

VISUALIZE stories



Date: _____

Bubblegum Memories

Draw a picture according to details from the text. What do you think the author knows what to draw?



Name: _____ Date: _____

Bubblegum Memories

Greg liked to chew bubble gum. He liked minty green gum, and soft pink gum after breakfast, after lunch, and after school. His mom found gum all over the house.

One day, Greg put some gum in his blue jeans all over the dryer! Another day, he found gum on the ground outside his house. It was all over his dad's new red car.

When Greg was chewing, his parents noticed. They were crazy, too, because he had gum all over the house.

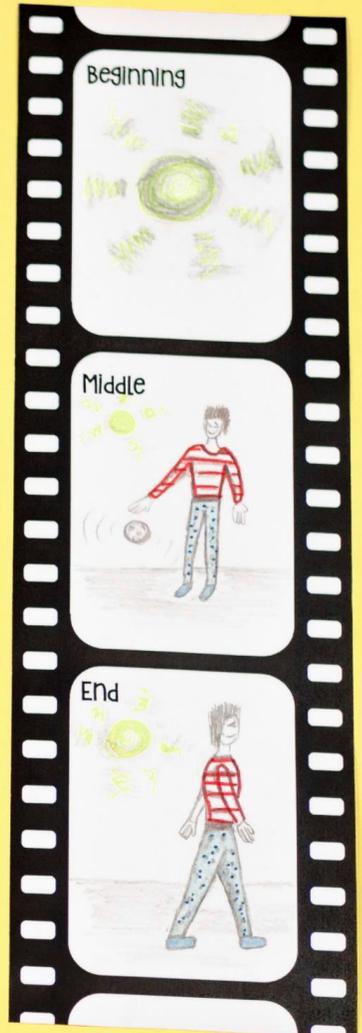
One day at school, Greg was chewing gum. He had gum on his shirt and dress pants.

Greg enjoyed his bubble gum. It was minty, yummy, and soft.

Greg liked to blow bubbles, too! Greg had gum in his picture. Greg's mom found gum all over the house, and his dad found gum all over his dad's new red car.

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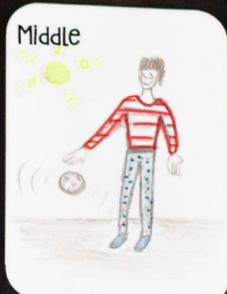
Handwritten notes on the left page: "The gum was pink because the text said he enjoyed his bubble gum. The gum was pink, yummy, and soft."



Beginning



Middle



End



VISUALIZE STORIES

1st grade

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8. Mom's Soup- 260L
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Each story includes:

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



ABOUT LEXILE LEVELS



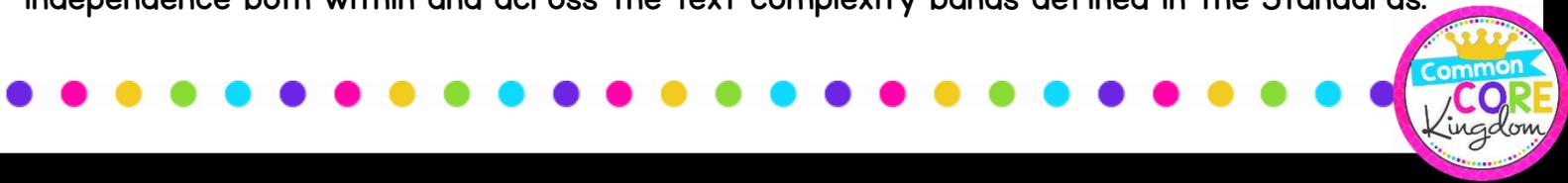
Common Core Kingdom, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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	190L-530L
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.

