Vocabulary: The sometimes forgotten "Big Idea"

Mary Dosch, Psy.S.

doschma@mnstate.edu

What is "Vocabulary"

- Mental dictionary (lexicon)
- Recognition vocab is greater than productive vocab for most
- Vocabulary is **not** defined by the # of words a child can decode in print

The Big 5 of Reading

1. Phonemic Awareness
2. Alphabetic Principle-Phonics and Decoding
3. Fluency
4. **Vocabulary**
5. Comprehension

Vocabulary Development

- Focus on vocabulary should start at the **preschool** level
- Word rich environments
- Lots of books: dialogic reading and interactive read-alouds
- Lots of conversation

Books
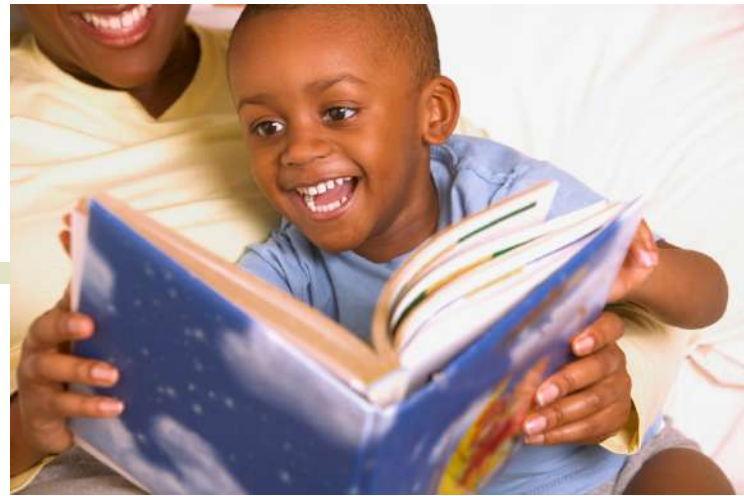
- Children's books have more vocab variety than adult or child tv shows
- Children's books have more variety than adult conversations
- Adult's books have words 2-3 times rarer than heard on tv

Vocabulary development

- Vocabulary development begins through the use of daily oral language
  - Opportunities
  - Types of words used
  - Elaboration

  **e.g. Grocery store

  Low verbal

  Average

  High Verbal

Vocabulary Differences

Average Exposure to words in one year:

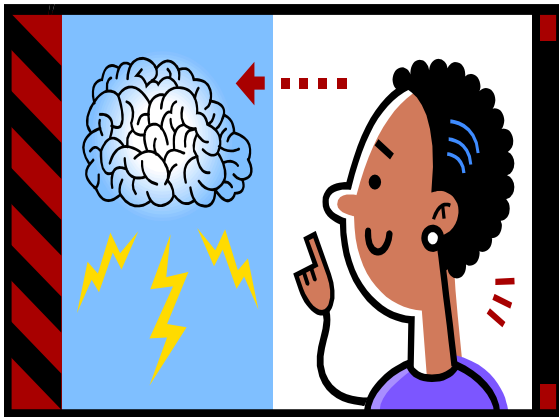Professional families—11 million

Working-class families—6 million

Welfare families—3 million

"Meaningful Differences" by Hart and Risley (1995)

Intelligence Testing

- Vocabulary is the best single measure of intelligence on cognitive ability tests
- Teaching vocab improves verbal IQ and reading comprehension

Comprehension depends on knowing word Meanings

- Vocab is strongly related to reading comp

- Can decode and pronounce, but if meaning is not recognized, comprehension will be impaired

- Knowledge of meanings facilitates word recognition

What kids need to learn

- 88,700 word families in text K-12
- 107 words account for 50% of words in text
- 5,000 more account for another 45%
- Infrequent words (5%) carry unique meaning

of words children know

- In 1st & 2nd grades, children need 800+ words per year, about 2 per day.
- Children need to learn 2,000- 3,000 new words each year from 3rd grade on, about 6-8 per day.

