

Abstract

Many students at Prep entry level to primary school display difficulties with oral language. Oral language capacity of students at this level can be an early indicator in identifying students' readiness to read and reading ability. It is necessary for teachers' of Prep students to teach both implicitly and explicitly about oral language. A language experience approach to oral language in an environment where the teacher sets clear goals and allows students to make meaning from authentic, engaging learning encourages students to build language in readiness for learning.

The hypothesis for this research examines that, **Explicitly teaching Prep children synonyms through authentic language experience improves oral language.** This was developed through an inquiry model and taught over ten sessions during the daily literacy block. Two Prep classes of sixteen children each participated in this research study. One class was the control group taking part in their regular literacy block whilst the other was taught through explicit teaching of synonyms during language experience.

Both classes of students were given pre and post testing in order to measure any change which may have occurred during this time that would indicate the effectiveness of explicit teaching.

The results indicated that all students in the explicit teaching class did make measurable gains in oral language learning.

The implication for this research is that excellent teaching practice and a reliable data collection is necessary for the teacher to make accurate assessment of where a student is performing both individually and in relation to the group. This will indicate what explicit teaching is needed in order to move the child to the next level of learning.

Introduction

The development of oral language is fundamental to student learning. It impacts on a student's capacity to learn in all aspects of school life, their self efficacy, social and academic ability.

Kirkland & Patterson, (2005) support that, oral language is vital in enabling a child to flourish in listening, speaking, reading and writing. Gough & Tunmer, (1986) cited in Serry, Rose & Liamputtong, (2008) documented the model known as Simple Review of Reading (SRV) as a way of discussing language predictors. It was later backed with empirical evidence by Hoover and Gough, (1990) cited in Serry, Rose & Liamputtong, (2008) that both phonological processing and oral language processing are necessary for oral and reading comprehension.

Dockrell, Stuart & King, (2004) discuss that from a very young age adults recasting infants utterances and drawing appropriate contrasts between words and grammatical constructions are of high importance as this promotes correct language and rich vocabulary. This can provide children with the basics for developing more complex, sophisticated language aspects. Therefore the role of the primary caregiver in influencing a child's expressive oral language cannot be underestimated. Dockrell, Stuart & King, (2004) further discuss that adults providing children with synonyms support a rich development of words and this benefits all children across a range of situations.

Students will not all bring the same exposure of oral language to school; the amount and type of exposure will impact on their language development. Kirkland & Patterson, (2005) recognise that students begin schooling with diverse oral language abilities and it is a challenge for the teacher in to meet all of these students needs. It is essential that teachers do not move these students too early into learning that is beyond their capacity as this can create a situation where young children can be set up for failure.

Language experience meets the child at their present stage of language development and uses this as a base to build upon. Dockrell, Stuart & King, (2004) also emphasise the need for teaching staff to recognise and build on the child's current level of language acquisition.

Students enter school from diverse backgrounds which impacts greatly on their expressive oral language development. Many students are from non English speaking backgrounds and although they may be fluent in their mother tongue have not had great exposure to listening and conversing in

English. Many students who attend in Prep from both NESB and English speaking backgrounds have socio economic difficulties; they often have poorly developed oral expressive language as they have been exposed to poor grammar, incomplete sentences and limited vocabulary of oral language via parents and caregivers. The student may not have had opportunities to attend learning environments such as kindergarten, to interact with adults or other children who have rich vocabulary on which to model. Physical impairments such as, hearing, speech or mental disability could be reasons for poor oral language. Hence, the differences in children's experience have a strong impact on how prepared they are to take on language exposure that is offered at school.

Dockrell, Stuart & King, (2004) report that findings for longitudinal studies support the notion that students who are exposed to quality preschool interactions with good language models have higher gains in receptive and expressive language. This indicates the need for quality teacher modeling and interaction with students which could be achieved through language experience.

Language experience using an inquiry approach with explicit teaching can be an effective tool as it can allow for scaffolding of expectations of children after collection of student data. Language experience activities across the curriculum and daily routine can meet the needs of all children, Kirkland & Patterson, (2005). Teaching oral language in this manner could be viewed as an early intervention strategy and may eliminate the need for remedial programmes later on in the child's education, Bradley & Bryant, (1993), cited in Serry, Rose & Liamputtong, (2008).

Munro, (2003) in research with secondary students supports the belief that when literacy is taught systemically across the curriculum students make significant improvement in literacy gains, and that there is greater need for literacy teaching to be approached in this way in secondary schools.

Although this does not mean students would be engaged in language experience approach through inquiry it alerts us to the need to include literacy teaching in all areas of the curriculum. Language experience through the inquiry model in early primary schools would serve as a bridge to ensure all students have oral language development opportunities in all curriculum areas.

The planning of a language experience program allows the teacher to meet the children at their point of entry in expressive language and utilise this to create a rich language learning environment.

Language experience exploits the two major resources children possess - their language and their

experience. It is one of the most efficient ways to lead children to development in reading and writing. First Steps, Oral Language Continuum (1997) support that language experience activities can create a basis for purposeful language interactions, giving children the opportunity to construct and refine their understandings of language.

The creation and scaffolding of the class language experience becomes part of the students' personal experience which can be shared and built upon to develop expressive oral language skills. Cramer, (cited 3/3/09) emphasizes that a child's own experience when connected to their personal language is much more embedded and understood than someone else's language experience. Therefore it is a springboard to greater language acquisition.

Language experience enables the teacher to facilitate carefully planned oral language at a developmentally appropriate level across the curricula that has the opportunity to allow for engaging conversation, explicit teaching and authentic learning. Bradham & Villaume, 2002 cited. Kirkland & Patterson, (2005) stress that children develop their oral language through implicit and explicit teaching and, it is necessary to include oral language instruction in classrooms. Stahl & Miller, (1989) support that language experience is more successful when teamed with explicit teaching and that language experience is an effective approach to prepare children in readiness for reading.

This current research aims to investigate whether explicitly teaching Prep children synonyms improves expressive oral language. This will be implemented within the context of language experience to create an authentic learning experience based on what students bring to the learning environment. The explicit teaching of synonyms in this context can greatly enhance students' level of understanding of oral language and ability to use expressive language knowledge. This will increase student's lexicon and give them the ability to transfer this knowledge and draw upon it in other learning situations and conversation. It will give students a greater capacity to make meaning and to improve oral comprehension in readiness for learning how to read and reading comprehension.

As oral language is crucial and fundamental to learning my hypothesis is, **Teaching Prep children synonyms through authentic language experience improves expressive oral language.**

Method

Design.

An OXO design was used in this research to investigate that explicit teaching of synonyms through authentic language experience improves expressive oral language development of Prep students.

Participants were two classes of sixteen Prep students at the same school. One class was the Intervention Group and the other the Control Group.

Both Groups were tested prior to and after completion of the teaching sequence.

Ten lessons were taught over three weeks during the Literacy Block to the Intervention Group. Each lesson was 85-90 minutes.

The lessons taught to the Intervention Group were in an authentic setting and whole class teaching was observed. The Control Group continued with their regular instruction and did not participate in explicit teaching of synonyms through a language experience approach.

It is interesting to note the balance of gender, English as a Second Language (ESL) and education maintenance allowance (EMA) in both the Intervention and Control Groups. Details are shown in Tables 1 and 2; these tables also include other relevant details.

Table 1. Collected data: Intervention Group.

Student Identification.	Age in months	Male = 0 Female = 1	Prep = 0 Repeat Prep = 1	First child at school in family = 0 Siblings already at school = 1	English speaking = 0 NESB = 1	Non EMA = 0 EMA = 1
1		0	1	1	0	1
2		0	0	0	0	0
3		0	0	0	0	0
4		1	0	0	0	0
5		0	0	0	0	1
6		0	0	1	1	0
7		1	0	0	0	1
8		1	0	1	1	1
9		1	0	0	0	1
10		1	0	1	1	0
11		1	0	1	1	1
12		0	0	0	0	0
13		0	0	0	1	0
14		1	0	0	1	0
15		0	0	0	1	0
16		1	0	0	1	0

Table 2. Collected data: Control Group.

Student Identification.	Age in months	Male = 0 Female = 1	Prep = 0 Repeat Prep = 1	First child at school in family = 0 Siblings already at school = 1	English speaking = 0 NESB = 1	Non EMA = 0 EMA = 1
A		1	0	0	0	1
B		1	0	1	0	1
C		1	0	0	1	0
D		0	0	1	1	1
E		0	0	0	0	1
F		1	0	0	0	1
G		1	0	0	0	1
H		1	0	0	1	0
I		1	0	0	1	0
J		0	0	0	1	0
K		0	0	0	1	0
L		0	0	0	1	0
M		0	0	1	0	0
N		1	0	1	1	1
O		1	0	1	0	1
P		0	0	0	1	0

Materials

The following materials were used to Pre and Post Test students in the Intervention and Control Groups.

Record of Oral Language, Marie Clay (1983). Alternative Record of Oral Language, J. Munro. ROL, M. Clay, was administered individually as a Pre Test to the Intervention and Control Groups. The purpose was to determine the student's level of receptive language and understanding of complex grammatical structures. Sentences were read to each student and they had to repeat each one correctly.

John Munro Alternative Record of Oral Language was administered individually as a Post Test to the Intervention and Control Groups.

The purpose was to determine the student's level of receptive language and understanding of complex grammatical structures. Sentences were read to each student and they had to repeat each one correctly.

Appendix 2.

Adapted Synonyms Task. John Munro.

This task was administered individually as a Pre and Post Test to the Intervention and Control Groups.

The first fourteen words only were used in this test. The purpose was to determine the student's ability to offer alternative words for selected vocabulary. Students were scored on depth and breadth of vocabulary knowledge.

Appendix 3.

Adapted Listening Comprehension Test. Spontaneous and Cued Retelling. John Munro.

Administered individually to Intervention and Control Groups Pre and Post Test.

At the completion of listening to a story the student was asked to provide a spontaneous retelling of the story. Following this directed questioning was used to examine further comprehension.

Appendix 4.

Procedure

Prior to teaching pre tests were administered over a period of two weeks during teacher release time. Tests were individual and administered under the same conditions.

The Intervention Group completed ten lessons to support the hypothesis.

Lessons followed a predictable format and were planned according to an inquiry framework.

Prior to each lesson a Y chart was drawn on large paper as a class graphic organizer to enable students to tune in with their personal language experience as a spring board for finding new information and development of language through a shared class experience. As a summary to each lesson students would return to the Y chart to reflect on learning, this enabled children to identify self management skills in how they learn, styles of learning and what they can draw upon to assist learning. An outline of the Y chart headings can be seen in Table 3.

Table 3. Y Chart Headings.

- | |
|---|
| <ul style="list-style-type: none">• I wonder what we already know about.....• I wonder what we found out about.....• Thinking about our learning. |
|---|

The inquiry framework covered a number of steps the class had to complete in order to move to the next stage as outlined in Table 4. This table gives a generic outline of each lesson. During each lesson at the “making connections” stage there was explicit teaching of synonyms based on the students’ prior knowledge and shared language experience. Appendix 10 fleshes out the lessons in greater depth, Appendix 11 shows cue cards that were used to assist children in gathering information. Appendix 12 gives an in depth, step by step procedure of each lesson.

As lessons developed, new language for learning was introduced to the students as a means to assist them in learning and managing how to learn. Students were exposed to the terms and understandings of “Word bank memory” and “Meaning making motor. Appendix 10, Lessons 5 and 6.

Table 4. Inquiry Method

Minutes	Inquiry Focus.
10	<p>Tuning in: Review synonym lists from previous lesson. Revise the use of a Y chart. I wonder...question posed in relation to prior knowledge of topic. Brainstorming what children already know. List on Y chart under section headed: What we already know about.....</p>
5	<p>Preparing to find out: Getting ready to go to the vegetable garden. Ground rules explained. Review cue cards for gathering information about how we can learn. Eyes, ears, nose, mouth and hands – explanation of how we can gather information using the senses.</p>
15 - 20	<p>Going Further: Walk to vegetable garden to explore using the senses to assist in gathering information. Time given for rich language modeling, questioning and conversation in the garden.</p>
15	<p>Making Connections: Focus on Y chart, what we have found out about..... Visualising and retelling what was seen using descriptive language. Write children's contributions on the Y chart under correct heading. Draw on descriptive words that were used. Revise with children that we can use other words that have the same meanings to describe things. Teacher to model use of synonyms. Children to contribute. Create and add to synonym lists. Reinforce and revise.</p>
15	<p>Taking Action: Activity to reinforce learning by doing.</p>
5	<p>Share time: Each child will present orally on the task they have just been working on. As lessons progress the oral demands will increase.</p>
5	<p>Reflecting on learning: Whole group to reflect how they learnt today. Children will be encouraged to describe learning process. Use photographs to assist. Record on Y chart. Display Y chart in class.</p>

After each lesson was completed the Y chart was displayed in classroom for students to refer to at any stage. Appendix 5.

Throughout the sessions the teacher photographed daily activities as a method of formative assessment to assist children to self assess and review as a group to see development of new language knowledge and thought processes in how to learn. Appendix 5 and 6.

Data was collected Pre and Post Test as a raw score from both the Intervention Group and Control Group. Data is shown in graph form as a comparison for Pre and Post Testing. It was then converted to percentage form. The class average is shown as a raw score and as a percentage score. The Pre Test Data was used to show the students current performance prior to teaching intervention, results of the Intervention and Control Groups were compared. The Post Data was used to show whether the Intervention Group made gains from the teaching intervention and how this compared to the Control Group. Data can now be used to inform further teaching for both the Intervention and Control Groups as a whole and also addressing individual needs.

Results

Results indicate support for the hypothesis that, **Teaching Prep children synonyms through authentic language experience improves expressive oral language.**

The Post Test results show a trend of significant gains in Record of Oral Language, Synonym Test and Listening Comprehension/Oral Retell for the Intervention Group. Far less improvement was made in all Post Test results by the Control Group.

The raw scores of Pre and Post Test results for the Intervention and Control Groups are shown in Tables 5 and 6

Student Intervention Group.	ROL Pre Test M. Clay	ROL Post Test J.Munro	Oral Synonym Depth Pre Test	Oral Synonym Depth Post Test	Oral Synonym Breadth Pre Test	Oral Synonym Breadth Post Test	Spontaneous Oral Retell Pre Test	Spontaneous Oral Retell Post Test	Cued Oral Retell Pre Test	Cued Oral Retell Post Test
1	11	12	8	10	3	14	6	0	2	12
2	9	15	2	16	0	16	0	2	3	3
3	11	11	0	14	0	11	0	1	1	7
4	17	23	0	26	0	21	0	7	3	3
5	14	16	0	20	0	24	0	3	1	7
6	10	12	0	12	0	12	0	1	1	2
7	2	4	2	4	0	8	4	11	4	1
8	13	18	2	18	0	16	0	7	3	3
9	10	13	0	12	0	12	0	2	2	6
10	12	14	2	20	1	22	4	6	4	4
11	0	0	0	10	0	2	0	3	1	4
12	7	10	2	12	0	12	1	1	4	6
13	10	13	0	14	0	7	0	0	2	7
14	4	7	0	6	0	3	0	1	1	1
15	9	10	0	6	0	4	0	0	2	7
16	7	12	0	8	0	4	0	2	0	3

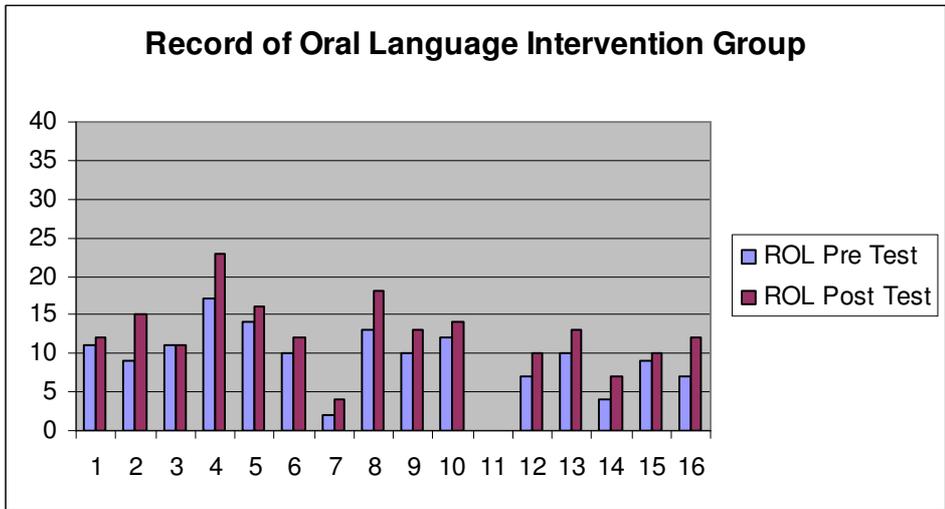
Table 5. Raw Score of Pre and Post Testing, Intervention Group.

