EDUC 615 Vocabulary Activities Assignment

**Preparation:** From the picture or chapter book, select 8-10 Tier 2 words for development of the activities. For a picture book use the entirety of the book. For a chapter book used just the chapters needed to reach the 8-10 words. Follow the outline below to create a 5-day instructional cycle of activities with the Tier 2 words you have selected. Jot down any Tier 3 words that you believe your students may need to be given a brief explanation of (narrow instruction) in order to understand the story. Please note: Not all picture books are good choices, they may be great stories, but contain primarily Tier 1 type words. Include the title and author of the selected book on your assignment.

**Day 1:** Before reading the book/chapter of the selected book to your students, you want them to have a general understanding and familiarity with the chosen vocabulary (those words chosen for both rick and narrow instruction). Display words so that all students can see them in whatever manner you like. Pronounce each word for the student, and have them repeat chorally. After going through all the words, go back and briefly introduce meanings for each word, using the story for examples or visualization of that meaning. Example: “A shriek is a shrill, piercing scream. Imagine walking down a dark, deserted alley. Suddenly something appears at your feet, and you let out a shriek.” Try to use visualization when possible to help students “see” the words.

List each word here and give a brief, kid friendly explanation, using the story for examples or visualizations of the words as in the example above for your 8 – 10 words for rich instruction and your selected words for narrow instruction.

**Day 2:** Word Association Activity. What you develop for this activity are associations and connections, not definitions. Create one for each word you’ve selected for rich instruction.

Provide a list of all the words for each student. Directions to students: “I am going to say something that makes you think of one of these words. You think of the first new word that comes to mind and point to it. On my signal, we’ll say the word.” Give your associations one at a time. Here are a few examples of what you might develop:

* “giving a speech in front of the whole school” (students will likely say stammer)

“Good, why did you think that the word speech goes with stammer?”

* “in a library” (students will likely say whisper)

“Good why did you think that the word library goes with whisper?”

**Day 3:** Two activities of your choice. Provide the directions and any handouts or paper/pencil activity pages you’d use with students.

**Day 4:** One activity of your choice + Ready, Set, Go

**Day 5:** Beat the Clock