

Pump Up the Vocab

Building Vocabulary & Concept Knowledge

Create opportunities for students to build and apply academic vocabulary daily across all content areas.

ELPS 1A. 1C. 1E. 2B. 2E. 2F. 3A. 3D. 4A. 5B

IP Rubric I-2, I-3, I-4, I-6, I-8

- How do I help students internalize new words?
- How can I liven up my vocabulary instruction?
- How do I scaffold vocabulary for all students?

Why it works:

A systematic approach to vocabulary instruction creates opportunities to **prepare the learner and extend the learning** as students build and apply academic vocabulary daily. When students interact with carefully selected vocabulary, they develop the skills needed to **interact with text** and understand unfamiliar words across content areas. By continuously using and revisiting academic vocabulary, students work towards permanent ownership of words.



Suggested strategies:

[Academic Language](#)
[Structured Peer Conversations](#)
[Response Signals](#)
[Multimedia](#)
[Graphic Organizer](#)
[Exit Tickets](#)
[Workstations](#)

Tech tools:

[Quizlet.com](#)
[Lead4Ward](#)

In the PUMP UP THE VOCAB routine, we regularly:

- Identify a handful of key vocabulary terms.
- Quickly assess students' familiarity with terms.
- Point out word parts and cognates, making cross-linguistic connections.
- Provide a simple definition that includes a visual, realia, and/or Total Physical Response.
- Have students generate personal definitions, associations, examples and visuals.
- Re-assess, post, and revisit new words.

Classroom Implementation:

☑ Identify a handful of key vocabulary terms.

As you are planning your unit, identify a handful of key **academic language** to enhance students' learning. Preview your curriculum and planning guides to identify terms that are critical for students' understanding of unit concepts. Jot down notes about **word parts**, **origin**, and **meaning** of the term in the context of your lesson. Plan **structured peer conversations** including academic vocabulary across all content areas.

☑ Quickly assess students' familiarity with terms.

Show students the term using a **visual** representation, say it out loud, and have students repeat. Use **Do I Really Get It?** to ask students to give you a **response signal** such as **Fist-to-Five** to show their level of familiarity, or have them write or sketch what they think each term means. Provide students a **sentence stem** and accept responses in the student's **native language**.

☑ Point out word parts and cognates making cross-linguistic connections.

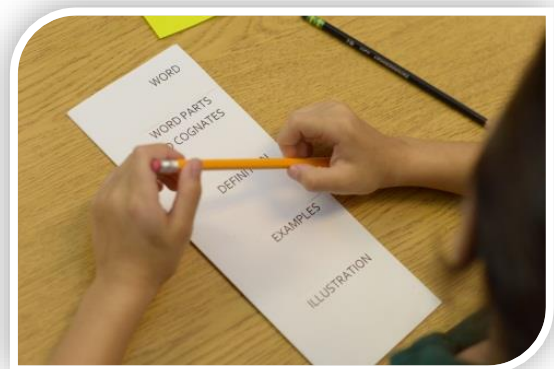
Turn the Light On breaking down the words for students, leading them to analyze the **roots** and **affixes** to understand how these interact to create meaning. As you **engage and connect** students, ask if the word is a **cognate**, solicit prior knowledge to help students make **cross-linguistics connections** between the **Spanish** term and its **English** counterpart. Point out **false cognates** that may lead students to misinterpret word meaning. Allow the use of **native language** to create meaning and **recast** in the language of instruction.

☑ Provide a simple definition that includes a visual, realia, and/or Total Physical Response.

For each term have examples maximizing the use of **multimedia** whenever possible to extend students' understanding. Give students a simple, student-friendly **definition**. Always **illustrate** the meaning with a relatable example, **realia** and **visual representation** such as photographs as a scaffold, as well as using **Total Physical Response**.

☑ Have students generate personal definitions, associations, examples and visuals.

Allow students to work together to generate their **own simple definition, connection, example, and a visual representation** using **Pen/cil to Paper**. Have students consistently record their entries using a **graphic organizer/Thinking Maps, index cards, a vocabulary notebook, or a foldable**. The use of **Total Physical Response** allows students to enhance comprehension and recall new vocabulary words.



☑ Re-assess, post, and revisit new words.

Quickly **re-assess** students' understanding of the terms through formative assessments such as **response signal** or **Exit Tickets**. Keep terms **visible** and updated on **Interactive Word Walls** – include a visual representation (which can be student-generated) and a synonym or short definition. Create opportunities in future lessons and **workstations** to refer students to the word wall and apply their new vocabulary in **writing** and **speaking** across all content areas using **Pen/cil to Paper** and **Let's Talk**.