

List-Group-Label

(Marzano et al., 2001)

- “Vocabulary Instruction”
 - By table, brainstorm all the words you can think of related to this topic.
 - Categorize the words on your list.
 - Select 2 or more that share common characteristic. List together. Provide label identifying the category you’ve created. Add more words to this category. Create new categories as needed.
 - Add new words to your categories.
 - Share categories and words.
 - Compare and contrast with other groups.
 - (would work well with *Inspiration*)

Some Numbers

- From elementary through high school, students learn an average of 7 new words a day, or 2,700-3,000 per year (Snow et al., 1998)
- The most effective vocabulary instruction programs teach 300-400 words per school year.
- Average college graduate has deep understanding of approximately 20,000 roots (Cunningham & Allington, 2007)

What did “vocabulary instruction” look like when you were in school?

- Think-Pair-Share
 - Think for a minute about your own experiences.
 - Partner with someone from another table.
 - Compare your experiences.
- Did you...
 - Write definitions?
 - Use words in sentences?
 - Turn in vocabulary work for teacher evaluation?
 - Take vocabulary tests?
 - Complete vocabulary worksheets?

The Mismatch of Traditional Vocabulary Instruction and Vocabulary Learning

- How we learn words
 - Direct experience (and conversation about that experience)
 - Travel, community, family
 - Vicarious experience (and conversation about that experience)
 - Movies, videos, pictures, reading
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Principles of Effective Vocabulary Instruction

- Integrative
 - Connects new to known, learning in meaningful experiences and contexts
- Active processing and discussion
 - Application, associative learning
- Repetition with variety in meaningful contexts
- Meaningful presentation and definitional focus
- Teacher attitude

Dimensions of Vocabulary

- Breadth
 - How many words do you know?
- Depth
 - How well do you know the words you know?
 - Multimeanings
 - Connotative meanings

Goldilocks Words

- Beck, McKeown, & Kucan (2002)
 - Tier 1: boy, girl, jump, sad...
 - Tier 2: despair, exhausted, catastrophe
 - Tier 3: oblique, catamaran, somnolent
- Tier 2 should be the focus of instruction

Goldilocks Words in Read-Alouds

- Read text aloud.
- Show 3 targeted (Tier 2) words to children. Briefly explain meaning.
- Reread the text and have students stop you when you reach the targeted words. Discuss word meaning in context of surrounding words and illustrations.
- Help children connect their own experiences to the 3 words. Ask questions like, "When have you felt... Have you ever experienced a... Where would you see a..."
- Reread and have students retell, using the 3 words on a 3rd reading the next day.
- Display book title and 3 words in room for future reference.

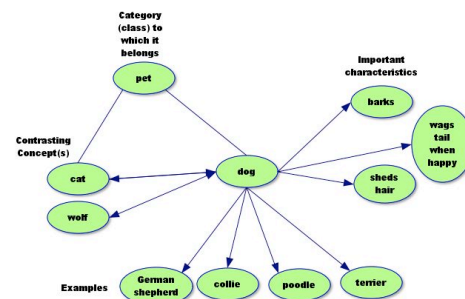
Your Turn

- With text you have been provided, prepare steps 1-4 of a Goldilocks words read-aloud lesson.

Pair 'Em Up

- Which two (or more) in each group go together? Why?
 - fluency, swimming, reading, water
 - horse, bed, chicken, cow
 - heat, meat, fleet, meet
 - catastrophe, cooking, international
 - Word identification, phonics, reading comprehension, reading fluency

Concept Map Example



Possible Sentences

(Moore & Moore, 1986)

- Key vocabulary introduced and briefly explained:
 - centroid
 - the middle of a 2-dimensional figure
 - vectors
 - quantities in math specified by magnitude and direction (e.g., velocity, acceleration)
 - residual
 - Leftover
 - axis
 - a central line
 - correlation
 - mutual relation of 2 or more things
 - factor
 - one of two or more numbers that when multiplied together produce a given product (e.g., 3 and 6 are factors of 18)
 - solution
 - an answer to a problem or question

Possible Sentences Continued

- Students create sentences containing 2 or more of the words.
- List, discuss several as a class.
- Read the passage.

The centroid solution involves placing the first reference axis through the centroid of the configuration of vectors; obtaining a table of residual correlations, which are subject to certain adjustments; placing the second factor through the centroid corresponding to the table of residual correlations; and continuing the process until the magnitude of the residuals can be considered inconsequential.

From Ferguson, G. A. (1971). Statistical Analysis in Psychology and Education (3rd ed.). New York: McGraw-Hill, p. 416.

Possible Sentences Concluded

- Revise possibility of sentences given passage. Revise as needed.
- Notes
 - More effective than semantic mapping in learning vocabulary (upper elementary)
 - Supports text comprehension.

Analogies

- Examples
 - Steering wheel is to car as handlebar is to _____ . (part to whole)
 - Night is to day as hot is to _____ . (opposites)
 - Storm is to rain as blizzard is to _____ . (cause and effect)
 - Boone is to the mountains as Greensboro is to the _____ . (geography)
 - Boat is to ship as firearm is to _____ . (synonym)
- Your turn
 - Write one of each type that would work with your practicum class.