

So what are we going to do? That's a few things to know about expanding your vocabulary.

We're going to talk about how everyone acquires language, whether you are an infant in English speaking because we're talking about English, English speaking environment or whether you are an adult that comes to an English speaking environment having different language as your primary language or anyone in between.

Okay, so how we're going to acquire language or whether we're learning another language too.

Okay? And then knowing that vocabulary, doing that, sorry. Is the glue, okay, of all of these things.

We need comprehension in this background knowledge and the ability to communicate and have interesting conversations. I love interesting conversations.

Tell stories. Think, you know, have this higher level thinking and have engaging writing with great vocabulary.

All of those things are held together by vocabulary, right? Vocabulary that is.

Enhancing someone's vocabulary is going to benefit every one of these areas and then some.

Okay, so we want to make sure that we have that. Really good strong like that gorilla glue.

Type glue with our vocabulary. Now an interesting thing that I let read way back in the 19 nineties.

It was a Stanovich and Cunningham, I believe, article. It was written in the 19 eighties.

And it showed this tart that showed different kinds of. Situations with speaking and with reading and the number of rare words in each of these and and i have a vocabulary blog that it will share in the in the chat too but in the vote camera they bought is a link to this article but what they said is that the speaking vocabulary of college educated people.

Has fewer rare words. Than the vocabulary in preschool books. Okay, so when we're talking college-educated people, we're not using really flowery rich vocabulary typically.

We all kind of just get in the groove of talking how we talk. For me, when I was raising my own children and then I got lax, I think, because with my grandchildren I am very mindful of using, you know, really rich vocabulary and really expanding.

Vocabulary and I have no problem. Using 3, 4, 5, you know, syllable words with my 2 and 3, even with one year old twins.

I use very Rich, complex vocabulary and connect it to other things with them too.

So we want to know we got to upper speaking. As far as our vocabulary to help, help these kids expand theirs.

So this is how everyone acquires language. Okay, and native speakers, EL learners, whatever.

We listened so long before we speak, right? So my, grandbabies all did not come out of the womb speaking, nor does anybody's.

They came out, but they do a lot of listening, very intent, especially on their mama, but on anybody in that eye contact.

So doing lots of talking to them. And then they start, right now they're saying words. I said Gaga, which is what my grand babies call me.

And both of them have started saying go, which makes my heart sing. But so they start to speak and they say certain words they understand a whole lot more before they can say, right?

And they're gonna speak for a while before they read and read for a while before they write. Now if you have a school age or older EL student, you have to integrate all of these things at the same time to get that speaking the listening going and with the speaking and the reading and the writing.

So we've got to, you know, tie all of that in together. Which we do do, but if you're an infant starting out in your native language, you listen, you speak, you read, write, and that's, you know, it's kind of a little bit more of a continuum.

Of course, with with overlapping. Once you get to speaking, of course you're still listening.

Once you get to reading, you're listening and speaking. So, but what if there is a breakdown at any of these toward the right, it's going to impact the ones before it.

So if there's a breakdown at reading, Yeah, or the ones after excuse me.

There's a breakdown at reading. It's gonna impact writing if there's a breakdown at speaking and we have articulation difficulties, language problems, it's going to impact reading and writing.

So our listening problems of course are going to impact all of them. So we have to be mindful of all of these things and make sure that we strengthen all of them as we move forward.

You know, to get to where we need with our language and literacy. All across the board. Okay, so how do we get the most out of vocabulary instruction or quite frankly any instruction?

And the key to that is something that sounds good in theory, but it's a lot more challenging to do in practice.

And that is integrating our instruction as opposed to selecting it. Oftentimes instruction in most things are isolated like we see our little engine here on the right.

Beautiful engine. Don't know much about engines but it looks pretty to me. I'm sure it works great and does wonderful things but if it's not connected to all those wires and hoses like on the left it's gonna be

fairly worthless right so if we're gonna have this engine we need it to connect it to all the other things that are really unrelated to the engine except for they need it to

work that have to happen to make the car or tractor or whatever we're trying to run, go.

So we need this integration. We're not going to teach. We're not going to build the engine.

And then we're going to build the wheels and then we're gonna build the chassis and we're gonna leave them all where they are without.

Having that connecting connectedness of that or in the case of reading without our learners knowing the point of all of these things.

Venezuela's vocabulary, fun, expelling, writing, handwriting, all of these things are to actually use them, right?

We're going to use them to read and to write. So again, the same thing with vocabulary.

We do not want to teach it. In isolation that is not the most effective or efficient so I have this thing at the top of my.

Here we go. Let's see. Excuse me, had to get rid of that so I, I can't see what I got up here.

So here's the key and explicit vocabulary instruction. Now if you look at The howdy effect sizes.

It talks about you can get a very low effect size. You have a very low set effect size with vocabulary instruction that includes looking a word up in the dictionary.

And really research is pretty strong that that does is not very effective. Okay, looking over it up in the dictionary.

What have most of us done? I know I did. That's how we were supposed to learn okay, but I don't think I learned it very well that way.

I learned by reading and I always remember the readers digest they had these like 6 words that every time they had it my parents got the readers to my mom I should say my dad wasn't a very good reader but Come on, Alright, you guys, I apologize.

Okay. So, looking up a word of the dictionary is not really effective. What is effective is having clear and concise instruction and repeating it.

Not like repeating it over and over and over in the moment, but interleaving like we're going to talk about this word distraught and then we're going to use it over here to strut.

Oh my gosh, I think that baby's distraught. You know, use it tomorrow. We're gonna, we're gonna integrate it into world, right, and make it meaningful and relevant whether you're talking to a two-year-

old or interacting with a two-year-old or a six-year-old or a 16 year old.

We're gonna make that word a part of their life, okay, through multiple exposures over time and you know and building that vocabulary.

So starting very early and making it meaningful, relevant, integrated. Really, really key. Those flat, what are those called index cards that we were used to write all those definitions on in nursing school?

I used to do that. I remember one test that I. Passed with flying colors and I stayed up all night to study those index cards.

And remember we drove to Alabama for a wedding. The next day I couldn't have told you one single definition of any of those words.

I crammed for the moment. And then it was gone. So that's not a really or at all even effective way of doing that learning.

