

Creating Vocabulary Lessons that Stick: A Practicum on Lesson Design

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For this list of 24 terms from a nonfiction story, *Mom's Best Friend*, decide for each whether to a) show an image, b) demonstrate, c) define quickly at point of use, or d) teach explicitly. The story is about a mother who is blind and goes to a special center to learn how to use a guide dog. Choose no more than 6 words to teach explicitly. When a word has multiple meanings, the usage in the text is indicated in parentheses.

whimpering	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
holler	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
hedges	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
movie marquee	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
instructor	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
cinch (usage: easy)	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
breeding station	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
mature (fully grown)	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
pipsqueaky	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
breed (used as verb and as concept)	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
brushed (into a bush)	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
scold	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
hedge clippers	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
harness (noun)	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
mastered (verb)	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
obedience (used 3x)	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
fetch	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
curb ramp	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
jackhammer	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
strolled	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
obstacles	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
location	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
overflowed	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly
Braille	a) show an image c) define quickly at POU	b) demonstrate d) teach explicitly

Planning Sheet for Specific Word Instruction

Word (part of speech)	Student-Friendly Explanation/Definition	Related forms (optional)
Spanish Support:		
Example sentences using the word in a variety of contexts:		
Active engagement/Sentence frames:		

A completed example using the above template:

Word (part of speech)	Definition	Related forms
composed (verb, past tense)	made up of	compose composer composition
Spanish Support: Composed of = compuesto de		
Example sentences: This class is <u>composed</u> of 32 students. This school is <u>composed</u> of grades 6-8. The <u>composition</u> of Mr. Green’s class is about half girls and half boys. Mr. Green’s class is <u>composed</u> of 14 girls and 15 boys. Split pea soup is <u>composed</u> of just five ingredients: split peas, water, onions, carrots, and salt.		

Activity/Sentence Frame:

Describe to your partner how your family is composed.

My family is composed of my _____, my _____, my _____, and me. (You may have fewer or more members in your family.)

My family is composed of my husband, my three children, my dog, our four chickens, and me.

When I was growing up, my family was composed of my parents, my sister, and me.

A second extended sentence frame for ELD: Think of another group of people and tell what that group is composed of. Post the following frame:

_____ is composed of _____ who _____.

(Name a group) (number) (boys/girls/ students/men/women etc.)/ (describe the people in the group.)

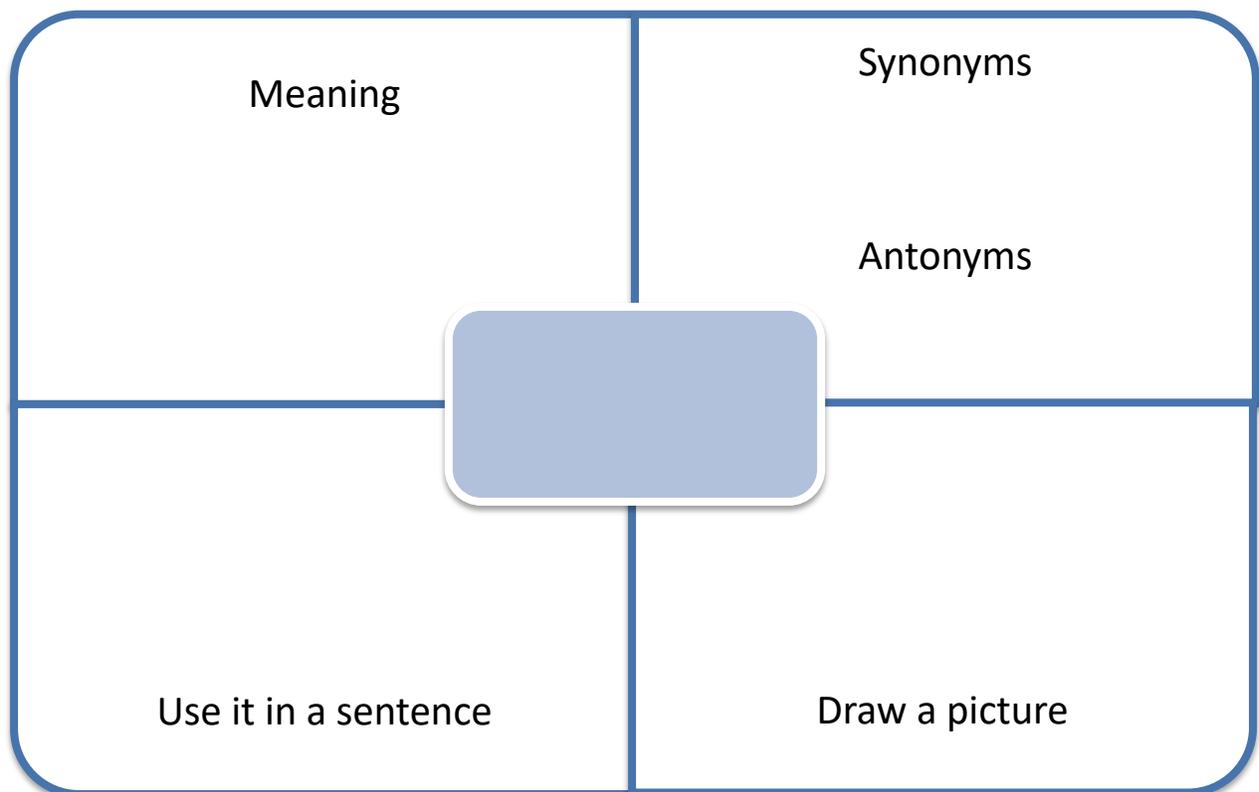
Have the group read the frame aloud.

