

**Explicitly teaching current Year One
Reading Recovery students to visualise
improves literal listening comprehension**

ABSTRACT

Young students learning to read need to develop listening comprehension strategies to assist them to gain meaning from aural texts. Teaching visualising while listening to aural texts can improve listening comprehension while avoiding the mechanics of reading. This research project examines the explicit teaching of visualisation as a strategy to improve literal listening comprehension.

The research project involved current Reading Recovery students in Year One. The aim of the project was to help these students to scaffold their understanding and comprehension of aural texts by assisting them to use the visualisation strategy to build listening comprehension.

Three Year 1 students who are currently on the Reading Recovery Program were selected because they demonstrated difficulty in the oral retell of aural texts. These students participated in a series of eight teaching sessions conducted by the reading recovery teacher in addition to their normal reading recovery lessons. The focus of the teaching sessions was on the explicit teaching of visualisation and the developed use of synonyms at the word level to enhance the strategy of visualising in order to assist in literal listening comprehension. The students were taught to visualise objects and to provide synonyms to broaden their knowledge and concepts of words. This was then extended to visualising in the context of a sentence, then moving to short pieces of narrative text containing two to three sentences.

The three students who took part in this action research all made significant improvement in the oral retell of a text. The quality of their responses showed an improvement in their use of oral language structures during the retelling of texts. An implication of this research project shows that teaching the strategy of visualisation explicitly to students has an impact of their use of oral language development and improves their literal listening comprehension of aural texts.

INTRODUCTION

Broad Topic Targeted

Listening is a complex process which starts from a young age. Many students have difficulty comprehending language that they listen to everyday and also difficulty comprehending texts read to them. Opportunities to engage in oral conversations to clarify meanings and thoughts with a proficient adult language user is limited for some children.

These difficulties can make reading comprehension complex as in many cases students purely decode words when reading and are unable to make meaning from the words in the text. Listening comprehension precedes reading and writing comprehension, so it is essential that teachers develop listening comprehension skills in order to assist students to understand and make meaning whilst reading as well as use orthographic and phonological information when reading. Linking the spoken word and written texts with students' prior knowledge and experiences assists students to comprehend texts.

Students control of their own oral language, their prior knowledge and experiences and their self efficacy all contribute to how proficiently they will comprehend aural and written texts. Research supports cognitive strategy training such as visual imagery as an effective tool in developing comprehension of texts in students.

RELATED RESEARCH

Comprehension can be described as an active process that involves the reader making meaning from visual information and non visual information such as background knowledge based on past experiences with language and the world in which he lives. The student's background knowledge can shape the understanding and interpretation of texts. The more non visual or background knowledge the reader can bring to a text, the more likely it is that coherent meaning can be made. Students prior knowledge prepares them for reading.

Therefore comprehension is a cognitive process closely linked with the student's oral language and the student's prior knowledge. Oral language skills such as the use of sentence structure and meaning, use of words and vocabulary, articulation of words,

use of language structure to communicate and how the student perceives and attends to spoken information all affect their literacy learning ability.(Munro 2005)

The comprehending process requires students to use comprehension strategies that enable them to combine prior knowledge with new knowledge to construct meaning. A comprehension strategy is a plan of action that can be applied to assist the reading or listening process.

Comprehension strategies are best taught in a meaningful context in conjunction with skills. Comprehension instruction needs to involve work at the word level, sentence level and the whole text level. The teaching of comprehension and listening strategies cannot be emphasised enough in the classroom setting. Brown (2001) claims that students with good listening comprehension skills are better able to participate effectively in class.

Researchers and linguists such as Porter and Porter(1987) Brown (2001) and Mangubhai (2002) state that the use of authentic text will help students develop communicative skills. The use of authentic listening materials gives students the chance to develop the skills needed to comprehend language. Texts used to assist students in developing literal listening comprehension need to be authentic and relate to common experiences that students can identify with and have some prior knowledge of in their own situations.

The metacognitive strategy of visualisation can assist students to comprehend texts. Researchers in explicit training in visual imagery strategies (Clark, Deshler, Schmaker, Alley and Warner1984;Cole and Morris1990) have indicated that imagery training through planned explicit instruction can improve reading comprehension.

