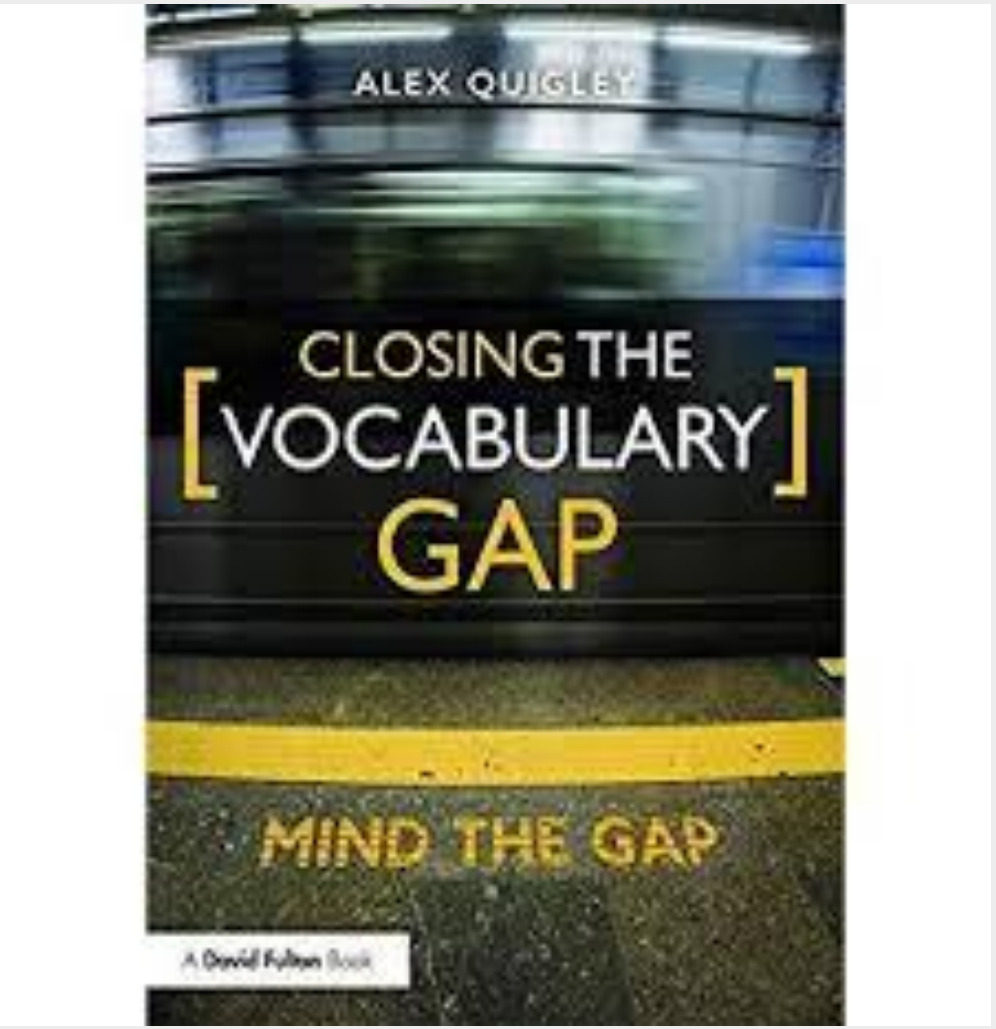
Words, Wonderful Words

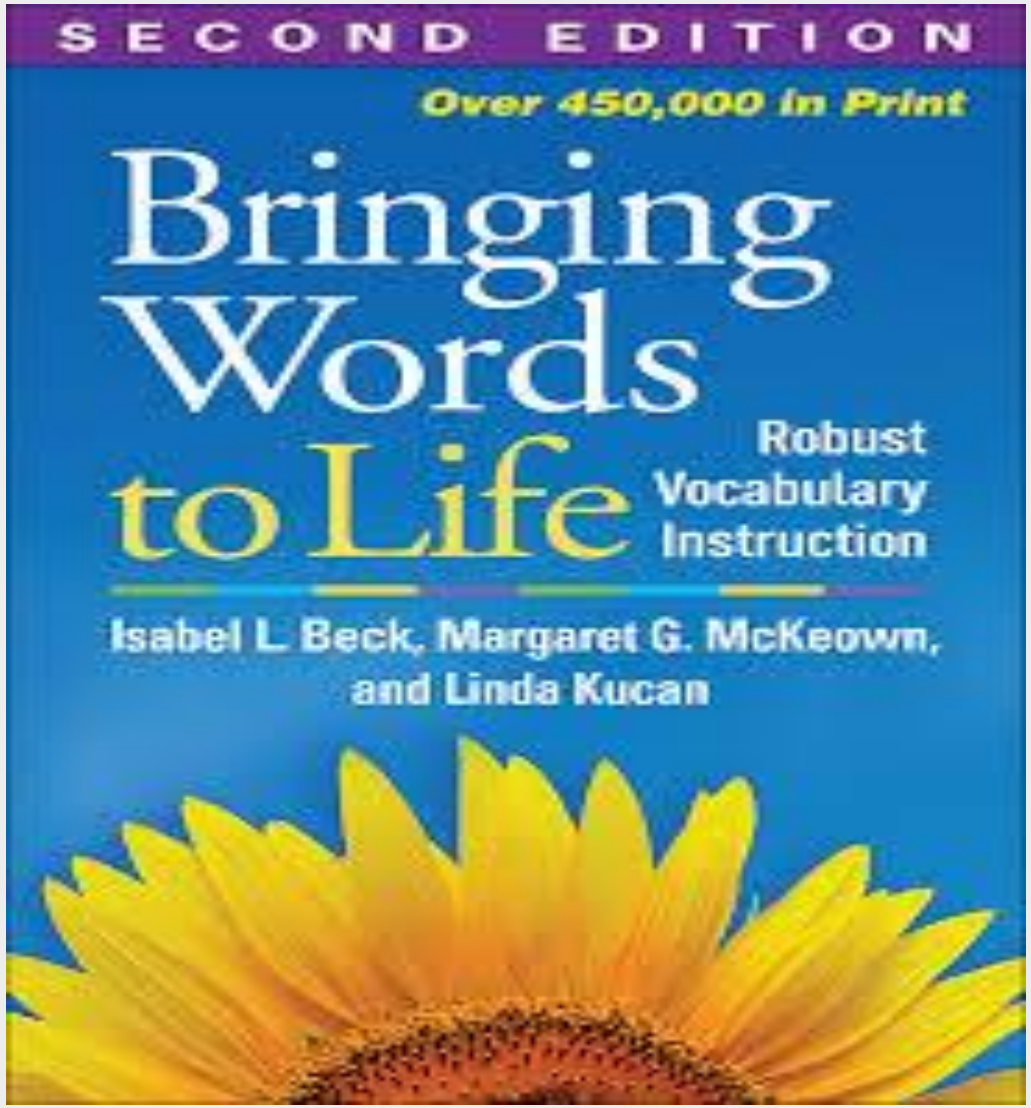
Kate Barry

INOTE National Conference

12th October 2019

Recommended Reading





“Vocabulary size is the outward and visible sign of an inward acquisition of knowledge”

