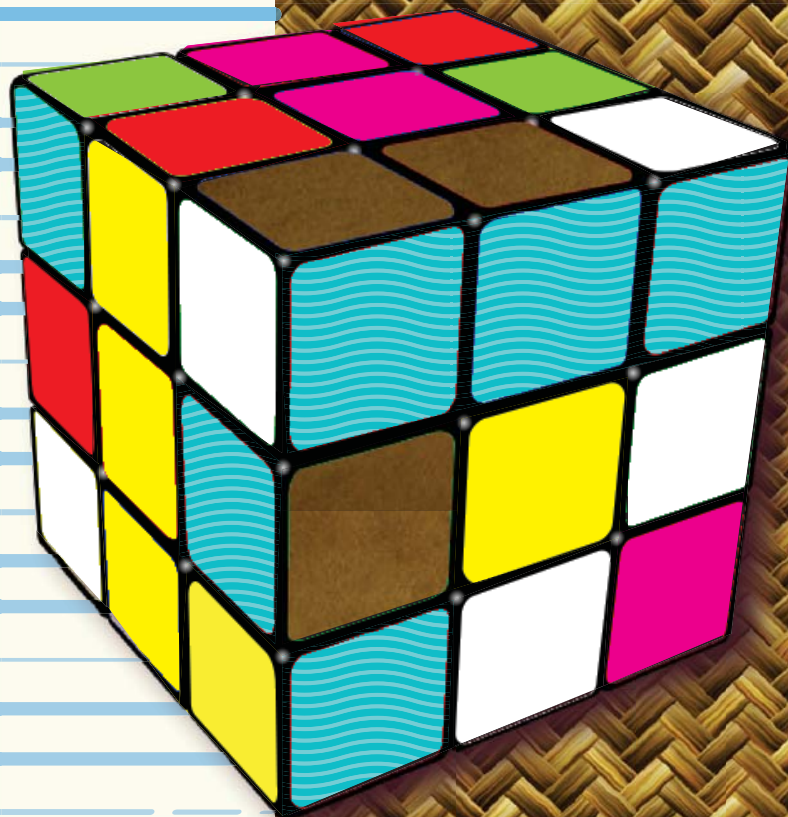




The Center for Culturally Responsive Teaching and Learning

Today:

1. Validate
2. Affirm
3. Build
4. Bridge



Journey to Responsiveness

Responsive Academic Vocabulary Workshop

Dr. Sharroky Hollie

www.culturallyresponsive.org



ABOUT OUR EXECUTIVE DIRECTOR



Sharroky Hollie, Ph. D.

Dr. Hollie serves as a national expert, traveling the country training thousands of teachers. Over the past 15 years, Sharroky and his team have worked with over 100,000 educators. With nearly 25 years of experience as an educator, Sharroky Hollie has worn several hats. He spent 9 years as Language Arts teacher at the high and middle school levels. For 5 years, he was a central office program coordinator in charge of professional development for teachers working specifically in the area of language development for African American students.

Most recently, Dr. Hollie is a featured author for Pearson publishing, co-authoring with Jim Cummins in the Cornerstone and Keystone textbook series in 2009 and as a contributing author in the Prentice Hall anthology 2012 and Pearson's iLit, an e-reading series. His work has appeared in several edited texts, including *Teaching African American Learners to Read*, (2005), *Talkin Black Talk* (2007) and *The Oxford Handbook of African American Language* (2015).

Dr. Hollie's first book is *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* is available through Shell Education (2011), his second book, co-authored with Dr. Anthony Muhammad is *The Skill to Lead, The Will to Teach*, published by Solution Tree (2011). The follow up to Dr. Hollie's first book is *Strategies for Culturally and Linguistically Responsive Teaching and Learning*, published by Shell Education (2015).

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Validateaffirm



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Let's Review

- Vocabulary is the second workshop in the CLR PD sequence
- Constant check in with your mindset and your skillset
- Must be reflective to do this. Reflection is a skill!
- Must commit to being responsive in vibe, energy, and action
- CLR educators Validate, Affirm, Build, and Bridge (VABB).
- Talk to, Relate to, and Teach Differently

VABB

VALIDATE Make legitimate that which the institution (academia) and mainstream media have made illegitimate culturally and linguistically

AFFIRM Make positive that which the institution (academia) and mainstream media have made negative culturally and linguistically

BUILD Create the connections between the home culture/language and the school culture/language through instruction (teaching necessary skills) for success in school and the broader social context

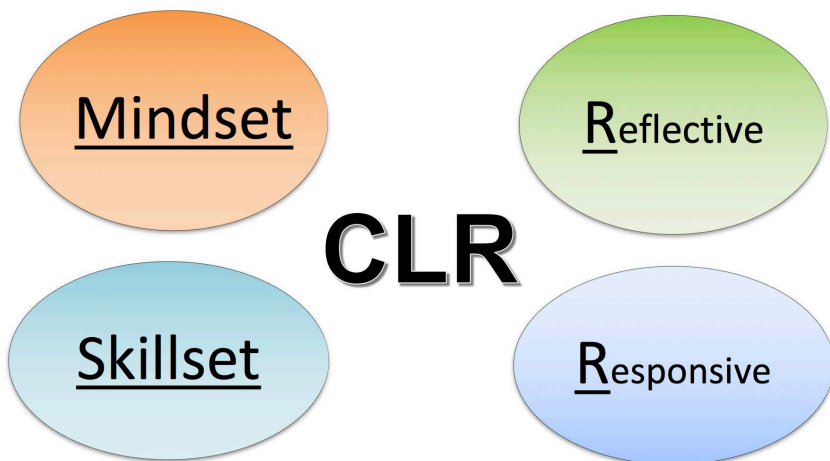
BRIDGE Create opportunities for situational appropriateness or utilizing appropriate cultural or linguistic behaviors



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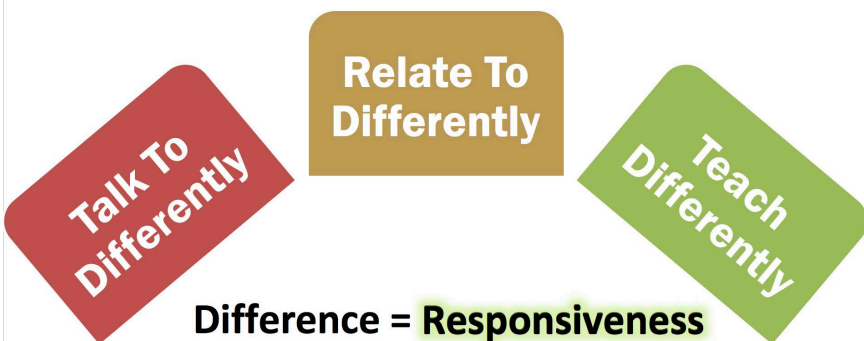