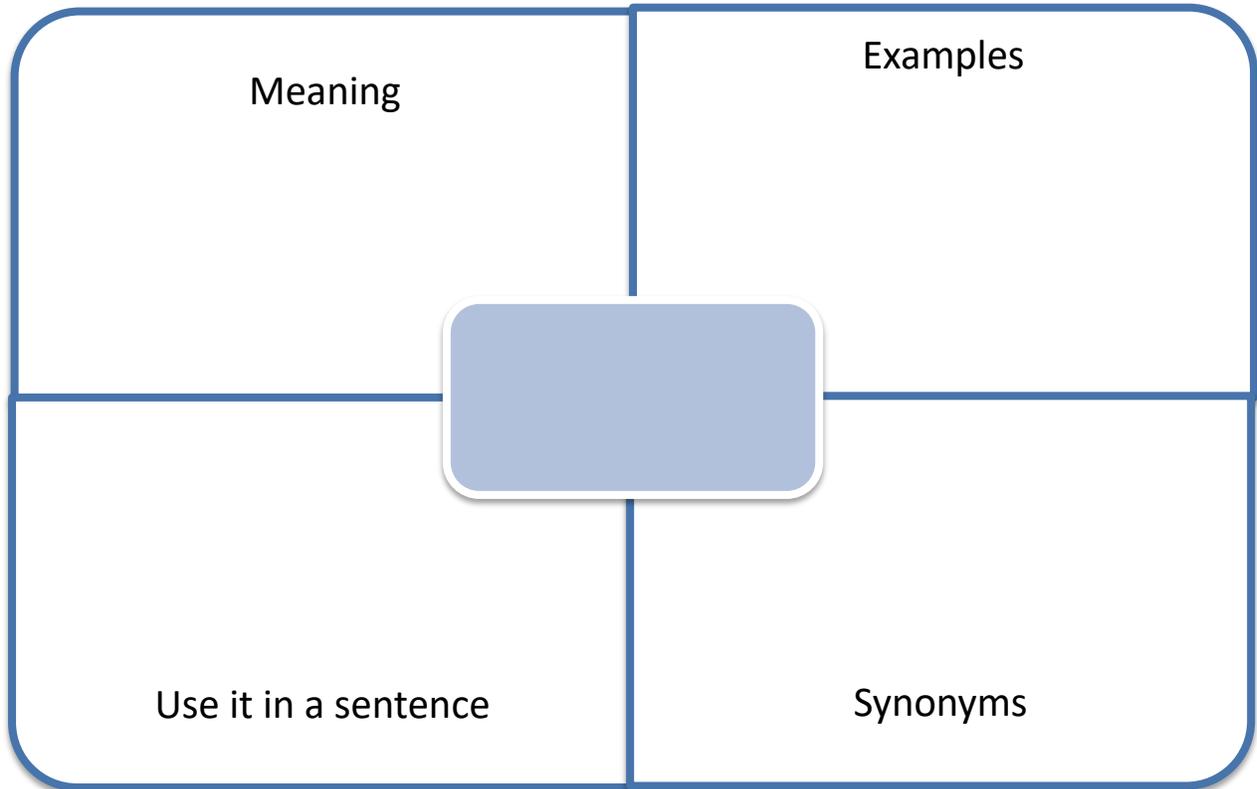
My example sentence is (write the additions in the frame):

My book club is composed of eight women who all have children in the seventh grade.

