



Provincial Outreach Program for the Early Years

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Exploring Vocabulary Instruction in Primary Classrooms

February 21st, 2024

3:15-4:15pm

Connect with us online!



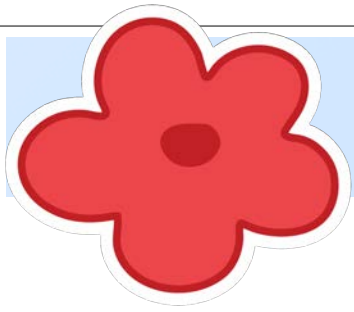
@POPEYBC



@popeybc

Presenter:
Calico Clark

POPEY

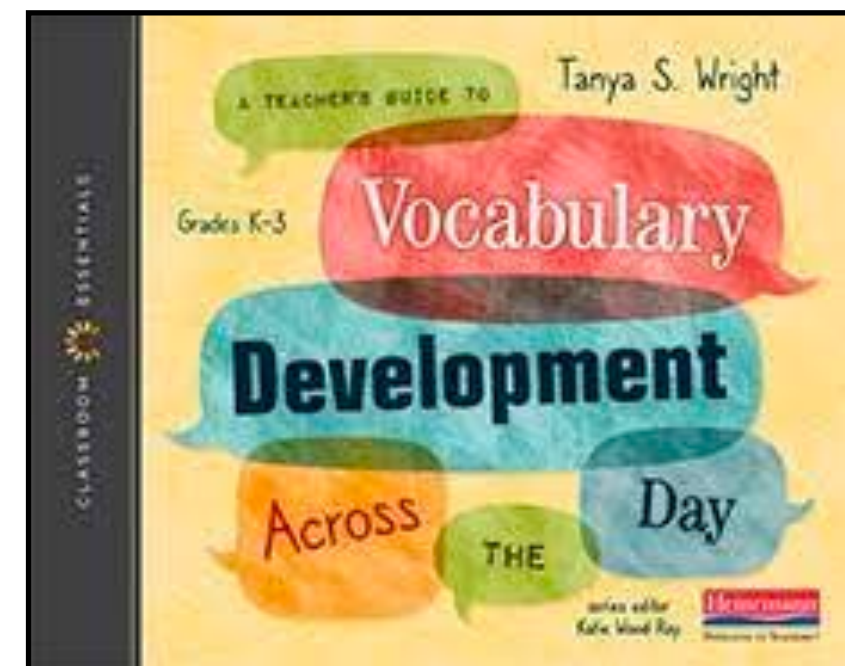
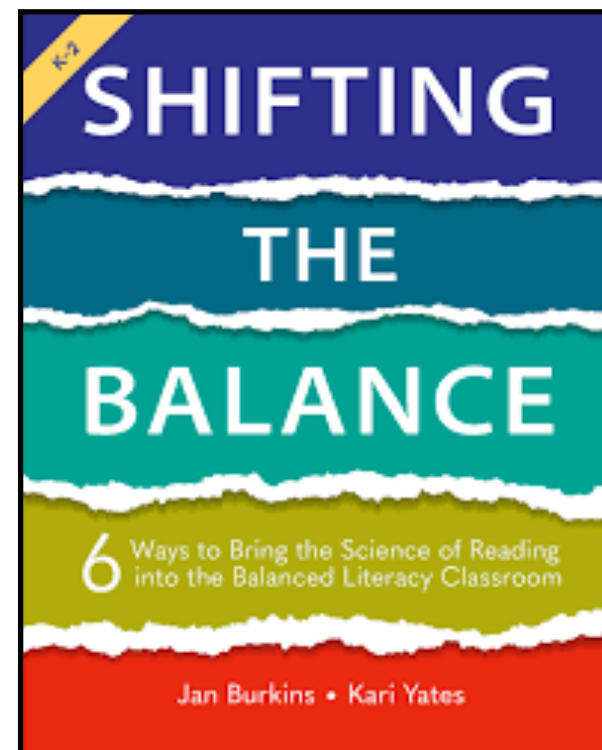
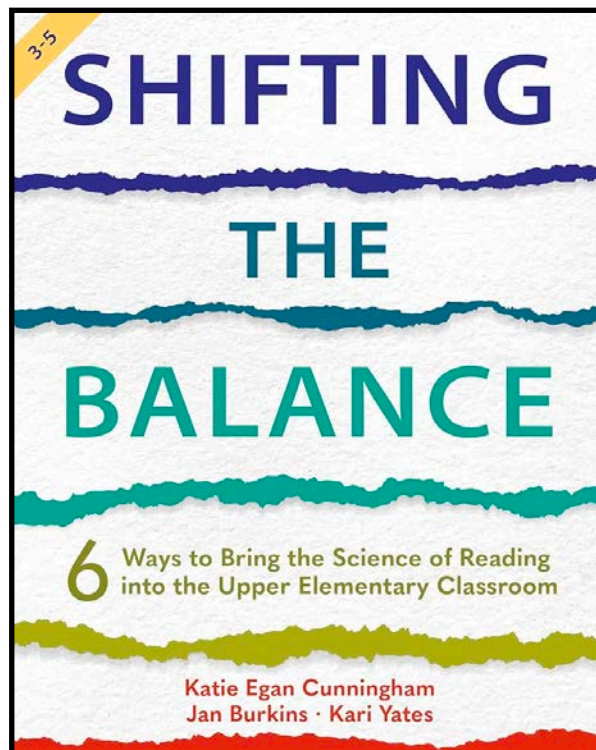
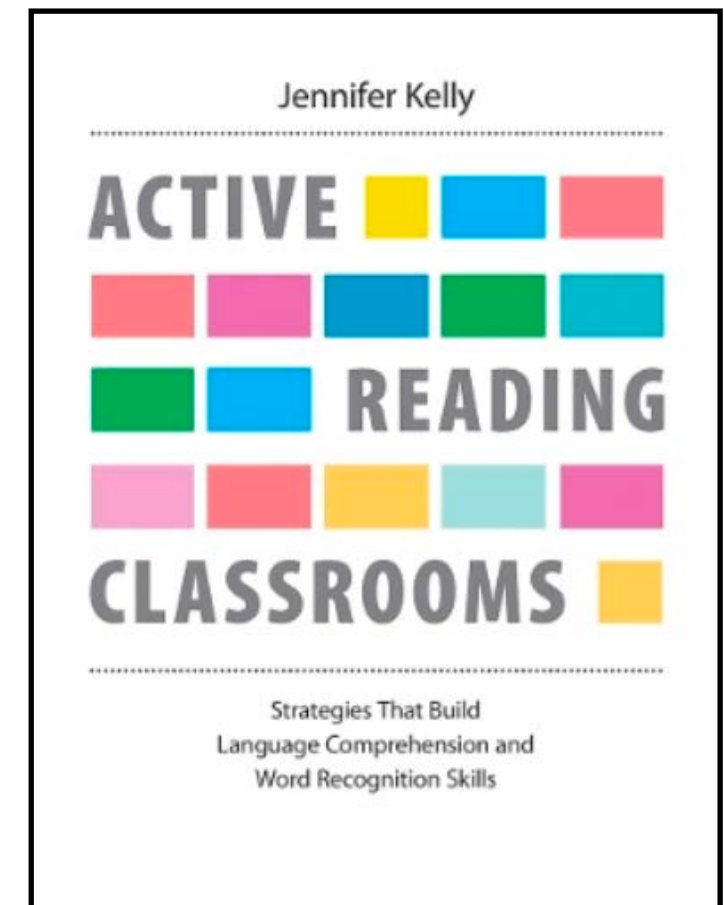
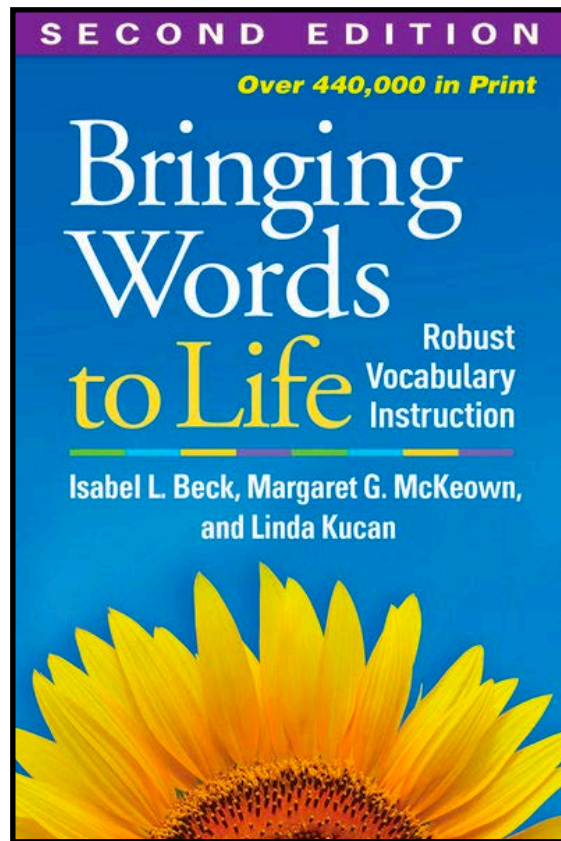


Today's learning objectives

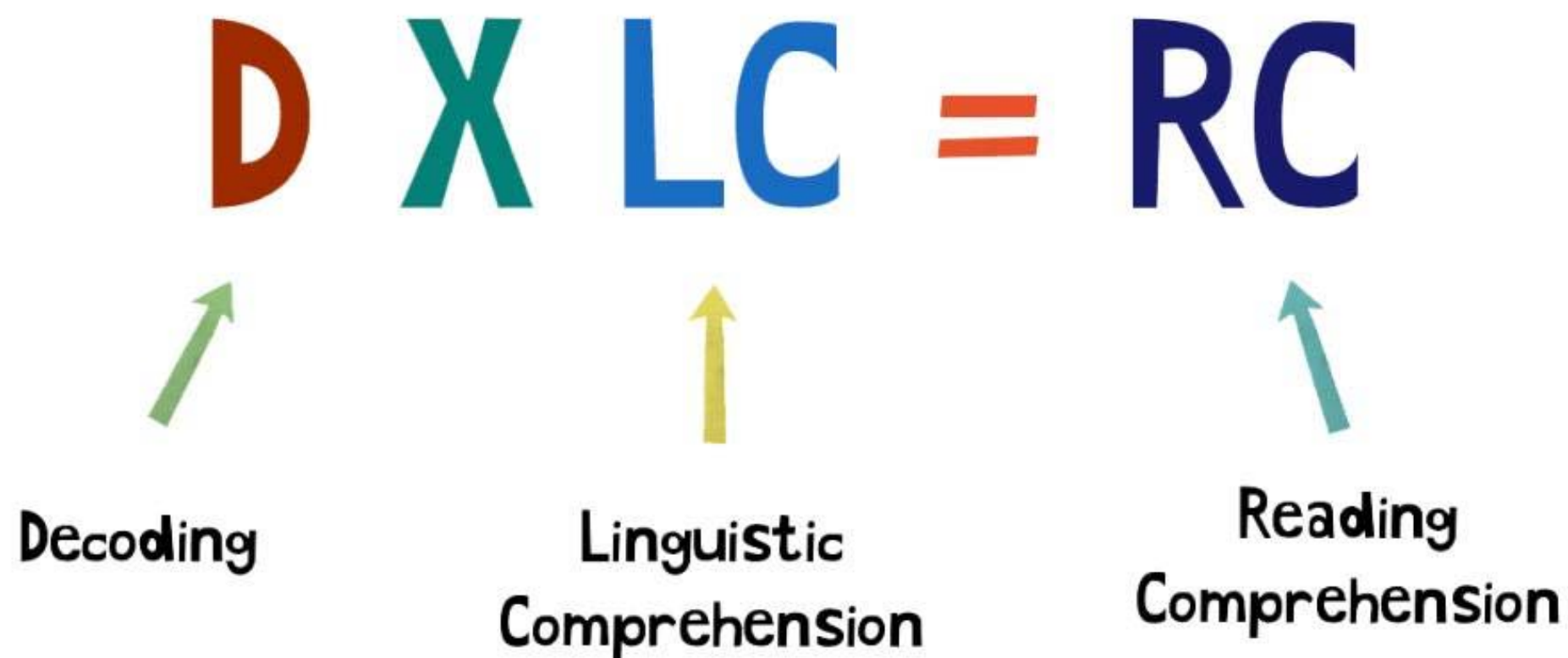
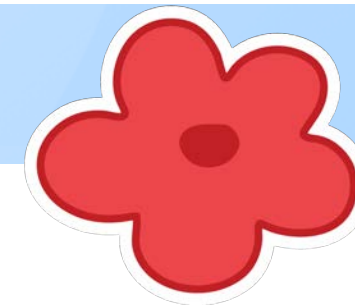
In this hour, we will explore research, strategies and resources to support explicit vocabulary instruction:

- Models of reading
- What it means to truly know a word
- Ways we learn new words
- How to choose words for instruction
- Ideas for the classroom

Resources that inspire this work:



Models of Reading:



Models of Reading:

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

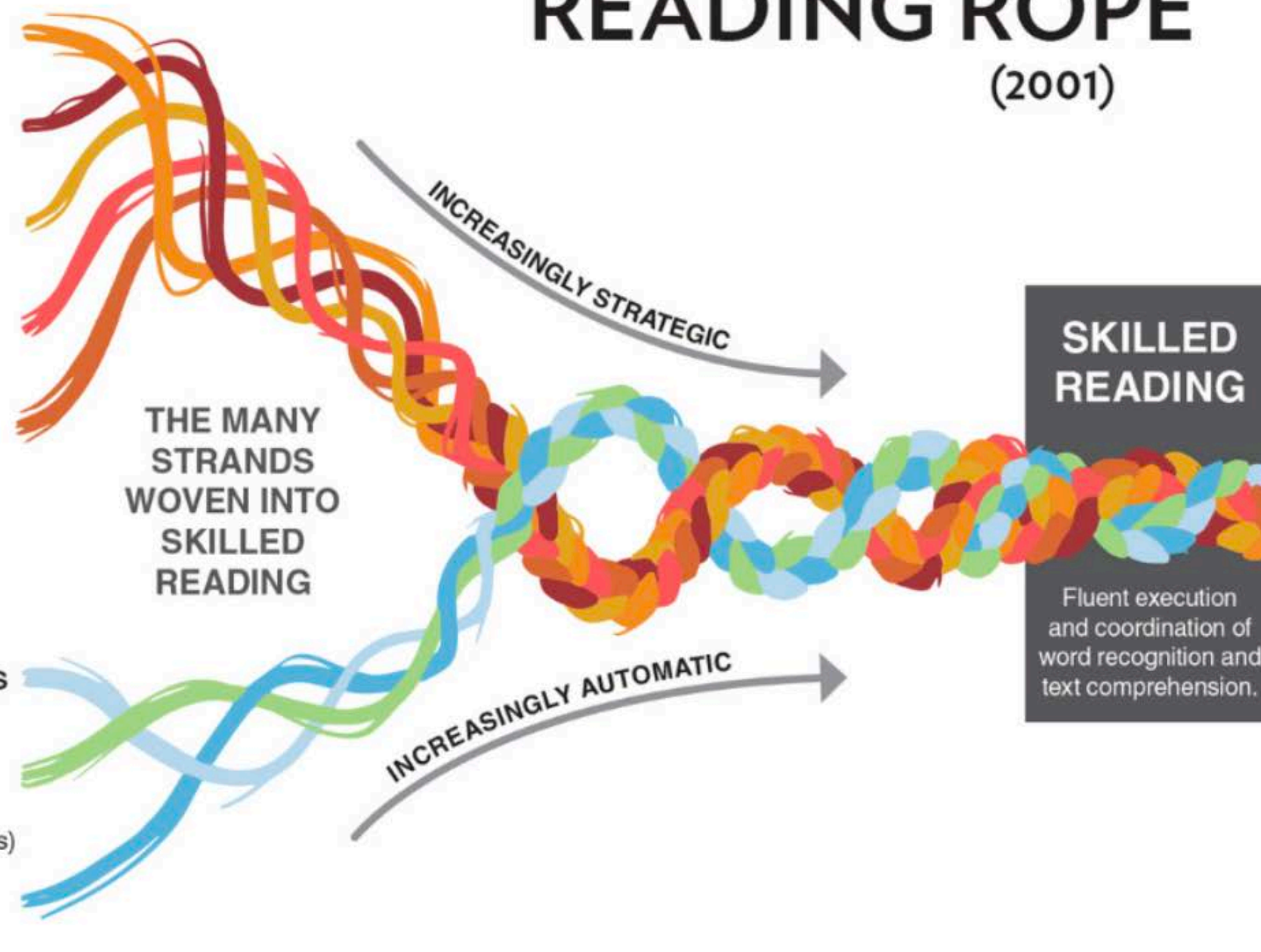
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

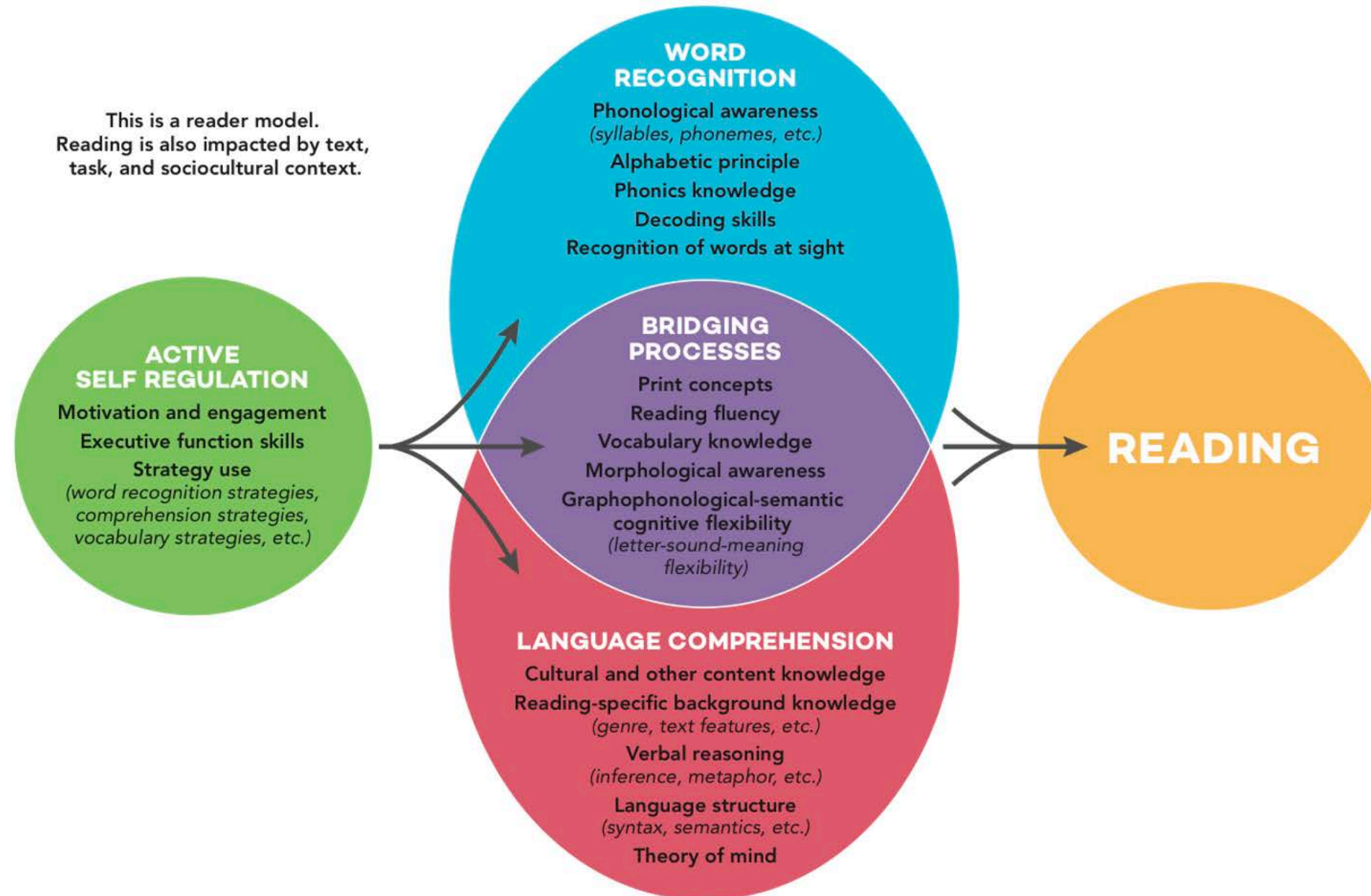
DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)

