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**CCSD, LLC, Elementary**  
Gillette WY  
Monday, 12:30, 11.29.2010  
**Vocabulary**  
www.JoanWink.com

**Guiding Questions:**

What vocabulary for which kids?  
Who needs what when?  
    Levels of language learners  
    Early, intermediate, later language learner  
What does vocabulary mean?  
    Social language and academic language (BICS/CALP)  
    What is key vocabulary?  
How do we teach vocabulary? Or, how do we engage all students?  
    Why do I do what I do?

**Joan Shares:**

**Reflective Cycle**

<http://www.joanwink.com/charts/reflective.pdf>

**5 Principles of Language Acquisition**

The Acquisition-Learning Hypothesis  
The Natural Order Hypothesis  
The Monitor Hypothesis  
The Input (Comprehension) Hypothesis  
The Affective Filter Hypothesis

[http://www.sdkrashen.com/Principles\\_and\\_Practice/index.html](http://www.sdkrashen.com/Principles_and_Practice/index.html)  
[http://www.sdkrashen.com/SL\\_Acquisition\\_and\\_Learning/index.html](http://www.sdkrashen.com/SL_Acquisition_and_Learning/index.html)

**Mamas, Meaning, and Motivation**

Wink, J., & Wink, D. (2004, pp. 102-104). *Teaching passionately: What's love got to do with it?* Boston, MA: Allyn & Bacon.  
<http://www.joanwink.com/love/love-mamas.php>

**Planned Activities**

4 Corners  
[http://www.joanwink.com/cp3/cp3\\_pg134.php](http://www.joanwink.com/cp3/cp3_pg134.php)

Bio-poem (Towell, J. 2010, p. 361) or I-AM Poem  
<http://www.joanwink.com/charts/WriteanIAMPoem.pdf>

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Dialogue Journals

[http://www.joanwink.com/cp4/cp4\\_pg156.php](http://www.joanwink.com/cp4/cp4_pg156.php)

Comprehending/comprehension

[http://www.joanwink.com/cp3/cp3\\_pg137.php](http://www.joanwink.com/cp3/cp3_pg137.php)

What is academic language proficiency?

<http://www.joanwink.com/research/Krashen-Brown-ALP.pdf>

Messenger and the Scribe

[http://www.joanwink.com/cp3/cp3\\_pg136.php](http://www.joanwink.com/cp3/cp3_pg136.php)

Create a Story Pyramid

<http://www.boobis.com/students/pyramid.html>

p. 372 of Towell, 2010

***Graphic Organizers for before/during/after activities***

Thought and Language, Vygotsky

<http://www.joanwink.com/scheditems/Abydos0310.pdf> (pp.13, 14, 15 of ppt. and pp. xxv, xxvi of *A Vision of Vygotsky*, 2002, by Wink and Putney.)

Herringbone, Towell, 2010, p. 367

or

<http://www.joanwink.com/charts/hb1.pdf>

<http://www.joanwink.com/charts/hb2.pdf>

Word Maps, Context Chart Towell, 2010, p. 358&359

<http://www.wordsift.com>

New Words, New Friends

<http://www.joanwink.com/scheditems/new-instruct.pdf>  
(instructions)

<http://www.joanwink.com/scheditems/newfriends-1.pdf>  
(before, during, after)

<http://www.joanwink.com/scheditems/newfriends-2.pdf>  
(context chart)

<http://www.joanwink.com/scheditems/card-instruct.pdf>  
(card categories)

VSS, Vocabulary Self-Correction, Towell, 2010, p. 356 & 357

Ten Important Words, Towell, 2010, pp. 354-355

***Guiding Questions Revisited***

Reflective Cycle

<http://www.joanwink.com/charts/reflective.pdf>

Herringbone

<http://www.joanwink.com/charts/hb2.pdf>

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Retrieved from: <http://www.scheditems/gillette-vocab-112910.pdf>

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### **Other Resources**

Cummins, Jim. Literacy Engagement Framework  
[http://www.joanwink.com/scheditems/JCummins-literacy\\_engagement1209.pdf](http://www.joanwink.com/scheditems/JCummins-literacy_engagement1209.pdf)

Ferlazzo, Larry. [www.larryferlazzo.com](http://www.larryferlazzo.com)

Middle School Portal

<http://www.msteacher2.org/forum/topics/10-very-cool-brain-compatible>

Peha, Steve. TTMS, Teaching That Makes Sense by Steve Peha

<https://ttms.box.net/shared/static/qs5idj27ul.pdf>

Wink, Joan.

Levels of Language Acquisition

*Historic Overview:*

[http://www.joanwink.com/scheditems/levels\\_lang\\_acq-0509.pdf](http://www.joanwink.com/scheditems/levels_lang_acq-0509.pdf)

*Descriptors:*

[http://www.joanwink.com/scheditems/descriptors\\_lang\\_acq-0509.pdf](http://www.joanwink.com/scheditems/descriptors_lang_acq-0509.pdf)

Modifications of pedagogy: (scroll to the last page)

[http://www.joanwink.com/scheditems/TESOL-09Adaptations\\_differentiation.pdf](http://www.joanwink.com/scheditems/TESOL-09Adaptations_differentiation.pdf)

Cummins, posted on [www.joanwink.com](http://www.joanwink.com)

<http://www.joanwink.com/scheditems/bw-iceberg.pdf>

<http://www.joanwink.com/scheditems/threshold-hyp.pdf>

<http://www.joanwink.com/charts/cummin.pdf>

<http://www.joanwink.com/charts/SUP-Cummins.pdf>

<http://www.joanwink.com/charts/CUP-Cummins.pdf>

<http://www.joanwink.com/scheditems/effects-of-bilingual.jpg>

<http://www.joanwink.com/scheditems/bilhouse0308.pdf>

CREDE Activity Centers

<http://www.joanwink.com/scheditems/ac1-1110.pdf>

<http://www.joanwink.com/scheditems/ac2-1110.pdf>

<http://www.joanwink.com/scheditems/ac3-1110.pdf>

<http://www.joanwink.com/scheditems/ac4-1110.pdf>

<http://www.joanwink.com/scheditems/ac5-1110.pdf>