



Teaching Vocabulary

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Principles of Vocabulary Instruction

- Teachers need to devote time to vocabulary development.
- Learning new words requires active involvement with the words and not passive learning of dictionary definitions.

Principles of Vocabulary Instruction

- Explicit instruction is necessary to teach critical words (those words essential for understanding, especially when there are insufficient clues to infer the meaning).
- Learners must have repeated exposures to a word to learn it well.

Principles of Vocabulary Instruction

- Successful vocabulary strategies help students relate new words to their own prior knowledge, as well as to other related words because...
- Students learn vocabulary better when the words they study are related to familiar experiences and knowledge they already possess.

Principles of Vocabulary Instruction

- To know a word means:
 - knowing what it means
 - how it fits with related words
 - how to pronounce it and write it
 - the contexts in which it can occur.



Morphemic Approach



Morphemic Approach

- Root words with prefixes and/or derivational endings
- Root words with inflectional endings
- Contractions
- Compound Words

Morphemic Approach

- Four prefixes account for 58% of prefixed words read in school materials, grades 3-9
 - **un-, re-, dis-, and in-**
- 80% of prefixed words have suffixes.
 - 62% are common inflectional endings:
 - **-s, -es, -ed, and -ing**
 - 29% are derivational endings:
 - **-able, -ible, -ness, - and -ly**

Inflectional Endings

- Added to verbs
 - -s 3rd person singular
 - -ed past tense
 - -ing progressive tense
 - -en past participle

- Added to nouns and modifiers
 - -s plural
 - 's possessive
 - -er comparative
 - -est superlative

Derivational Endings

- Derivational Endings change the part of speech, for example:
 - boy (noun) > boyish (adjective)
 - vaccine (noun) > vaccinate (verb)
 - teach (verb) > teacher (noun)
 - describe (verb) > description (noun)
 - quick (adjective) > quickly (adverb)

Morphemic Approach

Once you have taught the meaning of prefixes and suffixes, manipulate words to increase learning by:

- Prefix removal
- Suffix removal
- Further analysis of root words
- Adding affix meanings back to root words

Word Sort (-er endings)

B.C.



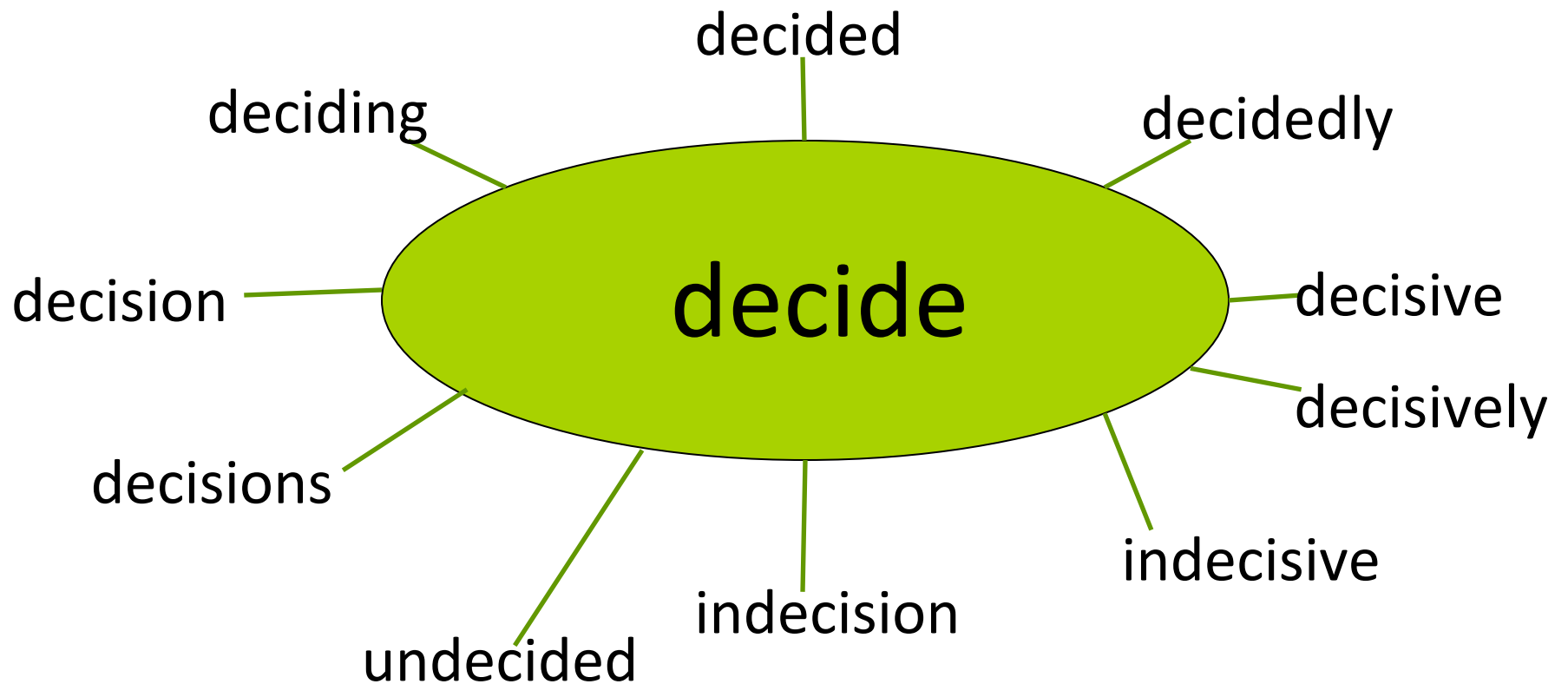
Word Sort (-er endings)

