Advanced Topics

Vocabulary Practice

Quizzes
Notes
Accelerated Reader
Advanced Topics

Vocabulary Practice
Quizzes

Topics
• Research behind Vocabulary Practice Quizzes
• Routines for using Vocabulary Practice Quizzes
• Monitoring progress with reports

Research on Vocabulary Acquisition
• What doesn’t work
  – Giving all students the same list to study
  – Memorizing definitions
• What does work
  – Boosting the amount of reading students do
  – Stimulating students’ interest in words
**A Strong Vocabulary Program**

- Promotes extensive reading
- Provides instruction based on strategies rather than individual words
- Creates a word culture

**Working Together**

**Accelerated Reader**
- Enables large amounts of independent reading practice
- Helps you guide students to read at appropriate level
- Motivates students to read more

**Vocabulary Quizzes**
- Reinforce learning of words students encounter in self-selected books
- Make individualization possible
- Help you generate interest in words

**Student Routine**

1. Select a book within ZPD
2. Get the list of vocabulary words
3. Review list daily before reading
4. Read the book
5. Review the vocabulary list
6. Take and pass Reading Practice Quiz
7. Take Vocabulary Practice Quiz
Vocabulary Lists

Can be printed as:

- Book labels—for bookmarks or inside covers
- Vocabulary List Report

Words on the List

- 5, 10, or 15 words for each book
- Same readability level as book or higher
- Used two or more times
- Significant to book’s meaning
- Interesting and useful in everyday conversations
How Students Use Lists
Before Reading

• To become familiar with the words and predict what the book will be about
• To identify words they know and don’t know
• To get help pronouncing a word

Avoid Practices That Stifle Motivation

• Reading to find the words on the list
• Writing out definitions
• Drilling on word meanings

During Reading

• Check in with students during Status of the Class
• Ask, “What do you think that word means?”
• Notice weaknesses in students’ strategies
  – Are they using context clues?
  – Do they understand word roots and affixes?
**After Reading**

- Students review list—“Do I understand the meaning of each word?”
- Use strategies to learn unknown words:
  - Look in book and reread in context
  - Predict meaning, check dictionary
  - Examine prefixes, suffixes, and roots
  - Ask the teacher for help

**Quiz Design**

- Questions use context of book
- Students identify correct definition
- Questions cover:
  - First-try words
  - Second-try words
  - First-try review words
  - Second-try review words

**Software Manages the Data**

- Correctly defined words count as “words learned”
- Incorrectly defined first-try words appear on next quiz
- Previously learned words appear as review words on future quizzes
- Can take a Second-Try and Review Words Quiz
- Students do not earn points
**Motivate With Reports**

- TOPS Report—gives quiz score and lists words defined correctly and incorrectly
- Words Learned Report—lists words learned by student over specified period

**Monitor With TOPS Report**

- Gives immediate feedback
- Check Reading Practice and Vocabulary Practice TOPS at same time
- If students are reading within ZPD, they will likely score 90% or higher
- Instruct students to take action on missed first-try words


## Diagnostic Report

- Review every week
- Summarizes performance of each student in the class
- Alerts you to students having problems

### Word List

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Read 1</th>
<th>Read 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex, Michael</td>
<td>123</td>
<td>123</td>
<td>246</td>
</tr>
<tr>
<td>Betty, Olivia</td>
<td>123</td>
<td>123</td>
<td>246</td>
</tr>
<tr>
<td>Charlie, Gamer</td>
<td>123</td>
<td>123</td>
<td>246</td>
</tr>
<tr>
<td>John, Brain</td>
<td>123</td>
<td>123</td>
<td>246</td>
</tr>
<tr>
<td>Kelly, Bee</td>
<td>123</td>
<td>123</td>
<td>246</td>
</tr>
<tr>
<td>Lisa, Bear</td>
<td>123</td>
<td>123</td>
<td>246</td>
</tr>
<tr>
<td>Mary, Yaro</td>
<td>123</td>
<td>123</td>
<td>246</td>
</tr>
<tr>
<td>Nick, Snare</td>
<td>123</td>
<td>123</td>
<td>246</td>
</tr>
<tr>
<td>Peter, Create</td>
<td>123</td>
<td>123</td>
<td>246</td>
</tr>
</tbody>
</table>

### Average

- Read 1: 90
- Read 2: 80
- Total: 170
Student Record Report

- Details about an individual student
- Same report shows results for all quiz types: Reading Practice, Vocabulary Practice, Literacy Skills, Spanish
- Analyze as needed to diagnose problems

Develop a Word Culture

- Talk about interesting words found in textbooks, read-aloud books, field trips, and other group activities
- Create a Word Wall
- Encourage students to use new words in speaking and writing
- Share riddles, jokes, and puns
Effective Instruction

- Use webs to talk about conceptual relationships between words
- Point out words that are in the same "family"
- Break words into pieces—prefixes, suffixes, and roots
- Introduce strategies with power lessons

Reinforce Instruction During Status of the Class

- Check application of word-learning strategies taught in lessons
- Find examples on Words Learned Report
- Find examples in AR book
Reinforce With Fun Activities

- Crossword puzzles
- Card games
- Twenty Questions
- See Vocabulary Power Lessons books for more ideas!

