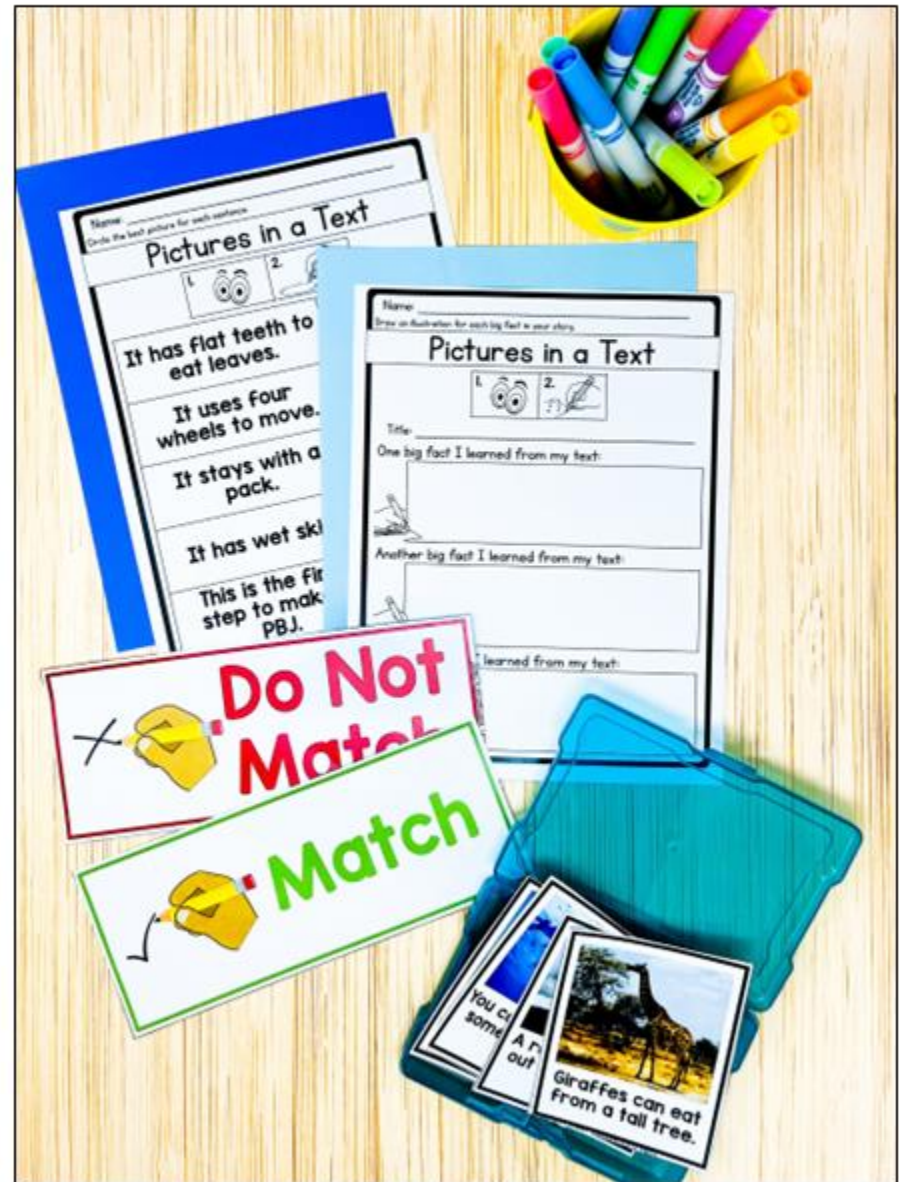


# Images in a Text

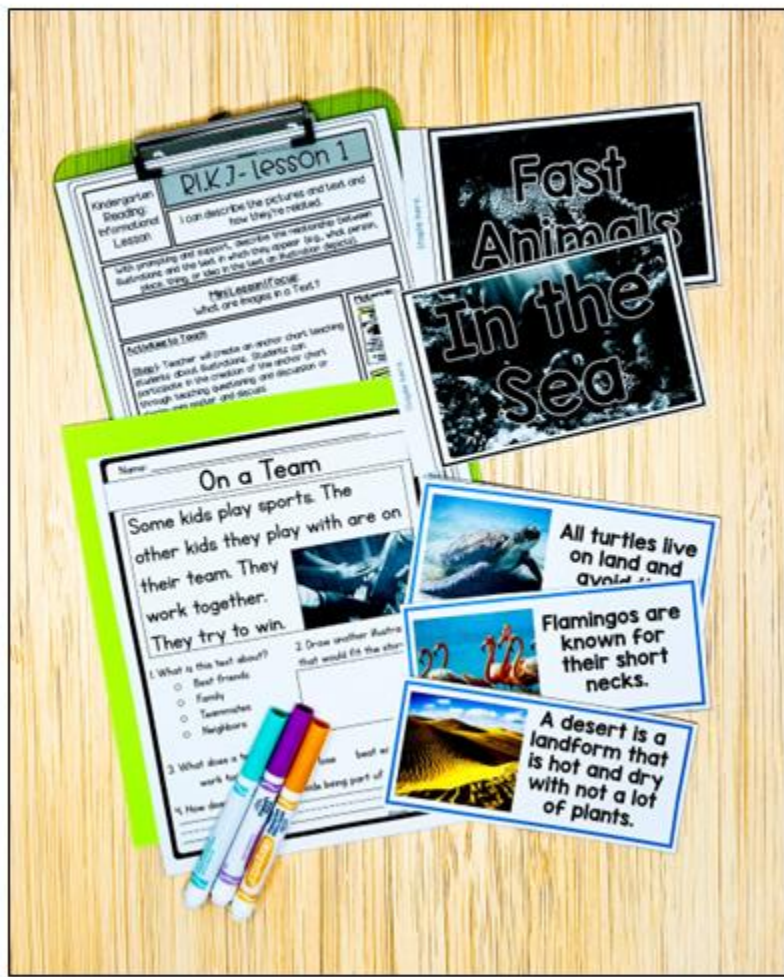


# What Teachers Have Said...

**"This packet was awesome! Gave a lot of hands-on ideas for my kiddos to grasp the concept! I also really enjoy the short passages that come with them!"**

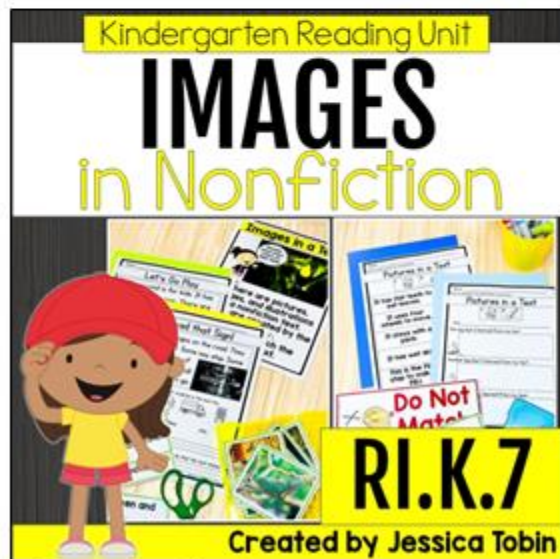
**"I loved using this resource in Kindergarten. It saved me a lot of time, and broke everything down step by step. I feel confident that this not only helped me, but it helped my students, as well!"**

**"I love this resource! I am planning to buy the fiction unit. It has everything you need to help your students be successful. Explicitly teaches standards in a fun, engaging way. Can't say enough great things about it!"**



# RI.K.7

This ELA unit provides resources to use while teaching the standard **RI.K.7**, which states that students will be able to...  
"With prompting and support, describe the relationship between illustrations and the text in which they appear."



## Using This Unit

Let's look at the structure of this unit.

### Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

### Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

### Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

### Small Group Activities

- These hands-on centers and activities are to be used during small group. The content is to be read aloud to students and guided through the steps in the activities.

### Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

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# Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

## Images in a Text



Toucans have many colors on their beak.

-There are pictures and illustrations in a text.



avoid the water.

## Suggested Read Aloud

I Read Signs by: Tana Hoban

Are You an Ant? by: Judy Allen

Timeless Tales by: Gene B...

He picks a big, orange pumpkin.

He picks a small, red pumpkin.

This reptile is green and small.

This reptile is gray and small.

The two birds get cold and warm.

The two birds look at each other.

The two birds look at each other.

Name: \_\_\_\_\_

### My Picture Walk

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

One fact I learned from a picture: \_\_\_\_\_

Another fact I learned from a picture: \_\_\_\_\_

Name: \_\_\_\_\_

### RI.K.7-lesson 3

I can describe the pictures and text in a story.

