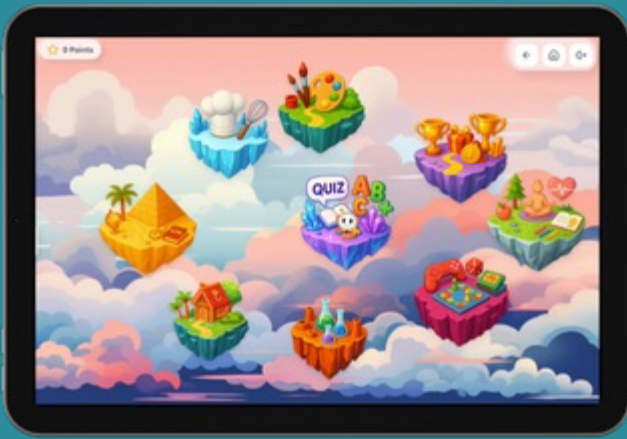


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Comprehension Strategy - Visualising - Year 4

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VISUALISING



Create a movie in your mind as you read.



1. NOTICE DETAILS

Look for precise nouns, verbs, adjectives and adverbs.



2. USE YOUR SENSES

Imagine what you might see, hear, smell, feel or taste.



3. CONNECT AND INFER

Combine text clues with what you already know.



4. REVISE YOUR IMAGE

Change your mental picture when new details appear.

THINKING STEMS

- I can see...
- The words ... help me picture...
- I imagine ... because...

VISUALISING TOOLKIT

1.

READ THE DETAILS

Notice precise nouns, verbs, adjectives and adverbs.



2.

BUILD THE SCENE

Picture the characters, setting, actions and events.



3.

USE YOUR SENSES

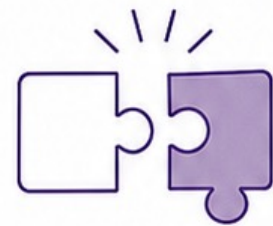
What might you see, hear, smell, feel or taste?



4.

CONNECT AND INFER

Combine text clues with your own knowledge.



5.

CHECK AND REVISE

Update your mental image when the text adds new information.



THINKING STEMS



I can see...



The words ... help me picture...



My image changed when...



SENSORY VISUALISING



Name: _____

Read the passage. Close your eyes and build the scene in your mind.
Add evidence from the passage.

Beyond the old gate, a narrow path curled through the hidden garden.
Dew clung to silver spiderwebs. Lavender brushed Maya's knees,
and bees hummed beside warm stones. Somewhere behind the ferns,
water trickled into a shallow pond.



SEE



HEAR



SMELL



FEEL



TASTE OR IMAGINE

DRAW THE HIDDEN GARDEN



SENSORY VISUALISING



Name: _____

ANSWERS

Read the passage. Close your eyes and build the scene in your mind.
Add evidence from the passage.

Beyond the old gate, a narrow path curled through the hidden garden. Dew clung to silver spiderwebs. Lavender brushed Maya's knees, and bees hummed beside warm stones. Somewhere behind the ferns, water trickled into a shallow pond.



SEE

silver spiderwebs; lavender;
ferns; a pond



HEAR

bees humming;
water trickling



SMELL

lavender; damp earth



FEEL

dew clung to
Maya's knees; warm stones



TASTE OR IMAGINE

fresh rainwater or herbs —
answers may vary

DRAW THE HIDDEN GARDEN

DRAWING WILL VARY — include the path, spiderwebs,
lavender, ferns, warm stones and pond.

BUILD THE PICTURE



Name: _____

Read the passage. Underline five details that help you visualise.

A sharp gust rattled the bus shelter as Lena spotted a soaked puppy beneath the bench. Its red collar flashed whenever lightning lit the road. Lena pulled off her woollen scarf, wrapped the shivering puppy and waved to the driver.



DETAILS I NOTICED

MY MENTAL IMAGE

THREE POWERFUL WORDS

These words help me picture...

BUILD THE PICTURE



Name: _____

ANSWERS

Read the passage. Underline five details that help you visualise.

A sharp gust rattled the bus shelter as Lena spotted a soaked puppy beneath the bench. Its red collar flashed whenever lightning lit the road. Lena pulled off her woollen scarf, wrapped the shivering puppy and waved to the driver.



DETAILS I NOTICED

MY MENTAL IMAGE

sharp gust

soaked puppy

red collar

lightning in the road

shivering puppy in a woollen scarf

DRAWING WILL VARY —
show Lena, the puppy,
bus shelter, storm and
red collar.

THREE POWERFUL WORDS

sharp

soaked

shivering

These words help me picture...

These words show strong wind, heavy rain and a cold, frightened puppy.



