



Vocabulary Activity: Wordy Conversation

Validate and Affirm: Sociocentrism; Communal, Collaborative, Immediacy, Relational, Dynamic Attention Span

Responsive Vocabulary/Purpose: Supports word acquisition strategies such as: synonym development, use of context clues, word associations. It leads to multiple exposures of words and word ownership because students are playing with words and discussing words.

Description: This is a great Responsive Vocabulary activity to review vocabulary. It gives students several encounters with the word. *Wordy Conversations* allow for verbal expressiveness, creativity, spontaneity and collaboration within the discussion. It supports using context clues, synonyms, antonyms and word associations. A *Wordy Conversation* fits in Marzano's 6 Step for Vocabulary Acquisition (Steps 4-6: activities, discussion, games)

Directions:

1. Create partners
2. Provide a *Word Card* to each partnership with a tier 2 or tier 3 word (or allow students to choose a vocabulary word of their choice) *Students can use multiple resources such as their personal dictionaries, personal thesaurus, phones, or online dictionary or thesaurus to help plan their conversation.
3. Students plan a conversation with three sentences. *Example slide: [A Wordy Conversation](#)
 - a. **Partner A-** Uses the word in a sentence with context clues
 - b. **Partner B-** Uses a *synonym*, example or association of the word in a sentence
 - c. **Partner A-** Responds with a *sentence* using an *antonym* of the word
4. Students present their conversation to the class live, via video, or flipgrid, etc.

Example #1: Tier 2 Word: Apprehensive

Student A: You seem quite apprehensive about climbing the tree.

Student B: I am worried about the branch at the top being too weak.

Student A: You are usually quite confident when we climb.

Example #2 (with slang): Tier 2 Word: boast

Student A: I don't mean to boast but TBH I low-key slayed it.

Student B: Wow! Go-off. That's a high-key flex and you seemin' thirsty.

Student A: I'm usually quite modest. It might be self depreciation I guess.

*Virtual Directions are the same, but utilize Break-Out Groups of 2 students and students will share out in the whole group session by unmuting.

*All students, especially our underserved and marginalized students, need robust vocabulary instruction as they matriculate through school. Vocabulary knowledge in kindergarten and first grade is a significant predictor of reading comprehension. Teaching vocabulary (Tier 2 and Tier 3) can improve reading comprehension. **Responsive Vocabulary** instruction gives students the tools (strategies) to make meaning out of words. It allows students to make connections between his or her home language and the target academic vocabulary. These connections validate and affirm the student's home language and experiences but also builds and bridges to Standard English and academic language. All words have value and the words, language, slang our students bring to us matter.

Optional Target Words to use in your Wordy Conversations:

Utilize, boast, inquire, sophisticated, vexing, categorize or category, manipulate, fierce, frail, infer, enable, delicious, superior, prodigious, suspicious, gratifying