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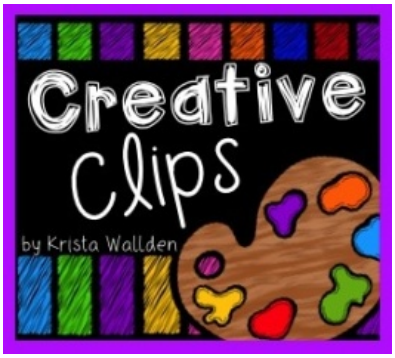
Jen Bengel

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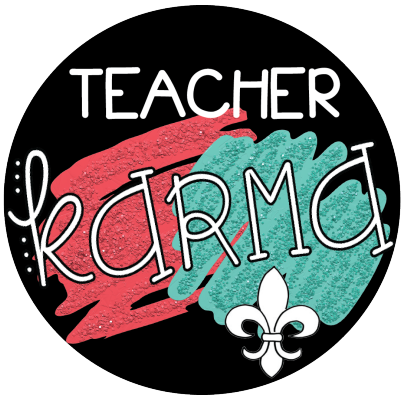
















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See more detailed Comprehension Mini Lessons clicking the link now



Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

Each of the 36 comprehension skills includes 5 mini lessons

The Mini Lessons: Problem & Solution

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

LESSON 1 *Define and identify problems*	Readers define what problems and solutions are in a text so they identify them during reading.
LESSON 2 *Thinking deeper about problems*	Readers identify problems in a story so they can think about possible reasons for them happening.
LESSON 3 *Predicting Solutions*	Readers identify problems in a story so they can predict possible solutions during reading.
LESSON 4 *Inferring Other Problems and Solutions*	Readers use what they know and what the text says to infer other possible problems and solutions that could be in the story.
LESSON 5 *Making Connections to Problems and Solutions*	Readers make connections to problems and solutions so they can decide how they might act in the story.

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Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

COMPLETE lessons with teacher suggested language and sample anchor charts

Readers make connections between the text and things they know about the world so they can understand their own world even better.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by explaining how important it is for readers to be making connections between the texts they've already read and the world around them. If you need help describing making connections, use this language.

   Readers are always making connections as they read. Making a connection means they are comparing a part they are reading in the text to something else. There are lots of different types of connections readers can make. Today we are going to talk about the type of connection called text-to-world. This is when readers make connections between a text they are reading and something they know that's going in the world. It can be something happening in your neighborhood, school, city, state, country, or even the whole world! Many times our brains are reminded of things from our world when we read. Our brain is making a connection without us really having to do anything! Pretty cool. Let's try a few text-to-world connections.
4. After you have established a good definition of text-to-world connections, use a mentor text you have already read to the class. Reread a part of the mentor text aloud and stop to share your thinking of a connection you made to the world. Write down that part from the text and your world connection. Think about how the connection helps you understand the world better and write that in the 3rd column.
5. Invite students to think about another text-to-world connection using either the same mentor text or another you've already read to the class. Do some more modeling if needed. Invite students to share connections and fill in the 2nd example on the anchor chart as students take notes as well.
6. Invite students to turn and talk about a 3rd text-to-world connection. This time ask students to turn and talk with a partner about a world connections. Call on students to share. Write their answers on the class anchor chart.
7. Tell students that they will be working on sharing their text-to-world connections during independent reading today. Pass out the student page. Go over directions. Ask them to bring their completed work to the share at the end of the reading workshop.

Sample Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers make connections between the text and things they know about the world so they can understand their world even better.

