<table>
<thead>
<tr>
<th>Anchor Lesson: 7</th>
<th>How do readers record their sensory images?</th>
<th>Notes to Build Next Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-assessment</td>
<td>Turn and Talk. What have you learned about creating sensory images?</td>
<td>This lesson can be repeated with informational text or poetry</td>
</tr>
<tr>
<td>Select the Materials</td>
<td>Night in the Country, Cynthia Rylant</td>
<td></td>
</tr>
<tr>
<td>Name the Strategy Explain</td>
<td>Creating sensory images is a strategy readers use to think deeply about a text and become immersed in the story. These images can represent all our senses - seeing, smelling, tasting, hearing, touching and/or feeling. These images are our thinking, and our thinking is important. As readers we want to record our thinking so that we can share it with others and remember our ideas.</td>
<td></td>
</tr>
<tr>
<td>Introduce the Text</td>
<td>Watch me. I am going to read part of this text and then tell you about the sensory images I am creating.</td>
<td>Sensory images can be recorded by drawing and/or writing</td>
</tr>
<tr>
<td>Demonstrate the Strategy</td>
<td>Read a few pages of the text. Stop and share your sensory image with the class.</td>
<td></td>
</tr>
<tr>
<td>Say: Think aloud. Show: Model. Explain: How this will help them as a reader.</td>
<td>As I read I have images in my mind. I am lying in my bed in the middle of the night. I hear the frogs saying reek, reek, reek and the owls are hooting. The sounds are comforting and I feel peaceful. Now I need to write my thinking down. I want to write down what I see, hear and feel and what words in the text helped me to create those images. Column 1 - Evidence from the Text Little houses people lie sleeping. Night frog - reek, Owls who swoop among the trees If you cannot sleep you will hear the sounds of the night.</td>
<td></td>
</tr>
</tbody>
</table>
### Unit of Study: Sensory Images

<table>
<thead>
<tr>
<th><strong>Column 2 - My Sensory Images</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I am lying in my bed in the middle of the night. I hear the frogs saying reek, reek, reek and the owls are hooting. I feel peaceful.</td>
</tr>
</tbody>
</table>

**Provide Guided Practice**

- Invite the students to practice the strategy with teacher guidance.
- After I read a few more pages I will ask you to stop and jot your sensory images and the words in the text (evidence) that helped you create those images.

**Provide Independent Practice**

- As you are reading today, please stop and jot 2 or 3 times to record important sensory images and the evidence that supports those images on the 2-column chart (T-chart). If you don’t have an image, please jot down why you think you are not creating images as you read.

**Conference Points**

- Tell me about your images. How will you record that information?
- Show me an example of a sensory image from your reading.
- Explain your image to me.
- How does this help you as a reader?
- What do you think the character is feeling (hearing, touching, seeing, etc.)? How do you know?

**Share/Reinforce**

- Ask the students share with their partner how they recorded their sensory images.

Add this strategy to the anchor chart: How do readers create sensory images?
## Unit of Study: Sensory Images

<table>
<thead>
<tr>
<th>Anchor Lesson: 8</th>
<th>Sensory images are more than just seeing. It is hearing, smelling, feeling and tasting.</th>
<th>Pre-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Turn and talk to your partner about your five senses.</td>
<td>Notes to Build</td>
</tr>
<tr>
<td>Select the</td>
<td>Owl Moon, Jane Yolen. Other suggested materials include:</td>
<td>Next Lesson</td>
</tr>
<tr>
<td>Materials</td>
<td>• The Napping House, Audrey Wood</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Skunk, Valerie Worth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Raw Carrots, Valerie Worth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What is Gold?, Mary O’Neill</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Popsicle, Joan Bransfield Graham</td>
<td></td>
</tr>
<tr>
<td>Name the Strategy</td>
<td>Creating sensory images is a strategy readers use to think deeply about a text. It is when a reader combines their schema and the information in the text to create an image in his 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 puts you right in the text. It is like you are experiencing it in the moment. This help you not only understand the text better, but enjoy the story more.</td>
<td>Introduce the Text</td>
</tr>
<tr>
<td>Explain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“I have noticed that ...”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“A strategy readers use is ...”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Introduce the Text

Before the lesson, make a T-chart. Label the chart like the example at the end of this lesson. Using *Owl Moon*, read a few pages aloud looking for examples of sensory images. Fill out the T-chart as you go.

