

Effective Vocabulary Instruction

Active, Involving, and
Engaging Strategies for
Encouraging Vocabulary
Development

Guidelines for Effective Vocabulary Instruction

- Word knowledge is essential for comprehension.
- Wide reading in a variety of text types is to be encouraged and supported.
- Use direct instruction to teach “Tier 2” and selection critical words.
- Learning new concepts requires active involvement rather than passive definition memorization.
- Multiple exposures to a word is necessary to learn it well - conceptual, contextual, & definitional.
- Writing definitions from dictionaries is not a recommended practice.
- Relate new words to students' prior knowledge and to other related words when possible.
- Students need to develop the ability to learn new words from the multiple contexts of reading.

* Based on Johnson, D. D. (2001). *Vocabulary in the elementary and middle school*. Boston, MA: Allyn and Bacon.

Locating Words for Study: Dictionaries

- Acronyms/Abbreviations
- Aphorisms
- Catchphrases
- Clichés
- Confusibles
- Cultural Literacy
- Eponyms & Toponyms
- Etymology
- Euphemisms
- First Names & Surnames
- Rhyming Words
- Electronic/CD ROM
- Foreign Words
- Grammatical Terms
- Idioms
- Linguistic Terms
- Literacy Terms
- Place Names
- Proverbs
- Quotations
- Slang
- Word Games
- Invented Spellings
- Thesaurus

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Seven Categories of Word Play

- Onomastics (proper names, nicknames, place names, pseudonyms, eponyms, toponyms, & aptronyms)
- Expressions (idioms, slang, proverbs, slogans, etc.)
- Figures of Speech (alliteration, onomatopoeia, tongue twisters, similes, metaphors, euphemisms, hyperbole, meiosis, dysphemisms, double speak, irony, puns, personification, oxymorons, etc.)
- Word Associations (synonyms, antonyms, hypernyms, hyponyms, meronyms, homographs, homophones, etc.)
- Word formation (prefix, suffix, compounds, abbreviations, sniglets, etc.)
- Word Shapes and Spellings (anagrams, aptanagrams, antigrams, lipograms, alindromes, smeordnilaps, pangrams, rebuses, etc.)
- Word Games (charades, scattergories, scrabble, boggle, deceptive definitions, twenty questions, hangman, etc.)

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Onomastics

- Proper names: Joseph, Rachael, George, etc.
- Nicknames: Bob, Slim, Egghead, Stormin' Norman, Wilt the Stilt, Windy City, Big Sky Country
- Place names: Lavan, UT; Lyman, WY; Jackpot, NV; Dublin, TX
- Pseudonyms: Dr. Seuss, Mark Twain
- Eponyms: Stanford-Binet, Caesar Salad, Leotards, Braille, Bose
- Toponyms: French Fries, Hamburger, Bologna, Berliner
- Aptronyms: John Razor, Barber; Gary Player, Golf

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Expressions

- Idioms: Chew the fat, stick to your ribs, slow on the uptake
- Slang: tree hugger, squirrel kisser, pea brain, airhead, Mcpaper
- Proverbs: A penny saved is a penny earned. A bird in the hand is worth two in the bush.
- Catchphrases: One sandwich short of a picnic lunch. His elevator doesn't reach the top floor.
- Slogans and Jingles: Two all beef patties.... Plop, plop, fizz, fizz....

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Figures of Speech

- Alliteration: Alice Adams always ate apples in the afternoons
- Onomatopoeia: boom, pow, bang, swat, zap
- Tongue Twisters; Susie sells seashells by the seashore, lemon liniment
- Similes: as old as the hills, mind like a steel trap
- Metaphors: The people were sheep grazing the pasture of the dinner buffet.
- Hyperbole: You are always a hundred years late! I ate tons of food!
- Meiosis: The only difference between a B.S. and a Ph.D. is the "s" is piled higher and deeper.
- Euphemisms: passed away, sanitation engineer
- Dysphemisms: George isn't scotch; he's just plain cheap!
- Doublespeak: floatation devices vs. life jackets; vertically challenged vs. short

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Figures of Speech - Cont.

- Oxymorons: giant shrimp, living dead, icy hot
- Irony: I'll bet you are thrilled you came with me to this play....
- Personification: My den has a soft spot in its heart for books.
- Puns: Poetry is bad, but it could be verse!
- Others to research: allegory, anachronism, bathos, echoism, litote, synecdoch, trop, and zeugma.

