



Vocabulary

Participant Notes



GRADE 1



A presentation slide with a purple header and a green footer. The header contains a white icon of a classical building and the title "Vocabulary Instruction" in white. The main body is divided into two horizontal sections. The top section has a yellow background and lists four bullet points: "Dynamic", "Powerful", "Effective", and "Fun". The bottom section has a green background and lists four bullet points: "Word knowledge", "Word consciousness", "Words for life", and "Words for academics". On the left side, there are two labels: "If vocabulary instruction is:" for the top section and "Students develop:" for the bottom section.

Vocabulary Instruction

If vocabulary instruction is:

- **Dynamic**
- **Powerful**
- **Effective**
- **Fun**

Students develop:

- **Word knowledge**
- **Word consciousness**
- **Words for life**
- **Words for academics**

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A presentation slide with a purple header and a green footer. The header contains a white icon of a classical building and the title "Vocabulary Is Essential" in white. The main body is a yellow box containing three bullet points. The footer contains the text "I: Vocabulary" and "© 2016 UT System/TEA" followed by the number "3".

Vocabulary Is Essential

- **Vocabulary size in kindergarten predicts reading comprehension in the middle grades.**
- **Vocabulary size at the end of first grade predicts comprehension 10 years later.**
- **Deficits in third grade relate to lower comprehension scores in the upper grades.**

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Vocabulary and Comprehension

“One of the most enduring findings in reading research is the extent to which students’ vocabulary knowledge relates to their reading comprehension.”

— Lehr, 2004, p. 3

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Differences in Vocabulary Growth

- **Student A:**
Two words per day = 750 words per year
- **Student B:**
Eight words per day = 3,000 words per year

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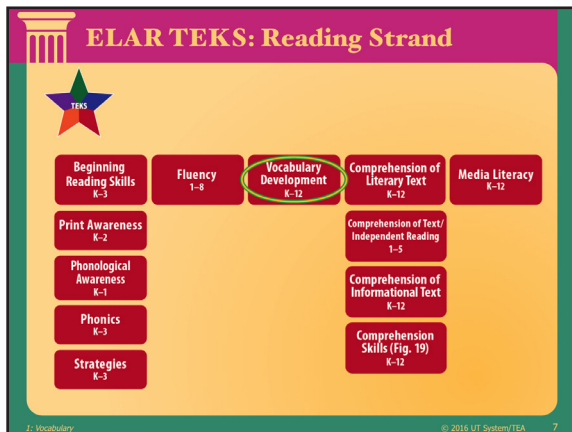
Comprehensive Approach to Vocabulary Instruction

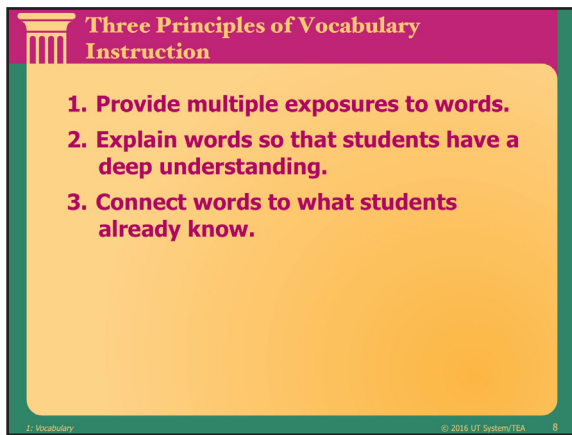
- Teach specific, carefully selected words.
- Increase exposure to rich oral and written language.
- Increase generative word knowledge.
- Embed multiple opportunities for students to hear, read, and use new vocabulary words.

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Selecting Words to Teach

Tier 1

- Basic words that are typically known, like *baby, clock, and happy*
- Words that English language learners may need help with but know the concept
- Words derived from Anglo-Saxon/Old English
- Frequently used words

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Selecting Words to Teach (cont.)

Tier 3

- Low-frequency words
- Words tied to specific domains, specialized content

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Selecting Words to Teach (cont.)

Tier 2

- High-frequency words
- Words critical to a range of content
- Words that promote conceptual understanding
- Words that have instructional potential
- Words that should be taught
- Words for life

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Words for Each Tier



- Using one of the children's books you brought, select three words for each tier.
- Share with others at your table.
- Share with the whole group two words for each tier.

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Read-Alouds

- Choose books thoughtfully.
- Consider grouping formats: one-on-one, small groups, whole class.
- Choose words to teach *before, during, and after* reading.
- If necessary, build background knowledge.

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Embedded Definitions and Paired Words

- Provide quick definitions or synonyms
- Do not interfere with the storyline

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Plan Your Read-Aloud

- Preread the text.
- Select Tier 2 words to teach.
- Note words to teach before, during, and after reading.
- Use sticky notes to mark the following instructional opportunities:
 - Places to embed a paired word
 - Places to stop to check comprehension (partners whispering; thumbs up, thumbs down; choral responses)

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Wolf!

- Read Handout 1: Video Notes.
- Partner A, explain to your partner what you will focus on in the video.
- Partner B, explain to your partner how to notice embedded vocabulary instruction.



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Feedback

At your table, use your handout to discuss the practices you noticed that support students' learning, including the following:

- Practices that support understanding of Tier 2 words
- Practices that support comprehension
- Other beneficial instructional practices



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Explicit Vocabulary Instruction Routine

- 1. Have students say the word.**
Write the word *solar* on the board.
"Today we will learn the word *solar*. Let's say the word together: *solar*."
- 2. Provide a definition of the word using student-friendly explanations and visuals.**
"The definition for *solar* is 'something that is connected to the sun.' *Solar* is an adjective that describes a noun.
"Here is how we would use the word *solar* in a sentence: Solar energy comes from the sun.
"Other ways we can use this word include *solar system* and *solar panel*."

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Explicit Vocabulary Instruction Routine (cont.)

- 3. Have students discuss what is known about the word.**
"Think about the word *solar*. What do you already know about the word?
"Turn and tell your partner one idea about the word *solar*. Be prepared to share with the rest of the group what you and your partner talk about."
- 4. Provide examples and nonexamples of the word.**
"Some examples of *solar* are *solar system* and *solar energy*. Both terms refer to things that are connected or related to the sun.
"The word *solar* does not mean 'having to do with planets or other stars.' It refers only to the sun."

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Explicit Vocabulary Instruction Routine (cont.)

- 5. Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.**
"Analyze the word *solar* and categorize it with other words like it."
"Compare and contrast the word *solar* with the word *lunar* and complete a Venn diagram graphic organizer."
"Act out the word *solar* so that your classmates can guess its meaning."
- 6. Provide scaffolds so that students can create powerful sentences with the new word.**
"Powerful sentences help us understand the word by using it in the correct context. For example, a powerful sentence for the word *solar* is: The sun produces solar energy that we can use to turn on our lights and heat our homes."

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Practice: Routine for Explicit Vocabulary Instruction

- Select two Tier 2 words.
- Use the vocabulary routine to teach the words to your partner:
 - Partner B: Teach first.
 - Partner A: Provide specific, corrective feedback.
 - Reverse roles.





Model New Words

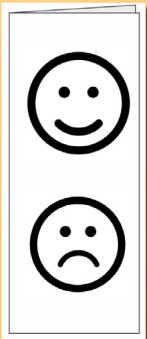
- Expose students to words throughout the day by strategically integrating them into your language during classroom routines.
- Encourage students to integrate new words into speaking and writing during classroom routines as well.



Check Comprehension With Pinch Papers



Pinch Papers for Young Children



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Sample Lessons

- Review Handouts 3 and 4.
- Highlight ideas you want to try.

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**Consider Diversity:
English Language Learners**

Explicit and contextualized vocabulary instruction is essential for English language learners.

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Vocabulary

Handouts



GRADE 1

Video Notes

Read-Aloud: *Wolf!* by Becky Bloom

What to Watch For

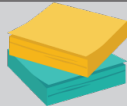
- Identify practices that are used to support students' understanding of Tier 2 vocabulary words.
- Identify procedures that are used to support students' comprehension of the book.
- Note other instructional procedures that are beneficial.

Practices to Support Understanding of Tier 2 Words

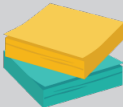
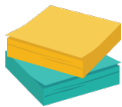
Procedures to Support Comprehension

Other Beneficial Instructional Practices

Steps for Explicit Vocabulary Instruction

Steps	Tips														
1. Have students say the word.															
2. Provide a definition of the word using student-friendly explanations and visuals .	Use a sticky note to help plan your instruction. 														
3. Have students discuss what is known about the word.															
4. Provide examples and nonexamples of the word.															
5. Engage in deep-processing activities by asking questions , using graphic organizers , or having students act out the word.	Choose a deep-processing word below. Using a sticky note, plan questions and/or activities that incorporate the word.  <table border="1"> <thead> <tr> <th colspan="2">Deep-Processing Words</th></tr> </thead> <tbody> <tr> <td>compare</td><td>decide</td></tr> <tr> <td>categorize</td><td>justify</td></tr> <tr> <td>design</td><td>create</td></tr> <tr> <td>contrast</td><td>verify</td></tr> <tr> <td>rate</td><td>imagine</td></tr> <tr> <td>recommend</td><td>predict</td></tr> </tbody> </table>	Deep-Processing Words		compare	decide	categorize	justify	design	create	contrast	verify	rate	imagine	recommend	predict
Deep-Processing Words															
compare	decide														
categorize	justify														
design	create														
contrast	verify														
rate	imagine														
recommend	predict														
6. Provide scaffolds so students to create powerful sentences with the new word.	Remember the "Seven-Up" Rule: Powerful sentences are seven words and up!														

Rutina de instrucción de vocabulario explícita

Pasos	Ideas														
1. Pedir a los estudiantes que digan la palabra.															
2. Proveer una definición de la palabra usando explicaciones a nivel de los estudiantes e ilustraciones .	Pueden usar una nota adhesible para ayudar a planear su instrucción. 														
3. Pedir a los estudiantes que discutan lo que saben sobre la palabra.															
4. Dar ejemplos y contra-ejemplos de la palabra.															
5. Utilizar actividades de procesamiento intensivo ; haciendo preguntas , usando organizadores gráficos , o dramatizando la palabra.	Escoge una palabra. Usando un nota adhesible, planea preguntas y/o actividades que incorporen la palabra.  <table border="1"> <thead> <tr> <th colspan="2">Palabras de procesamiento intensivo</th> </tr> </thead> <tbody> <tr> <td>comparar</td><td>decidir</td> </tr> <tr> <td>categorizar</td><td>justificar</td> </tr> <tr> <td>diseñar</td><td>hacer</td> </tr> <tr> <td>contrastar</td><td>verificar</td> </tr> <tr> <td>calificar</td><td>imaginar</td> </tr> <tr> <td>recomendar</td><td>predecir</td> </tr> </tbody> </table>	Palabras de procesamiento intensivo		comparar	decidir	categorizar	justificar	diseñar	hacer	contrastar	verificar	calificar	imaginar	recomendar	predecir
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contrastar	verificar														
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6. Ayudar a los estudiantes a crear oraciones poderosas con la palabra nueva.	Acordarse de la regla “Siete o Más” ¡Las oraciones poderosas tienen siete palabras o más!														

Oral Language Lesson: Opposites

- Objective:** Help students learn the concept of opposite and expand vocabulary as they learn words with opposite relationships
- Grouping:** Small group or whole class
- Materials:** Pitcher, two identical glasses, everyday objects in the classroom, and pictures

Procedures

Assemble sets of classroom objects, toys, and pictures that look the same but differ in some way. Begin with one or two opposite pairs in a lesson—examples: size (big-little); feel (soft-hard); weight (heavy-light); condition (full-empty).

Tell students: “We will learn to use an important word, *opposite*. Let’s all say that word.”

Model the relationship between two opposite concepts, such as *full* and *empty*.

Fill one of two identical glasses with water from a pitcher. Do not put water in the other glass.

Point to the glass with water and say: “This glass is full.”

Point to the glass that has no water in it and say: “This glass is not full—it is empty.”

Then pour the water from the full glass into the empty glass and ask: “Which glass is full? Which glass is empty?” Encourage students to use complete sentences to describe each glass.

Fill a glass half-full of water and ask: “Is this glass full? Is this glass empty?” Then ask a student to fill one of the glasses. Then ask: “Is this glass full?” Possible responses include: “It’s not full and it’s not empty.”

Introduce the term *opposite*. After discussing *full* and *empty*, explain: “*Full* is the opposite of *empty*, and *empty* is the opposite of *full*.”

Ask the questions: “What is the opposite of *empty*?” “What is the opposite of *full*?”

Have students describe objects that are full and objects that are empty. For example: “The box of blocks is full.” “The wastebasket is empty.” “The bookcase is full.” “The toy shelves are full.”

Present similar lessons with other pairs of opposite words. Review previously introduced words.

Encourage students to find other words that have opposite relationships—for example, *tall* and *short*, *open* and *shut*, *sad* and *happy*, *sick* and *well*, *hot* and *cold*.

Play the “I’m thinking of a . . .” game with words the students have learned. For example: “I’m thinking of a jar that is not empty. What do you know about that jar?” Encourage students to ask the questions and call on others to respond to their questions.

Have students sort pictures of objects and people into the categories that have been studied—for example, *hot* and *cold*.

Have students draw pictures that illustrate opposite relationships. Students can describe their pictures during circle time or small-group instruction.

Home Link

Encourage students to find opposites in their home and play the “I’m thinking of a...” game with a family member.

Lección para el desarrollo del lenguaje oral: opuestos

Objetivo: Los estudiantes identificarán el opuesto de una serie de artículos y conceptos conocidos.

Grupo: Grupos pequeños o el grupo completo

Materiales: Objetos de uso común o dibujos

Procedimiento

Forme grupos de objetos que sean similares pero que difieran en algún aspecto. Empiece con uno o dos pares de *opuestos*. Ejemplos: tamaño: (grande-pequeño); textura (suave-duro); peso (pesado-liviano); condición (lleno-vacío).

Dígalas a los estudiantes: “Vamos a aprender una palabra nueva, *opuesto*. Vamos a decirla todos juntos.”

Explique la relación entre dos conceptos opuestos, como por ejemplo *lleno* y *vacío*.

Llene con agua uno de dos vasos idénticos. Deje el otro vaso vacío.

Señale el vaso con agua y diga: “Este vaso está lleno.”

Señale el vaso vacío y diga: “Este vaso no está lleno—está vacío.”

Vierta el agua del vaso lleno al vaso vacío y pregunte: “¿Cuál vaso está lleno? ¿Cuál vaso está vacío?” Aliente a los estudiantes a utilizar oraciones completas para describir cada vaso.

Llene un vaso hasta la mitad con agua y pregunte: “¿Está este vaso lleno? ¿Está este vaso vacío?” Después pídale a un estudiante que llene uno de los vasos. Pídale a los estudiantes que comparen los vasos y que describan cómo están los vasos.

Introduzca el término *opuesto*. Después de discutir *lleno* y *vacío* explique: “*Lleno* es el opuesto de *vacío* y *vacío* es el opuesto de *lleno*.”

Pregunte: “¿Cuál es el opuesto de *vacío*? ¿Cuál es el opuesto de *lleno*?”

Pídale a los estudiantes que describan objetos del salón que están vacíos y objetos que están llenos. Por ejemplo: “La caja está llena de crayones. El basurero está vacío. El librero está lleno de libros.”

Presente lecciones similares con otras palabras opuestas. Repase palabras que se han enseñado.

Aliente a los estudiantes a encontrar otras palabras que representen opuestos. Por ejemplo: *alto* y *bajo*; *abierto* y *cerrado*; *contento* y *triste*; *enfermo* y *sano*; *caliente* y *frío*.

Organice el juego “Estoy pensando en ...”

Diga: “Estoy pensando en un bote que no está vacío. ¿Qué me pueden decir de ese bote?”

Pídale a los estudiantes que agrupen dibujos de objetos y personas de acuerdo a categorías que han estudiado. Por ejemplo, los estudiantes pueden agrupar cosas que están vacías y cosas que están llenas.

Pídales a los estudiantes que dibujen ilustraciones de cosas opuestas. Después ellos pueden describir sus dibujos durante discusiones de grupo.

Enlace con la casa

Aliente a los estudiantes a encontrar opuestos en sus casas y jugar “Estoy pensando en ...” con un miembro de su familia.

Oral Language Lesson: Vocabulary of School

- Objective:** Help students learn the vocabulary of school, such as numbers, shapes, directions, and categories
- Grouping:** Small group or whole class
- Materials:** None

Procedures

Model the language of giving directions, so students learn to follow and give them.

Select prepositions that are important to the instructional language used in school—examples: *on, over, in, under, near, far, in front of, in back of, between*.

Introduce two prepositions, such as *on* and *over*.

Say: “We will watch, listen, do some actions, and talk about what we do.”

Place your hand on your head. Say: “Look, my hand is on my head.” Then hold your hand over your head and say: “My hand is not on my head. My hand is over my head.”

Say: “Hold your hand on your head. Where is your hand?”

Say: “Hold your hand over your head. Now, where is your hand?”

Repeat the sequence with “your knee.”

Quickly move through the action sequences. Expand responses to complete sentences—for example, “My hand is over my head.”

Alternate what you ask students to do so they are unable to predict your next action.

Emphasize target words. After demonstrating the meanings of words, do not reveal the answers by giving additional demonstrations. Have students respond to the words in your directions.

Preview previously introduced words and concepts before teaching new words and concepts.

Use objects or pictures for some demonstrations. For example: Use a box or a paper bag to demonstrate the preposition *in*.

Incorporate other concepts: students’ clothing (“Put your hand in your pocket.”); singular and plural directions (“Touch your ear. Touch your ears.”); words describing spatial relationships (“Sam is first in the line. Maria is last in the line. Sam comes before Jim.”); words describing quantities (“Hold up all your fingers. Hold up some of your fingers.”); descriptions of how things can be the same and different (“I’m touching my head. You do the same thing I am doing.”).

Emphasize the targeted words and sentences at different times during the school day (e.g., read-alouds, art activities, play).

Lección para el desarrollo del lenguaje oral: vocabulario de la escuela

- Objetivo:** Los estudiantes utilizarán vocabulario escolar como números, formas, instrucciones y categorías.
- Grupo:** Grupos pequeños o el grupo completo
- Materiales:** Ninguno

Procedimiento

Modele el lenguaje utilizado para dar y seguir instrucciones.

Seleccione preposiciones que son importantes al dar instrucciones en la escuela. Ejemplos: *arriba, sobre, en, cerca, lejos, enfrente, atrás, adelante, entre, en medio, al lado.*

Introduzca dos preposiciones como por ejemplo *sobre* y *al lado*.

Demuestre el significado de las preposiciones *sobre* y *al lado* poniendo una mano sobre su cabeza. Diga: "Miren, mi mano está sobre mi cabeza." Después coloque su mano al lado de su cabeza y diga: "Mi mano no está sobre mi cabeza. Mi mano está al lado de mi cabeza."

Diga: "Pongan una mano sobre su cabeza." Después pregunte: "¿Dónde está su mano?"

Diga: "Pongan su mano al lado de su cabeza. ¿Dónde está su mano ahora?"

Pídales a los estudiantes: "Pongan su mano sobre las rodillas. ¿Dónde está su mano?" Repita pidiéndoles a los estudiantes que pongan su mano al lado de su rodilla.

Cambie de una acción a otra rápidamente. Amplíe las repuestas de los estudiantes para hacer oraciones completas. Por ejemplo: "Mi mano está sobre mi cabeza" en lugar de "sobre mi cabeza."

Alterne lo que le pide a los estudiantes hacer para que no puedan adelantarse a sus palabras.

Enfatice palabras clave. Después de demostrar el significado de las palabras no dé pistas adicionales que puedan dar la respuesta a los estudiantes (ej., movimientos). Los estudiantes responderán a las palabras de sus instrucciones.

Repase conceptos y palabras que ya ha enseñado antes de enseñar nuevos conceptos y palabras.

Incluya diferentes partes del cuerpo en las instrucciones. Por ejemplo: "Pongan su mano debajo de su barbilla. Pongan su mano enfrente de su pecho."

Utilice objetos y dibujos para algunas demostraciones. Por ejemplo, utilice una caja o una bolsa de papel para demostrar la preposición *adentro*.

Añada otros conceptos: Ropa ("Pongan su mano adentro de su bolsillo."); singular y plural ("Toquen un oído. Tóquense los dos oídos."); palabras que describan relaciones espaciales ("Paco es el primero de la fila. Susana es la última de la fila. Paco está antes que Daniel."); palabras que describan cantidades ("Levanten los dedos. Levanten algunos de sus dedos.").

Enfatice las palabras claves y las oraciones en diferentes momentos durante el día (ej., al leer en voz alta, en el recreo, en actividades artísticas).

Explicit Vocabulary Instruction for English Language Learners

- Consider the native vocabulary knowledge of English language learners (ELLs).
 - Take advantage of concepts known in students' native language. When students learn words, they learn both the label for a word and the concept behind the label. ELLs might understand in Spanish concepts such as *war* and *peace* but lack the English labels. If so, ELLs just need to learn a new label for a familiar concept. For new concepts, support students' learning of both the concepts and labels in the second language.
 - Explicitly teach how to identify cognates. With explicit instruction in how to recognize English-Spanish cognates, Spanish-speaking students may use their knowledge of these shared root words as they learn to read in English. Pages 2 and 3 of this handout provide a list of useful cognates.
- Explicitly teach words that have multiple meanings and help ELLs understand the different shades of meanings, relationships between words (i.e., synonyms and antonyms) and figurative language (i.e., idioms, similes, metaphors). Even simple words such as *bug*, *ring*, *light*, *pen*, and *hand* might have several meanings unfamiliar to ELLs.
- Provide multiple exposures to words in varied written and oral contexts. To gain a deep understanding of a word, students typically need 12 to 14 exposures to the word and its meaning across multiple contexts. Because ELLs might hear English primarily only at school, expose them to English vocabulary as much as possible.
- Contextualize vocabulary instruction by using artifacts, audio-visual materials, hands-on experiences, graphic organizers, and semantic mapping to help explain new words.
- Ensure that vocabulary instruction for ELLs includes academic function words like *copy*, *trace*, *highlight*, *follow*, *point out*, *caption*, *chapter*, *paragraph*, and other adverbs and conjunctions such as *however*, *nevertheless*, *therefore*, *since*, etc.

English/Spanish Cognates

English	Spanish	English	Spanish
absolute	absoluto	calm	calma
absorb	absorber	cancel	cancelar
abstract	abstracto	capital	capital
acceleration	aceleración	captain	capitán
accent	acento	category	categoría
accident	accidente	central	central
acid	ácido	chocolate	chocolate
acre	acre	circulation	circulación
active	activo	colony	colonia
administer	administrar	concise	conciso
admire	admirar	conflict	conflicto
adult	adulto	constant	constante
allergy	alergia	credit	crédito
alphabet	alfabeto	department	departamento
ambition	ambición	determine	determinar
animal	animal	direction	dirección
annual	anual	education	educación
assembly	asamblea	elephant	elefante
attraction	atracción	excellence	excelencia
bank	banco	extreme	extremo
biology	biología	factor	factor
block	bloque	function	función
brutal	brutal	gallon	galón
calcium	calcio	gas	gas
calendar	calendario	general	general

English	Spanish
habit	hábito
history	historia
horror	horror
hospital	hospital
human	humano
idea	idea
imagine	imaginar
impressive	impresionante
index	índice
individual	individuo
insect	insecto
intense	intenso
invent	inventar
laboratory	laboratorio
literature	literatura
manual	manual
mark	marca
mathematics	matemáticas
melon	melón
minute	minuto
model	modelo
music	música
national	nacional
natural	natural
number	número
observe	observar
opinion	opinión

English	Spanish
oral	oral
palace	palacio
part	parte
partial	parcial
participate	participar
pause	pausa
permit	permitir
person	persona
practice	práctica
president	presidente
principal	principal
process	proceso
public	público
radio	radio
rational	racional
represent	representar
result	resulta
segment	segmento
simple	simple
solid	sólido
special	especial
telephone	teléfono
television	televisión
tranquil	tranquilo
vacation	vacación
visit	visita

Adapted from August et al., 2005; August et al., 2006; Calderon et al., 2005; Carlo et al., 2004; Cary, 1997; Coyne, Kame'enui, & Carmine, 2010; Francis et al., 2006; Gamez & Levine, 2013; García & Nagy, 1993; Gersten et al., 2007; Peregoy & Boyle, 2005; Shanahan & Beck, 2006; Silverman, 2007

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Helpful Websites

Idioms: www.idiomsite.com

The Visual Dictionary: www.infovisual.info

Longman Dictionary of Contemporary English: www.ldoceonline.com

Visual Thesaurus: www.visualthesaurus.com

Vocabulogic: www.vocablog-plc.blogspot.com

Oxford Learner's Dictionaries: www.oup.com/elt/catalogue/teachersites/oald7/?cc=global

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