

STORY BEHIND THE PICTURE (CLASS 4)

Preparation:

Leading Question	What stories can a picture tell us?
Description:	Learners will imagine what is happening in a picture and write a story in clear, detailed sentences. At the end, each group will share their work in a class display called “Story Behind the Picture.” During this project, they will complete Chapter 6 - Paddy Field and answer some questions from the textbook. Please complete the remaining questions after the project. Do upload pictures of learners collaborating and showcasing their work to the project submission form!
Resources required:	Paper, notebook, pen/pencil, colour pens/pencils, chart paper, printed or drawn pictures (1 per group)

Day 1 –

Learners will understand the project, set classroom norms, and practise observing and thinking about pictures using the See–Think–Wonder activity.

Time	Activity and Description
10 minutes	Introduction to PBL (Whole class) Teacher says: - Have you ever worked on a project before? What was it about? (Take 1-2 responses) - This year, we’re going to try something exciting called Project-Based Learning — or PBL for short. In PBL, we learn by doing projects. That means we’ll explore new ideas, solve real problems, and create cool things together. It makes learning more fun and meaningful! - For our first project, you will look closely at pictures, spot interesting details, and turn what you see into creative stories using clear and detailed descriptions. - To help us work well in groups, we need to set some rules just for our PBL time. These will help everyone feel heard and included, and use our PBL time well. - Let us begin with a few simple rules. At the end of this project, we will talk about which rules helped us, which ones didn’t, and whether we need to add any new rules for further projects. Write these rules on the board and explain them to the learners: - We listen carefully to each other and speak kindly. - Everyone in the group has a job and helps with the work. - We ask each other for help when we need it.

	Note: Add or change rules based on what works best for your classroom, and to include any suggestions from learners.
15 minutes	Introduction to the Project (Pair work) Teacher says: - Now let's dive into our exciting project — it's called Story Behind the Picture! - Let's start with a fun activity. - With your partner, open any textbook of your choosing and choose a picture. - Take 30 seconds to look at the picture. - Now, each person silently thinks of a short story that could go with the picture. It can be real or made up! - Take turns sharing your stories with your partner. - Were your stories similar or different? - What did you imagine that your partner didn't? - Just like this, in our project, you'll choose a picture and write a story for it. You'll learn how to describe details clearly and bring pictures to life with your words! - During this project, we will explore the <u>leading question</u>: <i>What stories can a picture tell us?</i> - As we work on this project, your final story should include: - A short story (5–6 lines) based on your picture - At least 3–4 describing words (like colours, size, shape, texture, feeling) - Complete sentences with correct punctuation - A story that's interesting and easy for others to imagine
15 minutes	See-Think-Wonder Activity (Group work) Divide learners into groups of 4-5 and inform them that they will work in the same groups for the duration of the project. Tip: Ensure each group has a mix of learners with different abilities and learning levels. Teacher says: - Now that you know what our project is about, let's practise how to look closely and think deeply about pictures. - We're going to do a thinking routine called See–Think–Wonder. - I'll show you a picture, and in your group, you will: - See – What do you notice in the picture? (Look carefully!) - Think – What do you think is happening in the picture? - Wonder – What do you wonder or want to know about the picture? Show an example picture and how to fill up the table before learners try it out themselves. Refer to Appendix 1 for the picture that can be used during this activity.



SEE	THINK	WONDER
<i>I see children in a park.</i>	<i>I think they are doing what they love.</i>	<i>I wonder if they are enjoying their holiday.</i>

Teacher says:

- Now, in your groups, observe the picture. Then, discuss and write in the table:
- 3–4 things you see.
- 2 things you think based on the picture.
- 2 things you wonder.

Note: Move around the class and encourage or prompt groups as needed. Learners can use the following sentence starters:

- I see...
- I think..
- I wonder...

Once done, get groups to share their findings with the rest of the class.

With your partners, discuss:

- Was there anything you didn't notice?
- If you could jump into this picture and join the children, what would you want to do first, and why?

Homework

Look around your home or surroundings. Write 3 things you **see**, 2 things you **think**, and 1 thing you **wonder** in your notebook. Use full sentences — you can draw too if you like!

Note for teachers	Please arrange for 5-6 pictures for the next class. These could be pictures based on themes: - Nature or countryside scenes - Busy markets or streets - Celebrations or festivals, etc You can do this by; - Requesting the art teacher to prepare theme-based drawings with students. - Print and use the images given in Appendix 2. - Ask learners to bring their own drawings/pictures based on the themes above.
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Day 2 –

Learners will explore the textbook picture ("Paddy Field") by answering observation-based questions and begin planning for their final descriptive writing project in groups.