Bookmarks

Can be used in different ways:
- Available whenever a student selects a book that has a vocabulary quiz
- Stays with the book
- Earned by doing well on quiz

Goals

- Introduce Vocabulary Practice Quizzes to your students
- Establish routines for getting and using word lists
- Plan activities, such as using a Word Wall, to generate interest in words
SAMPLE BOOK LABEL AND BOOKMARK

The Beast in Ms. Rooney’s Room

By: Giff, Patricia Reilly
Quiz No. 5207
BL 2.9   IL LG

Word   GL
banner   4
desk     3
draw     2
grinned  2
noded    3
shoved   4
skinny   4
sneakers 3
stage    3
wiggle   4
## Pronunciation Guide

<table>
<thead>
<tr>
<th>Letter</th>
<th>Examples</th>
<th>1</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>best</td>
<td>1</td>
<td>skip, desert</td>
</tr>
<tr>
<td>ch</td>
<td>check, catch, question</td>
<td>i</td>
<td>silent, pick</td>
</tr>
<tr>
<td>d</td>
<td>dear, could</td>
<td>th</td>
<td>then, flunk</td>
</tr>
<tr>
<td>f</td>
<td>fish, rough, rough, calf</td>
<td>zh</td>
<td>zinc</td>
</tr>
<tr>
<td>g</td>
<td>great, guest</td>
<td>v</td>
<td>with, while</td>
</tr>
<tr>
<td>h</td>
<td>happy</td>
<td>y</td>
<td>yes</td>
</tr>
<tr>
<td>hw</td>
<td>have, hard</td>
<td>z</td>
<td>zero</td>
</tr>
<tr>
<td>j</td>
<td>jump, giraffe, bridge</td>
<td>sh</td>
<td>sugar, genius</td>
</tr>
<tr>
<td>k</td>
<td>kid, cat, rock, chom, ghiche</td>
<td>zh</td>
<td>fez, eternity, chandelier, issue</td>
</tr>
<tr>
<td>l</td>
<td>lemon, sea, sea, sea</td>
<td>fl</td>
<td>fill, fill</td>
</tr>
<tr>
<td>m</td>
<td>my, my, my, tomb</td>
<td>ñ</td>
<td>nine</td>
</tr>
<tr>
<td>n</td>
<td>go, know, past</td>
<td>ir</td>
<td>tire, hair, wear</td>
</tr>
<tr>
<td>p</td>
<td>get</td>
<td>è</td>
<td>eight, gate</td>
</tr>
<tr>
<td>r</td>
<td>red, wait, rhymne</td>
<td>è</td>
<td>fetch, legal</td>
</tr>
<tr>
<td>s</td>
<td>says, great, glasses, science</td>
<td>ö</td>
<td>big, seek, negative</td>
</tr>
<tr>
<td>t</td>
<td>toy, debt</td>
<td>ò</td>
<td>four, four</td>
</tr>
<tr>
<td>th</td>
<td>thyme, receipt</td>
<td>ñ</td>
<td>nine</td>
</tr>
<tr>
<td>ë</td>
<td>assert</td>
<td>ñ</td>
<td>nine</td>
</tr>
</tbody>
</table>

### Examples

- commotion: 7 ñò mò'shòn
  - a violent, troubled, or noisy activity or movement; a disturbance or disorder; an outburst, stir, or fuss; a confused movement
- congratulations: 5 kan grāch' ə lā' shonz
  - expressions of praise or good wishes
- gullible: 11 gūl' ə bal
  - easily fooled or cheated; trusting; naive
- injustice: 9 īn jūs' ūs
  - unfairness; inequity; bias or prejudice
- lack: 5 lāk
  - do not have; have need for
- miracle: 5 mīr' ə kal
  - an amazing or unbelievable event that cannot be explained and is thought to be the work of a supernatural or God; a very surprising, extremely unusual, or unexplainable event; a marvel or wonder
- mysterious: 5 mī stīr' ē as
  - unknown; hard to understand; secret; baffling; magical; puzzling; strange
- sac: 10 sāk
  - a bag or pouch of a plant or animal, often containing a liquid
- unremitting: 11 ūn' ūr mīt' ūng
  - never stopping; persistent; never-ending
- versatile: 11 var' sā tal
  - able to do many things or be used in many ways
Reference R33680

