Success with Content Area Vocabulary

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Teacher Poll
- Raise your hand if you have students who struggle reading your text.
- Raise your hand if you have students who have difficulty reading your vocabulary words.
- Raise your hand if you have students who have difficulty remembering your vocabulary words.
- Raise your hand if all of your students are proficient readers.

Math Chain
- Example: revolution-noose-segregate-traitor-regulate-tyranny-equality-emancipate
- As a group we are going to make an 8 word chain beginning with the word math.
- Each word must begin with the final consonant or consonant sound of the preceding word and needs to be associated with math.

Rationale
“Without a strategy for chunking longer words into manageable parts, students may look at a longer word and simply resort to guessing what it is — or altogether skipping it. Familiarity with syllable-spelling conventions helps readers know whether a vowel is long, short, a diphthong, r-controlled, or whether endings have been added. Familiarity with syllable patterns helps students to read longer words accurately and fluently…”

(Moats & Tolman, 2008)

Syllable Type | Example | Description
--- | --- | ---
Closed | Rabbit | A syllable having a short vowel and ending in a consonant
VC, CVC, CCVC, CVCC | Dependent, Rejection |
### Syllable Type

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<td>A syllable with a long vowel sound that is spelled with a single-vowel letter</td>
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<tr>
<td>Cle</td>
<td>Puddle, Staple</td>
<td>A final syllable containing a consonant before le</td>
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### Practice

**CV**
- CV
- Cle

**CVC**

**R Control**
- Vaporize
- Surrender
- Perfection

**CVCe**
- Escape
- Obsolete
- Stipulate

(Archer, Gleason, Bachon, 2003)
Practice

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<tr>
<td>CVCe</td>
<td>CVVC</td>
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Why are syllables important?
- Help to decode longer words
- Typical science text book
- To detect chromosomal disorders such as Down syndrome, a doctor examines the chromosomes from a person's cell.
- For this sentence students need to understand CVC, CV, CVCe, and R Control syllables.
- Goal - move words from listening to reading vocabulary!

Decoding an Unknown Word

TRAMTEP
1. Underline the vowels.
2. Count the number of consonants between the vowels.
3. Divide between the consonants. What sound will the first vowel make?
4. What sound will the second vowel make?
5. What is the word?

Carver & Pantoja, 2009, p. 43

Decoding an Unknown Word

Rebinnot
1. Underline the vowels.
2. Count the number of consonants between each vowel.
3. When there is one consonant between the vowels try the long vowel first. If it doesn't make a word you know, try the short sound.
4. With two consonants between the vowels, divide between them. What sound will the second vowel make?
5. What sound will the third vowel make?
6. What is the word?

U.S. History
1. Underline the vowels.
2. Count the number of consonants between each vowel.
3. When there is one consonant between the vowels try the long vowel first. If that doesn't make a word you know, try the short sound.
4. When there are two consonants between the vowels, divide between them. What sound will the second vowel make?
5. If there is a 3rd vowel, what sound will it make?
   - urban
   - conformity
   - renewal

Vocabulary War
- Give each player half the deck.
- Each player turns his top card over and places it face up on the table.
- The player with the most syllables, takes both cards and adds them to the bottom of their deck.
- If the turned up cards are equal, there is a war and the cards stay on the table.
- Each player places another card face down on the table.
- Then each player places a card face up on the table.
- The player with the card which has the face up word with the most syllables takes all six cards.
- Play continues until one player has all the cards or time runs out.
Recognition is NOT enough—

**Snow Ball Fight**
- Teacher writes the words on the board.
- One word is assigned to each student.
- The student writes the definition of his word on a piece of notebook paper.
- He crumbles the paper into a snowball and throws it after the signal is given.
- After 5 seconds the teacher calls time and each student must pick up one snow ball.
- Each student reads his definition and identifies the word.

**Two Vowels Together**
- Sometimes instead of making one sound they are in separate syllables.
  - Variable
  - Evaluate
  - Algebraic

**Algebraic People Sort**

**Algebraic Syllable Addition**

<table>
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<tr>
<th>Base Word</th>
<th>Added Syllable</th>
<th>Final Word</th>
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<tr>
<td>Simplify</td>
<td>+ 2S</td>
<td>= 5S</td>
</tr>
<tr>
<td>Algebra</td>
<td>+ 1S</td>
<td>= 4S</td>
</tr>
<tr>
<td>Evaluate</td>
<td>+ 1S</td>
<td>= 5S</td>
</tr>
<tr>
<td>Exponent</td>
<td>+ 1S</td>
<td>= 4S</td>
</tr>
<tr>
<td>Equate</td>
<td>+ 1S</td>
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**The Pyramid Game**

- Algebraic Expression
- Natural Numbers
- Exponent
- Irrational
- Rational
- Variable
- Equation
- Simplify
- Power
- Base
Astronomy
1. The letter C can make two different sounds.
2. If the C is followed by an i, e, or y, it typically makes an s sound.
3. Otherwise it typically makes a k sound.
4. Underline the letter after the c.
5. If it is an i, e, or y try the s sound. Otherwise try the k sound.

- celestial
- acceleration
- geocentric

Checkers

English
I have... Who Has?
- Distribute one card to each student.
- The first student reads his card- which has his vocabulary word and the definition of another word.
- The student who has the word that matches the definition responds by reading his card.
- Activity continues until all definitions have been reviewed.

Biology
- Directions:
  - Sort the syllables by color
  - Put the syllables together to form words that are related to the topic "Biology."
  - Use a two-column note graphic organizer and predict the meaning of each word.
  - As students go through the unit of study, they will refine the definitions.

English – Triptico Activity
www.triptico.co.uk

English
http://quizlet.com
Want more ideas?

- *Teaching Syllable Patterns*
- Carver & Pantoja
- Maupin House Publishing