

VISUALIZATION TECHNIQUES TO SUPPORT STUDENTS READING
COMPREHENSION

By
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A capstone submitted in partial fulfillment of the
requirements for the degree of Masters of Art in Teaching

Hamline University
Saint Paul, Minnesota
December 2018

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Project Summary

Introduction

Reading is important for students to learn in early grades. Then as they grow older and move up in grades they should move from learning to read to reading to learn. Many students struggle with reading comprehension. I teach fifth grade reading in a rural small town. My students are struggling with reading comprehension. Through observation and meeting with our Title 1 instructor it has been determined that these students lack visualization and verbalization skills. This leads to my research question, *How do students respond to the integration of visualization techniques integrated into their reading/ literacy instruction?*

Through research there have been many studies that showed how students can improve their reading comprehension after learning visualization techniques. Gregory and Cahill (2010) reported on the many strategies available to teach comprehension skills. The following four are the most frequently used: making connections, visualizing, asking questions, and inferring. According to Mills (2009), proficient readers should consistently use six strategies. The six strategies are: activate prior knowledge, make inferences, use knowledge of text structures, visualize, generate and answer questions, and retell and summarize. One aspect I noticed is visualization. Both articles respond that visualization is important for students in comprehension. There are many different visualization strategies that can be used to teach children better reading comprehension. Some strategies teachers have used are called Visual-imagery (Chan, Cole & Morris, 1990), Picture-It (Naughton, 2008), Rainbow Dots (Moore & Lo, 2008), and Story Mapping (Staal, 2000). What I noticed in all these strategies are visualization, questions, inferring, and to retell or summarize.

I was given a Visualizing and Verbalizing kit written by Nanci Bell from the Title 1 teacher to help with my students. The project will contain lesson plans using visualization, questions, inferring, and retelling or summarizing. These lessons will be the first lessons taught to help students learn how to visualize what they read. This can be used with any curriculum or subject taught. Each lesson builds off of the previous lesson. Some lessons can continue for several days depending on how quickly the student is able to understand the lesson. As the student progresses they will move to the next lesson. At the completion of these lessons students will know how to use visualization to help them comprehend and verbalize their understanding of the text. These lessons are written for fifth grade students but can be changed according to the students' age and reading abilities.

These lessons are written to show an example of what a teacher and student might say in the lesson. It is not the only thing a teacher or student may respond with as everyone thinks differently. These lessons are based on what I think my 5th graders will respond with when I teach these lessons. These lessons can be modified based on the teacher and how the student replies to the teacher. The general idea of the lesson will be explained in order to change the lesson.

Summary

Overall, my project consists of ten thirty minute lessons to be used to introduce visualization and verbalization skills to students to increase their reading comprehension. My lesson plan framework contains visualizing what students are reading, summarizing what they have read, and answering questions that summarize, infer and help the students connect the story to what might happen next. The lessons are built to increase visualizing from a word, to a sentence, to a paragraph, to a whole page and can be used with any subject taught. To show the

effectiveness of the lessons, the students will complete a reading benchmark test and then at the end of the semester they will complete a second reading benchmark test.

Visualizing and Verbalizing Reading Strategy Lessons

Unit, lesson, or topic title: Lesson One, Reading Comprehension

Instructor's name: Jessica Will

Reading Strategy: The Climate

Description of students/learners: 5th Grade (small group of 3-4 students)

Content Area Application: English Language Arts (Guided Reading)

Goals/Outcomes: Students will learn the structure and environment of the lessons.

Lesson Duration: 30 minutes

Materials needed: paper and pencil

Lesson Summary: This lesson is the first lesson in adding visualization and verbalization to any content area subject. To use for other subjects, change the words or pictures to pertain to the subject being taught. These lessons are written for 5th grade students but can be tailored for younger or older grades. The teacher will focus on talking to the students, while showing them what is expected of them during visualizing and verbalizing lessons. If students do not seem to understand what you are explaining, do not spend a long time trying to help them understand. Go to the next lesson and integrate this lesson into another lesson.

Instruction of the Reading Strategy	Description/Explanation
<p>Before: How will you introduce the reading strategy, prepare the students? How will you activate prior knowledge and build background knowledge?</p>	<p>(Small Group Instruction or One-On-One Instruction) T: We are going to make pictures in our minds. For example, imagine like for the word dog. (Teacher draws a head with a thought bubble showing a dog as they are talking) We can draw a picture of a dog and say <i>dog</i>. Pictures can be words and so can words be pictures. Thinking of pictures can help us remember what we have read.</p>
<p>During: What will you model for instruction? What will the students</p>	<p>(Small Group Instruction or One-On-One Instruction) T: I have shown you how to change a word into a picture and the picture into a word. I would like you to try it with me. (Draw a head and a thought bubble and a word bubble. Give it to the</p>

do? How will you support students during the lesson?	student) I would like you to draw a picture in the thought bubble of a house. S: Students will draw their image of a house. T: Now I would like you to write the word house in the word bubble. (If needed, model and demonstrate how to spell house) Let us say house together. (Point to the picture of the house when you say the word) S: <i>House</i> T: Now, let us say it one more time. (This time point to the word and not the picture) S: <i>House</i>
After	T: We have just practiced visualizing a word and then verbalizing the word. We changed the picture into word and the word into a picture. This will help us to remember words that we read and hear.

Visualizing and Verbalizing Reading Strategy Lessons

Unit, lesson, or topic title: Lesson Two, Reading Comprehension

Instructor's name: Jessica Will

Reading Strategy: Picture to Picture

Description of students/learners: 5th Grade (small group of 3-4 students)

Content Area Application: English Language Arts (Guided Reading)

Goals/Outcomes: Students will develop vocabulary to verbalize from a given picture, and will increase their expressive language.

Lesson Duration: 30 minutes

Materials needed: paper and pencil, picture with simple image, set of structure words

Lesson Summary: This lesson follows lesson one and should introduce students to the structure words that will be used during the next several lessons. Younger students or students who are struggling readers will need to be introduced to the structure words before this lesson. The structure words should be taught in order as these words are already placed in order of

importance for the visualization and verbalization lessons. This lesson can be completed with one student or with a small group.

Instruction of the Reading Strategy	Description/Explanation
<p>Before: How will you introduce the reading strategy, prepare the students? How will you activate prior knowledge and build background knowledge?</p>	<p>(Small Group Instruction or One-On-One Instruction) T: Today we are going to learn some new words that will help us structure our lessons. (Draw two heads on a paper.) First, I want you to look at a picture. Then you will tell me about the picture. As you tell me about the picture your words will help me to create a picture in my mind. (Draw a line from the first head to a thought bubble in the second head.)</p>
<p>During: What will you model for instruction? What will the students do? How will you support students during the lesson?</p>	<p>(Small Group Instruction or One-On-One Instruction) T: Let's get started. I will not look at the picture. I want you to use your words to help me see the picture in my mind. I am going to give you a picture and ask you questions about the picture. (Give the students a simple picture. I am using a picture of an Robin. If you are working with a small group, take turns asking students to share what they see.) S: A student takes the picture and looks at it. (Make sure students have enough time to look at the picture.) T: What is this a picture of, a dog, a person...? S: It is a bird. T: Great. I can picture a bird. Is it a big bird, a little bird, a? S: I am not sure. It is medium. T: Is it a baby bird or an adult bird? Help me know what to picture. S: It is not a baby so it could be an adult. T: I can picture a bird that is older than a baby in my mind. What color is the bird? I am trying to picture it. Is it black, orange, blue? S: It is black, red, and white. T: Great. Your words have helped me to picture an adult bird that is red, black and white. Keep going. Does the bird have a red head, black body, and a white tail? Help me to picture what the bird looks like. S: It has a red belly, a black head, and an orange beak. It has a little white under it and around the eyes. T: Okay. I am picturing the bird with a black head, a red body and an orange beak. What color are the wings? S: The wings are blackish and whitish. T: The wings are a mixture of black and white? Help me to picture the wings with your words. S: The colors are mixed. T: The wings are a mixture of black and white. Alright, I can</p>

picture the color of the bird. Now, help me picture what the bird is doing. Can you tell me what the bird is doing?

S: The bird is just standing in one place.

T: Your words help me to see the bird standing. Is the bird facing toward you or away from you?

S: He is facing to the side. (A student has added that the bird is a boy. Either the student knows more about birds to identify a male Robin or they just added that it was a boy on their own)

T: Is the bird facing the right side of the picture or the left side of the picture?

S: The bird is facing the left side of the picture.

T: Okay. Now help me picture where this bird is at.

S: Do you mean like the bird is outside?

T: Yes, is the bird in a house, or outside?

S: The bird is outside standing in grass.

T: The bird is standing in the grass and facing the left of the picture. Is the bird close to us or far away?

S: It is close.

T: Alright. I can picture the bird being close to me as I am looking at it. Is the bird happy, sad, or mad?

S: The bird is just standing and looking. I think it is happy.

T: I can see the bird standing their happy. Is there any more in the picture? Are there trees in the background or other animals?

S: There is only the one bird and it is standing in the grass. I don't see anything else.

T: Great! Is the picture during the daytime or at night?

S: It is daytime.

T: I can just picture a bird enjoying the day as it stands in the grass. Is there any movement in the picture?

S: It looks like the bird is looking at me with its one eye on the side of its head.

