

**Explicit teaching in vocabulary development using synonyms,
to year two students, increases comprehension and
reading accuracy at the whole text level.**

Teaching Unit

In each session the students were given a list of new words (probably unknown) that they would find in there reading for that day. They were taught a strategy of using what they knew to visualize and then to find possible synonyms so that they could comprehend their reading better. The first sessions began with lots of scaffolding, but as the students became more familiar and proficient with the technique, support was slowly withdrawn, with the students taking more and more control of the strategy. Every session began with revision of vocabulary from the previous lesson and each lesson culminated with time to share new vocabulary and verbalize the new strategy. The students had an opportunity to read and share information orally as well as an opportunity to use writing to help to internalize their learning.

Activity –Lesson 1	Task Description	Time
Introduce and clarify terms	Students will learn why they are there and what we are going to be doing. Explain what a synonym is.	3-5 min.
Text Reading (Shared Reading)	Introduce the five sentences for the lesson, one at a time, read together and identify the unknown word in each.	5 min.
Use context and synonyms to gain understanding.	Together we read each sentence and try to visualize it using what we know and then brainstorming synonyms for the unknown word. These synonyms are then added to the synonym chart as we substitute them for the unknown word in each sentence. Each time we decide as a group if the sentence then makes sense.	10 min.
Reread target words	Go through each new word on the chart for the day and have students give definitions using the synonyms	3-5 min.
Writing target words	Each student chooses a different new word from the chart and writes it in their exercise book making a simple mind map with the synonyms on one side of the double page and writing an original sentence on the other side of the double page with a quick illustration.	10 min.
Reflect	Each student shares their new word, sentence and illustration with the group. They also verbalize the strategy they have learned to help them comprehend their reading.	3-5 min.

	<ol style="list-style-type: none"> 1. Use what I know and make a picture in my head. 2. Think of synonyms to substitute for the unknown word. 	
Lesson 2		
Revise	Review last session's words from flashcards. Read and define.	3-5 min.
Text Reading (Shared Reading)	As lesson 1 with second set of sentences	5 min.
As for lesson 1		25-30 min.
Lesson 3-6		
Revise	Review a selection of new words on flash cards (play game)	3-5 min.
Book Introduction	Using a big book explain this book is about ... Short discussion of what we might know about topic / book. Introduce some new words they will come across in the book. The words will already be listed on the synonym chart.	3-5 min.
Text Reading (Shared Reading)	Read big book together	5-10 min.
Use context and synonyms to gain understanding.	Go back to the pages where we saw the targeted words and guide students to: <ol style="list-style-type: none"> 1. Use what I know and make a picture in my head. 2. Think of synonyms to substitute for the unknown word. Each student shares the synonyms that they think of and they are added to the synonym chart as we substitute them for the unknown word in each sentence and we decide as a group if the sentence then makes sense.	10 min.
As for lessons 1-2		10-15 min.
Lesson 7 and 9		
Revise	Review a selection of new words on flash cards –play a game.	5-8 min.
Book Introduction	Using individual copies of the same text, explain this book is about ... Short discussion of what we might know about topic / book. Introduce some new words they will come across in the book. The words will already be listed on the synonym chart.	3-5 min.

Text Reading (Guided Reading)	Each student reads independently with the teacher taking turns to listen to each student read, making notes and taking a short running record to see how the student is using the new strategy for working out unknown words and comprehending what they are reading.	10 -15 min.
Use context and synonyms to gain understanding.	Go back to the pages where we saw the targeted words and guide students to: 3. Use what I know and make a picture in my head. 4. Think of synonyms to substitute for the unknown word. Each student shares the synonyms that they think of and they are added to the synonym chart as we substitute them for the unknown word in each sentence and we decide as a group if the sentence then makes sense.	15 min.
Reread target words	Go through each new word on the chart for the day and have students give definitions using the synonyms	3-5 min.
Lesson 8 and 10		
Revise	Review a selection of new words on flash cards –play a game.	5-8 min.
Book review -Choral reading	Reread the new book together.	10 min.
Writing target words	As for lessons 1-6	10 min.
Reflect	As for lessons 1-6	3-5 min.

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