Many students have difficulty with listening comprehension when listening to texts. As listening comprehension precedes reading comprehension it is vitally important for students to be able to gain meaning from what is read to them and to be able to orally retell texts that are read to them.

“reading can be divided into two components: one which is unique to reading, namely decoding, and one which is shared with spoken language, namely comprehension.”(Gough, Hoover and Peterson, 1996)

This highlights the need for students not only to be proficient at decoding at the word level but to also and gaining meaning from the text.

Listening comprehension is active process requiring the student to make links to prior knowledge, develop vocabulary networks and use their oral language knowledge to talk and discuss the text. Students with poor listening comprehension have difficulty remembering and understanding text.

“A salient feature of poor comprehenders is their failure to remember and understand connected text” (Oakhill,1982, 1983).

Many research studies have found that training in visual imagery can improve listening and reading comprehension. Teaching children to construct mental images as they read enhances their ability to generate inferences, make predictions and remember what has been said (Gambrell 1981).

A visual imagery strategy known as the RIDER strategy was incorporated into the research work by Clark, Deshler, Schmaker, Alley and Warner (1984). The RIDER strategy assists students to form mental pictures about the text read . They noted that the images formed were more readily recalled from the students short term memories. Once the images were formed by the student, verbalisation of the images led to an improvement in the comprehension of text. The effectiveness of the visualisation strategy was dependent upon the ways in which students could manage the learning strategy.

“Learning strategies are techniques that will facilitate the acquisition , manipulation, integration, storage and retrieval of information across situations and settings.” (Alley and Deshler 1979 pg 13)

Other researchers studies conducted by Chan, Cole and Morris (1990) stated that students needed to be aware of strategies that would help them to initiate, regulate and monitor their use of appropriate cognitive strategies. Cole and Morms (1990) state that when using visual images the student is constantly interacting with the text and

monitoring textual propositions. Explicit instruction in visual imagery with the additional support from pictorial display for the text was most effective according to Chan, Cole and Morris (1990).

The focus of imagery training upon reading comprehension in younger children was researched by Borduin, Borduin and Manley (1994). This research claimed that instruction focusing on imagery training enhanced reading comprehension in second grade students.

This action research aims to examine the explicit teaching of visualisation to improve literal listening comprehension. The visualising strategy based on the mnemonic RIDER helps students to remember and create images of texts read in order to make meaning. This strategy has been modified in this research project so it can be used with aural texts.

The mnemonic LIDEL assists students to:

1. **L**isten to an aural sentence or text
2. **I**mage – create a visual image in you mind
3. **D**escribe the image created and recall the main ideas using the images
4. **E**valuate- listen to other students describe what they imagined and then evaluated your own description and recall.
5. **L**isten to teacher as the text is read and continue to use the LIDEL strategy.

This action research will focus on the LIDEL strategy (modified from the RIDER strategy) and will be used to teach current Year One Reading Recovery students the strategy of visualising to improve literal listening comprehension.

PREDICTION

Explicitly teaching current Year One Reading Recovery students to visualise improves literal listening comprehension.

METHOD

This investigation used an OXO design where current Year One Reading Recovery students with poor comprehension of aural texts were monitored for gains made in literal listening comprehension. Munro's Comprehension Intervention format for visualising was used to plan lesson procedures as well as teacher derived lessons. Students were assessed at pre and post test prior to the intervention.

Assessment used at Pretest:

1. Neale Analysis of Comprehension (Form 1 Level 1)
2. Record of Oral Language – the Level Sentences (Clay, Gill, Glynn, McNaughton and Salmon).
3. Listening Comprehension Test (Munro)

Assesments used at Post Test:

1. Neale Analysis of Comprehension (Form 2 Level 1)
2. Record of Oral Language – Alternative Levelled Sentences(author unknown)
3. Listening Comprehension Test (Munro)

Students were instructed in the strategy of visualisation through the development of knowledge at the word, sentence and text level. Further instruction was given in the verbalising of the strategy and the teacher modelling the use of the strategy was an integral part of the intervention. Throughout the intervention explicit instruction was given by the teacher with opportunities for the teacher to provide modelling as well as for interactions between students helping them to describe the use of the strategy and how it affected their learning. Development in literal listening comprehension was facilitated by supporting student learning and scaffolding the student's use of the strategy.

