



Oide

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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Vocabulary

The Wonder of Words Draíocht na bhFocal





Interaction from Participants

Questions	If you have a question during the webinar, please type in your question to the chat box.
Evaluation Form	End of session

All resources referenced will be linked to the Padlet which accompanies this webinar.

Oral Language



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Vocabulary



Stage 1

Junior & Senior Infants

Through appropriately playful and engaging learning experiences, children should be able to

Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words, to include other languages where appropriate.

Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use decontextualised language.



Stage 2

1st & 2nd Class

Through appropriately playful and engaging learning experiences, children should be able to

Stage 3

3rd & 4th Class

Through appropriately playful and engaging learning experiences, children should be able to

Select and apply a variety of strategies to acquire a wide range of words and phrases from different sources such as literature, subject-specific texts and other languages.

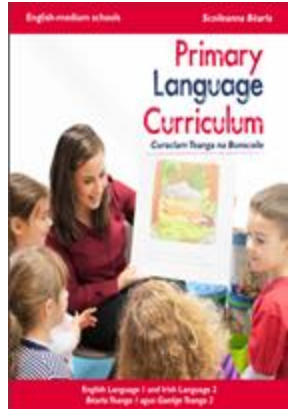


Stage 4

Fifth and Sixth class

Through appropriately engaging learning experiences, children should be able to

Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose.



Reading



Oide

Vocabulary



Stage 1

Junior & Senior Infants

Through appropriately playful and engaging learning experiences, children should be able to

Acquire appropriate vocabulary to support the comprehension of text shared by the teacher or read independently.

Talk about and use new vocabulary as it arises, drawing on context and identifying words with similar meaning and words with similar sounds but different meaning.

Stage 2

1st & 2nd Class

Through appropriately playful and engaging learning experiences, children should be able to

Acquire appropriate vocabulary to support the independent comprehension of text.

Draw on a developing knowledge of word structure and word parts, including some prefixes and suffixes, to clarify and discuss the meaning of words.

Stage 3

3rd & 4th Class

Through appropriately playful and engaging learning experiences, children should be able to

Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.

Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the meaning of new and known vocabulary.

Use appropriate reference materials to independently uncover the meaning of unknown words.

Stage 4

Fifth and Sixth class

Through appropriately engaging learning experiences, children should be able to



Writing



Vocabulary



Stage 1

Junior & Senior Infants

Through appropriately playful and engaging learning experiences, children should be able to

Use a growing range of vocabulary from their personal experiences and engagement with text and use language playfully and creatively in their writing.



Stage 2

1st & 2nd Class

Through appropriately playful and engaging learning experiences, children should be able to

Use a more sophisticated range of vocabulary from many sources and explore the aesthetic, creative and imaginative dimensions of language in their writing.



Stage 3

3rd & 4th Class

Through appropriately playful and engaging learning experiences, children should be able to

Examine, select and justify appropriate vocabulary to create text across a range of genres and other languages where appropriate for a variety of purposes and audiences.



Stage 4

Fifth and Sixth class

Through appropriately engaging learning experiences, children should be able to

Examine, select and justify appropriate vocabulary to create text of increasing complexity across a range of genres and other languages where appropriate for a variety of purposes and audiences.

Evaluate the aesthetic, creative, figurative and imaginative dimensions of language in their writing.

Evaluate how vocabulary is used in various contexts in their writing.



What does it mean to know a word?



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_____ the race!

Will you _____ the raffle?

Thin paint can _____!

Will they _____ in the election?

Watch the dog _____!

_____ the car!

Will you _____ an errand?





What does it mean to know a word?

Run the race!

Will you **run** the raffle?

Thin paint can **run**!

Will they **run** in the election?

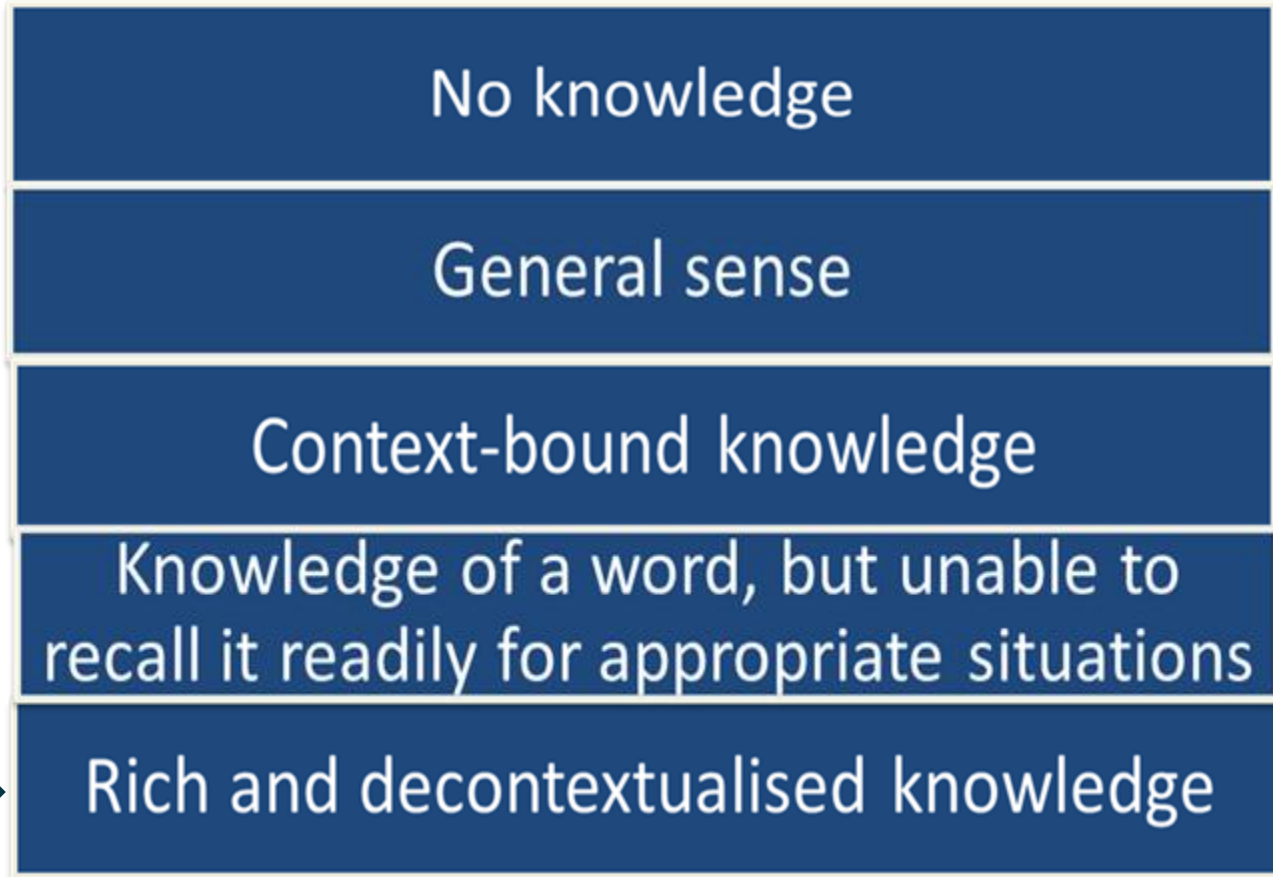
Watch the dog **run**!

Run the car!

Will you **run** an errand?



What does it mean to know a word?



Increasing complexity



Run

(Beck, McKeon & Kucan, 2013)

Educational Theories and Vocabulary Instruction



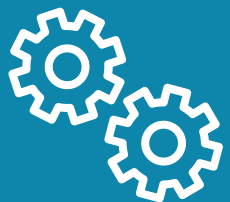
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Social Constructivist
/ Sociocultural
Theories



Psycholinguistic
Theories



Dual Coding
Theory



Motivation Theory

Educational Theories and Vocabulary Instruction



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Knowledge is constructed through social interaction

A reader's background knowledge interacts with text structure and processing skills to produce comprehension.

Connecting verbal and non-verbal through multisensory activities

Foster intrinsic motivation by providing choice and autonomy. Cultivate interest or curiosity about a topic

Educational Theories and Vocabulary Instruction



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Students engage cooperatively with teachers and/or peers to define and discuss new vocabulary

Vocabulary instruction involves exploring morphology, matching synonyms and antonyms, concept mapping and activating prior knowledge

Multisensory approaches include using visuals, drawing pictures, charades, finding real world examples and using actions or sounds

Use of word-learning games, technology, working from children's interests and developing independence



A Four-Part Vocabulary Programme

**Fostering Word
Consciousness**

**Teaching Individual
Words**

**Teach Word Learning
Strategies**

**Provide Rich and Varied
Language Learning
Experiences**

(Graves, 2016)



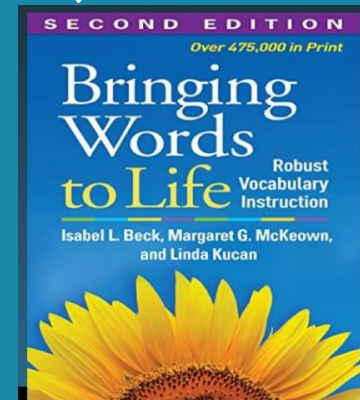
Fostering Word Consciousness

Energising the Verbal Environment



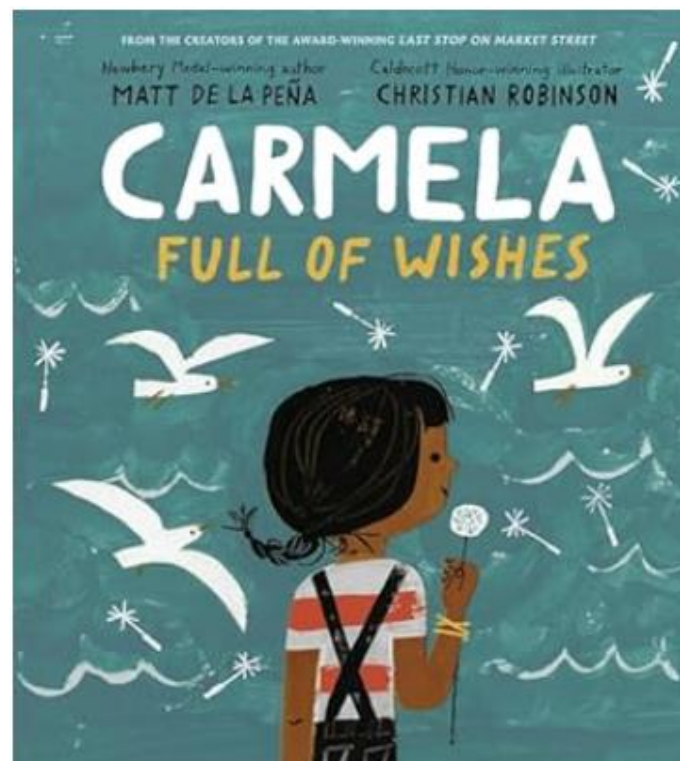
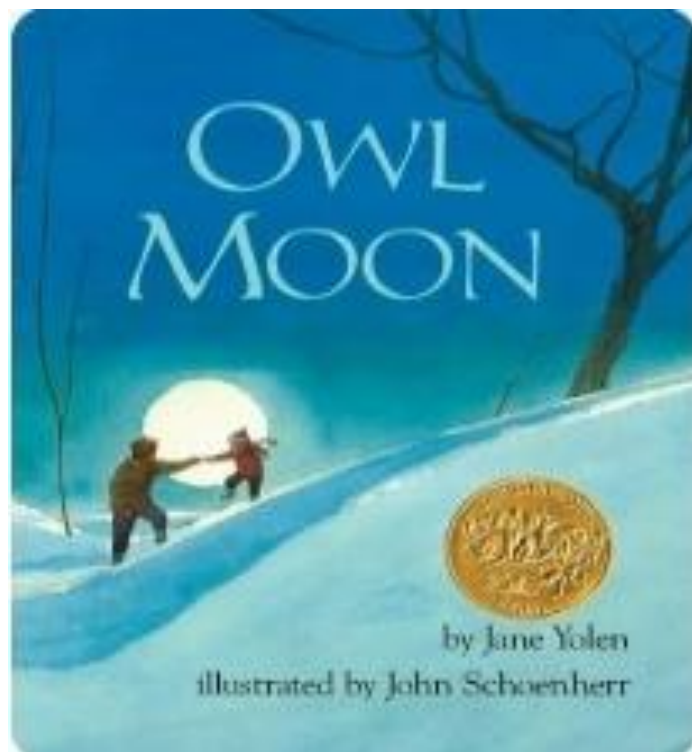
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The idea of an energised verbal environment is to have words in play nearly all of the time; ...a classroom where words are constantly being noticed, investigated, celebrated and savoured (Beck, Mc Keown and Kucan, 2013).



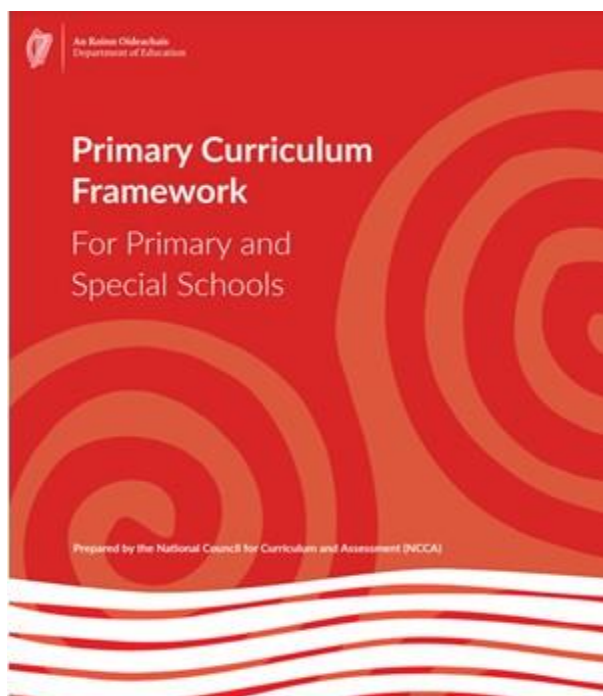


Fostering Word Consciousness





Fostering Word Consciousness



The Primary Curriculum Framework provides clarity and certainty on the appropriateness and centrality of play and playful approaches in primary and special schools, where they are key elements of learning and teaching.

