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# Parent Workshop Series: Vocabulary Skills - Home and School Connection

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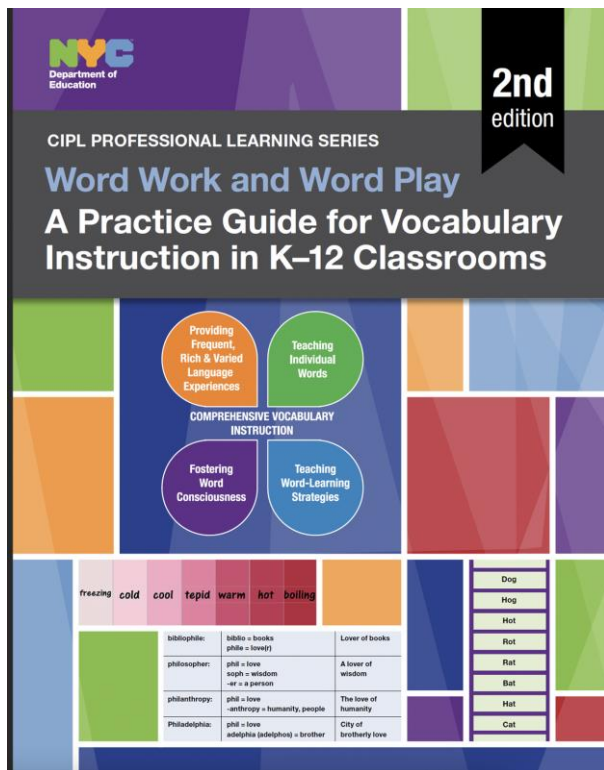




## What you will need today...

- Writing Utensil and Paper (not mandatory)
- Cameras On
- Interaction

# Activities are From...



**FCRR**  
FLORIDA CENTER *for* READING RESEARCH

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**Core Knowledge Language Arts**

<https://fcrr.org/student-center-activities>

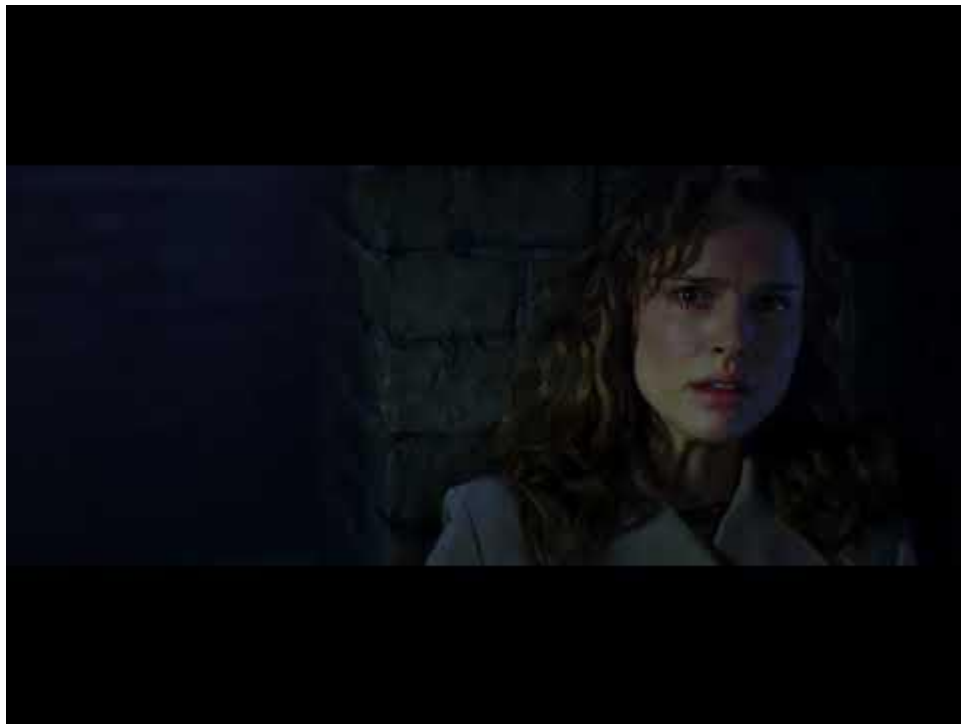
Word Work and Word Play



## Objectives

- Why is vocabulary important?
- Vocabulary Exercises To Do at Home or to Practice
  - These exercises must always be tied to a text or unit
    - VOCAB SHOULD NEVER BE TAUGHT IN ISOLATION
- Questions and Answers

