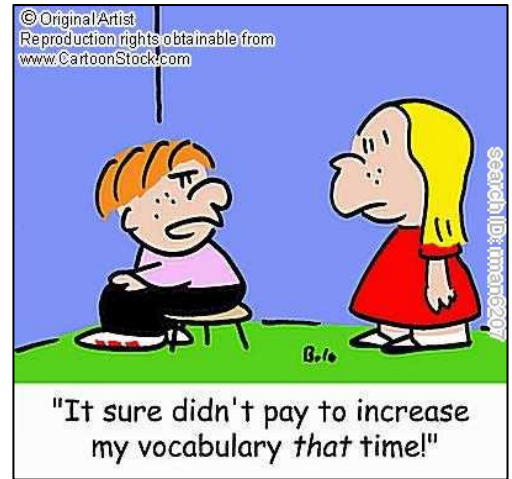


T3 ~ Number 22
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Interactive Word Walls
 MORE THAN JUST READING
 THE WRITING ON THE WALLS

WORD WALLS & thoughts to ponder...

- Print-rich environments are important & connect to student achievement
- Word walls can be used in every subject area
- In one middle school study, research found...
 - That some students felt that words walls were only helpful if they already knew what the word meant
 - Others thought the WW helped to trigger their memory
 - Students generally understood that Word Walls are for new vocabulary
 - Some students felt the words were just to display words they were about to learn
- Cambourne (2000) argues that artifacts, like words walls, are only valuable "when students are **actively** engaged in meaningful tasks with the artifacts"
- The use of interactive word walls holds instructional potential for enhancing vocabulary learning as students engage in activities centered around the word wall ~ *activities in which students explore, evaluate, reflect and apply word meanings*



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Adapted from:
 Harmon, Janis M., Karen D. Wood, Wanda B. Hedrick, Jean Vintinner, and Terri Willeford. "Interactive Word Walls: More Than Just Reading the Writing on the Walls." *Journal of Adolescent & Adult Literacy* 52.5 (2009): 398-408. Print.

WORD WALL INSTRUCTIONAL DESIGN

1) Build Background Knowledge	<ul style="list-style-type: none"> ▪ Discuss how to select a word based on prior word knowledge (see 2nd page for guiding questions) ▪ Prompt with guiding questions to help students make word selections (see 2nd page for guiding questions) ▪ Independently, students use textbooks, articles, magazines, or other media (at teacher discretion) to find 3 words they think should be studied and added to the class WW ▪ In groups, students share their selected words and the group decides on the top 5 words ▪ Using the top 5 words from each group, the class, as a whole, decides on the top 10 ▪ Teacher adds his/her own 2 words for a total of 12 new vocabulary words ▪ The words are divided equally among the groups
2) Introducing Words	<ul style="list-style-type: none"> ▪ On a sentence strip the students write the word ▪ Then, each student group selects a color to represent the word & defines the word in three different ways ▪ <i>COLOR EXAMPLE: For the word futile, the group chose the color gray because they associated gray with moodiness or mourning. (The sentence strip is colored gray)</i> ▪ <i>DEFINITION EXAMPLE: the group defined the word in terms of actions that were hopeless & not useful and then supplied appropriate synonyms & antonyms (definitions are recorded on the back of strip)</i>
3) Making Connections within Words	<ul style="list-style-type: none"> ▪ On an index card students created symbols to represent their words & wrote sentence completions ▪ <i>SYMBOL EXAMPLE: For the word futile, the group drew a math test with all the answers marked wrong.</i> ▪ <i>SENTENCE COMPLETION EXAMPLE: For the word futile, their sentence completion dealt with the futility of last-minute studying before a test because it would not result in permanent learning</i>
4) Applying words to real situations	<ul style="list-style-type: none"> ▪ Students had to think of a situation or context for using the word ▪ They illustrated the situation on an index card to pin on the word wall and also wrote a sentence about the situation ▪ <i>SITUATION EXAMPLE: For the word futile, the group drew a picture of a person jumping out of an airplane with out a parachute. Their accompanying sentence pointed out the futility of such actions.</i>
5) Presenting the words to the class	<ul style="list-style-type: none"> ▪ Each group presents all of their word wall components to the class ▪ Index cards and sentence strips are added to word wall ▪ In future class sessions, students use the word wall to review and reinforce word meanings

DISCUSS HOW TO SELECT A WORD BASED ON PRIOR WORD KNOWLEDGE

- Level 1: I have never seen this word
- Level 2: I think I have seen it, but I do not know what it means
- Level 3: I have seen this word, and it has something to do with...
- Level 4: I know this word. I can use it in my speaking, reading, writing and listening.

PROMPT WITH GUIDING QUESTIONS TO HELP STUDENTS MAKE WORD SELECTIONS

- How useful is the word? Can you use the word in different situations?
- Is the word used frequently? Do you think it will appear in different texts?
- Is the word's meaning easy to explain in everyday language?
- Does the word have multiple meaning?
- Does the word have a prefix, suffix, or identifiable root?
- *Students should include where they found the word, the context which it was used and the word's meaning in everyday language.*

example of interactive word wall



STEP #3
INDEX CARD WITH
SYMBOL & SENTENCE
COMPLETION

STEP #2
WORD WITH COLORED
SENTENCE STRIP &
DEFINITIONS ON BACK

STEP #4
INDEX CARD WITH
SITUATION & SENTENCE