



Constructing Words with Meaning

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Vocabulary for High Intermediate & Advanced Level Students Practical, research-based approaches to Instruction

LINCS – Online adult education information <https://lincs.ed.gov>

Provides:

- Resource Collection
- Community of Practice
- Learning Portal
- Professional Development Center

What is Vocabulary?

Breadth of vocabulary – the number and kinds of words meanings known

Depth of vocabulary –flexibility and precision of word-meaning knowledge

Includes: single words, phrases (phrasal verbs & idioms), polysemy (multiple meanings), spelling, punctuation, part of speech, frequency, connotation, usage, and collocation.

15 Most Common Idioms in Spoken English:

Kind of	as well	sort of	make sure
Of course	go through	in terms of	come up
In fact	look for	deal with	find out
At all	go on	as well as	

20,000 Word Families

Choosing Vocabulary to teach:

General Service List

Phrasal Verbs

Academic Word List

Word Tiers

Brick & Mortar Words: Brick (context specific words) Mortar (utility words that hold the sentences together)

Tier 1	Basic Concrete In oral language	Baby Drive Friendly
Tier 2	Abstract General academic In written language	Approach Benefit required
Tier 3	Context specific Low frequency	Judicial Exponent photosynthesis

Mortar Words: Connecting words, prepositions, basic verbs, pronouns, general academic vocabulary (tier 2)



Effective Vocabulary Instruction

Explanation instead of Definition

Use sentence frames to begin vocabulary instruction.

Vocabulary Workout		
New Word	Explanation/Meaning	Examples
Convenient Con*ven*ient	Useful to you because it makes something easy or saves time	Microwave saves time when cooking or warming up food Shopping online is easier for me because I don't like to travel a long way to shop and it is delivered to my door.
Conversation Practice: What is the most convenient way for you to get to school? The most _____ way for me to get to school is _____ (verb+ing) because _____.		
Writing Task: Sending emails is more _____ than _____ (verb+ing) friends because _____.		
My Sentence:		

Questions:

Why is medical treatment more convenient today?

What time of the day is convenient for you to study? Why?

When is it not convenient for you to speak English? Why?





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New Word	Explanation/Meaning	Examples
Conversation Practice:		
Writing Task:		
My Sentence:		

Questions:



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New Word	Explanation/Meaning	Examples
Conversation Practice:		
Writing Task:		
My Sentence:		

Questions:

Extend the Vocabulary Development Lesson to Reading:

Reading Passage with questions: The questions have the new vocabulary in them. Students are required to use the vocabulary word as they answer the questions. Students can write their answers and then share them in a class discussion. This allows the student to practice reading, writing, listening, and speaking skills.

Our 5 words studied are **Convenient, Indicate, Find Out, Analyze, Make Sure**

The text is Waiting for Miss Liberty taken from www.commonlit.org (4th grade reading passage)

Questions with the new vocabulary words:

What was convenient about the location Bartholdi found for the Statue of Liberty?

What in the text indicates that France was committed to finishing the statue?

How did Joseph Pulitzer make sure the pedestal would be paid for?

How did the workers find out the proper way to construct the statue once the pieces were on the island?

After analyzing the text, tell the main idea of this text.

Vocabulary Teaching Resources:

Averil Coxhead's Academic Word List: <http://www.victoria.ac.nz/lals/resources/academicwordlist>

Tom Cobb's Vocabulary Profiler: <http://www.lex tutor.ca/vp>

Flash Cards App for iphone: <http://orangeorapple.com/Flashcards/Default.aspx>

Oxford Collocations Dictionary: <http://llohe-ocd.appspot.com/>

Quizlet for creating word cards with pictures and audio online: <http://quizlet.com/>

Jeff Zwiers' website: <http://www.jeffzwiers.com/resources.html>

Vocabulary Workouts: <http://atlasabe.org/resources/ebri/ebri-vocabulary>

Vocabulary Lessons from Mississippi STAR project: <http://mccb.edu/pdfs/ad/vocabularylessons.pdf>

Busy Teacher: <http://busyteacher.org>



Lesson Plan

(Approximately 1 ½ hours)

I. Lesson preparation

- A. Prayer for your students
- B. Name of book or resources: Academic word list and phrasal verbs
- C. Lesson title and /or number: NA
- D. Lesson objective: When presented with a question for discussion, the student will be able to answer the question using 5 new vocabulary words with 80% accuracy__ Student “I Can” Statement: I can answer a discussion question using 5 new vocabulary words.
- E. Visual or teaching aids needed: Vocabulary Workout sheets

II. Classroom instruction

Warm UP and Scripture: 2 Corinthians 3:17

Oral presentation of new material (30 min-beginner, 20 min-intermediate/advanced)

1. Eight to twelve new words or phrases (TPR and repetition drill). (I have 16 words so it may take two lessons to complete.)

Convenient analyze indicate make sure find out

2. New words in sentences: Question/Answer (Repetition and /or substitution drill)

Use sentences from the book that uses the new words (beginners) or have students make original sentences using the new words (intermediate-advanced).

Students create sentences and questions with the new vocabulary.

3. Pronunciation practice (5-10 min)

4. Communication Practice using new material (15 min-beginner, 20-30 min-intermediate/advanced). Students generate their own conversation relating to new material.

• Activity 1: Read a Passage and discuss/answer questions using the new vocabulary. See questions below:

- What was **convenient** about the location Bartholdi found for the Statue of Liberty?
- What in the text **indicates** that France was committed to finishing the statue?
- How did Joseph Pulitzer **make sure** the pedestal would be paid for?
- How did the workers **find out** the proper way to construct the statue once the pieces were on the island?
- After **analyzing** the text, tell the main idea of the text.