TEXT-TO-WORLD CONNECTIONS:	HOW I UNDERSTAND MY WORLD BETTER:
*** Complete the anchor chart by adding ideas from the class as they share during the lesson	

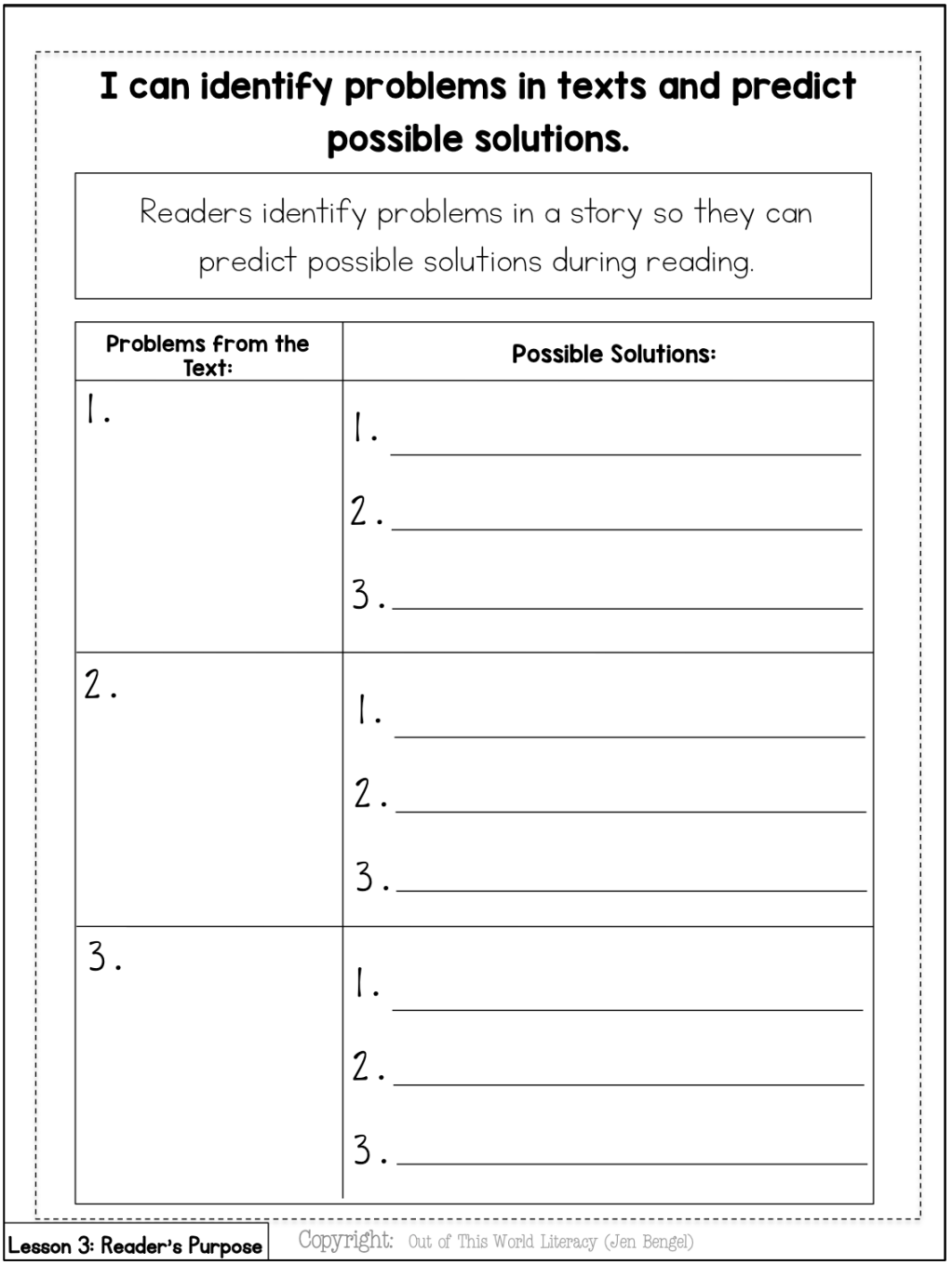
Lesson 3: Making Connections

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Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

Student work pages to use with *any* book they are reading independently



I can identify problems in texts and predict possible solutions.

Readers identify problems in a story so they can predict possible solutions during reading.

