Lesson Plans for Action Research Project on Visualization

**Day One**

**Objective:** Students will be able to identify as well as practice visualizing as demonstrated by engaging in a conversation on visualization as well as sharing mental images of *Jenny watering the plants*.

- Ask students if they know what it means to visualize. Record all responses on dry erase board.
- Share what the actual definition visualization is. A comprehension strategy that enables readers to make the words on a page real and concrete. Creating a movie in your head. (Kenne and Zimmerman 1997).
- When we visualize it allows us to
  - Create mental images from the words in the text
  - Enhances meaning and mental imagery
  - Links past experiences to words and ideas in the text
  - Enables readers to place themselves in the story
  - Strengthens a reader's relationship to the text
  - Stimulates imaginative thinking
  - Heightens engagement with text
  - Brings joy to reading
- Share that good readers automatically create these mental images when they read.
- Tell students that we are going to begin practicing visualizing with simple sentences at first then we will move onto poems (The Dream Keeper and Knotholes), wordless picture books (Good Dog Carl) and finally character visualizations in a short story (Where is the Big Bad Wolf?)
- Begin with asking students to visualize the sentence: (Gloria Lapin, 2002 article) *Jenny is watering the plants.*
  - Ask the following questions to assist students in creating their visual image: **Be sure to model what my mental image is after I ask the question then allow adequate time for students to create their own mental image.**
    - Who is this about?
    - How old is Jenny?
    - How tall is she?
    - What is she wearing?
    - What color hair does she have?
    - What kind of mood is she in?
    - Where is she?
Why is she watering the plants?
How many plants are there?
What kind of plants are they?
How is she watering them?
What season of the year is it?
What is the weather like?

Have students return to the table to draw the mental image that they created when answering the questions (Meaning Markers for Visualizing). Share my illustration with students.

Day Two
Objective: Students will understand visualization and begin to develop their own visualizations as demonstrated by sharing their mental images of a short passage that has been read to them.

• Review what it means to visualize
• Have students share with the group the picture they drew yesterday.
• Share with students the link between detailed mental images stay imbedded in their memory longer. Share that they can’t create detailed images for every part of the book that they will eventually read so it’s important to pick out the parts that they believe are most important to the overall meaning of the story.
• Challenge student to now incorporate all of their senses with their illustrations

Document on large chart paper

- What do they hear while Jenny is watering the plants? What does that sound like?
- What would it feel like to be watering the plants? Cold, wet??
- How do you think it smells?
- What do you think it would taste like? (plants may be vegetables in someone’s mental image)

Have students create a mental image of the following short passage (Kelly 2006):

The young girl was crying. Her red dress was wet and dirty. Her socks were black from the mud in the puddle. The hair in her pigtails was matted and stuck together. The rain began to come down even faster. After pulling her second shoe out of the mud puddle, she ran home as fast as she could. While students are sharing their visualizations be sure to have them incorporate their senses into what they are visualizing.

Introduce the poem by Langston Hughes The Dream Keeper. Remind students before that we will draw our visualizations on the Making Visualizations Think Sheet. Students will then be asked how what it is they visualized helped them to better understand the text. After reading the poem several times have students incorporate their senses into their visualizations.
Day Three
Objective: Students will understand visualization and begin to develop their own visualizations as demonstrated by sharing their mental images of the poem Knotholes that has been read to them.

- Review what it means to visualize. Ask students what they have learned about it. Document responses on chart paper.
- Introduce the poem Knotholes by David McCord. Build background knowledge regarding what knotholes are. Document responses on white board. Once students have a clear understanding of what knotholes are read aloud the poem. Students will document their visualizations on the Words and Picture Organizer identifying the specific words that helped them to create their mental images. Have students share with the group when done.

Days Four and Five
Objective: Students will further develop their visualization skills as demonstrated by illustrating their visualizations of the wordless picture book Good Dog Carl.

- Discuss what it means to visualize. Discuss why many people prefer books to the movies created from the books: Ie: Polar Express, Horton Hears a Who, Cinderella, 101 Dalmations, Charlotte’s Web etc. People have created their own mental images of what a character is and rarely does that match what it presented on the screen. Have students identify books that were turned into movies and relate it back to visualization.
- Review the importance of making/confirming/adjusting predictions
- Present the book Good Dog Carl by Alexandra Day. Discuss that this book is a wordless picture book and talk about what they think is happening in between the pictures that we don’t actually see. Ask students what led them to create the mental image that they did. Continue this procedure until the baby is at the top of the laundry chute ……and then again when Carl is carrying the baby back up the stairs.
- Have students return to their seats and draw what they think will happen next on the Frame It Organizer. Display the picture of Carl carrying the baby up the stairs for all to see.
- Have students return to the rug and share their visualizations. Write their ideas on chart paper.
- Continue reading the book. Review visualizations

Week 2
Day Six
Objective: Students will begin to focus their visualizations on a specific character as demonstrated by illustrating their visualization of their assigned character on a character quilt.

- Explain to students that over the course of the next few days we are going to create a Character Quilt as our visualization lesson.
- Remind students that often times authors write various versions of a classic fairy tale. Remind them of Goldilocks And The Three Bears and Goldilocks And The
Other Three Bears that we read a few weeks ago. Today I am going to read them a version of the Three Little Pigs called Where’s the Big Bad Wolf? By Eileen Christelow. We are going to focus on the main character (the big bad wolf) when visualizing. Explain that each student is going to be assigned a category for the main character: looks, tastes, feels and smells. Students will then write describing words (review what descriptive words are) about the character on the inside flaps of each triangle:

- Have students retell the story/document on white board when they retell. Then ask:

  What were some of the words the author used to describe what the main character looked like?

  What were some of the words that the author used to describe how he thought the pigs might taste?

  What are some of the words that the author used to describe how the wolf feels (when he is faking being sick)?

  What are some of the words that the author uses to describe how the wolf might smell?

After I have assigned the character categories reread the story to students so that they can focus in on their specific category to practice visualizing.

  Once students come to some words that help them create their mental image have them write the words on the inside flap. (All students will write descriptive words for each category by listening to what the assigned person has identified as traits)

  Have students using the descriptive words that they identified draw a picture of their character exhibiting their assigned emotion.

Days Seven and Eight

Objective: Students will begin to incorporate movement into their visualizations as demonstrated by acting out their visualizations of a previously assigned character.

- Have students continue working on their character quilts.
- Once all students are finished have them share with the group.
- Hang quilt pieces on bulletin board.
- Explain to students that another way to aid in comprehension/retelling is to act out the story.
- Assign roles (pigs, wolf, detective) have students practice acting out the story.
- Practice visualizing with short–paragraph passage: Snow Day (Kelly, 2006)
- Have students retell the story/write the events on the white board.
Days Nine and Ten

Objective: Students will now be able to visualize short stories as demonstrated by sharing their visualizations of The Shrinking Well.

- Begin by telling students that over the course of the last week and a half we have practiced the comprehension strategy of visualization. We first began with visualizing a simple sentence then moved onto a few sentences, poems, wordless picture books, a short picture book focusing on character and today we will read a short story: The Shrinking Well (Kelly, 2006).
- Read aloud The Shrinking Well
- Stop frequently for students to share their visualizations with the group.
- Once the story has been read have students retell the story. Ask students if their visualizations helped them when they were retelling the story?