With prompting and support, describe the illustrations and the text in which they appear, place, thing, or idea in the text, an illustration.

Mini Lesson 3 Focus: Using Text to Determine Illustration

Activities to Teach

Step 1: Teacher will read a passage about the story. The students will listen and visualize the text in their minds.

Step 2: After the story is read aloud, the students will be grouped into groups of 2 or 3. The groups will be in charge of sorting the images that were in the text and not from the text. After they sort the cards, the teacher will reread the story. The students will listen, self-checking their picture cards.

Step 3: Teacher will choose a short, read aloud from the classroom library. He or she will read the story aloud to the class, but will not show the pictures while reading. Only the words will be read. Students will visualize while they listen to the story. Then, they will draw three images they visualize when they heard the story.

Name: \_\_\_\_\_

### RI.K.7-lesson 3

I can describe the pictures and text in a story.

With prompting and support, describe the illustrations and the text in which they appear, place, thing, or idea in the text, an illustration.

Mini Lesson 2 Focus: What an Illustration Displays and Tells

Activities to Teach

Step 1: Teacher will read a nonfiction text from the classroom library. Throughout the book, the teacher will have students ask and answer questions about the illustrations, asking what they see on the page and if it matches what the author wrote on the page.

Name: \_\_\_\_\_

### In the Spring

In the spring, nature comes to life. The sun begins to shine more hours during the day. The sun begins to warm up the earth. Since the sun is shining, plants begin to bloom again. Flowers begin to grow leaves and trees begin to grow leaves.

Kids also begin to play outside more often, too. In the winter, kids often stay out for long periods of time. In the spring, kids can stay out longer to play. Kids may ride bikes, run around, and inspect the new flowers they see around them. Kids start to wear short sleeves again and leave their big jackets at home!

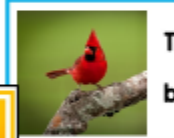
## Suggested Read Alouds

### Kindergarten FOCUS: PICTURES IN A TEXT

|  |                                     |
|--|-------------------------------------|
| I Read Signs by: Tana Hoban                    | Seeing Signs by: Loreen Rood        |
| Are You an Ant? by: Judy Allen                 | Clothesline Jobs People by: Kathryn |
| What If You Had Animal Hair? by: Sandra Markle | Timeless Tales by: Gene B...        |



Moths have wings and are dull colors.



The cardinal is covered in blue feathers.

Name: \_\_\_\_\_

### My Illustrations

Title: \_\_\_\_\_

One image I saw when I heard the story: \_\_\_\_\_

Another image I saw when I heard the story: \_\_\_\_\_

Another image I saw when I heard the story: \_\_\_\_\_

# Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **small group activities** and **graphic organizers** to use with any read-aloud or independent practice text.

**Instructional Passages**

**Graphic Organizers**

**On a Team**  
Some kids play sports. The other kids they play with are their team. They work together. They try to win.

**Read that Sign!**  
There are signs on the road. They help us drive. Some say stop. Some have the name of the road. Some tell

**All About Birds**  
A bird is a type of animal that has feathers. It can fly. Its wings help it fly.

**At the State Fair**  
The state fair is a fun place to go. There are many rides and games. You can eat food to eat.

**Pictures in a Text**  
Look at the picture and be an author to write about it.

**Pictures in a Text**  
Trains are long and move on tracks.

**Pictures in a Text**  
It has flat teeth to chew.

**Pictures in a Text**  
Draw an illustration for each big fact in your story.

**Pictures in a Text**  
Answer the questions about your story.

**Pictures in a Text**  
What can you learn from the pictures?

**Pictures in a Text**  
How would your text be different without pictures?



# Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

## What you need:

- A Google Classroom account

## What to do:



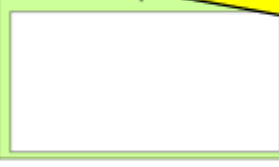

- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

## Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

### Pictures in a Text

Pretend to be an illustrator. What would you draw on the page for each?

|   |   |
|---|---|
| There is a big ram on the hill.   | The big apple is on the tree.   |
|  |  |
| The hen will keep...  |   |
|  |  |

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**Graphic Organizers**


### All About Birds

A bird is a type of animal. It has feathers. It can fly. It uses its wings to fly. Some birds are big. Some birds are small.

