Visualization - A Strategy For Readers

This lesson is for students who are experiencing difficulty with higher order thinking comprehension skills. Some students exhibit language impairments that inhibit their ability to process verbal, auditory, and/or visual information. This lesson is designed for Tier 2 instruction, exceptional education, or for differentiated/small group intervention. The imagery strategy that students will be introduced to in this lesson will include visualizing, drawing, and verbalizing text that is read aloud to them. By creating a concrete visual picture, students will be able to understand key ideas and details from a read aloud text.

General Information

Subject(s): English Language Arts
Grade Level(s): 2
Intended Audience: Educators
Instructional Time: 2 Hour(s)

Resource supports reading in content area: Yes
Freely Available: Yes

Suggested Technology: Microsoft Office
Keywords: imagery strategies, visualizing and verbalizing.

Instructional Component Type(s): Lesson Plan, Assessment, Formative Assessment

Resource Collection: CPALMS Lesson Plan Development Initiative

Attachment

Lets Visualize.docx

Lesson Content

Lesson Plan Template: General Lesson Plan

Learning Objectives: What should students know and be able to do as a result of this lesson?

Students will:
- be able to use illustrations in a text to demonstrate understanding of the text content.
- be able to explain how visual images/imagery aid in reading to understand.
- use the imagery strategy when constructing their own visual images based on short texts.

Prior Knowledge: What prior knowledge should students have for this lesson?
- Students should have some exposure to lessons regarding higher order thinking skills, such as retelling a story, identifying main idea and details, making predictions, making inferences, and drawing conclusions.
- Students should be able to follow at least 2-3 step directions.
- Students should have exposure to cooperative learning structures (pair-share).

Guiding Questions: What are the guiding questions for this lesson?
- Have you ever heard a story that seemed to “come alive” in your head?
- Did you ever feel like you were right there in the story and with the characters?
- How does imagery help us understand questions about the text?
- What does it mean to visualize something in your head?
What does the word imagery mean?

Teaching Phase: How will the teacher present the concept or skill to students?

Day 1: Building Prior Knowledge

1. The teacher says: "Who remembers what our main/big reading goal is this year?" (solicit responses from students) “Yes, our main reading goal is ‘reading to understand.’ Keeping that big idea in mind, today’s leaning goal is: I will use imagery strategies to help me better understand a short text.” (pre-written on chart paper)

2. Ask, “Have you ever heard a story that seemed to ‘come alive’ in your head? Did you ever feel like you were right there in the story and with the characters?” Discuss students’ responses.

3. The teacher says: *There are a few terms you need to know about.* The teacher shows sentence strips with vocabulary words on them:
   - Imagery: A strategy in which you see/create pictures in your mind as you hear or read a text.
   - Visualizing: What you actually see in your mind. The teacher says: “Remember when I told you what I was seeing in my mind about the baby chicks? That is visualizing.”
   - Verbalizing: Talking about what you visualized and then drew, as well as showing that you understand through questioning.

4. The teacher says: “We are going to begin learning about visualizing by reading Where the Wild Things Are by Maurice Sendak,” or any familiar picture book. “As I read this story, I want you to pay close attention to the illustrations and the words.”

5. After reading the book through once, the teacher reviews: “One way we can better understand a text is by looking at the illustrations and listening to the words the author uses to paint mental pictures.” Re-read the story; discuss the illustrations and words or phrases and how they help the reader better understand the story.

6. The teacher now explains: “Another way we can understand a text that is read to us is by letting our minds create a picture of what is happening in the text. This strategy is known as ‘imagination,’ creating pictures of the text in your mind.” The teacher has a prewritten sentence on chart paper and reads it to the students: “Kim tiptoed up to the box where three little yellow chicks slept. She peeked in and threw some grain in the box. They suddenly woke up, chirping happily!” The teacher models what it means to “create a picture in your mind”: “Now when I think about this text, I close my eyes and in my mind I see a box and a little girl quietly going up to the box. She is going quietly because the text said she tiptoed, and I know that means to go quietly. Then in my mind, I see her looking into the box and in the box are three baby chicks. I know to imagine three chicks because that’s how many the text said there were. Next in my mind, I see her throwing something and the chicks waking up and making happy sounds. I think the chicks are happy to be eating!” (The teacher should quickly draw a sketch of this.)

