**Hypothesis:** The explicit teaching of visualising to a whole Grade 2 class using the R.I.D.E.R strategy will improve their reading comprehension of fiction texts.

Lesson Plans

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<th>Duration: 40 minutes</th>
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<tr>
<td>1</td>
<td><strong>Text:</strong> Visualising and Verbalising Stories – Level 1 : story 1 pg 12</td>
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<td></td>
<td><strong>Materials:</strong> Enlarged copy of a picture of a camera, a picture of a farm, whiteboards and markers.</td>
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**Before Reading:**
- Show children a picture of a camera and discuss the purpose of a camera.
- Discuss why do we take pictures and what do we use them for? Cameras help us to remember important things.
- Have children make a camera using their hands and have them practise taking a photo.
- Introduce children to the concept of Visualising. Tell them that we are going to use our cameras to help us remember important information from texts.
- Show children a picture of a farm. Record what they know about farms and what they can see in the picture.

**While Reading:**
- Teacher reads aloud the text sentence by sentence to the students.
- Students read aloud the text sentence by sentence.
- Teacher visualises and describes sentence by sentence to the whole class.
- Students get out their cameras and take a photo of each sentence to store it into their minds.
- They then close their eyes and Visualise each sentence.
- Using the whiteboards they draw their pictures.
- The children share their picture with a small group and describe what they have drawn. ‘In my mind I see...’
- Have some children share their pictures with the whole class.

**After Reading:**
- As a whole class read each sentence and circle the key words in the text and make connections to the children’s pictures.
- Have children suggest a suitable title for the story.
- Reflect on children’s learning about the word ‘Visualising’

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<tr>
<td>2</td>
<td><strong>Text:</strong> Visualising and Verbalising Stories – Primary Level : story 9 pg 8</td>
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<td><strong>Materials:</strong> Enlarged copy of a picture of a camera, R.I.D.E.R. poster, whiteboards and markers.</td>
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**Before Reading:**
- Review the term Visualising and its meaning.
• Review the use of a camera.
• Students recall what they remember about the story from the previous day.
• Get the students knowledge ready by asking them ‘What do you know about frogs?’
• Show students the short story about a frog.

While Reading:
• Teacher reads aloud the text sentence by sentence to the students.
• Students read aloud the text sentence by sentence.
• Teacher visualises and describes sentence by sentence to the whole class.
• Students get out their cameras and take a photo of each sentence to store it into their minds.
• They then close their eyes and Visualise each sentence.
• Using the whiteboards they draw their pictures.
• The children share their picture with a small group and describe what they have drawn. 'In my mind I see...'
• Have some children share their pictures with the whole class.

After Reading:
• As a whole class read each sentence and circle the key words in the text and make connections to the children’s pictures.
• Have children suggest a suitable title for the story.
• Discuss the steps the children used to Visualise the story and record.
• 1. Read the sentence
• 2. Make a picture in your mind and draw it.
• 3. Talk about the picture you have made.
• Introduce the R.I.D.E.R strategy and poster by making links back to the steps the students used when they were visualising.
• Reflect on the visualising and R.I.D.E.R strategy.

Duration: 40 minutes
Text: Visualising and Verbalising Stories – Level 1 : story 6 pg 14

Before Reading:
• Review the Visualising and R.I.D.E.R strategy.
• Students recall what they remember about the story from the previous day.
• Get the students knowledge ready by asking them ‘When and where do you like to fly kites?’
• Show students the short story about a kite.

While Reading: - Refer to R.I.D.E.R process throughout the lesson describing which step the children are up to.
• Teacher reads aloud pairs of sentences from the text to the students.
• Students read aloud pairs of sentences.
• Teacher visualises and describes pairs of sentences to the whole class.
| 4 | Duration: 40 minutes  
Text: Visualising and Verbalising Stories – Level 1: story 9 pg 16  

**Before Reading:**  
- Students recall what they remember about the story from the previous day.  
  Get the students knowledge ready by asking them ‘How do thunderstorms make you feel?  
  What can happen during a thunderstorm?’  
- Show students the short story about a lightning storm.  

**While Reading:** - Refer to R.I.D.E.R process throughout the lesson describing which step the children are up to.  
- Students read pairs of sentences aloud.  
- Teacher visualises and describes pairs of sentences to the whole class.  
- The students then close their eyes and visualise pairs of sentences.  
- Using the whiteboards they draw their pictures.  
- The children share their picture with a small group and describe what they have drawn. ‘In my mind I see...’  
- Have some children share their pictures with the whole class.  

