

- 6.5(D)** Create mental images to deepen understanding.
- 6.6(E)** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- 6.3** Adjust fluency when reading grade-level text based on the reading purpose.

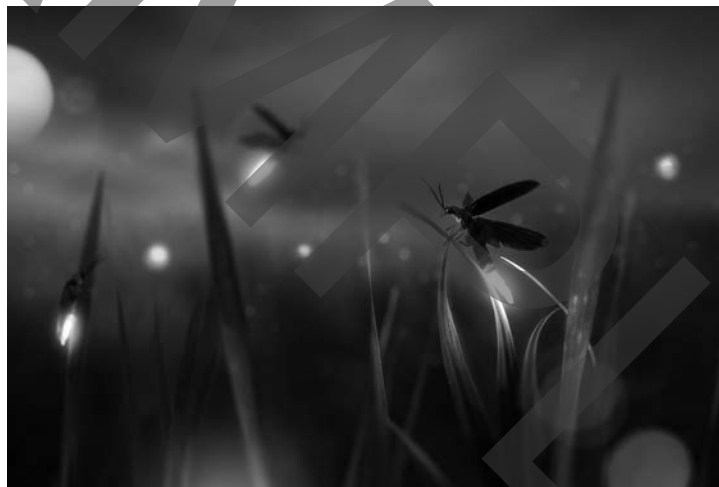


Introduction

Real-World Connection

Daniel likes to read aloud. Recently, he found an interesting article about fireflies and why they light up the summer nights. He read it for fun. Daniel and his big sister enjoyed the fireflies in their front yard last summer. He thinks she may be interested in the article and decides to read it aloud to her. As he reads, he stops occasionally to ask his sister questions about what he reads. In the more complicated parts, he slows down his reading rate. Daniel also encourages his sister to imagine or visualize as he reads. When he is done reading, both he and his sister write a story about fireflies. Why do Daniel’s reading techniques keep his sister interested in the story and help her understand its message? In Guided Instruction and Independent Practice, we will learn more about reading for understanding. Then, at the end of the lesson, we will revisit Daniel and his sister.

Words to Know
 mental image
 imagery
 visualize



What I Am Going to Learn

- Make mental images to deepen understanding.
- Interact with texts by taking notes, annotating, freewriting, or illustrating.
- Adjust fluency when reading, based on the purpose for reading.

What I May Already Know 5.6(D), 5.7(E), 5.4

- I know how to visualize what I read.
- I know how to interact with sources by taking notes and annotating while I read.
- I know how to change my reading rate when it is necessary.

Think About It

Keep in mind that reading is not a race. Adjust your speed depending on your purpose, and slow down when you are having trouble understanding.

Understand the TEKS

These vocabulary words will help you understand the TEKS.

Your purpose is your reason for reading. Your purpose indicates what you want to accomplish. It is part of what sets your reading rate. If you are reading to learn new information, it is a good idea to read slowly and carefully, especially if the information is difficult to understand. If you are reading to be entertained, then you can read more quickly.

Adjusting your reading rate is just one thing you can do to deepen your understanding as you read. You can also create **mental images**, pictures in your mind, as you read. Mental images happen when you use the author's descriptions and details to "see" what is happening in the story. Creating mental images can help you understand a situation the author writes about that you have never experienced.

Authors use **imagery** to help you create mental images. Imagery is the use of details that appeal to your senses of sight, sound, smell, touch, and taste. Imagery makes it easier to create a mental image.

Read the examples of imagery below and decide what senses the author wants you to use. Write your answer in the second column.

The delicious smell of homemade cookies wafting through the window made my stomach growl and let me know I was finally home.	
The hot, blistering heat reached 102 degrees this afternoon; I felt like I was melting.	
The dolphin splashed happily in the salt water, getting everyone in the front row completely soaked.	

Use the author's imagery to help you **visualize** parts of the text. When you visualize, you make a mental video in your mind of what you see happening in the story.

In addition to adjusting your reading rate and creating mental images, you can engage with your text in several ways. Interacting with the text will help you stay focused and gain understanding in a more meaningful way. Here are some ways to get more involved with what you read.

