Explicit teaching of visualising using the R.I.D.E.R. strategy to Grade 2 students will improve reading comprehension.

**LESSON PLANS**

**Lesson One**

Duration: 30 min

Text: ‘Mr Brown’s Magnificent Apple Tree’ Yvonne Winer.


**Before Reading:**

The students are told that are going to learn a new strategy that will help them to remember and understand what they read. They are told that this new strategy is called visualizing. They are told that to visualize they are going to use R.I.D.E.R. strategy.


1. **Read** Read a sentence or paragraph
2. **Image** Make a picture or movie in your mind
3. **Describe** Describe what you see in words
4. **Evaluate** Check that you have all the information and it is accurate
5. **Repeat** Read on and repeat steps 1234

Introduce text ‘Mr Brown’s Magnificent Apple Tree’. Use the title of the text and illustration to orient the children’s prior knowledge about this topic. “What do you know about apples?”

**While Reading:**

Page 14 of the text, ‘Mr Brown’s Magnificent Apple Tree’ is used as a visual image. No text is read to the students this stage.

Teacher explicitly models how to use R.I.D.E.R strategy. Students watch as teacher verbalizes each step. “When I close my eyes I can see...” The visual image is removed. The teacher then illustrates image on poster paper. The teacher explains image by describing the elements in the image. “I can see...” The picture of the text is then brought back for the teacher to evaluate. Items that are present, omitted or incorrect are highlighted. “I have included... but I have left out...” Any information that is left off is now included.

The students are given an opportunity to visualize the same picture. They are asked to look carefully at it and then close their eyes their eyes to try and make a visual image in their minds. Students are then given paper to draw their image. They are told that the quality of their drawing is not important but rather the ideas contained. The picture is then removed.
and the students are asked to draw their image. Students are then given the opportunity to describe their drawing. The image is then returned and viewed once again. Any information that is incorrect is omitted is tended to.

After Reading:

At the end of the lesson the students review their new knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.

Lesson Two

Duration: 30 min

Text: ‘Authur’ Amanda Graham


Before Reading:

Review R.I.D.E.R strategy with children. Teacher explains each part of the acronym. Refer to prompt chart.

1.Read Read a sentence or paragraph
2.Image Make a picture or movie in your mind
3.Describe Describe what you see in words
4.Evaluate Check that you have all the information and it is accurate
5.Repeat Read on and repeat steps 1234

Introduce text ‘Authur’. Use the title of the text and illustration on front cover to orient the student’s prior knowledge about this topic. “What do you know about dogs?”

While Reading:

Teacher reads text on page 1. Teacher will model R.I.D.E.R strategy to students. Teacher thinks out loud to provide scaffolding for students. Teacher links each letter of the R.I.D.E.R acronym with relevant actions. “Image. I am making a picture in my mind... I can see...” Teacher draws image on poster paper and describes image. “In my picture Authur is...” Teacher evaluates image by checking information is accurate. “Have I left anything out?”

Teacher rereads text on page 1 and students are given opportunity to visualize using RIDER steps. The practice each step as modelled by teacher. Students will complete pictures on story map paper.

Repeat above for page 2 and 3 of text.

After Reading:

Students take turns to spontaneously retell text what has happened in the story so far.

At the end of the lesson the students review their new knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.
Lesson Three

Duration: 30 min

Text: ‘Authur’ Amanda Graham

Materials: Enlarge copy of R.I.D.E.R prompt chart and cue cards (E.R.I.K), story map paper, pencils, white-board

Before Reading:


1. Read  Read a sentence or paragraph
2. Image Make a picture or movie in your mind
3. Describe Describe what you see in words
4. Evaluate Check that you have all the information and it is accurate
5. Repeat Read on and repeat steps 1234

Story maps from previous lesson will be handed back to each student. Teacher will paraphrase what has happened in the story ‘Authur’ so far.

While Reading:

Teacher reads text on page 4 and 5. Teacher will model R.I.D.E.R strategy for students. Teacher thinks out loud to provide scaffolding for students. Teacher links each letter of the R.I.D.E.R acronym with relevant actions. “Image. I am making a picture in my mind... I can see...” Teacher draws image on poster paper and describes image. Teacher evaluates image by checking information is accurate.

Teacher reads text on page 4 and students are given opportunity to visualize using RIDER steps. Students are asked to refer to cue cards. Students will complete pictures on story map paper.

Repeat above for pages 6 to 8 of text.

After Reading:

With a partner, students take turns to spontaneously retell text what has happened in the story so far.

At the end of the lesson the students review their new knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.
Lesson Four

Duration: 30 min

Text: ‘Authur’ Amanda Graham

Materials: R.I.D.E.R cue cards (E.R.I.K), story map paper, pencils, white-board

Before Reading:

Review R.I.D.E.R strategy. Students are given a letter and asked to explain in their own words what each letter stands for. If students forget they are able to refer to their RIDER cue card.

1. R  Read a sentence or paragraph
2. I  Make a picture or movie in your mind
3. D  Describe what you see in words
4. E  Check that you have all the information and it is accurate
5. R  Read on and repeat steps 1234

Story maps from previous lesson will be handed back to each student. Students will attempt to paraphrase what has happened in the story ‘Authur’ so far.

While Reading:

Teacher and students reads text on page 9 and 10 together. Teacher and students practice R.I.D.E.R strategy together.

Students read text on page 9 and 10. Students are given opportunity to visualize using R.I.D.E.R steps. Students are asked to refer to cue cards. Students will complete pictures on story sequence map.

Repeat above to complete book.

