

# Foundations Vocabulary 5

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# Welcome to Module 5 Vocabulary-Gr. 3-5

This module is just as important as phonics, because it brings about the **nuances of words, roots of words, double meaning of words, and understanding words equals comprehension. It aids to the goal of reading –COMPREHENSION**

Each module builds a reader that can comprehend and understand the meaning of the text.

Make sure you have registered at [Maconpiattroe.org](http://Maconpiattroe.org)

**TASKS will be in RED, so they will be easy to spot.**

**Due Date\_\_\_\_\_**

**Please wait until the end of the module to send them to me.**

Send all **TASK** ANSWERS together AND Pre/Post ASSESSMENT ANSWERS TO:

[prestonb@roe39.org](mailto:prestonb@roe39.org)

**I AM GLAD YOU ARE HERE**

# Send Tasks Back This Way

Your name

Title of the Training-Vocabulary 3-5

Use Power Point or Word to send these back through email when all the tasks are completed. I cannot open Google or One Drive here at work. **Some websites may have to be copied and pasted into your browser in order to view them.**

[prestonb@roe39.org](mailto:prestonb@roe39.org)

Task One -----

Task Two-----

Task Three-----etc.,

Then I will read them, give feedback to you, and an evaluation will come to submit through email and then your hours. Happy Training and if there are any questions, email me or text me at 217-855-8531

# Task One Pre and Post Test Module 4 Vocabulary

The following statements related to the targets of this training session.

Please indicate your comfort level with the following:

4 = I am confident in my knowledge

3 = I am on the right track

2 = I am not sure I am doing it right or with the right amount of consistency

1 = I need more information in this area

Vocabulary Statements	Pre	Post
I understand that Vocabulary Instruction has four types: listening, speaking, writing, and reading.		
I know that students learn vocabulary indirectly and directly. Vocabulary use is different with different circumstances.		
I can identify students who are deficient in Vocabulary and can provide next steps for moving them towards mastery.		
It is important to expose students to Tier Two words through questioning and discussion.		
I can locate resources to assist students who need more support in the area of Vocabulary.		

# Why focus on vocabulary instruction?

“Of the many compelling reasons for providing students with instruction to build vocabulary, none is more important than the contribution of vocabulary knowledge to reading comprehension. Indeed, one of the most enduring findings in reading research is the extent to which students’ vocabulary knowledge relates to their reading comprehension.”

(Anderson & Freebody, 1981; Baumann, Kame’enui, & Ash, 2003; Becker, 1977; Davis, 1942; Whipple, 1925)

# Findings from the National Reading Panel and the National Institute for Literacy

- Students learn vocabulary ***indirectly*** when they hear and see words used in many different contexts i.e. through conversations with adults, through being read to, and through reading extensively on their own.
- **Incidental learning** is the method by which we acquire knowledge of most new words throughout our lives. It is important to note, however, that incidental learning is necessary but not sufficient for the vocabulary learning that must occur during the school years. We know that children learn words best through extended instruction over time (Coyne, 2009),
- Students learn vocabulary ***directly*** when they are explicitly taught both individual words and word-learning strategies.
- Direct vocabulary instruction aids reading comprehension

# Recent Studies on Vocabulary suggest

- English has the largest vocabulary of all languages in the world.
  - 600,000 to 1,000,000 words.
- Students must learn 88,000 words by ninth grade in order to deal with the varied vocabulary they face
- Students learn 3000 to 4000 words each school year.
  - 16 to 22 words every day needs to be taught for students to learn them.

“Only 6% of time is spent on systematic and explicit teaching of vocabulary in classrooms and of that time, the instruction was mentioning the words and assigning them rather than teaching them. (Scott, Jamieson-Noel, and Asselin 2003)

“

Vocabulary is the most important word for struggling readers

- Listening vocabulary
- Thinking vocabulary
- Speaking Vocabulary
- Reading Vocabulary
- Writing Vocabulary

# ELL Learners

- Spanish is 90% Latin
- English is 67% Latin
- Both languages are alphabetic
- Both languages have the same vowels

# Matthew Effect –Keith Stanovich

- When children with disabilities do not receive remediation, they read less and learn less from reading than other more-able children.
- **Poor readers score lower on sub-tests for reading because some IQ tests measure information learned from reading.**
- Keith Stanovich, a psychologist, refers to this as the Matthew Effect- the rich get richer and the poor get poorer.
- As a consequence, they do not gain vocabulary and **become disinterested in reading at an early age**. The more words you know the easier reading can be.

# The studies also found...

- ❑ Systematic vocabulary instruction means that each teacher at each grade level builds on the one before. So that each child is exposed to the same words so that when they move from grade to grade the words are reviewed with new words always being introduced.
- ❑ Content area terms should be selected carefully and apply word learning strategies that engender interest in using the words to communicate. (Bloachowicz & Fisher, 2000)
- ❑ Multiple exposures to words can occur if teachers are collaborating and talking and vertically aligning words to be taught. (Kamul 2004)
- ❑ Teach vocabulary within the flow of language. Pull out the targeted word in the reading-admire it, manipulate it, then put it back into the reading where it belongs so meaningful context is acquired. (D. Strickland 1998)

# Using Context Clues to Teach Vocabulary

- Synonyms are usually presented in appositives. The **tiara**, or **crown**, was filled with jewels.
- What a word is like and what it is not like. Unlike the cheetah, the **sloth** moves very slowly.
- Location or Setting-The blindfolded inductee of the club was held outside alone in a clubhouse.
- What a word is for-Mike used a **gig** to spear the fish.
- What kind of thing or an action-Sarah **taunted** the red-haired boy, calling him names.
- Something is done-The ballerina spun around gracefully in a perfect **pirouette** and knelt at the king's throne.
- Something about character/time periods-The two barefooted boys left school and ran to the **stockpile** of merchandise to buy a 1 cent candy.
- Sometimes the Gist doesn't come until rereading a piece of the text. Mary burst out of the cabin and found herself at the edge of the **precipice**. Clinging to the fence post, she saw the sparkling creek below.

Nash and Snowling (2006) found that using a contextual approach to instruction produced greater vocabulary gains than lessons that emphasized learning word definitions

**Offering a sentence with verbs that might fit into it, gives a teacher revelations about the thinking process and reasoning skills of the students.**

Example: They \_\_\_\_\_ across the street. Walked, strolled, hurried, sauntered, ran –What makes sense?

# Task Two Impact of Direct Vocabulary Instruction – It works...

- Research shows a student in the **50th percentile** in terms of ability to comprehend the subject matter taught in school, with no direct vocabulary instruction, scores in the **50<sup>th</sup> percentile** ranking.
- The same student, after specific content-area terms have been taught in a specific way, raises his/her comprehension ability to the **83rd percentile**.
- <https://www.youtube.com/watch?v=JNR8d4KotNo>  
6.13 min. Watch this video and see direct instruction in action. Tell me what you notice about this lesson that you may need to use in your instruction.

## THE LANGUAGE OF WORDS Word Recognition, Sinatra 2003

<b><i>PHRASE EDUCATORS CALL CERTAIN WORDS</i></b>	<b><i>GENERAL MEANING OF THESE WORDS</i></b>
Familiar words-Basic Words TIER ONE	Known and understood –school, home, mom, dad, church, day, night etc.,
Sight words	Frequently used and students learn these first
High Frequency Words	You can sound them out-sat, bat, hi, me, I
Function words	Articles, prepositions, and conjunctions are some
Content words-TIER THREE	Name things, actions, and qualities, nouns etc

Reader's Sight Word	Recognized immediately as familiar
Word Analysis, word attack, word identification, breaking the code	Terms to describe the process of figuring out unfamiliar words
New Reading Words	Words that can be learned with one or two repetitions because of word family connection-word recognition
Vocabulary Words	Unfamiliar words-these words can be learned through reading even though the words may not be pronounced correctly
Concept Words-TIER TWO	Powerful words that categorize themselves in a child's lexicon system. The words open up a way of telling about what happens-Migration does not mean "move" it means now that animals and people have to find food etc., for survival.
Content-based words	Words that can be figured out by content

**HOW IMPORTANT IS IT TO CALL THEM THE SAME ACROSS GRADE LEVELS?**

# What is direct instruction or explicit instruction?

I DO

- Start with explicit modeling, including showing students what is going on inside your head as you are completing the strategy (what you are thinking, wondering, etc)

WE DO

- The teacher is still engaged in the process, but complete the strategy together as a whole group and guiding the class in their attempts into successful methods

TWO DO

- The teacher backs away and students work with classmates to collaborate on the task, consolidate learning, look to peers for clarification, and completing the process in small group

**This is where formative assessment is needed to support students who are still not clear**

YOU DO

- Allow them to practice independently, and discuss/share results. This step allows you to decide if more guided practice is needed or if they are ready to use the strategy independently in assignments

Systematically, when is this happening in your schools? Do students master these skills at certain grade levels?

- ☐ Derive contextual analysis
- ☐ Manipulate words through group activities
- ☐ Use morphemic analysis, awareness of multiple meaning words, derivations and origins
- ☐ Figure out meanings from roots and affixes
- ☐ Approach an unknown word
- ☐ Use the dictionary and know that this is not going to always give you the meaning of a word
- ☐ Use a thesaurus and synonyms in text form or online

# VALUABLE INFO

The three most used prefixes you should teach are:

- ☐ Un- (782 words with this prefix)
- ☐ re- (401 words with this prefix)
- ☐ in- (313 words with this prefix)
- ☐ Pre- is one that you should include
- ☐ -Im, -Ir, -Il will be helpful to know.

