

Vocabulary/Grammar Study

Part I: Background Information

- A. Vocabulary and Grammar Study
- B. Reading
- C. English 80-6021 & 6025 (for Inna) English 82-6038 & 6066 (for Elise)
- D. Inna Newbury and Elise Geraghty - Fall '07
- E. Rationale for this study:

We were discussing the difficulty of getting students to learn how to write sentences with their vocabulary terms studied during the semester and to recognize the different parts of speech the vocabulary words filled. Our students continue to use a noun as an adjective or an adjective as a noun or verb in both level classes (English 80 and 82).

Since our students are in the reading lab for an hour each week, it seemed wise to use Inspiration 7.6, a great software program for developing graphic organizers, and an online dictionary search to create a lesson that might work to help them visualize the difference between the word meanings and different parts of speech.

F. Abstract:

Both English 80 and English 82 are reading courses (English 80 focusing on comprehending at the sentence level, and 82 at the paragraph and short passage level). Although the students' reading levels are diverse between the two classes (and even in each class), the objective to learn the meaning and proper use of vocabulary words is the same for each class.

For the lesson, students used two technological learning systems:

- Inspiration 7.6 to create a graphic organizer for a vocabulary term and other related words that are used as different parts of speech (i.e., condemn - verb; condemning - adjective; condemnable - adjective; condemnation - noun).
- Online dictionary to determine the parts of speech of their vocabulary word and to locate related words that are used as different parts of speech.

Students initially created a simple web (graphic organizer) of the initial vocabulary word and its part of speech utilizing the dictionary to check their information. Then they located related words used as different parts of speech in the dictionary and added those words and word parts to their graphic organizer. Third, they created a sentence for each of the terms with the goal of using each word as the correct part of speech in their sentences. Finally, they typed the sentences onto their graphic organizer and added graphics from the templates that added meaning or artistic pleasure.

Students found the lesson was engaging, and working with their partners, most of them demonstrated the ability to find the vocabulary term and two related words (with different suffixes) that are used as different parts of speech. The majority of each class wrote short sentences, using each term correctly. These sentences were a definite improvement over their previous weeks' efforts.

Part II - The Lesson

A. Learning Outcomes

Elise was the first to try the lesson and began in the classroom using the whiteboard as a reinforcement of a lot of previous class discussions about parts of speech—focusing on nouns, adjectives, verbs and adverbs. She then took her students to the computer lab and the partners choose one of the selected vocabulary words (since some words did not lend themselves well to this exercise). One student opened dictionary.com to look for various forms of the word and the second student had Inspiration on their screen. Elise walked around and proofread what they were up to and offered suggestions, etc (lots of mini-lessons, which was nice). The collaboration was great. They were interested, on task, and focused.

Inna was the second to offer the lesson and had the same previous classroom demonstrations and discussions regarding the four parts of speech. Inna had both students in the partnership open dictionary.com and Inspiration because their assignment was to work on four words. Students were able to graph all four of their vocabulary words, determine the parts of speech and (for the most part) write coherent sentences.

B. Lesson outline - see attached template.

Part III - Results of the Lesson

A. Results of piloting the lesson

The student outcomes of this specific lesson were successful, and both the students and faculty were energized. However, I felt that the best outcome of this collaboration was the decision for Elise and me to work on several lesson templates together over the winter break. We think alike and are excited to follow Susan Johnston's ideas to create lessons that are independent of skills' textbooks but are thorough enough cover a skill students need to learn during the semester.

B. Recommendations and Suggestions Based on the Results

It is obvious that students retain more information when they discuss a concept with others, do something with the material, and even teach it to someone else. I felt that it was important to form partners for this exercise so that one partner was a little stronger (either with technology or with word power) so the partnership was more effective in creating a product.

Also, when a learner both verbalizes and performs a task, research states that he/she remembers 90% of the information. I think it is important that we offer students who learn kinesthetically a way to work with the material, manipulating and creating. Visual learners need to see concepts in a graphic format, and inter-personal and auditory learners benefit from discussing a project with a partner.

