

# Vocabulary and Schema

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LITERACY VOLUNTEERS  
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# Why is vocabulary important?

- Vocabulary is necessary for ALL 4 areas of language:
  - Writing
  - Speaking
  - Reading
  - Listening
  - \*Vocabulary is an essential component to decoding/understanding language and producing language (written and spoken).
- Basic literacy vocabulary vs. ESOL vocabulary:
  - Basic literacy – word knowledge vs. world knowledge
  - ESOL –building an English lexicon

# Learning with Krashen

- Stephen D. Krashen
  - Comprehensible Input
    - [https://youtu.be/fnUc\\_W3xE1w](https://youtu.be/fnUc_W3xE1w)
- Why was the second lesson SO much better?
- Why is comprehensible input important?
  - Schema

# Marzano's 6 steps towards vocabulary acquisition (Marzano, 2009)

- Step 1: Explain, describe, and give examples of the word.
- Step 2: Have the student describe, explain, or give an example of the word in his or her own "words."
- Step 3: Have students make a picture, image, or other representation of the word.
- Step 4: Review
- Step 5: Let the student discuss the term(s)
- Step 6: Play some games!

# Step 1:

- Explain, describe, and give an example of the word, within the context of the student's lesson (PRESENT).
  - Read a story in which the word(s) are used
    - ESOL & Basic Literacy
  - Provide a sentence in which the word(s) are used
    - ESOL & Basic Literacy
  - Use pictures, videos, or realia that represent the word(s)
    - ESOL
  - Act out the word(s)
    - ESOL
  - Provide a simple definition of the word(s)
    - Basic Literacy

# Step 1 for an ESOL Student

- Beginner: Think about the Tagalog lesson from way back when you did your training.
  - ??? = Kumusta ka?
  - (•\_•) = Mabuti
  - (^o^) = Napaka Mabuti
  - (•̂\_•̂) = OK Lang
  - (′\_′) = Hindi Mabuti
- Advanced: Complete a reading where the words are used (context).

# Step 1 for an ESOL student cont'd

- What are some other ways we can explain, describe, and give an example of a word(s) to an ESOL Student?
  - Acting out vocabulary
  - Pictures
  - Videos
  - Realia (real items)
  - Providing vocabulary in sentences (using context clues the student will understand)
    - The student should understand 80-90% of the sentence.

# Step 1 for a basic literacy student

- How might step 1 look differently for a basic literacy student?
  - Provide 1 simple definition/word
  - Use the word(s) in a sentence, making a personal connection to it.
  - Read the word in a story, using context clues the student does understand.



# Step 2:

- Have the student describe, explain, or give an example of the word in their own words.
  - Student uses word(s) in a sentence.
    - ESOL & Basic literacy
  - Question and answer activities
    - ESOL & Basic literacy
  - Create sentences from pictures
    - ESOL
  - Create sentences with index cards or cut-outs
    - ESOL & Basic literacy
- This is an opportunity for the student to play around with the new vocabulary as much as it is a chance for you to check for understanding (CFU).

# Step 2 for ESOL students

- Beginner: Think of the Tagalog lesson again.
  - What does the student know after step 1?
    - Kumusta ka? (how are you)
    - Four feelings/responses to the question (mabuti, napa ka mabuti, OK lang, and hindi mabuti)
  - Using what the student knows we can:
    - Employ the “question and answer” strategy.
      - Ask students “kumusta ka” and have them respond.
      - Hand out cards, illustrating a feeling, and ask “kumusta ka.”
    - Use the “build a sentence from a picture” strategy.
      - Ask students “kumusta ka” referencing a picture of someone exhibiting one of the four emotions and have them respond.

# Step 2 for ESOL students (cont.)

- Intermediate: Imagine you have read the following Dear Abby Letter together:

Dear Abby:

Would it be appropriate to send a Christmas card to an old boyfriend I haven't spoken to in eight years? We are both married, and even though I love my husband, I still have feelings for him.

I would include a recent picture of myself and also an update of what I have been doing since he last saw me.

Thanks for any advice you can give me.

