

Explicitly teaching visualising through the R.I.D.E.R strategy to Year 4 students who can accurately decode text but experience difficulties with comprehension, improves their oral retell and reading comprehension of fiction text.

Materials used for the lessons

1. **The Lion, the Witch and the Wardrobe** by C.S Lewis (see Lesson 1)
2. **The Chronicles of Narnia-The Lion, the Witch and the Wardrobe**-DVD by Walt Disney Pictures(see Lesson 1)
3. 10 detailed Lesson Plans adapted by Nella Fimiani from Project 282-see Appendix 3
4. Narrative texts used in lessons1-10: The texts were assessed for their readability level. Five texts were chosen from available series in the school, pictures covered. Titles, Text Type, Fry's Readability Level, Series-see Appendix 4
5. R.I.D.E.R prompt poster used in lessons-see Appendix 5
6. R.I.D.E.R cue cards used in lessons-see Appendix 6
7. R.I.D.E.R image recording boxes sheet used in lessons-see Appendix 7

Procedure

The tasks at pre and post-test were administered to all students in the following order:

- The Visualising Task: Group administration on 8/8/2011-(pre-test) and on 5/9/2011-(post-test). All eight students were taken to a quiet learning space to complete this test as a group, with students seated apart from each other. The test was administered and scored according to the scoring system in the guidelines.
- The Reading Comprehension tasks: Individual administration on 9/8/2011-(pre-test) and on 6/9/2011-(post-test). The Neale Analysis of Reading Ability was conducted in a withdrawn setting. The test was administered and scored according to the manual.
- The Read Aloud with a running record analysis of prose reading and Spontaneous and Cued Retell assessment task: Individual administration on 10/8/2011-(pre-test) and on 7/9/2011-(post-test). This task was conducted in a small meeting room with a video recorder. The text was unseen and only the title was given to the student. Each idea had a corresponding score; 1 point was given to each main idea. There were 22 literal ideas and 6 inferential ideas.

LESSONS

Lesson 1

Text: Into Cole Cave

Materials: Novel: The Lion the Witch and the Wardrobe, Narnia DVD, DVD player, R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, poster size and A4 size R.I.D.E.R Image recording boxes sheet (for drawing images)

Duration: 40 minutes

Before Reading

Explain to the students that they will be learning a new strategy as a group over the following ten lessons that will assist them to remember and understand what they read. Tell them that this strategy is called **visualising**. Ask if they know what this means. Share responses. Demonstrate that visualising is like forming pictures or a movie in our minds through reading a small section from The Lion the Witch and the Wardrobe, (page-16) when Lucy first visits Narnia. Remind the students about the visualisation activity they did the other day. (Visualisation Group Assessment Task) and how they made pictures in their minds. Have them share their responses. Show the corresponding scene, (Scene 3) from the Narnia DVD and reflect on everyone's responses. Explain that you will teach them how to visualise through the use of the **R.I.D.E.R** strategy. Introduce and discuss the **R.I.D.E.R** strategy to the group via the large copy of cue cards containing each part of the acronym:

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Introduce today's text: Into Cole Cave. Use the front cover and title of the text as an orientation to tune the students into the topic, elicit their prior knowledge and make some predictions. Eg; "Has anyone ever been in a place that seemed scary?"

While Reading

Teacher models explicitly how to use the R.I.D.E.R strategy. The students are asked to carefully watch and listen to how the teacher goes through each step. The teacher points to the cue card **Read** and reads out loud the first paragraph from the text. "When my eyes are closed I can see...teacher points to the **Image** cue card and draws the image on the poster size Image recording boxes paper. The teacher explains the image by describing the components of the picture saying "I can see...." It is stressed at this point that the drawings are to be simple sketches. The teacher then points to the **Describe** cue card. The teacher places the text

that was read alongside the image drawn to evaluate and check all elements are accurate and none omitted. The teacher points to the **Evaluate** cue card while saying: “I have included...but I left out...” At this point the teacher includes information that was left out.

The students will have an opportunity to visualise the same piece of text and use the R.I.D.E.R strategy just as the teacher has demonstrated. The students are asked to read the text aloud, have them refer to their cue cards as prompts begin with the **Read** cue card. Next they are told to close their eyes to make a visual image in their minds, refer them to the **Image** cue card as they draw their picture on their A4 size Image recording boxes paper. Teacher reminds them to include everything they imaged. It is clearly explained to the students that their pictures are not to be masterpieces, simple grey lead pictures are sufficient as long as all ideas are present. Students describe their drawings to the group; refer them to the **Describe** cue card. The text is read to check that all information is present, refer to the **Evaluate** cue card. If there is any information to be added or deleted, it is adjusted at this time. Teacher points to the **Read on repeat steps** cue card and reads the next paragraph with the students. The teacher models and takes the students through all the steps of the R.I.D.E.R strategy for the following three paragraphs, until the end of page 10.

