

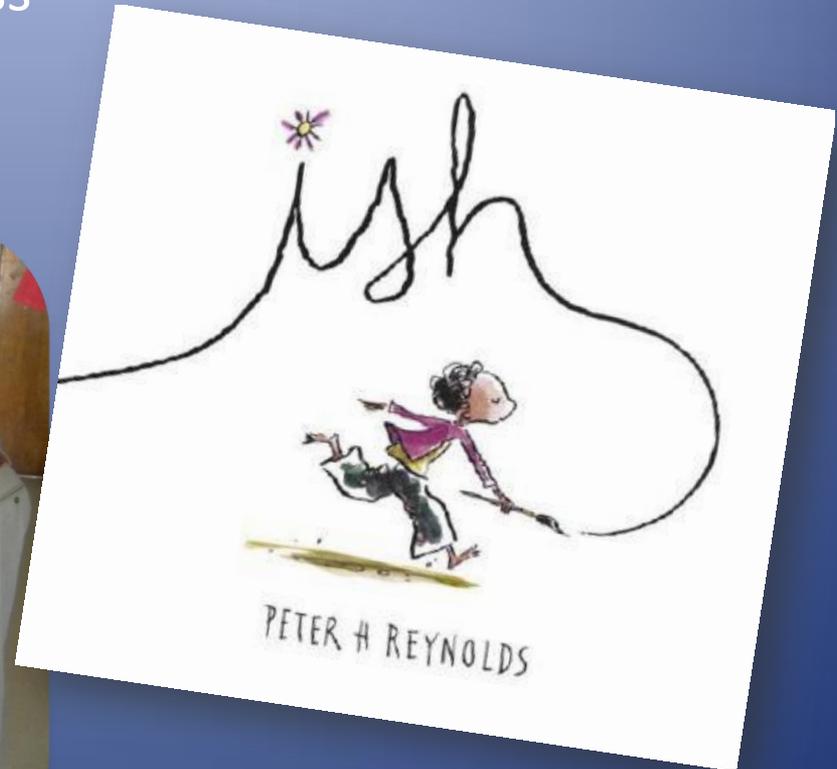
Learning New Vocabulary Words

Mr. Finley's 3rd-5th Grade Class

Grace Hill Elementary

Rogers, Arkansas

Oct. 13, 2011



The purpose of the GANAG structure

To give students the opportunity to actively use the nine high-yield strategies:

(2) Identifying Similarities and Differences

(3) Summarizing and Note Taking

(4) Reinforcing Effort and Providing Recognition

(5) Homework and Practice

(6) Nonlinguistic Representations

(7) Cooperative Learning

(8) Setting Objectives and Providing Feedback

(9) Generating and Testing Hypotheses

(10) Cues, Questions and Advance Organizers



Students read the goal and then wrote the goal.

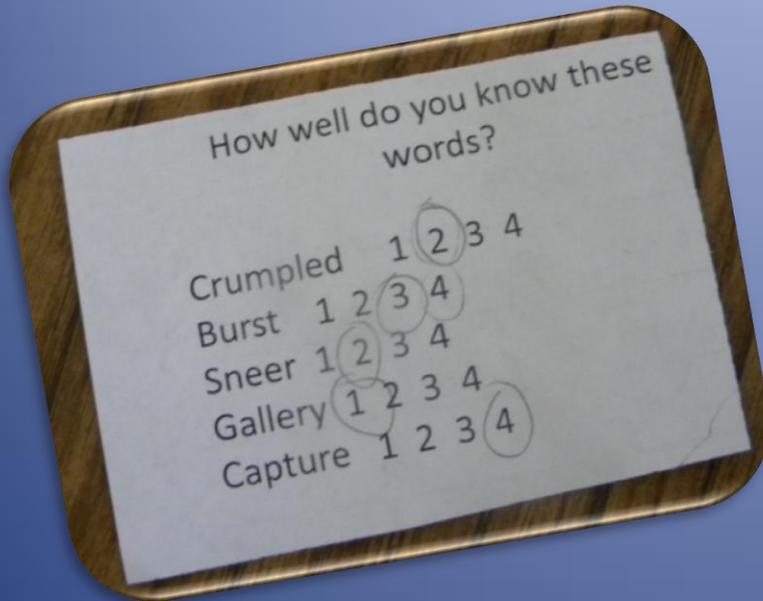


Goal – to understand the meaning of new vocabulary words

(8) Setting Objectives and Providing Feedback

How well do you know these words?

