

ACTIVITY 4

Creating Environment Vocabulary Nets



INTENT:

Participants become aware of environmental opportunities to support sophisticated vocabulary.

OUTCOMES:

Participants will create scenarios for introducing tier two words and consider cues for introducing tier two words in their classrooms.

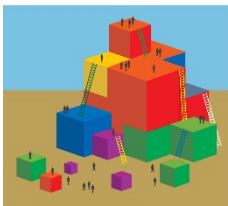


MATERIALS REQUIRED:

- Handout 5: Paths of Vocabulary Acquisition
- Sticky notes
- Chart paper
- Tablemates
- Colored 3 x 5 index cards



TIME: 15 minutes



PROCESS:

Part 1: Be inspired by the environment.

- Look at the pictures of the opportunities to experience volcano vocabulary words on Handout 5: Paths of Vocabulary Acquisition.
- Work with your table group to write down all the vocabulary words you can think of that are inspired by the environment.
- Consider all the words and come to a consensus regarding which tier each word would belong to (one, two, or three).
- Select your group's two favorite tier two words.

Part 2: Choose your roles.

- Select your roles. One groupmate will play the child; the rest will be teachers.
- Take three minutes to think of all the ways you could to build a net for the child and connect the words to the child's daily world. For example, if one of the words you chose was eruption, you might say the following when you greet the child, *"I am erupting with happiness to see you today."*
- Write down the scenarios you come up with on the sticky-notes and stick them to the child. Your goal is to cover the child with a "net" of knowledge about your two favorite tier two words.

Part 3: Create environmental cues.

- Consider how you could use this experience to incorporate tier two vocabulary words in your classroom:
 - Think of a topic you are studying in your classroom. What are some tier two words you may want to focus on?
 - What cues can you place in your environment?
- Use the colored 3 x 5 index cards to make some visual reminders to hang up when you return to your classroom.