

# Teaching vocabulary as part of an effective literacy programme

IPPN Conference 2012

## **FORGING A FUTURE**

City West

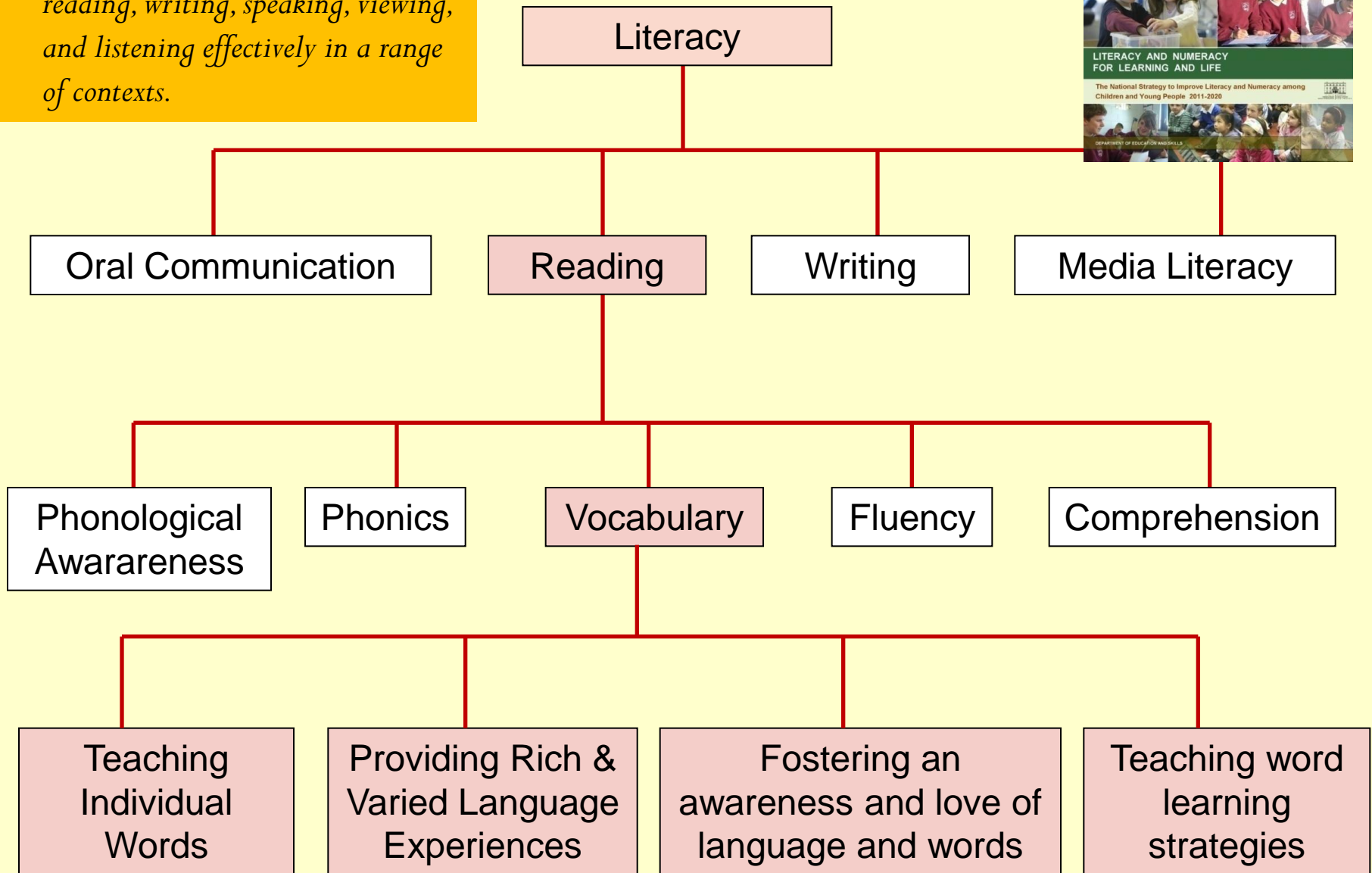
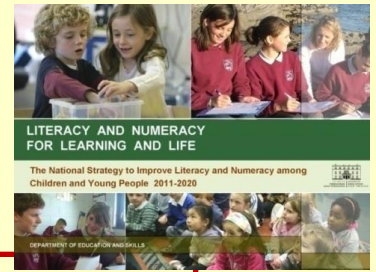
Thursday 26<sup>th</sup> & Friday 27<sup>th</sup> January 2012



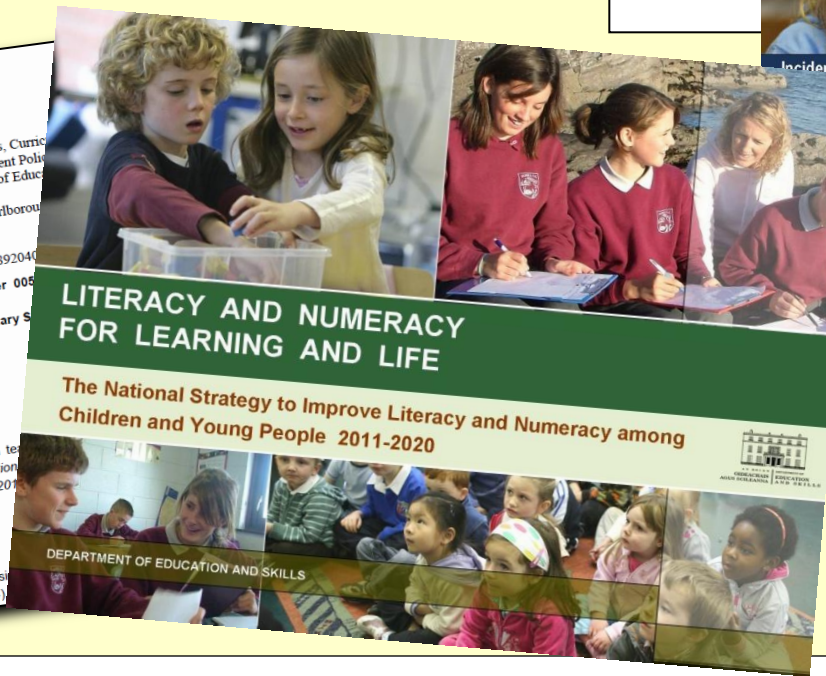
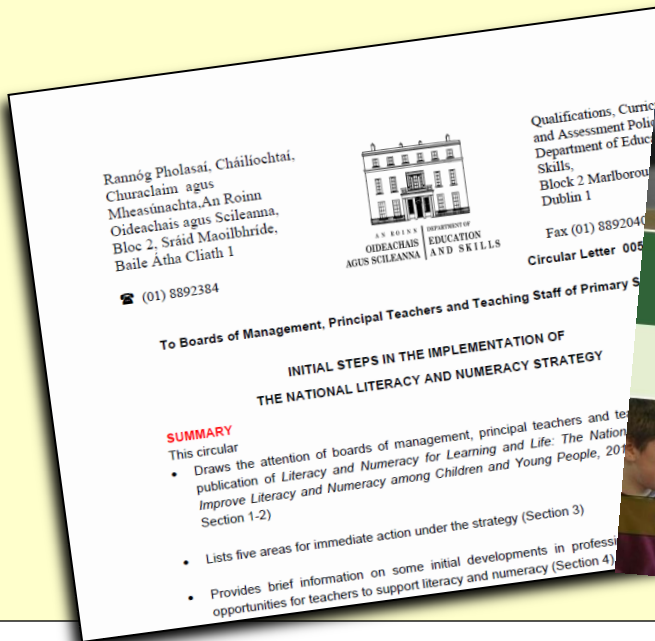
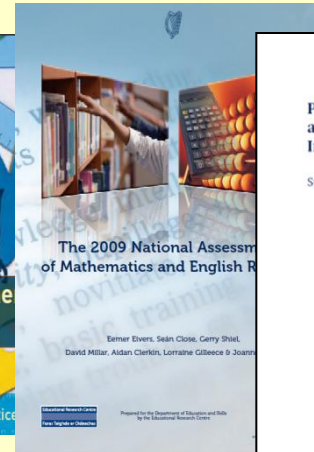
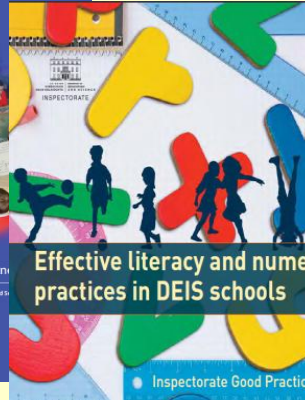
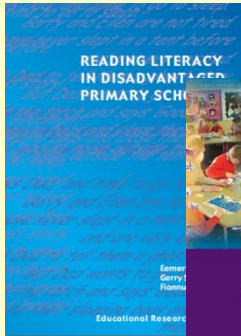
Gene Mehigan  
[gene.mehigan@mie.ie](mailto:gene.mehigan@mie.ie)



*“Literacy conventionally refers to reading, writing, speaking, viewing, and listening effectively in a range of contexts.*



# Some context



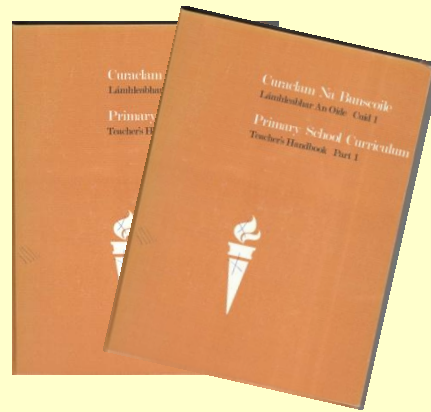
# Balance of evidence



## More context



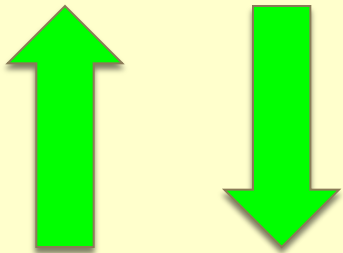
Primary Certificate 1967  
Irish, English, Arithmetic



1971 Primary  
Curriculum – Doubled  
the subjects



1999 Primary Curriculum  
further increase



Curriculum Time

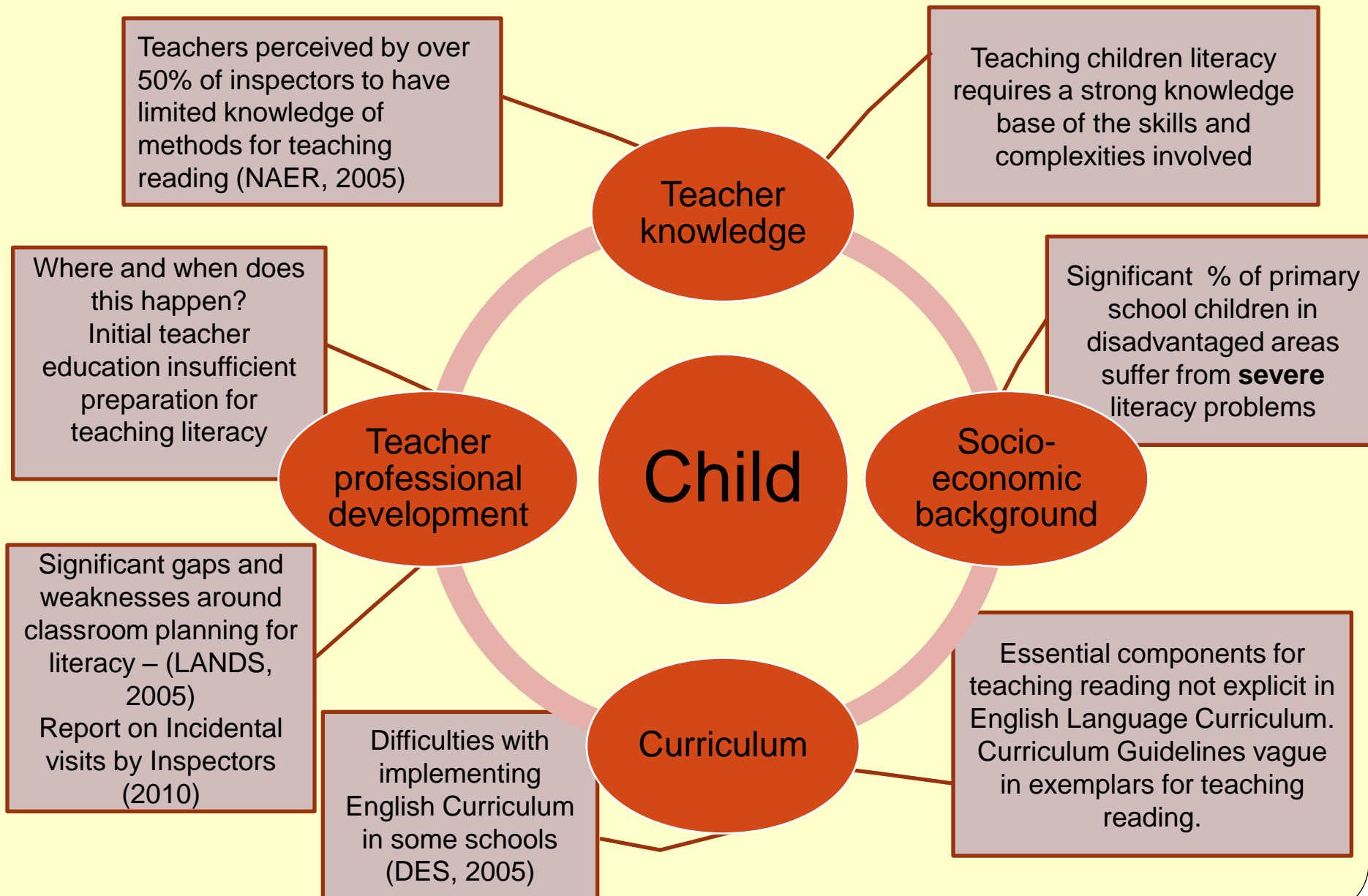
Consequences?



