Students who have poor comprehension skills, will be able to use the visualizing strategy, RIDER to understand what they read.

LESSONS

Lesson 1

Focus- word/phrases (MLOTP)

Read – read the following text- by self, with another, aloud, silently, with the teacher. “Some spiders spin big webs in trees. The webs stretch from branch to branch. Some strands are sticky and some are not. The spider knows where to step and not get stuck. But flies do not.” (Verbalizing and Visualizing Book 3)

Imagine- Create “a movie in my mind” Ask yourself questions like-who, what, when, where, why, colour, movement, sound feel- and talk about what you see with others including the teacher. Discuss what is happening in the “movie in your mind” Children are encouraged to make appropriate and suitable noises. They can define objects with hands or fingers to create size and space. They are encouraged to make facial expressions to depict emotions.

Evaluate- Does your picture match the text? Are there any interesting words tricky words? groups of words? Find an interesting sentence. What does this sentence tell you Are there any words that you don’t know? How could you find out what they mean? Which word did you like best? Can you tell me something special about it? ( high frequency, rhymes, sounds funny etc.)

Re read/ Read on- and use the same strategy

Students were encouraged to stop where and when necessary to check in with their image and talk about the details of what they could see. They were able to do this prior to, during and after completing the text.
Lesson 2 followed the same format using a leveled guided reading book.

Focus- words/ phrases (MLTOP)

Read- An Elephant For the Holidays by Diana Noonan  Galaxy Books,(1996)

Read to students, students read individually, students read together.

Talk about Title and scan through pictures

Imagine – Take a picture/ movie in your mind. What words can you see? What places can you see? What animals can you see? Think about colours, size, emotions. Would/ Could this really happen?

Evaluate- Does your picture match the text?

Show me the word that says ……. Is this a true story? Why / Why not?
Are there any words you do not know? What does ……. mean?

Re Read / Read on –and use the same strategy.

Students were encouraged to stop where and when necessary to check in with their image and talk about the details of what they could see. They were able to do this prior to, during and after completing the text. They were not required to complete the reading all in one attempt. Sometimes they needed to return to particular word or phrase to extract the appropriate meaning.

Students were encouraged to stop where and when necessary to check in with their image and talk about the details of what they could see. They were able to do this prior to, during and after completing the text.

Lesson 3 -focused on working out what entire sentences meant. (MLOTP)

Read- by self, together, aloud, silently, with the teacher

“A hungry little gray squirrel looked for nuts under a tree. The grass was tall and green. The squirrel found only one nut. Just then a big fat squirrel came up and grabbed the nut. The little squirrel chattered loudly at the thief, who dropped the nut and ran away.”

( Visualizing and Verbalizing  Book 3)

Imagine- Create “a movie in my mind” Ask yourself questions like-who, what, when, where, why, colour, movement, sound feel- and talk about what you see with others including the teacher.  Discuss what is happening in the “movie in your mind”.

They are encouraged to make facial expressions to depict emotions.
Evaluate- Does your picture match the text? Are there any interesting words? tricky words? groups of words? Are there any words that you don’t know? How could you find out what they mean? Which word did you like best? As yourself questions like- what is at the start of the sentence? Read the best sentence. What does this sentence tell you? Children are encouraged to repeat entire sentences so as to transform the information into knowledge. Can you tell me something special about it? (high frequency, rhymes, sounds funny etc.)

Re read/ Read on- and use the same strategy. Students were encouraged to stop where and when necessary to check in with their image and talk about the details of what they could see. They were able to do this prior to, during and after completing the text. They were not required to complete the reading all in one attempt. Sometimes they needed to return to particular word, phrase or sentence to extract the appropriate meaning. Students were encouraged to stop where and when necessary to check in with their image and talk about the details of what they could see. They were able to do this prior to, during and after completing the text.

Lesson 4 followed the same format using a leveled Guided Reading Book.

Focus on working out what entire sentences meant (MLOTP)

Read- Ten Little Garden Snails by Beverley Randell by self, together, aloud, silently, with the teacher. Talk about title and scan the pictures.

Imagine- Create “a movie in my mind” Ask yourself questions like-who, what, when, where, why, colour, movement, sound feel- and talk about what you see with others including the teacher. Discuss what is happening in the “movie in your mind” Children are encouraged to make appropriate and suitable noises. They can define objects with hands or fingers to create size and space. They are encouraged to make facial expressions to depict emotions. Retell in a sentence(s) what it is that you can see?

