Explicit teaching of vocabulary and one and two event sentences to prep children, who have received low Record of Oral language (ROL) scores will increase their listening comprehension

Abstract

Young children begin school with a wide range of language and literacy skills. Not all children come to school with backgrounds that are rich in oral language (Schoenberger, L., Campbell, B. & Hanson, S., 2005.) Many students with literacy difficulties also demonstrate poor oral language skills. It is essential that children acquire language through explicit and implicit instruction throughout lessons and everyday activities. Current research findings state that increasing students' vocabulary, assist them to better indentify key concepts, make inferences between two or more texts, and increases their ability to comprehend.

Daily oral language activities where explicit teaching takes place will also assist to improve students' composition of grammatical a sentences and their listening comprehension.

The hypothesis of this study is that explicitly teaching vocabulary, word meanings (synonyms), and one and two event sentences to prep students who received low Record of Oral Language scores, will assist in their ability to listen and retell a story in sequential order.

Ten lessons were conducted during the daily literacy block in a prep/one classroom. Four children who received low Record of Oral Language (ROL) scores during literacy testing in February were chosen to be part of a teaching group, who participated in pre and post testing to test the accuracy of the hypothesis. A control group of four students were also chosen for comparison, these children were from a different classroom to those students in the teaching group.

The students in the teaching group were taught to retell in sequential order and participated in explicit teaching of vocabulary, synonyms and one and two event sentences. The results indicate an improvement in the teaching and control groups listening comprehension. As well as a greater understanding of vocabulary, word meanings and sentence structure. However greater gains were made by the teaching group during post testing.

Introduction

Many students in the early years of primary school experience difficulty in the area of listening comprehension. These difficulties are demonstrated in students' limited ability to retell the important events of a story in sequential order. Students may find retelling difficult after either listening or reading a story. Oral language is essential for communication and a child's literacy development. However not all children begin school with the necessary skills for language and literacy learning. They may not have had the same exposure to rich oral language experiences as other peers of the age. Many children begin school with partial expressive language skills, diverse levels of acquisition or knowing less vocabulary words than their peers (Peregoy & Boyle, 1997; Kirkland & Patterson, 2005). Therefore it is important to make oral language the primary focus of literacy learning in the classroom. Oral language skills are required not only to support students' thinking and learning, they are also important in developing essential language components; vocabularies, knowledge of word meanings (synonyms), grammar and understanding of how ideas are linked to support text comprehension (Munro, 2010). Many researchers have discussed methods for teaching language to children, ways language is acquired and used, and its impact on literacy learning.

Children acquire language through explicit and implicit instruction throughout lessons and everyday activities. Oral language teaching in the classroom helps students to construct new understandings about receptive and expressive language. Hall (1987; cited in Kirkland and Patterson, 2005) found that oral language emerges in children when the following criteria are present during teaching;

-children are the major constructors of language

- parents, teachers and caregivers serve as facilitators, not transmitters, of language development

- language is embedded in the context of daily life

- children construct language in the pursuit of meaning and comprehension related to their world and print

- social interaction is foundational to language

- children understand the functions of language and language is learned in a child-initiated, holistic manner

Children differ in the quality of what they say; their ability to communicate is affected by the quality of thinking and learning and the quality of their vocabulary knowledge (Munro, 2010). Children who are able to participate in shared language experiences, such as shared reading, role play and conversations build self confidence through these situations. Students who

struggle to understand what they read or hear, may be unfamiliar with many of the words they encounter. Although some early readers with limited vocabulary knowledge are successful at decoding, they continue to struggle with comprehending, when they have limited or no stored meaning for the words that they are reading. Not having access to word meanings makes it difficult for children to understand what is being read and relate to a topic. Each word has a stored meaning and its own linked sound pattern. To learn and speak a new word a good communicator needs to know; the sound pattern, the actions needed to produce the sound pattern and an understanding that words have meanings (Munro, 2010). Similarly, Rupley and Nichols (2005) state that when readers encounter too many unknown words for which they cannot access the contextual and conceptual meanings, comprehension of the text is unlikely to occur.

Furthermore David (2010) suggests that "students who enter school with limited vocabularies, especially English learners often struggle to comprehend what they read." Children's acquisition of vocabulary is essential for gains in reading comprehension and reading development (Rupley and Nichols, 2005). Children who have a large word vocabulary have greater success at comprehending what they read, as they are able to identify and connect key ideas in text, draw on personal experiences and make inferences between texts.

Using children's literature in the classroom provides all students with the opportunity to listen to good books and increases their knowledge of vocabulary, good language structures and increases their storehouse of experiences as well as their interest in reading (Galda and Cullinan, 1991; cited in Brett, Rothlein and Hurley, 1996). When teachers read aloud in the classroom students can be challenged by text and ideas that would otherwise be difficult for young children to read alone. Literature can provide students with the opportunity to engage in rich discussion and introduce and provide meanings for new vocabulary. The opportunity to discuss unfamiliar vocabulary, simultaneously with events from the story is essential for literacy growth. (Teale and Martinex, 1996; cited in Beck and McKeown, 2001) believe that the most effective talk involved encouraging children to focus on important story ideas and giving them the opportunity to reflect rather than expecting a quickly retrieved response. Further more (Farrell and Nessell, 1982; cited in Isbell et al, 2004) found that storytelling enhanced fluency, vocabulary acquisition and recall. Oral language development is further enhanced by story telling, as is listening and reading comprehension.

Ouellette (2006) believes the end goal of reading is to comprehend, and that involves more than just decoding and word recognition. Studies suggest that oral vocabulary plays a greater role in reading comprehension, that that of phoneme awareness. Similarly (Snow, Tabours, Nicholson and Kirkland, 1995; cited in Ouellette, 2006) also believes that children who have more complete word knowledge should be at an advantage when reading, as comprehending written texts places more demand on word knowledge.

