MADE to ORDER:

Instant Content Area Vocabulary

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The Presentation Plan: Vocabulary across the Curriculum

- Activities and strategies shared are designed for use across the curriculum ~ no matter the content

- Goal: take at least 1 activity and use it in a class NEXT WEEK!
I have to teach **vocabulary**, too??
I have **CONTENT** to teach!!!!!!

Large body of research supports:
- teacher integration of literacy-related activities support content learning
- strategies facilitating student learning across the curriculum enhance overall literacy
- regardless of content area

**WORD STUDY IS CONTENT STUDY!!**
Literacy skills that support better acquisition and retention of content:

- reading
- writing
- listening
- speaking
- viewing
WORD Study IS CONTENT STUDY!!

Instructional Keys to success:

- **Instructor buy-in** ~ as with any activity, the teacher’s attitude is just as important as the activity.

- **Variety** ~ keep the spice in the lessons – routine should be in the differences between memorable lessons not in the ‘same old, same old’...include a variety of grouping strategies as well: individuals, pairs, groups, other classes, via the internet...

- **Engagement** ~ hands on is always better than talking heads...include as many students as possible in as many actual ‘fingers in the pot’ kinds of activities.

The first three steps are to assist the teacher in direct instruction. The last three steps are to provide the learner practice and reinforcement.

- **Step 1:** The teacher will give a description, explanation, or example of the new term.

- **Step 2:** The teacher will ask the learner to give a description, explanation, or example of the new term in his/her own words.

- **Step 3:** The teacher will ask the learner to draw a picture, symbol, or locate a graphic to represent the new term.

The first three steps are to assist the teacher in direct instruction. The last three steps are to provide the learner practice and reinforcement.

- **Step 4:** The learner will participate in activities that provide more knowledge of the words in their vocabulary notebooks.

- **Step 5:** The learner will discuss the term with other learners.

- **Step 6:** The learner will participate in games that provide more reinforcement of the new term.
Workshop Strategy: Variety & Engagement

- DRTA
- Comparison Matrix
- Response Notebooks
- Anticipation Guides
- Chapter Tour
- Visualizing
- Think Aloud
- Semantic Mapping
- Graphic Thinking
- Concept of Definition Map

- Obstacle Course
- Acting Out/Pictionary
- Context Clues
- List/Group/Label
- Possible Sentences
- Knowledge Rating Scale
- Semantic Feature Analysis
- YOUR IDEAS???
Volley Vocab

Toss a ball: word define

Moving moving moving....
Students use their own background knowledge to make connections to what they know using selections from any text:

- My predictions
- What the text actually states
- Connect to what I already know or need to know...
INTERACTIVE graphic organizers by Dinah Zike
Keep students’ attention and organized
Examples:
• Book!
Try one with some of the provided paper!!
<table>
<thead>
<tr>
<th>Social Studies</th>
<th>USA</th>
<th>Canada</th>
<th>Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate</td>
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<tr>
<td>Land Mass</td>
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<td>Longitude/Latitude</td>
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<td>Physical Features</td>
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</tbody>
</table>
The Basics: continuous process...

- Vocabulary notebook – students self-select or teacher directed vocabulary creating glossary
- Use words in context, add definitions, examples
- Instructor responds to student posed questions/ideas/thoughts/predictions
- Online versions work well: class blogs/wikis

Word, student created definition, connections, drawings
Questions, ideas, thoughts, predictions
Instructor Response
Student dialogue
**Procedure:** Preview words in text/unit
- Teacher prepared statements using key vocabulary presented to students or students self-select by discover first glance/scan of text
- Predictions can be made and ideas connecting to prior knowledge
- Student develops own ideas as to meanings
- Compare and contrast anticipatory ideas with actual text
Students preview text in given chapter – small groups, pairs, entire class:
  ◦ Photos/charts/maps
  ◦ Bold face print
  ◦ Key terms
  ◦ Index
  ◦ Special Text Features

Student predictions of content and important vocabulary – create interest and provide framework for unit/chapter

Use with response notebook/blog/wiki
• Imagination at work: creating a picture in the mind
• Create an environment for students to be able to ‘see’ the visual being painted by the text
• Instructor reads brief descriptive text selections to help students create a visual in their mind
• Discussion of visuals is key
• Students draw their own graphic representation of word/definition

Peace:
A way to help students understand metacognition ~ thinking about thinking:

- Instruction verbalizes step by step of reading a particular selection
- Include questions and thoughts about vocabulary, text, ideas, concepts...as teacher thinks out loud
- Students use in small groups or in pairs – especially helpful with more complex text
Semantic Map

Visual that represents path of understanding words, concepts, ideas

- **map**
  - unknown
  - diversity

- **Africa**
  - remote
  - poor

- **Conflict**
  - war
  - protest
Create a visual of thought process: scattered, time order, sequence, flow

- plus
  - more

- times
  - power

- less
  - minus

seed → germination → maturity

- gas
- oil
- motor
Create a visual of a word or concept: can work in a variety of ways – backwards, forward, group competition, multiple concepts…
A chance for students to get up and move! Create stations for each word – provide the definition and it’s use in context
Students travel to each station – sharing the details of each word aloud with the next person at station
Students perform a physical activity at each station: raise arms, wave out the window, hop on one foot twice, squat, etc... while reading details of each vocabulary word aloud
• Students act out vocabulary words much like charades – with a twist: only **exact** word from text is used
• Students guess words – but to win must be able to share an accurate definition
• Great with small groups and to review or to anticipate chapter or unit
• Pictionary! Variation: students draw graphic representations of words
NEVER NEED A DICTIONARY AGAIN!!
Assist students in figuring out word meanings in any type of text.

- Eight types of context clues:
  - Definition within phrase
  - Example/Illustration
  - Compare/Contrast
  - Logic
  - Root words and Affixes
  - Grammar
  - Cause and Effect
  - Mood and Tone
• Word sorts on steroids...
  • Start with one word – brainstorm all words that could be related in any way
  • Split students into small groups to sort words into clusters with a descriptive label
  • Reconvene, share and defend clusters of words.
  • Debate format for defense of clustering.
  • Use as anticipatory set, culminating or review activity.
• Create sentences, paragraphs, essays, stories using at least two selected words per sentence from text
• Create a basic rules/parameters for context
• Could simply be a fun way to introduce new terms
• A creative way to work with difficult terms
### KWL for older audience

<table>
<thead>
<tr>
<th>Word</th>
<th>Can Define</th>
<th>Have seen or heard</th>
<th>No clue</th>
</tr>
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<tbody>
<tr>
<td>abusive</td>
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<td>hierarchy</td>
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<tr>
<td>resigned</td>
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### BINGO - Word study by category - use before, during or after reading

<table>
<thead>
<tr>
<th>Semantic Feature Analysis</th>
<th>USA</th>
<th>EGYPT</th>
<th>AUSTRALIA</th>
<th>CHINA</th>
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</thead>
<tbody>
<tr>
<td>Democratic Government</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Population &lt;100 Mil</td>
<td>+</td>
<td>?</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>Centrally planned economy</td>
<td>+</td>
<td>?</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Strong Military</td>
<td>+</td>
<td>?</td>
<td>?</td>
<td>+</td>
</tr>
</tbody>
</table>
YOUR IDEAS???
• You are the most important part of the puzzle
• Beg, borrow, even use five-finger-discounts for ideas to help your students
• Thanks for your time!!