Effort to give coverage to every  
topic = less attention to higher  
order skills such as  
**comprehension, inference,  
comparison**



# Some variables that impact on literacy standards



Significant % of primary school  
children in disadvantaged areas  
suffer from **severe** literacy  
problems

Starting point is not the same for all children!!!!

# The Impact of Differences in Language Experiences

- “By age three, children from privileged families have heard 30 million more words than children from poor families. By school entry the gap is even greater. The consequences are catastrophic.”

Hart & Risley, 2003



Vision for teaching literacy in your school?



# 21<sup>st</sup> Century Learner



*I game 3½ hours  
a week*



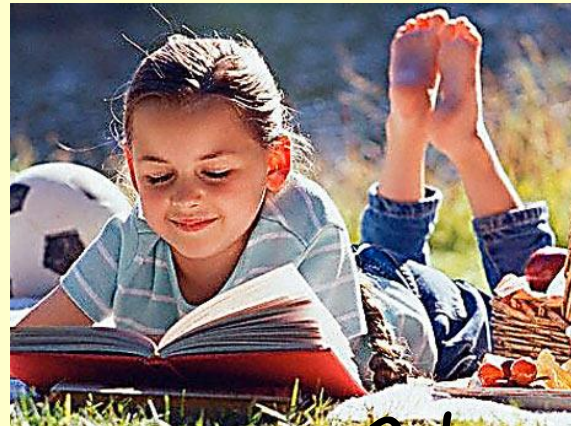
*I watch TV 16½  
hours a week*



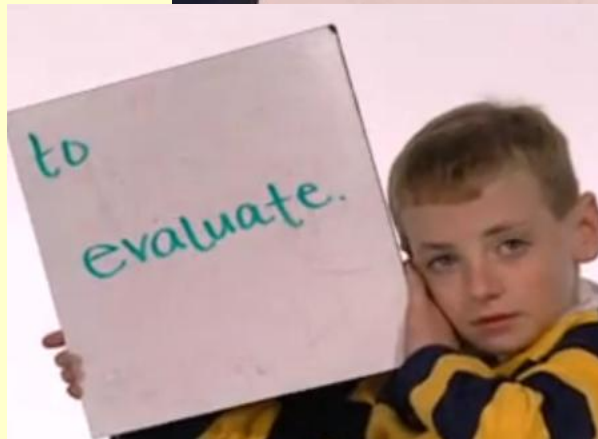
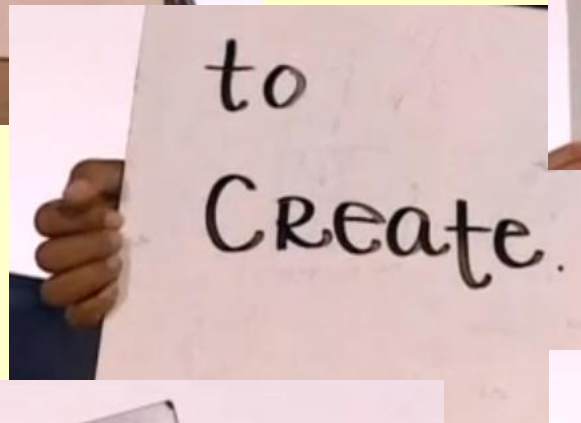
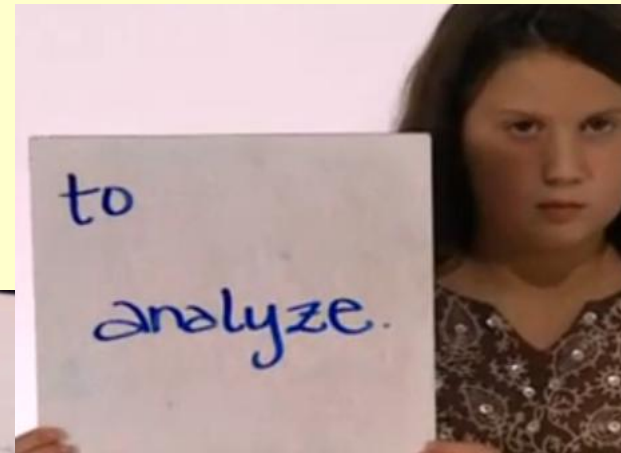
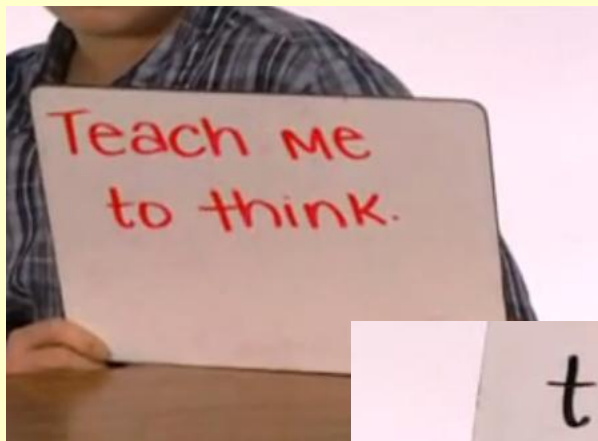
*I listen to my  
IPOD 5hours a  
week*



*5½ hours a  
week on the  
computer*



*2 hours a week  
reading a book*



What literacy skills will I need to communicate effectively in society?

# Today's (New) Literacy



## Traditional Literacy

- Reading, writing, speaking and listening

## Information Literacy

- The ability to identify what information is needed and the ability to locate, evaluate, and use information

## Visual Literacy

- The ability to understand and produce visual messages

## Critical Literacy

- The ability to question, challenge and evaluate the meanings and purposes of texts

## Media Literacy

- The ability to question, analyze, interpret, evaluate, and create media messages.

## Tool Literacy

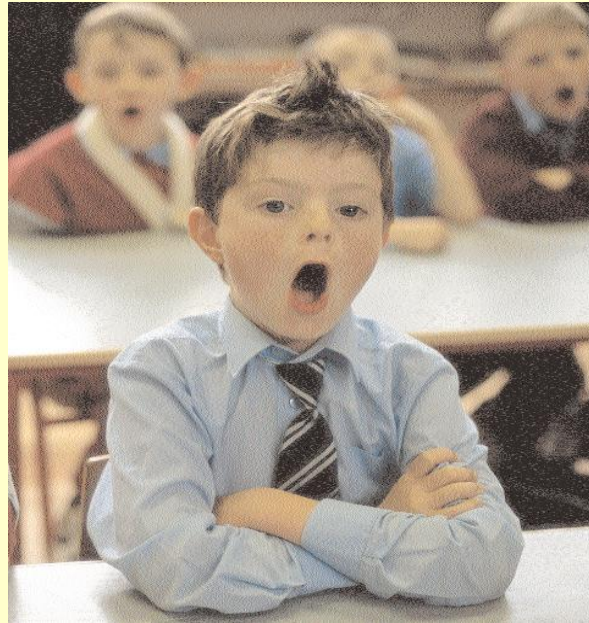
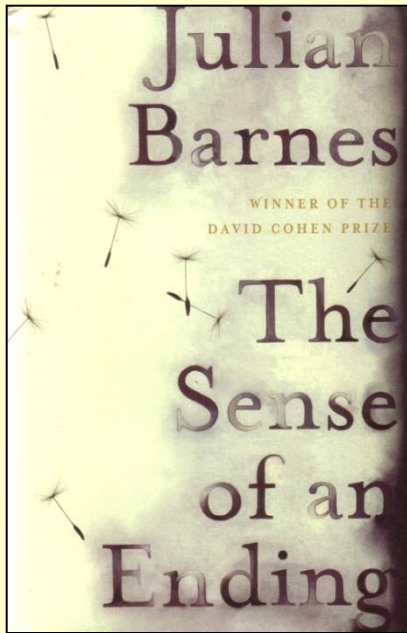
- The ability to use tools to manage, consume and create information

## Digital Literacy

- The ability to use digital technology, communication tools or networks to locate, evaluate, use and create information



# Profile of a graduating pupil from.....?



# Junior Cycle Development

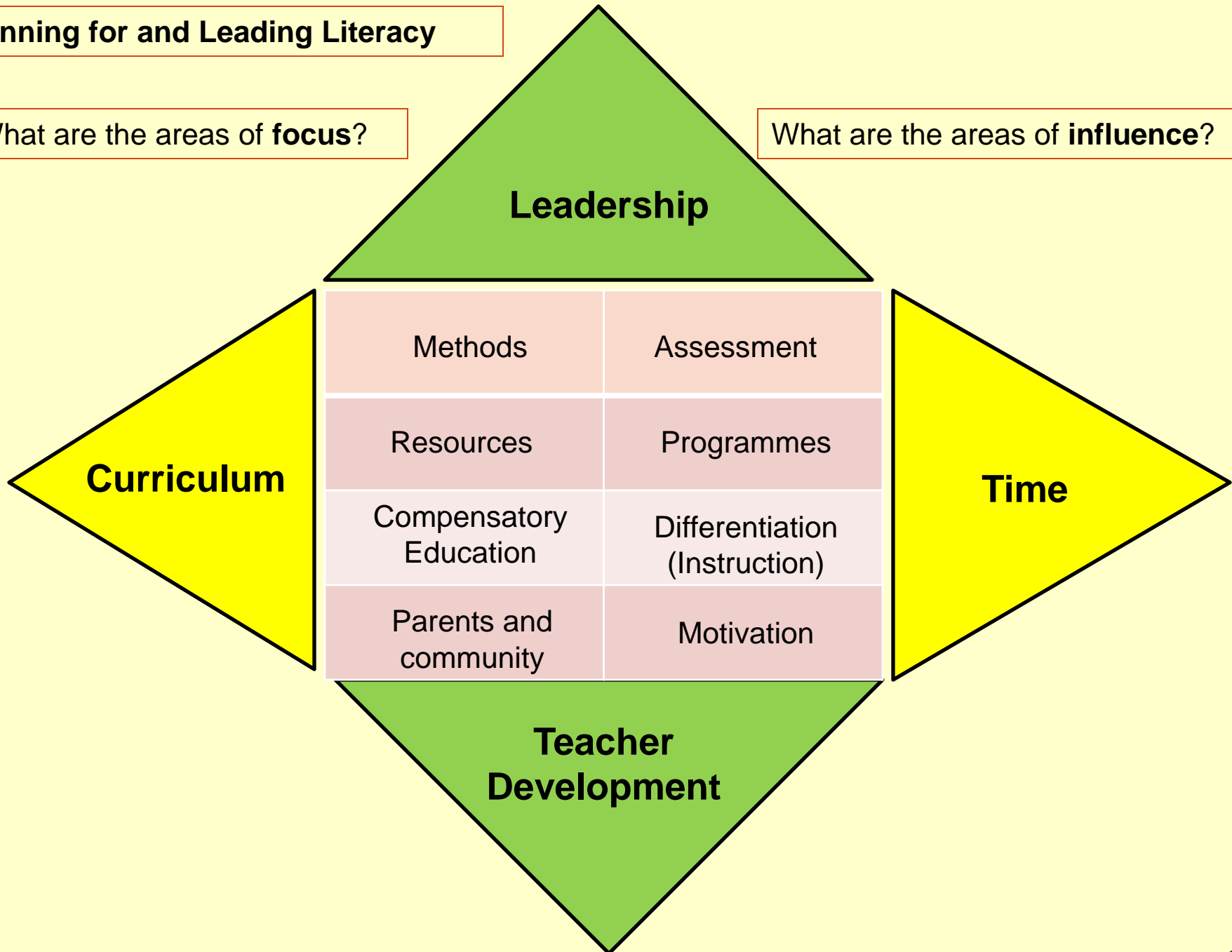
## Key skills

- Communicating
- Being creative
- Working with others
- Managing information and thinking
- Managing myself
- Wellbeing

## Planning for and Leading Literacy

What are the areas of **focus**?

