INTRODUCTION & OBJECTIVES 1-2 minutes

Vocabulary helps to define our world.
“We think with words, therefore to improve thinking, teach vocabulary.” A. Draper and G. Moeller

This training session will:
★ Demonstrate the value of introducing new words to the children
★ Show why teaching new words using multiple strategies is important
★ Provide strategies to teach new words

Body 5-6 minutes

Students need a variety of exposures to new words to understand them.

○ Just saying a word and its definition doesn’t mean it will be retained.
  For example: Remora means an obstruction. How long will you remember that?
○ To retain new information we have to understand it and use it.
○ Research has shown that writing words over and over doesn’t work
○ Learning new words using a variety of strategies is an effective way to ensure that new words are understood and retained.

Vocabulary strategies to use when you encounter a new word: (Think DEE)

Describe then Define.

■ Tap into prior knowledge.
  A mother horse and a father donkey can have mule offspring.
  An astronaut is a sailor in the air (astro = space + nautical = sailor).
■ Use imagery if shown in a picture in a primary grade book.
  Point to a picture in a book or act out the word
■ Ask the kids to pronounce the word together.

Explore it with the children.

■ Context clues: Use information from the immediate text or other words in the sentence to discover the unknown meaning of a word.
  ● The audience applauded when the wonderful show was over.
    ○ Show me what applauded sounds like.
  ● Making Choices:
    We took a treacherous walk near a swamp filled with crocodiles.
    ○ Is treacherous safe or dangerous?
■ Word Structure: Does the word contain a prefix, root word, or suffix?
  ● Strong winds blew Ivan’s ship into uncharted seas.
  ● Roller coasters are exciting to ride.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>root word</th>
<th>suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>chart</td>
<td>-ed</td>
</tr>
<tr>
<td>not</td>
<td>mapped</td>
<td>before</td>
</tr>
<tr>
<td>ex-</td>
<td>cite</td>
<td>-ing</td>
</tr>
<tr>
<td>outward</td>
<td>calling</td>
<td>doing</td>
</tr>
</tbody>
</table>
Examine the children’s understanding.

> **Word Associations:** Ask the children to link a word to synonyms or antonyms to help them to figure out the word’s meaning. **Analogies** are a good way to form word associations.
> • What is a synonym for the word *crook*? (criminal)
> • *Night* is to *dark* as *day* is to __________ (Dark describes the amount of light at night, so *bright* would be a good word to describe the amount of light during the day).

> **Idea Completions:** Start a sentence and ask the kids to finish it. They will need to integrate a word’s meaning into a context in order to explain a situation.
> • The audience asked the *virtuoso* to play another piece of music because...
> • The skiing instructor said Maria was a *novice* on the slopes because...

> **Making Choices:**
> • Does *primeval* mean old or modern?
> • Does *haughty* mean stuck up or friendly?

> **Show Me**
> • With your hands or fingers show me what *perpendicular* means.
> • Show me what a *forlorn* look is.

> **Tell About**
> • Tell about a time when you were *flippant*.
> • Tell about a situation in which you felt *intimidated*.

**Breakout Activity:** Learning and teaching a new word. 4-5 minutes

You have 4 minutes to meet with your grade level. Choose **two words** from your read-aloud book or tip sheet that you think may be challenging vocabulary, and practice using one of the vocabulary instruction strategies that you feel would be appropriate to your grade level. Report back to the group the most effective strategy for the word(s) selected.

**Discussion & Conclusion** (2-4 minutes)

Did having these strategies help you?

Would the specific strategy you chose really work for your grade level?

Did you have questions about how to implement any of these strategies?

Do you have another strategy that is not on our list that you think might be helpful to share?

What could you possibly do if the students just don’t get the meaning of a word in the text even after you’ve tried a few strategies?

**Final thought:** Use as many strategies as possible when teaching new vocabulary words.