

Seeding Your Brain: Vocabulary &
Comprehension Strategies That
Work!

I.D.A. Conference

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Agenda

- Warm-Up-Body Vocabulary Strategy
- What? How? Why?- The Key to each Concept Learned
- What does the research say about vocabulary and reading comprehension?
- How can students learn these concepts and skills?
 - Symbol Vocabulary
 - Definition Templates
 - Comprehension of Narrative-Tracking a Story
 - Active Reading Category Sheet-Nonfiction
 - Interferences-Here Are The Facts!
- Why teach these strategies?
- Resources

VAKT Learning-Vocabulary Warm-Up

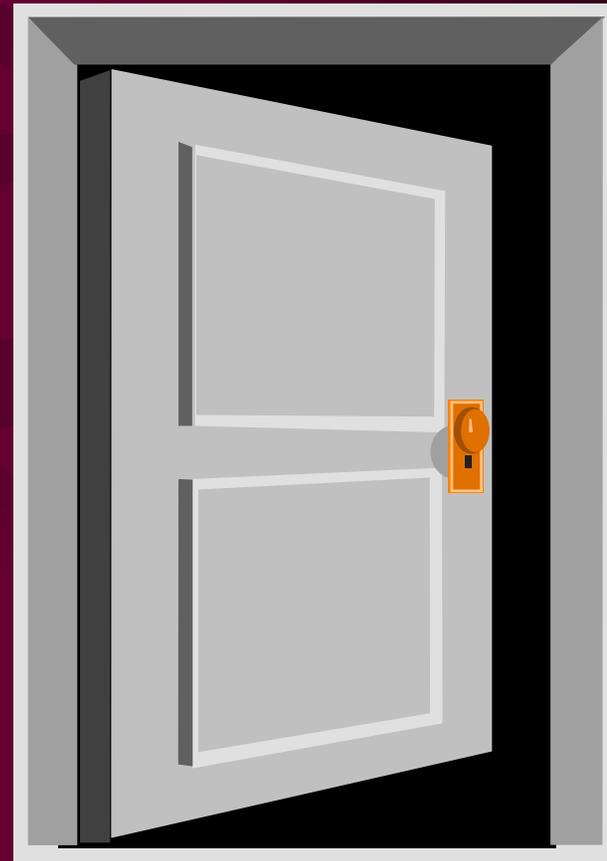
- The Golden Kite, The Silver Wind –Ray Bradbury
- Acclaimed
- Pandemonium
- Eclipse
- Lurked
- Sustain
- Monotony
- spurn

What is reading comprehension?

- Reading comprehension is the ability to get meaning from what you read.

Some Research Findings: Opening the Door to Comprehension

- Reading comprehension consists of 2 skills: word knowledge and reasoning (Davis, 1942).
- Vocabulary learned best contextually with interactive follow-up (Beck & McKeown, M. , 1991)



Research

- Rote memorization is the least effective instructional method for vocabulary (Kameenui, Dixon and Carine, 1987; Baker, Simmons, and Kameenui, 1995).
- Mixed methods, including semantic mapping, semantic feature analysis, and keyword work best (Pearson, 1987; Bos and Anders, 1990; Mastropieri, Scruggs, and Faulk, 1995).



Research Continued-Key to Comprehension

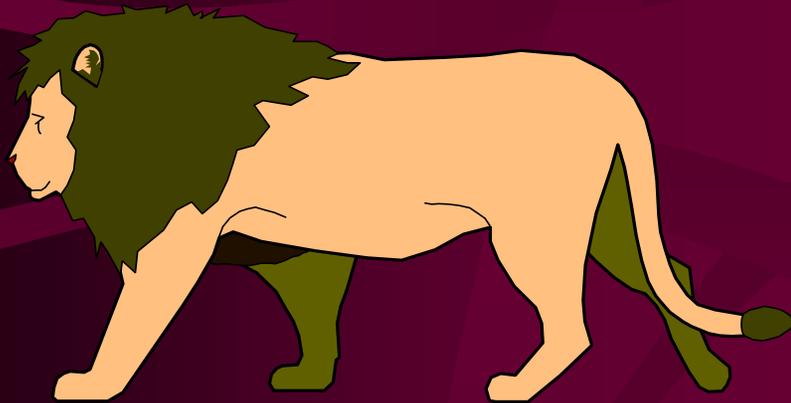
- Research supports instruction in many specific skills and techniques (Barba and Merchant, 1990; Crump, Schlichter, and Palk, 1988; Bransfore, et al., 1988; Baum, 1990).
- Thinking skills instruction enhances academic achievement (Snapp and Glover, 1990).



