

Dr. Anita Archer: Vocabulary Development 2/03

Overview

In many ways the “Reading Gap”, especially after 2-3 grade is essentially a Vocabulary Gap - and the longer students are in school the wider the gap becomes. What we can do to close this gap is the heart of our work today!

Active Participation: Must Insure ALL Kids Active in Each Phase of Learning

- by late elm/middle & high school many kids feel just having their bodies there ought to be enough...the whole notion of “hand raising” driven discussions don’t work - same kids dominate the discussions - and it is usually the high performers/fluent in English etc.
- must get all kids engaged - not just the most proficient/high performers/fluent in English
- : must avoid the unintentional, but all too common “teach the best & leave the rest”
- practices to avoid: 1) hand raising for discussion, round robin reading, blurting - this is especially important in vocabulary development - both expressive and receptive!
- practices to use include:

1) **choral responses** -all say together-wakes kids up -give thinking time - the respond

2) **partner responses** - most useful for content area reading instruction

- teacher chooses - high with middle performing, middle with lower
- give a designation of 1 or 2 (or whatever)-so you can choreograph involvement
- regularly ask kids to share answers with partners BEFORE you randomly call on them: many benefits including:

1. kids would get feedback from their partner

2. more time to think and rehearse - encourages reflection

3. likely to be more confident and willing to share with the group

4. more kids participating

5. more kids more attentive/engaged & interested in others responses

to compare/contrast with their own

** especially important for vocabulary development: it is an active language using process - not a passive watch the teacher or watch your peers!!

3) **written responses**

- good to have kids write things to focus their attention/thoughts & to hold them accountable for responding to your directions (e.g. activate prior knowledge etc.)

** **Randomize** calling on individuals **AFTER** students have shared answers with partners
FIRST - goes a LONG way toward increasing participation in mixed ability classrooms

WHY:

- students more comfortable - feeling safe
- student get to think/rehearse
- students get to have feedback on their answers - more accurate

* set them up for success - more confident = more enjoyment/success/engagement

** **Randomize w/Cards** - for older students uses the Playing Card method - pass out a

**** Randomize w/Cards** - for older students uses the Playing Card method - pass out a playing cards,
have a parallel deck (e.g. Queen of Hearts raise your hand), also use it during independent work, if students have a question - just turn card over and continue working - as I monitor I help students - avoids the “hand in the air” waiting routine...
- can also use cards to form teams - and assign roles (highest card is leader, lowest is recorder), can also do quick “huddle groups” - spades over here , hearts over there - and discuss ____.... had a class the other day where Anita had to teach what cards were in terms of order/suits/etc. - never commit “assume - a - side”!!
May be in BIG bodies - but many have LOW prior knowledge...

Agenda for the Day

- 1) Importance of Vocabulary**
- 2) Differences in Student’s Vocabulary**
- 3) Gaining Vocabulary from Read Alouds**
- 4) Explicit Vocabulary Instruction**
- 5) Vocabulary Strategies - Independent Student Directed**
- 6) Gaining Vocabulary from Reading Books**
 - importance of independent reading
 - need for struggling to read independently (but can’t count on this for struggling kids - need to work on both ends - independent & teacher directed instruction)

Topic One: Importance of Vocabulary

- * Vocabulary instruction leads to gains in comprehension
- * Vocabulary is related to overall achievement
- * Vocabulary is the mark of an educated, literate individual

Moats found after gr. 3 - vocabulary the key predictor of comprehension
Nagy et al found vocabulary a primary predictor of overall academic achievement
Good vocabulary teaching makes students excited about words and leads to them attending more closely to them (Stahl et al., 1998)

List individually - then share w/partner additional ideas re: Importance of Vocabulary

- * importance of vocabulary for ELLs
 - huge range of ELLS - many have large conceptual background, just need the

- new language labels
- many others do not have the conceptual base - need both concept and label
- vary diverse group - various levels of ELD (English Lang Devl)
- * huge range of conceptual variation in English speakers as well...
- * opportunity to gain new ideas as reading/listening
- * you feel smart when you can use vocabulary effectively
- * learn new ideas more quickly, see relationships, be more independent
- * allows you to put information together in novel ways
- * allows you to express yourself w/more precision in both speech and writing
- * overall ability to communicate in both verbal and written form
- * simple enjoyment!

Clarifying example: what is this author saying? discuss w/your partner:

“Paula put down her pirn, wrapped her self in a paduasoy, and entered puerperium.”

- * story about weaving - pirn is a tool for weaving - silken robe of Japanese style and entered the time that was the beginning of labor to birth...
- * no access to meaning because we didn't get the vocabulary...

Topic Two: Differences in Students' Vocabulary

Meaningful Differences - Hart & Risely 1995

* By the time children were age 3, parents in less economically favored circumstances had said fewer words in their cumulative monthly vocabularies than the children in the most economically advantaged families in the same period of time!

<u>Age 4</u>	<u>Cumulative Vocabulary</u>
Children from professional families	1100 words
Children from working class families	700 words
Children from welfare families	500 words

Total Words Heard

* Found huge differences in total words heard per hour, day, week, year also based on parents income/educational level: from 616 words per hour in welfare families to 2,153 words per hour in professional families...

