“Teaching a year 5 & 6 class visualisation strategies using the R.I.D.E.R method increases reading comprehension in students with low comprehension.”

Teaching session format:

Sessions (1 – 5)
The visualization strategy was introduced and then practiced with the whole class during the Literacy Block. The teaching sessions were approximately 40 – 45 mins in length.

Sessions (6 – 10)
The visualization strategy was taught and practiced with the teaching group in an adjacent room. The remaining students continued with a comprehension activity with the classroom teacher. The teaching was undertaken over a three week block.

Sessions 1 – 3:
Visualisation was introduced as a comprehension strategy
Students read each sentence, and created a picture in their mind, then drew the picture.
The teacher invited individual students to describe their images.
Steps to visualizing a text were taught
1. Read the sentence
2. Make a picture of the sentence in your mind
3. Draw the picture – students were told that only pencil was to be used and that whilst the pictures needed to explicit they did not need to be works of art.
4. Describe the picture using the cue “In my mind I see..”
5. Share the image with a partner or whole class.

Sessions 4 & 5
2. Overhead used to introduce each step in R.I.D.E.R
   - Read
   - Imagine
   - Describe
   - Evaluate
   - Read On.
3. Teacher modeled the strategy while reading to the class to reinforce each step.
4. Students read 2 - 3 sentences, created a picture in their mind, wrote the description on the passage sheet and then described image to a partner. Teacher cued students to use the strategy during reading.
5. Teacher monitored student understanding giving positive feedback and assistance to students as needed.

6. Students identified each R.I.D.E.R step at the end of the lesson

**Sessions 6 - 10** - Teaching group was withdrawn

**Sessions 6 – 8** -
1. Steps to visualizing a passage were revised
   1. Read the sentence
2. Make a picture of the sentence in your mind
3. Draw the picture – students were told that only pencil was to be used and that whilst the pictures needed to be explicit they did not need to be works of art.
4. Describe the picture using the cue “In my mind I see..”
5. Share the image with a partner or group
6. Students identify unfamiliar words and suggest synonyms or meaningful phrases.

**Sessions 9 & 10**

1. Teacher models the strategy while reading to the class to reinforce each step.
2. Students read 2 -3 sentences, created a picture in their mind, write the description on the passage sheet and then describe the image to a partner. Teacher cues students to use the strategy during reading.
3. Teacher monitored student understanding giving positive feedback and assistance to students as needed.

TEACHING OUTLINES

Visualisation

Session 1 :

1. **Introduce the comprehension strategy**: I am going to teach you something to help you remember what you read. It is called visualizing. Visualising is creating a picture or image in your mind after reading a sentence or passage. After you have created a picture in your mind you describe the picture.

2. **Visualisation activity**: I want you to think back to what you had for dinner last night, think about what your meal looked like and create a picture in your mind. Ask individual students to describe their image “In my mind I see….”

3. **Class Activity**: The teacher reads a sentence from *A Day At The Beach*,
   - Makes a picture in her mind
   - Describes the picture to the class. “In my mind I see……”
   - Students are cued to re read the sentence and draw the picture they have created in their mind on sheets
   - Working in pairs Students turn over their drawing and then describe their drawing to their partner. Students use “In my mind I see…” to describe the image in their mind.
   - The teacher invites individual students to describe their images.

4. **Class Activity**: Read the second paragraph together. Students to draw a picture of the image they create of the paragraph.

5. **Review**: Let’s look at what we did with the text. We read each sentence and made a picture of it. Making a picture helps to understand what the text said. This is called visualizing.

6. **Collect drawings.**
Visualisation

Session 2:

The students again apply the visualization strategy sentence by sentence.

1. Review what students remember about visualizing in session 1.
   - *What do you do when you visualize a sentence?*
   - *How does visualizing help you?*

2. Steps to visualizing a text?
   - Read the sentence
   - Make a picture of what the sentence says in your mind (draw the picture)
   - Describe the picture in your mind

3. Reread first paragraph from “A day at the beach” ask individual students to describe the image they created from session 1

4. Read the second paragraph – ask the students to make a picture of each sentence and draw the picture. Share drawings with a partner

5. Repeat for the third paragraph – ask the students to turn over the picture and describe it to the class.

6. Introduce the text *Ross and Jack Go Camping* – Discuss the topic – students read text and transfer the strategies from session 1.

7. Review strategies

8. Collect drawings
• Read the sentence

• Make a picture of what the sentence says in your mind (draw the picture)

• Describe the picture
Visualisation

Session 3:

The students again apply the visualization strategy sentence by sentence.

1. Review what steps students take when visualizing a text?
   
a. Read the sentence
   b. Make a picture of what the sentence says in your mind (draw the picture)
   c. Describe the picture in your mind

2. Continue with steps to complete the text **Ross and Jack go Camping** on the chart – drawing an image of each sentence.

3. Read each sentence, make a picture of the image and then describe in words what you see.

4. *I will read a sentence, then I will describe what I see in my mind*

Session 4 & 5:

*Over the last 3 sessions we have practiced visualizing sentence by sentence. This time we are going to read 2 –3 sentences and then visualize them.*

*First I am going to introduce a strategy called R.I.D.E.R*

Use over heads to discuss each step in RIDER

- **Read**
- **Imagine**
- **Describe**
- **Evaluate**
- **Read On**

Read the passage **A Trip to the Snow** (session 4) **A Picnic At the Dam** (session 5) to the class – on over head

The teacher demonstrates the use of the RIDER strategy while reading

- Read 2-3 sentences
- Create an image in my mind
- Describe the image using “*In my mind I see…”*
- Evaluate and check for meaning
- Read on and continue to use the RIDER Strategy

Students to read 2 –3 sentences and describe their image – use chart.

Select 2 –3 students to share how visualizing help them to comprehend what they read.
Visualisation

**Session 6**: Teaching Group (8 students) in an adjacent classroom. The remaining students continue with a reading comprehension task with the class teacher.

Teacher reviews what students remember about visualization and using the R.I. D.E.R strategy.

Students read their R.I.D.E.R cue card.

Students read aloud each paragraph from *The Fishing Trip*.

*I will read aloud the passage then ask individual students to read it.*

Students then re-read each sentence and visualize 3 sentences and describe in words using the chart.

Students share their descriptions.

Students identify unfamiliar words and suggest synonyms or meaningful phrases. Record on the whiteboard.

Visualisation

**Sessions 7 -10**:
Texts used: Chicken Pox  
School Sports Day  
A trip to the Dentist  
The School Camp  
Teaching Group (8 students) in an adjacent classroom. The remaining students continue with a reading comprehension task with the class teacher.

Teacher reviews what students remember about visualization and using the R.I. D.E.R strategy.

Students read their R.I.D.E.R cue card.

Students read aloud each paragraph from the text.

*I will read aloud the passage then ask individual students to read it.*

Students then re-read each sentence and visualize 3 sentences and describe in words using the chart.

Students share their descriptions.

Students identify unfamiliar words and suggest synonyms or meaningful phrases. Record on the whiteboard.