

ACTION RESEARCH PROJECT

Explicit teaching of synonyms and word meanings will increase the vocabulary and reading comprehension of Year Two students.

Abstract

Research has shown that there is a link between reading comprehension and vocabulary development. The following study aims to illustrate how explicitly teaching Year Two students about synonyms and word meanings will increase their vocabulary and reading comprehension.

In this study twelve Year Two students of mixed abilities were explicitly taught (in ten sessions over two weeks) about word meanings and synonyms in the hope that it would improve their reading comprehension and increase their vocabulary knowledge. Twelve students from another class (of similar age and ability) were used as a control group. These students were not explicitly taught about synonyms and word meanings for the duration of the study. Data was gathered through whole group testing and observations of students during the ten lesson teaching sequence.

The results of the study were generally positive and showed that teaching students about synonyms and word meanings did improve vocabulary and reading comprehension. Students in the intervention group out performed their peers in the control group.

Also evident was the connection between oral language, vocabulary development and reading comprehension. Students with higher oral language also outperformed those with lower oral language.

The results of the current study would suggest that having a greater focus on synonyms and developing strategies for working out the meaning of unfamiliar words in the context of the sentence would assist students in improving their vocabulary and reading comprehension.

Introduction

Learning to read is a vital skill, as words, written or spoken, play an important role in our lives. Language enables us to communicate our ideas and build upon our knowledge and understandings of the world around us.

Many students in our schools can be competent decoders, but have difficulty comprehending texts when they are faced with too many unknown words. This is evident within our school community as a number of parents see reading as the ability to learn to pronounce words. As such, they are constantly requesting more difficult texts for their children. However, reading is the ability to identify words and bring meaning to a text in order to understand it (Foertsch, 1998). This misconception of reading may be influenced by more focus being placed on developing strategies to improve decoding skills in the past. As a result Hirsch (2003), stated that good progress had been made by educators in teaching children to decode. However, while many young readers can manage simple texts independently, their comprehension begins to decline, as the texts become more challenging.

With such a focus on word level strategies in the early years, many students within our school can decode texts at or above the benchmark for their year level/age. However, despite this increase in student decoding skills, many students are not equipped with the necessary skills to comprehend the texts they are able to decode. Many of our students are able to “bark at print”, but do not understand or see the importance of understanding the words they are reading.

Interestingly, studies have shown that reading and comprehension are one in the same. Some would even suggest that unless the written text has been understood, no reading has taken place (Joshi, 2005). This is supported by Foertsch’s (1998) definition of reading which states that reading is learning to identify words, their meaning and learning to bring meaning to a text in order to understand it.

Research suggests that there is a strong connection between vocabulary development and comprehension and that a strong meaning vocabulary is a requirement for fluent reading and

comprehension (Anderson and Freebody, 1981). Readers need knowledge of the meanings of words in order to understand the text. Without knowledge of words and their meanings, readers cannot understand what they are reading. Furthermore, it would seem that the more word meanings readers know, the better they will be able to understand texts that they can decode (Joshi, 2005).

This leads to the argument that children who commence school with limited vocabularies generally have a lower reading and comprehension rate than their peers who have more extensive vocabularies. For children to get meaning from what they read, they require a large number of words in their vocabulary and the ability to use various strategies to work out the meanings of new words. Therefore extending a child's vocabulary in the early years is of the utmost importance, as poor readers often do not have access the adequate vocabulary to attain meaning from what they have read.

This lack of vocabulary knowledge may attribute to the reason why some readers (particularly poor readers) find the task of reading difficult and tedious. These readers are also often unmotivated to undertake large amounts of reading and therefore do not build up their vocabularies as quickly as their peers who undertake large amounts of reading. This is commonly referred to as the "Matthew's Effect". The Matthew's Effect suggests that proficient readers read more texts, learn more words and become better readers. Whereas, mediocre readers read less, learn fewer words and consequently do not improve their reading (Stanovich, 1986). Most would concur that vocabulary is developed through extensive reading but Richek (2005) stated that this skill must also be taught.

The dilemma facing educators is that not every student comes to school with an ample level of vocabulary to support his/her reading. Furthermore the gap between those with limited vocabularies and those with extensive vocabularies seems to grow larger over time (Joshi, 2005). Despite its obvious importance to academic success, vocabulary development has received little instructional attention and has been largely ignored in recent years (Joshi, 2005).

The main focus in the early years of school should be on vocabulary development. Children need to be exposed to a wide range of texts and take part in interactive discussions to develop vocabulary knowledge. They need to develop a strong reading vocabulary and educators are responsible for engaging students in a range of activities to promote interest in learning new words and their meanings. Students require instruction that will assist them to acquire new word knowledge and develop strategies to enable them to increase their knowledge over time. They need to develop a variety of strategies for working out the meanings of unfamiliar words and concepts and be given opportunities process these and relate them to their own experiences. This is important because explicit vocabulary instruction nurtures an appreciation of words and their use (Joshi, 2005).

Expanding student vocabulary and knowledge of words is one way of improving comprehension and as words are the very foundation of learning, finding ways to increase students' vocabulary growth throughout the school years must become a major educational priority.

Present Study

The current study endeavours to complement previous research through examining the impact explicit teaching of word meanings and synonyms has on vocabulary development and reading comprehension. Students will be taught about synonyms and be exposed to a variety of tasks involving generating and selecting synonyms for both known and unfamiliar words. Students will also be taught strategies for working out the meaning of unfamiliar words in the context of a sentence.

Therefore the prediction of this study is that ***“Explicit teaching of synonyms and word meanings will increase the vocabulary and reading comprehension of Year Two students.***

Method

Design

The current study uses a case study OXO design whereby the improvement in vocabulary, knowledge of word meanings and overall reading comprehension hopes to be increased at the completion of the explicit teaching sequence.

Participants

Twenty four (male and female) students of mixed abilities were selected for the current study from two different Year Two classrooms. The students all speak English as their first language and are from an upper middle class background. The participants involved in the study are currently students within a Year One/Two class.

Most of the students are quite confident in decoding text and have reasonably high oral language (see Table One and Two over the page for entry characteristics). However while students are able to decode at an age appropriate level this is not thought to be proportionate to their comprehension ability.

Twelve students from one class were selected to be in the intervention group, while the other twelve students (from the other class) formed the control group. The control group was established in order to evaluate if the intervention led to any positive changes in their:

☆Ability to generate synonyms.

☆Ability to understand the meanings of unfamiliar words in the context of a sentence.

☆Reading comprehension.

Table 1: Participant Information (entry level) for the Intervention Group.

	Age in months	Gender	Text Level	ROL	Prior Interventions
Intervention Student A	97	Male	28	35	Small group instruction
Intervention Student B	85	Female	27	22	Small group instruction
Intervention Student C	95	Male	28	40	Small group instruction
Intervention Student D	93	Male	28	36	Small group instruction
Intervention Student E	90	Female	28	39	Small group instruction
Intervention Student F	91	Male	28	27	Small group instruction
Intervention Student G	89	Male	27	38	Small group instruction
Intervention Student H	89	Male	28	37	Small group instruction
Intervention Student I	93	Male	28	35	Small group instruction
Intervention Student J	91	Female	28	39	Small group instruction
Intervention Student K	94	Female	16	14	Small group instruction Language Assessment
Intervention Student L	94	Female	28	25	Small group instruction

Table 2: Participant Information (entry level) for the Control Group.

	Age in months	Gender	Text Level	ROL	Prior Interventions
Control Student M	86	Male	22	29	Small group instruction
Control Student N	91	Female	20	33	Small group instruction Ex Reading Recovery
Control Student O	92	Female	28	37	Small group instruction
Control Student P	100	Male	28	29	Small group instruction
Control Student Q	89	Female	28	39	Small group instruction
Control Student R	88	Female	26	41	Small group instruction
Control Student S	92	Female	21	35	Small group instruction
Control Student T	91	Male	26	34	Small group instruction
Control Student U	98	Female	28	34	Small group instruction
Control Student V	99	Female	21	24	Small group instruction Repeated Year One in 2009
Control Student W	88	Female	28	41	Small group instruction Language Assessment
Control Student X	94	Male	23	37	Small group instruction

Materials

The following materials were used throughout the current study:

- **PM Benchmark Reading Kit:** used to obtain initial text level.
- **Record of Oral Language (ROL):** used to obtain initial record of oral language in order to establish if there was a link between ROL and comprehension.
- **Reading Progress Test** (*The Australian Council for Educational Research Ltd, Melbourne, 2006*): used to evaluate student ability to comprehend text (pre and post-test).
- **Synonym Task (adapted from Munro, 2005, see Appendix 1):** used to test student ability to generate synonyms in isolation (pre and post-test).
- **Word Meaning Assessment (self made: see Appendix 2):** used to assess if students were able to generate synonyms for unfamiliar words in the context of a sentence (*pre and post-test*).
- **Three Big Books:** used for read to/shared reading during the explicit teaching sessions (see teaching sequence (Appendix 3) for full details of how the texts were used).
- **Paper, pencils and whiteboard**
- **A teacher journal**
- **Interactive Whiteboard**
- **Butchers Paper**
- **Synonym Concentration Cards** (see Appendix 4)
- **Student worksheets**

<http://www.havefunteaching.com/worksheets/language/synonym/synonym-surprise.pdf>

Procedure

All twenty four students were administered the Synonym Task, Word Meaning Assessment and the Reading Progress Test as a pre test to obtain entry level scores.

