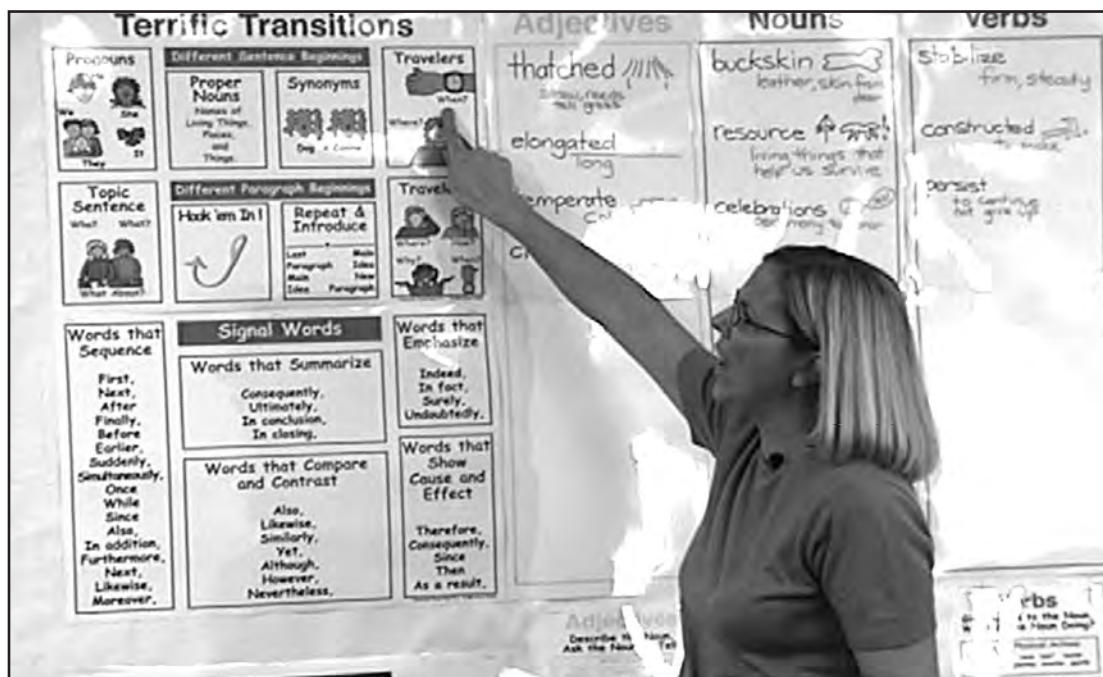


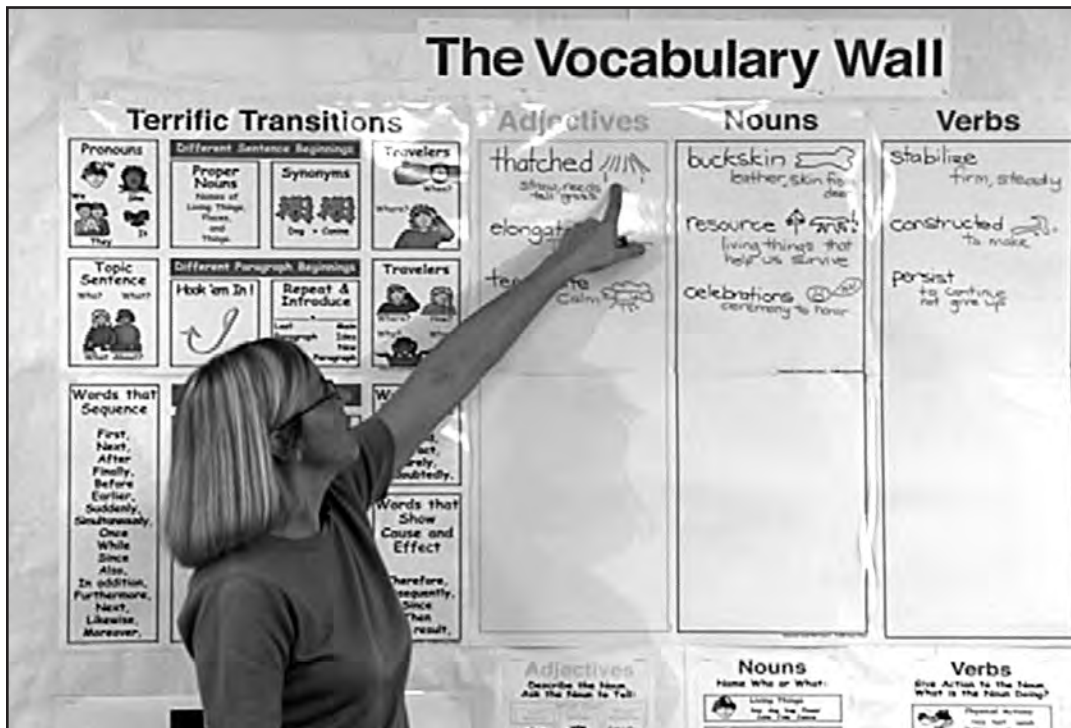
24 CHAPTER

Classroom
Vocabulary Wall

Instructional Wall Charts: The Classroom Vocabulary Wall



The Classroom Vocabulary Wall



Purpose: This wall has answered so many dilemmas concerning vocabulary. Along with strategies for vocabulary development, it displays transitions and modifiers to build powerful sentences. This means students will not only learn new vocabulary but also use it in their writing. To accurately and flexibly use new words, meaning and function are critical. You will see on the following pages that a word is recorded under the correct part of speech (function) accompanied by a definition, synonym, or an icon (meaning).

This wall is formatted for optimal vocabulary instruction, yet the critical question is: *How do I select words for the vocabulary wall?* Most importantly, what list of vocabulary words will have the greatest impact for each specific grade level? This program suggests every grade level use science, social studies, or language arts vocabulary identified from the standards and textbooks for key words.

Please Note: See Chapter 5 (Lecture Notes) for a fabulous way to teach new words in context.

The Classroom Vocabulary Wall

Terrific Transitions			Adjectives	Nouns	Verbs	Modifiers
Pronouns He, I, She, We, You, They, It	Different Sentence Beginnings Proper Nouns *Names of Living Things, Places, and Things dog = Canine	Travelers When?				When? before after during throughout over until later once yesterday earlier while
