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**Words in the Wild:
Teaching Vocabulary in
Context**

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This presentation & materials can be found on Kelly's webpage under the Documents tab at the top of the page

www.msmadame.com



Who are we ?

Karen Brandon Krueger



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Essential Questions:

1. Why are vocab lists limiting?
2. If I don't use a vocab list, what do I use?
3. How does my instruction change without a traditional vocab list?



Poll Everywhere

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How are vocabulary lists limiting?

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What research says about vocab lists:

How much vocabulary can be learned?

- 4 to 5 bits of new information at a time
- Memory is lost if not transferred to long-term memory
- Fewer words, multiple exposures
- Multiple opportunities for students to speak and write using new words

(Sousa 2017 as quoted by Clementi and Terrill 2018)



Let's make our lists
fit our thematic
objectives,
not vice versa

**Create
assessments**

**Essential
questions**



**Create your
toolbox**

**Scaffold
unit goals**

**Determine
your theme**

A red toolbox with a black handle and a silver keyhole. The toolbox is the central focus of the image, set against a white background. The text is overlaid on the front of the toolbox.

**Can Do Statements
Priority Vocabulary
Supporting Structures/Patterns**

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Food & Drink Unit

Can Do Statements

Interpretive

I can recognize words for food and drink

Presentational

I can compare my food preferences to those of my classmates

Interpersonal

I can ask questions about others' dietary habits

What do students need to do this in the target language?

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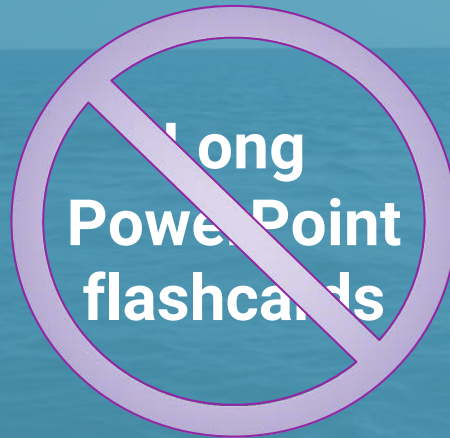
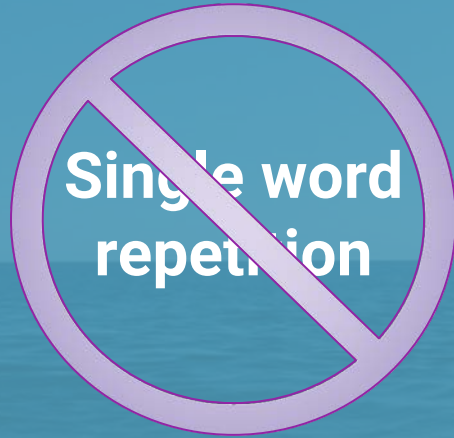
Think English words, phrases, structures

Interpretive: I can recognize words for food and drink

Presentational: I can compare my food preferences to those of my classmates

Interpersonal: I can ask questions about others' dietary habits

How does my instruction change without a traditional vocab list?



1. Jump into an authentic resource

Songs and Videos

I. Les Fruits

A. Listen to this video and match the French fruit words.

(<https://www.youtube.com/watch?v=VIv9F283Lo8>)

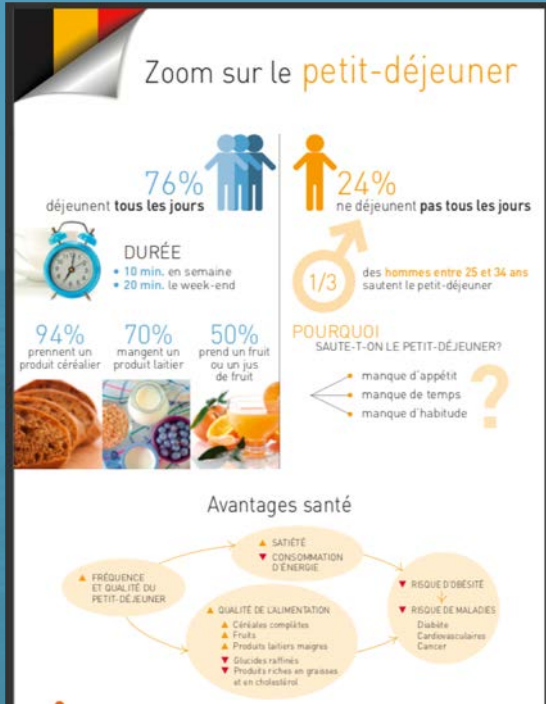
- | | |
|--------------------|----------------------|
| ___ 1. la fraise | a. <u>apple</u> |
| ___ 2. la poire | b. <u>watermelon</u> |
| ___ 3. l'anas | c. <u>grapes</u> |
| ___ 4. la banane | d. <u>strawberry</u> |
| ___ 5. les cerises | e. <u>cherries</u> |
| ___ 6. la pomme | f. <u>pear</u> |
| ___ 7. la pastèque | g. <u>banana</u> |
| ___ 8. le raisin | h. <u>pineapple</u> |

