THE MAGIC IS IN THE INSTRUCTION

Explicit Instruction

Webinar # 2
Teaching Vocabulary and Concepts

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Learning Intentions for Webinars

Focus on instructional procedures that enhance student learning.

- To affirm current instructional practices
- To remind educators of effective practices
- To refine, deepen, and expand effective practices

Alaska Webinars

Webinar #1 Facts and information
Webinar #2 Vocabulary and Concepts
Webinar #3 Skills and Strategies
Design of Lessons

**opening**
- attention
- review
- preview

**body**

**closing**
- review
- preview

Design of Instruction

**Body of Lesson**

What we teach:
1. **Facts and information**
2. **Vocabulary and Concepts** *(What it is)*
3. **Skills and Strategies** *(How to do it)*

**What is the KEY to teaching information and facts?**

Teacher must have students:
- Attend
- Intend
- Rehearse
- Retrieve

- Organize
Topics

• Importance of Vocabulary Instruction
• Selection of Vocabulary for Explicit Instruction
• Explicit Vocabulary Instruction (Routine)
• Practice Procedures

Importance of Vocabulary Instruction

• Receptive Language
  • Reading Comprehension (Chall, Jacobs, & Baldwin, 1990; Nagy, 2005; Scarborough, 1998; Stahl & Fairbanks, 1987)
  • Listening Comprehension
• Expressive Language
  • Writing
  • Speaking
• Overall Reading Achievement (Stanovich, et al., 1993)
• Overall School Success (Becker, 1977; Anderson & Nagy, 1991)
• Hallmark of an Educated Individual (Beck, McKeown, Kucan, 2002)

Why – Vocabulary Instruction

Children’s vocabulary in the early grades related to reading comprehension in the upper grades.

• Preschool - Children’s vocabulary correlated with reading comprehension in upper elementary school. (Dickinson & Tabois, 2001)
• Kindergarten - Vocabulary size was an effective predictor of reading comprehension in middle elementary years. (Scarborough, 2001; Silverman & Crandall, 2010)
• First Grade - Orally tested vocabulary was a significant predictor of reading comprehension ten years later. (Cunningham & Stanovich, 1997)
• Third Grade - Children with restricted vocabulary have declining comprehension scores in the later elementary years. (Chall, Jacobs, & Baldwin, 1990; Lescaux & Kieffer, 2010)
Vocabulary Gap

Students enter school with different levels of vocabulary. (Hart and Risley, 1995)

Cumulative Vocabulary (Age 4)

<table>
<thead>
<tr>
<th>Family Status</th>
<th>Vocabulary Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children from professional families</td>
<td>1100 words</td>
</tr>
<tr>
<td>Children from working class families</td>
<td>700 words</td>
</tr>
<tr>
<td>Children from welfare families</td>
<td>500 words</td>
</tr>
</tbody>
</table>

Why – Vocabulary Instruction Vocabulary Gap - Meaningful Differences in Cumulative Experiences (Hart & Risley, 1995)

<table>
<thead>
<tr>
<th>Family Status</th>
<th>Words heard per hour</th>
<th>Words heard in a 100-hour week</th>
<th>Words heard in 5,200 hour year</th>
<th>3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welfare</td>
<td>620</td>
<td>62,000</td>
<td>3 million</td>
<td>10 million</td>
</tr>
<tr>
<td>Working Class</td>
<td>1,250</td>
<td>125,000</td>
<td>6 million</td>
<td>20 million</td>
</tr>
<tr>
<td>Professional</td>
<td>2,150</td>
<td>215,000</td>
<td>11 million</td>
<td>30 million</td>
</tr>
</tbody>
</table>

Importance of Vocabulary Instruction Vocabulary Gap

- Linguistically “poor” first graders knew 5,000 words; linguistically “rich” first graders knew 20,000 words. (Moats, 2001)
- Children who enter school with limited vocabulary knowledge grow more discrepant over time from their peers who have rich vocabulary knowledge. (Baker, Simmons, & Kame'enui, 1997)
  - The number of words students learn varies greatly.
    - 2 versus 8 words per day
    - 750 versus 3000 words per year
- Gap in word knowledge persists though the elementary years. (White, Graves, & Slater, 1990)
- The vocabulary gap between struggling readers and proficient readers grows each year. (Stanovich, 1986)
- After the primary grades, the “achievement gap” between socioeconomic groups is a language gap. (Hirsh, 2002)
- For English Language Learners, the “achievement gap” is primarily a vocabulary gap. (Carlo, et al., 2004)
Importance of Vocabulary Instruction - Conclusion

• To close the vocabulary gap, vocabulary acquisition must be accelerated through intentional instruction.

