

## 5<sup>th</sup> ELA Visualize Classroom

Teacher: When I say go please quietly, meet me over on the rug.

Awesome. Thanks for coming over quietly.

I know this has been kind of a crazy week because we didn't have school on Monday, I wasn't here yesterday, I was at a training. One thing I did want to focus on with you guys on this week were some of the strategies that we've practiced. I've wrote them in our familiar place that you know where to look. We're going to be looking at making inferences today. We're going to practice our visualizing strategies so we can better understand what we're reading. As always, we always use context clues.

I'm going to show you what we're going to do, our end product for today. Then, I'll give you our list of what we're doing, and I'll let you guys get into your groups, okay? We're going to do some painting and some drawing and some artsy crafting things which I know you guys enjoy. We're going to practice visualizing.

First of all, when you look at the word visualize, what's the root word that you see there?

Students: Visual.

Teacher: You see visual. Try to talk to everyone really quick, what does that word even mean? That word visual.

Students: (indistinct, loud chattering)

Teacher: What does that word visual mean? Student, what does that word mean?

Students: It's what you see.

Teacher: Kind of when you see something, your visual, what you're looking. LL, how else could you describe that?

Students: It's kind of like an image.

Teacher: Right. It's kind of like an image. When we read, we visualize what we're reading. We've been doing a lot of it with our book Crash, because there's a lot to picture, right? Do you guys have a picture in your head of what this Crash character looks like?

Students: (collectively) Yeah.

Teacher: Close your eyes really quick. What is it that you're seeing? Is he wearing something that's kind of funny, what kind of clothes does he have, what color hair are you guys seeing for our character Crash? They have not really told us, but we all have a picture.

[00:02:00]

Close your eyes for just a second and take a second to visualize what he might actually look like. What's your visualization, what's your picture? What do you see? Ready, go.

Students: (indistinct, loud chattering)

Teacher: Class, class.

Students: (collectively) Yes. Yes.

Teacher: So, share with us what are you visualizing about Crash, Student?

Students: I don't see Crash, but when I visualize him, I am him. First person. I know it's weird, but ...

Teacher: You are Crash? What do you mean by that?

Students: Yeah, like first person. It's weird, but I see all the other characters, just not him.

Teacher: But you feel like maybe you're related more to Crash.

Students: Yeah, because it says I saw ...

Teacher: Oh, because it's told in first person, that's an interesting ... I like it, not a bad weird, it's a good weird. What do you see for Crash, what's your visualization for him?

Students: I see him in new clothes.

Teacher: Right, because he always likes to buy new things. Fancy clothes, what else do you see?

Students: I see him with blonde, spiky hair.

Teacher: I see the blonde spiky hair, too. Does anyone else get the blonde spiky hair? I get mo-hawk kind of because he's a punk.

Students: Kind of like a ...

Teacher: All right, so blonde spiky hair. He's in clothes, what does he look like, Dylan, what do you think he would look like?

Students: I think he has big, puffy cheeks because he eats a lot.

Teacher: Okay, he eats pizza a lot maybe he's got big, puffy cheeks. I guess if I had pizza a lot I'd have big puffy cheeks too. What else?  
[00:04:00]

Students: I'm guessing that he has a lot of muscle.

Teacher: I kind of picture him being stocky, kind of like a tough guy, right? He plays a lot of football. Maybe one more, Student, what do you see?

Students: I see him short and a lot of muscle and with brownish, straight hair.

Teacher: This is a weird one, does anyone see him with freckles?

Students: (collectively) Yeah.

Teacher: I don't know why, I see him with freckles. See how when we can visualize our characters, things come to life, because when we read books and they come to life, it becomes more interesting and we can understand it better. I taught you a jingle about visualize, do you remember this? Do you want something to show you?

Students: (collectively) No.

Teacher: All right, teach your neighbor what it means to visualize. Ready, teach.

Students: (collectively)

Visualize, visualize, I need to visualize. Make a picture, make make a picture. In your mind, in in your mind.

Teacher: Good, so today I'm going to ask you to make a picture in your mind based off what we've read prior. We're going to be making some inferences. We haven't practiced this one in a while, but do you guys remember infer?

Students: No.

Teacher: How that goes? Where's my ...

Students: (collectively)

I-n-f-e-r, I-n-f-e-r, use clues, what I already know, come up with an idea. To come come up with an idea.

Teacher: Watch LL, can we watch you?

Students: I-n-f-e-r, I-n-f-e-r, use clues, what I already know, come up with an idea. To come come up with an idea.

Teacher: Good teach, your neighbor what it means to infer, okay? Ready, go.