What are the areas of **influence**?





Why am I suggesting a focus on  
teaching **vocabulary**?

*“The limit of my language means the limit of my world”*

Ludwig Wittgenstein

# Vocabulary influences our existence

Communicate  
more  
effectively

Improves self-  
confidence

Improves self-  
esteem

Adds  
sophistication  
to speech

Better/more job  
offers

Improves people's  
perception of you

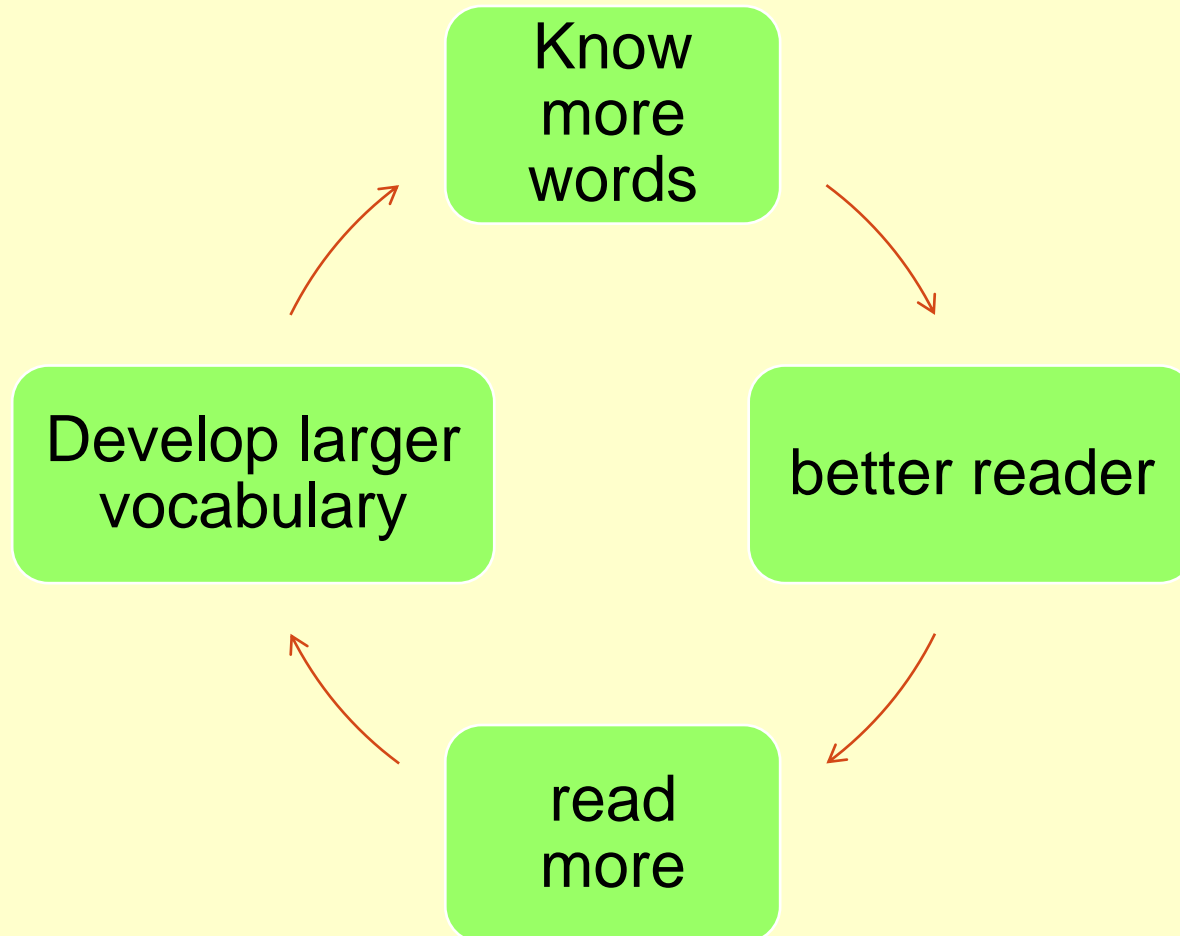
## In school

**Child with poor vocabulary development may.....**

- have difficulty understanding any vocabulary outside their own limited word-world
- have problems with conceptual thinking and find concentrating a challenge
- Not develop the range of *expressive language* necessary to **evaluate**, **analyse**, **describe**, **persuade** etc
- become frustrated, troublesome or withdrawn and struggle at school

# Reciprocal hypothesis

- Relationship between vocabulary knowledge and reading comprehension – works both ways



# Reference to “***vocabulary***” in the English Language Curriculum Statement (1999)

	Infants	1 <sup>st</sup> & 2 <sup>nd</sup>	3 <sup>rd</sup> & 4 <sup>th</sup>	5 <sup>th</sup> & 6 <sup>th</sup>
<b>Oral Language</b>		<ul style="list-style-type: none"> <li>- experience challenging <b>vocabulary</b> and sentence structure from the teacher</li> <li>- experiment with more elaborate <b>vocabulary</b> and sentence structure in order to extend and explore meaning</li> </ul>	~ experience the teacher’s use of challenging <b>vocabulary</b> and sentence structure	- experience from the teacher a growing elaboration and sophistication in the use of <b>vocabulary</b> and sentence structure
<b>Reading</b>	- build up a sight <b>vocabulary</b> of common words	- continue to build a sight <b>vocabulary</b> of common words from books read and from personal experience		
<b>Writing</b>				- to use dictionaries and thesauruses to extend and develop <b>vocabulary</b> and spelling

## Reading vocabulary

“word-synthesis and word-analysis skills, which receive much attention in the early stages of the teaching of reading, can, in Middle an Senior classes, be developed more fully and used in conjunction with vocabulary-building activity”

Curaclam na Bunscoile (1971) (p.106)

# The Voluntary State Curriculum



## Standard: General Reading Processes

### Topic D - Vocabulary:

Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary

#### Indicator 1

Develop and apply vocabulary through exposure to a variety of texts

- a. Acquire new vocabulary through listening to, independently reading, and **discussing** a variety of literary and informational texts
- b. **Discuss words and word meanings daily** as they are encountered in texts, instruction, and conversation

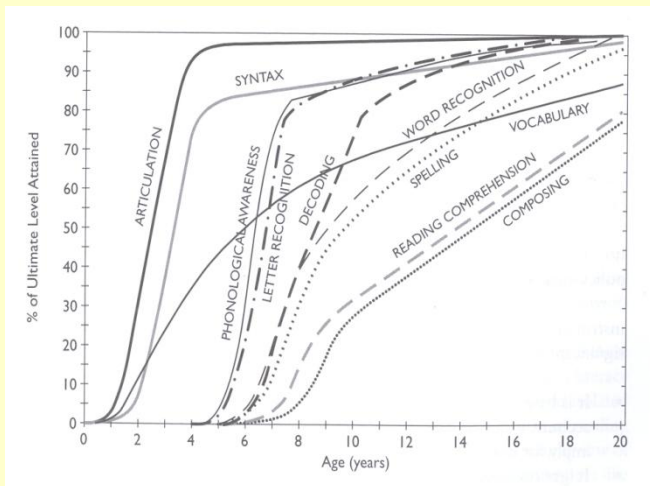
#### Indicator 3

Understand, acquire, and use new vocabulary

- Use **context** to determine the meanings of words
- Use **word structure** to determine the meanings of words
- Use resources to confirm **definitions** and gather further information about word
- Use new vocabulary in **speaking and writing** to gain and extend content knowledge and clarify expression

# Strong focus on enabling skills

- Phonemic awareness
- Letter recognition
- Decoding
- Phonics
- Oral reading fluency

