

Through explicit teaching of synonyms to competent year 3 and 4 readers their vocabulary will be increased and this in turn will improve their ability to make meaning from unfamiliar texts.

LESSON OUTLINES

Introductory Lesson

Text: Trefin (Narrative Text)

Introduce the strategy to the students:

We are going to work together on strategies we can use throughout our lives to help us when we come to a word in a text that we find difficult to understand – in other words what can I do as a reader when I come across a word I don't know the meaning of when I am reading?

(On cards of different colours are the following prompts)

- Say the word aloud, making sure I am pronouncing it correctly.
- Does it look like any other words I know?
- Read the text before and after the word to establish context
- Establish the words meaning (if I can't get this from reading the words around it I can consult a word dictionary or thesaurus)
- Suggest synonyms for the word

Teacher Modelling:

"Ceridwen was a witch who lived many, many years ago in the wild rugged mountains of North Wales.

The teacher takes the first sentence of the text and proceeds to self-talk through the strategy.

- Say the word aloud, making sure I am pronouncing it correctly. ("**rugged**")
- Does it look like any other words I know? (**rug**)
- Read the text before and after the word to establish context (**wild rugged mountains**)
- Establish the words meaning (if I can't get this from reading the words around it I can consult a word dictionary or thesaurus) (**something to do with the look of the mountains – maybe high, rough like a rug – look up word in a dictionary taking into account the sentence the word is in – context of the word**)
- Suggest synonyms for the word that would make sense in the context of the sentence (**rocky, rough, uneven**)

Restate what we did:

What did we do when we came to an unfamiliar word in the text?

We read the word aloud and pronounced it correctly.

We thought about other words we already knew that looked like the word.

We read the text around the word to gain meaning.

We decided what the word meant.

We suggested synonyms for the word.

Are there any questions?

Students Practise:

The students then have the opportunity to put into practise the steps the teacher has modelled.

The next sentence of the text is read aloud to the group and the students suggest a word – one they are unfamiliar with.

With the aid of the prompt cards and the assistance of the teacher the group work through the stages to work out the unfamiliar word articulating the steps as they go through each one.

Every time we meet we are going to practise these steps to help improve our reading skills.

Sessions 2 & 3

Activity	Tasks
<p>Introduction Review previous lesson Text orientation</p>	<p>Review the process taught in the introductory lesson – Restate the teacher talk “ Today we are going to look at a process that will help us work out the meaning of unknown words in a text”</p> <p>Display the prompt cards for the students to see (reread each of these and discuss what actions we do for each one)</p> <p>Introduce the focus text to the students ‘Hungry hill” (a Narrative)</p>
<p>Teacher Modelling Text reading Review process</p>	<p>Read the first sentence and model the process with a selected key word / words</p> <p>Teacher to articulate the process as they do it – give the words and actions to the students.</p> <p>Point to the card to show which step you are engaged in – make it very explicit to the students so they will know what is required when they practise the skills</p>
<p>Student Practise Whole group text reading</p>	<p>Students then read the next sentence and work through the process with a word preselected by the teacher.</p> <p>Students clearly articulate the steps they are going through as they work out the word – pointing to the prompt cards as they work through each one.</p>
<p>Restate the process</p>	<p>Students restate the process and clearly articulate what they did to ‘attack’ the unfamiliar word in the text.</p> <p>Today we learnt how to find the meaning of an unfamiliar word in a text by</p> <ul style="list-style-type: none"> • Reading the word aloud and pronouncing it correctly. • Thinking of other words we know that look like the word • Reading the text around the word to gain meaning. • Deciding what the word meant. • Suggesting synonyms for the word.

Sessions 4 & 5

Activity	Tasks
<p>Introduction Review previous lesson Text orientation</p>	<p>Review the process taught in the previous lesson – Restate the teacher talk “ Today we are going to look at a process that will help us work out the meaning of unknown words in a text”</p> <p>Display the prompt cards for the students to see (reread each of these and discuss what actions we do for each one)</p> <p>Introduce the focus text to the students ‘Zoo Visit” (a Recount)</p>
<p>Teacher Modelling Text reading Review process</p>	<p>Read the first two sentences and model the process with words selected by the students.</p> <p>Teacher to articulate the process as they do it – give the words and actions to the students.</p> <p>Point to the card to show which step you are engaged in – make it very explicit to the students so they will know what is required when they practise the skills</p>
<p>Student Practise Whole group text reading</p>	<p>Students then read the next two sentences and work through the process with words preselected by the teacher.</p> <p>Students clearly articulate the steps they are going through as they work out the word – pointing to the prompt cards as they work through each one.</p>
<p>Restate the process</p>	<p>Students restate the process and clearly articulate what they did to ‘attack’ the unfamiliar word in the text.</p> <p>Today we learnt how to find the meaning of an unfamiliar word in a text by</p> <ul style="list-style-type: none"> • Reading the word aloud and pronouncing it correctly. • Thinking of other words we know that look like the word • Reading the text around the word to gain meaning. • Deciding what the word meant. • Suggesting synonyms for the word.

Sessions 6 & 7

Activity	Tasks
<p>Introduction Review previous lesson Text orientation</p>	<p>Review the process taught in the introductory lesson – Restate the teacher talk “ Today we are going to look at a process that will help us work out the meaning of unknown words in a text”</p> <p>Display the prompt cards for the students to see (reread each of these and discuss what actions we do for each one)</p> <p>Introduce the focus text to the students “The tenth planet” (Information Report)</p>
<p>Teacher Modelling Text reading Review process</p>	<p>Read the first paragraph and model the process with pre- selected words</p> <p>Teacher to articulate the process as they do it – give the words and actions to the students.</p> <p>Point to the card to show which step you are engaged in – make it very explicit to the students so they will know what is required when they practise the skills</p>
<p>Student Practise Whole group text reading</p>	<p>Students then read the next paragraph and work through the process with words they select.</p> <p>Students clearly articulate the steps they are going through as they work out the word – pointing to the prompt cards as they work through each one.</p>
<p>Restate the process</p>	<p>Students restate the process and clearly articulate what they did to ‘attack’ the unfamiliar words in the text.</p> <p>Today we learnt how to find the meaning of unfamiliar words in a text by</p> <ul style="list-style-type: none"> • Reading the word aloud and pronouncing it correctly. • Thinking of other words we know that look like the word • Reading the text around the word to gain meaning. • Deciding what the word meant. • Suggesting synonyms for the word.

Sessions 8, 9, 10

Activity	Tasks
<p>Introduction Review previous lesson Text orientation</p>	<p>Review the process taught in the introductory lesson – Restate the teacher talk “ Today we are going to look at a process that will help us work out the meaning of unknown words in a text”</p> <p>Display the prompt cards for the students to see (reread each of these and discuss what actions we do for each one)</p> <p>Introduce the focus text to the students “Movie Review” (Information Report)</p>
<p>Teacher Modelling Text reading Review process</p>	<p>Read the first paragraph together and model the process with words the students select from the text.</p> <p>Teacher to articulate the process as they do it – give the words and actions to the students.</p> <p>Point to the card to show which step you are engaged in – make it very explicit to the students so they will know what is required when they practise the skills</p>
<p>Student Practise Whole group text reading</p>	<p>Students then read the next two paragraphs and work through the process with words they select.</p> <p>Students clearly articulate the steps they are going through as they work out the word – pointing to the prompt cards as they work through each one.</p>
<p>Restate the process</p>	<p>Students restate the process and clearly articulate what they did to ‘attack’ the unfamiliar words in the text.</p> <p>Today we learnt how to find the meaning of unfamiliar words in a text by</p> <ul style="list-style-type: none"> • Reading the word aloud and pronouncing it correctly. • Thinking of other words we know that look like the word • Reading the text around the word to gain meaning. • Deciding what the word meant. • Suggesting synonyms for the word.

Text used for these lessons – Primary Writing Book D *R.I.C Publications* (2006)