

# “Empowering Your Vocabulary with Mrs. Word-a-holic”

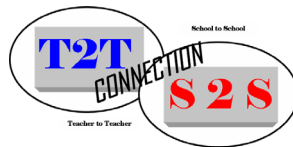
~ A Returning Developer ~



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## 2008 - 2009 IDEA CATALOG OF EXCELLENCE

### ■ PROGRAM OVERVIEW

After analyzing our students' data from the Peabody Oral Language Assessment, we found a weakness in oral language development at our school. The purpose of initiating the program was to help increase our students' oral language vocabulary. An added bonus has been the increase of elaboration and more Tier Two words used in their writing in their classrooms.

This program is done school-wide for students in grades K-5. **Mrs. Word-a-holic** chooses vocabulary words from Isabel Becks' Tier Two vocabulary lists in her book, *Bringing Words to Life* and *Vocabulary Cartoons* by Sam Burchers. A new word is introduced once a week on closed circuit TV. The word is presented first using colorful paper to display it. A power point presentation follows showing the word and meaning displayed complete with a comic illustration to help students relate and identify with their new vocabulary word. The students are also shown many examples of the new word used in context. The boys and girls are challenged to write a sentence and illustration using their new word. This is placed in **Mrs. Word-a-holic's** box outside of her room.

At the beginning of the year, kindergarten students may only submit a picture of the new word, but as the year progresses, they start to include a short sentence along with their illustration. The

students in grade 1-5 are challenged to increase theirs to a paragraph.

Five to ten entries are picked to be read on TV. The students anxiously await the announcement. Each winner is awarded a book on their level which will in turn increase their vocabulary even more. At the end of the year, the top five entries are chosen and students vote on their top choice. The student with the most votes receives a \$25 gift card for a new book!

### ■ OVERALL VALUE

Students have been turned on to words. They are using more Tier Two words in their class work and in their oral vocabulary. Our scores on Peabody Oral Language Assessment have increased each year since we initiated the program, and our scores on SAT 10 have improved also. Increasing vocabulary knowledge relates to reading comprehension and academic success!!

### ■ LESSON PLAN TITLES

- Underdog: It's not fun to be the underdog in a game
- Acclaim - How to get public approval
- Four-Square Vocabulary Map

### ■ MATERIALS

Materials for each lesson are listed with the lesson plan. The overall materials including pricing and vendors are included on a separate sheet.

### ■ ABOUT THE DEVELOPER

Deloris O'Hern has a B.S. in Elementary Education with a minor in Social Sciences from Shippensburg University of Pennsylvania. This is her 19th year at Janie Howard Wilson. She has taught first and second grade. She has been a reading recovery as well as a reading resource and SAI teacher at the school. She is presently the school's reading coach.



# “Empowering Your Vocabulary with Mrs. Word-a-holic” Deloris O’Hern



## Lesson Plan No 1: Underdog – It’s not fun to be the underdog in a game



### ■ **SUBJECTS COVERED**

Oral Language

### ■ **GRADES**

Kindergarten - Five

### ■ **OVERVIEW AND PURPOSE**

Recognizing the word **UNDERDOG** and using it in a sentence with an illustration to show understanding of the word.

### ■ **OBJECTIVE**

- ✓ Understand the concept of words and construct meaning from context and illustrations.

### ■ **SUNSHINE STATE STANDARDS**

LA.A.1.2.3

Uses simple strategies to determine meaning and increase Vocabulary for reading including the use of prefixes, suffixes & root words.

### ■ **MATERIALS**

- Book - *Vocabulary Cartoons* by Sam Burcher
- PowerPoint for closed circuit TV using the word in sentences and a scanning of the cartoon to illustrate the word
- Costume for Mrs. Word-a-holic
- Colorful display of word

### ■ **DIRECTIONS**

Mrs. Word-a-holic introduces the word “**underdog**” (UN der dog). A loser or predicted loser in a struggle or contest

Sounds like: **UNDER DOG**

Sentence and Illustration: “The **DOG UNDER** rug is definitely the **UNDERDOG**.”

- Some people find it more fun to root for the **UNDERDOG** in every sporting event.
- Because our class had never won the tug-of-war, we were the **UNDERDOGS**.
- Everyone expects the favorite to win; therefore, when an **UNDERDOG** wins, it comes as a surprise.



