Explicitly teaching visualizing, using the RIDER Strategy, will improve the overall comprehension retell in underachieving Yr 3 students.

**LESSON PLANS**

<table>
<thead>
<tr>
<th>Lesson 1/2</th>
<th>The Old Woman that lived in a Vinegar Bottle</th>
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<tbody>
<tr>
<td><strong>Introduction of the Comprehension Strategy</strong></td>
<td>Teacher introduces and overview of the process of the 10 sessions explicitly talking about Visualising and the Rider Strategy. I am going to teach you something that you can do that will help you to remember what you read. It is called <strong>visualizing</strong>. When you have read a sentence you will make a picture in your mind and then you will tell us what the picture looks like.</td>
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<tr>
<td><strong>Visualizing Activity</strong></td>
<td>To help us practise our new visualizing strategy let’s think back to Christmas Day. This was a few months ago but I’m sure you can remember some details about that day. Think about what that day looked like, who was there, what presents you opened, what food you ate and how you felt. I’m going to tell you what my picture looks like from my memories of my Christmas day. In my mind I can see……….. Children share their images orally and then draw a picture about their image. Teacher to draw her/his image. Reinforce that even though this was a memory from a long time we are able to see the pictures in our minds and talk about them.</td>
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<tr>
<td><strong>Introduce the Rider Strategy</strong></td>
<td>Introduce the RIDER strategy using the bookmark as a cued prompt. <strong>Read</strong> – read a section of the story <strong>Imagine</strong>- make a picture in your mind of what you are reading. <strong>Describe</strong> – describe your picture in your mind <strong>Evaluate</strong>- Is this what you read about? Could this be what it looks like? Make any changes after feedback <strong>Read On</strong> – Read the next part of the story.</td>
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<tr>
<td><strong>Reading Activity</strong></td>
<td><strong>The Old Woman that lived in a Vinegar Bottle</strong> Teacher reads the first sentence. Ask the children: - Ask what do you see in your mind? - Draw your picture. - Children orally share their pictures with the group.</td>
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<tr>
<td><strong>Review/Share time</strong></td>
<td>Revise the strategy of visualizing – Remind children that when we read a sentence, we make a picture in our minds and this helps us to understand what the text is telling us. This process is called visualizing. This strategy helps us to remember what we have read. Teacher reflects about what she has learnt to the group. Students reflect and share what they have learnt to the group.</td>
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<tr>
<td>Lesson 3 and 4</td>
<td>PICKED FOR THE TEAM</td>
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| **Introduction of the Comprehension Strategy** | Today we are going to continue with using our new strategy we learnt in lesson 2.  
Teacher revises Lesson 2;  
- What did we learn in our last lesson?  
- What was the strategy called?  
- What does Rider stand for? |
| **Visualizing Activity** | To help us remember how to use our visualising strategy lets think back to last night. I would like you to draw the image in your mind. Remember to include as much detail in your picture as you can about what happened in your house last night. Say to yourself “In my mind I can see…………”  
Teacher draws her own image and shares with the group orally.  
Children share their images orally.  
Congratulate the children for remembering such amazing detail from last night. |
| **Introduce the Rider Strategy** | Revise the RIDER strategy using the bookmark as a cued prompt.  
**Read** – read a section of the story  
**Imagine** – make a picture in your mind of what you are reading.  
**Describe** – describe your picture in your mind  
**Evaluate** – Is this what you read about? Could this be what it looks like? Make any changes after feedback  
**Read On** – Read the next part of the story.  
Teacher to scaffold book mark and prompt each child.  
Ask the students where could we use this book mark in the classroom?  
Could you use the bookmark at home? |
| **Reading Activity** | Teacher reads a sentence from ‘Picked for the Team’  
Students read aloud the same sentence,  
What do you see in your mind……………  
- Student orally visualizes and shares.  
- Student draws their image.  
- Discuss synonyms  
Teacher/Students read the next two sentences:  
- Students/Teacher draw their image  
- Students/Teacher shares orally their image to the group.  
- What happened to Hannah?  
- Why did Mum go in the Ambulance with Hannah?  
Teacher/Students read the next two sentences.  
Continue with this process…………… |
| Review/Share time | Revise the strategy of visualizing – Remind children that when we read a sentence, we make a picture in our minds and this helps us to understand what the text is telling us. This process is called visualizing. This strategy helps us to remember what we have read. 

