

# Teaching Vocabulary Using Best Practice Strategies



## Templates and Handouts

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# Model 1

## Teaching Vocabulary Through

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*Vocabulary Fact:* Recent research has found that

\_\_\_\_\_ is the single

most important factor in \_\_\_\_\_.<sup>1</sup>

*Vocabulary Fact:*

Vocabulary size in \_\_\_\_\_

is an effective predictor of reading comprehension in

\_\_\_\_\_.<sup>2</sup>

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<sup>1</sup> LaFlamme, 1997, p. 372

<sup>2</sup> Scarborough, 1998

# Vocabulary Strategy 1

Teach the meanings of \_\_\_\_\_

and \_\_\_\_\_ they carry clues about

word meanings.<sup>3</sup>

<b>Prefixes</b>	<b>Suffixes</b>

When typing in the table, use the down arrow key instead of the enter key, to preserve the format of the remainder of the document.

Notes:

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<sup>3</sup> Sahl and Kapinus, 2001.

## Activity 1 – Block Building

1. Using your blocks, how many REAL words can you make in 2 minutes?

2. How many words can you make with the root word agree?

3. If each block is worth 1 point, can you make a word that is worth 6 points?



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4. If each block is worth 1 point, which group can make the most valuable word?

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Prefix or Suffix	Meaning
dis -	not or apart
- able	can
- ing	action taking place right now
- ly	how an action is being done
un -	not
re -	again

## Activity 2 – Word Detective

Root word	Prefix/Suffix	New Word	Meaning	Draw a picture
happy	un	unhappy	not happy	
graph	ology	graphology	study of writing	

## Vocabulary Strategy 2

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*Vocabulary Fact:* Research by \_\_\_\_\_  
theorists indicates that abstract concepts are best  
understood after a \_\_\_\_\_ of  
\_\_\_\_\_, \_\_\_\_\_ information  
has been established.<sup>4</sup>

NOW TRY THIS.....


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<sup>4</sup> Schallert 1982:26

### Activity 3 – Keyword Method

Vocabulary	Key word	Picture

### Activity 4– Pictures and Realia

*Vocabulary Fact* – Teachers can use \_\_\_\_\_  
\_\_\_\_\_ to introduce new vocabulary. This can  
help learners because they not only hear the word but also  
receive \_\_\_\_\_.<sup>5</sup>

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<sup>5</sup> Hunt and Beglar, 1998

## Activity 5 – Front Loading Vocabulary

Word

<u>Description</u>	<u>Characteristics</u>
<u>Application</u>	<u>Picture</u>

NOTES:

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Word

<u>Description</u>	<u>Characteristics</u>
<u>Application</u>	<u>Picture</u>

*Vocabulary Fact* – Research indicates that the identification of \_\_\_\_\_ and \_\_\_\_\_ is a basic component of human thought and that the concept of \_\_\_\_\_ is important to different forms of cognition, including \_\_\_\_\_ and \_\_\_\_\_.<sup>6</sup>

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<sup>6</sup> Marzano et al, 2001a; Genter & Markman, 1997; Sylwester, 1995.

## Activity 6– Word Sorts

### WORD LIST

revolution	taxation	representation
frustration	participation	solution
transition	nation	mission
vision	plantation	tension
passion		

### CLOSED SORT

-tion	-sion	-tation

### OPEN SORT


## Activity 7- Identify the Odd Word Out

stem	root	ear
manger	candy cane	stable
river	mountain	bay
egg	pupa	cocoon
schema	scaffolding	prior knowledge

## Model 2

### Teaching Vocabulary Through

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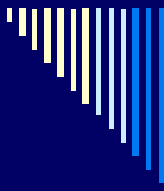
*Vocabulary Fact:* At the present time, there is considerable consensus among researchers that students add approximately \_\_\_\_\_ distinct words yearly to their reading vocabularies.<sup>7</sup>

*Vocabulary Fact:* Estimates vary, but reviews of classroom intervention studies suggest that, in general, no more than \_\_\_\_\_ words can be taught effectively each week. This means no more than approximately \_\_\_\_\_ words can be taught in year.<sup>8</sup>

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<sup>7</sup> Anderson & Nagy 1992; Anglin 1993; Beck & McKeown, 1991; White et al., 1990

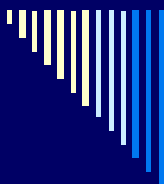
<sup>8</sup> Stahl & Fairbanks, 1986



**Examples/Explanations-** the unknown word is explained within the sentence or the sentences immediately following. Look for words or phrases like "such as," "including," or "consists of." Colons (:) and dashes (-) can also signal examples.

- The river was full of noxious materials **such as cleaning agents** from factories and **pesticides** from the nearby farms.
- This third grade was full of precocious children. One child had **learned to read at two** and **another could do algebra at age 6**.
- When going to an office party you should show your best decorum, **for example, dress your best, drink and eat moderately, and be sure to thank the host** before you leave.

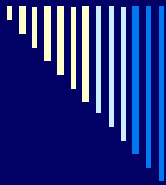
<http://wserver.scc.losrios.edu/~langlit/reading/contextclues/intro1.htm>



**Synonyms and definitions-** Look for words that are used in the same context (for example adjectives) as the unknown word. Hyphens and the word "or" are indicators of a definition.

- The altar boy was an acolyte - **a helper in the religious service**.
- Mom had to sterilize, **or clean**, the baby's bottle.
- The **ugly** monster's face was **hideous** to look at.

[http://edhelper.com/language/Context\\_Clues611.html](http://edhelper.com/language/Context_Clues611.html)



## Antonyms and contrasts — Look for words like however, on the other hand, and but.

- He presented the image of a prudent man; **however**, Keith was really a **reckless and careless** person who **rarely thought about what would be sensible**. (sorry Keith!)
- Riggs was a novice at home construction, **but** he studied and practiced with several **experts**.

[http://wps.ablongman.com/long\\_henry\\_sr\\_1/0,7967,805113-,00.html](http://wps.ablongman.com/long_henry_sr_1/0,7967,805113-,00.html)

## Activity 8 - Meaningful Sentences

Is the sentence a meaningful sentence?

Sentence	YES	NO
The guards attempted to quiet the <i>boisterous</i> crowd, but their efforts failed.		
The chef was very <i>frugal</i> when shopping for ingredients, but his dish tasted very expensive.		
The <i>abominable</i> condition of the makeshift medical facility posed a threat to the soldiers' lives.		
It was difficult to sort the facts from the <i>hyperbole</i> in the mayor's speech.		

Please take a minute to fill out an online survey at:

[http://www.kwiksurveys.com/online-survey.php?surveyID=BLKIG\\_801f59ef](http://www.kwiksurveys.com/online-survey.php?surveyID=BLKIG_801f59ef)