7. Ask, “What does it mean to visualize something in your head? What does the word imagery mean? How does imagery help us understand questions about the text?” Discuss students’ responses.

Guided Practice: What activities or exercises will the students complete with teacher guidance?

Day 2:

1. The teacher begins guided practice by reviewing visualizing from the previous day: “When I read, I often stop and think about what is happening in the text; I think about what the characters are thinking or feeling, what the setting looks like, and the actions of the text. I use imagery strategies to visualize what I am reading and it helps me to better understand the text.”

2. The teacher gives each student a sheet of 8 1/2 by 11 white paper and instructs students to fold the paper in half vertically and then again in half horizontally, creating 4 blocks. Instruct students to number the blocks 1-4. Teacher should model this while giving directions.

3. The teacher presents chart (on chart paper – large enough for all students to see):

   *Three Steps to the Imagery*
   - Step 1 - Imagining: Close your eyes and think about what you are hearing in the text; think about colors, shapes, sizes, characters, setting, actions.
   - Step 2 - Visualizing: Drawing what you saw in your mind when you imagined the text
   - Step 3 - Verbalizing: Explaining or answering questions about what you imagined and visualized from the text

4. The teacher says: “We are all going to practice these steps together. I want you to close your eyes and listen and think about a sentence I am going to read to you: ‘The white puppies dashed under the ladder, spilling the red, blue and green paints all over them.’” Repeat the sentence orally. “Open your eyes. I want you to draw a picture in box #1 of what you visualized when you heard this sentence.” The teacher draws the picture as well; give students 3-5 mins to draw the picture.

5. The teacher models the process and says: “When I heard the sentence, first, I closed my eyes and thought about the sentence; I imagined the text. Second, I drew what I heard from the text; I visualized the text. Third, I want to share with you what I drew; I am going to verbalize my picture.” The teacher shows and explains picture to students.

6. The teacher explains: “Now, it’s your turn: Working with your shoulder partner, I will give you each 30 seconds to tell your partner the imagery steps that you followed and verbalize what your picture is about. Before you begin, I am going to show you what to do with your partner.” The teacher models with the chosen student. Students begin, and teacher times each student for 30 seconds, then tells them to switch.

7. The teacher signals students to return to the whole group discussion and asks:
   - What were the steps you followed for imagery?
   - Who wants to share what you discussed with your partners?
   - How did you know what color the puppies were?
   - What action did you imagine and then draw from this sentence?
   - Did you see other colors or images in your mind?
   - How did you think the puppies felt when the paint fell on them?
   - What might they do next?

Students’ answers should relate to what they heard in the text and then visualized in their minds.

8. Provide three additional sentences, one at a time, and have students complete each box on the paper. After each sentence/drawing, have students follow the steps to share what they drew with their partner. Circulate and provide feedback as needed.

9. The teacher summarizes: “What you just shared with your partners is an example of using the imagery strategy. You made a connection of what you imagined in your mind to what was happening in the text. Practicing and following this strategy will help you understand what is happening in texts that are read aloud to you; this strategy will also help you as you read silently.”

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

Day 3

1. The teacher reviews the strategy of imagery and how using it helps us better understand what we are reading.

2. The teacher says: “Today you are going to show me what you know about using the imagery strategy. I am going to read you a short paragraph and I want you to follow the steps of imagery and then you will draw the picture that you think belongs with the paragraph.” The teacher passes out the LetsVisualize.docx to each student and begins to read the following paragraph:
There once was a haunted house on Parker Avenue. It was made out of wood and it looked like it was falling down. Half of the chimney was missing and the roof was sagging. There was a broken window on each side of the dark brown front door. The door was hanging crooked. The roof was patched in three places with long rectangular wooden boards. A tree next to the house was nearly as tall as the house and did not have any leaves. The branches were bare. There were tall brown weeds growing next to the front door. No one wanted to come near this house. However, there was a small candle lit and it was shining brightly in one of the windows.

