



Vocabulary Development

Through Grade Level Content

Differentiated Techniques and Strategies

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Little Language Learners





Assessment

- *Posted*
- *Continuous/Progressive*
 - *Student Relatable*
 - *Self Evaluation Tool*
- *Lesson Design Reference for Scaffolding*



Rubrics

- *WIDA/CCSS*
- *Work sample*
- *Self assess*
- *All children attain v+*
- *Example progress of student*



Lesson Design

Vocabulary Development Through Content Areas

- Thematic Unit Design
- Pre Assessment Activity
- Strategies and Techniques for Building Vocabulary and Background Knowledge
 - Supports to Develop Unit Vocabulary and Concepts
 - Differentiated Supports
 - Post Assessment Activity
 - Thematic Writing Experience
 - End of Unit Celebration

Elements of a Content/Language Objective

Content Topic

Language Function

Support

The students will write an informative story about plants using a template and a graphic organizer.

The three elements of a language/content objective are the following:

Content
Language Function
Support

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Pre- Assessment

- No correction
 - Color coded- dated
 - Teacher uses assessment to drive instruction
 - Revisit at end of unit-post assessment
 - Children self-correct
 - Teacher evaluates attainment of lesson's goals
- Assessment is today's means of modifying tomorrow's instruction."

Carole Tomlinson

Supports

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the native language (L1)
Videos & films		With mentors
Broadcasts		
Models & figures		

Reading, Writing, Listening and Speaking

- Provide many opportunities throughout the day in each modality to build the unit's vocabulary and concepts.

Concept Poems

- Rhyme is a powerful way to teach content concepts.
- Through the poem they learn concept vocabulary and facts.
- They will always remember the poem and the facts along with them.

Wordbooks

- Provide each student with their own little wordbook at the beginning of each unit.
- They may know common words associated with a unit but not the tier two academic vocabulary you are trying to build.(Bee/Caterpillar)
- They can use the wordbook as a reference for their writing work.

Concrete Experiences

- Provide your students with many concrete experiences.
- Actually participating in an activity will help the student learn and internalize the vocabulary and concepts being taught.

Centers

- Infuse all centers with the unit's theme.
 - Center Partners-High/Low
 - Engaging
 - Differentiated
 - Independent
 - Rigor/Fun

Basic Early Literacy Skills

- Classic stories (with unit's theme) can be used as vehicles to deliver instruction and practice in the development of literacy skills. (DIBELS Prep.)
 - Rhyme
 - FSF
 - Sequencing
 - Story Elements
 - Sight Words
- Response to Reading
 - Parts of Speech

Time To Write

- Check in with rubric wall before writing. Discuss with each student their level.
 - Model your own story.
- Students think about what they are going to write and share their ideas with you.
- Give the appropriate writing template to each student. (Zone of Proximity)
- Conference with students during the writing process.