Christine Counsell

ResearchED Nottingham 5th October 2019

Daniel Willingham “The Reading Mind” (2017) Jossey-Bass

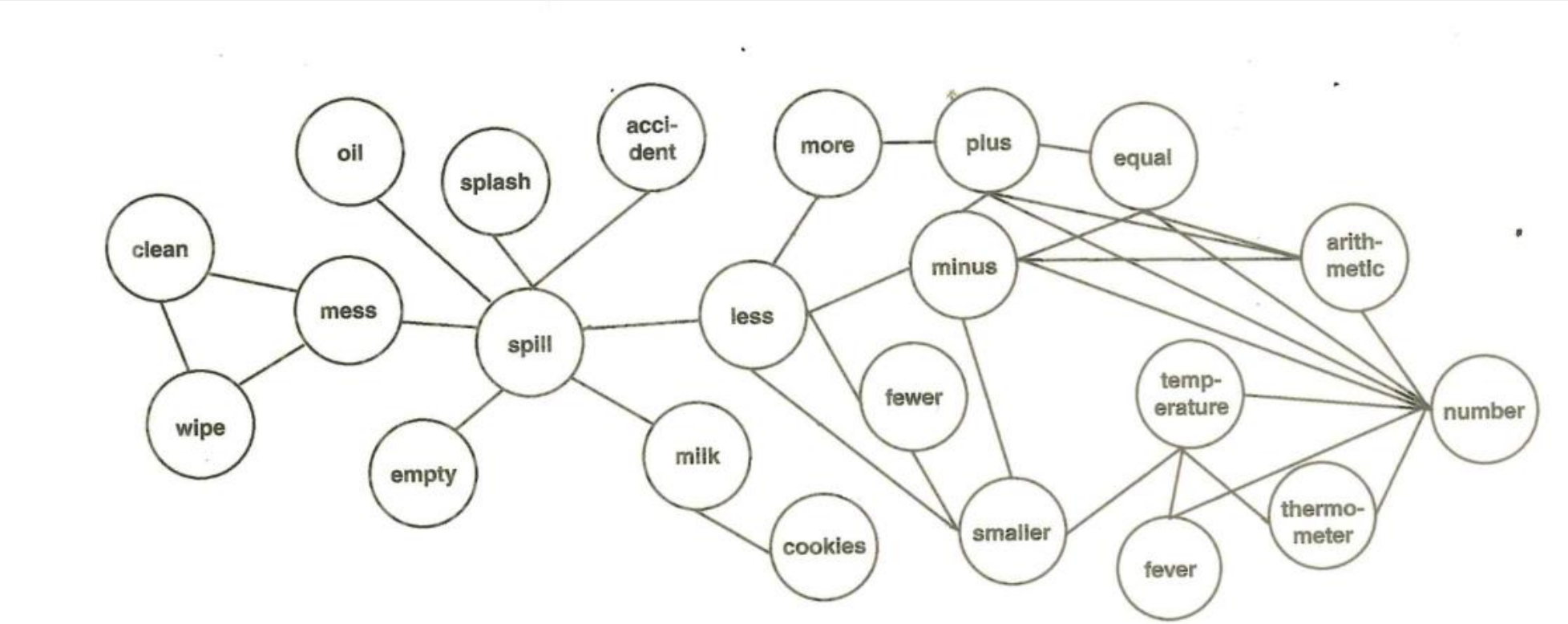


Figure 4.5. Expanded network of word meanings for *spill*.

