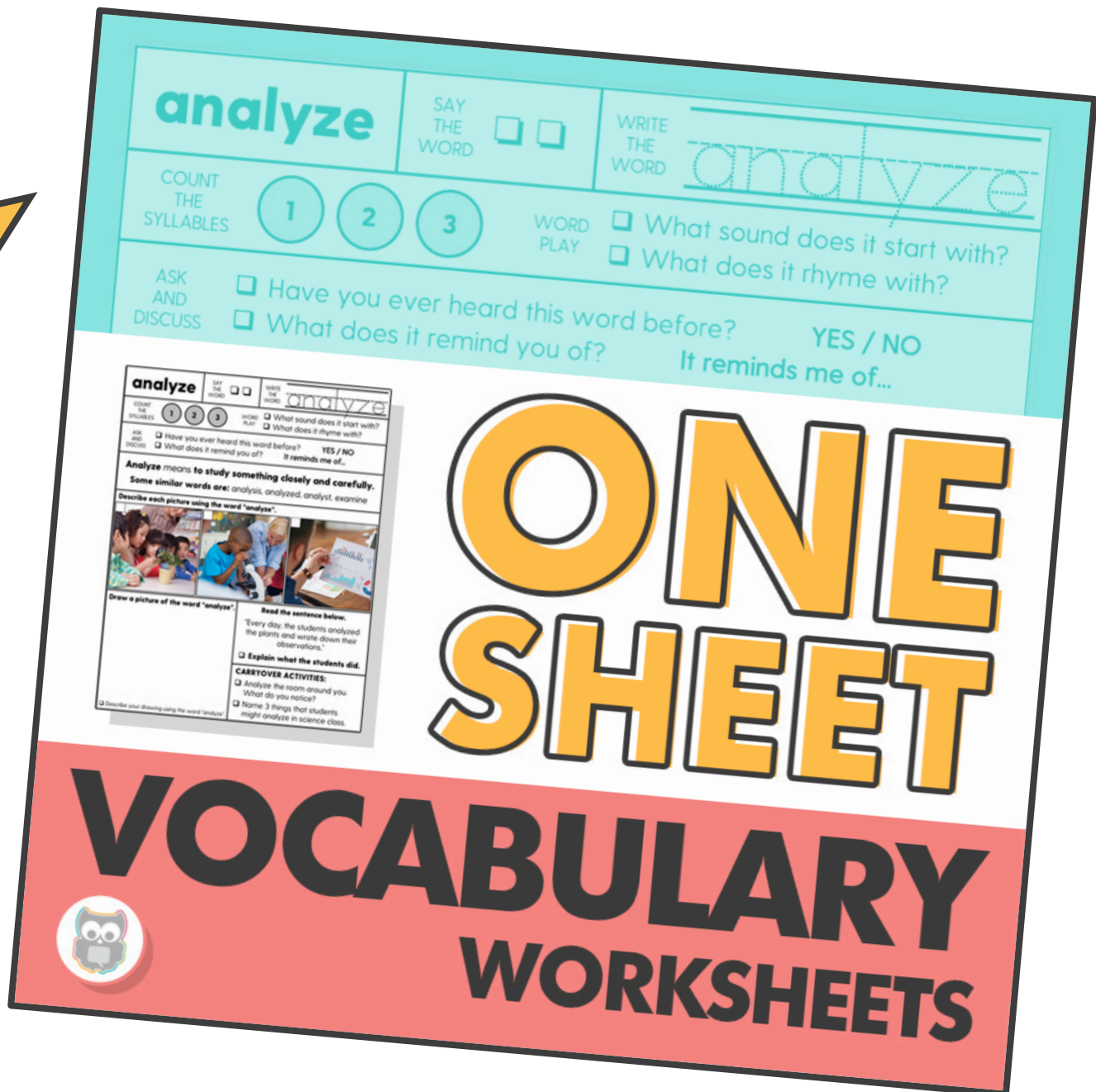
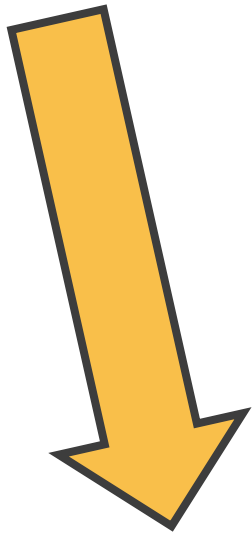


This is an excerpt from this fabulous resource!

