

# ELL Vocabulary Tools

## Vocabulary Tools

| Tools                                 | Language Acquisition for ELL |                           |                            | Content Areas    |         |      |                   | Grades  |           |
|---------------------------------------|------------------------------|---------------------------|----------------------------|------------------|---------|------|-------------------|---------|-----------|
|                                       | Input<br>(interpretive)      | Intake<br>(interpersonal) | Output<br>(presentational) | Language<br>Arts | Science | Math | Social<br>Studies | K-<br>4 | 5 -<br>12 |
| Analogies                             |                              | X                         | X                          | X                | X       | X    | X                 |         | X         |
| Character<br>Trait Maps               |                              |                           | X                          | X                |         |      |                   | X       | X         |
| Click and<br>Clunk                    |                              | X                         | X                          | X                | X       | X    | X                 | X       |           |
| Concept<br>Definition<br>Mapping      |                              | X                         | X                          | X                | X       | X    | X                 |         | X         |
| Connect-<br>Two                       |                              | X                         | X                          | X                | X       | X    | X                 | X       |           |
| Contextual<br>Redefinition            | X                            | X                         |                            | X                | X       | X    | X                 | X       |           |
| Find<br>Someone<br>Who                |                              | X                         |                            | X                | X       | X    | X                 | X       | X         |
| Four-<br>Dimensional<br>Word<br>Study | X                            |                           |                            | X                | X       | X    | X                 | X       | X         |
| 4-Square<br>Vocabulary<br>Approach    | X                            |                           |                            | X                | X       | X    | X                 | X       | X         |
| Frustration<br>Model                  | X                            | X                         | X                          | X                | X       | X    | X                 | X       | X         |
| Knowledge<br>Rating<br>Scale          | X                            |                           | X                          | X                | X       | X    | X                 | X       | X         |
| Magnet<br>Summaries                   |                              | X                         | X                          | X                | X       |      | X                 | X       | X         |
| Missing<br>Words                      | X                            | X                         |                            | X                | X       |      | X                 | X       |           |

## Vocabulary Tools

|                                 |   |   |   |   |   |   |   |   |   |
|---------------------------------|---|---|---|---|---|---|---|---|---|
| Open Word Sort                  |   | X |   | X | X | X | X | X |   |
| Semantic Feature Analysis       | X |   |   | X | X | X | X | X | X |
| Semantic Gradient Scale         |   | X |   | X | X |   | X | X | X |
| Simon Says, Science Says        | X |   |   |   | X |   |   | X |   |
| Stephens Vocabulary Elaboration | X | X |   | X | X | X | X | X | X |
| 10 Most Important Words         | X | X |   | X | X | X | X | X |   |
| Verb Walls                      | X | X | X | X | X | X | X |   | X |
| Visual Structures               | X |   |   | X | X |   | X | X |   |
| Vocab Alert!                    | X | X |   | X | X | X | X | X | X |
| Vocab Marks                     | X |   |   | X | X | X | X | X |   |
| Vocabulary Graphics             | X | X |   | X | X | X | X | X | X |
| Vocabulary Notebook or Journal  |   | X |   | X | X | X | X | X | X |
| Vocabulary Writing in Math      |   | X |   |   |   | X |   | X | X |
| Vocabulary Story Map            | X | X |   | X |   |   |   | X | X |

## Vocabulary Tools

|                                  |   |   |   |   |   |   |   |   |   |
|----------------------------------|---|---|---|---|---|---|---|---|---|
| Word Boxes/<br>Journals/<br>Logs |   | X | X | X | X | X | X | X |   |
| Vocabulary<br>Concept<br>Chain   |   | X | X |   | X |   | X | X | X |
| Word<br>Family<br>Trees          |   | X | X | X | X | X | X | X | X |
| Word of<br>the Week              |   |   | X | X | X | X | X | X |   |
| Word<br>Splash                   | X |   | X | X | X | X | X | X |   |

# Vocabulary Tools

What is it? Analogies (Sejnost & Thiese, 2001)

Why use it? Study categories of words to understand new vocabulary; connect words and ideas to background knowledge; recognize connections between words; comprehend abstract words and phrases of grade-level content; compare previously-learned words by concept-based categories; exchange information about academic topics; understand cultural nuances of meaning

How it works? The teacher selects a concept and, using a graphic organizer, models how it relates to a concept that the students recognize. Students are grouped and asked to identify categories they will compare and contrast. See example below.

Variations for emergent ELL: Have the ESL teacher preview or frontload the concepts beforehand so the students can come to class with a cue card (e.g. related notes), especially if the topic is culturally different (i.e. Congress); have a group of ELL do the same activity using their shared primary language; add pictures or rebuses to the two concepts so that ELL have a visual context (i.e. especially young students); assign the role of recorder to the ELL students so they receive the 'input' from their peers; use a circle-seat-center strategy whereby some students are working with teacher assistance at the circle, some students are working independently at their seats and others are working in small-group centers (either the classroom or ESL teacher can lead the circle as a co-teaching strategy).

# Vocabulary Tools

## Example: Analogies

| <b>Analogies</b>   |  |
|--|--|
| Similarities and Differences Between the Concepts of:      |  |
| Congress and a School Principal                            |  |
| Similarities   | Differences  |
| Congress and a principal both set rules and regulations.   | Congress has more members and rules and regulations.                                     |
| Both organizations need to work together to achieve goals. | Congress has nationwide goals.   |
| Neither has complete power regarding issues.               | Congress has a Senate and president; a principal has a superintendent and a school board |
| Both organizations represent other groups of people.       | Congress rules the nation; principals rule the school community.                         |
| Both have committees.                                      | Congress has joint committees; principals have assistants and parent advisors.           |
| Both have processes for achieving goals.                   | Congress votes; principals make rulings based on input from others.                      |

# Vocabulary Tools

## What is it?

## Character Trait Maps

## Why use it?

Comprehend and use descriptive vocabulary in literature; participate in discussions using appropriate words and phrases; rephrase ideas and thoughts to express meaning; connect words and ideas in books to vocabulary usage; use knowledge of key vocabulary to interpret stories; use appropriate terms, vocabulary and language for the language arts; use resources to find words

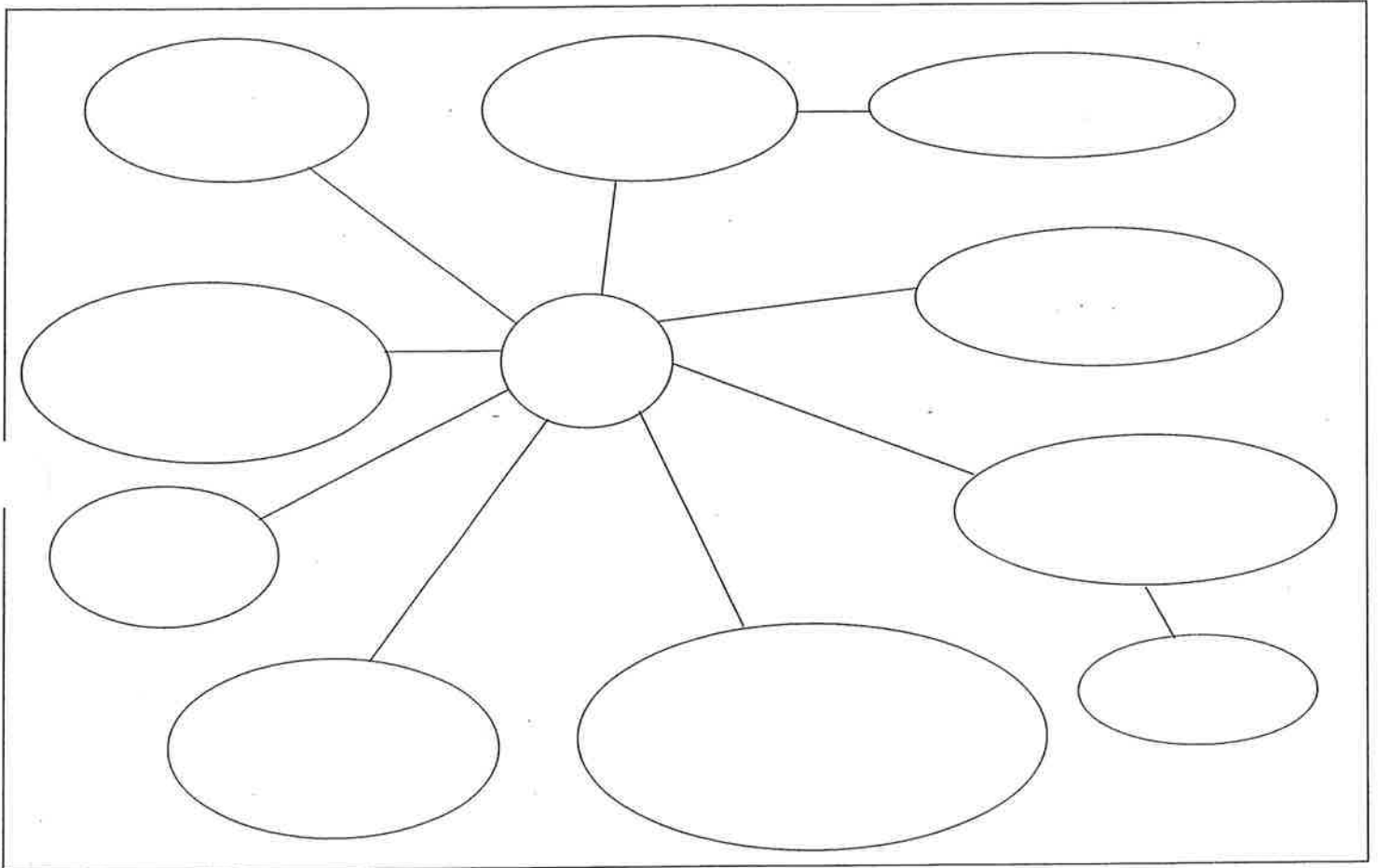
## How it works?