After Reading

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 2

Text: Into Cole Cave

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, poster size and A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy with the students. The teacher explains each part of the acronym as they refer to their cue cards as a prompt.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Continue from page 11 of the previous lessons text: Into Cole Cave. Have the student's review which words helped them paint a picture in their head. Use the illustrations on the front cover once again as a stimulus to tune into the topic.

While Reading

The teacher reads the first paragraph of the text. The teacher models R.I.D.E.R strategy to the students by scaffolding for the students while thinking out loud each step of the strategy with the use of the cue cards and models by actions what to do at each step. E.g. "Image...I am making a picture in my mind of...I can see..." Teacher draws an image on the poster size Image recording boxes paper and describes the image. E.g. "In my picture.....Teacher evaluates image by cross checking it with the text to see if it is correct. "Is anything missing?"

Teacher rereads the same paragraph and students have a chance to practise visualising using the same R.I.D.E.R steps as modelled by the teacher on their sheets of paper.

Replicate the above process for the rest of the text.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 3

Text: Trading In

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, poster size and A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy with the students. The students explain each part of the acronym as they refer to their cue cards as a prompt.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Introduce today's text: Trading In. Use the front cover and title of the text as an orientation to tune the students into the topic, elicit their prior knowledge and make some predictions. Eg; "Has your family ever had to trade their car in?"

While Reading

The teacher reads the first paragraph of the text. The teacher models R.I.D.E.R strategy to the students by scaffolding for the students while thinking out loud each step of the strategy with the use of the cue cards and models by actions what to do at each step. E.g. "Image...I am making a picture in my mind of...I can see...." Teacher draws an image on the poster size Image recording boxes paper and describes the image. E.g. "In my picture.....Teacher evaluates image by cross checking it with the text to see if it is correct. "Is anything missing?"

Teacher rereads the same paragraph and students have a chance to practise visualising using the same R.I.D.E.R steps as modelled by the teacher on their sheets of paper.

Replicate the above process until page 13.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 4

Text: Trading In

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, poster size and A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy with each student in the group and have them explain each part of the acronym in their own words. They may refer to their cue cards if needed.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Continue from page 14 of the previous lessons text: Trading In. Use the front cover and title of the text as a stimulus to tune the students into the topic, elicit their prior knowledge and make some predictions. Eg; “How do the children feel about trading in their old car?”

While Reading

Teacher and students read the first two paragraphs together. Teacher and students practise using the R.I.D.E.R strategy together. Teacher models her pictures on the large size Image recording boxes paper, while students use their sheets.

Students independently read the same text and attempt to visualise by using the R.I.D.E.R strategy on their own. They are encouraged to use their cue cards as prompts and draw their images on their sheet of Image recording boxes paper.

Repeat the above process until the end of story.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 5

Text: Mystery Mints

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy. Each student will explain each part of the acronym in their own words to a partner. They may refer to their cue cards if needed.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Introduce today's text: Mystery Mints. Use the front cover and title of the text as an orientation to tune the students into the topic, elicit their prior knowledge and make some predictions. Eg; "How have you felt when tasting a new flavoured lolly?"

While Reading

Students read aloud the text from the first page. Students independently visualise the text using the R.I.D.E.R strategy, step by step. They are encouraged to use their cue cards if needed.

Repeat the above process until the end of page 9.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 6

Text: Mystery Mints

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy. Each student will explain each part of the acronym in their own words to a partner. They may refer to their cue cards if needed.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Continue from page 10 of the previous lessons text: Mystery Mints. Use the front cover and title of the text as a stimulus to tune the students into the topic, elicit their prior knowledge and make some predictions. Eg; “Do you think it was right for Tony to spend his birthday money on junk food?”

While Reading

Students read aloud the next page of the text..... After reading the page, students are instructed to visualise using the R.I.D.E.R strategy. Students describe their image to the group; they refer to their cue cards making sure they go through all the steps.

Students repeat the above process until the end of the story.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 7

Text: The Secret

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy. Each student will explain each part of the acronym in their own words to a partner. They may refer to their cue cards if needed.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Introduce today's text: The Secret. Use the front cover and title of the text as an orientation to tune the students into the topic, elicit their prior knowledge and make some predictions. Eg; "Have you ever been told a secret?"

While Reading

Students silently read the first page of the text..... After reading the page, students are instructed to visualise using the R.I.D.E.R strategy. Students describe their image to the group; they refer to their cue cards making sure they go through all the steps. Students have the option to visualise images without drawing pictures at the Image step.