FOND MEMORIES

# Step 2 for ESOL students (cont.)

- You want to teach the following vocabulary:
  - Jealous
  - Ex
  - “Out of the blue”
  - “Better safe than sorry”
  - Spouse
- What strategies can you use to employ step 2?
  - Question and answer activities
  - Describe a picture using vocabulary
  - Create sentences with index cards or cut-outs

# Step 2 for basic literacy students

- Say you have introduced the word “mediate” and you are now on to step 2 towards vocabulary acquisition.
- Ways you can employ step 2:
  - Have the student use the word in a sentence
  - Have the student answer a question that incorporates the word
    - How would you mediate a fight between two friends?
  - Have the student use index cards with various words on them (including the word mediate) to construct a sentence (build a sentence; higher level).
  - Ask the student for opposites of the word.

# Step 2 for basic literacy student cont'd

- If some of the step 2 practices sound familiar, they should!
  - Quadrant charts

<b>Vocabulary Word</b> <b>Innovative</b>	<b>Meaning</b> <b>Advanced and original</b>
<b>Examples</b> <b>Innovative ideas</b> <b>Innovative methods</b> <b>Innovative designs</b>	<b>Opposites</b> <b>Traditional</b> <b>Old-fashioned</b> <b>Conservative</b>

# Step 3:

- Have the student make a picture, image, or other representation of the word.
  - Mind maps/Semantic maps
    - ESOL & basic literacy
  - Draw a picture/symbol
    - ESOL & basic literacy
  - Create a sentence from a picture (that they choose)
    - ESOL & basic literacy

# Step 3 for ESOL student students

- Beginner: In this case, it may be as a easy as having a student draw a picture for the word.
  - Survival lesson: Going to the post office
    - What are five vocabulary words (nouns) that a student needs to know when going to the post office?
      - Stamp
      - Envelope
      - Box
      - Letter
      - Mailbox

