

5<sup>th</sup> ELA Visualize  
Main

Teacher: When I say, "Go please quietly," meet me over on the rag in your spot. Ready, go. 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 and then we're here today. One thing I did want to focus with you guys on this week were some of the strategies that we've practiced. I wrote in our familiar place so 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 and as always we always use context clues.

I'm going to show what we're going to do, our end product for today. Then I'll give you kind of our list of what we're doing and then I'm going to let you guys get into your groups. We're going to do some painting and some drawing, and some artsy crafty things which I know you guys enjoy. We're going to practice visualizing. First of all when we look at the word visualize, what's the root word that you see there?

Student: Visual.

Teacher: You see visual. Try and talk to your neighbor. What does that even mean, that word visual? Try and talk.

Student: [Crosstalk 01:18]

Teacher: (sings)

Student: (sings)

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

Student: It's you think what you see.

Teacher: Kind of when you see something, you visual, you're looking. [Student 01:38], how else could you describe that?

Student: It's kind of like an image that's there.

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

Student: Yeah.

Teacher: Close your eyes real 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 of hair are you guys seeing for our character Crash? They have not really told us but we all have a

picture. Close your eyes for just a second. Take a second to visualize what he might actually look like? When I say go turn and tell your number, what are you seeing? What's your visualization? What's your picture? Ready to go, what are you seeing?

Student: [Crosstalk 02:21]

Teacher: Class, class. Try again, class, class.

Student: Yes, yes.

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

Student: I don't see Crash when I visualize him. I like I'm him, [crosstalk 02:56].

Teacher: Oh that's weird.

Student: I know that's weird.

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

Student: It's just weird, but I see all the other characters just not him.

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

Student: Because it says, "I saw."

Teacher: Because its told them first person. That's an interesting ... Is that weird? It's a little weird. I like it not in a bad way. It's a good weird. What do you see for Crash? What's your visualization for him?

Student: I see him in like new clothes.

Teacher: Right, because he always likes to buy new things, so like fancy clothes. What else do you see?

Student: I see him with blonde like spiky hair.

Teacher: I see the blonde, spiky hair too. Anybody else get the weird blonde, spiky hair? I get like mohawkish kind of because he's a punk kind of way. Blonde, spiky hair ... He's in clothes. What does he look like though? Student, what are you getting that he might look like?

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

[04:00]

Teacher: He eats a lot. Maybe he's got big, puffy cheeks. I guess if ate pizza a lot I'd have big,

puffy cheeks too. What else?

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

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

Student: I see him short and a lot muscle and with groomish [inaudible 04:19].

Teacher: Does anybody else ... This is a weird one. Does anybody see him with freckles?

Student: Yes.

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

Student: No.

Teacher: You've got it. Teach your number what it means to visualize? Ready? Teach.

Student: Okay. "Visualize, visualize. I need to visualize. Make a picture, make-make a picture, in your mind, in-in your mind."

Teacher: Good. Today I'm going to ask you to make a picture in your mind based of what we've read prior. We're going to be making some inferences. We didn't practice this one in a while, but do you guys remember infer and how that goes. Where is my I-N ...

Student: F-E-R, I-N-F-E-R, I-N-F-E-R.

Teacher: [Inaudible 05:19] and what I already know to come-

Student: Up with an idea, to come up with an idea.

Teacher: Think you can ... Watch Student. Can we watch you? Go.

Student: "I-N-F-E-R, I-N-F-E-R. [Inaudible 05:35] and what I already know to come up with an idea, to come with an idea."

Teacher: Good. Teach your number what it means to infer. Ready? Teach.

Student: Okay.

Teacher: Go.

Student: ""I-N-F-E-R, I-N-F-E-R. [Inaudible 05:49] and what I already know to come up with an idea, to come with an idea."

Teacher: [06:00] Today I'm going to ask you to do two things: visualize and make an inference. You guys have been really good at inferencing . There are some sentence starters that you might want to use and you know where those are. They are right here. I think I infer perhaps, maybe. We always use the word because because we want to show why we think that and it's often based off what we read in the text. What we are going to do today is we're going to read chapters 39 and 40 in our book with our reading groups. Then when you're done, you guys get to choose one of these four scenarios. I'll pass this out to you. Down here there are these four. I'm not going to read them to you because you guys are in 5th grade. You can read them, right. These are things that we've already read in the chapters.

