

# Learning New Vocabulary Words

Mr. Finley's 3<sup>rd</sup>-5<sup>th</sup> Grade Class

Grace Hill Elementary

Rogers, Arkansas

Oct. 13, 2011



Susan Hensley  
Rogers Public Schools

# 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.

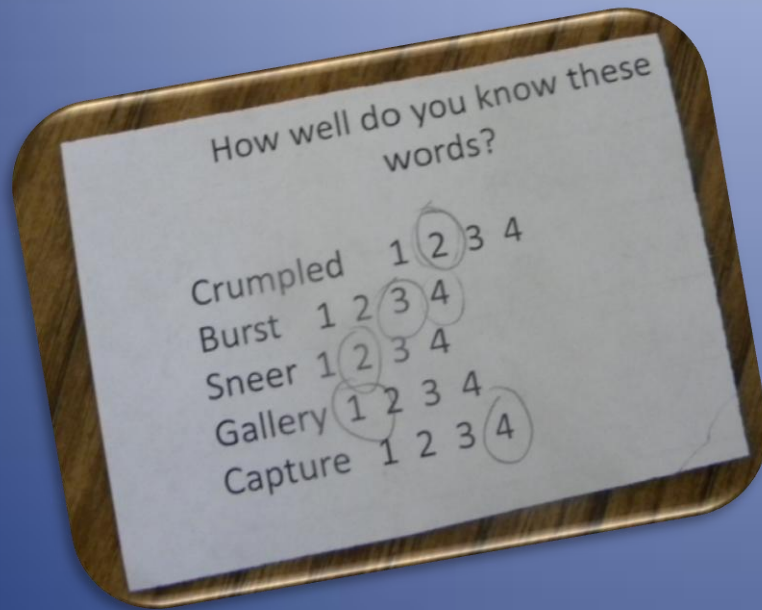


Goal – to understand the meaning of new vocabulary words

(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

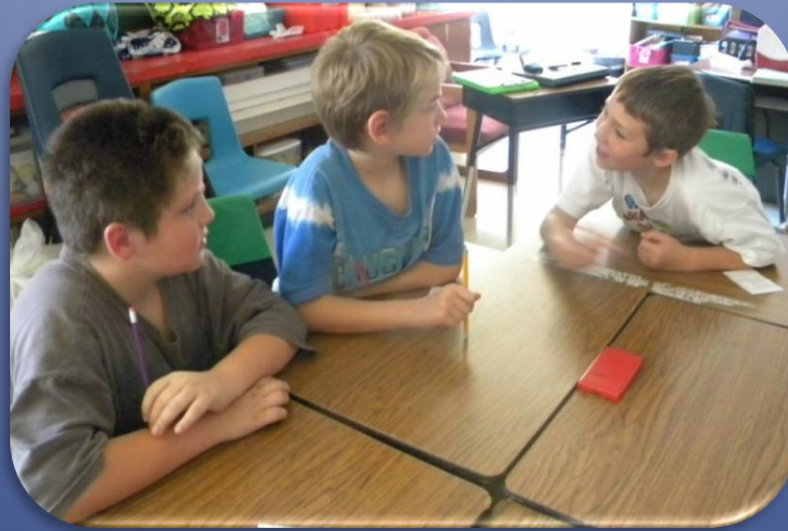
3 Heard it and recognize it in text, but do not use it

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”



A banner for Literacyhead.com. On the left, the word "Literacyhead" is written in a large, black, cursive font, followed by a black ink splatter. Below this are small icons for Facebook, Twitter, and YouTube. To the right of the logo, there is a text box that says "Click here to see how we use art to teach children how to read and write." with a small image of a butterfly and two cakes. Below this is a sign-up button that says "sign-up for chatter, our weekly email newsletter" with a right-pointing arrow. At the bottom left, there is a paragraph of text: "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."

