

Sketch the Scene - Visualizing Strategies

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VITAL INFORMATION

Subject(s)	Reading
Topic or Unit of Study	Visualizing and Inferring Strategy
Grade/Level	Grade 4, Grade 9
Objective	This lesson focuses on visualizing then later making inferences and predictions of what has been read to them. Not only would they be trying to imagine what the scene they are hearing but they will also show and reflect what they are visualizing by drawing out the scene that is being read to them.
Summary	This lesson can use any novel or narrative passage. The teacher will read the first chapter out loud to the class. Students will have their own blank sheet of paper, along with pencils and coloring materials. As the teacher reads, the students draw out the scene they are listening to. They will be utilizing their visualization strategies to draw out the scene, however they are seeing it. Their visualizations should reflect on these pages. At the end, students should be able to retell about the scene and will share their drawings. We would then come together as a whole class to talk about the drawings and what the students were seeing in the scene read to them.

IMPLEMENTATION

Learning Context	
Procedure	<p>1. Issue blank sheets of paper, pencils, and coloring materials (colored pencils or crayons). On these sheets of paper, students will draw on them. They are going to draw the scene of the first and second chapters from the novel, or narrative passage. The chapters will be read out loud to them and they will draw out the scene that is being read onto those papers. Remind students that the drawings do not have to be the best samples of their artwork though they must be carefully done with good effort. Diagrams, stick figures, and such are perfectly fine too as long as they are pictures that have something to do with the scene that is being read to them. Students may use another sheet of paper for the second chapter and/or if they have additional visualizations they want to put down on paper.</p> <p>2. Read the first chapter out loud. Be sure to model yourself to think out loud about the text and asking questions about what you are reading. Pause at moments to do this. Share your comments and questions at certain points of the chapter. Short discussions with the students may be opened up with the comments and questions you share. Be sure to keep these discussions brief and continue reading. Students should be drawing as you are reading. Allow about 15 to 20 minutes to read and think out loud while reading. Continue on to Chapter 2, and read and think out loud for another 15 minutes if the extra time is available to go on.</p> <p>3. Once the chapter is finished, open up a discussion with the class. Share your thoughts on how you would have drawn your picture for that chapter if you were able to do. What would your picture look like? Have students share their drawings too and have them retell what was happening in the chapter and how they were visualizing it. Students will explain their drawings. Allow 5 minutes to share and discuss.</p> <p><u>Note about scene drawings:</u></p> <p>These drawings do not have to one particular scene that is happening in the chapters. Students may draw many different scenes or images on their pages. For example, one character on the corner of the page to describe what they think the character might physically look like then on the middle of the page, a scene where the character takes action. Students also have the option of drawing diagrams, web charts, or other visual aids such as these if they choose not to illustrate. Diagrams are another way of visually seeing the scenes being read to them. However, these diagrams must be clear and relevant to the scenes being read. If students choose to make diagrams, it also must include writing in order to explain their diagrams. Students may use writing too for their illustrations.</p>
Differentiated Instruction	
Sample Student Products	
Collaboration	
Time Allotment	1 class periods. 35 Mins. per class.
Author's Comments & Reflections	This lesson can also be tried with different novels and other grade levels as well.

MATERIALS AND RESOURCES

Instructional Materials	
Resources	<ul style="list-style-type: none">Materials and resources:<ul style="list-style-type: none">Any novel or narrative passageBlank Papers

STANDARDS & ASSESSMENT

Standards	
Assessment/Rubrics	