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# Vocabulary Handbook

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 CORE BERKELEY • CALIFORNIA

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#### **ORDERING INFORMATION**

To order the *Vocabulary Handbook*  
call toll-free 1-888-693-7277  
[www.corelearn.com](http://www.corelearn.com)

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# ABOUT THE VOCABULARY HANDBOOK

For educators at every level, the *Vocabulary Handbook* is a comprehensive reference about vocabulary instruction. Organized according to the elements of explicit instruction (what? why? when? and how?), the handbook includes both a research-informed knowledge base and practical sample lesson models.

**what?**  
a thorough but concise graphic explanation of research-based content and practices

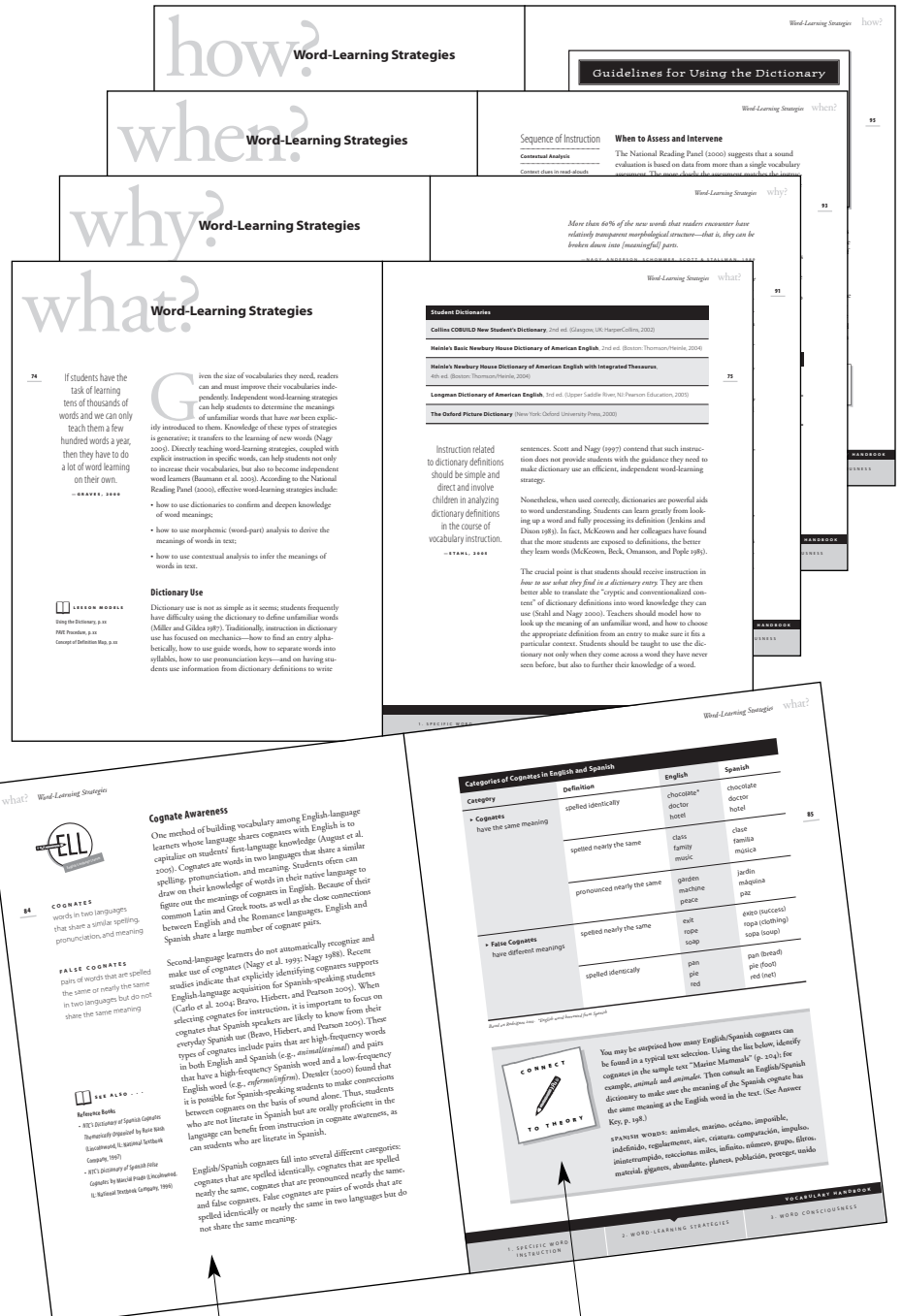
**why?**  
a readable summary of scientifically based research, selected quotes from researchers, and a bibliography of suggested reading

**when?**  
information about instructional sequence, assessment and intervention strategies, and standardized vocabulary tests

**how?**  
sample lesson models providing a bridge between research and practice, and making explicit instruction easy

The *Vocabulary Handbook* combines the best features of an academic text and a practical hands-on teacher's guide. Starting with the introduction, each chapter of the handbook examines a component of effective vocabulary instruction.

