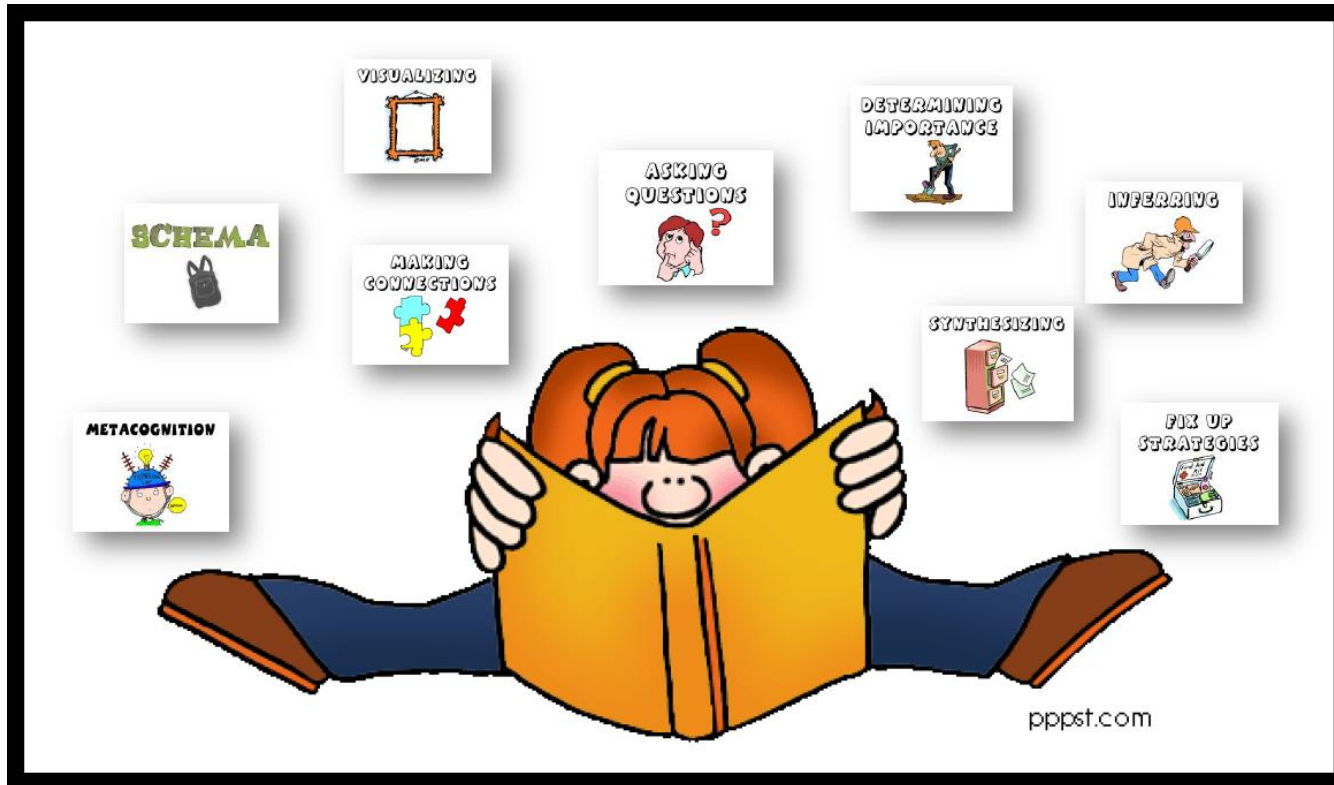


Reader's Workshop SCOPE and Sequence

Last Updated on 8-15-11



Visualizing

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Reader's Workshop SCOPE and Sequence

VISUALIZING

Visualizing: A Painting in my Mind

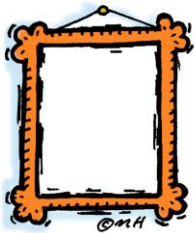
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Mini Lesson

Materials and Resources

"I Remember"

VISUALIZING



As I read . . .
I create pictures in my mind to help me understand what I am reading.

