

Vocabulary in context

Stage 2

Overview

Purpose

This literacy teaching strategy supports teaching and learning for Stage 2 students across all key learning areas. It targets specific literacy skills and suggests a learning sequence to build skill development.

Teachers can select individual tasks, or a sequence, and embed into their teaching and learning program according to their students' needs. While exemplar texts are provided throughout this resource, it is recommended that teachers select texts which are relevant to their students and curriculum.

Learning intention

Students will learn to identify and build meaning around parts of a word, including suffix, prefix and roots. Students will learn to use contextual clues to determine best word choice. They will use a range of tools to further develop and widen vocabulary use and understanding.

Syllabus outcome

The following teaching and learning strategies will assist in covering elements of the following outcome:

EN2-RECOM-01: reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension

EN2-VOCAB-01 builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words

[NSW English K-10 Syllabus \(2022\)](#)

Success criteria

The following Year 3 NAPLAN item descriptors may guide teachers to develop success criteria for student learning.

- interprets the meaning of vocabulary in context in an information text
- interprets the meaning of vocabulary in a narrative
- identifies the meaning of vocabulary in an information text
- interprets the meaning of vocabulary in context in a text
- analyses the effect of vocabulary choices in an information text
- analyses the effect of vocabulary choices in a text
- interprets the meaning of vocabulary in context in an information text
- interprets the meaning of vocabulary in context in an information text

National Literacy Learning Progression guide

Understanding Texts (UnT6-UnT9)

Key: C=comprehension P=process V=vocabulary

UnT6

- uses morphological knowledge to explain words (e.g. help (e.g. base) + less (e.g. suffix) = helpless) (V)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word vast in the phrase vast desert) (V)

UnT7

- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge (V)
- recognises how synonyms are used to enhance a text (e.g. transport, carry, transfer) (V)
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. universe) (V)

UnT8

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words (V)
- identifies how technical and discipline-specific words develop meaning in texts (V)
- analyses the effect of antonyms, synonyms and idiomatic language (V)
- understands precise meaning of words with similar connotations (e.g. generous, kind-hearted, charitable) (V)

UnT9

- applies knowledge of root words and word origins to understand the meaning of unfamiliar, discipline-specific words (V)
- uses a range of context and grammatical cues to understand unfamiliar words (V)

[National Literacy Learning Progression](#)

Evidence base

- Beck, I., McKeown, M. & Kucan, L. (2013). Bringing words to life: Robust vocabulary instruction. The Guilford Press, New York.
- Konza, D. (2014). Teaching Reading: Why the “Fab Five” should be the “Big Six”. Australian Journal of Teacher Education, 39(12).
- Quigley, A. (2018). Closing the vocabulary gap. Routledge.
- Scarborough, H.S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice. In S. Neuman & D. Dickson (Eds.), Handbook for research in early literacy (pp. 97-110). New York, NY: Guilford Press.

Alignment to system priorities and/or needs: [Five priorities for Literacy and Numeracy](#), [Our Plan for NSW Public Education](#), [School Excellence Policy \(nsw.gov.au\)](#).

Alignment to School Excellence Framework: Learning domain: Curriculum, Teaching domain: Effective classroom practice and Professional standards

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Teaching strategies

Tasks	Appendices
SEEC	
Morphology	Appendix 1 - 'Word play'
Synonyms and antonyms	Appendix 2 - Synonym and antonym pairs: cards Appendix 3 - 'What in the Word?' Word guide
Nuance and word clines	Appendix 4 - Word cline image brainstorm Appendix 5 – Word clines
Predicting words	Appendix 6 - 'I have, who has' vocabulary game
Word choice	Appendix 7 - Which word?
Cloze	Appendix 8 - Cloze passages
Vocabulary in context	Appendix 9 - Vocabulary check in Appendix 10 - Vocabulary check-in text analysis

Background information

The three tiers of vocabulary

The [three-tiered model of vocabulary development](#), described by Beck, McKeown and Kucan in 'Bringing words to life (2013) is a framework to classify words.

Tier 1: These are common, everyday words that most children enter school knowing already, either in English or their first language. These words will continue to be acquired from everyday life including through school. These words are readily learned as they are used frequently in conversation and are concrete. For example, book, girl, sad, baby, clock, dog and orange.

Tier 2: These words appear more frequently in text than in oral language, so children are less likely to learn them without assistance. They add precision by providing new ways to express concepts that are already understood. (for example, stale, awful, snuggle, twitch). These words require explicit teaching as they may not be part of children's everyday oral language. Tier 2 words:

- usually have multiple meanings,
- are essential for building formal academic language across subject areas
- are necessary for reading comprehension
- are characteristic of a mature language user, and
- are descriptive words that add detail.

Tier 3: These have a low user frequency often limited to specific topics and domains. Tier 3 words are likely to be new for all students. Some examples of Tier 3 words might be filibuster, pantheon and epidermis. These words are probably best learned when there is a specific need in a subject area. (Beck, McKeown and Kucan, (2013) Bringing words to life, page 9.)

Vocabulary and culture

Including Aboriginal language or Aboriginal English vocabulary, as well as reflecting cultural language from student ethnic backgrounds, adds significance and meaning to the learning. Contact your local Aboriginal Education Consultative Group (AECG) representatives and Aboriginal community members for information about the local language or Aboriginal English. The following is a list of strategies that may help to build vocabulary:

- **Oral language** – a strong foundation in oral language assists students with reading.
- **Explicit teaching with repeated exposure**– targeted teaching at the right level. Students need to see, hear and use the words repeated times, in different contexts.
- **Word Consciousness** – building a classroom culture of “awareness and interest in words and their meaning” (Graves & Watts-Taffe, 2008).
- **Link words to images** – introduce new vocabulary with visual representations.
- **Reading a range of books** – read a range of texts that include a range of Tier 2 and 3 vocabulary.
- **Morphology** – A critical element of vocabulary development that looks at the structure of the word according to base word, roots, prefixes and suffixes.
- **Word walls** – displaying and building upon Tier 2 and Tier 3 words from discussions and text exposure. Additionally, using colour coding to highlight parts of word such as suffixes/prefixes.
- **Glossaries, dictionaries and thesaurus** –using these as part of daily practice and sharing.

Everyday classroom activities:

- **Brainstorm** and predict vocabulary with each text or concept and further build understanding.
- **Accountable talk** - introduce phrases for students to use in discussions “building on to that idea...” and “I agree with ...but would like to add another point of view.”
- **Cloze** – students need to use contextual clues to determine an appropriate word choice or choose from a selection of vocabulary presented.
- **Word clines** – select words that have similar meanings and have students arrange the words in graduating intensity according to the word that is being used and the scale being used.
- **Word maps** – students use four quadrant questions to build an understanding of a word.
- **Make a word** - students are given a group of consonants and vowels to create words.
- **Six-word skit** – students are given six ‘target’ words to devise a skit to present to class.
- **Words in words**- students are given a long word to find smaller words within it.
- **Word chains** – students offer word associations as a chain for example, eating, health, exercise.

Where to next?

- Literary devices
- Text structure
- Inference

Overview of teaching strategies

Purpose

These literacy teaching strategies support teaching and learning from Stage 2 to Stage 5. They are linked to NAPLAN task descriptors, syllabus outcomes and literacy and numeracy learning progressions.

These teaching strategies target specific literacy and numeracy skills and suggest a learning sequence to build skill development. Teachers can select individual tasks or a sequence to suit their students.

Access points

The resources can be accessed from:

- NAPLAN App in Scout using the teaching strategy links from NAPLAN items
- NSW Department of Education literacy and numeracy [website](#).

What works best

Explicit teaching practices involve teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback.

This resource reflects the latest evidence base and can be used by teachers as they plan for explicit teaching.

Teachers can use classroom observations and other assessment information to make decisions about when and how they use this resource as they design teaching and learning sequences to meet the learning needs of their students.

Further support with [What works best](#) is available.

Differentiation

When using these resources in the classroom, it is important for teachers to consider the needs of all students, including [Aboriginal](#) and EAL/D learners.

EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](#) and the student's phase on the [EAL/D Learning Progression](#).

Teachers can access information about [supporting EAL/D learners](#) and [literacy and numeracy support](#) specific to EAL/D learners.

Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a [range of adjustments](#) to ensure a personalised approach to student learning.

[Assessing and identifying high potential and gifted learners](#) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](#) for high potential and gifted learners helps teachers to identify and target areas for growth and improvement. A [differentiation adjustment tool](#) can be found on the High potential and gifted education website.

Using tasks across learning areas

This resource may be used across learning areas where it supports teaching and learning aligned with syllabus outcomes.

Literacy and numeracy are embedded throughout all syllabus documents as general capabilities. As the English and mathematics learning areas have a particular role in developing literacy and numeracy, NSW English and Mathematics syllabus outcomes aligned to literacy and numeracy skills have been identified.

Text selection

Example texts are used throughout this resource. Teachers can adjust activities to use texts which are linked to their unit of learning.

Further support with text selection can be found within the [National Literacy Learning Progression](#) Text Complexity appendix.

The [NESA website](#) has additional information on text requirements within the NSW English syllabus.

Teaching strategies

The following **SEEC** process can be used to explicitly teach vocabulary:

S Select	Select 2-4 words to specifically target during teaching and learning.
E Explain	Define and explain the words.
E Explore	Explore words with a range of teaching strategies.
C Consolidate	Contextualise and consolidate knowledge of the new vocabulary.

Adapted from the work of Quigley, A. Closing the vocabulary gap (2018).

Select

Selecting words in texts is an important part of vocabulary teaching and learning. Prior to learning, preview material and identify 2-4 target words for explicit instruction. Teachers need to be able to revoice these target words into student-friendly definitions and understand word meaning in different contexts.

