

A Talk to Families About Word Study for Phonics, Spelling And Vocabulary Instruction

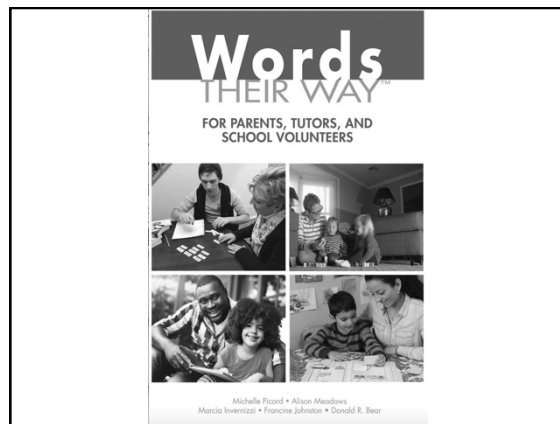
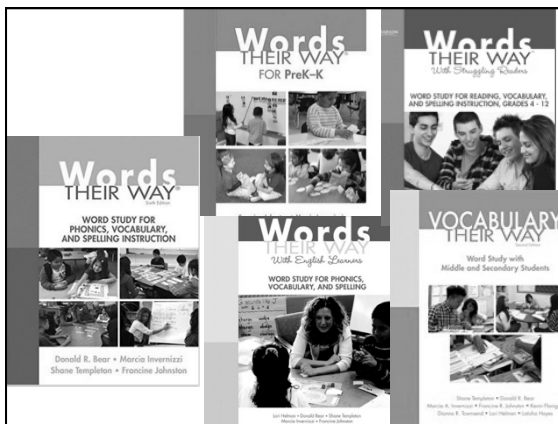
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Links to the handout for this and other presentations are available at:

www.donaldrbear.com



Talking to Families About Word Study To Teach Phonics, Vocabulary and Spelling

Do you want to learn about word study?
How are families involved in word study?

I am Donald Bear, a co-author of a series of books on word study. You can find the materials by looking for *Words Their Way* core books.

Talking to Families About Word Study To Teach Phonics, Vocabulary and Spelling

Children involved in a word study program
4-part video talk on word study
Chose the videos that match your interests.

Part I. What is word study and why is it important?
Overview of family involvement

Part II Development word study in the Emergent and Letter Name-Alphabetic stages

**Talking to Families About Word Study
To Teach Phonics, Vocabulary and Spelling**

Part III. Within Word Pattern stage word study

Part IV. Upper Level word study in the Syllables & Affixes and Derivational Relations stages

Handouts for this talk at
www.donaldrbear.com

What is word study?

**Word study =
phonics + spelling +
vocabulary instruction**

**WE IMPLEMENT THE ESSENTIAL LITERACY
COMPONENTS IN TERMS OF**

RRWWT

Essential Literacy Activities

RRWWT

Essential Literacy Activities

Read To

Read With*

Write With

Word Study*

Talk With

Read To

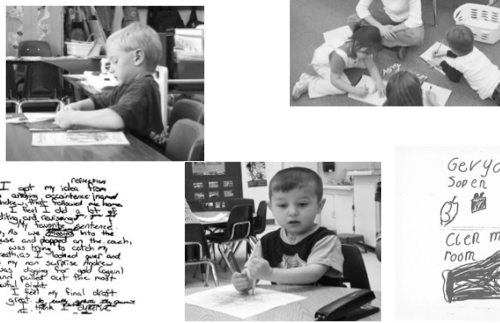


Read With

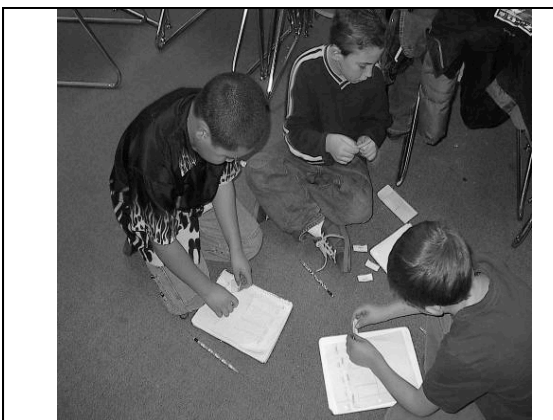


- **Read With** includes extensive support reading, fluency, comprehension, and vocabulary instruction.
- Ranges and Levels of Reading and New Looks at Readability
- From Easy Instructional to Difficult Instructional

Write With



Word Study



Part I. What is word study and why is it important?
 Overview of family involvement

TOPICS OF INTEREST PART I:

- Word study equation
- Lesson plan format
- Sorting
- Layers of writing and stages of development
- Word study activities
- Word study and deep spelling instruction
- Word study in the classroom
- What families do

What is word study?

**Word study =
phonics + spelling +
vocabulary instruction**

Why word study?

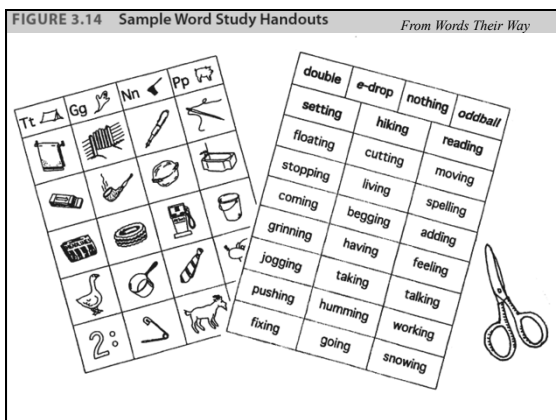
- “Becoming literate depends on the fast, accurate recognition of words in texts, and fast accurate production of words in writing so that readers can focus their attention on making meaning.”

Words Their Way

What is word study?

- “Word study explicitly teaches students with hands-on activities the vital skills necessary to excel at word recognition, spelling and vocabulary.”

Words Their Way



**WORD STUDY LESSON
PLAN FORMAT
AND ORGANIZATION**

Word Study Lesson Plan Format

demonstrate introduce sort, use key words or pictures

sort & check individually or with a partner

reflect declare, compare, & contrast

extend activities to complete at seats, in centers, or at home: sorts, games, cut and paste, expand word study notebook, make word charts



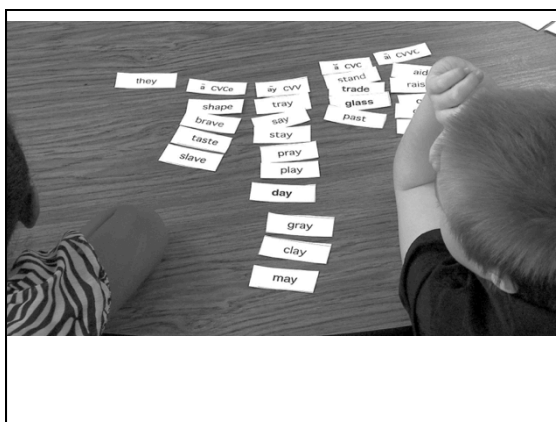
UNIT 1 SHORT-AND LONG-VOWELS: CVC AND CVCE

Sort 1 Picture Sort for Long and Short -a

a	ā	oddball	

From Words Their Way

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From Words Their Way

UNIT 1 SHORT-AND LONG-VOWELS: CVC AND CVCE 15

Sort 2 Picture Sort for Short and Long I

i [pig]	ī [kite]	oddball
fish zip pie dive net		
lid drive vine deer		
lips slide five		
hill hive prize		
twins nine bride		
swim smile		

Sort 3 Picture Sort for Short and Long O

o [sock]	ō [bone]	oddball
rock box smoke ghost web		
mop toes coat bag		
dot road soap		
lock nose hose		
fox robe boat		
clock goat		

Sort 4 Picture Sort for Short and Long U

u [cup]	ū [tube]	oddball
rug plug glue shoe skate		
thumb sun suit fruit		
tub drum spoon roof		
bug nut mule flute		
truck moon juice		

Sort 5 Picture Sort for Short and Long E

e [bed]	ē [feet]	oddball
sled leg pass jeep fork		
vest leaf wheel cube		
bell cheese queen		
dress seal sleep		
desk sheep sweep		
nest tree		

Scope and Sequence of English Word Study Instruction

Alphabet → Pattern → Meaning		
Phonology	Orthography	Morphology
1. Beginning consonants	7. CV/Ce	17. Common prefixes
2. Ending consonants	8. Other common long vowel patterns	18. Common suffixes
3. Short vowels	9. Less common long vowel patterns	19. Sounded-silent spelling/meaning connections
4. Consonant digraphs	10. Consonant influenced vowels (r,l,w)	20. Consonant alternations in derivationally related pairs
5. Consonant blends	11. Complex consonant clusters	21. Greek roots
6. Preconsonantal Nasals	12. Diphthongs & other ambiguous vowels	22. Latin stems
	13. Inflectional endings: plural and past tense	23. Predictable changes in derivationally related words
	14. Open & closed syllable patterns	24. Advanced suffixes
	15. Vowel patterns in accented syllables	25. Absorbed or assimilated prefixes
	16. Unaccented syllables	

Synchrony of Literacy Development

Alphabet → Pattern → Meaning		
Emergent <i>Pre-K to middle of 1st</i>		
Beginning <i>K to middle of 2nd</i> Letter Name - Alphabetic		
Transitional <i>Grade 1 to middle of 4th</i> Within Word Pattern		
Intermediate <i>Grades 3 to 8</i> Syllables & Affixes		
Reading Stages		Advanced
Grade Range		<i>Grades 5 to 12</i>
Spelling Stages		Derivational Relations

Synchrony of literacy

There is a synchrony among reading, writing and spelling development and instruction.

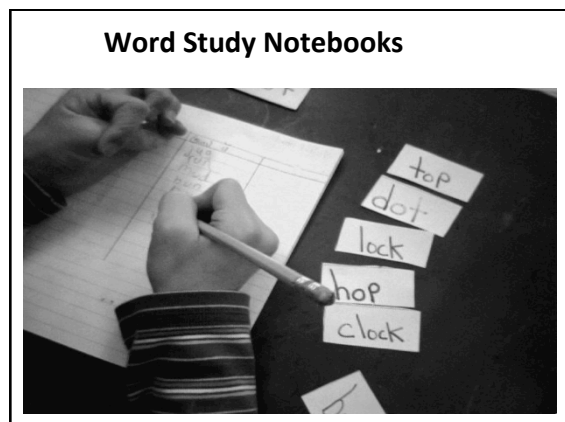
Reading and Writing Stages:				
Emergent	Beginning	Transitional	Intermediate	Advanced
<i>Early Middle Late</i>	<i>Early Middle Late</i>	<i>Early Middle Late</i>	<i>Early Middle Late</i>	<i>Early Middle Late</i>
Pretend read	Read aloud, word-by-word, fingerprint reading	Approaching fluency, some expression in oral reading	Reads fluently with expression. Develops a variety of reading styles. Vocabulary grows with experience, reading, and writing.	
Pretend write	Word-by-word writing, may write a few words or lines	Approaching fluency, more organization, several paragraphs	Writes fluently with expression and voice. Experiences different writing styles and genres. Writing shows personal problem solving and reflection.	
Spelling Stages:				
Emergent →	Letter Name - Alphabetic →	Within Word Pattern →	Syllables and Affixes →	Derivational Relations →
CHAPTER 4	CHAPTER 5	CHAPTER 6	CHAPTER 7	CHAPTER 8
<i>Examples:</i> bed a bed bed bed bed bed bed bed ship a ship ship ship ship ship ship ship float f float float float float float float float train t train train train train train train train cattle c cattle cattle cattle cattle cattle cattle cattle collar a collar collar collar collar collar collar collar pleasure p pleasure pleasure pleasure pleasure pleasure pleasure pleasure confident c confident confident confident confident confident confident confident opposition o opposition opposition opposition opposition opposition opposition opposition				
				<i>From Words Their Way</i>