You're going to pick that scenario. You're going to have to go back into the text and find it. For example, this is 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, right? You can choose whether you do one, two, three, or four. Then the piece that I'm adding is draw one inference based on what you read in this specific scene that you chose. Write that inference on your visualization.

[08:00] 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 was all the way back in chapter 35. This was when they were going to see Scooter at the rehab center. Do you remember that? Visualize. Try to pay attention to all the details you're seeing in your picture here. "We were allowed to see him yesterday. He's not at the hospital anymore. He's at a rehab place. They are supposed to teach him how to walk and feed himself, and get dressed and all. He was supposed to be in room 23. My parents pushed me and Abby head into the room. There were two beds. Somebody was in 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 bonny 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. 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? Turn and share with your neighbor. Ready, go. What did you see? What are some things that you see?

Student: [Crosstalk 09:05]

Teacher: "Tootsie Roll, Lollipop."

Student: "We were talking, now we stop."

Teacher: Share with me, what did you guys see because I saw and now I'm looking at it. I'm like, "Man, I could have added some better detail." What did you see Student?

Student: I saw him kind of like ... His eyes half closed like this. His eyes was kind of like that.

Teacher: Student, anything else?

Student: When you were talking about the rehab center, I just saw a building and [crosstalk 09:48] going inside of the room and he saw two beds.

Teacher: He saw two beds. Student?

[10:00]

Student: Kind of like a bed, but like a window. It's closed like those, and it's kind of dark in there.

Teacher: You see it being dark.

Student: Scooter was just sitting there just like-

Teacher: He's kind of like zoned out a bit, right? Hands down. I'm going to show what I saw. This is what you guys get to do. This is what I saw when I read this. This was my visualization. I saw ... Who's this? Abby. Remember how she was acting like, "Hey, Scooter." She kind of came in all excited. I've got her hands in the hair and a big smile on her face because she's probably excited. I did my best to draw Crash. That was what I saw Crash as. I don't know why I saw him in like this muscle thing for some reason, spiky hair. I tried to draw a look on his face like dash, being a little bit kind of shocked. Would you kind of infer that maybe he's shocked in that scenario?

His mom maybe trying to comfort Scooter and the dad is ... Remember he said, was pushing them inside. I was drawing what I was seeing in my head from my text. Here is Scooter and he's in bed and kind of sad. I kind of drew drool on his chin because remember how later on in that chapter he was drooling? He's kind of moving like he's dead. Here is the window that he's by. Where is his arm? That's

something I should probably add in ... His arm because his arm crooked. I need to figure out a way that I can get his arm to be laying on his arm a little crooked.

Student: If you can make it like on the other side of the bed like his other arm.

Teacher: It's like coming over like this. That's a good idea. I drew a clock, some other things I thought might be in there. I did an inference too. Is there an inference that maybe you can make up in that scene? What are you wondering or what are you thinking? I was thinking about Crash. What are you think there Student?

Student: Crash just sitting there kind of like in the shock that he's never seen his grandpa look like this. Like this old is bad.

[12:00]

Teacher: That's exactly what I wrote. I said 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 like an old guy?

Student: Yeah.

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

Student: Color.

Teacher: Full color. I'm going to open it up to you guys where you can use anything you want whether they'll be markers, crayons ... Bless you, colored pencils. There is also water colors. If you want a water color, if you want to use two or three things, that's fine. If I were to continue on this, I would yes, cover in my background. Maybe I would add some things. Like now I re-read it again, I know I need to add the hand because 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.

Student: Was Scooter the mom's dad?

Teacher: Yeah. Scooter is the mom's dad. That's why I kind of drew her hand and because that's her dad. How do we feel about that? We're good? First thing we're going to do is we're going to jump into groups. Mr. Gee is gone today. Teacher 2 is going to be here and she's going to read with one group. Once you are 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 store. Is that good? Then you guys pick which one do you want to do and then get started right on it. If you look over by the sink, the

[14:00] paper is by the sink. Everybody can have a big piece of paper. If you want paints, they are there. The cups are there. The brushes are there. You can also use markers, pencil. You can use anything you want . Sound good?

