

Strategy Scenario

Joan Reed

IMAGERY

Individual Scenario #3

NAME: Joan Reed

STRATEGY: Imagery

CONTENT: Improving text recall with imagery

TITLE: Mental Imagery

TIME: Two hours to construct mental pictures from readings, books, newspaper, and articles.

NUMBER OF PARTICIPANTS: Ten student at elementary level, third grade

TARGET AUDIENCE: The students in the third grade who have no previous imagery training.

GOAL OF ACTIVITY: To allow the students to make pictures in their mind of what they are reading and study pictures or illustrations that appear in their reading or textbooks.

GOAL OF SCRIPT: To become more adept at using mental imagery and text illustrations to comprehend their reading. Once these skills are learned, the students will be able to participate in critical discussions about the strengths or drawbacks of a particular book, chapter, or article.

LEARNING OUTCOMES: (Gagne's Learning Outcomes): Cognitive Strategy

LEARNING OUTCOMES: (Bloom's Taxonomy): Comprehension and Synthesis

LEARNER CHARACTERISTICS: The learners are elementary school students who have had no previous practice with imagery and textbook.

ENTRY SKILLS: Reading at third grade level

SETTING: Classroom

MEDIA: Overhead projector, transparency, textbook, and article.

PROCESS:

1. Gaining attention by telling the students that they can remember more of what they read by:
 - Making pictures in their mind of what they are reading.
 - Carefully studying pictures or illustrations that appear in their reading or textbooks.
2. Using a "think-aloud" approach, allow the students to read through a short sample narrative or expository passage. Pause at several points to tell the class what "mental pictures" come to your mind as you read; ask students to describe their own mental imagery as they react to the same passage. As you come across pictures or illustrations in the passage, study them and reflect aloud on what clues they give you about the passage's meaning.
3. Allow the students to read aloud from additional passages. Stop at key points in the passage and call on students to relate their mental

imagery evoked by the passage or to give their interpretation of the significance of illustrations or pictures.

4. When students are able to use mental imagery independently, use a prompt at the start of reading assignments to cue them to use the strategy. Giving them an example how to make pictures in their head about what they are reading and study the pictures carefully.

STRATEGY ASSESSMENT: It is a very effective instrument (strategy) for helping the students to create images while reading.

REFERENCES:

- West, C.K., Farmer, J.A., & Wolff, P.M. (1991). Instructional design: Implications from cognitive science. Boston: Allyn and Bacon.
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<http://www.learnnc.org/newlnc/beacon.nsf/doc/quickdraw>
- Imagery in the Science Curriculum: Catalyst for change
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