Notes: _____



DIVING INTO POOL OF CLR ACTIVITIES

Three Ways To VABB



Focusing on Academic Vocabulary

List at least two activities in each category

Use Acquisition Strategies	Leveling Words	Go To Word Exposure Activities

RESPONSIVE CLASSROOM MANAGEMENT

- Use of attention signals strategically
- Use of protocols for responding
- Use of protocols for discussing
- Use of movement activities
- Use of extended collaboration activities

RESPONSIVE ACADEMIC VOCABULARY

- Tiering vocabulary words – Level 2 and Level 3
- Use of vocabulary acquisition strategies
- Use of reinforcement activities

RESPONSIVE ACADEMIC LITERACY

- Use of culturally responsive supplemental text
- Use of engaging read alouds
- Use of effective literacy strategies across content areas

RESPONSIVE ACADEMIC LANGUAGE

- Providing opportunities for situational appropriateness
- Use of sentence lifting for situational appropriateness
- Use of re-tellings for situational appropriateness
- Use of role-playing for situational appropriateness
- Using teachable moments for situational appropriateness



Mindset: Blindspot

First five thoughts about the ethnic group named are:

- 1
- 2
- 3
- 4
- 5

Descriptors of Students

Most Successful

- 1
- 2
- 3
- 4
- 5

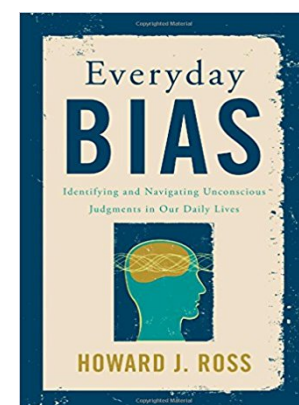
Least Successful

- 1
- 2
- 3
- 4
- 5

From the least successful list:

1. Circle a word or words that could be a blind spot for you.
2. For any identified cultural behaviors, are you willing to validate and affirm?
3. Underline a descriptor that may be a result of your current instruction.
4. Cross out a descriptor that requires external support, beyond your instruction.

The following cultural behaviors are potentially blindspots for me?



I plan to validate and affirm the following cultural behaviors by

☐ Talking and relate differently

Personalize it!

☐ Teaching differently

Put a name or face to your least successful list.

☐ Advocating differently

The Iceberg Concept of Culture

Like an iceberg,
nine-tenths of culture is below the surface.

Surface Culture
Most easily seen
Emotional level - low

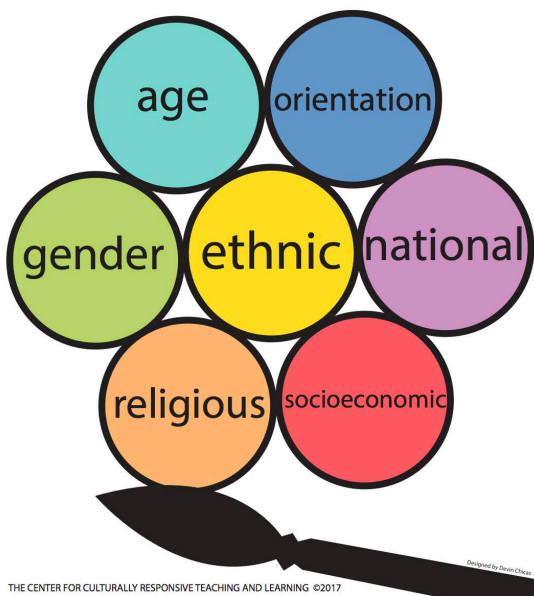
Food, dress,
music, visual arts,
drama, crafts,
dance, literature,
language, celebrations, games

Shallow Culture
Unspoken Rules
Emotional level - high

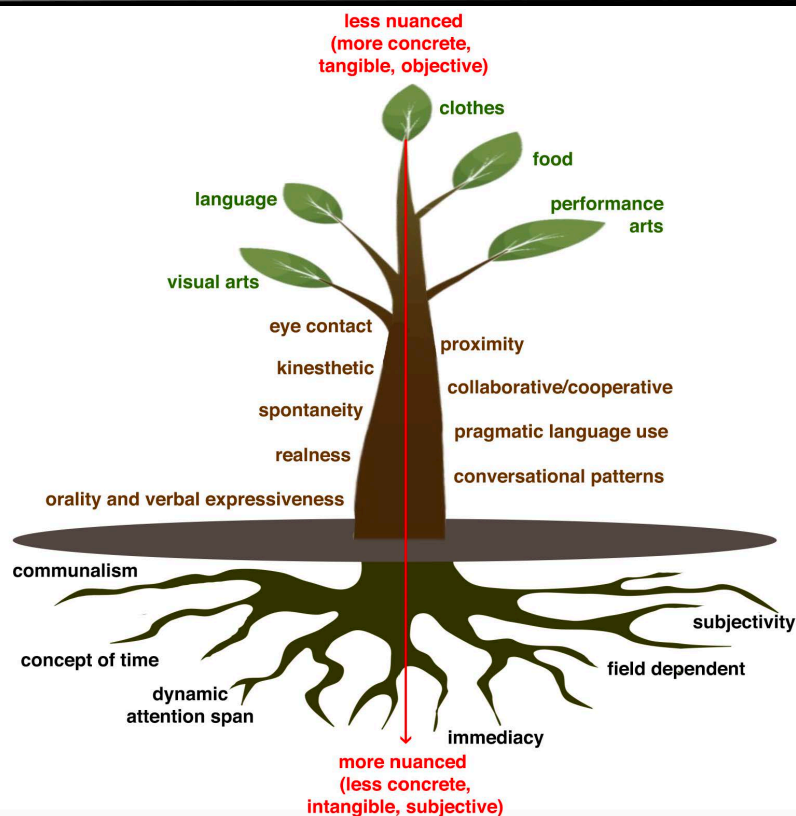
courtesy, contextual conversational patterns, concept of time,
personal space, rules of conduct, facial expressions,
nonverbal communication, body language, touching,
eye contact, patterns of handling emotions,
notions of modesty, concept of beauty, courtship practices,
relationships to animals, notions of leadership, tempo of work,
concepts of food, ideals of child rearing, theory of disease,
social interaction rate, nature of friendships, tone of voice,
attitudes toward elders, concept of cleanliness, notions of adolescence,
patterns of group decision-making, definition of insanity,
preferences for competition or cooperation,
tolerance of physical pain, concept of "self",
concept of past and future, definition of obscenity,
attitudes toward dependents,
problem solving roles in relation to age, sex, class, occupation,
kinship, and ...

