

Hypothesis: Teaching Year Prep students to visualise while engaged in text enhances their listening comprehension.

TEACHING UNIT

Teaching Year Prep students to visualise while engaged in text enhances their listening comprehension.

Session ONE- Introduction to Visualisation
(30-35 minutes)

INTRODUCTION

Teacher asks students about purpose of reading: *Why do we read?*

Students express opinions and discuss.

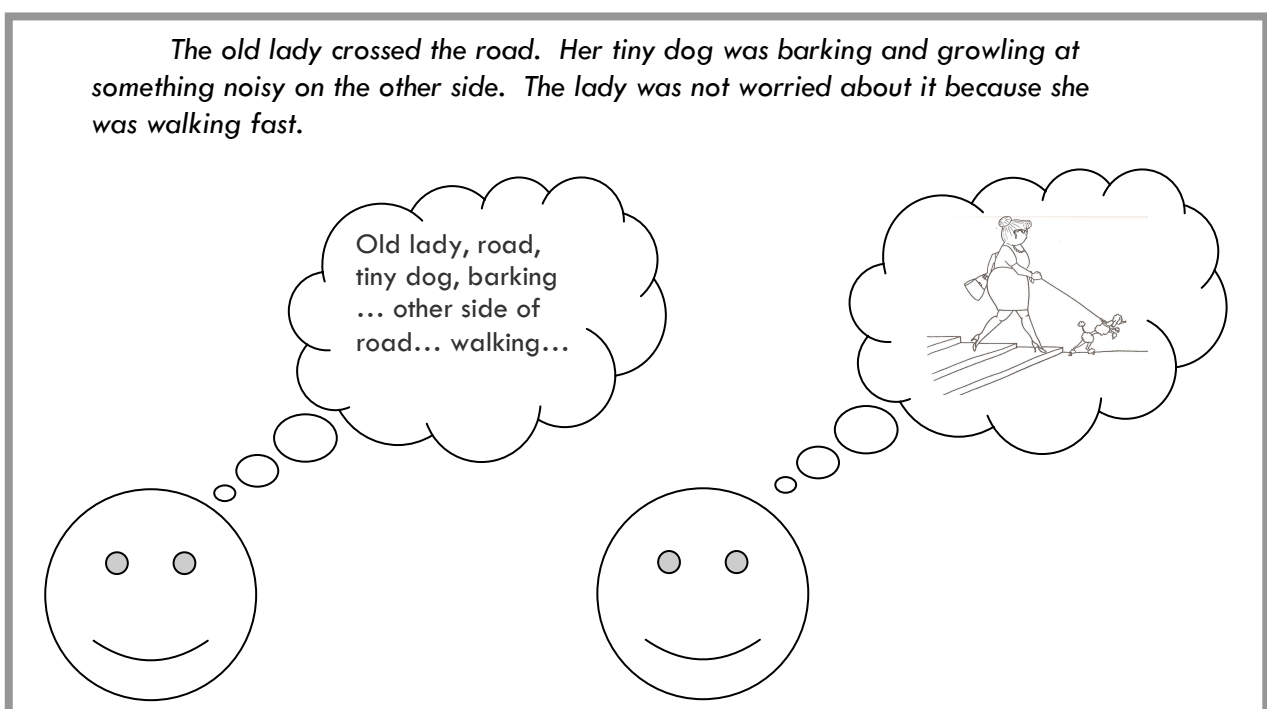
Teacher explains the following:

Reading is about learning something from a message. This can come from books, computers, television, magazines and even signs. Everything we read is telling us something and we need to understand what it is telling us. So we can understand, we read the words and sentences, but we also need to think about what they mean. For example, if a street sign says 'STOP' and I read the word with thinking about what it means, I might have an accident with another car. Just the same, if I am looking for a street and I read the name 'Gum Road' without thinking about what the sign is saying then I might miss the street I need. We think about what we read all the time, and this is important when I am reading and listening.

Teacher introduces the term *visualisation*:

Does anyone look at pictures when they are reading or listening to a story? If you do, then you are using the pictures to help you understand what the words are saying. They help us to see what we are hearing. The information goes into our heads and we can enjoy the book. If I was to read you a story without pictures, would you be able to tell me what the story was about? If you tried, you could make the pictures in your own head – like pictures in a book or movie. We call this visualisation (students repeat as teacher scribes term on a board).

Look at this cartoon. Which boy do you think will remember the most about the story?

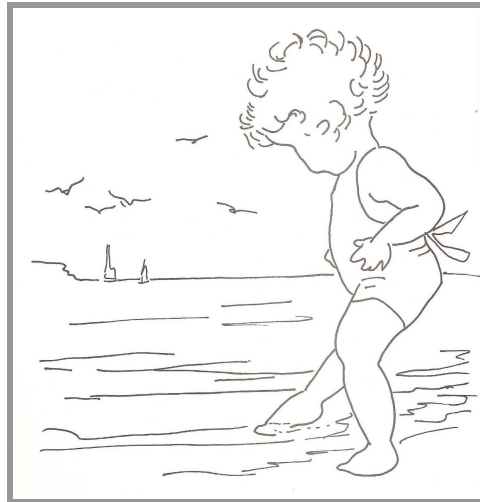


Students discuss pictures and talk about which one will remember more. Teacher directs students to think about the information gathered in each and what is going to be recalled.

PRACTICE VISUALISING

Teacher invites students to 'have-a-go' at visualising. She presents them with the following picture card:
I want you to draw this picture in your heads. Look at all the details in the picture and have a guess at what might be happening.

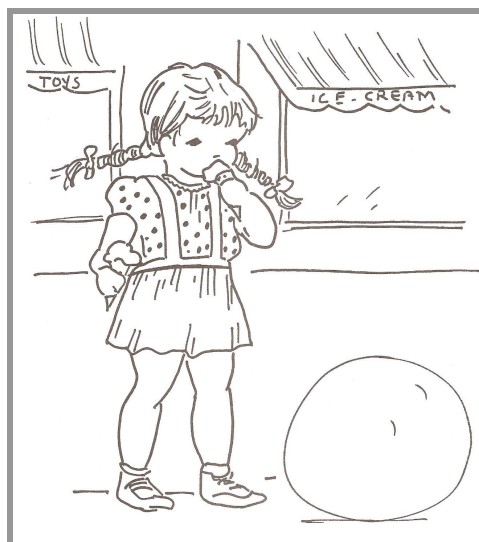
Picture Card 1



Once students have finished looking at the picture ask them to describe details from the picture. Ask prompting questions like: *What was the baby wearing? What was in the background? What was the child doing? What was missing from the picture?* Teacher scribes responses and presents the picture back to the group. Discuss details remembered and forgotten. *What are you going to do when we visualise next? Where are you going to look in the picture? What might you do with the information when it gets to your brain?*

Show students the following picture card and ask them to draw the pictures in their heads.
Don't forget to look at all the details in the picture!

