ACTION RESEARCH

Teaching vocabulary building strategies to Year 1 children with poor comprehension, improves their oral retelling of prose.

ABSTRACT

Many students have reading comprehension difficulties. Research in teaching vocabulary development has shown that it leads to an improvement in comprehension. The present study examines the explicit teaching of vocabulary building strategies and its influence on comprehension and oral retelling of prose.

Three, Year One students were given explicit instruction in the use of strategies to build their vocabulary. With teacher support they used these strategies to learn new words and read these words in prose. The teacher support was gradually reduced to allow the students to use these strategies independently.

All students showed improvement in their individual word reading and prose reading accuracy. One student made significant gains in his ability to orally retell prose.

Students who display a limited vocabulary and poor comprehension need explicit instruction in vocabulary building strategies and will need to be encouraged to use these strategies independently when reading prose.

INTRODUCTION

Many students in the junior level have limited vocabularies, which hinders their comprehension and retelling of prose. These students are unable to gain significant meaning from the text because of their lack of word recognition and knowledge about word meanings. They therefore are only able to provide limited details when discussing a text and cannot move from literal to inferential comprehension.

A large vocabulary allows children to read accurately and in turn improves their comprehension of the text. It has been argued that differences in the size of vocabulary have an effect on word recognition skills as well as reading comprehension (Aarnoutse & van Leeuwe 1998; Beck & McKeown 1988).

Vocabulary has been sited as the main influence on reading comprehension. Boland (1991, 1993), found that reading comprehension strongly correlated with vocabulary. Results from the Danish research were further analysed to find that the vocabulary measured in grades 3 and 6 appeared to be the most important predictor of reading comprehension in grade 6 (Aarnoutse, van Leeuwe Voeten & Oud 2001).

Students who don't know many words are unlikely to be good readers and therefore having a small vocabulary portends poor school performance (Anderson and Nagy, 1993). Vocabulary instruction therefore needs to promote word awareness, a sense of curiosity about word meanings and independence in word analysis (Anderson and Nagy 1993).

The difficulties these students are experiencing related to poor vocabulary may be due to limited oral interaction or lack of life experiences. Instruction in vocabulary building strategies is therefore vital to ensure they develop independence in vocabulary development.

This study aims to provide students with vocabulary instruction which incorporates promotion of word awareness, a sense of curiosity about word meanings and independence in word analysis as highlighted by Anderson and Nagy (1993). Students will be encouraged to become curious about new words, explore words independently and begin to increase the size of their vocabulary. The students will develop skills which they van use independently as they move across increasingly difficult levels of text. It will focus on building vocabulary to allow students to read more accurately and increase their comprehension.

The present investigation aims to extend earlier research by examining the influence of vocabulary development through 1) explicitly teaching strategies and 2) encouraging students to use these strategies independently while reading prose.

This study predicts that *teaching vocabulary building strategies to Year 1 children with poor comprehension, improves their oral retelling of prose.*

METHOD

The study uses a case study OOXOO design in which the gain in comprehension and retelling following vocabulary teaching is monitored for junior year students who have poor comprehension.

The participants selected are three, Year One male students who demonstrate poor comprehension skills at their instructional reading level. Their age, entry reading ability and background information are shown in Table 1.

	STUDENT A	STUDENT B	STUDENT C
AGE	8 years 3 months	6 years 5 months	6 years 9 months
ENTRY INSTRUCTIONAL LEVEL	8	7	7
BACKGROUND INFORMATION	Recently transferred to the current school and is repeating Year One. Was integrated at previous school for a Language Disorder and has received intensive speech therapy since Prep. Had some hearing loss as a baby.	The eldest of three boys. Entered Year One at Level 0 and has made slow gains.	The youngest of three boys, the middle being severely mentally impaired. Entered Year One at Level 3 and has made slow gains. Has recently begun wearing glasses.

