

Reading Level: Grades K-1

Subject: Social Studies

Materials

- a book for each student
- a chalkboard or dry-erase board
- pencils, crayons, or markers
- paper
- visualization activity reproducible (optional) (p. 3 of this guide)
- sticky notes (optional)

Reading Standards

- **CCSS.ELA-Literacy.RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **CCSS.ELA-Literacy.RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

Targeted Reading Strategy

Visualize information to understand the text.

Academic vocabulary: Europe, Asia, biggest, country, millions, areas, tundra, large, forests, largest, travel, museums, famous

High-frequency words: there, of, think, few, why, fly, many, them, most, big, make, from, also, they, are, this

Before Reading

Build Background Knowledge

- Have students close their eyes and make a mental picture in their mind of something familiar to them. It can be their bedroom, their classroom, their house, their pet, their mom or dad, their teacher, or anything they want. Explain to the students that you want them to really visualize every little thing about this person, object, or place. Then have them open their eyes and describe what they pictured to a buddy. Encourage them to tell each detail, be descriptive, and allow their buddy to make a guess about what they were describing. Allow the student who visualized to give extra descriptive clues if necessary to help their friend guess the place, person, or object. Have each person get a turn to be the visualizer and guesser.
- Pass out books, guide children to the front and back covers, and read the title. Have students discuss what they see on the covers. Encourage students to discuss the information on the title page.
- Preview the table of contents. Remind them that the table of contents gives an overview of what is to come in the book. Ask the students if they can tell you what they think they will learn based on the table of contents.
- During the book walk, introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help us figure out the word we don't know. We need to read before and after it. Sometimes we need to read more than one sentence for clues. Model reading a page out loud using this reading strategy for the students. We also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

Skill Introduction

- Explain to students that when readers are actively reading, they make pictures in their minds. This is called visualizing. Discuss that the pictures in a book can also provide important information to add to the visualizations that the reader makes. Then explain to the class how visualizing helps readers better understand the author's points because it allows us to get inside their heads and make connections with the text.
- Read pages 4-7 aloud to the class. While reading, have the students close their eyes and ask them to visualize as you read aloud. After reading this section, give them time to share and discuss what they pictured in their minds.

Think-aloud: *I just read some information about Russia to you. We all know that the continents of Europe and Asia are different from North America, where we live. Did you picture that in your mind when I read that Russia is partly in both of these continents? Were you amazed that it is the biggest country? That was a good clue for me, and it helped me make a great mental picture. Another word that really helped me was on page 7, and that word was tundra. The tundra is in the Arctic, and it is very cold all the time there. I pictured snow and wind and cold temperatures. Did anyone else think about those things? Did you see how making visualizations help to better understand the meaning of the text?*

- Tell students that as they read, their job is to stop after each page and close their eyes to visualize what the author has just explained.

During Reading

Check for Understanding

- Have students read through page 12 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading silently or subvocalizing so they can read at their own pace. Remind them to stop at several points during reading to visualize as they read.
- Have students finish reading the rest of the book. Remind them to continue visualizing to better understand the text.

After Reading

Response to Text

- Have students share some of the visualizations they came up with as they finish the book. Have them work in small groups and tell one another how visualizing helped them better understand the text.

Think-aloud: *As I read, I use the text and illustrations to create mental pictures. This is a key tool to help me understand what I am reading and become a better reader. For example, on page 15 of the book, when the author talked about people traveling to Russia and visiting museums and churches, I was able to connect my prior knowledge about these places and use that to make mental pictures in my mind. Although the museums and churches may look a little different in Russia than in America, I could still visualize these buildings. This helped me better understand the text.*

Word Work

- Have students use lined paper or dry-erase boards to put the high-frequency words, the academic vocabulary words, or both from this book into alphabetical order.
- Explain to students that if more than one word begins with the same letter, they will need to look at the second letter. The letter that is closest to the beginning of the alphabet is the letter that will go next in alphabetical order.

Extension Activity

- Have students complete the visualization activity reproducible (p. 3 of this guide).

Critical Thinking with Bumba Books

Foster higher-order thinking skills by embedding Bumba Books' critical thinking questions into your reading instruction. Use them to spark discussion, and encourage your emergent readers to be actively engaged in informational text!



Name: _____

Let's Explore Russia Activity

Draw a picture to show a part in the book where you stopped to visualize to help you understand what you just read.

Next, write at least three complete sentences to explain your drawing and the scene it represents from the story. _____

