Explicitly teaching visualisation strategies to Year Six students in a whole class environment will improve their reading comprehension.

Lesson Plans: A series of ten lessons

<table>
<thead>
<tr>
<th>Session: One</th>
<th>Year Level: 6</th>
<th>Format: Whole Class</th>
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</thead>
<tbody>
<tr>
<td>Duration:</td>
<td>30 minutes</td>
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</table>
| Text:        | The Complete Adventures of Charlie and Mr Willy Wonka  Roald Dahl  
               Fry's readability Year 4 |
| Materials:   | Text, Smart board, Student Journals, student literacy book |
| Goal:        | To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read.  
               To introduce the concept of visualisation.  
               Model visualisation to class. |
| Teaching Strategy: | Teacher Modelling: The teacher models the visualization strategy. |

**Before Reading**
Introduction: “I am going to teach you something that you can do that will help you to remember what you read. It is called visualising. 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 then pairs of sentences and then with paragraphs.” John Munro 2006
Explain that the purpose of this session is to focus on introducing visualisation.

**While Reading**
“I am going to use a book that you all know really well. This will help you because you know what the story is about, you know the setting and so. This helps because you can easily create a image in your mind. But I want you to listen so that see the detail”
Teacher reads aloud a paragraph (modelling) from The Complete Adventures of Charlie and Mr Willy Wonka

Students read aloud the same paragraph, sentences by sentence from the Smart board.

Ask students to make a picture in their minds about what was have read. “Close your eyes what do you see when I read this to you?”
Teacher and student share what was visualised and describe each sentence.
Teacher: “When I read this sentence I see…”

*With the first two sentences ask the students to draw an image. This caters for those students who are visual learners, it allows them to express their idea in their preferred learning style.*

In pairs students visualise and describe each sentence. “I want you to
tell your partner what you see when you hear that sentence. The person listening needs to check if their partner image matches the text.

In pairs check what the other student is describing and make corrections if needed.

