

## **Content Standards**

- EL 2.5.5. Restate facts and details or summarize the main idea in the text to clarify and organize ideas.
- VA.2.7.4 2008. Identify and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, experiences, and stories.  
DRAWING: Media: pencils, markers, chinks, crayons, oil pastels Processes: contour line, rendering, sketching  
PAINTING: Media: tempera, finger-paint, watercolor crayons, watercolor; variety of brushes and paint applicators Processes: brush techniques, wet-on-wet, wet-on-dry, sponge, wash, resist  
MIXED MEDIA: Media: tissue, photos, found objects, foil, fiber, paint, paper Processes: collage, bas-relief  
OTHER MEDIA: Media: computer, interactive open source or commercial computer programs, photography, film Processes: computer processes such as draw, paint, save, edit, and print

## **Learning Objectives**

- Students will be able to outline main ideas and supporting details in a text.
- Students will be able to identify and explain important events in a story or reading.
- Students will be able to visually represent their understanding and summary of a text.
- Students will be familiar with several forms of visual media when creating visual representations.

## **Description of the Core Content Lesson**

Introduce students to reading for facts and details. Explain to them that finding important details can help them summarize what they read.

*Before Individual Reading:* Read the first few sentences and model highlighting important phrases, words, or ideas. Encourage students to highlight important and interesting facts while they read.

*During Reading:* Have students highlight important words, phrases, ideas, or sentences that will help students answer questions about the main idea and supporting details.

*After Reading:* Students will answer questions that informally assess their knowledge and understanding of the passage.

Materials:

- highlighters
- article: *"T" Time with Elephants* by Guy Belleranti

### Description of the Visual Activity

Students will create a picture that includes information they gather from reading the text. They will have the opportunity to visually represent the information using various literacy techniques.

First, students will select a form of media to use in order to represent their collected information.

Next, students will create a model or characteristic representation using the tools correctly.

Lastly, students will "label" or emphasize areas or parts of their final product that relate to the article.

Depending on how the form of media the child chooses, this activity could take about 30-45 minutes.

### Integration Rational

When students read any text, fiction or nonfiction, they are able to find important facts, main ideas, and details that support the piece's context. They should be able to collect data from what they are reading and summarize or organize the information for future use. Student should also be able to visually represent their understanding of what they read. Students' ability to summarize what they read can be informally assessed in this instruction activity. It also allows students to explore various art mediums to work with.

### Rubric

	Excellent	Good	Poor	Needs Improvement
Shows sufficient knowledge of reading.				
Quality Image(s); uses media correctly.				
Visual Literacy tools incorporation.				
Creativity				