

UNIT OF STUDY

Title: Visualization	Subject/Course: Reading Unit 3	Length: 3 weeks
Topic: Reading	Grade: 4th	Designer: Dollinger, Reed, Tanner
UNIT GOALS AND EXPECTATIONS		
IMPORTANT CONCEPTS: <ul style="list-style-type: none">Visualization is essential part of comprehending the text in a deeper level.Inferences are essential in understanding the meaning of textWords have multiple meanings that can change the meaning of the text.	ESSENTIAL QUESTIONS: <ul style="list-style-type: none">What do good readers do?How can you form mental pictures in your mind to understand the meaning of the text?How can the definition of a word change the meaning of the text?How can you know what the author isn't saying?	
STUDENT LEARNING EXPECTATIONS: R.9.4.3 Form mental pictures reflecting vivid details and personal connections with the text. R.9.4.4 Revise mental pictures based on new information R.9.4.7 Infer the purpose of the test to expand comprehension. R.9.4.9 Use inferences to expand understanding of content knowledge R.9.4.11 Read a text for a variety of purposes. R.10.4.3 Analyze and compare the distinguishing features of familiar genres. R.10.4.4 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading.	logs interest list, and reading goals. R.10.4.5 Self select materials on independent reading level based on personal interest, knowledge of authors, different types of texts, and estimation of text difficulty. R.10.4.17 Analyze poetry to identify the characteristics of diamante. R.10.4.16 Discuss poetry to determine meaning R.11.4.3 Explain words with multiple meanings. R.11.4.9 Use word reference materials, including the glossary, dictionary, and thesaurus, to make meaning of unknown words. IR.12.4.2 Locate information in references materials by using organizational features. IR.12.4.3 Use guided word in dictionaries and topics in encyclopedias.	
SPECIFIC DECLARATIVE KNOWLEDGE/What I know Identify five senses. Recall prior knowledge. Identify adjectives in relations to diamante poems. Identify what go readers do.	SPECIFIC PROCEDURAL KNOWLEDGE/What I need to do Create mental pictures and revised them based on author's words. Use prior knowledge, create mental pictures. Complete graphic organizers using five senses. Use reference materials – specifically a thesaurus to find antonyms and synonyms.	
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)		
Unit Assessments: <ul style="list-style-type: none">Open response prompt requiring students to use the five senses and explain thinking.RAFT Assessment which students write a short story working senses using vivid words.Inference implicit information from the text.		

Traditional Assessments: <ol style="list-style-type: none"> 1. TLI 2. Quiz – Using reference Materials 3. Graphic Organizer – visualization 4. Graphic Organizer – synonyms/antonyms of a selected word using a thesaurus. 	Other Evidence of Learning: Record daily reflection in response journal. Oral response Drawing of pictures of a read aloud
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ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Before Reading</p> <ol style="list-style-type: none"> 1. Students will complete an admit slip on the five senses. 2. Teacher will model how the five senses help formulate mental pictures in their mind. 3. Teacher will introduce the skill inferring and model how to infer to understand the text. 4. Teacher will introduce the anchor book and model how to find the meaning of unknown words using a dictionary. <p>During Reading</p> <ol style="list-style-type: none"> 1. Begin read aloud – Model visualization of setting first: then characters. 2. Teacher will also model how to infer mental images. 3. As unfamiliar words arise, teacher will model how to use a dictionary. 4. Words that are overused will be placed on a graphic organizer for students to collect better synonyms/antonyms. 5. Students will record their visualizations from the read aloud in their journals. 6. Vocabulary from the read aloud will go through the 4-step vocabulary process. 7. Quizzes will be given throughout. 8. Students will draw a scene from the anchor piece that includes all 5 senses. <p>After Reading</p> <p>The anchor book may be continually read but students are able to self select books to complete activities.</p> <ol style="list-style-type: none"> 1. The teacher will continually guide students in formulating mental pictures on self selected books. 2. The students will record deeper understanding in their reading log. The students will explain a character's experience as he goes through a story using what he sees, feels, smells, hears and tastes. 3. An open response benchmark format traditional assessment will be given. 4. Student will complete a RAFT assessment. The student will be asked to write a short story, genre of choice. The student will be graded on word choice, mechanics, content and sentence formation. A focus will be on development of visualization. 	<p> http://www.readwritethink.org/lesson_view.asp?id=zz9 http://vygotsky.ced.appstate.edu/reading_strategies/visualizing_inferring.html http://www.teachervision.fen.com/reading/resources/48646.html http://languagearts.pppst.com/synonyms.html http://jc-schools.net/write/games/racwaylindsay.ppt www.synonyms.com www.synonyms.com/antonyms/ http://languagearts.ppst.com/antonyms.html </p> <p> Synonym/antonyms – graphic organizer – effective literacy 4-Step Vocabulary Process Rubric Anchor piece – Owl Moon, a selection of Charlotte's Web, Cloudy with a Chance of Meatballs www.readwriteandthink.com www.rhlschool.com Mosaic of Thought: Teaching Comprehension in a Reader's Workshop </p>

Career Connections	
Artist, marketing, design specialist	

Visualization
RAFT Assessment

Engaging Scenario: Scholastic is holding a contest looking for short stories to include in their new book, Stories From 4th Graders. If you win, you will be published, and you will receive a contract to write a whole book exclusively for Scholastic. It will be in every Scholastic book order with a picture of you.

Task:

Here is how you enter:

First you must write a short story. It can be realistic fiction, mystery, fantasy, or science fiction. This story must include vivid adjectives and details that evoke all the senses (seeing, hearing, feeling, tasting and smelling). Your story will be scored for mechanics, style and sentence formation. In addition, you must include a title page for your story that includes a colorful picture of an important scene from your story.

Critical Questions:

1. Did you develop your story by elaborating? Did you include an opening paragraph and closure?
2. Did you use vivid adjectives and specific vocabulary to cause the reader to hear, see, feel, smell, and taste things as they read your story? This is style.
3. Did you use a variety of sentences and a variety of sentence lengths?
4. Did you indent your paragraphs, capitalize beginning of sentences, proper nouns, use punctuation correctly) commas, periods, question marks, exclamation points, quotation marks), and check your spelling?
5. Did you reread your story to make sure it makes sense and then revise?
6. Did you read your story aloud to two different people and then ask if they have questions? This is revising?
7. Did you have a teacher conference to help with revision?
8. Did you include a title page that included colorful scene from y