

Photo-bloom Activity Guidance

Using the image provided in the Reading Hero pack, or an alternative image of your choosing complete the activity by using the following steps (note: this activity will take 2-3 sessions to complete):

Photo Blooming - step 1

Study the photo with children and ask them to name anything they recognise, add labels. Now ask them to point out any features on the photo (even if they don't know the name). Write these labels on too and ask the children to say the labels as you go (see sample image below).

Give children a copy of the photo to stick in their books and get them to label the photo themselves, using the group image as required.

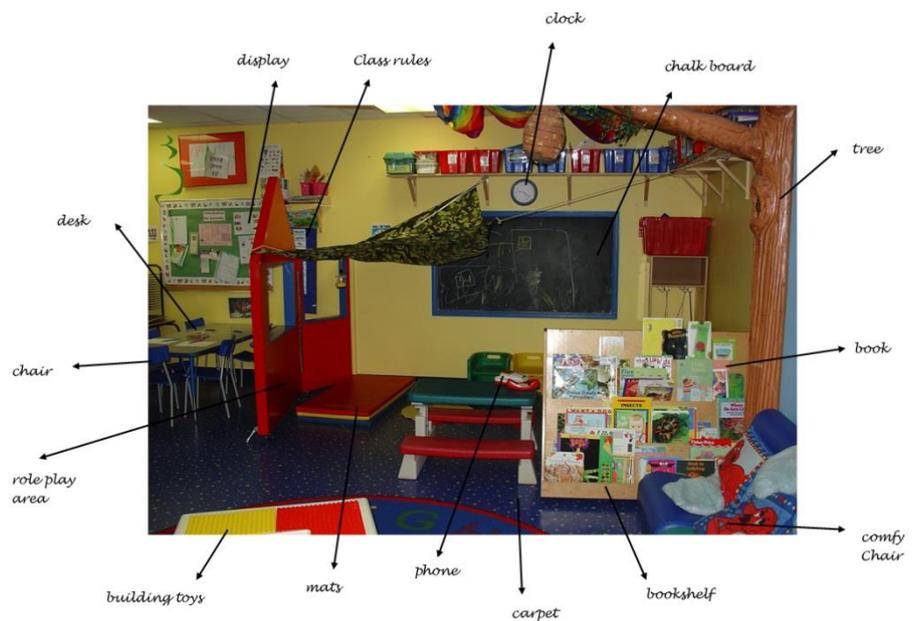


Photo Blooming - Step 2

Children then categorise the words from their image however they like (e.g. words starting with 'b', words with an 'a' in, items that you sit on etc.)

Next ask children to use peer chat, bilingual dictionaries or their own imagination to add five new words to each of the categories.

Each child will now have around 30-40 words and because they found them themselves, they should have a good understanding of their meaning.

Photo Blooming - Step 3

Provide 10 cloze sentences that children can complete using their new word bank. For example:

'The _____ is on _____.

The _____ is red and is next to _____.

A _____ is on the wall.

Once children have completed their cloze sentences get them to read out some of the sentences and demonstrate the chosen object on the photo.

Next get the children to categorise the sentences however they like, such as *'sentences with colours in them'*, *'sentences with the word the 'on'*, *'sentences with 'wall' in them'*.

Get them to write two more sentences to fit their categories. What else is on the walls? What colours are other things on the photo? What other items are on top something?

For many students this will be enough writing from one image and they will have created a concrete understanding via scaffolded support from the teacher and their peers and will have a far greater understanding of the vocabulary involved within the image than before they began.

Photo Blooming - Step 4

Depending on the level of students they could, at this point, move to step 4 and begin to write more complex sentences integrating the additional information that they are adding to create paragraphs. For example they could look at adjectives, sentence openers, organising paragraphs and conclusions.

Once this step has been completed, the children's writing will have 'bloomed'. They will have produced a structured piece of writing based around a single image, which they have engineered every step of the way through the choices they made for categorising and choosing additional