Deep Culture
Unconscious Rules
Emotional level - intense

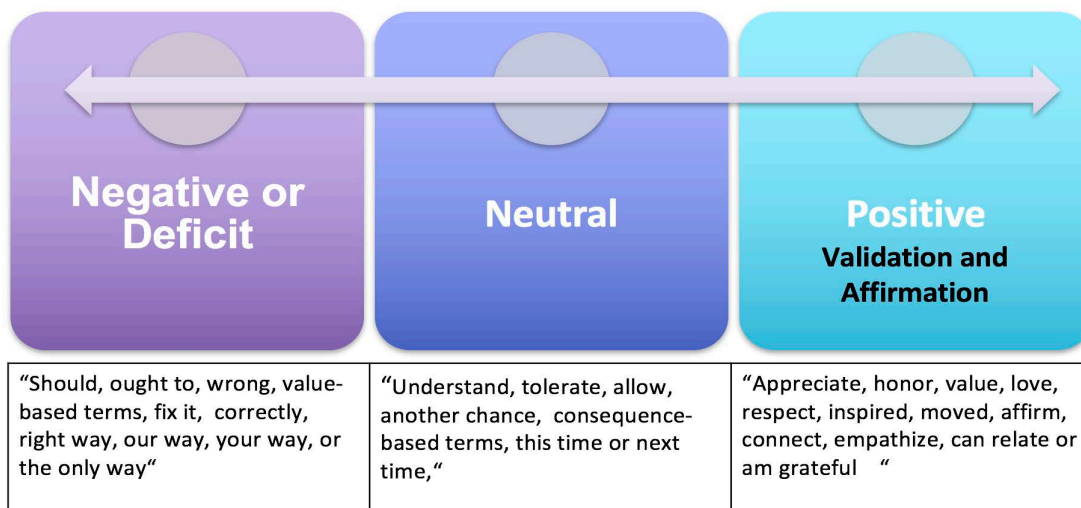
Rings of Culture



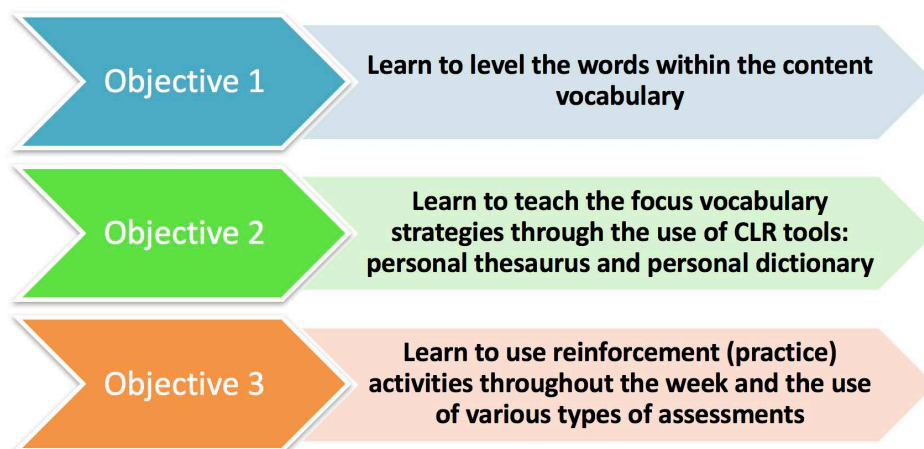
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Validation and Affirmation



Three Must-Dos in Order to Infuse Academic Vocabulary



Vocabulary Teaching Habits	Fact or Fiction
<ul style="list-style-type: none"> - Minutes per day - Words per week - Primary methodology 	<ol style="list-style-type: none"> 1. I expect my students to learn most vocabulary from reading. 2. If I feel my students know the word, I move on 3. I really don't have time to teach much vocabulary
Reflection on my teaching practice	
My Eureka Moment Was: <hr/> <hr/> <hr/>	The One Change I Can Make is: <hr/> <hr/> <hr/>

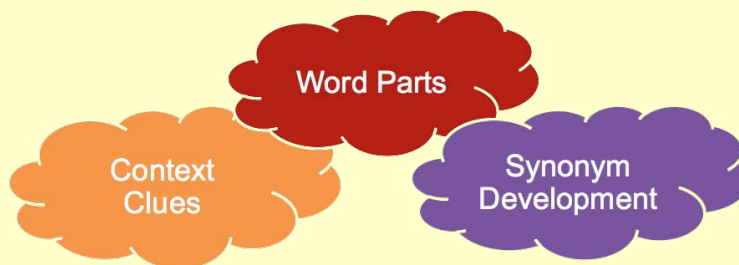
Skillset: Research Says

What does it mean to know (own) a word? (Select Two)

Generalization
Application
Breadth
Precision
Availability

What is the surest way to acquire vocabulary?

READ, READ, READ



Three focus acquisition strategies are

1. Context Clues
2. Word Parts
3. Synonyms

Understanding slang as cultural vocabulary

Culturally Specific:

Dynamic Specific:

The four E's are

1. Experience
2. Environment
3. Exposure
4. Engagement



The Four Es of Effective Vocabulary Instruction

Brad Wilcox and Timothy G. Morrison

BRIGHAM YOUNG UNIVERSITY

“What does the doggie say?” the mother asks the toddler on her lap as they read an animal book together. The child proudly responds, “Bow-wow!” But do dogs really say this? In English roosters say “cock-a-doodle-doo,” but in the Czech Republic they say “ki-ki-ri-ca.” Cows say “moo” in America, but in Holland they say “booo.” In the U.S. turkeys say “gobble-gobble-gobble,” but they say “hol-derolderol” in Israel (Conrad, 1995). Animals really don’t say words, but people in different countries use different words to describe the sounds they hear animals make because words are summary symbols with meanings agreed on by a society or a group.