Spelling Stage Expectations by Grade Level

Table 2.5 Spelling Stage Expectations by Grade Levels

GRADE LEVEL	TYPICAL SPELLING STAGE RANGES WITHIN GRADE	END-OF-YEAR SPELLING STAGE GOAL
K	Emergent—Letter name—alphabetic	Middle letter name—alphabetic
1	Late emergent—Within word pattern	Early within word pattern
2	Late letter name—Early syllables & affixes	Late within word pattern
3	Within word pattern—Syllables & affixes	Early syllables & affixes
4	Within word pattern—Syllables & affixes	Middle syllables & affixes
5	Syllables & affixes—Derivational relations	Late syllables & affixes
6+	Syllables & affixes—Derivational relations	Derivational relations

From Words Their Way




1. praise slay cab












	praise	slay	mail
gain	tail	brain	grain
cab	has	strap	drag
glad	as	stay	pay
nail	train	jay	stray
claim	day	paint	faint

FIGURE 3.4 Word Sort by Final *ch* and *tch* Patterns
From Words Their Way

witch	reach	rich
patch	coach	such
hutch	peach	
switch	teach	
hatch	roach	
fetch	speech	
match		

-et	-eg	-en
		

leg hen pet
pen beg









-et		-eg		-en	
					
jet	net	leg	beg	pen	men
					
pet	wet		peg	ten	hen

Review CVVC Patterns: ai, oa, ee, ea

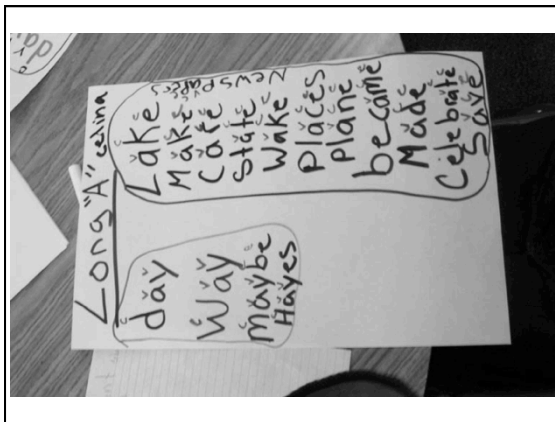
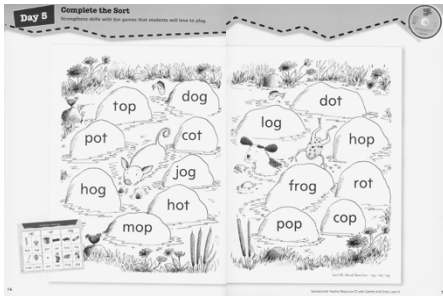
ai	oa	ee	ea
bait	toast	wheel	neat
grain	road	need	cream
tail	goat	cheek	seat
train	throat	three	beach
pail	coast	beet	beast
wait	coat	sheep	cheat

FIGURE 3.13 Paste and Label the Pictures
From Words Their Way

Beth

	
hrt	jup
	
HMR	JR
	
hat	jus
	
HD	jg

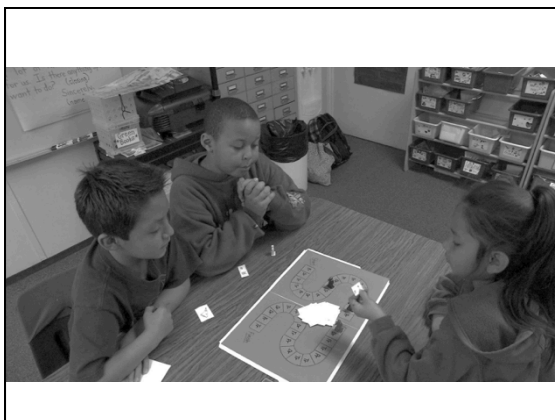
Review the words with a game!



JEOPARDY *From Words Their Way*

SHORT VOWELS	LONG VOWELS	"N"	"R"	ODD BALLS
100	100		100	100
200	200		200	200
300	300		300	300
400	400	A good guess LUNCH	400	400

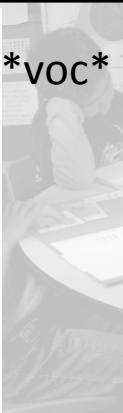
A noon meal LUNCH Part of a tree BRANCH Grabs with 2 fingers PINCH



**Developmental Word Study Observation
 Tool Items Gehsmann, Millwood & Bear, 2014**

Ten Indicators to Observe in Effective Word Study

1. Grouping for Differentiation
2. Preparation and Organization of Materials
3. Teacher Talk
4. Facilitating Student-to-Student Talk
5. Extension and Transference
6. Instructional Routines
7. Student Reflection
8. Notebook Use
9. Engagement
10. Teacher Knowledge and Classroom Management

51. nonvocal	*VOC* 	76. univocally	101. vocals
52. novocain		77. univocation	102. vocation
53. novocaine		78. unprovocative	103. vocational
54. nvoccc		79. voc	104. vocationalism
55. ovococcus		80. voca	105. vocationally
56. postvocalic		81. vocab	106. vocative
57. prevocalic		82. vocable	107. voce
58. provocateur		83. vocabularies	108. vociferance
59. provocation		84. vocabularly	109. vociferant
60. provocative		85. vocabulist	110. vociferate
61. provocatively		86. vocal	111. vociferated
62. provocaliveness		87. vocalic	112. vociferating
63. revocability		88. vocalisation	113. vociferation
64. revocable		89. vocalise	114. vociferator
65. revocate		90. vocaliser	115. vociferous
66. revocation		91. vocalism	116. vociferously
67. revocatory		92. vocalist	117. vociferousness
68. sevocation		93. vocality	118. vocoder
69. slavocracy		94. vocalization	119. vocs
70. subvocal		95. vocalize	120. volvocaceae
71. subvocalize		96. vocalized	121. volvocales
72. unequivocal		97. vocalizer	
73. unequivocally		98. vocalizing	
74. unequivocalness		99. vocially	
75. univocal		100. vocalness	

Writing Sort

made say train

Writing Sort

made say train

paint

Writing Sort

made say train

cave *way* *paint*

rage *stray* *mail*

rate *sway* *faint*

cage *spray* *jail*

Word Study and Deep
Spelling Instruction in a
Comprehensive Literacy
Program

Donald Bear

- Spelling Instruction**
- *Spelling is a part of literacy instruction.*
– (Reconceptualize the role of spelling instruction.)
 - *Spelling teaches students about phonics, vocabulary, and morphology.*
 - *Students learn more about reading from spelling than they do about spelling from reading. (See references.)*

Spelling Activities in Word Study

- Students should spell between 40-50% of the words correctly.
- Look for 90% accuracy in spelling.
- Students are able to explain why they sorted the way they did. Once a week, students write a reflection about their sorts.

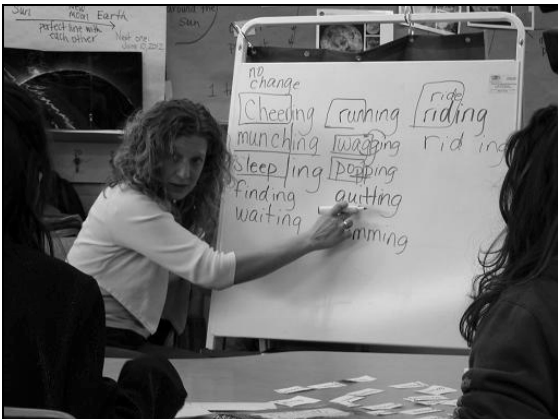
Spelling Activities in Word Study

- Look for generalizability. Incorporate transfer to writing in grading.
- Have students sort words at home with parents: refrigerator sorts, easy games.

Students should *not* “write words 10 times each.”
(Gates, 1919)

FIGURE 3.26 Doubling Sort:
Comparing Words That “Do”
with Words That “Don’t” From Words Their Way

hopping	raining
planning	cleaning
skipping	nailing
batting	reading
hugging	sleeping
	peeling
	feeling



Elements	Compounds	Mixtures/ Solutions
gold	different atoms	seawater
pure	molecules H ₂ O	soil
one kind of atom	water	air
isotopes	covalent bonds	parts retain identities
molecules H ₂	ionic bonds	can be separated
hydrogen	metallic bonds	made of elements and compounds
oxygen	salt	spices in a sauce or cake

From *Vocabulary Their Way*, (Compton, Bear, Invernizzi, & Johnston), Figure 8.1. Vocabulary Self-assessment for Weather.

Weather Vocabulary Self Assessment

Knowledge Rating → Vocabulary ↓	Never heard of it	Heard it	Have some ideas	Know it well
meteorologist				X weatherman meteor ologist
anemometer			X measure, meter	
doppler		X		
isobar	X			
hemisphere				X half earth hemi sphere
radiosonde	X		radio	
precipitation				X rain, snow, etc.
front			X not back?	

TABLE 3.6 Suggested Schedule for Students Who Sort Words *From Words Their Way*

Monday	Tuesday	Wednesday	Thursday	Friday
Introduce sort and supervise individual sort	Re-sort Record sort and reflect First Speed Sort	Re-sort Blind Sort WS Notebook Assignments	Re-sort Word Hunt Second Speed Sort	Assessment and Games (Games continue into the next week, as seat or center activities.)
Homework: Re-sort	Homework: Re-sort and Writing Sort	Homework: Blind Sort	Homework: Re-sort and Blind Writing Sort	

FIGURE 3.21 Grading Form for Word Study *From Words Their Way*

NAME _____	GRADING PERIOD _____		
	Excellent Effort	Good Effort	Needs Improvement
Weekly Word Study			
Word sorts			
Word study notebook			
Partner work			
Final tests			
Editing Written Work			
Spells most words right			
Finds misspelled words to correct			
Assists others in editing work			
Uses a variety of resources to correct work			

A = Excellent work in most areas
B = Good work in most areas
C = Needs improvement in most areas

Recommended Grade _____

FIGURE 3.18 Sample Student Work Contract *Bear et al., (2016) Words Their Way, 6th ed., page 81*

WORD STUDY CONTRACT

Name _____ Date _____

Feature of Study _____

Directions: Select activities to earn up to 100 points toward your word study grade. Complete all written work in your word study notebook and turn in along with this contract for final grading.

Required Activities

____ Sort, record, and reflect (30 pts) _____ Work with a partner to complete at least one spelling activity.
 Partner signs here: _____

Explore Spelling (10 pts each)

____ Repeat sort 2 times _____ Sort a different way and record
 ____ Blind sort with partner _____ Word hunt (find at least 5 words)
 ____ Blind writing sort with partner _____ Speed sorts _____
 ____ Play a game with partner _____ Record times: _____

Explore Meaning (20 pts each—select at least one)

____ Define 7 words _____ Brainstorm or hunt for additional words
 ____ Use 7 words in sentences _____ Report etymologies for 7 words
 ____ Illustrate 7 words _____ Make up new words and define them
 ____ Create a comic strip using 5 words _____ Create your own game
 ____ Complete a word tree or root web _____ Other _____

Total Points _____ Test Grade _____

What Families Do At Home

FIGURE 3.23 Word Study Homework Checklist *From Words Their Way*

Word Study at Home Name _____

Check off the activities you complete and return this to your teacher.