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Word Associations

- Synonyms: big, large; important, significant
- Antonyms: little, huge; nice, nasty
- Hypernyms: fruit, tool, animal, tree
- Hyponyms: grape, hammer, cat
- Meronyms: trunk, roots, branch
- Homographs: present, minute
- Homophones: pear, pair; meet, meat



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Word Formation

- Prefixes: re, pre, under, over, mini, bi, tri
- Suffixes: ment, tion, sion, s, er, est, ed, able
- Compounds: catfish, daylight, rainwater, frogman
- Abbreviations, P.O., Mr., IL, Attn., Prof., doc
- Acronyms: Radar, ATM, GOP, GPA, ESL
- Blends: infomercial, majensus, caplet
- Sniglets: rice roach, tile comet, accordinated, wonderacide

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Word Shapes and Spellings

- Anagrams: dear, read; add, dad; much, chum
- Aptanagrams: ocean, canoe; point, on tip
- Antigrams: teach, cheat; funeral, real fun
- Lipograms: LTSNW - Love the Snow, SF49RF - San Francisco 49er Fan
- Palindromes: madam, toot, nun; Was it a rat I saw?
- Semordinlaps: plug, glup; not now, won ton
- Pangrams: The five boxing wizards jump quickly. 26
- Rebuses: 2  or not 2 

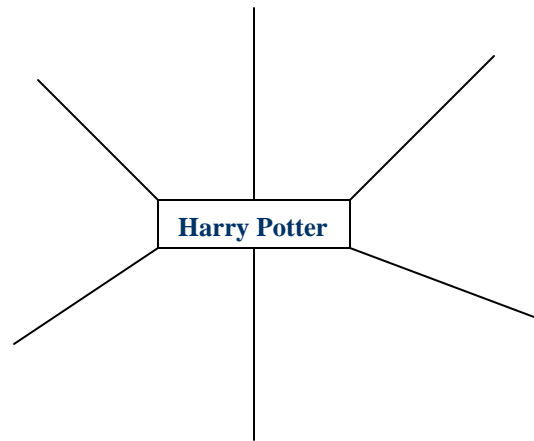
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Word Games

- Charades
- Alphabet Search
- To Tell the Truth
- Password
- Concentration
- Bingo
- Crossword Puzzles
- Knock-Knock

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Word Webbing



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Thinking About Vocabulary Instruction: Three Tiers

- Tier One Words- Consists of basic words and rarely require instructional attention in school and highly frequent in life: *clock, baby, ball, happy, walk, run, etc.*
- Tier Two Words - High frequency use for mature language users and found across a variety of knowledge domains: *coincidence, absurd, industrious, fortunate, etc.*
- Tier Three Words - Low frequency use and limited to specific knowledge domains: *isotope, lathe, peninsula, refinery, etc.*

Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing words to life: Robust Vocabulary Instruction*. NY: Guilford Press.

Thinking About Vocabulary Instruction: Three Tiers

- Estimates indicate that about 8,000 basic words need no instruction – Tier 1
- Estimates indicate that about 7,000 words for Tier 2 or about 700 words per year.
- Beck, McKeown, and Kucan (2002) recommend teaching about 400 words per year K-12.

Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing words to life: Robust Vocabulary Instruction*. NY: Guilford Press.

Teaching Tier 2 Words

- **Characterize the word *tamper*** – to change something secretly so that it does not work properly or become harmful.
- **Explain meaning of *tamper* in everyday life** – If you tamper with something its doesn't work anymore. Tampering is often done in secret to try to trick or harm someone.

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Altering Task Requirements for Teaching Tier 2 Words

- Ask a question: What do you think *glimpse* means?
- Word Associations: After teaching several words have students associate these with questions: Which word goes with crook? (*accomplice*).
- *Have You Ever?* Describe a time when you glimpsed something or when you were an accomplice.
- Idea Completions: *The gang leader could break the safe open alone so he looked for some*

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Altering Task Requirements for Teaching Tier 2 Words

- Like a Test:

Stern

1. Don't care about how you look and what you do.
2. Very easy going about how you and others behave.
3. To act hard and serious.

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Altering Task Requirements for Teaching Tier 2 Words

- Like a Test:

Shrill sounds can hurt your ears.

