DOCUMENT RESUME

ABSTRACT
        This teaching module concerns vocabulary as it
relates to reading comprehension. Development of an extensive and
accurate reading vocabulary is deemed essential for good
comprehension. While most children have little trouble with concepts
and vocabulary necessary for beginning reading (unless they speak a
language which is not of the dominant culture), they may have trouble
with meaning, starting at about the third grade. Upon completion of
the teaching module, participants should be able to develop at least
five methods or formats for teaching a vocabulary list of 20 words.
Participants complete a preassessment test, choose tasks from a list
of alternatives, and conclude the module with a postassessment test.
(PB)

TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT

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MODULAR SEQUENCE:
TEACHING READING TO
BILINGUAL LEARNERS

TTP 002.07 DEVELOPING AND
EXTENDING AN ENGLISH READING
VOCABULARY (K-6)

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DEVELOPING AND EXTENDING AN ENGLISH
READING VOCABULARY (K-6)

Enter

Rationale

Objectives

Pre-Assessment   ----> Exit

| Dechant Activity | Attend teacher lecture | Presentation |

| EDL Activity | Teacher-made Games | Critique Movie | Annotated Bibliography |

Post-Assessment

----> Remediation

Exit
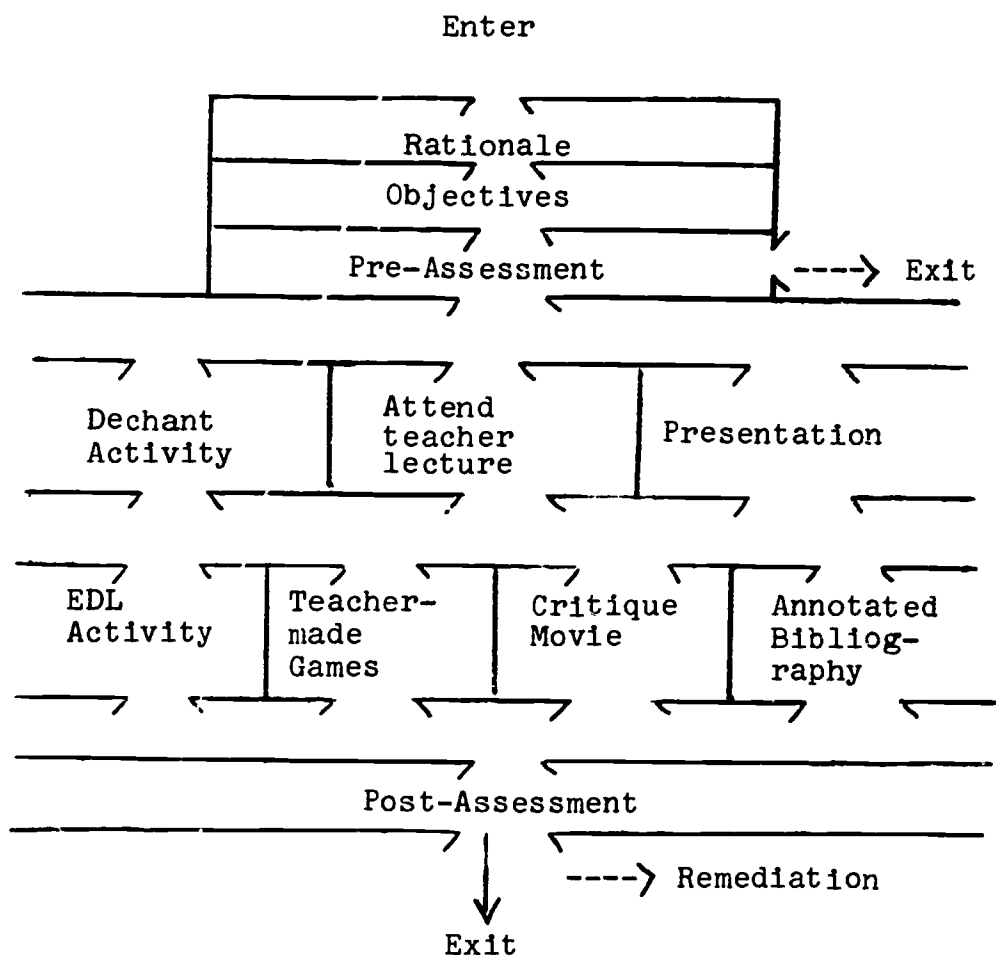
RATIONALE

In our highly verbal culture an accurate understanding
of the meanings of words is a necessary prerequisite for
reading with meaning. Vocabulary is so closely related to
comprehension and reasoning that a good vocabulary test can
serve effectively as a measure of general intelligence, and
most good intelligence tests contain many vocabulary items.
A minimum essential for comprehension in reading is an
understanding of the words used by the author. The develop-
ment of a reading vocabulary which is both extensive and
accurate is a necessary phase of good comprehension.

Most children have little difficulty with the concepts
and the vocabulary needed for beginning reading. The average
child experiences his first real difficulties with meaning
in the third grade. Context-area reading introduces rapidly
a new vocabulary that the pupil must master. However,
children whose oral language experience is not common to the
dominent culture generally experience serious meaning dif-
ficulties much earlier.