• Vocabulary instruction must be a focus in all classes in all grades.

Reasons for Teaching Vocabulary

Chat Box: Add reasons for teaching vocabulary.

Why - Explicit Vocabulary Instruction

• Evidence suggests that as late as Grade 6, about 80% of words are learned as a result of direct explanation, either as a result of the child’s request or instruction, usually by a teacher.

(Biemiller, 1999, 2005)

Why - Explicit Vocabulary Instruction

“direct vocabulary instruction has an impressive track record of improving students’ background knowledge and comprehension of academic content”

Marzano, 2001, p. 69
Why - Explicit Vocabulary Instruction

Teaching word meanings significantly improved children’s vocabulary knowledge as well as improving their comprehension of texts containing the taught words. (Effect size .97) (Stahl and Fairbanks, 1986)

Additional studies (Beck, Perfetti, & McKeown, 1982; McKeown, Beck, Omanson, & Perfetti, 1983; McKeown, Beck, Omanson, & Pople, 1985)

Explicit Vocabulary Instruction

• Sources of words for vocabulary instruction
  - WORDS from core reading programs
  - WORDS from reading intervention programs
  - WORDS from content area instruction
    - Language Arts
    - Math
    - Science
    - Social studies
    - Health
    - Consumer Science
    - Art, PE, music, etc.

Preparation for Explicit Vocabulary Instruction

• Selecting words for instruction
• Adopting, adapting, or developing definitions
Selection of Vocabulary

• Select a **limited number** of words for robust, explicit vocabulary instruction.

• **Three to five words** per story or section in a chapter for **in-depth instruction**.

• Briefly **tell students the meaning of other words** that are needed for comprehension.

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Selection of Vocabulary

• Select words that are **unknown**.

• Select words that are **critical** to understanding.

• Select words that students are likely to encounter in the **future** and are generally useful. (Stahl, 1986)

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Types of Words

(Bbeck & McKeown, 1985; Beck, McKeown & Omanson, 1987; Beck, McKeown & Kucan, 2002)

• **Tier One – Conversational Words**
  • Most frequent words in language
  • Students acquire on their own.

• **Examples:** chair, bed, happy, house

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Types of Words

• **Tier Two – General Academic Vocabulary**
  • Less likely to be learned independently
  • Used across domains
  • **Suitcase Words**

• **Examples:** analyze, summarize, determine, demonstrate, compare, contrast

• absurd, fortunate, relieved, dignity, convenient, persistent
**Types of Words**

**Tier Three - Domain Specific Academic Vocabulary**

- Low frequency words
- Limited to a specific domain
- Critical for content area understanding and growth
- Examples by domain

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**Language Arts**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>setting</td>
<td>characters</td>
<td>plot</td>
</tr>
<tr>
<td>events</td>
<td>problem</td>
<td>solution</td>
</tr>
<tr>
<td>paragraph</td>
<td>synonym</td>
<td>context clues</td>
</tr>
</tbody>
</table>

**Math**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>square</td>
<td>rectangle</td>
<td>cylinder</td>
</tr>
<tr>
<td>greater than</td>
<td>less than</td>
<td>equal</td>
</tr>
<tr>
<td>parallel</td>
<td>array</td>
<td>addend</td>
</tr>
<tr>
<td>fraction</td>
<td>table</td>
<td>centimeter</td>
</tr>
</tbody>
</table>

**Social Studies**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>town</td>
<td>city</td>
<td>suburb</td>
</tr>
<tr>
<td>transportation</td>
<td>communication</td>
<td>family</td>
</tr>
<tr>
<td>relatives</td>
<td>generation</td>
<td>ancestors</td>
</tr>
</tbody>
</table>
Types of Words

- **Tier Three – Domain Specific Academic Vocabulary**

<table>
<thead>
<tr>
<th>Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>cycle</td>
<td>water cycle</td>
</tr>
<tr>
<td>evaporation</td>
<td>condensation</td>
</tr>
</tbody>
</table>