Evaluate- Does your picture match the text? Are there any interesting words? tricky words? groups of words? Are there any words that you don’t know? How could you find out what they mean? Which word did you like best? As yourself questions like- what is at the start of the sentence? Read the best sentence. What does this sentence tell you? Children are encouraged to repeat entire sentences so as to transform the information into
knowledge. Can you tell me something special about it? (high frequency, rhymes, sounds
funny etc.)

**Re read/Read on** - and use the same strategy. Students were encouraged to stop where
and when necessary to check in with their image and talk about the details of what they
could see. They were able to do this prior to, during and after completing the text. They
were not required to complete the reading all in one attempt. Sometimes they needed to
return to particular word, phrase or sentence to extract the appropriate meaning.

Students were encouraged to stop where and when necessary to check in with their image
and talk about the details of what they could see. They were able to do this prior to,
during and after completing the text.

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**Lesson 5**

**Focus** - linking the concepts in the texts into networks of ideas.

**Read** - by self, together, aloud, silently, with the teacher.

“The children played happily on the beach. They picked up shells and made sandcastles.
They splashed in the water and had a swim. They ate their picnic lunch on the sand.
When it was time to go home they collected their hats, sunglasses and towels. When they
left the beach there were drink cans, chip bags, and bits of paper.”(Visualizing and
Verbalizing Book 3)

**Imagine** - Create “a movie in my mind” Ask yourself questions like-who, what, when,
where, why, colour, movement, sound feel- and talk about what you see with others
including the teacher. Discuss what is happening in the “movie in your mind” Think
about the parts of the story- children on beach, playing, swimming, packing up and all
the rubbish. Where did the rubbish come from? Who left the rubbish? Did it come from
the sea? Was it there before the children came?

**Evaluate** - Does your picture match the text? How many parts are there to this story?
Beginning, middle, end! Is there an end to this story? How many children are there? Who
are they? Have you been somewhere like this? Have you seen someone leave rubbish like
this? Have you left rubbish like this? Students make connections to their own experiences and create a “mind map” to connect all the ideas and images.

Re read/ Read on- and use the same strategy. Students were encouraged to stop where and when necessary to check in with their image and talk about the details of what they could see. They were able to do this prior to, during and after completing the text. They were not required to complete the reading all in one attempt. Sometimes they needed to return to particular word, phrase or sentence to extract the appropriate meaning. Students were encouraged to stop where and when necessary to check in with their image and talk about the details of what they could see. They were able to do this prior to, during and after completing the text.

Lesson 6
Focus- linking the concepts in the texts into networks of ideas.
Read - Mr. Taddle’s Hats by Janeen Brian by self, together, aloud, silently, with the teacher. Discuss the title and scan the text.
Imagine- Create “a movie in my mind” Ask yourself questions like-who, what, when, where, why, colour, movement, sound feel- and talk about what you see with others including the teacher. Predict what might happen? Discuss what is happening in the “movie in your mind” Think about the parts of the story- beginning, middle, end. What kind of writing …? Is there a problem? What is the problem? Can it be fixed? Who/ What caused the problem? Who are the characters? Can you see them all? What is the order in which this story happens? A problem happened because………. Then another problem happened.
Evaluate- Does your picture match the text? Students need to use their own imaginings, the text and the illustrations to make a match that will satisfy all the self questioning. The students may need to make greater use of the illustrations in this text because whilst there is minimal text the illustrations are quite detailed and add extra dimensions to the text.
Re read/ Read on- and use the same strategy. Students were encouraged to stop where and when necessary to check in with their image and talk about the details of what they
could see. They were able to do this prior to, during and after completing the text. They were not required to complete the reading all in one attempt. Sometimes they needed to return to particular word, phrase or sentence to extract the appropriate meaning. Students were encouraged to stop where and when necessary to check in with their image and talk about the details of what they could see. They were able to do this prior to, during and after completing the text.

**Lesson 7**

**Focus** about the topic of the texts.

**Read** –“Most baby birds are born with no feathers. As the birds grow up, they grow more and more feathers. Feathers help to keep a bird dry in the rain. The feathers also help the bird to stay warm in the cold weather. When feathers fall out, birds use them in their nests” (Verbalizing and Visualizing Book 3) by self, together, aloud, silently, with the teacher

**Imagine**- Create “a movie in my mind” Ask yourself questions like-who, what, when, where, why, colour, movement, sound feel- and talk about what you see with others including the teacher. Discuss what is happening in the “movie in your mind”. Think about - nests, birds, cold weather, feathers? You are one of those little birds with no feathers.- it’s cold, raining , there’s not much shelter. How are you feeling? What is your body telling you?

