

## About the Developmental Studies Center

### Our Mission

Developmental Studies Center (DSC) is a nonprofit organization dedicated to children's academic, ethical, and social development. Since 1980, DSC has developed school-based and after-school programs that help children develop capacities to think deeply and critically so they will continue learning throughout their lives and strengthen their commitment to such values as kindness, helpfulness, personal responsibility, and respect for others.

## DSC's Programs Develop Skills and Community

### Programs for use in classrooms

#### **Caring School Community™** • Grades K–6

The Caring School Community (CSC) program is a nationally recognized, research-based program that builds community—in the classroom, across grades, schoolwide, and with families.

#### **Making Meaning®** • Grades K–8

The Making Meaning program is a reading comprehension curriculum that teaches comprehension strategies through read-alouds, collaborative structures, and reflective partner work.

#### **SIPPS®** (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) • Grades K–12

The SIPPS program teaches decoding systematically. It is designed specifically for intervention and covers single-syllable decoding, short vowels, simple consonants, complex vowels, consonant digraphs, polysyllabic strategies, and high-frequency sight words.

#### **Being a Writer™** • Grades K–5

The Being a Writer program is a yearlong writing curriculum—the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. (Available August 2007)

### Programs for out-of-school time

#### **AfterSchool KidzLit®** • Grades K–8

The AfterSchool KidzLit program is a literacy enrichment program consisting of terrific read-aloud books, and discussions and activities that help kids make connections between the stories, their own lives, and the world.

#### **AfterSchool KidzMath™** • Grades K–6

The AfterSchool KidzMath program provides academic enrichment using cooperative math games and literature-based activities. Kids deepen their understanding and practice important math skills—and have fun.

#### **Science Explorer** • Grades K–6

Science Explorer is an inquiry-based, interactive program of experiments using ordinary materials that inspire students to explore scientific principles.

#### **Math Explorer** • Grades 6–8

Math Explorer invites children to fly planes, launch rockets, learn card tricks, and make cool stuff to take home—all while practicing the important math skills middle-school students need extra help with.

For more information, please visit [www.devstu.org](http://www.devstu.org) or contact us by phone at 800.666.7270.



**DEVELOPMENTAL  
STUDIES CENTER™**

**Nonprofit. Research Based. Mission Driven. Since 1980.**

# A Photo Story

## Before Sending Home the Activity

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**G**ive students some experience telling and then writing the story of a photograph. For example, have students work in pairs, and give each partner a different picture to write about. First have them tell each other the story of their photos, then have them write their stories and read them to each other. (You might give students experience both with pictures that tell a factual story and pictures that leave room for their imagination.)

Before sending the activity home, ask the class for suggestions about making this Homeside Activity successful.

## Follow-Up

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Have partners read each other their stories of their family photos, and then have students draw the “photo” they imagine their partner described.

# A Photo Story

## Dear Student,

*You are in charge of this Homeside Activity, which means you are in charge of finding an adult to do it with you, finding time you both have free to do it, explaining and “directing” the activity, making sure the adult signs it, and bringing it back to class. Please find about 20 minutes that you can spend on the activity with a parent or other adult—a neighbor, grandparent, older brother or sister, or family friend. If you’d like, get a bunch of people involved!*

*One of the most important reasons for doing this activity is that you and the adult will learn things from each other about what you think, feel, know, and want to know. In class we can then also learn from each other, when we share what we have learned at home. Just be sure to ask the adults for permission to pass along what they say—and don’t forget to thank them for contributing to our class’s learning!*

**T**ell your parent or adult friend about a story you wrote in class that started from a photograph.

Then look at some family photographs together and decide on one to write about. Talk about what the photograph shows and what would be interesting to tell other people about it.

Then write a first draft of the story of the photograph (use a different sheet of paper). Read your first draft to the adult and decide whether there is anything you want to change before you read it to the class.

Write your final draft on the back of this page. Give your story a title, too!



# Una fotohistoria

## Querido alumno o querida alumna,

*Tú eres la persona encargada de realizar esta Actividad Familiar: te toca encontrar a una persona mayor que la pueda hacer contigo, hallar un tiempo que los dos tengan libre, llevar a cabo la actividad, obtener la firma y por último traer la actividad de vuelta a la escuela.*

*Necesitarás hallar unos 20 minutos que puedas dedicarle a la actividad junto con uno de tus padres o con otra persona mayor: pudiera ser un vecino o una vecina, uno de tus abuelitos, tu hermano o hermana mayor, o algún amigo o amiga de la familia. Si quieres, ¡puedes reunir a todo un grupo!*

*Una de las razones principales por la cual realizar esta actividad es que cada uno de ustedes aprenderá mucho acerca de la otra persona: ambos aprenderán qué piensa, qué siente, qué sabe y qué quiere saber cada cual. Más tarde en la clase, seguiremos aprendiendo unos de otros al compartir lo que hemos aprendido en casa. Sólo asegúrate de pedirles permiso a las personas mayores para compartir lo que te han contado, y ¡no te olvides de agradecerles por su contribución a nuestro aprendizaje!*

**C**uéntale a uno de tus padres o a otra persona mayor el cuento que escribiste en la clase sobre una foto.

Luego, miren juntos algunas fotografías familiares y elijan una para escribir sobre ella. Conversen sobre la fotografía y sobre qué sería interesante contarle a otras personas de la misma.

Luego escribe un borrador del relato basado en la fotografía (escribe el borrador en otra hoja de papel). Lee el borrador a la persona mayor y decide si hay algo que quieres cambiar antes de leérselo a la clase.

Escribe la versión final en el dorso de esta hoja. ¡No te olvides de crear un título para tu relato!