The present study aims to investigate the effect of explicit teaching of vocabulary, word meanings (synonyms), and one and two event sentences to prep students who received low Record of Oral Language scores. Gains in student knowledge of vocabulary, word meanings (synonyms), and one and two event sentences will assist in their ability to listen and retell a story in sequential order. Daily oral language activities where this explicit teaching takes place will also assist to improve students' composition of grammatically accurate sentences and their listening comprehension.

Method

Design

This study used a case study OXO design. Improvements in student's listening comprehension and vocabulary development were analysed, following the explicit teaching of one and two event sentences. The study monitored results for a selected group of 8 prep children. The study compares two groups of students, four students in a control group and four within a teaching group. The students selected were from two different whole class prep/one structures.

Participants

 8 students were invited to be part of the study. All of the 8 students are nearing the completion of their first year of schooling, with ages ranging from sixty-seven to seventy-eight months of age. There were an equal distribution of males and females chosen for study. Two students were from an ESL background. Participants were selected based on Record of Oral Language (ROL) scores, collected in February during mandatory Literacy testing held with each individual student. ROL scores assist teachers to observe students control over oral language utterances and assess their ability to repeat selected grammatical structures. The eight children selected for the control and teaching groups received the lowest results in a cohort of 28 prep students. The students scores out of a possible 42, ranged from 1 to 15. Table one shows student data relating to chronological age, Record of Oral language scores (ROL), reading level and Burt Word Test results.

TABLE 1: Student Data

Student	Teaching=1 Control = 0	Age in MONTHS	Gender 0=Male 1= Female	Years of Schooling	ESL No=0 Yes=1	Record of Oral Language-Feb Score
A	1	74	0	1	0	15
B	1	67	0	1	0	1
C	1	81	1	1	0	14
D	1	67	1	1	1	11
AA	0	74	0	1	0	15
BB	0	78	0	1	0	12
CC	0	69	1	1	0	10
DD	0	74	1	1	1	12

Testing Materials

Record of Oral Language (ROL) - Marie Clay (1983)
The Record of Oral Language is one technique for recording and assessing children's oral language development. ROL scores assist teachers to observe students control over oral language utterances and assess their ability to repeat selected grammatical structures. The ROL has leveled sentences arranged in three levels of difficulty. There are 14 sentences at each level and students are appointed one point for each sentence they repeat correctly. Students receive a possible score of 42.

Synonym Test – (Modified for Preps) John Munro (2005)
This text was administered to determine the breadth of each student's vocabulary. This task was modified for the prep students and was administered individually with an adult recorded student response. From the original list of 29 words, 12 were selected (see appendix 1). Students received 2 points for each response that was both semantically and grammatically correct and one point for words that were only semantically correct. For each target word the student was given the opportunity to provide four responses.

Listening Comprehension Task- John Munro (2005)
The listening comprehension test determines a students' ability to listen, comprehend and retell a story they have heard in sequential order. Students are read a short text about a girl named Jane who dropped her lunch and then asked to retell parts they could remember from the story in order. If <u>required </u>students were prompted with questions such as "Can you tell me any more? What happened next?" Students received one point for each event retold in narrative sequence, <u>with a possible 20 points to score</u>. Students were also awarded one point if they were able to identify the elements of a retell with a <u>possible of 6 points to score.</u>

Texts

Shearing Time Max by Nigel Croser

The Naughty Sheepdog

The Runaway Tractor

The Enormous Turnip- Online Story

Lesson Materials

Teaching Unit (see appendix 2)

Synonym flashcards for matching

Interactive whiteboard

Enlarged images from text

Procedure

In the pre- testing phase 3 tests were administered to students in both the control and teaching groups in the following order; Record of Oral Language (ROL), Synonym Test and Listening Comprehension Test. Each student was tested individually and all tests were administered by the action researcher. Existing ROL Data from the Observation Survey (Clay) was included in the pre test results. Raw scores from all tests were converted to a percentage.

Due to school timetabling pre-tests were administered over a two week period. Participants' pre-test scores are shown in Table 2

Table 2: ROL, Synonym Test and Listening Comprehension Test Scores

Student	Teaching=1 Control = 0	ROL Pre Test		Synonym Pre Test		Listening Comprehension Pre Test	
		Result out of 42	Accuracy (%)	Result out of 96	Accuracy (%)	Narrative retell- result out of 21	Narrative Features out of 6
A	1	18	43%	12	12.50%	6	4
B	1	8	19%	9	9%	5	2
C	1	17	40%	17	18%	10	5
D	1	16	38%	10	10%	4	1
AA	0	12	29%	11	11.45%	5	4
BB	0	16	38%	12	12.50%	3	3
CC	0	12	29%	3	3.12%	3	3
DD	0	18	43%	14	15%	6	1

After the pre testing was complete the teaching sessions began. The intervention consisted of ten teaching sessions (see appendix 2) which each ran for forty minutes, over a three week period. Due to timetable constraints sessions could not be taught over 10 consecutive days. The teaching was directed to a class of 23 grade prep/one students, with the four chosen teaching group students selected for pre and post-testing within this class group. Students in the control group continued to participate in the regular classroom Literacy program in another prep/one classroom. Each of the ten lessons was designed so that they could be taught in a whole class setting. The ten lessons were based around the topic of 'farms', this topic was chosen as it is part of an Integrated Studies unit that was simultaneously being taught in the classroom. The ten lessons included the study of three picture story books; Shearing Time Max, The Runaway Tractor and The Naughty Sheep as well as an online story version of The Enormous Turnip.

Teaching Sequence

Each session had a focus and covered four areas of learning; retell, word-synonyms, read to, sentence, many of the activities completed were repetitive to provide students practise in the skills of retell, the generation of synonyms, shared reading and oral sentence building using correct grammatical structure. All lessons concluded with a reflection about what they students had learnt during the sessions. Many word and sentence building tasks were modeled for the students during lessons one and two, before students were invited to make their own attempts. Throughout the next 7 lessons, prompts and cues were given less often and the teacher guided student responses and provided feedback in place of these. During lessons 9 and 10 the students were encouraged to compose one and two event sentences independently. This lesson format was adapted from a model of teaching and learning developed by Collins, Brown & Newman (1989) which outlined six principles of instruction.