The Synonyms Task measured student ability to generate synonyms in isolation.

The Reading Progress Test determined student's level of comprehension at the word, sentence, paragraph and short text level. It also measured their ability to comprehend texts at a literal and inferential level.

The Word Meanings Assessment was used to establish if students were able to work out the meaning of unfamiliar words in the context of a sentence.

Following that, the ten lesson teaching sequence was taught to one group of twelve students (see Appendix 3 for full details and the structure of the ten sessions).

The ten sessions were conducted for two weeks as part of the morning literacy block every day for 50-55 minutes (between 9:00am and 10:00am).

The remaining twelve students were in another class and did not receive any intervention for the duration of the study.

Throughout the ten lesson teaching sequence, the students were taught to use context and the other words in the sentence to create a mental picture and think of other word/s that would make sense to help them understand the sentence. During each of the sessions, students' were engaged in whole class discussion, peer work and then whole class reflection on their learning.

At the completion of the ten sessions all twenty four students were administered the post-tests (Synonym Task, Reading Progress Test and Word Meanings Assessment) to gauge if an increase in comprehension and vocabulary development was evident.

Results

The results from the pre and post-test show that individual students in both the intervention and control groups were able to improve their vocabulary, knowledge of word meanings and reading comprehension. However, when examining the averages of the group as a whole, the intervention group slightly outperformed the control group. The results of each of the assessment tasks are outlined below.

Reading Progress Test

The results from the Reading Progress Test in Table 3 (below) show that all students in the intervention group, with the exception of **Student H**, (who scored well on the pre test) were able to improve their reading comprehension.

Table 3: Pre and Post Test Data for the Reading Progress (Intervention Group).

	AGE IN MONTHS	PRE TEST			POST TEST		
		READING AGE (in months)	RAW SCORE	STANDARDISED SCORE	READING AGE (in months)	RAW SCORE	STANDARDISED SCORE
A	97	117	32	115	123	34	122
B	85	91	16	102	98	21	109
C	95	106	26	106	115	31	115
D	93	115	31	118	132	36	140+
E	90	115	31	122	132	36	140+
F	91	98	20	102	98	21	103
G	89	98	21	105	106	26	113
H	89	117	32	125	113	30	120
I	93	106	27	109	110	29	113
J	91	108	28	114	115	31	121
K	92	80	9	88	93	18	98
L	92	91	16	96	108	28	113
Average Scores (mean)			24.08	108.75		28.41	117.25
Median			26.5	107.5		29.5	114
Mode			16,31,32	102		21,31,36	113
Standard Deviations for the Intervention Group			7.585	10.859		5.931	12.722

Interestingly, the pretest data shows that 91.66% of students in the intervention group could read and comprehend above their chronological age, while 8.33% fell below their chronological age. At the completion of the study 100% of students in the intervention group were reading and comprehending above their chronological age.

The median raw score rose from 26.5 in the pretest to 29.5 in the post-test with the average (mean) score also rising from 24.08 to 28.41. The standard deviation of the raw score in the pre test was 7.59 indicating that the majority of scores fell between 16.5 and 31.67. The raw score results in Table 3 (previous page) show that in the pre test 58% of students fell within 1 standard deviation of the mean, while 25% of students fell -2 standard deviations from the mean and 16.67% of students fell +2 standard deviations from the mean.

The standard deviation in the post-test decreased to 5.93, indicating that most scores were between 22.48-34.34. The post-test raw score results in Table 3 (previous page) show that 58% of students fell within 1 standard deviation of the mean, 16.67% of students fell +2 standard deviations from the mean and 25% fell -2 standard deviations from the mean.

However, once age was taken into account and the standardised scores were calculated, the results changed slightly. The pretest showed that 9 out of 12 students (75%) fell within the average range of 85-115 on the Bell Curve (see Figure 1 below).

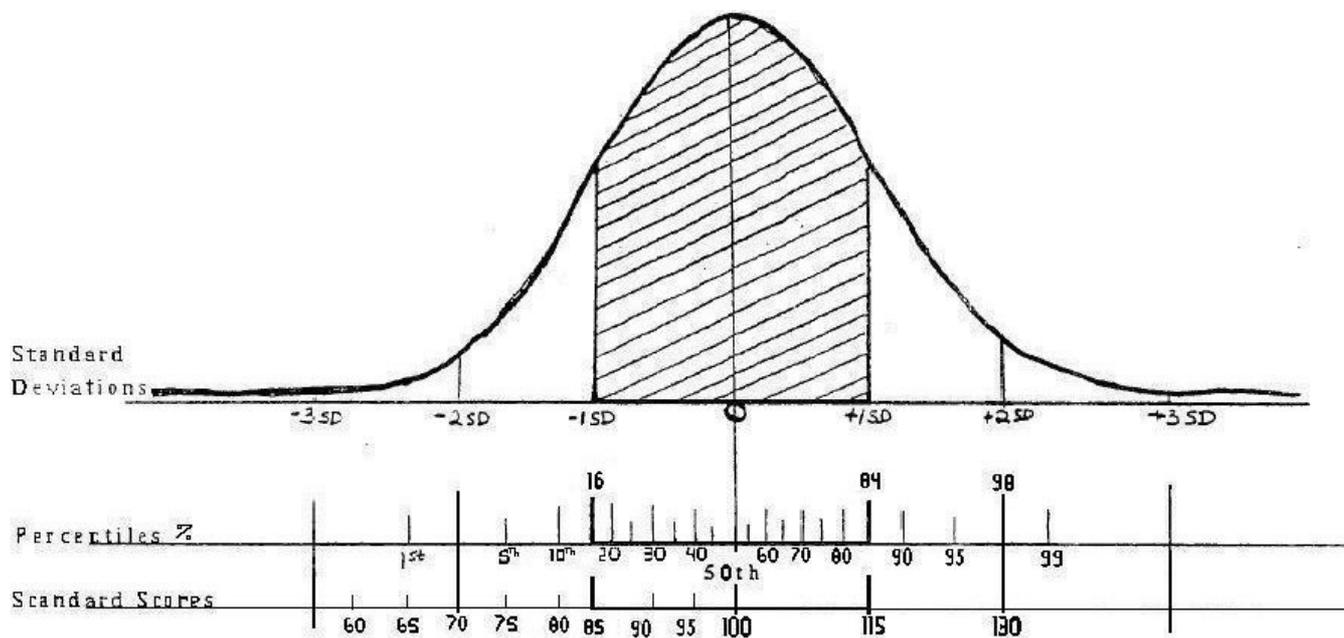


Figure 1: The Bell Curve of Standard Distribution.

In the pretest **Students D, E and H** outperformed their peers in the comprehension task, obtaining a standardised score above 115, putting them in the above average category. In the post-test 7 out of 12 students fell into the average category (85-115), with 3 students above average (115-130) and **Students D and E** being well above average with standardised scores

of 140+. Interestingly, when examining the standardised scores, no students fell into the below average category (below 85).

The results from the control group (see Table 4 below) show a lower beginning rate of comprehension with 58.33% of students in the control group reading and comprehending text at or above their chronological age and 41.67% below their chronological age.

Table 4: Pre and Post Test Data for the Reading Progress (Control Group).

