Slide 1

Vocabulary Naturally- Across the Grades
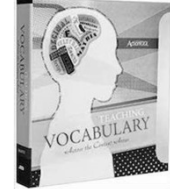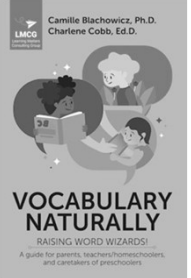
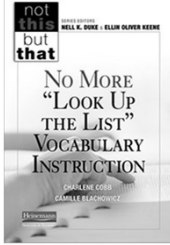Camille Blachowicz, Ph. D.
Charlene Cobb, Ed.D.
SCIRA VIP Webcast

October 27, 2021

1

Slide 2

Our work..

Camille

Char

VOCABULARY NATURALLY
RAISING WORD WIZARDS!
A guide for parents, teachers/homeschoolers, and caretakers of preschoolers

2

Slide 3

Our invitation-to talk about our latest book

AHA moment!!!!! –all of our books have a common thread

3

Slide 4

OUR GOALS FOR TONIGHT

- Take a few minutes to talk about vocabulary instruction in general

- Share some things about our newest book, Vocabulary Naturally: Raising Word Wizards! and the important instructional thread that goes across the school grade span

- Focus on a few classic instructional strategies across that grade span that can help students learn, organize and use new vocabulary

- Provide some time for questions

4

Slide 5

Often we hear from non-educators, parents, beginning teachers…..

"Isn't it just repetition?"

5

Slide 6

How do we know it's not just repetition?

"If repetition was all that mattered, every child's first word would be…..

DIAPER!

6

Slide 7
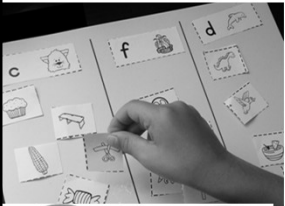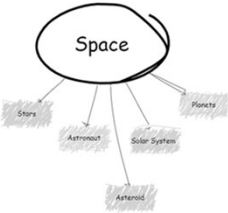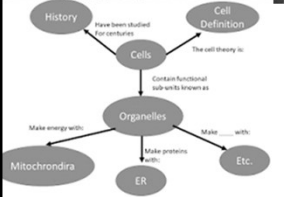
So, let's take a moment to think about what are we doing when we teach vocabulary?

- Teach new concepts and/ or highlighting concepts students already have SOME knowledge about

- Connect these concepts with language and words attached to them so that students can understand and use this knowledge in listening, speaking, reading and writing

- Guide them in developing **conceptual categories** --- **organizing** and **connecting** a network of language and vocabulary

7

Slide 8

What does this look like across the grades??

Building and Organizing a Semantic Graphic to Support Learning

8

2

Why We Wrote
*Vocabulary Naturally:
Raising Word Wizards!!*
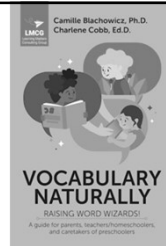
- Need for parent support—Pandemic

- Need for home-school connections- parents need to know about how they can help build and organize those concepts and vocabulary in a natural way at home

- Need to have a research guided focus for very young kids and literacy
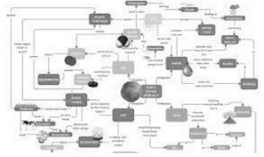
9

Why Vocabulary Naturally?

- Think about a time when you spoke to a young child

"Wawa"……what do you do?

- Aim for correct articulation?
- Ask for a complete sentence?
- Focus on grammar?

10

TLC-Language in Action

- TALK –develops expressive and receptive language

- LISTEN – an active process focused on understanding/meaning

- CONVERSATION – concepts examined and refined as we model

    rich language interactions

11

12

3

Slide 13

Vocabulary Naturally:
Raising Word Wizards!
A guide for parents,
teachers/homeschoolers and caretakers
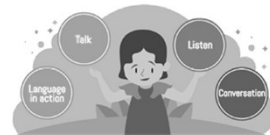
Table of Contents

* Links on pages may not work on all devices. If the link does not connect, you can copy and paste the link to reach the website.