PARTICIPANTS

Participants chosen were selected from the Reading Recovery cohort of students. Students selected were experiencing difficulties with literal listening comprehension of aural texts and the selection was done in consultation with the Year One classroom teacher and the P-4 Literacy Team at the school.

STUDENT ONE

Student One is 6.7 years and is the youngest of three children where English is not the language spoken at home. Her exposure to the English language occurs only at school where the teachers and other members of the school community as well as her peers provide models of English language users. At home she speaks and communicates with all family members in Vietnamese and she attends Vietnamese language school once a week. Due to difficulties in the oral use of the English language she is reluctant to initiate conversations with teachers or other students. Her participation in the classroom is minimal and she relies on other children to assist her to complete set tasks. Prior to school entry she stayed at home with her mother and missed out on Preschool experiences. Due to her low self efficacy she avoids taking risk in classroom and learning situations.

STUDENT TWO

Student two is 6.5 years and is the third child in a family of four siblings. She is a passive participant in classroom activities and experiences difficulties when working with literacy activities in the classroom. She is not a risk taker and will follow the lead of other children in her grade. She has difficulty decoding simple text and relies on teacher assistance to help her problem solve and to gain meaning from texts. She is reluctant to enter into a discussion about texts and finds it difficult to relate texts to her own personal experiences. She is currently reading texts at the Reading Recovery Level 3 with assistance. She enjoys listening to stories but is hesitant to participate in discussions about the text.

STUDENT THREE

Student three is 6.8 years and is the eldest of two children. High expectations of parents have led this student to be very careful in his learning and he is afraid to take risks for fear of making mistakes and failing. In many aspects of his school life he is

a perfectionist to the point where this is hindering his progress at school. He is working on Reading Recovery Text Level 4 and has difficulty retelling what he has read using appropriate language structures. This student finds it difficult to stay on set tasks due to limited attention span. Many tasks are modified by the teacher for this student in order for him to experience success in his learning. He has difficulty articulating his thoughts and needs assistance from the teacher in order for others to understand his intended message.

Materials used included the following items:

- Neale Analysis of Reading Ability Comprehension Test (Pretest Form 1 Level 1 Post Test Form 2 Level 1) test was adapted to meet the needs of the research project. Text used aurally to determine students' literal listening comprehension. Raw scores used only at pre and post test.
- Listening Comprehension Test (Munro) . Text was used aurally to determine students' literal listening comprehension of longer texts. Same text was used at pre and post test.
- Record of Oral Language – The Levelled Sentences - to determine students' ability to verbalise structure in aural text from one event to three event sentences at pre test.
- Record of Oral Language – Alternative Levelled Sentences (author unknown) – to determine students' ability to verbalise structure in aural texts from one event to three event sentences at post test.
- Teaching Visualising Strategy – John Munro.
- Texts from Reading Recovery resources(PM Series) – used in teaching sessions to facilitate development of literal listening comprehension of aural text.
- Teaching resources and items – flash cards, paper, textas/pencils. whiteboard and cardboard.
- Every day objects for visualising purposes and stimulus pictures.

PROCEDURE

All three students were tested pre and post individually outside the classroom setting in a quiet location of the school. Following collation and analysis of the pre test data

students worked together in a small group setting for approximately 25 minutes per session duration. The intervention was conducted over eight sessions over a period of two weeks. This was in addition to each student's daily two hour literacy instruction in the classroom and their 30 minute individual Reading Recovery lesson.

The initial session began by discussing with the student why they were at the session and why they were learning a new strategy. So the scene to learning a new strategy was set and each student understood why they were there. The session then focused on introducing the concept of visualising – of making a picture in your mind. Students were asked to make a picture of a familiar object in their mind as directed by the teacher. They were then instructed to describe their image to others in the group. The teacher supported the students' oral language responses and gave explicit praise for their efforts.

Session Two focused on recalling what was achieved the previous day to cue students into the visualisation process. Students once again were given practice at visualising familiar objects and then opportunities to visualise less familiar objects. Words were used to stimulate the visual image in the student's minds and stimulus pictures of objects were used in order for students to evaluate their responses.

Session Three involved the introduction of the LIDEL strategy through the use of simple cue cards constructed jointly by the teacher and students. The cue cards were used as prompts to help students retell aural one and two event sentences.

Demonstration and explicit explanation of the strategy was given to the students. Students were encouraged to ask questions and clarify their understanding of the strategy. Students were then given opportunities to practice the strategy using aural sentences of one event and two events while developing and extending their use of vocabulary and word meanings. Feedback and support was provided to the students as well as genuine praise for their efforts and participation in the session.

Sessions 4-8 focused on using the visualisation strategy while listening to aural texts from the Reading Recovery Levelled texts. Students were supported by the use of the cue cards and given opportunities to discuss their use of the strategy. The share time component at the end of each session was important as it allowed each student to articulate their understanding of the strategy and also to articulate new learning and

insights gained from the teaching session. At the end of each session the following points were noted:

- Student behaviours and progress
- Student use of oral language and vocabulary
- Oral language used by students in the recall of the sentences and text.
- Retell of the story in sequential order.
- Improvement in students self efficacy.

This was done to monitor and evaluate teaching effectiveness and was used for subsequent lesson planning.

RESULTS

The collation of data and the subsequent analysis of the results showed an overall improvement for all students. The results showed that cognitive training using the visualisation strategy improves literal listening comprehension. The strategy helped to improve the oral retell of aural texts thus measuring listening comprehension. Improvement was also noted in the students ability to answer literal comprehension questions and an improvement in their use of oral language structures.

TABLE ONE

Neale Analysis (Pre and Post test scores comparison using text for literal listening comprehension only . Raw scores tabled only.)

Listening comprehension Raw Scores for questions answered at pre and post test.		
Student	Pre Test Form 1 Level 1	Post Test Form 2 Level 1
1	1	2
2	2	4
3	1	4

The Neale Analysis was used to measure students literal listening comprehension. This was done by students answering questions as set out in the testing proforma. As a measure of comprehension students answered questions and a maximum score of 4 could be attained. In Table 1 all students demonstrated an improvement in their ability to answer comprehension questions related to the text. Student 1 displayed the least gains while Students 2 and 3 showed the highest gains.

TABLE TWO
RECORD OF ORAL LANGUAGE (scores out of 14 for each of the levelled sentences)

	Level One	Level Two	Level Three	Total Score
Pre test Student 1	8	6	0	14
Post test Student 1	14	13	4	21
Pre test Student 2	13	10	6	19
Post test Student 2	14	14	10	38
Pre test Student 3	14	12	9	35
Post test Student 3	14	14	11	39

To measure the students ability to control structure in aural one, two and three event sentences the Record of Oral Language was implemented. Upon completion of the test a maximum score of 42 is attainable. In Table 2 two students achieved a maximum score in the Level One sentences whilst Student 1 scored poorly on Level 1 sentences. For Level 2 sentences at post test there was significant improvement made for all students. In the Level 3 sentences it is evident that all students showed an increase in their control over the levelled sentences compared to the pre test results.

TABLE THREE The Listening Comprehension Test (Munro)
Comparison between pre and post test scores using the same test form.
Scores out of 20 for immediate recall only

Student	Pre Test	Post Test
1	3	7
2	7	16
3	9	15

The Listening Comprehension Test was implemented to measure `student`s immediate recall of an aural text. The amount of detail recalled the types of sentence structures used and the ability to retell the text was noted. This test gave a measure of each student`s level of listening comprehension and the effectiveness of the visualising strategy as a tool.

In Table 3 all students demonstrated gains with students 2 and 3 showing the most improvements. As the same test was administered at pre and post testing results may have been affected by the aural text being familiar and may have even been remembered by some students due to the short interval between pre and post testing.