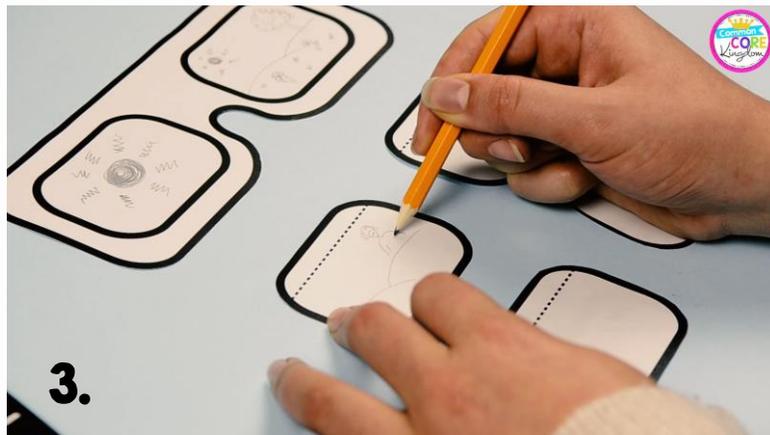
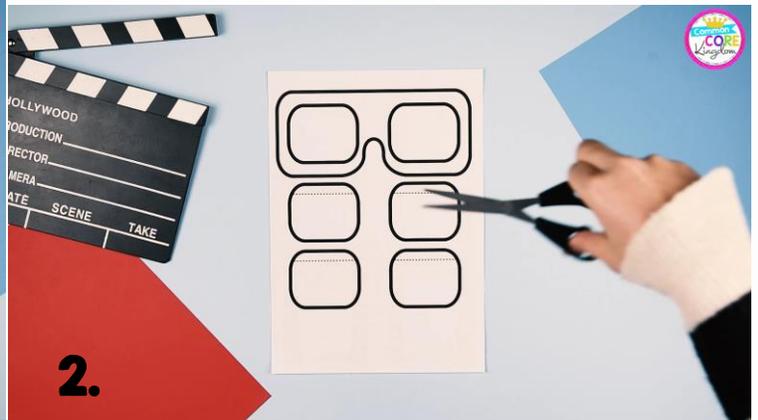
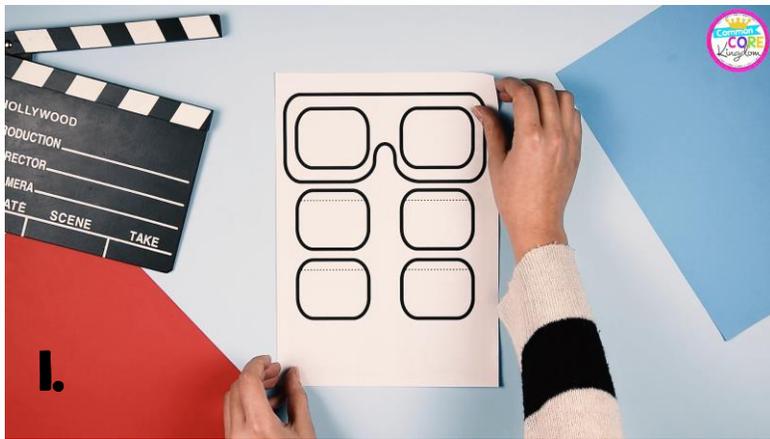
Visualizing Read Aloud Recommendations

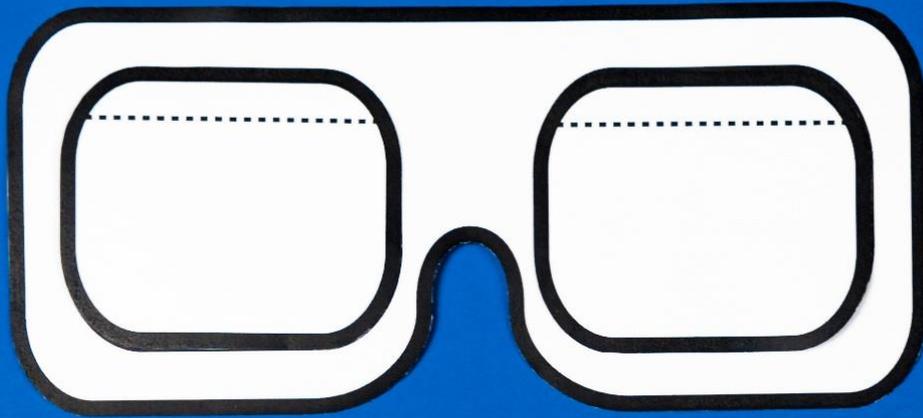
- *Under My Hijab* by Hena Khan
- *The Listening Walk* by Paul Showers
- *A Quiet Place* by Douglas Wood
- *Something Beautiful* by Chris K. Soentpiet
- *Thunder Underground Poems* by Jane Yolen
- *That is My Dream!* By Langston Hughes
- *Home Place* by Crescent Dragonwagon



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.





Visualize Name: _____

Visualize "Sw

Look at the illustration. Color the illustration.
What details from the text help the illustra

Visualize Name: _____

Visualize

Look at the illustration. Color the
What details from the text help t

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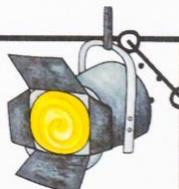
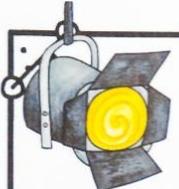
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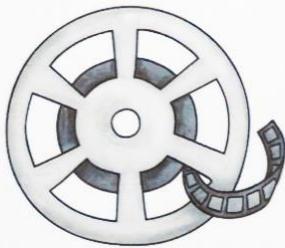
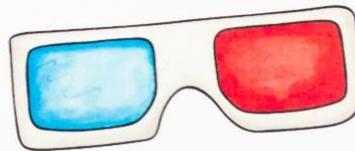


Visualize Stories



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: _____

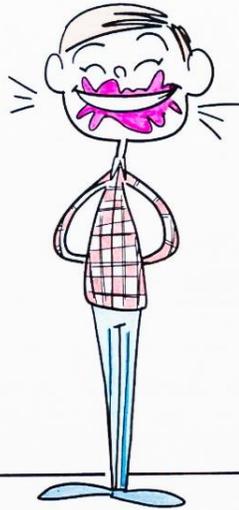
Visualize "Loving the Leaves"

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."

