Teaching visualising to Prep students improves listening comprehension and oral retelling.

ABSTRACT

Comprehension is an area of literacy in which many students experience some difficulty. Even students who have sound decoding skills lack the necessary skills to retell the main events of a story or answer questions. By explicitly teaching visualising, students are better equipped to retrieve mental images. They can use these pictures to help sequence a story and predict what will happen. For this research project, a group of Prep students was chosen. The R.I.D.E.R. strategy was adapted as these students were not as yet reading text. They listened to simple texts and cued in the use of visualising strategies. The students were then encouraged to create pictures in their mind about the story, discuss and evaluate their ideas with each other.

The students were initially chosen as a result of their low scores in the CLaSS literacy testing in February, in particular, their Record of Oral Language. Three students were chosen as part of the focus teaching group and three students acted as a control group. All students completed five assessment tasks, both pre and post focus teaching. Instruction took place within the classroom as part of the literacy block, in small group focus teaching sessions. Each session commenced with a tuning-in activity which led into the L.I.T.E.L strategy.

The results indicated that there was improvement in the students’ ability to comprehend and retell stories. All students also showed an increase in their oral language scores.

It would appear gains can be made through teaching students to build these mental images as well as verbalising what they see. Through this process we can encourage students to not only improve comprehension and oral language skills, but to begin to take the first steps in taking charge of the reading process through self monitoring.
INTRODUCTION

Many students at the Junior Primary level are competent decoders of text yet have significant difficulty with comprehension. “Working with students of average ability at the word level, but with poor reading comprehension, Oakhill found that students do not appear to make inferences from a passage, nor do they integrate ideas from different sections of a text for coherent representations in the same way as do skilled comprehenders.” (Oakhill & Patel 1991 as cited in Center et al. 1999) Further to this, Cain (1996 as cited in Center et al 1999) purports that “poor comprehenders have a less well-developed story event structure than their more skilled peers, seemingly unaware that stories consist of a series of casually related events with a climax and a consequent resolution.”

Studies by Gambrell (1993) discuss that through teaching students to construct mental images as they read, not only assists in helping them to generate ideas and make predictions, but to help students remember what has been said. Another proposal by Center et al (1999) discussed the notion that by explicitly teaching listening comprehension along with word level skills in beginning readers may help to alleviate reading comprehension difficulties in older students. This study was to evaluate the use of visual imagery training. The purpose was to explicitly teach early listening comprehension in the context of interactive story telling, and later use explicit instruction in listening comprehension strategies such as literal comprehension, inferential comprehension, story event structure, vocabulary development and visual imagery. Visual imagery was taught in the context of listening, rather than reading comprehension.

As a result of their study, Centre et al (1999, p.251) concluded “what visual imagery instruction may have provided for poor comprehenders is a non-verbal conceptual peg, on which associated information is hooked for storage and retrieval.” Furthermore it is suggested that this technique is suitable for young learners who may not yet have accomplished decoding skills, “provided that it is undertaken in the context of listening comprehension.” (Center et al p252)

Visualising involves making a mental picture of a text. “Reading researchers have noted that good readers, both children and adults image spontaneously. Gifted readers used visual imagery
at a fifty percent greater frequency than average readers.” (Fehrenbach 1991 as cited in Green 1994 p.3)

When discussing the use of imagery as a tool to aid comprehension, Green (1994) suggests that imagery seems to be a powerful link between the author's language and the reader's thoughts. Green goes on to further discuss comprehension by suggesting “although many readers assume that comprehension is inherent in the words presented in the text, it should be noted that the use of visual images, defined as forming in the mind's eye, images of story characters, events and settings when reading or listening to narratives or expository text, aids readers to compose ideas that contribute to and elaborate upon the meaning of text.” (Harris & Sipay 1990 as cited in Green 1994 p.2)

Many children experience difficulty with comprehension. Kelly (2000) suggests that there is recent evidence to suggest that visual imagery is an effective tool to teach reading comprehension. She goes on further to propose that verbal skills are essential in developing interaction within the reading session to assist the student in sequencing the events of the text, and in discussing and evaluating their response to the sequence of events in a story.