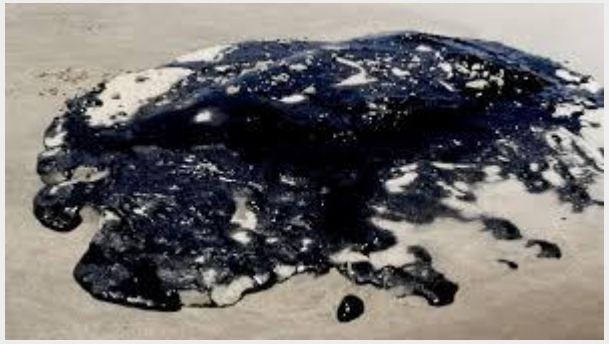
© Daniel Willingham

“mental Velcro” EDHirsch via Alex Quigley

The Matthew Effect

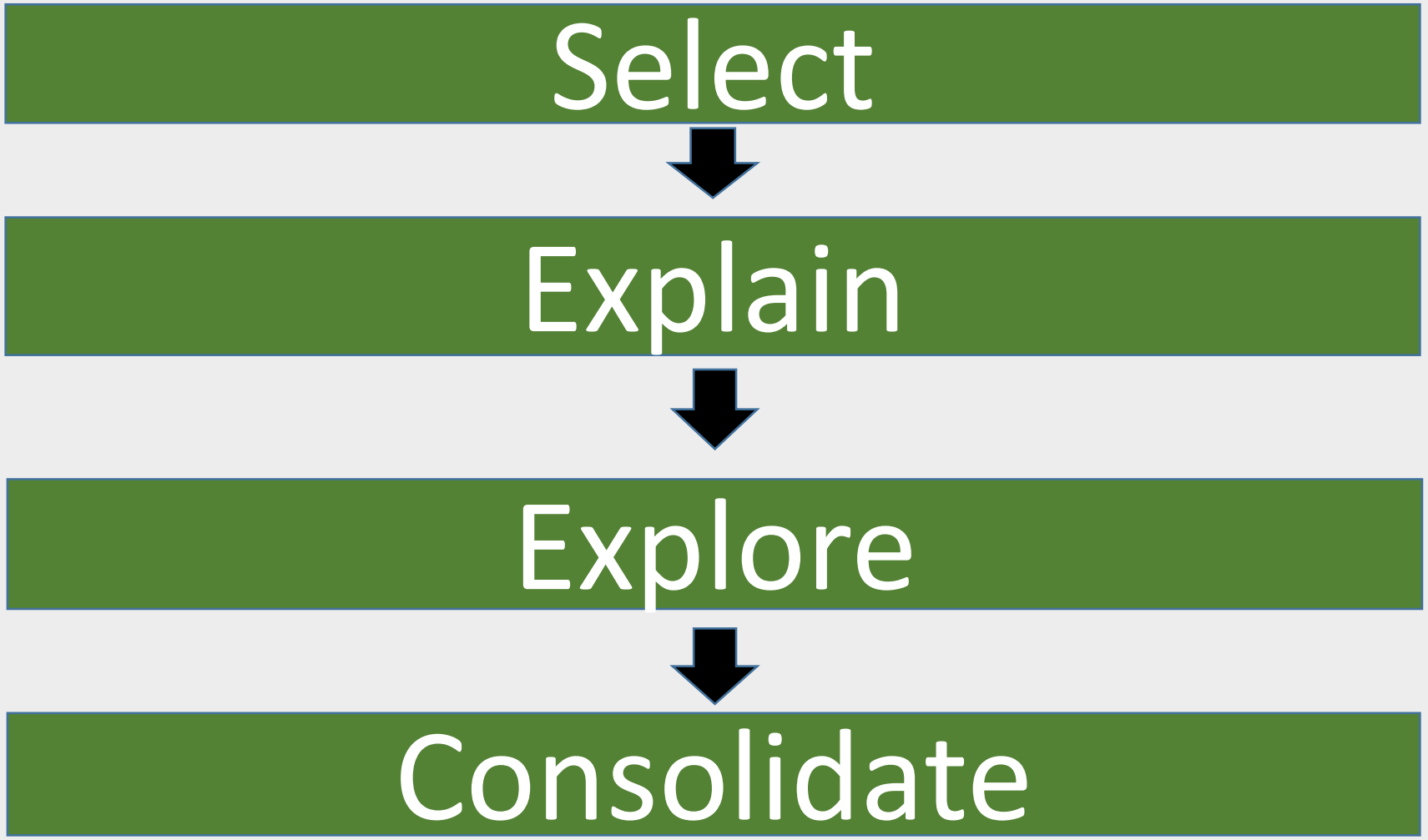
'For unto every one that have shall be given, and he shall have abundance; but him that have not shall be taken, even that which he have.' Matthew 25:29

“pitched past pitch of grief”



the SEEC model

Quigley, Alex “The Vocabulary Gap” pg 139



SELECT

Which words will bring the greatest return on investment?

Nominalisation

gratefulness	gratitude
valiency	valour
completement	completion
deceptiveness	deceit
relevancy	relevance
unloyalty	disloyalty
advancements	advances
cruelness	cruelty
cowardness	cowardice
simpleness	simplicity
wiseness	wisdom
contemptment	contempt

Vocabulary Instruction

Choosing Words to Teach

Tier III

Tier III words are low-frequency words and are limited to a specific "domain". They often pertain to a specific content area. These words are best learned within the context of the lesson or subject matter.

