FICTION | 2ND & 3RD GRADE | VISUALIZE

VISUALIZE stories

LEXILE®

Visualize Name: _____ Date: _____

Visualize "Sweet Dreams"

Look at the illustration. Color the illustration according to details from the text.
What details from the text help the illustrator know what to draw?

Visualize Name: _____ Date: _____

Visualize "Loving the Leaves"

Look at the illustration. Color the illustration according to details from the text.
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Visualize Name: _____ Date: _____

Visualize "Bubblegum Memories"

Look at the illustration. Color the illustration according to details from the text.
What details from the text help the illustrator know what to draw?



I know Greg's gum is pink bec se the text says: "Greg smiled as he enjoyed h bubble gum. It was his favourite! It was pink, y my, and delightful to chew."

Visualizing Prompts

- I'm picturing...
- I'm imagining...
- The movie in my mind...
- I see...
- I hear...
- I feel...
- I smell...



MagiCORE

VISUALIZE STORIES

2nd & 3rd grade

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10. Mystery in the Sky- 700L

Each story includes:

- 1 page of multiple choice and short response questions
- 1 page with written response

ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

How to Teach Visualizing

Visualizing is like creating a movie in your mind. It makes your reading seem real. You can experience the places and events as if you are in the story. This strategy helps us comprehend our reading deeply. It also helps us remember what we read. Everyone who reads will have a different visualization because we all have different schema. We bring our background knowledge into our pictures. As we read and learn more details, our pictures may change.

PROCESS

1. Model how you read a section of a story or poem and think aloud to explain what you visualize. Be sure to point out how sensory details, adjectives, and verbs help you visualize.
2. Read a book or poem aloud, having students close their eyes to imagine. Afterward, students draw a sketch of what they pictured. Ask, "What words helped you create your image?"
3. After students have had ample practice visualizing their reading, have them write a paragraph for a friend to visualize. They should include plenty of sensory details, adjectives, and verbs.

DIFFERENTIATION

- Model how you visualize through a read aloud and think aloud.
- Students practice turning and talking or charting their visualizations during a read aloud.
- Students practice visualizing in small groups.
- Students rewrite a paragraph from a book so that it includes more vivid details to help the reader visualize.

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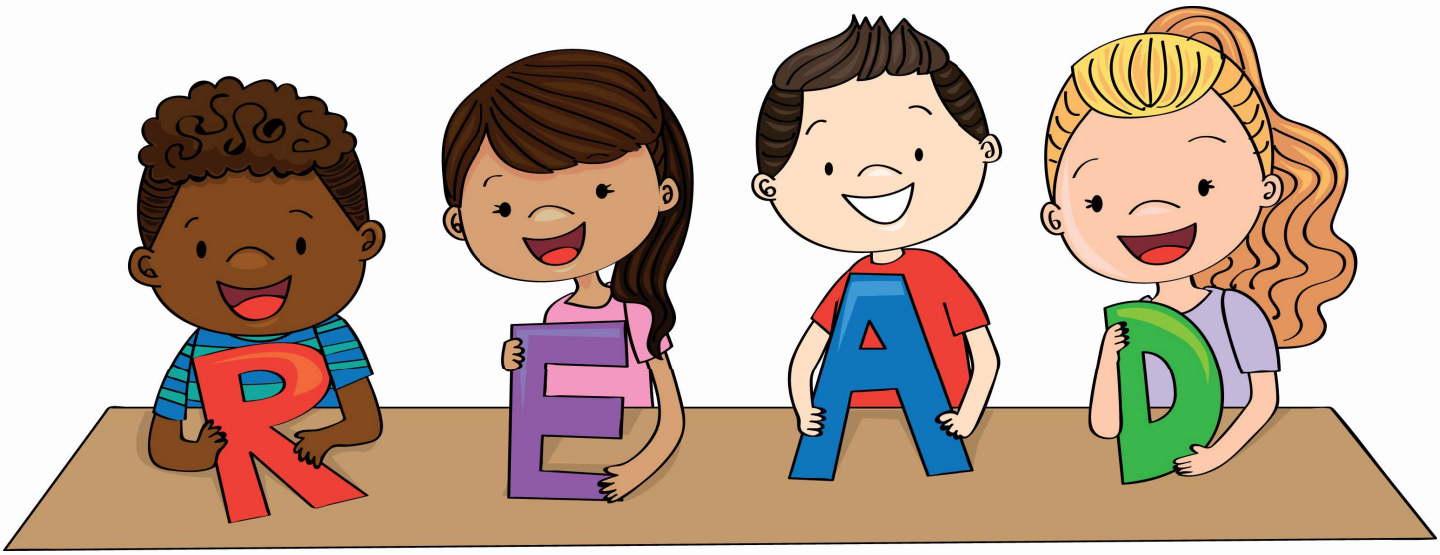
Visualizing Read Aloud Recommendations

