

\*CAMINOS \*\*Strategy Kit

by

Gladys C. Suarez, Nancy Guerra Ramirez, and Tiffani Carrillo Villegas

With support from: Yuliya Ardasheva, Shenghai Dai, Onur Ramazan, Adam Ulysess Coldiron, Lindsay K. Lightner, Danica Garcia, Anne Marie Guerrettaz, and Yun-Ju Hsiao

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Contact info: Gladys C. Suarez [gladys.suarez@wsu.edu](mailto:gladys.suarez@wsu.edu); Yuliya Ardasheva [yuliya.ardasheva@wsu.edu](mailto:yuliya.ardasheva@wsu.edu)

### **Leveraging Cross-linguistic Opportunities**

Each strategy card holds a “Cross-Linguistic Opportunity” section with options to implement tasks or opportunities to connect to, practice, and/or apply the other program language that is not the target language for the allocated time.

The goal is to provide teachers with an opportunity to select and/or omit cross-linguistic connections based on student linguistic assets and needs. The resource is aimed to support the teacher’s ability to practice their own metalinguistic awareness in conjunction to their critical language awareness (Guerrero & Lachance, 2018). It is NOT the intention to use every option provided in this section, rather the teacher would select what is the best match for their unique students’ and classroom settings’ needs at the moment.

Cross-linguistic transfer occurs when students can make connections across both languages through contrastive analysis. This occurs when students are given the opportunity to cross-reference and use language, considering how it sounds, its morphological makeup, and its’ semantic and syntactic contexts (Beeman & Urow, 2017). Supporting cross-linguistic transfer allows the teacher to focus on students’ needs, assets, and linguistic demands of the tasks. In this way, the teacher can have English spaces, Spanish spaces, and translanguaging spaces where students employ their full linguistic repertoires while also working towards performing specific language tasks that require a command of the assigned language (Garcia et al., 2017).

#### **References:**

- Beeman, K., & Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges Between Languages*. Caslon Publishing.
- García, O., Johnson, S. I., & Seltzer, K. (2017). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*. Caslon.
- Guerrero, D. M., & Lachance, J.R. (2018). *National Dual Language Education Teacher Preparation Standards*. Dual Language Education of New Mexico Fuente Press.

	Semantic Analysis Chart														
	Culturally Sustaining Practices		Practice & Application of Language				Differentiation		Active Learning		Scientific Inquiry				
Strategies	Accessing linguistic funds of knowledge	Metalinguistic Awareness within and across languages	Visualization of concepts through models or images	Decoding word-use in content-based texts	Oral use of content-specific vocabulary	Writing with content-specific language	Gamification	Digital Literacy	Collaboration	Peer Feedback	Ask Questions	Make Connections	Hypothesize, Infer or Predict	Make Observations	Provide Reasoning or Explanation
01. At the Races		X	X	X	X		X		X			X		X	
02. Connect Two	X	X	X		X	X			X			X		X	
03. Find the Imposter		X	X	X	X		X		X	X		X		X	X
04. Go Fish		X	X		X		X		X			X			
05. Word Solve	X	X	X	X	X				X			X			X
06. Word Web	X	X	X		X				X			X			X
07. Wacky Word Chain	X	X	X		X		X		X			X			X
08. High Card		X	X	X			X		X			X		X	
09. Vocabulary Precision & Digital Representation	X	X	X		X			X	X			X			
10. Two in One	X	X	X		X	X			X	X		X			X
11. Character Trait Writing	X	X			X	X			X	X		X		X	X
12. Cognate Reading	X	X		X								X		X	
13. Word Flooding	X	X	X	X	X				X			X	X	X	X
14. Secret Word	X	X	X	X	X	X	X								
15. Dictionary Definition Search		X		X					X	X		X		X	
16. Visuals to access Academic Language	X	X	X	X	X	X			X		X	X	X	X	X

**Description:**

This activity raises students' awareness of relationships among words and engages them in multiple text readings for different purposes. Students create word lists of target words and their collocants (words that go together often) and track them as they appear in the readings in a racecar board-game format. This activity can be done in one-on-one meetings with students or with a small group of students.

**Materials:**

- a. Selected text/reading material
- b. A list of target words and their collocants (words that go together often with the target words) developed by the students and/or the teacher with paper and a writing utensil
- c. Model race cars (items like cotton balls, paper balls, etc. can be used instead of race car models)
- d. A deck of playing cards to create a 'racetrack'

**Directions:**

1. The teacher identifies the text that the class will read and determines the purpose for reading the text
2. A racetrack is created by laying out a deck of playing cards,
  - a. the racetrack can be circular, linear, etc.
  - b. the number of cards can vary as needed
3. Students each choose or create a racecar (items like cotton balls, paper balls, etc.)
4. Students are asked to **skim (NOT READ) the text to:**
  - a. **identify words mentioned frequently** (more than once, more than twice, etc.)
  - b. **create a list of collocants** for the words identified in the previous step
5. The teacher decides how the text will be read (as a class, in pairs, in groups, or individually, etc.)
6. While the class reads the text, students will mark how many times their word or their collocant is mentioned in the text by moving their race cars. Students can either
  - a. get up and move their race car one space on the board as soon as the word/collocant is encountered OR
  - b. count the number of times their word/collocant is mentioned and move their race car the total number of times mentioned at the END of the reading
7. Teacher then has students share the word they chose, the number of times their word was (were) mentioned, and collocants they were able to pinpoint

**Cross-Linguistic Opportunities:**

- Option 1: Students can have access to Spanish and English reading side-by-side to see if they can determine collocants in either language
- Option 2: Students can find collocants in text in one language and then share findings and reasonings in other program language
- Teachers can guide students to notice linguistic characteristics in both nation languages such as adjective-noun agreement once they have worked through this process in both program languages and or an opportunity arises to notice such linguistic differences.

**CUATRO ESFERAS**

**Diez razones principales por las que la hidrósfera es refrescante:**

<p><b>10.</b> La <b>hidrósfera</b> es toda el agua en, sobre y debajo de la superficie de la Tierra. El agua de la Tierra existe en tres formas. Hay agua líquida en lagos, ríos, océanos y en el subsuelo. El agua sólida se encuentra en <b>glaciares</b> y en las capas polares. El <b>vapor de agua</b> gaseoso está en el cielo.</p> <p><b>9.</b> El agua siempre está en movimiento. Gotea sobre las rocas en los arroyos. El agua de los océanos se mueve alrededor de la Tierra. Si dejas caer en medio del océano un juguete que flota, emprenderá un gran viaje.</p>	<p><b>8.</b> El agua se <b>evapora</b> en el aire, pero es difícil de ver porque toda el agua superficial no desaparece. El agua también cae de regreso al suelo como lluvia, nieve, aguanieve y granizo. Estas son formas de <b>precipitación</b>.</p> <p><b>7.</b> El agua cubre aproximadamente el 70% de la Tierra. Se le ha llamado a la Tierra la gran canica azul porque el agua le da ese color azul desde el espacio. La cantidad de agua en la Tierra la hace un planeta único.</p>
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Example in Science:

English	Spanish
<ul style="list-style-type: none"> <li>• Students are provided the Science Reader "Obras Hidráulicas"                             <ul style="list-style-type: none"> <li>• A student(s) chooses the word "water" and create(s) a list of possible collocations                                     <ul style="list-style-type: none"> <li>▪ Superficial water</li> <li>▪ Sweet water</li> <li>▪ Underground water, etc.</li> </ul> </li> </ul> </li> <li>• The class decides to read the story as a whole group, popcorn style</li> <li>• As they read the student(s) mark(s) down on a sheet of paper how many times the word 'water' or any collocant appears in the text</li> <li>• At the end of the reading the teacher asks the students to go up to the car race board and move their race car however many times they find their words</li> <li>• When called on by the teacher, the student(s) share(s)                             <ul style="list-style-type: none"> <li>• "The word I chose was 'water,' a collocation I found in the text was 'water vapor,' which was used ___ times in the text."</li> </ul> </li> </ul>	<p>-Se les proporciona el libro de Lectura de Ciencias "Obras Hidráulicas" a los estudiantes</p> <ul style="list-style-type: none"> <li>• Un(os) estudiante(s) elige(n) la palabra "agua" y crea(n) una lista de posibles colocaciones                             <ul style="list-style-type: none"> <li>▪ agua superficial</li> <li>▪ agua dulce</li> <li>▪ agua subterránea, etc.</li> </ul> </li> <li>• La clase decide leer la historia en grupo, al estilo palomitas</li> <li>• Mientras lee(n), el (los) estudiante(s) escribe(n) en una hoja de papel cuántas veces aparece(n) la palabra 'agua' o cualquier colocador en el texto</li> <li>• Al final de la lectura, el maestro les pide a los estudiantes que se acerquen al tablero de carrera de autos y muevan su auto de carreras tantas veces como encontraron sus palabras</li> <li>• Cuando el profesor lo solicita, el/los estudiantes(s) comparte(n)                             <ul style="list-style-type: none"> <li>• "La palabra que elegí fue 'agua', una colocación que encontré en el texto fue 'vapor de agua' que se usó ___ veces en el texto."</li> </ul> </li> </ul>

Adapted from:

MacGregor, A. (2014). Young Learners and Lexical Awareness: Children's Engagement with Wordlists and Concordances. *TESOL Journal*, 5(1), 120-149.

