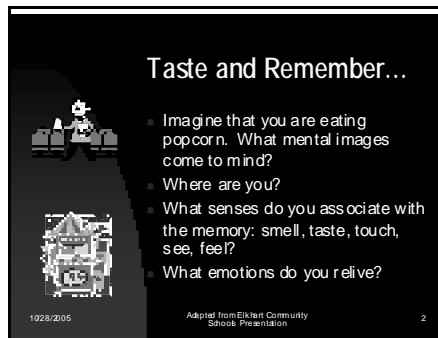


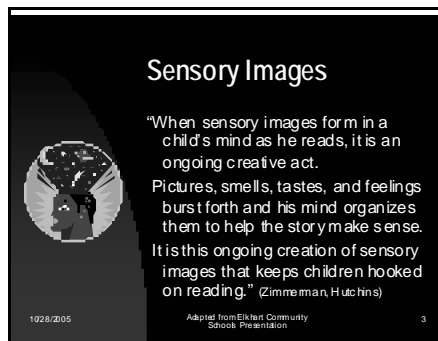
Slide 1



Slide 2




Slide 3



Students who have saturated their lives with movies and video games have not practiced visualization. They don't need to— images are provided. Reading then is "boring" as no one is providing the images for them. Students need to be taught to visualize so that reading is a satisfying activity. Sensory images help to make reading three-dimensional.

Slide 4

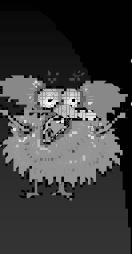


Research Shows That

"The more students use both systems of representation: linguistic and nonlinguistic, the better they are able to think about and recall what they've read."
(Muehlherr, Sieman)

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Slide 5




Creating Vivid Images During Reading. . .

- Correlates highly with overall comprehension.
- Understanding, attending to, and developing a personal awareness of the sensory and emotional images that arise from reading give students the flexibility and capacity to experience text at an added depth. (Keene, Zimmerman)

1028/205 Adapted from Elk Hart Community Schools Presentation 5

Slide 6




Proficient Readers. . .

- ✓ Spontaneously and purposefully create mental images during and after reading.
- ✓ Allow the images and emotions to emerge from all five senses. These are anchored in a reader's prior knowledge.

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Slide 7




Proficient Readers.. .

- ✓ Use images to draw conclusions
- ✓ Create distinct and unique interpretation of the text
- ✓ Recall details significant to the text
- ✓ Adapt their images as they continue to read by incorporating new information and new interpretations

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Slide 8




Proficient Readers. . .

- ✓ Understand and articulate how creating images enhances their comprehension.
- ✓ Adapt their images in response to the shared images of other readers.

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Slide 9



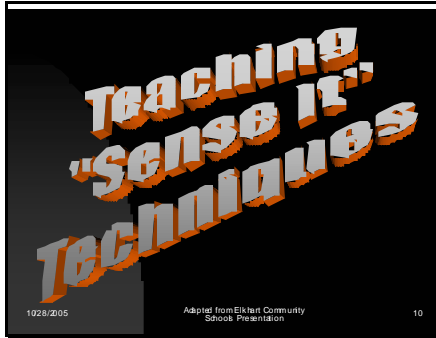
What About our Dependent Readers?

- If kids fail to create sensory images, they suffer a type of "sensory deprivation."
- "It's like walking into a theater and sitting in a seat, but nothing comes up on the screen."

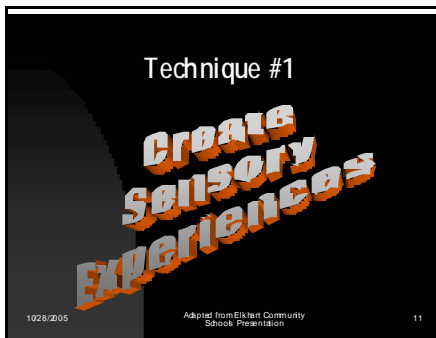
(Zimmerman, Hutchins)

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Slide 10



Slide 11



Slide 12



Slide 13

What Can We Do?

1. Have students name words that describe the five senses.
2. Bring in fragrances, textures, colors, tastes, sounds.
3. Have students identify the samples.
4. Discuss the qualities of each object.
5. Provide the vocabulary.

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Slide 14

Teaching a Sense: Touch

- Place these objects in different paper bags. Have students identify objects by feel only. Examples: silk, pinecone, fur, sandpaper, rubber ball, cooked noodles, screwdriver
- Have students draw pictures of the objects
- Provide words for the adjectives of touch: smooth, squishy, slimy, metallic, scratchy, bumpy

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Each sensory word and accompanying experience opens up a student's ability to do mental imagery and describe it in detail. Observation skills are critical in many content areas. Science, for instance, is dependent on the researcher to carefully gather exact reports of what his/her senses detect.

