

# Dog Chasing Ball

**DIRECTIONS:** Look at the picture before the lesson. Present the picture to the student.  
Say, "Here is the picture. I don't get to see it. Your words are going to help me see the picture in my mind."

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**1. Question to the whole.**

For example: "What is the main thing in this picture — the *what*?"

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**2. Question for full description.**

Hints:

a. Start at the top.

For example: "What should I picture for the dog's face?"

b. Use choice and contrast.

For example: "Should I picture the dog with his mouth open or closed?"

c. Keep the structure words in mind when questioning for details.

For example: "What should I picture the dog doing?"

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

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**3. Student checks through structure words.**

For example: "Let's check through the structure words and see if you told me all the details."

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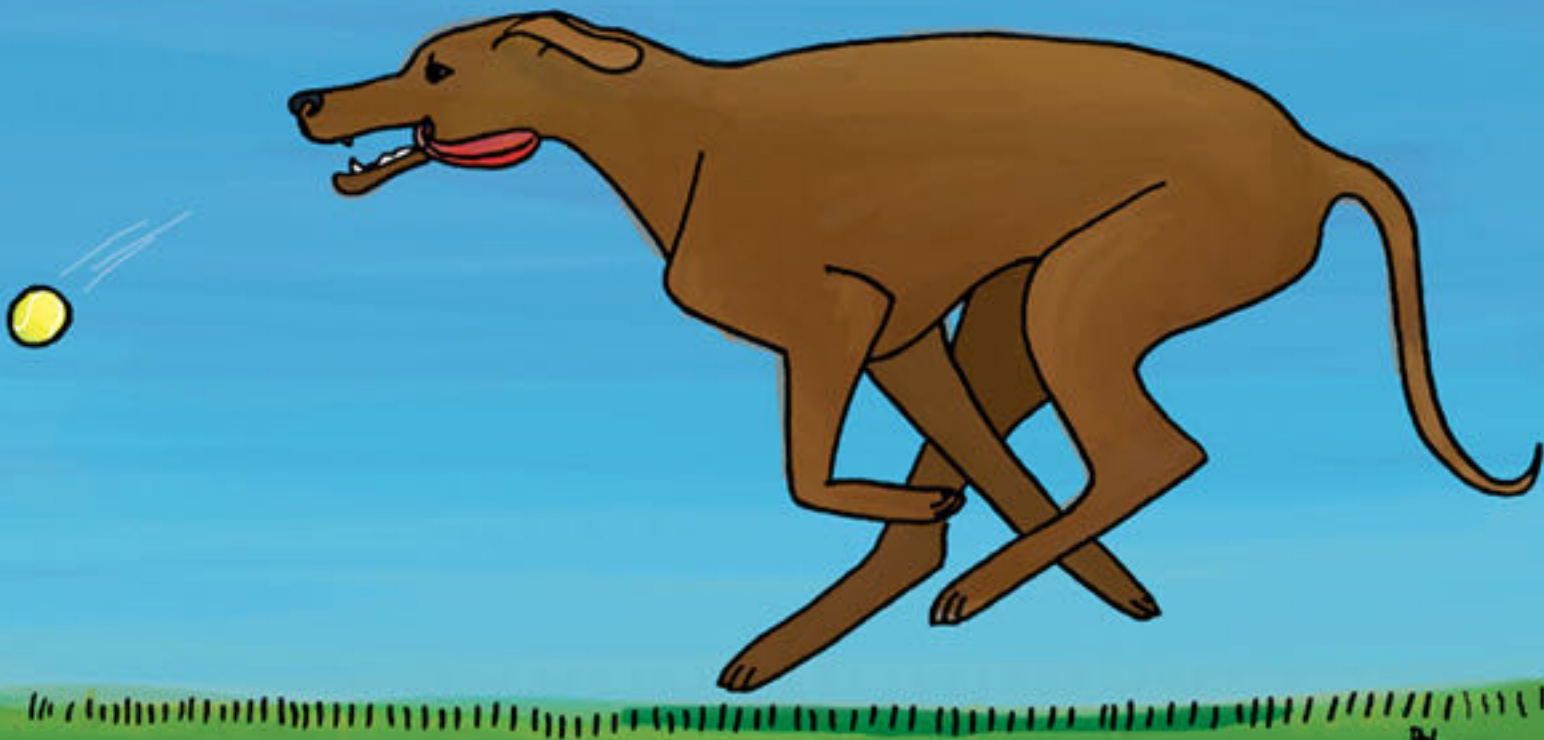
**4. Teacher gives summary.**

For example: "Your words made me picture..."

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**5. Teacher looks at picture.**

For example: "Yes, I pictured this..." or "Oh, I didn't picture that..."



# The Pig

**DIRECTIONS:** Look at the picture before the lesson. Present the picture to the student.  
Say, "Here is the picture. I don't get to see it. Your words are going to help me see the picture in my mind."

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**1. Question to the whole.**

For example: "What is the main thing in this picture — the *what*?"

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**2. Question for full description.**

Hints:

a. Start at the top.

For example: "What should I picture for the pig's head?"

b. Use choice and contrast.

For example: "Should I picture a fat pig or a skinny pig?"

c. Keep the structure words in mind when questioning for details.