Some considerations:

- Which words are most important to understanding the text or situation?
- Which words will help build important concept knowledge?
- Which words will be encountered frequently outside this particular context?
- Which words have multiple meanings?
- Which words can be figured out from the context?
- Which words provide an opportunity to use morphology to determine the meaning?

(Konza, D., 2011)

Explain

After selecting words to target, teachers move into explicit instruction and explanation of the word.

Strategies to explain can include: using word walls, using graphic organisers and modelling how to define a word.

When introducing new words, teachers might:

Say	<ul style="list-style-type: none">• Say the word carefully and with clear articulation.• Say the word individually and in a sentence.• Draw attention to syllables.• Notice the phonemes.
Write	<ul style="list-style-type: none">• Write the word.• Notice suffixes, prefixes and root words.• Notice common graphemes and phonemes.
Define	<ul style="list-style-type: none">• Provide a definition.• Provide a student-friendly definition.
Demonstrate	<ul style="list-style-type: none">• Give meaningful examples in different contexts.
Clarify	<ul style="list-style-type: none">• Ask students to provide further examples.• Clarify meanings.• Clarify misconceptions.

Adapted from the work of Beck, I. *et al.* Bringing words to life (2013) and Quigley, A. Closing the vocabulary gap (2018).

Explore

Some graphic organisers and strategies to explore and define words include:

- Frayer model
- Word web
- Vocabulary map
- Highlighting key vocabulary and using dictionaries and glossaries to define
- Reword definition into own words.

Morphology

1. Teacher leads discussion on the definitions of key morphology terms (see below). Teachers can refer to the [Understanding the types of morphemes](#) video for more information about morphemes.

Affix – Any part that is added to a word; a prefix or a suffix

Prefix – A word part that is attached to the beginning of a word

Suffix – A word part that is attached to the end of a word

Base and Root words– Roots/Base words are morphemes that form the base of a word, and usually carry its meaning. Generally, base words are free morphemes that can stand by themselves. For example, cycle as in bicycle/cyclist, and form as in transform/formation. Whereas root words are bound morphemes that cannot stand by themselves. For example, -ject as in subject/reject, and -volve as in evolve/revolve). (education.vic.gov.au)

Teacher judgement is used to determine time spent on each term, based on student current level of understanding of prefixes, suffixes and root words.

2. Teacher models adding different prefixes and suffixes to a base word to change the meaning:

prefix base word **suffix**

do

undo

redoing

undoes

undoable

3. Word play: Using [Appendix 1 - 'Word play'](#), cut into cards, students work with a partner to add prefixes and/or suffixes to base words to create new words and discuss meanings. Students use dictionaries to check definitions of words. It is recommended to print the three parts of words focused on in this task on three different colours of paper to reinforce whether the morpheme is a prefix, suffix or if it is a base word.

Synonyms and antonyms

1. Revise the term 'synonym': a word or word group with the same or similar meaning as another word or word group, for example *want* (desire), *get away* (leave) (NSW English K-10 Syllabus glossary, 2012).
Synonym heads: two or three students face the class and a word is written on the board behind them in view of the class. Scribe three words that cannot be used by the class to give clues to the students. In the following example, the three students are trying to guess the word 'school', but the class cannot use the words 'teacher', 'classroom' or 'learning' when giving clues. Students take turn to give clues and vocabulary is written on the board in a different colour to build a word map.
2. *Synonym and antonym pairs*: students are each given a card from a selection of synonyms and antonyms ([Appendix 2 - Synonym and antonym pairs: cards](#)). Allocate time for students to define their word with a partner and use a dictionary, applying [Appendix 3 - 'What in the Word?' Word guide](#).
3. Model using the following format for students to use when faced with an unknown word using the template below:

Word	Student response
Found in	
Sentence used	
I think it means	
Clues I used	
Dictionary definition	
It makes me think of	
New sentence	

4. Once students are comfortable with the definition of their word, students are given task cards to find a peer with a word that meets the criteria on the cards:

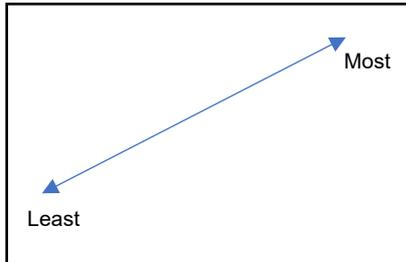
These are suggested ideas for this strategy and adjustments can be made to reflect level of student understanding. Words in **bold** need to be explicitly taught.

Find someone:

- with a **synonym** for your word
- with your word's **antonym**
- who you can join with to create a **nonsensical** sentence with your partner's and your own word
- who has a word with a **connection** to your word
- who you can join with to create a hilarious joke with your partner's and your own word
- who you can join with to create three freeze frames to act out a **scenario** involving both your words
- who you can **persuade** that your word is more important to learn than their word
- who you can join with to create a **thought-provoking** sentence with your partner's and your own word
- who has a word with the same number of **syllables** as your word
- who has a word that is the same **part of speech** as you, this is an adjective, noun, or verb
- who has a word that is a different **part of speech** as you, that is, an adjective, noun, or verb
- who you can join with to create a newspaper headline using both your partner's and your word.

