

GRADES 1–6

# A STUDY GUIDE FOR LEARNING WORDS

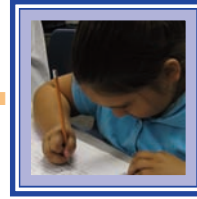


Vocabulary Instruction That Boosts Achievement  
in All Subject Areas

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Foreword by  
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**Heinemann**  
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# **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 Personal

### Consolidating Students' Word Learning Through Individual Activities

1. Discuss the three characteristics of effective learners that Murdoch and Wilson (2006) have identified.
2. Nagy (1988) described three conditions needed for students to learn vocabulary: integration, repetition, and meaningful use. Explain what these three conditions mean in terms of word learning.
3. Review the various suggestions offered by the authors for consolidating individual learning through logs. Describe each strategy briefly, considering how each might apply to your grade level.
4. Complete the following chart for strategies that incorporate word manipulation to consolidate individual learning.

Applying Word-Manipulation Strategies		
<i>Strategy for Manipulating Words</i>	<i>What Is It?</i>	<i>How Could I Use It?</i>
Word sorts		
Word cards		
Mnemonics		

5. Generative sentences and writing frames can help students consolidate learning through composing. Explain how you might incorporate these two strategies into a subject that you teach.
6. Why do the authors recommend that assessment of academic vocabulary acquisition be carried out across teacher modeling, peer interaction, and individual learning?