T: I can just see the eye looking at me wondering what I will do. You did a great job. Now before I look at the picture we are going to check through the structure words that you are learning today. These words will help to make sure we're talking about everything in the picture. (Lay out the structure cards so they face the students.) Let's start with the first structure word *what*. In the picture you told me it was of a bird standing in the grass. Can you touch the card and tell me the *what* of the picture?

S: (A student should touch the card and explain that the picture is about a bird looking to the left, just standing in the grass.) This is about a bird standing in the grass and just looking.

T: Great! Now turn the card over to show that we are done with it. Next, touch the card with the word *size*. Can you tell me what size the bird was again?

S: Pointing to the card the student says that the bird was medium

in size, but looked like an adult.

T: Ok, I can see a medium bird that is an adult and not a baby. We can turn the card over and keep going. Please touch the next card which is *color*. Can you share the colors in the picture?

S: There is green grass, with a bird. The bird has a black head, a red belly, and an orange beak. Oh, and his wings are both black and white.

T: Wow, great job! That is a lot of color to help me visualize my picture. You can turn over the *color* card so we can move on to the *number* card.

S: What does *number* stand for? Is that like how many birds or how many wings it has?

T: Yes, *number* can mean any of those things.

S: There is one bird. He has two feet and two wings.

T: Great. Alright, you can turn the card over and move on to the next card.

S: A student points to the *shape* card, then explains that the bird is a hard shape to describe. The bird has a round head, pointy feet and a beak that looks like a triangle.

T: I can picture the round face and triangular beak. Now, go ahead and move to the next card.

S: *Where*, is outside in the grass.

T: Great, keep going.

S: *Movement*, I don't think there is any movement unless that the side of the birds head has an eyeball that seems to be watching me.

T: So, the bird is standing still and staring. We don't have to spend that much time on each card. Go ahead to the next card.

S: *Mood* is next and the bird looks happy to me because it is looking around.

T: I can visualize a happy bird. Ok, turn that card over and move on to the next card.

S: *Background* is next and the bird is in front with only grass under it and behind the bird. It looks kind of blurry behind the bird too. The next card is *perspective*. I am not sure what that means.

T: *Perspective* is how we look at the picture such as if we look down at the bird or up at the bird.

S: We are looking at the bird from the side as if it is right in front of me. I think I am getting this. The next word is *when* and I think it is during the day because the picture is lighter. It is also during the spring or summer because there isn't any snow.

T: Your words help me to picture the bird outside during the day when it is light outside. Keep going.

S: *Sound* is the last card and I don't think there is any sound in the picture. The beak is closed so I don't think there would be sound.

	<p>T: We have finished looking over the structure words to help me get a clear picture in my mind of the picture you described. I am going to summarize what the picture looks like based on your descriptive words. Your words helped me picture a single bird, who is medium sized and probably an adult. The bird is looking to the left in the picture, is standing in the grass staring straight ahead, and with one eye seems to be looking toward me. Oh, and the bird has a black head, a red belly, with a triangular shaped beak. The wings of the bird have a mixture of white and black on them. I picture the bird being happy to be standing in the grass during the middle of the day. Okay, if you think I have described the whole picture you can show it to me.</p> <p>S: The student shows me the picture and explains that I have described the whole picture.</p> <p>T: (I look at the picture to make sure I have described the whole thing.) I didn't picture how green the grass was so the picture might have been during summer. (Take this time to discuss any other things not mentioned.)</p>
After:	<p>After the lesson, if there is time, have the student try to recall everything they saw and shared without looking at it.</p> <p>T: That was fun but let's try something else. I want you to look at the picture again and then I am going to turn it upside down. I want you to try to tell me everything you remember about the picture. (Give the students time to look at the picture and then turn it upside down.)</p> <p>S: I know the main picture is a bird standing in green grass. The bird has a round, black head. It is a triangular shaped, orange beak and a red belly. The wings were black and white and it had two feet. Oh, and the bird was facing to the left in the picture with one eye that seemed to be looking directly at me.</p> <p>T: (Make sure to give the student time to recall the images. If the student struggles you can ask questions to help.)</p> <p>S: I can't remember anything else.</p> <p>T: What about what time of day it is, in the picture.</p> <p>S: It is daytime because the picture has lighter colors.</p> <p>T: Great job! It can be fun to picture things in your mind. Let's look at the picture again to make sure we have it all.</p> <p>S: Looks like we remembered it all.</p> <p>T: You did a great job today. I will see you tomorrow.</p>

1. what	5. shape	9. background
2. size	6. where	10. perspective
3. color	7. movement	11. when

4. number

8. mood

12. sound



Unit, lesson, or topic title: Lesson Three, Reading Comprehension

Instructor's name: Jessica Will

Reading Strategy: Word Imaging

Description of students/learners: 5th Grade (small group of 3-4 students)

Content Area Application: English Language Arts (Guided Reading)

Goals/Outcomes: Students will be able to visualize and verbalize the smallest unit of language—a word.

Lesson Duration: 30 minutes

Materials needed: a simple picture, paper and pencil, structured words

Lesson Summary: This lesson is showing students how to form an image in their heads based on specific questions asked by the teacher. Last lesson students used words for a teacher to picture whereas; this lesson has the students, instead of the teacher, picturing the image in their minds. Some students may struggle when asked to imagine and say they don't know what it means. It can help to have students recall a memory for an example.

Instruction of the Reading Strategy	Description/Explanation
<p>Before: How will you introduce the reading strategy, prepare the students? How will you activate prior knowledge and build background knowledge?</p>	<p>(Small Group Instruction or One-On-One Instruction) T: (Take a piece of paper and draw a head and a thought bubble.) I am going to say a word and show you a picture of a word. Then I'll take the picture and turn it upside down. When I do this I want you to try to picture it in your mind. S: Alright. T: Here, is a picture of a zebra. Go ahead and look at it and try to picture it in your mind. (Give student time to look at the picture.) Now I will turn the picture over. (Turn over the picture.) Even though you cannot see the picture anymore, I want you to try to picture it in your mind. Can you tell me what you are picturing? S: A zebra. T: Ok. Can you give me more details about the zebra that you are picturing? Use words so that I can picture the zebra in my mind. You can use the structure words that we learned yesterday such as what size and color is the zebra? S: The zebra has black and white stripes and it is a full grown zebra. T: Great Job. Can you tell me as much as you can about the zebra? S: I think the zebra is standing in the grass and his head is down, eating the grass. I picture it being daytime with sunshine in the background. T: Okay. Is the zebra's mane or tail braided? Does it have long hair? S: Oh, it has a spiky mane and a long tail. I cannot remember if the rest of the fur is long. T: Great job. Let's look at the picture again.</p>

<p>During: What will you model for instruction? What will the students do? How will you support students during the lesson?</p>	<p>(Small Group Instruction or One-On-One Instruction) T: (You and the student look at the picture and then turn it upside down again.) Can you add anything more to what you are picturing? S: Yes, it has a bushy tail and a white belly. T: I can see that in my mind as well. I can also see a hill and rocks in the background. Did you picture that too? S: I don't remember that. T: Let's look at the picture one last time. Let's look for anything that we have not already mentioned. Then we will use the structured words systemically to help us. (Turn over the picture one last time. Wait a few minutes and turn it onto its back.) Now what can you picture? S: There are trees in the background and a light in the middle of the picture that I am not sure what it is. I also noticed yellow flowers in the grass. T: That is great how you pictured the zebra and the setting around it. Now, let's check what we pictured using the structure words. (Place the structure words on the table in front of the student.) Go ahead and touch each word and tell me what you pictured. After you share your pictures for each card turn it upside down. S: For the card <i>what</i>, it is a zebra. For the <i>size</i> it is a big zebra. I think it is an adult. For the <i>color</i> it is black with white stripes, a long tail and a short mane. Oh, and it has a white belly. Then for <i>number</i>, there is one zebra that has four legs, one tail, one head and one mane. T: (The student should continue to go through all twelve structure cards. If the student cannot remember what the card shows from the picture they can take another look at the picture.) Alright, great job. Now let's share what we imagine the picture looks like in our minds. I am picturing a zebra that is standing on grass with a hill, rocks and trees in the background. What can you add? S: The zebra is black with white stripes, has one mane, one tail and a white belly. The zebra was eating grass. T: Wow, you did great. Now, we will look at the picture again to see if you missed anything. Looking at the picture we noticed we forgot to mention the time of day.</p>
<p>After</p>	<p>T: We have just practiced visualizing a word and picture in our minds. Now, I am going to say a word and you can tell me what you picture. I will not show you the picture this time. (I chose <i>cow</i> because I know these students either live on farms or by farms and are familiar with the noun. What does <i>cow</i> make you picture? S: I can see a cow in my mind. T: What does the cow look like? S: Like my dad's cow that we have at home. T: Does the cow live in a barn? Is it black? Can you tell me more</p>

about the cow you are picturing?

S: The cow is all black. He has two ears, two eyes, and one tail. She lives in our pasture with several other cows.

T: Okay, this is a great start. Remember the structure cards and tell me more details to help me visualize the cow you are describing.

S: The cow is a mother cow and is shaped like all cows with four legs and a long neck. In the pasture there is grass that the cow eats. I can see the cow eating the grass and he is happy.

