

WINNING WITH WORDS

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OBJECTIVES

- ✘ Content Objective: TWBAT identify and define the 6 step process in teaching new academic vocabulary.
- ✘ Language Objective: TWBAT summarize and retell the 6 step process in teaching new academic vocabulary to a colleague.

WORD SPLASH!!!



**Effective Vocabulary
Instruction**

As Steven Stahl (2005) puts it,

"Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world."

According to Michael Graves (2000), there are four components of an effective vocabulary program:

- wide or extensive independent reading to expand word knowledge
- instruction in specific words to enhance comprehension of texts containing those words
- instruction in independent word-learning strategies
- word consciousness and word-play activities to motivate and enhance learning

Developing English Vocabulary

Providing content area vocabulary gives students the ability to communicate in mainstream classes and to understand content-area-specific terminology. Vocabulary may be initially taught *directly or in context*. To reinforce vocabulary, teachers should create contexts in which *students work with and use content-specific vocabulary regularly in their reading, writing and speaking*.

SELECTING TERMS FOR DIRECT VOCABULARY INSTRUCTION

- ✘ Subject specific terms are best for direct instruction.
- ✘ Standards movement has created documents that are good resources for vocabulary terms.
- ✘ Establish reasonable targets...decide how many you will teach for the year ...then how many per week.
- ✘ Ask this question as you choose terms “Is this term critically important to the _____ content I will be teaching this year?”

SIX-STEP PROCESS FOR TEACHING NEW TERMS

Adapted from *Building Academic Vocabulary* by Robert Marzano
& Debra Pickering (2005)

STEP 1

Provide students a description, explanation, or example of the new term. (*ESL* need a non-linguistic example...if possible explain the term first in students' native language)

Notes to ponder:

- . Assess what they already know or *think* they know (Word Splash)
- . Tell a story that integrates term
- . Use visuals, pantomime, mental pictures
- . No dictionary definitions
- . Kid-friendly words...informal intro...general understanding

STEP 2

Have students to restate the description, explanation, or example in their own words. (ESL students could write first in their native language depending on their language proficiency...then English...connecting prior knowledge to new learning)

Notes to ponder:

- ✓ Students should construct *their own* descriptions, explanations, examples.
- ✓ Try to monitor for errors/misconceptions but also know students will have opportunities to *revise* their understanding.
- ✓ Does not need to be comprehensive.
- ✓ Record in their notebooks.
- ✓ Allow time to discuss with a partner (Clock Partners, Learning Buddies, appointment partners, Think-Pair-Share, Capsule Vocabulary).

Suggested Format for Direct Instruction of Critical Vocabulary

Term:	Describe:
Draw:	Revise/Re-Think

STEP 3

Have students construct a picture, symbol, graphic representing the term or phrase.

Notes to ponder:

- ✖ Having students do a graphic has them process information in non-linguistic ways while describing has them process it linguistically.
- ✖ Background knowledge is stored in bimodal packets with linguistic and non-linguistic components...therefore vocabulary instruction should involve activities that enhance linguistic representations of the target information and their imagery of the target information.
- ✖ Model...model...model ...this can be a challenge for some students.
- ✖ Allow students to work together in the beginning.
- ✖ Play “Draw Me” (Pictionary)
- ✖ Different terms require different types of pictures.
- ✖ Can allow students to use pictures found in print materials

STEP 4

Students need to periodically engage in activities that help them add to their knowledge of the terms in their notebook.

Notes to ponder:

- ✘ Understanding deepens over time if student continually reexamine their understanding of a term.
- ✘ Activities should be planned that explicitly engage students in a focused review of terms. (Free Association, Charades, Comparing Terms, Classifying, Semantics Features, Analogies, Metaphors, Jeopardy, Concept Map, Paired Verbal Fluency)
- ✘ Each time this is done allow students time to _____ terms in their notebook.
 - + list related words
 - + add, revise
 - + include synonyms/antonyms
 - + record insights
 - + translate into another language
 - + cautions or reminders of confusions

STEP 5

Students need to periodically discuss terms with one another. (For L1 & L2 ESL students pairing them with students of the same native language can be helpful at times).

Notes to ponder:

- ✘ Interacting with others about the terms deepens understanding...social environment optimizes learning.
- ✘ Important to teach the skills of group interaction.
- ✘ Research suggests that repeated exposure is needed for content to be stored in permanent memory.
- ✘ Can be formal or unstructured (Think, Pair, Share, Capsule Vocabulary).

STEP 6

Use games that allow students to “play” with the terms. (For L1 & L2 ESL students pairing them with students of the same native language can be helpful at times)

Notes to ponder:

- + Set aside time to play games

“WORKING WITH WORDS” STATIONS

Making the Connection

1. Select 3 words from the sticky notes.
2. Write a “Super Smart” sentence showing the relationship or connection between the words.
3. Write this sentence on the large white post-it sheet.
4. Make sure you underline or highlight your three words.

“A Picture is Worth a Thousand Words”

1. Select one of the words from the plastic bag.
 2. Draw a picture to illustrate your word.
 3. Do not write the word on your illustration.
- The class will try to guess your word.

Analogy

_____ is like a _____
because...

Be sure to put you answer on the large post it sheet.

EX. The Reconstruction Acts were like a snowstorm because...

Put It in ORDER!

1. Take the event strips from the plastic bag.
 2. Put them in order of when they occurred.
 3. When you have finished, check it with the answer sheet.
- NOTE: For this station, the focus is any skill. Other skills used could be map skills, reading timelines, fact/opinion, etc.

Last Word

1. Select one letter from the word.
2. Write a statement beginning with that letter about the concept or topic listed.

R	
E	
C	
	SAMPLE
O	
N	
S	
T	
R	
U	Unfairness to the African Americans and Black Codes caused Congress to pass reconstruction acts.
C	
T	

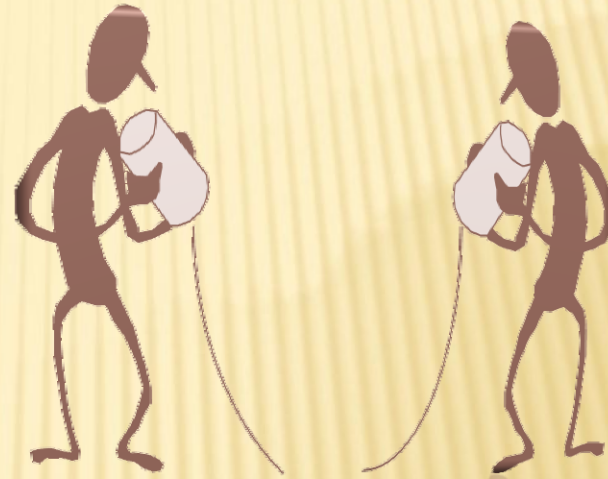
*M*ix & *M*ingle



LET'S GIVE THEM SOMETHING TO TALK ABOUT...

Partner A

- × Executive Branch
- × President
- × veto
- × Cabinet



Partner B

- × Legislative Branch
- × Bicameral
- × House of Representatives
- × Senate

**Capsule
Vocabulary**

TIC-TAC-KNOW



coin



dollar



=



fair trade



nickel



dime

+

more



penny

-

less



quarter

TIC-TAC-KNOW

molecule

compound

liquid

plasma

gas

plasma

solid

element

atom

TIC-TAC-KNOW

capital
resources

consumers

scarcity

goods

human
resources

natural
resources

distributing

exports

manufacturing

TIC-TAC-KNOW



land grab

empires

imperialism



raw materials

nationalism



markets

colonies

territories



Africa

GDP
goods
services
interdependent

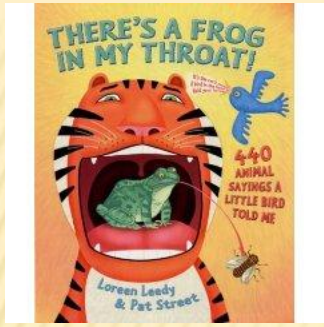
scarcity
Natural Resources
factories

transportation
tariffs
imports

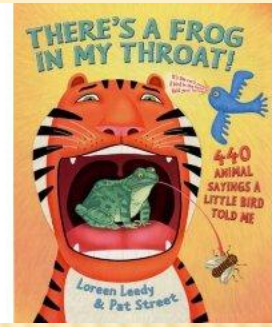
manufacturing
industries
NAFTA

shipping
Trans-Canadian Railroad
economy

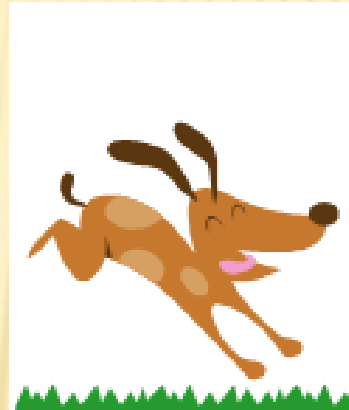
_____ is a system for
producing, distributing, and
consuming goods and services.



IDIOMS



Frog in throat...Cat in throat
(France)

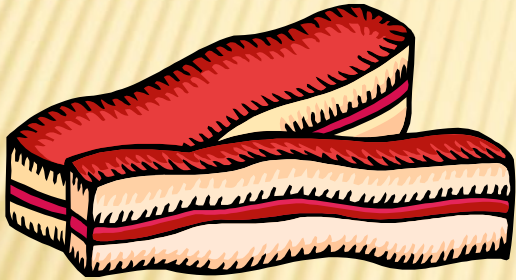


A leopard doesn't change its spots

A dog's tail remains crooked (Arabic)

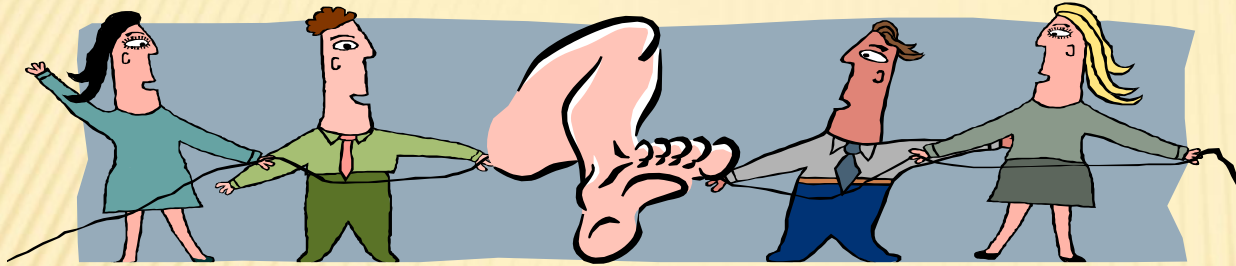


Raining cats and dogs –
raining young dogs (German)



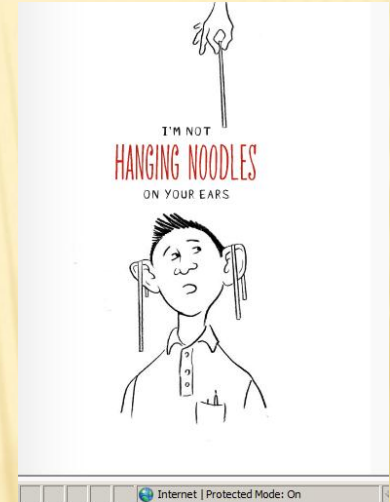
To live like a maggot in
bacon – German –
to live in luxury





I'm not pulling your leg-

I'm not hanging noodles on your ears (Russian)



To die laughing- to be peeled
as a banana (Spanish)



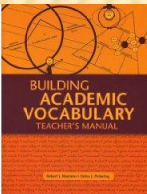
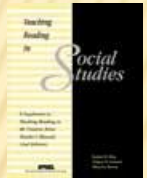
Resources



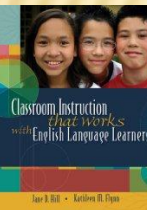
- *Teaching Reading in the Content Area: If Not Me Then Who*
 - Rachel Billmeyer & Mary Lee Barton

Also available for specific content areas

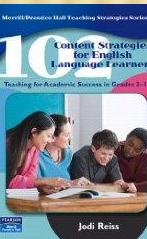
✕ Science, Social Studies, Math and Language Arts



- *Building Academic Vocabulary*
 - Robert Marzano



- *Classroom Instruction That Works with English Language Learners*
 - Jane D. Hill & Cynthia L. Bjork



- *102 Content Strategies for English Language Learners*
 - Jodi Reiss

Winning With Words Vocabulary Resource Sites



1. <http://www.eslflow.com/vocabularylessonplans.html>

Links and lesson plan ideas

2. http://t4.jordan.k12.ut.us/teacher_resources/inspiration_templates/index.html

Many templates for working into Inspiration or that can be printed out for classroom use

3. <http://www.vocabulary.co.il/>

Interactive online vocabulary games

4. <http://www.readingrockets.org/article/9943>

Lesson models on building vocabulary through multiple exposures

5. <http://www.newhorizons.org/spneeds/ell/wallace.htm>

New Horizons article on adapting SIOP strategies to regular or ESOL classroom learning of vocabulary

6. <http://www.colorincolorado.org/article/13347>

Information on how to reinforce vocabulary, especially from standards, and many links to helpful sites

7. <http://ezinearticles.com/?Building-Background---Benefits-of-Using-Sentence-Frames-to-Build-Background-Knowledge&id=881703>
Using sentence frames to intro new content and link to background knowledge
8. <http://www.jc-schools.net/tutorials/vocab/>
Tennessee's excellent site on developing academic vocabulary, containing word lists by grade and content area, games, templates, etc.
9. <http://www.colorincolorado.org/webcasts/academiclanguage>
Webcast on academic language, including strategies, activity ideas, and resources
10. <http://www.dww.ed.gov/>
Home of Doing What Works, a research-based educational practices website, which includes literacy, math, science, etc