Annotations

Annotations are comments, notes, questions, or drawings that you add to the text, either in the margins or on a separate sheet of paper. Annotations help clarify your thoughts and feelings about what you read. They help get you involved and interested in the text. They also help you confirm that you understand the important ideas of what you are reading.

Notetaking

Taking notes about what you read is another helpful reading strategy. One way to take notes is to paraphrase what you read, put it into your own words. Summarize important points and write them in the margins of the passage or on a separate piece of paper.

Drawings or Illustrations

When you read, it helps to sketch some of your mental images. These images can be scenes from a story, or charts or tables to illustrate informational text.

Freewriting

Writing without stopping for a few minutes without worrying about grammar or spelling is called freewriting. Freewriting can be fun and will help you collect your thoughts about what you have read.

After interacting with a source, your paper may look like this.

Summary: Americans get much of their language from other cultures and countries.

What year was this?

Do I use any words that come from other cultures? Look up later!

When the American colonists broke from England, so did their language. America was not England, and this difference showed up in the way people expressed themselves. The English colonists began to “borrow” words from the Native Americans in the region, as well as from the Dutch and the French who had settled there. As the nation expanded, Spanish and other languages were introduced. Each new wave of immigrants brought further changes to the language.

This is an interesting use of the word wave.

I know that lasso, burro and taco come from Spanish.



Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

The Snake and the Chick

by June Walker

1 In a nest on the ground sat a little chick, a fat, fluffy bird with a white breast and little spots on her heaving chest. She lived with her mother on a heath land covered with thornbushes and bracken.

2 **A** One day a long, muscular snake came slithering over the ground, looking for a chick to eat or an egg to swallow. He wound up and over the lowest branches of the small stunted trees. He slipped across the thornbushes and crept over rocks, not seeming to feel the jagged edges.

3 His eyes were still and large and black and shining. His tongue flicked in and out of his mouth as he tested the air for food.

4 The mother bird was sitting quietly beside her chick in the nest. Suddenly, she sensed danger. Perhaps she heard the *flick flick* of the big snake's tongue.

5 She rose into the air with a flurry of beating wings and flew hither and thither searching the undergrowth. Soon she spotted the snake heading straight toward her nest. He came slow and sure, cold and menacing.

6 The mother bird flapped her wings furiously and flew at the snake's face, but he did not seem to notice her. She darted from bough to bough, hoping to distract him from her chick. But he moved remorselessly onward. She could only follow, screeching and beating her small wings.

Guided Questions

Highlight the imagery in paragraph 1 that provides the reader with a mental image of the chick.

In the space below, illustrate the approaching snake from paragraph 2.

Highlight the words in sentence **A** of paragraph 2 that helped you create a mental image of the snake.

What annotation could you make in the margin to best capture the central idea of paragraphs 4 through 6?

- 7 On and on the snake slid. Soon he was climbing up and over a nearby thornbush. Now his head was at the nest. The mother sat on a branch above and watched helplessly as her chick crouched low and froze in place, not even breathing.
- 8 The flicking tongue came over the edge of the nest, followed by the snake's blunt nose and big black eyes. Then the snake slithered noiselessly and slowly over the body of the chick, touching every brown feather on her back with his scalloped scales. He did not detect any movement beneath him. His tongue flicked and flicked, but his belly was on top of the chick, and he did not register her scent. His tongue sensed only the cool air.
- 9 He slid right across the little chick and out of the nest. On the branch above, the mother moved again. Flapping her wings furiously, she lured the snake far away from her chick.
- 10 When he was looking elsewhere for food, the mother bird rushed back to the nest and stood looking down at her motionless chick. She chirped, and the baby sat up and opened her beak wide, none the worse for her narrow escape.
- 11 The mother bird flew off immediately to find a worm for her baby. She returned to feed the chick, then nestled down beside her to sleep. Mother and chick had survived another day.

Guided Questions

Create a mental image and then in the space below illustrate the events in paragraph 7.

Add annotations that describe how the mother bird felt in the margins of paragraph 6, 9, and 10.