T: Great. Is there anything else in the background and what time of day are you picturing the cow?

S: It is at lunch time and I just finished lunch. I see the cow eating the grass with hills in the background. Oh, I am looking directly at the cow and I can hear her crunching on the grass. I can also hear birds singing.

T: I am picturing a happy cow eating his lunch with his friends or other cows. What are the other cows doing?

S: They are eating the grass too.

T: Great job. I can picture the cow you are describing. Let's go through the list of structure cards again. We will check to make sure you said everything for the picture of the cow. (Go over the structured words and have the students add any words needed to help visualize the cow.)

S: Pointing to the card *what*, the student shares that it is a mother cow. The mother cow is a full sized cow (*size*.) The cow's *color* is all black. And for *number*, there are four legs, two eyes, two ears, one head, one tail, and one tongue. The cow's *shape* is just like an average cow with a long body and a long neck. It has round eyes. The cow is outside (*where*) standing in the grass while eating the grass (*movement*) happily (*mood*).

T: Wow, you are doing great. See how well you can imagine the picture in your mind. Keep going.

S: For the card *background* the cow is eating in a field with other cows. I am looking directly at the cow for perspective. My cow is eating lunch during the middle of the day (*when*.) The *sound* in my picture is birds chirping and hearing the cow crunch the grass.

T: Great job going through the structure words. We will work more tomorrow.



Unit, lesson, or topic title: Lesson Four, Reading Comprehension

Instructor's name: Jessica Will

Reading Strategy: Single Sentence Imaging

Description of students/learners: 5th Grade (small group of 3-4 students)

Content Area Application: English Language Arts (Guided Reading)

Goals/Outcomes: Students will be able to visualize and verbalize a single sentence.

Lesson Duration: 30 minutes

Materials needed: structure cards if needed

Lesson Summary: This next lesson increases the imagery. We imagined a single word and now we are going to use imagery for a single sentence. We will use a known noun from the last lesson

and use it as the noun in a single sentence. Many students can go from a one word imagery into a single sentence imagery. Other students many need additional lessons of single sentences to learn the strategy.

Instruction of the Reading Strategy	Description/Explanation
<p>Before: How will you introduce the reading strategy, prepare the students? How will you activate prior knowledge and build background knowledge?</p>	<p>(Small Group Instruction or One-On-One Instruction) T: We have imagined a word in our minds in our last lesson. Now we are going to visualize a sentence using the same noun from yesterday. Do you remember what you pictured yesterday? S: A cow from my backyard. T: Great. I am going to use cow in a sentence. She may be doing something different or in a different place but I want you to picture the same cow. S: Okay.</p>
<p>During: What will you model for instruction? What will the students do? How will you support students during the lesson?</p>	<p>(Small Group Instruction or One-On-One Instruction) T: <i>The cow stepped over the flower.</i> Remember to picture your cow. What do you visualize with the sentence <i>The cow stepped over the flower?</i> S: My cow stepping over a flower. T: Thank you. That was almost the whole sentence I said. Can you tell me more about what you picture? Is the cow in the field or what kind of flower do you see in your mind? S: I picture my all black cow stepping over a dandelion. T: Good. Can you see the cow moving as it steps over the dandelion? S: Yes! I can see my cow stepping over the dandelion to get to more grass. T: Is the cow moving fast or slow? (I use my fingers to show fast and then slow.) S: It is hungry so she is moving fast. T: Okay. Can you show me that? S: Student should show with their fingers, moving fast. T: Great job. Let's keep going. Think of the structure words and tell me more about what you visualize. S: I can see the black cow walking fast. She steps over the dandelion to get to more grass. The sun is shining on the cow. The cow is hungry and happy to see more grass. T: I can see your cow. Do you hear anything in your picture? S: I can hear other cows mooing and some birds singing. T: Great. (Continue going through the structure words. If needed, show the structure words to the students until they no longer need them. If students are struggling to do this activity try another sentence with another word they are familiar with.)</p>

After	T: (After finishing going through the structure words. Summarize what the students shared of their image using the words, “Your words made me picture ...” Make note of signs of imagery the students share. If the student does not respond with appropriate words for imagining the picture. The teacher can ask questions to help get the appropriate response. Always start by using positive engagement with the students. As many students will need practice, this lesson can be repeated with other single sentences to help students picture the sentences.)
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Unit, lesson, or topic title: Lesson Five, Reading Comprehension

Instructor’s name: Jessica Will

Reading Strategy: Sentence by Sentence

Description of students/learners: 5th Grade (small group of 3-4 students)

Content Area Application: English Language Arts (Guided Reading)

Goals/Outcomes: Students will be able visualize and verbalize two sentences.

Lesson Duration: 30 minutes

Materials needed: structure cards (if needed), colored squares - enough for one per sentence (take construction paper and cut into squares)

Lesson Summary: This lesson is used after students are able to picture single sentences in their minds. Once they can visualize one sentence, then this lesson will help them visualize two sentences together. Many students will struggle to move from single sentence imagery to sentence by sentence imagery. They may need to take more time with this as this lesson is important to teach students. The goal of sentence to sentence imagery is to help students create an image from oral and written language. During this lesson students will use the structure cards for the first sentence but not all of the sentences. After talking about each sentence the students will put a colored square down to show the sentence. When finished with the activity the students will give a picture summary and a word summary. The sentences need to have words

the student will be able to understand and not too difficult. This lesson should be completed several times with different sentences until the student understands how to connect the sentences. Do not use more than six sentences as it can make the lesson take too long and make it difficult to use imagery.

Instruction of the Reading Strategy	Description/Explanation
<p>Before: How will you introduce the reading strategy, prepare the students? How will you activate prior knowledge and build background knowledge?</p>	<p>(Small Group Instruction or One-On-One Instruction) I have created a four sentence paragraph for this lesson. <i>The little brown and white pony lives in a field where there is plenty of grass. When the pony spots a flower, she walks close. She eats the flower and spits it back out. The flower falls into the grass, and the hungry pony continues to eat her lunch.</i> T: Today we are going to picture more sentences. I am going to read you four sentences that tell a story. I want you to visualize each sentence in the story. S: Okay.</p>
<p>During: What will you model for instruction? What will the students do? How will you support students during the lesson?</p>	<p>(Small Group Instruction or One-On-One Instruction) T: The first sentence in the story is <i>The little brown and white pony lives in a field where there is plenty of grass.</i> What do these words make you picture? Grab a colored square and put it on the table. This colored square is for the first sentence. I will read this sentence again. <i>The little brown and white pony lives in a field where there is plenty of grass.</i> What do these words help you picture? S: I picture a brown and white pony. (This sentences is paraphrasing and not imagining) T: Alright. What does the pony look like? When you picture the pony what size is it? (Raise your hand up and down to show big or small.) S: I see a little pony that is brown and white. T: Ok. I can picture a little brown and white pony. What part of the pony is brown and what part is white? S: I picture a pony with brown feet, and white legs. I see a white body and a brown face. T: The sentence said the pony lives in a field where there is grass. What does the field look like? Is the grass tall or low to the ground? S: I picture a field with hills, green grass and flowers. The grass is short because it was just mowed. T: What do you think the pony is doing in the field? I will read the sentence again. <i>The little brown and white pony lives in a field where there is plenty of grass.</i> S: I picture the pony running in the field and eating grass when it</p>

is hungry.

T: (Using the structure words, I continue to ask questions to help the students picture this sentence.) What time of day do you picture? Is the pony happy?

S: The pony is happy because it is running and eating when it wants to. The pony is running in the field during the day.

T: Is there only one pony and do you hear any sounds?

S: I see only one pony and I can hear birds chirping because it is during the day.

T: Great job. When you picture the pony are you looking down at it?

S: I am looking up at the pony because it is on a hill.

T: (Reminder to make sure the students use imagery and not just repeat words.) Great job. Let me read the sentence again and see if we remembered everything. *The little brown and white pony lives in a field where there is plenty of grass.* Did we talk about everything?

S: Yes.

T: (Show the structure words to the students) Let's see if we got everything. Check through the structure words. (Student should easily be able to turn over each card and describe the picture in their minds to match the cards.)

S: Student touches each card of *what, size, color, and number* and easily shares that, "It was a little, brown and white, pony. There is one pony with two eyes, four legs, and one tail. I didn't mention any shapes. I don't see any shapes maybe the pony. The pony's head is long like an oval. The hill is round and the pony has rectangle shaped legs."

T: Yes, those are shapes in your mind.

S: The *movement, where, and mood cards* are that the pony is in the field with lots of green grass. The pony is happy as it runs and then stops to eat the grass. In the *background* are hills with grass and flowers. For *when, perspective, and sound*, I picture daytime as I look up at the pony on the hill. I hear birds chirping in the sky.

