



Australian wildlife authorities have been hunting the monster saltwater crocodile for eight years. Photo: AFP

Caption

A title or explanation that goes with a picture

This is a _____.

This is a _____. It is
_____.

_____ are found _____
_____.

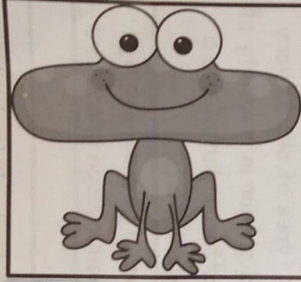
_____ eat _____.

Name Mrs. Fosik

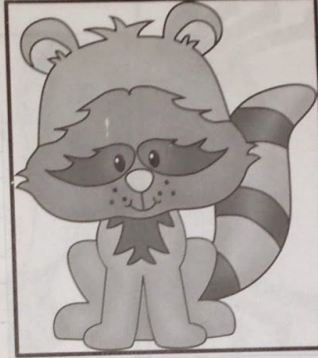


Butterfly

Some insects drink
nectar.



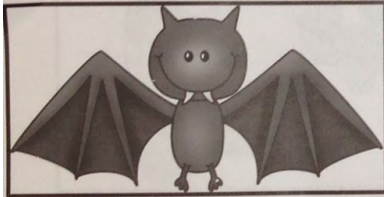
Frogs have large muscular legs to help them escape predators.



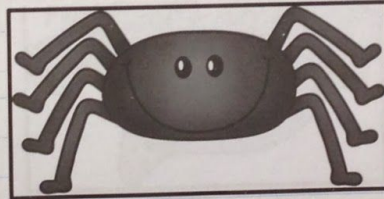
The raccoon has a mask of fur that covers its eyes.



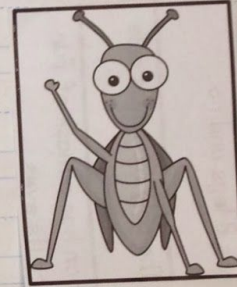
Different types of skunks vary in size and appear in a variety of striped patterns- but all are a vivid black and white.



Bats are the only mammals able to fly.



A spider has 8 legs and no antennae.



Grasshoppers use their large back legs for hopping.

Visual 4

List of Example Texts:

Epic! Books - <https://www.getepic.com>

Level

- A What is an Insect by Susan Canizares & Mary Reid
- B Go, Cub by Susan B. Neuman
- C Butterfly by Jenny Feely
- D Garden Friends published by DK Readers
- E Life of a Butterfly by Lydia Carlin
- F Terrific Tigers by Violet Findley
- G Hop, Bunny by Susan B. Neuman
- H Feeding Time by Lee Davis
- I This is a Killer Whale by Bruce Larkin
- J Trucks by Wil Mara
- K Seed to Plant by Kristin Baird Rattini
- L Weird Sea Creatures by Laura Marsh

Informative Writing: All-About (8a) Pictures and Captions

Mini-lesson Teaching Point: Pictures and captions.

Standard(s): W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Materials:

- Chart paper and markers
- Captions poster-NOTE: At the end of this unit you will find text for the posters for headings, table of contents, diagrams, captions, glossary.

Modified - add visual example to sample posters to provide a visual reference point for the difference between a caption and a diagram. Original poster only has text. See visual 1

- Examples of illustrations with captions from non-fiction texts used throughout the year (SF leveled readers, science kit libraries). Suggestion: SF Unit 5 Anthology Simple Machines, p. 114 and Ben's Great Ideas p. 194

Modified - Include a variety of leveled books, tablet and read-to-me texts examples as part of the sample set - Epic! Books

- Pictures or photographs to write a caption with the whole group (large or on document)

Modified - Sentence frames to reduce writing load. See visual 2.

Connection:

"Today we will look at how writers use pictures with words next to them to help readers understand the information. This is called writing a caption." Teach (modeling): "Writers sometimes use pictures to tell readers more about their information. They also use words to tell about the picture. These words, the caption, are located next to or under the picture." Now share collection examples that show captions.

Modified - Include a variety of leveled books, tablet and read-to-me texts examples as part of the sample set. See suggested list

Active Engagement (guided practice): Show another illustration or photograph and ask for volunteers to help compose a caption to explain the picture. Record caption.

Modified: Give pre-warning of expectation of participation to focus student

Bridge to Independent Practice: "As you go to work today, writers, you may want to draw a simple picture and write a captions for your illustrations."

Modified: Model drawing a picture. Model two types of captions (title & adding information) See visual 3.

Conferring: Help students write captions that actually relate to their picture.

Modified: Leave alternate examples up for student reference. See Visual 4. Provide sentence frames to reduce writing load. See visual 2. Remind student use personal word wall kept in desk (part of Words Their Way)

Closure: Gather students together. "Raise your hand if you added a caption to a picture." Have three to five students share their captions.