So we want to integrate. We want to make it meaningful. We want to make it relevant. Okay.

So again, meaningfully relevant for the age of child or students or classroom. That we're actually teaching.

Okay, so if it doesn't, they can't relate to it whatsoever. We're not gonna have that stickiness that we need to get this vocabulary to go.

Again, integrated and connected to there's a lot of things that they already know when we connect this new word or new information to that it's gonna make it again stick much better.

And that glue is gonna be much stronger. Okay. And the other piece at the bottom here is, you know, much longer, but it's also very, very important.

When the learner is engaged in the learning they are gonna get it much more. When we tell somebody, a student, our own child, anybody, a friend, something, we are going to get that information because it's coming out of our mouth.

What has to happen is it has to come out of their mouth for them to get the information. I don't know, Anita Archer is very popular as phenomenal teacher of children quite frankly enough teachers and adults I love being in her workshops.

What she does and every time she teaches whether you watch a video in a classroom or whether in one of her presentations at a conference.

She has people repeat. She has people. What is that? And then they give that information back.

When it comes out of your mouth, it goes into your brain, right? When it comes out of the mouth of who we're teaching, it goes into their brain.

And it's very almost natural for us as adults to do the majority of the work that takes away a lot of the learning from the kids.

So we don't want that to happen. So we're gonna talk about what that can look like with vocabulary too.

Here's something Pat Summit was a really renowned actually women's basketball coach and I love this because I'm always saying every moment is a teachable I say teachable moment, but a teaching moment.

Every single moment. It's not, this is time. Will care, Blair, so we're gonna teach it here.

No, you're walking to the bathroom, a bathroom break with your class. There's all kinds of teaching all along that's going on there, right?

You're driving with your kids, gazillions of teachable moments. You're having dinner.

You're going to the lunchroom. Whatever. There are teachable moments everywhere. So I want you to.

Put your thinking around, how do I make this a teachable moment, right? What can I teach them here?

That's how my brain is always working. And the more you do that, the more you do that because you just get used to making every single thing a teachable moment.

So again, integration, that isolation. And that's kind of, and I didn't want to put it in red to scream at you, but it's an orange because it's like kind of screaming a little bit because it's so critical.

These isolated worksheets, these isolated activities, these isolated things are not going to move our kids like the integrated pieces they're going to do.

So what are we going to integrate into when we talk to a child about a word. Okay, we talk about the word, I don't know, biology, let's say.

Okay, we're talk about bio. That means life. Allergy, the study of Bio is gonna be in a lot of other things, right?

A biography or whatever. And, So we want to integrate those things in the moment, which are going to be much more powerful than if we do.

BY. You want a whole bunch of words of bio that's separated and said we're talking about a biography and they're going to read a biography and they're going to talk about our own biography of somebody else. Let's write a biography.

Have a partner. They write yours. You write theirs. There's so many things that can hat talk with your little preschoolers about, I'm gonna do a biography on you.

I'm gonna write a story about your life. Everybody love stuff that's about them, right?

So you can learn about bio, you can learn about biography, you can, you know, do all kinds of wonderful things to integrate that instruction.

So including those morphological pieces in an integrated manner is going to be the most worthwhile and powerful.

Making connections to what they already know. They Connecting this, if you have this, we're gonna add on some more stuff to it so it just grows and grows and grows.

Talking about other words that mean the same thing. What about words that mean the opposite? Okay, you're very, I don't know.

Hungary. What would be the opposite of that? Okay. Oh, I'm full.

What's another word for hungry? Starving. I mean, these kinds of vocabulary growing opportunities.

Are literally everywhere all the time. So thinking about those, how do you know synonyms andonyms?

What am I doing? I apologize you guys. What I do a lot of times is look them up, right?

What's the synonym for Happy? What's the synonym for Hungary? There's, 2 games to have your kids do that too.

Getting a deeper background knowledge about a topic in a subject, right? All of those kinds of things just continue to build and build and build and build and build.

And also talking about the code knowledge, the decoding, the skills that you need for that. Integrating that vocabulary into that instruction and that instruction into vocabulary.

So all of it is we're very intertwined and very integrated. Really critical. And again, if you're new, if you've just come in, I see a whole bunch of people have come in recently.

Please remember, introduce yourself in the chat, ask any questions that you have, feel free to have conversations back and forth in the chat, but we love it when when you're interactive there.

We'll answer questions at the end too. So how are you going to enhance vocabulary, right?

Organically, I love organically. Kind of grassroots vocabulary growing. 1st of all, Orally, and when I say orally, I mean both you speaking and your students are children speaking.

So either way, so conversations that you have, a lot of times in the classroom, the teacher does the majority of the speaking.

Which again we need those kids to do more and more and more of the speaking and discussing and all of that to help grow their vocabulary.

They're not going to get it by listening to us adults to the degree that we want them to.

Storytelling. Who doesn't like a good story? Telling stories, you know, people telling stories.

Their life, telling stories about a situation, telling stories about someone in history, storytelling is phenomenal, a phenomenal way to grow your vocabulary, but also increasing the quality of the words that you use and not just using the same old same old that you always kind of use as a default elaborating on what you're talking about, giving more of an explanation, giving more facts, talking about that you're

giving more facts, all of those types of things. Parroting, having your kids, whether it's your classroom, we're gonna do the word, I don't know, poker tube, say poker dude, okay?

What does that mean? And then we're going to talk about what's what it means. And then we're going to use it in a sentence.

And kids love that, especially when their words they're interesting like poker tube which means great physical beauty which means great physical beauty especially like poker tube which means great physical beauty especially older elementary kids and older elementary kids, which means great physical beauty, especially older elementary kids and older.

Oh, yeah, they, you know, what, how could you use a sentence with poker? Oh, yeah, they, you know, how could you use a sentence with poker.

Oh yeah, they, you know, what, how could you use a sentence with poker. Oh, yeah, they, you know, how could you use a sentence with poker dude?

Oh, Tyler has great poker tube, you know, or I think that he's the epitome of poker hood. You can put epitome and polka tube in the same sentence.

So using all kinds of words to, again, lift that speaking and listening vocabulary both. And then it shows there's, I'm going to share with you in, I think on the next slide or soon coming up here, a lot of different shows that are very educational.

