



Grade Levels 3-6

Visualizing and Verbalizing[®] **WORKBOOKS**

Comprehension • Vocabulary • Writing

Nanci Bell Books

Grades 3-6

Sample Packet



This Book Belongs To:

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Overview and Directions

This workbook is designed to develop gestalt imagery and language comprehension with the *Visualizing and Verbalizing for Language Comprehension and Thinking*® (V/V®) program.

Following the steps of V/V, detail and gestalt imagery are developed with Sentence by Sentence, Multiple Sentence, Whole Paragraph, and Paragraph by Paragraph V/V stimulation.

Each story is high in imagery and followed by these workbook activities:

- Imagery Questions
- Picture Summary
- Word Summary
- Main Idea
- Higher Order Thinking (HOT) Questions
- Paragraph Writing

As the student begins each story, he/she should decode the vocabulary words and visualize the meaning. This will help create imagery and develop contextual fluency. The student may write phrases or partial sentences to describe his/her imagery.

These workbooks have been written specifically to help students learn and discover the wonder of the written word by improving gestalt imagery, critical thinking, and writing skills. Once these skills are developed, the possibilities are endless.

Remember, you can help students do this. You can do anything!

Nanci Bell
2004

There are three workbooks at each reading level:

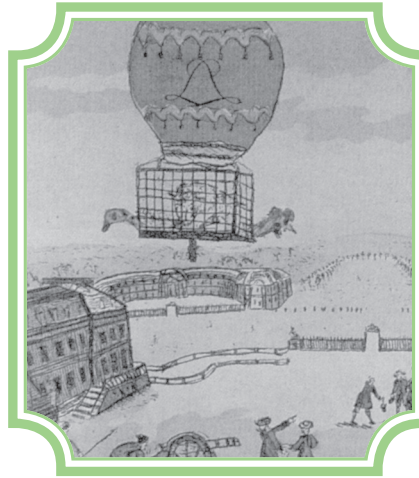
Book A • Sentence by Sentence

Book B • Sentence by Sentence and Multiple Sentence

Book C • Multiple Sentence, Whole Paragraph, and Paragraph by Paragraph

Riding a Balloon

Two strong men went to the middle of a field and unrolled the red cloth of the hot air balloon. They attached a burner, a fan, and a big basket to the large balloon. As the burner heated the air, the fan blew the hot air into the balloon. The men climbed into the basket and the balloon started to rise. Soon the balloon was floating across the clear blue sky with two happy passengers.



Vocabulary:

burner: a piece of equipment that is lit and creates heat

floating: hanging in the air; not falling

1

First Sentence: Two strong men went to the middle of a field and unrolled the red cloth of the hot air balloon.

What did those words make you picture? _____

1. What did you picture for the men? _____

2. What did you picture the men doing? _____

3. What did you picture for the color of the balloon? _____

4. What did you picture for the field? _____

2

Second Sentence: They attached a burner, a fan, and a big basket to the large balloon.

What did those words make you picture? _____

1. What did you picture for the basket? _____

2. What did you picture for the men attaching the basket and balloon? _____

3. What did you picture for the burner? _____

4. Did you picture a little fan or a big fan? _____

3

Third Sentence: As the burner heated the air, the fan blew the hot air into the balloon.

What did those words make you picture? _____

1. What did you picture for the flame from the burner? _____

2. What did you picture for the fan blowing hot air? _____

3. Did you picture a loud roar or were the burner and fans silent? _____

4. What did you see happening to the balloon as the hot air went in it? _____

5

Fifth Sentence: Soon the balloon was floating across the clear blue sky with two happy passengers.

What did those words make you picture? _____

1. Did you picture the balloon high in the sky or close to the ground? _____

2. What did you picture for the sky? _____

3. How did you picture the passengers happy? _____

4

Fourth Sentence: The men climbed into the basket and the balloon began to rise.

What did those words make you picture? _____

1. What did you picture for the men climbing into the basket? _____

2. Did you picture the men standing or sitting in the basket? _____

3. What did you see happening to the balloon? _____

4. Where did you picture the balloon going? _____

Picture Summary:

Number your images in order.



The balloon floated across the sky.



The balloon was unrolled by two strong men.



The burner made hot air.



The basket was attached to the balloon.

Critical Thinking

Write a Word Summary:

Main Idea:

Check the box that best describes all your images—the main idea.

- ☐ Two men floated in a hot air balloon.
- ☐ Two men unrolled the cloth of a balloon not blown up yet.
- ☐ Two men prepared their hot air balloon and went for a ride.

HOT Questions:

1. Why do you think the hot air balloon is unrolled before it is blown up? _____

2. Why do you think a fan is needed to fill the balloon with air? Why not just blow it up like a regular balloon? _____

3. Why do you think the burner is needed to heat the air? _____

4. Why do you think the balloon has a big basket on it? _____

5. Where do you think hot air balloons got their name? _____

6. How is a hot air balloon different from a regular balloon? _____

Write a Story

Make up a story about taking a trip in a hot air balloon.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Did you use all of the Structure Words? Check each one you used.