- *Under My Hijab* by Hena Khan
- *The Listening Walk* by Paul Showers
- *A Quiet Place* by Douglas Wood
- *Something Beautiful* by Chris K. Soentpiet
- *Thunder Underground* Poems by Jane Yolen
- *That is My Dream!* By Langston Hughes
- *Home Place* by Crescent Dragonwagon



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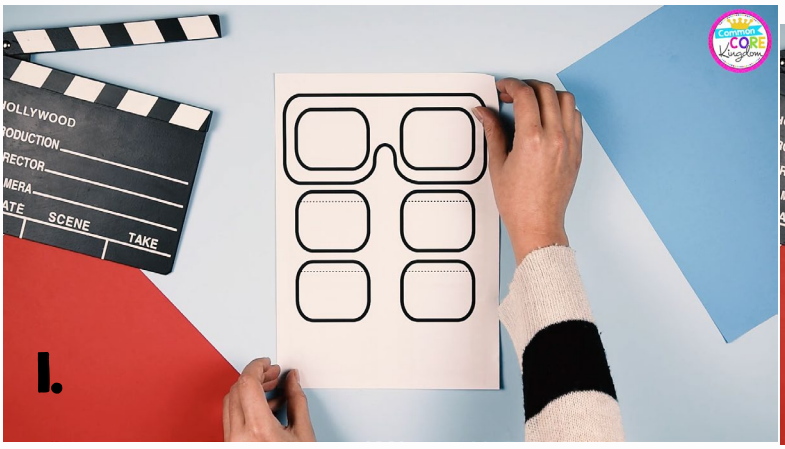
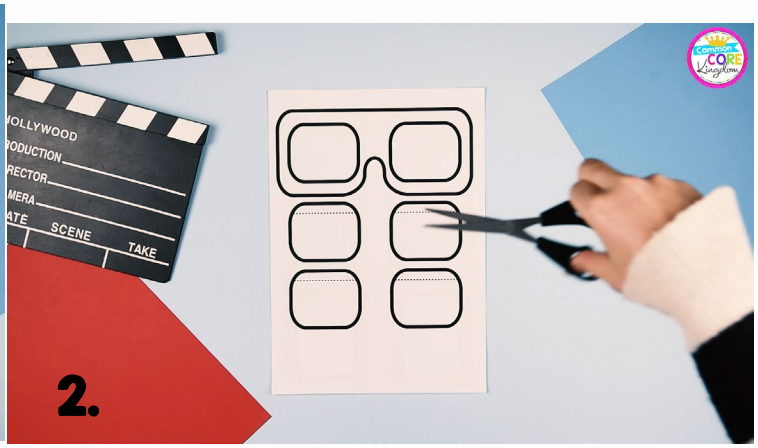
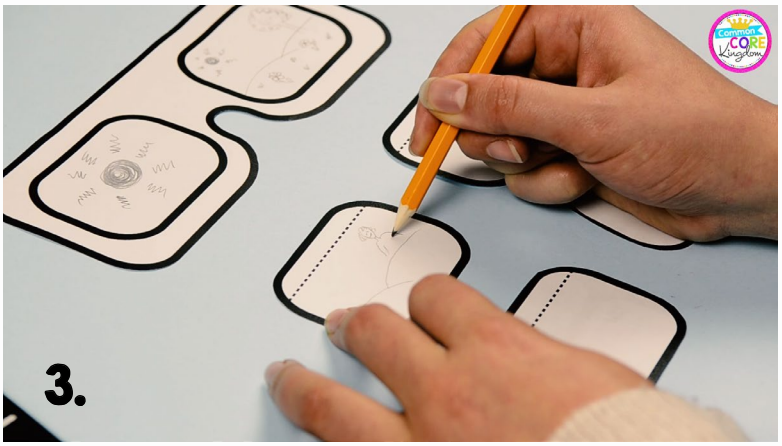
Visualizing Glasses Directions