**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.

Mr. Finley used [www.literacyhead.com](http://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



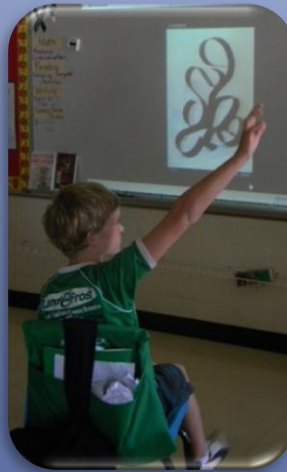


## Three Examples of Crumpled

www.literacyhead.com



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

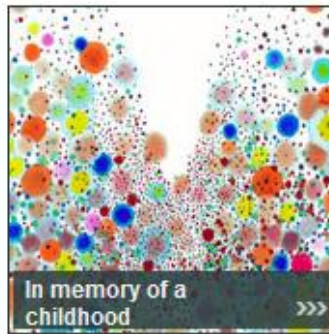


**burst:** to pop or explode

**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."



Skye McNeil



Spring Winders



Jose Lampreia



Rachelle Levingston

(2) Identifying Similarities and Differences

(6) Nonlinguistic Representations

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



(7) Cooperative Learning

(10) Cues, Questions and Advance  
Organizers



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



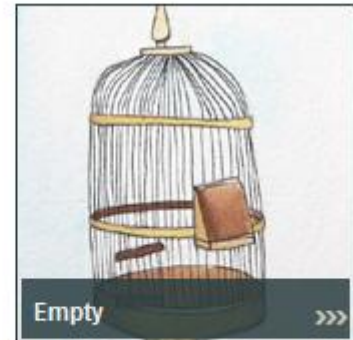
Captured >>>

JerriAnne Berry



birdy >>>

Caroline Moore



Empty >>>

Michele Maule

(2) Identifying Similarities and  
Differences

(6) Nonlinguistic Representations



# ...Why might you need to capture something?

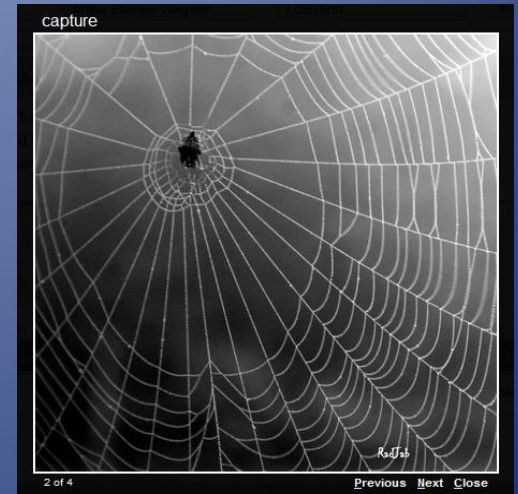