## Strategy: Connect Two

### Description:

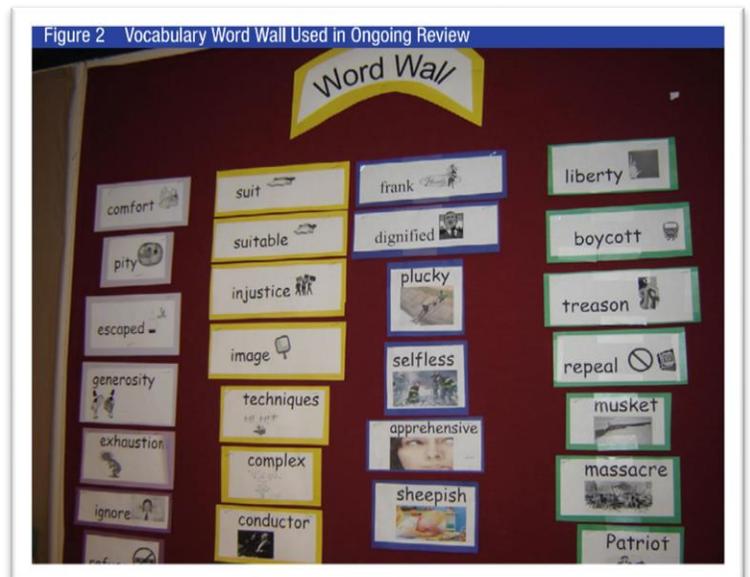
This strategy provides a quick review of previously discussed and studied vocabulary words and helps students understand relationships and connections between words/concepts. Students choose two words that are connected from the classroom Vocabulary Word Wall (VWW) and are asked to explain connections between words. The teacher calls on students and they must be able to describe the connections between the two words they selected.

### Directions:

1. During a unit or lesson the teacher creates a classroom Vocabulary Word Wall that is displayed somewhere easily visible to students
  - a. vocabulary words should be added continuously throughout the lesson as they are introduced
2. The teacher then asks students to observe at the VWW and choose 2 words that connect to each other
3. The teacher prompts students to think about what connections these two words have and be able to explain the connections to the class. Some modifications can occur,
  - a. have students brainstorm connections in groups, or write down explanations prior to oral explanations (this can vary by grade and language proficiency level)

### Cross-Linguistic Opportunities:

- Option 1: Work with students to have bilingual/multilingual word walls.
- Option 2: If the words chosen on word wall are in English, student can be tasked to write a sentence in Spanish using both terms, and vice versa.
- Option 3: Students can write sentences with vocabulary terms in one program language and explain their connection in the other program language.
- Option 4: Student can write the sentence in both Spanish and English and compare the sentence structure between program languages.



**Strategy: Connect Two**

**Example in Social Studies:**

English	Spanish
<ul style="list-style-type: none"><li>• The teacher asks students “Look at our social studies word wall. Find two words that are connected and be ready to explain the connection.”</li><li>• A student might choose the words “refuse” and “boycott”</li><li>• When called on, a student explanation may sound something like this:<ul style="list-style-type: none"><li>○ “I chose the words refuse and boycott. This is because a boycott is a way people protest where they refuse to participate, use, or buy something”</li></ul></li><li>• To keep students sharing, students must actively listen to when one of their words has been used and continue sharing in that order.</li><li>• For example, student B might have selected the words “boycott” and “injustice,” so they will proceed after student A and repeat the process.</li></ul>	<ul style="list-style-type: none"><li>• El maestro/a les pregunta a los estudiantes: “Miren nuestro muro de palabras de estudios sociales. Encuentra dos palabras que estén conectadas y prepárate para explicar la conexión.”</li><li>• Un estudiante podría elegir las palabras "rechazar" y "boicotear."</li><li>• Su explicación, si se les pide, puede ser algo como esto:<ul style="list-style-type: none"><li>○ “Elegí las palabras rechazar y boicot. Esto se debe a que un boicot es una forma en que la gente protesta y rechaza participar, usar o comprar algo.”</li></ul></li><li>• Para que los estudiantes sigan compartiendo, deben escuchar atentamente cuándo se ha usado una de sus palabras y continúan compartiendo en ese orden.</li><li>• Por ejemplo, el estudiante B podría haber seleccionado las palabras "boicot" e "injusticia", por lo que procederá después del estudiante A y se repetirá el proceso.</li></ul>

**Adapted from:**

Manyak, P. C., Von Gunten, H., Autenrieth, D., Gillis, C., Mastre-O'Farrell, J., Irvine-McDermott, E., ... & Blachowicz, C. L. (2014). Four practical principles for enhancing vocabulary instruction. *The Reading Teacher*, 68(1), 13-23.

Manyak, P. C., Manyak, A. M., & Kappus, E. M. (2021). Lessons from a decade of research on multifaceted vocabulary instruction. *The Reading Teacher*, 75(1), 27-39.

## Strategy: Find the Imposter

### Description:

This strategy is a vocabulary game with points. Students determine if two words are related based on their meanings. To showcase a linguistic understanding, students go beyond spelling and sound to determine if two words are related, so they find the “imposters” or words that are not related to the target word. The goal is for students to see connections and relationships between words through morphemes (roots and affixes).

### Directions:

1. Identify what morpheme (roots, suffixes, prefixes, or affixes) you want students to work on identifying similar meanings of words
2. Create a game sheet including a target word and a list of other words that have the same meaning/morpheme and some words that are not related (see image below)
3. Hand out the game sheet to students to work independently
  - a. This can be done with partners or table groups as well
4. Students will first label the morpheme units (root, affix, prefix, or suffix) of the target word by writing a box around the root word and trying to decode its meaning
5. Students will look at the other words and see if they have the same morpheme/meaning as their target word
  - a. words that have the same meaning/morpheme will be circled
  - b. words that don't (the imposter words) will be marked with an X
6. When students are done, the teacher can walk around and award points for completion or correctness. Students can also share connections aloud with their peers.

### Cross-Linguistic Opportunities:

- Option 1: Intentionally pair emergent bilinguals learning English with emergent bilinguals learning Spanish so it fosters a space of language negotiation and translanguaging.
- Option 2: Alternate word choice by program language and desired language performance.
- Option 3: Have students' complete games in one program language and see if they can translate the terms to the other program language. With this, students can see if they notice patterns in morphology between both languages. For example, difference-*diferencia*.

# Game



Word Game: Find the Imposter (Session 4)

**Directions:** 1) Find the root word for each **bold word** below. This clue word (root word) helps us figure out the spelling, reading, and meaning of the bigger word. Put a box around this clue word (root).  
2) Circle all words that are related and therefore have similar meanings. 3) Cross out any imposters that may look the same but are not related in meaning (i.e., don't have the same root).

						POINT
<b>difference</b>	different	differently	if	fence	indifferent	<input type="checkbox"/>
<b>weightlessness</b>	weighty	weighable	happiness	eight		<input type="checkbox"/>
<b>usually</b>	usualness	unusual	sue	use	happily	<input type="checkbox"/>

**Strategy: Find the Imposter**

**Example in Science:**

English	Spanish
<ul style="list-style-type: none"><li>• Students are provided with a game sheet handout including short instructions on how to play the game</li><li>• They read the instructions and identify that they must box in the root of the word and find the words that share the same root as their target word</li><li>• The student reads the word “weightlessness” and places a box around weight</li><li>• They look at their list of words and identify that “weighty” and “weighable” share the same root<ul style="list-style-type: none"><li>○ they circle these words</li></ul></li><li>• Now they look at the words “happiness” and “eight” and identify that they don't share a root or have a similar meaning to their target word<ul style="list-style-type: none"><li>○ they mark these with an X</li></ul></li><li>• The teacher goes around and gives the student 4 points for identifying the words that shared a meaning and the words that didn't correctly align.</li></ul>	<ul style="list-style-type: none"><li>• Se entrega a los estudiantes una hoja de juego con instrucciones breves sobre cómo jugar</li><li>• Leen las instrucciones e identifican que deben recuadrar la raíz de la palabra y encontrar las palabras que comparten la misma raíz que la palabra objetivo</li><li>• El/la estudiante lee la palabra "weightlessness" y recuadra weight</li><li>• Miran su lista de palabras e identifican que "weighty" y "weighable" comparten la misma raíz.<ul style="list-style-type: none"><li>○ Rodean con un círculo estas palabras</li></ul></li><li>• Ahora observan las palabras "happiness" y "eight" e identifican que no comparten raíz ni tienen un significado similar a su palabra de objetivo<ul style="list-style-type: none"><li>○ las marcan con una X.</li></ul></li><li>• El profesor da 4 puntos al estudiante por identificar las palabras que comparten un significado y las que no.</li></ul>

**Adapted from:**

Goodwin, A. P., & Perkins, J. (2015). Word detectives: Morphological instruction that supports academic language. *The Reading Teacher*, 68(7), 510-523.

## Strategy: Go Fish

### Description:

This vocabulary activity is considered a corpora-informed activity focused on having students work with data from word lists and concordances. The goal is to have students practice and understand word relationships and collocations. Students make a fishing rod with a key word on it, and they must “fish” for collocant words.