DISCUSSION

The main aim of this intervention was to explicitly teach current Year One Reading Recovery student to visualise an aural text to improve literal listening comprehension. The analysis of results at the end of the intervention supports the initial hypothesis. Throughout the intervention students gained control over the articulation of the strategy and it was noted there was a vast improvement in the students use of oral language to communicate and to retell aural texts. Analysis of testing results showed an increase in the control over one, two and three event sentences as well as a vast improvement in literal comprehension. Students were able to use the visualising strategy to assist them to answer literal comprehension questions and in the retelling of an aural text. Students' ability to retell improved demonstrating higher levels of comprehension and an improvement in their ability to use their short term memory.

During the intervention the self efficacy of all students improved with the classroom teachers also noticing an improvement in their student's attitudes and beliefs about themselves as learners who were more willing to take risks in their learning. This improved behaviour was also noted during the Reading Recovery session and led to faster acceleration of the student during and after the intervention phase. All students were able to increase their text levels and increase the complexity of text read during the Reading Recovery sessions. Students also commented that the visualisation strategy assisted them in the writing process. Prior to composing and recording written texts students used visual images to help them compose their thoughts and ideas. This use of the strategy led to students becoming more fluent in the articulation of their thoughts and increased their writing fluency during the writing process.

As the teaching session progressed the use of the visualisation strategy became more automatic for some students as they internalised the use of the strategy. One student relied on the use of the cue cards whilst the other two students could implement the strategy with little assistance. The students became more confident in their own abilities and were eager to discuss their new learnings with their classroom teacher and children in their grade.

In conclusion the improvement in each students ability to see themselves as a strategic learner who can implement new strategies to assist them in the comprehension of texts was evident and all the students displayed an improved and positive attitude towards listening and reading tasks both during the literacy sessions in the classroom as well as in the Reading Recovery sessions.

IMPLICATIONS FOR TEACHING

Teaching all students including those who are experiencing difficulties in gaining literacy skills needs to be explicit. Oral language development and literal listening comprehension provide a firm foundation on which to develop reading comprehension at all levels.

The implications for teaching practice in the classroom are very clear. Explicit teaching of literacy skills is required in order for students to make and gain meaning from texts. Strategic cognitive training is vital for teaching a wide range of strategies based on the needs of individual students in order to achieve successful literacy outcomes as well as increasing and maintaining positive self efficacy. A classroom

program that engages in the use of explicit teaching strategies in reading comprehension should see gains made in student literacy abilities.

The gains made in the student outcomes at the end of the intervention prove the success of the strategic training in the use of the visualising strategy in improving literal listening comprehension. The implementation of this strategy may assist other students in the junior school as well as older students working on more complex texts. In the daily planning of literacy lessons teachers need to give priority to the development of oral language skills and the development of listening skill in relation to aural texts.

POSSIBLE DIRECTIONS FOR FUTURE RESEARCH

- Investigate the effect of cognitive strategic training in visualisation and paraphrasing and how these affect literal reading comprehension.
- Use the visualisation strategy in P-2 classrooms to develop literal listening comprehension of aural texts.
- Use of the visualising strategy to develop the reading comprehension and reading accuracy of written texts.
- Determine levels of literal listening comprehension and inferential comprehension for Discontinued Reading Recovery students in the Year levels 2-4.

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**REFERENCES/BIBLIOGRAPHY OF TEXTS USED IN ORDER OF
TEACHING PROCEDURES IN LESSONS 4-8 IN Appendix 4.**

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- Smith, Annette (2000) Bedtime, Australia: Nelson
- Smith, Annette (2000) Bingo's Ice Cream, Australia:Nelson
- Giles, Jenny (2000) The Toytown Fire Engine, Australia: Nelson
- Giles, Jenny (2000) Little Chimp Runs Away, Australia: Nelson

APPENDICES

- Appendix 1 – Record of Oral Language – Alternative Levelled Sentences
- Appendix 2 – Listening comprehension Test (Munro)
- Appendix 3 – Comprehension – Visualising Teaching Sequence (Munro)
- Appendix 4 – Teaching Sequence

Appendix 1

Name _____	Year Level _____	Recorder _____
Date: __/__/0__	Students Age: _____ years	_____ months

