

To Define or Not Define: That is the Question

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KSU ESOL Conference 2019

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² 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**.

A MARDSAN GIBERTER FOR FARFIE

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."



Sandra Wilde's book, *Miscue Analysis Made Easy* (2000)



Why was Glis fraper?

Glis was fraper because _____.

What did Glis plimp?

Glis plimped _____.

Who jibbled in the gorger when Glis sparved the binky?

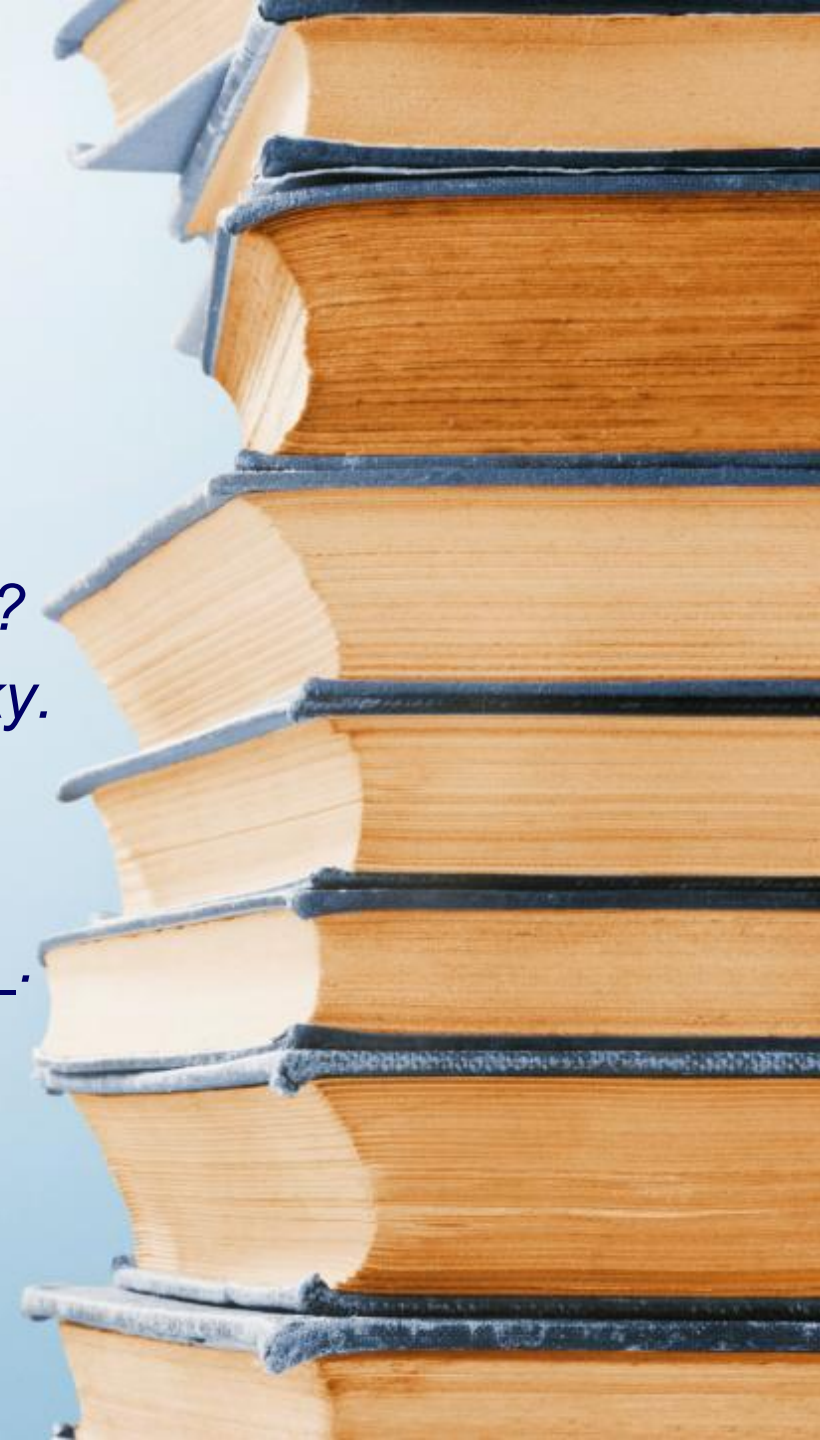
_____ jibbled in the gorger when Glis sparved the binky.

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

Spansan	Turpsan	Fredsán	Prossan	Digsan	Kelsan	Stansan
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



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

Spanan	Turpan	Fredan	Prosan	Digan	Kelan	Stunan
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 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. Both _____ 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.



Game adaptations for ELs developed by Michelle Slaton, Forsyth County Schools

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