Quality of the Interaction

* Professional families used far more “vocabulary expansions” in their interactions, whereas welfare families used far more directives (short do this/ stop that kind of phrases)

Other research

- * children who enter school with limited vocabulary grow more discrepant over time!
- * we can as teachers - mitigate this somewhat so the accident of your birth is not the total predictor of your future!!
- * High SES first graders knew twice as many words as lower SES kids!
- * focus of the day will be on what we can do to reduce this gap via focused, effective vocabulary instruction

Big Ideas in Vocabulary Instruction

When Should I Teach the Words Before Reading?

- if students are doing the reading independently
- older students

Or When Might I Teach the Words After Reading

- teacher read alouds w/younger kids
- teacher bridges understanding during reading

**** Be Cautious of De- contextualize Vocabulary Programs - they don't work!**

- words of the week
- power words from Reader's Digest
- various cassette tape programs
- context is critical to both understand words and using them enough in our reading, writing, speaking, listening to actually learn the words such that they build our lexicon!

**** Dictionaries are NOT good teaching tools if we don't know the word!**

- dictionaries are wonderful AFTER we know something about the word, to find other forms of the word, etc. but students need teaching w/explanations to introduce new word meanings!!

Topic 3: - Gaining Vocabulary from Read Alouds

* for younger kids, K-2 - their decodable books are great for learning how the code works - but not for comprehension and vocabulary: need effective read alouds for the high level vocabulary and comprehension!

* Anita demonstrated effective read alouds - interactive and engaging using the principles of effective Read Alouds!

"Enemy Pie"

- chorally say the title together
- clarify how pie is something they know (1's tell 2's favorite pie)
- clarify enemy - someone who wants to hurt us
- hum - "I wonder what enemy pie will be about?"

* Begin the reading... stop every now and then to pose a question based on the text

* Begin the reading... stop every now and then to pose a question based on the text for partners to respond to...

Vocabulary Can Be Gained by Listening to Others Read

- * Listening to a book being read can significantly improve children's expressive vocabulary (Nicholuson & Whyte, 1992; Senechal & Cornell, 1993)
- * Children do acquire vocabulary when provided brief explanations as novel words are encountered in context (Beck et al, 1982; Elley, 1989, Whitehurst et al. 1998)
- * Choose stories that attract and hold children's attention (Elley, 1989).
- * The frequency of the target words in stories influences the acquisition of new vocabulary. (Leung, 1992)
- * For young students, repeated readings of a story are associated with greater gains in vocabulary. (Senechal, 1997)
- * Active participation during the story book reading impacts learning (Dickerson & Smith, 1994; Senechal, 1997).
 - choose natural stops - for brief interaction; wakes kids up, connects them
- * Teachers should model "word awareness". Show students that words are important, interesting, and fun.
- * Rich discussion before and after reading of the book is useful.

Beck et al. (Bringing Words to Life: Rich Vocabulary Instruction, Guilford 2002), after reading a story or a chapter - pick 3-5 words for direct teaching - the basic instructional sequence is:

- 1) Select words for direct instruction
 - * unfamiliar to the students
 - * not too difficult to explain
 - * words that "travel well" - "mortar words" usable in many different contexts

Examples:

Make Way for Ducklings

- enormous
- delighted
- beckoned

The Popcorn Dragon

- envious
- forlorn
- delighted

- 2) Read the Story
 - as you read the story, engage students by asking them questions, briefly explain novel words as you encounter them, discuss the story after reading
- 3) Contextualize the word within the story.
 - “In the story, Lisa was *reluctant* to leave the laundromat without Corduroy.”
- 4) Have the children say the word.
 - “ Say the word - reluctant”
- 5) Provide a student-friendly explanation of the word.
 - “*Reluctant* means you are not sure you want to do something.”

** Problem w/dictionary definitions - they are driven by being precise and succinct - often leaves a student confused: e.g. Production: the outcome of producing...!!

The definitions/explanations should use known vocabulary and be easy to understand. You may wish to fold and example right into the explanation.

Other examples:

“*Exhausted* means feeling so tired that you can hardly move”

“ When someone is a *nuisance*, he or she is bothering you.”

- 6) Present examples of the word used in contexts different from the story context.
 - young kids often limit new words to the story context - so very important to provide a range of examples right away to expand their vision of the new word...
 - “Someone might be *reluctant* to eat a food that he or she never had before, or someone might be *reluctant* to ride a roller-coaster because it looks scary.
- 7) Engage the students in activities that get them to interact with the new words.
 - check for understanding and provide more experience with the words...

Generate Examples

“Tell about something you would be *reluctant* to do. Try to use *reluctant* when you tell about it. You could start by saying something like. “I would be *reluctant* to ____”

Answering Questions/Giving Reasons

- must get students beyond simple regurgitation - and memorization - they need to process the meaning in order to create their own connections/build understanding

* Why might a person be *reluctant* to eat a new food?

* Why might a child be *reluctant* to come to first grade?

* If you were *reluctant* to go to a party, what could you do to make yourself feel better about doing it?

* Show me how a *reluctant* broccoli eater would look?

* If you were *reluctant* to touch a snake - how would you look?

Choices (Examples and Non-examples)

* If any of the things I say are examples of *reluctant*, say *reluctant*. If not don't say anything (or signal with a thumbs down!)

- A first grader who runs into class. (Non example)

- A first grader who stands by the door and doesn't want to come into class. (Ex.)

* note how these are "minimal pairs" - close but distinct...

- A student who won't raise his hand. (Ex)

- A little boy who puts only one toe in the swimming pool. (Ex)

- A little boy who dives into the pool. (Non-ex)

* again - this is a minimal pair - close but causes the student to hone in on the critical difference that makes one reluctant and another not...

