

Early Intervention Research Project

ABSTRACT

Many students have reading comprehension difficulties. Research in explicit strategy training has shown an improvement in comprehension. The present study examines the explicit teaching of visual imagery as a strategy to recall information and enhance comprehension.

Three, year 4 students who have difficulty in making meaning when reading, were exposed to explicit teaching to develop their ability to make mental pictures whilst reading. Cue cards were used as prompts to direct their thinking. The students practiced this strategy during the 6 lessons and recorded their images in pictorial form. They used these pictures to recall what they had read and used them for the purpose of retelling the story.

Pre assessment and Post assessment in answering comprehension questions and in retelling were used to determine any improvement. All students showed an improvement in comprehension through their detailed retelling however, only two of the students demonstrated an improvement in answering the comprehension questions from the diagnostic test.

Implications for teaching are that all teaching needs to be explicit, and that a combination of strategies need to be taught.

TABLE OF CONTENTS

		Page number
Abstract		2
Introduction		2
Method:	Design	4
	Participants	4
	Materials	4
	Procedure	5
Results:	Group	7
	Individual	8
Discussion		10
Teaching Unit:	Lesson 1	13
	Lesson 2	15
	Lesson 3	17
	Lesson 4	18
	Lesson 5	19
	Lesson 6	20
Appendix 1 - Transcription of retelling		21
Appendix 2 - Calculations from spontaneous retelling		23
Appendix 3 – Calculations from Neale Analysis		26
Bibliography		27

INTRODUCTION

Many students have difficulty comprehending what they are reading. We know that the whole purpose of reading is to obtain meaning. “Comprehension is the process by which a reader constructs or builds meaning by thinking about what is read.” (National Education Association, Reading Matters)

Research shows that a combination of comprehension strategies is used when reading. Pearson, Roehler, Dole and Duffy (1992) refer to the following strategies used by proficient readers:

- Activating relevant background knowledge before, during and after reading.
- Determining the most important ideas and themes in a text.
- Creating visual and other sensory images during and after reading.
- Drawing inferences from text.
- Retelling or synthesizing what has been read.
- Using “fix-up” strategies, such as rereading, to repair comprehension when it breaks down. (Reading Matters, National Educational Association)

A student does not necessarily have to be a poor reader to have difficulty with comprehension. Some of the behaviours shown by students having difficulties with comprehension are:

- they often do not self correct
- are unable to recall details or the main idea
- are unable to sequence events or retell the story and
- do not pause or stop at commas or full stops.

Proficient readers use a combination of strategies. Garner (1991) observed that “rapid, accurate and automatic decoding reduces memory demands for word identification, releasing memory resources for construction of meaning.” (Teacher training: Providing Instruction in a Basic Reading Strategy, Jackson 1998 p. 163)

Readers who do not have to focus or use all their working memory to decode words are able to monitor their understanding and review and question as they read. But, “the development of phoneme awareness, phonic skills and the ability to read words fluently and automatically are necessary, but not sufficient for the construction of meaning from a text.”(Reid, National Institute of Child Health and Human Development p.4) The reader needs to be able to use pre reading, during reading and after reading strategies to monitor comprehension.

One of the during reading strategies identified to enhance comprehension is visualization. “The use of imagery, sometimes referred to as creative visualization, is the ability to form pictures in one’s mind to improve performance” (Goetz, Alexander & Ash 1992)

Making mental images in one’s mind helps the reader to recall what has happened. Hodges, 1992, Darch & Simpson, 1990, Mastropieri 1988 and Peters & Levin are some of the researchers who have examined the use of visual imagery as a strategy for enhancing comprehension and ascertained that it has potential for aiding students with

learning difficulties. (Jackson p.163) Danko, C, 1992, conducted a study to determine if the use of visual imagery and verbal rehearsal would benefit readers who had 3rd or 4th grade reading level ability.

Research has also shown that explicit teaching of any strategy is essential. Some students learn to read easily, others need explicit teaching and identification of the possible strategies available to them as well as when to use them. “The explicitness with which teachers teach comprehension strategies makes a difference in learning outcomes, especially for low achieving students.” (Duffy et. al, 1987, Brown et. al, 1996, taken from Reading for Understanding, National Reading Panel from p. 33)

The present investigation aims to examine the influence of teaching visualisation strategies in order to enhance comprehension. It uses an adapted technique that has some similarities with the RIDER (Clark et al, 1984) and the five *wh* (Bender, 1996) and Language in Pictures (Speech Pathology, Catholic Education Office, 2000). It predicts that *Visualisation techniques such as making mental pictures with the aid of cue cards will increase comprehension at the whole text level.*

METHOD

Design: The study uses a case study ATA (Assess Teach Assess) design in which visualisation strategies were taught to help increase comprehension.

Participants: The participants are 3, year four girls who have difficulty with comprehension. Two of the girls, students A and B, are both 9 years and 6 months old and are independent readers (28+) but have problems retelling and answering comprehension questions. Student C is 9 years old and has a history of reading difficulties, one of which is comprehension. She has been receiving extra assistance in Literacy since year 1, which involves small group intervention. Her instructional reading recovery level is Level 17.

Materials: The following materials were used:

- The Neale Analysis of Reading Ability, 3rd edition, (Neale 1999) reading comprehension tasks, Forms 1 and 2 were used for the pre and post assessment and for standardising results.
- The following narratives taken from PM benchmark Kit by E. Nelley & A. Smith were used to assess reading and comprehension through retelling at pre and post assessment.

	Student A and B	Student C
Pre assessment	Level 24 The Cave Beside the Waterfall	Level 14 The Waterslide
Post assessment	Level 22 Tricks with a Kite	Level 15 Little Steg

- Running records from both the Neale Analysis and the PM Benchmarks were used to ascertain if any reading behaviours changed.
- The John Munro model was used for calculating Spontaneous retelling.
- Cue cards using the following words were used to prompt mental images and as prompts for retelling.

