

# Imagine That! Stories

*Visualizing*  
and  
*Verbalizing*<sup>®</sup>  
For Language Comprehension and Thinking

GRADES

**K-3**

SAMPLE PACKET

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VISUALIZING AND VERBALIZING AND V/V ARE REGISTERED  
TRADEMARKS OF NANCI BELL.

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## Introduction:

The mysterious, the unusual, the unexplained... Imagery is the medium through which language that describes our diverse world is revealed in all its detail and complexity.

The *Imagine That!* series provides nonfiction stories with which to practice building imagery for oral and written language comprehension. These challenging, high-imagery stories introduce true and unusual topics for students to visualize, including natural disasters, legends, unique animals, odd plants, mysteries, fascinating phenomena, and people of great achievement. Each story is presented in language appropriate to the grade level, and the content is sure to capture the interest of students and instructors alike.

The mysteries of the world are waiting. Let's fly.

Nanci Bell  
2007

## How to Use *Imagine That! Stories*:

The *Imagine That! Stories* can be used with any program of instruction to develop imagery for language comprehension, and they can also be used specifically with the *Visualizing and Verbalizing (V/V)* program. These stories give students practice visualizing the big picture, the gestalt, and should be used when doing the steps that develop concept imagery as a base for critical thinking.

While the stories have been arranged in sections that align with specific steps of V/V, all *Imagine That! Stories* can be used with any of the following V/V steps:

- Sentence by Sentence
- Sentence by Sentence with Higher Order Thinking (HOT)
- Multiple Sentence with HOT
- Whole Paragraph with HOT
- Paragraph by Paragraph with HOT
- Whole Page with HOT

## Tips:

### ● Story Arrangement

Although all the stories in this volume are written at a second-grade *decoding* level, the goal is to improve *comprehension*. Therefore, you may wish to read the stories with or to students struggling with decoding at these levels. The story content is appropriate for second grade. Within each section, stories have been sequentially ordered to increase in conceptual difficulty.

### ● Illustrations

Illustrations have been provided for stories that contain unfamiliar subjects. These images can be presented to the students before the paragraph is read, to help them build their own imagery.

### ● Topic Sentences

You may find that the first sentence of a paragraph introduces a general topic to be imaged, and the rest of the paragraph goes on to describe detailed imagery for the topic. For example, in the story “A Secret Message Drop,” the first line reads, “Spies use a dead drop—a secret way to pass messages—when they want to stay hidden.” While the sentence contains concrete detail that can be imaged, such as the spies and their messages, the sentence also contains some concepts that require further information. For example, this sentence does not tell us what the dead drop method is, or how the spies stay hidden. When working with students, it is appropriate to have them leave that portion of their image indistinct. You may explain to the students that the rest of the paragraph will fill in the blanks in their imagery.

### ● Higher Order Thinking (HOT) Questions

The stories are followed by main idea, inference, conclusion, evaluation, and prediction questions. The order of these HOT questions is such that they stimulate students’ thinking first about the gestalt and then about the details of the story. In some questions, key words are italicized to indicate emphasis. Also, contrast questions are included to stimulate and guide the students’ critical reasoning. Finally, in some instances, the HOT questions introduce additional information, from which the students can extend their thinking about the story.

## 1 **Dolphin Surf Show**

A gray dolphin swims behind a boat full of people. Big green and white waves trail the boat. The dolphin jumps over the waves. She surfs on top of them. The people say “ooh” and “aw!”

From what you pictured...

1. What is the main idea of this story?
2. Why do you think the dolphin swims behind the boat?
3. Do you think the dolphin is having fun? Explain.
4. Do you think the dolphin looks for boats like this one? Explain.
5. How do you think people on the boat feel when they see the dolphin?

## 2 **Silly Dog!**

Sally and her dog walk in the rain. She has on a slick red coat with a hood. She gets to her warm house. She takes off her wet coat. Then her dog shakes his fur and splashes her!

From what you pictured...

1. What is the main idea of this story?
2. Why do you think Sally has on a coat with a hood?
3. How do you think she feels when she takes off her coat?
4. Why do you think her dog shakes his fur?
5. How do you think Sally feels after her dog shakes his fur? Explain.

### 3 Stealing from Lions

Men from the Dorobo tribe track a pride of lions in the grasslands. They find the lions eating a fresh kill. Some men sneak up on the lions, and then walk toward them showing no fear. The big cats get nervous and leave their meal. The men cut off a big hunk of the raw meat and leave the rest for the cats.

From what you pictured...

What is the main idea of the story?

Why do you think the men from the Dorobo tribe track the pride of lions?

Why do you think some men sneak up on the lions?

Lions can be very dangerous. Why do you think the men show no fear?

Why do you think the big cats get nervous?

Why do you think the men cut off a hunk of meat and left the rest?

What do you think happened next?

### 4 The Fake Swimming Pool

People walk around a swimming pool at a museum. The pool looks deep and full of water. But the water is just a foot deep, held up by a sheet of glass. Below the ground, people walk through a door and stand in the "pool," under the water. They look up through the glass at the shocked folks above.

From what you pictured...

What is the main idea of this story?

Do you think it is normal for a pool to be at a museum? Explain.

Why do you think the water is just a foot deep in this pool?

Why do you think people would go through the door and stand in the "pool?"

Why do you think the folks at the top of the pool are shocked?

## 5 Bunny Showjumping

Some people train their rabbits to run and jump on a course in contests. They teach the bunnies to jump over rails as high as two feet. A trainer keeps her rabbit on a loose leash to keep him safe. She runs through the course with her bunny. The bunnies lose points if they skip a jump or bump a rail on the course. One rabbit wins a trophy. The rabbit is happy just to get a carrot from his trainer.

From what you pictured...

What is the main idea of this story?

Why do you think some people train rabbits to do showjumping?

All rabbits hop. Why do you think rabbits might need training for this contest?

Why do you think the rabbits jump over high rails?

Why do you think the trainers run the course with the rabbits?

Why do you think the rabbits might skip a jump?

Why do you think bumping a rail loses points?

Why do you think the one rabbit won a trophy?

Do you think the rabbit cares more about the trophy or the carrot? Explain.