diaper	teacher	greater	master
richer	manager	winner	under
dishwasher	after	writer	fighter
winter	heavier	copier	heater
runner	typewriter	salamander	kinder

Word Sort (-er endings)

people who	things that do	more	?

Word Sprouting – Phase 1



Word Sprouting – Phase 2

- Naj has difficulty making _____.
- Yesterday, Naj _____ to get a job.
- Naj can be _____, meaning that he has a hard time _____ what he wants to do.
- Naj has never been a very _____ person.
- “I just can’t _____!” he told me unhappily.
- After talking about it, Naj usually then _____ what he wants to do.

Word Sprouting – Phase 3

➤ For each word or word group, write a complete sentence. Do not change the form of the word. Do not separate or rearrange the word groups.

1. They decide
2. She decides
3. deciding
4. had decided
5. decision
6. is deciding
7. indecision
8. decisively

Foldables

➤ Foldables can be helpful to reinforce Word Sprouting.

➤ Examples

➤ They also can help students understand contractions!

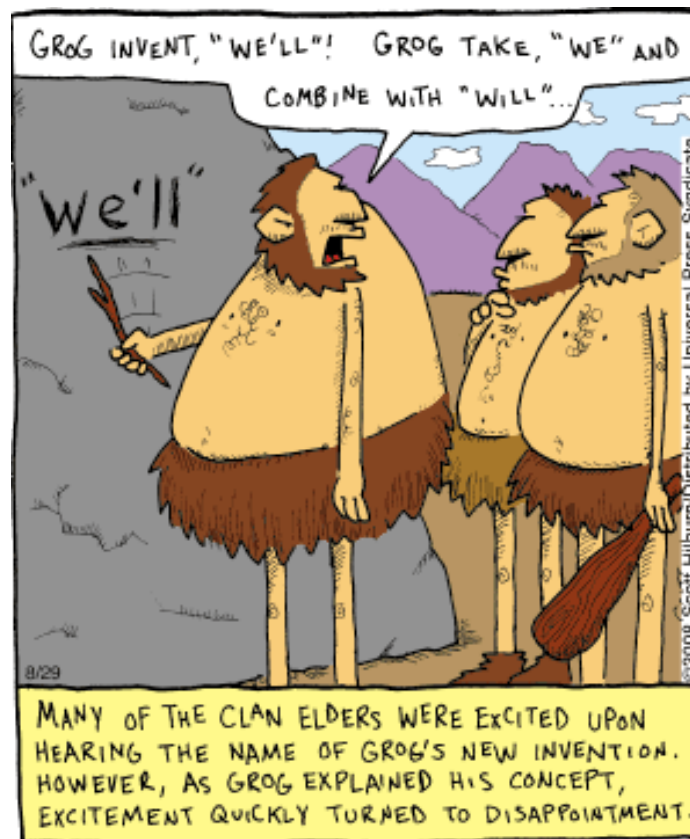
➤ Examples

Foldables Boogie

Foldables Boogie



Contractions

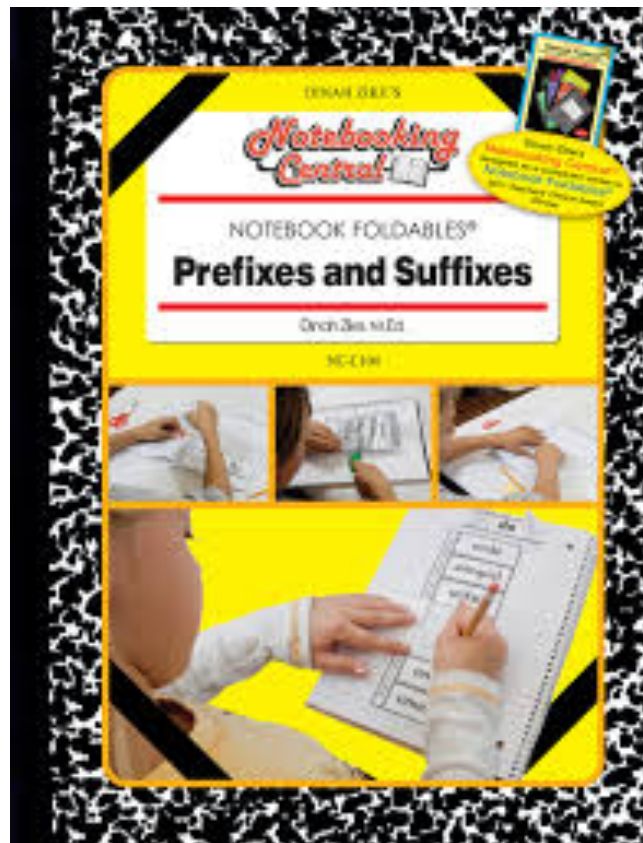


Contractions



Foldables Book

Dinah Zike





Functional Approach



Functions, Forms and Fluency

Purposes	Functions	Predict, retell, explain, justify, persuade, express wants, disagree, describe...
Word Choice	Forms	Word Banks and Sentence Frames
Communicative Competence	Fluency	Opportunities to practice the language

Functions

- We use language to accomplish something in formal and informal settings, for social and academic purposes.
 - Persuading
 - Expressing wants/needs
 - Expressing disagreement
