

Prediction

The explicit teaching of Visualization strategies to develop one event sentences will improve retell of Narrative text by Grade Prep students.

ABSTRACT

Prep students entering school most often become proficient at decoding text at the word level yet have trouble comprehending text. When asked to retell a story they are unable to explain their understanding of the text or recall events in sequence.

The hypothesis is that explicit teaching of Visualization strategies to develop one event sentences will improve retell of Narrative text by Grade Prep students. Research on the development of comprehension suggests that the teaching of Visualization helps students make a mental image of the text. It allows them to use these images to integrate ideas, organize their thinking and combine prior knowledge with working memory. As they develop their thinking they improve oral language structures, develop their vocabulary and begin to describe their new understanding of text.

The study compared the results of two groups; a Control group and a Focus group who were taught to use Visualization while listening to Narrative text. Using explicit instruction, this was presented to them within the framework of the contemporary learning community, using an inquiry approach incorporating the student's understandings and reflective thinking.

Results indicate support for the hypothesis as the comprehension scores of all students in the Focus group showed significant improvement across all three tests used for assessment. Of particular importance was the improvement of the use of simple sentences, as noted through observation during the teaching sessions and post-testing.

The results suggest that explicit teaching of Visualization to students is a successful strategy. It does improve their oral language development, their comprehension of text and their ability to confidently retell a Narrative text.

INTRODUCTION

As suggested by Center (et al 1999), in order for students to be proficient at reading they also need to be proficient at both decoding at the word level and capable of abstracting meaning from print. At this early stage with only a small vocabulary of sight words to begin their reading, a student's focus on recognition and decoding of sight words can prevent them from making inferences from text, linking information or being aware of events being connected.

A critical component of skilled reading involves the integration processes which deal with spoken language and written text. This concept as discussed by Center (et al 1999) suggests integration may be difficult for underachievers due to their poor phonological development. At the same time he also acknowledges Cain who states that "a significant minority of students who experience no problems with word recognition skills may have problems in the specific domain of comprehension". (Cain et al 1996, cited in Center, 1999, p 242) It is important that students at all levels of reading ability are able to integrate ideas, make inferences and organize their thinking while reading. This idea is supported with the finding that some students of average ability at the word level but with poor comprehension when reading do not combine and integrate ideas, make inferences or present a well organized understanding of the text (Oakhill and Patel, 1991, cited in Center et al 1999). These students are less skilled at using their working memory to link information while reading or listening to text.

Using images to explain their understanding of the story can be challenging for many children. This is because all students starting school are at different stages of language development and bring with them different language experiences. It is also impacted by the fact that at this early stage of schooling they are still developing their language skills. Marie Clay (2000) discusses the fact that prior to attending school students language growth is dependent on the way in which people around them communicate with them. They are tuned into their own dialect, a language that reflects their membership of a particular language group be that a family or cultural group. When they enter school students are required to manage new skills when exposed to a new language or unfamiliar language structures. As such heavy demands can be placed on their existing language. As this is a critical stage of their development they may experience difficulty with spoken and written language which in turn may compromise their ability to visualize and comprehend text.

Visualizing involves making a mental image of the text because as Sadoski and Paivio explain, “It helps readers predict and monitor their comprehension”. (Cited in Whitehead, 2002, p4) Recent research suggests that as students read they access prior knowledge and experiences. They combine this with working memory to enable them to understand and remember what they have read. (Gambrell et al 1981, cited in Center et al, 1999). The ability to decode and derive meaning from words also enhances a student’s ability to analyze and comprehend text. Woolley supports this view that good readers reach a greater depth of understanding by using both verbal and non verbal information. (Sadoski 1991; Woolley & Hay 2004; cited in Woolley, 2007) Alternatively students with poor comprehension are unable to answer questions about text as they are unable to access existing prior knowledge or they have difficulty combining prior knowledge with working memory while taking in new information.

Evidence that underachievers do not visualize has been identified and investigated in a study which examined three main areas critical to successful comprehension: inference making, understanding text and comprehension monitoring (Oakhill and Yuill, 1996 cited by Center, 1999). As a result of this study a remediation technique which involved training in visual imagery was designed and used successfully for low comprehension students. It encouraged students to generate inferences, make predictions and increased their ability to remember what had been said in the text. Training students in this way makes them integrate information in a text in a way they would not normally do so (Oakhill and Yuill, 1996 cited by Center, 1999). It gives them the opportunity to increase their depth of understanding by using verbal and non verbal information in much the same way good readers do when they read. While many students can visualize independently some studies suggest students below the age of eight cannot do so and require direct instruction in how to create images (Oakhill and Patel, 1991, cited in Center, et al 1999). Therefore, so they may comprehend more efficiently while reading or listening to stories, it is better for young students to be taught to make a simple visual representation of narrative text. (Peters, Levin, McGivern and Pressley, 1985, cited in Center, et al 1999)

The present investigation aims to extend this earlier research by examining the teaching of the Visualization technique to a group of Grade Prep students. This will improve their comprehension of text and assist their oral language development. The students in this study do not use correct oral language structures when speaking and are unable to clearly communicate their understanding of a Narrative text. It has been observed by studio teachers that those students not speaking English and who may have some understanding of the text are unable to participate during story retell.

Prediction

The explicit teaching of Visualization strategies to develop one event sentences will improve retell of Narrative text by Grade Prep students.

METHOD

The study uses a case study OXO design in which the gains in comprehension and retell using one event sentences following explicit teaching of Visualization are monitored for Grade Prep students. The study compares two groups of students, a Control group and Focus group.

The design has been based on the practices used by a small contemporary learning community implementing the use of personalized teaching. This community uses explicit teaching practices across the curriculum, with an inquiry approach incorporating the student's understandings and reflective thinking. Through the use of graphic organizers the students in this study will learn to create and discuss an image, reflect on their understanding of the story and retell events in a simple and sequential manner.

Participants

All 10 participants in this study work in multi-age studios and are Grade Prep students with one Grade Two student included. The Grade Two student was tested as a member of the multi-age studio and presented a low score equivalent to that of the Prep students and was therefore included in the control group for the study.