| **After Reading** | Verbally review what happened in the session. What were the challenges? What did you find easy to do? What have you learnt? How did you feel about what we did Reflective Journal. Questions to answer: What do you understand by the term visualizing? What did you do while we were doing those sentences? |
| **Follow up** | Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities. |
**Session:** Two  |  **Year Level:** 6  |  **Format:** Whole Class  
**Duration**  |  30 minutes  
**Text**  |  The Complete Adventures of Charlie and Mr Willy Wonka. Roald Dahl  
|  Fry’s Readability Year 4  
**Materials**  |  Text, Smart board, Student Journals  
**Goal**  |  To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read. 
|  Introduce the acronym R.I.D.E.R.  
|  Model visualisation to class.  
**Teaching Strategy**  |  Teacher Modelling /Guided Practice  
|  The teacher models the visualisation strategy.  
|  Teacher supports students through scaffolding their attempts.  
**Before Reading**  |  Revise what is visualisation?  
|  Review what was done in the previous session and develop the RIDER acronym. Through discussing with students identify what were the different activities completed in the previous lesson and the order in which we completed them.  
|  Read. Imagine. Describe. Evaluate and Read On/ Repeat the process.  
|  Explain that this acronym which will help them to remember what we need to do when we are reading. R.I.D.E.R.  
|  Display the acronym with student devised explanation on the Smartboard and insert the text beside it.  
**While Reading**  |  Teacher read aloud each paragraph. This is followed by the students reading the text.  
|  Teacher / students visualise and describe each sentence. This is lead by the teacher the first few sentences are lead by the teacher followed by the students adding input into what they visualise and describing it to the group.  
|  “What do you see in your mind when you read this?”  
|  “What do you think influences what you see?”  
|  “You have seen this movie does that influence what you see?”  
|  In pairs visualise and describe the image of the remainder of the sentences.  
**After Reading**  |  Verbally review what happened in the session.  
|  What were the challenges? What did you find easy to do?  
|  What have you learnt? How did you feel about what we did Review and articulate meaning of the RIDER acronym.  
|  Journal: what do you know now that you did not previously?  
**Follow up**  |  Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities.
Session: Three  |  Year Level: 6  |  Format: Whole Class
---|---|---
Duration:  | 30 minutes  |  
Text:  | The Complete Adventures of Charlie and Mr Willy Wonka  Roald Dahl  
Frys readability Year 4  |  
Materials:  | Text, Smart board, Student Journals  |  
Goal:  | To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read.  
**Model visualisation to class.**  
**Provide scaffolding of questions to ask while reading to enhance visualisation.**  
Revise the meaning and steps in R.I.D.E.R.  |  
Teaching Strategy  | Teacher Modelling /Guided Practice  
The teacher models the visualisation strategy.  
Teacher supports students through scaffolding their attempts.  
Use prompt questions. Such as  
Who is being talked about in this sentence?  
What is the setting?  |  
Before Reading  | Revise what is visualisation  
What are the steps outlined the R.I.D.E.R. acronym  |  
While Reading  | Teacher reads the first paragraph  
Students read aloud each paragraph.  
Teacher models visualising the first pair of sentences, describing what image the teacher sees.  
Students, within the class group visualize and describe pairs of sentences.  
In pairs visualize pairs of sentences and describe their image checking with each other that their description matches the pair of sentences.  
Repeat the process with several paragraphs.  |  
After Reading  | Verbally review what happened in the session.  
What were the challenges? What did you find easy to do?  
What have you learnt? How did you feel about what we did?  
Review and articulate meaning of the RIDER acronym.  
Journal: what do you know now that you did not previously?  
What did you find a challenge?  |  
Follow up  | Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities.  |  
Session: Four | Year Level: 6 | Format: Whole Class
---|---|---
Duration: | 30 minutes | 
Text: | Simple Machines
http://www.tooter4kids.com/simple_machines/introduction.htm
Smog Readability Year 7 *** this is graded at two years above the level which is readable. | 
Materials: | Text, Smart board, Student Journals | 
Goal: | To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read. To teach the strategies to use when visualising non-fiction texts
Revise the meaning and steps in R.I.D.E.R. | 
Teaching Strategy | Collaborative Practice | 
Before Reading | Discuss the topic of the non-fiction text- machines
Identify some of the words that may appear in the text.
Make a list of words on the board.
Check that the students know what the words mean.
Revise what is visualisation. | 
While Reading | Students read aloud a paragraph.
Ask individual student to read aloud the first pair of sentences.
Students visualise and describe pairs of sentences sharing with the class what they see in their mind as they read/ listen to the pairs of sentences.
In pairs visualise pairs of sentences and describe their images. When sharing what is seen in their head, other student checks to ensure that the image matches that in the pairs of sentences.
Repeat the process with several paragraphs. | 
After Reading | Verbally review what happened in the session.
What were the challenges? What did you find easy to do?
What have you learnt? How did you feel about what we did?
Review and articulate meaning of the RIDER acronym.
Journal: what do you know now that you did not previously?
How differently did you read and visualise a non-fiction text from a fictional text. | 
Follow up | Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities. | 

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<thead>
<tr>
<th><strong>Session:</strong> Five</th>
<th><strong>Year Level:</strong> 6</th>
<th><strong>Format:</strong> Whole Class</th>
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<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>30 minutes</td>
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<tr>
<td><strong>Text:</strong></td>
<td>Falling Leaves Adeline Yen Mah&lt;br&gt;Fry’s Readability Year 6</td>
<td></td>
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<tr>
<td><strong>Materials:</strong></td>
<td>Text, Smart board, Student Journals</td>
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</tbody>
</table>
| **Goal:**         | To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read.  
To extend the use of the visualisation strategy to be used with a complete paragraph.  
Revise the meaning and steps in R.I.D.E.R. |

**Teaching Strategy**
Guided Practice/Collaborative Practice

**Before Reading**
Ask who has read the book. What is the story about? Where / when is it set  
Discuss the need to develop the strategy to extend it to reading paragraphs.  
“When we read a paragraph we need to build the images in our mind for each sentence and have it flow like a short movie.”  
“Make sure you connect the sentences.”  
“Looking at the strategy what would you do if one part doesn’t make sense?”

