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Pinecrest Elementary
East Lansing
2nd Grade

Comprehension Strategies
Making Mental Pictures

PART A-

Grade Level Content Expectations:

R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

R.MT.02.02 self-monitor comprehension by using strategies including constructing mental images, visually representing ideas in text, and asking questions before, during, and after reading.

Objectives:

Performance- Students will develop strategies to depict scenes from their head and explain how it helps their understanding of the story. Students should also edit their “mental pictures” after observing others pictures or ideas using these new ideas.

Conditions- Students will explain their mental pictures from short stories, poetry, and longer texts. They will display their thinking orally and using pictures or other dramatic interpretations.

Criterion- Students will explicitly explain their written pictures and make some sort of connections back to the text.

Ten Day Lesson Overview

November 2

Objective: Student introduction to creating mental images. Students will learn new vocabulary “mental images” and what it is.

Format: Read *Night Sounds*, *Morning Colors* to whole class on carpet. Model my thinking about images, sights, sounds as I read. Invite students to do same while they read during Daily 5 choices. Dismiss to Daily 5

Assessment: Students are able to bridge connections back to schema, listening quietly for opening lesson

November 3

Objective: Students will begin to be able to share mental images- focus on just pictures in the mind.

Format: I will read *Night in the Country*. Again I will model my thinking as I read through the book. I will invite students to close their eyes and think of their own mental images. I will pick two or three children to share what they saw at the end of the lesson. Limited discussion and again I will dismiss to Daily 5 choices.

Assessment: What kind of pictures did the few children share? Was it mostly just pictures in their head? Could they demonstrate connections between these pictures and their own schema? How much were they able to describe these pictures?

November 4

Objective: Students will share mental images and reason why everyone's images is not the same

Format: I will read *The Napping House*. Today I will not model for the class. I will ask them to close their eyes as I read and at the end I will have them partner up and share their mental images. In whole group we will discuss if partners had the same mental images. Why or why not?

Assessment: Was everyone able to share? Groups should at least be able to identify mental images by now, even if they aren't making connections back to their schema. How many students are able to start integrating other senses into their pictures?

November 5

Objective: Students will be able to listen to poetry to create mental pictures as well.

Format: I will read "Creatures of the Earth, Sea, and Sky" and model some of my own thinking again since poetry might be new to many students. I will ask students to go knee-to-knee and share briefly with their partner, and then we will discuss what kinds of images we can get from poetry.

Assessment: Paper, What Did I hear? What did I smell? What did I taste? What did I see?

November 6 No Reading Time

November 9

Objective: Students will be able to listen/read poetry and sketch their own mental pictures.

Format: I will read *find poem* once to the class. Then I will distribute copies of the poem, drawing paper, and instruct students to take their crayons and find something in the room to work. When they are settled I will read the poem one more time. Then I will instruct them to read it silently several times in order to draw the pictures in their heads. Explain that the next day students will share their images.

Assessment: I will be looking for students to be able to reflect on their poem and then start working on their image within 5 minutes. I expect students to be able to express themselves through their artwork using a combination of words and pictures.

November 10

Objective: Students will be able to make connections between their mental pictures and their own schema

Format: Students will break into two groups. I will supervise one and my CT the other. Students will share their pictures and discuss why they saw this image. As a whole group we will discuss why everyone's pictures are different. Everyone's schema is different!

Assessment: Are students able to conclude that they used their schema to create their pictures? How were they using their schema? When showing their pictures if prompted can they discuss why they saw what they saw? Maybe the room they drew is just like a room at their house, etc.

November 11

Objective: Students will improve group communication skills and perform a silent dramatization of the poem.

Format: Students will be in groups of 5. I will set behavior expectations at the start of the lesson and give examples of how to produce a silent charade. Students will then have 10 minutes to practice their dramatization and each group will be given a chance to perform.

Assessment: Are students able to really think about the images in their heads and is this reflected in their dramatization? Are other students able to identify some of these mental pictures?

