Goals

- Clarify the importance of creating mental images
- Explore creating mental images
- Practice using our core program T.E. more effectively to teach creating mental images
- Plan and practice a strategy introduction lesson

Why Should we Teach CREATING MENTAL IMAGES?
“Scenes from our reading can be emblazoned in our memories for a lifetime. These images are a significant part of what makes reading intense, engaging, enjoyable, accessible, and usable – both at the moment of reading and afterwards.”

(Wilhelm, 2004, p. 9)

Why Should we Teach Creating Mental Images?

Students are expected to:
- K.6C: recognize sensory details
- K.8B: describe characters in a story and the reasons for their actions
- 1.9A: describe the plot (problem and solution) and retell a story’s beginning, middle, and end with attention to the sequence of events
- 1.9B: describe characters in a story and the reasons for their actions and feelings
- 2.11, 1.11, 3.10: understand how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding
- 2.7: describe how rhyme, rhythm, and repetition interact to create images in poetry
- 2.9B: describe main characters in works of fiction, including their traits, motivations, and feelings
- 3.8B: describe main characters in works of fiction, including their traits, motivations, and feelings
- 3.10: identify language that creates a graphic, visual experience and appeals to the senses

Why Should we Teach Creating Mental Images?

Research indicates that creating mental images can:
- Increase motivation and engagement
- Improve literal comprehension
- Improve integration of new information with background knowledge
- Aid in making inferences, identifying main ideas, and determining importance
- Help students to uncover text structures

(Wilhelm, 2004)

How Should we Teach CREATING MENTAL IMAGES?

Horizontal Alignment Planning Guide (HAPG)

- Math.3.14C: Select of develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern ...
- ELA.3.RC.C/SLA.3.RC.C: Monitor and adjust comprehension ... creating sensory images
- SS.2.7A: Describe how weather patterns ... natural resources ... and natural hazards ... affect where people live and what they do and who they live.
- SG.2.7A: Observe ... predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement.
- ELA.1.9B / SLA.1.9B: Describe characters in a story and the reasons for their actions and feelings

Cognitive Strategy Routine

Handout
“Okay, the new type of metacognitive strategy is called creating [mental] images. An image is a picture or a sound, a feeling in your heart, or even something you can smell or almost touch in your mind when you read.”

(Keene & Zimmermann, 2007, p. 184)
Using Your Core Program

De dónde sacó sus manchas la gallina de Guinea

How the Guinea Fowl Got Her Spots

Forumabierto para la lectura
Nivel 2-1
Unidad: Mira otra vez

How the Guinea Fowl
Got Her Spots

Selecting Text for Strategy Instruction

• Choose an important event
• Choose a portion of text that is crucial to understanding

Tips and Tricks (Steps 6-7)

• Illustrations can support our students in creating mental images
• Research has shown that using a combination of mental imagery + text illustrations is particularly effective (Chan, Cole, & Morris, 1990; Gambrell & Brooks Jawitz, 1993)
• Gradually reduce dependence on illustrations for support (Chan, Cole, & Morris, 1990)
### Tips and Tricks (Steps 6-7)

- Discuss whether illustrations match the mental images created by the words in the text
- Read books but do not show the pictures
- Allow students to create illustrations during read-alouds

### Accountability (Step 8)

**Play the game “sketch it”**

- Students fold paper into quarters
- Teacher reads aloud for 1-2 minutes
- Teacher stops and says “sketch it”
- Teacher gives students 2 minutes to sketch their mental image in one quarter
- The teacher repeats second-fourth bullets until all four quarters of the paper are finished

### Ongoing Assessment

**Guiding Questions:**
- What do our students need to learn?
- How will I know when they have learned it?
- What do we do for the kids who haven’t learned it?
- What do we do for the kids who have learned it?

### Creating Mental Images With Expository Text

When you hatch from your egg, you squirt a tiny cloud of ink to confuse fish that might eat you. The ink comes from a special part of your body you can use like an underwater squirt gun. Even if a fish does bite off one of your tentacles, no problem. You can grow it back in about six weeks. And best of all, you can change your color from red to brown or even spotted, so that you can match your background and completely disappear.


### Your Turn

Look at the story you will be using for instruction next week. Take time to think, plan, and practice comprehension instruction using that story.

1. Use the planning card to think about the steps you will use to introduce the cognitive strategy.
   - In your planning include:
     - A CPQ
     - Three places to model creating mental images
     - One place for students to Think-Turn-Talk
2. Practice your think-aloud, modeling creating mental images while reading.