Vocabulary Cards Newcomers

When using the SIOP Model with newcomers, a particularly crucial feature is rigorous vocabulary instruction. Newcomer students can benefit from focused instruction on content words, process/function words, and words that teach the structure of English (Echevarría, Short, and Vogt, 2010).

The vocabulary cards included here are guided by the findings from two of CAL's federally-funded research projects on language and literacy acquisition for English learners, VIAS and CREATE*. These vocabulary cards teach general academic terms, including connectives that are highly frequent but less likely to be explicitly taught for non-native speakers.

The script aligned with each card is meant to introduce the words to students, beginning by relating the words to everyday contexts that students are familiar with before formally defining the words.

Where applicable, introducing and defining the word in Spanish will expand students' academic knowledge of their first language.

The partner talk encourages students to begin using the words in familiar contexts before bridging to academic content through repeated use in listening, speaking, reading, and writing tasks.

These example cards are meant to be printed double-sided and can be used for word walls and classroom activities.

***Visit the archived websites for these research projects:
  ▪ Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) www.cal.org/create
  ▪ Vocabulary Instruction and Assessment for Spanish Speakers (VIAS) www.cal.org/vias

Although

Aunque

Teacher Talk   Contextual Sentence   Look at the pictures showing Edwin taking his medicine.

- Point to the picture on the top: What do you see in this picture? [Edwin takes his medicine.]
- Point to the picture on the bottom: What do you see in this picture? [It tastes bad.]
- Edwin takes his medicine. It tastes bad.
- Put the sentences together using *although*: Edwin takes his medicine *although* it tastes bad.

Definition   Sometimes we do things that are different from what people like to do most of the time.

Partner Talk   What is something that you have to do but do not always enjoy doing? Tell your partner about it and use the word although.

For example: I take out the garbage although it smells bad.

Ask one or two pairs for their response.

Finally

finalmente

Teacher Talk   Contextual Sentence   Look at the pictures
                                            showing a pumpkin
                                            growing.

- Point to the picture on the top: In this picture, Julia planted pumpkin seeds.
- Point to the picture on the bottom: *Finally* a seed grew into a pumpkin.
- Put the sentences together using *finally*: Julia planted pumpkin seeds, and *finally* they grew into a pumpkin.

Definition   The word *finally* means "after a long time."

Partner Talk   What is something that takes a long time and then something *finally* happens? Tell your partner about it and use the word *finally*.

                                            For example: I waited for the bus, and *finally* it came.

                                            Ask one or two pairs for their response.

Instead

en lugar de

Teacher Talk

Contextual Sentence

Look at the pictures showing Aran and his dinner.

- Point to the picture on the left: In this picture, Aran is eating his dinner.
- Point to the picture on the right: What do you think he wants in place of fish? [Pizza.]
- Aran is eating his dinner. In place of his dinner, he would like to eat pizza.
- Put the sentences together using *instead*: Aran is eating his dinner. *Instead*, he wants pizza.
- En español: En lugar de su cena, quiere pizza.

Definition

The word *instead* means "in place of." Some things are in place of other things.

Partner Talk

What is something that you like to eat for dinner *instead* of something else? Tell your partner about it and use the word *instead*.

For example: I would like to eat chicken *instead* of spaghetti.

Ask one or two pairs for their response.

Therefore

por eso

Teacher Talk   Contextual Sentence   In this picture, Emilia
                                                 dropped her ice
                                                 cream cone.

- How do you think Emilia feels after dropping her ice cream? [She is sad.]
- Point to the picture: This picture shows Emilia who dropped her ice cream cone. *Therefore* she is sad.
- En español: Por eso, está triste.

Definition   The word *therefore* means "for that reason." When one thing happens, sometimes it makes a second thing happen for that reason.

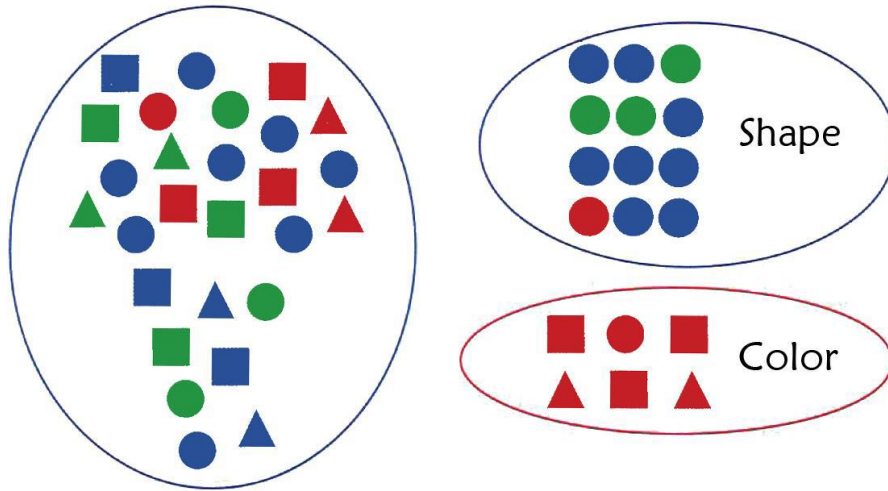Partner Talk   How do you feel when the school year is over? Tell your partner how you would feel and use the word *therefore*.

                                                 For example: The school year is over. *Therefore* I will miss my friends.

                                                 Ask one or two pairs for their response.

Classify

Shape

Color

clasificar

classifies

classified

classifying

Teacher Talk   Contextual Sentence   Look at the picture. We can *classify* the items by their shape and by their color.

Definition   *Classify* is to arrange or organize according to class or category. En español, "Clasificar" es organizar o arreglar según clase o categoría.

Partner Talk   How could you *classify* the different musical instruments in a band or an orchestra? Tell your partner using the word *classify*.

For example: If I were to organize musical instruments in the school band, I would *classify* them by size.

Ask one or two pairs for their response. [Possible responses: by the material they are made of; by the way you play them; by the sound they make; etc.]

observe

observar

observes	observed
observing	observation

Teacher Talk

Contextual Sentence

Look at the picture. The teenagers *observe* the birds to see what they will do next.

Definition

Observe means to see or notice something.
En español, "observe" quiere decir "observar": Ver o darse cuenta de algo.

Partner Talk

You can also *observe* human behavior. If you go to a mall, what kinds of things can you *observe*? Tell your partner using the word *observe*.

For example: At the mall, I can sit on a bench and watch people walking by. When I do this, I *observe* friendly interactions, stores that different people like, and arguments between loved ones.

Ask one or two pairs for their response. [Possible response: If I observed a lion, I might learn about what it likes to eat and where it sleeps.]

predict

2 4 6 8 10 12 14 __

predecir

predicts	predicted
predicting	prediction

Teacher Talk **Contextual Sentence** Look at the numbers. We can *predict* from the numbers that are written what the next number will be.

Definition

Predict means to use what you know to guess what will happen next.
En español, "predict" quiere decir "predecir": Usar lo que se sabe acerca de algo para adivinar lo que va a pasar en el futuro.

Partner Talk

Look at the picture with the trees in it. Tell your partner a *prediction* about what is happening and will happen next using the word *predict.*
For example: Based on this picture, I *predict* that a storm is coming.
Ask one or two pairs for their response. [Possible responses: it will rain; lightning might strike; etc.]