November 12

Objective: Students will recognize that their mental images can change if they see the images of others

Format: I will read one of the stories from earlier in the unit (TBD) that students have already thought about. At their desks they will quickly sketch a specific scene from the story and then meet and share with a partner. With their partner I will instruct them to share their images and talk about what they drew. Then, keeping in mind what their partner drew, I want them to draw another image and save it for tomorrow.

Assessment: What are students talking about in partners? Are they discussing what is the same and different in their pictures? Are they willing to think about drawing a new picture?

November 13 No Reading Time

November 16

Objective: Students will recognize that their mental images can change if they see the images of others...continued

Format: Students will have both their first and second images from the scene in the book from yesterday. I will first show them my image, and my second image that I got after sharing with someone. I will split the class into their 5 table groups with explicit directions to share BOTH pictures and talk about why their second picture was different. We will close by having one person from each group share- leading us to the big idea that mental images can be changed not only by our own thoughts, but by the views of others.

Assessment: Were students able to come to our "Big Idea".

November 17

Objective: Assessment of mental images

Format: see Part C assessment

Part B:

Outline for a Daily Lesson Plan

Date: November 2, 2009

Objectives for today's lesson: Student introduction to creating mental images. Students will learn new vocabulary "mental images" and what it is.

Materials & supplies needed: *Night Sounds, Morning Colors* book.

Procedures and approximate time allocated for each event

- ***Introduction to the lesson*** *(What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences? How will I motivate them to become engaged in the lesson?) (5_ minutes)*

After morning work I will gather students on the carpet. We will begin by reviewing our last comprehension strategy, schema, and talking about how using our schema makes all of us better readers. Do you remember that word that we learned about last week? What does it mean? How do we use our schema when we read? I will tell them I have a whole new strategy for us to learn about that will make all of us even Better readers!

- ***OUTLINE of key events during the lesson*** *(Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials) (10-12__ minutes)*

This new strategy is called making pictures in our mind to help us understand what we're reading. Good readers use all of their senses to help them make pictures of what is happening in their book. We will start our anchor chart at this time. Today I will write the name of our new strategy and then include our definition "Mental pictures are like pictures in our heads that help us understand the story". Let me show you what I mean. I will then read *Night Sounds, Morning Colors*. I won't show them any of the pictures in the book. If I don't show you the pictures that means I want you to sit back as I read, close your eyes, and listen carefully to the words of the book. Every so often I will stop and model the pictures that I am

Academic, Social and Linguistic Support during each event

I will write down the name of the strategy to help them keep it in their minds better. I will remind the students several times to make their own pictures while I read so that reinforces what their role is while I model for them.

<p>making in my mind. I have selected three different places in the book. The first stop is several pages in so the students have time to think about some of their own images. While I share my images I will set my book down and say, “Boys and girls, the image in my mind right now is so vivid it’s just jumping out at me. I’d really love to share what I’m seeing with you right now!” I will invite the students to make pictures in their own minds but to hold onto them for now. I’m going to save the pictures from the book for later in the unit.</p> <p>• <u>Closing summary for the lesson</u> <i>(How will I bring closure to the lesson and help children reflect on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?) (1__ minutes)</i></p> <p>Closure for this introductory lesson will be brief. I will ask them while they are reading today during Daily 5 to take a minute, close their eyes, and really think about the mental pictures they are making in their minds. Today during your Daily 5 choices you will have the chance to practice what really good readers do as you make your own pictures in your mind!</p> <p>• <u>Transition to next learning activity</u></p> <p>I will have everyone show me they are ready to make their Daily 5 choices by being quiet, sitting up, looking at me. I will then quietly dismiss the class to their choice.</p>	<p>I will retell this direction more than once so I know students will remember it during their silent reading. I want to reinforce the start of the practice time during Daily 5 for the first day of this unit.</p>
<p>Assessment <i>(How will I gauge the students’ learning as I implement the lesson plan and once the lesson is completed? Specifically, what will I look for? How will I use what I am learning to inform my next steps)</i></p> <p>Since this is the introduction to the lesson, I will only be looking for students to be quietly listening. At the end of their Daily 5 time I will briefly gather everyone on the carpet and ask for volunteers to share their mental images. This will serve as an introductory assessment for me to plan for the next day.</p>	<p>Academic, Social, and Linguistic Support during assessment</p> <p>I will only ask for volunteers for this first day to alleviate stress from students that might not “get it” yet.</p>
<p>Reflection <i>(What did students learn? What did I learn about teaching literacy? What went well? What would I do differently next time?)</i></p> <p>My main goal for teaching this lesson was to really start to get the students excited and interested in making mental pictures and on that note, I think this lesson was very successful. The students were definitely into it. I tried to only pick out about 3 places in the book to model</p>	<p><i>(Which students struggled with the material? How will I reteach these students)</i></p> <p>Since this was the very first introductory lesson I didn’t have an assessment that allowed me to really get</p>

