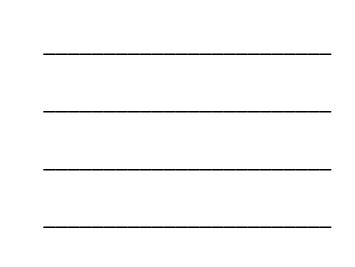


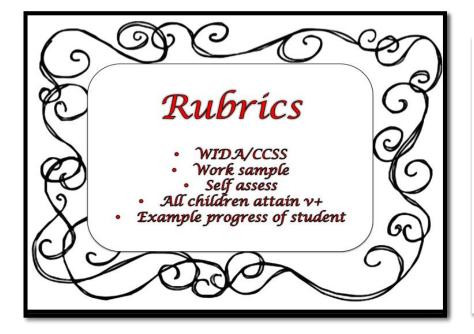
Virginia Olivelli, M.Ed.
Little Language Learners









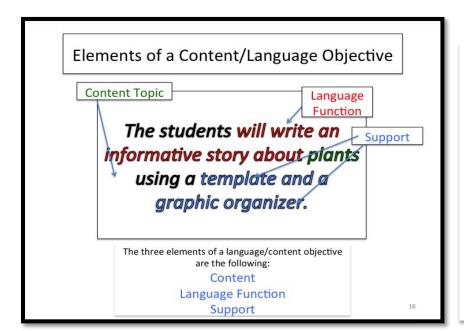


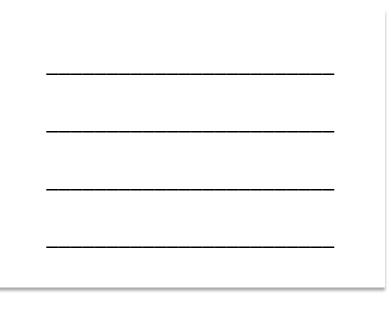


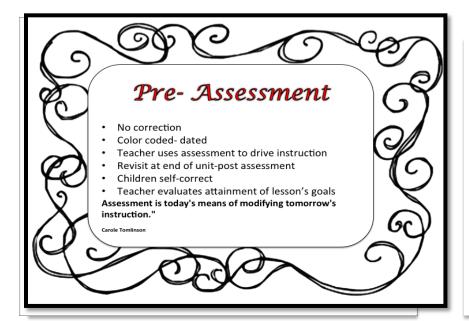

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#### Vocabulary Development Through Content Areas

- Thematic Unit Design
- Pre Assessment Activity
- Strategies and Techniques for Building Vocabulary and Background Knowledge
  - Supports to Develop Unit Vocabulary and Concepts
    - Differentiated Supports
    - Post Assessment Activity
    - Thematic Writing Experience
      - End of Unit Celebration








## **Supports**

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Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group
Magazines & newspapers	Timelines	structures
Physical activities	Number lines	With the Internet (websites) or software programs
Videos & films	!	In the native language (L1)
Broadcasts		With mentors
Models & figures		

# Reading, Writing, Listening and Speaking

 Provide many opportunities throughout the day in each modality to build the unit's vocabulary and concepts.

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#### **Concept Poems**

- Rhyme is a powerful way to teach content concepts.
- Through the poem they learn concept vocabulary and facts.
  - They will always remember the poem and the facts along with them.

#### Wordbooks

- Provide each student with their own little wordbook at the beginning of each unit.
- They may know common words associated with a unit but not the tier two academic vocabulary you are trying to build.(Bee/Caterpillar)
- They can use the wordbook as a reference for their writing work.


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## **Concrete Experiences**

- Provide your students with many concrete experiences.
- Actually participating in an activity will help the student learn and internalize the vocabulary and concepts being taught.

### **Centers**

- Infuse all centers with the unit's theme.
  - Center Partners-High/Low
    - Engaging
    - Differentiated
    - Independent
      - Rigor/Fun

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## **Basic Early Literacy Skills**

- Classic stories (with unit's theme) can be used as vehicles to deliver instruction and practice in the development of literacy skills. (DIBELS Prep.)
  - Rhyme
    - FSF
  - Sequencing
  - Story Elements
    - Sight Words
  - · Response to Reading
    - Parts of Speech

## **Time To Write**

- Check in with rubric wall before writing. Discuss with each student their level.
  - Model your own story.
- Students think about what they are going to write and share their ideas with you.
  - Give the appropriate writing template to each student. (Zone of Proximity)
  - Conference with students during the writing process.