Picture Card 2



When finished looking at the picture, ask students to again describe the details. Ask prompting questions like: *What was the girl eating? What was in the background? What do you think the ball might*

have been? *What was missing from the picture?* Teacher scribes responses and presents the picture back to the group. Discuss details remember and forgotten.

Ask students what helped them to remember the details in the two pictures. Students should respond with 'making pictures in our heads'. Finally, students repeat the word *visualisation* and describe its purpose. Teacher asks students to see if they can try this strategy when they read or are read to tonight at home.

Sessions TWO – FOUR

(15-20 minutes each)

	Session TWO	Session THREE	Session FOUR
Picture recall	Students recall what they remember from the picture in the previous lesson. <i>What does the picture look like in their head now?</i>	Students recall what they remember from the picture in the previous lesson. <i>What does the picture look like in their head now?</i>	Students recall what they remember from the picture in the previous lesson. <i>What does the picture look like in their head now?</i>
Introduction of task	Students break into groups of 2 and 3. Student A is given a picture to describe to the other student/s (B, C). These students must make a picture in their heads (see Diagram 3 below)	Students are reminded of the reflections from the previous lesson and asked to see if they can improve the task. Students break into groups of 2 and 3. Student B is given a picture to describe to the other student/s (A, C). These students must make a picture in their heads (see Diagram 4 below)	Students are reminded of the reflections from the previous lesson and asked to see if they can improve the task. Students break into groups of 2 and 3. Student C is given a picture to describe to the other student/s (A, B). These students must make a picture in their heads (see Diagram 5 below)
Task	Once student A has finished describing the picture to their partner/s the picture cue card is revealed and students talk about what they saw in their heads. At this time students (B, C) may be given opportunity to draw their own illustrations on paper to help them to discuss.	Once student B has finished describing the picture to their partner/s the picture cue card is revealed and students talk about what they saw in their heads. At this time students (A, C) may be given opportunity to draw their own illustrations on paper to help them to discuss.	Once student C has finished describing the picture to their partner/s the picture cue card is revealed and students talk about what they saw in their heads. At this time students (A, B) may be given opportunity to draw their own illustrations on paper to help them to discuss.
Discussion	Students are brought back together as a whole group and discuss what happened in their small group. Teacher monitors discussion and asks about what they experienced.	Students are brought back together as a whole group and discuss what happened in their small group. Teacher monitors discussion and asks about what they experienced.	Students are brought back together as a whole group and discuss what happened in their small group. Teacher monitors discussion and asks about what they experienced.
Reflection	Students comment on what they did well, and what they need to do next time they do the task. <i>What have I learn from the activity?</i>	Students comment on what they did well, and what they need to do next time they do the task. <i>What have I learn from the activity?</i>	Students comment on what they did well, and what may need to still be improved. <i>What have I learn from the activity today and previously?</i>

Diagram 3:

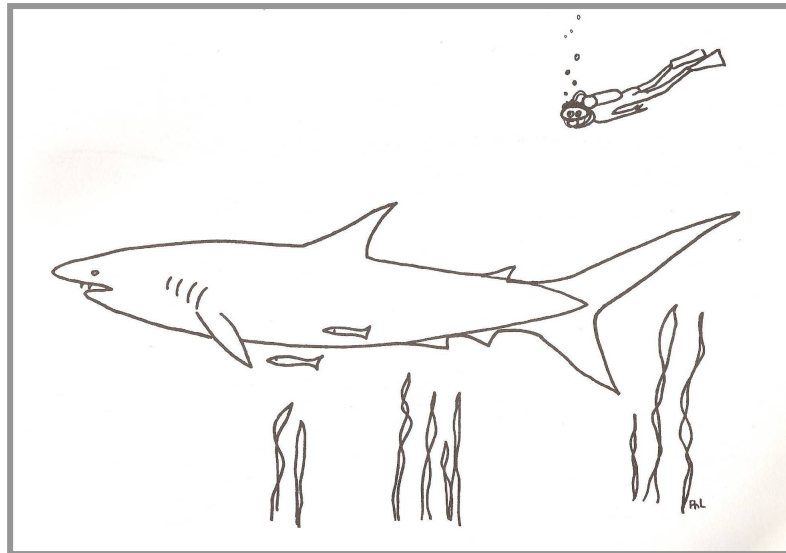


Diagram 4:

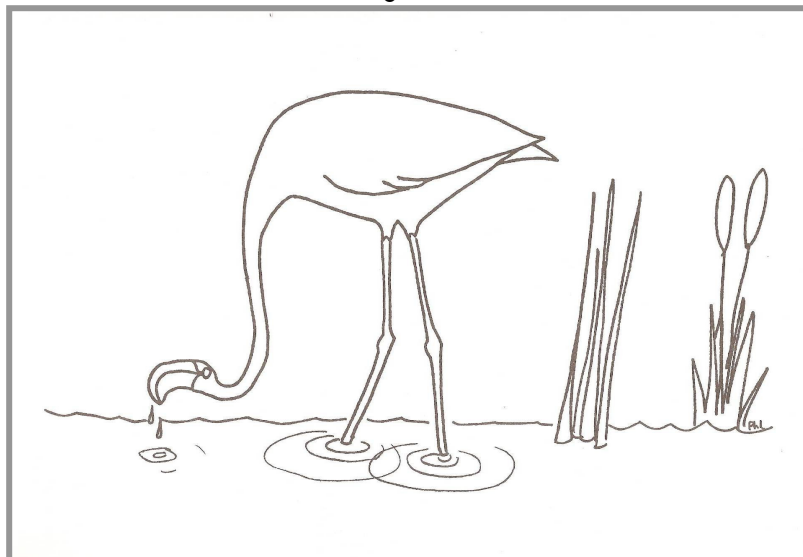
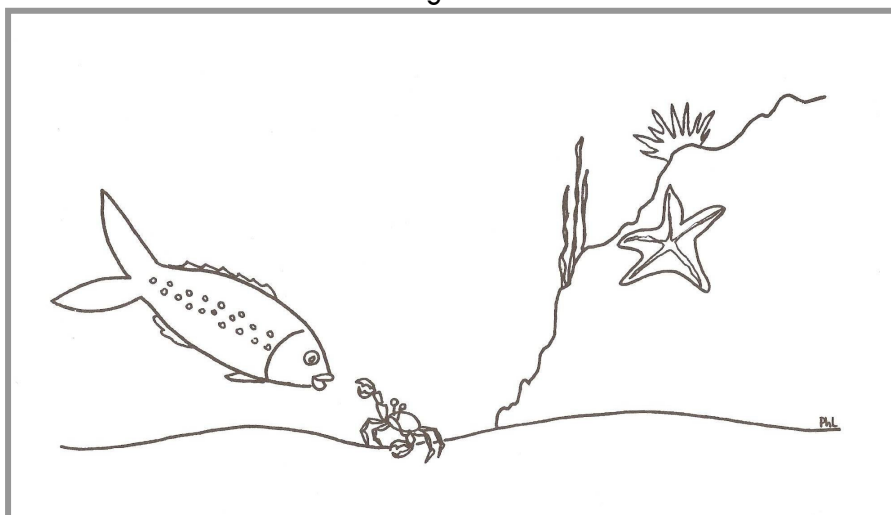


