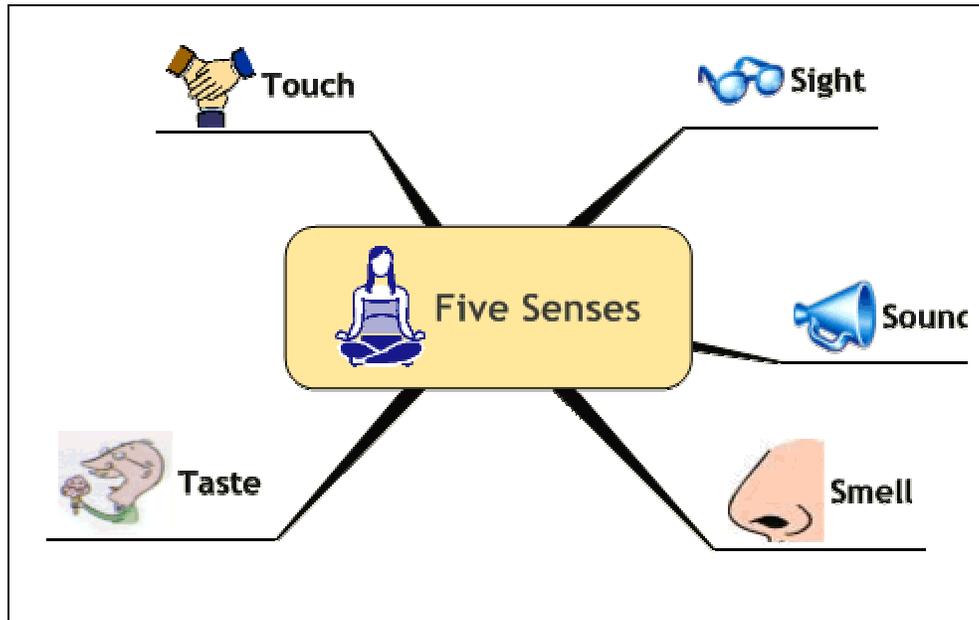


# Sensory Images



What images do I see, hear, feel, taste, and smell?

<p><b>Prior Knowledge:</b> What prior knowledge about comprehension do students need to have before entering this Unit of Study?</p>	<p>What is schema? Monitoring for Meaning</p>
<p><b>Definition</b> What is creating sensory images?</p>	<p>Creating sensory images is a strategy readers use to think more deeply about a text. It is when a reader combines their schema and the information in the text to create an image in their mind. This image can represent all the five senses (visual, smell, taste, sound and touch). When readers make sensory images as they read, it helps them understand and enjoy the story more.</p>
<p><b>Concepts to Teach</b> What are the important concepts that you will teach within this Unit of Study?</p>	<ol style="list-style-type: none"> <li>1. What is creating sensory images?</li> <li>2. How is creating sensory images like an inference?</li> <li>3. Sensory images are more than just seeing. It is hearing, smelling, feeling and tasting.</li> <li>4. Images change as you read through a piece of text.</li> <li>5. Images are used to form unique interpretations of the text.</li> <li>6. Images are used to retell a text.</li> <li>7. Images are used to draw conclusions and understand the story better.</li> <li>8. Images help the reader understand who is speaking in non-referenced dialogue.</li> <li>9. Images are influenced by shared images of others.</li> <li>10. Images can be used to understand a variety of genres (poetry)</li> <li>11. Images can be used to understand a variety of genres (non-fiction)</li> <li>12. Readers understand and articulate how creating images enhances their comprehension.</li> <li>13. Readers use creating images in combination with other reading strategies.</li> </ol>

## Unit of Study: Sensory Images

Grade: \_\_\_\_\_

Anchor Lessons	Text	Key Concepts
1. What is creating sensory images?	Owl Moon	<ul style="list-style-type: none"> <li>Definition of creating sensory images</li> </ul>
2. How is creating sensory images like an inference?	Drama Owl Moon	<ul style="list-style-type: none"> <li>Definition of creating sensory images</li> </ul>
3. Sensory images are more than just seeing. It is hearing, smelling, feeling and tasting.	Owl Moon The Napping House Skunk Raw Carrots What is Gold Popsicle	<ul style="list-style-type: none"> <li>Readers create images that they can see, touch, smell, hear and taste in their minds.</li> </ul>
4. Images change as you read through a piece of text.		<ul style="list-style-type: none"> <li>Readers understand that images evolve and are adapted based on new information in the text.</li> </ul>
5. Images are used to form unique interpretations of the text.	The Pickity Fence Things to do if you are in a Subway If you can catch a firefly Marbles Whale Chant dandelion	<ul style="list-style-type: none"> <li>Readers use their schema to form unique interpretations of a text</li> </ul>
6. Images are used to retell a text.	Fireflies	<ul style="list-style-type: none"> <li>Creating sensory images helps readers remember the significant parts of a text longer.</li> </ul>
7. Images are used to draw conclusions and understand the story better.	Creatures of the Earth, Sea and Sky	<ul style="list-style-type: none"> <li>Readers use sensory images to help them understand the story and the author's message.</li> </ul>
8. Images help the reader understand who is speaking in non-referenced dialogue.	The Salamander Room Grandpa's Face The Family of Earth Keepers of the Earth	<ul style="list-style-type: none"> <li></li> </ul>
9. Images are influenced by shared images of others.		<ul style="list-style-type: none"> <li>Each reader's schema is different. When we share our images we affect each other's schema and therefore are images may change.</li> </ul>
10. Images can be used to understand a variety of genres (nonfiction)	Twilight Comes Twice	<ul style="list-style-type: none"> <li>Readers create sensory images in all genres to help them understand the text more deeply.</li> </ul>

**Unit of Study: Sensory Images****Grade: \_\_\_\_\_**

11. Images can be used to understand a variety of genres (poetry)	Sudden Storm Fog	•
12. Readers use creating images in combination with other reading strategies.	Grandpa's Face	• Readers know when to use this strategy flexibly with other strategies to understand a text more deeply.

