

<b>PICTURE THIS</b>		<b>Student/Class Goal</b> A desire to share their personal story with others and express themselves in writing by becoming a better writer and preparing for the GED essay. Parents can also create a permanent record for their children about themselves.
<b>Outcome</b> <i>(lesson objective)</i> Students will create a descriptive paragraph using a personal photograph as a prompt for their writing.		<b>Time Frame</b> 2-3 hours
<b>Standard</b> <i>Convey Ideas in Writing</i>		<b>NRS EFL 1-6</b>
<b>COPS</b> Determine the purpose for communicating.	<b>Activity Addresses Components of Performance</b> To share with others about self and their heritage or an important event from their past.	
Organize and present information to serve the purpose, context, and audience.	The writing will be presented in a coherent manner with a beginning, middle and end.	
Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.	The focus of each student's writing will be about their own picture with attention to examples and details given throughout the writing; as well as grammatical structures such as adjectives and adverbs.	
Seek feedback and revise to enhance the effectiveness of communication.	Paragraphs are first drafted on scrap paper and then rewritten in final form on their scrapbook pages. Students are asked to review what you have written and look for two or three ways it could be make clearer for a reader. They share their work with someone and use his or her suggestions for revision and editing. Computers can be used to make rewriting and editing easier.	
<b>Materials</b> <i>Something Permanent</i> by Cynthia Rylant <i>Descriptive Mode of Writing</i> Information Packet <i>Designing Your Scrapbook Page</i> Handout <i>Picture This</i> Rubric Scrapbooking supplies		
<b>Learner Prior Knowledge</b> <i>Something Permanent</i> by Cynthia Rylant <i>Descriptive Mode of Writing</i> Information Packet <i>Designing Your Scrapbook Page</i> Handout <i>Picture This</i> Rubric Scrapbooking supplies		
<b>Instructional Activities</b> Step 1 - Share favorite poems and photos from <i>Something Permanent</i> by Cynthia Rylant with the class. Ask students to bring to class up to 6 photos of one event or theme to use during this activity.  Step 2 - Distribute copies of a sample photo [many <a href="#">Ohio Memory</a> pictures are available at or various photography is available at the Smithsonian website] and have students pair up and talk through a description of a single photo. They can then free write a paragraph about what they see. Share writings orally.  Step 3 - As teacher lists on board or chart paper the types of details contained in each free writing (sensory details, chronological events, facts, opinions, detailed information, story, compare/contrast, persuasion, etc.), use the <i>Descriptive Mode of Writing</i> Information Packet as a resource to provide the definition and conventions of descriptive writing for students. You will also find additional activities and authentic reading prompts to supplement this teaching and learning activity.  Step 4 - Students will select a photo or several pictures with a central theme that they have brought from home and write a		

descriptive paragraph about each photo. Each student will seek feedback from peers and teacher and make appropriate revisions before writing the final copy. The computer can be used for spelling and grammar checks. The *Picture This* Rubric could be introduced and explained at this time as a means to determine what characteristics of the writing process they will be focusing on during this activity.

Step 5 - Introduce scrapbooking by showing samples of scrapbooks you have created or that are available on the Internet (Scrapbooking Websites). Talk about how a scrapbook page is organized. Refer to the handout *Designing Your Scrapbook Page*. Show various scrapbook pages that are organized by event, holiday, or other theme. Demonstrate each of the techniques in the handout as the group works through the process. Supplies can be donated or computer graphics may be used. Assemble photos and journaling to create a scrapbook page. The student's work can be used as a display or bulletin board featuring their stories.

#### Scrapbooking Supplies

You and your students will be putting a lot of creative energy into creating your scrapbooks, so make sure you use good-quality materials. To add longevity to your scrapbooks, make sure that all paper is acid and lignin-free. Plastic page protectors and binders should be PVC-free. Glues should be non-acidic and pens should be waterproof and photo-safe. Below is a list of supplies you will need to start a class scrapbooking project.

##### Essential

- ✓ Card stock
- ✓ Colored or patterned background paper
- ✓ Scissors
- ✓ Paper cutter
- ✓ Glue sticks/corners
- ✓ Pens, pencils, rulers
- ✓ Templates and/or punches
- ✓ photos

##### Optional

- ✓ Binders or albums
- ✓ Polypropylene page protectors
- ✓ Frames and/or mats
- ✓ Die-cuts and/or stickers
- ✓ Decorative edgers
- ✓ Lettering and/or stencils

#### Assessment/Evidence *(based on outcome)*

Completed descriptive writing sample finished in a scrapbooking format. Use of the rubric will help to informally place students into a level and pinpoint areas for development. A long-range goal for portfolio evidence might be to show the student's ability to write in all four styles over time.

