Building Better Vocabulary for Middle and High School Students

Presenter: Shari Robertson, Ph.D., CCC-SLP

Moderated by: Amy Hansen, M.A., CCC-SLP, Managing Editor, SpeechPathology.com

SpeechPathology.com Expert eSeminar

Need assistance or technical support during event?
Please contact SpeechPathology.com at 800-242-5183

Earning CEUs

- Log in to your account and go to Pending Courses under the CEU Courses tab.
- Must pass 10-question multiple-choice exam with a score of 80% or higher
- Two opportunities to pass the exam
Peer Review Process

Interested in Becoming a Peer Reviewer?

APPLY TODAY!

3+ years SLP Professional Experience Required
Contact Amy Natho at anatho@speechpathology.com

Building Better Vocabulary

For Middle and High School Students

Shari Robertson, Ph.D., CCC-SLP

Today we will:

• Briefly review relevant research and background information related to the development of vocabulary.
• Discuss the critical components of quality vocabulary instruction.
• Explore multiple strategies for building academic vocabulary for adolescents.
Language and Literacy

• Children whose oral language skills are weak during the preschool years are at increased risk for developing reading problems (Snowling, 2005).

• Among children with reduced oral language skills in Kindergarten, 70% were identified with a reading disability in first or second grade (Catts et al., 2002).

• Children with weak oral vocabulary skills at 5½ were found to have poor reading comprehension at 8½ and 15½ (Stothard et al., 1998)

“When the lights went out suddenly, I purchased the nearest thing: An echinated vine! Such was my distress that I immediately defenestrated the plant.”

Why did you buy a vine when the lights went out?????

You didn’t.
It actually has nothing to do with shopping.
Purchase

1. to obtain (goods, etc) by payment
2. to obtain by effort, sacrifice, etc: to purchase one's freedom.
3. to draw, haul, or lift (a load) with the aid of mechanical apparatus
4. to obtain a firm foothold or to grasp

Why were you distressed after grabbing the vine?

OUCH!

What happened to the plant?

Defenestration:
The act of throwing a person or thing out the window

Latin:
de- (down or away)
fenestra (window or opening)
Adolescents need:

1. A robust vocabulary to support comprehension of higher level academic subjects.

2. A set of strategies to establish the meanings of unknown words from context

Academic Vocabulary: A TWO HEADED MONSTER!

- **Content Vocabulary** = words or concepts specific to a single discipline (e.g., biology)

- **Academic Language** = words common to multiple disciplines that are important to be able to process information, complete assignments, participate in discussion, take tests, etc.
Vocabulary Tiers

Tier 3
- Glottis
- Photosynthesis
- Rhomboid

Tier 2
- Precision Vocabulary
- Icon
- Create
- Branching
- Fortunate

Tier 1
- Basic and General Vocabulary
- Drink
- Care
- Laugh
- Girl

Re-visualizing the Tiers

BRICKS AND MORTAR!

Tier 3 Vocabulary (The BRICKS)
- Specialized, Low-Frequency, Domain-Specific words
- Appear in specific fields or content areas
- Play a critical role in understanding nonfiction and informational text – which is prevalent in high school texts and lectures.
Tier 2 Vocabulary (The MORTAR)

- General utility vocabulary necessary for constructing sentences and paragraphs or engaging in academic (and non-academic) discussions.
- Often used in test questions, assignments etc. (e.g., analyze, plan, compare, evaluate)
- Connecting Words (e.g., however, whereas, consequently)
- Prepositions (e.g., under, behind, between)
- **Essential to comprehension**

Tier 2 ACADEMIC LANGUAGE (Mortar)

- *If...Then*
- *discuss*
- *contain*
- *compare*
- *leads us to believe*
- *justify*
- *therefore*
- *identify*
- *When*
- *summarize*
- *identification*
- *variation*
- *in summary*
- *derives*
- *relate*
- *contrast*
- *result of*
- *however*
- *therefore*
- *imply*
- *then*
- *therefore*
- *identify*
- *justify*
- *leads us to believe*
- *compare*
- *contains*
OUR PRIMARY OBJECTIVE

- To help our students become WORD CONSCIOUS

(This is true regardless of age or targeted vocabulary)

Word Conscious Students:

- have an awareness and interest in words, their meaning, and their power.
- enjoy words and are eager to learn new words and to use them.

