

Guided Imagery

Guided Imagery

Guided imagery is a technique that helps students create mental images in response to what they read or hear. Guided imagery should begin as teacher-directed or guided.

Rationale

Proficient readers generate images of ideas and concepts while reading. All students should be guided to do this to create more engagement with the text.

Instructional Procedures

1. Ask students to close their eyes and relax as much as possible. Begin by describing what you visualize with something familiar to you and the students. I have described a day at the beach with my dog. Whenever possible, include the five senses and any analogies.
2. Ask students to visualize with you and add to it by creating their own visualization.
3. Partners share their visualizations. Visualizations should be reasonable.
4. Another way to practice is to tell the class to visualize opening a door (to inside or outside) and finding something that really made them happy. Students can respond orally or in writing. Remind students to

use their senses and create analogies.

5. Students then share their own visualization with their partners. The challenge is to get your visualization into your partner's head. Partners are encouraged to ask questions in order to clarify.
6. I identify an important concept or understanding that you want students to learn and develop it into a script. If possible, develop an analogy and include sensory images.
7. When you have finished your script, ask students to describe and explain their images. Ask students to describe what they see, hear, feel, and smell. Focus on the similarities and differences and the selection.

Helpful Hints

Carefully select a page or so that has many descriptions, especially ones that make use of the five senses. Students infer the theme or big picture in their minds.

Copy the visualizing student chart from the following pages and ask students to fill in the chart as you or they read.

Hang the visualizing poster in the classroom to remind students to make pictures in their minds.

Guided Imagery

Relevant Standards

K-2

Reading Comprehension

- 2.2 Use pictures and context to make predictions about story content.
- 2.3 Connect to life experiences the information and events in text.
 - 1. Relate prior knowledge to textual information.
- 2.7 Retell the central ideas of simple expository or narrative passages.
- 2.1 Ask clarifying questions about essential textual elements of exposition (why, what if, how)
- 2.2 Recognize cause and effect relationships in a text.

3-5

Reading Comprehension

- 2.3 Ask clarifying questions about essential textual elements of exposition (why, what if, how)
- 2.4 Restate facts and details in the text to clarify and organize ideas.
- 2.5 Recognize cause and effect relationships in a text.
- 2.6 Ask clarifying questions about essential textual elements of exposition (why, what if, how)

6-8

Reading Comprehension

- 2.1 Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- 2.2 Make reasonable assertions about a text through accurate, supporting citations.
- 2.4 I identify and analyze recurring themes across works (the values of bravery, loyalty and friendship; the effects of loneliness).

Literary Response and Analysis

- 3.0 Students read and respond to historically or culturally significant works of literature and reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

Further Resources

- Harvey, S., Goudvis, A. (2000). *Strategies that work*. York, Maine: Stenhouse Publishers.
- Keene, E.O., Zimmerman, S. (1997). *Mosaic of thought: teaching comprehension in a reader's workshop*. Portsmouth, NH: Heinemann.

Guided Imagery