



DRAW-LABEL-CAPTION

DESCRIPTION

In this activity students will draw a scene from a text and then turn that scene into a paragraph. The purpose of this activity is to scaffold steps for students to write detailed summaries of what they read. Each of the steps of the draw, label, and caption activity combines to provide students with enough details to write a comprehensive summary. This activity can be used to analyze the setting of a story or other specific literary elements, and for visualizing descriptions using all five senses.

LEARNING STRATEGIES Inferring, Visualizing

LESSON PLAN STAGE Building Background, Investigation, Reflection

SKILLS Setting Analysis, Using Five Senses, Writing with Fiction Elements

PREPARATION

- Select a text. This activity works with short passages or segments of longer readings.
- Create a sample for students of each step that you could model for them.
- Find sample photographs for caption writing.
- Gather materials (drawing paper, colored pencils, etc.).

ACTIVITY STEPS

TEACHING TIPS

- | ACTIVITY STEPS | TEACHING TIPS |
|--|---|
| 1 Introduce Draw-Label-Caption as a tool for comprehension. | Modeling the entire process for students is a good way for them to see the big picture and how each step builds toward a better understanding of the text. |
| 2 Draw: ask students to draw an important event or scene from their reading. | The drawing should be detailed, but remind students not to waste time perfecting their drawing. This is not an art project and students should know they will not be evaluated or judged based on their artistic ability. |



DRAW-LABEL-CAPTION

ACTIVITY STEPS

TEACHING TIPS

- | | | |
|---|---|---|
| 3 | Label: ask students to label each element in their drawing that is important to the story. Discuss with students the difference between something in the picture that if labeled would help us remember the story better and things in the picture that don't need to be labeled. | What are the key components of the drawing? The labels should not be too detailed. For example, if there is a woman, label her as Maria, but don't label her head, eyes, etc. if they are not important details. |
| 4 | Next ask students to turn their labels into sentences that relate to the event or scene depicted in the drawing. | The purpose of this step is to help students take the information from their drawing and turn that into sentences. For example, if they labeled a picture of Maria, they would create a sentence about Maria that is relevant to the drawing. |
| 5 | Caption: ask students to write a sentence that captures the whole scene or event. | Caption writing can be a mini-lesson where you ask students to write captions for photographs, drawings, or cartoons to help them practice. Once students are familiar with Draw-Label-Caption, the mini-lesson will be unnecessary. |
| 6 | Model your process for turning the caption and label sentences into a paragraph. | Most likely, this will be the most difficult step for students. It may be helpful for students to think of the caption as a thesis statement and the label sentences as supporting details. |
| 7 | Students will take their captions and label sentences and create a summary paragraph of their drawing. | This process is fluid. Students may need to rearrange and rewire label sentences to create a more clear paragraph. Getting feedback from peers might be a useful tool here to help students with revisions of their paragraph. |
| 8 | Students reflect. | Sample reflection questions: <ul style="list-style-type: none">• How did this process help you better understand what you read?• How did this process improve your writing? |