WHO **WHAT** **WHEN** **WHERE** **FEEL(Mood)** **SOUND** **MOVEMENT**

- The following picture books were used as stimulus for making mental pictures.
“Round and Round” by Colin Thompson
“Old Tom’s Holiday” by Leigh Hobbs
- “Don’t Talk With Your Mouth Full” (Exaggerations) was used as a levelled text for group shared reading session. (Level 20)
- Passage –“Gone Fishing” taken from “Cloze- Comprehension With Pictorial and Context Clues, p.12

Procedure:

The three students were withdrawn from their classroom for the six forty minute teaching lessons. These lessons took place during the morning Literacy Block. All lessons commenced with a review of the previous lesson and concluded with the students stating what they had learnt.

The teaching procedure introduced the way that making mental pictures or a “movie” in your head helps readers to understand and remember what they are reading. To enable this to happen the tasks began with the familiar before moving to the unfamiliar. Scaffolding strategies were used throughout the intervention. Words were used to stimulate the mental image before moving to sentences then paragraphs and then whole texts.

Narrative texts were chosen for imagery purposes and unfamiliar narratives allowed the students to create their own images without having seen or heard the story before. This allowed them to focus on the cue cards and use their imagination to make their own mental images. For this reason the pictures in the book were not shown to the students until they had drawn their own.

The texts were read to the students by the teacher so that they could focus on using the cue cards and the visualisation techniques rather than on decoding the text. This progressed to shared reading in the final lesson.

When whole texts were used, they were dealt with one section at a time so that the children could recall what had happened so far and see the “movie”. They then drew their picture before proceeding to the next event in the story. This gave the students the opportunity to practise the strategy as well as to develop the idea that the movie changes in your head.

The cue cards and the pictures drawn were then used as prompts when retelling the story and to stimulate recall. Retelling was an integral part of the lessons. During the initial sessions the teacher used the following procedure to guide the students through the cues: -

- Close your eyes
- Who/what can you see? Who/what is in the scene?
- where are they ?
- when did it happen?
- movement- what are they doing?
- sound- what can you hear?
- feel – what’s the mood like? What are they feeling? How do you feel?

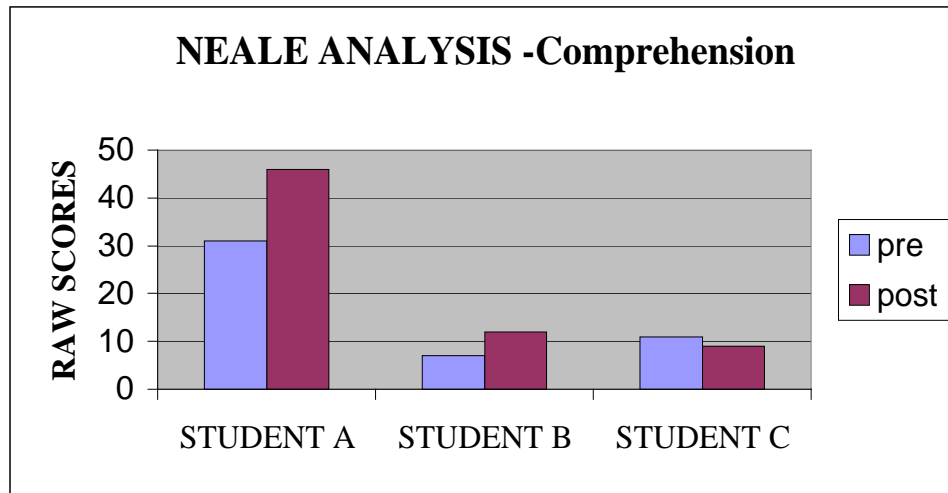
By the end of the teaching sequence the students were expected to use the procedure with only a reminder from the teacher at the beginning of the lesson.

All lessons were recorded on tape so that the retelling of stories and progress of students could be monitored and evaluated after each session. A transcript of the students retelling can be found in Appendix 1. Pictures drawn throughout the intervention were also collected.

RESULTS

The students' performance is described in two sections, reading comprehension and spontaneous retelling.

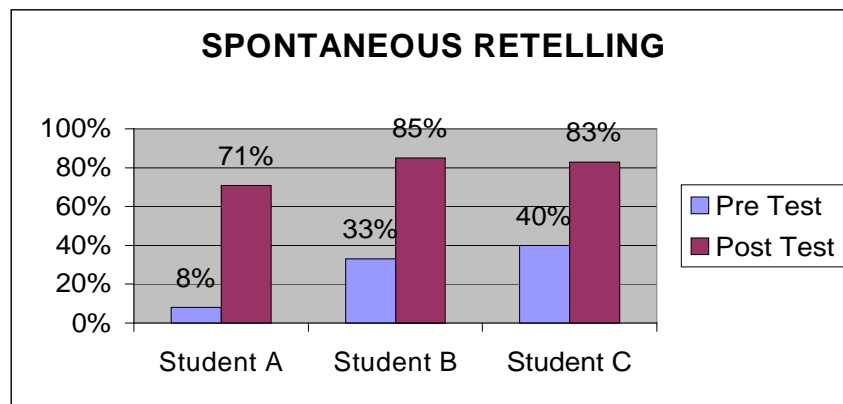
The following graph shows a summary of the comprehension results of the 3 students as calculated from the Neale Analysis, 3rd edition.



Graph 1

The above data indicates that, for students A and B comprehension increases as practise with imagery increases.

The students' spontaneous retelling performance as shown in the graph below was calculated using John Munro's model, 2002. (Detailed calculations can be found in Appendix 2, p.22)



Graph 2

Trends for the group support that using visual techniques such as making mental pictures with the aid of cue cards will increase comprehension at the whole text level. The ability to recall and retain information increased as practise with imagery increased.

Individual Results

Student A

Overall, student A showed greater gains than students B and C. Her results from the Neale Analysis (Graph 1) show that she started at a higher level than students B and C and that the use of the visualisation techniques helped increase her understanding of the text and subsequently her spontaneous retelling (Graph 2).