Furthermore it is suggested that when using visualising strategies during reading, “monitoring one's use of visual imagery required the reader to remain engaged with the text, while independent reading does not. “ (Kelly 2000 p. 6)

As student's capacity to read sentences increases, so does the demand to increase the information stored in memory. Students need to retain knowledge and be able to retrieve this knowledge efficiently. Strategies such as visualising help students to use a range of comprehending strategies whilst reading, make decisions about the most effective strategies to use at any time and elaborate and infer during reading. They use this to relate or link the meanings they have retrieved. (Munro, 2006)

By teaching visualising it is anticipated that students will become more skilled in organising ideas or information in the text whilst reading. They may be able to generate questions to assist them to comprehend and remember the text read and develop summarising skills. (Munro 2006)
In 1984 Clark, Deshler, Schumaker, Alley & Warner developed a visual imagery strategy known as R.I.D.E.R. For the purpose of this study I have adapted the RIDER strategy to L.I.T.E.L. (Listen Image Talk Evaluate Listen More). The target group consists of students early in their first year of school who are not currently reading text.

Many students begin their first year of school having been exposed to a vast array of texts. They have been read to at home, at pre school as well as having been exposed to an ever increasing array of visual literacy via their home computers. When questioned about what they have just listened to, many students are unable to retell much of the story. Many older students who may have achieved benchmark scores in reading text have poor comprehension skills. Whilst as teachers we may be proficient in teaching decoding, we do not appear to be achieving the same results in helping our students to develop comprehension skills.

If we are able to begin to teach younger students the skill of visualising, developing their auditory memory and visual memory skills, then they may be more able to internalise and use these skills when presented with texts to retrieve information, infer and predict.

Through small group explicit instruction of this strategy, it is hoped that students will have the opportunity to create an image, talk about it, check and listen more. It is proposed that the students’ ability to retell a story will increase as they develop within their mind the metacognitive peg on which to hang these images.

**PREDICTION**

‘Teaching visualising to Prep students improves listening comprehension and oral retelling.’
METHOD

Design:
This study uses the OXO design in which the students’ ability to retell a story is monitored prior to and following explicit teaching of the visualising strategy L.I.T.E.L.

Participants:
The participants for this study were chosen from my current Prep class. Each student recorded a score of 15 or less in the Record of Oral Language CLaSS Assessment in February this year and were on Text Level 0.

Student A is a male, 6 years and 6 months. His initial ROL in February this year was 12. Prior to commencing school he was participating in speech therapy. He is currently awaiting a speech assessment by the CEO speech pathologists. He is the eldest child, having a younger sibling aged 2 years. He has difficulty with gross motor skills and participated in an early intervention programme to develop these.

Student B is a female, 5 years and 3 months. Her initial ROL in February this year was 14. She is the second child in her family, having an older brother, aged 7 years. This student has difficulty in remaining focussed during class activities. She will often leave her table and ‘go wandering’ during sessions. She does not respond to verbal instructions. Her lack of attentiveness led me to question her mother regarding her hearing. I was informed that her hearing was checked during her pre school year and found to be normal.

Student C is male, 5 years and 3 months. His initial ROL in February was 15. He is the eldest child with two younger siblings, one 3 years and another 3 months. This student is able to remain focussed on individual activities, yet in group or class discussions, comments or ask questions which are completely out of context. He willingly participated in discussions but the content of his recollections is often irrelevant to the topic which is being discussed.

For the purpose of this study a control group was also selected from my class. These students also had a February ROL score of less than 17 and were at Text Level 0. The same pre-tests were
administered to both groups as well as the same post tests. The control group did not participate in the small group sessions. It is anticipated once the study is concluded that these students will also have access to the explicit teaching of visualising.