### ■ **EVALUATION/ ASSESSMENT**

Evidence of students using the vocabulary in their classrooms and entering a sentence with an illustration in the “Word of the Week” box.



# “Empowering Your Vocabulary with Mrs. Word-a-holic” Deloris O’Hern

## Lesson Plan No 2: Acclaim – How to get public approval



### ■ **SUBJECTS COVERED**

Oral Language

### ■ **GRADES**

Kindergarten - Five

### ■ **OVERVIEW AND PURPOSE**

- ✓ Recognizing the word **ACCLAIM** and using it in a sentence with an illustration to show understanding of the word.

### ■ **OBJECTIVE**

Understand the concept of words and construct meaning from context and illustrations.

### ■ **SUNSHINE STATE STANDARDS**

LA.A.1.2.3

Uses simple strategies to determine meaning and increase Vocabulary for reading including the use of prefixes, suffixes & root words.

### ■ **MATERIALS**

- Book - *Vocabulary Cartoons* by Sam Burcher
- PowerPoint for closed circuit TV using the word in sentences and the cartoon to illustrate the word
- Costume for Mrs. Word-a-holic
- Colorful display of word

### ■ **DIRECTIONS**

Mrs. Word-a-holic introduces the word “**ACCLAIM**” (uh **CLAME**)

Enthusiastic public praise and approval

Sounds like: **FAME**

Sentence and Illustration: “**ACCLAIM**” is often the consequence of **FAME**.

- When Janet became a movie star in Hollywood, she received enough **ACCLAIM** to last a lifetime.
- The entire student body came out and **ACCLAIMED** the returning football team.
- The mayor said he did not seek **ACCLAIM**; he just wanted to help the city become a safer place to live.

### ■ **EVALUATION/ ASSESSMENT**

Evidence of students using the vocabulary in their class and entering a sentence with an illustration in the “Word of the Week.”



# “Empowering Your Vocabulary with Mrs. Word-a-holic” Deloris O’Hern

## Lesson Plan No 3: Four-Square Vocabulary Map



### ■ ***SUBJECTS COVERED***

Reading

### ■ ***MATERIALS***

- Word Map - included

### ■ ***EVALUATION/ ASSESSMENT***

Use the map to check for understanding of the vocabulary.

### ■ ***GRADES***

Kindergarten - Five

### ■ ***DIRECTIONS***

This activity is for reinforcement of the word of the day in the classroom. This can be done with a foldable or the attached map. This is ideal for a center activity.



### ■ ***OVERVIEW AND PURPOSE***

- Review previous word of the day
- Map will help organize the information to better understand the Word’s meaning.

### ■ ***OBJECTIVE***

- ✓ To review previous word and organize the information for better understanding.

### ■ ***SUNSHINE STATE STANDARDS***

LA.A.1.2.3

Uses simple strategies to determine meaning and increase vocabulary for reading including the use of prefixes, suffixes & root words.

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## Lesson Plan No 3: Four-Square Vocabulary Map - Addl Information



<p>Word &amp; Picture</p>	<p>What are some examples?</p>
<p>What is it?</p>	<p>What is it like? (How would you use this word?)</p>



***Assessment for Oral Language Development Rubric***

	<b>RED</b>	<b>YELLOW</b>	<b>GREEN</b>	
Kindergarten	% of students scoring in Intensive on the Peabody Oral Language Assessment	% of students scoring in strategic on the Peabody Oral Language Assessment	% of students scoring on grade level on the Peabody Oral Language Assessment	Spring 2007
First Grade	% of students scoring in Intensive on the Peabody Oral Language Assessment	% of students scoring in strategic on the Peabody Oral Language Assessment	% of students scoring on grade level on the Peabody Oral Language Assessment	Spring 2008
Second Grade	% of students scoring in Intensive on the Peabody Oral Language Assessment	% of students scoring in strategic on the Peabody Oral Language Assessment	% of students scoring on grade level on the Peabody Oral Language Assessment	Spring 2009
Third Grade	% of students scoring in Intensive on the Peabody Oral Language Assessment	% of students scoring in strategic on the Peabody Oral Language Assessment	% of students scoring on grade level on the Peabody Oral Language Assessment	Spring 2010

