**Teaching Vocabulary**

*Useful teaching materials for key words- read, spell, meaning.* As students read a text, they can select the key words, write them in the table below and work in think-pair-share to test each other on how to spell them, to say what they think each word means and suggest 1-2 synonyms.

<table>
<thead>
<tr>
<th>key words</th>
<th>suggested word meaning</th>
<th>synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>calmed</td>
<td>not excited</td>
<td>reassured, comforted</td>
</tr>
<tr>
<td>fascinated</td>
<td>attracted by someone</td>
<td>rapt,</td>
</tr>
<tr>
<td>impatiently</td>
<td>with annoyance</td>
<td>impulsively, rashly</td>
</tr>
<tr>
<td>inquisitive</td>
<td>making enquiries</td>
<td>curious, enquiring</td>
</tr>
<tr>
<td>curiously</td>
<td>taking interest</td>
<td>enquiringly,</td>
</tr>
<tr>
<td>protectively</td>
<td>looking after someone / something</td>
<td>devotedly, dotingly</td>
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*A sequence for teaching new meanings explicitly*

Learn to comprehend and say new vocabulary. The student:

1. identifies instances of what the word means;
2. says the new word accurately;
3. says the actions that characterise the word;
4. suggests how it is like words they know;
5. suggests synonyms for the word;
6. identifies contexts in which the word is and isn’t appropriate;
7. says the meaning of the word
8. practises recalling the meaning of the word.

*Teach students how to develop their ‘meaning making motors’.*

As well as teaching the meanings of new terms, you may need to teach students how to work out the meanings of new terms themselves by using what they know and the context of the word. They need activities in which they improve their ‘word meaning building’ ability.

1. Help students use questions to build new vocabulary. What types of words would answer
   - What questions?
   - How questions?
   - When questions?

2. Teach words in categories
   - Action words, for example, actions that worms do; wriggle, squirm, slide, slither, slip
   - Describing words, for example, describe what worms are like; long, thin, moist,

3. Key activities to help students to work out the meanings of new words
   - Bring together what you know; suggest that students visualize the sentence/s that have the new word. Have them put as much of the sentence as they can into the image.
   - Ask them to say / guess what they can about the possible meanings of each term; *Could it / does it mean … ? You say to yourself what you think it means*
   - Try possible synonyms and see how they fit. *You may need to fine tune your first meaning. Say now what you think the meaning is now*
   - Give the students practise examples regularly.
### Activities to teach words

| to say accurately each word | • say each syllable in the new word, for example, tem"-"per"-"ate";  "trop"-"ic"-"al".  
• ask students to suggest similar sounding words, for example, for temperate, they suggest "temperature", "temper", "tropics", "tropo". |
| --- | --- |
| to read each word | • read each word in syllables, say each part and then blend syllables.  
• show how the stress pattern in a word may change when you blend the syllables.  
• teach similarities between target words and words they can read - use analogy. |
| the meaning of each word | • where possible, teach new meanings through examples rather than using a dictionary initially.  
  Teach each new word in up to three specific contexts.  
  • Fish live in a watery environment.  
  • The lizards lived in a dry environment; it didn't rain very much.  
  • Cows need an environment that has much fresh grass growing.  
  • Teach more difficult concepts explicitly, through actions, what they do and the questions they answer.  
  For the word 'endure', examples could be  
  • "They endured the winds and storms of Antarctica",  
  • "Their food endured for months because of the icy temperature,” and  
  • "Their love endured for the time Tom was in Antarctica'.  
• Teach them to generalise their understanding.  
• Teach them to suggest what they think the word doesn't mean.  This helps them to 'put bounds' on the meaning of the word.  
• They consult a dictionary once they have formed an impression of what a word might mean, or 'have a feeling for it'. |
| In small groups or pairs, students | • use each word in a sentence that shows its meaning, write a paragraph / short story using the list words.  
• suggest as many synonyms and antonyms for key topic words.  
• suggest the category the topic words belong to, draw a network diagram linking the word meanings.  
• explore several words, that have the same prefix or suffix, eg., re- or micro-, guess the meaning of the prefix, in this case, re-.  
• link each word both with what they know about similar words and how it is said |
| to spell the words | • Teach writing and spelling in parallel with reading.  
• show how to go from the spoken word to spell it. Say it in syllables or 'stretched out' if necessary’ or ask students to segment words into syllables and write each syllable. Teach the value of syllabifying words.  
• ask students to write down all they know about a spelling pattern  
• when correcting spelling errors, show the syllables / letters that are in the correct positions.  
• encourage students to see similarities between the key words and words they can read or spell. |
| to read words automatically | • Categorizing, sorting, matching activities  
• Memory activities.  
• What goes with what? |
The meaning making machine tells you to:
• note the features that go with the new word
• try to combine them into an image
• guess at what the word might mean
• check your understanding by reading the text again
• modify your definition if necessary
• check your impression with what the dictionary says.

Using your Meaning Making Motors (MMM)
This example is to be used with teachers to demonstrate the effectiveness of getting students to use their MMM, NOT for students.

ACTIVITY 1
Read aloud the following ‘ba’ words.

bardocucullus  bacciferous  baragouin  batrachophobia

barbigerous  batrachian  baft  baryecoia  baryphonic

Comment on the knowledge and strategies you use to read these words:

ACTIVITY 2
What do these ‘ba’ words mean. Read aloud the following text and work out what they might mean. Reflect on what you do to work out their possible meanings.

The trees in the orchard were bacciferous. The berry pickers worked without pause. The basket of baft into which they deposited their conquests were placed abraded their bare arms. If only the farmer had invested in containers made of more expensive and softer fabric.

Conversation with the other pickers was difficult. Their baragouin was largely incomprehensible. However, there was no mistaking the batrachophobia shown by the barbigerous giant nearest to them. The first sight of the tree frogs froze him to paralysis. Even his well endowed beard failed to mask the intense fear the batrachian creatures induced in him.

The bardocucullus he wore was reminiscent of the outer garment of sixteenth century monks. The hood exacerbated his baryecoia and he did not hear much of the speech of those around him. This did not mean, however, he was baryphonic; he had no difficulty speaking with the other pickers.

Write down what you think each word means:
• bardocucullus
• bacciferous
• baragouin
• batrachophobia
• barbigerous
• batrachian
• baft
• baryecoia
• baryphonic

What actions did you use to help you work out their meanings?

<table>
<thead>
<tr>
<th>meaning making motor</th>
<th>letter cluster generator</th>
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