Increasing vocabulary knowledge of students from an E.S.L. background, experiencing difficulty with oral language, will improve their listening comprehension

# Lesson Series for Teaching Group

## Details and Materials Needed

### Introductory Session

30 – 40 min.

Meet with Intervention Group before commencing 10 sessions to familiarise students with each other as a working/learning group and to explain what we’ll be thinking, talking and reading about over the following 10 sessions.

Explain and elicit from children expectations of how we will help each other to learn over these sessions:

- **GKR** every session (Getting Knowledge Ready)
- We listen to others when they speak and let them finish what they are saying
- We speak in sentences when we are having discussions, asking or answering questions, and retelling stories
- We will be thinking of words we know that have the same meaning as some of the words in the books we’ll be reading. We will be looking for and using these (synonyms) to help us understand what we read and make good guesses about what some words we read (unfamiliar) might mean
- As we read and discuss texts we’ll be thinking about Who? What? When? Where? Why? and Feelings? (involved in relation to the text) as we retell it in sequence as best we can.

Commence reading story *David Goes to School* to model (teacher) and “rehearse” how we will go about some of the elements mentioned above.

### Session 1

40-50 min.

**Read To text… David Goes to School** by D.Shannon

1. **G.K.R. component.**
2. Revisit the expectations discussed in our introductory session.
   
   Model/recast sentences to children, as necessary, during our conversations about texts, in order to establish the expectation that any conversation we have about texts will be conducted in meaningful “sentences”.

3. Establish that when we read we expect to gain meaning from a text and that we will explore the various ways we might go about this. Record children’s collective responses to this and use/display/add to the following points for future referral as the lesson series progresses…

   When we read we can…
   - Use of title to indicate topic
   - Use of illustrations
   - Connect to our experiences
   - Use our knowledge of word meanings…
   - Ask questions about what we don’t understand

4. Explain that as we continue reading *David Goes to School* we will pause to think about and discuss parts of the story where we need to clarify meanings for certain words (target words-synonyms)

5. Create synonyms (model first) for target words then give students opportunities to re-use these target words in the sentence from the story in place of the original word, in order for them to see that other words can have the same meaning and still make sense within a particular sentence. Keep those responses/ anecdotal observations and data collected.

**Observations**

**Notes:** The collective responses outlined here are a combination of student and teacher contributions. These are added to, when appropriate, with the development of the lesson series. (Italics indicate agreed wording recorded and referred to during the lesson series) *When I’m reading I can…*

- **Think about the title**
- **Think about what the words mean**
- **Think about what the sentences mean**
- **Think about the whole story**
- **Think of other words that mean the same thing**
- **Ask “What does that mean?” when I don’t understand**
that make sense and discard those that don’t fit with the author’s intended meaning.

6. (Explore also other avenues of gaining meaning from text, as appropriate, and when the opportunity presents itself, for example, pictorial and context clues, questioning meaning…)

6. **CONSOLIDATION and REVIEW** Summarize (self talk modelling) with reference to use of synonyms and how these help us to understand the text better.

