The explicit teaching of visualisation to Year 2 underachieving students, using the R.I.D.E.R strategy, improves oral retell and reading comprehension of fiction text.

Lesson Plans- Adapted from John Munro, 2006: Visualizing Lessons

The students have recently been on an excursion to the farm and have been working on this topic in class. Sentences selected because of prior knowledge.

Lesson 1
Duration – 40 minutes
Text - One event sentences
Materials – Grey lead pencils, Picture Box sheet, Whiteboard, Whiteboard markers

Before Reading –
Today I am going to teach you something that will help you to remember and understand what you read. It is called Visualizing. Show students a ‘V’ action with your hand. It is like taking a picture with a camera or making a movie in your mind. Teacher holds up a camera and asks, *When have you or your parents used a camera? Why?* Visualising, is like taking pictures with a camera it helps us to remember what we read, by making pictures in our mind. This is what you do. After you have read a sentence, you make a picture of it in your mind and say what the picture is.

*Example*
*I want you to think about the zoo. Make a picture in your mind about what you see at the zoo.*

Teacher writes on the whiteboard and models response aloud *‘In my mind I can see... a black and white zebra eating grass near a fence.’* Students then take turns naming what they can see using the prompt. They are encouraged to give detail.

While Reading –
- Teacher shows and reads a sentence aloud to students;
  *On the farm Mary fed a pony hay.*
- The teacher sketches quickly what she sees emphasizing the ideas are important then tells the students;
  *In my mind I can see Mary giving the tiny pony some hay on a farm.*
- Teacher shows and encourages students to read new sentence aloud;
  *The chicken has laid an egg in the hen house*
- The teacher checks for meaning;
  *What is a hen house?*
- Students sketch image in their minds on picture box sheet and are told the emphasis is on the ideas, then describe it to the class
- As students describe picture using the prompt the teacher ticks words/ideas in sentence that match the picture
- Process is repeated with another sentence
  *The horse jumped over the fence to eat some grass*

After Reading –
- Students Reflection
  1/ What they have learnt? Why?
  2/ What do you know now that you didn’t know before?
  3/ How and when can you use what you have learned in new tasks?
Lesson 2  
**Duration –** 40 minutes  
**Text -** One and two event sentences  
**Materials –** Grey lead pencils, Picture Box sheet, Whiteboard, Whiteboard markers, R.I.D.E.R posters

**Before Reading –**
- Teacher uses ‘V’ actions as a prompt for students to articulate the meaning of visualizing  
- Students encouraged to use prompt to make pictures in their mind, ‘In my mind I can see...’  
- Teacher shows and reads student a sentence;  
  *The farmer is milking some cows then he puts the milk in bottles.*  
- Teacher introduces R.I.D.E.R strategy and models each step. Showing the students visual aides in the form of posters at each stage whilst simultaneously modeling action for each letter  
- Students repeat the actions  
- Teacher models quick sketched images, and emphasize the importance of the ideas to help them remember the text, not the artwork.

1. **R- Read**, the sentence or paragraph of a text  
   Action: Reading a book  
2. **I- Imagine**, create in your mind a picture of what you have read  
   Action: Thinking  
3. **D- Describe**, teacher describes drawn image, using prompt  
   Action- Hands making a talking motion  
   Prompt- ‘In my mind I can see…..’  
4. **E – Evaluate**, teacher matches images/descriptions, to sentence  
   Action- Tick to show match  
5. **R- Read On**, teacher demonstrates reading on to the next paragraph  
   Action- Turn Pages

- Students repeat, R.I.D.E.R acronym and revise actions that match each letter

**During Reading –**
- Students read sentence aloud together, then follow procedure as above, using another sentence;  
  *The farmer is chasing the chickens around the farm then he catches them and puts them in the hen house.*  
- Students sketch and share their images, describe what they have drawn then evaluate the image against the sentence.  
- The teacher ticks the word/idea when the image matches the text

**After Reading –**
- Students Reflection  
  1/ What they have learnt? Why?  
  2/ What do you know now that you didn’t know before?  
  3/ How and when can you use what you have learned in new tasks?
Lesson 3

**Duration** – 40 minutes

**Text** – The Picnic Tree

**Materials** – R.I.D.E.R posters

**Before Reading** –

- Teacher uses ‘V’ actions as a prompt for students to articulate the meaning of visualizing.
- Students repeat R.I.D.E.R strategy using picture cues and actions as prompts.
- Students encouraged to make pictures in their mind.
- Students read and retell text ‘The Picnic Tree’ pages 4-8.

