New York State
Migrant Education Program

Session 5 – Teacher: Vocabulary, Materials, and Unit Planning

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Objectives - Overall

- The learner (1), text/material (2), teacher (3-7)

- LEARNER: Comprehension and learning
- TEXT: Layers of complexity
  - What makes texts or content complex?
  - What matters? Where is our focus?
- **TEACHER: The importance of teaching to support transfer; vocabulary, materials,** comprehension skills, and writing skills

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Objectives – This Session (5)

- **Review: The learner and the text**
  - **Selecting important ideas that transfer**
- **Review: Teacher**
  - **Reduce cognitive load; Build depth and breadth of instruction**
- **Review integrating vocabulary**
  - **Selecting words; Defining words; Using words**
- **Materials/resources**
- **Unit development – Immigration**
- **Examples of Concepts (next time)**

- *****See glossary for terms and explanations (sessions 1-4)**

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Review

- **Learner**
  - Processes information: Text-based (what the text says) and situation model (what the text means)
  - Requires **prior knowledge** and must attend to **relevant** information so that **transfer** occurs
- **Text**
  - Presents information - Surface features (stated) and deep structure (unstated concepts)
  - Contains layers of complexity: Structure, language, knowledge

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Reduce Cognitive Load

- Working memory holds a small amount of information at one time
  - Instruction must avoid overloading memory

- **TEACHER**
  - Evaluates *text* and supports *learner*
  - Reduce cognitive load by building and activating prior knowledge
  - Teach content well (depth) and provide opportunities to generalize to other settings (breadth) - transfer
  - Help students retrieve knowledge automatically

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Depth/Breadth of Instruction

- Teach concept well with relevant information - connect known information with unknown

- Provide students opportunities to detect differences and similarities of the same concept (patterns) across various situations.

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CONCEPT MAPPING: Rebellion

Event/Time period	Who was involved?	Reason	Method	Outcome	Other important ideas
Proposed business replacing playground and park	Business owners; government; local families	Families were angry because there are no other parks	They boycotted the business; picketed in front of business	Government found another location for business	
Montgomery Bus Boycott; Civil Rights Movement – 1955-56	MLK, Jr. and the Montgomery Improvement Association - Alabama	Rosa Parks was arrested for not giving up her seat to a white person	Boycott riding the bus	Led to others across the country and to the Civil Rights Movement and nonviolent resistance	
Women's suffrage…					

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CONCEPT: Rebellion and Citizens' Rights

People or events who fought for rights
*Civil rights: Rosa Parks
*Slavery: Underground Railroad
*Women's suffrage
*Migrant workers' right
*Education rights
*Holocaust

Current event/s
*Black Lives Matter movement
*Parents fighting for families being deported; freedom of assembly
*Malala Yousafzai: Education
*Greta Thunberg: Climate/Environment

How actions influence change
*Bill of rights and various amendments including: 1st, 13th, 14th, 15th, 19th amendment

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Questions or Comments?

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Teaching Vocabulary

REVIEW: Expanding Vocabulary

REVIEW: Teaching Vocabulary

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Selection	Defining	Organizing	Independent word learning
Which words are necessary to understand the content? 1. Are these other words for known vocabulary (e.g., comply)? 2. Do students need to learn the new concept/idea – not yet known idea (e.g., taxes)?	How will teachers teach the meaning of these words?	What are some ways for students to organize new vocabulary?	What are ways to build word consciousness or awareness? And how can we support students' independent vocabulary learning?
*Topic/concept *Academic words *Multiple-meaning words	*Student-friendly explanations *Synonyms/antonyms *Morphology *Cognates *Pictures, Demonstration, Realia	*Vocabulary notebooks *Concept maps *Semantic gradients *Semantic feature analysis *Morphology tables *Others	*Context clues *Thesaurus/dictionary *Morphological awareness *Cognate awareness

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Review: Expand or Teach Vocabulary

- Key words associated with recurring concepts – during instruction of content, teachers can ensure vocabulary use

- **Known ideas vs. New (not yet known) ideas**
  - EXPAND: Teach new word in conjunction with the known word, emphasize the use of the new word.
  - TEACH: Teach a new concept or idea before labeling it.