Seeding the Environment with Words



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Alert to Words

Aware of Word Use

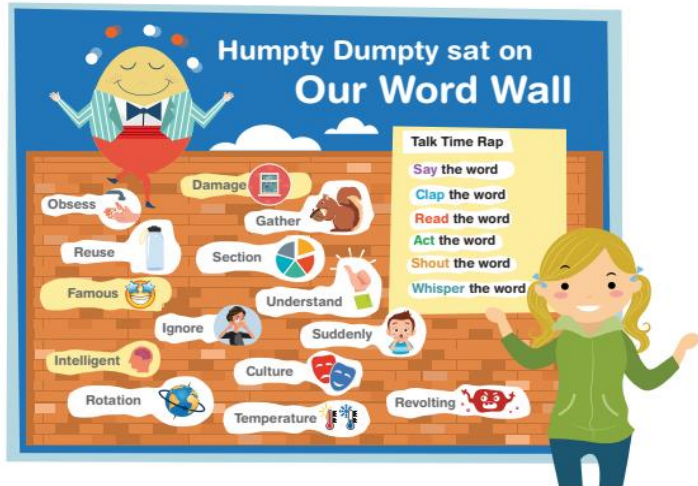
Interested in Words

Develop Word Awareness

Seeding the Environment with Words



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Riddles

Icebreaker Riddles

Seeding the Environment with Words

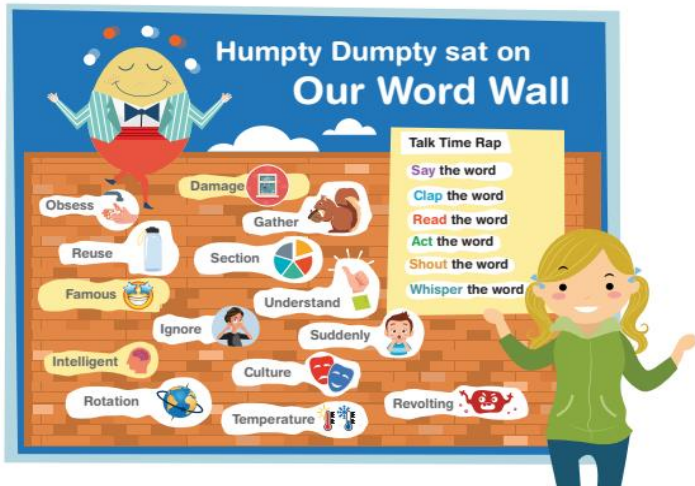


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The English Alphabet

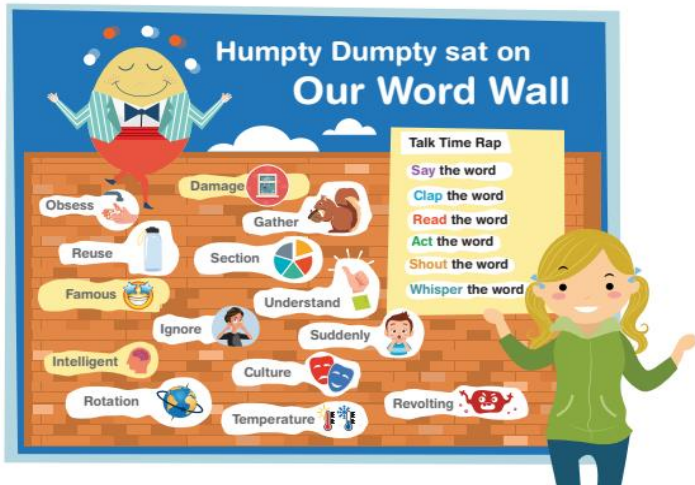
3 7 8



Seeding the Environment with Words



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Tongue Twisters / Rabhlóga

Balún beag bán.



Seacht sícín ina seasamh sa sneachta lá seaca.



Source: NCSE Talk Time

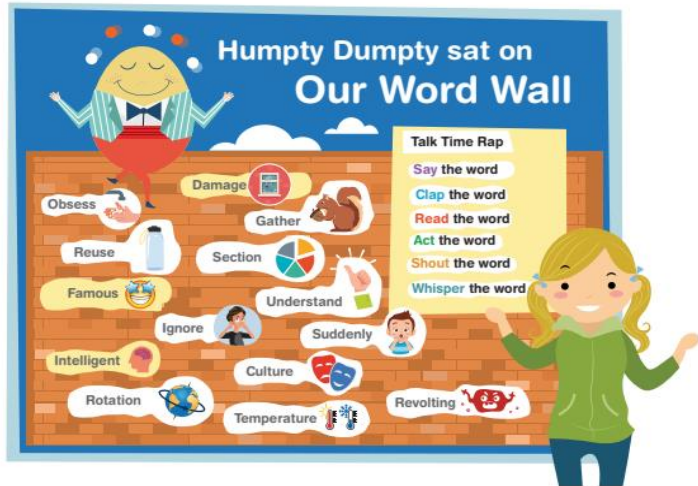
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Seeding the Environment with Words



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Hink Pinks

Unhappy father

sad

dad

Paperback thief

book

crook

Lengthy tune

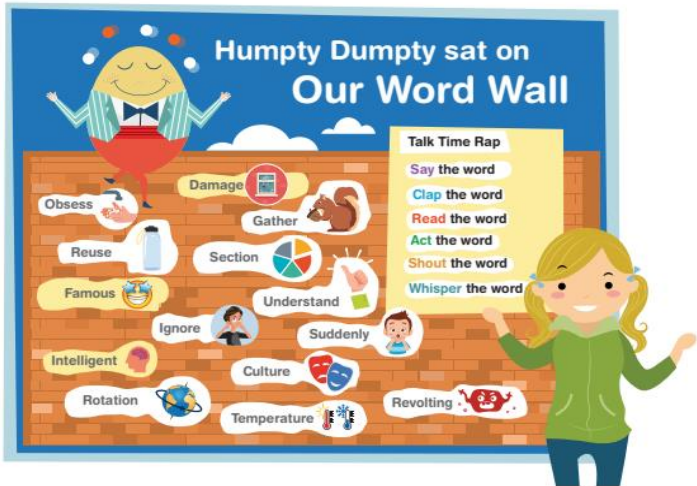
long

song

Seeding the Environment with Words



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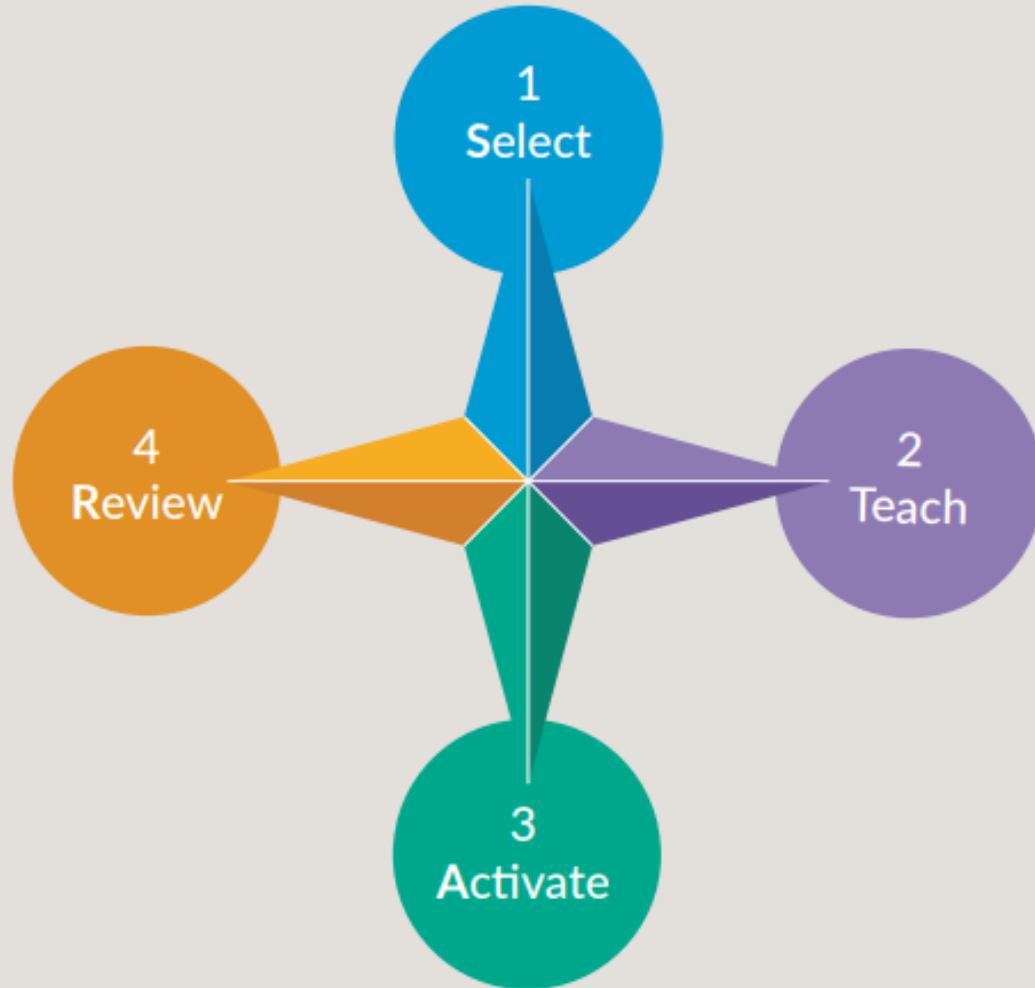


Teaching Individual Words

STAR Instructional Sequence



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Source: NCSE 'Supporting Talk Time'.



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1. Select Words for Instruction



Tier 1: *warm, dog, tired, walk*

Words learned from
everyday experience

Some learners may
need explicit instruction

Tier 1 Vocabulary



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There was once a girl who had tiger slippers



and a ceiling with stars on it

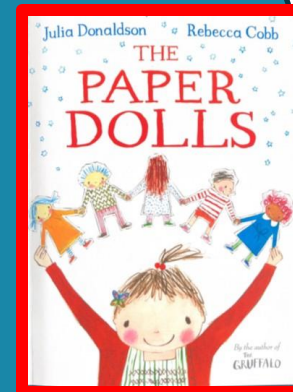


and a butterfly hairslide which she kept losing



and two goldfish

and a nice mother who helped her to make some paper dolls.

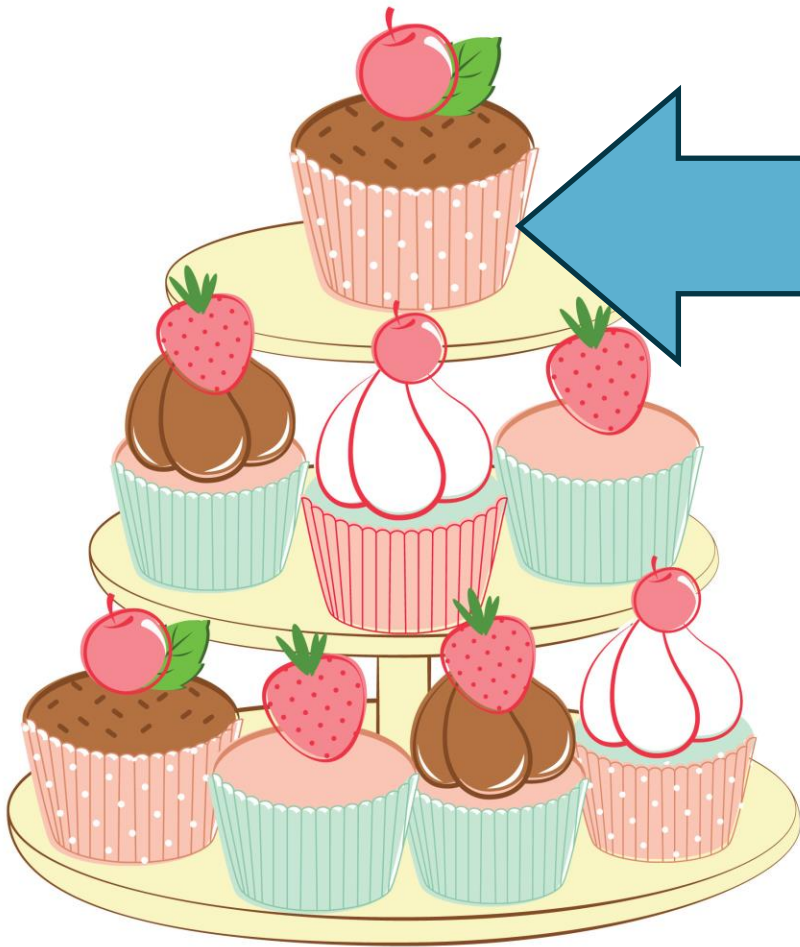


What Tier 1 words would you teach?

1. Select Words for Instruction

Tier 3: *photosynthesis, staccato, peninnsula*

Low frequency in everyday use.
Subject specific words.
Learnt when need arises and in context.



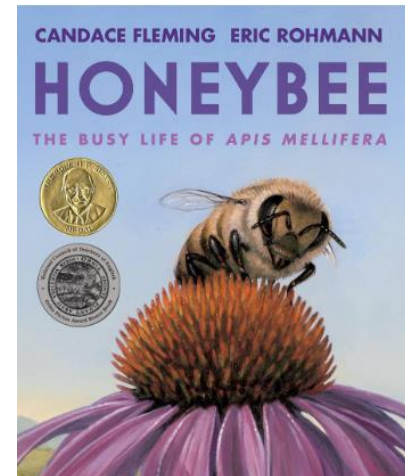
Tier 3 Vocabulary



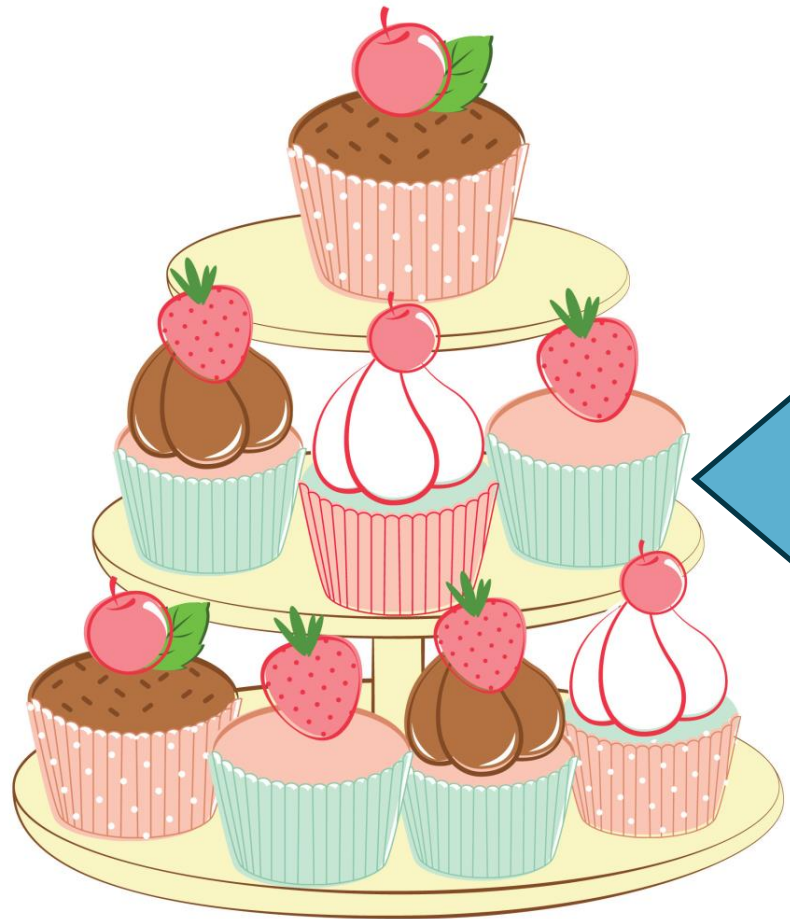
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Thousands of other bees rise from the nest, too,
first to orient themselves and then to forage for
water, or collect a sticky plant sap called
propolis, a kind of bee glue,
or gather pollen.
And Apis?
She is in search of sweet nectar.
Her antennae taste the breeze.