Look to the Research!

What the literature tells us about effective vocabulary instruction
1. Effective vocabulary instruction does not rely on definitions.
2. Teaching word parts enhances learning.
3. Students must represent their knowledge of words in both linguistic and non-linguistic ways.
4. Active engagement and visual imagery improve learning.
5. Playing with words is an effective way to help students become more word conscious.
6. Repeated exposure is essential.

Learning Word Meanings

Research tells us that one of the LEAST effective ways for students to learn word meanings is to copy definitions from a dictionary.

“Finding word definitions and writing those words in sentences has very little impact on word knowledge and language use.”
Janet Allen, 1999

How NOT to teach Academic (or any other) Vocabulary
Looking up definitions (in the absence of other strategies)
Providing only one or two exposures to a word
Drill-and-practice that involve multiple exposures of the same type of information, fill in the blank, matching, word banks, etc.

"Although studies indicate that some intervention is better than none, rote memorization of words and definitions is the least effective instructional method, resulting in little long-term effect." (Kameenui, Dixon and Carine, 1987; Baker, Simmons, and Kameenui, 1995)

The Case Against Using only Dictionary Definitions

When people first learn words, they understand them as descriptions rather than definitions

(Beck, McKeown, & Kuczaj, 2013)

<table>
<thead>
<tr>
<th>WORD</th>
<th>DICTIONARY DEFINITION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illusion</td>
<td>An erroneous perception of reality</td>
<td>Something that looks like one thing but is really something else or is not there at all</td>
</tr>
</tbody>
</table>
When asked to write a sentence using a dictionary...

• 63% of student’s sentences were judged to be “odd.” (Miller and Garcia, 1985)
• 60% of students’ responses were considered by teachers to be unacceptable. (McKeown, 1991, 1993)
• Students did not retain or assimilate information effectively.

Strategies for Word Learning: Some BETTER WAYS!

Four Square Frayer Model

<table>
<thead>
<tr>
<th>Definition</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>A solid made up of atoms in an ordered pattern</td>
<td>~Glassy, ~Evenly shaped, ~Clear or colored</td>
</tr>
<tr>
<td>Exemplars</td>
<td>Non Exemplars</td>
</tr>
<tr>
<td>~Rocks</td>
<td>~Coal</td>
</tr>
<tr>
<td>~Salt</td>
<td>~Pepper</td>
</tr>
<tr>
<td>~Sugar</td>
<td>~Lava</td>
</tr>
</tbody>
</table>
Four Square Frayer Model

**Definition**
An extreme state of agitation

**Characteristics**
- Stress
- Anxiety
- Tension
- Hostility
- Tears
- Physical symptoms

**Exemplars**
- ???

**Swivet**

**Non Exemplars**
- ???

---

Four Square VVWA Model (verbal and visual word association)

**Term**
cell

**Visual Representation**

**Definition**
It is a very tiny structure that makes up all plants and animals

**Personal Association**
It reminds me of rooms in a house. Each one is different, but together they make a home.

---

Four Square for MATH!

**Definition**
A parallelogram with four equal sides (Looks like a diamond)

**Formulas**

- **Area formula:**
  \[ A = b \times h \]  
- **Perimeter formula:**
  \[ b + b + b + b \]

**Rhombus**

- Has opposite and equal acute angles and opposite and equal obtuse angles

**Visual Representation**

**Application / Sample**

- Find Perimeter:
  \[ 6.7 + 6.7 + 6.7 + 6.7 = 26.8 \]
- Find Area:
  \[ 6.0 \times 6.7 = 40.2 \]
Pick Six

