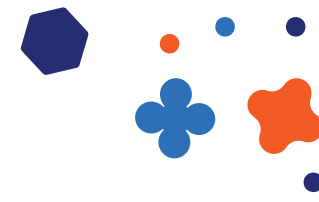
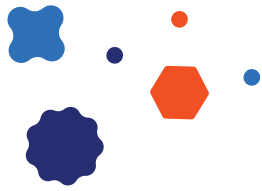


**TEACHER READING GUIDE**

***Chasing Vermeer***

written by Blue Balliett  
illustrated by Brett Helquist



**Essential Question:** How does imagery contribute to the meaning of the text?

**BOOK SNAPSHOT**

Selected from Florida’s ELA B.E.S.T. Standards Sample Text List and the New Worlds Reading Initiative Booklist



**Text Type:** Literary

**Genre:** Fiction, Mystery

**Themes/Topics:** Pursuit of Justice, Friendship, Power of Connections

**Lexile:** 770L

**SKILLS ALIGNED WITH FLORIDA’S ELA B.E.S.T. STANDARDS**

**Word Work**

**ELA.5.F.1.4**

Read grade-level texts with appropriate prosody or expression.

**Vocabulary**

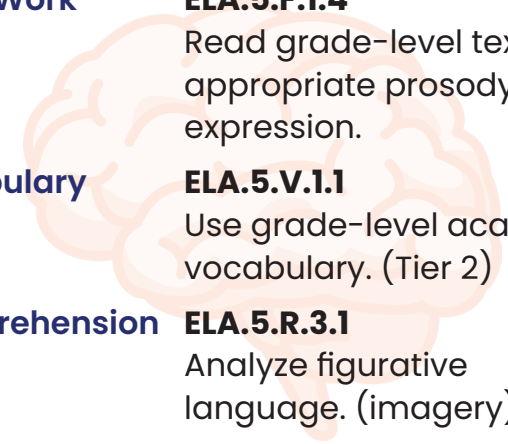
**ELA.5.V.1.1**

Use grade-level academic vocabulary. (Tier 2)

**Comprehension**

**ELA.5.R.3.1**

Analyze figurative language. (imagery)



**BUILDING BACKGROUND**

Johannes Vermeer was a Dutch painter in the 1650s. Great mystery surrounds his artwork.

- He did not become famous until several hundred years after his death.
- His artwork is rare and very true to life.
- Approximately 36 known paintings are linked to Vermeer.
- Several paintings are thought to be his but cannot be verified.

*Chasing Vermeer* is a story about two friends who solve the mystery of the stolen Vermeer painting, *A Lady Writing*.



**STUDENT LEARNING TARGETS**

**Today I am:**  
identifying examples of different types of imagery.

**So that I can:**  
analyze how imagery contributes to the meaning of the text.

## WORD WORK – PUNCTUATION AND PROSODY

ELA.5.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

Students will use **punctuation** to read text with appropriate **prosody**.

- **Punctuation** refers to the symbols used to divide written words into sentences and clauses.
  - **Punctuation** helps students read text with appropriate **prosody** and increases comprehension.
- **Prosody** refers to reading orally with expression.
  - To read with **prosody**, students must understand phrasing, grouping words, syntax, and word order. If words are not appropriately grouped or inappropriate expression is used, the text may be confusing or misinterpreted.

### Use Punctuation to Read With Expression

- Review the punctuation marks students will attend to while reading:
  - Period, question mark, exclamation point, comma, and quotation marks
  - Provide examples when reviewing the use of each type of punctuation mark.
- Discuss how each form of punctuation influences the tone or inflection of your voice.
  - For example, “When you use a question mark, notice how your voice rises at the end of the sentence.”
- Engage students in **partner reading** to practice reading with appropriate prosody.
  - **Partner reading** is when pairs of students take turns reading to each other. A better-abled reader is paired with a less-abled reader. The first reader reads aloud while the second follows along, providing corrective feedback. The roles are then reversed.

### B.E.S.T. Standards Connection

Florida’s ELA B.E.S.T. Standards provides a conventions progression chart by grade level on p. 196. For this fluency practice, instruction will only focus on punctuation that has been introduced by the 5th grade (period, question mark, exclamation point, comma, and quotation marks). Colons, ellipses, hyphens, and semicolons are not introduced until after 5th grade and, therefore, will not be addressed.

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:

ELA.5.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.



**pursuit** (p. 2): If someone is in **pursuit** of something, they are making an effort to secure something they are after. The thief writes a mysterious letter to three people claiming he needs their help in his **pursuit** of the truth.



**vanish** (p. 99): When something or someone **vanishes**, they suddenly disappear. Johannes Vermeer’s painting, *A Lady Writing*, **vanishes** on its way to the Art Institute of Chicago.



**curator** (p. 100): A **curator** is someone who is in charge of the objects or works of art in a museum or art gallery. The **curator** from the National Gallery tells the public that the missing painting is worth millions of dollars.



**correspondence** (p. 182): **Correspondence** describes the letters someone sends or receives. Mrs. Sharpe explains to the class that no one should ever read someone else’s **correspondence**.

### Vocabulary Extension Activity

Word associations encourage students to connect new words to related words and concepts. Use the Think-Pair-Share strategy to support students’ interactions with new words and word relationship understanding.

- Think: What words or feelings come to mind when you think of the word *lousy*?
- Pair: Share your thoughts with a partner.
- Share: Take turns sharing thoughts and word associations with the class.

