Take Notes from an Illustration or Photograph

1. Focus

**Explain Taking Notes from an Illustration or Photograph**

**Say:** Most informational reports include graphics, such as illustrations, photographs, and maps. When you do research to learn about your topic, you will find graphics in your sources as well. You can use the information in these graphics for your report. Today we’ll practice taking notes together from an illustration, photograph, or map.

**Model Taking Notes from an Illustration or Photograph**

Display the Informational Report Note-Taking chart on chart paper and display a photo of a map showing where leafy sea dragons live. Note: You can use the interactive whiteboard resources. As you think aloud, model taking notes by filling in the chart.

**Sample Think-Aloud**

**Say:** This is a map that shows where the leafy sea dragons live. There is a caption beside the map. (Read the caption aloud.) On my note-taking chart, I’m going to write down the page number where I found the map. Then I’m going to write the important details from the map. Let’s see, I need to remember that they live in reefs, so I’ll write that down. And I want to remember where they live—off the coast of Australia. Add notes to chart.

**Question:** What is a leafy sea dragon?

**Book Title:** The Leafy Sea Dragon

**Author:** Martin Lee

**Page:** 4

**Notes:** live in reefs off coasts of Australia

Sample Informational Report Note-Taking Chart (BLM 3)
2. Rehearse

Practice Taking Notes from a Photograph

The tiny fins on the leafy sea dragon help it steer as it floats among the seaweed and kelp.

Practice Text

Invite partners to write notes about the photograph using BLM 3. Remind them to write down the page number. Say: Read the caption and include that information in your notes. Remember to include just the important details about the leafy sea dragon. If you like, draw a sketch of the sea dragon.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Ideas

Display BLM 3 on chart paper or using the interactive whiteboard resources. Bring students together and invite volunteers to share their notes and drawings. Add their notes and drawings to your display of BLM 3. Ask students to discuss how they can apply this strategy to their independent research.

3. Independent Writing and Conferring

Say: Today we learned that we can get information from maps and photographs. We can take notes about them and even make sketches from them. The maps, illustrations, and photographs you find as you research can help you decide what types of graphics you’d like to include in your informational report.

Make BLM 3 available to students who are ready to research their informational reports during independent writing time. During student conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring students together. Invite them to talk about the process of taking notes on illustrations, photographs, and maps for their research. Ask if they were able to write notes without writing full sentences.

Strategies to Support ELs

**Beginning**

Work one on one with ELs. Show them a photo or map from a nonfiction book and talk with them about what it shows. Write key words on self-stick notes and place them on the photo or map. Encourage students to use the words in oral sentences.

**Intermediate**

Pair ELs with fluent English speakers during the partner activity. Use the following sentence frames to help them talk about the photograph:

The leafy sea dragon is _____.
It has _____.
It looks like _____.

**Advanced**

Pair ELs with fluent English speakers during the partner activity.

©2012 Benchmark Education Company, LLC • Benchmark Writer’s Workshop • Grade 2 • Informational Reports