Having students articulate the outcomes of visualizing while reading improves text comprehension of a short narrative text which has no picture supports.

Teaching sessions and scripts

The broad aim of the sessions was to develop two reading strategies at the sentence level of text processing. These strategies were visualizing of text and articulating the visualization.

The aim of the teaching sessions 1-4 was to explicitly teach the student how to visualize the text. A shared reading strategy was adopted for this. Prior to reading, any new vocabulary was identified and explained. The reading paused after each paragraph to visualize the text. The researcher questioned the student as to the image that she was forming. The image was clarified by the questioning. The student was asked to refer to a prompt sheet, containing the prompt words who, what, when, where & why.

This continued until the end of the text. The researcher then asked the student to retell the story. The student’s responses were recorded (see Appendix 3). The student was then asked to draw the one of the images formed. At the conclusion of each session the student was asked to reflect on what she had learned.

The aim of teaching sessions 5-9 was to determine any differences in response between a spontaneous retell and a guided retell. The process used was similar to that of sessions 1-4 but two retells were recorded and analysed. (see Appendix 3). The first reading of the text in these sessions was silent and the second reading was shared. The prompt sheet was made available to the student but the researcher did not refer to it. The student was able to refer to it when necessary.

The aim of session 10 was to allow the student to read and visualize and retell independently. The prompt sheet was available and the student was reminded to pause at her own discretion and to visualize.

Copies of the scripts for the sessions follow.
Session Outline – Visualizing and Articulating.
Sessons 1-4

<table>
<thead>
<tr>
<th>Activity</th>
<th>Task Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Vocabulary</td>
<td>Teacher introduces new vocabulary (from the text) and explains/discusses the meaning with then students.</td>
<td>3 minutes</td>
</tr>
<tr>
<td>Text reading</td>
<td>Student reads the new text. Teacher asks the student to verbalize the ‘picture in your head’ after each sentence or section of text.</td>
<td>6-8 minutes</td>
</tr>
<tr>
<td>Text retelling</td>
<td>Student retells the text. Teacher records the retell on the comprehension checklist.</td>
<td>3 minutes</td>
</tr>
<tr>
<td>Questioning</td>
<td>Teacher asks questions about the text, who, what, when, where &amp; why (sessions 1-3) OR prompts the students to use the cue cards (sessions 4-8).</td>
<td>3 minutes</td>
</tr>
<tr>
<td>Text recording</td>
<td>Teacher asks the students to draw ‘the picture in your head about’ the text</td>
<td>6-8 minutes</td>
</tr>
<tr>
<td>Text retelling</td>
<td>Student retells the text. Teacher records the retell on the comprehension checklist.</td>
<td>3 minutes</td>
</tr>
<tr>
<td>Reflection</td>
<td>Student comments on what has been learned during the session. Teacher records observations of students’ reading behaviour in a teacher journal.</td>
<td>3 minutes</td>
</tr>
</tbody>
</table>
## Session Outline – Visualizing and Articulating
### Sessions 5-9

<table>
<thead>
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<th>Activity</th>
<th>Task Description Sessions 5-9</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>New Vocabulary</td>
<td>Teacher introduces new vocabulary (from the text) and explains/discusses the meaning with them students.</td>
<td>3 minutes</td>
</tr>
<tr>
<td>Text reading</td>
<td>Student reads the new text silently.</td>
<td>4-5 minutes</td>
</tr>
<tr>
<td>Text retelling</td>
<td>Student retells the text. Teacher records the retell on the comprehension checklist.</td>
<td>3 minutes</td>
</tr>
<tr>
<td>Text re-reading and Questioning</td>
<td>Teacher and student re-read the text as a shared reading piece. Teacher pauses at the paragraph breaks and asks the student to picture the scene. The teacher questions the student about the ‘picture in your head’ making references to size, colour, positioning of characters, etc. The teacher also asks ‘What has changed form the previous picture/paragraph?’</td>
<td>5-8 minutes</td>
</tr>
<tr>
<td>Text retelling</td>
<td>Teacher asks the students to retell the story using the ‘pictures in your head’. The teacher records the second retelling on the retell sheet.</td>
<td>6-8 minutes</td>
</tr>
<tr>
<td>Text recording</td>
<td>Teacher asks the student to choose one of the ‘pictures in your head’ and draw the scene. Teacher notes the amount of detail in the drawing and the connections in the drawings.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Reflection</td>
<td>Student comments on what has been learned during the session. Teacher records observations of students’ reading behaviour in a teacher journal.</td>
<td>3 minutes</td>
</tr>
</tbody>
</table>
A Giraffe in my Garden.