Examples from *Owl Moon*:

- *I see a large white and gray moon in the sky.*
- *The words in the text that helped me create that image are, “moon so bright the sky seemed to shine.”*
**Unit of Study: Sensory Images**

I hear a faint train whistle. The words in the text that helped me create that image are, “the train whistle blew a sad song.”

I can taste the wool scarf in my mouth. The words in the text that helped me create that image are, “furry scarf over my mouth.”

Do you see how my sensory images help me to be right in the story with the characters? I can hear the noises s/he hears. I can taste what s/he tastes. I can feel the emotions s/he feels. My sensory images make the story come alive for me and I just want to keep reading.

---

### Provide Guided Practice

Invite the students to practice the strategy with teacher guidance.

Partners choose one of the four poems to read. Have them record their images and the evidence in the text on a T-chart. Ask for volunteers to share what they found and how creating sensory images helped them stay engaged in the text. Students may also record by drawing their images.

---

### Provide Independent Practice

Remind students before they go off to read...

“When you go to RW try…”

With books from their book bags and poetry books that you make available to them, have students read independently noticing the images they are making. Ask the students to pay attention to not only what they see but also what they can feel, hear, touch and taste. Encourage them to record their thinking on the T-chart.

---

### Conference Points

- Show me an example of a sensory image from your reading.
- Explain your image to me.
- How does this help you as a reader?
- What do you think the character is feeling (hearing, touching, seeing, etc.)? How do you know?
- How are your images making you feel like you are right inside this text?

---

### Share/Reinforce

Ask the students to share what they recorded.

Add this strategy to the anchor chart: How do readers create sensory images?
Unit of Study: Sensory Images

Name: ________________________________

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

<table>
<thead>
<tr>
<th>Evidence in the Text</th>
<th>My Sensory Image – What I See, Hear and Feel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unit of Study: Sensory Images

<table>
<thead>
<tr>
<th>Anchor Lesson: 9</th>
<th>Sensory images change as you read through a piece of text</th>
<th>Notes to Build Next Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-assessment</td>
<td>Turn and talk to your partner about how to use your schema to create sensory images.</td>
<td>This lesson can be retaught using a variety of genres.</td>
</tr>
</tbody>
</table>
| Select the Materials | What is Gold?, Mary O’Neill  
What is Pink?, Christina G. Rosetti  
My Dog, He is an Ugly Dog, Jack Prelutsky | |
| Name the Strategy Explain | We have been learning how readers use sensory images to put themselves “inside” the text. Today I want to show you how your sensory images change as you read a text. Readers create sensory images in their heads and these images change as you read throughout the text - just like in a movie when the images change on the screen. When the text continues and you read more words your images change because you are getting new ideas to add to your schema. You may start to visualize the setting differently or feel differently about a character. When you think about the text and change your images as you read you understand and enjoy the text more. | |
| Introduce the Text | 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 of what you see.  
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. | |
| Demonstrate the Strategy | | This lesson can be taught using drawing, acting or writing. |
| Say: Think aloud.  
Show: Model.  
Explain: How this will help them as a reader. | | |

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### Unit of Study: Sensory Images

<table>
<thead>
<tr>
<th>Provide Guided Practice</th>
<th>Provide Independent Practice</th>
<th>Conference Points</th>
<th>Share/Reinforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite the students to practice the strategy with teacher guidance.</td>
<td>Remind students before they go off to read.</td>
<td>Show me how your images changed as you were reading.</td>
<td>Please share with your turn and talk partner your illustrations for the text you read today. How did your images change as you continued to read?</td>
</tr>
<tr>
<td></td>
<td>“When you go to RW try…”</td>
<td>What words in the text helped you to form that image?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Which part of the text had the most vivid image for you?</td>
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<tr>
<td></td>
<td></td>
<td>What part of the text was difficult to see in your mind?</td>
<td></td>
</tr>
</tbody>
</table>

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.

Today at RW, 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.
### Unit of Study: Sensory Images

**Name:** __________________________________

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>What changes your images?</td>
<td>Now...</td>
</tr>
<tr>
<td></td>
<td>Now...</td>
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<td></td>
<td>Now...</td>
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<td></td>
<td>Now...</td>
</tr>
</tbody>
</table>
Unit of Study: Sensory Images
Name: ____________________________ Date: __________________

Sensory Images During Poetry

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>After stanza 1</td>
<td></td>
</tr>
<tr>
<td>After stanza 2</td>
<td></td>
</tr>
<tr>
<td>After stanza 3</td>
<td></td>
</tr>
<tr>
<td>After stanza 4</td>
<td></td>
</tr>
</tbody>
</table>
### Unit of Study: Sensory Images

<table>
<thead>
<tr>
<th>Anchor Lesson: 10</th>
<th>Images are used to draw conclusions and understand a text better.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-assessment</td>
<td>Turn and talk to a partner about how creating sensory images help you understand a text better.</td>
</tr>
<tr>
<td>Select the Materials</td>
<td>Spork, Kyo Maclear</td>
</tr>
<tr>
<td>Name the Strategy Explain.</td>
<td>Readers create sensory images as they read. Our images bring us into the text and help us draw conclusions to understand the text. When we think about the words an author wrote, we think about what they mean and why the author chose those particular words. Then we form an image in our mind based on our own schema. I know the author doesn’t tell me everything so I have to draw my own conclusions about why the author made the characters act a certain way and what the author’s message is to the reader. As a reader, I use the pictures and the words to draw conclusions. When I draw conclusions, I understand the bigger ideas in the text. This is inferring.</td>
</tr>
<tr>
<td>Introduce the Text</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the Strategy Say: Think aloud. Show: Model. Explain: How this will help them as a reader.</td>
<td>Let me show you. Watch me. After a few pages, model your thinking as you draw conclusions about the bigger meaning of the text. Read up to page 9. Right here I am thinking that the bigger idea in this text is that you should be proud of who you are. Spork is not happy with who he is so he is pretending to be a spoon. I am wondering if the author chose a Spork as a character because they are an uncommon piece of silverware.</td>
</tr>
</tbody>
</table>

You can also teach this lesson using poetry and informational texts, as well.
**Unit of Study: Sensory Images**

<table>
<thead>
<tr>
<th>I am wondering if the bigger idea is to appreciate who you are. The words in the text that help me to draw these conclusions are, &quot;It must be easier to be a single thing.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue reading aloud and modeling your thinking. As I read and create sensory images, I can picture Spork’s face. When he dresses up as a fork and a spoon, he is happy at first because he thinks he will fit in. However, once the other characters see him, he feels deflated because he knows that he really doesn’t fit in. I think the author chose to have Spork have these different emotions so that the reader learns the importance of believing in yourself and being true to who you are.</td>
</tr>
</tbody>
</table>

| **Provide Guided Practice** |
| Invite the students to practice the strategy with teacher guidance. |
| Have the students try it with other picture books. Ask them to draw conclusions about why the author made the characters act a certain way and what the author’s message is to the reader. |

| **Provide Independent Practice** |
| Remind students before they go off to read … |
| “When you go to RW try …” |
| When you go back and read today, remember to use your sensory images to draw conclusions to understand what you are reading and the author’s bigger message. |

| **Conference Points** |
| - How do your sensory images help you to draw conclusions about why the author made the characters act a certain way? |
| - What conclusions can you draw about the author’s message? |

| **Share/Reinforce** |
| Have students share sensory images they made and how it helped them to draw conclusions. |
Unit of Study: Sensory Images

Name: ______________________    Date: _____________________

Book: ___________________________________________________

<table>
<thead>
<tr>
<th>Sensory Image (evidence)</th>
<th>Conclusion (inference)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## Unit of Study: Sensory Images

<table>
<thead>
<tr>
<th>Anchor Lesson: 11</th>
<th>Images help the reader understand who is speaking in a non-referenced dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-assessment</td>
<td>Turn and talk to your partner about how you know who is speaking in a story when the author use the words, said, asked, etc.</td>
</tr>
<tr>
<td>Select the Materials</td>
<td>Pinky and Rex, James Howe and Melissa Sweet</td>
</tr>
<tr>
<td>Name the Strategy Explain</td>
<td>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 read dialogue. When there are lots of characters and they are talking to each other it is easy to get confused about who is talking and about the tone of their voice. When we use sensory images to get into the text, we can almost see who is talking, hear how they are saying it and feel the tone behind those words. When we use sensory images when we read we can read “as-if” we were those characters and make the voices we are hearing as we read sound like those characters.</td>
</tr>
<tr>
<td>Introduce the Text</td>
<td>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. Read the text and stop after a few lines and say, “I see... He is speaking to __________ and saying___________. Repeat this a few times.</td>
</tr>
<tr>
<td>Demonstrate the Strategy</td>
<td>This lesson can also be taught by using acting and/or drawing.</td>
</tr>
</tbody>
</table>
**Unit of Study: Sensory Images**

| Notice how I used my sensory images to keep track of who was talking. When I do this, I really can think about how they were feeling, and read it as if I am the character using the tone of voice the author wants me to use. This helps me enjoy the story so much more. |
| Add to the Anchor Chart: Why Readers Create Sensory Images |

<table>
<thead>
<tr>
<th>Provide Guided Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite the students to practice the strategy with teacher guidance.</td>
</tr>
<tr>
<td>Reread the next page. Ask students to turn and talk with their partner about what they see, hear or feel about the character. How did they know who was speaking? Encourage students to share their images and what they think the characters are saying or feeling.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remind students before they go off to read ... “When you go to RW try ...”</td>
</tr>
<tr>
<td>Today at RW, I would like you to use your sensory images while you are reading. Pay attention to when characters are speaking. How are they saying things? Let us know how this strategy helped you to keep track of your characters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conference Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you find a place in your story with dialogue?</td>
</tr>
<tr>
<td>Show me how you read the dialogue.</td>
</tr>
<tr>
<td>Tell me about the sensory images in your head as you read that section.</td>
</tr>
<tr>
<td>How are your sensory images helping you to understand that part of your story?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share/Reinforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please share with 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 and to read it as if you were the character.</td>
</tr>
</tbody>
</table>
**Unit of Study: Sensory Images**

<table>
<thead>
<tr>
<th>Anchor Lesson: 12</th>
<th>Images are influenced by shared images of others</th>
<th>Notes to Build Next Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-assessment</strong></td>
<td>Turn and talk to your partner about how your partner can help you make sensory images.</td>
<td></td>
</tr>
<tr>
<td><strong>Select the Materials</strong></td>
<td>The Salamander Room, Anne Mazer</td>
<td>Other Recommended Texts:</td>
</tr>
<tr>
<td></td>
<td>Other Recommended Texts:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Grandpa's Face, Floyd Cooper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Family of Earth, Schim Schimmel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Keepers of the Earth, Schim Schimmel</td>
<td></td>
</tr>
<tr>
<td><strong>Name the Strategy Explain</strong></td>
<td>Creating sensory images is a strategy that readers use to get into a text and think deeply about it. We know that our images are different based on our schema. If I have different schema for a topic or concept than you, our images will differ. When readers talk about a text with other readers, they share their images and why they have their images. These conversations change our schema and then our images also change. Talking about texts, our thinking and our images with other readers, helps us understand and enjoy the texts we are reading.</td>
<td></td>
</tr>
<tr>
<td><strong>Introduce the Text</strong></td>
<td>Watch me. I'm going to read a page from this book. I will tell you about the images I am creating in my mind. As I read on, I want you to think about what images - pictures, sounds, smells, textures, feelings, and tastes form in your mind and why you formed those images. We want to know which words in the text activated your schema and helped you create those images.</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrate the Strategy</strong></td>
<td>Say: Think aloud. Show: Model. Explain: How this will help them as a reader.</td>
<td></td>
</tr>
</tbody>
</table>
Here we go. Close your eyes and I'll begin to read!