The testing from which these students were chosen was the Record of Oral Language (ROL) completed as part of the Observation Survey at the beginning of each year in Grades Prep, One and Two.

Table 1

Name	control group =0 focus group =1	Age in MONTHS	Gender 0=Female 1=Male	Years of Schooling	ESL No=0 Yes=1	ROL Score	Pre School No =0 Yes = 1
A	1	60	1	0	0	5	1
B	1	66	1	0	0	10	1
C	1	64	1	0	1	11	0
D	1	70	0	0	1	10	1
E	1	65	1	0	1	2	0
F	0	68	0	0	1	10	1
G	0	91	0	2	1	12	0
H	0	65	1	0	1	12	1
I	0	67	1	0	1	10	1
J	0	65	0		0	9	1

As shown in Table 1 all participants received a score below 13 which as part of this testing indicates they are most likely to have difficulty following anything more than a simple text. Of these students 70% speak English as a second language. Observation by studio teachers show that students C, E, F and I arrived at school speaking no English at all with student C completely dependent upon older sibling G to interpret all teacher instructions. Student A was the youngest in the study unable to follow instructions and very dependent on teacher assistance to complete tasks. Students C, E and G did not attend Kindergarten before entering school. Student G is in Grade Two, speaking English at school and a first language at home. Based on these observations the class teachers identified these students as members of their studios who would most benefit from the opportunity to develop their retelling skills and comprehension of text.

Materials

As Literacy Leader I have access to the Observation Surveys completed at the beginning of the year which allowed me an overview of students experiencing Literacy learning difficulty particularly within the area of comprehension.

Materials used for all 10 participants include the following:

Record of Oral Language: administered on an individual basis to check on oral language development. Marie Clay suggests this assessment can be used to check on oral language development changes over time or after students have received specific language instruction. (Pre-test only)

Comprehension Retell - administered on an individual basis with all responses recorded for analysis of results both pre and post testing:

- Spontaneous Retell: Used for the purpose of this investigation the Comprehension retell required the student to spontaneously retell a “**read to**” story. The story used was “Where Is My Grandma”.
- Cued questions related to the story were then asked to elicit further information from the student at a literal and inferential level.
(John Munroe, Course notes p 57, 2009)

A Visualization Task was conducted on an individual basis and required the student to think of and talk about an image for each of the sentences read to them. Some of the complex sentences were broken into two parts with a limited number of 10 sentences read due to the young age of students involved in the task. This was administered pre and post test with all responses recorded to assist with analysis of results. (Test used and adapted by Frances Smith from John Munroe, course notes 2009) (Appendix 1)

Procedure

The pre and post test tasks were administered to all 10 students on an individual basis with the ROL administered as a pre test only. The pre test data was used to prepare lessons to develop students understanding and use of Visualization, which would assist with their comprehension of text. They were designed to support and improve oral

language structures, enabling the students to use simple sentences when describing the order of events within the story.

The teaching procedure was developed to complement the explicit teaching being used within the contemporary environment of the school. Each session had the same three part structure:

- Understandings (Wondering)
- Action Inquiry
- Reflection

Introduced to a text by using the title and front cover only, students were asked to suggest their **wondering** of what the story might be about. The wonderings were listed and kept for further discussion during the reflection stage of each session. Over time students were also encouraged to describe their **understandings** of how to visualize, retell and sequence a story as preparation for the 'read to' of each new text.

During the **action inquiry** stage following a 'read to' of the text, students were encouraged to visualize and draw the story using a storyboard. (Appendix 2) They then used this to retell the story in sequential order using one event sentences. This task was used to monitor and support the students as they increased their vocabulary and developed understanding of sentence structure and content. The initial three lessons were focused on the students learning to understand and use the skill of visualizing, while the remaining lessons concentrated on the students consolidating and using visualizing to improve their comprehension of text.

During the **reflection** stage the students were able to check on the accuracy of their wonderings and use sentence beginners from a Learning Wheel (Appendix 2) to describe processes they used when visualizing and retelling a story.

The five students in the focus group participated in 10 sessions over two weeks during regular studio literacy programs. Each session lasted between 30 - 40 minutes per day within the studio setting. The control group continued to participate in the regular teaching program with all 10 participants assessed again at the completion of the two weeks teaching for the focus group.

As the Record of Oral Language is used to record language development over time, with assessment recorded at the beginning and end of each year through the Observation Survey it was not used as part of the post test results for this study. The Comprehension Retell and Visualizing Task as post test assessment were used to give a clear picture of the students improved ability to use Visualization of a Narrative text to

assist with the retelling of a story in correct sequence. Also assessed was the students' use of complete sentences with at least one event per sentence. Observation when teaching and testing provided assessment of the students increased vocabulary and improved oral language structures.

RESULTS

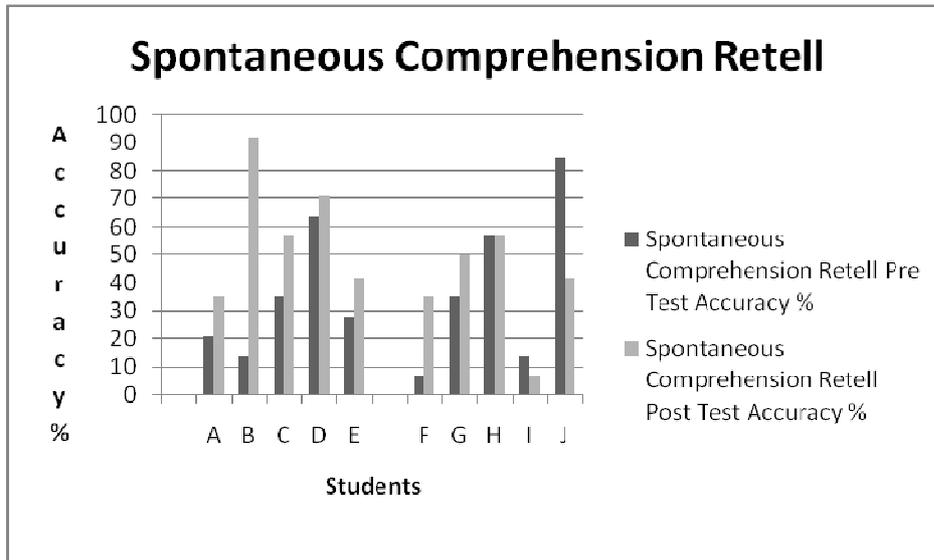
The hypothesis investigated in this study that explicit teaching of Visualization strategies to develop one event sentences will improve retell of Narrative text by Grade Prep students was evaluated as follows.