 - Retelling
 - Describing
 - Explaining

Forms: Vocabulary

- Lexical vocabulary includes content-specific terms:
 - **government, drought, debt, variable**
- Grammatical vocabulary includes general utility words required for constructing sentences. They are the words that determine relationships and are essential for comprehension.
 - **because, and, but, if...then, whereas, however, consequently**

Application – Step 1

- We are going to explore how functions and forms work together.
- You have 14 slips of paper – 7 are language functions and 7 are language forms.
- Determine which are functions and which are forms, then **STOP**.

Application – Step 2

- Place the functions in the LANGUAGE FUNCTION column, then **STOP**.
- Now pair the forms with the functions - which syntactic or grammatical form is necessary to express a given language function.

Function: Expressing an Opinion

- Go to the first page of your handout packet.
- Read the six Principles of Vocabulary Instruction.
- Of the principles of vocabulary instruction, identify the one you think is most important.

Forms: Expressing an Opinion

➤ Using one of the sentence stems below, express your opinion.

➤ I think that ____ is most important.

➤ In my opinion, _____ is most important.

➤ Based on my experience, I believe ____ is most important

Functions > Forms

- You have a handout (Mary Larios, SBCEO) that is a good reference for sentence frames and signal words/phrases.
- Compare/Contrast
- Cause/Effect
- Explain/Elaborate
- Justify/Support with Evidence
- Sequence or Order

Contextual Approach

ZITS



Cross Checking

➔ Suddenly, Jimmy saw a giant frog.