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Review – Selecting Words

- What words can we teach that we will revisit?
- Are there related words that need to be taught to expand understanding?

- Tiers – can you revisit the vocabulary word outside the context of the topic that you are teaching?
  - Tier 1 – People, city, balloon, porch
  - Tier 2 – Comply, detest, resist, represent, adapt
  - Tier 3 – Tax, plankton, vertebrates

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Review: Choosing Academic Words

- Academic words cross content – these words are found in various contexts and are not taught consistently in classrooms
- Be sure that you can use these words often.

- For example, when teaching content use words (known ideas):
  - Conclude
  - Represent
  - Persuade
  - Support
  - Defend

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Practice: Academic Words		
New Academic Word	Synonyms	Antonyms
Conclude	End Finish	Begin (commence) Start
Represent	Stand for Correspond to Signify	Pretend Distort
Resolve	Settle Come to a decision	Disagree Indecisive
Summarize		

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Practice: Multiple Meanings

- Common everyday words have many uses
- These words often cause confusion if the word is used in a way that students have not heard the word.
  - Charge
  - **Right**
  - Bill
  - Party
  - Run
  - Check

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Word Meanings

Student-friendly explanation
Synonyms/Antonyms – related words
Cognates
Morphology

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Review: Student-Friendly Explanation

- Explain the word so that students can access the meaning of the word
  - For instance, rebellion means "when people try to change the rules by refusing to obey them."

- Incorporate relevant examples
  - Connect the word to a current or local event.
  - For instance, explain that when students refuse to eat the lunch food until burgers are an option, they form a rebellion. A rebellion means when students stand up for something and fight those in power.
- https://kids.wordsmyth.net/we/

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Review: Synonyms and Antonyms - Semantic Gradients

- Are there familiar words to connect with advanced words? Rebel – disobey, resist, go against, obey, comply
  - Expand vocabulary with known and RELATED words to **expand** vocabulary

- https://www.readingrockets.org/strategies/semantic_gradients

- Hot – Cold – Warm – Icy

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Practice: Semantic Gradients			
Obey -Disobey		**Conflict - Peace**	
Obey			
Disobey			
Conform			
Resist			
Submit			
Defy			
Dissent			
Comply			
Rebel			

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Morphology
https://www.readingrockets.org/article/root-words-roots-and-affixes
https://www.etymonline.com/

Verb	Noun	Adjective	Adverb	Other
Comply	Compliance	Compliant	Compliantly	
Defy	Defiance	Defiant	Defiantly	
Rebel	Rebellion Rebel	Rebellious	Rebelliously	
Obey	Obedience	Obedient	Obediently	
Defer	Deference	Deferent	Deferentially	

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Resources: Text Project and Florida Center for Reading Research
Morphology

- https://textproject.org/teachers/vocabulary-instruction/core-vocabulary-project/

- https://www.fcrr.org/student-center-activities/fourth-and-fifth-grade

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Review: Using Cognates

- For English Language Learners – are there cognates to support learning the new word?
- Cognates are words in two languages that share a similar meaning, spelling, and pronunciation.
- 30-40% of all words in English have a related word in Spanish
  - rebellion-rebelión
  - representation-representación
  - conclude-concluir
  - habitat-habitat
- http://spanishcognates.org/

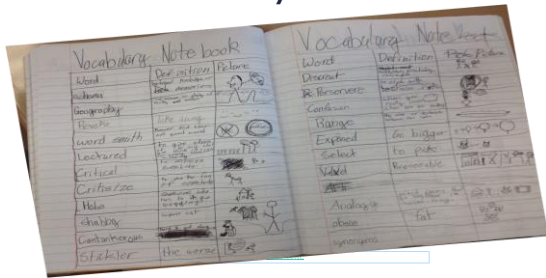23

Pictures, Realia, or Demonstration

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Organizing Vocabulary

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Vocabulary Notebook

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Obey -Disobey	Harm – Help	Conflict - Peace	Afraid - Brave
Obey			
Disobey			
Conform			
Resist			
Submit			
Defy			
Dissent			
Comply			
Rebel			