Table 1

The materials used in the study include the following:

- Word reading test based on words children encounter throughout the intervention (see Appendix two)
- FRY Readability Scale to determine the readability of the chosen texts

PRE TEST	What is it? Foundations 1	Lizard Foundations 1
POST TEST	Buzz said the bee Hello Reader Level 1	What are You Called? Voyages - Setting Out

- Miscue Analysis for use in pre and post tests
- Spontaneous and Directed Retelling Analysis during pre and post tests (see Appendix three)
- Vocabulary teaching tasks containing cards with words, sentences, meanings and synonyms from each session (see Appendix four)
- Individual student book in which to draw pictures and write sentences
- Lesson assessment sheets (see Appendix five)
- Teacher journal to record anecdotal notes and children's reflections for each session

Each student was tested individually by the class teacher in a withdrawn setting for both the pre and post tests. The testing and teaching sessions were conducted in a quiet space adjacent to the classroom. The pre and post tests were administered over two days.

The three students were withdrawn as a group from their classroom for the ten, 30 minute teaching lessons over three weeks. These lessons took place during the morning Literacy Block.

The texts chosen were based on the theme of animals, which provided a natural link to the class integrated study. All the texts were narratives based on a particular animal, its home and the way it moves.

New vocabulary was introduced in sessions 1,3,5,7 and 9 and followed the sequence below:

- Teacher and students discussed the new word and its possible meanings
- Each student drew a picture and wrote a sentence related to the word
- Students made the word in sand or with magnetic letters and cut the word to re-order it

➢ Students read sentences containing the focus words and the teacher recorded which words were read accurately

Sessions 2,4,6,8 and 10 focused on the words from the previous session, following the sequence below:

➢ Teacher and students revised the meaning of the words
➢ The teacher read various definitions and the students chose the appropriate word for each
➢ The teacher introduced students to synonyms for the focus words and the students played a matching game: choose a word, turn a synonym card over, if it matches keep the pair, continue for all words

The teaching sessions began with a significant amount of teacher input to guide the students through the strategies. This support was gradually removed and the students were expected to use the strategies independently with a simple reminder from the teacher at the beginning of the session.

RESULTS

The student's results are shown in two sections, firstly the group results followed by those of the individual students.

Trends for the group indicate that all students began being able to read only a small number of the target words and all made significant gains in the number of target words they could read after instruction. Student A made less gains but began stronger while Student B made the most gains. These results indicate that explicit instruction in vocabulary building strategies leads to a greater accuracy when reading individual words.
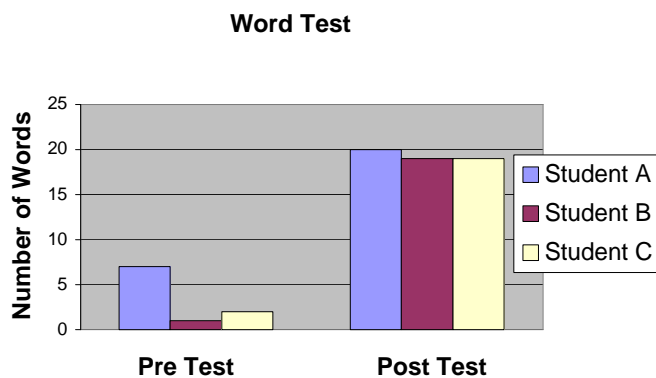
Word Test

Table 2 indicates results of the pre and post test retelling of prose. The results do not show any clear pattern in the number of items the students were able to recall. Student A however did make improvements. Before vocabulary instruction Student A recalled 22% and 10% of the items in the pre tests. After instruction in the post test the student recalled 65% and 67% of the items. Students B and C showed varying results through the different tests and actually scored lower in the post tests after the instruction. The group trends show that vocabulary building strategies improve the retelling abilities of some students, but not necessarily all.

Number of items retold in oral retelling of prose

	Pre Test		Post Test	
Student A	22%	10%	65%	67%
Student B	22%	38%	15%	27%
Student C	44%	10%	15%	34%

Table 2

Table 3 shows the results of the miscue analysis for both pre and post test prose reading. The figures refer to the percentage of target words the students read accurately in prose. The group trends indicate that all students increased the number of words read accurately. Student A was able to read all target words in the first pre test and 70% in the second. The student again made the smallest gains because of the relatively high starting score. Students B and C made significant improvements following vocabulary instruction. The group trends support the belief that direct teaching in vocabulary building strategies leads to increased accuracy of prose reading.