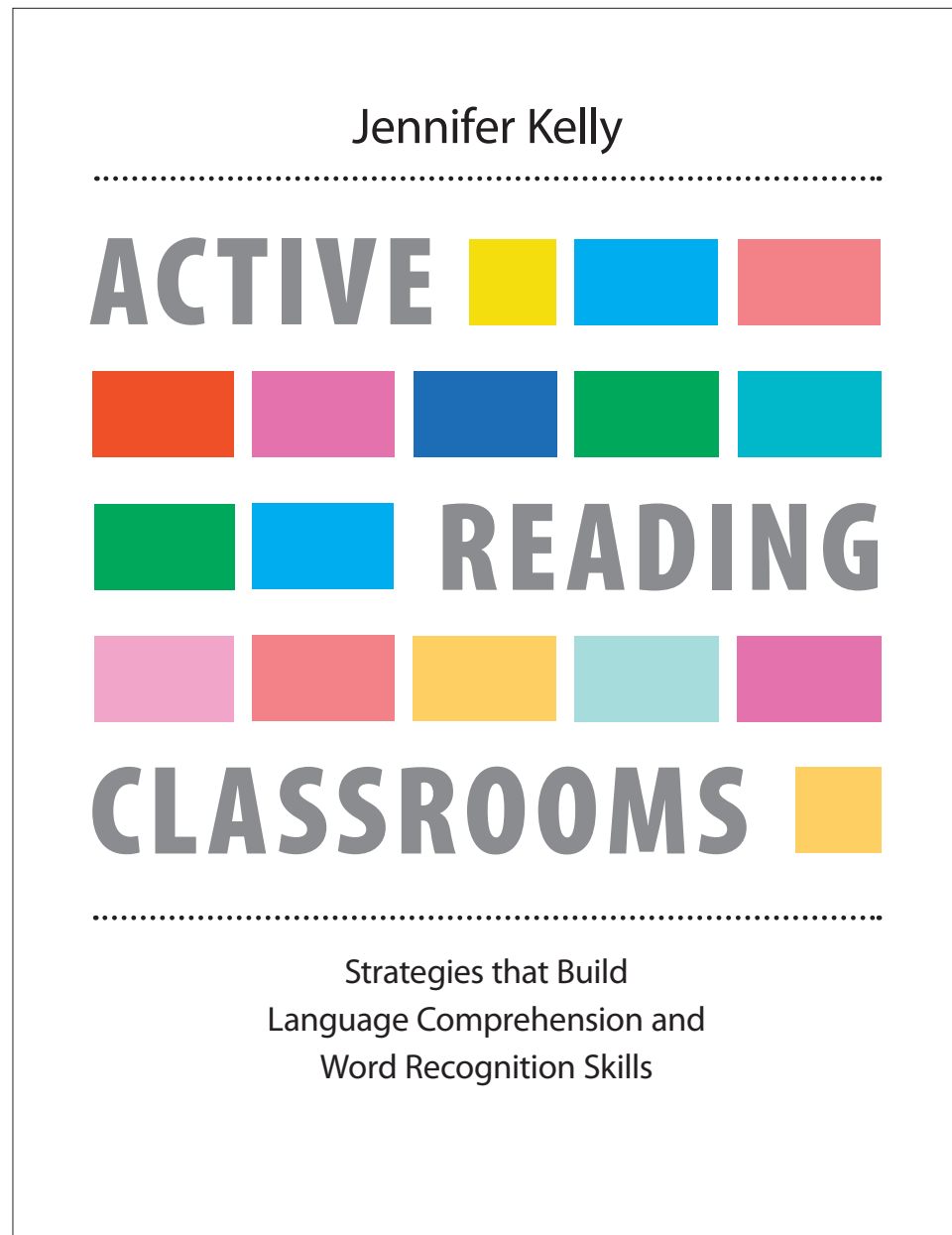


Models of Reading:

ACTIVE VIEW OF READING

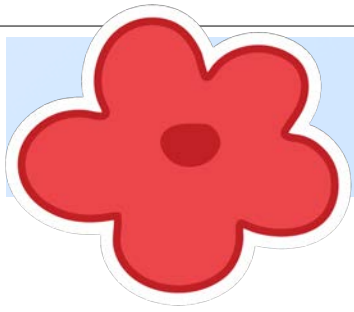


The Active View of Reading: How it differs from other models



Highlighted in Active Reading Classrooms:

- Bridging processes – strengthen both word recognition and language
- Self regulation – students are not passive participants in reading
- Highlights the importance of cultural knowledge as part of the way we understand language around us



Why Teach Vocabulary?

- A rich vocabulary supports learning about the world, new ideas, and enjoying the beauty of language
- A rich vocabulary enhances what an individual wants to say and write
- Vocabulary knowledge is strongly related to reading proficiency
 - ▶ tightly related to reading comprehension: primary, intermediate, high school and adults

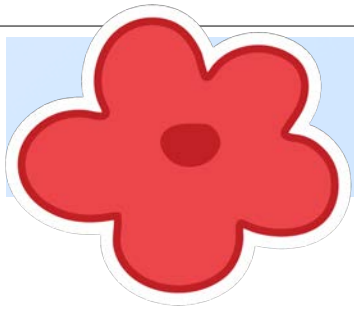
READ

WRITE

SPEAK

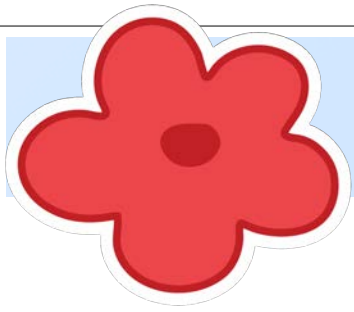
LISTEN

LEARN



Why Teach Vocabulary?

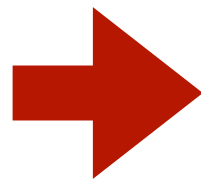




Comprehension begins...

* With oral language and the capacity to understand spoken language (listening comprehension)

- through conversation
- through hearing and sharing personal stories
- through interactions with rich text

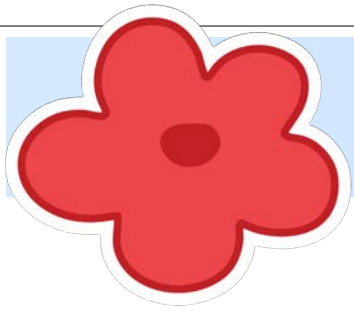


expose children to:

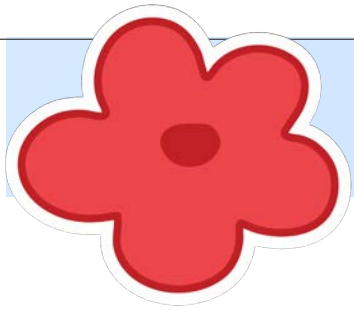
- new ideas
- new vocabulary
- new concepts



then children can access these for themselves by reading increasingly complex texts

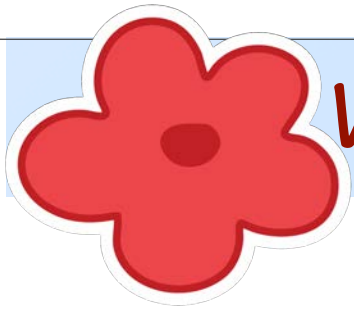


“Even if we spend lots of instructional time teaching decoding and strategic reading, students will continue to struggle to comprehend text unless we also support their vocabulary development.”



“The goal of vocabulary instruction is not to learn words for their own sake. The goal is for students to apply knowledge about words and their meanings to better understand what they’re reading and to expand the possibilities for expressing their own ideas.”



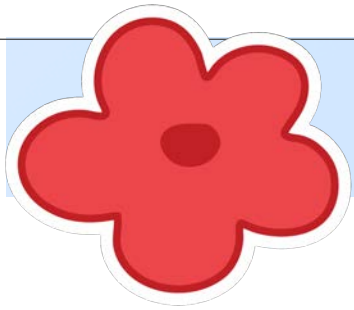


What it means to really know a word...

To: Everyone ▾

Type message here...

- I can share an informal explanation
- I can use a synonym or antonym
- I can give categorical information
- I can recognize nuances between similar words
- I can recognize word parts (morphological understanding)
- I can connect to personal experience/context
- I can recognize multiple meanings – bark/bark



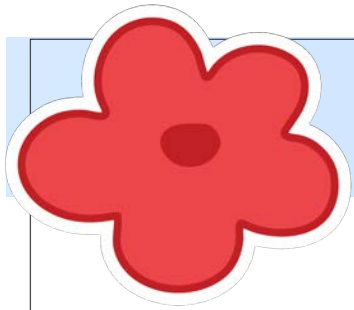
How do we learn new words?

When we engage in conversation



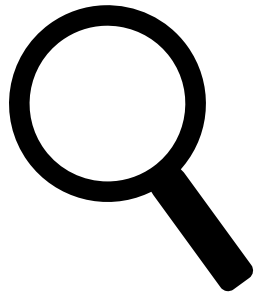
What can this look like in the classroom?

- Regularly and intentionally using sophisticated language throughout the day for students of all ages
- The more interesting words we use around students the more words they will pick up and use themselves



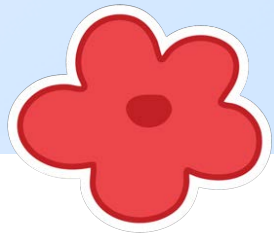
How do we learn new words?

When we are read to and we read a lot ourselves



What can this look like in the classroom?

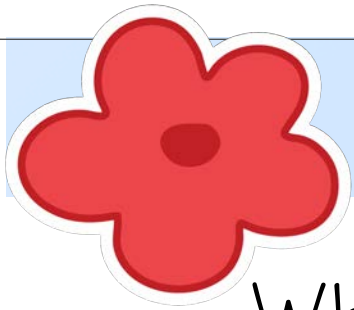
- Read aloud in a fantastic way to explicitly teach new vocabulary
 - select texts with intention – relate to content area
 - read first for enjoyment, then re-read across days
 - Plan ahead for student friendly definitions
- Independent reading time, small groups, partner reads



Active Processing looks and sounds like...

Children are more likely to learn when they can actively engage with a word and its meaning, rather than passively receiving information from the teacher

- Discussing images related to a new word
- Discussing and exploring objects ie. a thermometer
- Using movement – demonstrating migration by walking from one side of the room to the other
- Thinking of real life examples – a time when you felt exuberant
- Discussing multiple meanings of a word – season (your food), season (winter, spring)
- Thinking about/noticing meaningful parts of words (morphology) – tricycle, triangle, tripod
- Using new vocabulary in writing



How do we learn new words?

To: Everyone ▾

Type message here...

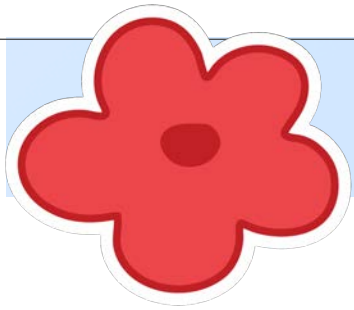
When we learn new things!



What can this look like in the classroom?

We can plan to support vocabulary development during content area learning:

- First, we want to identify the content we want to learn
- Next, curate informational text sets
- Then, make an ambitious list of words to teach
- Consider how and when you will teach the words
- Finally, plan for ways students will be actively engaged in word learning



How do we learn new words?

Vocabulary Planning Chart for a Unit Lesson

Learning Objective

There are different ways to describe the weather. We can observe and record the weather in our location.

Vocabulary and Child-Friendly Explanations

Data

Facts or information.

Observe

Use your senses to gather data.

Record

To write down or draw.

Weather conditions

What the weather is like outside.

Rain

Drops of water that fall from the clouds in the sky.

Wind

Moving air.

Snow

White pieces of frozen water that fall from the sky in very cold weather.

Sun

The star that gives earth heat and light.

When will I introduce new vocabulary?

During read-aloud, *What's the Weather?* weather conditions, rain, wind, snow, sun.

While showing materials right before outdoor observation of weather conditions: observe, data, record.

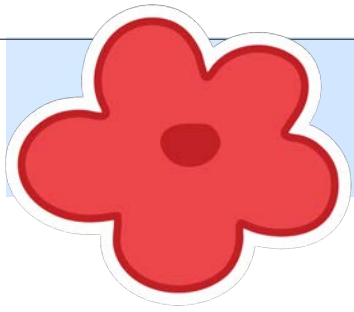
When will children have opportunities to use these words in a meaningful context?

Children will go outside to observe weather conditions on a recording sheet with space to draw and write or label.

Questions to ask while children observe:
What do you observe about the weather conditions?
How did you observe this?
What data are you recording about the weather conditions?

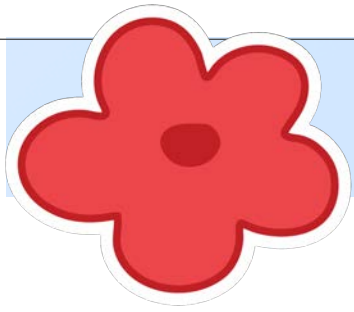
A Teacher's Guide to Vocabulary Development Across the Day

Vocabulary Development During Content-Area Learning



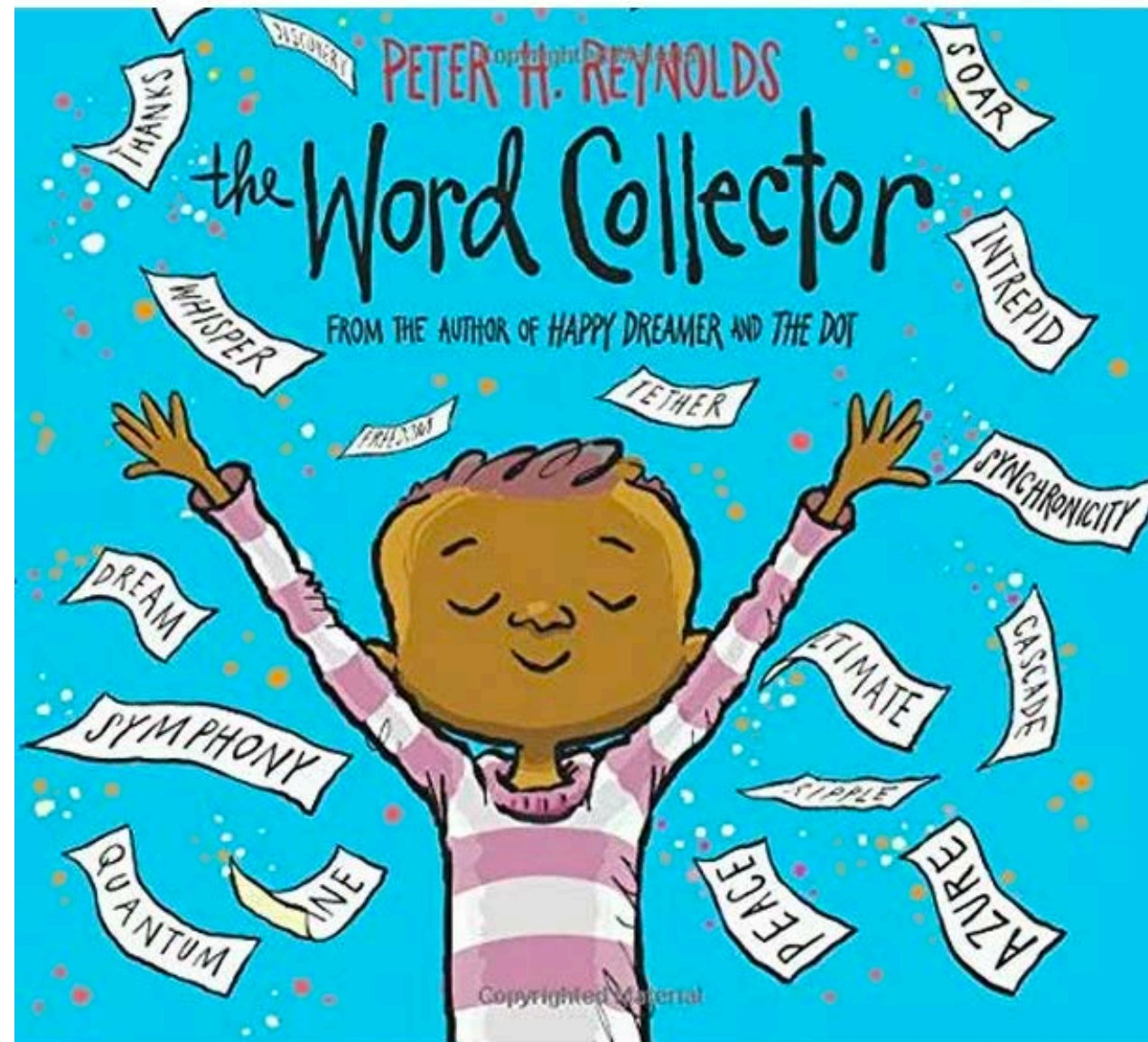
How do we learn new words?

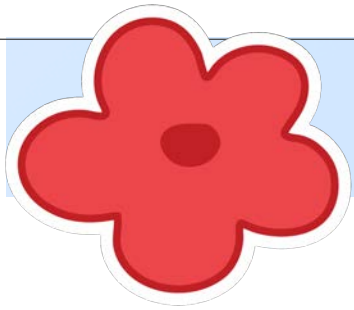
- Repeated exposure in meaningful context
- We learn words that are relevant, meaningful and useful
- We learn words when we have opportunities for active processing



Into the classroom...

To inspire WORD CURIOSITY





Into the classroom...

To inspire WORD STUDY

wordtorque

home about services shop workshops tools #engagewiththepage posts contact login

Engage with the page



Yard Sale

By Fiona Hamilton / February 6, 2024

Words can move us in many ways. Saying the right word when someone moves is important too. Enjoy this journey of finding a new home.

[Read More](#)



A Sweet New Year for Ren

By Fiona Hamilton / February 2, 2024

Celebrate and learn about the Lunar New Year with Ren. Discover new sweet treats, new family traditions and newsworthy words.

[Read More](#)

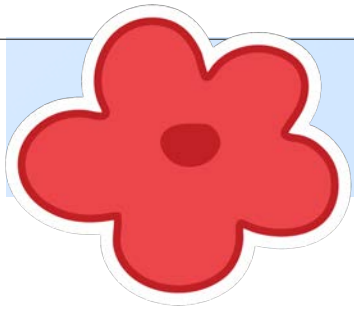


The Wild Guide to Starting School

By Fiona Hamilton / January 31, 2024

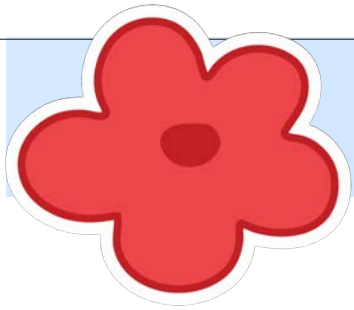
Starting school can be a wild adventure. Words can take you on a wild adventure too. What emotions will accompany you on your journey?

[Read More](#)



Into the classroom...

“In order to create opportunities for young children to learn new words, we need to build their knowledge of the world and make sure that they are learning new things.”



Into the classroom...

ReadWorks Article-A-Day™

Build knowledge, vocabulary, and stamina with a routine that students love.

To inspire
Content Reading



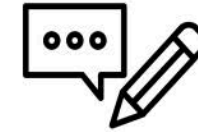
Sets of 6 to 9
articles that are
related by topic



Nonfiction topics
to build
knowledge



For grades
Kindergarten to 8th



Research-based
classroom routine with
writing & oral sharing

All you need is 10 minutes each day for the routine. Students will gain the most by reading **4 or more articles** from an Article-A-Day set each week and doing the routine for **15 or more weeks** in the school year. Article-A-Day can be done digitally, printed, or projected!

Plan an entire year with our K-6 Scope & Sequences: <https://www.readworks.org/scope-and-sequence>

Step 1: Set the purpose for the routine

- *"Words are where humans store knowledge. So we will build our knowledge by reading these articles. We will also increase our vocabulary, improve our reading stamina, and enjoy reading every day."*

Step 2: Students read or listen to an article

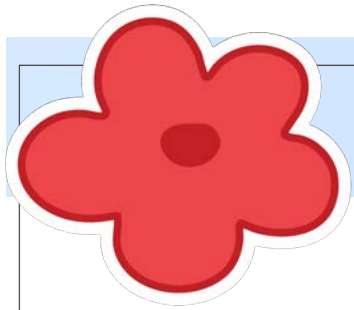
- If students cannot read independently, they can listen to the audio, or you can read the article aloud.

Step 3: The "Book of Knowledge"

- Students write or type two or three things that they learned from the article and would like to remember in their Books of Knowledge.
- If students cannot write yet, they can draw their responses.

Step 4: Share Knowledge!

- Ask a few students to share with the class what they learned from reading.
- Create a "Class Book of Knowledge" where you record this information. You can do this in Assignments & Progress or on chart paper.



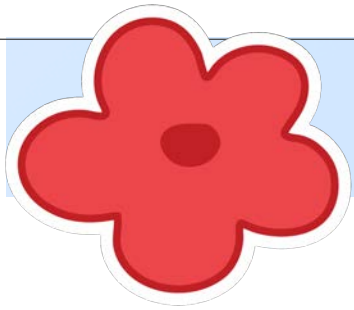
Into the classroom...

“The more information children have about how words and language work, the more powerful they will feel as strategic word-solvers”

Some word solving strategies include:

- Context Clues
- Word Parts

Its not one strategy or another, its about
BEING STRATEGIC



Into the classroom...

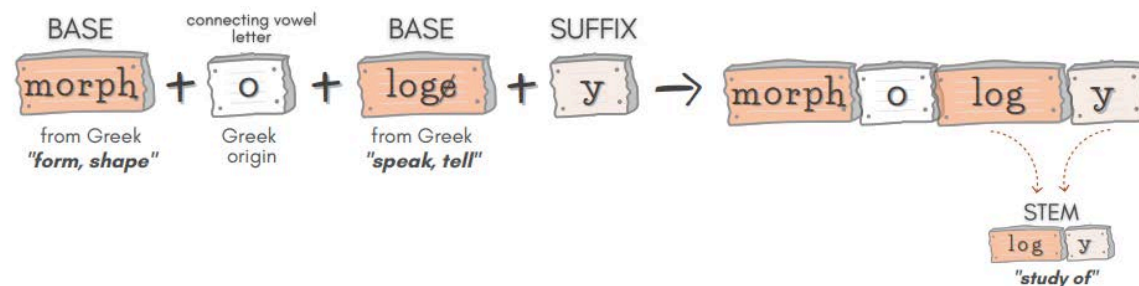
High Leverage Instructional Routines to Support Independent Word Solving

Explicit Morphology Instruction

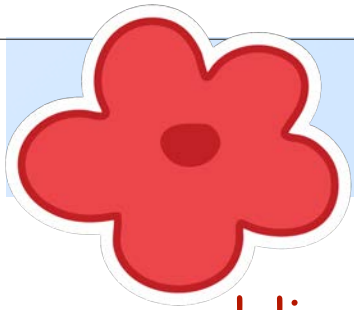
- Teaching one new affix or root per week adds to their word solving toolkit

MORPHOLOGY

The study of the structures of words that contribute to meaning.



©CAN DO KIDS ACADEMY



Into the classroom...

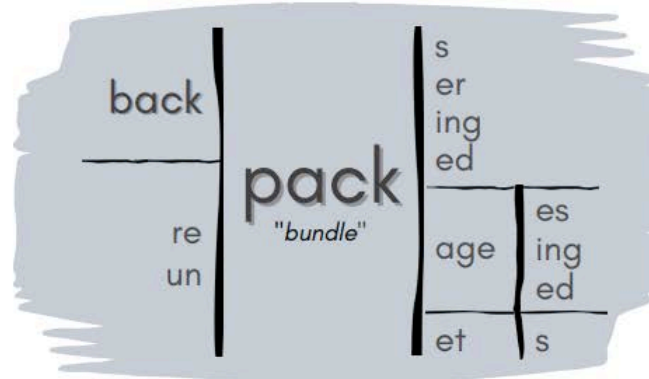
High Leverage Instructional Routines to Support Independent Word Solving

Explicit Morphology Instruction

- Teaching one new affix or root per week adds to their word solving toolkit

LET'S PRACTISE BUILDING WORD SUMS

Build word sums using the <pack> matrix.



SYNTHETIC WORD SUMS

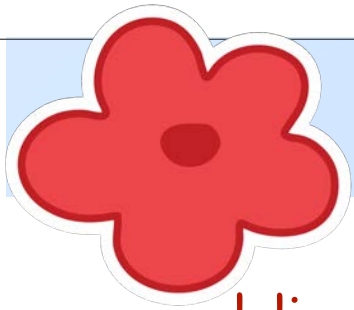
pack + s → packs

To: Everyone ▾

Type message here...