8) Have the students say the word again.

9) Review the vocabulary

Post the book cover and the 3-5 words for the book on the bulletin board

- prompts teachers and kids to use the words...

Incorporate the words into daily language.

- "A few people seem *reluctant* to try reading these words alone.

Let's practice a little more".

- "Claire are you *reluctant* to share with the class?"

Practice Activity #1: Choosing Appropriate Words to Teach

Provided "mortar words" from a first grade and fifth grade selection:

1) Select words for instruction from the chapter/book.

* unfamiliar

- * not too difficult to explain
- * easily used in spoken language in different contexts so kids can generalize and integrated it into their vocabularies

** share w/partner which words you choose and why...

e.g. enemy, horrible, invited, relieved, gratitude, fragile, loitering, roguish

* thinking when choosing words from Enemy Pie:

- didn't pick trampoline - a brick word - easy - just tell kids, show the picture
- didn't pick disgusting - kids had the concept easily
- didn't pick ingredient - not much context for use in gr. 1 - so clarified in reading
- did pick:
 - enemy - many uses, travels well
 - invited - very useful, easy to teach, met our 3 criteria
 - relieved - easy to explain, many contexts to use, generalizes well

** gr. 5 example

Cathedral - new label - just told them

covered - did choose - rich word, often used in stories

hidey-hoe - skip it - author made it up

fragile - did choose - great academic word - high utility

oleander - skip, doesn't travel well (like many brick words)

fastidious - did teach, great word, fun to say, travels well, easy to generalize

loitering - did teach, many contexts, etc.

roguish - did not teach, great word but few contexts

adventure - they knew it... didn't teach

Activity Two: Provide student friendly explanations that:

- a. use words the student already know
- b. are easy to understand
- c. characterize the word and how it is typically used
(embed an example - students are likely to be familiar with)

<u>Word</u>	<u>Dictionary Definition</u>	<u>Student- friendly explanation</u>
<i>enemy</i>	a person who has hatred for, or wishes to cause harm to another; a hostile nation or military force	A person who REALLY hates someone and wants to hurt them
<i>relieved</i>	to free from pain, anxiety	Feel better because something bad didn't happen, you feel relieved
<i>gratitude</i>	the quality or condition of being grateful	thankful,

* often helpful to provide an example or action right in the context of the explanation...

Now we have selected the words, we have provided a student-friendly explanation, we need to engage our students in activities to firm up their understanding, provide multiple exposure and get them to use the words... make connections

Activity #3 Engage the students in interacting with the word.

Word: fragile

Student friendly explanation: If something is fragile, it will break VERY easily like a glass.

Generate examples:

“Tell about some objects that could be fragile...”

Answering Questions/giving reasons:

“Why might a vase be fragile?”

“If a vase was fragile, how might you protect it?”

Choices (Examples and NON-examples):

“If any of the things I say are examples of fragile. say fragile - if not, put your thumbs down...”

Example:

Non- example:

Topic 4: Explicit Vocabulary Instruction

**** What Words Should Be Taught?**

Select words that:

- 1) Are unknown to the students,
- 2) Are important to understanding the text,
- 3) Likely to be encountered in the future
 - a. are high frequency words

b. are tier two words - or “mortar words”

Tier One - basic words - most students have concept & label

- *clock, bed, radio, come, see*

* don't spend much time - just tell them or kids know them

Tier Two - high frequency academic language “mortar words”

mature language learners use across contexts

- fortunate, absurd, facilitate

Tier Three - low frequency words w/domain specific meaning

but do not generalize well - don't travel well, “brick words”

- tundra, isotope, lathe, lava

** Emphasis need to be on Tier Two - even in content classes -need to include some tier two words that do generalize...

- 4) Select a limited number of words for explicit instruction and subsequent practice and review - usually 5-10 words per chapter/selection
- 5) Simply tell the students the meaning of the other words - just bridge them for today in the reading - don't expect long term retention

Activity #4

7th grade reading: The Sultan's Pearls

Choose words for direct vocabulary instruction

Choose words that are:

- 1) unknown
- 2) important to understanding the text
- 3) likely to be useful in the future
 - a. high frequency
 - b. tier two or “mortar words”
 - c. characteristic of mature language users

- pair up with your partner and see what you came up with and why...

Just tell: Sultan, pearls

Teach: abundant, justice, assistance, remarkable, dismay
(picked remarkable - could also teach the suffix able -and how it modified remark)

How Should We Teach Vocabulary? Big Ideas From the Research

* When teaching vocabulary, use a combination of definitional and contextual approaches. (Stahl, 1993)

* Introduce a student-friendly explanation of the word: "Definition Plus"
Word: Harmonious

Glossary definition: = combined in a pleasing arrangement

Student friendly explanation = harmonious is used to talk about a number of things that are put together in a pleasing or positive way,

Plus: for example, notes in a song that sound lovely are harmonious. When a group of people work well together, their work is harmonious.

Activity #5: Student Friendly Explanations - from 7th gr. Prentice Hall LArts

<u>Word</u>	<u>Dictionary</u>	<u>Explanation</u>
compulsory	enforced, required	have to do it, no choice like home work in math
affluence	wealth, abundance	lots of money, rich, like Bill Gates or Shak

** can also add the category of part of speech if this is an issue for the kids, "this is a person - so it is a noun, then tell the meaning"

Q: Does vocabulary go beyond individual words to phrases? YES!

