Teaching vocabulary while reading to students in Years 3 and 4 improves comprehension

ABSTRACT

Many students who have poor comprehension often lack the skill of deciphering the meaning of unknown vocabulary. This impacts on all texts they read as often they cannot explain what has been read and 'read over' unknown words. Research into the teaching of vocabulary shows that if students are taught strategies on how to decipher unknown words, comprehension improves. Explicit vocabulary teaching allows students to use words in different contexts linking to their prior knowledge. The aim of this study is that the explicit teaching of vocabulary while reading to Year 3 and 4 students improves comprehension.

Six Year 3 students with low comprehension were taught a series of lessons on how to decipher the meaning of unknown words. The lessons consisted of seven small group sessions and three whole class lessons. The Intervention lessons took place in the Literacy Block, each lasting approximately 20 minutes. A Control group of five students with similar problems were chosen from another Year 3 and 4 class for comparison. In the lessons, students were exposed to both non-fiction and fiction texts that included words unknown to the group. They were taught strategies such as generating synonyms, reading on and back to link to other ideas in the text, and words they already knew.

The results indicate that comprehension improved significantly for the Intervention group. They were able to generate word meanings for unknown words and use synonyms to paraphrase a text. The Control group's results did not improve as significantly as the Intervention group.

The improvement in reading comprehension for students with poor vocabulary knowledge in the Intervention group indicates that the explicit teaching of vocabulary does improve comprehension and therefore should be a teaching focus for reading intervention groups.

INTRODUCTION

Whilst students are in the junior years of schooling (Prep to Year 2), they are taught various skills on how to enter a text. They learn letter sounds, blends, and digraphs, which help them to decode words. Many students in Year 3 and 4 have problems fully understanding the texts they are reading in class and at home and cannot explain what they have read. They are able to decode the words in the text well but are merely 'barking at the print', that is; reading without meaning. Comprehension is an important skill that students need to learn and many students lack the skills to be able to comprehend what they are reading.

Readers use many skills to comprehend a text. Some of these skills are paraphrasing as they read, asking themselves questions, relating what is on the page to their own experiences and feelings, identifying the main idea and details, and inferring. One aspect of comprehension that has been shown to work involves working out word meanings as you read.

Effective readers use this skill automatically as they read. Munro (2007) writes about the Multiple Levels of Text Processing. He states that readers move between different levels of text: Word, Sentence, Conceptual, Topic and Dispositional. Confident readers do this automatically as they read, whereas 'at risk' readers often get caught at one level and do not automatically process text at more than one level. They often get caught at the word level where they don't automatically identify what words mean and how they are said. They need to be taught how to use their existing knowledge to work at the other levels of text processing to link ideas within the text to make meaning.

Research shows that the 'at risk' reader doesn't work out unknown words in the text, therefore affecting the ability to read for meaning. Yopp and Yopp (2007) state that students who do not understand the words in a text have difficulty comprehending the key ideas in the text. Because of this low comprehension, they are limited in the range of texts they encounter, and cannot understand difficult texts. Kieffer and Lesaux (2007) noted that when students read challenging texts, they encounter increasingly complex words. Bromley (2007) agrees stating that students with large vocabularies understand

texts better. Educators need to teach students how to access new vocabulary in a text, therefore opening up the meaning of the text for them. Henkin, Harmon, Pate and Moorman (2007) state as learners read different texts, they encounter new words, which widens their vocabulary therefore enhancing their reading comprehension. Educators also need to expose students to challenging texts.

Ouellette (2006) states that reading involves more than decoding and skilled readers must recognise words rapidly and accurately. Readers who do understand words use many skills as they read. They think of synonyms for the unknown word, words with the same prefix or suffix, root words, and relate it to their own experiences or contexts they may have read or heard it in before. The reader uses all these skills in their self-talk as they read, helping them to comprehend what they have read.

Vocabulary, as defined by Flexner (2003, cited Pearson et al, 2007), is the stock of words used by or known by a group of persons. Educators know that vocabulary differs according to subject areas, the area you live and your age. There are many words in the English language that students are exposed to in visual, audio and print texts. Flexner (2003, cited in Pearson et al, 2007) defines words as "a unit of language, consisting of one or more spoken sounds or their written representation that functions as a principal carrier of meaning." As words can have more than one meaning when used in context, it is important that students build a large vocabulary to draw from.

