

**Vocabulary Development  
for Older Students**

**by**

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## Book Pass Choices

Your name: \_\_\_\_\_

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

### Instructions:

- 1) Choose one book to review.
- 2) Copy the title in the left column.
- 3) Read the summary from the back or inside cover flap.
- 4) Read the first page.
- 5) Check the reading difficulty by opening the book in the middle and reading 2-3 paragraphs.
- 6) Place a check in the column as to how you feel about the book.
- 7) Pass your book on to the next student and take another.
- 8) Choose an "I want to read" book and begin reading.

<b>Title of Book</b>	<b>I want to read</b>	<b>I might read</b>	<b>I don't want to read</b>
1.			
2.			
3.			
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21.			
22.			
23.			
24.			
25.			

# Understanding Instructions

<b>Analyze</b>	To separate something into its parts and then to describe those parts.
<b>Compare</b>	To tell how two things are alike or similar and to see how two things are different.
<b>Connect</b>	To tell how one thing is alike another OR to join two things.
<b>Contrast</b>	To tell how two things are different.
<b>Define</b>	To explain the meaning of a word or idea.
<b>Describe</b>	To write or talk about something so well that another person can see in his or her mind what you are talking about.
<b>Diagram</b>	To draw a picture of something and then to label the parts of the picture.
<b>Discuss</b>	To talk about something in great detail, explaining completely what you know about the subject or topic.
<b>Evaluate</b>	To judge something; to give your opinion about something while telling how you came up with your ideas.
<b>Explain</b>	To talk or write about something so that someone else can understand the subject more clearly; to describe by giving facts and details that makes something easier to understand.
<b>Illustrate</b>	To make a drawing of something OR to give clear examples of something that you are describing.
<b>Interpret</b>	To tell how you feel about something, using facts or details to back up your opinion.
<b>Outline</b>	To give only the main ideas of a topic or piece of writing as a list.
<b>Predict</b>	To make a guess of what might happen or take place in the future.
<b>Prove</b>	To show how something is true by giving facts or details that support your opinion.
<b>State</b>	To tell how you feel or what you believe about something.
<b>Summarize</b>	To tell only the most important points about something you have read or heard.

(Adapted from Kate Kinsella, San Francisco State University)

## Common Prefixes

Prefix	Meaning	Examples
un-	not	unequal, unfair, unpopular
re-	again	replace, recount, revote
il-, im-, in-, ir-	not	illegal, improper, inequality, irregular
dis-	not	disarm, disloyal, distrust
en-, em-	to put <i>or</i> to go into <i>or</i> to cause to be	ennoble, enact, empower, embattle
non-	not	nonviolent, nonpartisan, nonissue
in-, im-	in	inrush, impoverish
over-	above <i>or</i> beyond <i>or</i> too much	overpower, overturn, overpay
mis-	bad <i>or</i> wrongly	mismanage, miscount, mistreat
sub-	below <i>or</i> less <i>or</i> secondary	subset, subway, substandard
pre-	before	preview, pretest, prehistoric
inter-	between <i>or</i> among <i>or</i> within	interstate, interchange, international
fore-	earlier <i>or</i> near the front	foresee, foretell, forerunner
de-	the opposite of <i>or</i> remove <i>or</i> out of	dethrone, depopulate, deconstruct
trans-	across <i>or</i> on the other side	transport, transcontinental, transplant
super-	above <i>or</i> over <i>or</i> better <i>or</i> greater than	superpower, supercomputer, superhuman
semi-	half <i>or</i> partly <i>or</i> happening twice	semiannually, semicircle, semifinal
anti-	against	antisocial, antitrade, anti-aircraft
mid-	middle	midyear, midnight, midpoint
under-	below <i>or</i> less	underpaid, underage, underdog

## Common Suffixes

Suffix	Meaning	Change in Function	Examples
-s, -es	inflectional ending	singular to plural	vote-votes, church-churches
-ed	inflectional ending	present to past tense	play-played
-ing	inflectional ending	active verb ending	watch-watching
-ly	inflectional ending	adjective to adverb	quiet-quietly
-er, -or	one who performs an action	verb to noun	teach-teacher    invent-inventor
-ion, -tion, -ation, -ition	tells the state of something <i>or</i> an action or process	verb to noun	elect-election, reconstruct-reconstruction
-able, -ible	able to be <i>or</i> inclined to be	verb to adjective	elect-electable, combust-combustible
-al, -ial	relating to something	noun to adjective	politics-political
-y	inflectional ending	noun to adjective	creep-creepy
-ness	tells the state or quality of something	adjective to noun	great-greatness, sad-sadness
-ity, -ty	tells the state or quality of something	adjective to noun	equal-equality, diverse-diversity
-ment	action or process <i>or</i> result of action	verb or adjective to noun	movement, contentment
-ic	related to something	noun to adjective	history-historic, hero-heroic