**During Reading** –

- Students follow the R.I.D.E.R strategy.
- Students read ‘The Picnic Tree’ page 2 together aloud, they each imagine then describe their mind pictures and use the prompt-’In my mind I can see……’
- They then evaluate their mages against the text to see if there is a match.
- Teacher models retell in order, including detail such as character names, setting etc, the prompt modeled ‘In the book…’ and explains to students the importance of retelling with detail, in their own words, paraphrasing, will help them to remember and understand what they have read.
- Students repeat points 2,3 and take turns retelling, for pages 4-8.

**After Reading** –

- Students Reflection
  1/ What they have learnt? Why?
  2/ What do you know now that you didn’t know before?
  3/ How and when can you use what you have learned in new tasks?
Lesson 4
**Duration** – 40 minutes
**Text** – The Picnic Tree
**Materials** – R.I.D.E.R posters

**Before Reading –**
- Teacher uses ‘V’ actions as a prompt for students to articulate the meaning of visualizing.
- Students repeat R.I.D.E.R strategy using picture cues and actions as prompts.
- Students encouraged to make pictures in their mind.

**During Reading –**
- Students follow the R.I.D.E.R strategy
- Students read each paragraph of the, The Picnic Tree’ from pages 9-12 aloud
- They each imagine pairs of sentences, then describe their images and use the prompt- ‘In my mind I can see…….’ for each paragraph
- Students then evaluate their images against the text to see if image is accurate
- Teacher models retell in order, including detail such as character names, setting etc, the prompt modeled ‘In the book…’ and explains to students the importance of retelling with detail, in their own words, paraphrasing and using synonyms, will help them to remember and understand what they have read
- Students repeat points 2-4 for pages 13-16, however this time they individually retell the text

**After Reading –**
- Students Reflection
  1/ What they have learnt? Why?
  2/ What do you know now that you didn’t know before?
  3/ How and when can you use what you have learned in new tasks?
Lesson 5
Duration – 40 minutes
Text – The Picnic Tree, The Pony Club
Materials – R.I.D.E.R posters

Before Reading –
- Teacher uses ‘V’ actions as a prompt for students to articulate the meaning of visualizing.
- Students repeat R.I.D.E.R strategy using picture cues and actions as prompts
- Students encouraged to make pictures in their mind
- Students read and retell ‘The Picnic Tree’ in sequence, including detail as a group

During Reading –
- Students follow the R.I.D.E.R strategy
- Students read each paragraph of the, ‘The Pony Club’ page 1-8 aloud
- They each visualize and describe their images, and use the prompt- ‘In my mind I can see…….’ for each paragraph
- Students then evaluate their images against the text to see if there is a match
- Students repeat points 2-5 for pages 9-16
- Students retell in pairs in order, including detail such as character names, setting etc, using the prompt ‘In the book…’

After Reading –
- Students Reflection
1/ What they have learnt? Why?
2/ What do you know now that you didn’t know before?
3/ How and when can you use what you have learned in new tasks?
Lesson 6

Duration – 40 minutes

Text – The Pony Club, Pet Day

Materials – R.I.D.E.R posters

Before Reading –
- Students articulate what visualizing means use ‘V’ actions as a prompt.
- Students repeat R.I.D.E.R strategy using picture cues and actions as prompts
- Students encouraged to make pictures in their mind
- Students read together and retell ‘The Pony Club’ in sequence as a group

During Reading –
- Students follow the R.I.D.E.R strategy
- Students read each paragraph of the ‘Pet Day’ page 1-8 aloud
- They each visualize and describe their images sentence by sentence, and use the prompt- ‘In my mind I can see ….’ for each paragraph
- Students then evaluate their images against the text to see if there is a match
- Students repeat points 2-5 for pages 9-16
- Students retell to a partner in order, including detail such as character names, setting etc, using the prompt ‘In the book…’

After Reading –

- Students Reflection
  1/ What they have learnt? Why?
  2/ What do you know now that you didn’t know before?
  3/ How and when can you use what you have learned in new tasks?
Lesson 7

**Duration** – 40 minutes

**Text** – The Pet Day, Peppers Adventure

**Materials** – R.I.D.E.R posters

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**Before Reading** –
- Students articulate what visualizing means use 'V' actions as a prompt.
- Students repeat R.I.D.E.R strategy using picture cues and actions as prompts. Students encouraged to make pictures in their mind.
- Students read silently and retell in pairs 'The Pet Day' in sequence.