<table>
<thead>
<tr>
<th>Synonyms</th>
<th>Antonyms</th>
<th>Other Forms of the Word</th>
<th>Sentence in Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>EXTINCT Extinguished extinguisher</td>
<td>Scientists have discovered a lot about extinct animals by studying their fossils</td>
</tr>
</tbody>
</table>

Dodo Bird

Word/Concept Maps

What is it?
To move from one region to another on a regular basis

What is it like?
- Travelling
- Moving
- Relocating

What are some examples?
- Nomad cultures
- Seasonal Workers
- Geese
- Robins
Learning Word Parts to Enhance Vocabulary Knowledge

SEEP (foldable)

<table>
<thead>
<tr>
<th>STEM (word part: prefix, root, suffix)</th>
<th>EXAMPLES</th>
<th>EXPLANATIONS</th>
<th>PICTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAL-</td>
<td>Malpractice</td>
<td>SOMETHING BAD or EVIL</td>
<td>![Picture]</td>
</tr>
<tr>
<td></td>
<td>Malevolent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Malodorous</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Malificent (Sleeping Beauty)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draco Malfoy (Harry Potter)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MORE SEEPs

<table>
<thead>
<tr>
<th>STEM</th>
<th>EXAMPLE</th>
<th>EXPLANATION</th>
<th>PICTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poly-</td>
<td>Polycystic (Many cysts) Polygon (Many sides)</td>
<td>Many, Excessive</td>
<td>![Picture]</td>
</tr>
<tr>
<td></td>
<td>Rhinoplasty (nose) Angioplasty (heart) Palatoplasty (palate)</td>
<td>Surgical Modification or Repair</td>
<td>![Picture]</td>
</tr>
</tbody>
</table>
ANTIFEDERALIST

“A person against a central form of government”

ANTIFEDERALIST

ANTI (Against/Opposed)

FEDERAL (Syn: National/Central)

IST (Noun: Person)

ERYTHROCYTOSIS

ERYTHRO red

CYTO cells

SIS condition

CONDITION OF RED BLOOD CELLS

AGRI-SCIENCE ANYONE?

(Words Parts, Visualization, Play with Words, Tap into Previous Word Knowledge)

Merry Kim Meyers
Conquering Scientific Vocabulary (Latin Names)

Latin is a dead language
As dead as dead can be
First, it killed the Romans
And now it’s killing me!

Conquering Scientific (Latin)Names

• Don’t let Scientific names of plants overwhelm you.

• English, Spanish, French, Italian, and Romanian languages all have a common base language: Latin.

• Use your common sense and background knowledge to figure out a familiar, logical meaning for the genus or species name.

• It will help you identify something about the plant’s history, taxonomy, or uses.

Directions: Use Dirr’s Manual of Woody Landscape Plants along with your common sense and experiences to figure out specific facts about plants based on the scientific name.

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Scientific Name</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX: Red Mulberry</td>
<td>Morus rubra</td>
<td>rubra = Red like Ruby</td>
</tr>
<tr>
<td>Aspen</td>
<td>Populus tremuloides</td>
<td></td>
</tr>
<tr>
<td>Weeping Larch</td>
<td>Larix decidua ‘Pendula’</td>
<td></td>
</tr>
<tr>
<td>Sugar Maple</td>
<td>Acer saccharum</td>
<td></td>
</tr>
</tbody>
</table>
BRAIN DRAIN

Just use your head to figure a possible characteristic from the scientific name.

 Sketch what you think this plant might look like.

Magnolia grandiflora

Corylus avellana ‘Contorta’
**Ginkgo biloba**

Toxicodendron vernix

(Common Name = Poison Ivy!)

