

# Vocabulary

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## Talk Moves for increasing student engagement



### Hand Signals



### Structures for Student Responses

Repeating: "She said that ..."

Adding to: "Another answer is ..."

Disagreeing: "I disagree because ..."

Agreement: "I agree because ..."

Changing an answer: "I want to revise my thinking ..."

Summarizing: "His point is ..."

Why it matters: "This is important because ..."

## College Talk

- Make intentional decisions about word usage, such as "inflate" rather than "blow up."
- Make a list of phrases or instructions that are used frequently in your classroom by teachers & students.
- Restate the information using more advanced language.
- Teach students the meanings of the "College Talk" phrases as you use them.
- Encourage students to use "College Talk."
- Encourage students to be Word Detectives and bring examples of "College Talk" they hear outside of school.



Kid Talk	College Talk
Look at ...	Compare these ...
What will happen ...?	Predict what will happen ...
Place into groups ...	Classify ...
Work this problem ...	Analyze this problem ...
What do you think?	What conclusions ...?
How do you explain ...?	What hypothesis explains ...?
Stop talking.	Terminate the conversation.
test	assessment
Line up.	Arrange yourselves linearly.

# Direct, Explicit Instruction








National Reading Panel, 2000

# Criteria for Choosing Words



1. **UNKNOWN**
2. **CRITICAL** to understanding
3. **USEFUL** in the future
4. **DIFFICULT** to learn
  - unknown concept
  - not clear through context
  - related to abstract concepts
  - complex concepts
  - difficult to pronounce
  - require additional interpretation

## How Should New Words Be Introduced?

<b>Pronounce &amp; Read Word &amp; Spell It</b>	 Pronounce and read the word. Examine the spelling.
<b>Student-friendly Definition</b>	 Tell students what the new word means, using a student-friendly definition that includes terms and references that students will understand.
<b>Say More</b>	 Say more about the word, and use it several times in examples of use.
<b>Ask Questions</b>	Ask students questions about the word's meaning. 
<b>Use the Word</b> <div>Fill in the _____</div>	Elicit word use by students. 

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# Language-Rich Texts for Read-Alouds



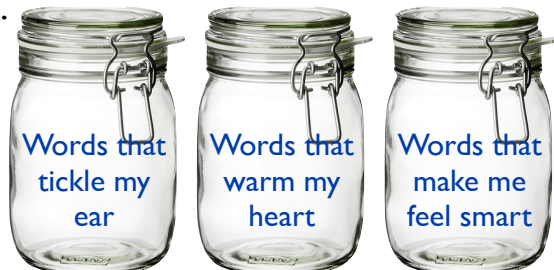
- Find books that use \$10 words
- Precise, descriptive, unusual words
- Content-rich words
- Academic words
- Important and out-of-the-ordinary concepts

## Word Jars

Teacher determines categories for word jars.  
Teacher models the types of words for the word jars.  
Students collect words and place them in the word jars.  
During “waiting” time, teacher takes a word from the word jar.

The student who submitted the word tells where he or she found the word.

Class discusses the meaning of the word.



## Vocabulary Paint Chips



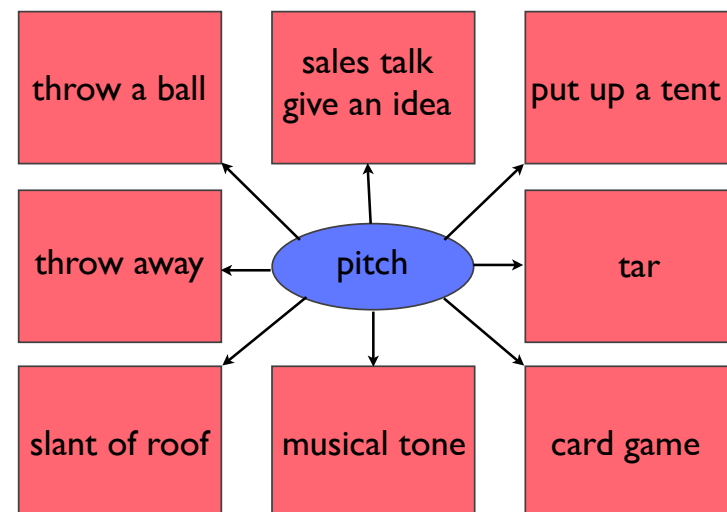
1. word, definition and part of speech
2. related words and their part of speech
3. synonyms

## Antonym Diamante

Asleep  
Comfy, cozy  
Slumbering, snuggling, dreaming  
Night, rest, dawn, shine  
Blinking, yawning, stretching  
Alive, alert  
Awake



## Multiple Meaning Map



# List-Group-Label



List-group-label is a form of semantic mapping. The strategy encourages students to improve their vocabulary and categorization skills and learn to organize concepts. Categorizing listed words, through grouping and labeling, helps students organize new concepts in relation to previously learned concepts.

1. Select a main concept in a reading selection.
2. List: Have students brainstorm all the words they think relate to the topic.
  - o Visually display student responses.
  - o At this point do not critique student responses. Some words may not reflect the main concept, but hopefully students will realize this as they begin grouping the words in the next step.
3. Group: Divide your class into small groups. Each group will work to cluster the class list of words into subcategories. As groups of words emerge, challenge your students to explain their reasoning for placing words together or discarding them.
4. Label: Invite students to suggest a title or label for the groups of words they have formed. These labels should relate to their reasoning for the grouping.

