

STRATEGIES FOR TEACHING VOCABULARY



Presented by Kristina Smekens
kristina@smekenseducation.com

Understand vocabulary research

Follow the six steps of instruction

Teach strategies per step

webPD
BY SMEKENS EDUCATION

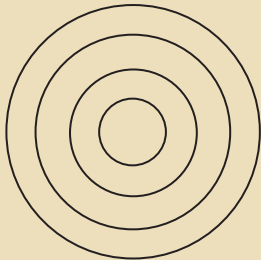
webPD.SmekensEducation.com • (888) 376-0448

©2014 Smekens Education Solutions, Inc.

Understand vocabulary research

Readers need to know 95% of the words in a text to comprehend it.

Instruction should penetrate all four circles of vocabulary.



Readers need to have multiple experiences with a term before they “own” it.

Follow the six steps of vocabulary instruction

- 1 EXPLAIN**— Introduce the term through a student-friendly explanation and examples. Do not rely on definitions.
- 2 RESTATE**— After hearing your explanation, students need to explain and describe the term in their own words.
- 3 SHOW**— Students must represent their knowledge of words in non-linguistic ways.
- 4 DEVELOP**— Students need time to work with words through activities.
- 5 REFINE & REFLECT**— Give students opportunities to discuss words they are learning with peers and in groups.
- 6 PLAY**— Students should play with words. Let them participate in fun vocabulary games.

Adapted from Building Background Knowledge for Academic Achievement, Robert Marzano

Teach strategies: Steps 1 & 2

Explain the term and expect students to restate its meaning.

FINGER RUBRIC: Gauge the students' level of knowledge.



4 — I know this word. It means...

3 — I think I know. It has to do with...

2 — I have heard this word before.

1 — *This* is a word?

EXPLANATION: First the teacher provides an explanation. Then students should explain the term in their own words.

- *It is something...*

- *It is someone...*

- *It describes...*

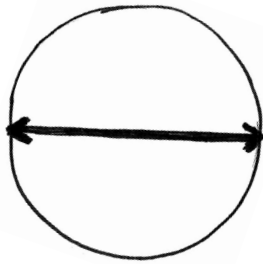
EXAMPLES: Besides explaining a term, provide some examples that students can relate to.

SYNONYMS: Brainstorm words that have a similar meaning.

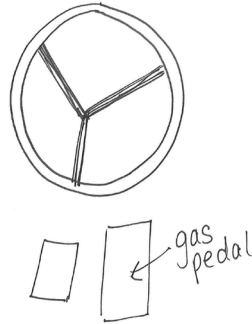
ANTONYMS: Identify words that have an opposite meaning.

Teach strategies: Step 3

Show the word's meaning in a non-linguistic way.

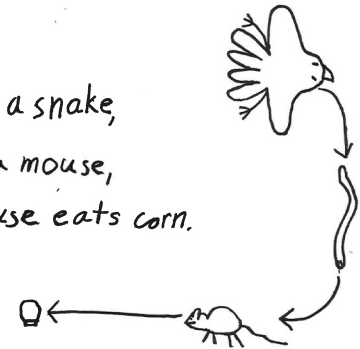


Draw the concrete term: **diameter**

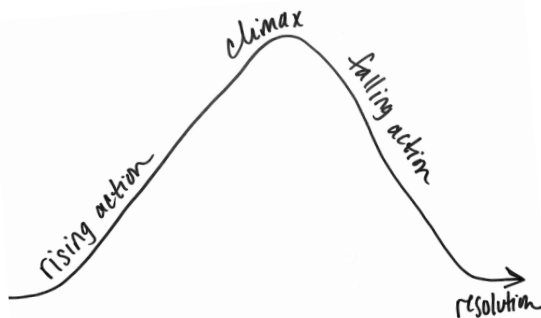


Draw an object: **tempo**

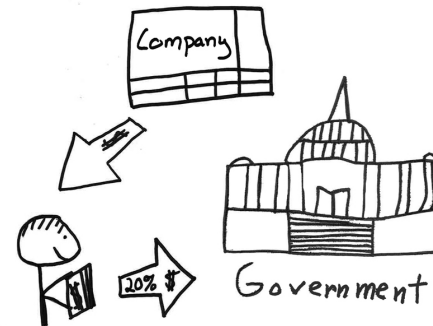
It's when
a bird eats a snake,
a snake eats a mouse,
and a mouse eats corn.



Draw an example: **food chain**



Draw a symbol or graphic: **story plot**



Dramatize the term: **income tax**

Support students during Step 3.

Teach strategies: Steps 4 & 5

Give students opportunities to develop, refine, and reflect on their understanding.

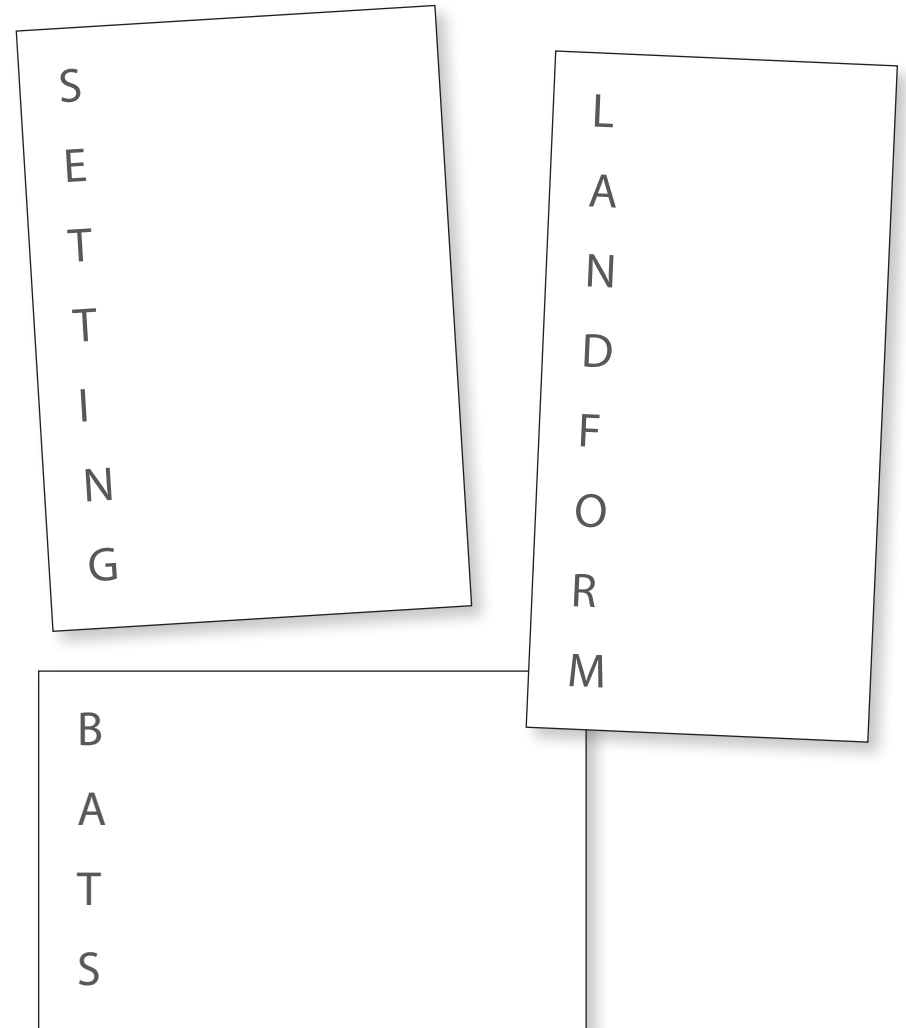
CREATE SENTENCES:

- Teacher provides oral sentences.
- Students create oral sentences.
- Create 10-word sentences.
- Write word-position sentences.
- Use 2 vocabulary words in a single sentence.
- Say a sentence leaving a blank for your word, and the class guesses the word.

ACT IT OUT: Put the word into motion or gesture.

ACT OUT & DRESS UP		
ANIMAL CELL VOCABULARY	FUNCTION/ DEFINITION	COSTUME
Nucleus	The brain	Wore cap & gown and carried a dictionary
Mitochondria	Powerhouse/energy	Weight lifter
Lysosome	Eats dead/drying organelles	Trash bag with different organelles drawn on it.
Ribosome	Protein maker	McDonald's shirt with visor
Vacuole	Storage	A large box with holes for the arms and legs.
Cytoplasm	Gel-like substance (from wall to nucleus)	Trash bag with plastic wrap balled up & stuck to it.
Microtubules	Gives cell structure	Trash bag with spaghetti stuck to it.

VOCAB-POETRY: Acrostic poems create a quick list of information related to a term.



Teach strategies: Step 6

Let students play word games.

VO-BACK-ULARY: Tape a vocabulary word on the back of each student. Have them move through the room getting clues from peers to identify each of their individual terms.

TABOO: Without using the 3-5 most obvious words, have students work in teams to describe and guess essential terms.



Avoid word games that do not support meaning-making.

CUBING: Review six different vocabulary words within this small-group activity.



TERMS

- 6 — area
- 5 — perimeter
- 4 — diameter
- 3 — radius
- 2 — circumference
- 1 — volume

ACTIONS

- 6 — Describe/Explain it
- 5 — Use it in a sentence
- 4 — Draw it
- 3 — Give an example
- 2 — Provide a synonym
- 1 — Act it out

TERMS

- 6 — crack cocaine
- 5 — heroin
- 4 — marijuana
- 3 — methamphetamine
- 2 — prescription drugs
- 1 — cocaine

TYPES OF INFORMATION

- 6 — Street name for the drug
- 5 — Method(s) of consumption
- 4 — Side effects on the body
- 3 — Signs of abuse
- 2 — Ways of obtaining the drug
- 1 — Physical description (looks, odor)

Celebrate when students begin integrating terms within their writing vocabulary.



Discussion: Turn & Talk

Discuss the notion that all vocabulary terms are not worth the same priority.

Which terms are worth 40 exposures?

Review Marzano's 6 steps of vocabulary instruction.

What did you hear that was validating?

Which steps do you need to be more intentional about?

Did you hear anything that you need to cease doing?

What additional strategies or activities do you know of that would fit the criteria of each step?

Consider how you could implement vocabulary instruction into your lesson plans and across the year.

Strategies for Teaching Vocabulary

BUILD SUCCESSFUL READERS & WRITERS

Learn more simple and effective strategies for teaching reading and writing when you visit www.SmekensEducation.com.

To find additional resources related to this session, search the Smekens Education website using these keywords:

- visual clues
- purple words
- vocabulary review

USE THE RIGHT TOOLS



Our online bookstore, www.TheLiteracyStore.com, features hundreds of titles from all the major publishers. And, it's the only place where you can purchase Smekens Education original resources.



Purple Highlighter

webPD
BY SMEKENS EDUCATION

webPD.SmekensEducation.com • (888) 376-0448

©2014 Smekens Education Solutions, Inc.