Dynamic Vocabulary Instruction in Elementary Schools

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Importance of Vocabulary Instruction

- Receptive Language
  - Reading Comprehension (Chall, Jacobs, & Baldwin, 1990; Nagy, 2005; Scarborough, 1988; Stahl & Fairbanks, 1987)
  - Listening Comprehension

- Expressive Language
  - Writing
  - Speaking

- Overall Reading Achievement (Stanovich, et al., 1993)
- Hallmark of an Educated Individual (Beck, McKeown, Kucan, 2002)

Importance of Vocabulary Instruction

- Children’s vocabulary in the early grades related to reading comprehension in the upper grades.
  - Preschool - Children’s vocabulary correlated with reading comprehension in upper elementary school. (Dickinson & Tabors, 2001)
  - Kindergarten - Vocabulary size was an effective predictor of reading comprehension in middle elementary years. (Scarborough, 1998)
  - First Grade - Orally tested vocabulary was a significant predictor of reading comprehension ten years later. (Cunningham & Stanovich, 1997)
  - Third Grade - Children with restricted vocabulary have declining comprehension scores in the later elementary years. (Chall, Jacobs, & Baldwin, 1990)
Importance of Vocabulary Instruction

- Vocabulary Gap
  - Linguistically "poor" first graders knew 5,000 words; linguistically "rich" first graders knew 20,000 words. (Moats, 2001)
  - Children who enter school with limited vocabulary knowledge grow more discrepant over time from their peers who have rich vocabulary knowledge. (Baker, Simmons, & Kamé'enui, 1997)
    - The number of words students learn varies greatly.
    - 2 versus 8 words per day
    - 750 versus 3000 words per year

Importance of Vocabulary Instruction - Conclusion

- To close the vocabulary gap, vocabulary acquisition must be accelerated through intentional instruction.
- Vocabulary instruction must be a focus in all classes in all grades.

Components of a Vocabulary Program

- High-quality Classroom Language (Dickinson, Cote, & Smith, 1993)
- Reading Aloud to Students (Elley, 1989; Senechal, 1997)
- Explicit Vocabulary Instruction (Baker, Kamé'enui, & Simmons, 1998; Baumann, Kamé'enui, & Ash, 2003; Beck & McKeown, 1991; Beck, McKeown, & Kucan, 2002; Biemiller, 2004; Marzano, 2004; Paribakht & Wesche, 1997)
- Word-Learning Strategies (Buikima & Graves, 1993; Edwards, Font, Baumann, & Boland, 2004; Graves, 2004; White, Sowell, & Yanagihara, 1989)
Explicit Vocabulary Instruction

- Preliminary evidence suggests that as late as Grade 6, about 80% of words are learned as a result of direct explanation, either as a result of the child’s request or instruction, usually by a teacher. (Biemiller, 1999)

Explicit Vocabulary Instruction-Selection of Vocabulary

- Select a **limited number** of words for robust, explicit vocabulary instruction.
- **Three to ten words** per story or section in a chapter would be appropriate.
- Briefly tell students the meaning of other words that are needed for comprehension.

Explicit Vocabulary Instruction-Selection of Vocabulary

- Select words that are **unknown**.
- Select words that are **critical** to passage understanding.
- Select words that students are likely to encounter in the **future** and are generally useful. (Stahl, 1986)
  - Focus on Tier Two words (Beck & McKeown, 2003)
  - Academic Vocabulary
- Select words that are more difficult to obtain.
  - Words having an abstract versus concrete reference.
  - Words with unknown concept.

Explicit Instruction of Words-Selection of Vocabulary (Beck & McKeown, 1985)

- **Tier One** - Basic words
  - chair, bed, happy, house
- **Tier Two** - Words in general use, but not common
  - concentrate, absurd, fortunate, relieved, dignity, convenient, observation, analyze, persistence
- **Tier Three** - Rare words limited to a specific domain
  - tundra, igneous rocks, weathering, constitution, area, sacrifice fly, genre, foreshadowing
Explicit Instruction of Words-Selection of Vocabulary

- “Goldilocks Words”
  - Not too difficult
  - Not too easy
  - Just right

(Stahl & Stahl, 2004)

Explicit Instruction - Practice Activity - Select words for robust, explicit instruction. (Read-alouds)

