



Description

This resource is designed to help guide teachers as they introduce students to key vocabulary. In particular, this resource can benefit students with limited vocabulary knowledge, especially emerging bilinguals, by providing explicit word meaning instruction and opportunities to use new vocabulary in conversation. Meaningful interaction with new language improves both word learning and reading comprehension. The following strategies support students by promoting structured, academic talk:

1. Develop decoding skills with early, explicit, and intensive instruction in phonological awareness and phonics.
2. Provide increased opportunities for emerging bilinguals to develop sophisticated vocabulary knowledge, including strong academic vocabulary.
3. Use narrative and expository texts along with modeling and conversation to teach comprehension strategies.
4. Promote reading fluency with a focus on vocabulary and increased exposure to print.
5. Ensure that independent reading is structured and purposeful. Design this time for conversations that support comprehension.

PLANNING TIPS

This resource provides a basic routine for teaching vocabulary along with several types of interactive and expressive activities. The routine consists of four steps: a warm-up, direct instruction, an expressive turn-and-talk activity, and reinforcement. You may also substitute your own activities for any part of this routine. Solid vocabulary instruction relies on meaningful student interaction, so this suggested routine is most effective when delivered to more than one student at a time. Choose a set of four to six words or phrases to teach in a single session. As a general rule, choose vocabulary items that relate to a common topic or theme.

MATERIALS

Create a set of picture-word flashcards for the target vocabulary you will teach, one for each word or phrase. Several thematic picture-word flashcard sets are available on the *Support for Instruction* page of the **Core5 Resources Hub**, accessible from the Core5 section of the Resources tab in myLexia. Or you may create custom flashcards using your own words and images.

I. Warm-up: Introduction to Theme *(approximately 3-4 minutes)*

To begin, use a warm-up activity to briefly introduce the topic or theme that links the words. Throughout the warm-up, explicitly connect the words to student background knowledge. Choose one of the following options or create your own warm-up activity.

A. CHARADES

- Choose an action that introduces the words or phrases you plan to teach. For example, to introduce the vocabulary from the *Tools* flashcard set, pretend to build something.
- Have students turn and talk to a partner to explain what they think you are doing. Model how to construct a relevant phrase with language frames or sentence starters (e.g., *She is building a _____*).



- To increase opportunities for meaningful interactions around new vocabulary, have students turn and talk to another partner.
- When all students have had a chance to engage in conversation, reveal what you were acting out and the topic or theme of today's lesson.

B. CLUES

- Tell students to listen carefully while you give you some clues about today's lesson.
- Give clues about something that introduces the words or phrases you plan to teach. For example to introduce the *Ocean Animals* flashcard set, *I'm thinking of a very big body of water with sand and waves. Many plants and animals live in it. Many people go there to swim or go fishing. What am I thinking of?*
- Direct students to turn and talk to a partner to explain what they think you are describing. Model how to construct a relevant phrase with language frames or sentence starters (e.g., *I think it's a _____*). Then, have students turn and talk to another partner.
- When all students have had a chance to engage in conversation, reveal what you were describing and the topic or theme of today's lesson.

C. BRAINSTORM

- Display the set of picture-word flashcards for today's lesson so that all of the students can see them.
- Ask students how all of the pictures are related or the same. Elicit meaningful responses using a language frame or sentence starter (e.g., *They are all _____*).
- If appropriate to student reading ability, record and display student ideas.
- Sum up by restating and reinforcing the topic or theme of today's lesson.

II. Direct Word Meaning Instruction *(approximately 5 minutes)*

STEP 1: FLASHCARD DECK (MEANING AND PRONUNCIATION)

Introduce target language by showing one picture-word flashcard at a time, directing students to look at the picture and repeat the word or phrase two to three times.

STEP 2: ACT IT OUT (MEANING EXPANSION)

- Display each card again, this time giving a simple definition for each item (e.g., *Watermelon is a big, juicy, pink and green fruit*).
- Elicit interactive responses from students to check for comprehension. Younger students may pantomime relevant actions, while older students can often answer questions based on their background knowledge.

For example, for younger students, *Have you tasted watermelon before? It can be a little messy. Let's pretend to eat some juicy watermelon.* For older students, *What do you know about watermelon? How does it taste? How do watermelons grow?*



III. Turn and Talk *(approximately 10 minutes)*

This section of the routine provides students the opportunity for structured oral expression, peer interaction, and active engagement with word meaning. For some activities, you may provide each pair of students a set of the target picture-word flashcards to use during the activity. Choose one of the following activities or create your own turn and talk activity. The goal of these activities is for students use target vocabulary items within relevant multi-word phrases or sentences, with the help of your explicit modeling and use of language frames.

A. CHARADES OR CLUES

These are the same as the warm-up activities described above, only this time the students themselves take turns providing the actions or clues to identify the target vocabulary.

- Direct students to work in pairs.
- Model a dialogue for students, and provide a language frame or sentence starter as a visual dialogue. For example, Partner A: *I'm thinking of something that _____.* Partner B: *Are you thinking of a _____? Are you acting out _____?*
- Students switch roles.

B. TELEPHONE

- Direct students to stand or sit in a row or circle.
- Explain that the group will pass one student's definition down the row.
- Model an appropriate phrase for telling the meaning of a word (e.g., *An octopus is an animal that lives in the ocean and has eight tentacles*). Provide varying degrees of scaffolding for students with language frames or sentence starters (e.g., *An _____ is an animal that lives in the _____ and has eight _____*).
- Reveal one image-word card to a student, directing her to whisper the definition to the next student. When the last student receives the whispered message, she reveals it to the class.
- Keep track of the group "score" by counting whether each definition is complete and accurate. Students take turns as definition creators.
- For younger students, provide the definition for the students to pass along, and then have students guess the word (e.g., *What is the name of an animal with eight tentacles?*).

C. DRAW IT, GUESS IT

- Direct students to work in pairs.
- One student draws a picture of one of the target vocabulary items and the other guesses which one it is using a modeled phrase (e.g., *Are you drawing a _____?*).
- Students switch roles.



IV. Reinforcement of New Language

REINFORCEMENT GAMES

Memory Match – Create a card deck by combining two or four identical flashcard sets. Shuffle the cards and lay them face down in rows, forming a big rectangle. The first player turns over two cards to reveal their pictures. If the items match, the player collects the pair of cards and takes another turn. If the cards don't match, the player turns them back down in the same space and it becomes the next player's turn. Direct players to say the vocabulary word or phrase as soon as they turn over each card. At the end, players count how many pairs of cards they collected.

Go Fish – Create a card deck by combining four identical flashcard sets. Deal five cards to each player and put the remaining cards facing down in a pile between the players. The goal of the game is to collect sets of four matching cards. Moving in a circle, each player takes a turn asking another player for a particular type of card (e.g., *Do you have any horses?*). If the player gets the card(s) she requested, she gets to go again. If not, she must "go fish", picking up a card from the pile in the middle and adding it to her hand. When a player collects four of a kind, the set is placed down. At the end, players count how many sets of cards they collected.

REINFORCEMENT THROUGH READING/WRITING

- Have students read a book, short story, or article containing selected target vocabulary items.
- Have students write a fictional story that includes the target vocabulary items.
- Have students write an informational report that explores one or more of the target vocabulary items in more detail.
- Have students enter new vocabulary items into a word journal with student's own illustrations and paraphrased definitions.