Students: I-n-f-e-r, I-n-f-e-r, use clues, what I already know, come up with an idea. To come come up with an idea.

Teacher:  
[00:06:00]

Good, today I want you guys to do two things. Visualize, and come up with and inference. You guys have been really good at inference . There are some sentence starters that you might want to use, and you know where those are, they're right here. So, I think, I infer, perhaps, maybe, we always use the word because, because we want to show why we think that. It's often based off what we read in the text.

What we're going to do today is we're going to read chapters 39 and 40 in our book with our reading groups, then when we're done, you guys get to choose one of these 4 scenarios. I'll pass this out to you. Down here there are these 4. I'm not going to read them to you now, you guys are in 5th grade, you can read them. These are things we've already read in the chapters. You're going to pick that scenario, you're going to go back into the text and find it.

For example, this says, "In chapter 32, what does Crash see when he looks out the bedroom window to find Scooter sitting on the ground?". Describe the scene in your own words after reading the passage that starts with, "It happened last Saturday.". You're not going to write, though, you're going to draw.

What did he see, what was that picture that was happening? What did you visualize was happening in that scene? You've got to really go back to 32 and re-read it one more time because there are some details that you need to include in your visualization. You can choose whether you do 1, 2, 3, or 4. The piece that I'm adding is, draw one inference based on what you read in a specific scene that you chose. Right that inference on your visualization. Let's practice one.

Sit tight, close your eyes, I'm going to read you a part of a scene that we've already read before. I want you to visualize in your head what's going on. This goes all the way back to chapter 35. This is when they were going to see Scooter at the rehab center, do your remember that?

Visualize, try to pay attention to all the details you're seeing in your picture here.

[00:08:00]

We were allowed to see him yesterday. He's not at the hospital anymore, he's at a rehab place. They're supposed to teach him out to walk, feed himself, and get dressed and all. he was supposed to be in room 23. My parents pushed me and Abby ahead into the room. There were two beds, somebody was in the one by the window. The other was empty. I whispered to my mother, "He's not here." "Sure he is," She whispered, "There."

She was nodding towards the man in the bed by the window. Abby was already running over, but I still couldn't believe it. That's him? She squeezed my shoulder, we went over. Abby was on the bed jabbering away. He was propped up on a pillow. His face, everything was different. He was bony like he was starving. His mouth was sort of crooked like he was smirking, only I knew that he wasn't. His right arm was in his lap and I thought something was weird, and then I realized what it was.

The hand. It was resting palm up, the fingers half curled. It looked dead.

Do you have a picture in your head of what that scene looked like?

Students: (collectively)

Yeah.

Teacher: Turn and share with your neighbor, what did you see?

Students: (loud, incoherent chattering)

We are talking, now we stop.

Teacher: Share with me what do you guys see? I saw and now I'm thinking I could have added some better detail. What did you see, Student?

Students: I saw him kind of like his eyes half-closed and his hand was kind of ...

Teacher: Student, anything else?

Students: When you were talking about the rehab center, I saw a building and them going inside the room. I saw two beds.

Teacher: Okay, you saw two beds. Student?

[00:10:00]

Students: A bed by like a window that's closed. It's kind of dark in there and he's just sitting there ...

Teacher: He's kind of zoned out of it, right? All right, hands up. I'm going to show you guys what I saw, this is what you guys get to do. This is what I saw when I read that. This was my visualization. Just this. I saw Abby. Remember how she was acting? Like, "Hey, Scooter!" She kind of came in all excited, so I've got her hands in the air with a big smile on her face, because she's probably excited.

I did my best to draw Crash. That's what I saw Crash as, I don't know why I saw him in this muscle for some reason. Spiky hair. I tried to draw a look on his face being a little bit shocked. Would you infer that maybe he's shocked in that scenario? His mom is maybe trying to comfort Scooter, and the dad is pushing them inside. I was drawing what I was seeing in my head from my text. Here's Scooter, he's sitting in bed and although it's sad, I drew some drool on his chin. Remember how later on in that chapter, he was drooling? He's kind of moving like he's dead. Here's the window that he's by.

Students: Where's his arm?

Teacher: Where's his arm? That's something I should probably add in right? His arm was crooked. I need to figure out a way that I can get his arm to be on his lap a little bit crooked.

Students: If you could make it on the other side of the bed like his other arm.

Teacher: That's a good idea. I drew a clock and some other things I thought might be in there. I did an inference, too. Is there an inference you could make off that scene? What are you wondering, what are you thinking? I was thinking about Crash. What were you thinking there, Student?

Students: Crash is just sitting there in shock, he's never seen his grandpa look like this old and this bad.