**Unit of Study: Sensory Images**

**Grade: \_\_\_\_\_**

<i>Anchor Charts</i>	<ul style="list-style-type: none"> <li>• What is creating sensory images?</li> <li>• Ways to talk about creating sensory images?</li> <li>• How does creating sensory images help you as a reader?</li> <li>• What do we need to do when we create sensory images?</li> <li>• How do we create sensory images when we read different genres?</li> </ul>	
<i>Ways to Record Thinking</i> Graphic Organizers, Post-its, Journals	<ul style="list-style-type: none"> <li>• Post-its</li> <li>• Graphic organizers</li> <li>• Highlighters</li> <li>• 2 or 3 column charts</li> <li>• Pictures</li> <li>• Drawing</li> </ul>	
<i>Small Group</i>	<i>Text/Level</i>	<i>Concept</i>

## Unit of Study: Sensory Images

Grade: \_\_\_\_\_

*Independent Reading  
Conference Points*

- *Tell me what images are in your head.*
- *What words helped you create that image?*
- *How does creating images help you understand this text?*
- *Take me to a place where the text inspired you to create a sensory image.*
- *How did you use your schema to create that image?*
- *Show me how your images changed as you read this text.*
- *How does creating sensory images help you retell your book?*
- *Tell me what images are in your head.*
- *What words helped you create that image?*
- *Tell me what images are in your head.*
- *What words helped you create that image?*
- *Show me an example of a sensory image from your reading. Explain your image to me. How does this help you as a reader?*
  - *Show me how your images changed as you were reading.*
  - *What words in the text helped you to form that image?*
  - *Which part of the text had the most vivid image?*
- *What part of the text was difficult to see in your mind?*
- *What words from the poem helped you make the picture?*
- *How did your schema help you create the picture?*
- *How did your sensory image help you better understand the poem?*
- *What did you see when you read these words?*
- *What words added detail to your mind picture?*
- *How do these sensory images help you understand and remember what you read*
- *When you pause to reflect about these words in the poem, what sensory images did they give you and how did that help you understand the poem better? Thinking about that helps us understand what we read.*
- *Everyone has different experiences, different schemas, and different prior knowledge to draw upon. How did your sensory images change after you shared with your partner? Did this help you to understand this text better? In what ways?*
- *Did you understand the story?*
- *Did your sensory images help you to understand it?*
- *Does having these pictures in your head make reading more fun for you? How?*
- *What picture in your head coming from?*
- *What words in the text helped you make that picture?*
- *How did your background knowledge add to the details of this mental image?*
- *Now that you've pictured what's going on in this book, what predictions do you have for what will happen next?*

**Unit of Study: Sensory Images**

**Grade: \_\_\_\_\_**

<i>Evidence of Understanding and Independence</i> (Oral and written)	<ul style="list-style-type: none"><li>• Turn and Talk Conversations</li><li>• Oral conversations with partners</li><li>• Drawings</li><li>• Drama</li><li>• Reading Response Journals</li></ul>
<i>Celebrations of Learning</i>	<ul style="list-style-type: none"><li>• Pictures</li><li>• Murals</li><li>• Drama -act out stories</li></ul>

## Unit of Study: Sensory Images

### Anchor Lesson: 1. What is creating sensory images?

Title of Text	Lesson Plan	Notes to Build Next Lesson
<b>Select the materials</b>	<i>Owl Moon</i> by Jane Yolen.	
<b>Name the Strategy. Explain.</b>  <i>"I have noticed that ..."</i>  <i>"A strategy readers use is ..."</i>	<i>Creating sensory images is a strategy readers use to think more deeply about a text. When a reader combines their schema and the information in the text to create an image in their mind. This image can represent all the five senses (visual, smell, taste, sound and touch). When readers make sensory images as they read it helps them understand and enjoy the story more.</i>	
<b>Demonstrate the Strategy.</b>  <b>Say:</b> <i>Think aloud.</i> <b>Show:</b> <i>Model.</i> <b>Explain:</b> <i>How this will help them as a reader.</i>	<i>Watch me. I am going to read a piece of this story and then tell you what I see in my mind. I am going to create a sensory image as I read.</i>  Read the first page and think aloud.  <i>The words in the text that help me create an image in my mind are: "There was no wind. The trees stood still as giant statues." I can picture just how still the air is that night. Not a leaf moving, not an animal scurrying. The trees standing like statues.</i>  Repeat this process for the next several paragraphs. Only model visual images for this lesson.  <i>When readers make pictures in their minds it helps them to understand the text.</i>	
<b>Provide guided practice</b>	<i>We will continue to think about this strategy for the next few weeks. When we use this strategy we will talk about it by</i>	

## Unit of Study: Sensory Images

### Anchor Lesson: 1. What is creating sensory images?

Invite the students to practice the strategy with teacher guidance.	<i>using these words:</i>  <i>I see...</i> <i>The words in the text that help me create image are...</i> <i>I can picture...</i> <i>When I read that, I saw...</i>	
<b>Provide Independent practice</b>  Remind students before they go off to read ... "When you go to IR try ..."	<i>Today, when you go off to independent reading, think about any images you are creating in your mind. We will continue to use this strategy for several weeks.</i>	
<b>Conference Points</b>	<ul style="list-style-type: none"><li><i>Tell me what images are in your head.</i></li><li><i>What words helped you create that image?</i></li></ul>	
<b>Share/reinforce</b>	Ask one student to share an excerpt from their independent reading book and a sensory image that he/she made.	

## Unit of Study: Sensory Images

### Anchor Lesson: 2. How is creating sensory images like an inference?

Title of Text	Lesson Plan	Notes to Build Next Lesson
<b>Select the materials</b>	<u><i>Owl Moon</i></u> by Jane Yolen.	
<b>Name the Strategy.</b> <b>Explain.</b>  "I have noticed that ..."  "A strategy readers use is ..."	<p><i>Creating sensory images is a strategy readers use to think more deeply about a text. When a reader combines their schema and the information in the text to create an image in their mind this is also called an inference. An inference is something that is probably true. The author or illustrator doesn't directly tell us everything in a story, but sometimes they give us clues to help us think about things that are probably true. When we create a sensory image it is something that is probably true about that text.</i></p> <p>Show the students the Venn Diagram that illustrates inference as the intersection of meaning. (page 13)</p>	

## Unit of Study: Sensory Images

### Anchor Lesson: 2. How is creating sensory images like an inference?

<p><b>Demonstrate the Strategy.</b></p> <p><b>Say:</b> <i>Think aloud.</i></p> <p><b>Show:</b> <i>Model.</i></p> <p><b>Explain:</b> <i>How this will help them as a reader.</i></p>	<p><i>Watch me. I am going to read a piece of this story and then tell you what I see in my mind. I am going to create a sensory image as I read.</i></p> <p>Read the text and stop to think aloud.</p> <p><i>The words in the text that help me create an image in my mind are: "He looked up, as if searching the stars, as if reading a map up there. The moon made his face into a silver mask." I can see the expression on his face. Looking, searching the sky. Like when you are looking closely at a map to find something.</i></p> <p>Record your thinking on the Venn Diagram.</p> <p>Repeat this process for the next several paragraphs. Only model visual images for this lesson. Continue to mark your thinking on the Venn Diagram.</p> <p><i>When readers make pictures in their minds it helps them to understand the text.</i></p>	
<p><b>Provide guided practice</b></p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p><i>What did you notice about how I made an image?</i></p> <p>Decide when in the text to invite students to share some of their own images.</p>	
<p><b>Provide Independent practice</b></p> <p>Remind students before they go off to read ... <i>"When you go to IR try ..."</i></p>	<p>Invite students to use a post it to mark places where they created an image as they were reading.</p>	

## Unit of Study: Sensory Images

### Anchor Lesson: 2. How is creating sensory images like an inference?

<b>Conference Points</b>	<ul style="list-style-type: none"><li>• <i>Tell me what images are in your head.</i></li><li>• <i>What words helped you create that image?</i></li></ul>	
<b>Share/reinforce</b>	Ask one student to share an excerpt from their independent reading book and a sensory image that he/she made.	

