



2nd Grade Building Academic Vocabulary

Compiled by The Office of Education and Learning, Genesee Intermediate
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ACADEMIC VOCABULARY

Dear Educators,

In response to the Genesee County Superintendents' inquiry about modifying current efforts toward raising student achievement, the Genesee Intermediate School District (GISD) Office of Education and Learning is implementing the Building Academic Vocabulary Project.

This project is based on research by Dr. Robert Marzano (2005) and described in depth in his book *Building Academic Vocabulary*. In his book he says,

Teaching specific terms in a specific way is probably the strongest action a teacher can take to ensure that students have the academic background knowledge they need to understand the content they will encounter in school. When all the teachers in a school focus on the same academic vocabulary and teach it in the same way, the school has a powerful comprehensive approach. When all the teachers in a district embrace and use the approach, it becomes even more powerful.

Through his research, Marzano found that “one of the most crucial services that teachers can provide, particularly for students who do not come from academically advantaged backgrounds, is systematic instruction in important academic terms”. He developed a systematic, six step process for teaching vocabulary.

In *Building Academic Vocabulary* a list of 7,923 terms across 11 subject areas are offered as a starting point. This was one of two primary resources used in compiling the list of academic vocabulary for each grade level. The second primary resource was the State of Michigan Grade Level Content Expectations (GLCEs). The two lists were compared and divided into two specific categories: Critically Important and Instructionally Important.

Critically Important words are terms that are crucial or key to the understanding of a given subject area and in most cases are language found on the MEAP and MME. Instructionally Important words are terms used by teachers and recognized by students, but do not require focused attention or an in-depth understanding by students.

The hope of the Education and Learning Department is that teachers will use these lists as a starting point for teaching students academic vocabulary. We have included Marzano's 6 step process for reference and will continue to develop additional tools and resources that can be used to teach students academic vocabulary.

Sincerely,

The Office of Education and Learning, Genesee Intermediate School District

Six Step Process for Building Academic Vocabulary—Dr. Robert Marzano

STEP ONE: The teacher will give a description, explanation, or example of the new term.

- Provide learners information about the term
- Determine what the learner already knows about the term.
- Ask learners to share what they already know as a means of monitoring misconceptions.
- Ask learners to share what they already know to use this knowledge as a foundation for more learning.
- Utilize examples, descriptions, but not definitions. Definitions are not a recommended method for vocabulary instruction as they do not provide learners an informal, natural way to learn new vocabulary.
- Instruct learning of proper noun terms through identifying characteristics of the proper noun.

STEP TWO: The teacher will ask the learner to give a description, explanation, or example of the new term in his/her own words.

- Remind learners to not copy, but use their own words.
- Monitor students to determine if any confusion exists.
- Provide more descriptions, explanations, or examples if necessary.
- Request that students record these in the vocabulary notebook. These notebooks can travel with the learner as he/she moves through each grade level and become a compilation of vocabulary terms mastered.

STEP THREE: The teacher will ask the learner to draw a picture, symbol, or locate a graphic to represent the new term.

- Provide learners a nonlinguistic method of vocabulary mastery.
- Share examples of other learners' drawings or allow students to work in teams to help those who complain that they cannot draw.
- Teach the concept of speed drawing for those who labor too long over their work.
- Ask learner to share their work.
- Use graphics from magazines or the internet.
- Illustration terms through symbols, drawing the actual term, illustration with a cartoon, or drawing an example of the term should be encouraged.

STEP FOUR: The learner will participate in activities that provide more knowledge of the words in their vocabulary notebooks. (For notebook and academic notebook worksheet go to: <http://www.jc-schools.net/tutorials/vocab/notebook.htm>) (Teacher Led)

- Students continually reexamine their understanding of a given term
- Activities should be planned that engage students explicitly in the focused review of targeted terms.
- Provide opportunities to add to, or revise, the entry for the term in their vocabulary notebooks

STEP FIVE: The learner will discuss the term with other learners. (Teacher Guided) (Student Led)

- Interacting with other people about what we are learning deepens the understanding of everyone involved
- Teacher provides a structure for the students to have informal and unstructured discussions
- Major goal is to encourage students to help each other identify and clear up misconceptions and confusions.
- Discussing the terms with their peers helps them to detect their errors and correct their work.

Pair-Share Strategy:

- THINK: Allow think time for learners to review their own descriptions and images of the terms.
- PAIR: Put learners in pairs to discuss their descriptions, images, and any new info related to the terms.
- SHARE: Provide opportunities for groups to share aloud and discuss conceptions and misconceptions.
- Monitor as learners help each other identify and clear up confusions about new terms.

STEP SIX: The learner will participate in games that provide more reinforcement of the new term. A variety of games are available at <http://www.jc-schools.net/tutorials/vocab/notebook.htm> PowerPoint Games, Word Game Boards, Excel Games, WORDO, Twister, Fly Swat.