I can't tell you how much I have learned from some of the little toddler shows that my grandchildren watch.

It's like, huh, that's amazing what I learned in there. So shows can be good.

You know, educational shows and I'm gonna share some that really are gonna help. With building that vocabulary.

With text, once you, If you are reading to your kids, of course, which you're going to be doing before they can read, and once they're reading to activities and games around what you're doing, especially vocabulary games.

I'm going to share some of those too. Read alouds, interactive read alouds where you're asking questions

where you're modeling some things but keeping the flow of the story going everybody should be doing Read Lots.

Right in every classroom and parents too, though there's a lot of adults who's, who are sub literate where they're reading isn't the best either, right?

And that can be intimidating. To do reloads. So there's other ways to do that too, but reloads are phenomenal way to expand vocabulary.

Again, because books have a lot higher vocabulary, usually than our speaking. Audio books is another great way, especially audio books with following along, which will talk more about that.

And then once kids are accurate automatic readers, doing more and more reading to themselves just like we all do once we are proficient readers.

So all of these things and are going to help grow your vocabulary, grow your children's, okay, and your own quite frankly, much more organic organically, then this is a lesson or look it up in the dictionary.

So what does this look like as far as listening vocabulary? I just finished a, book about Marva Collins.

I highly recommend it. It's called Myra Collins Way that was recommended to me and she was a teacher back in the sixties seventies in a very you know had been bombed out area after the 1968 riots in Chicago it's really disadvantaged, you know, troubled.

Almost like Baron. Area that had a lot of kids who needed a lot of learning because they were tremendously behind and Yeah.

I think it was a Time Magazine reporter went into this lady's school. Second grade classroom because she.

What had been teaching these second graders, Shakespeare and, mythology, all kinds of things that most of us, me, do not have much of a good foundation or even background in.

And on the 1st page, I think it was this first, st this 1st sentence was on there. She was reading out loud to her kids the 1st day of school, her second grade kids who none of them could read at all.

Of course they're all very low learning and reading, man reading. And she's reading the cadmir and one around the 8.

And I'm thinking, huh, I've never seen that word 8 like that before in my life.

I wonder what it is, right? So she explains Cameron. She explains 8, but she doesn't actually say it in the book.

So I look it up. What's an 8? And I've been quizzing people ever since.

And like, do you know what? And I've not yet found anybody that did, but an 8 is actually a small island

in a river or a lake.

So I like that word. I've been trying to figure out ways to use it because that's what we do when we learn new vocabulary.

It's like, wow, reading that book, let me tell you, your vocabulary is gonna explode because it's like, whoa, there's so much in here that I don't know.

And all of these second grade little kids and actually she even taught ended up teaching a lot of little kindergarten preschool kids too with this hugely high bar.

So again, she's got it. There's a documentary on her and all kinds of stuff.

Very. Very, very, motivating. This next one, are you being facetious?

Youngest daughter who's now 30 when she was 7 she was in gymnastics and she was very a very good gymnast so she was kind of at a higher level with some kind of preteen young teenage girls and they were in line and I remember her coming home for me and saying mom I asked I don't know what Jennifer somebody in front of her she said that she could do 5 back hand springs

on a balance beam and I said to her are you being facetious and she turned around and looked at me this is like a 1213 year old girl she's like I have no idea I don't know what that means so Kelly you know ends up telling her you know what facetious means so you're kind of sarcastically kidding and she was being facetious by the way so those kinds of things

everybody loves to use new different exciting vocabulary this last one this past Christmas I was we were driving I was at my daughters and 3 of my, grandkids are there, the baby twins and then Arlo who's 2.

And I'm sitting in the back with him and he's like, look at Gaga, that tree doesn't have any leaves on it.

And I said, I know that's called a deciduous tree. Can you say Ciduous?

And he's like, dude, I don't know what he said, but he didn't say deciduous.

And then we went through and, you know, I said, say D and he said, D, say, sit.

He said, sit. Now say D. And he said, DS. Now say, Jew, you said, you.

And then we went that way and he said deciduous. And then I said, yeah, look at those.

You know, like your Christmas tree at home, that's a coniferous tree. It doesn't lose all of its leaves and bear like that.

So connecting to things that he already knows, expanding that vocabulary, you know, and really moving so that and he still uses that word.

You know look at Gaga the tree you got me from when I was born that's there just took pictures of it and sent it to me.

That's a deciduous tree. I mean what two-year-old? Well just turned 3 a couple weeks ago, but uses the word deciduous. They can, right?

They normally don't because we don't talk to them like that. But when we do, they think that's fun and cool and so do six-year-olds and ten-year-olds and really 1520, 60 year olds.

60, I should say. Do that. Where in this go? Okay.

So again, how else can we expand when speaking with our kids and our our students using flower read words that make them curious about what you're saying to them.

So if you say to you, you walk out in the hall and you're talking to another teacher or you're on the phone, this is if you're a parent, you're on the phone with a friend, this is when you're kids are really cook happiness, and you'll say, wow, weren't you a chaos fitness group or whatever when you come back.

So they'll be like, what does that mean? So you say say cook coffins. They say c cacophonous.

That means you're making a whole bunch of noise that's not connected and that's distracting to me.

You know, I can hear you out in the hall or when I'm on the phone. I can't hear who I'm talking to.

So talking about that, they repeat it back. I wonder if you could use that. Let's make that a word see when your dad comes home or see when you go home, teach your parents.

Or it's, you know, use a sentence with the word, cacophonous in it and then have a few kids tell another sentence of their own.

Those are the ways that you organically integrate and grow your kids vocabulary. Of course you're gonna talk about what it means.

Means a bunch of noise that's not connected. And it's got that root phone in there noise, right?

So you can talk about all of these things literally in a moment. You don't have to have a whole 20 min set aside time for this specific, you know, lesson.

Of course, there's time for that. In school, especially, right? But mostly, you can get so much of this instruction done.

Just all the time. Okay. Read aloud with novels. You reading in the classroom, parents read into their kids.

Also the audio books. Epic is a website and the cricket will put that link in. In the chat for you, but it's a website where you actually there's a gazillion trillion books on there and the kids can read it and actually

follow along and it has all kinds of video references and looks up the words for you and if you're a teacher it's free.

