

Visualization: Making Mind Pictures

Notes to the Teacher



Select a number of short, texts which are readily visualized. Use these to support student awareness, and development of skill in the use of visualization to support their understanding of what they read. The real value of visualization happens in the context of the reading they do with real texts each day. It is important to move from the resources included in this activity set and to support students' facility and use of visualization in the texts they encounter on a daily basis.

Activities such as these will activate students' prior knowledge of the topic and raise any sense and visual memories they have of the topic prior to reading.

If necessary, set a purpose for reading each short text selection.

Introduce the visualization activities to familiarize students with activity expectations. Depending on the independence level of the students, select a text to visualize together prior to working with a partner.



Over the longer term --

Create a broader context for this activity.

Once students have worked with the sample texts, select several resources in several media on a topic. For example, select short information text pieces from the classroom library, from specific pages in web sites written for students at this level, and from the school's video resources and apply/adapt the visualization activity to those information resources.

Develop a purpose for reading with the students.

Select specific passages from those resources for which visualization supports understanding. Using the visualization activities, have the students discuss how they visualize what they read, hear and see using all their senses to support their learning. Discuss with students the value of visualization in their understanding of text.

Discuss with students how what they see in a video affects the reading of text on a web page, CD resource or book.

Discuss with students how using resources in a range of media supports the development of meaning while reading and how the understanding they gain through reading affects the meaning they gain from non-book information resources.

Visualization is a key extended comprehension reading strategy for life.

Visualization: Making Mind Pictures

When we read a story, magazine, information text, CD, or video, the writer relies upon us to create pictures in our minds. These pictures help us to understand what we are reading.

Read the passage _____



1

With a partner, describe the pictures that you each created in your mind's eye from the sample text provided by the teacher.
What did you like about your own and your partner's mind pictures?



2

Read the passage again for ideas or feelings which add details to your own mind pictures.
Circle the words in the text that best help you to form great mind pictures about the text?
What ideas of your own did you add which make the picture vivid or more interesting but which were not in the text itself?



3

Discuss your mind pictures again with your partner?
What new details or ideas appear in your mind pictures as a result of the second reading?



4

How are your and your partner's mind pictures similar?
How are your and your partner's mind pictures different?
How do you explain the similarities and differences in your mind pictures?



5

Optional:
Create a key mind picture in the space below.
Create a caption which includes words from the text that inspired your mind picture.

LABEL:
