

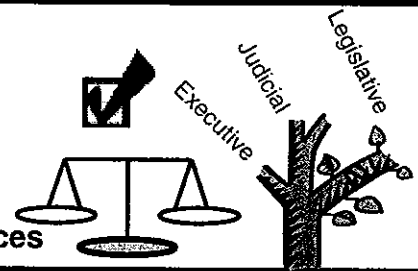
# Vocabulary

<u>ELL Strategy</u>	<u>Card #</u>
Concept Illustrations	18
Puzzle Cards	19
Content Vocabulary Quadrant	20
Content Word Wall	21
Vocabulary Mental Connections	22
Frustration Model	23
Mad Three Minutes	24
Synonyms and Antonyms Dictionary	25
Spider Web	26

# Vocabulary

<u>ELL Strategy</u>	<u>Card #</u>
KIM	27
Fishbone	28
Vocabulary Prediction Chart	29
Partner Think Alouds	30
Partners	31
Cloze Method	32
Find, Delete and Circle	33
Word Jar	34
Vocabulary Checkers	35

Vocabulary  
ELL Strategy: Concept Illustrations



Example: Checks and Balances

**Procedures:**

1. Teacher reviews concepts and content vocabulary presented.
2. Teacher should model various illustrations that may represent concepts learned.
3. Have cooperative groups or individual students create an illustration or caricature of the concept or content vocabulary.
4. Have students include key vocabulary, critical dates, mathematical formulas, etc. on their illustration. Caricatures should be humorous.
5. Have groups/students present their illustration or caricature to the class.

**FAQ:** Why not just have the students write the word and look up the definition in the dictionary? Concept illustrations are excellent for students who have already grasped the concepts but are still in the process of acquiring the language. ELLs, and even English speaking children, enjoy and benefit from these nonlinguistic representations.

18

Vocabulary  
ELL Strategy: Puzzle Cards



Example: Area of a Triangle

**Procedures:**

1. Provide students construction paper or regular white writing paper.
2. Have students write the content word or concept 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. 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 and understand the content vocabulary used in this activity. This activity is used during and after the learning experience, not before.

**Vocabulary**  
**ELL Strategy: Content Vocabulary Quadrant**

Cumulus	Stratus
Cirrus	Cumulo-nimbus

**Example: Types of Clouds**

**Procedures:**

1. Have students create a quadrant on an index card or sheet of paper.
2. Brainstorm similar vocabulary, four words, that can be grouped together because they share similar attributes.
3. Model your thinking processes to demonstrate which content vocabulary can be grouped into one quadrant; students write similar content vocabulary on each square.
4. Students may also draw corresponding pictures on their quadrant.
5. You can also have students cut the quadrant in fourths and use the puzzle card activities found on card #19 (Concentration and Mix and Match).

**FAQ: It seems that the content vocabulary quadrant takes too much time to create. Why is this considered a good strategy? The quadrant is an advance organizer that requires higher levels of cognition. This strategy may take a few minutes to teach to students. It should be done daily to develop the content vocabulary.**

**Vocabulary**  
**ELL Strategy: Content Word Wall**

Aa	Bb	Cc	Dd
axes	base	cylinder	diameter
average	bisect	congruent	dividend
area	binomial	Celsius	divisor
adjacent	biased	capacity	dimension

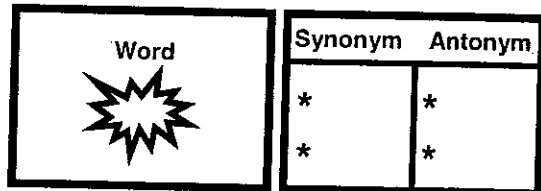
**Example: Math Word Wall**

**Procedures:**

1. As you introduce content vocabulary, begin to create a content word wall.
2. Teacher writes the alphabet across the top of a strip of butcher paper.
3. As new words are being introduced, add the word (one word at a time) onto the content word wall.
4. Students may also create their own portable word wall since secondary teachers have several classes

**FAQ: Do you create the entire word wall in one lesson? No, content word walls are considered to be “works in progress”. As new words are introduced, based on the topics studied or books read, add the new word to the content word wall. This process is critical as technical, abstract, or more complex vocabulary is being presented.**

**Vocabulary**  
**ELL Strategy: Vocabulary Mental**  
**Connections**

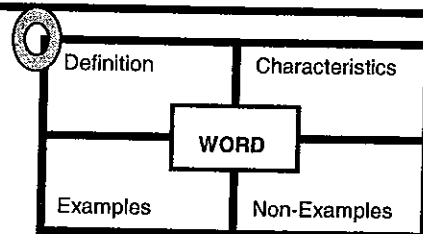


**Procedures:**

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 students have read.
3. Have students write the word on front of the card as the teacher models the writing.
4. Help students make a personal mental connection for 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. If possible, use a picture thesaurus.