Nuance and word clines

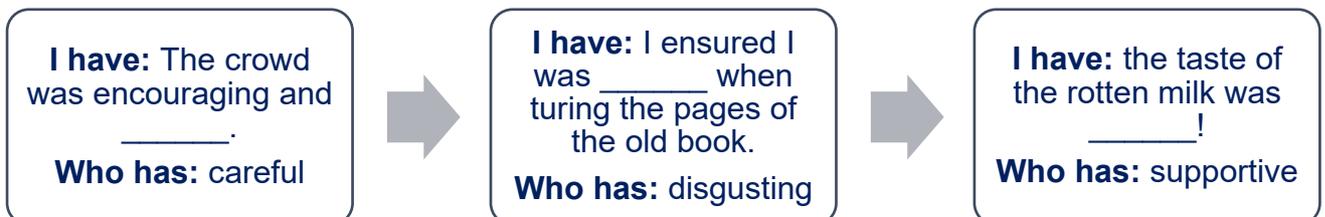
1. Show an image of a ladybug with the word 'miniscule' to start a brainstorm. Students write another synonym for 'miniscule' on sticky notes. Teacher leads discussion to scale these along an incline, referring to this as a 'word cline'. The teacher then shows an image of an elephant and the word 'colossal' as a starter for a brainstorm. Teacher models placing 'colossal' synonyms along the same incline as 'miniscule'. Students work in pairs to use images in [Appendix 4 - Word cline image brainstorm](#) to conduct their own brainstorms, writing words along the incline.



2. Lead brainstorm for synonyms for a word, for example, 'funny' (*hilarious, amusing, comical, riotous, witty*) using a dictionary or glossary. Discuss the nuances between the specific word meanings and why you might choose the word 'foggy' over 'misty'. Place words on sticky notes and have students assist in ordering words along an incline. Students may spend time acting out the different words to illustrate the differences. Students use [Appendix 5 - Word clines](#) vocabulary banks to place terms along an incline representing the subtle differences between the words. The bold word indicates the theme with the two colours indicating synonyms and antonyms.
Students can make their own examples by brainstorming synonyms and placing these along a continuum or word cline. Using images linked to the words may support students.

Predicting words

1. Modelled reading: model reading with a big book using sticky notes to cover key words that students will learn; this strategy encourages students to predict vocabulary using contextual clues in the text. Students can then replicate this using their own texts, sticky notes and practice with a partner.
2. I have, who has: this whole class game has students match answers on their cards with questions on other students' cards. This version encourages students to actively listen to substitute their word within context (refer to [Appendix 6 - 'I have, who has' word game](#)).



3. Pomegranate: using a display of targeted vocabulary, the teacher substitutes the word 'pomegranate' for a chosen word from the display within a sentence. For example, if the chosen word was 'spanner', the teacher might say "I need to unscrew the nut using my trusty 'pomegranate'". Students use contextual and semantic clues to choose which word is being substituted.

Word choice

1. *Choosing words*: introduce the title of a text linked to a current unit of learning. Students predict vocabulary and construct a word wall with suggestions. Students view text (for example, the cover of picture book, website, factsheet) and further build on the word wall. Teacher guides building vocabulary and models using a thesaurus to introduce more sophisticated vocabulary substitutions.
2. Teacher reads text extract, pausing to allow students time to predict vocabulary, prompting and scribing alternative choices. Teacher shows extract from text:

The two women and the small boy stood **absolutely** / **very** still on the grass underneath the tree, gazing up at this extraordinary fruit. James' little face was glowing with excitement, his eyes were as big and bright as two stars.

James and the Giant Peach, Roald Dahl (1961) Published by Alfred Knopf.

3. Focus on word choice (this strategy can be replicated with any text extract and encourages comparison of two similar words). Discuss the two words: 'absolutely' and 'very' and the connotation between the two meanings and which would be the best choice. 'Students act what they think 'absolutely' and 'very' looks like and which would be a better choice in this context. Students [Think-Pair-Share](#) with a partner and discuss which word choice they would use and why.
4. Students apply this strategy and complete word choice cloze passages and activities ([Appendix 7 - Which word?](#)).
To challenge students, students offer alternative solutions in more complex/familiar texts.

Consolidate

Cloze

1. Teacher reads aloud a text linked to a current unit of learning. During the reading, the teacher pauses at some words, having students predict vocabulary choices. Brainstorm synonyms that could also be possible suggestions, displaying for students.
2. Students can use some of the provided passages ([Appendix 8 - Cloze passages](#)) to choose between words in cloze passage, working in pairs to think-pair-share.
Variation: Students design their own cloze passage, focusing on a target concept, for example, nouns, adjectives or technical terms.

