Vocabulary Workshop
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Welcome!
Agenda

1) Principles for Teaching Vocabulary
2) Resources
3) Activity
4) Teaching Tips and Ideas
Indonesian Word for Shoes
Activity

- Number your paper from 1 to 5.
- Write the words that I say.
Activity

- Exchange your paper with a partner.
- Did your partner write the same words?
Activity

1. I
2. Ewe
3. Deer
4. Knight
5. Day
Principle #1: Contextualize Vocabulary

- Introduce words within the context of a story, everyday situation, activity, or other situation that your student is familiar with. Seize the moment.
Principle #1: Contextualize Vocabulary

Use pictures. Worth 1,000 words.
Principle #1: Contextualize Vocabulary

- Use real stuff. For example, when teaching the names of classroom items, gather pens, markers, erasers, paper, etc. so that your student can touch them while learning their names.
Principle #1: Contextualize Vocabulary

- Teach words in groupings. For example, when teaching about health, teach body parts together in one lesson.
Principle #1: Contextualize Vocabulary

Teach words contextualized in common phases. For example, if you are teaching about appointments, teach the phrase, “make an appointment” rather than just a single word.
Principle #1: Contextualize Vocabulary

- Add a physical component. If you are teaching verbs like walk, run, jump, sit, and stand, act them out and have your student participate. Take a walk in the building and ask questions such as, “What is that?” or “What are we doing?”
Principle #2: Not Too Many
Principle #3: Use Several Examples for Clarity
Principle #3: Use Several Examples for Clarity
Principle #4: Consistent Instruction

- Explanation: Explain where and how your student will use the word or phrase. For example, “These are items in the grocery store.” or “This is how you introduce your spouse to others.”
Principle #4: Consistent Instruction

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- **Model:** Say the word or phrase several times while your student listens. Include additional phrases you need to create the appropriate context.
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- **Guided Practice:** Say the word or phrase again and invite your student to repeat it. Check for comprehension by involving the student with your support or asking direct questions such as “What is this?”
Principle #4: Consistent Instruction

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- **Guided Practice:** Say the word or phrase again and invite your student to repeat it. Check for comprehension by involving the student with your support or asking direct questions such as “What is this?”

- **Application:** Have your student practice using the word or phrase.
Principle #5: Repetition and Practice

- Who remembers the Indonesian word for "shoes"?
Principle #5: Repetition and Practice

Sepatu =
Principle #5: Repetition and Practice

- Students need to hear and use words over and over and over and over.

- Recycle:
  - Use new words *immediately* after they are introduced (introduction followed by practice).
  - Use them again *one hour* later (review at the end of class).
  - Use them *one week* later.
  - Use them *one month* later.
Principle #6: Link Vocabulary to Practical Application

- Students want to learn English to:
  - meet basic needs (buy groceries);
  - access resources in their community (make a doctor’s appointment);
  - interact with others (introduce yourself to coworkers).
- Choose words and phrases that help your students meet their needs and accomplish their goals.
- Design practice activities that prepare students to use words and phrases outside of class with confidence.
Resources

Textbook

![Textbook Image]
Resources from the LVCA Library

- Flashcards
- Games
- Picture Binders
- Newspapers
- Flyers
Activity

- Using the handout, work with your group to come up with a few ways you could use the materials to introduce and teach new vocabulary.
- Someone from your group will share your ideas.
Activity
Activity
### Activity: Concentration

Below are some cards you can use to play Concentration. The cards are taken from Laubsch Way to Reading Student Book 1.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><img src="image1" alt="Bird" /></td>
<td><strong>bird</strong></td>
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<td><strong>cup</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="Dish" /></td>
<td><strong>dish</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image4" alt="Fish" /></td>
<td><strong>fish</strong></td>
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</tbody>
</table>
News for You:

"I loved everything! I would supplement my core curriculum with both the paper and the online lessons using my Smart Board. The students enjoyed the interactive aspects of the text and the exercises."

- Susan Lee, Halifax Adult Education & Literacy
- Educators Center, Wanchese Corner, Halifax, North Carolina
More Teaching Ideas

Personal Student Dictionaries: Give your student a notebook. At the top of each page, have the student write one letter of the alphabet. As the student learns important words or phrases, he/she can write them in the notebook along with definitions, translations, pictures, or other information.
More Teaching Ideas

Cloze exercises / Music with missing words

Cloze Activity - Johnny Appleseed

Read the sentences below and fill in the missing words from the word bank.

1. John Chapman, better known as Johnny Appleseed, was born in ___________ in 1774.
2. He planted and supplied ___________ trees to much of the United States of America.
3. Some people think that he was a ___________ character, but he was a real person.
5. He educated ___________ about nurseries and orchards.
6. He made friends with many Indian ___________ and was known to have learned many Indian languages.
7. He is ___________ as a man of medium height, blue eyes, and light-brown hair.
8. Johnny lived on food provided by nature and he never killed ___________.
9. It is said that he wore a ___________ pot on his head as a hat.
10. He rarely wore shoes, even during the ___________ of winter.
11. Johnny spent ___________ years growing apple trees and owned around 1,200 ___________ of land at the time of his death.

Word Bank:
- nurseries
- tribes
- fictional
- apple
- farmers
- Massachusetts
- cooking
- described
- animals
- 50
- cold
- acres
More Teaching Ideas

- Synonyms / Antonyms

<table>
<thead>
<tr>
<th>Synonyms</th>
<th>Antonyms</th>
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<tbody>
<tr>
<td>ask</td>
<td>inquire</td>
</tr>
<tr>
<td>begin</td>
<td>start</td>
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<td>big</td>
<td>vast</td>
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<td>centre</td>
<td>middle</td>
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<td>choose</td>
<td>select</td>
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<td>dear</td>
<td>expensive</td>
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<td>difficult</td>
<td>hard</td>
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<td>dull</td>
<td>gloomy</td>
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<td>end</td>
<td>finish</td>
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<td>fall</td>
<td>drop</td>
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<td>gather</td>
<td>collect</td>
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<td>huge</td>
<td>enormous</td>
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<td>idea</td>
<td>thought</td>
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<td>jump</td>
<td>leap</td>
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<td>kind</td>
<td>helpful</td>
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<td>laugh</td>
<td>giggle</td>
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<td>mistake</td>
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<td>neat</td>
<td>tidy</td>
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<td>old</td>
<td>ancient</td>
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<td>outside</td>
<td>exterior</td>
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<td>page</td>
<td>sheet</td>
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<td>quiet</td>
<td>peaceful</td>
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<td>rich</td>
<td>wealthy</td>
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<td>rough</td>
<td>coarse</td>
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<td>sad</td>
<td>unhappy</td>
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<td>slim</td>
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<td>trust</td>
<td>believe</td>
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<td>try</td>
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<td>usually</td>
<td>generally</td>
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<td>value</td>
<td>worth</td>
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<td>write</td>
<td>record</td>
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<td>yearly</td>
<td>annually</td>
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More Teaching Ideas

- Weather
- Food
- Sports
- Shopping
- Pets
- Holidays
Acknowledgment

ProLiteracy Education Network:

- A comprehensive collection of online courses and resources for ESL instructors and adult learners.
- Proliteracy.org
Thank you!