1. Print the glasses template.
2. Cut out the glasses and lenses.
3. Draw a scene from the story on each lens.
4. Glue the space above the dotted line on each lens. Place on top of the glasses in order to create a flip book.









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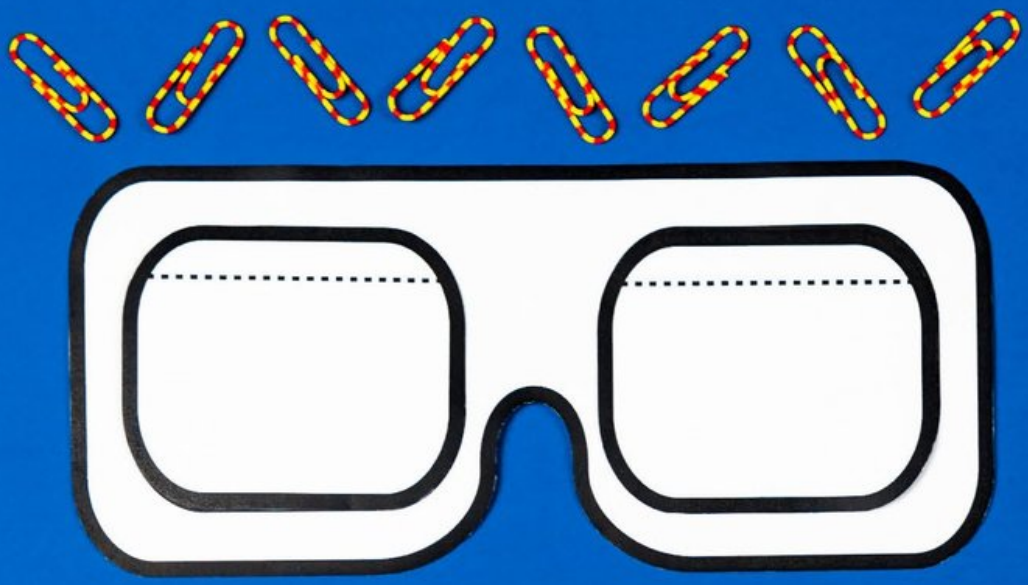
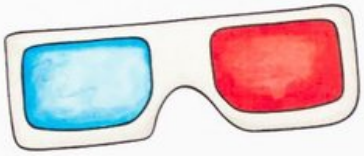


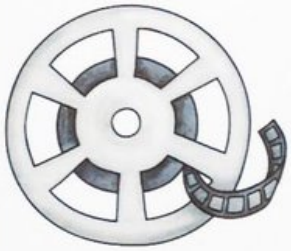
Visualize Stories



Good readers visualize by creating movies in their minds while reading. They use details the author gives to create their movies.

Visualizing makes readers feel like they are in the story.





A reader's visualization changes as they read and find out more details.

