

**FOCUSING ON EXPLICIT VOCABULARY INSTRUCTION WHEN USING
READ-ALOUDS TO YEAR TWO STUDENTS IMPROVES THEIR
COMPREHENSION**

Session Plans

<u>Session</u>	<u>Goal of Session</u>	<u>Teaching Activity</u>	<u>Student Activity</u>	<u>Monitoring Task</u>
1	Introduce and model the strategy of working out word meanings.	<ul style="list-style-type: none"> • Introduce strategy to work out the meaning of words. • Demonstrate how to develop prior knowledge by explaining what the text- 'Elmer and the Wind' is about. • Read aloud sentence containing first target word from text. Display word and a picture of the word. • Demonstrate strategies to use step by step to work out the meaning of a word using the target word. • Provide examples of word in similar context, demonstrate questions that require the 	<ul style="list-style-type: none"> • Read aloud sentence containing first target word. • Students repeat each step after teacher giving their own response in the group. • Students read a script of the steps taken to work out the meaning of a word. 	<ul style="list-style-type: none"> • Record student responses • Ask children what they say to themselves when they are working out the meaning of a word.

		<p>application of the word, identify word from examples and non-examples and demonstrate word associations.</p> <ul style="list-style-type: none"> • Complete word map of target word. • Review action used and steps taken. 		
2	<p>Students as part of the group apply strategies required to work out meanings of new target words, review steps involved, practise interactively.</p>	<ul style="list-style-type: none"> • Review last target word and introduce new target words from text. • Review and model steps. • Practise working out meanings of words interactively and in groups. • Read part of text aloud ask students to respond on hearing target words. • Review what students do when working out meaning of words-using their meaning making motor (MMM). 	<ul style="list-style-type: none"> • Students say what they will do. • Practice working out meanings of target words as a whole group. • Review meaning after reading text as a group. • As a group use vocabulary activities to extend oral vocabulary knowledge of words. • Complete word map as part of a group. • Students complete cloze activity with synonym of target words as a group. 	<ul style="list-style-type: none"> • Record student oral responses and give feedback. • Responses to word map and cloze activity.

3	Students attempt to work out meanings of words with teacher assistance in a group situation and then individually.	<ul style="list-style-type: none"> • Teacher models steps and reviews previous target words. • Introduce new target words. • Remind students of the nature of the task and have them review their action to find the meaning of words. 	<ul style="list-style-type: none"> • In a group then individually students state the steps for working out meanings of words. • In a group then individually use this script to work out the meaning of one target word. • In a group then use vocabulary activities to develop oral vocabulary and then complete cloze and word map. 	<ul style="list-style-type: none"> • Individual responses to word meanings • Individual responses to oral activities, word map and cloze activity.
4	Introduce strategy of retelling and the steps involved in retelling a story and its use in understanding the text.	<ul style="list-style-type: none"> • Introduce strategy to retell a story. • Model a retell of a familiar event while charting information under headings appropriate for a retell. • Demonstrate steps to be taken. • Review steps for a retell 	<ul style="list-style-type: none"> • Students repeat each step after the teacher and say what they will do when retelling • Students practice retelling a familiar event to each other in a group. • Read script of steps to retell a story. • As a group then in pairs use strategy to orally retell text using a simple pictures and words. • Review what to do when retelling. 	<ul style="list-style-type: none"> • Ask students what they do when retelling. • Ideas given in retell.

5	<p>Introduce new vocabulary and instruct individual students to work out word meanings and review steps taken for meaning and retelling. Model how to retell the text using target words or their meanings and allow students to have a go.</p>	<ul style="list-style-type: none"> • Remind students of strategies for retelling and using their MMM. • Introduce new vocabulary. • Read the rest of text. • Display words in context ask students to use their self script to work out meanings. • Complete read aloud and model and ask students to use script to retell part of text from that day using synonyms for target words. • Review actions taken and correct responses. 	<ul style="list-style-type: none"> • Review what they do to find the meaning of a word. • In a group then individually students use self script to work out meanings of all target words. • As a group retell part of text using synonyms for target words with teacher assistance then individually. 	<ul style="list-style-type: none"> • Student responses to word meanings. • Use of correct synonyms in retell.
6	<p>Introduce new text, 'Follow Me' but choose fewer target words so that students begin to use their MMM with prompts from teacher.</p>	<ul style="list-style-type: none"> • Introduce new target words in context in context. • Read text aloud and ask students to retell text containing unfamiliar words using synonyms. • Review what students know about 	<ul style="list-style-type: none"> • Students use self script for working out meanings of target words. • Students attempt to work out meanings of words identified. • Students use vocabulary activities to develop oral vocabulary and 	<ul style="list-style-type: none"> • Students response to word meanings. • Results of oral activities including bingo. • Synonyms used in retell.

		working out meaning of words and retelling a text.	then complete cloze and word map. <ul style="list-style-type: none"> • Students retell text using target words or meanings. 	
7	The number of target words is again reduced and students are asked to identify some of their own target words and use self script to work out meanings.	<ul style="list-style-type: none"> • Introduce target words and review what students do when using their MMM. • Teacher completes read aloud. • Ask student to identify their target words and using their MMM state meaning. 	<ul style="list-style-type: none"> • Use self script of MMM establish meanings of words. • Use vocabulary activities to develop oral vocabulary and then complete cloze and word map. 	<ul style="list-style-type: none"> • Word map. • Sentences of target word in context.
8	Students retell whole text using synonyms to demonstrate understanding.	<ul style="list-style-type: none"> • Teacher reviews script for retelling text. • Review target and student words and meanings. • Review what students know about retell and word meanings. 	<ul style="list-style-type: none"> • Review what students do to retell. • Students retell text as a role-play using synonyms for unfamiliar words. 	<ul style="list-style-type: none"> • Synonyms used. • Ideas of text through retell in role-play.

9	Students to practise strategies with more difficult text, 'The Rain Came Down.'	<ul style="list-style-type: none"> • Ask students to review what they do when they don't know meanings of words. • Choose a limited number of words in context and review their words and meanings. • Read text aloud. 	<ul style="list-style-type: none"> • Students review self script of MMM. • Students suggest meanings of as many words as possible using their MMM. 	<ul style="list-style-type: none"> • Bingo game using unfamiliar words and their synonyms.
10	Students listen to read aloud and automatize what they know to work out meanings.	<ul style="list-style-type: none"> • Teacher instructs students to use their MMM and retell strategies while listening to read aloud. • Review what students know about retelling and finding meanings of words. 	<ul style="list-style-type: none"> • Students use their MMM while listening to read aloud and retell story through role-play demonstrating their understanding of the meaning of the words and text 	<ul style="list-style-type: none"> • Language - synonyms used during role-play and what students know of the text.

Script for Meaning Making Motor (MMM)

1. Think of the type of word it is.
2. Imagine a picture of that word in the sentence.
3. Guess what you think the word means
4. Put a synonym in the place of the word and see if it fits.
5. Say what you think the word means

Script for Oral Retell

1. Who are the characters in the story?
2. What was the main problem, why was it important and how was it solved?
3. What message is the author giving you?
4. List the events in order.