# Voila vocabulary!



*Voilà!* In view, a humble vaudevillian veteran, cast vicariously as both victim and villain by the vicissitudes of Fate. This visage, no mere veneer of vanity, is a vestige of the *vox populi*, now vacant, vanished. However, this valorous visitation of a bygone vexation stands vivified, and has vowed to vanquish these venal and virulent vermin vanguarding vice and vouchsafing the violently vicious and voracious violation of volition! The only verdict is vengeance; a vendetta held as a votive, not in vain, for the value and veracity of such shall one day vindicate the vigilant and the virtuous. Verily, this vichyssoise of verbiage veers most verbose, so let me simply add that it's my very good honor to meet you and you may call me V.

# **REVIEW: PILLARS OF READING**

# The Simple View of Reading

## Reading Words & Sentences (CODE-BASED)

- Phonemic Awareness
- Phonics
- Reading Fluency

## Understanding What is Read MEANING BASED

- Vocabulary
- Comprehension

The diagram illustrates the Simple View of Reading. It features two yellow rectangular boxes on the left. The top box is titled 'Reading Words & Sentences (CODE-BASED)' and lists 'Phonemic Awareness', 'Phonics', and 'Reading Fluency'. The bottom box is titled 'Understanding What is Read MEANING BASED' and lists 'Vocabulary' and 'Comprehension'. Two light blue arrows originate from these boxes: one from the top box and one from the bottom box, both pointing towards a large light blue oval on the right. The oval contains the text 'Successful Reading'.

**Successful Reading**

# Scarborough's Reading Rope

## Language Comprehension **LC**

**Background Knowledge**  
facts, concepts, etc.

**Vocabulary**  
breadth, precision, links, etc.

**Language Structures**  
syntax, semantics, etc.

**Verbal Reasoning**  
inference, metaphor, etc.

**Literacy Knowledge**  
print concepts, genres, etc.

## Word Recognition **D**

**Phonological Awareness**  
syllables, phonemes, etc.

**Decoding**  
alphabetic principle,  
letter-sound correspondences

**Sight Recognition**  
of familiar words

INCREASINGLY STRATEGIC

**Skilled Reading** **RC**

INCREASINGLY AUTOMATIC

$$\text{LC} \times \text{D} = \text{RC}$$

Fluent word recognition and comprehension.



# WHY IS VOCABULARY IMPORTANT?

# What We Know from Research...

Children enter school with meaningful differences in vocabulary knowledge as a result of differences in experiences and exposure to literacy and language activities. The vocabulary gap grows larger in the early grades. Children who enter with limited vocabulary knowledge grow much more discrepant over time from their peers who have rich vocabulary knowledge.

VOCABULARY DIRECTLY CORRELATES TO  
COMPREHENSION



# Meaningful Differences


	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200-hour year	Words heard in 4 years
<b>Group A</b>	616	62,000	3 million	13 million
<b>Group B</b>	1,251	125,000	6 million	26 million
<b>Group C</b>	2,153	215,000	11 million	45 million

The difference between Group A and Group C is what is often referred to as the 30-million word gap.

Michael D. Coyne, Ph. D., University of Conn.

# HOME-SCHOOL VOCABULARY CONNECTION

“Research has shown that children who read even ten minutes a day outside of school experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading.”



