

Explicitly teaching visualisation strategies to Year Six students in a whole class environment will improve their reading comprehension.

Lesson Plans: A series of ten lessons

Session: One	Year Level: 6	Format: Whole Class
Duration:	30 minutes	
Text:	The Complete Adventures of Charlie and Mr Willy Wonka Roald Dahl Frys readability Year 4	
Materials:	Text, Smart board, Student Journals, student literacy book	
Goal:	To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read. To introduce the concept of visualisation. Model visualisation to class.	
Teaching Strategy	Teacher Modelling: The teacher models the visualization strategy.	
Before Reading	Introduction: "I am going to teach you something that you can do that will help you to remember what you read. It is called visualising. This is what you do. After you have read each sentence, you make a picture of it in your mind and say what the picture is. We will begin doing this with sentences then pairs of sentences and then with paragraphs." John Munro 2006 Explain that the purpose of this session is to focus on introducing visualisation.	
While Reading	<p>"I am going to use a book that you all know really well. This will help you because you know what the story is about, you know the setting and so. This helps because you can easily create a image in your mind. But I want you to listen so that see the detail"</p> <p>Teacher reads aloud a paragraph (modelling) from The Complete Adventures of Charlie and Mr Willy Wonka</p> <p>Students read aloud the same paragraph, sentences by sentence from the Smart board.</p> <p>Ask students to make a picture in their minds about what was have read. "Close your eyes what do you see when I read this to you?" Teacher and student share what was visualised and describe each sentence. Teacher: "When I read this sentence I see..." <i>With the first two sentences ask the students to draw an image. This caters for those students who are visual learners, it allows them to express their idea in their preferred learning style.</i></p> <p>In pairs students visualise and describe each sentence. " I want you to</p>	

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	<p>tell your partner what you see when you hear that sentence. The person listening needs to check if their partner image matches the text.</p> <p>In pairs check what the other student is describing and make corrections if needed.</p>
After Reading	<p>Verbally review what happened in the session. What were the challenges? What did you find easy to do? What have you learnt? How did you feel about what we did Reflective Journal. Questions to answer: What do you understand by the term visualizing? What did you do while we were doing those sentences?</p>
Follow up	<p>Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities.</p>

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Session: Two	Year Level: 6	Format: Whole Class
Duration	30 minutes	
Text	The Complete Adventures of Charlie and Mr Willy Wonka. Roald Dahl Fry's Readability Year 4	
Materials	Text, Smart board, Student Journals	
Goal	To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read. Introduce the acronym R.I.D.E.R. Model visualisation to class.	
Teaching Strategy	Teacher Modelling /Guided Practice The teacher models the visualisation strategy. Teacher supports students through scaffolding their attempts.	
Before Reading	Revise what is visualisation? Review what was done in the previous session and develop the RIDER acronym. Through discussing with students identify what were the different activities completed in the previous lesson and the order in which we completed them. Read. Imagine. Describe. Evaluate and Read On/ Repeat the process. Explain that this acronym which will help them to remember what we need to do when we are reading. R.I.D.E.R. Display the acronym with student devised explanation on the Smartboard and insert the text beside it.	
While Reading	Teacher read aloud each paragraph. This is followed by the students reading the text. Teacher / students visualise and describe each sentence. This is lead by the teacher the first few sentences are lead by the teacher followed by the students adding input into what they visualise and describing it to the group. "What do you see in your mind when you read this?" "What do you think influences what you see?" "You have seen this movie does that influence what you see?" In pairs visualise and describe the image of the remainder of the sentences.	
After Reading	Verbally review what happened in the session. What were the challenges? What did you find easy to do? What have you learnt? How did you feel about what we did Review and articulate meaning of the RIDER acronym. Journal: what do you know now that you did not previously?	
Follow up	Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities.	

