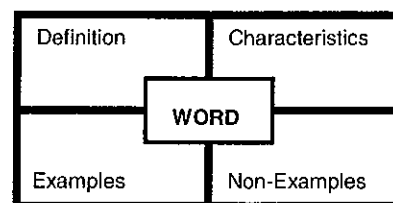# Vocabulary

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Vocabulary
ELL Strategy: Frayer Model
Developed by Frederick Frayer
Examples: Content Vocabulary, Compare,
Contrast, Synonyms, and Antonyms

Definition	Characteristics
	WORD
Examples	Non-Examples

Procedures:
1. Have students fold their paper into four equal parts. Older ELLs can use index cards for this strategy.
2. Teacher will model each step starting with the content vocabulary word. Have students place the word in the center of the quadrant.
3. Teacher will brainstorm, with the help of the students, a definition of the word.
4. Repeat step #3 to identify the characteristics, examples and non-examples.
5. Encourage students to create a picture for each of the four sections.

FAQ: Is it necessary for students to create pictures for each of the sections in the quadrant? It is strongly recommended, especially for younger ELLs, to add pictures to each section. Older ELLs will also benefit from the nonlinguistic representations. This will help students retain the information. Why does the Frayer Model include examples and non-examples? Identifying similarities and differences is a research-based strategy.

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Vocabulary
ELL Strategy: Word Quadrant
Examples: Multiple Meaning Words, Homophones, and Homographs

|	
Word	Word
Word	Word
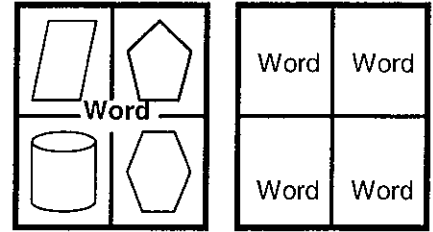
Procedures:

1. Introduce multiple meaning words by providing examples.
2. Have students fold their paper into fourths to create a quadrant.
3. Model by writing the word in the center. Brainstorm concepts that represent the same word, but have different meanings. Students will draw four corresponding pictures in their quadrant. Follow the same procedures for homographs (example: pack = pack of gum, pack of wolves, backpack, pack your bags, etc.).
4. For homophones, (example: to, two, to), students will create the quadrant. But, instead of pictures, students will write the corresponding words.

FAQ: Do I introduce these words and concepts before or after the story? Vocabulary development should be developed before, during, and after any reading. It is imperative that your ELLs use their new vocabulary in the context of the lesson. Language is not to be taught in isolation.

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Vocabulary
ELL Strategy: Vocabulary Mental Connections
Examples: Synonyms and Antonyms

Word	Synonym	Antonym
	*	*
	*	*
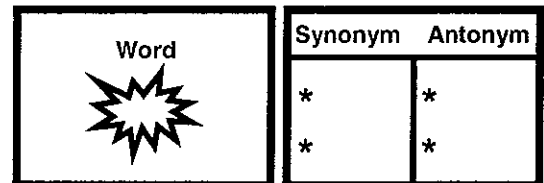
Procedures:

1. Use 3 X 5 index cards, plain white paper, or construction paper.
2. Introduce the new vocabulary, one word at a time, from the content read.
3. Have students write the word on front of the card as the teacher models the writing.
4. Have students make a personal mental connection with the new word.
5. Have students draw an illustration of that mental connection underneath the word.
6. Create a T-chart in back of the card and solicit 2 synonyms and 2 antonyms.

FAQ: Why not just have students write the word along with the synonyms and antonyms? It is critical for ELLs to have both linguistic and nonlinguistic representations for new concepts. Also, the personal mental connection will help students retain meanings of new words.

Vocabulary
ELL Strategy: More Mad Three Minutes
Examples: Sight Words and Abbreviations

Procedures:

1. Provide students with used magazines, newspapers, or any other form of print.
2. The teacher will write the sight words or abbreviations on the board that have been the focus of the lesson.
3. Students will find as many sight words or abbreviations as possible in three minutes. Use a watch with a second hand.
4. As students are locating the sight words or abbreviations, they will circle the words.
5. At the end of three minutes, they will count the number of words circled.
6. The student with the most words earns a round of applause.

FAQ: How can I use Mad Three Minutes for other skills? This process can be used for all letter recognition, vocabulary, forms of speech, and punctuation marks.

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Vocabulary
ELL Strategy: Language Experience Approach (LEA)
Examples: Plurals, Adding s to a verb, words ending with ing, es, er, ied, ies, and ed

Procedures:

1. Teacher starts discussion/review of a previous learning from the story read.
2. Teacher introduces writing activity focusing on specific skills needed.
3. Teacher prompts the discussion through guided questions to facilitate writing.
4. Teacher scribes what students say one statement/child at a time.
5. "Zoom" into the structure of the language or targeted skills. Have students focus on these items and discuss the structure, grammar, usage, etc.
6. Teacher has students circle the skills taught once the paragraph is completed.

FAQ: Why not just show ELLs how to create plurals and other word endings on the board? Language is not learned in isolation. ELLs require learning skills within the context of the lesson. Do teachers correct the ELL's grammatical errors as they express themselves? The best way to correct ELLs is by modeling. The teacher repeats and writes the grammatically correct version of what the student tried to convey.