Bill had some sunflower seeds. He planted on in a pot and waited ……. and waited ……… and waited.  
At last his sunflower turned into two small leaves on the surface of the soil.  
Bill waited and waited some more until soon the sunflower was getting too big for its pot.  

Bill wanted the sunflower to grow taller than himself and taller than his mother and father. He needed to transplant it into the garden so that the roots would have plenty of soil to grow in. But the problem was that the soil in his garden wasn’t very good at making things grow.  
“You need compost,” said his dad.  

So Bill went to the garden centre to look for some compost. They had mushroom compost and seaweed compost, but none of it looked very interesting. Then Bill found some compost with pictures of giraffes on the bags.  

“I want my sunflower to grow as tall as a giraffe,” Bill told the woman in the garden centre, “so I’ll have some of that sort, please.”  

At home, Bill read the label. To his amazement, it said that the compost was made out of manure from Giraffes, zebras, ponies and camels.  
Bill liked the idea of a camel or a giraffe helping his sunflower to grow. He dug a hole and sprinkled compost into it. Then he planted his sunflower in the hole and sprinkled more compost around it.  
Then he waited, and waited some more, for his sunflower to grow as tall as a giraffe.  

A Load of Junk.

Mum likes doing up old furniture. Sometimes Dad and I help her.  
One day she started pulling stuff out of a corner of the garage.  
“I need some more room for my furniture,” she said. “Let’s get rid of this junk.”  
“It’s not junk,” said Dad. “It’s good stuff. It might come in handy one day.”  
Mum shook her head. “Come on,” she said. “Let’s load up the ute.”  

We loaded an old computer, some chipped flowerpots, a chair with three legs, a large purple lampshade, a pile of old newspapers and a suitcase without a handle. Mum threw two cracked plastic buckets onto the heap and then brushed the dust off her hands. “OK,” she said. “That’s a full load.”  
Dad tied everything down and then drove to the tip.  
The tip was busy. Some people were dropping stuff off, and others were picking it up.  
Dad parked the ute beside a large, tangled pile of bits and pieces. He opened the door. “Let’s get our lot unloaded.” He said.  
Mum didn’t move. She was staring at the pile of junk.
Dad unloaded the old computer.  
Mum loaded a old iron coffee table. 
Dad unloaded the chipped flowerpots.  
Mum loaded four tins of red paint. 
Dad unloaded the chair with three legs.  
Mum loaded a guitar with broken strings. 
Dad unloaded the purple lampshade.  
Mum loaded a garden hose.  
Dad unloaded the suitcase with the broken handle. 
Mum loaded a painting of a blue lady. 

Dad yelled when he saw that the pile on the ute was not getting smaller. “I thought we came here to get rid of junk, not to get more!” 
“It’s not junk. It’s good stuff,” said Mum. “It might come in handy one day.”

Oh, King Memory!

Oh, King Memory was forgetful. One day Queen Loredana went shopping. King Memory locked the big castle gates behind her and sat down with his favourite pet, a dragon called Freddo.

Some time later, Queen Loredana called, Yoo-hoo! I’m home!” 
King Memory went to unlock the gates.

“Oh No! I forgot where I put the Key!” he shouted through the keyhole.  
“Is it on the table?” asked the queen crossly. Her feet were tired and her crown was hurting her head. 
“No!” replied King Memory.  
“Is it in the dragon’s kennel?” asked Queen Loredana.  
“No.” replied King Memory.  
“Is it in the kitchen?” asked the Queen.  
“No.” replied the King.  
“Is it under your crown? Is it in the teapot? Is it behind the clock?” asked the Queen. 
“No. No. No.” replied the King.

