

Teacher learning series: Academic vocabulary for American Indian English learners

Handout 9

Vocabulary lesson example

Title of the text selection: _____

<p>Target word: Cramped</p>
<p>Student-friendly definition: A place that is <i>cramped</i> is too small for the people or the things in it. People may feel uncomfortable because there is not enough room to move around.</p>
<p>Examples:</p> <ul style="list-style-type: none"> • When a bus is <i>cramped</i>, it is so full of people that there is little or no space between them and they cannot move around easily. • When a bedroom is <i>cramped</i>, it has so many things in it, such as beds, toys, books, a desk, and a dresser that it is hard to move around. • When an animal is in a small cage where it cannot move around, the animal is <i>cramped</i>. • If you put three people in the back seat of a small car, the people will have to squeeze together and will feel <i>cramped</i>. • When you go to the state fair during the summer, it is very crowded. People are <i>cramped</i> because they are so close to each other and cannot move around easily.
<p>Nonexamples:</p> <ul style="list-style-type: none"> • When you are taking a walk on a farm, you do not feel <i>cramped</i> because there are not many people around and you can move around very easily. • When you are in a big empty room, you are not <i>cramped</i>.
<p>Concrete representations: Examples</p> <ul style="list-style-type: none"> • Show a picture or a short video clip of people on a cramped bus or train. • Show a picture or a short video clip of people at a crowded event (for example, concert, festival). • Show a picture or short video clip of people walking down a crowded street. • Ask several student volunteers to role-play feeling <i>cramped</i> on a bus or train.

Nonexamples

- Show a picture or a short video clip of someone walking in an empty park, in the country, or on a deserted beach.
- Show a picture of an empty room.
- Role-play: Using a section of the classroom, place children several feet away from each other.

Activities that increase exposure to and experience with words:

- The train was *cramped* because ...
- If your mother says, “I feel cramped when I am in your room,” what might your room look like? If she says, “Please do something about it,” what would you do?
- Tell about a time when you or someone you know was in a place that felt *cramped*.
- Where would you go if you did not want to feel *cramped*?
- The party had so many people that I felt *cramped*, so I ...
- Describe a garage where you would feel *cramped*.
- Describe a place where you would not feel *cramped*.

Describe how you will incorporate structured student discussions, writing activities, and other activities that increase students’ exposure to and engagement in the target word. Highlight how the activities will incorporate strategies for American Indian learners:

- Students will discuss the preceding questions and statements with a partner before a class discussion. This activity allows students to share in a low-risk “apprentice” setting prior to verbalizing their ideas to the class. This setting is one way to incorporate “content-related dialogue” into classroom instruction.
- Students will develop a word map for *cramped*. This activity incorporates student-generated ideas. This setting is one way to incorporate “student-directed activity” into classroom instruction.
- Students will write at least two sentences describing a place that might feel *cramped*. This activity incorporates student-generated ideas. This setting is one way to incorporate “student-directed activity” into classroom instruction. This activity also addresses “Academic Language and Literacy Across the Content Areas” by giving varied opportunities to practice academic vocabulary.