Problems from the Text:	Possible Solutions:
1.	1. _____ 2. _____ 3. _____
2.	1. _____ 2. _____ 3. _____
3.	1. _____ 2. _____ 3. _____

Lesson 3: Reader's Purpose

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Mini Units for Mastery Mega Bundle

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Google digital links for all student pages, including assessments

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

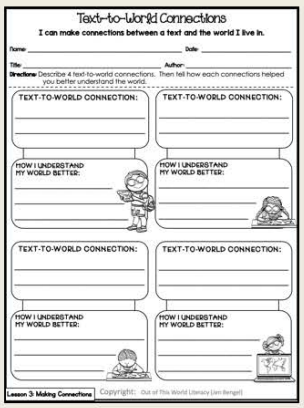
Day 1



Day 2



Day 3



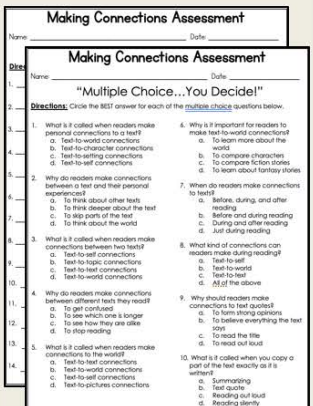
Day 4



Day 5



Assessments



Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

Small group reteaching table cards

1. What is a problem in the story? How do you know?
2. What can you predict as a solution to the problem?
3. What makes you think this is a good solution to the problem? Tell me more.
4. What might happen if readers never make predictions during reading?

Lesson 3: Reader's Purpose

This World Literacy (Jen Bengel)

I can identify problems in texts and predict possible solutions.



Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

See what teachers are saying!

★★★★★ Extremely satisfied

I always felt that the resources provided for me didn't provide enough scaffolding and practice for students to really get their minds wrapped around the focused target skill. I was able to match each of these units with our weekly lessons and teach each strand to a much deeper level.

The format provided allowed for whole group and small group practice which was ideal and now I don't need to create extra practice. I am so pleased with this purchase.

★★★★★ Extremely satisfied

Thank you!! I needed lessons like these to enrich the mandatory curriculum I am required to teach. These are perfect for mentor picture books and I like that I can use them in small groups or whole group.

★★★★★ 5.0

So amazingly helpful! I am so grateful for your webinars and the way you are so methodical in teaching step-by-step. I am a second year 5th grade teacher and I struggle knowing how to word breaking down different comprehension skills. This takes all the guesswork out of it and I'm left with solid, effective comprehension instruction that I can tailor to the needs and interests of my students. Thank you so much for what you do! I have learned so much from your teaching.

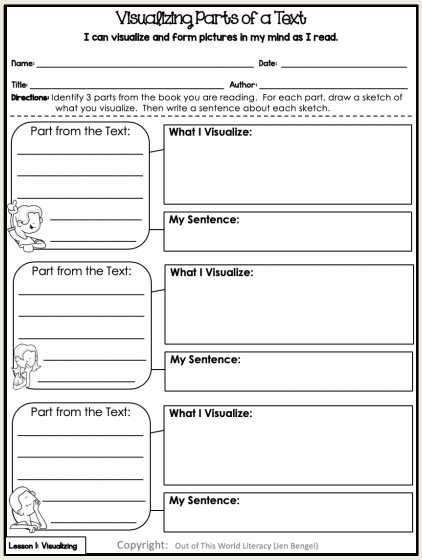
Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Day 1



Visualizing Parts of a Text

I can visualize and form pictures in my mind as I read.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Identify 3 parts from the book you are reading. For each part, draw a sketch of what you visualize. Then write a sentence about each sketch.

