

## Teacher Guide to Student Video: *Visualizing*

### Program Synopsis

In this episode, Mrs. Pingel's students are introduced to the strategy of visualizing in their music class, then explore the process further during a small group guided reading lesson. Using his five senses to visualize makes the story so real for Trent students that he is drawn literally "into the book." Thanks to his new understanding of the strategy, he is able to help a character in the story get out of a bind. Later, he applies the strategy to solve a problem of his own at home.

### Featured text:

*Monsters in the Basement*: An incomplete short story written by Bob Risher for this program.

### Teaching Suggestions:

Think about how you want to use this program. How does it fit into your teaching plan?

1. Use it to introduce the visualizing strategy
2. As a follow-up or review
3. To address a problem area

### Before viewing:

Set a purpose for watching the video. Explain that students will be trying the strategy themselves after they watch the video.

- Provide a list of things to look for in the program, for example:
  1. How does visualizing help the students?
  2. Why do different students visualize different things?

### During viewing:

Pause the video during teachable moments. For example:

1. *When Mrs. Pingel asks students to describe what they think when they hear the title Monsters in the Basement.*  
Ask your class to describe their own mental image.
2. *When Mrs. Pingel assigns the list of descriptive words.*  
Have your class come up with their own lists.

### After viewing:

- Discuss students' answers to the questions you posed before the video.
- Have students do the Questioning activity in the student area of the website. Rubrics and discussion questions are provided below. Follow up by sharing and discussing picture shows.
- Show students how visualizing can be used in other subject areas.
- Model visualizing during your read-aloud time.
- Students can write their own ending to the *Monsters in the Basement* story.
- Make sure to follow up! Continue to discuss and practice visualizing with a variety of reading materials.
- Try some of the lesson plans on the Into the Book website.

## **"Monsters in the Basement"**

**by Bob Risher**

On a Monday morning in March, Josiah Hawkins awoke to the sound of chirping birds, the sun on his face, and the annoying buzz of his alarm clock. It was the start of a normal day, but Josiah felt anything but normal.

He had barely slept the night before. This was the day he had been looking forward to, and dreading, since he first saw the poster tacked to a hallway at school.

Mom had already left to work, so Josiah fixed a simple breakfast of cereal and some mixed fruit before hustling to catch the school bus on Elmore Drive in his neighborhood.

Josiah's classes that day went by in a whirl. It seemed as though the clock was running twice as fast as usual. Every minute brought him closer to 3:15 and the meeting he would go to in the school auditorium. Dodging crowds of students as he rushed to his final class, he passed the poster again and stopped to read it once more:

### ***AUDITIONS FOR "MONSTERS IN THE BASEMENT"***

***a play by Dave Evans***

*Ian and his rock band, "The Monsters" practice in his parents' basement and record CDs that they send to record companies. Will they ever get a chance at music stardom .. or is it just an impossible dream? The story takes an unexpected turn when a mysterious new student asks to join the band.*

*Male and female roles available. Musical ability is a plus, but not necessary. Auditions will be held in the school auditorium at 3:15 p.m., Monday, March 2nd.*

Josiah had never acted in a play before, but he had been playing drums since he was 9 years old and he longed to be in a group. He took one last glance at the poster and headed off for his final class of the day.

One hour later, Josiah walked through the large double doors of the auditorium and saw more than thirty students talking excitedly. A few

held musical instruments, but most just wandered around, laughing and joking with friends. Everyone was nervous, but nearly all tried to hide it.

Soon, Mr. Perez, the director of the play, appeared and asked everyone to sit. "Thanks for coming to the auditions for Monsters in the Basement'," he said. Mr. Perez passed a clipboard to the nearest student and asked everyone to sign their name to the attached paper.

After everyone had finished, Mr. Perez began calling names one at a time and each student stepped forward to receive a few pages of the play and read one of the character's lines out loud. Mr. Perez often gave students a few suggestions and then asked them to read again.

Josiah squirmed in a chair in the huge auditorium, waiting for his name to be called. Everyone else looked calm and confident. Josiah's heart thumped. He felt like jumping up and running away until he couldn't run any more. But he sat still.

"Josiah Hawkins," called Mr. Perez.