INTRODUCTION
Research and model
Reading chapter

LEARNING OPPORTUNITIES--
linked resources, booklists, wordlists, media, technology

QUESTIONS PARENTS ASK-
phonics, repetition, flashcards

REFERENCES

Slide 14

Building Word Power	
Opportunities for Learning	A description of the specific context with examples of Talk, Listen, and Conversation (TLC)
Language in Action	Specific suggestions of ways to use TLC to put language in action
Follow-up for Parents	Additional examples of home activities related to the context
Follow-up for Early Childhood Teachers and Homeschoolers	Ideas for incorporating context into early childhood and home school lessons
Resources	Books, videos, games, and other media related to the context that support language development
Common Vocabulary	Lists of words related to the context to which you can also add your own words

❖ Home
❖ Shopping
❖ Mealtime
❖ Indoor adventures
❖ Outside adventures
❖ Museums and events
❖ Celebrations
❖ Games and Media

Slide 15

When visiting a museum or event….

LANGUAGE IN ACTION-How to engage
* For the littlest visitors, have them "theme" watch. A theme can be as simple as a color ("Watch for red wherever we go.")
* Put a marker dot with their color on their hand to help them remember.
* Or the theme can be more complex ("See how many animals you can find." "Watch for machines that move.")

This will help engage them in observation

Slide 16

My Gallery of Special Things

What is it?
A photo of me

Why is it special?
It was the first day I started learning to swim.

What is it?

Why is it special?

What is it?

Why is it special?

What is it?

Why is it special?

Resources | Books

Follow-up for teachers

A museum has a collection of special things and is organized in galleries.

After field trip to museum (-or instead of in times of -no field trips), create a museum gallery of special things for each child. Creating a collection sort of special things

Vocabulary Naturally: Raising Word Wizards!

Camille Blachowicz, Ph.D.
Charlene Cobb, Ed.D.

VOCABULARY NATURALLY
RAISING WORD WIZARDS!
A guide for parents, teachers/homeschoolers, and caretakers of preschoolers
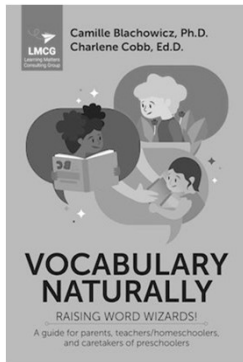
Available on Amazon in print and on Kindle

https://www.amazon.com/Vocabulary-Naturally-Raising-Word-Wizards/dp/B08XZCYWD7/

Please check out our Amazon page. If you like what you see, consider reviewing and sharing on social media!

This is one of our 5-star reviews ☺

Camille Blachowicz and Charlene Cobb have summarized into a compact manual ways to expand children's vocabulary in language and methods that any teacher or parent or grandparent can understand and utilize to help the young person in their charge to expand the level of vocabulary without academic jargon and theories. It really is a basic tool which will help to advance children's learning through easy natural methods that any interested childcare can adopt and adapt to their own situation.

