

THE FAITHFUL READER

Vocabulary Instruction Part II: Practice

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(for Vocabulary Instruction Part I, see January 2018's Faithful Reader)

Quick recap of Part I: You have launched a new unit. You started off teaching the most important vocabulary, not necessarily (not likely) the vocabulary suggested by the text book, if you use a textbook. See page 3 of this newsletter for a handy organizer as you choose your vocabulary words.

Now that you have introduced these words, it is time to give students practice with these words. We know that students must have at least 14 exposures to a word before they deeply know or "own" that word. For some students, they need 40 exposures to the word! This means that an introduction at the beginning of the unit, a few worksheets out of context, and then a test will not result in truly knowing the word. It also won't result in a true depiction of what some students really know. Students need time to practice. These "at bats" will provide students with a better chance of really, truly internalizing and learning these words.

Meaningful Practice

Students need meaningful practice with vocabulary words. This means that students need to practice the words while also reading, writing, talking, and listening to others use the words. This is why it is a great idea to align your curriculum so students get more time on task with the same vocabulary words. So for example, if your literature circles are reading *The Devil's Arithmetic*, *Number the Stars*, and *Hitler Youth: Growing Up in Hitler's Shadow*, this should occur simultaneously with the social studies unit on World War II.

Here are some ways students can practice the most important vocabulary: those words that students must know in order to comprehend the text.

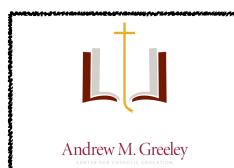
Fruyer Model, or Four- or Five Square Vocabulary (see page 4 of this newsletter)

Generally the Fruyer model asks for students to provide a definition of the word, use the word in a sentence, and then share examples and non-examples of that word. For some words, you will only be able to find examples OR non-examples, so don't require both unless you know they exist. (For example, the word *tortilla* does not really have any non-examples.)

Connect 2 (see page 5 of this newsletter)

As humans, we are constantly making connections. "Doesn't that American Idol contestant look like Sophie in eighth grade?" Asking students to make connections between words requires that they know the meanings of both words and then apply the meanings to make a comparison. If during a social studies unit I am asked to connect *region* and *land*, a student might respond this way:

"A region is an area of land. Sometimes a region shares certain characteristics. For example, in the West region many states have mountains or the elevation is higher than in the Midwest



How do I promote reading?

You don't need research to know that when students read more, that they get better at reading. Students need time, access, and choice in order to read more.

Time: Don't cut this out of your schedule. Every day, students should have time to read a book of their choice. Alter the time to reflect the students' age: Kindergartners may only have the stamina for 5 minutes at the beginning of the year (the same might be true for 6th graders). You will need to teach, give direct feedback (not punishment), and praise students as their stamina increases.

Access: You can't read if you don't have books. Building a classroom takes time and money, but you can do it over time. Half Price Books, garage and yard sales, friends and family can help with this cause. If your school has a library but no librarian, bring a basket and choose enough books for each child. Switch the basket every week.

If you have iPads, get a free library card and sign up check out e-books. Free apps like Overdrive, Kindle, and Nook make this process easy. If students have their own library cards, you can have them check out e-books to read on a phone or iPad.

Choice: Yes, Captain Underpants and Bad Guys books are silly. No, students aren't going to rot their brains by reading these books. Whatever it takes for students to love reading, to be so engrossed in a book that they laugh out loud at a silly joke or pun. This also builds vocabulary and provides a model for writing.

PLEASE make your use of reading logs similar to your own personal reading logs: literally a place to log the title, author and maybe how many stars you would give the book. If the reading log is dreadful, students will also dread the reading.

region, which is mostly plains and therefore the land is mostly flat. Land can be a plain, a mountain, or a valley. Land is a natural feature. Land is not water, but a region may have water. The Midwest is sometimes called The Great Lakes Region because of the proximity to Lakes Superior, Michigan, Huron, and Erie."