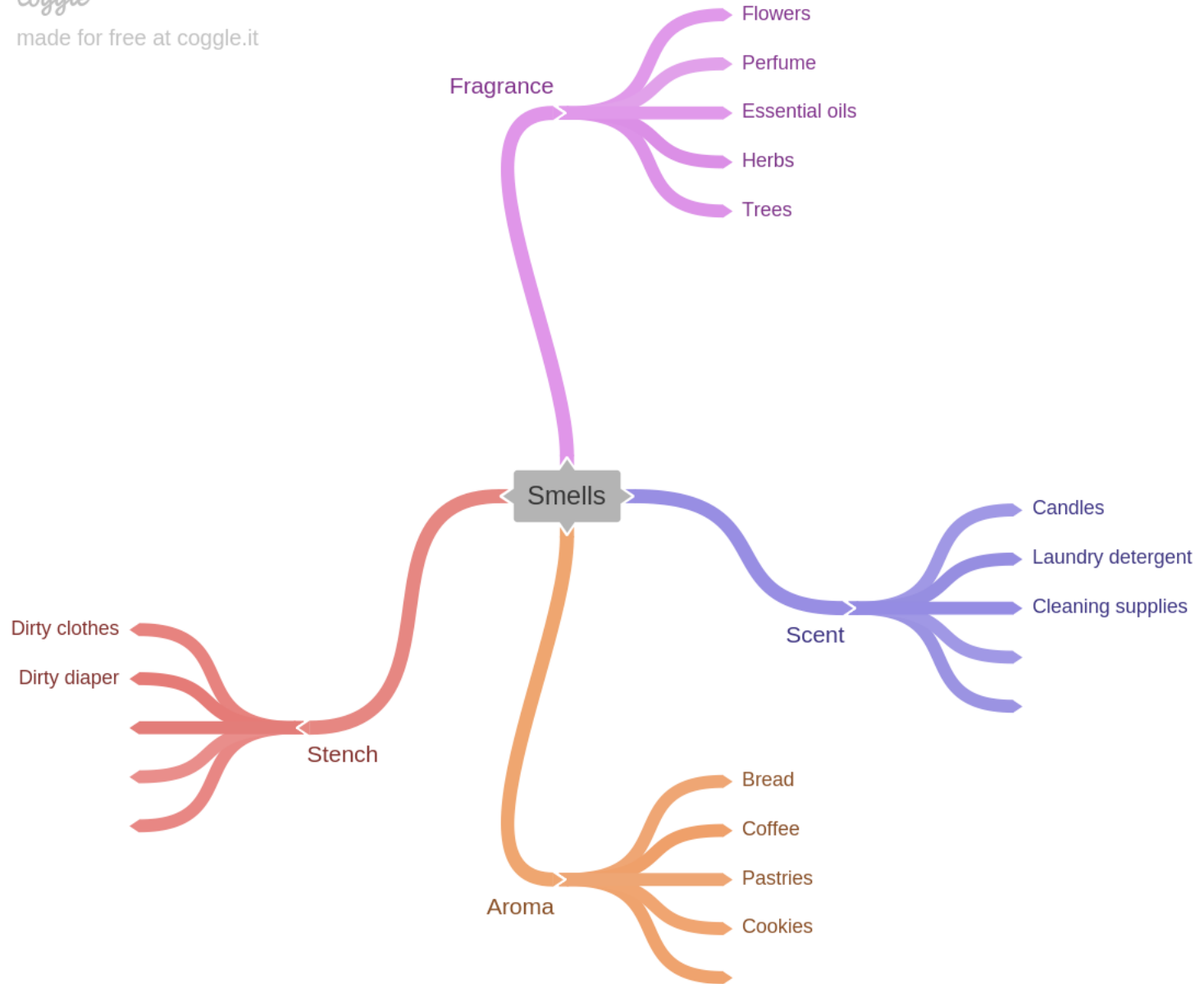


# Step 3 for ESOL students (cont.)

- Advanced: What happens when vocabulary becomes more difficult to draw? Think about the following words:
  - Aroma
  - Scent
  - Fragrance
  - Stench
- You can certainly draw pictures of something that has an aroma, scent, fragrance, or stench.
- You could also create a mind/semantic map! (<https://coggle.it/>)

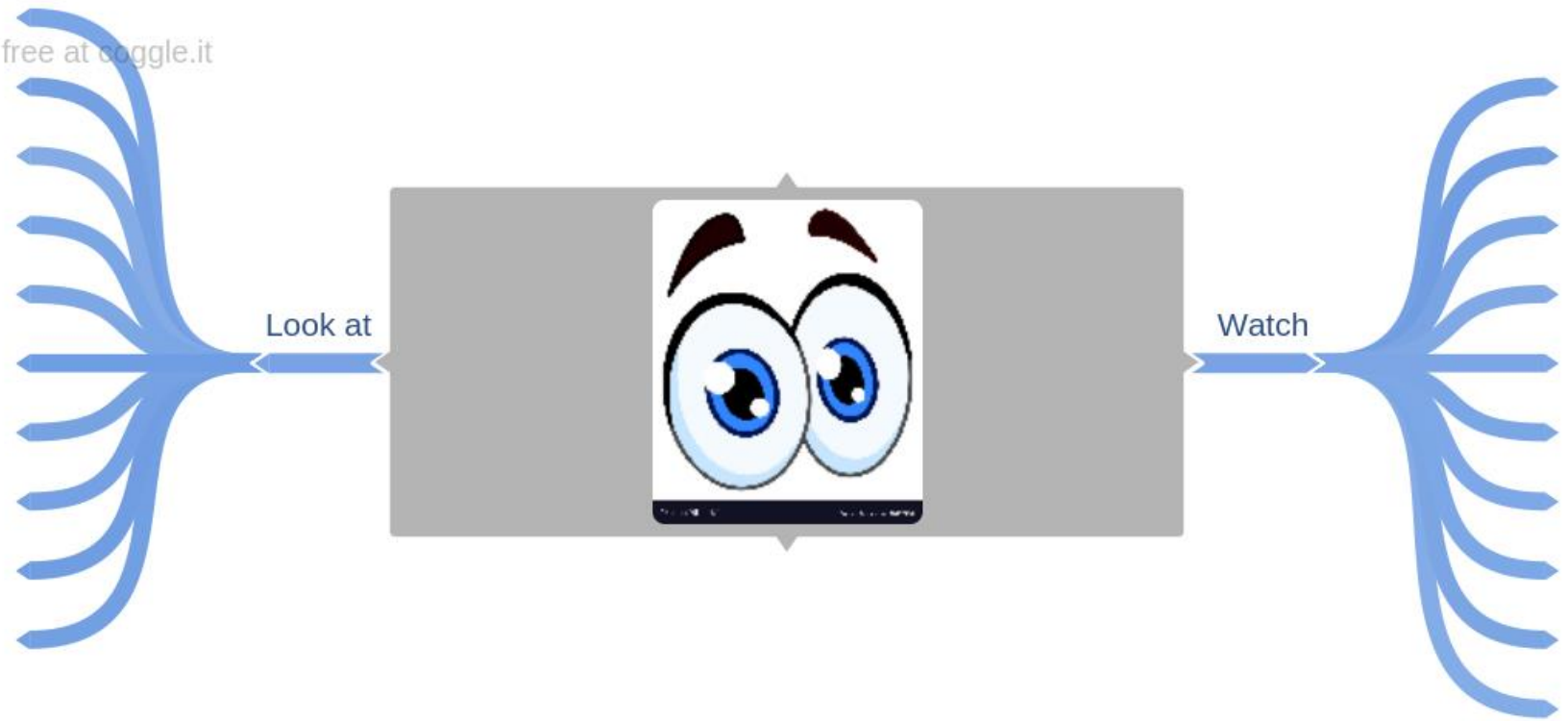
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made for free at coggle.it