If you are in ... Yes.

Student: Can we do it with partners?

Teacher: Good question. We are 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.

Student: Can we sit at the floor?

Teacher: Good question. Today let's stay at our seats and then we'll work really, really well. If you usually read with Teacher 3, can I say go and you'll go?

Student: Yeah.

Teacher: Go. Student, why don't you come over and join us this time?

Student: Can we go to Teacher 2?

Teacher: Why don't you join me and Student will go over there?

Student: Student is me.

Teacher: You go over there. Teacher 2 we're just along the way stopping to kind of visualize what we're seeing. Fifth graders listen.

Student: Right now.

Teacher: One thing I forgot to mention to you guys. As you're reading with your group, if you're not with a teacher, stop along the way and ask your group, "What it is seeing right now like in those fun or intense situations in the scene, what's going on?" Ask them to close their eyes, ask them to visualize, and talk about it, okay? Mr. Jones, come on over bud. We're 39 and 40. Are you going to share with me again?

Student: I might.

Teacher: Please do. 39 and 40 today guys. Who are we missing guys?

Student: Everybody is here.

Teacher: Great, okay.

Student: I think [inaudible 15:47] in our group.

Teacher: Because Teacher 3 is not here today.

Student: The [inaudible 15:50] in like a second. I think the problem is people are taking 20 and handing it out.

[16:00]

Teacher: Yeah. I agree. Let's open up. We're going to start on 39. What happened the last time we read? What do you guys remember?

Student: I kind of remember that ... Oh yeah. [Inaudible 16:15].

Teacher: That's right. Every night he runs sprinting [inaudible 16:20]. We're kind of talking about like why. Why is he doing that I wonder? What do you think?

Student: I think I know why.

Teacher: Why?

Student: He's trying to get faster.

Teacher: Why would he need to be faster? What do you think Student?

Student: [Inaudible 16:40]

Teacher: Run away from the bully. That's kind of what I'm thinking. Let's jump into it. Student, you want to start us off?

Student: Chapter 39, Marcher 22nd. Something happened in English today. A couple of weeks ago we got in [Inaudible 16:57].

Student: I wrote about Scooter. Not about the stroke and the rehab and all, just the good stuff. I told about his great cooking, and his stories in bed, and how he came to all my games even in the rain.

Student: [Inaudible 17:23] when I got to class Brad wasn't ready. They are wearing [inaudible 17:28] was there and I took my seat.

Student: I got off to talk to teach other. As soon as that happened, Student went to [inaudible 17:39].

Student: Possibly [inaudible 17:45]. On the way back to his desk he [inaudible 17:49].

Teacher: Jeez.

Student: That's mean.

Student: [18:00] When Web got back he saw right away what happened. He started looking around frantically for his essay under his desk, in his books. Kids giggling [inaudible 18:03]. Student turned and whipped the paper ball to me. I didn't catch that was thrown to me in my life. I caught it. The bell rang. Everybody settled down. The class started.

Teacher: Let's visualize that. I'm going to read it again. You guys close your eyes, all right? This what happened. When Web got back, he saw right away what happened. He was looking frantically for his essay. Do you see him looking frantically? What does that look like? What do you think?

Student: To me it looks like he's looking all over the place.

Teacher: Like ... Kind of being crazy a little bit, panicking in a sense. Close your eyes again. He looked under his desk, in his books. Kids were giggling. Suddenly while Web was back, [inaudible 18:53], Student turned and whipped the paper ball to me. Like chucked it, like threw it really hard. I never didn't catch a ball that was thrown to me in my life and caught it. The ball rang, everybody settled down and the class started.

Student: He should throwing it to Penn.

Teacher: You saw him kind of freaking out a little bit.

Student: I see him throwing it to Penn.

Teacher: You think that's what's going to happen? I hope so. I hope Crash gets to be a nice guy.

Student: I kept thinking he's going to throw it.

Teacher: You think so.

Student: I kind of thought that Crash was feeling bad that [inaudible 19:30].

