Explicit teaching of Year 2 children to use visualisation through the RIDER strategy improves reading comprehension.

Materials

Assessments  All students were pre and post tested using the John Munro (2005) Visualisation task. They were also pre and post tested with the Progressive Achievement Tests in Reading: Comprehension, Test booklet 2, Fourth Edition (2008). This can be abbreviated to PAT R test Level 2.

The Visualisation test finds out what images the students can create in their minds when a story is read to them, sentence by sentence. It assesses how much detail they can recall after the teacher has read each sentence to them. In the Visualisation test the students were called up one by one and the teacher read them the story. It was read to them sentence by sentence and they had to explain what they could see in their mind after each sentence was read out to them. The instructions were as follows. ‘Listen to each sentence. Make a picture of it in your mind. Then describe your picture in words.’ The teacher then wrote the child’s description on the sheet in the space provided, next to each sentence.

The PAT R test Level 2 is a comprehension test aimed for Grade 2 children. It measures literal and inferential comprehension. It includes two narratives, one table and three factual passages. The students read each passage and then choose the most appropriate answer from a multiple choice selection. The teacher administered the PAT R test Level 2 test to all of the students in the study at the same time. Each student received their own test booklet and answer sheet. There was administration time to explain the procedure to the students. The teacher read the instructions to the students. The instructions were as follows. ‘This is a test of how well you understand what you read. Carefully read each passage and then answer the questions about it before you go onto the next passage. There are four choices for every question. You choose the one answer that you think is best.’ The students did an example passage and then were given 40 minutes to complete the test.
The texts that the students used (during the teaching sessions) are as follows

Text A Bike for Alex by Elsie Nelley (PM Level 15 book)
Text The Big Red Apple by David Tunkin
Text Gregor the Grumblesome Giant by Allen Trussell-Cullen
Text The Fishing Trip (Erik program)
Text Chicken Pox (Erik program)
Text What a Day (Erik program)
Text Ross and Jack go Camping (Erik program)
Text A Day at the Beach (Erik program)

Teaching Materials

- RIDER prompt chart ERIK (Appendix 1), paper, pencil, white board and markers
- Printed story train for students to record the beginning middle and end of the story (see Appendix 2).

Teaching Sequence – Ten 30 minute lessons were given to provide instruction on the learning of visualising through the R.I.D.E.R strategy. (See Appendix 3.)

Procedure

The first session introduced the acronym RIDER and the proceeding sessions revisited the acronym at the beginning of each lesson.

The first four lessons had the teacher modelling the RIDER strategy to the students. Lessons 5-10 had the students implementing the RIDER strategy independently. At the end of each task students were required to retell what they could remember from the story and state what they had learnt from the lesson. An outline of the lessons is shown below. Detailed lesson plans are in Appendix 3.
Lesson Outlines

Lesson 1

Text  A Bike for Alex by Elsie Nelley (PM Level 15)

Before Reading
They are introduced to the RIDER strategy.

Introduce the book ‘A Bike for Alex’.
The teacher will then model the RIDER strategy based on the information gained from the book.
The teacher describes what is drawn on the paper. The text is then brought back. Teacher evaluates picture. Teacher states what has been included.
The students are then given the opportunity to visualise the same picture. They draw what they can remember and describe their drawing.
The text and the picture are then brought back and they evaluate what has been included.

After Reading
Each students then states what he/she has learnt from the lesson and/or share what they enjoyed.

Lessons 2 and 3

Text  The Big Red Apple by David Tunkin

Before Reading
The RIDER strategy will be reviewed with the children.

Introduce the book.  Look at the text and title with the children (for lesson 2), recap the story so far (for Lesson 3).

During Reading
The teacher models the RIDER strategy to the students. The children then go through the process of the RIDER strategy.

After Reading
Children retell what has happened so far. They also say what they have enjoyed and learnt.

Lessons 4 and 5

Text  Gregor the Grumblesome Giant by Allen Trussell-Cullen

Before Reading
The RIDER strategy will be reviewed with the children.

Introduce the book ‘Gregor the Grumblesome Giant’. Look at the text and title with the children (for lesson 4). The story is recapped (for lesson 5).

During Reading
Teacher reads some pages of the text.
Teacher thinks out loud and models each step of the RIDER strategy.
The children then go through the process of the RIDER strategy.
The above process is repeated with different pages.

