

## Teaching prep students visualization strategies will improve students oral retell of short fiction texts.

### Lesson Design

	Intro	Development	Skill Practise	Conclusion	Self Reflection/Assessment
1	Explain to children that when we see a picture we can take a photo of it and put it into our mind. The photo we have in our mind can be revisited again and again.	Practise taking a photo and putting it into our minds. Use pictures from library sets (senses, family, counting) Children practice on two pictures. Teacher takes the picture away and students recall all they can about the picture. Teacher may prompt towards the end if students struggle.	Teacher shows the children the pictures again. Discuss what was missed from our discussion. This time the teacher asks students to think about “Who” is in the picture. The students put a picture in their mind of who is in the picture. Picture is hidden and then returned.	Reiterate that we can take photos of pictures and place them in our mind. When we look at a picture we can see who is in the picture.	Children tell what they have learnt to do in the session.
2	Recall with students the activity undertaken last time. Ask students “What were we learning to do last time.” Reiterate the importance of taking a picture and of knowing who is in the picture.	Provide students with a who prompt card. Practise looking at a new picture using the who prompt card so students are looking at who is in the picture. After a brief practice introduce students to the what prompt card. Brainstorm ideas for what vocab- eg- standing, sitting, running, jumping, sleeping, eating.	Students practice on two more pictures using the who and what cards in unison and on their own.  Discuss what the “What card can tell us. Eg- what are they doing? What are they wearing? What	Explain that today we learnt the skill of seeing who was in a picture and what was in a picture. Practise the who and what cards in unison on one final picture.	Children tell the skills that they learnt in the session today. What was one thing they improved on this session?
3	Explain that today will be the last session using actual pictures. Students are asked to recall the pictures they have	Practise on a new picture using the WHO and WHAT cues. Introduce the WHERE cue and use it on a picture that students have already	Students practice on new pictures using the who, what and where cues to prompt their retelling. Teacher to insist on full sentences for	Review the cue cards of who what and where. What does each one mean? What is some of the vocab that might be	Drawing – Children draw a picture of who was in one of the pictures studied. They draw a where and what

	seen so far in the sessions. Explain to children that the pictures we make in our minds are always there for us to revisit.	seen. Brainstorm ideas for WHERE vocab. Eg- inside, outside, on top, underneath, in front, behind.	retell. Use prompt – Can you tell me any more about ...?	associated with each one.	picture for one of the pictures shown today.
4	Students bring their who, what, where cue cards to the session. Teacher describes a situation to the students which they are asked to make a picture of. Eg- I went to the beach and played with my beach ball.	Students attempt to retell the scene using their cue cards. Students are given time to develop their own scenario. They must describe something using the who, what where cards.	Students listen to each others scenario and retell it using the cue cards. Brainstorm with students what had to be done in order to make the picture in their minds. How did they imagine certain things?	Explain that prior experiences help us imagine things we cant see. Eg- the beach I imagine might be a different beach to the one you imagine. But it is meaningful for each of us and that is how we remember the picture.	
5	Ask students to recall some of the pictures they have in their minds from previous sessions. Reiterate that these images are able to be revisited and sometimes we can change our images.	Use the Record of Oral language to introduce simple and complex sentences for students to visualize. Use the WHO WHAT WHEN cue cards to retell.	Give each student a different sentence to retell. Students are given time to formulate a picture in their minds. They are asked to tell what is happening in the picture but also to describe their own visual image in detail. Eg what are they wearing? How many people? What colour are the things you imagine?		
6	Introduce SAM – a character who can smell a mouse 100 miles away, who can taste lollies 100 times sweeter than everyone else.	Children take Sam (A cut out prompt of a boy) outside to investigate the playground. They must come back and describe what Sam saw, felt, heard and tasted.	Listen to the images presented by students. Teacher makes a list of words to do with senses eg- hard, soft, sweet, smooth, rough. Discuss synonyms for the words they use. Use one of the new brainstormed words		Draw a picture about what Sam saw, felt, heard, and tasted on his trip to the playground.

			to re-describe something that was in the playground.		
7	Revisit Sam. Who is he. How does he help us when we make picture sin our mind??	Explain that today sam is going to come into a story with us. Teacher reads Ben’s Treasure Hunt”	Teacher pauses at each page for students to get their images and think about what SAM might see etc. Children look at pictures and describe in sentences what Sam might see etc.		
8	Revisit WHO WHAT WHERE cards. Students are asked to use the cards to retell a story. A home for little teddy.	Break up the children and explain that one will tell the beginning of the story. One will tell the middle and one will tell the end.	Encourage children to draw pictures to help jog their memory when they retell the story. Teacher pauses at each section of the story so children can draw their ideas.		Use drawings as assessment indicator.
9	Use pictures from library with students. Get students to tell what they see in their minds.	Ask students what they did this time that they didn’t do the first time when they viewed pictures.	Use oral stories and ask students to retell. What did they do this time that they didn’t do the first time? Try a story Sausage. Children retell and then explain what they did this time that they didn’t do last time.	Review some strategies that have been taught. Make a picture? Take SAM with you. Who, what , where cards.	Ask students how they feel about retelling stories. What helps them the most?
10	Explain that Students are not using cards today they are going to do all the thinking by themselves. Brainstorm some strategies orally that the students might use.	Teacher reads a short fiction text for the students to retell.	Students retell the text to the teacher. Teacher uses this time to recognize any areas where individual students need assistance.	Teacher to give individual instruction to each student about what to do in the next story. Repeat process.	Anecdotal. Does the retell improve with prompting.

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