

*Hypothesis: Cueing the visualization strategy of R.I.D.E.R. will improve the comprehension of narrative and factual texts in Grade 2 children*

### Description of Teaching Unit

In the first session the students reread the texts read at Instructional level, given during the Observation Survey Pre-testing. They completed a Running Record that was later analysed. They then gave a spontaneous re-tell that was recorded. A guided re-tell was then administered.

In the second session the Reading progress Test was administered to the students as a group. A series of lessons on visualization followed concluding with further retesting.

### Visualizing Task

Lesson 1 Teacher modeling.

Direct modeling of the active thought process.

Objective – To introduce the visualization strategy to the students.

#### Teacher Instructions

I am going to teach you a way of helping you remember what you have read. You do this by making pictures in your head, as if you are playing a movie. Display and read to the group, the following quote from “Where The Wild Things Are.” Maurice Sendak (Adapted from John Munro and

“That night, in Max’s room a forest grew and grew and grew until the ceiling hung with vines and the world became the world all around.’

Explain to the children. As I read that passage I see a boy sleeping in bed at night. Lots of plants begin to grow. Trees sprout up around the wall and vines creep across the ceiling. The room begins to get as dark as a forest. Then the walls disappear and I can see the world outside his room, the sky, the hills and an ocean.

Question the children. What do you see as I read these words? Pretend you are playing a movie in your mind.

Share what you can see with the rest of the group. Let each child share what he can see in turn.

The children’s reactions will be taped due to the time constrictions involved with writing and drawing.

Re-iterate that this is a method to help remember what is in the text. Get children to vocalize the steps taken.

Read the sentence. Make the picture in your mind. Read the next sentence.

## Resources

Cue Card with sentence on it.

Tape recorder

## Lesson 2

Objective – To revise the visualization strategy introduced in the previous session.

Remind the children of the previous lesson.

Yesterday, we made a picture in our heads as we read the text and I told you we were learning to do this because it helps you to understand and remember what is in the writing.

Reread the lines from the previous day and remind the children of the boy in his room as the forest grew.

Display the next quote and get the group to read it.

Continue with, “ And an ocean tumbled by with a private boat for Max.”

I can see a boy in his pajamas, climbing into a boat in the moonlight and sailing away across the ocean.

Again the children share what they can see in their minds. Record what the children say. Reiterate that this is a way to help the readers understand and remember the text. Have the children repeat the steps taken.

## Resources

Cue card with sentences.

Tape recorder.

## Lesson 3

Objective – To revise the visualization strategies and to practise the implementation of these.

Begin with a reminder that this is to help with understanding and remembering the text.

Display the text, “ As the boys rode their bikes along the path a black dog chased them.

I can see a bike path going through the trees. Two boys are riding along the path on their bikes. There are other people walking along the paths. Some of them are walking their dogs. Suddenly a black dog comes running along the path and starts to chase the boys. The dog is barking and the boys are yelling.

Turn to your partner and share what you see when you read those words. As you read you should be making little pictures in your head. Do you do it? That helps you to remember and understand what you are reading. After sharing remind the children of the steps taken. Get the children to vocalize the steps taken.

## Resources

Cue card

Tape recorder

## Lesson 4

Objective – To revise the visualization strategies introduced in previous lessons and to introduce the R.I.D.E.R. visual imagery strategy and the R.I.D.E.R. cue cards.

## “Visual imagery strategy procedures

The visual imagery strategy was designed to facilitate reading comprehension by requiring students to read a passage and to create visual images representative of the content of the passage. Students follow these procedures:

1. READ                      Read the first sentence.
2. IMAGE                    Try to make an image .... a picture in your mind.
3. DESCRIBE                Describe your image.
4. EVALUATE                Evaluate your image for its completeness.
  - a. Check to make certain your image includes as much of the sentence content as possible. If content is missing, adjust your image and continue.
  - b. If your image is comprehensive, continue.
5. REPEAT                    Read the next sentence and repeat steps 1 through to 4” (Clarke et al., 1984 p 146.)

Explain that the card is to help the students to remember the visualization steps. Explain what each step means. Display the next piece of text one sentence at a time.

Rehearse the steps for visualization.

“The boat went sailing on the lake.” Ask the children to share what they can see as they read. Point to the R.I.D.E.R. steps to help the children vocalize their visualizations.

Add the next sentence, “The boat was red and yellow.”

Ask the children to share their image of the sentences. How has their image changed?

Have the children share their images with a partner.

“As you read you should be making little pictures in your head. Do you do it? That helps you to remember and understand what you are reading.”

## Resources

R.I.D.E.R. cue cards

Sentence cue cards

Tape recorder

## Lesson 5

Objectives – To further revise the use of visualizing as an aid to comprehension and the R.I.D.E.R. strategy as an aid to visualization.

Display cue cards, reminding the children to use the R.I.D.E.R. strategy.

The old lady carried her shopping into the house.

She put the milk into the fridge and the bread into the cupboard.

Then she took out a tin of cat food and put it in the cat's bowl.

The cat rubbed around her legs. She bent down and patted the cat's head.  
Encourage the group to read the sentences one by one, making an image in their heads as they go, then to share their images with the rest of the group.  
Have the children share their images.

## Resources

Sentence cue cards.

R.I.D.E.R. cue cards

Tape recorder

## Lesson 6

Objective – To assess the progress that the students have made in their ability to visualize.

The children will work on this part of the lesson as individuals.

Introduce the children to the John Munro Visualization Task.

Remind the students of the R.I.D.E.R. strategy.

Complete the practice tasks then the teacher will record the students re-actions to the items on the task.

## Lesson 7

Objective – To enable the students to practise visualizing skills on an extended text with little visual support.

After a reminder to use R.I.D.E.R. the children will read a text individually at their own level. The teacher will record a Running Record, spontaneous retell and cued retell.

Student 1 – Alpacas In Heaven – Reading Recovery Level 28

Student 2 – Alpacas in Heaven- Reading Recovery Level 28

Student 3 - The Whirlwind – Reading Recovery Level 27

Student 4 – Matthew Likes to Read – Reading Recovery Level 20

Student 5 – Mrs Bubble’s Baby. Reading Recovery Level 21