**After Reading**
Children retell what has happened so far.
They also say what they have enjoyed and learnt.

**Lesson 6**

**Text**  *The Fishing Trip (ERIK program)*

**Before Reading**
The RIDER strategy will be reviewed with the children.

**Introduce text**

**During Reading**
Teacher reads the text to the students.

After reading the first section, the students are encouraged to draw using RIDER.

The students each then describe what they have drawn on the paper. The teacher then brings back the text and evaluates the drawing details with the children.

This process will then be repeated with the rest of the story.

**After Reading**
Children retell what happened in the story.
They also say what they have enjoyed and learnt.

**Lessons 7 and 8**

(A similar format to lesson 6 is used here with different texts from the ERIK program)

**Lesson 9**

**Text**  *Ross and Jack go Camping (ERIK program)*

**Before Reading**

Teacher writes a letter for each word of RIDER.
Have each student describe or write down what each letter stands for, to the group

Introduce text, ‘Ross and Jack go Camping’. Use the title of text and illustration to orient the students’ prior knowledge about this topic.
During Reading

Students read the text independently.

After reading the first section, the students are encouraged to visualise using RIDER.

One chosen student will describe what he/she has visualised. The teacher then brings back the text and evaluates the visualised details with the student.

This process will then be repeated.

After Reading

Using a story train (Appendix 2) the students will write down as much as they can remember of the story.

They also say what they have enjoyed and learnt.

Lesson 10

Text  A Day at the Beach (ERIK program)

(A similar format to lesson 9)

Over a period of two and a half weeks the 4 students in the intervention group were involved in ten lessons. The duration of the lessons was 30 minutes. Nine of the ten intervention lessons were taught away from the classroom. The sessions took place at different times prior to the students’ lunch break. The 4 students in the control group participated in the normal classroom activities and were not involved in the intervention sessions. Once the teaching of the intervention group was completed, all students were assessed again with the same tests that were used prior to the intervention sessions.
Cue cards

RIDER

1. **Read**

2. **Imagine** – picture

3. **Describe**

4. **Evaluate / check**

5. **Read on**
Story Train

Description:

Beginning

What happened first?

Middle

What happened next?

End

What happened last?

Name:

Title:
TEACHING OUTLINES

Lesson 1

Duration 30 minutes

Text  A Bike for Alex by Elsie Nelley (PM Level 15)

Materials  RIDER prompt chart, paper, pencil, white board and markers

Before Reading

The students are told that they are going to be taught how to remember and understand what they have read by seeing pictures in their mind.

They are introduced to the RIDER strategy. Each letter of the acronym will be explained.

1 Read- Read a sentence, paragraph or page

2 Image- put a picture in your mind

3 Describe- say what you see

4 Evaluate- Check that what you have said is accurate

5 Repeat- go back and repeat steps 1, 2, 3 and 4 for the next sentence paragraph or page.

Introduce the book ‘A Bike for Alex. Ask the children if they have a bike. Ask the children to describe their bike. Read the story. Stop at page 8. The teacher will then model the RIDER strategy based on the information gained from page 8.

The teacher says, ‘When I close my eyes I can see... The teacher draws the image that she can remember.

The teacher describes what is drawn on the paper. The text is then brought back. Teacher evaluates picture. Teacher states what has been included

The students are then given the opportunity to visualise the same picture. They draw what they can remember and describe their drawing.

The text and the picture is then brought back and they evaluate what has been included

The students then state what they have learnt from the lesson and share what they enjoyed.

Lesson 2

Duration 30 minutes

Text  The Big Red Apple by David Tunkin

Materials  RIDER prompt chart, paper, pencil, white board and markers
Before Reading

The RIDER strategy will be reviewed with the children. Each letter of the acronym will be explained.

1 Read- Read a sentence, paragraph or page
2 Image- put a picture in your mind
3 Describe- say what you see
4 Evaluate- Check that what you have said is accurate
5 Repeat- go back and repeat steps 1,2, 3 and 4 for the next sentence paragraph or page.

Introduce the book ‘The Big Red Apple’. Look at the text and title with the children. Ask, ‘What do you think the story is about?’

During Reading

Teacher reads pages 2 and 3 of text. The teacher models the RIDER strategy to the students. Teacher thinks out loud and goes through each step of the RIDER strategy. I have read the first 2 pages. I now have an image of a large apple on an apple tree. I can also remember a little girl looking at the apple because she wanted to pick it and eat it.

The teacher then describes what she has drawn on paper. The teacher then brings back the text and evaluates the text in front of the children. She asks if anything else needs to be added to the picture.

