The Influence of Visualization on Fifth Grade Students' Comprehension

Pamela Zola Smith

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SUNY COLLEGE AT BROCKPORT

The Influence of Visualization on Fifth Grade Students' Comprehension

By

Pamela Zola Smith

A Thesis submitted to the Department of Education and Human Development in partial fulfillment of the requirements for the degree of Master of Science in Education

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ABSTRACT

This quantitative research study was conducted to see what effect teaching fifth grade students techniques on how to visualize before they read would have on their comprehension. Twenty fifth-grade students from a heterogeneous elementary class in a suburb of Western New York were part of the study. Each student was given an individual copy of *The Lion, Witch and the Wardrobe* in class. During this five-week period, the students independently read the chapters assigned to them. They then received either a standard lesson and cloze test or a visualization lesson and cloze test directly following each chapter.

The data gathered from the cloze comprehension tests were analyzed and calculated by the instructor. A t test was used and determined that the chapters with direct instruction in visualizing did have a statistically significant effect on student comprehension.

Implications for further research include the possibility to conduct this same study on another literature piece of a different genre and to interview the students at various stages through the visualizing training process. Another possibility would be to perform this study with middle school and high school students.
CHAPTER I

Statement of Problem

Purpose

The purpose of this study was to determine the effects of using formalized instruction in visualizing to increase comprehension within fifth graders placed in a heterogeneous classroom.

When individuals sit down to read, draw a picture, or build a project they can visualize the outcome in their mind. The ability to develop a mental image of the end result, whether it is plot comprehension, the finished picture, or the completed project, is key to learning and progress. As is to be expected with most learning skills, certain individuals can visualize the pictures they see in their mind better than others.

As Goudvis and Harvey state, "Visualizing brings joy to reading. When we visualize, we create pictures in our minds that belong to us and no one else" (p.97). Visualizing is where readers develop mental images to better comprehend information or data they receive. Visualization is the
method of utilizing these mental images to have a positive impact on comprehension. Rather than just reading from a book and attempting to memorize facts for a written test, students are encouraged to utilize their own visualizations of characters, settings, and occurrences. These images tend to have more impact for the students than attempting to recall facts. The visualization skills taught also have significant impact on students’ ability outside the classroom, providing them with the tools to picture the end result of projects or tasks they are working on.

This study researched whether fifth graders, after being taught these specific visualization skills, implemented them independently. Additionally, these same fifth graders were studied to determine if they began to read with greater accuracy and developed mental images around what they read in a piece of literature. Based on the above stated goals and the currently available research on these topics, this study seemed to be warranted.

Need For Study

Based on previous research, as well as the prevailing “visual-centric” learning environment in society today, further investigation is
needed to effectively determine if the use of visualization in reading improves reading comprehension.

Educators today are forced to compete for children’s attention with a variety of media. The widespread availability of cable television, the Internet, DVDs and game consoles has developed a nation attuned to reception of information through visual learning. Often when a child is exposed to this type of medium, a third party is expressing his or her own visualizations and/or literary interpretations, some or most of which may not align directly with what the authors are trying to convey. For example, the “Harry Potter” movie was written, directed, and produced by a number of third parties (e.g. screenplay writers, directors, producers, special effects coordinators) expressing their own ideas on how the characters and setting should be presented. The movie will now provide readers with specific visualizations when reading the text-different visuals than what the author, J.K. Rowling, may have had in mind when writing the story. Visualizations filtered through a third party can mislead children and provide them with the wrong information, or teach them to accept what is shown at face-value without formulating their own ideas or pictures to aid in comprehension. Since third-party images are prevalent in today’s
visual-centric society, children require specific training on how to create and develop their own mental pictures to aid in reading comprehension.

Another reason for developing students' visualization skills is based on their reading selections. Often at the fifth grade level, the personal choice books these students select shift from picture-intensive books to chapter books. These higher grade-level books often contain no pictures, or one picture per chapter. The pictures are often black and white, simple sketches. When the students' transition to books that lack the number of illustrations they are accustomed to and often relied on, it may have a negative impact on their comprehension.

The goal of this study was to determine if visualization training was effective in increasing the students' comprehension at the fifth grade level. It is sensory information that connects us to language and thought. However, many individuals – both children and adults – have weaknesses in creating mental images and thereby have weak reading comprehension, weak oral language, weak verbal skills and poor critical thinking. (Bell, 1991, p.vi)

This study was conducted to determine the effects of using formalized instruction in visualizing within a fifth grade heterogeneous classroom.
The study's objective was to establish whether formalized visualization instruction increases student comprehension.

**Research Question**

What effect does teaching visualization techniques have on comprehension?
CHAPTER II

Review of the Literature

Purpose
The purpose of this study was to determine the effects of using formalized instruction in visualizing to increase comprehension within fifth graders placed in a heterogeneous classroom.

Definition of Terms

Visualization – For the purpose of this study, visualization is how we process language and thoughts to make a connection and form a mental image in our minds. It stimulates comprehension and verbal expression.

