

GRADES 1–6

A STUDY GUIDE FOR LEARNING WORDS

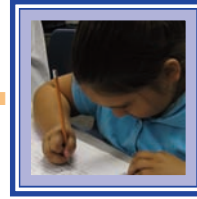


Vocabulary Instruction That Boosts Achievement
in All Subject Areas

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Foreword by
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Heinemann
DEDICATED TO TEACHERS™



A Study Guide for *Learning Words Inside and Out*

This study guide is intended to support your understanding of the concepts presented in *Learning Words Inside and Out, Grades 1–6: Vocabulary Instruction That Boosts Achievement in All Subject Areas*, by Nancy Frey and Douglas Fisher.

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.

Make It Transparent

Showing Students Your Thinking About Words

1. Why might a teacher explain his thinking when reading a piece of text? How could you use this strategy?
2. What does it mean to model context clues? Discuss the four categories for natural contexts that Beck, McKeown, and McCaslin (1983) developed.
3. What are the five ways in which context clues are provided by authors?
4. Frey and Fisher suggest that teachers devote time to modeling morphology and word parts. What prefixes, suffixes, root words, cognates, and word families might you teach in your content area?
5. How could a teacher model the use of resources when deciphering word meaning?