Diagram 5:



Sessions FIVE – SEVEN

(15 – 20 minutes each)

	Session FIVE	Session SIX	Session SEVEN
Introduction of task	Students are advised of the new task. They are required to visualise an image in their heads using the oral cues given by the teacher. Students then need to draw the picture they saw in their heads onto a blank piece of paper.	Students are advised of the new task. They are required to visualise an image in their heads using the oral cues given by the teacher. Students then need to draw the picture they saw in their heads onto a blank piece of paper.	Students are advised of the new task. They are required to visualise an image in their heads using the oral cues given by the teacher. Students then need to draw the picture they saw in their heads onto a blank piece of paper.
Visualisation Task	Teacher reads out the following sentence, while the students make the appropriate mental image. <i>The elephant was happy to see his friend the purple spotted giraffe.</i> Teacher repeats the sentence, so that students can check their visualisations. Students are ten given time to illustrate their visualisations independently of others.	Teacher reads out the following sentence, while the students make the appropriate mental image. <i>A brightly coloured hot-air balloon rose into the sky filled with a group of happy children.</i> Teacher repeats the sentence, so that students can check their visualisations. Students are ten given time to illustrate their visualisations independently of others.	Teacher reads out the following sentence, while the students make the appropriate mental image. <i>A man was riding his one-wheeled bicycle in the park when he spotted a rear green slim covered creator. He was excited to see a sight!</i> Teacher repeats the sentence, so that students can check their visualisations. Students are ten given time to illustrate their visualisations independently of others.
Discussion	Students discuss the pictures they saw in their heads, including the colours, objects and added details. Discuss what they did to make the picture, remember the picture and draw the picture. <i>How can I retell what the sentence was about?</i>	Students discuss the pictures they saw in their heads, including the colours, objects and added details. Discuss what they did to make the picture, remember the picture and draw the picture. <i>How can I retell what the sentence was about?</i>	Students discuss the pictures they saw in their heads, including the colours, objects and added details. Discuss what they did to make the picture, remember the picture and draw the picture. <i>How can I retell what the sentence was about?</i>
Reflections	Students discuss what they did well and what they need to do to improve their mental and concrete visuals. <i>What am I going to try to do next time?</i> <i>What did I learn from this activity?</i>	Students discuss what they did well and what they need to do to improve their mental and concrete visuals. <i>What am I going to try to do next time?</i> <i>What did I learn from this activity?</i>	Students discuss what they did well and what they need to do to improve their mental and concrete visuals. <i>What am I going to try to do next time?</i> <i>What did I learn from this activity?</i> <i>What am I going to tell others about visualisation?</i>

Sessions EIGHT & NINE

(20-30 minutes)

	Session EIGHT	Session NINE
Introduction of Task	<p>The task is explained to the students. They are prompted to remember to visualise the story which will help them retell the narrative after reading.</p> <p>Text: Edwards, H. & Huxley, D. (1990). <i>Oinkabella</i>. Hunters Hill, NSW: Margaret Hamilton Books.</p>	<p>The task is explained to the students. They are prompted to remember to visualise the story which will help them retell the narrative after reading.</p> <p>Text: Mahy, M. (1997). <i>Beaten by a Balloon</i>. London, England: Penguin Books.</p>
Pre-reading Predictions	<p>Students predict what the story may be about.</p> <p><i>Who might the characters be?</i> <i>Where might the setting take place?</i> <i>What is going to happen in the book?</i></p>	<p>Students predict what the story may be about.</p> <p><i>Who might the characters be?</i> <i>Where might the setting take place?</i> <i>What is going to happen in the book?</i></p>
Beginning reading phase	<p>Teacher begins to read the text to the students. Students are to visualise what they are hearing, to make to book into a movie in their heads.</p>	<p>Teacher begins to read the text to the students. Students are to visualise what they are hearing, to make to book into a movie in their heads.</p>
Mid reading phase predictions	<p>Teachers pauses reading at the end of page 17. Ask students to predict what they think is going to happen next in the story.</p>	<p>Teachers pauses reading at the end of page 11. Ask students to predict what they think is going to happen next in the story.</p>
Finish reading phase	<p>Teacher finishes reading the text to students. Students continue to visualise what they are hearing, continually changing their mental imagery.</p>	<p>Teacher finishes reading the text to students. Students continue to visualise what they are hearing, continually changing their mental imagery.</p>
Post-reading predictions	<p>Students discuss what they think might happen in a sequel to the text.</p> <p><i>Who would the characters be?</i> <i>What would happen?</i> <i>What would the ending be?</i></p>	<p>Students discuss what they think might happen in a sequel to the text.</p> <p><i>Who would the characters be?</i> <i>What would happen?</i> <i>What would the ending be?</i></p>
Retell of story	<p>Students are asked to retell what the text was about. In a whole group situation, students add their ideas together to create a whole picture of the text.</p>	<p>Students are asked to retell what the text was about. In a whole group situation, students add their ideas together to create a whole picture of the text.</p>
Discussion	<p>Students discuss what they did to remember the text.</p> <p><i>What did you do to remember what you heard?</i> <i>Did visualising help remember details from the story?</i></p>	<p>Students discuss what they did to remember the text.</p> <p><i>What did you do to remember what you heard?</i> <i>Did visualising help remember details from the story?</i></p>
Reflections	<p>Students discuss what they feel they did well and areas for improvement.</p> <p><i>What did I do really well?</i> <i>What do I need to try to do next time?</i> <i>What have I learnt from this activity?</i></p>	<p>Students discuss what they feel they did well and areas for improvement.</p> <p><i>What did I do really well?</i> <i>What do I need to try to do next time?</i> <i>What have I learnt from this activity?</i> <i>What do I now know about reading?</i></p>