T: You are doing great. I will read the second sentence now. I will put another color square down to show the second sentence. I want to connect the two sentences so I will overlap this square with the square from the first sentence. (Connect them vertically to show order of the sentences and in order of how we are imagining them.) *When the pony spots a flower, she walks close.* What do you picture with this sentence, *When the pony spots a flower, she walks close?*

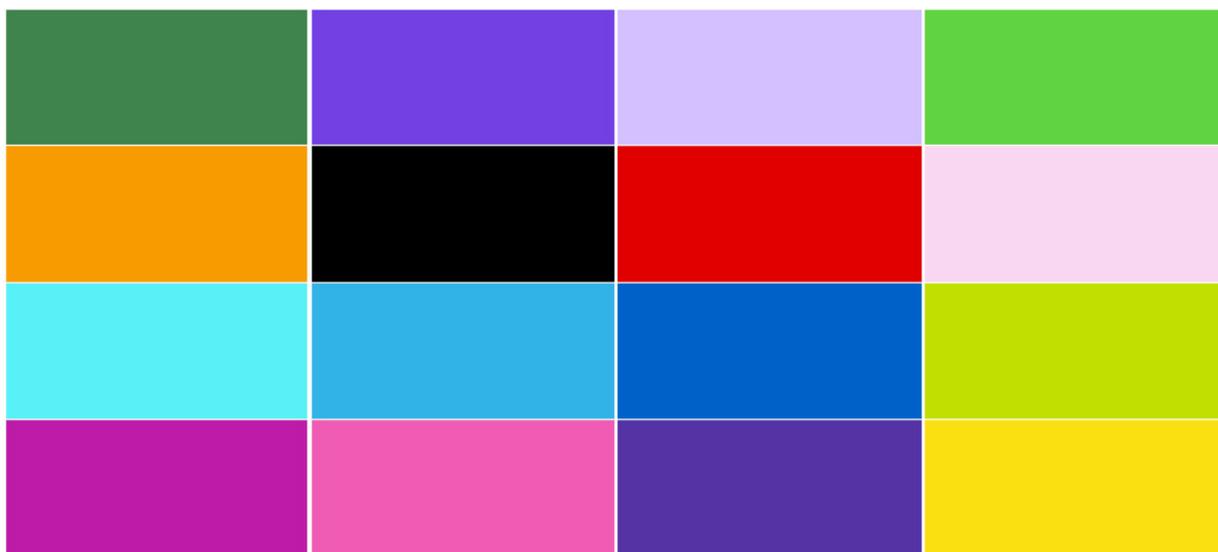
S: I see the pony walking toward a flower.

T: What does the flower look like?

S: It is a blue flower just like I have at my house. It has several

	<p>pedals in a circle around a black circle.</p> <p>T: What are you picturing when the pony walks close to the flower?</p> <p>S: The pony walks close or almost touching the flower. Maybe it is going to smell it.</p> <p>T: Great, let me read the third sentence and we can find out. <i>She eats the flower and spits it back out.</i> (Add a third colored paper vertical to the other two) I am adding the third red paper to show the third sentence. What does it make you picture? <i>She eats the flower and spits it back out.</i></p> <p>S: I can see the pony spitting the flower out with puffy cheeks as it is spitting. She must not have liked the flower.</p> <p>T: What was the pony's face doing when it ate the flower?</p> <p>S: I think the pony thought the flower would taste good and was excited to eat it. Then the pony tasted the flower and found it yucky. The pony's tongue comes out when it spits the flower out. I can just see the pony trying to get the taste off of her tongue.</p> <p>T: I can picture the pony spitting out the flower. Now I will read the last sentence. Here is a fourth red paper that I am connecting with the other three red papers. All of the sentences are connected. What do you picture for this sentence? <i>The flower falls into the grass, and the hungry pony continues to eat her lunch.</i></p> <p>S: Oh, the blue flower falls to the grass. I think it gets hidden in the grass. Then the pony is so hungry it forgets about it and eats her lunch of grass without flowers.</p>
After	<p>T: Great job! Now that we have all of the red squares representing each sentence. I want you to touch each red square and tell me some of the details you mentioned.</p> <p>S: Okay. I will try.</p> <p>T: When you touch each paper I want you to say, "Here I saw ..." You try it.</p> <p>S: (Touching the first paper) Here I saw a pony standing in a grassy field.</p> <p>T: Can you tell me a little more about what you pictured about the pony?</p> <p>S: The pony was running in the field and would stop to eat grass.</p> <p>T: Great. Go ahead and touch the next paper and share about the second sentence.</p> <p>S: Here I saw the pony walk up to a blue flower.</p> <p>T: Now, what about the third sentence.</p> <p>S: Pointing to the third red square of paper, the students says, "Here I saw the pony spit out the blue flower onto the ground."</p> <p>T: Right! Alright, tell me about the last sentence.</p> <p>S: Pointing to the last paper the students say, "Here I saw the flower hit the ground and the pony go back to eating the grass."</p> <p>T: You did great picturing each sentence. It can be like a movie in</p>

	<p>your head. I would like you to touch each colored square now and give me a word summary as you go. You can start with, “This was about...” You do not have to give me all of the details when you give me a word summary. Go ahead when you are ready.</p> <p>S: This was about a pony that was eating grass in a field. The pony ate a flower and spit it out. The pony’s cheeks puff out and its tongue sticks out when it spits out the flower. Then the pony ate more grass.</p> <p>T: Thank you. I can picture the whole story. I can see the pony spitting out the flower.</p>
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Unit, lesson, or topic title: Lesson Six, Reading Comprehension

Instructor’s name: Jessica Will

Reading Strategy: Sentence by Sentence Imaging with Higher Order Thinking

Description of students/learners: 5th Grade (small group of 3-4 students)

Content Area Application: English Language Arts (Guided Reading)

Goals/Outcomes: Students will be able to visualize and verbalize sentences and answer higher order thinking.

Lesson Duration: 30 minutes

Materials needed: structure cards, five colored squares

Lesson Summary: This lesson is after students are able to visualize paragraphs of six sentences. This lesson will continue to use the sentence by sentence imaging but add higher order thinking. This lesson is very important as students do not take sentence by sentence imagery and apply critical thinking and problem solving. Recalling or retelling is a basic skill. This lesson will support students in learning to apply critical thinking and problem solving to their basic skills. Some higher order thinking examples are getting the main idea, drawing a conclusion, making an inference, predicting or extending, and evaluating (Bell, 2007). Imagery helps students visualize which ideas and details in the paragraph that is the most valuable. The conclusion questions can help students create an opinion after visualizing and reading the paragraph. Inference questions help students look at the cause and effect in the paragraph. Making predictions or using an extension question helps students think about the current facts and possible future outcomes. Evaluation questions help students decide on a judgment based on the text in the paragraph. According to Bell (2007) there are two sides of imagery. Symbol imagery is processing parts such as letters, numerals, and facts. Concept imagery is processing of the whole such as the movements, color or scenes. This lesson will help students learn more concept imagery that is needed for higher order thinking.

Instruction of the Reading Strategy	Description/Explanation
<p>Before: How will you introduce the reading strategy, prepare the students? How will you activate prior knowledge and build background knowledge?</p>	<p>(Small Group Instruction or One-On-One Instruction) <i>The silliest man in the circus is the one dressed up as a clown. When the audience gets restless, the clown dances and waves to the audience. The clown performs silly stunts to make the audience laugh. The crowd cheers as the clown makes them laugh even when the clown pretends to get hurt. The clown takes a bow and then trips as it leaves the tent.</i> T: Today we are going to do another sentence by sentence activity. Then, at the end I will ask you some questions that you will be able to answer from what you visualize.</p>
<p>During: What will you model for instruction? What will the students do?</p>	<p>(Small Group Instruction or One-On-One Instruction) T: Let's start with the first sentence. Just like yesterday, here is the first colored square. Put it on the table and read the first sentence out loud, then I can visualize it too. S: <i>The silliest man in the circus is the one dressed up as a clown.</i></p>

<p>How will you support students during the lesson?</p>	<p>T: What do those words make you picture? Do you know what a circus is?</p> <p>S: No, I have never been to a circus.</p> <p>T: That's alright. I will try to help you visualize a circus. A circus usually has a large tent where visitors can sit on bleachers positioned around the tent to make a circle. In the middle of the tent is a large circular area where clowns put on a show. Then animals are brought in who can show tricks to the audience such as having elephants standing on their heads. Does this help you get a picture of a circle in your mind?</p> <p>S: Yes, I can just see an acrobat flying through the air. I saw it on t.v. once.</p> <p>T: You can read the sentence again and then tell me what you visualize from the words.</p> <p>S: <i>The silliest man in the circus is the one dressed up as a clown.</i> I picture a clown in the middle of the circus tent. He has a big red nose and two big shoes. He also has a tie that is so long it goes down to his knees. Oh, and he has a mustache.</p> <p>T: What color are you picturing for his clothes?</p> <p>S: I see black pants, a green shirt, and an orange tie. The clown has black hair and is wearing a yellow hat. Oh, and the clown's face is painted white with a big red painted smile.</p> <p>T: What else did the words help you picture? You can read the sentence again if you need to.</p> <p>S: I see a clown standing in the middle of the tent trying to use a jump rope but is jumping over the rope as it lies on the ground. The people are looking down from their seats onto the clown as he makes them laugh.</p> <p>T: Do you see the people leaning out to see the clowns or just sitting upright as they look down? What else can you tell me about the people? Help me to visualize what you see.</p> <p>S: The people are from all over and are looking down at the clown as they are laughing. I see them leaning down a little because they want to see everything that is happening.</p> <p>T: You are helping me to picture this clown and the people watching the clown. The sentence said, "<i>The silliest man in the circus is the one dressed up as a clown.</i>" The clown is silly, what else can you see the clown doing that is silly?</p> <p>S: I see the clown doing other silly things such as shooting water out of a flower onto the people who are watching.</p> <p>T: Great! Think of your structure words, can you add anything else to what you visualize?</p> <p>S: I can hear the sounds of the people clapping and laughing at the silly clown. I can hear the feet of the clown as he jumps over the rope and the water coming out of the flower. Oh, and the screaming of the people who get wet. Because this is in a tent I</p>
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am not sure if it is daytime or nighttime but, I am going to picture daytime because of all the little children who have come to watch the circus.

