Seventh Grade Common Core Language Arts Session 5

*Ideas for mentor comments are presented in italics throughout the lesson plan.*

Focus: Good readers visualize, naturally creating pictures in their minds, as they read.

Materials: 7th grade LA reading text, pen/pencil, journal, colored pencils, post-it notes

Genre: Fiction

 Before reading:

1. Establish rapport. See prior sessions for ideas. It is important to establish a positive relationship with the student.
2. *Today we are going to create pictures in our minds, pretending we are watching a movie or reading a comic book while we are reading. We will be making “movies of the mind,” visualizing what this story might look like as we read. Have you ever seen a movie of a book you have read? Which do you like better, the movie or the book? Most of the time, I like the book better; it is often because the movie doesn’t look like I imagined as I read the book. The characters or the setting aren’t the same, or the movie left out something I thought was important. Sometimes I like the movie almost as much as the book. Usually that is because the characters and images are as I imagined as I read. Readers who visualize, who make pictures in their minds while reading, are more likely to build their understanding of what is important about what they read while they read and to remember important details.*
3. Select several short readings from the LA textbook. Myths, fables, and folk tales work well.

During and after reading:

1. Mentor: ask the student to select and read a short myth to you. Close your eyes and try to imagine the story as if it were a movie. Ask the student to stop after each paragraph to give you time to think aloud. Tell the student what you are seeing in your mind. Also make personal connections and ask questions as you are able.

*As you read, I am going to really focus on the parts I think are most important to the meaning of the story. I am going to make a picture in my mind. I want to share what I see with you. I want to share which words made me create that image. Later I am going to create drawings for those parts of the story. Stopping to think about the pictures I am seeing in my mind will help me to understand the text better.*

1. Answer the following questions about the selection after reading.

What did you see? Which words sparked images for you? Did you keep adding details as more information was provided? Were you able to make connections with other texts as you listened? Was it easy for you to create images? What did you do to help yourself remember to make pictures in your mind while you listened?

1. Repeat the activity with the mentor modeling and the student making the reading selection and doing the reading orally.
2. After reading a second time, play Pictionary with the mentor drawing to represent his/her personal visualization from the story while the student guesses what is in the scene and why the mentor is drawing it. Use colored pencils.
3. Repeat the process with the mentor reading and the student visualizing. Stop periodically to give the student the opportunity to share what he/she is visualizing.
4. After reading ask the student to respond to the questions in #2 above. The student responds in the journal as a quick write before sharing in discussion.
5. Read a second story to the student. Ask the student to visualize as you read. Play Pictionary with the student drawing to represent his/her personal visualization from the story while the mentor guesses what is in the scene and why the student is drawing it. Use colored pencils.

After reading:

1. Complete a quick write in the journal to reflect upon the following. How did making movies of the mind, imagining what the story “looked like” help you understand what was important about the story? Give examples of some of those images in your reflection. Did imagining the story as we read make the reading more enjoyable for you? Will you remember the story better because of the images you made? Give examples of what you remember f rom each of the stories we read together today.
2. Share reflections.

Closing:

1. *Super. I enjoyed sharing images with you today. Today we used our sense of sight to help us understand what we were reading. Next session we will use our other senses—hearing, touching, smelling, and tasting to boost our comprehension.* It is important to help the student build self-confidence. It is important for the student to feel he/she is becoming a successful reader.
2. Refer to Session One for additional closing activities. Thank you for your time and talent.