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Session: Three	Year Level: 6	Format: Whole Class
Duration:	30 minutes	
Text:	The Complete Adventures of Charlie and Mr Willy Wonka Roald Dahl Frys readability Year 4	
Materials:	Text, Smart board, Student Journals	
Goal:	To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read. Model visualisation to class. Provide scaffolding of questions to ask while reading to enhance visualisation. Revise the meaning and steps in R.I.D.E.R.	
Teaching Strategy	Teacher Modelling /Guided Practice The teacher models the visualisation strategy. Teacher supports students through scaffolding their attempts. Use prompt questions. Such as Who is being talked about in this sentence? What is the setting?	
Before Reading	Revise what is visualisation What are the steps outlined the R.I.D.E.R. acronym	
While Reading	Teacher reads the first paragraph Students read aloud each paragraph. Teacher models visualising the first pair of sentences, describing what image the teacher sees. Students, within the class group visualize and describe pairs of sentences. In pairs visualize pairs of sentences and describe their image checking with each other that their description matches the pair of sentences. Repeat the process with several paragraphs.	
After Reading	Verbally review what happened in the session. What were the challenges? What did you find easy to do? What have you learnt? How did you feel about what we did? Review and articulate meaning of the RIDER acronym. Journal: what do you know now that you did not previously? What did you find a challenge?	
Follow up	Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities.	

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Session: Four	Year Level: 6	Format: Whole Class
Duration:	30 minutes	
Text:	Simple Machines http://www.tooter4kids.com/simple_machines/introduction.htm Smog Readability Year 7 *** this is graded at two years above the level which is readable.	
Materials:	Text, Smart board, Student Journals	
Goal:	To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read. To teach the strategies to use when visualising non-fiction texts Revise the meaning and steps in R.I.D.E.R.	
Teaching Strategy	Collaborative Practice	
Before Reading	Discuss the topic of the non-fiction text- machines Identify some of the words that may appear in the text. Make a list of words on the board. Check that the students know what the words mean. Revise what is visualisation.	
While Reading	Students read aloud a paragraph. Ask individual student to read aloud the first pair of sentences. Students visualise and describe pairs of sentences sharing with the class what they see in their mind as they read/ listen to the pairs of sentences. In pairs visualise pairs of sentences and describe their images. When sharing what is seen in their head, other student checks to ensure that the image matches that in the pairs of sentences. Repeat the process with several paragraphs.	
After Reading	Verbally review what happened in the session. What were the challenges? What did you find easy to do? What have you learnt? How did you feel about what we did? Review and articulate meaning of the RIDER acronym. Journal: what do you know now that you did not previously? How differently did you read and visualise a non-fiction text from a fictional text.	
Follow up	Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities.	

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Session: Five	Year Level: 6	Format: Whole Class
Duration:	30 minutes	
Text:	Falling Leaves Adeline Yen Mah Fry's Readability Year 6	
Materials:	Text, Smart board, Student Journals	
Goal:	To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read. To extend the use of the visualisation strategy to be used with a complete paragraph. Revise the meaning and steps in R.I.D.E.R.	
Teaching Strategy	Guided Practice/Collaborative Practice	
Before Reading	Ask who has read the book. What is the story about? Where / when is it set Discuss the need to develop the strategy to extend it to reading paragraphs. "When we read a paragraph we need to build the images in our mind for each sentence and have it flow like a short movie." "Make sure you connect the sentences." "Looking at the strategy what would you do if one part doesn't make sense?"	
While Reading	Students read aloud each paragraph. Teacher/ students visualize and describe each paragraph in whole group activity. This would be done in a collaborative way. Checking each response to ensure that it In pairs, visualize paragraphs and describe their image	
After Reading	Verbally review what happened in the session. What were the challenges? What did you find easy to do? What have you learnt? How did you feel about what we did? Journal: What do you know now that you did not previously? What did you find easy to do in this session?	
Follow up	Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities.	

