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Chapter One

How to help children understand what they read

Any teacher who has ever tried to teach children how to comprehend what they read has been frustrated at times. For some children, understanding comes easily. For others, it takes practice.

Most children begin looking at books long before they can read the words in those books. As children develop into readers, they depend on these illustrations to help them comprehend the actions and visualize the characters. Gradually children move from picture books to books with occasional pictures and then to chapter books with few, if any, illustrations. Reading books without pictures requires children to form pictures about the stories in their minds. Sometimes this leap to stories without pictures leaves a gap in young readers' comprehension. Take away the pictures, and for some children you take away their understanding.

Gone are the days when family members listened to a novel read by a parent instead of watching TV in the evening. Children don't have to visualize what is going on in a story when everything is pictured for them on TV, in movies, or in video games. Teachers or parents who begin reading chapter books to children at a

young age are helping them practice their visualization skills, which increases their reading comprehension.

My students and I have been creating books for the past 30 years. We have worked together, in small groups, and individually. They have illustrated my writing, they have illustrated their own writing, and they have illustrated writing by other published authors. We have written joke books; ABC books; number books; fictional stories; poetry books; books about our town, state, and country; nonfiction research books; and books about ourselves. We have even written books that we shared with my daughter's high school students, while they shared theirs with us. Regardless of the type of book, however, students understood what they were reading because they made the connection between the written word and the pictures in their mind.

The *You Can Picture It* series lets children make the connection between just reading words and reading for understanding. It doesn't use the format of many comprehension practice programs, which is read a story and answer questions. This series allows children to practice comprehension skills by using their creativity to illustrate a story. By reading the words and then making pictures, children are interpreting the setting, plot, and characters of the story; thinking about deeper meanings in the story; and making deductions about the story. This process leads to understanding. Students then use those illustrations along with the

words to make a book. The children choose a title, draw a cover, and write a short summary on the back of the book. This summary ensures and reinforces their comprehension of the story. Their book can then be shared with others and/or used as reading practice over and over.

Chapter Two

How to use

You Can Picture It

(a step-by-step guide)

The *You Can Picture It* series is very easy to implement in the elementary classroom setting or as an at-home project. The students begin with the text of a nonfiction selection. They end with a finished book.

This book is divided into 25 nonfiction articles covering grade levels one through five. The subjects of the selections are interesting places to visit around the United States. (Fiction stories and poetry are available in other books of this series.) The grade levels and destinations are listed at the beginning of each section. You decide if you want to use the same selection for all of your students or use different article levels within one classroom.

You might want to begin with a selection that is below your students' reading level for the first book and read the selection with the students. Once they have completed their first book, they should understand the process for the next times. Or you might just jump right in with individual articles the first time. I will leave that up to you to decide. It works well either way.

The students might use several hours, days, or weeks to complete this project. Of course, quality work is always better than fast work.

Step One: Pick out the article/articles and run the number of copies that you need. This book is spiral bound so that it will lie flat on your copy machine. The copies can be made on colored or white copy paper.

Step Two: Read the article with your students if you are working as a group. Discuss any information and specific facts found in the stories. Talk about the fact that they should picture the setting in their minds before they draw on paper. Some questions to ask would be: What do you think the place looks like? Are there any new vocabulary words to understand? What are some of the details about the setting? Does the author tell you everything or do you have to figure out some of the details? If the students are working on individual articles, have them read the articles to themselves.

Step Three: Then have the students cut the article into the four parts.

The article parts are in order on the page, but the students will need to make sure that they put them in the correct order in their books. You can also give them the text cut apart and have the students put them back together to practice their sequencing skills. A glue stick works well to paste the article parts onto the pages. Depending on your class, you might want to put the book pages together before the children paste and illustrate, or you can have them put the pages in order after they illustrate.

Step Four: Explain to the students that they should reread the article (possibly several times) carefully and look for information about the place, any details that are important, and try to relate the article to their own experience. If several students are working on the same article, this would be a good time for those students to discuss the article together.

Step Five: Then have the students begin to draw. Crayons or colored pencils are the best art mediums to use (depending on the paper used of course). I always ask the students to do their work in color rather than just using a pencil. With color, you can get a better idea about their understanding of the setting, details, etc.

Step Six: Once the students have completed their drawings, it is time for the cover. Tag board or construction paper works well for the cover. You might want to have a discussion about nonfiction titles and point out different covers on published books. Talk about the fact that the title and the cover should get the reader interested in the article. The title should reflect the main idea of the article. Of course, on the cover the student should write his or her name as the illustrator.

Step Seven: Students can bind the books in a variety of different ways. They can be stapled; punched and tied with ribbon, yarn, or brads; or put together with plastic combs. Check to make sure that the pages are in the correct order before binding.

Step Eight: The last step in the completion of the book is to write a summary of the article. Show the children summaries that are on the backs of some published books. Discuss that the summary does not tell the whole story, but just gives the main idea. One or two sentences should be enough. Have the students write this summary on the lines provided on the selection paper. Summaries should then be glued onto the back covers of their *You Can Picture It* books.

Step Nine: Once the books are finished, they can be read and enjoyed. Have the students exchange books and see how others “saw” the article. The

Chapter Three

Curriculum Objectives Grades 1 - 5

Using the program, *You Can Picture It: Poetry*, each student will

- understand that reading is a process of seeking meaning
- recognize setting, mood, and characters of a poem
- make judgments and inferences about setting, characters, mood, and imagery in a poem
- make deductions about a poem
- make predictions from text content
- reread if the meaning is not clear
- form an opinion about a poem
- discuss literature with others
- understand literal and figurative language
- summarize text content
- identify and use chronological order
- identify and use cause and effect
- recognize words with multiple meanings
- relate new information to prior knowledge
- use information in text to draw conclusions
- use self-monitoring and self-correcting strategies
- identify the main idea of a text
- understand the structure and organization of a book
- evaluate own work
- evaluate work of others

Grade 4 - Poetry

“You’re not old enough,” Mother says to me,

“To stay up late at night.”

“You’re not old enough,” Father says to me,

“To wear your pants so tight.”

“You’re much too young,” Grandma says to me,

“To spend the night alone.”

“You’re much too young,” Grandpa says to me,

“To have your own telephone.”

“You’re a little pain,” Big Brother says to me,

To make me go away.

“You’re a big pest,” Little Sister says to me,

To get me out of her way.

I’m just so confused, and not really amused!

What I want to know is what age I should be

When I am the perfect age for me?

Take a peek into this book:

How Did I Do?

Self evaluation for _____

Date _____

Story title _____

What to do:

- Read the book carefully.
- Look at all of the illustrations.
- Think about how you completed your project.
- Fill in the form at the bottom of this page using the numbers below.
- Total the score and write it in the correct space.
- You may write a comment.

1 = I need to work a little harder

2 = I tried, but I can do even better

3 = I did a good job

4 = I did excellent work

_____ The story is in the correct order.

_____ The pictures show many details.

_____ The work is neatly done.

_____ The summary gives the main idea.

_____ The title fits the story.

_____ The cover design fits the story.

_____ Total score for this project.