

Teach Vocabulary with Technology

AEBG-TAP Webinar Series, 2017-18

Resources online at

deepvocabularylearner.weebly.com



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1. What does it mean to “know” a word?
2. What percentage of words in a text do readers need to know in order to read a text with support?
3. How many exposures to a word are necessary for a language learner to acquire and retain it?
4. What is a good method for selecting which words to explicitly teach?

Today’s Theme: Getting a Job, Soft Skills

Words: attitude, commitment, enthusiastic, initiative, mature, responsible

Rating with nonverbal cues (fingers)

1 = I have never seen or heard this word.

2 = I have seen or heard this word but don’t know what it means.

3 = I think I know a meaning for this word.

4 = I can explain this word and use it in a sentence.

Word	We have never seen or heard this word before. We need to look it up.	We think we understand this word.	We can explain this word and give an example or use it in a sentence.
attitude			
commitment			
enthusiastic			
initiative			
mature			
responsible			

Vocabulary Notebooks or Index Cards

Word: _____ pronunciation _____ part of speech _____

Related words (in word family) _____

Sentence from source: _____

Definition: _____

Example Sentence (from dictionary): _____

Synonyms: _____

Antonym(s): _____

My own sentence: _____

Picture:

Leveled nonfiction reading texts:

Breaking News English <http://www.breakingnewsenglish.com/>

California Distance Learning Project <http://www.cdldonline.org/>

CNN Student News <http://edition.cnn.com/cnn10>

Common Lit <https://www.commonlit.org/>

English Express <http://eae.alberta.ca/englishexpress/>

Los Angeles Times in Education <http://nieonline.com/latimes/weekly.cfm>

News in Levels <https://www.newsinlevels.com/#>

Newsela <https://newsela.com/>

Reading Skills for Today's Adults

http://resources.marshalladulthoodeducation.org/reading_skills_home.htm

ReadWorks <https://digital.readworks.org/>

The New York Times in School <http://nytimesinschool.com/>

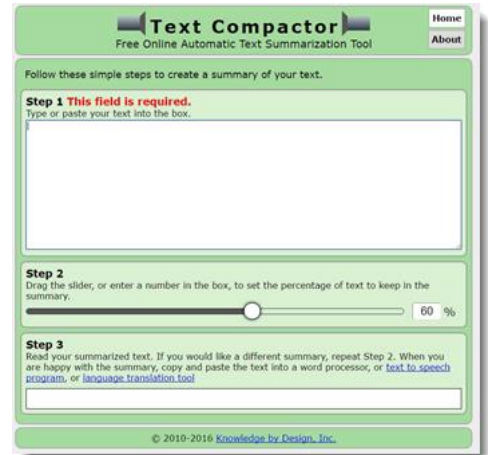
The Times in Plain English <http://www.thetimesinplainenglish.com/>

The Center for the Study of Adult Literacy's online reading exercises in life-skills categories Library for Adult Learners <http://csal.gsu.edu/content/are-you-learner>

Tools for simplifying difficult texts:

Text Compactor <http://textcompactor.com/>

Free online automatic text summarization tool. Teachers can also use the tool to create a summary of a long text, which can be used in the pre-reading phase of a lesson plan to get students to think about the topic and make predictions. Simply type or paste text and use the slider to determine what percentage of a text you want to keep. Before using this tool, you may want to read the “About” page to understand how it works. It will help you decide how well this tool will work on the text your students are reading.



Rewordify <https://rewordify.com/> will also simplify text that may be written at a level beyond students' grasp, but the site is more robust in that it offers a variety of automatically-generated exercises with the simplified text. This is a sample from the site:

From frustration...	...to understanding
You will soon speak more eloquently about a greater number of contentious contemporary issues due to your erudition.	You will soon speak more beautifully about more argument-causing modern topics due to your (amazing knowledge).

Enter text – or a URL (Web address) for a Web page – in the box and select “**Rewordify text.**” If text is entered, the result is a simplified version of the text with the easier vocabulary (provided as synonyms or definitions of the difficult words) highlighted. If a URL is entered, there is an option of viewing the text only or viewing the Web page. Users can select the “rewordified” text to view the original words. Not just a text simplification tool, Rewordify could be used to help students build vocabulary. Visit the Learning Sessions page <https://rewordify.com/help/learnsession.php> to see a video and read about the vocabulary exercises that are available with an account.