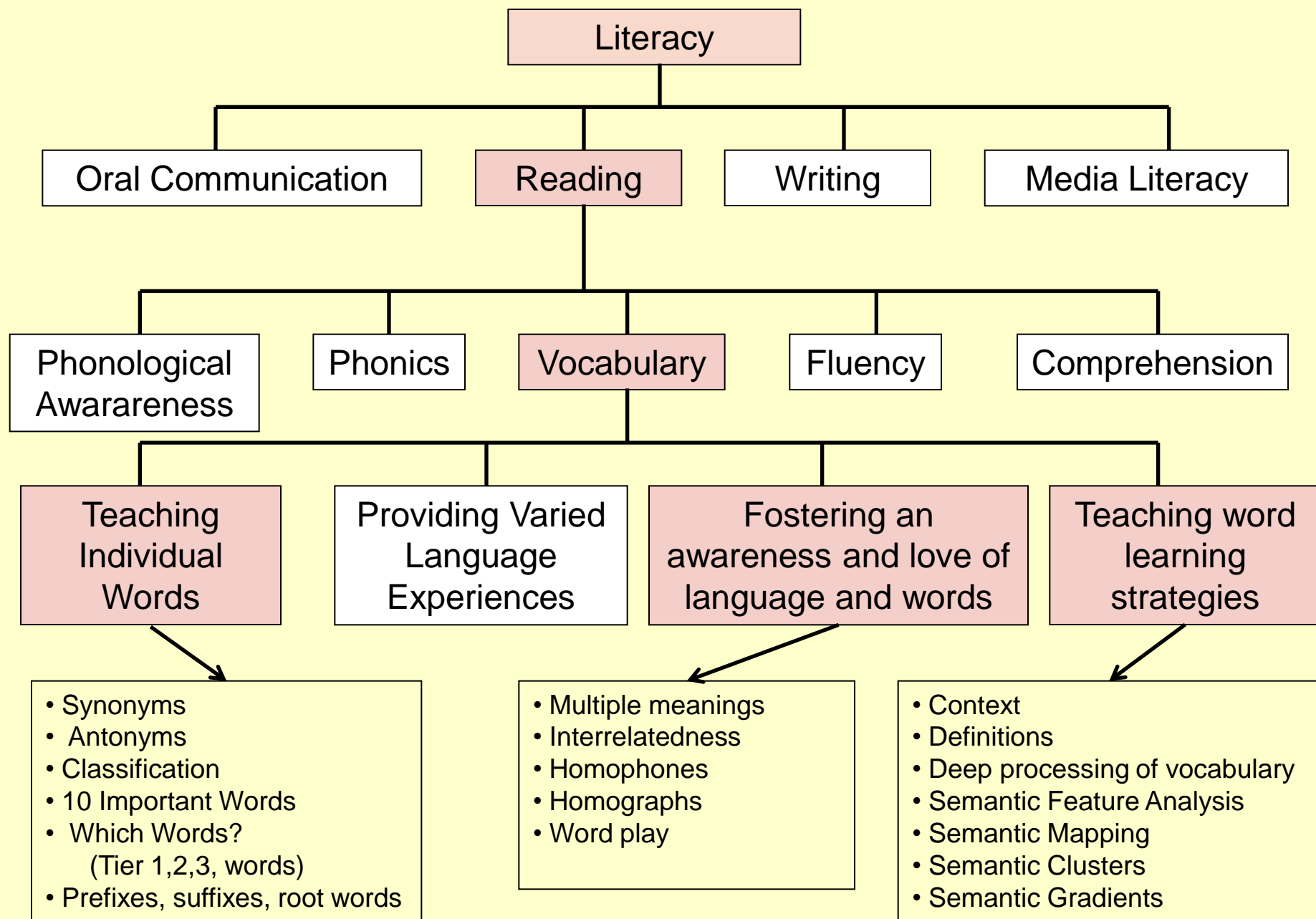


Danger of plateau effect

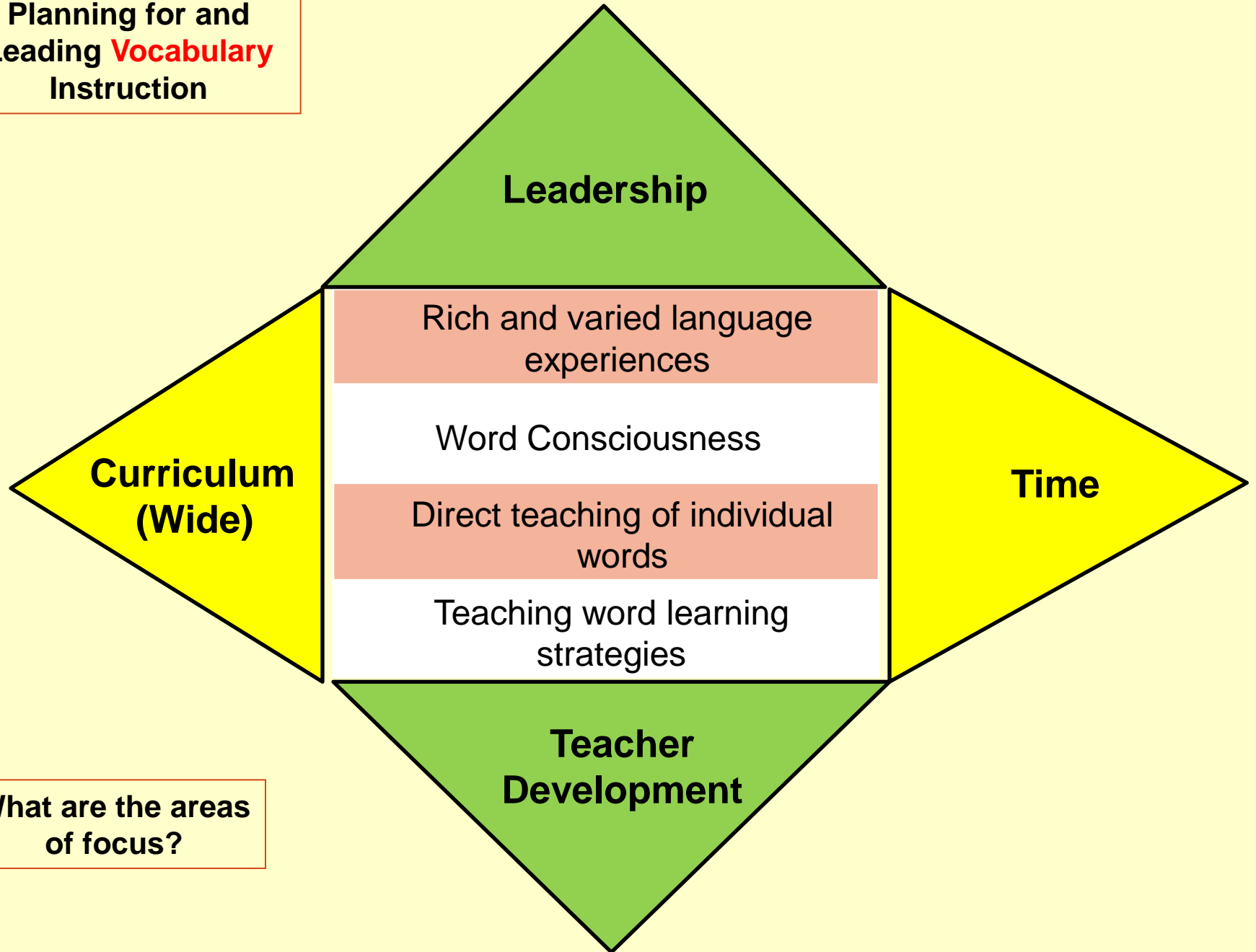


# Challenge

- 26 letters of the alphabet
- 44 phonemes
- 75,000 words
- It is clear that teachers must teach the sounds and letters systematically and explicitly — the challenge is how to teach 75,000 words!!



Planning for and  
Leading **Vocabulary**  
Instruction



What are the areas  
of focus?

*“When it comes to words, every person is destined to be a lifelong learner.”*

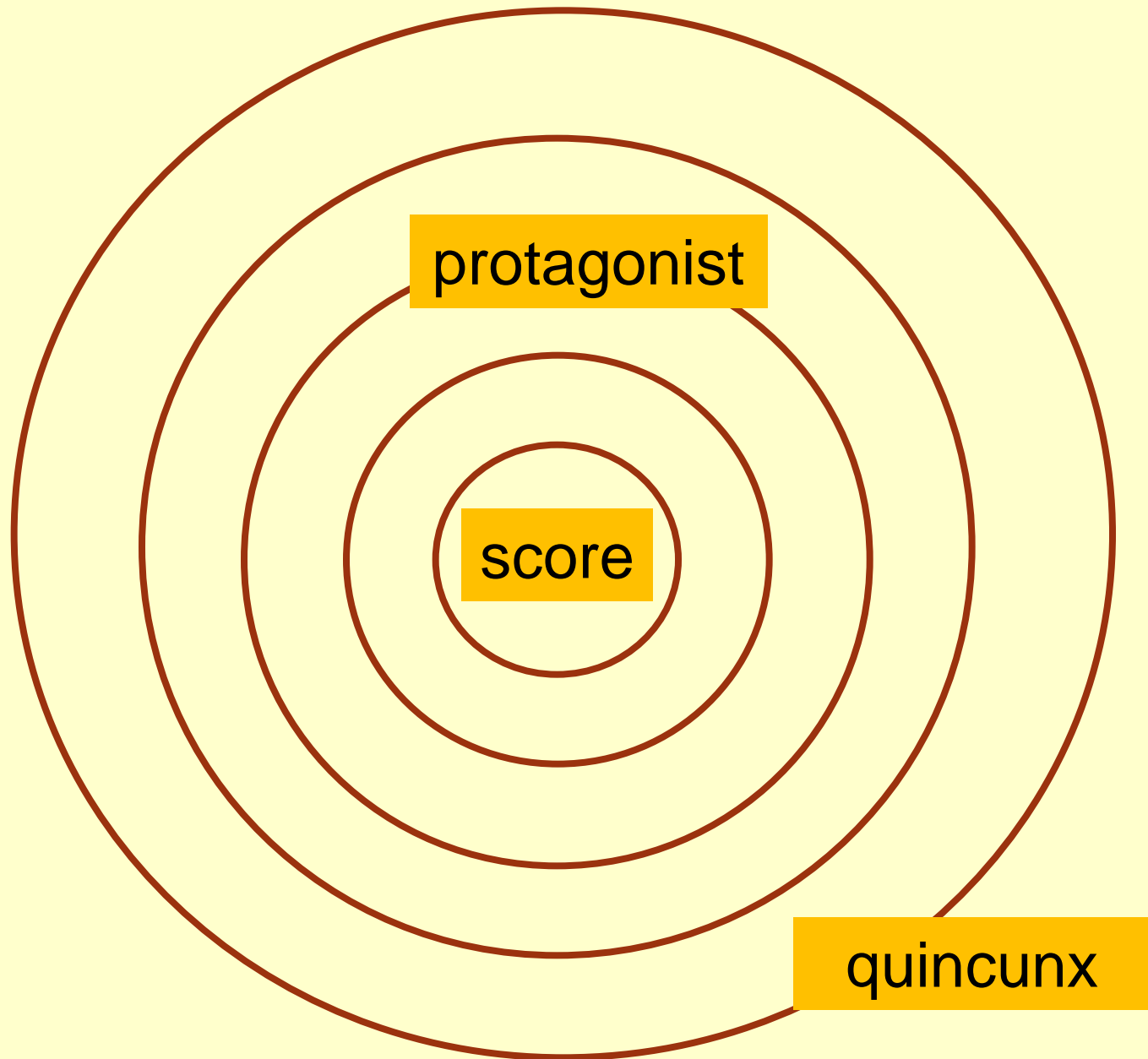
Dale Johnson (2001)

# Word knowledge

(Not an all or nothing  
activity!)

# How well do we know words?

	1	2	3	4
	I know the word and could use it in conversation or in my writing	I know the word and understand what it means	I remember seeing or hearing it before	Don't know it and haven't heard it
score				
hippopotamus				
quincunx				
protagonist				
parsimonious				





# Teaching Individual Words

Which words to  
teach?

# Two pieces from 'middle classes'

## Girl in Goal

ROB CHILDS

1 "Can I play?"

The boys looked round in surprise. They were just about to pick sides for their lunchtime kickabout.

"Go on, let me play in goal."

"You must be joking," said Ben, captain of Gateway Juniors soccer team.

"Girls are no good at football. Clear off, Samantha."

She stayed where she was.

"They called me Sam at my old school."

The footballers grinned at each other and waited to see what Ben would do. He didn't want to be shown up by this new girl in front of all his mates. She was bigger than him and he didn't fancy the idea of trying to get rid of her by force.



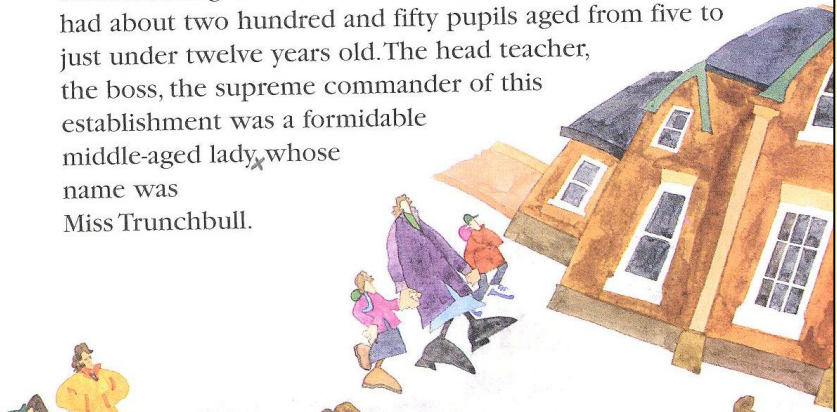
## Matilda

ROALD DAHL

*Chapter Three: Miss Honey*

Matilda was a little late in starting school. Most children begin Primary School at five or even just before, but Matilda's parents, who weren't very concerned one way or the other about their daughter's education, had forgotten to make the proper arrangements in advance. She was five and a half when she entered school for the first time.

The village school for younger children was a bleak brick building called Crunchem Hall Primary School. It had about two hundred and fifty pupils aged from five to just under twelve years old. The head teacher, the boss, the supreme commander of this establishment was a formidable middle-aged lady, whose name was Miss Trunchbull.



# Selecting words for instruction

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Description</b>	Basic words that most children know before entering school	Words that appear frequently in texts and for which children already have some conceptual understanding	Uncommon words that are typically associated with a specific domain
<b>Examples</b>	<b>umbrella, hot, happy</b>	<b>lonely, fortunate, curious</b>	<b>revolution, peninsula, staccato</b>

(Beck, McKeown, Kucan, 2002)