Number of target words read accurately in prose.

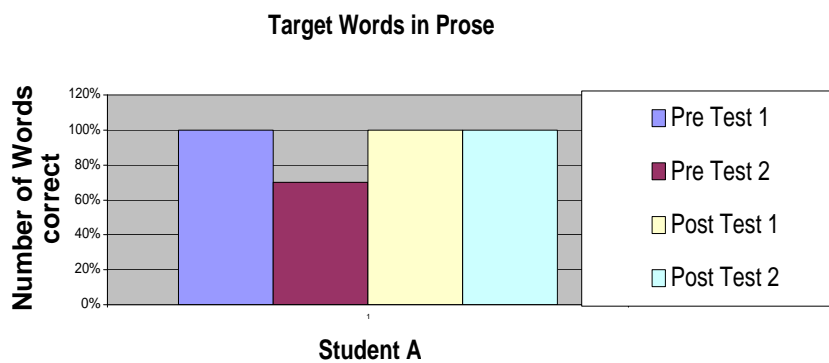|	Pre Test		Post Test	
Student A	100%	70%	100%	100%
Student B	45%	40%	78%	84%
Student C	34%	50%	100%	84%

Table 3

STUDENT A

Overall, Student A achieved higher results than the other two students. He entered the pre word test being able to read more words than the other students. In the initial pre test he could read 34% of the words. This increased to 95% after the vocabulary instruction.

Word Test
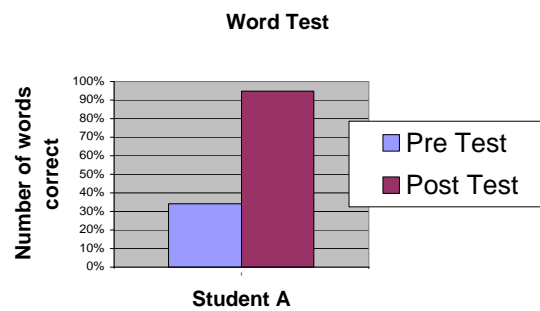
Changes were also observed in the reading accuracy of Student A. As a result of the vocabulary instruction he achieved 100% accuracy when reading target words in prose.

Target Words in Prose

STUDENT B

Student B showed the greatest improvement of the three students in the word reading test. In the pre test the student was only able to read 5% of the words in isolation. The post test results show a 90% accuracy.