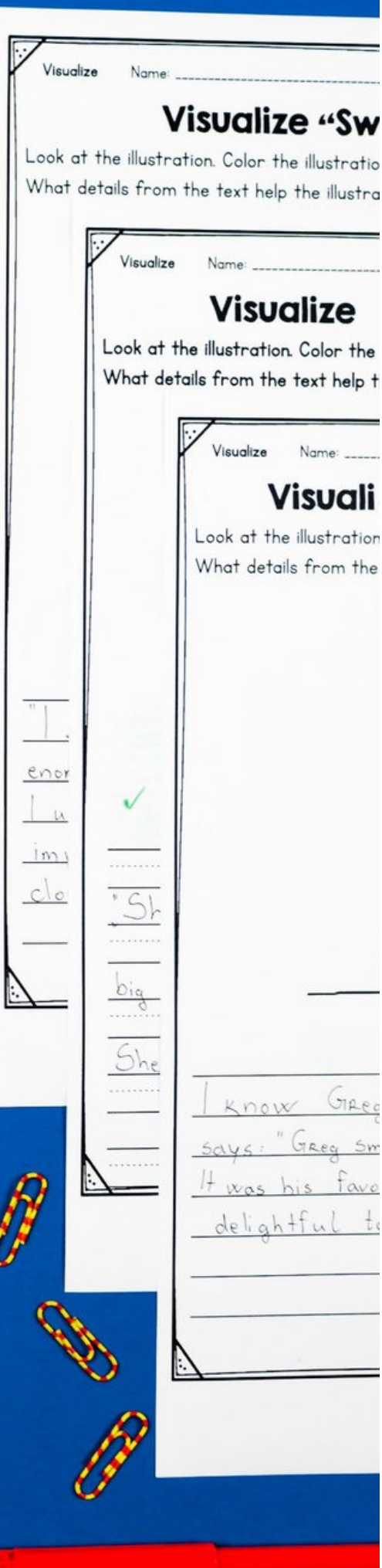
Sensory details and descriptive language help readers visualize.







Visualizing helps readers comprehend and relate to the story. It also helps readers make predictions.



Visualize Name: _____ Date: _____

Visualize "Sweet Dreams"

Look at the illustration. Color the illustration according to details from the text.
What details from the text help the illustrator know what to draw?

Visualize Name: _____ Date: _____

Visualize "Loving the Leaves"

Look at the illustration. Color the illustration according to details from the text.
What details from the text help the illustrator know what to draw?

Visualize Name: _____ Date: _____

Visualize "Bubblegum Memories"

Look at the illustration. Color the illustration according to details from the text.
What details from the text help the illustrator know what to draw?



I know Greg's gum is pink because the text says: "Greg smiled as he enjoyed his bubble gum. It was his favourite! It was pink, yummy, and delightful to chew."

Visualizing Prompts

- I'm picturing...
- I'm imagining...
- The movie in my mind...
- I see...
- I hear...
- I feel...
- I smell...




Visualize Stories
Good readers visualize by creating movies in their minds while reading. They use details the author gives to create their movies.
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Pop Corn
Visualizing helps readers comprehend and relate to the story. It also helps readers make predictions.
Visualize
Name:
Date:
Visualize "Sweet Dreams"
Look at the illustration. Color the illustration according to details from the text.
What details from the text help the illustrator know what to draw?
shine in the sky and hear the
crashing on the sand shore.
shovel and fill
castles that
toward the
Visualizing Prompts
I'm picturing...
I'm imagining...
The movie in my mind...
I see...
I hear...
I feel...
I smell...
830L
Visualize
Name:
Date:
Sweet Dreams



Visualize Name: _____ Date: _____

Visualize "Loving the Leaves"

Look at the illustration. Color the illustration according to details from the text.
What details from the text help the illustrator know what to draw?



