

Changes, Changes – Pat Hutchins

Author: Monique Richard Professor Emeritus School of ECE Ryerson University	Book Changes, Changes by Pat Hutchins
Comprehension strategy: Visualization Grade Level: PreS-K.	
Preparation <ol style="list-style-type: none">1. If you are not familiar with the visualization strategy, read about it. Be familiar with visualization strategy; be able to apply it with emergent readers. See references at then of the lesson plan. Just practice, observe the children and discuss with colleagues.2. Make one copy of the book on overhead transparencies.3. Have few copies of the book.4. Kindergarten journals.5. Chart paper.	
<p>Say something like, <i>I'm going to show a book to you called "Changes, Changes". The book is a wordless book which means it doesn't have words, only pictures. While I am showing you some pages, I want you to visualize in your head what is not told in the pictures. Let me give you an example.</i></p> <p>(pages 4 -7) Model first few pages with think-aloud: <i>I think this mom and dad are going to build a house. They look happy. This is very hard work. Why nobody helps them? They have no equipment. That's not real people.</i></p> <p>(page 8) <i>Ok the house is built.</i></p> <p>(page 9) <i>A fire? What are they going to do, they are alone. The house will burn down. Stop showing pictures.</i></p> <p>Draw on chart paper a picture of a burned down house.</p> <p>Explain the images that came into her mind. Those images help her to understand the story better and to like it maybe more. Say: "It's like a movie in my head".</p> <p>Guided practice: Show the picture of the next 3 pages. Say that this time you will not say aloud the images that come into your head but you want the children to imagine what is happening in those pictures and what will happen after you finish showing some pages. Show pages 10-11). Hide page 12 for now.</p> <p>Children share the images that came into their mind and then to draw. Acknowledge each contribution. Explain that each child has a different image.</p>	

Explain that those images may have also a dialogue. Explain that there is not “good answer”.

Independent practice: Show few more pages and stop when an image might form in the children's mind and can predict the next scene. Stop reading.

Ask the children if they're ready to try. Ask them to open their kindergarten journal (with unlined portion of page) draw what they see as you show the pictures again.. Start reading back at the beginning of the book and add another story segment. Stop reading when a subplot is near completion. You want the children to predict the next scene. l

Adjust!

Beginners can tell and scribble their images. The teacher takes dictation.

Intermediate children draw/write their image. Inventive spelling is fine.

Good writers write a short text and make a drawing.

Observe the children. If they are doing fine, do another segment.

Back to the whole group – Children show their drawing and talk about the images that came to their mind. Older children can do this exercise in pairs facing each other.

Read more pages – maybe the whole book. Ask *what will happen next. Did you think ? What words came into your head?* Make the point that all images are good. Also, point out that the reason they like better or understand better the story is “because they took time to visualize it”. (Haag, 2000).

Closure Explain that readers make images in their mind when they read books, watch movies or listen to someone reading a book. Encourage them to do it with their parents or by themselves.

What the research says

Several research studies indicate that comprehension monitoring abilities discriminate successful readers from less able ones.

References

Baumann, J. F., Jones, L. A. (1993). Using think alouds to enhance children's comprehension monitoring abilities. *Reading Teacher*, 47, 3: 184-194.

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<http://teachers.net/gazette/JAN09/frase/> [downloaded on September 2009].

Harvey, S., Goudvis, A. (2000). *Strategies that work*. York, ME: Stenhouse.
[Chapter 8, for a kindergarten example, refer to page 97-100].