OBJECTIVES

Given a series of learning alternatives on developing and extending
the English reading vocabulary the participant will be able to:

- develop at least five methods or formats for teaching a
  vocabulary list of twenty words.

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PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of
this unit of work, complete the following exercise.

Directions: Suggest at least five methods or formats to
teach the vocabulary list below. Answers should take the
form of student worksheets, study guides or teacher lesson
plans.

1. lagged

2. chores

3. persuade

4. rash

5. underdogs

6. tourniquet

7. ceremony

8. tribute

9. interpreter

10. arbor

11. stowed

12. prejudice

13. prospectors

14. rehearse

15. resourceful

16. decorated

17. civilization

18. endurance

19. billion

20. foresight

I. Required: Participant must select one of the options below.

A. Read the edited version of "Developing A Meaningful Vocabulary," from Dechant, Emerald. Improving The Teaching of Reading. (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1964), pp. 322-351.

Activity: Complete the following study guide questions.

1. What are some of the hindrances to the easy development of meanings for words?

2. What are the advances of meaningful learning?

3. What is conceptualization?

4. Describe the characteristic pattern in the development of meanings or concepts.

5. Distinguish the three meanings for percept.

6. What are some appropriate techniques for teaching meaning at the Kindergarten level?

7. What are some additional appropriate techniques for teaching meaning at the primary and inter-mediate levels?

8. Discuss and illustrate the various ways that the context may be used to infer the meaning of a word.

9. Discuss the value of film-readers.

10. Discuss the ways of developing meaning for figurative expressions.

11. What dictionary skills should the pupil develop in the intermediate years?

12. What is meant by the "class" and "differentia" aspects of a definition? Illustrate your answer.

B. Attend teacher lectures/demonstrations, "Teaching Vocabulary in Grades K-6: Methods and Materials."

Activity: Participate in preparation of vocabulary building games in workshop sessions. Prepare a classroom presentation of a mini lesson

Lecture Outline

1. Session I - Introduction

    a. Importance of vocabulary development

    b. Types of vocabulary

    c. Size of meaningful vocabulary

    d. Causes of deficiencies of vocabulary

2. Session II - General techniques to improve vocabulary

    a. Providing a background of experience

    b. Developing vocabulary through wide reading

    c. Selection of word meanings to be taught

    d. Language experience approach to vocabulary

3. Session III - "Key Vocabulary" technique of Sylvia Ashton-Warner (organic vocabulary)

    a. Demonstration of technique

    b. "Key Vocabulary" versus the Basal reader vocabulary

4. Session IV - Specify techniques to improve vocabulary

    a. Study of word lists

    b. Study of word parts; roots, prefixes, suffixes

5. Session V - Workshop Development of methods and materials to teach vocabulary skills. Small groups of students given task cards which indicate the vocabulary words or skills to be taught. (Free book to group at large.)

C. Read the edited excerpt version (attached) of "Language-Experience Approach," from Aukerman, Robert. Approaches To Beginning Reading. (New York: John Wiley and Sons, Inc., 1971), pp. 299-311.

Activity: Develop a presentation which demonstrates the language-experience approach to the teaching of vocabulary. This presentation may be a video-tape, slides, photographs, or a movie.

II. Optional: may be completed for extra credit:

A. Read the edited version (attached) of the EDL programmed
    text in vocabulary development.

    Activity: Select twenty vocabulary words and design
    similar programmed lessons to teach these words at the
    elementary level.

B. Develop and demonstrate five teacher-made vocabulary
    games. Suggested areas: context clues, multiple meanings
    of words, dictionary skills.

C. Critique one or more of the following movies:

    1. "Reading Improvement: vocabulary skills."

    2. "Reading Growth: understanding word meanings."

    3. "Reading For Beginners: using context clues."

D. Compile an annotated bibliography of ten books and
    article dealing with the teaching of vocabulary skills.

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POST-ASSESSMENT

Directions: Suggest at least five methods or formats to teach the vocabulary list below. Answers should take the form of student worksheets, study guides or teacher lesson plans.

1.	inhabited	11.	envy
2.	suspicious	12.	sneer
3.	amiability	13.	refuge
4.	hovered	14.	intently
5.	compliment	15.	strict
6.	complexion	16.	opinion
7.	sacred	17.	gulped
8.	erupt	18.	affection
9.	stride	19.	prowling
10.	earnest	20.	lair

Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

BIBLIOGRAPHY

1. Ashton-Warner, Sylvia. Teacher. New York:
       Simon & Schuster, 1963.

2. Aukerman, Robert. Approaches To Beginning
       Reading. New York: John Wiley and
       Sons, Inc., 1971.

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       Reading. Englewood Cliffs, New Jersey:
       Prentice-Hall, Inc., 1964.

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       Ability. New York: David McKay Company,
       Inc., 1970.

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       Huntington, N. Y.: Educational Develop-
       mental Laboratories, 1962.