

# Atlantic High School

## Authentic Intellectual Work

Publish or Not Publish:

Date Scored:

Date Revised:

Teacher - Bev Schelling

Subject - SCR

Grade - 9-10

Lesson - To teach the skill of Imaging as you read

IC Essential Skills and Concepts/Common Core -

Uses a variety of strategies to read text

List any use of technology integration -

Use the Optoma projector to show video "Owl Moon"

Introduction/Background - By the end of the lesson, the student will be able to tell what they see hear and feel as they hear the book "Owl Moon" (8 minute video)

Task - (Can attach)

- 1) Read several lines from book and demonstrate imaging
- 2) Listen <sup>and view video</sup> to increase awareness of imaging
- 3) Use graphic organizer to give examples of mental images, smells, sounds, feelings
- 4) Assign Reader's Theatre for next class period

## Mini-Lesson Planning Form

Teacher: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Skill: Imaging\_

Materials used: "Explaining Reading" by Duffy, "Strategies that Work" Harvey and Goudvis, "Charlotte's Web", "Owl Moon"

Teacher Modeling: By the end of this lesson, you will be able to tell what you see, hear, and feel as you read and hear stories, and you will be able to tell what clues you used to figure out what see or hear or feel.

*The secret is:*

You must:

- Identify words the author is using that are descriptive
- Use prior knowledge about those words and about our senses to create an image in the mind

"Today I am going to read you several lines from the book "Owl Moon" by Jane Yolen. As I read, we are going to practice a strategy called "imaging". (Review secret and the by the end of this lesson statement) Imaging means that I build pictures in my mind of what I am hearing so that I can see and hear and feel what is happening in the story. Sometimes I can even smell or taste what is happening. Pay close attention as I do this. I will be asking you to show me how you build pictures in your minds using the words you hear the author using.

(See attached)

Guided practice:

See attached

Independent Practice: Read excerpt attached from Charlotte's Web. Ask students to talk to partners. Say "What does your barn look like?" Ask students to draw and share their barn. Review the objective with the group.

## MODELING THE THINKING

Say something like:

"Let's reread the first page of *Owl Moon* so I can show you how I make images in my mind as I am reading. Right here on the first page it says, 'The trees stood still as giant statues.' Here's a place where the author is using words that describe. She is describing the trees. She says the trees were like 'giant statues.' The author is trying to get me to picture the trees the way she is seeing the trees. To see them that way, I have to think about what I know about statues. I have experience with statues. I can picture in my mind what giant statues would look like—they'd be really big, and they wouldn't move at all because they are made out of stone. So, that's what I would see in my mind. I could draw a picture of it.

"Let's try another passage on the same page. The author says that 'Somewhere behind us a train whistle blew, long and low, like a sad, sad song.' Here the author is trying to get us to *hear* something, not *see* something. And she wants us to hear it like she hears it. To be able to hear the train whistle the way the author wants me to hear it, I have to think about what I know about the clues the author gives me. She says the train whistle is 'long and low, like a sad, sad song.' What I have to do is think about what I know about sad songs. When I think of sad songs, it seems like the music is all stretched out. So I think of sounds that are all stretched out. See how my experience with the clues the author provides can be used to hear and see what the author wants me to hear and see?"

## SCAFFOLDED ASSISTANCE

### Example 1: Extensive Teacher Help

Say something like:

"Let's see if you can help me create the next image. On the next page, the author says, 'A farm dog answered the train, and then a second dog joined in. They sang out, train and dogs, for a real long time.' Is the author trying to get us to see something here or to hear something? Yes, he wants us to hear something like she

hears it. What clues does the author give us? The two dogs who are 'singing out' with the train whistle are clues we can use. We have to think whether we have experience with dogs 'singing out.' Have you ever heard something like that? Okay, then you can use that experience to hear in your mind what the character in *Owl Moon* is hearing. What does it sound like?"

### Example 2: Less Teacher Help

Say something like:

"If we go on to the next page, we find the author saying, 'Our feet crunched over the crisp snow. . . . Is the author trying to get you to create an image here? Yes, she may be trying to get us to hear it like she hears it. What are the clue words? Yes, 'crunched' is a clue and 'crisp' is a clue. Do you have experience with snow that 'crunched' and was 'crisp'? What did it sound like? If that's the way it sounded to you, that may be the way it sounded to the author too. So, now you can hear it. But let's think more about 'crunched' and 'crisp.' Maybe the author is trying to get us to use more than just our sense of hearing. Maybe there's another sense we could use to create an image here. Have you ever experienced walking over snow that 'crunched'? Could you feel it as well as hear it? What did it feel like to you? Good. Do you think that maybe it feels that way to the author too? So, we are both hearing and feeling when we listen to this section of the story."

### Example 3: No Teacher Help

As students get better at creating images, move to other parts of the book and have them describe the images they are creating and the thinking they are doing to create those images.

## APPLICATION IN READING

This is an example in which a strategy is developed after reading the text. But continued application will occur on subsequent days when the teacher orally reads different stories. In those situations, it will be

**Mental Images**

**Smells**

**Sounds**

**Feelings**

