

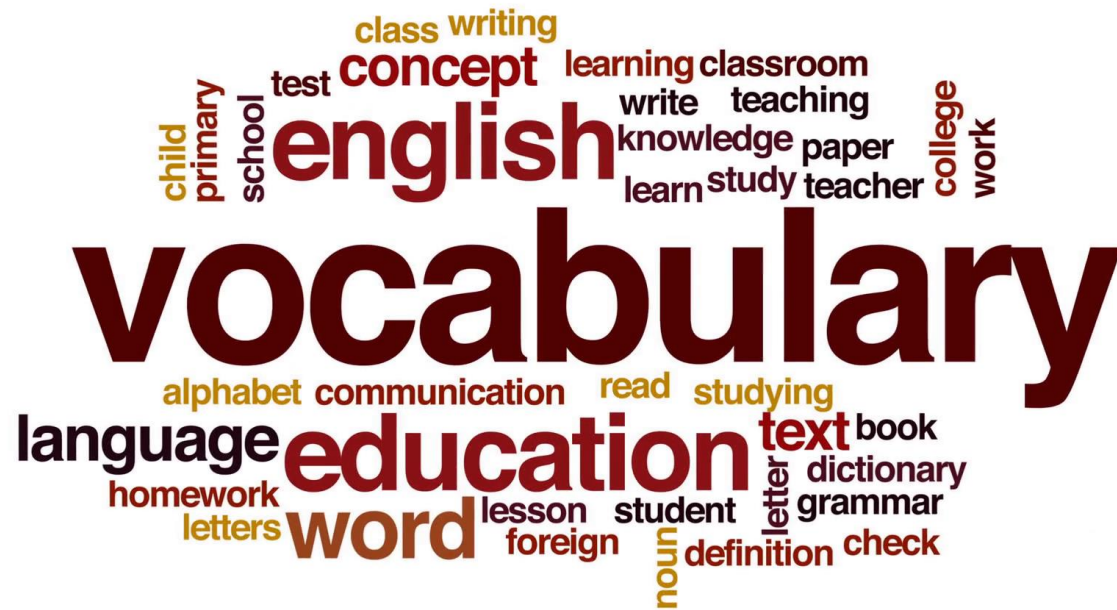


# Vocabulary Workshop

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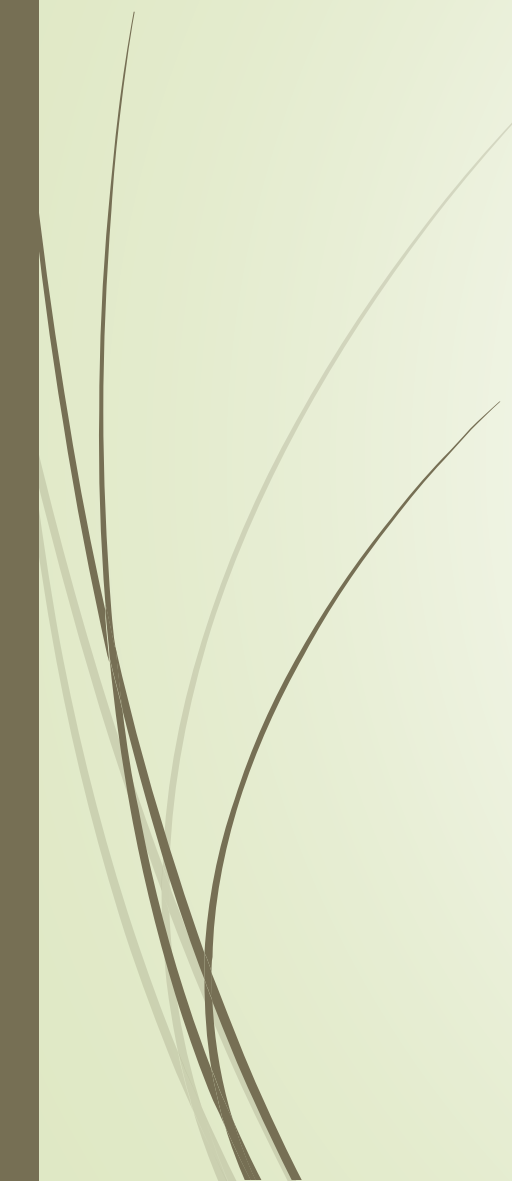
# Welcome!