Score Yourself



1 Never seen the word before

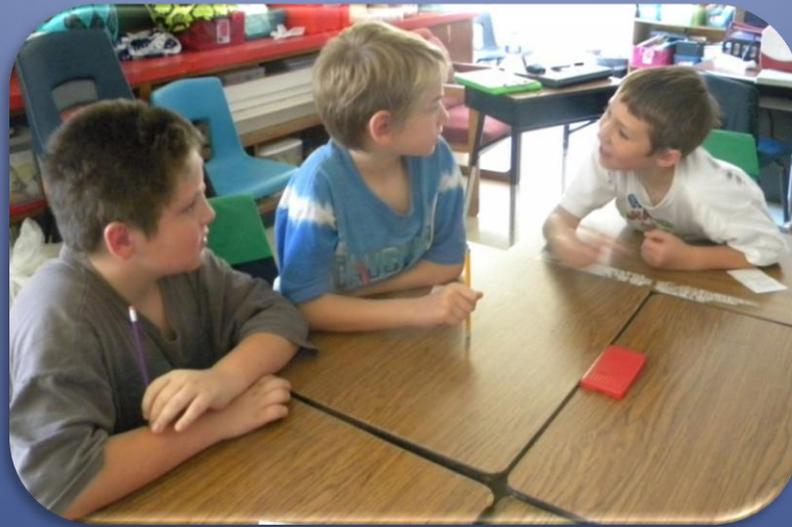
2 Heard it, but don't know what it means

3 Heard it and recognize it in text, but do not use it

4 Know the word well

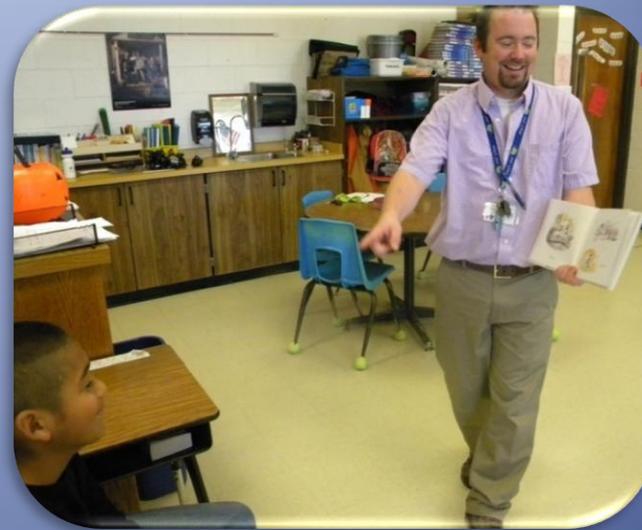
Access Prior Knowledge–

Why is it important to learn new vocabulary words?



(10) Cues, Questions and Advance Organizers

(7) Cooperative Learning



New Information – Read “ish”





Literacyhead

Click here to see how we use art to teach children how to read and write.

sign-up for **chatter**, our weekly email newsletter ➤

Welcome to Literacyhead! We gather visual art and organize it in reading and writing lessons and tools. From comprehension strategies to writing workshop mini-lessons, Literacyhead uses visual art to teach reading and writing standards in ways that are engaging and accessible to students with different needs.

Icons for Facebook, Twitter, and YouTube are also present.

Mr. Finley used www.literacyhead.com to provide “kid friendly” definitions and visual examples of his target words from ish by Peter Reynolds:

- crumple
- burst
- sneer
- gallery
- capture



crumpled: smashed or crunched

Sentence 1: Crumpled paper is good for starting fires in the fireplace.

Sentence 2: Samantha crumpled the letter when she realized she had missed the deadline.

Sentence 3: I crumpled with disappointment when the picnic was cancelled because of rain.



