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***Bridge of Vocabulary: Top Seven
Strategies, presented in partnership
with Pearson Clinical Assessments***

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2017*

Disclosure

- Financial disclosures: I receive royalties from the sale of this book: *The Bridge of Vocabulary*
- Non-financial disclosures: none
- This learning event focuses on the content in the above named book, however information on other products/approaches is included.

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Course description

- Integrate evidence-based practice into your short, focused, high energy vocabulary exercises for K-12 students
- Increase the child's acquisition of new words in therapy and/or in the classroom

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Learner Outcomes

Participants will be able to...

1. List the four types of vocabulary.
2. Describe how to apply the size of vocabulary as a measure of a child's linguistic health.
3. Describe how to conduct effective 5-15 minute vocabulary exercises for individual and/or group therapy.
4. *4. (pass the quiz!)*

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Agenda

1. Introduction
2. Four types of vocabulary
3. By the numbers...
4. Evidence-based practices
5. Top Seven Strategies
6. Review: strengthening linguistic health
7. Conclusion



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Vocabulary (semantics)

- Vocabulary knowledge is a preeminent predictor of success in learning to read
- One of the most visible aspects of language acquisition in children
- Sets high achieving students apart from less successful ones
- Language is a bottomless **pool** of new words for children to grasp

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“The number of words in a child’s vocabulary is an indicator of his or her ‘linguistic health’ and a factor in his or her ability to use language in varied contexts and for multiple purposes.” (Richgels, 2004, p. 473).

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Selecting Effective EBP to increase size and use of vocabulary words

- Know the various types of vocabulary
- Engage children with print and books
- Select specific words to be taught
- Provide multiple exposures (redundancy)
- Every word belongs to a category...
- Get excited by words!! Talk about power!

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Four types of vocabulary

- Listening vocabulary- words we hear and understand when said by others
- Speaking vocabulary- words we use when we speak easily
- Reading vocabulary- words we understand when we read text; but rarely speak
- Writing vocabulary – words we can retrieve when we write to express ourselves

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Four Types in Two Segments

- **Spoken Vocabulary**
 - *listening*
 - *speaking*
 - preschool- lower elementary grades
- **Written Vocabulary**
 - *reading*
 - *writing*
 - upper elementary and high school

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Learn gradually- link together

- Associate what is unknown (the written word) with what is already known (the spoken word)
- Seeing, hearing and rehearsing is a key feature of direct vocabulary instruction

(Biemiller, 2001; Graves, 2006)

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By the Numbers...

English	Total Words in English Language	New words added yearly by typical children	# of words of a typical 6 yr old	Speaking Vocabulary
	450,000-750,000; Largest in the world	3,000-4,000 in speaking and reading vocabularies	6,000	Adults use 5,000-10,000 words in spkg vocabulary
	Evolved over long history of language contacts		Preschoolers add 5 new spkg words a day	Same words in movies, novels, signs, etc
	Memorize, decode			Fifth graders write their spkg vocabulary
	Spelling patterns are not 1:1			

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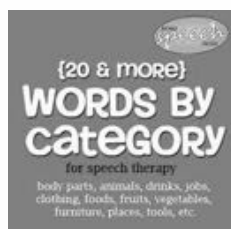
Collections of Words that Should be Taught

Important Words	Useful Words	Interesting Words	Difficult Words
stop, more, caution, hot, cold, fast, slow, give, take, mine, yours, pets or animal names, plants, prepositions (locations and relationships)	numbers, colors, sizes, feelings, food, names of friends, teachers, family members, streets, clothing, school, address,	dinosaurs, cars, sports equipment, tools, insects, weather, books, space, characters in books, speed, math words, descriptive words	academic words, multi-syllabic words, compound words, affixed words, conjunctions (except "and")

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Favorite Word Lists

- Fry's Word Lists
- Beck's Tiers- 1,2,3 (2014)
- Reading Teacher's Book of Lists (2006)
- Vocabulary Teacher's Book of Lists
- Bloom's Taxonomy Words (2012)



WHAT'S ON THE LIST?

