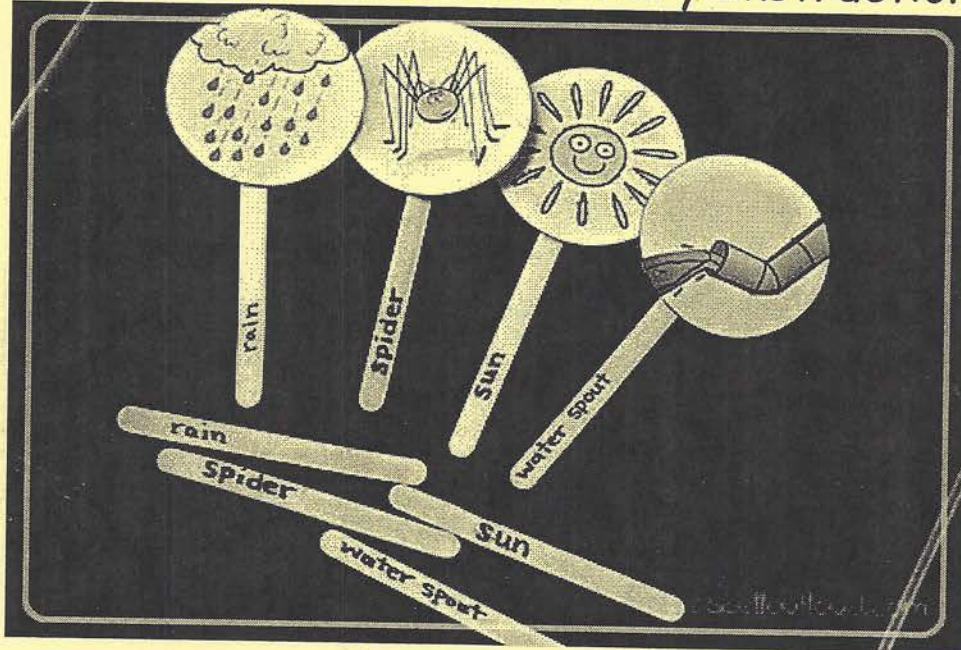


# Making Words Stick

East Stroudsburg School District  
Grades 3-5 Staff

An Introduction to Vocabulary Instruction



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## Six Steps to Effective Vocabulary Instruction

adapted from *Building Background Knowledge for Academic achievement*

By Robert J. Marzano

### Step 1: The Teacher Provides a Description, Explanation, or Example of the New Term

During the first step, the teacher explains the target word. Definitions do not appear to be useful instructional tools, particularly in the initial stages of learning a word. However, conversational descriptions, explanations, and examples are very useful to students when first learning a term.

### Step 2: Students Restate the Explanation of the New Term in Their Own Words

It is important that students not simply copy the teacher's explanation of a term. Rather, students should construct their own explanations based on what the teacher has presented.

### Step 3: Students Create a Nonlinguistic Representation of the Term

For vocabulary development, this step is best done immediately after students have generated their own linguistic description of the term. These representations can be in the form of graphic organizers, pictures, or pictographs,

### Step 4: Students Periodically Do Activities That Help Them Add to Their Knowledge of Vocabulary Terms

To ensure multiple exposures to terms, students should take part in activities that allow them to interact with vocabulary terms in a variety of ways.

### Step 5: Periodically Students Are Asked to Discuss the Terms with One Another.

...student interaction plays a key role . . . in the development of academic vocabulary. Consequently, teachers should periodically organize students into groups and ask them to discuss the terms in the vocabulary sections of their notebooks. To stimulate discussion, the teacher might pose questions each group will address.

### Step 6: Periodically Students Are Involved in Games That Allow Them to Play with the Terms

... teachers can use games as sponge activities to stimulate interest and enthusiasm about vocabulary as well as provide multiple exposures to terms.



## Tiers Overview

TIER I	<p>These are the most basic words and expressions and do not need to be taught except to English learners. Examples are: <i>car, water, man, answer, make up your mind, once upon a time</i>. In ESL, we refer to these words and phrases as BICS (basic interpersonal communication skills).</p>
TIER II	<p>These are words that have importance and utility because they are in grade-level texts and appear frequently across a variety of academic domains (e.g. <i>power, cell, radical, right, leg, tree, prime, imaginary, round, simple, expression, dependent</i>).</p> <p>Polysemous (i.e. words that are used differently across the content areas) words are some of the most troublesome words (e.g. <i>trunk, set, ring, bad, slip, run, root</i>).</p> <p>These are function words which are needed to understand concepts and to output extended discourse (e.g. <i>because, due to, as a result, in order that, therefore ...</i> for cause and effect; <i>although, however, nevertheless, while ...</i> for contrast; <i>as well as, in addition to, likewise, by the way ...</i> for comparison; <i>for instance, in particular, such as ...</i> for giving examples). These are absolutely needed for CALP (see below).</p>
TIER III	<p>These are low-frequency words that are limited to specific content areas. Although they are low-frequency words, they are very important for understanding content. For instance, <i>lathe, isotope, peninsula, osmosis, hyperbole, isosceles, corpus, sedentary, exacerbate</i>. In ESL, we refer to these as CALP (cognitive academic language proficiency).</p>

Sources: Calderón, M. (2007). Teaching Reading to English Language Learners, Grades 6-12: A Framework for Improving Achievement in the Content Areas, Corwin Press.

Vaughn, S. & Linan-Thompson, S. (2004). Research-Based Methods of Reading Instruction: Grades K-3, ASCD.



3-5	Tier I	Tier II	Tier III
<p><b><u>Topic:</u></b> Many of the phenomena we observe on Earth involve interactions among components of air, water, and land.</p> <p><b><u>Examples:</u></b> weather, temperature, wind speed and direction, precipitation, sky conditions (cloudy, sunny), recycled, evaporation, runoff, erosion, interaction, deposit, floods, hurricanes, earthquakes, material, gas, liquid, ice, changes.</p> <p><b><u>Identify Assessment Task:</u></b></p>    <p><b><u>Vocabulary Students Need to Know &amp; Be Able to Use:</u></b></p>			



## Three Tiers of Vocabulary and Education

by Thaashida L. Hutton, M.S., CCC-SLP

Vocabulary consists of the words we understand when we hear or read them (*receptive vocabulary*) and words we speak or write (*expressive vocabulary*). We build vocabulary by picking up words that we read or hear and through direct instruction from teachers or other professionals. Knowing a variety of words is important for language development and reading comprehension. A limited vocabulary is usually a “red flag,” indicating a possible language learning disability and reduced literacy skills.



Most children begin first grade with about 6,000 words of spoken vocabulary. They will learn 3,000 more words per year through third grade. However, not all words have equal importance in language instruction. So, how do we know which words we need to teach? We consider three types of vocabulary words—three tiers of vocabulary—for teaching and assessing word knowledge. A word’s frequency of use, complexity, and meaning determines into which tier it will fall. Those with mature vocabularies and age-appropriate literacy skills understand and use words from all three tiers. This handout discusses the three tiers of vocabulary, Tier 1—Basic Vocabulary, Tier 2—High Frequency/Multiple Meaning, and Tier 3—Subject Related.

### Tier 1—Basic Vocabulary

Tier one consists of the most basic words. These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Examples of tier one words are: *book, girl, sad, run, dog, and orange*. There about 8,000 word families in English included in tier one.

### Tier 2—High Frequency/Multiple Meaning Vocabulary

Tier two consists of high frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. Following is a list of standards for tier two words:

- Important for reading comprehension
- Contain multiple meanings
- Used across a variety of environments (generalization)
- Characteristic of mature language users
- Increased descriptive vocabulary (words that allow students to describe concepts in a detailed manner)



Tier two words are the most important words for direct instruction because they are good indicators of a student's progress through school. Examples of tier two words are: *masterpiece*, *fortunate*, *industrious*, *measure*, and *benevolent*. There are about 7,000 word families in English (or 700 per year) in tier two.



### Tier 3—Low-Frequency, Context-Specific Vocabulary

Tier three consists of low-frequency words that occur in specific domains. Domains include subjects in school, hobbies, occupations, geographic regions, technology, weather, etc. We usually learn these words when a specific need arises, such as learning *amino acid* during a chemistry lesson. Examples of tier three words are: *economics*, *isotope*, *asphalt*, *Revolutionary War*, and, *crepe*. The remaining 400,000 words in English fall in this tier.

It important to remember that tier two and three words are not all clear-cut in their tier classification. There is more than one way to select the words. Word knowledge is subject to personal experience.

### Students with Limited Vocabulary

Students may struggle to increase vocabulary because of poor memory skills, difficulty using word learning strategies, or lack of instruction. This may be a result of a language and/or learning disability, or poor instruction. Under these situations, schools can administer a response to intervention program (RtI). RtI will then determine if the student requires additional instruction or special education services. Contact your school district to find out its current response to intervention program.

#### Resources

Beck, Isabel L., McKeown, Margaret G., and Kucan, Linda. (2002). *Bringing words to life*. New York, NY: The Guilford Press

Montgomery, Judy K. (2008). *MAVA-Montgomery assessment of vocabulary acquisition*. Greenville, South Carolina: Super Duper Publications, Inc.

Montgomery, Judy K. (2007). Vocabulary Intervention for RTI: Tiers 1, 2, 3 Retrieved October 28, 2008, [http://74.125.45.104/search?q=cache:VfiwE6PJYEJ:convention.asha.org/2007/handouts/1137\\_1757Montgomery\\_Judy\\_106716\\_Nov05\\_2007\\_Time\\_122121AM.ppt+three+tiers+of+vocabulary&hl=en&ct=clnk&cd=6&q=us](http://74.125.45.104/search?q=cache:VfiwE6PJYEJ:convention.asha.org/2007/handouts/1137_1757Montgomery_Judy_106716_Nov05_2007_Time_122121AM.ppt+three+tiers+of+vocabulary&hl=en&ct=clnk&cd=6&q=us)

3 Tier vocabulary words. Retrieved October 28, 2008 [http://t4.jordan.k12.ut.us/cbl/images/CBL\\_Documents/3tiervocab.pdf](http://t4.jordan.k12.ut.us/cbl/images/CBL_Documents/3tiervocab.pdf)



Helpful Products

The list of Super Duper® products below may be helpful when practicing or doing activities related to Vocabulary Development. Visit [www.superduperinc.com](http://www.superduperinc.com) or call 1-800-277-8737. Click the links below to see the product description.

*Core Curriculum Vocabulary Cards Level One*

Ask for Item #CRD44

<http://www.superduperinc.com/products/view.aspx?pid=CRD44>

*First 100 Sight Words Plus Sentence Building Super Fun Deck®*

Ask for Item #FD74

<http://www.superduperinc.com/products/view.aspx?pid=FD74>

*Grannies Candies® The Delicious Game of Word Meanings*

Ask for Item #GB154

<http://www.superduperinc.com/products/view.aspx?pid=GB154>

*MAVA Montgomery Assessment of Vocabulary Acquisition™*

Ask for Item #MAVA22

<http://www.superduperinc.com/products/view.aspx?pid=MAVA22>

*Say and Do® Vocab Bingo Laminated Games*

Ask for Item #BGO22

<http://www.superduperinc.com/products/view.aspx?pid=BGO22>

*START-IN™ A Response to Intervention (RtI) Program for Reading*

Ask for Item #START11

<http://www.superduperinc.com/products/view.aspx?pid=START22>



# Vocabulary Notebook

## Pages

上 #

Word:

My knowledge:  
1 2 3 4

Description:

Picture:

Synonym:

Antonym:

Sentence:

## Background Knowledge Activity

The questions that \_\_\_\_\_ face as they  
raise \_\_\_\_\_ from \_\_\_\_\_ to  
adult life are not easy to \_\_\_\_\_. Both  
\_\_\_\_\_ and \_\_\_\_\_ can  
become concerned when health problems such  
as \_\_\_\_\_ arise any time after the  
\_\_\_\_\_ stage to later life.



# ABC Brainstorming



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

A	G	M	S
B	H	N	T
C	I	O	U
D	J	P	V
E	K	Q	W
F	L	R	XYZ

# K-5 VOCABULARY KNOWLEDGE RATING CHART

TERM	KNOW IT	NOT SURE	DON'T KNOW IT	CAN DESCRIBE HOW TO USE IT	CAN DESCRIBE WHEN TO USE IT
WORD WALLS					
CONNECT-TWO					
OPEN WORD SORT					
CONCEPT SPLASH					
THREE TIER SYSTEM					



# Vocabulary Knowledge Rating

## High Knowledge

- 4 = I could teach it to the class.
- 3 = I am pretty sure what it means.

## Low Knowledge

- 2 = I recognize it but need a review.
- 1 = I have no clue what it means.

TERM	BEFORE INSTRUCTION	AFTER INSTRUCTION

**Sample Knowledge Rating Charts**

**Knowledge Rating**

Directions: Read the words in the first column. Place a check in one of the next three columns to indicate your understanding of each word. For each word checked "Can define" write a short definition in the "Pre-reading" column.

Vocabulary Words	No idea of meaning	Have seen this word	Can define	Pre-reading	Post-reading
1.					
2.					
3.					
4.					

**Knowledge Rating**

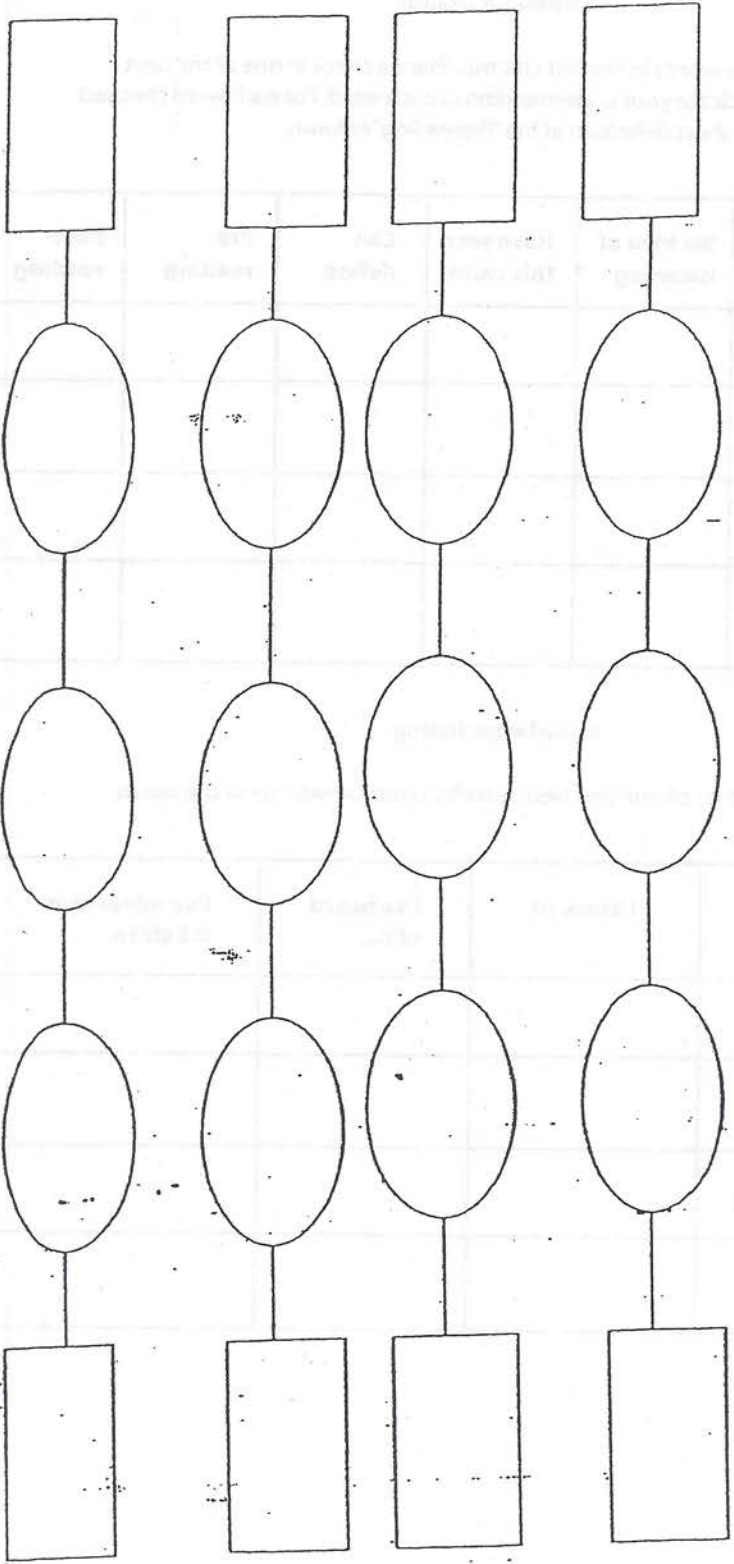
Directions: Check the column that best describes your knowledge of the words listed.

Vocabulary Words	I know it!	I've heard of it...	I've never seen it before.
1.			
2.			
3.			
4.			

*Knowledge Rating*



Linear Arrays  
Allen, J. (1999) Words, Words, Words: Teaching vocabulary in grades 4-12. Portland, ME: Stenhouse Publishers.



# Word Chart: Context and Connection

What is it?

Definition:

Examples

Non-Examples

[Empty box for example 1]

[Empty box for example 2]

[Empty box for example 3]

Word

[Empty box for non-example 1]

[Empty box for non-example 2]

[Empty box for non-example 3]

I will probably find this word:

I will remember this word by connecting it:

Context

Word-to-Self Connection



# Word Map

What is it?

[Empty box for definition]

What is it like?

[Empty box for characteristics]

[Empty box for characteristics]

[Empty box for characteristics]

What is it *not* like?

[Empty box for characteristics]

[Empty box for characteristics]

[Empty box for characteristics]

Word

What are some examples?

[Empty box for examples]

[Empty box for examples]

[Empty box for examples]

[Empty box for examples]

# Simple teaching Roots, Prefixes and Suffixes

Root Words | Suffix | Prefix

## COMMON ROOT WORDS AND WORD ORIGINS

ROOTS	MEANING	WORD
alter	other	alternate, alter ego
ami, amic-	love	amiable, amicable
amphi	both ends or all sides	amphibian
ann, enni	year	anniversary, annual, biennial, perennial
anthrop	human, man	anthropology, anthropomorphic, misanthrope
aqua, aque	water	aquatic, aquarium, aqueduct
arch	chief, leader, ruler	archangel, monarch, archaic, archenemy
arthro	joint	arthritis
aud	sound	auditorium, audible, audiologist, audiotape
bell	war	belligerent, bellicose
biblio	book	bibliography, bibliophile
bio-	life	biography, autobiography, biology, antibiotic
brev	short	brief, abbreviate
cap	take, seize	capture, captivate, capacity
carn	meat	carnivorous, chili con carne
ced	yield, go	recede, secede, proceed, intercede, concession
chrom-	color	chromatic, monochrome, polychrome
chron-	time	chronicle, chronology, chronometer, synchronize
cogn	know	recognize, cognitive, incognito
cord/chord	cord	harpichord
corp	body	corpus, corpse, corporal
crac, crat	rule, ruler	autocrat, democracy, bureaucrat, democracy
cred	believe	credible, credulous, credibility, credit, credo
cruc	cross	crucifix, crucial
crusta	shell	crustacean
crypt	hidden	cryptogram, cryptology, cryptic
culp	guilt	culpable, culprit
dei	god	deity, deify
demo-	people	demography, democracy, epidemic
dent	tooth	dentist, dentifrice, dentin
derm-	skin	dermatology, epidermis, hypodermic
dic	speak, say	dictate, predict, diction, indict
dox	belief, opinion	orthodoxy, paradox, heterodoxy
duc, duct	lead	induce, deduce, seduction, conduct, abduct
duo	two	duo
dynam-	power	dynamo, hydrodynamics
ego	self	egotist, egomania
equ	equal	equal, equity, equanimity, equate, equidistant
fac	make, do	manufacture, factory, benefactor
fil	threadlike	filament
frater	brother	fraternal, fraternize
gam-	marriage	monogamy, polygamy, bigamy

#8



geo-	earth	geopolitical, geology, geography, geothermal
glyph	vertical groove	Hieroglyphics—Egyptian "sky writing"
grad, gress	step	gradual, progression, transgression
graph-	writing, printing	graphology, biography, telegraph, geography
gym	naked	gymnasium
gyn-	woman	gynecologist, androgynous
hemo, hema, hem	blood	hemophilia, hematology, hemoglobin
holo	whole, entire	holograph
hydro, hydr	water	dehydrate, hydraulics, hydroelectric, hydroplane
iso	equal, identical	isolate
ject	throw	inject, reject, subject, projection
jud	judge	judicial, judge, adjudicate
leg, lect	read, choose	legible, lectern, lecturer, election
liter	letter	literature, illiterate, literal
loc	place	local, location
log	word	monologue, epilogue
luc	light	lucid, elucidate
magn	large	magnify, magnate, magnificent
man	hand	manufacture, manual, manuscript
mar	sea	marine, mariner
mater	mother	maternal, maternity, matriarchy, matricide
mere	part, segment	mere
meta, met	behind, between	metacognition—behind the thinking
metri, meter-	measure	geometric, thermometer, odometer
min	small	minority, minuscule, minute
mit, miss	send	permit, submission, mission, emit,
mob, mot, mov	move	mobile, automobile, motion, promote, movie
mon	warn	premonition, admonition
mor, mort	death	mortal, mortician, immortality
morph	form, structure	metamorphosis, amorphous, morphology
mut	change	mutant, mutability, mutate
neuro	nerve	neurology, neurosis, neurobiology
nomen /nomin	name	nominal, nominate, nomenclature
nov	new	novel, renovate, innovation, novella
nym, onym	word, name	synonym, acronym, anonymous, pseudonym
odonto	tooth	orthodontist—one who straightens teeth
ortho-	straight, correct	orthodox, orthodontist, orthopedic
pac	peace	pacify, Pacific Ocean, pacifist
pater	father	paternal, paternity, patricide, patrilineal, patriotic
path	feeling, suffering	sympathy, apathy, empathy, telepathy, pathology
ped, pod	foot	pedal, pedometer, centipede, gastropod
pel, puls	push	pulsate, repulsive, impulse, compel, propel
pend	hang, weigh	pendulum, pendant, suspend, pending
phon-, phono-	sound, voice	telephone, euphony, cacophony, phonograph
plan	flat	planar, plantation, plane
pneum	lung	pneumatic
pod	feet	podiatrist
port	carry	portable, transport, portage, report,
pot	power	potent, omnipotent, potentate
psych-	soul, spirit, mind	psychology, psychic, psychobiography
puana		



	fight	pugnacious, pugilist
quer, quis	ask	query, inquisition,
scent, scend	climb	ascend, ascent
schizo, schiz	division, split	schizophrenic
sci	know	scientific
sciss	cut	scissors
scrib, script	write	manuscript, scribe, proscribe, scripture
sec, sect	cut	dissect, section
sed, sess	sit	sedentary, session
sens, sent	feel, be aware	sensible, sentient
sequ, secu	follow	sequence, sequel, consecutive
serv	serve, protect	service
simil	same	similar, assimilate, simile, facsimile (fax)
siphon	tube	siphon
sol	sun	solar
son	sound	sonar, resonate, unison
soph	wisdom, knowledge	philosophy, sophisticated, sophomore (wise fool)
spec, spic	look, see	spectacles, spectator, inauspicious, prospect
spir	coil	spiral
spir	breathe	inspire, respiration, conspire, perspiration
spond, spons	promise, answer for	respond, responsible
spont	by one's own force	spontaneous
stat	stay, position	station
tang, tact	touch	tactile, tangible
temp	time	temporary, temporize
ten, tent	hold	tentative, tenable, tenuous
terr	earth	subterranean, terrain, terrestrial, disinter
theo	god, deity	theology, polytheism, atheist, monotheism
therm-	heat	thermal, thermos, thermometer
trophy	nutrition, food	atrophy—without nutrition
uro	urine	urologist
vac	empty	vacation, vacuum, vacuous, vacant
ven, vent	come, go	intervene, convene, contravene
ver	truth	veracity, verify, verity
vert	turn	introvert, irreversible, vertigo
vit	life	vital, revitalize, vitamin
voc	call	revoke, invocation, vocal, evocative, convocation
zoo	animal	zoo, zoology, zoolatry

## PREFIXES

PREFIX	MEANING	EXAMPLES
a-, an-	not, without	amoral, anesthetic, apolitical, asocial
ab-	away from	abduction, abstain, abnormal
ad-	to, toward	adjoin, adjacent (lying near to)
ambi-	both	ambidextrous, ambivalent
ana-	up, back, again	analogy, anatomy, anagram
anti-	against	antipathy, antiwar, antisocial
apo-	from, away from	apology, apologize
auto-	self	autobiography, automobile, autocracy, automaton



bene-	good	benediction benevolent benefactor
cata-, cat-	down, against	catastrophe--a tuning down
centro, centri-	around, center	concentric, centrifugal
circum-	around	circumlocution circumference, circumvent
com-	with, together	communal, community
con-	with, together	connect, confide conspire
contra-	against	contradict, contravene
de-	down, away	descend, deject (cast down)
dia-, di-	through, across	diameter, division
dis-	apart, not	disengage, discord, discomfort
dys-	ill, difficult, bad	dysfunctional, dysentery
e-	out of, from	elect (choose out of), eject (throw out)
ecto-	on the outside	ectoderm--outer skin
en-, em-	in	empathy--feeling in
endo-	within, inside	endoscope--instrument for observing inside
epi-	upon	epitaph epidermis, epicenter
eso-	inward, within	esoteric--more inward, esophagus
eu-	well, good	euthanasia--good death
ex-	out of, from	exhume, exhale, exodus
hetero-	other, different	heterosexual, heterodoxy, heterodox heterogeneous
homo-	same	homosexual, homogeneous, homogenized
hyper-	over	hypertension, hypersensitive, hyperactivity
hypo-	under	hypotension, hypodermic
il-	not	illegitimate, illicit, illegal, illegible
im-	not	imperfect, impolite, impossible
im-	into	imbibe (drink in, take in)
in-	not	indiscreet, invisible
in-	into	incorporate (take into the body)
inter-	between	intervene (come between), interstate
intra-	within	intrastate, intramural
ir-	not	irregular, irrational, irredeemable
macro-	large	macrocosm, macroeconomics
mal, male-	bad, evil	malediction malevolent, malnutrition
meta-	beyond	metaphysical
micro-	small	microscope, microcosm, microeconomics
mono-	one, single	monologue, monotheism, monarchy, monogamy
neo-	new, recent	neologism, neo-liberal, neonatology, neolithic
ob-	against	object, obstruct (build against)
palin-, pali-	back, again	palindrome
pan-	all, every	pantheism, Pan-Hellenic, panorama, pandemic
para-	false	paramilitary, paralegal, parachute
per-	through	percolate (flow through) perforate (punch through)
peri-	around	perimeter, periscope
phil-, philo-	like, lover of	philosophy, Francophile, bibliophile, philanthropy
poly-	many, several	polygon, polygamy, polytechnic, polytheism
post-	after	postgraduate, posthumous postpone
pre-	before	precede, predict (tell before)
pro-	for, forward	promote, project
pros-	toward, in front	prospect--view in front, something coming up



proto-	first	prototype, protoplasm, protobiology
pseudo	false	pseudonym, pseudoscience
re-	again, back	repeat, recede, regress (step back)
retro-	back	retrogression, retroactive
se-	away from	seduce (lead away), secede
sub-	under	submarine, subject, subhuman subterranean
sur-, super-	over, above	superhuman, superego, superintend, surpass
syn-, sym-, syl-, sys-	with, together	symphony, synonym, system, syllable
tele-	distant, far off	telephone, telepathy, television, telegram
trans-	across	transient, Transatlantic, transport (carry across)

## SUFFIXES

SUFFIX	DEFINITION	EXAMPLE
-agog, -agogue	leader	demagogue, pedagogue
-cide	kill(ing)	patricide, infanticide, herbicide, suicide
-ectomy	cutting	appendectomy, splenectomy
-ia, -y	act, state	amnesia, mania, democracy, anarchy
-ic, -tic, -ical, -ac	having to do with	anthropomorphic, dramatic, biblical, cardiac
-ics	things having to do with	optics, physics
-isk, -iscus	small	asterisk—a little star
-ism	the belief in	pacifism, terrorism, socialism, communism
-ist	one who believes in	pacifist, terrorist, socialist, communist
-ite	one connected with	meteorite, polite, cosmopolite
-logy	study field of	biology, geology, etymology, cardiology
-oid	resembling, like-shaped	asteroid, spheroid
-or, -er	one who takes part in	doctor, actor, teacher, driver
-phobia	exaggerated fear	photophobia, claustrophobia, agoraphobia
-sis	act, state, condition of	analysis

# Word Sorts

## What Are Word Sorts?

There are two types of word sorts: closed and open. In closed word sorts the teacher defines the process for categorizing the words. This requires students to engage in critical thinking as they examine sight vocabulary, corresponding concepts, or word structure. In open word sorts the students determine how to categorize the words, thereby becoming involved in an active manipulation of words.

## Word Sort Activities

### Alphabetization

Students shuffle and arrange cards alphabetically.

### Spelling of Prefixes, Suffixes, or Roots

Students categorize words by how their prefixes, suffixes, or roots are spelled:

ad-: ac-, al-, ap-, ar-, at-

lə bəl: -able, -ible

scrib, scrip, script

Students can cut or fold word cards to separate a prefix and/or suffix from a base word or root.

bi month ly re sign ation

### Parts of Speech

Students could sort words and word parts into columns according to the part of speech formed when a suffix is added. Students can also see spelling-meaning links by tracking the base word or root across each row.

<u>Base Word or Root</u>	<u>Noun</u>	<u>Adjective</u>	<u>Verb</u>
legal			legalize
fract	fracture		
flex		flexible	
eleg	elegance	elegant	



## Word Sorts

Word sorts are small group, categorizing and classifying activities. Word sorts help students activate and use their knowledge as well as providing them an opportunity to learn from and with each other.

Words and phrases from materials that students will read (or have read) may be selected for use with word sorts. Twelve to twenty words or phrases should be selected; only a few words or phrases that are unfamiliar to students should be included.

After words/phrases are selected, multiple copies of the complete set (one for each small group) should be made. Each set is then cut apart, resulting in a cut-up set of words/phrases for each group. Storing these in envelopes works well.

### Open Word Sort

An *open word sort* is a divergent thinking activity. There is no "right" way to sort words in an open word sort; instead, the focus is on the process students undergo as they complete the activity and on their reasons for creating groups of words.

Students work in pairs or triads. Directions for an open word sort are as follows: "Working together, decide how to group these words/ phrases. You can't put all of them in one group, nor can you have a 'group' for each slip of paper. Other than that, it's up to you. Be ready to explain your decisions to the rest of us."

Give students 5 to 8 minutes to complete their groupings. Then ask volunteers to explain their groupings and the reasons for them. If the open word sort is a pre-reading activity, you might conclude by asking students what they expect to be reading about and why.

### Closed Word Sort

In a *closed word sort*, the teacher provides categories for students. Other than this, the activity is completed as above. Although closed word sorts tend to yield more convergent responses from groups, the goal is not to produce "correct" responses. Rather, the focus is again on students' thinking processes and on their reasoning.

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Source: Nancy Padak, Kent State University.

<p>1. The first step in the process of identifying a problem is to define the problem clearly. This involves identifying the symptoms and the underlying causes of the problem. Once the problem is defined, the next step is to gather information about the problem. This involves researching the problem and identifying the resources available to solve it. The final step is to develop a plan of action to solve the problem. This involves identifying the steps that need to be taken to solve the problem and the resources that will be needed to carry out the plan.</p>	<p>2. The second step in the process of identifying a problem is to gather information about the problem. This involves researching the problem and identifying the resources available to solve it. The final step is to develop a plan of action to solve the problem. This involves identifying the steps that need to be taken to solve the problem and the resources that will be needed to carry out the plan.</p>	<p>3. The third step in the process of identifying a problem is to develop a plan of action to solve the problem. This involves identifying the steps that need to be taken to solve the problem and the resources that will be needed to carry out the plan.</p>	<p>4. The fourth step in the process of identifying a problem is to carry out the plan of action. This involves taking the steps that have been identified in the plan and using the resources that have been identified to solve the problem.</p>
<p>5. The fifth step in the process of identifying a problem is to evaluate the results of the plan of action. This involves assessing the progress that has been made and identifying any areas that need further attention. The final step is to reflect on the process and identify any lessons learned. This involves thinking about what worked well and what didn't work so well, and using this information to improve the process for the future.</p>	<p>6. The sixth step in the process of identifying a problem is to reflect on the process and identify any lessons learned. This involves thinking about what worked well and what didn't work so well, and using this information to improve the process for the future.</p>	<p>7. The seventh step in the process of identifying a problem is to improve the process for the future. This involves using the information that has been gathered to make changes to the process that will help to solve problems more effectively in the future.</p>	<p>8. The eighth step in the process of identifying a problem is to continue to monitor the progress of the plan of action. This involves checking back on the plan regularly to see how things are going and making any necessary adjustments.</p>
<p>9. The ninth step in the process of identifying a problem is to continue to monitor the progress of the plan of action. This involves checking back on the plan regularly to see how things are going and making any necessary adjustments.</p>	<p>10. The tenth step in the process of identifying a problem is to continue to monitor the progress of the plan of action. This involves checking back on the plan regularly to see how things are going and making any necessary adjustments.</p>	<p>11. The eleventh step in the process of identifying a problem is to continue to monitor the progress of the plan of action. This involves checking back on the plan regularly to see how things are going and making any necessary adjustments.</p>	<p>12. The twelfth step in the process of identifying a problem is to continue to monitor the progress of the plan of action. This involves checking back on the plan regularly to see how things are going and making any necessary adjustments.</p>





## The Conversation Game (promotes active and generative processing)

**Goal:** To be the first team to use its assigned vocabulary words appropriately in a conversation.

**Preparation:** The teacher selects enough vocabulary words so that each student in the class can be assigned two or three words. Each vocabulary word should be written on a separate card.

Three teams of students should be formed, and the vocabulary cards should be passed out to each member of each team.

**Procedures and Rules:** The teacher begins a "conversation" with the class, saying a sentence or two to introduce a topic. For example, the teacher might say, "I wonder what the world is going to be like in the year 2010. Will schools and workplaces still function in the same ways that we're used to, or will everything be different?"

Students raise their hands to request participation in the conversation. After being acknowledged by the teacher, they contribute to the conversation by including one of the vocabulary words on their cards (e.g., "I think that we might see a lot of *innovations* in the field of medicine, like maybe a cure for AIDS.")

The teacher indicates whether students have used their word correctly. The team that uses all of its words first wins the game.

**Variations:** Allow students to use more than one word per contribution.

Put 10-12 words on an overhead, and award points to individuals rather than teams.

Allow students to select the topic for conversation and be the leader.

Have teams select the vocabulary words that must be used by the other teams.