Concept Circles

- square
- parallelogram
- rhombus
- kite
- rectangle
- trapezoid
Feature Analysis
(HINT: www.mathisfun.com)

<table>
<thead>
<tr>
<th></th>
<th>Equilateral</th>
<th>Equiangular</th>
<th>4 sides</th>
<th>Opposite sides parallel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Square</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Rectangle</td>
<td>NO*</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Triangle</td>
<td>NO*</td>
<td>NO*</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Rhombus</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Trapezoid</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Regular polygon</td>
<td>NO*</td>
<td>NO*</td>
<td>NO*</td>
<td>NO*</td>
</tr>
</tbody>
</table>

Alike/Different

- Both Words_________________
- But the First Word____________
- And the Other Word____________

- This task fosters both broad (horizontal) and deep (vertical) vocabulary knowledge.
Hand, Fathom

Both Words__________
But the First Word_________________
And the Other Word________________

Hand, Fathom

Both Words refer to measurement
But the First Word measures horse height
And the Other Word measures water depth

Stoma, Photosynthesis

Both Words refer to plant biology
But the First Word is a part of a plant
And the Other Word is a process used by plants to convert energy
Pachyderm, Clown, Tent

- All of these words are part of the circus
- But the first word is an animal in the circus
- And the second word is a person in the circus
- And the last word is an object that is part of the circus

Synapse, Nucleus, Dendrite

- All these words are
- But the first is
- And the second is
- And the third is

Pluto, Andromeda, Draco
Word Sorts

- Word sorts are powerful activities that can be modified for use with individuals, small groups, or entire classes.
- The basic premise is to take a group of words and sort them into various categories.
- The key to making word sorts really work is to encourage students to think creatively about how words can be grouped and labeled.
- The goal is for students to brainstorm, discuss, compromise, and create!
• Student/s begin to sort their words into groups of two words or more by some specific parameter.
• Student/s then select a label that defines the group.
• Student/s continue to sort, group, and label until all words are assigned to a category.
• Student/s share their categorization schemes and discuss their rationale for organizing and grouping the words.

### SAMPLE OF WORDS TO SORT

<table>
<thead>
<tr>
<th>design</th>
<th>code</th>
<th>congruent</th>
<th>denouement</th>
</tr>
</thead>
<tbody>
<tr>
<td>denominator</td>
<td>devise</td>
<td>conflict</td>
<td>introspective</td>
</tr>
<tr>
<td>deduce</td>
<td>spectator</td>
<td>speculate</td>
<td>enforcement</td>
</tr>
<tr>
<td>hyperbolic</td>
<td>stoic</td>
<td>hemispheric</td>
<td>implement</td>
</tr>
<tr>
<td>designate</td>
<td>continuum</td>
<td>commitment</td>
<td>perspective</td>
</tr>
<tr>
<td>area</td>
<td>hypothesize</td>
<td>succinct</td>
<td>complimentary</td>
</tr>
</tbody>
</table>

### FIRST SORT

<table>
<thead>
<tr>
<th>Starts with “d”</th>
<th>Starts with “c”</th>
<th>Starts with “s”</th>
<th>Starts with a vowel</th>
<th>Starts with “h”</th>
</tr>
</thead>
<tbody>
<tr>
<td>design</td>
<td>code</td>
<td>stand</td>
<td>area</td>
<td>hemispheric</td>
</tr>
<tr>
<td>draft</td>
<td>continuum</td>
<td>succinct</td>
<td>introspective</td>
<td>hypothesize</td>
</tr>
<tr>
<td>deduce</td>
<td>conflict</td>
<td>speculate</td>
<td>enforcement</td>
<td>hyperbolic</td>
</tr>
<tr>
<td>denominator</td>
<td>complimentary</td>
<td>spectator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>denouement</td>
<td>commitment</td>
<td>stoic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>define</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>devise</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Extensions

- Take the same set of words and have student/s try to sort them into completely DIFFERENT groups.

