TODAY'S AGENDA

A.   Hellos and Outcomes

B.   The Language Literacy Hierarchy

C.   Selecting Targets/Educational Relevance

D.   What Works for teaching Vocabulary (Summary of Pincipals from Research)

E. Start with a Book (we will look at many!)

BREAK

F.   The vocabulary of emotions

G.   Doodles, Dragons and Superpowers

H.   Make it Meta

I.   Gamification

J.   Morphological Strategies

K.   Wrap Up

S. Robertson, ISHA 2023

BOOKLISTS & RESOURCES
Bolded books are from Dynamic Resources
www.dynamic-resources.net

Skills Based Asssessment of Core Communication Standards (SACCS K-2 and 3-5)	Jennifer Schults **Dynamic Resources**
Falling For Rapunzel	Leah Wilcox
Dinosaur Roar!	Henrietta Strickland
Capering Cows	**Shari Robertson**
I Can Do That. I Can Say That	**Suzy Lederer**
Run, Turkey Run	**Peggy Agee**
Rosie's Walk	Pat Hutchins
Monsters Can Mosey	Gilla Olson
Move!	Steve Jenkins and Robin Page
A Peanut Sat on a Railroad Track	**Elizabeth Redhead Kriston**
Firefly Fox	**Alexandra Bowser**
Rudy and the Butterflies	**Perry Flynn**
Very Vivid Vocabulary	**Monica Gustafson**
Eight Ate	Marven Turban
Cat Queen	**Alexander Bowser**
Now, You're Peaceful and You Know It	**Suzy Lederer**

Primary References

Report of the National Reading Panel
(Available at www.nationalreadingpanel.org)

Building Better Readers: The Complete Guide to Literacy Development for SLPs

www.thinkablepuzzles.com   - Hink Pinks and Commonyms

Summary of Research
Teaching Vocabulary

- [ ] Reading aloud/incorporating books into therapy is an effective and efficient way to build vocabulary.

- [ ] Active engagement improves learning.

- [ ] Effective direct vocabulary instruction does not rely on definitions.

- [ ] Teaching word parts enhances learning.

- [ ] Students must represent their knowledge of words in both linguistic and non-linguistic ways.

- [ ] Playing with words and gamification are effective ways to help students become more word conscious.

- [ ] Repeated exposure is essential

CCSS Vocabulary Standards

Understand and Use a Variety of Words from Different Semantic Categories.

- ☐ Nouns
- ☐ Verbs
- ☐ Adjectives
- ☐ Adverbs
- ☐ Prepositions
- ☐ Conjunctions

Grade-Level Vocabulary and Content

- ☐ Unknown Words
- ☐ Multiple Meaning Words
- ☐ Using Context as a Clue to Meaning
- ☐ Represent Words Using Visual Displays

Word Relationships

- ☐ Categorization
- ☐ Shades of Meaning
- ☐ Synonyms, Antonyms
- ☐ Real-Life Connections Between Words and Use
- ☐ Literal/Non-Literal Language
- ☐ Figurative Language
- ☐ Homographs/Homophones

Morphological Skills
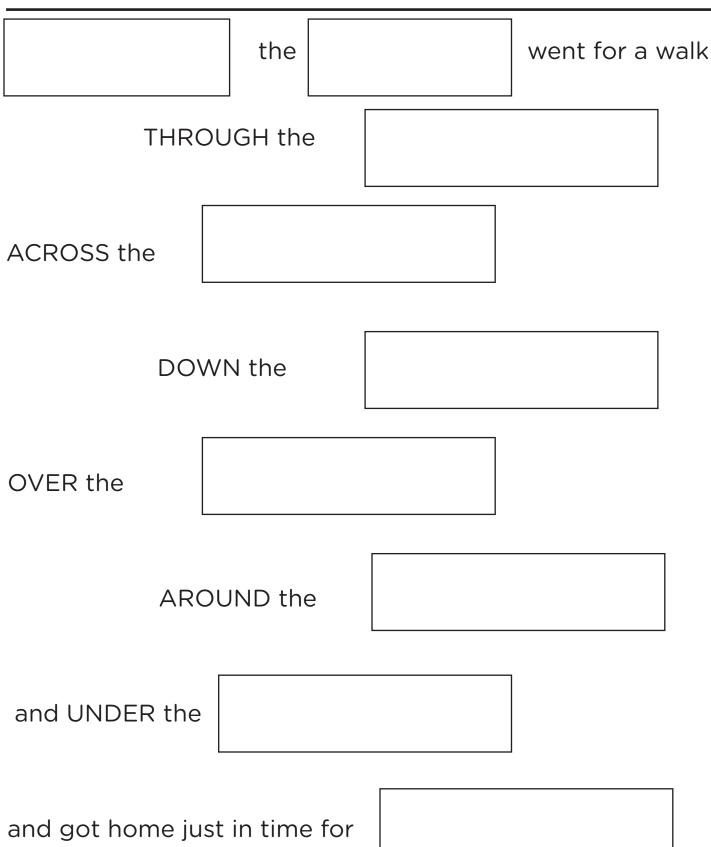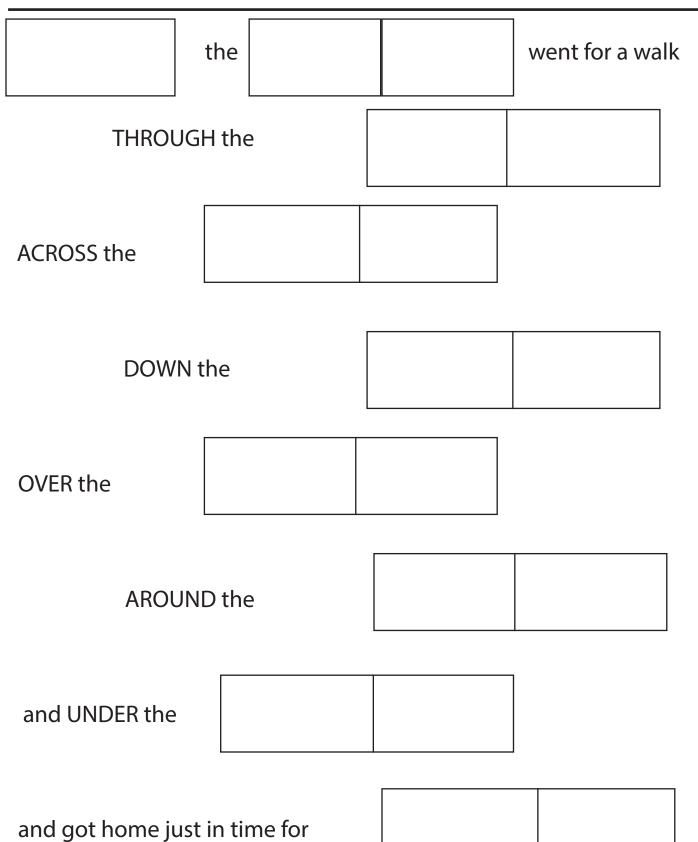
- ☐ Affixes/Roots
- ☐ Greek/Latin Influences
- ☐ Compound Words

Create your own story!

_____ the _____ went for a walk

THROUGH the _____

ACROSS the _____

DOWN the _____

OVER the _____

AROUND the _____

and UNDER the _____

and got home just in time for _____

Create your own story!

[_____] the [_____][_____] went for a walk

THROUGH the [_____][_____]

ACROSS the [_____][_____]

DOWN the [_____][_____]

OVER the [_____][_____]

AROUND the [_____][_____]

and UNDER the [_____][_____]