Topic Sentence Who? What? What About?	Different Paragraph Beginnings Hook 'em In! Repeat & Introduce Last Paragraph Main Idea Main Idea Paragraph	Travelers Where? Why? What?				Where? above across by beside under up through beneath in over between behind inside at beyond on with
Words that Sequence First, Next, After, Finally, Before, Earlier, Suddenly, Simultaneously, Once, While, Since, Also, In addition, Furthermore, Next, Likewise, Moreover.	Signal Words Words that Summarize In summary, Ultimately, In conclusion, In closing. Words that Compare and Contrast Also, Likewise, Similarly, Yet, Although, However, Nevertheless.	Words that Emphasize Indeed, In fact, Surely, Undoubtedly. Words that Show Cause and Effect Therefore, Consequently, Since, Then, As a result.				How? Adverbs: lovingly, loud, noisy, gentle, slow, quick, happy

Adjectives
Describe the Noun. Ask the Noun to Tell!

What Kind?
 Color, Shape, Size, Texture, Taste, Smell, Sound, Feel, Temperature, Position, Direction, Time, Material, Origin, Age, Gender, Nationality, Religion, Profession, Status, etc.

How Many?
 One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten, Eleven, Twelve, Thirteen, Fourteen, Fifteen, Sixteen, Seventeen, Eighteen, Nineteen, Twenty, etc.

Which One?
 This, That, These, Those, One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten, Eleven, Twelve, Thirteen, Fourteen, Fifteen, Sixteen, Seventeen, Eighteen, Nineteen, Twenty, etc.

Where?
 Here, There, Everywhere, Somewhere, Anywhere, Nowhere, etc.

Nouns
Name Who or What!

Living Things
 Man, Woman, Child, Baby, Animal, Plant, etc.

Places
 City, Town, Village, Country, State, etc.

Things
 Object, Item, etc.

Verbs
Give Action to the Noun. What is the Noun Doing?

Physical Action
 Run, Jump, Walk, Sit, Stand, etc.