- "... the car caught my eye"... kids thought it meant run over, so you do need to clarify in phrases as well... including idioms...

Concept Teaching for Words That Have New Conceptual Information (Frayer/Brunner)

- * attributes
- * rich information about the word, images, gestures etc.
- * examples/non examples

Steps:

1. Briefly introduce the new concept to the students and clarify the specific attributes/definition (e.g. the attributes for the concept *natural resources* could be: things found in nature/not man made, useful to humans).
2. Provide each student with a Concept Map graphic organizer as you fill in the map on the overhead projector
3. Record examples of the new concept on the map- taking care to link directly to the attributes noted in step one.

4. Elicit from students additional examples of the concept, be sure to insist students justify their examples using the attributes (e.g. “_____ is an example of _____ because it is a thing/found in nature/useful to humans”).
5. Provide Non-examples (do not exhibit all of the attributes, e.g. gasoline), challenge the students to determine “why” it is, or is NOT an example using the critical attributes (e.g. gasoline is useful to humans but it is not found in nature it is man made).
6. Provide additional examples and non-examples and coach students through evaluating them until they are fairly proficient with the new concept.
7. Coach students in writing a “show you know” sentence using the new concept on their graphic organizer. (e.g. “Trees are a natural resource because they are found in nature and valuable in making paper and building things.”).
8. When completed, the Concept map provides students with organized information that can be used for oral explanation of additional examples of the concept encountered in text reading, written assignments, or to study for a quiz/test.

Vocabulary for _____

Vocabulary

()

Definition (critical attributes)

Sentences/examples/picture

--

Vocabulary

()

Definition (critical attributes)

Sentences/examples/picture

--

**** Critical after about 2nd grade to keep a Vocabulary Log - kids just “dump it” if we don’t have a log - these words we come back to w/various activities...**

Word - simple explanation - simple illustration or show you know sentence...

- various weekly activities to insure the words join the kids lexicon - so for example, one Monday, kids had to go back through their words and find words that fit the categories of: 1) things people can do.... and 2) descriptions of how one can feel...

Content Area Pre-Teaching: Vocabulary Concepts: Frayer- Concept Learning

Select the words - or use preselected words if they meet our criteria

Instructional Routine:

- 1) Say the word w/me - "bristled" - write it on your vocabulary chart
- 2) Read the word in context - "The cat bristled when the dog walked by."
- 3) Directly teach - using a student friendly explanation w/embedded example.
 - bristled means stand up straight - like the cat's hair on their back when a dog is near
 - provide an example or two in which the student respond with the word, My dog ran up to the neighbors dog, his hair stoop straight up - or it_____” yes, bristled

-

- 4) fill in your chart:

<u>Term</u>	<u>Definition in Own Words</u>	<u>Image/representation</u>
bristled	stand straight up	picture of cat & hair

A Related Example Using New Concepts:

<u>Term</u>	<u>Critical Attributes</u>	<u>Sentence/Example/Picture</u>
Landform	surface feature covers the earth on ocean floor & land	plain, mountain, plateau, hill

** key with all of these - make sure you use active participation to get all students responding to the instruction

** can have this filled out in advance if you have very low prior knowledge students, and they highlight or underline as you teach - again, be sure they are actively engaged!

Example Instructional Routine from Science:

- 1) Cycle
- 2) Read it in context - "A cycle is a series of events that happen in the same order over and over again."
- 3) Read again - and stop each time an attribute is named - have students list them as you do on their graphic organizer (term critical attributes sentence/ex/pic)

<u>Term</u>	<u>Critical attributes</u>	<u>Sentence/Ex./Picture</u>
cycle	series of events same order over and over again	draw simple picture
plant life cycle	germination (little plant comes out) growth reproduction (seeds to new plants)	draw simple cycle w/labels

death

* provide a simple gesture sequence that students do with you from germination (thumbs up) to growth (fingers up) to reproduction (both hands) to death (hands down)

annual plant cycle of one year
once a year (your birthday, Christmas)

biannual plant cycle of two years
two years (bi=2)

* Science texts and other content areas often have good definitions and glossaries -unlike stories and narratives - but we need to engage students such that they understand them by direct teaching (such as Frayer -critical attributes w/examples/images/etc.) to go beyond memorizing what is not understood.

Instructional Keys: “do not allow mindless copying of definitions”

- find the meaning in context/glossary if possible - link to use in the text
- write the attributes by bullet/meaningful parts - not just copy it mindlessly
- provide some examples - to check the kids understanding
- students generate additional examples/link to an image/picture

Word Form Chart (Kinsella 2002)

<u>Noun</u>	<u>Adjective</u>	<u>Verb</u>	<u>Adverb</u>
consequences*			consequently
handicap	handicapped*	to handicap	
prevention*		to prevent	
	reliable*	to rely upon	reliably

- * the (*) indicates the form of the word in our reading
- * use of Word Form Chart - helps connect new words to different ways of using the words based on the part of speech - often very helpful to explore the word in many forms...
- * also a great time to use the dictionary... after you have some understanding of the word
- * found putting the verb first was often helpful
- * can also add a phrase of the student friendly definition right under the word in the box

Tips to Keep in Mind

keep our language above the kids but use “paired speech” - coupling new vocabulary with known words

- the genesis or beginning of the problem was...

kids need to hear “up language”

vocabulary words are NOT the spelling words (different purposes)

- spelling words need to be known

- focus is on the patterns of the words (sounds symbol, affixes, etc.)

avoid decontextualized - 10 words a week kind of approaches

avoid looking words up in dictionaries as a teaching approach for new words

What Type of Practice Should Be Given?