17
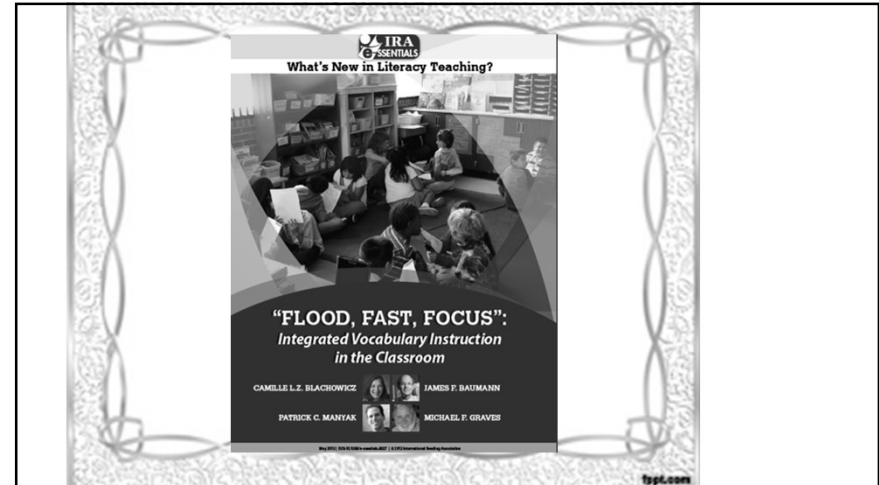
18

Character Trait Analysis

- **Technique to get students to think deeply about literary characters and words to describe them (Manyak list) using a graphic to organize, learn and use terms**

- **This is a strategy for stimulating thinking about, learning about and talking about character traits like** *rebelliousness, loyalty, crossness and* gathering and search for evidence from what they read to understand the characters and words that can describe them.

19

19

Character Trait Chart

20

20

5

21

- **Process-**

- Students listen to or read (or both)a character rich piece

- Teacher presents and explains one or two descriptive character traits (list)

- Students working alone or pairs or teams)decide whether or not they apply or don't apply to the character

- They go back to the text and locate evidence to support their decisions

- Come together in larger groups to discuss and present evidence

- TLC- Engagement focused on meaning , surrounded by evidence based discussion and conversational language; organizational graphic

22

Cross-Classroom Chart

23

24

Slide 25

TLC-Language in Action

• TALK –develops expressive and receptive language

• LISTEN – an active process focused on understanding/meaning

• CONVERSATION – concepts examined and refined as we model
rich language interactions

25

Slide 26

Check out Patrick's Article

• Reference in *Flood, Fast, Focus*

• Gives graded word lists for literary terms and common character trait words

Let's turn it over to Char

who will share some examples

across elementary and upper grades…

26

Slide 27

Elementary Word Wizards

Though implementation varies, the model works with all ages

• A continued focus on meaning and supporting students as they refine their understanding of concepts and word meanings

• Students gradually shape more precise meanings through interactions with words

• The power of communicating ideas and concepts through rich language and TLC – Talking, Listening, Conversation

• Reading and writing play a stronger role

• Interactions grow and multiply as you increasingly engage your students in the process

This is vocabulary development occurring naturally!

27

Slide 28

Features of Vocabulary in Informational Texts

• Key words fit into topic networks

• The target words are repeated

• Topic-specific vocabulary often occurs in phrases and has multiple meanings

• Science – dry cell, solar cell

• Social studies – terrorist cell

• Biology – stem cell

• Technology – cell phone

Cell is a multiple meaning word

• Proper names are prominent and can be the content (explorers, leaders, continents)

• General academic vocabulary can be extensive (form, model, example, nevertheless, furthermore, additionally, subsequently)

Hiebert, E. H. (2020). *Teaching Words and How They Work*. New York, NY: Teachers College Press

28

Textbooks **AND** Trade Books are **BOTH** Important
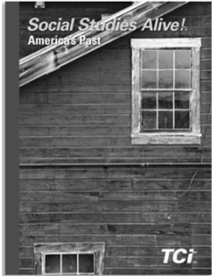
- District Textbook
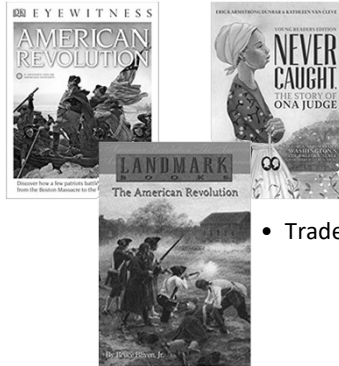
- Trade Books