“Brian found a salamander in the woods. It was a little orange salamander that crawled through the dried leaves of the forest floor. The salamander was warm and cozy in the boy's hand. “I see a little orange salamander about as big as the palm of my hand. I can hear it making the leaves rustle and then the boy picks it up. It is warm in his hand and I can feel that warm feeling on my hand. I created all of these images because of my schema. I know what salamanders look like. I have seen them scurrying in the woods and have held them in my hands, too. The words in the text and my schema help me to create sensory images about the salamander and how the boy feels about it.

Now that I've read the first page to you, and told you what images appeared in my mind, who would like to share what images appeared in their mind?

Share your images and ask a student to share his images. Compares/contrasts the images, and model how your images have changed based on the conversation.

Provide Guided Practice
Invite the students to practice the strategy with teacher guidance.

I am going to read some more from this story. You and your 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.

Read the next page, where Brian talks about the bed he will make for the salamander. Ask partners to share their images. Continue reading until you are sure they are able to create images. Ask the students to discuss their images with a partner. Then ask them to talk about how their images changed after they listened to their partner.
## Unit of Study: Sensory Images

| Provide Independent Practice | When you have RW today, I will ask you and your partner to read this same text. Then you and your partner will complete the Sensory Images T-chart. 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 T-chart. Remember, everyone has different experiences, different schemas, and different prior knowledge to draw upon and we can learn from each other. |
| Conference Points | • How did your sensory images change after you shared with your partner?  
• How did talking with a partner help you understand the text? |
| Share/Reinforce | Ask one pair of students to share how their images changed. |

Remind students before they go off to read ...  
“When you go to RW try ...”
## Evidence from Text

<table>
<thead>
<tr>
<th>Evidence from Text (words I used)</th>
<th>My image</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My partner’s thoughts</th>
<th>My new image</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence from Text (words I used)</th>
<th>My image</th>
</tr>
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<tbody>
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<td></td>
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<table>
<thead>
<tr>
<th>My partner’s thoughts</th>
<th>My new image</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Anchor Lesson: 13</td>
<td>Images can be used to understand a variety of genres (poetry)</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Pre-assessment</td>
<td>Turn and talk to your partner about how you create sensory images while reading poetry.</td>
</tr>
</tbody>
</table>
| Select the Materials | Sudden Storm, Elizabeth Coatsworth. Other titles include:  
|                   | - Fog, Carl Sandburg | Have students make a sensory image for one stanza when using a longer poem (Blocks by Robert Louis Stevenson). |
| Name the Strategy Explain | Readers make sensory images with a variety of genres. When we create sensory images with poetry it can be a bit different. We really have to pay close attention to the poet's word choice. Poets do not always use as many words and the words don't often tell a story. The words in a poem often give the reader a message, an image in her mind, or ask the reader to think about an idea in a new way. I will use my schema and the poet's words to create sensory images as I read. Watch how my images help me to understand the poem. |  |
| Introduce the Text |  |
| Demonstrate the Strategy Say: Think aloud. Show: Model. Explain: How this will help them as a reader. | In a moment I am going to read a poem to you. I will create sensory images in my mind as I read. I will explain my sensory images to you by drawing what I see, hear and feel in my mind and then sharing with you what words in the poem helped me to draw particular things. |
| Read aloud Sudden Storm. |  |
| I saw rain coming down very quickly in sheets washing the streets clean, and umbrellas popping open. The umbrellas are all different colors. Since the rain is so coming down so quickly, everyone is standing close together and the umbrellas are actually touching each other. |  |
I can see this in my mind because the poet compares umbrellas to mushrooms and flowers. I hear the rain hitting the ground and I feel the air and how moist it is. This poem helps me think about a rainstorm in a new way. I smile as I think about flowers standing close together and how that is the same as people with umbrellas standing close together.