- ☐ What ☐ Size ☐ Color ☐ Number ☐ Shape ☐ Where
☐ Movement ☐ Mood ☐ Background ☐ Perspective ☐ When ☐ Sound

Tidal Wave!

Deep beneath the sea, the earth began to shake and a tidal wave was born. Huge ripples of water pushed across the sea. Faster and faster, the water moved until it reached a remote island. As the rushing sea came close to shore, a huge wave formed. The wave grew to 100 feet high, and then it crashed down on the beach and trees. In a moment, the giant wave washed everything living away and only an island of dirt was left.



Vocabulary:

tidal wave: a huge wave

ripples: waves of water

remote: far away

rushing: moving very quickly

1

First and Second Sentences: Deep beneath the sea, the earth began to shake and a tidal wave was born. Huge ripples of water pushed across the sea.

What did those words make you picture? _____

1. What did you picture for the earth under the sea? _____

2. What did you picture for the earth shaking? _____

3. What did you see for the water after the earth shook? _____

4. What did you picture for the tidal wave being born? _____

2

Third and Fourth Sentences: Faster and faster, the water moved until it reached a remote island. As the rushing sea came close to shore, a huge wave formed.

What did those words make you picture? _____

1. What did you picture for the water as it moved? _____

2. What did you picture for the remote island? _____

3. What did you see for the rushing sea? _____

4. What did you see for the wave forming? _____

3

Fifth and Sixth Sentences: The wave grew to 100 feet high, and then it crashed down on the beach and trees. In a moment, the giant wave washed everything living away and only an island of dirt was left.

What did those words make you picture? _____

1. What did you picture for the big wave? _____

2. Did you see the wave being taller or smaller than the trees? _____

3. What did you picture as the wave hit the beach? _____

4. What did you see for the island after the wave washed everything away? _____

Picture Summary:

Number your images in order.



The water moved faster and faster until it reached an island.



Deep beneath the sea, the earth began to shake and make the water move.



A giant wave washed everything away and only an island of dirt remained.



A huge wave, 100 feet high, formed and crashed down on the beach.

Write a Word Summary:

Critical Thinking

Main Idea:

Check the box that best describes all your images—the main idea.

☐

The earth began to shake, and sent ripples of water across the sea in all directions.

☐

The tidal wave grew 100 feet high and crashed down on the beach, leaving only dirt behind.

☐

An earthquake caused a tidal wave that washed away all the living things on an island.

HOT Questions:

1. What do you think happened under the sea that might have caused the earth to shake? _____

2. Why do you think the wave continued to move across the sea and did not stop? _____

3. How do you think the huge ripples may have affected the wave? _____

4. Do you think a smaller tidal wave would have washed everything off the island? Why or why not? _____

5. Why do you think everything living was washed off the island? _____

6. Do you think it was good that this happened on a remote island? Explain. _____

7. What do you think would happen if a tidal wave this big rushed on shore in a city? _____

Write a Story

Make up a story about anything you want!

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Wonder-ful Musician

Stevie Wonder was born blind, yet this affliction never stopped the happy boy from singing. He blew into a small harmonica but heard a piercing shriek and fumbled it in his hands. But by age ten he mastered it and even banged drums and tapped piano keys with rhythmic ease. One day, Stevie played a fast original tune on his harmonica, shocking a famous producer. Within a year, the sightless boy performed for dancing crowds who cheered on the talented young star.



Sentence by Sentence

Date: _____

Vocabulary to Visualize:

affliction: something that causes pain or distress

harmonica: a small musical instrument played with the mouth

fumbled: struggled with something, or handled awkwardly

rhythmic: marked by or having a strong natural beat

1

First Sentence: Stevie Wonder was born blind, yet this affliction never stopped the happy boy from singing.

What did those words make you picture? _____

What did you picture for...

1. Stevie Wonder? _____

2. him being blind? _____

3. him singing? _____

4. Stevie's mood? _____

2

Second Sentence: He blew into a small harmonica but heard a piercing shriek and fumbled it in his hands.

What did those words make you picture? _____

What did you picture for...

1. the harmonica? _____

2. Stevie blowing into the harmonica? _____

3. the shriek? _____

4. Stevie fumbling? _____

3

Third Sentence: But by age ten he mastered it and even banged drums and tapped piano keys with rhythmic ease.

What did those words make you picture? _____

What did you picture for...

1. Stevie mastering the harmonica? _____

2. him banging drums? _____

3. him tapping piano keys? _____

4. the sounds he makes? _____

5

Fifth Sentence: Within a year, the sightless boy performed for dancing crowds who cheered on the talented young star.

What did those words make you picture? _____

What did you picture for...

1. him performing? _____

2. the crowds dancing? _____

3. the crowds cheering? _____

4

Fourth Sentence: One day, Stevie played a fast original tune on his harmonica, shocking a famous producer.

What did those words make you picture? _____

What did you picture for...

