

Best Practices in Vocabulary Instruction

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Today's Session

Consider and reflect upon core principles essential to learning

Experience lessons that foster deep word learning

Consider essential supports for English Language Learners

Reflect on the implications for our own work



Collaborative Classroom is a nonprofit organization that provides teachers with rigorous curricula that fully integrate literacy instruction and social and emotional learning.



**How we teach matters as much
as what we teach.**



**Social and
academic curricula
are interdependent
and integrated.**



Fostering caring relationships and building inclusive and safe environments are foundational practices for both the student and adult learning communities.



Classroom learning experiences should be built around students constructing knowledge and engaging in action.



Honoring and building on students' intrinsic motivation leads to engagement and achievement.

Based on your experiences ...

What have you found to be effective and important about teaching vocabulary?

What is challenging about helping students develop word knowledge along with a love and appreciation for learning new words?

How do students learn new words?

Conversation

Hearing quality texts read aloud

Wide independent reading

Explicit instruction

Experiencing Lessons

What supports do you notice for word learning?

Conversation

Hearing quality texts read aloud

Wide independent reading

Explicit instruction

Quick as a Cricket

Academic Goals

- Students make text-to-self connections.
- Students answer questions to understand key details in a story.

Social Goals

- Teacher and students build the reading community.
 - Students learn and practice “Turn to your Partner.”
 - Students work in a responsible way.
 - Students listen respectfully to the thinking of others and share their own.
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Quick as a Cricket

First Reading

- Discuss Students' Reading Lives
- Introduce Quick as a Cricket
- Read Aloud
- Discuss the Story
- Reflect on Listening

“I am like a _____ because ... “

“What did you find out about the boy in this story ... “

Quick as a Cricket

Second Reading

- “Reading Together” Anchor Chart
- Reread Quick as a Cricket
- Discuss story and Make Personal Connections
- Reflect on Acting Responsibly

“What animals has the boy compared himself to so far ... “

“Name one animal the boy thinks he is like. Why does he think he is like that animal?”

“What does the boy tell us about himself at the end of the story?”

“What animals in the story are you like? Why?”

***How might experiences like this
support word learning for
English Language Learners?***

Supports for English Language Learners

Attention to the learning community

Partner Conversations

Words defined in context making text more accessible

Building a meaningful context for explicit word learning

Explicit Vocabulary Instruction

Student-friendly definitions and examples of how words are used.

Practice with prompt cues so students use the words.

Active, meaningful engagement with new words.

Multiple exposures to the words over an extended period of time.

Quick as a Cricket



by Audrey Wood • illustrated by Don Wood

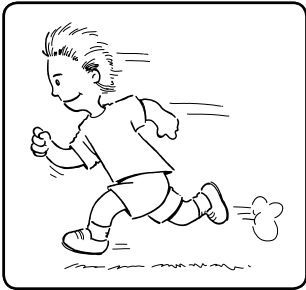
rapidly

delighted



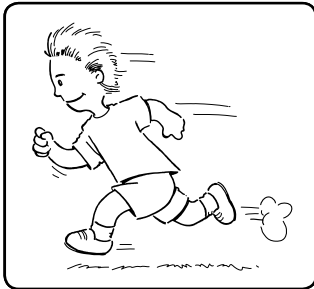
rapidly

A _____ can move
rapidly.



Prompt 2

I moved **rapidly** when . . .





rapidly



delighted

I was **delighted** when . . .





delighted

***How might lessons like this support
word learning for
English Language Learners?***

Supports for English Language Learners

Use of picture cards and prompts

Simple, student-friendly definitions

Meaningful Context for Word Learning

Partner Conversations

A Look at a Lesson Bold and Timid

What additional supports do you notice in this lesson?

How might this lesson structure support your lesson planning?

Did you notice ...

Support for ongoing review

Word learning strategies - Synonyms

Use of cognates

Personal connections to the word



Instructional Activities

Act out words

Finish the story

I'm thinking of a word

Which word am I?

Imagine that!

Make a choice

Tell me a story

What do you think about . . . ?

What might you say and do?

Which words goes with

How do these activities support students' engagement and word learning?

Stomp whoosh

Instructional Activities Handout

Which have you used with your own students?

Which activities might you plan to try?

How do students learn new words?

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Reflect

What is something that was affirmed for you?

What is something you plan to try?

Let's Stay in Touch

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