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Visualizing Prompts

I'm picturing...



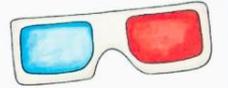
I'm imagining...



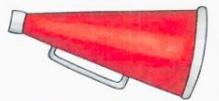
The movie in my mind...



I see...



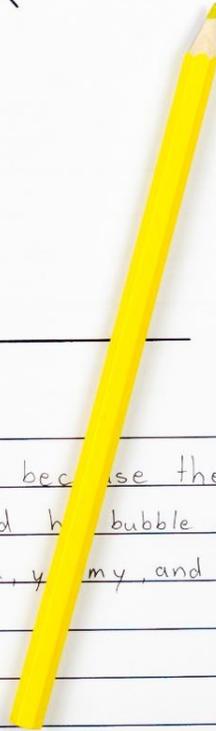
I hear...

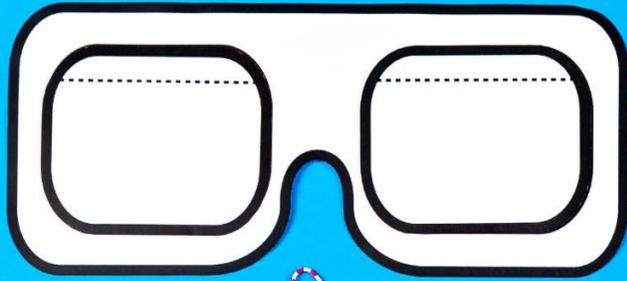


I feel...



I smell...





Visualize Stories

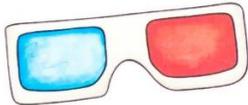
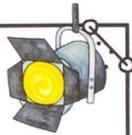
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Visualizing makes readers feel like they are in the story.

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Story details and descriptive language help readers visualize.

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



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 "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?



The sun will shine in the sky and I will hear the waves crashing on the sandy shore. I will use a shovel and fill it with sand. I will build sandcastles that stretch toward the



Date: _____
"Memories"
According to details from the text.
How what to draw?

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

Name: _____ Date: _____

Bubblegum Memories

to chew bubble gum. He liked
minty green gum, and soft pink
gum after breakfast, after lunch,
his 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
shers crazy, too, because he
um at school.

y at school. Greg was
shirt and dress pants.

enjoyed his bubble
It was pink, yummy, and

to blow bubbles, too! Greg
his picture. Greg's mom
sely, and his dad



©Julie Barber



Mom's Soup

It was a cold day, so it was a good day to make soup. Mom's soup was the best!

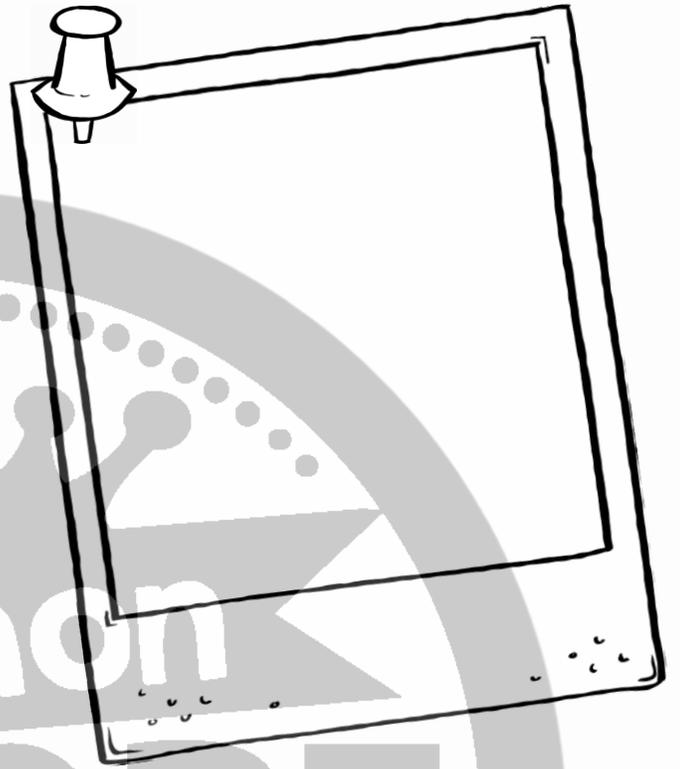
I asked if I could help her. We got the ingredients. I chose two carrots. She got three tomatoes. She got some celery. She got a big pot. We added water. We waited for it to boil.

