

Study Guide

K-2 The Big 5 Trainings

Module 4—Vocabulary

PREFACE

This study guide is intended to help teachers get the maximum benefit from the five main modules (and three optional advanced modules) that make up the K-2 The Big Five PD Series. Its goal is to provide you with a deeper understanding of the scientifically based reading research (SBRR) contained within and to give you a clear concept of what these strategies look like when implemented in the classroom.

This guide can be used by the individual teacher completing the modules independently as well as by groups of teachers who might be using this professional development series as part of their Professional Learning Community (PLC) time on campus.

This guide discusses reading/language arts skills in great detail. However, it is important to state that these same skills apply across the entire curriculum. There is a lot of truth in the education adage that “All teachers are reading teachers.” This does not mean that we expect content area teachers to be teaching lessons in parts of speech or giving spelling tests to their students. What it does mean is that at the places where science/social studies/math/art/music/PE/health intersect with reading, both the content area and the reading teachers should work together to ensure that their students have the requisite reading “chops” that empowers them to succeed in the content areas. We will point out these areas of intersection and how this collaboration can take place to help all students succeed.

CROSS-CURRICULAR CONNECTIONS



Look for these icons throughout this guide. They indicate places where reading skills intersect with the rest of the curriculum. These will be stopping points where PLC members can discuss how the RLA and content teachers can work together.

Slide 5: Vocabulary Research

After reading the research findings on this page, what stands out to you?

Slide 7: Let's Have Fun with Words

Match each phrase on the left side to the origins found in the word box below.

Time flies when you're having fun.

Time's fun when you're having flies.

Time heals all wounds.

Time wounds all heels.

Nine to five; twenty-four seven

Time belts

Times Square

1980s

W. C. Fields

Ancient Rome/US 1710

Early 1900

Kermit the Frog

Ancient Rome

Obsolete

Slides 9-13: Teaching Word Learning Strategies

There are far too many words to teach them all directly to our students. For this reason, teaching word-learning strategies is very important. Below are some of the most important of these strategies.

INFER MEANING FROM CONTEXT: This involves teaching students how to use grammar, word morphology, punctuation, world knowledge, discourse and text, and word associations to help determine word meaning.

USE WORD PARTS: This includes teaching students to use inflections and derivational prefixes and suffixes to glean word meaning.

DICTIONARY/THESAURUS: Teachers should show their students how to properly use student dictionaries (not general dictionaries) and thesauruses to obtain student friendly definitions and synonyms for the new vocabulary they are learning.

BOOTSTRAPPING ON L1 SKILLS (For English Language Learners): If an EL student speaks a language at home that originated from Latin and Greek (such as many western European languages), their first language is likely to have many cognates with vocabulary in English. Teaching students to be attentive to English words that look like and sound like words in their native language often give hints as to the word's meaning. Even better, for Spanish speaking ELs, many common every day words in Spanish are high level academic words in English.

Slide 15: Three-Level System for Words

Isabel Beck and her colleague developed a tiering system that helps prioritize which words are best to teach to students. Tier 2 words are considered to be the best choice. Define each below:

TIER -1 –

Tier-2—

Tier-3—

Slide 16: Identifying Word Levels

Why does Isabel Beck argue that Tier 2 words are the most useful ones to teach your students?

Now, based on the definitions from slide 11, classify the words below by their tier. Include a brief explanation as to why you classified each word the way you did.

content

uncle

lathe

drum

reluctant

amoeba

boastful

simmer

Slide 17-18: Factors to Consider...



DEPTH OF CONCRETENESS: What strategies can you employ during your vocabulary instruction to help students better understand more abstract vocabulary terms?

DEPTH OF MEANING: Why is a word like “pool” a challenge for many students?

UTILITY: Tier 3 words would normally not be taught explicitly as they are uncommon in usage. What is the one exception to this general principle?

Slide 19: Explicit Vocabulary Instruction

- Say and write the word.
- Provide student friendly definitions (with familiar terms).
- Discuss what is known about the word.
- Provide examples (and non-examples).
- Create sentences with the word
- Engage in extended discussions/activities with the word

Slides 23-24: Let's Practice

Pick one of the three words for explicit instruction on slide 19. Either by yourself or with a colleague, walk through each step of the process on teaching the word you chose explicitly.

The word we chose is _____

Say and write the word.

Provide a student-friendly definition:

Discuss what is known about the word (what questions could you ask to draw out what students already know about this word?)

Provide Examples and Non-examples: (List them here)

Create sentences with the word: (How would you frame this for your students to get the best possible sentences from them?)

Engage in extended discussions/activities with the word. (What questions would you ask to engage your students in these discussions/activities?)