I don't know how much it is your parent but really an exceptional

Resource that's interactive. It's like, okay, you're on a screen, which I'm not the biggest fan of, but if you're on a screen and you're actually interacting and learning, then I will be a little bit more, yeah, into that.

So again, teachers are teaching small groups. You've got to have some things your other kids are doing.

You aren't always gonna be reading to your kids or speaking like, I need a break from all this, right?

I'm having, you know, them do that on their own is a great way to expand that vocabulary too.

Some educational shows. Cricket is gonna put a link in the chat. These links will also be coming to you with the recording tomorrow in the resources.

But here are some of the shows like Magic School Bus. I love that with my own kids. I watch it with my grandchildren and they love it.

It's really I feel like it should be kind of old for one and 2 and 3 year olds but all of them love it.

And I always learned something from magic school bus. Blippy? I don't know if you guys know Blimpy, but Libya can be the real live lippy when he's doing his stuff over the top and like, oh my gosh, let me run from swimming from the room.

But Blippy wonders, this is a cartoon thing and they're always each episode is like some learning piece and they saw a problem but give you I'm learning something from Blippies Wonders all the time too.

You know, and then Daniel's tiger learning also, but a lot of good. What's that called?

Social-emotional learning too and American experience for a little bit older kids with American history, Innovation Nation, about Henry Ford.

So there's I don't know, several a couple dozen at least or more educational shows in this link and all of them are I think ranked 4 to 5 stars.

These are ones that I know personally, so I decided to put those pictures on there. But there are a lot of good shows that will expand vocabulary and give your kids, you know, a lot of background knowledge about a lot of things.

Also, so those are grand. So also what does this look like with speaking again? The child repeats the word.

You can do this in the middle of like your reading something and you're like, oh my gosh, you know, this

word, I just looked at one and I wrote it down.

What is it? I don't know if you guys have ever heard of this. Molith fluis, Liff Lewis.

I'm like, that's a good word. Molifluous. So if you're reading along and it says, the speakers, was, and you know, it helped calm my nerves or something like that.

Maliffulous means a peaceful, gentle way of speaking, okay? So then they say, Maliffulous, cool, what's another sentence you think you could use?

How could you use that in a sentence? What else? Isn't that an interesting word? Talk about the word parts, all that kind of good stuff.

But when you say, again, it goes into your brain, have those kids saying it back to you.

Really, really important. The teacher really should be doing less and less speaking in the students more and more speaking with guidance, right?

Cause we know how they can go off little kids, big kids, all of them. You know, I'm to a kind of a tangent.

So, you know, being more of a guide when we're doing that, oral interaction kind of thing.

And we know that our kids are often mispronouncing those those malls. I syllabords.

Katie, would you unmute for a second because I'm gonna have you be my student because we all know about little kids and even older kids who say Basketi, right, for spaghetti or some bride of that.

So if I have one of my grandchildren say that or some child says that to me, I'd say, okay, Katie, say spa.

Say. Say spa, yeah. Say T. Hey, Spa, Gati.

Bye. Yeah. Teeth. B.

Beautiful, say spaghetti.

Spaghetti. Spaghetti.

Say it again. Look at her doing that right. Good job, Katie. Way to go.

Again, these kids get these out of the. I do this all the time. I'm constantly using 3, 4, 5 syllable words with my grandkids and they get the, you know, conversation to conservation.

My grandson Christopher just did that, you know, last week when I had them. And I'm like, oh, okay, so then we talk, say and then he says it beautifully and I said you know when you convert you're talking Shun means the action of it so we're conversing we're talking we're having a conversation give me a And

he's like, God, I like

our conversation, right? Again, a big word. It's cool. Now we can speak it right.

He knows what it means. We can use it more. We can play with it, right? Those are the kinds of things that we want with this fun, wonderful thing called our language.

Alright, so this. Reminder applies to all. Learning, of course, and everything in vocabulary, whether we're talking about listening or speaking or reading, but everything.

And this is really my mantra is keep the bar high. My virus here. Whether I don't care where any kids start at all, my bar is here.

And I look at my job is to raise, to help these kids keep that bar high and help these kids raise up to meet it, right?

Because every one of them can learn. And this quote here on the right is from Marva Collins who absolutely would not listen to anybody about what her kids could not do.

She's like, no, let me show you what they can do. And that's my monitor too.

Today, even in a Facebook group, somebody said these kindergarten kids who had just read the word following on a video, that word is too challenging for him.

And I'm like, they just read it. It is obviously following is not too challenging for the kids to read.

But if we think it's too challenging like this code on the left, they are going to rise to our expectations.

So if it's too challenging, we have that bar here, they're gonna get to here.

If that bar is here, they're going to go to here. And what this Marvin Collins quote is, it was actually in her book.

What all the teachers have in common is that they set high standards for their students and they do not settle for anything less.

And that's what I'm like, yes, my grandchildren could speak 6 syllable words and they can know what they mean even when they're 2 and they can because I help them do that, right?

And I expect them to. And they think that it's fun and we have a good time with it, right?

So it's the truth for everybody, for sure. So that's a really, really critical thing when we're teaching anything.

So for, let's see. Yep, when we're speaking, again, making connections to things that they already know, whether it's their monster trucks or their, you know.

Play the kitchen, whatever it is for little kids, whether it's, you know, video games or anything, type, connecting to things that they already know is going to be really, really critical and relating to other things, as I said, and then talking about the word parts.

Now, if you're talking about pre, 3 means before, we're gonna go to preschool next year, right?

Got 2 grand kids, they're gonna be going to preschool next year. And so pre, talking about them means before school is where you go usually all day long for several days in a week but there's a time before you go to that school that's called preschool.

If you're talking to an elementary kid student or child, we're gonna preheat the oven.

That means we're gonna, you know, pre means before, then heat before we're ready to cook, we have to preheat it prehistorically before we kept track of historical things written down.

That was prehistoric with our older kids. So all of these things, then you're going to sweat.

You're gonna find other words that have pre when you're reading, you're doing that.

Oh look at that word is, I don't know. Free, something COVID here. That's a fun one to jump in my head. So what do you think that means?

Yes, before COVID. You're absolutely right. Boom. There's 5 seconds.