True or False

- Matching definitions with words in a list.
- Fill in the blank sentences using vocab words.
- Paired words with a question:

Which would you do if you had trouble seeing?

gape

focus

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Active Context Word Learning

Albasa

Albasa will usually be found at grocery stores and restaurants.

People like to eat albasa on their hamburgers, although albasa are tasty with a variety of dishes.

Since albasa are a vegetable, they are also nutritious.

One disadvantage of albasa is the strong odor which has been known to produce crying symptoms among those who slice them.

Gipe, J.P. (1980). Use of a relevant context helps kids learn new word meanings. *The Reading Teacher*, 33,(5), 398-402.

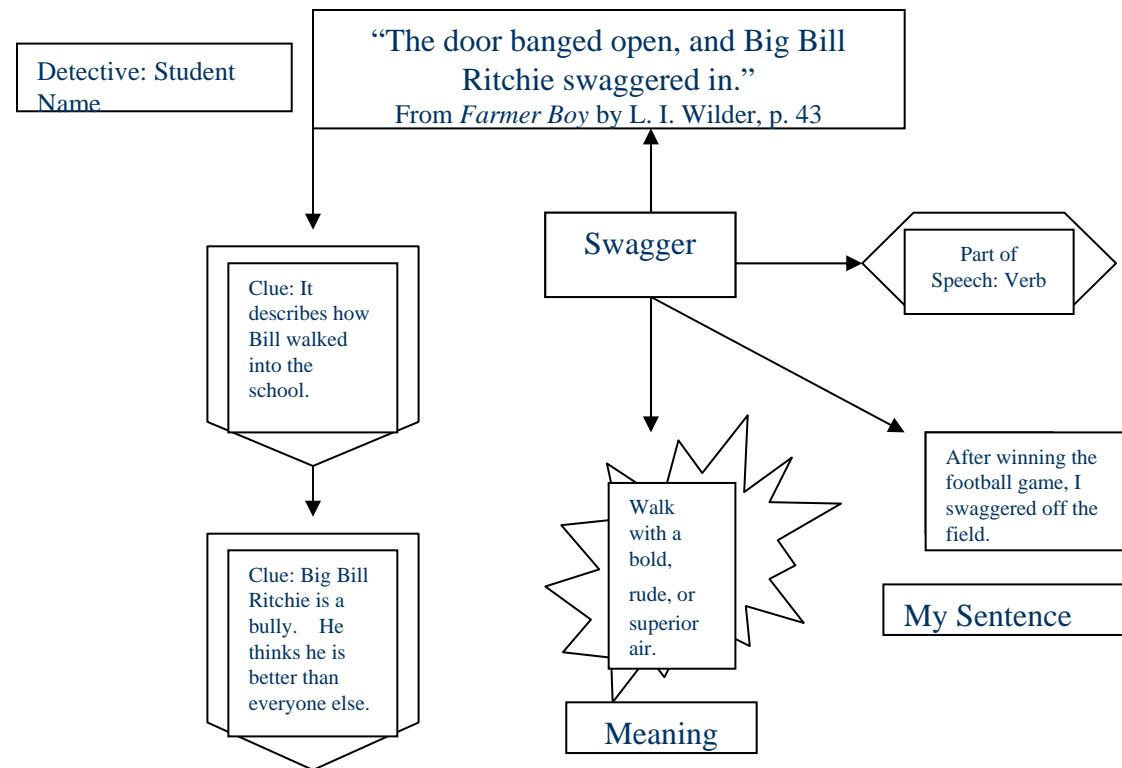
Frayer & Klausmeir Model

Hochspannungstrohmabnehmer

- Example of a - lightning rod, Ben Franklins' kite and key
- Non-example of a - wooden post, plastic pole
- Relevant attributes -metal, touches an exposed electrical wire, found on top of a streetcar or light rail train
- Irrelevant attributes - slender, lets off sparks
- Superordinate term - electrical conductor
- Coordinate term - electrical plug


Frayer, F. D. & Klausmeir, H.J. (1969). A shema for testing the level of concept mastery. University of Wisconsin.

Word Detectives



Ainslie, D. (2001). Word detectives. *The Reading Teacher*, 54(4), 360-62.

Referent Bingo

He	Mine	It	Our	Her
That	Its	Then	Did Too	Both
Them	My		You	Here
We	I	My	All	Your
None	Some	She	They	Their

Construct cards that say, "Jim and Sue will play ball." Select a word that means the same as "Jim and Sue."