Feeling or Thinking Action
 Love, Hate, Like, Dislike, etc.

How Things are Said
 Speak, Write, Read, etc.

State of Being
 Am, Is, Are, Was, Were, etc.

Modifiers
Describe Other Words or Word Phrases in a Sentence.

Adjectives
 Color, Shape, Size, Texture, Taste, Smell, Sound, Feel, Temperature, Position, Direction, Time, Material, Origin, Age, Gender, Nationality, Religion, Profession, Status, etc.

Adverbs
 How, When, Where, and To What Extent.

Prepositional Phrases
 Describe Where or When Something Happens.

Prepositional Phrases
 Describe How Something Happens.



Purpose: The classroom vocabulary wall is an interactive and unique instructional tool to help students increase their vocabulary levels. The wall organizes and displays advanced vocabulary to access for reading and writing purposes.

As students acquire vocabulary words, the words are recorded on the wall with synonyms, icons, or definitions to maintain meaning. The four parts of speech instructional cards are a resource for identifying and understanding adjectives, nouns, verbs, and modifiers. Along with vocabulary development, the vocabulary wall provides the essential elements to build sophisticated sentences. The Terrific Transitions section identifies the different techniques to form different sentence and paragraph beginnings, while the Modifiers section show the various ways to add more information and variety to a sentence.

Directions: The classroom vocabulary wall is color-coded for function. These colors help children visually understand the different parts of speech, the subject and predicate, transitions, and modifiers. We suggest that the yellow (adjectives) and red (nouns and verbs) sections of the classroom vocabulary wall, which are built to be interactive, are used constantly.

The Classroom Vocabulary Wall

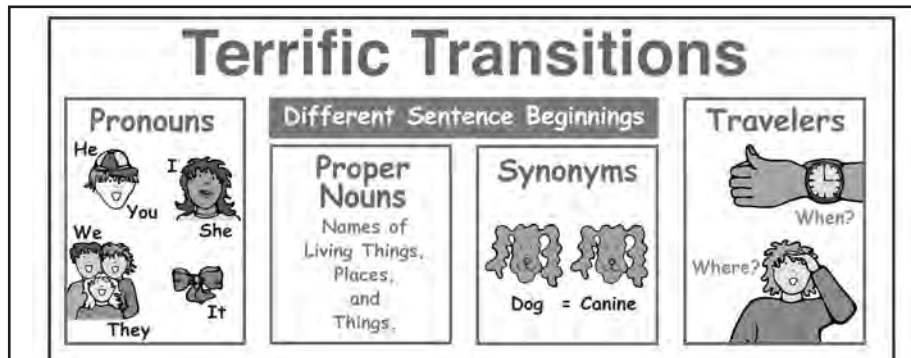
Terrific Transitions

<p style="text-align: center;">Pronouns</p> 	<p style="text-align: center;">Different Sentence Beginnings</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%; padding: 5px;"> <p style="text-align: center;">Proper Nouns</p> <p style="text-align: center;">Names of Living Things, Places, and Things,</p> </div> <div style="width: 45%; padding: 5px;"> <p style="text-align: center;">Synonyms</p>  <p style="text-align: center;">Dog = Canine</p> </div> </div>
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 Travelers When? Where? || **Topic Sentence** Who? What? What About? | **Different Paragraph Beginnings** **Hook'em In!** **Repeat & Introduce** | | | |----------------|---------------| | Last Paragraph | Main Idea | | Main Idea | New Paragraph | | **Travelers** Where? How? Why? When? |
| **Words that Sequence** First, Next, After Finally, Before Earlier, Suddenly, Simultaneously, Once While Since Also, In addition, Furthermore, Next, Likewise, Moreover, | **Signal Words** **Words that Summarize** In summary, Ultimately, In conclusion, In closing, **Words that Compare and Contrast** Also, Likewise, Similarly, Yet, Although, However, Nevertheless, | **Words that Emphasize** Indeed, In fact, Surely, Undoubtedly, **Words that Show Cause and Effect** Therefore, Consequently, Since Then As a result, |

Terrific Transitions: Terrific Transitions provide students with the strategies for varied sentence and paragraph beginnings. This section of the classroom vocabulary wall is divided into three parts: Different Sentence Beginnings, Different Paragraph Beginnings, and Signal Words.