T: You have helped me picture the clown and the circus. You have good pictures of the first sentence. Let us move to the second sentence. Put the second red square down below the first square and make sure they are touching because the sentences should be joined as we are imaging them in our minds. Please read the second sentence and tell me what you picture.

S: *When the audience gets restless, the clown dances and waves to the audience.* What is restless?

T: Restless is when a person can no longer focus on one topic and they start to move around.

S: I can see the audience getting bored. They are no longer looking at the clown and are talking to each other.

T: Great, I can picture the audience getting restless. What do you picture the clown doing? You can show me as you tell me.

S: I see the clown standing up with his arms outstretched trying to get the people to look at him. Then I see the clown trip on his own feet. Then his arms start to move frantically as he falls to the ground.

T: What do you picture when the clown hits the floor?

S: I can see the clown bounce and make a loud cry. I can see the audience laughing at that. Then the clown rolls to his feet and takes a bow.

T: Great job using imagery of the sentence. Read the sentence out loud again and see if there is anything you would like to add to your picture.

S: *When the audience gets restless, the clown dances and waves to the audience.* Oh, the clown dances. I can see the clown trying to dance. As he moves, that's when he trips over his feet and falls. The dance the clown is doing is to the *happy as you know it* song.

T: Great. Now let's move to the third sentence. Place the third square down under the other two squares. You may read the third sentence and tell me what you picture.

S: *The clown performs silly stunts to make the audience laugh.* The clown does other stunts.

T: What do you picture the clown doing for the stunts? Does he fall, get knocked down, or do something to the audience?

S: I can picture the clown walking when a board gets spun around by another clown and knocks him down. Then when he tries to get up, the board swings back toward him from the other side and knocks him down again. Then when the clown sits down to try to be safe, he takes out his Kleenex, but, he accidentally pushes a button that has water come out of his flower toward the audience.

T: Great. Let's move to the 4th question. Place the fourth red

square down connecting the squares and read the next sentence. After reading the sentence tell me what you visualize for the sentence.

S: *The crowd cheers as the clown makes then laugh even when the clown pretends to get hurt.* After the clown did his stunt of falling down I see the audience cheering to see the clown was not hurt.

T: Is the audience sad when the clown is hurt?

S: No, because they know he was pretending to get hurt and it is funny.

T: Is there anything else you would visualize with this sentence. (I don't want to over question the student. Just ask enough questions to determine if the student is picturing the whole sentence. When the student can picture the whole sentence you can move on to the next lesson. If not they can repeat this lesson.)

S: I see people wiping their eyes as they are laughing so much, their eyes are watering. I see the clown get up after pretending to get hurt so we know he is alright.

T: Great job. Place the red square down connecting the first three sentences. Can you read the last sentence and tell me what you visualize?

S: *The clown takes a bow and then trips as he leaves the tent.* The clown is finished with his show and bows to the audience. I can see the audience clapping for the clown.

T: Can you see the audience being happy about the clown's show?

S: Yes, the audience loved the clown. They are standing and clapping for the clown.

T: Great, I can see the audience. What about the clown? What do you see the clown doing? Reread the sentence and tell me anything else you picture.

S: *The clown takes a bow and then trips as it leaves the tent.* Oh, the clown trips as he leaves. I can see the clown landing on his face in the dirt. His tie lands under his face and I can hear a loud plop.

T: Good. Let's add some more to our picture. Can you see how the clown tripped or what he tripped on? Did he move too fast?

S: Umm, the clown turned really fast and tripped over his own foot as he tried to take a step.

T: Great. Read the sentence one last time and see if there is anything you want to add.

S: I can see the audience laughing after the clown falls down again. They are already standing and clapping and then they start laughing.

T: Alright. You did a great job of picturing the sentences. Now I would like you to do a picture summary. Touch each of the red

	<p>squares and say, “ Here I saw the ...”</p> <p>S: Touching the first colored square the students responds with, “Here I saw the silly clown who puts on a show in a circus. The clown has large shoes, a big tie and a painted face.” Pointing to the second colored square the student continues with, “Here I saw the audience get bored and the clown try to get their attention by being silly and waving his hands. The clown begins dancing doing silly things in his big shoes.”</p> <p>T: Great job. Keep going.</p> <p>S: Okay. For the third sentence, “Here I saw the clown spraying water at the audience and trying to jump over a rope on the ground with his big feet.” Touching the fourth sentence the students says, “Here I saw the crowd laugh and clap while watching the clown trip over his feet and fall on the floor when another clown accidently bumped him in the head with a board twice. (Touching the last read square) Here I saw the clown try to bow and leave the tent but he tripped on his feet and fell to the ground on his face.</p> <p>T: Nice job. Where do you think the clown fell, right at the entrance to the tent or toward the middle of the tent?</p> <p>S: I see the clown tripping as he turns to leave the tent. That is when he tripped over his shoe.</p> <p>T: Thank you. That was a great summary. (Collect all of the red squares.) I would like you to now give me a word summary starting with, “This story was about ...”</p> <p>S: This story was about a silly clown, who wowed the audience by putting on a silly show. The clown tried to jump over a rope lying on the ground. Then he fell when he was hit by a board twice, and sprayed the audience with water. The audience loved the clown and laughed and cheered for him. The last thing the clown did before he left the tent was trip over his own feet.</p>
After	<p>T: Great job. You did great giving the word summary. What do you think the main idea is that you were picturing during the summary.</p> <p>S: I pictured the clown putting on a show for the audience as the main idea.</p> <p>T: Great. Was the clown at a party?</p> <p>S: No. The clown was in a tent at a circus.</p> <p>T: Right. You have the main idea being a clown who makes the audience laugh while at a circus. I am going to ask you another question that the pictures you created will help you answer. Why do you think the story said the clown was the silliest person at the circus?</p> <p>S: The clown does silly things like trip over his shoes and jump over a jump rope that is lying on the ground. He does a lot of silly things the other circus people don’t.</p>

T: Great. Why are those things silly?

S: Because people do not do that on purpose so when someone does it just to make you laugh it becomes silly.

T: Okay, I am going to ask you another question. Why does the story say the silliest person is at the circus? You pictured the clown doing many different silly things but why would the clown be the silliest over everyone else at the circus?

S: I think the clown is the silliest because the clown involves the audience in the silly acts. Then the clown does things that the average person would never do in front of others without fear of being made fun of. Others at the circus perform for the audience but do not involve them as much or act silly to make them laugh.

T: I think your imagery helped you answer the question. Another question I have for you is why do you think the audience laughed and clapped for the clown?

S: The audience laughed when they saw how silly the clown was being, like when he fell when the board hit him and then he got hit again trying to stand up. Then they clapped when the clown got back up and was okay. I also think they clapped because they wanted to thank the clown for putting on a show for them.

T: Why do you think the clown came in to perform when the audience was restless?

S: I think the audience was bored and so the clown came in to wake up the people and make them laugh. Then to make sure the audience was paying attention the clown sprayed them with water.

T: Yes, that was great. I think it does help to involve the audience. Do you think that everything that happened to the clown was on purpose or do you think the clown tripping when he left was an accident?

S: I think it was on purpose. The whole point of the clown is to make us laugh so I think he did it all just to get our reactions.

T: What do you think will happen next? Does the clown leave and we don't see him again?

S: I think that the clown might show up each time there is a lull in the circus to keep the audience from being bored.

T: That is exactly what some clowns do. They will do several small shows during the circus. Using imagery to visualize what you have read can really help you learn about what you are reading. Do you think it helped you answer these questions?

S: I was really nervous but I was able to picture the words when you asked me questions.

T: Thank you. You did great. We can keep learning more tomorrow.

Unit, lesson, or topic title: Lesson Seven, Reading Comprehension

Instructor's name: Jessica Will

Reading Strategy: Multiple Sentence Imaging with Higher Order Thinking

Description of students/learners: 5th Grade (small group of 3-4 students)

Content Area Application: English Language Arts (Guided Reading)

Goals/Outcomes: Students will be able to visualize and verbalize several sentences and use the imagery to answer higher order thinking questions.

Lesson Duration: 30 minutes

Materials needed: none

Lesson Summary: This lesson moves from sentence to sentence and evolves to multiple sentences at a time for a student to imagine in their minds. This lesson will continue to ask higher order thinking questions. Students should not need the structured words anymore to create their visual of the sentences. The students should also be able to tell more about what they picture with fewer questions from the teacher. As it becomes faster for the student to picture the sentences the less time it will take for the lesson. This allows the teacher to add more sentences to the lesson so students can increase the amount they are learning to visualize and remember.