Below is a summary of Student A's performance using the Neale Analysis.

Student A	Accuracy			Comprehension			Rate		
	Raw Score	Reading Age	Percentile Ranking	Raw Score	Reading Age	Percentile Ranking	Raw Score	Reading Age	Percentile Ranking
Pre Test	31	7.4	5	9	6.11	3	78	10.7	56
Post Test	46	8.6	19	19	8.9	28	43	7.6	7

Table 1

This data shows the increase in student A's comprehension score. It is also evident that there was a significant decrease in her rate of reading as well as a significant increase in her accuracy rate.

Student B

Student B also shows an improvement in both comprehension and spontaneous retelling.

Student B	Accuracy			Comprehension			Rate		
	Raw Score	Reading Age	Percentile Ranking	Raw Score	Reading Age	Percentile Ranking	Raw Score	Reading Age	Percentile Ranking
Pre Test	48	8.7	27	7	6.7	1	50	7.11	16
Post Test	51	8.10	25	12	7.7	8	68	9.6	40

Table 2

The above data also indicates that with the increase in comprehension there was a significant increase in the overall reading rate and a slight increase in accuracy rate.

Student C

Student C's data from the Neale Analysis is presented in the table below. The results show no increase in comprehension.

Student C	Accuracy			Comprehension			Rate		
	Raw Score	Reading Age	Percentile Ranking	Raw Score	Reading Age	Percentile Ranking	Raw Score	Reading Age	Percentile Ranking
Pre Test	24	6.10	2	11	7.3	5	26.5	6.6	3
Post Test	27	7.3	2	9	7.2	4	26	6.8	**

Table 3

The results indicate that there is a marginal increase in accuracy and in reading rate with a slight decrease in comprehension scores. The table below showing the scores from the spontaneous retelling however, indicate a big improvement for all students including Student C.

	Pre Test	Post Test
Student A	8 %	71%
Student B	33 %	85%
Student C	33%	83%

Table 4
Spontaneous Retelling (John Munro 2002)

Changes in behaviour were also observed and noted throughout the intervention. The greatest change in behaviour came from Student B.

DISCUSSION

Comprehension involves interaction between the reader and the text and is not only about understanding the text but remembering and being able to recall what was read.

Spontaneous retelling allows the student to demonstrate this. All three students showed that through explicit training and practise with making mental images they were able to retell the story with greater detail. (Graph 2, p. 7) Carolyn Danko, 1992, also found this in her research involving imagery strategy. (Using Visual Imagery To Help Chapter 1 Students Improve Comprehension p.6)

The results of the Neale Analysis could not be interpreted as easily as the retelling. Graph 1 (p. 7) indicates that the visualisation strategy did enhance students A and B's comprehension but Student C's results show a marginal decline. The individual results need to be analysed to determine the true performance in this assessment. Tables 1, 2 and 3 (pgs.8&9) show the reading age, percentile ranking and the comprehension raw score as calculated from the Neale Analysis.

Student A showed the greatest improvement in both the spontaneous retelling and the Neale Analysis. It is important to note that with the increase in comprehension score there was a marked decline in reading rate. During pre assessment, student A did not monitor her reading. She did not pause at full stops. The post assessments indicated that she did monitor for meaning. There was a decrease in reading rate and an increase in accuracy.

In contrast, Student B's reading rate increased even though her reading accuracy score remained fairly constant. Her reading fluency improved during post assessment and this could be an explanation of her increase in comprehension. While making mental images, she was monitoring for meaning so her reading rate also improved. "If children read aloud with speed, accuracy, and proper expression, they are more likely to comprehend and remember the material, than if they read with difficulty and in efficient way." (National Reading Panel, Teaching Children to Read)

Student C's results using the Neale Analysis, do not support the hypothesis. However her performance on the retelling task and her improvement in classroom activities, as noted by the class teacher, would indicate that the visual strategy did assist with her comprehension. The results do not negate the hypothesis as further data evidence is required.

To gain a greater understanding of Student C's performance, it is important to review her reading history, her behaviour and attitude and examine closely her errors from the running records to identify other reading difficulties.

Consideration must be taken of the fact that student C is reading at a level well below that of the other two students in the intervention. "Poorer readers decoding skills may, in turn, place comprehension processes at risk, due in part to the fact that poor readers devote so much attention to the decoding task that there is not enough cognitive resources left for constructing meaning." (Naslund & Samuels, 1992; Stanovich, 1986, 1992 taken from Effectiveness of a Metacognitive Reading Program for Poor Readers, Bruce and Robinson, 2000)

Student C did not read fluently. This is evident in her reading rate score and by examining her running records. On the Neale texts "Road Safety," students A and B did not pause during the reading but 10 pauses were recorded for student C. Her working memory was focused on decoding the words rather than visualising what she was reading. This also explains why she scored better in the spontaneous retelling where there was a great improvement in comparison to the Neale Analysis.

The spontaneous retelling was a levelled text, at her level, so she did not have to focus on decoding whereas, the Neale texts were more difficult. She only read 2 of the texts from the Neale analysis compared to the other 2 students who read 4. Student C needs more practice with the visualisation strategy. The 6 lessons used for this study were insufficient. She would continue to benefit from explicit instruction in this area as well as in prior knowledge activities, predicting and automation of word identification.

Her oral vocabulary is not extensive and as noted by the National Reading Panel, "If the word is not in the reader's oral vocab, the reader will have to determine the meaning by other means if possible. Consequently, the larger the reader's vocab (either oral or print), the easier it is to make sense of the text." (Report of the National Reading Panel, Teaching Children to Read, p. 9)

Furthermore, attitude to reading is another important factor, which requires consideration. "Reader differences in such capabilities as fluency in word recognition, oral language ability, and domain knowledge, along with differences in such dispositions as the reader's motivation, goals and purposes, are important sources of variability in reading comprehension" (Reading for Understanding, p. 20)

Student C does not have a positive attitude to reading, most likely due to the fact that she has not had many successes in this area. She spoke very softly and hesitated during assessment tasks, didn't take risks, and was overly anxious about making errors. She displayed a lack of self confidence even with easy texts that she was capable of reading. During the intervention lessons she asked, "*Do I have to tell everything that happened?*" for the retelling component. Although she showed an overall improvement in class work and was praised and encouraged, she didn't really like the extra attention.