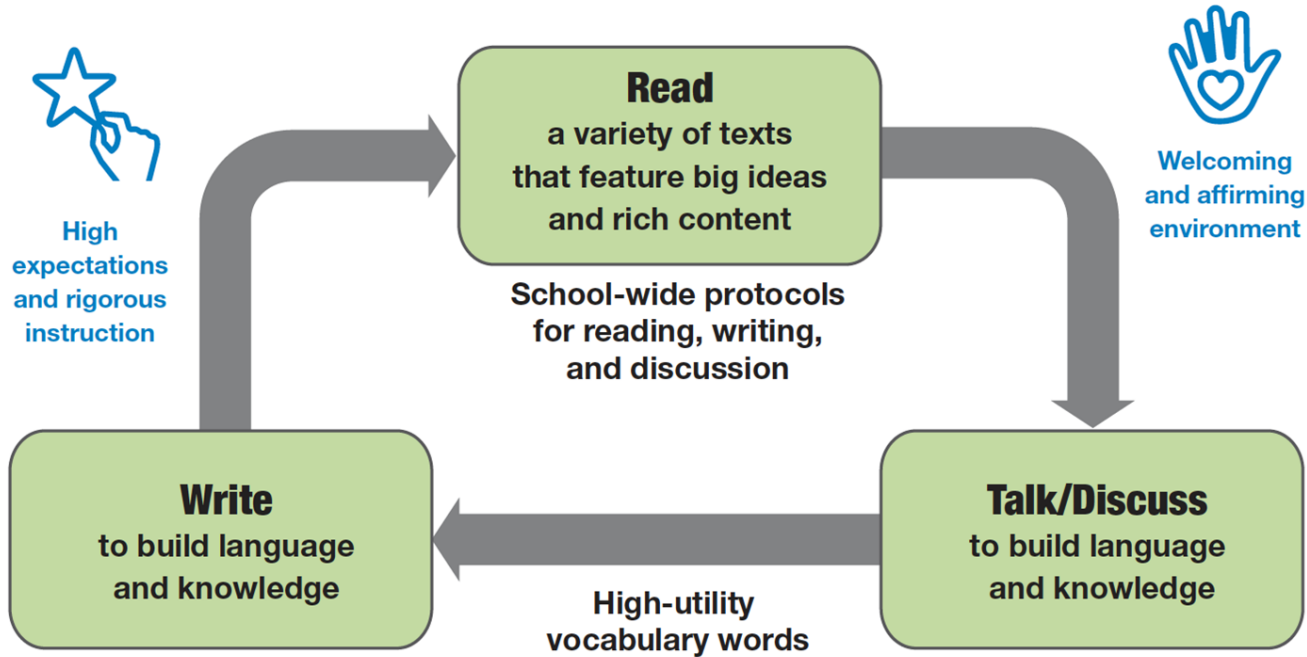
# Building Vocabulary

Best to build vocabulary through the following sources:

- NON-FICTION!
  - Newspapers
  - Popular magazines
  - Children's books
- The study of prefixes and suffixes
- Experiential Learning!

# **STRATEGIES AND PRACTICES TO IMPROVE VOCABULARY AT HOME**

# Reading-Talking-Writing



# Vocabulary Sandwiches

Examples:

really angry

livid

furious

very happy

ecstatic

thrilled



# Word Icons

Examples:

quilt



cowrie shells

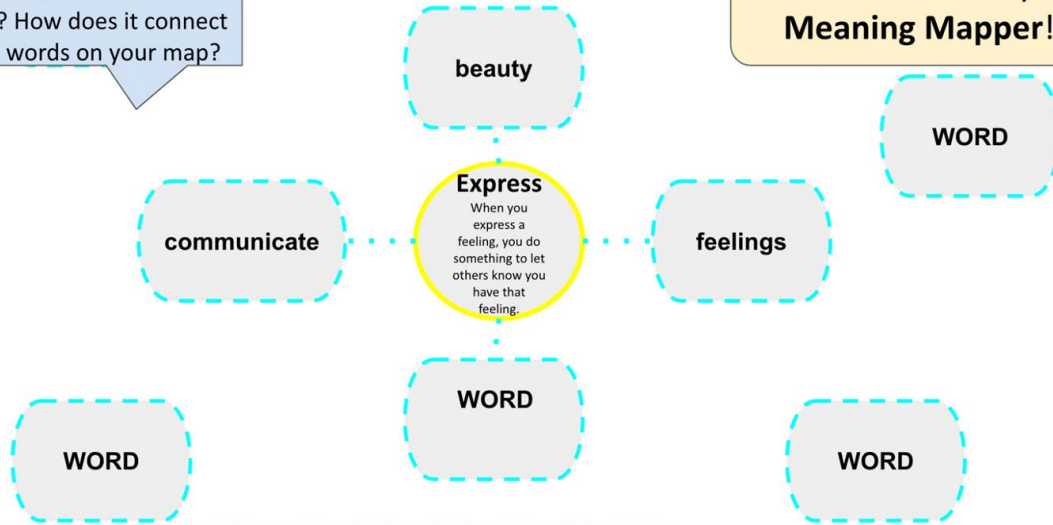


# Mapping Meaning

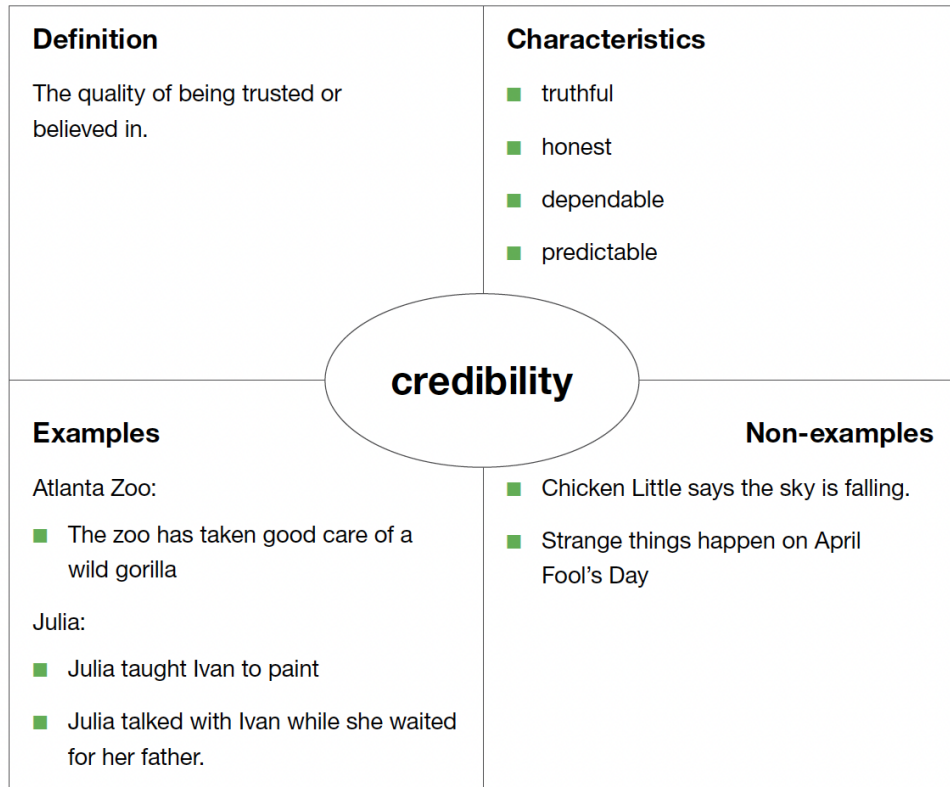
## ← After Reading: Meaning Mapper →

What **words** does this article make you think of or remind you of? How does it connect to the words on your map?

Add the **words** to your Meaning Mapper!



# Framer Model



# Word Parts (Morphology) - Affixes

## Roots for Grades 1-3

Prefixes		
<i>uni-</i>	one	uniform, unique, unicorn
<i>bi-</i>	two	bicycle, bicuspid
<i>tri-</i>	three	tripod, triplets, triple
<i>co-, con-</i>	with, together	connect, collaborate
<i>de-</i>	down, off of	descend
<i>ex-</i>	out	exit, expand, excess
<i>in-/un-</i>	not ("negative")	incomplete, unnatural, unprepared
<i>pre-</i>	before	preview, pretest
<i>re-</i>	back, again	replay, retake
<i>sub-</i>	under, below	submerge, submarine, subway
Bases		
<i>audi-, audit-</i>	hear, listen	auditorium, audition
<i>fin-, finit-</i>	end, limit	final, infinite
<i>graph-, gram-</i>	write, draw	graphic, grammar
<i>mov-, mot-, mobil-</i>	move	movie, motor, mobility
<i>port-</i>	carry	airport, portable
<i>vid-, vis-</i>	see	vision, vista, video
Suffixes		
<i>-able, -ible</i>	can, able to be done	likable, usable
<i>-er</i>	more	bigger, faster
<i>-est</i>	most	biggest, fastest
<i>-ful</i>	full of	beautiful, meaningful
<i>-less</i>	without	penniless, homeless