The Classroom Vocabulary Wall



Terrific Transitions: Different Sentence Beginnings: At the top portion of the Terrific Transition chart are the strategies for writing different sentence beginnings. These techniques provide a variety of sentence transitions for a writer to stay on topic while avoiding redundancies. There are four types of sentence transitions: 1) pronouns, 2) proper nouns, 3) synonyms, and 4) Travelers.

1) Pronouns: Pronouns are simple and subtle words for more cohesive sentence writing. For Example: *My dad tells delightful stories. He changes his voice to match different characters.* The words, *dad* and *he* connect the sentences together; the subjects equal each other. The pronoun *he* helps transition to the next sentence, so that the reader may easily flow and stay on topic while reading. Instead of using the same subject (*dad*) repeatedly, children learn that they can vary it by using pronouns to avoid repetitive words, and so the reader doesn't get lost. Pronouns identify the noun in the previous sentence (dad = he).

2) Proper Nouns: Proper nouns are names of living things, places, or things. A name easily identifies the subject, yet a proper noun is most effective when used initially in a piece of writing. Students learn that they may introduce their subject using a proper noun, while introducing a name halfway or at the end of the writing may confuse the reader.

3) Synonyms: Synonyms have the same function as pronouns and proper nouns. Instead of a pronoun or proper noun, synonyms may be used to replace the subject for different sentences beginnings. Example: *John bought some candy. The sweets were delicious. Candy and sweets are synonyms.* This helps transition the next sentence and helps connect the sentences together (*candy = sweets*).

4) Travelers: Travelers are modifiers that add more information to a sentence. These phrases tell where or when about the subject or predicate, but most importantly, Traveler phrases may move to the front of the sentence (if appropriate) to provide a different beginning (see vocabulary wall modifiers).

The Classroom Vocabulary Wall



Terrific Transitions: Different Paragraph Beginnings: The next portion of the Terrific Transition chart is Different Paragraph Beginnings. These four boxes display a variety of paragraph transition techniques. Paragraph transitions may or may not reveal the next paragraph's topic, but they should clearly indicate a smooth transition from the last paragraph to the new. There are four types of paragraph transitions: 1) Topic Sentence, 2) Hook 'em In, 3) Repeat & Introduce, and 4) Travelers. A fifth type of paragraph transition, Signal Words, is on the next page.

1) Topic Sentence: To form the topic sentence, students identify the subject of the sentence by asking *who* or *what* are they writing about. After the topic is stated, they ask, *What about?* to form the predicate. For example, *Who or What am I writing about? Plants.* Next, *What about plants? Plants need many resource to survive.* This topic sentence provides the reader with a clear understanding of the paragraph's content. Notice that the writer may use a topic sentence to transition to the next paragraph.

Topic Sentence: Refer to Thesis Statement: The topic sentence box may also connect back to the thesis statement. For example, if the thesis statement was about the reasons students should wear uniforms, then a transition from one paragraph to the next could include the thesis and the topic of the new paragraph. For example, in a 5-paragraph persuasive essay about school uniforms, a transition between paragraphs may include a reminder about the thesis and the next reason to support the argument: *Another reason students should wear uniforms is safety.*

2) Hook 'em In!: A hook or lead is a technique to elicit the readers' attention. (See the Hook 'em In chart in Chapter 25 for different types of hooks.)

3) Repeat & Introduce: This transition sentence states the main idea of the previous paragraph and introduces the main idea of the new paragraph. For instance, if the previous paragraph's main idea is about the importance of dental checkups, and the new paragraph is about flossing, then the student may write *While dental checkups provide periodic treatment for healthy teeth, flossing ensures daily care.*

4) Travelers: Travelers are modifiers that add more information to a sentence. These phrases tell *where*, *when*, *why*, or *how* about the subject or predicate, but most importantly, Traveler phrases may move to the front of the sentence (if appropriate) to provide a different beginning for a paragraph.

