



Vocabulary Development for English Language Learners/Multilingual Language Learners

Participant Activity Handout

Text

The Value of Sports in People's Lives

Whether you run a race, bounce a basketball, or hurl a baseball home, you do it because it's fun. Some scientists claim play is a natural instinct—just like sleep. That might explain why sports are likely to be as old as humanity.

Some claim sports began as a form of survival. Prehistoric man ran, jumped, and climbed for his life. Hunters separated themselves by skill, and competition flourished. Wall paintings dating from 1850 BC that depict wrestling, dancing, and acrobatics were discovered in an Egyptian tomb at Bani Hasan. The ancient Greeks revolutionized sports by holding the world's first Olympic games at Olympia in 776 BC. But it wasn't until the early nineteenth century that sports as we know them came into play. (Pardon the pun!) Modern sports such as cricket, golf, and horse racing began in England and spread to the United States, Western Europe, and the rest of the world. These sports were the models for the games we play today, including baseball and football.

All organized sports, from swimming to ice hockey, are considered serious play. There are rules to obey, skills and positions to learn, and strategies to carry out. But Peter Smith, a psychology professor at Goldsmiths, University of London, and author of *Understanding Children's Worlds: Children and Play* (Wiley, 2009), says, "Sport-like play is usually enjoyable, and done for its own sake."

Information for Selecting Vocabulary

Frequency

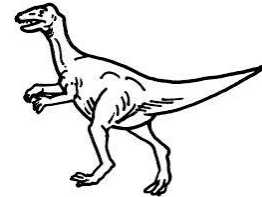
Resources to identify words for vocabulary instruction:

- Academic Word List Highlighter
<http://www.nottingham.ac.uk/alzsh3/acvocab/awlhighlighter.htm>
- Word Sift
<http://wordsift.com/>

Conceptual Complexity

Imageability

- A word is easily *imageable* if little effort is required to form an image of it in your mind.
- If you wanted to draw a picture of the word, how much context would be required? A word that could be drawn without context is easily imageable.
 - Easily imageable words: dinosaur, pencil, rain
 - Somewhat imageable words: prevent, abandoned
 - Not imageable words: spirit, promise, merely



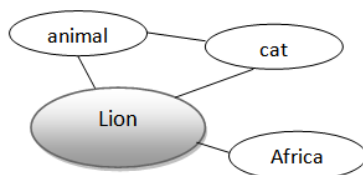
Concreteness

- A word is *concrete* (tangible) if its referent can be easily perceived through the senses.
- How easily can you feel, smell, see, hear, or taste a referent of the word?
 - Very concrete words: eggs, throne, pencil, run
 - Somewhat abstract words: expensive, peered
 - Very abstract words: era, indeed

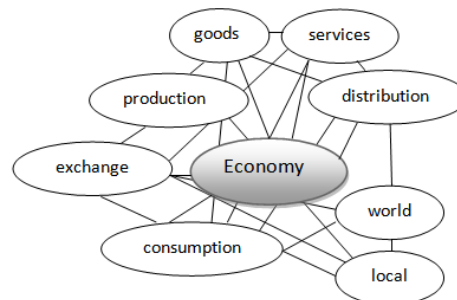


Relatedness

- The degree to which understanding the word requires an understanding of related concepts is *relatedness*.
- Words that have dense networks of other related concepts have high relatedness:



Low relatedness



High relatedness

Activity 1: Selecting Vocabulary (Frequency)

Practice Text

All organized sports, from swimming to ice hockey, are considered serious play. There are rules to obey, skills and positions to learn, and strategies to carry out. But Peter Smith, a psychology professor at Goldsmiths, University of London, and author of *Understanding Children's Worlds: Children and Play* (Wiley, 2009), says, "Sport-like play is usually enjoyable, and done for its own sake."