#### Teacher Reflection/Lesson Evaluation

*Not yet completed.*

#### Next Steps

#### Technology Integration

Ohio Memory <http://www.ohiomemory.org>

Smithsonian American Art Institute <http://americanart.si.edu/>

Scrapbooking Websites Handout

Something Permanent [http://mercury.educ.kent.edu/database/eureka/detail\\_book.cfm?BooksID=210](http://mercury.educ.kent.edu/database/eureka/detail_book.cfm?BooksID=210)

#### Purposeful/Transparent

Using this activity as an extension of an Orientation, the group will begin to gain insights into each other's experiences and share their heritage and diversity.

#### Contextual

Students will be using one of the writing styles (descriptive) that will be practiced in later writing activities. This activity lays the groundwork for more writing practice and can be used as an initial writing sample.

#### Building Expertise

This activity provides a way for the student to share information about himself in a nonthreatening atmosphere and for the teacher to gain knowledge of the student's family, work and community life. It also builds on student's experiences and memories of oral traditions to help them become more confident with the writing process.

## Descriptive Writing Activity

Good descriptive writing appeals to the senses - hearing, sight, smell, and touch.

1. Think about a walk in the park on a fall day. Complete this chart using as many details as you can think of.

### An Autumn Day

<b>What I hear</b>	
<b>What I see</b>	
<b>What I smell</b>	
<b>What I touch</b>	

When you have some ideas for each of the categories in the chart above, go back and circle the nouns in the chart. When you have circled the nouns, add adjectives for each noun. This will improve your description.

2. Write a paragraph entitled "An Autumn Day" using all of the ideas from your chart.
3. Review your writing, if possible, with another person.
4. Revise and edit your work.

**Authentic Writing Prompt**

**An excerpt from *ANNE OF GREEN GABLES* by Lucy Maud Montgomery**

It was broad daylight when Anne awoke and sat up in bed, staring confusedly at the window through which a **flood of cheery sunshine was pouring** and outside of which **something white and feathery waved across glimpses of blue sky**.

... it was morning and, yes, it was a cherry-tree in full bloom outside of her window. With a bound she was out of bed and across the floor. She **pushed up the sash**--it went up stiffly and creakily, as if it hadn't been opened for a long time, which was the case; and it stuck so tight that nothing was needed to hold it up.

Anne dropped on her knees and gazed out into the June morning, **her eyes glistening with delight**. Oh, wasn't it beautiful? Wasn't it a lovely place? Suppose she wasn't really going to stay here! She would imagine she was. There was scope for imagination here.

1. Explain, in your own words, what these four excerpts from the passage mean:

EXCERPT FROM THE PASSAGE	IN MY OWN WORDS, WHAT IT MEANS
flood of cheery sunshine was pouring	
something white and feathery waved across glimpses of blue sky.	
pushed up the sash	
her eyes glistening with delight	

2. When Anne first woke up, she "could not remember where she was." Give three reasons why you think this might have happened to her. Use your imagination.

3. Imagine a place that you would like to visit. It might be someplace you have been before, someplace you've read about, or someplace you've heard others talk about. Fill in the chart with your ideas about the place that you are imagining. Use those ideas and write a paragraph about your special place.

*A Special Place to Visit*

SIGHTS	SOUNDS	SMELLS	FEELINGS
• •	• •	• •	•

**Picture This Rubric**  
Convey Ideas in Writing

<b>CATEGORY</b>	<b>Point Value 6</b>	<b>Point Value 5</b>	<b>Point Value 3</b>	<b>Point Value 1</b>
<b>Purpose</b>	Chooses topic, audience and purpose appropriately for writing.	Chooses topic, audience and purpose somewhat appropriately for writing.	Chooses topic, audience and purpose less than appropriately for writing.	Chooses topic, audience and purpose incorrectly for writing.
<b>Organization</b>	Details are placed in logical order, and they are presented to effectively keep the interest of the reader.	Details are placed in a logical order, but they are presented or introduced in a less interesting way.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
<b>Topic</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear, but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
<b>Word Choice</b>	Writer uses vivid words and phrases that linger in the reader's mind and seem accurate and natural.	Writer uses vivid words and phrases that linger in the reader's mind but are used inaccurately or overdone.	Writer uses words that communicate clearly, but the writing lacks variety or punch.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest.
<b>Descriptions</b>	The writing contains many creative details and/or descriptions that contribute to the reader's enjoyment.	The writing contains a few creative details and/or descriptions that contribute to the reader's enjoyment.	The writing contains a few creative details and/or descriptions, but they are distracting.	There is little evidence of creativity in the writing.
<b>Sentence Structure</b>	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
<b>Writing Process</b>	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Receives feedback from several sources.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Receives feedback from at least one source.	Student devotes some time and effort to the writing process but was not very thorough. Receives feedback from one source.	Student devotes little time and effort to the writing process. Does not seek feedback.