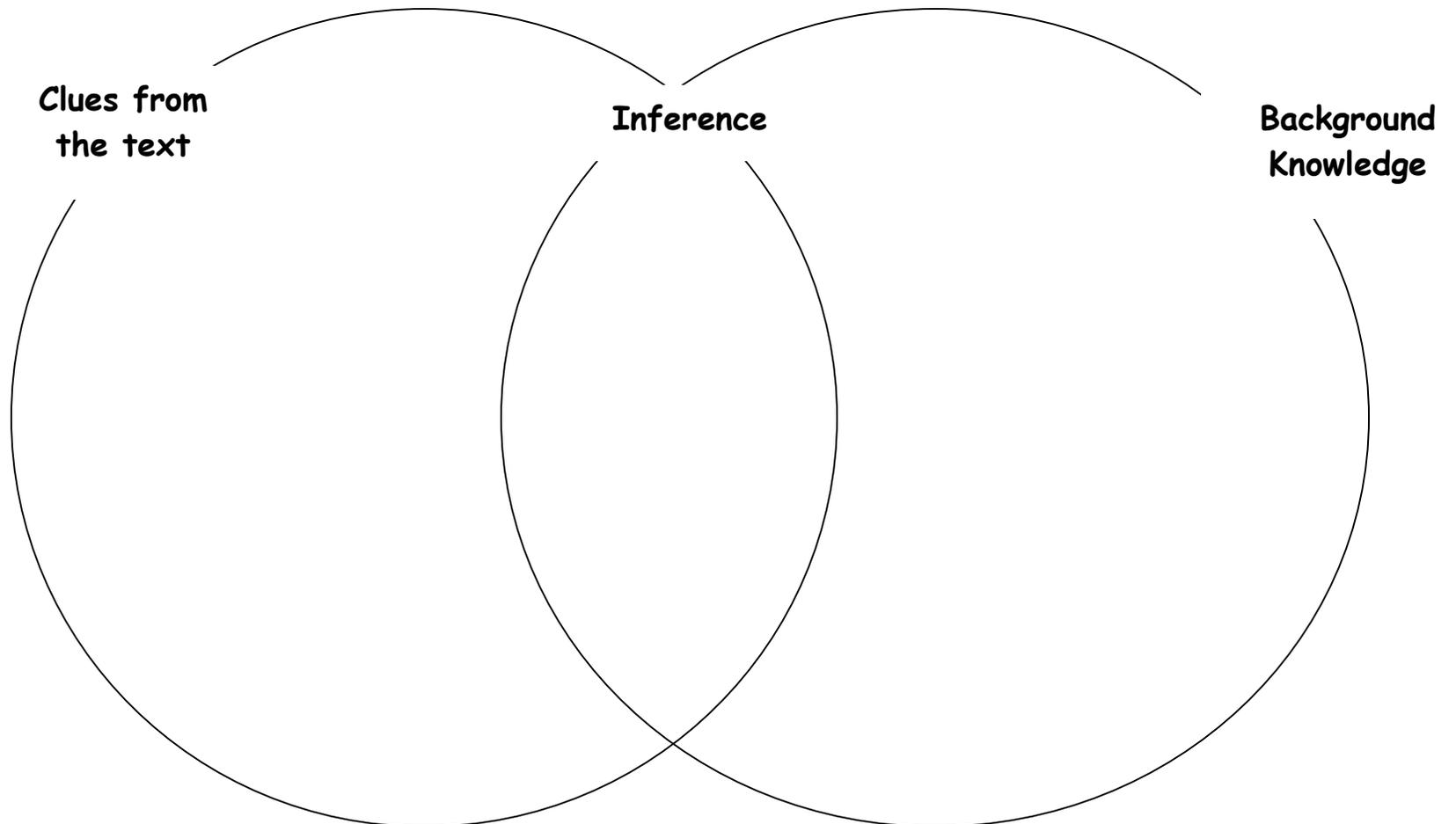
# Unit of Study: Sensory Images

Anchor Lesson: 2. How is creating sensory images like an inference?

Name \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

**An Inference is the Intersection of Meaning**



## Unit of Study: Sensory Images

**Anchor Lesson: 3. Sensory images are more than just seeing. It is hearing, smelling, feeling and tasting.**

Title of Text	Lesson Plan:	Notes to Build Next Lesson
<p><b>Select the materials</b> Choose a text that supports the strategy.</p>	<p><i>Owl Moon</i> by Jane Yolen. Other suggested materials include:</p> <ul style="list-style-type: none"> <li>▪ "The Napping House" by Audrey Wood</li> <li>▪ "Skunk" by Valerie Worth</li> <li>▪ "Raw Carrots" by Valerie Worth</li> <li>▪ "What is Gold" by Mary O'Neill</li> <li>▪ "Popsicle" by Joan Bransfield Graham</li> </ul>	
<p><b>Name the Strategy. Explain.</b></p> <p>"I have noticed that ..."</p> <p>"A strategy readers use is ..."</p> <p>Introduce the Text.</p>	<p><i>Creating sensory images is a strategy readers use to think more deeply about a text. It is when a reader combines their schema and the information in text to create an image in their mind. This image can represent the five senses. We have been talking about how we create pictures in our mind. We can also create images that we hear, feel, taste and smell. When readers make sensory images it helps them understand and enjoy the story more.</i></p>	

## Unit of Study: Sensory Images

**Anchor Lesson: 3. Sensory images are more than just seeing. It is hearing, smelling, feeling and tasting.**

<p><b>Demonstrate the Strategy.</b></p> <p><i>Say: Think aloud.</i>  <i>Show: Model.</i>  <i>Explain: How this will help them as a reader.</i></p>	<p>Before the lesson, make a chart with five columns. Label the columns: see, hear, taste, feel, and smell. Using <u>Owl Moon</u>, read a few pages aloud looking for examples of sensory images. Fill out the chart as you go (examples from <u>Owl Moon</u>: what I could see - moon so bright the sky seemed to shine, what I could hear - train whistle blew a sad song, what I could taste - furry scarf over my mouths, what I could feel - cold, lie an icy hand on my back).</p>	
<p><b>Provide guided practice</b>          Invite the students to practice the strategy with teacher guidance.</p>	<p>Partner work using the four poems listed above. Partners choose one of the poems to read and fill out the sensory image template (page 17) with pictures and/or words. Ask them to find as many sensory images as they can. Ask for some volunteers to share what they found.</p>	
<p><b>Provide Independent practice</b>          Remind students before they go off to read ... "<i>When you go to IR try ...</i>"</p>	<p>With books from their book bags and poetry books that you make available to them, have students read independently looking for sensory images. Encourage them to place post its on pages where they find sensory images that appeal to them.</p>	
<p><b>Conference Points</b></p>	<ul style="list-style-type: none"> <li>• <i>Show me an example of a sensory image from your reading.</i></li> <li>• <i>Explain your image to me.</i></li> <li>• <i>How does this help you as a reader?</i></li> </ul>	

## Unit of Study: Sensory Images

**Anchor Lesson: 3. Sensory images are more than just seeing. It is hearing, smelling, feeling and tasting.**

<b>Share/reinforce</b>	Select some students to share their sticky notes and post them on the five column chart in the appropriate column. (You may want to begin the next day's lesson by continuing with this activity.)	
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Anchor Chart: What do we need to do when we create sensory images?

