



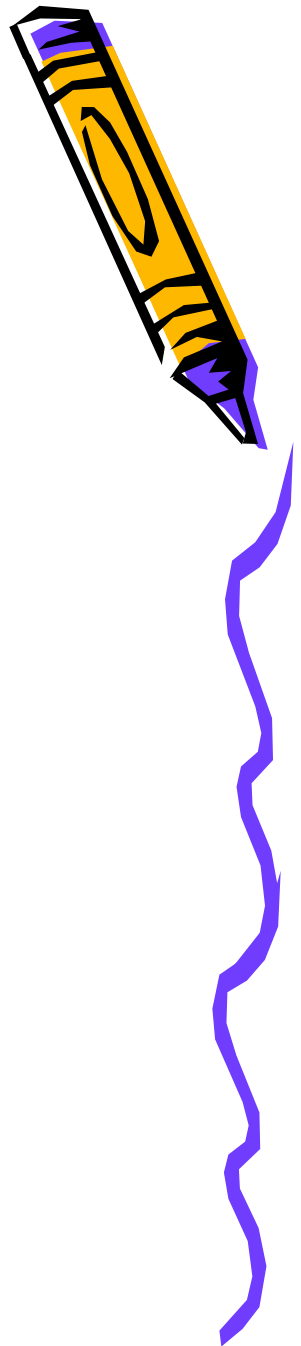
Powerful Vocabulary Instruction

Strategies to Differentiate Learning
New Words and Making Them Stick



Objectives

- Understand the relationship between vocabulary and comprehension.
- Distinguish between the two types of vocabulary learning.
- Share direct instructional strategies targeting varied learning styles and multiple intelligences.
- Implementation of strategies during classroom instruction.



Think About It....

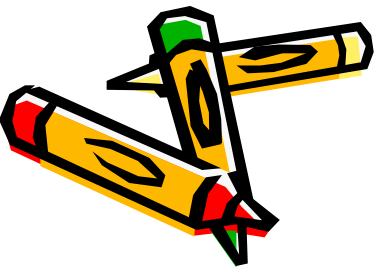


- Think about the vocabulary instruction in your classrooms.
- How is vocabulary instruction taught using the core curriculum at your school?
- Jot down a description or list of these instructional strategies and activities.
- Discuss with a shoulder partner.



Research says...

- Reading vocabulary is crucial to the comprehension process. (NRP,2000)
- Vocabulary knowledge accounts for over 80% of the variance in reading comprehension scores at grade level. (Competency 2 Reading Endorsement)

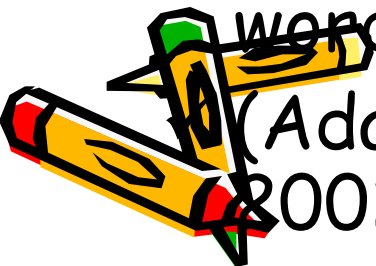


Rationale for Vocabulary Instruction



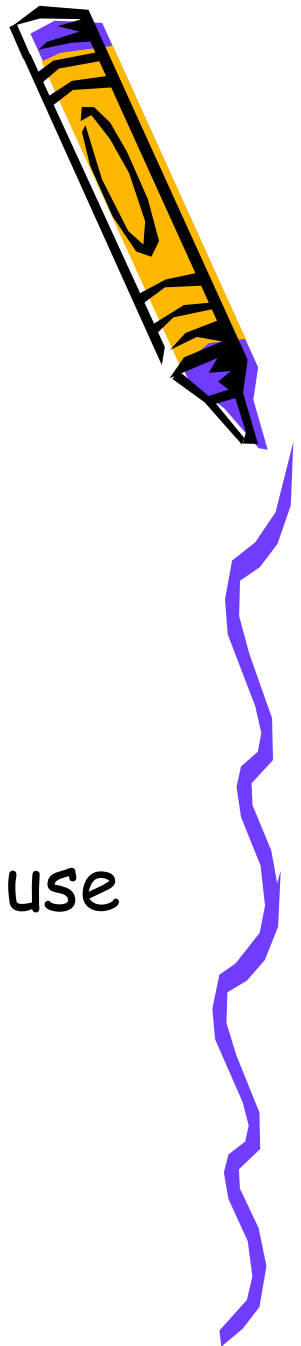
- ✓ Beginning readers use their oral vocabulary to make sense of the words they see in print.
- ✓ Readers must know what most of the words mean before they can understand what they are reading.
- ✓ As students learn to read more advanced texts, they must learn the meaning of new vocabulary.
- ✓ Multiple encounters are required before a word is really known.

(Adapted from Beck, McKeown, & Kucan, 2002)



Goals of Vocabulary Instruction

- To build interest in words
- To connect words found in texts to students' life experiences
- To clarify and extend word meanings across multiple curriculum areas
- To develop strategies for learning new words
- To give students many opportunities to use and receive feedback on correct and incorrect word use.