VISUALISING FICTION



Name: _____

Read the passage. Underline words that shape your mental image.

At dusk, Noah followed the shell-strewn path towards the abandoned lighthouse. Salt stung his lips, gulls cried above the cliffs, and the iron door groaned in the wind. Inside, a spiral stair disappeared into shadow. Halfway up, Noah heard three slow footsteps above him.



CLUES THAT SHAPED MY IMAGE

SETTING

SOUNDS

ACTIONS

MY FIRST MENTAL IMAGE

NEW DETAIL

A warm yellow light flickered from the lantern room, and a friendly voice called, 'You found me!'



HOW DID YOUR IMAGE CHANGE?



VISUALISING FICTION



Name: _____ **ANSWERS**

Read the passage. Underline words that shape your mental image.

At dusk, Noah followed the shell-strewn path towards the abandoned lighthouse. Salt stung his lips, gulls cried above the cliffs, and the iron door groaned in the wind. Inside, a spiral stair disappeared into shadow. Halfway up, Noah heard three slow footsteps above him.



CLUES THAT SHAPED MY IMAGE

SETTING

dusk

shell-strewn path

cliffs and shadowy lighthouse

SOUNDS

gulls cried

iron door groaned

three slow footsteps

ACTIONS

Noah followed the path

entered and climbed

heard footsteps

MY FIRST MENTAL IMAGE

DRAWING WITH VOICES — a dark, windy lighthouse above the cliffs.

NEW DETAIL

A warm yellow light flickered from the lantern room, and a friendly voice called, 'You found me!'



HOW DID YOUR IMAGE CHANGE?

My first image felt dark and threatening. The warm light and friendly voice made me picture someone welcoming Noah.



VISUALISING NON-FICTION

Name: _____



Read the facts. Use accurate details to build a mental image.

After sunset, the desert cools quickly. Pale moonlight reveals ripple marks across the sand. A bilby leaves narrow tracks as it searches for seeds and insects. Its long ears turn towards the rustle of spinifex grass. Far away, a dingo's call carries through the dry air.

FACT FROM THE TEXT	LET'S VISUALISE

MY ACCURATE DESERT-NIGHT IMAGE

How did the factual details make your image accurate?



VISUALISING NON-FICTION

Name: ANSWERS



Read the facts. Use accurate details to build a mental image.

After sunset, the desert cools quickly. Pale moonlight reveals ripple marks across the sand. A bilby leaves narrow tracks as it searches for seeds and insects. Its long ears turn towards the rustle of spinifex grass. Far away, a dingo's call carries through the dry air.

FACT FROM THE TEXT	DETAIL I VISUALISE
pale moonlight and ripple marks	silver patterns across cool sand
a bilby leaves narrow tracks	a small animal moving between dunes
long ears turn towards spinifex	an alert bilby listening in the grass

MY ACCURATE DESERT-NIGHT IMAGE

DRAWING WILL VARY — include moonlight, rippled dunes, bilby tracks, spinifex and a distant dingo.

How did the factual details make your image accurate?

— The facts anchor the scene in accurate details, so the image matches the desert at night. —



COMPARE MENTAL IMAGES



Work with a partner. Choose a prompt card.
One person reads it aloud twice. Both close your eyes,
sketch what you pictured, then compare.

1. READ



2. PICTURE



3. SKETCH



4. COMPARE



PROMPT

MY IMAGE

MY PARTNER'S IMAGE



SAME DETAILS



DIFFERENT DETAILS



EVIDENCE WE BOTH USED



COMPARE MENTAL IMAGES — PROMPT CARDS



Rain tapped the tin roof while thunder rolled beyond the hills.



The market smelled of ripe mangoes, warm bread and fresh herbs.



A tiny boat bobbed on dark water beneath a silver moon.



Dry leaves crackled as something small hurried through the bushes.



The icy wind pinched Ava's cheeks as she climbed the snowy ridge.



A kookaburra laughed from a gum tree beside the quiet creek.



The old clock ticked loudly in the empty hallway.



Golden light spilled through the library windows onto dusty books.



DON'T SAY IT!

GOAL

Describe the target so your team can picture it – without saying the three forbidden words.



YOU NEED

Card deck • 30-second timer • Score sheet

HOW TO PLAY

1. Form two or more teams.
2. Draw a card without showing it.
3. Describe the target for up to 30 seconds.
4. Do not say a forbidden word, part of the target word, a rhyme, or use gestures.
5. Score one point for a correct guess. Pass if you are stuck.
6. Rotate describers. The team with the most points wins.

THINKING TIP



Describe appearance, sound, movement, texture, purpose or location.

EXAMPLE

BICYCLE



Don't say: ride • wheels • pedals

DON'T SAY IT!

