Unit 5 Visualization
Lessons 1 & 2 – Making Mental Pictures
Lessons 3 & 4 – Making and Comparing Mental Pictures
Lessons 5 & 6 – Making and Combining Mental Pictures

Mentor Texts Used in Lessons
Lessons 1 & 2 – Night in the Country by Cynthia Rylant
Lessons 3 & 4 – Dragonfly, The Masked One, Elephant Warning and The Orb Weaver from Creatures of the Earth, Sea, and Sky by Georgia Heard
Lessons 5 & 6 – Ducks on a Winter Night from Creatures of Earth, Sea, and Sky by Georgia Heard

Other Mentor Texts Suggested for Visualization
Night Sounds, Morning Colors by Rosemary Wells
The Salamander Room by Anne Mazer
Owl Moon by Jane Yolen
Napping House by Audrey Wood
Quiet Please by Eve Merrimam
Say Something by Mary Stolz
Lesson Name
Making Mental Pictures
Lessons 1 & 2

Grade | Subject | Course | Topic-Strand
--- | --- | --- | ---
First Grade | Language Arts |  | Reading

Unit Name | Estimated Time Needed for Lesson (Minutes/Hours/Days)
--- | ---
Unit 5: Visualization | 2 days

AKS # | Description
--- | ---
1LA_B2009-6 | recognize, listen to, and read a variety of literary and informational text for a variety of purposes including to answer questions
1LA_B2009-8 | self-monitor comprehension and reread when necessary
1LA_B2009-15 | ask and answer questions about essential narrative elements (such as beginning-middle-end, setting, characters, problems, events, and resolutions) of a read-aloud or independently read text
1LA_B2009-17 | compare and contrast content within and between stories and between stories and personal experiences

Materials/Links/Text References
Night in the Country by Cynthia Rylant or another book of your choice that lends to visualization
Appendix 1 I Comprehend When I... Optional for electronic projection.

Other Book Suggestions for Visualization
Night Sounds, Morning Colors by Rosemary Wells
Creatures of the Earth, Sea, Sky by Georgia Heard
The Salamander Room by Anne Mazer
Owl Moon by Jane Yolen
Napping House by Audrey Wood
Quiet Please by Eve Merrimam
Say Something by Mary Stolz

Essential Questions
What should students know when unit or lesson is completed?
How do we create mental pictures in our mind?
**Essential Vocabulary**

- Comprehend
- Visualize
- Mental pictures

**Teacher Lesson Prep Suggestions (Optional)**

Select the passages you are going to use to model visualization. You will need at least two for each lesson.

**Assessment Strategies**

- Observe students during the mini-lesson, conferring, small groups, and independent reading.

**Quality + Teaching Strategies**

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CHECK ALL THAT APPLY
### Activating Strategy/Mini-Lesson/Warm-Up

**Day 1 – Lesson 1**  
**Connect:** You might say...,

1. “We have been doing a lot of thinking about our reading. This anchor chart (Appendix A) lists many different ways we think about or “comprehend” what we read. We have already done a lot of work with retelling, text-to-self and text-to-text connections, and questioning. Let’s move down the list. The next item I see is “Visualize.” In the next few days, we are going to learn about the different ways we can visualize or create mental pictures that will help us comprehend what we are reading.”

**Teach:**

1. Begin reading the first page of *Night in the Country* or another book of your choice that lends to strong mental images. (See book suggestion under Materials.)

   “There is not night so dark, so black as night in the country.  
   In little houses people lie sleeping and dreaming about  
   daytime things, while outside—in the fields, and by the rivers,  
   and deep in the trees—there is only night and nighttime things.”

2. Model by sharing the mental images you have when you read the first passage.  

   **Example:**
   
   “When I read this, vivid images or pictures came to my mind. My pictures were about the first time I stayed in a cabin in the mountains with my family.  
   There were no lights anywhere. And the stars... they were beautiful. It was like they were so close I could reach out and touch them. The extreme darkness made them look so bright. During the night when we went to sleep it was dead quiet.  
   No cars driving by, no car doors slamming shut, and no trains in the distance. The only thing I could hear was the fire in the fireplace making a crackling sound. When I was all cozy, tucked tightly in my sleeping bag I heard something I never heard at home in the city.  
   I could barely hear it. Something was moving about. It was a scurrying sound. What was it? I peeked out of my sleeping bag to see tiny mice running about like they owned the place.”