The results indicate the use of Visualization strategies improved the comprehension of text by the students in the Focus group. Observation of the students during post testing showed an improvement in oral language structures enabling them to create sentences to describe Visual tasks and retell story events.

The Focus group post test average scores for Comprehension and Visualization (Appendix 3, Table 2) show improvement for all students. This is significant as their pre-test scores for the Spontaneous Comprehension Retell and Visualization tests were lower than the Control group. In addition to this both groups made significant gains with Cued Comprehension. (Appendix 3, Table 2)

In addition to this overall post-test scores for the Control group suggest they did not show significant improvement with their use of Visualization to assist with their comprehension of text. Observation of the students during post testing showed some students in this group still unable to adequately describe events or to structure simple sentences to assist with story retell.

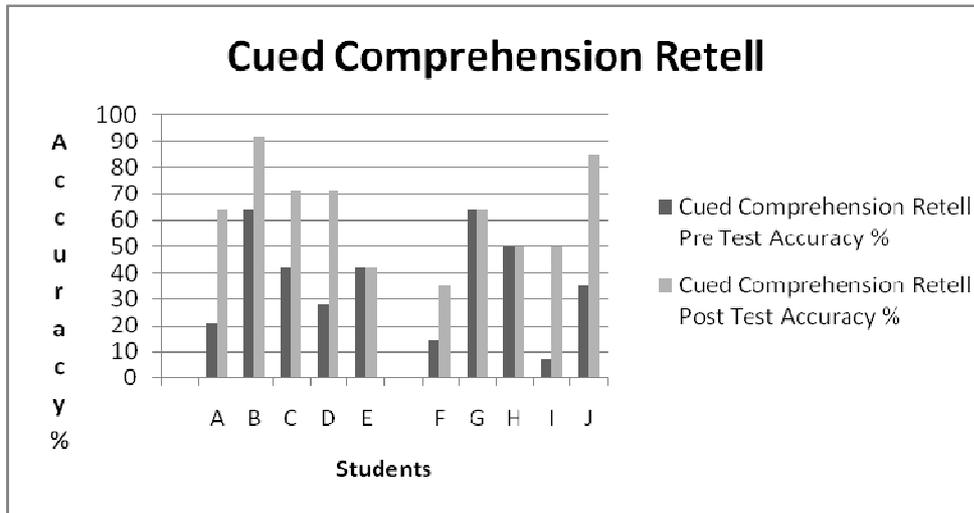
Figure 1



Significant learning gains in the Spontaneous Comprehension Retell post-test can be seen by the students in the Focus group. (Figure 1) This group moved from an average score of 32% to 59% in comparison to the Control group whose average score of 40% dropped to 38%, a decrease of 2%. This shows that the Focus group's improvement was much greater than that of the Control group and is supported by ongoing observations made during teaching sessions.

While all students within the Focus group increased their scores, both Student B and C made impressive progress with Comprehension and Spontaneous Retell. Student B's increased score of 78% (Appendix 3, Table 2) was the most significant with Student C also showing a significant improvement of 22%. Post-test data for Student B shows he used improved sentence structure with more inferential detail than in the pre-test. Post-test data for student C shows improved comprehension with accurate retell of the story using simple sentence structure. This was not evident in pre-test results. The Control group had only two students F and G who increased their scores while the remaining students reduced or retained the same score as for the pre-test.

Figure 2

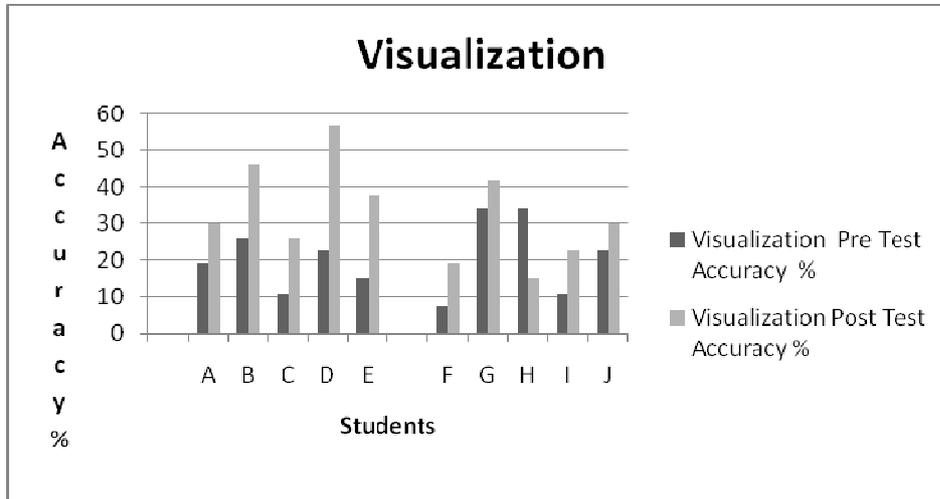


This trend of significant post test improvement by the Focus group is also evident in the Cued Comprehension Retell test. (Figure 2) Moving from an average score of 39% to 68%, it was their largest overall gain in this study with an improvement of 29%. The Control group moved from an average score of 34% to 57%, an improvement of 23%, showing that both groups made significant gains. On this test 40% of the Focus group showed improvement with Student A making the largest gain, increasing his accuracy by 43% (Appendix 3, Table 2).