Suffix	Meaning	Change in Function	Examples
-ous, -eous, -ious	possessing <i>or</i> full of	noun to adjective	joy-joyous, space-spacious
-en	to become	noun or adjective to verb	quick-quicken, strength-strengthen
-er	to compare two things	adjective to adjective	tall-taller
-ive, -ative, -tive	describe how something is	noun to adjective	offense-offensive, progress-progressive
-ful	full of <i>or</i> having	noun to adjective	truth-truthful
-less	without <i>or</i> lacking	noun to adjective	power-powerless
-est	having the most of a quality	adjective to adjective	great-greatest, brave-bravest

# Context Signal Words

Type of Clue	Signal Words and Phrases
Example	like, for instance, this, such as, these, for example, other, includes, especially, in this model, as you can see here.
Definition or Restatement	or, which is, in other words, also know as, sometimes called, that is, also called, also referred to as, that is to say
Cause and Effect	therefore, as a result, consequently, because, hence, so, since, for this reason, it follows that, and then, whenever
Comparison	like, as, resembling, related to, similar to, also, take after, be akin to
Contrast	but, on the other hand, however, in contrast, unlike, although, rather than, yet
Chronological Order/ Sequence	first, next, then, afterwards, 1978, thirdly, lastly, before

## Greek and Latin Roots for Language Arts

Many English words are made up of word parts from other languages, especially Greek and Latin. These word parts are called **roots**. A root cannot stand alone, but knowing its meaning helps you figure out the meaning of the whole word. A group of words with the same root is called a **word family**. Study the chart of **Latin** roots below.

<b>Root</b>	<b>Meaning</b>	<b>Example</b>
mob, mot, mov	move	<u>mo</u> bile, <u>mo</u> tion, <u>mo</u> vie
duc, duct	lead	con <u>duct</u>
ven, vent	come	con <u>ven</u> tion
jud	judge	<u>jud</u> gment
ject	throw, hurl	e <u>ject</u>
vid/vis	see	<u>vi</u> deo, <u>vi</u> sion
dic/dict	speak, say, tell	<u>dic</u> tionary
flect/flex	bend	ref <u>lect</u> ion, <u>flex</u> ible
scrib/script	write	pre <u>scri</u> be
doc	teach	<u>doc</u> ument
sens/sent	feel	<u>sen</u> sitive
mem/ment	mind	<u>mem</u> ory, <u>men</u> tal
not	note, mark	<u>not</u> e
miss, mit	send	trans <u>mit</u> , <u>miss</u> ion
voc	voice, call	<u>vo</u> cal
port	carry	air <u>port</u>
spec, spect, spic	look, see	<u>spec</u> tator
tain, ten, tent	hold	con <u>tain</u> , <u>atten</u> tion
schola	school	<u>schol</u> ar

## Greek and Latin Roots – Social Studies

Many English words are made up of word parts from other languages, especially Greek and Latin. These word parts are called **roots**. A root cannot stand alone, but knowing its meaning helps you figure out the meaning of the whole word. A group of words with the same root is called a **word family**. Study the chart of **Greek** and **Latin** roots below.

Root	Meaning	Example
theo	god	<u>theology</u>
ortho	straight, correct	<u>orthodox</u>
dem	people	<u>democracy</u>
geo	earth	<u>geology</u>
turb	confusion	<u>disturb</u>
div	separate	<u>divide</u>
liber	free	<u>liberty</u>
ques	ask, seek	<u>question</u>
mort	death	<u>mortal</u>
cede, ceed, cess	go, yield, give away	<u>secede</u>
form	form or shape	<u>uniform</u>
rupt	break	<u>disrupt</u>
poli	city	<u>police</u>
cycl	circle, ring	<u>recycle</u>
mob, mot, mov	move	<u>movie</u>
duc, duct	lead	<u>conduct</u>
ven, vent	come	<u>convention</u>
jud	judge	<u>judgment</u>
loc, locat	place	<u>locate</u>