**During Reading** –
- Students follow the R.I.D.E.R strategy.
- Students silently read each paragraph of 'Peppers Adventure' page 1-8.
- Students visualize each paragraph and describe their image to the group 'In my mind I can see......'
- They then evaluate their images against the text to see if there is a match.
- Students repeat points 2-5 for pages 9-16.
- Students retell text to a partner 'In the book...'

**After Reading** –
- Students reflection
  1/ What they have learnt? Why?
  2/ What do you know now that you didn’t know before?
  3/ How and when can you use what you have learned in new tasks?
Lesson 8

**Duration** – 40 minutes

**Text** – Peppers Adventure, Late for the Party

**Materials** – R.I.D.E.R posters

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**Before Reading** –

- Students articulate what visualizing means use ‘V’ actions as a prompt.
- Students repeat R.I.D.E.R strategy using picture cues and actions as prompts
- Students encouraged to make pictures in their mind
- Students read and retell in pairs ‘Peppers Adventure’ in sequence

**During Reading** –

- Students follow the R.I.D.E.R strategy
- Students silently read, ‘Late for the Party’ page 1-8,
- Students visualize each paragraph and describe their image to the group
  ‘In my mind I can see…….’
- They then evaluate their mages against the text to see if there is a match
- Students repeat points 2-5, for pages 9-16
- Students retell text in pairs

**After Reading** –

- Students Reflection
  1/ What they have learnt? Why?
  2/ What do you know now that you didn’t know before?
  3/ How and when can you use what you have learned in new tasks?
Lesson 9
Duration – 40 minutes
Text – Late for the Party, The Hospital Party
Materials – Paper and pencils

Before Reading –
• Students articulate what visualizing means use ‘V’ actions as a prompt.
• Students repeat R.I.D.E.R strategy using picture cues and actions as prompts Students encouraged to make pictures in their mind
• Students read and retell ‘Peppers Adventure ’ in sequence in pairs.

During Reading –
• Students follow the R.I.D.E.R strategy
• Students silently read, ‘Late for the Party’ page 1-8,
• Teacher models writing the description of the visual image emphasizing paraphrasing and the use of synonyms for pages 1-2, then evaluates against text
• The group writes a description together for pages 3-8, then evaluates against text
• Students then evaluate their written description against the paragraph
• Students Silently read pages 9-16
• Each student individually writes their ‘visualize’ of each paragraph
• Students retell text in pairs

After Reading –
• Students Reflection
  1/ What they have learnt? Why?
  2/ What do you know now that you didn’t know before?
  3/ How and when can you use what you have learned in new tasks?
Lesson 10 - This stage of the lesson sequence the teacher removes some prompts in order to move students towards independence

Duration – 40 minutes

Text – Late for the Party, Matt’s Good Idea

Materials – Paper and pencils

Before Reading –

• Teacher prompts with ‘V’ action.
• Students asked which strategy to use R.I.D.E.R and why
• Students read and retell ‘Late for the Party’ in pairs.

During Reading –

• Students follow the R.I.D.E.R strategy.
• Students silently read, ‘Matt’s Good Idea’ page 1-8,
• Students visualize each paragraph
• Each student individually writes their ‘visualize’ of each paragraph
• Students then evaluate their written description against the paragraph
• Students share their written descriptions and evaluations with the group
• Students repeat points 2-5 for pages 9-16
• Students retell text in pairs

After Reading –

• Students Reflection
  1/ What they have learnt? Why?
  2/ What do you know now that you didn’t know before?
  3/ How and when can you use what you have learned in new tasks?
Materials

Texts:
The texts were easy, Year 2 appropriate using, the Fry Readability Scale.
The following texts were used to teach Visualising to the Intervention group:

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Author</th>
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<tbody>
<tr>
<td>3</td>
<td>The picnic Tree</td>
<td>Jacquie Kilkenny</td>
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<td>4</td>
<td>The picnic Tree</td>
<td>Jacquie Kilkenny</td>
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<td>5</td>
<td>The Pony Club</td>
<td>Jay Dale</td>
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<td>6</td>
<td>Pet Day</td>
<td>Margaret McAlister</td>
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<td>7</td>
<td>Peppers Adventure</td>
<td>Beverley Randell</td>
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<td>8</td>
<td>Late for the Party</td>
<td>Jackie Tidey</td>
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<td>9</td>
<td>The Hospital Party</td>
<td>Dawn McMillan</td>
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<td>10</td>
<td>Matt’s Good Idea</td>
<td>Jenny Giles</td>
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Visual Aides:
Set of visual cues for R.I.D.E.R strategy (Appendix E)