Student Control Group.	ROL Pre Test M. Clay	ROL Post Test J. Munro	Oral Synonym Depth Pre Test.	Oral Synonym Depth Post Test	Oral Synonym Breadth Pre Test	Oral Synonym Breadth Post Test	Spontaneous Oral Retell Pre Test	Spontaneous Oral Retell Post Test	Cued Oral Retell Pre Test	Cued Oral Retell Post Test
a	22	20	2	4	0	2	2	2	1	4
b	20	23	0	2	0	1	0	0	2	2
c	14	13	0	4	0	2	0	2	1	1
d	7	8	0	2	0	1	0	2	1	1
e	0	0	2	2	0	1	1	1	1	4
f	34	35	0	6	0	3	3	4	6	4
g	0	0	0	0	0	0	0	1	0	0
h	8	10	2	0	0	0	0	3	5	2
i	8	7	0	0	0	0	0	1	1	1
j	4	0	0	0	0	0	0	0	0	0
k	8	10	0	0	0	0	0	3	1	3
l	0	0	0	0	0	0	0	0	0	0
m	18	20	2	2	0	1	0	1	5	5
n	8	11	0	4	0	2	0	0	1	3
o	21	26	0	6	0	3	2	5	2	2
p	19	20	6	8	1	4	1	2	5	5

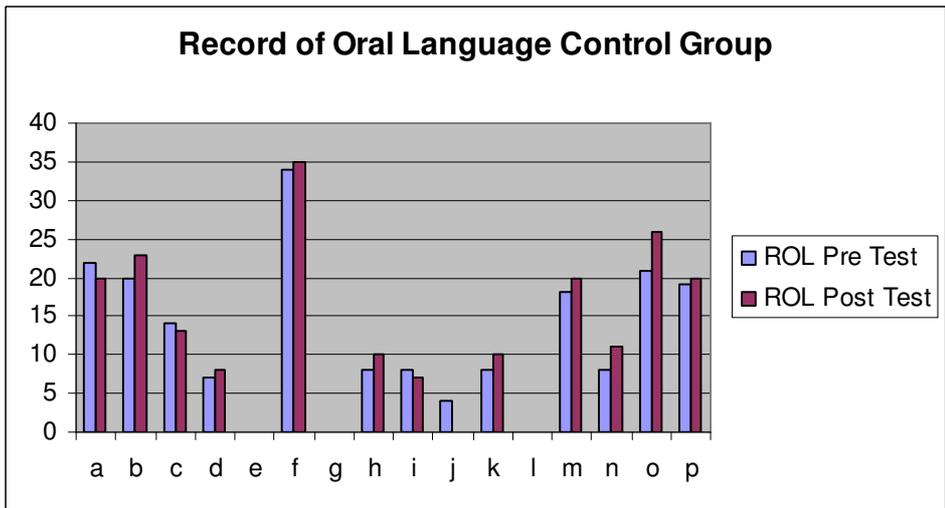
Table 6. Raw Score of Pre and Post Testing, Control Group.

The following graphs and tables will more fully explain how explicit teaching of synonyms through authentic language experience made significant improvement to expressive oral language of the Intervention Group compared to the Control Group.

Graph A and B show the raw score of both the Intervention and Control Groups. Data indicates that at Pre Test the Control Group achieved significantly higher scores in Record of Oral language, of this Group, 7 students out of 16 scored at or above 13 whilst in the Intervention Group only 2 students scored at or above 13. A score of less than 13 at this level is an indicator of a student being at risk. Post Test data show that as a result of explicit teaching, 7 students are now at or above 13 in the Intervention Group, whilst the Control Group remains at 7 students at or above 13. Post Test data for the Intervention Group indicate 14 out of 16 students made progress whilst 2 remained on their Pre Test raw score. Post Test data for the control group indicate 9 students out of 16 made progress on their Pre Test raw score, 3 children remained the same and 4 regressed.



Graph A. Record of Oral Language, individual student growth pre and post testing Intervention Group



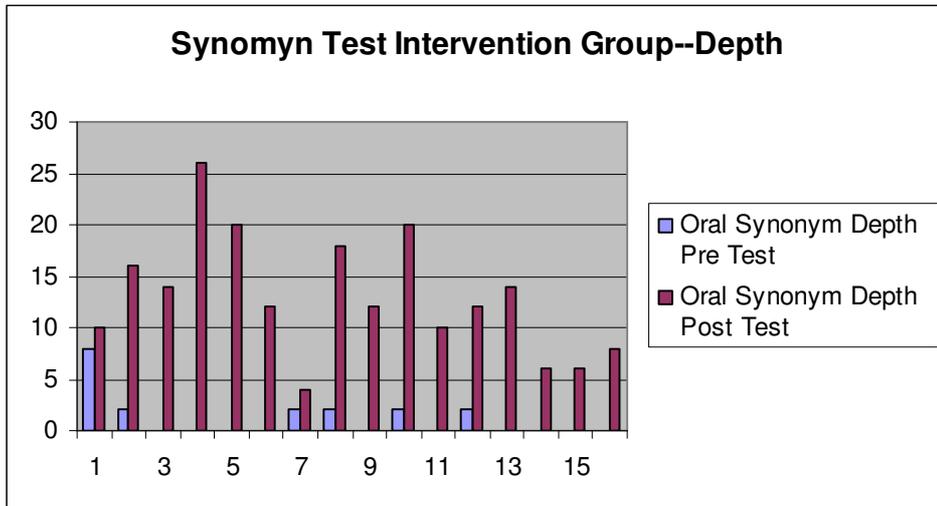
Graph B. Record of Oral Language, individual student growth pre and post testing Control Group.

Table 7 below shows the Record of Oral Language Pre and Post Test in percentage form for each student in the Intervention and Control Groups. Pre Test the Intervention Group scored an average of 22% compared to the Control Group with an average of 28% at the conclusion of the explicit teaching of synonyms to the Intervention Group the average for this group in Post testing grew to 28%, 6% higher than Pre testing. The Control Group only grew 2% since Pre testing. Although the Control Group has a higher percentage, explicit teaching has significantly bridged the difference making the Intervention and Control Groups more equal.

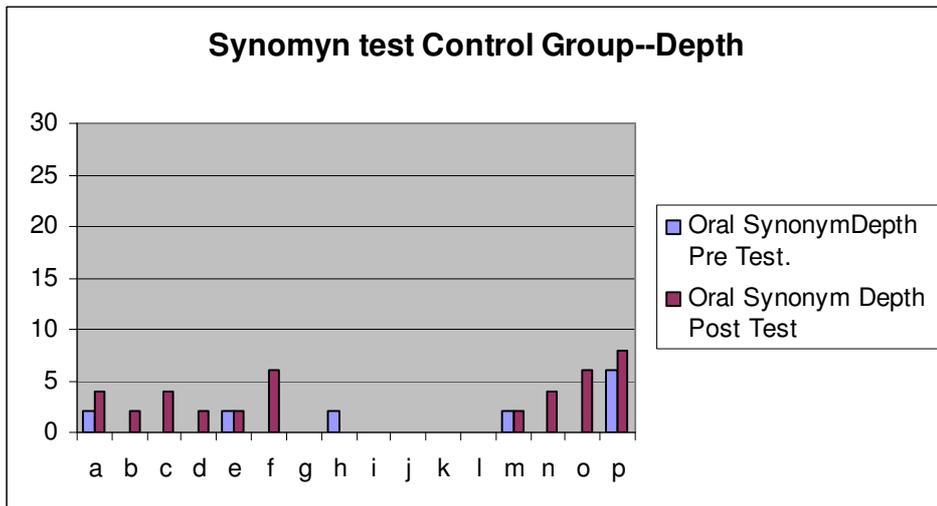
Intervention Group	ROL Pre Test		ROL Post Test		Control Group	ROL Pre Test		ROL Post Test	
1	11	26%	12	29%	a	22	52%	20	48%
2	9	21%	15	36%	b	20	48%	23	55%
3	11	26%	11	26%	c	14	33%	13	31%
4	17	40%	23	55%	d	7	17%	8	19%
5	14	33%	16	38%	e	0	0%	0	0%
6	10	24%	12	29%	f	34	81%	35	83%
7	2	5%	4	10%	g	0	0%	0	0%
8	13	31%	18	43%	h	8	19%	10	24%
9	10	24%	13	31%	i	8	19%	7	17%
10	12	29%	14	33%	j	4	10%	0	0%
11	0	0%	0	0%	k	8	19%	10	24%
12	7	17%	10	24%	l	0	0%	0	0%
13	10	24%	13	31%	m	18	43%	20	48%
14	4	10%	7	17%	n	8	19%	11	26%
15	9	21%	10	24%	o	21	50%	26	62%
16	7	17%	12	29%	p	19	45%	20	48%
AVERAGE	9	22%	12	28%	AVERAGE	11.9375	28%	13	30%

Table 7 Record of Oral Language pre and post test in percentage form for each student in the Intervention and Control Groups.

Graph C and D refer to the raw data of Oral Synonym Depth Pre and Post Test for the Intervention and Control Groups. Data show 6 students in the Intervention Group and 5 students in the Control Group scored 1 or above in the Pre Test. The scores ranged from 0 – 8 out of a possible 26. Post Test data show an extraordinary growth in the Intervention Group data Post Test as a result of explicit teaching of synonyms. Out of 16 students in the Intervention Group every student made progress the scores ranged from 4 – 26 showing a growth in their understanding of vocabulary and their ability to substitute with an alternative synonym. Only minimal progress was made by the Control Group, 8 students did show growth, scores ranged from 2 – 8. Out of the Control Group 8 students remained at Pre Test score, of these, 6 remained on 0.

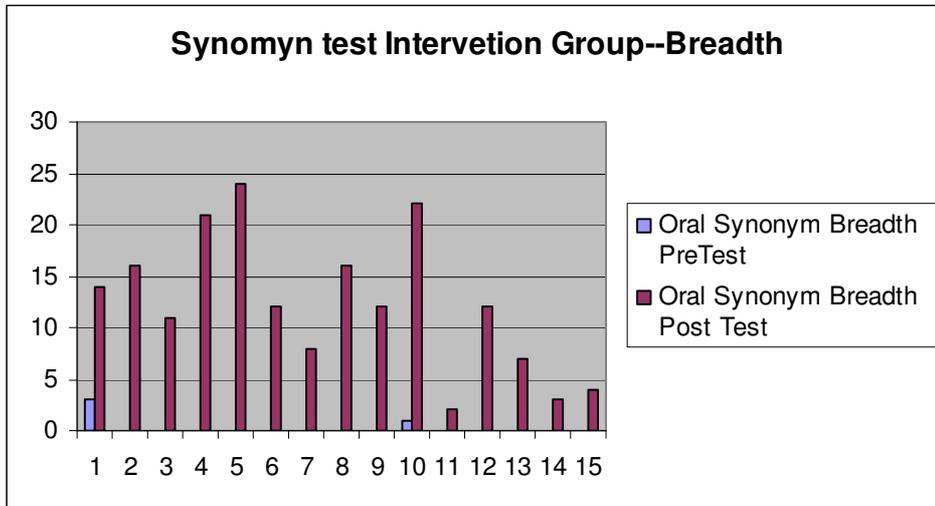


Graph C. Synonym Test Intervention Group, Depth

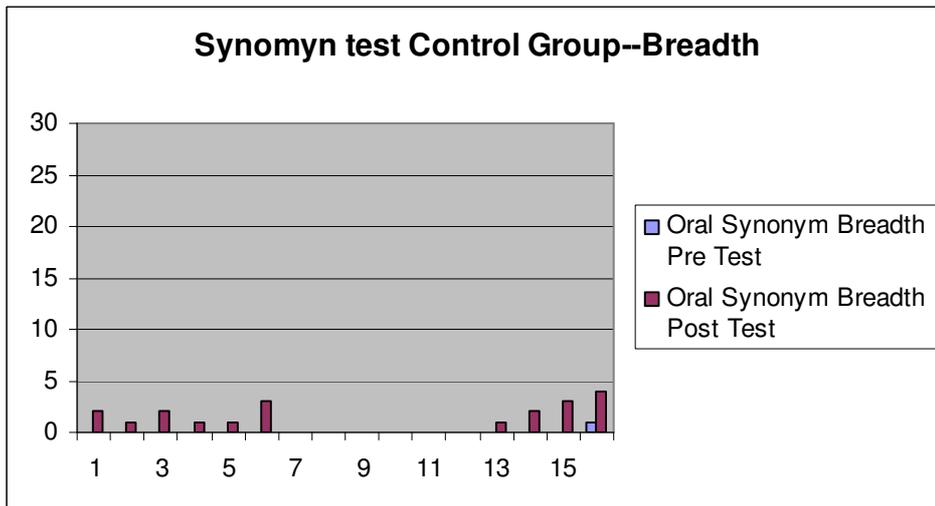


Graph D. Synonym Test Intervention Group, Depth.

At Pre Test breadth of synonyms as seen in Graph E and F both Groups had very little knowledge of breadth of synonyms. In total only 3 children managed to score. At the end of the teaching sessions Post Test results show a remarkable growth in the data of the Intervention Group however some progress was also made by the control group. Data show that every child in the Intervention Group made progress ranging between a raw score of 2 – 24, only 11 children in the Control Group scored ranging between 1 – 4 and 5 children in this group remained at 0.



Graph E. Synonym Pre and Post Test, Intervention Group – Breadth.



Graph F. Synonym Pre and Post Test, Control Group – Breadth.

Table 8 and 9 below show the Pre and Post Synonym Test, depth and breadth in percentage form for each student in the Intervention and Control Groups. The data clearly show support for the hypothesis that explicit teaching of synonyms through authentic language experience improves oral language. At entry the Intervention Group depth average was 4% at exit the average was 46% a growth of 42%, the Control Group only gained an average increase of 6% on their entry score of 3%. This growth is also reflected in breadth of synonyms, at entry the Intervention and Control Groups average was 0, a gain of 21% was made at exit by the Intervention Group compared to a gain of only 2% by the Control Group. Students in the Intervention Group clearly had developed use of oral vocabulary as reflected in data.

Intervention Group	Oral Synonym Depth Pre Test		Oral Synonym Depth Post Test		Oral Synonym Breadth Pre Test		Oral Synonym Breadth Post Test	
1	8	29%	10	36%	3	5%	14	25%
2	2	7%	16	57%	0	0%	16	29%
3	0	0%	14	50%	0	0%	11	20%
4	0	0%	26	93%	0	0%	21	38%
5	0	0%	20	71%	0	0%	24	43%
6	0	0%	12	43%	0	0%	12	21%
7	2	7%	4	14%	0	0%	8	14%
8	2	7%	18	64%	0	0%	16	29%
9	0	0%	12	43%	0	0%	12	21%
10	2	7%	20	71%	1	2%	22	39%
11	0	0%	10	36%	0	0%	2	4%
12	2	7%	12	43%	0	0%	12	21%
13	0	0%	14	50%	0	0%	7	13%
14	0	0%	6	21%	0	0%	3	5%
15	0	0%	6	21%	0	0%	4	7%
16	0	0%	8	29%	0	0%	4	7%
AVERAGE	1	4%	13	46%	0	0%	12	21%

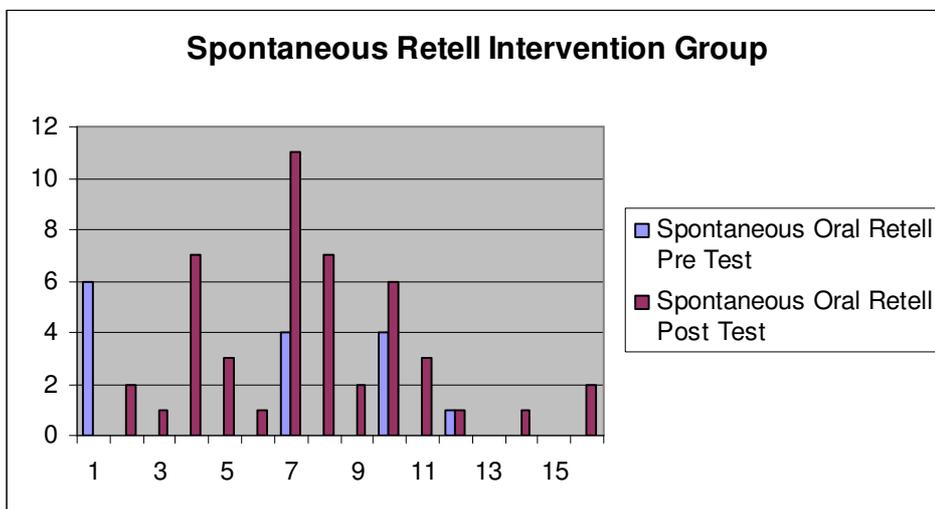
Table 8. Intervention Group Pre and Post Oral Synonym Breadth and Depth: Raw Score, Percentage and Average.