Click on the cover to learn more!



EVIDENCE AND REFERENCES:

This resource draws upon many research studies and textbooks that outline effective vocabulary instruction strategies. Below are citations and excerpts from a few in case you're interested in expanding your knowledge of vocabulary. Or, in case you want to learn more about why this resource includes the sections it does and how to utilize it in the most effective way possible.

Overall, current research indicates that direct vocabulary instruction is more effective than incidental exposure. (Biemiller & Boote, 2006; Marulis & Neuman, 2010). Vocabulary knowledge is one of the most important areas within comprehension so it's critical SLPs target this skill explicitly.

Two different studies have demonstrated that gains in oral vocabulary development can predict growth in comprehension and later reading performance (Beck & McKeown, 2007; Neuman & Wright 2014).

The strategies below are evidence-based to increase vocabulary skills:

- Multiple exposures to the targeted vocabulary words (Hadley et al., 2018)
- Providing explicit, child-friendly definitions (Hadley et al., 2018)
- Encouraging children to use the vocabulary word expressively
- Making connections between known words and new words (Stahl, 2006)
- Providing examples and non-examples (Stahl, 2006)
- Drawing on the child's background knowledge (Parsons et al., 2005)
- Identifying phonological characteristics of the word (Parsons et al., 2005)
- Writing the word and seeing it written in text in a sentence (Kucan, 2012)

As you can see, many of the strategies listed above are incorporated into these worksheets. Combining these worksheets with other activities such as picture books, videos, or projects can increase student engagement and understanding as well.

In a study by Spencer et al., 2017, one word was taught per week to students aged 12-14. This allowed study participants to receive a high level of intensity of teaching for that one word. Some of the activities done in this study were defining, using the words in sentences, concept mapping, experimental activities, morphological instruction, and challenges to use the words in real life (compare these activities to the ones on the included worksheets!). While only one word was taught at a time, related words and derivations were also taught. For example, when teaching "evaluate" words like "positive" and "negative" were taught as well as words like "evaluated" or "evaluation". Overall, the students in this study significantly improved their knowledge of the targeted vocabulary words.

EVIDENCE AND REFERENCES (continued):

Last, in a study by Wright et al., in 2017, the results showed that older children with language disorders may benefit from vocabulary intervention in a short time frame (30 minutes a week, 3-4 hours total). In this study, explicit instruction about the vocabulary words was provided (are you seeing a theme here?). Students also self-rated their knowledge of the taught vocabulary words, an exercise included in these worksheets as well. This study also emphasizes that SLPs should take into account the functional usefulness of each word you teach.

Research References:

Biemiller, A., & Boote, C. (2006). An effective method for building meaning vocabulary in primary grades. *Journal of Educational Psychology*, 98, 44-62.

Hadley, E. B., Dickinson, D. K., Hirsch-Pasek, K., & Golinkoff, R. M. (2018). Building semantic networks: The impact of a vocabulary intervention on preschoolers' depth of word knowledge. *Reading Research Quarterly*. Advance online publication.

Kucan, L. (2012). What is important to know about vocabulary? *The Reading Teacher*, 65, 360-366.

Marulis, L. & Neuman, S. (2010). The effects of vocabulary intervention on young children's word learning: A meta-analysis. *Review of educational research*, 80, 300-335.

Parsons, S., Law, J., & Gascoigne, M. (2005). Teaching receptive vocabulary to children with specific language impairment: A curriculum-based approach. *Child Language Teaching and Therapy*, 21(1), 39-59.