## READ FOR MEANING – ANALYZING IMAGERY

ELA.5.R.3.1: Analyze how figurative language contributes to meaning in text(s).

ELA.5.R.1.1: Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.

### Before:

Students will identify imagery, a type of figurative language, in *Chasing Vermeer*. Authors use **imagery** to write about objects, actions, and ideas in such a way that it appeals to our five physical senses. Readers use imagery to clarify information, increase understanding, and support comprehension of the text. Introduce the five physical senses of imagery using the definitions and examples below.

- 1. Visual Imagery (see)** - text that describes things you see, such as pictures, graphics, color, size, patterns, etc.
  - Example: *The vibrant red apple fits perfectly in the palm of her hand.*
- 2. Auditory Imagery (hear)** - text that describes sounds, noises, music, rhythm, etc.
  - Example: *As she bit into the apple, a satisfying crunch echoed in the air.*
- 3. Olfactory Imagery (smell)** - text that describes smells and scents, such as odors and fragrances
  - Example: *The warm, fruity fragrance of apple pie drifted through the air.*
- 4. Gustatory Imagery (taste)** - text that describes flavors, such as sweet, sour, bitter, etc.
  - Example: *One bite of the apple unleashed a sweet and sour juice onto my tastebuds.*
- 5. Tactile Imagery (touch)** - text that describes how things feel, physical texture
  - Example: *The smooth surface of the apple caused it to slip through my fingers.*

Ask students to work in groups to create imagery sentences about a lemon using each of the five senses.

### During:

**Model (ch. 1-3):** Identify examples of imagery, and analyze how they contribute to the chapter's meaning.

- Recreate the graphic organizer below on chart paper, the board, or notebook paper.
- Read the first paragraph of chapter 1. Write the following two sentences from paragraph one on the graphic organizer.

Page #	Quote from the text	Type of Imagery	How does it contribute meaning to the chapter?
p.1	A <u>plump tangerine moon</u> had just <u>risen</u> over Lake Michigan. The <u>doorbell</u> had been rung at each place, and an envelope left propped outside.	Visual (see) Auditory (hear)	This imagery helped me to picture the setting of the story. Knowing it is nighttime adds a little mystery to the scene.

- Conduct a Think Aloud:
  - Share the image you visualized, and explain what text evidence helped you “draw” your picture in your mind. Underline the text evidence on the graphic organizer.
  - Identify the type(s) of imagery used.
  - Relate each example to the setting, characters, conflicts, or events to explain how the imagery contributes to the meaning of the chapter.
- Continue reading chapters 1 – 3. As you encounter imagery in the text, stop and think aloud about the new image you created. Complete the graphic organizer as you discuss each imagery example.

# READ FOR MEANING – ANALYZING IMAGERY



## Whole Group Guided Practice (ch. 4 - 7)

- Read chapters 4 - 7 aloud.
- Pre-identify two examples of imagery, per chapter, to be analyzed.
- After reading each example of imagery, use the graphic organizer to analyze how it contributes meaning to the chapter.
- Ask students to share what they see, hear, taste, smell, and feel. Ask what text evidence helped them create their mental image.
- Record responses on the graphic organizer.

## Collaborative Guided Practice (ch. 8 - 19)

- For chapters 8 -19, students will work in groups or with a partner.
- Students will recreate the graphic organizer on paper.
- Teacher will read each chapter aloud and discuss with students.
- Students will collaboratively reread the text to identify and analyze two examples of imagery in each chapter.
- After students complete the graphic organizer, invite them to share their findings and how they analyzed the imagery.

## Independent Practice (ch. 20 - 24)

- Teacher will read each chapter aloud to the class and discuss with students.
- Students will independently reread the chapter and identify two examples of imagery to analyze using the graphic organizer.
- Invite students to share their findings with peers.



## After:

Throughout the novel, students practiced analyzing how imagery contributes meaning to the chapter. Students will now revisit the graphic organizer to think critically about the imagery and determine how it contributes to the overall meaning of the story.

- Model: Revisit an example of imagery that was analyzed in chapters 1-3. Think aloud about how this example helps readers better understand the whole story and not just what is happening in that chapter. Refer to the last column of the chart below for an example.

Page #	Quote from the text	Type of Imagery	How does it contribute meaning to the chapter?	How does it contribute meaning to the STORY?
p. 1	A plump tangerine moon had <u>just risen</u> over Lake Michigan. The <u>doorbell had been rung</u> at each place, and an <u>envelope left propped outside</u> .	Visual Auditory	This imagery helped me to picture the setting of the story. Knowing it is nighttime adds a little mystery to the scene.	The imagery creates a mysterious mood around the envelopes in the beginning of the story. This mysterious mood continues throughout the story as Calder and Petra search for the missing Vermeer painting.

- Students will revisit the graphic organizer for chapters 4 - 24.
  - Identify three examples of imagery.
  - Explain how those examples contribute to the meaning of the whole story.

### Quick Tip

Johannes Vermeer's paintings portray ordinary people and everyday life in the 17th century. He is known for his commanding use of light to enhance details in his artwork, earning him the nickname "Master of Light."

Display an image of *A Lady Writing*, the stolen Vermeer painting. Engage students in a discussion with the following prompts:

- What do you notice in the image?
- What is happening in the image?
- What do you wonder?