	AGE IN MONTHS	PRE TEST			POST TEST		
		READING AGE (in months)	RAW SCORE	STANDARDISED SCORE	READING AGE (in months)	RAW SCORE	STANDARDISED SCORE
M	86	88	14	99	100	22	109
N	91	88	13	99	98	20	104
O	92	104	25	107	102	24	106
P	100	98	21	104	102	24	106
Q	89	91	28	114	115	31	121
R	88	106	27	108	110	29	110
S	92	82	10	96	98	21	104
T	91	96	19	103	100	22	105
U	98	96	19	103	118	32	113
V	99	88	13	99	96	19	103
W	88	104	25	107	108	28	109
X	94	96	19	98	102	24	104
Average Scores (mean)			19.42	103.08		24.67	107.83
Median			19	103		24	106
Mode			19	99		24	104
Standard Deviations for the Intervention Group			5.51	5.23		4.33	5.13

After completing the post-test 91.67% of students in the control group were reading above their chronological age, while 8.33% were still below their chronological age.

The median raw score for the control group rose from 19 in the pretest to 24 in the post-test with the average (mean) score also rising from 19 to 24.67. The standard deviation of the raw score in the pre test was 5.5 indicating that the majority of scores fell between 13.5 and 24.5. The raw score results in Table 4 (above) show that in the pre test 41% of students fell within 1 standard deviation of the mean. Further to this, 25% of students fell within -2 standard deviations of the mean and 33.33% of students fell within +2 standard deviations of the mean.

The standard deviation in the post-test decreased to 5.2, indicating that most scores were between 19.47-29.87. The post-test raw score results in Table 4 show that 75% of students

fell within 1 standard deviation of the mean, 8.33% fell -2 standard deviations from the mean and 16.66% fell +2 standard deviations from the mean.

When age was taken into account and the standardised scores were calculated, the pretest data shows that 100% of students in the control group could read and comprehend within the average range of 85-115. The data from the post-test showed that 91.67% of student's standardised scores were in the average range (85-115). However, **Student Q** was a stand out amongst the control students, obtaining a standardised score in the above average range (115-130). Interestingly the control group also had no students in the below average category.

The average standardised results for both the intervention and control groups are shown in Figure 2 (below).

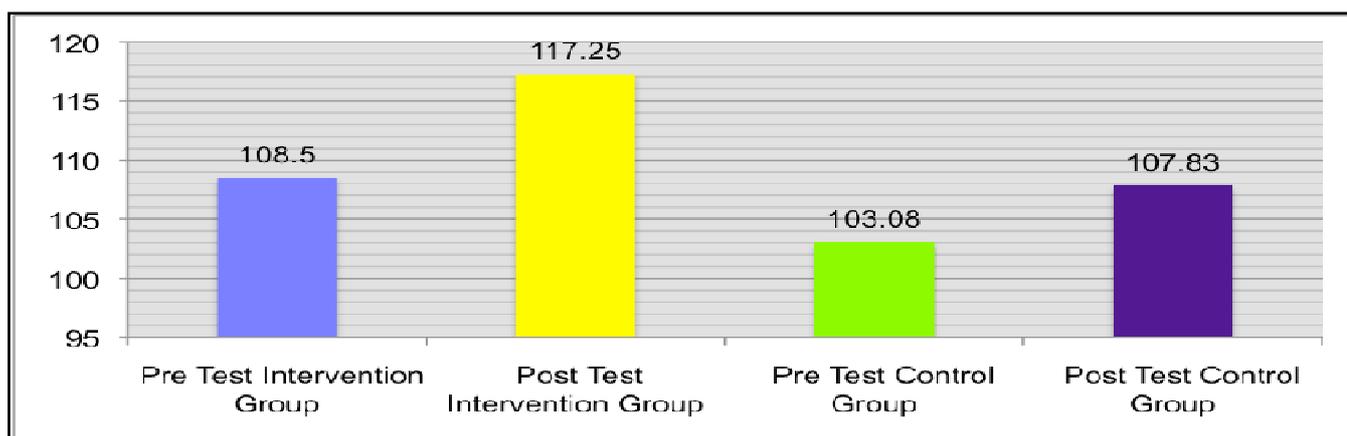


Figure 2: Comparison of average standardised scores for the Reading Progress Test – (pre and post test).

Figure 2 clearly shows that as a group, the intervention students performed better than their peers in the control group. The average standardised score for the intervention group increased from 108.5 to 117.25. Whereas the control group was only able to increase the average standardised score from 103.08 to 107.83. This indicates that explicit teaching of synonyms and word meanings did impact their reading comprehension.

Synonym Task

Figure 3 (below) shows the pre and post-test results for the intervention group on the Synonym Task.

The mean score of the intervention group in the pre-test was 30.5 and the standard deviation was 9.78 showing that most scores were between 20.22 and 39.78. The results in Figure 3 show that 66.67% of students fell within 1 standard deviation of the mean. 25% of students were +2 standard deviations from the mean, while **Student K** (who has language difficulties) scored well below her peers with a score of 10.

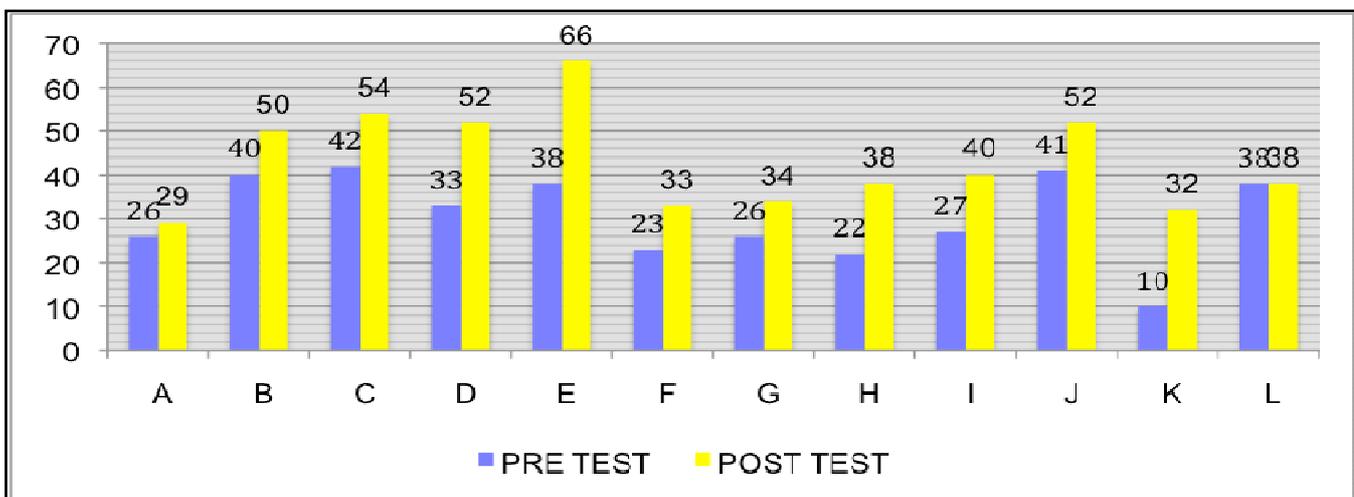


Figure 3: Pre and post-test results from the Synonym Test (intervention group).

In the post-test the mean score rose to 43.17 as did the standard deviation which was 11.35, indicating the scores were slightly more spread out. This shows that most scores were between 31.82 and 54.51. The post-test results in Figure 3 show that 83% of students fell within 1 standard deviation of the mean with 8.33% of students' -2 standard deviations from the mean and 8.33% of students' +2 standard deviations of the mean. Interestingly **Student K** made good gains in the post-test, achieving a score within 1 standard deviation of the mean. Figure 3 also shows that all students with the exception of **Student L** were able to make positive gains in their ability to generate synonyms.

Figure 4 (below) shows that students in the control group performed the same or slightly better in the post-test despite not receiving any teaching intervention.