Because of the dynamic nature of language, the study of vocabulary is challenging and demanding. If teachers are not careful, word study can be seen as an end in and of itself. But it shouldn’t be. Students cannot understand what they read unless they know most of the words they encounter; thus, the best predictor of how well a student will comprehend text is his or her vocabulary knowledge (Anderson & Feebdy, 1981; Armbruster, Lehr, & Osborn, 2001; Hairrell, Rupley, & Simmons, 2011; Nagy, 1988; National Reading Panel, 2000). We teach vocabulary because it contributes to comprehension. The Common Core includes vocabulary knowledge, emphasized in the language section. Students must interpret words and phrases, including denotative, connotative, and figurative meanings. They must analyze how specific word choices can be used to shape meaning and tone. You can help all children, including English language learners, increase the size of their vocabularies and expand the repertoire of types of words they acquire and use.

The size of individuals’ listening, speaking, reading, and writing vocabularies will vary. Generally vocabularies for listening and reading are larger than those for speaking and writing. Children can understand many words spoken by others they may not feel confident using in their own speech. Similarly, some words they can read, but do not try to use in their own writing (Baumann & Kameenui, 1991; Graves, 1986; Nagy, 1988).

Of the 3,000 to 4,000 words children acquire each year, only one-tenth are taught in school (Anderson & Nagy, 1991). Children acquire most words through informally: for example, through conversing with adults, by being read to, and by reading a variety of texts—not just books, but signs, bumper stickers, and print on the computer. Children even learn vocabulary at recess. Since so many contexts provide vocabulary enrichment, some wonder if vocabulary instruction is necessary at school (Beck, McKeown, & Kucan, 2002; Irwin, 1991).

Educators should stress vocabulary, remembering their goal goes beyond helping children memorize the 110,000 words in common use in English (Grabe, 2010). Rather the primary goal is for students to come to *own* some words so they can more easily acquire additional

related words in indirect ways (Pearson & Johnson, 1978). At school teachers build a framework or skeleton onto which students can add related words they encounter when children learn a factory is where something is produced, they may better understand related words such as *manufacture*, *benefactor*, and *facsimile*. Similarly, children who are taught that form is a shape will recognize uniform, transform, reform, and formal as familiar words rather than new terms. Children will not acquire as many words in their written or oral vocabularies outside of school if they are not engaged in ongoing vocabulary activities in school (Anderson & Nagy, 1991). Teachers can do much to help students develop their vocabularies by explicitly following sound principles of instruction and using effective teaching strategies.

Guiding Principles

With a wide variety of instructional strategies available, teachers should be selective in the activities they use. Many teachers have gathered file cabinets full of word-find puzzles. Some computer programs have a vocabulary focus, but the quality varies. Rather than randomly collecting from any source, teachers should make wise judgments based on guiding principles and on knowledge of various types of vocabulary instruction (Marzano & Marzano, 1988; Stahl, 1986). We call these principles the four Es of vocabulary instruction: experience, environment, exposure, and engagement.

Experience

Word understanding is best developed when coupled with life experiences. Teachers want children to bridge from the known to the new so they can process words meaningfully. For example, an American child who reads the word, *bonnet*, may think only of a fancy hat and not understand why a mechanic might talk about opening it. A teacher needs to explain a “bonnet” in England where this book was written is the name for the hood of a car.

Environment

Context is critical for understood words. Children have difficulty comprehending words in isolation. Children should be aware that the sentences, paragraphs, and text structure where the word is found can help them understand what the word means in the place where they read it. For example, a child may understand a *bank* is where his parents save money, and sometimes it refers to boundaries of a river. But he may not understand what it means to “bank” on someone if that word is presented out of context. In a story about friendship, *bank* will mean something very different than in a story about saving money. Another example is the word, *net*. In one environment children will think of a way to catch a fish or a but-

terfly. In another, it is short for *Internet*. But in a geometry class “net” refers to the two-dimensional layout of a three-dimensional object.

Exposure

Multiple encounters with words are often necessary for children to truly own them. Students must have opportunities to interact with many words on many occasions. An example is found in the way people refer to the first decade after the turn of the century. People are accustomed to the 1980s and 1990s, but how should they describe the decade following 2000? Many people are unfamiliar with the term *aughts*. Using the term only once in the classroom would not be sufficient if the teacher expects students to use it thereafter. She needs to repeat it and draw attention to it, especially when it appears in literature, at school, or on the Internet. After this exposure, students will begin to notice the word on their own when it is mentioned in conversations with adults or dialogue on television. Finally, when they need to refer to decade 2000 to 2010, they will begin to use the word *aughts* themselves.

Engagement

Teachers recognize instruction should be student friendly and involving. Not many educators set a goal to be boring, but vocabulary can quickly fall into that category if teachers don't make a conscious effort to get their students involved. For example, instead of just talking about vocabulary words, students can dramatize or role-play. If the word is *swagger*, a student can strut around the room in an arrogant and proud way. If the words are homographs like *t-e-a-r*, one student can pantomime rip-ping in his pants, while the other wipes a drop of water from the corner of her eye. Activities like this are fun, not only for participants and observers, especially if the words become a guessing game (Herrell, 1998). Engagement is particularly important for English language learners (Jordan & Herrell, 2002).

As important as each guiding principle is individually, all four must be considered together. Context can be helpful in many cases, but its usefulness is limited when the surrounding words do not provide support or when a child's background knowledge is not closely related to the text (Beck, McKeown, & McCaslin, 1983; Irwin, 1991). As important as engagement is, children can thoroughly enjoy activities that do not lead to word understanding, such as unscrambling letters to identify words on a vocabulary list or writing those words using Morse Code.

Effective Strategies

Three strategies that are consistent with these guiding principles can be used before, during, and after children's reading (Rupley, Logan, & Nichols, 1998/99). Key word prediction is appropriate before reading, the five-step approach is useful while reading, and semantic mapping enhances understanding after reading, and at other times as well.

Key Word Prediction

Key word prediction (Nessel & Graham, 2006) prepares students for reading because it arouses curiosity and piques interest. However, the primary purpose is to acti-

vate students' prior knowledge and improve comprehension (Blachowicz & Fisher, 2009).

Select 7-12 words from a passage students will read together as a class or in a small group. The words should relate to the topic of the passage but not give away the climax or the end of it. Show the selected words to the students, and encourage them to discuss the words and make predictions about how the words might be used in the text. Sometimes providing the title or the main idea of the selection is helpful. For some passages the title gives too much information and students' curiosity is lost.

Next have the students preview the text, find the key words, and talk about how the words are used in context. If the meanings do not match students' predictions, clarify the words. When they do match, validate students' thinking.

Finally, read the entire passage with the students. Pay close attention to the key words as you encounter them. You don't need to stop the reading for more discussion at this point, but you may want to emphasize the key words when you come to them. Younger children enjoy clapping or ringing a bell when you read the key words.