What Tier 3 words
would you teach?



1. Select Words for Instruction



Tier 2: *ferocious, ravenous, astonished*

Appear frequently in texts read with/by pupils.

Less commonly used in conversations.

Children have some conceptual understanding of the words.



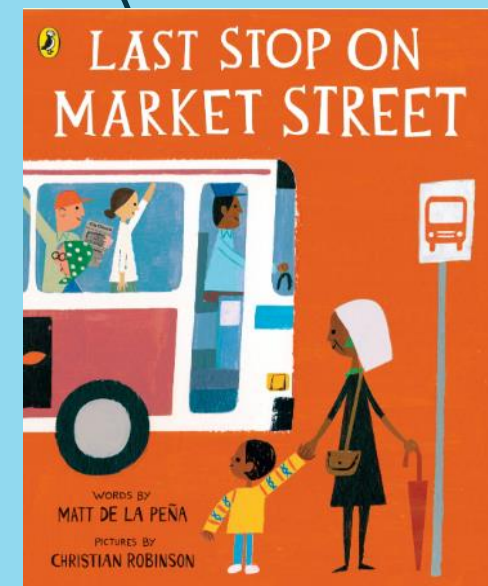


Tier 2 Vocabulary



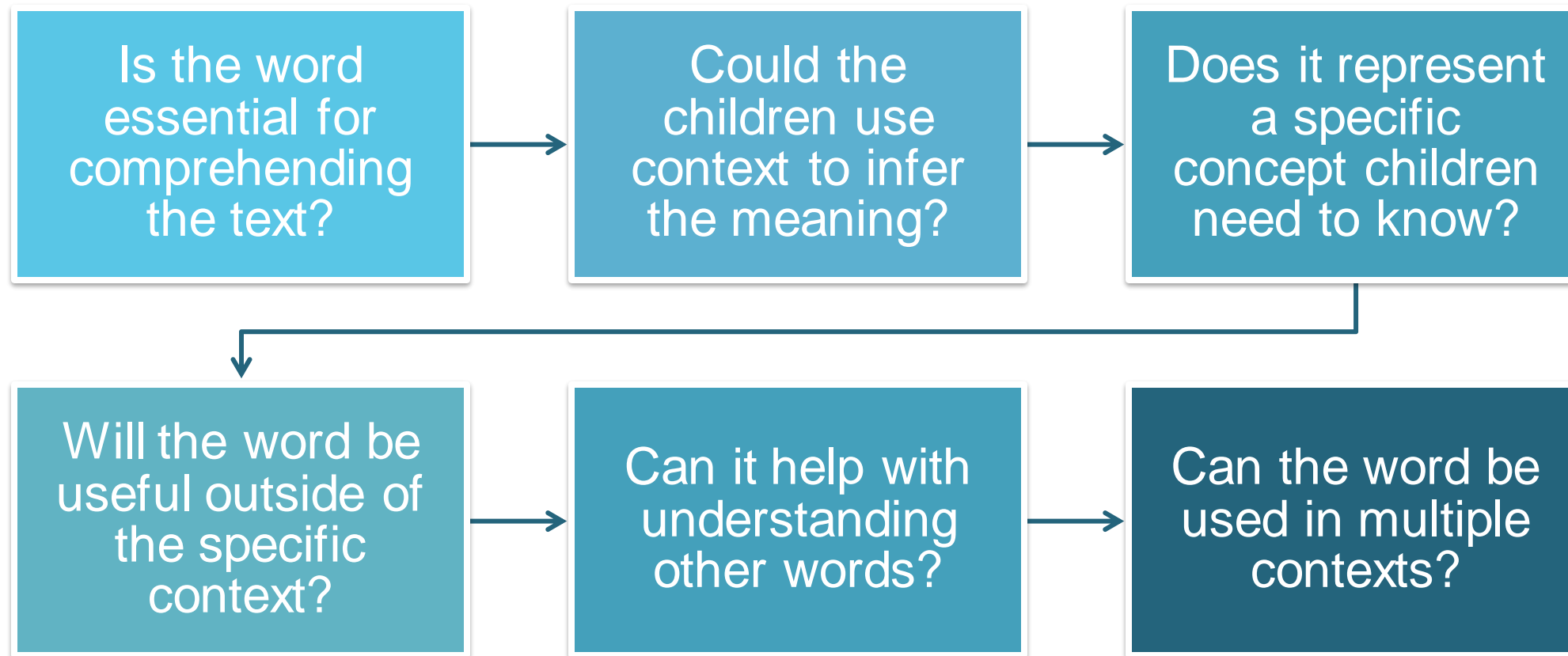
And in the darkness
the **rhythm** lifted CJ out of the bus,
out of the busy city.

He saw sunset colours **swirling** over **crashing** waves.
Saw a family of hawks slicing through the sky.
Saw the old woman's butterflies
dancing free in the light of the moon.
CJ's chest grew full and he was lost in the sound
and the sound gave him the feeling of magic.



What Tier 2 words
would you teach?

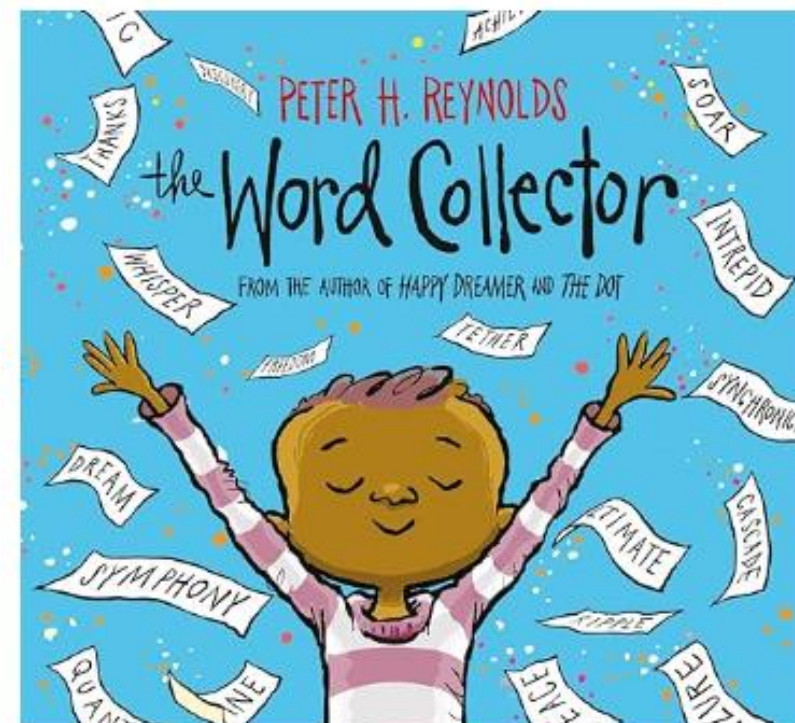
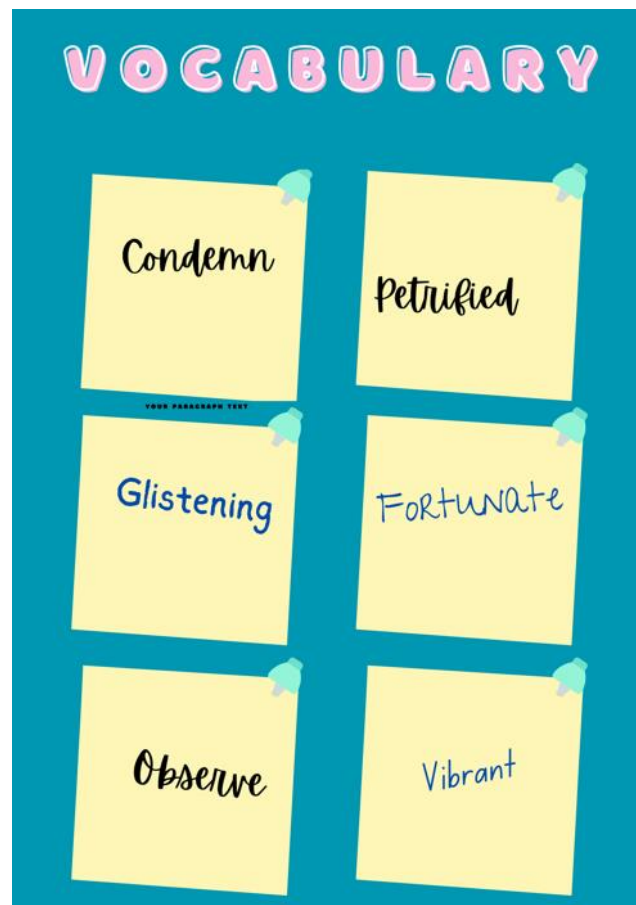
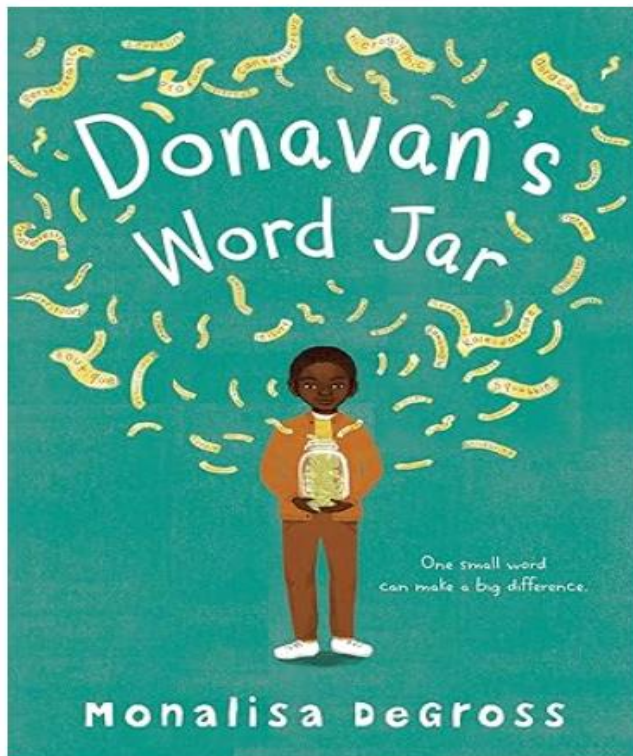
Criteria for Selecting Words for Direct Instruction



Motivation and Choice



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How Many Words to Teach?



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Suggested Number of Words for Intensive Instruction

NCCA, 2019

Stage 1

4 per week

Stage 2

6 per week

Short frequent interactions with target words are more effective than longer sessions once or twice a week.