Materials:
The following assessment tasks were carried out, using a test and control group each consisting of three students.

- **Record of Oral Language**
  This test was administered to record the students’ ability to listen to and recite sentences which varied from single event to two event sentences with increasing complexity.

- **Short Term Sequential Memory for Objects** (Munro)
  In this test, students were required to recall a series of familiar pictures in the correct sequence. The test began with two images and increased to six.

- **Expressive Language Word Retrieval Test** (CEO Speech Pathology Oral Language Assessments)
  This test comprised of three sections, in which the students were required to retrieve words from their internal ‘word bank’ in one minute. The categories included animal, foods people eat and occupations. It noted if students grouped like objects together or whether they fluently put their words together or hesitated when expressing their ideas.

- **Oral Retell – Spontaneous and Cued** (Munro)
  The students were read a simple text – Pre Test ‘The Birthday Balloon Foundations 2 Level 5’ Post Test ‘Mother Bear’s Scarf’ PM Gems Level 8. The students were first asked to retell the main events of the story firstly spontaneously and then using cued questioning.

- **Listening Comprehension Text** (Munro)
  The students listen to a short text as told by the teacher. They are asked to retell the story immediately and again after five minutes. Answers are recorded for both retellings and scored out of 20.

In this test, the students listened to a text and retold the main ideas in their own words. These were recorded. Each student was then asked to recall the main ideas in five minutes time and these answers were also recorded.
Reading Texts
See Appendix 1 for a list of titles used in each of the teaching lessons.

L.I.T.E.L. Cue Cards to assist students in recalling the visualisation strategy. See Appendix 2.

Lesson Plans
See Appendix 3 for a list of lesson plans including time allocation and additional resources for the teaching lessons.

Dictaphone used to record the students’ oral retell and listening comprehension text.

Share Bears Soft toys used to assist with retelling of the text.

Procedure:
Once chosen, the students were withdrawn from the classroom one on one for pre and post testing. As a classroom teacher it was my aim to conduct the teaching sessions during the two hour literacy block. Three lessons were taken for a three week period. It was not practicable for the nine teaching sessions to take place in any other time other than within normal classroom routine. The lessons needed to be of a manageable duration to cater for Prep students, and also practical so that they could be replicated in another class without specialist help or timetable adjustments.

Prior to the lesson plans being devised, appropriate texts were chosen. (See Appendix 1) These texts were already available in the school and were chosen as they conveyed sequential ideas and were written for the most part, as simple one event sentences.

In order to give students a visual reminder of the L.I.T.E.L. strategy, cue cards were made. A story bear was used by each student as a companion to assist in the retelling of each text. As the students’ confidence within the group increased, the story bears could be used less frequently.

Sessions commenced with a ‘tuning-in’ activity to focus the students on the listening and describing task ahead. It was hoped that these initial activities would be an enjoyable lead into the main focus of the lesson and help to create an environment where each student felt at ease.
Each session took place in the classroom during the reading session and went for approximately twenty-five minutes. At the conclusion of sessions one, four and nine, students were asked to complete a drawing to show their understanding of the text and to discuss these with the group members.

RESULTS

At the conclusion of the ten teaching sessions the students in the focus teaching group and the control group were again assessed using the following tests:

- Record of Oral Language
- Word Retrieval Test
- Oral Retell
- Munro’s Listening Comprehension Test
- Visual Short Term Memory for Objects Test

The overall trend for the focus teaching group indicates that using the L.I.T.E.L. strategy based on the R.I.D.E.R strategy has led to improvement in student performance in all areas.
The results of the record of oral language assessment task were as follows.
The results indicate that Student A has shown an increase in his ROL by 9%. Although the gains are not significant, there has been improvement. This student has previously received speech therapy to address articulation difficulties. This may have some impact on the overall scores.

Student B has increased her ROL by 11%. This would also indicate improvement in oral language skills.