One teacher used key word prediction by selecting the following words from the passage “A New Spin on Spider Silk” from *Time for Kids* (1977): *bee*, *Frankenstein*, *jeans*, *Genghis Khan*, *genes*, *kevlar*, *jet*, *pencil*, and *Natick, MA*. The teacher asked a group of sixth graders to discuss in small groups how these nine words relate to each other. “In addition, think about how they relate to spider silk,” she said. The term, *spider silk*, definitely caught their attention.

After discussion, members of each group shared their thoughts about the meanings of the words in the passage. One student said, “This is going to be about monsters because of Frankenstein. It's going to say spiders are scary like monsters.” Another said, “Genghis Khan was a warrior, but I don't get what that has to do with a jet airplane.” Yet another student said, “I thought silk came from worms, not spiders.”

The teacher distributed copies of the text and encouraged students to survey the short passage. “Look for the key words and highlight them with sticky notes,” she directed. Students read the sentences surrounding the words and decided whether the meanings matched their predictions. The boy who mentioned Frankenstein found the article was not about monsters, but man can make fibers much like Frankenstein pieced together the monster. The girl who knew about Genghis Khan found his soldiers were protected with clothing woven with spider silk. “The article said it is a substance so strong a web the thickness of a pencil can stop a jet in midair,” she explained to the class. The girl who questioned the source of silk found out a spider's web is made of a substance like silk. When students finished the entire text, they discovered their focus on words helped them understand it.

Key word prediction invited a great deal of oral interaction. Children not only listened to the teacher speak, they listened to each other. They also directed their comments to the group, not just to the teacher. As students were asked to predict meanings of words, the teacher talked to them about how to use context to unlock the



meanings of totally unknown words, making their guesses informed rather than haphazard. Students became actively involved in discovering word meanings by predicting instead of listening to the teacher provide meanings from the start. This type of prediction strategy is very helpful for struggling learners and for those learning English because the conversation provides support as they learn.

Give It a Try: Key Work Prediction (Nessel & Graham, 2006)

- Select 7-12 words.
- Discuss the words and have students make predictions about how they might relate to each other in the passage.
- Ask students to find the words and discuss them in context.
- Read the passage
- Confirm predictions and clarify meanings

Variation for ELLs

- Use this strategy to initiate shared writing.

Five-Step Approach

The five-step approach (Pearson & Johnson, 1978) is useful during reading. The five steps are *see*, *discuss*, *use*, *define*, and *copy*. First, pause at a natural breaking point or at a place where students do not seem to understand. Return to the word in the text that was problematic. Make sure students can see it. Next, draw on students' prior knowledge and discuss what the word makes them think of or where they may have heard it before. Encourage students to use the word orally in a variety of sentences and phrases. Agree on a *definition* of the word. Finally, invite students to *copy* the word so they can look for it as they continue to read.

A fifth grade teacher used the five-step approach with a group of students who had read the first three chapters in *The Sign of the Beaver* (Sprear, 1983) as part of their guided reading. When their teacher met with them, she read this passage aloud:

His eyes fell on the rifle hanging over the door. He let out a slow, admiring whistle and walked over to run his hand along the stock. "Mighty fine piece," he said. "Worth a passel of beaver." (p. 13).

She then stopped and asked, "Do you see these words—*stock*, *piece*, and *passel*? She paused while students located the words on the page. "Let's talk about what we already know about the first word—*stock*. Is it about stocks and bonds?" The students replied no. The teacher continued, "I'm glad you knew that. Look closer at the paragraph. *Stock* refers to the rifle Ben is touching. *Piece* is another word for the rifle.

One student said, "Like world peace?" Another replied, "No, like time piece." The teacher explained, "In this case the author isn't talking about world peace or a timepiece. Sometimes the word *piece* is used to talk about a specific item. So *piece* here refers to the rifle. But what is the *stock*?"

A boy replied, "It must be a part of a gun."

The teacher said, "Yes, it's the wooden part. Can someone use *stock* or *piece* in a sentence?" Students replied with the following examples: "Dad polished the stock of his gun" and "We bought a new piece of furniture." Next

the teacher asked them to define the word *passel*.

One student said, "It sounds like a parcel. Is it a pack-age?" The teacher explained a *passel* is a large collection of something like a herd of deer or a flock of geese. Students then talked about a school of fish and a pack of dogs. The teacher pulled them back to the book by asking, "So what would a *passel* of beaver be?"

A girl answered, "A lot of beavers, and that's a lot of money." The teacher could tell the students understood better. She reviewed, "So in this story, *stock* is the wooden part of a gun; *piece* is another word for the gun; and *passel* is a collection of a lot of beavers. Let's read the paragraph one more time and see if it makes more sense to us." One student volunteered to read the passage aloud. The teacher finished with, "Now copy these three words on your bookmark so you can remember what they look like. Let's watch for them in the coming chapters."

Give It a Try: Five-Step Approach (Peterson & Johnson, 1978)

- Pause during reading.
- Return to a word already read and show it to the students.
- Discuss what students already know about the word.
- Use the word in sentences.
- Define the word.
- Have students copy the word.

Variations for ELLs

- Have students identify words they are unsure of.
- Add these words to a word wall.
- Act out the meanings of the words.

Semantic Mapping

Another beneficial activity for students to acquire vocabulary is semantic mapping (Pearson & Johnson, 1978; Taba, 1967). *Semantics* refers to the meanings of words; this activity focuses on making maps of word meanings. Have students brainstorm many words related to a reading, individually or as a group. Students can write the words or you can write them from students' dictation. Arrange the words into meaningful categories and then label those groupings. Finish by adding words that may be new to the students. These can come from the reading or from other sources, but they need to fit into the appropriate categories.

For example, after reading an article about trees, a fourth-grade teacher instructed, "Write all the words you can think of related to trees. I'll give you one minute." When time was up, students proudly reported on how many words they had written, and the teacher asked them to share some of their favorites. He wrote them on a chart as the students called them out. The first words they provided were known by many students, such as *leaves*, *shade*, *roots*, and *bark*. Once those were listed, students suggested words that were new to some in the class, like *canopy*, *grove*, *knot*, and *rings*, so the teacher stopped to discuss them. When students heard words others had mentioned, they thought of new words to add.