RAINFOREST

DON'T SAY:

trees • wet • jungle



DON'T SAY IT!

VOLCANO

DON'T SAY:

lava • erupt • mountain



DON'T SAY IT!

COMPASS

DON'T SAY:

north • direction • needle



DON'T SAY IT!

PARROT

DON'T SAY:

bird • feathers • talk



DON'T SAY IT!

THUNDER

DON'T SAY:

storm • cloud • lightning



DON'T SAY IT!

PINOCULARS

DON'T SAY:

look • far • lenses



DON'T SAY IT!

BACKPACK

DON'T SAY:

bag • carry • school

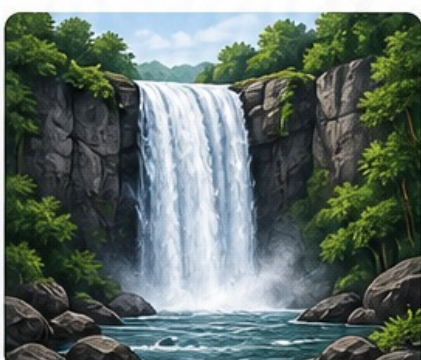


DON'T SAY IT!

WATERFALL

DON'T SAY:

river • cliff • falling



DON'T SAY IT!

ROBOT

DON'T SAY:

machine • metal • program



DON'T SAY IT!

OCTOPUS

DON'T SAY:

arms • ocean • eight



DON'T SAY IT!

MICROSCOPE

DON'T SAY:

tiny • lens • science



DON'T SAY IT!

EUCALYPTUS

DON'T SAY:

gum tree • leaves • koala



DON'T SAY IT!

AVALANCHE

DON'T SAY:

snow • mountain • slide



DON'T SAY IT!

CAMERA

DON'T SAY:

photo • picture • lens



DON'T SAY IT!

CASTLE

DON'T SAY:

king • queen • tower

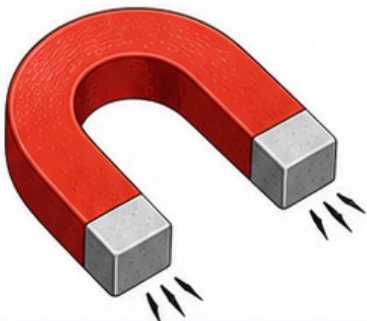


DON'T SAY IT!

MAGNET

DON'T SAY:

attract • metal • poles



DON'T SAY IT!

HONEY

DON'T SAY:

bees • sweet • jar



DON'T SAY IT!

TELESCOPE

DON'T SAY:

stars • space • look



DON'T SAY IT!

TORNADO

DON'T SAY:

wind • funnel • storm

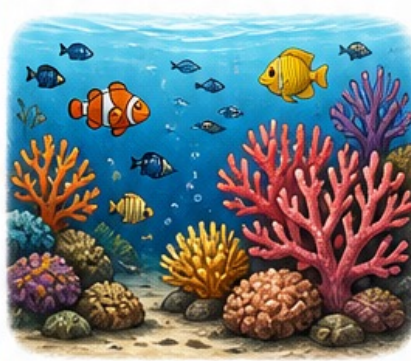


DON'T SAY IT!

CORAL REEF

DON'T SAY:

ocean • fish • colourful



DON'T SAY IT!

HEDGEHOG

DON'T SAY:

spikes • small • animal



DON'T SAY IT!

SATELLITE

DON'T SAY:

space • orbit • signal



DON'T SAY IT!

VIOLIN

DON'T SAY:

music • string • bow



DON'T SAY IT!

GLACIER

DON'T SAY:

ice • cold • slow



DON'T SAY IT!

CACTUS

DON'T SAY:

desert • spikes • plant



DON'T SAY IT!

TREASURE MAP

DON'T SAY:

pirate • X • island



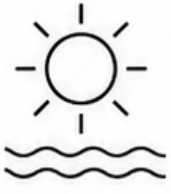
DON'T SAY IT!

CHAMELEON

DON'T SAY:

lizard • colour • change





TRANSFORM THE TEXT



Name: _____

Read the passage. Circle the change words, then turn the information into a visual sequence.



Sunlight warms water in oceans, rivers and lakes. Liquid water changes into water vapour and rises. Higher in the air, the vapour cools and condenses into tiny droplets that form clouds. When droplets grow heavy, water falls as rain, hail or snow. Water collects and flows back to rivers and oceans, ready to begin again.



1. EVAPORATION

2. CONDENSATION

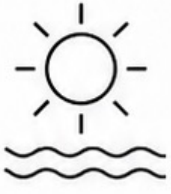
3. PRECIPITATION

4. COLLECTION



Use arrows to show how the cycle repeats.