- read the words
- make a picture in your mind using all your senses (see, hear, feel, smell, taste)

## Unit of Study: Sensory Images

**Anchor Lesson: 3. Sensory images are more than just seeing. It is hearing, smelling, feeling and tasting.**

**Name:** \_\_\_\_\_

**I see, hear, feel, smell, imagine ...**

The words in the text that help me create that mental image are:

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**Readers create images for form unique interpretations, clarify thinking, draw conclusions and enhance understanding.**

## Unit of Study: Creating Sensory Images

Anchor Lesson: 4. Images change as you read through a piece of text.

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p><b>Select the materials</b></p> <p>Choose a text that supports the strategy.</p>	<p><i>What is gold?</i> by Mary O'Neill  <i>What is pink?</i> by Christina G. Rosetti  <i>My dog, He is an Ugly Dog</i> By Jack Prelutsky</p>	<p>Use poetry as well as prose to teach this lesson.</p>
<p><b>Name the strategy.</b>  <b>Explain.</b></p> <p><i>"I have noticed that ..."</i>  <i>"A strategy good readers use is..."</i></p> <p><b>Introduce the Text.</b></p>	<p><i>We have been learning how readers use sensory images to understand what they read. Today I want to show you how your sensory images change as you read a text. Readers create sensory images in their head and these images change as you read new words - just like in a movie the images change. When your images change as you read, you can really understand the text because you can picture it.</i></p>	
<p><b>Demonstrate the Strategy.</b></p> <p><b>Say:</b> <i>Think aloud.</i>  <b>Show:</b> <i>Model.</i>  <b>Explain:</b> <i>How this will help them as a reader.</i></p>	<p><i>Watch me as I read this poem. Read the first stanza and describe the image that you see in your head. Underline the words in the first stanza that helped you to form that image and sketch a quick illustration on what you see.</i></p> <p><i>Now watch how my image changes when I read the next stanza. Read the second stanza and describe the image that you see in your head. Underline the words in the second stanza that helped you to form that image and sketch your image. Explain how the image has changed.</i></p>	

## Unit of Study: Creating Sensory Images

### Anchor Lesson: 4. Images change as you read through a piece of text.

<p><i>Provide guided practice.</i></p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>Read the next two stanzas to the students and ask students to talk with their partner and then sketch what they see. Encourage students to share how their images changed between the two stanzas.</p>	
<p><i>Provide Independent practice.</i></p> <p><i>Remind students before they go off to read.</i></p> <p><b>"When you go to IR try..."</b></p>	<p><i>Today at independent reading, I would like you to notice how your sensory images change as you are reading. As you read your poem, sketch your images as they change.</i></p>	
<p><b>Conference Points</b></p>	<ul style="list-style-type: none"><li>▪ <i>Show me how your images changed as you were reading.</i></li><li>▪ <i>What words in the text helped you to form that image?</i></li><li>▪ <i>Which part of the text had the most vivid image?</i></li><li>▪ <i>What part of the text was difficult to see in your mind?</i></li></ul>	
<p><b>Share/Reinforce</b></p>	<p><i>Please share with your turn and talk partner your illustrations for the text you read today.</i></p>	

## Unit of Study: Creating Sensory Images

Anchor Lesson: 4. Images change as you read through a piece of text.

Name: \_\_\_\_\_

1. My image now	2. And now ...
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3. And now ...	4. And now ...
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## Unit of Study: Creating Sensory Images

Anchor Lesson: 4. Images change as you read through a piece of text.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Mental Images During Poetry

My image after stanza 1 ...	My image after stanza 2 ...
My image after stanza 3 ...	My image after stanza 4 ...

## Unit of Study: Creating Sensory Images

### Anchor Lesson: 5. Images are used to form unique interpretations of the text

Title of Text	Lesson Plan:	Notes to Build Next Lesson
<b>Select the materials</b>	<i>The Pickity Fence</i> by David McCord. Other titles include: <ul style="list-style-type: none"><li>• <i>Things to do if you are in a subway</i> by Bobby Kath</li><li>• <i>If you can catch a Firefly</i> by Lillian Moore</li><li>• <i>Marbles</i> by Valerie Worth</li><li>• <i>Whale Chant</i> by Georgia Heard</li><li>• <i>Dandelion</i> by Valerie Worth.</li></ul>	
<b>Name the Strategy.</b> <b>Explain.</b>  "I have noticed that ..."  "A strategy readers use is ..."  Introduce the Text.	<i>I have noticed that good readers create pictures in their head as they read. A strategy good readers use is to create images in their heads using their schema with the words they are reading. Since schema for everyone is different, the pictures in their mind might be different too. Today we will create images from poetry and see how they are different.</i>	

## Unit of Study: Creating Sensory Images

### Anchor Lesson: 5. Images are used to form unique interpretations of the text

<p><b>Demonstrate the Strategy.</b></p> <p><b>Say:</b> <i>Think aloud.</i></p> <p><b>Show:</b> <i>Model.</i></p> <p><b>Explain:</b> <i>How this will help them as a reader.</i></p>	<p><i>I will now read a poem. As I read, listen to the words and make pictures in your mind. Watch me as I reread the poem and sketch the pictures I created in my head. The words in the text that helped me create an image in my mind are:</i></p> <p><i>"the pickety fence</i>  <i>The pickety fence</i>  <i>Give it a lick it's</i>  <i>The pickety fence</i></p> <p><i>I picture a white picket fence. I am running along and dragging a stick along the pickets. I always think of the sound it makes as you run along the fence with a stick.</i></p> <p>Remind students that the picture they created in their heads may be different because their schema is different. Repeat this process as you continue to read the poem.</p> <p><i>Good readers create their own pictures in their heads to help them better understand the text. Today we will choose poems and put our sensory images on paper. When we come back to share, we will compare our images to see how they are different.</i></p>	
<p><b>Provide guided practice</b></p> <p><b>Invite the students to practice the strategy with teacher guidance</b></p>	<p>What did students notice about how I made an image? Ask students how their sensory image was different. Discuss why their sensory images might be different.</p>	
<p><b>Provide Independent practice</b></p> <p><b>Remind students before they go off to read ... "When you go to IR try ..."</b></p>	<p>Read aloud selected poems. Provide students with a packet of all poems and handout titled "Recording Sensory Images." Tell students to find a quiet spot and reread their favorite poem. Instruct students to record their sensory images on the handout.</p>	