Pre-test data show he was unable to answer many of the questions accurately and some questions not at all. Post-test data show Student A responded to all cued questions with simple sentences and accurate recall. Student B improved his post-test score by providing more story detail showing literal and inferential understanding and using correct sentence structure. Pre-test data for Student C show she was unable to respond to cued questions and provided little details of the story. In contrast her post-test data show her literal and inferential understanding of the story had improved and she responded to all questions using simple sentences. Student E maintained the same pre and post-test scores. While pre-test data show he was unable to answer all questions or infer understanding of the text, post-test data show he responded to each question. The answers however retained the same accuracy and level of comprehension as the pre-test.

Control group Students I and J who during the pre-test were unable to answer all questions made significant post-test improvement by responding to all questions and using simple sentence structure to describe events in the story.

Figure 3



The trend of significant post-test improvement for the Focus group is again evident with the Visualization Task scores. The group showed an average improvement of 20% moving from a score of 19% to 39%. (Figure 3) The Control group improvement rate differed with an average score of 22% moving to 26% - a gain of only 4%. The data suggest the greater gain made by the Focus group demonstrates the effectiveness of the sessions designed to teach Visualization. It is important to acknowledge of the three tests this is the lowest overall score for the group.

All students in the Focus group showed improvement on the Visualization Task with student D making the most significant gain of 24%, Student B a gain of 20% and student E a gain of 23%. (Appendix 3, Table 2) Pre-test data for Student D show there was no response to many of the visualizing tasks. During post-testing she responded to all tasks at both a literal and inferential level using well structured simple sentences to describe images. Student B used correct sentence structure for pre-test visualizing tasks with his comprehension accurate at a literal level. Post-test results show his comprehension to be at a more inferential level through his inclusion of one or more events per sentence to describe his images. The pre-test data for Student E shows he described visual images using only two or three words per sentence with little reference to the topic. Post-test results show Student E working at a literal level, using well

structured simple sentences containing one or two events to describe his understanding of the story.

In the Control group Student H received a lower score post-test while the remaining students increase in their scores was minimal. These students displayed poor comprehension of the story during pre-testing by simply repeating the sentences verbatim. During post-testing they were able to describe their images well enough to display their comprehension of the story at a literal level only. Student H pre and post-test continued to repeat sentences showing little comprehension of the task requirement.

DISCUSSION

The results of this study show support for the hypothesis and research which suggests that teaching students to visualize events while reading or listening to stories will assist with their comprehension. Teaching the students to visualize allows them to connect with the ideas present in sentences. Working with these ideas at the sentence level allows them to access prior knowledge, generate inferences and predict events. Using imagery also helps students develop oral language as it requires them to use grammatical structures necessary to support the reading activity. (John Monroe, course notes 2009).

The effectiveness of the specific teaching, explicit modeling and explanation of Visualization as used in the teaching sessions is supported by Whitehead who states, "Teacher's can guide student's use and manipulation of their images as a way of enhancing meaning". (p 6) The teaching in these sessions was scaffolded to ensure the students gained a clear understanding of the task and were able to experiment with and practice the new strategy. The specific texts used were part of this scaffold to help the students' link prior knowledge, generate new ideas and predict possible outcomes with confidence. It was hoped the familiar language structures would further enhance their use of simple sentences and enable them to recall events in a more sequential manner. The lessons allowed the students to consolidate and embed Visualization into the management of their text processing.

Students of this study in the Focus group improved their comprehension and their use of simple sentences to retell a story. They moved from uttering two or three words or at times making no response to clearly describing their images or understanding of the texts used in assessment tasks. Observation of the students working in their studios at

the completion of the teaching sessions shows them regularly applying their knowledge of visualizing to various tasks across the curriculum. It is important to note the explicit use of the term 'visualize' across all grade levels in this school. The students regularly use this term as they speak to reflect upon their learning and discuss ways to achieve their learning goals.

It is equally important to note that in spite of this occurrence all students of this study were not using this strategy efficiently during the Visualization Task pre test. Anecdotal notes from the teaching sessions show the students needed explicit modeling of Visualization before they understood exactly how to interpret and use this strategy. Therefore the first three teaching sessions were valuable in showing them how to create pictures in their mind. (Appendix 2)

While all students in the Focus group improved their scores on the Visualization Task, post-test data for the group show the lowest gain of the three post- tests. For this task, Student B with an English speaking background showed considerable gain with Visualization as he did for both the Spontaneous and Cued Comprehension Retell tests. This student although achieving a low ROL score of 10 initially, has been observed by his teacher as being an enthusiastic and engaged learner able to practice and consolidate new strategies. These strategies are supported and encouraged by family when at home and he is making great gains in all curriculum areas. As such his progress proves the hypothesis that teaching Visualization can improve oral language development and comprehension of text.

The Control group students achieved an overall minimal gain for the Visualization Task, thereby suggesting explicit teaching of Visualization is needed for some Prep students as they begin to work on text. Surprisingly while Student H speaks English as a first language he had difficulty following instructions for the task and achieved a lower post-test score. His class teacher has become increasingly concerned with his slow progress in all areas of the curriculum and is investigating further on this matter.

Woolley states "By asking questions about visualized story events and discussing the details of story information, educators are more able to enhance reader's comprehension." (p 44) The Cued Comprehension post-test data is supportive of this statement as it shows both groups made a similar large gain with their results. Using specific questions to direct or cue student's recall and understanding of text, is a strategy used by many teachers and was incorporated into the teaching sessions for the Focus group. All the students in the study are familiar and confident with this strategy and use it well to access their understanding of text. In comparison, relying on spontaneous recall can be more challenging for some students without specific questions to help them link events or make connections when retelling a story.

While all students in the Focus group showed overall improvement in both tests Student E showed improvement with spontaneous comprehension but remained at the same level for cued comprehension retell. This student was not speaking English when he entered school and has since been noted by the school nurse as having specific language difficulties requiring assessment. While he was an eager participant in the teaching sessions it was also difficult at times to understand him and difficult for him to focus on questions about the text. He was more comfortable being able to express his understanding without the structure of specific questions. Even with a language difficulty the teaching sessions were of value to this student and show support for the hypothesis that teaching Visualization can improve comprehension. However the oral language component of this study was not as effective for this child due to his language difficulties.

