

Aim Of this Teaching Unit:

To enhance students' comprehension at the whole text level. To provide students with strategies that will assist them to retain key ideas and retell the main ideas of a text in a sequential order.

- In terms of John Munro's (2002) "A Model for understanding literacy learning disabilities" this intervention is directed at the sentence and concept levels. It assists students to visualize, recode images into words, pause and consolidate and paraphrase in order to retell a text.
- This unit has been designed for a small group (3 children) of Year 3 students who have demonstrated some difficulty with reading comprehension.
- This teaching unit is comprised of six 50-minute sessions. The students have been grouped together for the teaching sessions. This decision has been based on two reasons:
 - i. To provide support via reciprocal teaching of the two new strategies students are being asked to use.
 - ii. The limited time frame allocated to this research project does not allow for individualized teaching.
- The short narrative texts, which have been selected have been analysed using Fry's readability graph, to determine approximate grade level.
- The unit assumes knowledge of Narrative Text structure and the ability to select key ideas.
- The students have been involved in an intensive teaching unit in that the six sessions took place over a two-week period.
- The sessions were planned so that students began working with a great deal of support / scaffolding and gradually moved to greater independence in using the two strategies of visualization and recording key ideas on an information map.
- Sessions 5 & 6 where students were expected to work independently, as well as pre and post testing sessions were and transcripts were analysed according from a spontaneous and guided retelling perspective.
- Any work completed by students has been included in the appendix of this paper.

Session 1:

Objective: To introduce the visualization strategy to the students.

Method:

1. Explain to students that we are going to concentrate on how our brain can help us to remember many things.
2. Ask children to close their eyes and think of their brain as a video camera. “Your brain takes a movie of everything you do, see, read, write etc...” It remembers everything. Sometimes you may need to press the rewind button to go back and choose something in your memory that you need”
3. Ask children to rewind the clock to this morning when they were in their bedroom. “Make a picture in your mind about all the things that are in your room. Think about the colours, the smells, how it makes you feel, the position of furniture and toys.
4. Provide students with a piece of paper. Ask them to record their memories using key words (stress that spelling is not of major importance here. They can attempt a word or ask the teacher to assist them) Students will be given a short time 5-10mins to complete this task.
5. When students have completed their work, each student will be asked to describe their room to the rest of the group
6. Provide positive feedback to each child. Link the reading process to the activity that they have just been involved in. “When you are reading, use your brain as a video recorder. Take a movie of the text and then you can rewind to the beginning and remember all the important things that happened.” Focus students’ attention on the cueing card and the questions on it.
7. Read “Mr. Mancini’s Rats “ Ask the students to close their eyes, listen to the story, and make a video.
8. Ask each student to rewind the video, think about the questions and recall what they remembered.

Resources :

Cue card to assist with visualization

Paper

Text: Hazell et al, “Mr. Mancini’s Rats”, The Three R’s, Book 1 pg 8

Pencils / texts

Tape recorder

Session 2

Objective: To revise the visualization strategy introduced in the previous session and introduce the concept of an information map to students.

Method: :

1. Review what we learnt in the previous session. Ask students “What did we learn about our brain? How does it help us to be better readers?” What questions do we ask ourselves when we are making a video tape?
2. Explain that in this session we will learn how to record information we hear and remember to help us further with our reading and understanding.
3. Introduce the Information Map and explain that is organized to help us record information sequentially.
4. Read: “Princess Oink” to students. (At this stage it is important to support and scaffold the learning process. Therefore students will not yet be required to read text) Ask students to close their eyes and make a video of the story they are hearing.
5. Pause and selected pauses in the text. Ask students to rewind their video-tape and recall the main ideas read in that section of the text. (At this point, students will not be required to do any writing. The teacher will record information, modeling the use to the information map with students.
6. At the completion of the reading / recording procedure, read through the information map together and then ask each student to retell the story in their own words, referring to the information map, as necessary.

Resources :

Cue card to assist with visualization

Information Map

Text: Lynley Walters “Princess Oink” “Ready For English” Book 3, Page

Pencils / Texts

Tape recorder

Session 3

Objective: To revise the visualization and information map strategies introduced in the previous sessions. To practise the application of these strategies, given teacher support.

Method:

1. Review what has been learnt so far in the previous two sessions.
2. Explain the objective of this session.
3. Explain to children that the text has been divided for them into six sections/
4. Read each section of “ A Very Bad Case Of Witch’s Curse.
5. Cue students: Ask students to close their eyes and make a video of the story.
6. At the end of each section, pause and discuss what they have visualized.
7. Select key words or phrases that would be appropriate to record on the information maps.
8. Write together. Teacher will record on an enlarged copy of the map; students will copy onto their own.
9. At the end of the session. Ask each student to refer to the information map and retell the story.