1. What is the text mostly about?


|          |       |
|----------|-------|
| Feathers | Frogs |
| Birds    | Bats  |

2. Draw another illustration that would fit the story.

3. Fly? 

4. What is one thing the picture shows that the text tells you?

claws



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**Instructional Passages**

# Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer. The assessment should be read aloud to the class as they take the test. That way, they are tested on the actual skill, not their reading level.


Name: \_\_\_\_\_ RLK.7

### Images in a Text Assessment


1. Why are there images in a text?  
 To help the reader  
 To confuse the reader  
 To tell a different story

2. Which of these sentences is true?  
 Images and pictures do not need to match the story.  
 Images and pictures should match the story.  
 Images and pictures will never match the story.

3. Which person creates the images?  
 author  
 illustrator  
 reader





4. Circle the sentence that best fits that illustration.  
  
The wild horse is running in a very dry land.  
The wild horse is standing in a stable.  
The wild horse is running with its huge herd.


Some animals in the ocean can hurt you. You want to stay away from them. Some may bite you. Some may sting you.



5. What is the story mostly about?  
\_\_\_\_\_

6. What information can the photograph give you?  
\_\_\_\_\_

7. Which hand-drawn illustration would also fit in this text?  
  
  
  


8. Draw another picture that would fit the text.  



Name: \_\_\_\_\_ RLK.7

### Images in a Text Assessment KEY


1. Why are there images in a text?  
 To help the reader  
 To confuse the reader  
 To tell a different story

2. Which of these sentences is true?  
 Images and pictures do not need to match the story.  
 Images and pictures should match the story.  
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 author  
 illustrator  
 reader





4. Circle the sentence that best fits that illustration.  
  
The wild horse is running in a very dry land.  
The wild horse is standing in a stable.  
The wild horse is running with its huge herd.


Some animals in the ocean can hurt you. You want to stay away from them. Some may bite you. Some may sting you.



5. What is the story mostly about?  
\_\_\_\_\_

6. What information can the photograph give you?  
\_\_\_\_\_ dangerous ocean animal.

7. Which hand-drawn illustration would also fit in this text?  
  
  
  


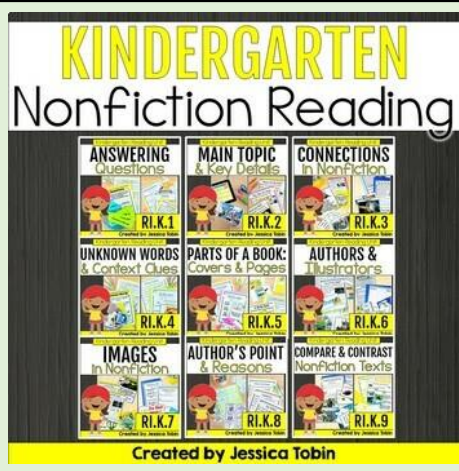
8. Draw another picture that would fit the text.  
  
Answers may vary.

**Key Provided for Assessment**

# Save Money with Bundles

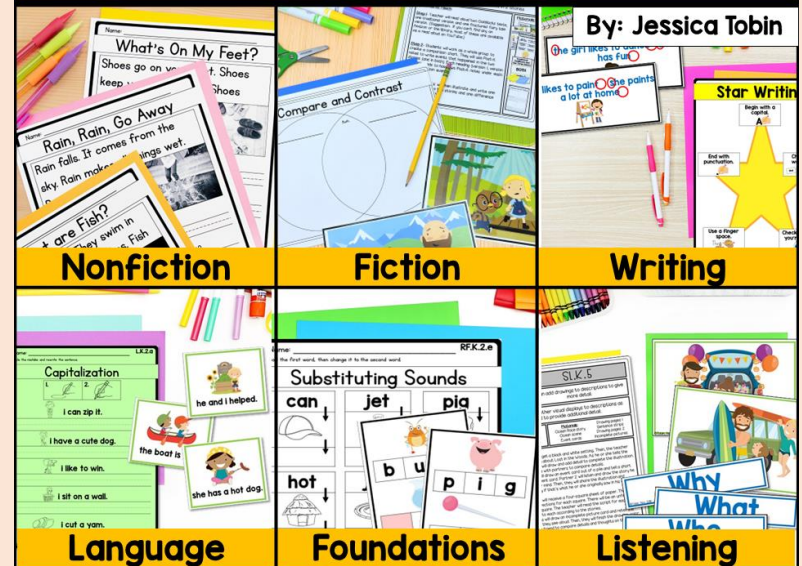
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