We keep on. So vocabulary instruction doesn't have to be long or laborious or boring or any of that it can be in the moment and you can just fly along with it.

Looking up, I do this a lot. I love synonym stuff. So I, my 2 year old granddaughter, she likes to say, that was amazing.

I took her to, frozen to the Broadway play and she's like, Gaga, that was I made amazing.

I said it was really phenomenal, wasn't it, Colleen? And I said, can you say phenomenal?

She says, phenomenal. I'm like, oh my gosh, I know it was just spectacular. I loved it too.

What part did you like? Best and so. Using those synonym things and sometimes I think, what's the synonym for that?

So I type it in. With the word and synonym and pooh, a, pops a bunch of cinnamon synonyms.

So using synonyms, use and antonyms, what's the opposite of that when you're talking?

A word of the day when I was just out of college, I had a friend who went to a different college and she said, My roommates and I every morning before we went to class or every night depending on what time some of these class was in morning it was too early, we would open up the dictionary and choose some

crazy word and we would all use that as our word of the day and we would were at the

lunch, walk around, we're in our class, we would use this word and we had the best time when we come back at night and talk about how we use the word and we try to find the craziest words and what people's reaction were to it.

So you can have a word of a day if you have three-year-olds. You can have a word of a day in every classroom, right?

You have a word of the day that's a more, the word like the word facetious or like the word surreptitiously or like the word Molith Lewis, right?

You can use those words and have your kids. We had one middle school, 4th through 7th grade it was, and they would have a word of the day for the whole school.

The principal would. Say it because everybody taught Ebly and they all would do this kind of graphic organizer thing and if they were caught using the word they'd get a ticket and at the end of the week after 5 words somebody would they do a drawing and kids would win some stuff so kids love to do that that's interactive they're discovering they're part of the, you know, the whole process of learning.

So doing that is really, really. Very beneficial. Okay. Cricket we have a whole bunch of I think 5 or 6 different word lists of fun words, unique words, interesting words, whatever.

So she's gonna share those so you will have no lack of words to use. Most of them have the definition with them.

Some of them are gonna have to look up if you don't know the definition. But most of them have the definition with them too so that you will have you know a whole bunch of words to actually use.

Making connections. These are 2 really phenomenal books on vocabulary. This one on the left teaching vocabulary to improve.

Reading comprehension is one that I Red back in the 90, s when I was learning about teaching reading.

Still I, you know, looking at it for this, it's like this is still very relevant for, you know, not a whole lot of new and different research have come along, but they talk about semantic maps and Good ways to teach for vocabulary not by looking up the word type of thing, but this is just an example of one of theirs.

They've got fear and they've got antonyms and they've got places where you're afraid and people who feel afraid and all these things about making connections.

The one on the right is from teaching words and how they work with Hubert who does a lot with that like generative learning like Here we're reading like this story.

I'm like, I don't know this story, but I could tell that the girl could not play music well from just reading these word maps.

So, you know, what kind of feeling do you feel? What kind of musical instrument? What kind of all these things that these kids can map to expand their connections to different words in different vocabulary.

So you can do these things. Just orally, you can do these things together. You can have different things like synonyms and you can have different, you know, all kinds of different topics.

Again, it doesn't have to be a great big long lesson. It could be, but it can just be little quick.

You know, mini. Learning opportunities throughout your day. So again, in speaking, asking them to use the word in a sentence, asking them to use a synonym.

If, you know, some, you one of your students says, I'm afraid, what's another word for afraid, have a bunch of kids raise their hand and tell you another word for afraid and then let's use a sentence okay Christopher was frightened by the loud noise who can tell me another word that Another sentence using afraid that has one of these words but different, you know, a different word that means

afraid. Winnie the dog was terrified of thunderstorms winning my dog was terrified of thunderstorms great you know all those those kinds of quick little things to expand that vocabulary.

Works very well. When reading? Looking at a picture or a video of something unfamiliar.

So. When you're reading about something, I do this all the time, personally, like with Marva Collins, after I'm reading, before I even finish the book, I'm like, I gotta look her up.

So I looked up, I looked at a video, I watched a documentary on her. I watched a lot of things because I was so curious and I wanted to learn more.

So this can happen whether it's a niwal. During COVID I taught hundreds of kids from all over the world at the same time basically.

On zoom and I ask kids, what do you guys want to learn about? What do you want to learn about?

Because we were connecting all of our stuff to reading and geography and everything else and some kids said Niwal and me I might Are now all real?

I did not realize that they are. They're very long noses. I learned a lot about Neros.

But I learned a lot about a lot of things. But taking a picture for me. Before as I'm planning for these lessons, I'm of course looking it up and I'm like, look at those crazy thing.

You do not want to be in the path of a narrow wall because you could get. Ski word for sure.

But volcanoes, kangaroos, if they've never, they don't know they haven't seen that, show them a picture show them a little video.

Those types of things are great to expand their learning. Okay, especially with kids who have low

vocabulary, kids who are ELL and they need to make those connections more so and expand those vocabulary.

Use, you know, things like that to show them this is what this is. Okay? And again, talking about the word parts, you're talking about a technician.

You can tell your kids when you see this shun at the end of a word when you're reading and you're seeing it right hearing it, there's a lot of different ways to spell shun.

But if you're seeing it, this shot is always going to be a person, okay? A beautician, a musician, right?

And then a technician, somebody who's technical who's, you know fixing, you know, things, that type of stuff or a vacation.

This shun means an actual or a result of. So vacate means to go away. Is the action of, okay, so the action of going away when you go on vacation.

So again, incorporate all of those things with your kids. Every opportunity that you can and you'll be educating yourself too which is really pretty fun.

Fine again, fine words when kids are reading. Find words that are related to new words. If you come across the word and you're writing or you're reading students, what we do is we have these little, you know, we give them a little stack of sticky notes if they don't know how to say the word or if they don't know what the word read means, say as they write the

note word on a little sticky note and then they can come back, they could come to a parent, they can come to the class.

A lot of times in the classroom teachers will have a little, you know, poster board where they stick their sticky notes on there with their name and so that when they get an opportunity, they can kind of go through those.

This is what this means. Well, let's find other words that relate to that. What else can you find in your reading that does this?