# Girl in Goal

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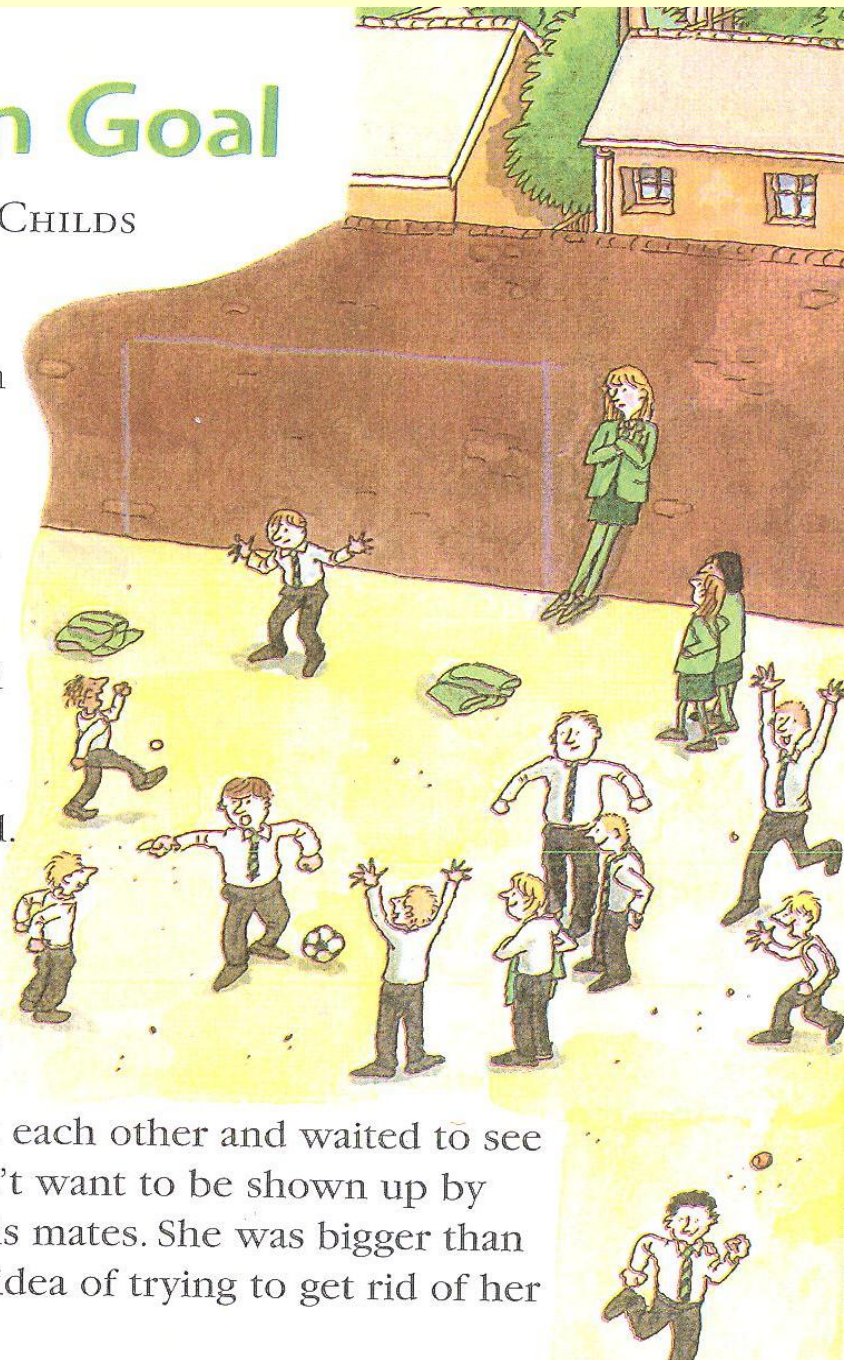
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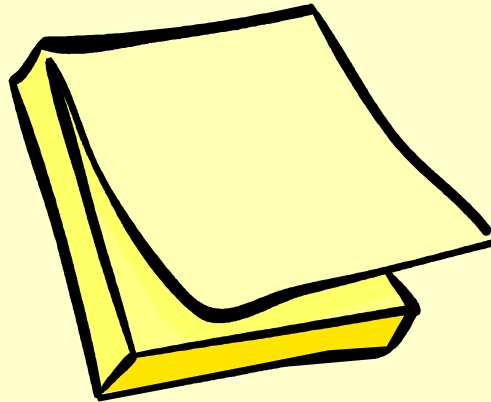
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Word as appears in text	Meaning in the text	Synonym (S) Antonym (A) Other Meaning (O)	Other Words or Interesting Information
<b>pick</b>	choose	<ul style="list-style-type: none"> <li>• select <b>(S)</b></li> <li>• to gather <b>(O)</b></li> <li>• to nibble <b>(O)</b></li> <li>• to steal <b>(O)</b></li> </ul>	<ul style="list-style-type: none"> <li>• “I’ll <b>pick</b> you up after the match....”</li> <li>• “If you lose the key you’ll have to <b>pick</b> the lock”</li> <li>• You can use that <b>pick</b> to break up the ground</li> <li>• “<b>Pick</b> a fight with someone your own size”</li> </ul>
<b>round</b>	behind	<ul style="list-style-type: none"> <li>• straight <b>(A)</b></li> <li>• circular shape <b>(O)</b></li> <li>• stage in a competition</li> </ul>	<ul style="list-style-type: none"> <li>• I’d love to play a <b>round</b> of golf with Rory McIlroy.</li> <li>• The boxer was knocked out in the first <b>round</b>.</li> <li>• After the robbery the police had to be quick to <b>round</b> up the local suspects.</li> </ul>
<b>fancy</b>	like	<ul style="list-style-type: none"> <li>• wish <b>(S)</b></li> <li>• special or unusual <b>(O)</b></li> </ul>	<ul style="list-style-type: none"> <li>• I <b>fancy</b> an ice-cream</li> <li>• <b>Fancy</b> that!</li> </ul>

# Ten Important Words



Analyzing Text to Select Important Words While  
Reading (informational) Text



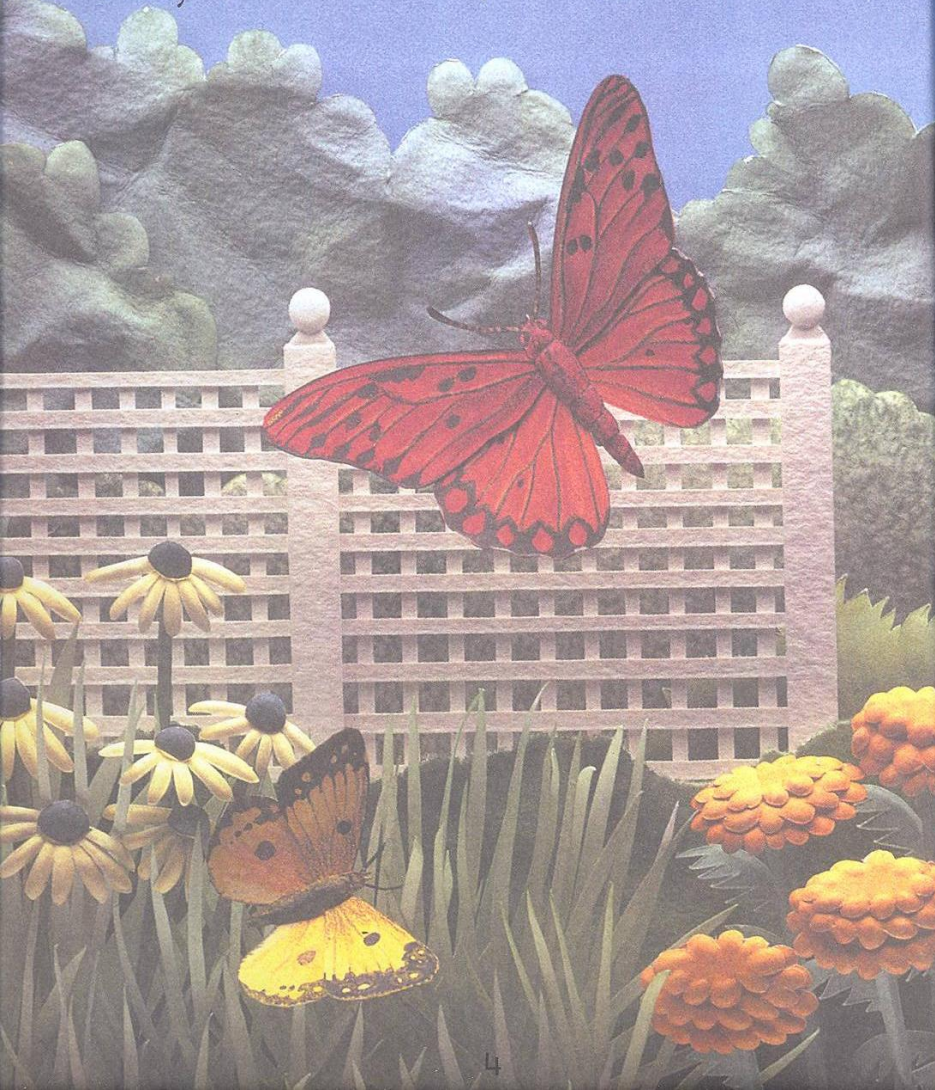
# How can **Ten Important Words** help vocabulary development

## Two objectives

- Support children in using context to identify important words
- Extend understanding of these words through further exploration



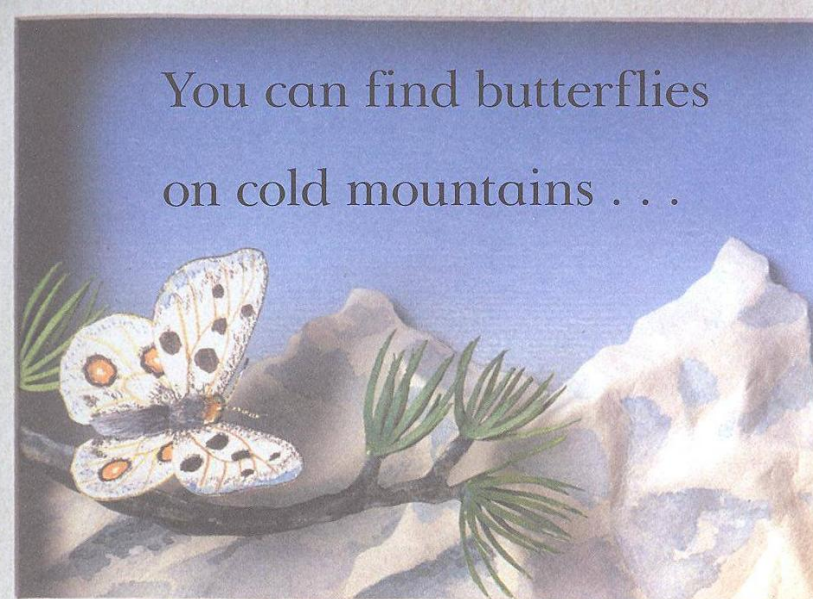
Butterflies live  
all over the world.  
They are in backyard gardens.



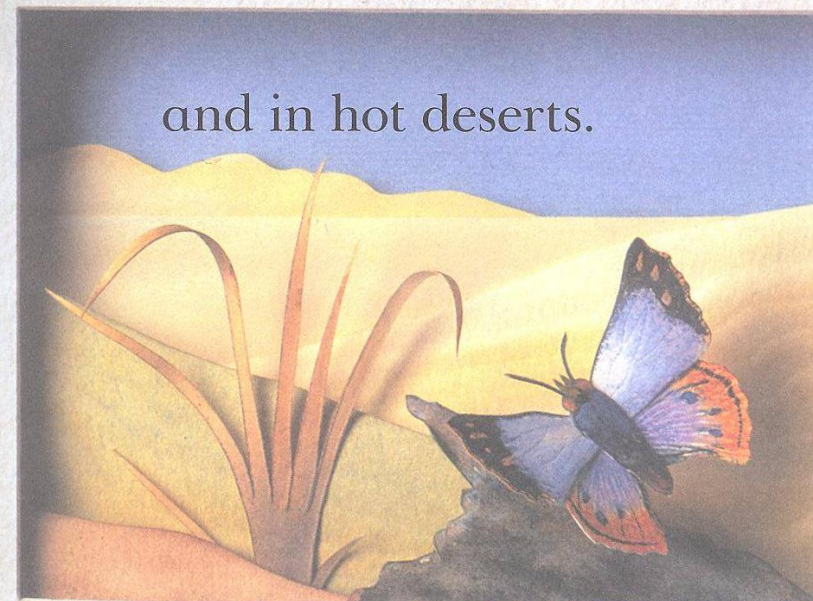




They are in  
rainforests far away.



You can find butterflies  
on cold mountains . . .




and in hot deserts.



Butterflies are insects  
like flies and ladybugs.  
They have six legs,  
a body in three parts,  
and skin that is hard like a shell.  
Like most insects,  
butterflies have wings.





A tiny caterpillar with a yellow body and dark spots is crawling on a dark green leaf. A small, white, star-shaped egg is visible nearby.

A few days later,  
the egg hatches.  
Now it is a tiny caterpillar.

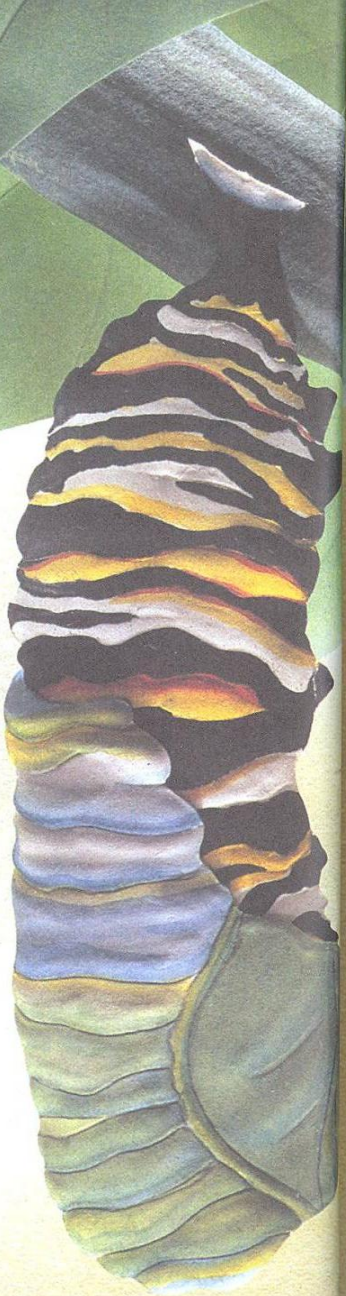
All the caterpillar does is  
eat and rest,  
eat and rest.