Part IV. - Appendix

A. Lesson Template

B. Students' Inspiration assignments

By
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condemning (adj)

the condemning
judge had no
mercy on the
pedophile



condemned (adj)

the condemned
man felt sorry for
committing his
shameful act



condemnable (adj)

the man's act was
condemnable



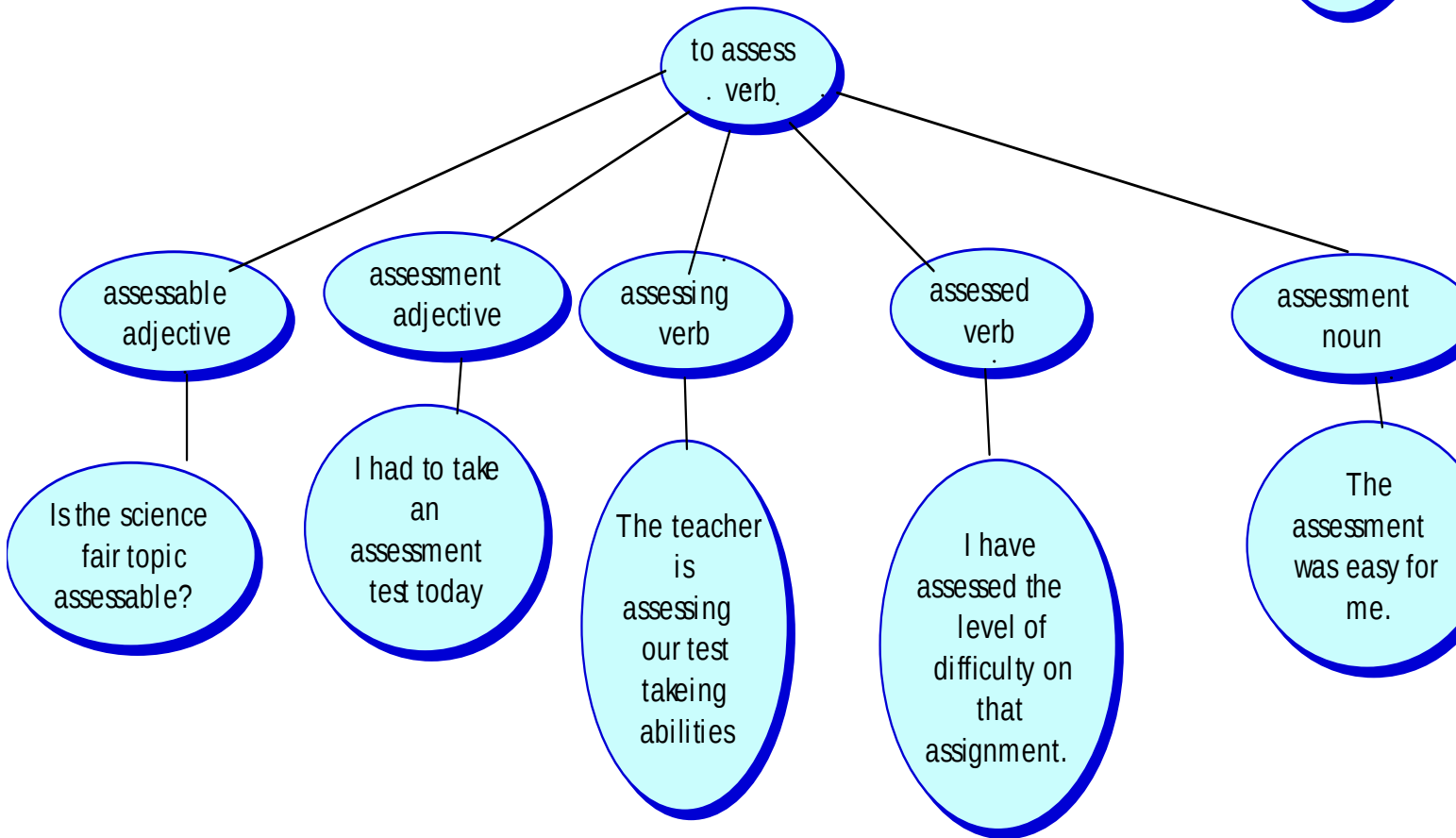
To Condemn



condemnation
(noun)