Words for labeling character traits are often missing in students' vocabularies. Even if the words are known, they are often unable to distinguish the subtle differences among connotations. After reading, the class discusses the characters and in pairs try to visually verbalize the character traits. As a class, again, the students compare their maps in order to select the words they think work best. See example below.

## Variations for emergent ELL:

Have the ESL teacher prepare students for this task by developing a sequence of story events organizer with students beforehand; provide ELL with a word bank of descriptive words to use for the character traits; use a cooperative learning tool such as find the fib or sages share to build background knowledge before students complete the character trait map; use the character trait map as an alternative assignment or assessment for ELL after they observe a literature circle discussion (see differentiation tools); use the map as a pre-writing tool to start the process of descriptive writing in a writing workshop (see differentiation tools).

# Vocabulary Tools





# Vocabulary Tools

What is it? Click and Clunk (Sadler, 2001)

Why use it? Demonstrate comprehension of vocabulary essential for grade-level content meaning; comprehend common and specific vocabulary in informational texts and literature; classify previously-learned words; identify words in English that are similar to words found in primary language; determine the meaning of unfamiliar words using context clues, dictionaries, and other classroom resources; identify specific words causing comprehension difficulties; use self-monitoring strategies to determine meaning of text; acquire new vocabulary through reading; learn the meaning of appropriate vocabulary and language for content areas (e.g. mathematics, science, social studies, language arts)

How it works? Students create two columns on a paper labeled "click" and "clunk." They read a passage and then list words they understand or don't understand in the two columns. Direct instruction or student-led group discussions are used as follow-up to clarify meanings of the words.

Variations for emergent ELL: Have young or under-prepared ELL use a picture dictionary; have older ELL use a bilingual dictionary; point out to ELL the power of cognates (i.e. words that are similar between languages) if applicable; jigsaw the material among groups of students so that each student is responsible for just a section (not only will this lessen the load of each student but it will provide an *information gap* for the whole-class discussion which will be more engaging than all students working with the same material); use a cooperative learning tool such as inside-outside circle or mix-freeze-pair as a 'rehearsal' strategy before the whole-class group discussion so ELL have an opportunity to practice in small groups beforehand.

# Vocabulary Tools

## What is it?

### Concept Definition Mapping

(Schwartz, 1988 in Billmeyer & Barton, 1998)

(Schwartz & Raphael, 1985 in Billmeyer & Barton, 1998)

## Why use it?

Use and increase appropriate content area (i.e. mathematics, science, social studies) terms, vocabulary and language; determine the meaning of unfamiliar words by using dictionaries, glossaries, and other resources; classify words by concept-based categories; use self-monitoring strategies to clarify specific vocabulary essential to content-area comprehension

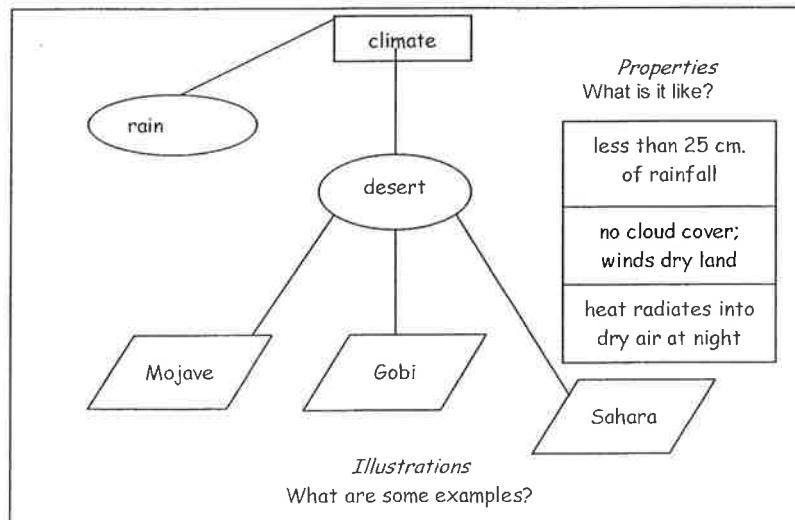
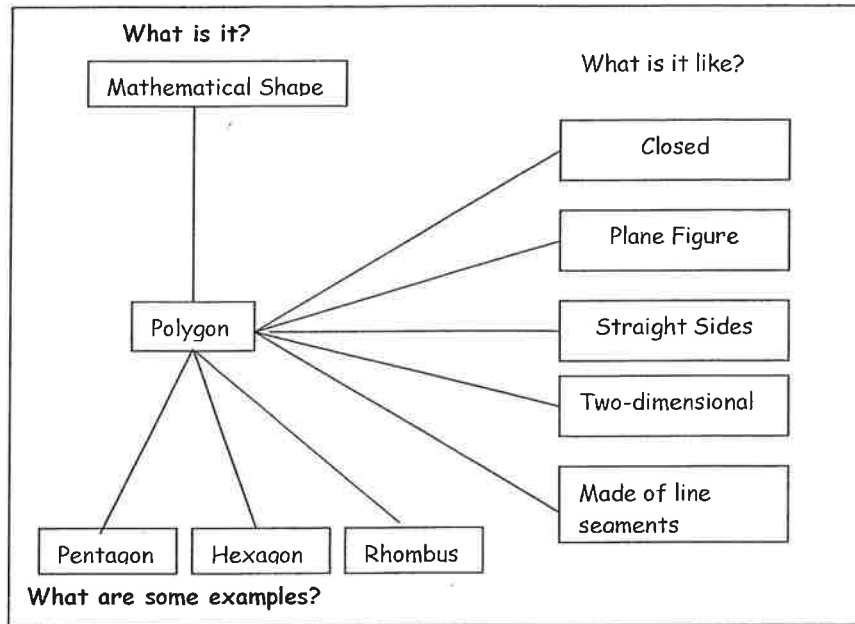
## How it works?

This strategy teaches students the meaning of key concepts by helping them understand the essential attributes, qualities, or characteristics of a word's meaning. The teacher selects the content-obligatory words for the unit of study; that is, words that are essential to the concepts and understandings. The teacher displays an example of a concept definition map on an overhead or a SMART BOARD. Another term is selected and the students brainstorm information for a map. In pairs, students work to complete a map with terms from the unit (e.g. using classroom resources). Students write a complete definition, using the information from their maps. See example below.

## Variations for emergent ELL:

Have ELL do concept maps in their primary language in the beginning since it is the concept that needs to be understood first and foremost; have the ESL teacher frontload or pre-teach the content-obligatory vocabulary with ELL as part of their instructional time together; have ELL work together to complete concept maps as alternative assignments or modified assessments; use the cooperative learning tool of team-pair-solo: students work as a team of four to brainstorm, divide into pairs to complete the map, and work alone to write a complete definition.

# Vocabulary Tools



# Vocabulary Tools

What is it? Connect-Two (Cloud, Genesee, & Hamayan, 2000)

Why use it? Study root words, prefixes, suffixes, and plural nouns to learn new vocabulary; apply knowledge of words analysis to expand comprehension of vocabulary found in text; comprehend and communicate using specific content-area terms, vocabulary, and language; use word structure knowledge to determine meaning; use self-monitoring strategies to attend to vocabulary

How it works? This is a vocabulary strategy which can be used as a before, during or after reading strategy. Given a list of words, students try to identify connections between any two words on the list and explain the rationale. For example, they might explain the connections between "benefit" and "benefactor."

Variations for emergent ELL: Have ELL focus on words that may look similar to words in their primary language if applicable (i.e. cognates); have ESL teacher frontload or pre-teach the vocabulary as a pre-reading strategy and then have students re-visit the terms as an after-reading strategy; put students into pairs or trios and assign the role of 'sorter' to the ELL while other students are the 'explainers' or 'definers.'

# Vocabulary Tools

What is it? Contextual Redefinition (Readence, Moore, & Rickelman, 2001)

Why use it? Use context to determine the meaning of words; apply knowledge of sentence and text structure to comprehend text; determine the meaning of unfamiliar words using context clues, dictionaries and other classroom resources (i.e. peers); distinguish between dictionary meaning and implied meaning of writer's words; demonstrate comprehension and communicate essential vocabulary for grade-level content learning; predict the meaning of words using background knowledge; participate in discussions using appropriate words and phrases; compare and contrast characteristics of words, phrases, and expressions; use self-monitoring strategies to determine meaning of text

How it works? It is essential that readers are able to use context clues to derive meaning; this strategy provides a format for students to realize this importance. The teacher selects unfamiliar words from the text that are central to comprehending important concepts and writes a sentence for each word onto a transparency. Student groups meet to read through the sentences and try to guess a meaning for each word. The words in the original text are then provided so students can compare and verify in a dictionary if necessary. In essence, appropriate reading behavior is being modeled for the class.