TRANSFORM THE TEXT



Name: _____

ANSWERS

Read the passage. Circle the change words, then turn the information into a visual sequence.



Sunlight warms water in oceans, rivers and lakes. Liquid water changes into water vapour and rises. Higher in the air, the vapour cools and condenses into tiny droplets that form clouds. When droplets grow heavy, water falls as rain, hail or snow. Water collects and flows back to rivers and oceans, ready to begin again.



1. EVAPORATION



Sun heats water; vapour rises.

2. CONDENSATION



Vapour cools; cloud droplets form.

3. PRECIPITATION



Heavy droplets fall as rain, hail or snow.

4. COLLECTION



Water collects and flows back.



Use arrows to show how the cycle repeats.





VISUALISE AND INFER



Name: _____



Read each passage. Picture the scene, then infer using text evidence.

PASSAGE 1

Dark clouds rolled over the oval.
Priya gripped her umbrella as the
wind bent the trees.

What is likely to happen next?

TEXT CLUES

MY INFERENCE

PASSAGE 2

Eli sat alone at lunch, holding an
unopened sandwich in his hands
while the other students laughed
nearby.

How might Eli feel?

TEXT CLUES

MY INFERENCE

PASSAGE 3

The puppy raced in circles,
wagged its tail and barked at
the front gate when the car
stopped.

What can you infer?

TEXT CLUES

MY INFERENCE



VISUALISE AND INFER



Name: ANSWERS



Read each passage. Picture the scene, then infer using text evidence.

PASSAGE 1

Dark clouds rolled over the oval.
Priya gripped her umbrella as the
wind bent the trees.

What is likely to happen next?

TEXT CLUES

dark clouds; umbrella; wind bent the trees

MY INFERENCE

A storm with heavy rain is about to begin.

PASSAGE 2

Eli sat alone at lunch, holding an
unopened sandwich in his hands
while the other students laughed
nearby.

How might Eli feel?

TEXT CLUES

sat alone; unopened sandwich;

others laughed nearby

MY INFERENCE

Eli may feel lonely or left out.

PASSAGE 3

The puppy raced in circles,
wagged its tail and barked at
the front gate when the car
stopped.

What can you infer?

TEXT CLUES

raced in circles; wagged its tail;

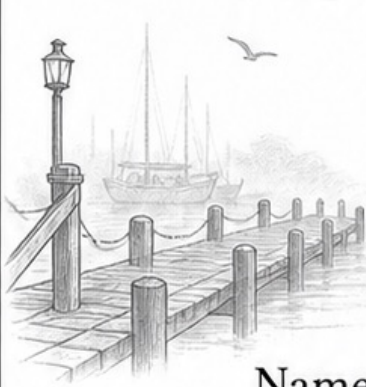
barked when the car stopped

MY INFERENCE

The puppy recognises someone

arriving and feels excited.

VISUALISING ASSESSMENT



THE LANTERN IN THE FOG

Name: _____

Read the passage carefully.

Fog pressed against the harbour windows as Amira carried a brass lantern along the jetty. Ropes creaked against wet posts, and salt spray soaked her cheeks. Ahead, the light from her grandfather's boat blinked once then vanished. Amira stopped. A small bell chimed beneath the boards. She lowered the lantern and saw a soaked blue backpack wedged between the pilings. From inside came a faint scratching sound. Amira knelt, reaching towards the zip, while footsteps hurried through the fog behind her.

QUESTION 1 – DRAW TO VISUALISE

Draw the scene at the moment Amira notices the backpack. Include at least six details from the passage.

PREVIEW

TEXT DETAILS I INCLUDED

☐
☐
☐
☐
☐
☐
☐



VISUALISING ASSESSMENT

THE LANTERN IN THE FOG



Name: _____

QUESTION 2 — LITERAL DETAILS

a. What object did Amira find?

b. Where was it?

QUESTION 3 — SENSORY IMAGE

Choose two sensory details from the passage. Explain what each helps you picture.

QUESTION 4 — INFERENCE

What might be inside the bag? Use one text clue to support your inference.

QUESTION 5 — MOOD

How does the author create suspense? Refer to two details from the passage.

QUESTION 6 — REVISE YOUR IMAGE

Imagine Amira opens the zip and a warm orange kitten pops out.
How would your mental image or feeling change?



VISUALISING ASSESSMENT



THE LANTERN IN THE FOG

Name: **ANSWERS**

QUESTION 2 — LITERAL DETAILS

a. What object did Amira find?

A soaked blue backpack.

b. Where was it?

Wedged between the pilings beneath the jetty.

QUESTION 3 — SENSORY IMAGE

Choose two sensory details from the passage. Explain what each helps you picture.