my thinking, but the students were coming up with even more places on their own. Although I said I was going to have them keep their thoughts to themselves for now I did end up having several students share at the end which worked out fairly well because I was able to judge if the students were understanding what we were working on right away.	into the thinking of all students. Of the ones who shared, they were on the right track and there will be several more days of modeling for those we didn't quite "get it".
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Outline for a Daily Lesson Plan

Date: November 3, 2009

Objectives for today's lesson: Students will begin to be able to share mental images- focus on just pictures in the mind.

Materials & supplies needed: *Night in the Country* book

<i>Procedures and approximate time allocated for each event</i>	<i>Academic, Social and Linguistic Support during each event</i>
<p>• <i>Introduction to the lesson</i> <i>(What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences? How will I motivate them to become engaged in the lesson?) (5_ minutes)</i></p> <p>Review from yesterday. Why do readers make mental pictures? How can making mental images make us even better readers? Open a discussion of mental pictures, just a picture or does it include all sense... sight, hearing, taste, touch, smell. When I modeled my mental pictures yesterday was I just showing what I saw? What else was I doing? Elicit responses.</p> <p>• <i>OUTLINE of key events during the lesson</i> <i>(Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials) (_ 10_ minutes)</i></p> <p>Before reading, we will add to our anchor chart. "When we make mental images we use all of our senses- sight, sound, smell, taste, touch. Read <i>Night in the Country</i>. Again model by thinking, this time focusing on more than just the pictures in my mind. I will ask students to think of their own mental pictures while I describe mine. After I</p>	<p>I will be making a list on the document camera of the different senses that we use to make pictures. I can refer students to this during our discussion in case they forget.</p> <p>Since this is only the second day of practice again I will only have a few students share some examples. We will work on having everyone share very soon. While I'm making my mental pictures I will refer back to the list of senses</p>

<p>finish modeling I will ask students to share what pictures they saw while I was reading the story. I will try to limit today to only 3 or 4 volunteers. I will have them share without comment from me today, unless they need some prompting in sharing their image.</p> <p>• <u>Closing summary for the lesson</u> <i>(How will I bring closure to the lesson and help children reflect on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?) (___6___ minutes)</i></p> <p>Afterwards, I will go through the book and show the pictures to the class. Were the pictures what you expected? Were some of your mental pictures different? How did using more senses than just what you saw help you make an even better mental picture?</p> <p>• <u>Transition to next learning activity</u> Again, look for mental images in your reading today. Daily 5</p>	<p>that I made so students know to refer back to it to.</p>
<p>Assessment <i>(How will I gauge the students' learning as I implement the lesson plan and once the lesson is completed? Specifically, what will I look for? How will I use what I am learning to inform my next steps)</i></p> <p>Do student's pictures include more than one sense? Can they do it without prompting; can they do it with prompting? Are they working on it during their Daily 5 time?</p>	<p>Academic, Social, and Linguistic Support during assessment</p> <p>I will prompt students that seem to be having trouble remembering to use multiple sentences so they get used to trying it out.</p>
<p>Reflection <i>(What did students learn? What did I learn about teaching literacy? What went well? What would I do differently next time?)</i></p> <p>The class had such a great reaction to <i>Night in the Country</i> yesterday that I thought by using the same book and zooming in on a small moment to pick out a picture by using more than one sense would be a great idea. Unfortunately the class was not quite as into as they were the day before. I think some of them were just not as interested in using a book they had just read. I don't mean to say that I think that the lesson did not go well, I think a lot of the kids were able to start picking up on at least the basic idea that making mental pictures involve more than just what you see. In the future I want to have them practice more with this idea but for now they at least seem to understand that more than just one sense</p>	<p><i>(Which students struggled with the material? How will I reteach these students)</i></p> <p>Like I mentioned, I noticed the start of some students using <i>a lot</i> of schema to create their mental pictures. This is something that I plan on addressing in the next lesson so that students do not confuse it over the length of the unit. While schema plays an important role in most reading that we do,</p>