Students who are struggling with vocabulary find it difficult to comprehend what a text is about. They cannot draw upon their own stored lexicon of words to create synonyms to decipher what different words and phrases mean. Fisher and Blachowicz, (2005) agree, writing that students who struggle with reading are clearly at a disadvantage in terms of vocabulary learning and that struggling readers are less effective in deploying the strategies necessary for independent word learning. At risk learners often lack the skills in many areas of reading, having invested much time in the early years of schooling learning the phonological properties of words, missing out on the comprehension strategies needed for reading.

Biemiller and Slonim (2001, cited in Boulware-Gooden et al, 2007) reported that students who are behind in vocabulary knowledge in the third grade remain behind throughout the duration of their schooling. This is a key indicator that educators must place a higher emphasis on teaching vocabulary in Year Three and above. Educators need to expose students to new words in texts that are challenging, so they encounter new words. However, if the text is too difficult, the reader will encounter too many words where they have limited or no meaning for, thus limiting their comprehension. (Rupley and Nichols, 2005)

Joshi (2005) states that poor vocabulary impedes reading, therefore 'at risk' students find it difficult to catch up to average readers. This further supports the notion of explicit vocabulary instruction in the classroom where students not only need to be taught how to understand a word in context but how it could be used in different contexts. Their lexicon (word bank) expands when given the opportunity to use their new vocabulary. Blachowicz and Fisher (2004) state "that studies support the idea that good vocabulary instruction can teach students the words they need to know to learn to read." They go on to write that students need to be given scaffolded opportunities to use, get feedback on language and engage in word exploration.

This study will focus on students in Year 3 and 4, some of whom have low expressive language and all of whom are good decoders. The students are able to enter a text but their comprehension of the text is low. This group is unique due to them being part of a small primary school where the comprehension of the rest of the Year 3 and 4 level is not as low.

The hypothesis of this study is teaching vocabulary while reading to students in Years 3 and 4 improves comprehension.

METHOD

Design

This study uses the OXO design, in which the gains in comprehension in Year 3 and 4 students, due to explicit teaching of new vocabulary, is monitored over ten sessions. It will take place in a small group situation. The study compares two groups, one being the intervention group consisting of six students and the second being the control group consisting of five students from another Year 3/4 class who did not receive any specialised teaching like the intervention group.

Participants

The participants in this study are eleven Year 3 and 4 Primary School students ranging from ages 8 to 10. The students were chosen based on their history of reading difficulties and their TORCH scores which took place for all Year 3 and 4 students in February, 2008.

The Intervention group are students in the researcher's classroom. They are Year 3 and 4 students who entered Year 3 with good decoding skills but low comprehension. 50% of this group have a Language Background other than English (LBOTE) while 50% also participated in the Reading Recovery Program, 2 of which also have LBOTE. Student A repeated Prep due to maturity concerns. While the students demonstrate that they enjoy reading, they need a lot of prompting and tuning in to texts during small group guided reading sessions, as well as in whole class shared reading. The participants in the research study have difficulties processing text any higher than the sentence level and are operating at a word level of text processing. As a consequence, they are reading over unknown words and not stopping to make sense of a text.

Three of the students in the study have been diagnosed with low expressive language through the Catholic Education Office speech pathology testing. These are Students A, C, and E.

The Control group were chosen through their TORCH scores, to match the Intervention group as closely as possible. They were chosen because they are the at risk group in the other 3/4 class. Student J repeated a year of Prep.

Table 1 shows a summary of the participants in the study.

TABLE 1 – Participant Details

Name	Teaching/Control Group	Age in Years/months	Year Level	LBOTE	Earlier Intevention?	EMA
Student A	T	9.1	3	yes	1	yes
Student B	T	8.6	3		0	
Student C	T	8.1	3	yes	1	
Student D	T	8.8	3	yes	0	
Student E	T	8.6	3		1	
Student F	T	8.5	3		0	yes
Student G	C	9.4	4		0	yes
Student H	C	9.3	3		0	yes
Student I	C	9.7	3	yes	1	yes
Student J	C	9.11	3		1	yes
Student K	C	8.1	3		0	
					1 = YES Reading Recovery	
					0 = NO	

Materials

Materials used in this study include:

TORCH test – The students undertake this reading comprehension test at the start and end of each year beginning in Year 3. The Year 3 students completed the Grasshopper task and the Year 4 students completed the Lizards love Eggs task. Both tasks give a scale score for TORCH. The students needed to read the piece and then complete a cloze activity on the reading piece. This task tests the student's comprehension skills.

Synonyms test – This task has been designed by John Munro and involves the students writing down synonyms for words read to them by the teacher. This task tests the student's ability to generate synonyms.

AIM test – The 2005 AIM test was administered to the intervention and control groups. The task involves students having 40 minutes to read and answer multiple-choice questions on what they have read. This task assesses the student's reading comprehension.

Guided Reading books – The books were chosen at the level of the student's comprehension – between levels 20 – 24. The titles of these books were:

  Go Facts Oceans – Sea Life by Katy Pike and Garda Turner

  Adventure Finds Alicia by Sally Odgers

Big Book – The Big Book was used for shared reading with the whole class.

  Coral Reef by Meredith Hooper

Procedure

All tests were administered to the students in group situations beginning with the TORCH test, Synonyms test and the AIM test. The pre test results are shown in Table 2.

Table 2 – Pre Testing Result

Name	Teaching/ Control Group	Age in Years/ Months	Year Level	TORCH raw pre test	TORCH score pre test	Synonyms pre test	AIM pre test
Student A	T	9.1	3	9	29	16	13/36
Student B	T	8.6	3	8	27	16	16/36
Student C	T	8.1	3	3	16	15	7./36
Student D	T	8.8	3	15	41	14	14/36
Student E	T	8.6	3	3	16	9	9./36
Student F	T	8.5	3	5	21	16	10./36
Student G	C	9.4	4	12	35	27	23/36
Student H	C	9.3	3	3	16	0	18/36
Student I	C	9.7	4	6	24	13	20/36
Student J	C	9.11	4	3	17	11	19/36
Student K	C	8.1	3	12	34	21	22/36

The intervention group received a total of ten lessons, which were a mix of small focus group and whole class lessons. These were taught over a period of 3 weeks into which the intervention group were able to begin a routine of knowing when they were going to be seen by the teacher.

The lessons initially consisted of the teacher modelling the strategies to use when attempting to work out the meaning of unknown words. The students were asked for their ideas on what the word may mean and there was a lot of discussion on the strategy they used. The teacher provided scaffolding by modelling strategies over the first five lessons. In the last five lessons, the students were choosing their own five words as a group and identifying the strategies they used to decipher the meaning. All lessons ended with the students summarising what they had learnt.

All lessons followed the Collin's model (Collins et al, 1989) format of Modelling, Coaching, Scaffolding and Fading, with the students articulating, exploring and reflecting on their learning.

Lesson Outline – see Appendix 1 for a full outline of the lesson plans.

Lesson	Teacher Role	Student Role
Non Fiction Text		
Lessons 1 and 2	The teacher explicitly taught what synonyms were and read the text to the students. Five words were identified by the teacher and modelled strategies (read on, read back, using synonyms, other words that look the same) on how to identify the words meaning.	The students read in a less demanding situation of no reading aloud and offered limited suggestions of what the word may mean. At the end of the lesson, they summarised their new learning.
Lessons 3 and 4	Teacher guiding the students as they engage in the task. Scaffolding provided in that the teacher identified the five words and modelled strategies.	The students read the text silently to themselves. Discuss what they have read and under the guidance of the teacher use strategies to identify the meaning of unknown words. At the end of the lesson, they summarised their new

		learning.
Lesson 5	Before entering the text, the teacher asked students to summarise what they have learnt so far (about vocabulary). Teacher identifies 3 unknown words and revisits strategies. Prompts and questions the students to identify strategies they are using.	Students state what they have learnt in previous lessons and identify 2 unknown words. Reflect at end of session as to what they have learnt.
	Fiction text	
Lesson 6 and 7 Lesson 8 and 9 Lesson 10	Teacher prompts, questions and provides feedback to the students on the strategies they have learnt.	Reflects on strategies and learning from previous sessions. Independently read the text, identifies 5 unknown words, and uses strategies to identify word meanings. At end of session, summarise what they have learnt.

RESULTS

The post testing results are shown in Table 3.

Name	Teaching/ Control Group	TORCH score pre test	TORCH score post test	Synonym pre test	Synonym post test	AIM pre test (out of 36)	Aim post test (out of 36)
Student A	T	29	32	16	34	13	16
Student B	T	27	39	16	25	16	27
Student C	T	16	29	15	32	7	19
Student D	T	41	44	14	29	14	22
Student E	T	16	34	9	22	9	11
Student F	T	21	36	16	17	10	12
Student G	C	35	39	27	27	23	25
Student H	C	16	18	0	1	18	21
Student I	C	24	30	13	22	20	22
Student J	C	17	18	11	14	19	21
Student K	C	34	48	21	32	22	30

The gains made by students in the Intervention group were greater than those made by the students in the Control group. The Intervention group were able to generate synonyms to a much larger capacity than the majority of the control group who did not receive the explicit teaching of vocabulary. Both groups had a limited understanding of synonyms in the pre test. When they undertook the post-test, the Intervention group's understanding had improved due to practicing vocabulary in their teaching group. They were able to transfer this knowledge into their synonym test answers. When the results were averaged, both groups commenced at an average of 14. After explicit teaching of how to decipher the meaning of unknown vocabulary, the Intervention group's average increased to 26.5. The Control group moved up to an average of 19.2.

The Intervention group, other than students A and D, were able to improve their TORCH test result by more than ten points. The group demonstrated in their test answers that they were able to revisit the reading piece and identify synonyms that they could use in the cloze activity. Furthermore, they were able to complete the activity and generate answers for each cloze whereas in the pre-test many of the intervention group left incomplete answers. The Control group were able to improve their scores although not to the great extent of the Intervention group. This may be because they did not receive the small

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group focus teaching, which enabled them to practice daily. The average of the Intervention group went from 25 up to 35.67 in the post-test. The Control group's pre test average was 25.2 and increased to 30.6. This result supports the hypothesis that the teaching of vocabulary during reading does increase comprehension.

In the AIM test, the overall trend was that all students improved, although not as significantly as they did in the other two tests. Both groups showed limited improvement to their average with the Intervention group improving the average by 6 and the Control group improving their average by 3. This trend may be due to the AIM test being a more extended test. The students need to go back and forth between questions and the reading piece up to five times. Many of the students in the research would be considered 'at risk' readers who find it difficult to read extended texts and store the information in their long-term memory.

Graph 1 – Student A, B, and D results

Pre & Post Test Data Student A, B, D
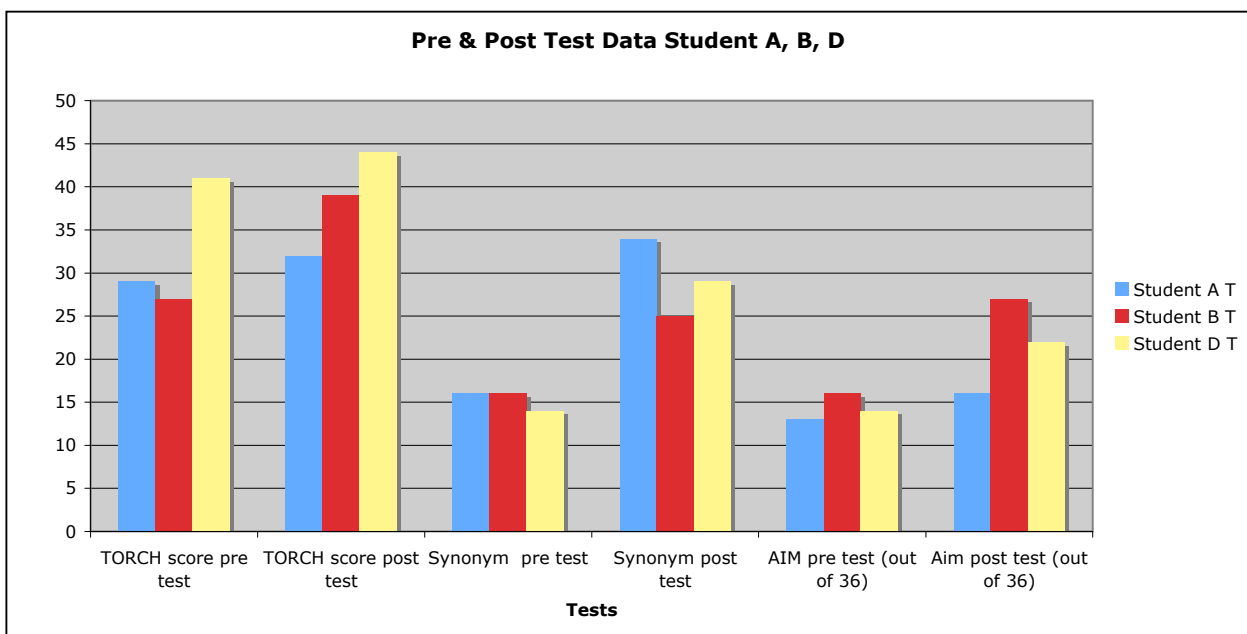
The graph above provides an analysis of Student's A, B and D's progress. These students are from the Intervention group and are grouped together because they displayed similar trends in their data. The students were especially keen to express themselves and identify

what they thought words might mean in all group sessions. This was especially evident in Student A. Before the explicit lessons on vocabulary Student A would often let his peers do the work for him. The pre test result from the synonym test shows this (Table 3). The intervention strategy of explicitly teaching vocabulary whilst reading proved successful for Student A. He could generate synonyms for words and use the strategies of reading back and reading on. His TORCH and AIM test results also improved which showed his comprehension had improved.

Student B was already a regular contributor to all class discussions. She was able to decode any text, however did not try to reread when she was presented with an unknown word. In the teaching sessions, Student B was able to identify words she did not know and use strategies to identify their meanings. Her results improved in all three testing situations, which displays an increase in her comprehension. Her TORCH score improved from 27 to 39: a major increase in comprehension. This was further supported by the result from the AIM test, which improved from 16 to 27.

Student D's results in the TORCH and AIM tests did not show as great an improvement as her peers. This may be because she already had a better comprehension than her peers and her knowledge of vocabulary may have been greater. Student D may benefit from a different strategy to improve comprehension such as identifying the main idea, paraphrasing or visualising. However, despite of this, her synonym test score showed an improvement, improving from 14 to 29. This may be because Student D did not know what synonyms were before the teaching focus and can now use this strategy as well as other strategies to comprehend texts.

Graph 2 - Student C, E and F's results
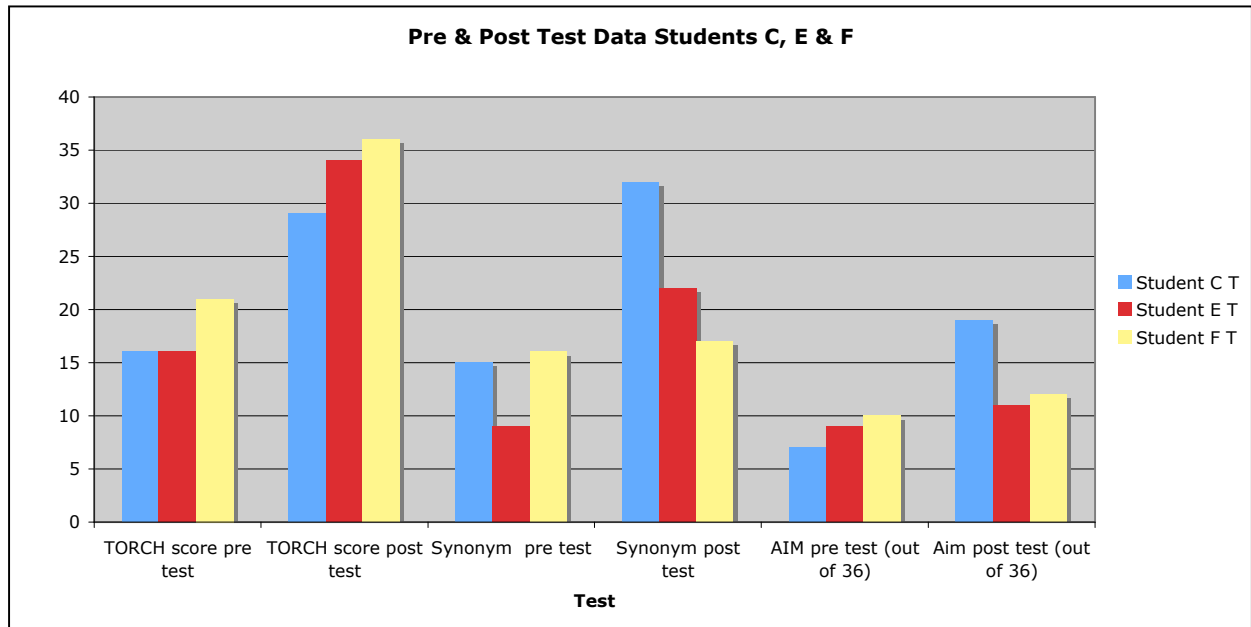
Students C, E and F from the Intervention group also started at a similar level. They all showed improvement in all the post-tests. Student C commenced with low scores on all three pre-tests. In the teaching group, she was able to generate answers by linking them to her own experiences or by other clues she saw on the page. The TORCH and the AIM test show an improvement in comprehension. The TORCH score improved from 16 to 29 and the AIM test from 7 to 19. The improvement of Student C's comprehension supports the hypothesis. Some reasons for Student C's improvements in comprehension could be because she improved in her self-efficacy, was able to generate responses without feeling failure if incorrect, and listening to what her peers were saying to form her own opinions.

Student E and F's results follow the trend of Student C. They both showed an improvement in their comprehension particularly in the TORCH test, with results improving by up to 15. This is attributed to the fact that they both began with low comprehension but could decode well. Student E has been diagnosed with short-term memory problems. This is evident in the comparison of his TORCH and AIM results. The TORCH test is a shorter test than the AIM and he was able to complete this without being distracted, whereas when completing the AIM test, he was able to complete the

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first two sections but lost concentration therefore affecting his results. Student F comes from a home with an illiterate parent. A result of this is that she does not read at home and cannot practice her newly gained skills with her parent.

Graph 3 – Control Group results
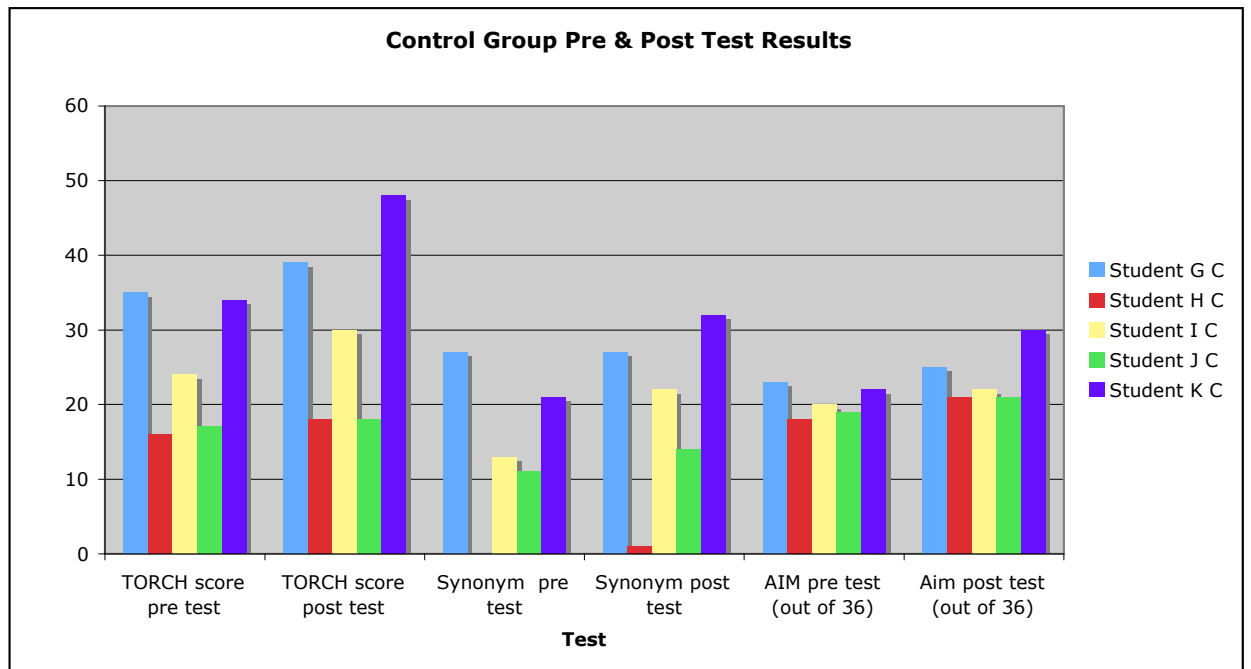
While there was improvement, the results in the Control group did not show gains to the extent of the Intervention group. This strongly supports the hypothesis of this research that explicit teaching of vocabulary while reading improves comprehension.

Students in the Intervention group showed great gains in their self-efficacy. This was an unmeasured gain in this testing. The routine of explicit teaching and small group work enabled these students to see themselves as readers and experience success. The inclusion of whole class shared reading sessions in the teaching enabled them to successfully identify the meaning of unknown words in front of their classmates.

DISCUSSION

The aim of this action research was to determine whether the teaching of vocabulary while reading to students in Years 3 and 4 improves comprehension. Results supported this hypothesis.

The students in the intervention group were able to generate synonyms and meanings for unknown words during the action research and apply these strategies in different situations, such as the testing that took place after the teaching. It would be hoped that these skills would be maintained in the long term and this is supported by Nash and Snowling (2006), who found that students can transfer the skill into other situations and increase vocabulary knowledge and reading comprehension ability when teaching has ended.

Consistent with the approach used by Kieffer and Lesaux (2007), a small amount of words were chosen for each reading session. Students were exposed to a short section of a narrative and informative text and the teacher initially chose five words to discuss. This was so students would learn to generate meanings for keywords in the text and then paraphrase the text when meaning had been gained. Results showed that the students gained the skill of generating synonyms as the Intervention group's average improved from 14 to 26.5.

The structure of the teaching was such that the students were required to reflect, both at the start and end of the lesson, on their new learning. This involved discussing strategies and using the new vocabulary in a sentence. Goerss et al (1999), cited in Rupley (2003), supported this finding stating that giving students the opportunity to practice and apply their word knowledge is a means for students to learn and retain new vocabulary.

Overall the results suggest that if the explicit teaching of vocabulary to students with poor vocabulary improves comprehension. The students were able to transfer the information they read in their testing pieces, i.e. the TORCH and the AIM test, and correctly identify words and phrases that had the same meaning in the test text. Nash and Snowling's

(2006) study results agreed. They stated that students with poor vocabulary knowledge after teaching can infer meaning from texts.

Results showed that the students in the intervention group moved from a word level of text processing into the sentence and conceptual level. Munro (2007), states that readers use existing knowledge at multiple levels to decipher what words mean. The results from the study showed that the students were able to re-read and ask questions about the ideas to allow them to generate word meanings and use synonyms.

There are various implications for teaching practice from this study. One important implication is the importance of small pull out reading groups daily. The study showed that the student's self-efficacy improved and they were more willing to have an attempt at an unknown concept then they did before the study. The results from the synonym test support this, as the control group did not demonstrate the improvements that the intervention group did. This could have been because they did not receive the daily explicit teaching in the small group forum that the intervention group did.

Another implication is the importance of teaching vocabulary to all students regardless of their reading ability. The vocabulary usage of the intervention group improved. Students who do not have the problems with reading that the intervention group do, would quickly automatise the skills and use them regularly in their reading.

A teaching strategy that has shown benefit is the use of the student's prior experiences to link to new concepts and vocabulary before entering the text. When a student encounters an unknown concept, the teacher should link back to previous discussion, enabling the student to draw on their newly acquired strategies. This will lead them to become independent readers drawing on a range of strategies when they are reading.

The results showed a marked improvement in the intervention group's self-efficacy. One possible direction for future research is to study the effect on self-efficacy when students receive focused daily pull out reading groups. These groups would be ability grouped and enable the student's to reflect on and share their skills with the broader class group.

Students in the intervention group made gains in their comprehension through the explicit teaching of vocabulary. Future research from this would be to study not only at risk students but the students who have good comprehension; what would the possible benefits for their reading be?

Some of the participants had low expressive language. Possible research would be to follow the improvements of their comprehension through the continual teaching of vocabulary skills and using those words in other contexts in front of the grade or in their writing.

To conclude the results showed that students do benefit from the teaching of vocabulary in context, while reading. The students were able to generate definitions and use the new words in different contexts. While there were benefits to the Intervention group, further research into self-efficacy and continued teaching of vocabulary skills would only continue to improve comprehension.

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APPENDIX 1
LESSON PLANS

LESSON 1

	Procedure
Context – small guided reading group Text – Go Facts Ocean – Sea Life Identified Words – Backbone Gills Smooth Absorb Oxygen Time – 20 minutes	• Teacher introduces text. Discuss with students what we may see in the text. • Look at contents page. Read p 4 Fish, first 3 paragraphs to the students. • Teacher identifies five new words and writes in large scrapbook. • Introduce what a synonym is. Use backbone for synonyms example. • Use the strategy of reading the sentences around the word to put into context. • Teacher identifies words that could mean the same and students add their ideas. Write into large scrapbook. • For smooth – ask students to identify objects they know are smooth in the room. • For absorb, demonstrate using a sponge and water so students can see the sponge absorb the water. • Students state what they have learnt from the session.

LESSON 2

	Procedure
Context – small guided reading group Text – Go Facts Ocean – Sea Life	• Teacher orientates text to students by discussing what we read last time. Allow students to add what they remember about the text. • Revisit new word meanings from Lesson 1 allowing students to verbalise the meanings. • Read p 6 Sharks to the students. Students follow the text

Identified Words –	silently with their eyes.
Scratchy	• Teacher identifies five new words saying *I wonder what (insert new word here) means*? Write the words into the same scrapbook as Lesson 1.
Streamlined	
Spiny	
Stiff	• Teacher asks students to state what a synonym is.
Fanlike	• Teacher states *I think a synonym for scratchy is …..*
	• Students add their responses – can be synonyms or phrases for the meaning.
Time – 20 minutes	• Demonstrate reading around the word to work out the meaning (context clues).
	• Students state what they have learnt from the session.

LESSON 3

	Procedure
Context – Whole class shared reading	• Teacher introduces text to the students.
	• Teacher and students predict what may be in the book.
	• Read p 4, 6, & 7 with the students.
Text – Big Book – Coral Reef	• Teacher reads first word.
	• Model – I wonder what …… could mean?
	• Model – reading back to start of sentence, using picture for clues, where have I seen that word used before.
Identified Words –	• State word meaning.
Patches	
Knobbly	• Repeat for other words, inviting different students to explain what they think the word means and the strategies they used.
Steep-sided	
Tentacles	
depths	• Ask students to state what they have learnt from the session.
Time – 15 minutes	

LESSON 4

	Procedure
Context – small guided reading group Text – Go Facts Ocean – Sea Life Identified Words – Transparent Rocklike Plankton Contain Casing Time – 20 minutes	• Teacher orientates text to students by discussing what we read last time. Allow students to add what they remember about the text. • Revisit new word meanings from previous lessons allowing students to verbalise the meanings. • Read p 8 Creatures that sting with the students. Students read the text silently to themselves. • Teacher identifies three new words saying I wonder what (insert new word here) means? Write the words into the same scrapbook as Lesson 1. • Students identify two new words to add to the scrapbook. • Teacher asks students to state what a synonym is. • Teacher states *I think a synonym for transparent is …..* • Students add their responses – can be synonyms or phrases for the meaning. • Demonstrate reading around the word to work out the meaning (context clues). • Teacher questions students on what they think the word may mean. • After the student has responded, ask *Why do you think that? What strategy did you use?* • Add all responses to the scrapbook. • Students state what they have learnt from the session.

LESSON 5

	Procedure
Context – Whole class shared reading Text – Big Book – Coral	• Revisit what we read last time, predict what else may be in the book. • Reflect on the words we read, what were their meanings? How did we work out their meanings? What strategies

Reef	were used?
	• Read p 8, 9, 10 & 11 to the students.
Identified Words –	• Teacher reads first word.
Rubbery	• Model – I wonder what …… could mean?
Spiky	• Model – reading back to start of sentence, using picture
Polyp	for clues, where have I seen that word used before.
Velvety	• State word meaning.
delicate	• Repeat for other words, inviting different students to
	explain what they think the word means and the strategies
Time – 15 minutes	they used.
	• Ask students to state what they have learnt from the
	session.

LESSON 6

	Procedure
Context – small guided reading group	• Teacher and Students predict what the text may be about.
	• Students read p 4 silently to themselves.
	• Discuss what the page was about.
Text – Adventure Finds Alicia	• Teacher identifies three words.
	• Students identify 2 words.
	• Write the words into the scrapbook.
Identified Words –	• Teacher asks students to state what a synonym is, and
Worrywart	revisit strategies we have learnt on how to work out
Scoffed	unknown words.
Detention	• Teacher states *I wonder what worrywart means.*
Invaded	• Students verbalise their responses – can be synonyms or
Adventure	phrases for the meaning.
	• Teacher questions students after they have responded, ask
Time – 20 minutes	*Why do you think that? What strategy did you use? How*
	would you use that word?
	• Add all responses to the scrapbook.

	• Students state what they have learnt from the session.

LESSON 7

	Procedure
Context – Whole class shared reading Text – Big Book – Coral Reef Identified Words – (student choice) Time – 15 minutes	• Brainstorm what was learnt from the text in previous sessions. • Ask the students to list what strategies they can use to identify word meanings. • Read chapter titled – Animals of the coral reef. • Teacher reads the text, stopping at the end of each paragraph to allow students to identify words they are unsure of. • Students use strategies learnt to decipher word meanings. • Reflect on what we have learnt from lesson.

LESSON 8, 9 and 10

	Procedure

Context – small guided reading group
 	
Text – Adventure Finds Alicia
 	
Identified Words – Students identify all Five words
 	
Time – 20 minutes
	• Teacher and Students revisit what they have already read and learnt.
	• Students read silently to themselves.
	    o Lesson 8 – p 6 & 7 (after lesson, students read rest of chapter 1 by themselves)
	    o Lesson 9 – p 12
	    o Lesson 10 – p 14, 15, 16.
	• Discuss what the page was about.
	• Students identify 5 words.
	• Write the words into the scrapbook.
	• Teacher asks students to state what a synonym is, and revisit strategies we have learnt on how to work out unknown words.
	• Teacher states *I wonder what …… means.*

	• Students verbalise their responses – can be synonyms or phrases for the meaning. • Teacher questions students after they have responded, ask *Why do you think that? What strategy did you use? How would you use that word?* • Add all responses to the scrapbook. • Students state what they have learnt from the session.