Word Test
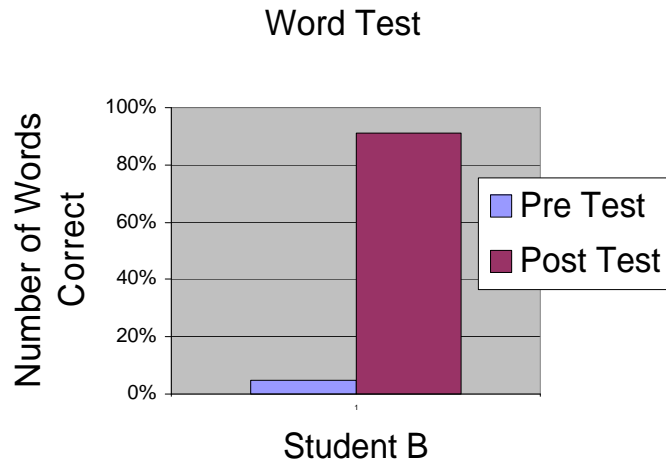
Student B

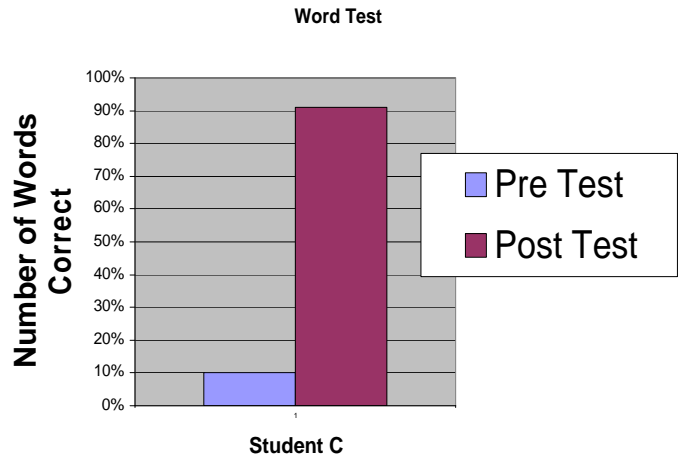Student B showed increases in the number of target words read in prose. As a result of the instruction he was able to increase the number from 45% and 40% in the pre test to 78% and 84% in the post test.
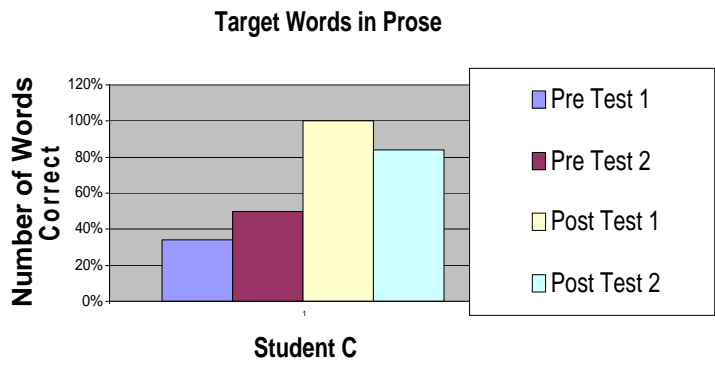
Target Words in Prose
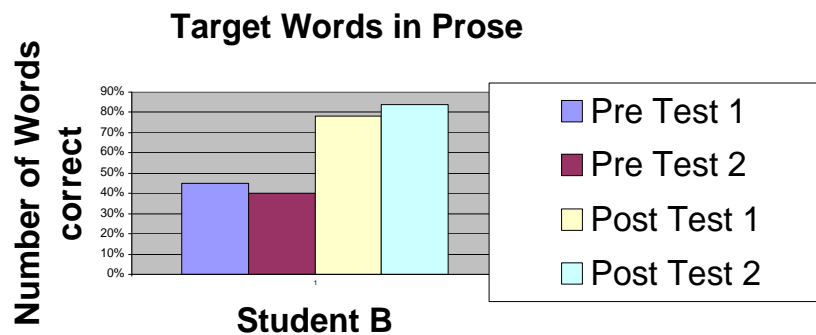
Student B

STUDENT C

Student C also made significant improvements in the word reading test, starting at 10% accuracy in the pre test and moving to 90% accuracy in the post test.

Word Test

Number of Words Correct (y-axis)

100% / 90% / 80% / 70% / 60% / 50% / 40% / 30% / 20% / 10% / 0%

Legend: Pre Test, Post Test

Student C

This student also made changes in relation to the number of target words read accurately in prose. He had a score of 34% in the first pre test, which increased significantly to 100% accuracy in the post test.

Target Words in Prose

Number of Words Correct (y-axis)

120% / 100% / 80% / 60% / 40% / 20% / 0%

Legend: Pre Test 1, Pre Test 2, Post Test 1, Post Test 2

Student C

DISCUSSION

This study shows that the students made gains in comprehension and understanding of word meaning through their understanding of new word meanings and increased reading accuracy. This research however, does not consistently support the prediction that teaching vocabulary building strategies will improve retelling of prose for all students with poor comprehension.

Comprehension involves interaction between the reader and the text and is not only about understanding the text but remembering and being able to recall what was read. Oral retelling of prose is one strategy readers can use to demonstrate their comprehension of a text. Two of the students in this study did not show an improvement in the retelling, which may be due to several factors that weren't considered as part of the research.

Firstly, in their previous schooling the students may not have received explicit instruction in how to retell a text, what details to recall and how to recall them.

Secondly, the students were identified as having poor vocabularies and therefore may have found this form of retelling particularly difficult. Because of these two significant factors the students were unable to demonstrate their comprehension of the text.