Control Group	Oral Synonym Depth Pre Test.		Oral Synonym Depth Post Test		Oral Synonym Breadth Pre Test		Oral Synonym Breadth Post Test	
A	2	7%	4	14%	0	0%	2	4%
B	0	0%	2	7%	0	0%	1	2%
C	0	0%	4	14%	0	0%	2	4%
D	0	0%	2	7%	0	0%	1	2%
E	2	7%	2	7%	0	0%	1	2%
F	0	0%	6	21%	0	0%	3	5%
G	0	0%	0	0%	0	0%	0	0%
H	2	7%	0	0%	0	0%	0	0%
I	0	0%	0	0%	0	0%	0	0%
J	0	0%	0	0%	0	0%	0	0%
K	0	0%	0	0%	0	0%	0	0%
L	0	0%	0	0%	0	0%	0	0%
M	2	7%	2	7%	0	0%	1	2%
N	0	0%	4	14%	0	0%	2	4%
O	0	0%	6	21%	0	0%	3	5%
P	6	21%	8	29%	1	0%	4	7%
AVERAGE	1	3%	2.5	9%	0	0%	1	2%

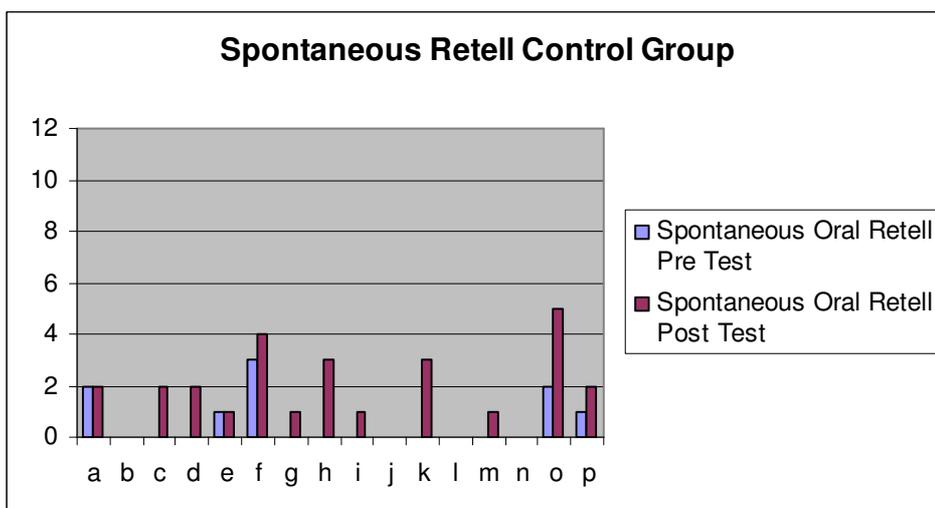
Table 9. Control Group Pre and Post Oral Synonym Breadth and Depth: Raw Score, Percentage and Average.

The teaching module demanded that the teacher model correct language and provide significant opportunities for the children to formulate questions, sentences and experiment with vocabulary. The Intervention Group was given the opportunity to listen, visualise and verbally respond using correct grammatical structures.

Graphs G and H data show the Intervention and Control Groups Pre and Post Test results, Spontaneous Retell. Pre Test results show both groups were evenly matched, 12 students in the Intervention Groups scored 0 and 11 in the control Group scored 0. Post Test data reflect that both groups made progress, more progress was made by the Intervention Group.



Graph G. Intervention and Control Group Pre and Post Test, Spontaneous Retell



Graph H. Control Group Pre and Post Test, Spontaneous Retell

Intervention	Spontaneous tell Pre Test		Spontaneous tell Post Test		Control	Spontaneous tell Pre Test		Spontaneous tell Post Test	
1	6	43%	0	0%	A	2	14%	2	14%
2	0	0%	2	14%	B	0	0%	0	0%
3	0	0%	1	7%	C	0	0%	2	14%
4	0	0%	7	50%	D	0	0%	2	14%
5	0	0%	3	21%	E	1	7%	1	7%
6	0	0%	1	7%	F	3	21%	4	29%
7	4	29%	11	79%	G	0	0%	1	7%
8	0	0%	7	50%	H	0	0%	3	21%
9	0	0%	2	14%	I	0	0%	1	7%
10	4	29%	6	43%	J	0	0%	0	0%
11	0	0%	3	21%	K	0	0%	3	21%
12	1	7%	1	7%	L	0	0%	0	0%
13	0	0%	0	0%	M	0	0%	1	7%
14	0	0%	1	7%	N	0	0%	0	0%
15	0	0%	0	0%	O	2	14%	5	36%
16	0	0%	2	14%	P	1	7%	2	14%
Average	1	7%	3	21%	Average	0.5	4%	2	12%

Table 10. Pre and Post Test Data Intervention Group and Control Group Spontaneous Retell.

Table 10 above converts Graphs G and H to percentage and group average.

It is interesting to note Student 1; Pre Test data show the highest accurate spontaneous retell of 43%.

This student is repeating Prep and has been exposed to this form of assessment more often and also brings greater prior knowledge, this score has significant impact on the Pre Test average for the Intervention Group which is 7%, 3% above the Control Group.

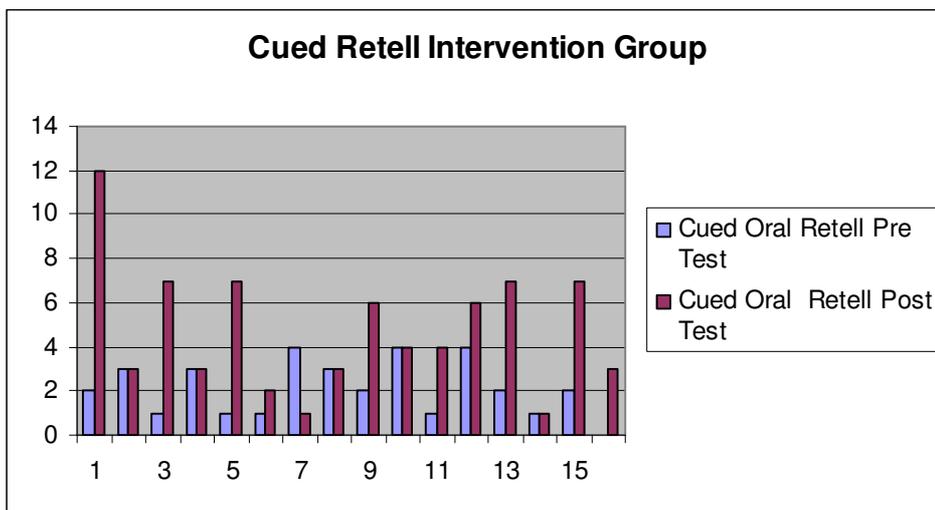
At Post Test, this student had been absent for 7 days and was unable to spontaneously retell scoring 0. Post Test data for the Intervention group show the class average of 21% compared to the Intervention Group at 12%. It is evident that the teaching component to explore the hypothesis had a positive impact on the data of the Intervention Group.

Graphs I and J explain the Pre and Post Test for Cued Retell, Intervention and Control Groups. Pre Test both groups were very evenly matched and found cued questioning easier than spontaneous retell. Only Student 16 in the Intervention Group scored 0 whilst three students in the Control Group

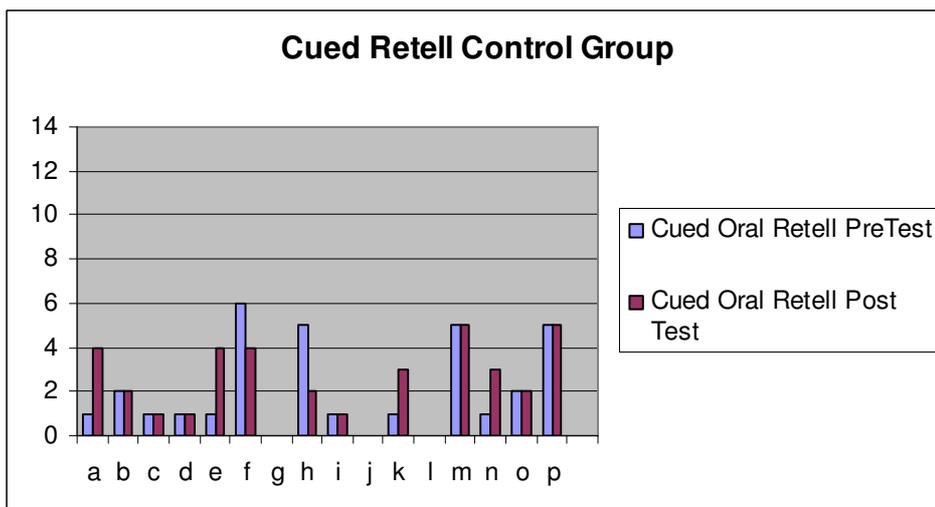
scored 0. The highest score of 4 was achieved by three children in the Intervention group compared with four children at 5 and above in the Control Group.

However, Post Test sets a different scenario as a result of the teaching intervention. All students in the Intervention Group were able to respond to cued questioning while in the Control Group three students still scored 0. The average of cued questioning Post Test for the Intervention Group was 5 correct compared to 2 in the Control Group.

It is interesting to note the data of Student 1, Intervention Group, Post Test was unable to answer spontaneously however with cueing achieved 12 out of 14 correct.



Graph I. Intervention Group Pre and Post Test, Cued Retell



Graph J. Control Group Pre and Post Test, Cued Retell

Table 11 converts the raw score data into percentages and shows the raw score average and average in percentage form. Data show the close match in Pre Test average of Intervention and Control Groups, 15% compared to 14%. At Post Test, the gap has increased significantly and can be attributed to this action research teaching component. The Intervention Group more than doubled its Pre Test average to 34% Post Test where as the Control Group only grew by 3% to a group average of 17%.

Intervention Group	Cued Oral Retell Pre Test		Cued Oral Retell Post Test		Control Group	Cued Oral Retell Pre Test		Cued Oral Retell Post Test	
1	2	14%	12	86%	A	1	7%	4	29%
2	3	21%	3	21%	B	2	14%	2	14%
3	1	7%	7	50%	C	1	7%	1	7%
4	3	21%	3	21%	D	1	7%	1	7%
5	1	7%	7	50%	E	1	7%	4	29%
6	1	7%	2	14%	F	6	43%	4	29%
7	4	29%	1	7%	G	0	0%	0	0%
8	3	21%	3	21%	H	5	36%	2	14%
9	2	14%	6	43%	I	1	7%	1	7%
10	4	29%	4	29%	J	0	0%	0	0%
11	1	7%	4	29%	K	1	7%	3	21%
12	4	29%	6	43%	L	0	0%	0	0%
13	2	14%	7	50%	M	5	36%	5	36%
14	1	7%	1	7%	N	1	7%	3	21%
15	2	14%	7	50%	O	2	14%	2	14%
16	0	0%	3	21%	P	5	36%	5	36%
Average	2	15%	5	34%	Average	2	14%	2	17%

Table 11. Pre and Post Cued Oral Retell, Raw Score, Percentage and Average.

The data collected Pre Test and Post Test strongly support the hypothesis, **Explicitly teaching Prep children synonyms through authentic language experience improves oral language.**

Discussion

The results gained by the Intervention Group support the hypothesis and research which suggests that explicitly teaching children synonyms through language experience improves oral language. The vehicle of language experience through an inquiry approach allowed the Intervention Group to share a common experience as a basis for rich language learning which was authentic and engaging. It brought together the students' language and their experiences. This is also supported in First Steps, (1997) which suggests that purposeful talk is one of the most valuable ways young children construct and refine their understanding of language.

The role of the teacher was extremely important. There was a need for the teacher throughout the teaching module to model excellent language of carefully constructed sentences with the use of rich vocabulary both implicit and explicit to lead the children to language acquisition. Research also supports that significant adults have great input in assisting young children to develop vocabulary and grammatical structures, Dockrell, Stuart & King, (2004).

Young children have a natural curiosity and wonder in the world, this school is in a fortunate position in having a vegetable garden as part of the environmental focus. This created an authentic and engaging opportunity to develop a teaching module to explore the hypothesis, the planning allowed for diverse speaking and listening activities, social interaction and integration across curriculum areas. Children were immersed in rich language experience through authentic learning in both the classroom and vegetable garden following the inquiry framework. Munro (2003) in research with secondary students expresses that when literacy is taught systemically across the curriculum students make significant improvement in literacy gains. Data of the Intervention Group show significant growth in all Post Testing compared to the Control Group.

Explicit teaching of synonyms through language experience has given the Intervention Group a wider vocabulary on which to draw, this is demonstrated in their use of words and understanding of these words and their ability to use them in sentences. Students are more able to use rapid automatic naming in "stringing synonyms" together. Data show at Pre and Post Testing of synonyms depth and breadth. Results show all students in the Intervention Group made excellent progress, including children on EMA and NESB. Lessons allowed for the children to explore naming garden items and their attributes and create a string of synonyms to describe it further, thus incorporating depth and breadth of synonyms. Breadth of synonyms was more difficult for the students, however the data

was outstanding Post Test compared to Pre Test. Although the Control Group also made progress as seen in data it was significantly lower than the Intervention Group.

In research, Stahl & Miller, (1989) agree that language experience approaches have success increasing vocabulary and word recognition, but when teamed with explicit teaching can also impact on comprehension. This was evident in the Intervention Groups ability to report their learning in well constructed sentences using rich vocabulary.

Student input in the teaching module was delightful, students were all keen to participate fully and surprise the teacher and one another with their developing word ability. Student self efficacy was high and supported by classmates. Often students could be seen giving “high fives” and “thumbs up” to one another when a new and interesting synonym was suggested. Students gained great satisfaction and challenged one another to increase breadth of synonyms.

Student input on the Y chart is evidence of the rich language children were able to use as a result of explicit teaching through language experience, one example by Student 5 gives some insight of how students were able to string synonyms demonstrating their growing understanding of breadth, “Worms have segments, parts, groups, bits.” Appendix 7 and another by Student 6 shows use of synonyms in a sentence. “*The squash is shaped like a flower. It feels smooth on its cover, jumper, outside, skin.*” Appendix 8.

As a result of this teaching module, students in the Intervention Group have made significant gains in their Record of Oral Language; Pre test data show this group was below the Control Group and are now more evenly matched.

Opportunity for oral language experimentation was paramount, children were given maximum time for purposeful talk. Children were exposed to correct grammar and sentence structure and were encouraged to speak in sentences using synonyms and descriptive language. One way this was structured was through class brainstorming, and collection of information that was collated on the Y chart, Appendix 8. Children were also taught strategies which enabled them to gather information and retrieve it, this allowed them to self manage their learning in a predictable and safe risk taking environment. This was assisted by cue cards, Appendix 11.

It is interesting to compare the Y Chart of Lesson 1 The Vegetable Garden and Lesson 3, Sunflowers, Appendix 9. Lesson 1 demonstrated the children’s brainstorming “I wonder what we

already know about....” with single word responses compared to Lesson 3 demonstrating growth in ability to brainstorm using sentences such as “They Grow in the ground,” and “Sunflowers follow the sun.”

Explicit teaching also enhanced the Intervention Groups ability with Listening Comprehension/Oral Retell both spontaneous and cued, however this cohorts Pre and Post Data show a much higher average in cued rather than spontaneous retell. At Prep level children need to be supported in their learning and cueing is a positive way to draw information from a student so the teacher can gain insight into what the child knows, with growth of skills and confidence the child would be more able to offer information spontaneously. The teaching administered to the children demanded that they be able to gather information in a variety of ways, internalise, and retrieve it, Appendix 7 shows Student 9 ability to verbalise the steps he was able to take to gather, remember and retrieve the information, “We used our word memory bank to remember words. We thought about what words we wanted with our meaning making motor.” Other students added, “We listened, we talked about it.” “We had a good think.” “We went outside to be worm explorers.” “We had to stick to the job even when it was hard to find worms.” This is extraordinary language of how to learn by a group of beginning Prep Children. I believe this language was enhanced through exploration of the hypothesis teamed with teacher modeling and carefully constructed lessons to improve oral expressive language. This method gave the children a cued structure to express language.

This current research shows that explicit teaching of synonyms through authentic language experience does assist children to develop expressive oral language. To assist children, they need structures in place to support them in learning how to learn and express new knowledge. I believe this teaching module is successful in developing expressive language and getting children ready for phonics and a basal reading program. Further research could be conducted to test whether children who have had explicit teaching through authentic language experience gain similar or greater success in reading and comprehension compared to children who do not have this rich language experience.

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APPENDICES

Appendix 1. Spread Sheet Data – Intervention and Control Groups.

Appendix 2. John Munro – Alternative Record of Oral Language.

Appendix 3. John Munro – Adapted Synonym’s Task.

Appendix 4. John Munro – Adapted Listening Comprehension Test.

Appendix 5. Sample of Y Chart.

Appendix 6. Photographic Evidence.

Appendix 7. Worm Explorer’s in the Vegetable Garden. Breadth of Synonyms.

Appendix 8. Squash. Synonyms in a Sentence.

Appendix 9. Comparison of Y Charts Brainstorm Responses.

Appendix 10. Lessons 1 – 10.

Appendix 11. Cue Cards.

Appendix 12. Lessons 1 – 10 Detailed Transcripts.

