

1.Topic: Building Vocabulary with Meaningful Instruction

2. Sub-Topics:

- a. Spoken form of word: understanding the pronunciation
- b. Understanding associated word choices and nuances
- c. Understanding collation and use of words
- d. Steps and ways to Associate Form, Meaning and Use

3 .Outcomes

- a. Students will be able to define key terms and identify their part of speech.
- b. Students will be able to define words with declarative sentences using graphic organizers and sentence frames.

4. Introduction:

No matter how old you are or how much education you have, at one time or another you will encounter a word which you've never seen before. How do you handle it? How are you going to figure out what it means?

The skills that we use to discover the meanings and pronunciations of unknown words are called "word attack" skills. Word attack skills are the ways we use to reveal a word's meaning and pronunciation. What are these skills and how can you use them to improve your reading? Follow these steps:

1. Try to sound-out the word using phonics

Phonics is the study of the ways that spellings represent the sounds of words. In most languages the sounds of the letters closely represent the sounds of a word, but in the case of English there are many exceptions. Some people say it's not useful to know phonics because the English language seems so mixed up and inconsistent. There are hardly any phonics rules which you can apply to every word. True, many English words do not follow the rules, because of the massive borrowing that has taken place over the years from other languages, but most syllables of most words do follow the rules. Trying to "sound-out" a word is often a good first step, because, like most adults, you probably have a large vocabulary of words that you've heard in conversation or on television, but couldn't spell or perhaps recognize in print. Phonics helps bridge the gap between a person's "hearing vocabulary" and his "reading vocabulary". Phonics also helps a person spell words better.

2. Try to Guess the Word Meaning from its Context

Words really only have meaning when they are used in sentences. Often you can guess a word's meaning by how it is used in the sentence. This is the way that most of us figure out unknown

words in ordinary conversation. You can ask yourself: What part of speech is the unknown word? Are there other clues in the sentence which point to the unknown word? Is the unknown word part of a list? Things that are part of a list often share the same characteristics. Is the unknown word compared to some other known word in the passage? Authors often define difficult words right in the passage. It's often right there in the next sentence.

3. Look for the Greek, Latin, or old English Roots in a Word

Most English words came from some other language. Most of English's scientific, cultural, religious and medical terms came from Greek and Latin. Also, many borrowed words from other European languages evolved from Greek and Latin. If you have a basic understanding of some Greek and Latin roots, it is like having a shortcut to pronouncing and understanding many college-level words.

Take for example, the root *aud* which means "to hear". It is in the word *audiometer*. It is also in the words *auditorium*, *audiovisual*, and *audition*. The *meter* part of the word means "measure"- and is the same root in *thermometer*, *seismometer*, and the *metric* system. It is easy to see that *audiometer* has something to do with the measurement of hearing.

There are books that have lists of common roots, prefixes and suffixes which some student find helpful. Be aware of Greek and Latin root words as you read.

4. Look it up in the Dictionary

When all else fails, look it up in the dictionary,- but don't just leave it at that. Make a note about the word. Try to vocalize the word to help you remember it. Online dictionaries or encyclopedias may be more up-to-date than published books, but be aware that online materials should be read with a critical eye.

5. Thoughts to Ponder over:

a. Why vocabulary constitutes an important skill for building other four important skills (LSRW).

6. Terminology:

a. Timed Exercises/Competitions- An exercise or competition that has to finished in a stipulated timeframe.

b. Word-borrowing- Formation of words by borrowing them from already existing words.

7. Activities

a. Dictionary games (Reiss, 2008)

- Set up timed competitions.

- Group students by tables or set one-half of the room against the other.
- Gamelike structure motivates and involves students.

b. Word Expert Cards (Richek & McTague, 2008)

- Each student in the class takes the responsibility for thoroughly learning a few words – then teaching them to peers.
- Excellent for teaching tier 3 words.
- Each student takes 2-5 words from a new unit or chapter.
- Each “word expert” constructs a card for each vocabulary word using a teacher-approved rough draft of the word’s definition, part of speech and an illustration.
- After a “word expert” is finished with his or her cards, the student presents her cards to a classmate and they exchange cards.

c. Vocabulary Bingo (Reiss, 2008)

- Makes learning new vocabulary fun.
- Hand out preprinted Bingo grids.
- Let students fill out the week’s vocabulary words in any pattern on their papers.
- Instead of saying the word, pantomime, show, draw or give a verbal description (synonym).
- Winner must not just say the winning word, but use them all in a sentence!
- Increase motivation and participation by using a team approach that invites the team to create the sentences.

Everything we do as vocabulary teachers has to be focused on:

- a) Building the learner's 'start up' or initial vocabulary.
- b) Developing the learner's understanding of what learning words means, and
- c) Showing the learner how to learn the words most effectively. The ultimate aim, of course, is to develop the learners as independent word learners.

d. Word Walls (Gaquin, 2008)

- Word walls can be as effective in upper grade classrooms as they are in the primary grades. With word walls teachers can help students develop reading and writing vocabularies, enhance content learning, and support struggling readers and English as second language students.

- As students master a word, it should be retired to a shoebox and newer words added to the wall. The “shoe box” words can be reviewed before cumulative tests, or used to help students make connections between past learning and new topics. Word walls work best when they are interactive, with words that can be easily added, removed or rearranged. Pocket charts, or index cards with peel-and-stick Velcro, or peel-and-stick magnetic strips work well.

A very interesting quote on vocabulary that “The difference between the right word and the almost right word is the difference between lightning and the lightning bug” --Mark Twain 1890.

Contextual redefinition is an important vocabulary strategy that allows students to use background knowledge, context clues, and appropriate resources to acquire new vocabulary words.

- The teacher selects words from an area of study that may be unfamiliar to students.
- The teacher writes a sentence for each word that will allow students to guess the meaning through the use of contextual clues.
- The teacher presents the words in isolation and elicits student predictions and guesses.
- The teacher presents the words in the sentences that have been written.
- Students revisit their original predictions/guesses and make necessary changes based on the context clues.
- Students use a dictionary, textbook, or other resource to verify definition.

8. Assessment: (20 Marks)

Share at least 5 different ways you have tried or you would like to try for building vocabulary in your students.

Also share your views on Frayer’s model of Vocabulary.

9. Feedback

Do you think that activities shared with you in the above part will benefit your students?

10. Web resources

a. Reading Strategies: Scaffolding Students' Interactions with Texts

<http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm>

b. Reading Strategies to Guide Learning

<http://www.sdesa6.org/content/docs/ReadingStrategiestoGuideLearning 080808.pdf>