A word cloud centered on the page, featuring various educational terms. The words are arranged in a circular pattern, with 'vocabulary' being the largest and most prominent word in the center. Other large words include 'english', 'education', and 'word'. Smaller words scattered around include 'class', 'writing', 'concept', 'learning', 'classroom', 'test', 'write', 'teaching', 'knowledge', 'paper', 'college', 'work', 'child', 'primary', 'school', 'learn', 'study', 'teacher', 'alphabet', 'communication', 'read', 'studying', 'language', 'text', 'book', 'dictionary', 'homework', 'letters', 'lesson', 'student', 'foreign', 'noun', 'definition', 'check', 'grammar', and 'letter'.



# Agenda

- 1) Principles for Teaching Vocabulary
  - 2) Resources
  - 3) Activity
  - 4) Teaching Tips and Ideas
- 

# Indonesian Word for Shoes



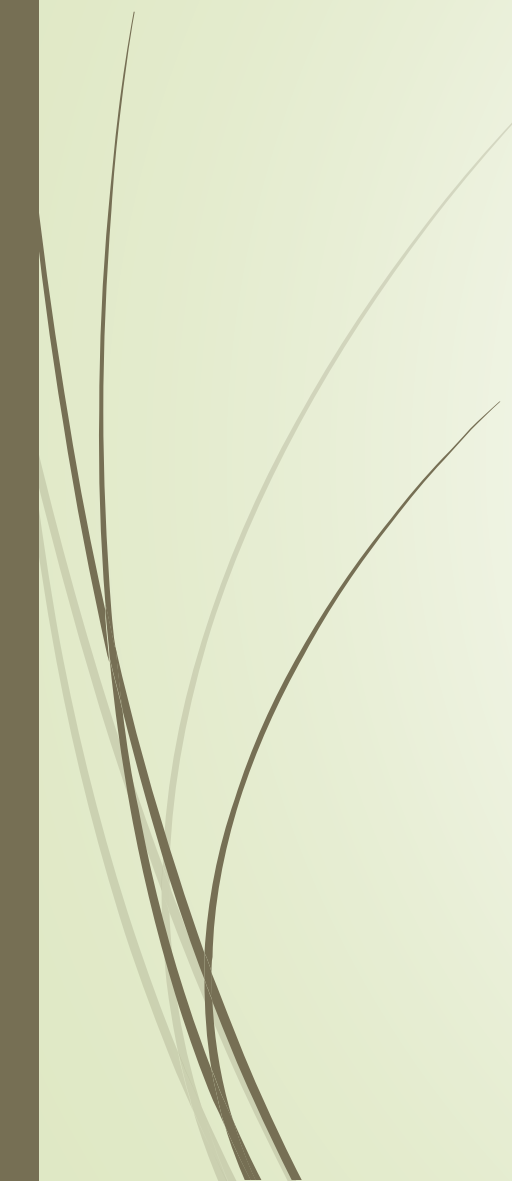


# Activity

- ➡ 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

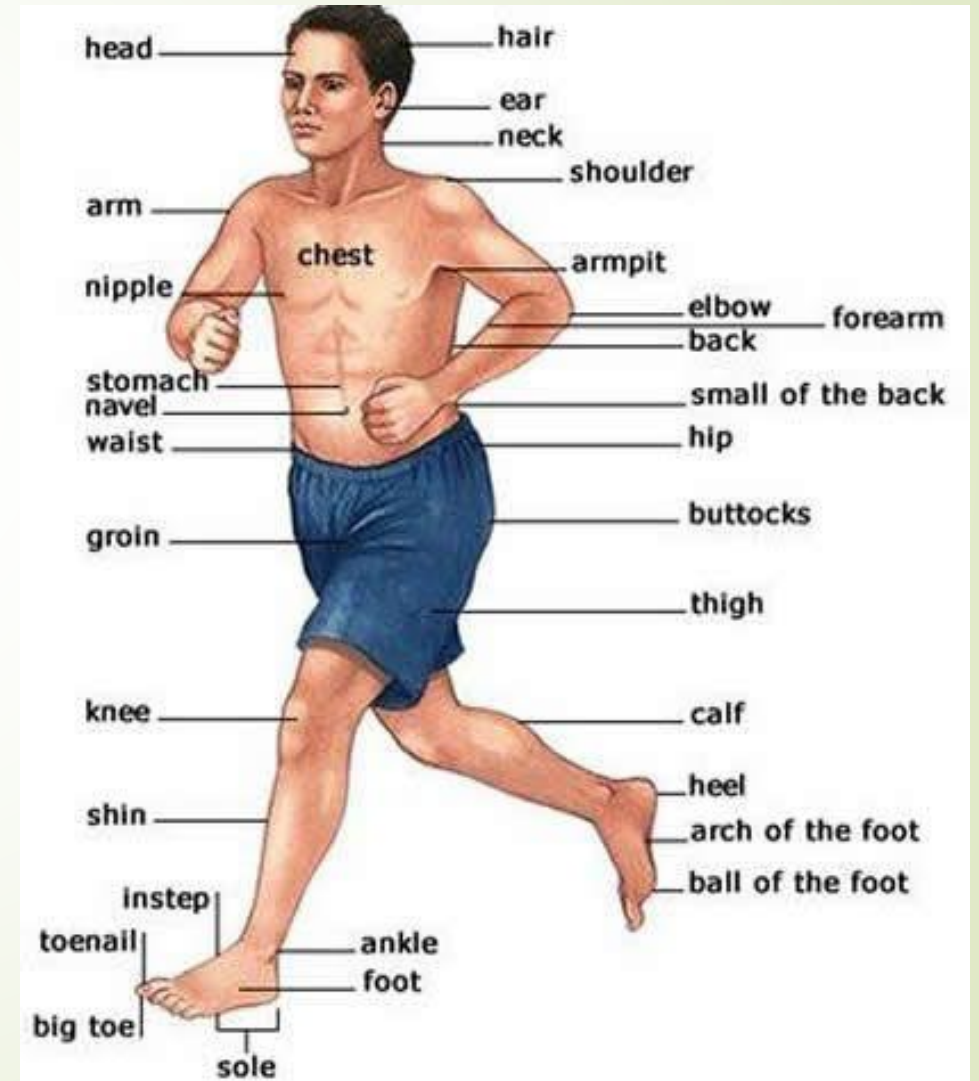
- Use real stuff. For example, when teaching the names of classroom items, gather pens, markers, erasers, paper, etc. so that your student can touch them while learning their names.