Examples: atom, molecule, metamorphic, sedimentary, continent

Tier II

Tier II words are high-frequency words that occur across contexts. These words are used by mature language users and are more common in writing than in everyday speech. Tier II words are important for students to know to enhance comprehension of a selected text. Tier II words the best words for targeted explicit vocabulary instruction.

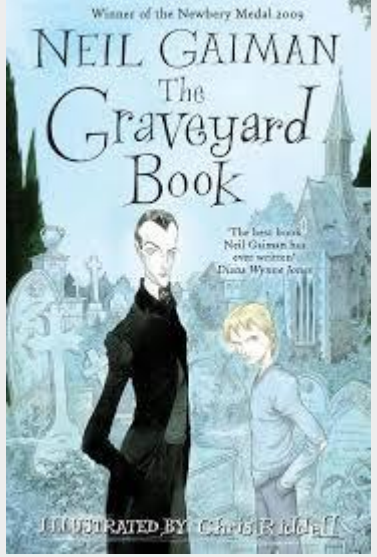
Examples: hilarious, endure, despise, arrange, compare, contrast

Tier I

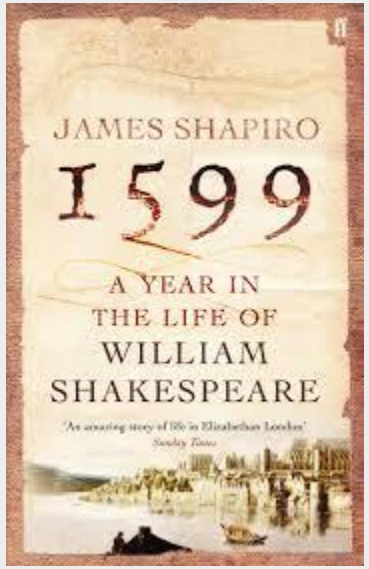
Tier I words are the words we use everyday in our speech. These words are typically learned through conversation. These are common words that rarely require direct instruction.

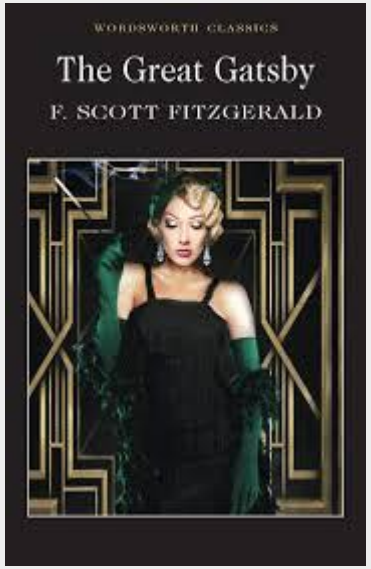
Examples: come, see, happy, table

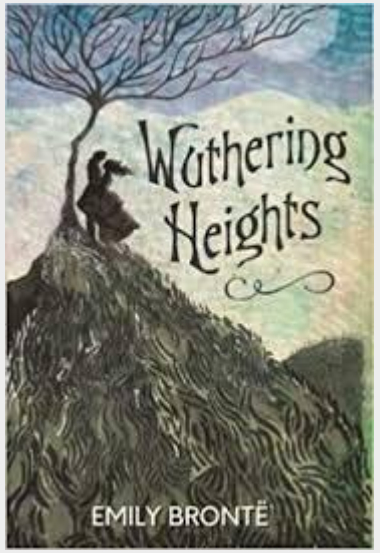
Source: Bringing Words To Life (Beck, McKeown, & Kucan 2002)