'Ropes creaked' helps me hear the wet harbour. 'Salt spray cooled her cheeks' helps me feel the cold, damp air.

QUESTION 4 — INFERENCE

What might be inside the backpack? Use one text clue to support your inference.

A small animal, perhaps a kitten. The faint scratching sound supports this inference.

QUESTION 5 — MOOD

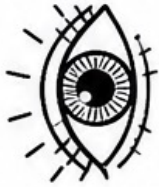
How does the author create suspense? Refer to two details from the passage.

The light vanished, a bell chimed, and footsteps hurried through the fog. These uncertain sounds create suspense.

QUESTION 6 — REVISE YOUR IMAGE

Imagine Amira opens the zip and a warm orange kitten pops out. How would your mental image or feeling change?

The scene would feel warmer and safer. I would picture the orange kitten and Amira feeling relieved.



VISUALISING COMPREHENSION RUBRIC



Student: _____

Date: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
TEXT EVIDENCE	Includes few or unrelated details.	Includes relevant details.	Includes accurate details from the text.	Selects precise details and explains choices.	Integrates precise details into a vivid, coherent image.
SENSORY IMAGERY	Names one sense with limited detail.	Uses more than one sense.	Uses relevant sensory details.	Explains how sensory details shape the image.	Combines sensory details to create a rich mental scene.
INFERENCE	Makes an unsupported guess.	Makes a plausible inference.	Uses a text clue to support an inference.	Combines clues and prior knowledge clearly.	Explains a thoughtful inference with strong evidence.
REVISION AND EXPLANATION	Shows little change or explanation.	Describes a simple change.	Revises the image when new details appear.	Explains how and why the image changed.	Evaluates how new details transform meaning and mood.

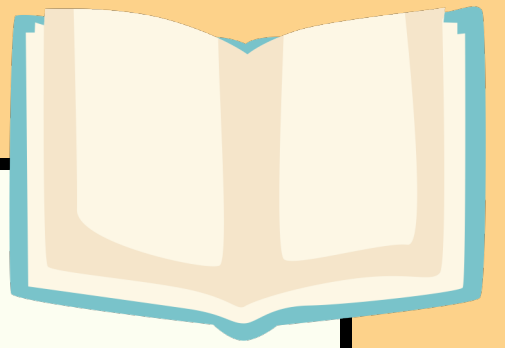
Comments: _____

Visualising

PREVIEW



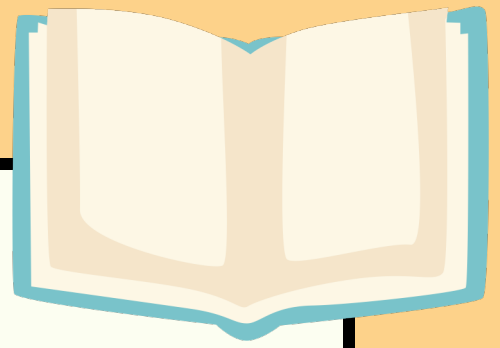
What is visualising?



Visualising means creating a mental picture as you read. You combine the author's words with your senses, prior experience and logical thinking.



It helps you understand

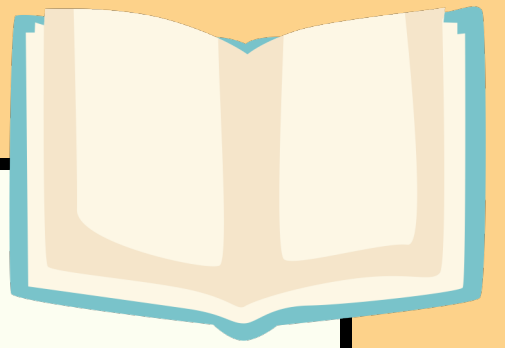


A mental picture makes characters, settings, actions and events easier to follow.

If the text becomes confusing, pause and rebuild the scene in your mind.



It helps you remember

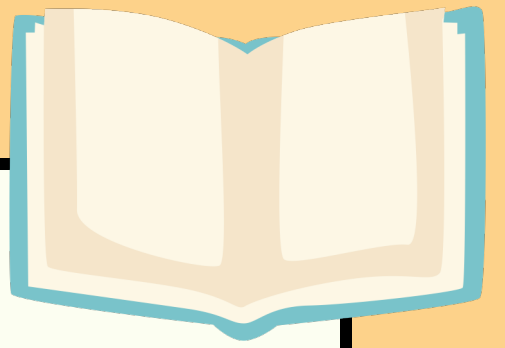


Images give important details a place in your memory.

You are more likely to remember what happened, where it happened, and what mattered.



It reveals hidden meaning



Authors do not always state every feeling or idea.

