Explicit teaching of visualization will improve both the comprehension of text and the oral language of grade two students that are experiencing comprehension difficulties.

**Lesson 1**  
(30-40 minutes)  
**Materials required:**  
Large poster of carnival. The poster I used had eight large pictures of people enjoying rides at a carnival or fun park.

**Teaching Focus:** Visualisation.  
**Teaching Strategy:** To make a mental image using a poster as a stimulus.

Step 1: Display the poster and ask the students to have a good look at it and describe what they see.

Step 2: Ask the students to close their eyes and try to see the pictures from the poster in their minds.

Step 3: Ask the students to look again at the poster and try to see something else.

Step 4: Ask the students to close their eyes again and try to see the extra things that they saw in the poster in their minds.

Step 5: Remove the poster and as a group, list the things that they saw. (Key words only)

Step 6: Return the poster and add anything that had not been included in the list.  
Remove the poster.

Step 7: Use this list of key words for students to take turns in verbalizing what they saw.  
"Put yourself in the picture. Tell a story about what you are doing. Have the rest of the group identify which character in the poster that you are."
**Lesson 2**  
(30-40 minutes)

**Materials required:**  
Large poster of Wizardry images, (The poster I used had a detailed view of the inside of a castle) paper and coloured pencils

**Teaching Focus:** Visualisation.  
**Teaching Strategy:** To pictorially record an image using a poster as a stimulus.

Step 1: Display the poster and ask the students to have a good look at it and describe what they see.

Step 2: Ask the students to close their eyes and try to see the pictures from the poster in their minds.

Step 3: Ask the students to look again at the poster and try to see something else.

Step 4: Ask the students to close their eyes again and try to see the extra things that they saw in the poster in their minds.

Step 5: Remove the poster and then ask the students to draw the poster in as much detail as they remember. Remind the students to draw as many items as they can recall as well as the detail of these items. E.g. the young wizard standing in the water had a pointed hat.

Step 6: Return the poster for a short while. Ask the students to have another look at it and find other features to draw.

Step 7: Remove the poster and have students add to their drawings.

Step 8: Using their drawings have students take turns to verbalise what they drew.
Lesson 3
(30-40 minutes)
Materials required:
Poster sized photo of popcorn popping in pot, chart with 3 spaces (photo of poster in centre with a blank box on either side. Appendix 5), coloured pencils and lead pencil.

Teaching Focus: Visualisation
Teaching Strategy: Prediction using a poster as a stimulus.

Step 1: Examine the poster of the popping corn. Discuss-What is happening, who has done it, how does it work, what does it taste like etc

Step 2: Ask the students to describe a scene that could have happened before this picture. E.g. buying the popcorn, at the shops, tipping the corn in the pot etc

Step 3: Ask the students to describe a scene that could have happened after this picture. E.g. sprinkling the popcorn with sugar, eating the popcorn, washing the pot. Try to get a variety of possible predictions.

Step 4: Complete A4 worksheet of pre and post pictures and include written summary.

Step 5: Share results/work with group.
As the students are sharing their results have remainder of the group close their eyes and visualize the sequence of events that are being described.
**Lesson 4**

(30-40 minutes)

**Materials required:**
Poster sized photo of aeroplane taking off, (Appendix 5, lesson 4) chart with 3 spaces (photo of poster in centre with a blank box on either side), coloured pencils and lead pencil.

**Teaching Focus:** Visualisation

**Teaching Strategy:** Prediction using a poster as a stimulus.

Step 1: Examine the poster of the aeroplane taking off.

Step 2: Ask the students to describe a scene that could have happened before this picture. E.g. packing to go away, getting to the airport etc.

Step 3: Ask the students to describe a scene that could have happened after this picture. E.g. arriving at your destination, unpacking, being met by people at the airport etc. Try to get a variety of possible predictions.

Step 4: Complete A4 worksheet of pre and post pictures and include written summary.

Step 5: Share results/work with group. Have remainder of group visualize as students share.
Lesson 5
(30-40 minutes)

Materials required:
Big book with short amount of text as caption on each page (I used The Sunflower Tree-Launch Pad Readers-Level 12).