Teacher reflects about what they have learnt to the group. Students reflect and share what they have learnt to the group. Teacher/Students |
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<tr>
<th>Lesson 5/6</th>
<th>MERCURY ISLAND</th>
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<td>Revising previous lesson.</td>
<td>What did we read about in our last lesson together?</td>
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</table>
| Revise Rider Strategy and visualisation strategy | What do we call the strategy that helps us remember what we have read? 

What strategy do we use as we read? |
|---|---|
| Reading Activity | - 
- 
- Read 1st 3 sentences. 
- Ask what do you see in your mind? 
- Draw your picture 
- Talk about meanings of unknown words 
- Brainstorm synonyms 
- Read next 3 sentences. 
- Ask what do you see in your mind? 
- Draw your picture 
- Read 1st 3 sentences. 
- Ask what do you see in your mind? 
- Draw your picture Talk about meanings of unknown words 
- Brainstorm synonyms 
- Read 1st 3 sentences. 
- Ask what do you see in your mind? 
- Draw your picture 
- Talk about meanings of unknown words 
- Brainstorm synonyms 
- Ask comprehension questions randomly and ask what pictures did you see in your mind. Reinforce to go back in your mind and see if you can remember the picture in your mind. |
| Review/Share time | Share what you have learnt from the session – Teacher and students 
What did we learn today? 
What new words did you learn? 
Formulate your own comprehension question and ask your partner? |
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<th>Lesson 7/8</th>
<th>Tricks with a Kite</th>
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<td>Revising previous lesson.</td>
<td>What did we read about in our last lesson together?</td>
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| Revise Rider Strategy and visualisation strategy | What do we call the strategy that helps us remember what we have read?  
What strategy do we use as we read? |
| Reading Activity | Tricks with a Kite |
| - Read 1st 3 sentences.  
- Ask what do you see in your mind?  
- Draw your picture  
- Talk about meanings of unknown words  
- Brainstorm synonyms  
- Read next 3 sentences.  
- Ask what do you see in your mind?  
- Draw your picture  
- Read 1st 3 sentences.  
- Ask what do you see in your mind?  
- Draw your picture  
- Talk about meanings of unknown words  
- Brainstorm synonyms  
- Read 1st 3 sentences.  
- Ask what do you see in your mind?  
- Draw your picture  
- Talk about meanings of unknown words  
- Brainstorm synonyms  
- Ask comprehension questions randomly and ask what pictures did you see in your mind. Reinforce to go back in your mind and see if you can ember the picture in your mind. |
| Review/Share time | Share what you have learnt from the sessions.  
What did we learn today?  
What new words did you learn  
Formulate your own comprehension question and ask your partner. |
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<th>Lesson 9/10</th>
<th>PEOPLE LIKE US</th>
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<td><strong>Revising previous lesson.</strong></td>
<td>What did we read about in our last lesson together?</td>
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| **Revise Rider Strategy and visualisation strategy** | What do we call the strategy that helps us remember what we have read?  
What strategy do we use as we read? |
| **Reading Activity** | **PEOPLE LIKE US**  
- Read 1st 3 sentences.  
- Ask what do you see in your mind?  
- Draw your picture  
- Talk about meanings of unknown words  
- Brainstorm synonyms  
- Read next 3 sentences.  
- Ask what do you see in your mind?  
- Draw your picture  
- Read 1st 3 sentences.  
- Ask what do you see in your mind?  
- Draw your picture  
- Talk about meanings of unknown words  
- Brainstorm synonyms  
- Read 1st 3 sentences.  
- Ask what do you see in your mind?  
- Draw your picture  
- Talk about meanings of unknown words  
- Brainstorm synonyms  
- Ask comprehension questions randomly and ask what pictures did you see in your mind. Reinforce to go back in your mind and see if you can ember the picture in your mind. |
| **Review/Share time** | Share what you have learnt from the sessions today.  
What did we learn today?  
What new words did you learn  
Formulate your own comprehension question and ask your partner. |
R.I.D.E.R. BOOKMARK

READ

IMAGINE

I see a cat

DESCRIBE

EVALUATE

Do I understand what I have read?

READ ON
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