### Materials:

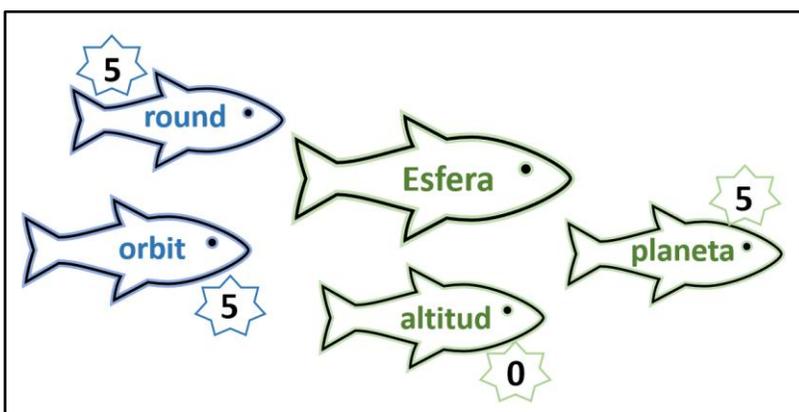
- Fishing rod (can be wooden stick, plastic stick, or even a pencil)
- Tape
- String/yarn
- Paper clips
- Flashcards
- Markers

### Directions:

1. Students create fishing rods using the material provided by taping a piece of yarn to their rod and fastening a paper clip hook on the other end
2. In groups of four or with a partner, students will choose a key word that will be used to find collocant “fishes”
3. Collocant “fish” are created using flashcards
  - a. The fish has a word on top and in the back, it has the key words and how many points they would get for hooking that “fish”
4. Students must use their fishing rod to go fishing for collocants of their key word
5. The player with the most points at the end of the allotted time wins

### Cross-Linguistic Opportunities:

- Option 1: Target word can be in one program language while collocants are in the other program language
- Option 2: Target word is in one language, collocant words are in both program languages
- Option 2: All words are in one language and once the students catch the terms, they must orally



read the word in English and translate it in Spanish to their partner and vice versa. \*The translation of the term can also earn the student a point in the game.

**Strategy: Go Fish**

**Example in Science:**

English	Spanish
<ul style="list-style-type: none"> <li>• The teacher introduces the game “go fish” and gives students instructions on how to create their fishing rod</li> <li>• Once students are done creating their fishing rod, the teacher instructs them to choose a target word that they will then have to find collocations for               <ul style="list-style-type: none"> <li>○ A student chooses the target word “sphere”</li> </ul> </li> <li>• The teacher then tells students they will create fish with a word in front, and the number of points you will get if your target word is a collocation on the back               <ul style="list-style-type: none"> <li>○ A “fish” is created with the word round on the front, and in the back the points are as follow:                   <ul style="list-style-type: none"> <li>▪ sphere 5, planet 5, altitude 0, perpendicular 0</li> </ul> </li> </ul> </li> <li>• Once the game begins the student with the target word “sphere” hooks the fish with the word “round”</li> <li>• This student receives 5 points for fishing and a correct collocation</li> <li>• And the game continues</li> </ul>	<ul style="list-style-type: none"> <li>• El/La maestro/a introduce el juego “a pescar” y le da las instrucciones a los estudiantes en cómo crear su caña de pescar</li> <li>• Una vez que los estudiantes terminan de crear su caña de pescar, el/la maestro/a les indica a los estudiantes que elijan una palabra de objetivo para la cual tendrán que encontrar colocaciones               <ul style="list-style-type: none"> <li>○ Un estudiante elige la palabra de objetivo “esfera”</li> </ul> </li> <li>• Luego el/la maestro/a les dice a los estudiantes que crearán peces con colocaciones en frente y la puntuación que obtendrán si pueden pescar una colocación de su palabra de objetivo               <ul style="list-style-type: none"> <li>○ Se crea un pez con la palabra redondo/a en el frente, y el parte detrás los puntos son los siguientes:                   <ul style="list-style-type: none"> <li>▪ esfera 5, planeta 5, altitud 0, perpendicular 0</li> </ul> </li> </ul> </li> <li>• Una vez que comienza el juego el estudiante con la palabra de objetivo “esfera” engancha el pez con la palabra “redondo”</li> <li>• Este estudiante recibe 5 puntos por encontrar una colocación correcta</li> <li>• Y el juego continúa</li> </ul>

**Adapted from:**

MacGregor, A. (2014). Young Learners and Lexical Awareness: Children's Engagement with Wordlists and Concordances. *TESOL Journal*, 5(1), 120-149.

## Strategy: Word Solve

### Description:

This strategy allows students to understand the meaning of a word by analyzing the meanings of the word through its' root, prefix, and suffix, then putting it together and understanding it in the context of their reading. It is initially taught as a class by the instructor but can be done independently once students understand the process.

### Directions:

1. While reading a passage or after finishing reading a text, the teacher and students identify unknown words to which they do not know the meaning of
2. Students are provided with a sheet of paper, and the teacher utilizes a white board to write down the word they will focus on
3. As a class they make a box around the root of the word of focus
4. Then, students identify the meanings of the root, prefix, and suffix of their chosen word creating a list of the definition for each
5. The definitions are then summed together to find the overall meaning of the word
6. To understand the word within the context of the story, students reread the sentence or passage where they extracted the word from. By rereading the word in context with a known definition, this process ensures the hypothesized definition makes sense

### Cross-Linguistic Opportunities:

- Partake in the Word Solve Strategy with the target word in one program language and then connect it to the other program language by adding the word and its' morphemes to any previous cognate instruction via a cognate wall, anchor chart or journal.

Target Word	Movement	Movimiento
Root word	Move "to change position, to go"	Mov "cambiar de posición, ir"
Prefix		
Suffix	-ment "the action"	-miento "la acción"

### Adapted from:

Goodwin, A. P., & Perkins, J. (2015). Word detectives: Morphological instruction that supports academic language. *The Reading Teacher*, 68(7), 510-523.

Graves, M. F., Schneider, S., & Ringstaff, C. (2018). Empowering students with word-learning strategies: Teach a child to fish. *The Reading Teacher*, 71(5), 533-543.

**Strategy: Word Solve**

**Example in Science:**

English	Spanish
<ul style="list-style-type: none"> <li>• Students finish reading a science article</li> <li>• The teachers and students identify the word <u>movement</u> as the word they would like to find the meaning to</li> <li>• The teacher provides the students with paper, and they use a whiteboard at the front of the class</li> <li>• The teacher writes down the word on the board and tells students:             <ul style="list-style-type: none"> <li>○ “Let’s define this word by breaking it down. Are there any smaller words or parts we know inside it?”</li> </ul> </li> <li>• The teacher encourages students to see the word <u>move</u> and put a box around it</li> <li>• The students then work together to come up with definitions for <u>move</u>, the teacher writes these on the board             <ul style="list-style-type: none"> <li>○ “to change position”</li> <li>○ “to go”</li> </ul> </li> <li>• The teacher then says             <ul style="list-style-type: none"> <li>○ “Now let’s look at the suffix of the word, <u>-ment</u>”</li> </ul> </li> <li>• Students work together again to find a definition and the teacher writes in on the board:             <ul style="list-style-type: none"> <li>○ “the action”</li> </ul> </li> <li>• The teacher says, “Now that we have the definitions of both our root and suffix parts, let’s put them together. Movement is the action of changing position.”             <ul style="list-style-type: none"> <li>○ “Now we will understand it within the context our reading”</li> </ul> </li> <li>• The teacher and students reread the passage together:             <ul style="list-style-type: none"> <li>○ “Scientists observed the movement of tiny bugs under the microscope”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Los estudiantes terminan leyendo un artículo de ciencias</li> <li>• El/la maestro/a y los estudiantes identifican la palabra <u>movimiento</u> como la palabra a la que les gustaría encontrar el significado</li> <li>• El/la maestro/a proporciona papel a los estudiantes y el/ella utiliza el pizarrón en frente de la clase</li> <li>• El/la maestro/a escribe la palabra en el pizarrón y les dice a los estudiantes:             <ul style="list-style-type: none"> <li>○ “Definamos esta palabra descomponiéndola morfológicamente. ¿Hay palabras o partes más pequeñas dentro la palabra que conozcamos?”</li> </ul> </li> <li>• El/la maestro/a anima a los estudiantes a ver la palabra raíz <u>mov</u> y poner un cuadro alrededor de ella.</li> <li>• Los estudiantes trabajan juntos para elaborar definiciones de <u>mov</u>, el/la maestro/a las escribe en la pizarra             <ul style="list-style-type: none"> <li>○ “cambiar de posición”</li> <li>○ “ir”</li> </ul> </li> <li>• El/la maestro/a dice:             <ul style="list-style-type: none"> <li>○ “Ahora veamos el sufijo de la palabra, <u>-miento</u>”</li> </ul> </li> <li>• Los estudiantes trabajan juntos de nuevo para encortar una definición y el/la maestro/a la escribe en la pizarra             <ul style="list-style-type: none"> <li>○ “la acción”</li> </ul> </li> <li>• El/la maestro/a dice “Ahora que tenemos las definiciones de nuestra raíz y sufijo, vamos a unirlos. Movimiento es la acción de cambiar de posición.”             <ul style="list-style-type: none"> <li>○ “Ahora lo entenderemos dentro del contexto de nuestra lectura”</li> </ul> </li> <li>• El/la maestro/a y los estudiantes vuelven a leer el pasaje juntos:             <ul style="list-style-type: none"> <li>○ “Los científicos observaron el movimiento de pequeños insectos bajo el microscopio”</li> </ul> </li> </ul>

## Strategy: Word Web

### Description:

In this morphological strategy students are given a target word (common base word, prefix or suffix) that is written in the center of the paper. Students are asked to come up with as many related words as possible. The associated words are written around the word of focus. All associated words are circled and connected to their target word when students draw a line to symbolize a relationship, creating what looks like a web. The goal is that students practice building connections and finding relationships between vocabulary words to better understand the term as a concept.

