

**ELA: Grade 3, Lesson 13, Illustrations Provide Support**

**Lesson Focus:** Using illustrations to show what is happening and create mood in the text

**Practice Focus:** Students will look at illustrations and ask themselves what is happening and how it makes them feel

**Objective:** Students will use *The Tale of Peter Rabbit* to learn how the author uses illustrations to show what is happening and create mood in the text to deepen reading comprehension.

**Academic Vocabulary review from lesson 1:** mischief/mischievous, naughty, sob, sieve

**TN Standards:** 3.RL.IK.7, 3.SL.CC.1, 3.RI.CS.4, 3.W.RBP.9

**Teacher Materials:**

- The Teacher Packet for ELA, Grade 3, Lesson 13

**Student Materials:**

- Three sheets of paper, pencil, and a surface to write on
- Plain (unlined sheet of paper or construction paper) paper and crayons or colored pencils
- The Student Packet for ELA, Grade 3, Lesson 13 which can be found at [www.tn.gov/education](http://www.tn.gov/education)

Teacher Do	Students Do
<p><b>Opening</b> (1 min)</p> <p><b>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our third graders out there, though everyone is welcome to tune in. This lesson is the third in this week’s series.</b></p> <p><b>My name is ____ and I’m a ____ grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</b></p> <p><b>If you didn’t see our previous lessons, you can find them on <a href="https://www.tn.gov/education/">https://www.tn.gov/education/</a>. You can still tune in to today’s lesson if you haven’t seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we’ll be talking about things we learned previously. [Show Slide 1.]</b></p> <p><b>Today we will be learning how to use illustrations to understand the text better and make us feel a certain way! An illustration is a drawing or diagram used to add understanding of a text.</b></p> <p><b>Before we get started, to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"><li>• Two sheets of paper, pencil, a surface to write on</li><li>• Plain (unlined sheet of paper or construction paper) paper and crayons or colored pencils</li><li>• The Student Packet for ELA, Grade 3, Lesson 13 which can be found at <a href="http://www.tn.gov/education">www.tn.gov/education</a></li></ul>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>

