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Art Integration Lessons - 4th Grade

## Comprehension Strategy: Visualizing

CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

A.4.1 Develop a basic mental storehouse of images

A.4.6 Know that art is a basic way of thinking and communicating about the world

C.4.6 Use sketching to develop ideas for their artwork

E.4.1 Communicate basic ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics

G.4.1 Know that art communicates ideas

G.4.2 Know that artwork has meanings

**Objectives:** Students will interpret and analyze text in order to determine meaning.

Students will create mental images that portray the meaning of text.

Students will use sketches and watercolor painting to communicate their visualization of text.

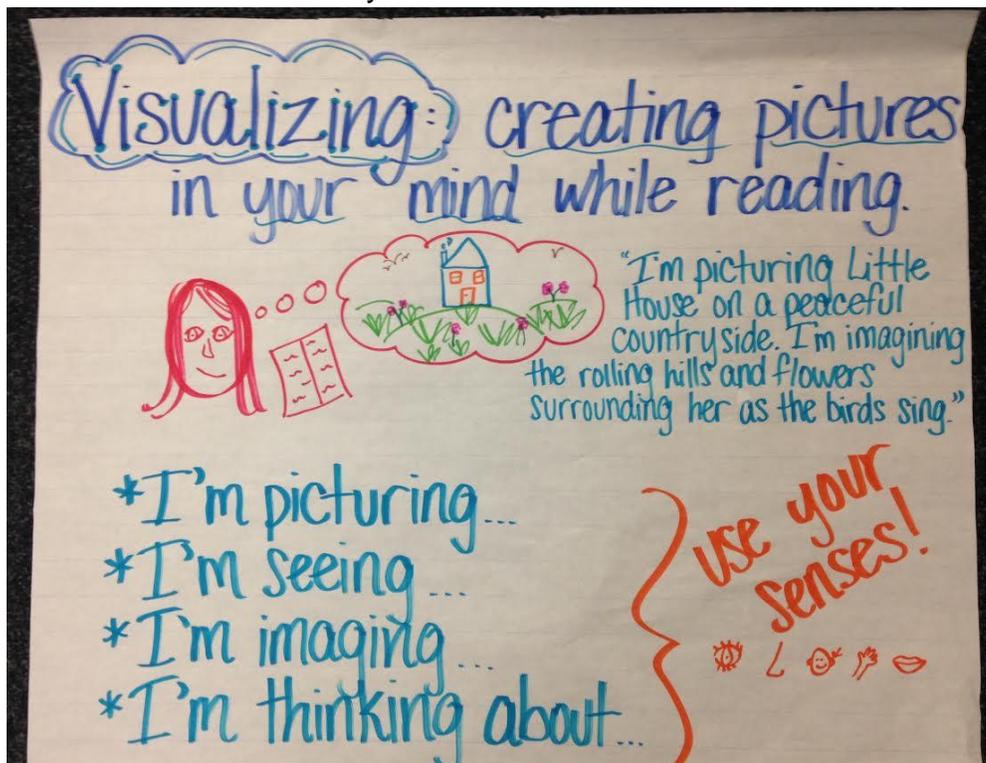
**Materials:**

- Chart paper and markers
- Cardstock or thick paper for painting
- Watercolor paints and brushes
- Water containers
- Book: Owl Moon, by Jane Yolen
- Book: Little House, by Virginia Lee Burton
- Visualizing sheet: <https://www.teacherspayteachers.com/Product/Visualizing-211314>
- Individual pages of Owl Moon, copied for students

## Lesson 1: Introducing Visualizing

\*Before the lesson, create an anchor chart to introduce the strategy of “visualizing.”

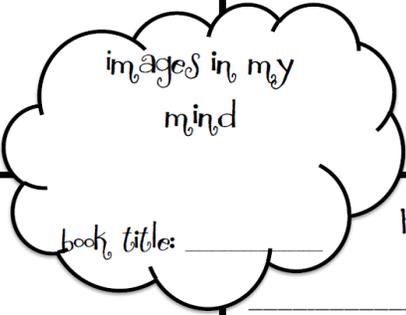
- Tell students that they will be working on a new strategy that good readers use to understand what they are reading. It’s called, “visualizing.”
- Read the first part of the Little House out loud to students without showing them the pictures.
- Stop periodically to model what you are thinking. Make sure to use all of your senses when modeling. Use language such as:
  - This page make me see...
  - I am picturing...
  - When the author says these words, I visualize...
  - I’m imagining...
- After reading the beginning (stopping before the city starts to appear in the story), close the book and show your anchor chart:



The anchor chart should have your visualization and an explanation of the beginning of the story recorded.

- Restate what “visualizing” means and how it helps us as readers.
- Ask students to think about what they are picturing in their minds for the beginning of the story.
- Send students off to draw their own visual of the beginning on their graphic organizer.

name: \_\_\_\_\_ visualizing

at the beginning	in the middle
	
at the end	how did visualizing help you understand the text? _____ _____ _____

### Lesson 2: Practicing Visualizing

- Begin by asking students to talk about what they are visualizing so far in the story, Little House.
- Reference the anchor chart for sentence starts and to review the skill.
- Continue reading the middle of the story without showing pictures.
- After stopping (before the house is moved), explain how the pictures we have in our minds might change many times throughout a story.
- Send students off again to draw a new visualization for the middle of the story.

### Lesson 3: Practicing Visualizing

- Begin by asking students to talk about how their pictures changed from the beginning to the middle of the story.
- Again, reference the anchor chart for sentence starts and to review the skill.
- Continue reading through the end of the story without showing pictures.
- Send students off again to draw their visualization for the end of the story.

- Ask students to reflect on how visualizing text helps us understand what we are reading. Fill out the final section of the graphic organizer.

#### Lesson 4: Comparing Visualizations

- Reread the story *Little House*, this time showing the pictures in the book.
- Turn and talk: Ask students to talk with a partner about how their mental pictures were the same as/different than the ones in the book. Students should share their graphic organizers with each other.
- Ask, “Does it matter that we all saw different things?”

#### Lesson 5: Reviewing and Practicing Visualizing

- One again, reference the anchor chart and remind students that picturing text in our minds helps us better understand what we read.
- Tell students that we will be practicing this strategy by first creating mental images, and then transferring those images onto paper in the form of paintings.
- Read *Owl Moon* aloud without showing the pictures.
- Ask students to discuss what they are picturing in their minds.

#### Lesson 6: Analyzing Text and Applying Visualizing

- Hand out individual pages of the book *Owl Moon* to each student. (Hint: color-code and laminate them.)



- Have students read their page and think about how to picture the words in their minds. (Draw attention to figurative language.)
- Ask, “What parts of the text speak to you? What do those parts mean? How do they look in your mind?”
- After a few minutes, hand out card stock paper and have students sketch what they are visualizing in pencil.

## Lesson 7: Analyzing Text and Applying Visualizing

- Have students finish their sketches.
- Remind students to think about the colors they see when the authors says certain words.
- Hand out water color paints and have students paint their visuals.



- When paintings are dry, have students read their page from Owl Moon and talk about their pictures with each other. First, have students meet with other students who had the *same* text as them. Then, have them meet with students who had a *different* page.

After the lessons are complete, hang the paintings next to the corresponding page of text.



We went into the woods.  
The shadows  
were the blackest things  
I had ever seen.  
They stained the white snow.  
My mouth felt furry,  
for the scarf over it  
was wet and warm.  
I didn't ask  
what kinds of things  
hide behind black trees  
in the middle of the night.  
When you go owling  
you have to be brave.