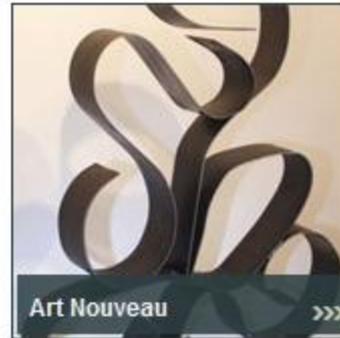
Reproduction >>>

Skye McNeill



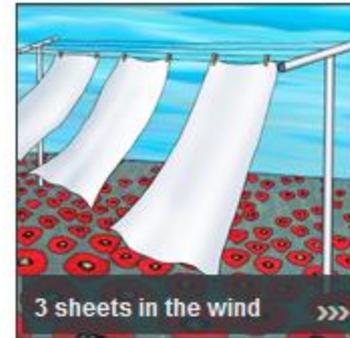
Gloriosa Lily >>>

Elizabeth Graf



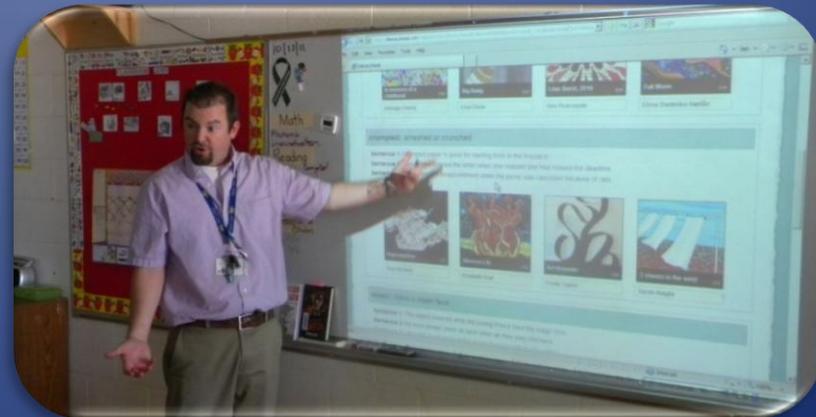
Art Nouveau >>>

Fonde Taylor



3 sheets in the wind >>>

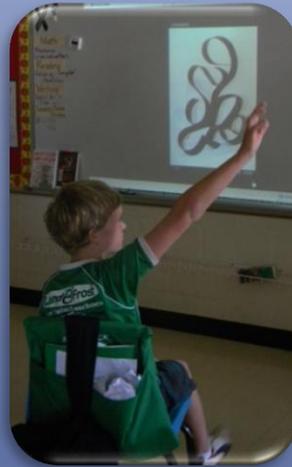
Sarah Knight



Three Examples of Crumpled



Reproduction
by [Skye McNeill](#)



One Example of the Opposite of Crumpled



Gloriosa Lily
by [Elizabeth Graf](#)



3 sheets in the wind
by [Sarah Knight](#)

(2) Identifying Similarities and Differences

Turn and Talk– When might you have crumpled something?



(7) Cooperative Learning

(10) Cues, Questions and Advance
Organizers

burst: to pop or explode

Sentence 1: Juana was so full of ice cream she was afraid she would burst.

Sentence 2: The balloon burst in my hand.

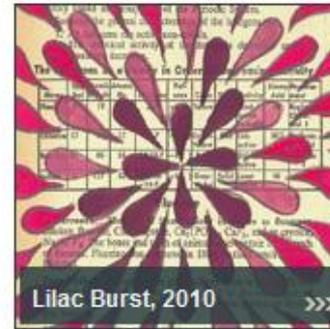
Sentence 3: Bursting from behind the clouds, the sunshine warmed our backs.



Akihago (Semi)



Lisa Chow



Kim Piotrowski



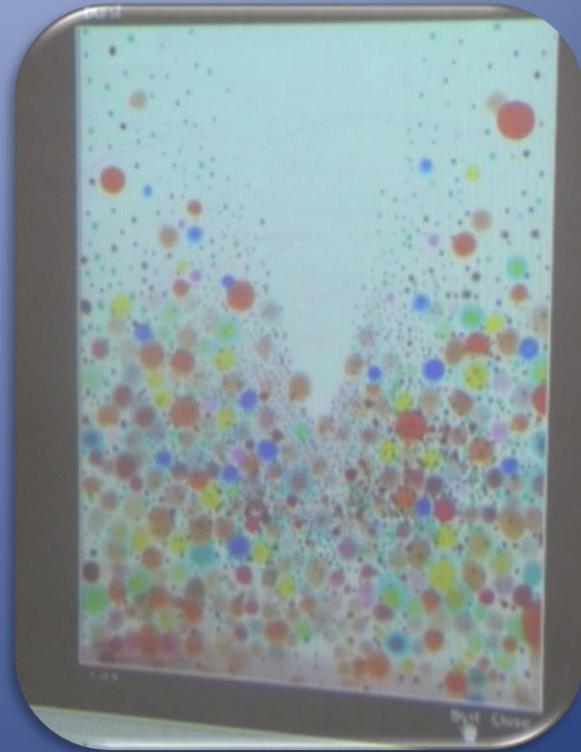
Elena Diadenko-Hunter

(2) Identifying Similarities and Differences

(6) Nonlinguistic Representations



...How would you burst?



(7) Cooperative Learning

(10) Cues, Questions and Advance Organizers

In memory of a childhood
by [Akihago \(Semi\)](#)

sneer: make a mean face

Sentence 1: The wizard sneered while the young Prince tried the magic trick.