3. Papers will be assessed using the checklist found in the Summative Assessment.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

Students will share with a partner the drawing they created from the paragraph in Independent Practice. Students will discuss with their partner the steps they followed as they visualized the words.

Summative Assessment

Students will complete the Let's Visualize worksheet after the teacher reads the following paragraph. The teacher may read the paragraph more than one time. It can also be displayed.

There once was a haunted house on Parker Avenue. It was made out of wood and it looked like it was falling down. Half of the chimney was missing and the roof was sagging. There was a broken window on each side of the dark brown front door. The door was hanging crooked. The roof was patched in three places with long rectangular wooden boards. A tree next to the house was nearly as tall as the house and did not have any leaves. The branches were bare. There were tall brown weeds growing next to the front door. No one wanted to come near this house. However, there was a small candle lit and it was shining brightly in one of the windows.

Students will be assessed using the following checklist:

- house looks broken down: 1 point
- half of a chimney present: 1 point
- roof sagging: 1 point
- 2 broken windows on sides of door: 1 point per window
- brown door hanging crooked: 2 points
- 3 rectangular patches on roof: 1 point per patch
- bare tree next to house: 1 point
- brown weeds next to door: 2 points
- small candle in window: 1 point
- Total Points possible: 14 points

Grading Scale

A = 13-14 points
B = 11-12 points
C = 9-10 points
D = 7-8 points
F = below 7 points

Formative Assessment

During the Guided Practice, students will create their drawings based on the sentence read and the teacher will monitor the students as they are working. Possible questions a teacher might ask during this formative assessment include:

- What words made you "see" that ______________?
- Did the author use the words______________?

Feedback to Students

The teacher can pose these questions while students are completing the formative assessment during the Guided Practice as well as during the class discussions. Possible questions a teacher might ask students while they are visualizing include:

- What words made you "see" that ______________?
- Did the author use the words______________? (if student has a misconception)
- If you were taking a photograph what would you see in the camera?
- How did the words ________________help to create that picture in your mind?

Accommodations & Recommendations

Accommodations:

- For students experiencing difficulty with this concept, modify the lesson and repeat using simple picture books instead of longer texts.
- For those students resistant to drawing the pictures, allow them to write words to help describe what they visualized.

Extensions:

Once students understand the connection of imagery strategies and the process, lessons continue on identifying specific details of the text (ex., color, size, shapes, movement, beginning/middle/end).

- Start with text that is challenging for students, but not frustrating.
- Continue and have students retell the text to partners by referring to pictures.
- Continue and have students write a good title to the text or one sentence recounting the text.
- Ask students Higher Order Thinking or HOT questions.
**Special Materials Needed:**

Visualizing and Verbilizing Stories written by Nanci Bell. This book contains original stories and higher order thinking (HOT) questions written specifically for each level. (Can be used as a resource by teachers.)

Chart paper, sentence strips, markers, paper, pencils

The book Where the Wild Things Are, additional picture books/pictures if needed.

**Further Recommendations:**

The time frame on how long this lesson continues for each day is based on students’ level of understanding; these are suggested time frames.

Because students in regular education classes are following that grades' curriculum, you may not have time to spend extended lessons on this strategy. As you continue to teach other skills, this is an easy skill to refer back to and help students understand how and when they can use this strategy to “read to understand.”

**Source and Access Information**

- **Name of Author/Source:** Anonymously Submitted
- **Is this Resource freely Available?** Yes
- **Access Privileges:** Public
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**Aligned Standards**

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<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>LAFS.2.SL.1.2</td>
<td>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td>
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