

Explicit teaching of visualisation using the R.I.D.E.R strategy to Grade Prep students will improve comprehension and oral retell.

Materials Used:

All tests were administered on an individual basis. The students were withdrawn from their classroom environment and tested in another workroom, where no disruptions presented themselves. The duration of each testing session was approximately 40 minutes. The test was administered by the Literacy Leader who also works within the Prep level.

The following materials were used:

- Listening Comprehension Test (Munro, 2011) – both pre and post tests were administered. The students were asked to listen to a story which was read to them and then to retell what happened in the story in the right order. The sequence and detail given in the retell of the story was scored out of a possible score of 27.
- Visualisation Test – adapted for Prep Students (Munro, 2011) – both pre and post tests were administered. The teacher read one event and two event sentences to students. The students were asked to listen to the sentence/s, make pictures in their minds and then draw and explain their pictures. The visualisation test was scored out of a possible score of 18.
- Self Efficacy Test (Munro, 2011) – both pre and post tests were administered. Students were asked to answer questions on how they feel and see themselves as a reader. The student were shown five expressive faces ranging from extremely sad to extremely happy and asked to point to the face which best described their answer. The score of this test was out of a possible 6.

A series of 10 picture story books were used within the lessons to assist with the teaching visualisation using the R.I.D.E.R strategy.

- **Rosie's Walk** by Pat Hutchins
- **Where's the Green Sheep?** By Mem Fox and Judy Horacek
- **The Mermaid** by Lisa Thompson and Craig Smith
- **What come out of the egg?** By Colleen Carmody and Trina McDonald
- **Dinosaurs** by Rachel Griffith, Margaret Clyne and Sharon Madder
- **The Truck Race** by Sandra Iversen and Jo-Anne Ridgway
- **The Grumpy Troll** by Lisa Thompson, Luke Jurericius and Arthur Moody
- **Mountain Top** by Katy Pike and Luke Jurericius
Blake Education, 2010

Procedure:

At the conclusion of the testing schedule involving the Self Efficacy Test/Listening Comprehension and Visualisation Test adapted for Grade Prep students, the teaching group participated in an intensive 10 lesson teaching unit. The lessons were taught daily over a two week period. The lessons were conducted as a 'focus group' teaching in the Prep classroom within the Reading session of the Literacy Block.

Teaching Lessons

The teaching lessons were based on the Collin's model. The model has six principles of instruction, three of these principles are the responsibility of the teacher (modelling, coaching, scaffolding and fading) and three principles are the responsibility of the student (articulation, reflection and exploration).

Lesson 1 began with a discussion on the student's interpretation of the term 'visualise' and the experiences referred to/used by the teacher were relevant to the age and interests of the students. The teacher modelled the visualising strategy to the students and the students were scaffolded to practise and discuss 'visualising' themselves, using the concepts of birthday cakes/presents and birthday parties.

The children's responses were collated into books and these books were and will be referred to continuously by the students within the Literacy block.

The support and scaffolding was gradually faded to encourage the students to be as independent as possible.

Since the students within the teaching group are reading between Reading Recovery levels 1-3, the teacher read the one event sentences (and then two event sentences) to the students and then the students were encouraged to say/read the sentence themselves.

To accommodate this, the R.I.D.E.R strategy also included an 'S' for 'say' before 'read' (the students were encouraged to 'read' the sentences with teacher support).

R.I.D.E.R cue cards and actions were used to allow the students to implement and remember the steps involved (Appendix 2)

S/R = let's say/read the sentence

I = let's imagine using our minds what is we see/what is happening?

D = let's describe and retell what we see in our minds
(encourage the Prep students to 'draw' what they see in their minds)

E =let's evaluate/compare our pictures to the sentence and see if the picture and words 'match'?

R =now let's read on

Within each lesson, the students were directed and encouraged to 'make pictures in their minds', then draw and describe their pictures. The students had to make sure that their description and their picture were the same. By lesson 7, the drawing component of the strategy was removed so that the students were encouraged to depend strongly on their oral description (detail and clarity).