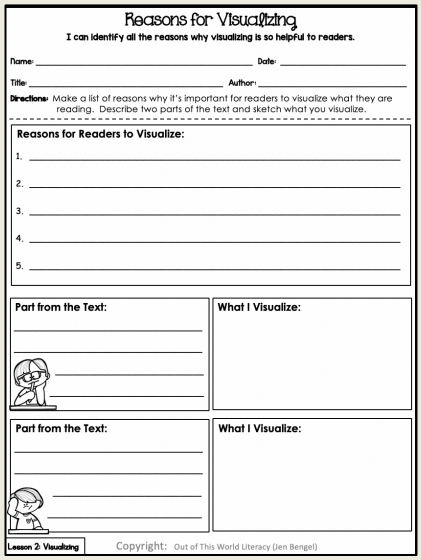
Part from the Text: | What I Visualize: | My Sentence:

Part from the Text: | What I Visualize: | My Sentence:

Part from the Text: | What I Visualize: | My Sentence:

Lesson 1: Visualizing Copyright: Out of This World Literacy (Jen Bengel)

Day 2



Reasons for Visualizing

I can identify all the reasons why visualizing is so helpful to readers.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Make a list of reasons why it's important for readers to visualize what they are reading. Describe two parts of the text and sketch what you visualize.

Reasons for Readers to Visualize:

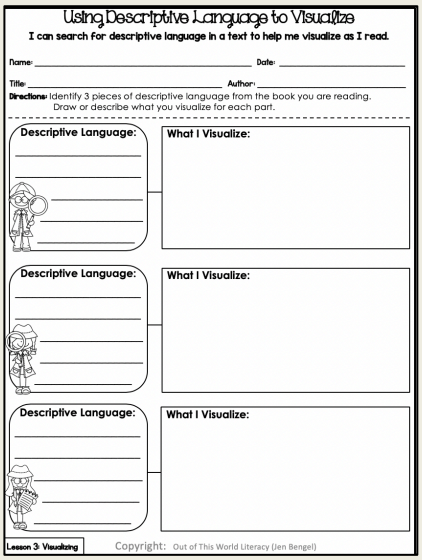
1. _____
2. _____
3. _____
4. _____
5. _____

Part from the Text: | What I Visualize:

Part from the Text: | What I Visualize:

Lesson 2: Visualizing Copyright: Out of This World Literacy (Jen Bengel)

Day 3



Using Descriptive Language to Visualize

I can search for descriptive language in a text to help me visualize as I read.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Identify 3 pieces of descriptive language from the book you are reading. Draw or describe what you visualize for each part.

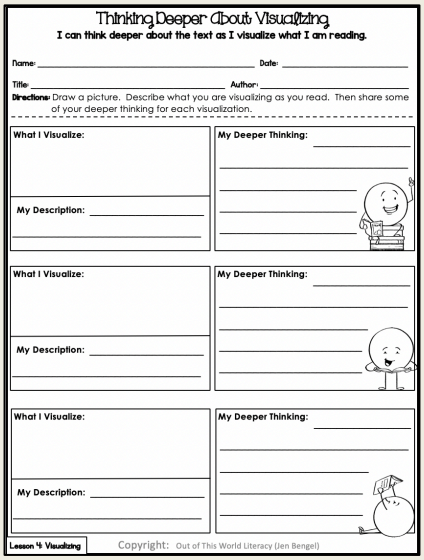
Descriptive Language: | What I Visualize:

Descriptive Language: | What I Visualize:

Descriptive Language: | What I Visualize:

Lesson 3: Visualizing Copyright: Out of This World Literacy (Jen Bengel)

Day 4



Thinking Deeper About Visualizing

I can think deeper about the text as I visualize what I am reading.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Draw a picture. Describe what you are visualizing as you read. Then share some of your deeper thinking for each visualization.

