

**English Language Learners and Math/Science Vocabulary:
5 C's of Planning and Instruction
Begin and End in Conversations**

Preview:

1. Concepts: What content-specific concept words are in this lesson?

2. Content: What subject-matter words are in this lesson?

3. Clarify: Which words should I tell?

4. Cut: Which words should I rephrase or eliminate?

5. Construct: Which words should I teach?

| Word | Definition or Context | When to Teach |
|------|-----------------------|---------------|
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Sre adapted from Anthony Smith template: current document at

https://docs.google.com/document/d/1pTzjb2b_DkgA1K1as7OMCEVPnyJwJhyzxm0nYGG8jic/edit?hl=en_US

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Vocabulary Cycle

Students understand words only when they can use it themselves with their schema and descriptions. In order to develop this, start vocabulary activities for new words before the unit while reviewing the vocabulary of the current unit.

Begin and end in conversations:

Preview—Provide awareness of words through conversation before unit.

Introduction – Awaken understanding of words through various activities at the beginning and throughout the unit of instruction.

Practice—Annotation of words in own words and pictures to develop schema.

Converse—Application of words in lesson and daily use – practice in class activities, written work, and reflection on chosen word lists.

Preview—Provide awareness of words through conversation before unit.

Before the lesson from which the words are taken, within a current lesson, mention the new vocabulary with words, images, examples, and nonexamples from the current lesson and the real world.

Introduction – Awaken understanding of words through various activities at the beginning and throughout the unit of instruction.

Word Concepts

<http://wordsift.com>

Students or teacher insert text into site. Choose the content area. Analyze the word map for words. Create a visual word map for discussion by dragging the words deemed most important to the lesson into the workspace. Add the images. Discuss.

Learner Dictionary

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This dictionary offers word definitions in learner terms rather than dictionary terms:

<http://www.learnersdictionary.com/practice/index.htm>

You or the students can access these for better word understanding. It's free to use and students with email can create their own account.

Practice—Annotation of words in own words and pictures to develop schema.

Word Connections 1 – Understand the word in your own words.

Students draw two- three triangles on their paper. In the center, students write one vocabulary word. On two of the lines, students write connections directly from the text, problem, or image. On one of the lines, students write a personal connection that relates to the concept. Think-Pair-Share.

[Robert Marzano research](#) suggests this format for vocabulary learning and review:

| Name | Grade | Date | | | | | |
|---|-------|-------------------------|----------|----------|----------|----------|-----------------|
| Term | | My Understanding | 1 | 2 | 3 | 4 | Subject |
| Describe | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Representation (drawing, picture/symbol, pictograph) | | | | | | | Subtopic |
| <div style="border: 1px dashed black; height: 100px; width: 100%;"></div> | | | | | | | |
| <p style="border-top: 1px dashed black; padding-top: 5px;">Add new insights, corrections, ideas, related words, etc. as you continue to learn the word.</p> | | | | | | | |

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Word Connections 2 – Understand the word in your own pictures and words.

Describe and sketch word meanings on paper or use online tools. Share and discuss; verify understandings.

Suggestions: Comic Creators

<http://www.toondoo.com/cartoon/3583142>

<http://www.makebeliefscomix.com/Comix/>

Study – Teacher or student created study cards.

Free Online (for a fee, more options):

<http://www.flashcardexchange.com>

<http://www.flashcardexchange.com/user/view/760342>

<http://spellingcity.com>

<http://www.spellingcity.com/view-spelling-list.html?listId=5828249>

<http://www.spellingcity.com/word-match-vocabulary-game.html?listId=5828249>

Converse—Application of words in lesson and daily use – practice in class activities, written work, and reflection on chosen word lists.

Word Whirl

Once students begin to understand and use the words, use activities that support this use.

Students bring their best new vocabulary words, ready for Word Whirl. Students think about a poem or speech with their words for two minutes so that in one to two minutes they speak on a topic or recite their poem. They try their ideas out with a partner, seeking questions on content and format, and offering those to their partner. Students rethink their work for two minutes. Now the whirl: students pop up and share their work to the class. Listeners write down the interesting word(s) they hear, and one compliment. Next person pops. At the end all students either turn in

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their list/compliments or type them into a shared google doc. The document is discussed as a class as it is projected, or a leader shares the compliments and key words. What did you like? What did you notice? What was confusing? What word will you try? Students add their whirl to the Wordsmith Wonders, their own blog, or a common wiki or site.