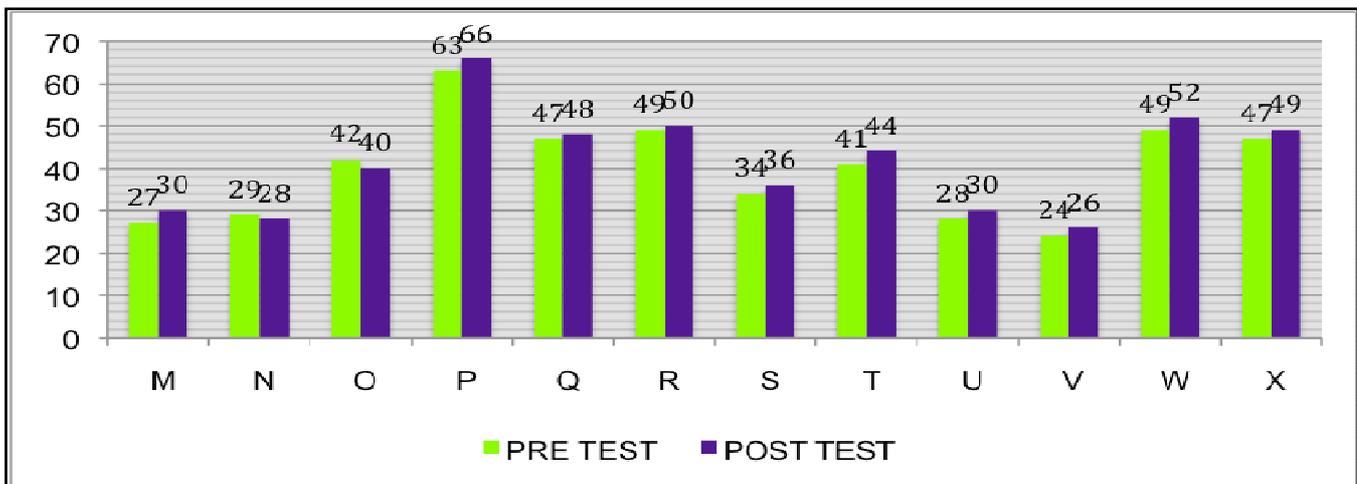


Figure 4: Pre and Post-test Results from the Synonym Test (Control Group)

The mean score of the control group in the pretest was 40 and the standard deviation was 11.76 showing that the scores were slightly more spread out than the intervention group. This suggests that most scores were between 28.25 and 51.75. The results in Figure 4 show that 66.67% of students fell within 1 standard deviation of the mean. 25% of students were -2 standard deviations from the mean, while **Student P** scored well above his peers with a score of 63.

In the post-test the mean score increased slightly to 41.58, as did the standard deviation to 12.09. This shows that most scores were between 29.49 and 53.67. The post-test results in Figure 4 show that 75% of students fell within 1 standard deviation of the mean with 16.66% of students' -2 standard deviations of the mean. **Student P** scored well above his peers in the post-test with a score of 66.

All students found this task difficult, especially because the words were not given in sentences. In the pre-test a number of students did not know what a synonym was, and gave different forms of the word (i.e. for 'talk', they responded with talked, talks, talking) or rhyming words. Students also found it more difficult to provide synonyms for nouns.

The average scores from the pre and post test in Figure 5 (below) show that students who received the intervention made greater gains than their peers in the control group in their ability to generate synonyms for a given word.

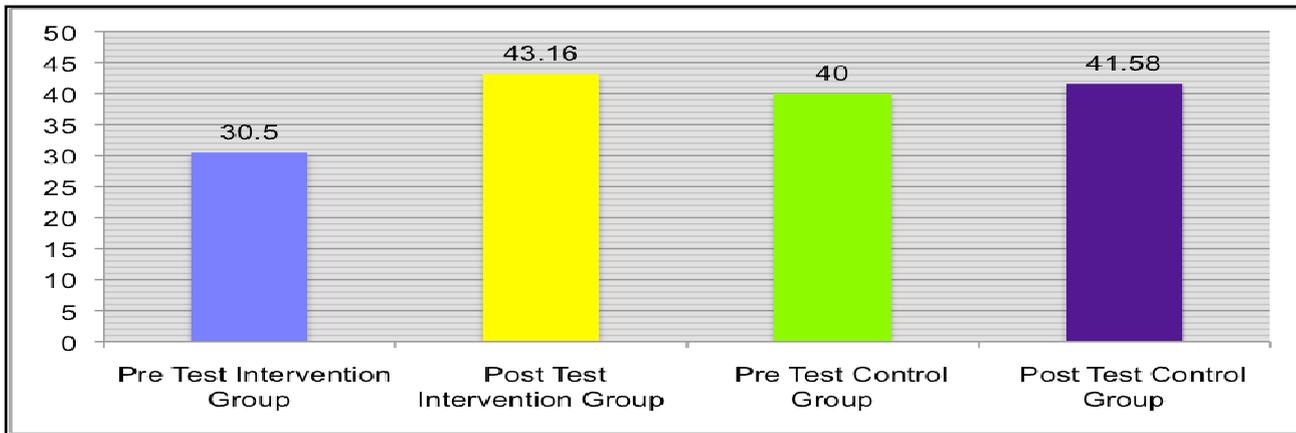


Figure 5: Average Scores for the Synonym Task

Despite the control group having a higher average to begin with, the intervention group as a whole was able to increase their knowledge of synonyms more than the students in the control group. These results further support the hypothesis of the study and imply that explicit teaching of synonyms does increase vocabulary, which in turn increases reading comprehension.

Word Meaning Assessment Task

The results of the Word Meanings Assessment task depict the students' ability to work out the meaning of unfamiliar words in the context of a sentence and suggest a synonym for the unfamiliar word.

Figure 6 (below) shows that students in the intervention group, with the exception of **Student D** (who scored well in the pretest), were able to perform the same or better than they did in the pre-test.

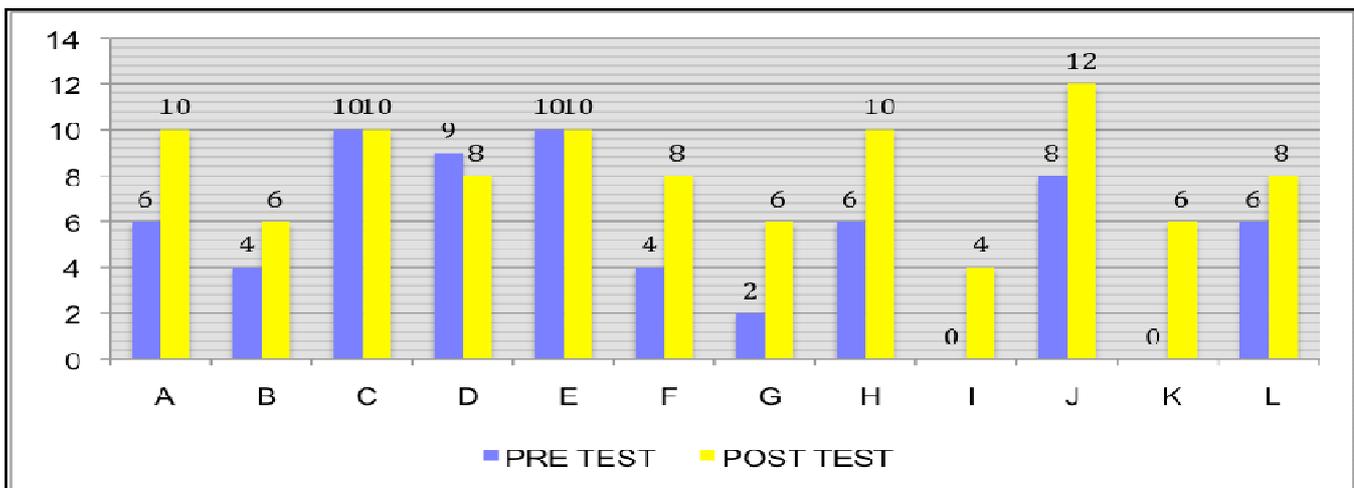


Figure 6: Pre and Post-test Data for the Word Meanings Task (Intervention Group)

The mean score from the pre test in the intervention group was 5.42 with a standard deviation of 3.5. This suggests that the majority of scores were between 1.92 and 8.92. The data in Figure 6 shows that 58.33% of students fell within 1 standard deviation of the mean. 16.66% of students fell -2 standard deviations from the mean and 25% of students fell +2 standard deviations from the mean.

In the post test the mean score increased to 8.17 and the spread of scores dropped to 2.3 showing that the majority of scores were between 5.87 and 10.47. The data in Figure 6 shows that 83.33% of students fell within 1 standard deviation of the mean with 8.33% of students' -2 standard deviations from the mean and 8.33% of students' +2 standard deviations from the mean.

Figure 7 shows the results for the control group. The post-test results show that all students in the control group performed the same or slightly better than they did in the pre test. The mean score for the control group in the pretest was 6.92 with a standard deviation of 2.23 showing an even spread of scores. This suggests that majority of scores were between 4.69 and 9.15. Figure 7 shows that 83.33% of students fell within 1 standard deviation of the mean. Meanwhile 8.33% of students fell -2 standard deviations from the mean and 8.33% of students fell +2 standard deviations from the mean.