<table>
<thead>
<tr>
<th>Session 2</th>
<th>40-50 min</th>
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</thead>
<tbody>
<tr>
<td><strong>Sentence strips</strong></td>
<td>Read To text…</td>
</tr>
<tr>
<td><strong>David Goes to School</strong> by D. Shannon</td>
<td><strong>Synonyms word cards</strong></td>
</tr>
<tr>
<td>1. Prompt for GKR</td>
<td></td>
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<tr>
<td>2. Summarize our learning about gaining meaning from text as experienced so far, and encourage students to use those strategies when and where appropriate as we explore texts within this group, and whenever else they read. (See No.2. Session 1. Refer to sentence strips and add any other strategies that arise and may be used during the session, when/where appropriate)</td>
<td></td>
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<tr>
<td>3. Revisit previous session’s synonym lists and their meanings for target words from text <em>David Goes to School</em>. Distribute copies of these, on cards, to students. Students re-organize synonyms list words they created to match the target words with the same meaning.</td>
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<tr>
<td>4. Discuss (and model self talk) about how using other words we know (synonyms) enhances our understanding of what we read and helps us to make good guesses about the meaning of unfamiliar words we encounter in texts.</td>
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<tr>
<td>5. Continue to read <em>David Goes to School</em> locating more target words and stopping for children to provide synonyms (record)</td>
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<tr>
<td>6. At completion of text reading, provide opportunity for discussion re reflection on the events in the text as a whole. (Some of this will naturally occurred during the reading of the text.)</td>
<td>All children in the group had difficulty (to various degrees) in retelling story events, even with the prompt poster to refer to. I modelled again using the poster as a prompt and elements of the <em>David Goes to School</em> story, but for most children there was too much for them to remember and refer to, given the number of events to choose from in the text, and the (as yet) unfamiliar “Who?, What?, When?, Where?, Why? and Feelings?” poster to refer to. As soon as this was realized the task was broken down to an oral retelling of two event sentences about the children themselves. This was more manageable for them at this point and meant modifying future sessions when including retelling aspects.</td>
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<tr>
<td>7. Introduce use of the “Who?, What?, When?, Where?, Why? and Feelings?” prompt poster to assist with retelling of text events. Model retelling of the story in full sentences using the poster as a prompt. Each student then contributes to retelling events of the story in sequence using the “Who, What, When, Where, Why, and Feelings” prompt poster. Provide support if they find this difficult to do. (Verbal support and using pictures in text as a prompt may be necessary too.)</td>
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<tr>
<td>8. <strong>CONSOLIDATION and REVIEW</strong> Summarize today’s learning and encourage use of (self talk) that acknowledges how knowing synonyms for unfamiliar words we encounter in texts, helps us to understand what we read better.</td>
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<table>
<thead>
<tr>
<th>Session 3</th>
<th>40-50 min</th>
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<tbody>
<tr>
<td><strong>Read To Text</strong></td>
<td>Tough Boris by Mem Fox</td>
</tr>
<tr>
<td>1. Prompt for GKR</td>
<td></td>
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<tr>
<td>2. Revisit summary statements to remind us how we can make meaning as we read and when these can help us. We will use these every time we read. (See No.2 Session 2)</td>
<td>Some children still having difficulty with retelling accurately. Break down to retelling segments of the text eg. two events following each other. Also note, for these children, getting them to retell segments of the text in sequence one after the other around the group, was</td>
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<tr>
<td>3. Introduce/orientate new story Tough Boris.</td>
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<tr>
<td>Target Words</td>
<td>Discuss story events and meaning of target words as story is being read.</td>
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<td>------------------------------</td>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Tough</td>
<td>4. Collate synonyms for target words. Each child retells the sentence each new target word comes from with the newly created synonym to check meaning is maintained. Add those that make sense to the synonyms recording chart and discard those that do not fit semantically.</td>
</tr>
<tr>
<td>Massive</td>
<td>5. Model how we can use a “Who, What, When, Where, Why, &amp; Feelings?” chart to assist us in recalling/checking on the main events in the text. Model retelling and sequencing main events in the text, using a) the text illustrations as a quick prompt b) the prompt card “Who, What, When, Where, Why, &amp; Feelings” as a visual referral point. In modelling, point out that this can be used as a reference to check to see that we have included all the main events of the story, during or after the retelling.</td>
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<tr>
<td>Scruffy</td>
<td>7. Give children opportunities to try this with each other in pairs first.</td>
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<tr>
<td>Greedy</td>
<td>8. Focus on sequencing and retelling the story in meaningful sentences. Model and/or prompt to support children having difficulties in completing meaningful sentences in their retelling. If children are having difficulty with this, support them in prompting of the retelling of events. (Leave the “Who, What, When, Where, Why, Feelings?” as a referral point after their retelling and support them through this at that time, if needed.)</td>
</tr>
<tr>
<td>Fearless</td>
<td>9. CONSOLIDATION and REVIEW: Summarize today’s learning and encourage use of (self talk) that acknowledges how knowing synonyms for unfamiliar words we encounter in texts, helps us to understand what we read better.</td>
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</table>

### Session 4

40-50 min.

**Read To text…**

- **David Goes to School** by D. Shannon
- **Tough Boris** by Mem Fox
- **Billy Balloon** by C. Blackburn & L. Handy

**Target words**

- Big
- Little
- Thin
- Below

<table>
<thead>
<tr>
<th>Synonyms recording chart</th>
<th></th>
<th>Synonyms recording chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence strips</td>
<td></td>
<td>Sentence strips</td>
</tr>
</tbody>
</table>

1. G.K.R. and revisit list of actions we can take when reading to find meaning.
2. Refer to one text at a time to recall lists of synonyms we made which meant the same as target words across both texts.
3. Use mixture of word cards to sort and match synonyms to target words selected from both texts.
4. Once sorted, ask children to think of when they may be able to use these words again during their day at school or at home.
5. Add to our sentence strips any new learning/understandings which have come out of this, for future referral.
6. Introduce/orientate new text **Billy Balloon**. Read aloud and pause to discuss text events and synonyms known for target words (and to address any other events requiring clarification re meaning.)
7. Collate/record synonyms for target words children know. Ask children to say the sentence with new synonym to check that meaning stays the same.
9. Children rehearse retell of text events in sequence to partners.

