

Teaching Vocabulary
Santa Barbara Library Literacy Services
May 18, 2015
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Principles of Vocabulary Instruction

1. Teachers need to devote time to vocabulary development.
2. Learning new words requires active involvement with the words.
3. Explicit instruction is necessary to teach critical words.
4. Learners must have repeated exposures to a word to learn it well.
5. Students learn vocabulary better when the words they study are related to familiar experiences and knowledge they already possess.
6. 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

Note Taking	Note Making: Comments, Questions, Etc.
Morphemic Approach:	

Functional Approach:

Contextual Approach:

TEACHING COMMON SUFFIXES AND PREFIXES

- A few prefixes and suffixes account for most affixed words in English.
- Four major prefixes (un-, re-, dis-, in-) account for 58% of prefixed words read in school materials in grades 3-9.
- 80% of prefixed words have suffixes.
- 62% are the common inflectional endings: -s, -es, -ed, and -ing.
- 29% are derivational endings: -able, -ible, -ness, and -ly.
- Once you have taught the meaning of prefixes and suffixes, manipulate words to increase learning by:
 - a. prefix removal
 - b. suffix removal
 - c. further analysis of root words
 - d. adding affix meanings back to root words

BUILDING READING SUCCESS 4-8**Prefix – Sequence of Skills**

Rank	Prefix	Meaning	Example
1.	un-	not, opposite of	unknown
2.	non-	not	nonfiction
3.	mis-	wrong, not	misunderstood
4.	re-	back or again	retell
5.	inter-	between, among	intermission
6.	in-	not	inactive
	in-	into	inside
7.	im-	not	impolite
	im-	into	impress
8.	dis-	away from	disarm
	dis-	not	disapprove
9.	sub-	under, beneath	subway
10.	com-	together	compress
	con-	together	connect
11	over-	beyond	overtime
12.	super-	beyond	superhuman
13.	trans-	across, through, over	transport
14.	pre-	before	prevent
15.	ab-	from	absent
16.	ad-	to	address
17.	ex-	out of	export
18.	pro-	before, forward	propeller
19.	de-	from, away	decrease
20.	en-	in, into	enclose

BUILDING READING SUCCESS 4-8

Suffix – Sequence of Skills

Rank	Prefix	Meaning	Example
1.	-able	able	trainable
2.	-ed	marks past tense	played, danced, treated
3.	-ing	marks participle	sitting, eating, dancing
4.	-ible	able	edible
5.	-er	one who	teacher
	-or	one who	legislator
	-ist	one who	artist
6.	-est	that which compares ≥ 3	hottest
	-er	that which compares 2	shinier
7.	-ful	full	healthful
8.	-ness	being	coldness
9.	-ous	full of, having	religious
10.	-tion	condition of	imperfection
	-sion	condition of	explosion
11.	-some	having, like	foursome
12.	-ly	like, manner of	kindly
13.	-less	without	careless
14.	-ship	quality, rank	governorship
	-age	belonging to	postage
15.	-ant	one who	accountant
	-ant	that which	unpleasant
	-ent	one who	president
	-ent	that which	different
16.	-ish	quality of	boyish
17.	-ment	state of	contentment
18.	-en	made of, pertaining to	frozen
19.	-an	one who belongs	American

The eight English inflectional morphemes

	MORPHEME	GRAMMATICAL FUNCTION	EXAMPLES
NOUNS	Plural	Marks as more than one	<i>regular</i> : dogs, cats, horses
			<i>irregular</i> : sheep, cacti, phenomena, children
	Possessive	Marks for ownership	Bart's, Homer's, Marge's
ADJECTIVES	Comparative	Marks for comparison (usually accompanied by <i>than</i>).	closer, whiter, quicker
	Superlative	Marks as superlative (sometimes accompanied by <i>of</i>).	closest, whitest, quickest
VERBS	3rd-singular Present Agreement	Marks to agree with singular third person (his, her, it), in the present tense.	runs, waits, pushes
	Past Tense	Marks (roughly) for past action.	<i>regular</i> : dragged, backed, baited
			<i>irregular</i> : hit, ran, swam
	Past Participle	Marks past participle (follows <i>be</i> or <i>have</i>): "Bart was chosen" "I have chosen Bart).	" <i>regular</i> ": chosen, proven, woken
<i>irregular</i> : drunk, hung; waited (same as past tense)			
Present Participle	Marks present participle (follows <i>be</i> : "Bart was walking").	walking, jumping, swinging	