____ Sort the words into the same categories you did in school.
 ____ Write the words into categories.
 ____ Blind sort with someone at home.
 ____ Write the words into categories as someone calls them aloud.
 ____ Hunt for more words that fit the categories and write them here:

Parent's Signature _____

FIGURE 3.22 Parent Letter *From Words Their Way*

Dear Parents,

Your child will be bringing home a collection of spelling words weekly that have been introduced in class. Each night of the week your child is expected to do a different activity to ensure that these words and the spelling principles they represent are mastered. These activities have been modeled and practiced in school, so your child can teach you how to do them.

Monday Remind your child to sort the words into categories like the ones we did in school. Your child should read each word aloud during this activity. Ask your child to explain to you why the words are sorted in a particular way—what does the sort reveal about spelling in general? Ask your child to sort them a second time as fast as possible. You may want to time them.

Tuesday Do a *blind sort* with your child. Lay down a word from each category as a header and then read the rest of the words aloud. Your child must indicate where the word goes without seeing it. Lay it down and let your child move it if he or she is wrong. Repeat if your child makes more than one error.

Wednesday Assist your child in doing a *word hunt*, looking in a book they have already read for words that have the same sound, pattern, or both. Try to find two or three for each category.

Thursday Do a *writing sort* to prepare for the Friday test. As you call out the words in a random order your child should write them in categories. Call out any words your child misspells a second or even third time.

Thank you for your support. Together we can help your child make valuable progress!

Sincerely,

What Families Do At Home

- Can your student read the words and sort accurately?
- Does sorting fluency improve with practice?
- Can your student talk about the sort?
- Watch your student sort into categories
- Do you understand the categories?
- Ask your student to explain the reason for sorting each column or category
- Speed sort to see who sorts fastest
- Say the words as you sort
- Play a game like Concentration with the words in the sort
- Go on word hunts for words that have similar patterns, or sounds

Word Study At Home

- Play games: Speed sorts, simple board games (copies of the games at school), concentration, go fish...
- Writing Sort
- Take an interest in words
- Interesting Word Activity: Look for interesting words as you read. Use reference materials like online dictionaries, etymologies and paper dictionaries
- Make the meaning connection: Think of related words
- Wide reading
- Do more than spelling the word back and writing the words in sentences
- See if students are generalizing to their writing
- In a traditional spelling format look for your student to start with at 40 – 60%, and finish at 90% accuracy

Word Study At Home

Vocabulary

- Have students choose their own words from what they are reading
- Look for the concepts that underlie the vocabulary
- Be generative: Look for related words and make the meaning connection
 - territory, terrain, terra,
 - define, definition, definitive, defining, definite, finite
- Think of words in other languages
- Work with phrases
- Tie vocabulary to notetaking

Materials and References

Words Their Way is the core text. You can find the whole series of 14 books on word study at pearson.com or at bookstores online or in your community.

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Materials and References

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www.donaldrbear.com

Part II. Development word study in the Emergent and Letter Name-Alphabetic stages

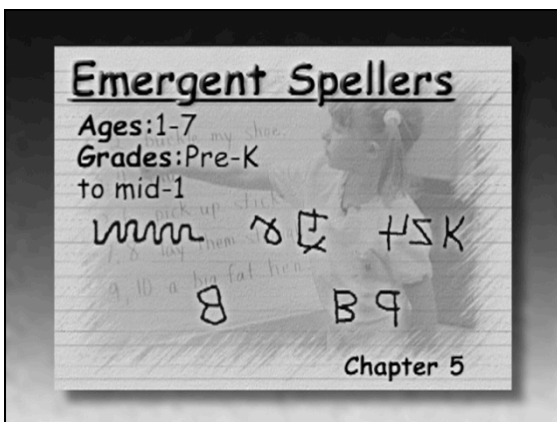
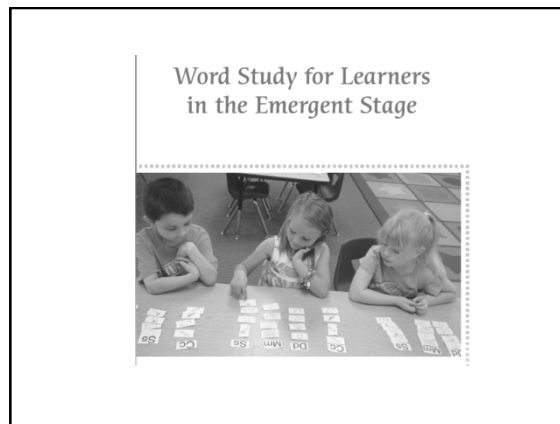
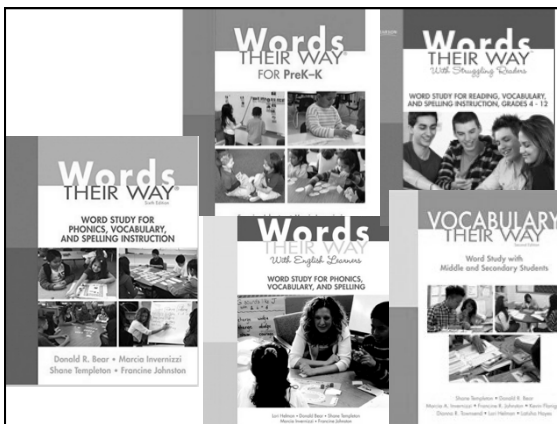
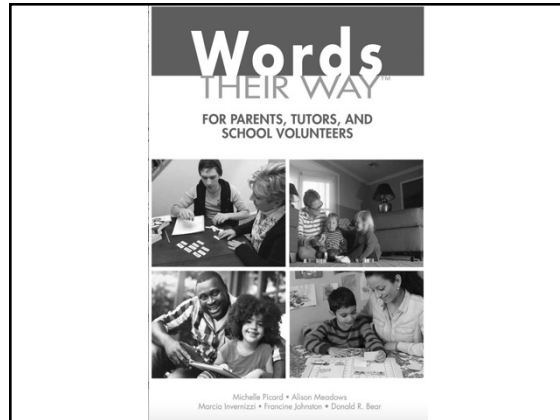
Part II. Talk to Families About Word Study

Word Study for Learners in the Emergent Stage

Word Study for Beginners in the Letter Name-Alphabetic Stage

Links to the handout for this and other presentations are available at:

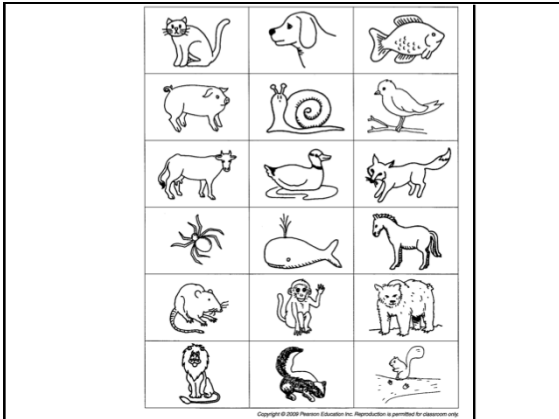
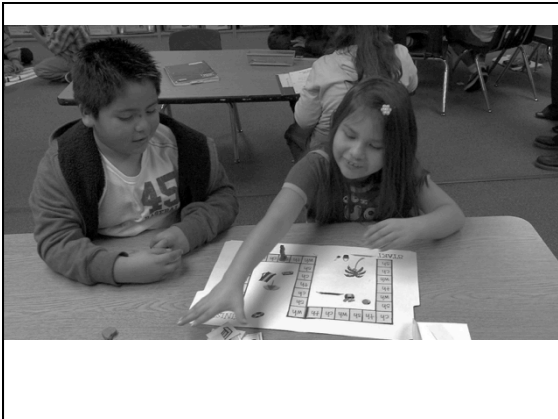
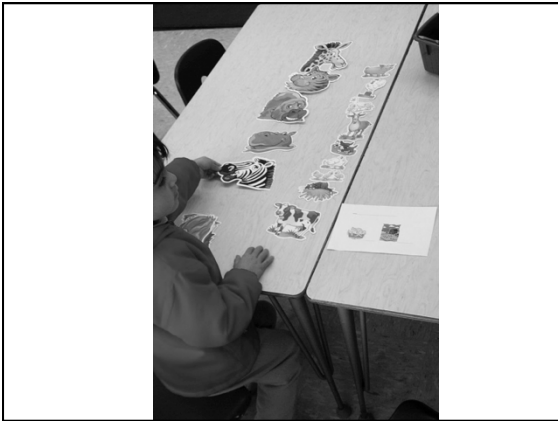
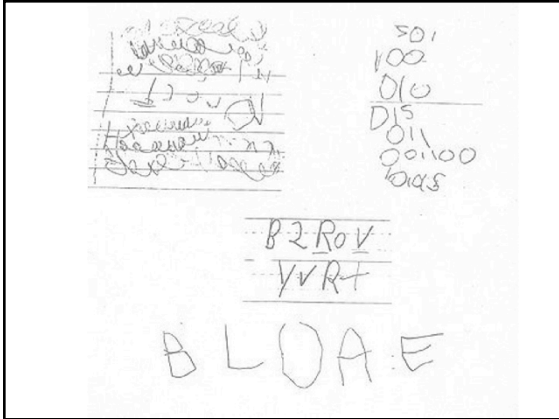
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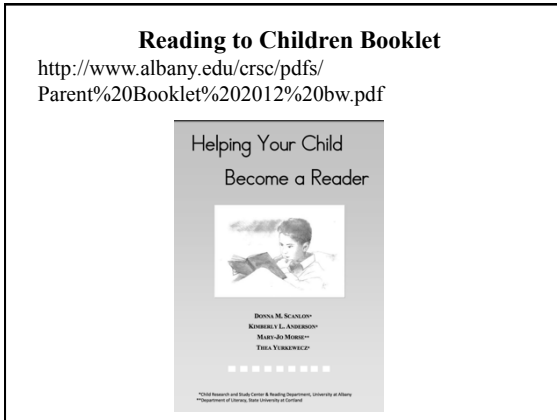


- The Literacy Diet for the Emergent Stage**
1. Oral language, concepts, and vocabulary
 2. Phonological awareness (PA)
 3. Alphabet knowledge
 4. Letter-sound knowledge
 5. Concepts about print (CAP)
 6. Concept of word in text (COW)

Reading Behaviors of Emergent Readers

1. Pretend read. Talk through stories.
2. Learn the office of written language.
3. Acquire concept of word in text.
4. Read to.





