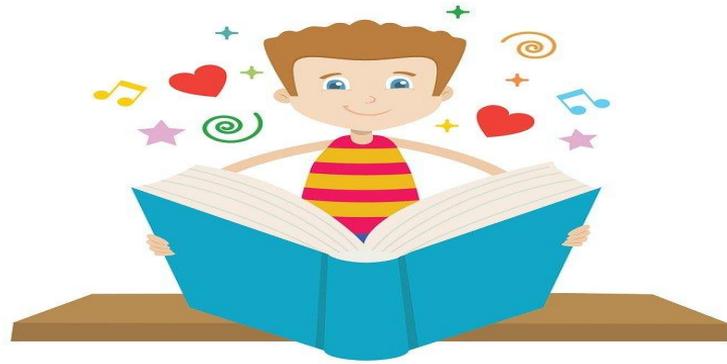


VOCABULARY IN 1ST GRADE



BY: DANA DUERSON, 1ST GRADE
SHANNON JOHNSON ELEMENTARY SCHOOL

FOCUS: VOCABULARY

FOR THE PAST COUPLE OF YEARS, OUR IREADY SCORES HAVE BEEN LOWER IN VOCABULARY THAN ALL OTHER SUBSKILLS. I CHOSE TO FOCUS ON VOCABULARY TO INCREASE THE SCORES IN THAT PARTICULAR SUBSKILL.

RESEARCH SAYS...

IF STUDENTS DO NOT KNOW WHAT THE WORD MEANS, THEY CANNOT UNDERSTAND WHAT THEY ARE READING.

MORE RESEARCH...

CHILDREN'S VOCABULARY IN THE EARLY GRADES RELATED TO READING COMPREHENSION IN THE UPPER GRADES. □

- PRESCHOOL – CHILDREN'S VOCABULARY CORRELATED WITH READING COMPREHENSION IN UPPER ELEMENTARY SCHOOL. (TABORS, 2001) □
- KINDERGARTEN – VOCABULARY SIZE WAS AN EFFECTIVE PREDICTOR OF READING COMPREHENSION IN MIDDLE ELEMENTARY YEARS. (SCARBOROUGH, 1998) □
- FIRST GRADE – ORALLY TESTED VOCABULARY WAS A PROFICIENT PREDICTOR OF READING COMPREHENSION TEN YEARS LATER. (CUNNINGHAM AND STANOVICH, 1997) □
- THIRD GRADE – CHILDREN WITH RESTRICTED VOCABULARY HAVE DECLINING COMPREHENSION SCORES IN LATER ELEMENTARY YEARS. (CHALL, JACOBS, & BALDWIN, 1990)
- LINGUISTICALLY "POOR" FIRST GRADERS KNEW 5,000 WORDS; LINGUISTICALLY "RICH" FIRST GRADERS KNEW 20,000 WORDS. (MOATS, 2001)

MORE RESEARCH...

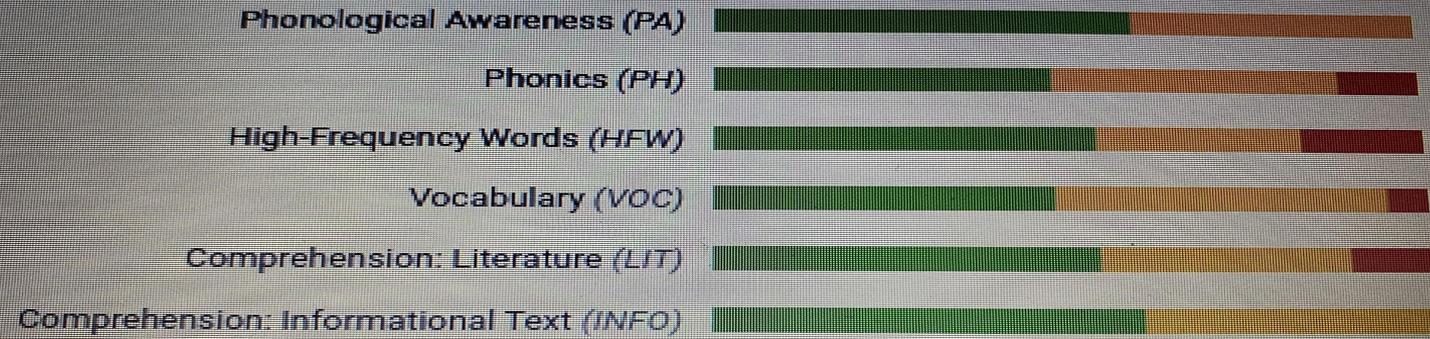
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- VOCABULARY CONTRIBUTES TO THE DEVELOPMENT OF PHONEMIC AWARENESS (METSALA, 1998; LONEGAN, 2004) □
- VOCABULARY CONTRIBUTES TO MORE ACCURATE DECODING OF WORDS WHOSE PRINTED FORM IS UNFAMILIAR (EHRI, 2002) □
- VOCABULARY CONTRIBUTES TO READING FLUENCY BECAUSE IT LEADS TO MORE ACCURATE READING PRACTICE.
- CHILDREN WHO ARE BEHIND BY 1ST GRADE HAVE A HARD TIME MAKING UP THE GAP. BIEMILLER; NAGY & ANDERSON