Student C has only increased his ROL by 2%. Compared to the other students in the focus teaching group it is the least gain, however, as indicated by his scores, his pre and post test scores were higher than those of the other students. This may indicate that the time period from pre to post test was not of sufficient duration to alter speech patterns significantly.

It is of interest to note that the results of the control group who had no intervention showed a much smaller increase in their ROL. Students D showing an increase of 5%, Student F showing an increase of 4% whilst Student E actually decreased by 3%.
All students in the focus teaching group showed gains in this test. As indicated on the graph, Student A increased the amount of words he could retrieve on three given topics by 7%. Student B’s total words retrieved increased by 11% and Student C increased the words he could retrieve by 10%.

Of the students who received no intervention only one student showed gains, i.e. Student F who increased her word retrieval scores by 3%. Student D’s score decreased by 2% and Student E showed a decrease in her score by 3%.

**Oral Retell**

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<tr>
<th></th>
<th>SPONTANEOUS</th>
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<tbody>
<tr>
<td></td>
<td>PRE TEST (%)</td>
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<tr>
<td></td>
<td>PRE TEST (%)</td>
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<tr>
<td>Student A</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>Student B</td>
<td>0</td>
<td>25</td>
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<tr>
<td>Student C</td>
<td>23</td>
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<td>Student D</td>
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<td>12</td>
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<td>Student E</td>
<td>15</td>
<td>18</td>
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<tr>
<td>Student F</td>
<td>38</td>
<td>31</td>
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</tbody>
</table>

As indicated in the above table, all students showed gains in their ability to retell a story using cues, although not all students in the focus teaching group improved in their ability to recall the events of the story spontaneously.
Student A’s spontaneous retelling actually decreased on this occasion by 5%, however his ability to retell the story using question cues increased by 37%.

Student B showed gains in both spontaneous and cued retelling. In pre testing she could not spontaneously recall any details of the story, whilst her post score indicated that she could recall 25% of the story events. In post testing Student B was able to recall 25% of the story and with cued questions that increased to 68%. Student C showed a decrease in scores for spontaneous retelling of 5% yet his cued retelling increased by 16%.

Students who did not receive focus teaching varied in the amount of events they could recall. Student D’s score for spontaneous retelling decreased by 3% yet his cued retelling increased by 13%. Student E showed an increase in spontaneous retelling by 3% and cued retelling by 7% and Student F showed a decrease in spontaneous retelling by 7% and an increase in cued retelling of 9%. The overall trend of the focus teaching group would indicate that those students compared to those who had no directed teaching, were much more able to recall the details of the story.

Munro’s Listening Comprehension Test

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<th></th>
<th>MUNRO’S LISTENING COMPREHENSION</th>
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<tr>
<td></td>
<td>SPONTANEOUS</td>
<td>POST TEST (%)</td>
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<tr>
<td>Student A</td>
<td>20</td>
<td>25</td>
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<tr>
<td>Student B</td>
<td>10</td>
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<td>Student C</td>
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<td>Student D</td>
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<td>15</td>
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<tr>
<td>Student E</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Student F</td>
<td>20</td>
<td>35</td>
</tr>
</tbody>
</table>

The results of this test as outlined in the table above would indicate that students who have exposure to the L.I.T.E.L. visualising strategy have made some gains in their ability to recall the events of a story. It is interesting to note that the students in the focus group were able to recall events spontaneously and their ability to recall events after 5 minutes also improved. Student A increased his 5 minute recall by 10%, Student B by 20% and Student C by 15%. This compares to the students in the non intervention group with Students D and E decreasing their 5 minute recall by 5% and Student F increasing her 5 minute recall by 5%. 
The results of this assessment would also suggest positive gains for students who were involved in focus teaching of the L.I.T.E.L. strategy. Student A showed an increase in his ability to recall a sequence of pictures by 17%. Student B increased her ability to recall pictures by 16% and Student C increased his scores by 33%. It is interesting to note that Student E had a score of 3 / 6 in both pre and post test, which is a higher score than Student C even after intervention. Student D was able to correctly name 3 / 6 pictures in the post test (17% increase), whilst Student F’s score of 1 / 6 in both pre and post test was the lowest (0% change).