**After Reading:**  
- As a whole class read each sentence and circle the key words in the text and make connections to the children’s pictures.  
- Have children suggest a suitable title for the story.  
- Ask students the comprehension questions from the ‘Visualising and Verbalising book.’  
- Reflection: What have you learnt from the activity. |

| 5 | Duration: 40 minutes  
Text: Visualising and Verbalising Stories – Level 2: story 12 pg 26  

**Before Reading:**
• Review the Visualising and R.I.D.E.R strategy.
• Students recall what they remember about the story from the previous day.
• Get the students knowledge ready by asking them ‘what are some activities you like to do outside with your friends?’
• Show students the short story about skateboarding.

**While Reading:** - Refer to R.I.D.E.R process throughout the lesson describing which step the children are up to.
• Students read pairs of sentences aloud.
• Teacher visualises and describes pairs of sentences to the whole class.
• The students then close their eyes and visualise pairs of sentences.
• Using the whiteboards they draw their pictures.
• The children share their picture with a small group and describe what they have drawn. ‘In my mind I see...’
• Have some children share their pictures with the whole class.

**After Reading:**
• As a whole class read each sentence and circle the key words in the text and make connections to the children’s pictures.
• Have children suggest a suitable title for the story.
• Ask students the comprehension questions from the ‘Visualising and Verbalising book.’
• Reflection : What have you learnt from the activity.

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6 **Duration:** 20 -30 minutes  
**Text:** ERIK - session 19: A day at the beach  
**Materials:** R.I.D.E.R poster,

**Before Reading:**
• Students recall what they remember about the story from the previous day.
• Get the students knowledge ready by asking them ‘what do you like to do at the beach?’

**While Reading:** - Refer to R.I.D.E.R process throughout the lesson describing which step the children are up to.
• Students read pairs of sentences aloud.
• Students visualise sentence by sentence individually.
• The children share their visualised image in their mind with a small group. ‘In my mind I see...’
• Have some children share their descriptions with the whole class.

**After Reading:**
• Ask children the following questions about the text-
  - What day were Beck and her mum going to the beach?
  - What did Beck’s mum pack to take to the beach?
  - Why do you think one of the boys shouted to Beck to watch out?
• Reflection : What have you learnt from the activity.
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<td>• Review key events that happened in the story the previous day.</td>
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<td>• Have children predict what they think is going to happen next in the story.</td>
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<td>• Discuss difficult words in the text and suggest possible meanings.</td>
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<td>Refer to R.I.D.E.R process throughout the lesson describing which step the children are up to.</td>
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<td>• Students read silently each paragraph.</td>
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<td>• Students visualise pairs of sentences and describe their images to the whole class.</td>
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<td>• In small groups the students visualise pairs of sentences and then share their visualised image with a small group. ‘In my mind I see...’</td>
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<td><strong>After Reading:</strong></td>
<td>In partners have the students retell the story in their own words.</td>
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<td>• Reflection: What have you learnt from the activity.</td>
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<td>• Get the students knowledge ready by asking them ‘what occasions do you dress up for?’</td>
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<td><strong>After Reading:</strong></td>
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**After Reading:**
- Have students predict what might happen next in the story.
- Reflection: What have you learnt from the activity.

**Duration:** 20-30 minutes

**Text:** ERIK - session

**Materials:** R.I.D.E.R poster, whiteboards and markers.

**Before Reading:**
- Review key events that happened in the story the previous day.
- Discuss difficult words in the text and suggest possible meanings.

**While Reading:** Refer to R.I.D.E.R process throughout the lesson describing which step the children are up to.
- Students read silently each paragraph.
- Students visualise each paragraph and describe their images to the whole class.
- The students visualise each paragraph and writes their sentence down onto their whiteboards.
- They share their visualised image and sentence with a partner.

**After Reading:**
- Students retell with a partner the story in their words.
- Reflection: What have you learnt from the activity.
Appendix D: Lesson Resources

Picture of a Camera
Farmyard.
R.I.D.E.R. Poster

R  Read it
I  Imagine it
D  Describe it
E  Evaluate it
R  Repeat and read on