

## Teaching Voc in Content and Voc for Diverse Learners

### New Stuff -

- Frito Pie???
- Make sure students understand the know words in the new content - Example product vs. product
  - Discuss the common meaning – Introduce technical definition
  - Matching exercises to both common and technical definitions and sentences
  - Develop maze sentences – sentences to fill in the blanks where the word is used in both technical and common uses

• (Blachowicz & Fisher, 2006)

- KWL Voc Discussion
  - Cluster Words
  - Organize the words
  - Student write questions for voc
  - Examples
  - Clarify any misconceptions

- Illustrating Differing Meanings
  - Semantic maps
  - Picture Dictionaries
  - Concept Books
  - Synonym Webs

• (Blachowicz & Fisher, 2006)

- TOAST
  - “Test. Provide the students with a sheet of the words to be learned that contains the words and their definitions in two columns. Have the students test themselves by folding the definitions in half vertically, saying the definition, and verifying their attempt by uncovering the answers. They make note of the ones they need to study based on their performance of the pretest.”
  - “Organize. Students organize the words in ways that they think will help them learn the words best- semantically, morphologically, thematically, etc. They can work together to develop these categories.”
  - “Anchor. Students select a strategy that will help them remember the words- using methods like those in this book- mapping, mnemonics, morphology, etc.”
  - “Say. Students periodically review and rehearse the new words.”
  - “Test. Students posttest themselves to assess their new learning. This may be done the same way as the pretest, or by any other testing method.”

• (Blachowicz & Fisher, p. 119, 2006)

- Clues and Questions
  - “Select content-area words in need of review”
  - “Write each word on large index cards. Make enough cards for two or three for each student.”
  - “Have each student randomly select two or more cards. If two of the cards have the same word, the student replaces it and takes another.”
  - “If the students do not already know types of questions and clues explain: definition, analogy, comparison and contrast. Description, and context.”
  - “Students use their textbooks to find the words and create two or three clues for each of their words”
  - “Check the cards for accuracy when appropriate, and have the students write the clues below the printed word on the card.”

• (Blachowicz & Fisher, p. 118, 2006)

### Continued

- “Divide the class into groups and give each group a set of cards.”
- “Place the cards face down in the center of the group.”
- “One student selects a card with the blank side to him or her, so that the words and clues can only be read by the other student at the table. Those students read the clues aloud, one at a time.”
- “The student holding the card tries to guess the word.”
- “Each student takes turns to select a card until they are all gone.”
- “When all the cards have been read , groups switch card sets and begin again.”

• (Blachowicz & Fisher p. 118-119, 2006)

## Diverse Learners and Voc

- Process needs to be direct, explicit, and transparent
- ELL connections may be to native language – similarities and differences
- Remember just because they speak an language they may not read or write it.
- Strategies:
  - Comprehensive Input
  - Relate to real life
  - Relate to experiences of the student
  - Graphic Organizers
    - (Blachowicz & Fisher, 2006)

## Continued

- Synonym Webs and Sentences with Synonyms
- Antonym Webs
- Word Fluency- Name as many math words as they know in 1 minute – make a list and group them together or categorize them ( ELL and Buddy work together)
- Using a sense table
- Graphic / Pictures
- Teach and Using Cognates
  - (Blachowicz & Fisher, 2006)

## Other Resources

- [www.tea.state.tx.us/curriculum/biling/teares-sims-ms-voc-TOT.pdf](http://www.tea.state.tx.us/curriculum/biling/teares-sims-ms-voc-TOT.pdf)
- [www.ncela.gwu.edu/files/uploads/3/mathforELLs.pdf](http://www.ncela.gwu.edu/files/uploads/3/mathforELLs.pdf)
- [www.colorincolorado.org/pdfs/articles/cognates.pdf](http://www.colorincolorado.org/pdfs/articles/cognates.pdf)

## Reference

- Blachowicz , Camille & Fisher, Peter. (2006). *Teaching Vocabulary in All Classrooms*. Allyn& Bacon: Boston