Teacher: I would think so. Go ahead Student. The teacher ...

Student: The teacher didn't ask for the essay [inaudible 19:40]. I found it against my desktop, shielded it in with [inaudible 19:55]

[20:00]

Teacher: One of the most important people to me is my great grandfather, Student Wilhigh Web the third. I feel very fortunate and blessed to have a great grandfather. He is more than that to me. He is 93 years old. It is hard to believe that someone who is 80 years older than I can understand how I feel, but he can. He is my best friend.

Student: He's 13.

Teacher: Yeah. Good math. Go ahead Student.

Student: [Inaudible 20:23]. Shortly after that he traveled west to the state of North Dakota and settled there, and raised a family. He [inaudible 20:44]. When I was born my mother told him that he could name his first grandson. He named him Penn. That was him.

Student: We moved to Pennsylvania seven years ago. I have only seen him once since then. I missed him very much. Most of all I missed the stories that he used to tell me about the old days. Sometimes he makes sad when he says that feels himself disappearing like [inaudible 21:25]

Student: Prairie.

Teacher: Student, will you put them on my stool for me hun? Thank you. What does that mean?

Student: Obviously it means like disappearing [inaudible 21:41].

Teacher: I don't know. He feels himself disappearing like the prairie. What do you think it means Student?

Student: [Inaudible 21:49] because prairies get scared and tired.

Teacher: Prairies are like big fields.

Student: [Inaudible 21:56].

[22:00]

Teacher: Those are prairy dogs. These are big prairies, like a big piece of land.

Student: It looks like he's dying.

Teacher: Sounds like he's dying. Why does Penn feel like he's disappearing?

Student: Because he [inaudible 22:10].

Teacher: I'm not sure. Let's keep reading. Hopefully there is some insight into that. Go ahead Student. Turn the page.

Student: My great grandfather came and visited us [inaudible 22:25]. He says he wants to see them one last time. I don't believe he knows that middle school and even grade schools now compete in the relay. [Inaudible 22:43]

Student: [Crosstalk 22:49]

Teacher: He wants to be in the relay. Oh my gosh, because his grandfather was in the relay and that would be an important thing to him.

Student: He wants to impress him.

Teacher: He wants to impress him. That was a good connection. What a nice thought that he wrote. Sorry Student. You want to finish your thing? "I do not" ... Right in the middle of your paragraph. I don't believe ... Right here.

Student: I do not believe he knows that middle schools or even grade schools now compete in the relay.

Teacher: Sorry, you did finish it.

Student: I believe that the best gift I could give my great grandfather would be [inaudible 23:34].

Teacher: Wow. Let's go Student. I want to find out what's going to happen?

Student: Why did he do it at night?

Teacher: Why is he going to do it at night?

Student: I think it's cooler.

Teacher: It's cooler at night.

Student: Probably no one will find him.

Teacher: Nobody will tease him probably.

[24:00]

Student: Probably because if he'll do it daytime there is going to be cars driving around.

Teacher: True, it might be safer.

Student: The teacher called for papers. I passed my in. The ball rang. Everybody packed up. Web took a last look around his desk. While everybody else headed for the door, he headed for the teacher. I intercepted him. I took the essay in his hand. "I found it," I said.

Teacher: That's okay. Go ahead.

Student: "I found it," I said. "It's wrinkled but it's okay."

Student: He was [inaudible 24:29]

Teacher: Gaping

Student: Gaping-

Teacher: At me.

Student: At me [inaudible 24:35]as I went in and shut the door. [Inaudible 24:42] tomorrow.

Teacher: What do you guys visualize when you see him gaping at me like a hooked fish. Why is he so shocked?

Student: Because [inaudible 24:56].

Teacher: Who is being nice all of a sudden?

Student: Crash.

Teacher: Old Crash probably would have what? Thrown it away and teased him about it. Jeez, track sign ups are tomorrow. April 2nd, I was in the kitchen this morning checking out the fridge when I heard something outside, "No. Go away, scram."

Student: I opened the back door. Abby was in the yard holding the guard in trouble like a baseball bat. In front of her was [inaudible 25:26] man in his white jumpsuit holding the end of [inaudible 25:30].