DON'T FORGET

- A **BASE** is an element which carries the **MAIN MEANING** of a word.
- A **PREFIX** is an element fixed **BEFORE** a base or stem.
- A **SUFFIX** is an element fixed **AFTER** a base or stem.



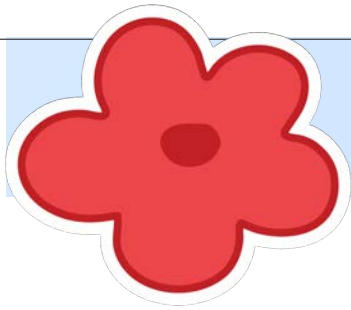
Into the classroom...

High Leverage Instructional Routines to Support Independent Word Solving

Shades of Meaning:

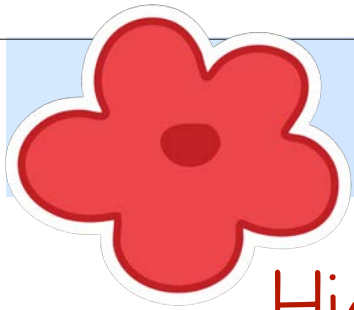
- Teaches that synonyms can be closely related but still differ in small ways
- Helps understand nuances as readers
- Supports strong word choice as writers





Into the classroom..





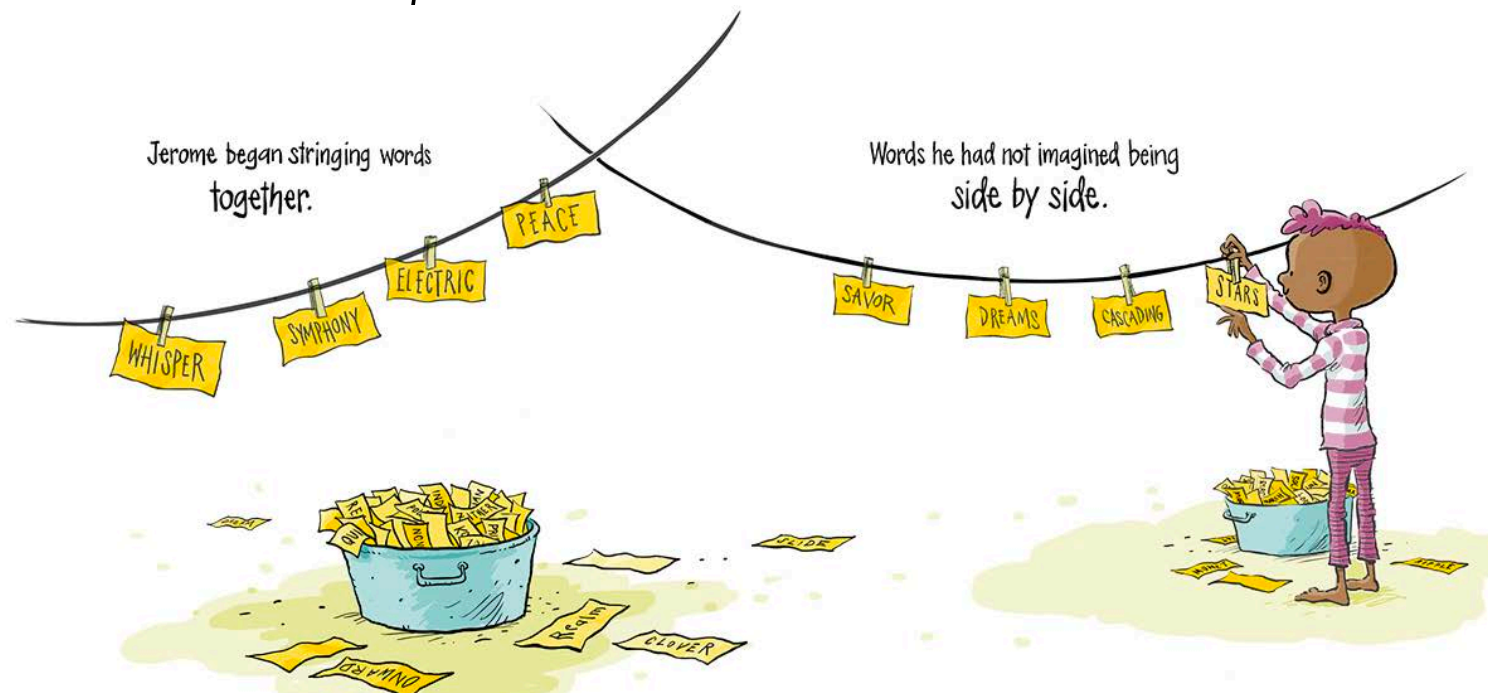
Into the classroom...

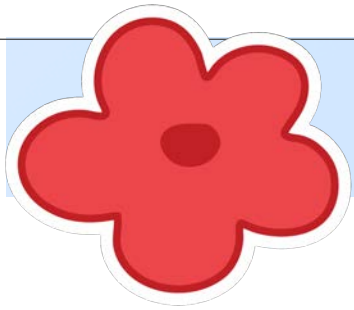
High Leverage Instructional Routines to Support Independent Word Solving

Word Collection Notebooks – individual or class:

For children to learn many words we need to empower them to:

- Become aware of and interested in new words
- Develop word awareness
- Notice when they encounter new words





In closing...

“The more words he knew the more clearly he could share with the world what he was thinking, feeling and dreaming”





The Provincial Outreach Program for the Early Years



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Jen Kelly

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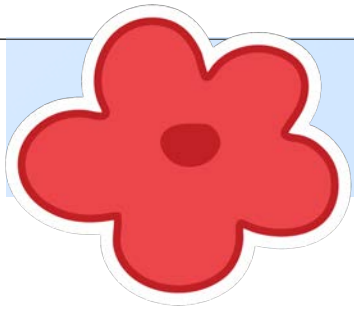
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Sources

Books & Presentations

Active Reading Classrooms – Kelly, 2023

Bringing Words to Life – Beck, McKeown, Kucan, 2013

Shifting the Balance – Burkins & Yates, 2021

Shifting the Balance 3–5: Burkins, Cunningham & Yates, 2024

Vocabulary Development Across the Day – Wright, 2021

Digital Resources

[Maryanne Wolf](#)

[Into the Classroom Podcast](#)

[Reading Rockets: Models of Reading](#)

[Reading Rockets: The Active View of Reading](#)

[Engage with the Page](#)

[Read Works: Article A Day](#)

[Can Do Kids Academy](#)