**While Reading**
Students read aloud each paragraph.  
Teacher/ students visualize and describe each paragraph in whole group activity. This would be done in a collaborative way. Checking each response to ensure that it  
In pairs, visualize paragraphs and describe their image.

**After Reading**
Verbally review what happened in the session.  
What were the challenges? What did you find easy to do?  
What have you learnt? How did you feel about what we did?  
Journal: What do you know now that you did not previously?  
What did you find easy to do in this session?

**Follow up**
Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities.
Session: Six  |  Year Level: 6  |  Format: Whole Class
---|---|---
Duration:  |  30 minutes  |  
Text:  |  Falling Leaves Adeline Yen Mah  
       |  Fry’s Readability Year 6  |  
Materials:  |  Text, Smart board, Student Journals  |  
Goal:  |  To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read.  
       |  To extend the independence of readers to apply the strategy of visualisation.  |  
Teaching Strategy  |  Collaborative Practice/ Independent Practice  
       |  Students read the text and students work with others to visualise and describe their images.  |  
Before Reading  |  Reflect on what the reader has to visualise what you are reading  
       |  Explain that the students will be visualising without teacher support.  |  
While Reading  |  Students read aloud each paragraph  
       |  Student visualize sentence by sentence in whole group activity  
       |  Each student individually visualises sentence by sentence and describes their image  |  
After Reading  |  Verbally review what happened in the session.  
       |  What were the challenges? What did you find easy to do?  
       |  What have you learnt? How did you feel about what we did?  
       |  Journal: what do you know now that you did not previously?  
       |  How easy was it to find the right words to describe what you saw as you read?  |  
Follow up  |  Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities.  |  
### Session: Seven  
**Year Level:** 6  
**Format:** Whole Class

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<tbody>
<tr>
<td><strong>Materials:</strong></td>
<td>Text, Smart board, Student Journals</td>
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</table>
| **Goal:**     | To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read.  
**To extend the independence of readers to apply the strategy of visualisation using non-fiction texts.** |

### Teaching Strategy
- **Collaborative Practice**
  - Students read the text independently and students work with others to visualise and describe their images.

### Before Reading
- Discuss the topic of the non-fiction text- inventions
- Identify some of the words that may appear in the text.
- Make a list of words on the board.
- Check that the students know what the words mean.
- Revise what is visualisation.

### While Reading
- Students read silently each paragraph
- Students visualise each paragraph and describe their images in the whole group activity
- In pairs visualise each paragraph and describe their images

### After Reading
- Verbally review what happened in the session.
- What were the challenges? What did you find easy to do?
- What have you learnt? How did you feel about what we did?
- Journal: what do you know now that you did not previously?
- How difficult was it for you to read this paragraph on your own and try to visualise as you were reading?

### Follow up
- Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities.
### Session: Eight | Year Level: 6 | Format: Whole Class

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<tr>
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<tr>
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<tr>
<td>Goal:</td>
<td>To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read.</td>
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</tbody>
</table>
| Teaching Strategy | Collaborative Practice/ independent practice  
Students read the text independently and students work with others to visualise and describe their images. |

#### Before Reading
- Ask who has read the book.  
- What is the story about? Where / when is it set  
- Looking at the cover make some predictions. Discuss other books that are around the same theme.

#### While Reading
- Read silently each paragraph  
- Students visualize each paragraph and describe their images in the whole class activity  
- Each student individually visualizes each paragraph and then describe the image to a partner

#### After Reading
- Verbally review what happened in the session.  
- What were the challenges? What did you find easy to do?  
- What have you learnt? How did you feel about what we did?  
- Journal: what do you know now that you did not previously?  
- How you change your reading?