Appendix. 1

Intervention Group

CODE	DOB	Age in Months as of 1st Jan.	ESL 0--NO 1--YES	EMA 0--NO 1--YES	GENDER 0--MALE 1--YES	ROL Pre Test	ROL Post Test	Oral Synonym Depth Pre Test	Oral Synonym Depth Post Test	Oral Synonym Breadth PreTest	Oral Synonym Breadth Post Test	Spontaneous Oral Retell Pre Test	Spontaneous Oral Retell Post Test	Cued Oral Retell Pre Test	Cued Oral Retell Post Test
1	11/08/2002	74	0	1	0	11	12	8	10	3	14	6	0	2	12
2	19/01/2003	72	0	0	0	9	15	2	16	0	16	0	2	3	3
3	16/04/2004	57	0	0	0	11	11	0	14	0	11	0	1	1	7
4	26/01/03	61	0	0	1	17	23	0	26	0	21	0	7	3	3
5	15/03/2003	69	0	1	0	14	16	0	20	0	24	0	3	1	7
6	9/06/2003	66	1	0	0	10	12	0	12	0	12	0	1	1	2
7	6/09/2003	63	0	1	1	2	4	2	4	0	8	4	11	4	1
8	25/11/2003	61	1	1	1	13	18	2	18	0	16	0	7	3	3
9	21/04/2004	57	0	1	1	10	13	0	12	0	12	0	2	2	6
10	30/04/2004	56	1	0	1	12	14	2	20	1	22	4	6	4	4
11	4/10/2003	62	1	1	1	0	0	0	10	0	2	0	3	1	4
12	15/02/2003	70	0	0	0	7	10	2	12	0	12	1	1	4	6
13	11/01/2004	57	1	0	0	10	13	0	14	0	7	0	0	2	7
14	21/04/2004	56	1	0	1	4	7	0	6	0	3	0	1	1	1
15	31/01/2004	60	1	0	0	9	10	0	6	0	4	0	0	2	7
16	6/09/2003	63	1	1	1	7	12	0	8	0	4	0	2	0	3

Control Group

CODE	DOB	Age in Months as of 1st Jan	ESL 0--NO 1--YES	EMA 0--NO 1--YES	GENDER 0--MALE 1--YES	ROL Pre Test	ROL Post Test	Oral Synonym Depth Pre Test.	Oral Synonym Depth Post Test	Oral Synonym Breadth Pre Test	Oral Synonym Breadth Post Test	Spontaneous Oral Retell Pre Test	Spontaneous Oral Retell Post Test	Cued Oral Retell PreTest
a	20/01/2004	60	0	1	1	22	20	2	4	0	2	2	2	1
b	20/08/2003	64	0	1	1	20	23	0	2	0	1	0	0	2
c	9/05/2003	63	1	0	1	14	13	0	4	0	2	0	2	1
d	2/08/2003	64	1	1	0	7	8	0	2	0	1	0	2	1
e	11/07/2003	65	0	1	0	0	0	2	2	0	1	1	1	1
f	11/01/1900	58	0	1	1	34	35	0	6	0	3	3	4	6
g	15/02/2004	58	0	1	1	0	0	0	0	0	0	0	1	0
h	9/07/2003	65	1	0	1	8	10	2	0	0	0	0	3	5
i	11/10/2003	62	1	0	1	8	7	0	0	0	0	0	1	1
j	23/12/2003	60	1	0	0	4	0	0	0	0	0	0	0	0
k	9/01/2003	60	1	0	0	8	10	0	0	0	0	0	3	1
l	16/06/2003	66	1	0	0	0	0	0	0	0	0	0	0	0
m	20/11/2003	61	0	0	0	18	20	2	2	0	1	0	1	5
n	7/09/2003	63	1	1	1	8	11	0	4	0	2	0	0	1
o	16/03/2003	69	0	1	1	21	26	0	6	0	3	2	5	2
p	20/03/2003	64	1	0	0	19	20	6	8	1	4	1	2	5

Intervention Group.

Intervention Group	ROL Pre Test		ROL Post Test		Oral Synonym Depth Pre Test		Oral Synonym Depth Post Test		Oral Synonym Breadth PreTest		Oral Synonym Breadth Post Test		Spontaneous Oral Retell Pre Test		Spontaneous Oral Retell Post Test		Cued Oral Retell Pre Test		Cued Oral Retell Post Test	
1	11	26%	12	29%	8	29%	10	36%	3	5%	14	25%	6	43%	0	0%	2	14%	12	86%
2	9	21%	15	36%	2	7%	16	57%	0	0%	16	29%	0	0%	2	14%	3	21%	3	21%
3	11	26%	11	26%	0	0%	14	50%	0	0%	11	20%	0	0%	1	7%	1	7%	7	50%
4	17	40%	23	55%	0	0%	26	93%	0	0%	21	38%	0	0%	7	50%	3	21%	3	21%
5	14	33%	16	38%	0	0%	20	71%	0	0%	24	43%	0	0%	3	21%	1	7%	7	50%
6	10	24%	12	29%	0	0%	12	43%	0	0%	12	21%	0	0%	1	7%	1	7%	2	14%
7	2	5%	4	10%	2	7%	4	14%	0	0%	8	14%	4	29%	11	79%	4	29%	1	7%
8	13	31%	18	43%	2	7%	18	64%	0	0%	16	29%	0	0%	7	50%	3	21%	3	21%
9	10	24%	13	31%	0	0%	12	43%	0	0%	12	21%	0	0%	2	14%	2	14%	6	43%
10	12	29%	14	33%	2	7%	20	71%	1	2%	22	39%	4	29%	6	43%	4	29%	4	29%
11	0	0%	0	0%	0	0%	10	36%	0	0%	2	4%	0	0%	3	21%	1	7%	4	29%
12	7	17%	10	24%	2	7%	12	43%	0	0%	12	21%	1	7%	1	7%	4	29%	6	43%
13	10	24%	13	31%	0	0%	14	50%	0	0%	7	13%	0	0%	0	0%	2	14%	7	50%
14	4	10%	7	17%	0	0%	6	21%	0	0%	3	5%	0	0%	1	7%	1	7%	1	7%
15	9	21%	10	24%	0	0%	6	21%	0	0%	4	7%	0	0%	0	0%	2	14%	7	50%
16	7	17%	12	29%	0	0%	8	29%	0	0%	4	7%	0	0%	2	14%	0	0%	3	21%
AVERAGE	9	22%	12	28%	1	4%	13	46%	0	0%	12	21%	1	7%	3	21%	2	15%	5	34%

Control Group

Control Group	ROL Pre Test		ROL Post Test		Oral Synonym Depth Pre Test.		Oral Synonym Depth Post Test		Oral Synonym Breadth Pre Test		Oral Synonym Breadth Post Test		Spontaneous Oral Retell Pre Test		Spontaneous Oral Retell Post Test		Cued Oral Retell PreTest		Cued Oral Retell Post Test	
a	22	52%	20	48%	2	7%	4	14%	0	0%	2	4%	2	14%	2	14%	1	7%	4	29%
b	20	48%	23	55%	0	0%	2	7%	0	0%	1	2%	0	0%	0	0%	2	14%	2	14%
c	14	33%	13	31%	0	0%	4	14%	0	0%	2	4%	0	0%	2	14%	1	7%	1	7%
d	7	17%	8	19%	0	0%	2	7%	0	0%	1	2%	0	0%	2	14%	1	7%	1	7%
e	0	0%	0	0%	2	7%	2	7%	0	0%	1	2%	1	7%	1	7%	1	7%	4	29%
f	34	81%	35	83%	0	0%	6	21%	0	0%	3	5%	3	21%	4	29%	6	43%	4	29%
g	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%	0	0%	0	0%
h	8	19%	10	24%	2	7%	0	0%	0	0%	0	0%	0	0%	3	21%	5	36%	2	14%
i	8	19%	7	17%	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%	1	7%	1	7%
j	4	10%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
k	8	19%	10	24%	0	0%	0	0%	0	0%	0	0%	0	0%	3	21%	1	7%	3	21%
l	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
m	18	43%	20	48%	2	7%	2	7%	0	0%	1	2%	0	0%	1	7%	5	36%	5	36%
n	8	19%	11	26%	0	0%	4	14%	0	0%	2	4%	0	0%	0	0%	1	7%	3	21%
o	21	50%	26	62%	0	0%	6	21%	0	0%	3	5%	2	14%	5	36%	2	14%	2	14%
p	19	45%	20	48%	6	21%	8	29%	1	0%	4	7%	1	7%	2	14%	5	36%	5	36%
AVERAGE	11.9375	28%	13	30%	1	3%	2.5	9%	0	0%	1	2%	0.5	4%	2	12%	2	14%	2	17%

Appendix 2.

John Munro, Alternative Record of Oral Language.

Please note: These alternative sentences are only for use for your AR assignment, NOT for data collection on student progress.

NAME: _____	GRADE: _____	RECORDER: _____
DATE: _____	STUDENT'S AGE: _____ years _____ months	

**RECORD OF ORAL LANGUAGE
ALTERNATIVE LEVELLED SENTENCES**

LEVEL 1 – PART 1	LEVEL 1 – PART 2
A. <i>My mother's arms are cuddly</i> []	A. <i>My brother's television is noisy.</i> . []
A. <i>Kitty is eating some food.</i> []	B. <i>Mummy is pushing her pram.</i> []
B. <i>Jessie is playing at school.</i> []	C. <i>David is going to soccer.</i> []
C. <i>Dad is giving me a book.</i> []	D. <i>Sally is making me a cake.</i> []
D. <i>I bet she's in there.</i> []	E. <i>I know she's here.</i> []
E. <i>There's another chapter book.</i> []	F. <i>There are some other toys.</i> []
F. <i>He's eating his lunch slowly.</i> []	G. <i>She's riding her skateboard very fast.</i> []

Total for Level 1 _____

**RECORD OF ORAL LANGUAGE
ALTERNATIVE LEVELLED SENTENCES**

LEVEL 2 – PART 1	LEVEL 2 – PART 2
A. <i>That small car over there is going to be my mother's.</i> []	A. <i>The old bike in here used to be my sister's.</i> []
B. <i>The girl near the park was walking her dog.</i> []	B. <i>The boy from over there was calling a dog.</i> []
C. <i>The car drove to the edge of the road.</i> []	C. <i>The cat went under the chair in the house.</i> []
D. <i>For the holidays Kerry got her a kite</i> []	D. <i>For the wedding Aunty gave us a vase.</i> []
E. <i>Will you buy what is sitting on the shelf?</i> []	E. <i>The lady heard what the man was saying to the boy.</i> []
F. <i>There goes a small animal with feathers sticking out its tail.</i> []	F. <i>Here is my sister driving in her motorcar.</i> []
G. <i>My sister cooked the eggs up very slowly.</i> []	G. <i>The boy hit the ball far across the field.</i> []

Total for Level 2 _____

**RECORD OF ORAL LANGUAGE
ALTERNATIVE LEVELLED SENTENCES**

LEVEL 3 – PART 1	LEVEL 3 – PART 2
A. <i>Be as alert as you can</i> when your mother's alone. []	A. Be very careful diving where there's a deep pool. []
B. <i>My nanna and pa</i> want to start going <i>to the shops</i> . []	B. <i>That man and the one over there</i> like to read <i>the paper</i> . []
C. <i>The three boys</i> ran across the park <i>in a fast time</i> . []	C. Some of the people spoke quickly to each other [] at the football.
B. <i>The greengrocer</i> gave my daddy <i>some big plums</i> . []	D. The old teacher told his class a funny story. []
C. <i>The girl heard who her brother was taking the toys to</i> . []	E. The mother knows how much milk we will need for [] the cake.
D. <i>Here are the games</i> that you were playing <i>in my class</i> . []	E. <i>There goes the policeman</i> who caught out the thief [] [] <i>at the bakery</i> .
F. <i>My father often puts the bike behind the shed at night</i> . []	G. <i>My sister</i> usually puts some meat outside <i>for the dog</i> . []

Total for Level 3 _____
Level 2 _____
Level 1 _____

Grand Total _____

Appendix 3.

John Munro, Adapted Synonyms Task. First 14 words only were used with the Prep Intervention and Control Groups.

**Synonym's Task: Student Form
John Munro**

Student

name:.....**Grade**.....

Date:.....

Target Word response.	Possible correct responses	Child's
1	Small Tiny, little, wee, mini, miniature, short, shrimp, slight, stunted, teensy, minor, trifling.	
2	Fast Quick, rapid, brisk, snappy, hasty, swift.	
3	Old Aged, ancient, elderly, experienced, geriatric, senior, outdated, veteran, stale.	
4	Leave Go, clear out, scam, stop.	
5	Car Vehicle, automobile, sedan.	
6	Shoe Boot, slipper, runners, sneaker.	
7	Child Boy, girl, infant, tot, baby, youngster, brat, kid, kiddie, toddler.	
8	Fat Rotund, plump, over weight, burly, corpulent, obese, oversize, paunchy, portly, stout, blubbery, bulk, lard.	
9	Walk Stroll, amble, hike, march, pathway, amble, march.	
10	Cat Kitten, moggy, puss, leopard, lion, tabby.	
11	Fatigued Tired, all in, beat, exhausted, weary, worn out, zonked, sapped.	
12	Boat Ship, types of boat.	
13	Clean Neat, tidy, clear, flawless, trim, sparkling.	
14	Sick Ill, unhealthy, unwell, weak, queasy, diseased.	

(Scoring on next page.)

Scoring.
Synonym Task Scoring Criteria.

First Correct Response

2 points: Same meaning as the target word both semantically and grammatically.

1 point: Has the same meaning as the target word semantically (not grammatically) including informal words.

0 points: others.

Breadth of Vocabulary: For all the responses other than the preliminary response.

1 point for each response that has the same meaning as the target word both semantically and grammatically.

Additional rules for scoring

1. Only include the first five words that the child said for each item.
2. If a child provides varied word forms as their response , eg. leave: go/going/gone, only accept the root from “go”
3. Accept plural response is distinctly different from the target word e.g. For the word child / little people, accept “little people” but not “children.”

Appendix 4.

John Munro, Adapted Listening Comprehension Test. Spontaneous and Cued Oral Retelling.

COMPREHENSION - SPONTANEOUS AND CUED RETELLING.

At the completion of listening to this story, the students were asked to provide a spontaneous retelling of the story in own words. Give 1 point to each main idea in the text. The key literal ideas and the ones you could infer have been added to the table.

Story: Bingo and the Ducks. (Text taken from PM Gems, Level 6. Some of this text has been paraphrased for oral retell).

Mum and Sam and Bingo went down to the river for a walk.

"Look at the ducks," said Sam. "Here they come."

The ducks looked at Bingo. Bingo looked at the ducks, Woof! Woof! Woof!

"No, Bingo! No!" said Sam.

The ducks ran away. Bingo ran after the ducks.

"Bingo," shouted Sam. "Come back here."

The ducks ran down to the river. Bingo ran to the river too, Woof! Woof! Woof!

"Bingo!, Bingo! Come back here to me," cried Sam.

"Bingo is in the water," Said Sam.

Sam and mum ran after Bingo. "Bingo!, Bingo! Come back here to me," cried Sam.

Bingo looked up. He came back to Sam.

"Good dog Bingo," said Sam.

Characteristic of retelling	Ideas in the story	No of ideas/ points
Main characters	The main characters are Mum, Sam and Bingo	3
Theme of story	Taking the dog for a walk.	1
Plot of the story	Bingo chases the ducks.	1
Events of the story	Mum ,Sam and Bingo walk down to the river.	1
	They see the ducks.	1
	Bingo chases the ducks.	1
	The ducks run away.	1
	Bingo gets wet.	1
	Sam calls Bingo.	1
	Bingo comes back.	1
Inferential ideas (infer, predict, explain, read between the lines)	Why do you think the ducks came up to the river bank towards Sam and Mum?	1
	Why do you think Sam wagged his tail?	1

Following the spontaneous re-telling, use general questioning to examine further comprehension (cued retelling), for example; for a narrative you can ask:

- *Who else was in the story? What did they do?*
- *What did they do?*

Examine inferential knowledge by asking questions that go beyond the information given:

- *Why do you think..... happened? Would it have happened if.....*
- *How do you think.....?*

Examine topic knowledge by asking questions that involve a summary of the information given:

- *Make up a headline to say the main ideas in the story.*
- *What is a good title for the story?*

Try to use general questions (in a testing situation) so you don't 'feed' the answers to the student.

Then score the child's answers, adding a new column next to the scores for the spontaneous answers. Student's can be taught to spontaneously use these strategies while reading, to scaffold comprehension.

COMPREHENSION - SPONTANEOUS AND CUED ORAL RETELLING

At the completion of reading the story, ask the student to provide a spontaneous retelling of the story/passage in his/her own words. Give 1 point to each main idea in the text.

Create your own scoring, in the blank table below, for your selected passage.

Story: Bingo and the Ducks. (Text taken from PM Gems Level 6. Some of this text has been paraphrased for oral retell).

Characteristic of retelling	Ideas in the story	No of ideas/ points	Student's score, Spontaneous retell		Student's score, for cued retell	
			Score		Score	
Main characters	The main characters are Mum, Sam and Bingo	3				
Theme of story	Taking the dog for a walk.	1				
Plot of the story	Bingo chases the ducks.	1				
Events of the story	Mum ,Sam and Bingo walk down to the river. They see the ducks. Bingo chases the ducks. The ducks run away. Bingo gets wet. Sam calls Bingo. Bingo comes back.	1 1 1 1 1 1 1				
Inferential ideas (predict, explain, read the lines)	Why do you think the ducks came up to the river bank towards Sam and Mum? Why do you think Bingo wagged his tail?	1 1				

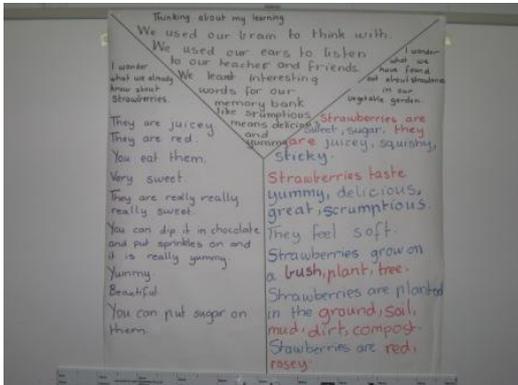
Cued questions: What are the names of the (other) characters? Where did the story take place? What happened in the beginning/middle/end?