Thirdly, attitude to reading is another important factor to consider when analysing the results from this research. While all students showed considerable improvement in individual word and prose reading, only Student A made gains in his oral retelling scores. It is worthwhile noting that Student A was focused and persistent throughout all the intervention lessons and displayed a positive attitude to having a go. Student B and Student C were willing to have a go during the intervention sessions however when reading the post test texts, both students were dis-interested and complained at having to retell the text after reading. Clearly, this may have influenced the results significantly as both students may have been able to provide more information than they were willing to.

Student A showed improvements in the number of items he was able to retell after the intervention. Although he entered the intervention on a similar text level to the other students he is 18 months - 2 years older than the other students and has had considerably more exposure to texts and early reading experiences. While he does have a significant language disorder he is able to express his ideas and opinions clearly when required. It may be that his limited vocabulary was the main cause of comprehension difficulties and his initial low retelling score in the pre test. As a result of the intervention and vocabulary building strategies, Student A gained a greater understanding of the text, which directly influenced his retelling ability.

Although not all students displayed improvements in retelling, they did show significant gains in reading accuracy, which directly influences a readers understanding. Rapid, accurate and automatic decoding reduces memory demands for word identification, releasing memory resources for construction of meaning (Jackson, Balch & Madison 1998).

This research supports the findings of Aarnoutse & van Leeuwe (1988); Beck & McKeown (1991), showing that an increased vocabulary effects both word recognition and comprehension of a text. All students in this study improved word reading and reading accuracy, and Student A displayed significant gains in comprehension.

Boland and Mommers (1991, 1993) argue that vocabulary is the main influence on reading comprehension. While this study does support the need for vocabulary

development it has also been shown that other factors influence comprehension and can negate the effect of vocabulary building strategies. Namely, the need for explicit teaching of comprehension strategies, the effect of a reader's attitude towards him/herself as a reader and the need for the reader to see the purpose of reading.

This study has highlighted the importance of vocabulary building strategies and took into consideration Anderson and Nagy's (1993) view of vocabulary instruction as needing to promote word awareness, a sense of curiosity about word meanings and independence in word analysis. The students in this research were encouraged to work through the teaching sequence with increasing independence and the teacher support was gradually lessened to build independence into the learning task.

The study suggests that children who exhibit poor vocabularies will need explicit instruction in vocabulary building strategies and will need to be encouraged to use these strategies independently when reading prose.

Future research could investigate and assess how children use these strategies in the normal classroom setting and examine whether they have internalized the strategies to the point of transfer into classroom work. These children could be monitored and tracked over a given period to determine the extent to which these strategies assist comprehension as they move through different levels of text.

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TEACHING UNIT

This unit comprises 10 lessons based on the hypothesis that *teaching vocabulary building strategies to Year 1 children with poor comprehension, improves their oral retelling of prose.* These students are unable to gain significant meaning from the text because of their lack of knowledge about word meanings.

This unit is designed for Year 1 students who have limited vocabularies. It is taught in a small group situation where the students are exposed to explicit teaching to develop their vocabulary building strategies. The students practice these strategies every lesson.

At the end of the teaching unit the students will have increased their vocabulary and gained important vocabulary building strategies, which they can use independently when reading prose.

LESSON ONE

Aim: To introduce the students to the focus for the teaching unit and begin teaching vocabulary building strategies.

Materials: target word cards, sentences with target words, session assessment sheet, anecdotal book, individual student booklet, scissors, pencils

Procedure

Teacher:
- *you are going to learn new ways to help you learn to read and remember new words*
- introduce the 5 words to be taught: yard, lizard, slide, under, behind
- show the word cards
- *who can read any of these words?*
- read the words and ask students what the words mean
- explain the meaning and gives examples related to a context

- *you will need to do four things to learn each word*
- explain each of the strategies: write the word, make it using magnetic letters or in sand, cut it/re-order and write it in a sentence

Student:
- each student writes the word in the individual booklet and draws a picture related to it

Teacher:
- *while you are writing or making the word you are trying to remember the shape of the word and what it feels like*

Student:
> - makes an action by writing the word in sand or making it using magnetic letters
> - cuts up their own word card and re-orders it
> - writes a sentence containing the word in the individual booklet

* Repeat for each of the other words

Student:
> - reads sentences containing the target words

Teacher:
> - use lesson assessment sheet to record which target words each child reads correctly
> - use any unknown words in the following session

Conclusion

> - *re-read the words we have learnt today by looking back through your booklet*
> - *what are the strategies we use to help us learn new words?*
> - display key words for each strategy as a reminder for the following sessions (write the word, make it, cut it, write it in a sentence)

LESSON TWO

Aim: To revise vocabulary building strategies and previous words. Continue building vocabulary through meanings and synonyms.