Vocabulary in context

1. Place a range of texts, sticky notes, dictionaries and thesauruses in workstations around the classroom for the following rotations:

Rotation	Task
Rotation 1	<ul style="list-style-type: none">• Students read the text and highlight 3-5 words they would like to target.• Students write each word on a sticky note and leave at the relevant part of the text.
Rotation 2	<ul style="list-style-type: none">• Students use contextual clues, knowledge of parts of words and dictionaries to add a meaning to the sticky note
Rotation 3	<ul style="list-style-type: none">• Students use both text and thesaurus to list synonyms
Rotation 4	<ul style="list-style-type: none">• Determine questions on the words for the last group, for example: Find three examples of times when characters in the story were <i>exasperated</i>.
Rotation 5	<ul style="list-style-type: none">• Return to original group and review additions to answer the final questions.

2. Introduce the title of a text linked to a current unit of learning. Demonstrate analysing the text using the procedure outlined below and found on [Appendix 9 - Vocabulary check in](#). Students then read the text ([Appendix 10 - Vocabulary check-in text analysis](#)) or a suitable text linked to a current unit of learning and apply the same procedure. Discuss and share.

Appendix 1

Word play – suffixes

Photocopy onto coloured paper and cut out.

This list is organised from most frequently used suffixes (Level 1) to least frequently used suffixes (Level 4).

Level 1	Level 2	Level 3	Level 4
-s (plural)	-ion (act or process)	-al (having characteristics of)	-en (made of)
-ed (past tense)	-tion (act or process)	-ial (having characteristics of)	-ic (having characteristics of)
-ing (present tense)	-ible (can be done)	-ness (state of)	-ive (adjective form of noun)
-ly (characteristic of)	-able (can be done)	-ous (having qualities of)	-eous (having qualities of)
-er (person)	-y (characterised by)	-ious (having qualities of)	-ative (adjective form of noun)
-or (person)	-ful (full of)	-ment (action or process)	-itive (adjective form of noun)
		-ward (in the direction of)	

Word play – prefixes

Photocopy onto coloured paper and cut out.

This list is organised from most frequently used prefixes (Level 1) to least frequently used prefixes (Level 4).

Level 1	Level 2	Level 3	Level 4
un- (not, opposite of)	dis- (not, opposite of)	im- (in or into)	trans- (across)
re- (again)	en- (cause to)	in- (in or into)	super- (above)
in- (not)	em- (cause to)	mis- (wrongly)	semi- (half)
im- (not)	non- (not)	sub- (under)	anti- (against)
ir- (not)	under (too little)	pre (before)	mid (middle)
il- (not)	over- (too much)	inter- (between)	mono- (one)
		bi- (two)	mono- (one)
		super- (more, better)	post- (after)

Word play – base words

Photocopy onto coloured paper and cut out.

Level 1	Level 2	Level 3	Level 4
step	read	loyal	form
jump	state	grow	judge
take	live	human	argue
see	stand	north	legal
like	flow	train	agree
help	friend	joy	happy

Appendix 2

Synonym and antonym pairs: cards (page 1)

Cut up cards and allocate one per student.

external	internal	fall	rise
forgive	blame	heavy	light
forward	backward	able	unable
attack	defend	absent	present
ascend	descend	expensive	inexpensive
question	answer	increase	decrease
important	trivial	combine	separate

Synonym and antonym pairs: cards (page 2)

Cut up cards and allocate one per student.

change	remain	amateur	professional
notice	overlook	abridge	expand
abundant	scarce	admit	deny
ancient	modern	apparent	obscure
arrogant	humble	awkward	graceful
beginning	conclusion	cautious	careless
compliment	insult	conceal	reveal

Appendix 3

What in the Word? Word guide

Word	Student response
Found in	
Sentence used	
I think it means	
Clues I used	
Dictionary definition	
It makes me think of	
New sentence	

Word	Student response
Found in	
Sentence used	
I think it means	
Clues I used	
Dictionary definition	
It makes me think of	
New sentence	

Appendix 4

Word cline image brainstorm

Think about what the images convey and the vocabulary you could use to describe it. Write the words in the boxes.

Organise the words into an order that shows how words move from tiny to colossal.



Photo by [Jens Jakob](#) on [Unsplash.com](#)



Photo by [David Clode](#) on [Unsplash.com](#)

tiny

colossal

Think about what the images convey and the vocabulary you could use to describe it.

Organise the words into an order that shows how words move from least to most.