Variations for ELL: Try to select some words which may be cognates (i.e. similar to a word in a primary language) if applicable; provide a rebus or pictures to give meaning visually; provide a linguistic buddy for the group work (e.g. someone who is responsible for assisting the ELL); have the ESL teacher frontload or pre-teach the words with the ELL; provide ELL with a picture or bilingual dictionary; distribute the learners' jobs so that the proficient speakers are the 'sentence readers' or 'guessers' and the ELL are the 'verifiers'

# Vocabulary Tools

What is it? Find Someone Who (Kagan, 1992)

Why use it? Demonstrate comprehension of everyday words and phrases, words that express personal, social or school-related information, and vocabulary essential for grade-level content; identify and use phrasal verbs and idiomatic expressions; use appropriate vocabulary to exchange information about academic topics; study categories of words to learn grade-level vocabulary; determine the meaning of words using classroom resources (e.g. peers); recognize words that are similar to words found in the primary language; use self-monitoring strategies to acquire meaning of words

How it works? This is an interactive strategy to help students practice new vocabulary. Teachers prepare a *Find Someone Who ...* form that looks similar to a bingo card, putting a new vocabulary word or a defining phrase into each space. Each student is given a card to fill out as they roam around the room looking for a peer who can provide definitions or examples (i.e. students write the name of the student and what he or she gives as the meaning of the word or the word itself depending on the design of the card). The student who gets most of the spaces filled without using anyone twice 'wins.' See example below.

Variations for emergent ELL: Provide visuals on the other side of the card to assist with meaning; write the names of particular students so the ELL can go directly to them; have the ESL teacher frontload or pre-teach the vocabulary during their instructional time so the ELL are prepared.

# Vocabulary Tools

| Find Someone Who ..... can define and give examples |                |                     |          |
|---|----------------|---------------------|----------|
| Polygon   | Quadrilaterals | Congruent triangles | Diameter |
| Sector of a circle                                  | Central angle  | Rhombi              | Triangle |

# Vocabulary Tools

## What is it?

Four-Dimensional Study (Stejnost & Thiese, 2001)

## Why use it?

Determine the meaning of unfamiliar words by using glossaries, dictionaries, thesauruses, and other classroom resources; comprehend and use specific vocabulary from texts; connect vocabulary and life experiences to ideas; use appropriate terms, vocabulary and language in content areas; learn and extend grade-level vocabulary through direct and indirect means; recognize multiple meanings of words and connections among words; identify words whose meanings are not readily understood by their context; distinguish between dictionary and implied meaning; use self-monitoring strategies to determine meaning

## How it works?

This strategy encourages students to learn vocabulary from different approaches: context clues, dictionary definitions, application, and visual. The teacher chooses 5 to 10 words that are unfamiliar and instruct students to do the following on an index card: copy a sentence from the text that uses the word, write the dictionary meaning, connect the word to a personal knowledge or experience, and draw a picture. See example below.

Variations for emergent ELL: Allow ELL to use a translation from the primary language as one of their four options; provide ELL with a picture or bilingual dictionary; use the cooperative learning tools of match mine or draw what I say so the ELL are the 'receivers' and their partners are the 'providers' of information; use the cards that students make in class in a vocabulary station and send the ELL to that center to play the flashcard game together (e.g. students practice until all cards are in the 'known' pile).



# Vocabulary Tools


**Four-Dimensional Study**  
This lawsuit is not about banning a product,  
but about banning a fraud.

1. Sentence from the text.

2. From the dictionary.

3. From my life.

4. Symbol/picture to represent word.



To forbid or to stop

My favorite  
Baseball player,  
Pete Rose, has  
been banned  
from election to  
the Baseball Hall  
of Fame!

# Vocabulary Tools

What is it? 4-Square Vocabulary Approach (Stephens & Brown, 2000)

Why use it? Demonstrate comprehension of and employ vocabulary essential for grade-level content learning; comprehend specific vocabulary found in informational texts and literature; connect words and ideas in books to spoken language vocabulary and background knowledge; use prior knowledge and experience to understand ideas and vocabulary; identify multiple levels of meaning

How it works? This strategy provides an interactive way to introduce key vocabulary words and helps students to draw on their prior knowledge and personal experience. The strategy takes less time as students learn how to use the strategy on their own. Students fold and number their papers into four squares. In square 1, students write the key term while the teacher presents the word in context and explains its definition. In square 2, students write an example from personal experience that fits the term. In square 3, students write a non-example of the term. In square 4, students write their own definition of the word. See the example below.

Variations for ELL: Pair up ELL with a linguistic buddy (i.e. a student who shares the same language or a student who can assist); allow ELL to use their primary language and then have them translate the words later; have the ESL teacher work with the ELL either in class or out of class to practice the strategy; use the cooperative leaning tool of sages share so that some students are modeling for others in small groups; jigsaw the vocabulary words or terms so that all students are responsible for some words and then, as a class, construct a 4-square word wall.

# Vocabulary Tools

|   |   |
|---|---|
| <p>(square 1)</p> <p>compromise</p> <p>compromised</p> <p>compromising</p>  | <p>(square 2)</p> <p>Sometimes people have to settle things by giving up something they want.</p> <p>Some government delegates had to agree to give up some things they wanted to reach an agreement.</p> |
| <p>(square 3)</p> <p>The fighting couple could not settle their differences and so they divorced.</p> <p>An agreement between the two counties was not reached, and so a war was started.</p> | <p>(square 4)</p> <p>A compromise is an agreement between two or more people or groups where both must give up something.</p>   |

## Vocabulary Tools

### What is it?

Frayer Model

Frayer, Frederick & Klausmeier, 1969 in  
Billmeyer & Barton, 1998)

### Why use it?

Demonstrate comprehension and communicate specific and technical vocabulary for content-area learning; classify words by content themes or concepts; participate in discussions using appropriate words and phrases; use appropriate vocabulary to exchange information about academic topics; use resources (e.g. dictionaries, glossaries, word walls) to find meaning; study categories of words to learn grade-level vocabulary; work cooperatively with peers to comprehend text; use prior knowledge and experience to understand ideas and vocabulary

### How it works?

This is a word categorization strategy which provides students with different ways to think about the meaning of word concepts and develop understanding of content area vocabulary. Students form hierarchical word relationships by listing essentials, examples, non-essentials, and non-examples of a particular word (i.e. knowing what a concept isn't can help define what it is). The teacher assigns concepts to groups and completes one with the class. Students work in pairs to complete their concepts. They then display their boards so the concepts can be continuously used during the unit of study. See the example.

Variations for emergent ELL: Have the ESL teacher frontload or pre-teach the vocabulary words to be used; pair ELL with linguistic buddies (e.g. same language or a friend); provide ELL with a picture or bilingual dictionary; give ELL terms which are culturally relevant to them; use the circle (ELL with teacher) - seat (students working pairs) - center (students working in small groups) to complete tasks; use cooperative learning tool of roundtable for students to complete task.

# Vocabulary Tools

| DINOSAURS - PREHISTORIC REPTILES  |  |
|---|--|
| ESSENTIALS: prehistoric reptiles: backbone, lay eggs, straight legs, walk or run fast | NON-ESSENTIALS: cold blooded (some may have been warm blooded); eat meat (some eat plants): chew food, hunt in packs |
| EXAMPLES: brontosaurus, stegosaurus, diplodocus                                       | NON-EXAMPLES: snakes, crocodiles, turtles, lizards   |

# Vocabulary Tools

What is it ? Knowledge Rating Scale (Stejnost & Thiese, 2001)

Why use it ? Demonstrate comprehension of and employ vocabulary essential for grade-level content learning; comprehend specific vocabulary in informational texts and literature; participate in discussions using appropriate vocabulary; study categories of words to learn new grade-level vocabulary; learn new words indirectly from reading books and other print sources; learn grade-level vocabulary through a variety of means; discuss the impact of vocabulary in evaluating ideas and information; use appropriate terms, vocabulary and language in content-areas; identify words that determine meaning in text; use self-monitoring strategies to identify vocabulary that causes comprehension difficulties

How it works ? The teacher prepares a matrix with the vocabulary terms listed on the vertical axis. Comments are written across the horizontal axis to elicit students' meta-cognitive awareness regarding their degree of familiarity with the words. Students are to place an "x" in the boxes which apply. They share their responses in small groups, and as a class, have a discussion. Students should re-visit the terms during and after the unit in order to update their knowledge of the terms. See examples below.

Variations for emergent ELL: Have the ESL teacher monitor ELL' use of this strategy throughout the unit so that by the end of the unit students 'know' all the words; use the cooperative learning tool numbered heads together to have student teams review their knowledge of the vocabulary; have ELL keep records of their 'knowledge rating' in a journal and conference with them throughout the unit to monitor the transfer of the vocabulary from 'non-familiarity' to 'usage.'

# Vocabulary Tools

| Knowledge Rating for Science |                    |         |            |           |                       |                   |
|------------------------------|--------------------|---------|------------|-----------|-----------------------|-------------------|
| Word                         | Have Seen or Heard | Can Say | Can Define | Can Spell | Can Use in a Sentence | Don't Know at All |
| diffusion                    | X                  |         |            |           |                       |                   |
| permeable                    |                    |         |            |           |                       | X                 |
| glucose                      | X                  | X       |            | X         |                       |                   |
| dialysis                     | X                  | X       | X          | X         | X                     |                   |
| endocytosis                  |                    |         |            |           |                       | X                 |
| phagocytosis                 |                    |         |            |           |                       | X                 |
| impermeable                  |                    |         |            |           |                       | X                 |
| osmosis                      | X                  | X       | X          | X         | X                     |                   |

| Knowledge Rating for Social Studies |                    |         |            |           |                       |                   |
|-------------------------------------|--------------------|---------|------------|-----------|-----------------------|-------------------|
| Word                                | Have Seen or Heard | Can Say | Can Define | Can Spell | Can Use in a Sentence | Don't Know at All |
| oligarchy                           |                    |         |            |           |                       | X                 |
| anarchy                             | X                  | X       | X          | X         | X                     |                   |
| democracy                           | X                  |         | X          |           |                       |                   |
| communism                           |                    | X       |            | X         |                       |                   |
| socialism                           |                    |         |            |           |                       | X                 |
| impeachment                         | X                  | X       |            |           |                       |                   |
| monarchy                            |                    | X       |            | X         |                       |                   |
| banishment                          | X                  |         |            |           |                       |                   |

# Vocabulary Tools

What is it? Magnet Summaries (Buehl, 2001)

Why use it? Comprehend specific vocabulary in informational text; demonstrate comprehension and communicate specific, technical, and abstract words (and phrases) of grade-level content; learn new words from books; apply knowledge of basic parts of speech and sentence structure to comprehend texts; connect words and ideas to spoken language and background knowledge; determine the meaning of unfamiliar words and terms by using prior knowledge and context clues; learn new words from reading books and other print sources; work cooperatively with peers to comprehend text; use effective and precise vocabulary in expository writing; learn and extend new grade-level vocabulary through reading

How it works? This strategy involves the identification of key words - magnet words from a reading - that students then use to organize information into a summary (e.g. to be used as a prewriting tool). Students read a short portion of text, looking for key terms to which the details in the passage seem to connect. On a transparency or a SMART BOARD, the teacher models how to write details connected to the magnet word. Students are given index cards for recording magnet words while they read the rest of the passage (tell younger students they should identify a magnet word for each paragraph or heading). In groups, students share their words, decide on the best magnet words, and generate the details. The teacher can model for students how the information can be organized into a sentence. Students construct sentences for their remaining cards (on scratch paper first and then on the back of the cards). Students arrange the cards in the order they want their summary to read. See example.

Variations for emergent ELL: Have the ESL teacher frontload or pre-teach the words so ELL have cue cards to work in groups; have ELL use their primary language to complete magnet summaries and then work with a peer, sibling, or ESL teacher to translate the summaries; use the cooperative learning tool of team-pair-solo in reverse so students find and share words alone, decide on the best magnet words in pairs, and generate details as a team; use the cooperating learning tool of rotating review so students can generate 'collective' details; use magnet summaries as an alternative assessment assignment or as an anchor activity for ELL to do; use summaries as prewriting tools for writing workshop (see differentiation tools).



# Vocabulary Tools

## MAGNET SUMMARIES FOR HISTORY

|   |   |
|---|---|
| <p>160 acres<br/>Congress<br/>Many went West</p> <p style="text-align: center;">Farm for 5 years<br/><b>Homestead Act</b><br/>1862</p>                                | <p><i>"Many people went west because of the <u>Homestead Act</u>, which gave 160 acres to people if they farmed them for five years."</i></p>                             |
| <p>Insects<br/>hot/cold weather</p> <p style="text-align: center;">The Great Plains<br/><b>Hardships</b></p> <p>drought<br/>crops failed</p>                          | <p><i>"In the Great Plains, people had <u>hardships</u> with the very hot and very cold weather, and their crops failed due to drought and insects."</i></p>              |
| <p>way they plowed<br/>windmills</p> <p style="text-align: center;">wheat<br/><b>Dry Farming</b></p> <p>dug wells<br/>irrigation</p>                                  | <p><i>"Farmers needed to do <u>dry farming</u>, so they dug wells, made windmills, and changed the way they plowed to grow wheat."</i></p>                                |
| <p>no trees<br/>loneliness</p> <p style="text-align: center;">far from each other<br/><b>Homes on the Prairie</b></p> <p>sod houses<br/>dirt floors<br/>"soddies"</p> | <p><i>"<u>Homes on the Prairie</u> were sod houses, called 'soddies,' because they had no trees. People were lonely because the houses were far from each other."</i></p> |

# Vocabulary Tools

## What is it?

Missing Words (Stephens & Brown, 2000)

## Why use it?

Predict the meaning of unknown words by using context; use context to determine the meaning of words in text; apply knowledge of sentence structure to comprehend text; listen for unfamiliar words and learn their meaning; identify words whose meanings are not readily understood by their context; use self-monitoring strategies to determine meaning of text; focus on key words or phrases that signal meaning

## How it works?

Missing words engages students in reading a selection with certain words deleted, and then predicting in writing the missing words. It helps students learn to draw upon prior knowledge, use meta-cognitive skills, think inferentially, and understand relationships. Select a passage that the students haven't read and delete certain words - leaving the beginning and ending sentences intact (e.g. the deleted words may be key vocabulary words, certain parts of speech, or based on a numerical pattern like every seventh word). The teacher models how to skim a passage for an overview and how to read the material looking for clues. The teacher uses a think-aloud to model the meta-cognitive process of rereading the passage, monitoring the word choices and their effect upon the meaning of the passage.

## Variations for ELL:

Only use passages with ELL that they *have* read before ELL with a word bank of the missing words; use the cooperative learning tool of paraphrase passport and have the ELL paraphrase what other students say; differentiate the reading selections and assign ELL according to level of difficulty; provide picture cues in the missing spaces to give visual context to ELL.

# Vocabulary Tools

## What is it?

Open Word Sort (Cloud, Genesee, & Hamayan, 2000)

## Why use it?

Classify previously-learned words by content or themes or concepts; participate in discussions using appropriate words and phrases; rephrase ideas and thoughts to express meaning; study groups of words to learn new grade-level vocabulary; apply knowledge of parts of speech and word structure to determine meaning of words; connect words and ideas in books to spoken language vocabulary and background knowledge; discuss the impact of vocabulary in explaining ideas, information, and experiences; recognize multiple meanings of words and connections among words; use specific vocabulary in writing

## How it works?

This is a strategy to use before, during or after reading text. Student pairs are given words written on individual strips of paper. They collaborate to categorize the words by identifying and explaining relationships among them. Students then read and reorganize the words in a way that would be effective for teaching key information to others. Following the reading, they use the resorted words to explain the reading or answer questions.

Variations for emergent ELL: Assign the role of 'sorter' to ELL and the role of 'explainer' to English-proficient students; color code vocabulary so ELL have a visual cue for sorting; provide picture cues or rebuses to assist ELL with sorting; have ESL teacher practice using the sorted words to explain or answer questions after reading.

# Vocabulary Tools

## What is it?

Semantic Feature Analysis  
(Johnson & Pearson, 1984 in Billmeyer, 1993)

## Why use it?

Classify previously-learned words by content or themes or concept-based categories; demonstrate comprehension of specific terms, vocabulary and language of grade-level content; use prior knowledge and experience in order to understand ideas and vocabulary; use self-monitoring strategies to develop vocabulary that causes comprehension difficulties; identify words whose meanings are not readily understood by context; focus on key words to generate and respond to questions

## How it works?

This strategy develops vocabulary concepts and categorization skills when students find similarities and differences in related words. The teacher writes a category above a matrix, list words or examples in the category vertically, and writes features horizontally on the matrix. Students study each feature and write a '+' if the word contains the feature and a '-' if the word does not. The strategy helps students form broader vocabulary concepts and review information by comparing and contrasting words in the same category. See examples.

Variations for emergent ELL: Have the ESL teacher frontload or pre-teach the vocabulary and then use the completed task as an alternative assessment for ELL; pair two ELL together to complete the task and then use the cooperative learning tool of pairs compare so they can self-monitor their grid with another pair of students; provide picture or bilingual dictionaries for ELL.

