The improvement in the vocabulary and oral retell performance of Year One students due to explicit teaching of visualization strategies

TEACHING OUTLINES

Lesson 1

Focus: Introduction of the comprehension strategy of visualization/mental imagery for reading/listening - word

- Whole class
- Half hour duration
1. During this session it was explained why I was in the classroom and how I was going to be working with them over a series of lessons.
2. The children were then asked to recall their favourite story that they love to hear read to them.
3. Discussion followed of different types of stories and fairy-tales.
4. Children were then asked if they recalled a picture of that story in their mind while they were talking.
5. Teacher modelled her favourite story recall and how she could ‘see’ the front cover of the book, where the story took place and the characters of the story.
6. It was then explained that during the reading of a story it was important to keep a picture/movie of the story in your mind using the information given to you from the story.
7. Teacher then gave the children the word, ‘house’ and asked them to imagine a house in their minds. Discussion followed with a partner then whole class sharing.
8. Teacher gave another word, ‘cat’ and discussion followed again with a partner then whole class. The teacher guided the discussion this time to similarities and differences in their images.

Lesson 2

Focus: Review and then rehearsal of the comprehension strategy of visualization/mental imagery for reading/listening - sentence

- Whole class
- Half hour duration
1. Teacher revised strategy of making a picture/movie in your mind and drew discussion from the children of what they had experienced in the lesson before. Teacher explained that in that lesson the children had been asked to focus on a word.
2. Teacher now introduces a sentence “The boy fell over”. The children were then asked to discuss with their partner what they could ‘see’.
3. Whole class discussion followed with children again talking about and comparing similarities and differences in their stories.
   eg. use of words, fell/tripped/stumbled,
   what or why the boy fell over,
   where the boy ended up, at the hospital, in bed, in sickbay
Lesson 3

Focus: Review and rehearsal of the comprehension strategy of visualization/mental imagery for reading/listening – whole story/synonyms

- Target group
- 30 min duration
- PM Story “Kitty Cat and Fat Cat”

1. Revision of visualization/mental imagery strategy and retell similarities and differences.
2. Group introduced to a story, without sighting the book. Group asked to listen carefully to the story using the strategy talked about.
3. Group asked to discuss retell with a partner first, then to whole group.
4. Differences and similarities discussed and use of other words.
5. Reread of story.

Lesson 4

Focus: Using the comprehension strategy of visualization/mental imagery for reading/listening to retell a story – whole story/story structure

- Whole class
- Half hour duration

Equipment: Cue cards
PM Story “Fussy Heron”

1. Children recalled the strategy they had been using in their previous lessons.
2. Teacher introduced the class to visual prompts/cue cards for the R.I.D.E.R strategy that had been implemented so far i.e. read, imagine, discuss, evaluate, reread or read on.
3. Story introduced and orientated with the class: “What’s a heron?” “What does fussy mean?” Teacher did not indicate correct or incorrect responses; to allow children to ‘draw’ their own meanings from story.
4. Children reminded to use the strategy and keep the story in their mind as they listen, so they can retell their mental image, to a partner.
5. Retell with partners, then sharing with the whole class.
6. Discussion on above word meanings i.e. fussy, and similarities and differences i.e. which parts all partners included, which parts of the story no-one had mentioned or parts that had been altered.
7. Reread of story.
Lesson 5

Focus: Using the comprehension strategy of visualization/mental imagery for reading/listening to retell a story – sentence/paragraph paraphrasing
- Target group
- Half hour duration

Equipment: Paper & pencils
Compact Cassette recorder
Story: “Sarah and the Barking Dog”

1. Children reminded to use the strategy and keep the story in their mind as they listen, so they can retell their mental image.
2. Story read sentence by sentence with visualizing and discussion at end of each sentence, then paragraph.
3. Children given paper and pencils and asked to draw their mental image.
4. Each child individually recorded to retell the events in the story.
5. Children shared retells with group.

Lesson 6

Focus: Using the comprehension strategy of visualization/mental imagery for reading/listening to retell a story – whole story/synonyms/story structure
- Whole class
- Half hour duration

Equipment: Cue cards
Paper & pencils
Story “Fussy Heron”

1. Teacher revised visual prompts/cue cards for the R.I.D.E.R strategy that had been implemented so far, i.e. read, imagine, discuss.
2. Next two parts of strategy introduced and explained, i.e. evaluate, read on.
3. Story reintroduced to class. Children reminded to use the strategy and keep the story in their mind as they listen.
4. Story read with time to visualize on each page. Discussion of keywords on each page. e.g. fussy, old, best, tiny, spots. Children encouraged to express similar words [synonyms] for these.
5. Reread of whole story without interruption.
6. Whole class drawing their individual mental imagery – the movie makers.
7. Attention drawn to the who/where element in their retell or mental imagery – who are the characters you could/would have in your drawing?
   - where does the story take place?
Lesson 7

Focus: Using the comprehension strategy of visualization/mental imagery for reading/listening to retell a story – whole story/story structure

- Whole class
- Half hour duration

Equipment: Cue cards
Paper & pencils
Story “Kitty Cat and Fat Cat”

1. Revision of visual prompts/cue cards for the R.I.D.E.R strategy.
2. Children reminded to use this while story is being read.
3. Whole class discussion on scenes in the story and their mental images matching the text.
4. Children drawing their individual mental imagery of story – the movie makers
5. This time children encouraged to fold paper into four sections to allow for movie making to develop in scenes, as discussed.
6. Sharing time and presentation of movies with retell.

Lesson 8

Focus: Using the comprehension strategy of visualization/mental imagery for reading/listening to retell a story – identifying keywords/phrases that help create vivid mental images

- Whole class
- 30min duration

Equipment: Cue cards
Paper & pencils
PM Story “Sarah and the Barking Dog”

1. Story read sentence by sentence. Pausing at each to discuss which key words help create the best parts of their pictures.
2. Words similar to keywords discussed e.g. walked, frightened, waiting, fence, and used in retell of each sentence.
3. Story then reread and children drawing their scenes/mental images.
4. Children encouraged to fold paper into four sections to allow for movie making to develop in scenes, as discussed.
Lesson 9

Focus: Using the comprehension strategy of visualization/mental imagery for reading/listening to retell a story – identifying keywords/phrases that help create vivid mental images

- Whole class
- 30min duration

Equipment: Cue cards
- PM Story “Fussy Heron”

1. Story read sentence by sentence. Pausing at each to discuss which key words help create the best parts of their pictures.
2. Words similar to keywords discussed and used in retell of each sentence.
3. Story then reread and children drawing their scenes/mental images.
4. Children individually retelling the story to the whole class, referring to their scenes drawn as prompts.

Lesson 10

Focus: To assess if using the R.I.D.E.R strategy, and prior discussion of keywords and synonyms, changes the children’s retell of a story

- Target group
- 30min duration

Equipment: Cue cards
- PM Story “Sarah and the Barking Dog”
- Compact Cassette Recorder

1. Story reread with no discussion during or after.
2. Children drawing their scenes/mental images.
3. Children individually recorded retelling the story.
R.I.D.E.R Cue Cards

READ
OR
LISTEN
MAKE A PICTURE
TALK ABOUT THE PICTURE
THINK
SOME
MORE
READ
ON