In the post-test students were able to increase the mean score to 7.42. The spread of scores remained mostly the same as the pretest with the standard deviation being 2.02. This shows that most scores were between 5.4 and 9.44. Figure 7 shows that 66.66% of students fell within 1 standard deviation of the mean while 8.33% fell -2 standard deviations from the mean and 25% fell +2 standard deviations from the mean.

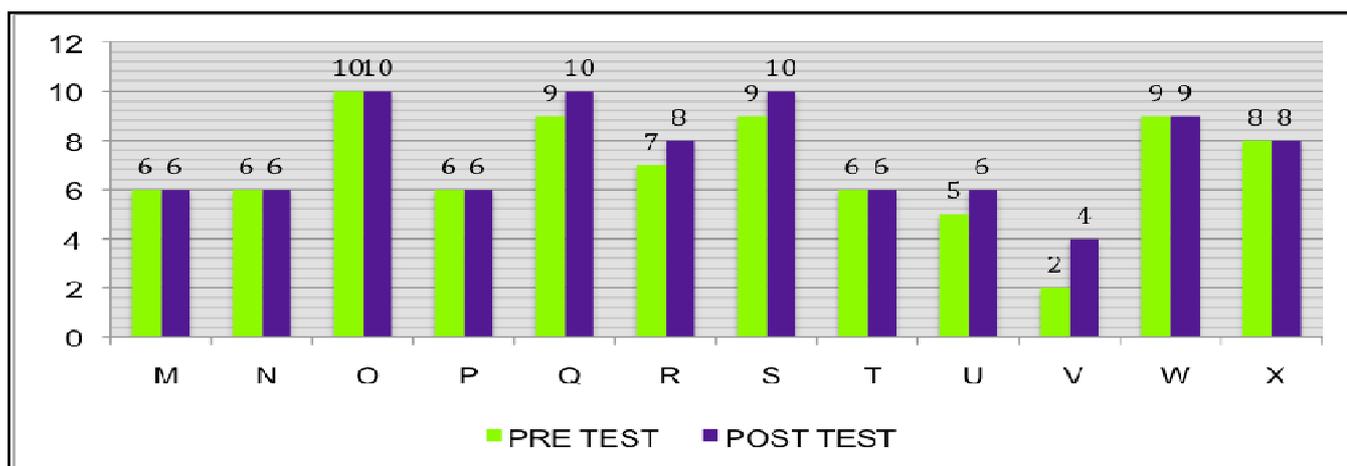


Figure 7: Pre and Post-test Results for the Word Meanings Task (Control Group)

Many students also found this task difficult and the results were not unlike the results from the other assessment tasks. The results showed the students in the intervention group outperformed the control group. Figure 8 (over the page) shows the average scores for both the intervention and control groups at the pre and post-test level.

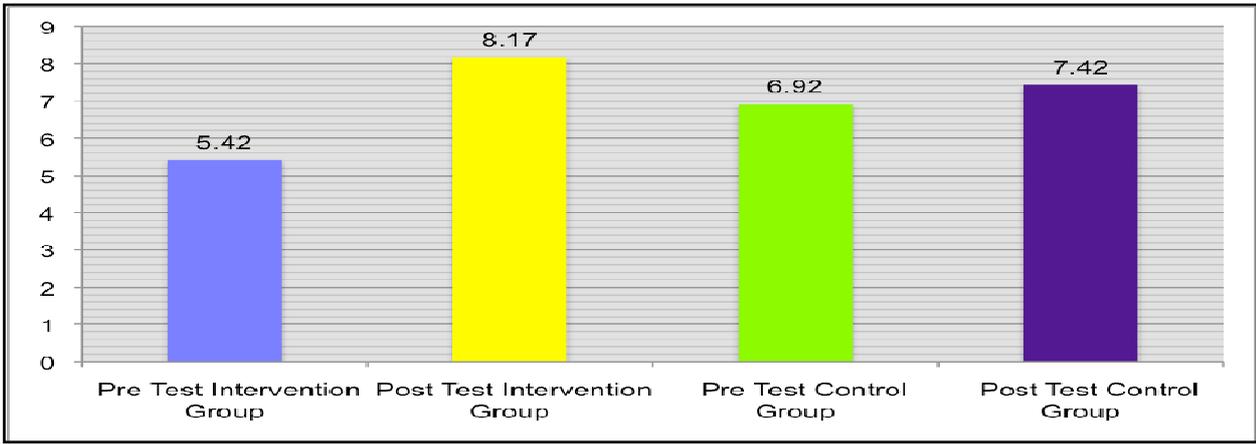


Figure 8: Average Scores for the Word Meanings Task

These results are similar to the Synonym Task, where the control group started with a higher average. However the intervention group made greater gains than the control group. These results further support the hypothesis that explicit teaching of synonyms and developing strategies for understanding the meaning of words improves students overall understanding of the text.

Discussion

The purpose of the current study was to determine if the teaching word meanings and synonyms to a group of Year Two students would improve their vocabulary and reading comprehension.

The results of individual students were examined and a comparison of the average scores between the intervention and the control group showed positive results. Overall trends supported the hypothesis with the intervention group outperforming their peers in the control group.

Of interest is the conception that the students who participated in the current study were thought to be generally good at decoding text but having limited comprehension skills. However at the completion of this study, the results showed that most students were reading and comprehending at or above their chronological age at the pre test stage. Through participating in the study, students in the intervention group were able to further improve their comprehension.

It is also interesting to make reference to the links between student Record of Oral Language (ROL) and reading capabilities. The results of the current study support the link between oral language development and reading ability. Students with the highest initial ROL achieved much higher scores than their peers with low ROL in all assessment tasks. The exception to this was **Student B (intervention group)** and **Student P (control group)** who performed well on the Synonym Task despite having a low initial ROL. Current research into the link between oral language, understanding of word meanings and reading comprehension supports the results of the current study. Oral language development has implications for a student's ability

to comprehend a text and knowledge of word meanings are thought to be the stepping-stones of oral language (Joshi, 2005). Further to this, as adults are the main conversationalists, questioners, listeners, responders, and sustainers of language development and growth, Hart and Risley (1995) suggest that a child's vocabulary is largely affected by the words they hear in conversation with adults. Given that oral language development is connected to vocabulary development and vocabulary development is linked to comprehension, it would seem a clear link between oral language and reading comprehension is evident. Rupley and Nichols (2005), support this by suggesting that children beginning school with low vocabularies have difficulty in developing their reading skills. With a number of students in this study having high ROL scores, this could account for their ability to achieve reading ages above their chronological ages.

Therefore, it is suggested that even the most minimal amount of intervention can be beneficial to student learning and even in a short period of time (ten sessions) noticeable differences were attainable.

Although the findings were generally positive and supported the hypothesis, ongoing explicit teaching would need to be implemented and assessed in order to gain an accurate picture of achievement over time and to rule out other variables, which may have had an impact of the results over such a short period of time.

Implications

Even though the control group was not exposed to the explicit teaching over the two week (ten session) period, they still made slight gains in their vocabulary and reading comprehension.

Variables that may have impacted the results could include:

- ☆Control students being in a different class to the intervention students.
- ☆The prior teaching/ learning in the control group.

☆Variation in the administration of assessment tasks by a colleague teacher.

☆Time of day/day of the week that the tests were administered.

Richek (2005) acknowledges that vocabulary development takes time. This suggests that the length of the study could be increased in order to see even more of an improvement in vocabulary acquisition and reading comprehension.

The age of the students must also be taken into account. The results show that both the intervention and control group were able to make positive gains in their scores on the Reading Progress Test. However once the scores were converted into standardised scores, it was clear the intervention group had performed better. This could be because the average age of the students in the teaching group was slightly lower than the average age of the students in the control group.

Another implication for the current study is the sample size. Given that the current study only used 24 students from one cultural and socio-economic society it can be argued that although the hypothesis was supported, the results of the study are inconclusive.

Future Research

Future research into this area could provide more conclusive evidence to show that explicitly teaching synonyms and word meanings does improve reading comprehension.

It would however be interesting to observe the impact of:

☆ Changing the length of the intervention (longer than 2 weeks).

☆ Increasing/ decreasing the number of participants in the study.

- ☆ Having intervention and control students in the same class (to avoid such variables as mentioned above affecting the results).
- ☆ Different strategies being implemented to teach the same concepts to cater for different learning styles.
- ☆ Completing the study with students of different socioeconomic and cultural backgrounds.

In conclusion, the results of the current student suggest that more time needs to be given to oral language activities and vocabulary development. A long term, whole school approach to the improvement of oral language would be beneficial to developing the vocabulary and improving the reading comprehension of our students.

