

Teaching year 2 students the strategy of visualisation through the use of R.I.D.E.R improves comprehension of fictional texts.

Materials:

For this study, the following materials were used for Pre and Post testing data collection.

- **John Munro's Visualisation Task**- Students independently read a series of sentences, visualised and wrote a brief description of their mental image. This test was scored using John Munro's accompanying scoring system which provides a raw score.

- **ACER: PAT-R (Progressive Achievement Tests in Reading) comprehension test**- Students were tested on booklet 2. Student independently read and complete test within 40 minutes. This test was scored using the accompanying standardised scoring that provides a raw score, scale score, stanine and percentile rate.

Other Materials used:

Series of Lessons

Each of the lessons were designed and structured to be used in lower to middle primary school classroom. The lessons can be adapted by altering the choice of sentences and texts. Sentences used in this study can be found on the lessons. (See Appendix B, lessons 2-4) The lessons were designed to be taught within a normal classroom setting needing approximately 20-40 minutes for each lesson. They can be taught within the reading block teacher focus group for small groups or could be taught as a whole class during a reading block. (See Appendix B) Texts used in the lesson sequence, lessons 5-9 were selected to be easy levels for the students, to allow the students to learn a new skill. When students were using R.I.D.E.R independently, texts were selected at each student's independent levels.

R.I.D.E.R cue cards

Each lesson used the school's adapted R.I.D.E.R cue cards to complement outcomes. (See Appendix C) These were also put on display inside the classroom for students to continually refer to during reading activities.

R.I.D.E.R bookmarks

During lessons 10-11, students were encouraged to independently use their skills learnt using R.I.D.E.R while reading. Each student was provided with a bookmark that provided cues from them. (See Appendix D)

Table 2 outlines the progression of the teaching sequence used in this study.

Progression of Teaching Sequence

Lesson Number in Sequence	Outcome of Lessons
1-2	Introduction of R.I.D.E.R and picturing in our minds
3	Review of R.I.D.E.R and drawing our mind pictures of simple sentences
4	Review of R.I.D.E.R and drawing our mind pictures of complex sentences
5-7	R.I.D.E.R strategy with a short story (sentence by sentence)
8-9	R.I.D.E.R strategy with a short story (page by page)
10-11	Independent use of R.I.D.E.R strategy

Procedure:

In pre-testing for this study students were assessed using PAT-R (Progressive Achievement Tests in Reading), more specially, the progressive achievement comprehension test was used. PAT-R (Anderson, Stephanou & Urbach, 2008), includes assessment of comprehension skills.

The PAT Reading Fourth Edition is a thoroughly researched and normed test for measuring and tracking student achievement in reading comprehension, word knowledge and spelling. It provides teachers with objective information for setting realistic learning goals and planning effective programs.

The content of the tests has been updated to reflect the variety of text and format types that students encounter, current language use, technological advances and the use of testing for in-depth diagnosis and intervention.

(ACER Press, 2008)

Students were tested on booklet 2, which was identified was an age appropriate level test and was used on all grade 2 students for school trend data collection and assessment purposes. All students sitting this test were gathered together and individually completed the test within a 40 minutes time frame.

The students visualising ability was pre-tested using John Munro's Visualisation Test. The students read, visualised and described pictures (by writing sentences) they made in their minds. This test was administered during a reading block and students continued until the test was complete. The maximum amount of time allocated for this task to be completed was one hour.

For both the pre and post-testing the same language and instructions were used so as to not alter the conditions of the tests conducted. Both pre and post-testing took approximately one hour and 45 minutes per students, however, each test was conducted in isolation so as to not tire students or cause frustration. All data collected was tabled (see Table 3, Appendix A) to display the differences between pre and post-test scores after the explicit teaching of Visualisation through R.I.D.E.R.

Series of Lesson Plans

Lesson One: Pre-testing Session and brief introduction

Duration: 30mins

Outcome:

Students will have been introduced and excited about learning a new strategy. Teacher will have gathered the completed visualisation tests for scoring.

Method:

1. Students are introduced to the visualisation strategy and explained that it will help them understand what they are reading.
2. Compare the strategy to making a picture in our minds like a television.
3. Visualisation test is administered as per the script on the testing page. These are collected at the end of the session.

Resources:

- Visualisation Tests for each child and Teacher script.
- Pencils and erasers.

Lesson Two: Introduction of R.I.D.E.R and picturing in our minds

Duration 20mins

Outcome:

Students will be introduced and become familiar with the R.I.D.E.R. strategy and will have practised visualising in their minds.

Method:

1. Show students the R.I.D.E.R prompt cards, explain what each card means.
2. Explain that today we are going to use our minds like a video camera and picture a variety of sentences.
3. Teacher reads sentences one at a time. After each sentence students are prompted to close their eyes and make the picture in their minds. Students then describe their pictures to group. Discuss any similarities and differences and question why these might occur.
4. Keep referring to the R.I.D.E.R prompt cards through this process.

Resources:

- R.I.D.E.R prompt cards.
- Prepared simple sentences.

e.g. *It was a hot summers day.*

The puppy was playing in the mud.

The blue flower sat high in the garden bed.

The boy shook with fright.

Lots of horses were in the paddock.

Pete the Pirate was stranded on an island.

Lesson Three: Review of R.I.D.E.R and drawing our mind pictures of simple sentences

Duration 30mins

Outcome:

Students will be reinforced with the R.I.D.E.R strategy and practise visualising and drawing their pictures.

Method:

1. Show students the R.I.D.E.R prompt cards, ask the students to remind you what they mean.
2. Explain that we are going to practise visualising some sentences and this time we are going to draw and describe what we have pictured in our minds.
3. Teacher reads a simple sentence and models drawing what she pictured. Discuss how the image matches the sentence. Reinforce the need for simple, quick drawings.
4. Students are provided with poster paper (with a sentence written on the top), students read their simple sentences, draw their image under their sentence and describe it to the group.
5. Keep referring to the R.I.D.E.R prompt cards through this process.

Resources:

- R.I.D.E.R prompt cards.
- Textas.
- Prepared simple sentences on large poster paper.

e.g. *She lit the candles on the birthday cake.*

The policeman directed the traffic.

They wandered about the Land of Toys.

Phil ran up the ladder.

The dog curled up on the rug.

Everyone rushed to the door.

The enormous wooden door was at the end of the hall.

She got splashed by the children in the pool.

Lesson Four: Review of R.I.D.E.R and drawing our mind pictures of complex sentences

Duration 30mins

Outcome:

Students will be reinforced with the R.I.D.E.R strategy and practise visualising and drawing their pictures.

Method:

1. Show students the R.I.D.E.R prompt cards, ask the students to remind you what they mean.
2. Explain that we are going to practise visualising some more sentences and draw and describe what we have pictured in our minds.
3. Teacher reads a complex sentence and models drawing what she pictured. Discuss how the image matches the sentence. Reinforce the need for simple, quick drawings.
4. Students are provided with poster paper (with a sentence written on the top), students read their complex sentences, draw their image under their sentence and describe it to the group.
5. Keep referring to the R.I.D.E.R prompt cards through this process.

Resources:

- R.I.D.E.R prompt cards.
- Textas.
- Prepared complex sentences on large poster paper.

e.g. *The children sat and talked about their last adventure.*

They went over to the green goblin, he was screaming at the top of his voice.

Down the ladder came a wooden slider, he saluted as he went past.

It was a small town, set with little crooked houses and shops- and every single house was made of things to eat!

Everyone had a turn at tugging the branch, but it was no use, the ball wouldn't come down.

Lesson Five: R.I.D.E.R strategy with a short story (sentence by sentence)

Duration 30mins

Outcome:

Students will use the R.I.D.E.R strategy as they read a short, easy story.