<p>can be used in a picture. Something that I need to watch for myself when I am modeling making mental images for the students is to be very explicit. We just finished up a unit on schema and I wanted to show the class that we can use what we have already learned that good readers use, schema, when we are making mental images. I did not come out and tell the class this, I was just doing it while I was reading and I think that it may have been a little confusing. I noticed that some of the students when they shared their pictures at the end seemed to be thinking about their own experiences more than what they saw. I think this was a direct result of me modeling pictures in my mind that were directly related to things that I knew. While good readers do this, in the early stages of learning or modeling a new strategy I could have done a better job explaining or showing the difference.</p>	<p>discovering how to create good mental pictures does not always have to be about picturing our house, dog, etc. I might have to do a little more modeling to make this clear. For the students that were not immediately able to come up with 5 senses, I will continue to review them and how we use them at the start of the next few lessons.</p>
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Outline for a Daily Lesson Plan

Date: November 4, 2009

Objectives for today's lesson: Students will share mental images and reason why everyone's images is not the same

Materials & supplies needed: *The Napping House*

<p><i>Procedures and approximate time allocated for each event</i></p> <p>• <i>Introduction to the lesson</i> <i>(What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences? How will I motivate them to become engaged in the lesson?) (_ minutes)</i></p> <p>I will start by discussing the different ways that we use our senses to remind the students what we talked about yesterday. I will then remind them to again be making their own mental images during the book, <i>The Napping House</i>, that I have selected for today.</p> <p>• <i>OUTLINE of key events during the lesson</i> <i>(Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials) (_ 20 _ minutes)</i></p>	<p><i>Academic, Social and Linguistic Support during each event</i></p> <p>I remind them at the start of every lesson what we are doing in order to focus the attention of my focal students right away.</p>
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<p>minutes)</p> <p>I plan on talking to the class about how when I make mental images and share them with the class, sometimes you might have very different pictures in your mind. When I read today I want you to think about the mental pictures that you are making in your head. When I am done reading you will have time to share your pictures with a partner. Class, now that I have given my directions you have 5 seconds to make yourself comfortable. Lie down, stretch out, close your eyes, and prepare to really listen to the story I am about to read. I will read <i>The Napping House</i> all the way through without modeling my mental pictures for the class. I will, however, occasionally remind them to continue thinking about their mental pictures using all their senses by saying things like “I can see you’re using (insert sense) to make mental pictures right now!” After I am done reading I will use the partner list and ask them to partner up and share their image. I will ask that when they share their image they use at least 3 of their senses in their picture. After both partners are done sharing they should come back to the carpet. I will circulate listening to what they are sharing during this time.</p> <p>• <i>Closing summary for the lesson</i> (How will I bring closure to the lesson and help children reflect on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?) (3 minutes)</p> <p>When everyone is back on the carpet I will ask if everyone had the exact same picture. NO!! Why do we think that our pictures were different? Ask for ideas. This is because we all have different <i>schema</i> that we use when we make our mental pictures.</p> <p>• <i>Transition to next learning activity</i></p> <p>When we’re reading today during our Daily 5 choices I want you to think about how your schema affects what you see in your mental images. If you saw {whatever} while I read the <i>Napping House</i>, what did it remind you of? Was it something from your own life?</p>	<p>The partners that I have arranged keep in mind different academic strengths. I have also had to rearrange several times based on social arrangements.</p> <p>I am asking students to use 3 senses so they have something that will push their thinking even more towards a concrete goal.</p> <p>A lot of students have a really good handle on schema. By relating this skill back to schema they can feel successful at it right away and increase confidence.</p>
<p>Assessment (How will I gauge the students’ learning as I implement the lesson plan and once the lesson is completed? Specifically, what will I look for? How will I use what I am learning to inform my next steps)</p> <p>Today I will be listening during partner time because this will really be the first opportunity for everyone in the class to share. I want to hear pictures that include more than one sense, or are starting to include more than one</p>	<p>Academic, Social, and Linguistic Support during assessment</p> <p>I am giving explicit numbers (3 senses, one example) of what I am looking for from students to</p>