Picturing the characters often combine them with what you know to
make an inference.



It makes reading engaging

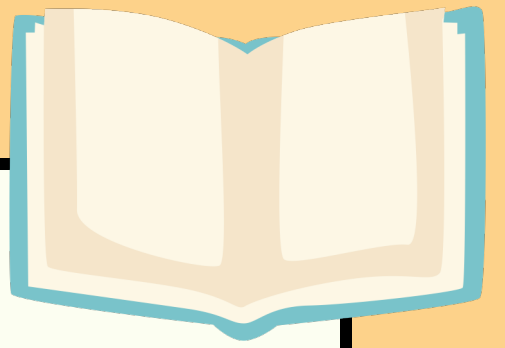


Strong visualising can make reading feel like a movie playing in your mind.

The more vividly you picture a text, the more involved you become.



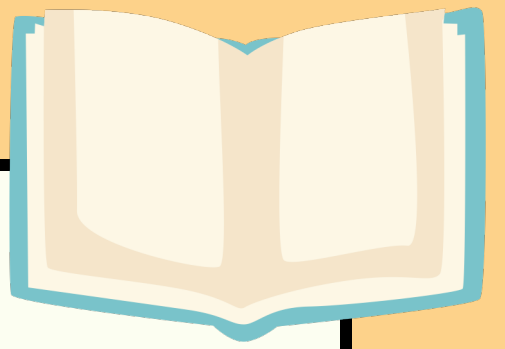
It deepens your thinking



Visualising helps you connect ideas, notice changes and
anticipate what may happen next.
It turns reading into active thinking.



Useful thinking stems



I can see ...

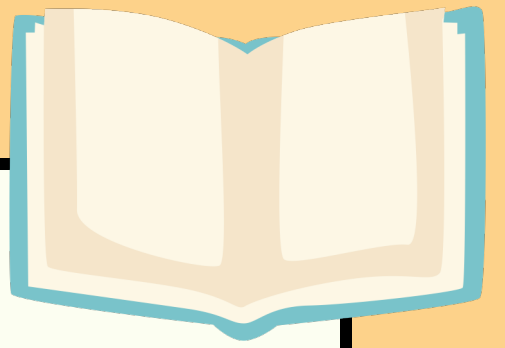
I am picturing ...

The word ... helps me see ...

I think the character feels ... because ...



Visualising fiction



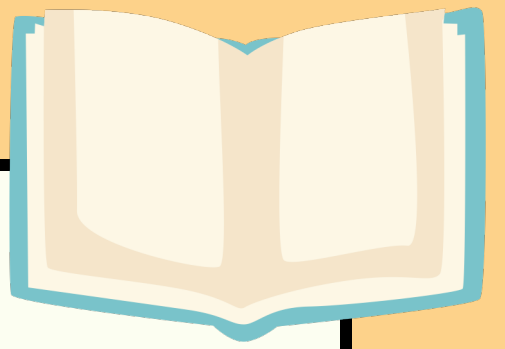
Picture the characters, setting, action, important events and feelings.

Use what the text tells you, then infer details that the clues

suggest.



Visualising non-fiction



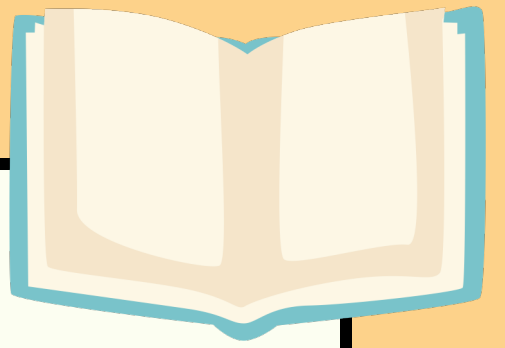
Picture actions, processes, appearance and location.

Turn an experience into a sequence of clear mental

steps



Notice descriptive language

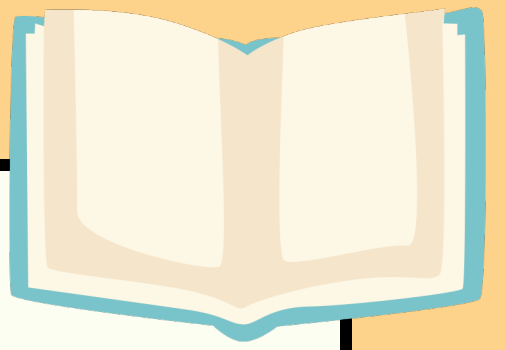


Precise nouns name what you should picture.

Strong verbs show movement. Adjectives and adverbs add useful detail.