Time	Activity and Description
10 minutes	Recap: (Whole Class) Teacher says: - <i>Let's remember what we did in the previous class!</i> - <i>Who can tell me what "See-Think-Wonder" means? (Take a few responses)</i> - <i>Now let's discuss the homework!</i> - <i>You were asked to observe your surroundings and write - 3 things you see, 2 things you think and 1 thing you wonder.</i> Ask learners to turn to their partners and share what they wrote. Once done, invite 2-3 learners to share with the class. Teacher says: - <i>In the previous class, we discussed a leading question that drives this project. Does anyone remember what it was? (Take a few responses)</i> - <i>Can someone share what makes a great picture description? (Take a few responses)</i> Reminder learners of the: ● Leading Question - What stories can a picture tell us? ● Criteria - Your final story should include: - A short story (5–6 lines) based on your picture - At least 3–4 describing words (like colours, size, shape, texture, feeling) - Complete sentences with correct punctuation - A story that's interesting and easy for others to imagine Today, learners will discuss the chapter and start planning for the final presentation.
15 minutes	Chapter Discussion: (Group work) Teacher says: - <i>Today, we will use the See-Think-Wonder routine to explore the picture in Chapter 6 titled Paddy Field on Pg. 22. This will help us practise the same observation and thinking skills we'll use in our project.</i>

	- <u>Step 1 - SEE</u> - Let's start with the "See" step. In your groups, look closely at the picture on Pg. 22. - Discuss the answers to these questions together and jot them down in your notebooks: - QA 1. What are the things that you see in the picture? Make a list of things that you can see. - QA 3. How many trees can you count in the picture? - QA 4. Besides the trees, what other plants do you see? Note: While learners work, write useful vocabulary on the board: <i>paddy, hut, plough, trees, farmer, field, tools, water, plants.</i> After 2-3 minutes, invite 2-3 groups to share. Encourage others to add anything they missed. Teacher says: - Let's move on to the next step. - <u>Step 2 - THINK</u> - Now let's move to the "Think" step. Still looking at the same picture: - QA 2. What do you think the hut is used for? - QA 5. A number of stones can be seen in the picture. What do you think they are for? - Take a minute to think quietly first. Then discuss with your group. - Remember to listen carefully to everyone's ideas. After the discussion, invite groups to share one idea each. Teacher says: - Now let's move to the final step. - <u>Step 3 - WONDER</u> - Finally, let's move to the "Wonder" step. Turn to the next picture on Pg. 23. - What do you imagine the people in the picture might be talking about? - Talk about your ideas in your group. Use your imagination! Invite a few groups to share their "wonder" ideas with the class. Conclude the session by highlighting that learners practised key skills for their upcoming project — observing details in a picture, thinking about what they might mean, and imagining the possible story behind them.
15 minute	Picture Selection and Planning: (Group work) Note: Distribute the pictures (Appendix 2 or prepared drawings) or let each group choose one they find interesting from any of their textbooks.

	Teacher says: - Now you will begin planning your final project — <i>The Story Behind the Picture!</i> - Each group will select one picture they would like to work with. Make sure everyone in your group agrees. - Once you pick your picture, use the See–Think–Wonder table again, this time neatly on a piece of paper or in your notebooks. - Here's what to do: 1. Observe the picture carefully as a group. 2. Fill in your See–Think–Wonder table in your notebook. - While creating the table, ensure you are meeting the following criteria: - Include at least 3–4 describing words (like colours, size, shape, texture, feeling) - Use complete sentences and correct punctuation. - You can keep the writing simple today. The actual story writing will happen tomorrow!
Homework	Answer Q B and C on Pg. 23 of the textbook.

Day 3 –

Learners will draft a story based on a picture and give or receive feedback to improve it.

