

# Vocabulary

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

## Vocabulary Routine 1

### Introduce the Words

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

- 1. Pronounce the Word** Model the pronunciation of the key word.
- 2. Rate the Word** Have children use thumbs up or thumbs down to show if they know the word. Ask: *What do you know about this word?* Encourage children to share knowledge.



**I know  
the word.**



**I don't know  
the word.**



- 3. Define the Word** Use a student-friendly definition to explain the meaning.
- 4. Elaborate** Talk about the word, sharing your own experience with it and encouraging children to use the word.
  - Relate the word to your personal experience.
  - Encourage children to use the word as they talk about their own experience.
  - Using questions or comments, prompt children to use the word. Using the word will help all children understand the word and how it is used.
  - Challenge children to make connections and compare words.

**Teacher:** Pencil. Show me your pencil.  
**Student 1:** I can write with my pencil.  
**Student 2:** My pencil is red.  
**Student 3:** I can write with a crayon, too.

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

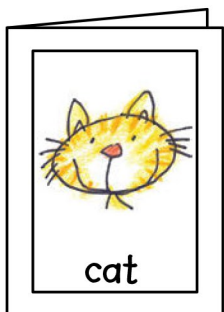
## Vocabulary Routine 2

### Use Graphic Organizers

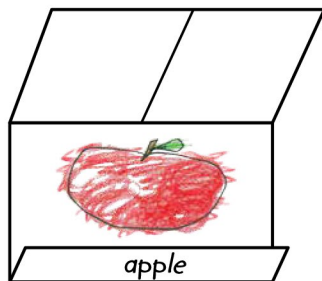
**Purpose:** Provide instruction and practice with vocabulary words and other important words used in classroom directions and discussion.

- 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** Create the graphic organizer.
- 4. Involve Children** Talk with children about the word in a large or small group. Add information about the word to the graphic organizer. Information can include a picture, examples and non-examples. Have children use the graphic organizers to talk about the word and concept.

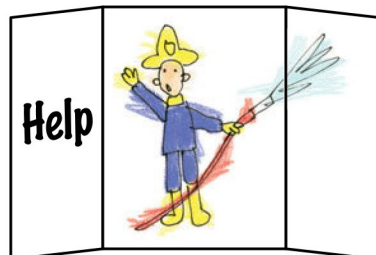
### Three-Dimensional Graphic Organizers



Portrait Graphic



Fold-Up Tab Graphic

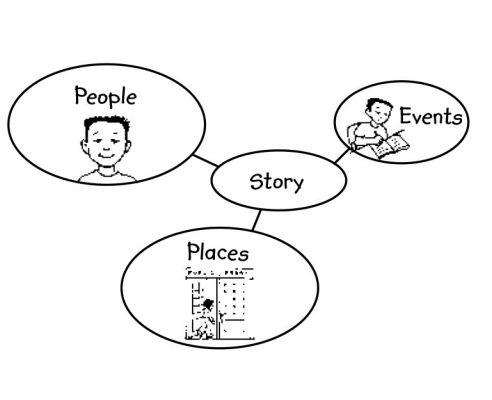


Window Graphic

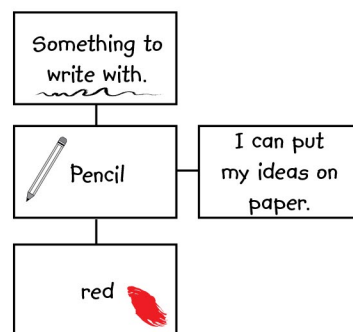


Inside Flap Graphic

### Other Graphic Organizers



Word Web



Word Map



## Vocabulary Routine 3

### Reteach Vocabulary

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

- 1. Form Groups** Group children who need more help or who will benefit from reviewing the words. Follow the next steps for each word to be retaught or reviewed.
- 2. Focus on the Target Word** Write the word and show a picture of it.
- 3. Pronounce the Word** Say the word and have children repeat it after you.
- 4. Teach the Meaning** Give the definition of the word, and then elaborate on the meaning using different words and giving additional examples. For example, for the word eyes you might point to your eyes and say: *I have two brown eyes. I see with my eyes. When I am sad, my eyes make tears.*
- 5. Make Connections** Discuss with children when they might use the word. For example, they might talk about closing their eyes to sleep.
- 6. Write and Remember** Have children draw each word on a separate page in their journals.



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

## Activities for Daily Vocabulary Practice

### Whole Group Games



#### Around the World

- 1. Choose a Traveler** A child designated as the traveler moves from his or her seat to stand by a neighboring child, the challenger.
- 2. 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 child.
- 3. Continue the Challenge** A traveler who continues to respond first and returns to his or her own seat has gone “around the world.”

#### Yes or No?

- 1. Ask Questions** Pose yes or no questions using two vocabulary words. For example, the following question might be asked using words to do with a farm: *Do cows live in a barn?*
- 2. Children Respond** Children can respond orally or they can use thumbs up or thumbs down.

### Partner Activities



#### Word Sorts

- 1. Children Write Cards** Have children write the words on 3x5 cards or strips of paper, one word per card or strip.
- 2. Establish Categories** For a closed sort, provide the category of how the words should be sorted, such as:
  - Related meanings or concepts
  - Formal or informal
  - Spelling patterns
  - Words with Spanish cognates

For an open sort, have children work together to determine the sort categories.

- 3. Explain Sorts** When children have sorted the words, have them explain their sorts. Have them create a chart or web to record the word relationships they found.
- 4. Sort Again** Have children sort the words again using different categories. Have them record the information in a graphic organizer.

#### Vocabulary Concentration

- 1. Prepare Pairs of Cards** Write or sketch each word on two cards or slips of paper.
- 2. Spread the Cards** Turn the cards over and spread them randomly on a table.
- 3. Children Look for Matches** Children take turns turning over two cards. When a child turns over two cards that have same word, he or she keeps the cards.
- 4. The Winner!** The child with the most cards is the winner.

**Research Basis:** Research indicates that students expand their vocabularies by attaching new words to familiar concepts, first through hands-on experiences and then by exploring these words through many encounters and in different contexts (Beck, McKeown, & Kucan, 2002; Coyne, Simmons, & Kame'enui, 2004). For young students, these experiences are most effective when they teach words in sets that attach to familiar concepts, or themes, and include the use of manipulatives/realia, which help students form mental images of word meanings (Marzano, Pickering, & Pollock, 2001; Rupley, Logan, & Nichols, 1999).

## Activities for Use with Vocabulary Builders

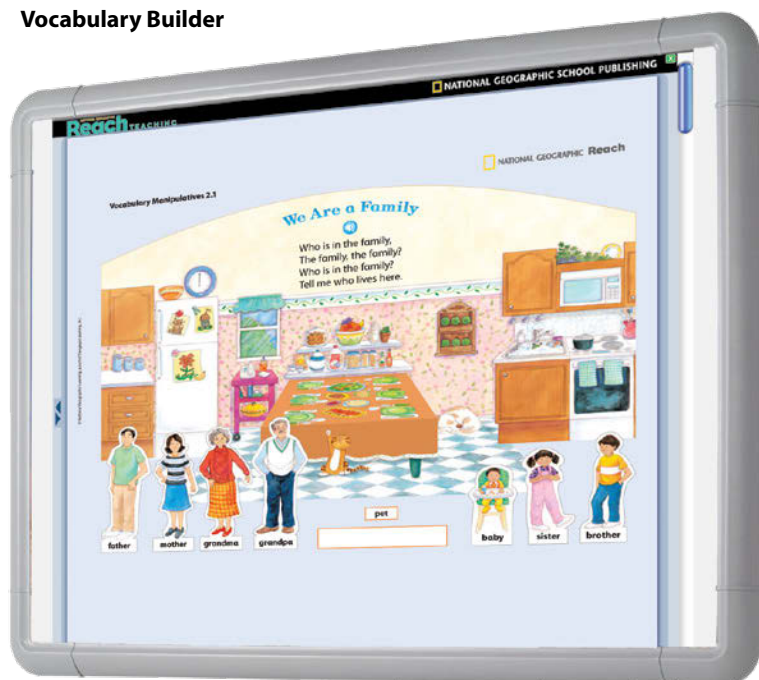
### Whole Group Practice: Interactive Whiteboard



### Name It!

- 1. Introduce the Vocabulary Builder** Display the **Vocabulary Builder** and discuss with children. Have them point out aspects of the **Vocabulary Builder** that catch their attention.
- 2. Name the Scene and the Manipulatives** Use the whiteboard version to tell children about the scene. Then use whiteboard tools to highlight or point out and introduce each of the manipulatives. Have children name the manipulatives as you point them out.
- 3. Have Children Identify** Point to various key words and pictures on the **Vocabulary Builder** and have children name the object, place, or person. Remind children to use the unit key words as they name various objects from the **Vocabulary Builder** scene.
- 4. Place the Manipulatives** Continue the activity by having children choose a manipulative from the bottom of the screen, name it, and move it into the scene. Have other children give a thumbs up or down to indicate that an appropriate name was used to name the object or character. Vary the activity by having the class name the object and the designated child move the object into the scene.

### Vocabulary Builder



### Sing a Song

- 1. Play the Song** Play the **Vocabulary Builder** song and have children sing along. Repeat until children are familiar with the tune and the format of the song.
- 2. Make Up New Verses** Have children make up new verses for the song by replacing the key words with other key words. For Example: *Blue, blue, I see blue ... becomes Red, red, I see red.* Use the pointing tool to indicate to children which key word to use for each new verse.
- 3. Invite Children to Choose New Key Words** Then invite individual children to use the pointing tool to indicate which key word to use in the song for additional verses.

### Action Words

Use **Vocabulary Builders** with action scenes, such as **Vocabulary Builders 1.1, 6.1, and 7.1.**

- 1. Introduce the Vocabulary Builder** Display the **Vocabulary Builder** and discuss with children. Have them point out aspects of the **Vocabulary Builder** that catch their attention.
- 2. Name the Scene and the Manipulatives** Use the interactive whiteboard version to tell children about the scene. Then use interactive whiteboard tools to highlight or point out and introduce each of the manipulatives. Have children name the manipulatives as you point them out.
- 3. Name Action Words** Have children practice naming action words, or verbs. Point at a character in the scene and ask *What is he/she doing?* Invite various children to respond. For example, *they are walking, they are shopping, they are holding hands* all could apply to the same characters in **Vocabulary Builder 6.1.**
- 4. Identify the Action** Continue the activity by naming an action and inviting children to the board to use the pen tool to circle the characters in the scene who are performing the action. Vary by having children name an action for a classmate to circle on the board.
- 5. Identify Synonyms** List actions as you or children suggest them. Then make the activity more challenging by having children suggest synonyms for the listed actions and use the pen tool to write the new word under the character doing the action.



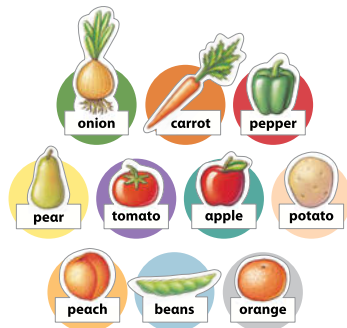
## Activities for Use with Vocabulary Builders

### Small Group and Partner Activities: Manipulative Kits



### Describe It!

- 1. Introduce the Activity** Tell children they will use the **Vocabulary Builder** scene and manipulatives to practice describing words.
- 2. Introduce the Vocabulary Builder** Display the **Vocabulary Builder** and discuss with children. Have them point out aspects of the **Vocabulary Builder** that catch their attention.
- 3. Name the Scene and the Manipulatives** Use the interactive whiteboard version to tell children about the scene. Then use interactive whiteboard tools to highlight or point out and introduce each of the manipulatives. Have children name the manipulatives as you point them out.
- 4. Choose Manipulatives** Have children use the manipulative kit to discuss and describe the manipulatives. Tell children to divide the manipulatives between or among them.



- 5. Use Describing Words** Tell children to use descriptive words as they tell about their manipulatives. For example, *This is a ripe juicy orange. It is bright orange in color and smells wonderful. I will put it in the fruit crate.*

### Role Play

- 1. Introduce the Activity** Tell children they will use the **Vocabulary Builder** scene and manipulatives to role play a story.
- 2. Introduce the Vocabulary Builder** Display the **Vocabulary Builder** and discuss with children. Have them point out aspects of the **Vocabulary Builder** that catch their attention.
- 3. Name the Scene and the Manipulatives** Use the interactive whiteboard version to tell children about the scene. Then use interactive whiteboard tools to highlight or point out and introduce each of the manipulatives. Have children name the manipulatives as you point them out.
- 4. Choose a Character and a Situation** Have each member of the pair or group choose a manipulative and a character. Have them decide what their character is doing in the scene with the manipulative they chose.
- 5. Role-play Each Scene** Have children make up dialogue to tell a story about what the character is doing within the scene. Encourage children to use sequence words such as *first, then, next* and *finally* as they act out their part of the scene.
- 6. Retell** Conclude the activity by having each member of the pair or group retell what their character did. Remind them that using sequence words will make their retelling easier to follow.

### This Is My Character

- 1. Introduce the Activity** Tell children they will use the **Vocabulary Builder** scene and manipulatives to tell about a character.
- 2. Introduce the Vocabulary Builder** Display the **Vocabulary Builder** and discuss with children. Have them point out aspects of the **Vocabulary Builder** that catch their attention.
- 3. Name the Scene and the Manipulatives** Use the interactive whiteboard version to tell children about the scene. Then use interactive whiteboard tools to highlight or point out and introduce each of the manipulatives. Have children name the manipulatives as you point them out.

- 4. Choose a Character** Have each member of the pair or group choose a character. Tell children to take some time to think about their character and what he or she is like.



- 5. Describe the Character** Have each member of the group or pair describe his or her character. Encourage children to give their character a name and tell what he or she likes and dislikes, what kinds of activities they do, and what kind of person they are.



- 6. Act Out a Scene** Then have children use their character to act out a scene. Have children use the scene to show through actions and words what the character is like. Remind them to use what they said in their descriptions of their characters to help them know how the character would act and what kinds of things he or she would do.
- 7. Use Other Characters** If children are able, have them choose a different character and act out a scene to show what the character is like. Have the other children use the role-play to describe that character.