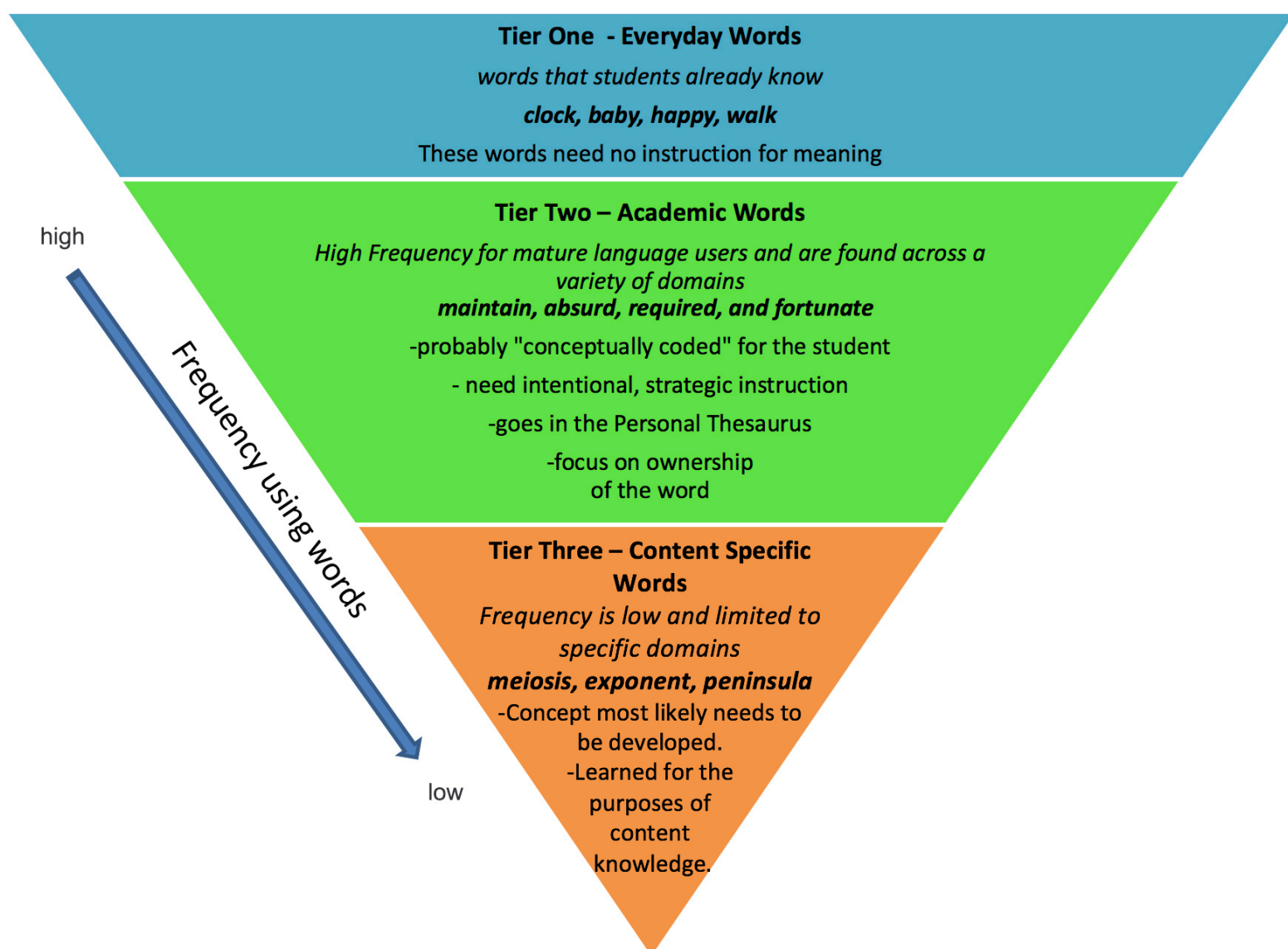
At this point, the teacher asked the students which words fit together. Students suggested one group that included *forest*, *orchard*, *woods*, and *grove*, and another with *roots*, *water*, *soil*, and *oxygen*. The teacher circled the words on the chart with different colored markers.



Steps to Implement Responsive Vocabulary

1. Tier the Words
2. Focus on strategies that lead to acquisition
 - a. Context Clues
 - b. Word Parts
 - c. Synonyms/Antonyms
3. Responsive tools for success:
 - a. Personal Thesaurus
 - b. Personal Dictionary
4. Reinforcement activities for practice and multiple assessments

Step One: Tiering the Words

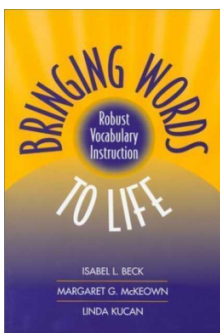
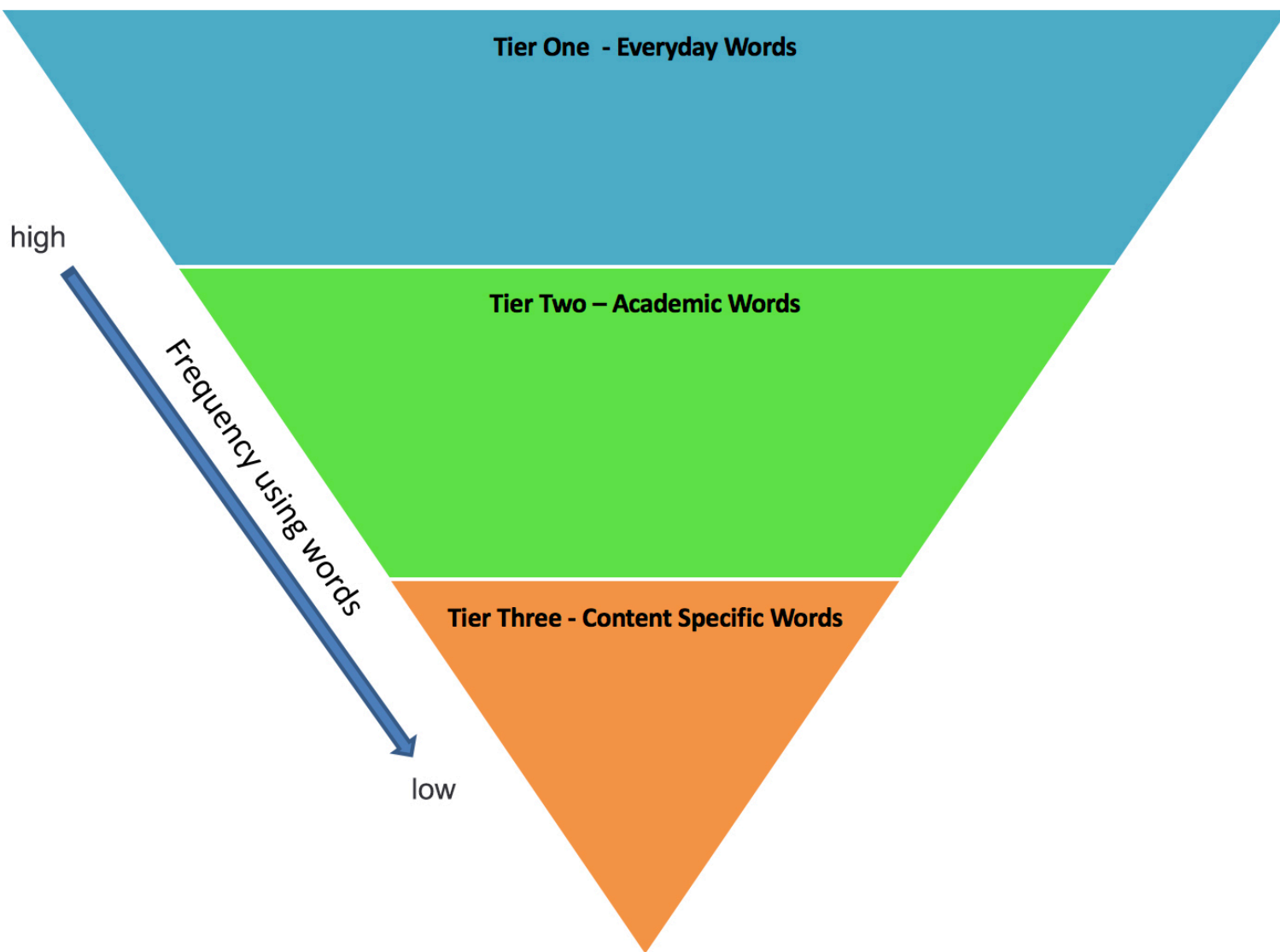


