



Activity: Guided Imagery

The teacher guides students on an imaginary visit to the setting of a text they are about to read. Imagining the sights, sounds, smells and feelings they might encounter helps students develop mental images that will aid their comprehension and retention when they read. This activity can activate prior knowledge and help students make connections with otherwise unfamiliar material. It can also help students understand complex concepts in science or social studies by bringing them alive in the students' own imaginations.

Teaching phase	Learner behavior	Teacher behavior	Ongoing assessment
1. Demonstration <i>Teacher does, students watch/listen</i>	Students listen to the teacher read a descriptive passage and to the descriptions of the mental images the teacher has made.	Teacher verbally shares what he/she sees in his/her mind after a descriptive passage has been read, pointing out the words that help create the images. Teacher includes many sensory details about his/her mental images.	
2. Guided practice <i>Students do, teacher helps and prompts</i>	Students close their eyes and listen to what the teacher reads. Students make mental images based on the ideas/description given by the teacher.	Teacher asks students to close their eyes as she/he reads a descriptive passage to the class. Throughout the passage, the teacher suggests ideas about what the students might be visualizing, pausing periodically so students have time to add details to their mental images. Continues until pictures are complete.	Monitor responses and document evidence of student visualization. Are students describing an image? Can they match words in the text to an image?
3. Independent practice <i>Students do, teacher probes</i>	Students read a descriptive passage in small groups and create mental images. Students then share their mental images with each other.	Teacher gives small groups of students a descriptive passage to read. Teacher moves from group to group listening to and observing student conversations about the mental images; encourages the students to use all their senses.	Document evidence of student visualization. Are students describing an image? Are they matching words in the text to an image?
4. Application <i>Students do independently</i>	While students read a descriptive passage on their own, they create mental images. Students share their images in a form of their choosing - oral, drawing, etc.	Teacher gives students opportunities to use guided imagery independently.	