The Classroom Vocabulary Wall

Signal Words		
Words that Sequence First, Next, After Finally, Before Earlier, Suddenly, Simultaneously, Once While Since Also, In addition, Furthermore, Next, Likewise, Moreover,	Words that Summarize In summary, Ultimately, In conclusion, In closing,	Words that Emphasize Indeed, In fact, Surely, Undoubtedly,
	Words that Compare and Contrast Also, Likewise, Similarly, Yet, Although, However, Nevertheless,	Words that Show Cause and Effect Therefore, Consequently, Since Then As a result,

Terrific Transitions: Signal Words: The bottom section of the Terrific Transition chart presents a variety of sentence or paragraph transition techniques to stay on topic while avoiding redundancies. There are five categories of signal words: Words that Sequence, Words that Summarize, Words that Emphasize, Words that Compare and Contrast, and Words that Show Cause and Effect. These specialized words cue the reader about the text structure or how ideas in the text relate to each other.

Words that Sequence: These words spotlight the order of events in a story, the logical order of supporting details for a topic, or the sequence or steps for a procedure or process. Example: *First, John ate delicious bananas for breakfast.* (Triggers reader to know this is first thing he did.) *Next, he went to the pool for a quick swim. Finally, he decided he was still hungry, so he went home to eat another banana.* More subtle signal words, such as *while*, *during*, and *after* require a phrase to complete the meaning. Example: *After we visited the Old Globe Theater, we went to the botanical gardens.* The word *after* triggers the reader to attend to the next idea.

Words that Summarize: A succinct statement of the main points and most important details. Summarizing words alert the reader of a summary to help pull the story/text together with the most important details.

Words that Emphasize: Give special attention to portions of the text or stress a point in the writing. These words spotlight parts of text that are the most important details.

Words that Compare and Contrast: Show how two or more things have similar or different qualities.

Cause and Effect: Alerts the reader about an action or event that results in a particular outcome.

The Classroom Vocabulary Wall



Adjectives, Nouns, Verbs, and Modifiers (continued): The adjectives, nouns, and verbs sections display long, blank columns. These areas are to record new vocabulary, under the correct part of speech as well as to define the vocabulary with a synonym, icon, or definition. Students record their vocabulary words in the correct column, but to use this chart as a reference tool, they need to include some form of definition. Writing a word on the wall will not ensure meaning, while recording the word with a synonym, icon, or definition will. Notice in the photo, the class and I are labeling the parts of speech on our vocabulary words from our Lecture Notes (Chapter 5). Next, the words are written on the vocabulary wall.

Parts of Speech Instructional Cards: These resource cards display the function of adjectives, nouns, and verbs.

Adjectives: Adjectives describe the noun. Adjectives ask the noun to tell *what kind, how many, which one, or whose*.

Nouns: Nouns name the *who* or *what*. The *who* is a living thing, while the *what* is a place, thing, object, action (raking leaves), event, or idea (love).

Verbs: Verbs give action to the noun. The verb tells what the noun is doing: physical actions (run, scamper), feelings or thinking actions (hated, concentrated), how things are said (declared, stated), or the state of being (is, are, am).

Modifiers: Modifiers describe other words or word phrases in a sentence. Adverbs and prepositional phrases are modifiers. Adverbs tell *how, when, where, and to what extent*. Prepositional phrases describe where or when something happens.

Adjectives

Describe the Noun.
Ask the Noun to Tell:

What Kind?

Vivid
Sensory
Descriptions



Feelings



Proper
Adjectives

British flag
French soup
American pie

How Many?

five many some
most less more

Which One?

this that these
those an a the

Compare:
old older oldest

Whose?

my his their its
her your our

Nouns

Name Who or What:



Living Things

boy dog bug flower
John Fido Janice



Places

park forest school city
Disneyland Target



Things



objects

pencil
computer
Kleenex
chair

actions

running
singing
playing
thinking

events

parade
wedding
dance
Flag Day

ideas

love
sympathy
joy
hate

Verbs

Give Action to the Noun.
What is the Noun Doing?



Physical Actions

race twirl vanish
journey saunter guzzle

Feeling or Thinking Actions

love ponder decide realize wonder



How Things are Said

laugh argue chuckle
reply request declare

State of Being

was were will shall
is am are had has have

Modifiers

Describe Other Words or Word Phrases in a Sentence.