## Unit of Study: Creating Sensory Images

### Anchor Lesson: 5. Images are used to form unique interpretations of the text

<b>Conference Points</b>	<ul style="list-style-type: none"><li>• <i>What words from the poem helped you make the picture?</i></li><li>• <i>How did your schema help you create the picture?</i></li><li>• <i>How did your sensory image help you better understand the poem?</i></li></ul>	
<b>Share/reinforce</b>	<p>Ask students with the same poem to meet together and share their pictures. Ask students to discuss how and why they are different. Remind students that our schema helps us to create the sensory images in our heads.</p>	

## Unit of Study: Creating Sensory Images

Anchor Lesson: 5. Images are used to form unique interpretations of the text

### Recording Sensory Images

My \_\_\_\_\_ read me \_\_\_\_\_

This is my most vivid sensory image:



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## Unit of Study: Sensory Images

### Anchor Lesson: 6. Images are used to retell a text

Title of Text	Lesson Plan:	Notes to Build Next Lesson
<b>Select the materials</b>	<i>Fireflies!</i> By Judy Brinkloe	
<b>Name the Strategy.</b> <b>Explain.</b>  "I have noticed that ..."  "A strategy readers use is ..."	<i>When we read we make a movie in our minds. Creating sensory images helps readers remember the important parts of the story longer. I have noticed that when we remember the story using our sensory images we can retell it more clearly.</i>	Use similar format but introduce graphic organizer for retelling—sketching the picture rather than verbalizing.

## Unit of Study: Sensory Images

### Anchor Lesson: 6. Images are used to retell a text

<p><b>Demonstrate the Strategy.</b></p> <p><b>Say:</b> <i>Think aloud.</i></p> <p><b>Show:</b> <i>Model.</i></p> <p><b>Explain:</b> <i>How this will help them as a reader.</i></p>	<p><i>When I create a sensory image it can help me get to know the characters and picture the setting and see the events as they are happening.</i></p> <p><i>Watch how I do this.</i></p> <p><i>I am going to read a few pages from this story and then I'll stop and tell you the movie I am seeing.</i></p> <p>Read the first three pages and stop.</p> <p><i>When I think about this story I'm picturing the little boy sitting at the dinner table looking out the window. I can feel him getting sad because it's starting to get dark outside. Then he sees a flicker of a firefly. Picture the dark sky and bright light flickering and moving. I can picture that boys excitement seeing that firefly. He probably wants to go right outside, but he has to eat his dinner.</i></p> <p><i>When I created the movie in my mind it was easier for me to tell you what was happening because I could picture how this character was feeling while he was at the table.</i></p>	
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## Unit of Study: Sensory Images

### Anchor Lesson: 6. Images are used to retell a text

<p><b>Provide guided practice</b> Invite the students to practice the strategy with teacher guidance.</p>	<p><i>Now I'm going to read a few more pages as I am reading close your eyes and try and see the events in the movie.</i></p> <p>Read the next 2 pages and stop. Invite individuals to share their sensory images.</p> <p>Read 2 more pages and then have partners turn and talk and share their sensory images with each other.</p> <p>Continue with guided practice stopping periodically throughout the story.</p>	
<p><b>Provide Independent practice</b> Remind students before they go off to read ... <i>"When you go to IR try ..."</i></p>	<p><i>Today when you are reading, practice stopping and replaying the movie in your mind. Be sure to picture how something feels or looks.</i></p>	
<p><b>Conference Points</b></p>	<ul style="list-style-type: none"><li>• <i>What did you see when you read these words?</i></li><li>• <i>What words added detail to your mind picture?</i></li><li>• <i>How do these sensory images help you understand and remember what you read?</i></li></ul>	
<p><b>Share/reinforce</b></p>	<p>Invite a student to read aloud a page and then retell the movie they created in their mind.</p>	

## Unit of Study: Sensory Images

Anchor Lesson: 7. Images are used to draw conclusions and understand the story better.

Title of Text	Lesson Plan:	Notes to Build Next Lesson
<b>Select the materials</b>	<i>Creatures of the Earth, Sea and Sky</i> by Georgia Heard	Repeat with poems such as "Poem" by Langston Hughes where the students have to determine the big idea in the poem using sensory imagery.
<b>Name the Strategy. Explain.</b>  <i>"I have noticed that ..."</i>  <i>"A strategy readers use is ..."</i>	<i>A strategy good readers use is to use sensory images to draw conclusions and understand the text better.</i>	
<b>Demonstrate the Strategy.</b> <b>Say:</b> <i>Think aloud.</i> <b>Show:</b> <i>Model.</i> <b>Explain:</b> <i>How this will help them as a reader.</i>	<i>Let me show you. Watch me. Read "Dragonfly" (page 8) without telling them the title. After each sentence, model your thinking as you try to determine what the poem is about.</i>	
<b>Provide guided practice</b> Invite the students to practice the strategy with teacher guidance.	Have the students try it with other poems such as "Ducks on A Winter Night" and "Eagle Flight" omitting name of animal in each poem.	
<b>Provide Independent practice</b> Remind students before they go off to read ... <i>"When you go to IR try ..."</i>	<i>When you go back and read today, remember to use your sensory images to draw conclusions and understand what you are reading better.</i>	
<b>Conference Points</b>	<i>When you pause to reflect about these words in the poem, what sensory images did they give you and how did that help you understand the poem better?</i> <i>Thinking about that helps us understand what we read.</i>	
<b>Share/reinforce</b>	<i>Who can tell us how their image helped them understand the text?</i>	

## Unit of Study: Sensory Images

**Anchor Lesson: 7. Images are used to draw conclusions and understand the story better.**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Book: \_\_\_\_\_

When I read the part about ...

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I had a sensory image because ...

It reminded me of ...

OR

It was funny and I know that ...

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## Unit of Study: Sensory Images

Anchor Lesson: 8. Images help the reader understand who is speaking in non-referenced dialogue

Title of Text	Lesson Plan:	Notes to Build Next Lesson
<b>Select the materials</b>	<i>Pinky and Rex by</i>	Use the story in a read aloud prior to this lesson.
<p><b>Name the Strategy. Explain.</b></p> <p><i>"I have noticed that ..."</i></p> <p><i>"A strategy readers use is ..."</i></p>	<p><i>We have been learning how readers use sensory images to understand what they read. Today I want to show you how to use your sensory images to help you to read dialogue.</i></p> <p><i>When there are lots of characters and they are talking to each other it is easy to get confused. But when you use your sensory images, you can really understand who is talking</i></p>	
<p><b>Demonstrate the Strategy.</b></p> <p><b>Say:</b> <i>Think aloud.</i></p> <p><b>Show:</b> <i>Model.</i></p> <p><b>Explain:</b> <i>How this will help them as a reader.</i></p>	<p><i>Watch Me: I am going to read aloud this section of the Pinky and Rex story that we read yesterday. In this part of the story, the author does not always write said, or asked. S/he leaves that out so we have to really use our sensory images in order to understand the story.</i></p> <p><i>Read the text and stop after a few lines and say, "I see.... He is speaking to _____ and saying_____."</i></p> <p><i>Repeat this a few times.</i></p> <p><i>Notice how I used my sensory images to keep track of who was talking. When I do this, I really can enjoy the story.</i></p>	