3. You might say..., “Did you notice how creating mental pictures seemed to make the text come alive for me? This page about the night being so dark immediately made me think of the cabin in the mountains. I will remember this passage because of my connection to it and the pictures it creates in my mind. Someone else reading this book would have different images because that person’s schema is different than mine.”

4. Read a second page or so, just enough so you can model a second mental image after reading a passage. Try to use more than one sense as you describe your mental image.

**Active Engagement:**

5. Tell students to close their eyes as you read aloud a passage, and to pay attention as pictures come alive in their mind. Tell them to put their thumbs up when they see a picture.

   **Example:**
   
   “Outside, the dog’s chain clinks as he get up for a drink of water.  
   Far over the hill you hear someone open and close a creaking screen door.  
   You wonder who is up so late.”

6. Ask students to turn and talk to their neighbor about the mental image they see.

7. Ask for volunteers to share their mental pictures with the whole group. When students respond, note that their mental pictures are often different because they each have their own schema.

**Link:** You might say...,

8. “Today when you are reading, I want you to pause every once in a while, and close your eyes, and see if you can see a mental picture. Practice doing this when you are partner reading and share your mental picture with your partner.”
Activating Strategy/Mini-Lesson/Warm-Up

**Day 2 – Lesson 2**

**Connect: You might say...,**
1. “You did an excellent job yesterday creating mental pictures for the passages I read in Night in the Country. Today we are going to continue making mental pictures as we read.”

**Teach: You might say...,**
1. “Remember making mental pictures as you read is not like watching television with the volume turned down. When careful readers picture the story, they do more than visualize. They hear the characters’ voices, they smell, taste, and feel the setting, and experience the mood of the text.” (Adapted from Keene and Zimmermann 1997)
2. Continue reading Night in the Country or another book of your choice that lends to strong mental pictures stopping intermittently to model mental pictures.

**Active Engagement:**
3. Tell students to close their eyes as you read aloud a passage, and to pay attention as pictures come alive in their mind. Tell them to put their thumbs up when they see a picture.
4. Ask students to turn and talk to their neighbor about the mental picture they see.
5. Ask for volunteers to share their pictures with the whole group. When students respond, note that their mental pictures are often different because they each have their own schema.

**Link: You might say...,**
6. Today when you are reading, I want you to pause every once in a while, and close your eyes, and see if you can see a mental picture. Practice doing this when you are partner reading and share your mental picture with your partner.

**Instructional Activities**

**Independent Time**
Students are reading independently, with partners, in small groups, or conferring with the teacher. The emphasis for these two lessons is to stop as they read and form mental pictures in their minds.

**Differentiation**
Scaffolds/Language/ESOL Interventions/Extensions/Enrichment/Other
Continue modeling how we form mental pictures with students who seem to have difficulty with the concept.

**Summarizing Strategies**

**Share**
Ask volunteers to share mental pictures they created in their mind while reading specific passages of text.

**Copyright/Citations (as needed)**
Reading with Meaning by Debbie Miller, pages 77-80
Mosaic of Thought by Ellin Keene and Susan Zimmermann
Night in the Country by Cynthia Rylant
I comprehend when I...

- Retell
- Make connections
  T-T, T-S, T-W
- Ask & Answer Questions
  Before, During, & After reading
- Visualize
  Create visual and other sensory images
- Determine Importance
  What is most important?
- Infer
  Combine background knowledge with text information to make an educated guess.
- Synthesize
  Put it all together
Lesson Name
Making & Comparing Mental Pictures
Lessons 3 & 4

Grade Subject Course Topic-Strand
First Grade Language Arts Reading

Unit Name Estimated Time Needed for Lesson (Minutes/Hours/Days)
Unit 5: Visualization 2 days

