Teaching visualisation through R.I.D.E.R to year five students who have difficulty interpreting the text will improve their reading comprehension.

Lesson Plan 1

1. **Introduce the comprehension strategy:** Over the next few days I will be teaching you a strategy that will help you to retain information and understand what you read or hear. This strategy is called visualising. Does anybody know what the word visualising might mean? Wait for any responses. Discuss responses and record on a before and after chart. State that visualising is when you create a picture or image in your mind after reading or hearing a statement. After creating this picture/image you then describe what you see. This process helps you to understand and remember all the different parts. It is also a strategy that can be used in everyday life, at school, when talking with friends etc.

   (10 min)

2. **Visualisation Activity:** Teacher to model visualising, describing the library with the current book fair exhibition. While students are listening to my description ask them to try and picture the library as it is happening. Teacher to model using sentence starter “In my mind I see two moveable bookcases, two pin boards with either posters or pens pinned on them, another two or three moveable bookcases and four tables in the middle………..” Model with eyes closed. **Pose the question could you picture the library as I described it? Do you use this strategy while reading books? Are you able to make pictures in your mind of the characters or the places within the stories? Discuss**

   (15 mins)

3. **Student Visualisation Activity:** I would like you to think about what you had for breakfast this morning, think about what your breakfast looked like and create a picture in your mind. Each student is to describe their image, using the sentence starter “In my mind I see………..”

   (10 mins)

4. **Visualisation Activity using a sentence:** teacher reads the sentence “The boy jumped over the old wire fence” then makes a picture in her mind. Teacher then describes the picture to the group. “In my mind I see………..” Students are asked to re read the sentence and draw the picture they have created in their mind on sheets. (Use grey lead only). Students turn over their drawings and then describe their drawings to their partner. Students use the sentence starter “In my mind I see………..”

   (15 mins)

5. **Review:** Pose the question: What did you learn to do? To help us understand information we can form pictures in our mind or “make a movie in our mind”. This is called Visualising or Imaging.
Lesson Plan 2

1. **Review last session.** What could we do to help ourselves to remember information that we hear or read? How does visualising help you when you read?

   (5mins)

2. **Individual Visualisation warm up activity:** I would like you to think about your classroom, think about what it looks like and create a picture in your mind. Each student is to describe their image, using the sentence starter “In my mind I see............”

   (5mins)

3. **Group Activity:** Yesterday we practiced visualising one sentence, today we are going to practice one sentence and then link it to another.

   Using Visualizing and Verbalizing Stories -Book 1 written by Nanci Bell. Teacher to read the first sentence from level 2, exercise 5: *The fishing rod began to bend.*

   - Make a picture in her mind
   - Describes the picture to the group. “In my mind I see............”
   - Students are asked to re read the sentence and draw the picture they have created in their mind on sheets. (Use grey lead only).
   - Students turn over their drawings and then describe their drawings to their partner. Students use the sentence starter “In my mind I see............”
   - Repeat above steps reading the next sentence.

   (20mins)

4. **Review:** What did we do with the text? We read each sentence and made a picture of it in your mind. Making a picture helps to understand what the text is telling us. This strategy is called Visualising.

   (10mins)
Lesson Plan 3

Review: What are you doing when you visualise? (5mins)

1. **Warm up Activity**: using Visualizing and Verbalizing Stories -Book 1 written by Nanci Bell. Teacher to read the first sentence from primary level, exercise 3: *The cat ran after the white duck*
   - Teacher to make a picture in her mind
   - Describes the picture to the group. “In my mind I see........”
   - Students are asked to re read the sentence and draw the picture they have created in their mind on sheets. (Use grey lead only).
   - Students turn over their drawings and then describe their drawings to their partner. Students use the sentence starter “In my mind I see........”

2. **Steps to visualising a text?**
   - Discuss with the group the visualising steps they think they should be doing when reading. Hopefully from discussion, they will mention, reading the sentence, make a picture and then describe the picture.
   - *Introduce strategy of R.I.D.E.R - use picture cues to enhance understanding of strategy.*
     - Read the text
     - Imagine the picture
     - Describe the picture
     - Evaluate
     - Read on /Re read.

