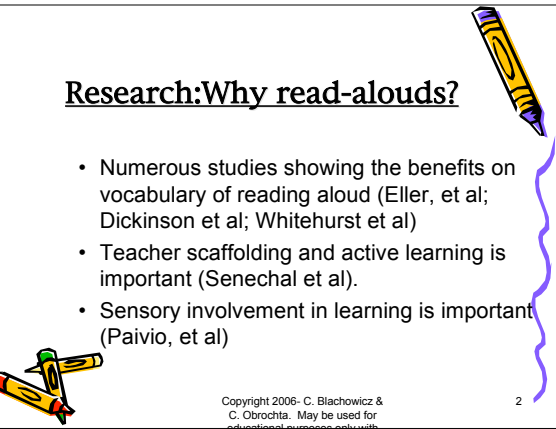


Vocabulary Visits: Developing Content Vocabulary in the Primary Grades

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1

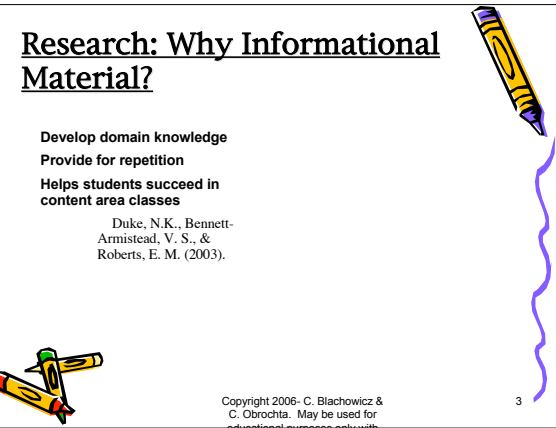


Research: Why read-alouds?

- Numerous studies showing the benefits on vocabulary of reading aloud (Eller, et al; Dickinson et al; Whitehurst et al)
- Teacher scaffolding and active learning is important (Senechal et al).
- Sensory involvement in learning is important (Paivio, et al)

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2



Research: Why Informational Material?

Develop domain knowledge
Provide for repetition
Helps students succeed in content area classes

Duke, N.K., Bennett-Armistead, V. S., & Roberts, E. M. (2003).




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Why use field trips as a model?

- Have a thematic, informational focus
- Engage the senses
- Are preceded by preparation
- Involve mediation by an adult
- Call for exploration, talk, reading, and writing
- Lead to rich extension and follow-up activities

Use a focused read-aloud model and an engaging visual to stimulate word learning






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Instructional Preparation

- Start with a thematic text set-include basal selections
- Choose key vocabulary words you want the students to know.
- This set is about weather.






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Next Steps...

- Choose a photo, or set of photos, that will stimulate discussion.
- Use the photo, or photos, to make a large poster.





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Jump Start (5 Minutes)

- Give a brief introduction to the topic.
- Have students list all the words they know about the topic (pre-write).






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Pre-write for Assessment

- List all the words they know about the topic
- A quick sketch stimulates prior knowledge and provides focus for the students



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Group Talk (10 Minutes)

- Take a "field trip" using the poster.
- Ask students to contribute words describing what they see, hear, and feel.
- Place words on Post-Its and place in related groups on the poster.
- Teacher supports with explanations, questions, and suggestions.

Click on photo to see video.

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Thumbs Up (5 Minutes)

- Teacher reads sections of the book.
- Students give “thumbs up” when they hear target words.
- New words can be added.

Click on photo to see video

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10



...Continuing the Process

- Teacher or students finish reading book.
- New words may be added or reorganized at any time.

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11



Extension Activities

Examples

- Sorting
- Word games
- Writing
- Reading topically related books

Click on photo to see video



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Evaluation-Last Write

- Write all the words they now know on the topic.
- Write summaries, stories, plays, poetry, etc... on the topic.



13

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Results

Thunderstorm study-Grade 1

Student	Words before VV cycle	Additional words after VV cycle
1	8	20
2	7	23
3	4	6
4	6	23
5	7	27
6	4	32
7	4	13
8	7	8
9	5	10
10	7	26
11	3	10
12	4	18
13	5	11
14	5	11
15	0	6
16	0	6
17	0	14
18	0	19

14

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Continue adding new vocabulary as new books are read

Sample units might be...

- **Skeletons** Read the article'
- **Animal Habitats** Blachowicz and Obrochta.
- **Recycling** "Vocabulary Visits" in *Reading Teacher*, November 2005.

Use social studies and science standards to choose topics

Materials:
 Vocabulary Visits Thematic Text Sets, Posters and Teacher Guides, ETA/Cuisenaire
<http://www.eta-cuisenaire.com>

15

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