***Matthew Effect

**Need about 4000 meanings for words by end of 1st grade =Average

Listening and reading

- Before 3rd & 4th grades, children comprehend more words through listening.

- After 3rd & 4th grades, children learn more

  words through reading

Dictionary is NOT the best or only answer

■ A definition does not tell us how the word is used

**e.g. "disrupt" –break up; split

We disrupted the orange into sections, so we could all have some.

■ Need multiple examples in context for inferences

■ Definitions are often incomplete—preserve space

■ Ability to give a definition of a word in on terms = knowing the word

***Use ELL dictionaries

How we know words

(1) By reading a lot:

- Appropriate level of difficulty
- Sufficient amounts
- Motivation to pursue understanding

How we know words

(2) Exposure to multiple examples in context, spoken & written

(3) Through explicit instruction:

- Constructing definitions
- Dictionary use
- Analyze word structure
- Exploring word relationships

How we learn words

(4) Become conscious:

- Words, sounds, and morphemes
- Words origins
- Word's usage and multiple meanings

***Exercise

"jargon" word—Make up 1-2 sentences for a partner.

Construction of meaning is personal

- Gain meaning through experience
  - *Republican*

Metacognition- sense of knowing our own understanding and misunderstanding

Hierarchical networks

- Words & concepts are best learned in relation to one another

**Exercise

Sort the words into categories & subcategories

Categorize

bit   jobs

apples   hay

Arabian mane

Clydesdale   hoof

saddlePaint

plow

breedspack

hairbody parts

reinsoats

foodrace

tack

After Categorizing

? What did you need to know to accomplish this task?

? Can you represent this in a "mindmap" or graphic organizer?

Dictionary Format

1) denote category

2) synonym

3) concepts on features or properties
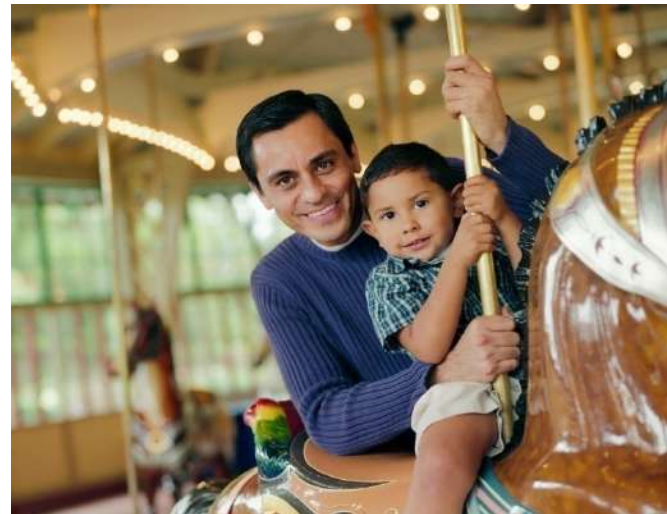
***kids often only give part of a definition

Sentence frame definition

- A_____ is (a)_____ that (is, does)_____.

(critical feature)

Words to define:

- Carousel
- Banana
- Camera

Framed Sentences

1. A _____ is a kind of _____that…
2. X and Y are similar in that they both…, but x , while y …
3. _____begins with…, continues with…, and ends with…
4. _____ wanted…, but…, so…
5. _____ happens because…

CRISS Strategies

"Hey! Whatever Works!!"

Old words have many meanings

- *House*

Huse

Huis

Hous

Haus

Anglo-Saxon
800 A.D.

- Exercise
- Multiple meanings
1) subject
2) jam
3) vent

What words in story have multiple meanings?

Semantic Features

	Nest	Den	Burrow
Made of wood			
Animal's home			
Built in a tree			
Underground			
In Water			
Pre-built by nature			

Similarity and differences in categories—share meaning

1. pizza, apple pie, tart   vs.   record, cd, cymbal
2. banana, apple, orange vs.   potatoes, carrots, beets
3. popsicle, icee, ice cream vs. igloo, snow, icicles
4. hammer, screw driver, awl vs. nail, screw, brad
5. chess, checkers, Life vs. Twister, Bocce, croquet
6. socks, shoes, slippers vs. gloves, mittens, muffs
7. rock, stone, brick vs. logs, 2 x 4, twigs
8. car, plane, train vs. bicycle, scooter, rollerblade

"Holy great mother of God, I've been cloned!"