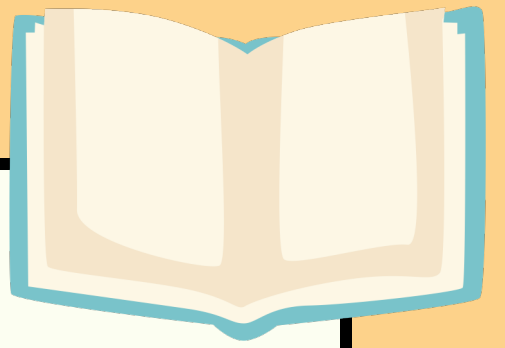
Picture this description



A giraffe stretched its long neck towards the highest leaves.
What can you see? Which words shape the size, movement
and position in the image?



Use all your senses



What could you see & hear?

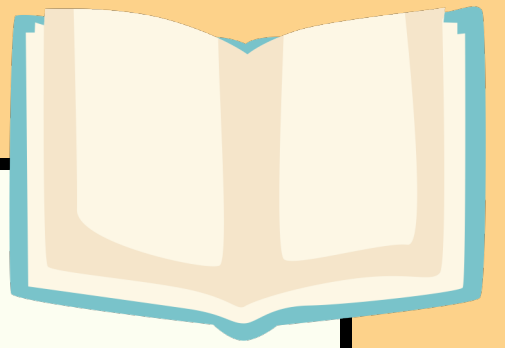
What might you smell, feel & taste?

Sensory details make a mental image richer and more

precise.



A sensory snapshot



A bright red kite tugged above the wet green field. Shoes
squelched in the soft grass while birds called from dripping
trees.

What details create sight, sound and touch?



Compare mental images

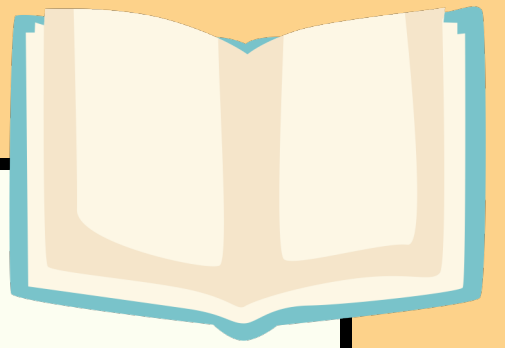


Two readers may picture different colours, positions or small details.

Picture images can be valid when each reader can point to evidence in the text.



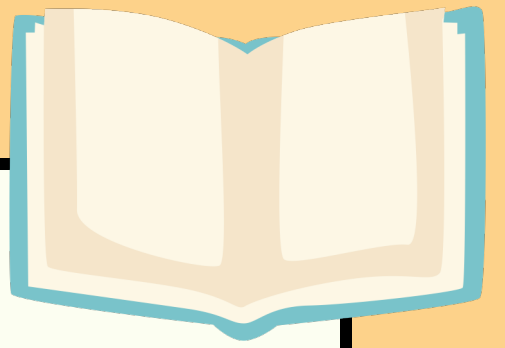
Connect to experience



What you have seen, heard, and felt before can help you build a new mental image. Use experience to support the text—not to replace it.



Look for clues to infer



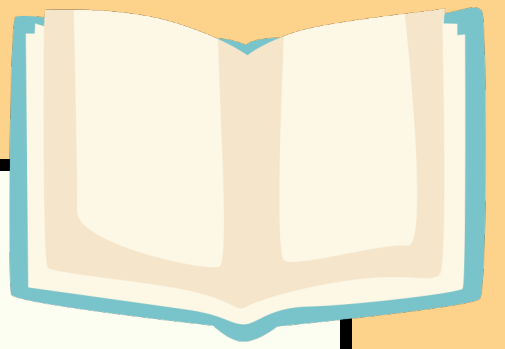
Text clue + what you know = an inference.

Visualize the clue first, then explain the idea or feeling it

suggest



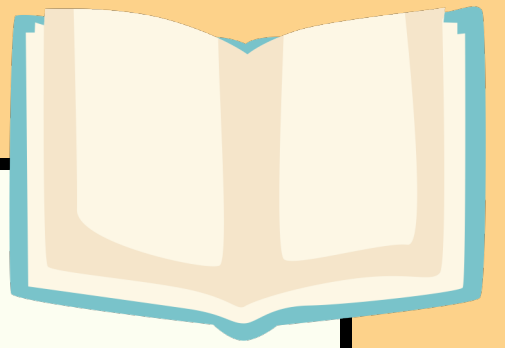
What can you infer?



A dog races to the front door, tail wagging, and barks as keys jingle outside.
What can you infer that the dog recognises someone and is excited to meet them.