Queen Loredana soon lost her voice from shouting.  
She tied notes to some pigeons and sent them over the castle wall. 
One note read, “Is it in your slippers?” 
Another note said, “Is it in the television room?” 
King Memory still could not find the key.

He climbed to the very top of the castle tower so he could see the Queen. 
Queen Loredana was talking to Joe, the farmer. Joe’s horse began to plough the ground. King Memory’s eyes grew wide. Farmer Joe had ploughed a message. 
The message read, “Look on the key hook.”

King Memory looked. There was the key. 
The next time Queen Loredana went shopping, King Memory tied the key around his neck!
Jessie’s Surprise. (Text 4)

One day Jessie was walking in the park. She heard a noise. She stopped walking and listened. She heard the noise again. It sounded like a small puppy. The noise came from behind a bushy tree. Jessie moved closer and closer. She moved slowly, slowly.

Suddenly out jumped a little puppy. It was brown and fat and it barked at Jessie. It ran through the long grass and tripped over its feet. Jessie picked it up and it licked her face. She laughed and patted it some more.

“Go home now puppy.” Jessie said. The puppy wagged its tail and barked. Jessie started to go home and the puppy followed her.

“What's that?” asked her Mum.
“This is Spunky,” replied Jessie. “Can we keep him?”
“No,” said Mum, “We do not have enough room in the backyard.”
“Maybe Nanna would like a dog,” said Jessie hopefully.
“Nanna already has a dog,” said Mum. “We’ll take him to the RSPCA.”

Mum drove Jessie and the fat brown puppy to the RSPCA. Jessie kissed the puppy and it licked her face and barked. She looked at Mum.
“Please Mum,” she said.
Mum shook her head. “No.” she replied. “We do not have enough room in the backyard.”
They left the fat brown puppy at the shelter where it would be looked after.

On Saturday Michael came over.
“Guess what?” he said. “We’ve got a new fat brown puppy. Come and see.”
Jessie and Michael went over to Michael’s house. Jessie heard a noise in Michael’s backyard. Out jumped a fat brown puppy! It ran across the backyard and tripped over its feet. Jessie was excited. It was Spunky!

The Secret Cave (Text 5)

Mum, Dad Katie and Joe decided to go on a camping holiday. They packed the car with all of their camping equipment and set off.
Dad stopped the car at a camping ground by a lake.
“This looks like a good place for camping,” said Joe. “We can go fishing and swimming.”

“Look at that notice!” said Katie. “There is a secret cave down that track! Can we go and find it now?”
“No Katie,” said Dad “We have to prepare the campsite and put the tent up first.”
Joe helped Dad to put up the tents and organize the sleeping bags while Katie helped Mum to unpack the food and the chairs. Then Mum prepared something for them to eat.

“Where’s Katie?” Mum asked Dad.
“I don’t know.” Dad replied.
Joe and Dad and Mum looked everywhere but they couldn’t find Katie.
“Maybe she went to look for the secret cave,” said Joe.
“We’d better go and see because it will be getting dark soon.” said Dad.

Katie had gone down the track looking for the secret cave. The track was wet and muddy and slippery. There were lots of trees and bushes and little plants on both sides of the track.
After Katie had walked for a little while, she found the cave by the side of the track. There was a large fern growing near the entrance to the cave.
Katie crept inside. It was dark. But then she saw something and she heard a noise.

She went back outside and saw Dad and Joe running along the track.
“Katie!” cried Dad. “We have been looking everywhere for you.”
“I went for a walk along the track and look! I found the cave. Come and see the secret inside!” said Katie.
Katie and Dad and Joe crept inside the cave.
“Look at the little lights all over the walls,” Katie said.

“Sh-sh!” said Dad. “They are glow-worms. They have little lights on the end of their tails but we must be very quiet or they will put their lights out.”
“The glow-worms are a good secret,” said Katie. “Can we bring Mum back to show her the cave with the glow-worms?”
“Yes,” said Dad. “We’ll bring her and show her tomorrow. It’s bedtime now.”