What I Visualize: | My Deeper Thinking:

My Description: _____

What I Visualize: | My Deeper Thinking:

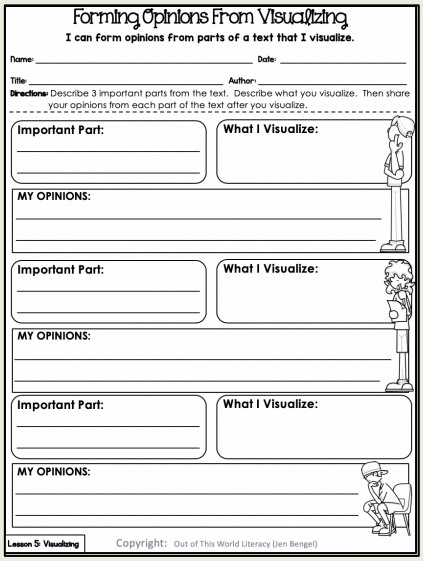
My Description: _____

What I Visualize: | My Deeper Thinking:

My Description: _____

Lesson 4: Visualizing Copyright: Out of This World Literacy (Jen Bengel)

Day 5



Forming Opinions From Visualizing

I can form opinions from parts of a text that I visualize.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 3 important parts from the text. Describe what you visualize. Then share your opinions from each part of the text after you visualize.

Important Part: | What I Visualize:

MY OPINIONS:

Important Part: | What I Visualize:

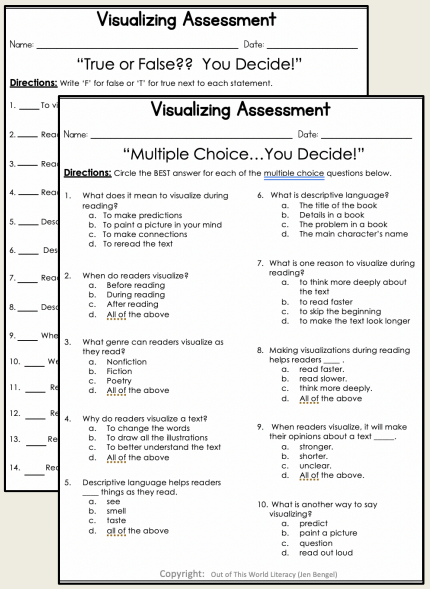
MY OPINIONS:

Important Part: | What I Visualize:

MY OPINIONS:

Lesson 5: Visualizing Copyright: Out of This World Literacy (Jen Bengel)

Assessments



Visualizing Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

Directions: Write 'F' for false or 'T' for true next to each statement.

1. ____ To v
2. ____ Rea
3. ____ Rea
4. ____ Rea
5. ____ Des
6. ____ Des
7. ____ Rea
8. ____ Des
9. ____ Whe
10. ____ We
11. ____ Re
12. ____ Re
13. ____ Re
14. ____ Re

Visualizing Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

Directions: Circle the BEST answer for each of the multiple choice questions below.

1. What does it mean to visualize during reading?
   a. To make predictions
   b. To paint a picture in your mind
   c. To make connections
   d. To reread the text
2. When do readers visualize?
   a. Before reading
   b. During reading
   c. After reading
   d. All of the above
3. What genre can readers visualize as they read?
   a. Nonfiction
   b. Fiction
   c. Poetry
   d. All of the above
4. Why do readers visualize a text?
   a. To change the words
   b. To draw all the illustrations
   c. To better understand the text
   d. All of the above
5. Descriptive language helps readers ____ things as they read.
   a. see
   b. smell
   c. taste
   d. all of the above
6. What is descriptive language?
   a. The title of the book
   b. Details in a book
   c. The problem in a book
   d. The main character's name
7. What is one reason to visualize during reading?
   a. to think more deeply about the text
   b. to read faster
   c. to skip the beginning
   d. to make the text look longer
8. Making visualizations during reading helps readers ____.
   a. read faster.
   b. read slower.
   c. think more deeply.
   d. All of the above
9. When readers visualize, it will make their opinions about a text ____.
   a. stronger.
   b. shorter.
   c. unclear.
   d. All of the above.
10. What is another way to say visualizing?
    a. predict
    b. paint a picture
    c. question
    d. read out loud

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Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, visualizing. The lessons are very specific and focus on 5 angles of asking questions about text that you will have the option to teach to your whole class, in a small group, or one-on-one in a reading conference to cover a specific skill if you notice a student struggling.