In comparison, Student B had an overall positive attitude to the use of mental images and was excited that she could actually make the movie in her head. By examining the following summary of her change in attitude and behaviour we can conclude that visualisation strategies can enhance comprehension.

When having difficulty answering the comprehension questions during the pre assessment tasks, Student B commented, "*I do not listen to myself when I read*". During the post assessment she stopped, closed her eyes and then kept reading. This display showed that she had begun using the procedure taught for making visual images without teacher prompting. Throughout the intervention she displayed a positive attitude and stated that she was now able to "see the pictures" even when reading her library books. So she has begun transferring the knowledge acquired in the intervention sessions to her classroom work.

Student A was also positive and enjoyed participating in the intervention but there were no real examples of change in behaviour or attitude.

In conclusion, this small study raises many questions and issues. It does demonstrate that comprehension can be enhanced but further research is required in the area of comprehension, especially with the use of visual imagery. Researchers agree that readers require explicit teaching. It is difficult to ascertain clearly which strategies would definitely assist a particular student. This is apparent from this study which highlights many of the variables that come into play, but the findings from further research can assist teachers to equip their students with the necessary strategies which enable them to become more efficient and successful readers.

TEACHING UNIT

This unit comprises of 6 lessons based on the hypothesis that *Visualisation techniques such as making mental pictures with the aid of cue cards will increase comprehension at the whole text level.*

This unit was designed for year 4 students who had difficulty making meaning when reading. It was taught in a small group situation. The students were exposed to explicit teaching to develop their ability to make mental pictures whilst reading. Cue cards were used as prompts to direct their thinking. The students practiced this strategy every lesson and recorded their images in pictorial form. They used these pictures to recall what they had read and used them for the purpose of retelling the story.

LESSON ONE

Aim: To introduce the students to the cue cards and to introduce the strategy of making mental pictures.

Materials: paper, greyleads, cue cards

Procedure

Teacher:

- Ask students if they have seen any movies lately (Use this as a get to know you)
Allow time for children to tell you about the movie.
- Discuss the movie Shrek – what was your favourite part?
- When you told me about it could you see it?
- When I think about the movie I can actually see it.
- Close your eyes, think of the- balloon scene, wedding scene
Can you see them? Discuss these scenes.
- Tell students to think of the word “classroom” – what can you see?

Students:

- Each child describes what they can see.
- Students draw the classroom they described.
- Share the pictures

Teacher:

- Tell the children to close their eyes and focus on their favourite scene from the movie Shrek.
- Introduce the cue cards one at a time.
- **Who/what** can you see? Who/what is in the scene?
- **where** are they ?
- **when** did it happen?
- **movement**- what are they doing?
- **sound**- what can you hear?
- **feel** – what’s the mood like? What are they feeling? How do you feel?
- Discuss what they can see.
- Introduce the word **beach** – close your eyes – teacher goes through the cue cards again slowly.

Students:

- Students listen to the prompts with their eyes closed and try to make a mental picture.
- Students retell what they saw and use the cue cards before them as prompts.

Conclusion:

- When you were “seeing” the beach did the picture stay the same?
- When we read we should see a movie in a head, we should see **what** is happening, **who** is there, **when** and **where** it is taking place, what the **mood** is like, hear the **sounds** and we should see it change.
- Play a quick game with the cue cards. Turn them over the students try to remember all cues.

Evaluation:

Student A and B found it quite easy to discuss what they could see. Student C had some trouble talking about what she could see.

All students were able to give different descriptions of their classroom.

Student B commented that she could see the pictures when the others described theirs.

LESSON 2

Aim: To revise the cue cards and to practise making mental pictures with the focus being on sentences first and then short text.

Materials: paper, greyleads, cue cards

Picture Story Book: Old Tom's Holiday by Leigh Hobbs

Procedure

Teacher:

- **Revision:** *what did we do yesterday?* – we were picturing the story in our heads
- we were using the cards
- Reintroduce the cards - go through them again
- Give out paper and divide it into 4
- Give instructions: *I'm going to give you a sentence*
I want you to close your eyes think of ..(read through the cue cards again)
Then I want you to draw a picture of what you can see.
- Read sentence: **The frightened mouse hid under the squashed box.** Repeat

Students:

- Draw their picture (Student B – responds immediately) “I saw him run”
- Explain what they saw
Student B: “I saw the mouse shaking”
Student A: “I saw the mouse going under the box and getting squashed and trying to get out”
Student C: “I saw the mouse trying to get out from under a squashed box”

Teacher

- *I'll read another one, “Close your eyes” Don't forget... (Who, when etc. go through cards)*
- Read : **The coloured ball bounced through the neat garden**

Students

- Draw their picture, then share them and explain what they saw.
Student A: “I saw the ball bouncing near the waterfall” (T: you have a path there) –
A: “I saw a neat garden flowers and grass”
T: What did it feel and sound like? A: “Fresh - colourful flowers.”
Student C: “The ball bounced onto the flowers and they got squashed and it sounds like a fresh wind blowing.”
Student B: “I saw a ball it was in the backyard when Franco went for a shot it he nearly fell down”

Teacher:

- I am going to read a short story without showing the pictures,
You can close your eyes and see the pictures in your head.
When you're reading what should happen to the movie or video in your head?
(**Response -it should change**)
- The title is “Old Toms Holiday” – when you read a title what do you think about?
(**Response: You think about what might be happening in the book**)
- *While I read, think about – who what etc. go through cues and then you can draw a picture when I stop.*

- Teacher reads one page at a time, and then go through the cue cards),
- At the end of a few *passages* I want you to tell me about the two pictures you have drawn so far. Tell me **who what** (go through the cards and associated questions again.)

