

# **Imagine That!**

## **Stories**

*Visualizing*  
*and*  
*Verbalizing*  
For Language Comprehension and Thinking

<b>Directions</b>	<b>iv</b>
<b>Sentence by Sentence</b>	<b>1</b>
<b>Multiple Sentence</b>	<b>19</b>
<b>Whole Paragraph</b>	<b>29</b>
<b>Paragraph by Paragraph</b>	<b>37</b>

## 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  
2006

## 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 third-grade reading level, within each section, stories have been sequentially ordered to increase in conceptual difficulty.

### ● Illustrations

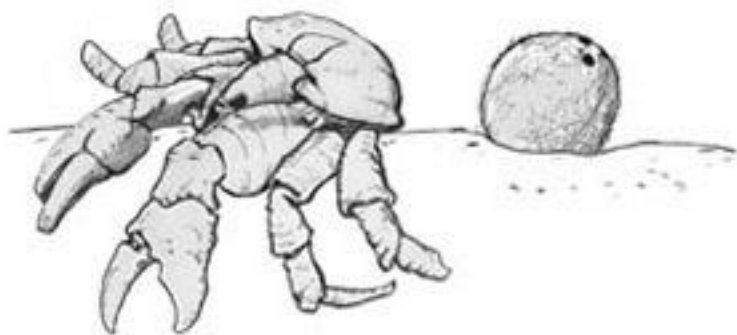
Illustrations have been provided for stories that contain unfamiliar subjects. These images can be presented to the students before the paragraph is read, to help them build their own imagery.

### ● 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 “Stilt Fishing,” the first line reads, “On some islands, men trick fish by fishing from stilts above the waves.” While the sentence contains much concrete detail that can be imaged, such as the men, the waves, the islands, the stilts, and the men fishing, the sentence also contains some abstract concepts. This sentence does not tell us how the men trick fish or how the men fish from stilts. 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 Coconut Crab

The beach-going coconut crab has great strength in his huge front claws. He can poke and scratch through the hard shell of a coconut to get at the sweet fruit. He is also known to creep in and steal from tents. When he finds a shiny thing, even if it is a big pot, he drags it through the sand, back to his hole.

What is the main idea of this story?

How do you think the coconut crab got his name?

This crab is also known as the robber crab. Why might this name fit?

What do you think the coconut crab does with the opened coconut?

How do you think the coconut crab drags home a shiny thing?

Why do you think people don't stop the crab from stealing their things?

The coconut crab is the largest land crab in the world. How might his size be helpful to him?

## 29 Pearl Oyster

Though it seems strange, a shiny pearl is made in the shell of a slimy oyster. It all starts on the sea floor, when the oyster opens the two halves of his shell to feed and a rough grain of sand slips in. The sand wedges between his body and his shell, where it digs into his skin. Annoyed, the oyster coats the sand with smooth slime. The slime soon forms a hard, shiny shell around the grain of sand. Through the years, the oyster coats and recoats the sand. In time, it grows to be a round white pearl, the size of a pea.

What is the main idea of this story?

Why might it seem strange that a pearl is made by an oyster?

Do you think sand often slips into the shells of oysters? Why or why not?

Why might the oyster be annoyed?

Why do you think the oyster coats the grain of sand?

Why might it be important that the slime is smooth?

Do you think the pearl got to be the size of a pea after one coat of slime, or many coats? Explain.

How do you think the tiny grain of sand gets to be the size of a pea?





### 36 Adire Cloth

Some women in Africa make their famous blue *adire* cloths with just dye, paste, and sheets of tin. First, a woman cuts a pattern of flowers and shapes from the tin sheet to make a stencil. She lays the sheet on plain cloth and then paints through the cutouts with thick paste. When she lifts the tin, the paste sticks to the cloth and hardens. She dips the cloth in a tub of blue dye, which colors the cloth dark and the paste shapes much lighter. Once the cloth dries, she scrapes the paste off and shows her friends the lovely design.

What is the main idea of this story?

What do you think the woman will do with the cloth?

Why do you think the woman uses a stencil to make the designs? Why not paint the designs by hand?

Why do you think the paste shapes end up a lighter color than the rest of the cloth? Do you think the dye can get through the paste to the cloth below? Why or why not?

Do you think the woman will use the same stencil on another piece of cloth? Why or why not?

Why do you think the woman waits for the paste to harden before dipping the cloth in the dye?

## 45 The Manta Dance

Scuba divers in Hawaii can take a stunning night swim with giant manta rays. First, they cruise out to sea on a boat. Once they drop anchor, they shine bright lights down through the water. The light attracts swarms of small plankton, the manta's food of choice. Then the divers hop in and wait.

When the graceful manta rays swoop in from the dark, they flip and glide just an arm's length from the divers. Their wings stretch twice as long as a man is tall. The mantas gulp plankton down their wide throats with each pass. Then the gentle rays eye the divers and play in the bubbles that rise from the air tanks. The divers watch in awe. In time, the rays leave and the divers climb back in their boat. Thrilled by what they had seen, some wave their arms and swoop up and down the deck, doing what they call the "manta dance."

What is the main idea of this story?

Do you think it's odd that some of the divers do the manta dance? Why or why not?

Why do you think they call it the manta dance?

Why do you think the divers watch the manta rays in *awe*?

Do you think a manta ray might attack a diver? Why or why not?

Do you think the mantas come to swim with the divers, or just to feed? Why?

Manta rays have a soft slime on their skin that guards them from cuts and infections. What do you think would happen if the divers rubbed the manta's skin?