

# Making Mental Images/ Visualizing Mini-Lessons

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Based on Debbie Miller's *Reading with Meaning*

*Images are created from readers' schema and words in the text (artistic response) Readers create images to form unique interpretations, clarify thinking, draw conclusions and enhance understanding.*

**Day One:** Read *Night Sounds, Morning Colors*. Model making mental images, "making the text come alive" Discuss how no one else will ever have the same mental images as I do because my schema is different than anyone else's.

**Day Two:** Re-read *Night Sounds, Morning Colors*. Have children lie down, close eyes and pop a thumb up when a mental image comes into their head. Discuss what children "see" throughout the reading.

**Day Three:** Read "In Bed" from Charlotte Zoltow. Get E2E,K2K and discuss mental images with your partner. Did you partner see different things than you? How did your partner help you understand the text better?

**Day Four:** Read "The Shell", "Lightning" and "A Dog" by Charlotte Zoltow. Choose one poem that you have a vivid mental image with. Draw your mental image.

**Day Five:** Dramatic response to *The Zoo at Night*

- Gather in groups of 4
- Listen to the text and discuss which part you think is the most important or which part creates the most vivid mental image.
- How will you show it?
- How will everyone be included?

Student will dramatize their interpretation of the poem.

**Day Six:** Using Wordless Books to create mental images

Use text *Good Day Carl*. Ask children to draw their mental images about what happens between pages. Check for understanding and misconceptions

**Day Seven:** Sketching Mental Images based on text

Read *Where the Wild Things Are*. Discuss words the author uses and how we can form mental images. (Use mental image sheet)

**Day Eight:** Re-read *Where the Wild Things Are*. Make mental images again, but this time write the words that help you make the mental images.

**Day Nine:** Read *Hurricanes*. Draw mental images including the text that helped drive them.

**Day Ten:** Read Georgia Heard's poem *Ducks on a Winter's Night*. Re-read many times but do not discuss meaning or images. Draw mental image on one part of a split sheet. Re-read poem again and discuss mental images with a partner including the words that helped form it...would you change anything based on your conversation with your partner?

**Day Eleven:** *Mental Images are fluid and change with the reader's interpretations and understandings.*

Read *The Greyling*. Model sketching mental images on sticky notes during the first half of the book. Discuss how the mental images change as I continue to read.

**Day Twelve:** Read 2<sup>nd</sup> half of *The Greyling* children record their images as I read. Discuss how the images change. It's like a movie in your head.

### Continuing With Mental Images:

- Use non-fiction books to make mental images of comparisons. This is to increase comprehension of difficult text.
- Use Junie B. Jones books to make mental images of what's happening. Use various mental images organizers to increase comprehension.
- *Polar Express*: Discuss how movies that were made from books are really a director's mental images. Read *Polar Express* slowly over many days not sharing the illustrations. Have students draw their mental images of various parts of the book. Have them ready to compare to the author's images (illustrations) and the director's mental images (from the movie).
- Use other Chris VanAllsberg texts and other holiday texts that create vivid mental images.
- Use CD's to listen to natural sounds. Have children draw their mental images based on the sounds they hear.