Other questions: What do you think happened next? Why do you think the character (****) did what he/she did?

Try to use general questions (in a testing situation) so you don't 'feed' the answers to the student.

Appendix 5.

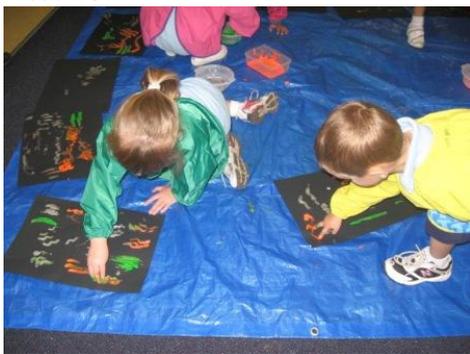
Sample of Y chart.



Appendix 6.

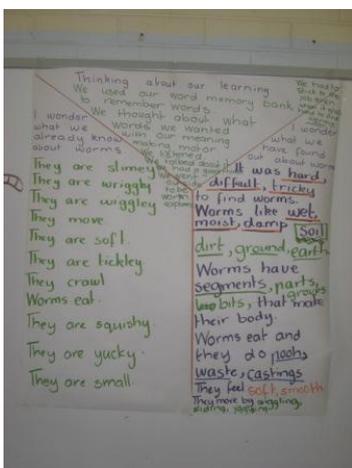
Photographic evidence.

Students experimenting with paint to create wiggly worms to increase oral language expression lesson 5.



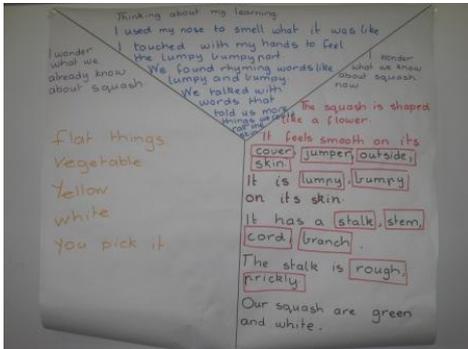
Appendix 7.

Worm Explorers in the Vegetable Garden. Breadth of Synonyms. Lesson 5.



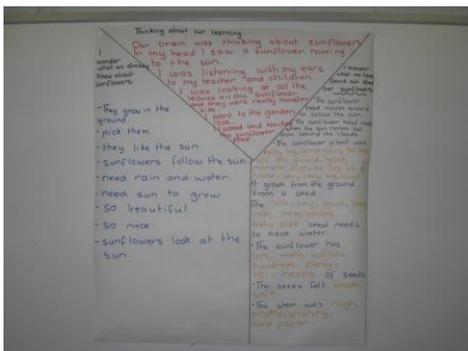
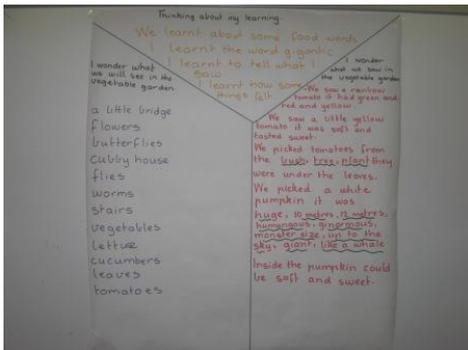
Appendix 8.

Squash. Synonym's in a Sentence.



Appendix 9.

Comparison of Y Chart, Brainstorm responses, I wonder what we already know about.....



Appendix 10. Lesson Plans

Lesson One

A visit to the vegetable garden. Introduction and familiarization.

Minutes	Inquiry Focus.
10	<p>Tuning in: Teach children about the use of a Y chart. I wonder....question posed in relation to general knowledge of vegetable garden. Brainstorming what children already know about this focus to be listed on Y chart under section headed: What we already know about the vegetable garden.</p>
5	<p>Preparing to find out: Getting ready to go to the vegetable garden. Ground rules explained. Introduce cue cards for gathering information about how we can learn. Eyes, ears, nose, mouth and hands – explanation of how we can gather information using the senses.</p>
15 - 20	<p>Going Further: Walk to vegetable garden to explore using the senses to assist in gathering information. Time given for rich language modeling, questioning and conversation in the garden.</p>
15	<p>Making Connections: Focus children on Y chart explain the next section, What we have found out about the vegetable garden. Visualising and retelling what was seen using descriptive language. Write children's contributions on the Y chart under correct heading. Draw on descriptive words that were used. Introduce to children that we can use other words that have the same meanings to describe things. Teacher to model use of synonyms. Children to contribute. Begin to make synonym lists. Reinforce and revise.</p>
15	<p>Taking Action: Independent or group activity to reinforce learning by doing. Draw a picture of the vegetable garden. Tell the children they will talk about the picture at share time and that they are to use some of our new interesting words.</p>
5	<p>Share time: Each child will present orally on the task they have just been working on. Encourage speaking in sentences using some of the descriptive words.</p>
5	<p>Reflecting on learning: Whole group to reflect how they learnt today. Children will be encouraged to describe learning process.</p>

Lesson Two

Growing squash in the vegetable garden.

Minutes	Inquiry Focus.
10	<p>Tuning in:</p> <p>Review synonym lists from previous lesson.</p> <p>Revise the use of a Y chart.</p> <p>I wonder...question posed in relation to general knowledge of squash.</p> <p>Brainstorming what children already know about this squash to be listed on Y chart under section headed: What we already know about the squash.</p>
5	<p>Preparing to find out:</p> <p>Getting ready to go to the vegetable garden to look for squash.</p> <p>Ground rules explained.</p> <p>Review cue cards for gathering information about how we can learn.</p> <p>Eyes, ears, nose, mouth and hands – explanation of how we can gather information using the senses.</p>
15 - 20	<p>Going Further:</p> <p>Walk to vegetable garden to explore using the senses to assist in gathering information. Time given for rich language modeling, questioning and conversation in the garden about squash.</p>
15	<p>Making Connections:</p> <p>Focus children on Y chart, what we have found out about squash in the vegetable garden.</p> <p>Visualising and retelling what was seen using descriptive language.</p> <p>Write children's contributions on the Y chart under correct heading.</p> <p>Draw on descriptive words that were used. Revise with children that we can use other words that have the same meanings to describe things.</p> <p>Teacher to model use of synonyms.</p> <p>Children to contribute.</p> <p>Create and add to synonym lists.</p> <p>Reinforce and revise.</p>
15	<p>Taking Action:</p> <p>Activity to reinforce learning by doing.</p> <p>Children are to create model squash using play doh. They will be instructed to think about what the squash looks like, feels like and any other interesting things they can think of. They will be told they will be sharing their creations by show and tell at share time.</p>
5	<p>Share time:</p> <p>Each child will present orally on the task they have just been working on, encourage speaking in sentences and use of synonyms.</p>
5	<p>Reflecting on learning:</p> <p>Whole group to reflect how they learnt today. Children will be encouraged to describe learning process.</p>

Lesson Three

Sunflowers growing in the vegetable garden.

Minutes	Inquiry Focus.
10	<p>Tuning in: Review synonym lists from previous lessons. Focus children on the Y chart. I wonder....question posed in relation to general knowledge of sunflowers. Brainstorming what children already know about sunflowers to be listed on Y chart under section headed: What we already know about sunflowers.</p>
5	<p>Preparing to find out: Getting ready to go to the vegetable garden to look for sunflowers. Ground rules explained. Review cue cards for gathering information about how we can learn. Eyes, ears, nose, mouth and hands – explanation of how we can gather information using the senses.</p>
15 - 20	<p>Going Further: Walk to vegetable garden to explore using the senses to assist in gathering information. Time given for rich language modeling, questioning and conversation in the garden about squash.</p>
15	<p>Making Connections: Focus children on Y chart, What we have found out about sunflowers in the vegetable garden. Visualising and retelling what was seen using descriptive language. Write children's contributions on the Y chart under correct heading. Draw on descriptive words that were used. Revise with children that we can use other words that have the same meanings to describe things. Teacher to model use of synonyms. Children to contribute. Continue to create and add to synonym lists. Reinforce and revise.</p>
15	<p>Taking Action: Activity to reinforce learning by doing. Children listen to the story "The Tiny Seed." Eric Carle. Make comparisons between story and our experience. Each child will plant a sunflower seed. As they are planting speak to partner about what it will look like when it becomes a beautiful flower.</p>
5	<p>Share time: Each child will present orally on the task they have just been working on, encourage speaking in sentences and use of synonyms.</p>
5	<p>Reflecting on learning: Whole group to reflect how they learnt today. Children will be encouraged to describe learning process.</p>

Lesson Four

Strawberry collecting in the vegetable garden.

Minutes	Inquiry Focus.
10	<p>Tuning in:</p> <p>Review synonym lists from previous lessons. Remind children to use their word memory bank. Focus children on the Y chart. I wonder....question posed in relation to general knowledge of strawberries. Brainstorming what children already know about strawberries to be listed on Y chart under section headed: What we already know about strawberries.</p>
5	<p>Preparing to find out:</p> <p>Getting ready to go to the vegetable garden to look for strawberries. Ground rules explained. Review cue cards for gathering information about how we can learn. Eyes, ears, nose, mouth and hands – explanation of how we can gather information using the senses.</p>
20	<p>Going Further:</p> <p>Walk to vegetable garden to explore using the senses to assist in gathering information. Time given for rich language modeling, questioning and conversation in the garden about strawberries. Allow time for children to taste the strawberries.</p>
15	<p>Making Connections:</p> <p>Focus children on Y chart, what we have found out about strawberries in the vegetable garden. Visualising and retelling what was seen using descriptive language. Write children's contributions on the Y chart under correct heading. Draw on descriptive words that were used. Revise with children that we can use other words that have the same meanings to describe things. Teacher to model use of synonyms. Children to contribute. Continue to create and add to synonym lists. Reinforce and revise.</p>
15	<p>Taking Action:</p> <p>Activity to reinforce learning by doing. Children are to draw a picture showing information about strawberries. Teacher to write their sentences. Encourage use of our interesting synonyms. Compile into class book.</p>
5	<p>Share time:</p> <p>Each child will come to front of room, read/retell their story page to class.</p>
5	<p>Reflecting on learning:</p> <p>Whole group to reflect how they learnt today. Children will be encouraged to describe learning process.</p>

Lesson Five

Worm explorers in the vegetable garden.

Minutes	Inquiry Focus.
10	<p>Tuning in:</p> <p>Review synonym lists from previous lessons.</p> <p>Introduce term Word Memory Bank, Explain that we can keep words in our memory so that we can use them when we need.</p> <p>Focus children on the Y chart.</p> <p>I wonder....question posed in relation to general knowledge of worms.</p> <p>Brainstorming what children already know about worms to be listed on Y chart under section headed: What we already know about worms.</p>
5	<p>Preparing to find out:</p> <p>Getting ready to go to the vegetable garden to look for worms</p> <p>Garden gloves and trowels to be used.</p> <p>Ground rules explained.</p> <p>Review cue cards for gathering information about how we can learn. Eyes, ears, nose, mouth and hands – explanation of how we can gather information using the senses.</p>
20	<p>Going Further:</p> <p>Walk to vegetable garden to explore using the senses to assist in gathering information. Time given for rich language modeling, questioning and conversation in the garden about worms.</p> <p>Allow time for children to feel a worm wriggle on their hand.</p>
15	<p>Making Connections:</p> <p>Focus children on Y chart, what we have found out about worms in the vegetable garden.</p> <p>Visualising and retelling what was seen using descriptive language.</p> <p>Write children's contributions on the Y chart under correct heading.</p> <p>Draw on descriptive words that were used. Revise with children that we can use other words that have the same meanings to describe things.</p> <p>Explain to children we are using our meaning making motor so we can understand new words and how they work.</p> <p>Teacher to model use of synonyms.</p> <p>Children to contribute.</p> <p>Continue to create and add to synonym lists.</p> <p>Reinforce and revise.</p>
15	<p>Taking Action:</p> <p>Activity to reinforce learning by doing.</p> <p>Finger-paint worms. Encourage children to talk about feel of fingers in paint, compare this to feel of worms, wriggle of worms etc.</p>
5	<p>Share time:</p> <p>Opportunity to speak about art work. Encourage use of synonyms in sentences to describe their worms. This work will be displayed; children's sentences will be typed and displayed with art.</p>
5	<p>Reflecting on learning:</p> <p>Whole group to reflect how they learnt today. Children will be encouraged to describe learning process.</p>

Lesson six

Fruit Trees in the vegetable garden.

Minutes	Inquiry Focus.
10	<p>Tuning in:</p> <p>Review synonym lists from previous lessons.</p> <p>Remind children to use their word memory bank.</p> <p>Focus children on the Y chart.</p> <p>I wonder...question posed in relation to general knowledge of fruit trees.</p> <p>Brainstorming what children already know about fruit trees to be listed on Y chart under section headed: What we already know about fruit trees.</p>
5	<p>Preparing to find out:</p> <p>Getting ready to go to the vegetable garden to look for fruit trees.</p> <p>Ground rules explained.</p> <p>Review cue cards for gathering information about how we can learn. Eyes, ears, nose, mouth and hands – explanation of how we can gather information using the senses.</p>
20	<p>Going Further:</p> <p>Walk to vegetable garden to explore using the senses to assist in gathering information. Time given for rich language modeling, questioning and conversation in the garden about fruit trees.</p> <p>Allow time for children to look for fruit trees, cut fruit, observe and taste.</p>
15	<p>Making Connections:</p> <p>Focus children on Y chart, what we have found out about fruit trees in the vegetable garden.</p> <p>Visualising and retelling what was seen using descriptive language.</p> <p>Write children's contributions on the Y chart under correct heading.</p> <p>Draw on descriptive words that were used. Revise with children that we can use other words that have the same meanings to describe things, explain to children we are using our meaning making motor.</p> <p>Teacher to model use of synonyms.</p> <p>Children to contribute.</p> <p>Continue to create and add to synonym lists.</p> <p>Reinforce and revise.</p>
15	<p>Taking Action:</p> <p>Activity to reinforce learning by doing.</p> <p>Children are to visualise and draw one fruit tree showing detail. They are to add fruit etc using collage paper.</p>
5	<p>Share time:</p> <p>Each child will come to front of room to show work. Other students will be encouraged to ask questions. Students to answer with a sentence that has a conjunction.</p>
5	<p>Reflecting on learning:</p> <p>Whole group to reflect how they learnt today. Children will be encouraged to describe learning process.</p>

Lesson seven

Birds who visit our vegetable garden.

Minutes	Inquiry Focus.
10	<p>Tuning in: Review synonym lists from previous lessons. Remind children to use their word memory bank. Focus children on the Y chart. I wonder....question posed in relation to general knowledge of birds that might visit our vegetable garden. Brainstorming what children already know about birds to be listed on Y chart under section headed: What we already know about birds.</p>
5	<p>Preparing to find out: Getting ready to go to the vegetable garden to look for birds or signs of birds. Ground rules explained. Review cue cards for gathering information about how we can learn. Eyes, ears, nose, mouth and hands – explanation of how we can gather information using the senses.</p>
20	<p>Going Further: Walk to vegetable garden to explore using the senses to assist in gathering information. Time given for rich language modeling, questioning and conversation in the garden about fruit trees. Allow time for children to look for fruit trees, cut fruit, observe and taste.</p>
15	<p>Making Connections: Focus children on Y chart, what we have found out about fruit trees in the vegetable garden. Visualising and retelling what was seen using descriptive language. Write children’s contributions on the Y chart under correct heading. Draw on descriptive words that were used. Revise with children that we can use other words that have the same meanings to describe things, explain to children we are using our meaning making motor. Teacher to model use of synonyms. Children to contribute. Continue to create and add to synonym lists. Reinforce and revise.</p>
15	<p>Taking Action: Activity to reinforce learning by doing. Children are to visualise and draw one fruit tree showing detail. They are to add fruit etc using collage paper.</p>
5	<p>Share time: Each child will come to front of room to show work. Other students will be encouraged to ask questions. Students to answer with a sentence that has a conjunction.</p>
5	<p>Reflecting on learning: Whole group to reflect how they learnt today. Children will be encouraged to describe learning process.</p>

Lesson eight

Make believe in the vegetable garden.

Minutes	Inquiry Focus.
10	<p>Tuning in: Review synonym lists from previous lessons. Remind children to use their word memory bank to recall some automatically. Focus children on the Y chart. I wonder....question posed in relation to general knowledge of fairies and gnomes. Brainstorming what children already know about fairies and gnomes to be listed on Y chart under section headed: What we already know about fairies and gnomes.</p>
5	<p>Preparing to find out: Getting ready to go to the vegetable garden to look for signs of fairies and gnomes. Ground rules explained. Review cue cards for gathering information about how we can learn. Eyes, ears, nose, mouth and hands – explanation of how we can gather information using the senses.</p>
20	<p>Going Further: Walk to vegetable garden to explore using the senses to assist in gathering information. Time given for rich language modeling, questioning and conversation in the garden whilst on our hunt. Allow time for children to look and wonder. Sit in a fairy circle to share/discuss what we have uncovered.</p>
15	<p>Making Connections: Focus children on Y chart, what we have found out about fairies and gnomes in the vegetable garden. Visualising and retelling what was seen/imagined using descriptive language. Write children’s contributions on the Y chart under correct heading. Draw on descriptive words that were used. Revise with children that we can use our meaning making motor to use other words that have the same meanings to describe things, Teacher to model use of synonyms. Children to contribute. Continue to create and add to synonym lists. Reinforce and revise.</p>
15	<p>Taking Action: Activity to reinforce learning by doing. Each child will make a magic wand. They are to create a magical wish for the garden. Wish must contain a “string” of synonyms, eg. Sparkle wand make my tomato grow huge, gigantic and enormous.</p>
5	<p>Share time: Return to the garden so each child one by one can cast their garden spell.</p>
5	<p>Reflecting on learning: Whole group to reflect how they learnt today. Children will be encouraged to describe learning process.</p>

Lesson nine.