Table 3: Lesson Foci

Lesson 1 Build images, vocabulary and meaning relating to book topic. Students were introduced to first book and focus of lesson was to record students existing vocabulary.
Lesson 2 Model retelling strategies, providing sentence frames. Practise skill of skimming.
Lesson 3 Skim text to continue building students vocabulary. Use student generated vocabulary to create one event sentences. Provide prompts as student completes task.
Lesson 4 Importance of retelling in sequential order. Rapid renaming. Using synonyms generated from the text to create one event sentences.

Lesson 5 Retell -one event sentences. Sequencing using picture cues. Adequate time spent on discussion and oral construction of sentences.
Lesson 6 Revise retelling strategies. Create one event sentences with scaffolding and modeling. Provide sentence starter, e.g. "The turnip was", "The man is…", "The little old man and the little old women…" Scaffold and model correct grammatical structure.
Lesson 7 Revise story-telling strategies. Create one event sentences independently using picture cues.
Lesson 8 Revise vocabulary. Brainstorm synonyms. Introduce two event sentences with prompts and examples given. Using conjunction 'and'.
Lesson 9 Revise re-telling strategies. Create one and two event sentences independently using the conjunction 'while'.
Lesson 10 Revise re-telling strategies. Create one and two event sentences independently using the conjunction 'while'. Introduce the conjunction 'because'.

Throughout the ten sessions the teaching group was introduced to new vocabulary and synonyms to further develop existing word knowledge. During session one, existing knowledge about farms was brainstormed and recorded on word web/concept map (see appendix 3) as students read and heard new words and meanings, these were also added to brainstorm. Reading texts over 2-3 days as well as participating in retelling activities, role play, sequencing and sentence building enabled students to become particularly familiar with vocabulary related to the topic of farms. For a learner to 'own' a new word, they must be provided with the opportunity to see and use the word several times and in several contexts, which researches believe significantly improves a students ability to learn and remember new words (Brett, Rothlein, Hurley ,2006; David 2010).

The students' ability to retell was tested throughout the teaching sequence to determine whether students listening comprehension and recalling narratives in sequential order was improving. Students had the opportunity to practise the skill of retelling through a range of activities like dramatisation, brainstorming with a partner and using picture cues and responding to guiding questions such as, what is happening in the picture? Who are these characters? Where is the story set? Students brainstormed orally about what good listeners do and answered who, what, why, where and how questions after reading. They were introduced to unfamiliar vocabulary and peer knowledge was drawn on to provide meanings for these words if applicable.

<div align="center">**Results**</div>

The Results indicate support for the hypothesis that explicit teaching of vocabulary and one and two event sentences to prep children, who have received low Record of Oral language (ROL) scores will increase their listening comprehension.

Record of Oral Language (ROL)

It was evident form the post testing that all students in the teaching group made gains in their Record of Oral Language Scores (ROL) however some of these were greater than others. The improving trend was also evident in the control group, with students making similar gains. These pre and post test results can be seen in Table 4, with further comparison of individual student raw scores shown on Figure 1.

Students raw scores can also been seen as a percentage in Table 4 and the percentage difference has also been included. Percentage difference in scores from pre to post testing for students with an increased score ranged from 9 to 17% for the teaching group. It is also important to note student February ROL results, as some children, in particular student B from the teaching group, had made significant progress.

Table 4: Pre and Post Test ROL Results shown as a raw score and percentage correct out of overall score.

Student	Teaching=1 Control = 0	Record of Oral Language- Feb Score	ROL Pre Test		ROL Post Test		Percentage Difference
			Result out of 42	Accuracy (%)	Result out of 42	Accuracy (%)	
A	1	15	18	43%	22	52%	9%
B	1	1	8	19%	15	36%	17%
C	1	14	17	40%	22	52%	12%
D	1	11	16	38%	20	48%	10%
AA	0	15	12	29%	17	40%	11%
BB	0	12	16	38%	20	48%	10%
CC	0	10	12	29%	18	43%	14%
DD	0	12	18	43%	15	36%	decrease of 7%

<div align="center">*note that % has been rounded off</div>
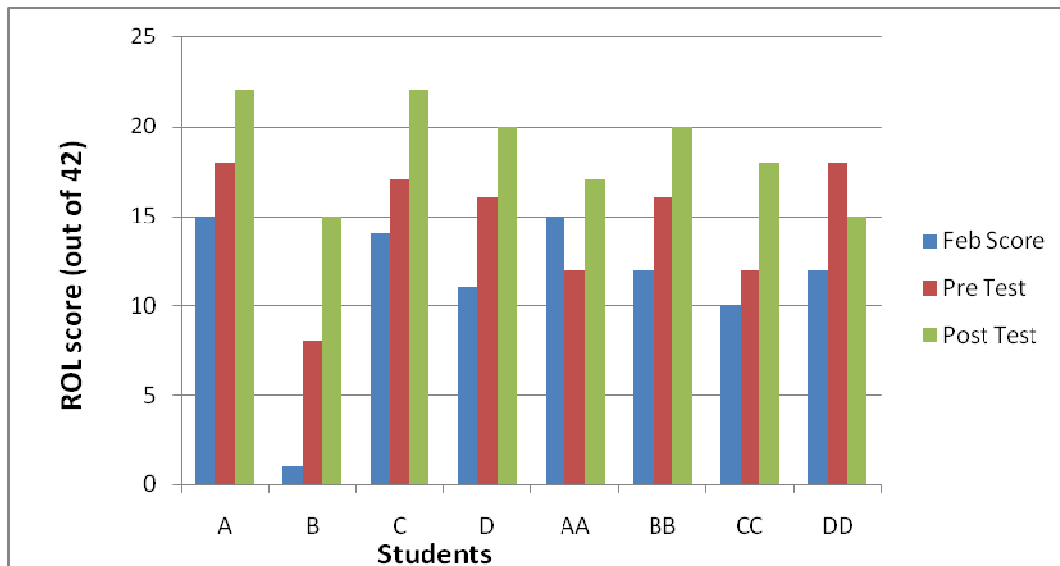
Figure 1: Comparison of students' raw pre and post test ROL scores. Graph included students February test scores used to select them for teaching and control groups.