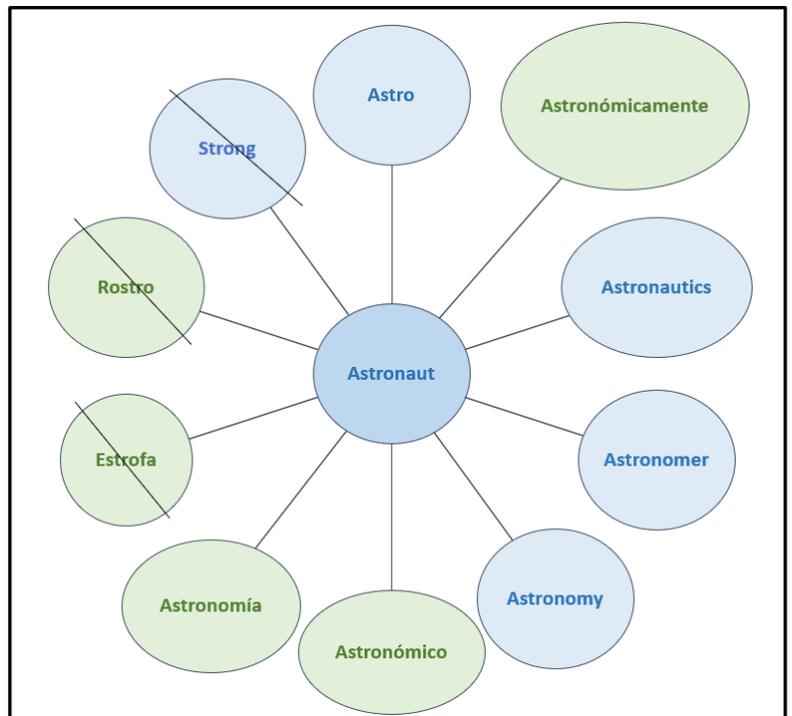
### Directions:

1. Identify the subject area and lesson that will be used for this strategy
2. Choose a target vocabulary word that would be beneficial for students to build connections to
3. Using the target vocabulary word to identify the type of connection/association you want your students to make (prefix, suffix, meaning, etc.)
4. Either hand out a piece of paper with the web already on there or a blank piece of paper, and have students write the target vocabulary word in the center of the page inside a circle
5. Explain the meaning of the target word and the ways students can associate terms
6. Give students a set amount of time (time may vary depending on grade and proficiency level) to come up with as many related words as they can
7. As a class review the words that students were able to come up with

\*Extension: As a class create a Word Web poster and visibly display as a resource for students to reference

### Cross-Linguistic Opportunities:

- Option 1: The target word can be in one program language while collocants can be brainstormed in both program languages at the same time.
- Option 2: All Word Web words are in one language and once the students finish brainstorming new terms in that language, they translate them into the other program language with their partner, either orally or in written format on their Word Web.



**Strategy: Word Web**

**Example in Science:**

English	Spanish
<ul style="list-style-type: none"><li>• Students are given a target word and are asked to come up with as many related words as possible within a minute.</li><li>• Students are given the target word <i>astronaut</i> to think of and write down as many words as possible that share units of meaning, like <i>astro-</i>, <i>astronomy</i>, <i>astro-nautics</i>, and <i>astronomer</i>.</li><li>• The focus was on overlap in units of meaning, so words that overlapped in sound or spelling, like <i>strong</i> or <i>fast</i>, were not allowed (Goodwin &amp; Perkins, 2015).</li></ul>	<ul style="list-style-type: none"><li>• A los estudiantes se les asigna una palabra objetivo y se les pide que propongan todas las palabras relacionadas que puedan dentro de un minuto.</li><li>• A los estudiantes se les da la palabra objetivo <i>astronauta</i> y tienen que escribir todas las palabras posibles que compartan unidades del significado, como <i>astro-</i>, <i>astronomía</i>, <i>astronáutica</i> y <i>astrónomo</i>.</li><li>• La atención se centró en la superposición de unidades del significado, por lo que no se permitieron palabras que se superpusieran en sonido u ortografía, como <i>estrofa</i> o <i>rostro</i> (Goodwin &amp; Perkins, 2015).</li></ul>

**Adapted from:**

Goodwin, A. P., & Perkins, J. (2015). Word detectives: Morphological instruction that supports academic language. *The Reading Teacher*, 68(7), 510-523.

Pacheco, M. B., & Goodwin, A. P. (2013). Putting Two and Two Together: Middle School Students' Morphological Problem-Solving Strategies for Unknown Words. *Journal of Adolescent & Adult Literacy*, 56(7).

Roessingh, H. (2020). Read-alouds in the upper elementary classroom: Developing academic vocabulary. *TESOL Journal*, 11(1), e00445.

## Strategy: Wacky Word Chain

### Description:

Students build awareness of morphemic units by using a base word and adding morphemes to create bigger words related to it. Eventually students can create wacky made-up words derived from their base word. This process helps students gain awareness of language and how units make up meaning.

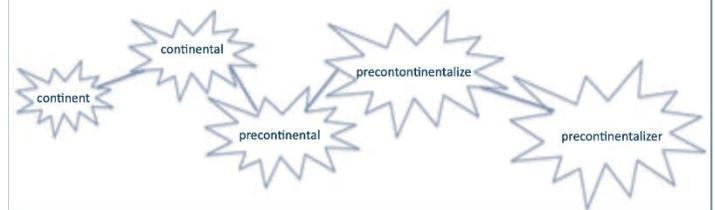
### Directions:

1. Find a base word that students know the definition/meaning to
2. Individually, in pairs or groups, students will write this word down first to create the beginning of the chain
3. They will think of morphemes (prefixes and suffixes) they can add to their word to create a new word
  - a. If needed provide students with a list of morphemes or encourage them to use the internet to look some up
4. Tell students to come up with at least 1 new word that is “real” (part of the English dictionary)
5. Allow students to come up with 3-4 new “wacky” words and explain that these can be made up but must build off each other (add a suffix/prefix to the last word they wrote)
6. Have students connect their words by circling them and drawing a line as they come up with new ones. Students can create definitions for their words based on the morphological breakdown.

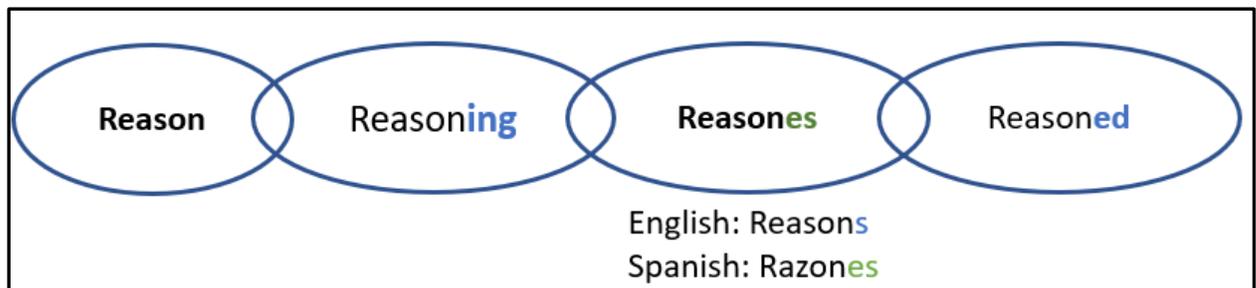
### Cross-Linguistic Opportunities:

- Naturally, multilanguage learners merge their nation languages. Allow students to create wacky words using a base word in one language and adding affixes in both languages. These approximations of language will visually show what students know in both program languages.

FIGURE 3 Wacky Word Chain for *Continent*



- The example below shows how student A knows that multiple reasons in Spanish ends with –es. Teacher can take the time to highlight how the student applied their linguistic knowledge of Spanish to English and develop a mini lesson around plurality in both languages.



**Strategy: Wacky Word Chain**

**Example in Science:**

English	Spanish
<ul style="list-style-type: none"><li>• The teacher provides the student with the word <i>continent</i></li><li>• The students write down this word and create a circle around it</li><li>• They then come up with a new word by either adding a suffix or prefix:<ul style="list-style-type: none"><li>○ by adding the suffix –al they create <i>continental</i></li><li>○ then they add the prefix pre- to make <i>precontinental</i></li><li>○ then they add the suffix –ize to create <i>precontinentalize</i></li></ul></li><li>• And lastly, they add –r to create the word <i>precontinentalizer</i>, thus creating a wacky word chain</li></ul>	<ul style="list-style-type: none"><li>• El/ la maestro/a proporciona al estudiante con la palabra <i>continente</i></li><li>• El estudiante escribe esta palabra y la circula</li><li>• Luego inventan una nueva palabra añadiendo un sufijo o prefijo:<ul style="list-style-type: none"><li>○ en añadir el sufijo –al crean <i>continental</i></li><li>○ luego añaden el prefijo pre- para crear <i>precontinental</i></li><li>○ Luego añaden el sufijo –ize para crear <i>precontinentalize</i></li></ul></li><li>• Y por último le agregan –r para crear la palabra <i>precontinentalizer</i>, creando así una cadena de palabras raras</li></ul>

**Adapted from:**

Pacheco, M. B., & Goodwin, A. P. (2013). Putting Two and Two Together: Middle School Students' Morphological Problem-Solving Strategies for Unknown Words. *Journal of Adolescent & Adult Literacy*, 56(7).

## Strategy: High Card

### Description:

Students practice writing and finding the frequency of a chosen word within a text. They then use cards to play a fun card game called War. The goal is to expose students to these target/chosen words through hands-on interaction, gamification, and collaboration.