## Unit of Study: Sensory Images

### Anchor Lesson: 8. Images help the reader understand who is speaking in non-referenced dialogue

<b>Provide guided practice</b> Invite the students to practice the strategy with teacher guidance.	<i>Reread the next page. Ask students to turn and talk with their partner about what they see. Encourage students to share who they see and what they are saying.</i>	
<b>Provide Independent practice</b> Remind students before they go off to read ... "When you go to IR try ..."	<i>Today at independent reading, I would like you to use your sensory images while you are reading. Pay attention to when characters are speaking and see let us know how this strategy helped you to keep track of your characters.</i>	
<b>Conference Points</b>	<ul style="list-style-type: none"><li>▪ <i>Did you find a place in your story with dialogue?</i></li><li>▪ <i>Show me how you read the dialogue.</i></li><li>▪ <i>Tell me about the sensory images in your head as you read that section.</i></li><li>▪ <i>How are your sensory images helping you to understand that part of your story?</i></li></ul>	
<b>Share/reinforce</b>	<i>Please share with your turn and show your partner a place in the text where you used your sensory images to understand the story. I am hoping that some of you found some dialogue and can show how you used your images to understand who was talking.</i>	

## Unit of Study: Sensory Images

Anchor Lesson: 9. Images are influenced by shared images of others.

Title of Text	Lesson Plan:	Notes to Build Next Lesson
<p><b>Select the materials</b></p>	<p><i>The Salamander Room</i> by Anne Mazer            Other Recommended Texts:</p> <ul style="list-style-type: none"> <li>▪ <i>Grandpa's Face</i> by Floyd Cooper</li> <li>▪ <i>The Family of Earth</i> by Schim Schimmel</li> <li>▪ <i>Keepers of the Earth</i> by Schim Schimmel</li> </ul>	
<p><b>Name the Strategy. Explain.</b></p> <p><i>"I have noticed that ..."</i></p> <p><i>"A strategy readers use is ..."</i></p>	<p><i>Creating sensory images is a strategy that good readers use to think more deeply about a text. Sometimes, even often times, your sensory images will change based on discussing your images with others.</i></p>	
<p><b>Demonstrate the Strategy.</b></p> <p><b>Say:</b> <i>Think aloud.</i></p> <p><b>Show:</b> <i>Model.</i></p> <p><b>Explain:</b> <i>How this will help them as a reader.</i></p>	<p><i>Watch me. I'm going to read a page from this book. I will tell you what picture forms in my mind. As I keep reading, I want you to think about what pictures, images, sounds, smells, and textures, and tastes form in your mind.</i></p> <p><i>Here we go. Close your eyes and I'll begin to read!</i></p> <p><i>Now that I've read a few pages to you, and told you what images appeared in my mind, who would like to share what images appeared in their mind?</i></p> <p>Teacher shares her images.            Student shares his images.            Teacher compares/contrasts images, and models how they have changed.</p>	

## Unit of Study: Sensory Images

### Anchor Lesson: 9. Images are influenced by shared images of others.

<b>Provide guided practice</b> Invite the students to practice the strategy with teacher guidance.	<i>I am going to read some more from this story. You and your Poetry Partner will sit next to each other, and when I am finished you will share your sensory images with your partner. Remember to discuss how your images changed as you shared.</i>	
<b>Provide Independent practice</b>	<i>When you have Independent Reading today, I will ask you and your Poetry Partner to read this same text. Then you and your partner will complete The Sensory Images Worksheet. First you will fill out the My Image half of the paper. Then you will share your images with your partner, and then complete the second half of the worksheet.</i>	
<b>Conference Points</b>	<i>Everyone has different experiences, different schemas, and different prior knowledge to draw upon.</i> <ul style="list-style-type: none"><li><i>• How did your sensory images change after you shared with your partner?</i></li><li><i>• Did this help you to understand this text better?</i></li><li><i>• In what ways?</i></li></ul>	
<b>Share/reinforce</b>	Ask one pair of students to share how their images changed.	

## Unit of Study: Sensory Images

Anchor Lesson: 10. Images can be used to understand a variety of genres (nonfiction)

Title of Text	Lesson Plan:	Notes to Build Next Lesson
<p><b>Select the materials</b></p>	<p><i>Twilight Comes Twice</i> by Ralph Fletcher</p>	
<p><b>Name the Strategy. Explain.</b></p> <p>"I have noticed that ..."</p> <p>"A strategy readers use is ..."</p>	<p><i>Good readers create pictures in their mind to help them understand what they're reading. Today we're going practice making sensory images to help us understand this type of book.</i></p>	
<p><b>Demonstrate the Strategy.</b></p> <p><b>Say:</b> <i>Think aloud.</i></p> <p><b>Show:</b> <i>Model.</i></p> <p><b>Explain:</b> <i>How this will help them as a reader.</i></p>	<p><i>I'm going to read a page from this book. I will tell you what picture forms in my mind, and tell you how creating these images in my mind help me to understand the story.</i></p> <p>Teacher reads page one aloud, and vividly describes what pictures the words about twilight bring to her mind. The teacher reads page two aloud, and vividly describe what images the words about dusk bring to her mind.</p>	
<p><b>Provide guided practice</b></p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p><i>I am going to read some more from this story. You and your Reading Partner will sit next to each other, and when I am finished you will share your sensory images with your partner. Remember to discuss how your images help you understand the story.</i></p>	

## Unit of Study: Sensory Images

**Anchor Lesson: 10. Images can be used to understand a variety of genres (nonfiction)**

<b>Provide Independent practice</b> Remind students before they go off to read ... "When you go to IR try ..."	<i>When you have Independent Reading today, I will ask you to think about the sensory images that come into your mind, and how they are helping you to understand what you read.</i>	
<b>Conference Points</b>	<ul style="list-style-type: none"><li>• <i>Did you understand the story?</i></li><li>• <i>Did your sensory images help you to understand it?</i></li><li>• <i>Does having these pictures in your head make reading more fun for you? How?</i></li></ul>	
<b>Share/reinforce</b>	Choose two or three students to share their images and how their images helped them understand their book.	