Sentence 2: My boys always sneer at each other as they play checkers.

Sentence 3: I thought, "I will sneer at the mean dog as I walk by his yard."



Only Needed You >>>

Skye McNeil



angry girl >>>

Spring Winders



head >>>

Jose Lampreia



Girl with Glasses >>>

Rachelle Levingston

(2) Identifying Similarities and Differences

(6) Nonlinguistic Representations

Application

...Describe a time when you saw someone sneer.



(7) Cooperative Learning

(10) Cues, Questions and Advance Organizers



2 of 4

[Previous](#) [Next](#) [Close](#)

angry girl

by [Spring Winders](#)

capture: to catch something and not let it go

Sentence 1: Ana captured a frog, a cricket, and a lizard, and put them in a box in her room.

Sentence 2: The cat captured the tiny mouse.

Sentence 3: The photographer hoped to capture the way the winner felt at the end of the race.



Girl Riding a turtle >>>

Michele Maule



Captured >>>

JerriAnne Berry



birdy >>>

Caroline Moore



Empty >>>

Michele Maule

(2) Identifying Similarities and Differences

(6) Nonlinguistic Representations

...Why might you need to capture something?

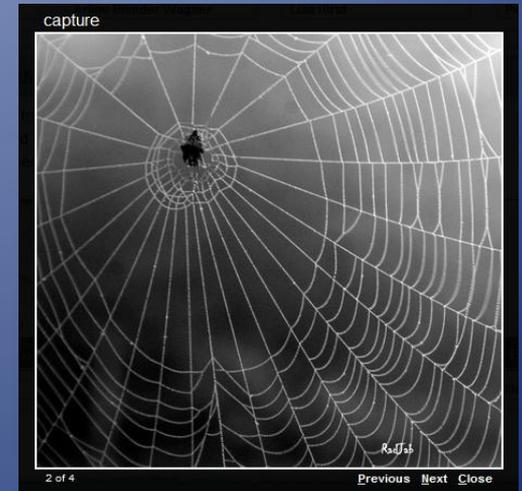


(7) Cooperative Learning

(10) Cues, Questions and Advance Organizers



Girl Riding a Turtle
by [Michele Maule](#)



Captured
by [JeriAnne Berry](#)

gallery: a place where art is set up to be looked at and sometimes sold

Sentence 1: All of the winners of the art contest displayed their work in the gallery.

Sentence 2: He looked at the statues in the gallery, so that he could get ideas from the artists.

Sentence 3: Tom invited his sister into the room to see the gallery of his drawings.



Rachel Parker



Arline Blender Wagner



Liza Hirst

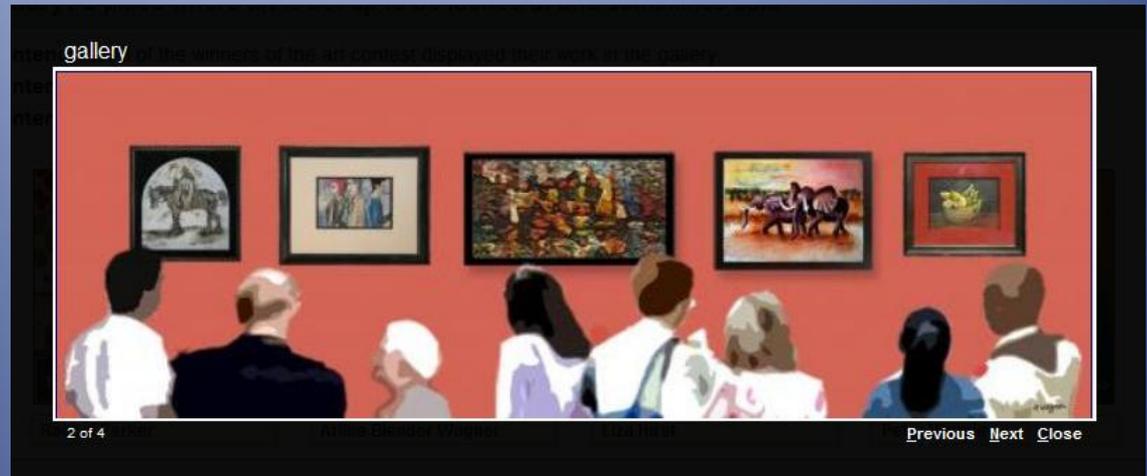


Peter Worsley

(2) Identifying Similarities and Differences

(6) Nonlinguistic Representations

...Give examples of what you could find in a gallery.



