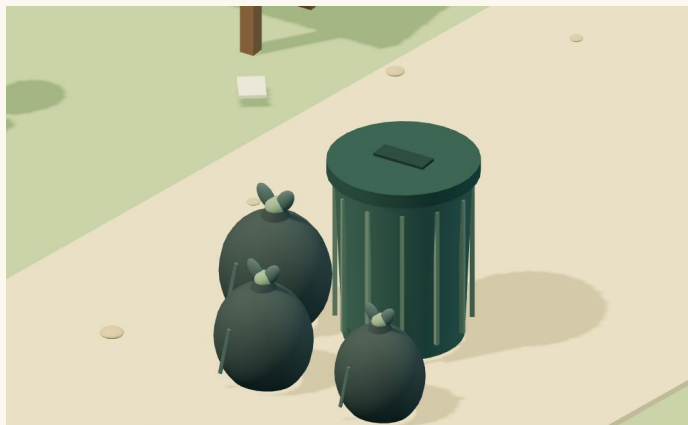


One picture. More than one story.

FRAME LAB · Grade 5 · Ontario Language · 15-minute teacher-led routine

Make a hidden media choice visible. Students widen the frame, check dated sources, and revise a claim without saying more than the evidence supports.



01 THE TIGHT FRAME

Three tied bags beside a bin. A repost claims: "Nobody is looking after Riverbend Park."



02 THE UNCHANGED WIDER FRAME

Volunteers and a cleanup table were outside the crop. More context helps; the image still cannot tell us its date.

All people, posts and records are fictional. The 3D illustration is a teaching model, not a real news photograph.

RUN IT TOMORROW

0–3 min

Observe, then examine the claim.

Name what is visible. Separate "I can see..." from "The caption claims..."

3–6 min

Widen the frame.

Keep the scene unchanged. Ask what was left out and how that affects the first impression.

6–10 min

Check the source and date.

Compare the May 16 original caption and cleanup bulletin with the September 26 repost.

10–13 min

Revise with evidence.

Explain what the May evidence supports and what remains unknown about September.

13–15 min

Transfer without the scaffold.

Use the empty-library case on page 2. Listen for a qualified claim, not just a correct choice.

Teach the pause. Make the reasoning visible.

MODEL RESPONSE

"The crop shows three tied bags beside a bin. The May 16 photographer caption and cleanup bulletin identify a spring cleanup. The September repost leaves that context out. This old image does not tell us the park's condition in September or today."

SUPPORTS THAT PRESERVE THE THINKING

Read the cards aloud; define **crop**, **claim** and **context**. Accept a spoken explanation before writing. Offer: "The image shows _____. The source is dated _____. I still need to know _____." Use the text scene if 3D is unavailable. Do not label the repost false: the later condition is unknown.

A FRESH CHECK

Fictional transfer: An image shows an empty library at 9 a.m. on Tuesday. Its caption says, "Nobody ever uses this library." What can you conclude, and what would you check?

Expected reasoning: The image shows an empty room at one moment. It does not establish use at other times. Check opening hours, the original source/date and evidence across other times before accepting "ever".

LOOK FOR THREE THINGS

Observation: distinguishes a visible detail from a claim. **Context:** uses the original source/date and corroborating record. **Revision:** states what is supported and what remains unknown. Use explanations to choose the next teaching move; this is not a validated assessment.

ONTARIO CONNECTION · GRADE 5 LANGUAGE (2023)

A2.3: evaluating information and perspectives. **A2.4:** analyzing media conventions and techniques. **A2.5:** relationships among form, message and context. This focused routine supports parts of these expectations; it is not full coverage. Connect the discussion and writing with Strands B–D.

COMMON SENSE REMAINS THE SOURCE FOR ITS OWN LESSON

Pair this original companion with [Common Sense Education: Media Frames: Looking Beyond Headlines](#). The demo links directly to that lesson; it does not reproduce its slides, handouts or artwork.

[Official Ontario Language curriculum](#) · Grade 5, A2.3–A2.5. Sources checked September 27, 2026.

A SMALL, USEFUL COLLABORATION TO REVIEW

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