## Greek and Latin Roots - Science

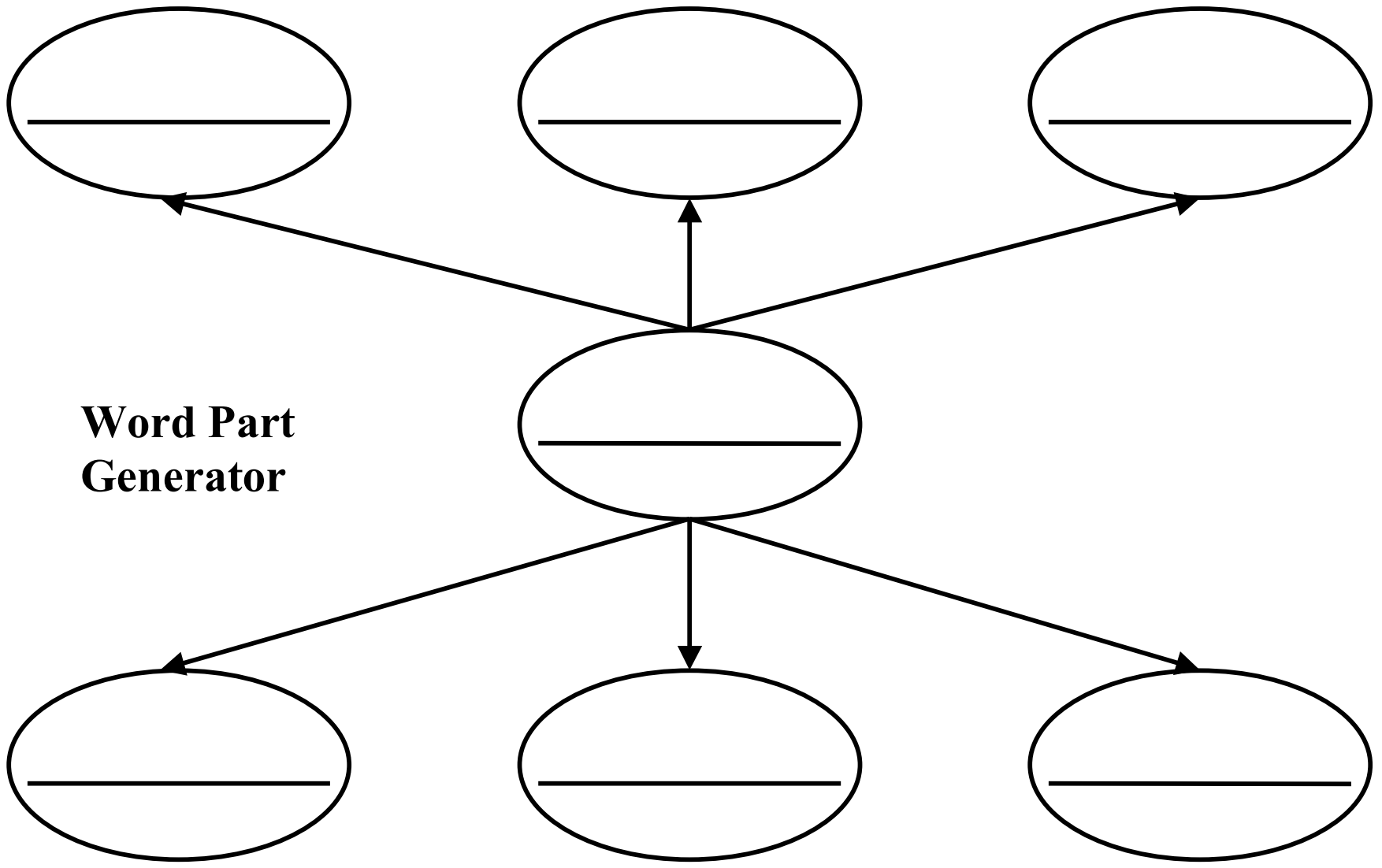
Many English words are made up of word parts from other languages, especially Greek and Latin. These word parts are called **roots**. A root cannot stand alone, but knowing its meaning helps you figure out the meaning of the whole word. A group of words with the same root is called a **word family**. Study the chart of **Greek** roots below.

Root	Meaning	Example
log	word, reason, study	ge <u>ology</u>
graph/gram	write, draw, describe	para <u>graph</u>
scope	see	tele <u>scope</u>
photo	light	<u>photo</u> graph
phon	sound	<u>phon</u> ograph
geo	earth	<u>ge</u> ology
tele	far, distant	<u>tele</u> vision
phob	fear	claustr <u>oph</u> obia
psych	mind, soul, spirit	<u>psych</u> ic
cycl	circle, ring	<u>bicy</u> cle
therm	heat	<u>therm</u> ometer
mech	machine	<u>mech</u> anical
bio	life	<u>bio</u> graphy
chron	time	<u>chron</u> ological
opt	visible	<u>opt</u> ical
cardi	heart	<u>cardi</u> ac
hydr	water	<u>hydr</u> ophobic
meter, metr	measure	<u>met</u> er
phys	nature	<u>phys</u> ical

## Greek and Latin Roots - Math

Many English words are made up of word parts from other languages, especially Greek and Latin. These word parts are called **roots**. A root cannot stand alone, but knowing its meaning helps you figure out the meaning of the whole word. A group of words with the same root is called a **word family**. Study the chart of **Greek** and **Latin** roots below.