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Appendix One: Synonym Task (Adapted from Munro, 2005)

Synonyms task: Target words and possible responses

Teacher's Sheet

Target word		Possible correct responses
1	small	tiny, little, wee, mini, miniature, short, shrimp, slight, stunted, teensy, minor, trifling
2	talk	speak, natter, chat, say
3	fast	quick, rapid, brisk, snappy, speedy, hasty, swift
4	old	aged, ancient, elderly, experienced, geriatric, senior, veteran, outdated, stale
5	leave	go, clear out, scam, stop
6	car	vehicle, automobile, sedan
7	shoe	boot, slipper, runners, sneaker
8	child	boy, girl, infant, tot, baby, youngster, brat, kid, kiddie, toddler
9	fat	rotund, plump, overweight, burly, corpulent, obese, oversize, paunchy, portly, stout, blubbery, bulk, lard
10	walk	stroll, amble, hike, march, pathway, amble, tramp
11	cat	kitten, moggy, puss, leopard, lion, tabby
12	fatigued	tired, all in, beat, exhausted, weary, worn-out, zonked, sapped
13	boat	ship, types of boats
14	clean	neat, tidy, clear, flawless, trim, sparkling
15	sick	ill, unhealthy, unwell, weak, queasy, diseased,
16	tiger	cat, cheetah, cougar, jaguar, leopard, lion, panther
17	engine	motor machine, apparatus, appliance, gadget
18	ignore	disregard, avoid, cut, neglect, omit, overlook, reject
19	precious	expensive, dear, prized, treasured, valued, invaluable, prized
20	angry	mad, irate, crazy, cross, out/enraged, fiery, fuming, furious, storming

**Appendix One:
Synonyms Task: Student Form**

Student name: _____ Year Level: _____ Date: _____

	First word	Additional words		
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

**Appendix Two:
Word Meaning Assessment Task (Pre and Post-test)**

WORD MEANINGS ASSESSMENT

Student Name: _____

Date _____

WORD	SENTENCE	MEANING
peered	He smacked his lips and <u>peered</u> down from his tree at the hut below.	
briskly	She tied her floral bonnet, stepped <u>briskly</u> out onto the street and hurried towards the village market .	
delectable	The air filled with a <u>delectable</u> smell and monkey's stomach rumbled, grumbled and groaned.	
commotion	Monkey climbed down for a closer look at all the <u>commotion</u>	
heaved	Mama Marie moaned as she <u>heaved</u> herself slowly to her feet.	
nipping	The dogs chased Monkey, snapping and <u>nipping</u> at Monkey's heels	

Appendix Three: Ten Lesson Teaching Sequence

Session One Text: William's Weird Wednesday		
Activity	Task Description	Time
Introducing the strategy / Explaining Key Terminology	<p>Explain to the children that they are going to be learning some things that will be useful is helping them to expand their vocabularies and better understand the texts they read.</p> <p>Invite students to discuss with each other what they do when they come to a word they don't understand.</p> <p>Share responses with the whole class.</p> <p>Introduce the term "synonym".</p> <p>Invite students to discuss with each other what they think a synonym is.</p> <p>Share responses.</p>	10 minutes
Peer discussion/ Vocabulary Building	<p>Examine the front cover of the text.</p> <p>Invite students to explain what the title tells us about the story.</p> <p>Invite students to share through peer oral discussion ways of saying the title in another way by using synonyms for the word "weird"</p> <p>Record student responses and the teacher may add some extra synonyms. Have some students share their responses with the class. <i>e.g. strange, odd, bizarre, peculiar, uncanny, creepy, unusual, queer, surprising, unexpected etc</i></p>	10 minutes
Vocabulary Building	<p>Invite students to orally change the title of the text by substituting the word 'weird' for one of the words on the brainstormed list.</p> <p>Students are encouraged to think if some words fit better than others. Not all synonyms for weird will sound right with the title of the text.</p>	5 minutes
Using synonyms in context	<p>Pick one target word from the text – "Beautiful"</p> <p>Engage children in a discussion of other words we could use instead of beautiful. Compose a list of synonyms for beautiful.</p> <p>Read the sentence from the text.</p> <p style="text-align: center;"><i>William woke up. "Oh, what a beautiful day," he said.</i></p> <p>Invite students to rewrite the sentence and substitute the word beautiful for one of the synonyms from the brainstormed list of words.</p>	15 minutes
Reflection	<p>Students are invited to share their sentences and to become aware that their sentences make sense and still mean the same thing even though different words have been used.</p> <p>Students are encouraged to share and reflect on their learning's with their peers and the class.</p>	5 minutes
TOTAL LENGTH OF LESSON		45 Minutes

Session Two Text: William's Weird Wednesday		
Activity	Task Description	Time
Revisit and clarify terms	<p>Revisit the definition of a synonym</p> <p>Explain to children that we are going to continue to build our vocabulary as we examine words and synonyms for those words.</p> <p>Revisit synonyms for the words "weird" and "beautiful" from yesterday's session.</p> <p>Explain to students that we will be learning to work out meanings of words using synonyms (other words that make sense) and surrounding information in the text.</p>	5 -10 minutes
Read to - Big Book Modeling the strategy	<p>Briefly re discuss yesterday's session and the alternate titles we composed for the book.</p> <p>Read big book to students asking them to listen carefully to the words and raise their hands if there are any words they do not understand.</p> <p>Record any unknown words.</p> <p>Read each of the sentences containing the unknown words and ask students to think about how could I work out what this word means?</p> <p>Teacher models out loud strategies such as:</p> <ul style="list-style-type: none"> ☆ Read on to search for clues, ☆ Listen to what I am reading ☆ Create a picture in my head? (visualisation) ☆ Think of other words that might make sense. <p>Teacher lists possible words that could be used (on paper).</p> <p>Ask for suggestions from group – add to list</p> <p>Model this for each sentence</p>	20-25 minutes
Reflection	<p>What have you learnt today?</p> <p>How did you work out word meanings?</p> <p>Children articulate how they worked out word meanings e.g. 'As I read on I am going to....'</p>	5 minutes
TOTAL LENGTH OF LESSON		30- 40 minutes

Session Three Text: Basil's Night Out		
Activity	Task Description	Time
Warm up Activity	Play the interactive game - Walk the Plank http://www.firstschoolyears.com/literacy/word/other/synonyms/interactive/synonyms.htm Students have to pick the correct synonym for the given word.	5 minutes
Review the strategy	Revisit what a synonym is Revisit what we can do when we come across a word in the sentence we do not know. ☆ Create a picture in our heads ☆ Use the picture in the text ☆ Read on ☆ Look at the surrounding text ☆ Change the word to another word that might make sense.	5 minutes
Book Orientation	Look at book title and cover. Make predictions about the text from the title and front cover. Walk through the book examining the pictures. Students attempt to orally create the story by looking at the pictures only.	5 minutes
Shared Reading and Oral Cloze	Read the Big Book together. Have three targeted words covered with paper, so students can predict what the word may be orally. Model reading on to the end of the sentence to think about what word might fit best. List and discuss suggestions	5-10 minutes
Building synonyms and meanings	Uncover targeted words, comparing with list of possible words. Model re reading whole sentence. Review action: <i>When I reach a word I don't know I...</i> ☆ Read on to search for clues, ☆ Listen to what I am reading ☆ Create a picture in my head? (visualisation) ☆ Think of other words that might make sense. Discuss best choice of words from lists made. Group words into synonyms (words that might mean the same thing) Discuss importance of reading on to find further information to help work out the word.	10 minutes
Written Synonym task	Students complete written activity where they have to change a target word for an appropriate synonym http://www.superteacherworksheets.com/synonyms-antonyms/synonyms2.pdf	15 minutes
Reflection	What have you learnt today? How did you work out word meanings? How did they work out which word was the correct synonym in the written task? Students articulate how they worked out word meanings <i>'When I reach a word I don't know I...'</i>	5 minutes
TOTAL LENGTH OF LESSON		50-55 minutes

