Vocabulary: Level 3 – Building vocabulary

**Resources required:**

* YouTube access to  ***The Boy Who Loved Words by Roni*Schotter & Giselle Potter (United States: Random House Children’s Books, 2006).**

<https://www.youtube.com/watch?v=GTScRTNvIcI>

* Sticky notes, student workbook,  A3 poster or whiteboard, blank flashcards to record new words, dictionaries.

**The text contains:**

* Tier 2 vocabulary e.g. percolated, tantalize, delicious, amphora, mystical, twilight
* Concepts of collecting and sharing words

**Group size(s)**Whole class/small group

**Links to the curriculum:**

Victorian Curriculum (English), Speaking and Listening, Language: Expressing and developing ideas

Level 3: Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (VCELA273).

Victorian Curriculum (English), Writing, Language: Phonics and word knowledge

Level 3: Understand how to use letter-sound relationships and less common letter combinations to spell words (VCELA263)

**Role of the reader:**    Text decoder/ Text participant

**Learning intention:**

* We  are learning that reading/viewing interesting texts can help us to expand our vocabulary.
* We are learning how to understand and remember new words by identifying them, finding their meaning and recording them for later use.

**Success criteria:**

* I can identify at least 2 new words  and research their meaning using a dictionary.
* I can write sentences that include the new words to show I understand their meaning.

**Lesson sequence :**

1.     Clearly articulate the learning intention and success criteria.

* Today we are learning that one way to expand our vocabulary is by reading or viewing a text to identify new and interesting words. To help us understand their meaning I am going to show you how to use a dictionary to get the definition and then I will put it in my own words so I can understand it.
* At the end of the session you will be able to identify at least two new words, put them in a sentence and explain their meaning. The words will be added to our classroom word wall for future use.

2.       We are going to watch a clip about Selig and his love of words. The clip is from the book *The Boy Who Loved Words*by Roni Schotter & Giselle Potter. We are going to start collecting words but instead of keeping them in our pockets like the boy from the story, we will write them down and investigate their meaning using a dictionary. A dictionary tells us the meanings of words.

3.       As you are viewing *The Boy Who Loved Words*look carefully at all the words on the screen.  If you see a new or interesting word, copy it down on your sticky note for some investigative work after the clip is finished.  (The teacher also models this process by recording interesting words on an A3 piece of paper).

4.      After viewing the clip, bring students' attention to the A3 piece of paper with two words recorded from the text: *amphora* and *mystical*. Hand out dictionaries to all students or pairs of students.

* *Have a look at your dictionary and see what features you notice.*
* *How do you think we can find the word we are looking for?*
* *The words are in alphabetical order. What do we do if words begin with the same two letters or three or more?*
* *What other information about words does a dictionary help us with?*

5.       Model how to look up *amphora.*

* e.g. We will need to find the 'a' section then look for words starting with 'am-' then 'amp-' Draw students attention to how the dictionary is organised-alphabetical order for the first letter, second letter and so on
* Locate word *amphora* and read out the definition = a large, two handled storage jar used in Greek and Roman times.
* To show understanding, put the word *amphora*in a sentence and record it for students to view e.g. An amphora was a two handled storage jar used to carry water or other liquids in Roman and Greek times. Now large plastic containers can be used to carry liquids from place to place.

6.       Students work individually or in pairs to look up the words they identified on the sticky notes. The teacher may  work with a small group to scaffold their use of a dictionary and their understanding of the definition. Ensure students write a sentence to show their new understanding.

7. Ask students to return to the main group and share their new words, definitions and sentences. Record new and interesting words on flashcards and place on classroom word wall. Return to the success criteria and ask students to reflect on their learning.

8 As a group select one word that is most interesting. Set a challenge for students to use that word as often as they can in general classroom conversation for a day/week. Record how many times the word was used correctly and who was able to use it most.

**Differentiation**

* Students requiring support can work in a guided group with teacher, or can continue working in pairs.
* Students might incorporate synonyms or antonyms to match the new or interesting words.