

**Explicitly teaching students in grade 2 to use synonyms and to reading on as a strategy to search for contextual clues will increase vocabulary knowledge and reading comprehension.**

**VOCABULARY DEVELOPMENT Teaching Program**

<b>ACTIVITY</b>	<b>TASK DESCRIPTION</b>	<b>TIME</b>
<b>Session 1</b> Introduce and clarify terms	Discuss focus of lessons – to be able to work out meanings of words using synonyms and surrounding information in the text. Clarify term ‘synonym’ Explain to children that we are going to build up a list of synonyms as we learn about them	3 – 5 mins
Shared Reading – read big book	Read big book to children – narrative text	5 mins
Revisit text	Select 3 sentences from text that have targeted words in them. Formulate ideas on what these words might mean. Draw a picture for target words How could I work out what this word means? Teacher models out loud how to read on to search for clues, how to think of other words that might make sense in the sentence, what picture do I have in my head? (visualization) <i>This is what I do....I read on..... I ‘listen to what I am reading’...I have a picture in my head....Then I think about what word might make sense.... to help me think about meaning</i> Teacher lists possible words that could be used (on paper). Ask for suggestions from group – add to list Model this for each sentence Introduce term ‘synonym’	15 mins
Oral cloze	Teacher writes high redundancy sentence from text omitting one word. Revise process to formulate ideas on possible words that could be used. <i>I read on... I listen to what I am reading. I think of what word could make sense...</i> List possible synonyms that could be used in that sentence. Revisit text to find out what actual word was used. Which words did we think of that mean the same as? Discuss which choice is the best. Review meaning of ‘synonym’ again	5 mins
Reflection	What have you learnt today? How did you work out word meanings? Children articulate how they worked out word meanings <i>‘As I read on I am going to....’</i>	5 mins

ACTIVITY	TASK DESCRIPTION	TIME
<b>Session 2 &amp; 3</b> Review the action	Have examples of keywords discussed last session on flashcards Revise orally what these words mean, using other words that mean the same Revise what you are going to do to help you work out word meanings. <i>I am going to.....</i>	5 mins
Book Introduction	Look at book title and cover. Make predictions about the text from the title and front cover. Introduce some new words that they might come across in the book. List these on Synonym chart. Draw a picture for targeted words.	5mins
Text reading.& Oral cloze	Read the Big Book together. Have targeted words covered with paper, so children predict what word may be orally. Model reading on to the end of the sentence to think about what word might fit best. List suggestions	5-10 min
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 read on...I listen to what I am reading....I have a picture in my mind.....then I think what word would make sense.</i> Discuss best choice of words from lists made. Discuss importance of reading on to find further information to help work out the word.	10 min
Written cloze task	Students complete a written cloze activity using simple sentences from the text and inserting a word for each sentence that makes sense. Share these. Which word fits the best?	3 mins
Reflection	What have you learnt today? How did you work out word meanings? Children articulate how they worked out word meanings <i>'When I reach a word I don't know I.....'</i>	5 mins

ACTIVITY	TASK DESCRIPTION	TIME
<b>Session 4 &amp; 5</b> Review the action	Have examples of keywords discussed last 3 sessions on flashcards. Play sorting game with cards – children group words that mean the same Revise orally what these words mean, using other words that mean the same 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 read on.....’</i>	5 – 10 mins
Book Introduction	Orientate small guided reading book with high redundancy – discuss what we already know about topic. Teacher introduces new words that children may come across in book. List synonyms for these words.	5 mins
Text reading & Oral cloze	Teacher reads first paragraph aloud, with target word covered up. Teacher models meaning making strategy using self script to predict omitted word. Repeat modelling for 3 or 4 omitted words. <i>‘What will you do in your mind when you get to the targeted word? When I reach a word I don’t know I read on..... I ‘listen to what I am reading’ ...I have a picture in my head....Then I think about what word might make sense.... to help me think about meaning....then I look at the word to confirm,</i>	5 mins
Building synonyms and meanings	Students take in turns to read next few paragraphs aloud. When they reach an unknown word, they articulate and apply learnt strategy to work out word. <i>‘I am going to read on....’</i> Repeat reading aloud and applying strategy aloud several times.	10 mins
Written cloze task	Students complete a written cloze activity using sentences from the text and inserting a word in each that makes sense. Share these. Which word fits the best?	3 mins
Reflection	What have you learnt today? How did you work out word meanings? Children articulate how they worked out word meanings <i>‘When I come to a word I don’t know I.....’</i> How did we decide the best synonyms to use?	5 mins

ACTIVITY	TASK DESCRIPTION	TIME
<p><b>Session 6 &amp; 7</b> Review the action</p>	<p>Have examples of keywords discussed last few sessions on flashcards. Play sorting game with cards – children 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 read on.....’</i></p>	5 mins
Book Introduction	<p>Orientate small guided reading book with lower redundancy – discuss what we already know about topic. Teacher introduces some new words that children may come across in book. Discuss 2 or 3 , listing synonyms.</p>	5 mins
Text reading & Oral cloze	<p>Teacher points out that text does not offer as many obvious clues to help work out word meanings. Teacher models and applies strategy using oral cloze with covered up words in first 2 paragraphs. Teacher also models how reading the next sentence may offer additional information to work out word. Teacher models how to scan a paragraph and identify new words. Jot words down. Teacher models ‘These are the words I’ll apply the strategy to....’ <i>This is what I do....I read on..... I ‘listen to what I am reading’...I have a picture in my head....Then I think about what word might make sense.... to help me think about meaning</i></p>	5 mins
Building synonyms and meanings	<p>Students have a go at scanning a paragraph and identifying new words. List these words. List possible synonyms, then as a group refine words to choose best synonym. Use clues in text to confirm. Students say what they will do to work out meanings. Students read aloud and practise applying strategy in turn. Students also retell their paragraph using their own words.</p>	10 mins
Written cloze task	<p>More complex written paragraph cloze task based on retell of text. Students use synonyms to make meaning. Cloze task offers less redundancy.</p>	3 mins
Reflection	<p>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? Children articulate how they worked out word meanings <i>‘When I come to a word I don’t know I read on.....’</i> How did we decide the best synonyms to use?</p>	5 mins