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Morphology

https://www.readingrockets.org/article/root-words-roots-and-affixes
https://www.etymonline.com/

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Rebel	Rebellion Rebel	Rebellious	Rebelliously	
Obey	Obedience	Obedient	Obediently	
Defer	Deference	Deferent	Deferentially	

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Concept Maps (mind maps)

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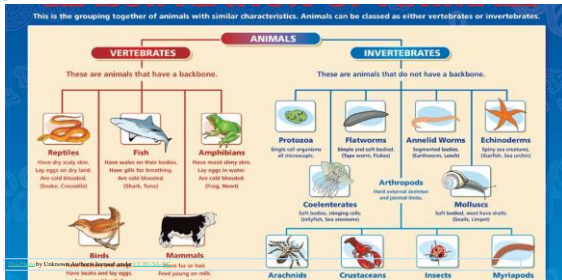
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Concept/Semantic Maps

Feathers

Birds

Amphibians

Cold-blooded
Born in water
No scales

Warm-blooded
Babies drink milk
Hair on body

Vertebrates

Reptiles

Mammals

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Cold-blooded
Scales
Born on land

Only live in water
Have gills and fins

Fish
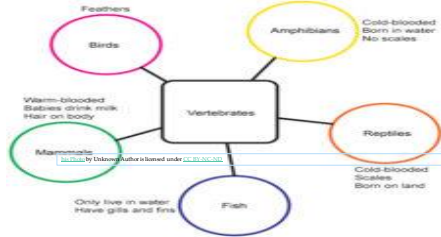
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Semantic Feature Analysis: Food Chain

	Diet consists of plants	Diet consists of both plants and animals	Diet consists of meat	Produce their own food	Cannot produce their own food
Omnivore					
Herbivore					
Carnivore					
Consumer					
Producer					
Predator					
Prey					

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Independent Word Learning

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Approaches

- Develop awareness – or word consciousness

- Learn contextual analysis:
  - **Morphology** – looking for familiar word parts
  - **Context Clues** – understanding various clues

- How to use the dictionary and thesaurus

- Become aware of cognates

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Develop Word Consciousness

- Word Conscious learners:
  - Aware and interested in words and word meanings
  - Notice when new words are used
  - Motivated to learn and use new words
- Engage learners to:
  - Maintain a vocabulary notebook
  - Conduct Word Hunts: Look for and record new vocabulary words
  - Participate in independent vocabulary learning websites:
    - Free Rice: https://freerice.com/categories/english-vocabulary
    - Knoword: https://playknoword.com/

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Context Clues

- The author provides clues – examples, synonyms, antonyms, definitions – to aid readers

- https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_words_in_context/45_v040_context_clues.pdf

- https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_words_in_context/45_v041_get_a_clue.pdf

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Word Use

Integrate words throughout a unit

Decontextualize

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Use Words in Lots of Ways

- Receptive: Listening and Reading
- Expressive: Speaking and Writing

- Teachers say the word, students repeat the word,
- Teachers write the word, students read the word
- Students practice the word while speaking and writing

- Decontextualize and integrate the words

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RECAP: Planning Vocabulary Instruction

- 1. Word Selection
- 2. Word Meaning
  - Use **student-friendly** explanation and **relevant** examples
- 3. Word Use
  - Decontextualize! Teach the word, use in the context, get it out of context
  - Multiple use of words – listening, reading, speaking, writing
- 4. Word Organization
  - Notebooks with concept maps, pictures, gradients, semantic features, etc.

