



# Introduction to Image Comment

## Lesson Plan



### Learning Objective

Students will be able to write a comment in response to a picture and its caption.

**Note:** Use this lesson to introduce Bursts to students and build engagement and confidence in writing.

### Suggested Time

25 minutes

### Supporting Materials

- Image Comments Anchor Chart
- **Optional:** Image Comments Sample

### Preparation

Find an image with a caption, such as a picture from a textbook or newspaper article, to project during the Closure section of this lesson. Preview the images in the Bursts Topics menu to select two for the lesson.



### Technology Used

**Students:** TenMarks Bursts (Image Comment)

**Teacher:** Demo Student account

### Name the Focus (1 minute)

Tell students that they will learn to use Bursts to write comments about an image or its caption to help them tap into their creativity in a fun way.

### Connection (3 minutes)

Project one of the images in the Image Comments Sample. Have students partner up to discuss what they notice about the image. Next, tell them that the statement by eyeguy is the caption and the statement by soniasample is the comment. Have students discuss the caption. Then ask a volunteer to read the comment. Ask students what they notice about it. Encourage the observation that the comment is related to both the picture and the caption.

### Discuss (Whole Group)

Ask students what kinds of image comments or captions they have encountered in the real world. Briefly discuss what they think makes for good comments, highlighting ideas like relevance, humor, and creativity. Emphasize that when students write comments themselves, the focus will be on making positive comments, not ones that make fun of others or are otherwise negative.

## Instruction (5 minutes)

### Model

Log in to TenMarks Writing and go to the Demo Student account. Select an image from the Bursts Topics menu. Think aloud about what the image shows and then about the caption written by eyeguy. Finally, write a brief comment response that is relevant to both the picture and the caption.

### Explain

Project the Image Comment Anchor Chart. Review the DOs and DON'Ts for Image Comments as a class, adjusting or adding norms that students think are appropriate for the entire class.

## Application (12 minutes)

### Practice

Have students log in to TenMarks Writing and go to the Burst Topics menu. Have all of them select the same image, such as the cat in the shark mouth from the Cats & Dogs category or a dessert image from the Food category. Then tell them to write their own comment in response to the image and caption.

**Note:** If you do not have enough computers for each student, project the image and have students write in a writing notebook.

Set a timer to five minutes. Then have students write comments until time is up. Circulate and encourage students to follow the norms of image commenting.

### Discuss (Partners)

Have students pause in their writing to read an image comment aloud to a partner. Have partners offer a compliment or a question. Then have students finish the comment they are writing.

**Note:** You may need to help students navigate to the Reports tab to find Bursts they have written.

### Discuss (Whole Group)

Ask several volunteers to share their comments. Have the class popcorn ideas on image comments:

- What did you like about it?
- What was the hardest part?
- When might you do this kind of thinking and writing?

If Students	Then
Focus too much on spelling or grammar	Remind them that spelling and grammar don't matter at this point. They should keep going.
Delete or backspace a lot	Suggest that they pretend the Delete or Backspace buttons don't exist.
Stop writing or hesitate	Encourage them to keep on writing, and pose two questions to help them keep going: <ol style="list-style-type: none"><li>1. What is going on in this picture and what stands out in it?</li><li>2. What does the caption mean, and do you agree with it?</li></ol>
Finish early	Have them select another image to comment on or choose another kind of Burst.

## **Closure (2 to 3 minutes)**

### **Takeaway**

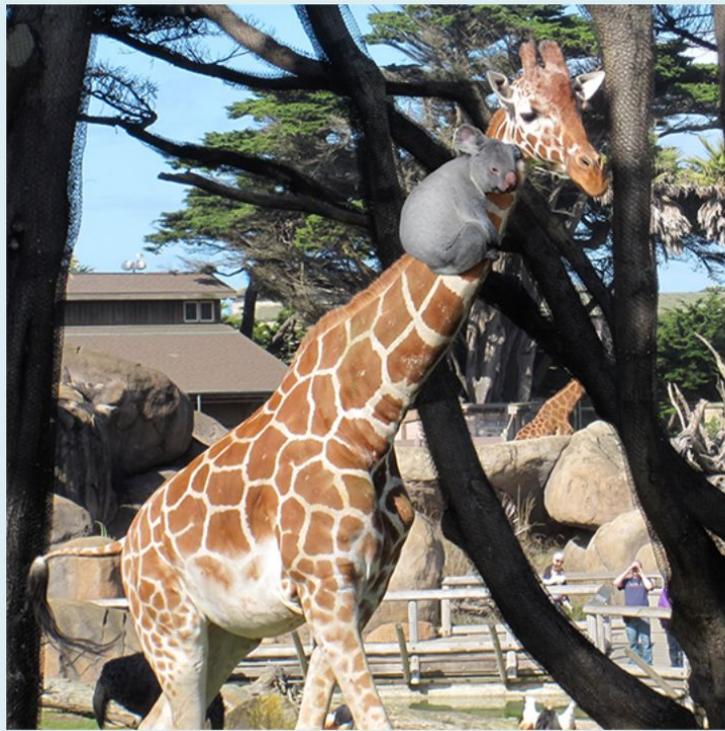
Project the image from a textbook or newspaper article you chose before class. Have students write a comment in response to the image and caption in a notebook.

 **Image Comment**  
Anchor Chart



DOs	DON'Ts
<ul style="list-style-type: none"><li>● Be creative! Have fun!</li><li>● Trust your instincts. Do not overthink—just keep writing your response to the image and caption.</li><li>● Be positive! Build on ideas.</li><li>● Use respectful language.</li></ul>	<ul style="list-style-type: none"><li>● Do not focus on spelling or grammar.</li><li>● Do not judge your ideas or worry about whether they are “good enough.” Share your thoughts.</li><li>● Do not delete or cross out.</li></ul>

**Image Comments**  
Sample



**eyeguy**

A koala riding a giraffe.

**soniasample (Me)**

What you can't see is that the giraffe is riding an elephant!



**eyeguy**

Do you think this is hard to make?

**soniasample (Me)**

Definitely harder than it was to eat! One time I tried to make a chocolate layer cake at home. Mine only had two layers, but it still took me all day! I had to make the batter, bake the cake, and then cut it in half. That didn't even include all the work for the frosting! At the end of the day, I was so tired, and there was chocolate everywhere!