Differences between First-Try, Second-Try, and Review Words in Vocabulary Quizzes

Product: Accelerated Reader RP / Accelerated Vocabulary
Intent: External
Fax: Yes
Email: Yes
Last Updated: 7/14/2005

Issue:

Explain the different word attempts within a vocabulary quiz.

Resolution:

First-Try Words
These are all the words from the vocabulary list for the book the student just read.

Example
Emily reads Charlotte’s Web. She takes and passes the AR Reading Practice Quiz for Charlotte’s Web. She then takes the Vocabulary Quiz for Charlotte’s Web. The quiz has 10 questions and they are all First-Try words. If Emily correctly defined 8 out of 10 words from Charlotte’s Web. The 8 words are added to her Words Learned Report. The 2 words she defined incorrectly will appear on her next Vocabulary Quiz as Second-Try words.

Second-Try Words
These are the First-Try words the student defined incorrectly on the previous quiz. This is the student’s last chance to correctly define the vocabulary word. If the word is not defined correctly, it will not appear again unless it is on the vocabulary list for another book.

Example
Next, Emily reads Shiloh and passes the AR Reading Practice Quiz. She then takes the Vocabulary Quiz for Shiloh. The quiz has 12 questions. The quiz includes 10 words from Shiloh and the 2 words she defined incorrectly from Charlotte’s Web. The two words from Charlotte’s Web are now Second-Try words. If Emily correctly defined 9 out of 10 words from Shiloh and correctly defined 1 out of 2 Second-Try words from Charlotte’s Web. Then 10 words she defined correctly is added to her Words Learned Report. The word she was unable to define correctly on Second-Try will not appear again, unless it is on the vocabulary list for another book.
First-Try Review Words
These are words the student has already defined correctly on a previous quiz. The review words are pulled from the student’s Words Learned Report. Words eligible for review are at least 2 weeks old meaning that they appeared on a Vocabulary Quiz at least 2 weeks ago. The number of First-Try review words on a quiz depends on how many First-Try words are on the quiz. As a default preference, the software calculates 20 percent of the First-Try words and adds that many First-Try review words to the quiz. So a quiz with 10 First-Try words will have 2 First-Try review words.

Example
Next, Emily reads *Poppy* and passes the AR Reading Practice quiz. She then takes the Vocabulary Quiz for *Poppy*. The quiz has 13 questions. The quiz has 10 words from *Poppy* and the 1 word she defined incorrectly from *Shiloh*. The quiz has 2 First-Try review words from Emily’s Words Learned Report (there are 2 review words because that’s 20 percent of the 10 First-Try words). If Emily correctly defined 10 out of 10 words from *Poppy* and Emily correctly defined 1 out of 1 word from *Shiloh*. This word will be added to her Words Learned Report. Emily correctly defined 1 out of 2 First-Try review words. The word Emily defined correctly will remain on her Words Learned Report. The word Emily defined incorrectly will appear one more time on her next Vocabulary Quiz as a Second-Try review word.

Second-Try Review Words
These are the First-Try review words the student defined incorrectly on the previous quiz. This is the student’s last chance to correctly define the vocabulary word. If the word is not defined correctly, it will be removed from the student’s Words Learned Report and it will not appear again, unless it is on the vocabulary list for another book.

Example
Next, Emily reads *Ramona the Brave* and passes the AR Reading Practice quiz. She then takes the Vocabulary Quiz for *Ramona the Brave*. The quiz has 19 questions. The quiz has 15 questions from *Ramona the Brave*, the 1 First-Try review word she missed in the previous quiz (now a Second-Try review word), and 3 First-Try review words (there are 3 review words because that’s 20 percent of the 15 First-Try words). Emily correctly defined 13 out of 15 words from *Ramona the Brave*. Emily did not have any Second-Try words because she correctly defined all of her First-Try words from *Poppy* and Emily correctly defined 3 out of 3 First-Try review words. These words will remain on her Words Learned Report. Emily correctly defined her Second-Try review word. This word will remain on her Words Learned Report.
Wow, Tracy! You have answered 9 out of 10 questions correctly on the First-Try new words from the book There's an Owl in the Shower by Jean Craighead George and 1 out of 1 questions on the Second-Try words from the book McMummy by Betsy Byars.

