Explicit teaching of visualisation through the R.I.D.E.R. strategy to Year 5/6 students will improve comprehension results of fiction texts.

TEACHING SEQUENCE

SESSION ONE

Introduce the Strategy

Materials: A4 paper, Grey lead pencils

Today we are going to do something to help you remember what you read. It is called visualising. What other words do you know that sound like visualising? What do you think this strategy might involve? Try to illicit from students responses such as visual – an in something you see, or an image.

Visualising is when you make a picture or movie in your mind of what you have just read, to help you remember details about the text.

I want you to think about what you ate for breakfast this morning. Picture what you ate, what the table looked like, what the plate/bowl looked like.

Model a good response, beginning with the script, ‘In my mind I see…’

Ask student volunteers to describe their ‘breakfast’. If students have left out details such as what the bowl/plate looked like, ask for more details. Ensure there is sufficient detail in the descriptions that someone could draw what was being described.

Ask students to make a picture in their mind of a special experience such as a recent Christmas celebration, birthday or family celebration. Using the white A4 paper, ask students to draw a sketch and to write what they see in their mind. Explain to students it is not an art activity, and the illustration is to help prompt them with their writing.

Once students have completed this task, ask them to share their description with a partner. Ask for volunteers to share with the class. Again, ensure there is adequate detail in the student’s description.

Review with students what we do when we visualize, and how to describe what they see (In my mind I see..)
Review the previous session. Ask students to recall what one of their classmates had for breakfast the previous day.


As students guess (or you tell them) what each letter stands for, present students with the prompt poster for that letter. Add an action to each word eg: make a book opening and shutting gesture for ‘Read’, point to your head for ‘Image’, make a speaking gesture for ‘Describe’, a ticking gesture for ‘Evaluate’ and a reading gesture for ‘Read On’.

Write a description of each stage of the strategy as you introduce them to students.

R – Read – Read a passage of a text

I – Image – Create an image in your mind of what you have read/heard

D – Describe what you see in your mind using the sentence, ‘In my mind I see..’

E – Evaluate – does your description match the text?

R – Read On – Continue reading the next passage.

Remember to link the action to the words as you go.

Ask students to repeat back to you what each letter means, displaying the action as they do.

Demonstrate how to use R.I.D.E.R. on a short paragraph.

Ask students to describe the sequence and the actions.
SESSION THREE


Student Bookmark

Record Sheet – Student

Text – The Coat

Before Reading: Review with students the acronym R.I.D.E.R. and what each word means, and the associated action.

Ask students to recall the text they heard yesterday.

During Reading: Read the first sentence of the text, ‘The Coat’ to students. Model for them the stages of R.I.D.E.R. Eg – In my mind I see a young girl rushing to get out of the classroom after the bell has rung. Ask students to record in words and pictures on their record sheet what they see in their mind. Reminding students again that the sketch is simply to help them recall the passage.

Ask students to share their description with a partner to evaluate how well their description matches the passage students heard.

Ask students to share their description. Use this to model the evaluate stage – eg: did someone say ‘boy’ instead of ‘girl’, did they have the wrong location? Etc

Continue this process with the remaining sentences in the first paragraph. Taking care to review the student descriptions at each stage, asking a range of students to share their descriptions with the class.

After Reading: Review with students the R.I.D.E.R. acronym and accompanying actions. Ask students to recall the story they have just heard.
SESSION FOUR AND FIVE

Materials:  
- R.I.D.E.R. Prompt Posters 
- Student Bookmark 
- Record Sheet – Student 

Text – That’s What Friends Are For – Indian Folk Tale 

Before Reading:  
- Review with students the acronym R.I.D.E.R. and what each word means, and the 
  associated action. 
- Ask students to recall the text they heard yesterday. 
- Discus with students how they were able to recall so many details, what strategy did 
  they use?

During Reading:  
- Introduce students to the text, ‘That’s What Friends Are For’. 
- Discuss with students any language they may not be familiar with 
- Explain to students that they are continuing to practice the R.I.D.E.R. 
  strategy but will be listening to longer passages of text. 

  Begin by reading the first couple of sentences together. Model your description 
  beginning with, ‘In my mind I see...’ Ask students to record on their record sheet what they see in words and 
  pictures. Again explaining that it is not an art activity and that the illustration should be a simple sketch. 

  Students evaluate their description with a partner. 

  Ask a selection of students to share their description with the class, checking for 
  accuracy in their description. 

  Repeat this process using increasingly longer passages of text if the student’s seem 
  capable. If students require more support, continue to read only a few sentences at a time. 

After Reading:  
- Assess student understanding of the text by asking a range of literal and inferential 
  comprehension questions, and asking students to explain how they knew the answer. Questions could 
  include, What colour was the bear? Was it climbing up or down the tree? How did the mean feel about 
  returning to his home? Was he successful in business?
SESSION SIX AND SEVEN

Materials:  
- R.I.D.E.R. Prompt Posters  
- Student Bookmark  
- Record Sheet – Student  
- Text – The Clutching Hand

Before Reading:  
- Ask students to recall what they can remember of ‘That’s What Friends Are For’.

During Reading:  
- Introduce students to the text, ‘A Little Election.’
  - Discuss with students any language they may not be familiar with.
  - Explain to students that they are continuing to practice the R.I.D.E.R. strategy but will be listening to longer passages of text.
  - Begin by reading the first two pages. Model your description beginning with, ‘In my mind I see...’ Ask students to record on their record sheet what they see in words only. If some students are finding this too difficult, allow them to continue drawing and writing.
  - Students evaluate their description with a partner.
  - Ask a selection of students to share their description with the class, checking for accuracy in their description.
  - Repeat this process using increasingly longer passages of text if the student’s seem capable. If students require more support, continue to read only a short passage at a time.

After Reading:  
- Assess student understanding of the text by asking a range of literal and inferential comprehension questions, and asking students to explain how they knew the answer.
SESSION EIGHT AND NINE

Materials: R.I.D.E.R. Record Sheet

The Twits – copy of text enlarged, and individual copy for students

R.I.D.E.R. Prompt Posters on display, but not explicitly referred to

Before Reading: Ask students to write a summary of ‘A Little Election’ using their images to help recall details of the text. Ask students a range of comprehension questions to evaluate the retention of images.

During Reading: Introduce students to the text, ‘The Twits.’

Discuss with students any language they may not be familiar with

Explain to students that they are continuing to practice the R.I.D.E.R. strategy but will be reading paragraphs on their own.

Ask students to read each paragraph, one at a time. Students to record their image on their record sheet and self evaluate the accuracy of their description.

Periodically ask a selection of students to share their description with the class, checking for accuracy in their description.

Students to ask each other questions about the text to check practice using visual images to recall details regarding comprehension.

After Reading: Assess student understanding of the text by asking a range of literal and inferential comprehension questions, and asking students to explain how they knew the answer.
SESSION TEN

Materials: R.I.D.E.R. Record Sheet

Student reading text

Before Reading: Review with students what was learned at the previous session. Discuss the ease or difficulty of answering comprehension questions when using visualisation to recall details.

During Reading: Students read their current class reader and practice using the visualisation strategy – R.I.D.E.R. This gives students an opportunity to work at their own pace, and on their own choice of text.

After Reading: Ask students to share their opinions of the R.I.D.E.R. strategy – would they use it again? When could they use it? What situations would it be good for?