(7) Cooperative Learning

(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

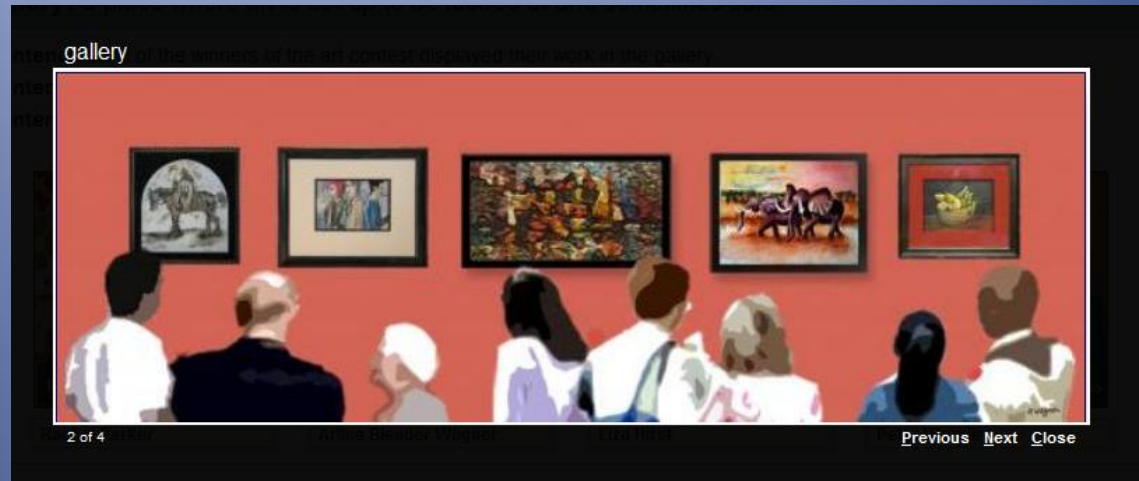


Peter Worsley

(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

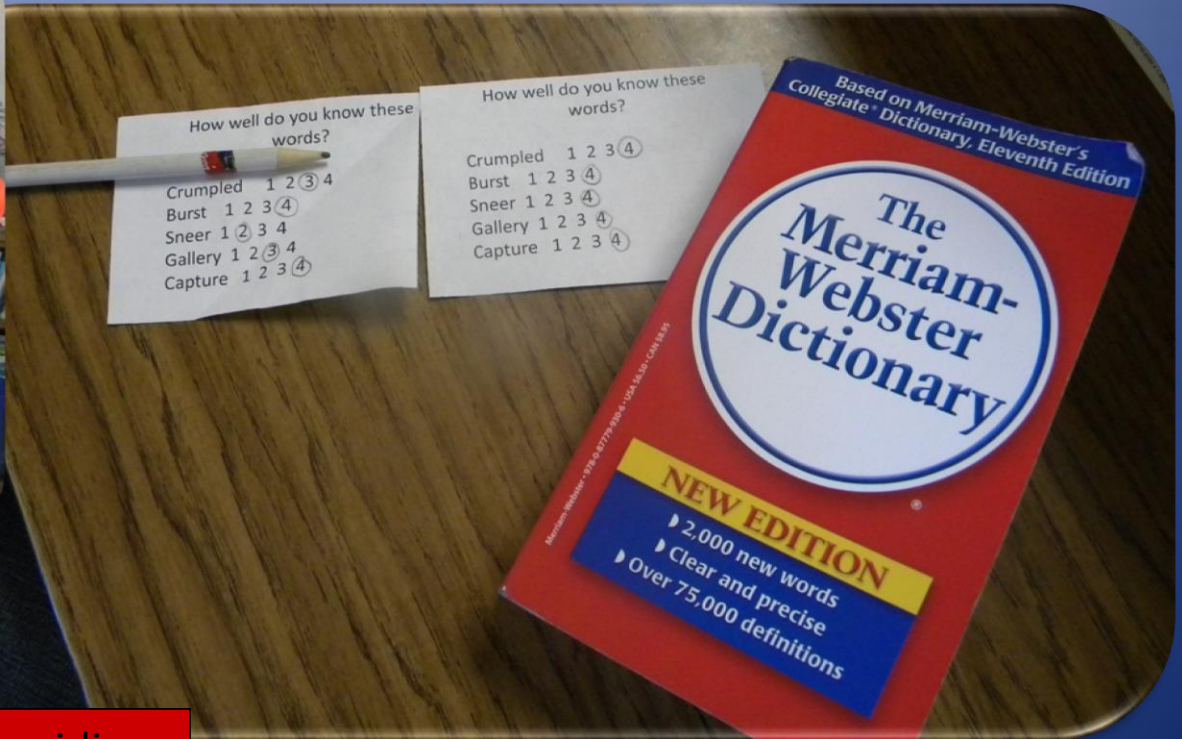
(10) Cues, Questions and Advance Organizers

# (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](http://www.literacyhead.com))
3. Class discussion (whole group)



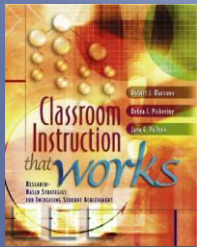
## 2 Things I might try next time

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.

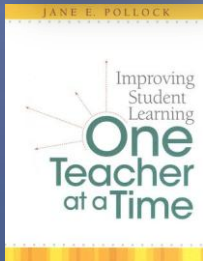
## 1 Thing I want to know more about

1. Using a clipboard to score to the standards

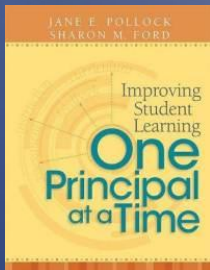




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Pollock, J. E. (2007). *Improving student learning one teacher at a time*. Alexandria, VA: Association for Supervision and Curriculum Development.



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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