RECORD OF ORAL LANGUAGE

Alternative Levelled Sentences

Level 1 – Part 1	Level 1 – Part 2
A. My mother's arms are cuddly. ()	A. My brother's television is noisy. ()
B. Kitty is eating some food. ()	B. Mummy is pushing her pram. ()
C. Jessie is playing at school. ()	C. David is going to soccer. ()
D. Dad is giving me a book. ()	D. Sally is making me a cake. ()
E. I bet she's in there. ()	E. I know she's in there. ()
F. There's another book. ()	F. There are some other toys. ()
G. He's eating his lunch slowly. ()	G She's riding her skateboard very fast.()

Total for Level 1 _____

Record of Oral Language
Alternative Levelled Sentences

Level 2 Part 1	Level 2 Part 2
A. That small car over there is going to be my mother's.	A. The old bike in here used to be my sister's.
B. The girl near the park was walking her dog.	B. The boy from over there was calling a dog.
C. The car drove to the edge of the road.	C. The cat went under the chair in the house.
D. For the holidays Kerry got her kite.	D. For the wedding Aunty gave us a vase.
E. Will you buy what is sitting on the shelf.	E. The lady heard what the man was saying to the boy.
F. There goes a small animal with feathers sticking out its tail.	F. Here is my sister driving her motor car..
G. My sister cooked the eggs up very slowly.	G. The boy hit the ball far across the field.

Total for Level 2 _____

Record of Oral Language
Alternative Levelled Sentences

Level 3 Part 1	Level 3 Part 2
A. Be as alert as you can when your mother's alone.	A. Be very careful diving where there's a deep pool.
B. My nanna and pa want to start going to the shops.	B. That man and the one over there like to read the paper.
C. The three boys ran across the park in a fast time.	C. Some of the people spoke quickly to each other at the football.
D. The green grocer gave my daddy some big plums.	D. The old teacher told his class a funny story.
E. The girl heard who her brother was taking the toys to.	E. The mother know how much milk we will need for the cake.
F. Here are the games that you were playing in my class.	F. There goes the policeman who caught out the thief at the bakery.
G. My father often puts the bike behind the shed at night.	G. My sister usually puts some meat outside for the dog.

Total for Level 3 _____

Level 1 _____

Level 2 ____ Grand Total _____

Appendix 2

Listening Comprehension

Instruction to student: I am going to read you a story. Listen carefully. When I have finished I am going to ask you to tell the story back to me. Read the first story aloud to the student. Read it as a story. When you have finished, ask the student to tell you what happened. Say, now tell me the story. Say all you can about it. You can say it in your own way. After 5 minutes ask the child to retell again. Use the chart to note changes in the students recall. If required, use a prompt: Can you tell me any more? What happened next?

Jane was at school and went out to sit on the seats and eat her lunch.

As she opened her lunch box, it fell over and her lunch went on the ground.

Jane wondered what she was going to do. Her sandwiches now had dirt all over them. She told her friend, Susan. Susan took one of the sandwiches from her lunch box and shared it with Jane. After lunch, Jane and Susan went into the playground and had a good time playing chasey.

Teacher Record Sheet The student needs to retell event in sequence to score points.

Write down the student's immediate story retelling as accurately as possible.

	V Or X	After 5 mins V or X		V Or X	After 5 mins V Or X		V Or X	After 5 mins V Or X
Jane			At school			Went out		
Sit			On seats			lunch		
Opened lunch box			Fell over			Lunch on ground		
Sandwiches			Dirt			Told friend		
Susan			Susan took sandwich from her lunch box			Shared it with Jane		
After lunch			Jane and Susan			Went into playground		
Had a good time			Playing chasey					

Scores: Immediate Recall: /20

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Appendix 3

COMPREHENSION – VISUALISING STRATEGY

Teaching visualising ‘while reading’ will assist the student’s comprehension and will improve their oral expression.