Explicit Vocabulary Instruction – Selection of vocabulary

Select words that are more difficult to obtain.
- Words having an abstract versus concrete reference
- Words with no known synonym
- Words not clearly defined in passage

Explicit Instruction of Words – Selection of Vocabulary

- "Goldilocks Words"
  - Not too difficult
  - Not too easy
  - But just right

(Stahl & Stahl, 2004, 2012)

Selection of vocabulary for in-depth vocabulary instruction

- Select words that are:
  - Unknown
  - Critical to understanding
  - Useful in the future
  - Difficult to obtain independently
Selection of Words for Explicit Vocabulary Instruction (Narrative Text)

**Enemy Pie** by Derek Munson
Second Grade Read-Aloud

<table>
<thead>
<tr>
<th>perfect</th>
<th>disgusting</th>
<th>nervous</th>
</tr>
</thead>
<tbody>
<tr>
<td>trampoline</td>
<td>earthworms</td>
<td>invited</td>
</tr>
<tr>
<td>enemy</td>
<td>ingredients</td>
<td>relieved</td>
</tr>
<tr>
<td>recipe</td>
<td>horrible</td>
<td>boomerang</td>
</tr>
</tbody>
</table>

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Selection of Words for Explicit Vocabulary Instruction (Narrative Text)

**The Family Under the Bridge** by Natalie Savage Carlson
Fifth Graders reading Chapter 1

<table>
<thead>
<tr>
<th>monsieur</th>
<th>hyacinths</th>
<th>fastidious</th>
</tr>
</thead>
<tbody>
<tr>
<td>cathedral</td>
<td>fragile</td>
<td>loitering</td>
</tr>
<tr>
<td>cowered</td>
<td>oleanders</td>
<td>roguish</td>
</tr>
<tr>
<td>hidey-hole</td>
<td>gratitude</td>
<td>adventure</td>
</tr>
</tbody>
</table>

---

Selection of Words for Explicit Vocabulary Instruction (Narrative Text)

**Tornadoes** by Gail Gibbons
Second Graders

<table>
<thead>
<tr>
<th>tornado</th>
<th>updraft</th>
<th>devastation</th>
</tr>
</thead>
<tbody>
<tr>
<td>humid</td>
<td>downdraft</td>
<td>violent</td>
</tr>
<tr>
<td>thunderhead</td>
<td>damage</td>
<td>meteorologist</td>
</tr>
<tr>
<td>condensation</td>
<td>well-constructed</td>
<td></td>
</tr>
</tbody>
</table>

---

Selection of Words for Explicit Vocabulary Instruction (Informational Text)

**Breaker Bridge** by Gail Gibbons
Series: Prentice Hall
Words: "Selected for instruction in manual.

<table>
<thead>
<tr>
<th>obstacle*</th>
<th>district</th>
<th>amplify</th>
</tr>
</thead>
<tbody>
<tr>
<td>whirling*</td>
<td>gorge</td>
<td>imperial</td>
</tr>
<tr>
<td>piers*</td>
<td>miniature</td>
<td>emerged</td>
</tr>
<tr>
<td>executioner*</td>
<td>defeated</td>
<td>insult</td>
</tr>
<tr>
<td>immortals*</td>
<td>desperation</td>
<td>deposited</td>
</tr>
<tr>
<td>emperor</td>
<td>supervising</td>
<td>deadline</td>
</tr>
</tbody>
</table>
## Selection - Vocabulary

**Text:** *American Journey*  
**Publisher:** Glencoe  
**Chapter:** 11, **Section:** 1  
**Title:** Jacksonian Democracy

<table>
<thead>
<tr>
<th>favorite son</th>
<th>majority</th>
<th>plurality</th>
<th>mudslinging</th>
</tr>
</thead>
<tbody>
<tr>
<td>landslide</td>
<td>nominating convention</td>
<td>tariff</td>
<td>suffrage</td>
</tr>
<tr>
<td>nullify</td>
<td>secede</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Narrative

<table>
<thead>
<tr>
<th>Concept known</th>
<th>Concept unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word unknown</td>
<td>Word unknown</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words appear once in passage</th>
<th>Words appear multiple times in passage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary words are unrelated</td>
<td>Vocabulary words are often related</td>
</tr>
<tr>
<td>Little information given about words in passage</td>
<td>Additional examples and information provided in passage</td>
</tr>
</tbody>
</table>

### Additional Hints

- Teach the easiest member of the word family and transfer the meaning to the word in the text.

