

## Vocabulary Activities Using Tier Two Words

Tier One Words: Basic words (*clock, baby, happy*) – rarely require instruction in school

**Tier Two Words:** Frequently occurring words for mature language users (*coincidence, absurd, fortunate*) –

**\*\*\*Instruction in these words can add productively to a student’s language ability.\*\*\***

Tier Three Words: Low frequency, often content specific (*isotope, peninsula, photosynthesis*)

**Have You Ever...?** This activity helps students associate newly learned words with contexts and activities from their own experiences. For example, students are asked, “Describe a time when you might...” or “Tell about someone you know who is...” or “Describe a time when you felt...”

**Applause, Applause!** For this activity, students clap to signal their approval in being described by target words, for example: *frank, impish, vain, stern*. A follow-up discussion should address, “why?” *they clapped or didn’t clap*.

**Idea Completions** – Instead of the traditional “write a sentence using a new word,” provide students with sentence stems that require them to integrate a word’s meaning into a context in order to explain a situation. For example: *The audience asked the virtuoso to play another piece of music because... The skiing teacher said Maria was a novice on the ski slopes because...*

**Word Association** – Students are asked to connect their new vocabulary with another more familiar word, phrase or concept. Avoid using synonyms and instead focus on associative words. For example:

*Which word goes with crook? (accomplice)*

*Which word goes with piano? (virtuoso)*

### Questions, Reasons, Example

This activity requires students to support their thinking and encourages discussion around new vocabulary.

For example: *What is something you could do to **impress** your teacher (mother, friend)?*

*Why?*

*What are some things that should be done cautiously? Why?*

*Which one of these things might be **extraordinary**? Why or why not?*

*-A shirt that was comfortable, or a shirt that washed itself?*

*-A flower that kept blooming all year, or a flower that bloomed for 3 days?*

*-A person who has a library card, or a person who has read all the books in the library?*

### **Making Choices**

Students show their understanding of vocabulary by saying the word when it applies, or remaining silent when it doesn't.

For example: "Say *radiant* if any of these things would make someone look *radiant*."

- Winning a million dollars.
- Earning a gold medal.
- Walking to the post office.
- Cleaning your room.
- Having a picture you painted hung in the school library.

**Vocabulary Assessment:** (If a sentence makes sense, students write, "Yes" (or circle a happy face). If not, they write, "No" (or circle the sad face). Teacher provides statements orally containing target words.

For example: *People might be **reluctant** to hug a shark*

Ideas from *Bringing Words to Life* (Beck, McKeown, Kucan)

## Vocabulary Activities Using Tier Two Words

Tier One Words: Basic words (*el reloj, el bebé, feliz*) – rarely require instruction in school

**Tier Two Words:** Frequently occurring words for mature language users (*la coincidencia, absurdo, afortunado*) –

\*\*\***Instruction in these words can add productively to a student's language ability.**\*\*\*

Tier Three Words: Low frequency, often content specific (*el isótopo, la península, la fotosíntesis*)

**Have You Ever...?** This activity helps students associate newly learned words with contexts and activities from their own experiences. For example, students are asked, “*Describe una instancia cuando podrías...*” o “*Cuéntanos de alguien que conoces que es...*” o “*Describe una vez que te hayas sentido...*”

**Applause, Applause!** For this activity, students clap to signal their approval in being described by target words, for example: *franco, pícaro, vanidoso, severo*. A follow-up discussion should address, “*por qué?*” *aplaudieron o no aplaudieron*.

**Idea Completions** – Instead of the traditional “write a sentence using a new word,” provide students with sentence stems that require them to integrate a word's meaning into a context in order to explain a situation. For example: *El público le pidió al virtuoso que tocara otra pieza de música porque... El instructor de esquí dijo que María era una novata en las pistas de esquí porque...*

**Word Association** – Students are asked to connect their new vocabulary with another more familiar word, phrase or concept. Avoid using synonyms and instead focus on associative words. For example:

¿*Qué palabra va con maleante?* (el cómplice)

¿*Qué palabra va con piano?* (el virtuoso)

### Questions, Reasons, Example

This activity requires students to support their thinking and encourages discussion around new vocabulary.

For example: ¿*Qué podrías hacer para impresionar a tu maestro (madre, amigo)? ¿Por qué?*

¿*Qué son algunas cosas que se deben hacer cautelosamente?*

¿*Cuál de estas cosas puede ser extraordinaria? ¿Por qué o por qué no?*

-*Una camisa que era cómoda, o una camisa que se lavó sola?*

-*Una flor que florece todo el año, o una flor que florece por tres días?*

-*Una persona que tiene una tarjeta de biblioteca, o una persona que ha leído todos los libros en la biblioteca?*

### Making Choices

Students show their understanding of vocabulary by saying the word when it applies, or remaining silent when it doesn't.

For example: Say *radiante* if any of these things would make someone look *radiante*.

-Winning a million dollars (Ganar un millón de dólares).

-Earning a gold medal (Ganar una medalla de oro).

-Walking to the post office (Caminar al correo).

-Cleaning your room (Limpiar tu cuarto).

-Having a picture you painted hung in the school library (Que se exhiba una pintura tuya en la biblioteca de tu escuela).

**Vocabulary Assessment:** (If a sentence makes sense, students write, “Yes” (or circle a happy face). If not, they write, “No” (or circle the sad face). Teacher provides statements orally containing target words.

For example: *La gente puede estar renuente a abrazar un tiburón.*