and got home just in time for [_____][_____]
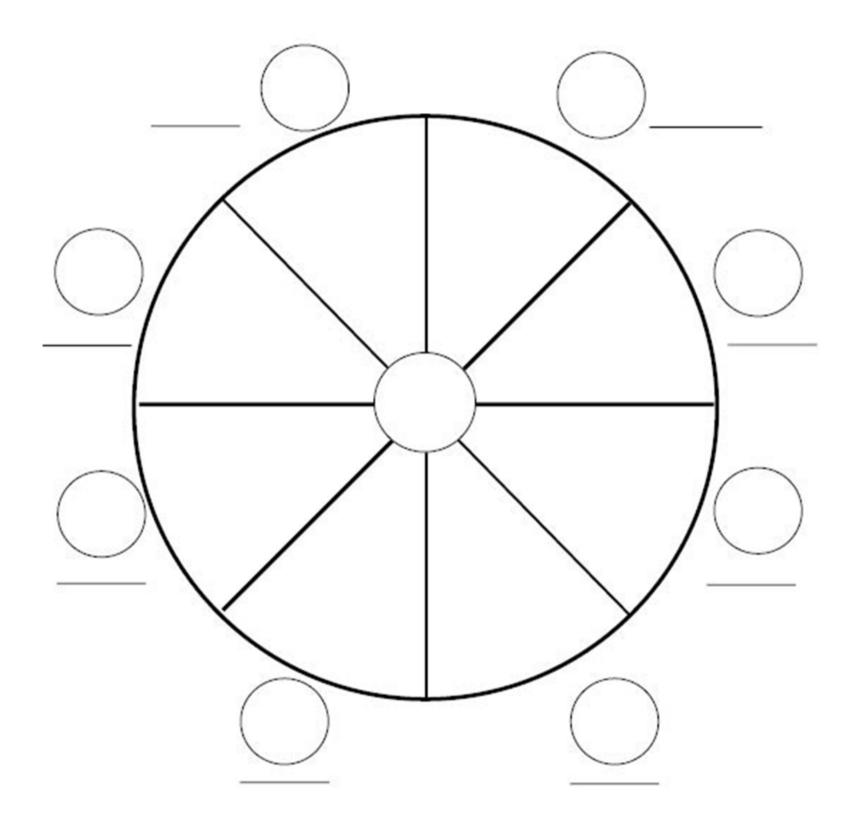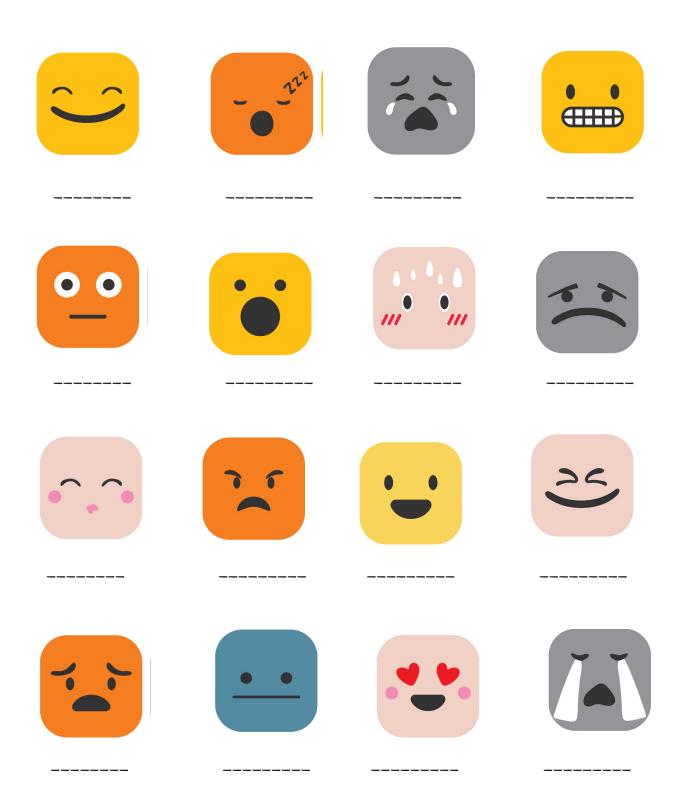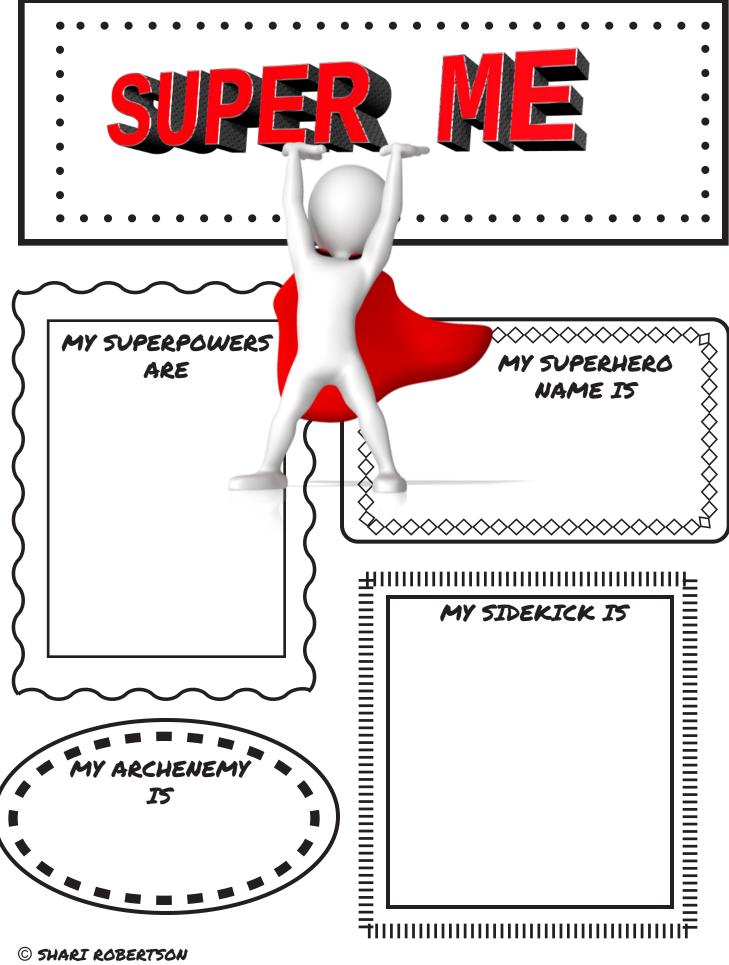
FEELINGS WHEEL

EMOTIONS ICONS

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

SUPER ME

MY SUPERPOWERS ARE

MY SUPERHERO NAME IS

MY SIDEKICK IS

MY ARCHENEMY IS

DOODLE MONSTERS!

My Doodle Monster's NAME is

My monster likes to eat

My monster lives in a

MY monster has lots of different body parts!

A _____ head

A _____ body

Two _____ eyes

Two_____ears

A _____ mouth

Two _____wings

A _____nose

Two_____horns

And _____

Words that describe how my monster moves

This is what makes my monster HAPPY	This is what makes my monster MAD	This is what makes my monster SAD	This is what makes my monster AFRAID

MY DOODLE MONSTER

SUGGESTED VOCABULARY WORDS FOR FIREFLY FOX
STICKY NOTE ACTIVITY
(See video on our You Tube Channel for Instruction)

curious	midnight	surprised	miserable
peaceful	glowing	fluorescent*	enormous
grumpy	however	suddenly	surprised
sleepy	brightly	scrub	trotted
celebration	quickly	firefly	disturbed

Notes:
Encourage students to use all the words
Students can also create their own words
At least one word per page
Modify as necessary
*optional

WE ARE PINNING ACTIVITIES TO EXTEND THE FUN AND LEARNING ON PINTEREST! COME CHECK US OUT! @DynResources

SUBSCIRBE TO OUR YOU TUBE CHANNEL FOR ONGOING IDEAS, LESSONS, ACTIVITIES, AND FREE REESOURCES.

ANALOGY RELATIONSHIPS
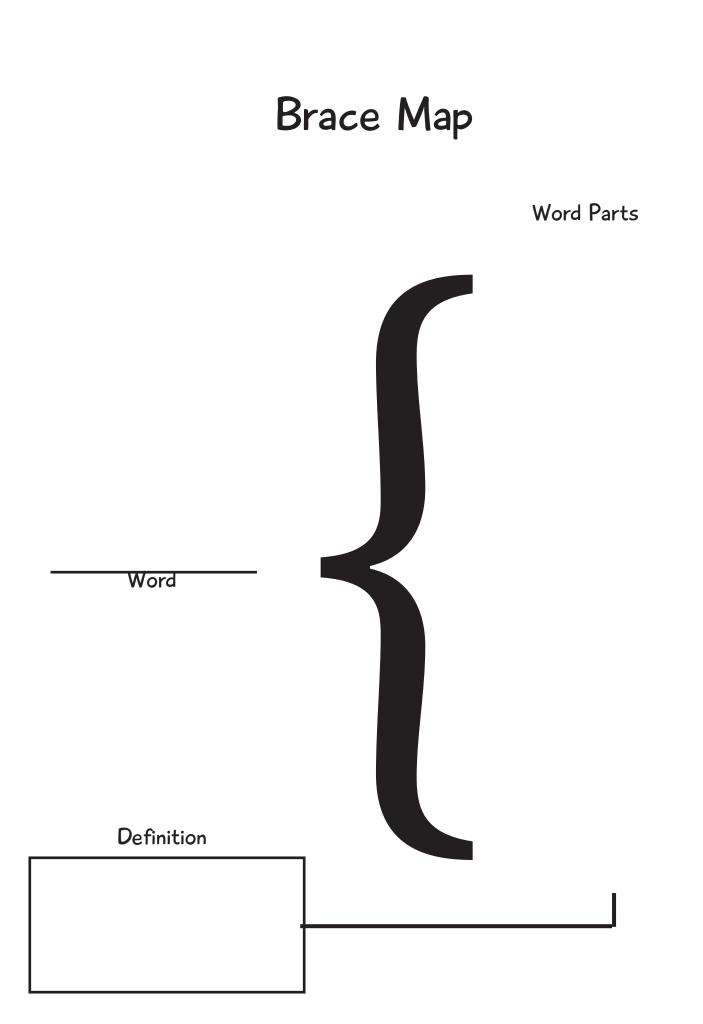
Relationship	Easy Example
Synonym	big:large::little:small
Antonym	in:out::up:down
Part/Whole	wheel:bike::tire:car
Characteristic	cold:snow::sweet:sugar
Cause/Effect	fire:burn::ice:freeze
Object/Location	cow:barn::bird:nest
Classification	purple:color::hammer:tool
Action/Object	fly:plane::drive:car
Item/Purpose	fork:eating::crayon:coloring
Product/Worker	smell:nose::sight:eye