<p>sense. I want to see them think reflectively about using their schema in this new strategy. Students should be able to share one example of how their schema helped them make a picture during their Daily 5 time.</p>	<p>make it very clear.</p>
<p>Reflection <i>(What did students learn? What did I learn about teaching literacy? What went well? What would I do differently next time?)</i></p> <p>While the students were listening to <i>The Napping House</i> most of them did really well. A few were having difficulty with the new freedom of being able to lie down on the carpet. I spoke to them right away so I'm not sure if quickly setting expectations for this kind of activity will solve the issue in the future or if I should look into another way to have the kids relax while they make their mental pictures. After the reading of the book when the students split off into pairs some got right down to work while others had some personality conflicts with their partner. Timing was slightly difficult because the groups that got right down to work were finished by the time the groups that were having some trouble were just starting to discuss with their partners. My teacher and I have really been trying to implement these permanent partnering and for the most part its been working well, but there are just a few partners for who we are still working the kinks out. Upon reflecting on it, since the discussion did not take very long, I'm wondering if it would have been better to just have the students go knee to knee, eye to eye on the carpet to have their discussion. I could have asked them to choose a seat next to their partner when they originally came to the carpet to make this easier. In the future it might need to be something I try. The actual discussion about schema went well. The students quickly grasped the concept and most were able to give at least a cursory explanation of how schema can affect their mental images. Overall, I was pleased with the lesson, but with some tweaking next time it can run even smoother.</p>	<p><i>(Which students struggled with the material? How will I reteach these students)</i></p> <p>A few students struggled with having to actually tell another person the picture in their head. I coached them by asking them to think about what they saw, then what they heard, etc. to get them at least thinking along those lines. During this unit I have a variety of different mediums including books on many different topics, poems, and even some music so I'm hoping that for some students that still claim they can't "see anything" yet this variety will help them make images. Otherwise it may require some one-on-one time during Daily 5 time while we talk about thinking deeply about the pictures that we are making in our minds and how they can help us.</p>

Part C: Assessment

For the assessment I plan on having students select one reading selection (TBD) and create a "mental movie" for it. They will first brainstorm using the think, hear, smell, taste, see worksheet and then create images on poster paper. I want them to include at least 3 different mental images, but they can feel free to use more. There will also be space provided for them to

incorporate a description in words. The emphasis on this assessment will be making their thinking concrete, and also so I can see if their thinking naturally flows and changes “movie” in their pictures as they read more in their book. Whatever their reading selection is, I want it to be a cold read so these mental pictures are things that are just coming to mind (still deciding).

I will also be informally assessing students on a daily basis, whether through observing partner or group work, eliciting comments at whole group, or meeting individually or in small groups with students during reading groups or during quiet time during Daily 5. These assessments will drive changes in my daily instruction plan. I will also use these assessments to deliver extra help to key students in reading groups or to come up with ways to challenge higher students.