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**Mack’s Big Day.**

Mack was a big black and white farm dog. He lived on a farm and he had a large wooden kennel under a gum tree. The farm-house was on the top of a hill and Mack’s kennel was nearby. He could see the road from his kennel and he could see anyone who came to visit.

One hot day when everything was still, Mack was asleep in his kennel. Suddenly, he woke up. He could hear a car coming along the quiet country road at the bottom of the hill.
He stood up and began to wag his tail. But it wasn’t his owners coming home. As the car went on down the road, the driver threw something out of the window. The car disappeared into the distance.

A few minutes later, Mack could smell something burning. He started to bark. A small flame was beginning to flicker in the dry, brown grass at the side of the road. Mack could see smoke at the bottom of the hill.
He barked and barked as loudly as he could. The fire crept up the hill. The dry grass crackled and smoke filled the air. Mack barked and barked.

Jim, who lived on the farm next door, heard Mack barking. He wondered why Mack wouldn’t stop barking and decided he had better go and see what was wrong. He jumped onto his farm motor-bike and drove out onto the road.
As he got closer, he saw the fire, which was heading towards the farmhouse and Mack's kennel.

Jim pulled his phone out of his pocket and called the fire station. While they waited for the fire engine to arrive, Jim grabbed the garden hose and started to spray water all over the ground near the farm-house. Mack followed him, wagging his tail.

The firemen came and used their big hoses to put out the fire. When the fire was out they all looked around. The hillside was burnt, the gum tree was black and the large wooden kennel was just a pile of ashes on the ground. But, thanks to Mack and his barking, the house and the rest of the farm had been saved.

The Car Park

Mum and Zac went to the supermarket down the road from their house. It was a big supermarket with a big car park. Mum parked her blue car behind a little yellow car, and then she and Zac went into the shop to buy some food.

Inside the supermarket Mum pushed the trolley and Zac got things from the shelves for her. Soon their trolley was full.

“We need a bag of potatoes” said Mum, “but I don’t think it will fit in the trolley.”

“I'll carry the potatoes for you,” said Zac.

When they left the supermarket, Zac carried the bag of potatoes in both arms. Mum walked just in front of him, pushing the heavy trolley towards where their blue car was parked.

Mum got to the car and opened the boot. She began to put things in. Zac was walking carefully, holding the big bag of potatoes. It was getting heavy now and his arms were feeling tired.

Suddenly Zac saw a little girl running between the cars. A big white car was coming towards the girl.

“Stop! Stop!” shouted Zac. “Look out!”

As Zac started to run towards the little girl he dropped the bag of potatoes. It broke open and the potatoes fell out in front of him. The little girl slipped over the potatoes and fell onto the ground. The big yellow car stopped just in time. The little girl was safe.

Zac bent down and helped the little girl to get up. She was crying loudly. Her mother came running over.

“Thank you.” She said to Zac. “Lucy would have been hurt badly if you hadn’t been so quick to help her.”

“I’m glad you came with me today,” said Zac’s mum, giving him a hug.

“And I’m glad I was carrying that big bag of potatoes,” laughed Zac.
**A Walk to the Beach.**

Mum, Dad, Tommy and Sally went for a walk to the beach.
The beach was at the bottom of a cliff and they had to walk carefully.
From the top of the cliff, Tommy could see out over the ocean. He saw a boat with bright yellow sails. There was a man and a woman sailing on the boat.
“I wish I could go on that boat.” Said Tommy.
“That's a sailing boat,” said Dad. “It can go very fast when the wind is strong.”

Mum and Sally walked down the track to the sand. It was a steep track and Sally almost fell. Mum had to hold her hand and help her down to the sand.
On the sand Tommy and Mum made a sand castle and Sally and Dad dug a big hole. Sally went to get some water for the hole and Tommy found some shells and seaweed to put on the castle.

Suddenly big wave came in and knocked Sally over! The wave took Sally out into the deeper water. Sally was very frightened.
Dad ran into the water after Sally but the waves kept pushing him away. Mum and Tommy were standing on the sand shouting and waving their arms. Dad swam after Sally.