Students:

- Listen to the teacher reading, draw pictures
- After two pictures the students share what they have drawn
 - Student B: "It was Tom he felt relaxed in the lounge room, he found the letter and he read it."
 - Student C: "He's in the lounge room relaxing and I think the grandma is cleaning the house and he heard grandma say that he was going on a holiday and so he went into his room to pack."
 - Student A: "I saw him going in the kitchen having breakfast and his sister got the letter and she was very excited and she went to go pack her bags and leave and do the dishes and Old Tom went to pack his bag and then his sister Lisa said its only for one."

Teacher:

- Read a few more sentences
- *Tell me what you saw*
 - Student B: "I saw her driving the car."
 - Student A: "I saw her driving in the bus, train with spiky hair."
 - Student C: "I saw her and she was happy and I saw her going on the bus train."
- Draw Angela – *what do you think she looks like?*

Students

- Students draw Angela
- Show each other the pictures (2 drew ladies, Student A drew a cat ?? saw the book)

Teacher:

- Show the rest of the story to the students so they can see the pictures
- *Did you know that Tom was a cat ?* This was Angela – compare her to your picture.
- Continue reading the book and ask questions – **who what** etc.
- We've read it together – *I want you to start from the beginning remember to use our cards.*
- Rewind your movie – watch it remember it changes, and tell us what happened.

Students:

- Use their 4 pictures and the cue cards to retell the story

Conclusion

- Revise: movie changes, Can you guess what's going to happen next?
- When you read you need to see the movie – what are you going to do when you read?
- Have students state what they should do when reading.

Evaluation

Student B-always relays to the familiar – includes her brother in retelling.

Student C – needed prompting

LESSON 3

Aim: To revise the cue cards and to practise making mental pictures using a short text.

Materials: paper, greyleads, cue cards

Passage: Gone Fishing, “Cloze – Comprehension With Pictorial and Context Clues, p.12

Procedure

Teacher:

- Revise cue cards
- *Have you been using these cards when you are reading? Why are we doing this?* (So we can remember what’s happening and understand what we are reading)
- *I’m going to read a short passage I want you to close your eyes, and make your movie. Remember – who, what etc.* (go through the cards and questions again)
- Read “Gone Fishing,” after a couple of sentences stop and allow time for students to draw a picture.
- At each pause go through the cards – who is in the story? etc

Students:

- Close their eyes and see the movie.
- Draw their picture after each pause
- Retell their story at the end of the passage using their pictures
- Share the pictures with other students
- Compare stories

Teacher:

- Ask questions of the group about the passage. Note: discuss the fact that some had added their own details to the story
- Reread the passage – see if your retelling was correct
- Ask questions again

Conclusion

- Revision of key points – *why do we stop when reading?* (to ask ourselves questions)
 - *what do we do if we aren’t able to answer those questions?* (go back and reread)
 - *why do we read?* (to understand, it has to make sense)
 - *what can we do if it doesn’t make sense?* (reread)
 - *when I was reading did you see the movie?*
 - *did you use all the cues?*
 - *why do we draw the pictures?* (it should be the picture in our head and it helps us to remember)

Evaluation

A successful lesson. Proved that if they don’t know terminology, visualisation is difficult eg. John’s float was bobbing on the water, prior knowledge about fishing necessary. The **Feel** cue tends to be the one neglected. Student B: Comment “I’m reading the Faraway tree and I could picture it in my head.”

LESSON 4

Aim: To practise making mental pictures without prompting to use the cues cards.

Materials: paper, greyleads, cue cards

Book: Round and Round by Colin Thompson, Hodder Children's Books

Procedure

Teacher:

- **Revise cue cards**
- *I'm going to read you a book today, when I pause you can draw your picture. I will not remind you to use the cues today, see if you can remember.*
- Teacher reads the first half of the book in four sections without showing the pictures.

Students:

- Divide their paper into 4 and listen and visualise as the teacher reads the story.
- Draw the 4 pictures after each short reading.
- Retell the story so far using the 4 pictures to remind them of what they were visualising.

Teacher:

- *Don't just use the pictures tell me the movie as you have seen it so far*
- After the retelling - *Is there anything you didn't say ?*
- *Which cue card did you leave out?* mood/feel

Conclusion

- *Let's look at the pictures in the book now (only up to where you have read)*
- *How do the pictures help when you're reading?*
- *What do you have to remember for the next lesson?*

Evaluation

Student C showed no confidence in retelling the story. She was very hesitant.

The responses after having seen the pictures in the book were: **"I imagined . ."**

"I saw .." "It's a good story.."

LESSON 5

(continuation of Lesson 4)

Aim: To practise making mental pictures and retell the story without using their pictures as prompts.

Materials: paper, greyleads, cue cards

Book: Round and Round by Colin Thompson, Hodder Children's Books

Procedure

Teacher:

- *Do you remember what happened yesterday in Round and Round?-*
- *Lets look at our pictures from yesterday to revise what had happened so far*
- *Remember yesterday you weren't prompted to use the cue cards. Which one did we leave out? Let's revise the cards quickly and see if we can remember them all this time. **Revise cue cards***
- Continue reading the book from the previous lesson.

Students:

- Listen and visualise as the teacher reads the story
- Draw the pictures
- After the reading is completed, Use the pictures from the previous lesson as well as today's to remind you of the movie you made in your head.

Teacher

- *Now you're going to watch the whole movie from the beginning.*
- *When you've looked at all the pictures you're going to give your pictures to me and retell the story without the pictures. Remember : **Who, what** etc.*

Students:

- Students retell the whole story then answer True or False to the following statements.