# 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 phrases. 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



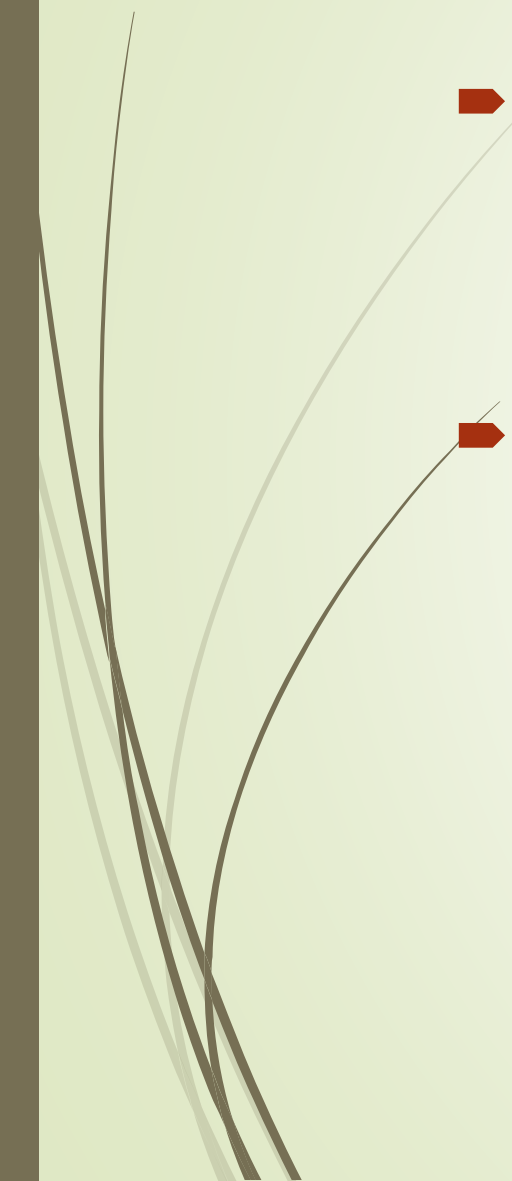


## Principle #4: Consistent Instruction

- **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.”
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- **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



