1st Grade Building Academic Vocabulary

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.

- o   Provide learners information about the term
- o   Determine what the learner already knows about the term.
- o   Ask learners to share what they already know as a means of monitoring misconceptions.
- o   Ask learners to share what they already know to use this knowledge as a foundation for more learning.
- o   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.
- o   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.

- o   Remind learners to not copy, but use their own words.
- o   Monitor students to determine if any confusion exists.
- o   Provide more descriptions, explanations, or examples if necessary.
- o   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.

- o   Provide learners a nonlinguistic method of vocabulary mastery.
- o   Share examples of other learners' drawings or allow students to work in teams to help those who complain that they cannot draw.
- o   Teach the concept of speed drawing for those who labor too long over their work.
- o   Ask learner to share their work.
- o   Use graphics from magazines or the internet.
- o   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)

- o   Students continually reexamine their understanding of a given term
- o   Activities should be planned that engage students explicitly in the focused review of targeted terms.
- o   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)

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

 Pair-Share Strategy:

- o   THINK: Allow think time for learners to review their own descriptions and images of the terms.
- o   PAIR: Put learners in pairs to discuss their descriptions, images, and any new info related to the terms.
- o   SHARE: Provide opportunities for groups to share aloud and discuss conceptions and misconceptions.
- o   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.

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

First Grade English Language Arts

Critically Important:

audience
compare
conclusion
connection
context clue
contrast
detail
dialogue
draft
edit
endings

fairy tale
fantasy
folktale
heading
how to book
informational
leads
main character
main idea
narrative
predict

prewriting
problem
purpose
realistic fiction
self-monitor
sequence
solution
strategy
text-to-self connection
text-to-text connection
visualize

Instructionally Important:

action word
adjective
adverb
apostrophe
beginning consonant
capitalization
comma
common noun
compound word
contraction
discussion
ending consonant
everyday language

exclamation point
greeting
illustrations
intonation
introduction invitation
labeled photographs
letter-sound relationship
long vowel
past tense
period
poem
precise noun
pronoun

proofread
purpose
question mark
reflect
restate
short vowel
sight word
spelling
spelling pattern
strong verb
title
title page

First Grade Mathematics

Critically Important:

add (addition)	half/halves	picture graph
bar graph	height	quarter
difference	length	standard unit
dime	nickel	subtract (subtraction)
fact family	non-standard unit	sum
fraction	penny	third(s)

Instructionally Important:

addend	how many more/less	same/same as
all together	how much more/less	short, shorter, shortest
back	hundreds (place value)	side
calendar	identify	size
cardinal number	less than (<)	solve
cents (¢)	line of symmetry	survey
corner	long, longer, longest	symbol
distance	minus	take-away
dollar ($)	minute	tall, taller, tallest
estimate	number line	tally
fewer, fewer than	number sentence	under
front	numeral	whole
greater than (>)	ordinal number	whole number
half hour	part to whole	zero
half/halves	plus	

First Grade Science

Unit 1 – Sorting by Properties

Critically Important:

liquid	magnetic repulsion	pull
magnet	poles	push
magnetic attraction	properties	solid

Instructionally Important:

bar magnet	ring magnet	sort
horseshoe magnet	rod magnet	

First Grade Science

Unit 2 – Animal Life

Critically Important:

adult	larva	pupa
characteristics	life cycle	young
egg	needs of animals	
inherited	parents	

Instructionally Important:

beak shape	feathers	moth
butterfly	fur	scales
chrysalis	insects	
eye color	metamorphosis	

First Grade Science

Unit 3 – Weather

Critically Important:

cloud	precipitation	warm
cold	rain	weather
cool	rain gauge	wind
hail	snow	
hot	temperature	

Instructionally Important:

breezy	east	solar
Celsius	Fahrenheit	strong winds
centimeters	foggy	south
calm	freezing rain	west
clear-sunny	inches	wind vane
cloudy (partly)	north	windy

First Grade Science

Unit 4 – The Sun Warms the Earth

Critically Important:

blizzards	precipitation	tornadoes
lightning	severe weather	
precautions	thunderstorm	

Instructionally Important:

cloud cover	safety	summer
eye color	seasons	winter
fall	spring	
observations	source of heat	

First Grade Social Studies—General History

Critically Important:

artifact	day	national holiday
calendar time	family history	week
chronology	family life	
country	month	

Instructionally Important:

generation
President's Day

First Grade Social Studies—Geography

Critically Important:

family	land	road
housing	region	transportation

Instructionally Important:

weather

First Grade Social Studies—Civics

Critically Important:

authority	power
honesty	public issue

Instructionally Important:

First Grade Social Studies—Economics

Critically Important:

choice   money
consumer   producer
goods/services exchange   scarcity

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&s
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&r
ating=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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