<table>
<thead>
<tr>
<th>First-Try Vocabulary Words</th>
<th>Second-Try Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>There's an Owl in the Shower</td>
<td>McMummy</td>
</tr>
<tr>
<td><strong>Correct</strong></td>
<td><strong>Correct</strong></td>
</tr>
<tr>
<td>Word</td>
<td>Word</td>
</tr>
<tr>
<td>fluttered</td>
<td>ancient</td>
</tr>
<tr>
<td>hesitated</td>
<td>philosophy</td>
</tr>
<tr>
<td>morsel</td>
<td></td>
</tr>
<tr>
<td>normal</td>
<td></td>
</tr>
<tr>
<td>peered</td>
<td></td>
</tr>
<tr>
<td>perched</td>
<td></td>
</tr>
<tr>
<td>ravine</td>
<td></td>
</tr>
<tr>
<td>stubby</td>
<td></td>
</tr>
<tr>
<td>suggested</td>
<td></td>
</tr>
<tr>
<td><strong>Incorrect</strong></td>
<td><strong>Incorrect</strong></td>
</tr>
<tr>
<td>Word</td>
<td>Word</td>
</tr>
</tbody>
</table>

First-Try New Words 89 95 94%
Second-Try New Words 6 6 100%
First-Try Review Words 13 14 93%
Second-Try Review Words 1 1 100%
Total Words Learned 95

*Indicates second-try review words

Monitor Signature

Teacher Signature

Comments:
Accelerated Reader™
Words Learned Report
Wednesday, April 5, 2006, 10:06:00 AM
Reporting Period: 2/20/2006 – 4/7/2006 Marking Period Five
Washington Elementary

Tracy Norris
Grade: 5   ID: 2575
Class: Language Arts 5  Teacher: Mr. Graf

Words Learned: 95  Words Possible: 101  Quizzes Taken: 10  Avg. Word Grade Level: 6.2

<table>
<thead>
<tr>
<th>Word</th>
<th>GL</th>
<th>Word</th>
<th>GL</th>
<th>Word</th>
<th>GL</th>
<th>Word</th>
<th>GL</th>
</tr>
</thead>
<tbody>
<tr>
<td>bizarre</td>
<td>11</td>
<td>blunt</td>
<td>7</td>
<td>admiration</td>
<td>5</td>
<td>stubby</td>
<td>5</td>
</tr>
<tr>
<td>commune</td>
<td>11</td>
<td>* commotion</td>
<td>7</td>
<td>alarmed</td>
<td>5</td>
<td>witness</td>
<td>5</td>
</tr>
<tr>
<td>gullible</td>
<td>11</td>
<td>guardian</td>
<td>7</td>
<td>* catalogs</td>
<td>5</td>
<td>worthy</td>
<td>5</td>
</tr>
<tr>
<td>philosophy</td>
<td>11</td>
<td>offended</td>
<td>7</td>
<td>comfortably</td>
<td>5</td>
<td>wreath</td>
<td>5</td>
</tr>
<tr>
<td>* unremitting</td>
<td>11</td>
<td>recalled</td>
<td>7</td>
<td>congratulations</td>
<td>5</td>
<td>yanked</td>
<td>5</td>
</tr>
<tr>
<td>versatile</td>
<td>11</td>
<td>thigh</td>
<td>7</td>
<td>crate</td>
<td>5</td>
<td>accusing</td>
<td>4</td>
</tr>
<tr>
<td>anonymous</td>
<td>10</td>
<td>warden</td>
<td>7</td>
<td>ditch</td>
<td>5</td>
<td>* alley</td>
<td>4</td>
</tr>
<tr>
<td>coroner</td>
<td>10</td>
<td>astride</td>
<td>6</td>
<td># dread</td>
<td>5</td>
<td>ancient</td>
<td>4</td>
</tr>
<tr>
<td>sac</td>
<td>10</td>
<td>bellowed</td>
<td>6</td>
<td>* dusk</td>
<td>5</td>
<td>basement</td>
<td>4</td>
</tr>
<tr>
<td>detention</td>
<td>9</td>
<td>desperately</td>
<td>6</td>
<td>exhausted</td>
<td>5</td>
<td>beak</td>
<td>4</td>
</tr>
<tr>
<td>injustice</td>
<td>9</td>
<td>distributed</td>
<td>6</td>
<td>furious</td>
<td>5</td>
<td>blade</td>
<td>4</td>
</tr>
<tr>
<td>intently</td>
<td>9</td>
<td>gallery</td>
<td>6</td>
<td>groove</td>
<td>5</td>
<td>doe</td>
<td>4</td>
</tr>
<tr>
<td>* luminous</td>
<td>9</td>
<td>hastily</td>
<td>6</td>
<td>hail</td>
<td>5</td>
<td>fallen</td>
<td>4</td>
</tr>
<tr>
<td>aghast</td>
<td>8</td>
<td>informed</td>
<td>6</td>
<td>innocent</td>
<td>5</td>
<td>fluttered</td>
<td>4</td>
</tr>
<tr>
<td>baffled</td>
<td>8</td>
<td>involved</td>
<td>6</td>
<td>lack</td>
<td>5</td>
<td>* greenhouse</td>
<td>4</td>
</tr>
<tr>
<td>bison</td>
<td>8</td>
<td>normal</td>
<td>6</td>
<td>litter</td>
<td>5</td>
<td># hesitated</td>
<td>4</td>
</tr>
<tr>
<td>budget</td>
<td>8</td>
<td>* pageant</td>
<td>6</td>
<td>miracle</td>
<td>5</td>
<td>marble</td>
<td>4</td>
</tr>
<tr>
<td>faculty</td>
<td>8</td>
<td>refusal</td>
<td>6</td>
<td>mysterious</td>
<td>5</td>
<td>mystery</td>
<td>4</td>
</tr>
<tr>
<td>morsel</td>
<td>8</td>
<td>* rummaged</td>
<td>6</td>
<td>* peered</td>
<td>5</td>
<td>solve</td>
<td>4</td>
</tr>
<tr>
<td>* ravine</td>
<td>8</td>
<td>sacred</td>
<td>6</td>
<td>perch</td>
<td>5</td>
<td>suggested</td>
<td>4</td>
</tr>
<tr>
<td>scandal</td>
<td>8</td>
<td>* saged</td>
<td>6</td>
<td>* pod</td>
<td>5</td>
<td>swung</td>
<td>4</td>
</tr>
<tr>
<td>solemnly</td>
<td>8</td>
<td>tense</td>
<td>6</td>
<td>risky</td>
<td>5</td>
<td>thump</td>
<td>4</td>
</tr>
<tr>
<td>sponsor</td>
<td>8</td>
<td>unfortunate</td>
<td>6</td>
<td>splinter</td>
<td>5</td>
<td>* trace</td>
<td>4</td>
</tr>
<tr>
<td>asylum</td>
<td>7</td>
<td>weird</td>
<td>6</td>
<td>stump</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary

<table>
<thead>
<tr>
<th>Summary</th>
<th>First-Try</th>
<th>Second-Try</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Correct</td>
<td>Possible</td>
<td>Percent</td>
</tr>
<tr>
<td>New Words</td>
<td>89</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>Review Words</td>
<td>13</td>
<td>14</td>
<td>93</td>
</tr>
</tbody>
</table>

* Answered correctly in review
# Appeared on more than one title
+ Multiple definitions for learned word
# Diagnostic Report—Vocabulary Practice

**Washington Elementary**  
**Group by Class**

**Class: Language Arts 5**  
**Teacher: Graf, Matthew**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>New Words</th>
<th>Review Words</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First-Try</td>
<td>Second-Try</td>
<td>Total</td>
</tr>
<tr>
<td>Armstrong, Michele</td>
<td>114</td>
<td>109</td>
<td>95</td>
</tr>
<tr>
<td>Arvizu, Vanessa</td>
<td>31</td>
<td>29</td>
<td>83</td>
</tr>
<tr>
<td>Barbosa, Chris</td>
<td>59</td>
<td>57</td>
<td>95</td>
</tr>
<tr>
<td>Chakraborty, Goutam</td>
<td>56</td>
<td>47</td>
<td>83</td>
</tr>
<tr>
<td>Jeffries, Bryan</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Khuu, Bee</td>
<td>9</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>Lozano, Ignacio</td>
<td>24</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>Norris, Tracy</td>
<td>95</td>
<td>89</td>
<td>94</td>
</tr>
<tr>
<td>Riley, Emma</td>
<td>65</td>
<td>62</td>
<td>95</td>
</tr>
<tr>
<td>Wegner, Scott</td>
<td>46</td>
<td>40</td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>499</th>
<th>460</th>
<th>520</th>
<th>88</th>
<th>40</th>
<th>49</th>
<th>82</th>
<th>88</th>
<th>57</th>
<th>61</th>
<th>93</th>
<th>3</th>
<th>4</th>
<th>75</th>
<th>92</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>50</td>
<td>84</td>
<td>85</td>
<td>83</td>
<td>94</td>
<td>75</td>
<td>93</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Washington Elementary

