


TEACHING VOCABULARY

Planning

HOW CAN YOU DO THIS?

- Select texts that contain useful words with sufficient context and illustration. (The NRP, 2006, p.25)
- Introduce the title of the new text and let students explore it with some prereading activities such as: looking at illustrations or guessing the plots. (Pressley, 2006)
- Explain to students what vocabulary is and why it is so important.
- Share the plan for this class activity with students.
- Explain what a goal is and why it is important to set goals in school and life.

In ePEARL

- Encourage students to write goals about vocabulary, such as: “I want to learn the meaning of three new words in the story “The Little Red Hen”.
- Remind students to click on the green checkmark  to save their work.

Doing

HOW CAN YOU DO THIS?

In ABRA – Direct Vocabulary Instruction

- Teach vocabulary meanings beforehand (Pressley, 2002): introducing new vocabulary words that your students are about to read increases word knowledge and improves students’ understanding of their reading. (The NRP, 2006, p. 25)
- Read Aloud: this strategy can influence young children’s vocabulary learning. (The NRP, 2006)
- Ask questions while reading: “what does it mean when it says ...? “What does this word mean?” (NRP, 2006, p. 25)
- Use association methods: encourage students to draw connections between what words they know and words that they do not know. (The NRP, 2000)

In ABRA – Indirect Vocabulary Instruction

- Encourage independent reading to gain knowledge about words. (The NRP, 2006)
- Promote extensive reading: Reading helps increase fluency and young readers’ vocabulary. (Pressley, 2002)
- Stimulate repetition and multiple exposures to vocabulary items. (The NRP, 2006)
- Have students play with the vocabulary games in ABRA that are linked to your story.
- Ask students to choose and write on a piece of paper three or four words.

In ePEARL

- Have students go to ePEARL by clicking at the right at the bottom of the screen in the ABRA activity.
- Ask them to go to *My Readings*. Students then click on the title of the work they previously created.

Here are some activities students can do in ePEARL:

- Students record the words they previously wrote.
- They can also create and record sentences using new words.
- Their partners can click on the green bird, listen and check their partners' word definitions or sentences.
- Students can also draw a picture of these words and attach the file.

Reflecting

HOW CAN YOU DO THIS?

Peer feedback

- Encourage students to write comments on their partners' portfolios focusing on the text, the right definitions of the words, as well as the appropriate use of the words in new sentences.
- Let students read the feedback together and review the goals and strategies stated at the beginning.

Teacher feedback

- Talk with your students about their portfolios and provide feedback on their goals.
- Ask them, for example: Did you meet your goals? Which strategies helped you accomplish your goals? What would you do differently next time?

The image shows two screenshots of the ePEARL feedback interface. The top screenshot is titled "Peer Feedback" and the bottom one is titled "Teacher Feedback". Both screenshots show a yellow background with a profile picture icon, a title, and an "Edit Feedback" button with a question mark icon. Below the button is a large white text input area with a small blue speaker icon in the top right corner. At the bottom of each input area is a "Save" button.