Appendix A

VISUAL/LISTENING COMPREHENSION PRE-TEST

(April 2008)

Student: _____
Recorder: _____
Date: _____

Treatment Group Control Group

1. Self Efficacy Assessment (Show student face cards)

Ask student the following questions:

- How do you feel about school? 😊 😐 ☹️
- How do you feel about reading? 😊 😐 ☹️
- How do you feel about counting? 😊 😐 ☹️
- How do you feel about friends? 😊 😐 ☹️

Happy= 3 points
Unconcerned= 2 points
Sad= 1 point

2. Visual Comprehension

- a) Show student a picture and ask them to make a picture in their heads, so to remember detail. Hold picture for 15 seconds.
- b) Ask student to describe the picture in as much detail as possible. Prompting where necessary.
Student's response:

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1 point per detail recalled (object, colour, circumstance)

Comments/Observations:

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.....

3. Word Comprehension

- a) Ask student to 'make a picture' of the following words. Ask prompting questions to see how the student's picture changes:

BOAT

- What sort of boat is it? A sailboat, ship, yacht?
- What colour is the boat?
- Is anyone on the boat?
- What is happening around the boat?

1 point per question. Maximum score is 4 per word

CAT

- What colour is the cat?
- How big is the cat?
- What is the cat doing?
- Where is the cat?

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.....

b) Ask student to 'make a picture' in their head of the following words. Ask student to draw a picture of it. (Student sheet)

- i. APPLE ii. FLOWER

1 point per item correctly drawn

4. Sentence Comprehension

a) Ask student to 'make a picture' in their head as you read the following sentence. When ready, student illustrates their picture from the abstract to concrete. (Student sheet)

- i. The cat sat on a red mat.
- ii. The little boy was sliding down a blue slide.
- iii. The green car was driving in front of the purple car on a sunny day.
- iv. The old lady with curly hair was walking her big fluffy dog to post a letter.

1 point for detail represented-
 i. cat, sat, red, mat (4 points)
 ii. little boy, sliding, blue, slide (4 points)
 iii. green, car, in front of, purple, car, sunny (6 points)
 iv. old lady, curly hair, big, fluffy, dog, letter (6 points)

5. Narrative Comprehension

Read short story to student. Ask students to remember what they can because some questions will be asked after reading. (Mayer, M. (1987). *There's an Alligator under my Bed*. Dial Books for Young Readers, New York.)

Main Ideas	Score	Unprompted	Prompted
Main characters – Boy, alligator (mum, dad)	2		
Setting – Boy's bedroom/house	1		
There used to be an alligator under my bed	1		
Had to be careful when going to bed	1		
Used to hid whenever boy looked	1		
Called mum and dad, but they never saw it	1		
Got some alligator bait from fridge in a paper bag	1		
Put a peanut butter sandwich, fruit and apple pie in garage	1		
Left biscuits down the hall and vegetables on the stairs	2		
Put a drink and sweets next to bed and waited	1		
Alligator came out to get something to eat	1		
Boy hid in cupboard and followed him around the house	2		
Boy slammed the door. Locked it and went to bed. There was no mess to clean up	2		
Boy wonders if dad will have trouble getting car out in morning, so left him a note	2		
Why was the alligator hiding under the bed?			
Where did the alligator go when mum and dad came in?			
What could happen next in the story?			
Total:	19		

STUDENT SHEET

Student: _____
Date: _____

Treatment Group

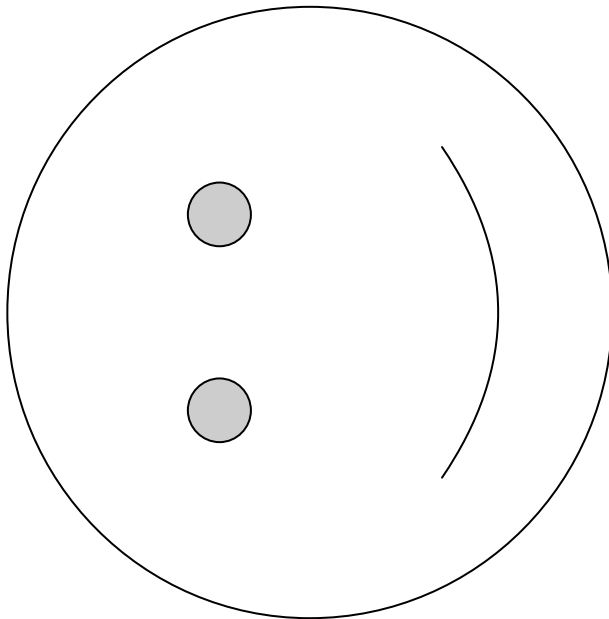
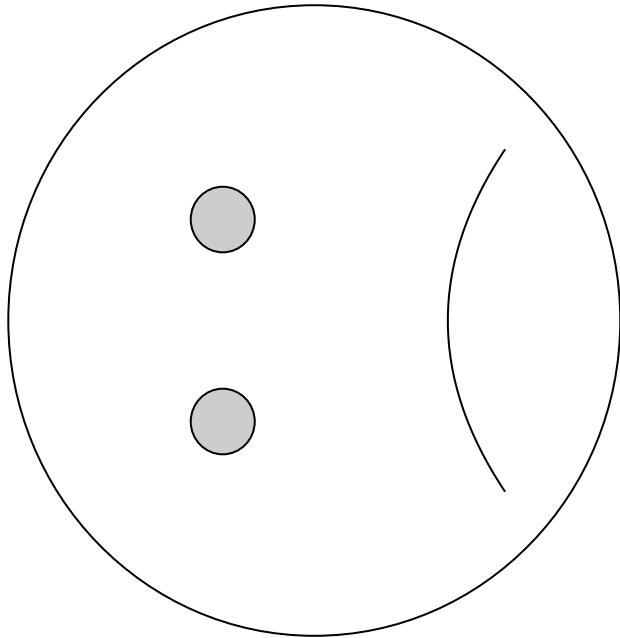
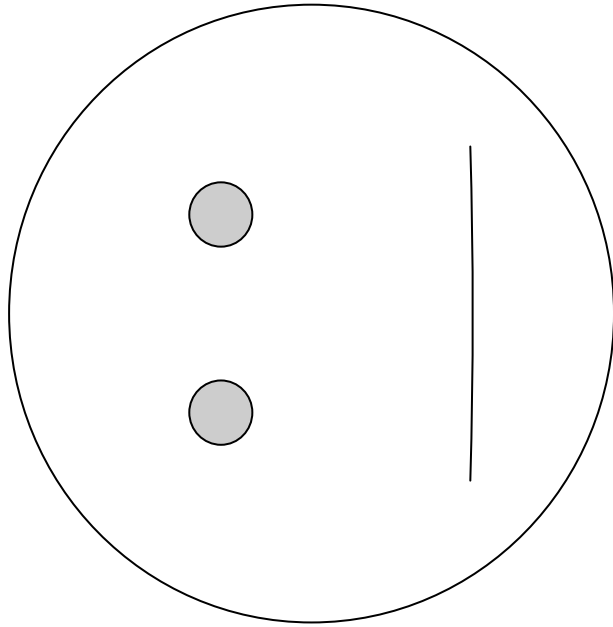
Control Group