After Reading:

With a partner, students take turns to spontaneously retell the text so far

At the end of the lesson the students review their knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.
Lesson Five

Duration: 30 min

Text: ‘Authur’ Amanda Graham

Materials: R.I.D.E.R cue cards (E.R.I.K), story map paper, pencils, white-board

Before Reading:

Review R.I.D.E.R strategy. With a partner, students quiz each other on the RIDER acronym. They are asked to explain in their own words what each letter stands for. If students forget they are able to refer to their R.I.D.E.R cue card.

1.R Read a sentence or paragraph
2.I Make a picture or movie in your mind
3.D Describe what you see in words
4.E Check that you have all the information and it is accurate
5.R Read on and repeat steps 1234

Story maps from previous lesson will be handed back to each student. Students will attempt to paraphrase what has happened in the story ‘Authur’ so far to a partner.

While: Reading:

Students read text on page11 and 12. Students are given opportunity to visualize using R.I.D.E.R steps. Students are asked to refer to cue cards. Students will complete pictures on story sequence map.

Repeat above to complete book.

After Reading:

With a partner, students take turns to spontaneously retell the text from start to finish.

At the end of the lesson the students review their knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.
Lesson Six
Duration: 30 min
Text: ‘Brad’s Farm’ (E.R.I.K program)
Materials: R.I.D.E.R cue cards (E.R.I.K), white-board

**Before Reading:**
Review R.I.D.E.R strategy. Students are given a letter and asked to explain in their own words what each letter stands for. If students forget they are able to refer to their R.I.D.E.R cue card.

1.R  Read a sentence or paragraph
2.I  Make a picture or movie in your mind
3.D  Describe what you see in words
4.E  Check that you have all the information and it is accurate
5.R  Read on and repeat steps 1234

Introduce text ‘Brad’s Farm’. Use title of text and illustration to orientate the student’s prior knowledge about this topic.

**While Reading:**
Teacher and students read story ‘Brad’s Farm’ together. After reading each paragraph, students are given opportunity to visualize using R.I.D.E.R. Students describe image to the group. Students are asked to refer to cue cards.

**After Reading:**
With a partner, students take turns to spontaneously retell the text from start to finish.

At the end of the lesson the students review their knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.

Lesson Seven
Duration: 30 min
Text: ‘Catching Butterflies’ (E.R.I.K program)
Materials: R.I.D.E.R cue cards (E.R.I.K), white-board

**Before Reading:**
Review R.I.D.E.R strategy. Students are given a letter and asked to explain in their own words what each letter stands for. If students forget they are able to refer to their RIDER cue card.
Introduce text ‘Catching Butterflies’. Use title of text and illustration to orientate the student’s prior knowledge about this topic.

While Reading:

Students read story ‘Catching Butterflies’ together. After reading each paragraph, students are given opportunity to visualize using R.I.D.E.R. Students are asked to describe their image to the group. Students are asked to refer to cue cards.

After Reading:

With a partner, students take turns to spontaneously retell the text from start to finish.

At the end of the lesson the students review their knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.

Lesson Eight

Duration: 30 min

Text: ‘Grubby Shed’ (E.R.I.K program)

Materials: R.I.D.E.R cue cards (E.R.I.K), white-board

Before Reading:

Review R.I.D.E.R strategy. Students are asked to explain in their own words what each letter stands for. If students forget they are able to refer to their RIDER cue card.

1.R Read a sentence or paragraph
2.I Make a picture or movie in your mind
3.D Describe what you see in words
4.E Check that you have all the information and it is accurate
5.R Read on and repeat steps 1234

Introduce text ‘Grubby Shed’. Use title of text and illustration to orientate the student’s prior knowledge about this topic.

While Reading:
Students read story ‘Grubby Shed’ together. After reading each paragraph, students individually visualize each paragraph and describe image to partner. Students are asked to refer to cue cards.

After Reading:

With a partner, students take turns to spontaneously retell the text from start to finish

At the end of the lesson the students review their knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.

Lesson Nine

Duration: 30 min

Text: ‘Chicken Pox’ (E.R.I.K program)

Materials: R.I.D.E.R cue cards (E.R.I.K), white-board

Before Reading:

Review R.I.D.E.R strategy. Students are asked to explain in their own words what each letter stands for. Students work without prompt cards.

1.R Read a sentence or paragraph
2.I Make a picture or movie in your mind
3.D Describe what you see in words
4.E Check that you have all the information and it is accurate
5.R Read on and repeat steps 1234

Introduce text ‘Chicken Pox’. Use title of text and illustration to orientate the student’s prior knowledge about this topic.

While Reading:

Students read story ‘Chicken Pox’ independently. After reading each paragraph, students individually visualize each paragraph and then describe to partner.

After Reading:

With a partner, students take turns to spontaneously retell the text from start to finish

At the end of the lesson the students review their knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.
Lesson Ten

Duration: 30 min

Text: ‘Cliff’s Birthday’ (E.R.I.K program)


Before Reading:

Review R.I.D.E.R strategy. Students are given a letter and asked to explain in their own words what each letter stands for. If students forget they are able to refer to their RIDER cue card.

1.R Read a sentence or paragraph
2.I Make a picture or movie in your mind
3.D Describe what you see in words
4.E Check that you have all the information and it is accurate
5.R Read on and repeat steps 1234

Introduce text ‘Cliff’s Birthday’. Use title of text and illustration to orientate the student’s prior knowledge about this topic.

While Reading:

Students read story ‘Cliff’s Birthday’ independently. After reading each paragraph, students are given opportunity to visualize using R.I.D.E.R.

Students will write responses of each paragraph on story map paper.

After Reading:

With a partner, students take turns to spontaneously retell the text from start to finish

At the end of the lesson the students review their knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.