Instruction of the Reading Strategy	Description/Explanation
<p>Before: How will you introduce the reading strategy, prepare the students? How will you activate prior knowledge and build background knowledge?</p>	<p>(Small Group Instruction or One-On-One Instruction) This sentence is taken from <i>Imagine That! Stories</i> for Grade 5. <i>Many years ago, it was difficult to get mail from one city to another, so the Pony Express was born. A man would grab a mailbag, jump on his horse and gallop down a trail. He might ride ten miles at top speed to another station where he would jump off his tired horse and get on a fresh one. From station to station, the man would ride until he could ride no more. Then a new rider got a fresh horse, took the bag and continued until he was exhausted. Rider after rider, the Pony Express took the mail all the way from Missouri to California.</i> T: You are doing very well with visualizing sentences. Today's lesson will have you visualize two sentences at a time. I will read</p>

	<p>the two sentences to you and you will place a red square down for the two sentences. Then you will tell me what the words help you picture in your mind. Are you ready to start?</p> <p>S: I am ready.</p> <p>T: Great. I will tell you a little bit about this paragraph before we start. It is about the Pony Express. Have you ever hear about the Pony Express before?</p> <p>S: Don't they have something to do with mail in the old West?</p> <p>T: The Pony Express delivered mail before cars were invented. This paragraph will tell you more about them. Let's get started.</p>
<p>During: What will you model for instruction? What will the students do? How will you support students during the lesson?</p>	<p>(Small Group Instruction or One-On-One Instruction)</p> <p>T: Tell me what you visualize with these two sentences. <i>Many years ago, it was difficult to get mail from one city to another, so the Pony Express was born. A man would grab a mailbag, jump on his horse and gallop down a trail.</i></p> <p>S: This was many years ago when men would travel with horses so I am picturing jeans and western shirts. The Pony Express rider has a mailbag over his arm and has a handkerchief covering his mouth and nose as he travels really fast with the horse.</p> <p>T: Okay. What do you picture for getting the mailbag from one city to another city?</p> <p>S: I picture the Pony Express rider going from town to town on his horse to deliver mail. There was no electricity or cars to get the mail places so the Pony Express did it.</p> <p>T: Great. Let us check the sentences to see if there is anything else to add. The sentence said <i>many years ago, it was difficult to get mail from one city to another, so the Pony Express was born. A man would grab a mailbag, jump on his horse and gallop down a trail.</i> What do you picture for the man to grab a mailbag and jump on his horse?</p> <p>S: I can see the man run up to the horse with the mail bag on his arm. Then he grabs the saddle horn, and as the horse starts running the man hits his feet on the ground and jumps swinging his leg over the saddle to land on the horse. I saw that in an old movie once.</p> <p>T: Great job. I think you have the sentences visualized. Let's add two more sentences. Put another colored square down as you tell me what these words help you to visualize. <i>He might ride ten miles at top speed to another station where he would jump off his tired horse and get on a fresh one. From station to station, the man would ride until he could ride no more.</i></p> <p>S: I see a man sitting on top of his horse. Both are moving as fast as they can over the grassy field. Then he gets close to another station where he moves from one horse to the other horse without letting his feet touch the ground.</p> <p>T: What do you picture for the horses because one stops and</p>

another starts running?

S: I can see a horse breathing very heavy as it stops running. I can see sweat dripping off his coat. The new horse is dry and happy as it has not been running.

T: Right. What do you picture for the station that he stops at?

S: I can see a long building and a corral for horses. The man does not stop there because he has a long way to go. The man goes by several stations before he is so tired that he cannot go any farther.

T: What about the people at the stations? What do you picture the people looking like? What are they doing?

S: I can see the men dressed the same as the man but the women wear long dresses. The people at the stations get the horses ready for the Pony Express riders.

T: Let's read the sentences one more time to see if you want to add anything to what we are visualizing. *He might ride ten miles at top speed to another station where he would jump off his tired horse and get on a fresh one. From station to station, the man would ride until he could ride no more.*

S: I think I got it all.

T: I think so too. Let's add the last two sentences. Place a square down connecting the last two. I will read the two sentences and you can share what you picture for the words. *Then a new rider got a fresh horse, took the bag and continued until he was exhausted. Rider after rider, the Pony Express took the mail all the way from Missouri to California.*

S: I can picture a new person getting on a fresh horse. But this man has the mail bag that the last Pony Express rider was carrying.

T: I can't picture them handing off the mailbag. What do you think they do?

S: I can see the first rider handing the mailbag to the second rider while they are both still on horses. Then the second rider starts going very fast toward the place he will deliver the mail.

T: Great! What do you picture for the rider when you read *Rider after rider, the Pony Express took the mail all the way from Missouri to California.*

S: I can see several men exchanging the mailbag as it travels from Missouri to California. Many different people and horses but the same mail bag. That is pretty cool. I think they must get tired.

T: Great job! Let's read the sentences again to see if there is anything we could add to the picture. *Then a new rider got a fresh horse, took the bag and continued until he was exhausted. Rider after rider, the Pony Express took the mail all the way from Missouri to California.*

S: I can see horses of many different colors and heights crossing the many miles. I can see tired men and horses.

After	<p>T: Good job. You have done well with visualizing your sentences. Now I would like you to verbalize a picture summary. Go ahead and pick up the first colored square and tell me about the sentences.</p> <p>S: Touching the first square, “I saw a pony express rider pick up a mailbag, get on a horse and run as fast as they could go so they could deliver mail long ago.”</p> <p>T: Tell me about the man and what he was wearing. I want to make sure you pictured him.</p> <p>S: The man was wearing jeans and a flannel shirt. He had a handkerchief tied around his mouth and nose to keep out the sand. Touching the second square, “I see the man riding as fast as they can go for as far as each station. Then the man would get on another horse and continue on with the mailbag until he is too tired to ride anymore.</p> <p>T: Good job. You have one square left.</p> <p>S: Touching the third square, “Here I saw a second rider get onto a different horse as he waits for the first rider to pass him the mail bag. Then they will ride as fast as they can from Missouri to as far as California.</p> <p>T: What do you think the riders see as they travel from Missouri to California?</p> <p>S: I picture long, flat land that moves into hills. The men have to ride up and down these hills while going very fast.</p> <p>T: Alright. I would like you to verbalize a word summary.</p> <p>S: Okay. This story is about how Pony Express riders bring the mail to people a long time ago. I can’t imagine what it was like before there were cars. The riders would travel from Missouri to California on horses that would ride as fast as they can. When horses would get tired the riders would trade horses. When riders got tired they would give the mailbag to a new rider that would do the same thing until it got to its destination.</p> <p>T: That is a great word summary. There are a lot more sentences but you were able to verbalize them in your summary. What is the main idea of this story?</p> <p>S: It is about Pony Express riders and how they were able to bring mail out west long before we had the postal services and cars.</p> <p>T: What do you picture as the out west?</p> <p>S: Oh, California. They rode from Missouri to California.</p> <p>T: Great. Here is another question. From what you pictured why do you think the pony express riders change horses?</p> <p>S: They switch horses so the horses can rest after riding so fast.</p> <p>T: How do you picture the switching of horses?</p> <p>S: I picture them jumping from the back of one horse to the back of another horse. They don’t even need to step on the ground.</p> <p>T: How far do you picture a horse going before they switch</p>
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	<p>horses?</p> <p>S: I am not sure how far they can run. I picture them going ten miles so maybe that is how far the horse can go.</p> <p>T: Can you think of any other way that the mail could have moved from city to city?</p> <p>S: Umm. I can picture a train taking mail from city to city or by wagon train.</p> <p>T: Thank you. You did great today visualizing the sentences and answering the questions. See you tomorrow.</p>
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Unit, lesson, or topic title: Lesson Eight, Reading Comprehension

Instructor's name: Jessica Will

Reading Strategy: Whole Paragraph Imaging with Higher Order Thinking

Description of students/learners: 5th Grade (small group of 3-4 students)

Content Area Application: English Language Arts (Guided Reading)

Goals/Outcomes: Students will be able to visualize and verbalize a whole paragraph and use imagery to answer higher order thinking questions.

Lesson Duration: 30 minutes

Materials needed: none

Lesson Summary: After students become more able to visualize the sentences they move on to whole paragraphs. For this lesson students will read the whole paragraph as a whole and not break it up into sentences. Students will no longer need to use the colored squares or complete a picture summary when they finish reading the paragraph. Instead the student will finish reading the paragraph and then give a word summary. The teacher will need to make sure the student is visualizing the paragraph. To do this the teacher has to ask specific questions that the student will be able to explain with imagery. Students should be encouraged to use more expressive language during this lesson.