3.

b) i.	b) ii.
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4.

a) i.	a) ii.
a) iii.	a) iv.



Appendix B

VISUAL/LISTENING COMPREHENSION POST-TEST

(April 2008)

Student: _____
Recorder: _____
Date: _____

Treatment Group Control Group

1. Self Efficacy Assessment (Show student face cards)

Ask student the following questions:

- How do you feel about school? 😊 😐 😞
- How do you feel about reading? 😊 😐 😞
- How do you feel about counting? 😊 😐 😞
- How do you feel about friends? 😊 😐 😞

Happy= 3 points
Unconcerned= 2 points
Sad= 1 point

2. Visual Comprehension

- a) Show student a picture and ask them to make remember details. Hold picture for 15 seconds.
- b) Ask student to describe the picture in as much detail as possible. Prompting where necessary.

Student's response:

.....
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1 point per detail recalled (object, colour, circumstance)

Comments/Observations:

.....
.....
.....

3. Word Comprehension

Ask student to 'make a picture' of the following words. Ask prompting questions to see how the student's picture changes:

1 point per question
Maximum score is 4

CAR

- What sort of car is it? A big/small car?
- What colour is the car?
- Is anyone in the car?
- What is happening around the car?

4. Sentence Comprehension

Ask student to 'make a picture' in their head as you read the following sentence. When ready, student illustrates their picture from the abstract to concrete.

- v. The bird sat in a yellow cage.
- vi. The little girl was swinging on a green swing.
- vii. The blue boat was surrounded by sharks in a grey storm.
- viii. The young boy was riding a green bike with a bag on his back in front of a big house.

1 point for detail represented-
 i. bird, sat, yellow, cage (4 points)
 ii. little girl, swinging, green, swing (4 points)
 iii. blue, boat, surrounded, sharks, grey, storm (6 points)
 iv. young boy, green, bike, bag, in front of, big house (6 points)

5. Narrative Comprehension

Read short story to student. Ask students to remember what they can because some questions will be asked after reading. (Mayer, M. (1968). *There's a Nightmare in my Closet*, Dial Books for Young Readers, New York.)

Main Ideas	Score	Unprompted	Prompted
Main characters in story – Boy, nightmare 1, nightmare 2	3		
Setting – Boy's bedroom	1		
Used to be a nightmare in closet	1		
Closed the door before going to sleep	1		
Was afraid to look at closet	1		
When safe, the boy would peek, sometimes	1		
Decided to get rid of nightmare	1		
When dark, boy heard nightmare and quickly turned light on. The nightmare was sitting at his bed.	2		
Boy shot nightmare and nightmare cried	2		
Boy was a little mad	1		
Nightmare would not stop crying, so boy took nightmare and tucked him into bed.	2		
The boy closed to closet door.	1		
There might be another nightmare in closet, but the bed isn't big enough for two!	2		
What was the nightmare scared of?			
Who was more scared? The boy or the nightmare?			
What could happen next in the story?			
Total:	19		

STUDENT SHEET

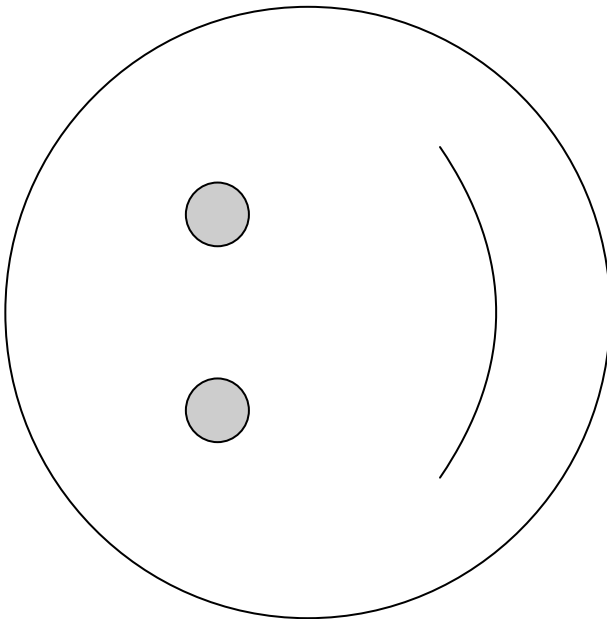
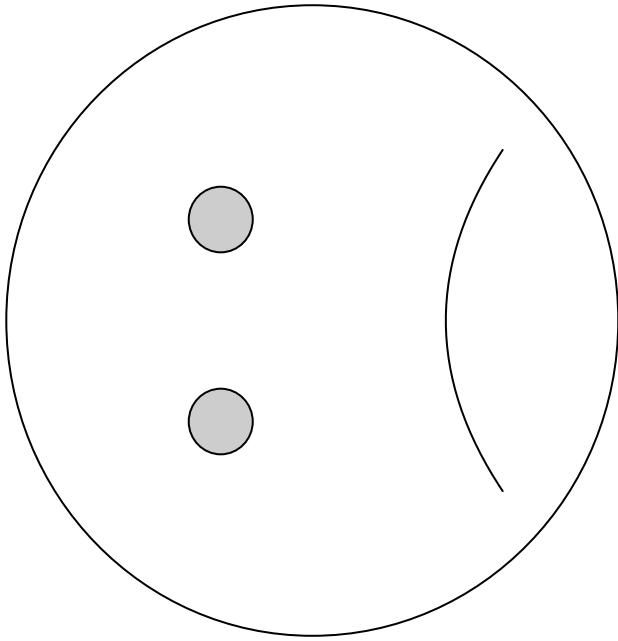
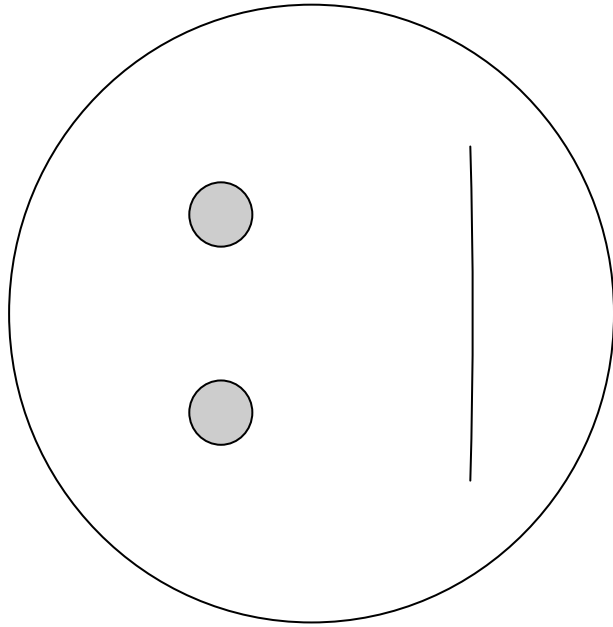
Student:
Date:

Treatment Group

Control Group

4.

i.	ii.
iii.	iv.



Appendix D

PICTURE CARDS

Diagram 1:

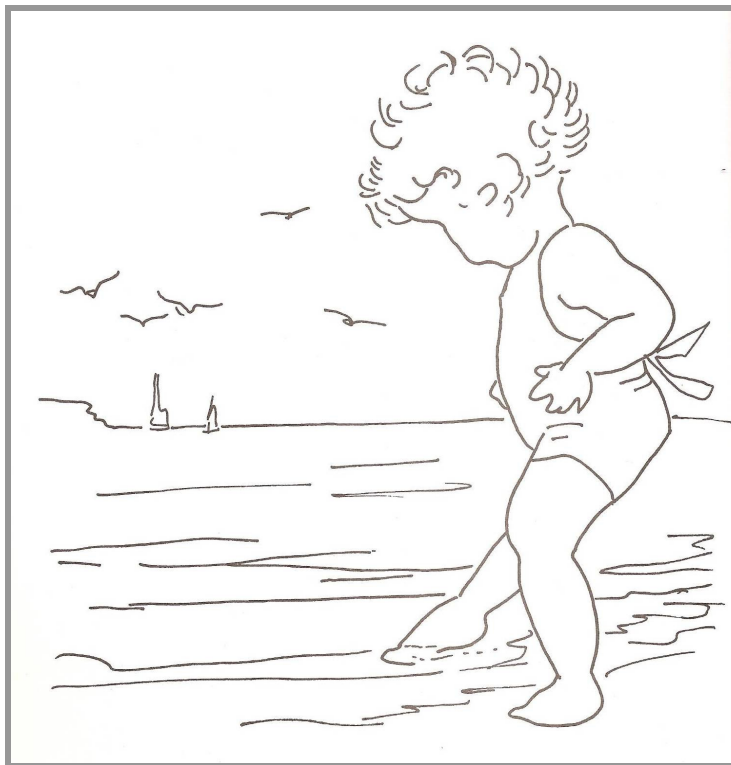
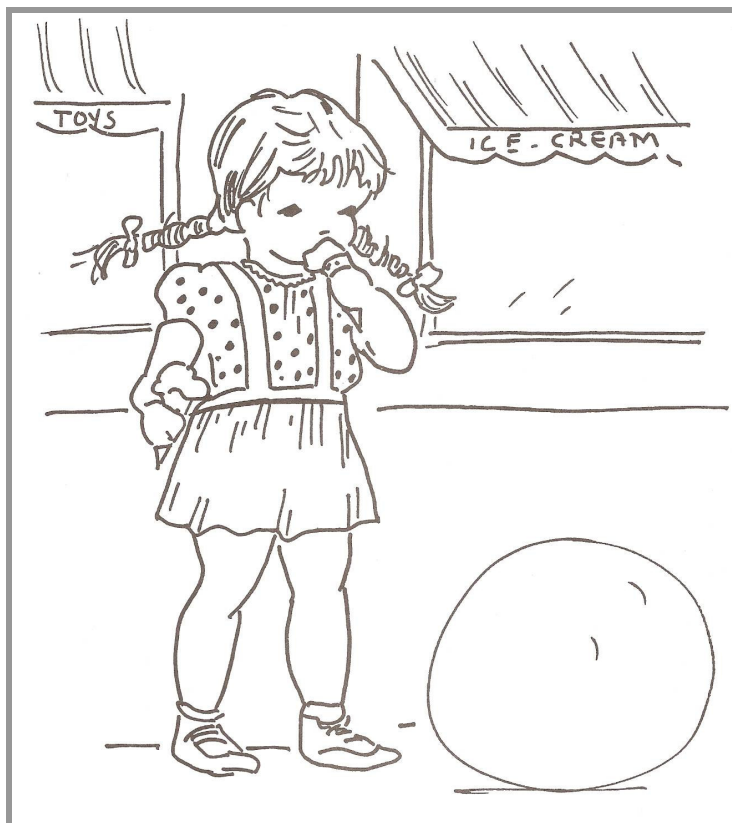


Diagram 2:



All illustrations taken from:

Bell, N. (1991). *Visualising and Verbalizing*. Paso Robles, CA: Academy of Reading Publications

Appendix E

DESCRIPTIVE PICTURE CUE CARDS

Diagram 3:

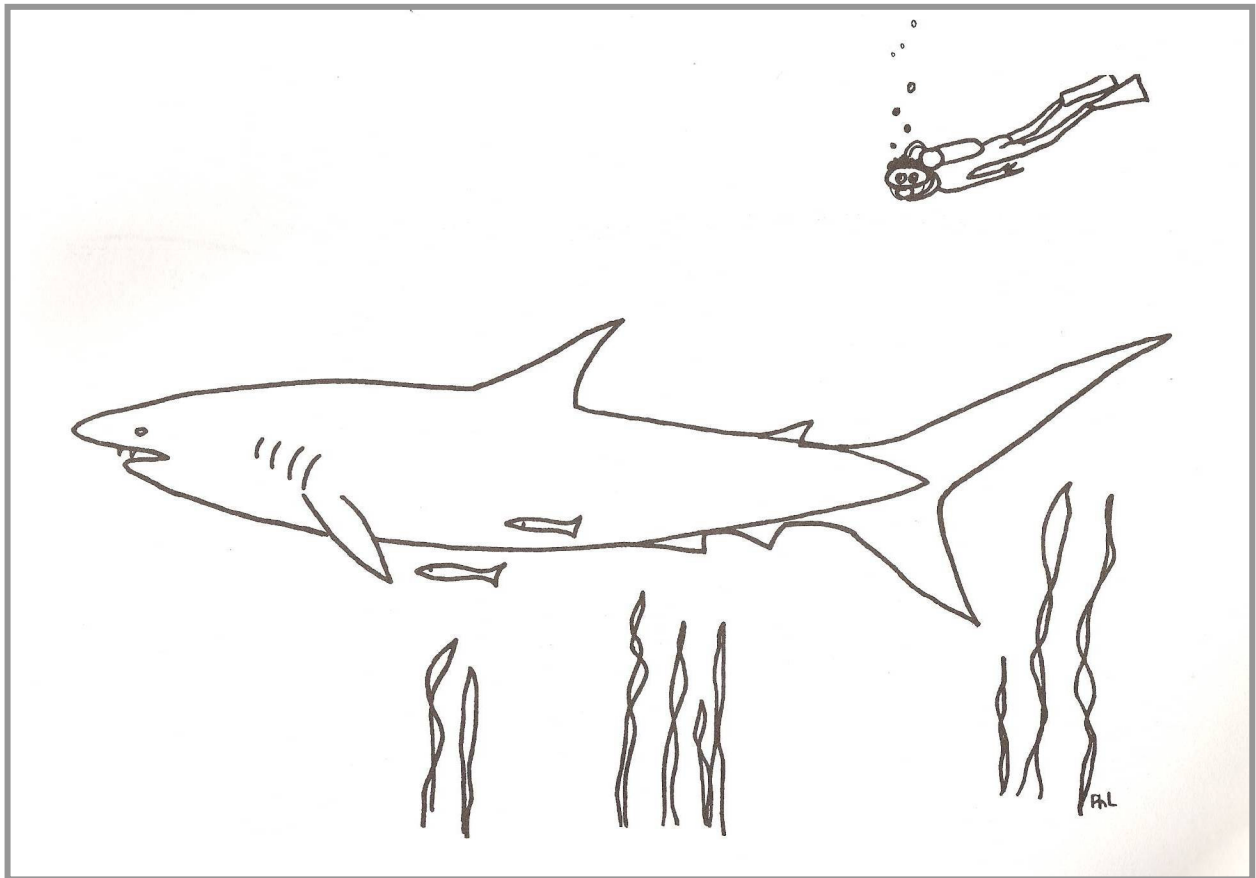


Diagram 4:

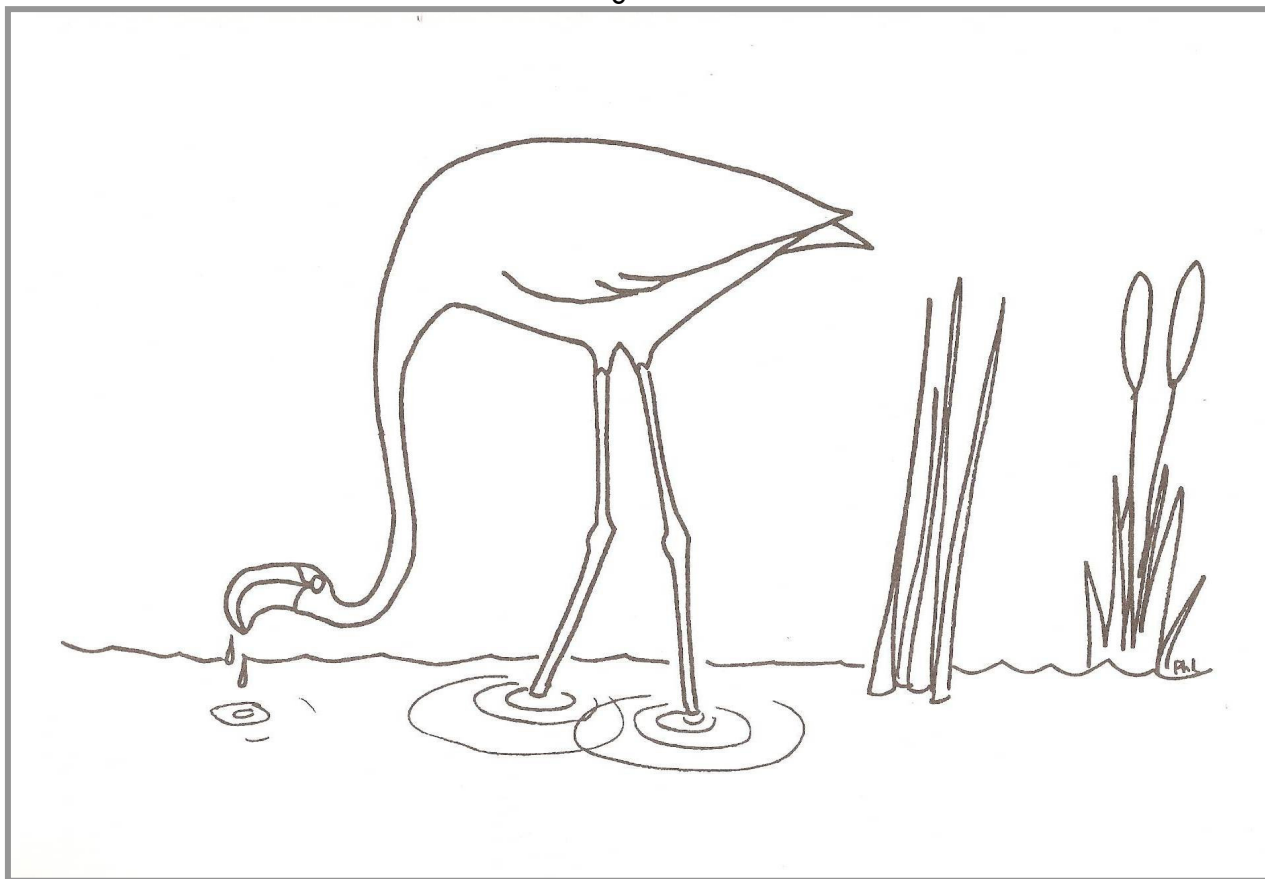
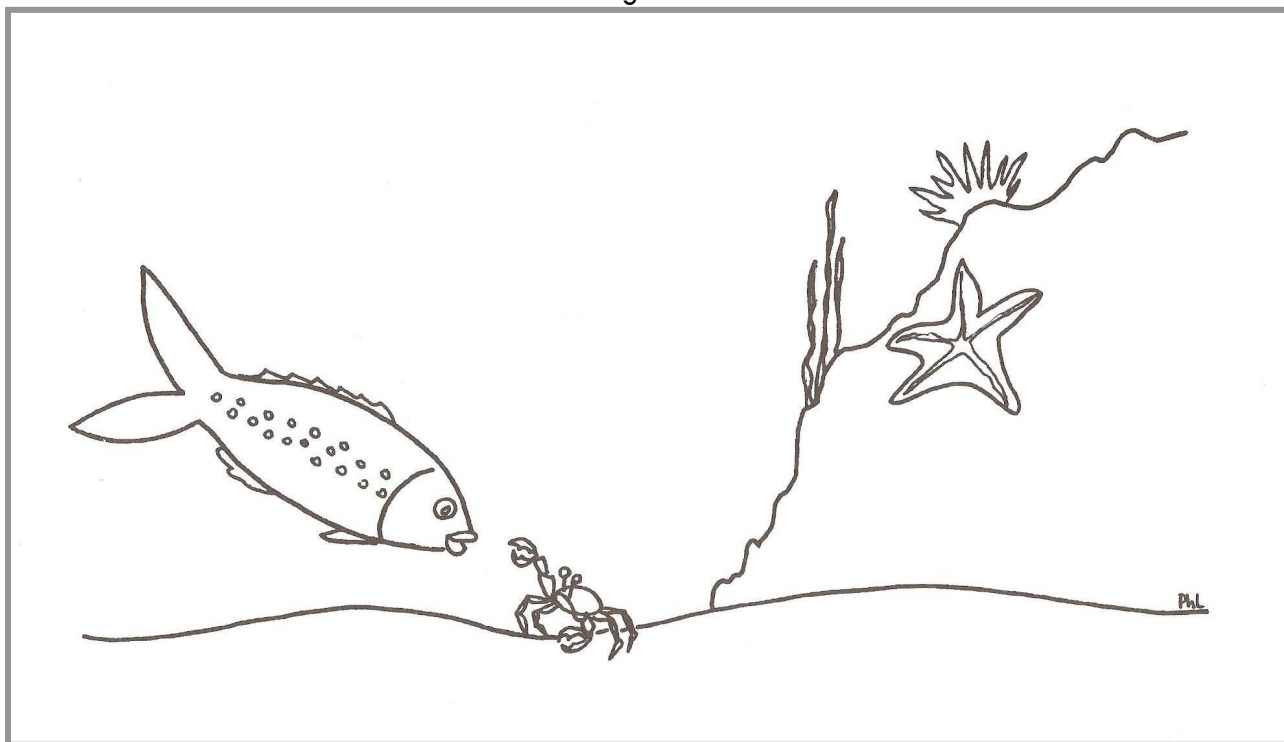