# Vocabulary Tools

| DINOSAURS     |                    |                    |                      |                |                 |       |       |
|---------------|--------------------|--------------------|----------------------|----------------|-----------------|-------|-------|
|               | Triassic<br>(220m) | Jurassic<br>(213m) | Cretaceous<br>(144m) | Meat<br>Eaters | Plant<br>Eaters | Large | Small |
| Tyrannosaur   | --                 | --                 | +                    | +              | --              | +     | --    |
| Coelophysis   | +                  | --                 | --                   | +              | --              | --    | +     |
| Bronotosauris | --                 | +                  | --                   | --             | +               | +     | --    |
| Trodan        | --                 | --                 | +                    | +              | --              | --    | +     |
| Duckbills     | --                 | --                 | +                    | +              | --              | +     | --    |
| Prosauropods  | +                  | --                 | --                   | --             | +               | +     | --    |
| Alosaurus     | --                 | +                  | --                   | +              | --              | +     | --    |

| <u>Concept: Heroes in Literature</u> |   | Noble<br>demi-god<br>powers | human<br>with<br>super-<br>human<br>are<br>admirable | human<br>with<br>super-<br>insights | common<br>man whose<br>values and<br>anti-<br>hero | tragic<br>figure |
|--------------------------------------|---|-----------------------------|--|-------------------------------------|--|------------------|
| Achilles                             | x |                             |  |                                     |  |                  |
| Billy Budd                           |   |                             | x  |                                     |  | x                |
| Huck Finn                            |   |                             | x  |                                     |  |                  |
| Paul Bunyan                          |   | x                           | x  |                                     |  |                  |
| Willy Loman                          |   |                             |  | x                                   | x  |                  |

# Vocabulary Tools

What is it? Semantic Gradient Scales (Blachowicz & Fisher, 1996)

Why use it? Demonstrate comprehension and communicate using a range of vocabulary; classify previously-learned words by concept-based categories; identify characteristics of English words and compare and contrast them with similarly-meaning words in the primary language; rephrase ideas and thoughts to express meaning; learn how idiomatic words are used; understand cultural nuances of meaning; use vocabulary appropriate for different audience and settings; study antonyms and synonyms to learn new grade-level vocabulary; discuss the impact of vocabulary; recognize how authors use literary devices to create meaning; use vocabulary to create a desired effect

How it works? This scale helps students to see how new words fit into patterns of known words. The teacher establishes the opposing terms of the semantic gradient scale. The students develop words that fit between the two poles (e.g. developing words between courageous and cowardly might coordinate with a literature lesson while a freedom list might fit with a social studies unit). See the example.

Variations for emergent ELL: Use this strategy in a vocabulary-building center (younger learners) or as an alternative assignment or anchor activity (older learners); have the ESL teacher work with ELL to complete scales; provide bilingual dictionaries or English thesauruses to students; use cooperative learning tools of teams stand-n-share, showdown, or line ups as ways for students to share and build upon their scales; construct semantic gradient scale word walls around the room; have ELL use scales for revising written work (e.g. word choice) in a writing workshop (see differentiation tools).

# Vocabulary Tools

| THE SEMANTIC GRADIENT SCALE |                   |                                 |
|-----------------------------|-------------------|---------------------------------|
| <b>Hottest</b>              | <b>Courageous</b> | <b>Free To Do As You Please</b> |
| scorching                   |                   |                                 |
| sultry                      |                   |                                 |
| steamy                      |                   |                                 |
| tropical                    |                   |                                 |
| balmy                       |                   |                                 |
| sunny                       |                   |                                 |
| cool                        |                   |                                 |
| nippy                       |                   |                                 |
| raw                         |                   |                                 |
| freezing                    |                   |                                 |
| frigid                      |                   |                                 |
| glacial                     |                   |                                 |
| <b>Coldest</b>              | <b>Cowardly</b>   | <b>Totally Controlled</b>       |

# Vocabulary Tools

## What is it?

Simon Says, Science Says

## Why use it?

Demonstrate comprehension of and employ informal and formal vocabulary (i.e. registers) for content-area learning; classify previously-learned vocabulary by concept-based categories; rephrase thoughts and ideas to express meaning; use appropriate vocabulary to exchange information about academic topics; learn the meaning of new words and use them in speech and writing; match spoken words with physical actions; use context to determine usage; study categories of words to learn grade-level vocabulary; use a dictionary to learn synonyms; use playful language; vary formality of language according to purpose; use appropriate scientific terms, vocabulary and language

## How it works?

The teacher selects informal and formal ways of describing actions or events (i.e. rises/ floats, falls/ sinks, stays the same/ remains unchanged). The teacher uses the game of 'Simon Says' to practice the actions with students. During science experiments, the teacher reminds the students that there is another way to describe similar events which is how 'science says.' Words should be categorized onto a word wall so students can locate the formal vocabulary when recording data or writing lab reports.

Variations for emergent ELL: Have ESL teacher use the ESL strategy of Total Physical Response to frontload or pre-teach vocabulary for 'Simon Says;' provide ELL with pictures or rebuses for the 'Science says' vocabulary; use cooperative learning tool of draw what I say and have ELL be the 'drawers' while English-proficient students are the 'sayers.'



# Vocabulary Tools

## What is it?

Stephens Vocabulary Elaboration  
(Brown, Phillips, and Stephens, 1993 in Billmeyer, 2003)

## Why use it?

Demonstrate comprehension and communicate specific and technical vocabulary for content-area learning; classify words by content themes or concepts; participate in discussions using appropriate words and phrases; use appropriate vocabulary to exchange information about academic topics; use resources (e.g. dictionaries, glossaries) to find meaning; study categories of words to learn grade-level vocabulary; work cooperatively with peers to comprehend text; use prior knowledge and experience to understand ideas and vocabulary

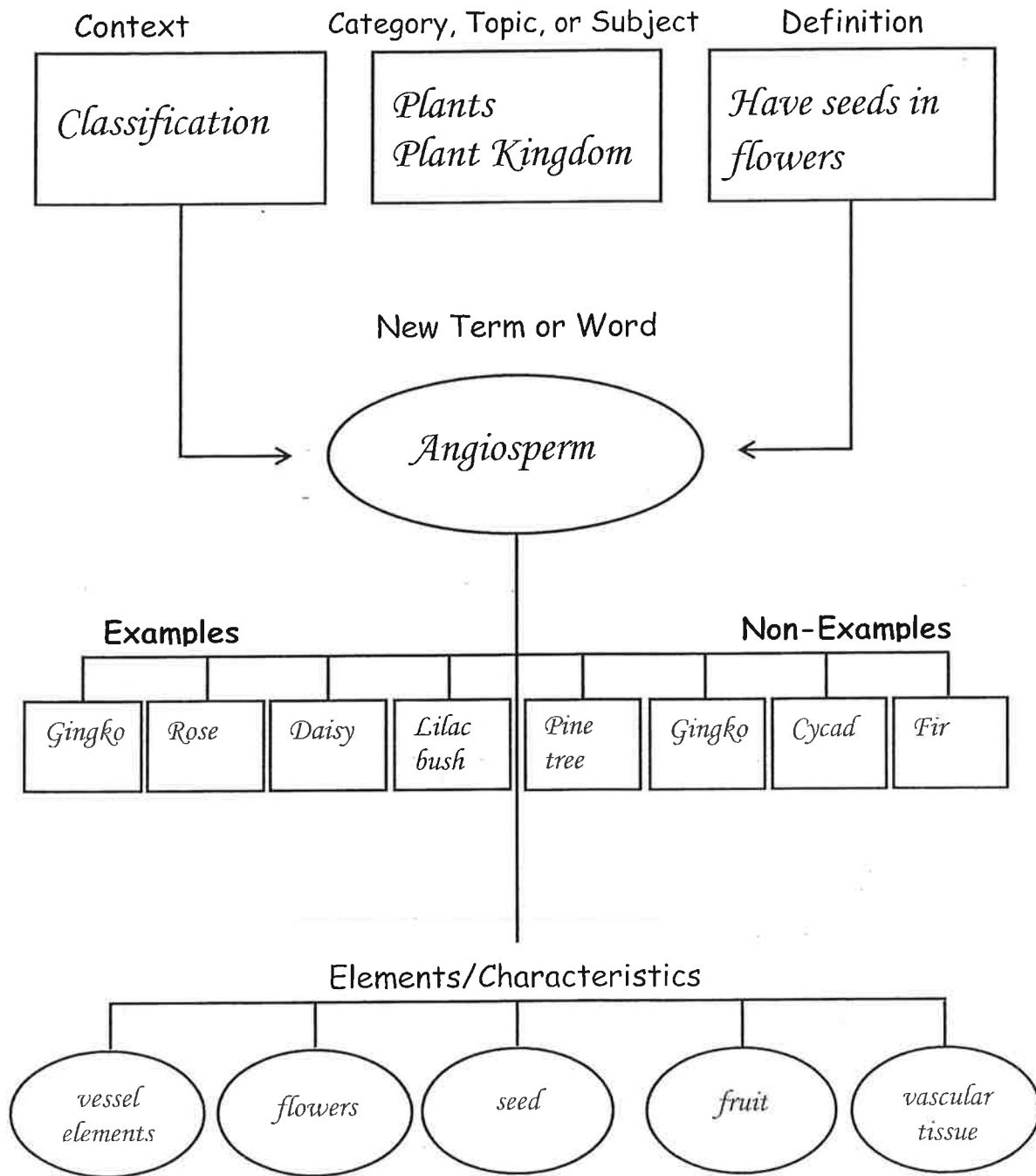
## How it works?

The strategy has students record a new word, the date it was encountered, and the context in which the word was found. Students propose a definition and check it against a dictionary or glossary and then they provide examples and non-examples based on their experiences. Students also record characteristics or elements which are situational to help them understand different meanings of the same words. Students work in groups to complete a graphic organizer. These are shared with other groups. See examples.

Variations for emergent ELL: Provide ESL teacher with vocabulary which can be pre-taught as preparation for group work; provide picture or bilingual dictionaries to ELL; assign the role of 'dictionary checker' to ELL during group work; use completed graphic organizer as alternative assignment or assessment for ELL.