Begin Anchor Chart: How Do Readers Create Sensory Images in Different Genres?

**Provide Guided Practice**
Invite the students to practice the strategy with teacher guidance.

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 think about what sensory images come to mind as they listen to the words you read.

Pass out poem (Fog by Carl Sandburg) to class. 
*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 understand the poem. What is the image the poem created in your mind? How does the poem help you to think about an idea in a new way?*

**Provide Independent Practice**
Remind students before they go off to read

"When you go to RW try..."

Today I would like you to read lots of poems during reader’s workshop and make sensory images while reading this genre. Please think about how creating sensory images when reading poetry is different from creating sensory images while reading fiction.
### Unit of Study: Sensory Images

<table>
<thead>
<tr>
<th>Conference Points</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What sensory images are you making?</td>
<td>• What words helped you to make that image?</td>
<td>• What have you learned about creating sensory images while reading poetry?</td>
<td>• How does creating sensory images help you to understand the poem?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share/Reinforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask a few students to share their sketches and explain how it helps them understand the meaning of the poem they read.</td>
</tr>
</tbody>
</table>
Unit of Study: Sensory Images

Sudden Storm
by Elizabeth Coatsworth

The rain comes in sheets
Sweeping the streets,
Here, here, and here,
Umbrellas appear,

Red, blue, yellow, green,
They tilt and they lean
Like mushrooms, like flowers,
That grow when it showers.

### Anchor Lesson: Sensory Images

<table>
<thead>
<tr>
<th><strong>Anchor Lesson: 14</strong></th>
<th><strong>Sensory images can be used to understand a variety of genres - Informational Text</strong></th>
<th><strong>Notes to Build Next Lesson</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-assessment</strong></td>
<td>Turn and talk to your partner about how you might use sensory images to help you read informational text.</td>
<td></td>
</tr>
<tr>
<td><strong>Select the Materials</strong></td>
<td>Bats, National Geographic Kids, Elizabeth Carney</td>
<td>Repeat lessons that are essential for your students with each genre</td>
</tr>
<tr>
<td><strong>Name the Strategy Explain</strong></td>
<td>Readers create images in their mind to help them understand what they're reading. Today we're going to think about how we use this strategy differently with different genres. So far we have talked a lot about creating images with poetry and fiction. Today we are going to discuss how to create sensory images when reading information text.</td>
<td></td>
</tr>
<tr>
<td><strong>Introduce the Text</strong></td>
<td>When I read informational text, I can use my sensory images to really understand the new information I am learning. I can read the words and use my images to understand new concepts. I can look at the charts, diagrams and maps and actually see in my mind how the things that I am learning about in the text actually work in the real world.</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrate the Strategy</strong></td>
<td>Watch me. I'm going to read a page from this text. I will tell you what images form in my mind, and tell you how creating these images in my mind help me understand and learn the information in the text.</td>
<td></td>
</tr>
<tr>
<td><strong>Say:</strong> Think aloud.</td>
<td>The text says, “In the pitch-black night, bats can scoop up a tiny insect with ease. No flashlight required! How do they do it? They make a sound that travels until it hits an object. Then, it bounces off the object and travels back to the bat.”</td>
<td></td>
</tr>
<tr>
<td><strong>Show:</strong> Model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Explain:</strong> How this will help them as a reader.</td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>
From this echo the bat can tell an object’s size and how far away it is. This is called echolocation. “After I read this page, I create sensory images in my mind to help me understand and learn this information. When I read these sentences, I hear a bat making a sound. Now I see the "sound" almost hitting a tiny insect. Then I see the sound coming back and hitting the bat in the face. I can see the bat almost smiling as he flies towards the bug and gobbles it up. My images helped me really understand the way echolocation works.

