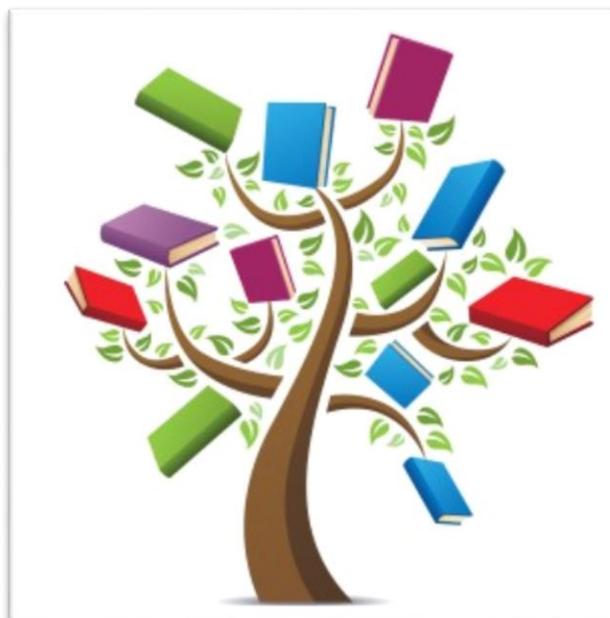


A Wonder of Words: Effective Vocabulary Development

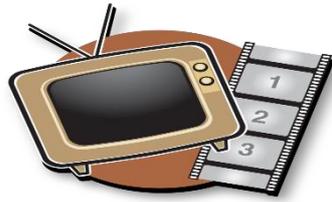
Participant Booklet



Contents

Curriculum Overview	2
Video Reflection	3
Four Guidelines for Effective Vocabulary Instruction	4
Feathers and Fools Text	5
Video Analysis	6
Word Consciousness- Word Play	7
Bryan MacMahon – Motivating Children	8
Angela’s Class	9
References	11
Word Play Answers	12
Planning for Vocabulary Grid	13

Video Reflection



What good practice do you observe in this video in relation to vocabulary development?

Curriculum Overview

Oral Language

<p>4. Sentence structure and grammar</p>	<p>Use coherent sentences of increasing complexity with correct tense, word order and sentence structure, while using <u>connectives</u> and producing compound and <u>complex sentences</u> to elaborate appropriately.</p> 
<p>5. and 6. Acquisition and use of vocabulary</p>	<p>Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words.</p>  <p>Use sophisticated oral vocabulary and phrases including the language of text, topic and subject-specific language, and express and use decontextualized language.</p> 
<p>7. Demonstration of understanding</p>	<p>Demonstrate understanding through the ability to give and follow instructions, comprehend narratives and explanations, and clearly state a case including speculating, hypothesising, justifying, negotiating, arguing and complaining.</p> 

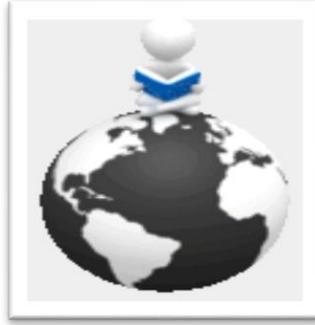
Reading

<p>5. Phonics and word recognition</p>	<p>Recognise, name and <u>sound</u> all lower and upper case letters and common letter patterns, displaying some <u>word identification strategies</u> when reading instructional and independent-level texts.</p> 	<p>Use phonic knowledge and a range of <u>word identification strategies</u> with flexibility and confidence when reading instructional and independent-level texts.</p> 
<p>6. Reading vocabulary</p>	<p>Talk about and use new reading vocabulary as it arises drawing on context, words with similar meaning and words with the same <u>sound</u> but different meaning, to assist understanding.</p> 	<p>Use a range of <u>vocabulary strategies</u> and knowledge of <u>synonyms</u>, <u>antonyms</u> and <u>homonyms</u>, <u>affixes</u> and <u>root words</u> to clarify and discuss the meaning of unknown words and phrases as they arise.</p> 

Writing

<p>5. Vocabulary</p>	<p>Use a growing range of vocabulary from their personal experiences and engagement with text and use language playfully and creatively in their writing.</p> 	<p>Use a more sophisticated range of vocabulary from many sources and explore the <u>aesthetic</u>, creative and imaginative dimensions of language in their writing.</p> 
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Four Part Vocabulary Programme (Graves, 2016)



Frequent and Varied Language Experiences:

Teaching Individual Words:

Teaching Word-Learning Strategies:

Fostering Word Consciousness:

Feathers and Fools, Written by Mem Fox and Illustrated by Nicholas Wilton

In a rambling garden, long ago and far away, there live a pride of magnificent peacocks.

Nearby, in the rushes and reeds of a clear blue lake, dwelt a flock of elegant swans.

One day, a peacock, musing on the mysteries of life, said, "How strange that swans should swim. It is fortunate indeed that we do not, for we should surely drown." The other peacocks pecked and strutted, contemplating the meaning of this profound observation. Again the first peacock spoke. "How strange that swans should fly. It is happy indeed that we do not, for we should surely look ridiculous." The other peacocks pecked and strutted again, contemplating the meaning of this second observation.

Again the first peacock broke the silence. "I fear the swans," he said. "They have great strength. If they wished, they could turn us out of our gardens, or make us fly, or force us to swim." Here and there, peacock feathers rustled uneasily. "Alas!" cried one. "No home! No happiness! No life!" There followed anxious mutterings and a making of plans.

And so it came to pass that the peacocks gathered a great quantity of feathers which they sharpened into arrows and concealed in the shadows of their gardens. "Now we can defend ourselves against the swans," said the first-and-most-foolish peacock, raising his voice that the swans might hear. "We shall hurl these arrows at their throats and slaughter everyone should they ever try to change our way of life."

The swans, in fear, heard these fighting words and sharpened feathers of their own in even greater numbers and concealed them cleverly among the rushes and reeds.

Both sides, for safety's sake, continued to add to their weapons, but in dismay each discovered that the more arrows they acquired, the more terrified they became. At night, in the gardens and on the lake, no birds slept. Every sound made their hearts race. Every movement made them tremble.

One day a swan flew high over the peacocks, bearing in her beak a reed for nest-making.

The peacocks in a panic mistook it for an arrow and gathering their forces bore swiftly down upon the lake.

But the swans, seeing them coming, made ready. Soon cries filled the air and blood darkened the earth. A cloud of feathers rose into the sky and haunted the sun.

Of all the birds, not one remained alive. Silence hung over the gardens. And over the lake.

Then, in the shadows of the gardens, an egg hatched, and a small bird staggered out into the bloodstained stillness.

Among the reeds beside the lake a second egg hatched, and another small bird teetered out into the ruins.

They stumbled towards each other, alive with curiosity and trust. "You're just like me," said the first. "You have feathers and two legs." "You're just like me," said the second. "You have a head and two eyes."

"Shall we be friends?" asked the first. "Most certainly," replied the second. So off they went together, in peace and unafraid, to face the day and share the world.

What prompts did the teacher use?

What strategies did the child use?

Rebus Puzzles:



Riddles:

- What goes up the chimney down, but not down the chimney up?
- Which weighs more, a kilogram of feathers or a kilogram of bricks?
- What comes once in a minute, twice in a moment, but never in a thousand years?
- Beth's mother has three daughters. One is called Lara, the other one is Sarah. What is the name of the third daughter?
- I am an odd number. Take away one letter and I become even. What number am I?
- What belongs to you but other people use it more than you?

Hinky Pinkies/Hink Pinks (Two words that rhyme):

- Hilarious rabbit =
- Stone timepiece =
- Thief in a library =
- Angry father =
- Tired flower =
- Lengthy tune =

Can you guess the meaning of these Words of the Day?

- cachinnate
- tintinnabulation
- mucilaginous
- wifty
- bombinate
- shilly-shally

How about these Spoonerisms?

- fighting a liar*
- you hissed my mystery lecture*
- cattle ships and bruisers*
- a blushing crow*
- a lack of pies*
- it's roaring with pain*

Websites:

<http://fun-with-words.com/>

<https://www.merriam-webster.com/word-of-the-day>

<http://www.crossroadseducation.com/upload/files/Fifth-Grade-Hink-Pink-Games.pdf>

Byran MacMahon extract

MOTIVATING CHILDREN

Mr. MacMahon has an innate understanding of the psychology of the child. During his teaching career he conceived thousands of clever ploys to whet the interest of the children and spur them on to the heights of enthusiasm.

One day, for instance, during the course of a lesson, he ostentatiously withdrew a small red notebook from his pocket. Then he paused, looked very mysterious and retreated behind the blackboard. After a moment he reappeared and continued with the lesson.

Not for long, however, for his face was again suddenly shrouded in mystery, and once more he disappeared behind the blackboard.

As these surprising withdrawals continued the children grew increasingly agog with curiosity.

“What are you doing, sir?”

“Now, that’s a secret.”

“Tell us.”

“No, no.”

“Please, sir, please.”

“Well,” said Mr MacMahon, dangling the proverbial carrot, “if you’re very good I’ll tell you next Friday.”

At last Friday arrived. Eager faces awaited the revelation of the secret. “Hands up those of you who collect anything.”

“I collect stamps.”

“I collect old coins.”

“I collect shells.”

“Well,” said Mr MacMahon, “I collect words.”

“Can we do that, sir?”

“Oh, no! You’re too small.”

“No we’re not, sir.”

In the manner of Tom Sawyer manoeuvring his mates so that he could enjoy the apple while they painted the fence, Mr MacMahon gave in a little to the cajoling of his pupils.

“Well, if you’re very good, next Friday I’ll let the six best of you collect some.”

The following Friday the six best were duly chosen. “Don’t collect too many. It’s hard work.”

The following week the next six got their chance, and eventually everyone had a go.

The children got words from sauce-bottles, from advertisements, from radio, newspapers and from all manner of unusual places. They set up contests with each other.

“I have 4,365 words.”

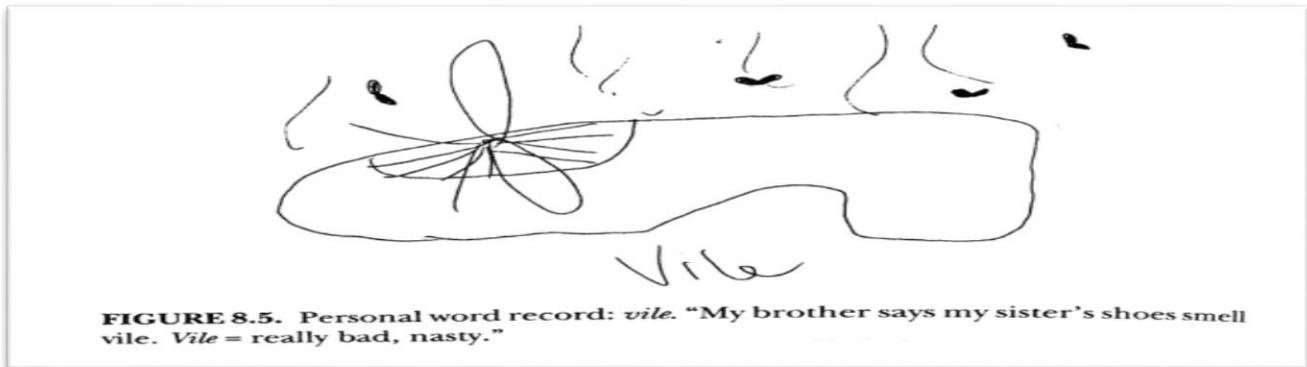
“I have 3,000, but mine are better ones than yours.”

They started swapping them and fighting over them. They compiled the most astonishing lists of words. Those children ended up with a vocabulary that even Mr. MacMahon himself found truly amazing.

<https://educationmatters.ie/bryan-michael-macmahon/>

Best Practice in Action

You can tell that Angela, a fourth-grade teacher loves words and word-play from the moment you walk into her classroom. A poster headed "New Words We Like" is displayed prominently on the front wall. It is filled with entries from students with some words spilling over onto the wall on index cards. For each word there is an entry. A description of where the student encountered the word, such as the one for vile, which the student illustrated with a drawing and verbal description of his sister's shoes (see Figure 8.5).



Each student who used the word during the week could add his or her initials to the picture with another example.

In the library area, a shelf of riddles, joke and pun books holds many Well-thumbed volumes and a "joke of the day" is posted on the wall. The bookcase also has a multitude of dictionaries—sports dictionaries, animal dictionaries, dictionaries of tools, and others. On the bottom shelf a number of word games are stored, including Boggle, Scrabble, Pictionary and their junior versions. There is also a basket of crossword books nearby and blank forms for making crossword puzzles. The nearby computer has a crossword puzzle program that is well used. There is also a box of discs called "Personal Dictionaries" on which students keep their own word lists. For some, a simple list in table form is used. These can be easily alpha-betized and realphabetized with each addition. Other students like to use HyperCard stacks to keep their word files, so that they can resort them in different ways.

Rather than having a set of dictionaries stored on her bookshelf, Angela has dictionaries in convenient locations around the room. These range from hardbound collegiate dictionaries to more accessible softback dictionaries at a range of levels. She also has several "learner's dictionaries" (6:51" American Heritage Dictionary, 2000), which are intended for students who are learning English. These define words functionally instead of classically, and Angela finds that many students like to use them, not just her English as-a-Second-Language (ESL) students.

Angela's day starts with a word of the week in which she poses a puzzle such as; would a ruthless person be a good social worker? If some students have a view, they answer and explain their reasoning. If no one has anything to offer, Angela presents the word in a few context sentences and then provides a definition. No more than 5 minutes are spent on this activity and she varies the format. Sometimes she presents the word as a puzzle, sometimes as a guessing game and so forth.

Today the class are starting a new unit on Whales so Angela begins with a Vocab-O-Gram (Blachowicz, 1986) brainstorming. She puts up a piece of chart paper and begins by having students brainstorm the

words they already know about whales and enter these words on the chart in the categories related to the “grammar” of the selection.

As the unit progresses, more and more words will be added, and new categories will be drawn out of the “Other interesting words” categories. Because she has many ESL students in her class, Angela uses the “Vocabulary Visit” (Blachowicz & Obrochta, 2005) model of scaffolding, recording and revisiting thematic content material over the course of the unit.

In math Class, students are busy working on their graphic dictionary of math terms, showing types of angles labelled with their names. In literature time, students are engaged in self-selection words for study from *The Castle in the Attic* (Winthrop, 1986), their core book for the unit. As they read their self-selected books on medieval life, they add to their personal lists.

At the end of each school day, Angela reads from a chapter book that her class has chosen. She asks the students to choose from a list of conceptually rich books that are too difficult for most of the children to read on their own. Each day, at the end of the reading, she asks students to pick a “wonderful word” the author used from that day’s reading, and they add it to their wonderful word list. The day ends, as it began, with the wonder of words.

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Word Consciousness- Word Play Answers

Rebus Puzzles: Lower Back pain Shaking all over Head over heels in love Countdown Merry-go-round Four squared	Riddles: An umbrella Both weigh the same The letter m Beth Seven Your name	Hink(y) Pink(ie)s: Funny bunny Rock clock Book crook Mad Dad Lazy daisy Long song	Words of the Day: laugh loudly a tinkling or ringing sound sticky or viscid ditzy or scatter-brained buzz or hum fail to act decisively	Spoonerisms: <i>fighting a fire</i> <i>you missed my history lecture</i> <i>battle ships and cruisers</i> <i>a crushing blow</i> <i>a pack of pies</i> <i>it's pouring with rain</i>
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Planning for Vocabulary Development

<p>Pick a Learning Outcome</p> <div data-bbox="181 367 649 519" style="background-color: #1a4a8e; color: white; padding: 10px; text-align: center;">Learning Outcome number and label</div>	
<p>Choose vocabulary in the text for development</p>	
<p>Possible discussion topics Themes</p>	
<p>How will you teach the individual words?</p>	
<p>What word learning strategies can be developed through this text?</p>	
<p>Integration Possibilities</p>	