Resources:

Cue card to assist with visualization

Individual information maps.

Enlarged copy of the information map, which will be used by the teacher, to scaffold learning.

Text: Robinson H, “A Very Bad Case Of Witch’s Curse” Page 32

Pencils/ Textas

Tape recorder

Session 4

Objective: To revise the visualization and information map strategies introduced in the previous sessions. To practise the application of these, providing teacher support as needed.

Method:

1. Review what has been learnt so far in the previous sessions, i.e. How can we help our brain to remember what we have read? What questions do we ask ourselves while we are recording? What can we use to record our memories? What do we record on the information map?
2. Explain the objective of this session.
3. Allow students to assist in dividing the text into six sections. (This matches the six boxes they need to complete on their information map)
4. Before reading ask students to explain what they are going to do while reading and after reading each section. (i.e. make a video and rewind the tape)
5. Read together, each section of “The Gobblers”.
6. At the end of each section, pause and discuss what they have visualized.
7. Select key words or phrases that would be appropriate to record on the information maps.
8. Write together. Teacher will record on an enlarged copy of the map; students will copy onto their own.
9. At the end of the session. Ask each student to refer to the information map and retell the story.

Resources:

Cue card to assist with visualization

Individual information maps.

Enlarged copy of the information map, which will be used by the teacher, to scaffold learning.

Text: Robinson H, “The Gobblers” Page 52

Pencils / Textas

Tape recorder

Session 5

Objective: To consolidate the use of the visualization and information map strategies introduced in the previous sessions. To practise the application of these Teacher support will only be available if students are experiencing difficulty.

Method:

1. Review what has been learnt so far in the previous sessions. Each student explains what he or she has learned so far in this unit of work.
2. Explain the objective of this session.
3. Ask students to scan over today's text, "The Cicada" and divide it into six sections, which they will use before reading and completing the information map. Students share their decisions. (Consensus is not necessary)
4. Prior to reading ask students to explain what they are going to do while reading and after reading each section.
5. Using the guided reading approach, ask students to read to the end of each selected section. of "The Cicada". (Listen to individual students whilst they are reading independently) Students may ask for clarification of new vocabulary items.
6. At the end of each section, pause. Ask students what they will do now? (Students should be able to recall that they need to rewind the tape and record information on the map) Allow students time to record their key words or phrases. Allow students to complete this task independently. Provide assistance with spelling if necessary.
7. At the end of the session. Ask each student to refer to the information map and retell the story.

Resources :

Cue card to assist with visualization

Individual information maps.

Text Monaghan B, "The Cicada", Page 19

Pencils / Textas

Tape recorder

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Session 6

Objective: To revise the visualization and information map strategies introduced in the previous sessions. To practise the application of these, independently.

Method:

1. Explain the objective of this session. Today you are going to show me what you have learnt together during the past two weeks. You will be expected to work on your own but you may ask for help with any words you do not understand. You do not need to wait for each other to complete today's work, just work at your own pace.
2. Ask students to scan over today's text, "Jayne Shoots A Basket" and divide it into six sections, which they will use before reading and completing the information map.
3. Prior to reading ask students to remember what they will do while reading and after reading each section.
4. Using the guided reading approach, ask students to read to the end of each selected section. (Listen to individual students whilst they are reading independently)
5. Observe the level of independence as students read, recall main ideas and record these on the information map.
6. At the end of the session. Ask each student to refer to the information map and retell the story.

Resources:

Cue card to assist with visualization

Individual information maps.

Text Wheeler Mike, "Jayne Shoots a Basket" Pages 2-6

Tape recorder

Resources used:

The texts, which have used in these sessions, have been taken from the following:

- Hazell V, Ford J and Edwards P (1995) *The three R's: Read it, Remember it, Retell it. Book 1*, Longman Australia PTY, LTD.
- Monaghan B, (1999) Everyday English, Book 3, Oxford University Press.
- Robinson H, (1999) *Read About, Think About, Book 1 (Encouraging all students to read and think creatively)*, Horwitz Martin.
- Walters L, (1997) *Ready For English Book 3*, Oxford University Press.
- Wheeler M, (Editor) (2001) *Reading Safari Magazine, "Basketball"*, McMillan Education Australia, PTY.LTD.

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