The Gallery
by [Arline Blender Wagner](#)

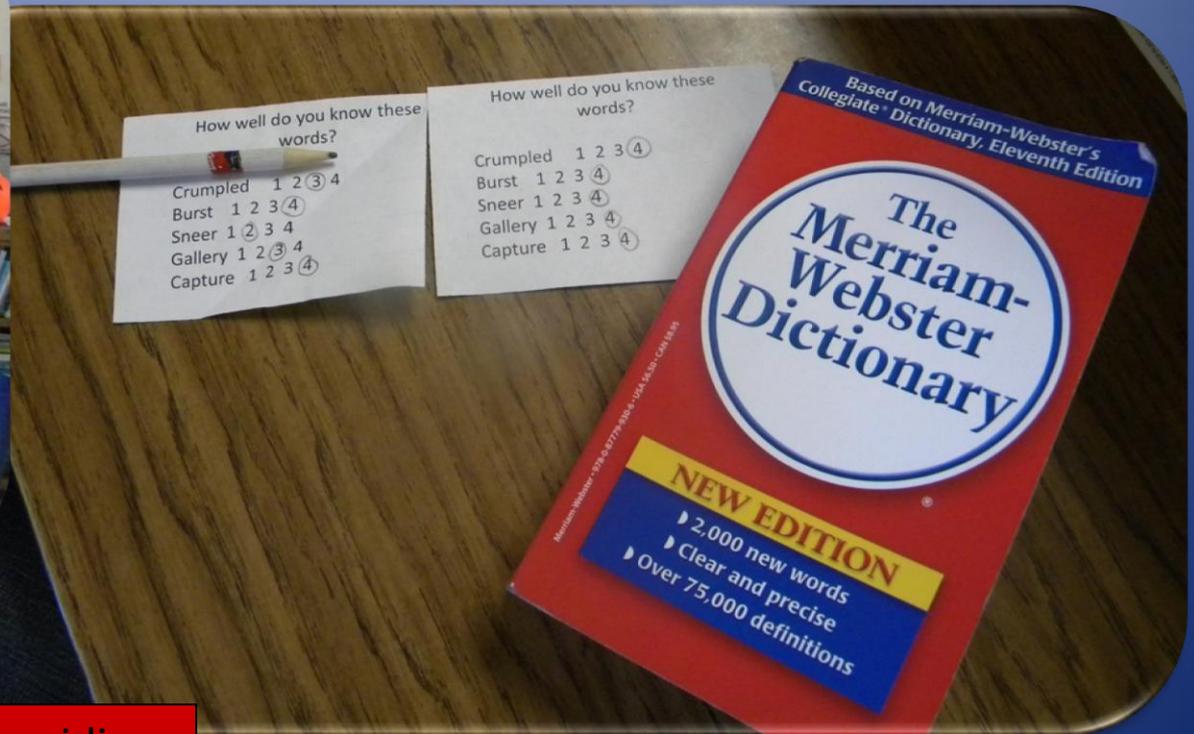
(7) Cooperative Learning

(10) Cues, Questions and Advance Organizers

(Generalize) Goal – Who thinks they understand the meaning of these new vocabulary words?



Score yourself again



(8) Setting Objectives and Providing Feedback

3-2-1 Mr. Finley's Reflections

3 Things that went well

1. Turn and Talk (partners, "neighbors")
2. Visual Aide (pictures on www.literacyhead.com)
3. Class discussion (whole group)

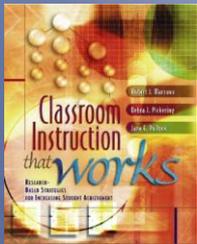


2 Things I might try next time

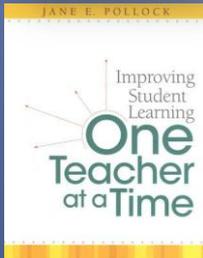
1. Glue or tape scoring tickets in a notebook
2. Instead of two separate scoring sheets, make one together with a place to write the goal.

1 Thing I want to know more about

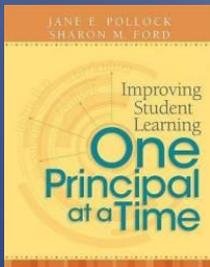
1. Using a clipboard to score to the standards



Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.



Pollock, J. E. (2007). *Improving student learning one teacher at a time*. Alexandria, VA: Association for Supervision and Curriculum Development.



Pollock, J. E., & Ford, Sharon M. (2009). *Improving student learning one principal at a time*. Alexandria, VA: Association for Supervision and Curriculum Development.



To learn more about how Literacyhead can help you use visual art to teach reading and writing, click [HERE](#).

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