Method:

1. Show students the R.I.D.E.R prompt cards, ask the students to remind you what they mean.
2. Explain that we are going to read a short story today and use the R.I.D.E.R strategy to help us understand what we are reading.
3. Show poster paper and explain the process.
4. Students are provided with a short, easy story. Read the story together and take turns to draw an image for each sentence in the box provided and describe it to the group. Continue until the story is completed and each student has shown a good understanding of this process.
5. Keep referring to the R.I.D.E.R prompt cards through this process.
6. Together use the poster to retell the story using the pictures we have drawn.

Resources:

- R.I.D.E.R prompt cards.
- Textas.
- Short, easy levelled story.
- Prepared poster paper with grid for pictures.

e.g.

Lesson Six: R.I.D.E.R strategy with a short story (sentence by sentence)

Duration 30mins

Outcome:

Students will use the R.I.D.E.R strategy as they read a short, easy story.

Method:

1. Show students the R.I.D.E.R prompt cards, ask the students to remind you what they mean.
2. Revise last lesson, and explain that we are going to use the R.I.D.E.R strategy again to help us understand another story.
3. Show poster paper and revise the process.
4. Students are provided with a short, easy story. Read the story together and take turns to draw an image for each sentence in the box provided and describe it to the group. Continue until the story is completed and each student has shown a good understanding of this process.
5. Keep referring to the R.I.D.E.R prompt cards through this process.
6. Together use the poster to retell the story using the pictures we have drawn. Evaluate what we have drawn. What would you change?

Resources:

- R.I.D.E.R prompt cards.
- Textas.
- Short, easy levelled story.
- Prepared poster paper with grid for pictures.

e.g.

Lesson Seven: R.I.D.E.R strategy with a short story (sentence by sentence)

Duration 30mins

Outcome:

Students will use the R.I.D.E.R strategy as they read a short, easy story.

Method:

1. Show students the R.I.D.E.R prompt cards, ask the students to remind you what they mean.
2. Revise last lesson, and explain that we are going to use the R.I.D.E.R strategy again to help us understand another story.
3. Show poster paper and revise the process.
4. Students are provided with a short, easy story. Read the story together and take turns to draw an image for each sentence in the box provided and describe it to the group. Continue until the story is completed and each student has shown a good understanding of this process.
5. Keep referring to the R.I.D.E.R prompt cards through this process.
6. Together use the poster to retell the story using the pictures we have drawn. Evaluate what we have drawn. What would you change?

Resources:

- R.I.D.E.R prompt cards.
- Textas.
- Short, easy levelled story.
- Prepared poster paper with grid for pictures.

e.g.

Lesson Eight: R.I.D.E.R strategy with a short story (page by page)

Duration 30mins

Outcome:

Students will use the R.I.D.E.R strategy as they read a short story.

Method:

1. Show students the R.I.D.E.R prompt cards, ask the students to remind you what they mean.
2. Revise last lesson, and explain that we are going to use the R.I.D.E.R strategy again to help us understand another story, but this time we are going to identify the main idea on each page, visualise and draw a picture for the page.
3. Show poster paper and revise the process. Teacher models identifying the main idea and drawing the picture.
4. Students are provided with a short story. Read the story together, stop after each page and discuss the main idea. Take turns to draw an image for each page in the box provided and describe it to the group. Continue until the story is completed and each student has shown a good understanding of this process.
5. Keep referring to the R.I.D.E.R prompt cards through this process.
6. Together use the poster to retell the story using the pictures we have drawn. Evaluate what we have drawn. What would you change?

Resources:

- R.I.D.E.R prompt cards.
- Textas.
- Short story.
- Prepared poster paper with grid for pictures.

e.g.

Lesson Nine: R.I.D.E.R strategy with a short story (page by page)

Duration 30mins

Outcome:

Students will use the R.I.D.E.R strategy as they read a short story.