### Directions:

1. Choose an article or piece of text for students to read
2. Students will create keyword cards
  - a. the front side will be a word they find within their text
  - b. the backside will be the number of occurrences within the text (frequency)
3. Students are divided into partners and their cards are shuffled and dealt to both players
4. They will play a common card game called War
  - a. war: this card game includes two players who will have their stack of cards facing down, players draw the top card and flip them over onto the table at the same time, the player with the highest card wins them both, the goal is to have all the cards at the end
  - b. in this case the player with the highest is the one whose word appeared most in the text
5. Level 2 of this game uses a target word instead of a chosen word and uses collocants of that word
6. Students will be given a target word by the teacher, they will create keyword cards
  - a. front side will be a collocants of the target word
  - b. backside will be the number of occurrences within the text (frequency)
7. The War game is played the same way as the first time

### Cross-Linguistic Opportunities:

- Option 1: Allow students to engage in this activity in an alternating fashion between Spanish and English based on needed skills, language allocations for content, or available material on topic.
- Option 2: With a focus on the target language, intentionally pair emergent bilinguals learning English with emergent bilinguals learning Spanish, so it fosters a space of language negotiation and translanguaging.

A Cooking is not the only place where the acidity of alum can have benefits. Alum can be an option people choose for personal hygiene. Bacteria mixed with sweat can cause body odor. Companies sell large alum crystals for people to use under their arms. These large crystals are often called deodorant rock. Their acidity kills off the bacteria that can make underarms smelly.

Alum's natural acidity can also be used for medical reasons, such as helping prevent wounds from becoming infected. For this reason, alum is sometimes used as an ingredient in certain toothpastes. These toothpastes are used to treat gum disease. Alum can relieve sores inside the mouth and boost the effects of vaccines, kicking the immune system into action to help protect people from disease. As you can see, alum is very useful.

**Strategy: High Card**

**Example in Science:**

English	Spanish
<ul style="list-style-type: none"><li>• Students are provided with the passage below from the science readers</li><li>• They first read the passage once</li><li>• Student A chooses the word alum to create a keyword card<ul style="list-style-type: none"><li>○ on the front they write “alum”</li><li>○ on the back they write the number 7</li></ul></li><li>• Student B chooses the word “people” to create a keyword card<ul style="list-style-type: none"><li>○ on the front they write people</li><li>○ on the back they write the number 3</li></ul></li><li>• The students continue making more keyword cards until they have enough for a deck/stack</li><li>• The students deal the cards to each other and keep their stack facing down</li><li>• They draw their top card at the same time and place it on the table facing up<ul style="list-style-type: none"><li>○ student A draws the card “alum”</li><li>○ student B draws the card “people”</li></ul></li><li>• Student A takes both cards because their number/frequency of the word was more than student B</li></ul>	<ul style="list-style-type: none"><li>• Se les proporciona con el pasaje debajo de las lecturas de ciencias a los estudiantes</li><li>• Primero leen el pasaje una vez</li><li>• Estudiante A escoge la palabra “alumno” para crear una tarjeta de palabra clave<ul style="list-style-type: none"><li>○ en el frente escriben “alum”</li><li>○ por detrás escriben el número 7</li></ul></li><li>• Estudiante B escoge la palabra “personas” para crear una tarjeta de palabra clave<ul style="list-style-type: none"><li>○ En el frente escriben “personas”</li><li>○ Por detrás escriben el número 3</li></ul></li><li>• Los estudiantes continúan creando más tarjetas de palabras claves hasta tener suficiente para una baraja/pila</li><li>• Los estudiantes se reparten las cartas entre sí y mantienen su pila boca abajo</li><li>• Sacan su carta de encima a la misma vez y la colocan en la mesa boca arriba<ul style="list-style-type: none"><li>○ estudiante A saca la carta “alumno”</li><li>○ estudiante B saca la tarjeta “personas”</li></ul></li><li>• Estudiante A se lleva ambas cartas porque su número/frecuencia de la palabra es más que la de estudiante B</li></ul>

**Adapted from:**

MacGregor, A. (2014). Young Learners and Lexical Awareness: Children's Engagement with Wordlists and Concordances. *TESOL Journal*, 5(1), 120-149.

## Strategy: Vocabulary Precision/Digital Representation

### Description:

These vocabulary cards support students understanding of a word by allowing them to create drawings on notecards or use a digital shared file to represent their understanding/interpretation of the vocabulary word. It creates a visual association for students and allows them to view their peers' representations of the words. It is also meant to support MLLs by providing a visual for a word and allowing them to represent their understanding without needing to use written words.

### Directions:

1. Throughout a unit or lesson students create visual representation cards for target vocabulary words
2. The teacher provides students with the target vocabulary words and an index card
3. Students will create a drawing using markers, crayons, and colored pencils, and label it to represent the vocabulary word
4. The index cards will be gathered and posted on the word wall around the vocabulary word
5. The same concept applies through digital platforms
  - a. The teacher creates a shared PowerPoint for students to create digital representations. Students will add a slide and find images to represent the target vocabulary words. This activity can also be done at the end of the lesson as review.

### Cross-Linguistic Opportunities:

- Option 1: Students can add target words in another program language.
- Option 2: Student can add a sentence or definition in other program language using the word in context
- Option 3: Student can create vocabulary card in one language and share findings, images, definitions with class or partner in another program language
- Option 4: Have two students work on the same word individually, one in Spanish and one in English and then share work with each other in the program language they used to allow for transfer

In Spanish:  
**La gravedad**

**Gravity**

Gravity has two definitions. It can also mean:  
Of extreme importance or seriousness

gravity pulls me down to earth

The card includes several images: a red apple with a downward-pointing arrow, a view of Earth from space, an astronaut floating in space, and two people in a space station holding colorful balls.

**Strategy:** Vocabulary Precision/Digital Representation

**Example Images from Article:**



**Example in Science:**

English	Spanish
<ul style="list-style-type: none"> <li>• The teacher provides the students with the word “gravity” and an index card</li> <li>• The student draws planet earth with a person standing on it and arrows pointing down/towards the earth</li> <li>• They use color pencils and crayons to color their drawings.</li> <li>• The student labels the earth, the person and the arrows pointing down as force</li> <li>• The rest of the class continues making their drawings</li> <li>• Once done the teacher walks around and collects the index cards</li> <li>• The teacher posts the target word along with the index cards surrounding them on the word wall</li> </ul>	<ul style="list-style-type: none"> <li>• El/la maestro/a proporciona la palabra “gravedad” y una tarjeta a los estudiantes</li> <li>• El/la estudiante dibuja el planeta tierra con una persona parada arriba y flechas apuntando para abajo/hacia el mundo</li> <li>• Usan lápices de colores y crayones para colorear su dibujó</li> <li>• El/la estudiante etiqueta la tierra, la persona y las flecha apuntando para abajo como fuerza</li> <li>• El resto de la clase continúa haciendo sus dibujos</li> <li>• Cuando terminan el/la maestro/a camina alrededor y recoge las tarjetas</li> <li>• El/la maestro/a postea la palabra de objetivo central a las tarjetas dibujadas por estudiantes en la pared de vocabulario</li> </ul>

**Adapted from:**

Joseph Picot, C. (2017). Using academic word lists to support disciplinary literacy development. *The Reading Teacher*, 71(2), 215-220.

Manyak, P. C., Manyak, A. M., & Kappus, E. M. (2021). Lessons from a decade of research on multifaceted vocabulary instruction. *The Reading Teacher*, 75(1), 27-39.

## Strategy: Two in One

### Description:

Students use their target vocabulary words to create complete sentences that incorporate these words. Their classmates evaluate how their peers can use these words. The goal is to have students understand what context target words can be used in as well as how to write new sentences with topic-specific vocabulary that showcases their understanding of the concepts.

### Directions:

1. The teacher will create a word wall throughout the unit which will include all the target vocabulary words for students
2. Students will choose 2 or more words from the word wall and write 1-2 sentences that include those words
3. The teacher will then call on students to share their chosen words and read their sentences aloud to the class
4. Peers will then have a chance to evaluate students' use of their chosen words in their sentence
  - a. evaluation can be done verbally by having peers share feedback aloud or having them write feedback on a sticky note and hand it over to the student who is being evaluated

### Cross-Linguistic Opportunities:

- Option 1: Work with students to have bilingual/multilingual word walls.
- Option 2: If the words chosen on word wall are in English, student can be tasked to write a sentence in Spanish using both terms, and vice versa.
- Option 3: Students can write sentences with vocabulary terms in one program language and peers can evaluate student word choices via feedback in the other program language.
- Option 4: Student can write the sentence in both Spanish and English and compare the sentence structure between program languages.

The planets in our solar system orbit the sun which means they travel around it.

Los planetas en nuestro sistema solar orbitan el sol que significa que viajan a su alrededor.

Cognates- Cognados

Word Order- Orden de palabras

Word Choice- Selección de palabras

**Strategy: Two in One**

**Example in Science:**

English	Spanish
<ul style="list-style-type: none"><li>• A student chooses the words “orbit” and solar system from the word wall</li><li>• They write a sentence using these words<ul style="list-style-type: none"><li>○ “The planets in our <i>solar system orbit</i> the sun which means they travel around it”</li></ul></li><li>• The teacher calls on the student to read their sentence aloud to the class</li><li>• The student reads their 2 chosen words and then their sentence</li><li>• A classmate raises their hand and tells them<ul style="list-style-type: none"><li>○ “I like how you explained what orbit meant because...”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Un estudiante escoge las palabras “órbita” y “sistema solar” de la pared de palabras</li><li>• Escriben una oración usando estas palabras<ul style="list-style-type: none"><li>○ “Los planetas en <i>nuestro sistema solar orbitan</i> el sol que significa que viajan a su alrededor”</li></ul></li><li>• El/la maestro/a pide al estudiante que lea su oración en voz alta a la clase</li><li>• El/la estudiante lee sus 2 palabras que escogieron después su oración</li><li>• Un compañero levanta la mano y les dice<ul style="list-style-type: none"><li>○ “Me gusta como explicaste lo que significa órbita porque..”</li></ul></li></ul>

**Adapted from:**

Manyak, P. C., Von Gunten, H., Autenrieth, D., Gillis, C., Mastre-O'Farrell, J., Irvine-McDermott, E., ... & Blachowicz, C. L. (2014). Four practical principles for enhancing vocabulary instruction. *The Reading Teacher*, 68(1), 13-23.

Manyak, P. C., Manyak, A. M., & Kappus, E. M. (2021). Lessons from a decade of research on multifaceted vocabulary instruction. *The Reading Teacher*, 75(1), 27-39.

### Strategy: Character Trait Writing

**Description:** Students choose a word from the classroom word wall or vocabulary journal and write 2-3 sentences on how this trait fits a character or person they have previously learned about. This allows students to practice using their vocabulary words in complete sentences and well as recall characters and people they have previously learned about. More importantly, it allows students to focus on description using adjectives and visual language.

#### Directions:

1. Students will choose a trait word from the classroom word wall or vocabulary journal
2. They will think back on a person or character they have learned about who fits the selected characteristic or trait
3. Students will then write 1-2 sentences explaining how their word describes the character or person they have chosen
4. The teacher will have students share their sentences aloud to the class in a selected program language
5. Classmates will provide feedback to the student on how their trait word described the character/person accurately
  - a. feedback can be done verbally by having peers share their thoughts aloud or having them write on a sticky note and hand it to the student who shared

#### Cross-Linguistic Opportunities:

- Option 1: Allow students to brainstorm character traits in both languages.
  - Make any connections between both program languages, if needed
  - Ask students to write sentences in the language needed for the desired linguistic outcomeFor example, in the image below—the sentences will be written and read in English
- Option 2: Once students share their sentences in one program language, peers can provide feedback in the other program language.

Neil Armstrong was...

Inteligente  
Valiente  
Intrépido  
Decidido  
Determinado  
Americano  
Trabajador

Smart  
Intelligent  
Brave  
Courageous  
Fearless  
Determined  
American  
Hardworking

because...

**Strategy: Character Trait Writing**

**Example in Science:**

English	Spanish
<ul style="list-style-type: none"><li>• The student chooses the traits word “brave” from the classroom word wall/vocabulary journal</li><li>• They think about the first person on the moon, Neal Armstrong, and how he was brave, and the student writes 2 sentences:<ul style="list-style-type: none"><li>○ “Neal Armstrong was <i>brave</i> because he was the first person ever to go to the Moon. And he didn't know if something could wrong during his journey.”</li></ul></li><li>• The teacher then asks the student to share their words and sentences aloud</li><li>• A classmate gives the student feedback saying,<ul style="list-style-type: none"><li>○ “You are right, I also think Neal Armstrong was brave because...”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• El/la estudiante elige la palabra de rasgo “valiente” de la pared de palabras/cuaderno de vocabulario en la clase</li><li>• El/la estudiante piensa en la primera persona que viajó a la luna Neal Armstrong y como él fue valiente, y el estudiante escribe 2 oraciones:<ul style="list-style-type: none"><li>○ “Neal Armstrong fue <i>valiente</i> porque fue la primera persona en ir a la Luna. Y no sabía si algo podría salir mal durante su viaje.”</li></ul></li><li>• El/la maestra/o le pide al estudiante que comparta sus palabras y oraciones en voz alta</li><li>• Un/a compañero/a le da retroalimentación diciendo,<ul style="list-style-type: none"><li>○ “Tienes razón yo también creo que Neal Armstrong fue valiente porque...”</li></ul></li></ul>

**Adapted from:**

Manyak, P. C., Von Gunten, H., Autenrieth, D., Gillis, C., Mastre-O'Farrell, J., Irvine-McDermott, E., ... & Blachowicz, C. L. (2014). Four practical principles for enhancing vocabulary instruction. *The Reading Teacher*, 68(1), 13-23.

Manyak, P. C., Manyak, A. M., & Kappus, E. M. (2021). Lessons from a decade of research on multifaceted vocabulary instruction. *The Reading Teacher*, 75(1), 27-39.

## Strategy: Cognate Reading

**Description:** Multilingual students benefit from learning cognates in between languages, in this case Spanish and English. Cognate instruction provides several opportunities for learning:

- Meaning of words
- Morphological connections between languages
- Transfer of linguistic knowledge and skills

This activity suggests teaching students' cognates from a book utilizing the [Children's Choice Cognate Database](#).

### Directions:

1. The teacher will utilize the [Children's Choice Cognate Database](#) to select a book and identify the English and Spanish cognates within the selected book
2. The teacher will then engage in an interactive read-aloud with students
3. After the read-aloud is complete the teacher can then guide the student to notice any cognates that were read in the book
4. If applicable, the teacher will explain the root, prefix, and suffix of the cognate and how they have the same meaning in English and Spanish to explicitly highlight a cross-linguistic connection

<b>Children's Choices Cognate Database</b>				
Author	Title	English Cognate	Spanish Cognate	Tier
Gibbs, E.	I Spy Pets	canary	canario	Tier Two
Gibbs, E.	I Spy Pets	cat	gato	Tier One
Gibbs, E.	I Spy Pets	chameleon	camaleón	Tier Two
Gibbs, E.	I Spy Pets	fish	pez	Tier One
Gibbs, E.	I Spy Pets	insect	insecto	Tier Two
Gibbs, E.	I Spy Pets	is	es	Tier One
Gibbs, E.	I Spy Pets	lettuce	lechuga	Tier One
Gibbs, E.	I Spy Pets	my	mi	Tier One
Gibbs, E.	I Spy Pets	peck	picar	Tier Two
Gibbs, E.	I Spy Pets	spy	espíar	Tier Two
Gibbs, E.	I Spy Pets	turtle	tortuga	Tier One

Records 1-11 of 11

### Adapted from:

Hernández, A. C., Montelongo, J. A., & Herter, R. J. (2016). Using Spanish–English Cognates in Children's Choices Picture Books to Develop Latino English Learners' Linguistic Knowledge. *The Reading Teacher*, 70(2), 233-239.

**Strategy: Cognate Reading**

**Example in Science:**

English	Spanish
<ul style="list-style-type: none"> <li>• The teacher utilizes the <a href="#">Children's Choice Cognate Database</a> and finds the book "<i>Spy Pets</i>"</li> <li>• The teacher looks at the list of cognates from the book provided on the database</li> <li>• The teacher reads the book aloud to the student</li> <li>• After the read aloud the teacher guides the students to identify some cognates that are spelled almost the same in English and Spanish               <ul style="list-style-type: none"> <li>○ canary-canario</li> <li>○ chameleon-camaleón</li> <li>○ insect-insecto</li> </ul> </li> <li>• The teacher explains to the student               <ul style="list-style-type: none"> <li>○ "These words are called cognates, notice how they are spelled almost the same in English and Spanish. So, whenever you read the word chameleon you can remember that it is camaleón in Spanish because it is spelled and sounds almost the same"</li> <li>○ Student or teacher can then add words to their cognado anchor chart/wall or journal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• El/la maestro/a utiliza el <a href="#">Children's Choice Cognate Database</a> y encuentra el libro <i>Spy Pets</i></li> <li>• El/la maestro/a mira la lista de cognados del libro proporcionado en el base de datos</li> <li>• El/la maestro/a le lee el libro en voz alta al estudiante</li> <li>• Después de la lectura en voz alta el/la maestro/a guía al estudiante a identificar unos de los cognados que se escriben casi igual en inglés que en español               <ul style="list-style-type: none"> <li>○ canary-canario</li> <li>○ chameleon-camaleón</li> <li>○ insect-insecto</li> </ul> </li> <li>• El/la maestro/ a le explica al estudiante               <ul style="list-style-type: none"> <li>○ "Estas palabras se llaman cognados, notas como casi se escriben igual en inglés que en español. Entonces cuando leas la palabra <i>chameleon</i> tu podrás recordar que es camaleón en español porque se escribe y suena casi igual"</li> <li>○ Luego, el estudiante o el maestro puede agregar palabras a su ancla de aprendizaje/pared o diario de cognado.</li> </ul> </li> </ul>

## Strategy: Word Flooding

### Description:

The teacher creates a poster including the target words of a unit or lesson. Then as a class they include an image to represent the concept and additional words that relate or describe the image provided.

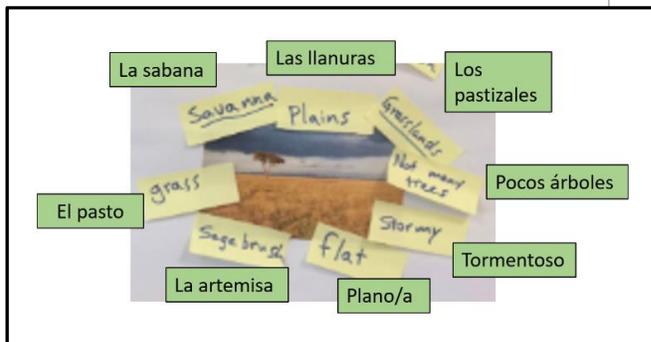
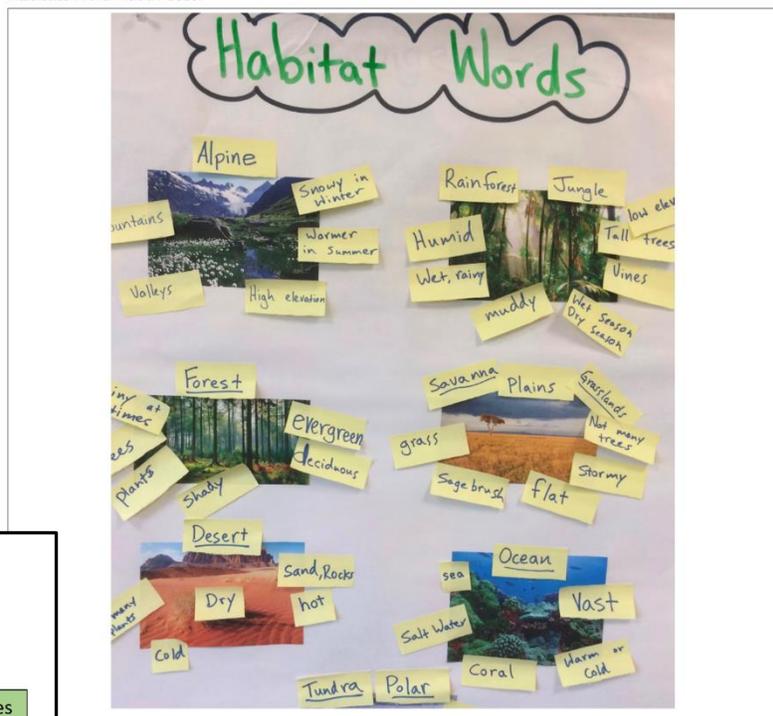
### Directions:

1. After reading books and during a unit or lesson the teacher creates a poster that includes key/target concepts and an image to represent the concepts
2. As students learn more about each concept, they complete the poster as class
  - a. students sit on the carpet and brainstorm words they have found in their text/lesson
  - b. The teacher writes these words on sticky notes
    - i. OR you can hand students sticky notes and have them write the words then hand back to you or place by the image they believe corresponds to
  - c. As a class the words are sorted into the correct target words and stuck onto the poster
3. The poster including the target words and related words is hung up in the classroom for students to view

### Cross-Linguistic Opportunities:

- Option 1: Students read books in both languages.
- Option 2: Students can brainstorm words for each topic using their entire linguistic repertoire (1<sup>st</sup> round).
- Option 3: Based on the desired outcome for language performance, ask students to translate and transfer brainstormed words to the other program language to write about that habitat in the other program language.
- Option 4: Have students brainstorm words for each habitat alternating between English and Spanish.

Figure 4  
Habitats Word Flood Poster



**Strategy: Word Flooding**

**Example in Science:**

English	Spanish
<ul style="list-style-type: none"> <li>• The teacher creates a poster related to habitats including the words alpine, rainforest, forest, plains/grasslands desert, ocean</li> <li>• The teacher prints out corresponding pictures and asks students to hypothesize what picture belongs to what word/concept</li> <li>• Selected students place the picture to the chart to show-case their hypothesis. Then, the class completes readings about each habitat to obtain more information and verify whether their hypothesis was correct</li> <li>• The teacher asks the students to sit at the carpet and reorder the images to the corresponding concepts</li> <li>• As a class they brainstorm more words that are associated with the target words/concepts</li> <li>• Students raise their hands and share words like mountains, grass, sea, dry, humid, vines, muddy, etc.</li> <li>• The teacher writes these words on sticky notes</li> <li>• When they are done compiling a list, the teacher reads the words back to them asking where they should go             <ul style="list-style-type: none"> <li>• “Mountains. Where should we put the word mountains?”</li> </ul> </li> <li>• The students respond             <ul style="list-style-type: none"> <li>• “Alpine”</li> <li>• Teacher asks students to provide the reasoning behind their placement</li> </ul> </li> <li>• And the process repeats eventually sorting all the related words into the correct target word</li> <li>• At the end they review the target word and the words that we associated with them</li> <li>• The poster is hung up on the wall</li> </ul>	<ul style="list-style-type: none"> <li>• El/la maestro/a crea un cartel relacionado con los hábitats que incluye las palabras alpino, selva tropical, bosque, llanura/pastizales, desierto, océano y una imagen para representar cada uno</li> <li>• Después de completar unas cuantas lecturas sobre cada hábitat, el/la maestro/a pide a los estudiantes que se sienten en la alfombra</li> <li>• Como clase, piensan en ideas sobre más palabras que estén asociadas con las palabras objetivo</li> <li>• Los estudiantes levantan la mano y comparten palabras como montañas, hierba, mar, seco, húmedo, vides, lodoso, etc.</li> <li>• El/la maestro/a escribe estas palabras en notas adhesivas.</li> <li>• Cuando terminan de hacer la lista, el/la maestro/a les lee las palabras y les pregunta dónde deben ir             <ul style="list-style-type: none"> <li>• “Montañas. ¿Dónde deberíamos poner la palabra montañas?”</li> </ul> </li> <li>• Los estudiantes responden             <ul style="list-style-type: none"> <li>• “Alpinos”</li> <li>• El/la maestro/a le pregunta al estudiante que de su razonamiento</li> </ul> </li> <li>• Y el proceso se repite, ordenando todas las palabras relacionadas con la palabra objetivo correcta</li> <li>• Al final, revisan la palabra objetivo y las palabras que asociamos con ella.</li> <li>• El póster se cuelga en la pared.</li> </ul>

**Adapted from:**

Manyak, P. C., Manyak, A. M., & Kappus, E. M. (2021). Lessons from a decade of research on multifaceted vocabulary instruction. *The Reading Teacher*, 75(1), 27-39.

## Strategy: Secret Word

### Description:

A secret word is chosen by the teacher from the word wall. The teacher encourages students to use their vocabulary words throughout the day to try and guess the secret word. The first student who the teacher hears use the word wins. The goal is that students practice using academic language in context.

### Directions:

1. The teacher selects a word from the word wall daily which will become the “secret word”
2. The teacher tells the students that she has chosen a secret word and the first student to use this word in a sentence wins the challenge
3. Students are encouraged to use their word wall vocabulary throughout the day to try and use the secret word
4. Once the teacher hears a student use this word in a sentence within the correct context, they are the winner
5. The teacher will announce to the class the student who won, and that student will choose the secret word for the next day.

### Cross-Linguistic Opportunities:

- Option 1: Teacher and students can alternate between English and Spanish word walls to select their “secret word” from this way all are exposed to all language and every student can have the opportunity to be a linguistic and content expert.
- Option 2: Once the “secret word” is discovered and used in one language, the class can come up with a sentence using that word in the other program language.
- Option 3: Once the “secret word” is discovered and used in a sentence, student can also use the word in context in the other program language in oral or written format via sticky note.



**Strategy: Secret Word**

**Example in Science:**

English	Spanish
<ul style="list-style-type: none"> <li>• The teacher chooses the secret word from the word wall</li> <li>• They remind students of the game               <ul style="list-style-type: none"> <li>• "I have chosen the secret word for the day. Remember to try and use your vocabulary from the word wall in sentences that way you can guess the secret word"</li> </ul> </li> <li>• As the students work and throughout the day the teacher listens in on conversations to hear if anyone has used the secret word yet</li> <li>• They hear a student Jamie use the word in a sentence, Jamie had said</li> <li>• The teacher then announces that Jamie has guessed the secret word               <ul style="list-style-type: none"> <li>• "I just heard Jamie use the secret word of the day. The word was_____."</li> </ul> </li> <li>• The teacher then asks Jamie in secret and quietly what she wants tomorrows secret word to be</li> <li>• The next day the word "motion" is the secret word chosen by Jamie</li> </ul>	<ul style="list-style-type: none"> <li>• El/la maestro/a elige la palabra secreta del muro de palabras.</li> <li>• Les recuerda a los alumnos del juego               <ul style="list-style-type: none"> <li>• "He elegido la palabra secreta del día. Recuerden usar el vocabulario del muro de palabras en oraciones para que puedan adivinarla".</li> </ul> </li> <li>• Mientras los alumnos trabajan y a lo largo del día, escucha las conversaciones para ver si alguien ya ha usado la palabra secreta.</li> <li>• Escucha a un alumno, Jamie, usar la palabra en una oración. Jamie había dicho</li> <li>• El/la maestro/a anuncia que Jamie ha adivinado la palabra secreta_____.</li> <li>• La maestra le pregunta a Jamie en secreto y en voz baja cuál quiere que sea la palabra secreta para mañana</li> <li>• Al día siguiente, la palabra secreta elegida por Jamie es "moción o movimiento."</li> </ul>

**Adapted from:**

Manyak, P. C., Manyak, A. M., & Kappus, E. M. (2021). Lessons from a decade of research on multifaceted vocabulary instruction. *The Reading Teacher*, 75(1), 27-39.

## Strategy: Dictionary Definition Search

### Description:

Students practice finding definitions for multiple-meaning words and identifying which definition fits the vocabulary word in a sentence/context. They will use the context from the sentence to correctly identify the words' definition.

### Directions:

1. Compile a list of homophones, homonyms, or heteronyms you would like students to find definitions to
2. Have students work in small groups to find the multiple definitions for each of the given vocabulary words
  - a. can use dictionary or google
3. Review the students' definitions as a class and create a sheet with multiple definitions for each word and display it on the overhead board
4. Create and handout an activity sheet that includes the vocabulary words in sentences
5. Students will have to identify which definition best fits the context in which the word is being used
6. Correct students work as a class by
  - a. having them correct their own work using a marker or pen
  - b. handing it over to a partner to correct

### Cross-Linguistic Opportunities:

- Option 1: Based on needed skills in one language, half the class can work on a list of homophones, heteronyms, or homonyms in Spanish and the other half in English, and then they can alternate for the next time this strategy is used.
- Option 2: Alternate teaching multiple meaning words between both program languages when needed for clarity as it arises during read alouds or writing. For example, usage of an accent mark changes the meaning of a word in Spanish. Teachers can touch on how cultural contexts may influence meanings of words, so multiple-meaning words vary between languages due to history of language and borrowed and used sounds.

Homophones	Heteronyms	Homonyms
words that sound alike but have different meanings and often different spellings	words that share the same spelling but have different pronunciations and meanings, often depending on the context	words that share the same pronunciation or spelling (or both) but have different meanings.
Cell-Sell Hear-Here	Object (A thing) Object (to protest)	Bat- A flying mammal Bat-Baseball equipment
Homófonos	Heterónimos	Homónimos
Cierra ( <i>he/she closes</i> ) Sierra ( <i>Mountain range</i> )	Tiro ( <i>He/she threw</i> ) Tiró ( <i>A shot</i> )	Banco- <i>Bench, Bank, or shoal of fish</i>

**Strategy: Dictionary Definition Search**

**Example in Science (example from article):**

English	Spanish
<ul style="list-style-type: none"> <li>• Groups of 3-4 students are given the words <i>fly, bat, pound, trunk, orange, horn</i> etc., which they will need to find 2 definitions for each</li> <li>• For the word <i>fly</i> they find the definitions               <ul style="list-style-type: none"> <li>○ move through the air</li> <li>○ An insect</li> </ul> </li> <li>• When they are done finding definitions for all the words, they share them aloud to the class</li> <li>• The teacher writes down 2 definitions for each word and displays them on the overhead projector</li> <li>• Students are handed an activity sheet containing sentences that include each of the vocabulary words</li> <li>• One of the sentences is “Hummingbirds are the only animal that can fly backward”</li> <li>• The student looks at the definitions and identifies the best fit for the context of the sentence               <ul style="list-style-type: none"> <li>○ They choose the definition “move through the air”</li> </ul> </li> <li>• Once they have completed and chosen a definition for the remaining sentences the teacher tells them it's time to correct their papers</li> <li>• Students pull out a pen and correct their answers together as a class</li> </ul>	<ul style="list-style-type: none"> <li>• A grupos de 3-4 estudiantes se les asignan las palabras <i>banco, llama, nada, cola</i>, etc. y deberán encontrar dos definiciones para cada una</li> <li>• Para la palabra <i>banco</i> encuentran las definiciones               <ul style="list-style-type: none"> <li>○ Una institución de financia</li> <li>○ Un mueble donde uno se puede sentar</li> <li>○ Un grupo grande de pez</li> </ul> </li> <li>• Cuando terminan de encontrar las definiciones de todas las palabras, las comparten en voz alta con la clase</li> <li>• El/la maestro/a escribe dos definiciones de cada palabra y las muestra en el proyector</li> <li>• Se les entrega a los estudiantes una hoja de actividades con oraciones que incluyen cada una de las palabras del vocabulario</li> <li>• Una de las oraciones es "El banco de peces es hermoso".</li> <li>• El/la estudiante observa las definiciones e identifica cuál se ajusta mejor al contexto de la oración               <ul style="list-style-type: none"> <li>○ Elige la definición “Un grupo grande de pez”</li> </ul> </li> <li>• Una vez que han completado y elegido una definición para las oraciones restantes, el/la maestro/a les indica que es hora de corregir sus tareas</li> <li>• Los estudiantes sacan un bolígrafo y corrigen sus respuestas juntos en clase</li> </ul>

**Adapted from:**

Graves, M. F., Schneider, S., & Ringstaff, C. (2018). Empowering students with word-learning strategies: Teach a child to fish. *The Reading Teacher*, 71(5), 533-543.

## Strategy: Visuals to Access Academic Language

### Description:

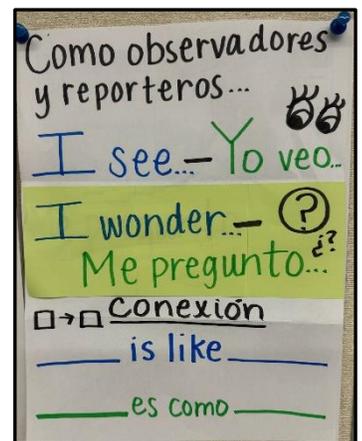
Students are provided with an image to observe. They share their observations as a class, while the teacher adds more observations using academic vocabulary. Students then are asked to write what they observed/answer the teachers' questions in their notebooks. The goal is to connect oral and written literacy and encourage the use and practice of academic language through visuals.

### Directions:

1. Find an image/visual you would like students to make observations about
2. Display this image on the screen and ask students to make oral observations. "What do you see in this image?"
3. Allow students to share aloud what they observe in the image
4. As student share their observations, chime in and ask leading questions that will get students to use academic vocabulary
5. When students are done sharing aloud, transition them into writing by having them take out their notebooks
6. Propose the question: "What seems to be happening in the image? Why? And Why do you think that?" and explain to students the difference between describing an image and making inferences
7. Allow students 3-7 minutes (depending on grade) to write down their response to this question. The goal is to get them to make inferences from their observations
  - a. If needed provide the sentence started "In this image..." or any other sentence frames to support students
8. After students are done writing initiate a class discussion by asking for a volunteer to share their sentence(s) aloud
9. Build off the student(s) comment(s) and introduce vocabulary terms that relate to the observations and discussions

### Cross-Linguistic Opportunities:

- Option 1: Allow students to make initial observations, connections, or questions in both program languages and then write in target language.
- Option 2: Ask students to complete oral observations in one language and write their inferences in their journal in the other program language.



### Adapted from:

Collett, J., & Dubetz, N. (2021). Instruction to Engage Multilingual Learners with Grade-level Content. *The Reading Teacher*, 75(5), 593-602

**Strategy: Visuals to Access Academic Language**

**Example in Science:**

English	Spanish
<ul style="list-style-type: none"> <li>• The teacher displays an image</li> <li>• The teacher asks the students “What do you see in this image?”</li> <li>• The students share their responses aloud               <ul style="list-style-type: none"> <li>○ “I see a dead animal in the snow”, “I see some birds around the dead animal”</li> </ul> </li> <li>• The teacher then asks the students a leading question               <ul style="list-style-type: none"> <li>○ “What do you think the wolf is doing in the image?”</li> </ul> </li> <li>• A student responds               <ul style="list-style-type: none"> <li>○ “I think the wolf could be hunting, and it’s going to eat the animal”</li> </ul> </li> <li>• After some more observations the teacher instructs students to take out their notebooks. They tell students               <ul style="list-style-type: none"> <li>○ “Now that we have made some observations, I want you guys to make some inferences. Inferences are what we think could be happening in the image. So, in your notebook I want you guys to respond to this question, what seems to be happening and why in the image?”</li> </ul> </li> <li>• Along with posting the question on the whiteboard, the teacher also posts the sentence starter “In this image ...”</li> <li>• The teacher gives the students 5 minutes to write down their responses in their notebooks</li> <li>• When they are done writing, the teacher says               <ul style="list-style-type: none"> <li>○ “Can I have a volunteer share what they wrote down”</li> </ul> </li> <li>• A student raises their hand and shares               <ul style="list-style-type: none"> <li>○ “I wrote that in this image I see a wolf and some birds both wanting to eat the same dead animal.”</li> </ul> </li> <li>• The teacher responds using key vocabulary terms               <ul style="list-style-type: none"> <li>○ “Yes, the wolf and ravens are scavenging for the dead animal. Both animals are considered predators”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• El/la maestro/a muestra una imagen</li> <li>• El/la maestro/a les pregunta a los estudiantes “¿Que ven en esta imagen?”</li> <li>• Los estudiantes comparten sus respuestas en voz alta               <ul style="list-style-type: none"> <li>○ “Yo veo un animal muerto en la nieve”, “Yo veo unos pájaros alrededor del animal muerto”</li> </ul> </li> <li>• El/la maestro/a luego les hace una pregunta a los estudiantes capciosa               <ul style="list-style-type: none"> <li>○ “¿Que peinas que el lobo hace en la imagen?”</li> </ul> </li> <li>• Un estudiante responde               <ul style="list-style-type: none"> <li>○ “Yo creo que el lobo puede estar cazando, y se va a comer al animal”</li> </ul> </li> <li>• Después de unas observaciones el/la maestro/a les pide a los estudiantes que saquen sus cuadernos. Les dice a los estudiantes               <ul style="list-style-type: none"> <li>○ “Ahora que hemos hecho algunas observaciones, quiero que hagan algunas inferencias. Las inferencias son lo que creemos que podría estar sucediendo en la imagen. Así que, en sus cuadernos, quiero que respondan a esta pregunta, ¿qué parece estar sucediendo en la imagen y por qué?”</li> </ul> </li> <li>• Además de publicar la pregunta en la pizarra, el/la maestro/a también publica la oración inicial “En esta imagen...”</li> <li>• El/la maestro/a les da 5 minutos para que escriban sus respuestas en sus cuadernos</li> <li>• Cuando terminan de escribir el/la maestro/a dice               <ul style="list-style-type: none"> <li>○ “Tengo un voluntario que comparta lo que escribieron”</li> </ul> </li> <li>• Un estudiante levanta la mano y comparte               <ul style="list-style-type: none"> <li>○ “Yo escribí que en la imagen veo un lobo y unos pájaros queriendo comerse el mismo animal”</li> </ul> </li> <li>• El/la maestro/a responde usando términos de vocabulario               <ul style="list-style-type: none"> <li>○ “Si, el lobo y los cuervos están carroñando por el animal muerto. Ambos animales son considerados depredadores”</li> </ul> </li> </ul>