

Thought Images

Thought images are a great way to increase our thinking capacity. A thought image is a visual form that can be used as a sensory tool to help us remember something. We can use a mnemonic device, which is essentially a memory technique like a rhyme, to help us generate a thought image. A thought image can be a visual picture (e.g. triangle), a shape or an object (e.g. ring), or even a sound, odor, or feeling. Thought images are, simply stated, a way to generate vivid visual memories (rather than auditory or tactile memories).

Thought image is a thinking skill that involves making visual connections between words and things. Thought image links a particular word or idea with an image or sensory experience. Thought image works by activating our sensory memory. Thought image also helps us to develop language: We get better at generating thought images the more we use them. To learn more, visit our thought image page

Thought image is an example of a thinking tool to increase visual sensory input. By jotting down an image you create an anchor for memory to latch on to, and a word for the image. You use image, word association, and imagery to build images and words, which then help teach you to think more like a painter and designer. This new product, "Think Like A Painter," shows artist Leigh Anne Kesselring how to do exactly that. This product was recently created by Leigh Anne Kesselring, a 20-year veteran art educator and National Board Certified artist with 30 national awards.

A thought image is a visual created by an individual that aids in the thinking process. A thought image can be viewed as a visual sensory memory that is represented in a verbal or pictorial format. Thought images can consist of words or sounds, gestures, images, or a combination of different sensory modalities. Thought images can be generated from language that a learner has heard, read, or been exposed to. When the learner speaks, it is easy to forget just how often learners rely on thought images.

"Thought Image" . . . students created their own thought image in a short 4-5-minute writing activity. This activity gave them the opportunity to think visually, and to flexibly generate text. It also provided the children with multiple opportunities for language embedding, syntactical flexibility, as well as substantive content development.

The two things are separated by their relation: their content. An idealized view of "real" media looks to pictures of "real" images as an anchor that should resonate with our own needs and needs. But even if we didn't have a choice as to what images our own needs and needs are, how do we draw on this relationship in the way we do? When we try to imagine and express our needs and needs, we tend to look for an explanation of the meaning we are seeking, but we're often unable to get any other explanation. Even though there are multiple stories of experiences on a given screen, the only explanation we can give is that our current experience seems to fit our needs and needs. We think this makes any story plausible: it is not impossible that we will need to learn something in order to make our world happy. As such, the story of "real" media gives an excellent place to draw the necessary connections between "real" media and the things we need to keep our bodies and minds active, and this brings us to our greatest and most important story: the story of "real" media. It's one story at that. We must learn to draw upon all our strengths as a creative mind if we will become a better human being.