Instruction of the Reading Strategy	Description/Explanation
<p>Before: How will you introduce the reading strategy, prepare the students? How will you activate prior knowledge and build background knowledge?</p>	<p>(Small Group Instruction or One-On One Instruction) The paragraph is from <i>Imagine That! Stories</i>, Grade 5. <i>Frontier schools were often one-room buildings with students of all ages. The schools did not provide textbooks. The students brought any book they had at home for their lessons. This made it very difficult for the teacher. She had to teach many levels and many different books, all at the same time. During harvest and planting, the older boys often could not attend because they had to work on their farms. When the students were at school, they studied reading, spelling, grammar, and history.</i> T: Today, we are going to do this a little different. We will not use the colored squares or the picture summary. Instead I want you to read the whole paragraph and then give me a word summary of the paragraph. S: Should I read silently or out loud? T: I would like you to read it out loud so that I can picture the story with you. S: Alright. <i>Frontier schools were often one-room buildings with students of all ages. The schools did not provide textbooks. The students brought any book they had at home for their lessons. This made it very difficult for the teacher. She had to teach many levels and many different books, all at the same time. During harvest and planting, the older boys often could not attend because they had to work on their farms. When the students were at school, they studied reading, spelling, grammar, and history.</i></p>
<p>During: What will you model for instruction? What will the students do? How will you support students during the lesson?</p>	<p>T: That was great. Tell me about what you visualized as you read the paragraph. S: From this paragraph I can see all of the students from preschool up to twelfth grade. There are so many students in the one room that they cannot all sit by others in their grades. I can hear so much talking that I cannot hear the teacher. T: Okay. Keep going. S: I see many students sitting at their desks without a proper textbook. Instead they have the family bible or the farmer's almanac or another older book with them from their homes. The teacher was able to teach them anyway. T: How do you picture the teacher teaching all the different levels and all at the same time? S: I see the teacher helping one level of students at a time but having the other students work on an assignment when she was with the next level. That way everyone was working. I am thinking that levels mean grade level. T: Yes. The word level in this paragraph means grade level. Your vocabulary is improving as you used other information in the</p>

	<p>paragraph to help you learn a word you did not know. What do you picture when <i>the older boys often could not attend because they had to work on their farms</i>?</p> <p>S: I am picturing a very small group of students in the one room schoolhouse. The boys are at home working in the hot sun in the fields. The teacher and the other students are able to work faster in their lessons as there are fewer students.</p> <p>T: What do you picture for the subjects taught in school?</p> <p>S: Oh. The students study reading, spelling, grammar, and history.</p> <p>T: Great! Now I would like you to give me the word summary again. We have talked a little bit about what you visualized for the paragraph and now I would like you to tell me again the summary of the paragraph.</p> <p>S: This paragraph is about frontier schools that have one single classroom for all of the students' preschool through 12th grade. The students bring books from home such as their family bible. The teacher uses it to teach every grade level at the same time. During the summer the older boys miss school to help their families in the hot fields. In the frontier school the students get to learn reading, spelling, grammar, and history.</p> <p>T: Great. How did you picture the students learning at the same time?</p> <p>S: I picture each grade level doing a different task as the teacher moves from group to group helping them.</p> <p>T: Yes. I can see them learning that way. Is there anything else you want to add?</p> <p>S: No. I think I said everything.</p>
After	<p>T: Okay. Great! What is the main idea of this story?</p> <p>S: The main idea is about frontier schools and how the students were taught with little supplies or space.</p> <p>T: Why do you think it was called a frontier school and not just a schoolhouse?</p> <p>S: I think it was called a frontier school because it was in the past when the west was called a frontier. Also because it was in the middle of nowhere where students traveled a long ways to get to school.</p> <p>T: Do you think the older boys should have missed school to help on the farm or should they have stayed in school?</p> <p>S: I don't think they had a choice because their parents made them. I think the boys would be happy to miss school.</p> <p>T: Why do you think they were happy to miss school?</p> <p>S: I don't like school so I would have been happy to miss school.</p> <p>T: Do you remember what you visualized the boys doing on the farm?</p> <p>S: Oh. They had to work hard in the hot sun. I saw them get all</p>

	<p>sweaty and tired after working all day long. I think that they would have preferred to go to school.</p> <p>T: Good thinking. What might be a good thing about a one-room schoolhouse?</p> <p>S: I think that having all of the grades in one school would be good because if there are that many students, the teacher can have help from the older students. The older students can help teach the younger students and learn more by teaching.</p> <p>T: That is a great idea. Thank you for sharing. I will see you tomorrow for another lesson.</p>
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Unit, lesson, or topic title: Lesson Nine, Reading Comprehension

Instructor's name: Jessica Will

Reading Strategy: Paragraph by Paragraph Imaging with Higher Order Thinking

Description of students/learners: 5th Grade (small group of 3-4 students)

Content Area Application: English Language Arts (Guided Reading)

Goals/Outcomes: Students will be able to visualize and verbalize several paragraphs about a topic and use the imagery to develop factual recall and higher order thinking.

Lesson Duration: 30 minutes

Materials needed: Three paragraph short story, 3 colored squares

Lesson Summary: This lesson increases the amount the student will visualize. In order to help the student they will be able to use the colored squares, one per paragraph. Then the students can tell a picture summary using the colored squares. Two new tasks will include a page summary and factual questions.

Instruction of the Reading Strategy	Description/Explanation
Before: How will you introduce the reading strategy,	(Small Group Instruction or One-On One Instruction) Story included from <i>Imagine That! Stories: Grade 5</i> . <i>Jesse Owens, a young black man, was nervous as he accelerated</i>

<p>prepare the students? How will you activate prior knowledge and build background knowledge?</p>	<p><i>down the runway to the long jump pit. The long jump was one of four events he had entered in the 1936 Berlin Olympics. His foot hit the board and he hurled himself into the air, landing far into the sand. However, when Jesse looked back, he saw the referee holding a flag. Jesse's foot had crossed the board. Unfortunately, the jump would not count.</i></p> <p><i>Again and again, Jesse jumped, but the result was always the same. Finally, it was his last jump. Luz Long, Jesse's German competitor, walked up to him before the jump and whispered some advice. Then Jesse sprinted down the track and jumped from a mark several inches before the board. The jump was good and Jesse made it to the final round of the competition.</i></p> <p><i>Later that afternoon in the finals, Jesse and Luz would trade the lead as each jumped further than the other. Finally, Jesse let loose a mighty jump of 26 feet 5 and 1 / 2 inches, a new Olympic record. He had won the gold medal. His new friend Luz won the silver and was the first to congratulate him.</i></p> <p>T: Since you are doing a great job with your paragraphs, today's lesson will have you work with three paragraphs. You can use a colored square, one for each paragraph. Then you can put them together and give a summary of the short story. S: I'll try.</p>
<p>During: What will you model for instruction? What will the students do? How will you support students during the lesson?</p>	<p>T: I know you can do it. Let's start by having you read one paragraph. Pace a colored square down and give a word summary for the paragraph. Then we will go to the next paragraph. You may read it to yourself. S: <i>Jesse Owens, a young black man, was nervous as he accelerated down the runway to the long jump pit. The long jump was one of four events he had entered in the 1936 Berlin Olympics. His foot hit the board and he hurled himself into the air, landing far into the sand. However, when Jesse looked back, he saw the referee holding a flag. Jesse's foot had crossed the board. Unfortunately, the jump would not count.</i> T: (After the students finish I take the book away so they can put down a colored square and tell me the word summary for the paragraph.) Can you tell me a word summary for the paragraph you just read? S: After placing the colored square down the student says, "Jesse Owens is a young black man who entered the long jump in the Berlin Olympics. When he tried to take his jump his foot had crossed the board and disqualified the jump." T: Okay. Let me read the paragraph to make sure you got everything. (Read) Looks like you got everything. What did you</p>

picture for the long jump pit?

S: I pictured a really long stretch roped off by white tape in the shape of a rectangle. Toward the end of the rectangle is a long board followed by a pit of sand.

T: That is great. I can see the long jump pit with you. Here is the book. You can read the second paragraph.

S: *Again and again, Jesse jumped, but the result was always the same. Finally, it was his last jump. Luz Long, Jesse's German competitor, walked up to him before the jump and whispered some advice. Then Jesse sprinted down the track and jumped from a mark several inches before the board. The jump was good and Jesse made it to the final round of the competition.*

T: (Take the book when the student is finished.) You may place the second colored square connecting it to the first. Now, tell me the word summary for the paragraph.

S: (Placed the second colored square touching the first on the bottom of it.) The second paragraph is about how Jesse tried to complete the long jump but every time he did his foot would go over the board and disqualify him. It wasn't until a competitor gave him some advice that Jesse was able to complete the long jump and move on to the next round of the competition.

T: Great. (Silently reading the paragraph) What did you picture Jesse looked like after he kept stepping over the board and the jump did not count?

S: I pictured Jesse looking unhappy and worried. He was tired and sweaty and thinking he only had one more chance to continue in the competition.

T: That is great. I think you mentioned everything. What did you picture Jesse looked like when his competitor gave him advise?

S: Jesse looked motivated or determined. His face was serious as he ran his last jump and made it.

T: Now you can read the last paragraph. (Hand the book back to the student.)

S: *Later that afternoon in the finals, Jesse and Luz would trade the lead as each jumped further than the other. Finally, Jesse let loose a mighty jump of 26 feet 5 and 1 / 2 inches, a new Olympic record. He had won the gold medal. His new friend Luz won the silver and was the first to congratulate him.*

T: Here is your third colored square. Can you tell me the word summary of this paragraph?

S: Jesse and Luz took turns jumping farther than the other until Jesse jumped the farthest. He broke the Olympic record. Jesse won the gold medal and Luz won the silver medal.

T: Is there anything you wanted to add?

S: I believe that Jesse jumped over 26 feet 5 and 1 / 2 inches and Luz congratulated him.

