

# **Explicit teaching of word meanings and synonyms to year three students will improve their literal reading comprehension.**

**Teaching sequence (see appendix 5 for details)**

**The format consisted of:**

1. Explicit instruction- identifying the purpose of the session to the students
2. Clarifying terms and revision of previous days session.
3. Text reading- Teacher and students to read text containing sessions target words
4. Building synonyms list and looking at word meanings
5. Manipulating and experimenting with synonyms using a different focus for each of the sessions
6. Reflecting on student learning
7. Explicit praise.

**A detailed account of the teaching sequence can be found in appendix 5.**

## Appendix 5

### Sample of teaching sequence.

#### Session one.

<b>Activity</b>	<b>Task description- Synonyms and word meanings</b>	<b>Time</b>
<b>Introduction to Teaching sequence- Clarifying terms</b>	Ask students ‘What is a synonym?’ Children share examples. Teacher models examples. Write example down. Look at the title of the text, ‘Beating the drought’- What does it mean? Can you say this title in another way? Share children’s ideas with the group.	<b>7-10 mins.</b>
<b>Word building- Focus on target words.</b>	Look at the characters on the front cover. Who are they? Can you describe them? Make a list of words to describe these characters. Look at the list of words you have. Let’s say them altogether. Can you think of words to match the ones in your list? Share with group. Write these words down.	<b>5-7 mins.</b>
<b>Manipulating and experimenting with synonyms.</b>	Children put words into context and write them in a sentence. Cut up sentences and have children put them back together again. Have children swap synonyms from one sentence to another where appropriate. Read over sentences to see that changes make sense. Read new sentences out loud.	<b>10-12 mins.</b>
<b>Reflective</b>	Ask the students what they have learned today. Share and compare. Give assistance to students having difficulty verbalizing their learning.	<b>5 mins.</b>

Sessions two- ten.

Each of session's two to ten follow the same teaching sequence. However, the 'Manipulate and experiment with synonyms' sessions will change each day as will the Target words and the text reading. Please see the list of activities and target words for each of these sessions in the table below.

Activity	Task description- Synonyms and word meanings	Time
<b>Clarify terms</b>	Revise and recap- What is a synonym? Discuss target words from previous session. Go over synonyms and meanings of individual words.	<b>5-7 mins.</b>
<b>Text Reading</b>	Read pages 3-6 of text. (Individually, as a group)	<b>5-7 mins.</b>
<b>Target words</b>	Target words- gazing, groaned, switched, bad, shifted, giggled Give children list of target words for the session. Discuss word meanings.	<b>7-10 mins</b>
<b>Build synonyms list and meanings</b>	Replace target words with synonyms. Students to write synonyms list. Have children orally put synonyms into sentences	<b>5-7 mins.</b>
<b>Manipulate and experiment with synonyms</b>	Have children look through newspapers and magazines for synonyms to match the sessions target words. Replace their cut out synonyms in sentences and read out loud to group.	<b>12-14 mins.</b>
<b>Reflective</b>	Ask children 'What new things have you learned today? Share and compare	<b>5 mins.</b>

<b>Session</b>	<b>Manipulate and experiment with synonyms activity</b>	<b>Text reading and target words.</b>
<b>Three</b>	Close activity- Children to find synonyms to replace the underlined words in the given text.	Pages 7-9 Live, largest, other, pull, soaked, beginning
<b>Four</b>	As a group, put our synonyms into a nonsense verse. Read individually and out loud	Pages 10-12 Few, starting, cold, scooped, asked, greasy
<b>Five</b>	Act out the synonyms we have made for today's target words. Children take in turns with guessing the synonym	Pages 13-15 Went, chosen, embarrassed, big, came, stop
<b>Six</b>	'What am I?' word quiz. Take in turns selecting a synonym and have children ask questions about the word.	Pages 16-18 Looking, larger, started, cut, fetch, seriously
<b>Seven</b>	Making lists of words. E.g. Talking words, walking words, how things feel, ways of looking etc. Put synonyms into the above categories.	Pages 19-21 Got, walked, rubbed, stepped, pushed, moved
<b>Eight</b>	Play matching games with flash cards using words from the text reading.	Pages 22-24 Care, polish, muttered, warm, passing, smiling
<b>Nine</b>	Play synonyms game on the computer. Children to choose from easy, moderate or advanced synonyms matching games. Go to <a href="http://www.cogcon.com/game_goo/gooney.html">http://www.cogcon.com/game_goo/gooney.html</a>	Pages 25-27 Said, twitching, held, worked, want, took
<b>Ten</b>	Model and then write as a group, a silly story using today's synonyms. All read aloud and then as a group, act out the story.	Pages 28-31 Burst, sick, slurping, grinned, wafted, smell.

This document was created with Win2PDF available at <http://www.daneprairie.com>.  
The unregistered version of Win2PDF is for evaluation or non-commercial use only.