Group by Class

- **Rodgers, Marla**
  - **ID:** RODGEM
  - **Class:** Language Arts 6
  - **Grade:** 6
  - **Teacher:** Grogan, Julie

#### Reading Practice - English

<table>
<thead>
<tr>
<th>Date</th>
<th>No.</th>
<th>Lang.</th>
<th>Title</th>
<th>F/NF</th>
<th>TWI</th>
<th>Questions</th>
<th>Points</th>
<th>Poss.</th>
<th>% Corr.</th>
<th>Earned</th>
<th>Poss.</th>
<th>% Corr.</th>
<th>BL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/6/2006</td>
<td>46331</td>
<td>EN</td>
<td>Why Do Volcanoes Blow Their Top? Questions…</td>
<td>NF</td>
<td>I</td>
<td>8</td>
<td>10</td>
<td>80</td>
<td>0.8</td>
<td>1.0</td>
<td>5.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/3/2006</td>
<td>48946</td>
<td>EN</td>
<td>Do Tornadoes Really Twist? Questions…</td>
<td>NF</td>
<td>I</td>
<td>9</td>
<td>10</td>
<td>90</td>
<td>0.9</td>
<td>1.0</td>
<td>5.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/30/2006</td>
<td>36046</td>
<td>EN</td>
<td>Adaline Falling Star</td>
<td>F</td>
<td>I</td>
<td>9</td>
<td>10</td>
<td>90</td>
<td>3.6</td>
<td>4.0</td>
<td>4.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/20/2006</td>
<td>58</td>
<td>EN</td>
<td>Mr. Popper’s Penguins</td>
<td>F</td>
<td>I</td>
<td>9</td>
<td>10</td>
<td>90</td>
<td>2.7</td>
<td>3.0</td>
<td>5.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/10/2006</td>
<td>34516</td>
<td>EN</td>
<td>Midnight Magic</td>
<td>F</td>
<td>I</td>
<td>9</td>
<td>10</td>
<td>90</td>
<td>5.4</td>
<td>6.0</td>
<td>4.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/2/2006</td>
<td>70</td>
<td>EN</td>
<td>Prairie School</td>
<td>F</td>
<td>I</td>
<td>9</td>
<td>10</td>
<td>90</td>
<td>6.3</td>
<td>7.0</td>
<td>4.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/21/2006</td>
<td>41124</td>
<td>EN</td>
<td>Princess Test, The</td>
<td>F</td>
<td>I</td>
<td>8</td>
<td>10</td>
<td>80</td>
<td>0.8</td>
<td>1.0</td>
<td>4.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Passed/Taken: 7/7

#### Vocabulary Practice

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3/30/2006</td>
<td>36046</td>
<td>EN</td>
<td>Adaline Falling Star</td>
<td>4.6</td>
<td>10</td>
<td>100</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>3/10/2006</td>
<td>34516</td>
<td>EN</td>
<td>Midnight Magic</td>
<td>4.7</td>
<td>8</td>
<td>100</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>3/2/2006</td>
<td>70</td>
<td>EN</td>
<td>Prairie School</td>
<td>4.0</td>
<td>10</td>
<td>100</td>
<td>1</td>
<td>1</td>
<td>100</td>
<td>--</td>
</tr>
<tr>
<td>2/21/2006</td>
<td>41124</td>
<td>EN</td>
<td>Princess Test, The</td>
<td>4.0</td>
<td>9</td>
<td>90</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Total: 92

#### Report Summary: 1 Students

<table>
<thead>
<tr>
<th>Category</th>
<th>No. of Languages</th>
<th>Students who took quizzes</th>
<th>Quizzes Passed</th>
<th>Quizzes Taken</th>
<th>Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Practice</td>
<td>English</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>87</td>
</tr>
<tr>
<td>Reading Practice</td>
<td>Spanish</td>
<td>0</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Reading Practice</td>
<td>All Languages</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>87</td>
</tr>
<tr>
<td>Vocabulary Practice</td>
<td>All Languages</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy Skills</td>
<td>All Languages</td>
<td>0</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Other Reading</td>
<td>English</td>
<td>0</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Other Reading</td>
<td>Spanish</td>
<td>0</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Other Reading</td>
<td>All Languages</td>
<td>0</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

*Book level averages are based on passed quizzes.*
Using a Word Wall

Objective
To help students use a word wall to reinforce vocabulary and word recognition

Materials
A section of a wall, bulletin board, or other flat, vertical surface; strips of colored poster board or large colored index cards; black marker; thumb-tacks; any book or textbook related to a current topic of study, such as G Is for Googol: A Math Alphabet Book by David Schwartz

Lesson
1. Before the lesson, label the wall with a topic-related title, for example, “Probability Words.” Place the strips of colored paper and marker where they are easily accessible.

2. Introduce the wall by telling students, for example, “As we study probability, I bet we’ll run into some words that are new to us and that are important to know. For example, there’s one word I already know we’re going to want on our wall. See if you can figure out what it is.”

3. Slowly begin to write a key word, such as probability, on a strip of colored paper. Pause briefly after writing each letter to allow students to predict what the word will be. Then post the word on the wall. Ask, “What do you know about this word?”

4. As you discuss students’ responses, continue to ask questions that require students to focus on the word, its meaning, and its relationship to the topic, for example:
   - Do you know any other words that look like this one?
   - What does probable mean? Do you think probability is related to probable? Why or why not?
   - Do you ever use probability in your daily life? When?

5. Read aloud a passage from your chosen book or check a dictionary to confirm and extend students’ responses, for example, this passage from G Is for Googol:

Weather forecasters aren’t the only ones who use probability. Cardplayers and other gamblers know certain facts about cards or dice, and those facts help them decide how to bet. They are using probability. Doctors use probability when they give you medicine.

After reading the passage, you might ask, “How might doctors use probability to decide which medicine to give you? In what other professions might probability be useful?”

6. When students have settled on a meaning for the word, make a quick sketch or note next to the word to serve as a mnemonic device, for example:

| probability | 90% chance of rain ☂ |
7. Follow the above procedure for each word you add to the wall. Ask students to keep an eye out for topic-related words. Encourage students who suggest words to lead the discussion about the word, beginning with why they think the word belongs on the wall.

8. Set aside five minutes each day to review the words on the word wall by asking questions such as:
   - Which word might you hear if you were listening to a weather forecast?
   - A flipped coin is an example of which word on the wall?
   - How might a politician use statistics in a political campaign?

9. Encourage students to use the words on the word wall as they read, discuss, and write about the current topic.

Talking About Words
- Find two words on our word wall that are alike in some way. How are they alike?
- How might you remember what data means?
- Can you think of any other words that might belong on our word wall? What are they?

Activities for Using New Words
- You may wish to create a permanent Spelling/Meaning word wall in your classroom. Label the wall with the letters of the alphabet. After you have finished a unit of study, save any words from the theme-related wall containing spelling patterns that might be useful in figuring out other words. Place these words under the appropriate letter on the Spelling/Meaning wall. For example, students might use the word probability to help them figure out other words containing the -ity suffix.
- Challenge students to figure out the Mystery Word of the Week. Choose a word from the word wall, and give students one clue each day until students solve the mystery.
- Use chart paper or large sheets of poster board to create word walls for other collections of words, such as:
  - compound words
  - homonyms
  - strong verbs for “went” or “said”
  - palindromes, portmanteaus, or other interesting words (see the lists on page 108)
  - spelling demons
  - words of more than four syllables
  - weird words (suggested by students)
Creating and Using Crossword Puzzles

Objective  To use puzzles to increase students’ enjoyment and understanding of words

Materials  List of words related to a current topic of study; copies of the crossword puzzle template on page 101; transparency of the template and overhead projector

Lesson

1. Choose a student’s first name that has a unique number of letters—if possible, a number that no other student’s name contains. If no name fits that requirement, choose one that contains an interesting letter in a unique position, such as Alexis. On the board, make a crossword grid for that name, for example:

```
    X
```

2. Ask students, “Can you figure out one word that fits both ways in this word grid? I’ll give you a hint: It’s the name of a student in this class.” If more than one student has a name containing that number of letters, tell students, “I’ll give you another hint” and write the interesting letter in the appropriate square.

3. Ask students, “Why was this puzzle easy to solve?” As you discuss students’ responses, point out how the number of possible answers became smaller with every clue, for example:

   Clue 1: There are six letters in the word. (Lots of words have six letters!)
   Clue 2: It’s a student’s name. (Five students’ names have six letters.)
   Clue 3: The fourth letter is an x. (Only one name—Alexis—has an x in the middle.)
4. Tell students, “What makes a puzzle easy or hard are the types of clues that are given. The more you know about the word in the puzzle, the easier it is to complete the puzzle.”

5. Hand out the template and place the transparency on the overhead projector. Tell students, “You can use the words on your vocabulary lists or other kinds of words to make crossword puzzles for others to solve. Here’s how you do it.” Use a list of words related to a current topic of study to walk students through the following steps.

