

Dual Language Weekly Focus

Vocabulary Development

In their book *Differentiated Instructional Strategies for Reading in the Content Areas*, Carolyn Chapman and Rita King devote a chapter to Vocabulary Development. The authors offer that it is most effective to relate new words to the students' background and to vary the routines surrounding vocabulary development. "The mind likes unsolved mysteries, challenges, and discoveries. Treat the introduction of a vocabulary word as an adventure by creating anticipation and excitement."

There are so many words to learn that the teacher must carefully select the words he/she will teach directly. Pre-assess student understanding and familiarity of the words to be taught to determine which words really the most emphasis. Students need multiple encounters with a word to truly "know" its meaning.

Vocabulary Visuals: word displays that catch the students' attention and help them associate the word with its meaning. Get the students involved in the creation. Creativity counts!

Good Locations to post such visuals:

- Backs of book cases
- Blinds
- Bulletin boards
- Mobiles
- Ceiling
- Chart Stands
- Fronts and sides of desks
- Clotheslines
- Cabinet doors
- Windows

Key vocabulary should be posted; we lose 80% of the information that is taught to us orally.

Graphic Organizers to use during vocabulary instruction:

- Concept map
- Pave map
- Semantic map
- Attributes chart

What the students can do:

- Draw pictures to represent new words
- Create sentences with the words
- Discuss a word's meaning with a partner
- Make connections: "_____ is like a _____ because _____."
- Make up rhymes/ chants/ songs
- Provide examples of the usage new words when they hear them inside/outside of school
- Keep a personal dictionary to record new words and their meanings with a picture

Other Activities/ Routines

- Word Wall Routines
- Open and Closed Word Sorts
- Making Words (Cunningham)
- Cloze procedure
- Teaching synonyms and Antonyms
- Bingo Games
- Matching Games
- Use realia
- Pantomime
- Understanding prefixes and suffixes
- Play game show games like "Password"

In the Dual Language Classroom:

- Review labels, word walls, Student-generated alphabets in the Language of the Day (LOD)
- Expose students to vocabulary in both languages through wide reading and BLC activities
- Beginning in third grade students learn the vocabulary words in the alternate language of the Language of Instruction through fun, interactive and ungraded enrichment activities for about 20 minutes per week.
- Help students make connections between the languages through cognates and root words
- Maintain the use of red and blue to help young students differentiate between Spanish and English