- Walk around the room and check their work when learners are working on their vocabulary notebooks
- Check the notebooks to evaluate accuracy.
- Listen for misconceptions when learners are playing games/activities.
- Provide an opportunity for learners to work together.

Second Grade English Language Arts

Critically Important:

antonym
boldface text
cause and effect
central idea
chapter
compare and contrast
comprehension
fantasy
fiction
genre
glossary
graphic organizer
heading

illustration
index
inference
legend
magazine feature article
main character
minor character
organization
paragraph
personal narrative
plot
point of view
prefix

proofread
reading strategy
realistic fiction
sequential
story map
suffix
summarize
synonym
table of contents
voice
word choice

Instructionally Important:

abbreviation
appendix
blend
chapter title
character composition
chart
colon
descriptive
development
dictionary
diagram
drama
graphs

guide words
indentation
key word legend
linking verb
magazine
map
margin
metaphor
onset
opinion
personal
correspondence
possessive noun

possessive pronoun
preface
readers theater
respond to literature
rime
simile
singular plural noun
take a position
textbook
thank you letter
vocabulary
writer's notebook

Second Grade Mathematics

Critically Important:

area
centimeter (cm)
denominator
eighth(s)
fact family
fifth(s)
foot/feet (ft)
fourth(s)
inch (in)

length
meter (m)
multiply (multiplication)
numerator
perimeter
pictograph
prism
rectangular prism
rhombus

right angle
sixth(s)
trapezoid
twelfth(s)
unit fraction
width
yard (yd)

Instructionally Important:

coordinate grid
decimal
degree
digit
even number
odd number
quarter to/after (time)
regroup

second (time)
set
subset
thousands (place value)
three-dimensional (3D) shape
two-dimensional (2D) shape
unit

Second Grade Science

Unit 1 – Measurement of Properties

Critically Important:

balance
classify
color
float
hardness
length

liquid
mixture
properties
ruler
shape
sink

size
solid
texture
weight

Instructionally Important:

centimeter (cm)
chart
compare
data

liters (L)
measuring cup
measuring spoon
meter (m)

meter stick
milliliters (ml)
single substance
volume

Second Grade Science

Unit 2 – Plant Life

Critically Important:

air
characteristics
color
flower
flowering plants

food
fruit
leaf shape
life cycle
light

needs of plants
plant
seed
water

Instructionally Important:

flower type
food storage

makes its own food
parent

Second Grade Science

Unit 3 – Earth’s Surface Features

Critically Important:

downhill
hill
lake
mountain

ocean
plain
plateau
pond

river
soak
stream
valley

Instructionally Important:

flow
gravity

impervious
porous

Second Grade Science

Unit 4 – Uses and Properties of Water

Critically Important:

describe
dew
fog
food preparation
fresh water

frozen
hail
icy
identify
salt water

source
spring water
visible
water flow
well water

Instructionally Important:

liquid
natural resource

rain
solid

shape of container
states of matter

Second Grade Social Studies—General History

Critically Important:

decade
historian

historical narrative
year

Instructionally Important:

chronological thinking

Second Grade Social Studies—Geography

Critically Important:

area
distance
environment

legend
local community
metropolitan

physical feature
scale

Instructionally Important:

state

Second Grade Social Studies—Civics

Critically Important:

civic responsibility
government
individual
individual rights

law
patriotism
personal responsibility
Pledge of Allegiance

Instructionally Important:

Second Grade Social Studies—Economics

Critically Important:

capital resource
human resource

natural resource
opportunity cost

production
specialization

Instructionally Important:

Resources

Marzano, Robert, and Debra Pickering. *Building Academic Vocabulary: Teacher*. Association for Supervision and Curriculum Development, 2005. Print.

Marzano, Robert. *Building Background Knowledge for Academic Achievement*. Association for Supervision and Curriculum Development, 2004. Print.

Michigan Department of Education Grade Level Content Expectations.
http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html

Michigan Department of Education Science Companion Documents.
http://www.michigan.gov/mde/0,1607,7-140-28753_38684_28760_49215---,00.html

Michigan Citizenship Collaborative Curriculum. www.micitizenshipcurriculum.org

MCrel 2004 –Midcontinent Research for Education and Learning

MDE with Michigan Council of Teachers of Mathematics vocabulary list –
www.mictm.org – membership only section - K - 8

Genesee County Mathematics Curriculum Guide's vocabulary listings K – 12
GLCEs and HSCEs

Vocabulary Websites

<http://jc-schools.net/tutorials/vocab/> (Vocabulary)

<http://jc-schools.net/tutorials/vocab/ppt-vocab.html> (PowerPoint games)

<http://jc-schools.net/tutorials/PPT-games/> (PowerPoint games)

<http://jc-schools.net/tutorials/gameboard.htm> (Ready made games and game boards)

<http://www.u-46.org/roadmap/dyncat.cfm?catid=246> (Overview, lesson design sheet, word lists, examples...)