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At dinner that night, Josiah told his mom all about the auditions. "My voice shook a little when I was reading the part in front of everyone, but I think I did all right," he said. "Mr. Perez said I was good, anyway."

Josiah's mom was excited. "At least you overcame your fear," she said. "It's not easy to try new things, but you had the confidence to go through with it. I'm proud of you and I'm sorry you didn't get the part."

"That's okay. At least I'm still going to be involved in the play," he said. Mr. Perez asked me to help design the basement set where most of the play takes place."

"Do you have any ideas yet?" his mother asked.

"No," Josiah said. "But how hard can it be?"

Josiah was full of confidence. He grabbed his basketball and ran out the door.

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The day before the play, he sat alone in the front row of the auditorium. "How am I going to do this?" he wondered nervously. "I know what my basement looks like, but what does this one look like?"

Josiah looked at the paper in his hand. "The director gave me this list of phrases," he thought, "but it doesn't mention furniture or anything. I guess it's no use. I just don't see what to do."

Name: \_\_\_\_\_

Picture Show Title: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>0 = minimal</b>	<b>1 = basic</b>	<b>2 = proficient</b>	<b>3 = exemplary</b>	<b>Score/comments</b>
<b>Picture show communicates literal understanding of the text.</b>	No images; or images bear no relationship to text.	Images illustrate one or two items directly mentioned in text, may be peripheral details.	Images illustrate key elements of character, setting and events in text.	Images illustrate key elements of character, setting and events in text. Images are detailed, and student can describe additional details from mental image.	
<b>Picture show communicates main concepts and demonstrates inferences about characters, setting, events, main problem and resolution.</b>	No images; or images that illustrate only literal understanding of words in text.	Images or music choices illustrate more than simple objects mentioned in text. Images demonstrate some inferences about elements of the story, but main concepts are missing.	Student clearly combined the author's words with her/his own background knowledge to understand the text. Images and music choices illustrate inferences about characters, setting, events, main problem and resolution.	Images extend or enhance the text with student's own interpretations. Student can explain his/her inferences based on descriptive words, associated feelings and experiences, or emotional responses to the text.	
<b>Student is able to go beyond pictures, to use all senses to understand text.</b>	Images illustrate only visual elements of text. Student is unable to explain basis of music choices.	Images, music choices or student explanations illustrate some use of multiple senses or emotions.	Picture show illustrates use of multiple senses through use of color, composition, rotation of objects, and appropriate music choices. Student can describe a "mind movie" that includes more than visual images.	Images and music come from all the senses and the emotions. Student describes a rich "mind movie" that includes sound, smell, movement and feelings and demonstrates personal interaction with the text.	

Name: \_\_\_\_\_

Picture Show Title: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>0 = minimal</b>	<b>1 = basic</b>	<b>2 = proficient</b>	<b>3 = exemplary</b>	<b>Score/comments</b>
<b>Picture show communicates literal understanding of the text.</b>	No images; or images bear no relationship to text.	Images illustrate one or two items directly mentioned in text, may be peripheral details.	Images illustrate understanding of significant information and vocabulary presented in the text.	Images illustrate understanding of significant information and vocabulary presented in the text. Images are detailed, and student can describe additional details from mental image.	
<b>Picture show communicates main concepts and demonstrates ability to understand and acquire information from text.</b>	No images; or images that illustrate only literal understanding of words in text.	Images or music choices illustrate more than simple objects mentioned in text. Images demonstrate some understanding of concepts or relationships, but main concepts are missing.	Student clearly combined the author's words with her/his own background knowledge to understand the text. Images and music choices illustrate understanding of key concepts and relationships.	Images extend or enhance the text with student's own interpretations. Student can explain his/her inferences and clearly communicate what was learned from the text.	
<b>Student is able to go beyond pictures, to use all senses to understand text.</b>	Images illustrate only visual elements of text. Student is unable to explain basis of music choices.	Images, music choices or student explanations illustrate some use of multiple senses or emotions.	Picture show illustrates use of multiple senses through use of color, composition, rotation of objects, and appropriate music choices. Student can describe a "mind movie" that includes more than visual images.	Images and music come from all the senses and the emotions. Student describes a rich "mind movie" that includes sound, smell, movement and feelings, and can explain how mental images enhanced comprehension.	