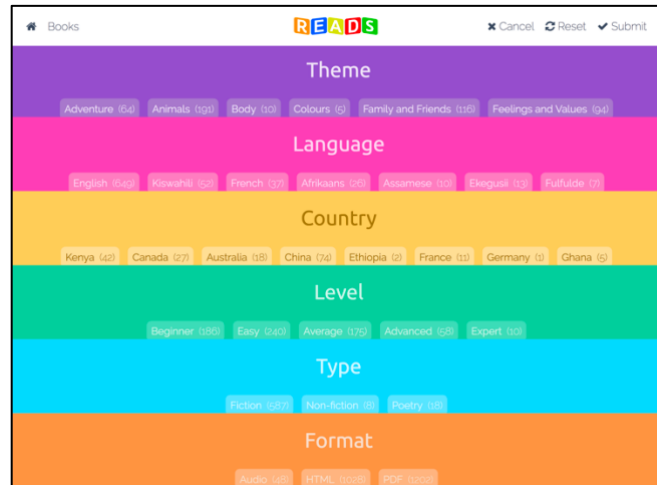


VOCABULARY SKILLS SUPPORTED USING READS

Teacher Preparation

- 1) Select an appropriate READS story, using the filter function to look by genre, themes, language, or reading level.
- 2) Review the story, selecting 5-6 words you think pupils may struggle to understand.
- 3) Make a note of these words.
- 4) Print out a copy of the READS story or display it on a screen.



Whole Class Activity

- 1) Show pupils the book and explain that you are going to read it aloud. Tell them that the class will be exploring certain words in the story.
- 2) Start reading story.
- 3) When you come to first word you selected early, stop and write it on the blackboard.
- 4) Ask pupils if they can define the word.
- 5) If a pupil can define the word, ask how she or he learned about the word.
- 6) Ask pupils how they might figure out the meaning of the word without looking in a dictionary.
- 7) Encourage pupils to come up with strategies for guessing (or inferring) a word's meaning. For example, pupils can look at the illustrations for clues, or try to decide based on the story context.
- 8) Continue with the story, stopping at each of the pre-selected words and repeating the questioning process.
- 9) At the end, review the different vocabulary strategies pupils have discovered.

Follow-up Activity

SMALL GROUP

- 1) Once the class has read the story and discussed the vocabulary words, divide the class into groups of 4-6 pupils.
- 2) Assign each group three or four vocabulary words from the list you discussed. Groups will receive many of the same words.
- 3) Ask pupils to create sentence with their assigned vocabulary words.
- 4) Ask pupils to write down their sentences.
- 5) When pupils have completed the task, ask each group to share one or two sentences.
- 6) Compare the different uses of the vocabulary words.
- 7) If possible, ask students to put their sentence papers on a board. Continue to review the words and sentences during the week.