Share with the class that today's activity will help them to learn about a new reading strategy. Ask students to meet you at the carpet with their crayons/markers. Have students sit around the perimeter of the carpet. Distribute the *Mental Images Recording Sheet*. One at a time, say the "Word Images" phrases. You can make up your own if you wish. Have students quickly close their eyes for each phrase, visualize what it looks like in their mind's "eye" and draw it on the MENTAL IMAGES recording sheet. Allow time for students to quickly share their picture with a neighbor after each phrase. End the activity by sharing that readers create mental images when reading and that we will talk more about mental images tomorrow.

- Crayons/Markers
- Mental Images Recording Sheet

MENTAL IMAGES

1.	2.
3.	4.

- Words of Phrases for "Word Images" Activity:
 1. *A Time You Got Hurt*
 2. *Your Favorite Place to Spend Time*
 3. *The First Time You Rode a Bike*
 4. *Your 5-Year Old Birthday Party*

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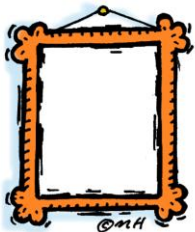
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Mini Lesson

Materials and Resources

Where do I belong?

VISUALIZING



As I read . . .
I create pictures in my mind to help me understand what I am reading.

Display three objects in front of the class. Ask the class to quickly choose one object. Have them close their eyes and picture the object in their mind. As they continue to close their eyes, ask them (1) where is the object? and (2) what else is there too? Have them open their eyes and use the index cards and crayons/markers to draw a picture of where their object was in their mind's eye. Encourage them to add detail to the picture. As they work, quickly create an anchor chart for their index cards. When finished, have them glue their index card under the correct heading on the anchor chart. Notice similarities and differences in student index cards as they add them to the chart. Briefly allow students to share why they think the pictures are similar or different.

- Common Objects (3) of Things Found in Nature, Around the House, In the Classroom, etc. Examples: shoe, shell, flower, rock, starfish, cookie, marker, rug, wheel, dice, candle, ...



- Anchor Chart (3 columns w/ a picture of common object as the heading for each column)- title the anchor chart: Mental Images
- 4x6 Index Cards
- Markers/Crayons

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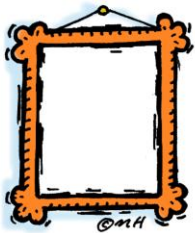
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Mini Lesson

Materials and Resources

What do you hear?

VISUALIZING



As I read . . .
I create pictures in my mind to help
me understand what I am reading.

Download several sound effects to your computer or CD. Play the sounds one at a time for the class. After each sound ask them, "What do you see, hear, taste, feel, smell?" Allow discussion as you see fit. You may want to have them close their eyes for the first part of each sound effect. Before you play the final sound effect distribute index cards and markers/crayons. Play the sound and have students draw what they see, feel, hear, taste, and smell. Allow students to share their drawings when finished. As each student shares, glue their picture to the anchor chart. Briefly allow students to share why they think the pictures are similar or different.

- Anchor Chart -- *Mental Images from Sounds*
- 4x6 Index Cards
- Markers/Crayons
- Sound recordings such as waves, laughter, popping, motor, splashing, screaming, buzzing, clicking, etc...

Sound Effect Website Resources:

www.soundsnap.com
www.soundbible.com
www.stonewashed.net
www.soundjay.com
www.a1freesoundeffects.com
www.pacd.com/sounds/



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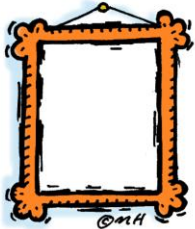
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Mini Lesson

Materials and Resources

Visualizing Anchor Chart

VISUALIZING



As I read . . .
I create pictures in my mind to help
me understand what I am reading.

Ask the class to tell you what they know about visualizing. Ask the class what they know about connections. Share that today they will be creating a chart to help us all remember one of the good things that readers do when they read – Visualizing. Show the materials. Explain each one discussing how it relates to helping us to visually remember the concept of Visualizing:

- picture frames = our mental images
- backpack = our schema
- book page = author's words

Attach the large frame horizontally on the chart. Attach the visualizing title. Keep the rest of the materials for a later lesson. Display the chart on the wall for future reference. Share that we will add to the chart as we continue to learn about Visualizing.