Word Sprouting

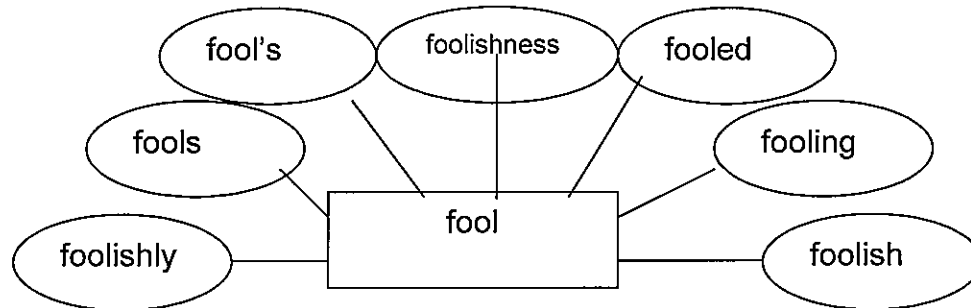
Barbara Morton

Description:

Word sprouting is a vocabulary expansion activity that deals with nouns, verbs and modifiers without labeling them. It capitalizes on the students' inherent ability to distinguish the appropriate inflection of a familiar word according to its position in a spoken phrase. Spared the burden of learning new definitions and assigning grammatical categories, as is often the procedure in standard vocabulary lessons, the students concentrates on the usage the "sounds right" for a given problem structure.

Phase One: Word-Sprouting

In this phase, the teacher generates a diagram of sprouts from a familiar word on the chalkboard or transparency as the class spontaneously provides them, adding new forms of the seed word. For example, see the cluster for the word fool below. With non-native English speakers in may be necessary to repeat the words with appropriate examples: "We don't say 'I fooling you,' we say, 'I ____?'"



Phase Two: Completing Sentence Samples

In phase two of word sprouting, students are asked to use the words they sprouted from the seed word and are given the following instructions:

- Write the most appropriate form of the word in the blanks provided in the accompanying sentences.
- Say each sentence aloud to help you decide on the correct form.
- You may work with a partner. Refer to the word sprouting diagram if necessary.

Phase Three: Writing a Sentence

In phase 3, students are given a list of words and asked to create their own sentences. They are given these instructions:

- Using the words or word groups suggested below, write a sentence at least 8 words long.
- Do not change the form of the word, and do not separate or rearrange word groups.

Language Functions- Forms

Signal words/phrases + Sentence frames

Language Function: Compare/Contrast

Forms:

Helpful signal words	Sentence Frames
<ul style="list-style-type: none"> • like, is the same as • are the same/different because • ---er, ---est • ---er than • but • unlike • however • yet • both 	<p>Both are/are able to/have/can _____.</p> <p>_____ and _____ are similar because they are/both have _____.</p> <p>_____ and _____ are different because _____ is _____ and _____.</p>
<ul style="list-style-type: none"> • are similar because • have in common • difference between • on the other hand • just like • in contrast to • compared to 	<p>Although _____ and _____ have some similar characteristics, they are very different _____.</p> <p>The majority of _____ are _____, while _____ are _____.</p> <p>The difference/similarities between _____ and _____ are.</p>
<ul style="list-style-type: none"> • as opposed to • A distinction between • share common attributes • synonymous with • just as • by comparison • each is • whereas 	<p>The _____ and _____ are similar in that _____.</p> <p>While _____ and _____ are both _____, there are several major differences between them.</p> <p>The most noticeable/notable is that the _____ has _____, whereas the _____ has _____.</p> <p>The primary description between _____ and _____ can be described as _____.</p>

Language Function: Cause/effect

Forms:

Helpful signal words	Sentence Frames
<ul style="list-style-type: none"> • if...then • for this reason • as a result (of) • when (cause).... • (effect after cause), effect • So • because (of) • therefore • since 	<p>She was _____ because she didn't _____.</p> <p>If it _____ then we will.</p> <p>He believed _____ since _____.</p> <p>When _____ is added, then _____ dissolves.</p>
<ul style="list-style-type: none"> • it follows • due to • one reason for • since _____, _____ • thus/hence • consequently • the cause of 	<p>It was discovered that _____. Consequently, _____.</p> <p>If _____ results in _____, it follows that _____.</p> <p>_____ has been caused by, thus _____.</p>
<ul style="list-style-type: none"> • even if...would • which in turn • leads/led to • leads me to believe that • Once _____, _____ • accordingly • due to the fact that • subsequently 	<p>Even if _____, we would need to _____.</p> <p>There have been _____, _____ and _____.</p> <p>This leads me to believe that _____.</p> <p>_____ have/have caused _____, which, in turn, results/resulted in _____.</p> <p>Due to the fact that _____, It will most certainly _____.</p>

Language Function: Explain /Elaborate

Forms:

Helpful signal words	Sentence Frames
<ul style="list-style-type: none"> • includes • belongs • is called • in other words • such as • for example • describes 	<p>One example of _____ is _____.</p> <p>_____ is called _____ and belongs to (is part of, is related to) a _____.</p> <p>_____ can be described as _____.</p>
<ul style="list-style-type: none"> • displays • known for • demonstrates • contains • put another way • refers to • illustrates • consists of • tends to • in short 	<p>_____ has _____ and is known for _____.</p> <p>_____ contains _____ and tends _____.</p> <p>_____ is illustrated by _____.</p> <p>Characteristics (components) of _____ include _____ and _____.</p>
<ul style="list-style-type: none"> • characterized by • associated with • understood as • exhibits • put differently • defined by • reflects • by extension • indentified by • in essence 	<p>Indicators of _____ are defined by _____.</p> <p>Frequently associated with _____ is understood as _____.</p> <p>_____ is widely acknowledged as _____ and exhibits _____.</p>

Language Function: Justification, Proposition and Support

Forms:

Helpful signal words	Sentence Frames
<ul style="list-style-type: none"> • believe • opinion • problem • agree/disagree • reasons • for example • in fact • suggests • solution 	<p>I believe that _____. I believe this because _____.</p> <p>It is my opinion that _____.</p> <p>There is no problem with _____. The proof of this problem is _____ and _____.</p> <p>I disagree with _____ because _____.</p>
<ul style="list-style-type: none"> • states • argues • supports • positions • view • according to • purposes • evidence • clearly • most importantly 	<p>According to _____, _____ is a serious problem. In support of this position, I would argue that _____.</p> <p>The evidence suggests that _____.</p>
<ul style="list-style-type: none"> • asserts claims • defends • persuades • based on • ultimately • apparently • therefore • nevertheless • moreover 	<p>Nevertheless, the evidence strongly suggests that _____.</p> <p>_____ defends this position by _____.</p> <p>Ultimately, we must agree that _____.</p>

Language Function: Sequencing (or Order)

Forms:

Helpful signal words	Sentence Frames
<ul style="list-style-type: none"> • first, second • next, later, then • before/after • beginning, middle end • while • now • finally • earlier 	<p>First, _____ went _____. Then, _____ and _____. Next, there was _____.</p> <p>After (insert action), the _____.</p> <p>In the beginning/middle/end _____.</p> <p>Now, _____.</p>
<ul style="list-style-type: none"> • for the past • previously • since • eventually • initially • meanwhile • immediately • during 	<p>For the past _____.</p> <p>Initially _____, then _____</p> <p>Immediately before/after _____, _____.</p> <p>Meanwhile _____ was taking place/occurring/happening.</p>
<ul style="list-style-type: none"> • prior to • subsequently • preceding • following • concluding 	<p>Prior to _____, _____.</p> <p>Subsequently, as a result of _____, _____ occurred/happened.</p> <p>Preceding the events/actions of _____,</p> <p>_____</p> <p>Simultaneously _____ and _____ were taking place/occurring.</p>

Cross-Checking: Meaning and Letter-Sound Relationships
Patricia Cunningham, 1995

Basic Steps:

1. Read the sentence and write any guesses that make sense.
2. Uncover the first letter and erase any words that don't begin with that letter.
3. Have students make more guesses and write only those that both make sense and begin with the uncovered letter(s).
4. Uncover the whole word and see if any one of their guesses is that word.

