

Vocabulary Mining – Tier 2 Words!

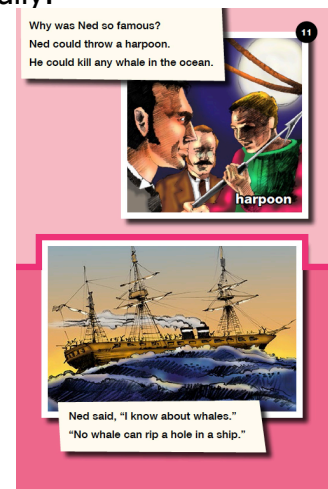
Words Words Words!!

WHAT AND WHY: I often caution against adding content words to AAC devices, instead suggesting using Gail van Tatenhove’s strategy of Descriptive Language Teaching. This strategy uses ‘Tier 1 Words’ (basic or core words) to describe less frequent words such as ‘igneous’ or ‘mummy.’ However it may be very helpful to teach and/or add rich Tier 2 words (general academic vocabulary: words that are high frequency but may have multiple meanings, such as ‘cluster’, ‘sympathy’, ‘absurd, and ‘judge’.) For students engaged in academics, these Tier 2 words may help them define less frequent words and write more successfully.

HOW TO ‘MINE FOR TIER 2 WORDS:

- Select words from books that students are reading. For example, we were reading a story from *20000 Leagues Under the Sea/ Readtopia*. Two words that some students didn’t know were ‘harpoon’ and ‘famous.’ We used core words to describe ‘harpoon’ but added ‘famous’ to devices for two students. The rationale was:

- ‘Famous’ can be used across many subjects (history, science, ELA)
- ‘Famous’ can be used to describe many words and people



- As we read a book from *Prehistoric Pals* (Oceanhouse Media, I noted some Tier 2 words. We played Vocabulary Password (Tip # 3, 2017), then asked the student if she wanted us to add any of the words. You can see the words she selected in the chart to the right. All of these words have been used repeatedly when describing characters and animals.

READING - Mine for new words ✓ ANCIENT ✓ CALM ✓ REPTILE Chase ✓ SCALES - Story Retelling	PREHISTORIC PALS <u>Tyrannasaurus</u>
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DOES IT WORK?

Yes, but only if partners MODEL the new words. Multiple people must model the words in context so that students will use them. Below is an example of how a student used the word ‘creature’ that had been mined from previous reading.

2-17-18	Lit Group – scavenger hunt for Mom going to Nepal	ANIMAL; FAVORITE; CHILDREN; YUCK; GROSS; CREATURE	We had talked about Yeti last week in therapy
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Van Tatenhove, G. (2009). Building Language Competence with Students Using AAC Devices: Six Challenges. *Perspectives on Augmentative and Alternative Communication*, 18(2), 38-47.