<p><b>Ok, let's begin!</b></p> <p><b>Intro</b> (8 min)          [Show Slide 2.] In our second lesson on <i>The Tale of Peter Rabbit</i>, we read closely for words and phrases that author's give to help us understand a character's traits. We looked for what a character says, does, and feels. While reading, we learned mischief and mischievous are related words that give us clues that someone is misbehaving or causing trouble. The author, Beatrix Potter also gave us a synonym, or similar word, naughty to describe Peter's misbehavior. And remember when Peter was lost and very afraid of Mr. McGregor? Peter was so frightened, he sobbed, which means cried very hard. Well I would be afraid too! Mr. McGregor tried to bop Peter on the head with a sieve. Imagine a big man chasing you with a strainer tool!</p> <p>Also, as independent practice, you were asked to write a summary of <i>The Tale of Peter Rabbit</i> using your notes and vocabulary words.</p> <p>First, thank you for writing your summary using your notes and vocabulary words. Your summary may have said something like:</p> <p>The book tells us about Peter Rabbit, who is far more mischievous than his brothers and sisters named Flopsy, Mopsy, and Cotton-tail. Their mother leaves the bunny children alone but tells them to avoid Mr. McGregor's garden. Mrs. Rabbit's husband had gone into the garden and ended up in a pie. However, after she leaves, the naughty Peter immediately squeezes under the garden gate to eat Mr. McGregor's vegetables. His brother and sisters don't go to the garden with Peter. Mr. McGregor soon spots Peter in the garden. The gardener chases the sobbing young rabbit all over the garden and almost hit him with a sieve! Peter loses both his shoes and his new blue jacket. Finally, Peter saw the gate and returns home very tired. Mrs. Rabbit puts Peter to bed with only tea for dinner, but his good siblings, got a supper treat of bread and milk and blackberries.</p> <p>Good readers put their thoughts together and can summarize a paragraph, a page, or even a chapter. Today our goal is to become better readers by learning how the author uses illustrations to show what is happening and create mood in the text.</p> <p>[Show Slide 3.] We will do this by looking at and thinking about each picture. What do we know about illustrations?</p>	<p>Students prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more "doing" toward the end of the lesson.</p> <p>Students reconnect to the previous lesson and text. Vocabulary is reviewed and the independent practice assignment is modeled and reviewed.</p>
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<p>[Pause.] <b>In the past, how have you used illustrations and pictures to help you understand what the author is telling you?</b> [Pause.] <b>Have you used them to understand mood the author is setting?</b> [Pause.]</p> <p>[Show Slide 4.] <b>The mood is how you feel while you are reading, such as happy, angry, or sad. Authors can set the mood by using words and phrases that get you to feel a certain way. For example, a grandmother baking a homemade apple pie might make you feel happy and remember good things about your grandmother. When an author puts in a dark, stormy night with a haunted mansion, you might feel nervous and even a little scared. Illustrations can help put the reader in the desired mood also. We will focus on the illustrations in The Tale of Peter Rabbit.</b></p> <p><b>Now I'll repeat my question. When have you used illustrations to help you understand the text?</b> [Pause.] <b>When have you used them to understand the mood the author is setting?</b> [Pause.]</p> <p><b>Label one of your papers with the word "Note catcher".</b> [Pause.] <b>I'll pause here to give you time to stop, think, and jot your answers on one of your sheets of papers.</b> [Pause.] <b>You are so correct!</b></p> <p>[Show Slide 5.] <b>Illustrations are more than just pictures on a page. You said illustrations help readers visualize, or put pictures in their head, to better understand. It sounds like some of you have used illustrations to help you understand a text.</b></p> <p>[Show Slide 6.] <b>Take a look at the wet puddles in this picture. Those puddles and drips give us clues! Good detecting, class!</b></p> <p><b>We will begin with me working with you to understand illustrations. Then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.</b></p> <p><b>Let's begin.</b></p>	<p>Students will access prior knowledge and experiences with illustrations prior to beginning the lesson.</p> <p>Students prepare note catcher.</p>
<p><b>Teacher Model/Read-Aloud (10 min)</b></p> <p><b>Let's begin today's lesson by going back to our text and looking carefully at the illustrations. Remember, illustrations help readers visualize, or put pictures in their head, to better understand. We want to understand what is happening and how we feel about the text.</b></p>	<p>Students follow along, comprehending the text. They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think</p>

[Show Slide 7.] **Now, look at the illustration on this page very carefully. I'll model this first illustration. We want to begin to think about what is happening and how it makes us feel. As I look at this illustration, I ask myself, "What is happening and how does it make me feel?" I notice that Peter is crawling under the gate and has not followed his mother's directions to stay away from Mr. McGregor's garden. This makes me feel worried and scared that he might get into some mischief.**

**I'm going to use this sentence frame to help put my thoughts together. [Show Slide 8.] "This illustration shows \_\_\_\_\_. This makes me feel \_\_\_\_\_."**

[Show Slide 9.] **Now I will model the writing: This illustration shows Peter squeezing under the fence to get into Mr. McGregor's garden. This makes me feel angry because he did not listen to his mom. On my note-catcher, I will write that Peter sneaks under the fence to get into Mr. McGregor's garden. I'll give you time to add this note to your note-catcher. [Pause.]**

**Let's look at another picture. [Show Slide 10.] First, we carefully look at the illustrations. Next, I ask myself, "What is happening and how does it make me feel? I am going to pause and give you time to look at the illustration and decide what you think is happening and how it makes you feel. [Pause.]**

**Now that you have thought about this illustration, I noticed Peter was being chased by Mr. McGregor or that Peter was running from Mr. McGregor because he got caught in his garden. Now I think about how that makes me feel. I feel a little worried or scared for Peter. [Show Slide 11.] Here is how I would write this note: This illustration shows an angry Mr. McGregor chasing Peter with a rake. This makes me feel scared because Mr. McGregor might catch Peter and have him put in a pie!**

**Time to add a note on this illustration on your note-catcher. [Pause.]**

**Great studying the illustration! I heard you write something like Mr. McGregor became angry and chased Peter with a rake.**

**I'm going to stop here and check my understanding. I'll ask myself why the author wants me to feel scared that Peter**

or write as directed in response to prompts and questions.

The students will summarize what they learned from the illustrations and use those notes to retell the story in the guided practice section.

Students add to note catcher.

