

May We Have A Word With You?

Improving Vocabulary Instruction

Presenters:

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**Iota Iota Chapter
Kappa Delta Pi
Westfield State College**

**Kappa Delta Pi
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Agenda

- I. Introductions of presenters and audience
- II. Goal: Teachers will be inspired to incorporate authentic vocabulary development into daily practices with children.
- III. Activate prior knowledge: Partnerships: True-False.
- IV. One New Word: Word recognition vs. word knowledge.
- V. Some background: establishing realistic goals.
- VI. Ten strategies to increase vocabulary.
- VII. Revisiting Research Based Statements.
- VIII. What have we learned? Making a plan...
- IX. Networking: kitterly@wsc.ma.edu;
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“Words are the medium of thought. The words we use not only express our ideas about the world, they influence them.”

-Susan Watts, Teacher Educator

Resources used for presentation:

- Allen, J. (1999). *Words, Words, Words*. Portland, ME: Stenhouse.
- Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing Words to Life*. New York: Guilford.
- Beers, K. (2003). *When Kids Can't Read, What Teachers Can Do*. Portsmouth, NH: Heinemann.
- Cunningham, P.M., & Allington, R.L. (2007). *Classrooms That Work: They Can All Read and Write*. New York: Pearson Education.

Ten Strategies

1. Authentic talk using rich vocabulary: providing realia, “mining” the school environment, using rich language to describe classroom events, making connections.

Notes:

2. Introducing New Content Area Units with Realia.

Notes:

3. Read Alouds: three explicitly taught words.

Notes:

4. Visualizing and Illustrating Word Meanings.

Notes:

5. Independent or Instructional Texts.

Notes:

6. Simulating Real Experiences through Dramatization.

Notes:

7. Teaching how to use clues and when to strategically use dictionary.

Notes:

8. Scavenger Hunt.

Notes:

9. Great Words Board.

Notes:

10. Teaching Morphemes.

Notes:

1. Authentic talk using rich vocabulary **KATY**

- providing realia (have kitchen items, then 20 questions)
- mining the school environment (door, frame, hinge)
- unexpected classroom events
- making connections to the known (mountain ledge, window ledge)

2. Using realia to teach Content area vocabulary for primary grade students **AMY**

- Concepts in grade K-1 social studies curriculum frameworks: economy
- *Use of job chart to provide conversational context for lofty terms such as: Responsibility, Justice, Fairness, Authority*
- Use of lyrics to patriotic songs: *America the Beautiful*

3. Read Alouds **KATHY**

- First time through, simply add word meaning in context
- Next, focus on three chosen tier two words
 - i. Say word in context: Remember how Mem Fox described Tough Boris as “Scruffy”? Can you say it too?
 - ii. Tell meaning in context again: “Remember how Tough Boris looked all messy, prickly beard, hair uncombed, clothes all wrinkly?”
 - iii. Student friendly multiple contexts: “My dog, Chico, was scruffy.”
 - iv. Turn and tell
 - v. Say word again
- Review other two words in same manner (fierce and fearless)
- End by reviewing all three words (use drawings, pantomimes, etc.)
- Put index cards on Xeroxed cover of book

4. Using visualizing, illustrating and graphics to teach vocabulary: good for ELL’s, good for everybody **KATY**

- Make a sketch showing the difference between two things such as: a bird and a mammal, an amphibian and a reptile, between a cirrus and a cumulous cloud
- A picture is worth a thousand words (*invisible*) maybe one other that you like
- Graphic Organizers e.g. Concept of Definition: *canal*, now try *peninsula*
- Examine linear arrays: Rank synonyms on a scale from a little to lots: for instance, “excitement:”content, amused, bored, effervescent, delighted. (**Katy**, which word are you doing? I did not think it was excitement?)
- Fold a piece of paper in quadrants, draw four examples of “scruffy.”

5. Independent or Instructional Books **AMY**

- If words are primarily Tier 1 words, during small group discussions, introduce rich vocabulary to known concepts through **discussion**
 - i. show emergent book example (*The Fox*)
 - ii. give teachers practice ask another word they could introduce with *The Fox*.
- If words are anticipated to be unknown, introduce BEFORE reading through discussion, pictures, or other means to scaffold reader's comprehension during independent or guided reading...use ancestors in *Jump the Broom*.

6. Use mini-drama as a springboard for context-rich, redundant, deeply processed word use **KATHY**

- With your partner, act out the difference between instruction and assessment
- While staying seated attempt to act out the difference between *scurrying*, *skipping*, *dawdling*, *sashaying*
- With your partner, pretend to be Columbus trying to convince Queen Isabella to give him the money for the ships: try to use the words *riches*, *economy*, *risk*, *benefit*, *conquer*, *navigate*, *sphere* or *spherical*
- Use just your face to show the emotions *furious*, *distraught*, *perplexed*, *finicky*, *reluctant*

7. Teaching Clues and when to strategically use dictionary **KATY**

- Definition clue: The pirate was scruffy meaning he was untidy.
- Restatements using common vocabulary: The pirate was scruffy since he never shaved, took baths, washed his clothes, or combed his hair.
- Contrasting references: The pirate was scruffy but the little boy was very clean and neat. The little boy always took baths and combed his hair!
- "gist" clues: The pirate was scruffy but that was to be expected since he was always on ships and they had very little fresh water on ships in those days.
- dictionary or thesaurus (Model, model, model! Use simplest dictionaries or use computer dictionaries!)

8. Scavenger Hunt: Find general and specific objects that represent new or finely tuned concepts **AMY**

- In your purse, wallet or book bag, find something that represents *pride*, *melancholia*, *frivolousness*. Explain it to your partner.
- Visualize your kitchen. List as many objects you can find that represent a cutting edge? Now what is cutting edge about your practice? About your thinking?
- On the playground of your school, list all the things you can find that are *symmetrical*, *parallel*, *triangular*

9. Great Words Board **KATHY**

- Two to three per week
- Use “sponge” activities for continuous review. (If you know what “fierce” means, hop on your left foot. Call on one child who is hopping on left foot. That child asks for an example of fierce and gives new command such as tap on nose with pinky finger if you can give an example of fierce. Can require special controls like, must call on someone of opposite gender. That child responds and then says new command and word, such as “Close your eyes if you know what ‘scruffy’ means,” etc.)
- Can also collect other types of words: weird words, rare words, long words, homophones, homographs, prefix words, etc.

10. Morphology: **KATY**

- What is it? What is a morpheme?
- Try it, analyze *preteaching*, *unexplainable*, *incomprehensible*
- What are the most powerful prefixes?
- Word sorting with the prefix “re”
- Collect words with common roots, prefixes, suffixes

Test your knowledge about word knowledge: A self-assessment of what the research says about the relationship between vocabulary knowledge and other components of literacy.

Work with a partner to decide whether or not the following statements are true or false. Cite evidence or provide an example whenever possible.

Try to work fast, using one minute or less for each item.

True or False and how do you know??

1. Knowledge of word meanings is the component (of the five components of reading instruction) that has the greatest impact on reading comprehension.
2. There are many levels of knowing a word.
3. You can recognize a word and still not know what it means.
4. You can know what a word means but not recognize it in print.
5. Within sentence context clues are often somewhat limited in their usefulness to determine word meaning.
6. Schema theory can explain how we learn new words.
7. New thinking about vocabulary has identified three tiers of words students must understand when listening or reading. (Can you describe them? Can you provide an example of each?)
8. The best strategies for teaching word meanings include lots of redundancy.
9. Structural analysis is different from phonic analysis and synonymous with morphemic analysis.
10. Reading high quality literature to young children that they cannot read themselves is one of the most effective ways to expand word knowledge.
11. Pausing briefly (and occasionally) to explain a word when reading aloud has been shown to have a significant impact on vocabulary knowledge.
12. It is better to keep reading than to provide lengthy explanations of word meanings when reading aloud.

One New Goal...