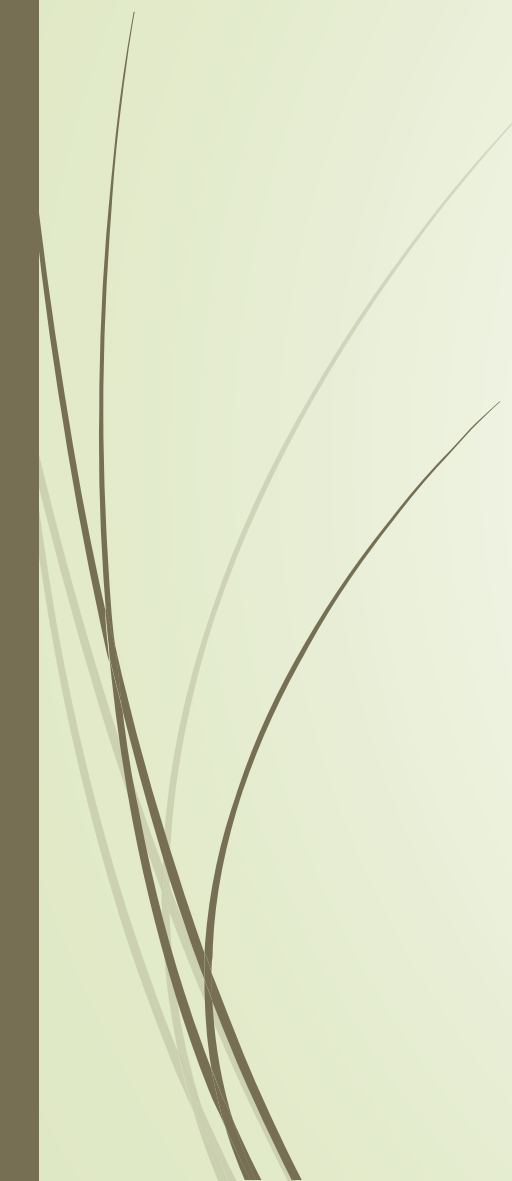


# Resources from the LVCA Library

- ➡ Flashcards
  - ➡ Games
  - ➡ Picture Binders
  - ➡ Newspapers
  - ➡ Flyers
- 



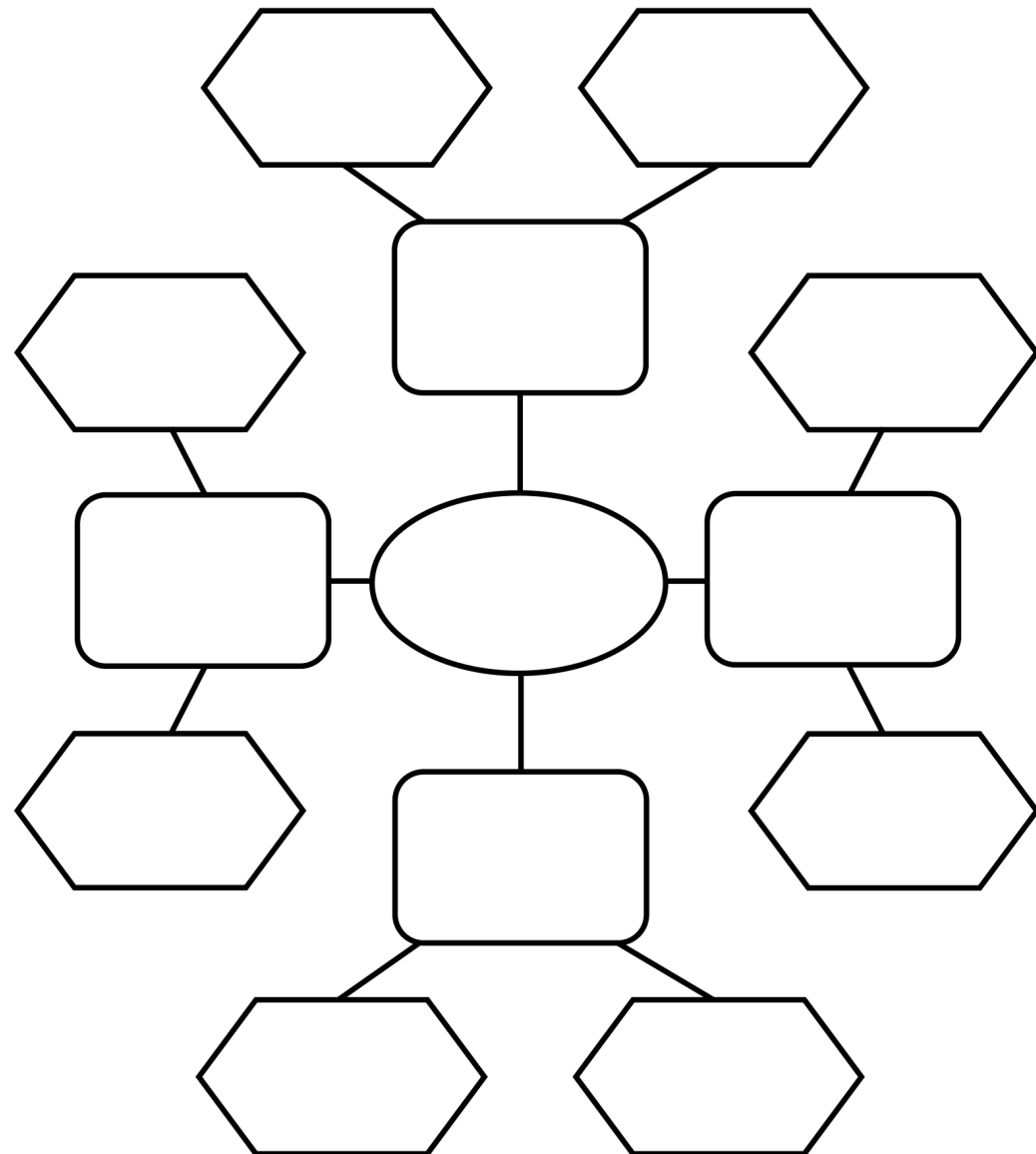
# Activity

- 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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Concept Map: Extended Web






# Activity



# Activity

## Activity: Concentration

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

	bird
	cup
	dish
	fish

# Activity



## News for You®

### READING GRADE LEVEL

PRODUCT	PG	READING GRADE LEVEL									
		Literacy	Low Beginning		High Beginning		Intermediate		Advanced		
News for You Print	30	0	1	2	3	4	5	6	7	8	9
News for You Online	31										



# 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

Score	
	12
07-08-02-040-s	

Name: \_\_\_\_\_ Subject: Famous people  
Date: \_\_\_\_\_ Sheet: Johnny Appleseed

### 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.
4. John owned many \_\_\_\_\_ in Ohio, Pennsylvania, Kentucky, Illinois, and Indiana.
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.