**Evaluate**- **Does your picture match the text?** Can you see the words – feathers, bird, warm etc. How do you know this word says “nest”? Does this text tell a story or is it information? Is there a beginning and ending to this text? Are there characters in this text? Could you draw pictures to assist you with understanding the text.

**Re read/ Read on**- and use the same strategy. Students were encouraged to stop where and when necessary to check in with their image and talk about the details of what they could see. They were able to do this prior to, during and after completing the text. They were not required to complete the reading all in one attempt. Sometimes they needed to return to particular word, phrase or sentence to extract the appropriate meaning.
Students were encouraged to stop where and when necessary to check in with their image and talk about the details of what they could see. They were able to do this prior to, during and after completing the text.

Lesson 8

Focus – about the topic of the text

Read - Joey by Beverley Randell - by self, together, aloud, silently, with the teacher

Imagine- Create “a movie in my mind” Ask yourself questions like-who, what, when, where, why, colour, movement, sound feel- and talk about what you see with others including the teacher. Discuss what is happening in the “movie in your mind”. You are the mother kangaroo or the baby Joey How are you feeling? What is your body telling you? Where are you? What can you see? Are you warm? You feel a big bump? Why have you been dropped? Where has your mother gone? Why? Will she come back?

Evaluate- Does your picture match the text? Can you see the words – feathers, bird, warm etc. How do you know this word says “nest”? Does this text tell a story or is it information? Is there a beginning and ending to this text? Are there characters in this text? Could you draw pictures to assist you with understanding the text

Re read/ Read on- and use the same strategy. Students were encouraged to stop where and when necessary to check in with their image and talk about the details of what they could see. They were able to do this prior to, during and after completing the text. They were not required to complete the reading all in one attempt. Sometimes they needed to return to particular word, phrase or sentence to extract the appropriate meaning.

Students were encouraged to stop where and when necessary to check in with their image and talk about the details of what they could see. They were able to do this prior to, during and after completing the text.

Lesson 9

Focus - the students have to guess what the authors wanted them to believe

Read-
“The ostrich is too big to fly. It can be eight feet tall and weigh over 300 pounds. Instead of flying, the ostrich runs very fast through the tall grass.” by self, together, aloud, silently, with the teacher (Verbalizing and Visualizing Book 3)

**Imagine-** Create “a movie in my mind” Ask yourself questions like-who, what, when, where, why, colour, movement, sound feel- and talk about what you see with others including the teacher. Discuss what is happening in the “movie in your mind” Children are encouraged to make appropriate and suitable noises. They can define objects with hands or fingers to create size and space. They are encouraged to make facial expressions to depict emotions. In your picture can you see any things that are extra, not in the words-background, fear, people other animals? Have you seen pictures, documentaries with ostriches?

**Evaluate- Does your picture match the text?** Are there any interesting words? tricky words? groups of words? Are there any words that you don’t know? How could you find out what they mean? Which word did you like best? Can you tell me something special about it? (high frequency, rhymes, sounds funny etc.)

**Re read/ Read on-** encourage students to tell what they perceive as facts. What are some other ideas or pictures you can see, feel, touch, smell. What is the author trying to tell you? -give information, make you laugh, cry, excited, scared? Is the author telling you a a story. Does this have a happy ending? Is what the author tells us true?

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**Lesson 10**

**Focus** - the students have to guess what the authors wanted them to believe

**Read** - “So What” by Amanda Graham

**Imagine-** Create “a movie in my mind” Ask yourself questions like-who, what, when, where, why, colour, movement, sound feel- and talk about what you see with others including the teacher. Discuss what is happening in the “movie in your mind” Children are encouraged to make appropriate and suitable noises. They can define objects with hands or fingers to create size and space. They are encouraged to make facial expressions to depict emotions. Who are the children? Are they together? Do they know each other?
Who belongs to which mum and dad? Do the children know the other mum and dad? Why are they saying they are the best? The boy and girl are… brother and sister? Does the author tell us that? How could you guess that?

**Evaluate**- Does your picture match the text? Are there any interesting words? tricky words? groups of words? Are there any words that you don’t know? How could you find out what they mean? Which word did you like best? Can you tell me something special about it? (high frequency, rhymes, sounds funny etc.)

**Re read/ Read on**- encourage students to tell what they perceive as facts. What are some other ideas or pictures you can see, feel, touch, smell. What is the author trying to tell you? -give information, make you laugh, cry, excited, scared? Is the author telling you a a story. Does this have a happy ending? Is what the author tells us true? Do the pictures tell us that the children are brother and sister?