



OVERVIEW

The *Visualizing and Verbalizing® Word Imaging Book* provides illustrations and helpful teacher prompts to be used with the Word to Picture to Imagery lesson of the *Visualizing and Verbalizing®* program. The goal of this lesson is to develop the student's ability to recall and describe an illustration of a given word, and to further develop the student's verbal descriptions.

WORD TO PICTURE TO IMAGERY

In a Word to Picture to Imagery lesson, you say a word or noun phrase to the student and then briefly show her a simple illustration for that word. The student looks at the illustration and creates a mental image of it, and then you cover the picture. The student then verbalizes the illustration's details from her visual memory. The student's goal is to recall the illustration—thus experiencing mental imagery—and to describe it. You question to stimulate and refine her description, using the structure words as a guide for basic elements and details for her to include. Once the student has given a thorough description of her imagery, she checks through the twelve structure words to ensure that she has not omitted an important element of the image. Then you and the student both summarize the main details of her mental picture. Finally, you both look at the illustration, check that she pictured everything, and discuss any discrepancies.

ILLUSTRATIONS

The illustrations in this book are arranged to increase in complexity. The first illustrations in the book depict simple objects with minor detail. One, for example, shows an ice cream cone. Later illustrations show objects, people, and animals with higher levels of detail, sometimes with accessories, or depicting simple movement. For example, the last one shows a magician in costume, smiling and holding a wand.

TEACHER PROMPTS

Each page of teacher prompts has basic directions for conducting a Word to Picture to Imagery lesson with your student. Here are the key points to note about the teacher prompts:

- Prompts outline the main stages of a Word to Picture to Imagery lesson.
- Helpful dialogue for each stage of the lesson is provided in red.
- The questions provided are samples only; use your own questions to elicit your student's verbalization, and respond to the student's response.
- As you grow more experienced with Word to Picture to Imagery instruction, you can use the prompts simply as visual cues.

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DIRECTIONS

The basic directions for conducting a Word to Picture to Imagery lesson with your student are outlined on each page of teacher prompts. For more detailed directions, please see the Word Imaging chapter of the *Visualizing and Verbalizing*[®] Teacher's Manual.

HELPFUL HINTS



- Briefly familiarize yourself with the illustration before beginning the lesson so you know what details to question for.
- Show the illustration to the student for only a few seconds.
- If the student has difficulty remembering some details of the illustration, you may both look at it again to spark her imagery.

Don't forget to verbalize the word that the illustration represents.

As you question, utilize these helpful lines. Remember, only a few example questions are provided. Be sure to respond to the student's language and elicit the appropriate detail.

Sailboat

1001-1002 (2000) Word to Picture to Imagery

1. The picture is not a word and there are pictures of the word. How do you know the picture does not really picture it as presented?

2. 1. Teacher reads the picture.
The example: "It's a red sailboat. There is a picture of a sailboat. There is a picture of a sail."

3. 1. Teacher asks the question.
The example: "How do you know the picture does not really picture it as presented? What are you picturing?"

4. 1. Student verbalizes answers; teacher provides the final hints.
a. Sail on the sea.
The example: "What are you picturing for the sail?"
b. One color and content.
The example: "Do you picture the boat as best as in the water?"
c. Answer the question, recall when questioning.
The example: "What color are you picturing for the boat?"

1. what	2. size	3. color	4. shape	5. number	6. where
7. movement	8. mood	9. relationship	10. comparison	11. other	12. none

4. 1. Student checks through the structure words.
The example: "When you check through the structure words and you still see what you are picturing for each one?"

5. 1. Teacher and student re-question.
The example: "How do you know about what you picture?"

6. 1. Teacher and student look at the picture.
The example: "Look back at the picture and see if you picture everything."

Encourage the student to develop her own imagery by using language such as, "What are you picturing for...?"

Some illustrations will have more detail than others. Refer to the structure words when questioning, to ensure that the student verbalizes all important elements of the illustration.

Ice Cream Cone

SET THE LESSON: Word to Picture to Imagery

Say, "I'm going to say a word and show you a picture of the word. Then I'll take the picture away and you try to picture it in your mind."

- 1. Teacher briefly shows the picture.

For example: "The word is *ice cream cone*. Here is a picture of an ice cream cone. Take a good look at it."

- 2. Teacher hides the picture.

For example: "Now I'm going to hide the picture. You can't see the ice cream cone anymore, but you can imagine it in your mind. What do you picture?"

- 3. Student verbalizes imagery; teacher questions for detail.

Hints:

a. Start at the top.

For example: "What are you picturing for the ice cream on top?"

b. Use choice and contrast.

For example: "Do you picture the ice cream on a cone or in a bowl?"

c. Refer to the structure words when questioning.

For example: "What shape are you picturing for the cone?"

1. what

2. size

3. color

4. shape

5. number

6. where

7. movement

8. mood

9. background

10. perspective

11. when

12. sound

- 4. Student checks through the structure words.

For example: "Okay, let's check through the structure words and you tell me what you are picturing for each one."

- 5. Teacher and student summarize.

For example: "Now let's talk about what we pictured."

- 6. Teacher and student look at the picture.

For example: "Let's look at the picture and see if we pictured everything."



Cupcake

SET THE LESSON: Word to Picture to Imagery

Say, "I'm going to say a word and show you a picture of the word. Then I'll take the picture away and you try to picture it in your mind."

1. Teacher briefly shows the picture.

For example: "The word is *cupcake*. Here is a picture of a cupcake. Take a good look at it."

2. Teacher hides the picture.

For example: "Now I'm going to hide the picture. You can't see the cupcake anymore, but you can imagine it in your mind. What do you picture?"

3. Student verbalizes imagery; teacher questions for detail.

Hints:

a. Start at the top.

For example: "What are you picturing for the cupcake's frosting?"

b. Use choice and contrast.

For example: "Do you picture the cupcake with sprinkles or no sprinkles?"

c. Refer to the structure words when questioning.

For example: "What color are you picturing for the cupcake?"

1. what	2. size	3. color	4. shape	5. number	6. where
7. movement	8. mood	9. background	10. perspective	11. when	12. sound

4. Student checks through the structure words.

For example: "Okay, let's check through the structure words and you tell me what you are picturing for each one."

5. Teacher and student summarize.

For example: "Now let's talk about what we pictured."

6. Teacher and student look at the picture.

For example: "Let's look at the picture and see if we pictured everything."

