



READING PALS

TRAINING #2:

VOCABULARY STRATEGIES

**“WE THINK WITH WORDS (THEREFORE TO IMPROVE THINKING TEACH VOCABULARY).”
–ARTHUR DRAPER & GERALD MOELLER**

**“... VOCABULARY IS THE GLUE THAT HOLDS STORIES, IDEAS, AND CONTENT TOGETHER... MAKING COMPREHENSION ACCESSABLE FOR CHILDREN.”
–LOGAN RUPLEY**



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CATAGORIZING WORDS:

TIER 1 WORDS:

| | | |
|-------|--------|---------|
| Dog | Book | Him |
| Sad | Number | Her |
| Girl | Animal | Dad |
| Bed | Floor | Couch |
| Happy | Food | Cold |
| Drive | Run | Hot |
| Mom | Slow | Outside |
| Jump | Door | Tree |

Tier 1 Sentences:

THE GIRL HAD A DOG, BUT HE RAN AWAY. THE GIRL IS SAD NOW, AND THE DOG IS BY HIMSELF. HE WILL HAVE TO SLEEP OUTSIDE, IN THE COLD, WITH NO FOOD.



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CATAGORIZING WORDS:

TIER 2 WORDS:

| | |
|-----------|------------|
| Increase | Discover |
| Valuable | Peer |
| Tug | Loft |
| Priority | Depend |
| Structure | Total |
| Tweak | Population |
| Scamper | Mutter |
| Sob | Gently |
| Trudge | Massive |

Tier 2 Sentences:

THERE ONCE WAS A GIRL WHO ADOPTED A PET DOG. ONE DAY THE DOG TOOK CHASE WHEN HE NOTICED A RODENT RUMMAGING FOR NUTS IN THE NEARBY WOODS. THE DOG LOST SIGHT OF THE YOUNG GIRL'S HOUSE AS HE GAINED ON THE SMALL SQUIRREL. ONCE AGAIN, THE DOG WAS AN ORPHAN.


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CATAGORIZING WORDS:

TIER 3 WORDS:

| | |
|---------------|-----------|
| Aorta | Acute |
| Legislature | Terrarium |
| Eclipse | Germinate |
| Condensation | Summoned |
| Circumference | Climate |
| Lava | Drought |
| Impressionism | Trends |
| Ecosystem | Biohazard |

Tier 3 Sentences:

TWO SPECIES BECAME FRIENDS, A HUMAN BEING AND HER CANINE. THE DOG HELPED WITH DAILY CHORES, RIDDING THE YARD OF UNWANTED, GERMINATING PLANTS. HE RUNS THE CIRCUMFERENCE OF THE YARD TO WARD OFF UNWANTED GUESTS.



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WORD SORT:

Instructions:

Using the whiteboard, draw 4 separate categories:

- Don't know meaning
- Heard it, but don't know meaning
- Kind of know meaning
- KNOW THE MEANING & USE THE WORD**

Tell the student what each column is used for.

Next, the student will copy each word (vocabulary list in book) onto the chart based on their own prior knowledge of each word.

Then, choose one of the following activities/strategies to complete with your student.

**-GROUP
PRACTICE!**

**-YOUR
TURN!**



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WORD DETECTIVE

Instructions:

List Vocabulary Words on Whiteboard

Give student time to write each word on separate sticky notes or separate pieces of paper (save room for a sentence on the paper).

As the student is reading, it's their task to find each word and write the sentence (with the word) as it is written in the book.

Students keep these sticky notes or pieces of paper, and each time they encounter the word, they have to take it out and place it on the desk and add the new sentence to the paper or note card.

Give the words points. When students earn points for finding words- they receive a reward (10 minutes of free time, coloring, whiteboard drawing, or games).

**-GROUP
PRACTICE!**

**-YOUR
TURN!**



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WORD MAPS Also Called:

Semantic Maps

Graphic Organizers

Instructions:

Vocabulary word in the middle.

Brainstorm words into 3 categories:

1. classification (noun, verb, adjective)
2. qualities (what is it like)
3. examples (can include pictures)

**-GROUP
PRACTICE!**

**-YOUR
TURN!**



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VOCABULARY FRAMES:

Also called: Frayer Model

Instructions:

On a whiteboard, paper, or index card. (Some students need more space to write)

Top Right Corner: Write the definition.

Top Left Corner: Write the word's opposite meaning (or antonym) and cross it out.

Lower Left Corner: Write the word in a funny or memorable sentence.

Lower Right Corner: Draw a picture.

**-GROUP
PRACTICE!**

**-YOUR
TURN!**



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RESOURCES/LINKS TO CHECK OUT:

<http://www.readingrockets.org/content/pdfs/wordmap2.pdf>

<https://www.youtube.com/watch?v=ipqmdH-LxUQ>

<https://www.youtube.com/watch?v=Vq0U5L5M6eU>

 *Click here*

<http://partnersforlearning.org/wp-content/uploads/2014/09/Tier-2-Vocabulary-Harcourt.pdf>

http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf

<http://web.uvic.ca/~stemed/2010-ArchiveSiteContent/CD-Resources/VocabularyAcquisition.pdf>



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