Time	Activity and Description			
5 minutes	Recap: (Pair Work) Learners will exchange their homework with their partner and check the answer. Sample answer, QB 1. False 2. True 3. False 4. True 5. True; QC 1. necessary 2. reflections 3. banana 4. thatch In the previous class,we described the picture in detail. Today, we will bring the picture to life by sharing a story around it! Ask learners what picture their group chose, and what they observed and imagined.			
20 minutes	First Draft: (Group work) In their groups, learners begin writing the first draft of their story using the See–Think–Wonder table they completed in the previous class. Their story should: - Be at least 5–6 lines long, based on the picture - Include 3–4 describing words (e.g., colours, size, shape, texture, feelings) - Use complete sentences with correct punctuation - Be interesting and easy to imagine To help learners get started on the story, explain how every great story has a beginning, middle and end. Observe the picture and explore the following guiding questions: <table><tr><td>Beginning What happened first?</td><td>Middle What happened next?</td><td>End How does the story end?</td></tr></table>	Beginning What happened first?	Middle What happened next?	End How does the story end?
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	<table><tr><td>Where is the story happening?</td><td>Is there a problem the character faces?</td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Where is the story happening?	Is there a problem the character faces?				
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	Differentiation Tip: - To support all learners, write these sentence starters on the board: - There is... - It looks like... - Once there was... - Then... - Also, create a short word bank on the board with useful describing and action words (e.g., green, crowded, flying, splashing). Encourage learners to use words from the textbook as well. Note: As groups work, move around the classroom to guide, prompt, and encourage them to add more details or clarify their ideas. Remind learners of the rules they set at the beginning of the class.						
15 minutes	Peer Feedback: (Group work) Teacher says: - <i>Now it’s time to share your writing with another group and get feedback. Feedback means helpful advice to make your work even better. When we give feedback, we are kind and respectful, we say what we liked, and then suggest something to improve.</i> - <i>Let’s first talk about how to give feedback:</i> - <i>Say something you liked first.</i> - <i>Then give a kind suggestion. For example: “I liked how you described the dog. Maybe you could add what the dog is doing.”</i> - <i>Be clear and helpful, not rude.</i> - <i>And here’s how to receive feedback:</i> - <i>Listen carefully.</i> - <i>You don’t have to agree with everything, but be open to suggestions.</i> - <i>Say thank you and think about how the feedback can help you improve.</i> - <i>Now I’m going to pair you up — Group 1 with Group 2, Group 3 with Group 4, and so on. One group will read their writing aloud while the other listens. Then you’ll switch.</i> - <i>Here are some questions you can use to give feedback:</i> - <i>What do you like about their writing?</i> - <i>What is the picture story they are trying to share?</i> - <i>What could they add or change to make it even better?</i> - <i>Did they follow the writing steps — describe things, use describing words, and write complete sentences?</i>						

	After both groups finish sharing, take a minute to talk within your group and decide on 1–2 changes you would like to make to your writing. You will make those changes when you write your final draft in the next class.
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Day 4 –

Learners will revise and write the final version of their descriptive writing or story, using feedback to improve clarity and detail.

Time	Activity and Description
10 minutes	Recap: (Whole Class) Begin the session by revisiting what was done the previous day. Teacher says: - <i>In the previous class, you wrote your first draft and received feedback from another group. Today, you'll use that feedback to improve your writing and create your final draft.</i> - <i>What was one suggestion your group received? (Take a few responses)</i> - <i>What change are you planning to make in your writing today? (Take a few responses)</i> Remind learners of the leading question and criteria.
30 minutes	Final Draft: (Group Work) Note: If possible, provide each group with half a sheet of chart paper to neatly write their final draft. If chart paper is not available, you can give each group a regular sheet of paper to complete their work. Teacher says: - <i>In the next class, we will have a Gallery Walk where your group's story and picture will be displayed for everyone to see and enjoy. So today, you will work on the final version of your story. Use the feedback you received to make your writing clearer and more interesting. Make sure it's your best version!</i> - <i>Firstly, go over your first draft together as a group.</i> - <i>Talk about what changes you want to make.</i> - <i>Then, neatly rewrite your final piece on chart paper (or a clean sheet if chart paper is not available).</i> - <i>You can also add pictures and drawings to make your story look even better for the display.</i> - <i>Here's what your final story should include:</i> - <i>A short story (5–6 lines) based on your picture</i> - <i>At least 3–4 describing words (like colours, size, shape, texture, feeling)</i> - <i>Complete sentences with correct punctuation</i> - <i>A story that's interesting and easy for others to imagine</i> Note: Teachers should move around the classroom to support groups with spelling, grammar, and sentence structure, helping them improve the quality of their final writing.

Homework	Complete any pending work on the final draft.
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Day 5 –

Learners will present their descriptive writing or story and reflect on their experience of observing, imagining, and working in a group.

