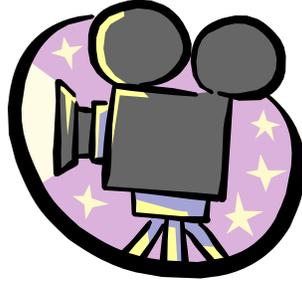


Creating Mental Images: “The Mind’s Motion Picture”

“What do you hear, feel, taste, smell, picture?”



“What do you see in your mind?”

When the movie camera shuts off, comprehension shuts down. Many students who don’t like to read, most likely do not visualize while they read (listen). We can help students increase comprehension and enjoy the act of reading (listening) more by helping them to visualize what they read. Children need to be taught that the words they read, and the words they hear, have the power to create a movie in their minds.

What can **TEACHERS** do to help students learn about mental images?

- ❖ Talk about the pictures we see when we read.
- ❖ Read aloud a brief passage stopping periodically to share the pictures we are seeing in our minds.
- ❖ Describe what we hear, what we see, what we feel, what we smell, etc. as we model the visualization process.

What do **PROFICIENT READERS** do when creating mental images?

- ❖ **Spontaneously and purposefully create mental images while and after they read.**
(The images emerge from all five senses, as well as emotions, and are anchored in readers’ background knowledge.)
- ❖ **Use images to immerse themselves in rich detail as they read.**
(The detail gives depth and dimension to the reading, engaging the reader more deeply, making the text more memorable.)
- ❖ **Use images to draw conclusions, to create distinct and unique interpretations of the text, to recall details significant to the text, and to recall a text after it has been read.**
(Images from readers’ personal experience frequently become part of their comprehension.)
- ❖ **Adapt their images as they continue to read.**
(Images are revised to incorporate new information revealed through the text and new interpretations as they are developed by the reader.)
- ❖ **Understand and articulate how creating images enhances their comprehension.**
- ❖ **Change and modify their images in response to images that other readers share.**