Tiering the Words

Example

Criteria for identifying **Tier Two** words:

1. Importance and utility
2. Instructional potential
3. Conceptual understanding



Choosing Words

Academic word selection/instruction

Choose words that:

- Have importance and utility for mature language users.
- Have instructional potential.
- 3-7 words per week (depending on the grade level).

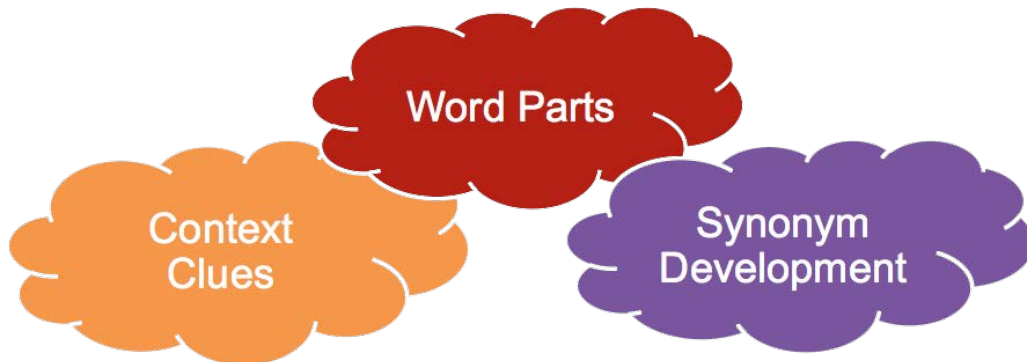
Practice

Circle the words that are **Tier 2**

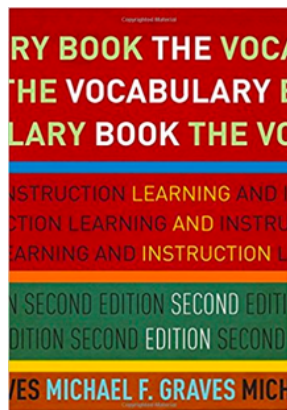
metamorphosed	detest	antennae	muttered	hurl	longhorn beetle
mumble	entomologist	despise	splendid	obsessed	shuddered

Step Two: Focus on Strategies - Vocabulary Acquisition Strategies

Key to word acquisition is the focus on strategies that give the students tools to attack words that they don't know.



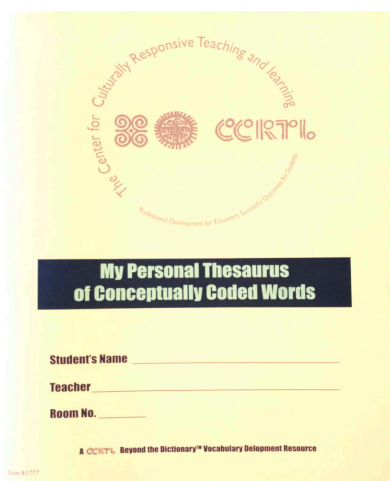
Context Clues



"Most words are learned from context, and if we can increase students proficiency in learning from context even a small amount we will greatly increase the number of words students learn. It is therefore vital to provide students with rich, sustained and powerful instruction on using context clues."

(Graves, 2006)


Step 3: Personal Thesaurus - Synonym Development



BIG		
large		
humongous		
huge		
<u>small</u>		

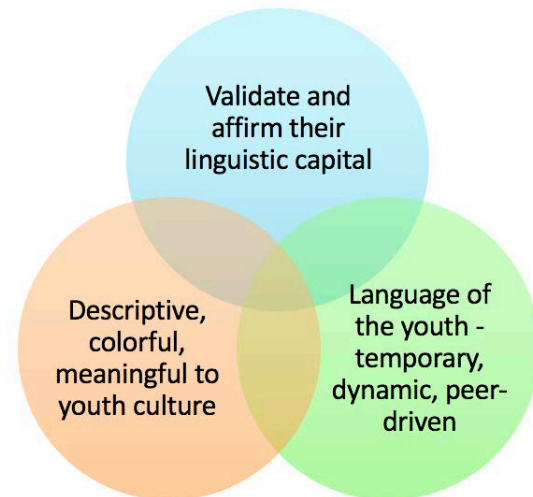
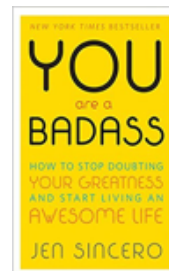
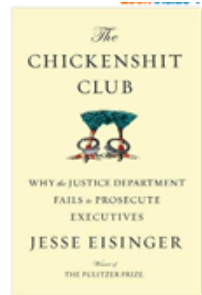
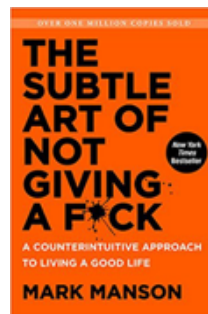
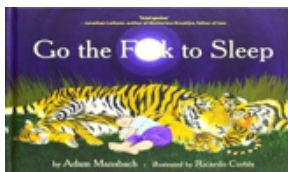
Please visit our website: <https://www.culturallyresponsive.org/flyers/> to download the electronic copy and <https://www.culturallyresponsive.org/store/> to buy the hard copy of our CCRTL Personal Thesaurus.