For example: "Where should I picture the pig standing?"

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

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**3. Student checks through structure words.**

For example: "Let's check through the structure words and see if you told me all the details."

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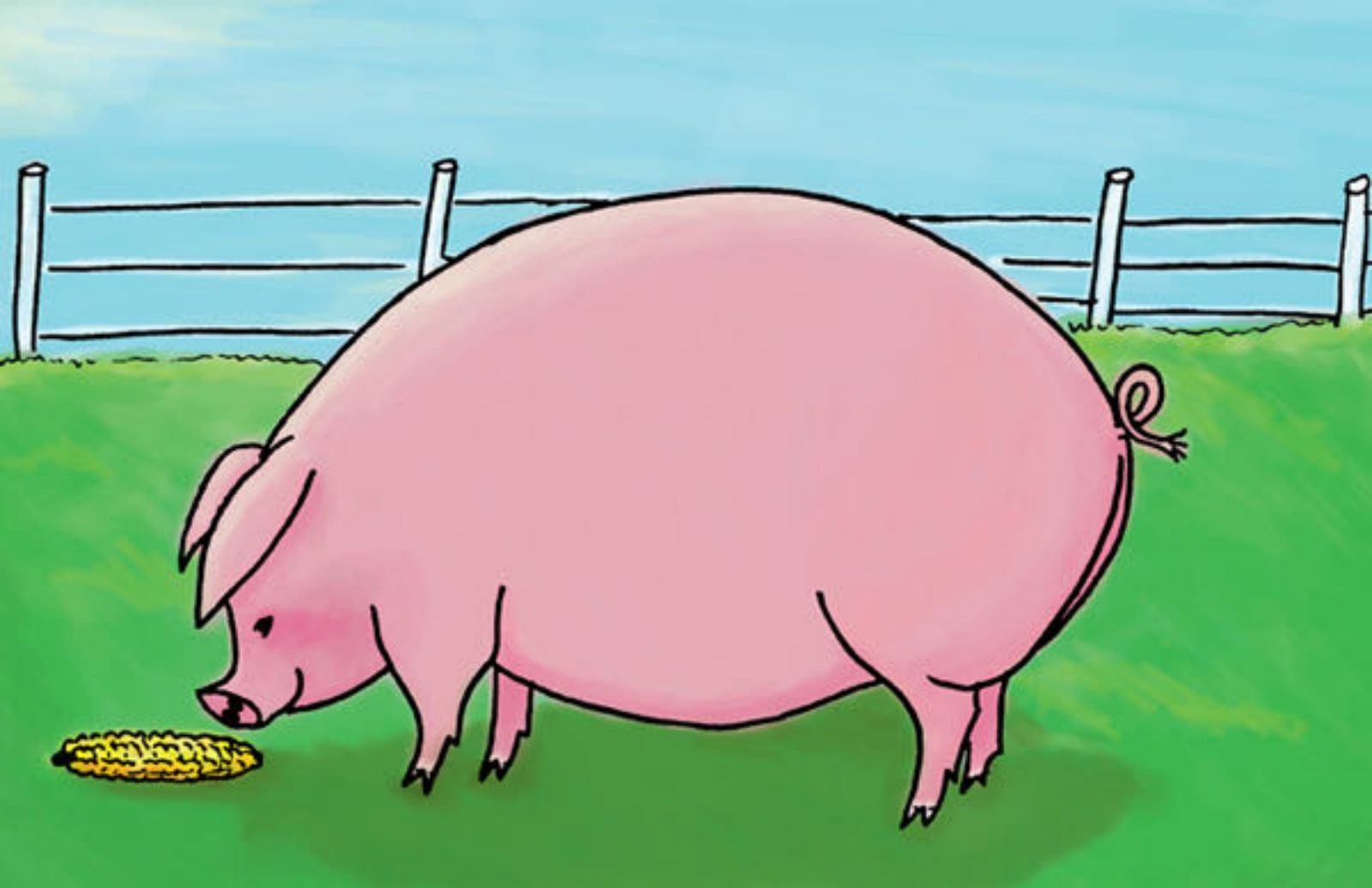
**4. Teacher gives summary.**

For example: "Your words made me picture..."

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**5. Teacher looks at picture.**

For example: "Yes, I pictured this..." or "Oh, I didn't picture that..."



# Girl Jumping Rope

**DIRECTIONS:** Look at the picture before the lesson. Present the picture to the student.  
Say, "Here is the picture. I don't get to see it. Your words are going to help me see the picture in my mind."

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**1. Question to the whole.**

For example: "What is the main thing in this picture — the *what*?"

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**2. Question for full description.**

Hints:

a. Start at the top.

For example: "What should I picture for the girl's hair?"

b. Use choice and contrast.

For example: "Should I picture her with a smile or a frown?"

c. Keep the structure words in mind when questioning for details.

For example: "What should I picture the girl doing?"

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

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**3. Student checks through structure words.**

For example: "Let's check through the structure words and see if you told me all the details."

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**4. Teacher gives summary.**

For example: "Your words made me picture..."

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**5. Teacher looks at picture.**

For example: "Yes, I pictured this..." or "Oh, I didn't picture that..."