Student: He tried to reason with her. He told her that it was important to spray the down now so all of those evil weeds wouldn't have a chance to get started. All Abby did [26:00] was [inaudible 25:55] or spray that stuff on the hair growing on top of your nose.

Teacher: Oh my gosh. Why she is being like that?

Student: Maybe the mouse.

Teacher: Maybe the mouse.

Student: The habitats.

Teacher: The habitats. Remember she was trying to build the habitats in the backyard. Here comes the guys trying to kill all the insects. That's not going to be good for the habitats, right? Oh boy, okay. Student you're ready?

Student: The guy wasn't stupid. He didn't move. He knew what he did. He [inaudible 26:32] across the kneecaps. He looked at me but he saw I was laughing too hard to be any

help. He backed off, [inaudible 26:48] and drove away.

Student: [Inaudible 26:49]. I heard him ask her what did she think he was doing.

Teacher: Oh boy, she might be in trouble.

Student: Is it my turn?

Teacher: Yeah.

Student: "Daddy," she said. "He was killing the weeds. This may come as a shock," he said. That happens to the whole idea.

Student: "It's a bad idea," she said. We have [inaudible 27:24] habitat.

Teacher: Last I checked, this was our home not a habitat.

Student: Daddy, [inaudible 27:40]. You were brought up all wrong. It's not your fault. Weeds aren't bad. Daddy, weeds aren't even weeds. They are plants and flowers just like [28:00] [inaudible 27:56]. They have the right to live too. How would you like it if [inaudible 28:04] came to spray poison on you just because somebody decided to call you a weed?

Student: That's mean.

Student: Next thing I heard was my father going back downstairs.

Teacher: What do you think ... If you could visualize her father's face, what if you told your dad that? What do you think his face looks like? He might yell.

Student: My dad would laugh.

Teacher: He would laugh. My dad would probably be confused, like, "What are you saying?"

Student: He would drag me by the shirt.

Teacher: And say, "All right. Enough of that."

Student: But she's a little girl.

Student: No, she's 10.

Teacher: You're dad is [inaudible 28:43]. She's what?

Student: She's 10.

Teacher: She's just about us. Here's what I'm going to have you guys do. Are you ready? You're going to need your book. You're going to grab one of the papers off the stool and you're going to pick one of those scenarios to draw your visualization.

Student: If my sister did that, something like that to my father, she'd get herself on [inaudible 29:04].

Teacher: That might happen. You can use markers, you can use paint, you can use crayons. Student, listen. You can use crayons, you can use paint, you can use anything that you'd like. You're going to need ... One of those.

Student: [Inaudible 29:21].

Teacher: No.

Student: Chalk?

Teacher: Oh yeah, if you have it.

Student: What do you mean chalk?

Teacher: What do you mean chalk, chalk.

Student: Do you guys [inaudible 29:30].

Teacher: Are you talking about ... You can use oil pastels if you have them. I don't have them. You're ready? Bring your books. Pick your scenario, make your inference somewhere on there and begin to draw your visualization. What are you seeing there? Can I send some kids maybe back to you?

Student: Do we do this at our desk?

[30:00]

Teacher: At your seat. Student, why don't you go sit by Teacher 2, okay? Which one did you choose Student?

Student: I've chose the one where [inaudible 30:19].

Teacher: Did you re-read it?

Student: Yes.

Teacher: You might want to look back. (Sings)

Student: (sings)

Teacher: Freeze for a second and give me your eyes real quick. Just to restate 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 has 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 is that visualization that you're seeing. If you've got some questions, refer back to your book and then add you inference somewhere on that page. Are you making an inference of a character, of a scenario?

Do we know what we're doing? Show me with your thumbs. Thumbs up, thumbs down, thumbs sideways. You get it, you got it. I'm looking for everybody's thumb. Good. Can I turn on some music while you do that?

Student: Yeah.

Teacher: Right on. Go ahead. Student, which one are you doing?

Student: The one where she laughs.

Teacher: Did you pick one off one of the sheets? Go get the sheet right here. I like your illustration though.

Student: I'm doing this one. I'm wondering if it's okay ... I'm drawing an ambulance going away. Is that okay?