"She set her rake down. She went ove

big pile. She jumped into it. Leaves fle

She laughed. The boys laughed, too

Recount and Retell

Answer the following questions. Underline the text eviden

1. Describe the setting of this story. What words helped

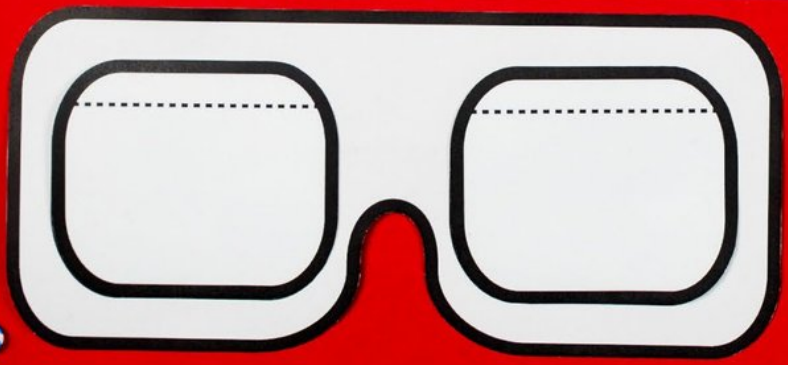
The story takes place durin

2. How are Robby and Joey similar?
   a. Both boys are the same size.
   b. Both boys have blue eyes.
   c. Both boys loved to play in the leaves.

3. Draw the differences between Joey and Robby's yard and Mrs

Joey & Robby's Yard	Mrs. M
	

4. What was Robby's idea?
   a. The boys will help Mrs. Morgan rake.
   b. The boys will play in Mrs. Morgan's yard.
   c. The boys will finish their chores so they can have fun.



Date: _____

Memories"

ding to details from the text.
ow what to draw?

pink because the text
njoyed his bubble gum.
pink, yummy, and

Name: _____ Date: _____

Bubblegum Memories

to chew bubble gum. He liked
minty green gum, and soft pink
um after breakfast, after lunch,
is mom found gum all over the

ft some gum in his blue jeans
all over the dryer! Another
gum on the ground outside
all over his dad's new red

n chewing made his parents
chers crazy, too, because he
um at school.

y at school. Greg was
hirt and dress pants.

njoyed his bubble
It v pink, yummy, and

blow bu too! Greg
his picture. g's mom
ely, and his dad







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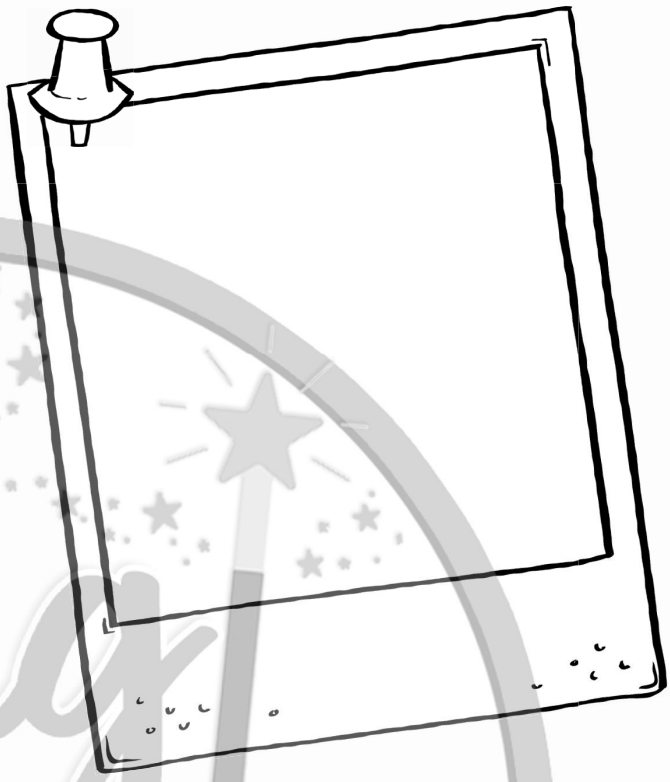
Visualize

