Comprehension and Vocabulary with our favorite books

Students in RSP who are ELL focusing on comprehension and vocabulary wide range of ages.

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Reading Comprehension has been highlighted as a problem among primary students, it has noted to be even harder for students who are learning English as a second language. This is where the importance of vocabulary comes in. The more words students know, the easier it is for students to comprehend what they are reading.

**Common Core Standards:**
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**ISTE Standards for Students:**
- Creative Communicator
- Global Collaborator

**Project Summary:**
Students will read (listen) to multiple children’s books.
Students will then create a list of new awesome vocabulary words they have learned. Students will then create a variety of ways to support their learning and tricks and techniques on remembering the new words. These activities will include, but not limited to the following: games, sketchnotes, graffiti walls, videos, game show, match, graphic organizers, posters, dictionary, etc. Students then share their inventions through class, small group presentations. Student will use vocabulary words to help support reading comprehension of the stories we have read/listened.

**Requirements**
- Read/listen to books
- Students create a list of new vocabulary words
- Students demonstrate creative communicator
- Students demonstrate global collaborator
- Students use illustrations for understanding
- Students determine main idea and support with vocabulary word details
- Student apply knowledge for understanding
- Student meets presentation standards.

**English Learner Standards**
- Standard 1: Language for social and instructional purposes.
- Standard 2: Language for language arts
Tips to remember words, how to apply when reading, and how to get them engaged in new learning:

- Keep an organized vocabulary notebook.
- Look at the words again after 24 hours, after one week and after one month.
- Read, read, read. ...
- Use the new words. ...
- Do word puzzles and games like crosswords, anagrams and wordsearches.
- Make word cards and take them with you. ...
- Learn words with a friend. ...
- Learn how to use a dictionary.
Students will gather information by using the digital books and audiobooks to gather new vocabulary.

Students will use their vocabulary book to document their new words and definitions.

Students will access all information from our google classroom and student portal. Students will have access to all links and classroom supplies.
Students will use their comprehension skills to support building vocabulary games for other students. Students will have the option to choose whatever game best supports their learning. Students will then play the games, present their games, and apply these vocabulary games to their new learning.
The students will create games to help support their learning of new vocabulary. Students will listen and read books to identify unknown words. Students will track new words through their vocabulary notebook.

Students will then use games to learn new vocabulary from general education curriculum.
EVALUATE

Meet with the Teacher

Portfolio

Small Groups

Questions for Inferring

Questions for Inferring

Re-read
Making sure the students have the material and accessibility. Students can read, listen, or watch a video about the book.

Bridging the gap and connection between Language 1 (Spanish) and Language 2 (English).

Building confidence with new vocabulary by allowing students a variety of accommodations to support ELL and students with disabilities.

Digital Citizenships: students are learning how to implement and follow other students rules and games. Students will present their thought process and games building experience. Students will be able to provide positive constructive feedback. Students will gain appreciation the game making process.
Students will share their vocabulary games with the other classes within school community.

When completing services hours, students can use games when tutoring younger students.

Students can share their games with their families.

Students can apply vocabulary games when learning new vocabulary in their general education class curriculum.
oral communication style VS. written communication style

**What does oral communication refer to?**
- Speaking and listening skills needed to participate verbally in discussions, exchange thoughts, and information.
- Clear and convincing presentations.
- Interacting with a variety of audiences.

**Factors that affect a speakers choice:**
- Cultural norms
- Setting
- Goals
- Subject matter

**What is written communication?**
- Sending messages, orders, or instructions in written form.
- Letters, circulars, manuals, reports, telegrams, office memos, bulletins, etc.
- Formal method of communication.

**Factors that affect a speakers choice:**
- Goals
- Purpose
- Subject matter

**Examples:**
- Written letter
- Email
- Social media posts
- Thank you card
- Job offer
The Importance of Vocabulary Acquisition

Vocabulary Acquisition is the act of learning new words and their meanings to use in educational and social situations. This presentation will serve as a guide to help teachers come up with creative ways to promote vocabulary acquisition in the classroom.
Examples of books students will read.

- Thesaurus Rex likes to play:
  - frolic.
  - rollick.
  - frisk.

- The Boy Who Loved Words

- Stellaluna
  - Written by Janell Cannon
  - Illustrated by Robin Fein Glatter

- Fancy Nancy
  - Various titles
ARTIFACTS

Youtube videos

Storytime Now!

Fancy Nancy

There’s No Day Like a Snow Day

Based on the creation of Jane O’Conner and Robin Preiss Glasser
ARTIFACTS  Digital books

My Language, Your Language

Max's Word  Big, Bigger, Biggest!
Student invitation!

ARTIFACTS

HQ A CAR ADE

IT'S TIME TO PLAY!

Let's make games to help us learn vocabulary and apply our comprehension skills!

Edpuzzle
Nearpod
Canvas
GoogleSlides
Examples and links of games students will produce.

**ARTIFACTS**

- Bingo
- Game Show
- Jeopardy
- Vocabulary Brochures
**ASSESSMENT PROJECTS:**  
Student Vocabulary Book  
Student game development  
Student Presentation  
Students/Teacher Meeting

<table>
<thead>
<tr>
<th></th>
<th>1-making progress</th>
<th>2-Meeting progress expectations</th>
<th>3-exceeds progress expectations</th>
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<tbody>
<tr>
<td>Was able to successfully identify words from their stories.</td>
<td>5 words</td>
<td>10 words</td>
<td>15 words</td>
</tr>
<tr>
<td>Identify rules (clarity and easy to follow)</td>
<td>Minimal details, questions on rules, had to ready multiple times</td>
<td>Details and easy to follow</td>
<td>Labeled rules in step formation. Easy to read. Include picture.</td>
</tr>
<tr>
<td>Proofreading and editing</td>
<td>5-10 errors</td>
<td>1-5 errors</td>
<td>0 errors</td>
</tr>
<tr>
<td>Final presentation and effort</td>
<td>5-10 errors</td>
<td>1-5 errors</td>
<td>0 errors</td>
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<td>Total points</td>
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Assistive technology to support those with IEPs (if it is on their IEP)