Structure Words – Used in the visualizing and verbalizing process of Nanci Bell, these words act as a facilitator within the process. These words develop a framework for the student to be able to recall pertinent details, when they are creating the picture in their minds and also when they are verbalizing that picture to others. The words are broken into two categories – fine and gross.
Introduction

Wolfe's commentary (2001) demonstrates the importance of visual input for humans to collect, interpret, and understand information. This quote provides insight into why visualization can be such an important tool for reading comprehension.

Humans are intensely visual animals. The eye contains nearly 70 percent of the body’s sensory receptors and sends millions of signals every second along the optic nerves to the visualizing processing centers of the brain. It is not surprising that the visual components of a memory are so robust. Although each of us has the ability to process kinesthetic and auditory information, we take in more information visually than any other sense. (p. 152)

Educators often rely on visuals, such as graphic organizers and pictures, within their teaching to help increase the students’ comprehension. Additionally, educators utilize textbook and story illustrations as a part of their instruction to help the students visualize the content and provide more impact. For decades now and in a number of studies, researchers have debated whether illustrations in the classroom have a positive effect on students' comprehension of the lesson. Also, it has been questioned what is the best way to integrate sensory and language processing (Bell, 1991). It is often assumed that the students can think accurately about sounds and can create images for words, but
this can be dependent on their mental imagery abilities and the visuals provided in the reading.

**Reading Comprehension**

One of the key elements of an elementary education is reading comprehension - the ability to understand and retain the details, sequence, and meaning from written material (Androes, McMahon, Parks & Rose, 2000). Reading comprehension tasks are among the most difficult tasks that students with deficits in reading struggle with. Unfortunately, development of these skills is critical to their development in becoming lifelong learners. When a student reads a book, information is comprehended and emotions are stirred up not only through the text, but the pictures that accompany it (Many, 1989).

Educators work with youngsters who have sufficient sight vocabulary and word attack skills, but still have difficulty comprehending what they have just read. With a variety of methods available, an educator has a number of materials or techniques that can be translated into educational action, both to assist the teacher and help the student learn (Coe, 1987).
Illustrations

Several tentative conclusions have been developed regarding the effect of illustrations within text, although these investigations of illustrations and comprehension have varied in procedure, process, and results. In certain cases, researchers concluded that illustrations did not positively contribute to the reading process and may actually have interfered with it (Elster & Simons, 1985). The few studies that stratified readers based on skill level revealed that illustrations had more of a negative impact on poor readers than good readers. Evidence suggested that illustrations distracted the reader's attention away from details crucial to comprehension, especially among the handicapped and poor readers (Elster & Simons, 1985; Rose, 1986). The study performed by Rose (1986) showed that learning-disabled students were less equipped to ignore the additional stimuli of the illustrations. The results from this study indicated that learning-disabled, elementary-aged readers demonstrated significantly greater comprehension of non-illustrated reading passages than illustrated passages. Considering that a substantial number of elementary reading materials have a disproportionately large number of illustrations, these findings are significant to learning-disabled educators when previewing potential texts.
The positive or negative impact pictures will have on a child in making sense of new words will rely on the degree to which the child is required to use the pictures in processing the printed stimuli (Duchastel, 1980). The skill level of the reader also had a significant effect on how the student was able to interpret and utilize different types of illustrations. Although all readers were able to improve their comprehension when viewing pictures drawn in greater detail, only moderate and highly skilled readers possessed the ability to relate the picture back to the information drawn from the text. Illustrations made redundant through the use of specific, detailed text showed no effect in assisting students with their reading comprehension (Gambrell & Jawitz, 1993). As an example, a highly detailed, textual explanation of a football field (a field of green grass, rectangular in shape, one hundred yards in length, white lines every ten yards, with goalposts that resemble the letter “Y” standing at each end) will diminish or nullify the benefit of having a picture of a football field accompany the passage.

A study by Elster and Simons (1990) demonstrated a clear pattern within a first grade class that picture dependence for reading comprehension decreased as the year progressed and skills increased. The students demonstrated that picture dependence was significant at the beginning of the year within basal instruction, but dropped off considerably
throughout the remainder of the year. The use of the textbook with limited illustrations helped the children decontextualize the written language and allowed them to develop a decreased dependence on pictures within a text. A study by Parisi (1991) reinforced Simons and Elsters' findings. This study demonstrated that students who read text without illustrations referred back to the context of the story, rereading the passage for enhanced comprehension.

Picture facilitation in reading varies widely within all students. Students must utilize specific information-processing skills in order for illustrations to be effective. If these skills are not used, the usefulness of the illustrations is adversely impacted. Illustrations that provide the same information given in the text have little, if any, effect on increasing the reader's comprehension. Illustrations that complement the text with additional information, however, are often very effective (Filippatou & Pumfrey, 1996).

In a study using 22 college students, Brody and Legenza (1979) looked at math text passages and the location of the corresponding illustrations. It was determined that location of the picture had a significant impact on comprehension. Pictures placed before the reading did not increase supplementary learning as much as pictures placed after the reading.
**Visualization**

When readers visualize, they create personalized pictures in their minds which increases their enjoyment of reading. Visualizing while reading allows readers to develop “mental motion pictures” and they often become attached to the characters they visualize. Visualizing has a significant impact on keeping us engaged in reading, even if we may consider abandoning a difficult or dull book initially (Goudvis & Harvey, 2000). In her research, Bell (1991) found there is a direct correlation to visualization and language comprehension, language expression and critical thinking.