3. **R.I.D.E.R Activity**: Using Visualizing and Verbalizing Stories -Book 1 written by Nanci Bell. Teacher to read the first sentence from level 3, exercise 1: *The clown came running into the circus ring.*

4. Session Review: What do you do when you visualise a sentence?
Lesson Plan 4

**Review:** What does R.I.D.E.R stand for? Look at each step again using picture cue cards. How can we use this strategy with our reading?

(5mins)

1. **Warm up Activity:** Children are to visualise the Italian room. *Children then use sentence starter “In my mind I see………..” And describe the Italian room as they see it.*

(5mins)

2. Using Visualizing and Verbalizing Stories -Book 1 written by Nanci Bell. Teacher to write the phrase from level 1, exercise 1: *The farmer went into the barn. The cows were waiting for him. He got a bucket and started to milk the cows. Children to use sentence starter “In my mind I see………..”* On this occasion the children are reading the three sentences collectively to make a mental picture. Ask what steps the children did to form their mental image.

(10mins)

3. Using Visualizing and Verbalizing Stories -Book 1 written by Nanci Bell. Teacher to write the phrase from level 3, exercise 3. *(The boy put a tooth under his pillow. He closed his eyes and went to sleep. He dreamed a pretty fairy visited him in the night. When he woke up, his tooth was gone, and he found three shiny coins under his pillow.)* Children need to make a mental picture and then record this picture onto paper. After the children have drawn their mental picture and described this picture to the group, teacher to pose several comprehension questions about this passage. Hopefully children are able to answer and draw inferential meaning from their mental pictures.

(15mins)

4. Discuss—how were you able to answer these questions? Have you heard of the term inferencing? What is inferencing? Record as a brainstorm children to do. *Making inferences is the ability to think of information that is related to what you are reading or listening to but isn’t actually contained in the text.*

(15mins)
Lesson Plan 5

**Review:** What is inferencing? How can inferencing help with our reading? Look at R.I.D.E.R – revisit the meaning. The children are to record their comments on paper and then share to the group.

(5mins)

**Warm up activity:**- Each child is to draw out of a hat a simple passage that they are to read, visualise and then describe to the group. Group members need to evaluate against the passage. *Discuss what process the children carried out to complete the task.*

(10mins)

1. Using Visualizing and Verbalizing Stories -Book 1 written by Nanci Bell. Teacher to write the phrase from level 3, exercise 11. *Rain finally fell on the dry red desert. The water soaked into the ground. In a while, yellow and blue flowers were everywhere. Bees buzzed, birds sang, and life was good.* Children to use sentence starter “In my mind I see……….﻿” On this occasion the children are reading the three sentences collectively to make a mental picture. Ask what steps the children took to form their mental image.

2. Using Visualizing and Verbalizing Stories -Book 1 written by Nanci Bell. Teacher to handout the phrase from level 4 exercise 1. *The barbecue smelled heavenly. Wood smoke swirled around the man’s head as he leaned in to turn the meat with a long fork. Then using a stick with a rag tied to the end, he basted the meat with barbecue sauce. A little later, he looked closely at the sizzling meat and finally smiled and yelled, “Come and get it!”*  
   
   - Children need to make a mental picture and then record this picture onto paper.  
   - After the children have drawn their mental picture and described this picture to the group, teacher to pose several comprehension questions about this passage.  
   - Hopefully children are able to answer and draw inferential meaning from their mental pictures.

3. Discuss - how does visualising and inferencing help when reading a text? What steps could we take when working out meaning of a text?
Lesson Plan 6

Review: How can inferencing help with our reading? What is inferencing?

(5mins)

Warm up activity:- using serial picture cards taken from ‘Introducing Inference’ written by Marilyn M. Toomey, children are to select a set of cards, look at them and describe what they think is probably going to happen next. (Inferencing)

(10mins)

1. Using single picture cards taken from ‘Introducing Inference’ written by Marilyn M. Toomey, children are to visualize what may have happened before. Children are to describe this event to the group. Group is to evaluate against the current picture. Do the previous events fit the current picture? What strategy are you using?

(10mins)

2. Using Visualizing and Verbalizing Stories -Book 1 written by Nanci Bell. Teacher to handout the phrase from level 4 exercise 5. The girl went up the rickety stairs to the attic and came down with an old suit that smelled of moth balls. The boy found a beat up blue felt hat in the garage. Together they stuffed the suit full of the straw. Then they drew a frowning face on a paper bag and stuffed it with straw. They put the bag on top of the suit and the hat on top of the bag, and propped the whole thing up with sticks. The new scarecrow stood guard in the garden all summer.

