

Creating Mental Representations

**Lesson Study in a
Primary Classroom**

Resources Trial 2

**Carmen Karen Galea Mizzi
Michelle Buhagiar**

Name: _____ Year: _____

Where the Wild Things Are

Read the following sentences from the story 'Where the Wild Things Are'. As you do visualise! Think about what you see, what you hear, what you taste, what you feel and what you smell. Draw a picture of what you see in your mind!

And when he came to the place where the wild things are they roared their terrible roars and gnashed their terrible teeth and rolled their terrible eyes and showed their terrible claws.

That very night in Max's room a forest grew - and grew, until his ceiling hung with vines and the walls became the world all around and an ocean tumbled by with a private boat for Max.

Amended worksheet used in independent practice

Samples of Students' Work

Name: Pupil A

Year: 21st th

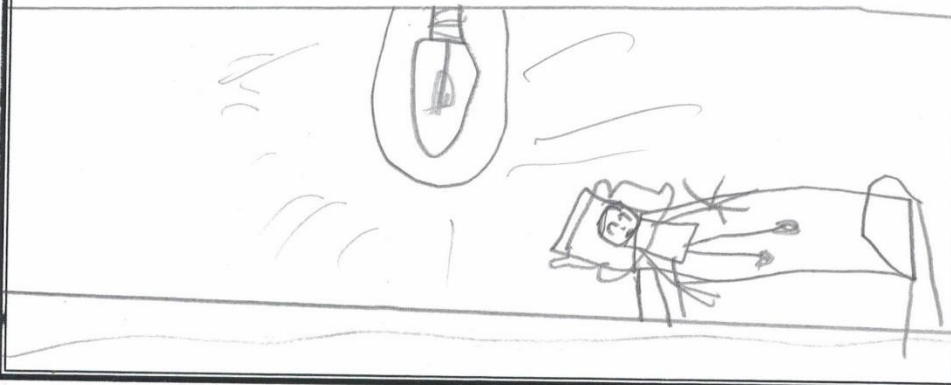
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Name: Pupil C

Year: 3-Spottles

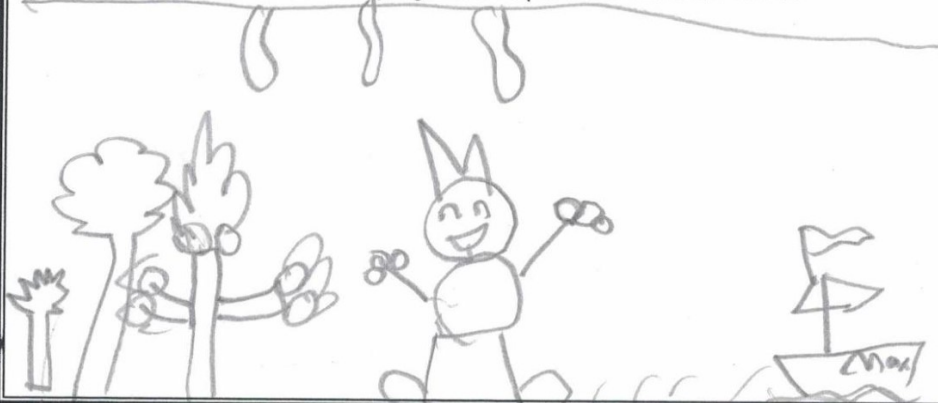
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Case Study Pupil's Observations

Study Lesson planning, discussion and observation sheet

Subject: English Focus: Reading Comprehension Year group: Year 3 Teacher: Ms. Michelle Buhagiar Observers: Ms. Carmen Galea Mizzi and Ms. Helga Vella Lesson 2 21/1/19

What is this study lesson aiming to teach? It aims to improve students' reading comprehension What teaching techniques is this study lesson aiming to develop? To equip students with a reading comprehension strategy – visualisation, in order to improve their reading comprehension.							
Current attainment and success criteria To be able to create mental images based on the text	Case pupil A Level 2 (Based on PM Benchmark Assessments)	How they are observed to respond	Case pupil B Level 15 (Based on PM Benchmark Assessments)	How they are observed to respond	Case pupil c Level 20 (Based on PM Benchmark Assessments)	How they are observed to respond?	Patterns/ Issues
Stage of lesson sequence	How you hope case pupil A will respond?	How they are observed to respond	How you hope case pupil B will respond?	How they are observed to respond	How you hope case pupil C will respond?	How they are observed to respond?	
Part 1: Introduction (5 min)	Describes some visual or other sensory and/or emotional mental images. Recognizes the relationship between the sound and the images mentioned by the teacher	Give good description of what they did and saw Yes Showed interest in the modelling done by teacher. Participated in discussion	Describes own mental images including emotional images. Recognizes the relationship between the sound and the images mentioned and can imagine them.	Offered description with help used senses and emotions. Yes Showed interest and was very attentive throughout. Participated in discussion	Describes multisensory and emotional mental images Recognizes the relationship between the sound and the images mentioned and recognizes what senses were used to do so.	Picked up on use of senses on his own Yes and offered own ideas.	
Part 2: Modelling (10 min)							

Part 3: Guided Practice (10 min)	Creates and describes visual images tied directly to the text.	Worked enthusiastically Asked about unknown words - Showed understanding in his visualisation and in class discussion - Very attentive - was hanging on every word - Showed general understanding	Creates and describes a sensory image that is somewhat elaborate.	- Showed general understanding e.g. drew silent to show it's a girl - Prior knowledge sometimes even over text e.g. 2 legs instead of 6 - Was fidgety a little but attentive and showed understanding of details	Creates and describes multisensory and/or emotional images that extend and enrich the text	Generated a very detailed picture and extended beyond the text
Part 4: Story Telling (5 min)	Understands the main idea of the text.	- Very attentive - was hanging on every word - Showed general understanding	Understands the main idea and details of the text.	- Was fidgety a little but attentive and showed understanding of details	Understands the main ideas and specific details, as well as makes inferences about the text.	Very good understanding. Had prior knowledge of the story so this helped with details.
Part 5: independent Practice (15 min)	Can partly visualize what is read in my mind.	Went beyond this and created detailed drawings Pupil was very engaged	Can clearly visualise what is read in mind.	Created good visualisations using senses Needs more practice in using emotions	Can clearly use senses to visualize what is read in mind.	Lots of details. Despite knowing book pupil still created own visualisation of the world thing. Very engaged while working.
Part 6: Assessment (5 min)	Will be able to give a brief explanation about drawings.	Gave detailed description and showed understanding of using visualisation Enjoyed it.	Will be able to give a detailed explanation about drawings and/or include senses.	Gave a good description including senses.	Will be able to give a detailed explanation, involving senses and explain how it was done to others.	Very detailed descriptions. Shows awareness of senses and emotions in visualisation. Animated participation
Initial thoughts		Visualisation seems to have helped a lot in understanding and catching the text for this pupil as well as engaging the pupil more		Needs to practice the strategy more but shows understanding of it.		Encourage pupil to continue using visualisation to make reading more enriching and engaging. especially when reading book with little or no illustrations