‘Teaching visualising to Prep students improves listening comprehension and oral retelling.’

Lesson Plans

These lessons are for a Prep Class targeting three students who were taught during the literacy block as a focus group.

Lesson One

VISUALISING STRATEGY
Tuning in activity:
Play the game…”I went to the park and I saw…”
Students go around the circle, each one remembering what the previous student saw and adding their own item to the list.

In the first session Teacher introduces the L.I.T.E.L. cue cards. (see Appendix 1)

Teacher models the use of the cards whilst reading the text ‘Bingo and the Ducks’. (see Appendix 2)

Show the students the front cover of the text. Discuss who is in the picture – Mother, child and the dog.

Students are instructed to keep that picture in their minds.

Students cued to listen to the first part of the story. (Cue Card 1)

Students need to make an image or picture in their mind (Cue Card 2)

Now talk about the picture they see to the other students in the group. (Cue Card 3)

Students listen to what has been said, and evaluate or check their own description. (Cue Card 4)

Now listen to some more of the story. (Cue Card 5)
The teacher continues to read through the story, stopping after each page of text to complete strategy.

At the end of the session, students use share bears to reflect on what they have learnt.
Evaluation after session one – students complete six square drawing showing the sequence of the story.

Lesson Two

VISUALISING STRATEGY
Tuning in activity
Picture it taken from oral language book Time for Talking
Students choose from a variety of faces. Student describes the face points are awarded to the student who can be the first to identify the face correctly.

Text ‘A Bad Day for Little Dinosaur’
Review of the cue cards and what they mean.

Show the front cover of the story, and students discuss characters and possible setting of the story.

Teacher reads the text without showing the students the illustrations. Teacher cues the students to the L.I.T.E.L. strategy using the cue cards as in lesson one.

Share bears at the end of the session to talk about what students remember about the story.

Lesson Three

VISUALISING STRATEGY
Tuning in activity
Who am I?
Students have a picture of an object attached to a head band. Student must try to guess what the object is. He asks questions of the group and group members may only answer yes or no. The game continues until the student correctly guesses the object or ten questions have been asked.

Text ‘The Toytown Fire Engine’
Review of the cue cards and what they mean.

Show the front cover of the story, and students discuss characters and possible setting of the story. Teacher reads the text without showing the students the illustrations. Teacher cues the students to the L.I.T.E.L. strategy using the cue cards as in lesson one.

Share bears at the end of the session to talk about what students remember about the story.

Lesson Four

VISUALISING STRATEGY
Tuning in activity
Feely Bag
An item is placed inside the bag. Students place hand in the bag. Students are directed to make a picture in their mind. What words would they use to describe the object? What is it like? What words would you use to that mean the same? (synonyms)

Text ‘The Jumping Fish’

Review of the cue cards and what they mean.

Show the front cover of the story, and students discuss characters and possible setting of the story.

Teacher reads the text without showing the students the illustrations. Teacher cues the students to the L.I.T.E.L. strategy using the cue cards as in lesson one.

At the end of the session today, students individually complete a six box drawing to show the sequence of the story. Discuss

Lesson Five

VISUALISING STRATEGY
Tuning in activity
Barrier game
Students work with a partner (one student works with the Teacher) Follow directions to draw simple pictures following oral instructions eg. Draw a tree in the middle of your page, draw a sun above the tree, and draw a cloud next to the sun. Compare drawings.

Text ‘The Carpet Snake’

Review of the cue cards and what they mean.

Show the front cover of the story, and students discuss characters and possible setting of the story.

Teacher reads the text without showing the students the illustrations. Teacher cues the students to the L.I.T.E.L. strategy using the cue cards as in lesson one.

Share bears at the end of the session to talk about what students remember about the story.

Lesson Six

VISUALISING STRATEGY
Tuning in activity as per lesson one – “I went shopping and I saw…”

Text ‘The Birthday Kitten’

Review of the cue cards and what they mean.

Show the front cover of the story, and students discuss characters and possible setting of the story.

Teacher reads the text without showing the students the illustrations. Teacher cues the students to the L.I.T.E.L. strategy using the cue cards as in lesson one.

Share bears at the end of the session to talk about what students remember about the story.
Lesson Seven

VISUALISING STRATEGY
Tuning in activity as per lesson three ‘Who am I?’

Text ‘The Bears and the Magpies’

Review of the cue cards and what they mean.

Show the front cover of the story, and students discuss characters and possible setting of the story.

Teacher reads the text without showing the students the illustrations. Teacher cues the students to the L.I.T.E.L. strategy using the cue cards as in lesson one.

Share bears at the end of the session to talk about what students remember about the story.

Lesson Eight

VISUALISING STRATEGY
Tuning in activity Barrier Game as per lesson 5

Text ‘The Birthday Kitten’

Review of the cue cards and what they mean.

Show the front cover of the story, and students discuss characters and possible setting of the story.

Teacher reads the text without showing the students the illustrations. Teacher cues the students to the L.I.T.E.L. strategy using the cue cards as in lesson one.

Share bears at the end of the session to talk about what students remember about the story.
Lesson Nine

VISUALISING STRATEGY
Tuning in activity
Following directions such as ‘Before you stand up, clap your hands. After you touch your hair, walk to the door.’

Text ‘Kitty Cat runs up a Tree’

Review of the cue cards and what they mean.

Show the front cover of the story, and students discuss characters and possible setting of the story.

Teacher reads the text without showing the students the illustrations. Teacher cues the students to the L.I.T.E.L. strategy using the cue cards as in lesson one.

At the end of the session today, students individually complete a six box drawing to show the sequence of the story. Discuss.
Appendix 1
L.I.T.E.L. Cue Cards

Listen
Imagine
Well...
The dog went
to the ....

Tell
Evaluate
Listen more..
Appendix 2

Reading Texts

Pre Test:
*Jimmy's Birthday Balloon* by Sandra Iversen
Foundations 2

Post Test:
*Mother Bear's Scarf* by Beverley Randell
PM Gems Level 8

Visualising Tests:
*A Bad Day for Little Dinosaur* by Hugh Price and Beverley Randell
PM Gems Level 8

*Bingo and the Ducks* by Annette Smith
PM Gems Level 6

*Dilly Duck and Dally Duck* by Annette Smith
PM+ Level 7

*Kitty Cat Runs up a Tree* by Annette Smith
PM Gems Level 7

*The Bears and the Magpies* by Beverley Randell
PM+

*The Birthday Kitten* by Dianne Irving
PM Photo Stories Level 8

*The Carpet Snake* by Pam Townsend
First Base Level 9

*The Jumping Fish* Illustrated by Jane Wallace-Mitchell
Flying Colours Level 6

*The Toytown Fire Engine* by Jenny Giles
PM+ Level 6