

Explicit teaching of the visualizing strategy R.I.D.E.R improves reading comprehension of Year 3 and Year 4 students with low comprehension

Teaching a Visualizing Strategy

Outcome: The Year 3/4 students will improve their use of visualizing strategies while reading to enhance sentence comprehension.

This reading strategy fits into the “Multiple levels of Text Processing” model (MLOTP) in the Sentence and Conceptual level. (Munro, 2006).

Format – whole class and some pair/individual activities within the whole class structure.

It is assumed the students can decode the text presented.

Materials – 9 ERIK fictional stories, Torch story – Lizards Love Eggs, Overhead projector, stories and cloze activity on overhead transparencies, and R.I.D.E.R cue/prompt cards.

Lesson Outline -Adapted from Munro (2006).

Teaching a visualizing strategy

Session 1

Teacher dialogue is shown in italics.

On the overhead projector present the story “Chicken Pox” and give each student a copy of this.

Introduce the strategy: *I am going to teach you something that you can do that will help you to remember what you read. It is called visualizing. This is what you do. After you have read each sentence, you make a picture of it in your mind and say what the picture is.*

We will begin doing this with sentences and then with paragraphs.

The first text we will read is about Max who has chicken pox.

Let us read the first paragraph aloud. I will read it aloud first and then I will ask individual students to take turns to read it.

When the first paragraph has been read twice, read each sentence in the first paragraph again. After you have read a sentence, you (the teacher) make a picture of it in your mind and say what the picture is. Then ask individual students to visualize by making a picture of it in their minds and say what the picture is. Then ask individual students to visualize by making a picture of it in their minds and saying what the picture is. If possible record their attempts on a whiteboard.

I will read it and I want you to read it to yourself with me. Then I will try to visualize it. Then I will ask you to try. I will write down what I say and what you say.

Sentence read	Teacher visualizes	Students visualizes
This text is about Max who has chicken pox	In my mind I see a boy called Max who has spots	
The other day when Max woke up he had lots of spots on his tummy.	In my mind I see Max in bed with red spots on his tummy	
The doctor gave Max a pill to fix his chicken pox.	In my mind I see Max sitting with the doctor. The doctor is handing him a white box with a red pill in it.	

Teacher reviews the action (This ensures that the behaviour is stored in memory to be transferred and will occur in each future session):

Let us look at what we did here. We read each sentence and then made a picture of it. See how it helped you to understand what the text said.

Do you have any questions? (If “Yes”, a teacher gives the answers).

Repeat this for the rest of the paragraphs, sentence by sentence. The teacher models the visualizing first and children then take turns. Remind them regularly of what they are doing.

What do you tell yourself to do when visualizing.

Once the text has been visualized as a group interactive activity, students in small groups/individually attempt writing and drawing their own mental pictures of each sentence.

Correct the students' responses.

After students have visualized several of the paragraphs: *Now let's discuss what steps you used to visualize.* Several students say the processes they used to arrive at their mental picture.

Tell me what you know about visualizing and what steps you should follow to visualize a text. (This ensures that the behaviour is stored in memory to be transferred and will occur in each future session)

Have students write down what they do when they visualize, as follows:

1. The first step in visualizing is to read a sentence.
2. The second step is to make a picture of what it says.
3. The third step is to say the picture you have made.

* In each session students are also encouraged to describe their visualizations using their five senses, not just through their visual sense.

Session 2

During this session, the students again apply the visualizing strategy sentence by sentence. The students review the steps involved in producing visualizing and the teacher gives additional practice in visualizing single sentences first interactively and then in pairs. The teacher actively monitors the students' work, giving appropriate feedback

both individually and through class discussion. Pupils transfer the strategy to new texts by being shown a text and saying what they will do.

Teacher reviews what students remember about visualizing from the Session 1.

- *What do you do when you visualize a sentence?*
- *How does visualizing help you?*

Have students again visualize some of the sentences in “Chicken Pox”. Introduce them to the text “Catching a Butterfly” Discuss its topic and repeat the set of teaching procedures used for Session 1. Regularly remind students of the nature of the task and have them review the action.

Session 3

The teacher introduces the R.I.D.E.R strategy. On the overhead the cue card is shown and the teacher explains how to apply this visualizing strategy in order to understand while we read. The teacher will now prompt students for the R.I.D.E.R strategy in all future sessions. **(This ensures that the behaviour is stored in memory to be transferred)**. Each student is given their own copy of the R.I.D.E.R cue card.

On the last two sessions we were practicing visualizing sentence by sentence. Now we are going to read two sentences at a time and then visualize them.

Let's revise what actions we do when we visualize. Students say what they do - R.I.D.E.R.

Introduce them to the text “A Race in the Snow” Discuss its title.

