

# MENTAL IMAGES

**First Two Weeks** – Focus on what the strategy is and why great readers need it. Start with poetry.

<b>Think Aloud: (Eye to Eye and Knee to Knee)</b>	<b>Have at It: (Pairs and Small Groups)</b>
<ul style="list-style-type: none"> <li>• How does making mental images help us as readers? – chart Focus on this question all week, but fill in on Friday.</li> <li>• “Thinking About Reading” chart (RWM p. 51)</li> <li>• Images are linked to our memories.</li> <li>• Visualizing with wordless picture books (STW p. 97-98) – Good Dog Carl</li> <li>• “This page in this book will always be important to me because of my connections to it, and the images they create in my mind.” (RWM p. 78) – This page has a neat way to describe to the kids that everyone’s schema is different. “Night Sounds, Morning Colors” by Rosemary Wells</li> <li>• Read aloud, kids lay down and close eyes, put thumb up anytime they get an image in their head (RWM p. 78)</li> <li>• Look at painting and tell what you notice; go back the next week and discover the different things you notice</li> <li>• Images are linked to our memories.</li> </ul>	<ul style="list-style-type: none"> <li>• Images are created from readers’ schema and words in the text. (RWM p. 80-81)</li> <li>• *Mental Images Form</li> <li>• Mental Image Homework (RWM p. 86)</li> <li>• *Two Column Notes Form</li> <li>• Readers create images to form unique interpretations, clarify thinking, draw conclusions, and enhance understanding. (RWM p. 81-82) – can do dramatic interpretation or draw a picture in a group</li> <li>• Mental images are different because our schema is different. (RWM p. 81)</li> <li>• Drawing Images (STW p. 100-101)</li> <li>• Images are adaptive. (RWM p. 83-84)</li> </ul> <p>Reading a book can change the images in our minds (can change our schema): “What do you think of _____ before reading? Now what do you see when you think of _____?”</p> <ul style="list-style-type: none"> <li>• The more details you make in your mind picture, the easier you’ll remember it</li> <li>• Vocab. – Draw (on a little chalkboard) what you see when you think of [word].</li> <li>• Adapting images as you read form (RWM p. 85)</li> <li>• Drawing images of important</li> </ul>

	<p>points of a chapter in a book (RRR p. 172-174)</p> <ul style="list-style-type: none"> <li>• Sketch to Stretch (RRR p. 177-178)</li> </ul>
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**Next Two-Three Weeks** – Focus on how the strategy is used in different genres. Think alouds show students how I understand what I read more deeply and permanently.

<b>Think Aloud: (Eye to Eye and Knee to Knee)</b>	<b>Have at It: (Pairs and Small Groups)</b>
<ul style="list-style-type: none"> <li>• How does making mental images help us as readers? - chart</li> <li>• "Thinking About Reading" chart (RWM p. 51)</li> <li>• Revisit painting from last week and discover the different things you notice</li> <li>• Use your schema to make images that may not be in the book (to add details).</li> <li>• How mind pictures change throughout the text.</li> <li>• Stop to study the pictures, diagrams, captions, etc. in nonfiction to make more images.</li> <li>• Read aloud, kids lay down and close eyes, put thumb up anytime they get an image in their head (RWM p. 78)</li> <li>• When images stop, think about where it broke down.</li> </ul>	<ul style="list-style-type: none"> <li>• *Two Column Notes Form in a different genre</li> <li>• Readers create images to form unique interpretations, clarify thinking, draw conclusions, and enhance understanding. (RWM p. 81-82) - can do dramatic interpretation or draw a picture in a group</li> <li>• Mental images are different because our schema is different. (RWM p. 81) Prove this point with nonfiction now.</li> <li>• Drawing Images (STW p. 100-101)</li> <li>• Play "Pictionary" with your mental images. (Snapshots p. 43)</li> <li>• Images change after talking with a partner. (RWM p. 89)</li> <li>• Readers' images are influenced by the shared images of others. (RWM p. 82-83)</li> <li>• Images are adaptive. (RWM p. 83-84)</li> <li>• *Adapting Images Form (after having conversation with someone)</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading a book can change the images in our minds: “What do you think of _____ before reading? Now what do you see when you think of _____?”</li> <li>• The more details you make in your mind picture, the easier you’ll remember it</li> <li>• Vocab. Draw (on a little chalkboard) what you see when you think of [word].</li> <li>• Adapting images as you read form (RWM p. 85) - fiction and nonfiction</li> <li>• Imaging with the five senses (104-105)</li> </ul>
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**Last Two-Three Weeks** – Administer the MPIR.

Students articulate more of their thinking. There is less teacher modeling.

<b>Think Aloud: (Eye to Eye and Knee to Knee)</b>	<b>Have at It: (Pairs and Small Groups)</b>
<ul style="list-style-type: none"> <li>• How does making mental images help us as readers? - chart</li> <li>• “Thinking About Reading” chart (RWM p. 51)</li> <li>• Model using the strategy in very challenging text in small, needs-based groups.</li> <li>• Show how the strategy integrates with other strategies previously studied.</li> </ul>	<ul style="list-style-type: none"> <li>• *Two Column Notes Form in a different genre</li> <li>• Readers create images to form unique interpretations, clarify thinking, draw conclusions, and enhance understanding. (RWM p. 81-82) - can do dramatic interpretation or draw a picture in a group</li> <li>• Mental images are different because our schema is different. (RWM p. 81) Prove this point with nonfiction.</li> <li>• Drawing Images (STW p. 100-101)</li> <li>• Images change after talking with a partner. (RWM p. 89)</li> <li>• Readers’ images are influenced by the shared images of others. (RWM p. 82-83)</li> </ul>

	<ul style="list-style-type: none"> <li>• Images are adaptive. (RWM p. 83-84)</li> <li>• *Adapting Images Form (after having conversation with someone)</li> <li>• Reading a book can change the images in our minds: "What do you think of _____ before reading? Now what do you see when you think of _____?"</li> <li>• The more details you make in your mind picture, the easier you'll remember it</li> <li>• Vocab. Draw (on a little chalkboard) what you see when you think of [word].</li> <li>• Adapting images as you read form (RWM p. 85)</li> <li>• Imaging with the five senses (104-105)</li> <li>• Performing Readers Theater (<i>Snapshots</i> p. 62, RRR p. 20)</li> </ul>
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Math Ideas: (from workshop with Ellin Keene)

- Mathematicians use mental pictures/models of shapes, numbers, and processes to build understanding of concepts and problems and to experiment with ideas.
- Mathematicians use concrete models/manipulatives to build understanding and visualize problems.
- Mathematicians visually represent thinking through drawings, pictures, graphs, and charts.
- Mathematicians picture story problems like a movie in the mind to help understand the problem.
- Mathematicians visualize concepts in their head (for example: parallel lines, fractions, etc.)

## Texts:

If the World Were Blind. . .  
 Best Wishes, Ed (book 1), The Bremen Town Musicians  
 The Promise  
 Shel Silverstein Poems  
 Silver Seeds  
 Mufaro's Beautiful Daughters  
 Listen to the Rain

Love that Dog  
When Winter Comes  
My America  
Charlotte's Web  
All the Small Poems  
Fireflies  
The Sailor Dog  
The Good Dog, Carl  
Sierra  
Eve Bunting books  
Patricia Polacco books  
Tar Beach  
Puddles  
The Seashore Book  
My Many Colored Days  
The Way I Feel  
Twilight Comes Twice