Diagram 5:



All illustrations taken from:
Bell, N. (1991). *Visualising and Verbalizing*. Paso Robles, CA: Academy of Reading Publications

Appendix F

LISTENING COMPREHENSION/VISUALISATION TESTING RESULTS

Question:	Pre-Test										Post-Test										
	Visual Comprehension	Word Comprehension	Concept Understanding	Sentence Comprehension				Sentence Comprehension Total	Spontaneous Narrative Retell	Cued Narrative Retell	Narrative Retell Total	Visual Comprehension	Word Comprehension	Sentence Comprehension				Sentence Comprehension Total	Spontaneous Narrative Retell	Cued Narrative Retell	Narrative Retell Total
2	3a	3b	4a	4b	4c	4d	20	5		2		3	4a	4b	4c	4d	20	5			
Max. Score	-	4	2	4	4	6	6	20	-	19	-	4	4	4	6	6	20	-	19		
T/ment Group																					
Student A	5	4	2	4	4	5	2	15	6	6	12	13	4	4	4	5	6	19	7	7	14
Student B	8	3	2	4	4	1	5	14	8	3	11	11	4	4	4	5	6	19	6	9	15
Student C	8	3	2	4	3	4	5	16	7	4	11	17	4	4	4	6	6	20	7	8	15
Student D	8	3	2	0	2	2	2	6	3	5	8	10	4	4	4	5	5	18	4	7	11
Student E	5	3	2	3	3	4	3	13	3	4	7	12	4	4	4	6	5	19	7	6	13
Student F	7	3	2	3	4	5	2	14	5	6	11	12	4	4	4	6	6	20	7	5	12
Student G	10	4	2	4	3	4	4	15	5	3	8	13	4	3	4	5	6	18	6	8	14
Control Group																					
Student H	8	3	2	1	2	3	4	10	5	3	8	7	4	1	4	3	2	10	2	5	7
Student I	7	4	2	3	4	4	3	14	6	5	11	9	3	2	3	4	2	11	10	4	14
Student J	10	4	2	3	4	5	3	15	3	8	11	19	4	4	4	1	2	11	6	6	12
Student K	7	4	2	4	4	5	5	18	3	6	9	13	4	3	4	4	3	14	7	6	13
Student L	8	3	2	2	3	3	3	11	5	7	12	12	3	2	4	3	2	11	7	3	10
Student M	2	2	2	1	4	1	4	10	5	5	10	10	4	4	2	3	3	12	6	3	9
Student N	4	4	2	1	4	1	2	8	3	6	9	7	3	1	3	1	2	7	2	5	7

SELF-EFFICACY ASSESSMENT

Happy = 3 Unsure = 2 Sad = 1

Black = Pre-test Red = Post-test

How do you feel about:	Student A	Student B	Student C	Student D	Student E	Student F	Student G	Student H	Student I	Student J	Student K	Student L	Student M	Student N
School	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 2
Reading	3 3	3 3	2 3	3 3	2 3	3 3	2 3	2 2	3 3	3 2	2 3	2 2	3 3	2 1
Counting	3 3	3 3	1 3	3 3	2 3	3 3	1 3	3 3	3 2	3 3	3 3	1 1	3 3	1 2
Friends	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 1	3 3	3 3	3 3	1 3
TOTAL:	12 12	12 12	9 12	12 12	10 12	12 12	9 12	11 11	12 11	12 9	11 12	9 9	12 12	7 8