2. Teach

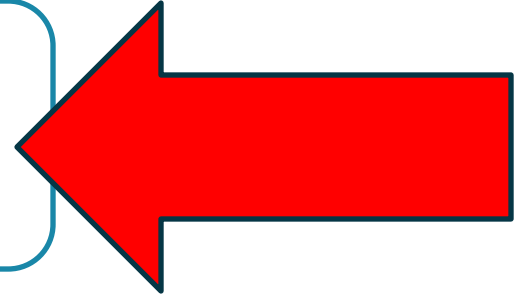


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Direct Instruction

Brief Explanation

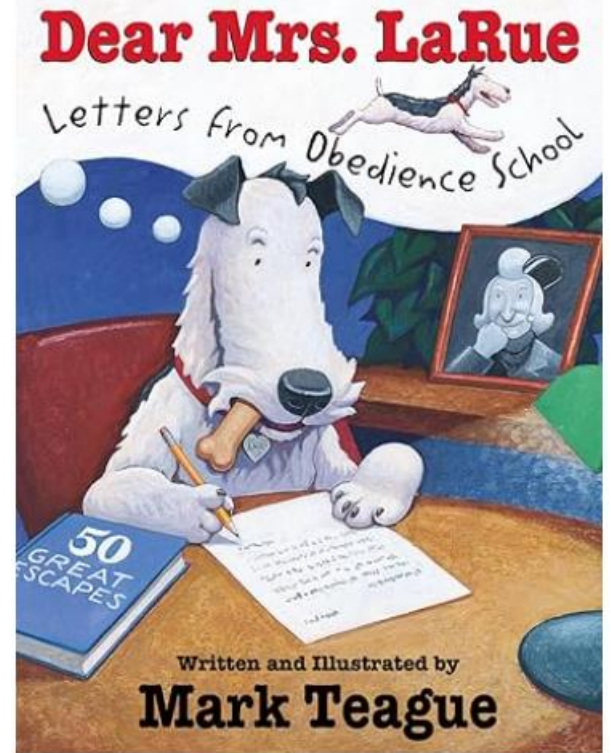
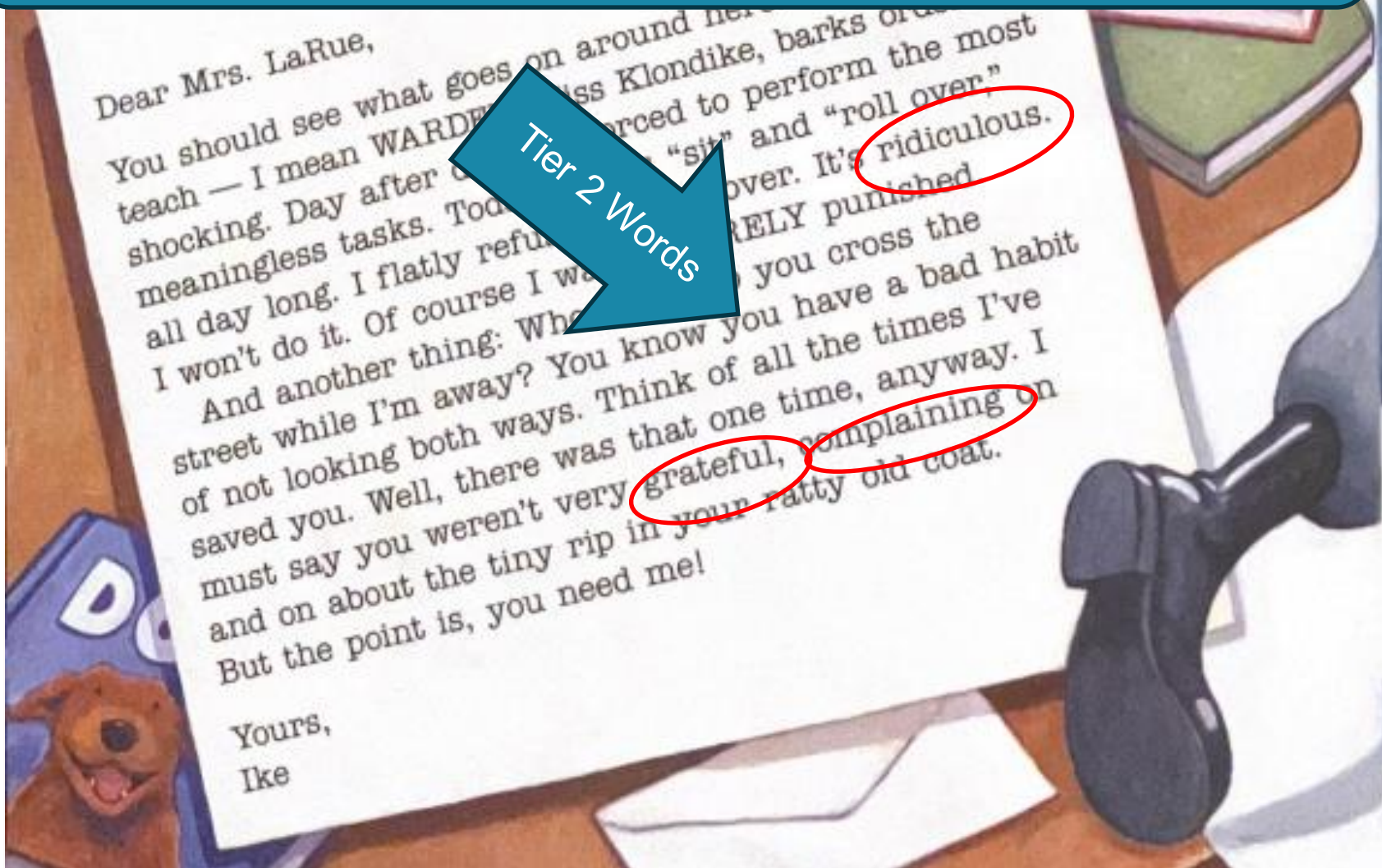
Infer Meaning



Preparing for Direct Instruction



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Preparing for Direct Instruction



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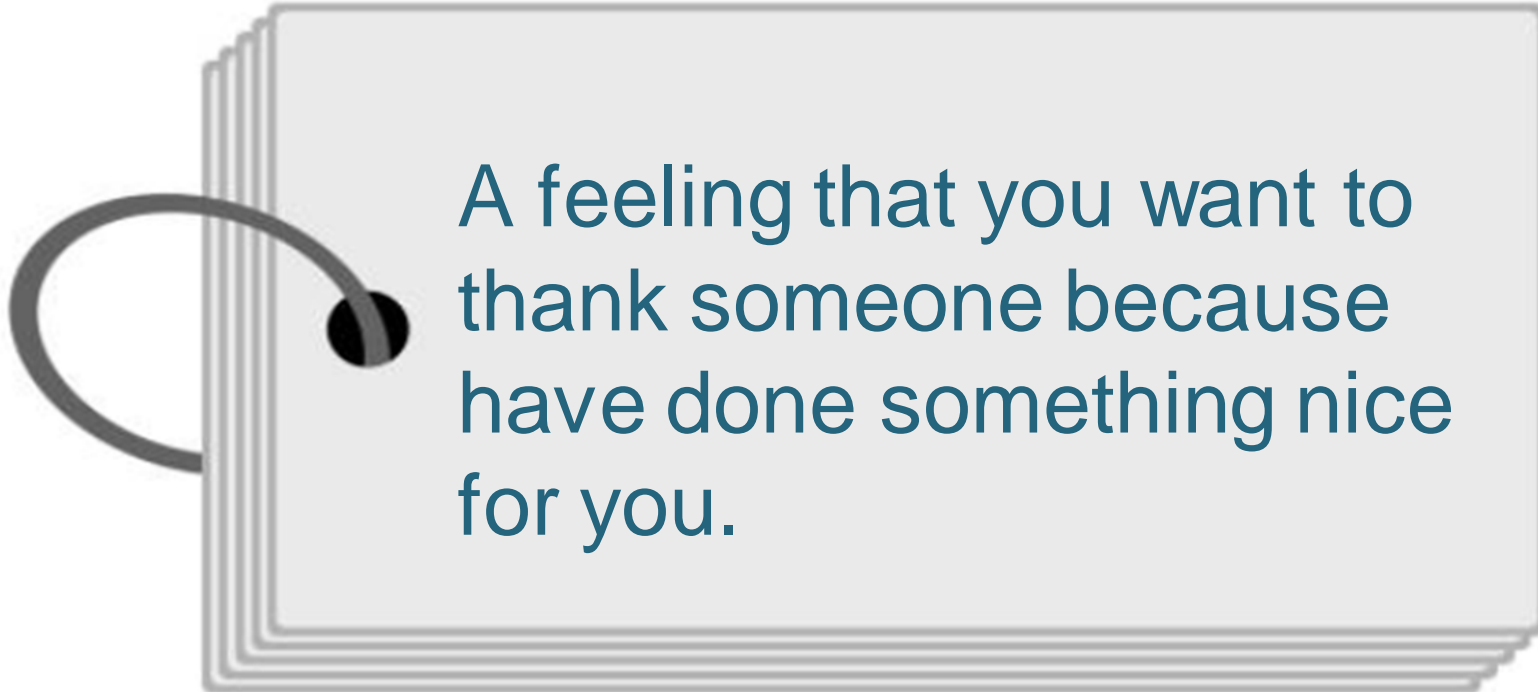


Create a child-friendly definition of the target word

Preparing for Direct Instruction



Oide



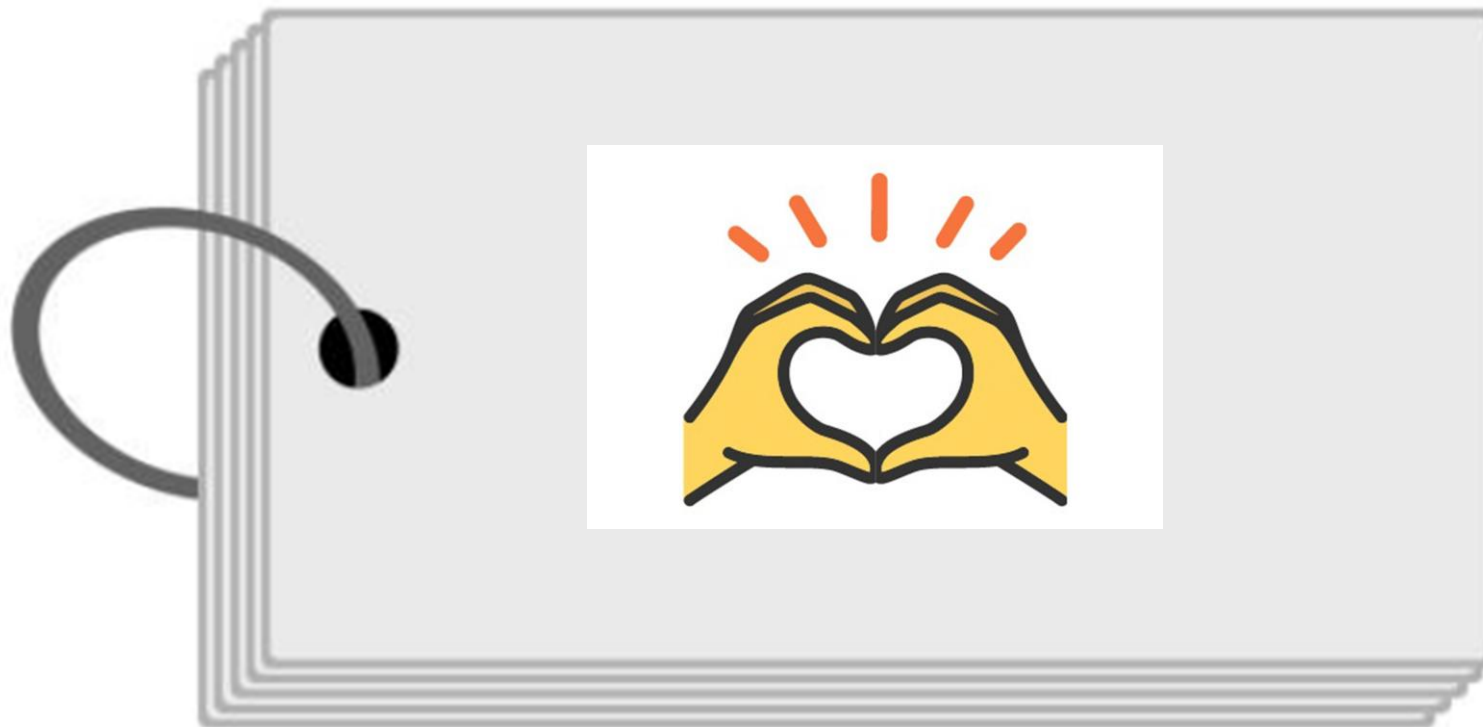
A feeling that you want to thank someone because have done something nice for you.

Create a child-friendly definition of the target word

Preparing for Direct Instruction



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Create a child-friendly definition of the target word

Give the children opportunities to use the words in context.



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Example / Non- Example

Sentence Stems

Choices

Which would...?

Give the children opportunities to use the words in context.



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If you hear me say something that you would be grateful for, say grateful.

If you hear me say something that you wouldn't be grateful for, say how rude.

Target words: **grateful, complaining**

If the teacher said you had no homework today, would you be **grateful** or **complaining**?

Like the dog thought it was **ridiculous** that he was asked to roll over.

What else would be **ridiculous** for a dog to be asked to do?

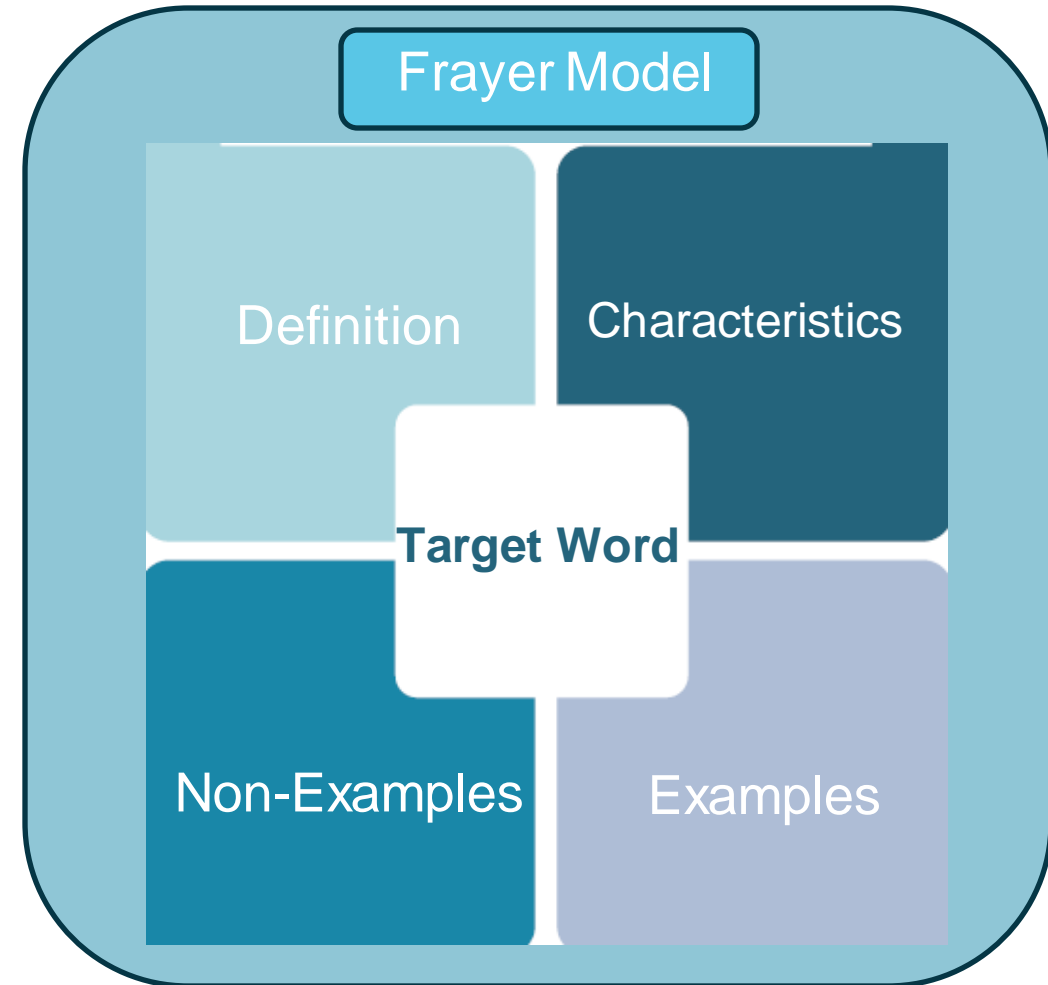
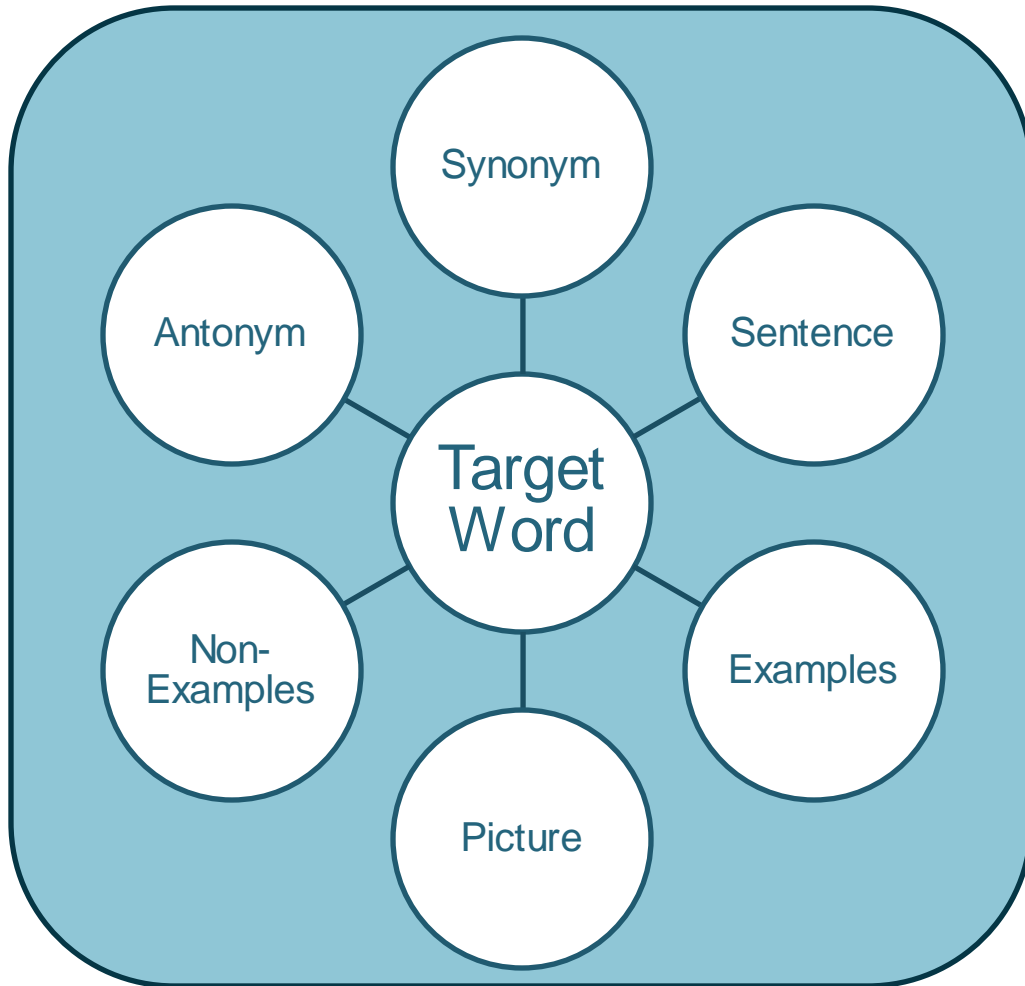
Which would **you be grateful for**?