**84% of all the words we read are sight words and high frequency words.**

<https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/5405/affixes%20and%20roots%20by%20grade%20level.pdf> This site that has the affixes and roots leveled by grades so mastery could actually happen across grade levels.

## **Task Three** –Looking at Beck's work, which one is the most important to teach directly and why?

### **Tier One-Memorized and Incidental Learning**

- **Basic words, sight words, high frequency words**
  - Experiential adjectives and adverbs
    - Ball, baby, happy

### **Tier Two**

- **Used across a variety of domains**
- **Academic Words that are needed for Testing**
  - **Multisyllabic**
  - **Acquired through conversation, reading & instruction**
    - Coincidence, absurd, industrious , fortunate, analyze, recite, dictate, formulate

### **Tier Three-Used in Contents (May never need them in real life-only for a class)**

- Low frequency words
- Use limited to specific domain: **content specific words**
  - Have few synonyms
  - Situation-specific therefore require instruction
    - Isotope, metonymy, photosynthesis, Asymptote

From: Beck, Isabel, McKeown, Margaret G., & Kucan,  
Linda.(2002). *Bringing Words to Life*.

)

What tier words are each of these words in this sentence?

**The(1) exhausted(2) men and women who(1) crossed(2) the(1) Continental Divide(3), positioned(2) themselves(1) between(2) the(1) Rocky Mountains(3) and the(1) sparkling stream(2) .**



**Key to Unlocking Meaning:** Words that are substantively related to plot or meaning in the text and will be most useful in helping students understand the text or a part of the text. **Tier 2 words or Tier 3**

**Author's Word Choice:** Words that may be familiar to students but which illustrate the power of an author's word choice to reveal information about a character, situation, or concept. **Tier 2 words**

**Importance and Utility:** Words that are characteristic of mature language users and appear frequently across a variety of domains., **Tier 2 words**

**Conceptual Understanding:** Words for which students understand the general concept but provide precision and specificity in describing the concept. **Tier 3 words**

**Instructional Potential:** Words that can be worked with in a variety of ways so that students can build rich representations of them and of their connections to other words and concepts **Tier 2 words**

# What is Academic Vocabulary? Tier Two Words

- Academic vocabulary refers to the *specialized*, high-utility words used in the classroom
- Academic vocabulary includes *high-use academic words* (e.g., analyze, summarize, evaluate, formula, respond, specify)
- Academic language includes the vocabulary, grammar & syntax necessary to competently discuss a topic

# Academic Vocabulary TASK Four

- What words do we teach?
- What grade level needs to introduce the words, practice the words, master the words, and review the words?

<http://www.opsu.edu/www/education/BuildAcademicVoc.pdf>

<http://ok.gov/sde/building-academic-vocabulary>

[https://www.marzanoresources.com/resources/tips/vcc tips archive](https://www.marzanoresources.com/resources/tips/vcc_tips_archive)

Marzano's Academic Vocabulary

- 1. Please look at each of these websites.**
- 2. How would you present these websites to your peers at a staff meeting?**
- 3. What training would you want to implement for you and your peers after learning about Academic Vocabulary? Why?**

# Jim Burke says it best....

A thorough survey of various textbooks, assignments, content area standards, and examinations yields the following list of words. You cannot expect to succeed on assignments if you do not understand the directions.

The words fall into several categories, which are not identified for students on a test questions they encounter on assessments.

**nouns (e.g., What you read or create);**

**verbs (e.g., What the assignment asks you to do);**

**adjectives (e.g., specific details about what you must do);**

**adverbs, which provide very important information about how to do the assignment.**

# Academic Vocabulary Examples up to the letter “f”. Many more need to be taught.

- *analysis*
- *approach*
- *area*
- *assessment*
- *assume*
- *authority*
- *available*
- *benefit*

- *concept*
- *consistent*
- *constitutional*
- *context*
- *contract*
- *create*
- *data*
- *definition*

- *environment*
- *established*
- *estimate*
- *evidence*
- *export*
- *financial*
- *formula*
- *function*

# Released Items on IAR Testing

## TASK Five 2 slides -Can you pick out the Tier Two words on these sample IAR questions?

- Which detail from the story **best** supports the answer to Part A?
- Choose **one** detail for the narrator and **one** detail for Claire that support the comparison in Part A.
- Which detail from the story of the passage helps the reader understand the meaning of the phrase **few and far between**?
- In the story from *Moon Over Manifest*, how do paragraphs 2 and 3 contribute to the overall structure of the story?
- Which statement **best** describes the main difference between Gwen and Miss Roscoe in the passage from *The Youngest Girl in the Fifth*?

## Task Five cont. Pick out the Tier Two Words on this page, too?

You have read “The Peacock” and have listened to *Juno and the Peacock*. Write an essay that explains how the characters in the written version are different from the characters in the audio version. Be sure to include details from **both** versions in your essay.

Write an essay explaining what has happened to the giant pandas’ natural habitat. Explain how the loss of habitat has contributed to the decline of the panda population. Make sure to include evidence from all **three** articles.

Write an essay that analyzes how the passages and video demonstrate similar points of view about controlling “bad” insects. Support your ideas with evidence from **at least two** sources.

# Task Six -What did you think of the questions you just read?

- IAR testing uses these type of tasks for assessment.
- This test gives students something to read, see, hear, or view to build background knowledge, then answers questions about it.
- After the reading and the questions that refer them back to the reading, they ask students to synthesize their comprehension with a writing task.
- This will ask students to answer a Literary Analysis Task, Narrative Task, or Research Simulation Task.
- In the writing they will have to use evidence from two or three different contents to support their answers.

# Word Learning Strategies

- Using context clues
- Utilizing morphemic analysis
- Teaching the word families
- Teaching cognate awareness
- Fostering word consciousness
- Exposing students to vocabulary multiple times and in various manners

## Intentional Teaching of Academic Vocabulary

- Structure academic conversations by providing sentence starters:
  - I predict \_\_\_\_\_ because \_\_\_\_\_.
  - My analysis of the theme in the two readings is \_\_\_\_\_.
- Encourage students to use words:
  - *accurate* instead of good
  - *hypothesize* instead of guess
  - *illustrate* instead of draw
  - *comment* instead of tell
  - *seek* instead of find

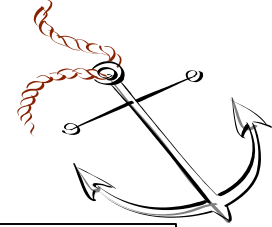


# Instructional Supports \*

- Identifying similarities/differences
- Summarizing and note-taking
- Reinforcing effort & providing recognition
- Nonlinguistic representations
- Homework Practice
- Cooperative learning
- Setting objectives and providing feedback
- Generating hypothesis and testing it
- Questions, Cues, Advanced organizers
- Specific types of knowledge
- Vocabulary
- Details
- Organizing Ideas
- Skills and Processes



# Have an academic word wall



This word wall could hold all the vocabulary words that you teach in content areas.

It could be by content, alphabetical, or by noun, verb, adjective, or adverb.

Could be put on chart paper that could be portable.

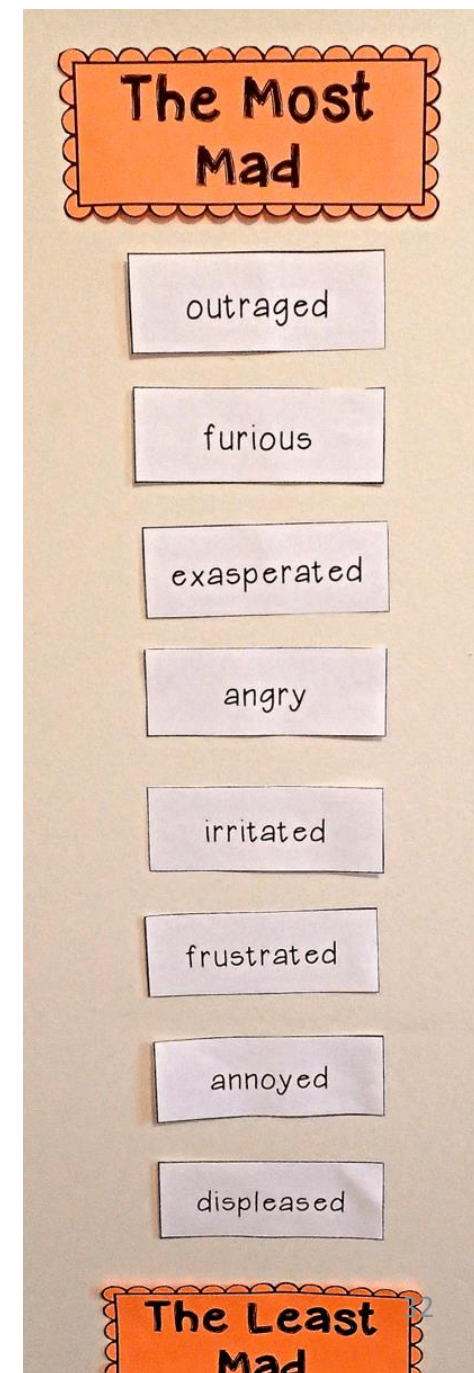
These word walls lend themselves to conversations about words and students use them as anchors as they learn.

