



Andrell Education
Raising Standards in Education

presents

Big Write® & VCOP®

Professional Development Conference

Vivacious Vocabulary

Mini Course

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Schedule:

Session:

Welcome
The Aim of Today
Acquiring Vocabulary Across the School

Breakout Room Activity 1: Cross Curricula Literacies

Starting Point
Synonym Match Up

Breakout Room Activity 2: Synonyms and Antonyms

Synonym Circus
Figurative Language

Breakout Room Activity 3: Personification

Hyperbole
Alliteration
Juxtaposition
Metaphors and Similes
Word Lines

Breakout Room Activity 4: Up-Level It

Use your VCOP Display as a Resource
Question and Answers

Big Write & VCOP PowerPoint Notes



Andrell Education's

Big Write & VCOP



Vivacious Vocabulary

1 Hour Mini Course

The Aim of Today

The aim of today is :

- To understand the importance of teaching vocabulary.
- To look at strategies and activities to help our teaching of higher level and wider ranging vocabulary.
- To understand that the acquisition of vocabulary is 24/7.

Vocabulary size is a convenient proxy for a whole range of educational attainments and abilities – not just reading, writing, speaking and listening, but also general knowledge of science, history and the arts.

E.D. Hirsch A Wealth of Words.

Acquiring Vocabulary Across the School

- All teachers, in whatever role, are teachers of English and in particular vocabulary.
- Vocabulary boards are beneficial across the school (Art, Library, Science, Music, Maths etc).
- Encourage students to see how the vocabulary can be used across subject areas.
- Encourage the use of correct language, don't always 'dumb it down'.
- The importance of incidental learning is immense, and rich vocabulary needs to be gathered by the children wherever and whenever they are interacting with teachers/peers.

Cross-Curricula Literacies

Subject	Vocabulary	Text Type
History	ancient	Information Report

What text types could you use for the following subject specific words?

Subject	Vocabulary	Text Type
Maths	addition	
	subtract	
	divide	
Science	evaporated	
	dissolved	
	atmosphere	
Music	cacophony	
	tone	
	pitch	
P.E.	aerobic	
	acceleration	
	balance	

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Starting Point

- Children start school with a very diverse range of skills.
- Some are already articulate while others (a growing number), come to school requiring language intervention.
- A lot of children have exposure to receptive language only and expressive language is not a part of their daily experience.
- Teachers need to provide a varied environment where rich language is a part of every day life for their students.
- When teachers explicitly teach vocabulary it needs to be robust, with multiple exposures to words in both meaning and context.
- Modelling is a large part of this.

Synonym Match Up

Create a set of cards with words you want the children to up-level. Add words to the set as they discover synonyms. In a small group place all the words face down. Children take turns turning two cards over to try to find a match. As more words are added the children will find not just one synonym but build a list of synonyms as the activity continues. The student with the most matching words wins.

Extensions:

- * Use their favourite word in a sentence.
- * Use synonyms in sentences to show the difference in meaning.

Synonyms/Antonyms

In small groups (2 or 3), give the children a few words.

1. For each word they need to come up with 2 synonyms and 2 antonyms.
2. For each of the **synonyms and antonyms**;
 - State which part of speech each of the words is?
 - Discuss how many different meanings you come up with?

Base Word	synonym	Part of speech	synonym	Part of speech	antonym	Part of speech	antonym	Part of speech
clean								
exhaust								
space								
blind								

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Synonym Circus

An adaptation of one of our software games, synonym circus.

The class is split up into teams of 3. Each team is assigned a word (maybe from the V display).

Each team needs to come up with 4 synonyms for the word they were assigned. They need to write these synonyms on sticky notes.

When it is their turn, they come up to the front of the class with their assigned word card and synonyms hidden from the class.

They stick their synonyms under the synonyms balloons and show the class the assigned word.

Then teams on the floor have 1 minute to come up with 4 synonyms that they think match those under the balloons.

When time is up, the teacher picks a few groups to share what they came up with before the team up the front 'pops' the balloons to reveal the synonyms. Teams get 1 point for each synonym they get correct.

Figurative Language

Encourage children to use figurative language in their speech, as well as their writing. Have the students be hunters and gathers and bring examples to the class when they hear them, or come across them in their reading. Discuss how successful they are in class novels etc.

FIGURATIVE LANGUAGE

Personification

Personification- Attaching human characteristics to an inanimate object.

The last chocolate in the box was calling out to me.

Personify Me

- An old car
- Leaves

Choose one of the above and personify it in a sentence.

FIGURATIVE LANGUAGE

Hyperbole

When using hyperbole you are exaggerating, or embellishing, to the extent that it couldn't possibly be true. It is not meant to be taken literally.

When I get home my dad will kill me!

FIGURATIVE LANGUAGE?

Figurative Language

Word Lines

Activity

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Activity

Up-level these sentences using what you have learnt today. Think about the verb, noun and add adjective and adverb. Remember up-leveling is not just adding adjectives. Try to use some figurative language.

I went into the room and sat on the chair. I was really tired.

When you have finished type it into the conversation panel.

Use your VCOP Display
as a resource.



ROUND THE WORLD WITH VINNY

This is a great game to utilise and reflect on the words on the class Vocabulary wall.

The students will need to have a good variety of wow words and/or phrases on their vocab wall that they have been using and adding to.

The class starts by all standing up. The teacher then mentally picks a wow words and gives the class a definition or clues for that word. The children search the board for the answer and play is passed to the first person who gives the correct answer. They then have to do the same until another person answers. They can sit down as soon as someone guesses their word. The aim is for the whole class to sit down. (Anyone can answer when there is only 1 student left).

To make is easier, and when introducing, students can work in pairs and are allowed to give a definition of their own wow word. Then we ban using your own word and set a timer to see how many they can do in a set period.





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Thank You...

Remember we're here for you....

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My word is :

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My word is :

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