Perceiving Rhythmic Structures

1. Holistic, natural activities
2. Movement activities
3. Creative dramatics, characterization
4. Dancing
5. Singing
6. Drumming, tapping
7. Begin in PreK
8. Coordinate word study with speech and language services

Concept of Word in Text

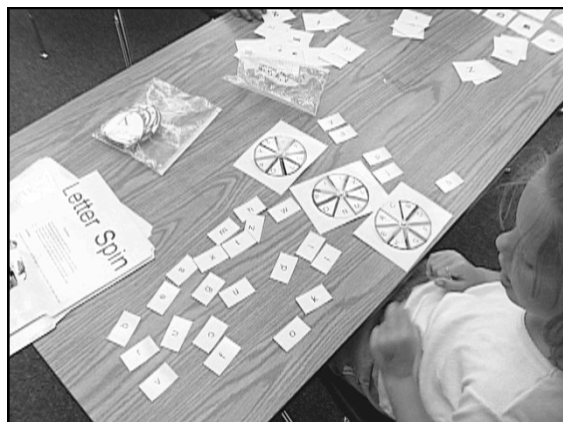
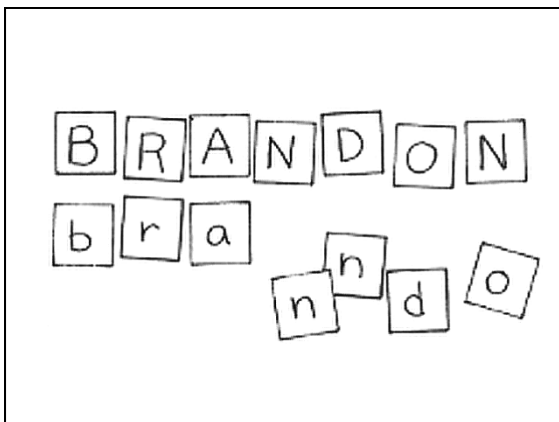
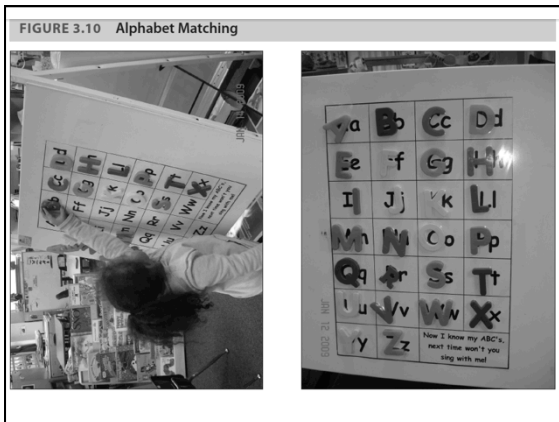
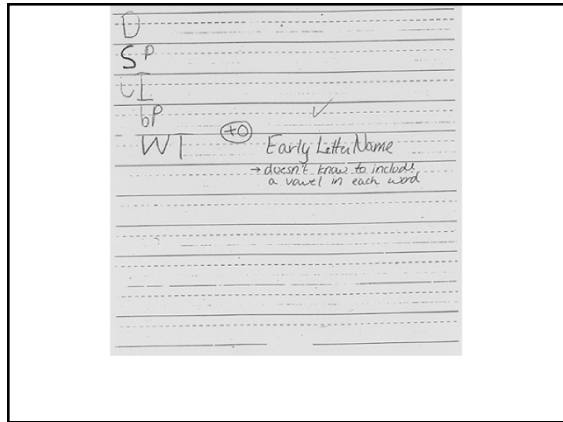
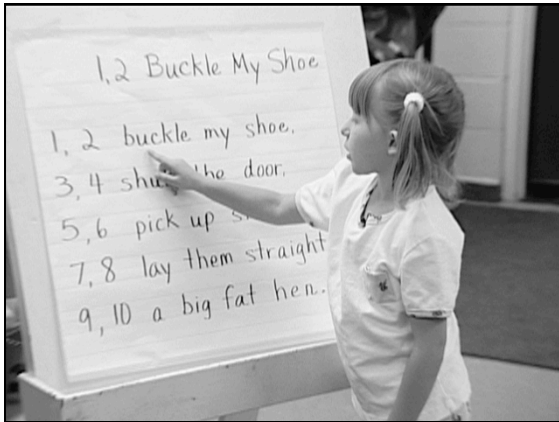
- **A few children experience serious delays acquiring a COW.**
- **They may have been delayed in acquiring language skills earlier.**

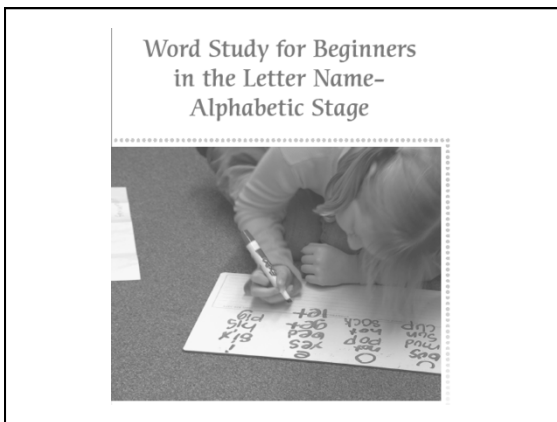
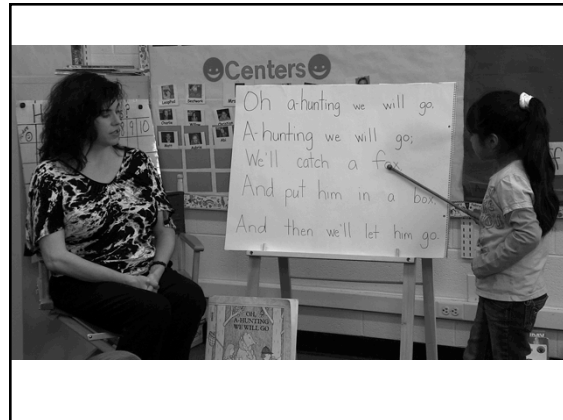
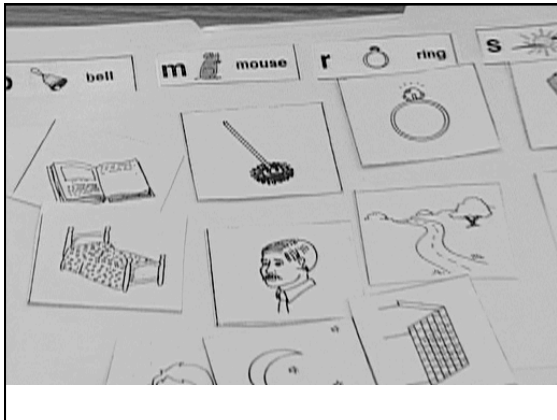
Concept of Word in Print
“The Miracle of Reading”
Henderson
Developing COW
Rudimentary COW
Full COW

Darrell Morris

Sam Sam the baker man
Washed his face in a frying pan.







Beginning Literacy
and
Letter Name
Alphabetic Spelling

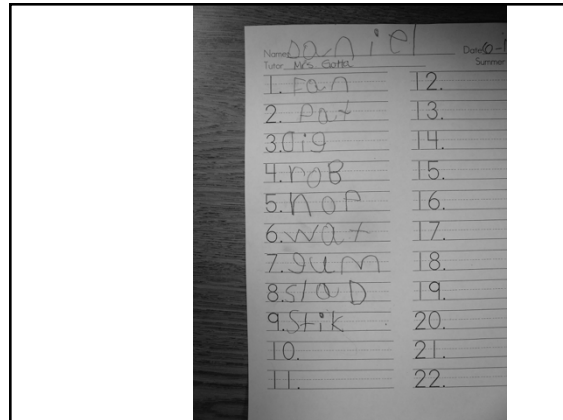
Reading Behaviors of Beginning Readers

1. Read aloud to themselves.
2. Disfluent and unexpressive reading; sounds like they are reading each word.
3. Use a finger to point as they read.
4. Read familiar materials in support reading activities.

LATE EMERGENT to EARLY LETTER NAME – ALPHABETIC

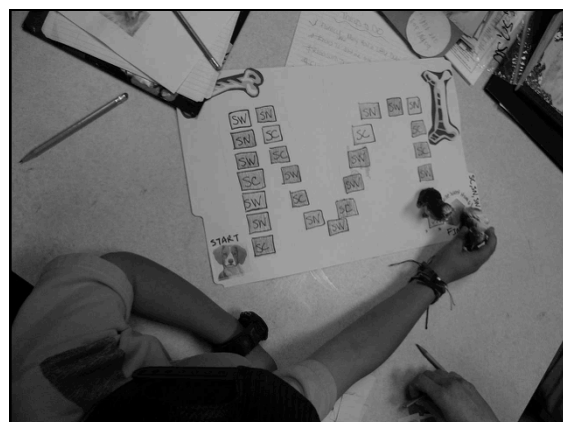
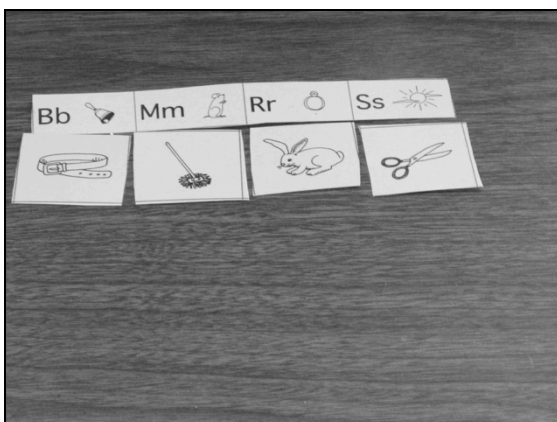
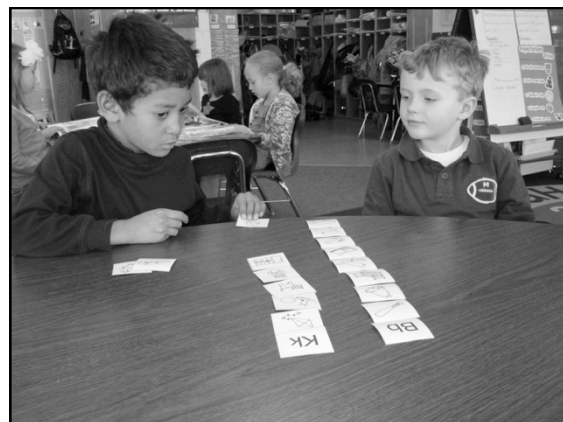
B, BD	bed
S, SP	ship
W, YN, WN	when
L, LP, LMP	lump
F, FT, FLT	float

LETTER NAME – ALPHABETIC	
BAD	bed
SEP, SHEP	ship
WAN, WHAN	when
LOP, LOMP	lump
FOT, FLOT	float