Photo by Steve Halama on [Unsplash.com](https://unsplash.com)



Photo by [Max di Capua on Unsplash.com](https://unsplash.com)

Appendix 5

Word clines

cold	balmy
brisk	flaming
icy	parching
bitter	searing
gelid	torrid
arctic	summery

angry	calm
irate	tranquil
vexed	unflustered
piqued	unruffled
displeased	unperturbed
galled	equable
enraged	serene
infuriated	poised

dark	light
shady	incandescent
tenebrous	radiant
obscure	glowing
dingy	illuminated
dusky	undimmed

hungry	satisfied
ravenous	satiated
empty	gorged
famished	well-fed
peckish	overflowing
under-nourished	brimming

careful	forgetful
cautious	remiss
alert	inattentive
wary	negligent
circumspect	heedless
prudent	incautious

sad	happy
downcast	jovial
downhearted	content
inconsolable	carefree
sorrowful	jocular
despondent	thrilled

Word clines – support scaffold

All photos from [Unsplash.com](https://www.unsplash.com)



Furious

Photo by [Engin Akyurt](#)



Cranky

Photo by [Thomas Park](#)



Angry

Photo by [Oliver Ragfelt](#)



Concerned

Photo by [Nathan Dumlao](#)



Calm

Photo by [Prince Akachi](#)



Happy

Photo by [Mieke Campbell](#)



Thrilled

Photo by [Alexander Krivitskiy](#)



Ecstatic

Photo by [Nimi Diffa](#)

Appendix 6

'I have, who has' vocabulary game

Theme: adjectives in context

<p>I have:</p> <p>Elephants are _____ mammals with trunk and tusks.</p> <p>Who has:</p> <p>unbelievable</p>	<p>I have:</p> <p>It was an _____ sight to see – the crowd was in shock!</p> <p>Who has:</p> <p>athletic?</p>	<p>I have:</p> <p>The footballer did not have the usual _____ body type.</p> <p>Who has:</p> <p>awkward?</p>
<p>I have:</p> <p>She was extremely shy and felt _____ when she was at a party.</p> <p>Who has:</p> <p>determined?</p>	<p>I have:</p> <p>The guide dog trainer was _____ to have the labrador trained to help others within six months.</p> <p>Who has:</p> <p>complex?</p>	<p>I have:</p> <p>The word problem in mathematics was extremely hard and _____.</p> <p>Who has:</p> <p>dainty?</p>
<p>I have:</p> <p>The dancer placed her _____ feet into the ribboned shoes.</p> <p>Who has:</p> <p>frustrated?</p>	<p>I have:</p> <p>You could practically see the steam coming out of her ears! She was incredibly _____ with the situation.</p> <p>Who has:</p> <p>generous?</p>	<p>I have:</p> <p>They volunteered so much time and money to the women's shelter – they were known as incredibly _____.</p> <p>Who has:</p> <p>animated?</p>
<p>I have:</p> <p>The child was extremely _____ and lively when talking about something he loved!</p> <p>Who has:</p> <p>organised?</p>	<p>I have:</p> <p>Every box, letter and cupboard was _____ - everything was in its right place.</p> <p>Who has:</p> <p>moreish?</p>	<p>I have:</p> <p>The freshly-baked walnut biscuit was _____; it melted in the mouth and I needed to eat more.</p> <p>Who has:</p> <p>poisonous?</p>
<p>I have:</p> <p>Despite popular belief, the snake venom was not _____.</p> <p>Who has:</p> <p>efficient?</p>	<p>I have:</p> <p>The light globes had been replaced with energy _____ ones.</p> <p>Who has:</p> <p>minimal?</p>	<p>I have:</p> <p>There was _____ disruption in the meeting to make sure it didn't run over time.</p> <p>Who has:</p> <p>enormous?</p>

Appendix 7

Teacher copy: Which word?

These can be cut into more manageable sections.

The loss of seagrass is **devastating** to our world.

As I move the oar from side to side, a silver moon shivers in our wake. Por sits in the **bow** of the boat, her hand on her weapons bag, back straight, head alert. The canal water is silky black.

Tin Tin the Ghosthunter by Gabrielle Wang, 2018, Penguin Random House

I'm walking down the school corridor—I'm pretty sure in slow motion—with a look of **determination** on my face. I always look determined. The other kids stand in front of the lockers, **gawking** at me as I pass. I ignore them, staring straight ahead.

Secrets of a Schoolyard Millionaire by Nat Amore, 2019, Penguin Random House

'I am going on the school trip to France,' said my older sister Janis Lord Blessington-Smyth, in her posh voice. Her real name is plain Janis Lord - she'd **acquired** both the posh voice and the Blessington-Smythe when she got her scholarship.

The Lords of Melody by Phillip Gwynne, 2019, Penguin Random House

Peter is riding as fast as he can. He stands out of his seat and crunches down on the pedals. He steers his bike towards a long plank of wood **propped** up on a small stack of bricks. It's the perfect launching ramp.

A Great Escape by Felice Arena, 2019, Penguin Random House

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Teacher copy: Which word?

These can be cut into more manageable sections.

Extract 1: The loss of seagrass is _____

(devastating/wonderful) to our world.

Extract 2:

Peter is riding as fast as he can. He stands out of his seat and crunches down on the pedals. He steers his bike towards a long plank of wood _____ (propped/put) up on a small stack on bricks. It's the perfect launching ramp.

