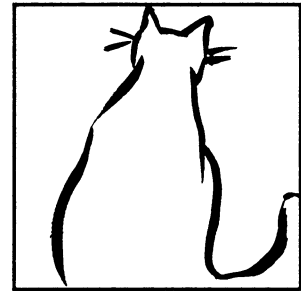


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# 1 Preparation



Many a new project in each teacher's career has been abandoned in frustration. For a new project to be successfully implemented, both teacher and students must be well prepared.

## FOR THE TEACHER

### **Be committed to developing the skills of visualization.**

Building a solid foundation of visualizing skills and learning to ground that visualization in symbols are two essential factors in this plan to bring your low-interest, low-achievement students into the pleasure and excitement of reading. Until these students can understand that pictures can be seen in the mind and be elicited by written language, they will see no point in struggling once again with those printed words that have been dull, dry, and painful for so long.

The first skill to help your students develop is that of visualization itself. Once this is well on its way, you can begin to transfer this ability to the printed word. For those who have found reading less than pleasant, you can then associate the imaging that they have been enjoying to the visualizing that they will soon be doing from the printed page.

## DESCRIPTION

Teacher explains the process of visualization and the reasons for it, setting guidelines and putting students at ease.

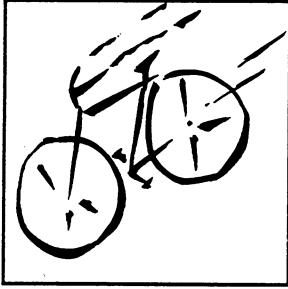
## PURPOSE

To introduce students to visualization and help them understand its purpose and process.

## SCHEDULING

Time Needed: 15-30  
minutes

Number of Lessons: One.



# 6

## Magic Journeys

### DESCRIPTION

Students will be guided through an adventure in which they are the main characters. The teacher will develop the situation, then ask students to complete the Journey independently.

### PURPOSE

To help students develop abilities to predict actions and provide solutions independently. This activity can have great impact on the quality of students' writing by giving them something meaningful to write about.

### SCHEDULING

Time needed for each lesson: 45-50 minutes  
Number of lessons: Three  
Extended Activities: For optional development.

### RATIONALE

In the set of scripts that follows, your class will be given time to watch and see what happens next. The students themselves are the central characters in a magic Journey. In this way they take a fully active part in how the story evolves and ends. They watch the drama unfold with all the richness and detail that their own imagination can bring to it.

They don't consciously think of what will happen next, because an amazing thing occurs when we open the doors to visualization. As they visualize situations and events, the images begin to act seemingly of their own volition.

Actually, they are still in control of what they image. They can consciously change or alter it, just as they can their daydreams. But they can also choose to allow the action to take on its own life.

It is important that children understand that they are in control of their own images and daydreams. If a monster or other unpleasant image appears in one of their fantasies, they have the resources they need to vanquish it. This is the reason that I stress that they always have access to a magic wand that can help them out any time they choose to use it.

Generally, however, it is very rewarding to let imaging begin to take on its own direction, and then watch and learn from what

# BEAUTY AND THE BEAST

## PREPARATION

- Tell your students to get their mind movie screens ready, as they are about to provide the end of a story. Remind them to relax.
- Distribute materials. Tell students that after you read part of a story, they will then see an end in their minds' eyes. Then, they will write down what they saw. They can illustrate the story as well, if they have time.
- Dim lights as a signal to put on blindfolds or close eyes.

## RELAXATION

*Please put your feet flat on the floor . . . Shake out your shoulders . . . shake your arms and hands . . . now put them gently on your desk top . . . Balance your spine so that gravity is doing the work of holding your body upright . . . Sway back and forth a little until you find that center of gravity . . . Let your body be relaxed and alert . . . Now take a slow deep breath, all the way in . . . and all the way out . . . Now imagine that you are dressed in shorts and a light top, and you are standing in warm sand on a tropical island . . . You can feel the warm sand on the bottom of your bare feet and between your toes . . . you wiggle your toes in the sand . . . The air around you is warm and heavy . . . there is no breeze at all . . . Suddenly you hear the sound of big raindrops splattering on the leaves of the nearby trees, hitting your hair . . . your shoulders . . . your nose . . . You know that there is no reason to run for cover, because the rain that comes every afternoon is always warm and pleasant, and no one cares if you get wet today . . . So you stand there with your feet in the sand, ready to enjoy this tropical shower . . . As the raindrops come more quickly, you can hear them falling on the leaves of the trees . . . faster and faster . . . and you feel each individual drop as it gently falls on your head . . . and your*

**MATERIALS NEEDED**  
**For The Student**  
Lined paper and pencil for writing; unlined paper and crayons for drawing, blindfold.