Children reading for pleasure will typically create a picture in their minds drawn from their comprehension of the text. This occurs naturally during the reading experience (Long, Winograd, & Bridge, 1989), although it is important for the educator to train the student to focus on the main details and not ancillary description. Gunning’s (2002) study showed that students should also learn when, where and why to use the visualization strategy to achieve the best results. Some students see reading as a race to be won or a chore to finish quickly. These students must slow down while reading so they can activate pictures in their heads (Manning, 2002). Children taught how to construct mental images as they read demonstrate
enhanced abilities to comprehend and remember what they have read (cited in Gambrell & Jawitz, 1993).

Specific training in mental imagery is a viable instructional approach with students to help aid in comprehension. Results demonstrate that memory comprehension can be positively impacted through dedicated instruction (Borduin & Borduin, 1994; Gambrell & Jawitz, 1993; Long, Winograd, & Bridge, 1989). In the study performed by Pressley (1976), mental imagery was favored with a significant, positive impact demonstrated in the test subjects in text comprehension. A group of eight year olds was taught to utilize mental images during reading and given practice to promote development of mental imagery. The training was easily taught in a traditional classroom setting. Teaching visualizing strategies provides teachers with valuable information on how much the students have comprehended the text (Robb, 1997).

There are a number of different approaches for teaching visualizing. One method of training is double-entry reading journals. Students write a detailed description of what they read on the right hand side and draw on the left hand side the object they pictured as they read the text (Robb, 1997). Simple wordless picture books are another method used for visualization training. Children could take details from the pictures and place them with their own thoughts to develop a higher
understanding (Goudvis & Harvey, 2000). Teaching visualizing can also be accomplished by creating social interaction throughout the reading process. The student starts to develop a personal connection to the text by discussing the book before, during and after reading (Manning, 2002). It is also beneficial to have the teacher modeling these visualizing techniques and asking questions while the students are reading (Ekwall & Shanker, 1998).

**Nanci Bell**

Studies have shown that a child typically may have difficulty in visualizing a picture as a whole. Children had difficulty in creating a gestalt. A gestalt is a unit or a whole that is more than its parts. Children who have these difficulties seeing the whole picture might have problems making connections or interpreting the incoming language (Bell, 1991).

Processing language is a parts-whole issue. The words are the part and the concepts are the whole. Each of our sensory-systems has to bring the specific sensory cognitive functions to the task of processing language and thinking (Bell, 2001).

Nanci Bell’s visualizing and verbalizing program focuses on improving a child’s view of oneself by enhancing his/her reading skills. Bell believes in identifying the problem for the reader and creating the
steps to help teachers guide their students to successfully reach their full potential.

The manual is organized into different focal steps. These steps begin at a very basic level, with the student simply verbalizing descriptions of pictures. It then gradually evolves to imaging single words, single sentences, multiple sentences, whole paragraphs and finally entire sections of text. By increasing the students' attention to details and building their comprehension in a graduated fashion, students will then be able to apply these skills in other areas of their lives.

It is the instructor's responsibility to provide a learning environment in which there is a successful balance of image-rich and print-rich stimuli. As the students comprehend that these environments can and should co-exist (Piro, 2002), they will begin to fully appreciate the positive impact that visualizing has on their reading comprehension, enjoyment, and experience.
CHAPTER III

Design of the Study

Purpose
The purpose of this study was to determine the effects of using formalized instruction in visualizing to increase comprehension within fifth graders placed in a heterogeneous classroom.

Research Question
What effect does teaching visualization techniques have on comprehension?

Methodology

Subjects
The twenty subjects of this study are part of a heterogeneous elementary school class in a suburb of Western New York.

Materials
Students were given an individual copy of The Lion, Witch and the Wardrobe, by C.S. Lewis. Parents were previously informed of the unit
being studied during conversations at parent conference meetings. During these conversations with the parents, a list was established (by the researcher) of children who had previously read this book or had seen the play or movie at an earlier date.

A five-week unit plan was created to outline the specific lessons that needed to be taught. The unit was organized to follow a pattern where a standard lesson was taught one day and a visualizing lesson was taught the next.

The researcher created the unit with lessons that specifically focused on visualizing every other day (Appendix A). The visualization lessons were adapted from Nanci Bell’s model (1991). The standard lessons, which were designed by the researcher specifically for this study, did not contain any components of visualization. These lessons consisted of literary techniques and devices that are required to be taught in the New York State Language Arts Curriculum. The oral comprehension questions that the researcher asked during these lessons were designed specifically not to contain any information that would be used in the upcoming cloze test.

The researcher developed comprehension tests for every chapter using a cloze format. Each test consisted of approximately a 100-word selection with every fifth word blanked out. The blanks were designed of
equal size to allow the students to write the word of their choice. The paragraphs selected for these tests came from The Lion, Witch and the Wardrobe. They were selected based on the main idea that the paragraph contained. The researcher kept track of each paragraph used and what the main idea of the paragraph was, i.e. character, setting, plot (Appendix B).

Procedures

Each student was given an individual copy of The Lion, Witch and the Wardrobe, in class. During this five-week period, the students independently read the chapters assigned to them. Then they received either a standard lesson and test or a visualization lesson and test directly following each chapter.