Kids are gonna be doing more and more independent vocabulary expansion. As they become accurate and automatic.

Readers. Now, so many teachers that I have worked with over 26 years and there's been thousands in their classrooms that I've been. One thing I know about teachers is they're tremendously creative.

Another thing about parents, they are too, right? So lots of creativity out of there out there.

Good.

Be creative, okay? One thing I love is discover, you want to always think about how can you engage your

kids in the learning so they're discovering when they're not with you.

So we just did shun. See if you can come back tomorrow with 3 words that have shun that means a person at the end.

Okay, bring those back. You can share one. What does it mean? Then you can come up with a, you know, get with a partner and they're gonna make a silly sentence with their 3 shun words and you're gonna make a silly sentence with yours. All kinds of things.

The sky is the limit. It's kind of like the statistical learning and and intrinsic learning for teachers.

Once you have this foundation of things to do, you're creative sparks like boom, boom, boom.

And you're gonna just continue to expand and expand to move your kids further and further. It's a lot of fun for that man for you.

Use a map or globe to show when I had my, COVID kits that were again all over the world.

We had to start from Michigan because I'm in Michigan and I actually brought my globe here so that you could see this.

So if we were, let's say, talking about volcanoes, that was one of the things we studied.

I would hold my little globe up and I'd say, I'm here in Michigan. See me right here in Michigan.

The United States, Michigan shaped like a Menton. I'm in Flushing, Michigan.

Okay, it's kind of like in the middle of the state. If I'm gonna go hang out to at and see the volcanoes in the lava in Hawaii.

I've got to fly all the way across the whole country of Michigan. Past California, the Pacific Ocean, all the way out here.

Look, here's Hawaii, right in the middle of the Pacific Ocean. Isn't that crazy?

Volcanoes, right? That's a big thing on the islands. So I show them that and then we read, we do some word work, we watch some video, my daughter lives actually in the island of Hawaii and that was when all the big know stuff that's going on and she sends pictures and a little video of, you know, the cracks in the, in the lob and all that kind of good stuff.

So again, now you can have geography in there. I was in a 5th grade classroom coaching last week in Flint and they were reading about the Holocaust and they were making discussion questions and it was truly unbelievable.

What these kids did. Each group made their own questions from the story and one student said to me, where did this, where is Germany?

And so I said, hey, you guys have a map right over here. Come over here. And this is what here.

This is where you are. Germany over here. It's in this, you know, it's in what's called Europe and All this great instruction that can happen, it's meaningful and relevant because they're just reading about this 93 year old man who escaped from Germany on a fishing boat and they broke his flashlight and I found out all kinds of good stuff but they asked all kinds of really great questions.

I mean, and all of the questions were different than than others, but integrating that in, expanding, they asked about what was the Holocaust, what does that mean?

And so as I was walking around looking at their questions, I was doing you know, teachable moments, which, is really, really critical.

Reference a movie. You're reading about volcanoes. Watch Moana for little kids, right?

Watch. Hi, documentary about, you know, the 2,018 when all the The whole volcano stuff in Hawaii or what there's all kinds of things and again bringing in that prior knowledge and having kids elaborate.

I went to a 4th grade class once and the teacher said, can you teach this? Social studies, you know.

Piece out of their Basel series or whatever it was their social studies book and I said sure I didn't know what it was so we're reading it was called the terracotta army and I don't know if you guys have ever heard of that but I had not at the point and I, the kids are reading a long and I'm like, wait a minute.

Is this true? This Chinese emperor from 2,000 years ago had buried like 1,000 8,000 life-sized Terracotta.

Well, he didn't bury them, but he had people carve out these very intricate detailed Soldiers, basically, that were all marching along and their chariots and all this stuff that they found just back in the 1970, s that had been buried for 2,000 years.

I'm like. Are you kidding me? Then I had to leave the class. Couldn't read the rest of the story because I had been another class.

So of course I had to go and really, I'm like, this is insane. So they're telling me all these things.

We're elaborating. We're talking about why would this guy do that? You know, isn't this interesting?

They knew why it was. So when you have a little bit of learning, connecting it to all those other things and elaborating it's going to give you a whole lot more learning.

And make the world an interesting place too. So games, games are a great way, always to increase your learning.

There's a couple that are on computers here with these other ones are board games and also throw in the chat if you have good games, good activities, you know, that type of thing that other people could use.

Share those. This mental up, never heard of it before, but we have the link for you. I was as I was working on this presentation I kind of got stuck at Mental Lab because you do it'll be like synonyms and this and this and you have there's 3 sets and you have to choose and then it'll be synonyms and you have to choose and then and it's time to antonyms and you

have to choose. And so I went through and I was doing pretty well and then I wanted to try again and I wanted to try again.

I learned actually they kept making it more challenging, but then I got towards I wasn't actually really sure sure and I got some wrong but then I you know then they come back and they give it to you again.

So There's a lot of other games on this computer game. So again, if you have kids where you're working in a small group and you need things to do independently, I highly recommend it.

Word association is actually an app, another one to really help expand vocabulary. So those are a couple things that can be done on a device.

These 3 on the right, apples to apples, junior for little kids, regular apple to apples.

Gonna be great for helping with your vocabulary. It's also a really fun game kind of really for all ages.

Play on words, absurd words, the absurd roots. There's a lot of different games. I got a link in your, resources that has, whole bunch of different games for, 2 year olds, I think, to, you know, adults, that are going to help with vocabulary.

So playing games is always a great, idea, great plan.

Alright, so in summary, we want to Speak with an expanded vocabulary. We could say great, but we could also say exceptional, right?

We could say scared, but we could also say terrified, mortified. All those types of things.

So be thinking about how can you your own vocabulary. And see your kids look, you have your kids see you, I'm gonna look up, what's another word?

We can use for that. Play games with it. We're gonna we have a syndrome game in our ebbly act in our Abbey lessons where the kids you know, they write a word on their board that means the same is scared basically or whatever word we're doing, you know.

Not cold. And whatever word that is. And then they all share their words and if they, somebody else has the word to sit down and they write all the words on a list and those that list actually goes up on the wall so you have all these different words for afraid.

All these different words for happy. All these different words for sad. They add to it. I found another word for sad, you know.

