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for one chapter of *Top Secret*
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Sincerely,
KAREN

**I GIVE PERMISSION TO CLASSROOM TEACHERS TO USE
MY MATERIALS WITH THEIR STUDENTS.
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Revise Comprehension Using Visualization

ENGAGE

- Have you ever had an experience doing something wrong? Don't ask the students to share personal experiences. A simple yes or no will do 😊
- To peak students' interest, tell them that will read today to find out who's sneaky.

TEACHER EXPLAINS LEARNING TARGET:

To repair comprehension confusion, I can visualize.

EXPLORE

1. Give each child an envelope with these pieces: long, yellow square and 3 different color squares.
2. Tell the children that there are 3 characters in this story. Hence, there are 3 small squares.
3. Students will label one square for each character by writing the name of the character on the square once they start reading and discover the characters' names.
4. Tell students the long yellow square is the school bus. That is the setting of the story.
5. Students read the story to the end. They may need to read more than once.
6. Each time a character moves, the reader moves a corresponding square. (See page 6.)
7. You might ask students to start together, so they know what to do.

Students begin to read the story. They write the names of the characters on the squares. They move the squares as the characters move. Teacher observes and takes notes.

EVALUATE

- Do you understand which character is the sneaky one?
- Why did Barry get thrown off the bus?

Teacher takes anecdotal notes on who understands on the basis of the discussion and the movement of the squares and whether Barry is off the bus at the end of the story.

EXTEND

- Teacher sets up "a bus" in her classroom: 3 chairs are needed: one for the bus driver, one for the character "I," and one for Barry Cramer.
- Teacher reads the story aloud expressively.
- 3 students act out story as teacher reads & corrects acting as needed.

STUDENTS EXPLAIN

Students mark an X where meaning broke down.

Students discuss what confused them and how visualizing helped them get unconfused?

TEACHER EXPLAINS

What I tried to help you to see today is how visualizing what you're reading helps you read a story. When you don't get it the first time, reread and try to see it in your mind. Revise the version that you see once you realize why you are stuck.

EVALUATE LEARNING TARGET

→ **EXIT SLIP** (1) What did you learn about how to read better today? (2) How do you plan to use what you learned?

Materials:

Teacher provides:

1. Pencils
2. Index card/student
3. Write learning target where it can be seen.
4. *Top Secret*, p 2.
5. Long, yellow, square marked bus
6. 3 different color squares, one for each child, one set marked for the teacher

Other good stories for visualization:

1. *Fireflies* by Julie Brinkloe
2. *Good Dog Carl* by Alexandra Day - wordless picture book
3. *I'm in Charge of Celebrations* by Byrd Baylor
4. *Big Big Sea* by Jennifer Eachus

Top Secret

By John Reynolds Gardiner

As I rode home on the bus, I made up my mind that I was not, under any circumstances, going to do my science project on lipstick. I would solve the mystery of photosynthesis, and I would adapt it to people, just like I said I would.

I closed my eyes and visualized the Science Fair. I could see the silver trophy, and all the kids at school gathered around my project. I could see my teacher, Miss Green, apologizing to me forever having doubted my abilities. And, there was Peggy Applegate. And Barry Cramer...

Barry Cramer! I could see him. I could see him in my rear view mirror over Ivan's head. Ivan's our bus driver, and I was sitting right behind him. I kept my eyes on the rear view mirror as Barry slowly made his way up the aisle toward me. He was crouched real low, trying to stay out of sight.

And then I saw it - in his hand. He had a thing of lipstick. I wasn't sure what he was planning to do, but whatever it was, I knew I wouldn't like it. I had to think of something. And fast.

And then I got a terrific idea. The only problem was that my timing would have to be perfect. Continuing to watch Barry out of the corner of my eye, I inched forward to the edge of my seat. He was almost to me now. I could see him fumbling with the top of the lipstick. I could see his hand reaching toward my neck.

Now! I stood up, stuck my finger in my mouth, then ran my wet finger along the back of Ivan's neck and sat back down. The whole thing took no more than two seconds.

"Hey...!" Ivan growled, looking back into the rear view mirror and right into the face of Barry Cramer who was holding the lipstick.

Barry got thrown off the bus. He would have a long, long walk home. Everyone laughed and whistled at him.

Make a simple outline of the details Mr. Gardiner included in his story. Would it help you to plan your stories in this way?