As an example, students read Chapter 2 at home and then received a standard (non-visual) lesson and test of their comprehension of the chapter in class. Chapter 3 was read at home, followed by a visualization lesson and test. Chapter 4 was read at home, followed by a standard (non-visual) lesson and test. This alternating process continued for five weeks to gather data points pertinent to the study.

During the visualization lessons, the anticipatory set was modeled using types of media not related to the book. During the visualization
lesson and directly after, students used their copies of the book to review the chapter and used the visualization lesson to help them develop a mental picture of the various scenes in the chapter.

The visualization lessons were adapted from Nanci Bell's model from her book *Visualizing and Verbalizing*. In her book, the approach is to teach visualizing using a single word and then develop it up to a sentence, then a paragraph and finally to a page. The same approach was used in this study. Students were taught how to visualize using a single word and gradually develop it to a complete page. Initially, the students practiced the visualizing lesson using a reading selection that was not from *The Lion, Witch and the Wardrobe*. The students then practiced using a pre-selected passage from *The Lion, Witch and the Wardrobe*. These passages were chosen because they were not the exact passage used for the cloze test and did not focus on topics that could be used on upcoming cloze tests.

After the visual lesson was complete, the students responded to a cloze test. The tests consisted of a 100-word selection taken from the specific chapter just reviewed. Every fifth word was eliminated and the participants were asked to fill in the blanks with a word of their choice.

On non-visual chapter reviews, the children would have previously read the chapter independently prior to instruction. The time utilized for
non-visual review equaled that of visualization instruction. The students reviewed the chapter by responding to oral comprehension questions provided by the facilitator. The oral questions were created by the researcher and did not contain any information that would be included in the upcoming cloze test. At the end of the chapter review, the students were also administered a cloze test.

**Analysis of Data**

The data gathered from the cloze comprehension tests were analyzed and calculated by the instructor. This data analysis used quantitative measures. A $t$ test was used to determine if the chapters with direct instruction in visualizing had an effect on student comprehension.
CHAPTER IV

Findings and Interpretation of Data

Purpose
The purpose of this study was to determine the effects of using formalized instruction in visualizing to increase comprehension within fifth graders placed in a heterogeneous classroom.

Null Hypothesis
There will be no statistically significant mean score difference between the cloze tests completed after having visualization instruction compared to the mean score of the cloze tests the same students had taken without visualization instruction.

Analysis of Data
The students were given a cloze test every day for a five-week period. Each test consisted of a 100-word selection with every fifth word left blank. In order to analyze the data, the raw score from each student's tests was used.
A correlated $t$ test for the difference between the two means was used to compare the mean score of the cloze tests completed after having visualization instruction compared to the mean score of the cloze tests the same students had taken without visualization instruction. A calculated $t$ score of 5.70 was obtained. Since the critical value $t$ is plus or minus 1.98 and since $t$ obtained was 5.70 the null hypothesis was rejected.

Table 1

<table>
<thead>
<tr>
<th>Description</th>
<th>$n$</th>
<th>df</th>
<th>$x$</th>
<th>Std. Dev.</th>
<th>Variance</th>
<th>Calculated $t$</th>
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<tbody>
<tr>
<td>With Visualization</td>
<td>100</td>
<td>98</td>
<td>11.85</td>
<td>2.44</td>
<td>6.02</td>
<td>5.07</td>
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<tr>
<td>Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without Visualization</td>
<td>100</td>
<td>98</td>
<td>10.28</td>
<td>3.10</td>
<td>9.51</td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Critical $t$ ($p=.05$) = 1.98

The conclusions and implications of these findings will be discussed in the following chapter.
CHAPTER V

Conclusions and Implications

Purpose

The purpose of this study was to determine the effects of using formalized instruction in visualizing to increase comprehension within fifth graders placed in a heterogeneous classroom.

Conclusions

Often I find students in my students in my fifth grade class have a hard time understanding The Lion, Witch and Wardrobe. Many factors come into play that prevent even my top readers from fully comprehending parts of this story. The genre itself is new to many of my students and they are unaccustomed to reading and visualizing within it (although this is diminishing with the popularity of the Harry Potter series).

The setting and characters of Narnia were new to these students. Castles and beaver dams are not usual homes with which they can identify. Mythical creatures such as ogres, nymphs, and sorcerers that interact with children are also typically outside their experience and
schema. Some had never heard of a faun much less knew what one looked like.

The language and vocabulary used in this book is British English from the 1950s. This has a significant impact on my students’ comprehension. For example, none of my students knew that “Turkish Delight” is a candy, or that a wardrobe is what we might call a closet; however, to a British student, there is a much better chance they would know immediately what Lewis was referring to.

Because of these factors I felt it was time to try something new. Since their books had a limited amount of pictures, I would help them create their own movie in their imagination.

Using Nanci Bell’s model, the students actively engaged with me about the characters they were visualizing. Although I only taught the visualizing lessons every other day, as the weeks went on I noticed the children discussing how they were visualizing every night while they read. I also found the students recalling tips and strategies from the mini lessons in other subject areas. Soon they were telling me what they visualized the planet Pluto’s surface would look like or how they could fix their character description in their own writing piece so that the readers could better visualize what they were describing.
The structure words given in Nanci Bell's model helped me teach the lessons thoroughly. The fifth graders became very good at describing all of the parts of the pictures they were seeing in their head. If they forgot a structure word, another student would be quick to remind them. I displayed these words on a poster and the students had copies in their reading and writing folders for a reminder, although for many of them it has now become automatic.