[https://www.educationworld.com/a\\_lesson/lesson/lesson328b.shtml](https://www.educationworld.com/a_lesson/lesson/lesson328b.shtml) lots of resources

<https://web.archive.org/web/20060715195217/http://www.springfield.k12.il.us/resources/languagearts/readingwriting/usingwwwUpper.htm> for 3-5 grades



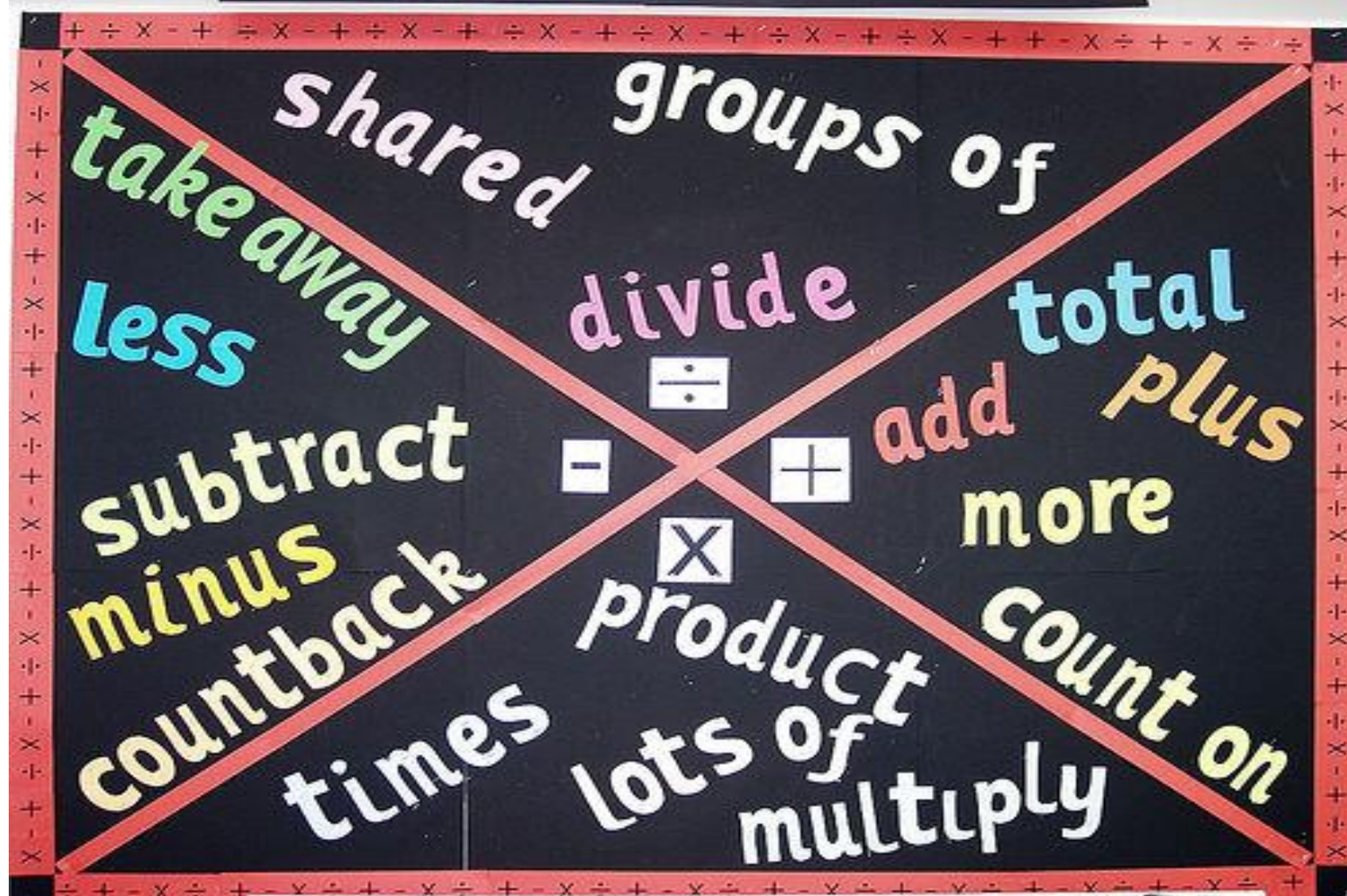
MATH WORD WALL FOR 5TH GRADE			
<b>AREA</b> the inside measurement of a figure in square units	<b>X coordinate</b> the horizontal line on a graph	<b>Y axis</b> the vertical line on a graph	<b>axes</b> the x and y axes
<b>ray</b> a line with a starting point but no end	<b>Y coordinate</b> the vertical line on a graph	<b>origin</b> where the x and y axes intersect	<b>ordered pair</b> a pair of numbers that locate a point on a graph
<b>end point</b> one of the two endpoints of a line segment	<b>coordinates</b> a pair of numbers that locate a point on a graph	<b>ordered pair</b> a pair of numbers that locate a point on a graph	<b>quadrants</b> the four areas created by the x and y axes
<b>line segment</b> a part of a line with two endpoints	<b>coordinate plane</b> a grid with x and y axes	<b>ordered pair</b> a pair of numbers that locate a point on a graph	<b>rectangular array</b> an arrangement of objects in rows and columns
<b>braces</b> used to group numbers or operations	<b>[brackets]</b> used to group numbers or operations	<b>operation</b> a mathematical action	<b>parenthesis</b> used to group numbers or operations
<b>fraction</b> a part of a whole	<b>X multiplication</b> $5 \times 3 = 15$	<b>remainder</b> the amount left over after division	<b>quotient</b> the result of division
<b>unit fraction</b> a fraction with a numerator of 1	<b>division</b> $6 \div 2 = 3$	<b>equivalent fraction</b> fractions that represent the same value	<b>equation</b> a statement that two expressions are equal
<b>factor</b> a number that divides another number evenly	<b>divide</b> to split into equal groups	<b>numerator</b> the top number in a fraction	<b>mixed number</b> a whole number and a fraction
<b>product</b> the result of multiplication	<b>divisor</b> the number you divide by	<b>denominator</b> the bottom number in a fraction	<b>benchmark fraction</b> a fraction that is easy to compare other fractions to
<b>exponents</b> a number that tells how many times to multiply	<b>base ten numerals</b> the numbers 0 through 9	<b>power of ten</b> a number that is a multiple of 10	<b>place value</b> the value of a digit in a number
<b>decimal</b> a number with a decimal point	<b>tenths</b> one of ten equal parts	<b>hundredths</b> one of one hundred equal parts	<b>thousandths</b> one of one thousand equal parts
<b>whole number</b> a number that is not a fraction or decimal	<b>feet</b> a unit of length	<b>meters</b> a unit of length	<b>centimeters</b> a unit of length
<b>length</b> the distance between two points	<b>inches</b> a unit of length	<b>kilometers</b> a unit of length	<b>millimeters</b> a unit of length
<b>pounds (lbs)</b> a unit of mass	<b>mass</b> the amount of matter in an object	<b>weight</b> the force of gravity on an object	<b>volume</b> the amount of space an object takes up
<b>ounces (ozs)</b> a unit of mass	<b>grams</b> a unit of mass	<b>kilograms</b> a unit of mass	<b>milliliters</b> a unit of volume
<b>liter</b> a unit of volume	<b>table</b> a flat surface with legs	<b>bar graph</b> a graph with vertical bars	<b>angles</b> the amount of turn between two rays
<b>cubic units</b> units used to measure volume	<b>line plot</b> a graph with a horizontal axis and vertical lines	<b>attributes</b> the characteristics of an object	<b>right angle</b> an angle that measures 90 degrees
<b>acute angle</b> an angle that measures less than 90 degrees	<b>parallel</b> two lines that never intersect	<b>right triangle</b> a triangle with one right angle	<b>degrees</b> a unit of measurement for angles
<b>obtuse angle</b> an angle that measures more than 90 degrees	<b>perpendicular</b> two lines that intersect at a right angle	<b>intersecting lines</b> two lines that cross each other	<b>protractor</b> a tool used to measure angles



# Phonics Word Wall



# Maths Words



# PROPERTIES OF MATERIALS



# WORD WALL

**Make Them Memorable-** Use text as the context for identifying key words to place on your word wall. Remember, if the key words are any old words, they are likely to be treated as such.

**Make Them Useful** - The more you use the word wall the more your students will do the same. Demonstrations and think-a-louds take only a few seconds, if done frequently, will give you more bang for your buck. It is important that you show students how to use the word wall. Putting the words up at the beginning of the year and telling kids to use it without showing them how is setting your word wall up for failure.

**Make Them Practical-** Incorporate word walls into your daily instruction. By incorporating the word wall in daily instruction, students will gain automaticity in using this classroom reference.

**Make Them Hands-On-** Make your wall interactive by using Velcro or sticky tack. This allows students to go to the wall, remove a word, use it at their desk, and return it.

**Make Them Space Efficient-** If you lack space, use three-panel display boards. These freestanding materials don't require any wall space, and can be moved around the room and placed on a table for easy visibility.

**Make Them Your Way-** There is no right or wrong way to build a word wall. What to build, what words to add, and when to add them, all depend on what your students need. Organize your walls in a way that is practical to students. Be creative!

## Steps to Creating a Word Wall

- ☐ Identify the key vocabulary words that students need to know for a specific topic or reading assignment.
- ☐ Print the words in large block letters on cards for posting on a prominent (always visible) wall or bulletin board.
- ☐ Post the word cards as the terms are confronted in classroom discussion or reading.
- ☐ Make the word wall interactive by placing in a space that students can reach and take a word off to use at their desks.
- ☐ Use the word wall for a center-Put the words into parts of speech, into categories that you choose, by syllables etc.,
- ☐ Regularly review the terms on the Word Wall. Have students read them aloud as a "warm up" exercise. Frequently call on students to "refresh" their classmates' memories of the definitions of these words. Reinforce these vocabulary words by including them in learning games and activities.