<table>
<thead>
<tr>
<th>Second Graders</th>
<th>Fifth Graders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enemy Pie</strong></td>
<td>by Derek Munson</td>
</tr>
<tr>
<td>perfected</td>
<td>monsieur</td>
</tr>
<tr>
<td>frisbee</td>
<td>cathedral</td>
</tr>
<tr>
<td>enemy</td>
<td>covered</td>
</tr>
<tr>
<td>recipe</td>
<td>hidey-hole</td>
</tr>
<tr>
<td>disgusting</td>
<td>hyacinths</td>
</tr>
<tr>
<td>earthworms</td>
<td>fragile</td>
</tr>
<tr>
<td>ingredients</td>
<td>cleansers</td>
</tr>
<tr>
<td>nimble</td>
<td>gratitude</td>
</tr>
<tr>
<td>nervous</td>
<td>fastidious</td>
</tr>
<tr>
<td>invited</td>
<td>tolering</td>
</tr>
<tr>
<td>relieved</td>
<td>roughish</td>
</tr>
<tr>
<td>boomerang</td>
<td>adventure</td>
</tr>
</tbody>
</table>

Explicit Instruction - Prepare - Student-Friendly Explanations

- **Dictionary Definition**
  - **relieved** - (1) To free wholly or partly from pain, stress, pressure. (2) To lessen or alleviate, as pain or pressure

- **Student-Friendly Explanation** (Beck, McKeown, & Kucan, 2003)
  - Is easy to understand.
  - When something that was difficult is over or never happened at all, you feel **relieved**.

Explicit Instruction - Prepare - Student-Friendly Explanations

- **Dictionary Definition**
  - **Attention** - a. the act or state of attending through applying the mind to an object of sense or thought
    - b. a condition of readiness for such attention involving a selective narrowing of consciousness and receptivity

- **Explanation from Dictionary for English Language Learners** *(Elementary Learner’s Dictionary published by Oxford)*
  - **Attention** - looking or listening carefully and with interest
Teach the meaning of critical, unknown vocabulary words. Instructional Routine

(Note: Teach words AFTER you have read a story to your students and BEFORE students read a selection.)

Step 1. Introduce the word.
   a) Write the word on the board or overhead.
   b) Read the word and have the students repeat the word.
      If the word is difficult to pronounce or unfamiliar have the students
      repeat the word a number of times.

   Present the word with me.
   “This word is relieved. What word?”

Step 2. Present a student-friendly explanation.
   a) Tell students the explanation. OR
   b) Have them read the explanation with you.

   Present the definition with me.
   “When something that is difficult is over
   or never happened at all, you feel relieved.
   So if something that is difficult is over,
   you would feel ______________.”

Step 3. Illustrate the word with examples.
   a) Concrete examples.
   b) Visual representations.
   c) Verbal examples.

   Present the examples with me.
   “When the spelling test is over, you feel
   relieved.”

   “When you have finished giving the speech that
   you dreaded, you feel relieved.”

Step 4. Check students’ understanding.
   Option #1. Ask deep processing questions.

   Check students’ understanding with me.

   When the students lined up for morning recess,
   Jason said, “I am so relieved that this morning is
   over.” Why might Jason be relieved?

   When Maria was told that the soccer game had
   been cancelled, she said, “I am relieved.” Why
   might Maria be relieved?”
Teach the meaning of critical, unknown vocabulary words. Instructional Routine (continued)

Step 4. Check students’ understanding.
Option #2. Have students discern between examples and non-examples.

Check students’ understanding with me.
“If you were nervous singing in front of others, would you feel relieved when the concert was over?”
No “Why?”
“If you loved singing to audiences, would you feel relieved when the concert was over?” Yes “Why not?”
was not difficult for you.

Teach the meaning of critical, unknown vocabulary words. Instructional Routine (continued)

Step 4. Check students’ understanding.
Option #3. Have students generate their own examples.

Check students’ understanding with me.
“Tell your partner a time when you were relieved.”

Teach the meaning of critical, unknown vocabulary words. Instructional Routine (continued)

Step 4. Check students’ understanding.
Option #4. Provide students with a “sentence starter”. Have them say the complete sentence.

Check students’ understanding with me.
Sometimes your mother is relieved. Tell your partner when your mother is relieved. Start your sentence by saying, “My mother is relieved when______.”

Teach the meaning of critical, unknown vocabulary words.

