Induced Imagery
Literacy Skills / Comprehension

Materials
1. Two or more brief descriptive passages

Procedure
1. Select a passage to read aloud. The passage should be very descriptive so students can see how words help form mental pictures. The passage should be brief (about 100 words). Make an overhead transparency of the passage or print it on a chart large enough for all to see.

2. Model, by thinking aloud, how you are imagining the story as you read. Tell students what you are imagining, why mental imagery is of value, and how to do it.

3. Provide students with guided practice. To begin, read aloud the first part of another prepared passage. Without finishing the passage, stop and ask students to think-pair-share with a partner the images they are forming OR have students draw as they listen to the passage being read aloud. Invite students to share their images with the whole group. You may share your images as well. Discuss how readers will and should imagine the same text differently. Compare images with the whole group, discussing likes and differences.

4. Provide students time to apply mental imagery independently while reading their self-selected books. Again, students may draw their mental images, noting the corresponding text in their books. Students’ drawings may serve as a performance assessment of how well they are able to use mental imagery.