A dirty job, Compost in the vegetable garden.

Minutes	Inquiry Focus.
10	<p>Tuning in: Review synonym lists from previous lessons. Remind children to use their word memory bank to recall some automatically. Focus children on the Y chart. I wonder....question posed in relation to general knowledge of compost. Brainstorming what children already know about compost to be listed on Y chart under section headed: What we already know about compost.</p>
5	<p>Preparing to find out: Getting ready to go to investigate the compost. Ground rules explained. Review cue cards for gathering information about how we can learn. Eyes, ears, nose, mouth and hands – explanation of how we can gather information using the senses.</p>
20	<p>Going Further: Walk to vegetable garden to explore using the senses to assist in gathering information. Time given for rich language modeling, questioning and conversation in the garden about compost. Allow time for children to look at the compost, observe and smell etc.</p>
15	<p>Making Connections: Focus children on Y chart, what we have found out about compost in the vegetable garden. Visualising and retelling what was seen using descriptive language. Write children’s contributions on the Y chart under correct heading. Draw on descriptive words that were used. Revise with children that we can use other words that have the same meanings to describe things, explain to children we are using our meaning making motor. Teacher to model use of synonyms. Children to contribute. Continue to create and add to synonym lists. Reinforce and revise.</p>
15	<p>Taking Action: Activity to reinforce learning by doing. Today the Prep class will be responsible for collecting and emptying the compost bins from each class into the garden compost.</p>
5	<p>Share time: Each child will describe something they know about compost. They must use a sentence with a “string” of synonyms. Create a class rhyme about compost; take home to share with families.</p>
5	<p>Reflecting on learning: Whole group to reflect how they learnt today. Children will be encouraged to describe learning process.</p>

Lesson ten.

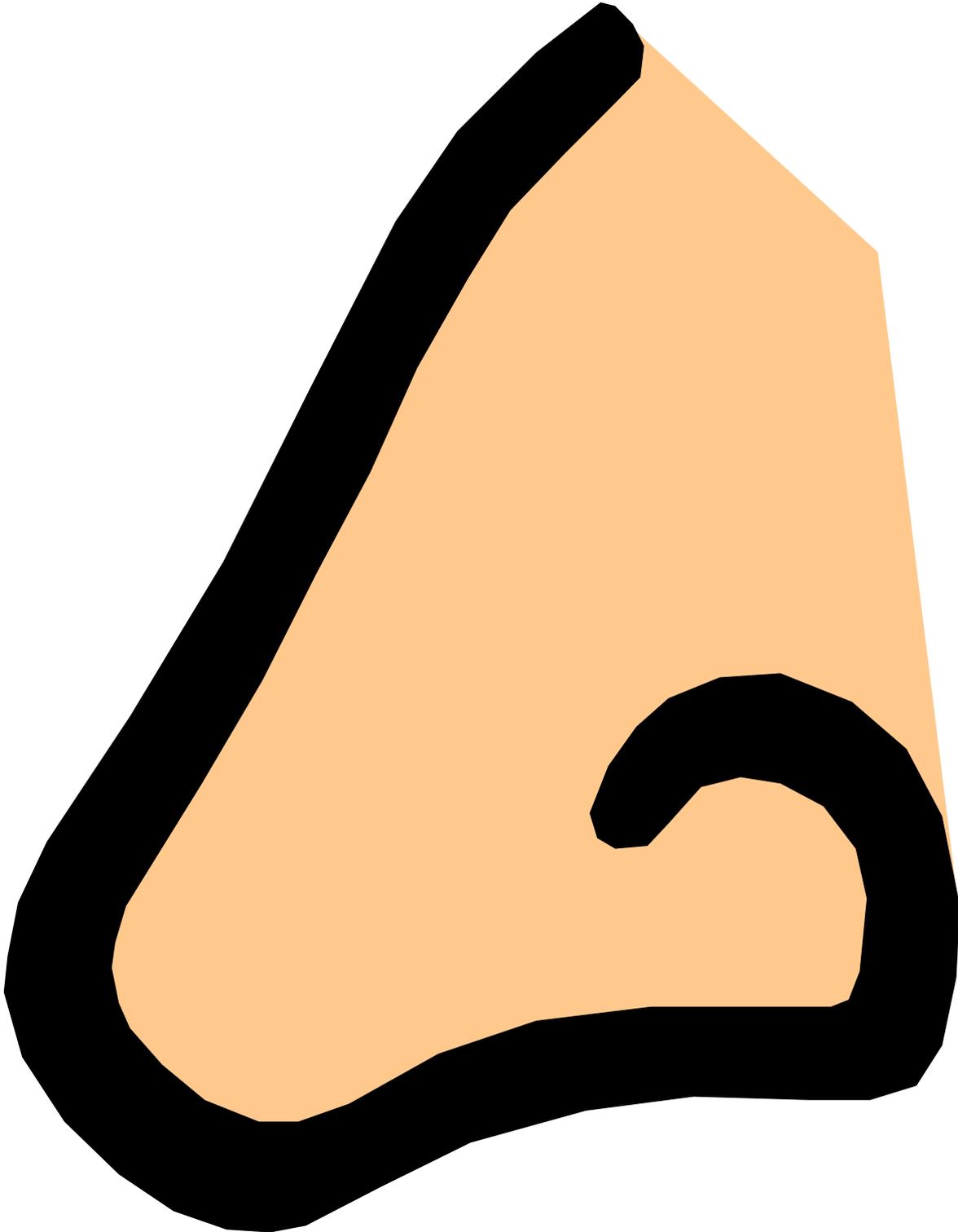
Wow! What a wonderful vegetable garden.

Minutes	Inquiry Focus.
10	<p>Tuning in: Review synonym lists from previous lessons. Remind children to use their word memory bank to recall some automatically. Focus children on the Y chart. Teacher to pose wondering, “I wonder what everyone in our class liked best about the vegetable garden.” All children to contribute, teacher to list on Y chart.</p>
5	<p>Preparing to find out: Getting ready to go to the vegetable garden. Teacher to explain that each child is to look for their favourite thing in the garden. Review cue cards for gathering information about how we can learn. Eyes, ears, nose, mouth and hands – explanation of how we can gather information using the senses.</p>
20	<p>Going Further: Walk to vegetable garden to explore using the senses to assist in gathering information. Time given for rich language modeling, questioning and conversation in the garden. Allow time for children to explore and converse.</p>
15	<p>Making Connections: Focus children on Y chart. Visualising and retelling what was seen using descriptive language. Each child is to contribute, write children’s contributions on the Y chart under correct heading. Remind children to switch on their meaning making motor to go deep into their word memory bank to search for the right words. Teacher will only use questioning if child is having difficulty. Children are to come to board and underline synonyms they have used in their contribution.</p>
15	<p>Taking Action: Activity to reinforce learning by doing. Children draw a picture of their favourite garden element. Create a sentence using a “string” of synonyms. Video children telling their synonym sentence.</p>
5	<p>Share time: Invite Principal, Parents and Garden worker to view the video.</p>
5	<p>Reflecting on learning: Whole group to reflect how they learnt today. Children will be encouraged to describe learning process.</p>

Appendix 11.

Cue cards used to assist children to gather information.

NOSE, SMELL.



EARS HEARING LISTENING



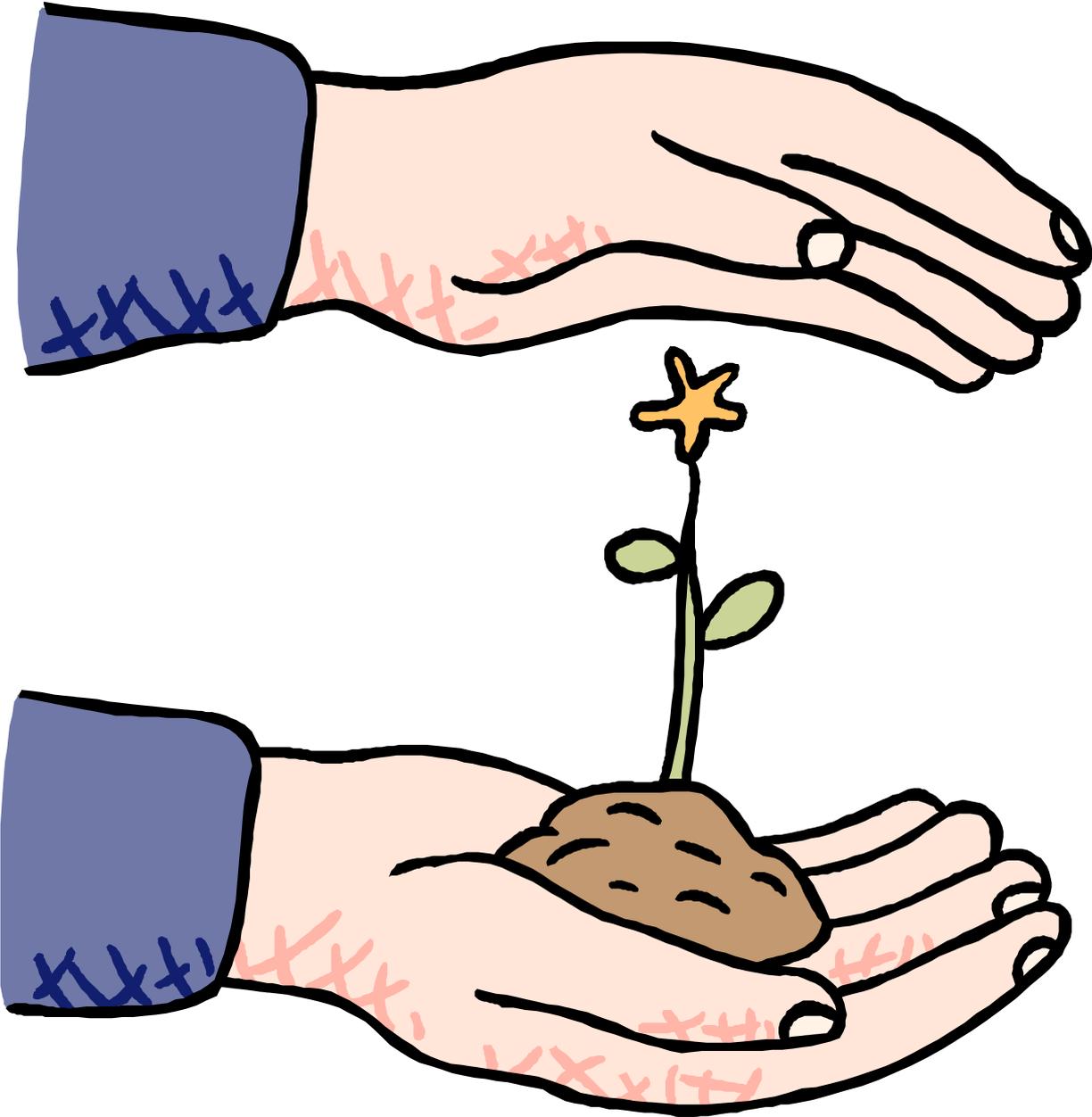
MOUTH TASTING SPEAKING



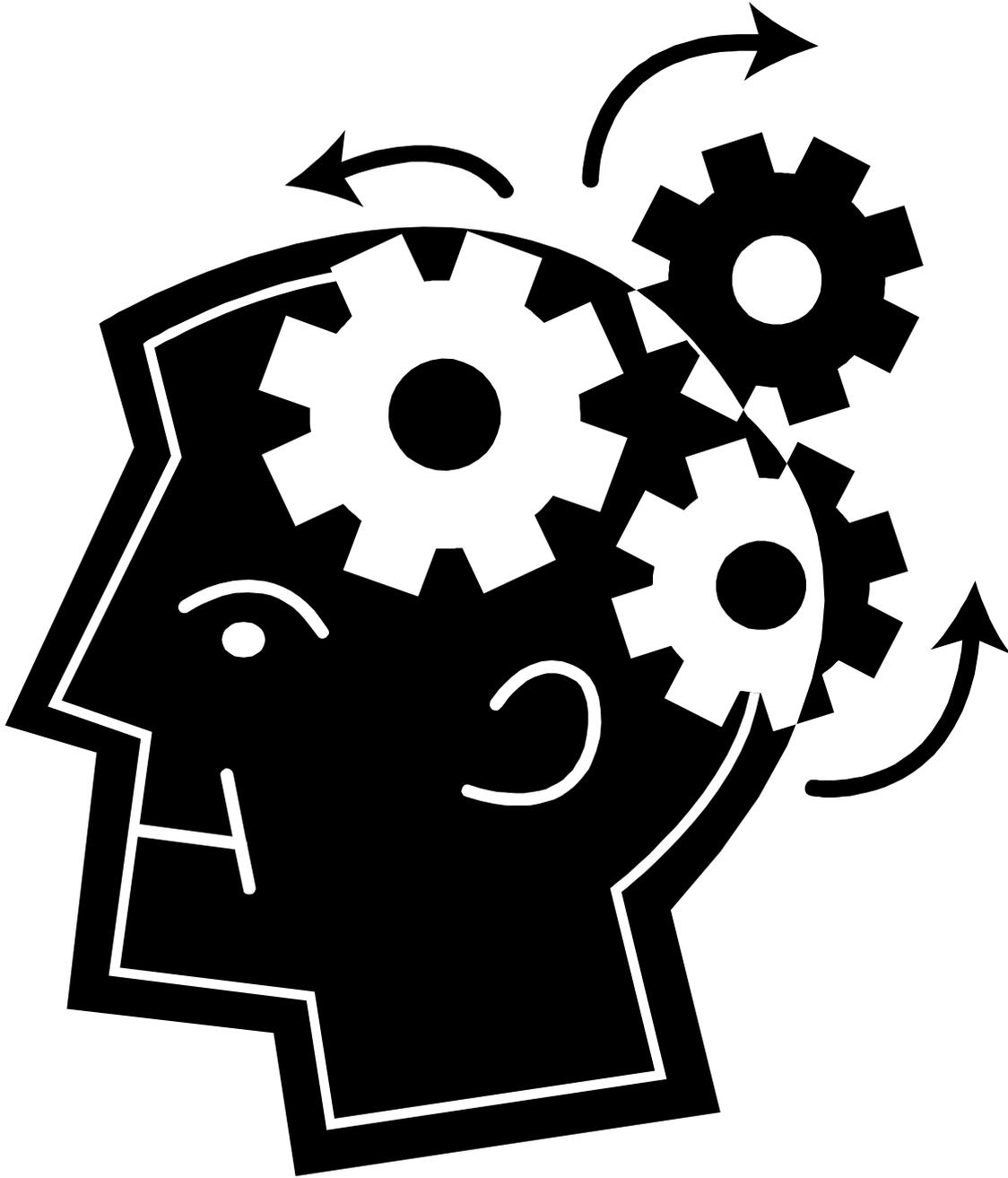
EYES SEEING LOOKING



HANDS TOUCHING FEELING COLLECTING GATHERING CREATING



BRAIN THINKING SORTING OUT MAKING MEANING REMEMBERING EXPRESSING
WORKING



Appendix 11. Transcript of Lessons

Prior to the lesson a Y chart will be drawn on the board with the headings

- *I wonder what we know about the vegetable garden.*
- *I wonder what we have found out about the vegetable garden.*
- *Thinking about our learning.*

Lesson One. A visit to the vegetable garden.

Tuning in.

10 minutes

Children sit at front of class on the floor.

Teacher asks students to close their eyes and think about the times we have visited the vegetable garden.....

“I wonder what are some of the things we have in our school vegetable garden.”

Students brainstorm ideas and teacher writes them on the Y chart under heading,

What we think we will see in the vegetable garden.

Re read all ideas to the class and ask “Are there any more ideas?”

Add these to the brainstorm

Teacher re reads all contributions again.

Teacher will accept all ideas respectfully

Preparing to find out.

5 minutes

Explain to students that we are now going for a walk in the vegetable garden.

Set the ground rules for behaviour.

Explain to the children what we will be doing.

“We are going to explore our vegetable garden. Here are some pictures of what I want you to do.”

Teacher holds up eyes “Use your eyes to look around at all the interesting things you might see.”

Teacher holds up ears “Listen carefully, what might you be hearing.”

Teacher holds up mouth “Talk about what you see, ask people what things are. We will make a collection of some things we can taste.”

Teacher holds up hands “You can use your hands to touch and feel.”

Teacher holds up nose “Your nose will be able to smell different things in the garden.”

Going further.

20 minutes.

Class walks to vegetable garden to experience the garden using their senses.

Students are given time to explore and converse with one another about what they are experiencing.

Teacher will encourage rich language between students/students and students/teacher by pointing out aspects, using descriptive words and sentences, questioning to illicit information and keep students focused on task.