It chews up many leaves.


It grows and grows.







Two weeks go by.  
Now the caterpillar  
is ready to change.  
It finds a safe spot  
on a twig or leaf.  
It spins a silk pad.  
It hangs down from the pad.



It looks as if  
the caterpillar is just resting.  
But it isn't!  
Slowly, it sheds its skin.  
Then it forms a hard shell.  
Inside the shell,  
the caterpillar is changing.



# *Butterflies* Important Words Graph

butterfly									
butterfly		wings	caterpillar						
butterfly	insects	wings	caterpillar			flower			
butterfly	insects	wings	caterpillar		egg	flower		spins	
butterfly	insects	wings	caterpillar	fly	egg	flower	sheds	spins	
butterfly	insects	wings	caterpillar	fly	egg	flower	sheds	spins	hard

**One sentence summary:** \_\_\_\_\_  
\_\_\_\_\_

## Prompt Cards

**Pink:** List synonyms or related words for **sheds**.

**Green:** Write sentences using words from the graph.

**Blue:** Pick 4 words and draw a picture.

**Orange:** Find some little words 'hiding' in words from the graph.



Find some little words 'hiding' in words from the graph.

- butterfly: but, butter, fly
- insects: in
- caterpillar: cat, pill, pillar, ill
- spins: in, pin, spin, pins
- wings: win, in, wing

# Process for **Ten Important Words**

- Introduce book/text, read and model
- Create class graph
- Discussion and summary
- Explore the chosen vocabulary (prompt cards)

# Word Learning Strategies

Using definitions and context

Important to have of student-friendly definitions

e.g. Compare these two definitions of *dazzling*

bright enough to deprive something of sight  
temporarily

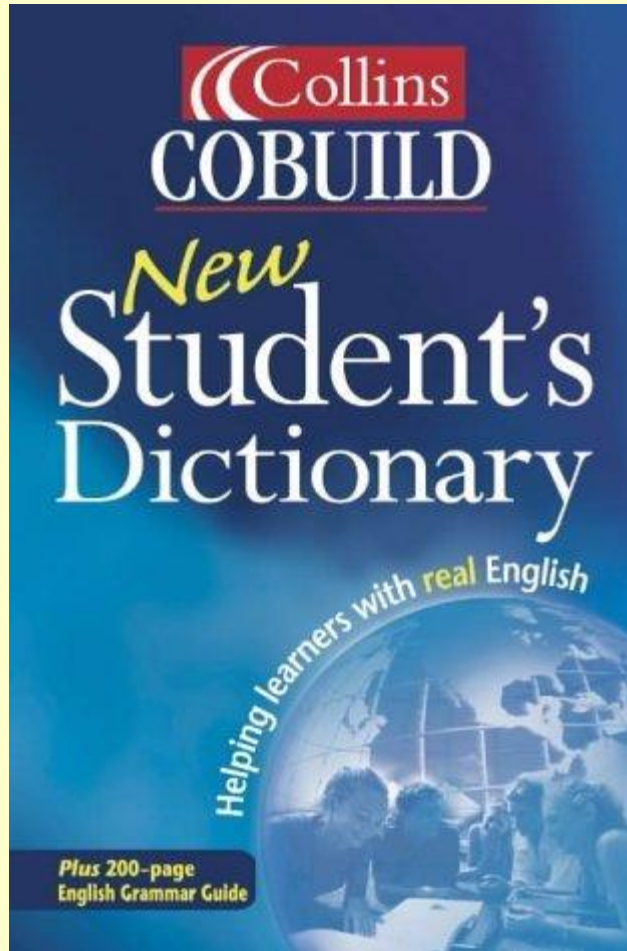
*or*

if something is dazzling , that means that it's so  
bright that you can hardly look at it

# Dictionary Definitions

- (Most) dictionary definitions are not effective for learning the meanings of words.
- Students often take one or two words from a definition to be a word's entire meaning.
- There are often multiple definitions; which is the most appropriate?
- Dictionaries often use the word itself in the definition!

# Clear & Understandable Definitions



**Paperback:** 1088 pages  
**Publisher:** HarperCollins Canada; 2nd edition (January 2002)  
**ISBN:** 0007120346

Defines words in easy to understand language and gives a sample sentence for each word.

e.g. **furious**

Definition: *"if someone is **furious**, they are extremely angry"*

Sentence: *"He was furious at the way his mother had been treated"*

# Contextual Approach

- May not be sufficient as a means of teaching new meanings
- Although John was very rich, his brother was **destitute**.

*not jealous, unconcerned, generous, charitable,*

# Depends on the sentence

## Meaning of *corpulent*

- Mr. Smith was a corpulent man.
- Mr. Smith was a short and corpulent man, with a very large head and no neck.
- Mr. Smith was a corpulent man, who appeared to burst out of his clothes in every direction.

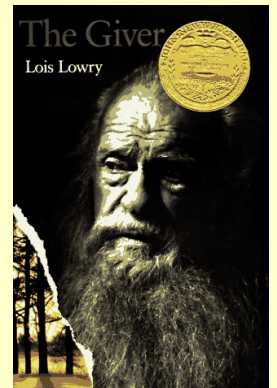


# Using context clues and antonyms

1. He was so **parsimonious** that he refused to give his own sons the few pennies they needed to buy pencils for school. It truly hurt him to part with his money.
2. His brother was the opposite. He always bought gifts for his friends and was really generous.

# Definitional and Contextual Information

"Now he saw another elephant **emerge** from the place where it had stood hidden in the trees. It reached up, broke some leafy branches with a snap, and **draped** them over the mass of torn thick flesh. Finally it tilted its massive head, raised its trunk, and roared into the empty landscape."



# Definitional & Contextual Information

<i><b>Story Sentence</b></i>	<i><b>Meaning</b></i>	<i><b>Our Sentence</b></i>
Now he saw another elephant <b><u>emerge</u></b> from the place where it had stood hidden in the trees.	To come into view; to come up to the surface	Shane can swim under water for one minute before he needs to <b><u>emerge</u></b> to breath
Then it reached up, broke some leafy branches with a snap, and <b><u>draped</u></b> them over the mass of torn thick flesh.	To place casually and loosely; to hang or arrange in folds	We <b><u>draped</u></b> the flag from the top window of our school one week before the All Ireland.

# Deep Processing of vocabulary

# Depth and Breadth of Vocabulary

- Full understanding and use of vocabulary “occurs only over time and multiple encounters.”

(Beck, McKeown, Kucan, 2002)

- Knowing many words is to have **breadth** of word knowledge.

A word's literal meaning, its connotations, semantic associations such as synonyms and antonyms - these refer to **depth** of word knowledge. (August et al, 2005)

# Learning new words...

.....what does this mean?

- Not just learning to recognise words (in print)
- Acquiring new meaning
- In-depth word knowledge

e.g. Children encounter *delicate* and  
*astounding* (Tier 2 words) in their text

# Encouraging Deep Processing

## delicate

Let's play a word game. I'll tell you about some things.

If you think it is weak, say "that's delicate!"

If you think it is not very weak, say "that's not very delicate!"

Examples:

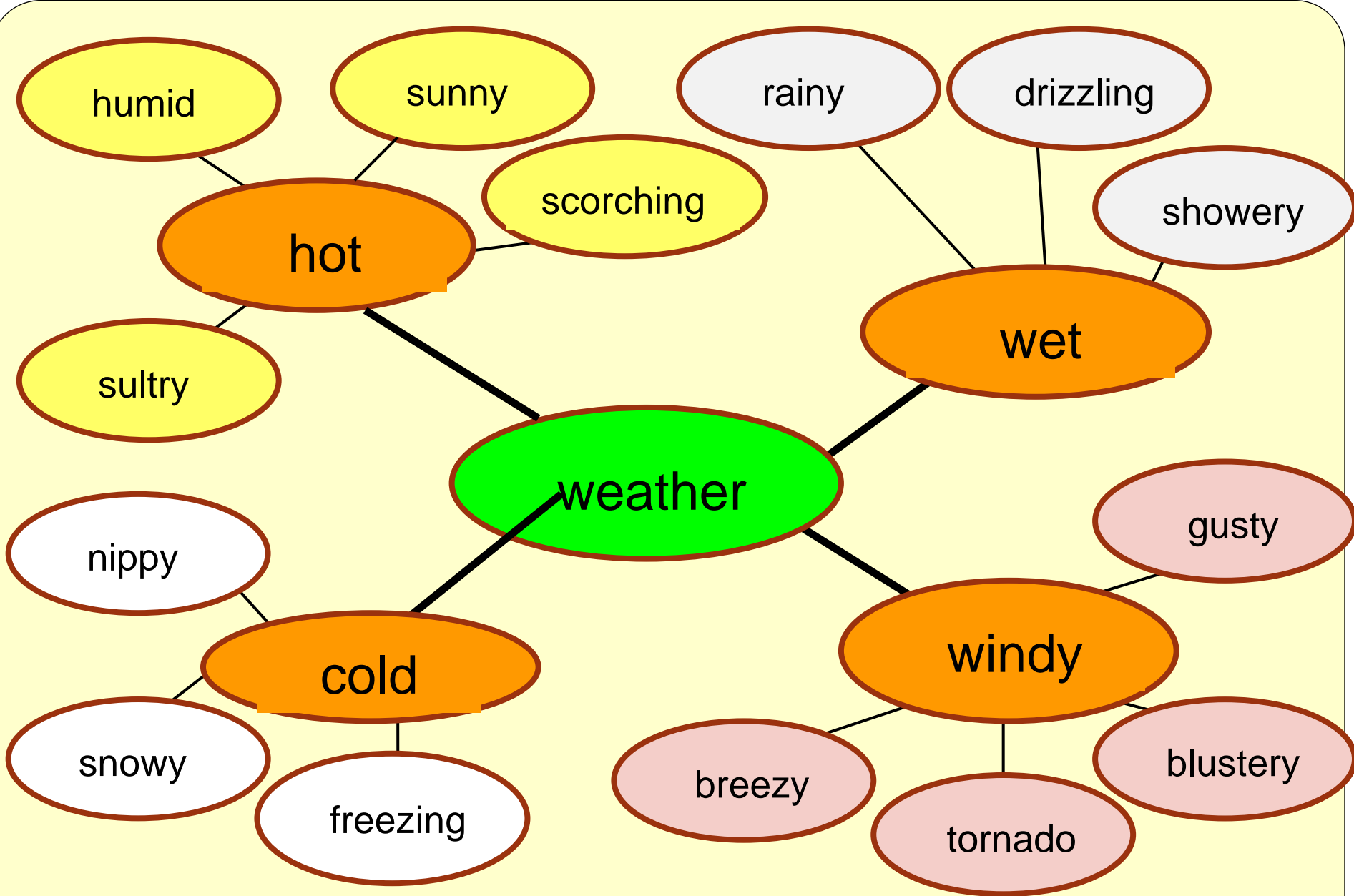
- A big truck on the motorway.
- A little paper airplane on a windy day.
- A tall tower made of straws.
- This school.
- butterfly's wing.

# Astonishing (not just surprising)

Which of the following would be **astonishing**?

