

# Vocabulary Across the Curriculum

Stephanie Dennemann, Rebecca Nadeau & Jill Sowards  
2nd & 3rd Grade  
Campbell County Schools  
2020-2021

# Why Vocabulary?

- We decided to choose vocabulary after looking at our Fall MAP scores.
- Vocabulary Acquisition and Use was the lowest for both classes.
  - 61% of our students were at or below the 50th percentile in vocabulary.



# Why Vocabulary? The Research Says.....

- In the article, *More Than Teachable Moments*, the authors state that oral vocabulary is essential to children's long-term reading comprehension. We need both teachable moments and planned, systematic vocabulary instruction to ensure long term reading performance.

- Neuman, Susan B., and Kathleen Roskos. "More than Teachable Moments: Enhancing Oral Vocabulary Instruction in Your Classroom." *The Reading Teacher*, vol. 66, no. 1, 2012, pp. 63–67., doi:10.1002/trtr.01104.

- In *Words Their Way*, word study is important because becoming fully literate depends on fact and accurate recognition of words and their meanings in text, and fast, accurate production of words in writing so that readers and writers can focus their attention on making meaning. Planning and implementing a word study curriculum that explicitly teaching students necessary skills, and engages their interest and motivation to learn about words, it a vital aspect of any literacy program.

- Bear, Donald R., et al. *Words Their Way*. Sixth, Pearson, 2016.

# The Standard We Focused On

---

Determine the meaning of general academic words and phrases in a grade-level text and describe how those words and phrases shape meaning.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word.
- c. Use a known root word as a clue to the meaning of an unknown word with the same root.
- d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.
- e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context.
- b. Demonstrate understanding of words by relating them to their synonyms and antonyms.
- c. Distinguish shades of meaning among related words that describe degrees of certainty.

# Our Plan

---

- We chose 6-7 content specific vocabulary words for the week.
- Students were given a pretest over the 6-7 words we chose. Words that they missed became their vocabulary words for the week.
- Amazing words were assigned to replace the words they already knew. (Differentiation)

# Weekly Vocabulary Activities

---

## Vocabulary Sketch

- For each vocabulary word students wrote the word, the definition, drew a picture to match, In other Words... (students wrote a synonym, antonym, added a affixes, etc.), and used the word in a sentence.

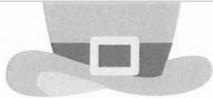
## Word Wizards

## Various vocabulary Games

# Family Literacy Night

— — —

Students and Parents attended a drive through Literacy Night. There were also STEM and Math resources available too. As the families drove through, we were able to meet with and talk about our literacy activities. They received materials and handouts to use at home. These handouts contained tips and other ways to help the children grow as a reader.



*Southern Campbell County Family Resource Center*

*STEM, Math & Literacy*  
**FAMILY NIGHT**  
*drive-through style*

Tuesday, March 2nd  
5:30 - 7:00  
Grant's Lick Elementary "Loop"

*To register visit the Southern Campbell Co. FRC Facebook page! Each family that registers will be entered in a drawing to win a "Cupcake" gift basket!*

Activities will include:  
leprechaun hunt, STEM activity bags, Math & Literacy activities/  
resources and dinner provided by the PIT Crew!

Questions? Contact Mrs. Crowder @ 859-448-4854

# Family Literacy Night



# The Results

- 44% of our students were at or below the 50th percentile in vocabulary.
  - We decreased our Novice by 17%!
  - We increased our Distinguish by 17% also!