Making connections.

15 minutes.

Students are to sit on the floor at front of the class.

Focus students on the Y chart.

Teacher says, "Close your eyes for a moment to help make a picture of what you saw in the vegetable garden. Now we will list these things."

Teacher will encourage students, "I want you to tell me what you saw by describing it with words that help me to see the picture in your mind."

Teacher gives students examples.

Teacher, "I saw a red tomato."

Children are to offer contributions.

Teacher uses questions to draw description from children eg. "How big? What colour? What did it feel like? How heavy? What did it smell like, taste like?"

Explicit teaching of synonyms.

Draw on specific words students might offer, eg. 'Big' "What other words do we know for big?" to increase word banks of synonyms. Begin to make synonym word lists to display in class; these are to be added to for remainder of lessons.

After information is gathered reread student contributions.

Teacher is to draw out some of the synonyms and respond to them with excitement and praise, eg. "Gigantic is a great word, I know it means very big but it is much more interesting. "What other words did we use for....."

Taking action.

15 minutes

Give the students directions

"Now it is time for you to draw a picture of something from the vegetable garden, you can choose anything at all. While you are drawing think about what you want to tell us about your drawing.

Think about some interesting words you could use."

Share time.

5 minutes.

Each child is given the opportunity to speak about their drawing to the group.

Encourage students to speak in sentences.

Reflecting on learning.

5 minutes.

Introduce to the class the concept that it is important to think about how we learn and that we can learn in many ways.

Pose the question "Today I learnt about our vegetable garden, what did I do to help me learn?"

Teacher will need to give some examples to the students to assist them in their ability to express verbally.

List their ideas to complete the Y chart.

Thank the children for their wonderful work.

Prior to the lesson a Y chart will be drawn on the board with the headings

- *I wonder what we already know about squash*
- *I wonder what we have found out about squash.*
- *Thinking about our learning.*

Lesson 2. Growing squash in the vegetable garden.

Tuning in.

10 minutes.

Children sit at front of class on the floor.

Review synonym lists from previous lesson.

Tell children "Today we will be thinking about squash, close your eyes for a moment and imagine what squash might look like.....open your eyes."

Teacher asks students, "I wonder what we already know about squash?"

Children brainstorm ideas and teacher writes them on the Y chart under heading,

I wonder what we already know about squash.

Re read all ideas to the class and ask "Are there any more ideas?"

Add these to the brainstorm

Teacher re read all contributions again.

Teacher will accept all ideas respectfully

Preparing to find out.

5 minutes.

Explain to students that we are now going for a walk in the vegetable garden.

Set the ground rules for behaviour.

Explain to the children what we will be doing.

"We are going to our vegetable garden to look for squash.. Here are some pictures of what I want you to do."

Teacher holds up eyes "Use your eyes to look for where the squash might grow."

Teacher holds up ears "Listen carefully, what might you be hearing."

Teacher holds up mouth "Talk about what you see, ask people questions and give them some information too."

Teacher holds up hands "You can use your hands to touch and feel."

Teacher holds up nose "Your nose will be able to smell different things in the garden, do you think you will smell the squash?"

Going further.

20 minutes.

Children walk to vegetable garden and are given time to explore.

After exploring, return to class.

Ask the children to sit in a circle.

Three squash of different sizes have been gathered from the vegetable garden by teacher prior to lesson and placed in a closed box.

A student will open the box to reveal them to class.

The squash will be passed around the circle and all children will be given the opportunity to talk about the squash. Teacher will encourage rich language between students/students and students/teacher by pointing out aspects, using descriptive words and sentences, questioning to illicit information and keep students focused on task.

Making connections.

15 minutes

Focus students on the Y chart.

Teacher says, "Close your eyes for a moment to help make a picture of the squash and all you have learnt about it. Now we will list these things."

Teacher will encourage students, "I want you to tell me what you saw by describing it with words that help me to see the picture in your mind."

Teacher gives students example.

Children are to offer contributions.

Teacher uses questions to draw description from children eg. "How big? What colour? What did it feel like? How heavy? What did it smell like, taste like?"

Explicit teaching of synonyms.

Teacher will draw on specific words students might offer, "What other words do we know for?" to increase word banks of synonyms. Continue to make synonym word lists to display in class; these are to be added to for remainder of lessons.

After information is gathered reread student contributions.

Teacher is to draw out some of the synonyms and respond to them with excitement and praise, eg. "Smooth is a great word, it tells me what the squash felt like, can you remember what some other words are that we also used?"

Taking Action.

15 minutes.

Give the students directions

"Now it is time for you to create your own squash using play doh, think about what it looks like, the shape, how it might feel and any other interesting things you have found out. Remember we will show what we have created so think about all the interesting words we have used."

Share time.

5 minutes.

Each child is given the opportunity to speak about their play doh squash to the group.

Encourage students to speak in sentences.

Reflecting on Learning.

5 minutes.

Stress with the children that it is important to think about how we learn and that we can learn in many ways.

Pose the question "Today I learnt about squash from our vegetable garden, what did I do to help me learn?"

Teacher will need to give some examples to the students to assist them in their ability to express verbally.

List their ideas to complete the Y chart.

Thank the children for their wonderful work.

Prior to the lesson a Y chart will be drawn on the board with the headings

- *I wonder what we already know about sunflowers*
- *I wonder what we have found out about sunflowers.*
- *Thinking about our learning.*

Lesson 3.

Tuning in. Sunflowers growing in the vegetable garden.

10 minutes.

Children sit at front of class on the floor.

Review synonym lists from previous lesson.

Tell children "Today we will be thinking about sunflowers, close your eyes for a moment and imagine what sunflowers might look like.....open your eyes."

Teacher asks students, "I wonder what we already know about sunflowers?"

Children brainstorm ideas and teacher writes them on the Y chart under heading,

I wonder what we already know about sunflowers.

Re read all ideas to the class and ask "Are there any more ideas?"

Add these to the brainstorm

Teacher re reads all contributions again.

Teacher will accept all ideas respectfully

Preparing to find out.

5 minutes.

Explain to students that we are now going for a walk in the vegetable garden.

Set the ground rules for behaviour.

Explain to the children what we will be doing.

"We are going to our vegetable garden to look for sunflowers. Here are some pictures of what I want you to do."

Teacher holds up eyes "Use your eyes to look for where the sunflowers are growing, remember to look up high."

Teacher holds up ears "Listen carefully, what might you be hearing?"

Teacher holds up mouth "Talk about what you see, ask people questions and give them some information too."

Teacher holds up hands "You can use your hands to touch and feel."

Teacher holds up nose "Your nose will be able to smell different things in the garden, do you think you will smell the sunflowers?"

Going further.

20 minutes.

Children walk to vegetable garden and are given time to gather information and talk about the sunflowers. Each child will stand next to a sunflower to measure where they stand against the sunflower.

After exploring, return to class.

Ask the children to sit in a circle.

A sunflower head and seeds have been gathered from the vegetable garden by teacher prior to lesson and placed in a closed box.

A student will open the box to reveal this to the class.

The sunflower head and seeds will be passed around the circle and all children will be given the opportunity to talk. Teacher will encourage rich language between students/students and students/teacher by pointing out aspects, using descriptive words and sentences, questioning to illicit information and keep students focused on task.

Making connections.

15 minutes

Focus students on the Y chart.

Teacher says, "Close your eyes for a moment to help make a picture of the sunflower and all you have learnt about it. Now we will list these things."

Teacher will encourage students, "I want you to tell me what you saw by describing it with words that help me to see the picture in your mind."

Teacher gives students example.

Children are to offer contributions.

Teacher uses questions to draw description from children eg. "How big? What colour? What did it feel like? How heavy? What did it smell like? Tell me about the seeds? etc.

Explicit teaching of synonyms.

Teacher will draw on specific words students might offer, "What other words do we know for?" to increase word banks of synonyms. Continue to make synonym word lists to display in class; these are to be added to for remainder of lessons.

After information is gathered reread student contributions.

Teacher is to draw out some of the synonyms and respond to them with excitement and praise, eg. "huge is a great word, I know it means very big but it is much more interesting. What other words did we use to tell us how tall the sunflower was?"

Taking Action.

15 minutes.

Listed to the story, "The Tiny Seed." Written by Eric Carle.

As we are reading encourage discussion from children where comparisons are made between the story and our class experience.

Each child will now plant their own sunflower seed to look after and watch it grow.

As they are planting they are to speak with their partner about what the seed will look like when it becomes a beautiful flower.

Share time.

5 minutes.

Each child is given the opportunity to speak about their planting to the group.

Encourage students to speak in sentences.

Reflecting on Learning.

5 minutes.

Stress with the children that it is important to think about how we learn and that we can learn in many ways.

Pose the question "Today I learnt about sunflowers growing in our vegetable garden, what did I do to help me learn?"

Teacher will need to give some examples to the students to assist them in their ability to express verbally.

List their ideas to complete the Y chart.

Thank the children for their wonderful work.

Prior to the lesson a Y chart will be drawn on the board with the headings

- *I wonder what we already know about strawberries.*
- *I wonder what we have found out about strawberries.*
- *Thinking about our learning.*

Lesson 4. Strawberry collecting in the vegetable garden.

Tuning in.

10 minutes.

Children sit at front of class on the floor.

Review synonym lists from previous lesson.

Tell children “Today we will be learning about strawberries, close your eyes for a moment and imagine eating them.....open your eyes.”

Teacher asks students, “I wonder what we already know about strawberries.”

Children brainstorm ideas and teacher writes them on the Y chart under heading,

I wonder what we already know about strawberries.

Re read all ideas to the class and ask “Are there any more ideas?”

Add these to the brainstorm

Teacher re reads all contributions again.

Teacher will accept all ideas respectfully

Preparing to find out.

5 minutes.

Explain to students that we are now going for a walk in the vegetable garden.

Set the ground rules for behaviour.

Explain to the children what we will be doing.

“We are going to our vegetable garden to look for juicy strawberries; I wonder where we will find them?”

Here are some pictures of what I want you to do.”

Teacher holds up eyes “Use your eyes to look for the strawberry plants.”

Teacher holds up ears “Listen carefully, what might you be hearing? Someone might tell you they have found strawberries.”

Teacher holds up mouth “Talk about what you see, ask people questions and give them some information too.”

Teacher holds up hands “You can use your hands to touch and feel, try not to squeeze the strawberries.”

Teacher holds up nose “Your nose will be able to smell different things in the garden, I wonder if the strawberries will have a light or heavy smell?”

Going further.

20 minutes.

Children walk to vegetable garden and are given time to explore for strawberries.

Children will pick the strawberry crop.

Children will sit in a circle and we will discuss our experience collecting strawberries. All children will be able to eat a strawberry (or two).

Teacher will encourage rich language between students/students and students/teacher by pointing out aspects, using descriptive words and sentences, questioning to illicit information and keep students focused on task.

Making connections.

15 minutes

Focus students on the Y chart.

Teacher says, "Close your eyes for a moment to help make a picture of strawberry picking and all you have learnt about strawberries..... Now we will list these things."

Teacher will encourage students, "I want you to tell me what you saw by describing with words that help me to see the picture you have in your mind."

Teacher gives students example.

Children are to offer contributions.

Teacher uses questions to draw description from children eg. "How big? What do they look like?

What colour? What did it feel like? How heavy? Describe the taste to me? What did it smell like?

How do strawberries grow? etc.

Explicit teaching of synonyms.

Teacher will draw on specific words students might offer, "What other words do we know for?" to increase word banks of synonyms. Continue to make synonym word lists to display in class; these are to be added to for remainder of lessons.

After information is gathered reread student contributions.

Teacher is to draw out some of the synonyms and respond to them with excitement and praise, eg.

"Yummy is a great way to describe the taste of strawberries. What other words did we use that mean the same?"

Taking Action.

15 minutes.

Making a class book.

Each child will draw a picture about our topic "Strawberries. Teacher will work around the room to scribe the child's story on their paper. Teacher will assess students on their ability to use synonyms in telling of their story.

All pages will be collated into a book.

Share time.

5 minutes.

Each child will come to the front of the class to read/retell their story page to the group. Each child will be clapped by the group for their effort.

Reflecting on Learning.

5 minutes.

Stress with the children that it is important to think about how we learn and that we can learn in many ways.

Pose the question “Today we learnt about strawberries from our vegetable garden, what did I do to help me learn?”

Teacher may need to give some examples to the students to assist them in their ability to express verbally.

List their ideas to complete the Y chart.

Thank the children for their wonderful work.

Prior to the lesson a Y chart will be drawn on the board with the headings

- *I wonder what we already know about worms.*
- *I wonder what we have found out about worms.*
- *Thinking about our learning.*

Lesson 5. Worm explorers in the vegetable garden.

Tuning in.

10 minutes.

Children sit at front of class on the floor.

Review synonym lists from previous lesson.

Introduce the term “Word memory bank.” Explain to children that we can keep these words in our word memory banks so we can remember them and use them when we need to.

Tell children “Today we will be thinking about worms, close your eyes for a moment and imagine worms.....open your eyes.”

Teacher asks students, “I wonder what we already know about worms”.

Tell children it is time to look deeply into their word memory banks for this information.

Children brainstorm ideas and teacher writes them on the Y chart under heading,

I wonder what we already know about worms.

Re read all ideas to the class and ask “Are there any more ideas?”

Add these to the brainstorm

Teacher re reads all contributions again.

Teacher will accept all ideas respectfully

Preparing to find out.

5 minutes.

Explain to students that we are now going for a walk in the vegetable garden.

Set the ground rules for behaviour.

Explain to the children what we will be doing.

“We are going to our vegetable garden to look for worms, we will be worm explorers, I wonder where we will find them?”

Here are some pictures of what I want you to do.”

Teacher holds up eyes “Use your eyes to look for places worms might live.”

Teacher holds up ears “Listen carefully, what might you be hearing. Do you think worms will be quiet or noisy?”

Teacher holds up mouth “Talk about what you see, ask people questions and give them some information too.”

Teacher holds up hands “You can use your hands to touch and feel, but remember to be gentle because worms are living creatures.”

Teacher holds up nose “Your nose will be able to smell different things in the garden, do you think some places worms live might have a smell?”

Going further.

20 minutes.

Children walk to vegetable garden and are given time to explore.

All children who choose to dig must wear the garden gloves.

After exploring, return to class.

Ask the children to sit in a circle.

A tub of soil with worms in it has already been collected from the vegetable garden by teacher prior to lesson and placed in a closed box.

A student will open the box to reveal them to class.

The worms and soil will be spread on a piece of paper in the middle of circle. All children will be given the opportunity touch the worms and let them wriggle on their hands. Teacher will encourage rich language between students/students and students/teacher by pointing out aspects, using descriptive words and sentences, questioning to illicit information and keep students focused on task.

Making connections.

15 minutes

Focus students on the Y chart.

Teacher says, “Close your eyes for a moment to help make a picture of the worms and all you have learnt about them. Now we will list these things.”

Teacher will encourage students, “I want you to tell me what you saw by describing it with words that help me to see the picture in your mind.”

Teacher gives students example.

Children are to offer contributions.

Teacher uses questions to draw description from children eg. “How big? What do they look like? What colour? What did it feel like? How heavy? Where do they live? What did it smell like? Etc
Explicit teaching of synonyms.

Teacher will draw on specific words students might offer, “What other words do we know for?” to increase word bank of synonyms. Continue to make synonym word lists to display in class; these are to be added to for remainder of lessons. Explain to children we are using our meaning making motor so we can understand new words and how they work.

Remind the children that they can store these words in their word memory bank.

After information is gathered reread student contributions.

Teacher is to draw out some of the synonyms and respond to them with excitement and praise. eg. “Wriggly is a great way to describe a worm moving. What other words did we use that mean the same?”

After information is gathered, reread student contributions.

Teacher is to draw out some of the descriptive words and respond to them with excitement and praise, eg. “..... is a great word to describe the worms, it helps me to know what a worm feels like, I could also use.....”etc.

Taking Action.

15 minutes.

Children will be given paper and paint to finger-paint worms. Whilst painting children will be encouraged to talk about the texture of the paint, the worm shapes they are creating etc.

Share time.

5 minutes.

Each child is given the opportunity to speak about their art work creation. Children will be encouraged to use synonyms in sentences to describe their worms, eg. My worms are slippery and slidey. These sentences will be written by teacher and displayed with art worms.

Reflecting on Learning.

5 minutes.

Stress with the children that it is important to think about how we learn and that we can learn in many ways.

Pose the question “Today I learnt about worms that live in our vegetable garden, what did I do to help me learn?”

Encourage children to think about how they stored the words and retrieved them for use.

List their ideas to complete the Y chart.

Thank the children for their wonderful work.

Prior to the lesson a Y chart will be drawn on the board with the headings

- *I wonder what we already know about fruit trees*
- *I wonder what we have found out about fruit trees.*
- *Thinking about our learning.*

Lesson 6.

Tuning in. Fruit trees in the vegetable garden.

10 minutes.

Children sit at front of class on the floor.

Review synonym lists from previous lesson.

Teacher reminds children to also use their word memory bank.

Tell children “Today we will be learning about fruit trees, close your eyes for a moment and imagine what fruit trees look like? Think about their size. I wonder what grows on them.”

Teacher asks students, “I wonder what we already know about fruit trees.”