The lessons were also very structured helping me teach the class at small stages while heading towards the big picture. The lessons began to overlap at the end of the unit. I would find the students recalling the chapter using the structure words as guides in their summary. On these days when I wasn’t even teaching visualizing techniques, they were still using the skills taught previously on the visualizing instruction days.

The cloze tests I designed came from excerpts of The Lion, Witch and the Wardrobe. The cloze procedure is a means for determining the difficulty of reading and comprehending of a particular piece of material. It measures the interaction that a reader has with the material they have read, including prior knowledge (Stevens, Stevens & Stevens, 1992).

Initially the students openly complained about the quizzes and were frustrated and angry. I found early on that many of them would leave a blank empty before they would take a guess. They did not even make an
attempt. Some of the students would hand in their papers quickly without rereading what they wrote. Gradually I noticed a change as the students became more familiar with the routine.

When I graded the tests I followed the guidelines that if it was not the exact word C.S. Lewis used, it would not count. As I read the children's answers, I found that even though they were still getting some of the words wrong according to the cloze procedure, the responses were accurate semantically and syntactically.

For example C.S. Lewis used the word “gallop” when the children were on the horse. Many of my students filled in “rode”. I personally do not think the majority of my students would have the word gallop in their working vocabulary. Although some had difficulty recalling the exact word that the author used, they were able to visualize and retell the paragraph in their own words.

Even though I felt I chose excerpts that were harder than others or less significant in the book, I was pleased with their results. I was surprised to see how some of my below average readers improved their scores over their results in the first few weeks. In my observations, the children took more time to work on the quizzes; some sitting with their eyes closed helping them recall the pictures in their head.
The quizzes that showed a decrease could be due to a number of factors. Some students rushed the reading they had for homework the night before. A few of the quizzes used vocabulary that was specific to Britain or the period in which it was written and was very foreign to the students. Reviewing my selections, a couple of the paragraphs I chose were very minor and irrelevant to the main events that were taking place in the entire chapter.

At the end of the study I showed the fifth graders the movie version of *The Lion, Witch and the Wardrobe*. Laughter, shouts of dismay and cries of shock echoed throughout the classroom as they watched another person's point of view unfold. At the end of the movie, I took a quick survey of which version they liked better – the book or the movie. The class unanimously chose the book. When asked why, many spoke of how they preferred their own characters that they had developed in their imagination. Others said they did not like how some of the characters looked in the movie and many thought the movie looked fake. Still other students were angry that the screenwriters had left out parts of the plot. It was amazing to hear the students describe in detail the parts that were missing and explain where they occurred and why they should not have been left out.
For a generation that is hooked on TV media, DVD's, and PlayStation 2, it was a wonderful response after teaching this unit. Even more inspiring is that all three of my copies and the school libraries copies of *The Horse and His Boy* are all being borrowed and read. Some of the students were arguing who would get the next chance to read the second book in the Chronicles of Narnia.

**Suggestions for Further Research**

I think it would have been interesting to interview the students at various stages through the visualizing training process. I might ask the students how specifically they visualized or if they knew how to effectively visualize prior to the training. I would also work with them one-on-one on sections of a reading and see if they left out main details when they described their picture to me.

I would also like to see this same study performed on another literature piece of a different genre. I would be interested to see if the improvement would increase significantly if the student were given a realistic fiction piece. Using this as the basis for study, the students would most likely have a better schema and would not be hindered by the specific regional and period vocabulary. I think it would be easier to
instruct them in the process of visualizing if they already had prior knowledge of what the objects mentioned were.

Instead of just focusing on fifth graders, it would also be interesting to see the results in middle school and high school students. As the books assigned to them for reading get harder, are these students visualizing as well? Do they visualize in other subjects such as chemistry or physics to help them understand theories?

The process of visualization occurs naturally in readers. Further study would be beneficial to see how different methods of visualization training could positively impact students' comprehension.
REFERENCES


Appendix A

The Lion, the Witch, and the Wardrobe

By C.S. Lewis

Name_______________________________
Chapter 1

Vocabulary: Use a dictionary to find the meanings of each of the following words. Use the information to help you complete the sentence below.

inquisitive_______________________________
spare_______________________________
parcels_______________________________
wardrobe_______________________________
housekeeper_______________________________
lamp-post_______________________________

1. Some may call Lucy very curious or ________________________________.

2. The tire popped so we needed to change it and put on the ___________ tire.

3. In our front yard we have a black ________________________________ that we turn on at night.

4. With the holidays coming many ________________________________ will be sent through the post office.

5. Hang your clothes in the ________________________________ so they do not wrinkle.

6. Someone who cleans a house might be called a ________________________________.

-----------------------------
Unlike stories involving gargoyles or dragons, in which the characters are unbelievable, some fantasy stories contain everyday people or animals involved in situations that are unbelievable. Humans may suddenly gain an amazing ability or find themselves in unusual circumstances. For example, a woman could wake up and realize she has superpowers or a man could suddenly become only three inches tall. Throughout this type of story, the characters try to deal with their new ability or figure out how to return to a normal life.