29

These Are Also Important

- Music

- Primary Sources –
  Ex.: Recruitment Poster

30

Don't Forget…
Art

31

Teaching Informational Text Vocabulary

- Instruction that provides both definitional and contextual information

- Strategically selecting words for instruction

  ✓ Flood, Fast, Focus

- Provide opportunities for students to actively process their learning including semantic sorting

32

GR 3 – Geography Unit

Social Studies Alive!
Our Community and Beyond

Vocabulary
border
capital
continent
country
equator
geography
government
ocean
prime meridian
state

Vocabulary
canyon
cardinal direction
map key
scale
symbol

Vocabulary
adapt
climate
conservation
natural hazard
natural resource
physical feature
physical geography
pollution
region

https://www.teachtci.com/social-studies/elementary-social-studies/

33

What's the Magic Number?

- There is no magic number of how many words to teach each week
  - ✓ Key word is **teach** not **present**
- Remember that vocabulary development is incremental
- Recommendations vary from 6 -12 per week
  - ✓ This is across all subjects
  - ✓ These are the focus words (essential and some of the important words)

31 6 42 49 7 2 58

34

Selecting Words for Instruction

- High frequency words (Tier One)
- Sophisticated words that appear in text (Tier Two)
- Academic vocabulary (Tier Three)
  - ✓ Domain specific
  - ✓ Cohesive devices - conjunctive adverbs

S W O R D
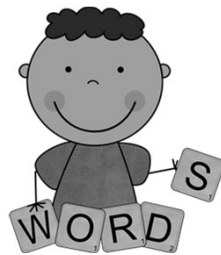
35

Differentiate Word Learning

FOCUS	• Key vocabulary that require emphasis across an entire unit of study (novel, content area texts, etc.) • Must be introduced and revisited • Likely to have multiple meanings within and across contexts)
FAST	• Key vocabulary that can be taught quickly with only brief instruction • Use of synonyms or graphics
FLOOD	• Anchor charts • Word walls • Student work • Creates an environment for word learning

Blachowicz, C.L.Z., Baumann, J.F., Manyak, P. & Graves, M. (2013)

36

Choosing Words for Instruction

- **Knowledge worth being familiar with** is what we want students to hear, read, or otherwise encounter. These words become what is "nice to know" but not essential.

- **Important knowledge** - the ideas that students need to understand in order to be successful in the unit of study. This core knowledge helps the students extend their learning.

- **Enduring knowledge** - the big ideas, the important understandings, that we want students to "get inside of" or retain after they've forgotten many of the details.
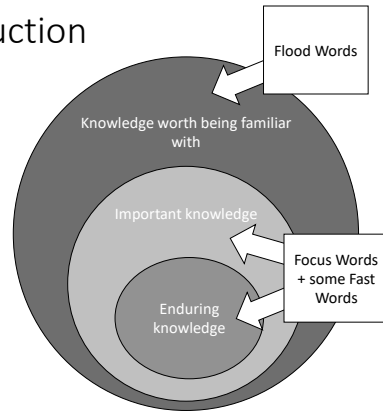
Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Pearson.

Flood Words

Knowledge worth being familiar with

Important knowledge

Enduring knowledge

Focus Words + some Fast Words

37

Example

Enduring knowledge *Focus*	**Geography** is enduring knowledge. A student would need to have a conceptual understanding of geography as the study of land, water, air, and people.
Important knowledge *Focus and Fast*	If geography is enduring/essential knowledge, then important knowledge related to it would be words such as: **Focus - adapt, climate, natural resource, physical feature, region** **Fast - continent, equator**, **prime meridian**
Knowledge worth being familiar with *Flood*	Border, ocean, state, scale, and symbol are words worth being familiar with. Sometimes these are words students already know.