Materials: target word cards, definition cards, synonym cards, session assessment sheet, anecdotal book, individual student booklet
Procedure
Teacher:
> - *what do you think each of these words mean? Use the sentences we read and you wrote to help you*

Student:
> - explains their understanding of the meanings

Teacher:
> - read a definition card
> - *which word do you think I am describing? Choose the word and show me the card*

Student:
> - listens to the definition and chooses the correct word card to match the definition

  * Repeat for other target words

Teacher:
- ➢ use lesson assessment sheet to record which definitions the students correctly identify

Teacher:
- ➢ *we are going to learn new words which mean the same as our words ie synonyms*
- ➢ show word cards containing synonyms for the learnt words

Student:
- ➢ students play a matching game: choose a word, turn a synonym card over, if it matches keep the pair, continue for all words

Teacher:
- ➢ use lesson assessment sheet to record which synonyms each student correctly identifies

Conclusion

- ➢ students name synonyms for the target words
- ➢ students recall the two strategies used today (learning definitions and synonyms)

LESSON THREE

Aim: To revise vocabulary building strategies and use them with teacher support to learn new words.

Materials: target word cards, sentences with target words, session assessment sheet, anecdotal book, individual student booklet, scissors, pencils

Procedure

Teacher:
- ➢ revise words fro previous lesson
- ➢ introduce the 3 words to be taught: garden, sting, find
- ➢ show the word cards
- ➢ *who can read any of these words?*
- ➢ read the words and ask students what the words mean
- ➢ explain the meaning and gives examples related to a context

- ➢ *you will need to do four things to learn each word*
- ➢ ask students to recall the four strategies

Student:
- ➢ each student writes the word in the individual booklet and draws a picture related to it

Teacher:
- *while you are writing or making the word you are trying to remember the shape of the word and what it feels like*

Student:
- makes an action by writing the word in sand or making it using magnetic letters
- cuts up their own word card and re-orders it
- writes a sentence containing the word in the individual booklet

* Repeat for each of the other words

Student:
- reads sentences containing the target words

Teacher:
- use lesson assessment sheet to record which target words each child reads correctly
- use any unknown in the following session

Conclusion
- *re-read the words we have learnt today by looking back through your booklet*
- *what are the strategies we use to help us learn new words?*

LESSON FOUR

Aim: To revise vocabulary building strategies and previous words. Continue building vocabulary through meanings and synonyms.

Materials: target word cards, definition cards, synonym cards, session assessment sheet, anecdotal book, individual student booklet

Procedure
Teacher:
- *what do you think each of these words mean? Use the sentences we read and you wrote to help you*

Student:
- explains their understanding of the meanings

Teacher:
- read a definition card
- *which word do you think I am describing? Choose the word and show me the card*

Student:
> ➤ listens to the definition and chooses the correct word card to match the definition

Teacher:
> ➤ use lesson assessment sheet to record which definitions the students correctly identify

> * Repeat for other target words

Teacher:
> ➤ *we are going to learn new words which mean the same as our words ie synonyms*
> ➤ show word cards containing synonyms for the learnt words

Student:
> ➤ students play a matching game: choose a word, turn a synonym card over, if it matches keep the pair, continue for all words

Teacher:
> ➤ use lesson assessment sheet to record which synonyms each student correctly identifies

Conclusion
> ➤ students name synonyms for the target words
> ➤ students recall the two strategies used today (learning definitions and synonyms)

LESSON FIVE

Aim: To revise strategies and use strategies independently to learn one word at a time.

