“Explicit teaching of the visualization strategy R.I.D.E.R., to two Year 2 students who are experiencing reading comprehension difficulties, will improve their spontaneous oral retell of a narrative text.”

TEACHING SESSIONS

SESSION 1
BASELINE ASSESSMENT SESSION
Each student was told that they had been chosen to help the teacher do a project for her university course. It was explained that it was necessary to do some testing to see how good they were at their reading and at retelling what they had just read. The students were very comfortable with this, as they had all been on the Reading Recovery Program with the teacher in Year 1.

Students 1, 2 & 3 were individually assessed using the same format, assessments and texts. The students were read the title of the book and then asked to read the story - they were told they needed to think about the story as they were reading, as they were going to retell the story in their own words.

1. Text 1: Monkey Tricks    Level 17 Reading Recovery
Author: Annette Smith
A narrative text supported by pictures - 332 words

Text 2: A New School For Megan    Level 18 Reading Recovery
Author: Jenny Giles
A running record was taken and the students were asked to spontaneously retell what they had just read.

2. Spontaneous Oral Retell Checklist - Dr. John Munro
Checklist was completed during retell of story
Retell was taped for each student.

3. Neale Analysis of Reading Ability (3rd Edition)
The students read Standardised Tests Form 1, Level 1&2. Their comprehension, accuracy and rate of reading were recorded

Once the assessment was completed with the 3 students, it was decided to use Student 1 & Student 2 in the research as their comprehension scores were similar, and to use Student 3 as the Control group.
Level 17 was chosen as the working level as it alleviated decoding problems in instructional and harder text.
INTERVENTION LESSONS

LESSON 1
During this 1st lesson, the teacher showed the students a camera and discussed the use of a camera. (to capture a picture) The students were asked to take a picture with it and then to describe that picture to the group. Each student had a turn, as did the teacher. The students were encouraged to add as much detail as they could to their picture. A photo of a video camera was produced as a prompt card. It was explained to the students that good readers make pictures in their heads when they read, to help them remember what they have read. The teacher then introduced the visualization strategy R.I.D.E.R. to the students and explained that this strategy would help them remember what they had read. Together each acronym was introduced and explained.

**Read**
- read a sentence/page/story

**Image**
- imagine the picture in your mind/head

**Describe**
- describe the picture you have in your mind to your teacher/peer

**Evaluate**
- evaluate your image/picture with that of your peer/teacher and then with the text to check if you are correct

**Repeat**
- repeat the process again

The students made their own bookmarks, drawing their own symbol for each acronym to use as prompt cards. These were laminated. (Appendix 4)

A big book “Just in Time for the King’s Birthday” – E. B. Chance (Scholastic Big Books) was introduced. Each step was introduced and practised one at a time using only the first sentence on the first page. This was supported by a large picture. The students also drew their own picture matching what they had read – they then checked their drawing against the text.

LESSON 2
Text: Jonathan Buys a Present (PM Story Books)
Author: Annette Smith

Teacher/students revise R.I.D.E.R. strategy together
Practise the 5 steps – using bookmark prompt
Teacher reads the title-Jonathan Buys a Present
Students predict the story line and discuss the theme and vocabulary with the support of the illustrations
Teacher reads the 1st sentence/students read it together/students draw their image
Students check their drawings to match the text
Continue using R.I.D.E.R. strategy after each sentence
Read only Pages 2 & 3

LESSON 3
Text: Jonathan Buys a Present (PM Story Books)
Author: Annette Smith

Teacher/student revise R.I.D.E.R. strategy together
Teacher re-reads page 2 & 3
Practise the 5 steps – using bookmark prompt
Teacher reads page 4 & 8
Students practice R.I.D.E.R. strategy after each page

LESSON 4
Text: Jonathan Buys a Present (PM Story Book)
Author: Annette Smith

Teacher/students revise R.I.D.E.R. strategy together
Teacher re-reads pages 2-8
Students practice R.I.D.E.R. strategy using bookmark prompt
Students take turns to continue to read the story 1 page at a time until the end of the story (p.9-16)
Students practice R.I.D.E.R. strategy
Spontaneous Oral Tell on whole story - Taped and Checklist completed for each student

LESSON 5
Text: Toby and the Accident (PM Story Book)
Author: Annette Smith

Teacher/student revise R.I.D.E.R. strategy together
Teacher reads title of story
Students predict the story line and discuss theme and vocabulary with the support of the illustrations
Students take turns reading alternating pages - Pages 2 – 8
Students practice R.I.D.E.R. strategy at the end of each page, using bookmark prompt

LESSON 6
Text: Toby and the Accident (PM Story Book)
Author: Annette Smith

Teacher/student revise R.I.D.E.R. strategy together
Teacher/students re-read pages 2-8
Students practice R.I.D.E.R. strategy using bookmark prompt
Students continue reading, alternating pages until the end of the story (p. 9-16)
Students practice R.I.D.E.R. strategy at the end of each page
Spontaneous Oral Retell on whole story – Taped and Checklist completed

LESSON 7
Text: Nelson the Baby Elephant (PM Story Book) Level 17
Author: Beverley Randell.

Teacher/student revise R.I.D.E.R. strategy together
Teacher reads title of story
Students predict story line and discuss theme and vocabulary with the support of the illustrations, but without the teacher prompting the support of the bookmark prompt
Students share reading – reading 3 pages at a time - continuing until page 8
Students practice R.I.D.E.R. strategy only after the 1st half of the reader is read
Students continue reading until the end of the reader
Students practice R.I.D.E.R. strategy at the end of the story - retelling the whole story

LESSON 8
Text: In the Days of the Dinosaurs
When the Volcano Erupted (PM Story Book) Level 17
Author: Hugh Price

Teacher/student revise R.I.D.E.R. strategy together
Teacher reads title of story
Students predict story line and discuss theme and vocabulary without the teacher prompting the support of the illustrations and bookmark
Students share reading – reading 4 pages at a time- continuing until page 8
Students practice R.I.D.E.R. strategy only after the 1st half of the reader is read
Student continue reading until the end of the reader
Spontaneous Oral Retell on the whole story – Taped and Checklist completed

LESSON 9
Text: A Bedtime Story (Bookshelf) Level 17
Author: Mem Fox

Teacher/student revise R.I.D.E.R. strategy together
Teacher reads title of story
Students predict story line and discuss theme and vocabulary without the teacher prompting the support of the illustrations and bookmark
Students share reading – reading 4 pages at a time- continuing until page 8
Students practice R.I.D.E.R. strategy only after the 1st half of the reader is read
Students continue reading until the end of the reader
Students practice R.I.D.E.R. strategy at the end of the story – orally retelling the whole story

LESSON 10
Text: The Cabin in the Hills (PM Story Book) Level 17
Author: Annette Smith

Teacher/student revise R.I.D.E.R. strategy together
Teacher reads title of the story
Students predict the story line and discuss the theme and vocabulary without the support of the illustrations and bookmark
Student 1 reads the 1st half of the reader and then Student 2 reads to the end of the story
Spontaneous Oral Retell on the whole story – taped and Checklist completed
SESSION 2
POST – ASSESSMENT SESSION
The 3 students were then individually assessed using the same assessment tools as in the pre-assessment
1. Text 1: Monkey Tricks Level 17 Reading Recovery
   Author: Annette Smith
   A narrative text supported by pictures - 332 words
   Text 2: A New School For Megan Level 18 Reading Recovery
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