1. Stevie playing his harmonica? _____

2. the tune? _____

3. the producer? _____

4. the producer being shocked? _____

Picture Summary:

Number your images in order. Here I saw...



Stevie blowing into a harmonica but hearing a piercing shriek and fumbling it in his hands.



Stevie playing a fast tune on his harmonica and shocking a famous producer.



Stevie performing for dancing crowds who cheer him on.



Stevie Wonder being blind yet singing happily.



Stevie mastering the harmonica and playing the drums and piano.

Critical Thinking

Write a Word Summary:

HOT Questions:

From what you pictured...

1. Why do you think Stevie Wonder never stopped singing as a boy? _____

2. Why do you think Stevie first fumbled the harmonica? _____

3. Do you think it was harder for Stevie to learn to play instruments? Why or why not? _____

4. Why do you think Stevie shocked the producer? _____

5. How do you think the crowds felt when Stevie played? Explain. _____

6. Why do you think Stevie was a star? _____

Main Idea:

Check the box that best describes all your images—the main idea.

- ☐ Stevie Wonder learned to play the harmonica.
- ☐ Stevie Wonder tried to be a musician but never played for an audience.
- ☐ Stevie Wonder became a musician and performer despite being blind.

Write a Story

Listen to a couple of Steve Wonder's songs. Now write your own song about your life, your family, or your neighborhood. Describe in detail using your Structure Words.

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☐ Size ☐ Shape ☐ Movement ☐ Where ☐ When ☐ Sound

4

Grade 6

Zavodovski Island: An Unlikely Home

Few humans have stepped foot on one small warm island near the frozen coast of Antarctica. Yet over a million black and white chinstrap penguins cover the rocky plains that surround the active volcano's peak. The brave birds stand on the tall cliffs and jump, or sometimes fall, into the surrounding roiling waters. Those that dodge the jagged rocks gobble up plenty of shrimp and fish. Then the stuffed penguins ride the waves back into shore and waddle off to a dry part of their home.



Sentence by Sentence

Date: _____

Vocabulary to Visualize:

Antarctica: a continent in the South Pole made up of ice

penguins: flightless and short-legged birds only found near the South Pole

volcano: a mountain formed through hot molten rock below the ground

roiling: moving in a raging and violent manner

1

First Sentence: Few humans have stepped foot on one small warm island near the frozen coast of Antarctica.

What did those words make you picture? _____

What did you picture for...

1. the island? _____

2. the island being warm? _____

3. the coast of Antarctica? _____

4. how cold it is? _____

2

Second Sentence: Yet over a million black and white chinstrap penguins cover the rocky plains that surround the active volcano's peak.

What did those words make you picture? _____

What did you picture for...

1. the penguins? _____

2. the color of the penguins? _____

3. the plains? _____

4. the volcano's peak? _____

3

Third Sentence: The brave birds stand on the tall cliffs and jump, or sometimes fall, into the surrounding roiling waters.

What did those words make you picture? _____

What did you picture for...

1. the birds on the cliffs? _____

2. the birds jumping? _____

3. the surrounding waters? _____

4. what happens next? _____

5

Fifth Sentence: Then the stuffed penguins ride the waves back into shore and waddle off to a dry part of their home.

What did those words make you picture? _____

What did you picture for...

1. the penguins being stuffed? _____

2. them riding the waves? _____

3. them waddling? _____

4

Fourth Sentence: Those that dodge the jagged rocks gobble up plenty of shrimp and fish.

What did those words make you picture? _____

What did you picture for...

1. the rocks? _____

2. the penguins dodging? _____

3. the shrimp and fish? _____

4. the penguins gobbling? _____

Picture Summary:

Number your images in order. Here I saw...



the penguins riding the waves back to shore and waddling off.



penguins covering the rocky plains around a volcano.



the birds jumping and falling off the tall cliffs into the water.



penguins dodging rocks and eating lots of shrimp and fish.



few humans stepping onto a small warm island near Antarctica.

Critical Thinking

Write a Word Summary:

HOT Questions:

From what you pictured...

1. Why do you think few humans have stepped foot on the island? _____

2. Why do you think the island is warm? _____

3. Why do you think the story calls the birds “brave”? _____

4. Why do you think the penguins *ride the waves*? Why not climb back up? _____

5. Do you think living on the island is dangerous? Why or why not? _____

6. Why do you think the story is titled “An Unlikely Home”? _____

Main Idea:

Check the box that best describes all your images—the main idea.

- ☐ A colony of chinstrap penguins jump off cliffs and eat lots of shrimp.
- ☐ Zavodovski island is a dangerous volcano island.
- ☐ A colony of chinstrap penguins thrive on a seemingly dangerous island.

Write a Story

Imagine you are a nature photographer first arriving at Zavodovski Island. What pictures will you take? Describe in detail using your Structure Words.

[illegible]

Did you use all of the Structure Words? Check each one you used.

- ☐ What ☐ Number ☐ Color ☐ Mood ☐ Background ☐ Perspective
☐ Size ☐ Shape ☐ Movement ☐ Where ☐ When ☐ Sound