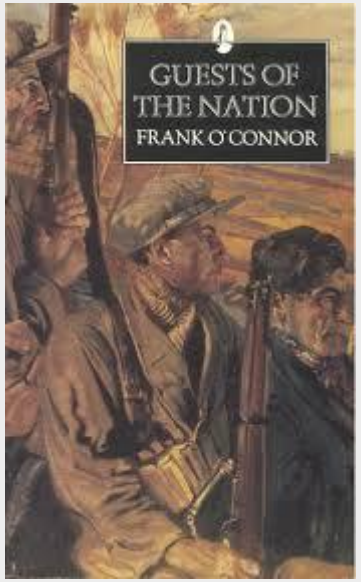

Winner of the Newbery Medal 2009
NEIL GAIMAN
The Graveyard Book
ILLUSTRATED BY

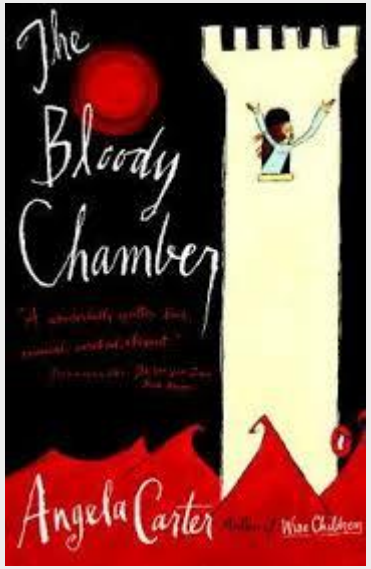
Animal Farm
ALL ANIMALS ARE EQUAL

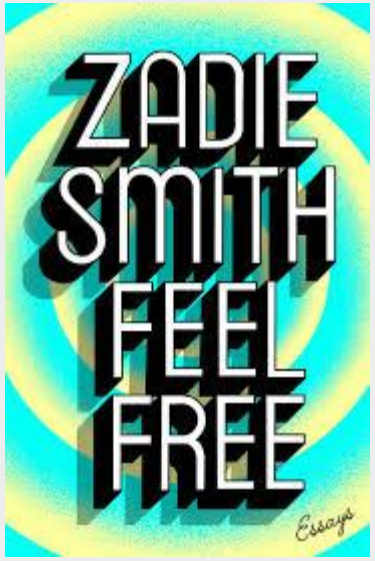

JAMES SHAPIRO
1599
A YEAR IN THE LIFE OF WILLIAM SHAKESPEARE


WORDSWORTH CLASSICS
The Great Gatsby
F. SCOTT FITZGERALD


Wuthering Heights
EMILY BRONTË

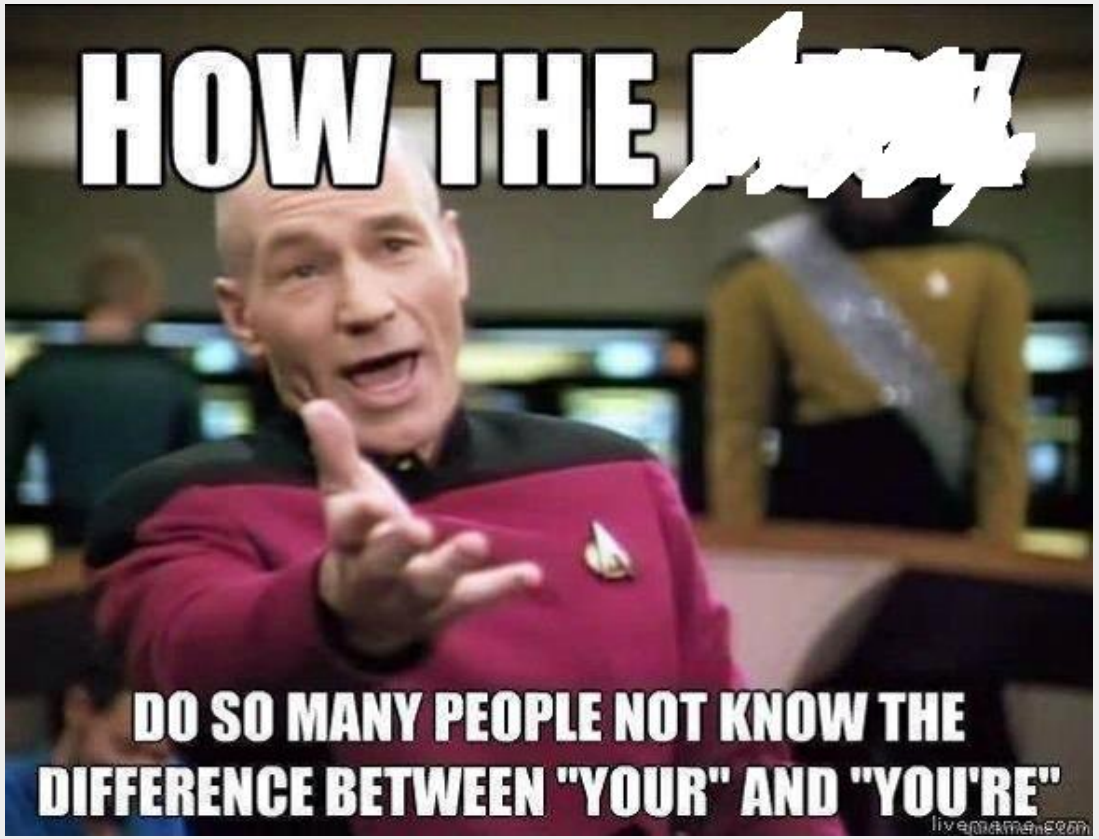

GUESTS OF THE NATION
FRANK O'CONNOR


The Bloody Chamber
Angela Carter


ZADIE SMITH
FEEL FREE
Essays

Charles Dickens
GREAT EXPECTATIONS