Now write your sentence. (Allow a minute.) B's, share with A's

Some sample word maps for note-taking:





An extra blank template:

Word (part of speech)	Student-Friendly Explanation/Definition	Related forms (optional)
Spanish Support:		
Example sentences using the word in a variety of contexts: 		
Active engagement/Sentence frames: 		

Explicit Word Instruction

Template #2:

<p>1. The next word is: Listen as I break it down into syllables: Now say it with me slowly: Now let's say it fast: The Spanish cognate/translation for this word is:</p>		
2. Student- Friendly Explanation	3. Activity	4. Questions
<p>The word _____ means</p> <p>Examples:</p> <ul style="list-style-type: none"> • Provide at least 3 varying examples of word usage. • Examples should be easy to relate to and need not relate to the text. • If you do include examples that are similar to the one used in the text, be sure to include others that are very different so that students learn that the word can be used in varying contexts. 	<p>Activities vary. Possibilities include:</p> <ul style="list-style-type: none"> • Questions with oral responses- usually the target word is one of the possible responses and often an opposite term is the other choice • Questions with yes/no or Thumbs up/thumbs down responses • Questions with True/False responses using True/False cards • Prompts followed by partner brainstorm, partner discussion, and then written responses using sentence frames • Prompts with other physical responses (it is a good idea to have at least one activity that gets students out of their seats and moving) 	<p>Questions will vary. Always include: What word means _____ ? Signal: (Answer is target word)</p>

Instructions for teachers:

Do parts 1, 2, and 3 for each word **prior** to reading the text containing the words. The follow-up questions in part 4 can be used in a variety of ways:

- They can be done on the initial day of instruction
- They can be done on subsequent days as a way of revisiting the target words.
- Some questions are good candidates for being posted on board or screen as a “Do Now” at the start of class on subsequent days. Be sure to instruct students to use the target word in their response and to respond with a complete sentence.

<p>1. The next words are: breed and breeding station Breed has just one syllable: breed Say it with me: breed In Spanish, the verb to breed is <i>criar</i>. The noun form is <i>raza</i>.</p>		
2. Student- Friendly Explanation	3. Activity	4. Questions
<p>The word breed means several things. If someone breeds dogs or other animals, it means that they keep the animals in order to have them produce babies. A breed is also a particular type of plant or animal.</p> <p>A breeding station is a an area or group of buildings specially designed for breeding animals, where the animals will stay while they are mating, pregnant, give birth, and nurse their young. (Show slide with photo and link to video of the Seeing Eye breeding station, if desired.)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Someone might breed horses for many different purposes: for strength, speed, or ability to withstand a lot of work. • Some famous breeds of horses are the Clydesdale, the Arabian, the Thoroughbred, the Appaloosa, and the American Quarter Horse. Clydesdales are the breed that are used in the Budweiser beer commercials. • Some well-known dog breeds are German shepherds, Labrador retrievers, Golder retrievers, and Standard poodles. These are the breeds most commonly bred to be guide dogs for 	<ul style="list-style-type: none"> • Say: What breeds of dogs have you heard of, in addition to the ones we saw on the slide? Work with a partner to brainstorm as many different breeds of dogs as you can think of. Take 60 seconds to brainstorm and write down as many breeds of dogs as you can. Use your quiet voice so others don't hear your ideas. Set timer for 60 seconds. • Say: Raise your hands if you thought of at least 5 different breeds of dogs. • Keep them up if you thought of at least 10. 12. 15. (Go up until you have the pair with the greatest number on their list.) I am going to have these students read their list, and everyone else should make a checkmark on their list next to any breed that is called out. (Have students read their list.) Does anybody have any breeds that were not on this list? (Call on additional students.) • Of all the breeds we have named, which are your favorites? If you were going to get a dog of your own, which breed would you pick? Talk with your partner for 30 seconds. Set timer for 30 seconds. • Now, write a sentence about it using the following sentence frame: • My favorite breed of dog is the _____ because _____. <p>Have students chorally read the</p>	<p>Do you know any names for breeds of cats or any other animals? (Siamese, Calico, Manx, etc.)</p> <p>What word means a particular type of plant or animal? Signal: breed</p>

<p>the blind. (Show slide)</p> <ul style="list-style-type: none"> • People also breed plants. For example, people breed roses for color, scent (smell), and the ability to resist disease. 	<p>sentence with you.</p> <ul style="list-style-type: none"> • Provide your own example. Use this example or one of your own: My favorite breed of dog is the husky because they are smart and so strong that they can pull sleds across Alaska. 	
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1. The next word is: **mastered**
 Listen as I break it down into syllables: **mas•tered**
 Now say it with me slowly: mas-tered
 Now let's say it fast: **mastered**
 (The Spanish word for mastered is **dominar**, but not so often used for the meaning below.)

2. Student- Friendly Explanation	3. Activity	4. Questions
<p>The word mastered means learned something so well that you understand it completely and have no difficulty with it.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Kimani went to computer camp and was able to master basic coding in just a few weeks. • Kayla practiced for weeks and weeks, but she never mastered a front handspring. • After cooking with her aunt all day, Lucia mastered the art of assembling the perfect tamale. 	<p>These questions would be best answered and displayed on white boards or tablets. Alternatively they can be discussed in partners. How long do you think it would take to master:</p> <ul style="list-style-type: none"> • understanding a foreign language? • learning how to tie your shoes? • setting a table properly? • shooting a basketball from the free-throw line with 50% accuracy? 75% accuracy? • writing neatly in cursive? <p>Which of these things do you think a typical 4-year old should have mastered? Show your opinion with a thumbs up or thumbs down.</p> <ul style="list-style-type: none"> • jumping up and down • skipping • using the toilet independently • writing own name • reading simple books • knowing all the letters of the alphabet • tying own shoes • knowing the names of all 50 states • saying please and thank you <p>What else should a 4-year old have mastered? I think a typical 4-year old should have mastered _____ .</p>	<p>Brainstorm with a partner: Imagine you got a new dog. What skills would you want it to master?</p> <p>If we got a new dog, we would want it to master _____ , _____ , and _____ .</p> <p>What word means learned something so well that you understand it completely? Signal: mastered</p>

Effective Vocabulary Instruction for English Learners: Introducing New Words

Planning Stage:

1. Choose up to 5 general academic words from the day's lesson or reading material.
2. Look up the words in a "learner's" dictionary; online at ldoceonline.com, vocabulary.com, or other site.
3. Create a student-friendly definition/explanation.
4. Provide numerous example sentences in varying contexts.
5. Find images that connect either with the word itself or with one of the example sentences. (Google images works well)
6. Explain related word forms, word parts (roots, affixes) or antonyms if appropriate
7. Use Google translator or other site to find Spanish cognate or translation, or translation to other languages.
8. Plan a brief follow-up activity, preferably done with a partner or with whole class response. The activity should be oral and kinesthetic, if possible, and should involve information readily known by ALL students. Examples of activities include:
 - questions with oral or physical responses
 - questions with yes/no, true/false, or thumbs up/thumbs down responses
 - prompts followed by partner brainstorm, discussion, or collaboration
9. Decide how students will record their learning: word map, index cards, vocabulary notebook, etc.
10. Plan a written prompt including a sentence frame as follow-up to one of the activities.
11. Plan additional follow-up questions. (Can be used on subsequent days)
12. Plan closing question which restates meaning: What word means _____ ?

Teaching stage:

- Post words on board or overhead
- Have students self-rate level of word knowledge
- Assess student word knowledge by reading their checklists or their hand signals
- Explicit explanation/teaching of words:
 - Pronounce the word; break down into syllables
 - Have students pronounce the word; repeat if necessary
 - Provide Spanish cognate or translation or other language translation
 - Give explanation/brief definition
 - Provide several examples- use the word within several contexts
- Follow-up partner or whole class activities, e.g. brainstorming activity, true/false or yes/no activity, sentence stem with word provided, etc.
- Students write the words in a vocabulary notebook, on index cards, a word map or other graphic organizer
- Review all 5 words
- Add words to word wall, if available