nurseries	tribes	fictional	apple
farmers	Massachusetts	cooking	described
animals	50	cold	acres

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# More Teaching Ideas

## ► Synonyms / Antonyms

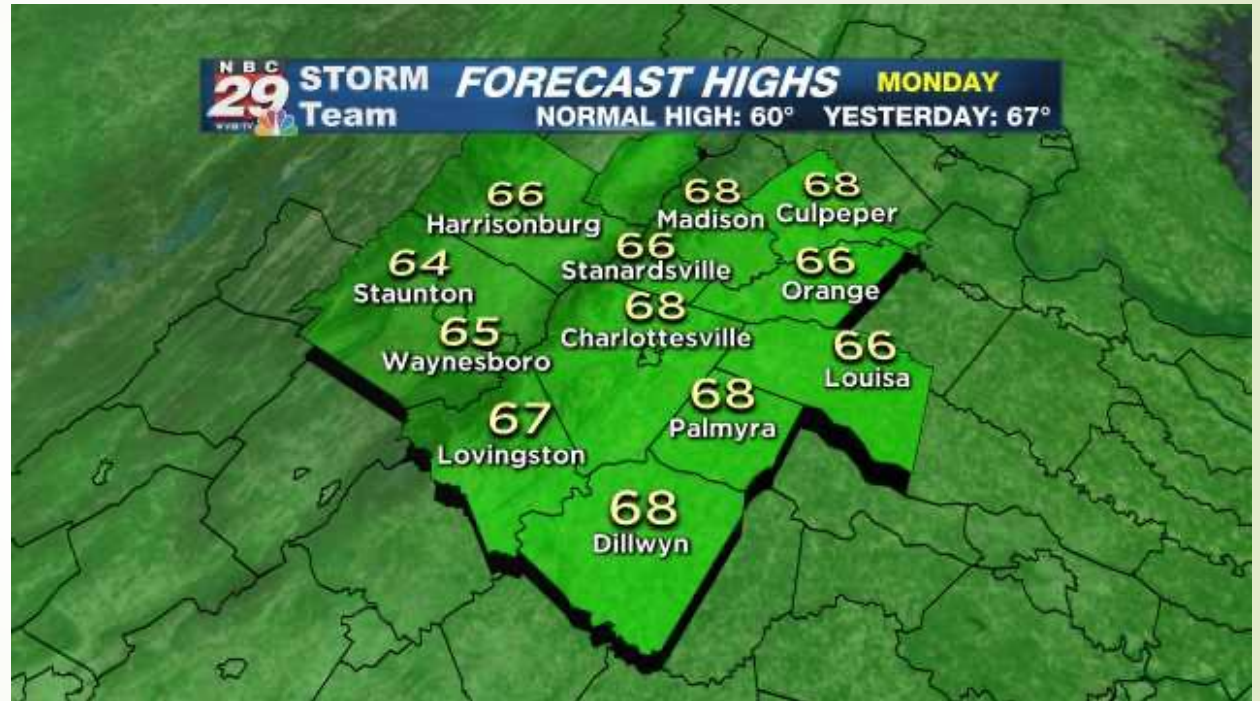
### Synonyms

Synonyms are words that have identical or similar meanings. Check these out:

ask .....	inquire	mistake .....	error
begin .....	start	neat .....	tidy
big .....	vast	old .....	ancient
centre .....	middle	outside .....	exterior
choose .....	select	page .....	sheet
dear .....	expensive	quiet .....	peaceful
difficult .....	hard	rich .....	wealthy
dull .....	gloomy	rough .....	coarse
end .....	finish	sad .....	unhappy
fall .....	drop	slim .....	slender
gather .....	collect	trust .....	believe
huge .....	enormous	try .....	attempt
idea .....	thought	usually .....	generally
jump .....	leap	value .....	worth
kind .....	helpful	write .....	record
laugh .....	giggle	yearly .....	annually

# 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](http://Proliteracy.org)



# Thank you!