Children brainstorm ideas and teacher writes them on the Y chart under heading,

I wonder what we already know about fruit trees.

Re read all ideas to the class and ask “Are there any more ideas?”

Add these to the brainstorm

Teacher re reads all contributions again.

Teacher will accept all ideas respectfully

Preparing to find out.

5 minutes.

Explain to students that we are now going for a walk in the vegetable garden.

Set the ground rules for behaviour.

Explain to the children what we will be doing.

“We are going to our vegetable garden to look at the fruit trees, I wonder if they will be easy to find?”

Here are some pictures of what I want you to do.”

Teacher holds up eyes “Use your eyes to look for the fruit trees.”

Teacher holds up ears “Listen carefully, what might you be hearing? Someone might tell you they have found the fruit trees, you might even hear the wind in the branches.”

Teacher holds up mouth “Talk about what you see, ask people questions and give them some information too.”

Teacher holds up hands “You can use your hands to touch and feel, feel the different parts of the plant.”

Teacher holds up nose “Your nose will be able to smell different things in the garden; I wonder what you might smell on the fruit trees?”

Going further.

20 minutes.

Children walk to vegetable garden and are given time to look at, talk about and feel the fruit trees. At the moment we have a few trees with some lemons and a few peaches which are ready to eat.

Children will sit in a circle and we will discuss our experience. All children will be able to look at the differences between the lemons and peaches. We will cut the peaches for a close look inside.

Children will be able to taste both the lemon and peaches.

Children will look at pictures of other fruit that grows on trees and name these.

Making connections.

15 minutes

Focus students on the Y chart.

Teacher says, “Close your eyes for a moment to help make a picture of the different fruit trees you saw, think about how they were growing and what the fruit was like..... Now we will list these things.”

Teacher will encourage students, “I want you to tell me what you saw by describing with words that help me to see the picture you have in your mind.”

Teacher gives students example.

Children are to offer contributions.

Teacher uses questions to draw description from children eg. “How big? What do they look like? What colour? What did it feel like? Describe the taste to me? What did it smell like? How does fruit grow on a tree? etc.

Explicit teaching of synonyms.

Teacher will draw on specific words students might offer, “What other words do we know for?” to increase word banks of synonyms. Continue to make synonym word lists to display in class; these are to be added to for remainder of lessons.

Remind children to deposit these words in their word memory banks so they can use them again.

After information is gathered reread student contributions.

Teacher is to draw out some of the synonyms and respond to them with excitement and praise, eg.

“Rough is a great way to describe the bark on the peach tree. What other words did we use that mean the same?”

Congratulate children for using their word memory bank.

Taking Action.

10 minutes.

Children are to visualise and draw one fruit tree showing as much detail as possible, they may add to this using a collage approach with coloured paper.

Share time.

10 minutes.

Each child will come to the front of the class to show their drawing/collage. Other students will be encouraged to ask questions about the fruit tree. The student must answer using a sentence that has a conjunction.

Reflecting on Learning.

5 minutes.

Stress with the children that it is important to think about how we learn and that we can learn in many ways.

Pose the question “Today we learnt about fruit growing in our vegetable garden, what did I do to help me learn?”

Teacher at this stage could remind children to think about how we have created word lists (synonyms). What did we have to do to make these lists, and how do they help us?

Introduce to children meaning making motor.

List their ideas to complete the Y chart.

Thank the children for their wonderful work.

Prior to the lesson a Y chart will be drawn on the board with the headings

- *I wonder what we already know about birds.*
- *I wonder what we have found out about birds.*
- *Thinking about our learning.*

Lesson 7. Birds who visit our vegetable garden.

Tuning in.

10 minutes.

Children sit at front of class on the floor.

Direct children to use their meaning making motor to find some of the words we talked about yesterday which meant the same as....(Teacher to give the children some words as a spring board.)

Review synonym lists from previous lesson.

Tell children "Today we will be learning about birds, close your eyes for a moment and imagine the birds which might visit our vegetable garden,.....open your eyes."

Teacher asks students, "I wonder what we already know about birds and why they come to our vegetable garden."

Children brainstorm ideas and teacher writes them on the Y chart under heading,

I wonder what we already know about birds in our vegetable garden.

Re read all ideas to the class and ask "Are there any more ideas?"

Add these to the brainstorm

Teacher re reads all contributions again.

Teacher will accept all ideas respectfully

Preparing to find out.

5 minutes.

Explain to students that we are now going for a walk in the vegetable garden.

Set the ground rules for behaviour.

Explain to the children what we will be doing.

"We are going to our vegetable garden to look for birds, think about how we might have to walk if we are to see them, also think about what they would do in the vegetable garden."

Here are some pictures of what I want you to do."

Teacher holds up eyes "Use your eyes to look for birds or signs of birds."

Teacher holds up ears "Listen carefully, what might you be hearing? What sounds do birds make?"

Teacher holds up mouth "Talk about what you see, ask people questions and give them some information too."

Teacher holds up hands "You can use your hands to touch and feel, even though we cannot touch a bird, what could we find to show us what a bird might feel like?"

Teacher holds up nose "Your nose will be able to smell different things in the garden, will it lead us to birds?"

Going further.

15 minutes.

Children walk to vegetable garden and are given time to explore for birds or signs of birds.

Children will sit in a circle and we will discuss our experience about bird watching.

Characteristics of birds, role play what a bird might do in our vegetable garden

Teacher will encourage rich language between students/students and students/teacher by pointing out aspects, using descriptive words and sentences, questioning to illicit information and keep students focused on task.

Making connections.

15 minutes

Focus students on the Y chart.

Teacher says, "Close your eyes for a moment to help make a picture of birds who may visit the vegetable garden..... Now we will list these things."

Teacher will encourage students, "I want you to tell me what you saw by describing with words that help me to see the picture you have in your mind."

Tell children to use their meaning making motor.

Teacher gives students example.

Children are to offer contributions.

Teacher uses questions to draw description from children eg. "Did you see any birds today? How big? What do they look like? What colour? What did you see to tell us birds may have visited the garden?"

Explicit teaching of synonyms.

Teacher will draw on specific words students might offer, "What other words do we know for?" to increase word banks of synonyms. Continue to make synonym word lists to display in class; these are to be added to for remainder of lessons.

Remind children to deposit these words in their word memory banks so they can use them again.

After information is gathered reread student contributions.

Teacher is to draw out some of the synonyms and respond to them with excitement and praise, eg. "Soft is a great way to describe a feather. What other words did we use to describe the feather?"

Taking Action.

15 minutes.

Children will view some pictures of the types of birds that do visit the garden.

Each child is to choose a bird they would like to talk to the class about.

A pictorial proforma will be given to the children where they are to record their findings.

Remind the children that they are to use their meaning making motor to find the information they need.

Share time.

5 minutes.

Each child will come to the front of the class to explain the information on their proforma. Children will be encouraged to talk in sentences using conjunctions.

Reflecting on Learning.

5 minutes.

Stress with the children that it is important to think about how we learn and that we can learn in many ways.

Pose the question "Today we learnt about birds who might visit our vegetable garden, what did I do to help me learn? Did you use your meaning making motor and your word bank memory to help you learn?"

Teacher may need to give some examples to the students to assist them in their ability to express verbally.

List their ideas to complete the Y chart.

Thank the children for their wonderful work.

Prior to the lesson a Y chart will be drawn on the board with the headings

- *I wonder what we already know about fairies and gnomes.*
- *I wonder what we have found out about fairies and gnomes.*
- *Thinking about our learning.*

Lesson 8. Make believe in our vegetable garden.

Tuning in.

10 minutes.

Children sit at front of class on the floor.

Direct children to use their meaning making motor to find some of the words we talked about yesterday which meant the same as... (Teacher to give the children some words as a spring board.)

Review synonym lists from previous lessons.

Teacher reminds children to also use their word memory bank to deposit these.

Tell children "Today we will be learning about fairies and gnomes, close your eyes for a moment and imagine if they just might live in our vegetable garden?"

Teacher asks students, "I wonder if this could really be true? What do you already know about fairies and gnomes?"

Children brainstorm ideas and teacher writes them on the Y chart under heading,

I wonder what we already know about fairies and gnomes.

Re read all ideas to the class and ask "Are there any more ideas?"

Add these to the brainstorm

Teacher re reads all contributions again.

Teacher will accept all ideas respectfully

Preparing to find out.

5 minutes.

Explain to students that we are now going for a walk in the vegetable garden.

Set the ground rules for behaviour.

Explain to the children what we will be doing.

"We are going to our vegetable garden to look for fairies and gnomes, I wonder if we will find them?"

At this stage show children some picture story book illustrations of fairies and gnomes as some children may not know what we are looking for.

Here are some pictures of what I want you to do."

Teacher holds up eyes "Use your eyes to look for the fairies and gnomes; they might have very good hiding places."

Teacher holds up ears "Listen carefully, what might you be hearing?"

Teacher holds up mouth "Talk about what you see, ask people questions and give them some information too."

Teacher holds up hands "You can use your hands to touch and feel, I wonder if they will let you?"

Teacher holds up nose "Your nose will be able to smell different things in the garden, I wonder if the flowers will lead you to the fairies and gnomes?"

Going further.

15 minutes.

Children walk to vegetable garden and are given time to explore for fairies and gnomes.
Children will sit in a fairy circle and we will discuss our experience of fairy and gnome searching.

Making connections.

15 minutes

Focus students on the Y chart.

Teacher says, "Close your eyes for a moment to help make a picture of where we searched, what we saw or what we think we saw..... Now we will list these things."

Teacher will encourage students, "I want you to tell me what you saw by describing with words that help me to see the picture you have in your mind."

Teacher gives students example.

Children are to offer contributions.

Teacher uses questions to draw description from children eg. "How big? What do they look like? What colour? What did it feel like? Where do they hide? What do they like to eat? How do they move about? etc.

Explicit teaching of synonyms.

Teacher will draw on specific words students might offer, "What other words do we know for?" to increase word banks of synonyms. Continue to make synonym word lists to display in class; these are to be added to for remainder of lessons.

Remind children to deposit these words in their word memory banks so they can use them again.

After information is gathered reread student contributions.

Teacher is to draw out some of the synonyms and respond to them with excitement and praise, eg. "Secretive is a great way to describe a gnome.....what other words did we use that mean secretive?"

Congratulate children for using their word memory bank.

Taking Action.

15 minutes.

Making fairy wands with a spell.

Each child will make a magical wand. Each child is to create a garden wish using their wand; children are to include words added to the synonym lists. Students will be given verbal examples from teacher and class examples prior to creating their own spell, eg. Sparkle wand make my vegetables grow huge, giant and enormous.

Share time.

5 minutes.

We will return to the garden to cast our spells one by one.

Reflecting on Learning.

5 minutes.

Stress with the children that it is important to think about how we learn and that we can learn in many ways.

Pose the question "Today we learnt about compost, what did you do to help you learn? Did you use your meaning making motor and your word bank memory to help you learn?"

Teacher may need to give some examples to the students to assist them in their ability to express verbally.

Teacher may need to give some examples to the students to assist them in their ability to express verbally.

List their ideas to complete the Y chart.

Thank the children for their wonderful work.

Prior to the lesson a Y chart will be drawn on the board with the headings

- *I wonder what we already know about fairies and gnomes.*
- *I wonder what we have found out about fairies and gnomes.*
- *Thinking about our learning.*

Lesson 9 A dirty job, compost in our vegetable garden.

Tuning in.

10 minutes.

Children sit at front of class on the floor.

Direct children to use their meaning making motor to find some of the words we talked about yesterday which meant the same as... (Teacher to give the children some words as a spring board.)

Review synonym lists from previous lesson.

Teacher reminds children to also use their word memory bank to deposit these.

Tell children "Today we will be learning about compost, close your eyes for a moment and imagine what goes into compost and why it is important?"

Teacher asks students, "I wonder what compost is made of, does it smell, what does it look like?"

Children brainstorm ideas and teacher writes them on the Y chart under heading,

I wonder what we already know about compost.

Re read all ideas to the class and ask "Are there any more ideas?"

Add these to the brainstorm

Teacher re reads all contributions again.

Teacher will accept all ideas respectfully

Preparing to find out.

5 minutes.

Explain to students that we are now going for a walk in the vegetable garden to have a look at the compost.

Set the ground rules for behaviour.

Explain to the children what we will be doing.

"We are going to our vegetable garden to look for compost."

Here are some pictures of what I want you to do."

Teacher holds up eyes "Use your eyes to look at the compost, what can you see?"

Teacher holds up ears "Listen carefully."

Teacher holds up mouth "Talk about what you see, ask people questions and give them some information too."

Teacher holds up hands "Do you think we should touch the compost, why/why not?"

Teacher holds up nose “Your nose will be able to smell different things in the garden, do you think the compost will smell?”

Going further.

15 minutes.

Children walk to vegetable garden and are given time to look closely at the compost and locate the types of things that make compost.

Children will sit in a circle and we will discuss our experience of researching compost.

Making connections.

15 minutes

Focus students on the Y chart.

Teacher says, “Close your eyes for a moment to help make a picture of where we researched, about compost..... Now we will list these things.”

Teacher will encourage students, “I want you to tell me what you saw by describing with words that help me to see the picture you have in your mind.”

Teacher gives students example.

Children are to offer contributions.

Teacher uses questions to draw description from children eg. “What does it look like look like?

What colour? What goes into compost? What uses compost? Why is compost useful? etc.

Explicit teaching of synonyms.

Teacher will draw on specific words students might offer, “What other words do we know for?” to increase word banks of synonyms. Continue to make synonym word lists to display in class; these are to be added to for remainder of lessons.

Remind children to deposit these words in their word memory banks so they can use them again.

After information is gathered reread student contributions.

Teacher is to draw out some of the synonyms and respond to them with excitement and praise, eg.

“.....is a great word to describe the smell of compost. What other words did we use that mean the same?”

Congratulate children for using their word memory bank.

Taking Action.

15 minutes.

For today the Prep class will be in charge of collecting and emptying the compost bins from each class into the garden compost.

Share time.

5 minutes.

Each child is to describe something they now know about compost. They are to use sentences that contain at least two/three synonyms. Create a class rhyme about compost. Take this home to share with families.

Reflecting on Learning.

5 minutes.

Stress with the children that it is important to think about how we learn and that we can learn in many ways.

Prior to the lesson a Y chart will be drawn on the board with the headings

- *I wonder what our grade liked best in the vegetable garden.*
- *Some of the interesting things we found out were.....*
- *Thinking about our learning.*

Lesson 10.

Tuning in. Wow what a wonderful vegetable garden.

10 minutes.

Children sit at front of class on the floor.

Review synonym lists from previous lesson.

Teacher reminds children to also use their word memory bank.

Tell children “Today we will be remembering many things we have learnt about our vegetable garden, close your eyes for a moment and remember something you enjoyed about the vegetable garden”

Teacher asks students, “I wonder what everyone will say about the vegetable garden?”

Each child will be asked to offer their favourite thing. Teacher writes them on the Y chart under heading,

I wonder what our grade liked best in the vegetable garden.

Re read all ideas to the class ask children to help you.

Teacher will accept all ideas respectfully

Preparing to find out.

5 minutes.

Explain to students that we are now going for a walk in the vegetable garden.

Set the ground rules for behaviour.

Explain to the children what we will be doing.

“We are going to our vegetable garden to look especially for our favourite choice.

Here are some pictures of what I want you to do.”

Teacher holds up eyes “Use your eyes to look for your favourite thing”

Teacher holds up ears “Listen carefully, what might you be hearing?”

Teacher holds up mouth “Talk about what you see, ask people questions and give them some information too.”

Teacher holds up hands “Can you touch your favourite thing and what does it feel like?”

Teacher holds up nose “Does your favourite thing have a smell?”

Going further.

20 minutes.

Children walk to vegetable garden and are given time to locate their favourite thing or something about it.

Children will sit in a circle and share some information about their favourite thing in the garden.

Teacher will encourage rich language between students/students and students/teacher by pointing out aspects, using descriptive words and sentences, questioning to illicit information and keep students focused on task.

Making connections.

15 minute

Focus students on the Y chart.

Teacher says, "Close your eyes for a moment to help make a picture of your favourite thing and get ready to tell us all about it."

Teacher will encourage students, "I want you to tell me what you saw by describing it with some interesting words."

Teacher gives students example.

Each child is given time to offer their contribution.

Teacher uses questions to draw description from children only if necessary.

Teacher will draw on specific words students might offer, "What other words do we know for?" to increase word banks of synonyms. Continue to make synonym word lists to display in class.

Remind children to deposit these words in their word memory banks so they can use them again.

After information is gathered reread student contributions.

Congratulate children for using their word memory bank.

Taking Action.

15 minutes.

Each child is to draw a picture of their favourite garden element. They are to prepare an interesting descriptive sentence about this.

Each child will be videoed holding their work whilst telling their interesting sentence.

We will invite our Principal and Garden Worker to watch us on video.

Share time.

5 minutes.

We will invite our Principal and Garden Worker to watch us on video.

Reflecting on Learning.

5 minutes.

Stress with the children that it is important to think about how we learn and that we can learn in many ways.

Pose the question "we have been very busy learning about our vegetable garden in many ways.

What have you done to help you learn? What have been the best ways for you to learn?"

Teacher may need to give some examples to the students to assist them in their ability to express verbally.

List their ideas to complete the Y chart.

Thank the children for their wonderful work.