Mummy, Daddy, baby, milk, juice, hello, ball, yes, no, dog, cat, nose, eye, banana, biscuit, car, hot, thank you, bath, shoe, hat, book, all gone, more and bye bye.



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Therapy Tip – Personalize *Word Lists* for your clients/students!

- Melissa's Word List for favorite foods
- Jayad's Word List for snow-skiing
- Pete's Word List for job duties at Target
- Tia's Word List for Mr. Coleman's Science Room

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Count the words each day; check off and add new ones; keep score; use pictures; vary the parts of speech; it all works!!

Melissa's Personal Food List

apple juice
 Cheerios
 Trix
 chocolate pudding
 marshmallows
 (several are pictures & words)

Mr. Coleman's Science Room

plastic
 inches
 feet
 measuring
 beneath
 barrier
 metal
 insulated

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Top 7 Strategies for Vocabulary Development

- Fast-mapping/slow-mapping
- Explicit instruction
- Implicit instruction
- Word consciousness
- Categorical understanding
- Redundancy
- Semantic + phonological cues

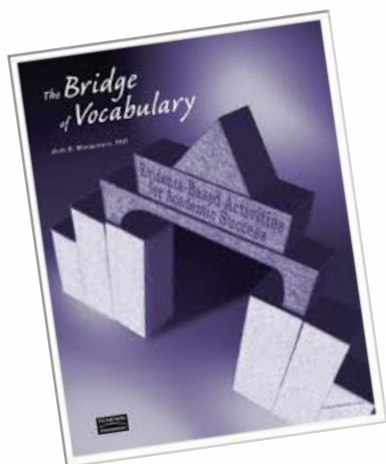
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Let's Look at Some Therapy Tasks

- Five tasks that incorporate evidence-based practice in vocabulary interventions
- Different ages, group sizes, materials, objectives, academic standards

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Vocabulary Interventions are from:



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#1 Sample Task from *Bridge of Vocabulary*

Task: *Shape Outlines*, pg 23

Time: 5 minutes

Group: individual, small group

Materials: Common objects from list; larger poster board; marker (bar of soap; can; block; crayon; nail; penny; fork; large button; stamp)

Lay the board flat on table. Trace the objects one at a time and talk about the shape and the use

- Objective: Name common objects and match to the shape outlined on board
- Evidence-base: Connect a word with its referent in 2 exposures; fast mapping or redundancy
- Standard: Preschool; discuss words and word meanings daily as they are encountered

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PS 4.2

Shape Outlines

Guided Practice Activity

Preschool

Time Required:
—

Group Size:
✕ ✕ ✕

Materials Needed:
Common objects
(see suggested list)
Large poster board
Marker
Box

Related Activities:
PS 4.1, 4.3–4.6

Objective: The student will name common objects and match each object to its shape outlined on a board.

Evidence Base: Some children can connect a word with its referent in one or two exposures—a process known as fast-mapping. Other students may need more exposures (Carey, 1978; Dollaghan, 1985).

Directions:

- 1) Before the lesson, collect 10 common objects. You may use the suggested objects listed below or substitute other objects.
- 2) On a large poster board, trace the outline of each object. You may want to laminate the board after tracing.
- 3) Lay the board flat on the floor or table.
- 4) Put the objects in a box. Set the box next to the board.
- 5) Take one object out of the box and ask the student what it is. Reinforce correct responses. Help as necessary.
- 6) Ask the student to place the object in the appropriate spot on the board, matching the object to its shape outline. For example, "Find what shape the penny made on this board and put the penny on its shape."
- 7) Repeat steps 5 and 6 until the student has named all of the objects and placed them correctly on the poster board.
- 8) Follow-up lesson: Repeat the exercise a few days later as review.

Group Modification: Ask students to take turns naming the objects and placing them on the board.

Modification for Very Young Children: Let the child watch as you outline each object. Do just two or three objects and then have the child name and place those objects. Continue until all objects have been outlined, named, and placed on the board.