Mom cut the vegetables. She used a sharp knife. I put the pieces in a bowl and mixed them. Their colors looked pretty!

We got seasonings and noodles. Mom added chicken. We watched the steam.

My cat Millie watched us. Millie sat by my feet. I petted her head. She purred loudly. She sat in the sun.

Mom showed me how to carefully add the vegetables. We measured the seasonings. It started to smell so good. Millie noticed, too.

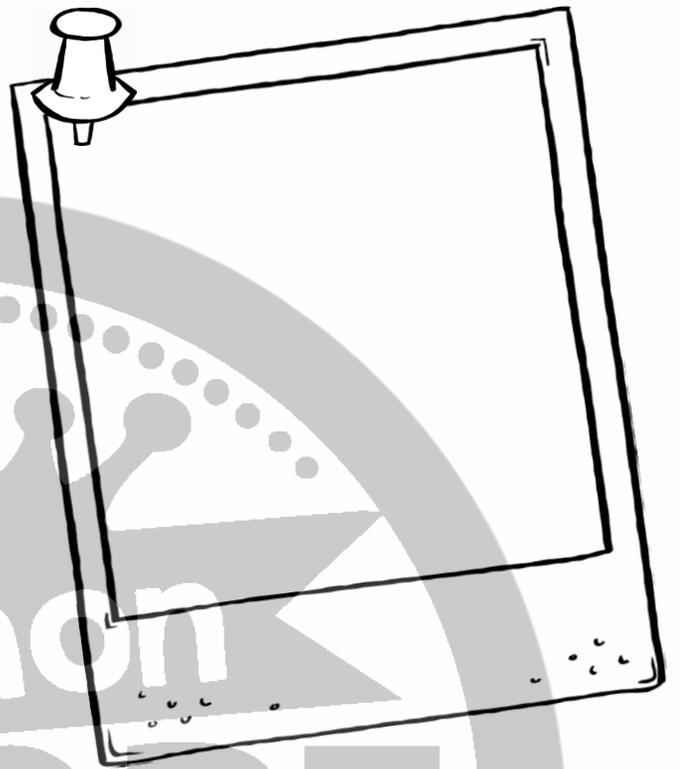


She woke up from her nap in the sun. She came over to me again and looked at me. Her long gray tail swayed back and forth, brushing against the cold tan kitchen tile.

I stirred the ingredients. Mom watched and nodded. It was ready, and I couldn't wait to try it! I got some bowls out from the cupboard. I got two spoons out, too. Carefully, mom added some soup from the pot to my bowl. The steam rose. I smelled it and smiled.

We both went to the table to try it. Millie followed. I sat down at my chair. Millie did the same. I tried a spoonful carefully. Millie looked at me and tilted her head. Mom laughed, "I think Millie wants some soup, too!"

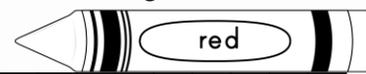
She got up from the table and found a small blue bowl. She added a little broth and placed it on the floor. Millie hurried over and purred. Everyone loves mom's tasty soup!



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. Draw and label the ingredients in the soup. Be sure to use color.



3. Which of the following scents could you smell while reading this story?

- a. Water
- b. Cold snow
- c. Savory vegetables



4. Read the following excerpt from the story:



"She got up from the table and found a small blue bowl. She added a little broth and placed it on the floor. Millie hurried over and purred."

What does this tell you about how Millie feels?

- a. Millie is jealous.
- b. Millie is hungry.
- c. Millie is cold.

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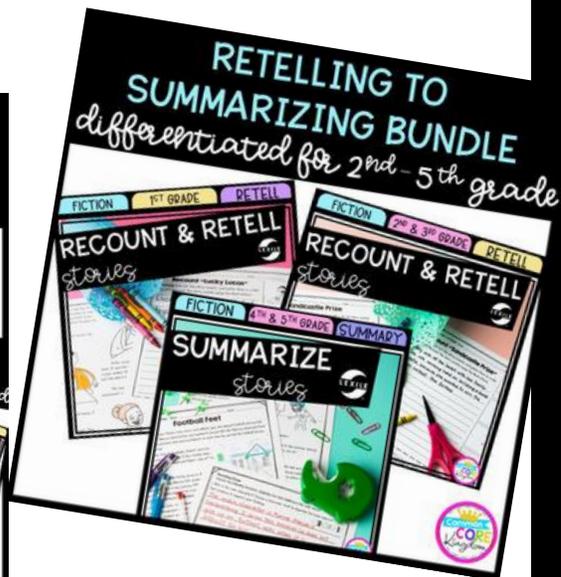


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