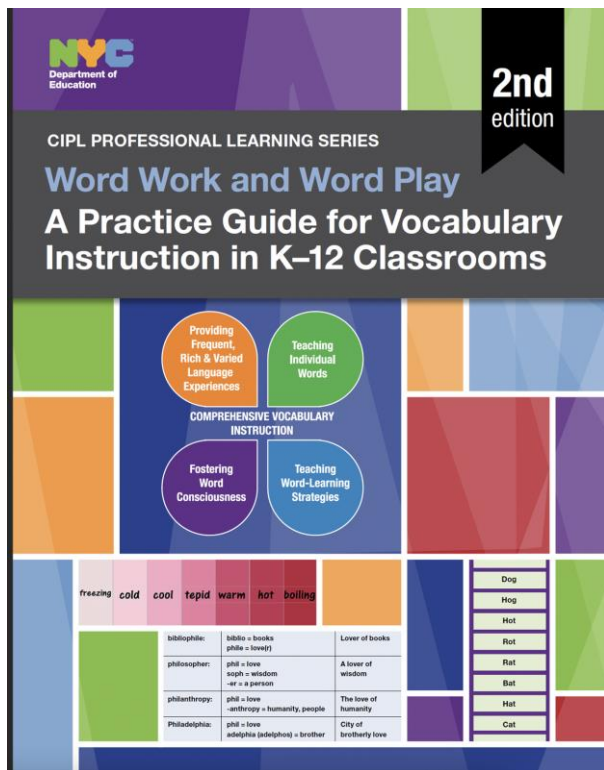
## Roots for Grades 3-6

Prefixes		
<i>a-, ab-, abs-</i>	away, from	abstract
<i>di-, dif-, dis-</i>	apart, in different directions, not	distract, diffuse
<i>dia-</i>	through, across	diameter, diametric
<i>ad-, at-</i>	to, toward, add to	attract, attention, adjective
<i>con-, com-, col-</i>	with, together	confer, commune, collaborate
<i>in-, im-</i>	in, on, into (directional)	inward, immerse, immigrant
<i>in-, im-, il-</i>	not (negative)	inaction, improper, illegal
<i>contra-, contro-, counter-, anti-</i>	against	contrary, antithesis
<i>circu-, circum-, peri-</i>	around	circle, periscope
<i>micro-</i>	small	microscope
<i>multi-, poly-</i>	many	multitude, polygon
<i>post-</i>	after	postscript, postpone
<i>pro-</i>	forward, ahead	proactive, professor
<i>super-, sur-, hyper-</i>	over	surreal, hyperactive
<i>sub-, hypo-</i>	under, below	subterranean, hypodermic
<i>tra-, tran-, trans-</i>	across, change	transfer, transcontinental
Bases		
<i>aqua-, hydr(o)-</i>	water	aquatic, hydrant
<i>aster-, astro-</i>	star, celestial body	asterisk, astronomy
<i>chrono-, tempor-</i>	time	chronic, temporary
<i>cred-, credit-</i>	believe	credible, incredible
<i>cur-, curs-, cours-</i>	run, go	course, cursory
<i>dent-</i>	teeth	dentist, denture
<i>dict-</i>	say, tell, speak	dictate, dictation, dictionary

# Tips...

- Have students read more non-fiction text of interest.
- Read a variety of text at, above, or even slightly below grade level around a topic
- Use “big” words with your children no matter the age! BUT MAKE SURE YOU EXPLAIN THEM!
- Focus on key vocabulary, including transition words (e.g., therefore, first, however), content specific words (e.g., petri dish, robber barons, hypotenuse), and high-utility words

# Some More Home Support



<https://fcrr.org/student-center-activities>

[Word Work and Word Play](#)

# Questions?

