Physical Vocabulary – ELA Example

1. Identify key vocabulary from text or National Vocabulary List.
2. Introduce each term the following routine:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Steps** | **Example** | |
| a. | On poster or butcher paper, create a 3 column chart. | |  |  |  |  | | --- | --- | --- | --- | | **Term** | **Definition** | **Notes** | **Gesture** | |  |  |  |  | |  |  |  |  | | |
| a. | Display the word in large and neat print. | |  |  |  |  | | --- | --- | --- | --- | | **Term** | **Definition** | **Notes** | **Gesture** | | eavesdrop |  |  |  | |  |  |  |  | | |
| b. | Pronounce the word clearly. Have students repeat. | | |
| c. | Ask students if they have ever heard of the term, and if they know the definition or how it is used. | | |
| d. | Solicit several responses and then “bring the term to life” by sharing as much information about the term as possible—make notes on second column. | | |  |  |  |  | | --- | --- | --- | --- | | **Term** | **Definition** | **Notes** | **Gesture** | | eavesdrop | To intentionally listen in on other people’s conversations | - Compound word:  \*eaves- overhanging building roof tops  \*drop-  - Etymology: In Old England, two story buildings lined the streets. Their roofs overhung the building and created shade for people who walked along the sidewalk beneath. An impolite habit existed where people in the second story would open their windows to listen in on the talk of people walking beneath them without their knowledge. |  | |  |  |  |  | |
| e. | Ask students to get into groups and create a gesture that represents the meaning of the term. Have each group show the class their gesture and justify their logic. | | **Prompt: “Let’s have each group share your gesture. Explain how the gesture represents the meaning.**  **Response Frame: After showing the class the gesture, say, “This gesture means \_\_\_(eavesdrop)\_\_ because\_\_\_\_\_\_\_\_\_\_\_.** |
| f. | Have the class agree on one gesture and sketch it in the last column.  Repeat process with no more than 5 terms at a time.  Review chart frequently in a spirited manner with choral response, games and contests. | | |  |  |  |  | | --- | --- | --- | --- | | **Term** | **Definition** | **Notes** | **Gesture** | | eavesdrop | To intentionally listen in on other people’s conversations | Etymology: In Old England, two story buildings lined the streets. Their roofs overhung the building and created shade for people who walked along the sidewalk beneath. Rainwater would drip off of those roofs onto the street below. An impolite habit existed where people in the second story would open their windows to listen in on the talk of people walking beneath them without their knowledge. This is a compound word with:   * Eave – low-hanging roof * Drip – for the rain drops |  | |  |  |  |  | |

Physical Vocabulary – Math Example

1. Identify key vocabulary from text or National Vocabulary List.
2. Introduce each term the following routine:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Steps** | **Example** | |
| a. | On poster or butcher paper, create a 3 column chart. | |  |  |  |  | | --- | --- | --- | --- | | **Term** | **Definition** | **Notes/Examples** | **Gesture** | |  |  |  |  | |  |  |  |  | | |
| b. | Display the word in large and neat print. | |  |  |  |  | | --- | --- | --- | --- | | **Term** | **Definition** | **Notes/Examples** | **Gesture** | | rate |  |  |  | |  |  |  |  | | |
| c. | Pronounce the word clearly. Have students repeat. | | |
| d. | Ask students if they have ever heard of the term, and if they know the definition or how it is used. | | |
| e. | Solicit several responses and then “bring the term to life” by sharing as much information about the term as possible—make notes on second column. | | |  |  |  |  | | --- | --- | --- | --- | | **Term** | **Definition** | **Notes/Examples** | **Gesture** | | Rate | a quantity, amount, or degree of something measured per unit of something else | Examples:   * the speed at which something happens over a particular period of time (driving 55 miles per hour) * the number of times something happens or is done during a particular period of time (normal heart rate is 60-100 beats per minute) * an amount that is paid : a price or amount to be paid that is set according to a scale or standard (minimum wage is $7.25 per hour) |  | |
| f. | Ask students to get into groups and create a gesture that represents the meaning of the term. Have each group show the class their gesture and justify their logic. | | **Prompt: “Let’s have each group share your gesture. Explain how the gesture represents the meaning.**  **Response Frame: After showing the class the gesture, say, “This gesture means \_\_\_(rate)\_\_ because\_\_\_\_\_\_\_\_\_\_\_.** |
| g. | Have the class agree on one gesture and sketch it in the last column.  Repeat process with no more than 5 terms at a time.  Review chart frequently in a spirited manner with choral response, games and contests. | | |  |  |  |  | | --- | --- | --- | --- | | **Term** | **Definition** | **Notes/Examples** | **Gesture** | | rate | a quantity, amount, or degree of something measured per unit of something else | Examples:   * the speed at which something happens over a particular period of time * the number of times something happens or is done during a particular period of time * an amount that is paid : a price or amount to be paid that is set according to a scale or standard | **Fingers on pulse, looking at watch**  **Macintosh HD:Users:Sarah.Gonzalez:Desktop:Screen Shot 2015-12-01 at 12.15.39 PM.png**  **Rate of beats per minute** | |  |  |  |  | |

Charades

1. Introduce a set of standards/terms/concepts by thoroughly describing each, giving examples, counter examples, etc. This may take place in one setting or over several days.
2. Put each concept on a slip of paper and place all slips in a box. Divide the class into groups. Have a representative of each group place their hand into the box and take a slip.
3. As a group, have students create a scene to role play the concept. Unlike traditional charades, which are silent, students should speak lines. They may not, however, use the actual concept name in their scene.
4. Once they have worked out their scene, groups perform their scene before the class. After the scene is over, each group gets together to guess which concept is being represented.
   1. **Prompt: “In groups, guess which concept is being represented.”**
   2. **Response Frame: “We guessed\_\_(insert concept)\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_.”** Note: Use random calling to select groups to respond, and then random calling to select individual respondents from within each group.
5. Once several groups have guessed, the performing group gives the correct answer.
6. Fun idea: Do this as a game or contest to add energy to the lesson.