** Don't just look the words up and copy them!

Students must be actively engaged in the instruction

Provide multiple examples - multiple exposures to the words (Beck et al. 2002, Stahl, 1986).

Deep processing

- e.g.
- * answering questions
 - * finding a synonym or antonym
 - * making up a novel “show you know” sentence
 - * classifying the word with other words
 - * generating lists of related words
 - * relating the explanation to one's own experience

Connects the word's meaning to student prior knowledge

Provide practice over time, for example; intro words for a story on Monday, 10 words for weeks story... practice them, use them, etc.

Review the words

- * vocabulary logs

** need to find practices/strategies that are simple/direct/effective that do not require lots of teacher prep - teachers need a life!!

** need practices that directly support students in going beyond simply writing or repeating the literal definitions to providing practice opportunities for students to make new connections, build linkages, create their own understanding of new words/concepts...

Deep Processing Questions: get kids to think more deeply/broadly about information

Ask students questions that require “deep processing” of the word’s meaning...

e.g. if you had taught the meaning of fabulous, you might ask:

“what would make a vacation fabulous?”

“Is OK or great closer to the meaning of fabulous? why? explain?”

if you had taught the definition of missionary you might ask:

- a person, sent abroad, to do religious work

* provide brief thinking time first - model it yourself...

“what skills/talents would be useful to have if you were a missionary?”

“why might a church send a missionary to another country?”

- this is a great strategy - BUT you must think about it first & come up with good questions that will push kids thinking beyond the literal definitions...

e.g. in High School taught the word “dissenter” - a person, who challenges dominant views, of church, gov’t or society”

* think on your own of good questions to get beyond “what is a dissenter?”

* 2’s then 1’s share your questions with a partner some questions were:

“who were some famous dissenters?” - totally dependent on kids prior knowledge

“why would someone choose to be a dissenter?”

“what are some of the costs/risks of being a dissenter?”

“what are some of the benefits to a society of having dissenters?”

“what are some methods a dissenter might use to share ideas/views?”

* kids of ALL abilities like to think - IF given the support /structure to get better at it

* can do this as a grade level or subject matter - agree on priority vocab - bullet out the critical attributes - come up with good ex/non-ex - and come up with related deep processing questions

e.g. **Custom:**

- the way a group of people have done something for a long period of time

Custom: bullet out the attributes

the way

a group of people

have done something

over a long period of time

* Pair up - 1’s list how many ways can you think of that we greet people?

- 2’s count how many your partner is able to come up with...

So you might then ask questions that lend to counting examples:

1’s you share - 2’s you count - briefly share out

- *What are some different customs for greeting people in different nations?*

- *What are some customs for celebrating birthdays?*

Other kinds of questions that lead to deeper processing...

- *Why might a group of people develop customs?*

- *Do customs change often? Why or why not?*

Completion Activity (from FAME program - Boys Town)

* kind of a written version of Deep Processing Questions

1. **confine:** to hold or keep in; limit, restrict

Things that can be confined are _____

** teacher begins this by clarifying what confine means, gives a few examples, and the students independently come up with more examples...

2. **elusive:** hard to describe or understand; intangible; evasive.

Concepts elusive to many people include _____

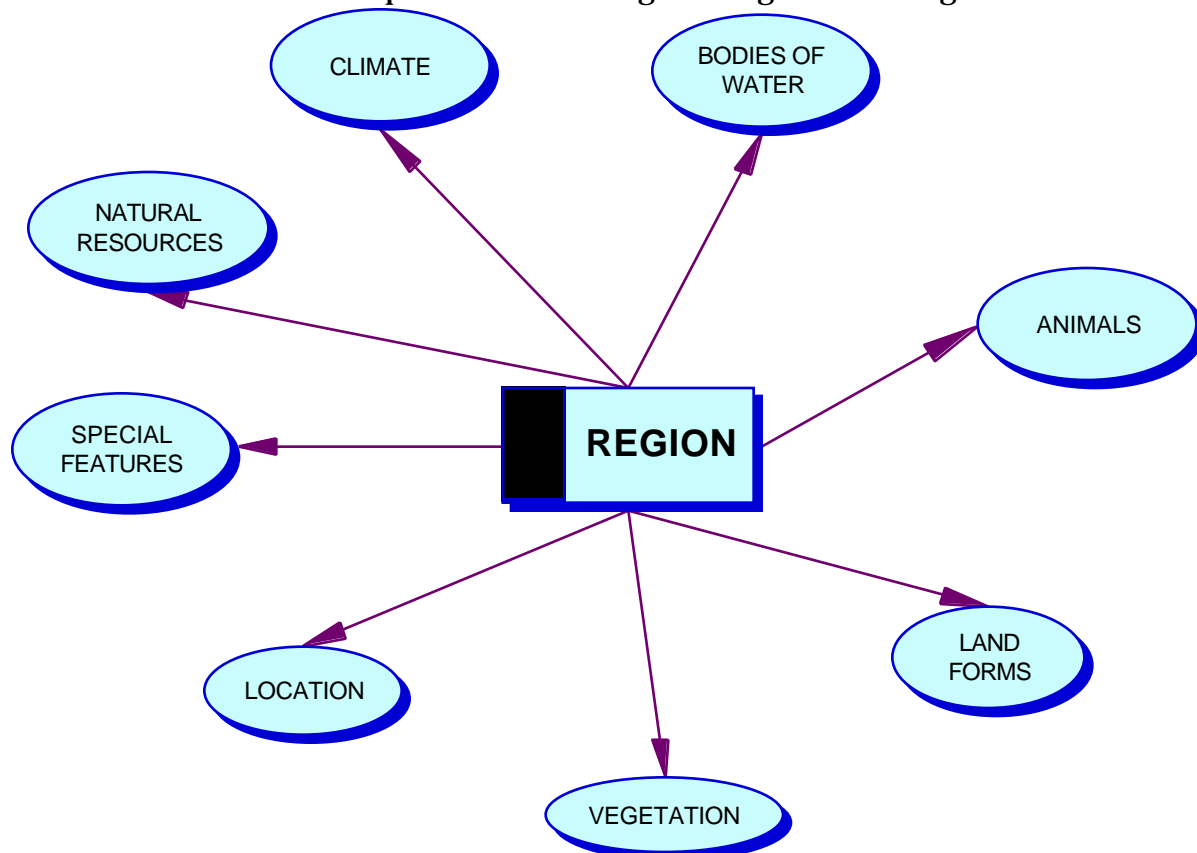
3. **longevity:** a long duration; long life