## Unit of Study: Sensory Images

Anchor Lesson: 11 Images can be used to understand a variety of genres (poetry)

Title of Text	Lesson Plan:	Note to Build Next Lesson
<p><b>Select the materials</b> Choose a text that supports the strategy</p>	<p><i>Sudden Storm</i> by Elizabeth Coatsworth. Other titles include:</p> <ul style="list-style-type: none"> <li>▪ <i>Fog</i> by Carl Sandburg</li> </ul>	<p>Have students make a sensory image for one stanza when using a longer poem (<i>Blocks</i> by Robert Louis Stevenson).</p>
<p><b>Name the strategy .. Explain.</b></p> <p>I have noticed that ..."</p> <p>"A strategy readers use is ..."</p>	<p><i>A strategy that good readers use is making sensory images when they are reading poetry. Today I want you to think about how you can make sensory images to better understand poetry. Remember that good readers "see pictures in their minds" that help them make personal connections to the text. In a moment I am going to read a small poem to you. I will draw a sensory image in my mind, explain why I am drawing what I am drawing and then sketch it on paper. Then you will try a sketch on your own for a different poem.</i></p> <p>Tell students to close their eyes and listen to you as you read the selected poem. They will draw a sketch of the sensory image they created in their mind. Remind them to paint a picture as they listen to the words you read. Then they can see if their sensory image is similar to yours.</p>	
<p><b>Demonstrate the strategy.</b></p> <p><b>Say:</b> Think aloud. <b>Show:</b> Model. <b>Explain:</b> How this will help them as a reader.</p>	<p>Read poem to class, then stop and model your sketch to them ("<i>I saw _____ when I read the poem which helps me because _____.</i> That is why I drew it.") Repeat for everything you include in your sketch.</p>	

## Unit of Study: Sensory Images

### Anchor Lesson: 11 Images can be used to understand a variety of genres (poetry)

<b>Provide guided practice</b> Invite the students to practice the strategy with teacher guidance.	Pass out poem ( <i>Fog</i> by Carl Sandbury) to class. <i>Now I want you to try sketching your own sensory image after you read this poem. Afterwards, you will turn to your partner and explain why you drew what you did and how it helped you better understand the poem.</i>	
<b>Provide Independent practice</b> Remind students before they go off to read ..."When you go to IR try ..."	<i>Today I would like you to read lots of poems during reader's workshop and make sensory images while reading this genre.</i>	
<b>Conference Points</b>	<ul style="list-style-type: none"><li>▪ <i>What sensory images are you making?</i></li><li>▪ <i>What words helped you to make that image?</i></li></ul>	
<b>Share/Reinforce</b>	Afterwards choose a few kids to share their sketches and explain how it helps them better understand the poem. Remind students that good readers "see pictures in their minds" that help them make personal connections to the text.	

## Unit of Study: Sensory Images

**Anchor Lesson: 12.** Readers use creating images in combination with other reading strategies.

Title of Text	Lesson Plan:	Notes to Build Next Lesson
<b>Select the materials</b>	<i>Grandpa's Face</i> by Eloise Greenfield	
<b>Name the Strategy.</b> <b>Explain.</b>  <i>"I have noticed that ..."</i>  <i>"A strategy readers use is ..."</i>	Explain: <i>Good readers will combine creating images with other strategies to help them understand the text better.</i>	
<b>Demonstrate the Strategy.</b>  <b>Say:</b> <i>Think aloud.</i> <b>Show:</b> <i>Model.</i> <b>Explain:</b> <i>How this will help them as a reader.</i>	<p><i>I'm going to read this book and show you how I use more than one strategy to help me understand the text. (Refer to your anchor chart of strategies)</i></p> <p><i>Think aloud and share your schema for this book. When I look at the cover I think it will be a story about a girl and her grandpa. It looks like they are having fun. I'm using my schema to decide what it will be about. I'm expecting that it is fiction, so there will be characters, setting, a problem and a solution. It's hard to imagine what the problem will be when they look so happy.</i></p> <p><i>Read on and pause to share your thinking when she sees her grandpa's face looking so angry. (After reading "It was a face that could never love her or anyone.") When I read those words I have a sensory image that reminds me of when _____ was angry. I remember how I felt. I think I she is very scared. I think she is wondering why he is so angry.</i></p>	

## Unit of Study: Sensory Images

**Anchor Lesson: 12.** Readers use creating images in combination with other reading strategies.

<p><b>Provide guided practice</b> Invite the students to practice the strategy with teacher guidance.</p>	<p>Read to the part where Tamika spills her milk. Invite students to share their sensory images and use their schema to make a prediction of what might happen next.</p> <p>You could continue this book for several days stopping to share your thinking using a combination of strategies. Invite students to participate by sharing their thinking.</p>	
<p><b>Provide Independent practice</b> Remind students before they go off to read ... "When you go to IR try ..."</p>	<p><i>When you go off to read remember to try to combine using sensory images with the other strategies that we have learned. You can look at the anchor chart (strategy bookmark) to help you remember your strategies.</i></p>	
<p><b>Conference Points</b></p>	<ul style="list-style-type: none"> <li>• <i>What picture in your head coming from?</i></li> <li>• <i>What words in the text helped you make that picture?</i></li> <li>• <i>How did your background knowledge add to the details of this sensory image?</i></li> <li>• <i>Now that you've pictured what's going on in this book, what predictions do you have for what will happen next?</i></li> </ul>	
<p><b>Share/reinforce</b></p>	<p><i>Turn and talk with your partner and show them a couple of places in the text where you used different reading strategies.</i></p>	

## Unit of Study: Sensory Images

### What is Gold?

Gold is a metal  
Gold is a ring  
Gold is a very  
Beautiful thing.  
Gold is the sunshine  
Light and thin  
Warm as a muffin  
On your skin.  
Gold is the moon  
Gold are the stars;  
Jupiter, Venus  
Saturn and Mars,  
Gold is the color of  
Clover honey  
Gold is a certain  
Kind of money.  
Gold is alive  
In a flickering fish  
That lives its life  
In a crystal dish.  
Gold is the answer  
To many a wish.  
Gold is the feeling  
Like a king  
It's like having the most  
Of everything -  
Long time ago  
I was told  
Yellow's mother's name  
Is gold ...

Mary O'Neill

## Unit of Study: Sensory Images

### What Is Pink?

What is pink? A rose is pink  
By a fountain's brink.

What is red? A poppy's head  
In its barley bed.

What is blue? The sky is blue  
Where the clouds float thro'.

What is white? A swan is white  
Sailing in the light.

What is yellow? Pears are yellow,  
Rich and ripe and mellow.

What is green? The grass is green,  
With small flowers between.

What is violet? Clouds are violet  
In the summer twilight.

What is orange? Why, an orange,  
Just an orange!

Christina G. Rosetti

## Unit of Study: Sensory Images

### Riding on the Train

I see

Fences and fields

Bams and bridges

Stations and stores

Trees

Other trains

Horses and hills

Water tanks

Towers

Streams

Old cars

Old men

Roofs

Raindrops crawling backwards on the window

Eloise Greenfield

**Unit of Study: Sensory Images**

**Poem**

I loved my friend.  
He went away from me.  
There's nothing more to say.  
The poem ends,  
Soft as it began -  
I loved my friend.

## **April Rain Song**

Let the rain kiss you.

Let the rain beat upon your head with silver liquid drops.

Let the rain sing you a lullaby.

The rain makes still pools on the sidewalk.

The rain makes running pools in the gutter.

The rain plays a little sleep-song on our roof at night.

And I love the rain.

Langston Hughes

## Things To Do If You Are In a Subway

Pretend you are a dragon,

Live in underground caves.

Roar about underneath the city.

Swallow piles of people.

Spit them out at the next station.

Zoom through the darkness.

Go fast.

Make as much noise as you please.