PRIMARY CONCLUSIONS FROM NATIONAL READING PANEL (2000)

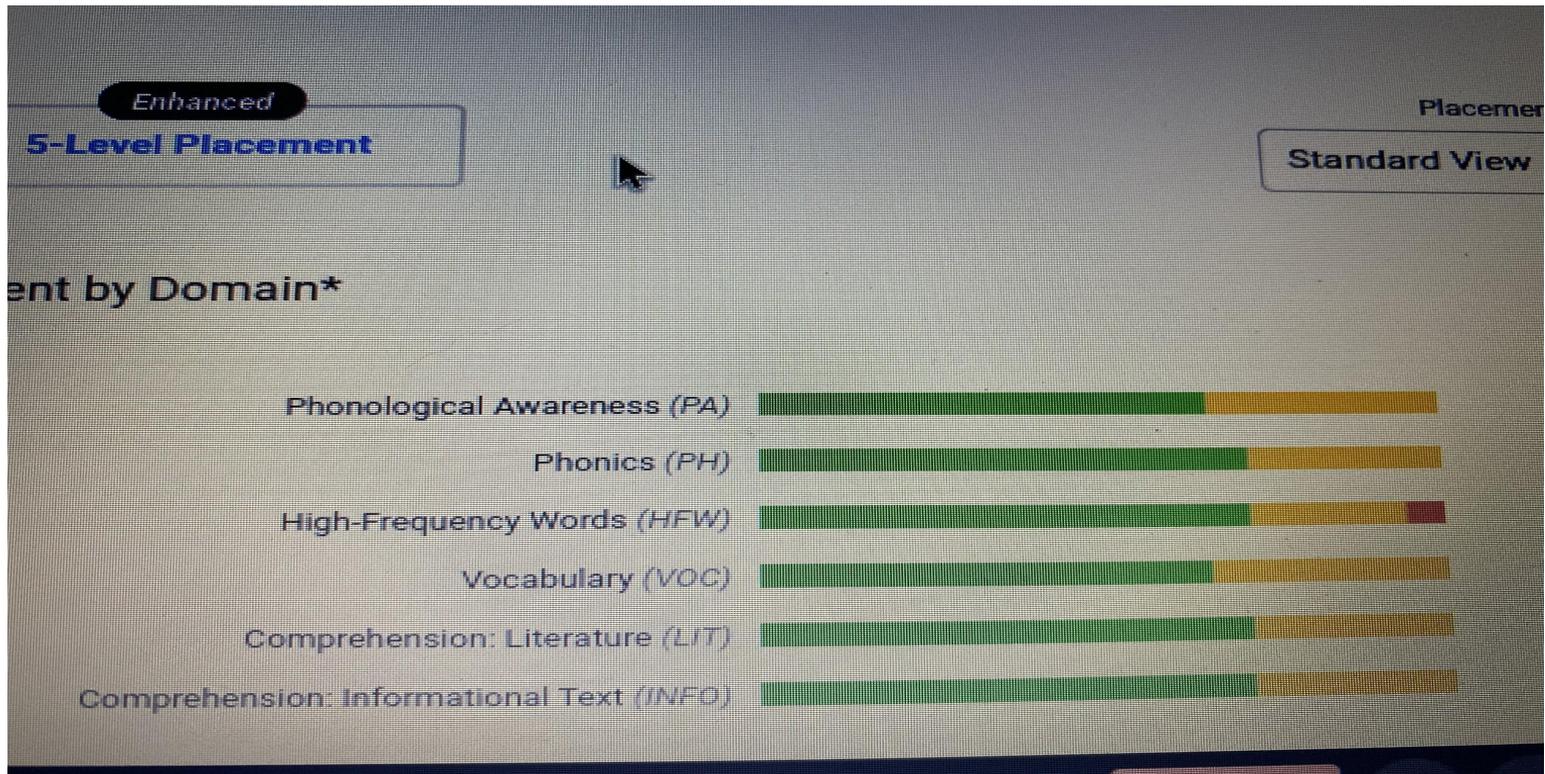
1. VOCABULARY SHOULD BE TAUGHT BOTH DIRECTLY AND INDIRECTLY.
2. REPETITION AND MULTIPLE EXPOSURES TO VOCABULARY ITEMS ARE IMPORTANT.
3. LEARNING IN RICH CONTEXTS IS VALUABLE FOR VOCABULARY LEARNING.
4. VOCABULARY LEARNING SHOULD ENTAIL ACTIVE ENGAGEMENT IN LEARNING TASKS.
5. DEPENDENCY ON A SINGLE VOCABULARY INSTRUCTIONAL METHOD WILL NOT RESULT IN OPTIMAL LEARNING.

