Purpose

• Review research
• Discuss Active Learning
• Share strategies in support vocabulary development
• Share games and activities for vocabulary building
Brain Research

Active Learning

• “…learning depends on interaction. By interaction they mean a child’s encounter with people, objects, events, or activities, and later ideas.” (Epstein & Hohmann, 2012. p. 15)

http://www.inmagine.com/searchterms/building_blocks.html
Ingredients to **Active Learning**

- Choice
- Language
- Materials
- Manipulation
- Adult Scaffolding
Research

“It is important that students be actively engaged in the process of vocabulary acquisition and that a child’s encounters with words should be playful, so as to provoke a curiosity and interest in word study” (Mackay, 2004, p. 4).
A Process for Teaching New Terms

1. Describe, explain and provide an example of the vocabulary word
2. Pose questions to students on describing and providing an example of the vocabulary word
3. Have children create a visual (picture or symbol) which represents the vocabulary word
4. Provide vocabulary activities which will increase children’s knowledge of vocabulary words
5. Have children converse with each other on the vocabulary words; discussing definitions and use in sentences
6. Allow children to be involved in vocabulary games

(Carleton & Marzano, 2010)
Teaching Tips for Vocabulary Instruction

• Provide purposeful exposure to new words
• Intentionally teach word meanings
• Teach word-learning strategies
• Offer opportunities to use newly learned words

(Carleton & Marzano, 2010)
Language Development

“The more children know about language...the better equipped they are to succeed in reading.”

National Research Council, 1999
Researchers Hart & Risely Studied Early Language Experience
Research about language in children from ages 1 to 3 years from stable households by economic group.

<table>
<thead>
<tr>
<th>Number of words exposed to</th>
<th>Economic group</th>
<th>Affirmations (strokes)</th>
<th>Prohibitions (discounts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 million words</td>
<td>Welfare</td>
<td>1 for every</td>
<td>2</td>
</tr>
<tr>
<td>20 million words</td>
<td>Working class</td>
<td>2 for every</td>
<td>1</td>
</tr>
<tr>
<td>30 million words</td>
<td>Professional</td>
<td>5 for every</td>
<td>1</td>
</tr>
</tbody>
</table>

*Source: Meaningful Differences in the Everyday Experience of Young American Children (1995), by Betty Hart & Todd R. Risley*

Dr. R. Payne. Working with Students. 2006.
Language Children Hear
(Hart & Risely)

![Graph showing estimated cumulative millions of words addressed to children by age and socioeconomic status.](image)

- **Age of Child in Months**
- **Estimated Cumulative Millions of Words Addressed to Child**

- **Welfare**: Green line
- **Working Class**: Pink line
- **Professional**: Blue line
Vocabulary Growth

(Hart & Risely)
A Framework for Understanding Poverty

Ruby K. Payne, Ph.D.
<table>
<thead>
<tr>
<th>REGISTER</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROZEN</td>
<td>Language that is always the same. For example: Lord’s Prayer, wedding vows, etc.</td>
</tr>
<tr>
<td>FORMAL</td>
<td>The standard sentence syntax and word choice of work and school. Has complete sentences and specific word choice.</td>
</tr>
<tr>
<td>CONSULTATIVE</td>
<td>Formal register when used in conversation. Discourse pattern not quite as direct as formal register.</td>
</tr>
<tr>
<td>CASUAL</td>
<td>Language between friends, characterized by a 400- to 800-word vocabulary. Word choice general and not specific. Conversation dependent upon nonverbal assists. Sentence syntax often incomplete.</td>
</tr>
<tr>
<td>INTIMATE</td>
<td>Language between lovers or twins. Language of sexual harassment.</td>
</tr>
</tbody>
</table>
Bridging the Vocabulary Gap

**Importance**

- Vocabulary impacts reading comprehension and academic success
- Between ages of 12 months to 18 months they will learn about 10 words daily (environment ?)

- Look at extra handout

(Christ & Wang, 2010)
Vocabulary Development in Early Childhood

1. Word conscious
   Acquire words they hear in their environment through conversations, TV, and read-alouds

2. Fast mapping
   Developing a quick, partial understanding

3. Word – learning strategies
   Multiple exposures

(Christ & Wang, 2010)
Determining Vocabulary from Storybooks

• What is the most common method for determining vocabulary from a storybook?
  • Creating a list of words in the story – correct?
  • A different method
  • Example: Good Night Gorilla!
Good Night, Gorilla by Peggy Rathmann

"Good night, Gorilla."
Good night, Elephant.
Vocabulary Games for the Classroom

Carleton & Marzano
Game: Word Harvest

For Lower elementary ELA, Arts, Math, Science and SS

Materials
- Construction paper/poster board
- Scissors,
- Tape
- 2 baskets or buckets
- Note cards

Instructions:
1. Choose 2 word categories (between 5-10 words)
2. Place words on pictures of apples
3. Split class into two teams
4. Tape word category on bucket (different for each team)
5. Make sure teams know what category of words they need to find.
6. Signal teams when to start; only one person from team can go up to tree
7. Find a word and bring back to bucket
8. The team with the most correct words win.
Game: Opposites Attract (Antonyms Focus)

**Materials:** blank note cards and tape

**Set up:** write one word in big letters on one card and its antonym on another card.

**Play:** Give each student a card with a word written on it. Once they read and understand it, they tape it to their shirt.

On cue everyone walks around the room looking for the antonym to the word taped on their shirt.
Early Childhood Vocabulary Development Activities

Mackay
Activity: Don’t Spill the Beans

Skill: Recognizing idioms and their meanings

Materials:
- common idioms / definitions cards
- Idiom picture cards
- Bell or another object for students to indicate when they have an answer
- Object: To have more beans than other team

- Two teams A and B
- One student from each team in front with hands on back
- Bell in center on table
- Teacher reads idiom on card
- Student with definition rings bell
- If not correct the other student takes a chance
- If neither knows, teachers offers two definitions to choose from
- Teacher says to class: Don’t spill the beans
- Student who knows definition rings bell
- If correct, team wins a bean
Activity: Handshakes

• Pictures of compound words Set a through Set D

• Show the students the Handshake cards and how the compound word is made of two separate words put together.

• Discuss the words hand and shake and how they can be used to figure out the meaning of *handshake*.

• Divide the students into two groups with four students in each group.

• Each group will line up shoulder to shoulder facing a person from the other group.

• Pass out Set A to one group, Set B to the other group.

• Object of game is for each person in group A to find a person in group b who has a picture that makes a compound word when matched to theirs.

• Person in group A walks over and shakes the hand with the person holding the matching card.
Resources

Carleton, L. & Marzano, R. J. (2010). Vocabulary games for the class. Marzano Research Laboratory; Bloomington, IN.