38

GR 5 - America's Geographic Setting

Social Studies Alive!
America's Past

TCi

Vocabulary
climate
compass
geography
globe
government
landform
latitude
longitude
physical feature
vegetation

Vocabulary
adaptation
environment
kiva
migration
natural resource
origin story

Vocabulary
artifact
cultural region
culture
gorge
mesa
nomadic

Vocabulary
Age of Exploration
the Americas
astrolabe
cash crop
explorer

Vocabulary
colony
conquistador
contagious disease
East Indies
Northwest Passage

https://www.teachtci.com/social-studies/elementary-social-studies/

39

Knowledge Rating – Formative

	Know and can explain	Know something about it	Not exactly sure
climate			
latitude			
longitude			
adaptation			
migration			
cultural region			
natural resource			
physical feature			

40

Teaching individual words

- Make sure students see the word and can pronounce it
- Give or generate a "kid-friendly" definition for the term
- Present an oral or written context using visuals or objects when possible to flesh out the context
- Ask students for a semantic response. For example: When is physical geography also a natural resource?
- Have students use words in speech and writing

41

Knowledge Rating – Summative

	What I know about this word
climate	Weather over a long time, like rainfall, wind, and temperature
latitude	Lines that go this way on the globe
longitude	Lines that go this way on the globe
adaptation	What you do and how you act to survive – in Alaska they used all the parts of the animals
migration	People and animals that travel to survive – North Americans came from Asia
cultural region	When the same people live in an area together
natural resource	Soil, water, and things people and animals eat like nuts and berries
physical feature	Lakes, rivers, mountains, hills, and valleys

42

Word Sorts – Open Sort GR 5 (Formative)

organism   ecosystem   producer   consumer   decomposer

matter   energy   circulation   digestion   sun

animals   plants   waste   food source

Sort these words into groups. Try to connect two or more words. Be prepared to talk about why you put the words you selected into the group.

43

Word Sorts – Closed Sort (Summative)

Sort these words according to the following categories.

Parts   Roles   Processes

organism   ecosystem   producer   consumer   decomposer

matter   energy   circulation   digestion   sun

animals   plants   waste   food source

✫ Write a sentence for each category using 1-2 of the words you selected.

44

Moving Into Middle School

Everything from elementary continues at higher levels of sophistication

- A continued focus on meaning and supporting students as they refine their understanding of concepts and word meanings

- TLC – Talking, Listening, Conversation along with reading and writing

- Interactions grow and multiply as you increasingly engage your students in the process

- Students take on greater responsibility for word selection and determining word meaning

45

Concept of Definition Map

What is it?   CATEGORY:

CONCEPT:

PROPERTIES/ CHARACTERISTICS
What is it like?

EXAMPLES
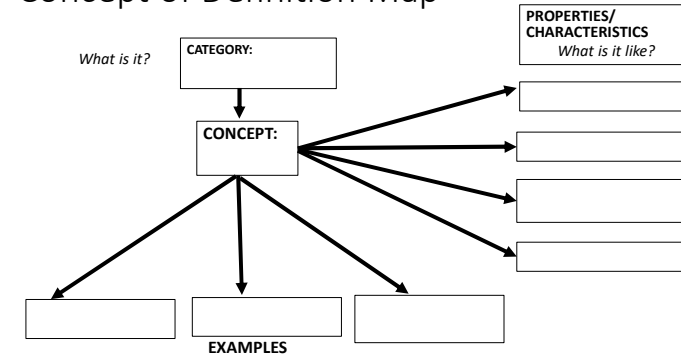
Schwartz, R.M. & Raphael, T.E. (1985). Concept of definition: A key to improving students' vocabulary. *The Reading Teacher,* 39, 198-205.

46

Concept of Definition Map

What is it?   CATEGORY:
Narrative-fiction

CONCEPT:
fantasy

PROPERTIES/ CHARACTERISTICS
What is it like?

