



ELA Virtual Learning

# 4th Grade Metacognition and Visualizing

April 6, 2020- April 10, 2020



## 4th Grade ELA: Phonics and Fluency

### Lesson: April 6th-April 10th

### **Learning Target:**

Students will better understand their reading by applying the strategies of metacognition and visualizing.

# *Think About Your Thinking*

## Good readers

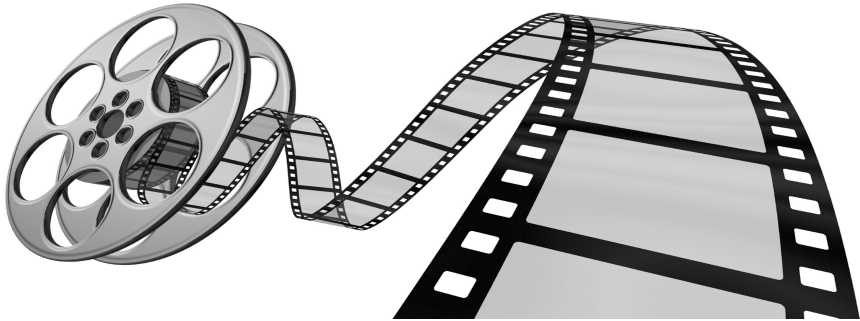
- **Identify** their **schema** (what they already know about the topic).
- **Express** questions they want answered.
- **Share** learning from their reading.
- **Set goals** for future learning.

## Thinking Stems

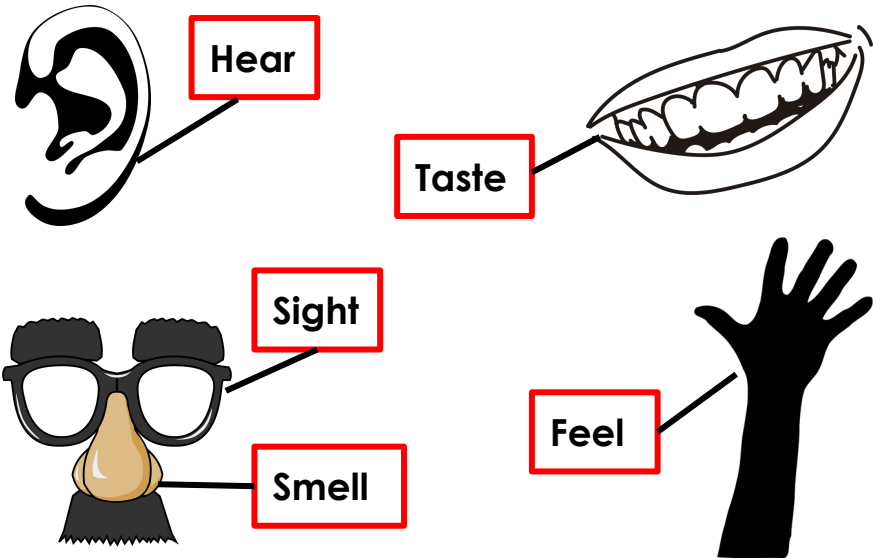
I know... so, how can I find more?  
I read... so, I question...  
I see...so, it makes me think...  
I understand... so, I wonder...  
I noticed...  
I feel...

# Open Your Eyes and Visualize

Good readers use **adjectives, descriptions** and **key phrases** to help create pictures in their minds as they read.



Good readers also use their five senses to help create their visualizations too!



# Choice Board

1. If you were to turn this book into a movie, draw some of the scenes you would include.

2. Metacognition Mania!  
Before, during and after your reading, pause and make note of how your thinking is changing.

3. Have someone read a book to you without showing the illustrations. Use the words to create two or more of your own!

4. As you read, make note of adjectives and key descriptions that helped you create your mental picture. Then, use your notes to bring it to life!

5. Read aloud to someone at home!

6. Know it! Want to know it! Learned it!  
Before you read:  
Fill in what you know and what you want to know.  
After you read: Fill in what you learned.

7. Jazz it up! Pick a part of your book to add more details to help you visualize! Draw and compare the before and after.

8. While reading, pause to complete the following thinking stems:

1- I understand \_\_\_\_\_ so I wonder \_\_\_\_\_

2- I noticed \_\_\_\_\_.

9. While reading, pause to complete the following thinking stems:

1- I read \_\_\_\_\_ causing me to picture \_\_\_\_\_.

2- I imagine \_\_\_\_\_ because the author used \_\_\_\_\_.

Remember! Good readers use **adjectives** and their **five senses** to help create a mental movie while reading!

## Skill: Visualization

Option 1: If you were to turn this book into a movie, draw some of the scenes you would include.



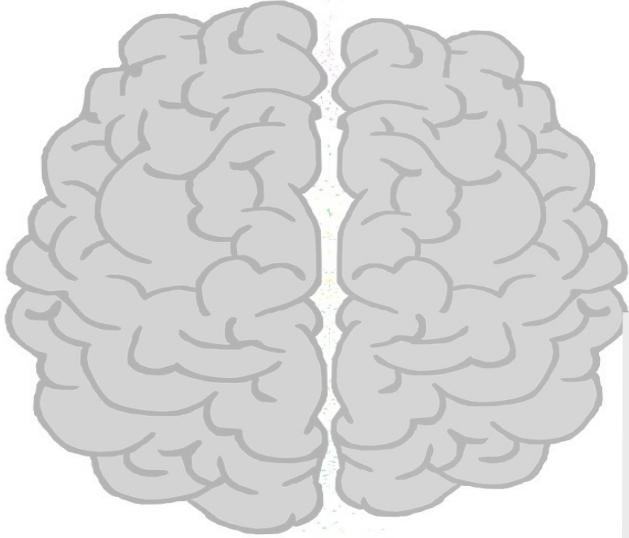
- Today you can either choose to listen to the story provided or a book of your own.
- As you read pay attention to those keywords and phrases to help create your movie scene.
- Once the book is over, grab a scratch piece of paper or click the link below to create two or more visualizations from your book.

<https://www.autodraw.com/>

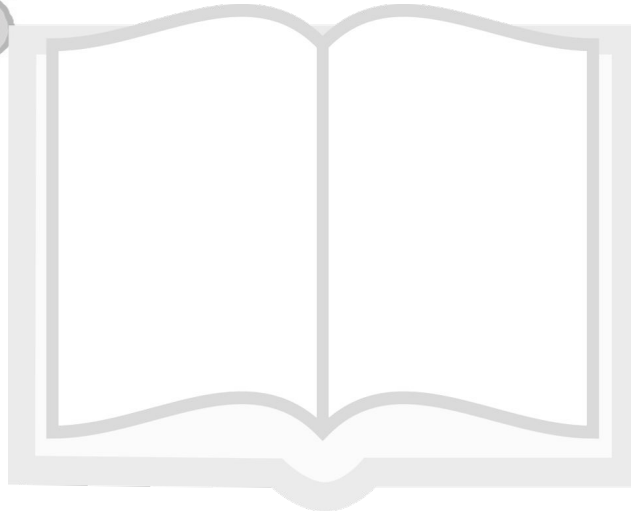
# Skill: Metacognition

Option #2: Metacognition Mania!

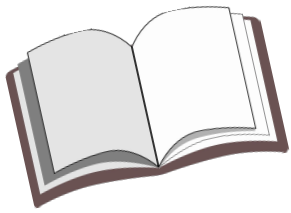
What I know:



What I want to know:



What I learned:



# Skill: Visualization

## Option #3:

Have someone read a book to you without showing the illustrations. Use the words to create your own!



- Pick a book of your own or listen to one of the books on StoryLine Online (on youtube).
- Don't look at the pictures, but instead create your own illustrations using the descriptive words and phrases you hear in the text
- Compare your illustrations to the actual ones (if the book has pictures), think about why they might be similar and why they might be different.

The Bad Case of Stripes

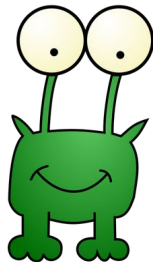


Arnie the Donut



You can either use paper to illustrate your book, or create it digitally using <https://www.autodraw.com>





## Skill: Visualization

**Option #4:** As you read, make note of adjectives and key descriptions that helped you create your mental picture. Then, use your notes to bring it to life!