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made for free at [coggle.it](http://coggle.it)



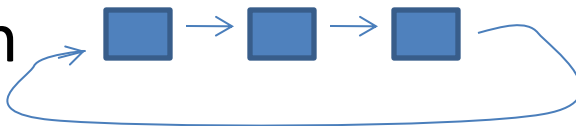
# Step 3 for basic literacy students

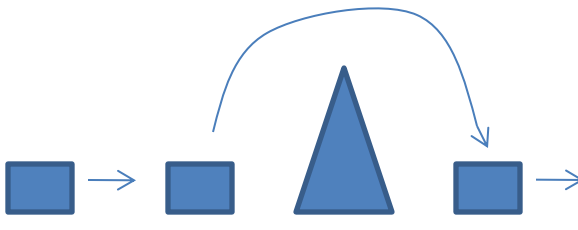
- Signal words:
  - Continuation signals (and, again, also)
  - Change-of-direction signals (although, despite, however)
  - Sequence signals (after, first, second)
  - Time signals (when, once, lately)
  - Illustration signals (for example, such as, for instance)
  - Emphasis signals (by the way, especially valuable, above all)
  - Cause, condition, result signals (because, due to, for)
  - Spatial signals (by, toward, above)
  - Compare/contrast signals (yet, although, still)
  - Conclusion signals (as a result, finally, therefore)
  - Fuzz signals (almost, maybe, purported)
  - Nonword emphasis signals (!, underline, “ “)

# Step 3 for basic literacy students (cont'd)

- Drawing symbols for signal words

- And 

- Again 

- Despite 

- However 

# Step 4 Review

- No need to break this one up!
- Review is a necessary component of learning and should continually occur.
- Vocabulary should be recurring. You should teach, practice, and then next session review, only to never see that material ever again.

# Step 5 Discuss

- Discuss the new vocabulary with you student.
- Have an actual discussion about it!
  - How do vocabulary words compare to other words the student might know?
    - What is the difference between a “letter” and a “postcard?”
    - What is the difference between “mediate” and “moderate?”
  - When would one word be better used than another.

# Step 6 Games

- Play games with your student that engages them with the new vocabulary.
  - Pictionary
  - Charades
  - Scrabble
  - There are tons of games online!



# Review

- Importance of vocabulary
- Comprehensible input/Schema
- 6 steps to teaching vocabulary

Happy tutoring!