Slides 25-26: Activity

What words would you select from the story on slide 22 to teach to your students. Beside each, decide how you would teach each one (Explicit Instruction, Paraphrase, Demonstration). Explain why you chose the method you did. We numbered the first 6 words but there is additional space should you have identified more than 6 words.

1. _____ TYPE OF INSTRUCTION: _____

RATIONALE: _____

2. _____ TYPE OF INSTRUCTION: _____

RATIONALE: _____

3. _____ TYPE OF INSTRUCTION: _____

RATIONALE: _____

4. _____ TYPE OF INSTRUCTION: _____

RATIONALE: _____

5. _____ TYPE OF INSTRUCTION: _____

RATIONALE: _____

6. _____ TYPE OF INSTRUCTION: _____

RATIONALE: _____

Slide 28-29: Knowing a Word

To know a word means knowing about the word in all the following ways:

- the label
- the parts of the word
- the meaning(s) of a word
- how the word relates to other words
- how the word functions in different contexts and,
- how to decode and spell the word

A student knows a word when they can do the following:

definition: the ability to say what a word means

application: the ability to select or recognize situations appropriate to the word

breadth: knowledge of multiple meanings of the word

precision: the ability to apply the word correctly to all situations and recognize inappropriate use

availability: knowledge to use the word correctly in thinking and discourse.

Slide 30: Linking Vocabulary Across All Content Areas

Consider the strategies covered in this module and the struggles your students face when encountering unfamiliar vocabulary words. Think about which strategy(ies) presented in this module can be applied to help your students overcome that struggle. What is your biggest takeaway from this training?

KEY

Slide 7: Let's Have Fun with Words

Match each phrase on the left side to the origins found in the word box below.

Time flies when you're having fun.

Ancient Rome/US 1710

Time's fun when you're having flies.

Kermit the Frog

Time heals all wounds.

Ancient Rome

Time wounds all heels.

W. C. Fields

Nine to five; twenty-four seven

1980s

Time belts

Obsolete—now called time zones

Times Square

Early 1900s

Slide 16: Identifying Word Levels

Why does Isabel Beck argue that Tier 2 words are the most useful ones to teach your students?

Although not common in daily conversation, these words occur frequently in school texts and across the curriculum. Students will frequently encounter these words.

Now, based on the definitions from slide 11, classify the words below by their tier. Include a brief explanation as to why you classified each word the way you did.

content 2 common academic

uncle 1 common everyday

lathe 3 uncommon, specialized

drum 1 common everyday

reluctant 2 common academic

amoeba 3 uncommon, specialized

boastful 2 common academic

simmer 2 common academic

Slide 17-18: Factors to Consider...

DEPTH OF CONCRETENESS: What strategies can you employ during your vocabulary instruction to help students better understand more abstract vocabulary terms?

Whenever possible, use visuals (illustrations, videos, total physical response and realia).

DEPTH OF MEANING: Why is a word like “pool” a challenge for many students?

Students often don’t realize that words have multiple meanings or connotations associated with certain words. Teachers need to explicitly teach less common meanings when they appear in student text.

UTILITY: Tier 3 words would normally not be taught explicitly as they are uncommon in usage. What is the one exception to this general principle?

Teach Tier 3 words when they are essential to understanding a text.

Slides 25-26: Activity

What words would you select from the story on slide 22 to teach to your students. Beside each, decide how you would teach each one (Explicit Instruction; Paraphrase, Demonstration). Explain why you chose the method you did. We numbered the first 6 words but there is additional space should you have identified more than 6 words.

1. SPOT TYPE OF INSTRUCTION: **explicit instruction**
RATIONALE: **students probably already know SPOT as a colored dot, but not as “see”**
2. SPIED TYPE OF INSTRUCTION: **paraphrase**
RATIONALE: **fast map because we just defined SPOT as “see”; this is another synonym**
3. BARK TYPE OF INSTRUCTION: **paraphrase**
RATIONALE: **not crucial to the story, saying “outside part of the tree” is enough**
4. DISBELIEF TYPE OF INSTRUCTION: **explicit instruction**
RATIONALE: **a very useful word that students will encounter frequently; also point out the prefix DIS meaning not—not believing in this case**
5. GROANED TYPE OF INSTRUCTION: **demonstration**
RATIONALE: **Can say “Oh no! Not again!” in a groaning manner to demonstrate—this should be sufficient for the students to understand how the kids in the story said that.**
6. GLEE TYPE OF INSTRUCTION: **paraphrase**
RATIONALE: **Use synonyms joy, happiness and explain that they can figure this out because Ana is laughing with “glee” so joy or happiness is the word that makes sense.)**