Students repeat the above process until the end of page 11.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 8

Text: The Secret

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy. Each student will explain each part of the acronym in their own words to a partner. They may refer to their cue cards if needed.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Continue from page 12 of the previous lessons text: Use the front cover and title of the text as a stimulus to tune the students into the topic, elicit their prior knowledge and make some predictions. Eg; "Do you think the children know what Ruby has been up to?"

While Reading

Students silently read the next page of the text..... After reading the page, students are instructed to visualise using the R.I.D.E.R strategy. Students describe their image to the group; they refer to their cue cards making sure they go through all the steps. Students have the option to visualise images without drawing pictures at the Image step.

Students repeat the above process until the end of the story.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 9

Text: Grandma's Special Recipe

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy. Each student will explain each part of the acronym in their own words to a partner. They may refer to their cue cards if needed.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Introduce today's text: Grandma's Special Recipe. Use the front cover and title of the text as an orientation to tune the students into the topic, elicit their prior knowledge and make some predictions. Eg; "What special food does Grandma cook?"

While Reading

Students silently read the first page of the text..... After reading the page, students are instructed to visualise using the R.I.D.E.R strategy. Students describe their image to the group; they refer to their cue cards making sure they go through all the steps. Students have the option to visualise images without drawing pictures at the Image step.

Students repeat the above process until the end of page 11.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 10

Text: Grandma's Special Recipe

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy. Each student will explain each part of the acronym in their own words to a partner. They may refer to their cue cards if needed.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Continue from page 12 of the previous lessons text: Grandma's Special Recipe. Use the front cover and title of the text as a stimulus to tune the students into the topic, elicit their prior knowledge and make some predictions. Eg; "Will Maddie change her mind about her Grandma?"

While Reading

Students silently read the next page of the text..... After reading the page, students are instructed to visualise using the R.I.D.E.R strategy. Students describe their image to the group; they refer to their cue cards making sure they go through all the steps. Students have the option to visualise images without drawing pictures at the Image step.

Students repeat the above process until the end of the story.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Texts Used in Lessons

Lesson	Text	Text Type	Fry's Readability Level	Series	Pages
1	<u>Into Cole Cave</u> by Jill Eggleton	Narrative	Year 4	Scholastic Key Links	p.2-10
2	<u>Into Cole Cave</u> by Jill Eggleton	Narrative	Year 4	Scholastic Key Links	p.11-16
3	<u>Trading In</u> by Warner Rockford	Narrative	Year 4	MacMillan Springboards	p.2-13
4	<u>Trading In</u> by Warner Rockford	Narrative	Year 4	MacMillan Springboards	p.14-24
5	<u>Mystery Mints</u> by Virginia King	Narrative	Year 4	MacMillan Momentum	p.3-9
6	<u>Mystery Mints</u> by Virginia King	Narrative	Year 4	MacMillan Momentum	p.10-16
7	<u>The Secret</u> by Jill Eggleton	Narrative	Year 4	Scholastic Key Links	p.2-11
8	<u>The Secret</u> by Jill Eggleton	Narrative	Year 4	Scholastic Key Links	p.12-18
9	<u>Grandma's Special Surprise</u> by Pamela Graham	Narrative	Year 4	MacMillan Momentum	p.3-11
10	<u>Grandma's Special Surprise</u> by Pamela Graham	Narrative	Year 4	MacMillan Momentum	p.12-24

R.I.D.E.R prompt poster

R

Read

Read a sentence or a paragraph.



I

Image

Imagine a picture or movie in your mind



D

Describe

Describe what you see in words



E

Evaluate

Check that you have all the correct information.



R

Repeat

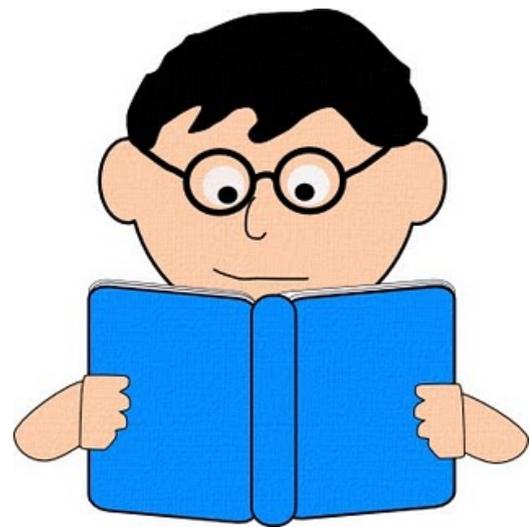
Read on repeat the steps.



R

Read

Read a sentence or a paragraph.



I

Image

Imagine a picture or movie in your mind



D

Describe

Describe what you see in words



E

Evaluate

Check that you have all the correct information.



R

Repeat

Read on repeat the steps.

Repeat
steps 1,2,3,4

