

OSAN AMERICAN ELEMENTARY SCHOOL
INTERVENTION SUMMARY—Goal 2
March 12, 2009

Name of the intervention and 1-2 sentence summary.

([Building Academic Vocabulary](#))“Six Step Model” from [The Love of Words](#) is the name of the intervention. This intervention is a teaching technique which facilitates the students’ learning of new vocabulary. The technique begins with the teacher presenting the word(s) to be learned, engages the students by tapping into their background knowledge of the word(s) by finding out how familiar the students are with the word, its prefixes, suffixes and root(s), and continues through multiple steps of student experiences with the word(s), creating a layering of understanding.

Research Base (Use more than one research article or summary).

Teaching Vocabulary in All Classrooms

By Camille Blachowicz and Peter J. Fisher

“This book emphasizes that attention to learning vocabulary is an important part of all content learning as well as any literacy program. This third edition of *Teaching Vocabulary in All Classrooms* adds several new features including: * Expanded treatment in Chapter 8 of vocabulary ideas for the many diverse students in classrooms, particularly for English Language Learners and struggling readers. * Increased attention to oral language development of emergent learners in Chapter 2. * Technology ideas and resources have been updated and expanded. This book is written for preservice and in-service teachers of all grade levels and in all content areas who recognize the importance of vocabulary development.” - **Amazon.com product review.**

Words, Words, Words, Teaching Vocabulary in Grades 4-12

By Janet Allen

“...Words, Words, Words does provide a range of strategies, solidly backed by research, for offering students of any age a rich learning experience that will enhance their vocabulary and may even help them enjoy playing with words and language. Any teacher who is interested in exploring new ways of teaching new words should read this book.” -

Education Book Review, April 1999

Vocabulary Instruction, Research in Practice

By James F. Baumann and Edward J. Kame'enui

"If you are a classroom teacher, a reading specialist, a reading coach, a district staff developer, a central office reading supervisor, or a professor teaching foundational courses on reading strategies, you'll want this book! Invite a group of colleagues to read and discuss this text with you. Make it the focus of your next education book club or one of the texts you suggest for your university course. Taken as a whole or section by section, the book presents valuable information to broaden your understanding of vocabulary development and vocabulary instruction. Each chapter offers theoretically and empirically based information. You'll learn from the field's most knowledgeable researchers as they present strategies for teaching specific words, for teaching ways to learn words, and for building word consciousness while engaging students in language play. Each chapter is highly readable, practical, and fun. You'll find many new ideas for enriching and extending your classroom teaching and helping students gain greater access to the meanings of words they read." --**Kathy Jongsma, EdD, Orlando, Florida**

For the Love of Words Vocabulary instruction that Works

By Diane E. Paynter, Elena Bodrova, Jane K. Doty, and Nell K.

“Many elementary students today have a reading and speaking vocabulary far below what is expected and necessary for their grade level. *For the Love of Words* offers teachers a practical and systematic instructional framework for helping students overcome “the vocabulary gap” so they can succeed academically, especially in reading comprehension. Unlike conventional “skill and drill” instruction, this approach helps students understand why a strong vocabulary is so critical for their success in reading and writing and develop strategies for learning new words based on the best of current research.”

Describe exactly what the teacher does in using this intervention—use an example and narrative of a lesson.

Six Step Model for Teaching Vocabulary

Step 1 Teacher: identifies new word and introduces it to the students. He/She activates prior knowledge by asking students to share what they know about the identified word. (Word list generated by grade level from current curriculum). For the primary level the teacher scripts while the students generates what they know about the new word.

Example word: Crystals

Example Word : Crystals

Crystals		
Know	Want to Know	Learned
Snowflakes are ice crystals shinny different shapes made of glass		

Step 2 Teacher: explains the

meaning of the new word. (Provides definition in meaningful text).

Example: A crystals

Step 3B: Teacher using meaningful text to clear up confusion or misunderstanding.

Step 5: Teacher model and demonstrate activities that engage students in deepening their understanding of the new word.

Teacher will model:

- How to write meaningful sentences using the new word.
- How to draw a picture of or build a model of new word.
- How to create kinesthetic representations

Guide the students in completing the “Learned” section of the KWL

Step 6: Teacher gives the students directions on how to engage in various vocabulary games.

Describe exactly what the student does in using this intervention—use an example and narrative of a lesson.

Step 1: Students at the intermediate level complete a Know (K) section of a **Know, Want to Know, and Learned** individually or cooperatively to generate ideas from prior knowledge of the new word. At the primary level, the students will generate answers from prior knowledge about the new word as the teacher scripts the information on a KWL chart.

Crystals		
Know	Want to Know	Learned
Snowflakes are ice crystals shinny different shapes made of glass	How are crystals made? Where can you find crystals?	

Step 3: Students generate own explanation/meaning of the word by completing the “definition section of the graphic organizer of the “Frayer” Model”.

Definition A solid made of atoms arranged in an ordered pattern.	Characteristics Glassy, clear colored, glimmer, sparkle, brightly colored evenly shaped pattern
Crystals	
Examples Rocks, snowflakes, salt, sugar, diamond	Non-examples pencil, paper, shoe, box

Step 4: Students create visual representations of the new word

Step 5: Students engage in experiences that deepen their understanding of the new word.

Students will:

- Write meaningful sentences using the new word.
- Students will draw a picture of or build a model of new word.
- Create kinesthetic representations
- Students complete the “Learned” section of the KWL chart.

Crystals		
K	W	Learned
		Some crystals are natural like, rubies, emeralds, amethyst and diamonds. You can make crystals Crystals are solid Crystals are formed Crystals can have very unusual shapes My favorite crystal is the Safire.

- Students should be required to speak using academic language especially when answering classroom questions or engaged in class discussions. Provide discussion time that enables the students to use their newly acquired vocabulary in realistic situations.

Step 6: Students engage in vocabulary games and activities to help them remember the word.

- “Guess the Covered Word”
- Create a representation of the word
- Play word games such as:
 1. “Taboo”
 2. Pictionary
 3. “Buzz Word”
 4. Word Hunts
 5. Allow students the opportunity to “play” with the words.

1. Students can break words apart to find the root word
2. Find the origin of the word and its history
3. Add prefixes or endings to the word to make new words