AKS # Description
1LA_B2009-6 recognize, listen to, and read a variety of literary and informational text for a variety of purposes including to answer questions
1LA_B2009-8 self-monitor comprehension and reread when necessary
1LA_B2009-15 ask and answer questions about essential narrative elements (such as beginning-middle-end, setting, characters, problems, events, and resolutions) of a read-aloud or independently read text
1LA_B2009-17 compare and contrast content within and between stories and between stories and personal experiences

Materials/Links/Text References
Dragonfly, The Masked One, Elephant Warning and The Orb Weaver from Creatures of the Earth, Sea, and Sky, (Appendices B,C,D,E ) or short poems of your choice that provoke mental images. Optional for electronic projection.
Appendix F, Recording Mental Pictures
Copies of each of the poems for student use

Other Mentor Text Suggestions for Visualization
Night Sounds, Morning Colors by Rosemary Wells
The Salamander Room by Anne Mazer
Owl Moon by Jane Yolen
Napping House by Audrey Wood
Quiet Please by Eve Merrimam
Say Something by Mary Stolz

Essential Questions
What should students know when unit or lesson is completed?
How do my mental pictures compare with others?
Essential Vocabulary
Visualize
Mental pictures
Mental images
Schema
Vivid

Teacher Lesson Prep Suggestions (Optional)
Copies of the selected poems for individual student use.
Copies of Appendix F, Recording Mental Pictures for student use

Assessment Strategies
Observe students during the mini-lesson, conferring, small groups, and independent reading.

Required Background Knowledge for Students
Lessons 1 & 2 on visualization.

Quality + Teaching Strategies

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CHECK ALL THAT APPLY

Activating Strategy/Mini-Lesson/Warm-Up

Day 1, Lesson 3

Connect: You might say...
1. “In our last couple lessons, we made mental pictures as we read Night in the Country. We discovered that our mental pictures are often different because we each have our own schema. In today and tomorrow’s lessons, we are going to read some poems and draw pictures from the images we form in our minds. We are going to compare our pictures.”

Teach: Active Engagement:
1. Read the poems Dragonfly, The Masked One, Elephant Warning and The Orb Weaver from Creatures of the Earth, Sea, and Sky, (Appendixes 2,3,4,5 ) or short poems of your choice that lend to mental images. Read each poem aloud several times discussing meaning and vocabulary as needed.
2. Have students practice reading each poem with you so they become very familiar with poems. If you are using the book Creatures of the Earth Sea, and Sky, do not show the pictures at this time.
3. Delay discussing mental pictures as a group but instead ask students to “listen carefully” and think about which poem creates the most vivid mental pictures for them personally.

Link: You might say...
4. “Today when you are reading, I want you to pause every once in a while, and close your eyes, and see if you can see a mental picture. Practice doing this when you are partner reading and share your mental picture with your partner.”
Activating Strategy/Mini-Lesson/Warm-Up

*Ask students to bring their clip board and a pencil to the carpet today. (You may want to have students bring crayons or markers.)

Day 2 – Lesson 4

Connect: You might say...
1. “Yesterday we had fun reading four different poems from Creatures of Earth, Sea, and Sky. I know that many of you have already begun forming mental pictures in your mind. Today, I am going to ask you to choose just one of the poems. I know that is hard because they are all so good. As we reread the poems think about the one poem that creates the most vivid mental pictures in your mind.”

Teach & Active Engagement:
2. Reread the four poems one more time, answering questions as they come up.
3. Tell students that now is the time for their decision. They must choose just one poem. Ask students to close their eyes and think about which poem creates the most vivid mental pictures in their mind. When they have made their decision, they will put their thumbs up to indicate they are ready.
4. Give each student a copy of their chosen poem and one piece of paper. Tell students to go off to a private quiet place in the room and read the poem to themselves again and then draw a picture from the mental picture they have in their head.
5. Gather children back together to share. Have students sit together with the students that have the same poem. Ask students to share their drawings and talk about what they notice among their different drawings.
6. After the small groups have shared, ask students to tell the large group what they have learned.
7. Help students to see that even though several students may have selected the same poem, their pictures are different because they each have different schema.