BUILD - A - CINQUAIN

_____

Noun

_____   _____

Adjectives (describe the noun)

_____   _____   _____

Verbs (describe action of the noun)

_____   _____   _____   _____

Observations or Feelings

_____

Restate Noun or Synonym

SEEP

STEM	EXAMPLE	EXPLANATION	PICTURE

Brace Map

Word Parts

_____ Word

{

Definition

┌─────────────┐
│   │
│   │───────────────────┐
│   │
└─────────────┘

SEEP

STEM	EXAMPLE	EXPLANATION	PICTURE

Common Greek Roots
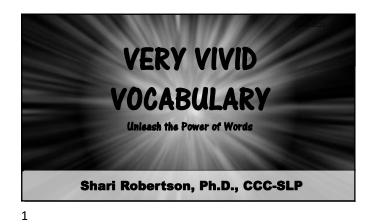
Greek Root	Definition	Example
anthropo	man; human; humanity	anthropologist, philanthropy
auto	self	autobiography, automobile
bio	life	biology, biography
chron	time	chronological, chronic
dyna	power	dynamic, dynamite
dys	bad; hard; unlucky	dysfunctional, dyslexic
gram	thing written	epigram, telegram
graph	writing	graphic, phonograph
hetero	different	heteronym, heterogeneous
homo	same	homonym, homogenous
hydr	water	hydration, dehydrate
hyper	over; above; beyond	hyperactive, hyperbole
hypo	below; beneath	hypothermia, hypothetical
logy	study of	biology, psychology
meter/metr	measure	thermometer, perimeter
micro	small	microbe, microscope
mis/miso	hate	misanthrope, misogyny
mono	one	monologue, monotonous
morph	form; shape	morphology, morphing
nym	name	antonym, synonym
phil	love	philanthropist, philosophy
phobia	fear	claustrophobia, phobic
photo/phos	light	photograph, phosphorous
pseudo	false	pseudonym, pseudoscience
psycho	soul; spirit	psychology, psychic
scope	viewing instrument	microscope, telescope
techno	art; science; skill	technique, technological
tele	far off	television, telephone
therm	heat	thermal, thermometer

Common Latin Roots

Latin Root	Definition	Example
ambi	both	ambiguous, ambidextrous
aqua	water	aquarium, aquamarine
aud	to hear	audience, audition
bene	good	benefactor, benevolent
cent	one hundred	century, percent
circum	around	circumference, circumstance
contra/counter	against	contradict, encounter
dict	to say	dictation, dictator
duc/duct	to lead	conduct, induce
fac	to do; to make	factory, manufacture
form	shape	conform, reform
fort	strength	fortitude, fortress
fract	break	fracture, fraction
ject	throw	projection, rejection
jud	judge	judicial, prejudice
mal	bad	malevolent, malefactor
mater	mother	maternal, maternity
mit	to send	transmit, admit
mort	death	mortal, mortician
multi	many	multimedia, multiple
pater	father	paternal, paternity
port	to carry	portable, transportation
rupt	to break	bankrupt, disruption
scrib/script	to write	inscription, prescribe
sect/sec	to cut	bisect, section
sent	to feel; to send	consent, resent
spect	to look	inspection, spectator
struct	to build	destruction, restructure
vid/vis	to see	televise, video
voc	voice; to call	vocalize, advocate

Slide 1

VERY VIVID VOCABULARY

Unleash the Power of Words

Shari Robertson, Ph.D., CCC-SLP

1

Slide 2

DISCLOSURES

FINANCIAL
- I have been provided with an honorarium to present this webinar.
- I write, publish and speak extensively on topics related to language and literacy development (and other areas).
- I own a publishing company, Dynamic Resources, which publishes resources related to literacy development. Some of these resources are referenced and/or shown in this presentation.

NONFINANCIAL
No non-financial relationships exist related to the content of this presentation.

Shari Robertson, Ph.D., CCC-SLP, 2019
ASHA President
ASHA Fellow
Board Certified Specialist-Child Language
CEO Dynamic Resources

2

Slide 3

Discuss — Select — Implement

The role of vocabulary in the development of oral and written language

Children's literature to support vocabulary development across a variety of ages

Evidence-supported strategies to facilitate vocabulary development across a variety of service delivery models

3

Slide 4

National Reading Panel

"Good readers comprehend more words than poorer readers."

-National Reading Panel Report

4

Slide 5

Vocabulary Plays a CRITICAL Role in Academic Success and Reading

To be effective readers, students must make sense of the words they SEE (reading vocabulary) by comparing them to the words they have HEARD (oral vocabulary)

RISK OF *Awesome* TODAY

5

Slide 6

Language/Literacy Hierarchy

CONTENT AREAS

WRITING
(Expressive WRITTEN Language)

READING
(Receptive WRITTEN Language)

TALKING
(Expressive ORAL Language)

LISTENING
(Receptive ORAL Language)

6

IMPORTANT!

Students must understand the oral meaning of words before they can comprehend the written version of the word!

7

Vocabulary – not decoding skills - has been found to be the BEST predictor of later reading comprehension

Again…we already knew this….

Hooked on Phonics

8

It is especially critical that students who are at-risk vocabulary learners receive purposeful intervention to enhance the development of word knowledge and to help them become independent word learners and users.

9

UNFORTUNATELY……

○ Vocabulary Instruction in the classroom is not robust enough - especially for those with LLD challenges

10

○ Beck (2002) argued that there is little emphasis on vocabulary instruction in the classroom.
○ Further, Biemiller and Boote (2006) suggest that instruction is apparently "premised on the view that children can build the vocabulary they need after learning to read (decode) fluently, as little or no vocabulary instruction occurs during the primary grades".

11

From this perspective….

Once students can decode, they will somehow miraculously learn all the vocabulary they need!

(We know this is ridiculous…)

12

Wright and Neuman (2014)…

…evaluated over 600 hours of instruction in 55 classrooms (range of SES schools). Vocabulary instruction by teachers was characterized by:

O **One-time, brief word** explanations

O Vocabulary taught **out of context**

O **Little attention to on strategies for learning vocabulary**

O **Unsystematic word selection**

O **Minimal time spent on vocabulary devoted to subject areas** (e.g., science and social studies in which word explanations were most dense)

13

FORTUNATELY….

o Deficits in vocabulary can be remediated with quality, evidence-based intervention.

And SLPs have the expertise and skills to do it.

14

O SLPs understand that to construct meaning from written language, students need to have moved beyond decoding.

O Our task is to help students develop an adequate vocabulary base as well as a set of strategies to establish the meanings of unknown words from context.

15

IMPORTANT

At the same time, regardless of the service delivery model, intervention should be built around curriculum-relevant activities and materials

16

Compare Current Skills Levels to State Educational Standards

Taking time to do a crosswalk between state educational skills and standards and the student's current skills related to language and literacy can help you identify gaps in critical knowledge and design appropriate intervention to close those gaps.

17

Understand and Use a Variety of Words From Different Semantic Categories

• Nouns

• Verbs

• Adjectives

• Adverbs

• Prepositions

• Conjunctions

18

Grade-Level Vocabulary and Content

o Unknown words
o Multiple meaning words
o Use context as a clue to meaning

19

Morphological Skills

o Affixes/prefixes
o Working with word roots
o Compound words

20

Word Relationships

o Categorization
o Shades of meaning
o Synonyms, Antonyms
o Real-life connections between words and use
o Literal/non-literal language
o Figurative language
o Homographs/homonyms
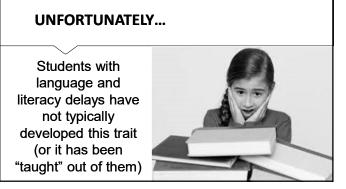
21
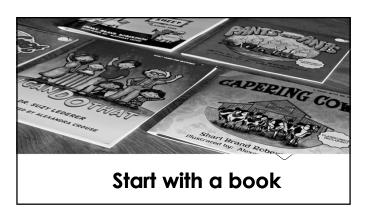
Word Conscious students:

❖ have an awareness and interest in words, their meaning, and their power.
❖ enjoy words and are eager to learn new words and to use them.

22

UNFORTUNATELY...

Students with language and literacy delays have not typically developed this trait (or it has been "taught" out of them)

23

Start with a book

24

4

BOOKS
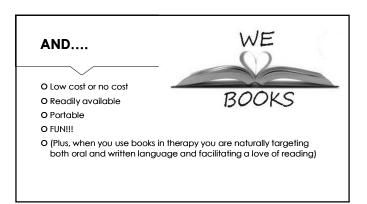
○ A study by Haynes and Ahrens (1988) revealed that children's books contain approximately twice as many infrequently used or rare (think Tier 2 and 3) words than even conversations among college students.