Top Secret by John Reynolds Gardiner

<p>As I rode home on the bus, I made up my mind that I was not, under any circumstances, going to do my science project on lipstick. I would solve the mystery of photosynthesis, and I would adapt it to people, just like I said I would.</p>	
<p>I closed my eyes and visualized the Science Fair. I could see the silver trophy, and all the kids at school gathered around my project. I could see my teacher, Miss Green, apologizing to me forever having doubted my abilities. And, there was Peggy Applegate. And Barry Cramer...</p>	
<p>Barry Cramer! I <i>could</i> see him. I could see him in my rear view mirror over Ivan's head. Ivan's our bus driver, and I was sitting right behind him. I kept my eyes on the rear view mirror as Barry slowly made his way up the aisle toward me. He was crouched real low, trying to stay out of sight.</p>	
<p>And then I saw it - in his hand. He had a thing of lipstick. I wasn't sure what he was planning to do, but whatever it was, I knew I wouldn't like it. I had to think of something. And fast.</p>	
<p>And then I got a terrific idea. The only problem was that my timing would have to be perfect. Continuing to watch Barry out of the corner of my eye, I inched forward to the edge of my seat. He was almost to me now. I could see him fumbling with the top of the lipstick. I could see his hand reaching toward my neck.</p> <p>Now! I stood up, stuck my finger in my mouth, then ran my wet finger along the back of Ivan's neck and sat back down. The whole thing took no more than two seconds.</p> <p>"Hey...!" Ivan growled, looking back into the rear view mirror and right into the face of Barry Cramer who was holding the lipstick.</p>	
<p>Barry got thrown off the bus. He would have a long, long walk home. Everyone laughed and whistled at him.</p>	

<p>As I rode home on the bus, I made up my mind that I was not, under any circumstances, going to do my science project on lipstick. I would solve the mystery of photosynthesis, and I would adapt it to people, just like I said I would.</p>	<p><i>not going to do science fair project</i> <i>rode home</i> <i>solve mystery</i></p>
<p>I closed my eyes and visualized the Science Fair. I could see the silver trophy, and all the kids at school gathered around my project. I could see my teacher, Miss Green, apologizing to me forever having doubted my abilities. And, there was Peggy Applegate. And Barry Cramer...</p>	<p><i>visualized science fair</i> <i>see silver trophy</i> <i>see Ms. Green</i> <i>Peggy</i> <i>Barry</i></p>
<p>Barry Cramer! <i>I could</i> see him. I could see him in my rear view mirror over Ivan's head. Ivan's our bus driver, and I was sitting right behind him. I kept my eyes on the rear view mirror as Barry slowly made his way up the aisle toward me. He was crouched real low, trying to stay out of sight.</p>	<p><i>I could see Barry Cramer</i> <i>rear view mirror</i> <i>kept my eye on him</i> <i>he made his way up aisle crouched low</i></p>
<p>And then I saw it - in his hand. He had a thing of lipstick. I wasn't sure what he was planning to do, but whatever it was, I knew I wouldn't like it. I had to think of something. And fast.</p>	<p><i>Barry came down aisle with lipstick</i> <i>not sure what he's planning</i></p>
<p>And then I got a terrific idea. The only problem was that my timing would have to be perfect. Continuing to watch Barry out of the corner of my eye, I inched forward to the edge of my seat. He was almost to me now. I could see him fumbling with the top of the lipstick. I could see his hand reaching toward my neck.</p> <p>Now! I stood up, stuck my finger in my mouth, then ran my wet finger along the back of Ivan's neck and sat back down. The whole thing took no more than two seconds.</p> <p>"Hey...!" Ivan growled, looking back into the rear view mirror and right into the face of Barry Cramer who was holding the lipstick.</p>	<p><i>I launched a plan!</i> <i>I thought I'd get Barry in trouble</i> <i>watched Barry</i> <i>I got to the edge of my seat</i> <i>Barry had lipstick --- was reaching for my neck</i></p> <p><i>I wet finger</i> <i>ran on Ivan's neck</i> <i>sat down fast!</i></p> <p><i>Ivan got mad</i> <i>He saw Barry, not me</i></p>
<p>Barry got thrown off the bus. He would have a long, long walk home. Everyone laughed and whistled at him.</p>	<p><i>Barry thrown off bus</i></p>

EXTEND

In “Casting Call!” students act out words from a keyword list. Suggesting that students use simple props may help them with words that are difficult to demonstrate through actions. Recalling the comical ways in which students may perform content words often enables others to remember the meaning of the word. Students may wish to work alone or in small groups. Suggesting that students consider three different ways to convey a word meaning may encourage a deeper level of understanding.

---Sandra K. and Denise Ashe Devine, Fun-tastic Activities for Differentiating Comprehension Instruction, Grades 2–6



STUDENT MOVES CHARACTERS AROUND AS HE READS THE STORY TO DEMONSTRATE COMPREHENSION.



LATER, STUDENTS TAKE ON THE ROLL OF THE 3 CHARACTERS TO CLEAR UP CONFUSION.