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Session: Six	Year Level: 6	Format: Whole Class
Duration:	30 minutes	
Text:	Falling Leaves Adeline Yen Mah Fry's Readability Year 6	
Materials:	Text, Smart board, Student Journals	
Goal:	To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read. To extend the independence of readers to apply the strategy of visualisation.	
Teaching Strategy	Collaborative Practice/ Independent Practice Students read the text and students work with others to visualise and describe their images.	
Before Reading	Reflect on what the reader has to visualise what you are reading Explain that the students will be visualising without teacher support.	
While Reading	Students read aloud each paragraph Student visualize sentence by sentence in whole group activity Each student individually visualizes sentence by sentence and describes their image	
After Reading	Verbally review what happened in the session. What were the challenges? What did you find easy to do? What have you learnt? How did you feel about what we did? Journal: what do you know now that you did not previously? How easy was it to find the right words to describe what you saw as you read?	
Follow up	Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities.	

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Session: Seven	Year Level: 6	Format: Whole Class
Duration:	30 minutes	
Text:	Eureka! Great Inventor and their Brilliant Brainwaves. Platt, R. (2003).	
Materials:	Text, Smart board, Student Journals	
Goal:	<p>To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read.</p> <p>To extend the independence of readers to apply the strategy of visualisation using non-fiction texts.</p>	
Teaching Strategy	<p>Collaborative Practice</p> <p>Students read the text independently and students work with others to visualise and describe their images.</p>	
Before Reading	<p>Discuss the topic of the non-fiction text- inventions</p> <p>Identify some of the words that may appear in the text.</p> <p>Make a list of words on the board.</p> <p>Check that the students know what the words mean.</p> <p>Revise what is visualisation.</p>	
While Reading	<p>Students read silently each paragraph</p> <p>Students visualise each paragraph and describe their images in the whole group activity</p> <p>In pairs visualise each paragraph and describe their images</p>	
After Reading	<p>Verbally review what happened in the session.</p> <p>What were the challenges? What did you find easy to do?</p> <p>What have you learnt? How did you feel about what we did?</p> <p>Journal: what do you know now that you did not previously?</p> <p>How difficult was it for you to read this paragraph on your own and try to visualise as you were reading?</p>	
Follow up	<p>Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities.</p>	

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Session: Eight	Year Level: 6	Format: Whole Class
Duration:	30 minutes	
Text:	Shauzia Ellis, D. (2003). Fry's readability Year 6	
Materials:	Text, Smart board, Student Journals	
Goal:	To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read.	
Teaching Strategy	Collaborative Practice/ independent practice Students read the text independently and students work with others to visualise and describe their images.	
Before Reading	Ask who has read the book. What is the story about? Where / when is it set Looking at the cover make some predictions. Discuss other books that are around the same theme.	
While Reading	Read silently each paragraph Students visualize each paragraph and describe their images in the whole class activity Each student individually visualizes each paragraph and then describe the image to a partner	
After Reading	Verbally review what happened in the session. What were the challenges? What did you find easy to do? What have you learnt? How did you feel about what we did? Journal: what do you know now that you did not previously? How you change your reading?	
Follow up	Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities.	

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Session: Nine	Year Level: 6	Format: Whole Class
Duration:	30 minutes	
Text:	Shauzia Ellis, D. (2003). Fry's readability Year 6	
Materials:	Text, Smart board, Student Journals	
Goal:	<p>To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read.</p> <p>For students to practice the visualisation strategy independently reading fictional text.</p> <p>Student write their "imagines".</p>	
Teaching Strategy	<p>Independent Practice</p> <p>Students read the text independently and visualise the paragraph and individually write their 'visualisation'</p>	
Before Reading	<p>Revise the aspects of visualisation.</p> <p>"What do you expect you will be reading about?"</p> <p>"What are some of the words you might expect you will read?"</p>	
While Reading	<p>Read silently each paragraph</p> <p>Each student visualizes each paragraph</p> <p>Each student individually writes their 'visualize' of each paragraph</p>	
After Reading	<p>Verbally review what happened in the session.</p> <p>What were the challenges? What did you find easy to do?</p> <p>What have you learnt? How did you feel about what we did?</p>	
Follow up	<p>Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities.</p>	