Spencer, S., Clegg, J., Lowe, H., & Stackhouse, J. (2017). Increasing adolescents' depth of understanding of cross-curriculum words: an intervention study. *International Journal of Language and Communication Disorders*.

Stahl, S., & Nagy, W. (2006). *Teaching word meanings*. Mahwah, NJ: Erlbaum.

Wright, L., Pring, T., & Ebbels, S. (2017). Effectiveness of vocabulary intervention for older children with (developmental) language disorder. *International Journal of Language and Communication Disorders*.

If you want to learn more about effective vocabulary instruction, I would recommend the books below:

- *Bringing Words to Life*
- *School-Aged Language Intervention Evidence-Based Practices*

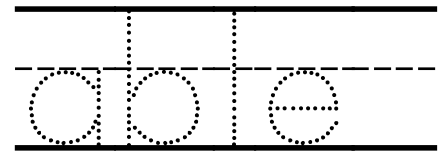
<p>Read the word. Ask what they notice about the word.</p>	<p>Practice pronouncing the word. Saying words out loud is important to remembering them and being able to use them verbally in the future.</p>	<p>Write the word. Talk about the letters in it.</p>
<p>This section contains activities to target phonological and phonemic awareness of the target word. Have your students play around with the word by identifying the number of syllables (tap out the word if it's helpful) and the first/last sounds in the word. Consider also having them delete sounds from words.</p>		
<p>This section gives your students the opportunity to reflect on the word. Have them rate how well they know it on a scale from 1-5 (using the included visual if desired). Discuss when they've heard it and what they think it means. Compare their own understanding with the definition below.</p>		
<p>This section includes a student friendly definition for each word. Use the given definition when explaining how the word is shown in the pictures below. If possible, have students define the word in their own words as well. It's helpful for students to define words using terms like "someone" or "something" so I did this as often as possible throughout this resource. This section also includes similar words which can be words in the same word family or words that have a similar meaning (synonyms). Discuss what the word means and compare it to some of the other words listed. Note any prefixes or suffixes in the "similar words" section.</p>		
<p>This section of the worksheet includes 3 real life pictures to illustrate the vocabulary word. Have your students use the vocabulary word in a complete sentence to describe each photo. Many of the photos work great to target other language goals such as describing or even inferencing! Students can describe the clues in each picture that help them understand what is happening. Try using the "I know _____ because _____" sentence format to make inferences. For example, for "adore" you might say "I know they they adore each other because they are hugging and smiling."</p> <p>Another way to use these pictures is to practice answering WH questions about each one. WHO is in it? WHERE are they? WHAT are they doing? Last, you can use the pictures for story creation. Have your students choose which one of the three they would like to use to make up a story about!</p> <p>For advanced students, you can even have them look at the three pictures first to try and guess what vocabulary word they are illustrating!</p>		
<p>This box allows your students to draw a picture of what the word means to them. While completing this section, I like to discuss the concept of visualization with my students. I have them picture the word in their heads first. Talk about what they are seeing in their heads and describe it as best they can. Then, have them relate it back to the vocabulary word. Being able to create mental images is a great strategy for reading comprehension and I've found targeting it along with vocabulary seems to increase understanding and carryover as well. After you're done drawing the picture, have your student describe their picture using the vocabulary word to reinforce the targeted concept.</p>	<p>In this box, you'll find an example sentence and a simple question about that sentence. In this section, you might talk about context clues (does the sentence give you any clues about what the word means?). You might also use this sentence as an example of how the word can be used if your students are struggling with creating their own sentences using the vocabulary word.</p>	
	<p>Here, you'll find 1-3 carryover activities, questions, or challenges. This section will further challenge your students to use the vocabulary word in a variety of situations. Some might have your students act the word out, some might have them name examples, and others might just ask them to answer a question using the word.</p>	

able

SAY
THE
WORD



WRITE
THE
WORD



COUNT
THE
SYLLABLES

1

2

3

WORD
PLAY

- ☐ What sound does it start with?
- ☐ What does it rhyme with?