Teaching Focus: Visualisation, prediction and comprehension.


Step 1: Review activities from previous lessons. Have students verbalise what we have been doing. (Using pictures to place and retain visual images in our minds and using these images to predict pre and post events. Using images to orally provide possible sequence of events. Investigate, discuss and evaluate pictures)

Step 2: Tell the students that we are now going to evaluate and discuss text in much the same way we did with the pictures. Discuss cover and title. Make predictions about possible words and events that we may find in this story. (Cover pictures before students take turns to read the following pages.)

Step 3: Read page 2. Ask students to make a mental image of the picture under the paper. Share their ideas. Prompt for detail. Uncover the picture and compare their images to the picture provided. How are they the same/different?

Step 4: Continue in the same manner for pages 3-7.

Step 5: Make predictions about the remainder of the story. Share ideas.

Step 6: Read pages 8-17. Investigate and discuss pictures as you uncover them. Evaluate their mental images with pictures provided. Check and evaluate predictions.

Step 7: Make further predictions based on increased knowledge. Read remainder of book. Evaluate your predictions.

Step 8: Students take turns to retell the story in sequence.

Step 9: Ask students literal, inferential and evaluative questions to be answered orally.

Review as a group what we did during this session: Read, investigated, described and evaluated a story.
Lesson 6
(30-40 minutes)

Materials required:
Big book with short amount of text as caption on each page (I used: My Mum and Dad Make Me Laugh-Walker Books)

Teaching Focus: Visualisation, prediction and comprehension.


Step 1: Review activities from previous lessons. Have students verbalise what we have been doing. Read, investigate, discuss and evaluate text) Explain to students that this is a way to understand what we read. Introduce the R.I.D.E.R. strategy and explain that it is exactly what we have been doing. Discuss acronym. Ask students to think of these terms as a prompt as we read the next book.

Continue following the steps (2-9) from lesson 5. Ask students to name the prompt from the R.I.D.E.R. strategy as they use them.

Lesson 7
(30-40 minutes)

Teaching Focus: Visualisation, prediction and comprehension.


Materials required:
5 blank cards for each student or R.I.D.E.R. cue cards (appendix 6)
Short text from ERIK Kit-Session 18 (The House on the Hill) Copy the text so that each student has their own copy.

Step 1: Review the R.I.D.E.R. strategy. Give each student 5 blank cards. Ask them to write the R.I.D.E.R acronym on the cards (1 letter per card) and to draw an appropriate prompt for each letter.

Step 2: Students are to place the cards in front of them and move the appropriate card forward as they use a particular component of the strategy.

Step 3: Introduce short story-Title only. Discuss.

Step 4: Using the R.I.D.E.R. strategy what would we do now? Move the appropriate card forward-READ.

Step 5: Read the first paragraph of the text. Using the R.I.D.E.R. strategy, ask what would we do now? Move the appropriate cards forward-INVESTIGATE and DESCRIBE.
Continue reading the text in short passages, making predictions, checking predictions, investigating sentences and describing context. Have the students move their prompt cards as they use this part of the strategy.

**Step 6:** Evaluate predictions and discuss changes due to increased knowledge of topic.

**Step 7:** Ask students literal, inferential and evaluative questions to be answered orally.

**Step 8:** Students take turns to retell the story in sequence.

**Step 9:** Review the strategies that we used during this lesson. Discuss their benefits.

**Lesson 8**
Complete steps 1-9 from lesson 7 using text- A Day at the Beach (ERIK kit session 19).

**Lesson 9**
Complete steps 1-9 from lesson 7 using text- On the Lake (ERIK kit, session 36)

**Lesson 10**
(30-40 minutes)

**Materials required:**
Short stories-Katie’s Caterpillar (PM+ Level 8), The Broken Flower Pot (PM+ Level 11), Mother Tiger and Her Cubs (PM+ Level 11), Down by the Sea (PM+ Level 11).