<table>
<thead>
<tr>
<th>Word in Text</th>
<th>Teach this Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>piteously</td>
<td>pity</td>
</tr>
<tr>
<td>desperation</td>
<td>desperate</td>
</tr>
<tr>
<td>employability</td>
<td></td>
</tr>
<tr>
<td>commonality</td>
<td></td>
</tr>
<tr>
<td>abstractedness</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Hints

Group words into semantic clusters to create a scheme.

- (Beck, McKeown, & Kucan, 2002; Marzano & Marzano, 1988; Wixson, 1986)
Selection of Words for Explicit Vocabulary Instruction (Informational Text)

<table>
<thead>
<tr>
<th>Rocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>minerals</td>
</tr>
<tr>
<td>sediment</td>
</tr>
<tr>
<td>pollution</td>
</tr>
<tr>
<td>igneous rocks</td>
</tr>
<tr>
<td>sedimentary rocks</td>
</tr>
<tr>
<td>rock cycle</td>
</tr>
<tr>
<td>magma</td>
</tr>
<tr>
<td>fossil</td>
</tr>
<tr>
<td>classify</td>
</tr>
<tr>
<td>lava</td>
</tr>
<tr>
<td>humus</td>
</tr>
<tr>
<td>metamorphic rocks</td>
</tr>
</tbody>
</table>

Explicit Instruction - Prepare - Student-Friendly Explanations

- **Dictionary Definition**
  - *relieved* - (1) To free wholly or partly from pain, stress, pressure. (2) To lessen or alleviate, as pain or pressure

- **Student-Friendly Explanation** (Beck, McKeown, & Kucan, 2003)
  - Contains known words
  - Is easy to understand
  - When something that was difficult is over or never happened at all, you feel relieved.
Explicit Instruction - Prepare - Student-Friendly Explanations

- **Dictionary Definition**
  - **Attention** - a. the act or state of attending through applying the mind to an object of sense or thought
  - b. a condition of readiness for such attention involving a selective narrowing of consciousness and receptivity

- **Explanation from Dictionary for English Language Learners**
  
  *Elementary Learner’s Dictionary published by Oxford*
  
  - **Attention** - looking or listening carefully and with interest

Selection of definitions

- Select definitions that:
  - Contain known words
  - Are easy to understand

Vocabulary Instructional Routine

**Step 1:** Introduce the word.

**Step 2:** Introduce the word’s meaning.

**Step 3:** Illustrate the word with examples. (and non-examples when helpful)

**Step 4:** Check students’ understanding.
Teach the meaning of critical, unknown vocabulary words. Instructional Routine

Step 1. Introduce the word.
   a) Write the word on the board or display the word on the screen.
   b) Read the word and have the students repeat the word.
   c) To ensure the correct pronunciation of the word, have students repeat the word a number of times OR have students tap and say the oral syllables in the word.

   • This word is **relieved**. What word? **relieved**
   • Tap and say the syllables in **relieved**. **re lieved**
   • Again. **re lieved**
   • What word? **relieved**

Step 2. Introduce the word’s meaning.

Option 1: Present a student-friendly explanation.
   a) Tell students the explanation. OR
   b) Have them read the explanation with you.

   When something that is difficult is over or never happened at all, you feel **relieved**. So if something that is difficult is over, you would feel ____________. **relieved**

Option 2: Break the definition into critical attributes.

Definition in text: A plain is a landform that is a large area of flat land with few trees.

**plain**
- landform
- large area
- of flat land
- with few trees

Step 3. Illustrate the word with examples.
   a) Concrete examples
   b) Visual examples
   c) Verbal examples
Teach the meaning of critical, unknown vocabulary words. Instructional Routine

Step 3. Illustrate the word with examples.

a) Concrete examples

Object
Actions or gestures

Watch me show relieved. (Teacher demonstrates relieved.) Show me how you would feel if you were relieved. (Students demonstrate relieved.)

b) Visual representations

Displayed on screen

Marcus was relieved when the job interview was over. He felt __________ relieved

Teach the meaning of critical, unknown vocabulary words. Instructional Routine

Step 3. Illustrate the word with examples.

c) Verbal examples

- When a difficult spelling test is over, you feel __________ relieved.
- When you have finished giving the speech that you dreaded, you feel __________ relieved.

Teach the meaning of critical, unknown vocabulary words. Instructional Routine

Step 4. Check students’ understanding. Ask deep processing questions.

When Maria was told that the soccer game had been cancelled, she said, “I am so relieved.” Why might Maria feel relieved? (Provide thinking time.)

Ones, tell your partner why Maria might feel relieved. Begin by saying: Maria might be relieved because.....
Teach the meaning of critical, unknown vocabulary words. Instructional Routine

Step 4. Check students’ understanding.
Option #2. Have students discern between examples and non-examples.

If you were nervous singing in front of an audience, would you feel relieved when the concert was over (Provide thinking time.) yes Why?

If you loved singing in front of an audience, would you feel relieved when the concert was over (Provide thinking time.) no Why not?

Vocabulary Instructional Routine

Step 1: Introduce the word.

Step 2: Introduce the word's meaning.

Step 3: Illustrate the word with examples. (and non-examples when helpful)

Step 4: Check students’ understanding.

Practice 1

• Displayed on screen.

  • *migrate*
    • 1. Introduce the word.
    • This word is *migrate*. What word? *migrate*
    • Tap and say the syllables in migrate. *mi grate*
    • Again. *mi grate*
    • What word? *migrate*
Practice 1

2. **Introduce the word’s meaning.**
   Present a student-friendly explanation.
   • When birds or other animals move from one place to another at a certain time each year, they *migrate*. (Move your hand from one place to another to symbolize migrate. Have students do the action with the word migrate.)
   
   So if birds move from one place to a new place in the winter or spring, we say the birds ________
   • Animals usually migrate to find a warmer place to live or to get food. When animals migrate, they move a long distance.

3. **Illustrate the word with examples.**
   • Sandhill Cranes fly from the North to the South so they can live in a warmer place.
   • Sandhill Cranes ________________.
   • The wildebeests of Africa move to a new place so that they can find water and grass.
   • Wildebeests ________________.

4. **Check students’ understanding.**
   (Deep processing question.)
   • Why do we say that birds who fly from tree to tree during the day *don’t migrate*?
   • Why do we say that birds who fly from Canada to Mexico when it gets cold *migrate*?

Practice 2

1. **Introduce the word.**
   • This word is *survive*. What word? *survive*
   Tap and say the syllables in survive. *sur viv e*
   • Again. *sur viv e*
   • What word? *survive*
Practice 2

2. Introduce the word’s meaning. Present a student-friendly explanation.

• **survive**

   When people or animals don’t die when things are very bad or dangerous, they **survive**.

   So when people or animals don’t die when things are very bad or dangerous, they __________. **survive**

3. Illustrate the word with examples.

   • These people are paddling down a rapid river. Their trip is very dangerous. However, they don’t get hurt or die, they __________.

   • **survive**

4. Check students’ understanding. (Examples and Non-Examples)

   • If the winter was very cold and all food was buried under snow, would whooping cranes **survive**? _______ **no**

   • Ones, tell your partner why they wouldn’t survive. Begin by saying: The whooping cranes would not survive because __________.

   • If the whooping cranes had plenty of food and the weather was warm, would they **survive**? _____ **yes**

   Twos, tell your partner why they would survive. Begin by saying: The whooping cranes would survive because __________.
Practice 2

(Displayed on screen. See next slide for teacher instruction.)

- Word Family – Extension
  - survive
  - survived
  - survival
  - survivors

Most animals did not survive the force of this forest fire. These elk survived the dangerous flames by escaping into a nearby river. Their survival was a miracle. They were some of the only survivors.

Practice 3

1. Introduce the word.
   - This word is classify. What word? classify
   - Tap and say the syllables. class i fy
   - Again. class i fy
   - What word? classify

   Classify is a verb, an action word.

2. Introduce the word’s meaning.

   Present a student-friendly explanation.

   To classify things means to divide them into groups or types so that things with similar characteristics are in the same group.

   When you divide things into groups or types, you classify.
   - Items in the group have similar characteristics.
Practice 3

- Displayed on screen.

2. Introduce the word’s meaning.

- **classify v**
  - **synonyms**
    - categorize
    - group
    - sort
    - order

Echo read the synonyms for **classify**.

- categorize
categorize
group
group
sort
sort
order
order

Step 3: Illustrate the word with examples.
(and non-examples when helpful)

- You could **classify**
  vehicles into these three groups: vehicles that travel
  by land, vehicles that travel
  by air, vehicles that travel
  by sea.

  Ones, tell your partner a
  vehicle in each group.
  (Pause) Twos, tell your
  partner a vehicle in each
  group.

- We can **classify** rocks as
  igneous rock, sedimentary
  rock, and metamorphic
  rock. (Point to each type
  of rock.)

- We can **classify** animals with backbones
  (vertebrates) into groups. For example, one
  group would be birds.

- With your partner, list other groups with similar
  characteristics that could be used to **classify**
  animals. (Circulate and monitor. Record and
  share the students’ ideas.)
Practice 3  
Word Family

In science, we classify things into groups based on similar characteristics. When classifying vertebrates, similar body traits are used. Vertebrates can be classified into these groups: mammals, birds, reptiles, amphibians, and fish. Classification is an important part of science studies.

Practice 3

• classify
• classifying
• classified
• classification

• These words are in the "classify" word family. Echo read the words.

• classify classify
• classifying classifying
• classified classified
• classification classification

• In science, we classify things into groups based on similar characteristics. When classifying vertebrates, similar body traits are used. Vertebrates can be classified into these groups: mammals, birds, reptiles, amphibians, and fish. Classification is an important part of science studies.

Practice 4

• abundant

1. Introduce the word.
   • This word is abundant. What word? abundant
   • Tap and say the syllables. a bun dant
   • Again. a bun dant
   • What word? abundant

   • Abundant is an adjective. Abundant describes a noun.

2. Introduce the word’s meaning.
   • abundant

   Present a student-friendly explanation.
   • When there is plenty of something, there is an abundant amount. So, if you have plenty of something, you have an amount that is ________. abundant

   • When you have a lot of something, there is an abundant amount. So, if you have a lot of something, you have an amount that is ____. abundant
Practice 4

2. Introduce the word’s meaning.

Echo read the synonyms for abundant.
- a lot
- plentiful
- bountiful

Echo read the antonyms for abundant.
- not enough
- scarce

3. Illustrate with examples.

- This store has an abundant supply of canned food.

- abundant pencils
- not abundant

- abundant hats
- not abundant
Practice 4

4. Check Students’ understanding.
   (examples and non-examples)
   Get read to tell me if this would be abundant. Say abundant or not.
   If you had 2 pencils for the school year? Not
   If you had 40 pencils for the school year? Abundant
   If your class had 800 books? Abundant
   If the class had 8 books? Not
   If the family had enough food for one day? Not
   If the family had enough food for 3 months? Abundant

Practice 5

1. Introduce the word.
   fossil n
   • any remains or imprint
   • of living things
   • of the past
   This word is fossil. What word? fossil
   Fossil is a noun, a thing.
   Write the word fossil in your science journal.
   (Circulate and monitor.)
Practice 5
3. Illustrate with examples and non-examples.

This is a **fossil**. The image of an ancient fish is imprinted on this material.

This is not a **fossil**. This fish is living, not dead. There are no remains of a fish from the past.

This is a **fossil**. The remains (skeleton) of this ancient dinosaur is a **fossil**.

This shell is a **fossil**. The image of a shell from the past is imprinted in this material. This shell was once part of a living animal.
Practice 5
3. Illustrate with examples and non-examples.

This ancient sword is NOT a fossil. The sword is not a living thing.

4. Check students’ understanding.
   Agree/Disagree/Why
   This leaf is a fossil.

This is a fossil.
Practice 5

4. Check students’ understanding.

Draw a picture of a **fossil** in your science journal.

Practice 6

1. Introduce the word.

   **parallel**  adj
   - two lines
   - equal distance from each other
   - will not intersect

   • This word is **parallel**. What word? **parallel**
   • Tap and say the syllables in **parallel**.
   • Again.
   • What word? **parallel**
   • Write the word **parallel** in your log. (Circulate and monitor.)

2. Introduce the word’s meaning.

   • Let’s read the parts of the definition.
     - two lines
     - equal distance from each other
     - will not intersect
   • When we have two lines that are equal distance from each other and will never intersect, we say the lines are __________. **parallel**
   • List the parts of the definition in your math log.

3. Illustrate with examples and non-examples.

   These two lines are parallel. They are equal distant from each other and will never intersect.
Practice 6
3. Illustrate with examples and non-examples.

These two lines are parallel. They are equal distant from each other and will never intersect.

These two lines are not parallel. They are not equal distant from each other and intersect.

These two lines are not parallel. They are not equal distant from each other and will intersect.

Hold your arms straight up so that your arms are parallel.

Now hold your arms in front of you so that your arms are parallel.
3. Illustrate with examples and non-examples.

Hold your arms above your head. Make them not parallel.

Now hold your arms in front of you so that your arms are not parallel.

4. Check students’ understanding using examples and non-examples.

Agree/Disagree/Why
These lines are parallel.

Agree/Disagree/Why
These lines are parallel.

4. Check students’ understanding. Have students generate examples and non-examples.

Make a T chart. Label the columns parallel and not parallel. Add examples and non-examples of parallel and not parallel. (Model by drawing a t-chart and adding labels.)
Example T Chart

- Parallel

<table>
<thead>
<tr>
<th></th>
<th>Not Parallel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary Instruction - Extensions

1. Introduce the **part of speech**.

2. Introduce **synonyms** (same) and/or **antonyms** (opposite).

3. Tell students when and where the word is often **used**.

Vocabulary Instruction - Extensions

4. When appropriate, introduce the **history** or **origin** of the word.

5. Introduce other words in the same **word family**.
Vocabulary Instruction

Remember: After a word has been taught, introduce students to the word relatives.

- conform
- conforms
- conformed
- conforming
- conformity
- conformist
- non-conformist
- non-conforming
- non-conformity

Vocabulary Logs

- What can be recorded on a vocabulary log?
  - Word
  - Meaning in their own words OR
  - Critical attributes
  - Any of these options
    - A sentence to illustrate the word’s meaning
    - Examples and non-examples
    - An illustration (quick draw)

- In lower grades, create a group log on a flip chart.

Teach the meaning of critical, unknown vocabulary words. Word Walls

- Create a word wall in your classroom.
- Post a reminder of the context.
  - Copy of the cover of the read-aloud book
  - Copy of the first page in the story
  - The topic in science or social studies
- Post the vocabulary words (number words).
- Incorporate the words into your classroom language.
- Encourage students to use the words when speaking and writing.

PRACTICE PROCEDURES
VOCABULARY
“It is virtually impossible to become proficient at a mental task without extended practice.” (Willingham, 2009)

“Use it or lose it.” Unknown

Types of Practice

- Initial Practice
- Distributed Practice
- Cumulative Review

Initial Practice

- Initial Practice occurs under watchful eye of the teacher.
- Provide numerous practice opportunities within the teacher-directed lesson to build accuracy.
- Provide immediate feedback after each item.

Distributed Practice

- Studying or practicing a skill in short sessions overtime
- Distributing practice overtime (versus massing practice in one session) aids retention.
Cumulative Review

- Provide **intentional review** of previously taught vocabulary.

- Goal is to increase long-term retention.

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**Example – Spaced Practice**

**Vocabulary – Core Reading Program**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of vocabulary for Passage A</td>
<td>Quick retrieval practice</td>
<td>Quick review and elaboration of difficult words</td>
<td>Game - Mixed practice of difficult words A and B</td>
<td></td>
</tr>
<tr>
<td>Introduction of vocabulary for Passage B</td>
<td>Quick retrieval practice</td>
<td>Quick review and elaboration of difficult words</td>
<td>Game - Mixed practice of difficult words A, B, and C</td>
<td></td>
</tr>
<tr>
<td>Introduction of vocabulary for Passage C</td>
<td>Quick retrieval practice</td>
<td>Quick review and elaboration of difficult words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Practice - Word Association**

**Enemy Pie**

1. enemy
2. disgusting
3. nervous
4. relieved
5. invited

- I will tell you about a word. Form the number of fingers that goes with the word on your desk.
- Someone that hates you. Form the number on your desk. Show me. What word? **enemy**
- If you don’t like a food, you might say that it is ________. Show me. What word? **disgusting**
- When a difficult test is over, you often feel ________. Show me. What word? **relieved**
- When you are asked to a party, you are ________. Show me. What word? **invited**

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**Practice – Response Cards**

**Enemy Pie**

1. enemy
2. disgusting
3. nervous
4. relieved
5. invited

- Have cards labeled “yes” and “no”.
- I will ask you a question that can be answered YES or NO using your response cards. Think of the answer and hold it up when I say “Show me.”

- Would an **enemy** be kind and considerate? (Pause) Show me. (Monitor) Ones, tell your partner why an enemy is unlikely to be kind and considerate.

- If you are **invited**, can you go to a birthday party? (Pause) Show me. (Monitor) Twos, tell you partner why you can go to the party.
Practice – Choices (McKeown & Beck, 2010)

- Enemy Pie
  1. enemy
  2. disgusting
  3. nervous
  4. relieved
  5. invited

- If you were nervous about taking a test, would you think that the test was going to be easy or difficult? difficult Why?
- If an enemy gave you the answers before a test, would you believe the answers to be correct or incorrect? incorrect Why?
- If the food was disgusting, would you ask for more or spit it up? spit it up Why?
- If you were invited to a party, would you be asked to come or to stay away? to come Why?

Practice - Comparisons

- The Family Under the Bridge (Chapter 1)
  - 1. cowered
  - 2. fragile
  - 3. gratitude
  - 4. loitering
  - 5. roguish

- Why is reading a book in the library not considered loitering while standing in front of a mini market is considered loitering?
- Why might we have gratitude for a kind classmate and not for a roguish classmate?
- Add an item for the word fragile.

Practice - Completions

- The Family Under the Bridge (Chapter 1)
  1. cowered
  2. fragile
  3. gratitude
  4. loitering
  5. roguish

- A roguish person is ____________________.
- One fragile item in our home is ________.
- One way to express gratitude is to __________.
- You should not loiter at ________________.
- The children in the chapter cowered because ____________________.

Practice – Sentence Writing

- The Family Under the Bridge (Chapter 1)
  1. cowered
  2. fragile
  3. gratitude
  4. loitering
  5. roguish

- Write a sentence that contains two of the words. You can change the form of the word. The sentence must make sense and demonstrate your understanding of the words.
- Example
  - The children could not be caught loitering in the park so they cowered under the bridge.
Example Practice Activity - Word Pairs

<table>
<thead>
<tr>
<th>Word Pair</th>
<th>Same</th>
<th>Opposite</th>
<th>Go Together</th>
<th>No Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>nomad - wanderer</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nomad-settler</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>desert-city</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Example Practice Activity - Word Sorts

Word Bank

<table>
<thead>
<tr>
<th>Senators</th>
<th>House</th>
<th>Laws</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justices</td>
<td>Senate</td>
<td>Constitution</td>
</tr>
<tr>
<td>Vice president</td>
<td>Congress</td>
<td>Unconstitutional</td>
</tr>
<tr>
<td>President</td>
<td>Supreme Court</td>
<td>Declare war</td>
</tr>
<tr>
<td>Representatives</td>
<td>Agriculture Department</td>
<td>Amend Constitution</td>
</tr>
<tr>
<td>Cabinet</td>
<td>Defense Department</td>
<td>Collect Taxes</td>
</tr>
<tr>
<td>Departments</td>
<td>District Courts</td>
<td>Veto Bills</td>
</tr>
</tbody>
</table>

Example Practice Activity - Word Sorts

<table>
<thead>
<tr>
<th>Legislative Branch</th>
<th>Executive Branch</th>
<th>Judicial Branch</th>
</tr>
</thead>
</table>

Conclusion

“Words are all we have.”

Samuel Beckett
Recommended Books

(www.explicitinstruction.org)


(www.corelearn.com)


Dictionaries with Student-Friendly Explanations

Collins Cobuild Dictionaries
(www.collinslanguage.com)

Pearson/Longman Education
(www.longman.com)
(www.ldoceonline.com)

Thompson/Heinle
(www.heinle.com)

Another online dictionary
(www.learnersdictionary.com)

Recommended Books

• Marzano, R.J. (2004). *Building background knowledge for academic achievement.* Alexandria, VA: ASCD.


Websites

• www.taggalaxy.com Displays photos for target word.

• www.freerice.com
  Build vocabulary as you donate rice to the hungry.

• www.elymonline.com
  Learn what words meant and how they sounded 600 or 2,000 years ago

• www.wordsift.com
  Paste in text. Identifies academic words in text.