

Michigan Legend Visualization

Name: Devon Orrin

Grade: 3

Subject: Reading

Date: Tuesday, November 13th

CCSS(s):

3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Target Area: Comprehension through Visualization

Objective(s):

- Students will demonstrate fluency by reading given pages of their legend with prosody.
- Students will demonstrate comprehension through visualization by illustrating one lifted passage.

Materials:

- book club books
 - The Legend of Paul Bunyan by Steven Kellogg
 - The Legend of the Lady Slipper by Kathy-Jo Wargin
 - The Legend of the Loon by Kathy-Jo Wargin
 - The Legend of Sleeping Bear by Kathy-Jo Wargin
 - The Legend of Sleeping Bear by Anne Margaret Lewis
 - Paul Bunyan: My Story by David L. Harrison
 - Why Robins Hop by Annette Carruthers
- book club lifted passages
- crayons
- blank computer paper

Rationale: At this point in the unit, the students have had a chance to read through the legend, retell the legend, practice reading lifted passages from the legend, and in doing so, have been building their comprehension. The students tell me constantly that they are visualizing the story, or certain moments in stories, and I want to give them an opportunity to create this visualization on paper. This will build their comprehension of their designated moment in the story, as well as contribute to the group's comprehension of the entire legend.

• Introduction to the lesson (5 minutes)

I will tell the students the day's teaching point: **good readers visualize by making a mind-movie to understand the story.** I will tell them that I know we have a lot of practice doing this, and that they will be using their own passages to illustrate visualizations. We will be practicing visualizing, or making mind-movies, at the carpet.

Behavior expectations: I will remind the students that they are to focus upon me, be sitting up, have their knees turned toward me, and refrain from talking. I will look up from the passage to make sure all are engaged.

Academic, Social and/or Linguistic Support during Intro

The reminder of behavior expectations will help many students who struggle with ADHD and general attention problems.

For students who need both academic and linguistic support, I will have a poster with the teaching point.

• OUTLINE of key events during the lesson (30 minutes)

I will read an entire lifted passage to the students, making sure to model fluency. I will tell students to close their eyes and make mind movies of each event. I will tell them that they should be silent, and really concentrating on visualizing the events I will continuously check to ensure that all students are engaged.

I will take a short break in between each event, in order to give the students ample time to visualize each point. After I read the whole passage, I will ask students to share how they visualized.

If there is time, I will go through another group's passage, and have the students visualize each of those events as well.

I will describe what they will be doing today, at their seats: each student will get out their fluency passage, out loud, but quietly read their passage by stopping at periods, pausing at commas and reading the passage with 4-5 word phrases, closing their eyes, and visualizing what they've just read. They will draw this visualization on a blank piece of paper.

I will tell students to do their absolute best work, since these illustrations will be put together in the book club videos, and shown to the class on the big screen on Friday.

Dismiss students to their seats – give them specific locations. Walk around to keep them on task.

Academic, Social and/or Linguistic Support during Outline

I will remind students that they need to be thinking of the story and focusing upon me when I read. This will help the students who struggle with attention. Any of the students who are having trouble focusing on the carpet will be sent to their desks, away from the distraction of classmates.

• Closing summary for the lesson 5 minutes

Bring the students attention back to me. Ask students why they believe it is important to visualize and draw pictures like this. Tell students to share their event and their picture with their seat partner.

Bring students attention back to me. Have them share why it is important to visualize, and how they personally came to understand the story better by visualizing.

Academic, Social and/or Linguistic Support during Closing

By eliciting students to tell what they learned, hopefully the students who have not made connections between the learning point and the activity will once they hear the point in the words of their classmates.

I will encourage students to answer, and ensure that their ideas are respected.

Students who are shy to talk in front of the whole class, or need academic, social or linguistic support will be able to share their ideas.

Assessment Take anecdotal records for each book club's understanding of retelling, their comprehension of the book, their teamwork, their engagement with the task.