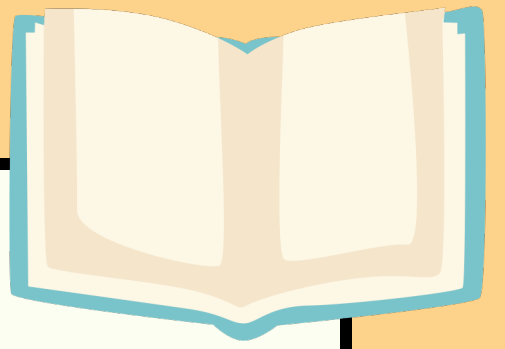
Revise your image



Your first picture is a starting point.

Add, move, or change details whenever new information appears. Strong readers keep updating.





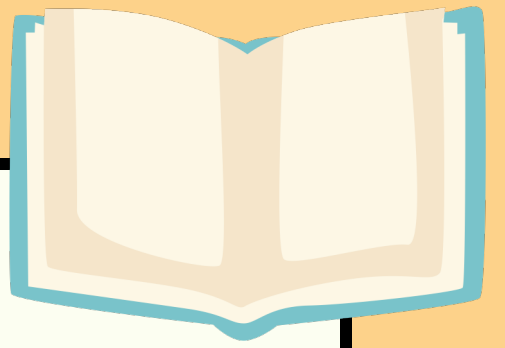
Different can still be correct

There is not always one perfect picture.

A model is more successful when it is clear, uses text
evidence and changes when the text changes.



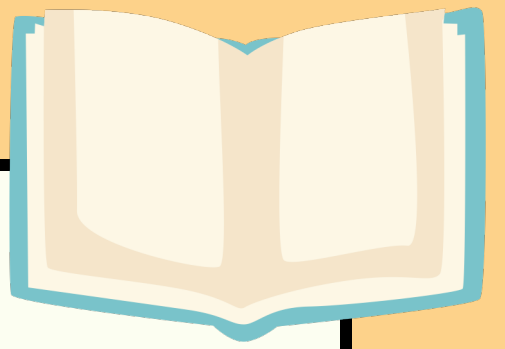
Draw to visualise



Ari stared at the unfinished page. His shoulders curled forward as he gripped the pencil and watched the clock. sketch the scene. Include at least three details from the page.



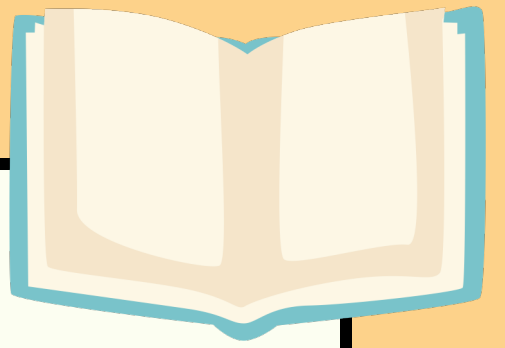
Compare and explain



Compare your drawing with a partner's.
Which details match? Which details differ? Point to the
words that support each choice.



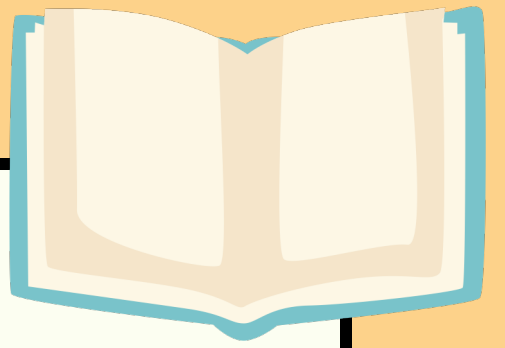
Connect and infer



Perhaps you have felt worried when time was running out. That experience can help you infer Ari's feeling—but the clocked shoulder, tight grip and clock are the evidence.



When I visualise ...



I make pictures from the words.

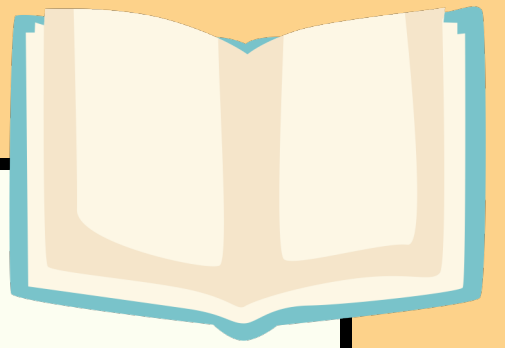
I notice descriptions and use my senses.

I infer feelings and ideas from clues.

I refine my image as I learn more.



Visualising: a quick review



Visualising supports understanding, memory, inference and enjoyment.

Plan carefully, picture vividly, explain your evidence and stay relevant to the question.





PREVIEW

Well Done!



Visualising Quiz