Other semantic properties- nouns

- Not countable nouns
  - sand, grain, ice, paint
- Countable nouns (many, few)
  - bananas, doors, cats, houses
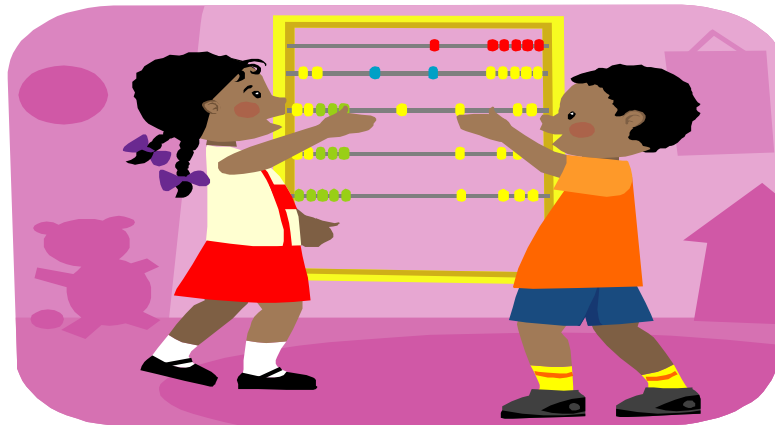
Semantic properties--verbs

- Takes a direct object (transitive)
  - brought, put, rescued

- Do not take a direct object (intransitive)
  - slept, dreamed, stumbled

  ***parts of speech and grammar are important

Antonyms-gradable & complementary

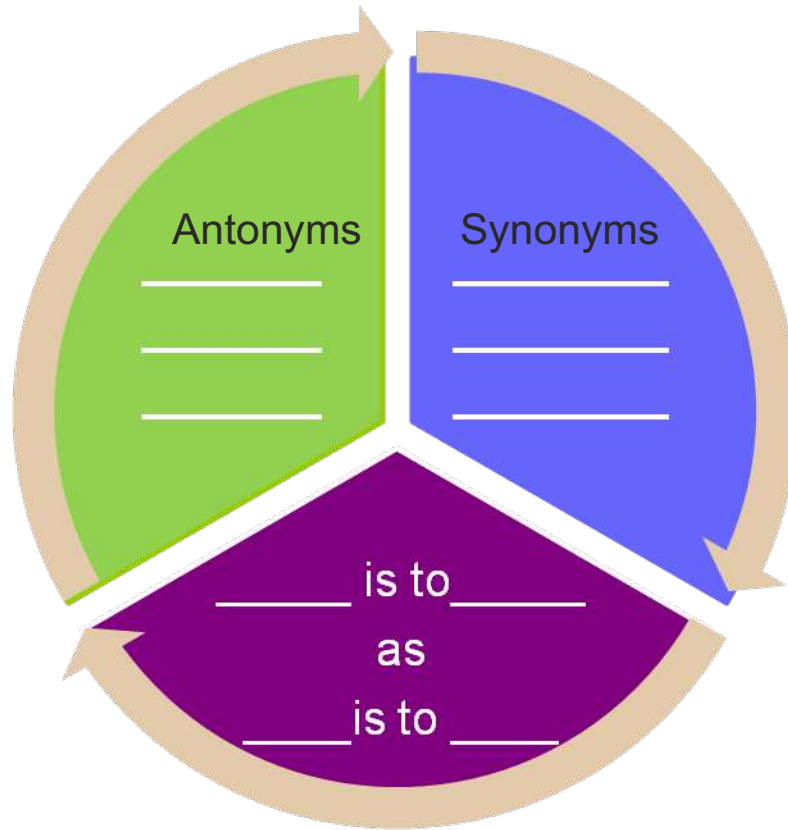- Gradable—show degrees on a continuum
  - depressed----ecstatic
- Complementary—either/or—not at same time
  - pregnant----not pregnant
  - malignant----benign
- ***Exercise

