



Course Follow-up Activities

Looking at Vocabulary

Note: It is recommended that participants in the video course complete follow-up activities to deepen their knowledge and skills. When these activities are completed in accordance with local staff development guidelines, participants may be able to earn additional professional development credit. Contact your local staff development office for determining how you might receive credit for completing the video program and additional credit for completing follow-up activities.

Activities 1-3 are planning activities to assist in implementing a lesson with your students. Activities 4-5 are classroom applications.

Activity 1 Direct Vocabulary Instruction

Select a story from your basal reader and choose three to five vocabulary words from the selection that you will teach to your students. The following questions have been provided in order to assist you in your planning.

- A. What are two reasons why you chose these particular words?
- B. What type of context is used for your words and what is your text evidence?
 Misdirective *Nondirective* *General Context* *Directive Context*
- C. Which activities will best provide a non-linguistic representation of the words?
 Graphic Organizer *Physical Model* *Mental Pictures*
 Drawing Pictures or Pictographs *Kinesthetic Activity*
- D. Brainstorm all of the ways your students may confuse the definitions of these words with any other word or concept.

Activity 2 Word Parts

Identify two words that have prefixes and two words that have suffixes from the same selection.

- A. What are the meanings of these affixes and the base/root words?
- B. What other words can be taught by knowing these definitions?

Activity 3 Indirect Vocabulary Instruction

Identify three other words from the selection that you will teach using context clues.

- A. What strategies are used by the author to provide the necessary context clues for word meaning?

Definitions or Synonyms *Concrete Examples* *Contrast Clues*
 Description Clues *Repeating Words* *Unstated or Implied Meanings*

- B. What signal words does the author use to assist the reader?

- C. What activities will be provided so students are exposed to the words at least six times?

- D. In what way does the mood of the story or the purpose of the expository selection help provide the context clues of these words?

Activity 4 Lesson Implementation

Develop and implement a lesson with students utilizing activities 1-3; additional activities may be added. Describe the lesson and its results.

Activity 5 Student Outcomes

Assess the students' attainment of your lesson objectives. Report the results of this assessment. What proportion of their success would you attribute to your knowledge gained as a result of participating in this course?