The results of this study prove that the explicit teaching of Visualization strategies to develop one event sentences to improve retell of Narrative text by Grade Prep students is a successful strategy. It should be taught to assist all students with their comprehension and the development of their oral language structures. Specifically this study has shown the improvement possible for Prep students as they manage the heavy demands placed upon them when dealing with new and unfamiliar language within the school setting. Because of the positive gains shown by this study the Control group will receive the lessons during the later part of the year.

Further implications of this study may be the importance of explicit teaching of Visualization to all students who have English as a second language and who struggle with their oral language development. An area of investigation would be the feedback from studio teachers on the continued progress of all the students, particularly the ESL students from the study and their self efficacy, as a result of their participation in the teaching sessions.

The results show that students are most familiar with directed questions to assist with comprehension. Because of this it would be valuable to revisit all of the students from the study before the end of the year to check on the development of their spontaneous retell of text in comparison to their cued retell of text. It would be equally important to assess the automaticity of the strategy of Visualization, as they work independently to comprehend and retell a Narrative text without the support of directed or cued questions. A review of the students' independence as readers able to comprehend and retell a Narrative text over a period of time after intervention would reinforce the hypothesis that teaching Visualization does improve comprehension.

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Appendix 1

Visualising task: **Individual** administration

John Munro

In this task we are going to be reading (or listening to) sentences and then describing the picture that you make in your mind.

Look at the first two sentences. These are part of a story. I will read them and I want you to read them to yourself with me. Then I will think about what the story might say next. I want you to think about what it might say as well.

Teacher reads the two sentences. Then the teacher describes the picture they have made in their mind: *In my mind I see a man wearing work clothes going to live in a strange town. In his bag he has toys he has made and tools for making them. He is looking around the new town. Now you have a go at making your picture. Then describe what your picture has in it.*

Now you have a go at the second sentence. The teacher then reads the next sentence to the student (or the student reads the sentence). Now have a go at making a mind picture of it. Then describe your picture in words. Now listen to the picture I made. "He wanted to find a place to live. I can see the man looking at a house where he could live."

Now you have a go at the third sentence. The teacher then reads the next sentence to the student (or the student reads the sentence). Now have a go at making a mind picture of it. Then describe your picture in words.

Now you have a go at the fourth sentence. The teacher then reads the next sentence to the student (or the student reads the sentence). Now have a go at making a mind picture of it.

Then describe your picture in words. Now listen to how I say it. It says “After he bought a map he looked for a bus. I can see the man buying a map and then looking in the street for a bus stop.” Write down what I have said in the space.

Practice items

Sentence read	Teacher	Teacher writes child's response
A toy maker went to live in another city. He wanted to find a place to live.	This person who makes toys moved to a new town.	
	He needed to get a house to stay.	
He needs to get to know the city.	He wants to find out where things are in the town.	
After he bought a map he looked for a bus.	First he got himself a map. Then he searched for a bus stop.	
He needs to get to know the city.	He wants to find out where things are in the town.	
After he bought a map he looked for a bus.	First he got himself a map. Then he searched for a bus stop.	

Introduce the set of target sentences. Give the student the following instructions: Listen to (or read each sentence to yourself). Make a picture of it in your mind. Then describe your picture in words. **The teacher writes the child's description in the space provided, next to each sentence.**

Teacher reads these sentences to the student (or the student reads each sentence to themselves).

The young man and his friend rode on the bike.	
They were enjoying themselves.	
The birds were singing in the trees.	
The two friends chatted. They were not paying attention to anything.	
They were supposed to watch where they were going.	
The track became narrow and twisted.	
Suddenly it began to slope down and the bike sped up.	
People in the park watched and gasped as it went faster and faster.	
The two riders weren't smiling and chatting any longer.	
Now they were gripping the bike as tightly as they could, showing fear on their faces.	

Visualizing task: Individual administration

Teacher record sheet

Student name: _____ **Grade:** _____ **Date:** _____

Sentence	Teacher	Your try
A toy maker went to live in another city.	This person who makes toys moved to a new town.	
He wanted to find a place to live.		
He needs to get to know the city.		
After he bought a map he looked for a bus.		

	Sentences	Your mind picture
1.	The young man and his friend rode on the bike.	
2	They were enjoying themselves.	
3	The birds were singing in the trees.	
4	The two friends chatted. They were not paying attention to anything.	
5	They were supposed to watch where they were going.	
6	The track became narrow and twisted.	

7	Suddenly it began to slope down and the bike sped up.	
8	People in the park watched and gasped as it went faster and faster.	
9	The two riders weren't smiling and chatting any longer.	
10	Now they were gripping the bike as tightly as they could, showing fear on their faces.	

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Appendix 2

Lesson 1

UNDERSTANDINGS	<p>Ask students their understanding of the word Visualize and list these. Explain the meaning – make/paint /draw a picture in my mind.</p> <p>Explain this is a strategy “Good readers use when reading a text.”</p>
ACTION INQUIRY	<p>Give an example of how to imagine a cat – in my mind I draw a picture of a cat with fur, four legs, whiskers, a tail etc. Draw the picture as I describe it to the students; show a photo of a real cat and compare the two pictures. Note similarities and differences.</p> <p>Ask students to visualize a picture of an animal; pig/dog/frog. Ask questions – what do I know about a dog; discuss and list knowledge before students visualize, make a picture in their mind and then draw their own picture.</p> <p>Compare and discuss similarities/differences between student’s pictures and photos of real animals; what did I include? What do I need to add to the picture in my mind and on my drawing? E.g. skin; fur; legs; ears.</p>
REFLECTION	<p>Using the term “I used” Give an example to the students of how to reflect on the strategies of visualizing. E.g. I used my imagination to .../ I used my memory to /I used my thinking to</p> <p>Give each student the opportunity to reflect by completing a sentence beginning with “I used...”</p>

