

Visualizing Lesson Plan  
*I Need My Monster* by Amanda Noll  
Grades 1-3

**Objective:**

- Students will be able to visualize events from the story “I Need My Monster” using the five senses.
- Students will be able to define visualizing as “creating a mental picture” and explain how it can help readers comprehend a text.

**Standards**

- CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot..
- 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)

**Materials**

- I Need My Monster by Amanda Noll
- Interactive White Board and projector
- Internet access to this website (<http://www.pspb.org/blueribbon/games/visual/Visual.html>)
- Pencils
- Copies of student worksheets
- Anchor chart

**Activating Strategy**

The teacher will introduce visualizing as a strategy that can be used during reading.

*Today, we are going to talk about visualizing. When we visualize, we make a mental picture in our heads. Good readers use their five senses (seeing, hearing, tasting, touching and smelling) to make a mental picture with lots of details about the story. Visualizing helps us to better understand what we are reading by allowing us to picture exactly what the author means. Let’s practice a few examples of visualizing together.*

Teacher directs student attention to the interactive whiteboard, where the online visualizing activity is displayed on the screen (<http://www.pspb.org/blueribbon/games/visual/Visual.html>).

*For this activity, I want you to listen while I read the sentence. Think about what the words are*

*saying and make a mental picture that matches the sentence. What do you see, feel, hear, touch, or taste? Then, we will vote on the image that best matches the mental picture that we had. Remember, we will never have the same mental image as everyone in our class, but we are just going to choose the best match for the sentence that we heard.*

Complete several examples using the interactive visualizing activity until you feel that students have a good understanding of the visualizing strategy.

## **Teaching**

### Modeling

*You are doing a great job with visualizing so far! Sometimes it's hard to explain the mental picture that we've made to our friends or our teacher. We can use different words to help us explain our mental pictures to other people. Let's make a chart of these words together.*

Teacher writes 'Visualizing' at the top of a piece of chart paper.

*I'll start by writing 'I'm picturing...' on our paper. I can use this to help me explain what I am seeing when reading or listening to a story. When we read The Very Hungry Caterpillar, I pictured a green caterpillar that was very very big and looked like he wasn't feeling well because he was so full! What other words could we use to help us describe what we are picturing?*

Wait for student input and add to the chart when appropriate. Make sure that there is reference to the five senses on your chart, as well as to a 'mental picture or movie'. Model the use of these thinking stems using books that you've read as a class previously. Include on anchor chart: I see, I taste, I smell, I feel/ touch, and I hear. The students will use these as stems to begin their visualizing sentences later on in the lesson.

*Now that we have an anchor chart to help us, let's practice our visualizing skills using a book. Today, we are going to read one of my favorite books, I Need My Monster! While we are reading, I am not going to show you the pictures right away. Instead, I want you to make a mental picture about that page.*

Begin reading the story, stopping after the first set of pages. Remember not to show students the pictures. After reading this page, say:

*Hmm. The author said that the boy was looking under his bed so I'm picturing a little boy in his pajamas at night time peering under his bed. The book also talked about a note. I can see the little boy pulling a note from under his bed. Since a monster wrote the note, the note feels*

*crumpled. The room is very quiet since it's night time. Boys and girls, when I visualized this page, I used three of my senses-- sight, hearing, and touch. (Point these out on the visualizing anchor chart).*

Continue reading the story. Stop again to model after page 3. (Page 3 says, "I tried to sleep, but it wasn't the same without Gabe. I missed his ragged breathing. His nose-whistling. The scrabbling of his uncut claws. How would I ever get to sleep without Gabe's familiar scary noises and his spooky green ooze? It was no use. Gabe would be gone for a week and I just *had* to have a monster.")