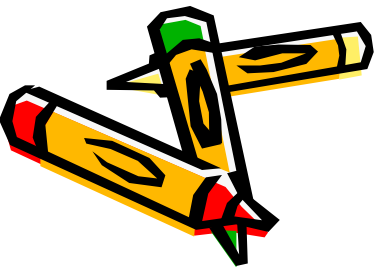


(Adapted from Beck, McKeown, & Kucan, 2002)

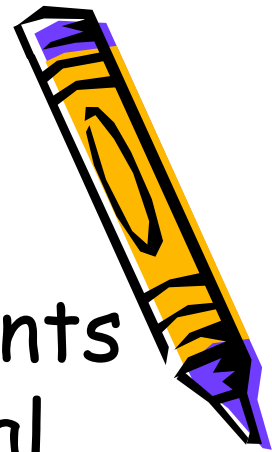
Types of Vocabulary Learning



- **Indirect** learning occurs when students hear and see words in many different contexts. (Coaching for Success Academy, 2004)
 - Conversations
 - Read aloud across the Genres
 - Wide Independent Reading



Types of Vocabulary Learning



- **Direct** learning occurs when students are explicitly taught both individual words and word-learning strategies.
(Coaching for Success Academy, 2004)

Explicit Vocabulary Instruction Includes...

- Expanding word knowledge through definitions and contexts
- Actively involving students
- Teaching independent word-learning strategies

(K-3 Academy, 2002)



Why Both Types?



- Children who do not think about or use a word after initial instruction are unlikely to add it to their vocabulary repertoire

(Beck, Perfetti, & McKeown, 1982).



Direct Vocabulary Instruction



- ✓ Choose interesting words with mileage
- ✓ Create student-friendly explanations
- ✓ Decontextualize the words: provide examples
- ✓ Create follow-up activities that prompt children to interact with meanings
- ✓ Create ways to maintain the words over time

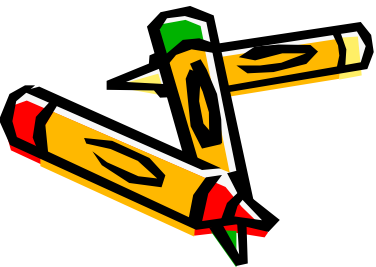
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How Should I Teach New Words?

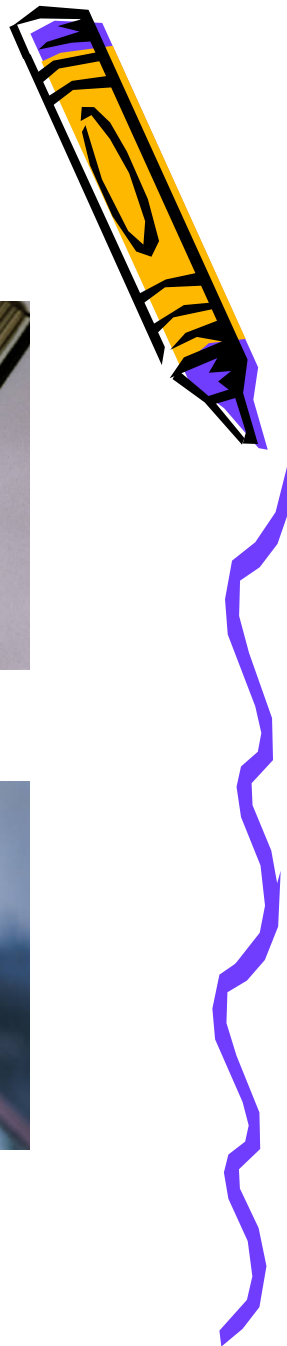
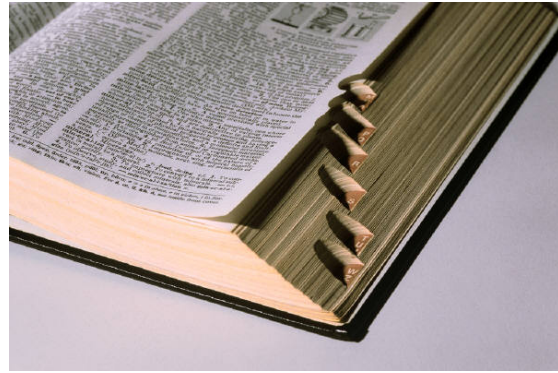


- Provide student-friendly explanations that tell what a word means in everyday connected language.



Example: Unexpected

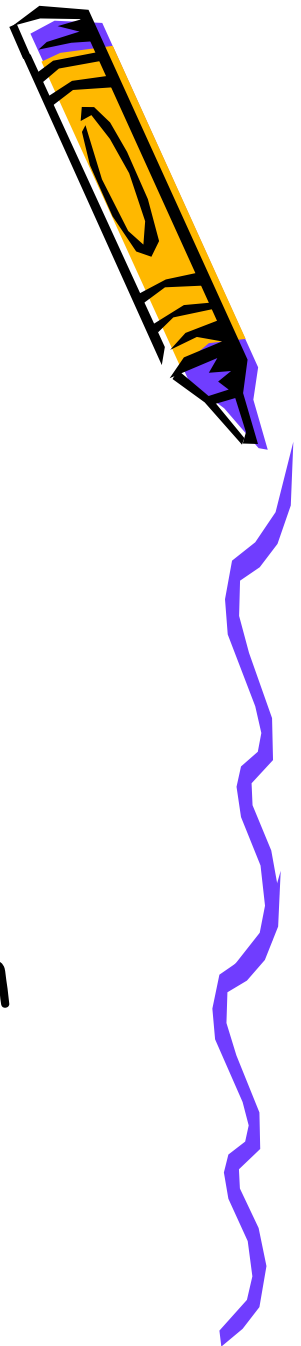
- Dictionary:
 - Not expected,
 - Surprising
-
- Student Friendly:
 - If something is unexpected, you are surprised about it.