Analogies, Antonyms & Synonyms

Antonyms
_____
_____
_____

Synonyms
_____
_____
_____

_____ is to_____
as
_____ is to _____

Forming Antonyms

- Add prefixes
  - unworthy----unworthy
  - intolerant----intolerant
  - nonconforming----nonconforming
  - misrepresent----misrepresent
  - disrespect----disrespect

Teaching Vocabulary

Words we need to directly teach:

- Words critical to understanding a specific text
- Words with general utility –encountered frequently
- Difficult words that need interpretation

(metaphorical, abstract, nuanced)

Beck, McKeown, et al.

Words to teach directly

- Critical to specific text (teach briefly)
    - permafrost, tundra
- General utility (elaborate—use several times in context)
    - inept, respectful
- Difficult words/phrases (teach for understanding)
    - happy as a lark
    - hit the road

Teach Relationship between word structure and meaning

- Word pronunciation & spelling
- Explore morphology (compounds, prefixes, suffixes, and roots
- Generate definitions—compare to dictionary
- Compare similar words

Analysis of Word Similarities Pronunciation/Spelling

- present (prĭ-zĕnt): introduce
present (prĕz-ənt) gift
- apprecia<u>tion</u>
 suspen<u>sion</u>
- affect
effect
- pacific
specific

Excuses….Excuses!!!

- My son is under a doctor's care and should not take any PE today. Please execute him.

- Dear School: Please excuse John being absent on Jan. 28, 29, 30, 31, 32, and 33.

- Please excuse Jimmy for being. It was his father's fault.

Excuses…Excuses!!!

- Please excuse Roland from P.E. for a few days. Yesterday he fell out of a tree and misplaced his hip.

- Please excuse Mary for being absent yesterday. She was in bed with gramps.

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"I'm lousy at spelling because of my parents. They grew up listening to the Beatles, Monkees and Byrds!"

Word derivations

- **Complexity of English language**
  - vowels—18 vowel sounds
  - word origin—melting of languages

  Latin & Greek = 70% of our language

  Anglo Saxon & French = most of remainder

  ***Makes our novels so fascinating

Morphology

- **word parts that have meaning**
  - affixes (prefixes or suffixes)
  - roots

preableic

postityphono

hypertractdis

hypoologyinner

Origins

- Anglo-Saxon
  - short, one syllable or compound
  - eg--sky, moon, father, love, been
- French
  - food & fashion words, relationships
  - soft c & g, endings such as –ine, -ette, -elle
  - eg—triage, baguette, novice, cuisine

Origins

- Latin
  - multisyllabic, affixes, roots
  - social & physical sciences, & literature
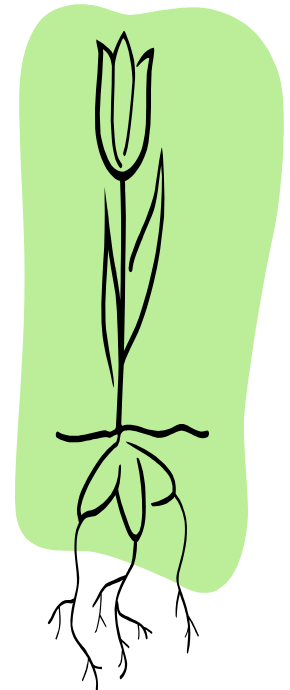 - eg--contemplate, pacify, refer, locomotion
- Greek
  - combining forms; scientific, philosophical, and mathematical terminology
  - eg—hypnosis, neuropsychology, chlorophyll, physician
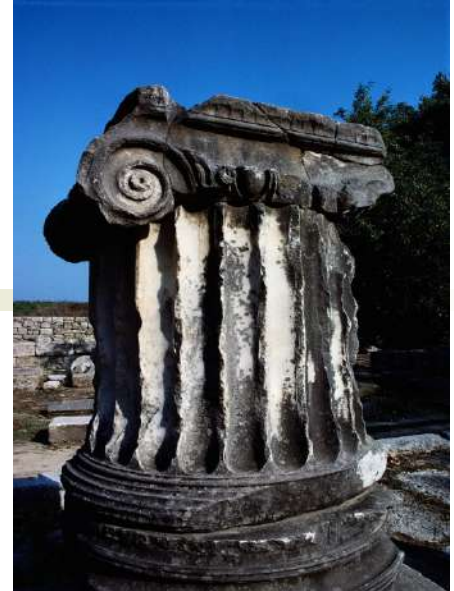
Roots in the content areas