A Great Escape by Felice Arena, 2019, Penguin Random House)

Extract 3:

As I move the oar from side to side, a silver moon shivers in our wake. Por sits in the _____ (bow/back) of the boat, her hand on her weapons bag, back straight, head alert. The canal water is silky black.

Tin Tin the Ghosthunter by Gabrielle Wang, 2018, Penguin Random House

Extract 4:

I'm walking down the school corridor—I'm pretty sure in slow motion—with a look of _____ (determination/happiness) on my face. I always look determined... I ignore them, starting straight ahead.

Secrets of a Schoolyard Millionaire by Nat Amooore, 2019, Penguin Random House

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Whole text: 'Which word?' 'Sand Castles'

Focus: word choice



Feeling the soft tug of the wind in his hair, Trey walked along the beach. The icy water lapped at his toes and he gasped as the cold pinched his body.

There was not too much further to go. He could see the crest of the hill and the path which snaked across the windswept and browning native grasses which paved the way back to his family's home.

The shack had weathered badly over the years and was thirsty for a fresh lick of paint. Its once arctic white paint was peeling and glimpses of the beige of the timber peeked from beneath. But money was short and needed to be spent on the usual things, you know, food, electricity and the bills that kept rolling in.

But Trey did what he could to help his mum as best he could. He could make the most tantalising meals from the most humble ingredients. He also tended the garden. Between the beach and the garden, food was fresh and available. And when Trey was in the kitchen, he was in his element.

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Photo by [David Clode](#) on [Unsplash](#) (2020)

Student copy: Which Word? 'Sand Castles'

Focus: word choice



Feeling the soft tug of the wind in his hair, Trey walked along the beach.

The **cold / icy** water lapped at his toes and he gasped as the cold pinched his body.

There was not too much further to go. He could see the crest of the hill and the path which snaked across the **wild / windswept** and browning native grasses which paved the way back to his family's home.

The shack had weathered badly over the years and was thirsty for a fresh lick of paint. Its once **ice / arctic** white paint was peeling and glimpses of the beige of the timber **peeked / showed** from beneath. But money was short and needed to be spent on the usual things, you know, food, electricity and the **usual / expensive** bills that kept rolling in.

But Trey did what he could to help his mum as best he could. He could make the most **amazing/tantalising** meals from the most **available / humble** ingredients. He also tended the garden. Between the beach and the garden, food was fresh and available. And when Trey was in the kitchen, he was in his element.

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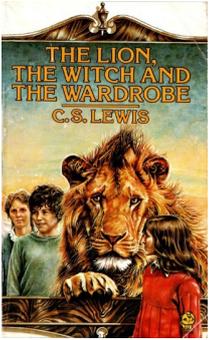
Photo by David Clode on [Unsplash](https://unsplash.com/photos/2020) (2020)

Which word?

Word 1	Word 2	Which word is more appropriate and why? Do you have another suggestion?
cold	icy	
wild	windswept	
ice	arctic	
peeked	showed	
usual	expensive	
amazing	delicious	
available	humble	

Appendix 8

Whole text: Cloze passage



The Lion, the Witch and the Wardrobe,

C.S. Lewis.

First published 1950 by Geoffrey Biles

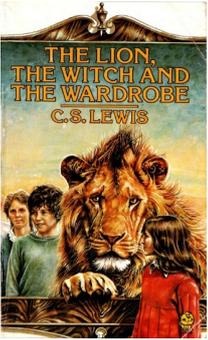
Now they were steadily racing on again. And soon Edmund noticed that the snow which splashed against them as they rushed through it was much wetter than it had been all last night. At the same time he noticed that he was feeling much less cold. It was also becoming foggy. In fact every minute it grew foggier and warmer. And the sledge was not running nearly as well as it had been running up till now. At first he thought this was because the reindeer were tired but soon he saw that that couldn't be the real reason. The sledge jerked, and skidded and kept on jolting as if it had struck against stones. And however the dwarf whipped the poor reindeer the sledge went slower and slower.

There also seemed to be a curious noise all round them, but the noise of their driving and jolting and the dwarf's shouting at the reindeer prevented Edmund from hearing what it was, until suddenly the sledge stuck so fast that it wouldn't go on at all. When that happened there was a moment's silence.

And in that silence Edmund could at last listen to the other noise properly. A strange, sweet, rustling, chattering noise - and yet not so strange for he'd heard it before - if only he could remember where!

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Student copy: Cloze passage



The Lion, the Witch and the Wardrobe,

C.S. Lewis.

First published 1950 by Geoffrey Biles

Now they were steadily _____ on again. And soon Edmund noticed that the snow which splashed against them as they rushed through it was much wetter than it had been all last _____. At the same time he noticed that he was feeling much _____ cold. It was also becoming foggy. In fact every minute it grew foggier and warmer. And the sledge was not running nearly as well as it had been running up till now. At first he thought this was because the reindeer were _____, but soon he saw that that couldn't be the real reason. The sledge jerked, and skidded and kept on jolting as if it had struck against stones. And however the dwarf whipped the poor _____ the sledge went slower and slower.

