

Visualizing  
and  
Verbalizing<sup>®</sup>

Free Supplemental  
Lesson Packet

CELEBRATING



A LEARNING

Journey

NATIONAL TRAILS DAY



## HELPFUL ADVICE

These are stories from *Visualizing and Verbalizing Stories* that can be used with any program of instruction to develop imagery for language comprehension, but were developed for the Visualizing and Verbalizing® (V/V)® program. Although these stories have been written at specific grade levels, you can use them with other grade levels as you feel is appropriate. Each story features a main idea or topic to be imaged, and then provides detailed imagery for the topic. While sentences or paragraphs may contain much concrete detail that can be imaged, others contain abstract concepts.

While reading the story, be sure to ask imagery questions to elicit detailed imagery from the student. Once you have completed each story, move on to the higher order thinking questions. These are main idea, inference, conclusion, evaluation, and prediction questions. The order of the higher order thinking questions is such that they stimulate students' thinking first about the gestalt, and then about the details of the story. Some questions may include contrast or introduce additional information, from which the students can extend their thinking about the story. It is not necessary to ask every question, but be sure you ask enough that your student has the gestalt of the story.

Additional activities are provided in the form of puzzles.

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## Primary Level

1.

three sentences

The gray squirrel ran up the tree. He went inside a hole in the tree trunk. There he ate nuts and watched the snow fall.

1. What did you picture the squirrel going into?
2. What did you picture the squirrel eating?
3. How do you think the nuts got into the tree?
4. Why do you think he put them there?
5. What is a good title for this story?

## Primary Level

2.

five sentences

The big black bear looked up in the tree. There was a beehive. It was dripping with sweet honey. The bear grabbed the hive. Soon he ran away licking his paws.

1. What color did you picture the bear?
2. Why do you think the bear wanted the hive?
3. Why do you think the bear “grabbed” the hive?
4. Why do you think he ran away licking his paws?
5. What might you picture happening next?

## Primary Level

3.

five sentences

A blue bird was in a tree. Then she flew to her nest. There was a lot of chirping. She dropped a worm into the nest. The chirping stopped.

1. Where did you picture the blue bird sitting?
2. Why do you think the bird flew down to her nest?
3. What did you picture chirping?
4. Why do you think the bird dropped a worm into her nest?
5. Why do you think the chirping stopped?

## Level Two

4.

five sentences

The walking stick is an insect. He has a long stick-like body with no wings. He also has stick arms and legs. He can grow to over a foot in length. The walking stick fools predators into thinking he is part of a tree.

1. What did you picture for the arms and legs of the walking stick.
2. Why can the walking stick make predators think he is part of a tree?
3. Do you think the walking stick makes a lot of movement when he sees a predator?  
Why or why not?
4. Do you think it is good or bad for a walking stick to grow over a foot long? Explain.
5. What would be a good title for all this imagery?

5.

three paragraphs

The summer sun shone down from high in the blue sky. The skin of the two boys on the blue towel began to get reddish. Suddenly, they jumped up, ran to the edge of the lake, and jumped in.

The bigger boy swam back and forth using the Australian crawl. The smaller boy waded around near the shore looking down into the water. He picked something yellow up from the bottom and yelled for the other boy to see.

After a while, the sun went behind a gray and white cloud, and the cool water began to feel colder. Still, the boys did not want to come out. Then someone yelled, "Lunch!" and out they came even faster than they went inside.

1. What color did you picture the boys' skin after they were in the sun awhile?
2. What color did you picture the thing that one boy found on the bottom?
3. Do you think the boys were hungry? Why?
4. Do you think both boys could swim? Why?
5. What time of day do you think it was when the boys first went into the water?
6. What do you think the boys might do after they eat lunch?
7. What is a good title for this story?

6.

six sentences

The strong silver salmon was swimming upstream in the blue-black river. The big fish came to some steep, foaming, white rapids. Fast flowing water swirled around big black rocks. The salmon swam hard to get up the rapids, leaping high out of the water several times while fighting the swift current. At the top of the rapids was a clear, calm deep pool, but the salmon did not stop to rest. Instinct drove it on toward the headwaters of the river where it would lay its eggs.

1. What colors did you picture the salmon and the rocks?
2. How did you picture the salmon moving in the water?
3. Why do you think the salmon leaped out of the water when it came to the rapids?
4. Why do you think the salmon had to be strong?
5. Do you think the salmon could stop and rest? Why?
6. What is the main idea of these images?



