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Prof Gust
Modified Reading Lesson
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LESSON PLAN by Emily Quandt

Lesson: Visualization

Length One reading lesson

Age or Grade Intended 4th grade

Academic Standards: 4.2.2 Use appropriate strategies when reading for different purposes.

Performance Objectives:

1. The student, after reading a story, will list three describing details about the main character(s) 95% of the time.
2. After reading a story, the student will give one example of a detail that tells how something looks 100% of the time
3. After reading a story, the student will give one example of a detail that tells how something smells 100% of the time.
4. After reading a story, the student will give one example of a detail that tells how sometime sounds 100% of the time
5. After reading a story, the student will give one example of a detail that tells how something tastes 100% of the time.
6. After reading a story, the student will give one example of a detail that tells how something feels 100% of the time.

Advanced Preparation by Teacher: Besides the reading books the students need, I will need to make copies of the worksheet we will be using. It is part of a six page packet so I will need to copy all papers and staple them. The students will be using small chalkboards in groups and chalk. I will need 6 small chalkboards and pieces of chalk big enough for the students to use. I will need pictures of Times Square to show the students. These might be from the internet or magazines. I would either make copies or if I had the technology I would show them on the internet. For the activity on visualization, I will need to look up details that would be helpful when visualizing. I would write these down so I can check the student's answers.

Procedures:

Introduction/Motivation: To start this lesson I would ask the students if anyone has been to Times Square. I would ask the students what they know about Times Square. We would discuss the characteristics like what it looks like, what would you find there, noises, people and so on. I would have pictures of Times Square for the students to see. We could then talk about the specific things that are seen in the pictures. After our

discussion about Times Square I would introduce the story we would be reading which is “The Cricket in Times Square.”

Step-by-Step Plan: After the introduction I would have the students open their books to the story. We would read the title and discuss what the story might be about. “What is a cricket? What could happen to a cricket in Times Square? Why do you think a cricket would be in Times Square? What would happen if the cricket would run into problems in Times Square?” Then we would go over the vocabulary words. We would read them out loud together as a class. I would then have the students close their books so we could play a short game to learn the definitions of the vocabulary words. I would tell the students that I am going to read the definition of a vocabulary word and if they know the answer they are to jump up and stand at their desk. After the students jump up that know the word, I would call on one of them to answer and then everyone would sit back down. After I have gone through all eight vocabulary words I would have them open their books again so we could read the story. Before the story *The Cricket in Times Square*, there is a small one page story about two mice. This small story uses the vocabulary words so the students can have another chance to learn the definitions before reading the actual story.

Before reading I would explain to the students what visualization is. I would ask if anyone can tell the class what visualization is. I would tell the students it is when you form a picture in your mind as you read. I would ask what types of things in stories we can visualize and as students gave ideas I would write them on the chalkboard. I would tell the students that we are going to look for details in the story that tell how things look, smell, sound, taste, and feel. The students would take turns reading the story and I would choose who reads by pulling Popsicle sticks out of a can with the student’s names on them. So the students would have to be paying attention at all times incase they are called upon to read.

After we read the short story, *Caught in the Kitchen*, I would pass out one chalkboard and piece of chalk to each group of desks. I would have the students keep their books open and explain that we are going to be looking for details in the story that help us visualize things. When I say an object from the story the students will have to find a detail in the story that would help them create a mental picture of the object. They will have to write the detail on the chalkboard and hold it up. Since there could be more than one word that would describe the object, each group could get a point for different words. I would write the object on the board that the students are trying to find details about in the story. Then when the students hold up their chalkboards with their words I would write these words under the object. I would have them list details that tell how things look, smell, sound, tastes, and feel.

After playing the game, I would pass out the packet that the students would be working on for this story. The first page is a visualization page. I would explain that the game we just played listed details that help us form a picture in our mind. They will complete the worksheet on their own and I would tell them they can use the examples on the chalkboard to help them.

To end we would have a class discussion about the story *Caught in the Kitchen*. I would review the story by having the students answer questions. “How would you describe the kitchen before the mice were caught in it? How would you describe the kitchen after the mice were caught in it? How would you summarize the events that

happened in the kitchen? What questions would you ask in an interview with the mice? What approach would you use to clean up the kitchen? Can you identify the parts of the kitchen where the mice made a mess? What would happen if the owner would walk into the kitchen when the mice were there? How would you change the plot to make the mice cause more problems? Can you predict the outcome if the mice would get caught? If you were the owner of the kitchen how would you prove that the mice made the mess? What information would you use to support the idea that the mice made the mess? How would you change the outcome of this story?"

These procedures involve questions from all levels of Bloom's Taxonomy. Parts of four of Gardner's multiple intelligences are also incorporated. These are interpersonal, intrapersonal, bodily kinesthetic and verbal/linguistic. The students work with others and on their own during this lesson. There is a time where they are jumping up and down while answering questions. Talking is a big part of this lesson and interacting which involves verbal skills. As a result of this lesson only being one period, only small parts of these multiple intelligences were used.

Closure: To close this lesson I would have the students draw a picture of what they think the kitchen would look like after the mice had made a mess. This will reinforce the visualization because the students can draw the picture that they created in their mind while reading. This could also incorporate the spatial intelligence by letting students see a picture.

Adaptations/Enrichment: For a student with a mild disability, there are many adaptations I would make for this lesson. First, while I was reading the vocabulary definitions out loud, I would allow the student to keep their book open. This way if it takes the student longer to process the definition they will be able to quickly see the answer and still participate in the activity. Since I would pull sticks to choose which child would read next, I would make sure before one student is done reading I would have pulled a stick and know which student would be next. So if the student with a mild disability is selected to read, as I walk around the room I could let this child know and give them time to look over the words. I can also make sure that this child will only have a small section to read. Next, for the activity on visualization I would allow the student to answer the question verbally instead of writing it on the chalkboard. Since the activity would produce answers that the students could use on the worksheet, I would still have the student complete the worksheet because it would only involve copying the answers off of the chalkboard to the paper.

Self-Reflection: The objectives for this lesson can all be observed through the activities and one worksheet. So I can see if the children understand the concept of visualization through their answers for the activity. If I see that the students are not writing words that would help them visualize I can go over descriptive words again. We could answer a few of the questions as a class until the students understand what kind of words we are looking for. So throughout the lesson I can make sure that the students understand the concept of visualization. Lastly, the worksheet will show me if there is any confusion for certain students.