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CONCEPT: Rebellion and Citizens' Rights

Select key words

Rights, activism, rebellion, freedom, liberties, laws, resist, defy, comply, rights

Include related words

***Synonyms and antonyms* related to known and to-be-learned words: comply, defy, obey, disobey, resist**

***Morphology including roots/bases and affixes*: rebellion, rebel/s, rebellious**

***Academic words*: defend, represent, persuade, demonstrate, support**

***Multiple meaning words*: right)**

***Cognates*: Rebel**

Instructional approaches: Vocabulary study notebook to include semantic gradients, morphology charts, semantic maps

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Materials: Varied Resources

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- Books:
  - Texts/informational trade books
  - Encyclopedias
  - Children's literature and chapter books
  - Children's poetry
- Audiobooks
- Magazines and Newspapers
- Videos
  - Informational videos (youtube)
  - TedTalks
- Virtual field trips
- Websites
  - Library of Congress; iCivics
  - NASA; Teachers try Science

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Various resources

- **AudioBooks**
  - https://www.learnoutloud.com/Free-Online-Learning/Free-Video-Audio-Resources/Free-Shakespeare-Plays-on-Audio/315
  - https://etc.usf.edu/lit2go/

- **Read Alouds: Books on Youtube**

- **Books:**
  - https://storylineonline.net/

- **Poetry (with audio):**
  - https://childrens.poetryarchive.org/
  - https://poets.org/poems-kids

- **Magazines:**
  - https://kids.nationalgeographic.com/
  - https://www.timeforkids.com/

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Various resources

- **TedTalks:**
  - https://www.weareteachers.com/ted-talks-students/
  - https://www.ted.com/playlists/86/talks_to_watch_with_kids
- **Virtual Field Trips**:
  - https://www.weareteachers.com/best-virtual-field-trips/
- **Visitors or pen pals**:
  - https://www.weareteachers.com/virtual-pen-pals/
- **Social Studies:**
  - **Library of Congress**: https://www.loc.gov/education/
  - **iCivics**: https://www.icivics.org/

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Science Websites

- Teachers try science: https://classic.nysci.org/school/teachers/teachers-tryscience/
  - https://classic.nysci.org/sunlight-goes-exploration-tree-leaves/
- How Stuff Works (lots of resources)
  - https://animals.howstuffworks.com/
- Bill Nye the Science Guy: https://billnye.com/
- Science News for Students: https://www.sciencenewsforstudents.org/
- NASA: https://www.nasa.gov/

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Rebellion and Rights:
Texts, Children's Literature, Poems

Children's Literature
Unspoken: A Story from the Underground Railroad by Henry Cole
Harvesting Freedom: The Story of Caser Chavez by Kathleen Krull
Heart on Fire: Susan B. Anthony Votes for President by Anne Malaspina
The Story of Ruby Bridges by Robert Coles
Malala's Magic Pencil by Malala Yousafzai

Children's Poetry
My Rights Go Hand in Hand with My Responsibilities by Young Church
I Look at the World by Langston Hughes

Textbooks/informational trade books
Together We Stand Against Racism: Black Lives Matter by Sonya Smith
*Rosa Parks: National Geographic Readers
*Abraham Lincoln: National Geographic Readers
I Know My Rights: A Children's Guide to the Bill of Rights and Individual Liberty by Rory Margraf.

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Rebellion and Rights: Other resources

Videos: Greta Thunberg: https://www.ted.com/speakers/greta_thunberg

Magazines: *Youth in Action* by Time for Kids

Photographs, artwork, first person accounts and other primary documents
https://www.loc.gov/search/?in=PartOf%3ATeachers&q=citizen%27s+rights

Visitors: Activists in the community

Field Trip (or virtual field trip): Museum that honors an activist

Websites/apps: https://www.icivics.org/

Classroom debates/simulations: Debate whether 4th grade students should have voter rights

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Instructional Units

**Immigration (cultural and racial diversity; traditions
and customs; colonization)**

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CONCEPT: Immigration

Historical events

Current event/s

How various movements impacted communities

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Select key vocabulary words

Include related words
*Synonyms and antonyms:
*Morphology including roots/bases and affixes:
*Academic words:
*Multiple meaning words:
*Check for cognates:

Instructional vocabulary approaches:

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Next Session: TEACHER, Cont.

- **Materials – incorporating varied resources, cont.**
  - **Engaging or compelling questions; setting a purpose**

- **Comprehension skills; writing skills**

- **Unit planning, cont. – Immigration**

- **Units: Examples of concepts in Social Studies, Science, and ELA**

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