**DISCUSSION**

The results on the whole, as outlined previously, support the hypothesis that through teaching visualising to Prep students their listening and oral retelling skills improve.

It is interesting to note that two out of the three students receiving small group intervention did not increase their scores in the spontaneous retell of a story. These students actually attained a decrease in the number of events recalled. However, all of the students within the focus group made very positive gains in their ability to recall story events using cued questions. This certainly has implications for us in relation to developing activities which are aimed at increasing the student’s ability to retrieve information.
through questioning. It also stresses the importance of developing the students’ understanding of literal and inferential questions.

As Prep students they found it quite difficult to listen to a story without having the picture cues. So much emphasis is placed on having the picture cue along with the text in order to make meaning. As the students had more exposure to the L.I.T.E.L technique, they became more able to tell the events of the story and discuss the pictures that they had created in their mind. “Listening to oral readings of literature is a very effective way to promote language acquisition and vocabulary development that will make the independent reading process easier” (Moffett and Wagner 1992 as cited in Green, 1994). The type of texts chosen for both the pre and post test may also have some bearing on the results. Texts were chosen primarily as they could be read to the students without showing pictures and still be able to convey the meaning of the story. The second text made reference to three well known story book characters. Perhaps this feature of the story did assist the students in their recall of characters. The pre test text had no familiar characters which the students may have recalled.

When examining the results of the Listening Comprehension Test the results, whilst still favourable, show significantly less improvement than those of the oral retell. The students had much more difficulty recalling the events of this story. One explanation may be that the story had more events to recall. The students had far more information to gather. This test also had no cued questions. The students had to rely on data stored in memory to recall the story details without the assistance of cued questions to retrieve the information. When retelling the story, it was interesting to note that each of the students seemed to recall the same or more details after the 5 minute interval than at the time of retelling. As both pre and post testing occurred within a matter of four weeks, students may still be familiar with the story and results may be coloured by the fact that a significant amount of time had elapsed, between when the students first heard about Jane and Susan and when they were exposed to the text a second time.

Throughout the intervention much emphasis has been placed on developing the students’ memory. When assessing the students' visual short term memory for objects, it was found that all students in the focus teaching group increased their scores. Again this
could be put down to the short time frame from pre to post test, but it may also indicate that through using the L.I.T.E.L. strategy, the students are improving their short term memory skills. This is also supported in the word retrieval test which indicates quite marked increases in the number of words the students could retrieve from memory in a one minute period. It would appear that the notion of specific training in visualising would support student’s memory and comprehension skills. Center (1999 p.243) when addressing this concludes that, “poor comprehenders after training in visual imagery, showed a marked improvement in their memory for reading comprehension passages.”

Over the course of the intervention programme, the results would indicate that the students’ oral language skills certainly improved. During the course of lessons, each student had listening time, time to process the information gathered and the opportunity to speak to others within the group about what they had gleaned from the story. Munro (2002, p.96) stresses that “oral language knowledge is necessary to scaffold both learning to read words and to store letter clusters and also to comprehend what is read. Aspects of oral language are necessary for comprehending text.”

An implication for us as teachers would be to ensure that we provide ‘wait’ time for students to process information gathered. Students need time to understand the messages they are receiving. Some students may require more of this think time than others. A further consequence of this is to ensure that we do not underestimate the importance of providing students the opportunity to speak to others to clarify and evaluate their ideas. It also could be said that students need to feel comfortable within the group in which they are working. Small focussed teaching groups with specific directed teaching are certainly of benefit, especially in teaching this particular skill.

All students need to feel that their ideas are valued and they need to feel at ease when sharing their recollections with the group. Hopefully the positive aspects in developing the student’s self efficacy will permeate into other areas of the curriculum and the students will become risk takers, willing to share their ideas in both small groups and the class.