Visualizing Anchor Chart Materials:

- Visualizing Anchor Chart Title
- Large Picture Frame
- Backpack Cut Out or Picture
- Page from a Book (text only)
- Small Picture Frame

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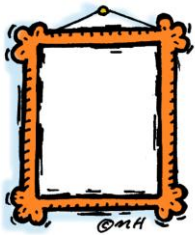
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Mini Lesson

Materials and Resources

Planting the Vocabulary for Visualizing Thinking Stems

VISUALIZING



As I read . . .
I create pictures in my mind to help me understand what I am reading.

Tell students that readers often use certain words or phrases when they are thinking about the books they read. Share that readers who visualize and share their mental images with others sometimes use mental images thinking stems. Tell students that today you will model how to share mental images while reading the book. Ask them to listen carefully to the words you use when sharing what you are visualizing. Read the book. Stop periodically to authentically share your mental images. Use visualizing thinking stems that you wish for your students to use (and that will be added to the chart). When finished, ask the class to share what they observed as they listened to you. Share that over the next few days we will continue the activity and add to the chart.

- Read Aloud Book
- Visualizing Anchor Chart

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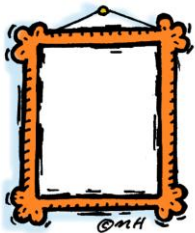
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Mini Lesson

Materials and Resources

Identifying Visualizing
Thinking Stems (Ongoing)

VISUALIZING



As I read . . .
I create pictures in my mind to help
me understand what I am reading.

What do readers do while they are reading? Reiterate that readers THINK about their reading. Readers use their schema, make connections, and create mental images as they read the authors words/text. Model this for students. Read aloud a book you are familiar with and use the "think out loud" strategy to VISUALIZE. Use the "visualizing thinking stems" that you'd like your students to begin using when they begin making their own mental images (whether shared or not shared). When you have finished reading and thinking out loud, ask students to make observations about you as a reader (what you were doing, what words you used, etc.). Record their answers on the Visualizing anchor chart. As you dismiss students, encourage them to think about what they are reading, and to start using mental images thinking stems as they read and visualize. Add to the chart as the unit progresses.

- Read Aloud you've previously read and have connections with
- Visualizing Thinking Stem Statements:

Thinking Stems...	I see... I hear... I smell... I feel... I taste... I can imagine... My mental image includes... The picture in my head... Those words make me see/hear/taste/feel/smell... When the author says ____ I can see/hear/taste/feel/smell...
--------------------------	--

Continue to add to the chart as the unit progresses!

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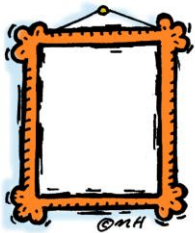
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Mini Lesson

Materials and Resources

Where Mental Images Come From

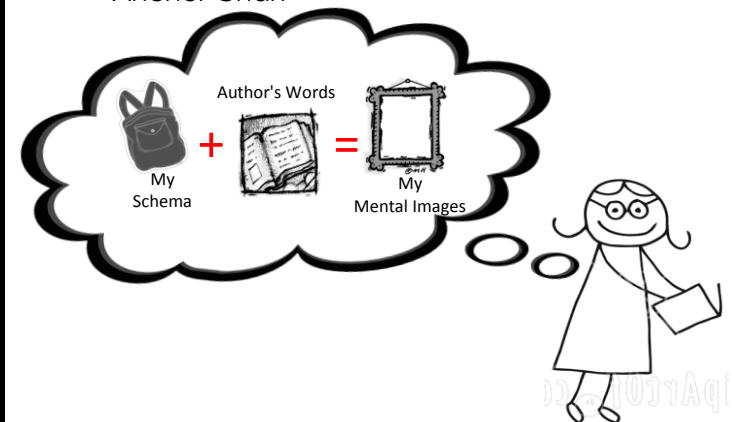
VISUALIZING



As I read . . .
I create pictures in my mind to help
me understand what I am reading.