Teacher: Yeah.

Student: Because for me it says what does Crash see, he looks at his window. Is it okay if I-

[32:00]

Teacher: That's fine. Right here buddy. Which one of those scenarios would you like to draw?

Student: [Inaudible 32:10]

Teacher: Teacher 2 might have an extra. Which of one of these would you like to do? Take a look, read through them and figure out which one speaks to you the most, which one is the most interesting. Student, here you go.

Student: Thank you.

Teacher: What did you choose Student?

Student.: [Inaudible 32:33]

Teacher: Crash feels depressed after Scooter's condition. That one? Read the passage

[inaudible 32:41]. How about you Student?

Student: I did the fourth one.

Teacher: Oh gosh. Those are all good scenes to do. Right there bud, back by the paints. Noah, back by the paints. Which one did you choose Student?

Student: The Christmas tree one.

Teacher: Which one?

Student: The [inaudible 33:15] Christmas tree [inaudible 33:16].

Teacher: Good one. I like it. Which one are you thinking now Student. My computer is dead. Which one did you choose. That's a good ... That's the one you're going to do. I like that one too. Which one are you thinking [inaudible 33:53]?

Student: I'm doing this one.

Teacher: Did you read them all?

Student: Yes.

[34:00]

Teacher: What does Crash see when he looks at the window to find Scooter sitting on the ground? Describe the scene in your words after the reading the passage that starts with it, happened last Saturday through. The sirens are sounding like the gazibo and further away. Draw or paint a picture that matches your scene. You'll have to get your book and read 32. It happened last Saturday. Which one are you choosing?

Student: This one.

Teacher: Grab your book and look at 32, and find that part.

Student: Do we have choose from only those scenes?

Teacher: Yeah. Pick one of those scenes. Good question Student. We're looking for what happened last Saturday.

Student: [Inaudible 34:45]

Teacher: Yeah. You need your book to read that part.

Student: Where do you get papers?

Teacher: Let me grab you one. You need to first read so you can refresh your brain. Let him read and ... Actually, [inaudible 35:01] can we borrow your book?

Student: Yes.

Teacher: Read that part that they're telling you about and then you can draw it out.

Student: Where is the papers?

Teacher: Let me grab you some right here. Who needs a paper still yet? Student? Which one did you choose Student?

Student: I choose the one where he's by the cherry tree and he's looking at [crosstalk 35:44].

Teacher: Oh, is that the window?

Student: Yes.

Teacher: Interesting. I like that. Which one did you choose Student?

Student: The window.

[36:00]

Teacher: Are you? Good. I like that. I didn't think to do it out of a window. Is this the oozy one?

Student: Yeah.

Teacher: Poor guy. What are you watching? You doing the oozy one too?

Student: Yeah.

Teacher: What are you doing Miss?

Student: I'm doing the window one.

Teacher: While he's looking at the window seeing his ... I like your Crash. Way better than mine. You need some help?

Student: I have chosen the [inaudible 36:30].

Teacher: Which one did you choose?

Student: The one where Student's spraying-

Teacher: The oozy? I thought you might choose that one. Did you re-read that part yet? Let's

find it.

Student: To just soak out the details.

Teacher: Yeah. Try to paint your picture in your head. Chapter 36, it begins with this afternoon. Probably right in there bud. That was 36. We're looking for this afternoon, a block from school. I don't see it there. Probably the beginning of a paragraph. This afternoon ... Read that part.

Student: Okay.

Teacher: Use this paragraph. Try to get your good visualization of that. What did you choose bud?

Student: The Christmas tree one.

Teacher: The Christmas tree one. Did you read that part?

Student: Yeah.

Teacher: If you can hear me clap once, if you can hear me clap twice. Turn and talk to your neighbor, tell your neighbor what you're drawing and why. Why are you visualizing that? What is it about? [Inaudible 38:02] talk to Student. What are you thinking?  
[38:00]

Student: [Crosstalk 38:08].

Teacher: Did you re-read that part yet?

Student: Yeah.

Teacher: Let's put all your things away.

Student: I was getting ready to draw.