In some fantasy stories, animals are given human characteristics. For example, a rabbit may be able to speak, write, and even drive a car.

Read this beginning of a story, then answer the questions.

"I've never seen anything like it. What do you think it is?" whispered Ralph the Rooster to Carrie the Crow.

"I am a kangaroo," Karl snorted at the barnyard pair. He stopped hopping and leaned back on his strong tail.

"Well, whatever you are, you sure don't belong around here," said Carrie.

"I've come to visit my cousin. She lives here in Queensland," explained Karl.

"Queensland? Where's that?" Ralph questioned.

"Here in Australia, of course," Karl replied.

"Australia!" Carrie and Ralph gasped. "This isn't Australia. You must've made a huge wrong hop somewhere. This is Wisconsin!"

Karl eyed them suspiciously but soon decided they must be telling the truth.

"Oh, dear," he worried, "whatever will I tell my mum? I have to be back by dark."

1. What identifies this story as a fantasy?

2. How is this story different from a fantasy involving knights and dragons?

3. What elements of realism are included in this story?

4. What aspects are unbelievable, making the story a fantasy?
Chapter 2

Vocabulary: Use a dictionary to find the meanings of each of the following words. Use the information to help you draw a picture of the word below.

mantelpiece

faun

handkerchief

dwarf

\[
\begin{array}{|c|c|}
\hline
\text{Word} & \text{Definition} \\
\hline
\text{mantelpiece} & \text{Definition} \\
\hline
\text{faun} & \text{Definition} \\
\hline
\text{handkerchief} & \text{Definition} \\
\hline
\text{dwarf} & \text{Definition} \\
\hline
\end{array}
\]

\[
\begin{array}{|c|c|}
\hline
\text{Picture} & \\
\hline
\hline
\end{array}
\]
Word Imaging – how an individual can describe their visualization of a single word.

Practice picturing...

### Examples #1
- clown
- dog
- cat
- elephant
- banana split

### Examples #2
- faun
- Lucy
- Narnia
- wardrobe
- dwarf

#### Chapter 3

**Vocabulary:** Use a dictionary to find the meanings of each of the following words. Use the information to help you complete the sentence below.

- **hoax**
- **spiteful**
- **imaginary**
- **sledge**
- **scarlet**

1. The children played a ______________________ on Halloween.
2. The little girl pictured her ______________________ friend in her head.
3. I drove the ______________________ down the snow-covered hill.
4. She was so embarrassed that her face turned ______________________.
5. The boy was ______________________ about losing the game.
Motive and Consequences

Motive -


Consequence -


Example:

Chapter 4

Vocabulary: Select three vocabulary words you do not know the definition of in this chapter. Then write the words and their definitions on the lines below.

________________ -

________________ -

________________ -

________________ -

________________ -
Single Sentence – visualizing and verbalizing a single sentence.

Examples:
Underline image words.

1. The cat is in the tree.

2. The baby laughed ________________________________.

4. The Queen took from somewhere among her wrappings a very small bottle which looked as if it were made of copper.

5. It was something he had never tasted before, very sweet and foamy and creamy, and it warmed him right down to his toes.

Chapter 5
Vocabulary: Use a dictionary to find the meanings of each of the following words. Use the information to help you create a sentence for each word below.

sulky - _______________________________________________________________________

superior - ______________________________________________________________________

fumbling- _______________________________________________________________________

armor - _______________________________________________________________________

Create your own sentences.

1. __________________________

2. __________________________

3. __________________________

4. __________________________
Chapter 6

Vocabulary: Use a dictionary to find the meanings of each of the following words. Use the information to help you match the words with their synonyms below.

- camphor - _____________________________
- enchantment - _________________________
- enemies - _____________________________
- briskly - ______________________________
- stooping - _____________________________

Match the vocabulary words with their synonym.

- camphor: charm
- enchantment: quickly
- enemies: rivals
- briskly: crouching
- stooping: medicine
Sentence by Sentence – imaging the part (the sentences) and creating the whole paragraph.

Example #1
We are using a paragraph from the Richard Boning, *Specific Skills Series*. The text is:

Some spiders go fishing when they get hungry. The fisher spider climbs down plant stems into the water. The spider injects its powerful poison into the fish and drags it up on land, where it is eaten.

Example #2
We are using a paragraph from chapter 6 in *The Lion, the Witch and the Wardrobe*. The text is:

"I say," began Edmund presently, "oughtn't we to be bearing a bit more to the left, that is, if we are aiming for the lamp-post?" He had forgotten for the moment that he must pretend never to have been in the wood before. The moment the words were out of his mouth he realized that he had given himself away. Everyone stopped; everyone stared at him. Peter whistled.