Lesson 2

UNDERSTANDINGS	<p>Revise the term Visualize; students each give their understanding of the term. If needed revisit the meaning as explained in lesson 1.</p> <p>Remind them this is a strategy “Good readers use when reading a text.”</p>
ACTION INQUIRY	<p>Introduce the title and front cover of the text ‘The Blue Balloon’ to the students. Have them suggest their understanding of what the story may be about using the term “I wonder...” List on paper – write each child’s name next to their suggestion as this helps with their reflection later in the lesson.</p> <p>Complete a “read to...” only.</p> <p>After each page have individual students visualize an event that occurred on that page using the term “I can see...”</p>
REFLECTION	<p>At the completion of the story use a ‘Y’ chart to reflect on the things they could see, feel and hear about the story. Students draw these understandings onto the chart.</p> <p>Discuss the things they now know about the story with each student using the term “I know...” List onto a chart.</p> <p>Check back to see if their wonderings were accurate and to see what they learnt about the story today - “I learnt...”</p>

Lesson 3

<p>UNDERSTANDINGS</p>	<p>Using the I know chart have students revise the things they know about 'The Blue Balloon'.</p> <p>Students explain their understanding of Visualization; include "Good readers use visualization...." "They make a picture in their mind..."</p> <p>Students explain how to visualize characters and events from a story.</p>
<p>ACTION INQUIRY</p>	<p>Read - 'The Blue Balloon' to the students again; at the end of each page students draw a picture they have visualized for that page using a storyboard sheet.</p> <p>At the end of the story students retell their understanding using their own storyboard using complete sentences as modeled by the teacher. E.g. The Blue Balloon was</p> <p>Re-read the story while showing the illustrations to the students.</p>
<p>REFLECTION</p>	<p>Discussion – did we see the same things? Do our pictures match the chart 'things I know...'.</p> <p>Have students talk about their understanding of Visualization using the sentence beginning "I tried" E.g. "I tried to see a square balloon...."</p>

Lesson 4

<p>UNDERSTANDINGS</p>	<p>Discuss with students strategies good readers use when reading /listening to a story. E.g. look at illustrations, focus, think, visualize; “When I visualize I.....”</p>
<p>ACTION INQUIRY</p>	<p>Introduce new text – Mrs. Wishy Washy; looking at the title page have students suggest their understanding of what the story may be about using the term “ I wonder..”.</p> <p>List these on paper – write each child’s name next to their suggestion.</p> <p>Read the story while showing the illustrations and ensure students look at the illustrations.</p> <p>After reading through the story with the students look through the book using the illustrations only, together retell the story. Ask them to make a picture in their mind of each illustration, i.e. The cow in the mud; an angry Mrs. Wishy Washy.</p> <p>Students return to their tables to draw about the text using visualizing to assist them with their individual storyboards.</p> <p>Listen to each individual retell and scribe the student’s stories onto their storyboards. Encourage students to use complete sentences e.g.</p> <p>“The cow jumped into the mud.” Model these sentences as required.</p> <p>Sitting in a circle have each student use their storyboard to assist them as they retell the story using complete sentences. (Those students who read may read the text as scribed by the teacher.)</p> <p>Students cut and sequence pictures from each storyboard while retelling the story. With any incorrect sequencing - as a group reflect on the correct order of the story and sequence the pictures again.</p>
<p>REFLECTION</p>	<p>Using the terms “I used...” and “I tried...” Students reflect on the strategies good readers use when reading/listening and retelling stories as discussed in the understandings at the beginning of the lesson.</p>

Lesson 5

UNDERSTANDINGS	<p>“Good readers visualize by...”</p> <p>Have students each complete this sentence to explain their understanding of the strategy. Use examples from Mrs. Wishy Washy.</p> <p>Check back to see if their wonderings were accurate and discuss similarities/differences in their understandings pre and post reading.</p>
ACTION INQUIRY	<p>Students sequence their storyboard from lesson 4.</p> <p>Each student has the opportunity to retell the story using their storyboard. Discuss as a group if every retell sounds correct, have students make suggestions for those whose retells are not in sequence. Correct as needed and/or suggested by the group.</p> <p>Re read the text to the group.</p> <p>Have students check their storyboards at the end of each page for correct sequencing.</p>
REFLECTION	<p>Using the term “I learnt ..” students reflect on what they learnt about using visualizing to retell a story; e.g. I learnt that it helps me to remember the story/ characters/funny things etc.</p>

Lesson 6

UNDERSTANDINGS	<p>“Good readers visualize by...”</p> <p>“Good readers can retell a story by...”</p> <p>Students can use these to explain their understanding of how to be a good reader.</p>
ACTION INQUIRY	<p>Introduce new text – Dishy Washy; looking at the title page have students suggest their understanding of what the story may be about using the term “I wonder..”. List these on paper – write each child’s name next to their suggestion.</p> <p>Read the story while showing the illustrations; ensure students look at the illustrations during the Read to.</p> <p>After reading through the story with the students look through the book and have students use the illustrations only, to recall their understanding of the text. Ask them to make a picture in their mind of each illustration, i.e. Dishy Washy is washing the dishes.</p> <p>Students return to their tables to draw about the text using visualizing to assist them with their individual storyboards.</p> <p>Listen to each individual retell the story and scribe the student’s stories onto their storyboards. Encourage students to use complete simple one event sentences. Model these sentences as required for individual students.</p> <p>Students cut, sequence their storyboard and retell the story.</p>
REFLECTION	<p>Using the terms “I used...” “I felt...” Students reflect on how visualizing the text has helped them recall and retell the story. E.g. “I felt happy I could.....”</p>

Lesson 7

UNDERSTANDINGS	<p>“When I retell a story I...” Students use this sentence to explain their understanding of strategies to use when retelling a story.</p> <p>Check back to see if their wonderings about Dishy Washy were accurate and discuss similarities/differences in their understandings pre and post reading.</p>
ACTION INQUIRY	<p>Students sequence their storyboard from lesson 6.</p> <p>Each student has the opportunity to retell the story using their storyboard. Discuss as a group if every retell sounds correct, have students make suggestions for those whose retells are not in sequence. Correct as needed and/or suggested by the group.</p> <p>Re read the text to the group.</p> <p>Have students check their storyboards at the end of each page for correct sequencing.</p>
REFLECTION	<p>Give each student a wedge from the Learning wheel containing one of the following</p> <p>“I felt..; I learnt..; I used..; I wondered..; I tried...” (Learning Wheel K. Murdoch 2005) each student can create a statement about visualizing and/or retelling a story. E.g. “I tried to visualize a picture of a wet, scared cat.”</p>