**Step 1:** Revise RIDER strategy- Remind chn. to use these strategies while listening to the following short stories.

**Step 2:** Read one of the short stories to the group.

**Step 3:** Ask one of the students to retell this story in sequence. As the story is being retold the remainder of the group listens and checks that all details are included in sequential order.

**Step 4:** Repeat steps 2 and 3 until all chn. have had an opportunity to retell a short story.

**Step 5:** Revise learning in this session. Ask, "What helped you to remember the stories read?"
Appendix 2

Listening Comprehension. Name.......................... Date........
Read the following passage to the student.

The School Fair.

Yesterday, Dot went to the school fair. She went with her dad and her mum. It was a hot day so she wore her big hat. There were lots of rides at the fair. Dot liked the tug boat the best. They all got an ice-cream to eat. They sat on their rug in the hot sun. Dot’s ice-cream melted and made a mess on the rug. Later, Dot and her dad went to see the animals. There were pigs and cows and some sheep. Dot saw a big bug on one of the cows. Her dad took the bug off the cow’s back. Dot had a great time at the fair. Before going home she had a hot dog for tea.

Write the student’s retell.........

<table>
<thead>
<tr>
<th>Characteristic of Retelling</th>
<th>No. of points.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Characters.</td>
<td>Dot, dad, mum</td>
</tr>
<tr>
<td>Theme</td>
<td>What Dot, dad and mum did at the fair?</td>
</tr>
<tr>
<td>Events</td>
<td>• Yesterday Dot went to the school fair</td>
</tr>
<tr>
<td></td>
<td>• She went with mum and dad</td>
</tr>
<tr>
<td></td>
<td>• It was hot</td>
</tr>
<tr>
<td></td>
<td>• She wore a big hat</td>
</tr>
<tr>
<td></td>
<td>• There were lots of rides</td>
</tr>
<tr>
<td></td>
<td>• She liked the tug boat best</td>
</tr>
<tr>
<td></td>
<td>• They had an ice-cream</td>
</tr>
<tr>
<td></td>
<td>• They sat in the hot sun</td>
</tr>
<tr>
<td></td>
<td>• The ice-cream melted</td>
</tr>
<tr>
<td></td>
<td>• Dot and dad went to see the animals</td>
</tr>
<tr>
<td></td>
<td>• There were pigs, cows and sheep</td>
</tr>
<tr>
<td></td>
<td>• There was a bug on the cow</td>
</tr>
<tr>
<td></td>
<td>• Dad took it off</td>
</tr>
<tr>
<td></td>
<td>• They had a great time</td>
</tr>
<tr>
<td></td>
<td>• Before they went home, Dot had an ice-cream</td>
</tr>
</tbody>
</table>
Appendix 3

Name........................................ Date..........................

Read and Draw
Task A
(Fold this page in half so that students do not see text. They are to draw from visualization.)

Sam has a big piece of paper
2 items

On the table there is a card. I have an envelope in my right hand.
3 items

Jenny holds a can and a spoon. She scrapes something from the can into a plastic bowl and places it on the floor in front of the cat.
5 items

It is raining. Greg is wearing his shorts and a red and black striped jumper with number 10 on its back. He ties the laces on his boots.
6 items
Appendix 3A

Name........................................  Date..........................

Read and Draw
Task B
(Fold this page in half so that students do not see text. They are to draw from visualization.)

I am sitting on a seat.

2 items

A girl in a wheelchair is sitting at her computer. A book is open on the desk.

3 items

Sam holds the hose as he waters the tomatoes. He is wearing a brown jacket and has a hat on his head.

5 items

Kay has put out three cups and has put a tea bag in each one. She is filling the cups from the kettle. The milk and sugar are on the table.

6 items
Appendix 5

Name ........................................ Date.........................

Lesson 3:

Draw a picture in the boxes on either side of this picture to show what happened before the picture and after the picture

Write a story to go with these 3 pictures.
Lesson 4
Name ........................................ Date.............................

Draw a picture in the boxes on either side of this picture to show what happened before the picture and after the picture

Write a story to go with these 3 pictures.