• Activity 2: Place students in groups of 3. Have them use the new vocabulary to make a story. The story begins:
Today I learned a new skill.

After they have their story. Count off 1, 2, 3. All 1s, 2s, and 3s form groups and tell their story in the new group.

• Activity 3: My Choice: Write the question on the board. Have students give and discuss their answers in pairs.

They must use all their new vocabulary in their answer.

“If you had only two weeks to live, what would you do?”

5. Homework check/review (5-10 min)

6. Reading(5-10 min; 15-20 min. with illiterate students, combined with writing)

- Reading passage Lady Liberty

7. Writing(5 min)

- Write sentences with sentence frames and to answer questions in the Vocabulary Workout.

8. Assignment

- Write a letter to a friend using all 5 of your new vocabulary.

Name: _____ Class: _____

Waiting for Miss Liberty

By Barbara D. Krasner
2015

The Statue of Liberty is a large sculpture on Liberty Island in New York Harbor. In this informational text, Barbara D. Krasner discusses the construction of the sculpture, which was dedicated on October 28, 1886. As you read, take notes on problems people encountered as they constructed the Statue of Liberty.

- [1] From the shores of Rouen, France, sculptor Frédéric Auguste Bartholdi watched the Isère steam toward the Atlantic Ocean. His 214 wooden crates were on board. “Goodbye, my daughter, Liberty,” he said. “At last you are going home.”

The waiting was over.

The idea for a statue as a gift of freedom and friendship from France to the United States had excited Bartholdi for 20 years. But it had frustrated him, too.

Designing the Statue

Things went fine at first. Bartholdi scouted¹ America for the perfect location. He spotted a small island in New York Harbor. “In this very place shall be raised the Statue of Liberty, as grand as the idea which it embodies,² casting radiance³ upon the two worlds,” he wrote. Then

he got down to work. He designed the statue to look like his mother. He selected iron and steel for the frame and copper for the statue itself. He worked with the best engineers in the world to make her tall and proud.



"1876: The Statue of Liberty's right arm and torch on display at the Philadelphia Exposition." by Courtesy of the Library of Congress is used with permission.

Running into Problems

- [5] But soon a lack of money delayed his progress. He had wanted to complete his statue in time to help America celebrate its 100th birthday — the year of liberty — at the 1876 Philadelphia Exposition.⁴ But all he had to show was the statue's right arm and torch. Later, these stood in front of New York City's Madison Square Park.

1. **Scout (verb):** to search for someone or something
2. **Embody (verb):** to give a visible form to an idea, quality, or feeling
3. **Radiant (adjective):** shining or glowing brightly
4. the first official World's Fair in the United States

The world kept waiting for Miss Liberty. There still wasn't enough money to build her or her pedestal.⁵

France promised to pay for the statue. By 1880, France collected the money from more than 100 towns and cities and 100,000 people.

America promised to pay for the pedestal. It was a huge job. Some might even have said it was colossal.

Famous American artists, writers, and actors donated their works to an auction in 1883. More than 1,000 people received invitations to the auction and an exhibition. On the opening night, the head of the Pedestal Fund said, "Here is everything charming, ... elegant, ... beautiful, and ... splendid. It is such an exhibition as our country never saw before."

[10] But the exhibition and its auction failed to raise enough money.

The Statue Comes Together

Hungarian immigrant Joseph Pulitzer, owner of *New York World* newspaper, came up with an idea. He printed daily pleas for money. He wrote, "The statue, the noble gift of our young sister republic is ready for us ... and we stand haggling⁶ and begging and scheming in order to raise enough money."

Pulitzer's plan worked.

Money poured in from all over America from rich and poor and children, too. Jane M. gave 50 cents and wrote, "I am only a sewing girl, but I am in full sympathy with your effort." Another child scribbled, "I am a wee bit of a girl, yet I am ever so glad that I was born in a time to contribute... When I am old enough, I will ask my Mama and Papa to take me to see the statue, and I will always be proud that I began my career by sending you one dollar to aid in so good a cause." The *World* printed the name of each person who contributed, down to the last penny.

Finally, Miss Liberty could have her pedestal.

[15] Now it was time to build.

Once in New York, Bartholdi's crates traveled by barge to Bedloe's Island. There, small railway cars carried them on makeshift tracks to the foot of the pedestal. It took workers several months to put Miss Liberty together, using a system of numbers, letters, and symbols that had been marked on each piece back in France.

At last, two sets of steel beams locked into the Statue of Liberty's steel skeleton as it rose to its full height of 151 feet on top of its 89-foot pedestal. Nothing could shake the statue loose.

And on October 28, 1886, hundreds of thousands of people huddled⁷ under their umbrellas in the rain and wind for the statue's dedication. And there was President Grover Cleveland accepting this gift from France — *Liberty Enlightening the World* — on behalf of the United States.

5. the base on which a statue is mounted

6. attempting to decide on the price of something

7. **Huddle (verb):** to crowd together

She was well worth the wait.

START
Draw one question
Draw two questions
Go ahead 2 spaces
Take an extra turn
Draw one question
Miss one turn
Draw one question
Draw two questions

Draw one question	Go back one space	Draw one question	Miss one turn
Go ahead three spaces	Place question cards here		Go back three spaces
Go back two spaces			Draw one question
Miss one turn			Go ahead two spaces
Draw one question			END
Draw one question	Go back two spaces	Draw two questions	Draw one question

Vocabulary Game Boards
 Goal: Practice vocabulary words by asking and answering questions.

Draw one question
Draw one question
Draw one question
Draw one question

Go back two spaces	Draw two questions	Take an extra turn
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