

Visualizing

Lesson Objective	(Comprehension) Students will use visualizing to increase comprehension and engagement as they read.	
Vocabulary	visualizing: an active reading strategy in which readers create images in their minds that go beyond any imagery in the text	
Reviewed Vocabulary	i_magery	
Instructional Materials	Teacher	Student
	<ul style="list-style-type: none"> • Teacher Masters • Engage Prior Knowledge (optional)—Projector and video display of the ABC television series <i>Lost</i>, Season 1, Episode 1 (available for instant streaming through several popular subscription websites) • Timer 	<ul style="list-style-type: none"> • Student Booklet • Practice—Copies for each student of a short excerpt of text (several paragraphs), selected from text they will read in class that day. The excerpts should contain words, phrases, or sentences that could cause the reader to create at least five visual images that extend beyond any imagery in the text.

Preview

Writers use imagery to help you form mental images as you read. The most effective writers do this by using words to create pictures in their readers' minds. But effective readers picture more than just the images on the page; they create additional pictures that change like movie scenes in their minds while they read. Creating pictures in your mind while you read can help you understand what the author is trying to express and can increase your interest in what you read.

Engage Prior/Informal Knowledge

Introduce visualizing by having students watch a video clip and note the visual details that enhance a written text.

Display *TM#1: Engage Prior Knowledge—Video Clip Notes*. Direct students' attention to their copies, *SB#1: Engage Prior Knowledge—Video Clip Notes*.

Teacher Note

If you choose not to show the video clip, replace this section of the lesson with the activity in *TM#2: Engage Prior Knowledge (alternate)—Make a Movie*. Adjust the lesson accordingly.

We are going to read a short description of a scene and then watch a video representation of that scene. Follow along while I read.

Read the passage aloud.


Now we are going to watch a video clip of this scene. While you watch, pay attention to details shown in the video that are *not* included in the written description. For example, you might notice the kinds of plants in the jungle or specific details

about the passengers. Write your notes in the box next to the passage.

Show the first 3 minutes of Season 1, Episode 1 of the ABC television show *Lost*.

You have 1 more minute to complete your notes and write in any other details that you remember from the video.

Have five students share details that they observed. Details might include: Jack is wearing a suit, he has a scratch on his face, the trees are very tall and slim, there is a shoe stuck on a tree, there is smoke, the water is a beautiful blue-green, people are holding each other, and so forth.

<p>Watch For</p> 	<p>Students might be so eager to share their responses that it slows the pacing of instruction. For example, students might begin side conversations or want to share all of their ideas with the class. Limit student responses to five and explain that there are many other valid responses.</p>
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There are many additional details that the video adds to the text. When we read, we must create pictures in our minds, the same way that the creators of this video used visual details to draw us into the action. The pictures we create in our minds help us understand and remain interested in our reading.

Demonstrate

Define *visualizing* and demonstrate making notes on visualizing while you read.

Visualizing is an active reading strategy in which readers create images in their minds. As with the images in the video that we watched, the pictures in your mind can go beyond what is

written in the text. It is not enough to simply repeat what the text says; you must create your own mental pictures (which might be different from those of other readers). In that way, you are interacting with your reading, which helps you understand better and stay focused on what you're reading.

Display *TM#3: Demonstrate and Practice—Visualizing Notes*. Direct students' attention to their copies, *SB#3: Demonstrate and Practice—Visualizing Notes*.

Read the passage aloud. Then point to the column of notes on the right.

These are some of the pictures I created in my head while I read the beginning part of this passage. Notice how I added to the imagery that I read in the passage, and that all of the pictures I described are my own. My visualizing notes are very specific, and they are all my own, original thoughts.

Briefly read the notes aloud.

Now we are going to finish these notes together as a class.

Practice

1. Finish *TM#3: Demonstrate and Practice—Visualizing Notes* with class input. Refer to *TM#4: Demonstrate and Practice—Visualizing Notes Answer Key* as needed.

Teacher Note

There is no one “right” answer to these questions. Encourage students to contribute specific images they create, as long as the images don't contradict information in the text.

On the sand banks the rabbits sat as quietly as little gray, sculptured stones. And then from the direction of the state highway came the sound of footsteps on crisp sycamore leaves.

What do you think the leaves look like? (*Answers will vary; have students record responses.*) **How do you imagine that “the direction of the state highway” looks? Is there open ground? Or do you “see” a path?** (*Answers will vary; have students record responses.*)

“The rabbits hurried noiselessly for cover. A graceful heron labored up into the air and pounded down river.”

A heron is a bird. What color do you imagine the bird to be? (*Answers will vary.*)

“For a moment the place was lifeless, and then two men emerged from the path and came into the opening by the green pool.”

What do the men look like in your minds? (*Answers will vary; have students record responses.*)

Record student responses on the display, and ensure that students record responses on their copies.

2. Students work in pairs to complete *SB#4: Practice (cont.)—Visualizing Notes* for a section of text from the day’s reading that elicits visualization.

Read the instructions to the students. Have students restate the instructions, and check for understanding.

Set the timer for 5 minutes, and tell students to begin reading and taking notes.

Circulate among the students, check for understanding, and provide corrective feedback as needed.

When 5 minutes have passed, stop students. Ask for volunteers to share the images they created in their minds. Caution students not to share their partner’s thinking, but only their own.

Independent Practice

1. Have students complete *SB#5: Independent Practice*.
2. Collect the materials, score the work using *TM#5: Independent Practice Answer Key*, and check for mastery.

Teacher Note

For students with grade-level or near grade-level reading skills, extend this lesson by having them practice visualizing with more challenging pieces of text, both fiction and nonfiction.