## ASSESSING WORD WALLS

- word wall reading
- portfolio of words to show progress through year- Do they get extra points for using the words in their writing?
- assessment rubrics
- spelling
- anecdotal records
- observations by teachers

**It is important to track if the students really know the words. If not, what should you do?**

<https://www.edutopia.org/article/building-better-word-wall>

## **A 5-STEP PROCESS FOR IMPROVING THE WORD WALL**

### **1. Finding the right location**

### **2. Establishing rules together:**

- I asked my students how the wall should function. For example, would they like to draw pictures or tape pictures next to the words? My students decided not to use pictures, but many classes would make the opposite call.
- Do students want to use certain colors for certain types of words? Color-coding can be a very helpful clue, and my students decided that on their wall, Dolch or grade-level words would be written in blue, nouns in pink, action verbs in green, and adjectives in orange.

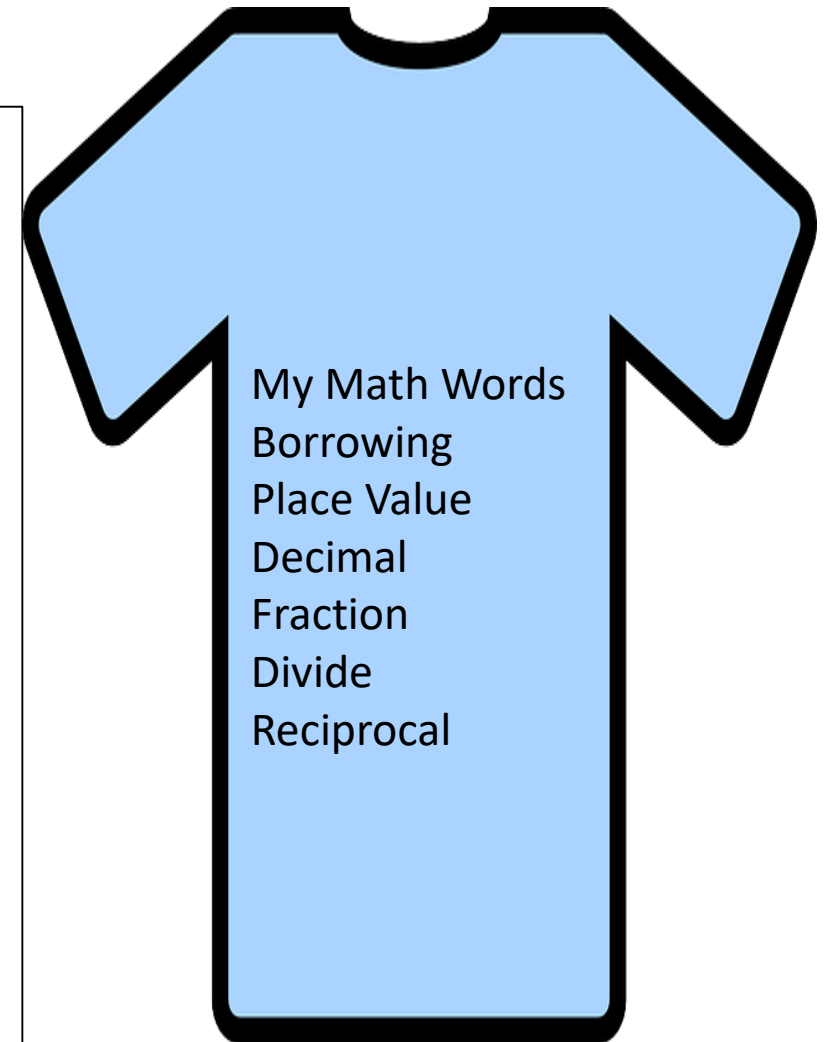
### **3. Igniting real conversations and connections to words:** Try asking questions or offering tips.

### **4. Conferring with students to heighten learning:** Occasionally, students will spell a word on the word wall incorrectly.

### **5. Celebrating the words:** Many times students will jump up and say, “That’s my word. That’s the one I could not spell and now I can.”

# Other things to think about.....

- What words do you choose
  - How do you put them up
  - What area do you use in the room
  - Is the word wall interactive
  - Can children get a word from the wall and take it to their seats?
  - Do you use the word wall for a center or station?
  - Do you play games from the word wall?
  - Do you refer to the word wall often.
  - Do students get to use the word wall by placing words on it or removing words
  - Do students have their own personal word wall they keep on their desks or folders
- Do you engage students to make various word walls on
- T-Shirts, hats, bracelets, chair covers with pillow cases.



# TASK Seven

## Word Wall Resources



<https://www.youtube.com/watch?v=Y7RqgZQf7fQ> 1.23 min

Look at this resource.

### **Why use word walls?**

They provide a permanent model for high frequency words

They help students see patterns and relationship in words, thus building phonics and spelling skills

They provide reference support for children during reading and writing activities.

### **Watch video:**

**Wheel of Fortune game can be easily made for your students. I am sure you can find one on the computer, but this way, students get out of their seats (movement is a brain friendly strategy) and they compete with each other on teams.**

**What would you change now that you know more about vocabulary and its importance?**

**TASK EIGHT –Answer the 3 questions below, Please.**

**1. If I gave 3-5<sup>th</sup> grade students these 4 words:**

**Which word does not fit?**

**precook, preheat, premixed, pretest.**

**What conversation would be had by students? Give me several examples. How could this game give you ideas on how students look at words?**

**2. What is an FDL lesson? Describe the steps for me. How could you use this ideas in your classroom? Article below:**

**<https://k12.thoughtfullearning.com/blogpost/developing-fluent-readers>**

**3. There are advantages of using poetry to support fluency. Please send me seven ideas from the reading that tells why poetry is favorable to help struggling readers?**

**<https://www.aworldoflanguagelearners.com/poetry-reading-fluency/>**

## Task Nine –Watch the video and answer the question.

This word wall could **hold all the vocabulary** words that you teach in content areas.

It could be by **content, alphabetical, or by noun, verb, adjective, or adverb.**

Could be put on chart paper that could be **portable.**

These word walls lend themselves **to great center work for students to practice** vocabulary.

<https://eleducation.org/resources/interactive-word-wall> 2 min. video  
Interactive word wall –pretty cool.

1. **How important is it to do new types of activities in vocabulary?**

# What do you think? TASK TEN



**Talk to me about these thoughts.....**

- 1. What do you already have in place that is explicit and systematic for academic vocabulary?**
- 2. Do you know what words students have practiced and mastered at the K-6 grades?**
- 3. How important is academic vocabulary word walls?**
- 4. If you do not have room, could you teach students how to have their own personal word wall? What would that look like?**

# Common Core Vocabulary

## Standards

L.CCR.4:  
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.CCR.5:  
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

*How do you make the connection?*

L.CCR.6:  
Acquire and use accurately a range of general **academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;** demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

# How to Teach a New Word – Use the I DO, WE DO, TWO DO, YOU DO

- Teacher says the word. I DO
- Asks students to repeat the word 3 times. WE DO
- Teacher states the word in context from the text. I DO
- Teacher provides the dictionary definition(s). I DO
- Explains meaning with student-friendly definitions and asks students to come up with them. WE DO or TWO DO
- Engages students in activities to develop word/concept knowledge. WE DO, TWO DO, or YOU DO
- Highlight grammar, spelling, polysemy, etc.

# When teaching a new word....

- Use **dual coding** (verbal associations and visual imagery.)
- Have students **give a definition or description of the major features** of a word.
- Make sure they **include the images** because this has an effect size of 1.15 for retaining the words.
- Selected subject areas should be targeted to **direct instruct on identifying the words needed to be known** by a student. This has an effect size of .97 if they are directly taught even over years.
- **Multiple exposures** to words over time in different contents will ensure retention.
- Students use their **own word curiosity to find words in their own reading that they would like to know more about.** Students should **interact with another student about the words** and do some talking about them and finding out more about them. **Common core demands collaboration.**



# Watch these videos, please

- [https://www.youtube.com/watch?v=2c\\_lyFiFFVI](https://www.youtube.com/watch?v=2c_lyFiFFVI) 3 min. 2-3 grade pre teaching vocabulary –What would you change if you were teaching this lesson?
- <https://www.youtube.com/watch?v=YKc--51Vds> 2.12 min 6 ways to



# Avoiding the temptation to "dumb down" our language for children

Classroom supplies	Walking in a line	Group Time
accumulate allocate allot amass arrange collect deplete dispense distribute dole gather hoard issue replenish reserve stockpile	adjacent approach disorderly efficiently file halt linger orderly parallel pause perpendicular proceed procession proximity queue rapidly remain swiftly vicinity	articulate ascertain assemble coherent contribute converse convey cooperate deliberate determine disband disperse elaborate elucidate express lucid oblige partake participate portray verbalize

## Avoiding the temptation to "dumb down" our language for children

Satisfactory	Conflict	Impolite	Correct	Wrong
affable agreeable amiable compassionate considerate courteous decorous gracious pleasant respectful sympathetic	amends bicker quarrel rectify resolve squabble	boorish coarse discourteous offensive uncouth vulgar	accomplished appropriate exemplary masterful precise proficient proper superior suitable	awkward erroneous flawed inaccurate inadequate incorrect invalid

# Vocabulary Plus

## THE WORD STRAW-BRING IN ONE BALE OF STRAW

- ☐ Use proverbs “The **straw** that broke the camel’s back” If a teacher brought in a bale that students could barely lift, they would understand the proverb. How is that the same as the “last **straw**?”
- ☐ Look through empty **straws** to see how soda gets through them.
- ☐ Weaving something with *straw* will explain **straw** hats, **straw** mats, **straw** baskets
- ☐ Building a house of **straw** will explain the collapse of the **straw** house in the Three Little Pigs and how easy it would be to blow it down.
- ☐ Make a **straw** man and you will see why people would rather attack a **straw** man than a real one.
- ☐ If you draw **straws** for classroom duties, students would see that the longest **straw** has to be the winner, otherwise people would break the **straws** into littler pieces.
- ☐ A **straw** poll or straw vote are not considered official just because of the **straw** being easily destroyed.
- ☐ If students have the opportunity to put **straw** over mud or water, they will get the word “**strewn**”
- ☐ **Straw**berries came from the way the plant **strews** itself across the ground.

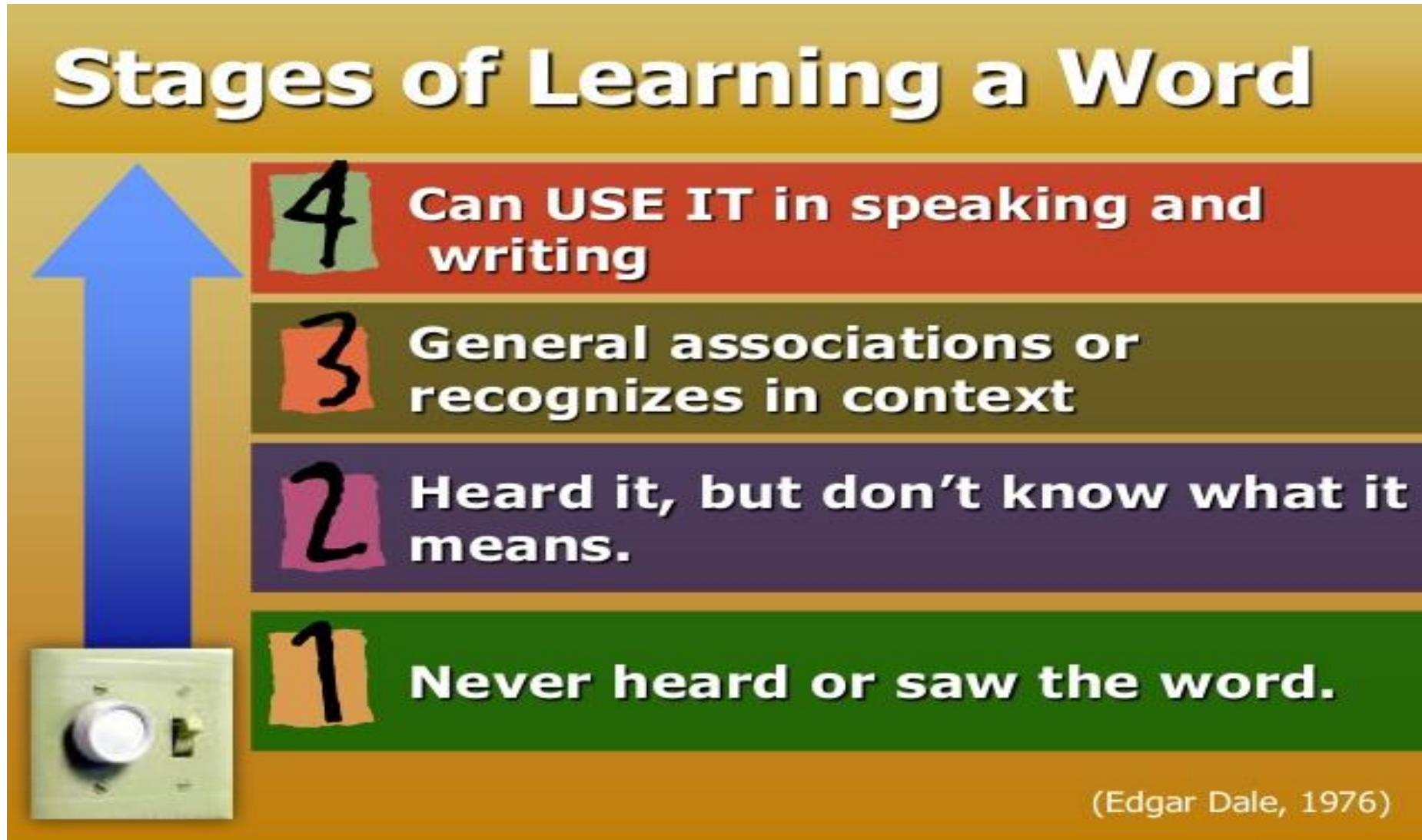
# Task Eleven WHAT DOES IT MEAN TO KNOW A WORD?

Jot down the one thought that explains it.



<http://www.visualdictionaryonline.com/> Use this resource for word learning visuals.

R  
U  
B  
R  
I  
C  
  
T  
O  
  
U  
S  
E



# Six Step Process for Building Academic Vocabulary

## 1. Give a **description, explanation, or example of the new term.**

- ☐ Determine what the learner already knows about the term
- ☐ Have learners share what they know as you monitor for misconceptions
- ☐ Use this knowledge as a foundation for more learning-DON'T BE REDUNDANT
- ☐ Utilize examples, descriptions, but NO DEFINITIONS. Defining terms is not a recommended way of learning a word
- ☐ Point out grammar of the word-Proper Noun, Noun, Adjective, Verb etc.,

## Step 2

Ask the learner **to give a description, explanation, or example of the new term in her/her own words.**

- ☐ Do not copy from others-use your own words
- ☐ Scaffold them if any confusion of the word exists
- ☐ Provide more descriptions and examples if they are having difficulty
- ☐ Have students record these in their Academic Notebook Worksheet. These notebooks travel with the students from grade level to grade level of terms mastered.

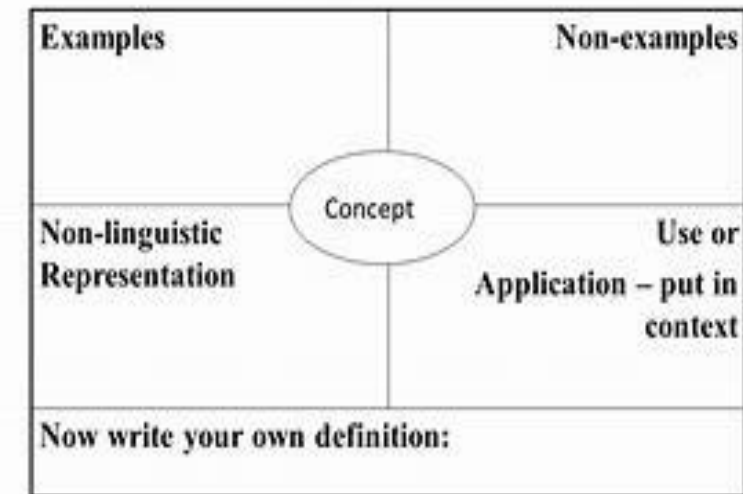
# Step 3-

Ask the learner to **draw a picture, symbol, or locate a graphic to represent the new term**

- ☐ Provide a nonlinguistic method of vocabulary mastery
- ☐ Have examples of others' drawings or allow students to work in teams to help those who can't draw
- ☐ Use graphics from magazines or internet
- ☐ Teach speed drawing
- ☐ Ask them to share their work
- ☐ Use symbols, graphics, drawing the term itself, cartoons are all acceptable

<https://713075.app.netsuite.com/core/media/media.nl?id=45580&c=713075&h=5a49b9aa97ee28f2da85&xt=.pdf&ck=QvllkrR5AcAlXXWk&vid=QvllkrR5Ab0lXfnW&cktime=96692&gc=clear> visual of a nonlinguistic representation

## Frayer Method



**This step is researched (nonlinguistic representation) helps the brain learn the word and recall it when necessary.**

# Step 4

Participation in their Academic Vocabulary Notebooks helps them with more knowledge of words -

Use their own words

- ❑ Identify PREFIXES, SUFFIXES, ANTONYMS, SYNONYMS, RELATED WORDS as “new information” on the sheet



Prefix and Suffix Roll and Write		
Prefix	Suffix	Activity
• re	• ing	• List as many words as you can
• dis	• less	• Write a story using words with a prefix
• un	• s or es	• Write a story using words with a suffix
• mis	• ful	• Compare 10 words with a prefix and a suffix
• non	• ed	• Create a prefix or suffix riddle
• your choice	• your choice	• Create a poem using a prefix or suffix

# Step 5

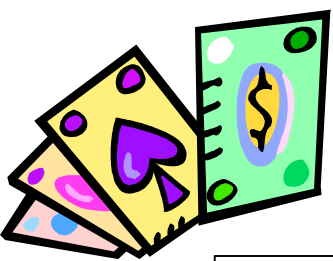
Discuss the words with other learners or work a Frayer Method with a partner or group.

- ☐ Think Pair Share
- ☐ Triad share
- ☐ Group share

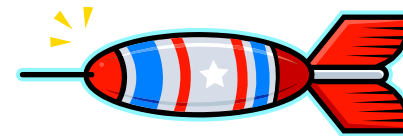
**The brain has to talk about what is being learned or the information will never make it to the working memory.**

## Frayer Method

Examples	Non-examples
Non-linguistic Representation	Use or Application – put in context
Now write your own definition:	



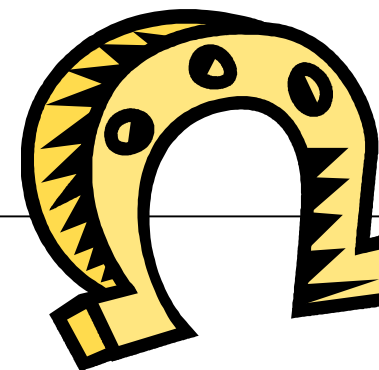
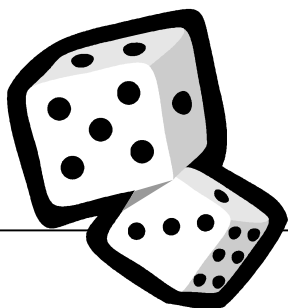
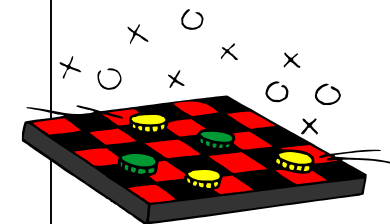
## Step 6



Games are available and should be used by the students to review and retain.

<https://schools.magoosh.com/schools-blog/9-classroom-vocabulary-games-to-use-with-your-students>

<https://englishteaching101.com/vocabulary-games-for-kids/>



# Nature of words and the nature of word knowledge

- Reference
- Modes of representation
- Levels of knowledge
- Indirect vs. direct instructional approaches



# Just and Carpenter, 1987

- As a reader progresses through a text, he constructs a representation of the objects and situations the text refers to.....
- Reference
- Modes of representation
- Levels of knowledge
- Indirect vs. direct instructional approaches

## REFERENTIAL REPRESENTATION OR SITUATIONAL MODEL

EVERY WORD IS A GENERALIZATION-words have a variety of references

Run

**How many “run” meanings are there?**

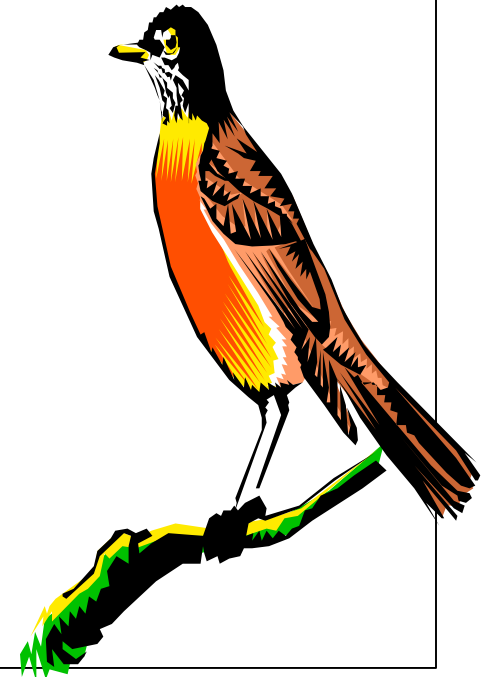
Runner

Running

# Look at this sentence...

The bird landed on the ground.

1. What picture did you make reference to when you thought of bird?



**Repetition-**A reader only has so much processing capacity available for tasks that require conscious effort. If a reader must struggle to decode a word, comprehension is interrupted.

**Meaningful use of the word** is not just being able to tell the definition, but it is **being actively involved with the word**. **Making inferences** about the word is one effective way to help students compare, use schema, and actually think about the word outside of a dictionary.

Some students have difficulty because:

1. Incomplete beginning reading instruction
2. Serious vocabulary deficits
3. Very limited knowledge of text structure
4. Misconceptions about fluency
5. **Lack of meaningful assessments that diagnose problems so that intervention can take place.**

**Example: When father heard that Lisa had ripped the letter from Steve, father commended her for it. What do you think father thought of Steve?**

# Pitfalls of Current Vocabulary Instruction

- **Narrow Views** (one dimensional view of the purpose for vocabulary instruction. Broader benefits are not seen by teachers and the introduce the vocabulary just to get through the unit.
- **Teacher Control** of the vocabulary chosen to learn. What words should be taught? How deep should the instruction go? How often do we give the word, give a definition, put it in a sentence, and get on with the unit.
  - How do you know that students already know a word? How can you find out?
- **Low level activities** in textbooks and basals.
- **Mindless practice** and little engagement
- **Incomplete definitions** from the dictionary or glossary.
- **Unreliable Context**



# Nagy suggests this type of instruction

1. **Integrates words with other knowledge:** Knowledge consists of sets of relationships and new information must be linked to what we already know.
2. **Put the word up and let the students talk or discuss what they already know. TEACHER MUST PLAN FOR THIS.....**
  - ❖ Teacher must be ready to **scaffold** with questions and clues
  - ❖ Teacher can **think aloud** about their connections
  - ❖ This **activates prior knowledge**, teacher can **assess students' knowledge of the word**, and the **discussion** enriches all the students' background knowledge connected to the new word.
  - ❖ **Talk about the word without mentioning the word. Use a vocabulary word you have been studying and have students partner with someone. They have to talk about that word without using the word.**



**DO NOT ASSUME THAT STUDENTS WILL JUST PICK THIS UP.**

**•ALL OF THESE NEXT SLIDES HAVE TO BE TAUGHT TO STUDENTS.**

**•MODEL EVERYTHING YOU CAN SO THAT THEY CAN SEE WHAT IS EXPECTED OF THEM.**

**•LET THEM TALK TO ONE ANOTHER EVERY 10 MINUTES ABOUT WHAT THEY ARE DOING AND LEARNING.**

**•ENGAGE THEM IN ANYWAY YOU CAN. WITHOUT ENGAGEMENT, LEARNING IS NOT HAPPENING.**

**•SOCIETY DEPENDS ON READERS TO CONTINUE TO VOTE, HOLD JOBS, PAY TAXES, FIND CURES, AND KNOW HOW TO DECIPHER UNTRUE FACTS.**



## 6-Types of External Context Clues

**1. Definition or explanation clue**

The periphery or outer region, of the river was littered with container trash from the nearby factories.

**2. Example clue**

Like road banks along an interstate highway, the periphery of the river was littered with container trash from the nearby factories.

**3. Restatement or synonym clue**

The periphery or bank of the river was littered with container trash from the nearby factories.

**4. Contrast or antonym clue**

The periphery of the river, unlike the water that flowed within its banks, was littered with container trash from the nearby factories.

**5. Inference through general context clue**

The periphery of the river was littered with container trash from the nearby factories while the fast moving water appeared clear of debris.

**6. Punctuation and syntax clues**

- Word order, dashes, quotations, parenthesis

The periphery—the perimeter—of the river was littered with container trash from the nearby factories.

**TASK Twelve- Which one of these do you need to implement in vocabulary and reading instruction?**

**TASK Thirteen -Let's see how well we do with this reading.  
Please read and answer this question-What really happens in  
the pseudogap state?**

### **Two competing electron orders in the pseudogap state**

According to the model, the pseudogap state simultaneously contains two electron orders: d-wave superconductivity, in which the electrons of a Cooper pair revolve around each other in a cloverleaf shape, and a quadrupole density wave. The latter is a special electrostatic structure in which every copper atom in the two-dimensional crystal lattice has a quadrupole moment, i.e. two opposite regions of negative charge, and two opposite regions of positive charge. d-wave superconductivity and quadrupole density wave compete with each other in the pseudogap state. Due to thermal fluctuations, neither of the two systems can assert itself. However, if the system is cooled down, the thermal fluctuations become weaker and one of the two systems prevails: superconductivity. The critical temperature at which this occurs can, in the model, be considerably higher than the transition temperature of conventional metallic superconductors. The model could thus explain why the transition temperature in the ceramic superconductors is so much higher.

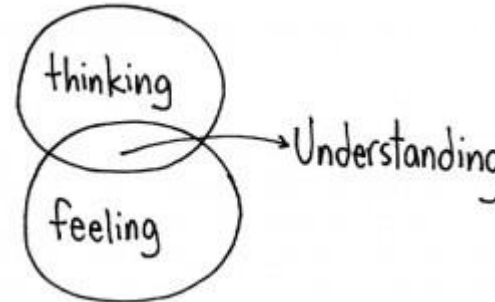
**Next Slide for Questions**

**TASK Thirteen –Please send answers to me.**

**1. What do you do to make meaning of this passage?  
Share that with students..**

**2. HOW LONG WOULD IT TAKE A STRUGGLING  
READER TO COMPREHEND?**

**3. What words would you teach?**



## Mental dictionaries or lexicons begin

- Reader begins to categorize words and are able to group words into meaningful, grammatically correct sentences, “I love you, mom!”
- **Free morphemes** are single, standing words containing its own meaning (script)
- **Bound morpheme** is another morpheme attached to the free morpheme to contribute to additional meaning. (prescription)
- **Inflections** does not change the basic category of the root word (boy to boys)
- A **derivation** can alter word meaning when a affix is added to a free morpheme (state to statement)
- **Compounding** can be complex with words that are hyphenated, two words together, or word and morpheme joining (portfolio-port means to carry and folio is a sheet of paper)

Fromkin & Rodman, 1998

# USE DRAMA AND ART

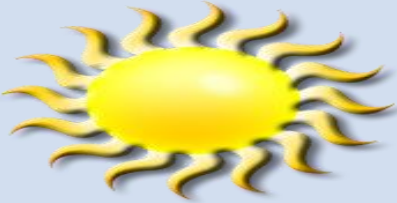
- Act out the word
- Draw the word line by line until and have teams guess for points.
- Word associations
- Design a bumper sticker using the word
- Create a comic strip explaining your word
- Make a chain that goes around the room with all two tier words you have learned

# Wearable words

- Take a paper bag and cut it into a vest that a student could wear. Place the vocabulary words on the vest and let the child wear the vest all day explaining the words to others.
- Cap of words-place the word on the bill of a ball cap for each student to wear. The children will not be able to see their word. They have to give clues to the others about the word they are wearing on their head.
- Headbands made of the words the children wear around all day
- Word bracelets and necklaces
- Write the letters on beads and they string a bracelet or ankle bracelet from the two tier words list.
- Word buttons they can wear to lunch or home

# Other Ideas

- Hopscotch words –Put the words inside the squares of the hopscotch game and when they jump in the square they say the word and tell the meaning.
- Paint the word with water and a paint brush. They must tell the meaning before it dries.
- Secret words in a bag. They pull one out and have to give a synonym for it.
- Body Building words on weights
- Glass words on windows
- Ceiling words on ceilings
- Floor words on floor
- Teacher words on teacher
- Student words on students
- Cafeteria words in the cafeteria
- Outside words outside

K KEY IDEA	I IMPORTANT INFORMATION AND RELATIONSHIP	M MEMORY CLUE
Drought	Little or no rain over a period of time. Like in the desert or Midwest summers	
Coup	Takeover of a government by the military. It happened in Cuba	

## KIM APPROACH

# Analogies

Comparisons of two similar concepts

Like a math equation, each side must balance

- Part to whole- Battery : flashlight :: hard drive : computer
- Cause/Effect- fatigue : yawning :: itching : scratching
- Person to Situation- mother : home :: teacher : school
- Synonym- obese : fat :: slender : thin
- Antonym- poverty : wealth :: sickness : health
- Geography- Chicago : Illinois :: Denver : Colorado
- Measurement- pound : kilogram :: quart : liter
- Time- March : spring :: December : winter

**What would happen if all students knew that these are the only way analogies are put together?**

## 1. Word Skits

Their job is to work together to make a skit that revolves around this word. In doing so, they can include figurative language – metaphors, similes, personification, hyperboles, alliteration, and etcetera to deepen their understanding.

## 2. Symbolic Coloring Picture Associations

With this activity, students will study a cartoon image, identify a word from their list that relates, and then choose a color that symbolizes the word. Finally, students will color the image, making sure to use the symbolic color, and they will write explanations for their associations. Students will also determine whether the image implies a positive or negative connotation of the word.

## 3. Picture Association Sentences

This activity is the most traditional of the three. Students will be able to study task cards that each feature one image in order to make a connection with a vocab word. Then, they will write or orally discuss a sentence that includes that vocabulary word. I suggest using these as station activities, quick warm ups, or exit slips. Students can share with small groups or with the class. I do not suggest collecting and grading them.

## 4. Word Personalities

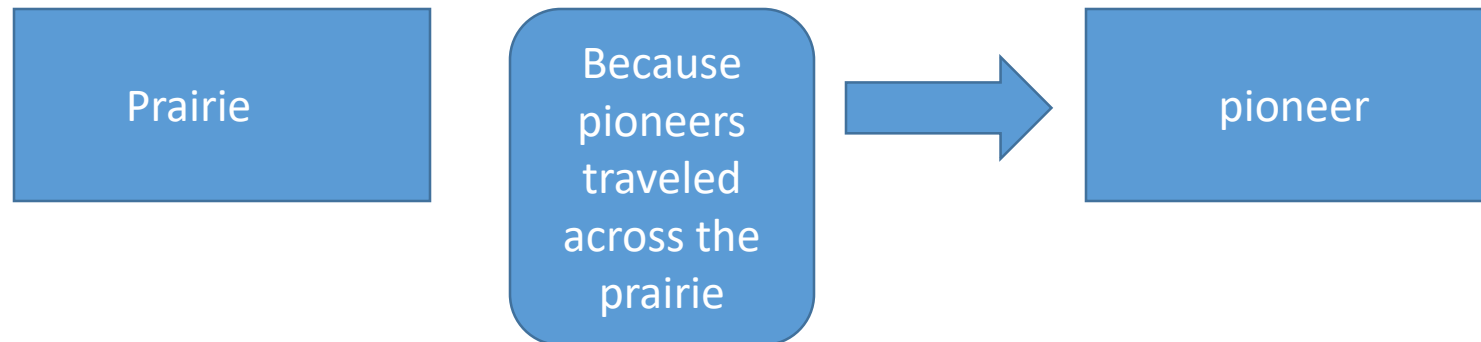
Here are four of my favorite assignments that include word personalities using social media:

- **Facebook:** Have students create a Facebook poster based on one of the words on their list.
- **Twitter:** Ask students to create a Twitter profile and feed for a word.
- **Instagram:** Students can create a scrapbook or Instagram posts for their word.
- **Pinterest:** Give students the task of creating a Pinterest profile for a word, including a list of boards and pins that would relate to that word.



# Hookup

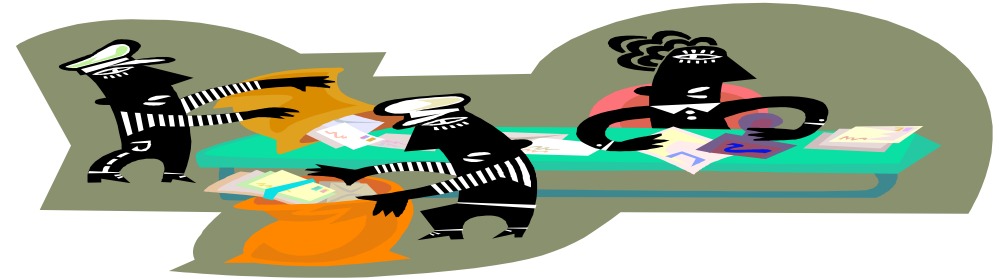
Words that might belong together from this weeks' words



# Keep track of who is learning what

Student	Peri	Port	Spect	Chrom	Cycl	Meter	Oct	Cent	Aud
Barb	X	X			X		X		x
Dion		X	X		X				

# Word Sorts



Use the content word wall words and if students can move the words on the wall, the center could be there, if not, put the words on index cards.

Give the cards to the students and let them sort the words in an open sort where they decide how to categorize the words

Give them the words and create a closed sort by giving them the categories to sort them into.

- ❑ Could be a syllable rule or vowel pair or synonyms

## Word Sorts

<https://indiana.pbslearningmedia.org/resource/10347752-e74b-4b26-813c-0f166777afcc/10347752-e74b-4b26-813c-0f166777afcc/> 2.61 word sorts of students sorting words for a weather unit.

**Closed sorts** -where you give them the categories

**Open sorts** -where they have to figure out themselves what the categories are

**Blind Sort** - A blind sort should only be done after the students have worked with sorting several times. Familiar key words are written at the top of a piece of paper. Students write words in the correct columns as they are called out.

# Word Sorts

Adapted from Sort It by Ferlito

PLACE THESE WORDS INTO CORRECT SPACE. DISCUSS THEIR MEANING WITH A PARTNER.

Trans	Tri	Uni

Unicycle	Transmitted	Transform	Tricolor
Unify	Uniform	Tricuspid	Transport
Triple	Unilateral	Tripod	Translate
Transit	Triceps	Unipolar	Trisect
uniaxial			

# Frequent Contact (Jantzen, 1985)



Soldiers	Guitarists	Teenagers

Amplifier cafeteria dog LP billets carbine dogtag major bicycle  
Chords drill PX blue jeans computer fatigues pick bridge desk  
Frets staff

PUT THESE WORDS WHERE YOU THINK WOULD HAVE THE MOST  
FREQUENT CONTACT WITH THE THREE HEADINGS.

Draw a circle around the words that have more than one meaning.

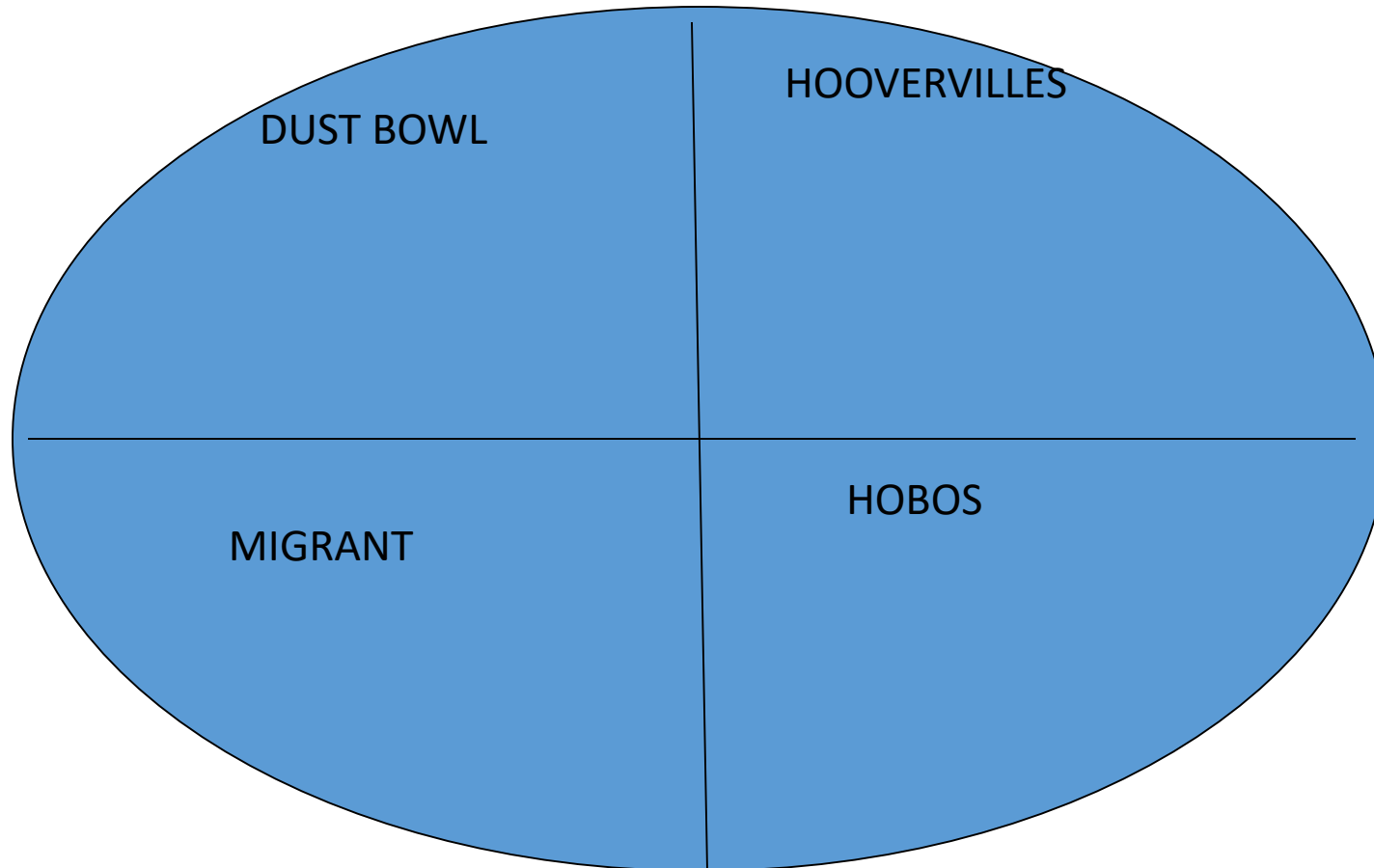
# HOW A DINOSAUR GOT ITS NAME

Scientific Name	Word Parts Saurus=Lizard	Characteristics That Contributed to the name
Ankylosaurus 	Ankylos=hooked, jointed	Huge armored dino with thick, oval placts as part of its tough skin
Triceratops 	Tri=three Cerato=horn Ops=eyes or face	3 horned face dino. The horns served as protection for his eyes from meat eating dinos

# CONCEPT CIRCLES

Vacca and Vacca, 1986

TOPIC Depression



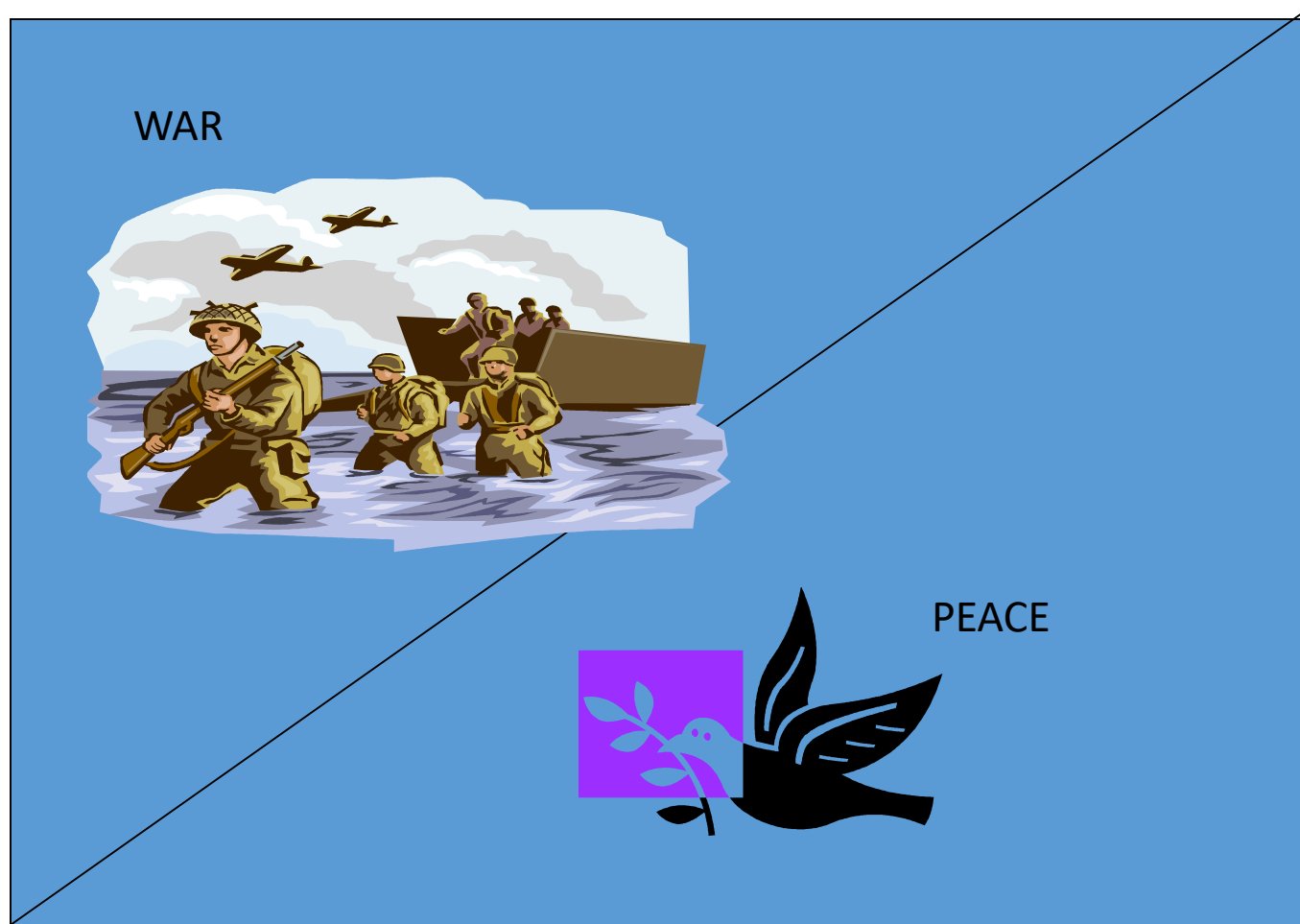
## HELPING CHILDREN MAKE INTELLIGENT GUESSES McKee, 1948

- Divide a page into five columns

Vocabulary Word	Intelligent Guess	Clues that help the guess	Dictionary Entry	Original Sentences

Students can learn more vocabulary incidentally. Being engaged in consistent reading from a variety of books, writing about many different venues, holding discussions about the reading and writing, giving students time to talk about their learning, and the teacher talking about her/his learning are all important ways to learn new vocabulary.

# OPPOSITES IN CONTENT



# The Fred Rogers Approach

It's a beautiful day in the neighborhood, and he stops and looks at his watch, carefully looks at it and says, "This is a watch. Did you ever wonder where a watch comes from? Did you ever wonder how they are made?"

Fred Rogers takes props around him and digs deeper into them.

This is what we need to do with vocabulary.

# After reading fairy tales or other genres

Pick two characters, settings, or plots from two different stories.

Have students compare them using at least **3 vocabulary words used this week.**

Fancy Nancy meets the Stinky Cheese Man

The three pigs rescue Rapunzel.

Snow white takes place in Chicken Sunday's backyard.

# Stephen Stahl 1999 & 2005

**Fast Mapping** can be an instructional tool.

- This is the unconscious action our memory takes when we first begin to learn a word.
- Our brain creates a meaning structure for new words very quickly.
- We fill in the blanks to the word meaning slowly.
- This fast mapping gives our brain structure to hang on to the word as we learn it.
  - **Teachers need to connect the word to their schema**
  - **Put the word into different contexts**
  - **Guide them to think about the word's meaning**
  - **Let them talk about the word and use the word multiple times throughout the quarter.**
    - **Keep a list of words and put a tally mark by them each time they are used.**

## Create Multiple Images

**Twilight** is connected to other words: dusk, starry, evening, calming

**Masterpiece** is connected to: painting, music, writing, reading, sports, architecture, science, performances

**Oscillate** is connected to: fan, movement, science, motors

**Gorge** is connected to: eating too much, mountain ranges, rain forests, hiking, safety

# Going Deeper

1. Imagery
2. Word Maps
3. Categories
4. Compare and Contrast
5. Word Journals
6. Prove the dictionary wrong
7. Word parts and connections
8. Analogies
9. Synonyms/Antonyms
10. Linear Array-fill in words between

Blistering \_\_\_\_\_ Freezing This can also be done as an activity standing on opposite ends with the words on the floor. Have students figure out what the two ending words would be and then have them place the other words in their linear order.

**Hot Simmer Tepid Cold Icy Freezing**



# TASK Fifteen –LAST ONE

**After completing all the slides, videos, and resources, tell me how this training will change your instruction in Vocabulary?**

- 1. What facts or resources stood out to you?**
- 2. What will you incorporate in vocabulary instruction next year?**
- 3. How will you assess students in their mastery of Vocabulary?**
- 4. What slides were the most helpful to you?**

# Did I mention-We also need to teach

Homophones –Homographs-Homonyms

Palindromes

Synonyms-Antonyms

Onomatopoeia

Sniglets

Pseudonyms

Alliteration

Similes –Metaphors

Acronyms

Portmanteau Words

Clipped words

Hink Pinks

Spoonerisms

Eponymous words

Idioms

Hyperboles

Puns

Anagrams

Imponderables

AND THE LIST GOES ON.



# Here are many ways to say “Thank you” USING VOCABULARY WORDS.....

- I'm so grateful.
- I appreciate it.
- Thanks for persevering through this.
- I could not have deprived you of vocabulary knowledge.
- I owe you one, now I am obligated.
- Much obliged for indulging me.
- Thanks for having my vertebrae.
- Please accept my deepest gratitude.