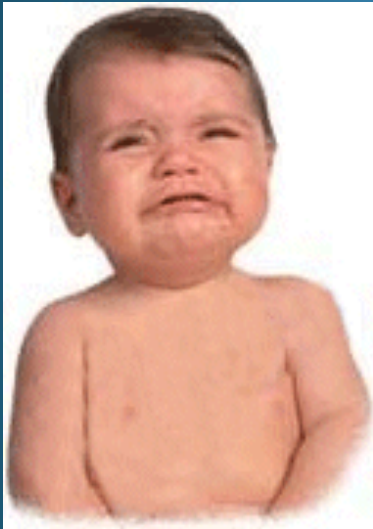


# Teaching Tiered Vocabulary without Tears



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Humble ISD

# Norms for the session

- Silence or turn off cell phones
- Feel free to take care of your needs as they arise during the session
- Participate fully

Jim Cummin's  
Iceberg...

The BICS  
and  
CALPS



# Let's look at tiered vocabulary like a box of Crayola crayons

Box of 8 (Tier 1):  
Brown



Box of 64 (Tier 2):  
Sand, Tan, Khaki,  
Copper

Box of 120 (Tier 3):  
Almond, Antique  
Brass, Beaver,  
Cornflower,  
Tumbleweed,

# Let's see how we do identifying the three tiers in this 3<sup>rd</sup> grade paragraph



## Types of Teeth

- Everyone has several different types of teeth. Each type has a unique name and a different purpose. The teeth in the front of your mouth, and the easiest to see, are called incisors. There are four incisors on the roof of your mouth and four on the bottom. Incisors are shaped like tiny chisels with flat ends that are sharp. These teeth are used for cutting and chopping food. They are the first teeth to chew most food we eat. The pointed teeth on either side of your incisors are called canine teeth. People have a total of four canine teeth, two on top and two on the bottom. Because they are pointed and sharp, they are used to tear food.

With a partner at your table label the three tiers in this passage...

- Do not color the Tier 1 words
- Highlight the Tier 2 words in green
- Highlight the Tier 3 words in yellow



# Let's see how you did...

## Types of Teeth

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# Teaching Tiered vocabulary isn't a one shot deal...

- It takes a minimum of 7 exposures of new vocabulary in order for students to 'acquire' the word and commit it to long term memory.
- Note: Most cognates are Tier 2 and Tier 3 words





# It also isn't adding one more thing to your plate

- There are a number of short, easy activities that take less than 5 minutes to really help you get a lot of BANG for your instructional dollar.



# Quick sponge activities to get students to build vocabulary...

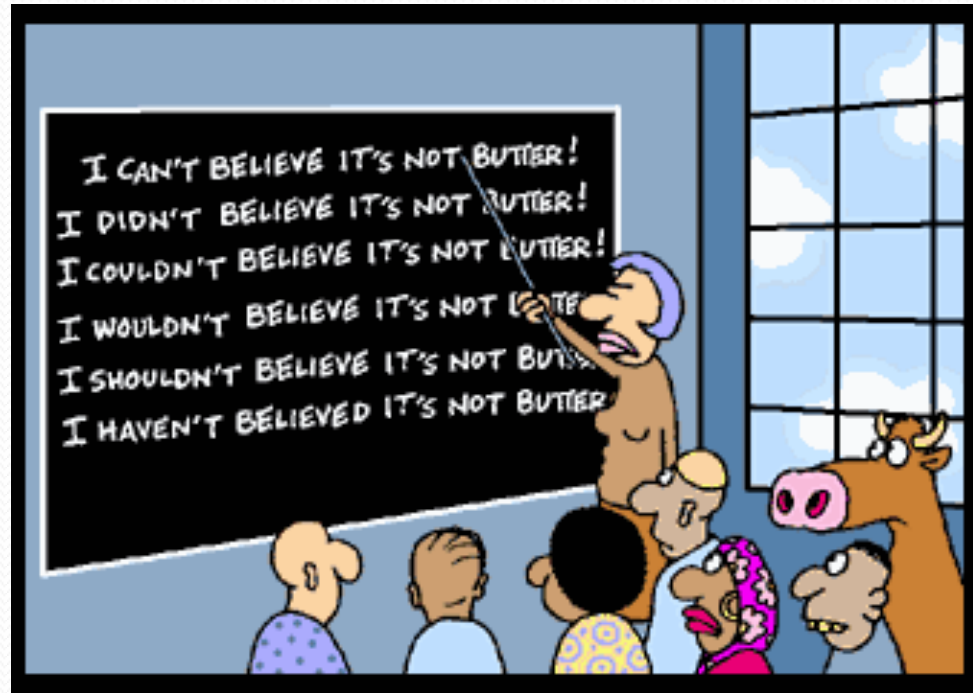


Let's try some of these out using the titles at your table

- Ester Cleans Up/ Ester limpia
- I Don't Need to Read/ No necesito leer
- Sugar Moon/ Luna de azucar
- Christina Cabral Finds her Passion/  
Cristina Cabral descubre su pasion
- Mateo and His Abuelito/ Mateo y su abuelito

# Assigned strategies from the book *Bringing Words to Life...*

- Have you ever
- Word Associations
- Making Choices
- Questions, Reasons, Examples
- Vocabulary Assessment
- Idea Completion
- Applause, Applause!



# A way to differentiate vocabulary instruction...

- Much like you take a 'book walk' with students before reading a text, this is a quick 'vocabulary walk' activity.

I Don't Know the Word	I Have Seen or Heard the Word, Don't Know What It Means	I Think I Can Guess the Meaning of the Word	I Know the Meaning



In Closing...

*“Miss, Miss...I left my homework in my mom’s car, I’m DOOMED!”*