Root	Meaning	Example
graph/gram	write, draw, describe	<u>para</u> graph
form	form or shape	<u>forma</u> tion, <u>uni</u> form
rupt	break	interr <u>upt</u>
fract, frag	break	<u>fract</u> ure
junct	join	<u>junction</u>
meter, metr	measure	<u>meter</u>
circum	around, about	<u>circum</u> ference
gen	birth, race, kind	<u>gen</u> erate
div	separate	<u>div</u> ide
ques	ask, seek	<u>ques</u> tion
grad	step, stage	<u>grad</u> uate, <u>grad</u> ual
fer	carry, bear	trans <u>fer</u> , <u>fer</u> ry
var	different	<u>vari</u> ety, <u>vari</u> y
pon, pos, posit	place, put	de <u>posit</u> , <u>posit</u> ion
funct	perform	<u>funct</u> ion
equi	equal	<u>equi</u> distant, <u>equi</u> lateral
cede, ceed, cess	go, yield, give away	re <u>cede</u>
loc, locat	place	<u>locat</u> ion



## Multiple Encounter Activities – Science Terms

### Meaning Transfer Activity

#### Key Terms:

**divergent boundary** – occurs where plates move apart.

**convergent boundary** – occurs where plates push together

**transform boundary** – occurs where plates scrape past each other.

Directions: Find the answer that best completes each statement.

1. If you *diverge* from your classmates, then you:
  - (a) agree with them
  - (b) like them
  - (c) separate yourself from them
  - (d) learn from
  
2. When you set a *boundary* with someone, then you:
  - (a) plan a date
  - (b) set a limit with them
  - (c) set a time to meet them
  - (d) let them do what they want
  
3. If your friends *converge* on a party, then they:
  - (a) all go together at the same time
  - (b) decide to leave
  - (c) separate
  - (d) dance one at a time
  
4. If you are *transformed*, then you:
  - (a) are silent
  - (b) are changed
  - (c) are loud
  - (d) are still

## Multiple Encounter Activities – Science Terms

### Sentence Completion Activity

#### Key Terms:

**divergent boundary** – occurs where plates move apart.

**convergent boundary** – occurs where plates push together

**transform boundary** – occurs where plates scrape past each other.

Directions: Using the definitions above to help you finish each sentence so that it makes sense.

1. The two men diverged at the bridge because \_\_\_\_\_

\_\_\_\_\_.

2. When Iraq sent soldiers across its boundary, Kuwait \_\_\_\_\_

\_\_\_\_\_.

3. We converged on the truck when we realized it carried \_\_\_\_\_

\_\_\_\_\_.

4. One good way to transform yourself is to \_\_\_\_\_

\_\_\_\_\_.

## Multiple Encounter Activities – Science Terms

### Context Clue Activity

#### Key Terms:

**divergent boundary** – occurs where plates move apart.

**convergent boundary** – occurs where plates push together

**transform boundary** – occurs where plates scrape past each other.

Directions: Using the **signal words** in the sentence below and the definitions above to help you finish each sentence so that it makes sense.

1. **Similar** to two football teams facing each other, two plates that move at each other are \_\_\_\_\_.
2. A rift in a friendship can occur **because** two people \_\_\_\_\_ in their beliefs.
3. A person can be **called** \_\_\_\_\_ when he or she has changed greatly.
4. Convergent boundaries push large pieces of earth together, **hence** \_\_\_\_\_ are formed.
5. **In contrast** to the team converging on the field at the end of the game, the players all \_\_\_\_\_.
6. The San Andreas fault is a transform boundary; **however**, other faults might be \_\_\_\_\_ or \_\_\_\_\_.

## Multiple Encounter Activities – Science Terms

### Fill-in-Sentence Activity

#### Key Terms:

**diverge**

**boundary**

**converge**

**transform**

Directions: Find the answer that best completes each statement.

1. The United States shares a \_\_\_\_\_ with Mexico.
2. My brother and I don't always agree and \_\_\_\_\_ when making choices.
3. Maria went to the hair stylist to \_\_\_\_\_ herself for the big dance.
4. The defensive football players will \_\_\_\_\_ on whoever is coming down field with the ball.
5. When two of the earth's plates meet and push against each other, they share a convergent \_\_\_\_\_.
6. Plates of the earth that move away from each other are said to \_\_\_\_\_.
7. When two of the earth's plates scrape past each other, the scraping will \_\_\_\_\_ the earth or change it.
8. The place where two of the earth's plates meet can be called the \_\_\_\_\_.

## **Multiple Encounter Activities – Science Terms**

### **Act-out-a-Word Activity**

Directions: Choose a partner. Pair up with another group. Choose one of the activities below to act out with your group. There can be no dialogue.