I. Le Pet't Déj en France: <https://www.youtube.com/watch?v=F9x9sBEyGyA>

A. Check the items that are mentioned as being part of a typical French breakfast.

<u>le</u> café	<u>le</u> lait	<u>les</u> fruits
<u>les</u> céréales	<u>le</u> thé	<u>un</u> yaourt
<u>une</u> gaufres	<u>une</u> baguette	<u>le</u> sucre
<u>un</u> jus de fruit	<u>le</u> toast	<u>les</u> œufs
<u>les</u> croissants	<u>le</u> beurre	<u>la</u> confiture

1. Jump into an authentic resource Infographics



II. Le Pet't Déj en Belgique: <https://www.foodinaction.com/zoom-petit-dejeuner-belges/>
Read the infographic about breakfast in Belgium and complete the following interpretive activity.

A. Key Word Recognition. Find the French words/phrases that best express the meanings of the following English words/phrases.

breakfast		a dairy product	
don't eat breakfast		a fruit juice	
every day		lack of time	
on the weekend		habit	
men		health advantages	

1. Jump into an authentic resource

7. C'est "meuh"veilleux ce produit laitier



7. Quel produit laitier est dans cette vidéo ? *

1 po

- du fromage
- du lait
- du yaourt
- du bierre

2. Have students add words they need/want/are relevant to them

E. Review some vegetable vocabulary and practice your pronunciation with this video:

<https://www.youtube.com/watch?v=ZdTAFyEebfs>

Add any vegetables that you like to eat and are not on your list that you learn in these videos.

School
 Procrastinate
 Think Study
 go
 Swimming
 Sleepovers
 Sleep
 acting
 Watch movies
 Sleep
 Shopping
 SnapChat
 Sing
 Listen to Music
 Youtube
 Ping pong
 make fun
 of Nathans
 Picture
 Football
 track
 wrestling
 Sports
 music
 hangout
 netflix
 memes
 Eat
 Sleep
 drive
 Ice skating
 bonfires
 hang out w/ friends
 go
 Get hair done
 (go on) Text concerts
 go to park
 go to
 drive around
 go to the mall
 get nails done
 listen to music
 ultra friends
 walk
 trampolining
 Vlog
 Run
 Binge watch
 draw
 PROCRASTINATE
 Attempt to read this
 go to Chicago
 piano
 Church
 Run
 Read
 Starbucks
 Festivals
 go to
 Read
 Starbuck's
 Festivals
 Attempt to read this
 go to Chicago
 piano
 Church
 Run
 Binge watch

BOYS OF COMMITMENT

3. Utilize sentence starters so kids can use the words right away

Partner A : Ask your partner whether s/he likes the following vegetables:

- Est-ce que tu aimes ...

Partner B: Your partner will ask you whether you like several vegetables. Answer with one of the following responses:

- Oui, je les aime. (I like them.)
- Ils ne sont pas trop mauvais. Elles ne sont pas trop mauvaises. (They're not too bad.)
- Non, je ne les aime pas. (I don't like them.)
- Je les aime quand ils sont cuits. Je les aime quand elles sont cuites. (I like them when they're cooked.)
- Je les aime quand ils sont crus. Je les aime quand elles sont crues. (I like them when they're raw.)
- Je ne sais pas. (I don't know.)

When you have finished, switch roles.