By teaching each mini lesson specifically, you can model to young readers how to think specifically about a text before, during, and after reading. You will also provide students with the opportunity to interact with the mentor texts during the lesson, sharing their thinking as they talk with partners and listen to others' ideas during the lesson.

Using this type of interactive mini lesson framework while intentionally teaching a specific comprehension skill has been researched as a best practice approach to helping young readers understand and practice the importance of reading comprehension as they read text.

Included in this Resource:

1. 5 mini lesson statements and detailed teaching instructions for teaching visualizing.
2. 5 sample mini lesson anchor charts (your anchor charts will look different based on the mentor texts you choose to use and the responses from your students, but you can use the same outline as provided).
3. 'I Can' statement cards for each lesson. These are great to post in the room, at a literacy station, glued into readers' notebooks, or posted at a small group table.
4. Blank anchor chart pages for students. These can be glued into reader's notebooks in a mini lesson section. Students can complete them during the lesson and have a record of learning kept safely in their notebooks to reference anytime!
5. 5 graphic organizers for independent activities that match each of the 5 mini lessons. These can be used with any text students are reading and can be used over and over again. They are great for assessment!
6. Short comprehension quizzes on visualizing to administer after the 5 lessons are completed. Answer keys are provided!
7. A certificate of mastery you can give students to build their confidence!
8. 14 different styles of brag tags for rewarding students for all their hard work and learning.

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The Mini Lessons: Visualizing

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

LESSON 1 *Define and practice visualizing*	Readers define what it means to visualize during reading so they can form pictures in their minds of what they read.
LESSON 2 *Understanding benefits of visualizing*	Readers think about all the benefits to visualizing so they can better understand the text they are reading.
LESSON 3 *Descriptive language and visualizing*	Readers search for descriptive language as they read so they can visualize what is happening from the text in their minds.
LESSON 4 *Thinking Deeper about visualizing*	Readers think deeper about the things they visualize so they can form more thoughts about what they are reading.
LESSON 5 *Forming opinions based on visualizing*	Readers visualize important parts of a text so they can form opinions about what they are reading.

Sample

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Readers think about all the benefits to visualizing so they can better understand the text they are reading.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by explaining that you'll be discussing visualizing. Use this language to help:
"Yesterday we talked about what it means to visualize. Turn and talk with a partner about what you remember and how you would define visualizing. (wait 1-2 min. then call the group back together. Ask a few to share with the class). Today we are going to brainstorm all the reasons why it's so helpful and important for readers to visualize before, during, and after reading. Remember the main reason for reading is to gain new understanding and learn new things. Let's start thinking about how visualizing helps us achieve our goals as readers. Then we'll practice some more visualizing today!"
5. As a class, make a list of reasons for visualizing. Use these reasons if you need help getting started:
To better understand the text. To make connections. To form opinions. To improve reading comprehension.
6. Use a mentor text you have already read to the class and think aloud about one part from the text. Think aloud about what you visualize. Describe your visualization and sketch it out on the class anchor chart.
7. Ask students to complete their note-taking page as you think together and write on the anchor chart.
8. Use the same text (or a different one) you have already read to the class for your 2nd example. Invite students to help you identify another part. Discuss how what you visualize. Write and sketch your visualization on the chart as they copy the information onto their note-taking page.
9. Ask students to turn and talk with a partner about a 3rd part from the text and what they visualize. After a few minutes call on students to share and write answers on the anchor chart.
10. Tell students that they will be working identifying parts in books they are reading independently and describing what they visualize. Pass out the student page (or graphic organizer). Go over directions. Ask them to bring their completed work to the share at the end of the reading workshop.
11. At the end of the workshop, bring the class together to share what they learned about visualizing. Have them turn and talk with a partner about what they wrote and drew in response to their reading. Call on a few to share with the class.