ACTIVITY	TASK DESCRIPTION	TIME
<b>Sessions 8 – 10</b> Review the Action	Revise words identified by scanning a paragraph last session. Use flashcards to complete oral cloze from a paragraph from last session. Work out best choices as a group. Discuss reading on further to gather more clues to word meaning Revise action <i>‘When I reach a word I don’t know I read on....’</i>	5 mins
Book Introduction	Orientate guided reading book with increasingly lower redundancy. Discuss what we already know about the topic. Teacher introduces some new words that children may come across in book. Discuss 2 or 3, listing synonyms.	5 mins
Text Reading & Oral cloze	Teacher models reading first paragraph and articulates strategy used to work out omitted words. Discuss need to read on further to search for clues to help work out words. Articulate strategy <i>‘When I come to a word I don’t know I read on....’</i>	3 mins
Building synonyms and meaning	Children read next paragraph silently and use strategy to work out unknown words. Children offer choices for unknown word meanings, and articulate what information in the text supports their choice. Discuss and refine as a group after each paragraph. Continue for several paragraphs. Each student takes turns to retell a paragraph after reading silently.	10 mins
Written cloze task	Cloze task based on retell of story events. Cloze task offers less redundancy, so children need to read on to search for further information to work out words. Discuss words chosen, and refine as a group.	3 mins
Reflection	Revise strategy we have applied when encountering new or unknown words. Discuss how strategy is used for reading, but also to complete cloze tasks. <i>‘When I come to a word I don’t know I read on...I listen to what I am reading....I have a picture in my mind.....Then I think about what words might make sense.... To help me think about meaning’</i>	5 mins

## Written Cloze Tasks

### Session 3

Our home has stairs that are \_\_\_\_\_ and wobbly. The floor is rough and \_\_\_\_\_. Our home is \_\_\_\_\_ the biggest and the kitchen is very small. But I \_\_\_\_\_ our home because our family is \_\_\_\_\_ it.

### Session 4

The sky was getting \_\_\_\_\_ as the clouds began to gather. It started to rain in \_\_\_\_\_ heavy drops. We decided to \_\_\_\_\_ up the tents in the lounge room. We had \_\_\_\_\_ much fun. We lit the stove and \_\_\_\_\_ marshmallows \_\_\_\_\_ the fire.

### Session 5

Mum \_\_\_\_\_ on her bed and read a book. Dad cooked some \_\_\_\_\_ as if we'd caught them in the river that day. We \_\_\_\_\_ cards just like we \_\_\_\_\_ if we were camping. I liked camping \_\_\_\_\_.

### Session 6

A chameleon can \_\_\_\_\_ its colour to \_\_\_\_\_ different shades of green. When a chameleon \_\_\_\_\_ stressed, it goes black. If a chameleon is \_\_\_\_\_ it goes green and \_\_\_\_\_ its eyes back and forth.

### Session 7

Tess and Nathan decided to \_\_\_\_\_ a cake. Nathan held the \_\_\_\_\_ and began to \_\_\_\_\_ everything together. Nathan and Tess took turns at \_\_\_\_\_ the cake mixture until it was thick and \_\_\_\_\_.

### Session 8

Rosie felt \_\_\_\_\_ and \_\_\_\_\_ about going on the roller coaster ride. She thought she \_\_\_\_\_ be sick and held onto her dad's hand \_\_\_\_\_. She \_\_\_\_\_ to tell dad that she had changed her mind.

### Session 9

As the carriage \_\_\_\_\_ to the top of the hill, Rosie looked down and \_\_\_\_\_ the safety bar. She \_\_\_\_\_ her mouth and screamed. Then she \_\_\_\_\_ at her dad and saws that he was \_\_\_\_\_ too.

### Session 10

To build a cubby you \_\_\_\_\_ wood and nails. You choose wood that is \_\_\_\_\_ so it is strong enough for nails. The wood needs to be nailed to \_\_\_\_\_ pieces of wood. You must make sure that the nails go \_\_\_\_\_ both pieces, to hold everything \_\_\_\_\_ in place.

## Session Texts

<b>Session</b>	<b>Text</b>	<b>Genre</b>	<b>Series</b>
1	Farmer Joe's Hot Day	Big Book Narrative	Scholastic Big Books
2	Farmer Joe's Hot Day	Big Book Narrative	Scholastic Big Books
3	Our Home	Poetry	Comet Magazine
4	Wet Weather Camping	Narrative	PM+ Series Level 18
5	Wet Weather Camping	Narrative	PM+ Series Level 18
6	My Coat of Many Colours	Non Fiction article	Comet Magazine
7	The Chocolate Cake	Narrative	PM+ Series Level 19
8	Roller Coaster Ride	Narrative	PM+ Series Level 20
9	Roller Coaster Ride	Narrative	PM+ Series Level 20
10	Build a Cubby	Non Fiction	Comet Magazine