**Select appropriate descriptions of writing and then total points.**

<b>Level 1</b> 0-7	<b>Level 2</b> 8-14	<b>Level 3</b> 15-21	<b>Level 4</b> 22-28	<b>Level 5</b> 29-35	<b>Level 6</b> 36-42
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## Scrapbooking Websites

<http://www.oocities.org/heartland/prairie/9128/>

Barbie's Virtual Scrapbook with links, layouts and lots of ideas was created to introduce, inform, and inspire others in the creative preservation of their photos through scrapbooking. You will also find a beginners page with definitions and helpful hints to get you started. Many examples of actual pages are available here.

<http://www.learn2scrapbook.com>

Learn 2 Scrapbook is written in letter format and has different sites you can go to such as where to buy the best crafts to which scrapbook fits your ideas. This is an informational website for beginners featuring monthly updates.

<http://www.creativescrapbooking.com>

At Creative Scrapbooking you will find topics, layouts, calendars, ABC albums, along with tips & ideas to get you started scrapbooking. A listing of scrapbooking stores as well as chat and email options are also available here.

[http://www.scraplink.com/articles/pregnancy\\_scrapbook.htm](http://www.scraplink.com/articles/pregnancy_scrapbook.htm)

This is a scrapbook for expecting mothers and how to make an excellent scrapbook that their young ones can treasure. Pregnancy Scrapbooks offer helpful hints for documenting and preserving your pregnancy memories.

<http://allaboutscrapbooking.com>

All About Scrapbooking is a website devoted to teaching scrapbooking techniques that you can use as you create your books. Think of us as your on-line scrapbooking workshop.

<http://www.alysta.com/scrapbooking>

Crazy for Scrappin' is intended to be a home for all those scrapbook enthusiasts out there who are addicted to scrapbooking. This is a place to share ideas and inspiration, bond with fellow scrappers and have fun! We hope you enjoy Crazy for Scrappin'!

<http://www.scrapbookingcorner.com.au/>

Scrapbooking Corner stocks a variety of quality acid and lignin free products including stickers, papers, marking pens, adhesives, mounting corners and plastic pockets. We also stock tools to make your scrapbooking quick and easy such as shape punches, cutters, fancy edged scissors, templates and stencils. Our aim is to provide you with quality scrapbooking products, as well as great hints and ideas that will help make your scrapbooking fun and enjoyable.

## Designing Your Scrapbook Page

- Choose the best 4-6 photos of one event in your life you would like to share with everyone in our class:

Childhood	Wedding	Genealogy	Vacations	Hobby
Holidays	Birthdays	Baby	Family Reunions	Job
- There are four basic steps to creating a scrapbook page: cropping photos; mounting photos and other embellishments; journaling and embellishing.
  - The term **cropping** is used to describe a graphic-arts technique in which a photo is trimmed to emphasize its most important elements and to eliminate parts of the picture you don't want to be seen. Photos may be cropped into a variety of interesting shapes that will help to highlight the subjects. You can use templates such as squares, circles, ovals, and more.
  - Create a layout of the page by experimenting with a design until it pleases you. There are a variety of ways to **mount** a photo in a scrapbook. You may want to mount it in a frame, on a mat, or flat on the page. If you want to be able to remove your photo, place it inside photo corners. Ready-made frames and mats are available or can be created. Measure the photo you want to mat or frame and cut out a piece of paper slightly larger than the photo. To mat the photo, use mounting tape to adhere to the paper, leaving an even border all around. To create a frame, cut a hole in the center of the paper and mount the photo behind it. Select colors that coordinate with your photo or bring together your theme.
  - A picture may be worth a thousand words, but words are an essential element of scrapbooks. A truly effective memory book is not just a visual record of your personal history, but a written record as well. Remember to save space on your page to **journal** about the photos displayed there.
  - **Embellishments** are decorations that you add to a scrapbook page. They include: die cuts, stickers, borders, stenciling, rubber-stamping, and hand-drawn illustrations that reflect the theme of the page.
- Assemble your finished pages in chronological order to tell the story. Slip on a page protector to keep the completed page safe from dirt, dust, spills and fingerprints.
- Have fun sharing your completed page with friends - the memories and stories from your life.