1. Act out a scene in which you show one of your group diverging. Be sure to show why the person is diverging.
2. Act out a scene in which your group converges. Be sure to show the class why your group converges.
3. Act out a scene in which your group transforms either as a group or one of its members. Be sure to show how the transformation takes place.
4. Act out a scene in which your group sets some kind of boundaries. Be sure to show why the boundaries are set.

### **Large Group Activities**

Directions: Divide the class into two large groups that are tectonic plates. Choose 6 students to join hands and form a boundary between the two.

1. At the teacher's direction, each group will take steps towards the boundary. When each group is pressing against the boundary, describe what would happen to the earth. Which type of movement is this?
2. At the teacher's direction, each group moves up to the boundary. When each group is pressing against the boundary, one group moves to the right and one group moves to the left. Describe what would happen to the earth. Which type of movement is this?
3. At the teacher's direction, each group will take steps away from the boundary. When each group is five steps away from the boundary, describe what would happen to the earth. Which type of movement is this?

## **Multiple Encounter Activities – Science Terms**

### **Yes/No/Why Activity**

#### **Key Terms:**

**diverge**

**boundary**

**converge**

**transform**

Directions: Using the meaning of the words above, answer the statements below with either “yes” or “no,” then explain why.

1. Can things converge at a boundary?
2. Can a transform be diverged?
3. Can things be transformed at a boundary?
4. Can a boundary be transformed?
5. Can things diverge at a boundary?
6. Can a diverge be a person?
7. Can a boundary be convergent?

### **The Conversation Game**

Directions: The class or small group will hold a conversation using forms of the words key vocabulary words. One person will begin the conversation. This first person also establishes the topic. The object is to keep the conversation going on the topic, but also to use forms of the vocabulary words. You may state one or more sentences, but a form of the word must be used correctly. After a sentence is given, silent “think time” for a minute will provided so that everyone has time to think of a response. When signaled, those students who have thought of a next statement will raise their hands to request participation in the conversation.

A beginning statement for the words above might be as follows:

“The first time I crossed a boundary in life, I learned a lot about myself.”

# Predicting ABC's

Name: \_\_\_\_\_ Topic: \_\_\_\_\_

<b>A-B</b>	<b>C-D</b>	<b>E-F</b>	<b>G-H</b>
<b>I-J</b>	<b>K-L</b>	<b>M-N</b>	<b>O-P</b>
<b>Q-R</b>	<b>S-T</b>	<b>U-V</b>	<b>WXYZ</b>



# Understanding Definitions

**Directions:** One way to understand difficult key terms is to separate the definitions into 3 levels. The easy words you know well are the first level. The key or **bold** word being defined is the third level. Any other words in the definition you don't understand are the second level. You need to know these second level words in order to understand the definition. See how the definition of **speculation** is separated below.

**speculation** – **the buying and selling of a stock in the hope of making a profit**

**Key word**      **Level 3: speculation**

**Level 2: stock, profit**

**Level 1: the, buying, and, selling, of, in hope, making**

In order to understand **speculation**, you must also understand the words “stock” and “profit.” Use this sheet to analyze definitions in your texts.

