

## Visualizing



### Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

### Summary

It's Christmas Eve. A boy is waiting for Santa's sleigh. Instead, he sees a steam engine called the Polar Express. The train takes children on a magical journey to the North Pole where Santa and the elves give the first Christmas gift. The boy asks for one silver bell from Santa's sleigh. He tucks the bell into his pocket then loses it. He is sad. The next morning, there is a small box under the Christmas tree. Inside is the silver sleigh bell. The boy and his sister are delighted by the sound of the bell. Their parents cannot hear it. Only true believers can hear Santa's sleigh bells.

### Link to What You Know

- Describe the North Pole. What might someone see, hear, or feel there?
- Think about the elves and Santa. What do you think they look like? Describe what you visualize.

### Important Words to Know and Understand

**Lean** – Thin, strong and healthy



### Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

### Why Readers Visualize While Reading

**Readers visualize by using the author's words to make movies in their minds. When readers can "see" what they read, it means they are able to make connections between what they already know about and the text.**

When you read a picture book, the illustrator uses the author's words to create a picture that matches what's happening in the story. You can use the pictures to help you check that your thinking is on the right track.

When you read a chapter book or other text that does not have pictures, it is helpful to pay attention to all of the describing words in the text. Describing words will help you create mental images in your mind.

## Visualizing



### Visualize While Reading

- ✓ Notice the words an author uses to describe people, places, things, and events
- ✓ Look at the pictures. Do your mental images match the pictures in the book?

### Time to Read

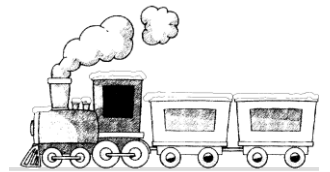
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Page 6** – Notice the way the author describes the inside of the Polar Express. What do you think it might smell like inside the Polar Express? How might it feel? Which words help you visualize?

**Page 11** – Notice the words on this page. What do you suppose a "barren desert of ice" might look? Which words help you visualize? What else can you visualize on this page?

**Page 19** – Notice the words the author uses to describe the action on this page. Do the pictures in your mind match the ones in the book? How are they the same? How are they different?

**Page 27** – Notice the words the author uses to describe Christmas morning at the boy's house. What words help you visualize and make picture in your mind?



### Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

### Time to Reflect

**Think** – What kinds of words helped you visualize while reading *The Polar Express*? Were they color words? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?

**Talk** – Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character looked, or an action? Remember to ask your partner to share their mental images too.

**Reflect** – Think about the words in *The Polar Express*. How does paying attention to the words an author uses help you to visualize? How does visualizing help you to be a better reader?

**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Polar Express*. (Remember to include examples from the book!)

# Your Turn to Practice Visualizing with The Polar Express

## Page 6:

Notice the way the author describes the inside of the Polar Express. What do you think it might smell like inside the Polar Express?

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How might it feel?

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Which words help you visualize?

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## Page 11:

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Which words help you visualize?

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What else can you visualize on this page?

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

# Your Turn to Practice Visualizing

## with The Polar Express

### Page 19:

Notice the words the author uses to describe the action on this page. Do the pictures in your mind match the ones in the book?

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How are they the same?

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How are they different?

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### Page 27:

Notice the words the author uses to describe Christmas morning at the boy's house. What words help you visualize and make a picture in your mind?

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

# Answer Key for Visualizing with The Polar Express

## Page 6:

Notice the way the author describes the inside of the Polar Express. What do you think it might smell like inside the Polar Express?

Answers will vary. Sample answers include: I imagine it would smell like hot cocoa and candy inside.

How might it feel?

Answers will vary. Sample answers include: I imagine it feels warm and comfortable.

Which words help you visualize?

Answers will vary. Sample answers include: The words that help me visualize are: children in pajamas, sang, ate, drank hot cocoa, and chocolate bars.

## Page 11:

Notice the words on this page. What do you suppose a “barren desert of ice” might look like?

Answers will vary. Sample answers include: I think it might look like flat land covered in ice.

Which words help you visualize?

Answers will vary. Sample answers include: I think so because the author says there are snow covered plains.

What else can you visualize on this page?

Answers will vary. Sample answers include: I visualize the lights in the dark sky at the North Pole.



# Answer Key for Visualizing with The Polar Express

## Page 19:

Notice the words the author uses to describe the action on this page. Do the pictures in your mind match the ones in the book?

Answers will vary. Sample answers include: The picture in my mind matches the picture in the book.

How are they the same?

Answers will vary. Sample answers include: They are the same because Santa is holding the bell high up in the sky.

How are they different?

Answers will vary. Sample answers include: They are different because I would imagine that Santa was smiling. He is not smiling in the book.

## Page 27:

Notice the words the author uses to describe Christmas morning at the boy's house. What words help you visualize and make a picture in your mind?

Answers will vary. Sample answers include: The words that help me visualize are: presents, unwrapped, one small box, silver bell, beautiful sound, parents did not hear.



## The Polar Express: Visualizing

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**Choose one of the pictures in the book. What would you add or change about the picture to help show the meaning of the story?**

I can explain how the author uses illustrations to help the meaning in a story.

CCSS: RL.3.7

## The Polar Express: Visualizing

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**Choose one of the pictures in the book. What would you add or change about the picture to help show the meaning of the story?**

I can explain how the author uses illustrations to help the meaning in a story.

CCSS: RL.3.7

## The Polar Express: Visualizing

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**Choose one of the pictures in the book. What would you add or change about the picture to help show the meaning of the story?**

I can explain how the author uses illustrations to help the meaning in a story.

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### **The Polar Express: Visualizing**

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**Choose one of the pictures in the book. What would you add or change about the picture to help show the meaning of the story?**

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**Choose one of the pictures in the book. What would you add or change about the picture to help show the meaning of the story?**



## Visualizing

Title: \_\_\_\_\_

**What page did you use to practice visualizing?**

**Draw a picture of your mental image in the space below:**

**Write down some of the words that the author used to help you make this picture in your mind.**

**Show your picture to someone. Make sure that you drew all of the words that helped you visualize.**

### **Directions:**

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

# Common Core State Standards Correlation

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## The Polar Express Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *The Polar Express* correlate with the following English Language Arts Common Core State Standards for third grade.

### Visualizing Lesson Plan and Resources

#### Reading: Literature

**RL.3.7** – Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (eg, create mood, emphasize aspects of a character or setting).

**RL.3.10** – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Reading: Foundational Skills

**RF.3.3** – Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.3.4** – Read with sufficient accuracy and fluency to support comprehension.

#### Writing

**W.3.8** – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

#### Speaking & Listening

**SL.3.1d** – Explain their own ideas and understanding in the light of the discussion.

**SL.3.2** – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.3.3** – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### Language

**L.3.6** – Acquire and use accurately grade appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, *After dinner that night we went looking for them*).