At the beginning of each lesson, the students were asked to reflect and discuss what they had done and learned in the previous lesson. At the end of each lesson, the students were asked again what they had practised and learned. The four Prep students in the teaching group are frequently asked the question: 'What do good readers do?' on a daily basis.

The students were asked to think about and explain how the visualising strategy helps them with being a good reader. This allowed the students to clarify why they were being taught the visualising strategy.

Storybooks were introduced in Lesson 3. The students were read one event sentences by the teacher and then repeated the sentence independently. Each storybook began with the visualising of the title. As the lessons progressed, the students were read/said two event sentences. The complexity and demands were increased by the teacher with strong support and scaffolding. Slowly these were removed to allow the students to demonstrate their learning independently and successfully.

At the conclusion of the 10 lessons, post testing was conducted in the similar manner as the pre testing. The time taken for the post testing was approximately 40 minutes (just as the pre testing). All data collected was tabled and graphed in order to analyse. Through the analysis, the effectiveness of the intensive 10 lessons was assessed and evaluated.

The students were asked to visualise by using drawings and explanations. Both the Listening Comprehension test and the visualising test results were analysed to determine whether or not visualisation, comprehension and oral retell reflected improvement.

Visualising Lessons using the R.I.D.E.R strategy

Lesson 1

The focus of this lesson is for the students to gain an understanding of the strategy of 'visualising.'

Before introducing 'visualising', allow the children to re cap on other strategies that 'good' readers use.

Teacher to ask: 'What are all the *good* things that we as readers do?'

Students share.

Teacher to collate list.

Teacher to ask students what their understanding of the word 'visualise' is?

Students share their understandings.

Teacher to draw and write children's responses.

Teacher to model '*visualising*' a birthday cake.

Teacher begins by talking about a birthday experience with the students.

Teacher to build on student's background knowledge.

Teacher describes the birthday cake that she *sees/visualises* in her mind.

Teacher describes the colour of the cake, the shape of the cake and the decorations on the cake.

Teacher draws her cake on the Starboard for the students to see.

Teacher asks 'Does my birthday picture look like the birthday cake I described to you?' Discuss.

Teacher asks children to close their eyes and imagine a birthday cake just like she did.

Teacher asks: 'Can you see a birthday cake in your mind? Describe it to me'.

As students describe their cake, teacher encourages students to draw their cake.

Teacher asks 'Does your birthday cake picture look like the birthday cake you described?' Discuss.

Discussion focus: Students should become aware that the picture they created in their minds should match/look the same as what they described.

Teacher asks children to 'visualise' something else at a birthday party.

Encourage the students to *make a picture in their mind* (teacher to use this phrase)

Students may want to close their eyes to assist with this.

Students to share their *mind pictures* with the rest of the group.

The children draw what they visualised and describe it to the rest of the group (pictures will be collected and teacher will scribe the students' descriptions).

Teacher asks the students: 'Does your explanation/description look like your picture?'

Reinforce that the pictures that were created in their minds should match/look the same as what they described.

Reflection Questions:

- What did we do today?
- What did we learn?
- How does what we learnt today help us?
- How does visualizing help us to become better readers?

Children to complete sentence:

"Today I"

.....used my mind to create a picture.

Lesson 2

Re cap on Lesson 1.

The focus of this lesson is for the students to continue to gain an understanding of 'visualizing' through the introduction and use of the R.I.D.E.R strategy.

What is visualising?

What did we do?

What did we learn?

Teacher to introduce S/R.I.D.E.R strategy using cue cards and one event sentences.

(This particular group of Prep students are reading around Reading Recovery Levels 1-3. The teacher will read the sentence to the students and then support them to read the sentence independently; therefore "S" will be included at the beginning of the R.I.D.E.R strategy. ('S' for say).

Teacher to let students know that she will demonstrate a *special* way to help with visualising (making pictures in our minds using cue cards).

Teacher to display sentence:

"The girl blew out 6 birthday candles on her cake."

Using R.I.D.E.R prompt cards the teacher will model the R.I.D.E.R strategy for the above sentence.

S/R = let's say/read the sentence

I = let's imagine using our minds what is we see/what is happening?