Unabridged
Illustrated Plus Bonus Audio

Homophones



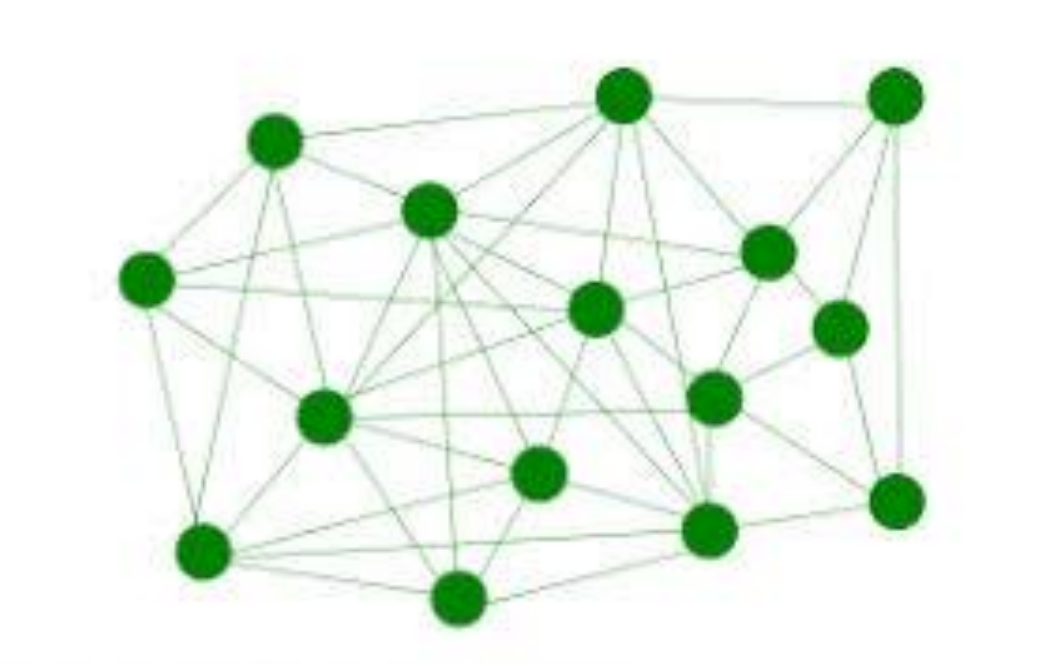
there/ they’re/their

its/it’s

you/you’re

bare/bear

Separation of minimal difference



clusters, not clumps

cohesion, not adhesion

no simultaneous antithesis

https://learningspy.co.uk/featured/how-to-explain-schema/

EXPLAIN

prescriptive

(prɪˈskrɪptɪv)

Adjective

1. making or giving directions, rules, or injunctions

2. sanctioned by long-standing usage or custom

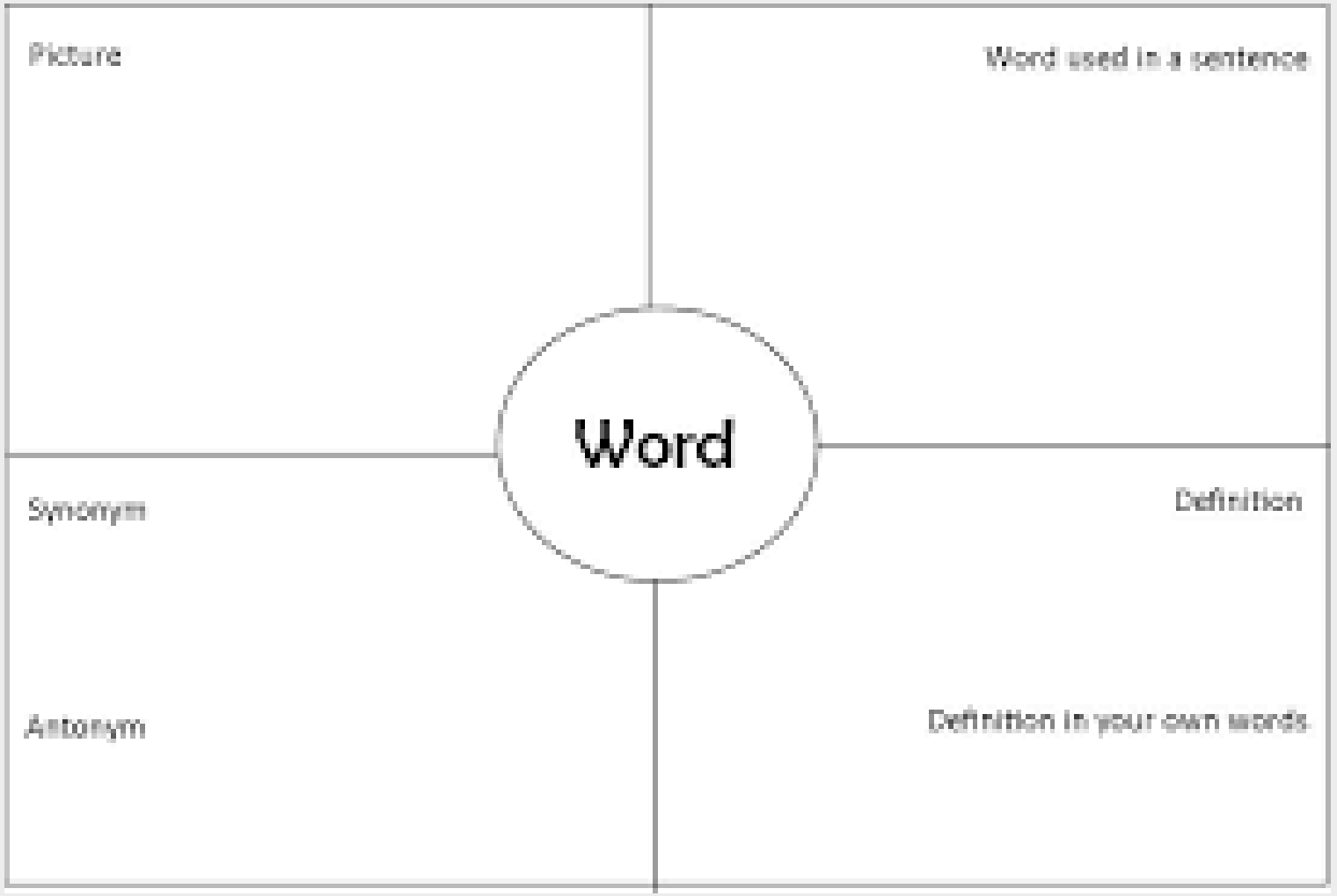
3. derived from or based upon legal prescription