Name: _____ Date: _____

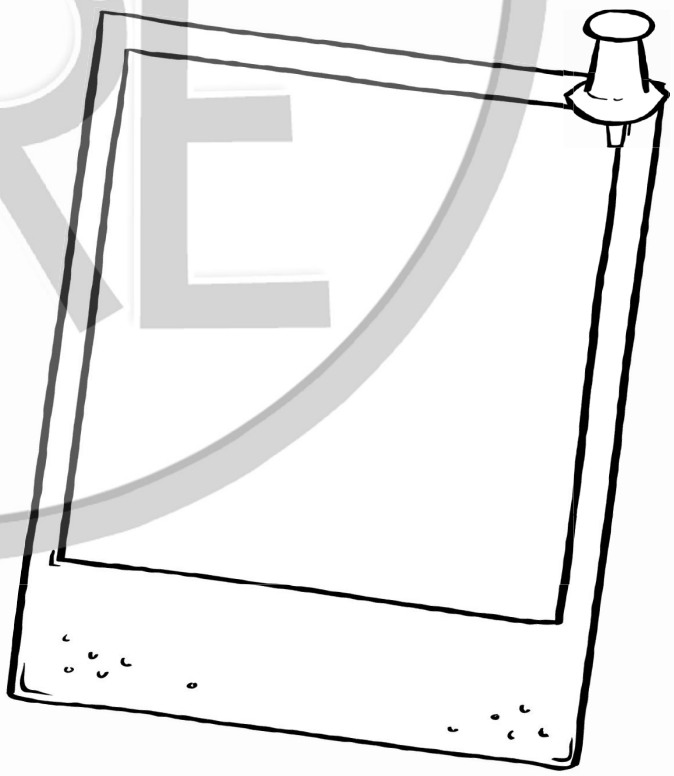
Loving the Leaves



Robby played outside in the fall air. The leaves were changing. Some were still green, but many were yellow, red, or orange. Some were already brown. The leaves crunched under his feet as he played.

Robby ran around the yard with his brother, Joey. Joey was smaller than Robby, but he looked exactly like him. Both boys had light brown hair. Both boys had green eyes. Both boys loved to play in the leaves and make big piles with them. Then they would jump and rake them again. It was a lot of work, but it was a lot of fun, too.

The two laughed and raked. More leaves fell as the wind blew. They waved to their neighbor Mrs. Morgan. She waved back and then started raking the leaves in her yard, too.



The boys stopped playing when their dad brought some lunch outside for them. Robby ate a gooey jelly sandwich. Joey ate one with turkey with yellow cheese. Their food tasted good after working and playing so hard all day.

Robby noticed Mrs. Morgan again. She raked and raked, her back bent over as she worked. The trees in her yard were very big. The trees in her yard were twice the size of the ones in Robby and Joey's yard.