Synonym Test

It was evident during post testing of the synonym test that children were more confident with the task and that they had a quicker response time when read a new target word. All students in the teaching group had large gains in their synonym knowledge. The students who were part of the control group also demonstrated growth, however this was not as significant as those made by the teaching group.

Students raw scores can also been seen as a percentage in Table 5 and the percentage difference has also been included. Percentage difference in scores from pre to post testing for students with an increased score ranged from 7 to 10% for the teaching group, which is greater that the range scored by the control group.

These pre and post test results can be seen in Table 5, with further comparison of individual student raw scores shown on Figure 2.

Table 5: Pre and Post Synonym Test Results shown as a raw score and percentage correct out of overall score.

Student	Synonym Pre Test		Synonym Post Test		Percentage Difference
	Result out of 96	Accuracy (%)	Result out of 96	Accuracy (%)	
A	12	12.50%	**19**	19.79%	7%
B	9	9%	**15**	15.62%	7%
C	17	18%	**27**	28.10%	10%
D	10	10%	**16**	16.66%	7%
AA	11	11.45%	**14**	15%	4%
BB	12	12.50%	**12**	12.50%	0%
CC	3	3.12%	**7**	7.92%	5%
DD	14	15%	**15**	15.62%	0.62%

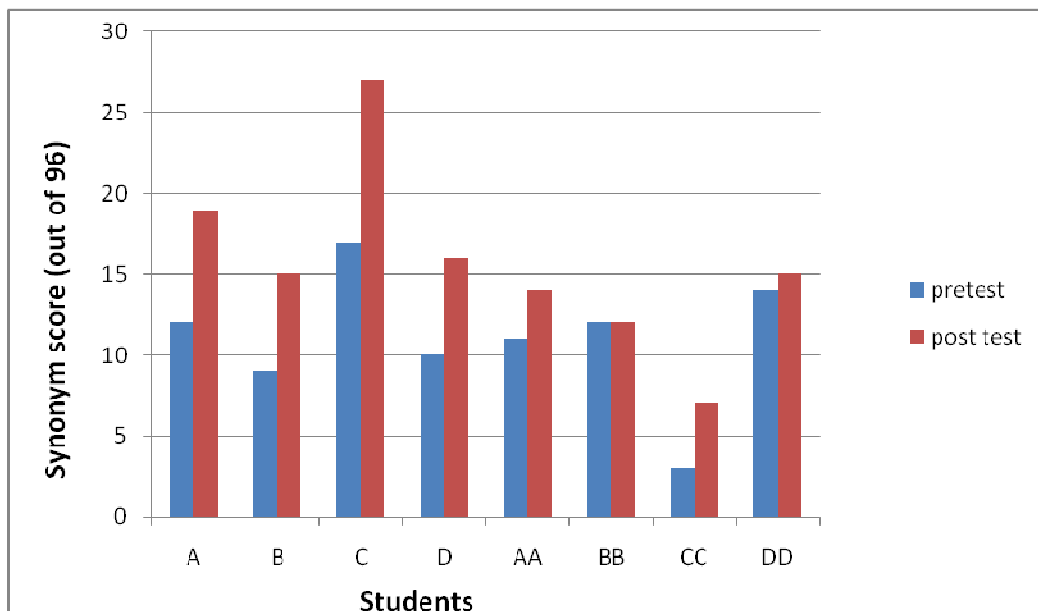*note that % has been rounded to nearest 10

Figure 2: Comparison of students' raw pre and post test Synonym Test scores.

Listening Comprehension Task-Retell Component

The listening comprehension scores of all students in the teaching group indicate improvement in their ability to retell. Gains made by the teaching group were greater than those of the control group as shown in Table 6. Student results in this table are shown as raw scores and percentage correct out of a possible 21. Figure 3 shows the comparative pre and post test raw scores only.

Table 6: Pre and Post Listening Comprehension Task – retell component. Results shown as a raw score and percentage correct out of overall score.

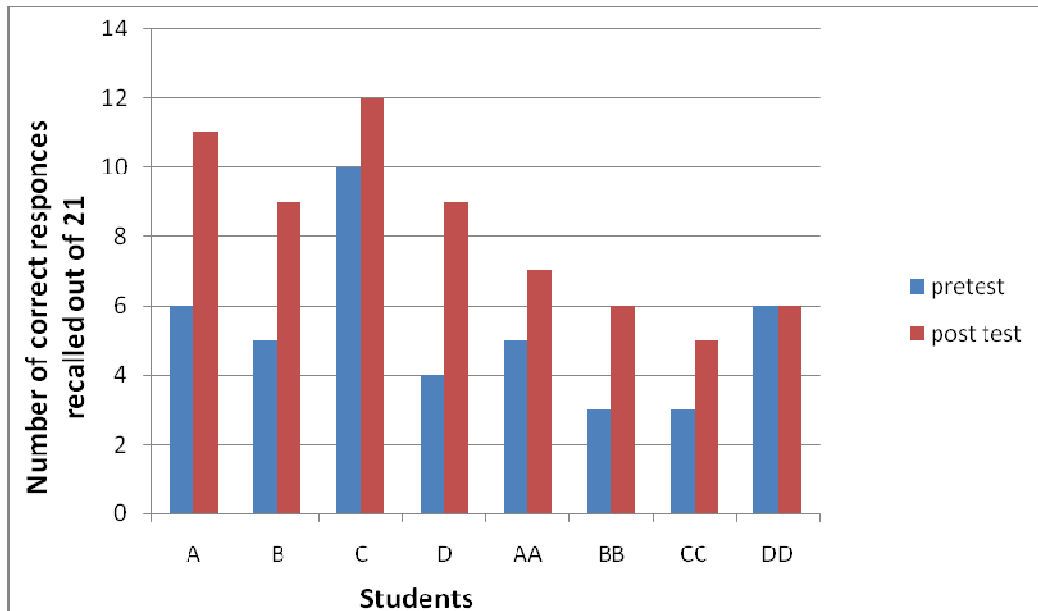| Student	Listening Comprehension Pre Test		Listening Comprehension Post Test		Percentage Difference
	Narrative retell- result out of 21	Accuracy%	Narrative retell- result out of 21	Accuracy%	
A	6	28.50%	11	52.40%	23.90%
B	5	23.80%	9	42.80%	19%
C	10	47.60%	12	57.10%	9.50%
D	4	19.04%	9	42.80%	23.76%
AA	5	23.80%	7	33.30%	9.50%
BB	3	14.30%	6	28.50%	14.20%
CC	3	14.30%	5	23.80%	9.50%
DD	6	28.50%	6	28.50%	0%