**LETTER NAME -
ALPHABETIC**

WORD STUDY





Word Study Notebooks












cap	wig	hat
hat	lip	mop
mad.	bit	clock
Fat	pig	frog
		box
		dog

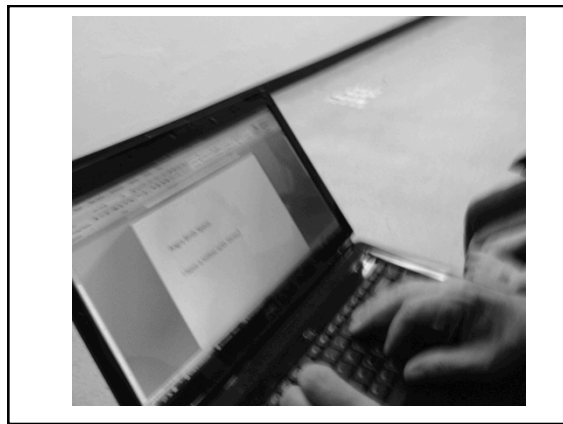
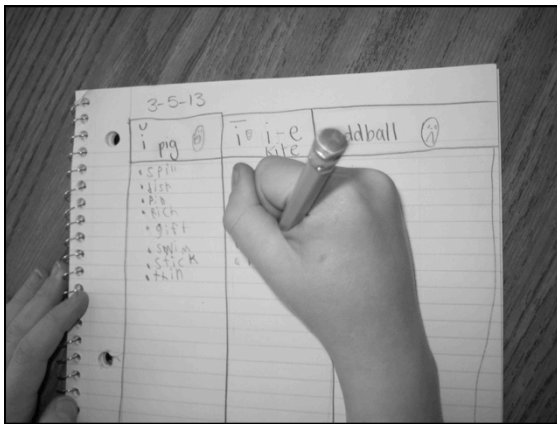
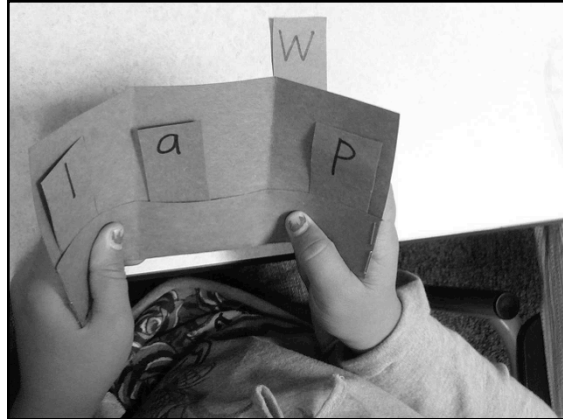
Word Study Notebooks

top
dot
lock
hop
clock

Word Study Notebooks

-et	-eg	-en

-et		-eg		-en	
					
jet	net	leg	beg	pen	men
					
pet	wet		peg	ten	hen

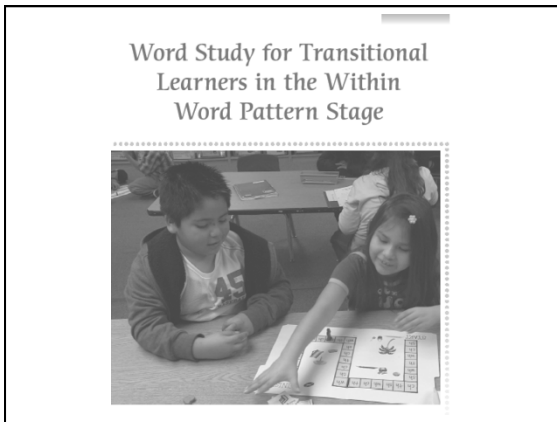


Part III. Within Word
Pattern stage word study



TOPICS OF INTEREST PART III:

- Within word pattern word study
- Transitional reading
- Word study at this stage
- Concept sorts



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Transitional Literacy

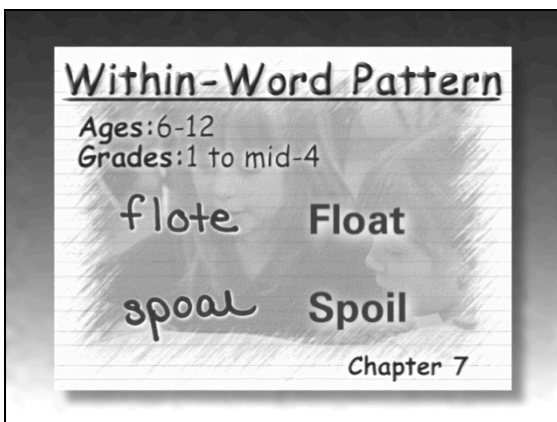
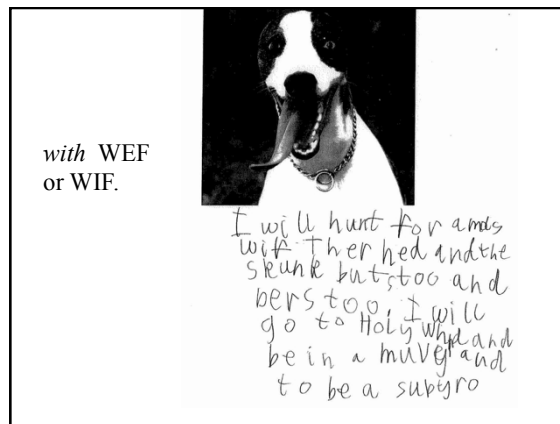
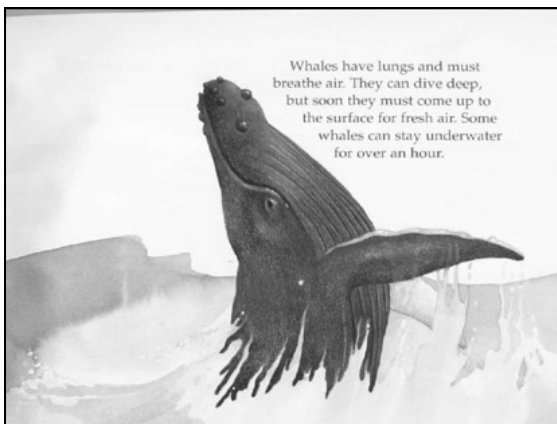
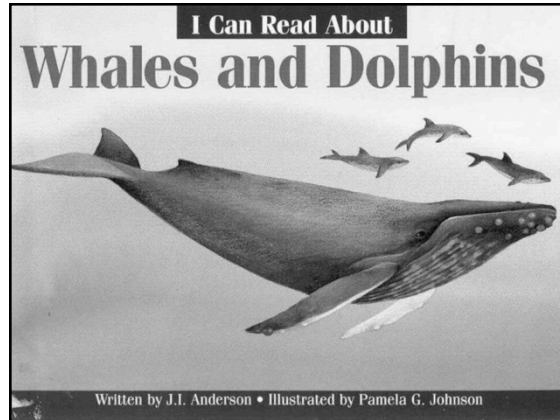
Within Word Pattern Spelling

Reading Behaviors of Transitional Readers

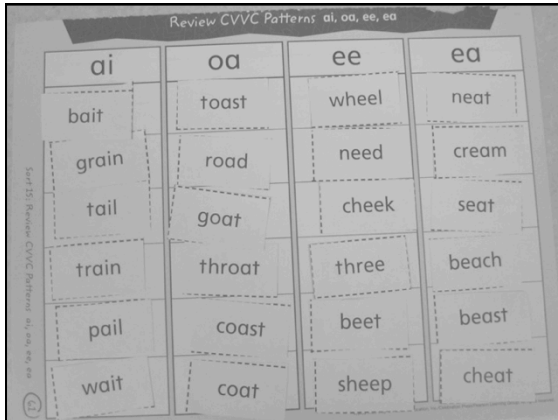
1. Approaching fluency: The Wright Brothers of literacy development.
2. Begin to read in phrases with some expression.
3. Stop finger pointing.
4. Read easy chapter books.

TRANSITIONAL READING

- Approach fluency: The Wright Brothers of literacy development.
- 60 – 100 wpm
- Read 1-3 syllable words in context; begin to read in phrases with some expression.
- Stop finger pointing
- Read easy chapter books
- Instructional reading level of 2nd grade
- Move from oral/silent to silent
- Prefer to read silently in instructional level materials
- Begin to read faster silently than orally
- Grade level texts (4 – 12) are at frustration level disfluent and inaccurate reading

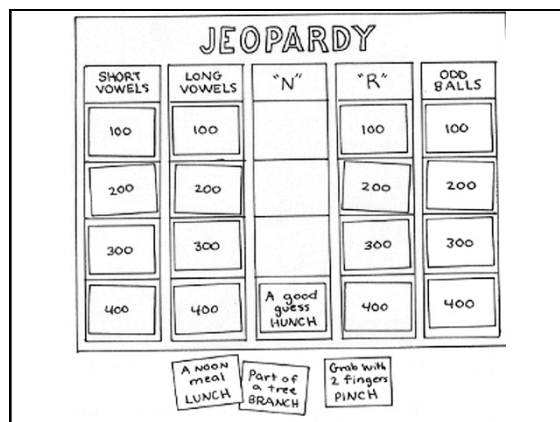
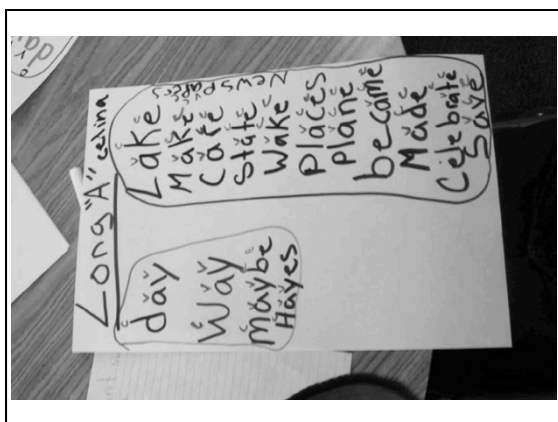


Common long vowel patterns
r- and l-influenced vowels
Three-letter consonant blends
Complex consonants:
 Final sound of /k/
 Final /ch/: ch tch
 /j/: dge Vge
Common spelling for diphthongs
 /ow/, /oi/
Compound words
Homophones:
sail/sale beat/beet (.25)



gain	pay	cab	1
nail	day	glad	
claim	slay	has	
tail	stay	as	
train	jay	strap	
paint	stay	drag	
mail			
praise			
grain			
faint			

CVVC	CVV	CVC	
gain	pay	cab	1
nail	day	glad	
claim	slay	has	
tail	stay	as	
train	jay	strap	
paint	stay	drag	
mail			
praise			
grain			
faint			



Writing Sort

<u>made</u>	<u>say</u>	<u>train</u>
-------------	------------	--------------

Writing Sort

<u>made</u>	<u>say</u>	<u>train</u>
		<i>paint</i>

Writing Sort

<u>made</u>	<u>say</u>	<u>train</u>
<i>cave</i>	<i>way</i>	<i>paint</i>
<i>rage</i>	<i>stray</i>	<i>mail</i>
<i>rate</i>	<i>sway</i>	<i>faint</i>
<i>cage</i>	<i>spray</i>	<i>jail</i>



Review the words with a game!

