

ACTIVITY 2 | TEACHER GUIDE

Beyond the Frame

A wildlife photograph can be a window into what we know, what we suspect, and what we still want to learn.

Look closely. Wonder boldly. Check the facts.

A single photograph can inspire both investigation and imaginative storytelling.

FOR THE TEACHER / FACILITATOR

Students observe a wildlife image, distinguish visual evidence from inference, form a researchable question, and write a brief plausible scene from just before or just after the moment photographed.

LEARNING GOALS

- ❑ Separate observation from inference and imagination.
- ❑ Ask a question that can be researched.
- ❑ Write a short scene using plausible animal behavior.

MATERIALS & SETUP

- ❑ One wildlife photograph, projected or printed
- ❑ Student sheets 1-4; pencils
- ❑ Optional approved field guides or research access
- ❑ 30-40 minutes; individual work and pairs

ACTIVITY SEQUENCE

1. Give students 60 quiet seconds to study the image.
2. Complete I SEE / I THINK / I WONDER. Ask what evidence supports each statement.
3. Choose one wonder that is researchable. Students record a possible source.
4. Write what might have happened five minutes before or after the photograph. Mark known details and invented details.
5. Exchange scenes with a partner and ask one fact-checking question.
6. If resources allow, research one question and revise a sentence.

CLASSROOM NOTE The photograph captures one instant, not proof of events outside the frame. Avoid inventing animal behavior as fact.



STUDENT SHEET 1 | LOOK CLOSELY

What Do You Notice?

Spend 60 quiet seconds looking at the wildlife photograph. Start with what is visible, not with a guess.

NAME _____

DATE _____

PHOTO TITLE / SUBJECT (if known): _____

I SEE

Things in the photo that I can point to.

I THINK

Ideas or explanations I cannot yet prove.

I WONDER

Questions I would like to answer.

SHOW THE EVIDENCE

Choose one statement above and explain what you see that supports it.

REMEMBER Seeing a bird near another bird is an observation. Saying they are friends or arguing is an inference or imagination.



STUDENT SHEET 2 | INVESTIGATE

Follow One Question

Choose a question from your "I WONDER" column that you can actually research.

NAME _____ DATE _____

My researchable question:

What do I currently think the answer might be? Why?

CHECK A TRUSTWORTHY SOURCE

Use a field guide, nature center, wildlife agency, or another teacher-approved resource.

Source title / organization: _____

One fact I learned: _____

Does that fact change what I think is happening in the photograph?

IF RESEARCH IS NOT AVAILABLE Write where you would look for an answer. A good question is still valuable.



STUDENT SHEET 3 | CREATIVE WRITING

Five Minutes Beyond

The camera caught one moment. Imagine a scene before or after it, without confusing invention with observation.

NAME _____ DATE _____

CHOOSE YOUR MOMENT

☐ Five minutes BEFORE the photograph ☐ Five minutes AFTER the photograph

The animal / subject I am writing about: _____

Two details I can actually SEE in the photograph:

One detail about the animal or habitat that I KNOW or need to check:

MY IMAGINED SCENE

Write a short paragraph. Use the image as your starting point, not as proof of what happened.

YOUR AUTHOR NOTE Underline one detail from the photo and circle one detail you invented.



A Second Look

Share your paragraph with a partner. Good stories become even stronger when we learn more about the real animal.

NAME _____

DATE _____

A detail my partner noticed that is supported by the photograph:

One factual question my partner asked about my scene:

A sentence I would revise after researching:

My revised sentence (or a better question to investigate):

FINAL THOUGHT A photograph can be art and evidence at the same time, but one frame never tells the whole story.