Teacher

- Reads out the following statements while students write their responses.
1. When Mrs. Golightly retired she bought a new bike.
 2. She set off with just her dog Reggie.
 3. She was going South and she met a professor and there was plenty of room on the bike.
 4. The professor made the bike bigger.
 5. Along the way they met a man who had lost his compass.
 6. She had only a couple of people travelling with her.
 7. When they were in the North there were sharks. If no what was in the North?
 8. Towards the end of the story there was a parachute attached to the bike.
 9. The man who had grown a beard and was sleeping in the shed was her brother.
 10. Mrs. Golightly travelled on the bike every year.

Conclusion

Correct and discuss questions together.

Evaluation

All retellings were excellent! Student C was hesitant to start and commented –“Do I have to do it long?”

LESSON 6

Aim: To practise making mental pictures during shared reading without drawing pictures.

Materials: cue cards

Guided reading Book: Don't Talk With Your Mouth Full, Exaggerations series (one copy each)

Procedure

Teacher:

- *Today we are going to read a book together instead of me reading to you.*
- *You will not be drawing your own pictures, you will use the ones in the book.*
- Read the title and have the students predict what it might be about.
- *What are you going to remember to do while you are reading?* (see the movie)
- *What are you looking for in the movie?* (**Revise cards**)

Students:

- Students take turns in reading one page at a time
- Students retell the story together, one starts and then the other student continues the *movie*.

Student B: The boy made the sandwich for him and the grandma or something when the phone rang or something she went a fly went in her lunch and he was trying to go MMMM with his mouthful but she goes don't talk with your mouth full

Student A: Soon the phone rang and a spider came in and crawled into the sandwich and Mrs. Crockle came back the boy was trying to say don't eat that and I wouldn't do that if I was you and she said don't talk with your mouthful its rude.

Student C: Then the doorbell rang when she went off the dog jumped onto the chair and licked the top of Mrs. Crockles bread and when he heard Mrs. Crockle coming back the dog jumped off the chair and went back to where it was

Student B: Then she eats the whole thing and she goes that was beautiful lunch and he was going to say I like you eating that but his mouth was too full.

Conclusion: Discuss the book.

Was it easy to make the movie when you could see the pictures?

Evaluation: The students enjoyed the book, the pictures are excellent. They are bold and colourful and made it easy for the students to understand what was happening. This was the first time that they got to retell the story after having read it themselves and the shared reading and the text made the task manageable.

APPENDIX 1

TRANSCRIPTION OF RETELLING FROM LESSON 3

Student C: The boy and the girl – the boy decided to go to the lake with another boy to go fishing and I think he couldn't go so he went with his mum and sat down next on the side of the lake they might sit down -- the mum had lunch there were fruit trees under the shade they went back up the hill and Tom yelled out that the boat was floating under the sea and their plate was full of bones and they walked back home.

Student A: One day 2 boys went fishing at their Aunt Roses house and when they were going one of the boys mum said he had to go somewhere with his mum and he shouted out no so they both went to their Aunt Roses and they were going to have lunch under the palm tree and the float was bouncing in the water one of the boys said – Tom shouted and there was a pretty big catch and there was a lot of bones on the fish

Student B: He said do you want to go fishing while she was cooking some of the fish they caught The boy screamed when he saw the floaty thing bouncing on the water then they said it was time to eat and there were lots of bones.

TRANSCRIPTION OF RETELLING FROM LESSON 4

Student B: She was in space, her movement was she was riding the bike, it was in the middle of the day, her movement was that she was riding the bike – she could hear – I don't know. She was riding her bike with her dog in the back of the thing and she was eating sausages and bread near the lake or the beach then she was riding down the hill and 2 boys I mean a boy wanted her to go on the bike with her, have a turn, running after her and then he wanted enough room for the little sister she goes I can't take too many people so this man made, added 5 seats cos she wasn't too strong to pedal so he put 4 pedals and put the baskets on the end and put 3 wheels.

Student A: One day a lady went on a bike because she bought a new one and it had a basket on the front for their dog and a basket on the back for her lunch and she said I'll go around the world and I'll come back I don't know when but I hope I'll come back in a week then when she was travelling she bought hot dogs and she travelling near the lake and the dog was with her and she was there then she wanted to travel south and she went down this big hill and she heard 2 boys say Can we have a ride and then they went south and south was right down the hill and they went to the professor said can we have a ride but she said that there wasn't any room and the prof said that we've got hot dogs and the professor took the bike in the shed and made 3 wheels and 4 pedals and 5 seats.

Student C: “I don't know the ladies name”

Mrs. Golightly went on her bike and the basket was near the door for her lunch and a basket was for the dog and she said to the dog I'm going around the world on my bike so she went on her bike and she took her dog and she went up the hill and sat on a rock and sat by the lake and saw the trees there was a sound like wind, and then she stopped at a farm looking at the animals and there was a horse in a shed and she was saying hello to the horse. Then a boy asked can I have ride on the bike and she said she has no chairs to ride on and then another boy came along and asked and she said that she didn't have enough chairs and so she went to the professors house and they put 5 chairs and 4 pedals so that they could all have enough seats.

TRANSCRIPTION OF RETELLING FROM LESSON 5

Student A: One day Mrs. Golightly bought a new bike and she wanted to travel around the world – she had 2 baskets one at the front for her dog and one at the back for her lunch. Then she saw a cliff and she had hotdogs for her lunch. They sat at the edge of the cliff and ate their lunch then they got back on their bike and they were travelling south and two boys were travelling south as well and they said to Mrs. Can we please come on and have a ride And Mrs. said yep but I might not have enough room but after they saw the professors house and the professor wanted to come on and I think the professors wife and the professor made more seats and pedals so Mrs Golightly could pedal and it wouldn't be so hard and he said I've made a rocket for the moon and then they saw twins that the parents left them behind and then they put the twins on the bike as well then they stopped because they didn't have enough room and lucky they stopped right near the hardware store and they travelled north and they stopped they saw 2 people from Australia they were ----- aboriginals. Then they ate sausages and they brang a trailer for the back and after a while they were travelling west and a man came out and said I lost my compass and then Mrs. G husband and they travelled around the world And the kids went home and the prof too.