Repeat the set of teaching procedures used for Session 1. Regularly remind students of the nature of the task and have them review the R.I.D.E.R action.

When you have finished it as an interactive activity, have students in individually write and draw their own mental pictures of it.

Have them discuss how visualizing helps them to comprehend what they read.

Session 4

Teacher reviews what students remember about using R.I.D.E.R.

- *What do you do when you visualize two sentences at a time?*
- *How does visualizing help you?*

Have students again visualize some of the pairs of sentences in “A Race in the Snow”

Introduce them to the text “Brad’s Farm”, discuss its title and repeat the set of teaching procedures used for session 3. Regularly remind students of the nature of the task and have them review the action.

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Session Brief 5-9

Session number	Student activity
5	<ul style="list-style-type: none">• Review R.I.D.E.R strategy• Read aloud each paragraph.• Visualize sentence by sentence in whole group activity.• In pairs the students visualize each sentence and describe their image.• Students complete a self efficacy scale with reference to “visualizing” when reading Each student writes their visualization.
6	<ul style="list-style-type: none">• Review R.I.D.E.R strategy• Read aloud each paragraph.• Visualize sentence by sentence in whole group activity.• In pairs the students visualize each sentence and describe their image. Each student writes their visualization.
7	<ul style="list-style-type: none">• Review R.I.D.E.R strategy• Read <u>silently</u> each paragraph.• Visualize each paragraph and describe their images in whole group activity.• In pairs they visualize each sentence and describe their image. Each student writes their visualization.
8	<ul style="list-style-type: none">• Read <u>silently</u> each paragraph.• Visualize each paragraph and describe their images in whole group activity.• Each student visualizes each sentence and describes their image. Each student writes their visualization.
9	<ul style="list-style-type: none">• Read <u>silently</u> each paragraph.• Each student visualizes each paragraph. Each student writes their visualization.

Session 5

Recommended teacher dialogue is shown in italics.

Show on overhead and give each student a copy of “A Trip to the Dentist”.

Remind students of the R.I.D.E.R strategy: *You have been learning to do something that will help you to remember what you read. We called it visualizing. What you do is this. After you have read a sentence or a group of sentences, you make a picture of it in your mind and say what the picture is.*

So far we have been doing this with sentences. Now we will do it with paragraphs.

This text is about Mum taking Tod, and Kip to the Dentist.

Let us read the first paragraph aloud. I will read it aloud first and then I will ask individual students to take turns to read it.

Have students take turns to read aloud the first paragraph twice. Visualize sentences as a whole group activity. Then, in small groups, have students read each sentence, visualize it and describe their image. Then ask groups to read out their image of each sentence.

Teacher reviews the action: *Let us look at what we did here. We read each sentence and then made a picture of it in our minds. Then we said what our image was. See how it helped you to understand what the text said.*

Do you have any questions? (If “Yes”, a teacher gives the answers).

Repeat this for the rest of the paragraphs, one at a time.

Correct the students’ responses.

After students have visualized the paragraphs, have students identify unfamiliar words and suggest synonyms or meaningful phrases for them. Record these on the whiteboard and have students say each word and its meaningful substitutes. These may include the following:

Text word	Students suggest synonym or meaningful phrase
Gum	Chewy, bubble gum
Waiting room	A room where you wait to see the doctor/dentist
Chup-a-chup	A lollie or a lollipop

- Students will complete a short self efficacy with reference to “visualizing” when reading

Session 6

Use “A Picnic at the Dam”.

During this session, the students read aloud a paragraph, visualize sentence by sentence in the whole group activity and then each student individually writes a description of their image for each sentence. Work through each paragraph in turn. Students who are using the R.I.D.E.R strategy proficiently are encouraged to read this session story silently and complete their visualization descriptions individually.

After reading this, ask students to identify new/unfamiliar words and teach synonyms for these. List these on the white board, teach these and the synonyms and add them to the earlier list, for example

Text word	Students suggest synonym or meaningful phrase
Dam	
Rim	
Grubby	

Teacher reviews what students remember about visualizing:

- *What do you do when you visualize a sentence?*
- *How does visualizing help you?*

The target group of students and any other students who need extra support with the R.I.D.E.R strategy are then taught in a small group. The story for this lesson is revised with these students and may be tackled sentence by sentence. The remainder of the class are required to finish their descriptions of each paragraph and then read their own “readers” and use the R.I.D.E.R strategy.

Session 7

Use “The Grubby Shed”.

During this session, the students read silently the first paragraph. When they have done this at least once, students in the whole group activity makes an image of it and then describe their image.

Students who are using the R.I.D.E.R strategy proficiently are encouraged to read this session’s story silently and complete their visualization descriptions individually.