Materials: target word cards, sentences with target words, session assessment sheet, anecdotal book, individual student booklet, scissors, pencils

Procedure
Teacher:
> ➤ revise words from previous lessons
> ➤ *what are the strategies you are going to use today?*

> ➤ introduce the 4 words to be taught: pond, land, trail, pest
> ➤ show the word cards
> ➤ *who can read any of these words?*
> ➤ read the words and ask students what the words mean
> ➤ explain the meaning and give examples related to a context
> ➤ *today you are going to use the four strategies on your own to learn a word*

Student:
> ➤ each student writes the word in the individual booklet and draws a picture related to it

- ➤ makes an action by writing the word in sand or making it using magnetic letters
- ➤ cuts up their own word card and re-orders it
- ➤ writes a sentence containing the word in the individual booklet

* Repeat for each of the other words

Student:
- ➤ reads sentences containing the target words

Teacher:
- ➤ use lesson assessment sheet to record which target words each child reads correctly
- ➤ use any unknown in the following session

Conclusion
- ➤ *re-read the words we have learnt today by looking back through your booklet*
- ➤ *what are the strategies we use to help us learn new words?*

LESSON SIX

Aim: To revise vocabulary building strategies and previous words. Continue building vocabulary through meanings and synonyms.

Materials: target word cards, definition cards, synonym cards, session assessment sheet, anecdotal book, individual student booklet

Procedure

Teacher:
- ➤ *what do you think each of these words mean? Use the sentences we read and you wrote to help you*

Student:
- ➤ explains their understanding of the meanings

Teacher:
- ➤ read a definition card
- ➤ *which word do you think I am describing? Choose the word and show me the card*

Student:
- ➤ listens to the definition and chooses the correct word card to match the definition

Teacher:
- ➤ use lesson assessment sheet to record which definitions the students correctly identify
- * Repeat for other target words

Teacher:
➢ *we are going to learn new words which mean the same as our words ie synonyms*
➢ show word cards containing synonyms for the learnt words

Student:
➢ students play a matching game: choose a word, turn a synonym card over, if it matches keep the pair, continue for all words

Teacher:
➢ use lesson assessment sheet to record which synonyms each student correctly identifies

Conclusion
➢ students name synonyms for the target words
➢ students recall the two strategies used today (learning definitions and synonyms)

LESSON SEVEN

Aim: Continue using strategies independently to learn new words

Materials: target word cards, sentences with target words, session assessment sheet, anecdotal book, individual student booklet, scissors, pencils

Procedure

Teacher:
➢ introduce the 5 words to be taught: scat, cluck, peck, flap
➢ show the word cards
➢ *who can read any of these words?*
➢ read the words and ask students what the words mean
➢ explain the meaning and gives examples related to a context

➢ *you will need to do four things to learn each word*

Student:
➢ each student writes the word in the individual booklet and draws a picture related to it

➢ makes an action by writing the word in sand or making it using magnetic letters
➢ cuts up their own word card and re-orders it
➢ writes a sentence containing the word in the individual booklet

* Repeat for each of the other words

Student:
- reads sentences containing the target words

Teacher:
- use lesson assessment sheet to record which target words each child reads correctly
- use any unknown in the following session

Conclusion
- *re-read the words we have learnt today by looking back through your booklet*
- *what are the strategies we use to help us learn new words?*

LESSON EIGHT

Aim: To revise vocabulary building strategies and previous words. Continue building vocabulary through meanings and synonyms.

Materials: target word cards, definition cards, synonym cards, session assessment sheet, anecdotal book, individual student booklet

Procedure

Teacher:
- *what do you think each of these words mean? Use the sentences we read and you wrote to help you*

Student:
- explains their understanding of the meanings

Teacher:
- read a definition card
- *which word do you think I am describing? Choose the word and show me the card*

Student:
- listens to the definition and chooses the correct word card to match the definition

Teacher:
- use lesson assessment sheet to record which definitions the students correctly identify

  * Repeat for other target words

Teacher:
- *we are going to learn new words which mean the same as our words ie synonyms*
- show word cards containing synonyms for the learnt words

Student:
> students play a matching game: choose a word, turn a synonym card over, if it matches keep the pair, continue for all words

Teacher:
> use lesson assessment sheet to record which synonyms each student correctly identifies

Conclusion
> students name synonyms for the target words
> students recall the two strategies used today (learning definitions and synonyms)