Student C: One day a lady bought a new bike and she said to the dog I'm going around the world and the dog came with her and she sat on a cliff where there's water and she put sausages in the basket so she could eat sausages. Then after that she stopped in a farm looking at all the animals and got fresh eggs and sausages then after that she saw Mr. Professors house and Mr. Professor asked if his wife and him can come with her too she said yes but she had no room so Mr. Professor said bring your bike into the shed and I'll make more room and Mr. Prof went inside the shed and made more chairs and wheels and the lady said his making a lot of noise in the shed and after they went south and they saw other people and the other people said can we come too and she said yes but we need more room so Mr. Prof put the windmill or something at the back of the bike so they could fly up the sky then more people came they put the air balloon something at the back then they stopped cos there was a lady who wanted a barbecue set and they wanted to go with her so they brang a trailer and the people all sit at the back.

Student B: One day the lady she wanted to go to around the world and she told her mother she'll probably be back in one week. She was riding her bike she bought her bike she put two baskets she put her dog in the back and her hotdogs lunch in the front and then she was riding and it was nearly night and she was on the edge on a hill thingy and she was eating there and when she kept on riding she went down the hill all nice and everything she met a boy she ended up making room for his little sister then they kept on riding and they went on the other people were asking but there wasn't enough room and they went to the professor made 3 wheel 2 pedals and 3 or 4 seats then they were going and they met other people so they put the trailer on the back then they met some old ladies and they brang a barbecue then they could have food then they said they should get the twins whose mother had left behind then this old man was going hey wait for me she said what do you want ? and he goes I'm this man – someone related or a friend or something and she said I sorry I couldn't recognise you without your beard and he said I've been sleeping in the shed because you took the key – she said oh sorry and then they ended up back home.

APPENDIX 2

PRE ASSESSMENT CALCULATIONS FOR THE SPONTANEOUS RETELLING

The Cave Beside The Waterfall – Level 24 PM Benchmark Kit (Students A and B)

Ideas in the story	No.of	Student	Student
Main characters: Jean, Jack, Alan	3		2
Theme: Children crawl through a tunnel and	2		
Plot: Discovery of a cave	1		1
Events:			
1. Go through the tunnel	1		
2. Come up onto the cliff	1		
3. See the house where they live and the waterfall	2	1	
4. Discover the cave	1		1
Inferential: They were out exploring	1		
	12	1	4

Transcription

Student A:– It’s about a waterFall and a and there were people that had a house near the waterfall and it was stone. *Anything else?* “ No”

Student B: It was about a girl falling up this rock and the boy helped him and about this cave. Prompt – about the boy this boy she said this boy probably has a cave this boy named Jean or something um probably made this cave or something and the girl felt the rock then this rock wall things came then they heard somebody all out Jean or something

The Waterslide –Level 14 PM Benchmark Kit (Student C)

Ideas in the story	No. of ideas	Student C
Main characters: Michael, Tim, Dad	3	2
Theme: Going to a water park	1	
Plot: When Tim sees the waterslide he is scared	1	1
Events:		
1. Tim stayed with Dad	1	1
2. Michael goes up and down the slide	1	1
3. Tim sees Michael having fun	1	
4. Tim has a turn	1	
Inferential: Tim decides to go up because he sees Michael having so much fun	1	
	10	4

Transcription

Student C: Tim was scared going because when he looked up to the water slide he thinks that he was um like big for him so he said to um Mitchell that he would stay down where the swimming pool is and swim with Dad. So Mitchell keep going up and down onto the waterslide.

**POST ASSESSMENT CALCUALTIONS FOR THE SPONTANEUOS
RETELLING**

Tricks with a Kite –Level 22 PM Benchmark Kit (Student A,B)

Ideas in the story	No.of ideas	Student A	Student B
Main characters: Uncle Ken, me	2	2	2
Theme: Uncle Ken can do tricks with a kite	1	1	1
Plot: Uncle Ken takes them to the beach and does tricks with the kite	2	2	1
Events:			
1. They go to the beach	1	1	1
2. A gust of wind catches the kite	1		
3. The kite flies away to sea	1		
4. Uncle Ken controls it with 2 strings	1		
5. Kite does loops and twirls	1	1	1
6. I had a turn and it crashed onto the sand	2	1	2
7. I managed to do it	1	1	1
Inferential: They go to the beach because of the wide open space.	1	1	1
	14	10	12

Transcription

Student A: Lee was writing to her mum and dad and she went down to the beach with her uncle and he knew how to do tricks and loops with the kite and he packed lunch and he started to do tricks after they had lunch. Lee wanted a turn but she felt nervous but when she started doing it she got better and she didn't feel nervous and she told her mum they were going there again the next day.

Student B: She writ to her mum and dad saying that her and her uncle went to the beach. The uncle could um fly the kite really good in twirls and things and the girl had a try but she couldn't do it she was so nervous that she forgot all about it, about what to do. The kite went up real high, real fast and went back down real quickly on the sand, lucky it wasn't broken then she had another try and she started getting the hang of it and then she was going to got to the beach again tomorrow and she was going to try to do real good.