Lesson 8

<p>UNDERSTANDINGS</p>	<p>“When I retell a story I...” Students use this sentence to explain their understanding of strategies to use when retelling a story and the importance of sequencing.</p> <p>Discuss the reasons for sequencing – list student’s understandings of this – write their name next to each statement.</p>
<p>ACTION INQUIRY</p>	<p>Introduce new text – Splishy Splashy looking at the title page have students suggest their understanding of what the story may be about using the term “I wonder...” List these on paper – write each child’s name next to their suggestion.</p> <p>Read the story while showing the illustrations; ensure students look at the illustrations while listening to the story.</p> <p>After reading, have the students retell the story; students return to their tables to draw about the text using visualizing to assist them with their individual storyboards.</p> <p>Listen to each individual retell the story and scribe the student’s stories onto their storyboards. Encourage students to use complete simple one event sentences. Model these sentences as required for individual students.</p> <p>Sitting in a circle have each student use their storyboard to assist them as they retell the story using complete sentences. (Those students who can may read the text as scribed by the teacher.)</p>
<p>REFLECTION</p>	<p>Give each student a wedge from the Learning Wheel containing one of the following</p> <p>“I felt..; I learnt..; I used..; I wondered..; I tried...” (Learning Wheel K. Murdoch 2005) each student can create a statement about visualizing and/or retelling this story. (Ensure students have a different wedge for each reflection.)</p>

Lesson 9

UNDERSTANDINGS	On a sheet of paper list the students understanding of the terms visualize, retell and sequence. Discuss and clarify their understandings. Check back to see if their wonderings about Splishy Sploshy were accurate and discuss similarities/differences in their understandings pre and post reading.
ACTION INQUIRY	Students sequence their storyboard from lesson 8. Each student has the opportunity to retell the story using their storyboard. Discuss as a group if every retell sounds correct, have students make suggestions for those whose retells are not in sequence. Correct as needed and/or suggested by the group. Re read the text to the group. Have students check their storyboards at the end of each page for correct sequencing.
REFLECTION	Give each student a wedge from the Learning Wheel containing one of the following “ I felt..; I learnt..; I used..; I wondered..; I tried... ” (Learning wheel K. Murdoch 2005) each student can create a statement about visualizing and/or retelling this story. (Ensure students have a different wedge for each reflection.)

Lesson 10

UNDERSTANDINGS	Discuss with students important strategies they as good readers have learnt from these sessions. List these for display in their studios.
ACTION INQUIRY	<p>Introduce new text – Wishy Washy Day - looking at the title page have students suggest their understanding of what the story may be about using the term “ I wonder..”.</p> <p>Read the story while showing the illustrations;</p> <p>After reading through the story with the students ask them to make a picture in their mind of each illustration.</p> <p>Students return to their tables to draw about the text using visualizing to assist them with their individual storyboards.</p> <p>Listen to each individual retell the story and scribe the student’s stories onto their storyboards. Encourage students to use complete simple one event sentences. Model these sentences as required for individual students.</p> <p>Sitting in a circle have each student use their storyboard to assist them as they retell the story using complete sentences.</p>
REFLECTION	Check to see if their wonderings were accurate. “ I felt..; I learnt..; I used..; I wondered..; I tried... ” Learning Wheel (K Murdoch 2005). Students reflect on the strategies they used to retell the story.

05

Y-CHART

Think back over your learning. Use words, pictures or symbols to fill in this Y chart.

Looks like...

(draw or write about what your learning "looks" like.)

Feels like...

(how do you feel about your learning?)



Sounds like...

(what are some of the important things you have heard about this topic?)