Read another page aloud, and vividly describes what images you see and how those images help you understand and learn the information in the text.

**Provide Guided Practice**

Invited the students to practice the strategy with teacher guidance.

I am going to read some more from this text. 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 helped you understand and learn new information. Remember to also talk about which words in the text helped you to create your images.

**Provide Independent Practice**

Remind students before they go off to read … “When you go to RW try …”

When you have RW 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 and learn new information.

**Conference Points**

- How is creating sensory images when reading informational text different than creating sensory images when reading fiction?
- How did your sensory images help you to understand the text?
- How does creating sensory images make reading fun for you?
| Share/Reinforce | Choose two or three students to share their images and how their images helped them understand their text. Choose at least one student who read informational text. Have this student explain how the strategy works differently in information text. |
## Unit of Study: Sensory Images

<table>
<thead>
<tr>
<th>Anchor Lesson: 15</th>
<th>Readers use creating images in combination with other reading strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-assessment</strong></td>
<td>Turn and talk to your partner about all of the strategies you use as you read.</td>
</tr>
<tr>
<td><strong>Select the Materials</strong></td>
<td>Grandpa’s Face, Eloise Greenfield</td>
</tr>
<tr>
<td><strong>Name the Strategy</strong></td>
<td>We have learned so much about creating sensory images and today I want to teach you how readers use creating sensory images with other reading strategies. When readers read, they are always combining reading strategies. We use our schema, create sensory images, infer the characters feelings, predict what will happen next, figure out unfamiliar words, etc.. We do all of these things simultaneously to help us understand the text. We use many strategies all at once, sometimes without realizing that we are even doing it.</td>
</tr>
<tr>
<td><strong>Introduce the Text</strong></td>
<td>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) Think aloud and share your schema for this book. When I preview this book, 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.</td>
</tr>
<tr>
<td><strong>Demonstrate the Strategy</strong></td>
<td><strong>Say:</strong> Think aloud. <strong>Show:</strong> Model. <strong>Explain:</strong> How this will help them as a reader.</td>
</tr>
</tbody>
</table>
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. Read on and pause to share your thinking when she sees her grandpa's face looking so angry. “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 she is very scared. I think she is wondering why he is so angry.

Provide Guided Practice
Invite the students to practice the strategy with teacher guidance.

Read to the part where Tamika spills her milk. Invite students to share their sensory images and to use their schema to make a prediction of what might happen next.

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.

Provide Independent Practice
Remind students before they go off to read …

“When you go to RW try …”

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.

Conference Points
- What words in the text helped you make that sensory image?
- How did your schema add to the details of this sensory image?
- Now that you've pictured what's going on in this book, what predictions do you have for what will happen next?
- Read a bit and then think aloud. Let me hear what you are thinking.

Share/Reinforce
Turn and talk with your partner and show them a couple of places in the text where you used different reading strategies.
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
Sudden Storm
by Elizabeth Coatsworth

The rain comes in sheets
Sweeping the streets,
Here, here, and here,
Umbrellas appear,

Red, blue, yellow, green,
They tilt and they lean
Like mushrooms, like flowers,
That grow when it showers.

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 read
   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
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
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
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
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
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.
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
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
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 ahs 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
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 whishes
and splashes
and bangs
and mumbles
and grumbles
and rumbles
and flashes
and CRASHES.

Aileen Fisher
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 you 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
Ron

His name is Ron
and he's a good dog.
When I call, he's there.
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.
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
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.
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)

<table>
<thead>
<tr>
<th>My image</th>
<th>My image after having a conversation with ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

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

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

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