LESSON NINE

Aim: Use strategies independently to learn new words

Materials: target word cards, sentences with target words, session assessment sheet, anecdotal book, individual student booklet, scissors, pencils

Procedure
Teacher:
> revise words from previous lessons
> introduce the 5 words to be taught: seal, calf, foal, cub, kid
> show the word cards
> *who can read any of these words?*
> read the words and ask students what the words mean
> explain the meaning and gives examples related to a context
> *use each strategy to learn today's new words*

Student:
> each student writes the word in the individual booklet and draws a picture related to it

> makes an action by writing the word in sand or making it using magnetic letters
> cuts up their own word card and re-orders it
> writes a sentence containing the word in the individual booklet

* Repeat for each of the other words

Student:
> reads sentences containing the target words

Teacher:
> use lesson assessment sheet to record which target words each child reads correctly
> use any unknown in the following session

Conclusion
- ➤ *re-read the words we have learnt today by looking back through your booklet*
- ➤ *what are the strategies we use to help us learn new words?*

LESSON TEN

Aim: To revise vocabulary building strategies and previous words. Continue building vocabulary through meanings and synonyms.

Materials: target word cards, definition cards, synonym cards, session assessment sheet, anecdotal book, individual student booklet

Procedure
Teacher:
- ➤ *what do you think each of these words mean? Use the sentences we read and you wrote to help you*

Student:
- ➤ explains their understanding of the meanings

Teacher:
- ➤ read a definition card
- ➤ *which word do you think I am describing? Choose the word and show me the card*

Student:
- ➤ listens to the definition and chooses the correct word card to match the definition

Teacher:
- ➤ use lesson assessment sheet to record which definitions the students correctly identify

  * Repeat for other target words

Teacher:
- ➤ *we are going to learn new words which mean the same as our words ie synonyms*
- ➤ show word cards containing synonyms for the learnt words

Student:
- ➤ Students play a matching game: choose a word, turn a synonym card over, if it matches keep the pair, continue for all words

Teacher:
- ➤ use lesson assessment sheet to record which synonyms each student correctly identifies

Conclusion

➢ students name synonyms for the target words
➢ students recall all the strategies used to learn new words
➢ student and teacher discuss when the students could use these strategies in the classroom

READING ACCURACY TEST

Name_____

seal	calf	foal	cub
kid	lizard	slide	under
behind	yard	scat	cluck
dance	bow	weep	garden
sting	find	pond	land
pests	trail		

STUDENT WORD CARD

seal	calf	foal	cub
kid	lizard	slide	under
behind	yard	scat	cluck
dance	bow	weep	garden
sting	find	pond	land
pests	trail		

APPENDIX THREE

RETELLING CHECKLIST

<div align="right">Name</div>

	Ideas in the story	No. of ideas	Ideas reader mentioned in spontaneous	Cued recall questions	Responses to cued retelling
The main characters					
Theme of story					
Plot of the story					
Events of the story					
Inferential ideas (infer, predict, explain, read between the lines)					

Source: Munro, J. (2003) Literacy Intervention Strategies Course 472-697, Session 3 notes, Melbourne University.

SAMPLE TEXT ACTIVITIES

Target Words
pond

pests

trail

land

Sentences containing target words

The fish likes to swim in the pond.

The land outside my house is green.

The bug left a trail on the ground.

The flies were a pest at our bbq.

Definitions

A small bit of water

The ground

A mark made on the ground

Something that is annoying

Synonyms
ground

mark

bugs

water

lake

dirt

line

APPENDIX FIVE

LESSON ASSESSMENT SHEET

1. Read word in a sentence

	Sentence 1 pond	Sentence 2 land	Sentence 3 trail	Sentence 4 pests	Sentence 5
Student A					
Student B					
Student C					

COMMENTS:

2. Match word to definition

	Definition 1 pond	Definition 2 land	Definition 3 trail	Definition 4 pests	Definition 5
Student A					
Student B					
Student C					

COMMENTS:

3. State synonyms for words

	Word 1 pond	Word 2 land	Word 3 trail	Word 4 pests	Word 5
Student A					
Student B					
Student C					

COMMENTS: