

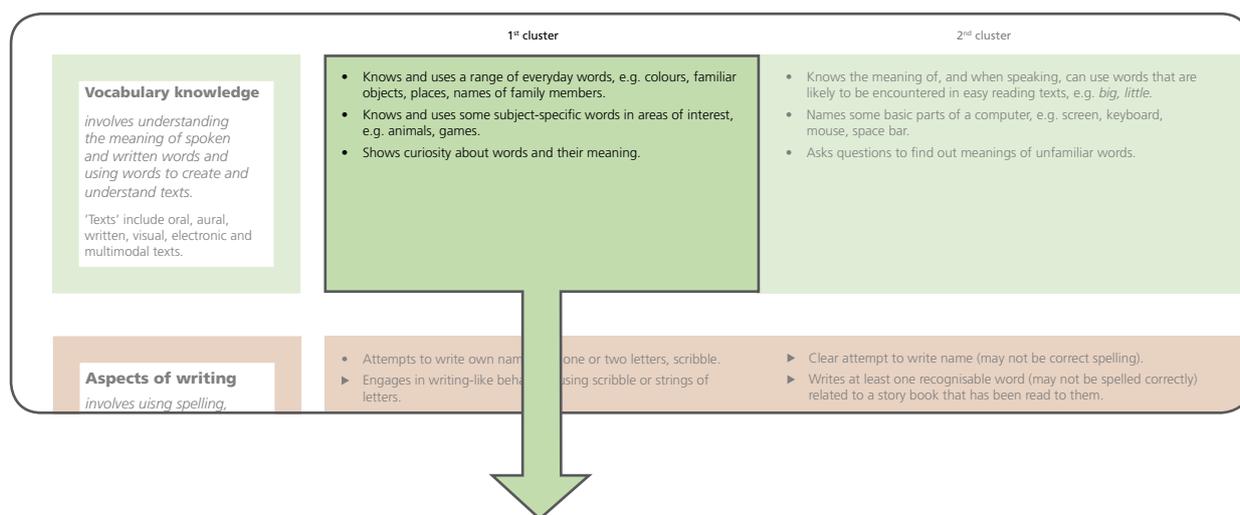
Literacy Continuum K-6

Literacy Teaching Ideas:

Vocabulary knowledge



Teaching ideas for *Vocabulary knowledge*



First cluster of markers:

- Knows and uses a range of everyday words, e.g. colours, familiar objects, places, names of family members.
- Knows and uses some subject-specific words in areas of interest, e.g. animals, games.
- Shows curiosity about words and their meanings.

Naming objects #1

Provide familiar or new picture books for students to look at and some clear and coloured counters. In pairs, students turn the pages and talk about what they see in the pictures. Then they name the objects in one of the pictures, placing a coloured counter on each object where both agree on its name and a clear counter on objects whose name they don't know. The teacher can later provide the names for objects with clear counters.

Naming objects #2

Provide a collection of everyday objects. In pairs or groups, students select an object, name it and describe some of its features, e.g. blue, round, flat, large.

Naming objects #3

Provide a collection of everyday objects. Students take turns to ask another student to select one of the objects, e.g. *Pick up the yellow ball*. If correct, the student puts the object in front of them. As a variation, include some new or unfamiliar objects.

Naming objects #4

Collect small objects from around the classroom or those belonging to five or six students (with their permission). Model naming and describing one of the objects. Hide them in a large bag. Students work in groups to choose an object from the bag, name and describe the object and identify the student who owns it.

Naming objects #5

After students have learned rhymes, provide a transcript of a rhyme and a matching illustration. Students work in pairs to say the rhyme then look closely at the illustration to find the items that match the words from the rhyme, e.g. in *Hey diddle diddle, they might find the cat, the fiddle, the cow, the moon, the little dog*, etc.

I like

Each student has a blank sheet of paper and coloured felt pens. Students identify some of their favourite things in a particular category (e.g. food, toys, games, animals) by drawing the object and trying to write its name. (They will probably not use conventional spelling at this stage.) They then share and talk about their drawings with a partner. As a variation, provide magazine pictures which students cut out and paste onto a sheet of paper before naming the favourite things for a partner.

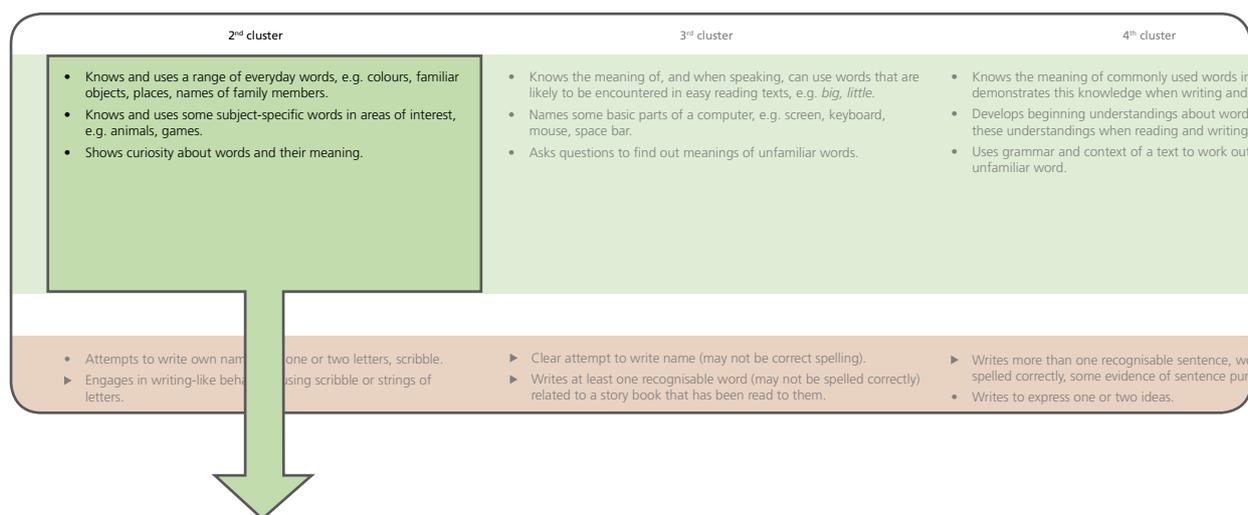
Using vocabulary from stories

After reading a story, revisit and discuss some new and/or interesting words in the story using illustrations on small cards to assist meaning. In pairs, students use the cards to take turns in retelling the story using some of the new and interesting words.

New words

Display some pictures of familiar objects, e.g. animals, toys, familiar household objects. Write captions to describe the pictures, e.g. a big dog, a huge dog. Have students work in groups to match the captions to the pictures.

Teaching ideas for *Vocabulary knowledge*



Second cluster of markers:

- Knows the meaning of, and when speaking, can use words that are likely to be encountered in easy reading texts, e.g. *big, little*.
- Names some basic parts of a computer, e.g. *screen, keyboard, mouse, space bar*.
- Asks questions to find out meanings of unfamiliar words.

Using common words

During shared and guided reading, discuss words as they are encountered within the context of the story. Later, provide students with plenty of opportunities to 'read' and 'reread' a wide variety of easy texts. Encourage students to self-select texts to take home and 'read' and discuss the words in the texts and to match these words with illustrations. Provide opportunities for students to respond to texts, e.g. talk about and draw and label things using common words from the text.

Working out words

Model how to ask questions about unfamiliar words encountered when reading, e.g.

- *What would make sense here?*
- *What word might fit this sentence?*
- *What letter does it start with?*
- *What other letters can I see?*
- *Is this word like any other word I know?*
- *What is in the picture that might help?*

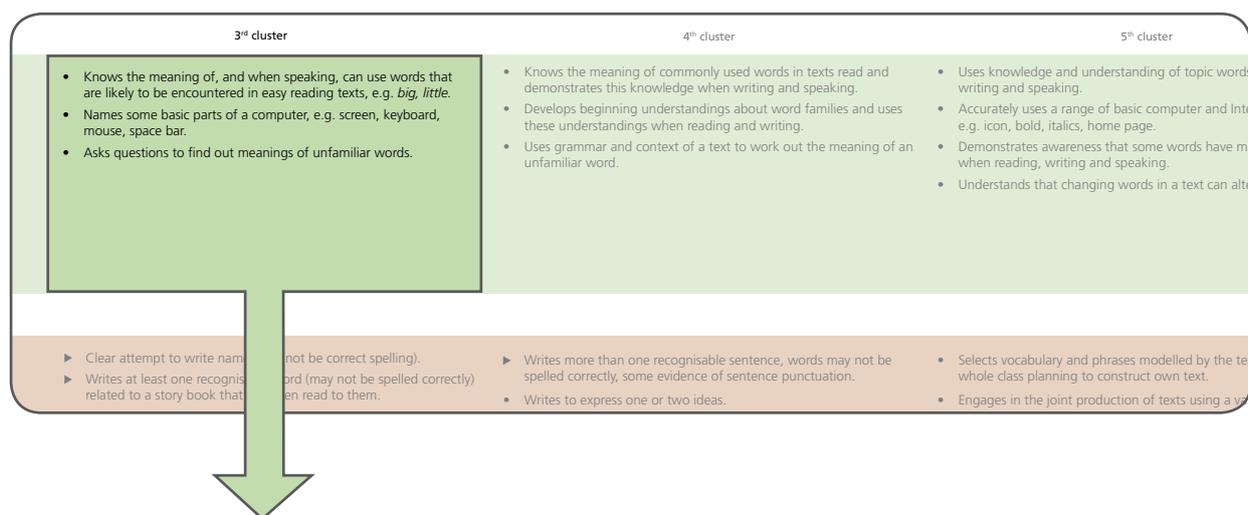
Write these questions on cards and encourage students to use the cards when reading independently.

As a variation, students form pairs to read a book together. When one student meets an unknown word, the other selects one of the question cards and reads it aloud as a prompt to the reader.

Knowing names of computer parts

Early in the year, label the parts of the computer with sticky notes. Provide opportunities for students to work in pairs or threes at computer tasks. Before they begin the task, ask students to use the sticky notes to name the parts of the computer. Begin with two or three names and add new terms as they are taught. Later, have the notes in a box beside the computer and ask students to put each note on the correct part of the computer.

Teaching ideas for *Vocabulary knowledge*



Third cluster of markers:

- Begins to expand the vocabulary used to describe everyday events and experiences.
- Begins to use topic words when speaking and writing.
- Identifies unfamiliar words and attempts to use experience and context to work out word meanings.

Describing everyday events

Provide a picture card of an everyday event (e.g. children playing with a pet, people shopping) and some vocabulary word cards to match it. Students work in pairs or threes to discuss what they see in the picture. Then students take turns to select a vocabulary card and provide a spoken sentence about the picture using that word.

Describing objects

Place a set of four or five familiar objects on a table or tray, e.g. mug, plate, shoe, hat. Students take turns to describe one of the objects to a partner without naming it, e.g. *It's round and flat. It's blue.* The partner identifies the object by name.

Identifying topic words #1

Prepare an enlarged image, e.g. an illustration from a familiar text related to a current topic. Discuss the illustration with students, naming the items it contains, e.g. kangaroo, pouch, joey. Provide copies of the illustration and stick-on word labels. Students work in pairs to discuss the illustration and read the word labels, then decide the correct location for each word label on the illustration. Provide time for students to compare and check their labelled image with another pair of students.

Identifying topic words #2

Provide an illustration (perhaps with labels) and a short written text about a current topic. Leave some gaps in the text (cloze) and write the correct (and some incorrect) words at the bottom of the page. Students work independently or in pairs to read the passage and write the correct words into the spaces using the labelled illustration for support.

Working out words

Provide a short cloze passage in which the deletions are nouns. This could be a page from a familiar shared text or an unfamiliar text. In each space, insert a small picture of the required word. Students work individually or in pairs to read the text and insert the correct word in each space. They then read the text aloud to check their insertions.

Category words

Laminate and cut word and heading cards, e.g. animals, vegetables, sport, transport. Shuffle the word cards and deal them out to 6-8 students who are positioned in a circle. Call out a category. If a student has one card that corresponds with that category, it is thrown into the middle of the circle. Keep calling out random categories until one student wins the game when no cards are left.

Category words #2

Prepare blank base cards with headings and allow students, placed in a circle to choose a card. Place laminated and cut word cards upside down on the floor in the middle of the group. Students take turns in selecting a card to see if it can be matched to their category. If the card matches, it is placed on the student's board. If it doesn't match, the student returns the card to its original place on the floor. The game continues until one student fills his/her category board.

Using vocabulary

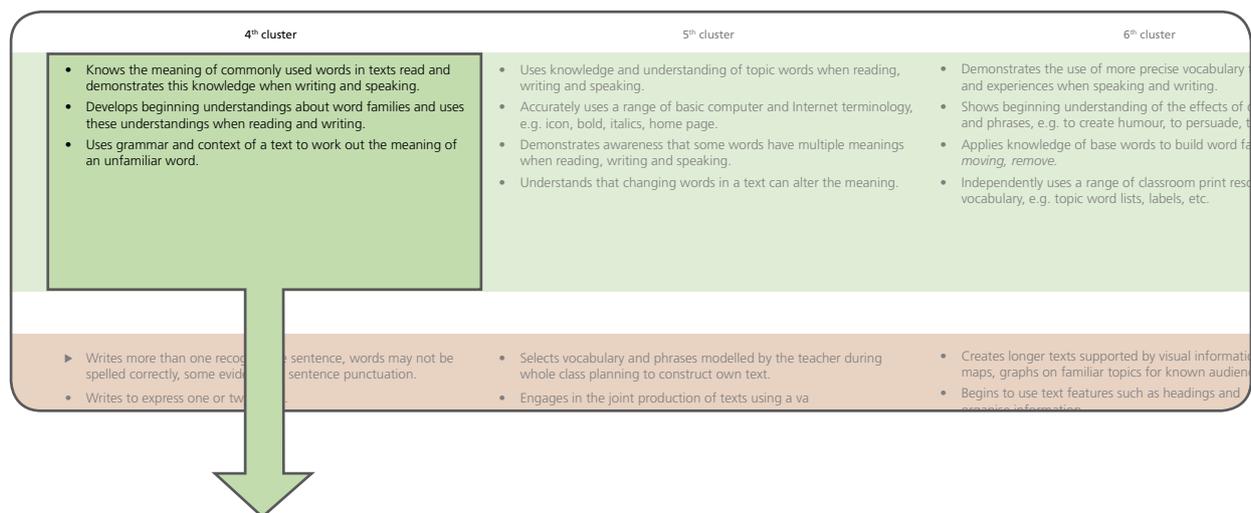
Organise small groups of students to take turns to share 'news' about everyday events and experiences. Remind students to include a variety of details about the experience.

Encourage the students in the group who are listening to use questions to prompt and extend students' responses when appropriate, such as:

- *Where did you go?*
- *What did you do?*
- *Who was there?*
- *How did you feel?*
- *What was the best part?*

As a variation, provide an object for students to talk about, e.g. a toy, a piece of fruit. Students take turn to talk about the object, to describe it or to recount an experience related to it.

Teaching ideas for Vocabulary knowledge



Fourth cluster of markers:

- Knows the meaning of commonly used words in texts read and demonstrates this knowledge when writing and speaking.
- Develops beginning understandings about word families and uses these understandings when reading and writing.
- Uses grammar and context of a text to work out the meaning of an unfamiliar word.

Independent reading

Provide time and appropriate narrative and factual texts for students to read and browse independently. Provide sticky notes for students to write the words they meet whose meaning they don't know and stick them onto the relevant book page. At the end of the independent reading session, choose one student's book and demonstrate how to read the sentence and use the context to speculate about the word's meaning, then use a junior dictionary to check the meaning and reread the sentence to put the word in context. Later, students can do this process independently.

Word family game

Create a set of cards with word families, e.g. *play, playing, plays, playground*. Students can play several games including *Snap, Happy Families, Concentration, Fish*.

Word family match

Provide some cards with base words written on them, e.g. *read, swim*, and some smaller cards with prefixes and suffixes *'s, 'ed, 'ing*. In pairs or independently, students match cards to make new words, then check in a junior dictionary to see if their word is correct, e.g. if they make *swimming*, they use the dictionary to check the correct spelling. They then write out the word families they have made.

Working out words

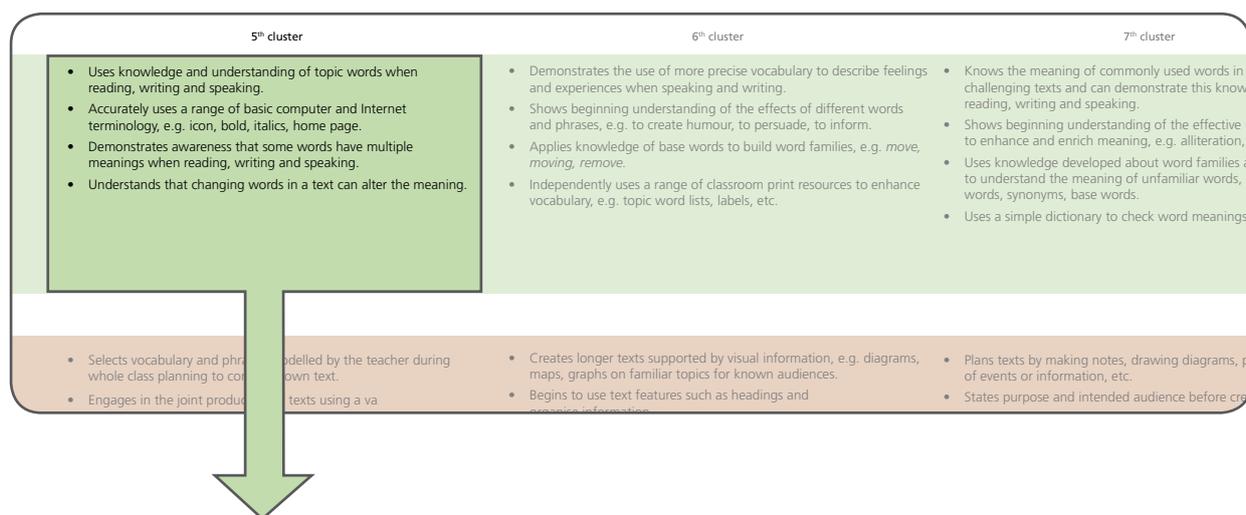
Model how to use context and grammar to work out the meaning of unfamiliar words encountered when reading, e.g.:

- What are we reading about? What would make sense?*
- What sort of word might fit this sentence? What would sound right?*
- What is in the picture that might help?*

Write these questions on cards and encourage students to use the cards when reading independently.

As a variation, students form pairs to read a book together. When one student meets an unknown word, the other selects one of the question cards and reads it aloud as a prompt to the reader.

Teaching ideas for *Vocabulary knowledge*



Fifth cluster of markers:

- Uses knowledge and understanding of topic words when reading, writing and speaking.
- Accurately uses a range of basic computer and Internet terminology, e.g. icon, bold, italics, home page.
- Demonstrates awareness that some words have multiple meanings when reading, writing and speaking.
- Understands that changing words in a text can alter the meaning.

Topic word cloze

Provide a short cloze passage with some topic words deleted. Provide the correct words, plus some others, as a list on the same page. Students complete the cloze in pairs, discussing the correct word for each gap. They reread the passage and check any words they are unsure of in a junior dictionary.

Scaffolding writing

After discussing and working with a new topic and jointly constructing a new type of text, provide time for students to write their own text independently. Provide a labelled illustration with topic words in place for students to use as they write.

Developing topic vocabulary

Provide illustrations of items related to a topic being studied, e.g. animals in their habitat. Provide double-sided word cards with a new topic word on one side and everyday word or words in a different colour on the other, e.g. habitat/place where they live. Students spread out the cards to the new-word side and discuss the illustration taking turns to describe what they see using the topic words. If they are unsure they use the reverse side to check the meaning.

As a variation, they can jointly construct a written sentence to describe the illustration using some of the topic words.

Using Internet terminology

Revisit Internet terminology with students, e.g. *home page, icon, link*. Identify a website related to a current topic which students will be able to navigate independently. Remind students about navigating from the home page to move to different sections of a website. In pairs, students explore the website using appropriate terminology, e.g. *Let's click on that icon*. Provide time at the end of the computer session for some students to share what they found out about the website.

Exploring word meanings

After discussing words in spoken and written texts that have several meanings, provide students with the opportunity to explore some words.

For example:

It is very cold and windy outside.

I am not feeling very well and think I may be getting a cold.

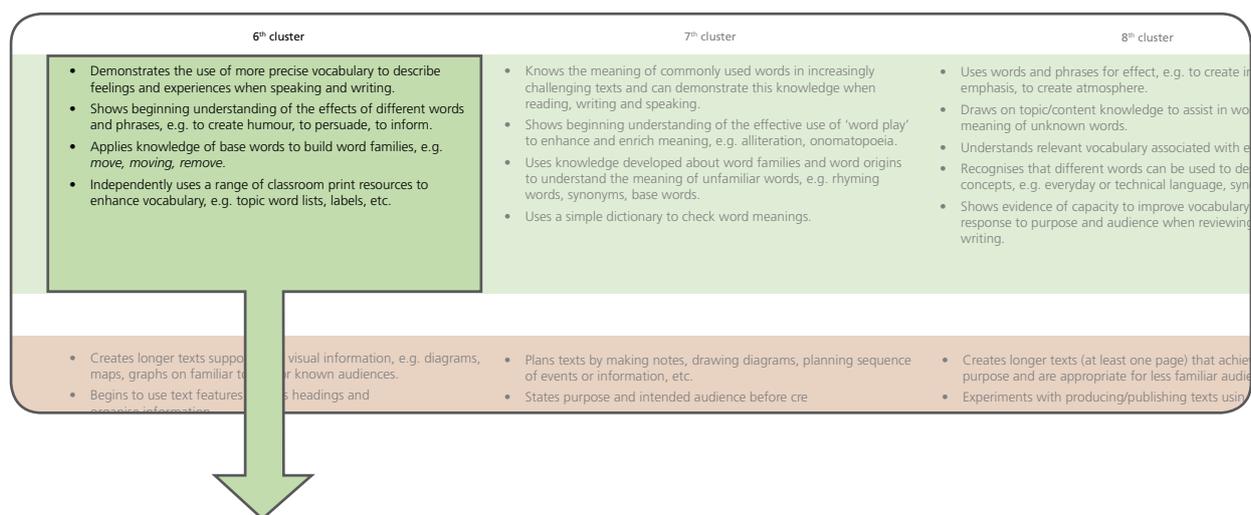
Prepare word lists, e.g. with 3–5 words that can have different meanings. Organise copies of the word lists and a set of simple dictionaries for students to refer to. In pairs, students select a word list, read their words and discuss them. Students then create and illustrate sentences for each word to show how the word can have different meanings. Provide time for students to share some of their sentences and staple them into a book for others to read.

Word choices

Provide students with a set of short sentences in each of which a key word is omitted, e.g. *The _____ ran down the hill. I saw a _____ black dog.* Students work in pairs to select and read a sentence. Then each student writes their own version of the sentence, inserting a word of their choice, before comparing with their partner.

As a variation, each student can write and draw two versions of each sentence to construct two very different meanings, e.g. *I saw a **big** black dog. I saw a **tiny** black dog.*

Teaching ideas for *Vocabulary knowledge*



Sixth cluster of markers:

- Demonstrates the use of more precise vocabulary to describe feelings and experiences when speaking and writing.
- Shows beginning understanding of the effects of different words and phrases, e.g. to create humour, to persuade, to inform.
- Applies knowledge of base words to build word families, e.g. *move, moving, remove*.
- Independently uses a range of classroom print resources to enhance vocabulary, e.g. topic word lists, labels, etc.

Describing feelings

Prepare a set of cards with sentence starters about feelings on them for students to use.

For example:

I feel angry when ...

I feel excited when ...

I feel nervous when ...

Organise students into small groups and give them a set of sentence starter cards. Students take turns to select a sentence starter card, complete the sentence and describe an experience when they have had that feeling to the group.

Feeling words #1

Provide a set of cards with words which describe feelings and emotions written on them, so that there are pairs of word cards for similar feelings, e.g. sad/unhappy, nervous/anxious, angry/furious. On the back of each card, write a short sentence which makes the word meaning clear or write a definition of the word. Students work in pairs to match word cards together then check using the definition or sentence on the back.

Feeling words #2

After reading a shared story, provide groups of students with a copy of the book and ask them to choose a picture page and discuss how the characters might be feeling at this point in the story. Then, on sticky notes, they write as many words as they can think of that describe these feelings and place them onto the picture. Provide time for them to share their ideas with other groups.

Word swap

Provide students with a 'base' sentence such as: *On the way to school, I saw a small white cat.* Students work in pairs or individually to use this sentence pattern to write:

- a funny sentence
- a scary sentence
- a happy sentence.

Information in text

After shared reading of an information text, provide students with a copy of the text. In pairs, students select and reread a page opening. They then identify the information the text provides and make a list of key points using a highlighter pen to identify the specific words and phrases that provide the information.

Information cloze

Provide a short cloze passage about a topic being studied. Leave out words that are crucial to the information, e.g. *Snakes are _____.* *They are _____-blooded.* *They lay _____.* Students work independently or in pairs to use their new topic knowledge and other resources to complete the cloze.

As a variation, topic words can be listed on the page.

Building word families

Prepare copies of a list of base words familiar to students. Revise the concept of word families and base words with students. Write up a word family, using a base word as an example, such as:

use	usable, useless, used, using, user, misuse
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Ask students to choose a partner and give each pair a copy of the base word list. Ask them to choose several base words and make lists of words that belong to them. Encourage students to refer to a simple dictionary for words.

Using resources

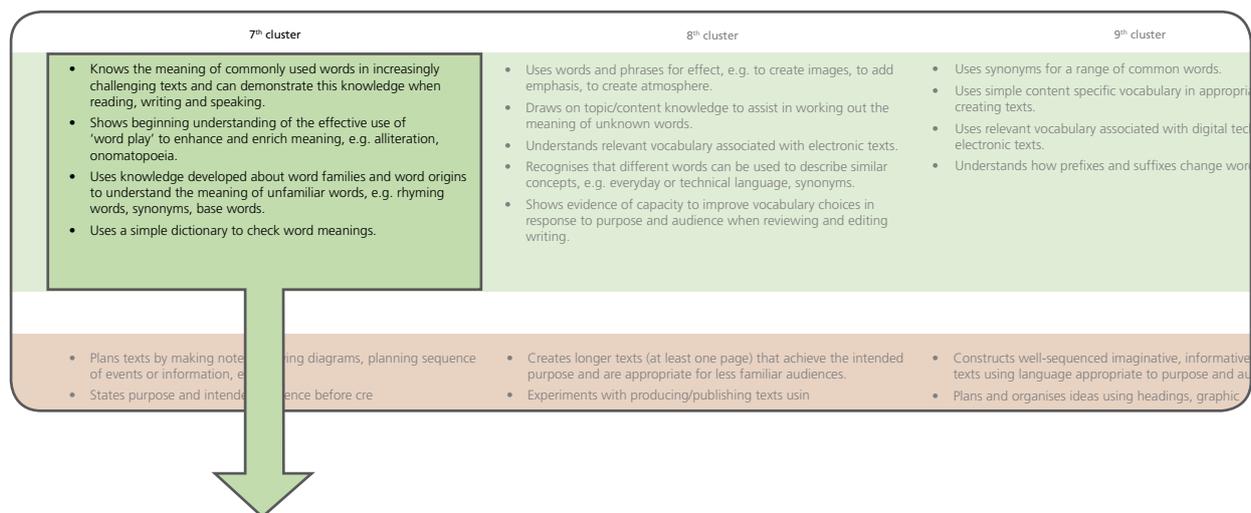
Provide a range of classroom print information sources for student reference. These might include:

- new topic words
- contractions, e.g. can't, won't
- persuasive words, e.g. should, must, could
- word families, e.g. *live, lives, lived, living, alive*
- spelling rules.

Do a print walk and encourage students to refer to these sources when working independently to complete tasks, such as:

- developing a personal word list
- creating and labelling posters and diagrams related to current topics
- enhancing writing about a class topic
- checking spellings for topic words
- finding precise words to accurately express meaning
- discussing the meaning of topic words or focus words with partners/groups.

Teaching ideas for *Vocabulary knowledge*



Seventh cluster of markers:

- Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge when reading, writing and speaking.
- Shows beginning understanding of the effective use of 'word play' to enhance and enrich meaning, e.g. alliteration, onomatopoeia.
- Uses knowledge developed about word families and word origins to understand the meaning of unfamiliar words, e.g. rhyming words, synonyms, base words.
- Uses a simple dictionary to check word meanings.

Describing feelings

Provide time for students to read independently. Students can:

- retell the story to a partner using some of the new vocabulary
- describe the illustrations to a partner using some new vocabulary
- write two or three new words from the text and use a junior dictionary to find the words' meanings then write a sentence using the new word.

Using alliteration

Revise the concept of alliteration with students. Students choose a partner and a focus word, e.g. snakes. They create a short sentence about their focus word using alliteration. Remind students that many of the words in the sentences must start with the same sound, e.g. *sleek, slithery, scary snakes*.

Onomatopoeia

Provide some pictures of interesting or amusing events, e.g. *farm animals, a beach scene, an airport*. Students use sticky notes to write 'sound words' (onomatopoeia) for some of the things in the picture and place the sticky notes appropriately. They then write a sentence about the picture using some of their words, e.g. *At the beach the waves swish and ...*

Word meanings

Provide sentences that use new words that are synonyms for common words, e.g. *She picked up the **crimson** strawberry and put it in her mouth.* In pairs, students discuss the likely meaning of the new word and write it on a sticky note, then check using a junior dictionary. They then compose another sentence using the new word.

Using words from texts

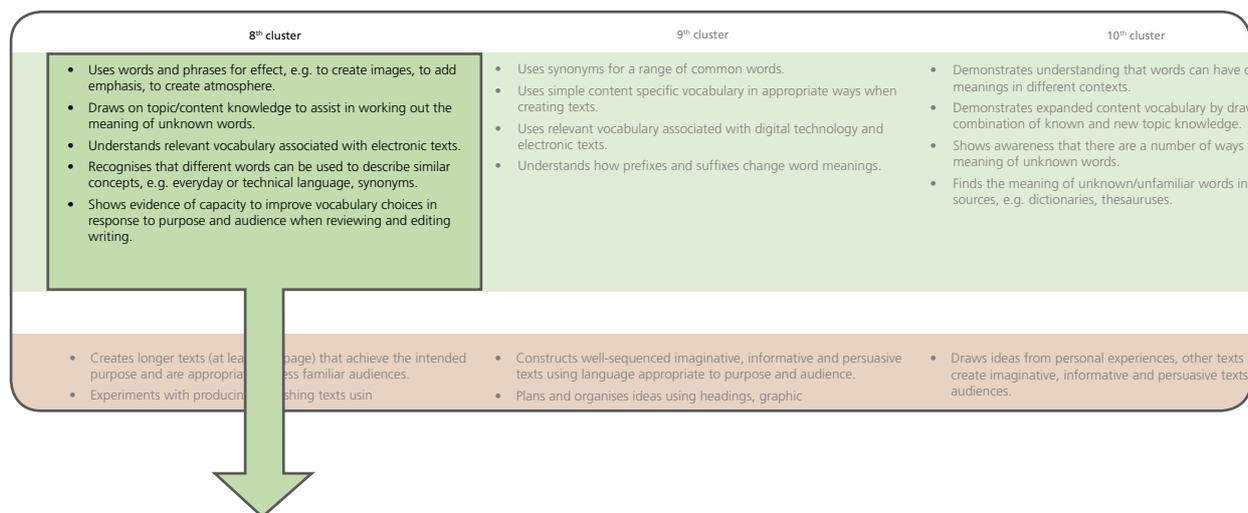
After shared reading prepare sets of cards with words from the text. Students work in groups to place the word cards face down and take turns to select a word and use it in a sentence. For example, a student selects the word *shopkeeper*, and creates the sentence, e.g. *A shopkeeper buys goods to sell to customers.*

Using dictionaries

Provide a variety of simple dictionaries (print and online) for students to use as in the classroom. Model how to use them and teach alphabetical order. Encourage students to refer to these sources as a matter of course when working independently to complete tasks such as:

- checking spellings for topic and unfamiliar words
- checking the meanings of unfamiliar words from texts read
- discussing the meaning of new words or focus words with partners/groups.

Teaching ideas for *Vocabulary knowledge*



Eighth cluster of markers:

- Uses words and phrases for effect, e.g. to create images, to add emphasis, to create atmosphere
- Draws on topic/content knowledge to assist in working out the meaning of unknown words.
- Understands relevant vocabulary associated with electronic texts.
- Recognises that different words can be used to describe similar concepts, e.g. everyday or technical language, synonyms.
- Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing.

Effective words

Prepare and laminate a cloze passage using a section of a well-written descriptive or informative text. Prepare a set of small word cards as possible choices for the gaps. Include some figurative language, such as similes and metaphors, and some less effective words and word groups. Students work in pairs to read the text and consider possible choices for the gaps. They explain why certain choices are better than others. When finished they can read their text aloud to another group or the class.

Working with topic knowledge

After working with a topic, provide a text that contains some familiar and new topic words. Provide a glossary and a list of prompt cards to assist students in developing strategies for using topic knowledge, e.g.:

- *What is the topic of this text?*
- *What will you expect this text to tell you?*
- *Is there a picture with a caption? What does it tell you?*
- *What is this sentence telling you? What word would make sense in this sentence?*
- *Can you find a small word in this big word?*
- *What is the rest of the paragraph about?*

Students work in pairs to read the text, and use the prompts to assist in gaining meaning from the new topic words. If necessary, they consult the glossary.

Using Blog vocabulary

Prepare a class Blog on a current topic. Review the structure, features and vocabulary of a blog, e.g. pages, archives, blog post, categories, search form. Provide pairs of students with the details of one specific post to locate, read and respond to. Remind students to use appropriate terminology, e.g. *Let's browse through the archives to find a post*. Provide time for some students to share what they found out about the blog.

Synonym-antonym game

Prepare game packs with two-column sheets on which a focus word is written and a set of synonym and antonym cards for that word, e.g.

big	
Synonyms	Antonyms

large	small	huge	enormous	tiny	gigantic
-------	-------	------	----------	------	----------

Students work in pairs to turn over a card, read the word and try to place it in the synonym or antonym column. They can use a dictionary and a thesaurus as they work.

As a variation, leave some blank cards for students to add their own words by searching the thesaurus.

Technical language match

Prepare matching sets of technical and everyday words related to a current topic, e.g. *paws/feet; toes/claws*. The cards could include small images to assist students. Students work in groups, place the cards face down in a grid pattern and take turns to turn over two cards to try and create a matching pair. They explain why the pair matches.

Reviewing and editing vocabulary

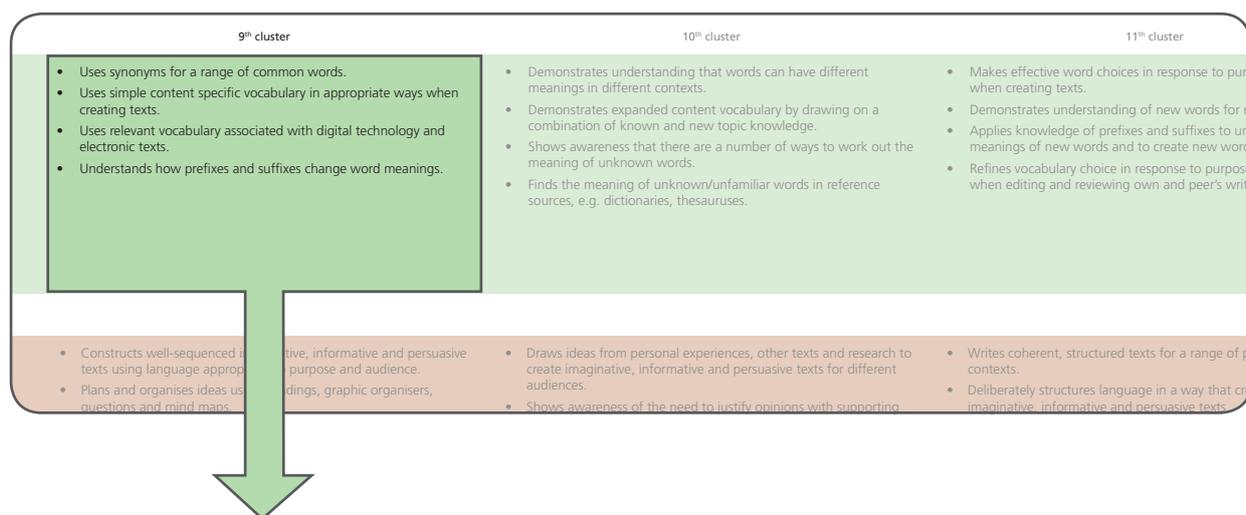
After modelling how to review and edit a variety of writing samples to improve the choice of vocabulary for specific purposes and audiences, provide students with the opportunity to practise reviewing and editing a piece of writing.

Prepare copies of a text that contains a range of vocabulary choices that could be improved for a purpose and audience, e.g. to convince the school council to implement a change to the school uniform.

Students work in pairs to read the text through once noting and highlighting any vocabulary that could be improved. Students then provide more effective words to replace those they have identified. When finished, students compare and discuss their choices with another pair of students.

Students can be given opportunities to repeat this activity using other texts.

Teaching ideas for *Vocabulary knowledge*



Ninth cluster of markers:

- Uses synonyms for a range of common words.
- Uses simple content specific vocabulary in appropriate ways when creating texts.
- Uses relevant vocabulary associated with digital technology and electronic texts.
- Understands how prefixes and suffixes change word meanings.

Synonyms

Revise the concept of synonyms with students.

Prepare a Notebook presentation containing a range of visual images on a familiar topic, e.g. emotions. Underneath each image, list a common word to describe the image, e.g. visual of a smiling face – ‘happy’.

Organise students into pairs. Each pair views the presentation on the computer. Ask each pair to brainstorm a list of synonyms and type each synonym around the image. Allow students to use an online thesaurus, e.g. thesaurus.com, to find additional synonyms for the word.

Print and display synonym brainstorms in the classroom as a visual resource.

Electronic texts

Review common vocabulary words associated with electronic texts (sample below). Show the students a website on a current topic to demonstrate the use of the vocabulary words e.g. How to ‘copy’ a piece of electronic text, and why? Not sure what this website is?

Organise students into pairs. Create an electronic matching activity, e.g. one of the six applications available from *Hot potatoes* at: <http://hotpot.uvic.ca/>

Jumble the vocabulary words and meanings.

Encourage students to discuss and *think aloud* as they match up the words with the meanings or vary this by asking students to create definitions themselves.

Electronic text vocabulary

Hyperlink, click, double click, copy, cut, paste, select, home, web browser, italics, underline, font, URL.

Prefix challenge

Revise the concept of prefixes and root words with students and how a prefix changes word meanings, e.g. *dis + appear*. Revise the meaning of familiar prefixes on a current topic.

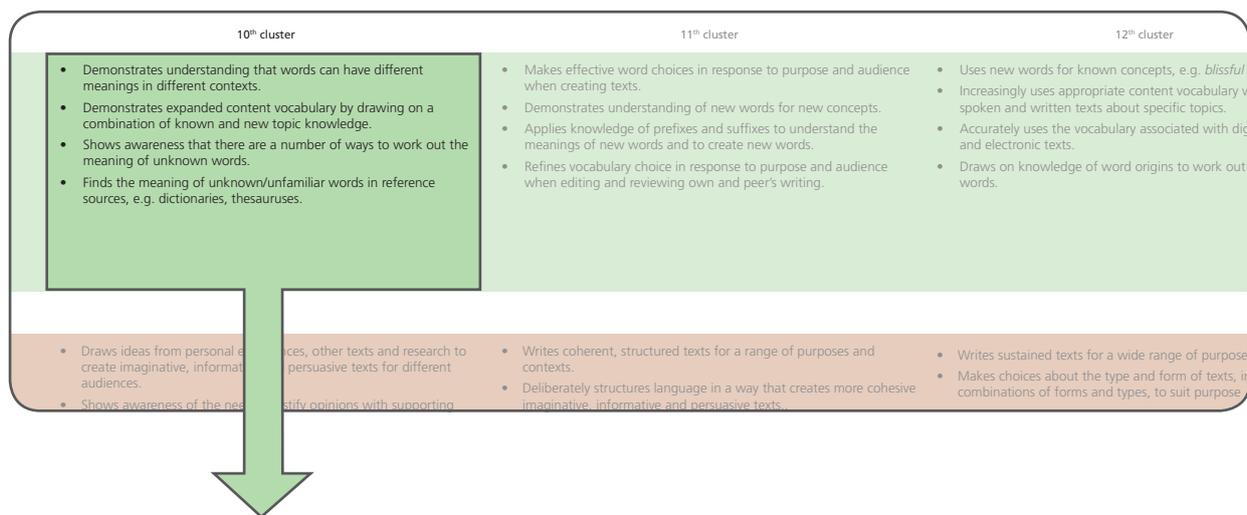
Prepare an electronic matching activity, e.g. *Learning activity wizards* at: http://www.cli.nsw.edu.au/teacher_tools/activity_wizards.htm

Create a bank of list words containing prefixes. Create and jumble up the meanings of the words.

Organise students into pairs. Ask students to match the list words with the correct meaning.

Encourage students to justify the placement of the word.

Teaching ideas for *Vocabulary knowledge*



Tenth cluster of markers:

- Demonstrates understanding that words can have different meanings in different contexts.
- Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge.
- Shows awareness that there are a number of ways to work out the meaning of unknown words.
- Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses.

The right context

Review how to use context clues to find the meaning of a word, i.e. check the words around it.

Prepare a text in an electronic document with supporting images on a current topic.

Provide a list of words for students to locate in the text in a table (sample below). Revise how to use the *Find* tool in a document editor.

Organise students into pairs. Ask students to use the *Find* tool to locate the word.

Students discuss and agree on a meaning of the word in the sentence. Encourage students to use the document editor's dictionary tool to find the meanings of the word. Ask students to record the most suitable meaning in the table. Repeat for each occurrence of the word in the text.

Ask each pair to share their meanings of the word in each instance and discuss which meanings were most appropriate.

Word	Occurrence	Our meaning of the word in the sentence
	first	
	second	
	third	
	first	
	second	
	third	

Expanded vocabulary

Organise a list of known vocabulary words on a current topic, e.g. as a class, brainstorm prior knowledge on the digestive system.

Prepare an electronic document with a three-column table as a simple graphic organiser for each vocabulary word. Enter the word in the left column. Underneath each table, prepare a range of graphics/images relating to the topic with one image representing the vocabulary word.

Organise students into pairs. Under each vocabulary word, ask students to predict or discuss the meaning of each word, then, to check their understanding, students can highlight the word and use the *Research* feature tool to find the definition.

Ask students to drag and drop a graphic that most accurately illustrates the meaning of the word into the middle column.

In the right column, ask students to write a sentence of their own using the word.

Electronic reference sources

Prepare a information text on a current topic in a document editor, e.g. *Microsoft Word*.

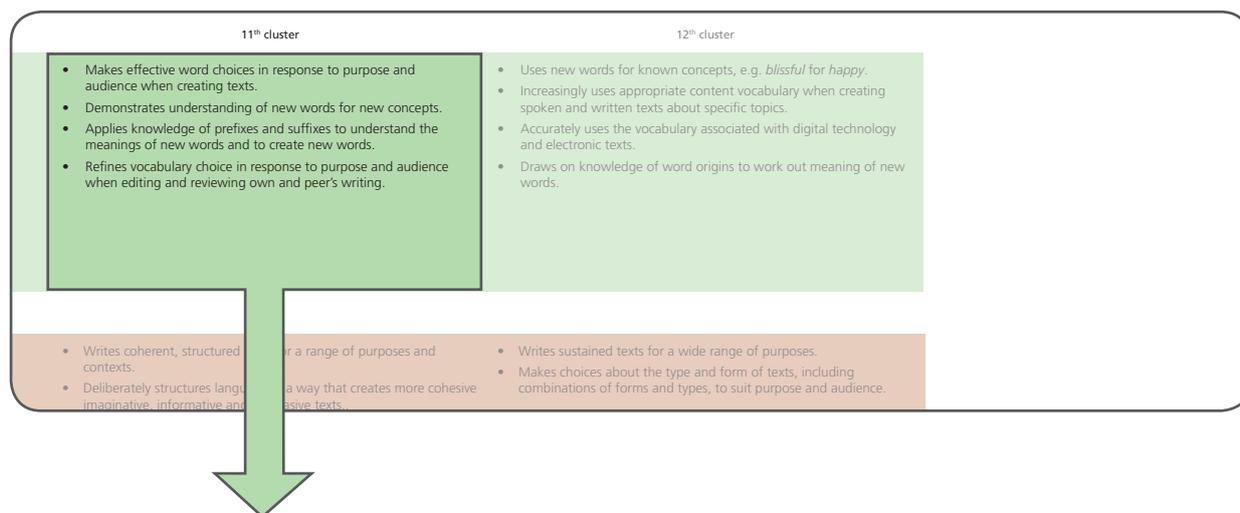
Revise the purpose and usage of dictionaries and thesauruses with students. Review how to use an electronic thesaurus in the document editor.

Ask students to highlight any unfamiliar words and underline key technical words in the text.

Ask students to use the *Thesaurus* tool in the document editor to find a list of synonyms for the highlighted word.

Before inserting a synonym, students need to verify the meaning of the synonym using the *Research: Encarta dictionary* tool. Ask students to replace the highlighted word with the most suitable synonym.

Repeat this task once a week for students to familiarise themselves with the *Thesaurus* tool.



Eleventh cluster of markers:

- Makes effective word choices in response to purpose and audience when creating texts.
- Demonstrates understanding of new words for new concepts.
- Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words.
- Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer's writing.

Effective word choices

Revise the importance of the purpose and audience when creating texts.

Prepare an electronic word cloud, e.g. *Wordle*, of stage appropriate vocabulary on the current topic. Display the word cloud on the interactive whiteboard.

Organise headsets with microphones for each computer. Prepare a set of electronic images on a current topic in an electronic slideshow. Review how to use slideshow software, e.g. *Microsoft PhotoStory*.

Organise students into pairs. Ask students to insert a sentence or record audio to support each image using a selection of words from the word cloud. Allow students to view slideshows and make any edits to the text in slideshows.

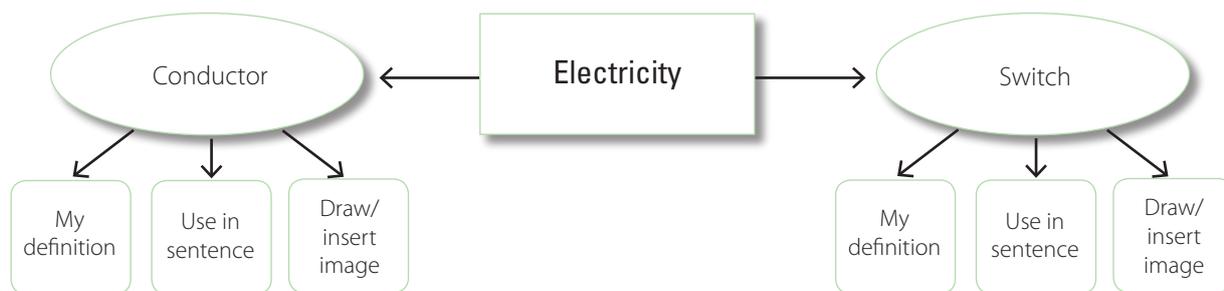
Understanding new words

Revise how to use an electronic mind mapping tool, e.g. *Freemind*.

Prepare a list of new words on a current topic.

Organise students into pairs. Ask students to demonstrate their knowledge and understanding of the new words by creating an electronic mind map (- see sample below on electricity). With each new word, ask students to type up their own definition, use the word in a sentence and draw/insert a related image.

Provide opportunities for students to share their mind maps on the interactive whiteboard.



Prefix and suffix challenge

Revise the use of prefixes and suffixes with students.

Create a Notebook presentation on a current topic. Prepare a list of root words on the topic. On the centre of each slide, in large font insert a root word. Underneath each slide, provide a bank of prefixes and suffixes sorted by two different colours.

Organise students into pairs.

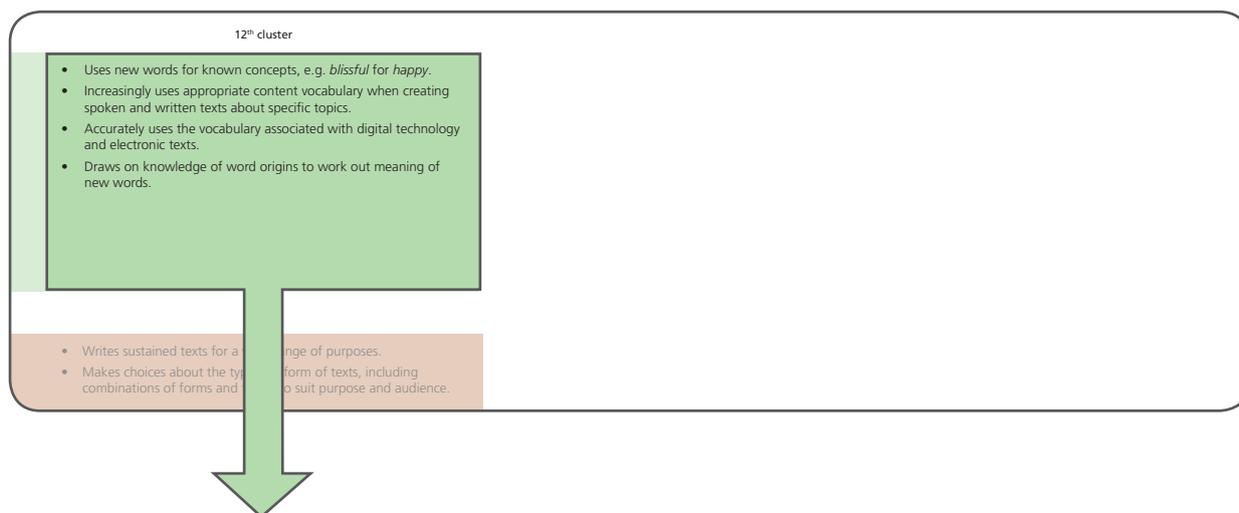
Ask each student to create a word by dragging a prefix and/or a suffix.

Underneath each new word, students use the word in a sentence of their own that illustrates the meaning, e.g.



Remind students that the spelling of the root word may need to be changed when adding a suffix, e.g. *beauty* – *beautiful*.

Students may also need to check the new word is valid by using a dictionary.



Twelfth cluster of markers:

- Uses new words for known concepts, e.g. *blissful* for *happy*.
- Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics.
- Accurately uses the vocabulary associated with digital technology and electronic texts.
- Draws on knowledge of word origins to work out meaning of new words.

New word banks

Create a Notebook presentation which contains an electronic text on a current topic. Replace common words with more effective descriptive words, e.g. *massive* for *big*; *implement* for *use* and discuss with students why the new version is more effective.

Organise students into pairs to prepare a list of synonyms and antonyms for common words to make up a bank of words by using dictionaries, thesaurus and the Internet.

Blogging glossary

Prepare a class blog on a current topic. Review the structure and features of a blogging site. Remind students about appropriate blogging etiquette (sample checklist below).

Checklist for writing a great blog	
Write your comment like a letter by including a greeting, content and a close.	
Always use correct spelling, punctuation, grammar and spacing.	
Write a relevant comment that is related to the post.	
Do not reveal any personal information about yourself in your comment.	
Always read over the comment and edit it before submitting.	

Prepare a list of familiar vocabulary words used in a unit of work.

Organise students into pairs. Assign each pair two vocabulary words. Ask each pair to post a blog explaining their understanding of the word and providing their own definition of the word.

Before publishing student responses on the blog, provide feedback for students to make any edits.

Provide opportunities for students to view other responses.

Search engine vocabulary

Revise vocabulary associated with Internet search engines e.g. *search box, query*. Review how to read and interpret search results. Search results display the title, brief description, URL and cached link.

Prepare sets of search engines tasks for the students to follow on a current topic (see sample below).

Create tasks using electronic text.

Organise students into pairs. One student from each pair will read out a set of tasks while the other student performs the actions on the computer.

Repeat this task with the students to gather website resources for a unit of work and practise using the vocabulary and language structures associated with search engines.

Task no.	Task (Read out the following instructions to your partner)	Tick when completed
1	Open up a web browser .	
2	Type in a URL of a search engine (e.g. www.google.com) in the address bar.	
3	Move the mouse cursor to the search box .	
4	What key words would you use to search for <i>bottlebrush</i> ? Key words:	
5	Perform a web search query using the key words.	
6	What is the title of the third website from the search results? Title:	
7	Read the snippet from the third website from the search results.	
8	Do you think the website is appropriate for what we are searching for? Why? Yes/No (circle)	
9	From the list of search results , list one website which would be useful for our search. URL:	

See below for vocabulary associated with search engines:

Search engine vocabulary	Search results vocabulary
<i>Keywords</i> : Use descriptive words to narrow down your search results.	<i>Title</i> : The first line of any search result is the title of the webpage.
<i>Web search query</i> : An inquiry that a user enters into an Internet search engine.	<i>Snippet</i> : A description of or an excerpt from the webpage.
<i>Search box</i> : The form where you enter the key words for your search.	<i>URL</i> : The address for the webpage.
<i>Backlinking</i> : A link to your website from a different website.	<i>Cached link</i> : A link to an earlier version of this page. Click here if the page you wanted isn't available.

Six box analysis

Provide students with a copy of a new text, such as: *The truth about sharks* (see below).

The truth about sharks

Sharks don't set out to attack humans. A great white shark would prefer to eat a plump seal. A grey nurse shark loves fish! Then why are summers on the coast full of scary news about shark attacks? Scientists say that is one appropriate question.

Don't panic when bathing in the ocean! The odds of being attacked by a shark are very slim. You are 30 times more likely to be hit by lightning! However, the number of shark attacks has been increasing for more than ten years. Last year sharks bit 84 people worldwide with the majority occurring in Florida, USA and Australia where bathers flock to the coastlines.

Only three of this year's attacks were fatal. On September 1, a shark killed a young swimmer in Virginia, USA. Two days later a shark killed a man off a North Carolina beach. Both attacks happened at sunset.

One reason for the high numbers is that more people are in the ocean than ever before swimming, boogie-boarding and surfing. Sharks are attracted by the sound of splashing as if a seal is around or hurt. Many people splash when they swim in the morning and early evening and that's the time of day when sharks hunt.

Mistaken identity

Sharks that attack humans are probably confused. They might mistake a human foot for a seal fin.

"Sharks are not out to get humans," says scientist Dr Robert Lea. "It is just humans sharing a spot in the ocean with sharks at the wrong time."

Who's threatening who?

Sharks are one of nature's ultimate designs: efficient, sleek and deadly. Various types account for most attacks on people: great whites, tiger, grey nurse and bull sharks. In the United States, scientists have been using satellites to study these sharks as they move silently through the seas.

Scientists who work with sharks know how dangerous they can be. Still, they say sharks have more to fear than humans do. Fishing nets catch, entangle and drown about a million sharks each year.

Hand out a blank A4 sheet of paper and ask students fold it into six squares and number each one left to right.

In box 1, have students brainstorm (or search on the web) what they know about the topic, e.g. sharks. They can then share information with a partner.

In box 2, ask students to look at the title of the article, *The truth about sharks*, and predict what they think this article will be about. Have students share predictions.

In box 3, ask students to write the following words that they will encounter in the text: *attack, entangle, study, scientists, ultimate* and *silently*.

Provide the text to the students. Students should highlight or underline the vocabulary from box 3 when encountered in the text.

Ask students to stop reading after the third paragraph and ask them to write any information or words that they need clarification on in box 4.

Students can pair/share box 4.

Ask students to read the next three paragraphs with a partner.

In box 5, ask students to visualise and illustrate what they have read so far.

Students continue reading the rest of the text silently.

In box 6, students summarise what they have read using a one-sentence summary.