A cold drink on a sunny day.
A hot drink on a sunny day.

Visual Organisers



Oide

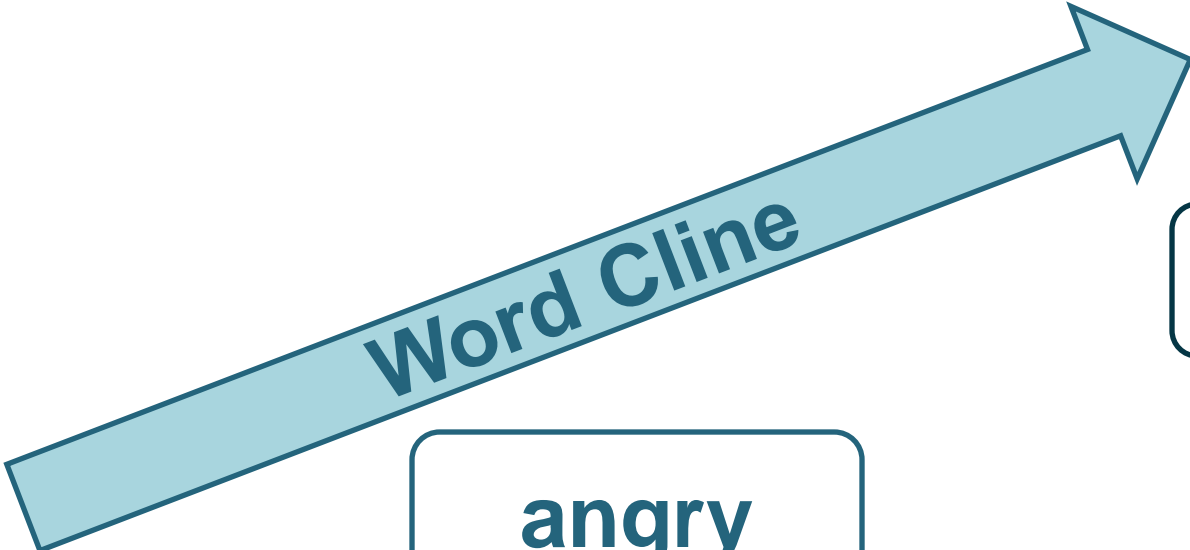




Word Cline



cross



angry



livid



Fána Focal



Ar buile

Fána Focal

Feargach



Crosta

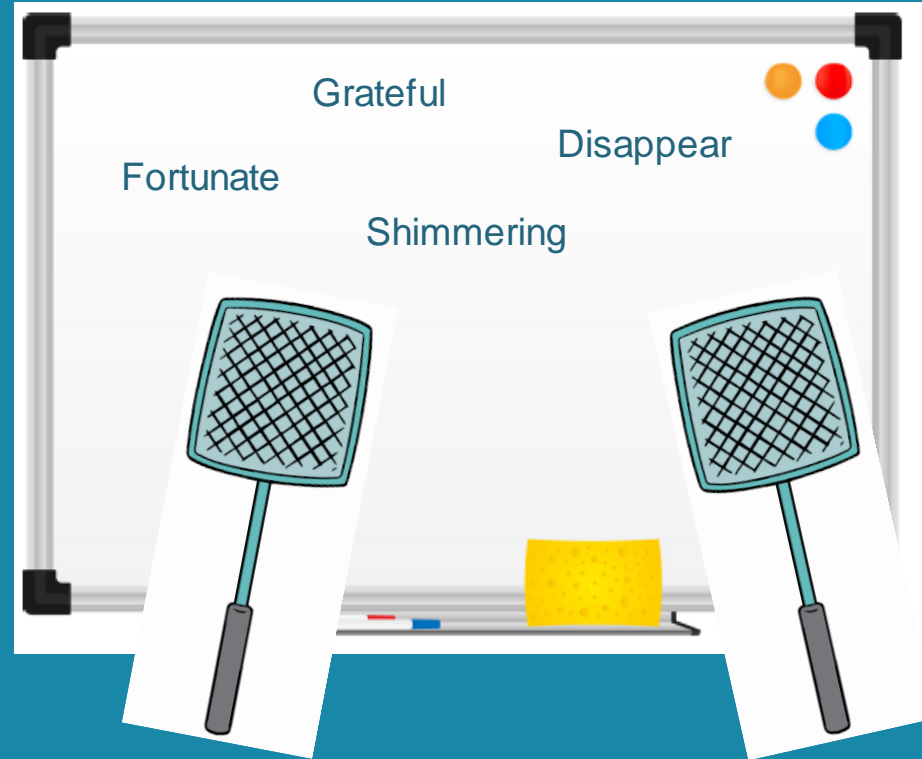
3. Activate Word Knowledge



The grid consists of six light blue boxes arranged in a 2x3 layout. Each box has a top and bottom flap labeled "Glue under".


- Top-left box:** Illustration of a hand clapping. Text: "Clap out the parts".
- Top-middle box:** Illustration of two red apples. Text: "It means the same as...".
- Top-right box:** Illustration of a boy thinking. Text: "Give an example".
- Middle-left box:** Illustration of a hand clapping. Text: "Clap out the parts".
- Middle-middle box:** Illustration of a hand holding a card that says "Put it in a sentence". Text: "Put it in a sentence".
- Middle-right box:** Illustration of a girl talking to a robot. Text: "Say it in a funny voice".
- Bottom-left box:** Illustration of a red apple and a green apple. Text: "It means the opposite of...".
- Bottom-middle box:** Illustration of a boy thinking. Text: "Give an example".
- Bottom-right box:** Illustration of a girl talking to a robot. Text: "Say it in a funny voice".

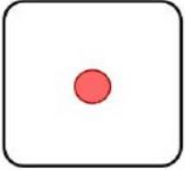
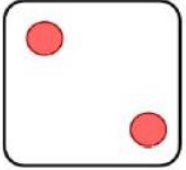
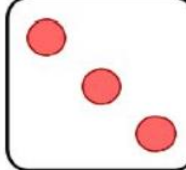
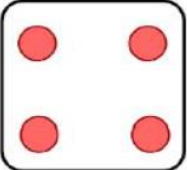
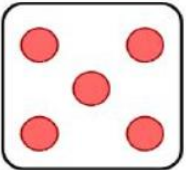
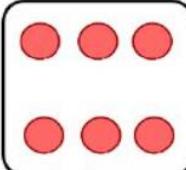
3. Activate Word Knowledge



3. Activate Word Knowledge



 **Vocabulary Rock & Roll**

Define the word. 	Draw a picture (with color) of the word. 	Create a fill in the blank sentence with the word. 
Use the word in a sentence. 	Give a synonym and antonym of the word. 	List the part of speech, prefixes, root word and suffixes of the word. 

3. Activate Word Knowledge



"Word of the Day" Song



Charades



Word Bingo



Voice off!



Source: [NCSE Activities for Vocabulary Development](#)



4. Review and Maintain Words



Words taken down from the word wall can be added to a word pot and reviewed every so often.



Create opportunities for children to use the target words.



Children can record new words in a word journal and use to support their reading and writing.

Maintaining Words Outside the Classroom



Encourage children to bring in evidence of target words they saw, heard or used outside the classroom.

Ask children to identify or create a situation that could be described by a target word outside the classroom.

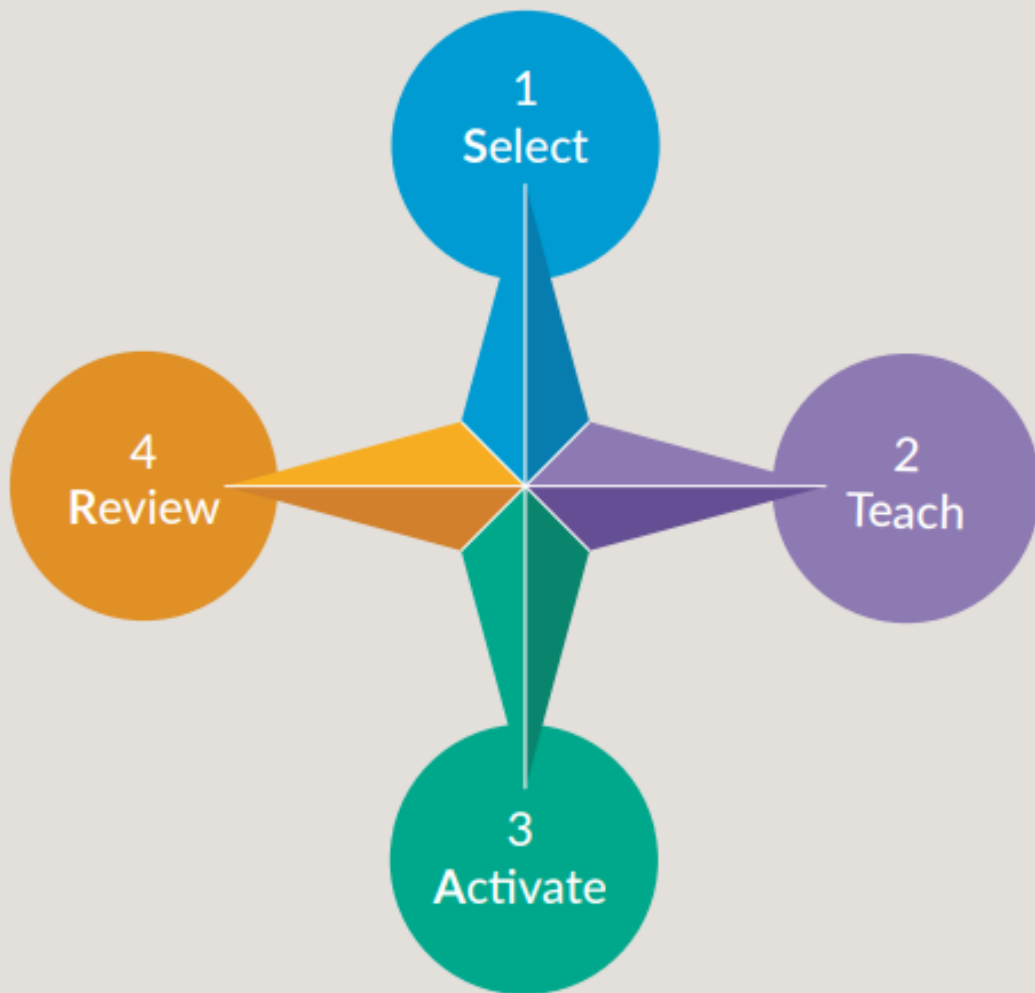
Share target words with parents

Nominate a Word Wizard of the Week.

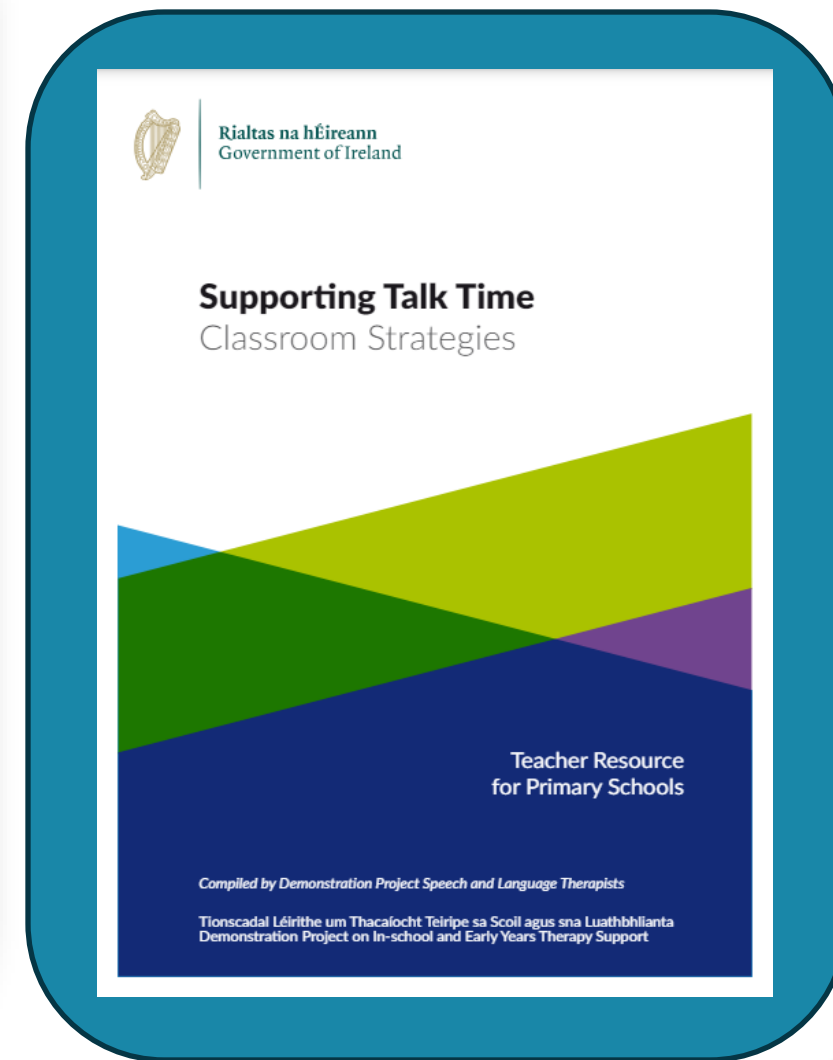
STAR Instructional Sequence



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Source: NCSE 'Supporting Talk Time'.