Chapter 7
Vocabulary: Use a dictionary to find the meanings of each of the following words. Use the information to help you write a paragraph including each vocabulary word.

dodging - ________________________ 

beckoned - ________________________

palace - ________________________

marmalade - ________________________

Paragraph –

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

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__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________
Antonyms-

Chapter 8
Vocabulary: Use a dictionary to find the meanings of each of the following words. Use the information to help you match the words with their antonyms below.

gloomy - ____________________________

sternly - ____________________________

giant - ____________________________

precious - ____________________________

Match the vocabulary words with their antonym.

gloomy            nicely

sternly            bright

giant            worthless

precious            miniature
Sentence by Sentence by HOTS - imaging the parts (the sentences) and creating the whole paragraph. Then establishing a main idea or conclusion.

We continue to use the Richard Boning, *Specific Skills Series*. The text is:

Those who watch birds have seen them take dust baths. They flutter around dipping in the dust like children playing in the bathtub. Birds do this for a reason and that is that they try to get rid of the little bugs that are in their feathers.

We are using a paragraph from chapter 8 in *The Lion, the Witch and the Wardrobe*. The text is:

Wrong will be right, when Aslan comes in sight,
At the sound of his roar, sorrows will be no more,
When he bares his teeth, winter meets its death,
And when he shakes his mane, we shall have spring again.

**Chapter 9**

Vocabulary: Use a dictionary to find the meanings of each of the following words. Use the information to help you draw a picture of the word below.

<table>
<thead>
<tr>
<th>magic</th>
<th>centaur</th>
<th>harness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Group Members:__________________________________________________________

Each group member visualizes and verbalizes one sentence from the paragraph.

**Structure Word Checklist:**

<table>
<thead>
<tr>
<th>what</th>
<th>movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>size</td>
<td>mood</td>
</tr>
<tr>
<td>color</td>
<td>background</td>
</tr>
<tr>
<td>number</td>
<td>perspective</td>
</tr>
<tr>
<td>shape</td>
<td>when</td>
</tr>
<tr>
<td>where</td>
<td>sound</td>
</tr>
</tbody>
</table>

**HOTS (Higher Order Thinking Skills):**

1. What was the main idea of the story? ______________________________________
   _____________________________________________________
   _____________________________________________________

2. Why do you think there will be no more sorrow when Aslan roars?
   _____________________________________________________
   _____________________________________________________

3. From all of this information we can conclude that... _________________________
   _____________________________________________________
   _____________________________________________________

4. What do you think will happen next?
   _____________________________________________________
   _____________________________________________________

• • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • •
Foreshadowing -

What do you think the author is hinting about when Ferris Ulf said, “Come in! Fortunate favorite of the Queen—or else not so fortunate?”

What do you think the Witch is hinting about when she says, “...and use the harness without the bells”?

Chapter 10
Vocabulary: Use a dictionary to find the meaning of the following word. Use the information to help you write a paragraph including the vocabulary word.

prophecy -

Paragraph -
Multiple Sentence Imaging – developing images from larger units of language.

We continue to use the Richard Boning, *Specific Skills Series*. The text is:

The mystery of how salmon can find their way back to their home rivers is solved. The salmon navigate by sun and stars when traveling in the ocean. When the salmon nears the general area of the river in which it was born, it uses its nose. The salmon can remember the smell of the home river that it left as a baby.

We are using a paragraph from chapter 10 in *The Lion, the Witch and the Wardrobe*. The text is:

Last of all he said, "Lucy, Eve's daughter," and Lucy came forward. He gave her a little bottle of what looked like glass (but people said afterward it was made of diamond) and a small dagger. "In this bottle," he said, "there is a cordial made of the juice of one of the fire flowers that grow in the mountains of the Sun."

**Chapter 11**

Vocabulary: Match the words on the left with the definitions on the right.

1. prediction  a. wizard
2. venture     b. thinking about with excessive satisfaction
3. gloating    c. flexible, limber
4. satyr       d. the act of telling in advance
5. lithe       e. a plan for deceiving an enemy
6. centaur     f. to undertake something risky
7. sorcerer    g. mythological woodland creature that is part human and part goat
8. stratagem   h. mythological creature with head, trunk, and arms of a man, and legs of a horse
Heroes and Villains
Examples:

Chapter 12
Vocabulary: Draw a line from each word on the left to its definition on the right.

1. craves  
2. scepter  
3. prey  
4. forfeit  
5. siege  
6. rabble  
7. appeased

a. pacified, soothed  
b. mob  
c. longs for, desires  
d. a persistent attack  
e. animal hunted or seized for food  
f. to have to give up something  
g. a rod used by a king or queen that symbolizes power
Paragraph by Paragraph Imaging

We continue to use the Richard Boning, *Specific Skills Series*. The text is:

The first people who visited Africa came back with strange stories. Their stories were about a giant bird. The name of the bird was the elephant bird.

The elephant bird was very large. One story told how it could eat baby elephants. And the other story told how the bird could drop rocks on ships that would pass by. Still another story told of how the bird carried a person away in its claws! People liked to hear such stories, but not all of them were true. People began to wonder. Was the elephant bird real? "No bird could grow that large," people said.

Today we know for a fact that the elephant bird really did live. How do we know? Bones of the bird have been found. The bones were dug out of the ground on an island near Africa. Eggshells of the elephant bird have also been found.

The bones show that the elephant bird was a giant, taller than the tallest human being. It was ten feet high. It was also very heavy. An elephant bird often weighed 1,000 pounds. The eggs of the elephant bird were the largest eggs ever laid — the size of basketballs. People who find the eggshells today make them into water jugs. The jugs can hold over eight quarts of water.