Name: _____

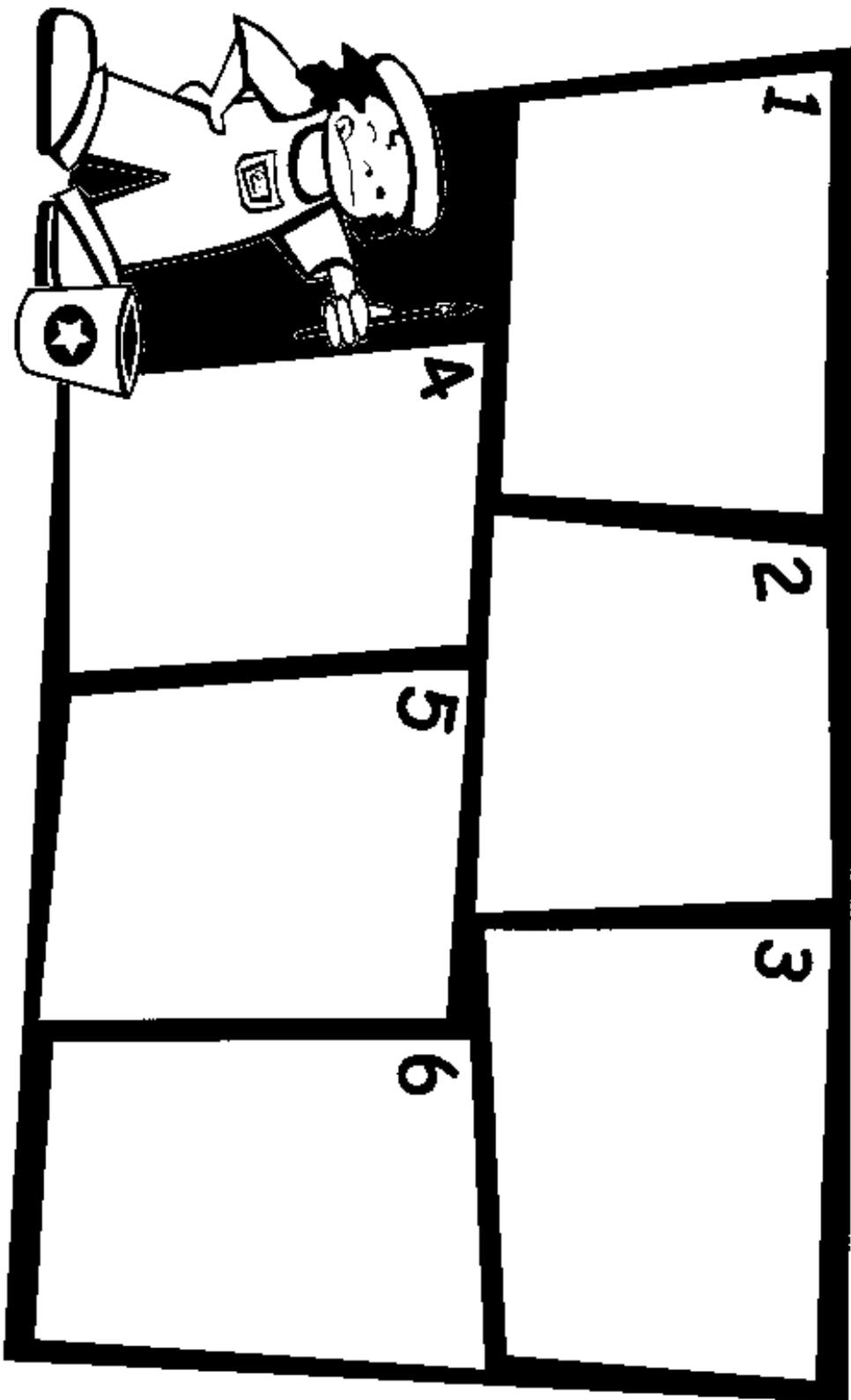
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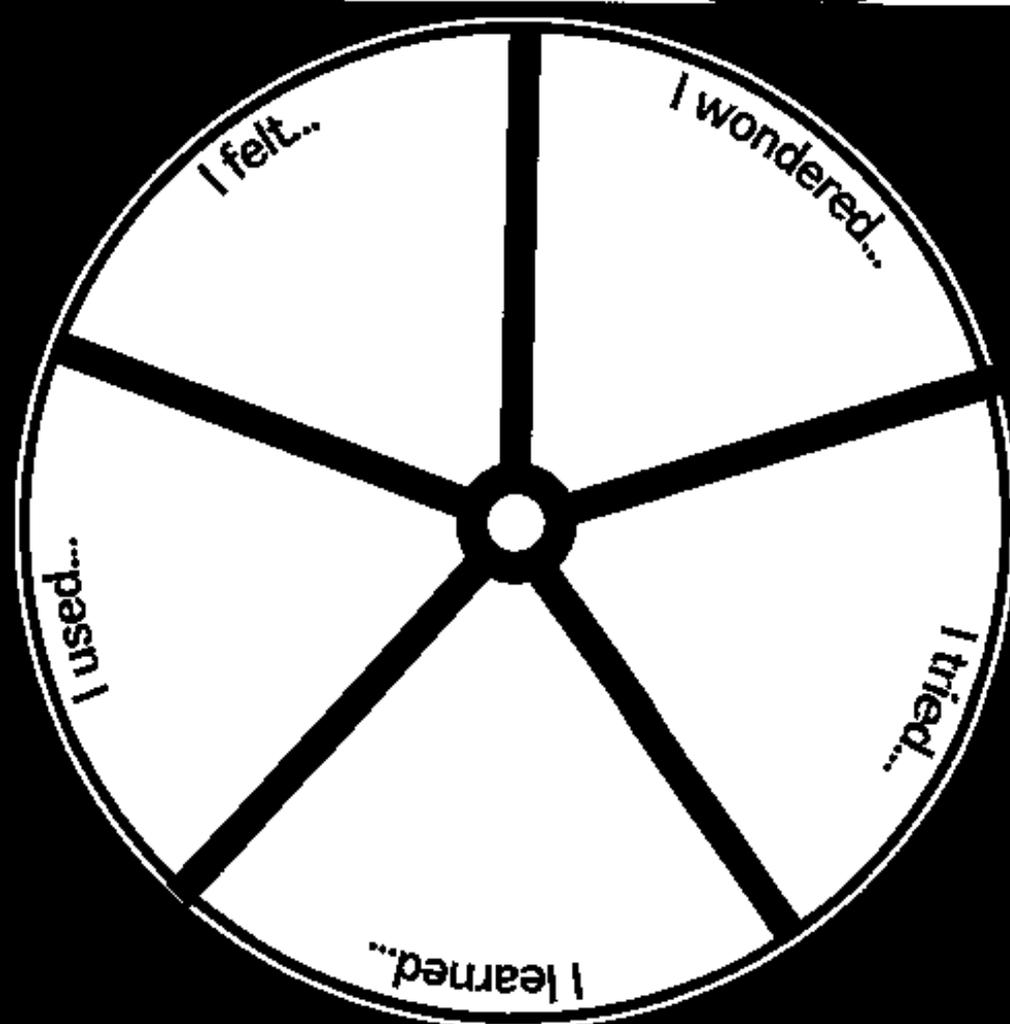
STORY BOARD

Draw or write the events of the story on the story board. Record them in the correct order.



THE LEARNING WHEEL

Think back over your learning.
Finish the sentences in the
spokes of the wheel.



APPENDIX 3

Table 2

Name	Comprehension Spontaneous Retell Accuracy Pre %	Comprehension Retell cued accuracy Pre %	Visualization Test Accuracy Pre %	Comprehension Retell Spontaneous Accuracy Post %	Comprehension Retell cued Accuracy Post %	Visualization test Accuracy Post %
FOCUS GROUP						
A	21	21	19	35	64	30
B	14	64	26	92	92	46
C	35	42	11	57	71	26
D	64	28	23	71	71	57
E	28	42	15	42	42	38
CONTROL GROUP						
F	7	14	7	35	35	19
G	35	64	34	50	64	42
H	57	50	34	57	50	15
I	14	7	11	7	50	23
J	85	35	23	42	85	30