Definition Template

- A _____ is a _____ that _____ and is used to _____.
 - Word
 - Category
 - Description
 - function
- A lake is a body of water that is surrounded by land and is used for fishing.

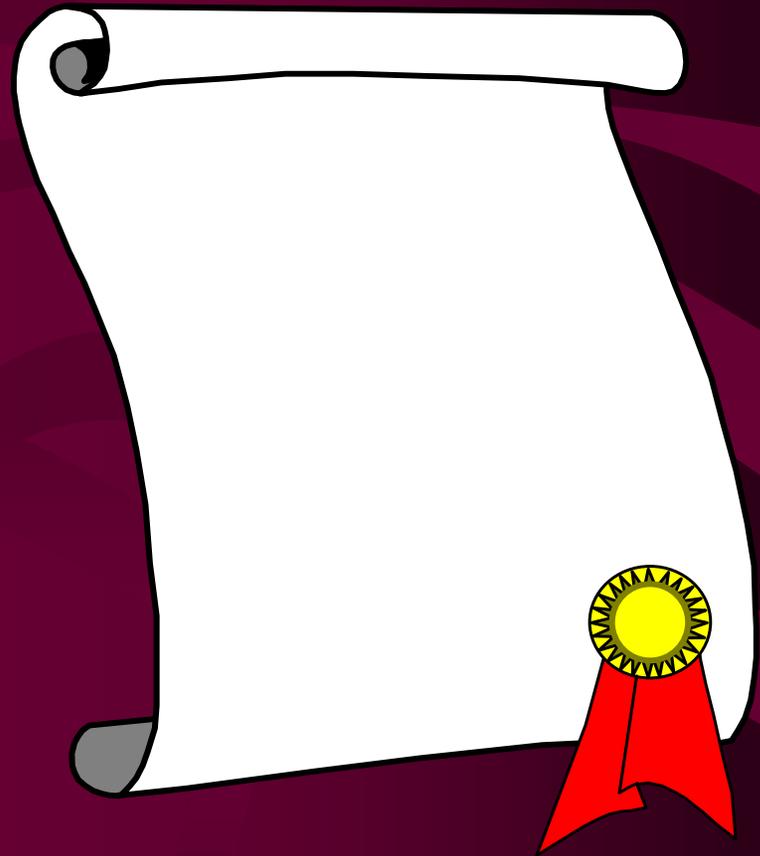
Symbol Vocabulary



- Symbol Vocabulary
 - fierce
 - Protagonist
 - Antagonist
 - Contagious
 - Scrib,script
 - Trans-

Content Diagrams

- The brain needs to chunk information.
- The clock-face can be a good way of remembering ideas and concepts.



Key Self-Question to Understand at the Sentence Level

- Who or What is the sentence about?
- What did they do?
- Whom or What did they do it to?
- Where did they do it?
- How did they do it?
- When did they do it?
- Why did they do it?
- During the stebble rip, the bosk topped dellfully through the bisk to hib the toddle.

What do I know about a story by understanding parts of a sentence?

- The bears leaped wildly into the big lake to get away from the fire as it burned through the many tall pine trees.
- **Who are the main characters?**
- **What is their problem?**
- **What is the setting of the story?**
- **How do you think the bears are feeling right now?**

Mapping a story-Post-It!, Moving Day, Grade 1

- Characters
- Problem
- Rising Action
- Main Character has a wish.
- (Blocking Force)
- Turning Point-Part where you can predict the ending
- Falling Action or Wrap Up!
- Message from the story!