Sample

Sample Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers think about all the benefits to visualizing so they can better understand the text they are reading.

Why do Readers Visualize?

Make a list of reasons as a class

Parts from the Text:	What We Visualize:
1. *Write in a part from the text from here. Complete the first example to model for the class.*	1. *Describe and/or draw a sketch of what you visualize. Complete the first example to model for the class.*
2.	2.
3.	3.

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I can identify all the reasons why visualizing is so helpful to readers.

Sample

1. Why do you think readers should visualize as they read? Tell me more.

2. What can you do if you are not able to paint a picture in your mind?

3. What do you visualize about this part of the text? Tell me more.

4. What else did you visualize as you read?

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I can identify all the reasons why visualizing is so helpful to readers.

Sample

1. Why do you think readers should visualize as they read? Tell me more.

2. What can you do if you are not able to paint a picture in your mind?

3. What do you visualize about this part of the text? Tell me more.

4. What else did you visualize as you read?

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I can identify all the reasons why visualizing is so helpful to readers.

Readers think about all the benefits to visualizing so they can better understand the text they are reading.

Why Do Readers Visualize?

Parts from the Text:	What W[illegible]isualize
1.	
2.	
3.	

Sample

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Reasons for Visualizing

I can identify all the reasons why visualizing is so helpful to readers.

Name: _____ **Date:** _____

Title: _____ **Author:** _____

Directions: Make a list of reasons why it's important for readers to visualize what they are reading. Describe two parts of the text and sketch what you visualize.

Reasons for Readers to Visualize:

1. _____
2. _____
3. _____
4. _____
5. _____

Sample

Part from the Text:

_____

_____

_____

_____



What I Visualize:

Part from the Text:

_____

_____

_____

_____



What I Visualize:

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Visualizing Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

Directions: Circle the BEST answer for each of the multiple choice questions below.

1. What does it mean to visualize during reading?
   a. To make predictions
   b. To paint a picture in your mind
   c. To make connections
   d. To reread the text

2. When do readers visualize?
   a. Before reading
   b. During reading
   c. After reading
   d. All of the above

3. What genre can readers visualize as they read?
   a. Nonfiction
   b. Fiction
   c. Poetry
   d. All of the above

4. Why do readers visualize a text?
   a. To change the words
   b. To draw all the illustrations
   c. To better understand the text
   d. All of the above

5. Descriptive language helps readers ____ things as they read.
   a. see
   b. smell
   c. taste
   d. all of the above

6. What is descriptive language?
   a. The title of the book
   b. Details in a book
   c. The problem in a book
   d. The main character's name

7. What is one reason to visualize during reading?
   a. to think more deeply about the text
   b. to read faster
   c. to skip the beginning
   d. to make the text look longer

8. Making visualizations during reading helps readers ____ .
   a. read faster.
   b. read slower.
   c. think more deeply.
   d. All of the above

9. When readers visualize, it will make their opinions about a text _____.
   a. stronger.
   b. shorter.
   c. unclear.
   d. All of the above.

10. What is another way to say visualizing?
    a. predict
    b. paint a picture
    c. question
    d. read out loud

Sample

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Visualizing Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

Directions: Circle the BEST answer for each of the multiple choice questions below.

1. What does it mean to visualize during reading?
   a. To make predictions
   b. To paint a picture in your mind
   c. To make connections
   d. To reread the text

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   c. After reading
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   c. taste
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   a. stronger.
   b. shorter.
   c. unclear.
   d. All of the above.

10. What is another way to say visualizing?
    a. predict
    b. paint a picture
    c. question
    d. read out loud

Sample

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I am a
Visualizing
master!



I am a
Visualizing
master!



I am a
Visualizing
master!



I am a
Visualizing
master!



I am a
Visualizing
master!



I am a
Visualizing
master!



I am a
Visualizing
master!



I am a
Visualizing
master!



I am a
Visualizing
master!



Sample