25

AND….

○ Low cost or no cost
○ Readily available
○ Portable
○ FUN!!!
○ (Plus, when you use books in therapy you are naturally targeting both oral and written language and facilitating a love of reading)

26

AND FINALLY …Indiana Core Standards

○ Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

27

Just a few of the Vocabulary Standards and possible IEP goals that this book could address…

✓ Double-meaning words
✓ Critical thinking
✓ Synonyms
✓ Adjectives
✓ Shades of Meaning
✓ Prefixes and Affixes
✓ Pragmatic Skills
✓ Adverbs

✓ Building Tier 2 vocabulary
✓ Phonological awareness (rhyming)
✓ Predicting
✓ Answering Wh Questions
✓ Figurative Language ~ Literal/Non-literal language
✓ Using context as a clue to word meanings

28

Look to the Research!

What the literature tells us about effective vocabulary instruction

29

1. Reading aloud/incorporating books into therapy is an effective and efficient way to build vocabulary.
2. Active engagement improves learning.
3. Effective direct vocabulary instruction does not rely on definitions.
4. Teaching word parts enhances learning.
5. Students must represent their knowledge of words in both linguistic and non-linguistic ways.
6. Playing with words and gamification are effective ways to help students become more word conscious.
7. Repeated exposure is essential

30

5

Interactive Reading Strategies

- •**Echo Reading**
- •**Paired Reading**
- •**Questioning Strategies**
- •**Predicting**
- •**Wordless Books**
- •**Reader's Theatre**

Children learn to read by being read to.

31

Echo Reading

32

33

A READ WITH ME BOOK

CAPERING COWS

FLASHCARDS INCLUDED!

Shari Brand Robertson
Illustrated by: Alexandra Crouse

34

Echo Reading, Antonyms

Brown cows.
White cows.

Heavy cows.
Light cows.

35

Paired Reading, Shades of Meaning,

Cows that caper.
Cows that dance.
Cows that wear polka-dotted pants.

36

amorous cow | farm cow | glamorous cow
grumpy cow | city cow | plain cow

37

hairy cow | heavy cow | friendly cow
bare cow | light cow | scary cow

38

Make your own cow pairs!

Representing Vocabulary in linguistic and non-linguistic modes

Eating Cows | Beating Cows
Sleeping Cowss | Weeping Cows
Reading Cows | Seeding Cows

39

I CAN DO THAT

DR. SUZY LEDERER

ILLUSTRATED BY ALEXANDRA CROUSE

40

Rosie's Walk
By PAT HUTCHINS

41

Rosie the Hen went for a walk:

O Across the yard
O Around the pool
O Over the haystack
O Past the mill
O Through the fence
O Under the beehive
O And got home just in time for dinner!
O (Unaware that the fox had been chasing her the entire time)

42

Slide 43

Create your own story!

the _____ went for a walk

THROUGH the _____

ACROSS the _____

DOWN the _____

OVER the _____

AROUND the _____

and UNDER the _____

and got home just in time for _____

Extend to Written Language

43

Slide 44

Create your own story!

Rudy the cat went for a walk

THROUGH the cat door

ACROSS the grass

DOWN the driveway

OVER the car

AROUND the tree

and UNDER the bridge

and got home just in time for cuddles

Targets multiple Core Communication Skills: Tell or recount a story; Use complete sentences, Demonstrate understanding. Scaffold to story grammar development..MORE!

○ Students write or dictate nouns that go into the boxes to create their own versions of Rosie's Walk.

44

Slide 45

Create your own story!

Rudy the cat went for a walk

THROUGH the cat door

ACROSS the grass

DOWN the driveway

OVER the car

AROUND the tree

and UNDER the bridge

and got home just in time for cuddles!

Add simple pictures

Addresses Core Skills:
Speaking and listening/presentation of knowledge and ideas
• Adds drawing or other visual displays to clarify information, ideas, thoughts, feelings

45

Slide 46

Create your own story!

Rudy the black cat went for a walk

THROUGH the tiny cat door

ACROSS the short grass

DOWN the long driveway

OVER the old car

AROUND the big tree

and UNDER the creaky bridge

and got home just in time for warm cuddles

Add Adjectives

○ Core Skills:
  ○ Use Adjectives
  ○ Produce and expand sentences
  ○ Shades of meaning/adjectives
○ **IEP Goals**
  ○ Increase MLU (oral)
  ○ Facilitate understanding of sentence structure (oral and written)
  ○ Retell/Sequence story

46

Slide 47

Create your own story!

Rudy the white cat went for a walk

THROUGH the big cat door

ACROSS the tall grass

DOWN the short driveway

OVER the new car

AROUND the little tree

and UNDER the tiny bridge

and got home just in time for chilly cuddles

Add Adjectives

Add Opposites

○ Does it make sense?
○ Draw story both ways!

○ (Also works with **SYNONYMS** – more Classroom standards and IEP targets)

47

Slide 48

Summary of Research Teaching Vocabulary

☒ Reading aloud/incorporating books into therapy is an effective and efficient way to build vocabulary.

☒ Active engagement improves learning. **ECHO READING, PREDICTING, READER'S THEATRE**

☒ Effective direct vocabulary instruction does not rely on definitions.

☐ Teaching word parts enhances learning.

☒ Students must represent their knowledge of words in both linguistic and non-linguistic ways.

☒ Playing with words and gamification are effective ways to help students become more word conscious.

☒ Repeated exposure is essential

Core Standards

Word Relationships

Understand and Use a Variety of Words from Different Semantic Categories.
☐ Nouns
☐ Verbs
☐ Adjectives
☐ Adverbs
☐ Prepositions
☐ Conjunctions

➩ Categorization
➩ Shades of Meaning
➩ Synonyms, Antonyms
➩ Real-Life Connections Between Words and Use
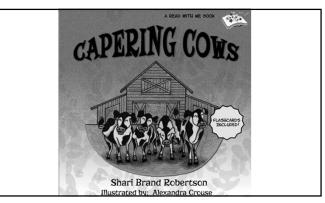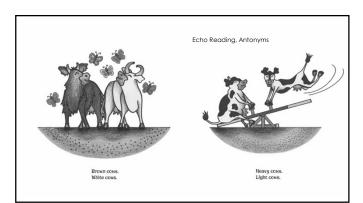☐ Literal/Non-Literal Language
☐ Figurative Language
☐ Homographs/Homophones

Grade-Level Vocabulary and Content
☐ Unknown Words
☐ Multiple Meaning Words
➩ Using Context as a Clue to Meaning
➩ Represent Words Using Visual Displays

Morphological Skills
☐ Affixes/Roots
☐ Greek/Latin Influences
☐ Compound Words

48

Movement	
Lurch	Slink
Walk	Glide
Strut	Float
Prance	Slither
March	Squirm
Trudge	Ooze
Lumber	Prowl
Clomp	Stride
Stomp	Mosey
Tiptoe	Sneak

49

Act it Out

○ Obviously, you are going to have students act out all of the different ways a Monster can move!

○ "Slink," lumber," and "march" your way across the room. Try the "side lurch" like Uncle Rob (the zombie).

○ For multiple students, have them pick which form of movement they want to demonstrate or do a compare and contrast, such as "prowl" versus "prance."

50

Extend
(so many ways to do this: Here is one)

○ Brainstorm others things that could move in the way described….And what could not!

Things that lumber: Things that do NOT lumber:

Elephant   Snake

Rhinocerous   Butterfly

Gorilla   Eagle

Categorization, Critical Thinking

51

STICKY NOTE ALERT
One of my new favorites…

52

CREATE A NEW BOOK TITLE!

○ Task: Create a title for another (hypothetical) book following the pattern of the title from *Monsters Can Mosey.*

○ For younger students: Have students brainstorm other ways that "nouns" can "move." You write the title on a sticky note and they add it to the poster or word wall board.

○ For older students: Students create and write titles themselves.

53

Movement		Fear	Cognition	
Lurch	Slink	Scary	Think	
Walk	Glide	Unnerving	Know	
Strut	Float	Panic	Suspect	
Prance	Slither	Frighten	Keep in mind	
March	Squirm	Spooky	Conclude	
Trudge	Ooze	Creepy	Suppose	
Lumber	Prowl	Horrifying	Imagine	
Clomp	Stride			
Stomp	Mosey			
Tiptoe	Sneak			

54

Slide 55

Summary of Research
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- ☒ Reading aloud/incorporating books into therapy is an effective and efficient way to build vocabulary.
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Word Relationships
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- ⇨ Shades of Meaning
- ⇨ Synonyms, Antonyms
- ⇨ Real-Life Connections Between Words and Use
- ☐ Literal/Non-Literal Language
- ☐ Figurative Language
- ☐ Homographs/Homophones

Morphological Skills
- ☐ Affixes/Roots
- ☐ Greek/Latin Influences
- ☐ Compound Words

55

Slide 56

A READ WITH ME! BOOK

SHIVERING SHEEP AND PLAYFUL PIGS

FLASHCARDS INCLUDED!