Time	Activity and Description
10 minutes	Introduction and Class Setup: (Whole Class) Note: Before starting, arrange the classroom for a gallery walk. Assign each group a space — on the wall or a table — to display their picture, final writing and a blank sheet of paper to collect feedback on. (Refer to Appendix 3 to understand how to conduct a gallery walk.) Teacher says: - <i>Today is our final day of the project!</i> - <i>You have worked hard to look closely at pictures, imagine what’s happening, and bring those ideas to life with words.</i> - <i>Now it’s time to share your work with your classmates in a Gallery Walk — just like a real art and writing exhibition! Each group will display their picture and final writing in a space around the room.</i> - <i>Then, we’ll walk around, read each other’s work, and leave kind comments or reflections on the blank sheets of paper placed next to each display for feedback.</i> - <i>Let’s be thoughtful readers and respectful visitors. Take your time at each display, enjoy what your classmates have created, and pay close attention to the details in both the pictures and the writing.</i>
20 minutes	Group Presentation: (Whole Class) Each group will now take part in a Gallery Walk. Teacher says: - <i>You will move around the classroom to look at each group’s picture and final story. Make sure to spread out and don’t crowd around one display — visit different tables or walls so everyone gets a chance to see all the work.</i> - <i>As you walk around:</i> - <i>Look carefully at each group’s picture and writing</i> - <i>Read quietly and respectfully</i> - <i>Leave your comments or feedback on the feedback sheet left next to the picture and drawing.</i> Encourage learners to use sentence starters like: - <i>I liked how you described...</i> - <i>Your story made me feel...</i> - <i>This part was really interesting because...</i>
10 minutes	Reflection: (Independent Work) Teacher says:

	- At the end of each project, we will think about aspects such as what went well, what could have been better, and what we learnt through the project. This process is called reflection. - For this project, let's reflect on these questions: - What did you enjoy most about this project? - What did you learn about observing pictures? - How did your group work together? - If you did this again, what would you do differently? - Which project rules helped your group work well? - Were there any rules that did not help much? Should we change or explain them better? - Can you think of any new rules that we need? Once done, invite a few learners to share their reflections with the class. - If any groups suggest new rules, have the class vote on them. - To keep the list simple and easy to follow, try to keep the final set of PBL rules to not more than 5. Conclude by appreciating all groups for their work and doing an amazing job turning pictures into powerful words.
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Additional enrichment activities:	- Learners can create a comic strip based on their chosen picture. - Learners can perform a short skit that brings their story to life. - Learners can create their own pictures and write a description or story, then have other groups guess which picture it matches.
Modifications for simplification	- Learners can write shorter pieces (2–3 lines) with support if needed. - Learners can draw and label the picture, then explain it in simple words.

ASSESSMENT CRITERIA

A majority of my learners were able to:

- ☐ Write 4–5 clear details based on a picture
- ☐ Use 3–4 describing words
- ☐ Write complete sentences with correct punctuation
- ☐ Create a short story (5–6 lines) based on their observations.

APPENDIX

Project Details

Leading question:	What stories can a picture tell us?
Subjects covered:	Literacy, Art
Age group:	12-13 year-olds

Total time required:	In class: 40 minutes a day for 4 days
Learning outcomes:	Literacy Outcomes: - Write 4–5 clear details based on a picture. - Use 3–4 describing words. - Write complete sentences with correct punctuation. - Create a short story (5–6 lines) based on their observations. Social and Emotional Learning Outcomes: - Demonstrate cooperation and teamwork to promote group effectiveness. 21st Century Skill Outcomes: - Observe and interpret pictures using critical thinking. - Collaborate with peers to plan, write, and revise their work. - Communicate their ideas clearly through writing and discussion. - Use creativity to turn pictures into original stories or descriptions.
Previous Learning	NA
Supervision required:	Medium

APPENDIX 1

SEE-THINK-WONDER Activity (Used on Day 1)



APPENDIX 2

Pictures for Each Group (optional) (Used on Days 3,4, and 5)







APPENDIX 3

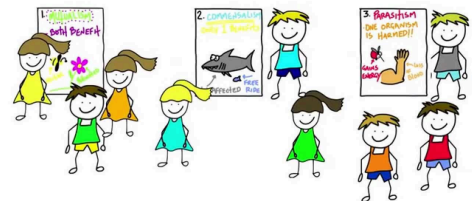
Gallery Walk (Used on Day 5)

What is it?

A Gallery Walk is an activity where students display their work and move around the room to view and respond to each other's projects.

How to do it?

1. Display each group's final story and picture around the classroom — on walls, desks, or tables.
2. Assign different starting points to each group to avoid crowding around one display.
3. All students move around the room in a set direction (clockwise or as guided by the teacher). Give a signal every 2–3 minutes to indicate when to move to the next display.
4. At each stop, students should:
 - a. Read the story quietly and respectfully



- b. Look carefully at the picture
- c. Leave kind comments or reflections on the feedback sheet (optional)

Chapter Learning Outcomes Mapping Table

Learning Outcomes (Taken from the Textbook)	Coverage
Observe pictures and describe them.	Yes
Identify different things in a paddy field.	Yes
Imagine and converse about what the people in the picture are talking about.	Yes
Identify the two types of cultivation and write the differences between them.	No