How to teach VOCABULARY better than anyone else!

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What is Vocabulary?

Vocabulary refers to the words we must know to communicate effectively. It can be described as ORAL vocabulary or READING vocabulary. **Oral** vocabulary refers to words that we use in speaking or recognize in listening. **Reading** vocabulary refers to words we recognize or use in print.
YOLO
BRB
SIMYC
2F4U
B/C
HTH
POS
SLAP
FOAF
CYT
EM?
MYOB
YOLO - you only live once
BRB - be right back
SIMYC - sorry I missed your call
2F4U - too fast for you
B/C - because
HTH - hope that helps
POS - parent over shoulder
SLAP - sounds like a plan
FOAF - friend of a friend
CYT - see ya tomorrow
EM? - excuse me
MYOB - mind your own business
Vocabulary types

- Listening vocabulary
- Speaking vocabulary
- Reading vocabulary
- Writing vocabulary
Vocabulary plays an important part in learning to read. Children use words they have heard to make sense of the words they see in print.

Readers have a much more difficult time reading words that are not already part of their ORAL vocabulary.

Vocabulary is very important to comprehension. Readers cannot understand what they are reading without knowing what the words mean.
Indirect Instruction vs. Direct Instruction

Scientific research on Vocabulary instruction reveals most vocabulary is learned indirectly and some vocabulary must be taught directly.

Children learn vocabulary engaging in daily oral language, listening to adults read to them and reading extensively on their own.
Direct Instruction- important to everyone!

Direct instruction helps all students learn difficult words and words that are unknown. Specific word instruction deepens knowledge of word meanings.

In depth knowledge of increases listening, speaking, reading and writing vocabularies.
What does Direct Instruction look like?

• **Teach specific words before reading** - if students need to understand new words to help with the comprehension of text, words should be taught BEFORE.

• **Instruction over extended periods of time** - Students learn new words effectively if they can use them in different contexts over TIME.

• **Repeated Exposure** - Seeing words over and over again in various contexts help students learn words better.
Choosing words to teach

- **Tier III** - Low frequency words very specific to a “domain” or a story.

- **Tier II** - High frequency words that occur across many contexts. Tier II words enhance comprehension. They are the BEST words for explicit vocabulary instruction.

- **Tier I** - Words used in everyday speech. These common words rarely require direct instruction.
Target Instruction

Tier II words

• Vocabulary instruction **NEEDS** to be part of everyday instruction.

• **Interactive Read-Alouds** play a critical role in developing vocabulary, language and concepts.

• Teachers should expose students to a variety of **genres** with rich language.

• A well developed vocabulary is essential for **school success**!
Building a Vocabulary Lesson

Dr. Anita Archer

Read book
Introduce words
Use words
Word association
True and false
Applause...applause
Close passages
Multiple choice
Example or non-example
Word Wall words
Choosing a book and vocabulary
Words to consider
Tall  long  slim  crooked  
awfully  thin  buckled  munching  prance  
skip  elegant  bold  splendid  swallowed  
bravely  clumsy  sneered  weird  rooted  
useless  crept  clearing  beautiful  
whispered  different  amazing  shuffling  
swaying  swishing  imagine  lovely  leapt  
wonderful  entranced  twirled
Other Vocabulary Building Strategies

- Harvest Words
- Word Games
- Wordo
- Synonym and Antonym Continuum
  (sprinted, dawdled, moseyed, ambled, strolled, jogged, walked, swaggered, bolted)
Dawdled, ambled, moseyed, strolled, walked, swaggered, jogged, sprinted, bolted
Resources

Beck, Isabel L., Margaret G. McKeown, & Linda Kucan, (2013) *Bringing Words to Life Robust Vocabulary Instruction*, Guilford Press.
