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## DVD Overview

The *Academic Vocabulary* DVD explains and demonstrates how to incorporate academic vocabulary into daily instruction. It features information shared by three renowned authors as well as live demonstrations by actual teachers. The DVD is divided into seven segments, which are described below.

### Segment 1

The first segment introduces Hallie Yopp, Ruth Yopp, and Ash Bishop, and provides an overview of academic vocabulary, and describes key academic vocabulary strategies.

### Segment 2

Hallie Yopp gives an overview of vocabulary instruction and introduces three fundamental understandings about word learning.

### Segment 3

Hallie continues by discussing the importance of modeling oral language and describes strategies that help students practice. The Mystery Bag strategy is demonstrated in a third-grade social studies lesson.

### Segment 4

Ruth Yopp describes word consciousness. A third-grade language arts class uses the 10 Important Words strategy to generate interest in words.

### Segment 5

Ruth Yopp continues, focusing on direct instruction of words for content-specific vocabulary. The Content Links strategy is used in a sixth-grade mathematics class.

### Segment 6

Ash Bishop discusses how to teach independent word-learning strategies for the gradual release of responsibility to the student. The Clue Hunt strategy is presented in a sixth-grade science classroom.

### Segment 7

This segment reiterates the importance of academic vocabulary and shows some supplemental resources available to effectively teach academic vocabulary strategies.

## Segment 3: Developing Oral Language *(cont.)*

### Preview

Create a linguistic hothouse. In this segment, teachers are encouraged to build a linguistically challenging environment with frequent exposure to high-quality, cognitively challenging language across the curriculum. The teacher can stimulate use of language in a variety of contexts with the words a student hears (input) and the words a student uses (output).

Language input is the first part of the equation. The teacher is the most important model in the classroom. The language choices of the teacher greatly influence the students. The teacher should use advanced vocabulary and rephrase as necessary to ensure understanding. Students are also exposed to language through text, other students, and the curriculum. Teachers have many opportunities to build vocabulary in all contexts.

Language output is the other part of the equation. Educators have long known that English language learners benefit from chances to use language, as do all learners. But research shows that teachers do most of the talking in classrooms. To encourage more student talk, teachers must create a safe environment that facilitates conversation, with plenty of time and many reasons to talk.

Dr. Yopp describes several strategies to increase output:

1. Think-Pair-Share
2. 10:2 Lecture
3. Numbered Heads Together
4. Learning Circles
5. Powerful Passages and Significant Sentences
6. Inquiry Lessons
7. Wordless Picture Books
8. Photo Review
9. Sketch to Stretch
10. Capture the Content
11. Mystery Bags
12. Response Cards
13. Jigsaw
14. Four Corners

Students need opportunities to explain, discuss, and share—communication that requires the use of precise language.

The last half of this segment features a demonstration of the Mystery Bag strategy to prepare students for a unit on American Indians. Students have a chance to use oral language while hearing vocabulary necessary for the upcoming unit.

### Let's Talk About It—Activity

#### Part 1

Have participants review the questions and connections they recorded on the “Q-C-S” handout. Invite teachers to share their questions and connections with a partner or small group. Encourage people to answer questions for one another, if possible, and to respond to one another’s connections. If time allows, have participants write their questions and connections on chart paper and post them for everyone to see. Finally, prompt participants to write a summary of this segment of the DVD. Invite volunteers to share their summaries with the whole group.

#### Part 2

Use the following activity to help participants plan a lesson that includes a deliberate opportunity for students to talk. After viewing the demonstration of the Mystery Bag strategy (also featured on the Facilitator’s Resource CD, *mystery\_bag.pdf*), ask teachers to create a Mystery Bag lesson for their next unit of study. If appropriate, allow teachers to work in grade-level teams to determine what will go into the bag and how the lesson will be conducted. Have participants write out the lesson plans so they can share with the whole group in the future. Remind teachers to include plans for differentiating the instruction and addressing the needs of English language learners. Encourage them to think of ways to assess the students’ understanding.

### Reflection

Ask participants to respond to the following questions:

- What did you like about the Mystery Bag activity? How can you make sure to address the needs of all learners?
- Of the other strategies described in this section, what would you like to incorporate into your curriculum?
- What is the relationship between language input and language output?

**Q-C-S**

<b>Question</b>

<b>Comment</b>

<b>Summary</b>