Lively Lingo
Quick and Easy Vocabulary Strategies

Charting the Cs: Cross Categorical Conference
Alexandria, MN
April 27, 2015
Presenter: Cathleen Pinkosky
Good Math Vocabulary Can Add Years to a Teacher’s Life

https://www.youtube.com/watch?v=_VeeVLYctY
Learning Intention

Participants will be able to implement strategies that support student vocabulary development through repeated exposure to words in short intentional bursts.

Minnesota Academic Standards for English Language Arts
Anchor Standard 4: Craft and Structure
Vocabulary Instruction

• Thoughtful selection of words
• Repetition (up to 35 times/word)
• Rich and varied language experiences
• Words explicitly taught, modeled, and used
• Short intentional bursts
• Game-like format
• Word-learning strategies
• Word consciousness
A word about word walls ...

Power of Images

Portability
Vocabulary Notebooks
### Vocabulary Notebooks

**Frayer Model**

<table>
<thead>
<tr>
<th>DEFINITION</th>
<th>CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLES</td>
<td>NON-EXAMPLES</td>
</tr>
</tbody>
</table>
Vocabulary Notebooks
Frayer Model Example

Definition / Picture
- a fancy cake

Characteristics
- spongy
- icing
- filling/layers
- sweet

Examples
- wedding cake
- dessert from bakery
- cake boss

Non-examples
- twinkie
- flower
- boat
# Vocabulary Notebooks
## Concept-building

### camping

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>tent</td>
<td>walk</td>
<td>green</td>
</tr>
<tr>
<td>sleeping bag</td>
<td>set up</td>
<td>brown</td>
</tr>
<tr>
<td>campfire</td>
<td>sit</td>
<td>soft</td>
</tr>
<tr>
<td>s’mores</td>
<td>cook</td>
<td>hard</td>
</tr>
<tr>
<td>grass</td>
<td>eat</td>
<td>hot</td>
</tr>
<tr>
<td>dirt</td>
<td>sleep</td>
<td>sweet</td>
</tr>
</tbody>
</table>

- Tired
Vocabulary Approach to Support Struggling Readers

Allyson Burnett

Scan

Splash

REACH

Loop
Scan

• Scan from the bottom of the text up.
  – 1 minute
  https://newsela.com/articles/alaska-nativesurvivors/id/7682/

• Students circle/highlight words they don’t know or that others might not know.
<table>
<thead>
<tr>
<th>WORD</th>
<th>EXPLANATION</th>
<th>IMAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>qasperet</td>
<td>A cloth pullover made by Native Alaskans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Also called a <em>qaspek</em> or <em>kuspuk</em></td>
<td></td>
</tr>
</tbody>
</table>
REACH

When a kid asks what a word means, ask them: “Did you REACH for the word?”

- **Resources** (print)
- **Electronic Tools**
- **Associations** (making connections)
- **Clues in the Text**
- **Help**
Looping

I Have, Who Has?
Paint Chip Vocabulary Cards

https://www.teachingchannel.org/videos/build-student-vocabulary
Vocabulary Cubes

First Dice Words
Both partners choose the same 6 words to practice, then write a word on each line. Do not let your partner see the order of your words. Your partner should figure out your word from the strategy you use.

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________

Second Dice Strategies
1 = Make a connection to another word
2 = Give your definition of the word
3 = Draw the word
4 = Act it out
5 = Give a synonym or antonym
6 = Use the word in a sentence

http://devotedtovocabulary.wordpress.com/2012/08/10/4-14-40-method/
Which strategy do you picture using with your students?
A few more resources for you to check out...
Frayer Model:
Anchor Chart/Vocabulary Notebook

http://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q2/p07/
Vocabulary Taboo

http://rootsoftheequation.wordpress.com/2012/06/01/algebra-taboo/
Foldables

- http://7thgrademathteacherextraordinaire.blogspot.com/search/label/Foldables
Active Vocabulary Skits

• [http://7thgrademathteacherextraordinaire.blogspot.com/2014/07/active-vocabulary-skits.html](http://7thgrademathteacherextraordinaire.blogspot.com/2014/07/active-vocabulary-skits.html)
Real Life Examples

http://beyondtraditionalmath.wordpress.com/2014/04/27/real-life-examples-of-geometry/
# Cornell Notes

Title/Objective: Lesson 3.1 + 3.2 - Systems of Equations

What is a SE? System - two or more equations that have the same variables

Solution: Intersection

When graphing a system, the point of intersection represents the solution

Classifying
- Inconsistent - no solution
- Parallel lines

Independent - one intersection
- Consistent/Independent
- Has solution
- Only one solution

Dependent - Same line
- Consistent/Dependent
- Has solutions
- Many of them
- On the same line

Graphing
- See where the lines cross
- Solution:

Summary:

- \( y = x + 1 \)
- \( y = x - 3 \)
- Solution: \((-2, -1)\)

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Four Corners

Teaching Math Vocabulary Effectively

https://www.youtube.com/watch?v=SPeAIW2YHbl
Bibliography

• Burnett, Allyson.  Workshop: 9 Ways for “Strategic” Teachers to Support Struggling Readers in Content Classrooms Grades 6-12; Capitol View Conference Center, St. Paul, MN. 11/19/2014.


• Intermediate District 287, Edgewood PLC.  Workshop: Vocabulary is FUNdamental: Increasing Literacy Skills through Explicit Vocabulary Instruction; Edgewood Educational Center, Brooklyn Park, MN. 11/30/2010.
Additional Credits

• Foldables ® examples
  https://foldables.wikispaces.com/Science
  http://excellenceinteachingscience.blogspot.com/2014/05/foldable-graphic-organizers-for.html
• Frayer Model Example
  http://teacher1010.wikispaces.com/Literacy+Plan
• Vocabulary Notebook
• Word Walls