

# *Teaching Year 2 students the strategy of R.I.D.E.R improves their literal and inferential comprehension*

## **Session 1**

- Text reading – select a story from PM Benchmarks.
- Chn. draw what has happened in the story.
- Chn. draw what story will look like in 5 mins.
- Chn. to individually discuss story using their pictures.
- Model and teach R.I.D.E.R strategy. Chn. use R.I.D.E.R with teacher guidance.

## **Session 2**

- Re-read text from session 1. What does it look like in 5 mins?
- Read a new text to group.
- Chn. draw pictures of what they saw in their minds while text was being read.
- Chn. talk about story, using drawings to assist.
- Teacher re-reads (if needed), and chn. check pictures to see if they are accurate. What will story look like in 5 mins?
- As a group, discuss and develop the stages of the R.I.D.E.R strategy.

## **Sessions 3 and 4**

- A new text is used for each session.
- Reflect on the stages of the R.I.D.E.R strategy.
- Distribute the R.I.D.E.R strategy cue card (visual description and worded description).
  - **Read** the passage
  - **Imagine** and draw what the story is about
  - **Describe** in pictures and words the retelling
  - **Evaluate** by re-reading and listening to others – Do our pictures match what we've read?
  - **Read on**
- Read new text.
- Chn. draw the story so far. What will it look like in 5 mins?
- Describe/retell what they have drawn.
- Evaluate own interpretation, based on others' descriptions and re-reading of the text.
- Read on.

## **Session 5**

- Ask chn. individually (before the session) – What do we do NOW when we read? Has it made a difference to your reading and understanding (comprehending) of what you have read? Record individual responses.
- Using a new text, chn. independently use the R.I.D.E.R strategy – cue card may be referred to.
- What will it look like in 5 mins? Chn. draw.

### **Mid-session review**

Individually, chn. complete:

- self-efficacy reflection.
- Listening comprehension test.

### **Session 6**

- Reflect on the stages of the RIDER strategy.
- Using a new text, chn. use the RIDER strategy independently (cue card can be referred to).
- What will it look like in 5 mins? Chn. draw.
- Chn. describe what they have drawn.
- Evaluate own interpretation, based on others' descriptions and re-reading of the text.
- Read on.

### **Sessions 7, 8 and 9**

- A new text is used for each session.
- Without assistance, chn. use the RIDER strategy (cue card can be referred to).
- What will it look like in 5 mins? Chn. draw.
- Chn. retell the story, using their pictures to assist.
- Evaluate own interpretation, based on others' descriptions and re-reading of the text.
- Read on.

### **Post-testing**

All six students complete the post-tests mentioned above, and their results were recorded.

(Refer to **Appendix 1** for more detailed session plans).

## **Appendix 1: Session plans**

### **Pre testing**

- ROL
- Listening Comprehension
- Spontaneous Retell
- Self efficacy reflection

### **Session 1 (40 mins.)**

- Text reading – *The Best Runner*.
- Picture drawing – ask the chn. to draw what has happened in the story.
- Ask chn. to draw what story will look like in 5 mins. (inferential).
- Ask chn. to individually re-tell the story from their pictures, to the group (describing). Record and write chn.'s responses.
- Model and teach RIDER strategy –
  - Re read the passage
  - Re-draw what the story is about based on other's retelling and re-reading
  - Students read-on further to confirm what their picture looks like in 5 mins.
  - Students reflect – What do you do when you read? How do you remember what happens in a story? Was it useful for you to make pictures in your mind?

### **Session 2 (40 mins.)**

- Re-tell the story from session 1–*The Best Runner*. Include what it looks like in 5 mins.
- Read a new passage/text as a group–*Little Hen, Mouse and Rabbit*.. Ask the chn. to re-read the text individually.
- Draw – What did you see? What pictures did you make about the story?
- Describe – individuals retell their story, based on their drawing.
- Evaluate – based on others' description/reflection of the text, chn. go back and re read (if needed), and check to see if their description was accurate. What will the story look like in 5 mins.?
- As a group, discuss and develop the stages of the RIDER strategy.
  - What did we do? Ask chn. to describe the stages.
    - **Read** the passage
    - **Imagine** and draw what the story is about
    - **Describe** in pictures and words the retelling
    - **Evaluate** by re-reading and listening to others – Do our pictures match what we've read?
    - **Read on**

### **Sessions 3 and 4 (40 mins. each)**

- A new text is used for each session–*The Fox and the Takeaway Chicken* and *Little Steg*
- Reflect on the stages of the RIDER strategy as a group.

- Distribute the RIDER strategy cue card (double-sided – visual/worded description).
- Read new text.
- Imagine in drawings the story so far. What will story look like in 5 mins.?
- Describe/retell what they have drawn.
- Evaluate own interpretation, based on others' descriptions and re-reading of the text.
- Read on.

#### **Session 5 (40 mins.)**

- Without assistance, chn. use the RIDER strategy cue card (if needed).
- Ask chn. individually (before the session) – What do we do NOW when we read? Has it made a difference to your reading and understanding (comprehending) of what you have read? Record individual responses.
- As per sessions 3 and 4 (using a new text-*Skip Goes to the Rescue*). Follow RIDER once more.

#### **MID – SESSION REVIEW**

- Self-efficacy reflection – How do you feel about reading? What are the things that you do well when you read? What are the things that are difficult for you when you read? What helps you to read and understand better?
- Listening comprehension.

#### **Session 6 (40 mins.)**

- A new text (*The Classroom Play*) is used for the session.
- Reflect on the stages of the RIDER strategy as a group.
- Without assistance, chn. use the RIDER strategy cue card (if needed).
- Imagine in drawings the story so far. What will story look like in 5 mins.?
- Describe/retell what they have drawn.
- Evaluate own interpretation, based on others' descriptions and re-reading of the text.
- Read on.

#### **Sessions 7, 8 & 9 (40 mins. each)**

- A new text (*Great Lion and Tiny Mouse, Football at School and Buying a New House*) is used for each session.
- Without assistance, chn. use the RIDER strategy cue card (if needed).
- Imagine in drawings the story so far. What will story look like in 5 mins.?
- Describe/retell what they have drawn.
- Evaluate own interpretation, based on others' descriptions and re-reading of the text.
- Read on.

#### **Post testing**

- ROL
- Listening Comprehension
- Spontaneous Retell
- Self efficacy reflection

Appendix 2: R.I.D.E.R cue card

R I D E R

**R**ead the story

**I** magine and draw what the story is about

**D**escribe the story in words and pictures

**E**valuate by re- reading and listening to others

**R**ead on

Appendix 2: R.I.D.E.R cue card

R I D E R

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Read

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Imagine



and draw

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Describe in words



and pictures

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Evaluate by re- reading and listening to others

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Read on



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