SHARI BRAND ROBERTSON
ILLUSTRATED BY: ALEXANDRA CROUSE

56

Slide 57

Which one is different?

hockey sheep

beach sheep

soccer sheep

57

Slide 58

Let's have fun with
Shivering Sheep and Playful Pigs!

Look carefully!
Which sheep do you think might be pigs?
What do you see that gives you a clue?

Critical Thinking

58

Slide 59

Sheep Sort!

boy sheep

girl sheep

beach sheep

button sheep

chilly sheep

smelly sheep

soccer sheep

sweat sheep

Clothes

No Clothes

59

Slide 60

Get Crafty!

Represented in both linguistic and non linguistic modes

GET CRAFTY WITH SHIVERING SHEEP AND PLAYFUL PIGS!

bubble wrap Sheep
Pop a bubble for each good "sh" sound! Then make a sheep!

Are you a sheep or a pig? Try both! What sound do you make?

Make Pigs in a Blanket! (Wrap crescent rolls around small sausages and bake until golden brown)

Add some pig tails or ears to turn your sheep into pigs in disguise!

60

Slide 61

Summary of Research
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⇨ Multiple Meaning Words
⇨ Using Context as a Clue to Meaning
⇨ Represent Words Using Visual Displays

Word Relationships
⇨ Categorization
☐ Shades of Meaning
⇨ Synonyms, Antonyms
⇨ Real-Life Connections Between Words and Use
⇨ Literal/Non-Literal Language
⇨ Figurative Language
☐ Homographs/Homophones

Morphological Skills
☐ Affixes/Roots
☐ Greek/Latin Influences
☐ Compound Words

61

Slide 62

62

Slide 63

63

Slide 64

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Slide 65

65

Slide 66

66

Syllable Segmenter

Skill: Identify the number of syllables in each word.
Directions: Drag the picture under the correct column to indicate the number of syllables in the word.

67

What group does it go in?

How is it different from other foods in that group?

When do we eat it?

How is it made?
OR
What can you make with it?

What does it look like? (size, shape, color, parts)

How does it smell or taste?

What does it sound like?

How does it feel?

Where do you find it or keep it?

68

BIG	BIGGER	BIGGEST

Drag and drop match items to correct term
avocado, peanut, banana

Peas | Peanut | Apples | Banana | Potatoes | Strawberries | Avocado | Chocolate Milk

69

SMALL	SMALLER	SMALLEST

Drag and drop match items to correct term
Pea, strawberry, apple

Peas | Peanut | Apples | Banana | Potatoes | Strawberries | Avocado | Chocolate Milk

70

SMALL	SMALLER	SMALLEST

Drag and drop match items to correct term
Pea, strawberry, apple

Peas | Peanut | Apples | Banana | Potatoes | Strawberries | Avocado | Chocolate Milk

71

Summary of Research
Teaching Vocabulary

Reading aloud/incorporating books into therapy is an effective and efficient way to build vocabulary.

Active engagement improves learning.
PAIRED READING, PREDICTING, READER'S THEATRE

Effective direct vocabulary instruction does not rely on definitions.

Teaching word parts enhances learning.

Students must represent their knowledge of words in both linguistic and non-linguistic ways.

Playing with words and gamification are effective ways to help students become more word conscious.

Repeated exposure is essential

Core Standards

Understand and Use a Variety of Words from Different Semantic Categories.

- Nouns
- Verbs
- Adjectives
- Adverbs
- ☐ Prepositions
- ☐ Conjunctions

Grade-Level Vocabulary and Content

- ☐ Unknown Words
- ☐ Multiple Meaning Words
- Using Context as a Clue to Meaning
- Represent Words
- Using Visual Displays

Word Relationships

- Categorization
- Shades of Meaning
- Synonyms, Antonyms
- Real-Life Connections Between Words and Use
- ☐ Literal/Non-Literal Language
- Figurative Language
- ☐ Homographs/Homophones

Morphological Skills

- ☐ Affixes/Roots
- ☐ Greek/Latin Influences
- Compound Words

Comparatives, Superlatives

72

Wordless Books

O Great vehicle to target a wide variety of targets:

O Vocabulary

O Semantics (word categories)

O Story Structure

O Writing

73

SPOTLESS SPOT

A WORDLESS BOOK

ILLUSTRATED BY ALEXANDRA CROUSE

74

Retell Story using modeled vocabulary, VERBS, ADJECTIVES/ADVERBS

75

FOR OLDER STUDENTS

A Read with Me Book

Pick a Wordless Book

FireFly Fox

A Wordless Story

ALEXANDRA CROUSE BOWSER

Small groups, full class, individual students

76

Create a set of vocabulary words

O Identify potential vocabulary words from story.

O Could use nouns, verbs, adjectives, adverbs, conjunctions, compound words, double meaning words, and more (based on appropriate grade level/academic expectations)

O Students write one word per sticky note

O Students determine which page of the wordless book would be appropriate for that word (okay to put more than one word on a page)

O Works very well in groups of all sizes.

77

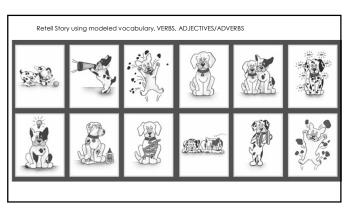### Summary of Research Teaching Vocabulary

[X] Reading aloud/incorporating books into therapy is an effective and efficient way to build vocabulary.

[X] Active engagement improves learning. **WORDLESS BOOKS, FRIENDLY QUESTIONS, PREDICTION**

[X] Effective direct vocabulary instruction does not rely on definitions.

[ ] Teaching word parts enhances learning.

[X] Students must represent their knowledge of words in both linguistic and non-linguistic ways.

[X] Playing with words and gamification are effective ways to help students become more word conscious.

[X] Repeated exposure is essential

Core Standards

Understand and Use a Variety of Words from Different Semantic Categories.

Nouns
Verbs
Adjectives
Adverbs
Prepositions
Conjunctions

Grade-Level Vocabulary and Content

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Categorization
Shades of Meaning
Synonyms, Antonyms
Real-Life Connections Between Words and Use
[ ] Literal/Non-Literal Language
[ ] Figurative Language
[ ] Homographs/Homophones

Morphological Skills

[ ] Affixes/Roots
[ ] Greek/Latin Influences
[ ] Compound Words

78

Slide 79

Skill-Based Assessment of Core Communication Standards: 3-5

Progress Monitoring Detailed Summary

| Name | Grade | Age |

SPEAKING AND LISTENING DOMAIN	% Correct	% Correct	% Correct
Date Administered			
Comprehension and Collaboration			
3 Engage in Collaborative Discussions on Grade 3 Topics			
3 Determine the Main Idea and Supporting Details of Text Read Aloud			
3 Ask and Answer Questions, Offer Appropriate Elaboration and Detail			
4 Engage in Collaborative Discussions on Grade 4 Topics			
4 Paraphrase Information			
4 Identify Supporting Information			
5 Engage in Collaborative Discussions on Grade 5 Topics			
5 Summarize Information			
5 Summarize Supporting Evidence			
5 Adapt Speech			
Presentation of Knowledge and Ideas			
3 Express Knowledge of Topics or Texts, Tell Stories, or Retell Experiences			
3 Speak in Complete Sentences to Provide Detail and Clarification			
4 Express Knowledge of Topics or Texts, Tell Stories, or Retell Experiences			
4 Differentiate Contexts For and Use Appropriately Formal and Informal English			
5 Report on a Topic or Text, Present an Opinion with Sequence, Logic, and Details to Support Main Ideas and Themes while Speaking Clearly at an Understandable Pace			

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Slide 80

Skill-Based Assessment of Core Communication Standards: 3-5

LANGUAGE DOMAIN	% Correct	% Correct	% Correct
Date Administered			
Conventions of Standard English			
Explain Function of Nouns, Verbs, Adjectives, and Adverbs			
3 Form and Use Regular and Irregular Plural Nouns			
Use Abstract Nouns			
Form and Use Regular and Irregular Verbs			
Form and Use Simple Verb Tenses			
Ensure Subject-Verb Agreement			
Ensure Pronoun-Antecedent Agreement			
Form and Use Comparative and Superlative Adjectives and Adverbs			
Use Coordinating and Subordinating Conjunctions			
Use Relative Pronouns and Adverbs			
Produce Simple, Compound, and Complex Sentences			
Form and Use Progressive Verb Tenses			
Use Modal Auxiliaries to Convey Various Times, Sequences, States, and Conditions			
Order Adjectives Within Sentences			
4 Form and Use Prepositional Phrases			
Produce Complete Sentences, Recognizing and Correcting Fragments and Run-Ons			
4 Correctly Use Frequently Confused Words			
Explain Function of Conjunctions, Prepositions, and Interjections			
5 Form and Use Perfect Verb Tenses			
Use Verb Tenses to Convey Various Times, Sequences, States, and Conditions			
Recognize and Correct Inappropriate Shifts in Verb Tense			
Use Correlative Conjunctions			

Summary form may be reproduced by a single user for assessment purposes. Also available at www.dynamic-resources.org.

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Slide 81

Skill-Based Assessment of Core Communication Standards: 3-5

LANGUAGE DOMAIN (CONT)	% Correct	% Correct	% Correct
Date Administered			
Vocabulary Acquisition and Use			
3 Use Sentence-Level Context as a Clue			
3 Determine Meaning of Word Formed when Known Affix is Added to Known Word			
3 Use Known Root Word as Clue to Meaning of Unknown Word with Same Root			
3 Use Glossaries or Beginning Dictionaries to Determine or Clarify Meaning			
3 Distinguish Literal and Nonliteral Meanings of Words and Phrases			
3 Identify Real-Life Connections Between Words and their Use			
3 Distinguish Shades of Meaning Among Related Words Describing States of Mind			
3 Acquire and Use Grade-Appropriate Words, Including Spatial and Temporal			
3 Use Context as a Clue to Meaning			
4 Use Greek and Latin Affixes and Roots as Clues to Meaning of a Word			
4 Consult Reference Materials to Find Pronunciation and Clarify Meaning			
4 Explain Simple Similes and Metaphors in Context			
4 Recognize and Explain Meaning of Common Idioms, Adages, and Proverbs			
4 Demonstrate Understanding of Words by Relating Them to Their Opposites (antonyms) and to Words with Similar but not Identical Meanings (synonyms)			
4 Acquire and Use Accurately Grade-Appropriate Words and Phrases			
5 Use Context as a Clue to the Meaning of a Word or Phrase			
5 Use Greek and Latin Affixes and Roots as Clues to Meaning of a Word			
5 Consult Reference Materials to Find Pronunciation and Clarify Meaning			
5 Interpret Figurative Language, Including Similes and Metaphors			
5 Recognize and Explain the Meaning of Idioms, Adages, and Proverbs			
5 Use Relationships Between Synonyms, Antonyms, and Homographs to Better Understand Meaning			
5 Acquire and Use Words and Phrases that Signal Logical Relationships			

Summary form may be reproduced by a single user for assessment purposes. Also available at www.dynamic-resources.org.

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Slide 82

A Read with Me Book

Rudy and the Butterflies

by Perry Flynn with Craig Pippert

illustrated by Anne Kiefaber

82

Slide 83

Rudy and the Butterflies
Vocabulary and Semantics

This story incorporates rich vocabulary across a variety of semantic categories (an important part of most state core educational standards and critical key to academic and reading success). Download a companion activity sheet for each of the categories below!

www.dynamic-resources.net

Semantic Category	(Some) Examples from Story
Nouns	spectators, flock, rosette, loving cup, foal, colt, mare, arena, obstacles, blaze, kaleidoscope, whinny
Verbs	munched, gloated, plotted, thwarted, swooped, perked, brimming, romped, veered, crowned, hatched, gathered
Adjectives	elegant, foolish, sneaky, charming, hard-hearted, crafty, heartfelt, magnificent, dastardly, fluttery, fiendish, handsome, speedy, enormous
Adverbs	**Time:** soon, eventually, next, before, now,first **Place:** over, toward, wherever, around,across **Manner:** wildly, carelessly, smoothly, perfectly
Synonyms/Shades of Meaning	**Evil:** villainous, dreadft, mean, displacable **Horse:** mare, filly, foal, colt **Flowers:** posies, blossoms, blooms
Alliteration	fancy fillies, awesome awards, terrific trophies, beautiful butterflies, pretty posies, colorful creatures
Similies/Figurative Language	mad as a hornet, like he had wings on his feet, ran like the wind, like the shifting colors of a kaleidoscope

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Slide 84

4 Acquire and Use Accurately Grade-Appropriate Words and Phrases
5 Use Context as a Clue to the Meaning of a Word or Phrase
5 Use Greek and Latin Affixes and Roots as Clues to Meaning of a Word
5 Consult Reference Materials to Find Pronunciation and Clarify Meaning
5 Interpret Figurative Language, Including Similes and Metaphors
5 Recognize and Explain the Meaning of Idioms, Adages, and Proverbs
5 Use Relationships Between Synonyms, Antonyms, and Homographs to Better Understand
5 Acquire and Use Words and Phrases that Signal Logical Relationships

Figurative Language

- Mad as a hornet
- Ran like the wind
- Like the shifting colors of a kaleidoscope
- Like a spoiled brat
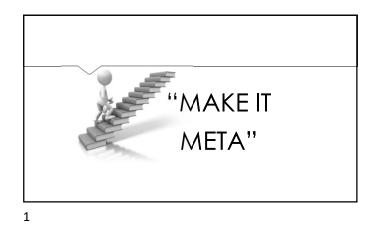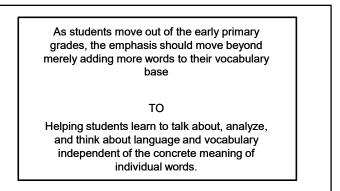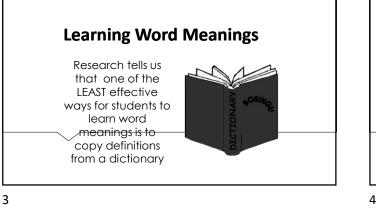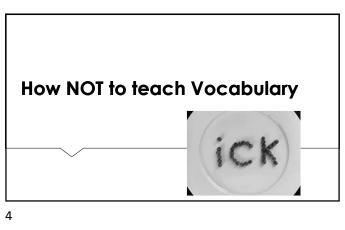- Like he had wings on his feet

84

85

86

How many bajillion vocab (and other language targets) did this ONE BOOK target?

Picking the right book is important!
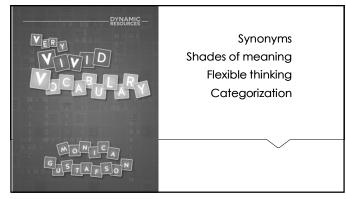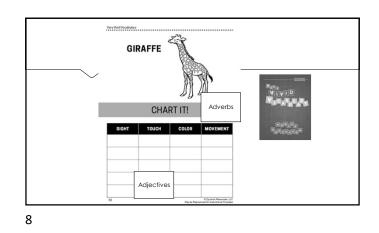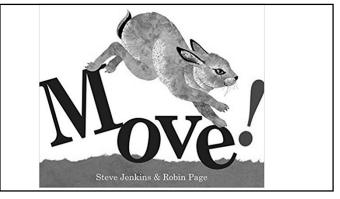
87

"MAKE IT META"

1

As students move out of the early primary grades, the emphasis should move beyond merely adding more words to their vocabulary base

TO

Helping students learn to talk about, analyze, and think about language and vocabulary independent of the concrete meaning of individual words.

2

Learning Word Meanings

Research tells us that one of the LEAST effective ways for students to learn word meanings is to copy definitions from a dictionary

3

How NOT to teach Vocabulary

4

"Although studies indicate that some intervention is better than none, rote memorization of words and definitions is the least effective instructional method, resulting in little long-term effect."

(Kameenui, Dixon and Carine, 1987; Baker, Simmons, and Kameenui, 1995).

"Finding word definitions and writing those words in sentences has very little impact on word knowledge and language use."
Janet Allen, 1999

5

Synonyms
Shades of meaning
Flexible thinking
Categorization

6
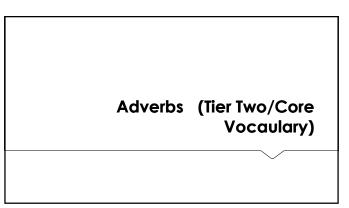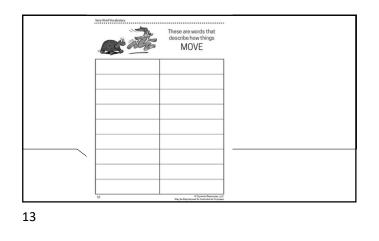
These are words that describe how things
FEEL

soft	scratchy
smooth	hard
bumpy	squishy
rough	prickly

7

Very Vivid Vocabulary

GIRAFFE

CHART IT!   Adverbs

SIGHT	TOUCH	COLOR	MOVEMENT
Adjectives			

8

Very Vivid Vocabulary

OCTOPUS

CHART IT!

SIGHT	TOUCH	SOUND	COLOR	MOVEMENT

Use Classroom Vocabulary (Science, Social Studies Units, spelling words, etc.) - (grade level content)

9

Move!

