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Sincerely,
Karen Haag

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Sketch to Stretch

ENGAGE

- Come to a gathering spot.
- Mental Imaging Exercise: Ask students to close their eyes and visualize a refrigerator.
 - Take all the stuff off the refrigerator in your picture.
 - Change the picture in their head to a refrigerator that has a drawer at the bottom and a door on top.
 - Change the picture to a refrigerator that has metal wrapped around the drawer and the door.
 - Change to a refrigerator with a metal grate on the top.
 - Now make the refrigerator black.
- Debrief: How many people pictured a refrigerator that...
 - looks like the one they have at home, at first?
 - had papers and photos stuck to it?
 - was black?
 - looked like the picture I'm holding? (included in this packet)

MATERIALS

1. Small group or whole class.
2. Refrigerator, Lois Lowry picture and passage, and Snowball pictures ready to show on SmartBoard – pages 3, 4, and 6
3. White paper per student
4. Pencil per student
5. Doc Cam
6. Copy of p 5 for each child.
PLEASE CHECK TO BE SURE EVERY CHILD CAN READ THE PASSAGE. If not, make a differentiated plan for that child or children – like reading with a partner.

EXPLAIN LEARNING TARGET: I can visualize what I'm reading to make sense of the text.

In the mental imaging, we visualized what we knew first. When confronted with new information, we revised our visual.

Similarly, readers make pictures in their heads or movies in their minds as they read.

We infer what something looks like based on what we know.

Then, as we read more detail, we revise what we see in our heads.

Slowing down to pay attention to the detail the author provides will help us understand texts better.

In addition, readers question what they read and don't assume they know what they're reading.

We check our comprehension periodically.

Today, we will practice making a sketch to go with what we're reading to see if we understand the text clearly. Eventually, you will use visualization to help you make sense of texts.

EXPLORE

- Show Lois Lowry's passage and the sketch to match (page 4).
- Point out how the details in the words match the details in the illustration. I was able to illustrate the word by slowing down and rereading the passage many, many times.
- Reinforce that drawings are not supposed to be perfect – just sketches. Each reader's visual will be different and that's okay. However, the visuals should match the text.
- With practice, this strategy will help readers comprehend better.
- Give students the Snowball passage to try the sketching strategy (page 5).

EVALUATE LEARNING TARGET

Students place what they drew under the DocCam. Students explain what details they chose to sketch. Others ask questions of the authors about the process or the picture.

→ EXIT SLIP

Write in your thinker's notebook what you learned *about how to be a better reader* today.

EXTEND Discuss validity of sources. (5th-grade objective)

- Ask students if they questioned the passage as they read and to share their questions.
- Lead students to understand what it means to be 87 pounds and 69 inches long. Ask students who weigh close to 87 pounds to volunteer to stand. Talk about how tall you are and compare the cat to your size.
- Turn and talk: what questions do partners have when confronted with this information?
- Show the Internet picture of Snowball to see if students have a different reaction to the selection.

EXPLAIN

This particular picture was photo-shopped by a man in Canada as a joke on his daughter. It then got sent around the Internet. How would you know? By reading details, visualizing, and doubting the truth of the selection. In this case, visualizing should have helped the reader know the story was untrue. When in doubt, check the source. I checked this one at www.Snop.es.com

→ **EXIT SLIP**

Write in your thinker's notebook what you learned *about how to be a better reader* today.

Sensory Imaging

Students probably can't understand a concept, unless they can write it. Anything you know really well, you have language and a visual for. Students need to practice going from words to pictures and pictures to words. ---Robert Marzano

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

---Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, p. 10

For more reading on Sketch to Stretch, check Read Write Think, <http://bit.ly/xnZGRd>

The Latest Trend in Home Appliances

Heartland refrigerators are the perfect complement to your, classic range with the best in Classic styling and functionality, each with a bottom-drawer freezer compartment.



(When I was a child - very shy, very self-conscious - I was sometimes taken by my mother to events at which I would be introduced to adults who swooped at me with toothy smiles and unanswerable questions. I had a tendency to look at the ground, scrunch the hem of my dress in my hand, chew on a strand of my hair, and scuff one shoe against the other during these painful moments.)

Looking Back
by
Lois Lowry

page:
Introduction



Mrs Haag

Snowball

Rodger Dagne remembers that 15 years ago he found two stray, young cats. The kittens showed up in late summer. They crawled under a security fence around the closed research building that was abandoned in the 1950's. With the help of his tuna sandwich, Mr. Dagne coaxed the kitties close enough so that he could pick them up.

Later that evening, his wife Louise and their two children decided to keep the kittens, which they named Lost and Found. Lost turned out to be female and Found a male. Six years later, Lost had a litter of kittens. One kitten was a big white female with black markings on her side and tail. The Dagnes loved her and named her Snowball.

Snowball is no ordinary cat. Snowball's size seemed to snowball. In 9 years, she measured 69 inches from nose to tail and weighed 87 pounds. Rodger says, "She started out a big kitty and she just seemed to keep growing. Snowball goes through about 3 pounds of cat food a day, along with cooked chicken, and deer or moose that I hunt in the fall. She likes fish a lot, so I don't throw them back any more."

So, why is Snowball so large? Rodger says, "She's just a real big cat. I think maybe her parents drank something from Chalk River that they shouldn't have."

Sketch what you visualize:

Name _____



Snopes.com - <http://www.snopes.com/photos/animals/bigcat.asp>

Guinness World Book of Records – world’s largest cat was just under 47 pounds and was 38 inches long. The online version measures 41 inches from tip to tail.