- Social Studies   -- pol, polis, polit.
- Science -- therm, thermo
- English -- dict
- Math -- meter, metr
- Health/P.E. -- rupt
- Shop -- struct

Tiers of words

- Tier 1 words—basic words
    - mouse, car, angry
- Tier 2—high frequency words for mature language users
    - absurd, passionate, responsible
- Tier 3—low frequency, domain specific
    - kiva, permafrost, trivet

Identifying Tier 2 words
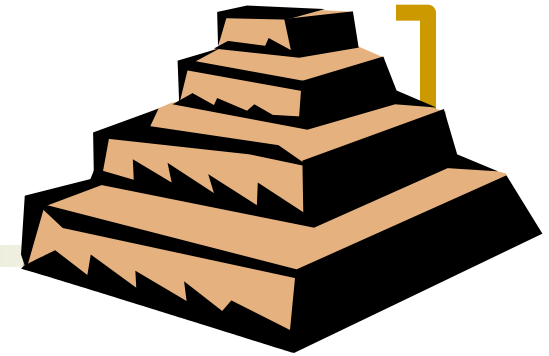
- Importance/Utility—cover all content areas
- Conceptual Understanding--More concise or complex words for concepts they already know—mature words
- Instructional Potential—Words that they can work with and create connections with other words
- ***Marzano—Teach Academic Words!!!!

Definition Generation

- Use context to create definition and then check it
- Study multiple definitions of words and their uses

***learning new uses and meanings = more flexibility and curiosity

Plan Instruction

- Decide on 5-10 words that are most important to teach directly & thoroughly.

- List words to be taught more briefly.

- Outline a few activities that would be useful for building vocabulary before, during, or after the reading selection.

Reading

- Amount of reading predicts vocabulary and comprehension in high school, as well as IQ scores
- No better way to build vocabulary
- Motivate students to listen to and read challenging texts.

At least 20 minutes

Talk a Mile a Minute

- Similar to Taboo, but try to guess all words on card, then the main topic.

Things Associated with Outerspace

Sun

Orbits

Mars

Venus

Saturn

Galaxy

Meteors

"I Need some caffeine!!!"

Semantics

Self-selection strategy

1. Read a text selection and **identify two words** that are interesting or challenging.
2. **Write these words** on a card to share with the class.
3. Ask class to **vote on 5-8 words** to learn.
4. **Discuss, clarify, elaborate, & extend** word meanings.
5. Record words on "**My Words sheet**"
6. Create **activities** to practice select words.

a, i, i   ksghtnvn

1. In box 1 write what you try to capture in the game of chess.
2. In box 2 change one letter from box 1 to make a word that means the same as "cantor".
3. In box 3, rearrange the letters to make a word that may contain the letters s t o p.
4. In box 4, use 5 of the original letters to make a word that is the opposite of day.
5. Add one letter to the word in box 4 to create a homonym in box 5.
6. Now replace the first two letters of the word in box 5 with one letter that is one of the five senses and write it in box 6.