ASK
AND
DISCUSS

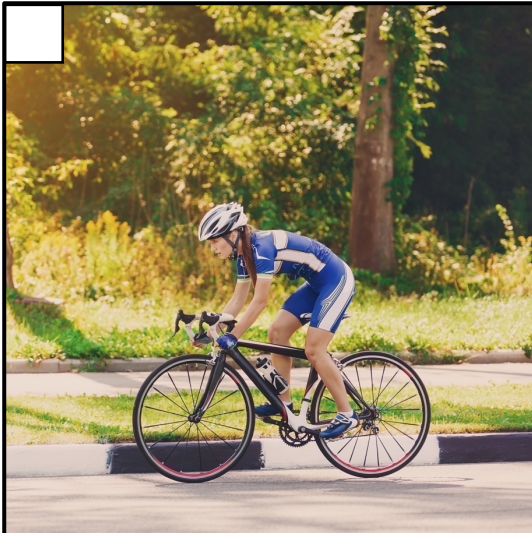
- ☐ Have you ever heard this word before? **YES / NO**
- ☐ What does it remind you of? **It reminds me of...**

Able means that **you can do something.**

Some similar words are: ability, capable, enable

Describe each picture using the word “able”.

© Speechy Musings



Draw a picture of the word “able”.

Read the sentence below.

“Most babies aren’t able to walk until they turn 1 year old.”

- ☐ **What else aren’t babies able to do?**

CARRYOVER ACTIVITIES:

- ☐ Make a list of things each person in the room is able to do.
- ☐ Then, make a list of things each person is unable to do (e.g., fly).

- ☐ Describe your drawing using the word “able”.

brave

SAY
THE
WORD



WRITE
THE
WORD

brave

COUNT
THE
SYLLABLES



WORD
PLAY

- ☐ What sound does it start with?
- ☐ What does it rhyme with?

ASK
AND
DISCUSS

- ☐ Have you ever heard this word before? **YES / NO**
- ☐ What does it remind you of? **It reminds me of...**

Brave means **not afraid** or showing no fear.

Some similar words are: courageous, fearless

Describe each picture using the word “brave”.

© Speechy Musings



Draw a picture of the word “brave”.

Read the sentence below.

“Wow Latoya! You were so brave to speak in front of that many people!”

- ☐ **What do you think Latoya did?**
Why is that brave?

CARRYOVER ACTIVITY:

- ☐ Talk about a time you were brave.
- ☐ What does it mean to “put on a brave face”?

☐ Describe your drawing using the word “brave”.

corner

SAY
THE
WORD



WRITE
THE
WORD

corner

COUNT
THE
SYLLABLES

1

2

3

WORD
PLAY

- ☐ What sound does it start with?
- ☐ What sound does it end with?

ASK
AND
DISCUSS

- ☐ Have you ever heard this word before?
- ☐ What does it remind you of?

YES / NO

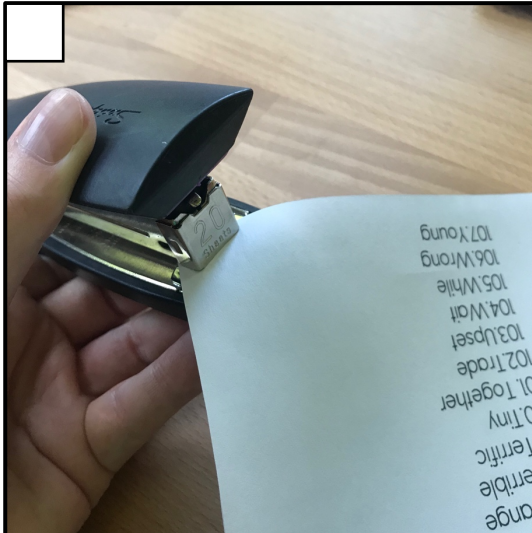
It reminds me of...

A corner is where **two sides** of something **meet**.

Some similar words are: edge, side

Describe each picture using the word “corner”.

© Speechy Musings



Draw a picture of the word “corner”.