- Children need to make a mental picture and then record this picture onto paper. After the children have drawn their mental picture and described this picture to the group, teacher to pose several comprehension questions about this passage. Hopefully children are able to answer and draw inferential meaning from their mental pictures.

(15mins)

3. What strategy have you been using today? How do you know you have been using this strategy? Do you feel this strategy is helping you to understand the text?
Lesson Plan 7

Students read the R.I.D.E.R cue cards

Students to initiate these sessions, teacher to observe children’s behavior and strategies children use when finding meaning to a text.

Warm up activity:-

a) Each child is to choose a simple passage that they are to read, visualise and then describe to the group. Group members need to evaluate against the passage. Discuss what process the children carried out to complete the task.

b) Using single picture cards taken from ‘Introducing Inference’ written by Marilyn M. Toomey, children are to visualise what may have happened before. Children are to describe this event to the group. Group is to evaluate against the current picture. Do the previous events fit the current picture? What strategy are you using?

1. Use Visualizing and Verbalizing Stories -Book 1 written by Nanci Bell.
   - Children need to make a mental picture and retain this picture in their mind to assist with the several comprehension questions posed about this passage. Hopefully children are able to answer and draw inferential meaning from their mental pictures.
   - Repeat this exercise several times using different exercises.

Review:- How is R.I.D.E.R helping you to understand the meaning of a text? When / where could you use the R.I.D.E.R strategy?
Lesson Plan 8

Students read the R.I.D.E.R cue cards

Students to initiate these sessions, teacher to observe children’s behavior and strategies children use when finding meaning to a text.

Warm up activity:-

a) Each child is to choose a simple passage that they are to read, visualise and then describe to the group. Group members need to evaluate against the passage. Discuss what process the children carried out to complete the task.

b) Using single picture cards taken from ‘Introducing Inference’ written by Marilyn M. Toomey, children are to visualise what may have happened before. Children are to describe this event to the group. Group is to evaluate against the current picture. Do the previous events fit the current picture? What strategy are you using?

2. Use Visualizing and Verbalizing Stories -Book 1 written by Nanci Bell.

- Children need to make a mental picture and retain this picture in their mind to assist with the several comprehension questions posed about this passage. Hopefully children are able to answer and draw inferential meaning from their mental pictures.

- Repeat this exercise several times using different exercises.

Review:-How is R.I.D.E.R helping you to understand the meaning of a text? When / where could you use the R.I.D.E.R strategy?
Lesson Plan 9

Students read the R.I.D.E.R cue cards

Students to initiate these sessions, teacher to observe children’s behavior and strategies children use when finding meaning to a text.

Warm up activity:-

a) Each child is to choose a simple passage that they are to read, visualise and then describe to the group. Group members need to evaluate against the passage. Discuss what process the children carried out to complete the task.

b) Using single picture cards taken from ‘Introducing Inference’ written by Marilyn M. Toomey, children are to visualise what may have happened before. Children are to describe this event to the group. Group is to evaluate against the current picture. Do the previous events fit the current picture? What strategy are you using?

3. Use Visualizing and Verbalizing Stories -Book 1 written by Nanci Bell.
   - Children need to make a mental picture and retain this picture in their mind to assist with the several comprehension questions posed about this passage. Hopefully children are able to answer and draw inferential meaning from their mental pictures.
   - Repeat this exercise several times using different exercises.

Review:- How is R.I.D.E.R helping you to understand the meaning of a text? When / where could you use the R.I.D.E.R strategy?
Lesson Plan 10

**Warm up activity**: using picture cards taken from ‘Introducing Inference’ written by Marilyn M. Toomey, children are to select a set of cards, look at them, visualise and describe what they think is probably going to happen in the middle. (Inferencing)

1. Use Visualizing and Verbalizing Stories -Book 1 written by Nanci Bell. Choose exercises that have a couple of paragraphs.
   - Children need to make a mental picture and retain this picture in their mind to assist with the several comprehension questions posed about these paragraphs. Hopefully children are able to answer and draw inferential meaning from their mental pictures.
   - Repeat this exercise several times using different exercises.

**Review** - Discuss with children how they used R.I.D.E.R when reading a passage that had several paragraphs.