

## Pictorial Inquiry

**Teacher: Ben Miller**

**Subject: Science and ELA**

**Unit Title: Land And Water**

### Objective:

Students will be introduced to the unit and begin to discuss various previous knowledge and ideas regarding the interaction of land, water and erosion.

Content Objective: To introduce the interaction of land and water. To discuss and open the ideas of the essential question and some guiding questions.

## Suggested Order, Tips, and Details

**Step 1:** Before pictures give students a bottle water and dirt in a cup.... Have them do See, wonder, think etc....

Distribute envelopes of pictures and See, Wonder, Think and Evidence to groups of 3 to 4

- Have pictures individually cut and numbered before lesson (numbers should be random and remind students that the numbers are just for ease of reference).
- Create discussion by posing various questions
  - What do these pictures have in common?
  - What is different about each of these pictures?
  - Can you categorize these pictures?
  - What do you think we will be studying next in science?
  - IS there a main idea that can be connected with these pictures?
  - Have you ever seen anything like this before?
  - Challenge students to be specific and not too generic

Guiding Question: What made the land look the way it does?

**Step 2:** Allow time for students to pass pictures around in groups, fill out graphic organizer and just make silent individual observations. They can record ideas and thoughts on graphic organizer.

**Step 3:** Open discussion to small groups, have students share their graphic organizer findings.

**Step 4:** Have students add information and ideas from partners to their graphic organizer.

**Step 5:** Categories

- Groups will categorize pictures (as many categories as they want)
- Have groups label each category
- After groups categorize and label challenge them by making the groups make 3 categories
- Distribute poster paper at this time having groups create and label categories on poster.

**Step 6: Main Idea**

- Have each group create a sentence stating their main idea that all the pictures.
- Have groups choose a speaker for their poster and share their main idea and support their main idea with reasoning from the pictures and categories.

**Step 7: Whole Group Wrap Up**

- Lead class in discussion to synthesize all main ideas with groups and create a class agreement on main idea for entire class.
- Discuss essential question connections (this is when I “unveil” the essential question for the unit.

**Optional Ideas:**

- Gallery walk posters with categories and give students have students use Post It notes to add thoughts and ideas to posters.
- Display posters in classroom during unit.

**Resources and Materials:**

- Pictures or water, erosion, land etc...
- Envelopes
- Post It Notes
- Posters
- Markers
- Masking Tape