[00:12:00]

Teacher: That's exactly what I wrote. I said that in this chapter, I can infer that Crash was in shock because he had never seen Scooter in the light of being old. Remember how he never pictured Scooter as being an old guy?

Students: Yeah.

Teacher: Then he walked in there and all of the sudden he looked skinny and old. I'm assuming maybe that he's in shock a little bit. That's my inference that I made based off that scene. Because of the look on his face and how he responded. Today after you're done reading, you get to choose one of those 4 and you get to make your own scene. If Art Teacher were here, what would she say?

Students: Color.

Teacher: Full color. I'm going to open it up to you guys, where you can use anything you want. Whether that be markers, crayons, colored pencils. There's also water colors if you want to water color. If you want to use 2 or 3 things, that's fine. If I were to continue on this, I would color in my background. Maybe I would add some things. Now that I re-read it again, I know I need to add the hand. That was an important part. This is what we're going to work on today.

Chances are you will not finish. No problem. You're going to work on drawing that visualization that you get in your head.

Students: Wait, is Scooter the mom's dad?

Teacher: I think so, Scooter is the mom's dad. That's why I drew her hand, because that is her dad.

Students: Okay.

Teacher: How do we feel about that?

Students: Good.

Teacher: First thing we're going to do is jump into groups. Mrs. G is gone today, so Teacher 2 is here and she's going to read with one group. One you're done I don't need to see you. You can just jump in on the list of things to do. After that it's quietly grab your sheet. I'll leave them on my stool, is that good?

Students: Mm-hmm (affirmative).

Teacher: You guys pick which one you want to do and get started right on it. If you look over by the sink, the paper is by the sink. Everybody can have a big piece of paper. If you want paints, they're there. The brushes are there. You can also use markers, pencil, you can use anything you want. Sound good?

[00:14:00]

If you are in ...

Students: Do we do it with partners?

Teacher: Good question. We're going to do it by ourselves this time, because I want to see what's in your head. Sometimes it's hard to visualize with somebody. Yes?

Students: Can we sit with a friend?

Teacher: Today, let's sit at our seats. We'll work really well.

If you usually read with Mrs. G, if I just say go, will you go?

Students: (loud, incoherent chattering)

Teacher: 5th graders, I forgot to mention. As you're reading with your group, if you're not with a teacher, stop along the way and ask your group what you're seeing now. In those intense situations in the scene, what's going on? Ask them to close their eyes, ask them to visualize, talk about it okay? All right.

Students: (loud, incoherent chattering)

Teacher: Come on over, bud. 39 and 40.

Students: (loud, incoherent chattering) (reading stories in groups)

[00:16:00]

(loud, incoherent chattering) (reading different stories in groups)

[00:18:00]

One of the most important people to me is my great grandfather. Henry ... I feel every fortune ... And blessed to have a great grandfather, but he is more to me than that. He is 93 years old. It is hard to believe that someone who is 80 years older than I cannot understand about how I feel, but he can. He is my best friend.

(loud, incoherent chattering) (reading stories)

[00:20:00]

Teacher: Make an inference. What do you think Crash is saying? [inaudible 00:20:16]

(loud, incoherent chattering) (all talking together)

Do you think this will change the way he feels about ...

Students: He tried to make it ... He didn't want to.

Teacher: The fact that he's choosing not to be a bully and he's choosing to be nice means it's a change in his character. He's going to give the paper back to penny, why do you ...

(loud, incoherent chattering)

Students: He's trying to be nice.

Teacher: He's trying to be nice now. Maybe he feels empathetic, he understands how someone else feels. Maybe he feels the way Penny feels about his great grandfather is the same way he feels about his grandfather?

(loud, incoherent chattering)

[00:22:00] It's hard to be mean to a person who's super nice to you.

(loud, incoherent chattering)

Students: (all reading and talking together)

Teacher: Right, he always ... [inaudible 00:22:13]

Students: It's his ...

(loud, incoherent chattering)

I said it's ... But it's okay.

When I heard him screaming, "No, go away!"

(loud, incoherent chattering)

(all reading and talking together)

[00:24:00]

Teacher: What does it look like when ... A visual of the scene in the back yard?

He's probably some sort of ... He's wearing a big white jump suit ... He's using some sort of pesticides. And Abby wants him to kill the rodents?

(loud, incoherent chattering)

Okay, who's next? I think it's me.

(loud, incoherent chattering) (all reading and talking together.)

Students: Don't spray that stuff over here.

Teacher: He's just there to kill the weeds. She cares about all those ... She doesn't even want him to kill the weed.  
[00:26:00]

Students: I heard him asking her what does she think she will get. Daddy, he was killing the weeds ...