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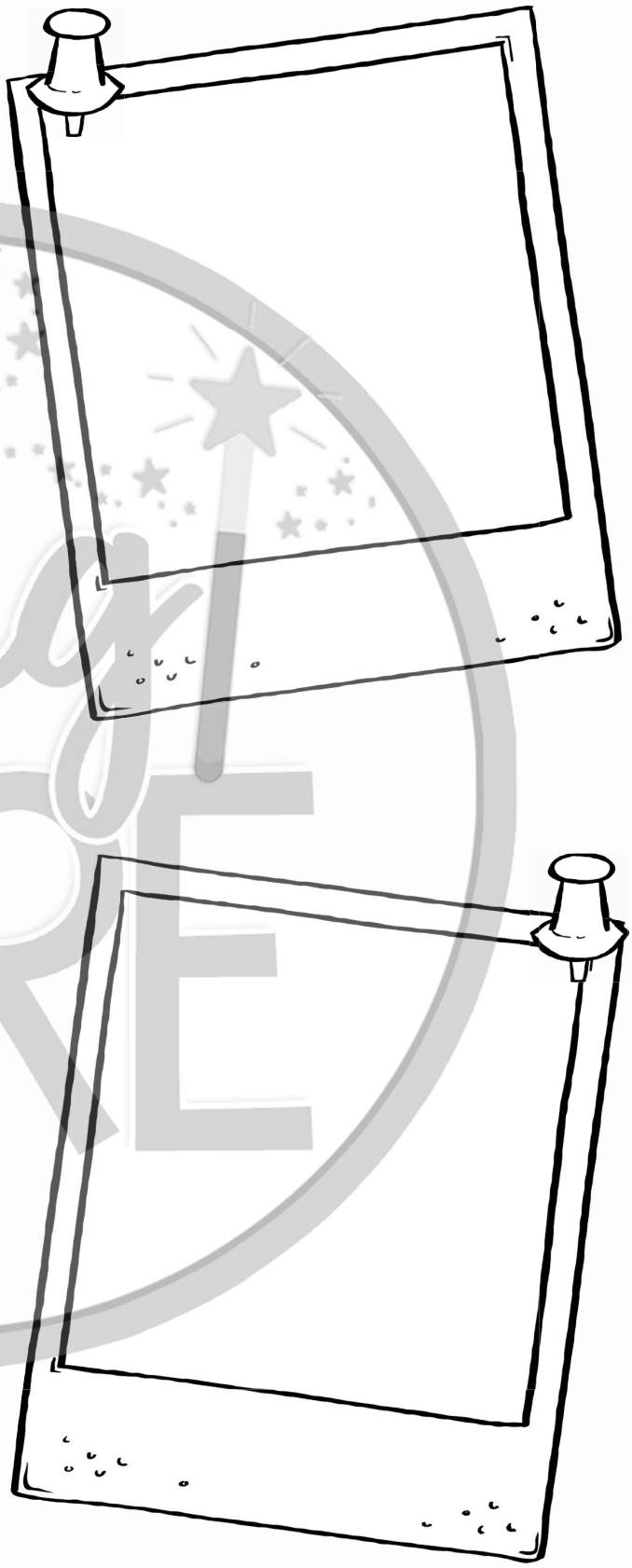
Just then, Robby had an idea. He went and got his rake. Joey gave him a funny look and glanced over at Mrs. Morgan. Then he smiled and nodded. He paused to tie the lace of his tennis shoe. Then he got his own rake, too. The boys walked over to the white picket fence on the edge of their yard.

They opened the heavy gate and latched it closed. Without saying a word, they both began to rake under the pretty sun. Mrs. Morgan smiled. They made huge piles of leaves and when the three of them were done, Mrs. Morgan grinned at them.

She set her rake down, walked over to the biggest pile, and jumped into the middle of it. Leaves flew up in the air, and she laughed loudly. The boys had never heard her laugh so loudly, and they laughed, too.

Then the boys looked at one another, set their rakes down, and jumped in the mountain of leaves, sending colors of red, yellow, and orange up in the air. Again and again, the three raked and jumped. They had never seen Mrs. Morgan seem so happy.



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Recount and Retell

Answer the following questions. Underline the text evidence in the color shown.

1. Describe the setting of this story. What words helped you visualize the setting?



2. How are Robby and Joey similar? (Choose all that apply.)

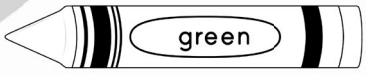


a. Both boys are the same size.
b. Both boys have light brown hair.
c. Both boys have green eyes.
d. Both boys loved to play in the leaves.

3. Draw the differences between Joey and Robby's yards and Mrs. Morgan's yard.



Joey & Robby's Yard	Mrs. Morgan's Yard



4. What is happening in this event?

"They opened the heavy gate and latched it closed. Without saying a word, they both began to rake under the pretty sun, and Mrs. Morgan smiled."

a. The boys are helping Mrs. Morgan rake.
b. The boys are playing in Mrs. Morgan's yard.
c. The boys are causing mischief in Mrs. Morgan's yard.
d. The boys are trying to finish their chore so they can have fun.

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Visualize Name: _____ Date: _____

Visualize "Loving the Leaves"

Look at the illustration. Color the illustration according to details from the text.

What details from the text help the illustrator know what to draw?



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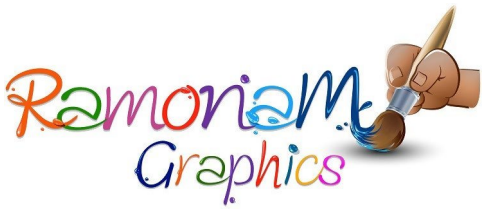
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