

Readers use **visualization** to understand a text. Visualization is using details to create pictures in the mind and imagine what is happening in the text.

To use visualization, look for words that **describe**, such as adjectives, action verbs, adverbs, and concrete nouns.

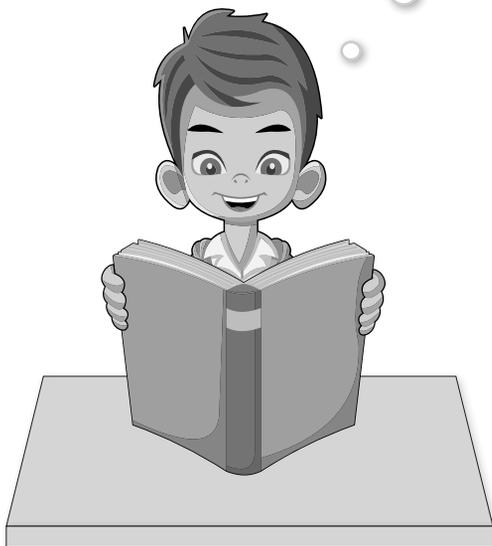


When you read...

Mr. Flannery opened the box and said, "They have big heads and round bodies. And they sure do squeal like pigs."

Mr. Morehouse could not believe his ears. "But they are not pigs!" he insisted.

You may picture...



Visualization

This strategy helps students visualize, or create mental images of, what they are reading. By visualizing, good readers can better remember the main ideas or events in a passage. Good readers use sensory words from the text to help them visualize. They also adjust their mental images as they read.

DAY 1

Reproduce the *Visualization* visual aid and distribute it to students. Then explain to students: **Good readers often create mental pictures from the text they are reading. They notice descriptions and details in the text that paint a picture in their minds.** Read aloud the title of the passage and invite volunteers to share the images that come to mind. Point out that as students read and gather more information, their mental images may change. Have students read the passage independently and complete the strategy practice activity. Allow volunteers to share their drawings and discuss how visualizing helped them understand the text. Then direct students to complete the skill practice activity. Review the answers together.

DAY 2

Remind students of the *Visualization* strategy. Read aloud the title of the passage and explain that two of the contests are a Rock Paper Scissors competition and an air guitar championship. Encourage students to imagine what these competitions look like. Then direct students to read the passage and circle words and phrases that evoke clear images in their minds (e.g., hundreds of people chasing a wheel of cheese). Complete the strategy practice activity as a group. Then have students complete the skill practice activity on their own. Review the answers together.

DAY 3

Remind students of the *Visualization* strategy. Say: **Good readers pay attention to words that help them visualize the details in the text. Descriptive language and strong action words help you form clearer pictures in your mind. For example, which verb gives you a better idea of an animal's movement, go or scurry? (scurry) Which is easier to imagine: a tall tree or a tree that is as tall as a flagpole? (the latter)** Read aloud the instructions for the strategy practice activity and tell students to pay attention to cockroach traits as they read. Direct students to read the passage and complete the strategy and skill practice activities. Review the responses as a group.

DAY 4

Remind students of the *Visualization* strategy. Say: **Sometimes you need to adjust your mental image when you get new information from the text.** Read the first few sentences of the passage and model: **At first, I pictured a small building with two huge flat signs in the shapes of a dog and a cat. But as I read on, I found that the shelter holds more than 4,000 animals. I realized that the building is much bigger than I thought, so I adjusted my mental picture.** Direct students to complete the strategy practice activity when they have finished reading the passage. Invite volunteers to share their descriptions. Then direct students to complete the skill practice activity. Review the answers together.

DAY 5

Remind students of the *Visualization* strategy. Say: **Active readers try to visualize the setting and the characters of a story as they read. This helps them follow the events so they understand the story more fully.** Read aloud the title and the first paragraph. Ask: **Right away, what do you picture in your mind?** (e.g., a family—parents and children—sitting still but fidgeting or wiggling in their chairs) **Imagining how the family looks gives you a clearer idea of how the characters are acting and why.** When students have read the story, direct them to complete the strategy practice activity and share their descriptions with a partner. Then direct students to complete the skill practice activity. Review the answers together.

READ THE PASSAGE

Read slowly and notice details about how the flowers look, smell, and taste.

Flowers for Dinner

Flowers might look pretty on the dinner table. But what about serving them for dinner? In many cultures all around the world, people eat and enjoy different flowers in a variety of dishes.

The purple flowers of the lavender plant add a sweet lemon taste to chocolate cake or ice cream. Pansies, which have a grassy flavor, are a delicious addition to green salads. Bright yellow dandelion petals look cheerful when sprinkled over rice. Squash blossoms can be fried or stuffed with cheese. And the flowers of plants such as jasmine and chamomile are commonly used to make tea.

Does snacking on flowers sound weird? You may have eaten flowers already without realizing it! Several vegetables, such as cauliflower and broccoli, are actually flower buds. Broccoli forms tiny yellow blossoms as it continues to grow. Artichokes, if left on their stalks, form fuzzy purple blooms. And asparagus tips open into small pale green or white flowers.

If you're interested in eating flowers, be sure to learn about the plants first. Not every flower is safe to eat. The best way to find a tasty—and safe—flower is to visit your local grocery store.

STRATEGY PRACTICE

Draw a picture to show how you visualized one of the flowers that can be eaten.

SKILL PRACTICE

Read the item. Write your response.

1. How are broccoli and lavender similar?

2. What should you learn before eating a plant's flowers?

3. What is the main idea of the third paragraph?

READ THE PASSAGE Look for details that help you visualize each competition described in the passage.

Crazy Contests

When you think about competitions, you probably think of sports such as basketball and football. Not all serious competitive events are athletic, though. One example is the Rock Paper Scissors World Championship, in which contestants compete for large cash prizes.

Rock Paper Scissors is a simple game between two players. Each player counts to three and then “throws” one hand forward, making one of three hand signals. A fist means “rock,” a flat hand means “paper,” and two extended fingers in a V shape means “scissors.” Rock wins against scissors, scissors wins against paper, and paper wins against rock. Although the game is simple, many players claim that they have developed complex strategies for winning.

Some people might consider a Rock Paper Scissors contest to be strange. Around the world, though, people compete in many events that others think are crazy. In England, a 200-year-old competition sends hundreds of people running down a hill, chasing a giant wheel of cheese. In Finland, hopeful guitar heroes compete in the Air Guitar World Championships by strumming invisible guitars in front of an audience. Wales hosts the yearly World Bog Snorkeling Championships, in which contestants wear silly costumes—dressed, for example, like a mermaid or an octopus—and swim through dark, stinky bog water as the crowd cheers.

These competitions are just a few of the crazy games that people play around the world. With some practice and training, maybe you could be a prize-winner in one of those contests yourself!

STRATEGY PRACTICE Which competition was easiest for you to visualize? Why?

SKILL PRACTICE Read the item. Write your response.

1. What is probably the runners’ goal in the English competition mentioned in this text?

2. Would you enjoy playing Rock Paper Scissors? Explain.

3. How are the contestants probably judged in the Air Guitar World Championships?

READ THE PASSAGE Look for words and phrases that help you visualize cockroaches.

Cockroach Fun Facts

When you think of interesting animals, you probably don't picture the common cockroach. However, although this insect isn't very pretty, it is pretty amazing.

Cockroaches are good at getting around. They can squeeze into very tight spaces, which comes in handy when they want to go through cracks in walls. A baby cockroach can flatten itself as thin as a dime. They're fast-moving bugs, too. Traveling at 3 miles an hour (4.8 km/h), a cockroach can easily scurry out of the way of looming feet or bug swatters.

Cockroaches are also tough. They can survive a month without food and a week without water. They can even survive for weeks without a head!

Next time you see a cockroach, show some respect for this common household pest. After all, the species has been around far longer than people—more than 280 million years, by some estimates. Now that's an old bug!

STRATEGY PRACTICE List at least two traits of cockroaches. For each trait, draw a picture that shows what you visualized.

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SKILL PRACTICE Read the item. Write your response.

1. Why did the author compare a baby cockroach to a dime?

2. What is the most surprising fact in this text? Use text evidence in your response.

3. Picture a cockroach on your bathroom floor. You try to step on it, but it scuttles away. Where does it go?

READ THE PASSAGE Look for details that help you form a mental image of the animal shelter.**A Sheltered Life**

If you visit the animal shelter in Salinas, California, you'll see giant wood cutouts of a dog and a cat. These signs were placed in front of the building to catch people's attention. The supersized cutouts make people curious and encourage them to visit the shelter—and maybe even adopt a pet. Each year, the Salinas shelter takes in around 2,000 dogs and 2,000 cats. The animals are either strays or are dropped off by people who couldn't take care of them. Of the 4,000 animals, some of them are eventually adopted into new homes. Some animals are transferred to other shelters. And, unfortunately, some cannot be saved because they are too sick or are considered dangerous.

Animal shelters provide food, medicine, and a safe place for animals to sleep. But they are not ideal homes. The shelters are loud, and the animals stay in small cages. The people who work at shelters do their best to care for the animals, but the animals do not always get the attention or exercise they need.

To prevent so many animals from becoming homeless, pet owners should take good care of their pets. One of the best ways to care for pets is to spay or neuter them. This surgery prevents cats and dogs from having more babies. And that reduces the number of homeless animals that end up in shelters.

STRATEGY PRACTICE Describe how you pictured the animal shelter in Salinas.

SKILL PRACTICE Read the item. Write your response.

1. What is the main idea of this text?

2. What can a good home offer a pet that an animal shelter cannot?

3. What is the author's opinion on spaying and neutering? How can you tell?

READ THE PASSAGE

As you read, picture the setting and the characters in the story.

Getting the Perfect Shot

The Cardona family was growing restless. Mr. and Mrs. Cardona had wanted a simple photo taken for their family's summer newsletter. Ms. Rourke, the photographer, was looking through her camera but wasn't taking any pictures.

"There isn't enough light on Mr. Cardona's moustache," she said to Jamila, her assistant. Jamila sighed, moved the lamp an inch to the left, and glanced at the family. The couple's two sons were starting to fidget. Jamila knew that they would soon start to complain. It was time to take the picture.

"Now Mrs. Cardona's hair looks too frizzy," Ms. Rourke remarked. "Jamila, please get the styling products." When Jamila returned, she noticed that the boys were giggling and poking each other. Their parents' smiles were drooping under the hot lights.

"Oh, now the boys are standing at the wrong angle," Ms. Rourke announced.

Mr. Cardona's face turned red. His wife looked like she was about to cry. Jamila quickly stepped up to the camera and snapped the picture. "All done!" she said. Everyone looked relieved, except for Ms. Rourke.

STRATEGY PRACTICE

Choose a character from the story. Describe what the character looks like.

SKILL PRACTICE

Read the item. Write your response.

1. What is the setting of this text? How can you tell?

2. What do Jamila and the Cardonas have in common?

3. What will Ms. Rourke probably do now?