- a clock on the wall
- a magician doing a trick
- a cold ice cream
- a cow driving a car
- *Minister Quinn announces a pay increase for principals!*





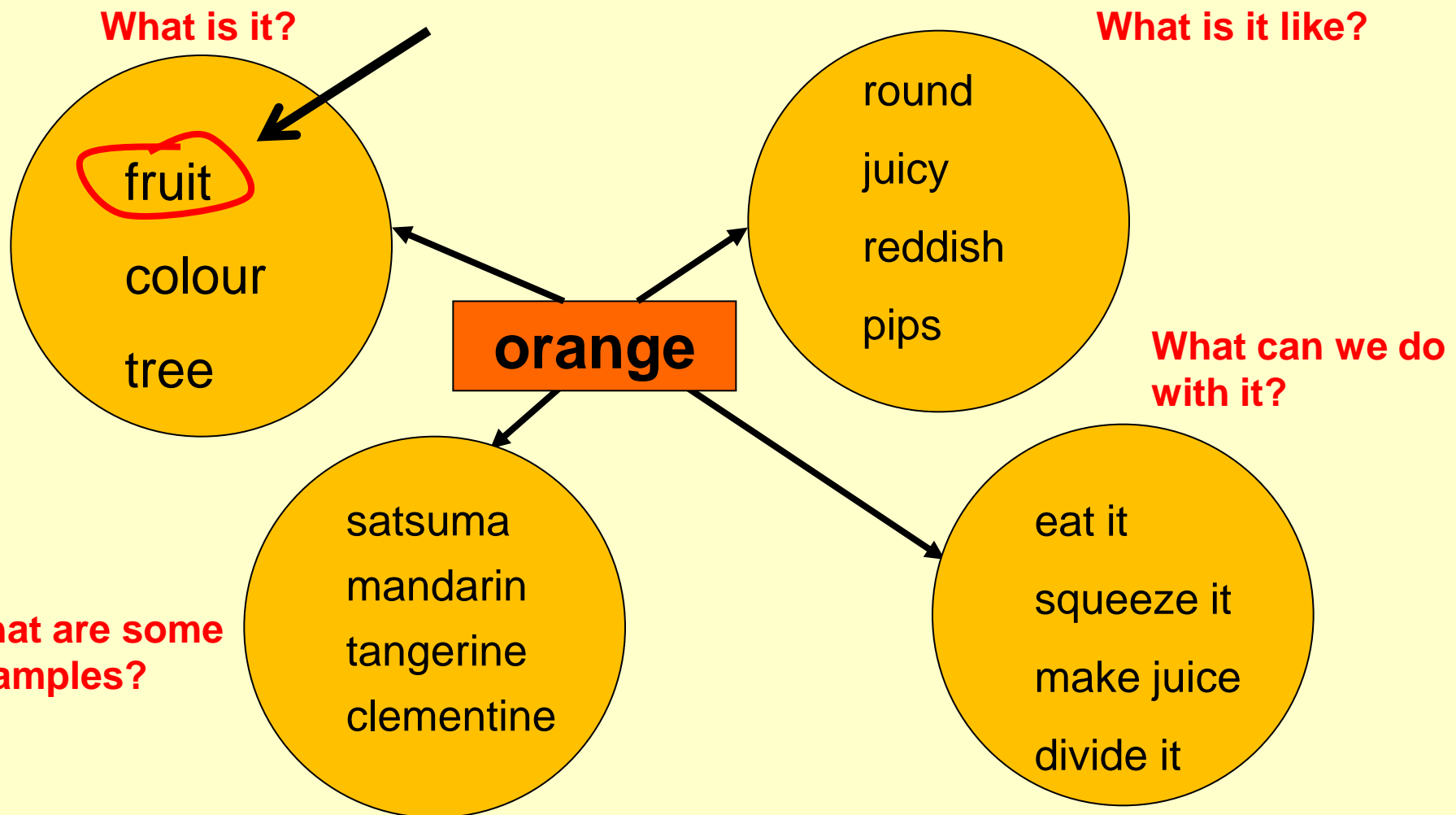
**Semantic map for weather**



Will she like the round juicy orange ...

# Opportunities to Practice

## Examples that Encourage Deep Processing:



# A fill-in-the-blank game using ORANGE

O c t o p u s

(an underwater creature with eight legs)

R i v e r

(something that runs but has no legs)

A \_\_\_\_\_

(a favourite fruit given to a teacher)

N \_\_\_\_\_

(another name for your bellybutton)

G \_\_\_\_\_

(another colour that oranges can be)

E \_\_\_\_\_

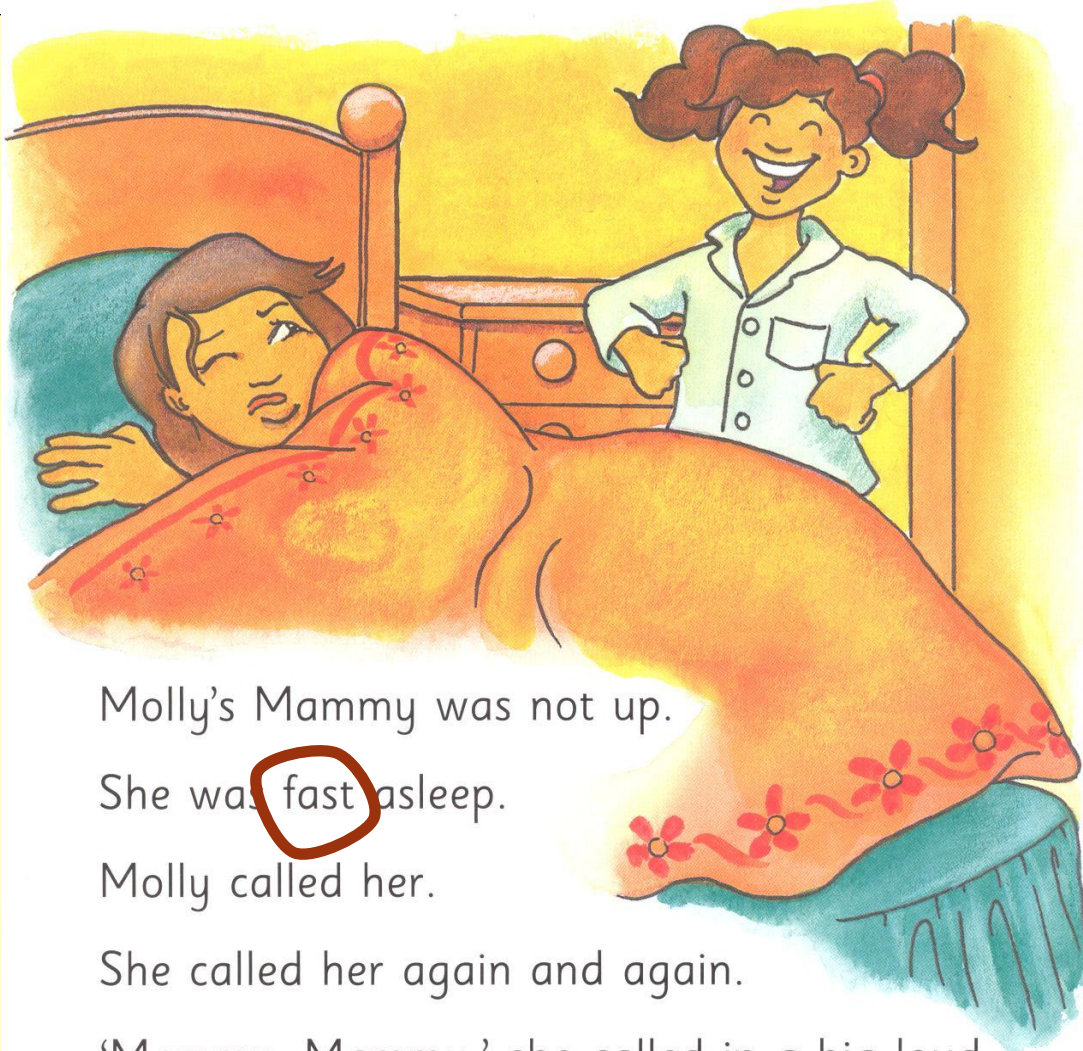
(how often you should eat colourful fruits and vegetables)





GG looked at the orange shorts with the yellow ducks.  
Then he looked at the yellow t-shirt with the big, orange sun.  
'I will look silly,' said GG. 'Everyone else will be wearing a suit.'  
Globby looked at the clock.  
'Hurry up,' he said. 'It doesn't matter what you are wearing.  
They will just want to know all about you.'

Multiple meaning  
and deep  
processing



Molly's Mammy was not up.

She was fast asleep.

Molly called her.

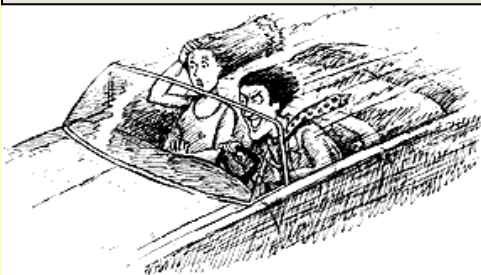
She called her again and again.

'Mammy, Mammy,' she called in a big loud voice. 'You have to get up now. You are late. You are very sleepy in the morning but Lucy and I are not sleepy at all.

Mammy, I think **you** are the sleepyhead!'



On my street a car  
drove extremely  
**fast** by my house.

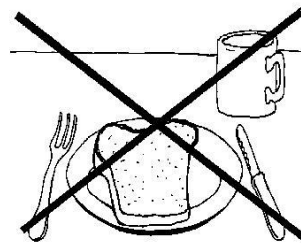


I kept a **fast**  
grip on the bar  
throughout the  
ride.

Molly's Mammy was not up.  
She was fast asleep.



My watch  
was  
running  
**fast**.



When people  
**fast** they  
usually don't  
eat.



# Multiple meaning words and context

- Mark spread some \_\_\_\_\_ on his bread.
- I was late for work because of the traffic \_\_\_\_\_.
- Sarah had to \_\_\_\_\_ all her clothes into one suitcase.
- The driver had to \_\_\_\_\_ the brake pedal to the floor to stop the bus.

# Homograph Matrix

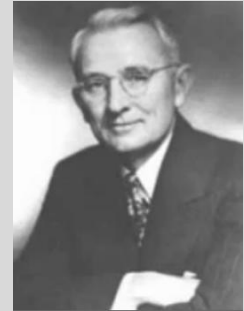
fish	_____	bottom of your shoe
Nation	_____	rural area
not absent	_____	gift
unkind	_____	average

# Word Consciousness

(fostering an awareness and  
love of language and words)

**People rarely succeed unless they  
have fun in what they are doing.**

**- Dale Carnegie**



# Strategies for creating word consciousness

- Word walls
- Words of the week  
<http://learnenglishkids.britishcouncil.org/en/word-week>
- Word Jars
- Word journals
- Etymology
- Portmanteaux
- Word Play
- Games



# Capitalising on children's sense of rhyme

1. A high fence is a tall \_\_\_\_\_
1. A happy father is a \_\_\_\_\_ Dad
2. An ill hen is a sick \_\_\_\_\_
3. A tent light is a \_\_\_\_\_ lamp

# Hink Pinks

1. An unhappy boy is a sad lad
2. A warm saucepan is a \_\_\_\_\_
3. An endless tune is a \_\_\_\_\_
4. A jet runway is a \_\_\_\_\_

# Hinky Pinky

- improved symbol of the alphabet better letter
- friend who fell in wet dirt \_\_\_\_\_
- rabbit that tells jokes \_\_\_\_\_
- Violin in the centre \_\_\_\_\_
- Box for rocks \_\_\_\_\_



# Homophones

- ▶ What might you call seven days in a row that are not strong?

weak week

- ▶ What would you call a aircraft that is not fancy?

*plain plane*

- ▶ What would you call when glass in a window has an ache?

*pane pain*

Interrelatedness

# Interrelatedness

Vocabulary expansion involves not just the acquisition of the meaning of individual words but also learning the relationships among words and how these words relate to each other.