Teacher: You need a pencil that works. (Sings)

Student: (sings)

Teacher: Share with me, what are you guys drawing? What are you seeing? You can tell us first of all which one are you doing. Tell us Student, which scenario are you deciding to use?

Student: I'm going to do the one with [inaudible 38:40].

Teacher: What are you going to draw? What is your visualization that you say there?

Student: I'm going [inaudible 38:48].

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

Student: I'm going to draw Student shooting Penn with-

Teacher: Ooh, that's the worst one but I like that.

Student: Because I think I can visualize Penn being so [inaudible 39:13] and laughing.

Teacher: I'm interested to see what facial expression you put on Penn's face and Student's face, and Crash's face in that scenario. I like it. Student, what are you doing?

Student: I'm doing the same thing as Student.

Teacher: What are you going to draw?

Student: I'm going to Crash leaving across the street at Penn when he's getting soaked.

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

Student: Penn might be looking down on the ground all wet and Crash is kind of surprised. Penn is kind of like laughing at him.

[40:00]

Teacher: I like it . Last one, Mr. [inaudible 40:01], what are do you think? What are you doing over there?

Student: I'm doing the [inaudible 40:05].

Teacher: With Scooter when he got hurt.

Student: Like when he says, "Our backyard is [inaudible 40:15]."

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

Student: [Inaudible 40:20].

Teacher: Smart. It's February and they live where? Massachusetts?

Student: Pennsylvania.

Teacher: Pennsylvania. I like it. You guys have about 10 minutes to work. I told you we weren't going to finish it today. This is just getting your ideas down today. You need some paper? My computer is dead and I put [inaudible 41:06]. Who's hair? It's like

the back view of him. Here you go Student. What are you working on? What are you writing down here?

Student: Basically what they said here.

Teacher: When you visualize, you don't necessarily have to write their words. You can draw a picture what their words mean. You think you can do that? Yes?

[42:00]

Student: [Inaudible 41:57] coming closer.

Teacher: I think because they had picked him up.

Student: Would i just draw him sitting by the tree or do I draw-

Teacher: You choose. What part do you see in there? What part do you think that he stands out the most?

Student: [Inaudible 42:23] we just see him sitting there and Abby screaming.

Teacher: Do that part then. Maybe you could ... Is that when maybe eminence was arriving?

Student: Yes. Should I draw [inaudible 42:42]?

Teacher: Sure. As its approaching? Yeah, that's a good idea. That's what you see.

Student: This is my [inaudible 42:57].

Teacher: This is the curtain?

Student: Yeah. These are curtains.

Teacher: I like it.

Student: Can I [inaudible 43:06] example?

Teacher: Yeah. I like it. Quite the artist.

Student: I'm trying to figure out what to write so I say I visualize Crash looking at his grandfather [inaudible 43:20]. He's sitting on the ground, his back against the [inaudible 43:23]. Do I need to add anything else?

Teacher: Is there an inference that maybe you can make?

Student: I infer that Crash is worried about his grandfather's [inaudible 43:37].

Teacher: Because why?

Student: He's just sitting down.

Teacher: He looks kind of unusual right? That's your next part. I would infer Crash's word because Scooter is sitting there and kind of an odd ... It looked an awkward way, right? I see kids are already adding their inferences on based on the chapter, what kind of inferences they might be able to make about a character, a scenario.

[44:00]

Student: Is this too small?

Teacher: Maybe. You want to use the whole page. You could flip it over. You have a whole spot. Is that the tree that they have or is that the tree that he wishes?

Student: This is the tree that he wishes.

Teacher: Are you doing the [inaudible 44:50]?

Student: Yeah.

Teacher: Who's that?

Student: That's Penn. He is ...

Teacher: Getting soaked. Remember he got pneumonia after that?

Student: Oh yeah.

Teacher: No wonder he's like shivering. Who's this?

Student: Penn.

Teacher: What do you visualize in there when you drew Penn?

Student: I visualized him always standing still, [inaudible 45:16] soaking wet.

Teacher: Do you think he was angry? What do you think his emotions might have been?

Student: Sad, disappointed.

Teacher: Sad.

Student: [Inaudible 45:29].