#### Follow up
- Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities.
<table>
<thead>
<tr>
<th>Session:</th>
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<td>Goal:</td>
<td>To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read.</td>
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<td></td>
<td></td>
<td>For students to practice the visualisation strategy independently reading fictional text.</td>
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<td></td>
<td>Student write their ‘imagines’.</td>
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<tr>
<td>Teaching Strategy</td>
<td>Independent Practice</td>
<td>Students read the text independently and visualise the paragraph and individually write their ‘visualisation’.</td>
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<tr>
<td>Before Reading</td>
<td>Revise the aspects of visualisation. “What do you expect you will be reading about?” “What are some of the words you might expect you will read?”</td>
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<tr>
<td>While Reading</td>
<td>Read silently each paragraph Each student visualizes each paragraph Each student individually writes their ‘visualize’ of each paragraph</td>
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<td>After Reading</td>
<td>Verbally review what happened in the session. What were the challenges? What did you find easy to do? What have you learnt? How did you feel about what we did?</td>
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<td>Session: Ten</td>
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Texts used in the lessons

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<tr>
<th>Book</th>
<th>Author</th>
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<tbody>
<tr>
<td>Falling Leaves</td>
<td>Adeline Yen Mah</td>
</tr>
<tr>
<td>Shauzia</td>
<td>Deborah Ellis (2003). Allen &amp; Unwin NSW</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Simple Machines Website</td>
<td><a href="http://www.tooter4kids.com/simple_machines/introduction.htm">http://www.tooter4kids.com/simple_machines/introduction.htm</a></td>
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STAR strategies

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<th>Finding the main idea</th>
<th>Recalling facts and details</th>
<th>Understanding sequence</th>
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<tbody>
<tr>
<td>Recognising cause and effect</td>
<td>Comparing and contrasting</td>
<td>Making Predictions</td>
</tr>
<tr>
<td>Finding word meaning in context</td>
<td>Drawing conclusions and making inferences</td>
<td>Distinguishing fact from opinion</td>
</tr>
<tr>
<td>Identifying author’s purpose</td>
<td>Interpreting figurative language</td>
<td>Summarising</td>
</tr>
</tbody>
</table>

Taken from: Strategies to Achieve Reading Success (2006)
Hawker Brownlow Education, Heatherton, Australia.
### Readability of texts used in lessons

#### Fry’s Readability

<table>
<thead>
<tr>
<th>Book</th>
<th>Author</th>
<th>Fry’s Readability</th>
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<tbody>
<tr>
<td>Falling Leaves</td>
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<td>Year 6</td>
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<tr>
<td>Shauzia</td>
<td>Deborah Ellis 2003 Allen &amp; Unwin NSW</td>
<td>Year 6</td>
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#### Smog Readability for non-fiction texts

<table>
<thead>
<tr>
<th>Book</th>
<th>Author</th>
<th>Smog Readability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wild Technology The amazing natural origins of human inventions</td>
<td>Phil Gates (1995 Kingfisher Publication London</td>
<td>Year 8</td>
</tr>
</tbody>
</table>
Appendix 8

Screen print of the Smartboard. An example of text sitting beside the R.I.D.E.R. acronym

The Elevator stopped. The doors slid open. And there was the Chocolate room and the chocolate river and the Oompa-Loompas and in the middle of it all the great bed belong to the old grandparents. “Charlie!” said Grandpa Joe, rushing forward. “Thank heavens you’re back!” Charlie hugged him. Then he hugged his mother and his father. “Is she here?” he said. Grandma Georgina?”

Nobody answered. Nobody did anything except Grandpa Joe, who pointed to the bed. He pointed but he didn’t look where he was pointing. None of them looked at the bed except Charlie. He walked past them all to get a better view, and he saw at one end the two babies, Grandma Josephine and Grandpa George, both tucked in and sleeping peacefully. At the other end…

Don’t be alarmed,” said Mr Wonka, running up an placing a hand on Charlie’s arm. “She’s bound to be just a tiny bit over plussed. I warned you about that.”

“What have you done to her?” cried Mrs Bucket. “My poor old mother!”

Proped against the pillows at the other end of the bed was the most extraordinary-looking thing Charlie had ever seen! Was it some ancient fossil? It couldn’t be that because it was moving slightly! And now it was making sounds! Croaking sounds - the kind of sounds a very old frog might make if it knew a few words. “Well, well, well,” it croaked, “If it isn’t dear
Appendix 9

Book marks

**R** Read

**I** Image

**D** Describe

**E** Evaluate

**R** Repeat

Examples of the bookmakers made by the students in the intervention group.
Blank Visualisation Journal

Visualisation Journal

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Date:

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