Suggested Objects

bar of soap	can	fork	nail	scissors
block	crayon	large button	penny	stamp

Standards Link
Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation.
—Maryland Voluntary State Curriculum—Reading/English Language Arts

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Directions:

- 1) Before the lesson, collect 10 common objects. You may use the suggested objects listed below or substitute other objects.
- 2) On a large poster board, trace the outline of each object. You may want to laminate the board after tracing.
- 3) Lay the board flat on the floor or table.
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ts

can	fork	nail	scissors
crayon	large button	penny	stamp

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2 Sample Task from *Bridge of Vocabulary*

Task: *What's It Like?* pg 44

Time: 10 minutes

Group: individual, small group;
whole class

Materials: Picture cards; House
outline; scissors, tape, pencil

Tape picture(s) to center of house;
surround with 6 adjectives

• **Objective:** Student will say/write
6 appropriate adjectives to
describe a pictured noun.

• **Evidence-base:** Word
consciousness, awareness, and
interest in words (adjectives)
increases the speed of learning
specific words

• **Standard:** 3rd grade. Describe
people, places, things, location,
size, color, shape and action

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LE 4.1

What's It Like? Guided Practice Activity

Time Required:
10 minutes

Group Size:
Individual, small group, whole class

Materials Needed:
Picture cards
House outline
Scissors

Related Activities:
LE 4.2-4.8

Pictured Items

cat	canary	corn on the cob
puppy	lamb	ice cream cone
chipmunk	spider	pancakes and syrup

Objective: The student will say as many adjectives as possible to describe a picture.

Evidence Base: Students develop vocabulary faster if their teachers help them develop word consciousness—an awareness and interest in words, their meanings, and their power (National Reading Panel, 2000).

Directions:


- 1) Before the lesson, print out the picture cards and the house outline provided on the CD-ROM and cut out the pictures.
- 2) Introduce the activity. Explain that in this game, the student will use one word at a time to describe a picture. You will keep track of how many adjectives the student can say by drawing a simple house of six lines (see house outline on CD). Add a line for every adjective that is appropriate for the picture. If the student can provide six good adjectives, he or she will have a complete house.
- 3) Demonstrate the activity by showing the student the picture of the cat and describing it. For example, "A cat is *soft*, *warm*, *furry*, *fluffy*, *friendly*, and *quiet*." Pause after each adjective and draw one line of the house.
- 4) Say, "See, I said six words about this cat, so I have one house on my score sheet. Now you try. Tell me as many words as you can about a puppy."
- 5) Start drawing the house as the student describes the first picture. If the student cannot provide six adjectives for that picture, leave the house unfinished and go to the next picture. Keep adding lines to the first house until it is complete, then begin a new house. Teach additional adjectives that are appropriate for each picture as you go along.

Group Modification: Ask students to take turns providing adjectives.

Standards Link
Describe people, places, things, location, size, color, shape, and action.
— Nebraska Reading/Writing Standards

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Materials Needed:
Picture cards
House outline
Scissors

Related Activities:
LE 4.2–4.8

Directions:

- 1) Before the lesson, print out the picture cards and the house outline provided on the CD-ROM and cut out the pictures.
- 2) Introduce the activity. Explain that in this game, the student will use one word at a time to describe a picture. You will keep track of how many adjectives the student can say by drawing a simple house of six lines (see house outline on CD). Add a line for every adjective that is appropriate for the picture. If the student can provide six good adjectives, he or she will have a complete house.
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- 4) Say, "See, I said six words about this cat, so I have one house on my score sheet. Now you try. Tell me as many words as you can about a puppy."
- 5) Start drawing the house as the student describes the first picture. If the student cannot provide six adjectives for that picture, leave the house unfinished and go to the next picture. Keep adding lines to the first house until it is complete, then begin a new house. Teach additional adjectives that are appropriate for each picture as you go along.

Group Modification: Ask students to take turns providing adjectives.

Pictured Items

cat	canary	corn on the cob
puppy	lamb	ice cream cone
chipmunk	spider	pancakes and syrup

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#3 Sample Task from *Bridge of Vocabulary*

Task: *You Define It* pg 68

Time: 10 minutes

Group: individual

Materials: Student Work Sheet;
additional words

Write the word with a student-
friendly definition

- **Objective:** Student will read target vocabulary word, 2 correct samples and 1 incorrect one; create a student friendly definition

- **Evidence-base:** Derive word meaning from context clues; redundancy; implicit learning

- **Standard:** 6th Use context clues to decode and understand during reading

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UE 4.3

You Define It

Guided Practice Activity

Time Required:
=

Group Size:
X

Materials Needed:
Student sheet
Additional words
IPW

Related Activities:
UE 4.1–4.2, 4.4–4.13

Objective: When presented with a target vocabulary word and clues to the word's meaning, the student will provide a definition of that word.

