

# Brief Focus Lesson

## Comprehension: Make a Picture or Mental Image for Grade 6

Text: *Wolves* by Seymour Simon

<b>CAFE Goal</b>	Comprehension
<b>CAFE Strategy</b>	Make a Picture or Mental Image
<b>Observe/Relate</b>  (1 – 2 min.)	<p>What do you know about how movies are made? Maybe you have read about how a camera crew films actors and actresses. Or how they film the cast of the movie at different locations. Later a film editor decides which scenes to keep and which to cut. Often, movie makers add sound effects and music. Even though you may never be part of a crew that makes movies for people to see in theaters or on television, you can make a movie in your mind whenever you read. As you read, you can make a mental image that enables you to see what the author is describing. If you use your imagination, you can almost hear the sounds that the writer tells about. Whenever you read, you can make a mental image or picture that connects you with the text.</p>
<b>Teach and Reinforce</b>  (2 – 3 min.)	<p><b>Establish purpose</b>—Today we are learning to Make a Picture or Mental Image.</p> <p><b>Create urgency</b>—We are learning to Make a Picture or Mental Image as we read. This is a very useful strategy because it helps readers to understand what they read better.</p> <p><b>Explicit teacher modeling</b>—Today I am going to share the process of how I make a movie in my mind when I read. Look at the cover of this nonfiction book <i>Wolves</i> by Seymour Simon (<i>insert page numbers lightly in pencil before sharing</i>). Think about what you already know about wolves. Listen as I use my prior knowledge and the details in the book to make a movie in my mind. <i>Begin reading page 8 which starts with “Wolves, like humans, are very adaptable...” Comment that “After reading the first paragraph, I can see a wolf living in each of the places the author mentions. I can see it running through the forests, grasslands, and mountains. I can see it wading through swamps or standing proudly on the cold tundra.” Continue reading the second paragraph and state, “The writer adds details about how different wolves are in terms of their colors and amount of fur, and sizes. As he describes the wolves’ different personalities, I can imagine some playing together while others stand apart from the others. In my mind movie, I see the different ways that the wolves interact with each other. Some wolves are in pairs, but others are alone in the scene</i></p>

	that I picture. The movie in my mind is so vivid; now I feel like I am in a theater and I wish I had some popcorn!”
<b>Practice</b> (2 – 3 min.)	You’ve learned about how I form pictures and mental images to make a movie in my mind. Now it’s your turn to create your own movie based on what you imagine as you listen to this part of the text. As you listen, jot down some details that will help you to create a movie in your mind. <i>Begin reading page 14.</i> After you finish reading the page, say, “Now you can make a quick sketch or write a brief description of your mind movie. When everyone is finished, I’ll signal you to share your ideas with a partner.” <i>(If students need additional practice, you can share examples from pages 19 or 20 with students and repeat the same procedure.)</i>
<b>Encourage and Plan</b> (1 – 2 min.)	We just practiced using the strategy of Make a Picture or Mental Image. Whenever you read, you can use this strategy to produce a movie in your mind. Using your prior knowledge and details from the text will help you to make your own original movie. Your movie will help you to understand the text better and put you right in the middle of the action. Today when you are reading, I want you to create scenes from the movie you see in your mind!
<b>Common Core Alignment</b>	Most strategies are applicable to all grade levels. Make a Picture or Mental Image aligns with Standard RL.6.7 on our <a href="#">Grade 6 CAFÉ Menu</a> or <a href="#">CCSS Grade Level Matrix</a> .