No one knows how the elephant bird got its name. We know that it was too heavy to fly, so not all the stories about it are true. Did it really eat baby elephants? We do not know, but why do you think it was called an elephant bird?

We are using a paragraph from chapter 12 in *The Lion, the Witch and the Wardrobe*. The text is:

"But where’s the fourth?” asked Aslan.

"He has tried to betray them and join the White Witch, O Aslan,” said Mr. Beaver.

And then something made Peter say, "That was partly my fault, Aslan. I was angry with him and I think that helped him to go wrong."

Then Aslan said nothing to either excuse Peter or to blame him, but merely stood looking at him with his great unchanging eyes. And it seemed to all of them that there was nothing to be said.

"Please — Aslan,” said Lucy, “can anything be done to save Edmund?”
Chapter 13

Vocabulary: Use a dictionary to find the meanings of each of the following words. Use the information to help you create a sentence for each word below.

Thickets – __________________________________________

Victim – __________________________________________

Unicorn – __________________________________________

Pavilion - __________________________________________

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________
Chapter 14

Vocabulary: Select three vocabulary words you do not know the definition of in this chapter. Then write the words and their definitions on the lines below.

1. ____________________ -

2. ____________________ -

3. ____________________ -

---

Whole Page Imaging

We continue to use the Richard Boning, *Specific Skills Series*. The text is:

What would you think if you saw a fish walking along? Would you take another look if you saw a fish climbing a tree? There is a fish that does both of these things. It is called the Tree-Climbing Fish.

A traveler to India first told about the Tree-Climbing Fish. The fish was high up in a tree. What was the fish doing in the tree? How did it get there? The traveler thought a bird might have put it there.

The next day the traveler saw a fish come out of the water. It was hard to believe, but up the road it went. The fish used its fins and tail to push itself along. It stopped to eat some worms. After the fish had eaten, it walked over to a tree. Up, up it climbed. When it got high up in the tree, it took a rest.

The traveler was surprised to see these things and told other people about the Tree-Climbing Fish. The people wanted to know how this fish looked. "The Tree-Climbing Fish is not too big," said the traveler. "It is often about ten inches long. It is dark brown in color."

Children of India like to catch this fish. They can go fishing in their own backyards. They just wait for the fish to come walking by!
We are using paragraphs from chapter 14 in *The Lion, the Witch and the Wardrobe*. The text is:

"Oh, children. Here you must stop. And whatever happens, do not let yourselves be seen. Farewell."

And both the girls cried bitterly (though they hardly knew why) and clung to the lion and kissed his mane and his nose and his paws and his great, sad eyes. The he turned from them and walked out on to the top of the hill. And Lucy and Susan, crouching in the bushes, looked after him and this is what they saw.

A great crowd of people were standing all round the Stone Table and though the moon was shining many of them carried torches which burned with evil-looking red flames and black smoke. But such people! Ogres with monstrous teeth, and wolves, and bull-headed men; spirits of evil trees and poisonous plants; and other creatures whom I won't describe because if I did the grown-ups would probably not let you read this book. In fact here were all those who were on the Witch's side and whom the Wolf had summoned at her command. And right in the middle, standing by the table was the Witch herself.

**Chapter 15**

Vocabulary: Use a dictionary to find the meaning of the following words. Use the information to help you write a paragraph including these vocabulary words.

- miserable -

- muzzle -

- shrill -

- traitor -

Paragraph -

---

51
Comparison with Fantasy and Reality

Comparison:

Chapter Noting – taking notes of a chapter using visualization

Chapter 16

1. ___________________

2. ___________________

3. ___________________
Chapter 17

Character Report Card

Complete a character report card. Assign each of the following characters from *The Lion, the Witch, and the Wardrobe* a grade (A, B, C, D or F) for each of the listed character traits. In the open space, give reasons for each grade. Base your reasons on the events from the book.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Lucy</th>
<th>Edmund</th>
<th>Mr. Tumnus</th>
<th>White Witch</th>
<th>Aslan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bravery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intelligence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Appendix B

Name _______________________________ The Lion, the Witch, and the Wardrobe

Date _______________________________ Chapter 2

Cloze Test:

Lucy thought she had ________ been in a nicer ________. It
was a little, ________, clean cave of reddish ________ with a
carpet on ________ floor and two little ________ ("one for me
and ________ for a friend, " said ________ Tumnus) and a
table ________ a dresser and a ________ over the fire and
______ that a picture of ________ old Faun with a
______ beard. In one corner ________ was a door which
______ thought must lead to ________ Tumnus’s bedroom,
and on ________ wall was a shelf ________ of books. Lucy
looked ________ these while he was ________ out the tea
things.

Answer Key:

Lucy thought she had never been in a nicer place. It was a little, dry, clean cave
of reddish stone with a carpet on the floor and two little chairs ("one for me and
one for a friend, " said Mr. Tumnus) and a table and a dresser and a mantelpiece
over the fire and above that a picture of an old Faun with a gray beard. In one
corner there was a door, which Lucy thought, must lead to Mr. Tumnus’s
bedroom, and on one wall was a shelf full of books. Lucy looked at these while
he was setting out the tea things.