Visualization

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Visualizing

- Different readers rely on different strategies to help them gain better understanding.
- Closely related to inferring. (Visualizing strengthens our inferential thinking.)
- When we visualize, we create pictures in our minds that are unique and belong only to us.
- Visualization makes reading a personal and engaging experience, and prevents us from abandoning a book too early.
- The goal is to combine the author's words with our background knowledge in order to allow us to create mental images that bring life to reading.
Charlotte's Web
By: E.B. White

Visualizing by using prior experiences and the text to create visual images.

-In chapter 3 "Escape" E.B. White vividly describes the barn where Charlotte, the magical spider, lives with all the other animals of the story.

- The passage is about a page and half long and is filled with specific nouns and very compelling descriptions.

- You could have student's draw their own visual representation of what this barn looks like after listening to this portion of the reading.
Night in the Country
By: Cynthia Rylant

Mini Lesson:
- **Read** through the first half of the book without showing students the pictures
  - While reading, **sketch** images on sticky notes
- **Display** the images for the students to see, emphasizing how the images change as we continue to read
- **Read** the same way for the second half of the book, but have **children sketch** their images on a sheet of paper split into fourths
  - Have them think about how their *images change as you read*
Fireflies
By: Julie Brincklow

Drawing illustrations from text - requires rereading and checking facts, which improves comprehension.

Vocabulary - drawing symbols to remember content words.

Writing the climax of the story - trying to get the movies of the mind on paper in sequenced, slow-motion detail.
Good Dog, Carl
by Alexandra Day

- Overview: This wordless picture book depicts a dog, Carl and a baby on their adventurous day alone in the house. The pictures are very detailed allowing students to create their very own story in their head.

- Mini Lesson: After having the students look through the story and see each picture vividly, have them choose a page to write their own story of what they think happened. Have them illustrate their explanation as well.
Hello, Ocean
Pam Munoz Ryan

- Vivid imagery
- Text matches illustrations
- Incorporates all senses

Mini-lesson:
Read aloud the book to students and have them draw a picture of what they see in their minds. When finished, have them get into groups or pairs and talk about what is similar and what is different.
• This book uses a lot of good descriptive words. The same phrases are repeated over and over again. Some of the words describe action going on. It's is good to use for visualization.

• Mini lesson:
The teacher can do a read aloud with this book. The book should be read a couple of times, and the teacher should not show the students the pages. The students can vote on a page they would like to do. The teacher will have a big piece of paper on a chart. The students can take turns drawing something for the picture. At the end they can discuss the drawing and hang it up.
**The Salamander Room**  
By: Anne Mazer

- This book is great for thinking aloud, thinking through text together, and getting eye-to-eye or knee-to-knee with a partner to discuss mental images.
- Mini-Lesson: The teacher can do a read aloud without showing any pictures. The students will draw out their mental images of whatever part of the book they choose. When they are finished, they will sit knee-to-knee with a partner and explain their drawings and connect them to the book.
Other Books To Use:

- Close Your Eyes by Jean Marzollo
- Color Me a Rhyme by Jane Yolen
- Greyling by Jane Yolen
- Goodnight to Annie by Eve Merriam
- Quiet, Please by Eve Merriam
- Say Something by Mary Stoltz
- The Zoo at Night by Martha Robinson
- When I'm Sleepy by Jane R. Howard
- Footprints and Shadows by Anne Westcott Dodd