Pump Up the Vocab

Building Vocabulary & Concept Knowledge

Create opportunities for students to build and apply academic vocabulary daily across all content areas.

**ELPS 1A. 1C. 1E. 2B. 2E. 2F. 3A. 3D. 4A. 5B**

**IP Rubric I-2, I-3, I-4, I-6, I-8**

- How do I help students internalize new words?
- How can I liven up my vocabulary instruction?
- How do I scaffold vocabulary for all students?

**Why it works:**

A systematic approach to vocabulary instruction creates opportunities to prepare the learner and extend the learning as students build and apply academic vocabulary daily. When students interact with carefully selected vocabulary, they develop the skills needed to interact with text and understand unfamiliar words across content areas. By continuously using and revisiting academic vocabulary, students work towards permanent ownership of words.

**Suggested strategies:**

- Academic Language
- Structured Peer Conversations
- Response Signals
- Multimedia
- Graphic Organizer
- Exit Tickets
- Workstations

**Tech tools:**

- Quizlet.com
- Lead4Ward

In the **PUMP UP THE VOCAB** routine, we regularly:

- Identify a handful of key vocabulary terms.
- Quickly assess students’ familiarity with terms.
- Point out word parts and cognates, making cross-linguistic connections.
- Provide a simple definition that includes a visual, realia, and/or Total Physical Response.
- Have students generate personal definitions, associations, examples and visuals.
- Re-assess, post, and revisit new words.
Classroom Implementation:

- **Identify a handful of key vocabulary terms.**

  As you are planning your unit, identify a handful of key **academic language** to enhance students’ learning. Preview your curriculum and planning guides to identify terms that are critical for students’ understanding of unit concepts. Jot down notes about **word parts**, **origin**, and **meaning** of the term in the context of your lesson. Plan **structured peer conversations** including academic vocabulary across all content areas.

- **Quickly assess students’ familiarity with terms.**

  Show students the term using a **visual** representation, say it out loud, and have students repeat. Use **Do I Really Get It?** to ask students to give you a **response signal** such as Fist-to-Five to show their level of familiarity, or have them write or sketch what they think each term means. Provide students a **sentence stem** and accept responses in the student’s **native language**.

- **Point out word parts and cognates making cross-linguistic connections.**

  **Turn the Light On** breaking down the words for students, leading them to analyze the **roots** and **affixes** to understand how these interact to create meaning. As you **engage and connect** students, ask if the word is a **cognate**, solicit prior knowledge to help students make **cross-linguistics connections** between the **Spanish** term and its **English** counterpart. Point out **false cognates** that may lead students to misinterpret word meaning. Allow the use of **native language** to create meaning and **recast** in the language of instruction.

- **Provide a simple definition that includes a visual, realia, and/or Total Physical Response.**

  For each term have examples maximizing the use of **multimedia** whenever possible to extend students’ understanding. Give students a simple, student-friendly **definition**. Always **illustrate** the meaning with a relatable example, **realia** and **visual representation** such as photographs as a scaffold, as well as using **Total Physical Response**.

- **Have students generate personal definitions, associations, examples and visuals.**

  Allow students to work together to generate their own **simple definition**, **connection**, **example**, and a visual representation using **Pen/cil to Paper**. Have students consistently record their entries using a **graphic organizer/Thinking Maps**, **index cards**, a **vocabulary notebook**, or a **foldable**. The use of **Total Physical Response** allows students to enhance comprehension and recall new vocabulary words.

- **Re-assess, post, and revisit new words.**

  Quickly **re-assess** students’ understanding of the terms through formative assessments such as **response signal** or **Exit Tickets**. Keep terms **visible** and updated on **Interactive Word Walls** – include a visual representation (which can be student-generated) and a synonym or short definition. Create opportunities in future lessons and **workstations** to refer students to the word wall and apply their new vocabulary in **writing** and **speaking** across all content areas using **Pen/cil to Paper** and **Let’s Talk**.