2024-2025

Evergreen School Development Plan

Linguistic Vocabulary

DICTIONARY
A-Z

Our **School Development Plan** is focused on supporting student learning through explicit instruction of linguistic vocabulary.

C
B
A
VOCABULARY
BAG
?

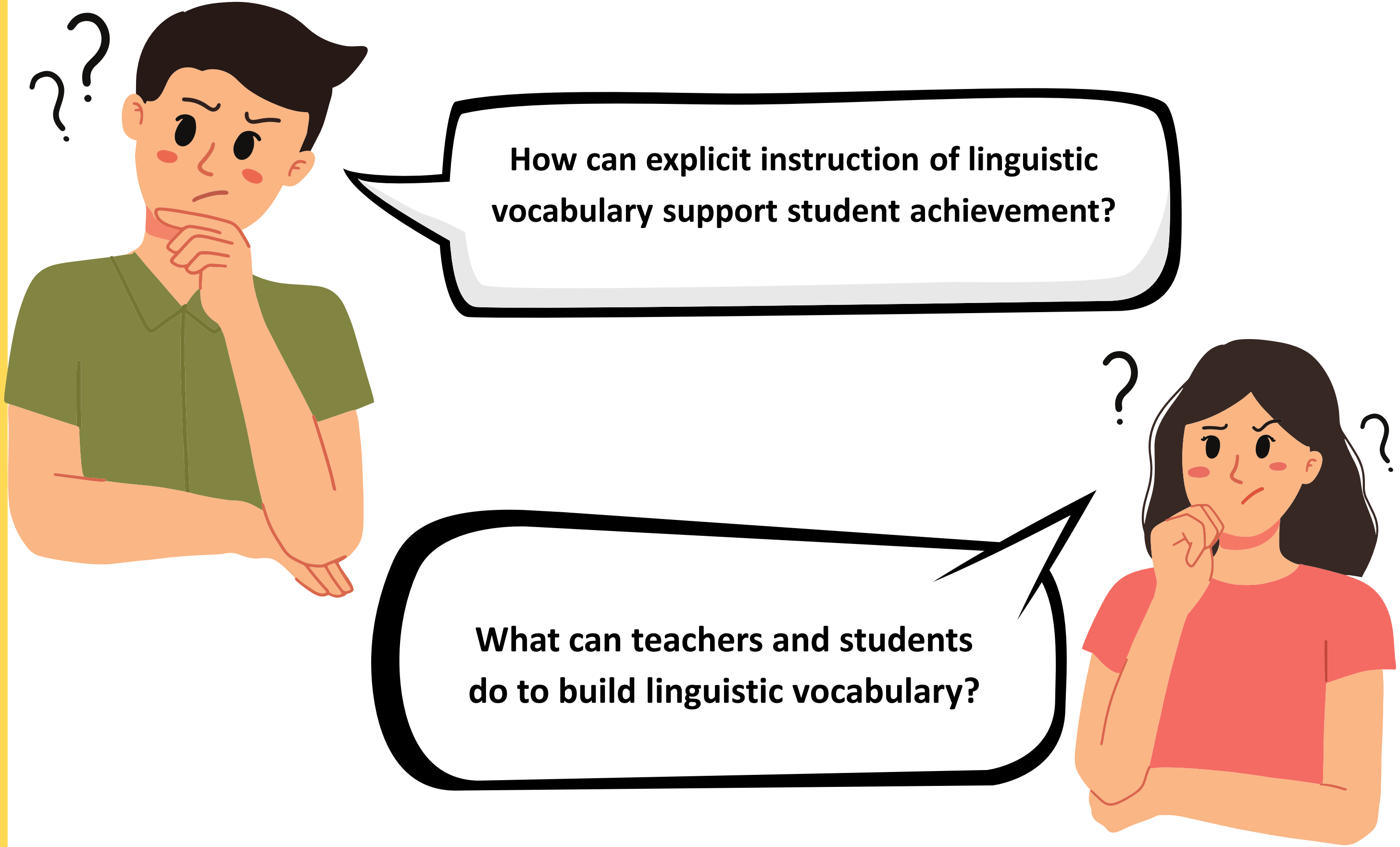
LINGUISTIC VOCABULARY

Strong language skills open doors to academic and social success

Vocabulary is the foundation of effective communication

Helps children express themselves clearly and confidently

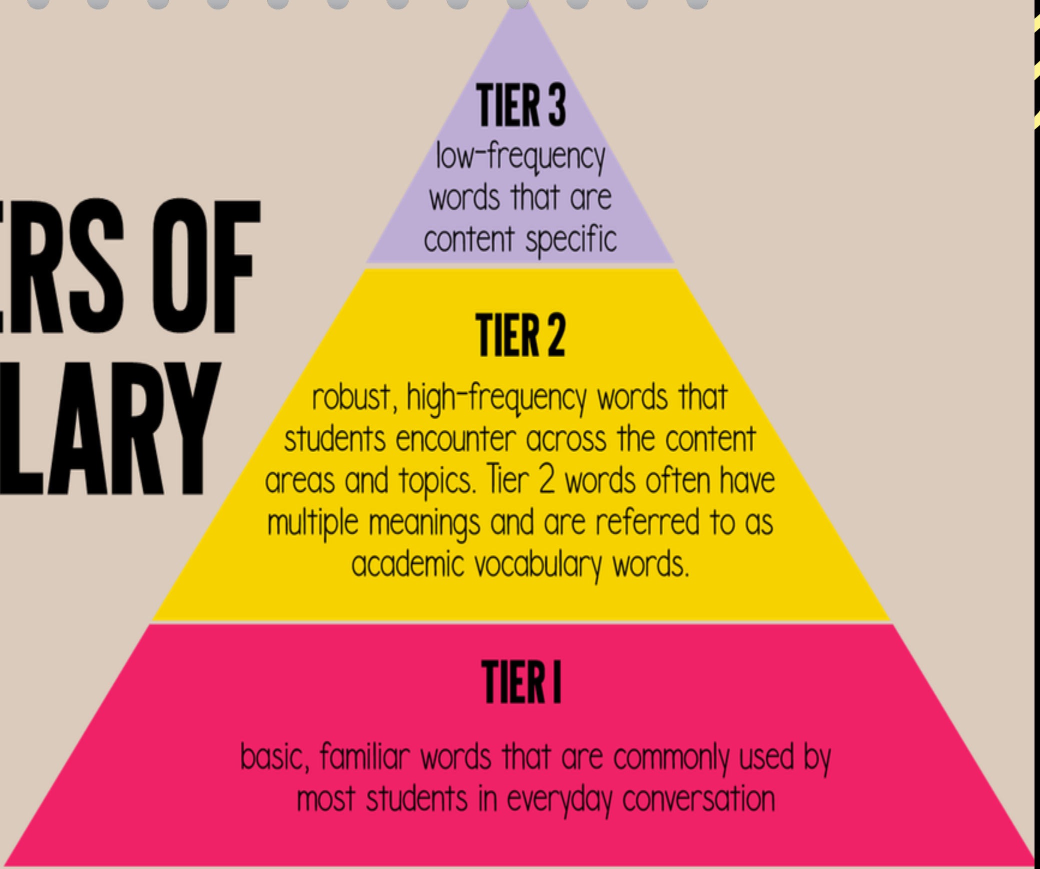
Supports reading comprehension and learning across all subjects