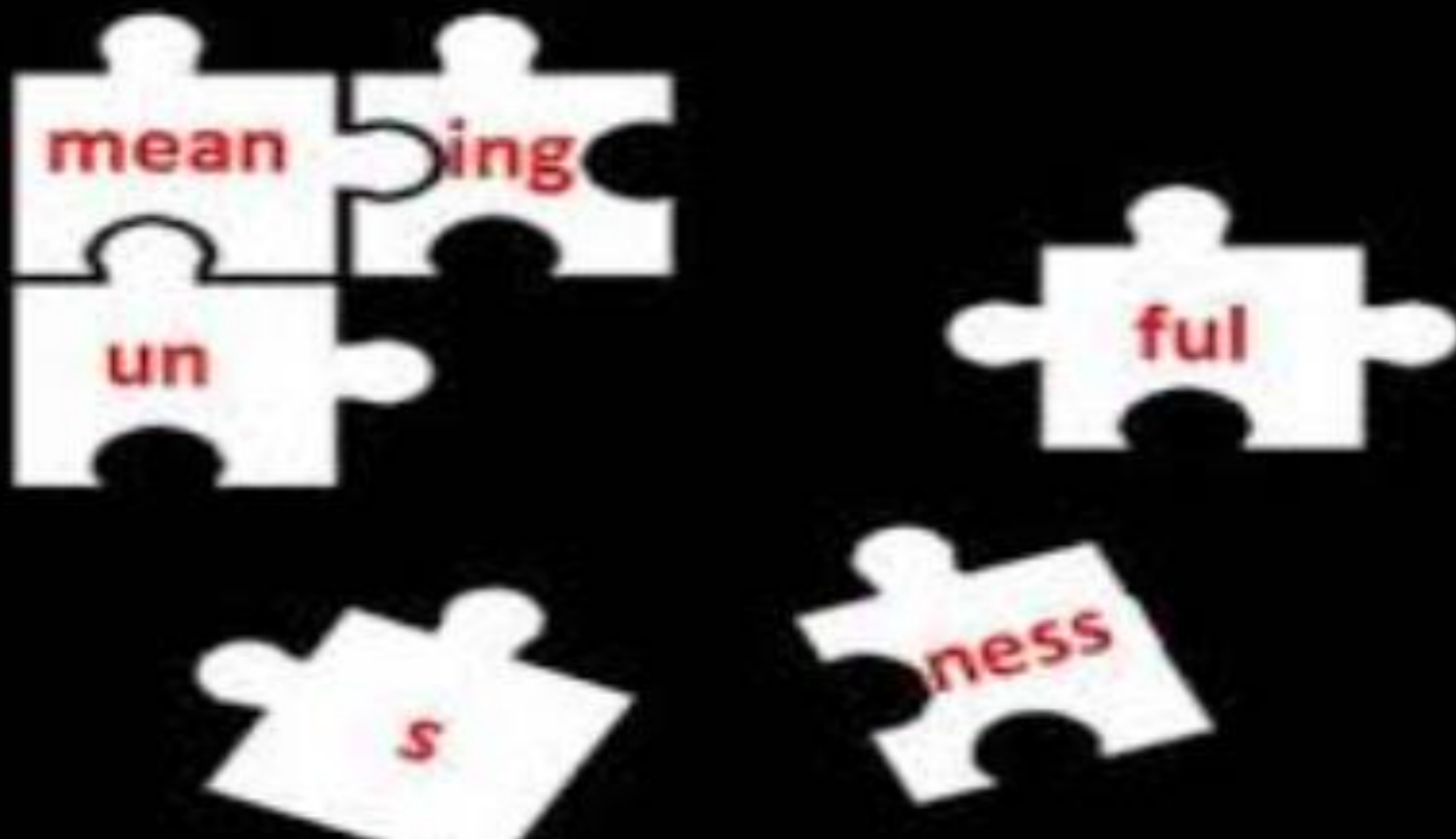


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Teaching Word Learning Strategies



Word Learning Strategies



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Using Word Parts

- Explicitly teach prefixes, suffixes and root words.

Using Context

- Read the surrounding words and sentences to look for context clues. Try out your inferences to see if it makes sense.

Consulting a Reference

- This could include asking a classmate, teacher or parent for help or using a dictionary.

Sample Morphology Instructional Sequence

(Goldup, 2010)



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help
helps
helping
helped
helpful
helpless
helper

unhelpful

Sample Morphology Instructional Sequence

(Goldup, 2010)



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Part-word tiles for word building

ful

un

s

help

ing

ed

less

er

Sample Morphology Instructional Sequence

(Goldup, 2010)



Oide

Part-word tiles for word building

under

un

s

cover

ing

ed

y

re

less

dis

Sample Morphology Instructional Sequence

(Goldup, 2010)



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Underline the base word, ring the prefix, box the suffix.

joy

enjoy

enjoys

enjoyed

enjoyable

enjoyment

joyful

joyous

overjoyed

Sample Morphology Instructional Sequence

(Goldup, 2010)



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Charts of word families studied for classroom wall

PREFIXES

un
in
en
re
pre
dis



BASEWORDS

help
cover
press
light
joy









SUFFIXES

s
ed
ing
ful
less
ment
y



Greek and Latin Roots

Root	Definition	Example	Picture
anti-	Against	Antisocial	
bio-	Life	biology	
con-	Together	Conversation	
equi-	Equal	Equation	=
inter-	Together	internet	
rupt-	Burst	erupt	
struct-	Build	structure	

“Tele”



The root word “tele” comes from Greek and means “far off” or “at a distance” . It is used in words like television, telephone and telescope.

Developing Word Learning Strategies



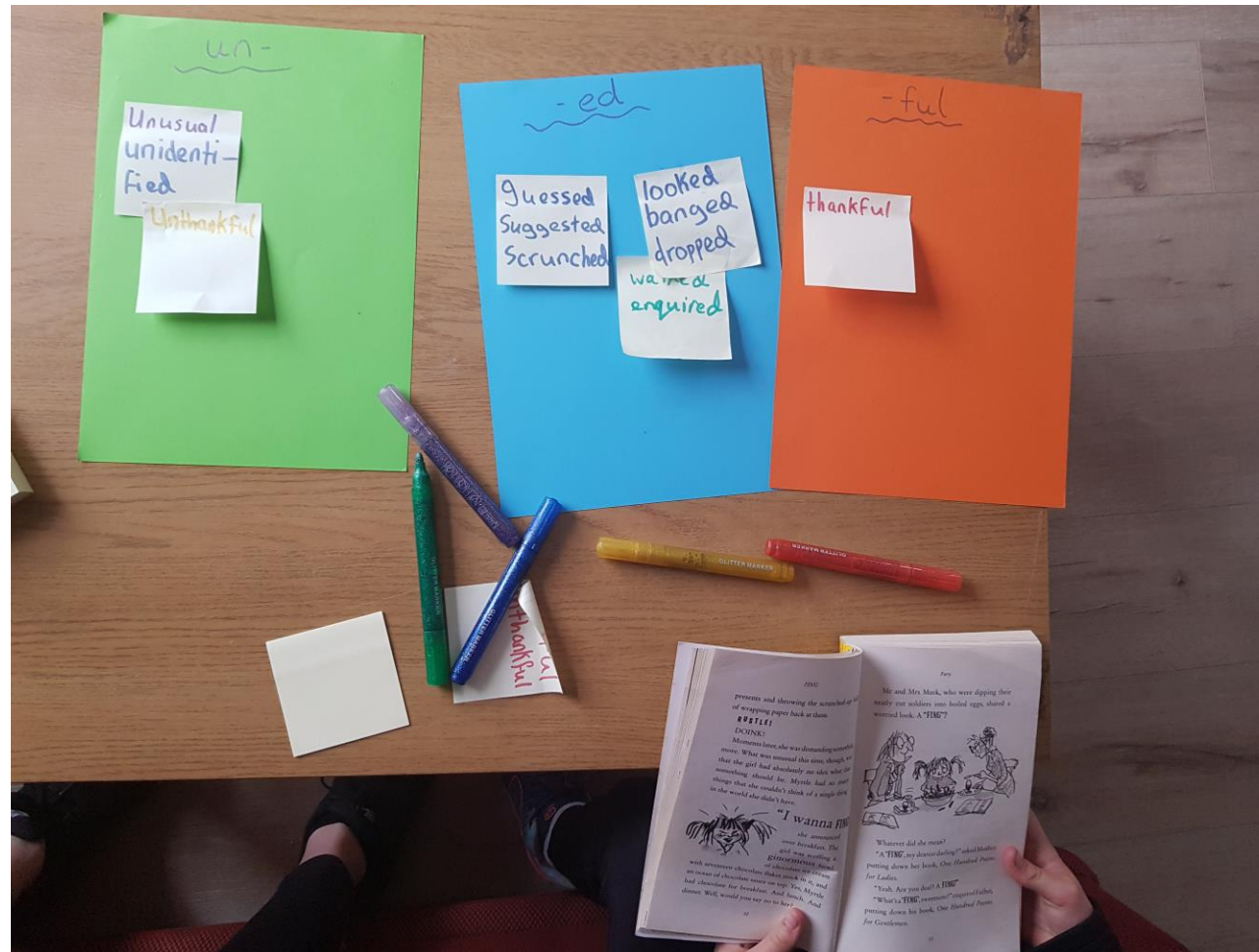
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Developing Word Learning Strategies



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Developing Word Learning Strategies



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Rebecca Reaves and the Renaissance Report

Once upon a time, there was a little girl called Rebecca Reaves. On Monday morning, her teacher told the class they would be learning about the Renaissance in history. 'Don't forget to do your **research** before you start your report' she told the class. When she went home, Rebecca began writing up her report. 'Do I need to write about all of the artists' she thought? There are so many! After an hour, she decided that she would **rewrite** the last paragraph, because it didn't look right. 'Don't forget to **review** your work' she could hear her teacher say in the back of her head. Rebecca was not happy with her report. Her mam had to **reassure** her and tell her that she had done a great job! The next day, her teacher told the class 'I don't think I can **recall** a report quite as good as that,' and she asked Rebecca to **reread** her work to the class.

Developing Word Learning Strategies



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Visual Verbal Graphic Organiser

Definition:

Synonyms:

Antonyms:

Prefixes **Root** **Suffixes**


History of the word: 

The word in other languages:

Related Words:

My Chosen Word:

The word in a sentence:



Additional sample on p.18 of The Reading Process Booklet by the PDST <https://www.pdst.ie/sites/default/files/Reading%20Booklet%20-%20to%20circulate.pdf>

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Developing Word Learning Strategies



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	Français	English	Español		Français	English	Español
	Un arbre	One tree	Un árbol		Six poissons	Six fish.	Seis peces.
	Deux oiseaux	Two birds	Dos pájaros		Sept bonbons	Seven sweets	Siete dulces
	Trois étoiles	Three stars	Tres estrellas		Huit papillons		
	Quatre abeilles	Four bees	Cuatro abejas		Neuf fleurs		
	Cinq ballons	Five balloons	Cinco globos		Dix fourmis		








NUMBERS / UIMHREACHA


Developing Word Learning Strategies



Oide

	Français	English	Français	English	Español
	Un arbre	One			Seis peces.
	Deux oiseaux	Two			Siete dulces
	Trois étoiles	Three			
	Quatre abeilles	Four			
	Cinq ballons	Five			

It is important that all children regardless of the presence, or not, of additional languages in the school get the opportunity to develop their awareness of language. NCCA, 2019.



NUMBERS / UIMHREACHA

Exploring Words-Etymology



ONLINE ETYMOLOGY DICTIONARY

Search



Trending words: immolation emotion nostalgia bad forgive



word **hippo**

Another word for

find it

Thesaurus and word tools for your creative needs

Word Building and Spelling Experiments in English Morphology

en
over

joy
"a
happy
feeling"

able
ed
ing

ful
ous

ly
ness



Provide Rich and Varied Language Learning Experiences

Source: [The Literacy Bug](#)