## WHAT? • WHY? • WHEN? • HOW?



- User-friendly text
- Plentiful charts and tables

### Connect to Theory

- Interactive activities for the reader
- Opportunities to review and interpret content



The Handbook can be used by . . .

- elementary teachers to enhance vocabulary instruction in core reading programs
- middle and high school teachers to enhance language arts and content-area instruction
- college professors and students as a textbook for pre-service teacher education
- providers of professional development as an educational tool
- school or district administrators to support and facilitate effective instruction
- literacy coaches as a resource for implementation
- teachers of English-language learners (ELLs) to support in-depth vocabulary acquisition
- teachers of struggling readers to help build word knowledge in students with impoverished vocabularies

## how?

### Word-Learning Strategies

**LESSON MODEL FOR**  
**Dictionary Use**

**Benchmark**

- ability to effectively use the dictionary to define words in context

**Grade Level**

- Grade 2 and above

**Prerequisite**

- knowing how to locate words in a dictionary

**Grouping**

- whole class
- small group or pairs

**Sample Texts**

- "Weekend Campout" (Reynolds)
- "Persuasion Instruments" (Reynolds)

**Materials**

- dictionary
- transparency of "Weekend Campout"
- transparency of "Persuasion Instruments"
- overhead transparency markers
- Vocabulary Handbook

**Guidelines for Using the Dictionary**

- ☞ The first entry that you find for a word might not be the one you are looking for. Make sure you have found and read all the entries for a word.
- ☞ When you find the right entry, read all the different meanings, or definitions, that the dictionary gives for the word. Do not just read part of the entry.
- ☞ Choose the dictionary meaning that best matches the context in which the word is used. One meaning will make sense, or fit better, than any other.

Display Guidelines for Using the Dictionary, such as the ones shown above. Discuss the guidelines aloud, explaining each one of the points. Make sure that students understand the kinds of information they can derive from a dictionary definition.

**Teach/Model**

Display a transparency of "Weekend Campout." Underline the word *pitch* in the fourth sentence. Tell students that you are going to show them how to use a dictionary to determine the meaning of the word *pitch*. Explain that they might have a feel for what the word *pitch* means without being exactly sure. Then read about the following sentence:

**She will even pitch her tent in the backyard just to sleep outside.**

Display a transparency of "Weekend Campout." Underline the word *pitch* in the fourth sentence. Tell students that you are going to show them how to use a dictionary to determine the meaning of the word *pitch*. Explain that they might have a feel for what the word *pitch* means without being exactly sure. Then read about the following sentence:

**She will even pitch her tent in the backyard just to sleep outside.**

**124**

**tele + vision = television**

**ELL**

**Point out to Spanish-speaking ELLs that television and telephone are etymologically related cognates.**

Using an overhead projector, display a transparency of the Word-Part Web. Say: *I am going to begin a Word-Part Web for tele. Print the word part tele in the middle oval. Say: The words telephone and television both contain the root tele. Then print these words in the web, as shown on the facing page.*

**Guided Practice**

Using an overhead projector, display a transparency of "Studying the Sky," highlighting the following sentence and underlining the word *telescope*.

**A telescope can be used to see faraway things more clearly.**

**127**

**tele + scope = telescope**

**ELL**

**English-Spanish Cognates**

**telescope = telescopio**

**television = televisión**

**interview = entrevista**

**see ALSO . . .**

**Cantonese and other South Asian languages**

**telegraph = telégrafu**

Display the partially completed Word-Part Web transparency and say: *I am going to add the word *telescope* to our Word-Part Web. Ask: Can anyone think of another word having the word *tele* that we could add to the web? (Possible responses: *tele-gram, telecast*) Add students' suggestions to the web.*

**WORD-PART WEB**

```

graph TD
    tele((tele)) --- telecast((telecast))
    tele --- telegraph((telegraph))
    tele --- telescope((telescope))
    tele --- television((television))
    tele --- telephoto((telephoto))
            
```

### Lesson Model Features

- Focus and materials sidebar
- Useful background information
- Explicit instruction
- Identification of research base
- Clear explanation
- Support for English-language learners
- Teacher modeling
- Easy-to-follow "teacher's guide" format

### RESOURCES

The Resources section provides reproducible sample texts, activity masters, and teaching charts designed to be used in conjunction with sample lesson models. Sample texts include narrative and informational texts that provide a context for explicit instruction.

**Weekend Campout**

**Vocabulary Strategies**

**Study the Words, Phrases, and Sentences of the Unfamiliar Word**

**Read-Part Clues Within the Unfamiliar Word**

**Use Meaning in the Original Sentence to Check if Not It Makes Sense in Context**

**Use the Dictionary, if Necessary, to Confirm Your Meaning**

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