Encoding...

- Is the process of creating a solid memory trace; it is the birth of a memory.
- "The better the quality of this memory trace, the greater the probability that a stable long-term memory representation will result"

(Baddeley, 1998)

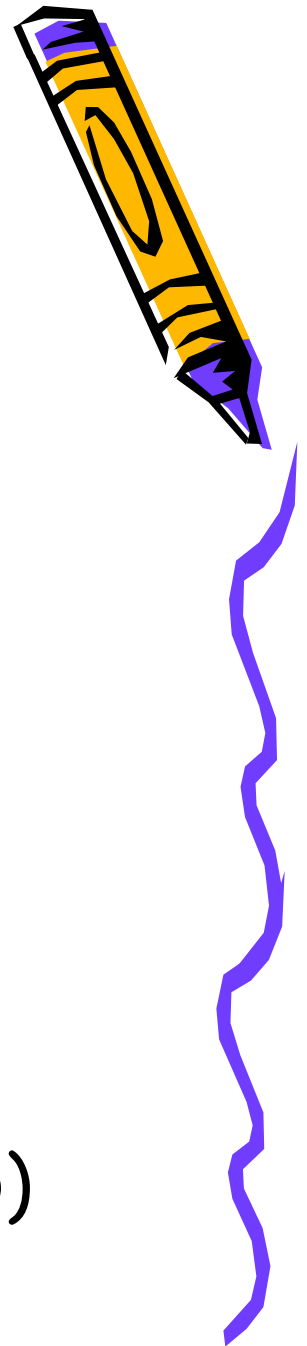


Making Connections...



- The brain constantly and naturally seeks connections.
- It is extremely important that students connect new information to previously learned concepts.
- Students need to make numerous connections with words in order to truly comprehend the meaning(s) of acquired words.





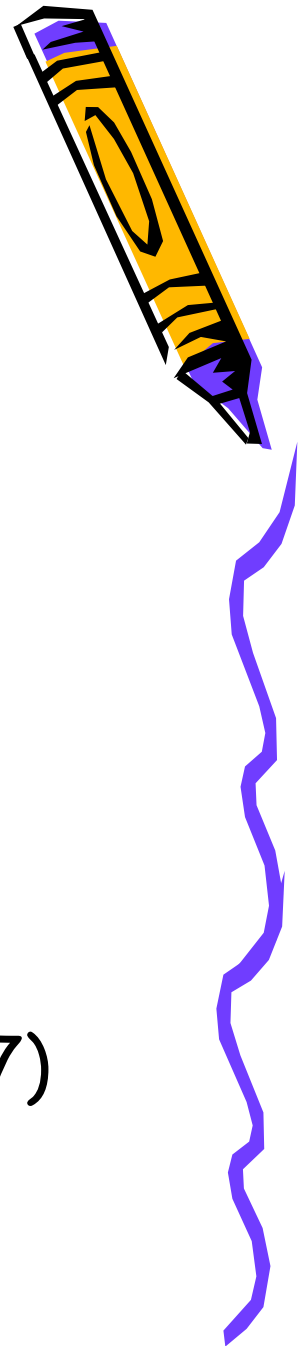
- The More Neural areas within the brain where a word is stored...
 - Color
 - Movement
 - Music

The greater the possibility for retrieval.

(Morris, 2005)

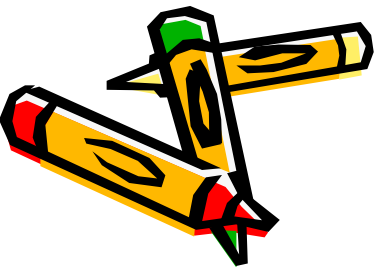


Making It Stick!



- Students learn using different learning styles (modalities).
 - Kinesthetic: movement
 - Tactile: touch
 - Visual: sight
 - Auditory: speaking and hearing

(Dunn & Dunn, 1987)



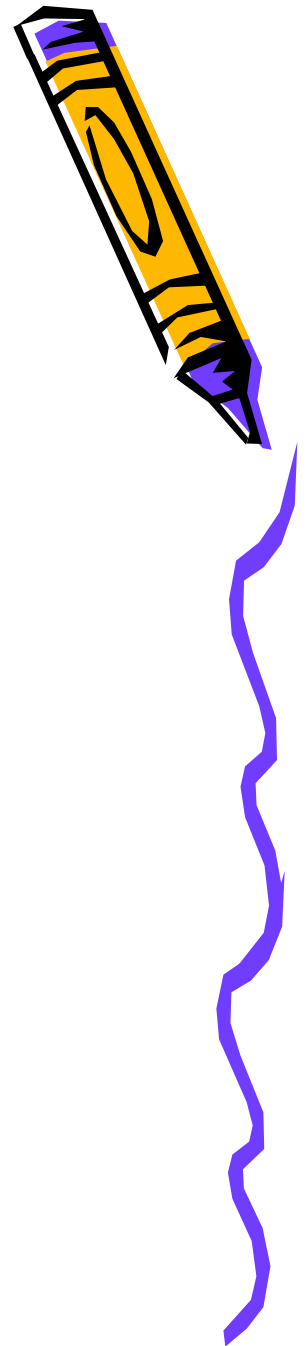
The Hook and Hold Strategy...



- To hook the students, you have them work in their dominant learning style.
- Once hooked, they will be more willing to work with you in their lesser-developed styles.

(Hanson and Silver, 1996)





- Students learn through multiple intelligences:

- Verbal/Linguistic
- Musical/Rhythmic
- Logical/Mathematical
- Visual/Spatial
- Bodily/Kinesthetic
- Intrapersonal
- Interpersonal

(Gardner, 1993)

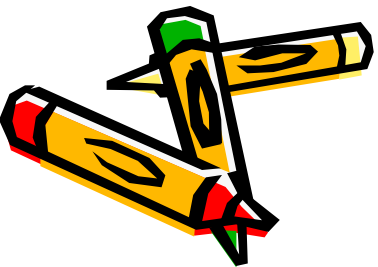


Intelligence-Fair Instruction...



- *Intelligence fair* - means every individual has a chance to learn using his or her own unique way of processing information.
- Since each person processes information differently, instruction must be flexible and consist of a variety of processing modes.

(Hook, 2000)



How Does This Impact Direct Vocabulary Instruction?



- When introducing new words, instruction will be differentiated to include many modalities and intelligences.

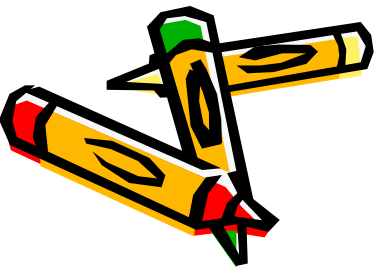
(Gregory & Chapman, 2002)



Following Direct Instruction of New Words...



- ✓ Create activities that prompt children to interact with meanings
- ✓ Create ways to maintain the words over time



Multiple encounters
are required before a word is
really known.



- The strategies to follow will incorporate what we know about the brain, memory, and learning as it relates to vocabulary development.
- The goal is to share neurocentric ways to unplug vocabulary instruction so that words are not merely memorized, but rather truly learned and owned by students.



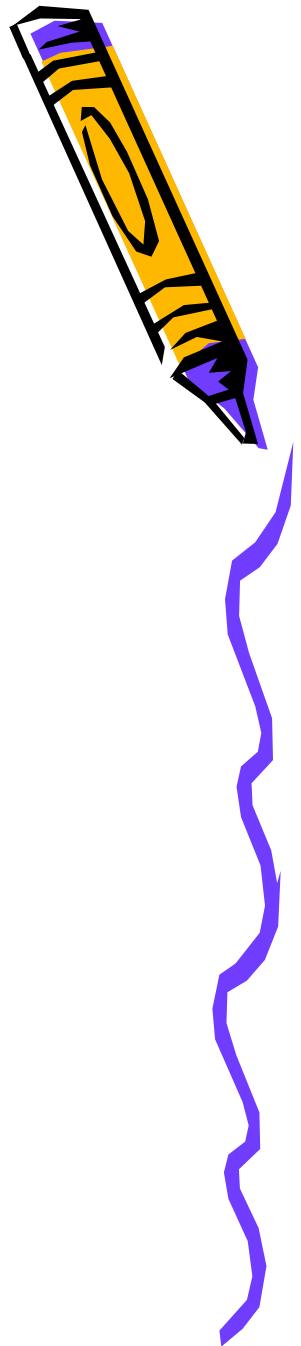
(Morris, 2005)



Studying New Words

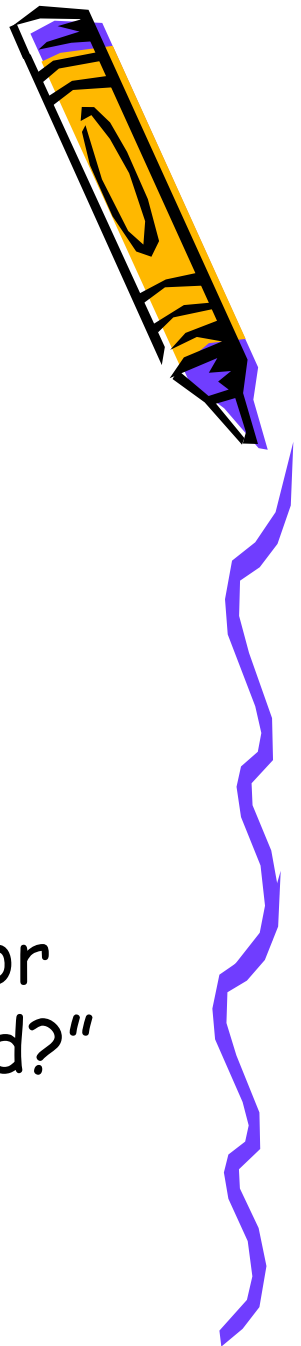
- Spaced study
- Studying frequently
- Left Frontal Lobe is activated for better learning

(Morris, 2005)



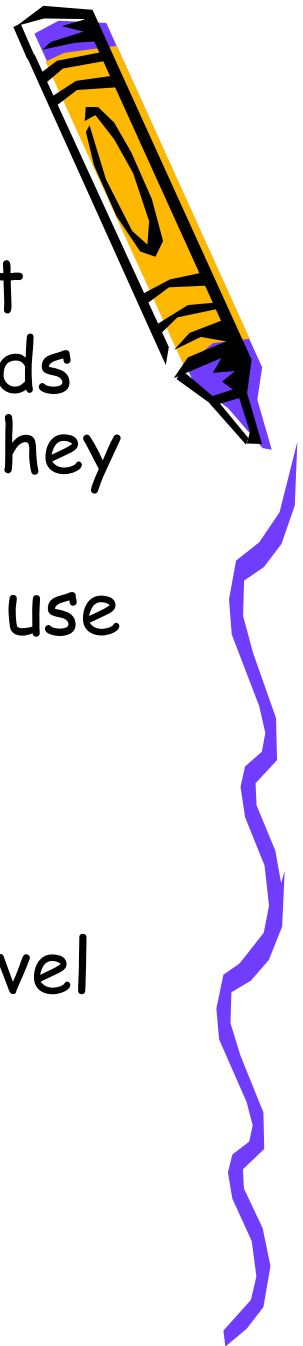
Vocabulary Chart

- **Purpose:** To use new words in everyday language.
- **Modality:** Visual and Auditory
- **Teacher Talk:** "How often did you use or hear someone else use your chosen word?"



Word Storm

- **Purpose:** The students will, within a set period of time, write down as many words as possible in order to retrieve words they have been exposed to, words they are familiar with, and words they know and use regularly.
- **Verbal/Linguistic Intelligence**
- **Teacher Talk:** Each time we do this activity, are your words increasing in level of difficulty?



Word Connections



- **Purpose:** Students will explore words by making connections with weather conditions, colors, seasons, and music.
- **Visual/Spatial-** graphic organizer
- **Teacher Talk-** What weather condition is crescendo most like? What color comes to mind? What season would you associate it with? Does it remind you a certain song?



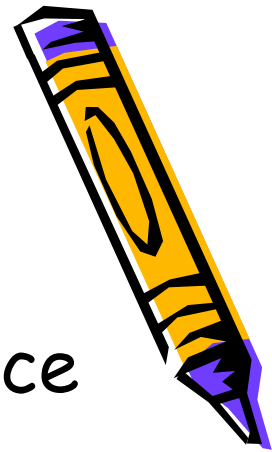
Nym Gym



- **Purpose:** Students will work in groups to roll a word dice and create antonyms, synonyms, and homonyms of the word.
- **Verbal/linguistic, interpersonal, auditory**
- **Teacher Talk:** You rolled the word cranky. What would be an antonym for cranky? "Happy." Right. What would be a synonym for happy? "content". Right again!



Pattern Word Walls

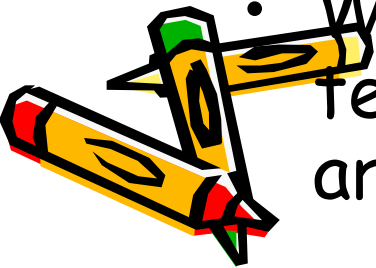


- **Purpose:** Students are encouraged to explore patterns among words to enhance the exposure to, experience with, and exploration of words for dynamic, varied purposes.
- **Modality:** visual/auditory & rhythmic
- **Teacher talk:** There is a special subset of words called "ricochet words." The words bounce off each other and create a unique rhythm to the ear. They are paired with words that differ either only in a vowel or a consonant. (tick-tock, mish-mash, hoity-toity, lovey-dovey)



The Power of Play in Learning

- To play, the human brain must be engaged.
 - To learn, the human brain must be engaged.
 - To remember, the human brain must be engaged.
 - Playing with words allows students to explore and interact with words in valuable ways.
 - It gives words purpose.
 - Without purpose, learning words becomes tedious and opportunities for retention are lessened.
- (Morris, 2005)



I Have ____.

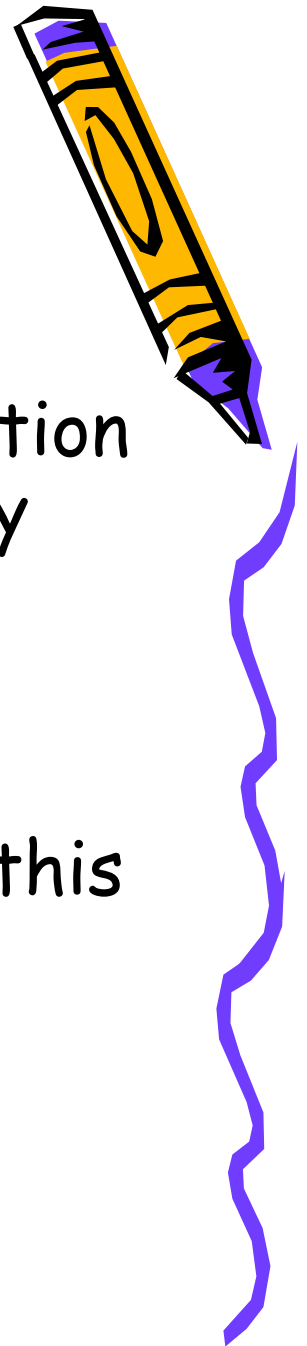
Who Has ____?



- Purpose: Each student receives a card with a student friendly definition on one side and a different word on the other.
- Modality: Auditory
- Teacher Talk: Teacher selects student to begin.
- Child A: "Who has the word that means decisions about what to choose?"
- Child B: "I have choices." Who has the word that means the total number of things?"
- Child C: "I have amount." Etc. Listen carefully.



Hit the Buzzer!



- Purpose: The teacher calls out a definition and if the students know the word, they hit an invisible buzzer. (Every Student Response)
- Modality: Auditory/kinesthetic
- Teacher Talk: I see many of you know this one, on the count of three everyone whisper the word. One, two, three. (Unison response)



Lend Me an Ear

- **Purpose:** Each student has an ear glued to a craft stick. On the teacher's laminated ear, she writes a word. Then, as she is reading the story, the students raise the stick when it is heard. The teacher stops and reviews the vocabulary meaning in context.
- **Modality:** Auditory/kinesthetic
- **Teacher Talk:** I noticed you put the word to your ear for the word timid. Is there anything in this portion of the text that would help us to know what timid means?

(Tilton, 2003)



Word Spins

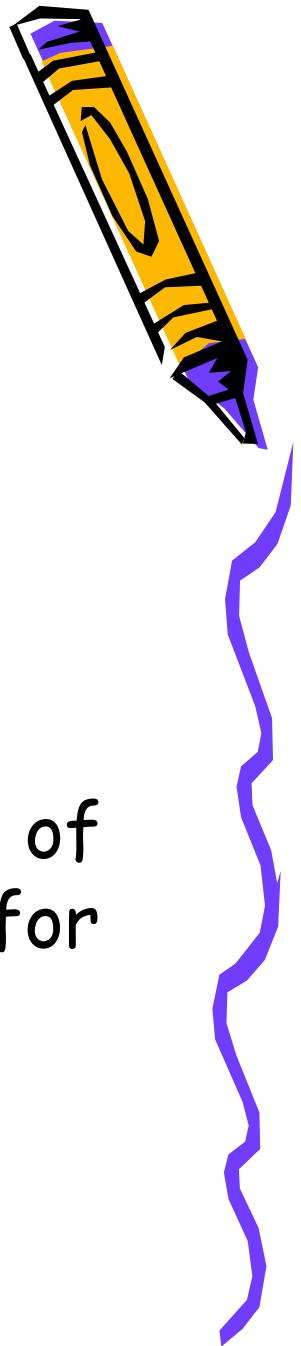


- **Purpose:** Students will create word spins using CDs in order to examine patterns of language such as syllables, prefixes, sounds, rhyming words, and so forth.
- **Modalities:** Tactile/Kinesthetic/visual
- **Teacher Talk:** When you spin the disk on your finger, the word (or prefix, or rhyme) where the finger points is the target word.



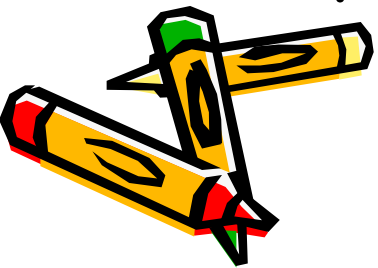
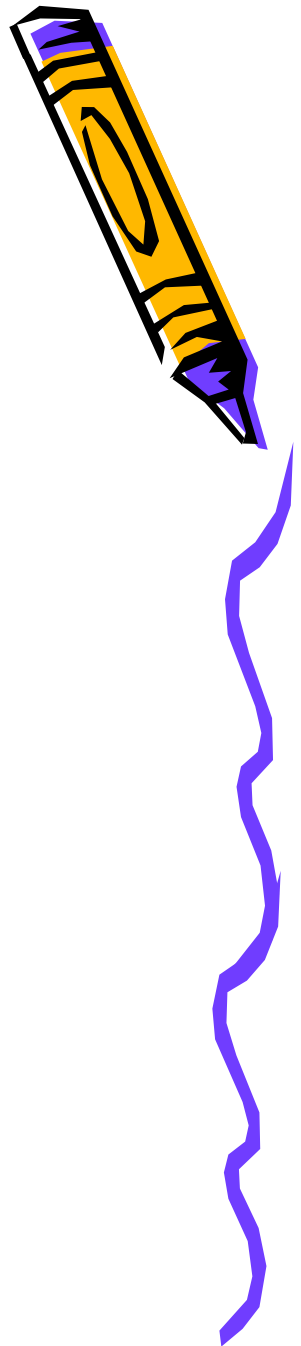
Word Balloons

- **Purpose:** Students will use clear, large balloons and realia to create a visual representation of a word or concept.
- **Bodily/kinesthetic, tactile, visual**
- **Teacher talk:** I like how you took bits of trash and put it into your clear balloon for the word pollution.



Color My World

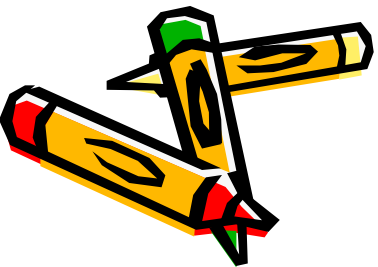
- **Purpose:** Students are given a vocabulary word and asked to find the perfect color crayon that matches the word and tell why.
- **Visual, Verbal/linguistic**
- **Teacher Talk-** I noticed you selected red-orange for the word explosive. Why?



Syllable Squat



- **Purpose:** Using vocabulary words called out by the teacher, the students will use large muscle movement to clearly define where words divide into syllables. (Bending at the knees and back up for each syllable)
- **Bodily/Kinesthetic**
- **Teacher Talk:** Ex ag ger ate
- **We would squat four times.**



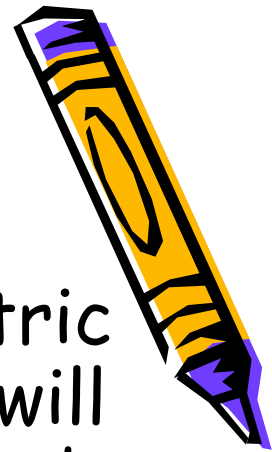
Swat the Word!



- **Purpose:** Students will listen to a sentence with one of their vocabulary words omitted. Each child holds a fly swatter and the first one to swat the word on the chart that fits the sentence wins.
- **Modality:** bodily/kinesthetic/auditory
- **Teacher Talk:** "And then, one day, the Boy was ill. His face grew very _____, and he talked in his sleep, and his little body was so hot that it burned the Rabbit when he held him close." (The Velveteen Rabbit by Margery Williams, 1997)



The Electric Slide

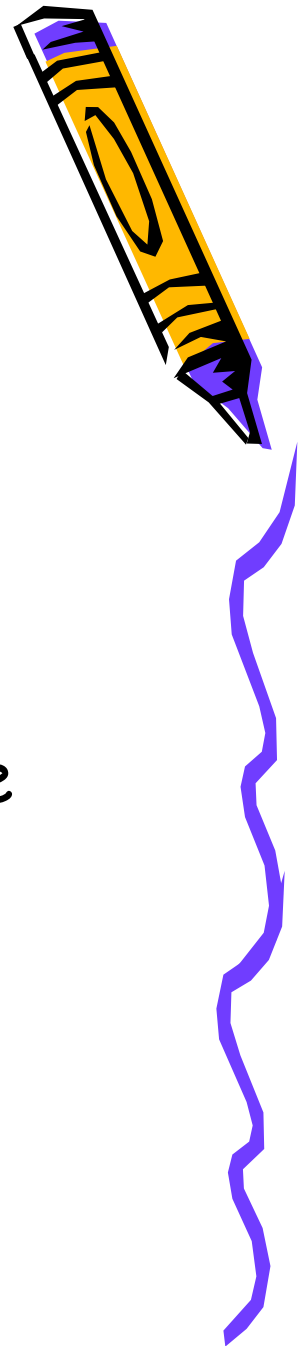


- **Purpose:** The music entitled "The Electric Slide" plays for rhythm. The students will take one step to the right for each sound in a word and then jump with both feet and say it fast. (After the teacher has called out the definition) On the next word, they step to the left and jump to blend.
- **Bodily/kinesthetic, Musical/Rhythmic**
- **Teacher Talk:** This word means to jump into a pool head first and arms extended.
(start music) 1, 2, 1, 2 ready go /d/ /i/ /v/

dive!



Rap it Up!



- **Purpose:** Students work in cooperative groups to create a rap song to define a given word.
- **Musical/rhythmic, auditory**
- **Teacher Talk:** "I'm thinking of a word and it means I'm sad. My friend moved away and that was bad. What could the word be, I'll give a clue..."

It rhymes with horn

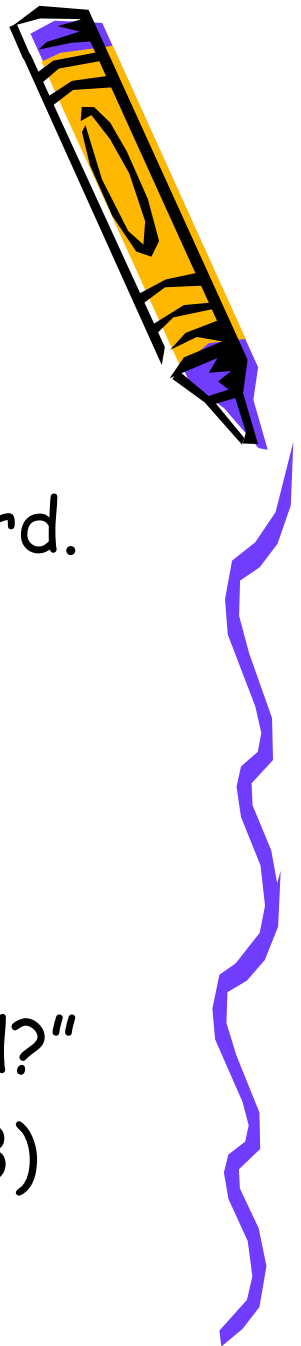
Now it's back to you

The word is _____



Act It Out!

- **Purpose:** To make a mental image of a word/concept to aid in recalling the word.
- **Modality:** Kinesthetic
- **Teacher Talk:** "What part of the pantomime helped you to know the word?"
(Tilton, 2003)

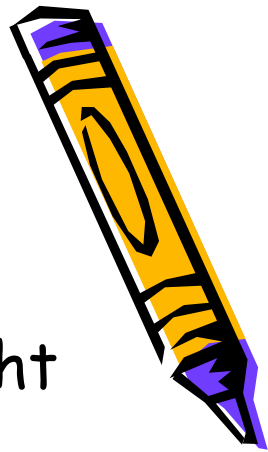


Having a Ball with Vocabulary!

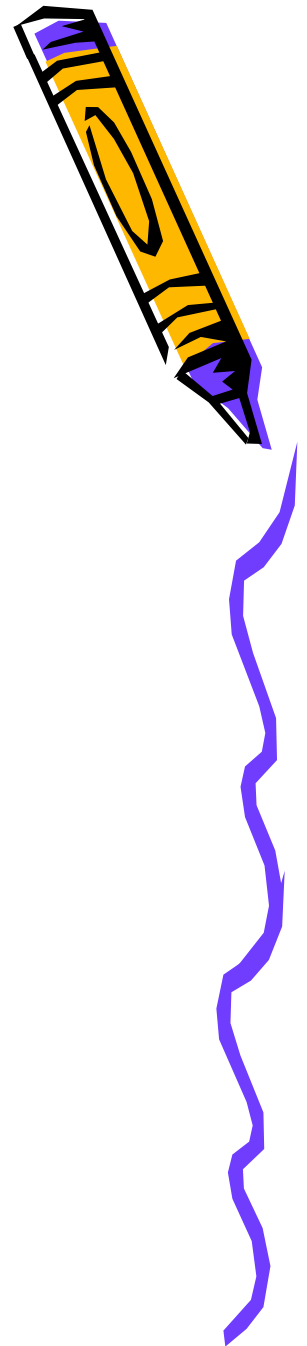
Purpose: Students will practice previously taught words, sight words, or word parts (prefixes, suffixes, root words) using a beach ball. The words or word parts are written on the ball. They toss it to each other. When caught, where the right thumb lands is your word to define. (or word part to create a word with)

Bodily/kinesthetic, Verbal/linguistic, tactile

Teacher-Talk: Your thumb landed on the word collapsed? What does that mean to you?



Reflect and Review

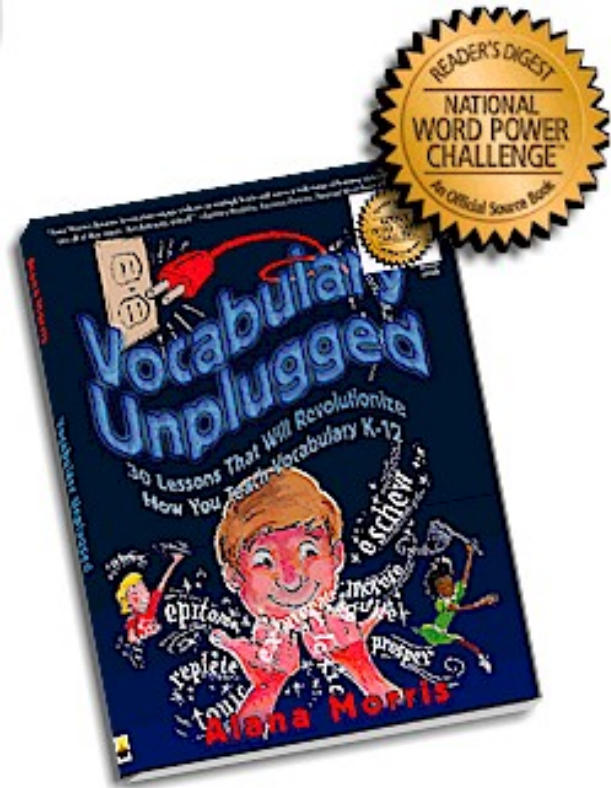


- With your shoulder partner think about what you have learned or relearned about vocabulary instruction.
- Share with your table group.



References

Most of the ideas and strategies in this presentation were adapted from *Vocabulary Unplugged* By Alana Morris, 2005



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