# Vocabulary Tools

## Stephens Vocabulary Elaboration Strategy Example



Brown, Phillips, and Stephens, 1993

# Vocabulary Tools

What is it? 10 Most Important Words (Stephens & Brown, 2000)

Why use it? Demonstrate comprehension and employ vocabulary essential for grade-level content learning; classify words by content or concept; predict the meaning of words and ideas in informational text and literature; determine the meaning of unknown words using context clues; study categories of words to learn grade-level vocabulary; connect words and ideas in books to spoken language vocabulary and background knowledge; use appropriate terms, vocabulary and language of grade-level content; work cooperatively with peers to comprehend text; use self-monitoring strategies to determine meaning of text

How it works? This is designed to help students become aware of the value of key concepts in developing content knowledge. It can be used as a 'pre' or 'post' unit activity. The teacher introduces a topic by helping students think about what they already know. Students are then asked to predict in pairs what they think the ten most important words of the unit will be. Pairs share their lists with another pair, and they agree to a final list of ten. The lists are continually referred to, revised and at the end of the unit the class reflects on which ten were the most important after all.

Variations for emergent ELL: Provide ELL with a list of words beforehand (e.g. twenty) that they can use to select their ten words from; provide pictures or rebuses with the words so ELL have a context; pair up ELL with a linguistic buddy (e.g. a peer from the same language group or a peer who is helpful) for the first share; this strategy uses the cooperative learning tool of pairs compare; conference with the ELL throughout the unit to monitor their understanding of the ten most important words.

# Vocabulary Tools

## What is it?

### Verb Walls

## Why use it?

Determine the meaning of unfamiliar words by using classroom resources (i.e. verb wall); describe and explain phenomenon using appropriate terms, vocabulary and language from science, mathematics, technology, social studies, and literature; use vocabulary to create a desired effect; use precise vocabulary in writing analysis and evaluation; use knowledge of structure, content, and vocabulary to understand text; recognize multiple meanings of words and connections among words; classify previously-learned vocabulary by content; rephrase ideas and thoughts to express meaning; use appropriate vocabulary to exchange information about academic topics

## How it works?

Understanding and using verbs helps students to grasp the actions of a discipline. Teachers can create a verb wall by posting the 50-verb list of their subject area onto the wall. Teachers refer to specific verbs as they present concepts (i.e. exposure) and students use the verb wall for writing tasks in the specific subject areas to explain or describe concepts (i.e. practice and mastery through the writing process). See verb lists.

## Variations for emergent ELL:

Have ESL teachers frontload or pre-teach the verbs to be used for a concept; provide ELL with bilingual dictionaries; have ELL create a pictictionary using the verbs as an alternative assignment or assessment; use cooperative learning tool of team mind maps so groups can create visual mind maps of the verbs to add to the verb wall.

# Vocabulary Tools

- Math - add, subtract, multiply, divide, equalize, factor, correspond, graph, plot, compare, represent, travel, substitute, intersect, calculate, suppose, assume, function, bisect, depend, vary, estimate, slope, change, interpret, measure, connect, apply, match, distribute, simplify, evaluate, express, solve, construct, predict, order, designate, assign, follow, differ, coincide, justify, arrange, demonstrate, operate, extrapolate, draw, determine, find
- History - cause, change, affect, influence, conflict, force, govern, rule; invade, dominate, rebel, attack, establish, expand, lead to, explore, follow, build, form, export/import, increase/decrease, support, promote, vanquish, develop, reign, result, contribute, grow, demand, produce, trade, modernize, industrialize, urbanize, reflect, turn, control, end, begin, rise, decline, believe, practice, advance, retreat, convert, isolate, integrate, worship
- Literature - evoke, convey, express, imply, mean, infer, ascertain, contrast, coincide, relate, begin, proceed, end, tie in, juxtapose, clash, rhyme, alliterate, compare, analyze, symbolize, represent, relate, connect, explain, describe, expose, inform, interpret, foreshadow entail, suggest, summarize, imagine, satirize, understate, exaggerate, personify, motivate, dramatize, connote, denote, characterize, specify, philosophize, translate, narrate, portray, conflict, empathize
- Chemistry - separate, mix, behave, join, bond, fuse, attract, repel, lower, raise, remain, liquefy, burn, calculate, discharge, explode, implode, deploy, balance, equate, level, form, involve, remove, melt, cool, dissolve, heat, change, affect, release, free, oxidize, control, absorb, differ, maintain, react, act, share, transfer, contain, saturate, exchange, equalize, occur, produce, complete, respond, evaporate
- Earth Science - fill, develop, split, cleave, cut, flow, spin, drop, raise, increase, decrease, absorb, weather, erode, build, turn, drift, move, accumulate, maintain, change, support, release, migrate, sift, dissolve, moderate, float, sink, originate, reflect, radiate, settle, form, melt, cement, compact, collapse, disintegrate, arrange, date, overturn, precipitate, elongate, shorten, intensify, weaken, travel, diverge, converge
- Biology - interact; develop, flow, block, react, act, metabolize, pump, oxygenate, deoxygenate, inflame, expand, contract, nourish, respond, produce, die, protect, reproduce, exchange, process, perform, digest, excrete, secrete, synthesize, breathe, divide, differentiate, transmit, filter, cross, graft, regenerate, disperse, fertilize, evolve, mutate, ingest, control, transport, stimulate, impede, function, connect, hydrate, dehydrate, acidify, proliferate, decompose
- Physics - push, pull, fly, raise, lower, burn, flow, cohere, adhere, engage, disengage, force, float, expand, contract, melt, evaporate, sink, spin, differentiate, turn, drive, exert, convert, balance, calibrate, measure, deflect, bounce, reflect, explode, implode, relay launch, meet, gather, collect, signal, ignite, draw, touch, attract, repel, rotate, reverse, vibrate, recycle, counteract, act, react

(Benjamin, 1999)

# Vocabulary Tools

What is it? Visual Structures (Barton, 1998)

Why use it? Comprehend common and specific vocabulary in informational texts and literature; classify previously-learned words by content, themes or concepts; participate in discussions using words and phrases; use appropriate vocabulary to exchange information about academic topics; use appropriate vocabulary for different audiences and settings; apply knowledge of word analysis and text structure to expand comprehension of vocabulary found in text; study categories of words to learn grade-level vocabulary; learn grade-level vocabulary through a variety of means; use grade-level vocabulary to communicate ideas, emotions or experiences for different purposes; learn and extend vocabulary through direct and indirect means; acquire new vocabulary by reading across subjects and genres

How it works? This strategy makes a clear connection between words and important concepts from the texts through the use of visual structure that show the relationships explicitly. Examples include word webs or semantic mapping, word weave or matrixes, or vocabulary thermometers. Once the visual structure is created, decide when to introduce it (i.e. before-during-after reading) and where to display it (i.e. so that it can be revisited during the unit). Later, have students re-categorize words into a new structure, to retell the story using the structure for help, create a role play using the vocabulary, as an organizer for responding in writing, or as a performance assessment where students have to recreate the structure from memory.

Variations for emergent ELL: Have ESL teacher create visual structures with ELL as pre-reading strategies; use cooperative learning tools of team mind maps, teammates consult, roundtable, or team pair solo for the after-reading tasks; use visual structures as alternative assignments or assessments.

# Vocabulary Tools

## What is it?

Vocab Alert! (Stephens & Brown, 2000)

## Why use it?

Demonstrate comprehension of and employ vocabulary essential for grade-level content learning; comprehend specific vocabulary in informational texts and literature; participate in discussions using appropriate vocabulary; study categories of words to learn new grade-level vocabulary; learn new words indirectly from reading books and other print sources; learn grade-level vocabulary through a variety of means; discuss the impact of vocabulary in evaluating ideas and information; use appropriate terms, vocabulary and language in content-areas; identify words that determine meaning in text; use self-monitoring strategies to identify vocabulary that causes comprehension difficulties

## How it works?

The design of the Vocab Alert! helps make students aware of important terms prior to reading or a lecture. It serves as a form of self-assessment as well as an assessment tool for teachers. The teacher selects the most important words (between 5 and 10) from the text. Using a continuum, students self assess their familiarity with each term. Then the teacher introduces the significance of the terms to the topic. As the students read/hear the text, they record information. Afterwards, the teacher engages the class in discussion to further clarify and develop understanding of the terms. See example.

Variations for emergent ELL: Provide the ESL teacher with the list of words so they can work with ELL to record information; use the cooperative learning tools of teammates consult, numbered heads together, or mix freeze group to conduct the discussion; have ELL keep records of their 'knowledge rating' in a journal and conference with them throughout the unit to monitor the transfer of the vocabulary from 'non-familiarity' to 'knowledge.'