Post assessment: Little Steg - Level 15 PM Benchmark Kit (Student C)

Ideas in the story	No.of ideas	Student C
Main characters: Little Steg	1	1
Theme: Going for a walk and the big dinosaur comes	2	2
Events:		
1. They g for a walk down by the river	1	1
2. Eat leaves	1	1
3. Steg is with his mother	1	
4. The ground shakes	1	1
5. The Big dinosaur comes	1	1
6. They run away	2	1
7. Run up the hill	1	1
Inferential: Steg couldn't keep up and so is left behind	1	1
	12	10

Transcription

Student C: Once a long time there was a dinosaur, They always walk along the river. They always like to eat green leaves, they heard a noise and they looked up and saw some other dinosaurs then they all went up the hill back to the forest and the little Steg was left behind because he couldn't deep up with the other dinosaurs so hew was left behind his mother or something

APPENDIX 3

NEALE ANALYSIS PRE AND POST TEST RESULTS AND CALCULATIONS

Student A

Pre test	Accuracy	Comprehension	Time	Rate (no.of words $\frac{\text{words}}{\text{time}} \times 60$)
Bird	14	3	16	151 $\frac{\text{words}}{\text{time}} \times 60$
Road Safety	11	5	44	
Ali	6	1	56	
Total	31	9	116	78

Post test	Accuracy	Comprehension	Time	Rate (no.of words $\frac{\text{words}}{\text{time}} \times 60$)
Kitten	15	3	23	237 $\frac{\text{words}}{\text{time}} \times 60$
Surprise Parcel	16	8	57	
Circus	12	5	91	
Dragon	3	3	155	
Total	46	19	324	

Student B

Pre test	Accuracy	Comprehension	Time	Rate (no.of words $\frac{\text{words}}{\text{time}} \times 60$)
Bird	15	4	11.87	247 $\frac{\text{words}}{\text{time}} \times 60$
Road Safety	16	1	24.06	
Ali	16	2	109	
Jan	1	0	152	
Total	48	7	296.93	49.9

Post test	Accuracy	Comprehension	Time	Rate (no.of words $\frac{\text{words}}{\text{time}} \times 60$)
Kitten	16	4	12.22	237 $\frac{\text{words}}{\text{time}} \times 60$
Surprise Parcel	16	1	36.98	
Circus	13	4	56.58	
Dragon	6	3	105.00	
Total	51	12	210.78	

Student C

Pre test	Accuracy	Comprehension	Time	Rate(no.of words $\frac{\text{words}}{\text{time}} \times 60$)
Bird	14	3	26	78 $\frac{\text{words}}{\text{time}} \times 60$
Road Safety	10	8	150	
Total	24	11	176	26.5

Post test	Accuracy	Comprehension	Time	Rate (no.of words $\frac{\text{words}}{\text{time}} \times 60$)
Kitten	16	4	23	75 $\frac{\text{words}}{\text{time}} \times 60$
Surprise Parcel	11	5	151	
Total	27	9	173	26

BIBLIOGRAPHY

June 2002

Bell, N., *Visualizing and Verbalising*, Retrieved 13/06/02 from the World Wide Web:
<http://mciunix.mciu.k12.pa.us/~sgeweb/PFY/readingcomp.htm>.

Bruce & Robinson, *Effectiveness of a Metacognitive Reading Program for Poor Readers*, 2000, Retrieved 19/05/02 from the World Wide Web:
<http://education.curtin.edu.au/ier/ier/o/bruce.html>,

Collins, Norma Decker, *Metacognition and Reading To Learn*, ERIC Digest. Published 1994, Retrieved 15/05/02 from the World Wide Web
www.ed.gov/databases/ERIC_Digests/ed376427.html

Comprehension, 2001, Retrieved 21/05/02 from the World Wide Web www.reading-quest-quencher.com/comprehend/htm

Danko, Carloyn, (1990) *Using Visual Imagery To Help Chapter 1 Students Improve Comprehension*, M.A. Department of Curriculum and Instruction, Presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association

Explicit Instruction In Comprehension Strategies, Reading Matters, National Education Association. Retrieved 01/05/02 from the World Wide Web:
<http://www.nea.org/readingmatters/expert/instruction.html>

Hobbs, L., *Old Tom's Holiday*, ABC Books,

Jackson, Fay Balch & Madison, Marion, (1998), *Teacher Training – Providing Instruction in a Basic Reading Strategy in Elementary Rural General Education Settings*, EDRS, Presented at the conference proceedings of the American Council on Rural Special Education

Language In Pictures, (2000) Catholic Education Office, Speech Pathology Language Program,

Lowell, E., Madden, *Imagine That Baby!* Developing Social Skills Through Mental Imagery For Enhanced Cooperative Learning, Indiana Uni. Retrieved 21/05/02 from the World Wide Web www.nationalforum.com/13madden.htm.

Lyon, R., *Report on Learning Disabilities Research*, National Institute of Health and Human Development, Retrieved 13/6/02 from the World Wide Web
www.ldonline.org/ld_indepth/reading/nih_report.html.

Moore, G., (1994) *Cloze- Comprehension With Pictorial and Context Clues*, R.I.C. Publications,

Munro, J., (2001) Session 3 notes : *A diagnostic pathway for reading difficulties*, *Early Intervention Course*, Melbourne University

Neale, M., (1999), *Neale Analysis of Reading Ability*, 3rd Edition, ACER, Melbourne

Nelley, E & Smith, A., (2000) *PM Benchmark*, Nelson, South Melbourne

Parsons, J.& Foye, L., (1998) *Don't Talk With Your Mouth Full*, Exaggerations, Scholastic, Australia

Reading For Understanding, RAND, Retrieved 15/5/07 from the World Wide Web
www.rand.org/multi/achievement.forall/reading/readreport.html

Report of the National Reading Panel: *Teaching Children To Read*, 2001, Retrieved 15/05/02 from the World Wide Web
www.nichd.nih.gov/publications/nrp/findings.htm.

Scalzo, G., *Metacognition and Strategic Reading*, Center for Literacy and Reading Instruction, Buffalo, N.Y, Retrieved 15/5/07 from the World Wide Web
www.readingcenter.buffalo.edu/center/research/metacog.html

Sorrel, Adrian Lloyd, (1996) *Triadic Approach to Reading Comprehension Strategy Instruction*, Presented at the Annual Conference of the Learning Disabilities Association of Texas

Thompson, C., *Round and Round and Round and Round*, Hodder Children's Books

This document was created with Win2PDF available at <http://www.daneprairie.com>.
The unregistered version of Win2PDF is for evaluation or non-commercial use only.