Link: You might say...
8. “Today when you are reading, I want you to pause every once in a while, and close your eyes, and see if you can see a mental picture. Select one example and use the handout Recording Mental Pictures to make one quick drawing of a picture in your mind.”

Instructional Activities

(Independent Time)
Students are reading independently, with partners, in small groups, or conferring with the teacher. The emphasis for these two lessons is to stop as they read and form mental pictures in their minds. Students are encouraged to make one drawing of a mental picture they had in their mind after Lesson 4.

Differentiation
Scaffolds/Language/ESOL Interventions/Extensions/Enrichment/Other
Continue modeling sharing and drawing mental pictures with students who seem to have difficulty with the concept.

Summarizing Strategies

(Share)
Day 1: Ask volunteers to share mental pictures they created in their mind while reading specific passages of text.
Day 2: Ask volunteers to share their drawings from the Recording Mental Pictures handout.

Copyright/Citations (as needed)

Reading with Meaning by Debbie Miller, pages 80-81
Creatures of Earth, Sea, and Sky by Georgia Heard
DRAGONFLY
By Georgia Heard

It skims the pond’s surface,  
Searching for gnats, mosquitoes, and flies.  
Outspread wings blur with speed.  
It touches down  
and stops to sun itself on the dock.  
wings flicker and still:  
stained-glass windows  
with sun shining through.
THE MASKED ONE
By Georgia Heard

Raccoon wears a mask
As if it’s Halloween
and tiptoes through our yard
while I watch through the screen.

*Clank* falls the garbage-can lid to the ground,
As if raccoon is saying “Trick or treat!”
But the cans are empty, no food to be found.
Raccoon walks away on tiny feet.
ELEPHANT WARNING
By Georgia Heard

Walk carefully, elephants, through the grass.
Hold out your ears so you can hear who may be hiding there?

Walk carefully, elephants, through the grass.
There may be hunters waiting to shoot you for your long ivory tusks.

Walk carefully, elephants, through the grass.
THE ORB WEAVER
By Georgia Heard

Weaving and weaving and weaving its web, beginning with just a single thread—
It weaves and weaves, round and round, until its web is strong and sound.

The spider then waits, off to one side, and hides from insects who happen to glide into this web of silky thread—
from which the spider soon will be fed.
Name____________________

Book____________________

Recording Mental Pictures

This is my most vivid mental picture.
# Lesson Plan

## Lesson Name
Making and Combining Mental Pictures
Lesson 5 & 6

## Grade Subject Course Topic-Strand
First Grade Language Arts Reading

## Unit Name Estimated Time Needed for Lesson (Minutes/Hours/Days)
Visualization 2 days

## AKS # Description
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<td>ask and answer questions about essential narrative elements (such as beginning-middle-end, setting, characters, problems, events, and resolutions) of a read-aloud or independently read text</td>
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## Materials/Links/Text References
- Ducks on a Winter Night from Creatures of Earth, Sea, and Sky by Georgia Heard
- Appendix F Recording Mental Pictures
- Appendix G Ducks on a Winter Night Optional for electronic projection
- Appendix H Mental Picture from Ducks On a Winter Night

## Other Mentor Text Suggestions for Visualization
- Night Sounds, Morning Colors by Rosemary Wells
- The Salamander Room by Anne Mazer
- Owl Moon by Jane Yolen
- Napping House by Audrey Wood
- Quiet Please by Eve Merrimam
- Say Something by Mary Stolz

## Essential Questions
What should students know when unit or lesson is completed?
How do our mental pictures change when we share?

## Essential Vocabulary
Mental pictures
Record the poem *Ducks on a Winter Night* (or a poem of your choice) on chart paper, or use the electronic copy provided.

Assessment Strategies
Observations of students during the mini-lesson, independent time, and sharing time.

Required Background Knowledge for Students
Lessons 1-4 Visualization lessons

Quality + Teaching Strategies

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Activating Strategy/Mini-Lesson/Warm-Up

**Day 1, Lesson 5**
*Lessons adapted from *Reading With Meaning by Debbie Miller*

* Ask students to bring a clipboard and a pencil to the carpet.