# Vocabulary Tools

| I know<br>1    | 2   | It's sort of familiar<br>3 | 4 | Don't know<br>5 |
|----------------|---|----------------------------|---|-----------------|
| List of Words: |   |                            |   |                 |
| 1.             | embargo                                       |                            |   |                 |
|                | Notes: government restricts trade; see p. 356 |                            |   |                 |
| 2.             | treaty  |                            |   |                 |
|                | Notes: agreement between nations: see p. 359  |                            |   |                 |
| 3.             | _____   |                            |   |                 |
|                | Notes:  |                            |   |                 |



# Vocabulary Tools

What is it? Vocab-marks (Stephens & Brown, 2000)

Why use it? Demonstrate comprehensions and communicate specific, technical, and abstract words and phrases of grade-level content; use resources to find meaning of words; identify specific words causing comprehension difficulties; apply knowledge of context clues to determine meaning of words; acquire new vocabulary by reading across subjects and genres; use self-monitoring strategies to identify words that cause comprehension difficulties

How it works? A Vocab-mark is a bookmark made from laminated paper with spaces for students to list unfamiliar words as they encounter them in their reading. The teacher models finding unfamiliar words while reading and how to record them on a Vocab-mark. Students make their own and begin to list new words, the page number, and a brief definition (using designated classroom resources). Some teachers structure the use of Vocab-marks by specifying what students must look for (e.g. three technical terms, two unfamiliar terms).

Variations for emergent ELL: Provide ELL with picture or bilingual dictionaries; have ESL teachers locate cognates (i.e. words that are similar across languages) with ELL as a starting point; copy the lists of other students for ELL to use.

# Vocabulary Tools

## What is it?

Vocabulary Graphics (Stojnost & Thiese, 2001)

## Why use it?

Demonstrate comprehension and communicate specific, technical, and abstract words and phrases of grade-level academic content; comprehend specific vocabulary in informational texts and literature; rephrase thoughts and ideas to express meaning; connect vocabulary and life experiences to ideas in books; match pictures with words; determine the meaning of unfamiliar words using context clues; dictionaries, thesauruses, and other classroom resources; study antonyms and synonyms to learn new grade-level vocabulary; use effective vocabulary in writing; discuss the impact of vocabulary in evaluating ideas, information, and experiences; apply knowledge of word analysis and sentence structures to determine meaning; identify multiple levels of meaning; use precise vocabulary in writing; understand cultural nuances of the meaning; use self-monitoring strategies to determine meaning

## How it works?

Students are given 5 x 7 index cards. As words are encountered in class, students are to write the teacher or book definition. At some point, they partner up to record the following information in each of the card's four corners: a sentence using the word, a synonym, an antonym, an illustration. Students build a vocabulary file with the cards to use for a designated purpose (e.g. in writing). See the example.

## Variations for emergent ELL:

Allow ELL to use the primary language as one of the options for the corners; provide ELL with a picture or bilingual dictionary; use the cooperative learning tools of match mine or draw what I say so the ELL are the 'receivers' and their partners are the 'providers' of information; use the cards that students make in class in a vocabulary station and send the ELL to that center to play the flashcard game together (e.g. students practice until all cards are in the 'known' pile).

# Vocabulary Tools

**SENTENCE:**

When I think of a NUCLEUS, I think of a sunny-side up egg!

**SYNONYM:**

core

**WORD:** Nucleus

**DEFINITION:** A nucleus is the center

**ILLUSTRATION:**



**ANTONYM:**

edge

# Vocabulary Tools

## What is it?

Vocabulary Notebook or Journal (Billmeyer, 2004)

## Why use it?

Demonstrate comprehension and communicate specific, technical and abstract words and phrases of grade-level content; comprehend vocabulary in informational texts and literature; rephrase thoughts and ideas to express meaning; use appropriate vocabulary to exchange information about academic topics; create a picture dictionary to learn the meanings of new words; match spoken words with pictures; apply knowledge of word analysis and sentence structure to expand comprehension of vocabulary; use dictionaries and context clues to determine meaning; study antonyms to learn new grade-level vocabulary; connect words and ideas in books to spoken vocabulary and background knowledge; identify specific words causing comprehension difficulties; participate in discussions using appropriate words and phrases; learn and extend grade-level vocabulary through direct and indirect means; use self-monitoring strategies to determine meaning of text

## How it works?

After reading or discussing, students keep track of their vocabulary development in a notebook or journal by recording how a word is used in different contexts, sketching what it means, and providing meaningful examples which link to their lives. Notebooks and journals can be shared with peers. See example.

Variations for emergent ELL: Have ESL teacher monitor the notebook as an alternative assignment or assessment of content concepts; allow ELL to use primary language examples as well; use cooperative learning tools of mix-pair-discuss, inside/outside circle, stir-the-class, and timed pair share to share notebooks with peers.

# Vocabulary Tools

## Vocabulary Notebook Example

1. word: concentric page: 5
2. context: *"There were more than a dozen vessels of various kinds, formed roughly into concentric circles."*
3. definition: *having a common center*
4. antonyms: *imbalanced*
5. predicted definition: *round*
6. association or symbol:



# Vocabulary Tools

## What is it?

Vocabulary Writing in Math (Billmeyer, 2004)

## Why use it?

Define and use appropriate terminology related to mathematics; demonstrate comprehension of and employ specific and technical vocabulary of grade-level mathematics; identify words in English that are similar in meaning to words in the primary language; use appropriate vocabulary to exchange information about mathematics; use appropriate mathematical terms, vocabulary, and language; use a picture dictionary to learn the meanings of new words; match words with visual representations; use classroom resources to determine meaning; identify specific words causing difficulties in comprehension; apply knowledge of context clues to determine meaning; use prior knowledge and experience to understand ideas and vocabulary; distinguish multiple meanings of words to understand mathematical usage; use self-monitoring strategies to determine meaning


## How it works?

Learning math is often equated to learning a new language due to the vocabulary-dense texts and conceptual context within which vocabulary is presented. One way to help students assimilate mathematical language is to have them create their own vocabulary journal using a structure which requires a visual representation of the meaning. See example.

## Variations for emergent ELL:

Provide students with a math glossary or a bilingual dictionary; use the journal as an alternative assignment or assessment for ELL; use the cooperative tools of sages share, circle-the-sage or draw what I say to have students teach each other; have ESL teacher frontload or pre-teach vocabulary.

# Vocabulary Tools

| WORD | PICTURE   | DEFINITION  |
|------|---|---|
| yard | ft                  ft                  ft<br> | A standard unit of measure made up of three feet. It is smaller than a meter. |

# Vocabulary Tools

## What is it?

Vocabulary Story Map (Blachowicz & Fisher, 1996)

## Why use it?

Comprehend specific vocabulary in literature; classify words by concept-based categories; participate in discussions using appropriate words and phrases; rephrase ideas and thoughts to express meaning; connect vocabulary and life experiences to ideas in books; interpret words of characters in stories; learn new words from reading books; recognize and use literary elements in speech and writing; use knowledge of key vocabulary to interpret stories; identify words, phrases and sentences that determine meaning in literature; acquire new vocabulary by reading literary genres; recognize how authors use literary devices to create meaning; distinguish between dictionary meaning and author's meaning; understand cultural nuances of meaning

## How it works?

Integrating new vocabulary with students' schema or prior experiences makes the words more accessible. For an upcoming story, the teacher maps out the story line choosing vocabulary words that are critical to the story elements. The possible big ideas section may not be in the story but are needed for effective discussion and the vocabulary should be used multiple times in discussing, explaining, and summarizing. See example.

Variations for emergent ELL: Select stories which are universally known; provide pictures or rebuses as visual clues; have the ESL teacher frontload or pre-teach the strategy so ELL can use it for a literature circle discussion; have ELL read the story in their primary language beforehand; use cooperative learning tools of roundtable, jigsaw problem solving or team story maps for students to complete story maps together.



# Vocabulary Tools

## "THE NECKLACE" (Vocabulary Story Map)

### Characters

Mathilde, who believes there is nothing more humiliating than to look poor among women who are rich.  
M. Loisel, who gives his wife 400 francs for a ball gown.  
She suffered ceaselessly from the ugliness of her curtains.

### Setting

The vestibule of the palace  
The ministerial ball  
A tented garret

### Problem

Mathilde loses a borrowed diamond necklace and is sick with chagrin and anguish.  
M. Loisel borrows money and accepts ruinous obligations.  
They are impoverished by the debt.

### Resolution

M. and Me. Pay the accumulations of debt and interest for years. After the debt is paid, Mathilde sees the friend from whom she borrowed the necklace and finds out it was only paste.

### Possible Big Ideas

Putting on airs, humiliation, egotism, arrogance, conceit, vanity, disdain, haughtiness, destitute, indigent, irony, false pride, image, deprivation, poverty, calamity, compromised, luxuries

# Vocabulary Tools

## What is it?

Word Boxes/Journals & Logs (Fogarty, 2001)

## Why use it?

Demonstrate comprehension of and employ vocabulary essential for grade-level content learning; classify previously-learned words by themes or concept-based categories; participate in discussions using appropriate words and phrases; rephrase thoughts and ideas to express meaning; use appropriate vocabulary to exchange information about academic topics; learn the meaning of words and use them in speech and writing; use new vocabulary to talk about life experiences; learn grade-level vocabulary through a variety of means; use grade-level vocabulary in writing; vary the vocabulary according to the purpose of writing; work cooperatively with peers to comprehend and use vocabulary; use self-monitoring strategies to comprehend vocabulary

## How it works?

These are based on the same principles but are for different age groups. For younger students, shoeboxes are used for individual word boxes. Students gather new words each day using 8 inch x 3 inch colored construction strips to record them. Students play the game "Go Fish" mixing their word cards with partners. When students know their words, they keep them (unknown words are discarded). Word strips are then used to create a story, some of which are illustrated, bound and read to others. Over the months students will see their own progress. Vocabulary journals and logs serve the same purpose for older students as they use their growing list of words to better understand content-specific material.