Writing/Drawing Aides:
Whiteboard and textas
Picture Box sheet and grey lead pencils, to draw images

Props:
Camera

Teaching Sessions:
Set of 10 lesson plans (Appendix E)
PROCEDURE

The students in the Control group continued with their standard literacy class sessions. The students took part in whole class, group and individual sessions using strategies such as guided reading, independent reading activities based on guided reading text, paraphrasing and synonym work as it has become a whole school focus.

Students in the intervention group were withdrawn from their regular classroom mid term 3. The teaching sessions were conducted in a separate room, five times a week over a two-week period, for 40 minutes in the second hour of the literacy block in the morning. Detailed lesson plans are found in Appendix E. A brief overview of the lessons follows.

The teaching sequence for all sessions was based on John Munro's Comprehension Intervention strategy for Visualising (2011), using the Collins, Brown & Newman (1989) model. This model requires the teacher to be responsible for modelling the task, coaching and guiding the students providing prompts and feedback then finally scaffolding and fading out, reducing the cues for support as students increasingly complete the task independently. There was also an expectation for the student in the sessions to take responsibility for their learning. At the end of each session the students reflected on what they had learnt. Articulation of what they had learnt and when and how to apply it to new tasks helped them clarify their understanding and gave the teacher valuable insight as to when to reduce scaffolding.

Each lesson included three distinct stages –

Before reading activities- at this stage students and were orientated to the text and got their knowledge ready

During reading activity- at this stage students were visualising, reviewing and comprehending as they read.

After reading activity- at this stage students reviewed their knowledge.

The teacher began with selecting texts, which were scaled according to Fry’s Readability Scale to ensure they were at an easy year two level. It is important that readability be easily managed by the students when teaching a new strategy – Visualising, so that the students are not struggling with decoding which could impede the successful uptake of the new strategy.

The intervention session began with the explicit focus of the visualisation strategy by tapping into their prior knowledge. Topics or ideas used were those that students were familiar with, such as the zoo and the farm, as students had been on excursions to these places. The teacher modelled the prompt ‘In my mind I can see….’ then described her image. The students were asked to read the sentence aloud together and imagine and describe their images individually, using the prompt
as a scaffold. This gave the teacher the opportunity to observe the detail in the student’s
descriptions. The students were explicitly led to draw links between mental imagery used, as an
aide to remembering the content in the text.

The teacher proceeded to write a one-event sentence and modelled sketching the image where
the emphasis was on the ideas in the sentence, not the artwork. She then modelled checking if the
image matched the sentence. The students repeated the procedure with another sentence, this
time sketching their own images and describing their illustrations to the class then matching them
to the sentence. The session concluded with the students articulating and reflecting on their new
knowledge.

The second session commenced with students recalling and clarifying their understanding of
visualisation and its purpose. The R.I.D.E.R strategy was introduced then each stage of the
strategy was modelled using visual aides (Appendix E) along with actions for each acronym as this
helps students embed the strategy in their long-term memory. The students read the sentence
aloud together, and then applied the strategy to two event sentences. Individually they sketched,
described and evaluated images. The session concluded as the previous session.

Lessons three to six followed a similar format with increasing text length. Scaffolding began to be
reduced with student no longer sketching images. However, visual aids were still made available to
support the process for students who had difficulty. The teacher modelled the new step, orally
describing ideas in the sentence, and then the students repeated the procedure. The teacher also
modelled retelling the text in order, then the students repeated the procedure.

Lessons seven to ten involved the fading out of support so that students could apply the strategy
independently. Students read each paragraph silently then visualized the ideas and described their
idea to the group. By session ten they individually visualised each paragraph and wrote a
description of what they imagined using synonyms to paraphrase the images in their mind.

The Control and Intervention students were post-tested at the end of the two-week teaching
session. This data was then collected and collated, into tables and graphs, which were compared
and analysed to evaluate the effectiveness of the teaching sessions.
Appendix E

**Picture Boxes**

**To be used with the RIDER strategy** - Students draw their image.

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