



**LESSON:** Picture Scavenger Hunt

**Grades:** 1-3

**Subject Areas:** Language Arts

**Estimated Time:** 45 minutes

**I. Summary:** Part of WordGirl's success comes from her ability to apply her intelligence. Another part comes from her great sense of timing and her talent at spying! Turn on the detective spirit in your students when they must find images in magazines that match the word captions they've been given.

## **II. Objectives:**

- Students will be introduced to new vocabulary
- Students will use that vocabulary in context
- Students will become aware of the connections between visual and written media
- Students will practice observational and interpretive skills

## **III. Materials:**

- Lots and lots of different kinds of magazines
- The front page of a newspaper
- An example of a word caption and picture
- Scissors
- Glue
- Pen/pencil
- Large index cards or tagboard cut into large squares
- Dictionaries

## **IV. Procedure:**

1. Before the lesson, prepare a large example of a word caption and picture (illustration). Also prepare sets of three vocabulary cards for each student. Use a variety of words in each set, based on the suggested vocabulary below. Print the words on the bottom of the card so there is ample space left to glue a picture. On the back of the cards, provide the word's definition.

## **Suggested Vocabulary to be used, with brief definitions:**

1. **Pudgy** – chubby, short and fat
2. **Priceless** – precious, beyond the value of money



3. **Complex** – complicated, made up of connected parts
4. **Pompous** – a snob, someone who thinks they're better than others
5. **Dazzling** – so shiny it's almost blinding, flashy
6. **Ultimate** – the best, the greatest
7. **Vicious** – violent and mean
8. **Timid** – shy
9. **Mischievous** – naughty, misbehaved
10. **Frustrated** – discouraged, disappointed
11. **Pizzazz** – attractive, glamorous style
12. **Oblivious** – clueless, unable to see what's right in front of you
13. **Obnoxious** – very annoying or offensive
14. **Convenient** – easy to reach or deal with
15. **Threatened** – to be at risk or in danger
16. **Successful** – to accomplish or succeed at something
17. **Urgent** – something that needs immediate action or attention
18. **Futile** – useless, hopeless
19. **Coordinated** – can move fast with skill and ease
20. **Flabbergasted** – to be so surprised that you can't think or talk
21. **Absurd** – silly or ridiculous
22. **Extreme** – going beyond the usual limits
23. **Classic** – the best, to serve as an example
24. **Over-rated** – to oversell, to exaggerate
25. **Sizzling** – burning hot
26. **Faulty** – not working, broken
27. **Tacky** – offensive, lacking in style
28. **Scintillating** – brilliant, clever
29. **Hullabaloo** – noisy excitement
30. **Predicament** – a sticky situation, a tough place to get out of

1. Introduce the lesson by holding up the front page of a newspaper. Point to a photograph and ask students if they know what the words under the photograph are called. Explain that a caption is a very short explanation or description that accompanies a picture. Invite students to discuss why captions are important.

2. Now show students the example of the single word caption and picture and discuss how this picture also illustrates the caption. Explain that students will be conducting a "scavenger hunt" to find pictures for word captions. Their challenge is to find the three best matching visual examples of what their words mean.

3. Provide the class with many different magazines. Give each student scissors, glue, and three large, unlined index cards. Place dictionaries in central positions and tell students they are welcome to consult them



if they need more information.

4. Once the students have found the best image(s) that conveys their word's meaning, they should glue their pictures onto the vocabulary cards above the word caption.

5. Invite students to choose their favorite caption and picture from the three they have completed to share with the class. Students should explain to the class what their word is, what it means, and then hold up their card to show the picture they've chosen to illustrate their caption.

**V. Assessment:** Students should understand and be able to use new words in context. Students should become aware of the connection between visual and written communication. Students should comprehend the concepts of caption and illustrate.

#### **VI. Extensions in Learning:**

- Distribute a number of cartoon strips to the class and invite students to look at how the captions and illustrations work together in this context. Encourage students to make their own cartoon strip, using new vocabulary words and their own drawings. Share these with the class.
- Draw some rebuses on the board, and ask students to work out the meanings. A rebus is the representation of a name, word, or phrase using pictures. Some rebuses incorporate letters of the alphabet and numbers. For a classic example, "I love you" could be represented by the drawing of an eye, the picture of a heart, and the letter "U."
- Once they are comfortable with the concept, invite students to create their own rebus puzzles. Share these with the class.

**Related National Standards (These are established by McREL at URL: <http://www.mcrel.org/standards-benchmarks/>.)**

- Language Arts
- Visual Arts