Quick Sketch

Divide text into conceptual “chunks.”

Pairs

1. Put students in A/B pairs (a stronger reader with a more struggling reader).
2. Assign the pair to read one chunk at a time, taking turns after each sentence or each chunk, whatever makes most sense. Tell them to try to “see a scene or movie in their mind” as they read.
3. After reading a chunk, have pairs discuss the “movie” they see.
   1. **Partner A may ask B any of the following question Prompts:**
4. **What do you see in your mind’s eye?**
5. **What do you visualize?**
6. **What images do you see?**
7. **How do you see it?**
8. **What scene do you imagine?**
9. **What scene can you envision?**
10. **Can you describe your scene with details?**

**b. Partner B answers using any of the following Response Frames:**

* + 1. **We saw\_\_\_\_\_\_\_\_\_\_\_\_.**
    2. **We visualized \_\_\_\_\_\_\_\_\_.**
    3. **The images we saw were \_\_\_\_\_\_\_\_\_\_\_\_\_.**
    4. **We imagined seeing \_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
    5. **The scene our my mind has \_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

5. Together, using a White Board, have students collaborate on a sketch that represents what they discussed.

6. After sketching one chunk, repeat the steps with another chunk or two, switching A/B roles.

Quads

7. After pairs sketch a couple of chunks, ask each pair to find another pair, in another part of the classroom so that they have to get up and move (an energizer).

8. Have pairs compare their sketches in the quad, clarifying the meaning of the text and adjusting their sketches as they gain greater understanding of the text through the discussion.

**a.** Assign A/B pairs. Have students from pair A initiate the discussion using the following question **Prompts:**

1. **Would you like to compare sketches?**
2. **May we invite you to compare sketches?**
3. **Shall we compare our sketches?**
4. **What part of the story gave you that image?**
5. **Why did you sketch that?**
6. **Describe that detail for us please.**
7. **Where or how did you see that?**
   1. Pair B answers using the following **Response Frame: In our mind, we saw\_\_\_\_\_.**
   2. Pair A replies using the following **Response Frame: We agreed with this part\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. However, we \_\_\_(insert any differences).**  Encourage conversational exchanges between Pairs.Also encourage Pairs to modify their sketches as their comprehension evolves.

**Note: \*** Continue this pair/quad process for as many chunks as time permits.

Attentive Lecture

This strategy is similar to the Quick Sketch except that students “process” oral text (mini-lecture, Read Aloud, etc.). Teacher “speaks” a chunk of material to students- no more than 5 minutes.

Pairs

1. Put students in A/B pairs (a student with stronger auditory comprehension skills with a more struggling student).
2. Tell them to try to “see a scene or movie in their mind” as they listen to each chunk.
3. After listening to a chunk, have pairs discuss the “scene/movie” they see in their mind.
   1. **Partner A may ask B any of the following question Prompts:**
4. **What do you see in your mind’s eye?**
5. **What do you visualize?**
6. **What images do you see?**
7. **How do you see it?**
8. **What scene do you imagine?**
9. **What scene can you envision?**
10. **Can you describe your scene with details?**

**b. Partner B answers using any of the following Response Frames:**

* + 1. **We saw\_\_\_\_\_\_\_\_\_\_\_\_.**
    2. **We visualized \_\_\_\_\_\_\_\_\_.**
    3. **The images we saw were \_\_\_\_\_\_\_\_\_\_\_\_\_.**
    4. **We imagined seeing \_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
    5. **The scene in our mind had \_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

5. Together, using a White Board, have students collaborate on a sketch that represents what they discussed.

6. After sketching one chunk, repeat the steps with another chunk or two, switching A/B roles.

Quads

7. After pairs sketch a couple of chunks, ask each pair to find another pair, in another part of the classroom so that they have to get up and move (an energizer).

8. Have pairs compare their sketches in the quad, clarifying the meaning of the text and adjusting their sketches as they gain greater understanding of the text through the discussion.

**a.** Assign A/B pairs. Have students from pair A initiate the discussion using the following question **Prompts:**

1. **Would you like to compare sketches?**
2. **May we invite you to compare sketches?**
3. **Shall we compare our sketches?**
4. **What part of the story gave you that image?**
5. **Why did you sketch that?**
6. **Describe that detail for me please.**
7. **Where or how did you see that?**
   1. Pair B answers using the following **Response Frame: In our mind, we saw\_\_\_\_\_.**
   2. Pair A replies using the following **Response Frame: We agreed with this part\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. However, we \_\_\_(insert any differences).**  Encourage conversational exchanges between Pairs.Also encourage Pairs to modify their sketches as their comprehension evolves.

**Note: \*** Continue this pair/quad process for as many chunks as time permits.