Pikulski & Templeton 2004

# Words Sorts

stallion, mare, goose, bull, cow, gosling, hen, filly,  
gander, chick, colt, foal, rooster, calf, horse

stallion, mare, bull, cow,, colt, foal,  
calf, horse, filly

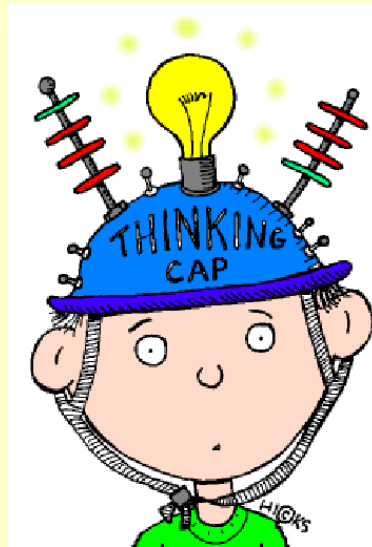
hen, rooster, goose  
gander, chick, gosling

stallion,rooster, bull, colt, gander

mare hen, goose, filly, cow

foal, calf, gosling, chick, horse,

# Making connections between words with semantic gradients



# Gradable Antonyms

- Choose a gradable antonym (*eg: hot/cold, big/small*)
- Split into groups of 4 or 5 or into two teams
- Brainstorm related words in the groups  
(*eg: hot, cool, cold, warm*)
- Arrange the words in a continuum  
(*eg: hot, warm, cool, cold*)
- Share and discuss the word lists with the group



# hot / cold

blistering

scorching

hot

warm

cool

cold

icy

freezing

# Semantic Gradient

like

adore

fancy

cherish

love

admire

exalt

adulate

treasure

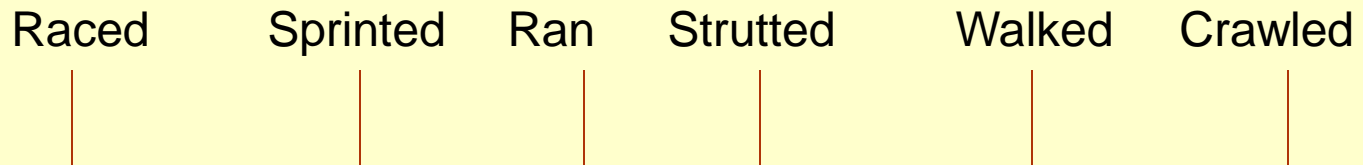
**Least**



**Most**



# Semantic gradient in context



- John \_\_\_\_\_ down the street.
- John frantically \_\_\_\_\_ down the street.
- John \_\_\_\_\_ down the street. He was extremely proud of the award that he had received.

Greenwood, S.C., & Flanigan, K. (2007). Overlapping vocabulary and comprehension: Context clues complement semantic gradients. *The Reading Teacher*, 61(3), 249-254.

## Exploring a concept in relation to other words



Something was coming. Chip picked  
up the pin.  
“Oh help!” he said.

# Semantic mapping



# Strategies for teaching words

(Using graphics to help with  
vocabulary development)

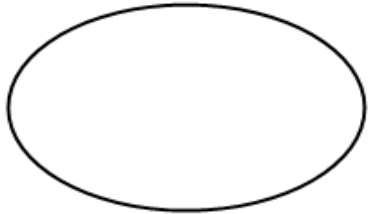
# Semantic Feature Analysis

transportation	<i>Typical Characteristics</i>				
	Has only two wheels	Needs fuel	Has more than two wheels	Has a door	You see them regularly on the road
car		X	X	X	X
bus		X	X	X	X
bicycle	X				X
ship		X		X	
train		X	X	X	
skateboard			X		?
tricycle			X		?

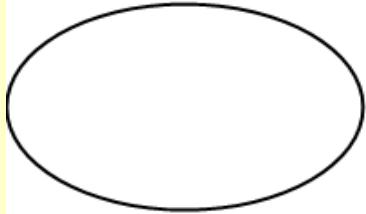
## Own the Word

My Definition:

Synonyms:



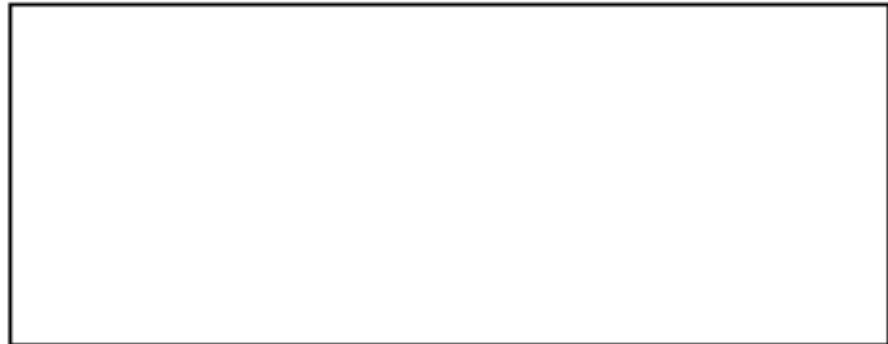
Antonyms:



Word:

My Sentence:

A picture to remind me of this word:



## Vocabulary Graphic Organiser: Word Chart

Word	
Definition	
Synonym	
Antonym	
Use in a sentence	
Draw a picture	



## Vocabulary Graphic Organizer: Vocabulary Map

A central rectangular box labeled "Word" is connected to five other boxes. Above it is a large box for "Definition" with two horizontal lines. Below it is a box for "Use the word in a sentence" with two horizontal lines. To its left are three circles labeled "Part of speech", "Root", and "Prefixes, Suffixes". To its right is a large vertical box for "Draw a picture".

Definition

\_\_\_\_\_

\_\_\_\_\_

Part of speech

Root

Prefixes, Suffixes

Word

Use the word in a sentence

\_\_\_\_\_

\_\_\_\_\_

Draw a picture



**What is it?**

animal  
reptile  
snake

**What is it like?**

long  
scaly  
legless  
slithery  
scary

**serpent**

**What are some  
examples?**

cobra  
python  
king  
copperhead  
cottonmouth

(Foil & Alber, 2002)

## Learn & Draw a Word

**Word:** *laugh*

**Means:** *making sounds to show you are happy or think something is funny*

**Synonym:** *chuckle, giggle*

**Antonym:** *cry, weep*

### Sentence & Picture

*I had to laugh when I saw the clown fall into the bucket of water*

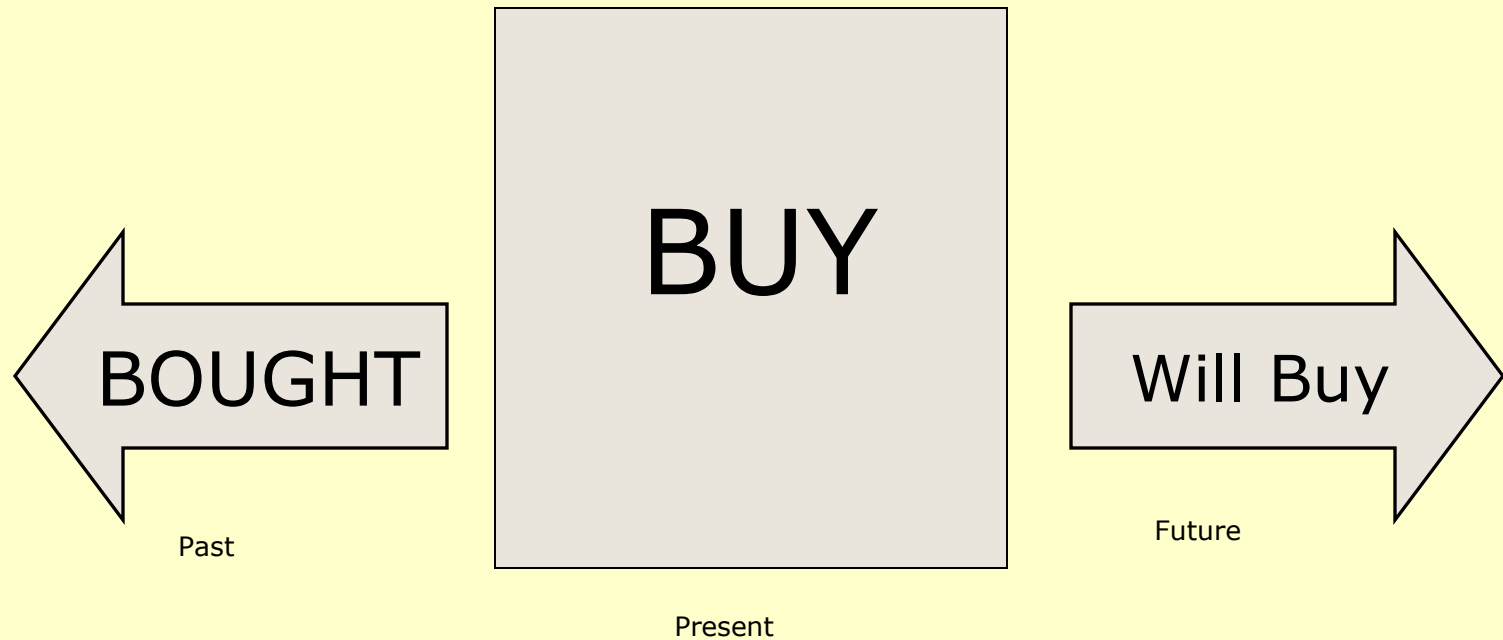


Strategy adapted from: Nickelsen, L. (1999). *Quick activities to build a voluminous vocabulary*. New York: Scholastic, page 19.

# Semantic Clusters for a Word Wall

Furniture	Animals	Feelings	Food	Things we use
<i>table</i> <i>chair</i> <i>bed</i> <i>seat</i>	<i>fox</i> <i>elephant</i> <i>mouse</i> <i>monkey</i> <i>chicken</i>	<i>happy</i> <i>sad</i> <i>upset</i> <i>angry</i> <i>afraid</i> <i>brave</i>	<i>bread</i> <i>jam</i> <i>vegetables</i> <i>pizza</i> <i>sandwich</i> <i>meat</i>	<i>scissors</i> <i>fork</i> <i>hammer</i> <i>pen</i> <i>ladder</i> <i>Microwave</i>
People	Games	How we move	What people do	How we travel
<i>brother</i> <i>sister</i> <i>mother</i> <i>father</i> <i>aunt</i> <i>cousin</i> <i>parent</i> <i>child</i>	<i>football</i> <i>basketball</i> <i>chess</i> <i>hopscotch</i>	<i>walk</i> <i>amble</i> <i>sprint</i> <i>crawl</i> <i>run</i> <i>hop</i>	<i>Teacher</i> <i>Doctor</i> <i>Judge</i> <i>Nurse</i>	<i>Train</i> <i>Airplane</i> <i>Boat</i> <i>Bicycle</i> <i>Ship</i> <i>Bus</i> <i>car</i>

# A Graphic Way of Showing Tense



Vocabulary and writing



My adventure in jungle  
 Once upon a time I was  
 on a big African Safari.  
 My mum gave me a  
 camera. I went to  
 take a picture of a  
~~herd of elephants~~ the  
 group of elephants  
 I turned around. It was  
 terrifying. I was very  
 very frightened. Suddenly  
 I heard a loud growl behind  
 It was Shiran. He  
 came creeping up to  
 me. I found dinner. Sade  
 Shiran. I ran as fast  
 as I could but Shiran  
 was faster. Suddenly I  
 got lost and I ~~relist~~  
 I was in the jungle. I  
 started and looked around.  
 When it turned night time

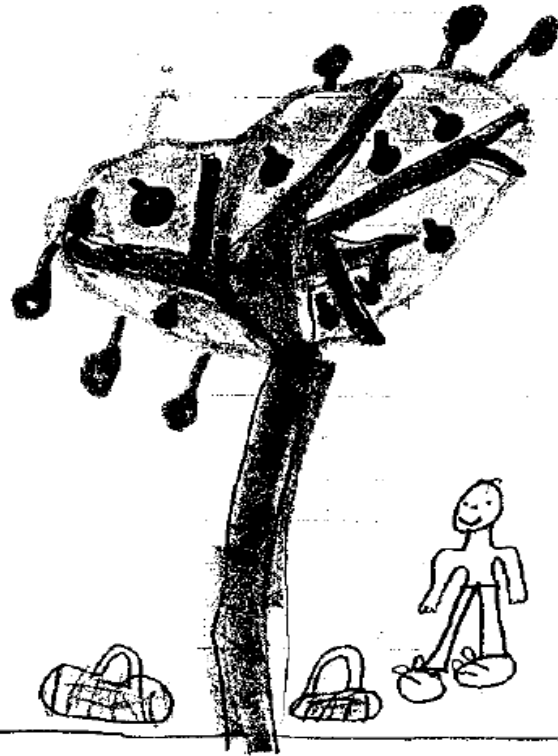
I looked up at the  
 moonlight and hoped to  
 get home next morning.  
 I woke up and went looking  
 for my breakfast.

adventure ..... ✓  
 African ..... african  
 safari ..... ✓  
 camera ..... camrea  
 herd ..... ✓  
 elephants ..... elephens  
 group ..... groop  
 terrifying ..... terafing  
 loud growl ..... loud grol  
 creeping ..... ✓

realised ..... relist  
 jungle ..... ✓

moonlight ..... ✓

breakfast ..... Brekfast



My favorit part is about  
when they pact the apls  
BECAUSE the apls are joosee  
and crachee.

Míle Buíochas

[gene.mehigan@mie.ie](mailto:gene.mehigan@mie.ie)