D = let's describe and retell what we see in our minds
(encourage the Prep students to 'draw' what they see in their minds)

E =let's evaluate/compare our pictures to the sentence and see if the picture and words 'match'?

R =now let's read on

Students now practise, with teacher support the S/R.I.D.E.R strategy on another sentence:

"The girl unwrapped one of her birthday presents."

Reflection Questions:

- What did we do today?
- What did we learn?
- How does what we learnt help us?
- How does visualising help us to become better readers?

Children to complete this sentence:

"Today I"

.....used the R.I.D.E.R strategy to help me visualise the sentence/story

Lessons 3

Recap on Lesson 2.

The focus of this lesson is for the students to continue to reinforce their understanding of 'visualising' through the use of the R.I.D.E.R strategy.

"What did we do/use to make pictures in our mind/visualise?"

Revise the R.I.D.E.R strategy with the students using the prompt cards.

Teacher to introduce an action or gesture that may assist the students with remembering the steps involved in the R.I.D.E.R strategy.

Storybook: **Rosie's Walk**

Pat Hutchins

R.I.D.E.R strategy will be used for the entire book and students will work on one sentence at a time (including title).

No illustrations will be shown.

Teacher to begin by reading the title first and then the remaining sentences to/with the students.

Students to practise: (with teacher support)

S/R = let's read the title/sentence

I = let's imagine using our minds what is happening

D = let's describe and retell what we see
(encourage students to 'draw' what they see)

E = let's evaluate/compare our pictures to the sentence and see if the picture and words 'match'?

R = now let's read on

Reflection Questions:

- What did we do today?
- What did we learn?
- How does what we learnt help us with reading?
- How does visualising help us to become better readers?

Children to complete this sentence:

"Today I"

.....used R.I.D.E.R to help visualise the story of **Rosie's Walk**.

Lesson 4 – 10

These lessons will follow the same format as Lesson 3.

The focus of these lessons is for the students to continue to reinforce their understanding of 'visualising' through the use of the R.I.D.E.R strategy.

Lesson 4

Storybook:

Where's the Green Sheep?

Mem Fox and Judy Horacek

From Lesson 5 onwards, the teacher will encourage students to work as independently as possible (teacher to 'step back'):

- "Show me what you will do?"

- "Show me how you will do it?"

Lesson 5

Storybook:

The Mermaid

Lisa Thompson and Craig Smith

Lesson 6

Storybook:

What come out of the egg?

Colleen Carmody and Trina McDonald

Lesson 7

The teacher to remove the 'drawing' element at this lesson.

Storybook:

Dinosaurs

Rachel Griffith, Margaret Clyne and Sharon Madder

Lesson 8

Storybook:

The Truck Race

Sandra Iversen and Jo-Anne Ridgway

Lesson 9

Storybook:

The Grumpy Troll

Lisa Thompson, Luke Jurericius and Arthur Moody

Lesson 10

Storybook:

Mountain Top

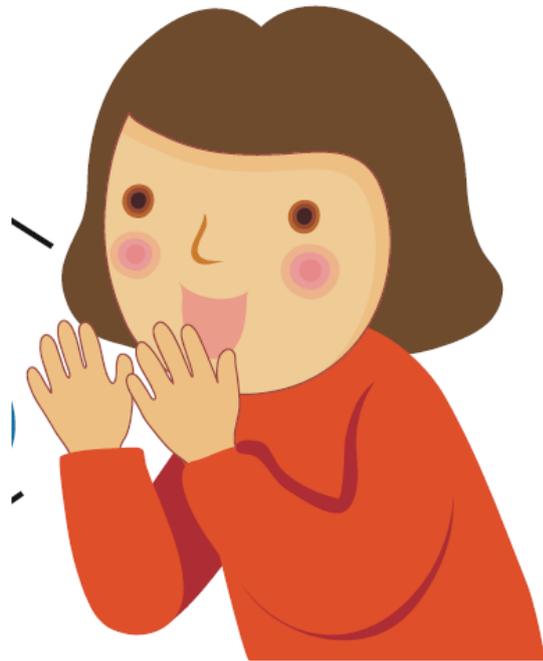
Katy Pike and Luke Jurericius

Cue Cards



D

Describe



E

Evaluate



