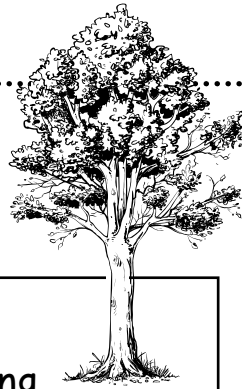


Imagining images of people, places and events can help to build understanding of a text.

## Read the poems.



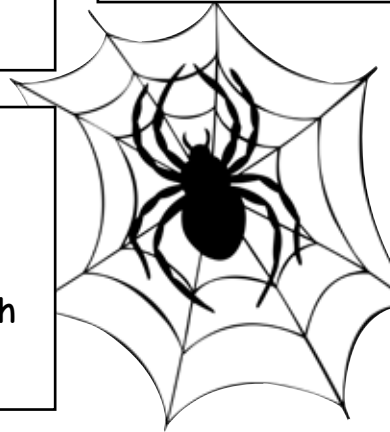
In Poem 1, circle the words that helped you see what was happening in the tree.

**1. Tree**  
Giant, strong  
Climbing, swinging, playing  
Fun among the branches  
Gum

In Poem 2, **colour** the words that helped you see what the spaghetti looked like on the fork.

**2. Spaghetti**  
Loopy, meaty  
Slurping, slipping, twisting  
Between my fork and mouth  
Yum

**3. Spider**  
Hairy, hidden  
Seeing, watching, knowing  
Waits with all patience  
Strikes



In Poem 3, underline the words that helped you see what the spider was doing.

Read each of the poems again. As you do so, visualise what you are reading about. Draw a picture of the images from each poem.

**Poem 1**

**Poem 2**

**Poem 3**



Read the poems.

**Circle** the words that tell you what the zebra looked like.

**Underline** the words that tell you where the balloons were.

**Colour** the words that helped you see how the shoes moved.

**1. Zebra**  
 Black and white stripes  
 Grazing on shrubs and leaves  
 Sudden snorts, the smell of lion  
 Run!

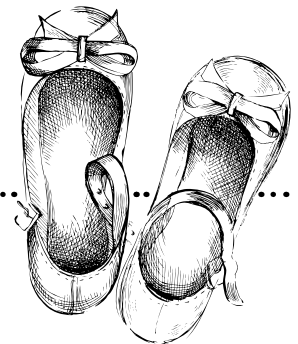
**2. Balloons**  
 Pink, white and blue  
 Bobbing in the garden  
 Happy children eating, playing  
 Party!

**3. New shoes**  
 Shiny, squeaky  
 Stepping, striding, stomping  
 Hurting my heels, pinching my toes  
 Ouch!

**Highlight** the words that helped you see why the zebra ran.

Put a **box** around the words that helped you see what the children were doing.

**Circle** the words that helped you visualise how the person wearing the shoes felt.



Read each of the poems again. As you do so, visualise what you are reading about. Draw a picture of the images as you read each poem.

**Poem 1**

**Poem 2**

**Poem 3**