TARGET STRATEGY Read
 Image
 Describe
 Evaluate
 Read on

Activity	Task Description
Text Reading Shared Reading Strategy	<u>In the first session</u> The teacher demonstrates the use of the RIDER strategy during reading. <u>In future sessions</u> Student and teacher re-read passage from previous session. The teacher cues use of the RIDER strategy during reading.
Image and describe	Student cued to describe the picture imaged in own mind, (at end of each sentence, or after a few sentences / paragraph depending on the reader and the text.
Reading on (Shared Reading Strategy)	Student reads on and continues to use the RIDER strategy. Teacher cues student use of RIDER strategy during the reading.
Reflective	Students comment on what has been learnt in the session.

Appendix 4

Overview of Teaching Sequence.

Session One	Materials Used	Time
Settle the students and tell them how pleased you are to have this special opportunity to work with them. Explain to the students <ul style="list-style-type: none">• why we are participating in this small group• what we are going to learn and why• we are going to learn how to do thing to help you when you listen to stories. One thing you can do is to make a picture in your mind		5 mins
Demonstrate to the students how you make a visual picture in you mind of a familiar object, talking your way through the process.	Flash cards with name of objects recorded on the cards. Picture cards of familiar objects.	5-8mins
Describe the visual image of the object to the students using appropriate oral language and vocabulary using the drawing to assist.		5 mins
Record your visual image in picture form and teacher records the description. Show students a picture of the object visualised and allow students to share what they noticed.	Picture cards White Paper Pencils	5 mins
Share Time . Teacher and students articulate their understandings of making pictures in our mind to help us recall.		5 mins

Session Two	Materials Used	Time
Settle the students and tell them how well they worked in the previous session. Cue students into what was covered in the previous session. Revisit the way we can make pictures in our minds. Give students practice at visualising objects used at previous session. Students may draw if they wish to.	Familiar objects White paper Pencils	5 mins
Demonstrate to the students how you make a visual picture in your mind of a familiar object, talking your way through the process. Work on word meanings and synonyms to assist in language development.	Flash cards with name of objects recorded on the cards. Picture cards of familiar objects.	5-8mins
Describe the visual image of the object to the students using appropriate oral language and vocabulary.		5 mins
Record your visual image in picture form and teacher records the description. Show students a picture of the object you visualised and allow students to share what they noticed.	Picture cards	5 mins
Listen to other student's descriptions of objects imagined and compare to stimulus pictures of objects.	Stimulus pictures	5 mins
Share Time . Teacher and students articulate their understandings of making pictures in our mind to help us recall.		

Session Three	Materials Used	Time
Settle the students and tell them how well they worked in the previous session. Praise students for their active participation in previous session. Cue students into what was covered in the previous session. Revisit the way we can make pictures in our minds. Give students practice at visualising objects used at previous session. Students may draw if they wish to.	Familiar objects White paper Pencils	5 mins
Introduce the LIDEL strategy to students using cue cards. Teacher models the use of the strategy using cue cards.	Cue Cards	5 mins
Teacher and students construct simple pictures to place on the cue cards to assist students.	Cue Cards Pencils	5 mins
Teacher models the use of cue cards using one event and two event sentences derived by the teacher based on students needs, and background interests. Listen to one event sentence then two event sentences. Image and Describe- Teacher models how to describe the picture imaged at the end of one event sentence then two event sentences. Evaluate- Model to students how images and descriptions can be evaluated compared with other students descriptions or with the text. Listen On .Teacher models listening to the next sentence and continues to use the LIDEL strategy. Explicit explanation at each stage is vital so that students are clear in their understanding of the strategy.	Cue Cards	10 mins
Give students opportunities to use the strategy with teacher support and scaffolding at each stage. Give praise and encouragement for their efforts.	Cue Cards	5 mins
Share Time . Teacher and students articulate their understandings of making pictures in our mind to help us recall.		5 mins

Procedure for Sessions 4-8.

Sessions followed the format as outlined in Session Three with the use of short published narrative texts.

Texts used for this intervention are as follows:

Session 4 “Sam and Bingo” (PM &RR L.3) pgs 4, 5, 15

Session 5 “Bedtime” (PM & RR L 4) pgs 8 and 15

Session 6 “Bingo’s Ice Cream” (PM &RR L 5) whole text

Session 7 “The Toy Town Fire Engine” (PM & RR L 6) whole text

Session 8 “Little Chimp Runs Away” (PM & RR L 6) whole text.

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