## HYPOTHESIS

**Explicit small group teaching of the RIDER (*R*ead, *I*magine, *D*escribe/*D*raw, *E*valuate, *R*ead On) strategy will improve visualization skills and the ability to comprehend text.**

## PROCEDURE

Step One: **R** Read passage to the students

Step Two: **I** Break down information into smaller parts and ask students how they might draw or imagine each piece of information within the text. A discussion was held with students about how a picture of what was read could be made in their minds. They were asked to imagine the picture and draw it ensuring they include all they can remember from the image created in their minds. The mind was referred to as a television screen where a movie of the text could be played. Eventually they would just use the image in their mind.

Step Three: **D** The students were asked to cover their drawing and describe what it was they had drawn, again ensuring that all details were included. Later they simply described what they had in their mind ensuring the skills of visualization are embedded into their working memory and it can become automatised.

Step Four: **E** Re read the information they have described together as a group. Discuss whether they have left out any relevant information. Evaluate responses and decisions together.

Step Five: **R** Continue to read on and revisit the process after each section of information has been read.

**Teaching Lessons**

**Lesson 1 Outline - Lesson 1**

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| **Before Reading** | Ask Students what they think the story is about from the front cover and why they think this. Explain to them that they are going to be learning about visualization. Ask them what they think this word might mean. |
| **During Reading** | Read aloud the story "Tom and the Sack" PM Benchmark Kit 1 Level 19 to the group. (modeling)<br>Note reading behaviours of each student. |
| **After Reading** | Ask Students to think about the story and draw a picture of what happened in the story. (Literal Comprehension)<br>Ask them to also draw a picture of what will happen next in the story. (Inferential)<br>When Students have finished their illustrations ask them to retell the story and what they have drawn.<br>Ask students comprehension questions taken from the story.<br>Discuss how they remembered parts of the story.<br>Briefly outline Lesson Two (followed directly after lesson 1) |

**Session outline – Lesson 2**

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| **Before Reading** | Recap the previous story – what was the title? What happened in the story? What happened next?<br>Give Students a copy of the new story – ask them not to open the story. Ask Students what they think the story is about from the front cover and why they think this. |
| **During Reading** | Read aloud a new story "The Roller Blade Twins" PM Benchmark Kit 1 Level 20 to the group. (modeling) Stop at the end of page 6.<br>Ask Students to draw what has happened in the story so far (Literal) |
| **After Reading** | Ask Students to think about the story and draw a picture of what happened in the story. (Literal Comprehension)<br>Ask them to also draw a picture of what will happen next in the story. (Inferential Comprehension)<br>When Students have finished their illustrations ask them to retell the story and what they have drawn.<br>Ask students comprehension questions taken from the story.<br>Reflect on what they do as readers and how they remember the story? (Individuals share their reflection)<br>Briefly outline Lesson Three |

**Session Outline - Lesson 3**

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| **Before Reading** | Reflect on previous session. Recall details of the story read.<br>Give students new book. Ask Students what they think the story is about from looking at the cover.<br><br>Read aloud the story "The Wind and the Sun" PM Benchmark Kit 1 Level 21 with the students individually stopping at the end of the second paragraph.<br><br>Describe what is happening sentence by sentence in the whole group. |
| **During Reading** | Ask Students to retell what is happening in detail. What do you think will happen next? Individually retell to the group.<br><br>Introduce **RIDER strategy. (Modeling)**<br><br>Ask students to think about what they have been doing in the past two lessons. Elicit discussion that enables them to verbalize that we have been reading and retelling the story and thinking about what will happen next as we are reading. Recap on the word introduced in lesson one, 'visualisation'. Remind them that this strategy helps us to remember what we read by making a picture of it in our minds and describing what we see.<br><br>Explain the steps of RIDER and go through the questions and process of the strategy.<br><br>**READ**<br>**IMAGINE** – Close your eyes.<br>Make a picture in your head about the story so far.<br>Think about the story again…what detail have you added to your picture?<br>**DESCRIBE** – What is the picture in your mind – retell.<br>**EVALUATE** – Listen to others retelling and recheck the text to see if you need to make adjustments to your picture. If so retell the detail added.<br>**READ ON/REPEAT** – if you are happy with the picture you now have – read on.<br>When reading, Think about what is going to happen next.<br><br>Ask children to repeat verbally the steps of RIDER. Students make visual cue cards to assist.<br><br>Continue reading to the end of the story(fable). |
| **After Reading** | Ask Students to retell what happened in the story from the picture in their mind – when they Imagined. (Literal Comprehension)<br>Ask them what they think could happen next if the story was to continue. (Inferential)<br>Ask students comprehension questions taken from the story.<br><br>Revisit what RIDER stands for and what the steps are.<br>Briefly outline Lesson Four |