- imaginary worlds
- supernatural or magical powers
- well-developed setting
- central conflict

EXAMPLES

- A Wish in the Dark
- The Serpent's Secret
- When You Trap a Tiger

USE THE INFORMATION IN THIS MAP TO WRITE A DEFINITION OF FANTASY
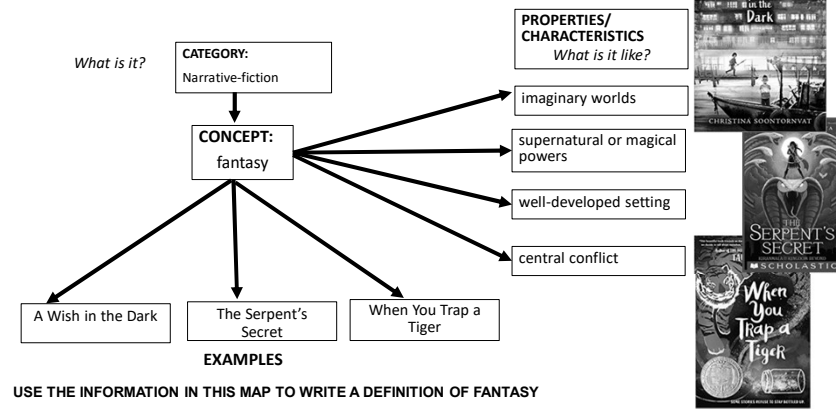
47

Possible Sentences

virtual	reading
representation	memory
experience	background knowledge
generate	permanent
sensory	

- Select at least two of the words and create sentences that might be part of the information you will read in an upcoming passage

- Create additional sentences using as many of the words as possible

E.K. Dishner, T.W. Bean, J.E. Readance, & D.W. Moore (Eds.) *Reading in the content areas: Improving classroom instruction* (3rd ed.) (pp. 196-202). Dubuque, IA: Kendall/Hunt.

48

Slide 49

1. Have the students share with a partner and then in a group of four
2. Come back to the whole class and ask students to share sentences
3. Write them on the board or overhead, underlining selected words

- Reading can create a virtual representation
- It can also involve sensory experiences
- Background knowledge helps to generate memory
- Reading helps background knowledge become permanent knowledge

49

Slide 50

Reading is one of the most straightforward ways to generate virtual experiences. When we read about a camping trip, as opposed to directly experiencing one, our sensory memory is filled with images of the words on the page. However, based on our understanding of these words and the conventions of the written language (all of which are stored in permanent memory), we create a virtual representation of the camping trip in working memory. In working memory, the virtual experience of the camping trip is, for all practical purposes, the same as the direct experience.

Reading, then, can be a powerful way to generate virtual experiences. Even though these experiences might not be as robust as direct experiences, they will suffice to significantly increase background knowledge. Indeed, many adults who do not have the resources to travel extensively know a great deal about other countries because they read about them. Although it is a cliché, it is accurate to think of reading as a "magic carpet" to new places and experiences that are otherwise out of our reach. Although all students do not have the opportunity to go to Africa to see elephants meandering across the Serengeti, all students do have the opportunity to read about them. Although all students do not have the opportunity to visit the NASA space center in Houston, Texas, all students do have the opportunity to read about it.

50

Informational Text Vocabulary

Bottom line: Students need to be taught how to draw on prior knowledge and related vocabulary topics

From the start of reading instruction, students need to view texts as a source of knowledge (not one and done units)

Finally – a teacher's understanding of vocabulary instruction is important

51

Time to Talk

1
In your breakout room, share your questions and experiences using any of the strategies we've shared.

2
What questions do you have?
What worked for you?
How did you make it better?

3
Come back and share something you learned or a something you have a question about!

52

13

thank you

TEACHING
VOCABULARY
within the Content areas

not
this
but
that

SERIES EDITORS
NELL K. DUKE & ELLIN OLIVER KEENE

NO MORE
"LOOK UP
THE LIST"
VOCABULARY
INSTRUCTION

CHARLENE COBB
CAMILLE BLACHOWICZ

Heinemann

Camille Blachowicz, Ph.D.
Charlene Cobb, Ed.D.

LMCG
Learning Materials
Consulting Group

VOCABULARY
NATURALLY
RAISING WORD WIZARDS!

A guide for parents, teachers/homeschoolers,
and caretakers of preschoolers

53