**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: Frayer Model**  
**Developed by Frederick Frayer**



**Procedures:**

1. Have students 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 an illustration for each of the four sections.

**FAQ: Is it necessary for students to create illustrations for each of the sections in the quadrant? It is strongly recommended for students 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.**

**Vocabulary**  
**ELL Strategy: Mad Three Minutes**

**Procedures:**

1. The teacher will write all the words on the board that have been the focus of the lesson.
2. Have students look at the words and study them for a few minutes. Erase the words.
3. Have students write as many words as possible in three minutes. Use a second hand watch.
4. As students are writing the words, they can provide a definition or an illustration that represents the words.
5. At the end of three minutes, they will count the number of words.
6. The student with the most words earns a round of applause.

**FAQ: How can I use Mad Three Minutes for other concepts? This process can be used for content vocabulary, historical figures, important dates in history, characters in a story, etc.**

**Vocabulary**  
**ELL Strategy: Synonyms and Antonyms Dictionary**

**Example: English Terms**

<b>Loquacious</b> talkative wordy rambling "chatter box"	<b>Taciturn</b> reserved quiet introverted silent
--	---


**Procedures:**

1. Provide students with plain or construction paper.
2. Have students fold their paper in half to create a book. If possible, staple the book by the spine to hold it together.
3. Students are guided to write the content vocabulary at the top and similar words in the bottom.
4. The purpose is for students to create a synonyms and antonyms dictionary of all the content vocabulary they have acquired.

**FAQ: How can unschooled students, without writing skills, write or even understand these words? Unschooled students will need additional support from the teacher. These students will have to be taught the functions of print. You can also instruct your ELLs to add an illustration on each page so they are able to retain the meaning of each word.**

**Vocabulary**  
**ELL Strategy: KIM**

**Example: Science Concepts**

<b>K</b> Key Word	<b>I</b> Information	<b>M</b> Memory Cue
Binary Stars	2 stars that circle each other	

**Procedures:**

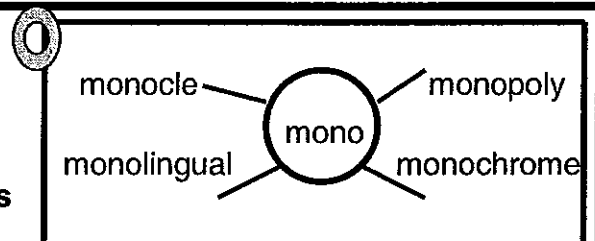
1. Provide students with index cards or use regular writing paper.
2. Inform students that they will use an advance organizer called KIM.
3. Model KIM on the board by using one content vocabulary word.
4. Have students use KIM as students develop their vocabulary.

**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.

27

**Vocabulary**  
**ELL Strategy: Spider Web**

**Example: English Terms**



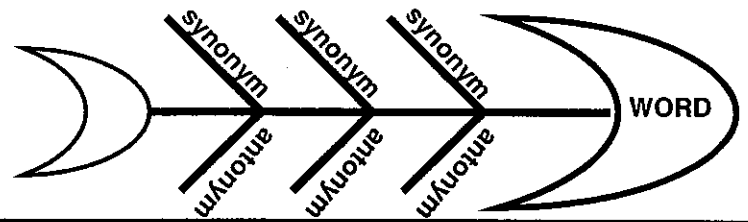
**Procedures:**

1. Create a spider web on the board.
2. In the center of the web, write the target word.
3. Make extensions to the web by writing words that correspond with the target word.
4. Have students create their own web and write corresponding words as the teacher models the writing.

**FAQ:** I would like for my students to keep their webs 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 use 3X5 cards for each web. Students can 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. Graphic organizers, such as the spider web, help students organize information in a simplistic manner.

26

**Vocabulary**  
**ELL Strategy: Fishbone**



**Procedures:**

1. After reading the content, introduce or review the target word.
2. Teacher draws a fishbone on the board.
3. Explain that the fishbone is a graphic organizer that helps us see synonyms and antonyms of words that correspond with the target word at the fish's head.
4. Teacher writes several synonyms and antonyms and the target word at the head. Teacher models the thinking processes as the fishbone is created.
5. Continue the process until you have completed the fishbone.

