

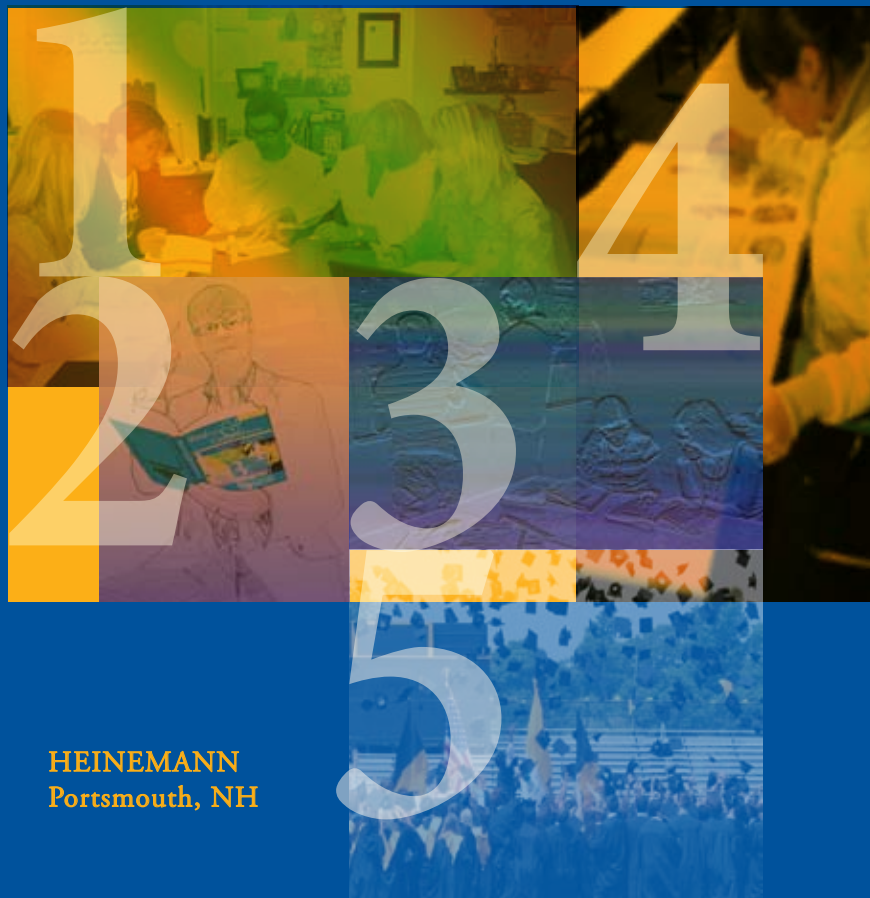
A **STUDY GUIDE** *for*

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

GRADES 7-12

FIVE ESSENTIAL STEPS TO TEACHING ACADEMIC VOCABULARY

Douglas Fisher and Nancy Frey



HEINEMANN
Portsmouth, NH

A STUDY GUIDE *for*

Word WISE & Content RICH

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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 Transparent

Teacher Modeling of Academic Vocabulary Learning



1. Why might teachers explain their 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 were developed by Beck, McKeown, and McCaslin (1983).
3. What are the five ways in which context clues are provided by authors?
4. Fisher and Frey suggest that teachers devote time to modeling morphology and word parts. What prefixes, suffixes, root words, cognates, and/or word families might you teach in your content area?
5. How could a teacher model the use of resources when deciphering word meaning?

■ Reference

BECK, I. L., M. G. MCKEOWN, AND E. S. MCCASLIN. 1983. "Vocabulary Development: All Contexts Are Not Created Equal." *The Elementary School Journal* 83: 177–81.