Evidence Base: Enhancing the skill of deriving word meaning from context clues during reading, combined with increased encounters with the word, increases vocabulary learning and retention (Graves, 2006).

Directions:

- 1) Before the lesson, print out the student sheet and the additional words provided on the CD-ROM.
- 2) Ask the student to follow along on the student sheet as you present the target vocabulary word and read the clues to the meaning of the word.
- 3) Ask the student to provide a definition of the word based on the clues.
- 4) Reinforce correct responses. Teach on incorrect responses.
- 5) *Follow-up lesson:* Have the student complete the Independent Practice Worksheet one week later as review.

Target Words and Clues

1. *champion*
An Olympic athlete can be a *champion*.
A horse in the Kentucky Derby can be a *champion*.
A person who doesn't compete in a race cannot be a *champion* in that race.
What does *champion* mean? [someone or something that has beaten all others in a competition]
2. *compliment*
Telling your mom that you like her new outfit is a *compliment*.
Telling your dad that he's a good basketball player is a *compliment*.
Telling your friend that he owes you money is not a *compliment*.
What does *compliment* mean? [telling a person something that you like or admire about him or her]
3. *couple*
A husband and wife are a *couple*.
Doing two chores is a *couple* of chores.
Five cookies on a plate are not a *couple*.
What does *couple* mean? [two people or two things]

Standards Link
Use knowledge of phonics, word analysis (e.g., root words, prefixes, and suffixes), syllabication, picture and context clues to decode and understand new words during reading.
— Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening

Upper Elementary

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Materials Needed:
Student sheet
Additional words
IPW

Related Activities:
UE 4.1–4.2, 4.4–4.13

Directions:

- 1) Before the lesson, print out the student sheet and the additional words provided on the CD-ROM.
- 2) Ask the student to follow along on the student sheet as you present the target vocabulary word and read the clues to the meaning of the word.
- 3) Ask the student to provide a definition of the word based on the clues.
- 4) Reinforce correct responses. Teach on incorrect responses.
- 5) *Follow-up lesson:* Have the student complete the Independent Practice Worksheet one week later as review.

Target Words and Clues

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Telling your mom that you like her new outfit is a *compliment*.
Telling your dad that he's a good basketball player is a *compliment*.
Telling your friend that he owes you money is not a *compliment*.
What does *compliment* mean? [telling a person something that you like or admire about him or her]
3. *couple*
A husband and wife are a *couple*.
Doing two chores is a *couple* of chores.
Five cookies on a plate are not a *couple*.
What does *couple* mean? [two people or two things]

Upper Elementary

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#4 Sample Task from *Bridge of Vocabulary*

Task: *Cinquains* pg 99

Time: 15 minutes

Group: small group; class

Materials: Sample cinquains;
whiteboards; textbook

Discuss, then write a group
cinquain or one with a partner,
read aloud

• **Objective:** Write a 5 line, non rhyming poem using specific parts of speech. Read aloud.

• **Evidence-base:** Play with words; create interest; locate power; word consciousness

• **Standard:** 8th; Select a focus, structure, format, length, point of view, and audience for vocabulary requirements

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MS 7.3

Cinquains

Guided Practice Activity

Time Required:
15 minutes

Group Size:
Small group

Materials Needed:
Sample cinquain and suggested topics (optional) ©
Paper
Pencils
Whiteboard or blackboard
Content-area textbooks

Related Activities:
MS 7.1–7.2, 7.4–7.6

Objective: When given the outline of a five-line, non-rhyming poem, the student will independently fill in the words for the correct parts of speech, enhance the meaning of the overall topic, and read the poem when it is completed.