Teacher re-reads pages 2 and 3 for the children. The children then go through the process of the RIDER strategy

The teacher reads on until pages 7 and 8. The teacher models the RIDER strategy.

Teacher re-reads pages 7 and 8 for the children. The children then go through the process of the RIDER strategy individually. Teacher may prompt, ‘What else could you include?’

After Reading

Children retell what has happened so far.

They also say what they have enjoyed and learnt with a partner

Lesson 3

Duration 30 minutes

Text  The Big Red Apple by David Tunkin

Materials  RIDER prompt chart, paper, pencil, white board and markers

Before Reading
The story is recapped by asking the students what has happened so far

Revise the RIDER strategy with the students

The RIDER strategy will be reviewed with the children. **Have the children state what each letter of the acronym stands for, before the prompt chart is shown to the children.**

1 Read- Read a sentence, paragraph or page

2 Imagine- put a picture in your mind

3 Describe- say what you see

4 Evaluate- Check that what you have said is accurate

5 Repeat- go back and repeat steps 1,2, 3 and 4 for the next sentence paragraph or page.

**During Reading**

Teacher reads pages 10 of text.

Teacher thinks out loud and models each step of the RIDER strategy. I have read page 10. I have an image of the apple in a big hole with leaves and dirt covering the apple.

The teacher then describes what has been drawn on paper. The teacher then brings back the text and evaluates the text in front of the children. She asks if anything else needs to be added to the picture.

Teacher re-reads page 10 the children. The children then go through the process of the RIDER strategy.

Teacher reads the last two pages of the book (pages 11 and 12).

The above process is repeated for page 12.

**After Reading**

Children retell what has happened in the story.

They also write down what they know about the RIDER strategy and then talk to a partner.

Lesson 4

Duration 30 minutes

Text  Gregor the Grumblesome Giant by Allen Trussell-Cullen

Materials  RIDER prompt chart , paper, pencil, white board and markers

Before Reading
The RIDER strategy will be reviewed with the children. **Have the children state what each letter of the acronym stands for, before the prompt chart is shown to the children.**

1 Read - Read a sentence, paragraph or page
2 Imagine- put a picture in your mind
3 Describe- say what you see
4 Evaluate- Check that what you have said is accurate
5 Repeat- go back and repeat steps 1,2, 3 and 4 for the next sentence paragraph or page.

Introduce the book ‘Gregor the Grumblesome Giant’. Look at the text and title with the children. Ask, ‘What do you think the story is about?’

**During Reading**

Teacher reads pages 2-8 of the text.

Teacher thinks out loud and models each step of the RIDER strategy. The teacher says, ‘I have read pages 8 and 10’. I have an image of six stupendous salads and my other image is of eight enormous egg burgers.

The teacher then describes what has been drawn on paper. The teacher then brings back the text and evaluates the text in front of the children. She asks if anything else needs to be added to the picture.

Teacher re-reads page 8 to the children. The children then go through the process of the RIDER strategy.

The teacher continues to read up to page 12

The children imagine and draw a picture of page 12 (no teacher modelling)

**After Reading**

Children retell what has happened so far.

They also say what they have enjoyed and learnt.

**Lesson 5**

**Duration** 30 minutes

**Text**  *Gregor the Grumblesome Giant* by Allen Trussell-Cullen

**Materials** RIDER prompt chart, paper, pencil, white board and markers
Before Reading

The RIDER strategy will be reviewed with the children. **Have one child write what each letter of the acronym stands for.**

Teacher has a letter for each word on the whiteboard. The teacher does not have the prompt chart up for the students.

1 Read - Read a sentence, paragraph or page
2 Imagine - put a picture in your mind
3 Describe - say what you see
4 Evaluate - Check that what you have said is accurate
5 Repeat - go back and repeat steps 1, 2, 3 and 4 for the next sentence paragraph or page.

The story is recapped by asking the students to write down what has happened so far.

During Reading

Teacher reads pages 14 and 16 of the text.

Children carry out each step of the RIDER strategy based on pages 14 and 16.

The students each describe what has been drawn on paper. The teacher then brings back the text and the students and teacher evaluate their pictures.

After Reading

Children draw what they remember of the story.

They also say what they have enjoyed and learnt.

Lesson 6

**Duration** 30 minutes

**Text** The Fishing Trip (Erik program)

**Materials** RIDER prompt chart, paper, pencil, white board and markers

Before Reading

The RIDER strategy will be reviewed with the children. **Have the children state what each letter of the acronym stands for.**
Teacher has a written letter for each word written up on the whiteboard. The teacher does not have the prompt chart up for the students.