As the students presented in this study are pre-reading and the focussed teaching centred on listening to texts, it would be of
interest later in the year, to see if these same students could apply the visualising techniques they have been exposed to when reading texts. Are their comprehension skills more pronounced than students who have not been exposed to the visualising strategy? It would also be of interest to use the visualising strategy when looking at non-fiction texts in the context of integrated topics. If we were to encourage students to transfer these skills, perhaps students would better retain information and be more skilled in disseminating information from a variety of sources.
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Love, E & Reilly, S
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Appendices
Literacy Intervention Strategies
Comprehension – Visualising Strategies
Appendix 3a
Tests

Catholic Education Office Eastern Region
Oral Language Assessment Pack
Oral Language Skills
Expressive – Word Retrieval

Listening Comprehension Test  Munro, J.
Oral Retell – Spontaneous and Cued  Munro, J.
Short Term Sequential Memory for Objects  Munro, J.

Record Of Oral Language
Clay, M., Gill, M., Glynn, T., McNaughton, T., Salmon, K.
Record of Oral Language and Biks and Gutches
Heinemann 1997
Appendix 1
L.I.T.E.L. Cue Cards

Listen
Well...
The dog went to the ....

Tell
Evaluate
Listen more..
Appendix 2

Reading Texts

Pre Test:
*Jimmy's Birthday Balloon* by Sandra Iversen
Foundations 2

Post Test:
*Mother Bear's Scarf* by Beverley Randell
PM Gems Level 8

Visualising Tests:
*A Bad Day for Little Dinosaur* by Hugh Price and Beverley Randell
PM Gems Level 8

*Bingo and the Ducks* by Annette Smith
PM Gems Level 6

*Dilly Duck and Dally Duck* by Annette Smith
PM+ Level 7

*Kitty Cat Runs up a Tree* by Annette Smith
PM Gems Level 7

*The Bears and the Magpies* by Beverley Randell
PM+

*The Birthday Kitten* by Dianne Irving
PM Photo Stories Level 8

*The Carpet Snake* by Pam Townsend
First Base Level 9

*The Jumping Fish* Illustrated by Jane Wallace-Mitchell
Flying Colours Level 6

*The Toytown Fire Engine* by Jenny Giles
PM+ Level 6
Appendix 3
Lesson Plans

These lessons are for a Prep Class targeting three students who were taught during the literacy block as a focus group.

Lesson One

VISUALISING STRATEGY
Tuning in activity:
Play the game..."I went to the park and I saw..."
Students go around the circle, each one remembering what the previous student saw and adding their own item to the list.

In the first session Teacher introduces the L.I.T.E.L. cue cards. (see Appendix 1)

Teacher models the use of the cards whilst reading the text 'Bingo and the Ducks'. (see Appendix 2)

Show the students the front cover of the text. Discuss who is in the picture – Mother, child and the dog.

Students are instructed to keep that picture in their minds.

Students cued to listen to the first part of the story. (Cue Card 1)

Students need to make an image or picture in their mind (Cue Card 2)

Now talk about the picture they see to the other students in the group. (Cue Card 3)

Students listen to what has been said, and evaluate or check their own description. (Cue Card 4)

Now listen to some more of the story. (Cue Card 5)

The teacher continues to read through the story, stopping after each page of text to complete strategy.

At the end of the session, students use share bears to reflect on what they have learnt.
Evaluation after session one – students complete six square drawing showing the sequence of the story.

Lesson Two

VISUALISING STRATEGY
Tuning in activity
Picture it taken from oral language book Time for Talking
Students choose from a variety of faces. Student describes the face points are awarded to the student who can be the first to identify the face correctly.

Text ‘A Bad Day for Little Dinosaur’
Review of the cue cards and what they mean.

Show the front cover of the story, and students discuss characters and possible setting of the story.

Teacher reads the text without showing the students the illustrations. Teacher cues the students to the L.I.T.E.L. strategy using the cue cards as in lesson one.

