

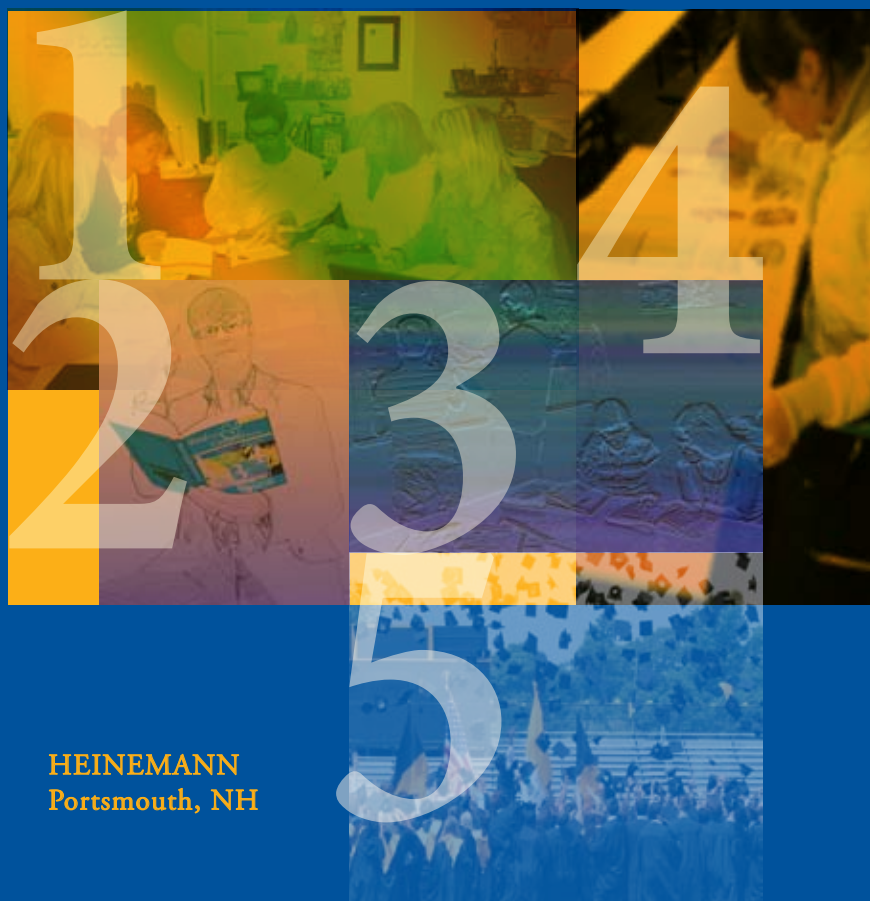
# *A* **STUDY GUIDE** *for*

## *Word* **WISE** *&* *Content* **RICH**

GRADES 7-12

FIVE ESSENTIAL STEPS TO TEACHING ACADEMIC VOCABULARY

Douglas Fisher and Nancy Frey



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Portsmouth, NH

# A STUDY GUIDE *for*

## Word WISE & Content RICH

GRADES 7-12

FIVE ESSENTIAL STEPS TO TEACHING ACADEMIC VOCABULARY

This Study Guide is intended to support your understanding of the concepts presented in *Word Wise and Content Rich: Five Essential Steps to Teaching Academic Vocabulary* by Douglas Fisher and Nancy Frey.

You can use this study guide as you finish each chapter or after you complete the whole book. Prompts and questions are intended to promote personal reflection but could also be used to foster small-group discussions between colleagues.

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# Make It Intentional

## A Framework for Selecting and Teaching Vocabulary



1. Explain what is meant by *intentional vocabulary instruction*. Why do the authors suggest that teachers should teach more than just words found in the classroom textbook?
2. Discuss the decision-making model that Fisher and Frey have developed for vocabulary selection. How might this model help you select words to teach in your own classroom?
3. How might a teacher use the Academic Word List (2000) developed by Averil Coxhead of Massey University in New Zealand? Ogden's Basic English Word List?
4. In what ways would students benefit from learning about Latin and Greek root words, suffixes, and prefixes?
5. Discuss how departments or course-alike teachers might select technical vocabulary words to teach.
6. As mentioned in this chapter, teacher modeling can be an effective means by which to teach vocabulary alongside content instruction. How might you incorporate modeling, vocabulary instruction, and content teaching simultaneously in your classroom?
7. Why is collaboration between students important for academic vocabulary acquisition?

8. Fisher and Frey describe how journal writing might be used in a geometry classroom to promote independent use of vocabulary words. What types of activities might you try in your content area? How could these activities be used to assess students' vocabulary knowledge?

## ■ References

- COXHEAD, A. 2000. "A New Academic Word List." *TESOL Quarterly* 34 (2): 213–38.
- OGDEN, C. K. nd. "Ogden's Basic English Word List—in His Order." <http://ogden.basic-english.org/words.html>.