Session Four
Text: Basil's Night Out

Activity	Task Description	Time
Warm up Activity	<p>Play the interactive game - Walk the Plank http://www.firstschoolyears.com/literacy/word/other/synonyms/interactive/synonyms.htm</p> <p>Students have to pick the correct synonym for the given word.</p>	5 minutes
Review the strategy	<p>Review what a synonym is</p> <p>Review strategy for working out the meaning of unknown words</p> <p><i>When I reach a word I don't know, I...</i></p> <ul style="list-style-type: none"> ☆ Read on to search for clues, ☆ Listen to what I am reading ☆ Create a picture in my head? (visualisation) ☆ Think of other words that might make sense. 	5 minutes
Reread the text	<p>Reread the text up to page 11</p> <p>Focus on the words that were covered yesterday (sneak, reflection, narrow)</p> <p>When reading the text, ask the students to provide you with another word that would also make sense in the sentence.</p>	10 minutes
Read the text	<p>Read page 12</p> <p>Have a word covered and invite students to predict what the covered word is by using the previously discussed strategy.</p> <p><i>When I reach a word I don't know, I...</i></p> <ul style="list-style-type: none"> ☆ Read on to search for clues, ☆ Listen to what I am reading ☆ Create a picture in my head? (visualisation) ☆ Think of other words that might make sense. <p>Make a list of answers on the board.</p> <p>Uncover the word to reveal. Invite students to explain what the word 'scrambled' means and to provide other words that fit in the sentence while retaining meaning.</p>	10 minutes
Practicing the skill	<p>Students work in groups to cut out and match up the synonyms (see appendix 4)</p> <p>After matching the cards up, students can play snap or concentration with the cards.</p>	15 minutes
Reflection	<p>What have you learnt today?</p> <p>Have you learnt any new words?</p> <p>What are you going to do when you get to a word in the text you do not understand?</p>	5 minutes
TOTAL LENGTH OF LESSON		50 Minutes

Session Five Text: Monkey Buy's Trouble		
Activity	Task Description	Time
Warm up Activity	Word Balloons on the Interactive Whiteboard http://www.bbc.co.uk/schools/starship/english/games/word_balloons/small_sound/standard.shtml	5 minutes
Review previous session synonyms	<p>Have the keywords (sneak, reflection, narrow) from the previous session and synonyms for these words on flashcards.</p> <p>Play sorting game with cards – students group words that mean the same</p> <p>Revise orally what these words mean, say targeted words in a sentence.</p> <p>Revise what you are going to do to help you work out word meanings. <i>'When I come to a word I don't know I...'</i></p> <ul style="list-style-type: none"> ☆ Read on to search for clues, ☆ Listen to what I am reading ☆ Create a picture in my head? (visualisation) ☆ Think of other words that might make sense. 	10 minutes
Teach the Strategy	<p>If you are not sure what a word means, one way of figuring out what the word may mean is by using context clues.</p> <p>Explain to students that using context clues means using the information around the word you don't know. These words may help you discover what the unknown word means. Sometimes a word's definition may become clearer after reading the entire sentence/ paragraph or page where it appears.</p> <p>You can also use the information in the rest of the paragraph to help you figure out what the word means.</p>	5 minutes
Read the text	<p>Read page 2 and 3 of the text</p> <p>Select target words from the text and ask students to work out what the words mean by using the context clues on the page and their knowledge of synonyms (target words phrases/words include: mouth watered, smacked his lips, floral bonnet and village).</p>	10 minutes
Practicing the skills/ strategies	<p>Students participate in rotations to develop their skills in using context clues and expanding vocabulary through developing further knowledge of synonyms</p> <ol style="list-style-type: none"> 1. Synonym Sam's Lab http://pbskids.org/lions/games/synsam.html 2. Synonym match (see appendix 4) - students match the cards with synonyms. Play concentration if all words are matched. 3. Teacher Group – Students read a text and record the words they cannot read/ words they cannot understand. After reading, use the context to discuss words they do not understand. 4. Word Balloons on the interactive whiteboard. http://www.bbc.co.uk/schools/starship/english/games/word_balloons/small_sound/standard.shtml 5. Complete synonym worksheet http://www.havefunteaching.com/worksheets/language/synonym/synonym-surprise.pdf 	20 minutes
Reflection	<p>What have you learnt today?</p> <p>How did you work out word meanings using more than one sentence?</p> <p>What did you use to give you information?</p> <p>Students articulate how they worked out word meanings <i>'When I come to a word I don't know I read on etc.'</i></p> <p>How did we decide the best synonyms to use?</p>	5 minutes
TOTAL LENGTH OF LESSON		55 minutes

Session Six Text: Monkey Buy's Trouble		
Activity	Task Description	Time
Warm up Activity	Word Balloons on the Interactive Whiteboard http://www.bbc.co.uk/schools/starship/english/games/word_balloons/small_sound/standard.shtml	5 minutes
Review synonyms	Have examples of keywords discussed last few sessions on flashcards. Play sorting game with cards – students group words that mean the same Revise orally what these words mean, say targeted words in a sentence. Revise what you are going to do to help you work out word meanings. <i>'When I come to a word I don't know I...'</i> <ul style="list-style-type: none"> ☆ Read on to search for clues, ☆ Listen to what I am reading ☆ Create a picture in my head? (visualisation) ☆ Think of other words that might make sense. 	10 minutes
Revisit the strategy	If you are not sure what a word means, one way of figuring out what the word may mean is by using context clues. Using context clues means using the information around the word you don't know. These words may help you discover what the unknown word means. Sometimes a word's definition may become clearer after reading the entire sentence/ paragraph or page where it appears. You can also use the information in the rest of the paragraph to help you figure out what the word means.	5 minutes
Read the text	Read page 4 and 5 of the text Select target words from the text and ask students to work out what the words mean by using the context clues on the page and their knowledge of synonyms. (Target words phrases/words include: trod, tree root, flurry of skirts, tangle of petticoats)	10 minutes
Practicing the skills/ strategies	Students participate in rotations to develop their skills in using context clues and expanding vocabulary through developing further knowledge of synonyms <ol style="list-style-type: none"> 1. Synonym Sam's Lab http://pbskids.org/lions/games/synsam.html 2. Synonym match (see appendix 4) - students match the cards with synonyms. Play concentration if all words are matched. 3. Teacher Group – Students read a text and record the words they cannot read/ words they cannot understand. After reading, use the context to discuss words they do not understand. 4. Word Balloons on the interactive whiteboard. http://www.bbc.co.uk/schools/starship/english/games/word_balloons/small_sound/standard.shtml 5. Complete synonym worksheet http://www.havefunteaching.com/worksheets/language/synonym/synonym-surprise.pdf 	15 minutes
Reflection	What have you learnt today? How did you work out word meanings using more than one sentence? What did you use to give you information? Students articulate how they worked out word meanings <i>'When I come to a word I don't know I read on etc.'</i> How did we decide the best synonyms to use?	5 minutes
TOTAL LENGTH OF LESSON		55 minutes

Session Seven Text: Monkey Buy's Trouble		
Activity	Task Description	Time
Warm up Activity	Word Balloons on the Interactive Whiteboard http://www.bbc.co.uk/schools/starship/english/games/word_balloons/small_sound/standard.shtml	5 minutes
Review previous session synonyms	Have the keywords (sneak, reflection, narrow) from the previous session and synonyms for these words on flashcards. Play sorting game with cards – students group words that mean the same Revise orally what these words mean, say targeted words in a sentence. Revise what you are going to do to help you work out word meanings. <i>'When I come to a word I don't know I...'</i> <ul style="list-style-type: none"> ☆ Read on to search for clues, ☆ Listen to what I am reading ☆ Create a picture in my head? (visualisation) ☆ Think of other words that might make sense. 	10 minutes
Teach the Strategy	If you are not sure what a word means, one way of figuring out what the word may mean is by using context clues. Explain to students that using context clues means using the information around the word you don't know. These words may help you discover what the unknown word means. Sometimes a word's definition may become clearer after reading the entire sentence/ paragraph or page where it appears. You can also use the information in the rest of the paragraph to help you figure out what the word means.	5 minutes
Read the text	Read page 6 and 7 of the text Select target words from the text and ask students to work out what the words mean by using the context clues on the page and their knowledge of synonyms. (target words phrases/words include: contents, scattered, grumbled, mutter, shuffled)	10 minutes
Practicing the skills/ strategies	Students participate in rotations to develop their skills in using context clues and expanding vocabulary through developing further knowledge of synonyms <ol style="list-style-type: none"> 6. Synonym Sam's Lab http://pbskids.org/lions/games/synsam.html 7. Synonym match (see appendix 4) - students match the cards with synonyms. Play concentration if all words are matched. 8. Teacher Group – Students read a text and record the words they cannot read/ words they cannot understand. After reading, use the context to discuss words they do not understand. 9. Word Balloons on the interactive whiteboard. http://www.bbc.co.uk/schools/starship/english/games/word_balloons/small_sound/standard.shtml 10. Complete synonym worksheet http://www.havefunteaching.com/worksheets/language/synonym/synonym-surprise.pdf 	20 minutes
Reflection	What have you learnt today? How did you work out word meanings using more than one sentence? What did you use to give you information? Students articulate how they worked out word meanings <i>'When I come to a word I don't know I read on etc.'</i> How did we decide the best synonyms to use?	5 minutes
TOTAL LENGTH OF LESSON		55 minutes