---

Re-Sort

<table>
<thead>
<tr>
<th>Words with Multiple Meanings</th>
<th>Words that include &quot;ment&quot;</th>
<th>Words that include &quot;spec&quot;</th>
<th>Words that include prefix &quot;de-&quot;</th>
<th>Math/Geometry Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>design</td>
<td>denouement</td>
<td>introspective</td>
<td>devise</td>
<td>hypothesize</td>
</tr>
<tr>
<td>draft</td>
<td>commitment</td>
<td>perspective</td>
<td>deduce</td>
<td>complimentary</td>
</tr>
<tr>
<td>area</td>
<td>enforcement</td>
<td>speculate</td>
<td>define</td>
<td>continuum</td>
</tr>
<tr>
<td>conflict</td>
<td>complimentary</td>
<td>spectator</td>
<td></td>
<td>congruent</td>
</tr>
<tr>
<td>concrete</td>
<td>implement</td>
<td></td>
<td>denominator</td>
<td>hemispheric</td>
</tr>
</tbody>
</table>

---

Extensions (cont)

- Give the words to the student(s) in pre-sorted groups and have the student(s) try to figure out an appropriate label for each.
- Students sort into groups. However, rather than labeling the groups, they challenge another student or group to figure out the sorting scheme(s).
<table>
<thead>
<tr>
<th>2 syllables</th>
<th>4 syllables</th>
<th>1 syllable</th>
<th>3 syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>devise</td>
<td>continuum</td>
<td>code area</td>
<td></td>
</tr>
<tr>
<td>design</td>
<td>introspective</td>
<td>draft speculate</td>
<td></td>
</tr>
<tr>
<td>deduce</td>
<td>hypothesize</td>
<td>writ denouement</td>
<td></td>
</tr>
<tr>
<td>conflict</td>
<td>hyperbolic</td>
<td>implement</td>
<td></td>
</tr>
<tr>
<td>define</td>
<td>hemispheric</td>
<td>perspective</td>
<td></td>
</tr>
<tr>
<td>succinct</td>
<td>spectator</td>
<td>commitment</td>
<td></td>
</tr>
<tr>
<td>stoic</td>
<td></td>
<td>enforcement</td>
<td></td>
</tr>
</tbody>
</table>

**DUMP AND CLUMP**

(Individual Activity)

THE DUMPSTER – All the words related to the topic you are studying (or some other parameter).

THE CLUMPSTER – Pull words out of the dumpster and clump them into categories. Assign labels to each category and write a sentence describing each.
PLAY WITH WORDS

To build word-conscious students!

Fosters Broad and Deep Vocabulary Knowledge

A group of three words that have a single trait in common

“Commonyms”

Try These!
- Chair, Bed, Sofa
- Baseball player, soda bottle, mushroom
- Baseball, cave, cricket
- Coral, Corn, Ribbon
- Salt, sea, Ice
- Radio, Car Engine, Piano
- Jungle, car show room, Jacksonville, FL
Harder Tribonds

• Nucleus, Sun, Caramel
• Plasma, Money, Gossip
• Trachea, larynx, epiglottis
• Florist, Furniture Store, Obstetrician
• Asphalt, Bread, Paint
• Long, Short, Flat

Hink-Pinks

Two-Word Rhyming Word Puzzles
Foster Broad and Deep Vocabulary

Try Some Hink-Pinks!

Move, Female Deer ________________________
24 hours with toys ________________________
50% giggle _______________________________
A totally cool father ______________________
A blue-green moray ______________________
A cloudy 24 hours________________________

www.wuzzlesandpuzzles.com
Hinkie-Pinkies (2 syllable Hink-Pinks))
- More melancholy scaffold
- Shinguard and ball storage unit
- More soggy knit

Hinkity-Pinkities (3 syllables)
- Creepy pastor
- Leader’s home

Academic Hink Pinks
- A calm substance that yields hydrogen when dissolved in water.
- A segment of a circle green space
- A 3-dimensional surface with equidistance points for an antlered mammal
- A slogan for a small cave

Find Commonyms and Hink-Pinks at:

www.wuzzlesandpuzzles.com
Scattergories

<table>
<thead>
<tr>
<th>CHEMISTRY</th>
<th>WW2</th>
<th>CELL BIOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Magnesium</td>
<td>Mussolini</td>
</tr>
<tr>
<td>C</td>
<td>Covalent Bond</td>
<td>Communism</td>
</tr>
<tr>
<td>P</td>
<td>Pipette</td>
<td>Pearl Harbor</td>
</tr>
<tr>
<td>O</td>
<td>Organic Compound</td>
<td>Okinawa</td>
</tr>
<tr>
<td>N</td>
<td>Neon</td>
<td>Normandy</td>
</tr>
<tr>
<td>R</td>
<td>Reagent</td>
<td>Rationing</td>
</tr>
</tbody>
</table>

YOUR TURN!