Did the teacher:
1. Introduce the word?
2. Present a student-friendly explanation?
3. Illustrate the word with examples?
4. Check students’ understanding?
Practice Activity: Teaching Critical Vocabulary (Example A)

1. Introduce the word.
   This word is **migrate**. What word?

2. Present a student-friendly explanation.
   When birds or other animals move from one place to another at a certain time each year, they *migrate*. So if birds move to a new place in the winter or spring, we say that the birds __________. Animals usually migrate to find a warmer place to live or to get food.

3. Illustrate the word with examples.
   Sandhill Cranes fly from the North to the South so they can live in a warmer place. Sandhill Cranes __________.

4. Check students’ understanding.
   Why might birds migrate? Tell your partner. (The teacher monitors and coaches. Then the teacher calls on individuals.)

Practice Activity: Teaching Critical Vocabulary (Example B)

1. Introduce the word.
   This word is **survive**. What word?

2. Present a student-friendly explanation.
   When people or animals don’t die when things are very bad or dangerous, they **survive**.

3. Illustrate the word with examples.
   Look at the people on this river. It is very dangerous. However, they don’t get hurt or die, they __________.

4. Check students’ understanding.
   Get ready to tell me if this group would survive.
   If the winter was very cold and all food was buried under the snow, would whooping cranes survive? ________. Ones, tell your partner why they wouldn’t survive?
   If whooping cranes had plenty of food and the weather was warm, would they survive? ________. Twos, tell your partner why they would survive?
   If a rabbit was being chased by a coyote, what could the rabbit do to survive?
Practice Activity: Teaching Critical Vocabulary (Example C)

1. Introduce the word.
   “This word is abundant. What word? ___________. Again, ____________. Abundant is an adjective.

2. Introduce the meaning of the word.
   “When there is plenty of something, there is an abundant amount. So, if you have plenty of something, you have an amount that is _____________.

Practice Activity: Teaching Critical Vocabulary (Example C continued)

3. Illustrate with examples.
   If you have lots of food in your house, you have abundant food.
   If you had a huge supply of paper, you would have _____________.
   If you had enough pencils for everyone, you would have _______.
   If you had more than enough money to live on, you would have ______

4. Check understanding.
   Get ready to tell me if this would be abundant. Say abundant or not.
   If you had 2 pencils for the year? Not
   If you had 40 pencils for the year? Abundant
   If the class had 800 books? Abundant
   If the class had 30 books? Not
   If the family had enough food for one day? Not
   If the family had enough food for 3 months? Abundant

Practice Activity: Teaching Critical Vocabulary (Example D)

1. Introduce the word.
   “This word is virtue. What word? ___________. Again, ____________. Virtue is a noun.”

2. Introduce the meaning of the word.
   “When someone has a really good quality like honesty, that quality is a virtue.” So someone has really good quality, we can that quality a _____________.

Practice Activity: Teaching Critical Vocabulary (Example D)

3. Illustrate with examples. (And non-examples)
   Being honest is a virtue. Lying is not a virtue.
   Being kind is a ________. Being mean is not a ________.
   Being generous is a __________. Being greedy and not sharing is not a ________.
   Being reliable is a ________. Being inconsistent so that people can not count on you is not a ________.

4. Check understanding.
   Make a T chart on your paper. Now, label the columns ‘virtue’ and ‘not virtue’.
   With your partner, write in a virtue and the opposite of that virtue. Let’s read my ideas first.

<table>
<thead>
<tr>
<th>Virtue</th>
<th>Not a Virtue</th>
</tr>
</thead>
<tbody>
<tr>
<td>patient</td>
<td>impatient, feeling annoyed</td>
</tr>
<tr>
<td>responsible</td>
<td>irresponsible, careless</td>
</tr>
<tr>
<td>orderly</td>
<td>messy</td>
</tr>
<tr>
<td>courageous</td>
<td>scared</td>
</tr>
</tbody>
</table>
Teach the meaning of critical, unknown vocabulary words. Review

After teaching the group of vocabulary words, review the words using a “word association” activity.

Words written on board or overhead:
   enemy, disgusting, invited, relieved

“Tell me the word that I am thinking of…
Someone that hates you might be called an ______.
If you didn’t like a food, you might say it is _______.
When a test is over, you often feel ________.
When you are asked to a party, you are ______.”

Teach the meaning of critical, unknown vocabulary words. Review

After teaching the group of vocabulary words, review the words using a “choice” activity.

Words written on board or overhead:
   enemy, disgusting, invited, relieved

- If you felt relieved after a test, was the test probably easy or difficult?
- If an enemy gave you the answers before a test, would you believe the answers to be correct or incorrect?
- If the food was disgusting, would you ask for more or spit it up?
- If you were invited to a party, would you be asked to come or to stay away?

Teach the meaning of critical, unknown vocabulary words. Word Walls

- Create a word wall in your classroom.
- Post a reminder of the context.
  - Copy of the cover of the read-aloud book
  - Copy of the first page in the story
  - The topic in science or social studies
- Post the vocabulary words.
- Incorporate the words into your classroom language.
- Encourage students to use the words when speaking and writing.

Vocabulary Logs

- Have students maintain a log of vocabulary to facilitate study and review.
- What can be recorded on a vocabulary log?
  - Word
  - Student-friendly explanation
  - Any of these options
    - A sentence to illustrate the word’s meaning
    - Examples and non-examples
    - An illustration
- In lower grades, create a group log on a flip chart.
Word Walls

- Create a word wall in your classroom
  - Post a reminder of the context.
  - Copy of the cover of the read-aloud book
  - Copy of the first page in the story
  - The topic in science or social studies
- Post the vocabulary words.
- Incorporate the words into your classroom language.
- Encourage students to use the words when speaking and writing.

Practice Activities

- Practice activities should:
  - Be engaging.
  - Provide multiple exposures to the words. (Stahl, 1996)
  - Encourage deep processing of the word’s meaning. (Beck, McKeown, & Kucan, 2002)
  - When possible, connect the word’s meaning to prior knowledge.
- Provide practice over time.

Example Practice Activity - Yes/No/Why

1. Do territories that are possessions have autonomy?
2. Can incidents cause compassion?
3. Do people always comply with their obligations?

Example Practice Activity - Yes/No/Why

1. Could a disgusting enemy be horrible?
2. Would you be relieved if you could concentrate on the test?
3. Would it be disgusting to eat earthworms?
4. Could an enemy do disgusting things?
Example Practice Activity - Completion Activity

1. **confine**: If you keep someone or something in a certain place, you confine it.
   Things that can be confined are ____________________________________________.

2. **persistent**: If you keep doing something again or again OR you keep trying to do something and you never give up, you would be persistent.
   I was very persistent when ________________________.

(Pereltsvaig & Longo, 1997)

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Example Practice Activity - Word Pairs

<table>
<thead>
<tr>
<th>Word Pair</th>
<th>Same</th>
<th>Opposite</th>
<th>Go Together</th>
<th>No Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>nomad - wanderer</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nomad - settler</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>desert - city</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

(Stahl & Kapinus, 2001)

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Example Practice Activity - Word Lines

(Example designed by Isabel Beck, 2004)

**How surprised would you be if….**

1. You saw your friend *vault* over the moon?
2. Your teacher *commended* a student for doing good work?
3. A dog started *bantering* with you?
4. The mayor *urged* everyone to leave town?
5. A coach *berated* his team for not making a touchdown?
6. A rabbit *trudged* through a garden?

Least - Surprised                      -Most Surprised

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Example Practice Activity - Word Lines

(Example designed by Isabel Beck, 2004)

**How much energy does it take to….**

1. *Meander* down a hall?
2. *Vault* over a car?
3. *Banter* with your best friend for an hour?
4. *Berate* someone at the top of your voice?
5. *Stalk* a turtle?
6. Be a *spectator* at a concert?

Least - Energy                      -Most Energy
Example Practice Activity - Sentence Substitution

1. When the spelling test was over, Kaiya was relieved.
2. After reading the children’s stories, the teacher said that she was very impressed.
3. Marcus couldn’t concentrate on his math assignment.

(Lively, August, Carlo, & Snow, 2003)

Example Practice Activity - Word sorts

<table>
<thead>
<tr>
<th>Legislative Branch</th>
<th>Executive Branch</th>
<th>Judicial Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>House</td>
<td>President</td>
<td>Legality</td>
</tr>
<tr>
<td>Senate</td>
<td>Cabinet</td>
<td>Supreme Court</td>
</tr>
<tr>
<td>Speaker</td>
<td>Departments</td>
<td>Constitutionality</td>
</tr>
</tbody>
</table>

(Gillett & Temple, 1983)

Example Practice Activity - “Meaningful Sentence” Writing

(adapted from Success for All)

- Students write a sentence answering three to four of these questions: who, what, when, where, why, how
- Not OK
  - It was meager.
- OK
  - At the end of the month, our dinners were meager because we had little money.

Example Practice Activity - Semantic Mapping - Structured

(Heimich & Pittelman)

- textiles
  - types of textiles
  - products made from textiles
  - characteristics of textiles
Example Practice Activity - Semantic Mapping

(Heimlich & Pitblain)

Directions:
1. Have students brainstorm words that come to mind when given a target word.
2. Have students brainstorm possible categories for the words.
3. Have students arrange brainstorm words in categories.

Example Practice Activity - Word Association

Present a number of words.
- representative
- socialism
- reform
- revolution
- tributary

Play... I am thinking of a word......
- I am thinking of a word that goes with river.
- I am thinking of a word that refers to a person that takes ideas to the government.
- I am thinking of a word that means a change.

Example Practice Activity - Word Association - Challenging

- Present a number of words.
  - concentrate
  - relieved
  - enemy
  - impressed
  - absurd
  - educated
- Play... Select a word. Defend your choice.
  - What word goes best with the word humor. Tell your partner and defend your choice.
  - What word goes best with a game. Tell your partner and defend your choice.

Word-Learning Strategies

- Use of context clues.
- Use of dictionary, glossary, or other resource.
- Use of meaningful parts of the word.
  - Compound words
  - Prefixes
  - Suffixes
  - Word families
Word Learning Strategies - Use of context clues

- When using the context clues, students infer the meaning of the word by scrutinizing the surrounding text.

- Teach students to use context clues to determine the meaning of unknown vocabulary. (Gipe & Arnold, 1979)

- However, if a student reads 100 unfamiliar words in reading, he/she will only learn between 5 to 15 words. (Nagy, Hermann, & Anderson, 1985; Swanborn & de Glopper, 1999)

Word Learning Strategies - Use of context clues

- Beginning in kindergarten, model how to determine the meaning of an unfamiliar word using context clues.

- Provide simple practice in inferring word meanings from context.

- But not always! Example: Jason went into the school. He was very anxious.

Word Learning Strategies - Use of glossary/dictionary

- Strategy - Glossary/Dictionary
  1. Locate the unknown word in the glossary or the dictionary.
  2. Read each definition and select the meaning that best fits the sentence.
  3. Try the possible meaning in the sentence.
  4. Ask yourself, “Does it make sense?”
Word Learning Strategies - Compound Words

- Teach students that the meaning of compound words can often be derived from the meaning of the two smaller words.
  - birdhouse, waiting-room
  - starfish, fingernail
  - weekend, mailbox
  - raincoat, daydream
- But not always!
  - butterfly, hotdogs

Word Learning Strategies - Prefixes

- Elements attached to beginning of English words that alter meaning.
- Prefixes are useful because they are
  - used in many words,
  - consistently spelled,
  - easy to identify,
  - clear in meaning. (Graves, 2004)
- Teach very common prefixes. Un, re, in, and dis found in 58% of prefixed words.

Word Learning Strategies - Suffixes

- Elements attached to ending of English words.
- Can change the part of the speech or the meaning.
- Focus on common derivational suffixes.
  - able, ful, less, ness, or
- Introduce the suffix and use to determine the meaning of a number of words (ful -helpful, truthful, mouthful, joyful).
  - But not always! grateful
The Most Common Prefixes in English

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>% of prefixed words</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>un</td>
<td>not; reversal of</td>
<td>26%</td>
<td>uncover</td>
</tr>
<tr>
<td>re</td>
<td>again, back, really</td>
<td>14%</td>
<td>rewrite</td>
</tr>
<tr>
<td>ir/irr</td>
<td>in, into, not</td>
<td>11%</td>
<td>incorrect, insert</td>
</tr>
<tr>
<td>dis</td>
<td>away, apart, negative</td>
<td>7%</td>
<td>discover, discontent</td>
</tr>
<tr>
<td>en/ein</td>
<td>in; within; on</td>
<td>4%</td>
<td>entail</td>
</tr>
<tr>
<td>mis</td>
<td>wrong</td>
<td>3%</td>
<td>mistaken</td>
</tr>
<tr>
<td>pre</td>
<td>before</td>
<td>3%</td>
<td>prevent</td>
</tr>
<tr>
<td>pro</td>
<td>in favor of; before</td>
<td>1%</td>
<td>prevent</td>
</tr>
<tr>
<td>a</td>
<td>not; in, on, without</td>
<td>1%</td>
<td>atypical</td>
</tr>
</tbody>
</table>

The Most Common Suffixes in English

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>% of prefixed words</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>s, es</td>
<td>more than one; verb marker</td>
<td>31%</td>
<td>movies</td>
</tr>
<tr>
<td>ed</td>
<td>in the past; quality/state</td>
<td>20%</td>
<td>walked</td>
</tr>
<tr>
<td>ing</td>
<td>when you do something; quality, state</td>
<td>14%</td>
<td>walking</td>
</tr>
<tr>
<td>ly</td>
<td>how something is</td>
<td>7%</td>
<td>lovely</td>
</tr>
<tr>
<td>er, or</td>
<td>one who, what/that/which</td>
<td>4%</td>
<td>teacher, tailor</td>
</tr>
<tr>
<td>tion, sion</td>
<td>state, quality, act</td>
<td>4%</td>
<td>action, erosion</td>
</tr>
<tr>
<td>able, ible</td>
<td>able to be</td>
<td>2%</td>
<td>comfortable</td>
</tr>
<tr>
<td>at. iat</td>
<td>related to, like</td>
<td>1%</td>
<td>fatal</td>
</tr>
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</table>

Common Latin and Greek Roots

<table>
<thead>
<tr>
<th>Latin</th>
<th>Greek</th>
<th>Meaning</th>
</tr>
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<tbody>
<tr>
<td>aqua</td>
<td>water</td>
<td>Greek,aqueduct</td>
</tr>
<tr>
<td>aud</td>
<td>hearing</td>
<td>Latin,audio,audition</td>
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<tr>
<td>auto</td>
<td>self</td>
<td>Greek,autograph,autobiography</td>
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<td>astro</td>
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<td>book</td>
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<td>chrono</td>
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<td>corp</td>
<td>body</td>
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</tr>
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<td>demo</td>
<td>the people</td>
<td>Greek, democracy, demography</td>
</tr>
<tr>
<td>dict</td>
<td>speak, tell</td>
<td>Latin, dictate, predict,</td>
</tr>
<tr>
<td>dorm</td>
<td>sleep</td>
<td>Latin,dormant,dormitory</td>
</tr>
<tr>
<td>geo</td>
<td>earth</td>
<td>Greek, geology, geography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Latin</th>
<th>Greek</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>graph</td>
<td>to write, to draw</td>
<td>Greek,autograph,biography</td>
</tr>
<tr>
<td>hydro</td>
<td>water</td>
<td>Greek,hydrplane,dehyrate,hydroelectric</td>
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<tr>
<td>ject</td>
<td>throw</td>
<td>Latin,reject,deject,project,projectory</td>
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<tr>
<td>logo, logy</td>
<td>study</td>
<td>Greek,geology,astrology,biology,numerology</td>
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<tr>
<td>luna</td>
<td>moon</td>
<td>Latin,lunar,lunacy</td>
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<td>meter</td>
<td>measure</td>
<td>Greek,thermometer,diameter</td>
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<tr>
<td>mega</td>
<td>great, large, big</td>
<td>Greek,megaphone,megations</td>
</tr>
<tr>
<td>min</td>
<td>small, little</td>
<td>Latin,minimal,minimize,minimum</td>
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<tr>
<td>mit, mis</td>
<td>send</td>
<td>Latin,mission,transmit,remit,missle</td>
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<tr>
<td>path</td>
<td>feeling, suffering</td>
<td>Greek,pathetic,pathology</td>
</tr>
<tr>
<td>ped</td>
<td>foot</td>
<td>Latin, pedestrian, pedal</td>
</tr>
<tr>
<td>philia</td>
<td>love, friendship</td>
<td>Greek,philanthropist</td>
</tr>
</tbody>
</table>
Word Learning Strategies - Word Families

- **Word Family**
  - educate
  - educated
  - education
  - educator

- Introduce the words in relationship to each other.

  "Teachers teach you how to read and write. They educate you. When you learn to read and write, you are educated. In school, you get an education. A teacher is an educator."

Conclusion

“Words are all we have.”

Samuel Beckett
Recommended Books


Recommended Books


Dictionaries with Student-Friendly Explanations

Major distributors
Pearson/Longman Education ([www.longman.com](http://www.longman.com)) ([www.ldoceonline.com](http://www.ldoceonline.com))
Thompson/Heinle ([www.heinle.com](http://www.heinle.com))

[www.learnersdictionary.com](http://www.learnersdictionary.com)