a,i,i   ksghtnvn

7. In box 7, add a prefix to the word in box 6 to make a word meaning that you have knowledge to discern the truth.

8. In box 8, use 4 of the letters from box 7 and create a word that means a clue.

9. Scramble the letters from box 8 and create a word in box 9 that means slim.

10. Change the vowel from box 9 and then add the rest of the letters on to create the word of an upcoming holiday.

Homophones

- Words that sound the same, but are spelled different and have different meaning.
- Homophone Win, Lose, or Draw
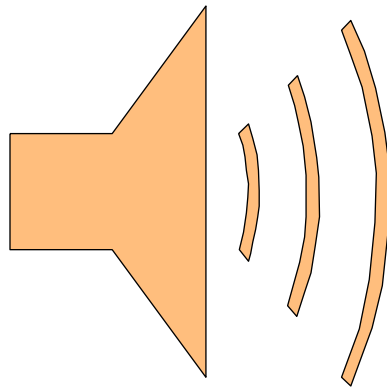
Idiom

- Phrase that has a meaning different from the literal meaning of its word.
- Instruction of idioms
    1. Awareness that idioms are common in English
    2. Familiarize students with intended meaning
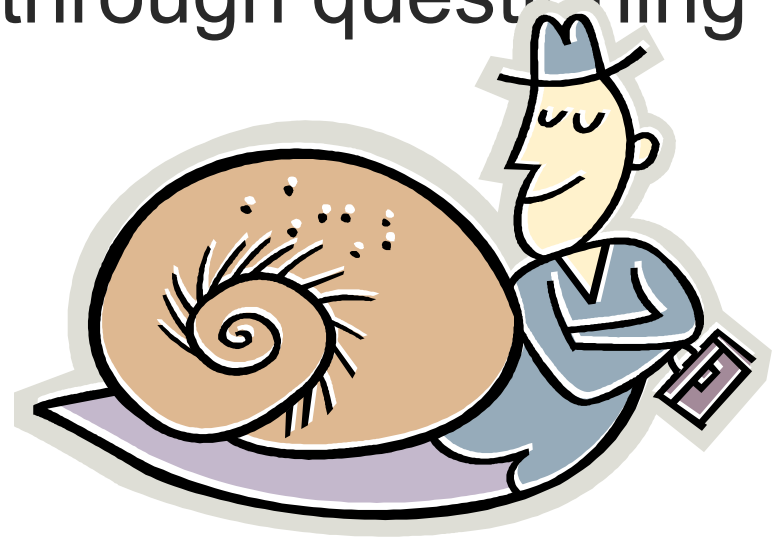   3. Reinforce looking for clues to unlock meaning

Idiom 4 square

IdiomIn Other Words

I'm so hungry, I A horse is very

could eat a horse.large and would

    fill a person up.

