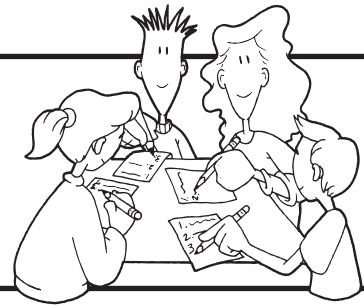


Mighty Vocabulary

Day 1 Agenda



A) Introduction

- 1) Greetings
 - a) Team Discussion
 - b) Goals
 - c) RallyRobin
 - d) Schedule
 - e) Refocus Signal
 - f) Question Parking Lot
- 2) TakeOff-TouchDown

B) Vocabulary Research

- 1) Prior Knowledge
 - a) BothRecord RallyRobin
- 2) Receptive and Expressive Vocabulary
- 3) Predictors of Reading Achievement
 - a) Show Me!
- 4) Framework for Reading
- 5) Factors Impacting Vocabulary Knowledge
 - a) Timed PairShare
- 6) Current Emotion
 - a) Swap Talk
- 7) Forming Teams
 - a) Single RoundRobin
- 8) Benefits of Teaching Vocabulary
 - a) Popcorn

—AM BREAK—

C) Indirect Vocabulary Instruction

- 1) Engaging Daily in Oral Language
 - a) Structure for Engagement
 - b) Ask Open-Ended Questions
 - i) RallyRobin practice
 - c) Use Sophisticated Words
 - d) Respond to Questions
- 2) Listening to Others Read Aloud
 - a) StandUp-HandUp-PairUp
 - i) RallyRobin
 - b) Harvesting Vocabulary
 - i) Dueling Flipcharts
 - ii) Single RoundRobin
- 3) Reading Extensively Oneself
 - a) Timed PairShare

D) Independent Word-Learning Strategies Part 1

- 1) Morphology
 - a) Recognizing Morphemes
 - i) PairCoach
 - b) How New Words Get Added to the English Language
 - c) Latin Stems
 - i) AllRecord Consensus

—LUNCH—

E) Independent Word-Learning Strategies Part 2

- 1) Latin Stems
 - a) RallyQuiz
 - b) I Walk, I Talk
- 2) Compound Words
 - a) Head Word
 - b) AllRecord Consensus
 - c) Jot Thoughts
 - d) Single RoundRobin

—PM BREAK—

F) Independent Word-Learning Strategies Part 3

- 1) Prefixation
 - a) AllRecord Consensus
 - b) Simultaneous RoundTable
 - c) Single RoundRobin
- 2) Silly Sports and Goofy Games
 - a) Bear-Salmon-Mosquito
- 3) Suffixation
 - a) CenterPiece

G) Wrap

- 1) Standardized Tests
- 2) Independent Word Learning
- 3) Review Goals
 - a) Continuous RoundRobin