

**Lesson Focus:** (Comprehension Skill) Visualization - Good readers visualize.

**Unit of Study:** Kindergarten, Unit 3: Going Places

**Lesson #:** Week 1, Day 1

<p>Connection (1 minute)</p>	<p><b>“Yesterday we learned about</b> how to ask and answer questions. You all did a great job reading your text and stopping throughout to ask yourself questions. As you know, good readers do many things while they read.”</p> <p><b>“Today I’m going to teach you</b> good readers visualize by using the words and pictures on a page to make images in their mind.”</p>
<p>Teaching (5 min)</p>	<p><b>Give Students a Brief Description of Strategy and Why It’s Important</b></p> <ul style="list-style-type: none"><li>- “Boys and girls, whenever I read a text, I like to read a story as if I’m watching a movie. I love to imagine the character’s faces and actions while reading the story. This really makes the story come to life.”</li></ul> <p><b>Let me show you what I mean .....</b></p> <ul style="list-style-type: none"><li>- <i>Teacher: Turn back and show pages 6 and 7 of <u>How Do Dinosaurs Go to School</u>.</i></li></ul> <p>“I read that the dinosaur might make a big fuss. What would that be like? I see his big feet and tail in the picture. I can picture in my mind the dinosaur running and yelling to try and catch the bus. Imagine that he is so heavy that the ground shakes.”</p> <p><i>Teacher: Point to the picture of the dinosaur. Act out how the dinosaur is making a fuss by stomping.</i></p> <p>“I am making a big fuss!!”</p> <p>Have children join you in the action and say the phrase. (T13).</p> <p><b>Recap .....</b> <b>Did you see what I did?</b></p> <p>“Did you see how I visualized the character so that he came to life?”</p>
<p>Active Engagement (3 min)</p> <p>Allows for guided practice</p>	<p><b>Now it’s your turn to try this.....</b></p> <p><i>Teacher: Turn to pages 12 and 13.</i> “Here’s the part of the story where the triceratops interrupts the class with his own</p>

	<p>show and tell. What are you picturing in your mind while you look at this picture and I reread the page? Turn and talk to your partner.”</p> <p><i>After 2 minutes, purposefully choose two readers to share what they visualized.</i></p>
<p>Link (1 min)</p> <p>Linking mini lesson to their independent work</p>	<p><b>“Today, I just taught you how</b> good readers visualize while they read by using the words and pictures on the page to create images in their mind.”</p> <p><b>“When you go off to read today, you’re going to</b> practice visualizing while you read your own books. Now that you know this is something that good readers do, you can use this skill whenever you read.”</p> <p>*Note: Add this strategy to your Unit anchor chart.</p>
<p>Independent Reading</p> <p>Suggested time: Build to 30 minutes over the school year.</p>	<ul style="list-style-type: none"> <li>● <b>Students are reading independently.</b></li> <li>● <b>Teacher is differentiating instruction by pulling students for conferencing/ small group instruction.</b></li> </ul>
<p>Share</p>	<p><b>End of workshop - Whole Group Share</b></p> <p>Options:</p> <ul style="list-style-type: none"> <li>- Have students share how they were able to visualize while reading their books independently.</li> <li>- Praise behaviors that were observed during students’ independent reading.</li> </ul> <p>Sample talk: “Suzie, I really loved how you were imagining the characters while reading your entire story. I could tell that you were hard at work! Way to go!”</p> <ul style="list-style-type: none"> <li>- Review previously taught strategies and skills.</li> </ul> <p>Sample talk: “ You all did such a great job visualizing today. I want to remind all of you that good readers continue to practice all of the skills and strategies that they have learned such as....”</p>