Bobbi Katz

## Unit of Study: Sensory Images

### Sound of Water

The sound of water is

Rain,  
Lap,  
Fold,  
Slap,  
Gurgle,  
Splash,  
Churn,  
Crash,  
Murmur,  
Pour,  
Ripple,  
Roar,  
Plunge,  
Drip,  
Spout,  
Skip,  
Sprinkle,  
Flow,  
Ice,  
Snow.

Mary O'Neill

## Unit of Study: Sensory Images

### Mama

Mama was funny  
was full of jokes  
was pretty  
dark brown-skinned  
laughter  
was hard hugs  
and kisses  
a mad mama  
sometimes  
but always  
always  
was love

Eloise Greenfield

## Unit of Study: Sensory Images

### Rain Poem

The rain was like a little mouse,

Quiet, small and gray.

It pattered all around the house

And then it went away.

It did not come, I understand,

Indoors at all, until

It found an open window and

Left tracks across the sill.

Elizabeth Coatsworth

## Unit of Study: Sensory Images

# Two Friends

lydia and Shirley have  
two pierced ears and  
two bare ones  
five pigtails  
two pairs of sneakers  
two berets  
two smiles  
one necklace  
one bracelet  
lots of stripes and  
one good friendship

Nikki Giovanni

## My Dog, He is an Ugly Dog By Jack Prelutsky

My dog, he is an ugly dog,  
He's put together wrong  
His legs are much too short for him,  
His ears are much too long.  
My dog, he is a scruffy dog,  
He's missing clumps of hair,  
His face is quite ridiculous,  
His tail is scarcely there.

My dog, he is a dingy dog,  
His fur is full of fleas,  
He sometimes smells like dirty socks,  
He sometimes smells like cheese.  
My dog, he is a noisy dog,  
He's hardly ever still,  
He barks at almost anything,  
His voice is loud and shrill.

My dog, he is a stupid dog,  
His mind is slow and thick,  
He's never learned to catch a ball,  
He cannot fetch a stick.  
My dog, he is a greedy dog,  
He eats enough for three,  
His belly bulges to the ground,  
He is the dog for me.

Unit of Study: **Sensory Images**

**marbles**

Marbles picked up  
Heavy by the handful  
And held, weighted,  
Hard, glossy,  
Glassy, cold,  
Then poured clicking,  
Water-smooth, back  
To their bag, seem  
Treasure: round jewels,  
Slithering gold.

Valerie Worth

Unit of Study: **Sensory Images**

## Whale Chant

I see a

Blue whale,  
Fin whale,  
Humpback,  
Gray,  
Little piked,  
Right whale,  
Bottlenose,  
Sei,  
Killer whale,  
Pilot,  
Sperm, and narwhale

Swimming

In the deep

Blue

Sea!

Georgia Heard

## Unit of Study: Sensory Images

### Rain

Summer rain  
is soft and cool,  
so I go barefoot  
in a pool.

But winter rain  
is cold, and pours,  
so I must watch it  
from indoors.

Myra Cohn Livingston

Unit of Study: **Sensory Images**

**dandelion**

Out of  
Green space,  
A sun:  
Bright for  
A day, burning  
A way to  
A husk, a  
Cratered moon:

Burst  
In a week  
To dust:  
Seeding  
The Infinite  
Lawn with  
Its starry  
Smithereens.

Valerie Worth

## **Barefoot Days**

In the morning, very early,  
That's the time I love to go  
Barefoot where the fern grows curly  
And grass is cool between each toe,  
On a summer morning-O!  
On a summer morning!

That is when the birds go by  
Up the sunny slopes of air,  
And each rose has a butterfly  
Or a golden bee to wear;  
And I am glad in every tow-  
Such a summer morning-O!  
Such a summer morning!

Rachel Field

## Unit of Study: Sensory Images

### Weather

Weather is full  
of the nicest sounds:

it sings  
and rustles  
and pings  
and pounds  
and hums  
and tinkles  
and strums  
and twangs  
and wishes  
and splashes  
and bangs  
and mumbles  
and grumbles  
and rumbles  
and flashes  
and CRASHES.

Aileen Fisher

**Unit of Study: Sensory Images**

## **Fog**

The fog comes  
on little cat feet.

It sits looking  
over harbor and city  
on silent haunches  
and then moves on.

Carl Sandburg

## What is Brown?

Brown is the color of a country road

Back of a turtle

Back of a toad.

Brown is cinnamon

And morning toast

And the good smell of

The Sunday roast.

Brown is the color of work

And the sound of a river,

Brown is bronze and a bow

And a quiver.

Brown is the house

On the edge of town

Where wind is tearing

The shingles down.

Brown is a freckle

Brown is a mole

Brown is the earth

When yo dig a hole.

Brown is the hair

On many a head

Brown is chocolate

And gingerbread.

Brown is a feeling

You get inside

When wondering makes

Your mind grow wide.

Brown is a leather show

And a good glove -

Brown is as comfortable

As love.

Mary O'Neill

## Unit of Study: Sensory Images

### Ron

His name is Ron  
and he's a good dog.  
When I call, he's t here.  
Goes everywhere I do, only farther,  
Does everything I do, only rougher.  
When I growl, he growls tougher.  
When I'm sad, he puts his nose  
close to my face and just waits.  
Ron makes a good pillow:  
his fur is plush, like a bear's.  
And he doesn't eat much.  
Sometimes he licks me.  
Ron likes me, but I don't own him.  
He comes and goes, like steam.  
Never musses my bed, where he sleeps  
At night, because he's made up  
of light things -  
like air, like dreams.

Unit of Study: **Sensory Images**

## This is Just to Say

I have eaten  
the plums  
that were in the icebox  
and which  
you were probably  
saving  
for breakfast  
Forgive me  
they were delicious  
so sweet  
and so cold.

William Carlos Williams

Unit of Study: **Sensory Images**

## Coat hangers

Open the closet  
And there they  
Wait, in a  
Trim obedient row;

Stirred by the  
Air, they only  
Touch wires with  
A vacant jangle;

But try to  
Remove just one,  
And they suddenly  
Clash and clink,

And fling them -  
Selves to the  
Floor in an  
Inextricable tangle.

Valerie Worth

**Unit of Study: Sensory Images**

**The Newt**

Orange nose.

Orange toes.

Orange chin.

Orange skin.

Orange tail.

Orange newt.

Orange you cute

In your bright orange suit.

## Unit of Study: Sensory Images

### Spring Is

Spring is when  
the morning sputters like  
bacon  
and  
your  
sneakers  
run  
down  
the  
stairs  
so fast you can hardly keep up with them,  
and  
spring is when  
your scrambled eggs  
jump  
off  
the  
plate  
and turn into a million daffodils  
trembling in the sunshine.

Bobbi Katz

## Unit of Study: Sensory Images

Name: \_\_\_\_\_

Sensory images from: \_\_\_\_\_ by \_\_\_\_\_  
(title) (author)

<b>My image</b>	<b>My image after having a conversation with _____</b>

## Unit of Study: Sensory Images

End of unit assessment:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

We just completed our unit on using sensory image while we read:

1. What is a sensory image?

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2. How does making sensory images help you when you read?

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3. Do we all have the same sensory images when we read? Why?

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