	Il/elle les aime.	Il/elle les trouve pas trop mauvais(es).	Il/elle ne les aime pas.	Il/elle les aime cuits.	Il/elle les aime crus.	Il/elle ne sait pas.
Les aubergines						
Les tomates						
Les asperges						
Les carottes						
Les poivrons						
Les pommes de terre						
Les petits pois						
Les haricots verts						
Le brocoli						
Le maïs						
La laitue						

C. Write 5 sentences comparing what you eat for breakfast with your partner's breakfast habits. Use the following words/phrases in your sentences:

- et
- mais
- ou
- moi, aussi
- Ni mon partenaire ni moi ne... (Neither my partner nor I...)
- cependant

1. _____

Toolbox Examples


Les Boissons

			
<u>une boisson</u>	<u>une eau</u>	<u>un café</u>	<u>un thé</u>
			
<u>un chocolat</u>	<u>un jus d'orange</u>	<u>un soda</u>	<u>un lait</u>

Sentence Starters

ANGLAIS	FRANÇAIS	EXEMPLE
What do you <u>like</u> to eat/drink?	<u>Qu'est-ce que tu aimes manger/boire ?</u>	
I like...	<u>J'aime...</u>	<u>J'aime manger une pomme.</u>
I don't like to...	<u>Je n'aime pas...</u>	<u>Je n'aime pas manger le brocoli</u>
What do you eat?	<u>Qu'est-ce que tu manges ?</u>	
I eat...	<u>Je mange...</u>	<u>Je mange les céréales.</u>
I don't eat...	<u>Je ne mange pas...</u>	<u>Je ne mange pas les raisons.</u>
What do you have for (meal)?	<u>Qu'est-ce que tu prends comme ... ?</u>	<u>Qu'est-ce que tu prends comme déjeuner ?</u>
I have...	<u>Je prends ...</u>	<u>Je prends un sandwich.</u>
What do people eat ...?	<u>Qu'est-ce qu'on mange... ?</u>	<u>Qu'est-ce qu'on mange en Belgique ?</u>
People (in general) eat	<u>On mange...</u>	<u>On mange les gaufres.</u>
What do people have for (meal)?	<u>Qu'est-ce qu'on prend comme ... ?</u>	<u>Qu'est-ce qu'on prend comme dîner?</u>
People have...	<u>On prend...</u>	<u>On prend le poulet.</u>

Toolbox Examples

Helpful terms		
me too 	<u>moi aussi</u>	J' <u>adore</u> s les pommes. Moi <u>aussi</u> !
me neither	<u>ni moi non plus</u>	Je n' <u>aime</u> pas les fraises. Ni <u>moi non plus</u> !
always	<u>toujours</u>	Il <u>boit</u> <u>toujours</u> le café
sometimes	<u>parfois</u>	Je <u>bois</u> <u>parfois</u> du lait
from time to time	<u>de temps en temps</u>	Nous <u>buvons</u> <u>de temps en temps</u> le thé
a lot	beaucoup de	Je <u>prends</u> <u>beaucoup de</u> desserts
a little	<u>un peu de</u>	Elle <u>prend</u> <u>un peu de</u> viande.
never	ne... <u>jamais</u>	Je <u>ne</u> mange <u>jamais</u> les carottes.
more than	<u>plus de...que...</u>	Je mange <u>plus de</u> pommes <u>que</u> Marie.
less than	<u>moins de...que...</u>	Je mange <u>moins de</u> viande <u>que</u> Luc.
as...as	<u>autant de...que</u>	Je <u>bois</u> <u>autant de</u> café <u>que</u> Madame.

Focus on Form:

VERBS

Verbs change forms based on the subject. This is called "conjugating" a verb. We do this in English all the time. For example, we say "I am" but "He is". In French, we do the same thing!

Most verbs in French end with an ER on the end. These verbs are called regular and they are pretty easy to put in the right forms. The more you use them, the more it will become natural.

Je (I)	e	Nous (We)	ons***
Tu (You)	es	Vous (You)	ez
Il (He)	e	Ils (They)	ent
Elle (She)	e	Elles (They)	ent
On (People)	e		

1. Take the verb and drop the ER off the end: manger ~~X~~ What you are left with is called the STEM (le radical)
2. Add the following ENDINGS (les terminaisons) to the stem.

What idea from today could you apply to your practice?

Please feel free to contact us with questions, comments, suggestions

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jesuismadame@gmail.com (Kelly)

**And remember:
Keep your vocabulary**

The logo for WILD, where the letters are filled with a tiger-stripe pattern.