Figure 3: Comparison of students' raw pre and post test Listening Comprehension- Retell component scores.

Listening Comprehension Task-Narrative Features Component

Gains were made by two students in the teaching group. Student A and C from the teaching group did not make any gains in the narrative features component of the task, however they both identified 4 or more features out of 6 during pre testing. The gains made by the teaching group in this test were less or equal to the students in the control group. The results for the narrative features component of the Listening Comprehension test are shown in table 7. Student results in this table are shown as raw scores and percentage correct out of a possible 6. Figure 4 shows the comparative pre and post test raw scores only.

Table 7: Pre and Post Listening Comprehension Task – narrative features component. Results shown as a raw score and percentage correct out of overall score.

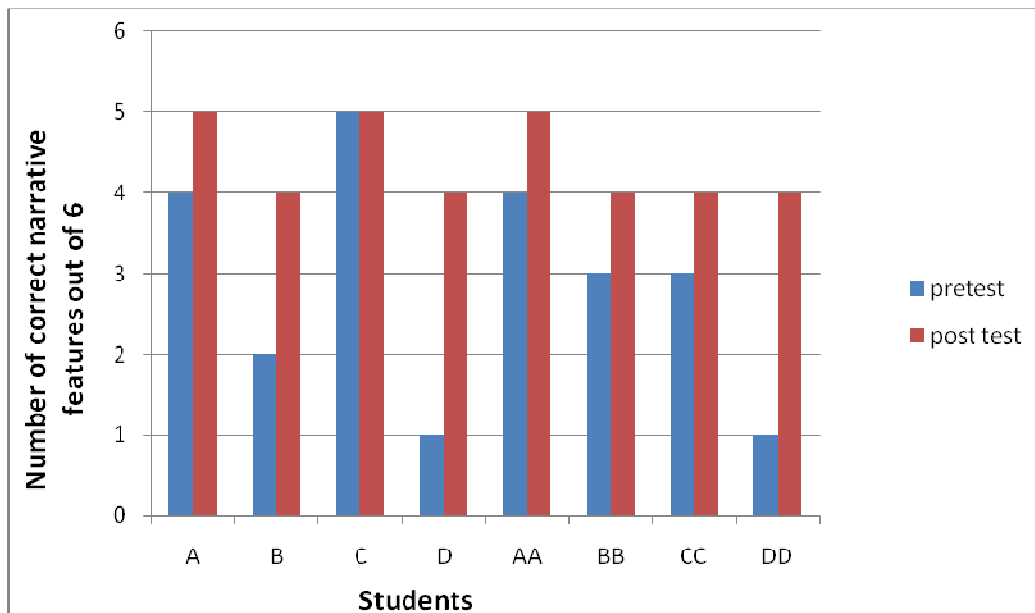| Student	Listening Comprehension Pre Test		**Listening Comprehension Post Test**		
	Narrative Features out of 6	Accuracy%	**Narrative Features out of 6**	**Accuracy%**	**Percentage Difference**
A	4	67.00%	5	83.33%	**16.33%**
B	2	33.33%	4	67%	**34%**
C	5	83.33%	5	83.33%	**0.00%**
D	1	16.66%	4	67.00%	**50.34%**
AA	4	67%	5	83.33%	**16.33%**
BB	3	50%	4	67%	**17.00%**
CC	3	50.00%	4	67%	**17.00%**
DD	1	16.66%	4	67.00%	**50.34%**

Figure 4: Comparison of students' raw pre and post test Listening Comprehension- Narrative Features component scores.
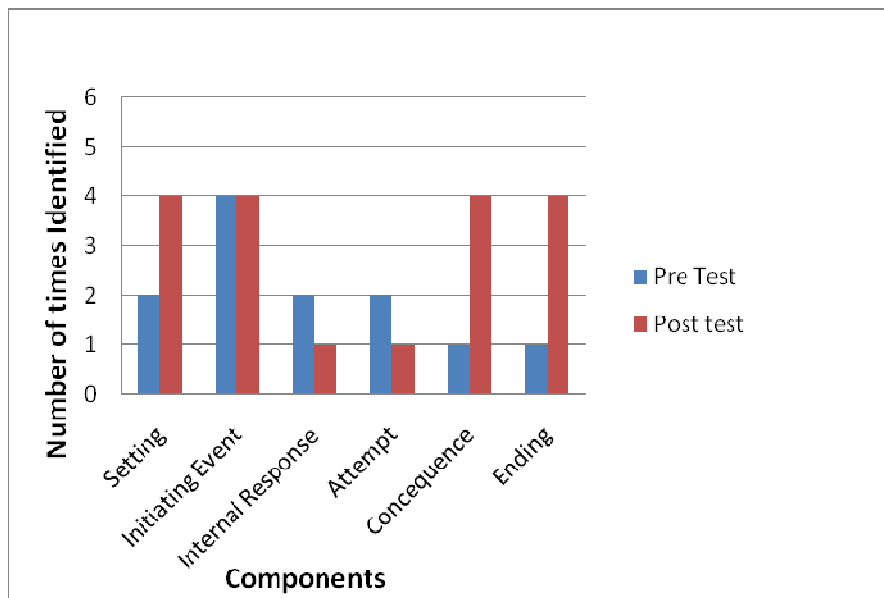