But that happens to ...

(loud, incoherent chattering)

It's a bad idea. We have to have them or we can't be an official wildlife habitat. Last time I checked, this was a home, not a habitat. You were brought up all wrong, it's not your fault. Weeds aren't bad, weeds aren't even weeds. They're plants and flowers just like daffodils and all. They have a right to live. How would you like it if someone decided to put poison on you just because someone decided to call you a weed?  
[00:28:00]

Teacher: What do you visualize? What would his face be looking like?

He was probably a little sympathetic. He paid someone to come ...

She was giving him a lecture.

You don't know any better, you were raised to kill weeds.

(loud, incoherent chattering)

Students: The she said, what if you were a weed.

Teacher: What if you were a weed?

I think he realizes no matter what he says, she's not going to agree with him. Now go pick a scene from the table.

Students: Can we do it here?

Teacher: She said you can sit in your seat, but you can also do it here. The scenes are on her stool.

(loud, incoherent chattering) (all talking together)

Are you ready? Give me your books. Pick your scenario, make your inference somewhere on there, and begin to draw your visualization. What are you seeing there?

(loud, incoherent chattering)

[00:30:00]

Students: Can we keep this at our desk?

Teacher: Yeah, at your seat.

Do you have one ready? Did you get all of your stuff?

(loud, incoherent chattering)

Freeze for second and give me your eyes real quick. Just for re-saying what we're doing here. You're going to pick one of the four, you've got to go back and re-read that part. I see Student got the book she's re-reading it. That's going to give you the details you need. When you're doing that, freeze for a second. Use it with a different lens maybe. Try and look at it as if you're trying to make a movie. What does that visualization that you're seeing?

If you have some questions, refer back to your book. Then, add your inference somewhere on that page. Are you making an inference on the character? Of the scenario? You know what we're doing? Show me with your thumbs. Thumbs up, thumbs down, thumbs sideways. You get it, you got it? Good.

Can I turn on some music while you're doing that?

Students: Yes.

(loud, incoherent chattering)

Teacher: Pick 1, 2, 3, or 4 and then read it. No ...

(loud, incoherent chattering)

[00:32:00]

You should pick the one that is the most interesting to you. And then ...

Figure out which one speaks to you the most, find the most interesting one ...

(loud, incoherent chattering)

Describe the scene with the only words beginning the passage with, "It happened last Saturday."

Review the sirens that sounded like a kazoo rolling further away. Draw a picture that ... Scooter first got hurt when he was lying under the tree and the ambulance came. Do you want to do that one or do you want to do the next one?

[00:34:00]

Let's read the next one. Compare the family tree to the one Cash imagined he will have in his own apartment. Remember, he doesn't like his family's Christmas tree. It was kind of bland, it only had one color. It was brown ornaments on the tree. He wanted this fancy tree with tinsel all over it, remember that?

He didn't appreciate the tree. He thought it was ... He didn't like his family Christmas tree. When he grows up he's going to get a bigger one with better stuff on it. Do you like that one or when Crash goes to [inaudible 00:34:28]

(loud, incoherent chattering)

When Student leaves school with his ... Read the chapter that begins with, "When ..."

Which one do you like the best? The Christmas tree one? I do too. What do you think you could draw it as?

Students: Can I do the side that the Crash is on?

I think he's changing his mind about ...

Teacher: Now he's starting to be nice. (loud, incoherent chattering)

[00:36:00]

I like that ...

Do you want me to read it to you?

Read just to the end of the chapter?

Right. Good job.

Every year, the Christmas tree stands in the corner of the living room. Every year, all it has on it are white lights and teddy bears. What do you think the tree that his mom has ...

Students: [inaudible 00:36:56]

Teacher: What lights and?

Students: Tiny bear.

Teacher: She's got white lights and teddy bears. Teddy bears are brown. When you have a home of your own, you can decorate your tree any way you like. I've got news for her, I'm going to be out of here a lot quicker than she thinks. One year after high school, I'll be in my own apartment. Me and Student. The lights on our tree will be all different colors. [inaudible 00:37:33](loud, incoherent chattering) Tons of tinsels.

Students: The little ...

Green.

Teacher: They're silver strips. It's supposed to look like snow.

[00:38:00] Everybody clap twice. I'm going to talk to you and tell you what your neighbor what you're drawing and why. Why are you visualizing that, what is it about?

Students: (loud, incoherent chattering)

Teacher: Tell us, Student, what scenario are you deciding to use?

Students: I'm going to do the one where they compare Crash's Christmas tree and his mom's.

Teacher: Okay, and what are you going to draw? What is your visualization that you saw there?