<table>
<thead>
<tr>
<th>Audiology</th>
<th>Tropical fruits &amp; Nuts</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Cochlea, Concha, Compression, Crusil, cerumen</td>
</tr>
<tr>
<td>A</td>
<td>Amplifier, Aditus, Anthelix, Art of Corti, Aural Rehab</td>
</tr>
<tr>
<td>B</td>
<td>Basilar membrane, Bone conduction</td>
</tr>
<tr>
<td>T</td>
<td>Tectorial membrane, Tensor tympani, Traigo, tympanic membrane</td>
</tr>
<tr>
<td>D</td>
<td>Decibel, dB, Decussation</td>
</tr>
<tr>
<td>P</td>
<td>Pars tensa, Period, Prina, Pure Tone, Pars Flaccida, Perilymph</td>
</tr>
</tbody>
</table>
Taboo

- Students create cards from current topics of study.
- Goal is to try to get your partner or team to say the word WITHOUT using any of the words on the card as clues.

<table>
<thead>
<tr>
<th>World War II</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Greatest Generation</td>
</tr>
<tr>
<td>Hiroshima</td>
</tr>
<tr>
<td>Pearl Harbor</td>
</tr>
<tr>
<td>Rationing</td>
</tr>
<tr>
<td>Veterans</td>
</tr>
</tbody>
</table>

Other Vocabulary-Building Games

- Pictionary
- Twenty Questions
- Jeopardy
  - Boards can be created for free (no registration) at https://jeopardylabs.com
Cinquains

- Five line, non-rhyming poems that specify how particular types of words are used to create a theme.
- Facilitates word consciousness through active learning
- Requires that students hold both broad and deep knowledge of vocabulary
- Appropriate for students aged 7 and older

Cinquain

- Line 1: One word (noun) which names topic
- Line 2 – Two words (adjectives) which describe topic
- Line 3 – Three words to express action of noun (verbs)
- Line 4 – Four words to express feelings or make an observation
- Line 5 – Repeat topic, or one word that sums it up or is a synonym

Template

- Noun ________
- Adjectives ________ ________
- Verbs ________ ________ ________
- Feelings or observations ________ ________ ________ ________
- Repeat or re-state noun________
Horses
Beautiful, Noble
Running, Jumping, Inspiring
Riding into the sunset
Friends

SUPERCHARGED CINQUAINS
(Academic Vocabulary)

Blood
Leukocytes, Plasma
Circulating, Oxygenating, Clotting
Regulates the Body’s Temperature
Hemoglobin
Lung Disease
COPD, Emphysema
Gasping, Heaving, Coughing
Alveoli damaged from smoking
Pleurisy

Soil
Terra firma
Nurturing, composting, weathering
More than just dirt
Home

Research-Based Intervention Strategies
1. Effective vocabulary instruction does not rely on definitions.
2. Teaching word parts enhances learning.
3. Students must represent their knowledge of words in both linguistic and non-linguistic ways.
4. Active engagement and visual imagery improves learning.
5. Playing with words is an effective way to help students become more word conscious.
6. Repeated exposure is essential.
ACTION PLAN!

• Pick one or two strategies (or even three!) that you will try in the next week. You may also choose to note a particular student for whom you think the strategy might be particularly effective.

• 1. _______________________________________________________
• 2. _______________________________________________________
• 3. _______________________________________________________

• Building Word Conscious students is an important part of vocabulary instruction, so don’t forget to add activities that help students become more aware of words and their power as well as strategies that target specific words.

Recommended References