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READ 4043
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Guided Imagery

Description: Guided imagery is used to activate a student's imagination. Students create vivid mental images that will help them remember information in the future.

Targeted Reading Level: Early primary-highschool

Major Focus: Comprehension

Procedure:

1. First, have the students practice using imagery with a partner. Give them an image and have them describe what they see to their partner. Use images such as animal, storm, relative, or sporting event.
2. Have students read a selected text and have them pay close attention to pictures, graphics, or drawings included with the text.
3. Have students close their eyes, take deep breaths, and relax. Introduce the passage by giving some background knowledge about the situation that is going to be introduced. Suggest an image to students one sentence at a time. After you have read a sentence pause in order to give the students time to visualize the picture.
4. Have students share their reflections about what they were imagining during the exercise. Writing what they saw is a great way to summarize their insights about the situation.
5. After they have become familiar with guided imagery have them get with a partner and practice using different passages.

Reference: Buehl, Doug. Classroom Strategies for Interactive Learning; Second Edition. International Reading Association, Newark, Delaware, 2001. Pg. 61.

GUIDED IMAGERY
FOR SCIENCE

Fungi

Imagine the air moving through the room. As the air slowly circulates, notice that on these air currents are carried thousands of microscopic, round, bead-like spores. They are so small you have to look very closely to spot them. These spores are looking for an opportunity to grow. They are like tiny little seeds, searching for a food source that will enable them to grow and live. If they locate a food source with enough moisture, they can grow. As you watch them drift by, notice that loaf of bread on the counter. The plastic bread bag has been left unopened. The drifting spores get closer and closer. Some of them begin to land on a slice of bread. Watch carefully as tiny little strings of cells began to grow from a spore. More and more cells grow out, farther and farther from the spore. Soon there are so many of them that you see a tangled mass of little strings; these are growing denser and denser as they feed off the bread. You see some of them with little hooks that attach to the bread fibers. They continue to wind outward and outward. You can start to see a velvety fuzz appearing on the surface of the bread. What colors are you seeing now?

GUIDED IMAGERY
FOR SOCIAL STUDIES

The Great Plains

Imagine that you are in Nebraska. It is summer, 1887, and you are standing in the midst of rolling prairie for as far as you can see in all directions. Look around and see that no trees, buildings, or other human beings are in sight. Notice the wind gently swaying the 2-foot tall prairie grasses back and forth. Feel the 90-degree heat from the hot noon sun as it beats down upon you. Breathe in the dust and pollen from the grasses around you and imagine wiping the grimy sweat from your forehead. Notice the tired ox standing next to your single-bladed steel plow. See yourself trudging over to the plow and placing your hands on its rough wooden handles. Watch the hard-packed deep black prairie soil turn over from your plow blade as you struggle along behind the ox. Feel the blisters on your hands as they grip the plow handles. Imagine the strain in your back muscles and in your arms and legs as the plow jerks you along. Labor your way over a small hill, and in the distance notice the small hut made with thick squares of prairie sod. Leave the plow and slowly make your way closer to the hut, noticing it in greater and greater detail. Bend your head as you enter the dark, dank sod hut, and slowly pace around on the hard dirt floor.