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# Semantic Gradients



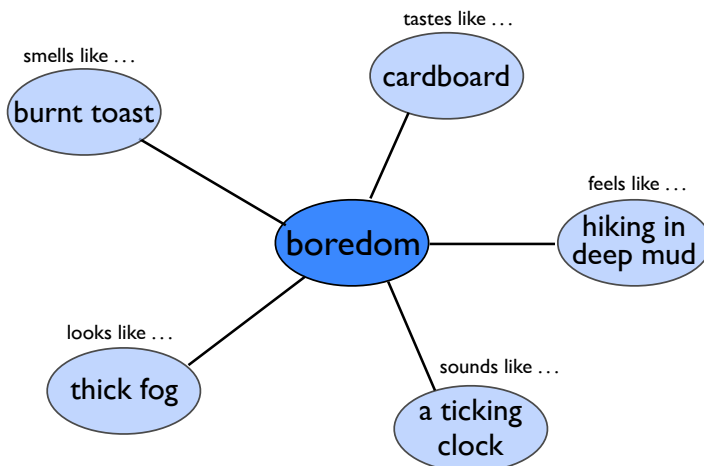
Semantic gradients are a way to broaden and deepen students' understanding of related words. Students consider a continuum of words by order of degree. Semantic gradients often begin with antonyms, or opposites, at each end of the continuum. This strategy helps students distinguish between shades of meaning. By enhancing their vocabulary, students can be more precise and imaginative in their writing.

## Option 2:

1. Select a specific vocabulary word, e.g., large.
2. Using a book you've read, a unit of study, or different writing samples, create a list of semantically similar words. The teacher can develop the list, or work collaboratively with students to generate a list. It may work best to think of your target word as being in the center of your continuum.
3. Arrange the words in a way that illustrates an understanding of each word's meaning. Continuum can be done horizontal or vertical, in a ladder like fashion.
4. Have students discuss their rationale for placing certain words in certain locations. Encourage a conversation about the subtle differences among the words.

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# Five-Senses Simile Web



# Vocabulary Chains and Graphic Organizers

1. Write each word on a card and give one to each student in the group.
2. Students arrange themselves to show the relationships between the words.
3. Each student explains how his word is related to the word on each side.
4. Students compare between groups and justify their responses.

## Word Categories: Dogs

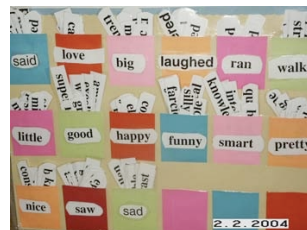
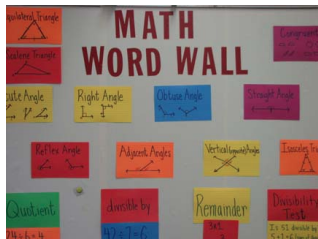
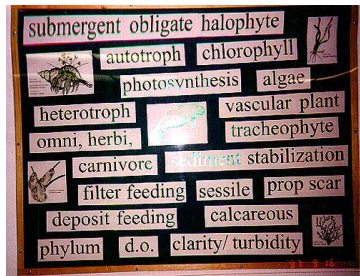
Food	Jobs	Body Parts	Famous Dogs	Breeds
Milk-Bone	sniffing	fur/hair	Lassie	greyhound
kibble	mushing	legs	Rin-Tin-Tin	terrier
bones	leading	tail	Fido	spaniel
	searching		Bruno	retriever

## Select and Connect



List words in two columns.  
Student chooses one word from each column.  
Student explains how words are related.  
Student uses both words in one sentence.

## Word Walls



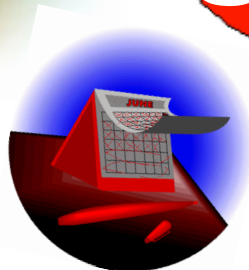
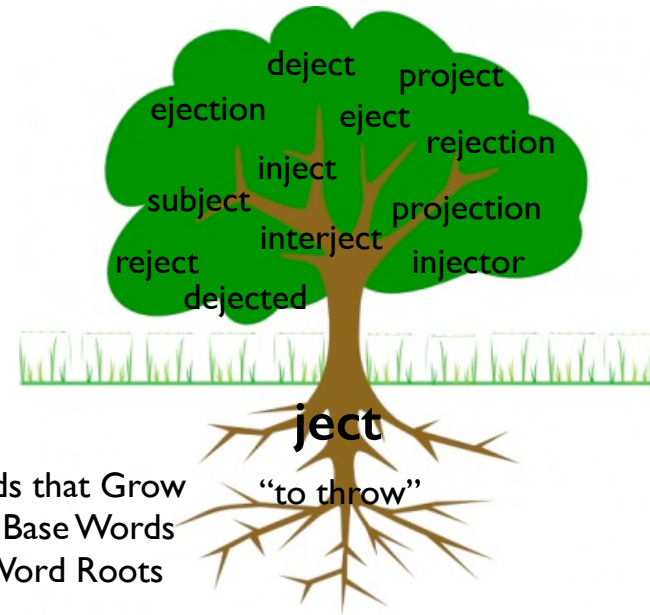
## Word Part Matrix

en	joy "a happy feeling"	ing s ed able ment	
over		ful ous	ly ness



Word Part Matrix

re		nect “to bind or tie”	ion	s
dis	con			
inter			or	ed



Eric Jensen  
*Teaching with the Brain in Mind*