- BASIC TYPES OF SORTS**
- Concept sort
 - Guess my category
 - Picture sorts
 - Partner sound sorts
 - Word sorts
 - Word hunts
 - Closed sorts
 - Writing sorts
 - Open sorts
 - Speed sorts
 - Collecting word bank words
 - Studying interesting words
 - Word study notebooks

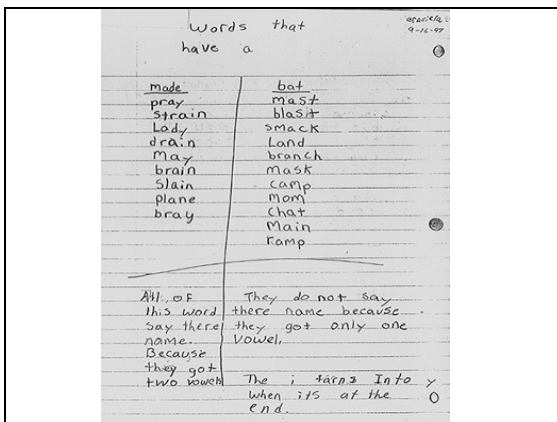
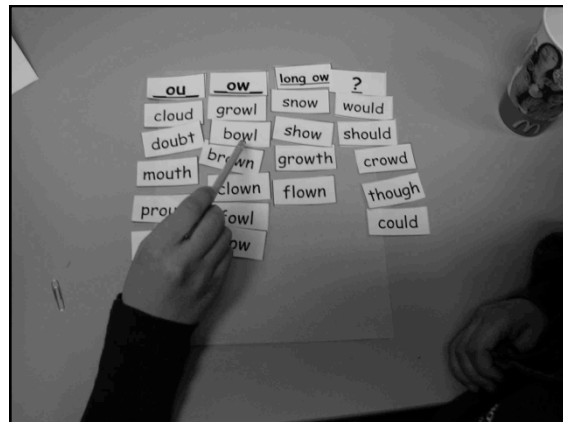
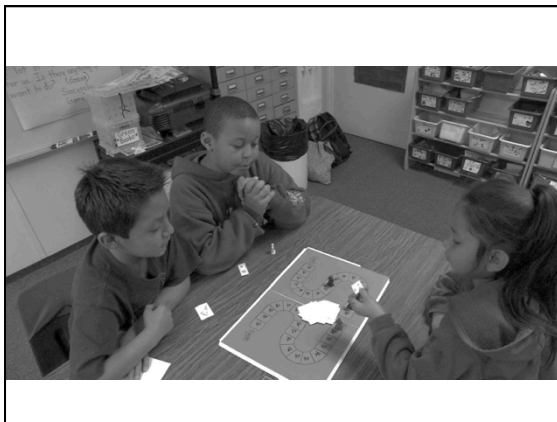


FIGURE 3.21 Grading Form for Word Study *From Words Their Way*

NAME _____	GRADING PERIOD _____		
	Excellent Effort	Good Effort	Needs Improvement
Weekly Word Study			
Word sorts			
Word study notebook			
Partner work			
Final tests			
Editing Written Work			
Spells most words right			
Finds misspelled words to correct			
Assists others in editing work			
Uses a variety of resources to correct work			
A = Excellent work in most areas			
B = Good work in most areas			
C = Needs improvement in most areas			
Recommended Grade			

FIGURE 3.18 Sample Student Work Contract Beal et al., (2016) *Words Their Way*, page 81

WORD STUDY CONTRACT

Name _____ Date _____

Feature of Study _____

Directions: Select activities to earn up to 100 points toward your word study grade. Complete all written work in your word study notebook and turn in along with this contract for final grading.

Required Activities

Sort, record, and reflect (30 pts) _____ Work with a partner to complete at least one spelling activity.
 Partner signs here: _____

Explore Spelling (10 pts each)

Repeat sort 2 times _____ Sort a different way and record
 Blind sort with partner _____ Word hunt (find at least 5 words)
 Blind writing sort with partner _____ Speed sorts _____
 Play a game with partner _____ Record times: _____

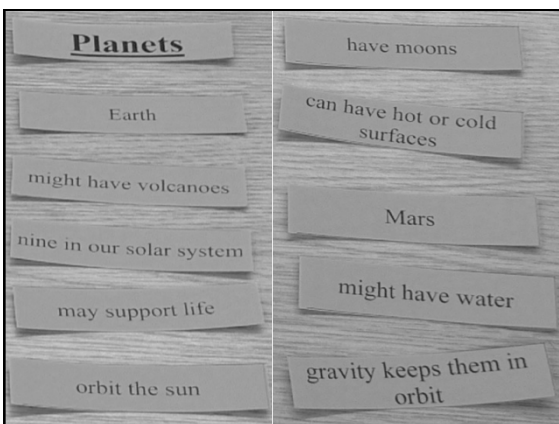
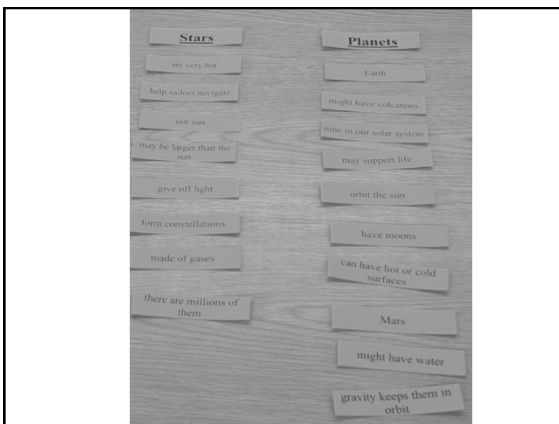
Explore Meaning (20 pts each—select at least one)

Define 7 words _____ Brainstorm or hunt for additional words
 Use 7 words in sentences _____ Report etymologies for 7 words
 Illustrate 7 words _____ Make up new words and define them
 Create a comic strip using 5 words _____ Create your own game
 Complete a word tree or root web _____ Other _____

Total Points _____ Test Grade _____

Concept Sorts

Relational Thinking and Finding Patterns



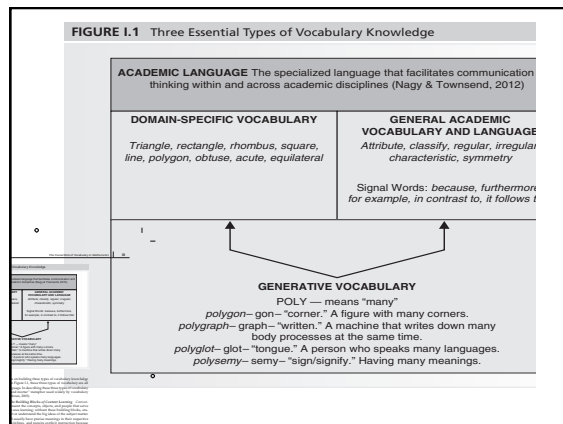
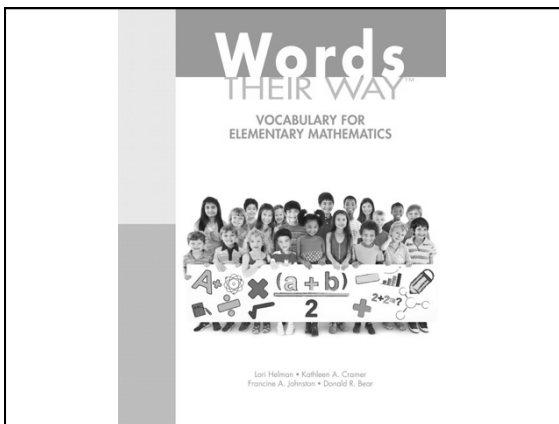
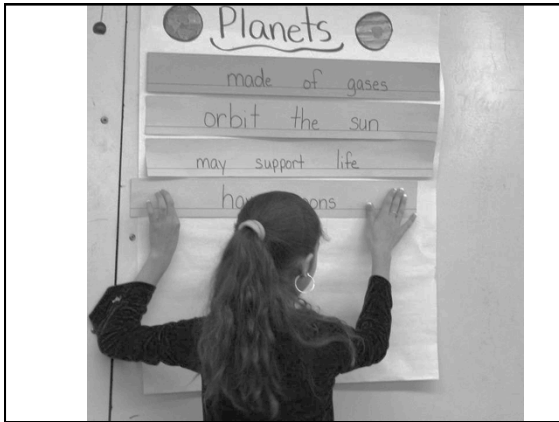
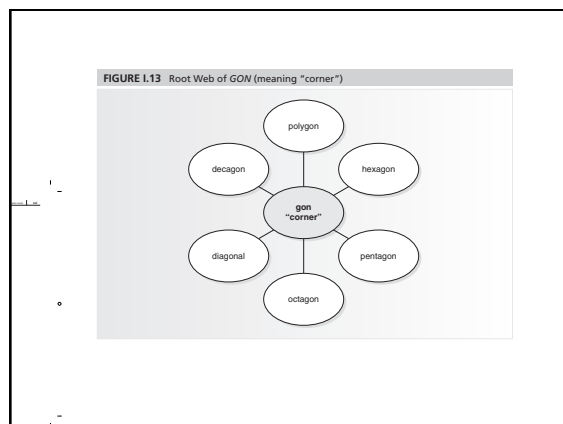
















TABLE 1.1 Vocabulary Overview for the Unit

DOMAIN-SPECIFIC VOCABULARY	GENERAL ACADEMIC VOCABULARY AND LANGUAGE	GENERATIVE VOCABULARY
point	size	tri-
ray	sort	-angle
line	category	line
segment	demonstrate	
angle	measure	
triangle	identify	
right angle	characteristic	
acute angle		
obtuse angle		
protractor		
dimension		



VOCABULARY TO NAME TRIANGLES ANTICIPATION GUIDE	
Name _____	
Draw an angle of any size in this box.	Do lines, segments, or rays form angles?
Which angle has the larger opening?	
 <p>#1</p>	 <p>#2</p>
Why is #1 the bigger angle if the rays that form it are smaller?	
Use a protractor to measure each angle. Which angle is greater than 90°?	
Which angle is less than 90°?	
What ideas or questions did you have while doing this page?	

TRIANGLE SORTING CARDS		
		
		
		
		

**Pre-Revolutionary War Concept Sort
in 5th grade**

Three Ways to Sort

1. places, people, concepts
2. British contrasted to Americans
3. Open sort

**Pre-Revolutionary War
Concept Sort
5th grade**

Closed Sort Categories:

British **Americans**

Pre-Revolutionary War Concept Sort

<u>British</u>	ruled by king
<u>Americans</u>	no taxes without representation
prime minister	elected officials
13 colonies	self-government
King George III	against revolution
for taxation	loyalists
Britain	against taxation
Virginia	America

Pre-Revolutionary War Concept Sort

<u>British</u>	<u>Americans</u>
ruled by king	governed by king
Parliament	no representation
prime minister	13 colonies
against revolution	no taxes without representation
King George III	Patrick Henry
for taxation	“Join or die”
Britain	against being ruled by king
Monarchy	elected officials
loyalists ?	self-government
	Virginia
	against taxation
	America

different atoms	unique properties	elements chemically joined	no reaction when joined	Oddball
molecules H ₂ O	molecules	atoms lose individual properties	homogeneous	particles
water	exist independently	composition	heterogeneous	chemistry
covalent bonds	metals	chemical formulas	not chemically joined	gases
ionic bonds	nonmetals	sugar	H ₂	liquids
metallic bonds	2 is a subscript for oxygen	solids	gases	
salt				

From Vocabulary Their Way, 2nd ed.

Elements	Compounds	Mixtures/Solutions
gold	different atoms	seawater
pure	molecules H ₂ O	soil
one kind of atom	water	air
isotopes	covalent bonds	parts retain identities
molecules H ₂	ionic bonds	can be separated
hydrogen	metallic bonds	made of elements and compounds
oxygen	salt	spices in a sauce or cake

From Vocabulary Their Way, 2nd ed.

From Vocabulary Their Way, (Templeton, Bear, Invernizzi, & Johnston), Figure 8.1. Vocabulary Self-assessment for Weather.

Weather Vocabulary Self Assessment

From Vocabulary Their Way, 2nd ed.

