

# Vocabulary

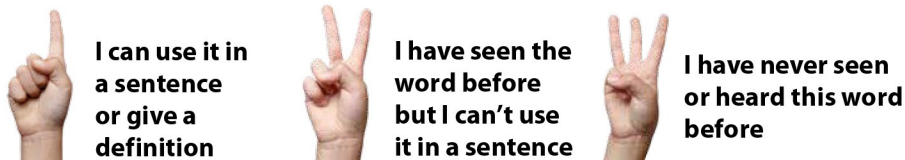
**Research Basis:** Decades of research have confirmed the important role that vocabulary plays in reading comprehension and in students' overall academic success (Hiebert & Kamil 2005). Immersing students in rich and varied language experiences permits them to learn words through listening, speaking, reading, and writing. In this view of robust, explicit instruction, vocabulary is introduced using consistent, predictable routines (Beck et al. 2002). Follow these steps to help students make words fully their own, so that vocabulary can be accessed at will in a variety of situations.

## Vocabulary Routine 1

### Introduce the Words

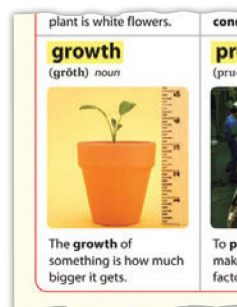
**Purpose:** Students engage in learning concepts and acquire background knowledge as they learn new key words and develop a deeper understanding of the words.

1. **Pronounce the word.** Model the pronunciation of the key word and point to the accompanying picture; have students pronounce the word.
2. **Rate the word.** Have students hold up their fingers to show how well they know the word.



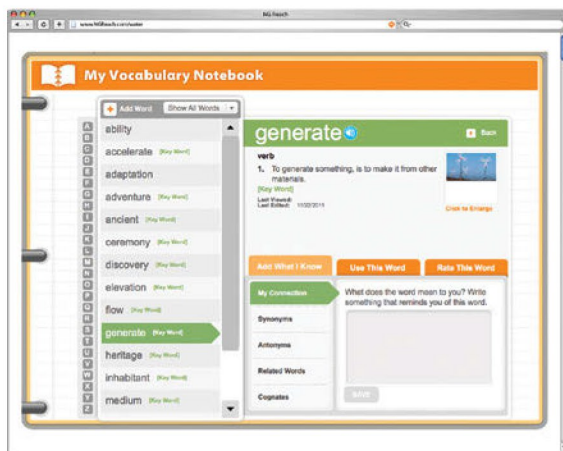
Ask: *What do you know about this word?* Encourage students to share their ideas about the word.

3. **Define the word.** Use a student-friendly definition to explain the meaning. (Definitions are provided in the Picture Dictionary at the back of the Anthology.)



**Anthology Academic Vocabulary Entry**

4. **Elaborate.** Generate discussion of the word. Use one or more of the following strategies:
  - Relate the word to your personal experience.
  - Encourage students to use the word as they talk about their own experience.
  - Using questions or comments, motivate students to engage in discussion about the word. Extended discussion will help all students understand the word and how it is used.
  - Point out word parts and spelling patterns that will help students recognize the word.
  - Challenge students to connect the word across content areas.
  - Post the words on the Word Wall.



Have students add words to **My Vocabulary Notebook**.

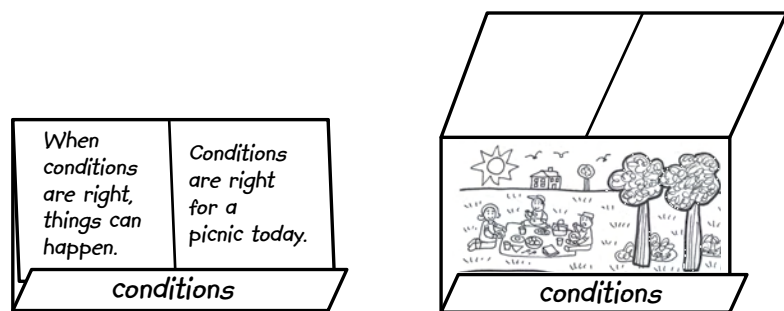
**Research Basis:** Research confirms that students need to use a word multiple times in different contexts to become fully familiar with the word and its meaning or meanings. Exploring the word through the use of graphic organizers, writing, and illustrations provides a rich array of experiences with the word that helps students develop deep word knowledge (Beck et al. 2002; Carlo et al. 2004; Marzano et al. 2005).

