

Teaching vocabulary while reading to students in Years 3 and 4 improves comprehension

Lesson Outlines

Lesson	Teacher Role	Student Role
<i>Non Fiction Text</i>		
Lessons 1 and 2	The teacher explicitly taught what synonyms were and read the text to the students. Five words were identified by the teacher and modelled strategies (read on, read back, using synonyms, other words that look the same) on how to identify the words meaning.	The students read in a less demanding situation of no reading aloud and offered limited suggestions of what the word may mean. At the end of the lesson, they summarised their new learning.
Lessons 3 and 4	Teacher guiding the students as they engage in the task. Scaffolding provided in that the teacher identified the five words and modelled strategies.	The students read the text silently to themselves. Discuss what they have read and under the guidance of the teacher use strategies to identify the meaning of unknown words. At the end of the lesson, they summarised their new learning.
Lesson 5	Before entering the text, the teacher asked students to summarise what they have learnt so far (about vocabulary). Teacher identifies 3 unknown words and revisits strategies. Prompts and questions the students to identify strategies they are using.	Students state what they have learnt in previous lessons and identify 2 unknown words. Reflect at end of session as to what they have learnt.

<i>Fiction text</i>		
Lesson 6 and 7	Teacher prompts, questions and provides feedback to the students on the strategies they have learnt.	Reflects on strategies and learning from previous sessions. Independently read the text, identifies 5 unknown words, and uses strategies to identify word meanings. At end of session, summarise what they have learnt.
Lesson 8 and 9		
Lesson 10		

LESSON PLANS

LESSON 1

	Procedure
Context – small guided reading group Text – Go Facts Ocean – Sea Life Identified Words – Backbone Gills Smooth Absorb Oxygen Time – 20 minutes	<ul style="list-style-type: none"> • Teacher introduces text. Discuss with students what we may see in the text. • Look at contents page. Read p 4 Fish, first 3 paragraphs to the students. • Teacher identifies five new words and writes in large scrapbook. • Introduce what a synonym is. Use backbone for synonyms example. • Use the strategy of reading the sentences around the word to put into context. • Teacher identifies words that could mean the same and students add their ideas. Write into large scrapbook. • For smooth – ask students to identify objects they know are smooth in the room. • For absorb, demonstrate using a sponge and water so students can see the sponge absorb the water. • Students state what they have learnt from the session.

LESSON 2

	Procedure
<p>Context – small guided reading group</p> <p>Text – Go Facts Ocean – Sea Life</p> <p>Identified Words – Scratchy Streamlined Spiny Stiff Fanlike</p> <p>Time – 20 minutes</p>	<ul style="list-style-type: none"> • Teacher orientates text to students by discussing what we read last time. Allow students to add what they remember about the text. • Revisit new word meanings from Lesson 1 allowing students to verbalise the meanings. • Read p 6 Sharks to the students. Students follow the text silently with their eyes. • Teacher identifies five new words saying <i>I wonder what (insert new word here) means?</i> Write the words into the same scrapbook as Lesson 1. • Teacher asks students to state what a synonym is. • Teacher states <i>I think a synonym for scratchy is</i> • Students add their responses – can be synonyms or phrases for the meaning. • Demonstrate reading around the word to work out the meaning (context clues). • Students state what they have learnt from the session.

LESSON 3

	Procedure
<p>Context – Whole class shared reading</p> <p>Text – Big Book – Coral Reef</p> <p>Identified Words – Patches Knobbly</p>	<ul style="list-style-type: none"> • Teacher introduces text to the students. • Teacher and students predict what may be in the book. • Read p 4, 6, & 7 with the students. • Teacher reads first word. • Model – <i>I wonder what could mean?</i> • Model – reading back to start of sentence, using picture for clues, where have I seen that word used before. • State word meaning.

<p>Steep-sided Tentacles depths</p> <p>Time – 15 minutes</p>	<ul style="list-style-type: none"> • Repeat for other words, inviting different students to explain what they think the word means and the strategies they used. • Ask students to state what they have learnt from the session.
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LESSON 4

	Procedure
<p>Context – small guided reading group</p> <p>Text – Go Facts Ocean – Sea Life</p> <p>Identified Words – Transparent Rocklike Plankton Contain Casing</p> <p>Time – 20 minutes</p>	<ul style="list-style-type: none"> • Teacher orientates text to students by discussing what we read last time. Allow students to add what they remember about the text. • Revisit new word meanings from previous lessons allowing students to verbalise the meanings. • Read p 8 Creatures that sting with the students. Students read the text silently to themselves. • Teacher identifies three new words saying I wonder what (insert new word here) means? Write the words into the same scrapbook as Lesson 1. • Students identify two new words to add to the scrapbook. • Teacher asks students to state what a synonym is. • Teacher states <i>I think a synonym for transparent is</i> • Students add their responses – can be synonyms or phrases for the meaning. • Demonstrate reading around the word to work out the meaning (context clues). • Teacher questions students on what they think the word may mean. • After the student has responded, ask <i>Why do you think that? What strategy did you use?</i> • Add all responses to the scrapbook. • Students state what they have learnt from the session.

LESSON 5

	Procedure
<p>Context – Whole class shared reading</p> <p>Text – Big Book – Coral Reef</p> <p>Identified Words – Rubbery Spiky Polyp Velvety delicate</p> <p>Time – 15 minutes</p>	<ul style="list-style-type: none"> • Revisit what we read last time, predict what else may be in the book. • Reflect on the words we read, what were their meanings? How did we work out their meanings? What strategies were used? • Read p 8, 9, 10 & 11 to the students. • Teacher reads first word. • Model – I wonder what could mean? • Model – reading back to start of sentence, using picture for clues, where have I seen that word used before. • State word meaning. • Repeat for other words, inviting different students to explain what they think the word means and the strategies they used. • Ask students to state what they have learnt from the session.

LESSON 6

	Procedure
<p>Context – small guided reading group</p> <p>Text – Adventure Finds Alicia</p> <p>Identified Words – Worrywart Scoffed Detention Invaded</p>	<ul style="list-style-type: none"> • Teacher and Students predict what the text may be about. • Students read p 4 silently to themselves. • Discuss what the page was about. • Teacher identifies three words. • Students identify 2 words. • Write the words into the scrapbook. • Teacher asks students to state what a synonym is, and revisit strategies we have learnt on how to work out unknown words. • Teacher states <i>I wonder what worrywart means.</i>

Adventure Time – 20 minutes	<ul style="list-style-type: none"> • Students verbalise their responses – can be synonyms or phrases for the meaning. • Teacher questions students after they have responded, ask <i>Why do you think that? What strategy did you use? How would you use that word?</i> • Add all responses to the scrapbook. • Students state what they have learnt from the session.
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LESSON 7

	Procedure
Context – Whole class shared reading Text – Big Book – Coral Reef Identified Words – (student choice) Time – 15 minutes	<ul style="list-style-type: none"> • Brainstorm what was learnt from the text in previous sessions. • Ask the students to list what strategies they can use to identify word meanings. • Read chapter titled – Animals of the coral reef. • Teacher reads the text, stopping at the end of each paragraph to allow students to identify words they are unsure of. • Students use strategies learnt to decipher word meanings. • Reflect on what we have learnt from lesson.

LESSON 8, 9 and 10

	Procedure
Context – small guided reading group Text – Adventure Finds Alicia Identified Words – Students identify all five	<ul style="list-style-type: none"> • Teacher and Students revisit what they have already read and learnt. • Students read silently to themselves. <ul style="list-style-type: none"> ○ Lesson 8 – p 6 & 7 (after lesson, students read rest of chapter 1 by themselves) ○ Lesson 9 – p 12 ○ Lesson 10 – p 14, 15, 16. • Discuss what the page was about.

<p>words</p> <p>Time – 20 minutes</p>	<ul style="list-style-type: none"> • Students identify 5 words. • Write the words into the scrapbook. • Teacher asks students to state what a synonym is, and revisit strategies we have learnt on how to work out unknown words. • Teacher states <i>I wonder what means.</i> • Students verbalise their responses – can be synonyms or phrases for the meaning. • Teacher questions students after they have responded, ask <i>Why do you think that? What strategy did you use? How would you use that word?</i> • Add all responses to the scrapbook. • Students state what they have learnt from the session.
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