



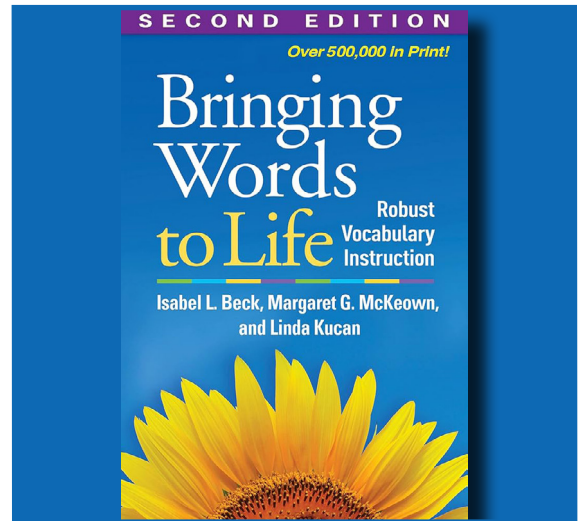
Ici on parle français – PD grants for FSL teachers

Bringing Words to Life - Vocabulary Instruction

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School District: Huron Perth Catholic District School Board



What We Did

- Read “Bringing Words to Life”.
- Watched professional development videos.
- Ordered materials that support vocabulary development through Les éditions passe-temps.
- Each member chose a resource.



What We Learned

We do learn words in context, but not all contexts describe the meaning of a new word. Words need to be explicitly taught, and then read in context for students to fully understand.

Studies estimate that out of 100 new words we come across in context, 5-15 of them will be learned. However, in order for any word learning to happen, two conditions need to be met:

1. Students must read widely enough to encounter a substantial number of unfamiliar words. They must read enough text to encounter a lot of words, and they must read a text of sufficient difficulty to include words that are not already in their vocabulary.
2. Students must have the skills to infer word reading confirmation from the context they read.

Many students in need of vocabulary development, do not engage in wide reading, especially books that contain complex vocabulary.

Many natural contexts are not that informative and are not effective for word meanings.

Lessons

1. Connecting words to other words builds connections
2. STEM - direction, scaffold students thinking (instead of writing sentences)
3. YAY Or BOO with a word (ex. philanthropist) Tiers of Words



- Tier One – these are words typically found in oral language.
- Tier Two – words that are wide-ranging and of high utility for literate language users.
- Tier Three – words that tend to be limited to specific domains or rare words.

Choosing Words

Choosing words based on frequency can be problematic because two words may have the same frequency in language, but one may be easier to learn. For example: Break and complicated. A toddler may know the word break, but not complicated.

Complete vocabulary lesson after reading. When you come across the targeted words within the book/reading, give a quick definition, and move on. Do not ask students what they think it means, this may cause students to remember only wrong definitions, and not the correct one.

It is best to provide student-friendly explanations of words, rather than dictionary definitions.

Problems with definitions

1. Weak differentiation - the definition does not differentiate how the target word is different from other target words.
Conspicuous - easily seen. Often stated in vague language. They provide little information.
2. There may be a more likely interpretation of meaning instead of the one intended.

Dictionary that brings all dictionaries together: <https://onelook.com/>



How We Shared Our Learning With Others

We shared in a collaborative learning community through trying out different resources and sharing what worked best for our class. We used Google Docs to share resources, and to create an outline of the book we studied.



Links to Our Work

Links to our work:

[Power Point Presentatio Link](#)

(Please add and/or link to any and all resources that were created to demonstrate your learning e.g. learning journey stories, images, lesson plans, website resources, videos, etc.)