Checking

Sample Sentences:

Cross-Checking Meaning and Consonants:

Carl goes to the beach.

Cross-Checking Meaning with Digraphs (Do lessons in which some of the targeted words begin with single letters and some begin with a digraph.):

Bob likes to eat corn.

Susana likes to eat chocolate.

Cross-Checking Meaning with Blends (Do lessons in which some of the targeted words begin with single letters and some begin with a blend.):

Miguel has a big brother.

Chuckie has a big bike.

Contextual Redefinition

Contextual redefinition is a strategy that helps students use context to determine the meaning of unknown words and to make informed guesses about word meanings using context. It stresses the importance of predicting and verifying word meanings.

Procedure

1. **Select unfamiliar words:** Teachers examine the text and select words whose meanings may be necessary to understand the important ideas of the text and/or whose meaning or use may present trouble to students as they read.
2. **Write a sentence:** At least a sentence context needs to be provided so that students have appropriate clues as to each word's meaning. If the text already has such a sentence, use it. If not, one will have to be written. If a sentence is created, it is recommended that various types of clues (synonyms, comparison/contrast, definition, etc.) be utilized so that students become familiar with the variety of ways authors may provide help in figuring out a word's meaning.
3. **Present words in isolation:** Ask the students to provide definitions of each word. It is suggested that the teacher pronounce each word as it is introduced so that students know how the word sounds. When offering their individual guesses, students must provide a rationale for them. As a group, students should try to come to some consensus as to what they believe the best meaning is. At this point, students' guesses may be haphazard or "off the wall" since they do not have context to help them.
4. **Present the words in context:** The teacher presents each word in its appropriate context, using the sentence or sentences from the text or those created. Again, students are asked to offer guesses about the meaning of each word and provide a rationale for each definition. They also try to come to consensus as a group as to the best meaning for each word.
5. **Use a dictionary for verification:** Students consult a dictionary to verify the guesses made. The dictionary definition is shared with the rest of the class. Students and teacher then discuss the quality of predictions when the words were presented in isolation and in context.

Sources: Redence, JE; Bean, TW & Baldwin, RS (1995). Content Area Reading: An Integrated Approach.
Tierney, RJ; Redence, JE & Dishner, EK (1995). Reading Strategies and Practices: A Compendium.

Contextual Clues

1. Formal Definition – The meaning of the word is expressed in a direct statement: *Latitude is the distance north or south of the equator measured in degrees.*
2. Definition by Example – can further clarify the formal definition: *The following lines constitute a couplet...*
3. Definition by Description – provides description of the physical qualities or characteristics of the object which the word represents: *The capybara looks like a giant guinea pig with webbed feet.*
4. Definition by Comparison and Contrast – This method gives the author the opportunity to stretch the meanings of words and to be creative in his descriptions: *The Latin sentence, unlike the English sentence, does not depend on word order for meaning.*
5. Definition by Synonyms – probably the shortest defining device: *Peanuts are also known as groundnuts, groundpeas, and goobers.*
6. Definition by Apposition – The appositive clue is a parenthetical word or phrase used to clarify or define: *Winston Churchill, the great British statesman, said...*
7. 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: *Bisect means cut in two (bi = two + sect = cut); dissect means cut apart (dis = apart + sect = cut).*

Give One-Get One

- 1) 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 actual learning activities, as well as ideas. Be prepared to share.

- 2) Share with your colleagues. Write one of the ideas your colleague has on her/his list and add it to this list, along with his/her name.

Things I can use in my teaching:	Name of Colleague

- 3) Using a sentence frame and a public voice, acknowledge one idea that you learned from a colleague.
- 4) Consider: How might you use an activity like this with your student? What might you have to modify in order for an activity like this to be appropriate for your student?