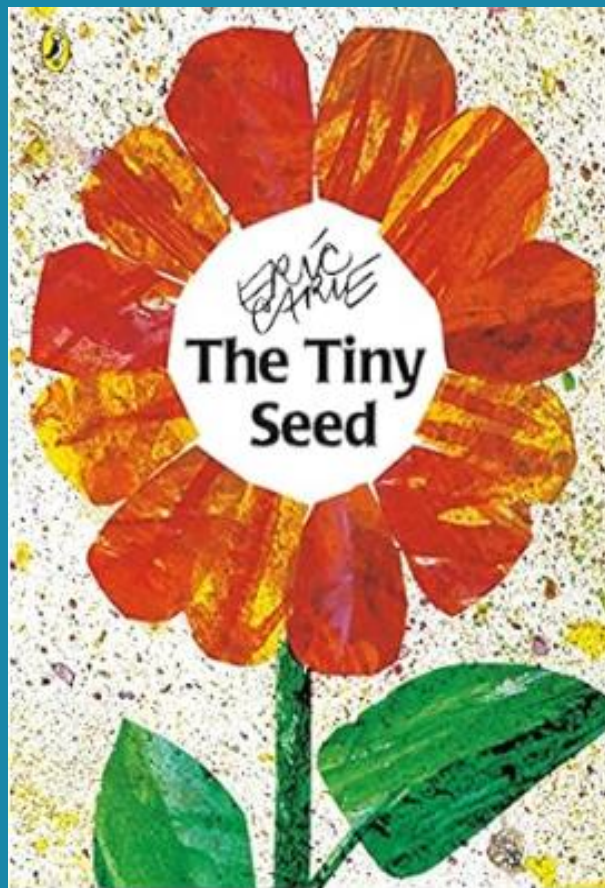


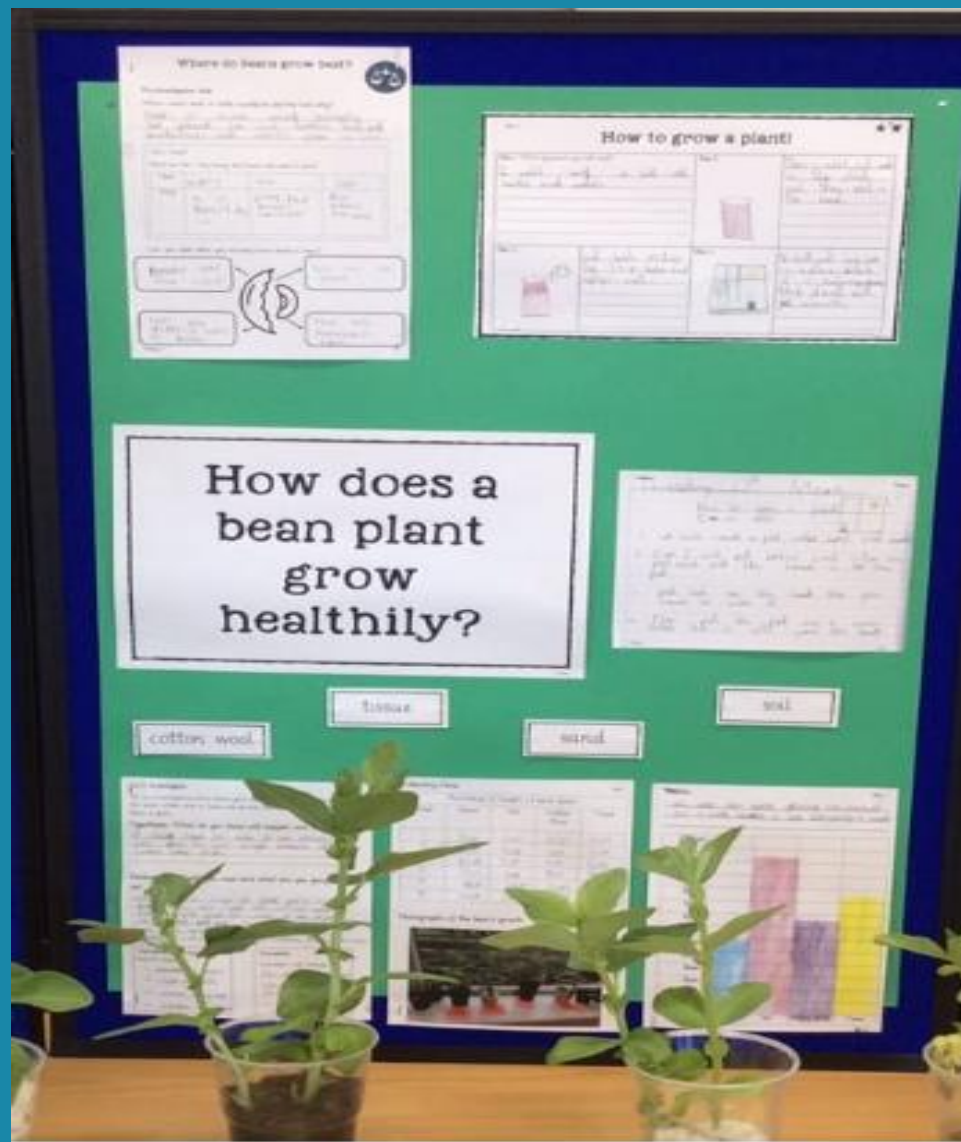
Oide



Source: [The Literacy Bug](#)







Source: [The Literacy Bug](#)



Describing Bubble

I think...
In my opinion...

Number

Size

Colour

Shape

Texture

Doing

Position



Stephen Graham, 2020



Bolgán Cur síos

Ceapaim...
Dar liom...

Uimhir/
lón

Suíomh

Méid

Ag
Déanamh

Dath

Uigeacht

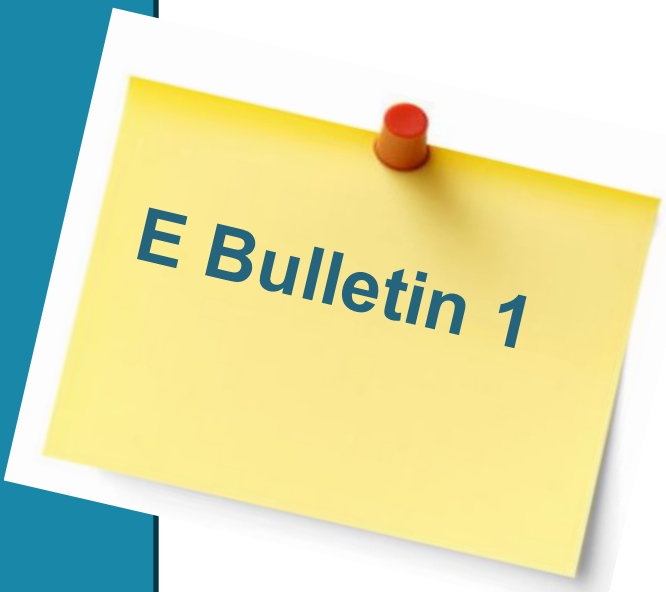
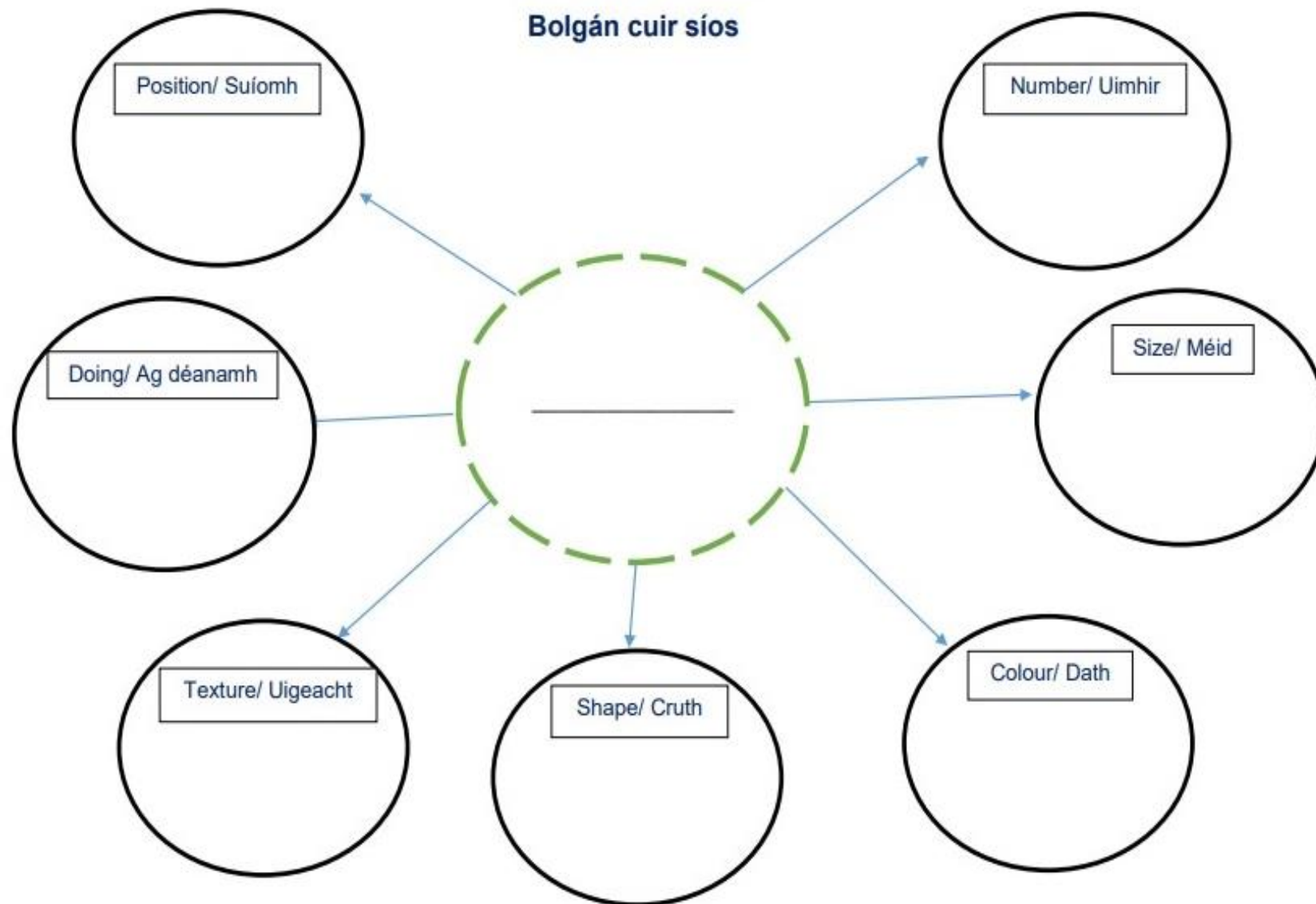
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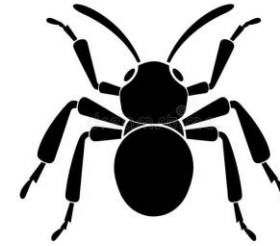
Stephen Graham, 2020



Describing Bubble
Bolgán cuir síos



Expanding Sentences



Describing Words

Hairy

Scary

Black

Sneaky

Horrible

Long-legged

Theme

Spiders

Verbs

Climb

Hide

Lurk

Creep

Bite

Sleep

Places

In the garden

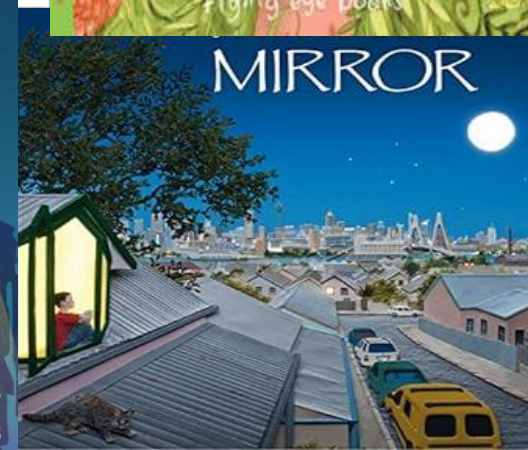
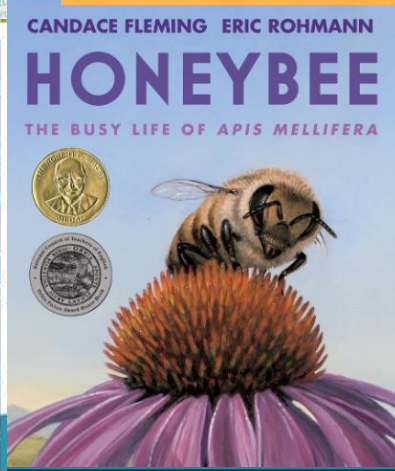
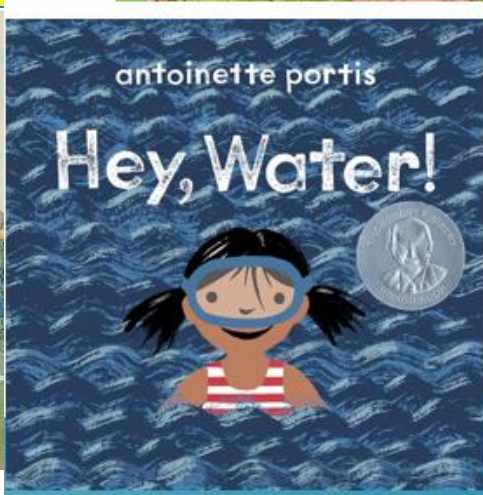
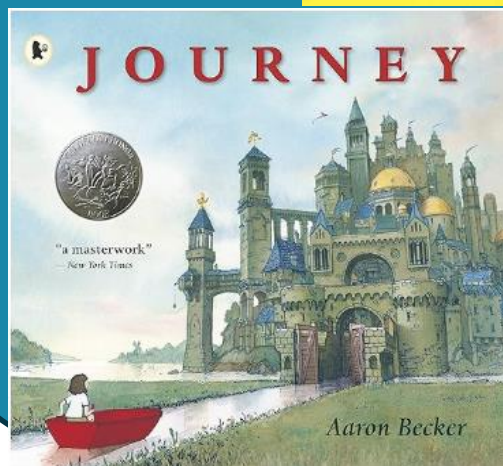
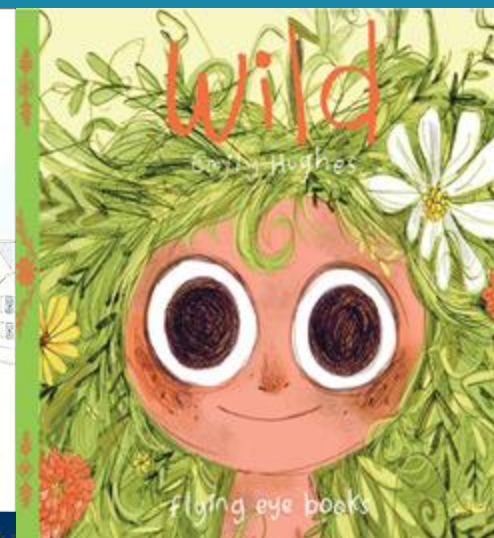
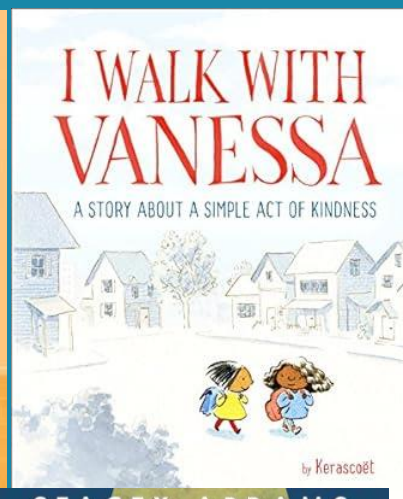
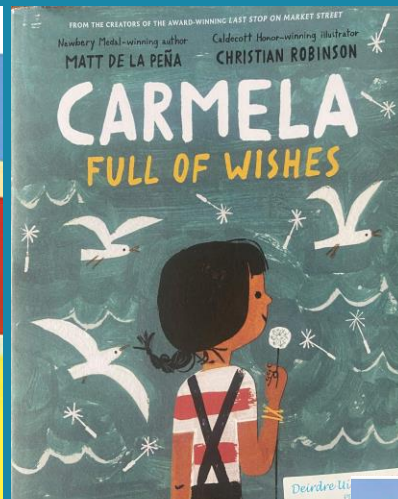
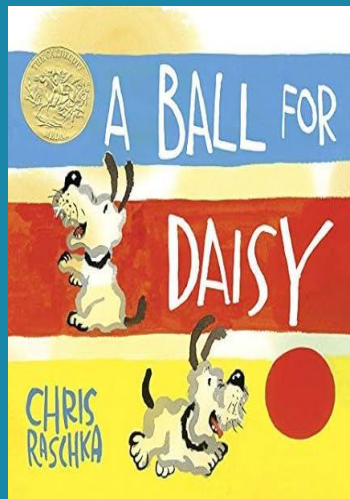
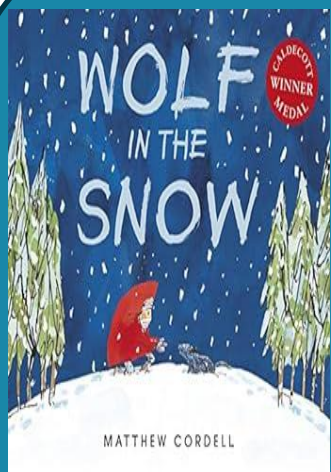
Inside the light shade