10. **CONSOLIDATION and REVIEW** Summarize today’s learning and encourage use of (self talk) that acknowledges how knowing synonyms for unfamiliar words we encounter in texts, helps us to understand what we read better.

### Session 5

**Session 5**

**40-50 min.**

**Copies of texts read to date.**

**Copy of W?W?W?W?W? and Feelings? prompt chart (see Appendix 3)**

**Anecdotal recording/response sheet for Retelling observations.**

**Paper/clipboard and pencil for each child- for Synonym Spot Check.**

**Read To Text:**

**Mrs Wishy-Washy**

**By Joy Cowley**

**Target Words**

- Lovely
- Mud
- Screamed
- Tub
- House

**Assessment:** Retell Observations about retelling ability

<table>
<thead>
<tr>
<th>Child</th>
<th>/3</th>
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<tbody>
<tr>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
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<td>D</td>
<td>2</td>
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<td>E</td>
<td>2</td>
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<td>G</td>
<td>2</td>
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<tr>
<td>H</td>
<td>2</td>
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</tbody>
</table>

**Spot Check Maintenance of Familiar Synonyms meaning**

Students were asked to provide a word with similar meaning to 5 known synonyms from texts read. Responses indicated in table below.

<table>
<thead>
<tr>
<th>Child</th>
<th>/5</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4/5</td>
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<tr>
<td>B</td>
<td>5/5</td>
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<td>C</td>
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<td>D</td>
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<td>E</td>
<td>5/5</td>
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<tr>
<td>G</td>
<td>5/5</td>
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<tr>
<td>H</td>
<td>3/5</td>
</tr>
</tbody>
</table>

### Session 6

**Session 6**

**40-50 min.**

**Synonyms recording chart and previously recorded synonym cards**

**Read To Text:**

**Mrs Wishy-Washy**

**By Joy Cowley**

1. G.K.R. and revisit list of actions we can take when reading to find meaning.

2. Re read text **Mrs. Wishy-Washy** and create/record synonyms for target words, then give children opportunities to re-use these target words in the sentence from the story to check meaning is maintained. Keep/record those that make sense and discard those that don’t fit with the author’s intended meaning. Transfer these to synonym word cards at the end of the session.
### Session 7
**40-50 min.**

**Read To Text**
Crabs by Andrew Campbell

| Target Words     | 3. Game: give children random synonyms from previous texts. Have them read and tell the meaning of the words then match to the given target word the teacher has placed on the floor/table. Scoring points for each individual/pair or team who matches synonyms to target words could be part of the game if the purpose for the game isn’t lost within the competitive aspect.
|                  | 4. Encourage students to retell today’s story in meaningful sentences that are sequential. Prompt if necessary by assisting with joining of phrases and/or sentence starters and/or use of pictures in text in order, to assist students if they falter re
| • Lovely         | • the oral retelling or
| • Mud           | • recalling of sequencing of text events
| • Screamed      | 5. **CONSOLIDATION and REVIEW** Summarize today’s learning and encourage use of (self talk) that acknowledges how knowing synonyms for unfamiliar words we encounter in texts, helps us to understand what we read better.
| • Tub           | At this point it was decided not to persevere with the “Who?, What?, When?, Where?, Why? and Feelings?” aspect of the retelling as there were too many unfamiliar things for the students to attend to. The chart was displayed for anyone who felt they could refer to it as a prompt to assist in recalling details from a familiar text.
| • House         | **Session 8**
| **Target Words** | **40-50 min.**
| • Fierce        | **Read To Text**
| • Shy           | Crabs by Andrew Campbell
| • Large         | Enlarged print excerpt of pp. 2-5 Crabs.
| • Pair          | Synonyms recording chart

### Session 8
**40-50 min.**

**Read To Text**
Crabs by Andrew Campbell

| Target Words     | 1. G.K.R. and revisit list of actions we can take when reading to find meaning.
| • Support        | 2. Introduce non-fiction Read To text, Crabs. Explain that we can often find words we need to guess or locate synonyms for in non-fiction texts we read.
|                  | 3. Read the text excerpt (enlarged print) and pause to think about and discuss what the target words might mean.
|                  | 4. Ask children to re read the sentence the target word came from and insert the new synonym to check if meaning is maintained. Discard or keep (record) as appropriate.
|                  | 5. Re read the excerpt with the students and encourage questioning of any parts of text they didn’t understand.
|                  | 6. Give students opportunities to retell what they read about in the excerpt as best they can.
|                  | 7. **CONSOLIDATION and REVIEW** Summarize today’s learning and encourage use of (self talk) that acknowledges how knowing synonyms for unfamiliar words we encounter in texts, helps us to understand what we read better.

