



LeafLit



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SOUTHERN NEVADA REGIONAL PROFESSIONAL DEVELOPMENT PROGRAM

VOCABULARY

Why is vocabulary important? We all know that vocabulary is crucial to comprehension and understanding key ideas within text. But as we shift some of our instructional practices to make our instruction match the rigor that the NACS demand, we have to let go of some old practices and pedagogy when it comes to vocabulary instruction. Based upon the research of Padak, Bromley, Rasinski, and Newton, this article provides some insightful misconceptions about teaching vocabulary within our classrooms.

Misconception #1– Definitions do the trick: taking vocabulary beyond looking up words in a dictionary

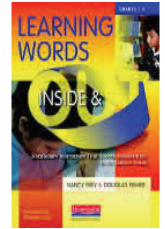
Misconception #2– Weekly vocabulary lists are effective: hook vocabulary to what you are teaching to give your students some context about the new words

Misconception #3– Teachers should teach all the hard words especially the bold and italicized words: teach words that are essential to the understanding of the text and that students will see again in a different context

Misconception #4– The study of Greek and Latin roots is too hard for young learners: Teaching the meaning of the root of a word, however simplistic, can assist students when encountering new words with the same root and help them to better understand and own the meaning of the new word

Misconception #5– Word learning can't be fun: move away from writing words multiple times and copying definitions and take a fresh approach to teaching vocabulary through games and puzzles to engage students

Read the full [ASCD article](#) here.



Check out this month's book pick! Fisher & Frey share some fantastic strategies to boost vocabulary instruction in our classrooms. Fisher, D., Frey, N., (2009) *Learning Words Inside and Out: Vocabulary Instruction the Boosts Achievement in All Subject Areas*. Portsmouth: NH, Heinemann

RECOMMENDED INSTRUCTIONAL PRACTICES FOR VOCABULARY

- ☆ Explicit vocabulary instruction is taught through read-alouds (Silverman 2007)- This [video](#) from The Teaching Channel shows how vocabulary is explicitly taught through an interactive read aloud in a Pre-K classroom. This strategy is very useful for students not only acquiring new vocabulary, but also the English language.
- ☆ Build students' linguistic awareness by teaching them the parts of new words and how those parts relate to the meanings of other new words. For example *astronaut*, *astronomy* (Silverman 2012, Carlisle 2010) Check out this [list of Greek and Latin Morphemes-Roots](#) that are accompanied by definitions from our [website](#) to assist you with vocabulary instruction.
- ☆ Use multimedia tools to support vocabulary acquisition- these digital tools contain features like hypertext that allow students to click on words to hear a definition, see pictures, and videos that students can use to support word learning and comprehension, and English-Spanish language audio that students can use to support their text reading. Here is a list of 21 [digital tools](#) by Learning Unlimited Educational Consulting to promote vocabulary development for all levels of learners.
- ☆ Before reading about an informational topic, have students brainstorm and then use the [list-group-label](#) strategy to further enhance their knowledge of key ideas and vocabulary.

RPDP Spring 2014 Classes

RPDP 524a Reading Instruction in the CCSS March 13th -15th

RPDP 524c K-1 Literacy Centers March 8th and 15th

RPDP 529a CCSS Informative Writing April 23rd-May 14th (online)

* All classes are 1 credit

Check out rpd.net for more information on these classes and registration information.



Family Engagement Standard #2 Communicating Effectively



Sometimes teachers can feel overwhelmed and overextended with their time. However, having a relationship with our students' families can be beneficial when it comes to maximizing our efficiency. For instance, something as easy as a positive phone call home to highlight student academic or social behavior can do wonders to build that bond between the classroom teacher and the family. Positive interactions are more receptive than negative ones. They and show the family that you are there to support their child in their academic and social growth. When corresponding with families, try to link the contact with progress toward academic or social goals. For example, if you make a positive phone call home for a student who has been working hard on his/her math facts, remind the parent what the student's goal is for learning math facts within your classroom. If you have a family that speaks another language, use a parent or staff member who speaks the language to assist you in writing a positive note home. By doing this type of practice regularly, classroom teachers build community within their classrooms, minimize discipline problems, and keep communication with families positive. If you do have to make that negative phone call home, it will be better received by students and families since you have already made several positive contacts prior. This gives the family an opportunity to support you and the efforts you are making with their child in the classroom.

Jessica Shoaff at Lucille Rogers Elementary uses myccsd.net to communicate with the families of her students.

myccsd.net is an excellent way to address Parent Engagement Standard #2 of the NEPF. This free webpage offered through CCSD is easily accessible to families and can contain learning objectives and standards that teachers are currently working on within their classrooms. Resources to support these objectives and standards can be posted here on the home page for families to reference and support their children academically.



Do You Have An App For That?

Reading Log is an app enables parents to manage reading logs of books for kids. Books can be scanned in via the barcode scanner on the phone or entered manually. Book data is retrieved from a public Google API, including a thumbnail image of the book. A parent can store additional data about the book, including:

- date read
- time spent reading in minutes
- who read this: child , parent or "read together"
- comment for storing additional information

Parents can e-mail a HTML report in order to print out the log to submit to their child's teacher. Multiple logs can be managed simultaneously. For more information about this app, click the link below.

<https://play.google.com/store/apps/details?id=com.hintersphere.booklogger&hl=en>

Jessica Shoaff

SUBJECTS

MATH READING WRITING

Ms. Shoaff's Home Page
Lucille S. Rogers
News of Room 43

December 2013

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IMPORTANT REMINDE (View All)

There are no Important Reminde posted at this time.

IMPORTANT WEBSITE (View All)

Homework Help Online [LINK]
Posted Oct 14, 2013

Visit this site to get online help, ask questions, or find information regarding topics your child needs help with regarding homework. Just click on the SNRPDPLive link button near the bottom.

REGIONAL PROFESSIONAL DEVELOPMENT PROGRAM
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Offering professional development focused on the content teachers teach, how they teach it, student performance and changes in instructional strategies that result in increased student achievement

Math ELA Science Parental Engagement NEPF Hanlon's Support Additional

Parent Engagement

Family Engagement Newsletters_Hanlon

Newsletters

TEN THINGS EVERY PARENT SHOULD KNOW_11.20.13

TEN THINGS EVERY PARENT SHOULD KNOW TO ENSURE EXCELLENT EDUCATION

How to Teach Basic Math_Videos for Parents

Video_LINKS

More ideas to effectively communicate with your families can be found on our website at rpd.net.