Ask thoughtful questions!

- See sample question stems!

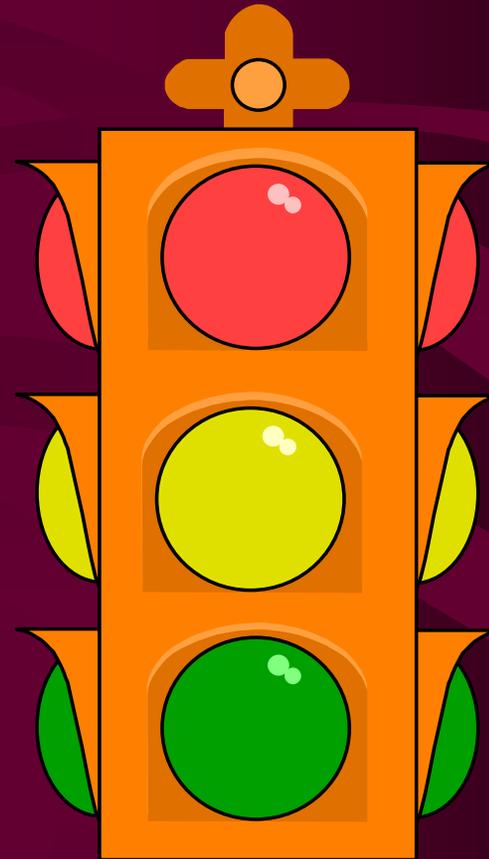
Collecting and Categorizing From Text

Sorting out the Facts!-Nonfiction

- See Collection Handout and Report- **Safe In His Shell**
- As your child reads, use the category sheets as a guide to classify information. Start with a short paragraph.
- Classifying information helps with memory and comprehension.

Picture Inferences

- Take a Guess. Use visual evidence to support your answer.



Here are the Facts!-Inference, Main Idea, and Summary

- Look into my “Bag of Tricks!”

Resources

- [Quantum Learning.Com](http://QuantumLearning.Com)
- Learning and Memory Strategies-Regina Richards, LinguSystems
- Language Circle/Project Read
- Multiple Intelligences for Reading and Writing-Thomas Armstrong
- allkindsofminds.com

Vocabulary Contextualized

- Vocabulary
 - slumber
 - lumber
 - brilliant
 - might
 - wait
 - dedication
- Legend of Sleeping Bear



Agenda

- Show Me!-Warm-Up
 - What Research Tells Us
 - Comprehension/Reasoning
- Application Across the Elementary and Secondary/College Curriculum
 - Contextualizing Vocabulary
 - Gesturing Vocabulary
 - Narrative Chaining
 - Content Diagrams
 - Word and Phrase Function=Comprehension
 - Inferences -"Unstated Meaning"- Picture Inferences
 - Here are the Facts!
 - Analyzing the Facts
 - Inferring
 - Summarizing
 - Interactive Story Telling- Understanding Story Plot-Post-It
 - Collecting and Categorizing from Texts
 - Paraphrasing for Comprehension
- Resources



The Warm-Up

“Show Me!”

- Beowulf, Holt Senior Anthology
 - Furled
 - Resolute
 - Vehemently
 - Extolled
 - Infallible
 - Lavish
 - Assail

Root it out!

- Building Words from Roots!
 - Root a Week

Dramatic Story Sequencing



- The presenter decided to read 2 names aloud.
- Once upon a time 3 students got out of their seats and walked towards the presenter in the front of the room.
- As the students stood next to the presenter's table, the rest of the audience yelled, "We want more!"

Comprehending the Written Word!-What is my function?

- Before nisty dipple rattled, pesby pobbed dillfully around the josk to glink the gorder.
- Who?
- Did What?
- When?
- How?
- Where?
- Why?

Mel Levine Tape

The background of the slide is a dark, rich purple color. It features several thick, wavy, horizontal lines in a slightly lighter shade of purple, creating a layered, abstract effect. The lines vary in thickness and curvature, giving the impression of flowing liquid or draped fabric. The overall aesthetic is modern and artistic.