Share bears at the end of the session to talk about what students remember about the story.

Lesson Three

VISUALISING STRATEGY
Tuning in activity
Who am I?
Students have a picture of an object attached to a head band. Student must try to guess what the object is. He asks questions of the group and group members may only answer yes or no. The game continues until the student correctly guesses the object or ten questions have been asked.

Text ‘The Toytown Fire Engine’

Review of the cue cards and what they mean.

Show the front cover of the story, and students discuss characters and possible setting of the story.
Teacher reads the text without showing the students the illustrations. Teacher cues the students to the L.I.T.E.L. strategy using the cue cards as in lesson one.

Share bears at the end of the session to talk about what students remember about the story.

**Lesson Four**

VISUALISING STRATEGY
Tuning in activity
Feely Bag
An item is placed inside the bag. Students place hand in the bag. Students are directed to make a picture in their mind. What words would they use to describe the object? What is it like? What words would you use to that mean the same? (synonyms)

Text ‘The Jumping Fish’

Review of the cue cards and what they mean.

Show the front cover of the story, and students discuss characters and possible setting of the story.

Teacher reads the text without showing the students the illustrations. Teacher cues the students to the L.I.T.E.L. strategy using the cue cards as in lesson one.

At the end of the session today, students individually complete a six box drawing to show the sequence of the story. Discuss

**Lesson Five**

VISUALISING STRATEGY
Tuning in activity
Barrier game
Students work with a partner (one student works with the Teacher)
Follow directions to draw simple pictures following oral instructions eg. Draw a tree in the middle of your page, draw a sun above the tree, and draw a cloud next to the sun. Compare drawings.
Text ‘The Carpet Snake’

Review of the cue cards and what they mean.

Show the front cover of the story, and students discuss characters and possible setting of the story.

Teacher reads the text without showing the students the illustrations. Teacher cues the students to the L.I.T.E.L. strategy using the cue cards as in lesson one.

Share bears at the end of the session to talk about what students remember about the story.

Lesson Six

VISUALISING STRATEGY

Tuning in activity as per lesson one – “I went shopping and I saw…”

Text ‘The Birthday Kitten’

Review of the cue cards and what they mean.

Show the front cover of the story, and students discuss characters and possible setting of the story.

Teacher reads the text without showing the students the illustrations. Teacher cues the students to the L.I.T.E.L. strategy using the cue cards as in lesson one.

Share bears at the end of the session to talk about what students remember about the story.
Lesson Seven

VISUALISING STRATEGY
Tuning in activity as per lesson three ‘Who am I?’

Text ‘The Bears and the Magpies’

Review of the cue cards and what they mean.

Show the front cover of the story, and students discuss characters and possible setting of the story.

Teacher reads the text without showing the students the illustrations. Teacher cues the students to the L.I.T.E.L. strategy using the cue cards as in lesson one.

Share bears at the end of the session to talk about what students remember about the story.

Lesson Eight

VISUALISING STRATEGY
Tuning in activity Barrier Game as per lesson 5

Text ‘The Birthday Kitten’

Review of the cue cards and what they mean.

Show the front cover of the story, and students discuss characters and possible setting of the story.

Teacher reads the text without showing the students the illustrations. Teacher cues the students to the L.I.T.E.L. strategy using the cue cards as in lesson one.

Share bears at the end of the session to talk about what students remember about the story.
Lesson Nine

VISUALISING STRATEGY
Tuning in activity
Following directions such as ‘Before you stand up, clap your hands. After you touch your hair, walk to the door.’

Text ‘Kitty Cat runs up a Tree’

Review of the cue cards and what they mean.

Show the front cover of the story, and students discuss characters and possible setting of the story.

Teacher reads the text without showing the students the illustrations. Teacher cues the students to the L.I.T.E.L. strategy using the cue cards as in lesson one.

At the end of the session today, students individually complete a six box drawing to show the sequence of the story. Discuss.