1. Make a list of the words you want to use in your puzzle.
   - astronomy, galaxy, meteor, orbit, revolve, sun, planet
2. Write the longest word in the middle of the grid, either vertically or horizontally.

3. Put the other words in the squares so that at least one letter overlaps for each word.
4. Number the words, from left to right, top to bottom, starting with the top left corner.
Instructions
1. Make a list of the words you want to use in your puzzle.
2. Put the words in the squares so that at least one letter overlaps for each word.
3. Number the words, from left to right, top to bottom, starting with the top left corner.
4. Draw a heavy box around the outside of each word.
5. Trace the boxes and numbers on a sheet of plain paper or graph paper.
6. Write the clues.
Software Key Tasks

Vocabulary Practice Quizzes

Renaissance Place

Previewing a Quiz
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Manage Quizzes.
2. Click Vocabulary Practice.
3. Type in a quiz title and click Search.
4. Click Select.
5. Click Take a Sample Quiz.
6. Click Start Quiz.

AR Enterprise Users: Viewing and Editing Quiz Availability
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Manage Quiz Availability.
2. Click Vocabulary Practice Quizzes.
3. The list that appears shows active quizzes. To view inactive quizzes, click Show Inactive Quizzes or Show Both Active and Inactive Quizzes under Actions.
4. To change the status of a quiz, scroll through the list, or use the Search for Quizzes area to search by title, author, quiz number, or book level. Click More Criteria to narrow your search.
5. Click the box next to a quiz to activate or inactivate. A check mark means the quiz is active. To change the status of all the quizzes in a search, click Activate All Quizzes or Inactivate All Quizzes.
6. Click Update Selected Quiz Availability.

Creating a Quiz List Report
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Reports.
2. Click School Management.
4. Click Customize This Report. Select options.
5. Click View Report and click Print.

Setting Preferences for Printing the TOPS Report and Showing Definitions
Note: Someone with Administrator access must first set a preference to allow you to edit these options for your class.
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Preferences.
2. Under Classroom Preferences, click Student Quizzing.
3. Click Edit Student Quizzing.
4. In the drop-down menu, select Classroom Settings.
5. Select options by clicking in the boxes next to the VP pencil icon.
Setting Preferences for Review Words
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Preferences.
2. Under Classroom Preferences, click Student Quizzing.
3. Click Edit Student Quizzing.
4. Adjust the numbers in the boxes next to the VP pencil icon.

Locating, Viewing, and Printing Word Lists and Reports
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Reports.
2. Click Vocabulary Practice.
3. Click on the name of the report.
4. Select options and click View Report.
5. Click Print.

Printing Word Lists as a Student
1. Log in as a student.
2. Under the Accelerated Reader tab, click View Reports.
3. Click Vocabulary List Report.
4. Select a report by entering a title, author, or quiz number. Click Search.
5. Click the quiz title or number. Click Print.

To Print Word Lists as Labels
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Reports.
2. Click School Management.
4. Select options and click View Report. Click Print.

Desktop

Creating a Quiz List Report
1. Click the Go drop-down menu. Click Reports.
2. Click Quiz List - Vocabulary Practice.
3. Click Group, Date, or Option for customization wizards.
4. Click Print.

Setting the Preference for Printing the TOPS Report
Note: Someone with Administrator access must first set a preference to allow you to edit this option for your class.
1. Click the Go drop-down menu. In the Classroom section, click Preferences.
2. Click TOPS Report.
3. Click Edit and select an option.
4. Click OK.
Setting Preferences for Printing Word Lists and Showing Definitions
Note: Someone with Administrator access must first set a preference to allow you to edit these options for your class.
1. Click the Go drop-down menu. In the Classroom section, click Preferences.
2. Click Student Reporting.
3. Click Edit and select options.
4. Click OK.

Setting Preferences for Review Words
1. Click the Go drop-down menu. In the Classroom section, click Preferences.
2. Click Review Percentage.
3. Click Edit. Type the percentage for the number of review questions per quiz.
4. Click OK.

Locating, Viewing, and Printing Word Lists and Reports
1. Click the Go drop-down menu. In the Classroom section, click Reports.
2. Click the report you wish to print. Click Print.

Printing Word Lists as a Student
1. Log in as a student.
2. Click View List.
3. Scroll to find the quiz title. Click the title and click Print.

To Print Word Lists as Labels
1. Click the Go drop-down menu. In the School section, click Reports.
2. Click Book Label Report.
3. Click Group to select titles for which you want labels.
4. Choose options and click Print.