Steve Jenkins & Robin Page

10
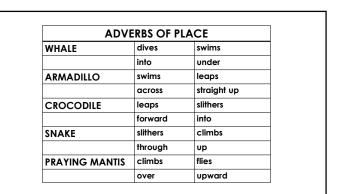
WHALE	**dive**	**swim**
ARMADILLO	**swim**	**leap**
CROCODILE	**leap**	**slither**
SNAKE	**slither**	**climb**
PRAYING MANTIS	**climb**	**fly**

11

Adverbs (Tier Two/Core Vocaulary)

12

Very Vivid Vocabulary

These are words that describe how things
MOVE

13

Very Vivid Vocabulary
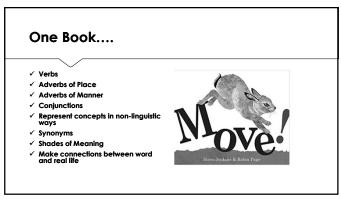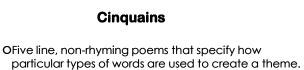
These are words that describe how things
MOVE

quickly	slowly
lazily	carefully
gently	sneakily
happily	interestingly
excitedly	eagerly
wildly	loudly
quietly	silently
noiselessly	noisily
dangerously	effortlessly

14

ADVERBS OF MANNER		
WHALE	dives	swims
	eagerly	lazily
ARMADILLO	swims	leaps
	slowly	excitably
CROCODILE	leaps	slithers
	wildly	(silently)
SNAKE	slithers	climbs
	quickly	effortlessly
PRAYING MANTIS	climbs	flys
	slowly	carefully

15

ADVERBS OF PLACE		
WHALE	dives	swims
	into	under
ARMADILLO	swims	leaps
	across	straight up
CROCODILE	leaps	slithers
	forward	into
SNAKE	slithers	climbs
	through	up
PRAYING MANTIS	climbs	flies
	over	upward

16

One Book….

- ✓ Verbs
- ✓ Adverbs of Place
- ✓ Adverbs of Manner
- ✓ Conjunctions
- ✓ Represent concepts in non-linguistic ways
- ✓ Synonyms
- ✓ Shades of Meaning
- ✓ Make connections between word and real life

Move!
Steve Jenkins & Robin Page

17

Cinquains

- ⭕ Five line, non-rhyming poems that specify how particular types of words are used to create a theme.
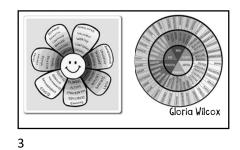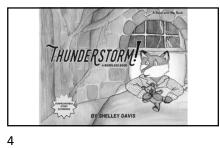- ⭕ Target wide range of language and CCSS skills.
- ⭕ Great way to work with entire class (and your students at the same time) to reinforce learning, semantic categories, and academic vocabulary.

18

1

FEELINGS WHEEL

surprised · angry · happy · sad · disgust · love · scared

FEELINGS WHEEL

2

FEELINGS WHEEL

FEELINGS WHEEL

3

Gloria Wilcox

4

A Read with Me Book

THUNDERSTORM!
A WORDLESS BOOK

DOWNLOADABLE STORY EXTENDERS

BY SHELLEY DAVIS

5

miserable	relieved	sad	frightened
lonely	suprised	curious	imaginative
peaceful	excited	unaware	sleepy
happy	angry	energetic	scared

6

loving

happy

7

peaceful

8

RaTaTa... CRASH

surprised

CRACK

9

Active Engagement
Talk, Move, Image

Summary of Research
Teaching Vocabulary

☐ Reading aloud/incorporating books into therapy is an effective and efficient way to build vocabulary.

☐ Active engagement improves learning.

☐ Effective direct vocabulary instruction does not rely on definitions.

☐ Teaching word parts enhances learning.

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☐ Playing with words and gamification are effective ways to help students become more word conscious.

☐ Repeated exposure is essential

Slide 10

Create a
DOODLE
WORK OF ART!

Slide 11

- Start with a white sheet of paper.
- Take a black marker (or whatever you want or have in your hand!) and draw a line that curls all around the paper.
- Keep the marker on the paper, making loops and designs.
- When you feel you have finished, connect the line to the start to enclose the loop.

Start and end!

Slide 12

- If you wish, color in the areas, using whatever colors you like!

Sign it!

Shari Robertson

Slide 13

Shari Robertson

Now it is a MASTERPIECE!

Slide 14

Partner Doodle

- One child closes eyes and makes a doodle (move pencil without picking it up)
- Passes doodle to a partner.
- Partner finishes the doodle into a drawing of something – real or make believe (or just an interesting doodle).
- Talk about what it is, how it's used, why they chose to turn the doodle into that "thing." etc

Slide 15

Partner Doodle

- One child closes eyes and makes a doodle (move pencil without picking it up)
- Passes doodle to a partner.
- Partner finishes the doodle into a drawing of something – real or make believe (or just an interesting doodle).
- Talk about what it is, how it's used, why they chose to turn the doodle into that "thing." etc

Slide 16

Create a
DOODLE
MONSTER!

Download templates
www.dynamic-resources.net/fre resources

www.classroomdoodles.com/animal-creations.html

Slide 17

- Get a plain piece of paper and a drawing utensil.
- Pick a head and trace it near the top of the paper. Make sure you leave for any horns and long legs!
- Add other body parts by tracing the ones you like onto your doodle monster.
- Now, add in any of your own fun designs.
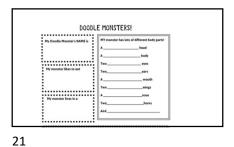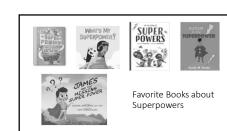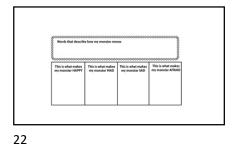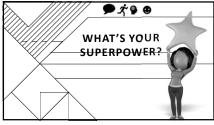- Name your doodle monster and color any way you like (or not!).

Slide 18

Language/Vocab Goals

- Describe the body parts you used (humongous nose, delicate wings, spiky hair, etc.)
- Tell back story (what does your monster like to eat where does it live, how does it move)
- Describe ways your monster can move (and act it out)

Slide 19

Feelings/EQ

- How is your monster feeling today?
- What makes him mad?
- What makes her happy?
- What makes her sad?
- What makes your monster afraid?

19

Slide 20

MY DOODLE MONSTER

DOODLE MONSTERS!

Available in handouts at
www.dynamic-resources.net
FREE RESOURCES TAB

20

Slide 21

DOODLE MONSTERS!

My Doodle Monster's NAME is

MY monster has lots of different body parts!

A _____ head
A _____ body
Two _____ eyes
Two _____ ears
A _____ mouth
Two _____ wings
A _____ nose
Two _____ horns
And

My monster likes to eat

My monster lives in a

21

Slide 22

Words that describe how my monster moves

This is what makes my monster HAPPY	This is what makes my monster MAD	This is what makes my monster SAD	This is what makes my monster AFRAID

22

Slide 23

WHAT'S YOUR SUPERPOWER?

23

Slide 24

Favorite Books about Superpowers

24

Slide 25

Important Things About Superheros

- ✓ Superhero name
- ✓ Special powers and abilities
- ✓ Sidekick(s)
- ✓ Nemesis or archenemy (that usually embody the opposite of their goals and beliefs)

25

Slide 26

SUPER ME

26

Slide 27

Expansion Activities

More Superhero Stuff to Imagine

- Interesting **backstory**
- Specific **favorites** (like food, clothes, etc.)
- Mode of transportation (vehicle)
- Where they live
- How they transform
- Particular **goals and beliefs**
- Other characteristics that **set them apart** from "normal" people

27

Cinquain Template

(1) Noun   ___

(2) Adjectives   ___ ___

(3) Verbs   ___ ___ ___

(4) Feelings or observations   ___ ___ ___ ___

(1) Repeat or re-state noun   ___

*See Template in Handouts

19

Cinquains!

Create Your Own!

20

21

Awesome Analogies

O Not just for MAT test! Analogies are an excellent vehicle for building vocabulary at the meta-level.

O An be used with very young students through high school and beyond.

O To complete an analogy, students must know the meanings of each word and be able to identify the relationship between them based on the critical characteristics of the words.