There also seemed to be a _____ noise all round them, but the noise of their driving and jolting and the dwarf's shouting at the reindeer _____ Edmund from _____ what it was, until suddenly the sledge stuck so fast that it wouldn't go on at all. When that happened there was a moment's silence.

And in that silence Edmund could at last listen to the other noise _____. A strange, sweet, rustling, chattering noise - and yet not so _____, for he'd heard it before - if only he could remember where!

Copied under s 113P of the Copyright Act, [C.S.Lewis, The Lion, the Witch and the Wardrobe, Geoffrey Biles, 1950, 9780261667921] [Section 113P Warning Notice](#).

Whole text: Cloze passage



Curious Kids: Why is the sea salty?

By Sally Little, Nottingham Trent University

Posted by the Conversation, October 2019

Photo by Mourad Saadi on [Unsplash.com](https://unsplash.com)

Two-thirds of the Earth's surface is covered in water, and 97 per cent of that is salty sea water.

Only 3 per cent of our planet's water is fresh, and 2 per cent is trapped, frozen in ice caps, glaciers and soils. That leaves less than 1 per cent as fresh, liquid water in rivers, lakes and streams – and this fresh water plays a big role in explaining why the sea is salty.

Water moves around our planet in a cycle powered by the Sun: from the sea, to the sky, to the land and then back to the sea. When the Sun heats the water in the sea, it changes into a gas called “water vapour” and rises into the air, through a process called “evaporation”.

While floating in the air, the water vapour cools off and turns back into liquid water, forming clouds (through a process called “condensation”). This water eventually falls from the clouds in the sky as rain, sleet, hail or snow (that's called “precipitation”).

When precipitation falls on land, the water flows into streams and rivers, and eventually makes its way back out to the sea. Then the Sun heats the sea water and the cycle starts all over again.

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Student copy: Cloze passage



Curious Kids: Why is the sea salty?

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Two-thirds of the Earth's surface is covered in _____, and 97 per cent of that is salty _____ water. Only 3 per cent of our planet's water is fresh, and 2 per cent is trapped, frozen in ice caps, glaciers and soils. That leaves _____ than 1 per cent as fresh, liquid water in rivers, lakes and streams – and this fresh water plays a big role in explaining why the _____ is _____.

Water moves around our planet in a cycle powered by the _____: from the sea, to the sky, to the land and then back to the _____. When the Sun heats the water in the sea, it changes into a gas called “water vapour” and rises into the air, through a _____ called “evaporation”.

While floating in the air, the water vapour cools off and _____ back into liquid water, forming clouds (through a process called “condensation”). This water _____ falls from the clouds in the sky as rain, sleet, hail or snow (that's called “precipitation”).

When _____ falls on land, the water flows into streams and rivers, and eventually makes its way back out to the sea. Then the Sun heats the sea water and the cycle _____ all over again.

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Appendix 10

Vocabulary check-in text analysis



Curious Kids: How do x-rays see inside you?

By Karen Finlay, Central Queensland University Australia
Posted by the Conversation, October 2019
Photo by Umanoide on [Unsplash.com](https://unsplash.com)

Have you ever played shadow puppets to make shadow pictures on the wall? When you do, your hand is stopping the light rays from the lamp reaching the wall. X-ray images are a little like that.

Try putting your hand over a torch.

Try putting a torch up against your hand and seeing how some light passes through the skin of your fingers.

Some light doesn't shine through. That's because some of the energy has been removed from the beam and some has managed to make its way through your skin and you can see it.

X-rays are like light rays, but the difference is that they can pass through more stuff. Skin and fat don't block much of the energy in the x-ray beam. Muscle blocks more, but even more energy is blocked by bone, which is why you can see bones so clearly on x-rays.

An x-ray image shows shades of grey, which is just how much of the x-ray beam manages to get through your body. If the part is very dense (like bone) it will come up white, if it is less dense (like your lungs) it will come up as a darker shade of grey.

Radiographers (the people who work the x-ray machines) can control the amount and strength of the x-ray beam (just like you can make light dimmer or brighter) so that the body parts they want to see come up on the images.

X-rays are used in hospitals to help diagnose and treat many injuries and illnesses. Radiographers use x-ray images in the operating theatre to help guide the surgeons. There's also a special type of scan called a CT scan. CT scans use lots of x-ray pictures to create fantastic 3D images of the body.

Having too many x-ray scans can be dangerous. They can damage the cells in your body (which is why the radiographer leaves the room while you get your x-ray done). The amount of x-rays used for each picture is tiny though, so if your doctor thinks you need an x-ray picture, don't worry.

Sometimes the damage to cells is a good thing; a treatment called radiotherapy uses x-rays to kill bad cells (like cancer cells).

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