Read the sentence below.

“My house is on the corner of 94th Street and Walter Street.”

- ☐ **Where is the house? How would you find it?**

CARRYOVER ACTIVITIES:

- ☐ Point to a corner of the room you're in.
- ☐ Point to the corners of a piece of paper.

- ☐ Describe your drawing using the word “corner”.

discuss

SAY
THE
WORD



WRITE
THE
WORD

discuss

COUNT
THE
SYLLABLES

1

2

3

WORD
PLAY

- ☐ What sound does it start with?
- ☐ What sound does it end with?

ASK
AND
DISCUSS

- ☐ Have you ever heard this word before? **YES / NO**
- ☐ What does it remind you of? **It reminds me of...**

Discuss means **to talk about something** with someone else.

Some similar words are: discussed, discussion

Describe each picture using the word “discuss”.

© Speechy Musings



Draw a picture of the word “discuss”.

Read the sentence below.

“Before you share your answer,
discuss it with a partner.”

- ☐ **What does this mean? What does the teacher want you to do?**

CARRYOVER ACTIVITIES:

- ☐ Name 2 times you might discuss something.
- ☐ Discuss pets and animals with another person.

☐ Describe your drawing using the word “discuss”.

gather

SAY
THE
WORD



WRITE
THE
WORD

gather

COUNT
THE
SYLLABLES

1

2

3

WORD
PLAY

- ☐ What sound does it start with?
- ☐ What does it rhyme with?

ASK
AND
DISCUSS

- ☐ Have you ever heard this word before?
- ☐ What does it remind you of?

YES / NO

It reminds me of...

Gather means to **bring things** or **people together** into a **group**.

Some similar words are: gathered, gathering, collect

Describe each picture using the word “gather”.

© Speechy Musings



Draw a picture of the word “gather”.

Read the sentence below.

“The plane has landed. Please make sure to gather all of your things.”

- ☐ **Why is it important to gather your things before getting off?**

CARRYOVER ACTIVITIES:

- ☐ Describe when you gather together with your family.
- ☐ Act out what it looks like to gather things around the room.

☐ Describe your drawing using the word “gather”.

obstacle

SAY
THE
WORD



WRITE
THE
WORD

obstacle

COUNT
THE
SYLLABLES

1

2

3

WORD
PLAY

- ☐ What sound does it start with?
- ☐ Name 2 sounds in the middle.

ASK
AND
DISCUSS

- ☐ Have you ever heard this word before?
- ☐ What does it remind you of?

YES / NO

It reminds me of...

Obstacle means **something that makes it hard** to do something.

Some similar words are: obstruction, hurdle, challenge, problem, barrier

Describe each picture using the word “obstacle”.

© Speechy Musings



Draw a picture of the word “obstacle”.

Read the sentence below.

“The biggest obstacle in your way is that you don’t pay attention!”

- ☐ **How is not paying attention an obstacle?**

CARRYOVER ACTIVITIES:

- ☐ Name some obstacles characters faced in a book or movie.
- ☐ What is an obstacle you’ve faced in your life?

☐ Describe your drawing using the word “obstacle”.

severe

SAY
THE
WORD



WRITE
THE
WORD

severe

COUNT
THE
SYLLABLES



WORD
PLAY

- ☐ What sound does it start with?
- ☐ What does it rhyme with?

ASK
AND
DISCUSS

- ☐ Have you ever heard this word before? YES / NO
- ☐ What does it remind you of? It reminds me of...

Severe means **very bad and very serious**.

Some similar words are: extreme, critical, frightening, harsh, horrible

Describe each picture using the word “severe”.

© Speechy Musings



Draw a picture of the word “severe”.

Read the sentence below.

“A tornado in my town caused severe damage to my roof.”

- ☐ **What does this mean? What might the roof look like?**

CARRYOVER ACTIVITIES:

- ☐ What should you do if you're in severe pain?
- ☐ Name 3 different types of severe weather.

- ☐ Describe your drawing using the word “severe”.