Cross Checking

- Read the sentence with a blank that holds the place of a missing word.
- Write words that the student suggests, words that would make sense semantically and syntactically.

Cross Checking

- Uncover the first letter and erase any suggested words that don't begin with that letter.
- Have the students generate more ideas that might work semantically, syntactically and that begin with the uncovered letter.
- Uncover more of the word and continue.

➤ Patricia Cunningham

Cross Checking

- Ann's favorite animal is the _____.
- Ann's favorite animal is the **c**_____.
- Ann's favorite animal is the **ca**_____.
- Ann's favorite animal is the **capy**_____.
- Ann's favorite animal is the **capybara**.

Context Detective

Context Detective



Contextual Redefinition

➤ Write a definition for

➤ **Arachibutyrophobia**

➤ Share your definitions and rationale.

arachibutyrophobia

- Emma was born with a cleft palate.
- Because of this she developed **arachibutyrophobia**.
- Even though she had corrective surgery, the thought of eating peanut butter was still terrifying!

Contextual Redefinition

- Select unfamiliar words whose meaning is necessary to understand the important ideas presented in the text.
- Write a sentence or sentences with appropriate clues as to the word's meaning.
- Present the word in isolation and ask students to predict the meaning of the word, using whatever strategies they may.

Contextual Redefinition

- Present the word in context and ask students to maintain or revise their initial predictions.
- Ask students to articulate their reasons.
- Use dictionary for verification.

Context Clues

➤ Formal Definition

- The meaning of the word is expressed in a direct statement.
- Example: A **palindrome** is a word that is spelled the same forwards and backwards.

Context Clues

➤ Definition by Example

➤ Example: The following are examples of

eponyms:

- Pasteurization is named after Louis Pasteur.
- Sandwich is named after the Earl of Sandwich.
- Leotards are named after trapeze artist Jules Leotard.

Context Clues

- Definition by Description
 - Provides description of the physical qualities or characteristics of the object which the word represents
 - Example: The **capybara** looks like a giant guinea pig with webbed feet.

Context Clues

- Definition by Comparison and Contrast
 - This method gives the author the opportunity to stretch the meanings of words and to be creative in her/his descriptions.
 - Example: While both **metaphors** and **similes** compare something to something else, **similes** are signaled by the use of *like* or *as*.

Context Clues

- Definition by Synonym
 - Probably the shortest defining device
 - Example: **Peanuts** are also known as goobers, groundnuts, and groundpeas.

Context Clues

- Definition by Apposition
 - The appositive clue is a parenthetical word or phrase used to clarify or define.
 - Example: Flutterby (butterfly) is a **Spoonerism**, a slip of tongue whereby the speaker transposes sounds.


Context Clues

➤ Definition by Origin

- An explanation of the history of a word can fix its meaning by providing a setting in which the word can be placed and remembered.
- Example: **Morphology** is the study of word formation, including the origin and function of inflections and derivations (**morph**=shape, form or structure; **ology**=indicates the study of)

Word Detective

- Underline the part of the sentence that helps you know the meaning of the word in bold.
- Use context clues!

- 
- She is **gaunt** – so very thin and bony!
 - The **comestibles**, including a pizza, hot dogs and cake were in the refrigerator before the party.
 - Some students are **aloof**, others pay attention to everything.
 - My friend was so **forlorn** when her dog died that she cried for a week.

Give One-Get One



Give One-Get One

- List 2-3 ideas from today's workshop that you hope to use with your student.
 - You can list things you didn't know before or things you knew, but were reminded of.
 - You can list learning activities and/or ideas.

- Be prepared to share.

Give One-Get One

- Interact with one colleague at a time.
- Exchange papers and read each other's lists.
- Add one new idea from your partner's list to yours, along with her/his name.
- Continue sharing until "time" is called and you have at least 2-3 additional ideas.
- Be prepared to share at least one new idea you gleaned from a colleague.

Give One –Get One

- Using a sentence frame and a public voice, acknowledge one idea you gleaned from a colleague.
- _____ reminded me about ...
- I learned _____ from _____.
- _____ shared a good idea. Her/His idea is...