Slide 15

Organize Responses

- Make a sensory wheel. Divide a circle into six wedges and then complete with the following:
 - I hear, I feel, I taste, I touch... (Emotionally, I feel)
- Give strips of paper with symbols of the senses. Students read with partner to find sections of text where they could visualize using one of the senses.

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Graphics help organize a student's thinking. By filling in each section of the wheel, he/she is needing to pay attention to all senses. Students should write more than, "I hear a bell." Instead they should write, "I hear a bell that goes 'Briiiiing... briiiiing.'" Another approach is giving students each a strip of paper with one sense on it. A team can find the sections in the text that describe that particular sense.

Slide 16


Technique #2

Guided Imagery!

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Slide 17

You Try It!




"The barn was very large. It was very old. It smelled of hay... It smelled of the perspiration of tired horses and the wonderful sweet breath of patient cows... It smelled of grain and of harness dressing... It was full of all sorts of things you find in barns: ladders, grindstones, pitch forks... lawn mowers, snow shovels, ax handles, milk pails, water buckets, empty grain sacks, and nasty rat traps..." E. B. White

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What sensory images flood you as you read this text? Sketch the words or tell someone what you experience.

Slide 18


Model Your Thoughts, Then Ask...



- What words in the text helped you form that picture?
- How did your background knowledge add to the details of this mental picture?
- How have the sensory images changed as you read the story?
- Does creating images help you remember the story?
- Can you explain to the group how seeing the facts in your mind helps you decide what information is the most important to remember?

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Slide 19




Details Will Start Sketchy

- Press students for greater elaboration.
- If they see a car:
 - ◆ What color is the car?
 - ◆ What type is it?
 - ◆ How many doors does it have?
 - ◆ Does the top roll down?
 - ◆ What sound is the horn?
 - ◆ What do the seats smell like?
 - ◆ What coverings do the seats have?

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Slide 20



Pollution, Smog, Soot

- Imagine the scene, characters, events.
 - ◆ Grayish sky
 - ◆ Cloudy overhead
 - ◆ Noisy
 - ◆ Air smells
- Elaborate
 - ◆ The sky is so hazy, you can't see ten feet in front of you.
 - ◆ The sound of blaring horns and roaring motors are all around.
 - ◆ The air is so bad, your eyes are burning and red and watery.

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Slide 21

Technique #3

create symbolic representations

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Slide 22



To Increase Vocabulary Knowledge


Ask students to think of a way they could remember the meaning: dictatorship- "a ruler with absolute power and authority"

Ask students to make a graphic representation that would connect with their lives personally and facilitate memory of the word.

Ask students to "act out" the word's meaning.

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Slide 23



To "Sense" Math Word Problems


Make a visual representation of the problem.

Scott, a freshman at Michigan State needs to walk from his dorm room in Wilson Hall to his math class in Wells Hall. Normally, he walks 300 meters east and 400 meters north along the sidewalks, but today he is running late. He decides to take a shortcut through Baker's Park. How many meters long is Scott's shortcut?

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In the act of making a diagram, students must select the most relevant facts to the problem. Sketch this math problem and solve it. Clue: use the Pythagorean Theorem, $A^2 + B^2 = C^2$. Drawing a diagram is a common step in solving word problems. Even "acting out" the problem helps make the process more concrete. What is the answer to the problem? Answer: Total walking: 500 meters

Slide 24




To Increase Science Knowledge-Make Models

Pictures, diagrams, computer images, other representation of complex objects or processes help students understand things they can't observe directly.

For example: Make a model of an atom, DNA, a cell's structure, the solar system.

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Slide 25



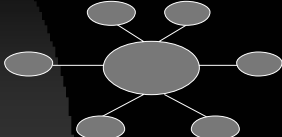
Poems are Sensory Treasure Chests

The Woman's 400 Meters (L. Morrison)
Skittish,
they flex knees, drum heels and
shiver at the starting line
waiting the gun
to pour them over the stretch
like a breaking wave.
Bang! They're off
careening down the lanes,
each chased by her own bright tiger.

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Slide 26


Graphic Organizers



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Since the brain sees information in pictures, graphic organizers are a must for efficient learning. Graphic organizers could be images such as: webs, time lines, Venn diagrams.

Slide 27




Give Students Choices

- ❖ Write - Supply with different pens, markers, papers. Write poetry, newspaper articles, plays
- ❖ Act - Supply props, costumes
- ❖ Draw/Sketch - Use different media
- ❖ Discuss - Supply tape recorder to tape the discussion.
- ❖ Make Music - Supply instruments, create a song or rap

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Slide 28




The Struggle is Worth It...

All good books are alike in that they are truer than if they had really happened and after you are finished reading one, you will feel that all of that happened to you and afterwards it all belongs to you: the good and the bad, the ecstasy, the remorse and sorrow, the people and the places and how the weather was. (Hemingway)

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Slide 29



Strategy #2

Visualizing

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