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

TEACHING UNIT

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

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

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

LESSON ONE

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

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

Procedure

Teacher:
- you are going to learn new ways to help you learn to read and remember new words
- introduce the 5 words to be taught: yard, lizard, slide, under, behind
- show the word cards
- who can read any of these words?
- read the words and ask students what the words mean
- explain the meaning and gives examples related to a context
- you will need to do four things to learn each word
- explain each of the strategies: write the word, make it using magnetic letters or in sand, cut it/re-order and write it in a sentence

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

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

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

* Repeat for each of the other words

Student:
➢ reads sentences containing the target words

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

Conclusion

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

LESSON TWO

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

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

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

Student:
➢ explains their understanding of the meanings

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

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

* Repeat for other target words

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

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

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

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

**Conclusion**

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

**LESSON THREE**

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

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

**Procedure**

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

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

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

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

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

* Repeat for each of the other words

Student:
- reads sentences containing the target words

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

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

LESSON FOUR

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

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

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

Student:
- explains their understanding of the meanings

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

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

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

* Repeat for other target words

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

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

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

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

LESSON FIVE

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

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

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

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

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

* Repeat for each of the other words

**Student:**
- reads sentences containing the target words

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

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

**LESSON SIX**

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

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

**Procedure**

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

Student:
➢ explains their understanding of the meanings

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

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

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

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

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

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

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

LESSON SEVEN

Aim: Continue using strategies independently to learn new words

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

Procedure
**Teacher:**
- introduce the 5 words to be taught: scat, cluck, peck, flap
- show the word cards
- who can read any of these words?
- read the words and ask students what the words mean
- explain the meaning and gives examples related to a context
- you will need to do four things to learn each word

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

* Repeat for each of the other words

**Student:**
- reads sentences containing the target words

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

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

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**LESSON EIGHT**

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

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

**Procedure**

**Teacher:**
- what do you think each of these words mean? Use the sentences we read and you wrote to help you
Student:
➢ explains their understanding of the meanings

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

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

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

* Repeat for other target words

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

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

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

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

LESSON NINE

Aim: Use strategies independently to learn new words

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

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

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

* Repeat for each of the other words

Student:
- reads sentences containing the target words

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

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

LESSON TEN

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

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

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

Student:
- explains their understanding of the meanings

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

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

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

* Repeat for other target words

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

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

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

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

## READING ACCURACY TEST

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tr>
<td>seal</td>
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<td>foal</td>
<td>cub</td>
</tr>
<tr>
<td>kid</td>
<td>lizard</td>
<td>slide</td>
<td>under</td>
</tr>
<tr>
<td>behind</td>
<td>yard</td>
<td>scat</td>
<td>cluck</td>
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<tr>
<td>dance</td>
<td>bow</td>
<td>weep</td>
<td>garden</td>
</tr>
<tr>
<td>sting</td>
<td>find</td>
<td>pond</td>
<td>land</td>
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<tr>
<td>pests</td>
<td>trail</td>
<td></td>
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<tr>
<td>seal</td>
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<td>kid</td>
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<td>scat</td>
<td>cluck</td>
</tr>
<tr>
<td>dance</td>
<td>bow</td>
<td>weep</td>
<td>garden</td>
</tr>
<tr>
<td>sting</td>
<td>find</td>
<td>pond</td>
<td>land</td>
</tr>
</tbody>
</table>
APPENDIX THREE

RETELLING CHECKLIST

<table>
<thead>
<tr>
<th>Name</th>
<th>Ideas in the story</th>
<th>No. of ideas</th>
<th>Ideas reader mentioned in spontaneous</th>
<th>Cued recall questions</th>
<th>Responses to cued retelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>The main characters</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Theme of story</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Plot of the story</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Events of the story</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Inferential ideas</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Target Words

- pond
- pests
- trail
- land

Sentences containing target words

The fish likes to swim in the pond.

The land outside my house is green.

The bug left a trail on the ground.

The flies were a pest at our bbq.

Definitions

- A small bit of water
- The ground
- A mark made on the ground

Something that is annoying

Synonyms
- ground
- mark
- bugs
- water
- lake
- dirt
- line

APPENDIX FIVE

LESSON ASSESSMENT SHEET

1. Read word in a sentence

<table>
<thead>
<tr>
<th></th>
<th>Sentence 1 pond</th>
<th>Sentence 2 land</th>
<th>Sentence 3 trail</th>
<th>Sentence 4 pests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:

2. Match word to definition

<table>
<thead>
<tr>
<th></th>
<th>Definition 1 pond</th>
<th>Definition 2 land</th>
<th>Definition 3 trail</th>
<th>Definition 4 pests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. State synonyms for words

<table>
<thead>
<tr>
<th></th>
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<th>Word 2</th>
<th>Word 3</th>
<th>Word 4</th>
<th>Word 5</th>
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<tbody>
<tr>
<td>Student A</td>
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<tr>
<td>Student B</td>
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<tr>
<td>Student C</td>
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</tr>
</tbody>
</table>

COMMENTS: