

Kentucky Department of Education

Vocabulary

Instructional Menu



PREFACE

This publication is one of five Instructional Menus developed to help Kentucky schools forge forward in their goal of reading excellence. These menus are intended to provide a compilation of Scientifically Based Reading Research (SBRR) instructional activities found in a variety of professional development materials/sessions experienced throughout the tenure of the federal grant - Reading First. Use of these instructional activities is not mandated and includes options for use during the instructional day.

To obtain copies of the Reading First Instructional Menus, contact the Kentucky Department of Education Reading First, Co-Directors: Linda Holbrook or James Webb at (502) 564-2106 or visit the Kentucky Department of Education Reading First Website at:
<http://education.ky.gov/KDE/Instructional+Resources/Literacy/Kentucky+Reading+First/Kentucky+Reading+First+Resources.htm>



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VOCABULARY

What does the research say about vocabulary instruction?

Vocabulary refers to:

listening-words we need to know to understand what we hear,

speaking- words we use when we speak,

reading-words we need to know to understand what we read,

writing-the words we use in writing, and

sight-words that can be identified without explicit decoding

The research on vocabulary instruction reveals that most vocabulary is learned indirectly. Vocabulary is learned indirectly in three ways: engagement in daily oral language, listening to adults reading, and reading extensively on one's own.

Some vocabulary must be taught directly. This vocabulary is taught explicitly by providing students with specific word instruction and word learning strategies. (*Put Reading First*, pg. 36.)

Specific word instruction includes:

1. teaching specific words before reading which helps both vocabulary learning and comprehension
2. extending instruction (over a period of time) that promotes active engagement with vocabulary which improves word learning, and
3. repeating exposure to vocabulary in many contexts which aids word learning

Word learning strategies include:

1. how to use dictionaries and other reference aids to learn word meanings and to deepen knowledge of word meanings
2. how to use information about word parts to figure out the meanings of words in text, and
3. how to use context clues to determine word meanings

Perhaps one of the most important considerations when selecting words to teach directly is the utility of knowing the word. Research suggests we consider grouping words into three tiers:

Tier 1: The most basic sight words. Examples: *car, water, man, candy*.

Tier 2: Words that are used often and help readers understand a passage. Examples: *considerate, altitude, concentrate, industry*.

Tier 3: Words that are infrequently used and that may be associated with specific fields or domains. Examples: *isosceles, algorithm, bellicose, corpus, exacerbate, sedentary.*

Note: Teachers should focus on Tier 2 words for explicit instruction. If a word allows students to express themselves in a more interesting and mature way than they otherwise might, it can be considered a Tier 2 word. (*Beck, McKeown, and Kucan, 2002*)

The research also identified **five** main methods of teaching vocabulary: (*NRP, 4-3*)

1. Explicit Instruction: Students are given definitions or other attributes of words to be learned.
2. Implicit Instruction: Students are exposed to words or given opportunities to do a great deal of reading.
3. Multimedia Methods: Vocabulary is taught by going beyond text to include other media such as graphic representations, hypertext, or American Sign Language that uses a haptic (touch) method.
4. Capacity Methods: Practice is emphasized to increase capacity through making reading automatic.
5. Association Methods: Learners are encouraged to draw connections between what they do know and words they encounter that they do not know.

The research also concludes that vocabulary instruction is an important component for comprehension. The best instructional techniques are mixes of definitional and contextual programs. Repeated exposures to words are also found to be effective. (*Stahl and Fairbanks, 1986*) Other research supports the finding that multiple repeated exposures to vocabulary are important for learning gains. (*NRP 4-22*) While learning in rich contexts is valuable for vocabulary learning, vocabulary words should be those that the learner will find useful in many contexts. When vocabulary items are derived from content learning materials, the learner will be better equipped to deal with specific reading matter in content areas. (National Reading Panel, 4-4)

When assessing vocabulary, the NRP suggests using more than a single measure. Some suggested measures are: cloze matching, determining sentences that contain correct vocabulary usage, oral reading assessment, flash card assessment (high frequency and high utility words), pre- post tests, and progress monitoring. Vocabulary assessments are usually teacher generated to determine if the type of vocabulary instruction is making a difference in the student's vocabulary growth. This ensures the assessment closely matches the instructional context.

Guiding Questions:

1.) What is vocabulary instruction?

Vocabulary is the knowledge of words and word meanings in both print and oral language in productive and receptive forms. *(A Focus on Vocabulary)*

Vocabulary refers to the words we must know to communicate effectively. In general, it can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print. *(Put Reading First)*

2.) Why should I teach vocabulary?

There is evidence that language can be substantially affected by experiences in which children are exposed to a wider range of meaningful vocabulary and the meanings of unfamiliar words are explained. (Biemiller 1999) Children with broad vocabulary knowledge are better able to infer the meanings of unfamiliar words in texts that they read. Vocabulary knowledge supports the reader's text processing and interaction with the author, which in turn promotes the formation of concepts and learning. (Rupley, 1999) Student's knowledge of words and understanding improve when they are taught vocabulary. In addition, when students are engaged in vocabulary activities, they have measurable gains in understanding of words and texts.

Vocabulary Instructional Menu

Vocabulary Practice Activities	Activity Description	Resource
Word Folders	Students record vocabulary words from Tier II and III in word journals/file folders, as a reference for future reading and writing activities.	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Word Collector Jars	The teacher sets up a “Word Collector Jar.” Students bring examples of interesting words they have heard or seen during the week. These words are written on strips of paper and placed in the “Word Collector Jar.” At the end of each week the words are read, discussed, and placed in a “Words We Know Jar/Folder or Bulletin Board, etc.” The process continues for each week throughout the school year.	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
All Kinds of Questions	Students respond to various questions that contain the vocabulary words. Examples: What would be good about having an immense book bag? Is immense the best adjective to use when describing a book bag? How is a villain like an embezzler? What is something you would have to forcefully open?	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Making Choices	Students respond to a number of choices and identify whether the situation could represent their vocabulary word. Students give a “thumbs up or down, respond with a yes or no,” Examples: • Target word: clutching -Holding a fistful of money -Holding tightly to a purse -Holding on to a homework assignment in wind storm -Blowing bubbles and trying to catch them • Target Word: morsel -One Cheerio -A whole pie -A turkey dinner	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.

Where Would You See It?	Students generate a list of places/situations they would “see” a vocabulary word and tell why. Examples: Where might you see a <i>commotion</i> ? (lunch room, the school bus, a ballgame.) Where might you see the word <i>boulevard</i> ? (street sign, neighborhood map.)	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Question, Reasons, Examples	After teachers have provided a “kid friendly” definition, students respond to a question using a target word, give reasons for their response, and create an example for the word. Examples: • Would you have to walk <i>cautiously</i> around a dark room? Why? What is something else you would have to do cautiously?	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Word Generation	Students generate a list of related words, synonyms or antonyms to target words. Examples: • Target Word: exhausted/Related Words: sweaty, exercise, strenuous, tiresome • Target Word: dazzling/Synonyms: bright, sparkling, shiny, light reflecting	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Idea Completions	Students are provided with sentence stems to complete that require thinking about a word’s meaning in a context in order to explain a situation. This assignment is in contrast to the traditional assignment, “write a sentence with each of your words.” Examples: The audience asked the <i>virtuoso</i> to play another piece of music because..... My mother was <i>livid</i> when....	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Applause, Applause!	Students clap in order to indicate how much they would like to be described by the target words. (novice, prodigy, uncouth, disruptive, etc.)	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Have You Ever?	Students describe a time (orally, or in writing) when they “were” a vocabulary word. Examples: • Describe a time you felt <i>dejected</i> . (When I worked extremely hard on my painting, but lost the art contest.) • Describe a time you were <i>livid</i> . (When my sister	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.

	dropped my baseball card collection in the toilet.)									
Word Associations	Students associate one of their vocabulary words with a sentence or phrase. Examples: Which word goes with crook? (accomplice) Which word goes with a gift to build a new library (philanthropist)	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.								
Multiple Meanings Chart	Students create a 4 column chart and list the multiple meaning target words from the current text. Students write what they think the word means prior to reading the text. Reading the word in the text, students write the meaning and draw a picture representing the meaning as it is used in text. <table border="1" data-bbox="701 537 1451 821"> <thead> <tr> <th>Word</th> <th>Means to Me</th> <th>Means in Story</th> <th>Picture/Symbol From Story</th> </tr> </thead> <tbody> <tr> <td>mammoth</td> <td>a hairy elephant like animal form prehistoric times</td> <td>enormous; huge</td> <td></td> </tr> </tbody> </table>	Word	Means to Me	Means in Story	Picture/Symbol From Story	mammoth	a hairy elephant like animal form prehistoric times	enormous; huge		Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Word	Means to Me	Means in Story	Picture/Symbol From Story							
mammoth	a hairy elephant like animal form prehistoric times	enormous; huge								
Flower Power	Students draw a flower, with several petals, on a paper. Students write the multiple meaning target word in the center of the flower. Sentences demonstrating the various meanings of the word are written on the surrounding petals.	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.								
And Puzzles	Using multiple meaning words, teachers create "And Puzzles" such as "a card game and a way over an obstacle." Students determine which multiple meaning word is a match. Examples: a card game and a way over an obstacle = bridge a vegetable and to press flat = squash	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.								

	<p>words.)</p> <p>Examples:</p> <ul style="list-style-type: none"> • People in line for riding a monster roller coaster (terrified) • A large mountain (massive) • A man on one knee proposing marriage (adore) 	
Semantic Sorts	<p>Students take a topic and do semantic vocabulary word sorts. Example: Weather Words</p> <p>Students sort word cards into semantic categories – instruments, storms, precipitation, patterns, etc., and place corresponding terms under appropriate headings/topics.</p>	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Vocabulary Riddles	<p>Students write riddles for vocabulary words following specifications from the teacher that include 1 phonetic clue, 1 synonym, 1 meaning clue, 1 situation clue, etc.) and students exchange riddles with partners to solve</p> <p>Example: Target word - consecutive</p> <ul style="list-style-type: none"> • It has 4 syllables. • The days of the week are in this order on a calendar. • A synonym is sequential. 	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Word Walks	<p>Prior to reading a story, students do a word walk through the text (similar to a picture walk) and list on index cards any interesting or unknown words as they scan text</p>	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Tell All Foldables	<p>Students fold a paper into fourths (2 hamburger folds) and present one target word in 4 different ways (picture, clue, sentence, synonym, sentence, analogy, etc.).</p>	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Vocabulary Alphabet Book	<p>Students create a Theme (families, animals, etc.) ABC Vocabulary Book containing selected theme vocabulary words and include the definitions, a picture, and a sentence using the vocabulary words.</p>	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Treasure Chest Words	<p>A target Word of the Week is posted on a Treasure Chest. Students write descriptions of their encounter with the word on index cards and drop in the treasure chest. The student with the most encounters at the end of the week is rewarded.</p>	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Synonym Go Fish	<p>Each student holds five word cards from their current or previous vocabulary words and takes turns asking other players for synonyms. The first student with all cards</p>	Kentucky’s Reading First Summer Institute 2005 <i>Vocabulary Session</i>

	matched wins!	
Catch Phrase	Working in teams, a student presents clues, rhyming words, associated words, etc. without saying the target word to other teammates who try to guess the word within one minute. Students take turns. The first team to get ten words correctly wins. Example: Target Word: brilliant Describer gives clues to Team Mates: Albert Einstein, really smart, if I made all A's without studying	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Word Detective	Prior to the introduction of vocabulary words, students locate words in the text that they don't know. They write the sentence containing the word/surrounding sentences on sentence strips and determine if the meaning can or can not be determined from context, and if possible present the "I think" definition.	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Word Family Houses/Trees	Using a house or tree graphic containing a root word or stem, students match word cards that are derivatives of the root words and place them on the appropriate house or tree. Using knowledge of affixes, students match or write the meaning of each derivative.	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Flip Charts	Students make vocabulary flip charts (fourths of papers stapled at top) in which they list vocabulary words for a piece of text and write "kid friendly definitions" for each word.	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Idiom Writes	Each student is given two sets of index cards. One set of index cards contains examples of some common idioms. On paper, students write what they think the idiom truly means. Students are then given meanings of idioms on index cards. They match meanings to the idioms and compare their original thoughts to correct meanings.	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Personal Thesaurus	Students create a personal thesaurus (fourths of paper hole-punched on a key ring) with the target word and a list of synonyms and antonyms.	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Multiple Meaning Webs	Students create webs with a target word in the middle. Brief definitions/pictures that demonstrate the multiple meanings of the word are in various sections of the web.	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.

Vocabulary Pictures	Students predict the meaning of words by matching the words to pictures from catalog, magazines, etc. before words are introduced. Students are encouraged to bring in more pictures throughout the week to further demonstrate vocabulary words.	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Vocabulary Objects	Objects are used as a visual and a concrete experience to introduce words. Example: crate, satchel, etc.	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i>
Meaningful Sentences	Students write sentences containing a specified number of context clues that would demonstrate the meaning of the target word in context. (Teachers determine the type and number of context clues that are to be provided, such as use of a synonym, situation, cause and effect relationship, etc.) Example: The man had to lift the boxes onto the wagon. Word=hoist	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Word Bags	Students are given gift bags containing word cards. Students take the word bags around classrooms/ home and add objects that represent words. Students share out and explain the words the objects represent.	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Vocabulary Collages	Students/teams are assigned a vocabulary word and create a vocabulary collage on poster board - pictures, words, phrases, etc. that personify/depict the word.	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Word Collector Boxes	Through various exposures to words/language, students collect examples of strong words, similes, descriptive language, etc. and write them on index cards to file in their "word collector boxes." Word collector boxes can be designed using a recipe box, shoe box, etc. Students are encouraged to use words from their boxes in conversation and writing.	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Graphic Representations	On index cards, students create graphic representations of words. Examples: <ul style="list-style-type: none"> • Vocabulary Word – magnify - written with a magnifying glass laying over some letters and those letters are pictured larger/magnified • Vocabulary Word – furious - written with a furious looking face drawn inside the letter o • Vocabulary Word- punctual -written with a clock drawn inside the letter o 	Kentucky's Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.

Vocabulary Quilt	Students are given a square of paper (fourth of a sheet) and are assigned one vocabulary word from the current literacy theme. Each student writes the word and illustrates it to create a vocabulary square. When the squares are completed, put them together to form a “theme vocabulary quilt.”	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Vocabulary Skits	The teacher prepares “Skit Bags” containing props that represent vocabulary words. Student teams take “skit bags” and determine which vocabulary word their bag represents. Using the props, the team dramatizes the vocabulary word for the other teams to try to determine which vocabulary word matched the props in the “skit bag.”	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Worn Out Word Line	The teacher places a clothesline on which a worn out word (e.g., big, walk, said, cute) is hung. Throughout the week, students bring in synonyms for the words and hang them on the line. Students discuss/learn the synonyms on a daily basis. At the end of the week, students match or create scenarios for the best uses of words. Examples: Worn Out Word – pretty Possible Synonyms: cute, gorgeous, beautiful, lovely Students match/use appropriate synonyms for scenarios- <ul style="list-style-type: none"> • A baby puppy (cute) • A very nicely decorated home (lovely) • A colorful and wonderful painting (beautiful) 	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.
Word of the Day	A Tier II word is introduced with a choice of three possible definitions. Students make a decision on what they think the word means and share with a partner. The teacher gives additional information or uses the word in a sentence. Students revisit their choice of meaning and keep or revise their original definition. The teacher gives/explains the correct definition and uses the word in different ways, in several contexts. Students give a thumbs up or a thumbs down as to whether the word is used correctly. Students actively interact with the word in some way. Place the word on the “Words We Use Board.” Give students tallies each time they provide proof of	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.

	hearing or using the words in authentic contexts.									
Homophone Foldables	Students fold a paper into fourths (2 hamburger folds), choose two pairs of homophones to illustrate e.g., bear/bare, <ul style="list-style-type: none"> • Bear - a drawing of a grizzly bear • Bare - a picture or a drawing of a girl in a short sleeve shirt with an arrow indicating a bare arm. 	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.								
Kodak Moment	Students dramatize, gesture, display facial expressions/actions, etc. for target words – Peek, Gasp, A look of astonishment etc. Examples: <ul style="list-style-type: none"> • Show us how you would look if you sat down in a comfortable chair and started to feel <i>drowsy</i>. • You broke your mother’s favorite vase. Show us how your mother would look <i>furious</i>. • Show us a look of <i>trepidation</i>, that you may have when standing in line for your first ride on a monster roller coaster. 	Kentucky’s Reading First Summer Institute 2005, <i>Vocabulary Session</i> handout 7.								
Using History to Figure Out What Words Mean	<table border="1"> <thead> <tr> <th colspan="2">Using History to Figure Out What Words Mean</th> </tr> <tr> <th>Word</th> <th>Historical Meaning</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Using History to Figure Out What Words Mean		Word	Historical Meaning					<u>Teaching for Comprehending and Fluency, K–8</u> , Irene C. Fountas and Gay Su Pinnell Portsmouth, NH: Heinemann.
Using History to Figure Out What Words Mean										
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Figuring Out What Words Mean	<table border="1"> <thead> <tr> <th colspan="2">Figuring Out What Words Mean</th> </tr> <tr> <th>New Word</th> <th>What Helps You Know What It Means?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Provide a chart similar to the one above. Explain that, readers often meet new words. When that happens, read “all around the word” to figure out what it means. Direct students to choose two words from the text whose meaning they are not sure about and “read around” the word. In the first column, write the new word. In the second, write some language from the text that helps determine the meaning.</p>	Figuring Out What Words Mean		New Word	What Helps You Know What It Means?			<u>Teaching for Comprehending and Fluency, K–8</u> , Irene C. Fountas and Gay Su Pinnell Portsmouth, NH: Heinemann.		
Figuring Out What Words Mean										
New Word	What Helps You Know What It Means?									

<p>Semantic Mapping</p>	<p>Students are taught the meanings of new vocabulary words by categorizing them into familiar topics with other known words. Identifying similarities and differences between related words helps to learn new words. Target words are often introduced in categories, and semantic maps are developed for each category of items.</p> <p>Present a new vocabulary word to the students, and lead a discussion of its meaning. Have the students write the word (e.g., serpent) in the middle of a blank page; guide the students through answering three questions that branch out from the word: What is it? (e.g., animal, reptile, snake); What is it like? (e.g., long, scaly, legless, scary); What are some examples? (e.g., cobra, copperhead, cotton mouth)</p>	<p><u>Intervention in School and Clinic</u> Vol. 37 (3) 131-139</p>
<p>Roots/Affix Analysis</p>	<p>Students use word origin clues and learn the meanings of common roots, prefixes, and affixes. Example: Prefixes: A Word Game</p> <ul style="list-style-type: none"> • Cut cardboard into equal sizes about 2 inches X 1 inch. There should be 16 pieces for groups of four. • For each group, print on the cards: <ul style="list-style-type: none"> -four words beginning with prefixes you want learners to know -the meanings of the words -the parts of speech of the words -the meaning of the prefixes • Each member of the group takes four cards, one from each of the above categories. The aim for the group is to make four sets of four cards. • Each student contributes a card from each of the categories above in order to complete each set. Students do not look at each other's cards but describe them to each other. <p>When the set is complete, students place the word in context by generating sentences using the words. Groups may also exchange cards with other groups.</p>	<p><u>Nation. New Ways in Teaching Vocabulary</u> 1994</p>

Dictionary/Glossary	<p>Students need vocabulary in order to express themselves.</p> <ul style="list-style-type: none"> • Work with students in small groups. Guide students through an alphabetizing experience by reading along with the students, pointing out the words and letters of the words they are alphabetizing. • Explain the use of the dictionary by opening to the section where the letter “b” begins. Notice that the first words you see following the “b” all have “a” for their second letter. Now look at their third letter. Notice that these third letters follow in alphabetical order: first “a” then “b” then “c” through the rest of the alphabet. Practice and look up the following words: baby, back, bad, bag. Now turn the pages and pass the letters “ba” until you find words beginning with “bi”. Find these words: bicycle, big, bill, bird. 	Day, Richard. <i>New Words in Teaching Reading</i> . Teachers of English to Speakers of Other Languages, 1993 234-36.
Vocabulary Wall	<p>This activity prepares students for difficult words they will meet prior to reading.</p> <ul style="list-style-type: none"> • Tape a large piece of chart or construction paper on a wall that children can easily reach. • Place marker pens in a box next to the wall chart. • Have children write unfamiliar words on the chart after they have completed any reading during the day. Words can also come from reading completed at home. • Select words that appear several times. • Assign words to small group’s words to discuss and study. 	Robb <u>Reading Strategies That Work</u> 1995
Frayer Model	<p>A method to teach specific new words using a seven-step model is called the Frayer Model. Basic tenets of the Frayer Model include: Define the new concept, giving it necessary attributes. A <i>globe</i>: spherical (ball-like) representation of a planet.</p> <ul style="list-style-type: none"> • Distinguish between the new concept and similar 	<u>The VOCAB-U-LAR-Y BOOK Learning & Instruction</u> Graves 76-77

	<p>but different concepts with which it might be mistaken. A <i>globe</i> is different from a <i>map</i> because a map is flat. A <i>globe</i> is different from a <i>contour map</i>, a map in which mountains and other high points are raised above the general level of the map, because a contour map is not spherical.</p> <ul style="list-style-type: none"> • Give examples of the concept and explain why they are examples. The most common <i>globe</i> is a globe of the earth. <i>Globes</i> of the earth are spherical and come in various sizes and colors. A much less common <i>globe</i> is a globe of another planet. • Give non-examples of the concept. A map of California is not a globe because it is flat. A map of how to get to a friend's house is not a <i>globe</i> because it is not spherical. • Present students with examples and non-examples and ask them to distinguish between the two. For <i>globe</i> : An aerial photograph of New York (non example) A red sphere representing Mars (example) A walking map of St. Louis (non example) A ball-shaped model of the moon (example) <p>Have students present examples and non example of the concept. Explain why they are examples or non-examples.</p>	
Concept Method	<p>To assist students in learning words as concepts rather than as dictionary definitions. Have students study examples and non-examples to identify the critical attributes of each word or concept. Example: word webs</p> <ul style="list-style-type: none"> • On large chart paper, the teacher writes the word, topic, or concept. • In groups, students discuss the topic or theme for a few minutes, giving examples from experiences. • The students work silently for five to eight minutes and list in journals all the ideas from discussion. • The students share ideas, one at a time. The teacher records these on a chart. 	Robb. <u>Reading Strategies That Work</u> 1995

	<ul style="list-style-type: none"> • The groups study the chart and think of categories for the ideas. • The teacher collects suggestions for categories, and the class decides which ones to use. • The teacher prepares a web, with the word in the middle and categories that branch out. • The students place words under categories. Some words will fit under more than one category. 									
Pre-Instruction of Vocabulary Words	<p>Students are taught or exposed to the definitions of relevant vocabulary words before reading them in context. In addition to assessing effects on vocabulary acquisition, this is often researched as a way to enhance reading comprehension.</p> <p>An example would be “Do You Know This Word?” Students are given a list of vocabulary words (either in chart or list form), and are to rate their knowledge of the words. Four rating stages are:</p> <table border="1" data-bbox="701 727 1451 915"> <tr> <td data-bbox="701 727 890 873">Never saw It Before</td> <td data-bbox="890 727 1079 873">Heard It, But Don’t Know What It Means</td> <td data-bbox="1079 727 1268 873">Recognize What it Means In Context</td> <td data-bbox="1268 727 1451 873">Know It Well</td> </tr> <tr> <td data-bbox="701 873 890 915"></td> <td data-bbox="890 873 1079 915"></td> <td data-bbox="1079 873 1268 915"></td> <td data-bbox="1268 873 1451 915"></td> </tr> </table>	Never saw It Before	Heard It, But Don’t Know What It Means	Recognize What it Means In Context	Know It Well					Beck. <u>Bringing Words To Life</u> . 2002
Never saw It Before	Heard It, But Don’t Know What It Means	Recognize What it Means In Context	Know It Well							
Active Engagement	<p>Children learn words best when they are provided with instruction over an extended period of time and when that instruction has them work actively with the words. The following is an example of classroom instruction:</p> <p>A first-grade teacher wants to help students understand the concept of jobs, which is part of the social studies curriculum. Over a period of time, the teacher engages students in exercises in which they work with the meaning of the concept of “jobs.” The students have many opportunities to see and actively use the word in various contexts that reinforce its meaning.</p> <p>The teacher begins by asking the students what they already know about jobs of different people who work at the school. The teacher then reads the class a simple book about jobs. The book introduces the idea that different</p>	Put Reading First The research Building Blocks for Teaching Children to Read								

	<p>jobs help people meet their needs, and that jobs either provide goods or services. The book uses the verbs <i>makes</i> and <i>helps</i> (e.g., “My mother is a doctor. She helps sick people get well.”)</p> <p>Next, the teacher asks students to brainstorm other jobs. The job names are placed on a bulletin board.</p>	
Decoding Instruction	<p>In addition to learning to use context cues, word parts, and various types of dictionaries, students can be given a definite strategy. Discuss how the strategy works and how the students might modify the strategy to fit their needs. The steps are:</p> <ul style="list-style-type: none"> • Recognize that an unknown word has occurred. • Decide whether you need to understand it. • Attempt to infer the meaning of the word from the context/word parts. • Attempt to sound out the word and see if you come up with a word you know. • Turn to a dictionary, glossary, or another person for meaning. . 	<u>New Ways in Teaching Vocabulary</u> Nation. 123
Word Map	<p>A word map is a visual image of a person’s ideas. It is a diagram used to help writers organize their ideas. Related words are written to show their relationship to a topic or concept.</p> <ul style="list-style-type: none"> • Prepare a semantic map or chart that shows how a set of words can be grouped or classified. • Tell the students to work individually or in pairs to arrange the words on the word map. • Ask the students to add further words to each category. 	<u>New Ways in Teaching Vocabulary</u> Nation. 123

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