*Wow! This page gives me lots of mental images! Let's start at the beginning of the page. I can hear the monster's ragged breathing. Ragged breathing means lots of noisy, short breaths. I also hear his nose-whistling and his claws scraping on something. That sound gives me chills! I can picture the spooky green ooze as being very slimy, sticky, and messy! I see the little boy being very sad because he misses his monster. I bet he has a frown on his face.*

### Guided Practice

Continue reading the story. Stop after pages 6, 10, 12, 14, 18, and 31. If your students need more guided practice/ scaffolding to visualize, you can stop after any of the other pages in the story. If you find that students grasp the concept early, you could eliminate some of the later pages. After each stopping point, use the think-pair-share strategy to practice visualizing with your students. Remember not to show the pictures until after you've had students visualize. Say:

*What mental images did you create after hearing this page? Think in your head for 10 seconds. (after 10 seconds) Turn to your partner and tell them what you visualized. Remember to include the stems from our anchor chart to describe each of the senses. (after partners have discussed) Let's talk as a group about what you visualized (allow groups to share out to the class). Refer back to the visualizing anchor chart throughout the guided practice portion to reinforce the idea of using all of the senses when you visualize. Remind students that it is okay for everyone to have different mental images, since we all imagine the story in a different way.*

### Independent Practice

After completing the story, hand out the visualizing worksheet to your students and explain the directions. Remind students to use the anchor chart for sentence starters and to think about ALL of their senses. In first grade, students will be choosing their favorite part of the story to visualize. In 2nd and 3rd grade, students will be drawing and writing about their visualizations from the beginning, middle, and end of the story.

### **Summarizing Strategy**

*Wow, I am so proud of what you have learned today about visualizing! Your pictures and*

*sentences are looking great. Let's share our worksheets with a partner to see the different mental images that we've created. If you have a question about something, be sure to ask your partner!*

Give students time to share their worksheets with a partner and explain their thinking.

*I heard some great discussions between the groups! Now that we've practiced visualizing in a couple of different ways, who can tell me why good readers need to make a mental picture when they are reading?*

Engage students in a discussion about why visualizing is an important strategy to use when reading. Talk about how it can impact comprehension. Reference the anchor chart again and encourage students to use it when reading independently.

### **Differentiation**

The first grade worksheet asks students to draw *one* of their mental images after listening to a story and then to explain what they pictured using one or two sentences. The second and third grade worksheet asks students to draw and write what they visualized at the beginning, middle and end of the story. This worksheet is more appropriate for older students because it tests understanding of both visualizing and retelling using beginning, middle and end. During the independent practice portion of the lesson, the teacher will circulate the room and provide additional scaffolding to students who need it. The teacher can make notes of particular students who are struggling with the concept so that he/she can reteach and reinforce this strategy during guided reading groups.

### **Assessment**

Formative: Throughout the lesson, the teacher will use observation and anecdotal notes to analyze student understanding of the strategy and to adjust instruction accordingly. The teacher will listen closely to partners during the think-pair-share portion of the lesson to determine students' understanding of the concept of visualizing.

Summative: To assess student understanding of the visualizing strategy, we created two worksheets for independent practice (one for first grade, one for second and third grade). These worksheets can be collected for teacher analysis and to inform future teaching of this strategy.

\*\*Clipart used on worksheets was obtained from: <http://www.mycutegraphics.com/>\*\*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Visualizing: creating mental images

Directions: Choose your favorite part in the story "I Need My Monster." In the thought bubble, draw a picture that shows the mental picture you created when you heard this part of the story. On the lines below, write about what you visualized.



When I heard this part of the story, I visualized \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

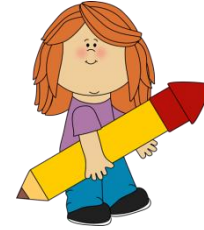
# SECOND AND THIRD GRADE INDEPENDENT PRACTICE

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Visualizing

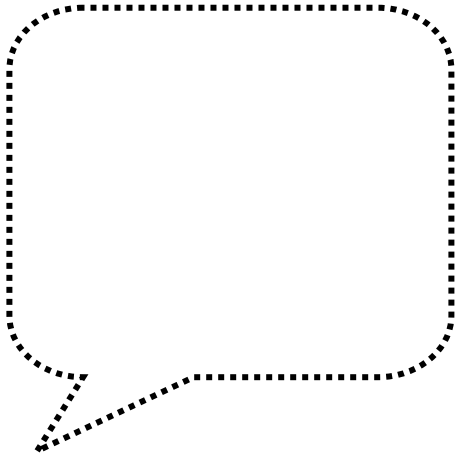


Directions: Draw and write what mental images you created when you heard the beginning, middle, and end of the story "I Need My Monster."

Beginning

Middle

End



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_