Figure 5: Number of times each component of a Narrative was recalled at pre and post testing for the teaching group.
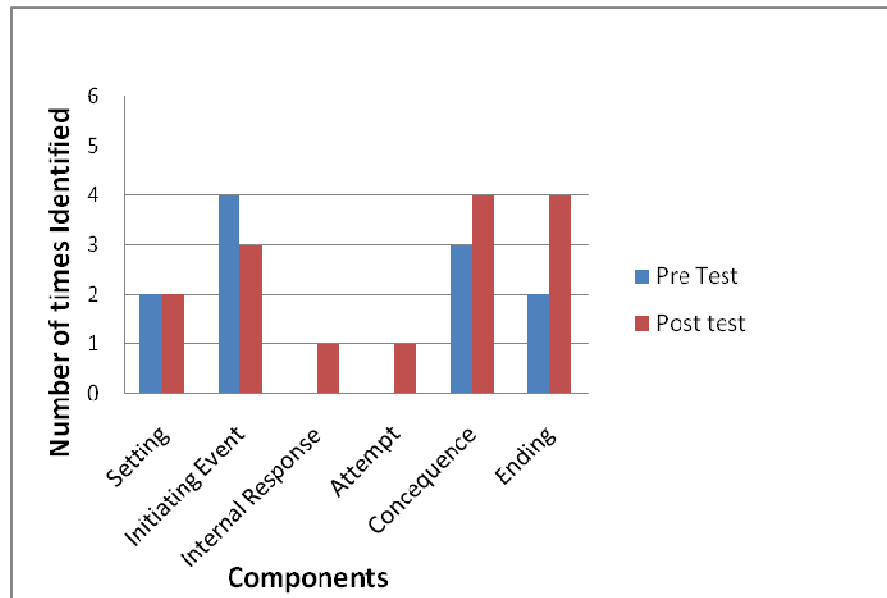
Figure 6: Number of times each component of a Narrative was recalled at pre and post testing for the control group.

Both Figure 5 and Figure 6 indicate that the students in both groups are strong at retelling facts relating to setting, initiating event, consequence and ending. These were the four components that the teaching group had most success at recalling and where they made the biggest gains. From the bar graphs it is easy to see that the teacher group is stronger at recalling the setting in which events took place, however in the post test of the components of internal response and attempt, the scores reflected in increase by the control group and a decline in the score received by the teaching group. The post test results in the other three components of initiating event, consequence and ending where similar for both the teaching and control group.

Discussion

In reflecting upon the results of this study support for the hypothesis which suggests, that the explicit teaching of vocabulary, word meanings (synonyms), and one and two event sentences to prep students who received low Record of Oral Language (ROL) scores, will assist in their ability to listen and retell a story in sequential order. The results of the students in the teaching group indicate improvement in their listening comprehension skills, and ability to retell story events in sequential order. During post testing students also displayed an increased confidence during the synonym test, demonstrating a greater understanding of vocabulary and of what synonyms are. This is also reflected by increased results.

In the ROL students showed gains in their scores between February and the pre test, as well as pre and post testing, which demonstrates that they have a greater knowledge of sentence grammar and syntax. During the pre testing phase students were only able to rephrase simple structured sentences using correct pause and intonation, found in level one of the test. However during the post testing, the students attempted the more complex sentences in level two, not all sentences were rephrased correctly, as particles were at times omitted. Generally though these omissions did not affect the meaning of the sentence and sentences still made sense. The students attempted the sentences in level three, but due to their complexity, they students were not able to rephrase them correctly. This is an implication for teaching, as two event sentence of this complexity will need to be continually taught in the classroom. These results can assist teachers in the classroom to identify which aspect of language and sentence they need to be developed with students. This will assist the students with low oral language needs and those students struggling with reading and comprehension, thus allowing them to have greater success when interpreting text.

During the ten teaching sessions the students in the control group became very competent in the skill of retelling. Beginning each lesson with retelling gave them practise and repeated reading, ensuring they were familiar with the events and vocabulary. (Farrell and Nessell, 1982; cited in Isbell et al, 2004) found that storytelling enhanced fluency, vocabulary acquisition and recall. Choosing a topic to focus or 'theme immersion' (manning, Manning and Long, 1994; cited in Kirkland and Patterson, 2005) provided rich opportunities for conversation and vocabulary building, as the repeated reading of one text up to three times, as well as four texts relating to the one theme helps students make connections between their world and the story.

As children were presented with an unfamiliar listening task, which they had only heard once before they may have found it more difficult to link ideas, comprehend what they had heard and retell events. When analyzing the text, many of the words may have been unfamiliar to the student and not within their vocabulary. Munro (2010) suggests that children can know how to say words, but not know what they mean. This affects how well hey can comprehend a simple message containing words. Although there was significant improvement in the number of

correct responses recalled by the teaching group, the highest score received was 12, out of a possible 21. The control group also made improvements, however their increase in scores was not as significant.

Gains were also made by all students in the narrative component area of this test, in particular significant gains were made by both ESL students involved in the study, this would indicate that if a child has sufficient time to practise a task, and it is repeated regularly that their confidence will improve, as was also demonstrated during the synonym task.

