

Detailed description of a staff vocabulary activity - Prefixes and word stems across subject areas

Facilitator preparation:

Place large T-Charts on poster paper around the meeting room. Put a single word part from the list on top of each T-chart.

Gather markers of a variety of colors. One color should be assigned to each content area. Have enough markers for each individual to have their own marker representing their department's color.

Activity:

Teachers sit with departments during instruction and initial brainstorming.

Facilitator explains the directions:

1. Around the room we have t-charts with various word parts on the top of the t-chart.
2. Your department will be given approx. 12-20 minutes to brainstorm words from your discipline that are built around these words. The words you brainstorm may or may not be 'typical' vocabulary you introduce each year as targeted objectives, but they should be from or related to your discipline.
3. After the brainstorm you will send members of your team out to add to each t-chart using your colored marker to record your content area on the left side of the chart and your term on the right side of the t-chart.
4. Your group should be ready to define/defend your word when the t-chart is shared to the whole group. Facilitators may use a whole group reading of each chart **or** send teams of 'mixed contents' around on the room on a gallery walk to read and discuss the charts for themselves.
5. Discuss the following questions as a group:
 - a. Did you learn any new words today?
 - b. If so, where the words quickly understood by you because you could connect them to your own understanding the word part in your context?
 - c. Think of the students travels between all of your contents throughout their k-12 years, througout a single year, and even a single day across contents.
 - d. Now consider the power in connecting the lexicon of our discipline to the broader context of language. (Lexicon: vocabulary of a branch of knowledge or in an individual's repertoire) How useful is it to teach in a connected way to the lexicon of language across other disciplines? *It easier if we focus on word parts vs terminology and it allows students to see the connection.*
 - e. What is the value in developing an awareness or action steps for this instruction in our academic setting?