Name \_\_\_\_\_

## Adapting Mental Images During Reading

1. My image now...

2. And now...

3. And now...

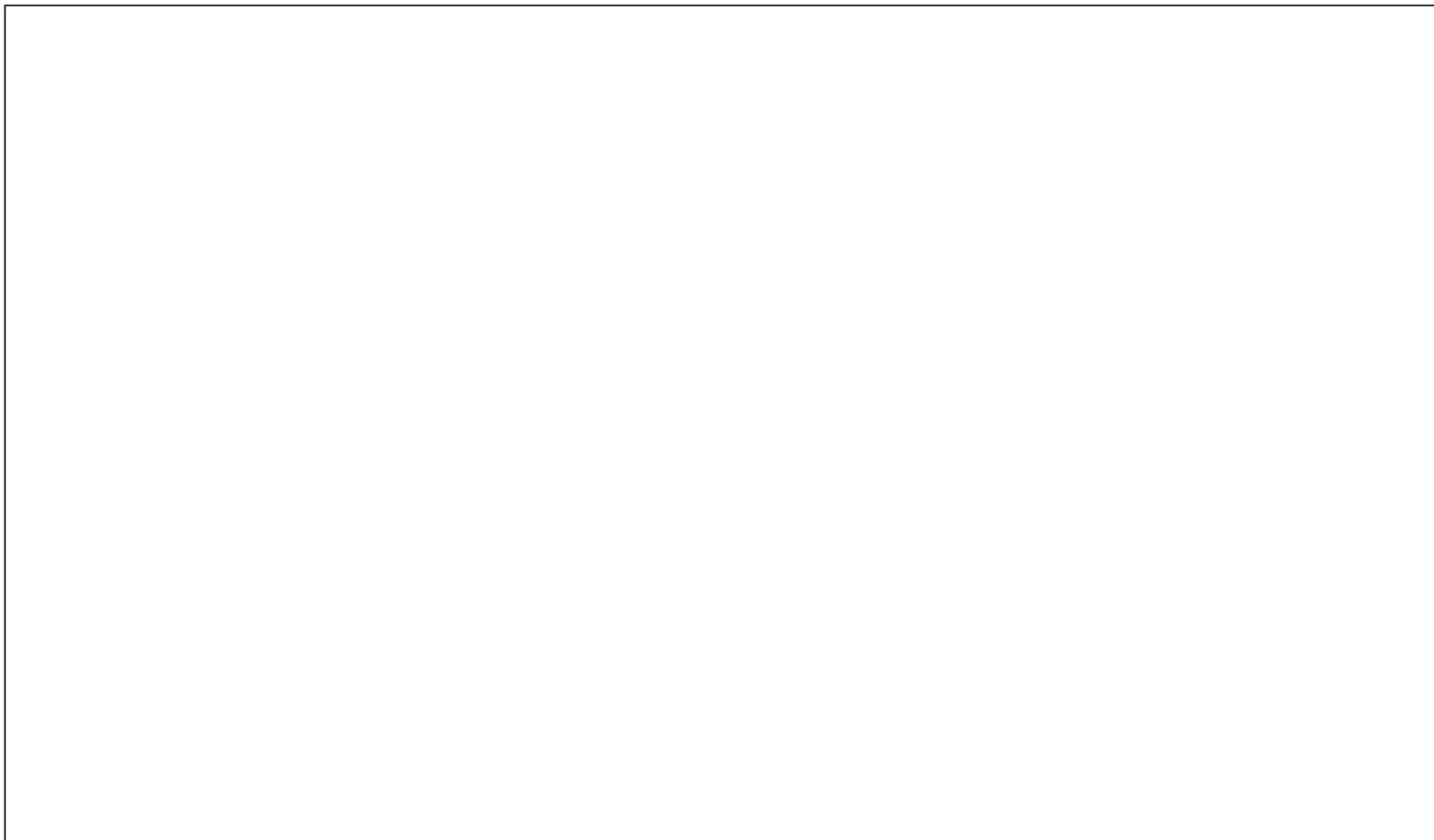
4. And now.

Name\_\_\_\_\_

\_\_\_\_\_ just read me

\_\_\_\_\_.

This was my most vivid mental image:

A large, empty rectangular box with a thin black border, intended for a drawing or detailed description of a mental image.

