

How I Spent My Summer Vacation

Mark Teague

Reading Strategies

This book has great opportunities for **Visualizing**. Below you will find suggestions for using the **Visualizing strategy**.

Before reading pages 1-3: Comprehension Strategy – Visualizing

- Students will form pictures in their minds to enhance and clarify their understanding of a story. Ask students to close their eyes and imagine they are inside a restaurant. Have them share what they smell, see, taste, and hear around them. Tell students that when they read, they can form similar kinds of pictures in their mind to help them visualize scenes.

During reading:

- Read pages 1-3 . Reread page 1 and look at the chalkboard. Why is the scene behind him changing?
- Reread page 3. What do you visualize in your mind when you read this page? In this picture, what is especially strange or funny? Why? What might the boy be seeing, hearing, tasting, or smelling? Have students look closely at the pictures as you read. Ask “What do you think the boy sees, hears, smells, and tastes?”

After reading:

- What do you think the boy sees and hears when he imagines the train?

Before rereading the story: Comprehension Strategy – Sequencing

The students will keep track of, identify, and understand the chronological order of events in a story. **Who Mixed Up Our Sentences?** *Guided Reading the Four Blocks Way*, chapter 13, pages 126-127.

Show these sentences from the book.

- I said not to worry.
- I thought for a minute, then I told him, "Okay."
- But they carried me off to their cow camp instead.
- Our old cowboy quit.
- The Cattle Boss growled, as he told me to sit, we need a new cowboy.
- I wouldn't be long.
- So what do you say?
- Then I wrote to Aunt Fern, so she'd know where I'd gone.
- I'm trying to get to my aunt's house," I said.
- We could sure use your help.

Work to achieve a consensus among the students as to what sentence should be first. Number the sentence with a one that the majority of students say is first.

Continue sentence by sentence until consensus is achieved as to the correct order of all the sentences.

During reading

Have the book available for students to look at.

After reading

Compare the book with what the class thought. Lead the group to evaluate and correct their performance.

1. I said not to worry.
2. I thought for a minute, then I told him, "Okay."
3. But they carried me off to their cow camp instead.
4. Our old cowboy quit.
5. The Cattle Boss growled, as he told me to sit, we need a new cowboy.
6. I wouldn't be long.
7. So what do you say?
8. Then I wrote to Aunt Fern, so she'd know where I'd gone.
9. I'm trying to get to my aunt's house," I said.
10. We could sure use your help