Teacher: Because he's [inaudible 45:33] and it's supposed to be angry. His face makes me think ... Oh those are his glasses. Is he drooling? What's that? That's the water

[46:00] coming down. Kind of looks like Penn. I like the thug life. That's kind of what I could see him doing too. You've got about three more minutes to kind of get some ideas down, sketches. We'll finish this up tomorrow. Oh who's that?

Student: What?

Teacher: Student?

Student: Yeah, that's Student.

Teacher: And that's ... Just a bystander maybe.

Student: [Inaudible 47:00].

Teacher: I like that.

Student: [Inaudible 47:15]

Teacher: [48:00] Oh okay. There is Student as well. You have speech festival Student? All right, we'll find you a sub. You have shoes, okay. Boys and girls, we are out of time. Right now, write your name, date and number somewhere on the paper where we can see it, whether that's the front or the back. Somewhere on your paper ... Name, date, number. Here is what I'm going to have you do, when I say go, stand up and find somebody you don't normally chat with and show them your visualization. Explain to them why you're drawing it and what inference do you plan to make. Ready to go. Find a partner in 10, hurry, in 9 ... Find somebody. In 8, find somebody. In 7 ... Come on Student, come on Student. In 6, in 5, in 4, in 3, in 2, in 1, in Z-E-R-O. Share with your number.

Student, Student. Needs a partner. Share what you visualized.

Student: [Crosstalk 49:01].

Teacher: The ambulance was driving away sounding like a zoo. Find somebody new. Find somebody new in 5, 4. Find somebody new in 3. Student, come on. Find somebody new in 2, 1, Z-E-R-O. Share with that people what you visualize, what you see, what your inference that you're going to make. [Inaudible 49:53].

Student: [Crosstalk 49:55]

[50:00]

Student: He's kind of like staying there . The thing is not really up yet.

Teacher: It was only tapped on by one nail.

Student: [Crossalk 50:06]

Teacher: I like it. What's the inference you think you can make?

Student: [Crosstalk 50:17]. He's very confused.

Teacher: Who is? Crash?

Student: Yeah.

Teacher: Why? I would agree

Student: Gramp is just sitting there and he said he heard a hitting-

Teacher: That looks kind of strange. If your grandpa was sitting on there wouldn't you think that? Find your own seat in 5, 4, 3, 1, Z-E-R-O. We got to hear from a few of you about the visualizations that you were drawing. Why is it important to do this? What is the purpose of this other than we like to draw because that's fun? What is the purpose of visualizing and actually taking the time to draw what we see? Turn and talk to your number. Tell your number, "What do you think?" What's the reason for doing that? What do you think Student? Why are we doing that?

Student: To know what's happening.

Teacher: So we know what's going on, right? If we paint a picture in our heads, sometimes it's a little easier to follow. Class-class.

Student: Yes-yes.

Teacher: Why? What was your why? Why are we doing this? [Inaudible 51:23] what do you think?

Student: [Inaudible 51:24]

Teacher: So we know what's going on and we can better understand what's happening? Anything else [inaudible 51:34]

Student: [Inaudible 51:36]

Teacher: Right. Remember when we were talking about Crash, we all kind of had different visions. Are they wrong because they are different? Not necessarily and that's okay. It's more to see like what's actually happening and to put a picture in our heads. Student?

Student: I was kind of thinking we all do it to see what we think and then we can look at other people's and see what they think also . You can kind of compare them- [52:00]

Teacher: It's like seeing a new perspective, a different perspective of the same thing. I like that. Student, last thought.

Student: I was thinking because [inaudible 52:12] visualize what's happening, understand [inaudible 52:18].

Teacher: I agree. It is time to get cleaned up. Here is what I'm going to have you do. Let's stuck these back where you found the papers so you don't fold them and crease them. Tomorrow we will need to get some color on them and get them painted or drawn, or whatever you're choosing to do. Books need to be put away and then meet me on the rug. We'll get you organized for writing. Ready to go. Make sure your names on there. Student, is your name on there? We'll work on it more tomorrow. Nice Student. Are you going to paint later you think?

Student: This is the best color I've ever drawn.

Teacher: That was a pretty good ambulance.