**FAQ: How can illiterate students or ELLs be able to understand and create a graphic organizer such as a fishbone? All students should be challenged to think critically. This is an excellent way to build vocabulary by using linguistic and nonlinguistic representations.**

**Vocabulary**  
**ELL Strategy: Vocabulary Prediction Chart**

Word	My Guess Before Rdg.	My Guess After Rdg.	Clues

**Procedures:**

1. Teacher will create a table with the following titles: word, my guess before reading, my guess after reading, and clues. Instruct students to copy the table onto their own paper.
2. Model your thinking processes by identifying a key content vocabulary word from the text. Then model processes of guessing the meaning before reading, guessing the definition after reading, and context clues used to figure out the meaning.
3. Walk students through the same process using the next vocabulary word.

**FAQ: As a content area teacher, why is this prediction chart important to ELLs? ELLs are required to understand the content vocabulary you teach. ELLs will require explicit reading strategies, such as context clues, to understand the content and develop language at the same time.**

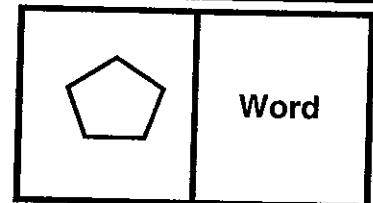
**Vocabulary**  
**ELL Strategy: Partner Think Alouds**

**Procedures:**

1. As the content is 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 text? 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.**

**Vocabulary**  
**ELL Strategy: Partners**



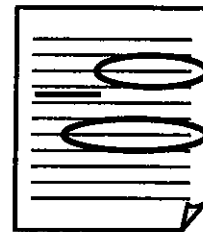
**Procedures:**

1. Provide students with construction paper or regular white writing paper.
2. Have students write the content vocabulary 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.**



Vocabulary  
ELL Strategy: Cloze Method

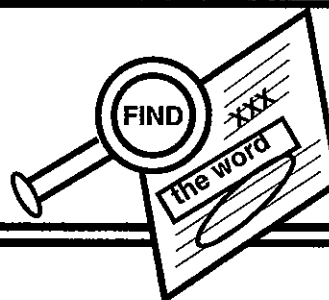


**Procedures:**

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 determine 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. 32**

Vocabulary  
ELL Strategy: Find, Delete and Circle



**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 a transparency to place on top of the textbook. Use erasable markers.
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.**

**Vocabulary**  
**ELL Strategy: Word Jar**

- \* Plummet
- \* Chapter 4, p.56
- \* The interest rate plummeted.
- \* To drop
- \* Andrea Alvarez



**Example: Economics**

**Procedures:**

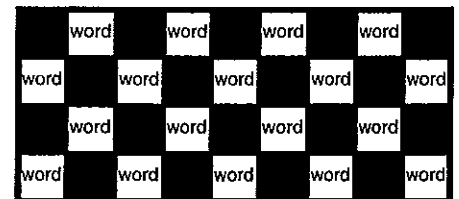
1. The teacher will have to model the following process for his/her students:
2. Have individual students select a content vocabulary word. Students write the following information on an index card. All cards are placed in the Word Jar:
  - \* Content Vocabulary Word
  - \* Chapter number and page number where the word can be located
  - \* Actual sentence in which the word was used
  - \* Student's own definition and illustration of the word
  - \* Student's name
3. The teacher picks an index card from the Word Jar and reads the word. Students try to guess the meaning of the word. If they cannot guess the meaning of the word, the teacher provides the chapter and page number for students to do a quick search. The word is then read in context, definition and illustration are presented, and the student's name is revealed.

34

©2006, RISE

www.ellrise.com

**Vocabulary**  
**ELL Strategy: Vocabulary Checkers**



**Procedures:**

1. After the chapter, text, article, etc. has been read, provide each cooperative group with a manila folder, ruler and markers. Instruct groups to create a checker board.
2. Teacher will review all content vocabulary and will have students write all the content vocabulary randomly throughout the checker board.
3. Each cooperative group will also have to create an answer key with the words and definitions.
4. Have teams exchange checker boards and play by applying the same rules as regular checkers. For example, in order to move a piece (use checker board pieces or have students create their own with construction paper), the student must provide the correct definition. The student holding the answer key will determine if that student can make a move. This student does not participate. Or, you can pass the answer key around so all can participate.

**FAQ:** My beginning ELLs will find this game difficult. A beginning ELL should be paired with another student so they can consult with each other on definitions and moves

35