**Read To text**
Trees by Paul McEvoy.

| Target Words     | 1. G.K.R. and revisit list of actions we can take when reading to find meaning.
| • Support        | 2. Revisit and re read non-fiction Read To text excerpt, Crabs and meaning of target words.
|                  | 3. Read the text excerpt (enlarged print) and pause to think about and discuss what the target words might mean.
|                  | 4. Introduce new non-fiction text excerpt Trees. Remind students that we often find words we need to guess or locate synonyms for in non-fiction texts we read.
|                  | 5. Ask children to re read the sentence the target word came from and insert the new synonym to check if meaning is maintained. Discard or keep (record) as appropriate.
|                  | 6. Re read the excerpt with the students and encourage *Student C absent this session*
<table>
<thead>
<tr>
<th>Session 9</th>
<th>40-50 min.</th>
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</thead>
<tbody>
<tr>
<td>Session 10</td>
<td>40-50 min.</td>
</tr>
</tbody>
</table>

### Session 9

40-50 min.

**Synonym cards for target words to Trees and Crabs**

**Read To text Trees. Paul McEvoy.**

Enlarged excerpt pp. 4 & 5

**Read To text Plants. pp. 6 & 7, Paul McEvoy.**

Enlarged print excerpt of pp. 6-7

**Target Words**
- Live
- Ground
- Contain
- Energy

**Synonyms recording chart**

1. G.K.R. and revisit list of actions we can take when reading to find meaning.

2. Revisit and re read non-fiction *Read To text Trees* excerpt, and meaning of target words.

3. Introduce new non-fiction text excerpt *Plants*. Remind students that we often find words we need to guess or locate synonyms for in non-fiction texts we read.

4. Read the text excerpt *Plants* (enlarged print) and pause to think about and discuss what the target words might mean.

5. Ask children to re read the sentence the target words come from and insert the new synonym to check if meaning is maintained. Discard or keep (record) as appropriate.

6. Re read the excerpt with students and encourage them to question of any parts of the text they didn’t understand.

7. Give students opportunities to retell what they read in the excerpt, as best they can.

8. **CONSOLIDATION and REVIEW** Summarize today’s learning and encourage use of (self talk) that acknowledges how knowing synonyms for unfamiliar words we encounter in texts, helps us to understand what we read better.

### Session 10

40-50 min.

**Synonym cards for target words to excerpts from texts, Trees, Plants and Crabs.**

**Read To text Trees. Paul McEvoy.**

Enlarged excerpt pp. 4 & 5

**Read To text Plants. pp. 6 & 7, Paul McEvoy.**

Enlarged print excerpt of pp. 6-7

**Synonyms recording chart**

1. G.K.R. and revisit list of actions we can take when reading to find meaning.

2. Revisit and re read non-fiction *Read To text Trees* excerpt, and meaning of target words. Also review meaning of target words from text excerpts from *Trees and Crabs*.

3. Use target word cards and synonym cards mixture from these three texts to play a matching game. Give students random cards which they use to locate and match to the target word.

4. Ask students to locate and re read the sentence the target word came from and check that meaning is maintained.

5. Ask students to choose one of the non fiction texts we have read and to retell some of the information they read about as best they can.

6. **CONSOLIDATION and REVIEW** Summarize today’s learning and encourage use of (self talk) that acknowledges how knowing synonyms for unfamiliar words we encounter in texts, helps us to understand what we read better. Remind and encourage students to keep using what they have learnt during these sessions whether they are reading at home or at school.

### Spot Check Maintenance of Familiar Synonyms meaning

Students were asked to provide as many synonyms as they could for given target words from texts read. Responses indicated in table below.

<table>
<thead>
<tr>
<th>Target Word 1</th>
<th>Target Word 2</th>
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</thead>
<tbody>
<tr>
<td>no. of responses /4</td>
<td>no. of responses /5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>/4</th>
<th>/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
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<tr>
<td>B</td>
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<td>H</td>
<td>2</td>
<td>2</td>
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</tbody>
</table>

When I want to retell a story I’ve read, I can think and talk about…

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>was in the story?</td>
<td>happened in the story?</td>
<td>did it happen?</td>
<td>did it happen?</td>
<td>did those things happen?</td>
<td>How do I feel about what happened in the story?</td>
</tr>
</tbody>
</table>

Adapted from *First Steps: Oral Language Resource Book.*
Chapter 2. Language and Literacy- Newstelling (Oral Recount), Narrative, Description.
Education Department of Western Australia. Published by Rigby Heinemann 1997