Variations for emergent ELL: Have ESL teacher develop these tools during ESL instructional time; allow use of primary language; provide picture or bilingual dictionaries; use the tools as alternative assignments or assessments, anchor activities, or centers (see differentiation tools); use cooperative learning tools of solo-pair-team (reverse of team-pair-solo) or roundtable to create stories or summaries of informational texts.

# Vocabulary Tools

## What is it?

Vocabulary Concept Chain (Billmeyer, 2003)

## Why use it?

Demonstrate comprehension of specific technical and abstract words and phrases of grade-level academic content; group previously-learned words by concept-based relationships; connect words and ideas to prior knowledge; increase background knowledge by elaborating and integrating new vocabulary; use appropriate content-area vocabulary, terms, and language; work cooperatively with peers to determine meaning; learn and extend grade-level vocabulary; use precise vocabulary in writing; analyze sentence structures that determine meaning of text in content areas; identify words, phrases and sentences that determine the meaning of text in text; focus on key words that signal the direction of text; use self-monitoring strategies to determine meaning

## How it works?

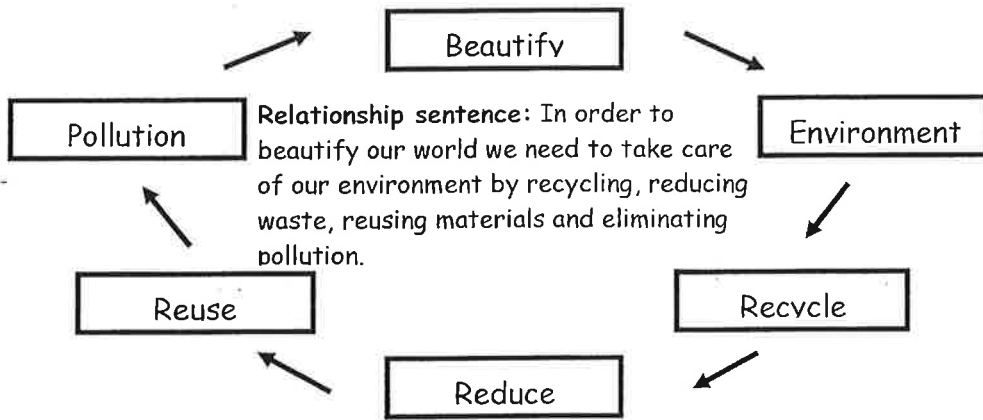
Students study the vocabulary relating to the concept being studied. In pairs, they try to determine how the vocabulary words are related in order to organize the words into a concept chain (e.g. a circular set of words). After all of the vocabulary words are placed in the appropriate order, students write a relationship sentence which summarizes how the chain of words expresses the meaning of the concept. See example.

## Variations for emergent ELL:

Give words to ELL which have been frontloaded or pre-taught with the ESL teacher; use pictures or rebuses with each word to provide visual clues; provide ELL with picture or bilingual dictionaries; use the cooperative tools of paired heads together, partners, pairs check, or mix-pair-discuss to complete concept chains; use concept chains as pre-writing tools for a writing workshop (see differentiation tools).

# Vocabulary Tools

## Vocabulary Concept Chain Example



# Vocabulary Tools

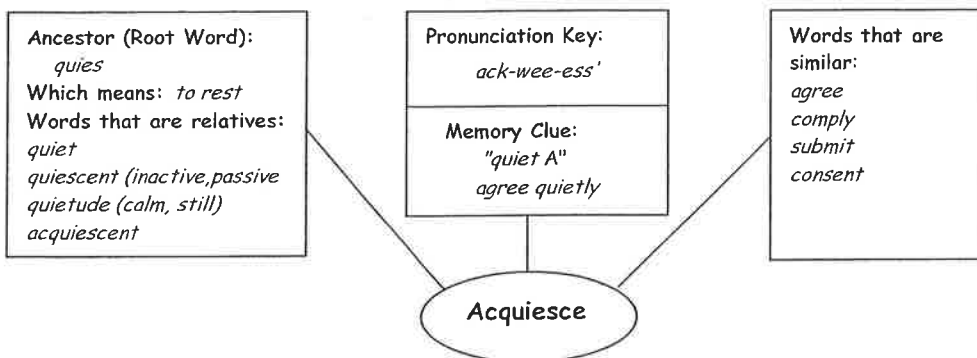
What is it? Word Family Tree (Buehl, 2001)

Why use it? Demonstrate comprehension of and communicate specific, technical, and abstract words and phrases of grade-level academic content; identify words in English that are similar to words in primary language; apply knowledge of word analysis, parts of speech, and sentence structures to determine meaning and comprehend text; study root words, prefixes, suffixes and plurals to learn new vocabulary; study antonyms, antonyms and homonyms to learn new grade-level vocabulary; discuss the impact of vocabulary in evaluating ideas, information, and experiences; determine the meaning of unfamiliar words by using context clues, dictionaries and other classroom resources; use prior knowledge and experience to understand ideas and vocabulary; distinguish between dictionary meaning and implied meaning; interpret multiple levels of meaning; use self-monitoring strategies to determine meaning

How it works? This strategy involves students in connecting a key term to its origins, to related words or words that serve a similar function, and to situations in which one might expect the word to be used. Select a group of target words for students to investigate (i.e. pivotal words in a story, a unit of study, or general-high utility vocabulary). Students work with partners or in cooperative groups to complete the organizer using appropriate resources. See example.

Variations for ELL: Have the ESL teacher frontload or pre-teach the vocabulary; provide bilingual dictionaries to ELL; assign roles to each student (e.g. ELL could look words up in the dictionary; use cooperative learning tool of roundtable to have students complete the trees; use trees as alternative assignments or assessments for ELL.

# Vocabulary Tools



**Definition:** *to go along reluctantly, to give in maybe even if you really don't want to*

---

**A sentence where you found this word:**  
*Eventually the Native Americans acquiesced to the treaty, even though they felt betrayed by the government.*

---

**Who would say it? Pick three kinds of people who might say this word and write a sentence showing how they might use it:**

| Politician  | Judge  | Business Person   |
|---|--|---|
| <i>After a few changes to the bill, the senator <u>acquiesced</u> to vote for it.</i> | <i>The judge told the jury that every member had to <u>acquiesce</u> to reach the verdict.</i> | <i>I will <u>acquiesce</u> to buy your computers if you guarantee that they will work for my company.</i> |

# Vocabulary Tools

## What is it?

Word of the Week (Stephens & Brown, 2000)

## Why use it?

Demonstrate comprehension of and employ vocabulary that express personal information, school-related information or grade-level content learning; participate in discussions using appropriate words and phrases; demonstrate how idiomatic expressions are used in English; identify the meaning of phrasal verbs; use new vocabulary to talk about life experiences; determine the meaning of unfamiliar words by using dictionaries and classroom resources; apply knowledge of sentence structure to comprehend texts; use descriptive, vivid and playful language; identify specific words causing comprehension difficulties; discuss the impact of vocabulary in evaluating ideas, information and experiences; identify multiple levels of meaning

## How it works?

This process of making new words their own helps students to construct an ever-widening vocabulary. Students identify a new word (or idiom) that they are interested in adding to their vocabularies. They list the word, the part of speech, the definitions, and a sentence. Students use 'their word' in class all week, and students share their words with partners, then small groups, then the class.

Variations for emergent ELL: Have ESL teacher select a word of the week for each ELL (e.g. a cognate if possible); provide a picture or bilingual dictionary; use cooperative learning tools of pairs compare and stir-the-class to share the words.

# Vocabulary Tools

What is it? Word Splash (Burns, 1999)

Why use it? Predict the meaning of unknown text when given words as clues; comprehend vocabulary in informational text and literature; participate in discussions regarding words and phrases; rephrase ideas and thoughts to express meaning; use context to determine meaning; use knowledge of key vocabulary to interpret informational text or literature; listen for unfamiliar words and learn their meaning; recognize how authors use words to create meaning; focus on key words that signal meaning; use self-monitoring strategies to determine meaning of text

How it works? Word splash sounds very simple but an amazing amount of connected information is shared in a relatively short amount of time. The strategy may not produce precision with vocabulary but when the words are encountered in the text, they will not be complete strangers. The teacher selects a variety of words that are integral to the unit and posts them on a transparency or a SMART BOARD. The teacher elicits from students what is already known about the terms, including their use in sentences. The teacher checks off the words as they are used. Students predict the story based on the word splash or predict the ideas to be studied if using informational text. See the example.

Variations for emergent ELL: Have the ESL teacher select at least one cognate (i.e. words that are similar across languages) for the splash; copy the word splash and sent it to the ESL teacher for prediction and verification; use cooperative learning tool of numbered heads together for students to predict in small groups before they share as a class.



# Vocabulary Tools

|                  |           |                 |
|------------------|-----------|-----------------|
| <i>falcon</i>    | celestial | ancient         |
| Osiris           | deceased  | <b>tomb</b>     |
| inscription      |           | dismembered     |
| <b>ointments</b> | dynasty   | divinities      |
| sarcophagi       |           | <i>numiform</i> |
| netherworld      |           | -               |

# Vocabulary Tools

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