How can explicit instruction of linguistic vocabulary support student achievement?

What can teachers and students do to build linguistic vocabulary?

THE 3 TIERS OF VOCABULARY



TIER 3

low-frequency words that are content specific

TIER 2

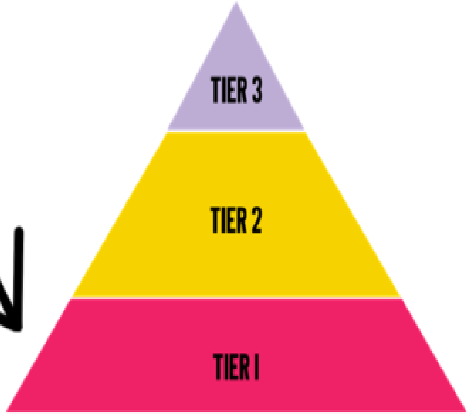
robust, high-frequency words that students encounter across the content areas and topics. Tier 2 words often have multiple meanings and are referred to as academic vocabulary words.

TIER I

basic, familiar words that are commonly used by most students in everyday conversation

TIER I VOCABULARY

Tier I vocabulary words consist of basic, familiar words that are commonly used by most students in everyday conversation.



sad

baby

bus

phone

walk

elephant

red

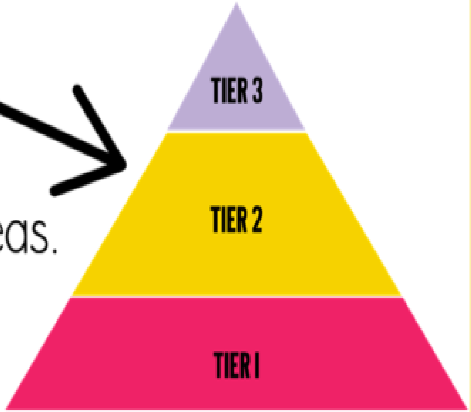
clock

rain

MISS DECARBO

TIER 2 VOCABULARY

Tier 2 words are robust, high-frequency words that students encounter across the content areas. These words often have multiple meanings and are referred to as academic vocabulary words.



bolt

harmony

valuable

fine

blush

amiable

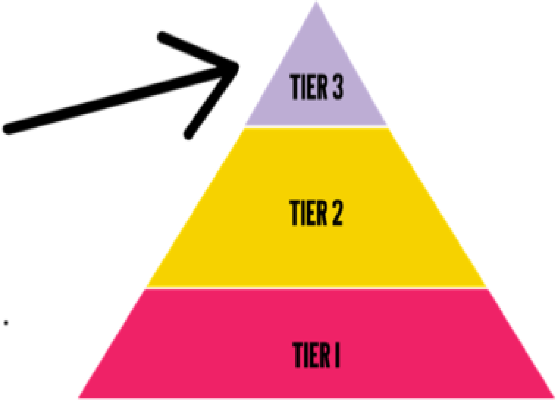
rare

astute

MISS DECARBO

TIER 3 VOCABULARY

Tier 3 vocabulary words are low-frequency words that are content specific. These words have distinct meanings and purposes.



pterodactyl

igneous

osmosis

thesis

electrolyte

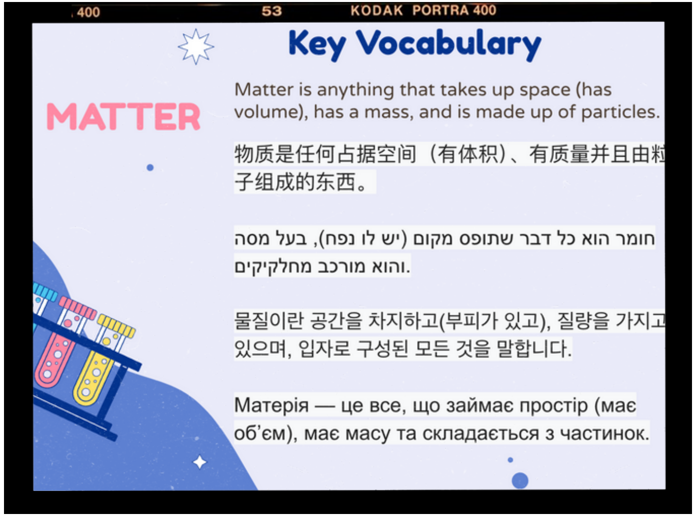
isosceles

aorta

photosynthesis

MISS DECARBO

Teach Academic Vocabulary: Pre-teach vocabulary in all subjects, covering definitions, examples and contexts, including decoding and etymology.


400
53
KODAK PORTRA 400

Key Vocabulary

MATTER

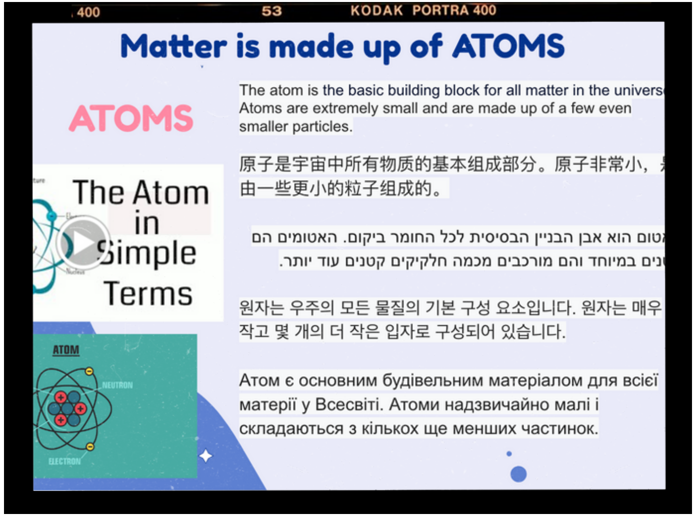
Matter is anything that takes up space (has volume), has a mass, and is made up of particles.

物质是任何占据空间（有体积）、有质量并且由粒子组成的东西。

חומר הוא כל דבר שתופס מקום (יש לו נפח), בעל מסה
והוא מורכב מחלקיקים.

물질이란 공간을 차지하고(부피가 있고), 질량을 가지고 있으며, 입자로 구성된 모든 것을 말합니다.

Матерія — це все, що займає простір (має об’єм), має масу та складається з частинок.


400
53
KODAK PORTRA 400
The Atom in Simple Terms
ATOM
NEUTRON
ELECTRON

Matter is made up of ATOMS

ATOMS

The atom is the basic building block for all matter in the univers
Atoms are extremely small and are made up of a few even smaller particles.

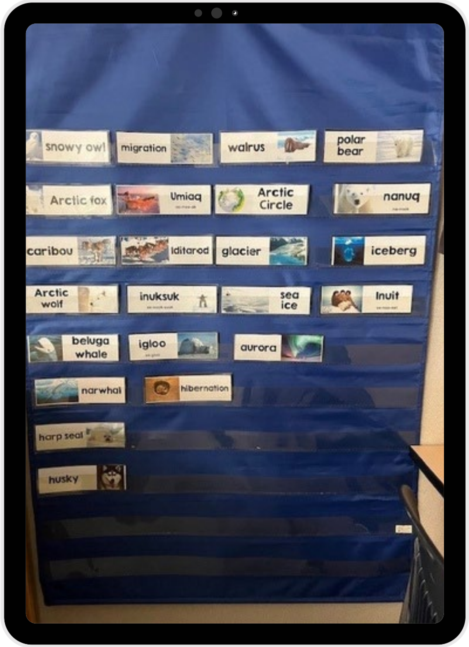
原子是宇宙中所有物质的基本组成部分。原子非常小，
由一些更小的粒子组成的。

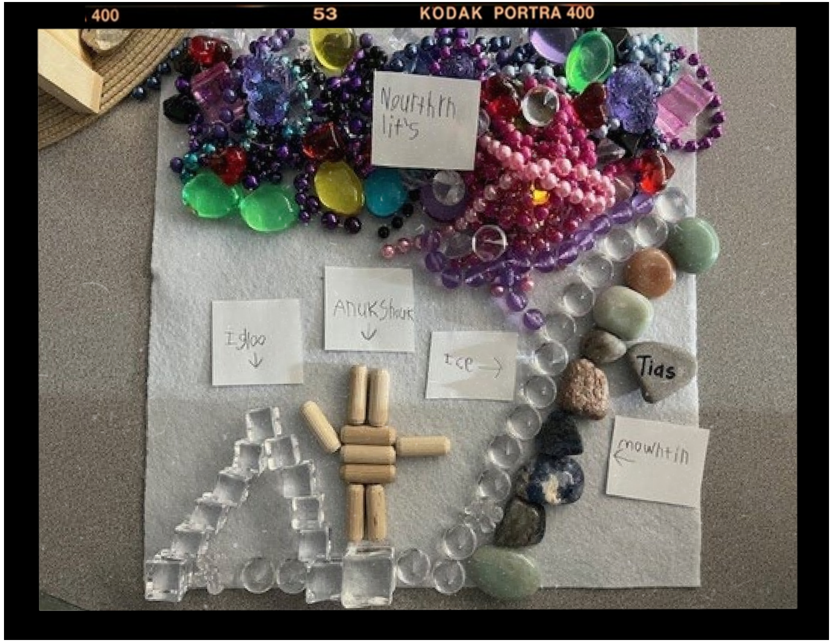
טום הוא אבן הבניין הבסיסית לכל החומר ביקום. האטומים הם
נים במיוחד והם מורכבים מכמה חלקיקים קטנים עוד יותר.

원자는 우주의 모든 물질의 기본 구성 요소입니다. 원자는 매우 작고 몇 개의 더 작은 입자로 구성되어 있습니다.

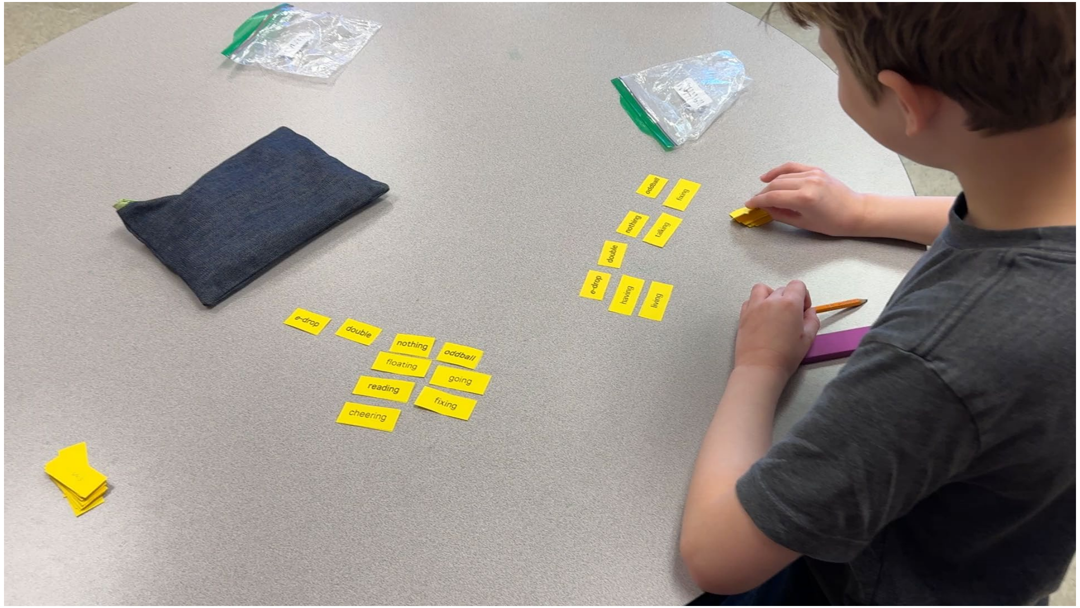
Атом є основним будівельним матеріалом для всієї матерії у Всесвіті. Атоми надзвичайно малі і складаються з кількох ще менших частинок.

Teach Academic Vocabulary: Pre-teach vocabulary in all subjects, covering definitions, examples and contexts, including decoding and etymology.

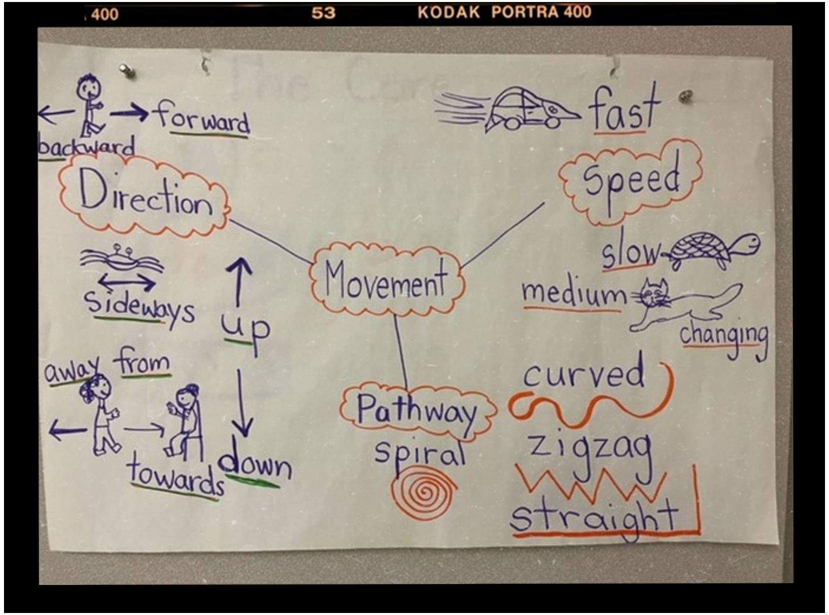

snowy owl
migration
walrus
polar bear
Arctic fox
Umiaq
Arctic Circle
nanuq
caribou
Iditarod
glacier
iceberg
Arctic wolf
inuksuk
sea ice
Inuit
beluga whale
igloo
aurora
narwhal
hibernation
harp seal
husky


400
53
KODAK PORTRA 400
Nourthrn lit's
Igloo ↓
AnukShuk ↓
Ice →
Tias
← mowhtin

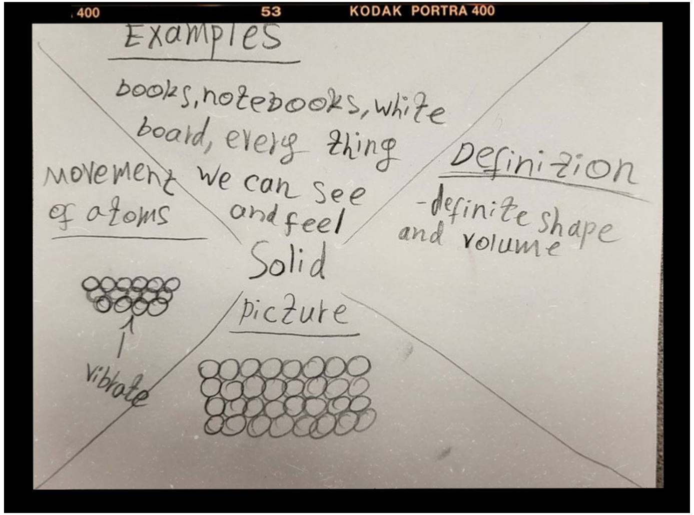
Teach Academic Vocabulary: Pre-teach vocabulary in all subjects, covering definitions, examples and contexts, including decoding and etymology.

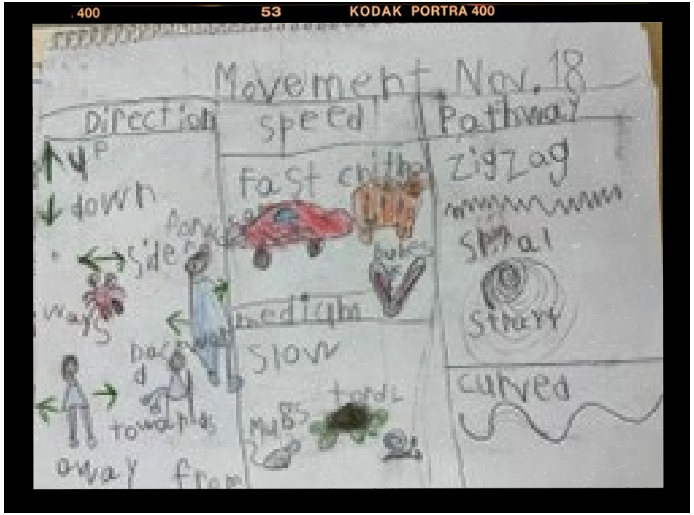

e-drop
double
nothing
oddball
floating
going
reading
fixing
cheering
oddball
fixing
nothing
talking
double
e-drop
having
living

Model and Scaffold Vocabulary: Consistently use discipline-specific vocabulary and scaffolds like word walls, concept maps, and Frayer charts etc. to help students understand new words.

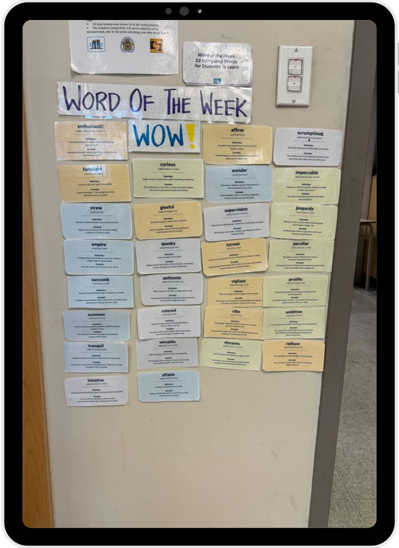

400
53
KODAK PORTRA 400
forward
backward
Direction
sideways
up
away
from
towards
down
Movement
fast
Speed
slow
medium
changing
Pathway
spiral
curved
zigzag
straight

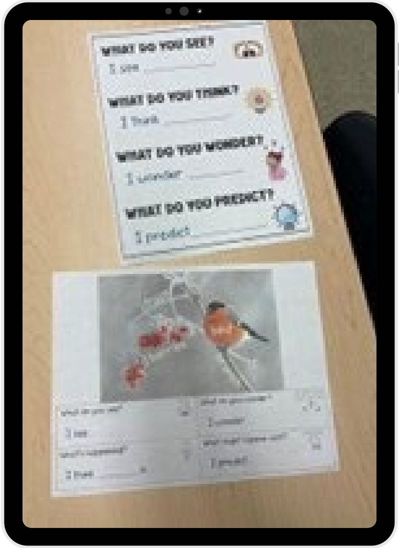
Model and Scaffold Vocabulary: Consistently use discipline-specific vocabulary and scaffolds like word walls, concept maps, and Frayer charts etc. to help students understand new words.

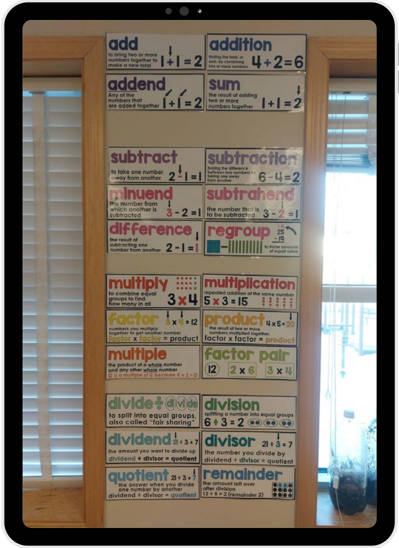

400
53
KODAK PORTRA 400
Examples
books, notebooks, white board, every thing we can see and feel
Definition
-definite shape and volume
Movement of atoms
Solid
picture
vibrate


400
53
KODAK PORTRA 400
Movement Nov. 18
Direction
speed
Pathway
up
down
forward
sideways
backward
towards
away from
Fast cith
medium
slow
bugs
turtle
zigzag
spiral
stiery
curved

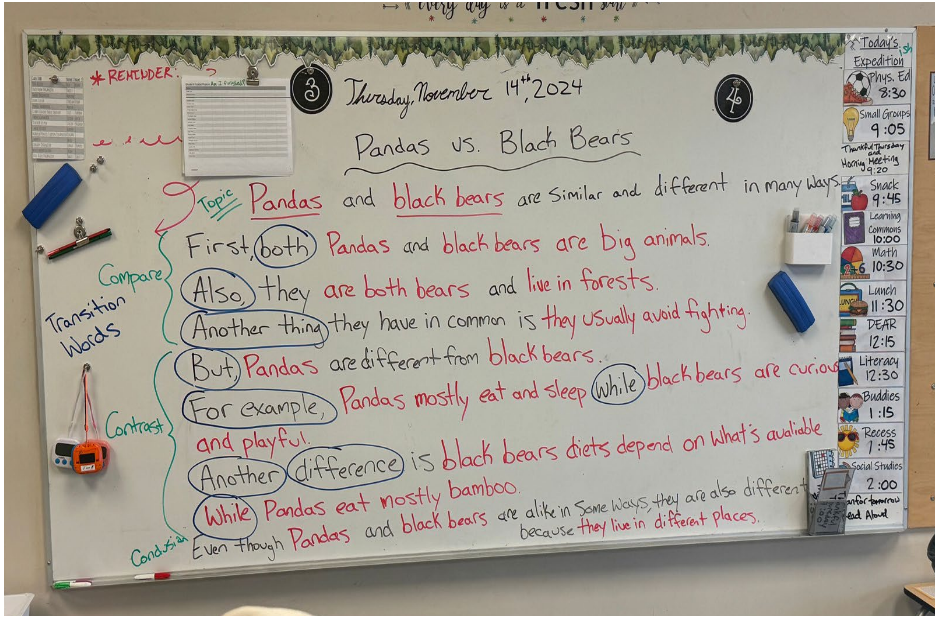
Model and Scaffold Vocabulary: Consistently use discipline-specific vocabulary and scaffolds like word walls, concept maps, and Frayer charts etc. to help students understand new words.


WORD OF THE WEEK
WOW!


WHAT DO YOU SEE?
WHAT DO YOU THINK?
WHAT DO YOU WONDER?
WHAT DO YOU PREDICT?


add
addition
addend
sum
subtract
subtraction
minuend
subtrahend
difference
regroup
multiply
multiplication
factor
product
multiple
factor pair
divide
division
dividend
divisor
quotient
remainder

Reinforce Vocabulary: Integrate and repeat key discipline-specific vocabulary to enhance retention.



Thursday, November 14th, 2024

Pandas vs. Black Bears

Pandas and black bears are Similar and different in many ways.

First, both Pandas and black bears are big animals.

Also, they are both bears and live in forests.

Another thing they have in common is they usually avoid fighting.

But, Pandas are different from black bears.

For example, Pandas mostly eat and sleep while black bears are curious and playful.

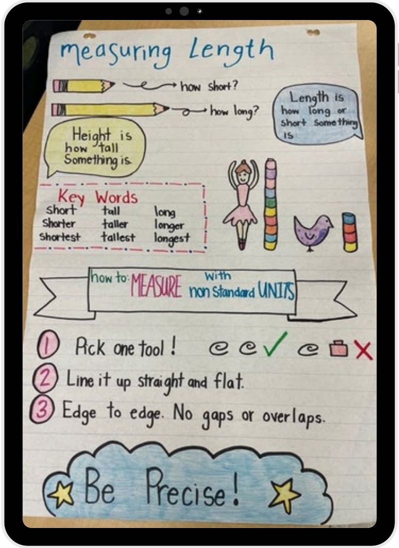
Another difference is black bears diets depend on what's avaliable

While Pandas eat mostly bamboo.

Even though Pandas and black bears are alike in Some Ways, they are also different because they live in different places.

every day is a fresh start
*REMINDER:
Am I finished?
3
4
Topic
Compare
Transition Words
Contrast
Conclusion
Today's Expedition ish
Phys. Ed 8:30
Small Groups 9:05
Thankful Thursday and Morning Meeting 9:20
Snack 9:45
Learning Commons 10:00
Math 10:30
Lunch 11:30
DEAR 12:15
Literacy 12:30
Buddies 1:15
Recess 1:45
Social Studies 2:00
Plan for tomorrow
Read Aloud

Reinforce Vocabulary: Integrate and repeat key discipline-specific vocabulary to enhance retention.



measuring Length

how short?

how long?

Length is how long or short something is

Height is how tall something is

Key Words

short	tall	long
shorter	taller	longer
shortest	tallest	longest

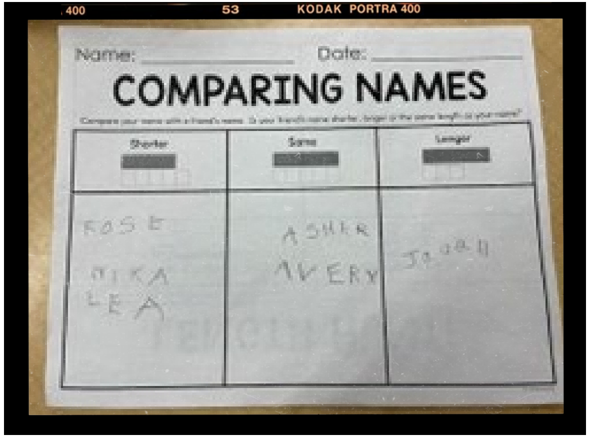
how to: MEASURE with non Standard UNITS

① Pick one tool! ✓ ✗

② Line it up straight and flat.

③ Edge to edge. No gaps or overlaps.

Be Precise!

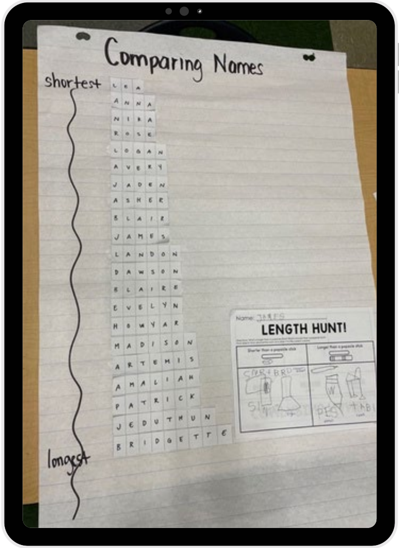


400
53
KODAK PORTRA 400

Name: ______ Date: ______

COMPARING NAMES

Shorter	Same	Longer
ROSE NIKA LEA	ASHER AVERY	[illegible]



Comparing Names

shortest

longest

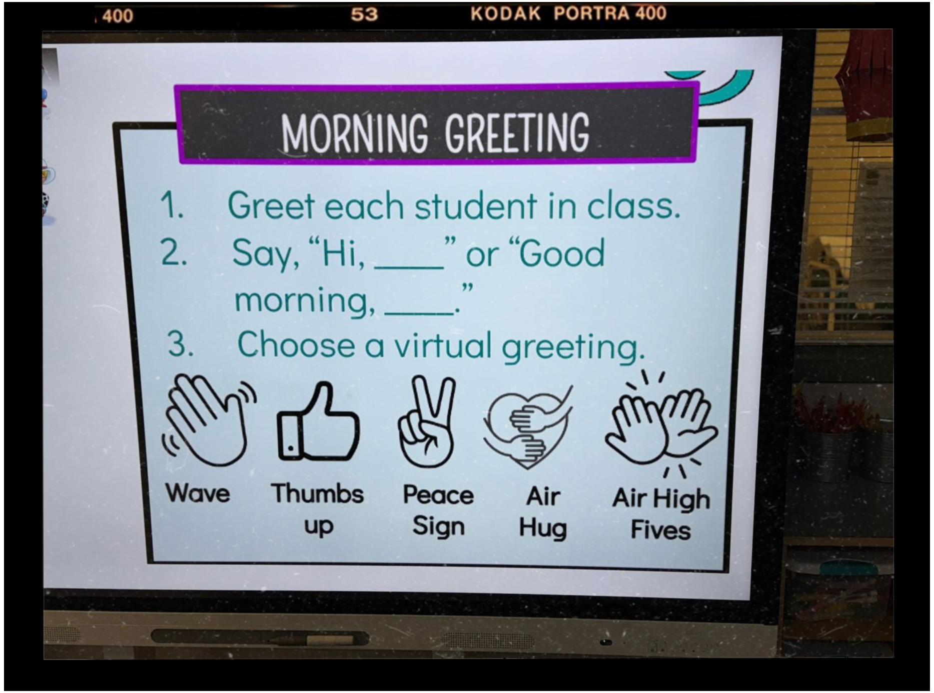
LEA
ANNA
NIKA
ROSE
LOGAN
AVERY
JADEN
ASHER
BLAIR
JAMES
LANDON
DAWSON
BLAIRE
EVELYN
HOWYAR
MADISON
ARTEMIS
AMALIAH
PATRICK
JEDUTHUN
BRIDGETTE

Name: JAMES

LENGTH HUNT!

Shorter than a popsicle stick	Longer than a popsicle stick

Support Functional and Social Language Development: Help students learn how to connect with peers and manage conversations.

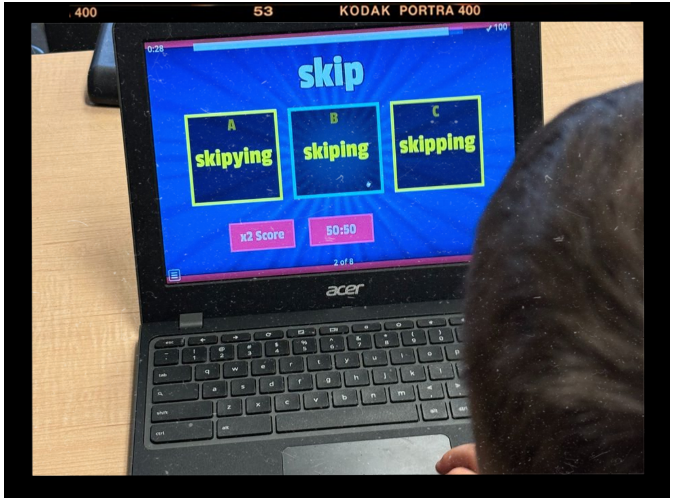


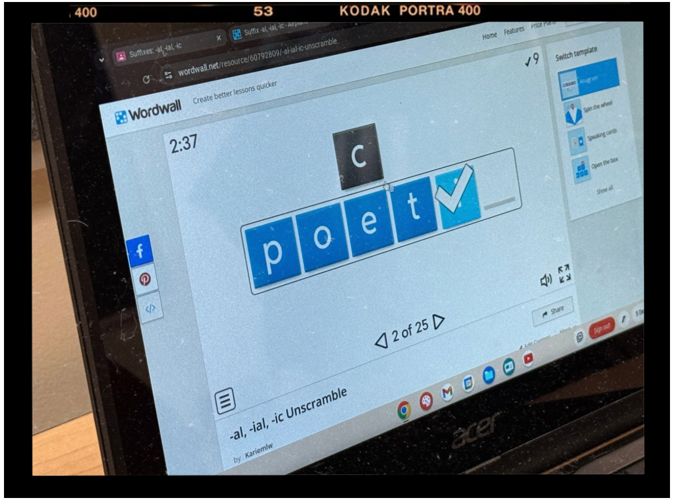
MORNING GREETING

1. Greet each student in class.
2. Say, “Hi, ____” or “Good morning, ____.”
3. Choose a virtual greeting.

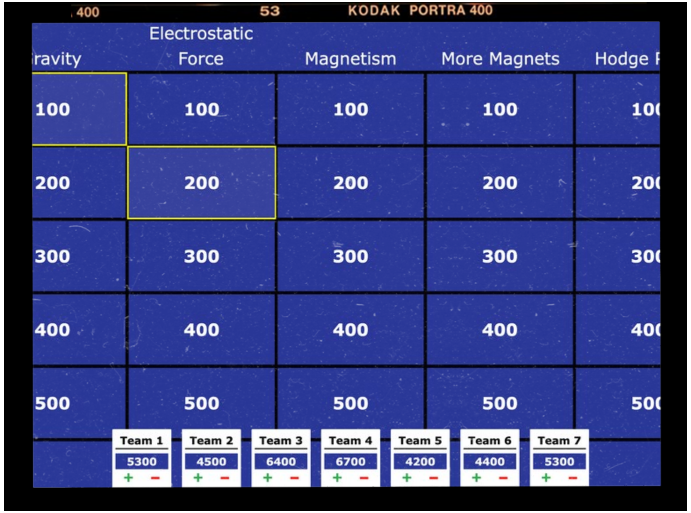
400
53
KODAK PORTRA 400
Wave
Thumbs up
Peace Sign
Air Hug
Air High Fives

Use Technology Purposefully: Integrate technology that enhances literacy and English language development.


400
53
KODAK PORTRA 400
0:28
100
skip
A
skipying
B
skiping
C
skipping
x2 Score
50:50
2 of 8
acer

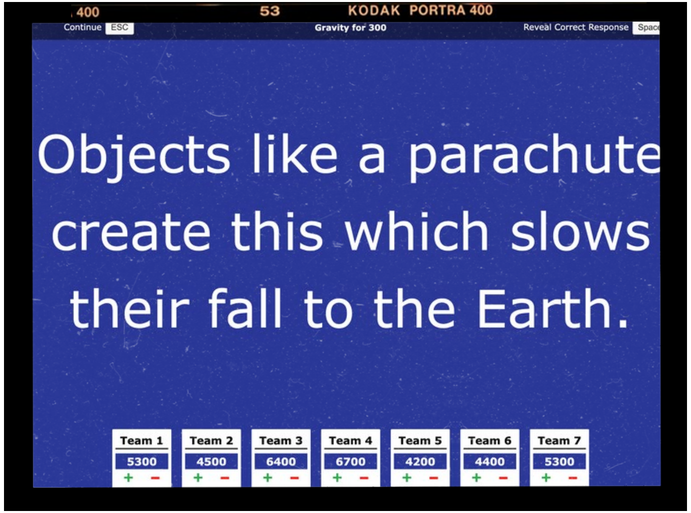

400
53
KODAK PORTRA 400
Suffixes: -al, -ial, -ic
wordwall.net/resource/60792809/-al-ial-ic-unscramble
Wordwall
Create better lessons quicker
Home
Features
Switch template
2:37
9
c
p
o
e
t
2 of 25
-al, -ial, -ic Unscramble
by Kariemlw
Share
acer

Use Technology Purposefully: Integrate technology that enhances literacy and English language development.


400
53
KODAK PORTRA 400

ravity	Electrostatic Force	Magnetism	More Magnets	Hodge P
100	100	100	100	10
200	200	200	200	20
300	300	300	300	30
400	400	400	400	40
500	500	500	500	50

Team 1	Team 2	Team 3	Team 4	Team 5	Team 6	Team 7
5300	4500	6400	6700	4200	4400	5300
+ −	+ −	+ −	+ −	+ −	+ −	+ −


400
53
KODAK PORTRA 400
Continue ESC
Reveal Correct Response Spac

Gravity for 300

Objects like a parachute create this which slows their fall to the Earth.

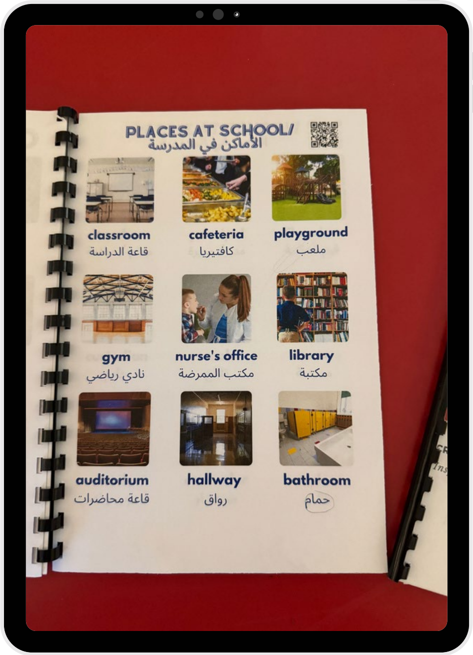
Team 1	Team 2	Team 3	Team 4	Team 5	Team 6	Team 7
5300	4500	6400	6700	4200	4400	5300
+ −	+ −	+ −	+ −	+ −	+ −	+ −

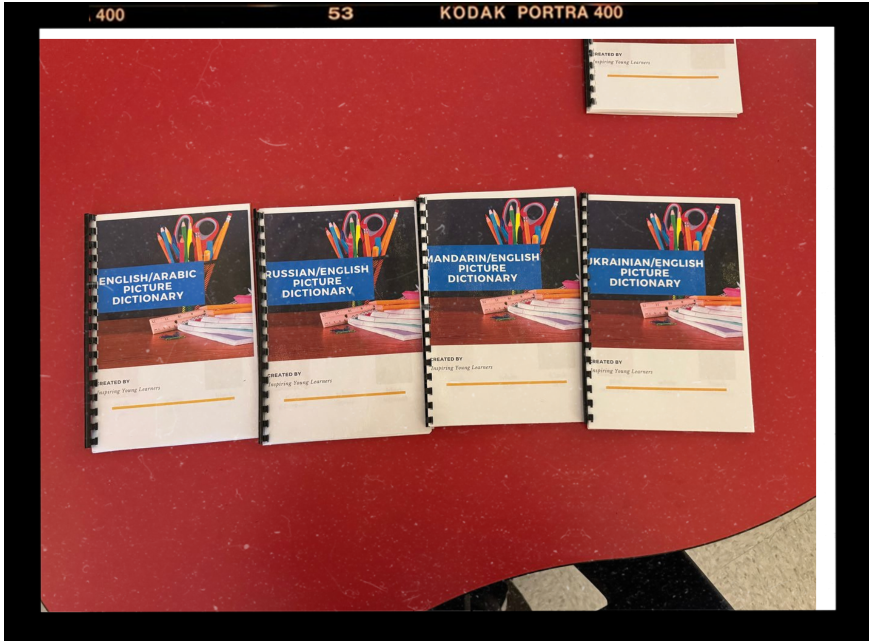
Formalize a Student Intake Process: Develop a streamlined process for assessing and supporting new English as an Additional Language students.

Use Diverse Texts: Offer inclusive and culturally diverse texts that reflect student identities.

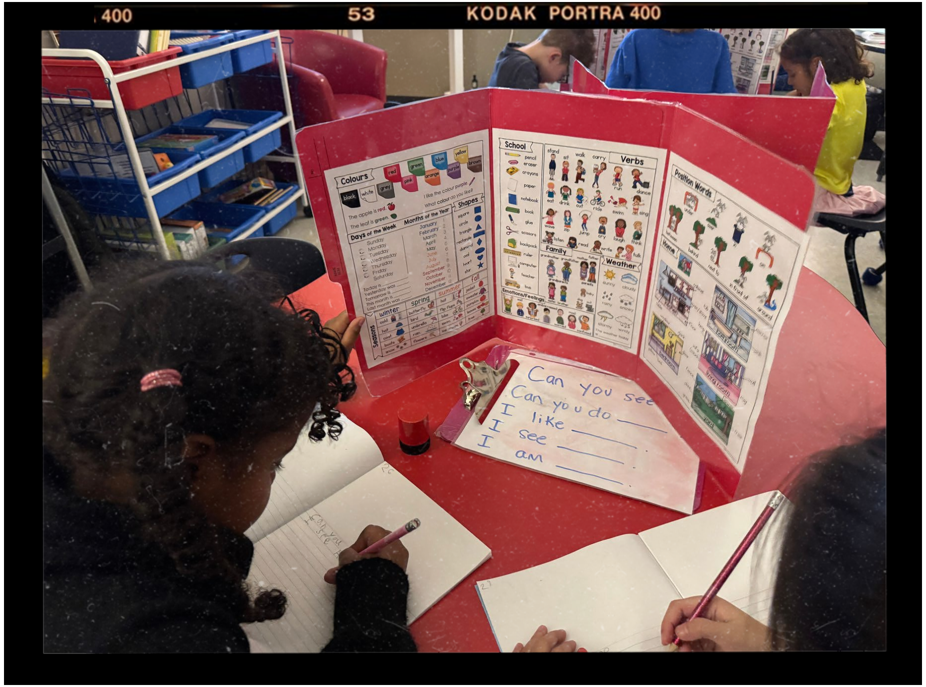
Bringing in the NEW YEAR
CHIN CHIANG AND THE DRAGON'S DANCE
celebrate
CHINESE
NEW YEA

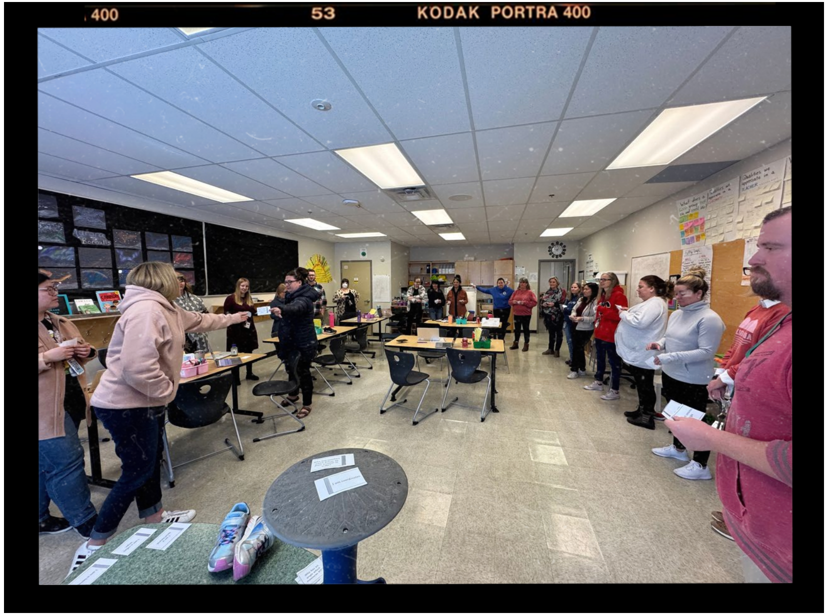
Use Bilingual Vocabulary Books: Create/source vocabulary books with English words and translations in students'


PLACES AT SCHOOL/
الأماكن في المدرسة
classroom
قاعة الدراسة
cafeteria
كافتيريا
playground
ملعب
gym
نادي رياضي
nurse's office
مكتب الممرضة
library
مكتبة
auditorium
قاعة محاضرات
hallway
رواق
bathroom
حمام


400
53
KODAK PORTRA 400
ENGLISH/ARABIC PICTURE DICTIONARY
RUSSIAN/ENGLISH PICTURE DICTIONARY
MANDARIN/ENGLISH PICTURE DICTIONARY
UKRAINIAN/ENGLISH PICTURE DICTIONARY
CREATED BY
Inspiring Young Learners

Use Bilingual Vocabulary Books: Create/source vocabulary books with English words and translations in students'


400
53
KODAK PORTRA 400
Colours
Days of the Week
Months of the Year
Shapes
Seasons
winter
spring
summer
fall
School
Verbs
Family
Weather
Emotions/Feelings
Position Words
Can you see
Can you do
I like
I see
I am

Through targeted professional learning, teacher capacity to address the language learning needs of all learners, particularly English as an Additional Language (EAL) learners will improve. Teachers completed a During professional learning time, teachers explored resources curated on a choice board and became the students and participated in vocabulary learning games such as "Word Loops."