

## INTERPRETING ILLUSTRATIONS

**SUBJECTS:** English Language Arts, Science

**SKILLS:** Gaining information from illustrations

### MATERIALS

- Interpreting Illustrations Student Sheet, pages 8-10 in Discovery Journal

## COMMON CORE STATE STANDARDS (CCSS)

### ENGLISH LANGUAGE ARTS

- 2.RI.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 3.RI.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.

### SCIENCE (OHIO LEARNING STANDARDS)

- 2.LS.1:** Living things cause changes on Earth.
- 3.LS.3** Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.

### ESSENTIAL QUESTIONS

- How can illustrations help me understand what I have learned?
- How do adaptations help plants and animals to survive?

### I CAN STATEMENTS (LEARNING OBJECTIVES)

- I can understand information presented in a picture or graphic and explain how it helps me understand a text.
- I can explain how decomposers use adaptations.

### LINKS

- Slug Science Journeys Homepage** <https://www.miamicountyparks.com/node/1238>
- FBI Video** <https://vimeo.com/videobranch/review/415237859/5600fdcd69>



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**ACTIVITY**

Students will demonstrate understanding by answering questions based on the illustrations from the FBI SLUG SCIENCE JOURNEY video and the FBI song book.

**EVIDENCE OF ACTIVITY**

Students will complete the student sheets on pages 8-10 in their Discovery Journals.