Select a book to read. As you read the book, share your schema and connections by writing them down on backpack cut outs. Jot down author words or phrases that create mental images in your mind on post it notes. When finished reading, create an anchor chart that shows how the author's text and a your schema as a reader help you to make mental images. Share with the class that good readers create pictures in their minds during and after reading to help them understand what they are reading. Readers visualize using their 5 senses and emotions based on their background knowledge. Readers use their background knowledge and the author's words/text to create paint a picture of the text. By creating images, readers clarify thinking, draw conclusions, and deepen their understanding of the text. Model how to create mental images several times by repeating this lesson with several texts over the year.

- Backpack Cut Outs
- Mental Images Mentor Text to Read
- Post It Notes
- Anchor Chart



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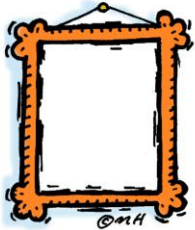
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Mini Lesson

Materials and Resources

When you hear it,
what do you see? - Read Alouds

VISUALIZING



As I read . . .
I create pictures in my mind to help
me understand what I am reading.

As you read aloud from chapter books, and come across a descriptive phrase, sentence, or paragraph, have students put their thumb up if they have a picture in their head about what was just read. Share that readers (listening to reading) create mental images in their heads (mind's eye) all the time. Mental images help the reader to understand the story better. Do this activity every day during your chapter book read aloud time. This is also a great time to develop vocabulary, too. As you come across might-be-unfamiliar words or phrases, have your class visualize the text you are reading and try to figure out what the word or phrase means. Have them act it out when possible.

Chapter Book Read Alouds



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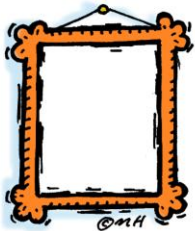
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Mini Lesson

Materials and Resources

**When you hear it,
what do you see? - Poetry**

VISUALIZING



As I read . . .
I create pictures in my mind to help
me understand what I am reading.

As with chapter books, poems are a great way to practice and share mental images. As you share poems, have students discuss similarities and differences in their mental images. Adding poetry into your day is an easy task. Create a poetry book bin and find a consistent time during the day where you can pull from the bin and share a poem or two. It takes minutes, and in doing so, you give students access to a different genre, while still covering the skill of creating mental images. Every once in awhile, give students an index card to draw what they visualize after you share a poem. Continue to notice as a class that some of our mental images are similar and some are different.

Books:

- *All the Small Poems* by Valerie Worth
- *Creatures of the Earth* by Georgia Heard
- *The Great Frog Race* by Kristin O'Connell
- *Fold me a Poem* by Kristin O'Connell
- *Little Dog* by Kristin O'Connell
- *The Frog Wore Red suspenders* by Jack Prelutsky

Occasionally:

- 4x6 Index Cards
- Crayons/Markers

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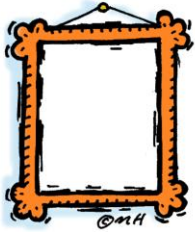
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Mini Lesson

Materials and Resources

**When you hear it,
what do you see?** - *Snippets*

VISUALIZING



As I read . . .
I create pictures in my mind to help
me understand what I am reading.

Snippets offer students another opportunity to interact with words and visualize. Snippets are short pieces of text. They can be "guess what" stories/poems or an excerpt of text that would likely elicit mental images from your students. Add snippets into your week as a quick way to practice creating mental images. Allow students to share their images. Encourage them to use visualizing thinking stem statements. Refer to the anchor chart often. Remind students that our images will vary because our background knowledge (schema) is different. Encourage students to create mental pictures as they read independently or with a partner. Remind them that good readers visualize to better understand the author's text/message.