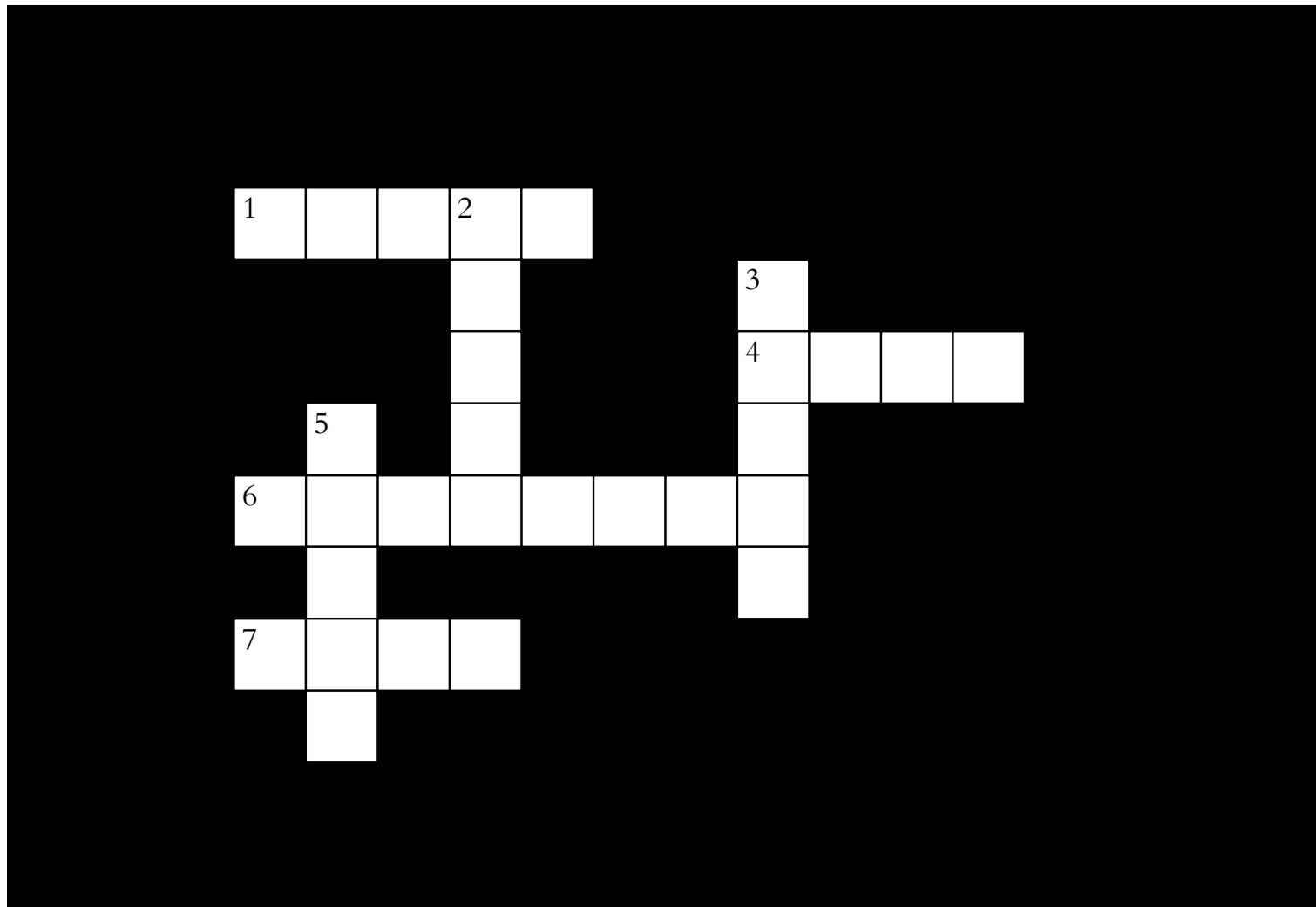
six sentences

7.

I watched the big fat beaver gnawing busily at the trunk of the birch tree. The tree was on the bank of a pond he had created by building a dam of small trees and other branches to block the flow of the stream. The beaver also built himself a round lodge of smaller sticks with an underwater entrance in the middle of the pond. He continued to gnaw at the birch tree and suddenly it made a loud cracking sound and fell toward the middle of the water where it landed with a great splash. As the furry little lumberjack looked at his work, I thought I heard him squeak, "TIMBER!" Was I dreaming?

1. What did you picture for the beaver's home in the pond?
2. Why do you think he built his lodge in the water with underwater entrances?
3. Do you think the beaver had good teeth? Why?
4. What do you think the beaver might do next?
5. What is the best title for all your images?

# Crossword Puzzle



## Across

1. The land along the edge of a sea, lake or other large body of water
4. The nest of bees
6. An animal that naturally preys on others
7. Bite at or nibble something persistently

## Down

2. A fast-flowing and turbulent part of the course of a river
3. A short, sharp, high-pitched sound
5. The main woody of a tree as distinct from its branches and roots



# Word Search

W	R	A	E	S	H	N	P	S	S	V	R	I	N
S	A	P	U	P	S	T	R	E	A	M	W	W	E
Q	P	T	G	I	R	E	S	B	V	M	U	I	I
U	I	C	N	I	M	V	R	E	P	S	R	E	D
I	D	U	I	M	R	I	R	A	L	H	I	A	R
R	D	P	M	I	R	H	R	R	A	H	R	U	I
R	G	N	M	P	R	E	D	A	T	O	R	T	S
E	T	E	I	T	K	P	S	P	A	I	W	I	A
L	C	T	W	N	N	Q	M	R	P	N	R	T	E
I	S	H	S	I	U	H	H	I	M	A	P	L	A
M	I	A	I	P	R	R	A	I	G	N	A	B	G
C	U	A	I	R	T	M	I	S	N	C	I	N	A
R	L	T	P	A	P	B	E	R	A	T	A	M	A
P	E	R	Q	T	I	E	I	C	D	W	A	E	D

1. chirp
2. gnaw
3. hive
4. trunk
5. rapid
6. predator
7. squirrel
8. upstream
9. swimming
10. bear