It was interesting to note, however that in the post test of these components, the internal response and attempt scores reflected an increase by the control group and a decline in the score received by the teaching group. The internalised thinking discussed by the character during the narrative, 'Jane wondered what she could do', may have been difficult for the students to understand, as they may not have heard or read this type of language used in books they are exposed to in the classroom. Many researches have suggested that the most valuable aspect of storytelling is that it allows children to experience decontextualised language. Decontextualised language requires students to make sense of ideas that are about something beyond the here and now. It asks the students to infer, what this action would look like, which is difficult as it may not be an image they could create in their mind.

This study has highlighted the importance of repeated out loud reading experiences with prep children, to assist with the development of listening comprehension. Beck and McKeown (2001) support the belief that vocabulary and listening comprehension abilities can be strengthened through in-depth and extensive experiences; listening to and talking about stories read to them. It is important though that all teachers are made aware of the importance of oral language activities in the development of social processes and literacy skills. Prep students especially need to be learning in rich language environments where they can hear language being used where they are encouraged to speak using correct sentence structures being used throughout the day. In conclusion when teaching is based on strengthening students previous knowledge of language components; vocabulary; synonyms; listening compression, they will experience greater success when building new ideas and making connections.

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Appendix 1

Modified Synonym Test for Prep Students

Teacher Record Form

Target Word	Child's First Response	Additional Words		
Small				
Fast				
Leave				
Car				
Child				
Fat				
Cat				
Boat				
Clean				
Tiger				
Angry				
Hit				

Appendix 2

Teaching Unit- 10 Lessons

Teaching Procedure –Lesson 1- Shearing Time Max

Focus: build images, vocabulary and meaning relating to book topic. Students' were introduced to first book and focus of lesson was to record students existing vocabulary

| Topic Introduction | **Introduce topic 'Farms'**

Use 4W & H questions to help students brainstorm their ideas about topic. Begin building a word web about topic, include pictures. Begin with some pictures of different farms on the board to help with the generating of ideas.
Ask questions to begin discussion
What do you know about farms?
What things/objects would you find on a farm?
Where might farmers keep animals on a farm?
Why do we need and have farms in Australia?
How would farmers grow fruit on a farm/ keep animals healthy on a farm?

Draw student's attention to pictures of the farms. What is happening in the pictures?
Point to objects asking students to name these? |
|---|---|
| Book Introduction | Introduce book- **Shearing Time Max** by Nigel Croser
Skim through the pictures in the book and add any new words to brainstorm. When students share words, ask: what does this word mean? Or ask them to come and point to picture they are sharing. |
| Listening/ Read To | Ask students "What do good listeners do?"
Brainstorm and record ideas on poster.

Read To |
| Word | Draw students' attention to new Vocabulary which they may not understand or be familiar with.
-bales
-sheepdog, why is the dog called this?
-pen |
| Reflection | Children discuss and share what they have learned in the lesson.
What is something new you have learnt about farms today? |

Teaching Procedure –Lesson 2- Shearing Time Max

Focus: assist with retelling strategies, provide sentence frames. Practising skill of skimming.

Introduction-retell	To begin session recount/retell the story we shared yesterday. Use pictures to help students' retell- when skimming through story point to familiar objects in the story that were introduced during lesson one. "What is this called?" (ramp/ paddock/ bale/ pen/ shearer). Provide sentence frames to assist students with their retelling/recounting -The shearer is… -Max is smiling because… -The sheep…
Word-Synonyms	Introduce the term synonyms, explain to the students' what the term means and provide examples e.g. sad/upset, tiny/small. Suggest words in text and brainstorm synonyms -Shout How might the sheepdog be feeling? *angry brainstorm synonyms The opposite of synonym is an antonym. If the sheepdog was angry, how is max the sheep feeling? (happy, excited, funny) These are opposites
Read To	Refer to Good listeners poster created yesterday- ask students what good readers do. Read text together
Sentence	After reading select sentences fro students to repeat, inserting synonyms.
Reflection	Children discuss and share what they have learned in the lesson. Introduce word vocabulary. Ask students "what new vocabulary have you learnt today?"

Teaching Procedure –Lesson 3- The Runaway Tractor

Focus: skim text to continue building students vocabulary. Use student generated vocabulary to create one event sentences. Provide prompts as student completes task.

Introduction	Introduce new text, skim through pictures in book. As guiding questions during skimming What is happening in the pictures? Who are the characters in the story and what are they doing? Where is the story set? What do we already know about farms from previous discussions, are any similar events/activities taking place in this book?
Word	Introduce new vocabulary. e.g. fields, suddenly, carthorse, jerks Add vocabulary generated to 'farm topic' brainstorm poster.
Read To	Read the story to the students getting them to join in simple phrases in text and explain what parts of the story mean. The simple text in this story allowed the students to engage in shared writing. When skimming through story point to familiar objects that also appeared in the text used during lesson ½. "What is this called?"
Sentence-One event	Children encouraged to produce one event sentences using correct grammatical structure. Provide prompts using one action and agent. e.g. the tractor is in the water Students choose one word from list and put it in a sentence.
Retell	Retell story in sequential order as a class. Allow students time to discuss the story in small groups and brainstorm important parts.
Reflection	Children discuss and share what they have learnt during the lesson

Teaching Procedure –Lesson 4- The Runaway Tractor

Focus: importance of retelling in sequential order, rapid renaming, and using synonyms generated from the text to create one event sentences.

Introduction- Retell	Retell story in sequential order with a partner, ask students to explain what 'sequential' means. Children called on to share parts of the story. Use picture cues to assist children and encourage others to add more information, what other important parts do we know? "Can anyone else add more information about that vent in the story?"
Word	Rapid naming of vocabulary from previous lesson. Flash cards- what is other word that means…..? Teacher places a word on board and asks a student to find a synonym from cards on floor. Happy-glad Angry-mad Field-paddock Fast-quick Shout-yell Words used appear in text and students are familiar with.
Read To	Read text encouraging students to join in. at conclusion of reading ask students if we retold the story in sequential order, did we forget any of the important parts?
Sentence-One event	Using the synonym flash cards ask students to generate one event sentences about the story.
Reflection	Children discuss and share what they have learnt during the lesson.