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may get caught and put in a pie like his father. [Pause for think aloud.] Hmm.... I think the author made the main character a very cute bunny. I also noticed the bunnies are wearing clothes and acting like humans. This is called personification by the way. Because the bunny seems “like a baby human,” and I don’t want babies hurt, I feel sympathy and worry for Peter. In fact, I find myself rooting for him! Funny how this bunny full of mischief causes me to wish him a great escape from Mr. McGregor! Beatrix Potter, the author, knew just how to use words and the illustrations to set the mood!

Sometimes an author needs two or more illustrations on a page to support us as the reader. Let’s look at this illustration. [Show Slide 12.] I’ll read the text from this page so we can add information from our illustration. Peter gave himself up for lost and shed big tears; but his sobs were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to exert himself. Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him.

As a reminder, to sob means to cry very hard and even making sounds. The sieve is the tool pictured over Peter’s head in the picture. This tool has holes to let smaller items like pebbles fall through. Its job is to sort items.

When I listen closely to the text, and I look at the picture of Peter caught in the net and the sparrows, a type of bird in front of him, there is a detail I might have added if I was the illustrator. I’ll read the text again for this illustration. [Pause.] Peter gave himself up for lost and shed big tears; but his sobs were overheard by some friendly sparrows.

What details would you add to this illustration to give the reader more information? I’ll give you time to think carefully about what detail or details might improve this illustration. [Pause.]

Oh goodness you’re smart! You are going to be great illustrators. Yes! I would have added big tears to help the reader know the meaning of “sob” and to show how frightened Peter was.

Time to add to our note-catcher. Write what this picture told us. [Pause.] Ahh.... You noticed Peter almost gave up when

Students add to note catcher.

<p>his coat was hooked on a net. Peter got encouragement from a sparrow.</p> <p>Let's look carefully at another illustration and work on this one together. [Show Slide 13.] We start with carefully looking at details in the illustration. I want you to ask yourself, "What is happening and how does it make me feel?" I am going to pause so that you can think and write your thoughts on the note -catcher. Answer the question in this format: This illustration shows _____. It makes me feel _____. [Pause.]</p> <p>[Show Slide 14.] This illustration shows <u>Peter crying as he is trying to find a way out of Mr. McGregor's garden</u>. This makes me feel <u>sad because I do not like to see Peter upset, scared, and crying</u>.</p> <p>Time to jot a note of what this illustration is telling us. I'll give you time to write. [Pause.] Yes! I heard you say you wrote Peter cries because he can't get out of Mr. McGregor's garden. This sets a mood that is sad, but it makes me wish hard for Peter to escape.</p> <p>[Show Slide 15.] You are doing a great job using the illustrations to understand what is happening in the text and how it makes you feel! Good writers use words and illustrations to set the mood for the reader. Along with choosing words and phrases carefully, illustrations help you understand the text.</p>	<p>Students add to note catcher.</p>
<p><b>Guided Practice</b> (10 min)</p> <p>Please get out a sheet of paper and a pencil for this activity. [Pause.] Using your notes from our work in this lesson, you will retell the story on your sheet of paper. You may add as many details as you would like. I will pause while you work on this activity. [Longer pause.]</p> <p>Your retelling may sound something like this: The book is about Peter Rabbit, who is full of mischief. First, Peter sneaks under the gate and gets into Mr. McGregor's garden. That old gardener saw Peter and chased him with a rake! Peter sobs and wants to give up when his jacket button gets caught on a new. A bird hops down and encourages him to keep trying! Peter gets loose but continues to cry as he searches for the gate to escape!</p>	<p>Students use their notes from the illustrations studied in this lesson to retell the story.</p>

## PBS Lesson Series

<b>Independent Work</b> (2 min) [Show Slide 16.] <b>We have come to the part of the lesson that you will complete on your own after the end of this lesson. Here is your assignment: Draw an illustration from your favorite part of our story. Remember the goal is to set a mood and help the reader understand the text. Be sure to add details to give the reader as much information as possible.</b> [Pause.]	Students will have independent practice to draw an illustration and add details while they consider how their illustration helps the reader understand the text.
<b>Closing</b> (1 min) <b>I enjoyed reading <i>The Tale of Peter Rabbit</i> and looking at illustrations with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</b>	

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