What it saysWhat it means

Figurative language

- Teach metaphors and similes
- Select a reading passage
- Make connections through questioning
  - Text-to-self
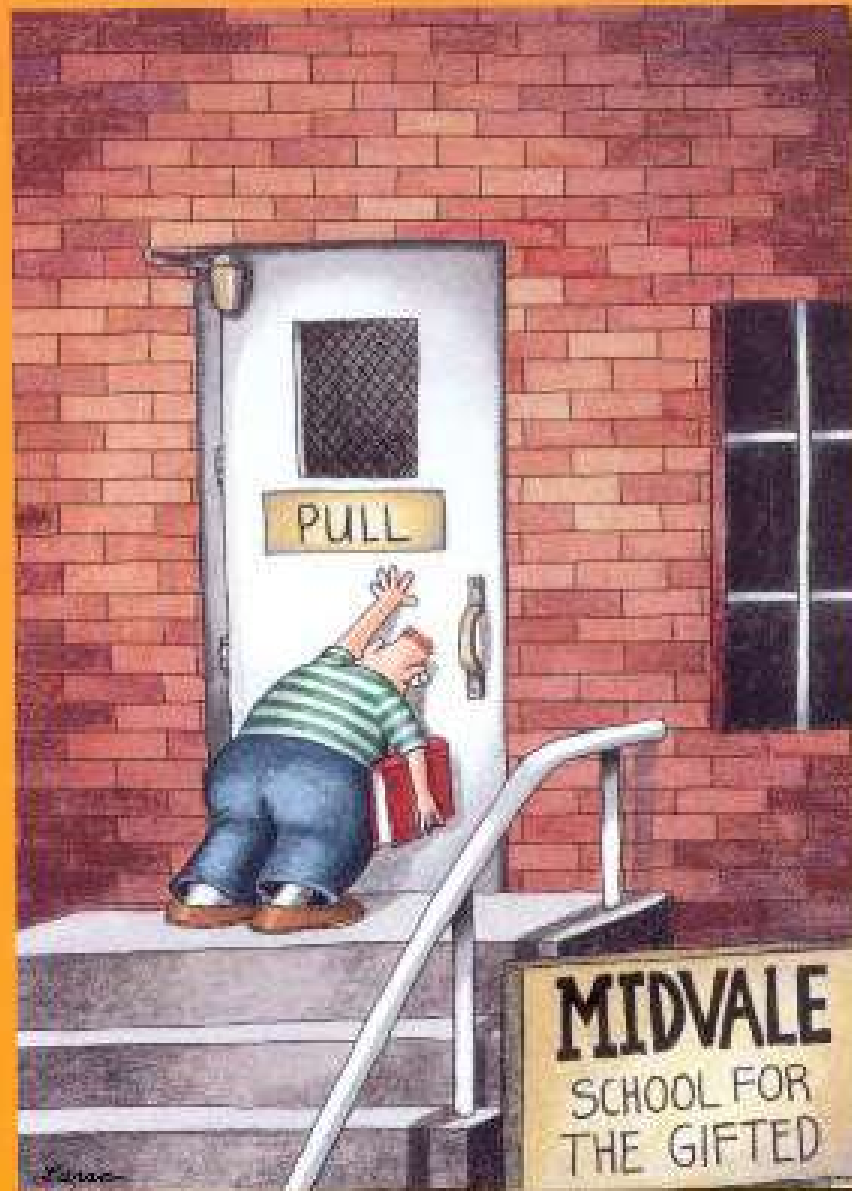 - Text-to-text
  - Text-to-world
- Draw it out

Linguistically Gifted & Talented Students

- Hink Pink—creating rhyming descriptions and their clues

1. A goofy man
2. A "yes" fish
3. An odd duck
4. A hydro-plane
5. A feline bonnet

G & T continued

- Trilingual dictionaries
- Word Etymologies
- Creating new words with word parts
- Create a poem using 3 definitions of the same word
- Create crossword puzzles
- Publish children's work

***Book has many great ways to differentiate in various areas of intelligence

Block & Mangieri 2006

Vocabulary Assessment

Assessment is VERY important! Where is the leak coming from?

Vocabulary Assessments

- Assess informally in class—test roots & affixes
- Have students self evaluate
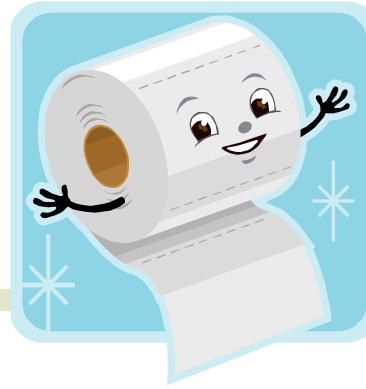- Cloze/Maze
- Analogies
- Oddity/Categorization

Extras

Vocab Fun

- Sticky notes for vocabulary extenders—grab some sticky words
- Vocabulary penny stacke
- Plastic shower curtain
- Vocabulary trees

More fun…

- Use plastic cups w/ Expo markers to create heirarchy (food chain)
- Use keyrings for vocabulary words; math facts
- TP the room—TP & felt tip marker
  - Brainstorming –decorate the room with TP

Final thoughts on vocabulary

- Intentionally use/model a strong vocabulary
- Query-use powerful questions
- Encourage dialogue and discussion
- Use opportune moments
- Help students to understand metacognition

Dive In!!!

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