



<p><b>2.7 Labeling a picture or a diagram</b></p> <p><b>Learning Objective:</b> <i>Students will label pictures and diagrams from the outdoor classroom</i></p> <p><b>Mentor Texts:</b> “Volcanoes”; “Bears, Bears, Bears”; “Apples”; “The Pumpkin Book”; “The Kids Horse Book”, Sylvia Funston</p>	<p><b>Connection:</b> <i>We have been noticing the beautiful pictures and helpful diagrams in our mentor text for “all-about” books. We have even added pictures and diagrams to our own writing to really give our readers a better idea of what our subject looks like, but there is still one more thing we need to think about. We need to be sure our readers understand what they are looking at.</i></p> <p><b>Teaching:</b> Labeling our pictures gives our readers a better understanding of what they are looking at. Our labels help the reader know exactly what they are seeing. It may tell the time of the year, the location, the size, or the specific parts of the subject they are looking at. Let’s look at The “Saddle Up!” Section in the “Kids book of Horses” and see how the author has used labels to teach us the parts of a saddle.</p> <p><b>Try It</b> Think about something in the classroom and tell your partner what you might have to label if you were going to illustrate this object. Share out with class.</p> <p><b>Instructions to students for Independent Outdoor Writing:</b></p> <ol style="list-style-type: none"><li>1. Today, when we go out to the outdoor classroom we are going to choose an object to illustrate. It can be from our classroom list or anything else you see outside (at boat in the harbor, a truck or car going by, a small animal scampering away, or items on the playground: a slide or climbing frame.</li><li>2. Illustrate your subject and then label what you would like a reader to notice or understand about this object. What are the important features about this object you want the reader to pay special attention to?</li></ol> <p><b>Share Out</b> <i>Weather permitting, share your illustration with labels with a classmate and check for their understanding in the outdoor classroom. Did they understand what you were trying to capture in</i></p>
---	--



	<p><i>your drawing and labels?</i></p> <p><b><i>Applying the Skill</i></b></p> <p>Take an illustration from your own writing and label what it is. Then, label specific parts of this drawing or illustration you think might need to have a label to help the reader understand what they are seeing. You may have to “Blow-up” one part to make a special diagram, such as a big illustration of one leaf to show the pattern or the blade of a hockey skate to show how it differs from a figure skate.</p>
--	--