**Session Outline – Lesson 4 & 5**

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| **Before Reading** | Reflect on previous session. Recall details of the story read previously.<br><br>Rehearse what the strategy RIDER is. Students discuss each step reflecting on what they have to do.<br><br>Give student a cue card to use as a prompt. Keep this card beside them to prompt them to think through each step.<br><br>Give students new text. Do not use the front cover for prediction.<br>Ask the students to read the first paragraph and predict what the story is about. What would be a good title for the book from your reading?<br>Ask the students to verbalize what pictures are in their mind.<br><br>Begin reading the story.<br>"Tricks with a kite" PM Benchmark Kit 1 Level 22 (Lesson 4) – (Stop at the end of first paragraph)<br>"Giraffes" PM Benchmark Kit 1 Level 23 (Lesson 5) – (Stop at the end of second paragraph) |
| **During Reading** | Remind the students to use the RIDER strategy when they are reading. Use their prompt card for guidance.<br><br>Stop at the end of the set paragraphs. Visualise and describe pairs of sentences in whole group.<br><br>Ask Students to retell what is happening in detail. What do you think will happen next? Individually retell to the group.<br><br>Repeat the steps of RIDER<br>Ask them to focus further on their images. Recheck through the story so far and add more detail if necessary.<br><br>Continue reading to the end of the book. Prompt students to think about what is going to happen next as they are reading. |
| **After Reading** | Ask Students to retell what happened in the story from the picture in their mind – when they Imagined. (Literal Comprehension)<br>Ask them what they think will happen next in the story. (Inferential)<br>Students write their responses.<br>Revisit what RIDER stands for and what the steps are.<br>Briefly outline Lesson Six |

At the end of Lesson Five have students read the text again silently and individually, ask them to draw a picture of the image they have in their mind. Ask students to cover their picture and describe their image to the small group. Check their use of the strategy.

**Session Outline – Lesson 6**

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| **Before Reading** | Reflect on previous session. Recall details of the story read previously and their drawing.<br><br>Rehearse what the strategy RIDER is and introduce pictures/symbols to go with the words to reinforce this strategy. Students discuss each step reflecting on what they have to do.<br><br>Give students new text - prepare book as text only without supporting pictures.<br><br>Ask the students to read the first paragraph and predict what the story is about. What would be a good title for the book from your reading?<br>Ask the students to verbalize what pictures are in their mind.<br><br>Begin reading the story.<br>"The Cave Beside the Waterfall" PM Benchmark Kit 1 Level 24 stop at the end of first paragraph. |
| **During Reading** | Remind the students to use the RIDER strategy when they are reading. Use their prompt card for guidance.<br><br>Stop at the end of the set paragraphs. Visualise and describe the paragraph in whole group.<br><br>Ask Students to retell what is happening in detail. What do you think will happen next? Individually retell to the group.<br><br>Discuss any words that are difficult to understand and as a group discuss the meaning for these words. (reciprocal process)<br><br>Repeat the steps of RIDER<br>Add the dimension of Drawing to the Describe part of the strategy as in lesson five recap. Ask students to add Draw in Detail to prompt them to remember to retain as much detail as possible when reading and visualizing.<br><br>Ask them to focus further on their images. Recheck through the story so far and add more detail if necessary.<br><br>Continue reading to the end of the book. Prompt students to think about what is going to happen next as they are reading. |
| **After Reading** | Ask Students to retell what happened in the story from the picture in their mind – when they Imagined. (Literal Comprehension)<br>Ask them what they think will happen next in the story. (Inferential)<br>Students write their responses.<br>Revisit what RIDER stands for and what the steps are. Use cue cards and actions and add to the cue card Draw in Detail. Tell students that from the next session there will be no prompts given. They are to use their cue cards for support.<br>Briefly outline Lesson Seven |

**Session Outline – Lesson 7 - 10**

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| **Before Reading** | Reflect on previous session. Recall details of the story read previously.<br><br>Give students new text - prepare book as text only without supporting pictures.<br><br>Begin reading the story.<br>"Jack and the Beanstalk" – PM Benchmark Kit 1 Level 25 – Lesson 7<br>"The Game of Soccer" – PM Benchmark Kit 1 Level 26 - Lesson 8<br>"Rikki-Tikki-Tavi "– PM Benchmark Kit 1 Level 27 - Lesson 9<br>"Mount Saint Helens Blows Its Top" - PM Benchmark Kit 1 Level 28 - Lesson 10 |
| **During Reading** | Read though to the end of the paragraph and describe the image to the whole group.<br><br>Ask Students to retell what is happening in detail. What do you think will happen next? Individually retell to the group.<br><br>Continue reading to the end of the book. |
| **After Reading** | Ask Students to retell what happened in the story (Literal Comprehension)<br>Ask them what they think will happen next in the story. (Inferential)<br>Draw image of what was read, cover picture.<br>Students write their description and share with small group. |