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Bolstering Confident and Competent Vocabulary Use through Explicit Instruction
April 29 & 30, 2010
NYC BETACS & Pearson Longman

Some key terms and ideas:

Teach high-utility words!

Avoid the **instructional drive-by**- the information flies by quickly with no one attending to it.

1, 2, 3, eyes on me.

Write a sentence that will help you **velcro the word**. Vocabulary velcro is aided by engaging in an **oral task**.

While I'm reading the definition, **track along with your finger. Tap out the syllables** of the word.

Help them **pronounce the word** correctly.

Say: Where's our **cognate** helper? (Identify someone you can call on to give the cognate.)

Explain the meaning using familiar language. Give 2 examples that students understand, and that are not text related.

Model an appropriate response with a starter. The starter must be **written** (Students' listening is faulty).

Help them pronounce the word correctly. **Have choral repetition of the starter.**

Then **have partner work, then individual sharing**. Later, have students write (after sharing).

Journal entries are over-rated. They don't improve writing. They fossilize writing. They are good for exploring ideas.

Vocabulary Notebook:

Do now vocab. tasks along with Academic Tool Kit Words

Precision Partnering

Partner work must be accountable. In an hour, use partner tasks at least three times. Assign Numbers (partner #1, partner # 2).

There is no leeway for cognitive floating- so call on # 1 or #2.

Observe the 4 L's: Look (make eye contact)
Lean toward your partner
Low voice
Listen

Public Voice, private voice, whisper voice. (You are using your whisper voice, which is only appropriate for cheating, so use your public voice.)

Kids sit in an upright siesta. To avoid having kids sit in an upright siesta, tell them to: Please circle the word, point to that, follow along with your finger, please fill in the blanks... etc. You need for students to respond physically, verbally, and in writing.

She inherits kids in a cognitive coma. She uses a response frame so that students give more than a word or phrase (a budget response). e.g. "When a student reappears in class,he often has to make up a lot of work."

Thumbs up if you think that the student will have missed a lot of work!

Every class has one or two professional participants. Students feel that if they wait long enough, the professional participants will answer (or the teacher will answer her own questions). You need to get everyone to participate. So, you can tell one person that you are going to call on him or her to give their answer to the prompt. That way they rehearse the frame because they are expecting to have to speak. These students are called discussion jumper cables- students ready to share- sometimes shy, sometimes not.

Kinsella's methods show respect for students' ideas. "Dr. Kate will wait." We've got time for 2 more ideas. Let's have one from the right side and one from the left.

We can't write what we cannot say. Too many teachers do instructional drivebys- they just mention things. They don't teach for understanding.

Students regularly fail to grasp a new word's meaning when using a desktop dictionary because the definitionscontain words that are unfamiliar to students --- fail to include real life examples.....regularly use the word in the definition. (Use this sentence for teacher training).

If your partner shared an idea that we have not yet mentioned, point to him. Nominate your partner. (In this way all the ideas are shared).

You need to ask: What words can I afford to ignore?

Vocabulary Velcro = we remember new words from examples. Write a sentence that will help you velcro the word.

At Starbucks, a "short" is a small coffee. It's not posted, but you can ask for it. (It's cheaper than a tall.)

Teachers have a lexicon with words like "hormonally challenged" to describe challenging students. (high maintenance, character-building, class clown, attention grabbing.

You want to build students' Academic Toolkits. Words like "significant" and "factor" are words that students should have in their academic toolkits.

Kate works in a Center for Teacher Efficacy. She designs one class each semester and develops curricula. She left her tenured position to work at the Center.

Group work needs to be ultra-structured. There needs to be a product. Otherwise, you get budget language.

Every lesson needs dual goals: content and language

Avoid "Think, Pair Share Light." Use Sentence starters and response frames!!

Public Voice = 3 X louder and 2 X slower

Private Voice =

Whisper Voice = appropriate for getting a cough drop in church (or for cheating)

Kids are allowed to be passive: they are either in a collective coma or an upright siesta.

Kate uses a Do Now Task for a quick vocabulary view that amounts to an assessment via a structured oral task. She begins the class with a focus on several words and uses a Precision Partnering Activity.

She had tried to focus on the prefixes "pre" and "re," but some students weren't familiar with the word 'appear.'

When a student reappears in class (after an extended absence).....

She has a Cruella Kinsella side: 1,2,3, eyes on me

Or, use a hand signal with 3, 2 or 1 fingers. 3 = I'm ready. Two = I'm not quite ready.

One = I'm confused. Are we doing something?

Pre-select people whom you will call upon to answer. These are your discussion jumper cables.

Don't ask students to draw a vocabulary word. It's not realistic for all of the students to be able to draw. (Marzano??)

Many long-term ELLs are well behaved kids who aren't learning a thing.