	<p>T: That's great. Now that you have shared a word summary I would like you to tell me a picture summary. I will share the first paragraph in a quick picture summary. (Touching the first colored square) Here I saw Jesse Owens run down the runway of the long jump pit of the Berlin Olympics. When Jesse looked back at the referee he saw the flag which meant his jump did not count because his foot went over the board. Now I would like you to give a short picture summary for the last two paragraphs.</p> <p>S: (Touching the second colored square.) Here I pictured Jesse jumping and jumping but his foot went over the board each time. He only has one jump left and Luz his competitor gave Jesse some advice helping Jesse qualify for the next round of the competition. (Touching the third colored square) Jesse and Luz were jumping the same distances until Jesse jumped over 26 feet giving him the gold medal and breaking the record for the Olympics.</p> <p>T: Great job! Now I would like you to give me a page summary. You can use the colored squares to help you if you would like. Start at the beginning.</p> <p>S: Looking at the first square, "Jesse Owens is a young black man who entered the Berlin Olympics in the long jump. His first jump was disqualified because his foot went over the boards" Looking at the second square, "Jesse jumped several more times with the same results. Just before his last jump Luz, his competitor, gave him some advice and he qualified for the next round." Looking at the third square, "Both Jesse and Luz were completing their jumps and taking turns going the farthest until Jesse jumped over 26 feet breaking the Olympic record. Jesse was given the gold medal and Luz got the silver medal. Luz was the first to congratulate Jesse."</p>
After	<p>T: Wow, that was a great page summary. Do you remember what year and where the Olympics were located?</p> <p>S: I remember it was in Berlin but I cannot remember the year.</p> <p>T: It was a long time ago and was in Berlin. Here is the book back. Look for the year Jesse completed this jump in the Olympics.</p> <p>S: It was the 1936 Berlin Olympics.</p> <p>T: I want you to picture the Olympics and write 1936 and Berlin in the air to help you remember.</p> <p>S: A student will write 1936 and Berlin in the air.</p> <p>T: Do you know what to picture for the Olympics?</p> <p>S: I have seen it on TV and can picture a large area with several buildings and outside areas for the different competitions.</p> <p>T: Have you ever watched the long jump when the Olympics were on TV?</p> <p>S: No. I have never seen it.</p>

	<p>T: I wish I had a picture or video to show you, but your picture you described is just like the set up. Can you picture how hard Jesse must have trained in order to be at the Olympics?</p> <p>S: I can see Jesse running, lifting weights, and eating healthy to be in shape for the Olympics. I think he must exercise every day. That is a lot of time to spend on training. He probably did not have much time for family or friends.</p> <p>T: What do you think the advice was that Luz gave Jesse?</p> <p>S: I think Luz told Jesse that he was thinking too much. He knows what to do and should just do it. And to jump a little before the boards because he only needs to make it to the next round and not jump the farthest yet.</p> <p>T: That is some great thinking. Jesse did not need to jump so far but at least make it to the next round. Do you think Luz Long was upset when he only received the silver after helping Jesse because Jesse then got the gold medal?</p> <p>S: No I don't because Luz did not have to give Jesse advice in the beginning and then he was the first to congratulate Jesse after he won the gold. I think he was happy for Jesse plus he did get the silver medal.</p> <p>T: You did great. You have given some very good answers to my questions. I am very proud of you.</p>
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Unit, lesson, or topic title: Lesson Ten, Reading Comprehension

Instructor's name: Jessica Will

Reading Strategy: Page Imaging with Higher Order Thinking

Description of students/learners: 5th Grade (small group of 3-4 students)

Content Area Application: English Language Arts (Guided Reading)

Goals/Outcomes: Students will visualize a page of text and use the imagery to develop factual recall and higher order thinking.

Lesson Duration: 30 minutes

Materials needed: One page story

Lesson Summary: After students are able to visualize and verbalize paragraph to paragraph imaging with higher order thinking we can move on to one-page imagery. We will not use the colored squares and I will only ask a few questions about what they visualize otherwise the lesson would take too long. We know that they are visualizing a little and we will ask the student a couple of questions to confirm the imagery.

Instruction of the Reading Strategy	Description/Explanation
<p>Before: How will you introduce the reading strategy, prepare the students? How will you activate prior knowledge and build background knowledge?</p>	<p>(Small Group Instruction or One-On One Instruction) T: You have been doing so well on picturing paragraph to paragraph that today we are going to read a whole page and visualize and verbalize it without stopping. You may read the story aloud or silently. S: I will read it out loud so you can picture it with me. T: That would be great. Here is the story.</p> <p>The story is from <i>Imagine That! Stories</i>. <i>In 1914, Captain Ernest Shackleton sailed in his ship, the Endurance, on an expedition to reach the South Pole in Antarctica. The ship had a twenty-seven-man crew, which included a famous photographer and a skilled navigator. When they were just miles from the shores of the harsh, freezing land, the ship got trapped between floating icebergs. The captain ordered his crew to abandon ship as floes slowly pressed in and crushed the hull. A few days later, camped on the ice, they watched their ship sink into the ocean.</i></p> <p><i>The crew tried to survive on the ice with supplies taken from the ship before it sank. As the months passed, they had to hunt penguins and seals for food. The harsh winter winds ripped their tents to shreds. When the ice started to break up, the group piled into three small lifeboats and rowed to a nearby island. The men then turned over two of the lifeboats to create shelter.</i></p> <p><i>Shackleton and several others left the island in a third lifeboat to look for help. Leaving the rest of the crew behind, they rowed 800 miles through stormy seas toward the nearest known island. The navigator tried to use the stars and a compass to guide their way, but cloudy skies above made it difficult. After more than two weeks, the men spotted a bird flying overhead and the island off in the distance.</i></p> <p><i>When they landed, their boat was falling apart, their water supply was low, and some men were very sick. Shackleton knew that a</i></p>

	<p><i>whaling station, and rescue, waited for them on the opposite side of the island. Tall mountains and glaciers lay between them. The men took apart the badly beaten lifeboat and attached the boat's old screws to the soles of their boots for traction on the ice. Days later, the whalers were shocked to spot Shackleton and his men hiking over the mountains. The whalers gave the tired men food, warm blankets, and much needed medicine.</i></p> <p><i>Without delay, Shackleton helped the whalers organize a rescue trip to save the crewmen he left behind. Shackleton captained the first rescue ship, but the ice floe proved too thick to pass through. The ship turned around and headed back to the whaling station. After two more failed attempts, the last rescue ship finally reached Shackleton's men. The entire crew was found alive and in good spirits. After almost two years, the full crew of the <i>Endurance</i> returned home.</i></p>
<p>During: What will you model for instruction? What will the students do? How will you support students during the lesson?</p>	<p>S: (Reads the entire short story out loud.) T: Can you give me a page summary of this story? S: This was about a ship named the <i>Endurance</i>. It was captained by Shackleton and his twenty-seven crew. They were traveling to the South Pole of Antarctica. When they were very close to the frozen land the ship got stuck in icebergs. Shackleton ordered the crew to abandon the ship because it was going to sink. They lived off of their food brought on the ship until it ran out. Then they ate penguins and other animals to survive. I cannot imagine eating penguins. When the ice started melting they climbed into three lifeboats and rowed to a nearby island. Two lifeboats and the men decided to stay on the island while Shackleton, the navigator and a couple of other crew took the third lifeboats and went for help. They traveled for two weeks in all different weather until they landed on the wrong side of an island that had a whaling station. They had to put pieces of the boat and nails under their shoes to help them climb the ice and mountains to reach the whalers. Then Shackleton attempted to rescue the other crew members four different times. The fourth time was when they could finally save the crew. All crew were alive and well. Wow, I cannot believe they were all alive and in good spirits after all of that time and not knowing if they would be rescued. The entire crew made it home after being away from home for two years. T: That was a great one page summary. Would you like to read the story again or just parts of it to make sure you got it all? S: Yes, I cannot remember how far they traveled before they found the island with the whalers. (Students silently reread the story.) Oh. They rowed over 800 miles to get to the island with the whalers. And some of the crew was sick. They had hardly any food and water left. They had to travel two days over the</p>

	mountains before reaching the whalers. I had not pictured these parts but I can now.
After	<p>T: You did a great job telling me the summary of the story. You were able to visualize most of the story and only needed to look back for a small part. Way to go. Let me ask you some questions.</p> <p>S: Okay. I am ready.</p> <p>T: What is the main idea of this story?</p> <p>S: This story is about a man named Shackleton and his crew that wanted to explore the Southern Tip of Antarctica on the ship called <i>Endurance</i>. The captain and crew had to abandon the ship and wait for rescue by the captain and a few crew members that went to find help. The entire crew was rescued when Shackleton found a whaling ship over 800 miles away and took four attempts to be reached. The boat is named <i>Endurance</i>, just like the captain and crew who endured the long journey for 2 years before making it home.</p> <p>T: Great! Why do you think the story mention the crew seeing a bird flying overhead before they noticed the island in the distance?</p> <p>S: Birds need to be able to land at times, so seeing the birds helped the people know that land was near.</p> <p>T: That is great thinking. Why do you think most of the crew stayed behind instead of all going for help?</p> <p>S: I think they did not have enough supplies and those that stayed on the island could at least hunt for food. Those on the lifeboat would only be able to eat what they brought onto the boat.</p> <p>T: Do you think those men will try that trip again in the future?</p> <p>S: If I was them, I would not. I think they will make more journeys maybe not that one or they will come better prepared next time.</p> <p>T: You have done a great job picturing and understanding this story. We are out of time and I will see you tomorrow.</p>

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