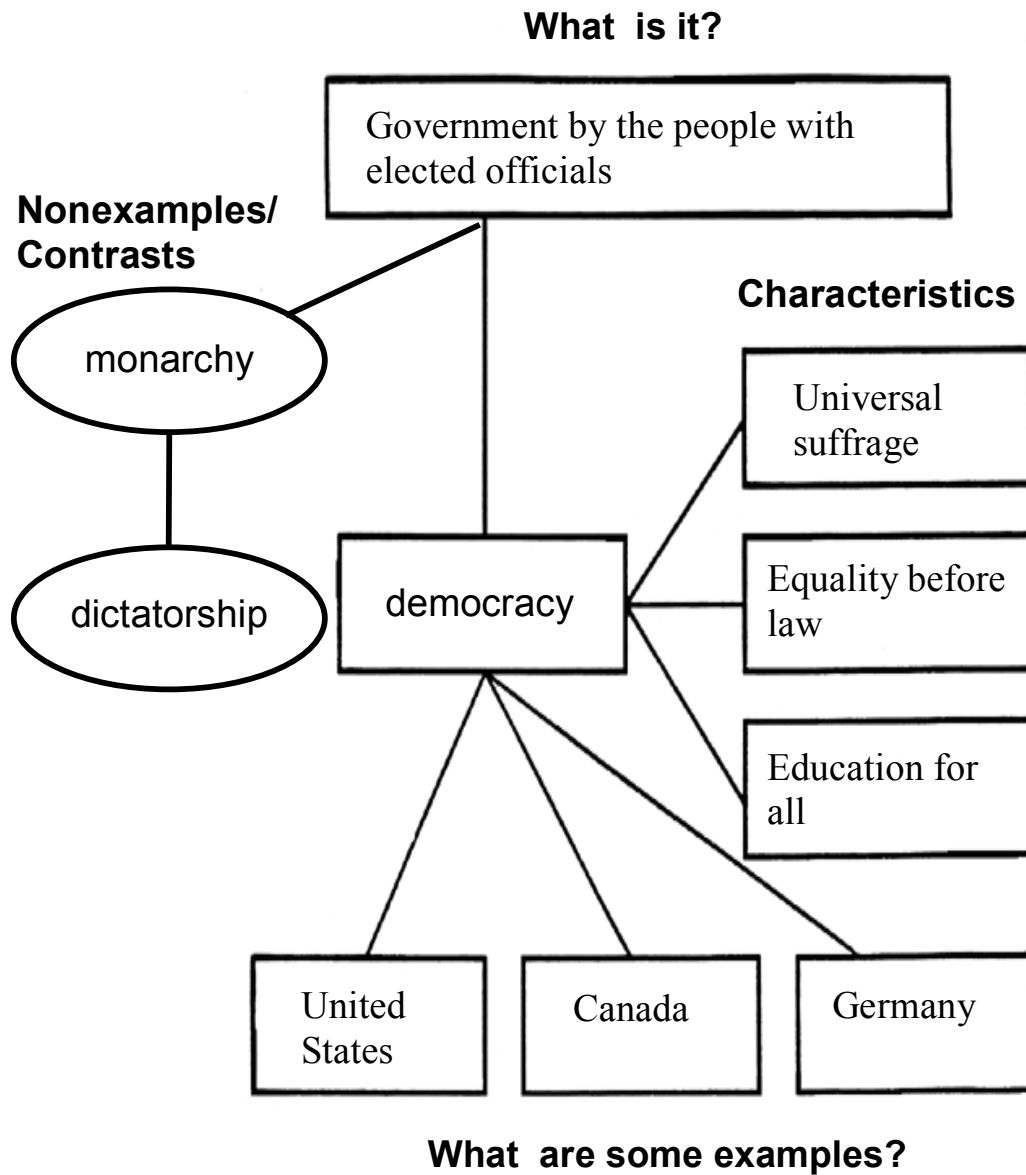
**Key word**      **Level 3:** \_\_\_\_\_

**Level 2:** \_\_\_\_\_

**Level 1:** \_\_\_\_\_

**Discuss the definition with a partner. Then rewrite the definition in your own words on the back.**

# Concept Definition Mapping



Source: adapted from Schwartz, R.M. & Raphael, T.E. (1985). "A Key to Improving Students' Vocabulary." *The Reading Teacher*, 39,(2).

# Contextual Redefinition

Topic: Density

**Key Word:** density

**Student Definition:** It's how thick something is. Like David's head; it's really dense.

**Textbook Sentence:** Density is the amount of mass in a given volume of a substance. If two objects take up the same amount of space, then the object with more mass has a greater density than the one with less mass.

**Contextual Redefinition:** Density is how much mass is in something—the more mass the denser it is.

**Dictionary Definition:** The mass per unit volume of a substance under specified conditions of pressure and temperature.

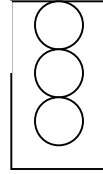
**Example:** A bowling ball and soccer ball are the same size but a bowling ball has more mass thus it is denser.

# Vocabulary Signal Lights

1. \_\_\_\_\_

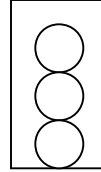
Definition: \_\_\_\_\_  
\_\_\_\_\_

1.



2. \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_

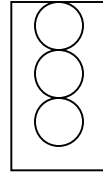


2.

3. \_\_\_\_\_

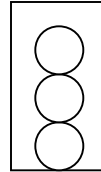
Definition: \_\_\_\_\_  
\_\_\_\_\_

3.



4. \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_

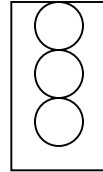


4.

5. \_\_\_\_\_

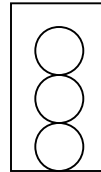
Definition: \_\_\_\_\_  
\_\_\_\_\_

5.



6. \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_

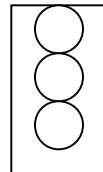


6.

7. \_\_\_\_\_

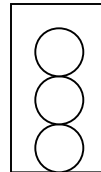
Definition: \_\_\_\_\_  
\_\_\_\_\_

7.



8. \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_

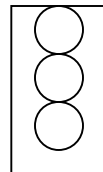


8.

9. \_\_\_\_\_

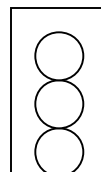
Definition: \_\_\_\_\_  
\_\_\_\_\_

9.



10. \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_



10.

# Semantic Feature Analysis Grid

What it looks like:

Topic: Vertebrates

Terms	Features	backbone	warm-blood	gills	lungs	fur
shark	X		X			
bull frog	X		X	X		
cobra	X			X		
peacock	X	X		X		
koala bear	X	X		X		X

Source: *Teaching Reading in Science*, Barton, M. and Heidema, C., McREL: Aurora, CO.

# Words on the Wall

## Preteaching Vocabulary

### **What is it:**

Words on the Wall is a daily activity in which students define key words and then practice their definitions and spellings at the beginning of class.

### **What to do:**

1. Select 5 to 10 key words that appear in the next section of text the students will be covering in class. Look for bold words in the text or see the Teacher's Edition for key vocabulary.
2. Post these words on a blackboard, bulletin board, or wall that is not directly in front of the students. Students should be able to read the words from anywhere in the room.
3. *Monday* – Have students copy down each word. Then ask the class to define each word. Discuss these definitions. If students do not know the meaning, have them scan the book until they find it. Discuss the meaning in the text. When a consensus is reached for the meaning of a word, write it on the board and have students copy it down. They should keep these in their notebook.
4. *Tuesday* – When students enter class, ask them to take out a sheet of paper and number from 1 to 5 (or 10). Tell them you are going to read the definitions from yesterday. They are to stare at the words on the wall and write down the word that matches the definition. Spelling counts! Tell them it is a quiz!

# Words on the Wall

## Preteaching Vocabulary

### What to do:

5. *Wednesday* – If you started with 5 words, you can add 5 new words today. Define them as you did on Monday. If you don't add new words, just repeat the process you followed on Tuesday.
6. *Thursday* – When students enter class, have them number a sheet of paper from 1 to 10. Call out the definitions and have them copy down the correct word.
7. *Friday* – Tell students that today's word test will count as a MAJOR GRADE. If they can write the words without looking at them and spell them correctly, they will get extra credit. Give them the test as you have each day.
8. *Week 2 – Monday* – Select 5 to 10 more words from the next section of text they are going to read. Post these words with the previous week's list. Have students copy down each new word. Then ask the class to define each word. Discuss these definitions.
9. *Tuesday* – When students enter class, ask them to take out a sheet of paper and number from 1 to 10 (or 20). Read aloud the definitions of **ALL** the words and have students write down the correct word that matches the definition.
10. *Wednesday – Friday* – Start each day with the Vocabulary quiz, counting Friday as a MAJOR GRADE.
11. *Week 3 – Monday* – Add more words if appropriate. Always go back to the first week's list to do the daily test.

## Sample Vocabulary Lesson Sequence

**1. Identifying Key Words** – Have students scan text for key **bold** words. Then have students look up the definitions either in the Glossary or within the context clues given in the text itself.

**2. Understanding Definitions** – Pass out the Understanding Definitions sheets that have students analyze definitions into Tier 1, 2 and 3 words, where Tier 1 are basic sight words, Tier 3 are the **bold** concept words, and Tier 2 are the high frequency, useful words in the definitions that they don't understand.

**3. Gather Data** – Make a list of the Tier 2 and 3 words based on the students' completed handouts.

**4. Word Wall** – Make a word wall (or tree) of the Tier 2 and 3 words. Branch Tier 2 words off of related Tier 3 key words.



**5. Context Clues** – Use context clues sentences to orally teach definitions.

**6. Multiple Encounter Activities** – Create a series of multiple encounter activities to have students practice the meanings of the Tier 2 and 3 words.

**7. Knowledge Rating** – Have students fill out a “Know, Unsure, Don't Know” rating sheet to test their knowledge.

# Vocabulary Web Resources

compiled by Bill McBride, 2005

[http://www.eduref.org/cgi-bin/lessons.cgi/Language\\_Arts](http://www.eduref.org/cgi-bin/lessons.cgi/Language_Arts)

The Educator's Reference Desk includes Vocabulary Lesson Plans, most of which cover grades 4-12. Plans include Beach Ball Vocabulary, Defining Ecology, Dictionary Game, Einstein Club, Euphemisms, Homophone Bingo, Lexicon Challenge, SAT or Foreign Language Vocabulary, and Vocabulary-Unfolding Meaning.

[http://www.surfnetkids.com/games/Word\\_Games/](http://www.surfnetkids.com/games/Word_Games/)

Surf the Net for Kids is a great site for students aged 8 to 17 with free on-line games and puzzles, including a variety of crossword puzzles and games on topics in science, adolescent literature such as Harry Potter, math, civil rights, and grammar.

