

Concordia University

Vocabulary Instruction and Learning!

Facilitated by ESU 6

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The complete presentation file and handouts are available here. Go to Teacher Resources and scroll down!

Resources:

- Lenny's Main Website: <http://lvermaas.wikispaces.com/>
- Vocabulary site <http://esu6vocabulary.wikispaces.com/>
- Craft Knowledge <http://esu6craftknowledge.wikispaces.com/> (includes descriptions and video links)
- Vocabulary activities <http://esu6vocabulary.wikispaces.com/Reinforcing+Taught+Words>
- Brain-Based Learning, Resources, and State Changes <http://lenny-brainbased.wikispaces.com/>

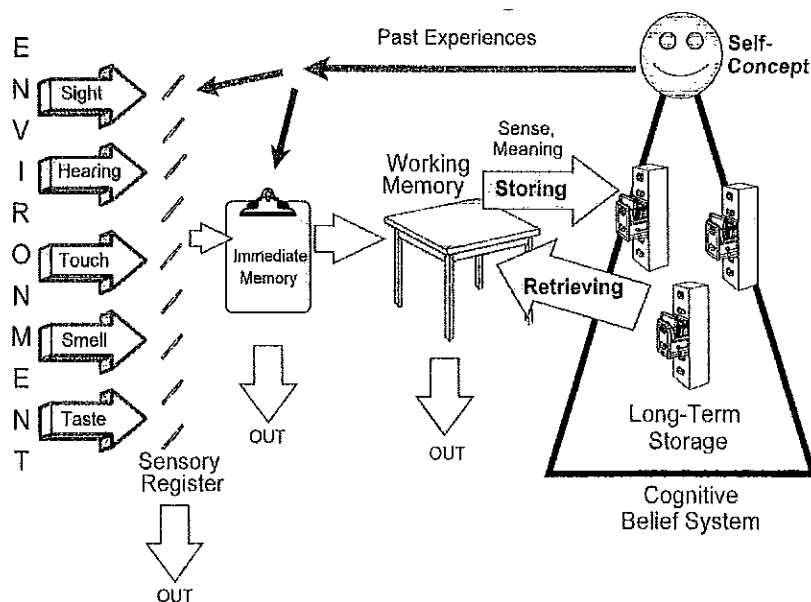
Characteristics of Effective Direct Vocabulary Instruction

(Marzano, *Building Background Knowledge for Academic Achievement*, 2004)

- Effective vocabulary instruction does not rely on definitions.
- Students must represent their knowledge of words in linguistic and nonlinguistic ways.
- Effective vocabulary instruction involves the gradual shaping of word meanings through multiple exposures.
- Teaching word parts enhances students' understanding of terms.
- Different types of words require different types of instruction.
- Students should discuss the terms they are learning.
- Students should play with words.
- Instruction should focus on terms that have a high probability of enhancing academic success.

Information Processing Model

(Sousa, *How the Brain Learns*, 2007, p. 39)



Interaction Sequence

1. Prompt / ask ALL students.
2. Pause (3+ seconds).
3. Put students on-the-clock.
e.g., "You have 30 seconds to share your answer with your partner."
4. Students share their thoughts with a partner.
5. Select individual student(s) to respond.

1. Intentional Selection
2. Random Selection
3. Volunteer Selection

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APL
(Sharer, Anastasio, & Perry, 2007, p. 80-85)

Individual Turns

- **Intentional (or Purposeful) Selection**
 - students with accurate answer (partners, writing, interview)
 - accurate rehearsal
- **Random Selection (or "faux random")**
 - teacher calls on students
 - focus (everyone is on-the-hook)
- **Volunteer Selection**
 - students volunteer
 - opportunity for elaboration, more voices in the room


Pass Option

- **Best as temporary exit**
 - "Tell me one thing you heard _(the previous responder)_ say."
 - "Tell me the best answer you've heard so far."
 - Look it up in notes
- **Requires teaching**
 - Explain why
 - Teach what it looks like / sounds like
 - Communicate its temporary nature

APL
(Sharer, Anastasio, & Perry, 2007, p. 32-34)

Introducing Specific Words

Three Essentials



1. **Student Friendly Explanations**
 - Characterize word and typical use
 - Explain meaning in everyday language
 - Emphasize critical attributes
 - Explore morphemes and cognates
2. **Teacher-Created Contexts**
 - Develop instructional contexts that provide strong clues to meaning
 - Provide examples and non-examples
3. **Active Engagement with Words**
 - Short, lively opportunities for students to interact with words and meanings right away and over time with feedback

(Archer & Hughes, *Explicit Instruction*, 2011; others)

Vocabulary

Basic Instructional Routine

<ol style="list-style-type: none"> 1. Introduce the word <ul style="list-style-type: none"> - Pronunciation, spelling, syllabication 2. Introduce the meaning <ul style="list-style-type: none"> - Student-friendly explanation - Word part analysis - Critical attribute identification 	<ol style="list-style-type: none"> 3. Illustrate the word with examples and non-examples 4. Check understanding <ul style="list-style-type: none"> - Distinguish between examples & non-examples - Generate examples - Answer questions
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(Archer & Hughes, 2011, p. 75; see video examples by Anita Archer, <https://seel@instruction.org/>)

Building Academic Vocabulary

A Six-Step Process

■ Learning new words representing known or unknown concepts

Massed Practice initial word learning	}	<ol style="list-style-type: none"> 1. Introduce word 2. Students generalize meaning 3. Students create nonlinguistic representation
Distributed Practice all previous words	}	<ol style="list-style-type: none"> 4. Engage students in word activities 5. Discuss words 6. Engage student "play" with words

(Marzano, *Building Background Knowledge*, 2004)

Instructional Craft Knowledge

Great teachers have a keen understanding of their professional craft. They know the techniques and behaviors that are most effective, how to replicate them, and why they are good to use in particular contexts. Use this document to note the effective craft techniques and/or instructional behaviors that you hear, see, or experience.

Craft Technique / Behavior	Essential Question	Description / Example	Why It's Good
Sentence Stems	2, 3, 5	providing the beginning of a response requiring use of academic language (e.g. I agree/disagree with the assertion because...)	reinforces general academic vocabulary; provides scaffolding for students needing language support to express/elaborate on content

The Art and Science of Teaching
(Marzano 2007)

What will I do to...

1. establish and communicate learning goals, track student progress, and celebrate success?
2. help students effectively interact with new knowledge?
3. help students practice and deepen their understanding of new knowledge?
4. help students generate and test hypotheses about new knowledge?
5. engage students?
6. establish or maintain classroom rules and procedures?
7. recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. establish and maintain effective relationships with students?
9. communicate high expectations for all students?
10. develop effective lessons organized into a cohesive unit?