the condemnation
of Javier Torres
pissed off many
people

Mooney,
Dale
Hill,
James



Interactive Lecture Blank Template

Preliminary Preparation Phase		
Course Title		English 82
Unit Title		Vocabulary Study
Content Focus (circle one)	Concept	We will follow a procedure that will help students visualize the difference between related words used as nouns, verbs, adjectives and adverbs and be able to use the different words correctly in sentences.
	Procedure	
	Generalization/ Principle	
Essential Question (Question is answered in Phase 4.)		How can using an online dictionary and a graphic organizer help students study their vocabulary words, learn their parts of speech, and write proper sentences with the words?
Learning Outcome Statement describing specific task by which students will transfer their understanding to a new context near the end of the lesson. (Task is completed in Phase 3 below.)		Given their vocabulary list and a demonstration on how to use yourdictionary.com, students will find the meaning of four of their vocabulary words, the parts of speech, and related words used as different parts of speech. (persist, specialize, endure, and overwhelm) to find their correct part of speech and the meaning of related words used as different parts of speech. Finally, using Inspiration, students will create a graphic organizer with one vocabulary word & its part of speech, the related words, their parts of speech and sentences using each word correctly.
Lesson Phases with Students		
Phase 1: Introduction Contextualize new content and activate prior knowledge.		Strategy to contextualize new content and activate prior knowledge: Discussion of the 4 different parts of speech (noun, verb, adjective & adverb) and how the same words can serve all four functions. Model activity then form partnerships to practice changing vocabulary words (cope, binding, persist, projected, peered, endured, specialized, overwhelmed) into another part of speech.
Phase 2: Presentation a. Explain/demonstrate each new content element to be learned. b. Provide sufficient examples. c. Insert "Quick-Thinks" that function both as checks for understanding and as brief student engagement tasks.	Point #1	a. specialized: read context for meaning & part of speech
		b. discuss how used in paragraph 7 p. 320 -
		c. discuss possible meanings with your partner
	Point #2	a. look at yourdictionary.com for related words, their meaning and parts of speech
		b. look at word endings for related words: specialty, specialist, specialization
		c. Discuss with partner the possible meanings and uses of related words
	Point #3	a. Create sentences in teams for specialized, specialty, specialist, and specialization
		b. Discuss experiences with specialists and create a sentence using specialist.
		c. Work with your partner to see if you can create sentences using specialty, specialized &/or specialization
	Point #4	a. Review meanings and sentences
		b.
		c.
Phase 3: Independent Practice Students practice in order to transfer their understanding to		Independent practice task: Students work in partners to create one graphic organizer for one of the three vocabulary terms: persist, overwhelm, or endure.

<i>a new context. (Matches Learning Outcome.)</i>	Each graphic organizer must demonstrate the word, its part of speech (from context), the meaning and a sentence as well as related words, their parts of speech and short sentences for each (see attachment).
Phase 4: Consolidation <i>Students answer the Essential Question posed at start of lesson.)</i>	Strategy for answering the essential question: Have students record how this assignment helped them grasp the meaning of their vocabulary words and write more sensible sentences using them as the CORRECT part of speech.
Materials Needed	Phase 1: Vocabulary words from "Learning Survival Skills" (p. 319-323)
	Phase 2: Computers with internet access - yourdictionary.com
	Phase 3: Inspiration software
	Phase 4: printers

Revised 10-15-07