Glum and then they add the word to it. So it's kind of a working thing that they can actually look at when they're writing to use, you know, richer vocabulary.

So you want to speak in expanded vocabulary, want to do everything you can to expand that vocabulary.

Have those kids repeat the words, especially unusual words, interact with them. 30 seconds a minute. It doesn't have to be a long thing.

Have them, you know, share some sentences, that type of thing. And move along. Interactive Read Loud.

Always a great idea for all kids of all ages. Asking to ask the students what kind of things interest you because when you get to things that interest them like we did with the Queen's Corgis and the volcano and the Blarney Stone and all these things that these kids, Narwhals, wanted to learn about.

There's going to be something in there and that's going to lead to another thing to learn about.

And another thing to learn about. But when you have topics that kids are interested in, engaged in, or interested in, and yeah, want to know more about, they're gonna be much more engaged in expanding the vocabulary in reading what's there and learning more about it.

So that's a good thing. So playing games that always keep the bar high and always keep challenging them.

So if they're kind of doing pretty well here, let's make it more challenging and move there, more challenging and move there and help them get there.

Okay, we'll move those. That vocabulary far and fast. Okay, so if you want to continue the conversation, we have a, bly community Facebook page where we have ebbly trained teachers and and people in, bly curious people.

If you want to ask questions on there, we'll have some posts on there is whether our as well as our regular EBLEY page, which is just ebbly.

Dot com or Ebly Facebook, bly on Facebook. We have YouTube, we have Twitter and all of those kinds of things to so we are always into talking about anything literacy.

We're very big on that. Also there's going to be a structured linguistic literacy conference.

Stretching linguistic literacy is the speech 1st instruction that we use with Ebly and there's a collaborative of about 8 of us who have planned this.

There's going to be 35 speakers, including Mark Seidenberg and Pamela Snow and Devin Kerns and a bunch of keynotes and then others.

Spectacular variety of speakers. Registration will be coming out next Tuesday, so we're really pumped about that.

So watch for that. And we will be putting in all of our social media, all of us on the science reading page and our page and reading simplified page and.

Sounds right. We're all collaborating together to try and educate. Everyone who is interested.

And it's gonna be free. Every one of them is free from the time that they like if I'm speaking and I'm gonna be talking about multi-syllable.

Teaching multi syllable words without syllable rules. We have every topic you could imagine about, but if I talked on, let's say, 10 o'clock, on a Tuesday, my talk is free.

Then and for another 24 h. Every talk is and then there's a small fee.

It's like 40 that's gonna come out. \$47 you can buy the whole week worth of talks and then I think 67 after that so also there will be bonus things like a discount on every training is gonna be in there in their bonus stuff.

We're gonna have the truth about reading that we're gonna kick everything off on on the Sunday night before it's really spectacular.

I'm very excited about it. So watch for that and we would love for you to join us and benefit from it.

And now I am done before an hour. I'm pretty proud of that. And we. Are ready for.

Questions? Hopefully we have some questions. If you have any questions you haven't put in, please put them in the chat.

Alright, Katie, do we have anything?

We do, yes. So the 1st question is from Chantal. She said after introducing vocabulary words, How do you keep up with remembering to use them with your students?

I find consistency difficult.

Yeah, what I have to do, I'm a lot older than probably most all of you guys.

Is I have to write things down. So what I would recommend is keeping kind of a list and then throwing them out there too but also catch and then also keep that list and catch your kids using them.

Utilize your students to continue using those. Now you will find that they're going to start doing that automatically, but really kind of revisiting it yourself.

You could put, you know, write the words on a piece of paper, put them in a basket or a container, and then pull one out and say, oh, look at this one.

What is poker? You guys who can give me a quick sentence in post, poker tube.

Great, you, you know, and then what about this? And you could do a couple words in a in a few minutes type of thing so that you're integrating that.

And then let's see if you guys can, you know, use this word. Yeah, while you're at lunch.

I wonder, here's your challenge. How many of you can use this word when you're hanging out in the playground or whatever?

So. Lots of creative and anybody else who has other creative ideas, which I know many of you do, please share those in the chat for everybody to.

To benefit.

That was my exit ticket for my 3rd graders. They had to write with the word men or draw a picture or something.

We would earn all these words and just throw them in a big basket and then pull one out when we needed to.

That's fun. So what you would, so as their exit ticket, they tell you about it or have a picture of it or whatever.

Is that between?

Yeah, and they got a bonus point if they could remember how to spell it too.

Oh, I like that. Awesome.

Yeah. The next question, do you have any additional tips and tricks for students who struggle with oral language and comprehension?

Yes, or a language again that listening speaking when you have oral language issues it's gonna impact reading and writing so you've got to deal with that oral language, piece.

Now some of them is it's expressive language and our ticket, not even articulation, but expressive language getting the words out or having a very slow time it takes a very long time to answer or they are speaking kind of robotically or they get their words kind of all mixed up.

So that parroting for at the word level, but also Shannon at our center had a student that had to do parroting for a 4th grader that we have who had really significant.

Language challenges and really could not, she wouldn't speak@allatfirstst And now she speaks, but she speaks very slowly and very happily, basically.

So I said to Shannon, this is what you're going to do. You're going to, you know.

Have a sentence of 6 words. Give her the 1st 3 words. Yesterday my mom and then and then you're not gonna say anything because the more you talk the less they learn and the more you interfere with their thinking so yesterday my mom and then she would just do this.

And then that meant that this child is supposed to say yesterday my mom and she said yes to her day some excellent a good example.

I wouldn't use a 3 civil word but Maybe today, my mom. Let's do that one.

Today my mom, okay, today my mom, okay, we're gonna go a little bit faster today.

Not my mom. And then today, my, Shanna, came out of there and then she'd say, went to the store.

Say that went to the store. Okay, went to the store. Went to the store. Wasn't that fluent?

And then she tried to put him together and she came out and she's like, I need a drink or an app or oh my gosh, I'm sweating like a pig.

That was so hard. And I said, I know. I know but it's okay because now she that 1st time through that you're getting it out of her mouth because what does everybody do?

She's the youngest in her family. Everyone speaks for her. They all do. Now her siblings are coming in to watch what Shannon is doing so they can do the same thing and not continue to do the speaking and take her learning away from her.