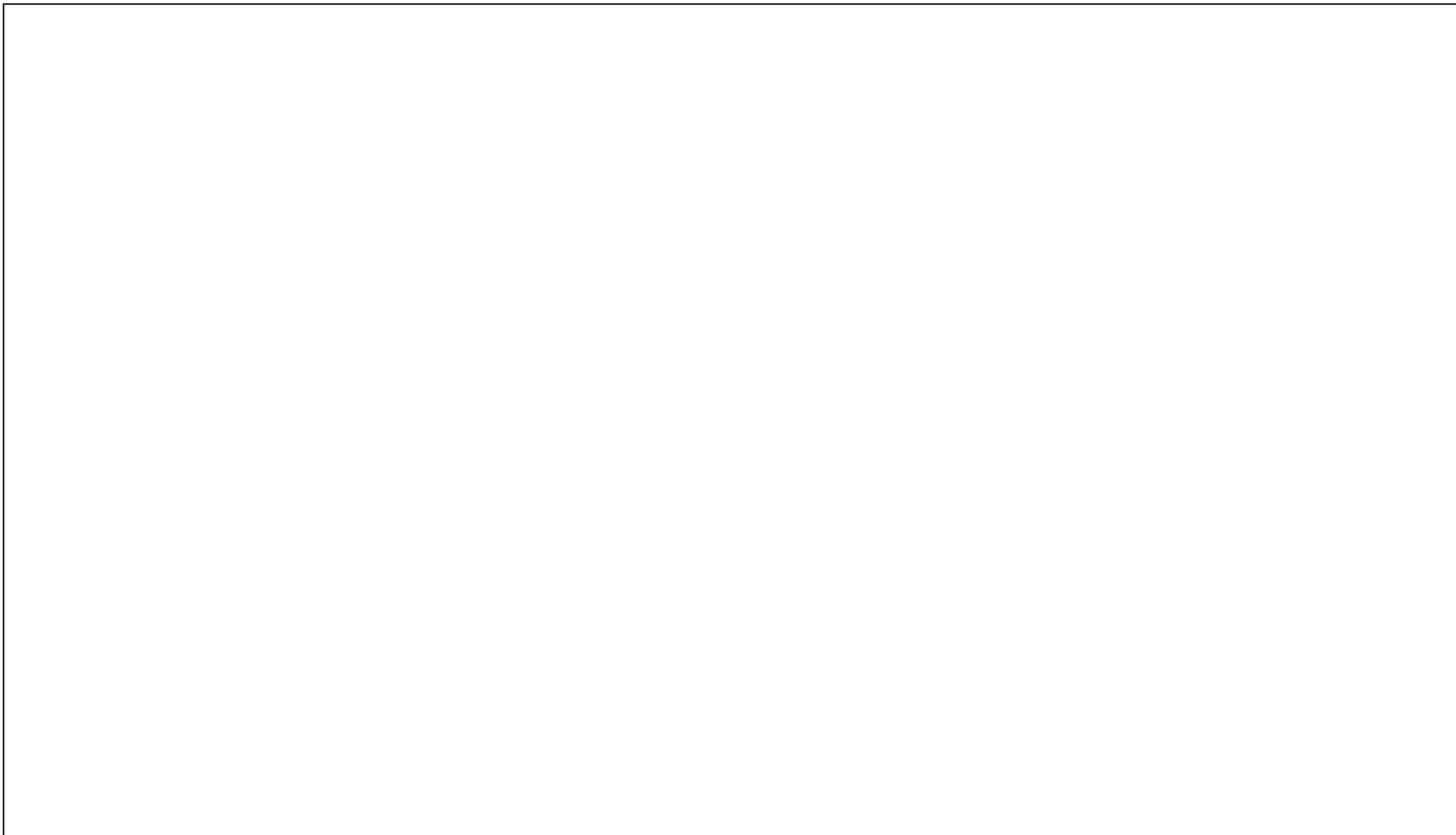
Name\_\_\_\_\_

I just read

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—'

This was my most vivid mental image:

A large, empty rectangular box with a thin black border, intended for a drawing or a detailed description of a mental image.

Name \_\_\_\_\_

## Mental Images and the Text that Created Them

I was reading \_\_\_\_\_ . When I  
heard these  
words: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This was my mental image:

