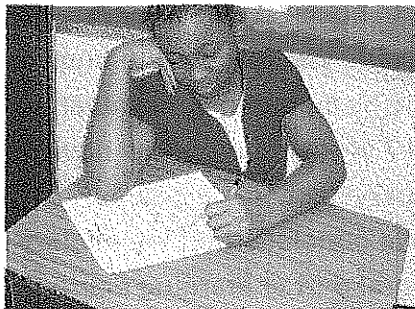


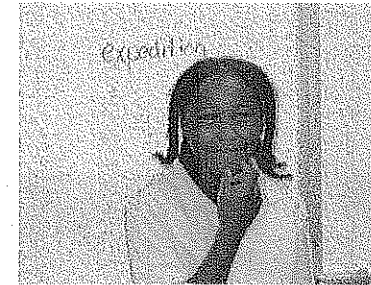
# Our Goal:

Our goal was for students to be able to understand vocabulary across selected core content areas. We used pre and post tests to monitor student progress. In addition, we introduced weekly vocabulary as it occurs in core content material. These core content vocabulary were reinforced through weekly homework packets and daily classroom activities.



# Mastering the Meaning:

*Making Vocabulary  
FUN!*



Portland Elementary

2008-09

Ellen Graham

Sheri Kiser

Kathleen Macke

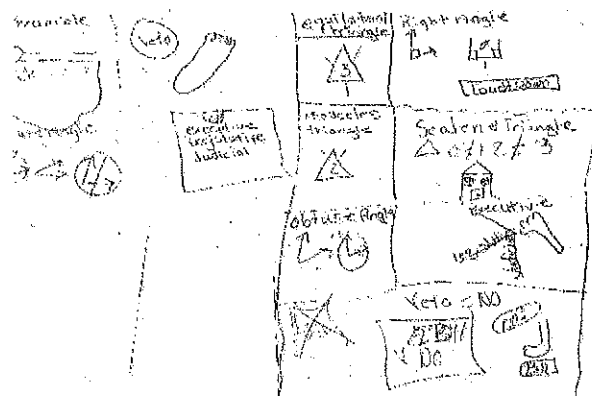
## Our Need:

Our priority need for the 2008-2009 school year was to improve the comprehension of core content vocabulary words in reading, math and social studies. We chose to focus on this need based on the high number of novice and apprentice scores on the 2007-2008 PAS (Predictive Assessment Series) tests for selected areas.

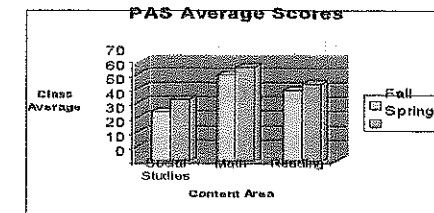
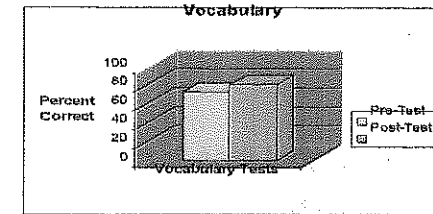


## Strategies & Activities:

- \* PAS pretest
- \* PAS post test
- \* Weekly pre & postvocabulary tests
- \* Word sorts
- \* Webs & diagrams
- \* Games (Jeopardy, Concentration, Bingo, Hot Seat)
- \* Student PowerPoints
- \* Peer tutoring
- \* Homework
- \* Core Content Open Response



## Results:



Our results on weekly

vocabulary tests were favorable. According to the graph above our students' scores increased 7.4% from the pretest to the post test.

The data from PAS tests show improvement in reading, math and social studies. Most significant were the improvements in our novice scores. In math only 1 student reported to be novice, while in reading we had 0 students report as novice. In social studies our results were mixed. We lowered the number of novice by 8 students, however, we still had 7 students report as novice on the January test.

We conclude that vocabulary is an integral part of learning content and must be weaved into all lessons for high student achievement.