“Look!” shouted Tommy. “Look at the boat! It's coming to get Sally!”
The boat with the bright yellow sails was coming into the shore. A woman on the boat leaned over and pulled Sally out of the water. Sally was crying.

The man steered the boat to the shore. Sally was safe. Mum and Dad and Tommy cheered.
“Tommy, would you like a ride on our boat?” asked the man.
“Yes, please!” said Tommy.
Dad and Tommy went out on the boat but Mum and Sally stayed on the beached and waved to them.

**Sea Otter Goes Hunting**

One day, a little sea otter decided that he was old enough to go hunting and find food for himself.
He had learned how to dive all the way down to the bottom of the sea. That was where he could hunt and find some shellfish to eat.

The little brown sea otter rolled over and dived down towards the bottom. Tiny bubbles of air in his thick fur made him look shiny as he flashed through the water.

As soon as he reached the mud and the rocks at the bottom, he saw something bright and silvery. He picked it up with his front paws and rushed to the top again. But he had made a mistake. He had not picked up a tasty shellfish. He had found an empty drink can. It was bright and shiny, and it was fun to play with. But it wasn’t good to eat.

The little sea otter dropped the can and dived back down to the bottom again. He put his paws between the rocks and felt around. He found a shellfish! It was a clam. He
tugged at it and it came away in his paws. He tucked it under his arm and rushed up to the top again.

The little sea otter lay on his back in the waves and tried to open the clam with his teeth. But the shell stayed tightly closed.

Then he remembered that he needed a rock to open the clam shell. So he dived down to the bottom of the sea again. He had to keep holding on to the clam. He didn’t want to lose it. He hunted around in the seaweed and saw a rock that he could use. He swam back up carrying the rock and the clam.

Now he was tired. He lay on his back and put the rock on his front. He held the clam in both paws and hammered it against the rock. The shell broke open.

Now the hungry little sea otter was able to eat the clam. It was delicious! He had found it and opened it all by himself!

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**The Bear and the Bees**

A long time ago, a big brown bear crawled out of his cave and into the bright sunlight. He had been asleep all winter. Now it was spring again, and he was very hungry indeed.

The bear plodded along through the forest, eating new green leaves from the bushes and insects and mice he found in the long grass.

The bear was feeling more and more hungry. He was getting grumpy too. He had to find something else to eat soon. He went down to the river to catch some fish.

Just as the bear caught a fish, a bee began to buzz around his head. The bear shook his head, and the fish slipped out of his paw. The bee buzzed around again and stung him on the end of his nose.

The bear was angry! He didn’t like being stung and he didn’t like losing his meal. The bear was so angry that he chased the bee. He ran through the long grass and into the forest.

The bee disappeared into a hollow log. The bear began to attack the log. He scratched and clawed until he had pulled the log apart. He was going to get that bee.

But lots of bees had made a nest in the hollow log. They were very annoyed when the bear broke their nest. They flew out of the log and buzzed round and round the bear’s head. The bear stood up and hit out at the bees. But they kept on buzzing round and round his head.

The bees stung the bear on his nose. They flew into his ears and mouth. The bear had to get away fast. He ran back down to the river and rushed into the water. Some of the bees followed him, but he stayed under the water until they had all gone.

The poor bear was still hungry, but now he was hurt as well. He decided never to chase bees again!
Readability of Texts

The readability of the texts was determined by using the FRY method to place each text within an approximate grade level. The results are as follows:

<table>
<thead>
<tr>
<th>Text</th>
<th>Title</th>
<th>Approximate Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A Giraffe In My Garden</td>
<td>Grade 4</td>
</tr>
<tr>
<td>2</td>
<td>A Load of Junk</td>
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</tr>
<tr>
<td>3</td>
<td>Oh, King Memory!</td>
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</tr>
<tr>
<td>4</td>
<td>Jessie's Surprise.</td>
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</tr>
<tr>
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<td>The Secret Cave</td>
<td>Grade 3</td>
</tr>
<tr>
<td>6</td>
<td>Mack’s Important Job</td>
<td>Grade 3/4</td>
</tr>
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