Collins online dictionary
https://www.collinsdictionary.com/dictionary/english/prescriptive

Chapter Five “Animal Farm”

	Nouns		
1	pretext	excuse made out in advance	**pre**
2	dispute	argument	
3	innovation	new way of doing things	novel
4	faction	group inside a larger group	
5	eloquence	ability to speak well	eloquent
6	expulsion	when s.o. is forced to leave	to **ex**pel
	adjectives		
1	blithe	carefree	blithely
2	manifest	clear, evident	manifestly
3	articulate	able to use words well	
4	reverent	showing great respect	to revere
5	gruff	low and rough (of voice)	
	verbs		
1	to ratify	formally vote for/sign a treaty	
2	to canvass	to campaign for	canvassing
3	to bide o.’s time	to wait for the right moment	
4	to reinstate	to put back in	**re**
5	to procure	to get	
6	to advocate	to speak in favour of	advocacy, vocal

EXPLORE



The Frayer Model

Activities based on “Bringing Words to Life”

either…or…..

Would a car teetering on the edge of a cliff be in a **precarious** or a **profound** situation?

Would a man who took photographs of teabags and wore purple trousers be **emphatic** or **eccentric**?

Sentence starters

The knight was sent on a **quest** to….

The royal family enjoyed eating **offal** so the cook often prepared…

Despite her **reprehensible** behaviour, the girl….

The doctor **antagonised** his patient by….

The prisoner begged his **captor** not to…..

Yes/No

Would a vegetarian eat **lard**? Why/ why not?

Would you be pleased or disappointed if the substitute teacher wore an **affable** expression? Why?

Do you think six hours is an **adequate** amount of sleep for a teenager?

Explain your choice

Which animal is more **agile**: a monkey or a rhinoceros? Explain your answer.

Is a rainbow a natural or an unnatural **phenomenon**? Explain why/why not.

Make it personal

Have you ever done anything that makes you **rue the day** you did it?

Name three buildings in your area whose use can be described as "**commercial**".

Name three substances that are **prohibited** in Loreto.

What kind of activity is your **forte**?

How would you feel if a **boulder** landed on your big toe?

Describe a **poignant** moment from a film you have seen.

“Memory is the residue of thought” Daniel Willingham

Name three habits that might **hasten** your death.

Why is **avarice** considered an unattractive personality trait?

Why do humans not normally eat **carrion**?

Why is it illegal in most countries to buy or sell **ivory**?

Morphology

mono – single	**monologue, monarch, monopoly, monochrome, monocle, monosyllabic, monotheistic, monophonic, monosaccharide**
sub – under	**subtract, submerge, submarine, subdue, subjugate, subtle, sublime, sub-title**
chronos - time	**chronology, anachronism, chronic, chronicle, chronological, dendrochronology**
malus – bad	**malicious, malevolent, malice, malodorous, malady, malapropism, malignant**

CONSOLIDATE

- Replace the word in brackets with a suitable synonym.

1. The concert was _____ (fantastic).
2. The dog was _____ (enormous) and not at all friendly.
3. The weather was _____ (terrible) during our recent holiday.

- Can you think of two more examples for each prefix?

mono =1 monopoly, _____, _____

sub=under subtract, _____, _____

ex =out exhale, _____, _____

agile lucid baffled irritable morbid
accustomed reluctantly inhabitants unprecedented obtain

1. The election of Mary Robinson was _____, as there had never been a female President of Ireland.

2. The man's _____ expression told me that he had not understood the point I was trying to explain.

3. I was nervous about visiting the dentist and I did so _____.

4. There are 6,585 _____ in Fermoy.

5. I wanted to talk about coffins and headstones but my mother said this topic of conversation was too _____ for a birthday party.

6. The _____ cat jumped easily from rooftop to rooftop.

7. I had to send away the forms in plenty of time in order to _____ my new passport.

8. The woman had no patience: on the contrary, she was _____ and easily annoyed.

9. He awoke from an extremely _____ dream and was able to remember everything that had happened.

10. I live beside a busy road and have grown _____ to the noisy rumble of passing traffic.

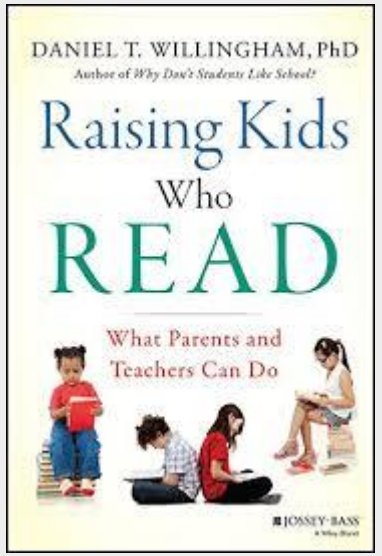
A final caveat…..

