

### Detailed Lesson Plan Template

Name: Noelle Posda  
Lesson Title: Reading: Visualizing  
Grade level/Course: 3<sup>rd</sup> Grade (can be adapted for any grade)  
Time Frame: About 60 minutes (2 days)

### Information about the lesson

Content Standards:

CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

CCSS.ELA-LITERACY.L.3.3.A

Choose words and phrases for effect.

Understandings and Essential Questions

Understandings: Visualizing is an important metacognitive reading comprehension strategy.

Essential Questions:

What does it mean to visualize?

How does visualizing help a reader understand the text?

Objectives

Students will know: Students will know visualizing is a skill that allows them to better understand text.

SWBAT: Students will be able to visualize and convey events and details from a story using artistic means.

Academic Language objectives

Vocabulary:

Visualize

Function:

Reading: N/A

*Writing:* The students will write a complete sentence describing their illustration ("I visualize...").

*Speaking:* The students will present their work to the class. They will read their sentence and discuss their illustration.

*Listening:* The students will listen to the teacher read the story. The students will also listen to each other present their work.

*Visually Representing:* The students will illustrate an event or detail that they visualized from the story.

Materials used to guide your instruction and engage student learning

- *Silver Packages* By Cynthia Rylant (or any book of choice)
- "I visualize" paper
- Coloring materials: colored pencils, crayons, markers, paints

### **Lesson Implementation**

Procedure for lesson implementation:

The lesson will begin with a discussion about what it means to visualize and how visualization helps a reader better comprehend text.. Then, the students will close their eyes and listen to the story *Silver Packages* (or another book of choice). The teacher should not show the students any images from the book. It is even a good idea to take the book jacket off or hide the front and back cover. Having the students close their eyes helps them focus on the story and visualize the events and details from the story. After the students listen to the story, they will be given an "I visualize" paper. For this, the students must write a sentence or two describing something they visualized from the story. Next, they will craft their own illustration of what they visualized. This is a good opportunity for students to try new materials. They may use markers, colored pencils, crayons, or paints. The next day, the students will present their work. They will read their "I visualize" sentence to the class, and then they will explain how what they illustrated helped them better understand the text.

Assessment:

*What will you incorporate in your plan that will allow you to see if your objectives have been reached? What evidence will you gather?*

Each student will be given an "I visualize" paper to complete. They must write a sentence or two explaining what they visualized from the story, and then they must craft a corresponding illustration. Having the students present their work also gives them a chance to explain what they visualized and how it helped them understand the text.

*What evidence will you see that the students have reached your objectives? (Think about your criteria here. What counts as meeting objectives: evidence of trying to use a strategy, using it successfully with help, or using it successfully without help? Be very specific!)*

Students will effectively explain what they visualized from the story. They should be able to explain the illustration and how what they visualized helped them better understand the text.