



Using Imagery

Background for the Teacher

Definition: *Imagery* is the use of words to create pictures in a reader's mind.

Materials Needed: Just Imagine work sheet (page 45), crayons or colored pencils

Preparation: Reproduce one Just Imagine work sheet for each student in the class. Gather together the crayons or colored pencils for student use.

Lesson Plan

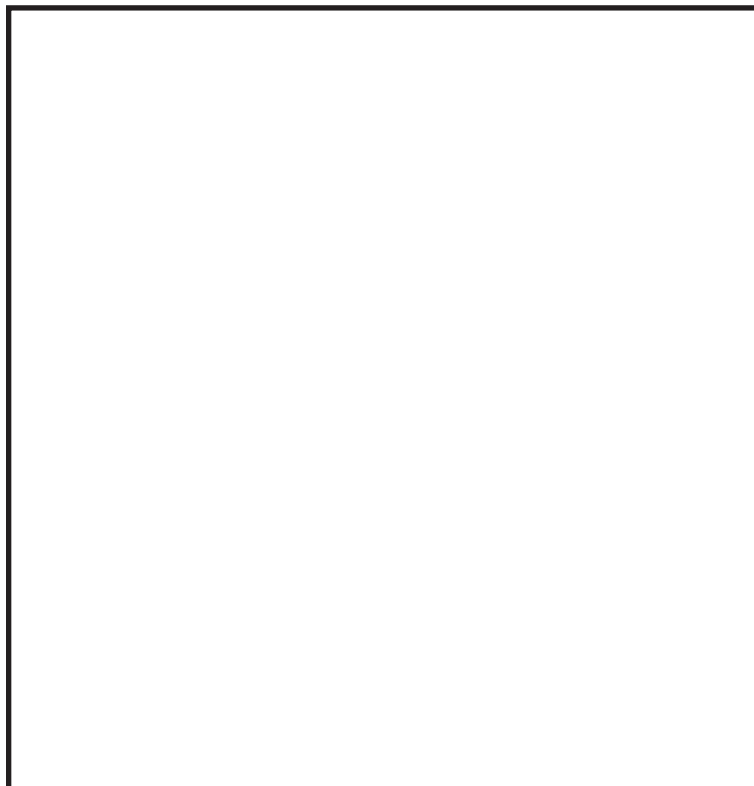
1. Write the following on the chalkboard: *Show, don't tell.*
2. Tell students that they are going to play a new game, not Show and Tell as they know it, but "Show, Don't Tell."
3. Write the following sentences on the chalkboard:
The baseball player argued with the umpire.
The ace pitcher hurled his glove at the mound, then spit words at the man behind the plate.
4. Ask students to identify which sentence tells what happened and which sentence shows what happened. (The second sentence is the better sentence—it shows what happened.)
5. Explain that writers use precise words to paint pictures in the reader's mind. This is how authors show the reader what is happening. It is much more exciting and interesting for the reader to be able to "see" in their mind what the author is writing about.
6. Challenge pairs of students to turn the following sentences into showing sentences:
 - The basement floor was flooded.
 - The toddler was angry.
 - The cars crashed.
 - I ate the chocolate doughnut.
 - The painting was an antique.
7. Allow students to share their showing sentences. Ask the class to point out specific words that helped paint a picture in their minds.
8. Distribute the Just Imagine work sheet. Review the directions with students. Read the poem "Mabel" aloud as students underline precise words. Allow time for students to complete the rest of the work sheet and share their original "Mabel" poems.

Just Imagine

Directions: Read the following poem. Underline precise words that help paint a picture of the subject in your mind. Then draw a picture of Mabel in the box below as she is described in the poem.

Mabel

At noon, Mabel emerged,
Glancing out the front door.
She was a glamorous, long-legged woman
In her early twenties.
Her skin, a pale alabaster silk,
Radiated with anticipation.
Her soft, periwinkle eyes sparkled
A secret that few knew.
Her fluffy red hair flowed in waves,
Framing the award-winning face,
The face that, without the Cover Girl,
The Maybelline, the Revlon,
Would never have won the
Model-of-the-Year Award.



Just Imagine *(cont.)*

In the poem *Mabel*, the author hints at the possibility that Mabel is not very attractive without a lot of cosmetics. How do you suppose Mabel looks without makeup?

Write a phrase to describe her overall appearance. _____

Write a phrase to describe her skin. _____

Write a phrase to describe her eyes. _____

Write a phrase to describe her hair. _____

Now, create your own poem about Mabel, portraying her as she would appear without makeup. Remember to use precise words to create an image in the reader's mind.