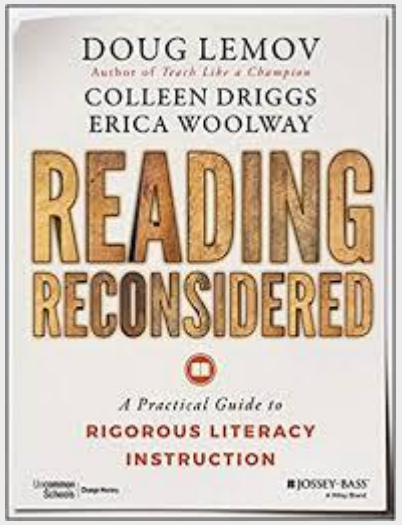
“The future success of all our students rests predominantly on their ability to become proficient and fluent readers…..We know that once students begin reading with some fluency that most words are learned from reading and not from being taught explicitly”

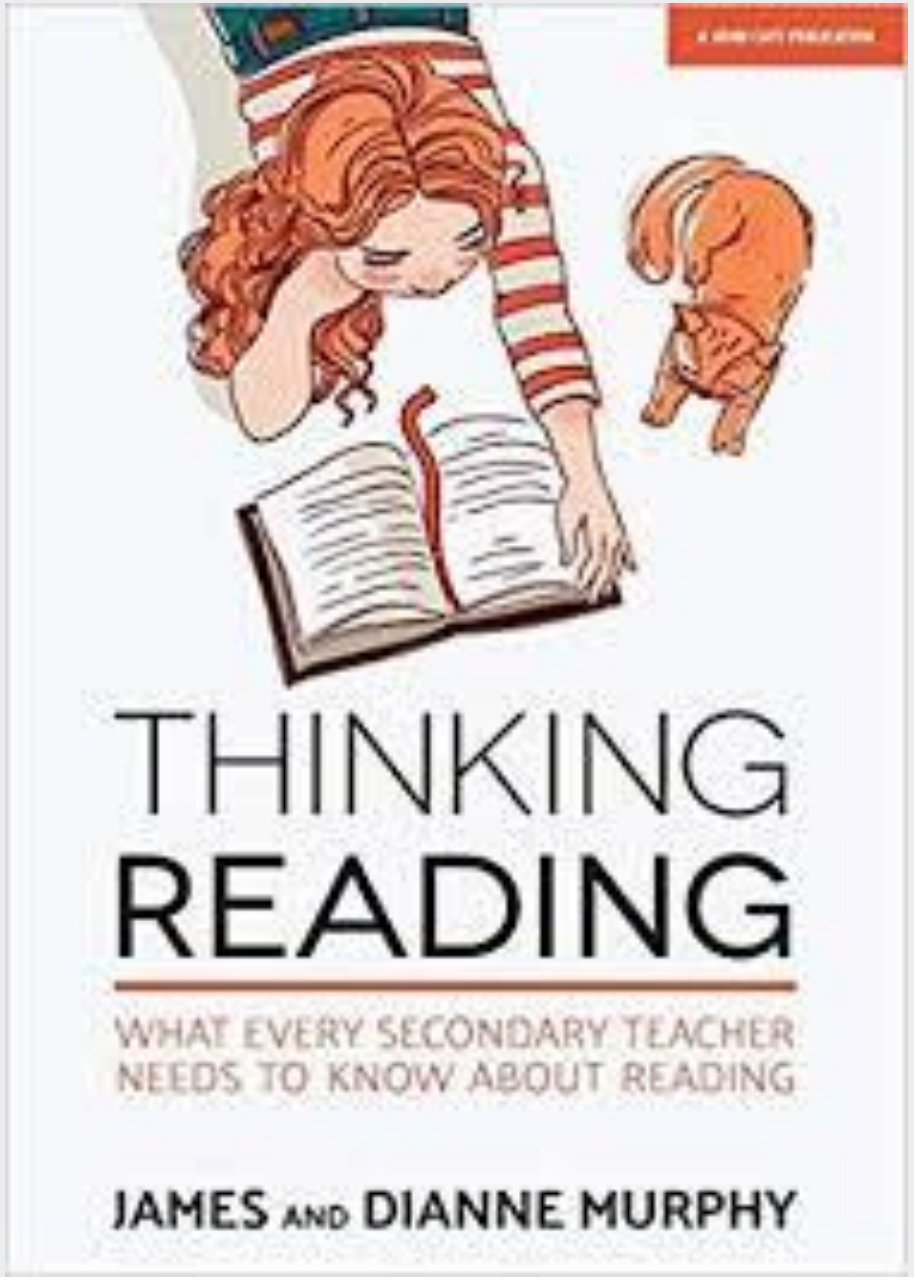
therefore

“the most reliable method to broaden and deepen the vocabulary of children in our schools is to get them reading a significant amount”

Quigley, Alex “Closing the Vocabulary Gap” Routledge, 2018


DANIEL T. WILLINGHAM, PhD
Author of Why Don't Students Like School?
Raising Kids Who READ
What Parents and Teachers Can Do
JOSSEY-BASS


DOUG LEMOV
Author of Teach Like a Champion
COLLEEN DRIGGS
ERICA WOOLWAY
READING RECONSIDERED
A Practical Guide to
RIGOROUS LITERACY INSTRUCTION
JOSSEY-BASS


THINKING READING
WHAT EVERY SECONDARY TEACHER NEEDS TO KNOW ABOUT READING
JAMES AND DIANNE MURPHY