## Vocabulary Routine 2

### Expand Word Knowledge

**Purpose:** Students use graphic organizers, illustrations, and writing to expand their knowledge of the meaning and usage of new words.

- Form pairs.** Explain that each pair will become experts on one vocabulary word.
- Display the graphic organizer.** Use the graphic organizer or three-dimensional graphic organizer specified in the Teacher's Edition lesson, or another graphic organizer from the examples in Vocabulary Routine 4.
- Select a key word.** Display the vocabulary word and model for students how to locate information about the word and complete the graphic organizer.
  - Find the word in the Picture Dictionary in the Anthology or in another dictionary and read the information about the word.
  - Write the word.
  - Add a definition, context sentence, and picture.
- Assign key words.** Assign a word to each student pair and have them create a similar graphic organizer for their word.



Fold-Up Tab

Word home	Picture 
Word in Context My home is at 123 Main Street.	Definition a place to live

4-Corner Vocabulary

Definition think something is good	Characteristics support, like, good
approve	
Examples my writing paper topic	Non-Examples talking without raising my hand

Fruyer Model

# Vocabulary, continued

**Research Basis:** Talking about words and sharing their knowledge of words provide additional opportunities for students to use new words in different contexts and to become increasingly familiar with how the words are used. Taking the role of the class expert on a word motivates students to continue exploring words and their meanings (Beck et al. 2002; Blachowicz et al. 2005).

## Vocabulary Routine 3

### Share Word Knowledge

**Purpose:** Students deepen word knowledge by sharing their deeper understandings of words for which they have become class experts.

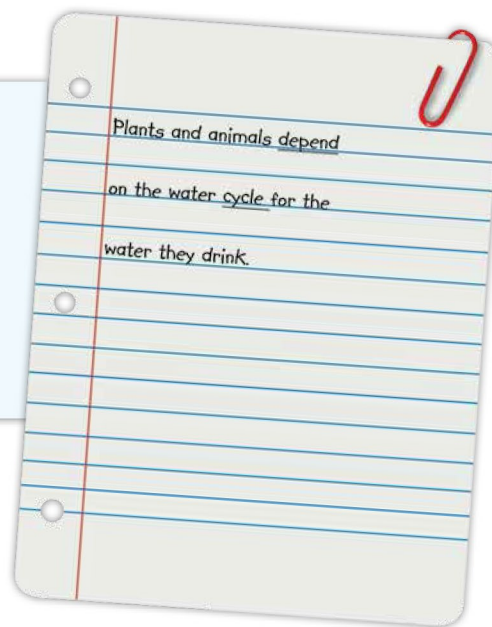
1. **Form pairs.** Pair each student with a partner who studied a different vocabulary word for Vocabulary Routine 2 (Expand Word Knowledge).
2. **Share.** Partners take turns reading to each other their graphic organizers from Vocabulary Routine 2.
3. **Discuss.** Partners discuss and create sentences using both vocabulary words. If needed, give students sentence starters.
4. **Write.** Students write their sentences in their journals or **My Vocabulary Notebook** and draw a line under each vocabulary word.
5. **Repeat.** Repeat steps 1–4 above until each student has an entry for each vocabulary word.

**Student 1:** My word is cycle.

**Student 2:** The word I studied is depend.

**Student 1:** Let's make a sentence using both words.

**Student 2:** How about, "Plants and animals depend on the water cycle for the water they drink."



**Research Basis:** In addition to learning key words that are important for selection comprehension and understanding content area concepts, students are often exposed to many new words used in classroom directions, explanations, and discussion. Examples are words such as *classify*, *clarify*, and *routine*. Research demonstrates that graphic organizers are an effective tool for introducing these words and giving students experience in using them and exploring their meanings (Hiebert & Kamil 2005).

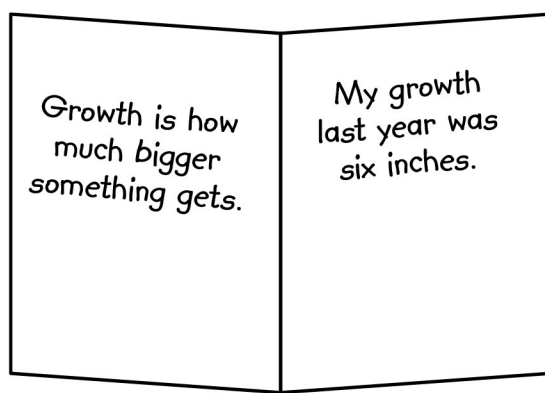
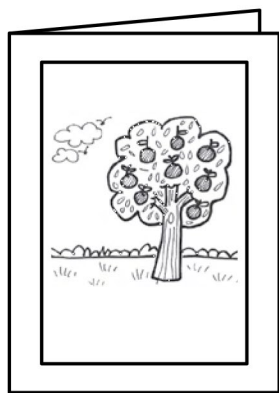
## Vocabulary Routine 4

### Review, Extend, or Reteach Vocabulary

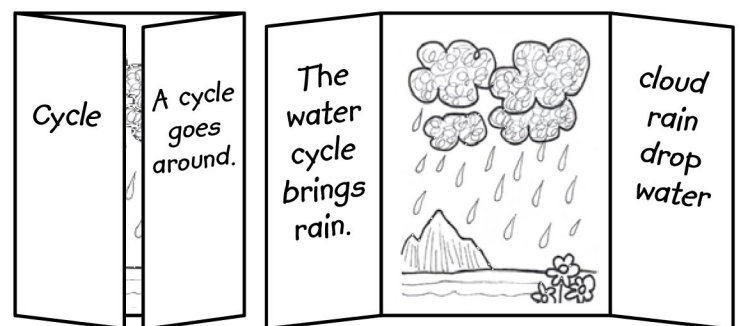
**Purpose:** Provide instruction and practice with vocabulary words and other important words used in classroom directions and discussion.

1. **Display the word.** Write the word on the board or chart paper.
2. **Display the graphic organizer.** Use the graphic organizer specified in the Teacher's Edition or select another graphic organizer from those shown below.
3. **Model.** Think aloud as you model partially completing the graphic organizer.
4. **Involve students.** Encourage students to create their own graphic organizers and add information about the word to the graphic organizer. Information can include a picture, examples and non-examples. Have students use the graphic organizers to talk about the word and concept.

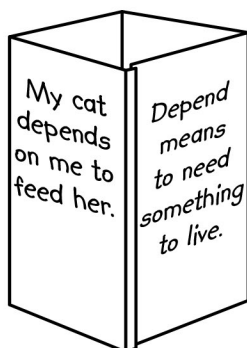
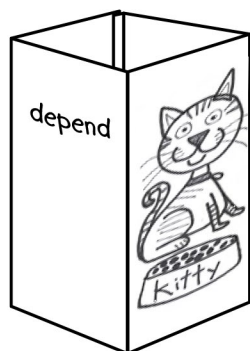
### Three-Dimensional Graphic Organizers



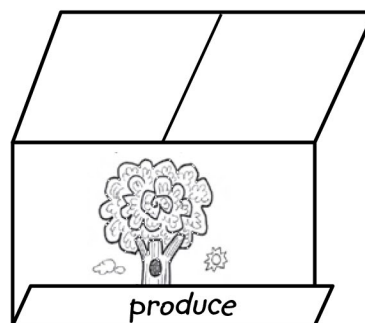
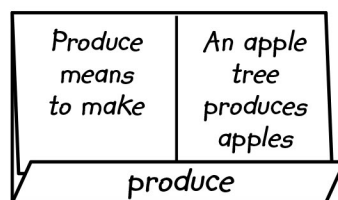
Portrait



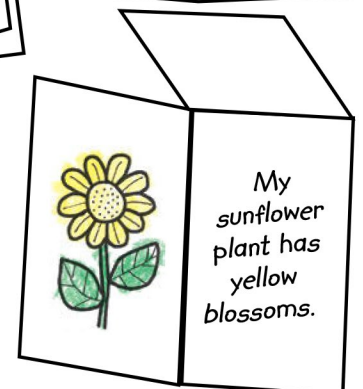
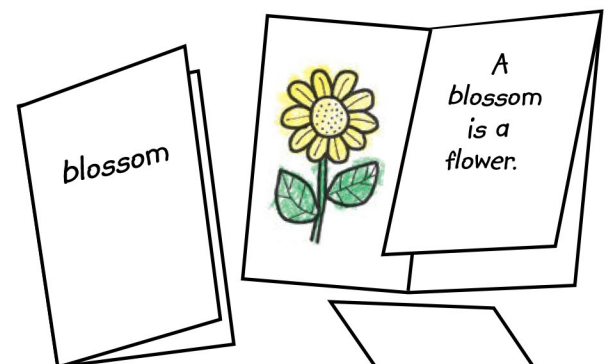
Window



Upright

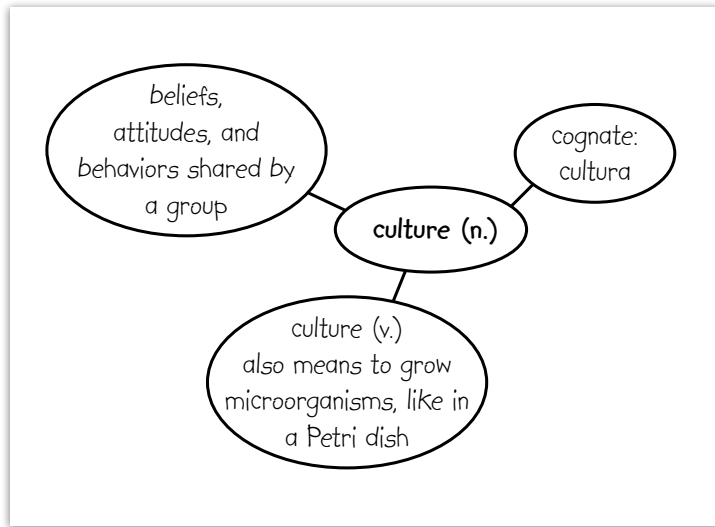


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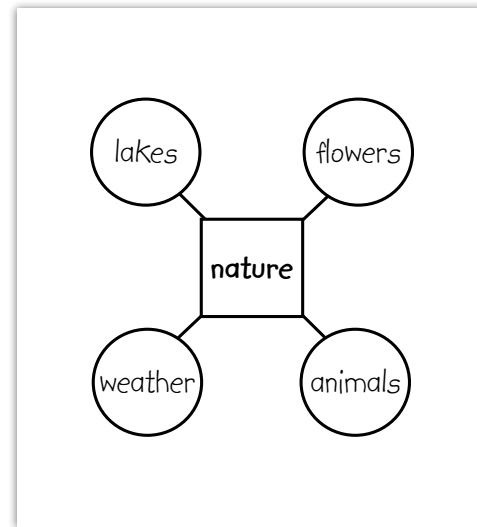


Three-Quarter Book

## Other Graphic Organizers



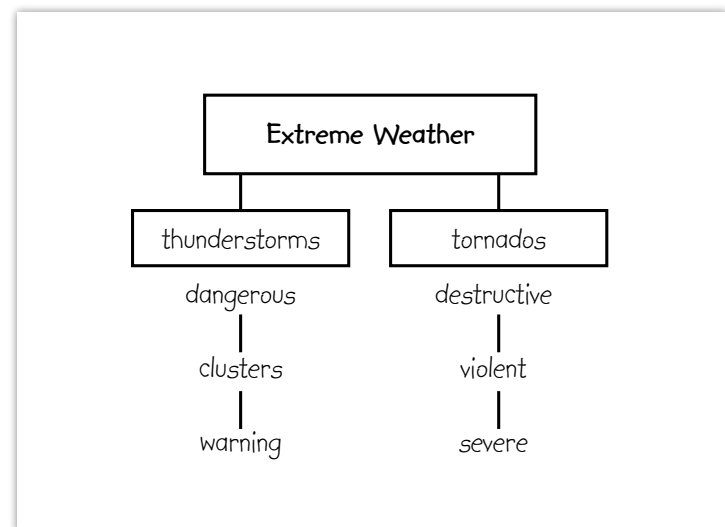
**Word Web**



**Word Web of Examples**



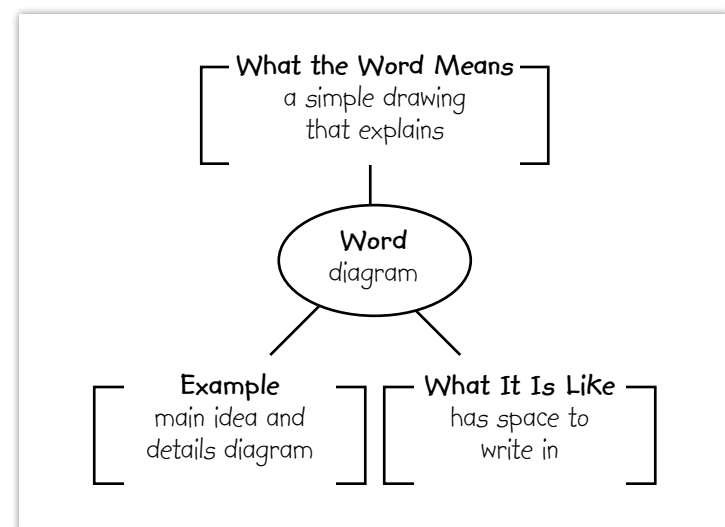
**Wordbench**



**Semantic Web**

Word	Definition	My Example
strategy	a plan	my football team's plan to win

**Example Chart**



**Word Map**

**Research Basis:** Research demonstrates that reading aloud to students is most effective when the teacher engages students in discussion about words, concepts, and events in the selection both during and after reading aloud. The text-talk method provides a framework for guiding discussion and focusing on important key words (Beck et al. 2002; Gambrell et al. 1996).

## Vocabulary Routine 5

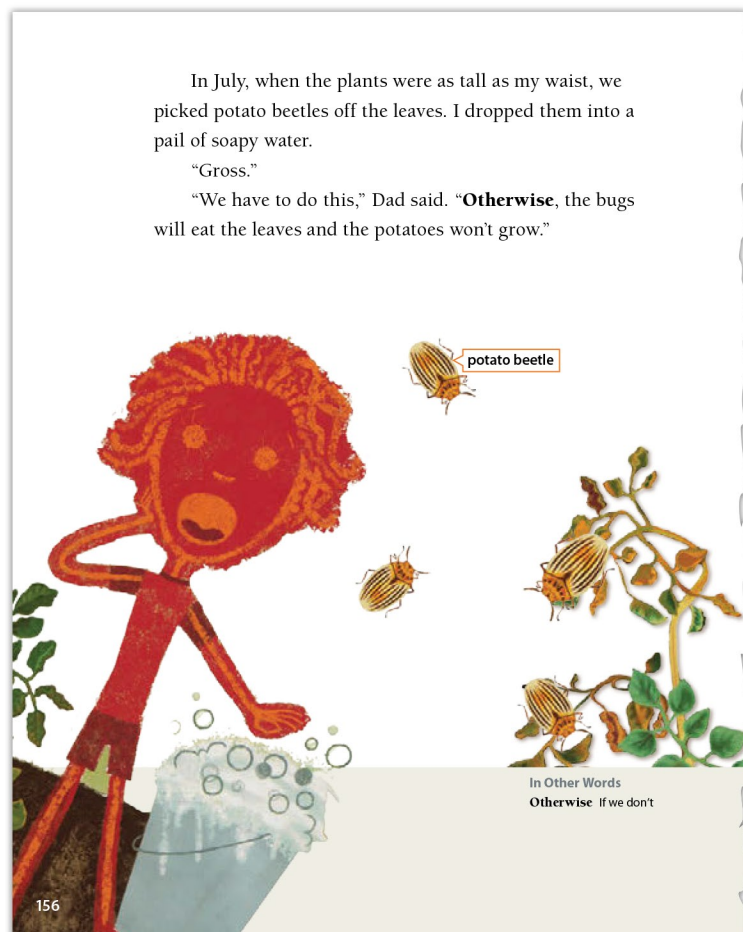
### Text-Talk Read Aloud

**Purpose:** The text-talk method teaches text-specific vocabulary after a selection has been read aloud to students.

1. **Display the key words.**
2. **Read aloud.** As you read, pause to provide a short explanation of each key word as you come to it. For example, if you are teaching the word *otherwise* you might say: *You can use the word otherwise when you are explaining what might happen. For example, I hope I catch the bus today after school, otherwise I might be late.*
3. **Elaborate meanings.** After reading, activate prior knowledge: *What do you know about this word?* Explain the meanings of the key words more fully, using the steps of Vocabulary Routine 1.
4. **Discuss.** Create discussion prompts that encourage students to use the words together. For example, for the word *otherwise*, you may display the following frame and ask students to use the word as they tell about an upcoming weekend activity, holiday, or school event.

I hope \_\_\_\_\_ otherwise \_\_\_\_\_.

5. **Extend.** Encourage students to think about and use the key words at other times in classroom discussion, and in their lives beyond the classroom. Invite them to tell about how they have used the target words outside of class and to tell about how they have heard friends and family use the target words.

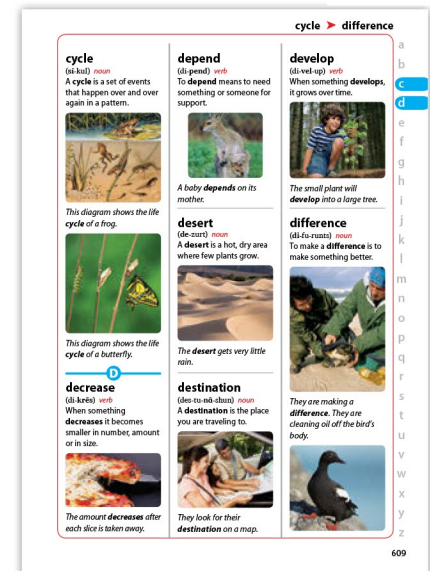


## Vocabulary Routine 6

### Reteaching Vocabulary

**Purpose:** Review or reteach vocabulary that has been previously introduced.

- 1. Form groups.** Group students who did not master vocabulary, or who will benefit from reviewing the words. Follow the following steps for each word to be retaught or reviewed.
- 2. Focus on the key word.** Point out the word on the Picture Dictionary page of the Anthology.
- 3. Pronounce the word.** Say the word and have students repeat it after you.
- 4. Teach the meaning.** Read the definition of the word, and then elaborate the meaning using different words and giving additional examples. For example, for the word *depend* you might say: *You depend on something when you need it to live or to do something. Some students depend on the school bus to get to school. We all depend on each other to make our school a healthy, happy place.*
- 5. Make connections.** Discuss with students when they might use the word. Model an example. Then have students use Think, Pair, Share (BP16) to make connections.
- 6. Write and remember.** Have students record each word on a separate page in their journals or review the word's entry in **My Vocabulary Notebook**. Ask them what they note about the word's sounds and spelling. Then have them do one or more of the following:
  - Make a Word Map to help them remember the word. (See Word Map, page BP21).
  - Add a drawing or photo to illustrate the word's meaning.
  - Write a definition in their own words.
  - Write a context sentence.
  - Write their connections to the word.
  - Write the translation of the word in their home language. Go to [NGReach.com](http://NGReach.com) to find translations of key words in seven languages.



Anthology Picture Dictionary

You depend on something when you need it to live or to do something. Some students depend on the school bus to get them to school. Can you think of a way you might use depend?

Animals and plants depend on water to live.

**Research Basis:** Research confirms that interaction with new words combined with multiple exposures in varied contexts enhances students' ability to learn and retain new vocabulary. (Beck, McKeown, and Kucan 2002)

## Activities for Daily Vocabulary Practice

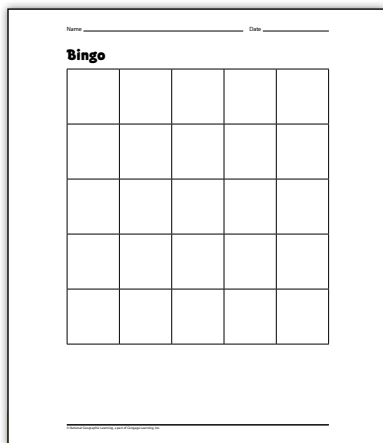
**Purpose:** These routines can be used to give students additional experience in a variety of contexts with vocabulary introduced during lessons.

### Whole Group Games



#### Vocabulary Bingo

- Distribute cards.** Hand out Bingo cards. (Go to [NGReach.com](https://www.ngreach.com)).
- Fill out cards.** Have students write the key words in random order on the card.
- Give clues.** Provide oral clues or questions about the key words. For example, for the word *produce* you might say: *This word means to make.*
- Mark the words.** Have students place a marker on each word as they identify it.
- Bingo!** When a student has a complete row of markers, he or she calls, "Bingo." Ask the student to review his or her answers and pair answers with the clues.



[NGReach.com](https://www.ngreach.com) Bingo Card

#### Stump the Expert

- Name the expert.** Designate one student to be the expert.
- Challenge the expert.** Another student (the stumper) presents a definition. The expert has 10 seconds to produce the term.
- Continue the challenges.** If the expert responds accurately, the next stumper offers a challenge. This continues until the expert is stumped or answers a set number of challenges and earns applause.
- Name a new expert.** The student who stumps the expert becomes the new expert.

### Whole Group Activities



#### Yes or No?

- Ask questions.** Pose yes or no questions using two vocabulary words. You or your students can make up the questions. For example, the following questions might be asked using words to do with plants: *Do roots grow in the soil? Are blossoms a characteristic of rose plants?*
- Students respond.** Students can respond orally, in writing, or they can use thumbs up or thumbs down. Have students compare responses and pair their answers with the clue. Remind students to use complete sentences and restate the question. For example: *Yes, roots grow in the soil.*

#### Around the World

- Choose a traveler.** A student designated as the traveler moves from his or her seat to stand by a neighboring student, the challenger.
- Provide a definition.** The teacher gives the traveler and the challenger a definition; whoever responds first with the correct word becomes the new traveler and challenges a new student.
- Continue the challenge.** A traveler who continues to respond first and returns to his or her own seat has gone "around the world."

#### Rivet

- Select a key word.** For this variation of the game Hangman, choose a key word.
- Write a blank for each letter.** On the board, write a blank for each letter of the word. For example, for *ecosystem*, write \_ \_ \_ \_ \_ .
- Fill in letters one by one.** Fill in the blanks one letter at a time: *e c o* \_ \_ \_ \_ .
- Have students guess the word.** Pause briefly after you write each letter. Encourage the class to guess the word.
- Complete the word.** When someone identifies the word correctly, have that student fill in the remaining blanks.



## Small Group Games



### Picture It

1. **Write the words.** Display several vocabulary words.
2. **Group students.** Arrange students in small groups, each with chart paper and a marker.
3. **Teams plan.** Have each group:
  - Choose a key word (without telling what the word is)
  - Decide how they can show the word's meaning in a drawing
  - Choose one member of the group who will create the drawing.
4. **Students create drawings.** Call on a group, and allow the drawer 15 to 30 seconds to complete the picture.
5. **Students identify the word.** Have other groups talk quietly about the picture. When they agree on the key word, they designate one member to raise his or her hand and give their answer.
6. **Award points.** When a group guesses the key word correctly, award 1 point to the group and have that group's drawer take the next turn. Continue until one group has collected 3 points.

### Vocabulary Concentration

1. **Prepare pairs of cards.** Write each key word on two cards or slips of paper.
2. **Spread the cards.** Turn the cards over and spread them randomly on a table.
3. **Students look for matches.** Students take turns turning over two cards. When a student turns over two cards that have same word, he or she keeps the cards and uses the words in a sentence.
4. **The winner!** The student with the most cards is the winner.

## Small Group Activities



### Multiple Key Word Skit

1. **Group students.** Organize students in small groups and give each group a list of five or more vocabulary words.
2. **Brainstorm.** Allow time for groups to brainstorm how the words relate to each other and to create a skit with dialogue that includes all the words.
3. **Discuss.** After students present their skits, discuss with them which skit was most original, most humorous, or used the words most accurately.



## Partner Activities



### Word Sorts

- Students write words.** Have students write the words on index cards or strips of paper, one word per card or strip.
- Establish categories.** For a closed sort, provide the category of how the words should be sorted, such as:
  - Related meanings or concepts
  - Synonyms
  - Part of speech
  - Connotation
  - Formal or informal
  - Spelling patterns
  - Words with multiple meanings
  - Words with Spanish cognates

For an open sort, have students work together to determine the sort categories.
- Explain sorts.** When students have sorted the words, have them explain their sorts. Have them create a chart or web to record the word relationships they found.
- Sort again.** Have students sort the words again using different categories. Have them record the information in a graphic organizer.

<u>Nouns</u>	<u>Verbs</u>	<u>Adverbs</u>
abstract (n.)	adhere (v.)	ethically (adv.)
dilemma (n.)	advocate (v.)	desolately (adv.)
	reinforce (v.)	deliberately (adv.)

<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
ab-stract	ad-vo-cate	des-o-late-ly	de-lib-er-ate-ly
ad-her-e	di-lem-ma		
	re-in-force		
	eth-i-cal		

## Individual Activities



### Word Poems

- Diamante Poems.** Diamante poems are 7 lines long. To begin, have students think of two words that are opposites (antonyms).
  - Line 1: Write a noun
  - Line 2: Add two adjectives that describe line 1
  - Line 3: Add three action verbs that relate to line 1
  - Line 4: Add two nouns that relate to line 1, and two nouns that relate to line 7
  - Line 5: Add three action verbs that relate to line 7
  - Line 6: Add two adjectives that describe line 7
  - Line 7: Write a noun that is the opposite of or contrasts with line 1
- Cinquain Poems.** Cinquain poems have different patterns. Have students use key words to complete the pattern below.
  - Line 1: A noun
  - Line 2: Two adjectives
  - Line 3: Three related words ending in -ing
  - Line 4: A related phrase
  - Line 5: Another word for the noun
- Concrete Poems.** Students draw a meaningful shape or object and write words along the outline of the shape, so words look like the physical shape. For example, a student may draw a volcano and along the outline write: *lava, magma, cone, flow, ash, erupt*.

