Explicit teaching of Visualising using the R.I.D.E.R. Strategy will improve the comprehension of a whole class of Grade 4 students.

LESSON PLANS

Lesson 1
Introduction to RIDER Strategy

Materials: RIDER prompt sheet enlarged for all to see (appendix 5), storyboard worksheet (appendix 6), *The Joke is on You! Session 24* story (copy for each child), bookmark of RIDER Strategy (appendix 4) and grey lead pencils.

Procedure:
Before the formal lessons begin the children are instructed on how to use the RIDER Strategy.

The story called *The Joke is on You!* From the ERIK kit was used.
Using the prompt card of:
R- read
I- imagine
D- describe
E- evaluate
R- Repeat steps (read on)

Each child is given a copy of the story and as the teacher reads one sentence at a time (students read along side the teacher) they make a picture in their minds. The teacher tells the students the picture in her mind and the students draw their own mental image onto their Storyboard sheet.

Once the students are finished drawing each picture the teacher will get them to discuss what they drew in an effort to get them to evaluate their image.

This process is continued until the end of the story.

- Each child is given a bookmark with the RIDER Strategy on it.

At the end of each session the students are given a chance to verbalise their learning from the lesson using various sentence starters;
Today I learned........
I now know...............that I didn’t know before.
I can use what I learned to.......
Lessons 2 & 3

Materials:
RIDER prompt sheet enlarged for all to see, storyboard worksheet, picture story book called *Magic Beach* by Alison Lester (copy of words for each child), bookmark of RIDER Strategy, and grey lead pencils.

Procedure:
Revise the RIDER Strategy.
Revise the story from the previous lesson at the beginning of lesson 3

Using the book *Magic Beach* continue the same process by reading a few sentences at a time, students making mental images in their minds, describing/drawing their images onto a storyboard sheet and evaluating their images with the whole class.

Read whole story using the same strategy.

Lessons 4 & 5

Materials:
RIDER prompt sheet enlarged for all to see, *Australians ALL! Pages 27-36 Australia Becomes a Nation*, Written and compiled by Stacey Hattensen and Robin Platt (copy of words for each child), bookmark of RIDER Strategy, Questioning prompt sheet (appendix 7).

Procedure:
Revise the RIDER Strategy.
Revise the story from the previous lesson at the beginning of lesson 5.

Using the story of *Australia Becomes a Nation*, teacher and students read each paragraph aloud.

The teacher and students then visualise /imagine a pair of sentences to the whole group.

In small groups the students visualise the sentences and describe their images, using the Questioning prompt sheet to help them with organising their thoughts.

In this small group the students then evaluate their images with each other.

Continue this process until the completion of the passage.

Lessons 6 & 7
Materials:
RIDER prompt sheet enlarged for all to see, *Australians ALL! Pages 27-36 Australia Becomes a Nation, Written and compiled by Stacey Hattensen and Robin Platt* (copy of words for each child), bookmark of RIDER Strategy, Questioning prompt sheet.

Procedure:
Revise the RIDER Strategy.
Quickly revise the story from previous lessons.

Continue using the story of *Australia Becomes a Nation*, students read each paragraph aloud.

The students then visualise /imagine a pair of sentences in the whole group.

In small groups the students visualise the sentences and describe their images, using the Questioning prompt sheet to help them with organising their thoughts.

In this small group the students then evaluate their images with each other.

Continue this process until the completion of the passage.

Lessons 8 & 9

Materials:
RIDER prompt sheet enlarged for all to see, *Harry and the Anzac Poppy* by John Lockyer (Published 1997 Reed for Kids) (copy of words for each child), bookmark of RIDER Strategy, Questioning prompt sheet.

Procedure:
Revise the RIDER Strategy.

Begin reading pages 2-8 (lesson 8) pages 10-16 (lesson 9) of *Harry and the Anzac Poppy*, students read each paragraph aloud.

Then a small number of students visualise /imagine a paragraph to the whole group.

In pairs the students visualise the paragraphs and describe their images, using the Retelling prompt sheet to help them with organising their thoughts.

In the whole group the students then evaluate their images.

Continue this process until the completion page 16.

Lesson 10

Materials:
RIDER prompt sheet enlarged for all to see, *Harry and the Anzac Poppy* by John Lockyer *(Published 1997 Reed for Kids)* (copy of words for each child), bookmark of RIDER Strategy, Questioning prompt sheet.
Procedure:
Revise the RIDER Strategy
Quickly revise the story from previous lessons

Students read each page of *Harry and the Anzac Poppy* independently.

Each child then visualises/imagines a paragraph and writes a retell of their visualisation using the RIDER strategy.

In pairs the students evaluate the sentences they have written for the visualisation of each page.

Continue this process until the completion of page 24, the final page.

Get the children to write a short reflection about the RIDER Strategy and what they have learnt by using this strategy.

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**Visualizing**

**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, then pairs of sentences and then with paragraphs. There are 9 suggested steps in the process (each step may take a few lessons / a week).
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| 1 | Teacher reads aloud a paragraph. (modeling)  
   Students read aloud the same paragraph, sentence by sentence.  
   Teacher/students visualize and describe sentence by sentence in whole group.  
   In small groups visualize each paragraph, sentence by sentence & describe their image. |
| 2 | Teacher/students read aloud each paragraph. (modeling)  
   Teacher/students visualize and describe sentence by sentence in whole group.  
   In small groups visualize each sentence and describe their image. |
| 3 | Teacher/students read aloud each paragraph. (modeling)  
   Teacher/students visualize and describe pairs of sentences in whole group.  
   In small groups visualize sentences and describe their image. |
| 4 | Students read aloud each paragraph.  
   Students visualize and describe pairs of sentences in whole group.  
   In small groups visualize pairs of sentences and describe their image. |
| 5 | Students read aloud each paragraph.  
   Teacher/students visualize and describe each paragraph in whole group activity.  
   In small groups visualize paragraph and describe their image. |
| 6 | Students read aloud each paragraph.  
   Students visualize sentence by sentence in whole group activity.  
   Each student individually visualizes sentence by sentence and describes their image. |
| 7 | Students read silently each paragraph.  
   Students visualize each paragraph and describe their images in whole group activity.  
   In small groups visualizes each paragraph and describes their image. |
| 8 | Read silently each paragraph.  
   Students visualize each paragraph and describe their images in whole group activity.  
   Each student individually visualizes each paragraph (and describes image to partner). |
| 9 | Read silently each paragraph.  
   Each student visualizes each paragraph.  
   Each student individually writes their ‘visualize’ of each paragraph. |
RIDER Bookmarks copied from Project 191

Read

Imagine

Describe

Evaluate

Read on/repeat process
1. Read

2. Image - put a picture in your mind
3. **Describe**

4. **Evaluate**
   check
5. Repeat steps 1, 2, 3, 4
From ERIK

STORY BOARD
To be used with the RIDER strategy - for students who need to draw their image.
The small boxes encourage small, consecutive pictures. Provide a lead pencil only.

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Appendix 7
Questioning Prompt sheet

Who?

What?

Where?
When?

How?

Why?