Content Objective:
1. Participants will analyze their own instructional practices and compare them to the research presented today.

Language Objectives:
2. Participants will explain the importance of implementing frequent opportunities for student interaction with vocabulary in every lesson.

3. Participants will discuss how acquiring an understanding of key vocabulary will increase ability to use context clues to determine the meaning of unfamiliar words.
Why should we give students frequent opportunities to interact with one another?

- Student-to-student interaction focused on lesson concepts has been shown to have significant effect on student achievement (Marzano, Pickering, & Pollock, 2001).

- People remember 95% of what they are able to teach to someone else. (Glasser, 1990)

- When students talk about a topic, they will understand it better because their brains not only mentally process the information, but also verbally process it as well (Allen, 2008).

- Students’ memory is strengthened when they are provided with opportunities to teach the entire class, partners, or small groups (Tileston, 2004).
Marzano’s 6 Steps to Vocabulary Instruction

1. Provide a description, explanation, or example of the new term.

2. Ask students to restate the description, explanation, or example in their own words.

3. Ask students to construct a picture, symbol, or graphic representing the term.

4. Engage students periodically in activities that help them add to their knowledge of terms in their notebooks.

5. Periodically ask students to discuss the terms with one another.

6. Involve students periodically in games that allow them to play with terms.
Glis was very fraper. She had denarpen Farfie's mardsan. She didn't talp a giberter for him. So she conplanted to plimp a mardsan binky for him. She had just sparved the binky when he jibbled in the gorger.
"Clorsty mardsan!" she boffed.
"That's a crouistish mardsan binky," boffed Farfie, "but my mardsan is on Stansan. Agsan is Kelsan."
"In that ruspen," boffed Glis, "I won't stramp you your giberter until Stansan."
Why was Glis fraper?
Glis was fraper because ________.

What did Glis plimp?
Glis plimped ____________.

Who jibbled in thegorger when Glis sparved the binky?
_________jibbled in the gorger when Glis sparved the binky.

What did Farfie bof about the mardsan binky?
Farfie boffed that the mardsan binky ____________________.

Why didn't Glis stramp Farfie his giberter?
Glis didn’t stramp his giberter because ________________.
Vocabulary

mardsan - the san when someone is niven.
giberter - something you stramp someone

mardsan       giberter
Use the sentence frame to tell your team what you want on your next mardsan.

The *giberter* I want on my next mardsan is _______________________.


Use the sentence frame to tell your team what you want on you like to do on Kelsan or Stansan.

When it’s ____________, I _____________.

Kelsan enjoy
Stansan like
want
prefer
fraper  denarpen  conplant

plimp  mardsan binky  gorger

giberter  mardsan
- Toss an object into the muffin tin.

- Whatever vocabulary word the object lands on, use a complete sentence and summarize the meaning of the word. If you need assistance, you may use a *lifeline* (such as sentence frames, phone a friend, phone the teacher).

  1. _______ and _______ are _____________________________.
  2. _______ and _______ have _____________________________.
  3. _______ and _______ are both similar because they both _____________________________.
  4. There are several major differences between _______ and _______. The most notable is _____________________________.

  **You must explain** the meaning of the word after receiving help from your chosen lifeline.

- Your teammates will decide if your response is correct. If it is, give yourself a point. If it is not correct, you do not get the point.

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**Board Game**

- Decide who will go first.

- Pick the top card.

- Read it aloud and explain its meaning.

- Teammates decide if you are correct.

- If correct, roll die and move pawn.
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Takeaways from today