Personal Dictionary

<p>1. Academic Term</p> <p>palette</p>	<p>3. My Personal Illustration</p> 
<p>4. My Personal Definition</p> <p>The different colors of paint on a board (palette), or that an artist chooses to use in a piece of art. (definition)</p>	<p>2. My Personal Connection/Analogy/Example</p> <p>I read about the painter Jacob Lawrence in 4th grade. He must have used a large palette of bright colors to create all of those paintings.</p>

Academization

Term Contextualized	Meaning From student	Academic Term From teacher or resource



Science
Opinion

Messy, always late and swear like a sailor? It just means you're super smart

N-WORD ?

Action Steps for approaching the N-word:

Build background knowledge

- Opinions and feelings about the word
- Origin perspective (etymology)
- Racist perspective (historical)
- Endearment perspective (contemporary)

Dealing with the word in academic

- The N-Word in American Literature
- Academization exercise

Practice situational appropriateness

- When, where, and with whom
- Potential assignments to follow up

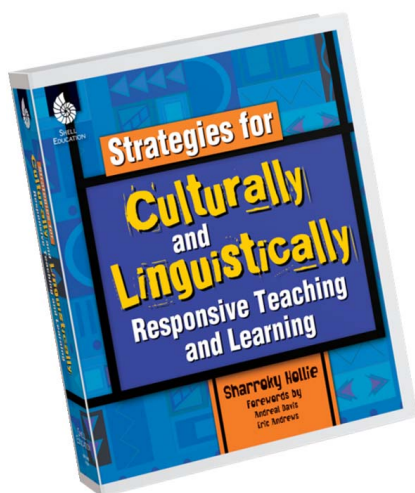
1. Students need multiple opportunities to interact and engage with words.
2. Reinforcement and practice are essential to support students as they are internalizing new words
 - Students are able to engage in discussion about new words/concepts.
3. Reinforcement and practice help students to further understand the word and be able to apply it in a variety of contexts.
4. Reinforcement and practice activities are also effective ways for teachers to informally assess students.

Practice and Reinforcement Activities

Guess Who - pg 90

Users Who			
<p>The teacher prepares colored index cards or sticky notes with questions and answers, vocabulary words, and definitions of words with problems or solutions, or characters and character traits, making sure that there are enough cards for each student in the class. (You will need two students—one color for questions and the other color for answers.)</p> <p>The teacher shuffles the cards and places them in the corners of the room. When the teacher uses the attention signal "Get at Card," students get up and pick up a card from any corner. After they each have a card, students move around the room, sharing and discussing, trying to find the person with either the question or answer that goes with their cards. Once everyone has found their partners, the teacher uses a response prompt, such as Pick a trick or treat, so that everyone can thank and return the cards.</p>	<p>To share and review content from a lesson or reading</p>	<p>Reviewing learning from reading, lecture, or other classroom content</p>	<p>Interpersonal Socioemotive Cooperative Reciprocity Communitarian</p>

Teaparty - pg 96

[illegible]

Snowballs - pg 94

Students	Teacher
<p>The teacher reads review questions, problem prompts. Students use their own scratch paper to respond to them, first to find a synonym for the abstract, unusual, and flimsy words. For example, if the question is $17 \times 5 = 68$ and $5 - 30 = 46$, to keep the review anonymous, students answer the questions or respond to the prompts, without discussing or writing their names on their papers. After roughly 30 seconds or 1 minute, depending on the questions, students hold up their papers. The teacher then counts 1, 2, and stacks these papers to the front of the room. Then each student gets up and picks up a "wordcard," and their group. Once back at their seats, the teacher uses a response prompt, such as "What's wrong? Wrong or Right, to have students stand and share the answers on their selected wordcard. Answers are verified and mediated.</p>	<p>To review learning objectives, synonyms and antonyms and other about the word about the word about discussion</p> <p>Restoring context from a lesson or reading, as an informal assessment or for practice and reinforcement of concepts</p> <p>Spans of knowledge</p> <p>Form of knowledge</p> <p>Connections</p>

Yesterday's Headlines - pg 69

[illegible]

Vocabulary Quiz

Part 1 – Circle the best synonym for the word in bold.

1. **dissuade**

- a. deter b. persuade c. dive d. help

2. **sullen**

- a. happy b. brooding c. sleepy d. angry

3. recompense

- a. break b. reapply c. relay d. compensate

4. **insinuate**

- a. substitute b. angry c. imply d. sinuses

5. trivial

- a. important b. truce c. insignificant d. crucial

Part 2 – Complete the sentence with the **best** word.

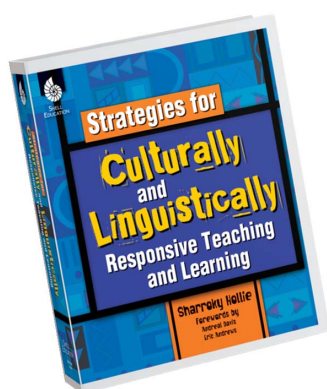
Dissuade	sullen	recompense	indignant	trivial
Insinuate	interminable			

1. I can't take it much longer! If he doesn't stop his _____ whining I am going to scream!
2. I knew she was going to be _____ when I told her that her performance needed some work.
3. He had been _____ for about 2 weeks and his mom was getting worried about him. He didn't even want to come out of his room.
4. If you are her friend you will try to _____ her from wearing that outfit to the party. She looks a hot mess!
5. I don't have time for these _____ conversations right now. I have to study.

Focusing on Academic Vocabulary

List at least two activities in each category

Use Acquisition Strategies	Leveling Words	Go To Word Exposure Activities



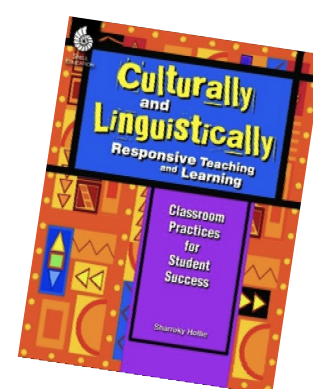
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