Six Steps for Teaching Vocabulary (Marzano):

1. Explain
2. Restate
3. Show
4. Engage
5. Discuss
6. Play

Technology Resources for Each Step:

1. **Teacher explains, describes, provides an example**
 - Pictures – Creative Commons, Pixabay, Photos for Class or take photos with cell phone
 - Picture dictionary Web sites
 - Graphic Interchange Format (GIFS) – search for or make your own by cutting an online video with GIFS sites- giflingua.com, giphy.com, gifs.com
 - Comic strip or slideshow

- Anecdotal story or a current event - see Newsela, Wonderopolis, ReadWorks, English for Everyone, News in Levels, Breaking News English, Voice of America Learning English
- Merriam-Webster's Learner's dictionary
- Interactive Images: Thinglink
- Online videos or videos made from narrated PowerPoints slideshows
- Video combined with slideshow with Present.me
- Screencasts with Jing, Screencast-o-matic, or other screen-casting software

2. Students restate in their own words

- Synonyms and antonyms and interactive concept map sites - Thesaurus.com, Instragrok, Snappy Words, The Visual Dictionary, Lexipedia, visuwords
- Vocabulary / Word Wall – Padlet, Lino
- Students take pictures with voice recordings or video
- Slideshow / digital story- Shared Google Slideshow, Haiku Deck, SlidePocket, Keynote, Movenote, Adobe Spark (app)
- Poster – Big Huge Labs, Pic Collage
- Students take photos or video or record audio with cellphones
- Infographics – Adiomia, Smore, Draw.io, Infogr.am, Piktochart, Lucidchart, Popplet, Plotly.ly
- Voice/audio recording apps - Quick Voice, urVoice (app), SoundCloud (Mobile App), audioBoom, and Record MP3 Online

3. Students create nonlinguistic representation (picture, symbol, graphic)

- ThePocketMod – customizable, foldable vocabulary note-books, ReadWriteThink Notetaker
- Tagxedo, Word Sift, Wordle - word clouds
- Sketchpads – Sketch.io, Pencilapp, Awwapp
- Autodraw
- Google apps: Shared Google slideshow, Google doc with a table, Google Drawing
- Formative - designed for instant polling / formative assessment (like Kahoot) but students draw
- For fun: Quick, Draw! , SketchpartyTV (app)
- Word Wall: Padlet, Lino, Glogster, Canva

4. Students engage in activities

- Print Flashcards: ESL Flashcards, ESL Kids Lab, Cambridge English Online Flashcard Maker, MS Office (Word, PowerPoint, Excel)
- Digital Flashcards: Quizlet, FlashDecks, Flippity, Flashcard Stash, Study Stack, Memrise
- Flashcards or worksheets with QR Codes – QR Voice (audio) QR Codes (see mccesltech.wikispaces.com/QR+Codes for how-to and more)
- PowerPoint, Google Slideshow, Prezi, Animoto, Powtoon, poster, other visual aide
- Compare/contrast, Categorize, classify, diagram, label: ReadWriteThink Webbing Tools, Strapless Book, Graphic Map, and printing press templates for newspapers, brochures, and flyers; SmartArt graphic organizers in Microsoft Office products (Word, PowerPoint, and Excel 2010); Education Place's Graphic Organizers; Education Oasis; Text2Mindmap; Bubbl.us with app; Mindmeister; Popplet app; Glify
- Worksheets - Wizer.me worksheet maker, English for Everyone Printable Matching worksheets, Enchanted Learning

- Writing from picture prompts, structured retell (like dictocomp - paraphrase / write a story they listen to, using provided list of words), individual / pair / small group summary and story writing from a provided list of words
- Cloze: Cloze Test Generator, Cloze Test Creator, Learnclick Cloze Quiz Creator – with app)
- Student-composed dialogs – comic strips (Bit Strips, ComicLife, MakeBeliefsComix, Toondoo, StoryboardThat), digital movies (Dvolver, GoAnimate!, Animasher, Xtranormal, Zimmertwins, or Dfilm), PowerPoint or Google Slideshow with callouts, Moovly for videos
- Word-of-the-Day (or week) presentations on PowerPoint, Google Slideshow, Prezi, Animoto, Powtoon, poster, other visual aide

5. **Students discuss**

- Conversation Questions – Teacher or student-composed questions using target vocabulary words sent via QR code or on a shared Google Doc
- Writing sites and discussion boards - PicLits, Storybird, Storymash, an individual or class blog (Blogger, Wordpress), a class wiki (Wikispaces), discussion boards (LMS or Forumotion)
- Google Hangouts – video, phone, chat
- Survey questions using vocabulary and graph results (Excel, Google Sheets, NCES Kids Zone Create a Graph)
- Lingt (written or audio responses to text, video, audio prompts)

6. **Students play games**

- Game Show competitions - ESOL Help, ESL Games Plus, Jeopardy Labs, Jeopardy Rocks Easy online Jeopardy game creator, SuperTeacher Tools, many game templates online
 - Password (word association game)
 - Sugarcane, Purpose Games, Quizalize, Quizlet, Educaplay, eQuizShow, FlipQuiz, ClassTools.net Arcade Game Generator, Socrative, Kahoot, Quizziz
 - Learning Chocolate, ESL Games World – Vocabulary Games, Games to Learn English
 - Crosswords, Word searches, etc: A to Z Teacher Stuff – Word Search Maker, Armored Penguin, MyVocabulary.com, Crossword Labs, Discovery Education – Puzzlemaker, Teachers-Direct Word Search Maker, Internet4Classrooms (links to many game and puzzle makers)
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