1.2: The student will compose simple stories, poems, riddles, rhymes, or song lyrics.

MATERIALS
- Digital camera
- Writing paper
- Photographs of clouds

DIRECTIONS
- Have students brainstorm adjectives that describe the clouds in their group.
- Individually students will write an expository essay. Essays must include a topic sentence, two ideas (one explaining information about clouds and one describing the picture of their cloud), and a conclusion.
- Edit essays with a partner.
- Students will attach the photographs to their final drafts.
- Share essays with classmates.
When the stories are completed, ask the class whether it was easier or more fun to get started on a creative writing assignment with the help of the photo as a "prop."

EVALUATION/ASSESSMENT
See attached rubric for evaluation and assessment information.

EXTENSION ACTIVITY
This activity can be used for many science activities by taking pictures of experiments, life cycles, etc. and then writing about them.

2009 - 2010 IDEA CATALOG OF EXCELLENCE
**Assessment for: Creative Writing with Digital Photos**

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<tbody>
<tr>
<td><strong>Stays on Topic</strong></td>
<td>Stays on topic throughout story</td>
<td>Most of story is written on topic</td>
<td>Half of story is written on topic</td>
<td>Does not stay on topic</td>
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<tr>
<td><strong>Feelings and Thoughts</strong></td>
<td>Feelings and thoughts are revealed throughout story</td>
<td>Feelings and thoughts are revealed through most of story</td>
<td>Feelings and thoughts are revealed through some of story</td>
<td>Feelings and thoughts are not present</td>
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<tr>
<td><strong>Format</strong></td>
<td>Proper format has been followed throughout story</td>
<td>Proper format has been followed for most of story</td>
<td>Proper format has been followed for some of story</td>
<td>Proper format is not followed</td>
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<tr>
<td><strong>Mechanics</strong></td>
<td>Entire story uses correct punctuation and grammar</td>
<td>Most of story uses correct punctuation and grammar</td>
<td>Some of the story uses correct punctuation and grammar</td>
<td>Story does not contain correct punctuation and grammar</td>
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<td><strong>Presentation</strong></td>
<td>Student speaks loudly, clearly and makes eye contact throughout presentation</td>
<td>Student speaks loudly, clearly and makes eye contact most of the time</td>
<td>Student speaks loudly, clearly and makes eye contact some of the time</td>
<td>Student does not speak loudly, clearly, and makes little eye contact</td>
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*Total____________________/20*
Lesson Plan No 2: Frame It and Name It - Math Vocabulary

**SUBJECTS COVERED**
Math

**GRADES**
All Grade Levels

**OBJECTIVES**
Students will identify math vocabulary by taking pictures of objects on the school campus. Vocabulary will vary depending on math unit.

**SUNSHINE STATE STANDARDS**
M.A.3.A.6.2: Solve non-routine problems by making a table, chart, or list and searching for patterns.
MA.3.G.3.1: Describe, analyze, compare, and classify two-dimensional shapes using sides and angles - including acute, obtuse, and right angles - and connect these ideas to the definition of shapes
MA.3.G.3.3: Build, draw, and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry
* standards will vary depending on the math unit being taught

**MATERIALS**
- Digital camera
- Math vocabulary list
- Construction paper

**DIRECTIONS**
- Introduce students to vocabulary words at the beginning of the math unit. (examples: perpendicular lines, parallel lines, acute angles, obtuse angles, right angles)
- Give students a list of vocabulary terms that correspond to current math unit.
- Have students walk around campus to find the math terms and take pictures of them. (corners of sidewalks could be *right angles*, hallways could be *parallel*, tree branches could be *obtuse or acute angles*)
- When pictures are printed, have students cut them out, and glue them onto a piece of construction paper.
- Students will label photographs according to the vocabulary terms given.
- Students share final products with the class.

**EVALUATION/ASSESSMENT**
Students will receive points for each vocabulary word that has been found and correctly identified.
# Materials Budget

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Subtotal $188.90
Tax if applicable $11.10
Shipping if applicable

TOTAL BUDGET AMOUNT $200.00

Teacher’s Name  
Doreen Diefendorf
Lake Country Elementary

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Lesson Plans Materials Budget