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Session: Ten	Year Level: 6	Format: Whole Class
Duration:	30 minutes	
Text:	Wild Technology The amazing natural origins of human inventions. Phil Gates (1995). Kingfisher Publication London. Smog Readability level: Year 8	
Materials:	Text, Smart board, Student Journals	
Goal:	To teach the skills of visualisation to assist students create a mental pictures as they read to develop greater understanding of texts read. For students to practice the visualisation strategy independently reading non-fiction text. Student write their “imagines”.	
Teaching Strategy	Independent Practice Students read the text independently and visualise the paragraph and individually write their ‘visualisation’	
Before Reading	Discuss the topic of the non-fiction text- inventions Identify some of the words that may appear in the text. Make a list of words on the board. Check that the students know what the words mean. Revise what is visualisation.	
While Reading	Read silently each paragraph Each student visualizes each paragraph Each student individually writes their ‘visualize” of each paragraph	
After Reading	Verbally review what happened in the session. What were the challenges? What did you find easy to do? What have you learnt? How did you feel about what we did?	
Follow up	Following this lesson when the students were reading they were asked to use the skills of visualising in other reading situations. This drew their attention to how it can be used in their other activities.	

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Texts used in the lessons

Book	Author
The Complete Adventures of Charlie and Mr Willy Wonka	Roald Dahl (1995). Puffin Books London England
Falling Leaves	Adeline Yen Mah
Shauzia	Deborah Ellis (2003). Allen & Unwin NSW

Book	Author
Simple Machines Website	http://www.tooter4kids.com/simple_machines/introduction.htm
Eureka! Great Inventor and their Brilliant Brainwaves	Richard Platt (2003). Kingfisher Publications London
Wild Technology The amazing natural origins of human inventions	Phil Gates (1995). Kingfisher Publication London

STAR strategies

Finding the main idea	Recalling facts and details	Understanding sequence
Recognising cause and effect	Comparing and contrasting	Making Predictions
Finding word meaning in context	Drawing conclusions and making inferences	Distinguishing fact from opinion
Identifying author's purpose	Interpreting figurative language	Summarising

Taken from: Strategies to Achieve Reading Success (2006)
Hawker Brownlow Education, Heatherton, Australia.

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Readability of texts used in the in lessons
Fry's Readability

Book	Author	Fry's Readability
The Complete Adventures of Charlie and Mr Willy Wonka	Roald Dahl 1995 Puffin Books London England	Year 4
Falling Leaves	Adeline Yen Mah	Year 6
Shauzia	Deborah Ellis 2003 Allen & Unwin NSW	Year 6

