

*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?*

## **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

Name \_\_\_\_\_

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

STUDENT WORD CARD

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

pests	trail		
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**APPENDIX THREE**

**RETELLING CHECKLIST**

Name

	Ideas in the story	No. of ideas	Ideas reader mentioned in spontaneous	Cued recall questions	Responses to cued retelling
The main characters					
Theme of story					
Plot of the story					
Events of the story					
Inferential ideas					

(infer, predict, explain, read between the lines)					
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Source: Munro, J. (2003) Literacy Intervention Strategies Course 472-697, Session 3 notes, Melbourne University.

### APPENDIX FOUR

#### SAMPLE TEXT ACTIVITIES

Target Words

pond

pests

trail

land

Sentences containing target words

The fish likes to swim in the pond.

The land outside my house is green.

The bug left a trail on the ground.

The flies were a pest at our bbq.

Definitions

A small bit of water

The ground

A mark made on the ground

Something that is annoying

Synonyms

ground

mark

bugs

water

lake

dirt

line

***APPENDIX FIVE***

**LESSON ASSESSMENT SHEET**

**1. Read word in a sentence**

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

COMMENTS:

**2. Match word to definition**

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

Student C					
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COMMENTS:

**3. State synonyms for words**

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

COMMENTS:

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