Remember! Good readers sometimes read a part **more than once** to catch key details!

- Today you get to either listen to the story **That's My Monster** (linked to the right) or a book of your own!
- As you read or listen, pause throughout and write down any adjectives, key descriptions or phrases that appeal to your five senses.
- Once you have your list, use it to bring your visual to life! Do this either on a piece of scratch paper or virtually using the link below.

<https://www.autodraw.com/>



**Option #5: Read aloud to someone  
at home!**

Find someone at home that you can read your book to out loud! For example, parents, grandparents, siblings or anyone else who would love to listen!



Don't Forget:  
You should be  
reading for at  
least 20 minutes  
everyday!

# Skill: Metacognition

Option #6: Know it! Want to know it! Learned it!

**K**now:

**W**ant to know:

**L**earned from it:

Before



## Skill: Visualization

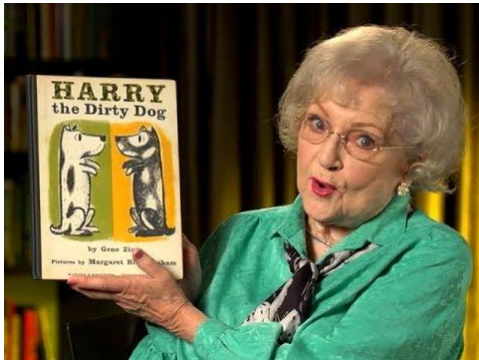
Option #7: Jazz it up! Pick a part of your book to add more details to help you visualize! Draw the before and after



After

Remember!  
-Adjectives are words that describe nouns.  
-Adverbs are words that describe verbs.

- Find a part in your book that you think could use more details. Draw that part.
  - Optional: listen to a story on StoryLine Online
- Then, rewrite that part in the book using more descriptive words.
- Draw the new scene.
  - Did it make visualizing easier? How did the two pictures compare?
- Draw either using scratch paper or online using <https://www.autodraw.com/>



Harry the Dirty Dog

# Skill: Metacognition

Option #8: While reading, pause to complete the following thinking stems

I read...

So, I question...

I noticed...

I understand...

So, I wonder...

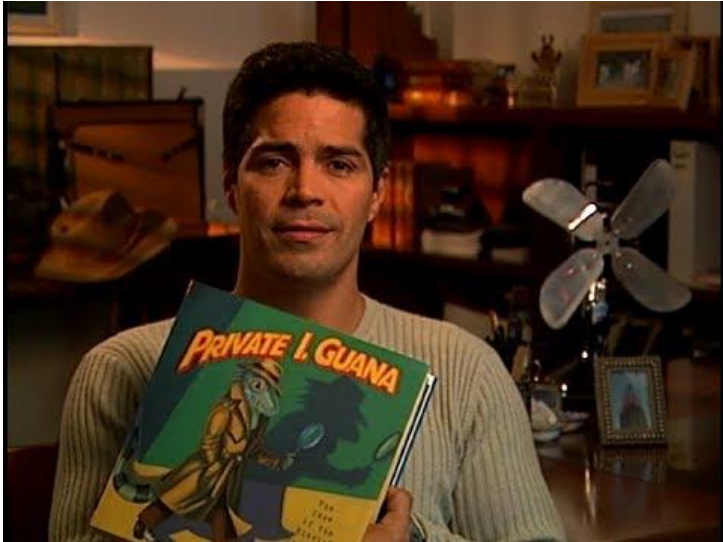




## Skill: Visualization

Option #9: While reading, pause to complete the following thinking stems.

Remember! Good readers use **all five senses** to help visualize!



- Today you can either use the read aloud of **Private I-Guana** or a book of your choice!
- After you have listened to or read your book, grab a scratch piece of paper and respond to the following thinking stems.
  1. I read \_\_\_\_\_ which caused me to picture \_\_\_\_\_.
  2. I imagined \_\_\_\_\_ because the author wrote \_\_\_\_\_.

# Self Check:



1. Was this activity?

easy,

just right

hard

2. Share your work with someone at home, then tell them how metacognition or visualizing helped you understand what you read.