Knowledge Rating → Vocabulary ↓	Never heard of it	Heard it	Have some ideas	Know it well
meteorologist				X weatherman meteor ologist
anemometer			X measure, meter	
doppler		X		
isobar	X			
hemisphere				X half earth hemi sphere
radiosonde	X		radio	
precipitation				X rain, snow, etc.
front			X not back?	

Links to the handout for this and other presentations are available at:

www.donaldrbear.com

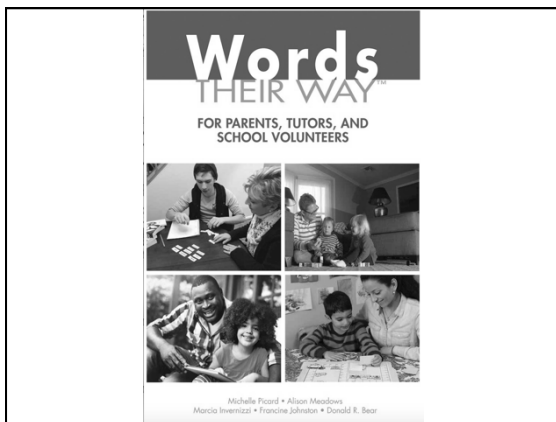
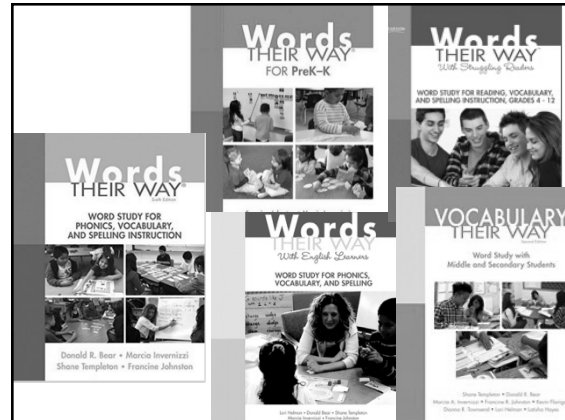
Part IV. Upper Level word study in the Syllables & Affixes and Derivational Relations stages

Word Study for Intermediate Readers and Writers
THE SYLLABLES AND AFFIXES STAGE

Word Study for Advanced Readers and Writers
THE DERIVATIONAL RELATIONS STAGE

**Links to the handout for this
and other presentations are
available at:**

www.donaldrbear.com



*Morphology -
the structure of words*

- ❖ Inflected morphology
-ed, -ing, -ies, -y

- ❖ Derivational morphology
roots

**Upper Level Word
Knowledge**

**Generative Morphology
in Vocabulary
Instruction**

**Generative Vocabulary
Instruction**

**“When we learn one
word we learn ten.”**

Tamara Baren

**Introduce a root and
learning is exponential.**

*"When you learn one word,
you learn ten."*

*courage
courageous
courageously
encourage
discourage
discouragingly
etc. ...*

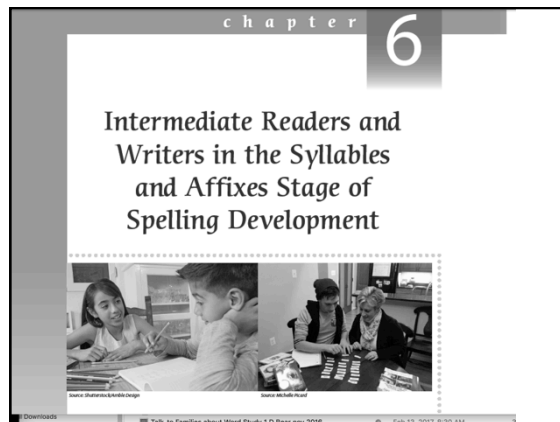
***Talking about Words is Talking
about Ideas***

***Show students how to use
vocabulary to think.***

***"No one ever talked to me about
words the way you did."***

**Ways to Study
Morphology and Vocabulary**

- ***Take Apart***
–Delete Suffixes and Prefixes
–Add Syllables
- ***Think of Related Words***
- ***Make Meaning Connections***



Stage 4

Syllables and Affixes

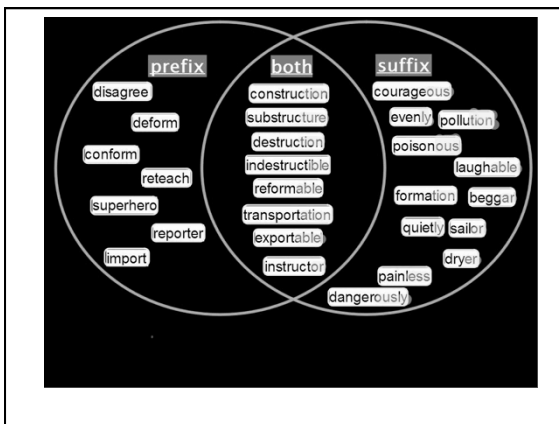
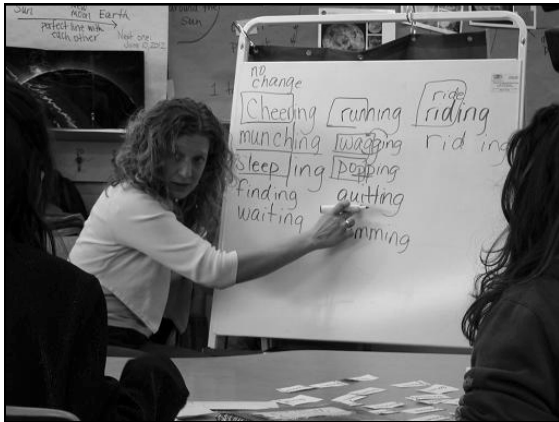
Ages: 8-18
Grades: 3 to 8

<i>shoping</i>	Shopping
<i>cairries</i>	Carries
<i>carryS</i>	

***Morphology -
the structure of words***

❖ ***Inflected morphology***
-ed, -ing, -ies, -y

❖ ***Derivational morphology***
roots



Generative Vocabulary

Domain Specific Academic Vocabulary

General Academic

General Academic Vocabulary and Morphology

- Morphological knowledge is related to word knowledge and reading comprehension
(Carlisle, 2007; Nagy, Berninger, & Abbott, 2006; Nagy, 2007).
- Morphological knowledge of academic words may be particularly important for academic achievement, given:
 - the morphological complexity of many academic words (Corson, 1997)
 - the Greek or Latin origins of 82% of the words in the Academic Word List (Coxhead, 2000)

- Academic vocabulary can be taught.
- Omnipresent in academic contexts.
- Related to academic achievement.
- **Consider “word families.”**

General Academic Vocabulary

Sublist 1 of the Academic Word List (Coxhead, 2000)

analysis	data	indicate	procedure
approach	definition	individual	process
area	derived	interpretation	required
assessment	distribution	involved	research
assume	economic	issues	response
authority	established	labor	role
available	estimate	legal	section
benefit	evidence	legislation	sector
concept	export	major	significant
consistent	factors	method	similar
constitutional	financial	occur	source
context	formula	percent	specific
contract	function	period	structure
create	identified	policy	theory
environment	income	principle	variables

**Generative Vocabulary Study
And General Academic Word Families**

analyze	significant	vary
analyzed	insignificant	invariably
analyzer	insignificantly	invariably
analyzers	<i>sign</i>	variability
analyzing	<i>signal</i>	variable
analysis	significance	variables
analyst	signified	variably
analysis	signifies	variance
analysts	signify	variant
analytic	signifying	variants
analytical		variation
analytically		varied
analyses		varies

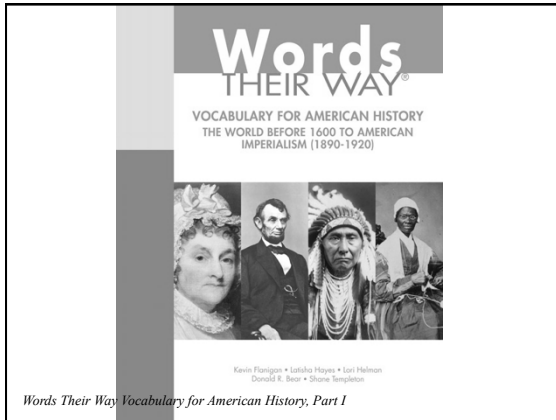
**Domain-Specific
Vocabulary**

Mathematics

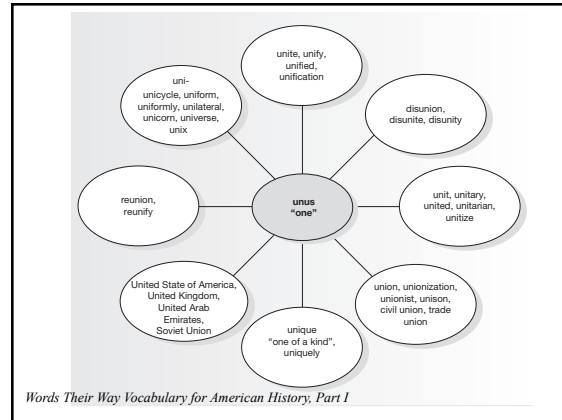
centimeter	octagon
decimal	perimeter
fraction	subtract
diagonal	polygon
geometry	hexagon

Science

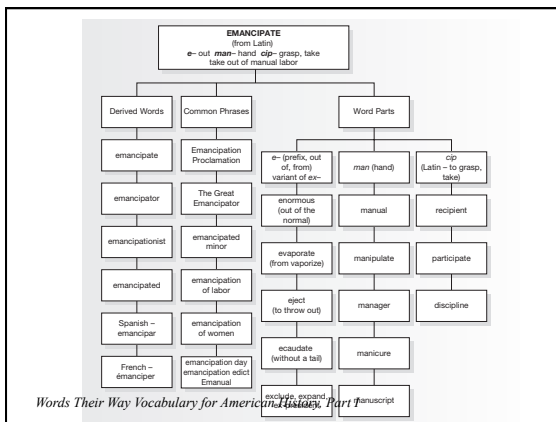
biology	anthropology
zoology	optical
geothermal	metamorphosis
genetics	vertebrate/invertebrate



Words Their Way Vocabulary for American History, Part 1



Words Their Way Vocabulary for American History, Part 1



Words Their Way Vocabulary for American History, Part 1

DOMAIN-SPECIFIC VOCABULARY	GENERAL ACADEMIC VOCABULARY AND LANGUAGE	GENERATIVE VOCABULARY
Key Terms <ul style="list-style-type: none"> • Monitor, Merrimack, Vicksburg • The Emancipation Proclamation • Habeas Corpus • Draft Laws • Income Tax • Inflation • Kansas-Nebraska Act • Bleeding Kansas • The Gettysburg Address • Border States • Union States • Yankees, North, (USA) • Rebel, South, (CSA) 	Leaders <ul style="list-style-type: none"> • Robert E. Lee • Ulysses S. Grant • George McClellan • Dorrishea Dix • Harriet Tubman • Clara Barton • Robert Smalls • William Tecumseh Sherman • Frederick Douglass • Clara Barton Major Battles <ul style="list-style-type: none"> • Fort Sumter • Bull Run • Shiloh • Antietam • Battle of Chattanooga • Siege of Vicksburg • Grant Invades the South • March to Sea • Battle at Appomattox Courthouse • Surrender at Appomattox 	<ul style="list-style-type: none"> • Emancipate/ Emancipation • E- "out of" • eject • evaporate • enormous • MAN- "hand" • manual • manipulate • manure • manager • CIP- "to take" • recipient • discipline • -ATION- "act, process of" • participation • invitation • Union • UNUS - "one, unity" • unicycle • Union forces • Union army, united, unified, unionist, trade unions, unionize, marriage union, unification, unionization, United States of America, labor union, communism, disunion, unity

Words Their Way Vocabulary for American History, Part 1

ENGLISH	SPANISH
civil	civil
civics	cívica
compromise	compromiso
company	compañía
companion	compañero
compact	compacto
committee	comité
common	común
republic	república
democracy	democracia
abolitionist	abolucionista

What words and phrases do we choose for deep study?