Method:

1. Show students the R.I.D.E.R prompt cards, ask the students to remind you what they mean.
2. Revise last lesson, and explain that we are going to use the R.I.D.E.R strategy again to help us understand another story; we are going to identify the main idea on each page, visualise and draw a picture for the page.
3. Show poster paper and revise the process. Teacher revises how to identify the main idea and draw the picture.
4. Students are provided with a short story. Read the story together, stop after each page and discuss the main idea. Take turns to draw an image for each page in the box provided and describe it to the group.

Continue until the story is completed and each student has shown a good understanding of this process.

5. Keep referring to the R.I.D.E.R prompt cards through this process.

6. Together use the poster to retell the story using the pictures we have drawn. Evaluate what we have drawn. What would you change?

Resources:

- R.I.D.E.R prompt cards.
- Textas.
- Short story.
- Prepared poster paper with grid for pictures.

e.g.

Lesson Ten: Independent use of R.I.D.E.R strategy

Duration 30mins

Outcome:

Students will independently use the R.I.D.E.R strategy as they read a short story.

Method:

1. Show students the R.I.D.E.R prompt cards, ask the students to remind you what they mean.
2. Revise last lesson, how we identified the main idea on each page, visualised and drew a picture for the page.
3. Students are provided with a short story and a bookmark of R.I.D.E.R process. Read the story independently and use the R.I.D.E.R strategy to help them understand what they are reading.
4. Students retell the story in their own words and evaluate how well they visualised and whether it helped them understand the story better. What worked well? What could you do better? What would you change?

Resources:

- R.I.D.E.R bookmarks for each student.
- Short story.

Lesson Eleven: Independent use of R.I.D.E.R strategy

Duration 30mins

Outcome:

Students will independently use the R.I.D.E.R strategy as they read a short story and evaluate

themselves.

Method:

1. Show students the R.I.D.E.R prompt cards, ask the students to remind you what they mean.
2. Revise last lesson, talk about last lessons evaluation time. Ask students to keep those things in mind when reading.
3. Students are provided with a short story and a bookmark of R.I.D.E.R process. Read the story independently and use the R.I.D.E.R strategy to help them understand what they are reading.
4. Students retell the story in their own words and evaluate how well they visualised and whether it helped them understand the story better. Do you think you were better this time? Why? What worked well? What could you do better? What would you change?

Resources:

- R.I.D.E.R bookmarks for each student.
- Short story.

Lesson Twelve: Post testing

Duration 30mins

Outcome:

Students learning is assessed and data gathered by the teacher.

Method:

1. Students review their learning over the last couple of weeks.
2. Visualisation test is administered as per the script on the testing page. These are collected at the end of the session.

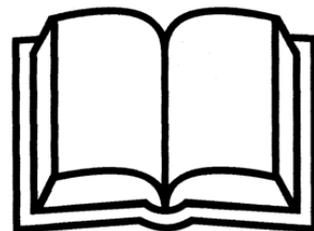
Resources:

- Visualisation Tests for each child and Teacher script.
- Pencils and erasers.

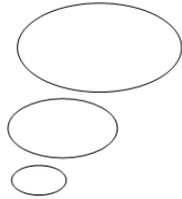
RIDER

- (1) **R**ead
- (2) **I**mage – picture
- (3) **D**escribe
- (4) **E**valuate – check
- (5) **R**epeat – steps 1 2 3 4

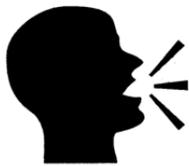
1. Read



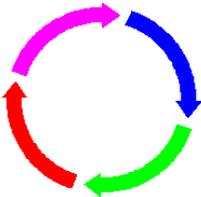
2. Image - put
a picture in your
mind



3. Describe



4. Evaluate
check



5. Repeat
steps 1,2,3,4

R.I.D.E.R bookmark

R.I.D.E.R

Read



Image



Draw/Describe



Evaluate



Repeat