When they have finished doing the text as a whole group activity, they work in pairs to visualize each paragraph in turn, discuss their small-group image and then describe their image in writing. They work through each paragraph in turn.

After reading this section, ask students to identify new unfamiliar words and teach synonyms for these. List these on the white board, teach these and the synonyms and add them to the earlier list.

Students say what they do when they visualize a paragraph.

The target group of students and any other students who need extra support with the R.I.D.E.R strategy are then taught in a small group. The story for this lesson is revised with these students and may be tackled sentence by sentence. The remainder of the class are required to finish their descriptions of each paragraph and then read their own “readers” and use the R.I.D.E.R strategy.

Teacher reviews what students remember about visualizing:

- *What do you do when you visualize a paragraph?*
- *How does visualizing a paragraph help you?*

Session 8

Read silently each paragraph. Students visualize sentence by sentence in whole group activity and each student writes their visualization of each sentence.

Use “**The Fishing Trip**”

Ask students: What do you do to visualize a paragraph?

During this session, the students read silently the first paragraph. Once they have done this at least once, students in the whole group activity, and then individually, make an image of what it says. They describe their images and how they made them. They then continue to apply this to each of the other paragraphs.

Students who are using the R.I.D.E.R strategy proficiently are encouraged to read this session's story silently and complete their visualization descriptions individually.

When they have finished applying the visualizing strategy and describe the strategy in the group situation, each student applies it individually to each paragraph, sentence by sentence in turn. The student individually reads each paragraph, makes an image and writes it.

After reading this section, ask students to identify new unfamiliar words and teach synonyms for these. List these on the white board, teach these and the synonyms and add them to the earlier list.

The teaching group of students and any other students who need extra support with the R.I.D.E.R strategy are then taught in a small group. The story for this lesson is revised with these students and may be tackled sentence by sentence. The remainder of the class are required to finish their descriptions of each paragraph and then read their own "readers" and use the R.I.D.E.R strategy.

Teacher reviews what students remember about visualizing:

- *What do you do when you visualize a paragraph?*
- *How does visualizing a paragraph help you?*

Session 9

Use “Sid’s Cap”.

Ask students: What do you do to visualize a paragraph?

During this session, the students read silently the first paragraph. Once they have done this at least once, students individually make an image of the paragraph, sentence by sentence and then describe the image and write it down. When they have finished doing this individually for the text, the students share their images for each paragraph with the group.

Students who are using the R.I.D.E.R strategy proficiently are encouraged to read this session’s story silently and complete their visualization descriptions individually.

After reading this section, ask students to identify new unfamiliar words and teach synonyms for these. List these on the white board, teach these and the synonyms and add them to the earlier list.

The teaching group of students and any other students who need extra support with the R.I.D.E.R strategy are then taught in a small group. The story for this lesson is revised with these students and may be tackled sentence by sentence. The remainder of the class are required to finish their descriptions of each paragraph and then read their own “readers” and use the R.I.D.E.R strategy.

Teacher reviews what students remember about visualizing:

- *What do you do when you visualize a paragraph?*
- *How does visualizing a paragraph help you?*

Session 10

Use “Lizards Love Eggs”.

- Ask students: What do you do to visualize a paragraph? *How does visualizing a paragraph help you?*
- Ask students: *What does R.I.D.E.R stands for and how it helps us read?*

During this session, the students read silently the first paragraph. Once they have done this at least once, students individually make an image of the paragraph and then describe the image. When they have finished doing this individually for the text, the students share their images for each paragraph with the group.

Then students read silently the second paragraph. Once they have done this at least once, students individually make an image of the paragraph and then describe the image to them. The students then read the third and fourth paragraph and continue to make an image. Students who are using the R.I.D.E.R strategy proficiently are encouraged to read the passage silently and complete the cloze activity individually.

As a whole class the first seven missing words in the cloze activity that come with “Lizards Love Eggs” are attempted. The students then attempt the remaining missing words individually. Students are reminded to use RIDER when they reread any parts of the passage. Students are

encouraged to read their own class “readers” and use R.I.D.E.R when they have finished the cloze activity. The teaching group of students and any other students who need extra support with the R.I.D.E.R strategy are taught in a small group.

- Review with students what they have learnt about reading in the sessions they have been involved in.

Book Titles

Session	ERIK Text Title	Year level	ERIK Session
1	Chicken Pox	3/4	13-1
2	Catching a Butterfly	3/4	1-1
3	A Race in the Snow	3/4	2-1
4	Brads Farm	3/4	3-1
5	A Trip to the Dentist	3/4	12-1
6	A Picnic at the Dam	3/4	9-1
7	The Grubby Shed	3/4	8-1
8	The Fishing Trip	3/4	11-1
9	Sid's Cap	3/4	6-1
10	From the Torch Test - Lizards Love Eggs	3/4	Page 5-6