In their webs

In the bathroom



Access to a Variety of Texts



Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Access to a Variety of Texts

Label all the words you know with the ORANGE sticky notes

pecking

digging

wolf

owl

bear

hedgehog

boar

mouse

squirrel

woodpecker

deer

snake

rabbit

raccoon

mole

lizard

fox

prancing

hissing

sitting

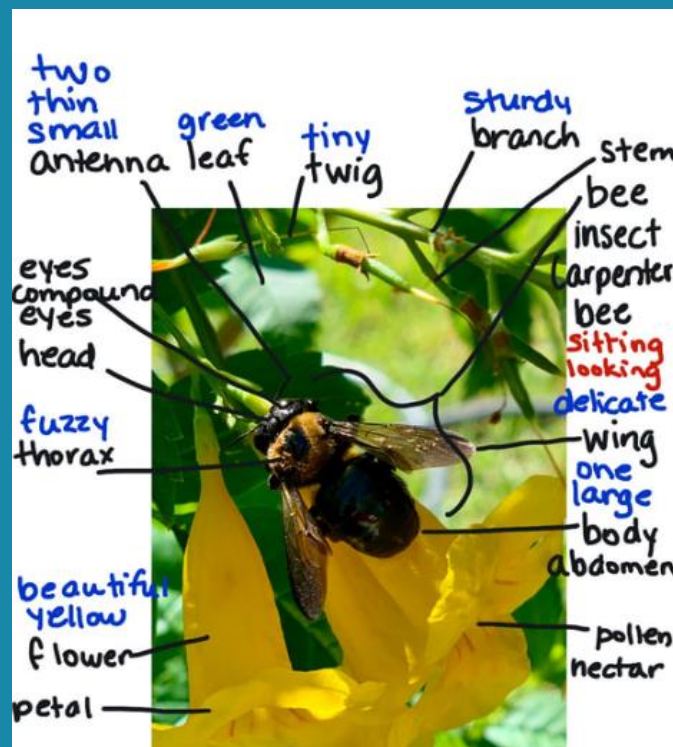
howling

smiling

hooting



Access to a Variety of Texts



Bees are
Bees have... Some bees...
Bees can...
I can infer that... because...

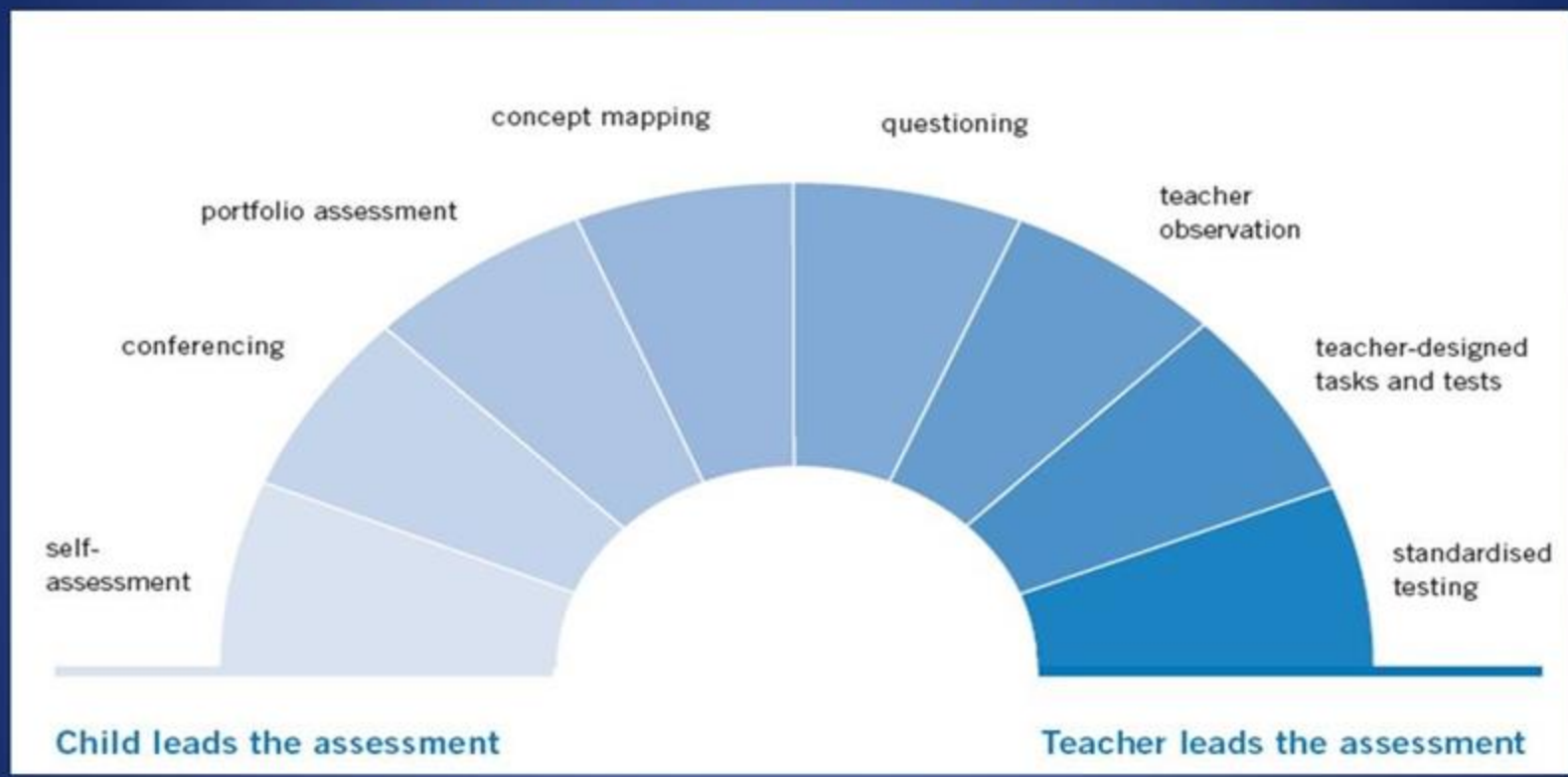
Source: [Rooted Linguistics](#)

Assessment



Oide

Continuum of assessment



Assessment



Oide

Self and Peer Assessment Rubric

Target Word	I can recognise the word.	I can define the word.	I can use the word in sentences.	I can use the word in several different contexts.

Assessment



Oide

Create a jeopardy game

<https://jeopardylabs.com>

Water Cycle	Clouds	Weather Vocabulary	Stormy Weather	Tornado Safety and Trivia
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Assessment



Vocabulary Choice Board

1. This activity is based on selecting five new words taught during the week.
2. Each game must be explicitly taught to children prior to their engagement with the choice board.
3. Choose an activity you wish to complete and once finished, colour in the box.

<p>Quiz Creation Using <i>Kahoot</i> create a quiz to test a classmate's understanding of the vocabulary words.</p>	<p>Dúshlán: Flashcards Create a flashcard for each word. Write the word as Gaeilge and draw a picture on the back. Be creative and think of an action associated with this word.</p>	<p>Artful Artist Draw a picture to show the meaning of each of your vocabulary words.</p>
<p>Game Time Design a game to practise the meanings of your vocabulary words. Don't forget to include directions, materials, and rules. e.g. Vocabulary Snap</p>	<p>Free Choice - Do Rogha Féin Design an activity of your choice to show that you know the meanings of the words.</p>	<p>Free Writing Write a story using your vocabulary words.</p>
<p>IT Time Use one of your vocabulary words, and using the app <i>Popplet</i> create a mind association word chart. http://popplet.com/</p>	<p>Role-Play Create a short drama/improvisation using your five vocabulary words.</p>	<p>Music Write a verse of a song, sung to your favourite tune about one of your amazing vocabulary words.</p>

Motivation and Choice

Foster motivation by providing choice in how to demonstrate knowledge of target words

A Four-Part Vocabulary Framework

(Graves, 2016)

**Fostering Word
Consciousness**

**Teaching Individual
Words**

**Teach Word Learning
Strategies**

**Provide Rich and Varied
Language Learning
Experiences**



Reflection





Resources:

Online Teacher's Toolkit



PRIMARY LANGUAGE CURRICULUM
ENGLISH

Support Material

ENGLISH | ORAL LANGUAGE | READING | WRITING | Stage 1 - Stage 4

Developing Vocabulary Within a Balanced Literacy Framework

LEARNING OUTCOMES

Children develop concepts, dispositions and skills in relation to:

- Oral Language: Outcomes 5 & 6: Acquisition and use of vocabulary
- Reading Outcome 6: Reading vocabulary
- Writing: Outcome 5: Vocabulary

The Importance of Vocabulary

Vocabulary knowledge is one of the skills critical to literacy development (the others are phonological awareness, phonics, fluency comprehension, and writing). It is best nurtured within a developmentally appropriate research-based **balanced literacy framework**. Interaction within meaningful contexts, such as pretend play, read aloud, guided reading, shared writing and writing workshop, supports children in acquiring a rich vocabulary. The breadth and depth of a young child's vocabulary is a strong predictor of their reading

comprehension at both primary and secondary level. Variation in children's vocabulary knowledge is common, and vocabulary gaps can be bridged by intensive and focused intervention from a very early stage (i.e., age 3 or 4 onwards). Such an early focus can not only improve oral vocabulary, but can also impact positively on later reading comprehension. This link is an important one, as children can more easily and swiftly segment, read and understand words that are already in their oral vocabularies.

No one instructional method is sufficient for optimal vocabulary learning. Opportunities for both incidental word learning and explicit intentional teaching are necessary. The activities described here can be completed orally only (rendering them suitable for all age levels), or in combination with reading, writing, drama or art activities.



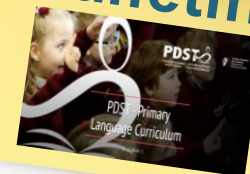
Parents are critical collaborators in the vocabulary learning process and are central to efforts to promote, enhance and maximise vocabulary learning at home through interaction in play, in sharing books, in informal conversations (e.g., at mealtimes) and through engaging in some of the activities outlined below.

www.curriculumonline.ie
www.ncca.ie/primary

E Bulletin 1



E Bulletin 7



E Bulletin 10



1. NCCA Support Material/Ábhar Tacáíochta



deirdrekennedy1 2mo
curriculumonline.ie
Oral Language | Curriculum Online

deirdrekennedy1 2mo
Support Material
Developing-Vocabulary-Within-a-Balanced-Literacy-Framework

jenniferhughes20 7d
Support Material
Talk-Time

jenniferhughes20 7d
The Primary Curriculum Framework
curriculumonline.ie

2. Oide/ PDST Resources/Áiseanna



deirdrekennedy1 9d
PDST Primary Language Curriculum
express.adobe.com
eBulletin 1

deirdrekennedy1 2mo
PDST Primary Language Curriculum
express.adobe.com
eBulletin 7 - Vocabulary (Part 1)

deirdrekennedy1 2mo
PDST Primary Language Curriculum
express.adobe.com
eBulletin 10 - Vocabulary (Part 2)

deirdrekennedy1 2mo
Literacy Development in the Primary Classroom

deirdrekennedy1 2mo

3. Visual organisers & Description Bubbles/Eagraí Grafach & Bolgán cur síos



deirdrekennedy1 2mo
PPTX
Animated Describing Bubble DK

deirdrekennedy1 2mo
Describing Bubble Template

deirdrekennedy1 2mo
Sample of Describing Bubble Template

deirdrekennedy1 2mo
Frayer Model Template

deirdrekennedy1 2mo
VOCABULARY GRAPHIC ORGANIZER

4. Online Resources/ Áiseanna ar líne



deirdrekennedy1 2mo
wordhippo.com
Word-hippo!

deirdrekennedy1 2mo
Word20%20pdf

deirdrekennedy1 2mo
Icebreaker Ideas
icebreakerideas.com

deirdrekennedy1 2mo
Choice Board Roghchlár Foclóra

5. NCSE Supports



deirdrekennedy1 24d
NCSE
Activities for Vocabulary Development

deirdrekennedy1 2mo
Supporting Talk Time Classroom Strategies

deirdrekennedy1 2mo
Summer-time-Boom-Chicka-Boom

deirdrekennedy1 2mo
Academic Vocabulary Building Activities

6. Knowledge of Origin/ Eolas ar bhúnús



deirdrekennedy1 9d
etymonline.com
Etymonline - Online Etymology Dictionary

deirdrekennedy1 9d
Jigsaw pieces blank

deirdrekennedy1 8d
Greek and Latin Roots

deirdrekennedy1 9d
Make a word Game cards

deirdrekennedy1 9d
Padlet - amie hickey

7. References/Tagairtí



deirdrekennedy1 2mo
Primary Mathematics Task-4 - Support material

deirdrekennedy1 2mo
Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

deirdrekennedy1 2mo
Teaching Vocabulary Across the Curriculum

deirdrekennedy1 24d
How Words Work: Etymological Strategies

8. Children's Books/Leabhair Phaisití



deirdrekennedy1 2mo
OWL MOON

deirdrekennedy1 24d
DISCOVER Irish Children Books

jenniferhughes20 5m
An Faisleacán na Rí

9. Books/ Leabhair thagartha



deirdrekennedy1 2mo
Bringing Words to Life

jenniferhughes20 7d
CLOSING THE [VOCABULARY] GAP

jenniferhughes20 7d
BUILDING VOCABULARY

10. NEPS



deirdrekennedy1 2mo
Activities to Develop Expressive Language Skills

deirdrekennedy1 2mo
A Balanced Approach to Literacy Development in the Early Years

deirdrekennedy1 2mo
NEPS Language Difficulties

jenniferhughes20 7d
Activities to Develop Receptive Language and Comprehension Skills



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Míle Buíochas