Students: I'm going to make a ... Of his mom and him.

Teacher: What he actually had and what he wants. Good idea. Student, what are you going to do?

Students: I'm going to draw Student shooting Student with the Uzi because I can visualize Student being soaked and laughing.

Teacher: I'm interested what expression you put on Student's face and Student's face and Crash's face in that scenario.

Student, what are you doing?

Students: I'm doing the same as Student.

Teacher: What are you going to draw?

Students: I'm going to draw Crash looking across the street at Student and he's going to get soaked.

Teacher: What are the facial expressions that they might have?

Students: They looking down at the ground all wet and maybe Crash is kind of surprised and Student is ...

[00:40:00]

Teacher: Mr. [inaudible 00:40:04] What are you doing over there?

Students: I'm doing the backyard one.

Teacher: When Scooter, when he got hurt?

Students: No, when he ...

Teacher: What are you visualizing, what are you going to draw?

Students: A bunch of leaves on the ground, trees with no leaves on it ...

Teacher: March, February ...

This is just getting your ideas down today.

Maybe not, maybe ...

(incoherent chattering talking about the project with students)

[00:42:00]

Let me give you ...

Students: Should I use the other side?

Teacher: Yeah, you have ... Than me.

What part do you see in there? What part stands out the most?

Is that when the ...

(loud, incoherent chattering)

I like it, you are quite the artist.

Students: Is that a good Christmas tree?

Teacher: Mm-hmm (affirmative).

Before you decorate you should ... You understand what's going on, right? That's your paper? You might want to start like this.

Students: You start with a triangle.

[00:44:00]

Teacher: Half a triangle, you don't close it. How big do you want your tree to be?

And then ...

I see you're making inferences ... Character, scenario.

Students: (loud, incoherent chattering)

Does his mom's tree have a start at the top of the tree?

Teacher: It doesn't say. How do you picture it? It says ... teddy bears.

Students: And of course it ...

Teacher: Why do you draw so fast? ... Christmas tree tutorial. Can I help you? Look. Let me borrow your ...

[00:46:00]

Students: Does it look like these are wrapping around the tree?

Teacher: Yeah. 1, 2, then come out again. 1, 2, come in again. Then all the way in at the base of the tree.

We've got about a few more minutes to kind of get some ideas down, sketches. Finish this up tomorrow.

Don't even worry about it. You don't have to worry about that. Is this his tree or his

mom's tree? She's got white lights and teddy bears.

Students: Oh that's cute. The face would be like

Teacher: I never said my drawing was great.

I ...

[00:48:00]

Students: Can you see my teddy bear?

Teacher: Boys and girls, we're out of time. Make sure right now to write your name, date and number somewhere on this paper where we can see it. Whether that's the front or the back, somewhere on your paper. Name, date, number. Here's what we're going to do. When I say go, stand up and find someone you don't normally chat with and show them your visualization. Explain why you're drawing it, and what inference do you plan to make? Ready, go, find a partner.

Students: (loud, incoherent chattering)

Teacher: Share with your neighbor. Henry, find a partner.

Students: (loud, incoherent chattering)

Teacher: Find somebody new. Find somebody new in 5, 4, 3, come on, find somebody new in 2, 1. Share with that person what you visualize.

[00:50:00]

Students: (loud, incoherent chattering)

Teacher: Find your own seat in 5, 4, 3, 2, 1.

We got to hear from a few of you about the visualizations that you were drawing. Why is it important to do this? Other than we like to draw because it's fun. What is the purpose of visualizing and actually taking the time to draw what we see? Turn to your neighbor and ...

Students: (loud, incoherent chattering)

Teacher: All right, class, class.

Students: Yes, yes.

Teacher: What was your why? Student?

Students: [inaudible 00:51:28]

Teacher: I can better understand what's happened, right? Remember when we were talking about Crash? We all had different visions. Are they wrong, though?

Students: No.

Teacher: Not necessarily. And that's okay. It's more to see what's actually happening and put a picture in our head. Student?

Students: We were doing it to see what we think and look at other's and see what they think and compare that?

[00:52:00]

Teacher: Perspective, right?

Students: Yeah.

Teacher: I like that. Student, last thought.

Students: I was thinking because we ... [inaudible 00:52:17] And we will understand ...

Teacher: Yeah, I agree. It is time to get cleaned up. Here's what I'll have you do. Let's stack these back where you found them. So we don't crease them. Tomorrow we need to get some color on them so we can draw on them, paint on them. Whatever we need to do. Books need to be put away. We'll get you organized for writing.

Students: Oh, yes.

Teacher: Make sure your name is on there.

Students: (loud, incoherent chattering)