**Connect:** You might say,...

1. “We have had so much fun making mental pictures in our mind and drawing those pictures. I want to try an experiment. Let’s see if the drawings of our mental pictures change when we share each other’s drawings.”

**Teach and Active Engagement:**
1. Record the poem *Ducks on a Winter Night* (or a poem of your choice) on chart paper, or use the electronic copy provided.
   
   **Ducks on a Winter Night**
   
   Ducks asleep  
   On the banks of the pond  
   Tuck their bills,  
   Into feathery quills,  
   Making their own beds  
   To keep warm in.

2. Read the poem together several times. (Do not show the illustration in the book if you are using the *Creatures of Earth, Sea, and Sky.*) Briefly discuss the images, vocabulary, and meaning. Leave room for student interpretation.

3. Hand out Appendix H to each student and ask them to draw the picture they have in their mind in the first box.

4. Ask students to turn to their partner and share their picture and the part of the text that inspired their particular picture.

5. Group share picture interpretations and discuss.

6. Collect student pictures and save for the next lesson.
Link:
5. Today when you are reading, I want you to pause every once in a while, close your eyes, and see if you can see a mental picture. Select one example and use the handout Recording Mental Pictures to make one quick drawing of a picture in your mind.

Activating Strategy/Mini-Lesson/Warm-Up

Day 2, Lesson 5
* Lesson adapted from Reading With Meaning by Debbie Miller
* Ask students to bring a clipboard and a pencil to the carpet.

Connect: You might say...
1. “In our last lesson, I read the poem Ducks on a Winter Night and you each drew a mental picture of what you thought it might look like. Today we are going to see if the drawings of our mental pictures change by sharing each other’s pictures.”

Teach and Active Engagement:
2. Reread the poem Ducks on a Winter Night together. Ask students to think about this poem again. You might say..., “Listen carefully to the words..., think about your picture..., your partner’s picture..., and what you and your partner discussed. “
3. Tell students to close their eyes, and read the poem one more time.
4. Ask students the following questions and discuss their answers. After learning about your partner’s picture and rereading the text, would you change the image you have drawn in any way? Why?
   - Did your partner’s picture change your understanding of the poem? Why?
   - Did rereading the text change the way you picture it?
   - Did anything your partner said change your understanding of the poem? Why?
5. Hand out the pictures students drew in the previous lesson. Ask students to go to the second box and draw a picture again.
6. Ask students to sit with the partner they shared with yesterday. Now have students turn to their partner and discuss how their second picture is different and why it is different.
7. As a group, discuss the changes in the second pictures.
8. Remind students that sharing mental pictures sometimes helps us have a better understanding of text because we combine our information.

Link: You might say...,
9. “Today during independent time you and your partner are going to combine information to understand a passage of text. Decide on the passage that you would like to read as partners. It can be a poem from your Writing Journal, or part of a story or poem you are reading. If there is an illustration, cover it up.

When you have finished reading take a blank piece of paper and fold it in half. You will each make your own picture on the first half. Do not show your partner your picture until you both agree that you are finished. Then, share your pictures, compare, and discuss. On the second half of the paper, draw your mental picture again and see how it is different.

Instructional Activities

(Independent Time)
For the first part students are reading independently, in small groups, or conferring with the teacher. In the second part of independent time partners are drawing mental pictures from text, and comparing.
**Differentiation**
Scaffolds/Language/ESOL Interventions/Extensions/Enrichment/Other

You might want to teach this activity again in small groups for students who still need more opportunities to record and compare their mental pictures.

**Summarizing Strategies**
(Share)
Volunteers are sharing their images and discussing how they changed after sharing with each other.

**Copyright/Citations (as needed)**
- Reading With Meaning by Debbie Miller, pages 82, 82.
- The poem Ducks on a Winter Night in the book Creatures of Earth, Sea, and Sky by Georgia Heard.
Ducks on a Winter Night
By Georgia Heard

Ducks asleep
On the banks of the pond
Tuck their bills,
Into feathery quills,
Making their own beds
To keep warm in.
Name__________________

Mental pictures from *Ducks on a Winter Night* by Georgia Heard

My Picture

My picture after talking with________.