R
I
D
E
R

Introduce text ‘The Fishing Trip’. Use the title of text and illustration to orient the students’ prior knowledge about this topic.

During Reading
Teacher reads the text to the students.

After reading the first section, the students are encouraged to draw using RIDER. The RIDER cue cards will be shown to the students to assist them.

The students each then describe what they have drawn on the paper. The teacher then brings back the text and evaluates the drawing details with the children.

This process will then be repeated with the rest of the story.

After Reading
Children retell what happened in the story.

They also say what they have enjoyed and learnt.

Lesson 7

Duration 30 minutes

Text Chicken Pox (Erik program)

Materials RIDER prompt chart, paper, pencil, white board and markers

Before Reading
The RIDER strategy will be reviewed with the children. Have the children state what each letter of the acronym stands for.

Teacher writes a letter for each word. The teacher does not have the prompt chart up for the students.
Introduce text ‘Chicken Pox’. Use the title of text and illustration to orient the students’ prior knowledge about this topic.

**During Reading**
Teacher and students read the text together.
The text is then read together again.

After reading the first section, the students are encouraged to visualise using RIDER. The RIDER cue cards will be shown to the students to assist them.

Each student will describe what he/she has visualised. The teacher then brings back the text and evaluates the visualised details with the student.

This process will then be repeated with the next part of the story (different students will be chosen to share what they have visualised.)

For the last section of the story the children draw what they have visualised.

**After Reading**
Children retell what happened in the story.
They also say what they have enjoyed and learnt.

**Lesson 8**

**Duration** 30 minutes

**Text**  *What a Day (Erik program)*

**Materials** RIDER prompt chart, paper, pencil, white board and markers

**Before Reading**
Teacher holds up a letter for each word. The teacher does not have the prompt chart up for the students.
Have each student describe one letter, and what it stands for, to the group

Introduce text ‘What a Day’. Use the title of text and illustration to orient the students’ prior knowledge about this topic.

**During Reading**

Students read the text together.

After reading the first section, the students are encouraged to visualise using RIDER. The RIDER cue cards will be shown to the students to assist them.

One chosen student will describe what he/she has visualised. The teacher then brings back the text and evaluates the visualised details with the student.

This process will then be repeated with the rest of the story (different students will be chosen to share what they have visualised.)

For the final part of the story the students draw what they have visualised and then check their accuracy with the text..

**After Reading**

Children retell what happened in the story.

They also say what they have enjoyed and learnt.

**Lesson 9**

**Duration** 30 minutes

**Text** Ross and Jack go Camping (Erik program)

**Materials** RIDER prompt chart, paper, pencil, white board and markers

**Before Reading**
Teacher holds up a letter for each word. The teacher does not have the prompt chart up for the students.

R
I
D
E
R

Have each student describe one letter, and what it stands for, to the group

Introduce text ‘Ross and Jack go Camping’. Use the title of text and illustration to orient the students’ prior knowledge about this topic.

**During Reading**

Students read the text independently.

After reading the first section, the students are encouraged to visualise using RIDER. The RIDER cue cards will be shown to the students to assist them.

One chosen student will describe what he/she has visualised. The teacher then brings back the text and evaluates the visualised details with the student.

This process will then be repeated with the rest of the story (different students will be chosen to share what they have visualised.)

**After Reading**

Using a story train the students will draw as much as they can remember of the story. (beginning, middle and end)

They also say what they have enjoyed and learnt.

Lesson 10

**Duration** 30 minutes

**Text**  *A Day at the Beach (Erik program)*

**Materials** RIDER prompt chart, paper, pencil, white board and markers

**Before Reading**
Teacher holds up a letter for each word. The teacher does not have the prompt chart up for the students.

R
I
D
E
R

Have each student describe one letter, and what it stands for, to the group

Introduce text ‘A Day at the Beach’. Use the title of text and illustration to orient the students’ prior knowledge about this topic.

During Reading

Students read the text independently.

After reading the first section, the students are encouraged to visualise using RIDER. The RIDER cue cards will be shown to the students to assist them.

One chosen student will describe what he/she has visualised. The teacher then brings back the text and evaluates the visualised details with the student.

This process will then be repeated with the rest of the story (different students will be chosen to share what they have visualised.)

After Reading

Using a story train the children will draw as much as they can remember of the story.

They also write about what they have enjoyed and learnt.

They also write down what each letter of the acronym represents.