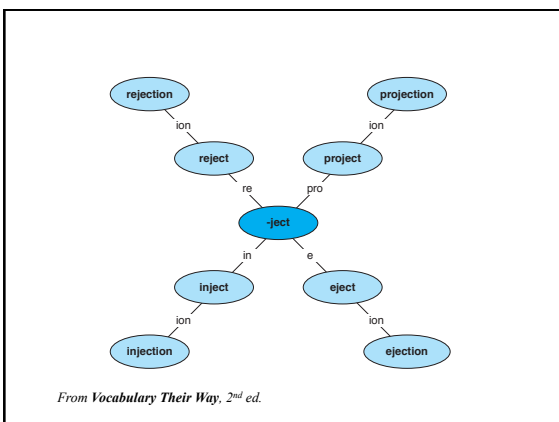
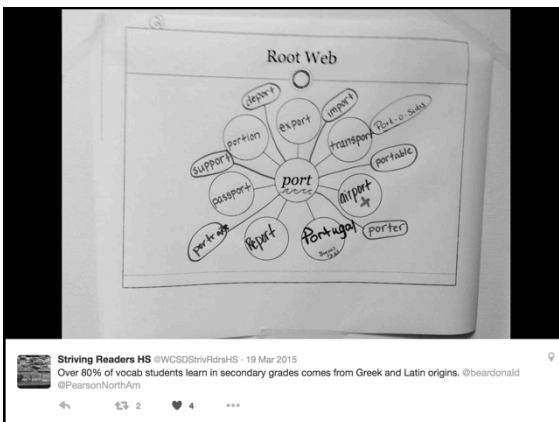
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—

- ### Teaching Academic Vocabulary
- Deep Vocabulary Study
 - Word Sorts for Families and Nuances
 - Chart Related Words
 - Vocabulary Notebooks
 - Word Hunts
 - Matching Games With Extension Activities
 - Buddy Checks, Think-pair-share
 - Writing To Learn Activities
 - Growing Concept Maps

**Academic Word Bank
For Problem/Solution Frame**

problem is	overcome	assimilate/assimilation
dilemma is	when	adjust/adjustment
hardship is	confronted with	adapt/adaptation
if...then	as a result	
question...answer	for example	
so that	to illustrate	
despite	in spite of	
faced with		

Words Their Way Vocabulary for American History, Part 1

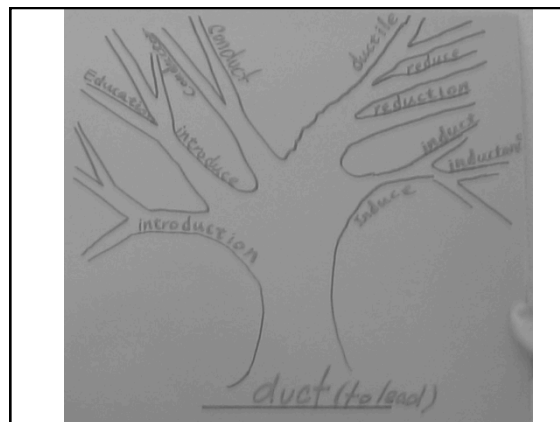
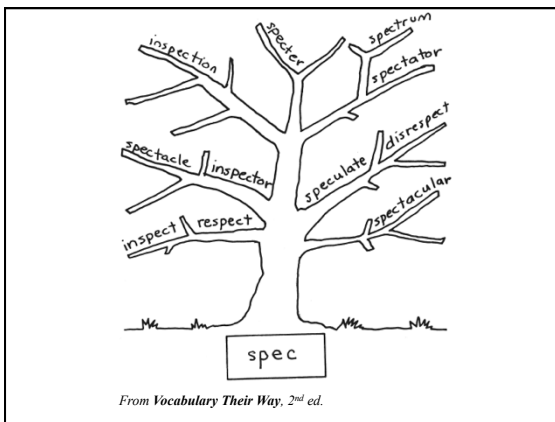
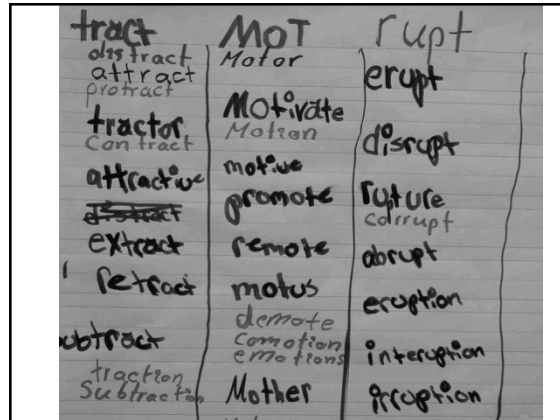


APPENDIX Sequence of Instruction for Core Affixes and Roots: Intermediate, Middle, and Secondary Levels

The following prefixes and suffixes have usually been introduced in the primary grades, but they should be addressed in the intermediate and middle grades as they combine with the words that are appropriate at these levels:

Prefixes*		Suffixes	
in-	not, opposite	-y	like
in-	not, without	-ly	like
im-	incorrect	-er	comparative
im-	impossible	-es	superlative
il-	illegible	-less	without
il-	irresponsible	-ness	condition
re-	again, back	-ful	full of, like
dis-	opposite, not, apart	-er	people who do things
	disagree	-ist	
	dislike		
	disconnect		
non-	not		
non-	no friction		
mis-	badly, wrongly		
	misfortune		
	mistake		
pre-	before		
	preseason		
uni-	one		
uni-	unicycle		
bi-	two		
bi-	bicycle		
tri-	three		
	tricycle		

From Vocabulary Their Way, 2nd ed.



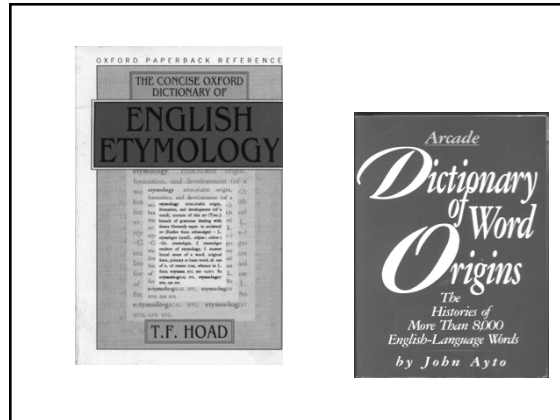
Word Study Resources for Interesting Word Vocabulary Activity

A Few Favorite Websites

www.onelook.com
 www.etymonline.com
 www.myetymology.com
 www.visuwords.com
 www.visualthesaurus.com

onelook.com

1. <u>syn</u>	26. <u>synagog</u>	51. <u>synalophas</u>	76. <u>synphymentis</u>
2. <u>syn-aps</u>	27. <u>synagoga</u>	52. <u>synamap</u>	77. <u>synapomorphy</u>
3. <u>syn-aud-con</u>	28. <u>synagoga</u>	53. <u>synan</u>	78. <u>synaposematism</u>
4. <u>syn-aps</u>	29. <u>synagog</u>	54. <u>synan</u>	79. <u>synapse</u>
5. <u>syn aud con</u>	30. <u>synagog</u>	55. <u>synan</u>	80. <u>synapse - nerve</u>
6. <u>syn cookies</u>	31. <u>synagogue</u>	56. <u>synanceja</u>	81. <u>synapse nerve</u>
7. <u>syn flood</u>	32. <u>synagogue</u>	57. <u>synanceja verrucosa</u>	82. <u>synapsid</u>
8. <u>synac</u>	<u>synagogue the great</u>	58. <u>synandrium</u>	83. <u>synapses</u>
9. <u>synacme</u>	33. <u>synagogue united</u>	59. <u>synandrogenic</u>	84. <u>synapsid</u>
10. <u>synacmy</u>	34. <u>synagogues</u>	60. <u>synangia</u>	85. <u>synapsid reptile</u>
11. <u>synacort</u>	35. <u>synagris</u>	61. <u>synangial</u>	86. <u>synapsida</u>
12. <u>synactic</u>	36. <u>synagrops</u>	62. <u>synangium</u>	87. <u>synapsids</u>
13. <u>synadelphus</u>	37. <u>synagrops bellus</u>	63. <u>synanon healing</u>	88. <u>synapsin i</u>
14. <u>synadena</u>	38. <u>synakowski</u>	64. <u>synanthedon</u>	89. <u>synapsing</u>
15. <u>synaacious</u>	39. <u>synalar</u>	65. <u>synanthedon</u>	90. <u>synapsins</u>
16. <u>synaereses</u>	40. <u>synalbumin</u>	66. <u>synanthem</u>	91. <u>synapsis</u>
17. <u>synaeresis</u>	41. <u>synalepha</u>	67. <u>synantherous</u>	92. <u>synapta</u>
18. <u>synaeresis or syneresis</u>	42. <u>synalephas</u>	68. <u>synanthesis</u>	93. <u>synaptase</u>
19. <u>synaesthesia</u>	43. <u>synalgia</u>	69. <u>synanthous</u>	94. <u>synapte</u>
20. <u>synaesthasias</u>	44. <u>synalgic</u>	70. <u>synanthrin</u>	95. <u>synaptene</u>
21. <u>synaesthasis</u>	45. <u>synalgos</u>		96. <u>synaptic</u>
22. <u>synaesthete</u>	46. <u>synallagmatic</u>		97. <u>synaptic antenna</u>
23. <u>synaesthetic</u>	47. <u>synallagmatic contract</u>		98. <u>synaptic bouton</u>
24. <u>synaction</u>	48. <u>synallaxine</u>		99. <u>synaptic boutons</u>
			100. <u>synaptic cleft</u>

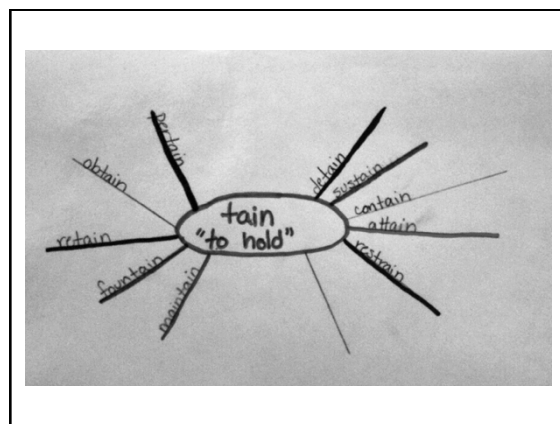


Allusions and Vocabulary from Mythology

Chronus – the god of time
 chronology chronic

Common Words from Mythology

iris	nocturnal
nectar	psychology
cosmetics	phobia
chaos	terrain
solar	amnesia
geography	tantalize
oceanic	hygiene
titanic	mercury
romance	marathon
geometry	



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