Evidence Base: Encouraging students to play with words creates an interest in knowing more about them—often referred to as word consciousness—which is essential to vocabulary growth (Stahl, 1999).

Directions:

- 1) Before the lesson, if desired, print out the sample cinquain and suggested topics provided on the CD-ROM.
- 2) Introduce the activity. Say, “Today we are going to write a kind of poem called a cinquain. There are always five lines in a cinquain.”
- 3) Explain the cinquain structure as you write the following outline on the board:
Line 1: One-word title/topic
Line 2: Two adjectives that describe the title
Line 3: Three verbs related to the title
Line 4: Four-word sentence about a feeling or experience related to the title
Line 5: One-word synonym for the title
- 4) Choose a topic for the first cinquain. *Note:* For English learners, use frequently-occurring concept words such as *fraction*, *dye*, or *hurdle*. The vocabulary extension occurs as they seek adjectives, verbs, short sentences, and synonyms.
- 5) Write the topic on the board. Guide the students through the selection of words for lines 2 through 5 and write these on the board, as well. If students have difficulty thinking of words, prompt. For example, if the topic is Congress, say, “We studied the way laws are made in Congress. Think of some descriptive words that fit this topic. Write two of them on your paper.”
- 6) When students understand the process, have someone in the group select a new topic for the next cinquain and write it on the board.
- 7) Ask students to copy down the topic, then write lines 2 through 5 on their own.
- 8) Read the cinquains aloud. After class, post the cinquains on a bulletin board.
- 9) **Follow-up lessons:** Ask students to think of topics studied in their content area classes (math, science, history, etc.) and write cinquains about them. Alternatively, write content-area topics on cards and have students select one at random to write about. Allow students to look up the words in their textbooks to get ideas.

Standards Link
Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
~ English-Language Arts Content Standards for California Public Schools

Middle School/High

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Directions:

- 1) Before the lesson, if desired, print out the sample cinquain and suggested topics provided on the CD-ROM.
- 2) Introduce the activity. Say, "Today we are going to write a kind of poem called a *cinquain*. There are always five lines in a cinquain."
- 3) Explain the cinquain structure as you write the following outline on the board:
 Line 1: One-word title/topic
 Line 2: Two adjectives that describe the title
 Line 3: Three verbs related to the title
 Line 4: Four-word sentence about a feeling or experience related to the title
 Line 5: One-word synonym for the title
- 4) Choose a topic for the first cinquain. *Note:* For English learners, use frequently-occurring concept words such as *fraction*, *dye*, or *hunger*. The vocabulary extension occurs as they seek adjectives, verbs, short sentences, and synonyms.
- 5) Write the topic on the board. Guide the students through the selection of words for lines 2 through 5 and write these on the board, as well. If students have difficulty thinking of words, prompt. For example, if the topic is *Congress*, say, "We studied the way laws are made in Congress. Think of some descriptive words that fit this topic. Write two of them on your paper."
- 6) When students understand the process, have someone in the group select a new topic for the next cinquain and write it on the board.
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Middle School/Jr. High

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Sample Cinquains

Line 1: one word title/topic
 Line 2: Two adjectives to describe the title
 Line 3: Three verbs related to the title
 Line 4: Four word sentence about feeling or experience related to title
 Line 5: One word synonym for the title

Corn
 Hard, yellow
 Eating, scraping, sewing
 Wear Native American
 Clothes
 Succotash

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Sample Cinquains

1- title (noun)

2- adjectives

3- verbs

4-word sentence about it

1 word synonym

Football

Cold, soggy

Running, throwing,
tackling

Don't get a concussion!

Pig-skin

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Sample Cinquains

1-title

2- adjectives

3- verbs

4-word sentence about it

1 word synonym

Coal

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Sample Cinquains

1-title 2- adjectives 3- verbs 4-word sentence about it 1 word synonym	Fraction
--	----------

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#5 Sample Task from *Bridge of Vocabulary*

Task: *Three of a Kind pg 109*

Time: 10 minutes

Group: individual, small group;
class

Materials: Student work sheet
with 10 words needing category
matches; homework page

Discuss, prompt; do twice; use
cues; assign homework page

- Objective: When presented with category name, student will add 3 words that fit

- Evidence-base: Find words in a category; semantic & phonological cues; concept knowledge; fast mapping

- Standard: 10th; Develop thinking and language skills from how words sound and look

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HS 2.1

Three of a Kind Guided Practice Activity

Time Required:
=

Group Size:
X X X X X X X X

Materials Needed:
Student sheet
IPW

Related Activities:
HS 2.2–2.6

Objective: When presented with a category based on target vocabulary, the student will name three things that belong to the category.

