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LANGUAGE MATTERS

January 2018

Lethbridge School District No. 51

Student support worker: Sylvia Kadijk

Sylvia grew up in Bogota, Columbia. She first visited Canada in 1992 as a student and then decided to immigrate to Canada in 1994 to become a teacher. Sylvia graduated from Kings College in 1999 with a teaching degree. She met her husband Mark while teaching on the Sunshine Coast in 1999. They have been married since 2000 and have two daughters, Solana (14) Sara (13) who attend Winston Churchill High School and Gilbert Patterson Middle School.

Sylvia first joined Lethbridge School District No. 51 in 2012 and worked as an EA in Park Meadows, Galbraith and Lethbridge Christian School, where she has loved working closely with young students.

Now as the ESL Student Support Worker, Sylvia works closely with Immigrant Servic-



es and other agencies to provide supports for students and their families.

She loves working one-on-one with stu-

dents who need some extra support and connecting new families to the supports they need. Welcome Sylvia to the ESL team!



Number of loca indigenous groups i Columbi



Columbia is home to 49 million people, making it the second largest banish-speaking country

1525-1819

Years when Columbia was part of a Spanish colony in the area

Resources:



Microsoft Translator App: This new translating app provides new ways of interacting with students who need support in their first language. Differing from Google Translate, Microsoft Translator provides better accuracy in Arabic translation and the option for a large group conversation. Please consider including this app in your teaching repertoire.

Country profile: Columbia

Columbia is the second largest Spanish-speaking country in the world with 49 million people.

Columbia is a land of extremes with snow covered volcanic mountains in the Andes range and tropical beaches along its north and west coast.

- Columbia was a Spanish colony (1525-1819) and then separated into many different countries until finally Panama separated in 1903.

- Columbia has had several civil wars and several times with peace. The latest (52 year) conflict ended with the peace agreement between the FARC and Columbian government in 2016/2017.

- Columbia is a mixed population of 102 local indigenous groups, African-Colombians, and European-descendants. Many of these groups have mixed over the last 500 years.

- Columbia has had a long history of democracy. The country is governed by a president who is elected every 4 years. Laws are passed by a house of representatives and a senate.

- Some of Columbia's exports are coffee, bananas, oil, coal, gold, platinum and emeralds.

- Many citizens have left Columbia to other Latin American countries, to Canada, and the United States because of the civil war and drug war

WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Studen
🔹 20 minutes per day.	 5 minutes per day. 	 1 minute p
• 3,600 minutes per school year.	 900 minutes per school year. 	 180 minute
* 1,800,000 words per year.	 282,000 words per year. 	 8,000 wor
<u> </u>	200	
6666	3	
99999		
 Scores in the 90th percentile on standardized tests. 	Scores in the 50 th percentile on standardized tests.	 Scores in the 1 standardized te

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 schooldays, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

This newsletter:

stories and pictures of school activities and events for ELLs. This week's profile looks at Columbia.



Video Links for Vocabulary Instruction

https://www.youtube.com/ watch?v=OetbzrP2QUU

https://www.youtube.com/ watch?v=p9DPKgBrJQE

https://www.youtube.com/ watch?v=ynPdxVP4q4Y

Words, Words, Words

In the last edition of Language Matters, I focused on oral language as the foundation for literacy. In this edition I want to extend that to thinking about the importance of vocabulary. Being able to read a word (decode) is one important part of the reading process, and in fact, becomes a relatively rote ability. Hock and Brasseur (as cited in Allington, 2015) conducted a study with 436 grade nine students with reading difficulties. The students decoding abilities outweighed their vocabulary and world knowledge. It was a relative strength but their "...problems stemmed from the smaller number of words they knew the meanings for, and an inability to read with understanding and fluency" (p. 29).

Our English Language Learners develop the ability to carry on basic conversations and to decode words faster than their ability to understand the meaning of the words and then to use that meaning to comprehend in situations where academic language may be used.

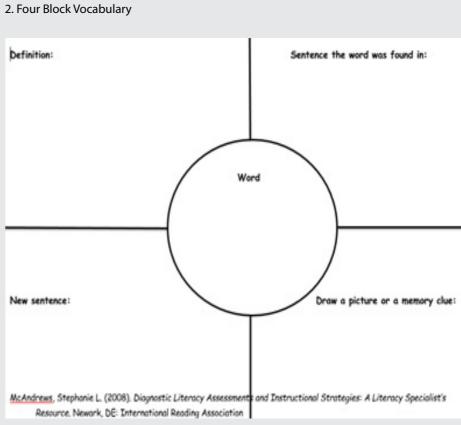
Clearly, knowing how to say the words isn't enough. Our youngest to oldest students need to know what words mean and how to use them in their speaking, reading and writing. Often in our content areas, part of the struggle for students is the vocabulary.

1. Use a TIP board. This is like a subject specific word wall, but it takes it up a notch. T stands for term, I for information (definition), P for picture or example. After instruction about a word have the students generate a definition and they can even create the picture or example. Gradually add to the TIP board as new words are learned over the course of a unit. These can be posted on the wall, kept electronically, and you could have the students keep one for review.

Resources in the Curriculum Resource Centre for Vocabulary: The Reading Strategies Book by Jennifer Serravallo

What Really Matters for Middle School Readers: From Research to Practice by Richard Allington

No More "Look Up the List Vocabulary Instruction by Charlene Cobb Tools for Teaching Academic Vocabulary by Janet Allen Teaching Vocabulary through Differentiated Instruction with Leveled Graphic Organizers by Nancy Literall and Mary McMackin





Teaching tips for developing vocabulary

Bev Smith is the Literacy Lead Teacher for Lethbridge School District No. 51

• Read aloud daily from texts that offer rich vocabulary. Preselect a few words that you will focus on to provide more elaboration and explanation about.

• Provide independent reading time daily. While we would like to think every child will have a chance to read at home every day, the reality is it likely won't happen. We must build in time for students to read in their day at school

 Develop expressive vocabulary through classroom discussions and opportunities to write.

• Teach students how to use root words as well as how the affixes (prefixes and suffixes) change the meaning. This can be especially important for students in grades four and up in content areas as many big words they will be working with are made up of roots and affixes.

the book No More "Look Up the List" Vocabulary how we learn words.

• Our depth of word knowledge is determined by how we use words—receptive and expressive.

• We need to have a reason to learn new words.

• Words are concepts related to other words and can have multiple uses, which means that our knowledge of words can deepen.

• We learn words both through intentional instruction and incidentally. (p. 21)