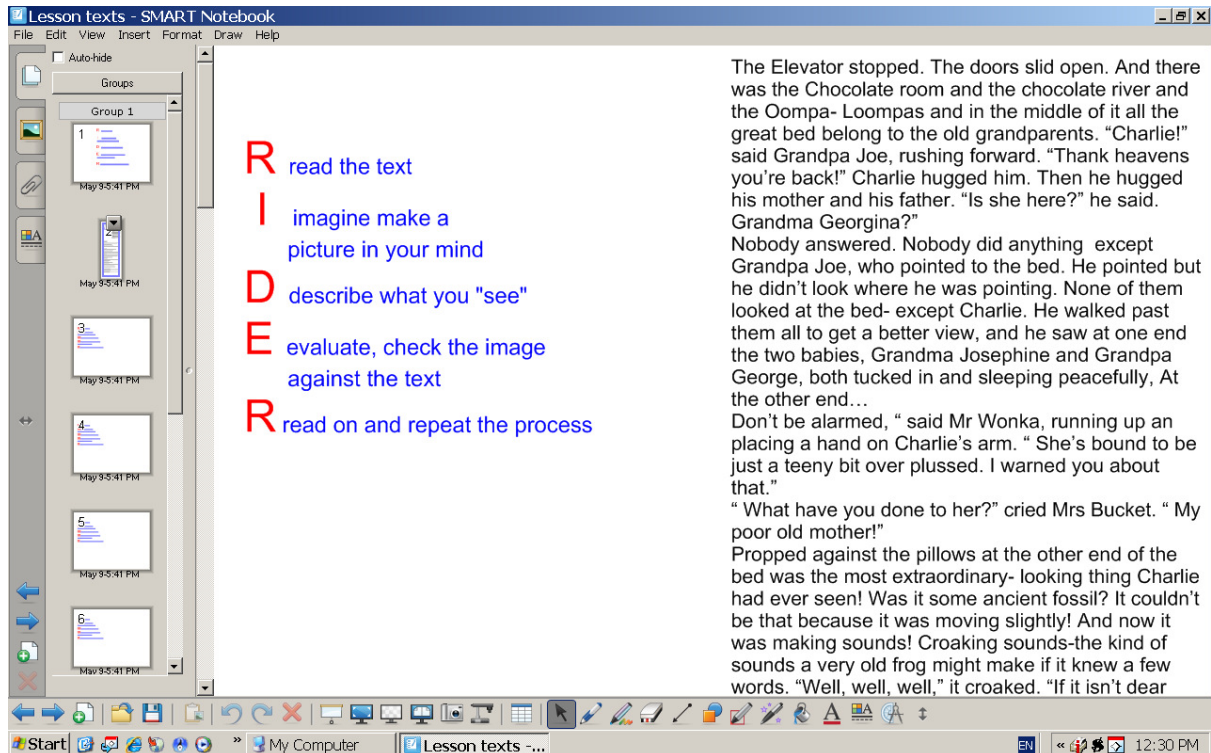
Smog Readability for non- fiction texts

Book	Author	Smog Readability
http://www.tooter4kids.com/simple_machines/introduction.htm		Year 7
Eureka! Great Inventor and their Brilliant Brainwaves	Richard Platt (2003) Kingfisher Publications London	Year 8
Wild Technology The amazing natural origins of human inventions	Phil Gates (1995 Kingfisher Publication London	Year 8

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Appendix 8

Screen print of the Smartboard. An example of text sitting beside the R.I.D.E.R. acronym



Appendix 9

Book marks

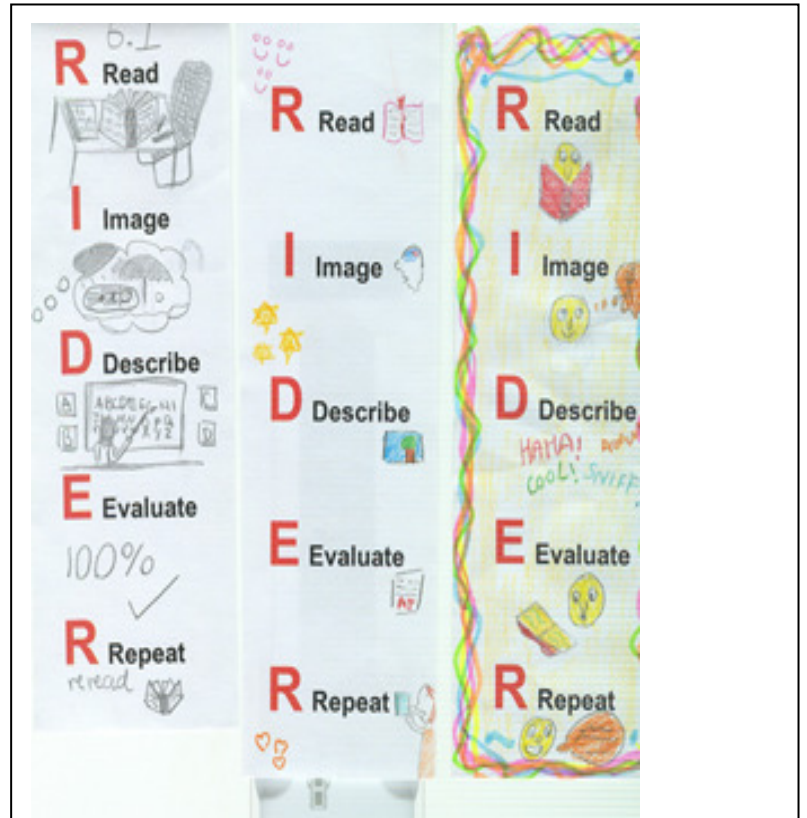
R Read

I Image

D Describe

E Evaluate

R Repeat



Examples of the bookmarkers made by the students in the intervention group.

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