- Snippets Resources:
angelfire.com/md/byme/guesswhat/guesswhat.html
angelfire.com/md/byme/guesswho/guesswho.html
[What Am I?](#) by Iza Trapani
[What Am I?](#) by Linda Granfield
[Who Am I?](#) by Nancy Christensen

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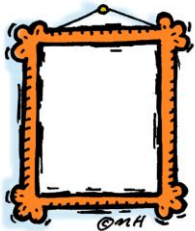
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Mini Lesson

Materials and Resources

Drawing Mental Images

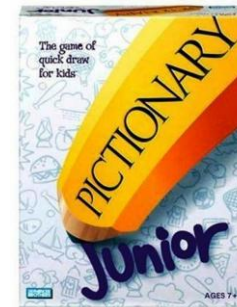
VISUALIZING



As I read . . .
I create pictures in my mind to help
me understand what I am reading.

This goal for this activity is two-fold. Students will practice making mental images and quickly drawing them. Remind students that readers use their schema to create mental images. Share that today they will practice creating mental images and QUICKLY drawing them. Use the cards from Pictionary JR, or ones you create yourself, read a word card and have students draw the image that comes to mind using their five senses. Prompt, "what do you see, hear, taste, feel, and smell?" Compare illustrations. How are they similar? How are they different? Remind students that what we visualize might be different than another's visualization, because our background knowledge is different.

- Pictionary JR Word/Phrase Cards
- Crayons/Markers
- Index Cards or Cut Copy Paper



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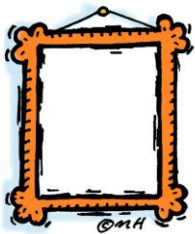
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Mini Lesson

Materials and Resources

Visually Summarizing-
Graphic Organizers

VISUALIZING



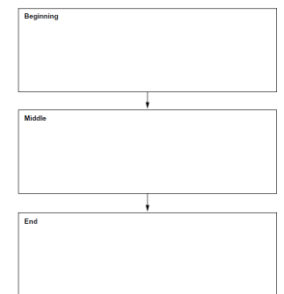
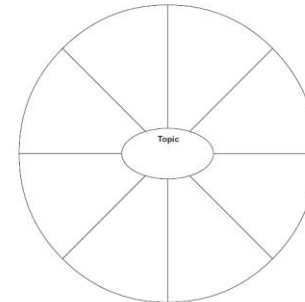
As I read . . .
I create pictures in my mind to help
me understand what I am reading.

Ask students to summarize texts visually, using mental images. Ideas:

- After reading a text, have students visually represent the beginning, middle, and end of the story.
- As you read the story, have students draw their mental image. Continue reading and then stop again to have students sketch their current mental image. Continue several times until the story ends.

There are many types of graphic organizers that you could use. I suggest using one at a time. Continue using it, until students use it well independently. Then introduce another type of graphic organizer. Make graphic organizers available for students to use during independent and partner reading.

- <http://www.eduplace.com/graphicorganizer/>
- Graphic Organizer(s)



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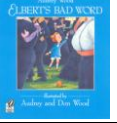
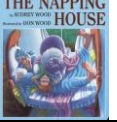
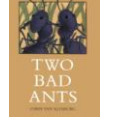


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Additional Books to Use for Visualizing Throughout the Year:

Old Black Fly Aylesworth, Jim	
Fireflies! Brinckloe, Julie	
Smoky Night Bunting, Eve	
What Does the Rain Play? Carlstrom, Nancy	
Wild, Wild Sunflower Child Carlstrom, Nancy	
See the Ocean Condra, Estelle	
Miss Rumphius Coony, Barbara	

The Zoo at Night Robinson, Martha	
Hello, Ocean! Munoz, Pam Rhyan	
Quiet, Please Merriam, Eve	
Goodnight to Annie: an Alphabet Lullaby Merriam, Eve	
Puddles London, Jonathan	
Hurricane London, Jonathan	
Like Butter on Pancakes London, Jonathan	

I Am the Ocean Marshak, Suzanna	
Close Your Eyes Marzollo, Jean	
The Popcorn Book dePaolo, Tomie	
The Seashore Book Zolotow, Charlotte	
Elbert's Bad Word Wood, Audrey	
The Napping House Wood, Audrey	
Two Bad Ants Van Allsburg, Chris	

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