So the second time she's become she is like guess who's coming and I need some help will you teach her a little bit and I said no I have a meeting and you got this you know just do that same thing it's gonna be as hard as the 1st time because it feels like oh and she did it probably 5 times just that one sentence but the next time she's like oh my god she's like speaking

fluently like 6 words in a row how's that even possible I said you have got to do the tortuous work.

To get those neural pathways connected the 1st time through. It's like going through a jungle with a machete and you're all beat up and scratched up and you're like, wow.

That wasn't very fun. But the next time through, you're not going to be so beat up.

And they're not either. It's going to go faster and faster. And she said, the sweet darling girl, she said she was frustrated and it takes a lot for her to get present.

But the next time she's like, wow. So you've got to do that challenge and push.

And do that comprehension. That's another thing. We break it down to summarizing.

Maybe a sentence or 2. There's many things that you can do. There's, Verbalizing and visualizing is a, book, for kids that need that.

A lot of kids really do. There's a small group. There's also only a smug.

If you don't want to do all these things with all students, but just with a small group.

Truly with comprehension, I check their segmenting to see if they can say each sound. With a second in between us they write but comprehension you know then you otherwise another thing is that that that summarizing piece okay we just read that sentence literally.

Tell me what this was about. But wait a minute. Yeah, there was a cat, but it was not anything to do with that type of thing. So read that back.

I'm gonna read this part. So this is what this means and I'm gonna read this part and this is what this means.

There's another book called How to increase it to have verbal intelligence, which is very good to increase your child's verbal intelligence actually.

But that comprehension piece, you have to back it way down. And build it up slowly and you gotta make sure are they do they have good listening comprehension?

If they do, their reading comprehension is not a comprehension problem. It's a reading problem.

They probably have memorized words, they're reading Chapley, they're guessing words, they're, you know, they're not reading quick enough to free up their working memory to comprehend.

So you have to be a detective and see what really is happening instead of what do I think might be happening.

Yeah. But again, if you've got a child who has speaking our articulate aerodynamic.

Expressive language, challenges, receptive language challenges, it's going to impact that reading and comprehension for sure.

And of course the writing piece too.

How about students with How about students who are visually impaired? How would you implement these techniques when they're visually impaired teachers are not present?

I don't know. That's interesting. Good question. And I don't know.

I just had the school I was in in Flint the day after I was there and like thankfully because I've never taught a blind students.

Deaf students but never a blind student. So I don't know how I would have to know more about Braille.

I would have to learn it myself so I would say the teacher should and how you can do this, you know.

Every piece or that kind of thing sound a symbol. With using Braille, but I'm sorry that I don't have the answer to that.

Okay.

This next question is from Susan. In addition to teaching prefixes, suffixes and root words in teachable moments is morphology included in the Abbey curriculum.

I'm exploring, bly. Thank you.

Yes. What I, as far as do we have morphology in the History of this and that and in depth, we do prefix suffix and root words.

And encouraging them to move to that self-teaching and intrinsic learning with those because that's what good readers do.

So we don't go into depth in morphology other than that. So no, that would not be something that we.

You know, do in isolation or do in addition or that type of thing. We do it again in that integrated manner.

In the application piece of it.

Okay, this question came from really early on. I'm interested in Ebly, but I've paid for a lot of other trainings.

Why invest in

Huh. The hat is your choice, I guess. I guess, one reason I would say is if what your other things you've learned are not moving you to 90.

5 to a hundred percent of your kids being proficient in literacy. That would be a good reason to invest in something else.

And yeah, I think that that would be it. But I also think. You shouldn't listen to me.

And if I were to say, do have, and I wouldn't say that quite honestly, I would say investigate yourself, investigate.

Apply yourself, don't investigate yourself. I guess you could do that too. But really the best way I would say is go to the Ebly Community Facebook page and talk to other people who are in your situation, whether you have taught balance literacy or you have taught or in Gillingham or those types of things.

Ask other people who have actually done it that can give you feedback. And and information people who have similar situations to you And, and be skeptical, not rude or any of those kinds of things, but skeptical.

And, and do your homework. We have, Cricket, can you write this down?

We have, suite. Sarah Nissan just this week and I don't know where I found this but I asked her if I could use it just like this whole 2 page thing maybe 3 pages of all of these spectacular resources about Structured linguistic literacy.

It's from a lot of different, there's a little bit of Ebly in there, but there's a lot of different people in, you know, resources and books and links and all types of things in there.

So I will share that and you can look into that. But my thing is always educate yourself and quite frankly you know, do your homework.

And so if it's something that you feel would, be beneficial to you to help get your kids to 95 to 100% proficiency that is what You know, my Advice is always.

If you don't have 95 to 100% of your kids as ready proficiency, I don't care what their diagnosis.

I don't care what their age. Any of those kinds of things, then it is your job, my job, all of our job to continue to search.

Until we get them there, the question that needs to be asked is what do I need to do differently?

Okay. So really you have to figure out what do you need to do differently and then decide.

Yeah. There's a couple of people that have. Said the same thing to join the Abbey community group.

You can do a search and there's just, I mean, there are conversations every week where people are asking, you know, if you've taught this and, can you help me compare the 2 or give me the pros and cons?

So you'll get a lot of information if you use that search. That search tool and yeah just

If your kids have dyslexia and dysgraphia and language, you know, if there's different, those kinds of Yeah, questions too. So search that you can find that.

There's a lot.

And yeah, and those asking about the auditory and the visually impaired students and things like that.

There's a lot of experts in that group. In those fields too so you can get a lot of information from them Nora, I'm not seeing any other questions at this time.

There are a lot of ideas and resources shared. So I've jotted those all down, hopefully to share with everybody.

But that is

Thank you guys for that. I do appreciate you sharing because together, guess what? We can do anything, right?

And everybody has so many great experiences and resources and things. And I think the more we share, it's only better and better for the kids that we teach.

For sure. So wonderful. Well, thank you for your questions. Thank you for being here.

Thank you for the work you do with literacy and watch tomorrow for the, the recording as well as all of the resources that, that have been shared in the chat. All right.

Thank you all So, so much. I appreciate it.

Okay