1a. Academic Word List Highlighter

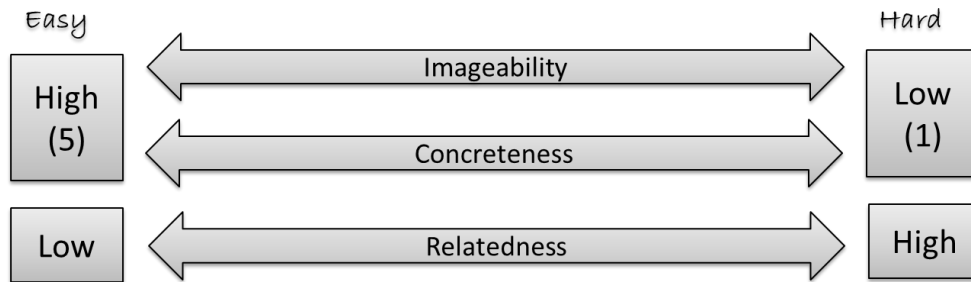
- Use an internet browser to navigate to <http://www.nottingham.ac.uk/alzsh3/acvocab/awlhighlighter.htm>
- Copy the practice text above and paste it into the analyzer.
- Select sublist level 10.
- Select "Submit."

1b. Word Sift

- Use an internet browser to navigate to <http://www.wordsift.com>
- Copy practice text above and paste it into the analyzer:
- Select "Sift."
- Try different "Sort" and "Mark" options (below the word cloud).

Activity 2: Selecting Vocabulary (Complexity)

- Rate each of the words listed in the table below on their complexity: imageability, concreteness, and relatedness. Use a scale of 1–5 to rate words on each factor:



- Based on your complexity ratings, label each word in as *easy*, *middle*, or *hard* in the Difficulty column.
- Use the descriptions on page 2 of this handout for additional guidance.

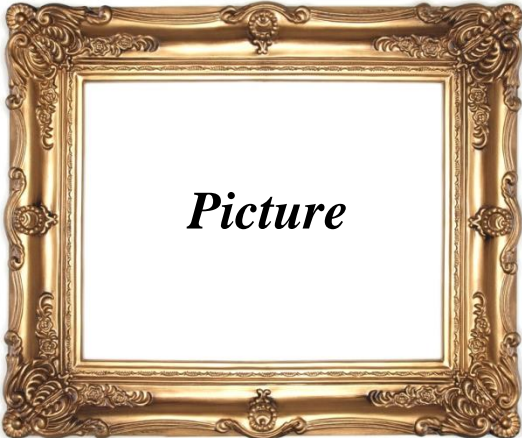
	Imageability	Concreteness	Relatedness	Difficulty
<i>instinct</i>				
<i>sleep</i>				
<i>humanity</i>				
<i>jumped</i>				
<i>rules</i>				

Creating Word Cards for Extended Vocabulary Instruction

Below is a template to create word cards for extended vocabulary instruction. The picture is a crucial element of the word card. When selecting pictures:

- Choose images that are appropriate to the grade level of the students.
- Choose images that show people from diverse backgrounds.
- Use context to support the word's meaning.
- Select a picture that exemplifies the use of the word in the text. For example, for the word *face* in the excerpt, the picture would show a human face, because that is what the word refers to in the text.

Consult a children's dictionary or the beginner's dictionary at www.wordsmyth.net for child friendly definitions. Use a Spanish dictionary and check with a native Spanish speaker to ensure that Spanish words and definitions have been translated accurately.

Word (English)	Word (Spanish)
 <p><i>Picture</i></p>	
Sentence frame	
<p>Teacher says</p> <p>Picture. Look at this illustration, or picture. [<i>Explanation of or question about how picture illustrates the word</i>].</p> <p>Explanation. Let's talk about [<i>word</i>]. [<i>word</i>] means [<i>English definition</i>].</p> <p>[<i>word</i>] in Spanish is [<i>palabra</i>].</p> <p>Let's spell [<i>word</i>]. What word have we spelled?</p> <p>Partner talk. Talk about [<i>something that relates the word to students' experiences</i>].</p> <p>Text connection. In the story, [<i>contextual information</i>].</p>	

Activity 3: Vocabulary Instruction

- Use the template below to create a word card for *strategy* or *psychology*.
- Use the descriptions on page 5 of this handout for additional guidance. Use online resources for pictures, definitions, and translations.

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<p><i>Teacher says</i></p> <p>Picture. Look at this illustration, or picture. _____ _____.</p> <p>Explanation. Let's talk about _____. _____ means _____ _____.</p> <p>_____ in Spanish is _____.</p> <p>Let's spell _____. What word have we spelled?</p> <p>Partner talk. Talk about _____ _____.</p> <p>Text connection. In the story, _____ _____.</p>