My Definition, Teacher's Definition (see page 6 of this newsletter)

When we do finally assess students on vocabulary, we are going to be looking for particular definition. Perhaps, "osmosis is diffusion of water through a membrane" is what we are looking for. Students need to know this 'official' definition so the expectation is clear for the assessment. But in order to really learn the definition, students need to make connections. So offering that they write the definition in their own words can help them to really think deeply about the word. And for those students who want to draw a picture, visuals are really impactful for remembering things.

Taboo or Password (see page 7 of this newsletter)

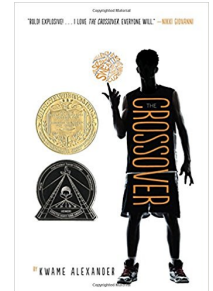
Have students describe a word to a partner without saying the word, any word parts. For example, for the word, *kangaroo* the taboo words would be *marsupial*, *Australia*, *pouch*, and *kick*. Also verboten are strategies like "it sounds like mangaroo." This makes for a great review of concepts as well as a review for the summative assessment.

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Book Recommendations

The Crossover written by Kwame Alexander

Josh and Jordan are twins who excel at basketball at their middle school. Dad is former pro who quit for health reasons, and mom runs a tight ship both at home as well as at her school as an assistant principal. The book is written in verse, which is not only appealing for struggling readers because of the quick reading of chapters, but the verse is also thoughtful and clever. The twins are growing up and maturing as they start to like girls and branch out on their own, out of their twin bubble. Spoiler alert: there is a family tragedy at the end of this bittersweet, powerful book. Master storyteller Kwame Alexander is the author of other books, including *Rebound* and other sports books.



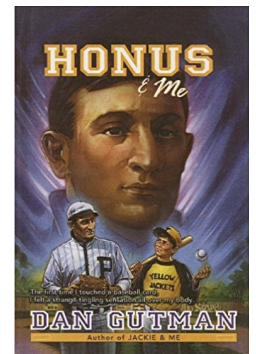
Independent Reading Level grade 4-5 (Lexile 750)

Most appropriate for 7th grade and up

Genre fiction in verse

Honus and Me by Dan Gutman

Book #1 of 12 in a series, *Honus and Me* introduces us to Joe Stoshack, a baseball superfan. While cleaning out a neighbor's attic, Joe makes a discovery that he can't believe - a Honus Wagner baseball card! Joe learns that this baseball card is more than a collector's item because it also helps him time travel back to the 1902 World Series. This series is perfect for baseball fans.



Reading Level grade 3 (Lexile 690)

Appropriate for grade 3 and up

Genre hybrid of fiction/fantasy/nonfiction

Greeley Center Mission

We are Catholic educators who challenge Catholic schools to be excellent because they are essential in preparing students for the future.

Name _____ Date _____

Five-Square Vocabulary Chart

| | |
|--|----------------------|
| WORD and definition | Picture |
| What is it like? | What is it NOT like? |
| Use the word in an original sentence. Be sure that the sentence proves that you know what the word means. ("I like patriotism." doesn't tell me you know the meaning of 'patriotism'...) | |

Name: _____ Date: _____

VOCABULARY Connect 2

Example:

Aggressive and associate are connected because | associate or connect fighting, punching, and pushing with aggressive behavior.

_____ and _____ are connected because _____

_____ and _____ are connected because _____

_____ and _____ are connected because _____

_____ and _____ are connected because _____

_____ and _____ are connected because _____

Vocabulary for _____

NAME:

| Word | Teacher's Definition | Picture | My Definition |
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Taboo cards - samples

| | |
|---|--|
| <p>mystery mysterious</p> | <p>red herring color fish clue misleading distracting</p> |
| <p>suspense suspenseful</p> | <p>suspect (noun) person man woman guilty crime</p> |
| <p>solve solves solution mystery</p> | <p>detective person man woman job police sergeant crime</p> |