

DAY 16 LESSON PLAN: CAPTIONS

WEEK 4: WRITING AND REPORTING: GETTING THE FULL STORY

DATE: _____ TEACHER: _____ SECTION: _____

OBJECTIVE:

TSWBAT write effective captions including a mini-story IOT engage the reader by explaining the 5 W's and H without repeating what is already said in the photograph.

COMMON CORE: ELA-LITERACY

W.9-10.2.A, W.11-12.2.A

W.9-10.2.B, W.11-12.2.B

W.9-10.3.A, W.11-12.3.A

ISTE STANDARDS: 6D

STEPS: OPEN PRESENTATION 16

- 1 DO NOW:** 3 minutes
Students write the answer to this prompt: what do you want to know about this picture? (displayed on Do Now slide). Continue to the next slide and ask students to share their responses.
- 2 LECTURE:** 25 minutes
Continue Presentation 16 discussing the role of a caption and the dos and don'ts of caption writing. Decide on a formula for how you will identify people in captions and stories. Explain the four types of captions, showing examples of each. Model writing a mini-story using the provided image. It is okay to make up information for practice. Call on students to help. Post the slides for students to access.
- 3 ACTIVITY:** Caption Writing, Independent Practice - 20 minutes
Write quality captions following the guidelines you learned today for five of the photos you took of your partner. At least one should be a mini-story. Check the Caption Writing Requirements on slide 24.
- 4 CLOSURE:** 5 minutes
Students will share their captions with you and/or the Copy Editor for review. Provide a final deadline.

MATERIALS:

Presentation 16

Students will need 5 images from their previous photo shoot

VOCABULARY:

5 W's / H

Identification Caption

Brief Caption

Quote Caption

Mini-Story

Lead