Evidence Base: Asking students to name words in a category or find words in a category increases their concept knowledge (Honig, Diamond, & Gutlohn, 2000).

Directions:

- 1) Before the lesson, print out the student sheet provided on the CD-ROM.
- 2) Introduce the activity. Say, "I am going to tell you a category, and I would like you to tell me three things that belong in that category."
- 3) Ask the student to follow along on the student sheet as you read one category from the list below. Clarify the meaning of each category as necessary.
- 4) Prompt the student to name three things that fit the category.
- 5) If the student names only one or two things, offer clues to elicit a total of three things.
- 6) Accept any reasonable responses for each category. Discuss each of the student's responses and why it fits or doesn't fit in the category.
- 7) Follow-up lesson: Have the student complete the Independent Practice Worksheet one week later as review.

Categories and Possible Responses

1. Name three things that are *agrarian*. [barn, field, seed, tractor, harvest]
2. Name three things that are *organic*. [bird, fish, vegetable, human being, tree]
3. Name three things that are *reptilian*. [alligator, turtle, iguana, rattlesnake, lizard]
4. Name three things that can be *lethal*. [poison, atomic bomb, guns, drugs, explosives]
5. Name three things that are *prose*. [magazine, report, essay, novel, letter]
6. Name three things that are *medieval*. [castle, jousting, knight, suit of armor, moat]
7. Name three things that are *vehicular*. [helicopter, car, truck, bicycle, bus]
8. Name three things that are *consecutive*. [numbers, years, days, anniversaries, birthdays]
9. Name three things that are *oceanic*. [submarine, ship, fish, diver, currents]
10. Name three things that are *vertebrates*. [rhinoceros, whale, human being, dog, tiger]

Standards Link
Develop thinking and language acquisition together through interactive learning.
— Utah Secondary Core Curriculum—Language Arts

High School/Junior

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X X X X X X X X

Materials Needed:
Student sheet
IPW

Related Activities:
HS 2.2–2.6

Directions:

- 1) Before the lesson, print out the student sheet provided on the CD-ROM.
- 2) Introduce the activity. Say, "I am going to tell you a category, and I would like you to tell me three things that belong in that category."
- 3) Ask the student to follow along on the student sheet as you read one category from the list below. Clarify the meaning of each category as necessary.
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7. Name three things that are *vehicular*. [helicopter, car, truck, bicycle, bus]
8. Name three things that are *consecutive*. [numbers, years, days, anniversaries, birthdays]
9. Name three things that are *oceanic*. [submarine, ship, fish, diver, currents]
10. Name three things that are *vertebrates*. [rhinoceros, whale, human being, dog, tiger]

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Strengthening Linguistic Health

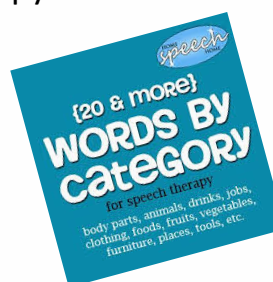
- *Overall vocabulary size*
- *Periodically fastmapping*
- *Word awareness, meaning and power*
- *Learning implicitly from the environment/books*
- *Learning explicitly from being directly taught*
- *Combining semantic and phonologic clues to words*

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Conclusions

Integrate evidence-based practice into your ***short, focused, high energy*** vocabulary exercises for K-12 students

Systematically increase the number of new words ***used*** and ***learned*** in therapy



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Top 7 Strategies for Vocabulary Development

- Fast-mapping/slow-mapping
- Explicit instruction
- Implicit instruction
- Word consciousness
- Categorical understanding
- Redundancy
- Semantic + phonological cues

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Thank You for Listening!!

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