Adverbs Tell:

How, When, Where and To What Extent.

Adverbs Describe:

Adjectives

To What Extent:
He was extremely friendly.

Nouns

Where:
He put it there.

Verbs

How:
He ran quickly.
When:
He left early.

Adverbs

How:
He yelled very loudly.

Prepositional Phrases

Describe Where or When Something Happens

Prepositional Phrase

Preposition + (a, the) + **Adjectives** + **Noun / Pronoun**

Where: She went in the dark house.

When: He slept during the concert.

The Classroom Vocabulary Wall

Modifiers

When?



before after
during throughout
over until later
once yesterday
earlier while

Where?



above across by
beside under up
through beneath
in over between
behind inside at
beyond on with

How?



Adverbs:

lovingly	slowly
loudly	quickly
noisily	happily
gently	

Why?



to for
so since
because
due to
on account of

Modifiers (continued): Modifiers are sorted into four categories: *When, Where, How, and Why*. This section of the vocabulary wall is green. Modifiers are added to sentences if the information is necessary. Wordiness loses the reader and clarity of the writing. Students need to understand if they need to add *where, when, how, or why* to a sentence. Most importantly, students understand that the modifiers may move or travel in the sentence; That's why modifiers are color-coded green, to go or travel.

When and Where: These sections of the classroom vocabulary wall shows a variety of prepositions. Frequently, students tend to use a small set of preposition words. These two word banks will help facilitate a wider selection of prepositions. "When" words list the initial words that kick off *when* phrases. A when phrase is very effective at the beginning of a sentence. Example: *Before dinner, the girl took a nap.* The "Where" section has many different words that begin prepositional phrases. Example: *The boy went under the table.* This provides different prepositions because students tend to use the same prepositions, which limits the sophistication of writing. Also, *where* phrases may be moved in the sentence if they are placed next to the correct word the phrase is modifying. Example: *The hungry frog noticed the green fly land on a nearby branch.* The *when* modifier, *on a nearby branch*, may not move to the beginning of the sentence because it would modify frog when it should modify fly. The incorrect sentence: *On a nearby branch, the frog noticed a juicy fly.* Notice the *when* phrase is modifying frog, so the sentence is stating that the frog is on the branch, not the fly.

Why: This section of the wall provides a selection of words to use for *why* phrases in sentences. Children are encouraged write different *why* words (*so, to, and for*) to make their writing more interesting. To often they overuse *because*. In the examples, notice the words *so, to, and for* are used, instead of *because*. Examples: 1) *The boy coughed so he could get his mother's attention.* 2) *The boy coughed to get his mother's attention.* 3) *The boy coughed for the attention of his mother.*

How: This section of the vocabulary wall is for adverbs. Adverbs modify the verb, by using a describing word (adjective) and adding an *-ly* to the end of the word. Example: *loving + ly = lovingly*. Although adverbs may modify adjectives or other adverbs, this section of the chart is to elicit words that tell *how* about the verb.

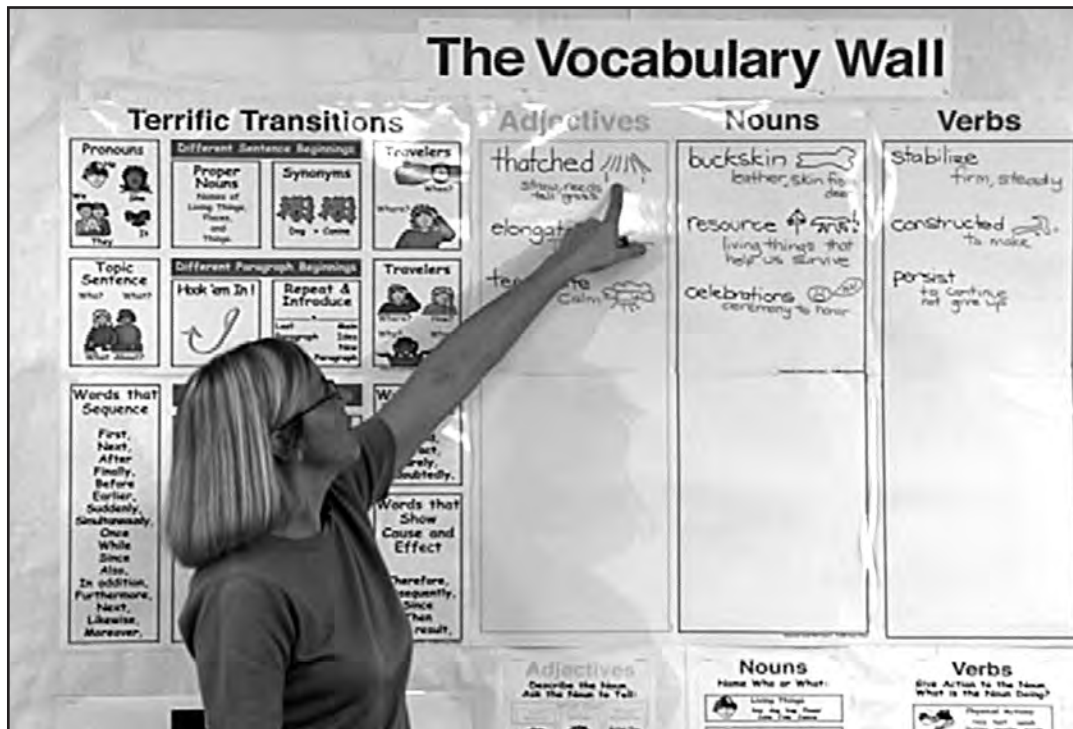
Lecture Notes: Vocabulary Wall



Purpose: A unique interactive wall chart to record vocabulary words introduced during a lecture note lesson.

Directions: After a lecture note lesson, the teacher and students go back through their lecture notes to label each vocabulary word by its part of speech, adjective, noun, or verb. In the photo above, after the Chumash Native American lecture note lesson, the teacher is labeling one of the vocabulary words (circular) with a large “A” for adjective.

Lecture Notes: Vocabulary Wall







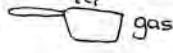



Directions (continued): Once the new vocabulary words (on the lecture notes) have been labeled with their parts of speech, they then are transferred to the vocabulary wall (See Chapter 21). As each new vocabulary word is written on this wall chart, the teacher also includes a definition, synonym or a drawing for an easy reference to their meanings.

To accurately and flexibly use new words, meaning and function are critical. Therefore, each vocabulary word is recorded under the correct part of speech (function) accompanied by a definition, synonym, or an icon (meaning).

This wall has answered so many dilemmas concerning vocabulary. Along with strategies for vocabulary development, it displays transitions and modifiers to build powerful sentences. This means students will not only learn new vocabulary, but also use it in their writing.

Lecture Notes: Student Vocabulary Wall

Vocabulary Wall Topic: plants		
Powerful Parts of Speech		
Adjectives	Nouns	Verbs
spiny thorny 	roots 	sprinkling  little rain
shiny bright	stem 	soaking drenching 
smooth even	ground water 	percolates to pass through
silky soft	water vapor gas 	releases lets go
	oxygen air 	manufactures makes
	breeze soft wind	
	nutrients food	

Purpose: This unique student mat template enables students to build topic specific vocabulary walls as an easy reference for reading or to include these new words in their writing. In order to support students to write across the curriculum, they build a new Student Vocabulary Wall for every new theme or unit studied in social studies, science, or language arts.

Directions: As the teacher records vocabulary words on the classroom vocabulary wall, students record the words on their own student vocabulary walls.

Lecture Notes: Student Vocabulary Wall



Directions (continued): Each student receives a vocabulary wall booklet. Students label the top of their pages for each new unit of study. For example, these students (in photo) are studying about Native Americans in social studies. While reading text, taking notes, and listening to a lecture, they fill in the chart to store topic specific vocabulary. Next to each word recorded is a synonym and or an icon for meaning. Later, when writing about Native Americans, these students will use this chart to access higher-level vocabulary.

At the end of the school year, students have developed a personal resource to access numerous vocabulary words used during the year. In other words, this booklet helps students keep vocabulary to access and use all year long, not temporarily.

Student Vocabulary Wall Topic: _____

Powerful Parts of Speech

Adjectives	Nouns	Verbs
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