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Vocabulary
ELL Strategy: Partner Think Alouds
Examples: Context Clues and Parts of Speech

Procedures:
1.   As reading passages are read, have students underline target vocabulary words.
2.   The teacher underlines the clues used in the passage and guides students by modeling his/her thinking processes in the use of context clues.
3.   Have students use the same underlining and thinking processes with a partner.
4.   Allow students to share processes used with each other.

FAQ: What if my ELLs are struggling to read the passage? This process must be modeled several times before ELLs attempt to do this on their own. You will also want to partner the ELL with a more experienced partner. Students need to be taught reading strategies by modeling out loud our own thinking processes for context clues.

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Vocabulary
ELL Strategy: Partners
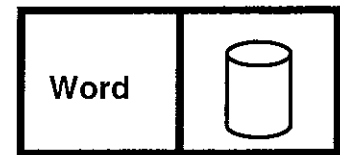Example: Content Vocabulary
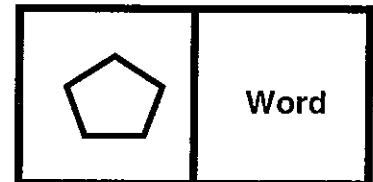
| ⬠ | Word |

Procedures:
1.   Provide students strips of construction paper or regular white writing paper.
2.   Have students write the word on the right.
3.   Allow students to draw their own pictorial representation on the left side of the card.
4.   Once students have completed several cards, have them cut the puzzle cards in half.
5.   The teacher will pick up the cards and mix them.
6.   Pass out the cards with the word to half the class and the picture cards to the other half of the class.
7.   Have students stand and let them find their partners. Interactive discussions will occur as students find their partners. Continue process until all the cards are gone.

FAQ: Is there a prerequisite before students engage in this type of activity? Yes, students should already be able to recognize the words. This activity is used during and after the learning experience, not before.

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Vocabulary
ELL Strategy: Mix and Match
Example: Content Vocabulary

Word	

Procedures:

1. Provide students strips of construction paper or regular white writing paper.
2. Have students write the word on the left.
3. Allow students to draw their own pictorial representation on the right side of the card.
4. Once students have completed several cards, have them cut the puzzle cards in half.
5. In cooperative groups, have students mix their cards and begin the matching process. Cards must be face up.
6. You can also play concentration. Have students mix the cards around, face down, and allow them to find the partner card through concentration.

FAQ: Is there a prerequisite before students engage in this type of activity? Yes, students should already be able to recognize the words. This activity is used during and after the learning experience, not before.

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Vocabulary
ELL Strategy: KIM
Example: Content Vocabulary

K Key Word	I Information	M Memory Cue
Carve	Slice Cut	

Procedures:

1. Provide students with index cards or use regular writing paper.
2. Inform students that they will use an advance organizer called KIM.
3. Model KIM on the board by using one content vocabulary word.
4. The information or synonyms in the middle section should be limited to short phrases or words.
5. Have students draw a picture of the vocabulary word.

FAQ: I would like for my students to keep using KIM as they continue to build their "bank" of vocabulary. What other ideas can I use for this technique? A simple way for students to keep this bank of knowledge is for them to keep their cards together by hole punching them on the top left corner of the card. Tie a piece of yarn to the cards to hold them together. Advance organizers, such as KIM, help students organize information using linguistic and nonlinguistic representations in a simplistic manner.

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Vocabulary
ELL Strategy: Cloze Method
Example: Context Clues
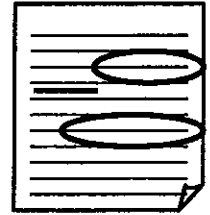
Procedures:
1. The teacher will select the target vocabulary word based on the content.
2. Provide students with a copy of the text with the vocabulary word blocked (omitted).
3. Model the thinking processes used to determine the omitted word using the surrounding text.
4. Have students read the surrounding text to figure out the meaning of the omitted word. Circle the text.
5. Repeat steps 1-4 using the next vocabulary word (omit only one word at a time).
6. The goal of the Cloze Method is for students to understand the gist of the text to figure out an omitted word using context clues.

FAQ: What if my ELLs are struggling readers and cannot understand my directions? Teacher modeling is a critical strategy. Teacher must use gestures and cues to facilitate this process. This procedure should be conducted after the students have had several opportunities to manipulate the target vocabulary. You can also use a transparency and erasable markers. 37

Vocabulary
ELL Strategy: Find, Delete, and Circle
Example: Context Clues
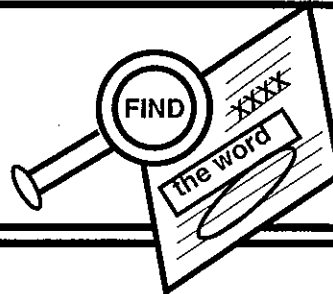
Procedures:
1. The teacher will model how to use context clues to find the meanings of new words.
2. Provide students with a copy of the text or use transparencies and erasable markers to place on top of the text.
3. Steps:
   Find the target word and box it in.
   Delete information that does not provide clues to understand the target word.
   Circle the information that does provide strong clues.
4. The teacher will guide discussion through the remaining text to derive the meaning of the target word.

FAQ: Will the students eventually do this process on their own? Students can only do this process after they have had several readings done with the guidance of the teacher. Modeling is critical as students are developing reading strategies to problem solve.

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