Session Eight Text: Monkey Buy's Trouble		
Activity	Task Description	Time
Warm up Activity	Word Balloons on the Interactive Whiteboard http://www.bbc.co.uk/schools/starship/english/games/word_balloons/small_sound/standard.shtml	5 minutes
Review previous session synonyms	Have the keywords (sneak, reflection, narrow) from the previous session and synonyms for these words on flashcards. Play sorting game with cards – students group words that mean the same Revise orally what these words mean, say targeted words in a sentence. Revise what you are going to do to help you work out word meanings. <i>'When I come to a word I don't know I...</i> <ul style="list-style-type: none"> ☆ Read on to search for clues, ☆ Listen to what I am reading ☆ Create a picture in my head? (visualisation) ☆ Think of other words that might make sense. 	10 minutes
Teach the Strategy	If you are not sure what a word means, one way of figuring out what the word may mean is by using context clues. Explain to students that using context clues means using the information around the word you don't know. These words may help you discover what the unknown word means. Sometimes a word's definition may become clearer after reading the entire sentence/ paragraph or page where it appears. You can also use the information in the rest of the paragraph to help you figure out what the word means.	5 minutes
Read the text	Read page 8, 9, 10 and 11 of the text Select target words from the text and ask students to work out what the words mean by using the context clues on the page and their knowledge of synonyms. (target words phrases/words include: scooped, trembled, scampered, slyly, danced with delight)	10 minutes
Practicing the skills/ strategies	Students participate in rotations to develop their skills in using context clues and expanding vocabulary through developing further knowledge of synonyms <ol style="list-style-type: none"> 1. Synonym Sam's Lab http://pbskids.org/lions/games/synsam.html 2. Synonym match (see appendix 4) - students match the cards with synonyms. Play concentration if all words are matched. 3. Teacher Group – Students read a text and record the words they cannot read/ words they cannot understand. After reading, use the context to discuss words they do not understand. 4. Word Balloons on the interactive whiteboard. http://www.bbc.co.uk/schools/starship/english/games/word_balloons/small_sound/standard.shtml 5. Complete synonym worksheet http://www.havefunteaching.com/worksheets/language/synonym/synonym-surprise.pdf 	20 minutes
Reflection	What have you learnt today? How did you work out word meanings using more than one sentence? What did you use to give you information? Students articulate how they worked out word meanings <i>'When I come to a word I don't know I read on etc.'</i> How did we decide the best synonyms to use?	5 minutes
TOTAL LENGTH OF LESSON		55 minutes

Session Nine Text: Monkey Buy's Trouble		
Activity	Task Description	Time
Warm up Activity	Word Balloons on the Interactive Whiteboard http://www.bbc.co.uk/schools/starship/english/games/word_balloons/small_sound/standard.shtml	5 minutes
Review previous session synonyms	<p>Have the keywords (sneak, reflection, narrow) from the previous session and synonyms for these words on flashcards.</p> <p>Play sorting game with cards – students group words that mean the same</p> <p>Revise orally what these words mean, say targeted words in a sentence.</p> <p>Revise what you are going to do to help you work out word meanings. <i>'When I come to a word I don't know I...</i></p> <ul style="list-style-type: none"> ☆ Read on to search for clues, use sentence context. ☆ Listen to what I am reading ☆ Create a picture in my head? (visualisation) ☆ Think of other words that might make sense. 	10 minutes
Teach the Strategy	<p>If you are not sure what a word means, one way of figuring out what the word may mean is by using context clues.</p> <p>Explain to students that using context clues means using the information around the word you don't know. These words may help you discover what the unknown word means. Sometimes a word's definition may become clearer after reading the entire sentence/ paragraph or page where it appears.</p> <p>You can also use the information in the rest of the paragraph to help you figure out what the word means.</p>	5 minutes
Read the text	<p>Read page 12,13,14 and 15 of the text</p> <p>Select target words from the text and ask students to work out what the words mean by using the context clues on the page and their knowledge of synonyms.</p> <p>(target words phrases/words include: edge of town, snarling, baring their teeth, gasping for breath, glaring, plucking)</p>	10 minutes
Practicing the skills/ strategies	<p>Students participate in rotations to develop their skills in using context clues and expanding vocabulary through developing further knowledge of synonyms</p> <ol style="list-style-type: none"> 1. Synonym Sam's Lab http://pbskids.org/lions/games/synsam.html 2. Synonym match (see appendix 4) - students match the cards with synonyms. Play concentration if all words are matched. 3. Teacher Group – Students read a text and record the words they cannot read/ words they cannot understand. After reading, use the context to discuss words they do not understand. 4. Word Balloons on the interactive whiteboard. http://www.bbc.co.uk/schools/starship/english/games/word_balloons/small_sound/standard.shtml 5. Complete synonym worksheet http://www.havefunteaching.com/worksheets/language/synonym/synonym-surprise.pdf 	20 minutes
Reflection	<p>What have you learnt today?</p> <p>How did you work out word meanings using more than one sentence?</p> <p>What did you use to give you information?</p> <p>Students articulate how they worked out word meanings</p> <p><i>'When I come to a word I don't know I read on etc.'</i></p> <p>How did we decide the best synonyms to use?</p>	5 minutes
TOTAL LENGTH OF LESSON		55 minutes

Session Ten Text: Monkey Buy's Trouble		
Activity	Task Description	Time
Warm up Activity	Word Balloons on the Interactive Whiteboard http://www.bbc.co.uk/schools/starship/english/games/word_balloons/small_sound/standard.shtml	5 minutes
Review previous session synonyms	Have the keywords (sneak, reflection, narrow) from the previous session and synonyms for these words on flashcards. Play sorting game with cards – students group words that mean the same Revise orally what these words mean, say targeted words in a sentence. Revise what you are going to do to help you work out word meanings. <i>'When I come to a word I don't know I...'</i> <ul style="list-style-type: none"> ☆ Read on to search for clues, use sentence context ☆ Listen to what I am reading ☆ Create a picture in my head? (visualisation) ☆ Think of other words that might make sense. 	10 minutes
Teach the Strategy	If you are not sure what a word means, one way of figuring out what the word may mean is by using context clues. Explain to students that using context clues means using the information around the word you don't know. These words may help you discover what the unknown word means. Sometimes a word's definition may become clearer after reading the entire sentence/ paragraph or page where it appears. You can also use the information in the rest of the paragraph to help you figure out what the word means.	5 minutes
Read the text	Read page 16-20 of the text Select target words from the text and ask students to work out what the words mean by using the context clues on the page and their knowledge of synonyms. (target words phrases/words include: twitch, pounce, slunk away, dashed, trudged wearily, topmost branch.	10 minutes
Practicing the skills/ strategies	Students participate in rotations to develop their skills in using context clues and expanding vocabulary through developing further knowledge of synonyms <ol style="list-style-type: none"> 1. Synonym Sam's Lab http://pbskids.org/lions/games/synsam.html 2. Synonym match (see appendix 4) - students match the cards with synonyms. Play concentration if all words are matched. 3. Teacher Group – Students read a text and record the words they cannot read/ words they cannot understand. After reading, use the context to discuss words they do not understand. 4. Word Balloons on the interactive whiteboard. http://www.bbc.co.uk/schools/starship/english/games/word_balloons/small_sound/standard.shtml 5. Complete synonym worksheet http://www.havefunteaching.com/worksheets/language/synonym/synonym-surprise.pdf 	20 minutes
Reflection	What have you learnt today? How did you work out word meanings using more than one sentence? What did you use to give you information? Students articulate how they worked out word meanings <i>'When I come to a word I don't know I read on etc.'</i> How did we decide the best synonyms to use?	5 minutes
TOTAL LENGTH OF LESSON		55 minutes

Appendix Four: Synonym Concentration Cards

seat

chair

simple

easy

mad

angry

tiny

little

stone

rock

toss

throw

enjoy

like

hop

jump

shut

close

tidy

clean

silent

quiet

begin

start

chat

talk

weird

strange

clever

smart

skinny

thin

loud

noisy

middle

centre

ill

sick

huge

big

difficult

hard

late

tardy

friendly

kind

naughty

bad

finish

end