Explicit teaching of visualising to a whole class of Prep students will improve listening comprehension and oral retell.

TEACHING UNIT

Session 1
(30 – 35 minutes)
Students are to sit in a circle on the floor.
Teacher asks the students “What do you think of when I say balloon?”, “Where have you seen one?”
Students discuss their opinions.
Teacher shows the students an inflated balloon. Two inflated balloons are passed around the circle so that the students can touch & feel a balloon.
Teacher puts the balloons away and asks the students to do the following:
Close your eyes and make a picture of a balloon in your mind. What does it look like? What colour is it?
What shape is it? What does it feel like? What is it doing? “What sort of place is it in? While you’re thinking, make a movie or a picture of the balloon in your mind. Now keep the movie or picture in your mind and open your eyes.
Students take turns to share what they saw.
Ask students which scenario is more interesting and easier to remember: when we just talk about a balloon or when we make a picture or a movie of it in our minds?
Teacher introduces the term visualisation to the students.
“Does anyone look at the pictures when we are reading or listening to a story? We get lots of clues about the words and the story from the pictures. The pictures help us understand what the story is saying. It helps us to enjoy the story.
Some books don’t have any pictures. If I read you a story without any pictures which would be better: just listening to the story or making your own pictures or movie to go with the story?”
Discuss.
When we listen to a word, a sentence or a story and we make a picture or a movie in our minds, we call that visualising. Teacher puts up on the board a picture of a child imagining an image (Appendix B).

Reflection
What did you learn today?
What did you do well?
What can you do better next time?

Session 2
(15 – 20 minutes)
Students recall what they remember about the balloon from the previous lesson.
What does the movie or picture in your mind look like now?
What helps us make movies or pictures?
Discuss
Thinking about what does it looks like, feels like, what is it doing, what does it sound like helps us make better movies or pictures in our mind.
Explain mystery box activity.
(Mystery box contains a soft ball)
Put your hand into the mystery box and try to imagine what might be inside.
No peeking
Think about:
What does it feel like, what does it sound like?
Make a picture of it in your mind.
Draw a picture of what you think it is.
Discuss what it might be.
Reveal the mystery item.
Reflection
What did you do well?
What can you do better next time?

Place another item in the mystery box.
(Mystery box contains a metal spoon)
Follow the same procedure as before.
Reflection
What did you learn today?
What did you do well?
What can you do better next time?

Session 3
(15 – 20 minutes)
Students to recall reflections of the previous lesson.
Teacher selects 4 students.
They sit in a circle & play the game “I went to the playground and I saw…”
Teacher to model and scaffold.
Students go around the circle, each one remembering what the previous students saw and adding their own item to the list.
Eg. Student 1: I went to the playground and I saw a boy
Student 2: I went to the playground and I saw a boy playing with a blue ball
Student 3: I went to the playground and I saw a boy playing with a blue ball and a girl on the slide

Ask the students what helped them remember
Discuss and help students realise that visualising helps us remember and recall information.

Introduce the Listen, Imagine, Talk cue cards (Appendix B).
Break class into groups of 4 or 5 students.
Teacher to model and scaffold.
I went to the shops with…
Students take turns to add to the story remembering to visualise at each stage of the story.
Teacher to rove and listening to students’ contributions.
Reflection
What did you learn today?
What did you do well?
What can you do better next time?

Session 4
(15 – 20 minutes)
Recap previous lesson.
What is something you will try to do this time to help you visualise?
Remind students to use the cue cards to remember to Listen, Imagine and Talk.
Break class up into groups of 4 or 5 students.
Teacher to scaffold.
Teacher reads out a story starter to the whole class.
My friend and I…
Students take turns to add to the story remembering to visualise at each stage of the story.
Teacher to rove listening to students’ contributions.
Students reflect on what they did well and what they can do better next time.
Follow same procedure as before
On the holidays…
Students take turns to add to the story remembering to visualise each stage of the
Reflection
What did you learn today?
What did you do well?
What can you do better next time?

**Session 5**
(15 – 20 minutes)
Recap previous lesson.
What is something you will try to do this time to help you visualise better?
What can we do to help make a movie in our imagination?
Explain new task.
You have to listen to what I say and make a movie of it in your mind.
Think about
What does it look like?
What does it sound like?
What does it smell like?
What does it feel like?

A boy and girl skipped along the footpath and they saw some beautiful butterflies.
Students take turns sharing their movie with the class.
Reflection
What did you learn today?
What did you do well?
What can you do better next time?

**Session 6**
(15 – 20 minutes)
Follow same format as lesson 5
The children were so excited to see the kangaroo they yelled out to their friends to come and look.
Students take turns sharing their movie with the class.
Students reflect on what they did well and what they can do better next time.
Reflection
What did you learn today?
What did you do well?
What can you do better next time?

**Session 7**
(15 – 20 minutes)
Review strategies that helped make good movies in our minds.
Discuss unfamiliar vocabulary and draw on prior knowledge.
Read Nursery Rhyme **Humpty Dumpty**
Students take turns sharing their movie with the class.
Students reflect on what they did well and what they can do better next time.
Reflection
What did you learn today?
What did you do well?
What can you do better next time?
Session 8
(15 – 20 minutes)
Review strategies that helped make good movies in our minds.
Discuss unfamiliar vocabulary and draw on prior knowledge.
Read Nursery Rhyme Jack and Jill
Students take turns sharing their movie with the class.
Students reflect on what they did well and what they can do better next time.
Reflection
What did you learn today?
What did you do well?
What can you do better next time?

Session 9
(30 – 35 minutes)
Review strategies that helped make good movies in our minds.
Discuss unfamiliar vocabulary and draw on prior knowledge.
Look at the front cover of “The Blue Balloon”. Take the book away.
Make a movie or picture in your mind:
What did you see?
Who was in the picture?
What colour was the balloon?
What was the boy doing?
What do you think the picture will look like in a little while?
Read the story without showing the students the pictures.
Ask students to make a movie in their minds as the teacher reads the story.
Stop at various points and & question.
Share movies with class.
Reflection
What did you learn today?
What did you do well?
What can you do better next time?

Session 10
(30 – 35 minutes)
Review strategies that helped make good movies in our minds.
Discuss unfamiliar vocabulary and draw on prior knowledge.
Look at the front cover of “Hattie and the Fox”. Take the book away.
Make a movie or picture in your mind:
What did you see?
Who was in the picture?
Where could the story be happening?
What do you think the picture will look like in a little while?
Read the story without showing the students the pictures.
Ask students to make a movie in their minds as the teacher reads the story.
Stop at various points & question.
Share movie with class.
Reflection
What did you learn today?
What did you do well?
What can you do better next time?
CUE CARDS

1. Listen
2. Imagine
3 Talk