ent by Domain*



*Students not completed are not included.

IN THE FALL, 60% OF MY STUDENTS SCORED AT LEAST ONE GRADE BELOW IN VOCABULARY ON THE IREADY DIAGNOSTIC.



THE WINTER IREADY SCORES SHOWED GROWTH IN THE VOCABULARY SUBSKILL. WINTER SCORES SHOWED 64% OF MY STUDENTS SCORED ON GRADE LEVEL OR ABOVE IN VOCABULARY.

MY PLAN OF ACTION

- WORD OF THE WEEK
- USE OF WORD AT HOME (FAMILY INVOLVEMENT PIECE)
- GAMES AND ACTIVITIES TO INCREASE VOCABULARY USE
- INTERACTIVE WORD WALL (DID NOT IMPLEMENT DUE TO COVID)
- READING STRATEGIES TEXT 11.3 "INSERT A SYNONYM"
- READING STRATEGIES TEXT 11.11 "INFER TO FIGURE IT OUT"

WORD OF THE WEEK

WORD OF THE DAY

enormous

What It Means

something
BIG!

Picture



Sentence

The snowman was
enormous.

Synonyms

big, large, huge

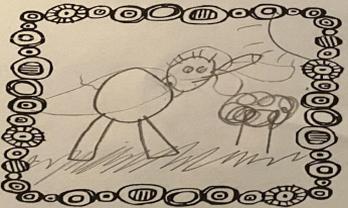
Antonyms

little, small

STUDENT WORK SAMPLES

WORD OF THE DAY:
enormous

Use the ^{word} word in a sentence: -
The elephant is enormous!



Draw a picture. Show what the word means to you.

Definition:
something big!

Synonym: large!
Antonym: tittle
Prefix/Suffix: _____

Parts of Speech: This word is a _____

WORD OF THE DAY:

enormous

Use the word in a sentence:

The elephant was enormous.



Draw a picture. Show what the word means to you.

Definition:

Something big!

Synonym: large, big, huge

Antonym: little, small, tiny

Prefix/Suffix: _____

Parts of Speech: This word is a _____.

WORD OF THE DAY:

enormous

Use the word in a sentence:

The giraffe is enormous.



Draw a picture. Show what the word means to you.

Definition:

something big.

Synonym: large,

Antonym: little,

Prefix/Suffix:

Parts of Speech: This word is a _____.

PARENT INVOLVEMENT

<https://www.readingrockets.org/reading-101-guide-parents/first-grade/vocabulary-activities-your-first-grader>

3/1/2021

Vocabulary: Activities for Your First Grader | Reading Rockets



Launching young readers!

Reading Rockets

Reading 101: A Guide for Parents

Vocabulary: Activities for Your First Grader



Building a large "word bank" is one of the best ways to help children with reading comprehension. Young readers use knowledge about words to help them make sense of what they're reading. The more words a reader knows, the more they are able to comprehend what they're reading and listening to.

This project was developed in partnership with the National Education Association and Colorín Colorado.

OUTCOME AND THOUGHTS....

- COVID WAS A HUGE DISRUPTION: LACK OF IN PERSON LEARNING, DEPARTMENTALIZED TEACHING
- GAINS WERE MADE IN VOCABULARY FROM FALL TO WINTER DIAGNOSTIC WINDOWS
- SPRING DIAGNOSTIC HAS NOT BEEN ADMINISTERED AT THE TIME OF THIS PRESENTATION, HOPEFUL OF GAINS SHOWN ONCE AGAIN
- KIDS LOVED HAVING WORD OF WEEK