

# **Creating Mental Representations**

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**Lesson Study in a  
Primary Classroom**

## **Lesson Plan Trial 2**

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## Lesson Plan: 2<sup>nd</sup> Trial

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<b>Lesson Title</b>	Visualising: Where the Wild Things Are
<b>Subject</b>	English Reading Comprehension
<b>Teacher</b>	Ms Michelle Buhagiar
<b>Year Group</b>	3
<b>Date</b>	21st January 2019
<b>Time &amp; Duration</b>	1 lesson - 50min
<b>Lesson Purposes</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• improve reading comprehension</li><li>• equip themselves with one of various strategies, i.e. visualisation, that can be used to aid their comprehension of a text.</li><li>• use visualisation to make informed assumptions, read between the lines and gain better understanding of a text</li></ul>
<b>Objectives Addressed</b>	<p>R 5.5: I can use a range of strategies to improve my comprehension and find the required information in the text.</p> <p>R 5.7: I can make informed assumptions about a book from its title and introductory material.</p> <p>LS 5.8: I can communicate my own experiences, likes and dislikes fluently and accurately with some allowance to self-correct in the process</p>
<b>Lesson Overview</b>	<p>This lesson raises awareness of the already existing skill of visualisation within us and takes it the next step as a reading comprehension strategy. The scaffolded exercises in this lesson aim at aiding children to move from relying on actual images, to creating mental images based on cues from the text and using these to construct meaning as they read. This includes the process of changing this image as they read along and the cues from the text change. It involves using all of our senses and seeing how the text triggers these senses and prior knowledge to create mental images. As reading skills develop the focus turns to text, and so it is now important that children are enabled with the skill to create mental images inspired by these words</p>

<b>This lesson within a unit</b>	This lesson can be taught as part of a unit that covers various reading comprehension strategies. Also, similar exercises in visualisation need to be repeated regularly so that the strategy of visualisation while reading becomes an automatic one.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Whiteboard/flip chart</li> <li>• Interactive board</li> <li>• Sound clip of ocean waves</li> <li>• Visualising chart</li> <li>• ‘The Sea Creature from the Deep’ text to display on interactive board</li> <li>• Plain paper for students to draw visualisation 1 on</li> <li>• ‘Where the Wild Things Are’ by Maurice Sendak</li> <li>• Text of ‘Where the Wild Thing Are’ to display on interactive board</li> <li>• Independent practice worksheet: Where the Wild Things are</li> </ul>
<b>Classroom Organisation</b>	<p>Parts 1 &amp; 2: whole class discussion – students can be seated in a group</p> <p>Part 3: students will share in pairs</p> <p>Parts 4 -6: students will work independently as well as participate in whole class discussions. Ideally for storytelling, students would be seated comfortably for example on cushions. However, due to limited space, this was not possible.</p>
<b>Part 1 Lesson Introduction (5 mins)</b>	<p>Call students together as a group and ask them to think about their last birthday or a birthday party they have attended.</p> <p>After giving students a moment to think about this, ask them to close their eyes. While their eyes are closed, tell them to think about what they saw at their birthday. Ask students to think about what they felt, smelled, heard, and tasted at their birthday party. Also ask them what emotions they feel when they think about their birthday.</p> <p>Have students open their eyes and share with the group some of the things they saw, smelled, heard, felt, and tasted in their minds.</p> <p>Explain that today, they will practice visualising as they read.</p> <p>Explain that this is something they already know how to do since they just did it. Today, they will learn to apply this skill to reading.</p> <p>Good readers use the strategy of visualisation to help them make pictures in their minds and think about what they read.</p>

<p><b>Part 2</b></p> <p><b>Modelling the strategy of Visualisation</b></p> <p><b>(7 mins)</b></p>	<p>Explain to the students that the word "visualisation" means to use all of our senses to help us imagine or picture something in our minds, kind of like having a TV in your head that you can see pictures on when you close your eyes and imagine.</p> <p>Briefly review with students the five senses. When we use our imagination, we are visualising.</p> <p>Explain to students that to practice visualisation, we will be using all of our senses, our imagination and our emotions.</p> <p>Explain that you will play a sound and then share with them what you visualise through a 'think aloud' – where you explain what you are doing, thinking etc., while actually doing it.</p> <p>Play sound clips, e.g. the sound of waves crashing on a beach.</p> <p>Model closing your eyes and listening. When the sound clip is over, explain to students that when you heard this sound, you pictured seeing the ocean, hearing the waves, feeling the sand between your toes, and feeling the heat of the sun on your skin. Explain that you felt the cool spray of the sea on your face and could taste its salty taste and smell the smell of the ocean. Explain that you also imagined eating an ice-cream and how it tasted in your mouth. Explain that you feel calm and happy. It is helpful to also draw your visualization on the board as you describe it to the students.</p> <p>Explain to the students that you took the sound and made pictures or a mini movie of it in your mind.</p> <p>Connect the idea that when the students read, the author is using words to tell them what to visualize. It is their job as the readers to form the pictures in their mind. Ask the students what you used to create the picture in your head (i.e. the senses, emotions and imagination).</p>
<p><b>Part 3</b></p> <p><b>Guided Practice</b></p> <p><b>(10 mins)</b></p>	<p>Read aloud 'The Sea Creature from the Deep'. Ask the students to close their eyes while you read and visualise - paint the pictures/make the movie to go with the words in their head. Ask the students 'What do you see? What do you hear? What can you smell? Can you taste anything? Can you feel anything? How does it make you feel (emotions)?' to guide their visualisation. Ask the students to draw a quick sketch of what they saw. Emphasise that it needs to be a quick sketch, not an elaborate drawing. Just something to show what you saw in your head. The students can share their work in pairs.</p>

<p><b>Part 4</b> <b>Story Telling</b> <b>(5 mins)</b></p>	<p>Here the teacher will read the story 'Where the Wild Things Are' to the class. The children will only hear the story, no pictures will be shown, so that later when they come to visualise, they do so based only on the text. The text will be projected on the interactive board to make it easier for the students to follow the story and also to discuss any difficult words as well as highlight any important words they can use to help them visualise. The story will be read for the second time, this time the story will be an audio recording as a different voice can help keep the children's attention more.</p>
<p><b>Part 5</b> <b>Independent Practice</b> <b>(10 mins)</b></p>	<p>Give each student a 'Where the Wild Things Are' worksheet. Read the instructions aloud with the students. Have them complete the visualisation exercises independently. They can circle or underline any words that help them visualise. They can also note things that trigger their senses for reference if they like.</p>
<p><b>Part 6</b> <b>Neriage and Assessment of children's work</b> <b>(10 min)</b></p>	<p>Collect the students' drawings and display these on the board. Ask the students which sketch they think best describes the text we just read. Encourage them to explain their answers. Encourage students to also explain their own work and what words from the text helped them to create their drawing.</p>
<p><b>Part 7</b> <b>Teacher summary of main points as conclusion</b> <b>(3 min)</b></p>	<p>The teacher will ask the students:</p> <ul style="list-style-type: none"> <li>• We have just talked about the pictures you created in your mind while I read. Do those pictures help you to understand the text better?</li> <li>• How do images help you understand more about what you read?</li> <li>• What would you tell another reader about how to create images to better understand a text?</li> </ul>
<p><b>Differentiation</b></p>	<p><b>Enrichment:</b> Have students draw visualisations based on their independent reading books or other books that have been read in class.</p> <p><b>Support:</b> For students having difficulty, they can be given a worksheet with sections to facilitate the use of the five senses. As the paragraph is read, the student lists or draws a picture for each sense mentioned. Have the students use this information to create their visualisation picture.</p>