

Explicit teaching of mental imagery using the senses improves listening comprehension and oral retell of Grade 1 students

Teaching Unit

This unit is comprised of 2 sessions for pre and post testing and 7 lessons based on the hypothesis that 'Explicit teaching of mental imagery using the senses improves listening comprehension and oral retell of Grade 1 students'. This unit was designed for year 1 students who are beginning readers. 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 1

Focus: Introduce the comprehension strategy of visualisation/mental imagery

Step 1: show children a picture of a birthday party and ask the following questions:

- How does this picture make you feel?
- If you were at the party how might you feel?
- Make a picture or movie in your mind about the party?

Step 2: Children to describe what they see

Step 3: Teacher to describe his/her mental image

Step 4: Compare the different mental images and discuss why they might be different/similar.

Step 5: Show children the visualisation poster (appendix 3) and explain to the children that is what they have just been doing. Discuss how we make mental images all the time especially when we are reading. Explain how in the next couple of week we will be working on this strategy to help them with understanding the meaning/stories they read.

Lesson 2

Focus: Review of lesson one: Creating and describing mental images

Step 1: Review and discuss how we can make picture in our mind when we hear or read a story. Revisit Visualisation poster as a cue to using this strategy.

Step 2: Teacher: “The girl fell over.” Ask the children what is the picture they see in their mind. Ask the children to describe their picture. Compare and discuss the detail in the different descriptions.

Lesson 3

Focus: Create a picture in your mind from a single word

Step 1: Review how we make pictures in our mind and refer to Visualisation poster

Step 2: Teacher: Say the word butterfly
Children to draw what they see in their mind and describe their drawings/mental picture.

Step 3: Discuss our five senses- hear, sight, smell, taste & touch
Introduce cue cards for our 5 senses (appendix 4).

Step 4: Say the word butterfly again and ask children to make a picture in their minds but use their 5 senses. Children to draw what they see and describe their pictures.

Step 5: Compare first picture to the new one. Children to say how the pictures in their mind have changed when they used the senses to add detail.

Lesson 4

Focus: Create a picture in your mind from a sentence

Step 1: Review how we make pictures in our mind using visualisation poster and 5 senses cue cards

Step 2: Teacher: Say the word the sentence: “The boy ran into the street without looking.” and remind children to use the senses.
Children to describe their mental pictures.

Step 3: Teacher: Say the word the sentence: “When I woke up, there were branches and leaves all over the yard.” Children to draw what they see and describe their pictures.

Step 4: Children to compare their drawings/mental pictures

Lesson 5

Focus: Create a picture in your mind from a poem. Children to visualise each event in the poem, Flying Popcorn.

Step 1: Read the first verse of the poem – Flying Popcorn (appendix 7)
Draw their mental image, then with a partner the children will describe the pictures they have created in their minds.

Step 2: Read the second verse of the poem – Flying Popcorn
Draw their mental image, then with a partner the children will describe the pictures they have created in their minds.

Step 3: Read the third verse of the poem – Flying Popcorn
Draw their mental image, then with a partner the children will describe the pictures they have created in their minds.

Assessment: Spontaneous Retell recorded in a table of events in the story (appendix 8). Individually the children will be asked to retell the events in the poem ‘Flying Popcorn’.

Lesson 6

Focus: Identifying key words/phrases that help create vivid mental images

Step 2: Read poem ‘*Flying Popcorn*’ for a second time and children will explore ideas or feelings, which add more details to their mind’s picture.
Circle words in the text that best help you to form great mind pictures about the poem.
Teacher to ask: “What ideas of your own did you add which made the picture vivid or more interesting but which were not in the poem itself?”

Step 3: Discuss your mind picture again with your partner.
Teacher to ask: “What new details or ideas appear in your mind pictures as a result of the second reading of the poem?”

Step 4: Teacher to lead discussion.
“How are your & your partner’s mind pictures similar?
“How are your & your partner’s mind pictures different?
“How do you explain the similarities & differences in your mind pictures?”

Assessment:

Focus: to see if the children’s retell changes after lesson 5 Spontaneous Retell recorded in a table of events in the story (appendix 8). Individually the children will be asked to retell the events in the poem ‘Flying Popcorn’.

Lesson 7

Focus: Using all senses to comprehend and infer meaning from a text

Step 1: Read *Big Red Bath* by Julia Jarman & Adrian Reynolds

Step 2: Children to describe and draw the mental images created.

Step 3: Compare and discuss mental images

Task: 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 below 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.* □

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 events in sequence to score points.

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

Prompt provided: Yes / No

Appendix 2

Name _____

Date _____

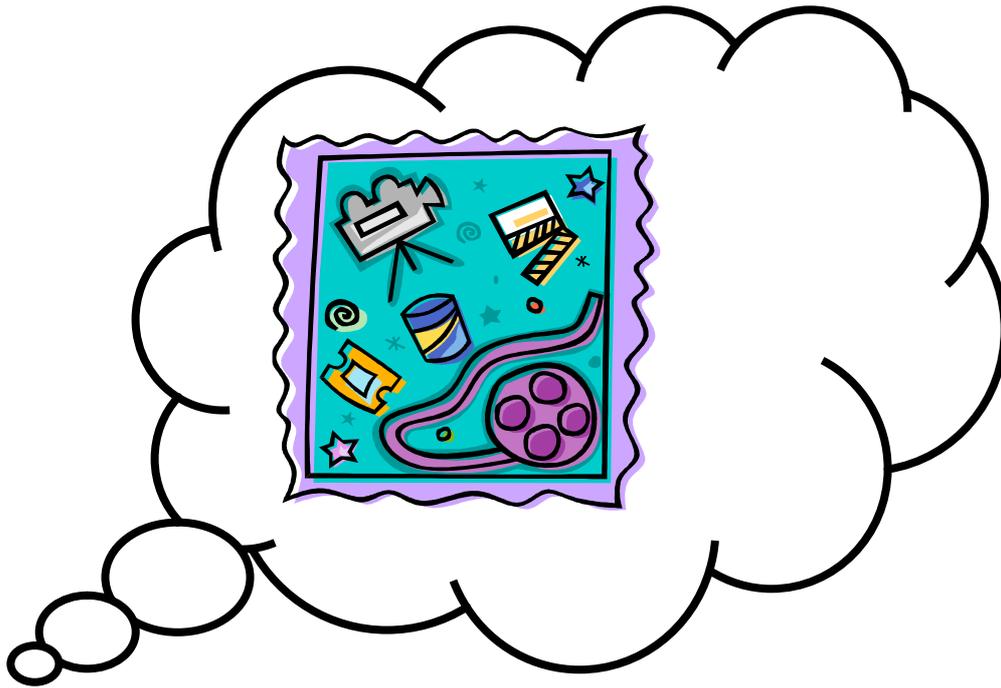
Mental Pictures from _____

By _____

My picture

My picture after using 5 senses.

Visualising



Creating a picture in my mind.
Using all of my senses to connect to the text.

I visualised.....

I could hear/see/smell/taste/feel.....

I could picture.....

A mental image I had was.....

Appendix 5

Flying Popcorn

A piece of popcorn
escaped from the pan
and flew across the kitchen
like superman.

It ping-ponged back and forth
between the oven and the freezer.
Then it shot up to the ceiling
like a daredevil trapeezer.

I tried to catch it,
but it never missed a trick.
So finally I gave up
and ate a licorice stick.

Arden Davidson 1998

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.