Critical Thinking



1. Reread paragraph 8.

The flicking tongue came over the edge of the nest, followed by the snake's blunt nose and big black eyes. Then the snake slithered noiselessly and slowly over the body of the chick, touching every brown feather on her back with his scalloped scales. He did not detect any movement beneath him. His tongue flicked and flicked, but his belly was on top of the chick, and he did not register her scent. His tongue sensed only the cool air.

Based on the author's description, what senses do snakes use to find their prey?



2. From paragraph 8, what can you tell about how a snake uses its tongue?



3. Create your own story about a baby chick in danger. Make sure your story has plenty of imagery so that the reader can visualize the events and create mental images. Then, trade your story with a classmate and see how well you can create illustrations of the events of each other's stories.

How Am I Doing?

★ What questions do you have?

★ How does interacting with text through annotating, notetaking, and illustrating help a reader gain a deeper understanding?

★ Fill in the circle that shows how you are doing with the skill.

I am stuck.

I almost have it.

I understand the skill.



Independent Practice

★ Practice

Read the selection and choose the best answer to each question.

“Eye-Eye,” Matey

by Nick D’Alto

- 1 When we think of a pirate, almost immediately, we imagine a rough-and-tumble man with a parrot perched on his shoulder, a peg leg, a gold hoop earring, and an eye patch. Theories have been advanced by experts, from naval historians to ophthalmologists* about that last one. Which of the following eye patch explanations do you think “holds the most water?”

Pirates wore eye patches . . .

1. . . . to cover the remains of an eye lost in battle.

- 2 During sword play, pirates’ sharp cutlasses could blind with a single slash (modern fencers wear masks to protect their eyes). In battle, cannon blasts might shatter their wooden ship into razor-sharp splinters. The pirates’ own weapons (often stolen and unreliable) were prone to backfiring. Wounds to the eyes are consistent with all these aspects of a pirate’s life.
- 3 And unlike naval vessels, a pirate ship’s crew didn’t include a doctor. The ship’s cook might perform emergency surgeries, using materials at hand. In the case of a lost eye, a patch might be fitted to prevent infection in the open eye socket.
- 4 So is the eye patch really a glimpse into a pirate’s hard life?

2. . . . as 17th-century night vision.

- 5 Sunlight glinting off the open ocean can prove dazzlingly bright. Yet below deck (with no artificial lighting), an old sailing ship would remain as dark as night.



*ophthalmologists—Eye doctors

- 6 How then would a pirate keep watch on deck, and then go below deck to read maps and charts? If you've ever come indoors on a bright day and found yourself briefly "blinded," you can identify with this experience. It takes several minutes before your pupils (small, dark centers of the eyes) dilate (enlarge) enough to let you see well in darkened conditions. But for a pirate, during the heat of battle, that would be too long.
- 7 Could pirates have used an eye patch to enable them to see with one eye in light and the other in dark?
- 8 Imagine seeing above deck using your left eye, while keeping your right eye covered. Then going below deck, and switching the patch to the left eye. Instantly, your right eye would be ready to see in darkness.
- 9 Is this theory likely? The popular reality show, *Mythbusters*, tried this eye-patch theory aboard a replica pirate ship. It worked! However, just because it works doesn't necessarily mean pirates were aware of this centuries ago.

3. . . . to hide the curse of the Sun.

- 10 A navigation device called the marine sextant revolutionized sailing. Made from lenses and mirrors, mariners looked through it to determine their North/South position. However, to use the sextant, sailors sometimes pointed it directly at the Sun. That's extremely dangerous.
- 11 Ever notice how a magnifying glass focuses sunlight so intensely that it can start a fire? A pirate, sighting the Sun and ill-trained in using the sextant properly, might unknowingly have damaged his eye. Ophthalmologists call such photochemical burning of the eye's retina *solar retinopathy*. It's characterized by blind spots, distorted vision, or complete blindness. And since the human retina has no pain receptors, the pirate wouldn't realize this was happening, until his vision failed.
- 12 Was this the pirate's curse? (NOTE: NEVER, EVER look directly at the Sun.)

4. . . . because Hollywood wanted them to.