Factors that might contribute to longevity include _____

SEMANTIC MAPPING

1) Categories provided by teacher - students generate details

- * have students brainstorm related words using think - pair - share
- * Support students thinking by providing categories for brainstorming
- * could use as a map to fill out during reading about a Region



related words directly support connecting the new to the known...

2. Students generate the categories

- e.g. 1) Select a word -
- 2) Have students generate a list of related words
- 3) Guide students in categorizing the words

* you model to "salt the ole oats" -guide the conversation to ensure all "getting it"

Pollution

individually list

- dirty air
- EPA
- superfund
- toxic

Teacher provides 1st category - e.g. something that could be polluted

- air
- soil
- water
- minds (a bit of this recently!!)

* then kids come up with next categories:

** could then put students in cooperative teams - to determine categories and expand your list that each student has the beginning copy - be sure to structure roles - and have all students accountable...

Recorder: Has a piece of paper with the word
Pollution in the center...

Tasks:

- * Come up with categories
- Categories could include:

- pollutants - people who pollute - results of pollution, etc.

determine more categories and then represent in a visual map or graphic organizer

** for a wonderful electronic (CD ROM) storehouse of graphic organizers see the website of Dr. Ed Ellis - at www.graphicorganizers.com

Yes - No - Why

1. Can *incidents* cause *compassion*? _____
_____.

2. Do people always *comply* with their *obligations*? _____
_____.

3. Can *migrants* be *refugees*? _____
_____.

Key here - pair up two vocabulary words and put them into a question format, provides an excellent opportunity for students to more deeply process the meaning..

Took words from activity #5 - and made up Yes/No/Why questions...

e.g. Are *compulsory* locker checks be *degrading* to students? _____
_____.

MEANINGFUL SENTENCE GENERATION - Written (from SFA)

** especially useful for ELL, Sped, and less prepared students

- this is a common task - challenge is kids write sentences like: "It was tranquil. "He was a dissenter". "He was a missionary." and so forth is very typical..

* problem is kids are not processing the meaning - and you don't know if they knew it or not....

e.g. We played in a tournament.

- not meaningful if there are lots of words you could substitute for it.

Look at: **Who, What, When, When, Where, Why, How** kinds of questions to improve your sentence...E.G.

- what - a basketball tournament

- where - school gym -

" We played in a basketball tournament in the school gym.

- why

" We played in a basketball tournament in the school gym to determine the best team."

Questions to expand students writing/expression & vocabulary:

Who What When Where Why How Why

** too often we tell kids "you need to write more" - "you really need to write alot more", this gives them a STRATEGY - provides the tools (answer more questions in that sentence), found the complexity of student sentences generalized... (Post Questions on a chart in the classroom for example)

WORD SORTING

1. Give students a list of related terms.

(or have kids "harvest words from a text")

2. Have them sort words into categories

3. If a word goes into more than one category, have them select the best category, circle the word and be prepared to defend their selection.

4. If the meaning is unknown, have student's look up the meaning (glossary/dict.)

** **as always** - use high engagement practices - e.g. do the sort individually, compare with partner, class debrief with teacher

e.g. words: president, cabinet, judge, law, constitution, legality, senate, speaker, supreme court, trials, regulations, etc.

Categories:

Executive Branch

president

cabinet

Legislative Branch

speaker

laws

Judicial Branch

supreme court

judge

Often have a column called "Other" - for some words don't fit at all - but this notion of

categorizing/analyzing requires students to go beyond the definition - very powerful and fun!

WORD ASSOCIATION - Hint to Word as a Review Practice

- simpler version of word sorting - but same basic notion

1. Present a number of words
ex. virtuoso philanthropist accomplice novice
2. Present a word. Have students select “associated” word.
“what word goes with crook?” “I’m thinking of a word that means really good at something...” - kids say, virtuoso...

* give students time to think of hints to go with words... choose a word/develop a hint

* take turns playing the “I am thinking of a word.....” - put your finger on the word, the word is....? Engage the kids in taking the lead in posing the questions....

** BIG idea - vocabulary can be useful/helpful to kids and FUN - if teachers:

- 1) prioritize key vocabulary - don’t just have them do the 14 word list & look up/write the definitions!
- 2) directly teach strategies kids can generalize (e.g. context clues)
- 3) use practice procedures that get kids to think beyond the literal/definitional to build new connections and more deeply process the word(s)/concept(s)

Tip: Kids say, “I don’t have an idea, I don’t know”

Options:

- 1) Teacher says, “if you did have an idea what might you say...”
- 2) “Talk it over w/your partner - I’ll be back”
- 3) “Check in the book - I’ll be back”
- 4) “You can say another student’s idea - just honor them, “I agree with MaryBeth that _____”
- 5) Could simply tell them the answer

** overtime - respectful insisting/supporting/scaffolding increases students engagement overtime

LINEAR ARRAY

1. Give students a list of terms. Have them put the words in order to illustrate degree.

e.g. Put these terms in order:

City - Neighborhood - Continent - World - State - Nation

Species - Order - Family - Genus - Kingdom - Class - Phylum

2. Give students the beginning of a list. Have them add words to illustrate degree.

e.g. Totalitarian _____

**** Review - look over the vocabulary strategies - reflect on which strategies/procedures might be applicable in your setting and why - then partner and share...**

Possible Sentences (Moore & Moore, 1986)

- is a relatively simple strategy for teaching word meanings and generating considerable class discussion. In the Possible Sentences activity the teacher:

Chooses six to eight words from the text that may pose difficulty for students, these words are usually key concepts in the text.

Next choose four to six words students are more likely to know something about.

The list of ten to twelve words is put on the blackboard/overhead - the teacher provides brief definitions as needed.

Students are challenged to devise sentences that contain two or more words from the list.

Sentences students come up with, both accurate and inaccurate (all possible) are listed and discussed.

Students now read the selection (see Passage Reading for strategies)

After reading revisit the Possible Sentences & discuss whether they could be true based on the passage read, or how they could be modified to make it true.

Stahl (1999) reported that Possible Sentences significantly improved both students' overall recall of word meanings and their comprehension of text containing those words.

Interestingly, this was true compared to a control group and when compared to Semantic Mapping.

Tip: Key to Vocabulary - Definition Plus & LOTS of Practice

* not as important which strategy you pick, as long as it requires:

- * **Practice** - Multiple exposures/all active
- Thinking deeply
- * **Efficient** - doesn't require hours of prep!

**** Pick a few practice activities that you think fit your students and that make sense to you... don't worry about using 5 or 6 activities - pick one or two and use them over and over until you are comfortable and the kids are comfortable..**

**** Model everything assume nothing - if it is worth teaching it is worth modeling... for if you don't model it... you have de- facto chosen to model it many times!!**

Topic 5: Vocabulary Strategies Students Can Use Independently

Think - pair - share: what do you do when you come to a new word you don't know?
look it up in the dictionary, glossary (which is best for kids?)
- glossary - linked to the book, language usage, shorter
- learner dictionaries can be more useful (e.g. Longman)
context clues (are these richer in narrative or expository?)
- certainly in content reading (science, history, health)
word parts!
- roots, stems, prefixes/suffixes
ask a friend
pictures, charts/graphs

So - Anita & colleagues asked, "What would we want to teach students based on what people actually do?"

Strategy #1 Context Clues

1. Read the surrounding sentences for clues as to the word's meanings.
2. Tell yourself what the text is about.
3. Ask yourself, "What might the word mean?"
4. Try the possible meaning in a sentence.
5. Ask yourself, "Does it make sense?"

Explicit Instruction on Context Clues (Beck et al. 1999)

Step 1. Read the text and paraphrase the context.

T: Let's read the sentence with the word scowled. "As for Rusty, he scowled at Mary before stamping out of the room. And I'm not coming back either, see!"

T: Let's think about this sentence. Rusty does this scowling thing at Mary and then stamps out of the room. As he does this he says. "And I'm not coming back either, see!"

Step 2. Have the students explain what the text was about.

T: What's happening in these sentences?

S: Rusty is mad at Mary about something and he stamped out of the room.

T: Good, is there anything else?

S: Well, he yelled at her as he went out the door that he wasn't coming back.

Step 3. Have students provide an initial notion of the word's meaning.

T: What do you think scowled might mean?

S: Yelled

T: Why do you think it is yelled?

S: Well, he is mad at her and then he yelled that he wasn't coming back.

Step 4. Have students consider whether the context would allow other potential meanings.

T: Can you think of some other possible meanings?

S: Makes faces at her.

T: Why do you say "make faces at her?"

S: If you are made at someone, you might make a face at her before you stamp out of the room.

T: Can you think of anything else scowled might mean?

S: Shake your fist.

T: What made you say that?

S: I shake my fist when I'm made at my sister.

Step 5. Have students summarize the information from the dialogue.

T: What do we know about scowled?

S: It is something Rusty did to Mary.

T: And?

S: He was mad because he stomped out of the roomed telling her he wasn't coming back. It could be yelled or shook his fist or made an angry face at her.

T: Any one of those might be possible meanings for scowled based on these sentences. Scowled does mean one that your suggested - made an angry face.

Strategy #2 - Glossary / Dictionary Instruction

1. Locate the unknown word in the glossary or dictionary.
2. Tell yourself what the text is about.
3. Read each definition.
4. Select the best definition.
5. Ask yourself, "Does this meaning make sense?"

Major problem for many students is simply the time involved in finding the word in the dictionary - they need a strategy!

** see Skills for School Success (Curriculum Associates) for more details here

Explicit Instruction on Locating Entries in a Dictionary

- 1) Using the first letter of the target word, students open the dictionary to the front, middle, or end.
- 2) Students look at the left guide word and determine if the guide word begins with the same letter as the target word.
- 3) If the word does not begin with the same letter as the target word, the students decide whether to turn toward the front or toward the end.
- 4) Students quickly turn the pages (more than one page at a time!) until they arrive at words beginning with the target letter.
- 5) If the students have been moving toward the front, they look at guide words on the left page. If the students have been moving toward the end, they look at the guide word on the right page.
- 6) Students turn page by page toward the front or toward the end until they must go in the opposite directions. For example, if the students are going page by page toward the front examining the guide words on the left page and determine they must now go toward the end, they should stop. The target word will be on one of the two open pages.
- 7) Students quickly scan the words listed on the two pages until they locate the target word.

Strategy #3 Structural Parts

1. Divide the unknown word into meaningful parts.

2. Think what each part means OR

Think of other words that contain the part. From those words formulate a meaning for the part.

3. Combine the meanings of the parts.

4. Try your possible meanings in the sentence.

5. Ask yourself, "Does it make sense?".

Directly teach the meanings of high frequency Affixes and how they work in words... (See programs like REWARDS from www.sopriswest.com).

Prefix	Meaning	% of All Prefixed Words	Example
un	not; reversal of	26%	uncover
re	again, back, really	14%	review
in/im	in, into, not	11%	insert
dis	away, apart, negative	7%	discover
en/em	in; within; on	4%	entail
mis	wrong	3%	mistaken
pre	before	3%	prevent
pro	in favor of; before	1%	protect
a	not; in, on, without	1%	atypical

Be sure students understand that a prefix usually changes the meaning of the base or root word... playing with sorting words, constructing real and non real words and defining them using the meaning of the prefix is great stuff (e.g. unread - "to reverse read -erase it in your mind!")...

The same approach can be helpful in dealing with common Latin and Greek roots - especially to learn a number of related words when learning a new word in contextual reading...

Common Latin & Greek Roots (Stahl, 1991)			
Root	Meaning	Origin	Examples
aud	hear	Latin	audio, audition
astro	star	Greek	astrology, astronaut
bio	life	Greek	biography, biology
dict	speak, tell	Latin	dictate, predict
geo	earth	Greek	geology, geography
meter	measure	Greek	thermometer
min	small, little	Latin	minimize, minimum
port	carry	Latin	transport, portable
phono	sound	Greek	microphone
duc(t)	lead	Latin	deduct, produce, educate

How can we increase the amount of independent reading?

1) Access

a. Maintain classroom libraries

Sources of books

- library books
- garage sales
- books drives
- donations from service clubs etc.
- student donations

b. Encourage high access to the school/community library

c. Make books attractive

- use original covers
- display books so the cover shows

2) Match Book Difficulty to Student Reading Level "shoe store technology"

Quickly assess students reading level & match it too the level of difficulty of the book: finding appropriate books for independent and instructional reading

a. Scholastic Reading Counts

b. Accelerated Reader

c. Book Adventure.org

- d. DRP booklink
 - e. Lexile Pathfinder
- 3) Recommendations from Others
- a. Teacher recommendations
 - b. Student recommendations
 - huddle groups
 - book clubs/literature circles
 - recommendation cards on books/shelves (like in book stores)
 - recommendations on bulletin boards
 - recommendations on book table

How Can We Motivate Students to Read?

- a. Enhance personal motivation
 1. Read aloud interactively to students
 2. Book rich environments
 3. Physically comfortable/nurturing
 4. School climate that supports reading
 5. Recommendations
 6. Provide opportunities to talk about books being read
 - book clubs
 - literature circles
 - discussions/reviews
- b. Self Selection of Books
 1. Five finger test (independent level) or use AR/Reading Counts etc.
 2. Familiar books
 - characters, author, topic/subject/series
- c. Set Goals
 1. School goals
 2. Class goals
 3. Individual goals
 - Goals that are challenging yet realistic

Example goals:

Kindergarten	10 books a week
First Grade	8 books a week
Second Grade	4 books a week
Third Grade	2 books a week
Fourth Grade	2 books a week
Fifth & above	1 book a week

- d. Record progress
 - 1. list of books
 - 2. graph number of books read
 - 3. display class/individual progress toward the goal
 - 4. display school progress toward the goal

- e. Expectation/Accountability
 - 1. Share books with small group
 - 2. Share books with the teacher
 - 3. Answer questions on the book (AR, Reading Counts, etc. quizzes)
 - 4. Complete a SHORT written response

However, outside reading cannot be the major vocabulary intervention for struggling readers!!

“...it must be acknowledged that relying on wide reading for vocabulary growth adds to the inequities in individual differences in vocabulary knowledge.

Struggling readers do not read well enough to make wide reading an option. To acquire word knowledge from reading requires adequate decoding skills, the ability to recognize that a word is unknown, and the competency of being able to extract meaningful information about the word from context. Readers cannot be engaged with the latter two if they are struggling with decoding. Thus, depending on wide reading as a source of vocabulary growth leaves those children and young people who are most in need of enhancing their vocabulary repertoires with a very serious deficit.” (pg. 6, Beck et al. Bringing Words to Life: Robust Vocabulary Instruction)