22

Learn the notation

O _____:_____ (blank is to blank)

O :: (as)

O _____:_____ (blank is to blank)

23

Examples of Types of Analogy Relationships

| Relationship	Easy Example
Synonym	big:large::small:little
Antonym	in:out::up:down
Part/Whole	wheel:bike::tire:car
Characteristic	cold:snow::sweet:sugar
Cause/Effect	fire:burn::ice:freeze
Object/Location	cow:barn::bird:nest
Classification	purple:color::hammer:tool
Action/Object	fly:plane::drive:car
Item/Purpose	fork:eating::crayon:coloring
Product/Worker	smell:nose::sight:eye
*this list is included in your handouts	

24

4
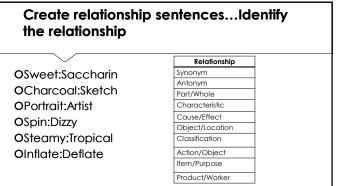
Teaching Analogies

o Key is to determine the relationship between the first set of words. (can use the list)

o Create a "relationship sentence" to link the words.
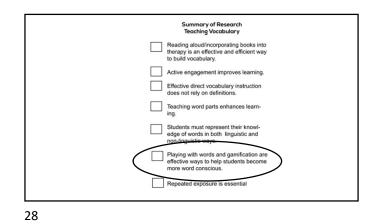
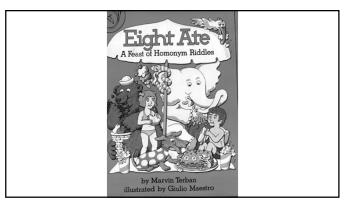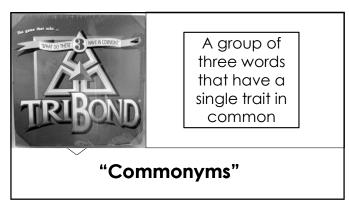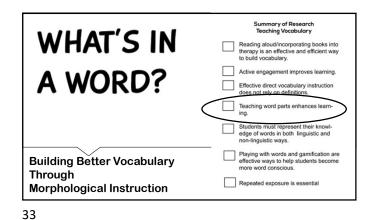o Then, use that knowledge to solve the second part of the analogy.

25

Create relationship sentences…Identify the relationship

o Sweet:Saccharin
o Charcoal:Sketch
o Portrait:Artist
o Spin:Dizzy
o Steamy:Tropical
o Inflate:Deflate

Relationship
Synonym
Antonym
Part/Whole
Characteristic
Cause/Effect
Object/Location
Classification
Action/Object
Item/Purpose
Product/Worker

26

old is to new. dark is to light. near is to far.

Weak is to strong as…

full is to empty. nervous is to confident. wide is to narrow.

Analogies ROCK!

27

Summary of Research
Teaching Vocabulary

☐ Reading aloud/incorporating books into therapy is an effective and efficient way to build vocabulary.

☐ Active engagement improves learning.

☐ Effective direct vocabulary instruction does not rely on definitions.

☐ Teaching word parts enhances learning.

☐ Students must represent their knowledge of words in both linguistic and non-linguistic ways.

☐ Playing with words and gamification are effective ways to help students become more word conscious.

☐ Repeated exposure is essential

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Eight Ate
A Feast of Homonym Riddles

by Marvin Terban
illustrated by Giulio Maestro

29

A group of three words that have a single trait in common

"Commonyms"

30

Hink-Pinks

Two-Word Rhyming Word Puzzles

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Try Some Hink-Pinks!

Move, Female Deer _____

24 hours with toys _____

50% giggle _____

A totally cool father _____

A blue-green moray _____

A boring Choo-choo _____

A cap that got sat on _____

A cloudy 24 hours_____

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WHAT'S IN A WORD?

Building Better Vocabulary Through Morphological Instruction

Summary of Research Teaching Vocabulary

- ☐ Reading aloud/incorporating books into therapy is an effective and efficient way to build vocabulary.
- ☐ Active engagement improves learning.
- ☐ Effective direct vocabulary instruction does not rely on definitions.
- ☐ Teaching word parts enhances learning.
- ☐ Students must represent their knowledge of words in both linguistic and non-linguistic ways.
- ☐ Playing with words and gamification are effective ways to help students become more word conscious.
- ☐ Repeated exposure is essential

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Sub-lexical (morphological) instruction

Study of the internal structure of words as a key to comprehension and vocabulary development

Morphemes are the meaning structures of words!

freedigitalphoto.com

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○ Instruction at the sub-lexical level provides students with explicit awareness of morphemes – a meta skill.

○ Such instruction may bring a double benefit of the understanding of generative word structure knowledge, and the motivation to attend closely to words (word consciousness).

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No wonder students on our caseloads struggle!

○ Studies show that those who struggle with literacy for various reasons show weaknesses not only on phonologically-based measures, but also on morphology.

○ Like phonology, morphology explains significant unique variance of literacy skills (e.g., Kirby et al., 2012)
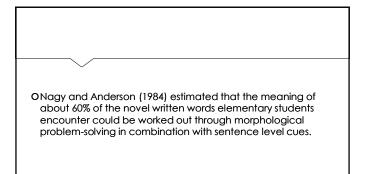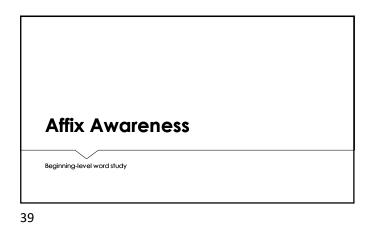
36

6

LOOK

Intervention to Facilitate Morphological Knowledge
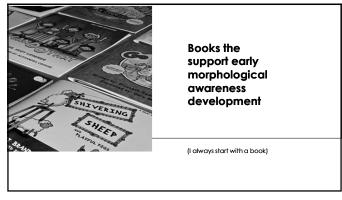
Translating Research into Practice

37

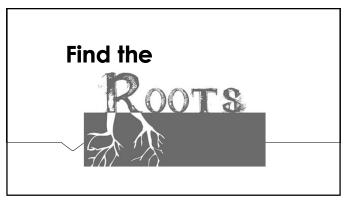o Nagy and Anderson (1984) estimated that the meaning of about 60% of the novel written words elementary students encounter could be worked out through morphological problem-solving in combination with sentence level cues.

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Affix Awareness

Beginning-level word study

39

Books the support early morphological awareness development

(I always start with a book)

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Find the

Roots

42

- A good place to begin to help students begin to learn about the internal structure of words is to focus on the base/root word.
- Start by providing a list of multisyllabic words, (avoid compound words for this activity).
- Ask students to circle, or highlight the root word.

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Find the Roots!

- sugary
- stressful
- toothless
- helping
- unhappiness
- undone
- prewash

- sugary
- stressful
- toothless
- helping
- unhappiness
- undone
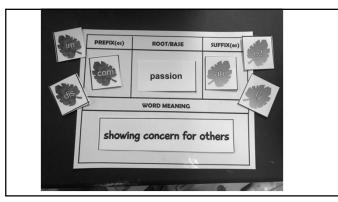- prewash

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Roots and Branches

45

- Create flashcards (index cards) that include a variety of base words and multiple affixes.
- Have students make as many multi-syllabic words as they can from these "roots and branches."
- This activity can be modified to work with individuals, small groups, large groups, or learning teams.
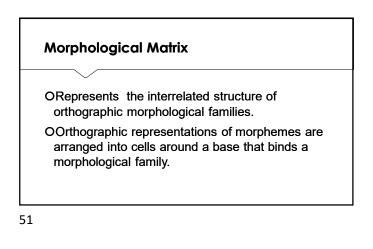- Eventually, you can have students create the sets of flashcards or lists and challenge one another.

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Roots and Branches

dis	bound	ly
un	happy	ful
re	spect	less
	honest	ing
	like	ful
	tie	able
	play	

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Working with Orthographic Morphological Families

words which share a common *written* base.

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Morphological Matrix

○ Represents the interrelated structure of orthographic morphological families.

○ Orthographic representations of morphemes are arranged into cells around a base that binds a morphological family.

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○ Because the pronunciations of written morphemes often shift across words, matrices often assemble word families which use different pronunciations of a base.

○ Matrices can be used to bring clarity to the interrelationship of morphology and phonology in English orthography.
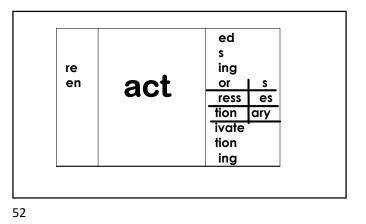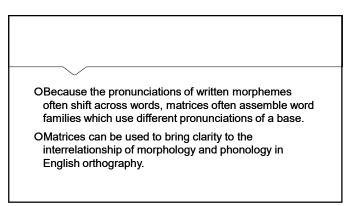
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Spelling and Morphology

○ Studying words through one-at-a-time memorization characterizes much of spelling instruction, but it fails to motivate many children to learn about words (Fresch, 2007).

○ Morphology instruction gives children skills and strategies for both meaning and spelling applications!

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SEEP
(foldable)

STEM (word part: prefix, root, suffix)	EXAMPLES	EXPLANATIONS	PICTURE
MAL-	Malpractice Malevolent Malodorous Malificent (Sleeping Beauty) Draco Malfoy (Harry Potter)	SOMETHING BAD or EVIL	

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BRACE MAP

ANTIFEDERALIST

{

"A person against a central form of government"

ANTI (Against/Opposed)

FEDERAL (Syn: National/Central)

IST (Noun: Person)

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BONUS BOOK!

Woo Hoo!

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Have Fun Building Very Vivid Vocabulary!

- Shari Robertson, Ph.D., CCC-SLP, Board Certified Specialist/Child Language
- CEO Dynamic Resources

drshari@dynamic-resources.org

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