<http://sde.state.ok.us/curriculum/BAV/default.html> (Oklahoma State Department of Education—word lists, web links to other resources, PowerPoints, etc.)

<http://jc-schools.net/tutorials/vocab/excel-vocab.html> (Excel games)

<http://literacytoolbelt.tripod.com/The%20Fab%20Five/The%20Fab%20Five%20Power%20Points.htm> (Vocabulary Information)

<http://www.pppst.com/> (PowerPoints that can be used and/or adapted. Listed by subject.)

http://teach.fcps.net/trt14/Power%20Point%20Games/power_point_games.htm (Games, templates, and instruction for games)

<http://projects.coe.uga.edu/lrieber/wwild/search/PPT-search-results.asp> (PowerPoint games)

<http://innovativocab.wikispaces.com/Building+Academic+Vocabulary> (Six step process, Preliminary Report on Building Academic Vocabulary, Process for Improving Instruction in Vocabulary, Academic Vocabulary—Six Steps Info.)

<http://www.kirkwoodschools.org/keysor/staff/vocabulary/> (General Information)

<http://www.wordnik.com/> (Comprehensive dictionary. Need to sign up for a free account.)

<http://www.vocabulary.com/> (Vocabulary resources)

http://people.uncw.edu/ertzbergerj/ppt_games.html (PowerPoint games and game templates)

<http://facstaff.uww.edu/jonesd/games/> (PowerPoint games—easy to assemble educational games using technology)

<http://www.netxv.net/esc/technology/InstructionalTechnology/templates/powerpoint.htm>
(PowerPoint game templates that you can download)

<http://teach.fcps.net/trt10/PowerPoint.htm> (PowerPoint Activities)

<http://www.getworksheets.com/samples/powerpoint/games/> (PowerPoint Classroom Game Templates)

<http://www.elainefitzgerald.com/gametemplates.htm> (PowerPoint game templates)

<http://it.coe.uga.edu/wwild/pptgames/creating.htm> (PowerPoint templates)

http://www.hardin.k12.ky.us/res_techn/sbjarea/math/MATHJeopardy.htm (Math Jeopardy Games)

<http://young.springdaleschools.org/WebsitesTeachersJeopardy.htm> (Jeopardy Game Websites)

<http://www.isd12.org/gle/Jeopardy/Games.htm> (PowerPoint Jeopardy Games created by 5th graders)

<http://www.elainefitzgerald.com/powerpoint.htm> (PowerPoint Files)

<http://www.littlewoodscasino.com/education-resources/power-point-games.htm>
(Educational PowerPoint Games)

<http://www.googlesyndicatedsearch.com/u/fcrr?q=vocabulary&domains=www.fcrr.org&itesearch=www.fcrr.org> (Florida Center for Reading Research—Lots of information on Vocabulary)

http://vocabulary.co.il/blog/learning_vocabulary/category/building-vocabulary-skills/
(Vocabulary Building Games)

<http://www.murray.k12.ga.us/teacher/kara%20leonard/TeacherTools.htm> (click on Game Templates link)

<http://www.kindergarten-lessons.com/teach-math-vocabulary.html> (Ideas to teach math vocabulary to kindergarten and preschool children)

http://www.hardin.k12.ky.us/res_techn/countyJeopardygames.htm (Jeopardy games in all content areas)

http://www.lessonplanet.com/search?grade=all&keywords=vocabulary&media=lesson&rating=3&search_type=related (Vocabulary Lessons)

<http://www.vickiblackwell.com/ppttemplates.html> (PowerPoint templates)

<http://www.eslprintables.com/buscador/buscarppt.asp?eje=30&page=2&nivel=any&age=0&tipo=any&contents=VOCABULARY&orderby=#thetop> (Vocabulary PowerPoints, worksheets, and exercises)

<http://www.burlesonisd.net/it/resources/wordpress/?cat=46> (Teacher templates and games)

<http://www.time4learning.com/readingpyramid/vocabulary.htm> (Building Vocabulary Skills--Games and Activities)

On-Line Dictionary Websites

<http://www.google.com/landing/searchtips/#dictionary>

<http://www.merriam-webster.com/>

<http://dictionary.reference.com/>

<http://www.thefreedictionary.com/>

<http://www.yourdictionary.com/>

<http://dictionary.cambridge.org/>

<http://www.websters-online-dictionary.org/>

<http://kids.yahoo.com/reference/dictionary/english>

<http://www.encyclopedia.com>

<http://www.visuwords.com>



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