Teaching Procedure –Lesson 5- The Runaway Tractor

Focus: retelling story using one event sentences and sequencing using picture cues. A lot of time this lesson will be spent on discussion and oral construction of sentences.

Sentence	Provide students with photocopied images from text with text removed. Ask students to describe what they can see- prompt using questions relating to who, what, where, why, when.
Retell	Place pictures in the correct order to retell story. Encourage discussion if students have different ideas. "How might we find out?"
Read to/sentence	Orally tell story using pictures and student ideas. Record sentences on posters. Are they one or two event sentences? What does this mean? Which word is joining the two events/ideas (conjunction)?
Reflection	Children discuss and share what they have learnt during the lesson.

Teaching Procedure –Lesson 6- The Enormous Turnip

Focus*: To revise strategies and create one event sentences with scaffolding and modeling.*

Introduction	Picture chat, what is the book about? What do we already know about the topic? Answer questions about the book Who are the characters? Where is the book set? What is happening? Generate existing vocabulary and introduce new vocabulary. e.g. stems, pecked, tugged, passing by
Word- Synonyms	Children suggest synonyms for words that appear in text: enormous, little, silently
Read to	Read the story to the students getting them to join in repeating phrases. Stop throughout to ask students what a phrase or word means.
Sentence	Children to think of a one-event sentence using one of the action words. Provide sentence starter, e.g. "The turnip was", "The man is…", "The little old man and the little old women…". Scaffold and model correct grammatical structure of shared examples using one-event sentences.
Listening comprehension/ Action Response	Retell story in order by dramatizing the story in small groups.
Reflection	Children discuss and share what they have learned in the lesson.

Teaching Procedure –Lesson 7- The Enormous Turnip

Focus*: To revise story-telling strategies and create one event sentences independently using picture cues.*

Introduction-Retell	Provide students pictures from the text to sequence and order. Using the pictures encourage students to retell the important parts of the story.
Read to	Share the story with the students again encouraging the students to repeat sentences using synonyms brainstormed during past lesson.
Sentence/Synonym	Can you make up a sentence for the pictures we sequenced at the beginning of the lesson? Use picture cues to respond to who, what, where, when, why questions to help with sentence creation. Children compose one-event action sentences of their own about story. Students are encouraged to use pictures to assist them. Teacher record
Action Response	Students read or listen to sentence examples and have the opportunity to act some of these out.
Reflection	Children discuss and share what they have learned in the lesson.

Teaching Procedure –Lesson 8- The Naughty Sheep

Focus*: To revise vocabulary, brainstorm synonyms and introduce two event sentences.*

Recall	Recall children's existing vocabulary about 'farms', what new vocabulary have we learnt from the stories we have read. Stop students and ask what some of these words mean. What are some of the word you think we will be likely to see in this story about the naughty Sheep?
Introduction	Introduce new text-The Naughty Sheep. Picture chat, what is the book about? What do we already know about the topic? Answer questions about the book Who are the characters? Where is the book set? What is happening? introduce new vocabulary. e.g. another, through, coat
Word- Synonyms	Can children suggest synonyms for words that appear in text? Review the meaning of a synonym. Ask students "what is a synonym? Can you tell me a synonym for naughty, pretty, coat, big?"
Read to	Recall facts about other stories read about Apple Tree Farm. Read the story to the students getting them to join in repeating phrases. Stop throughout to ask students what a phrase or word means. *Two versions of the story allow the book to be used at different levels. Novice readers can attempt simple text and more advanced readers can read longer version of the story.*
Sentence/ Action Response	Introduce two event sentences using 'and' as a conjunction. Model 2 examples for the students, using page 16 of the text for students to construct sentences about. Sentences to model -The sheep is walking and the dog is running. -Mrs. Boots is holding the cup and the girl is smiling.
Reflection	Children discuss and share what they have learned in the lesson.

Teaching Procedure –Lesson 9- The Naughty Sheepdog

Focus*: To revise re-telling strategies and create one and two event sentences independently using the conjunction 'while'.*

Introduction-Retell	Ask students to tell you everything they can remember about the story without prompts, record students' answers on cards. When students have exhausted ideas work together to put the story in sequential order.
Word-Synonyms/Antonyms	Using students' sentences change some of the words by brainstorming synonyms. How does the sentences/meaning of the sentences change when we brainstorm antonyms?
Read To	*(cover text prior to lesson)* Tell the story using only the pictures- create new text for the story. Two versions of the story allow the book to be used at different levels. Novice readers can attempt simple text and more advanced readers can read longer version of the story.
Sentence/ Action Response	Begin by asking two students to compose one event sentences. Record these on board and join the two sentences with the conjunction 'while'. Ask student what the term 'while' means. Encourage students to come and act out the one event sentences at the same time to model the meaning of the term 'while' Children independently compose two-event sentences about pages in the book. Students are encouraged to use pictures to assist them. Allow students to compose two event sentences about 4- 5 pages in book.
Reflection	Children discuss and share what they have learned in the lesson.

Teaching Procedure –Lesson 10- The Naughty Sheepdog

Focus*: To revise re-telling strategies and create one and two event sentences independently using the conjunction 'while'.*

Introduction-synonyms	To pair students for recall task, prepare synonym cards and ask students to find their partner (e.g. little/tiny, naughty/bad) *More able readers or teacher to assist students with reading cards.*
Recall/retell	In pairs provide students with blank pieces of paper to draw as many things about the story as they can recall *(one event per piece of paper).* Order students pictures in sequential order and create a story board about text.
Read Together	Students to read story with minimal assistance from teacher.
Sentence/ Action Response	Children independently compose two-event sentences about book without using pictures. Introduce the conjunction 'because' Pose the questions- Mrs. Boots was angry because… Wolly is the best sheep because…. *(students will need to infer, what would make a good sheep)*
Reflection	Children discuss and share what they have learned in the lesson.