Advancing Readers Lesson Plan
Lesson 2.5: Monitoring Comprehension and Visualizing
Book: *The Water Princess*

2.5

Don't Miss This

- **Lesson 2.5** – Is a reading strategy lesson and will be reviewed in subsequent lessons. It does not have a part A and B.
- **No Book Preview** – Tutor will not read the book- *The Water Princess* to the student for this lesson. Student will not be able to visualize if they know how story develops.

STEP 1: AGENDA (suggested time – 1 min.)

STEP 2: TUTOR READ ALOUD (suggested time – 10 min.)

Comprehension & Vocabulary	**BEFORE:** Set a purpose and ask an open-ended question. **DURING:** Stop every few pages to ask questions and discuss. Add 1-2 **Forever Words** to the **Wondrous Word Journal**. **AFTER:** Discuss what happened in the text and why. Tutor and student choose 1-2 **Forever Words** from the **Wondrous Words Journal** and review using one **Vocabulary Review Strategy**.

STEP 3: WORD ANALYSIS (suggested time – 15 min.) (if applicable)

Teach/Review	• Check student's roadmap to confirm if you need to teach the skill. • See corresponding word analysis lesson (in yellow) for **Blends and Digraphs**

STEP 4: INTRODUCE THE SKILL (suggested time – 20 min.)

Teach	• *We've learned that if we don't understand what we read, one thing we can do is reread the tricky parts.* • *Another strategy we can use to help us understand what we read is to **visualize** as we read.* • *When we visualize, we form a movie in our brain of what is happening in the story based on the words we read. It's called visualizing because it has to do with what we see in our brain, and anything related to what we see is called a visual.* • *Just like a real movie, the movie in our head can include a picture of what is going and the sounds that make the story come to life. Sometimes, depending on what an author writes, you might even be able to think about the smell or taste.*
Model/Set Purpose	• Pull out **side 1** of the worksheet and point to the story, "Joe's Ride". • *Let's practice visualizing. I'll read this story out loud twice and then practice.*
Apply	• Read the short story, "Joe's Ride", on **side 1** of the worksheet out loud **twice**. • *Now, I'm going to close my eyes and make a movie in my head for first sentence.* • Reread first sentence aloud. Close your eyes and talk about the visual you see in your head. Your visual does not need to match sample ones listed here.

Step 4 continued on back

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Apply (continued)	• Sample: *I see a little boy, Joe who is 7 years old. It's a sunny day and he is standing in the driveway in front of his red brick house. Joe wheeled his bike out.* • *Now, it's your turn to visualize the story. Read the first sentence aloud and then close your eyes. Tell me what you see in your movie.* • Help student talk about the visual they see. Ask the following questions, if needed: *What does Joe look like? Where is Joe standing? What color is his driveway? What's the weather like? At the end of your movie, where is Joe?* • *Let's go on to the second sentence.* Reread second sentence aloud. • *Now, I'll close my eyes again and continue with my movie.* • When you close your eyes, talk about the visual you see in your head- color of helmet and handlebars etc. • *Now, it's your turn to visualize. Let's continue your movie. Reread the second sentence aloud. Close your eyes and tell me what you see in your movie.* • Help student talk about the visual they see. Ask the following questions, if needed: *What color is Joe's bike helmet? Where does he get it from? Where is he standing when he puts his helmet on?* • *Did visualizing help you better understand the story?* (Yes) • *If there is ever a time when we can't visualize something properly, we know that we might not be understanding everything and we will need to go back to reread and fix our movie so that it makes sense*. • Show the comprehension strategy chart on **side 1** to the student. • *Whenever you read something that you don't understand, you can stop, and then reread and think. Remember that it's okay if we get confused while we read. Good readers may not understand everything in a story, but they have strategies they can use when they need help*.

STEP 5: WONDROUS WORDS JOURNAL (suggested time – 5 min.)

Add/Review	• Introduce these words that your student will hear in the book today, and put any unknown words' definitions and sentences in the **Wondrous Word Journal**: ○ **tame: no longer wild** ○ **journey: a long trip**

STEP 6: STUDENT READ ALOUD (suggested time – 30 min.)

Student Reads/Writes	• *Now, you will read the book The Water Princess.* • *As you read, we will monitor our understanding by visualizing parts of the story. If you don't understand something, you'll reread it and add to the movie you are visualizing in your head. When I ask you to visualize your movie, I'll close the book so that you can concentrate on the picture in your head and not the one in the book.* • Student reads *The Water Princess* aloud. • Pull out the discussion guide and ask questions when prompted in the book. • **Student writes** in the response box on **side 2** of the worksheet**.**

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