<http://isb.sccoe.org/>

Santa Clara County Office of Education: Math Mentor TV program and Language Arts information, including Six Trait + One Writing. In the Writer's Workshop Section are Fun and Games, including Vocabulary Games such as Latin and Greek Root Word and Science PowerPoint in the style of a well-known game show.

<http://www.vocabulary.com/>

Vocabulary University has interactive vocabulary puzzles and Latin and Greek root activities separated into 3 levels. Activities include Fill-in-the-Blanks, Definition Match, Synonym & Antonym Encounters, Crosswords, Word Finds, True/False, and Word Stories. Twenty-five thematic topics are also included on diverse subjects from Wizards to Elections, to Character Education.

<http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm>

Sarasota County Public School District, FL: Reading strategies, vocabulary building, graphic organizers, journals, note-taking, and semantic mapping. Vocabulary section includes Concept Cards, Photographed Vocabulary, Previewing Words in Context, Semantic Feature Analysis, and Word Sort Using Concept Cards.

<http://www.ops.org/reading/secondarystrat1.htm>

Omaha Public Schools Teacher's Corner: Reading strategies, vocabulary activities on context clues, roots, and affixes, comprehension activities, and test taking strategies. Vocabulary section includes Decoding Multisyllabic Words, Prefixes/Suffixes, Content Area Vocabulary, Feature Analysis Map, Using Context Clues, and Unknown Words in Context.

<http://wordfocus.com/vocabulary-resources.html>

The Word Focus site focuses on Latin and Greek Roots. The site contains an abundance of activities, including Word Units with Definitions, Self-Scoring Quizzes, Word Quests, Logo Focus on etymology, and Word Sources on such topics as Filibuster, Malaria, Robots, Dinosaurs, The Sandwich, Phobias, The Planets, The Arena, and Bad Days.

<http://www.literacy.uconn.edu/compre.htm>

The Literacy Web at the University of Connecticut has a excellent articles and activities in the Reading Comprehension section. Subjects include Vocabulary Cartoons, Word Play, Writing Den, Instructional Tips, and another Index of Vocabulary Websites.

[http://curry.edschool.virginia.edu/centers/clic/instructional\\_strategies\\_resources.html](http://curry.edschool.virginia.edu/centers/clic/instructional_strategies_resources.html)

University of Virginia Reading Quest: Excellent site for content area reading, vocabulary development and word study. Includes vocabulary puzzles at Vocabulary University, Crossword puzzle creator, research on vocabulary acquisition and instructional implications, Merriam-Webster online, and Latin and Greek roots.

<http://www.webenglishteacher.com/vocab.html>

The Web English Teacher has a Vocabulary section that includes the following: Building a Better Vocabulary that has Latin and Greek roots and Prefixes and Suffices; Calliope, Muse of Eloquence that has interactive Web-based lessons on Latin and Greek mythology; Changing Language, Beowulf to Buzzwords that has activities to show how the English Language has changed; The Dictionary Game in which Pictionary comes to the classroom; Finding New Ways to Say Something to teach synonyms, Kid Crosswords and Other Puzzles, and a variety of games at Learning Vocabulary can be Fun.

### **Sites for English Language Learners**

<http://iteslj.org/links/>

The Internet TESL Journal's Links page provides over 11,000 links to instruction for English Learners. The site is divided between Links of Interest to Students and Links of Interest to Teachers. The Vocabulary section alone has over 140 links, including such sites as English for You – Visual Veggies, SAT Vocabulary Builder, Language Zoo, Common Errors in English, Arabic Number to English Convertor, Word Safari, Vocabulary Self-Study Quizzes, and Language Adventure – Picture Quiz.

<http://www.englishpage.com/lessonarchive/lessonarchive.html>

Englishpage.com focuses on English Learners. Printable activities include Ordering in a Restaurant, Getting an Apartment, Returns and Refunds, Grocery Store Choices, Telecommunications, Humor, Internet 101, Turn Off the TV, and Presidential Elections.

<http://a4esl.org/q/h/vocabulary.html>

The Self-Study Vocabulary Quizzes site has a large collection of quizzes and games on 3 levels. Easy activities include Soccer Vocabulary, Words Beginning with A and the other letters of the alphabet, Colors, School Subjects, etc. More difficult activities include Food and Nutrition, Abbreviations for companies, sports, employment ads, auto sales, and government agencies, Road Vocabulary, and The Great Preposition Mystery.

<http://www.manythings.org/>

Interesting Things for ESL Students provides word games, puzzles, slang, and many activities including Vocabulary Study Using a Cell Phone. Puzzles include WordWeb Games, Anagrams, Scrambled Words, Jumble, and Crosswords.

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