- 13 Historians have observed that old engravings of pirates often don't show eye patches. Neither do period descriptions include mention of them. Literary experts note that books such as Robert Louis Stevenson's *Treasure Island* popularized the idea; however, such stories are fiction. Is the eye patch just a Hollywood creation— a way to make movie pirates appear more menacing?

- 1 Paragraph 1 helps the reader create a mental image of a pirate because —
- A it introduces theories that explain a pirate's eye patch
 - B it includes details that describe the look of a typical pirate
 - C it uses information from experts, such as ophthalmologists
 - D it is based on historical information about pirates
-
- 2 What annotation could the reader make in the margin to best capture the central idea of paragraphs 2 through 4?
- F Pirates led dangerous lives with common eye injuries, so they needed eye patches.
 - G Some pirates wore eye patches to make it easy to see in the darkness below deck.
 - H Pirates used eye patches to prevent infection in exposed eye sockets.
 - J Doctors did not travel on pirate ships, so cooks performed surgery requiring eye patches.
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- 3 Which sentence from section 2 best helps the reader form a mental picture?
- A *But for a pirate, during the heat of battle, that would be too long.*
 - B *Imagine seeing above deck using your left eye, while keeping your right eye covered.*
 - C *Instantly, your right eye would be ready to see in darkness.*
 - D *However, just because it works doesn't necessarily mean pirates were aware of this centuries ago.*
- 4 What is the best idea for a reader to freewrite about after reading section 2?
- F A list of why section 2 is the right reason for a pirate's eye patch
 - G A paragraph about possible reasons for a pirate's traditional parrot
 - H A list of movies and books about pirates
 - J An alternate ending for the passage
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- 5 Which sentence from paragraph 11 would be best for the reader to highlight to indicate the central idea?
- A *Ever notice how a magnifying glass focuses sunlight so intensely that it can start a fire?*
 - B *A pirate, sighting the Sun and ill-trained in using the sextant properly, might unknowingly have damaged his eye.*
 - C *Ophthalmologists call such photochemical burning of the eye's retina solar retinopathy.*
 - D *And since the human retina has no pain receptors, the pirate wouldn't realize this was happening, until his vision failed.*

★ Assessment

Choose the best answer to each question.

- 1 Which sentence from section 3 best helps the reader form a mental image?
- A *A navigation device called the marine sextant revolutionized sailing.*
 - B *Made from lenses and mirrors, mariners looked through it to determine their North/South position.*
 - C *A pirate, sighting the Sun and ill-trained in using the sextant properly, might unknowingly have damaged his eye.*
 - D *Ophthalmologists call such photochemical burning of the eye's retina solar retinopathy.*
-
- 2 What notes could the reader make in the margin to best capture the central idea of section 3?
- F Looking at the sun directly is never a good idea.
 - G The human retina can be damaged without any pain to warn us.
 - H Pirates damaged their eyes by looking at the sun through navigation devices.
 - J Pirates were not aware of any damage to their eyes until their vision failed.
- 3 What is the best idea to freewrite about after reading this passage to help deepen understanding?
- A A summary of research about navigational instruments
 - B A list of questions the reader still has about pirates
 - C A brief explanation of which section the reader agrees with the most and why
 - D A paper contrasting the historical pirate and Hollywood's version
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- 4 What note could the reader make after reading the last paragraph to summarize key ideas?
- F "A pirate's problems," followed by a list of how eye patches solved many problems for pirates
 - G "Because of Hollywood," followed by a list of movies portraying pirates
 - H "What is the curse of the Sun?" followed by an explanation of section 3
 - J "Why an eye patch?" followed by a list of the section headings

**Exit Ticket**

Now that you have learned how creating mental images supports your understanding, let's revisit the Real-World Connection to see how Daniel and his big sister are doing.



When Daniel read the firefly article to his sister, he did several things. He stopped occasionally to ask his sister questions, he slowed down his reading rate for the complicated parts of the article, and he encouraged his sister to visualize as he read. How do Daniel's reading techniques keep his sister interested in the story and help her understand the story's message? Use what you have learned in this lesson to write your response.
