Lesson Planning and Support Tool - Explicit Vocabulary Instruction

Teacher _____ Period ___ Observation Cycle: 1st, 2nd, 3rd ___ Observer _____ Date ____

The teacher:	The students:
Preparation to Teach Vocabulary ☐ Signals that vocabulary instruction will take place ☐ Specifies students' active role (taking notes, responding, etc.) ☐ Appears to have analyzed the lesson vocabulary demands and prepared to teach new words ☐ Provides note-taking support (a guide, a graphic organizer, etc.)	**Preparation to Learn** ☐ Listen attentively ☐ Focus on instructional visuals ☐ Get ready to take notes
Explicit Instruction of Target Vocabulary ☐ Uses a consistent, familiar teaching routine ☐ Directs students' attention to the word (on board, in text, etc.) ☐ Supports verbal instruction with visuals (handout, board, etc.) ☐ Pronounces the new word clearly a few times ☐ Breaks a polysyllabic word into syllables (on board, clapping, etc.) ☐ Guides students in reading and pronouncing the word a few times ☐ Points out the part of speech (noun, verb, adjective, adverb) ☐ Provides the Spanish cognate (if appropriate for the students) ☐ Explains the meaning succinctly using familiar language ☐ Provides student-friendly accessible examples	**Engagement in Learning** ☐ Listen attentively ☐ Focus on instructional visuals (handout, board) ☐ Repeat when prompted ☐ Write when prompted ☐ Focus on task, not idle or doing something else
Structured Student Use of Target Words ☐ Structures word use with a verbal task and sentence frame ☐ Models (spoken and written models) using the sentence frame ☐ Partners students to share sentences using the new word ☐ Monitors students' verbal and written responses ☐ Calls on a number of students to share responses with class	**Application of Target Words** ☐ Share sentence(s) with partner ☐ Respond appropriately ☐ Appear to understand the word meaning ☐ Listen actively to shared responses

Instructional practices that supported vocabulary comprehension and competent use:

- _____
- _____
- _____

Ways to enhance vocabulary instruction to support comprehension and competent use:

- _____
- _____

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Questions to Plan Vocabulary Instruction to Support Text Comprehension, Academic Discussion, and Constructed Written Responses

Domain-Specific Vocabulary: (Conceptual, Technical, Topic-Centric)

1. Which words are most vital to understanding the central lesson concepts and key ideas/messages in the text?

2. Is the concept significant and does it therefore require pre-teaching?

3. Are there words that can be grouped together to enhance understanding of a central concept?

4. How much prior knowledge will students have about this word or its related concepts?

5. Is the word encountered frequently in academic contexts?

High-Utility Vocabulary: (Widely-Used Across Academic Disciplines)

1. What high-utility academic words are included in this literary text passage or informational text section that are synonyms for more commonplace words students will no doubt already know (e.g., *insufficient, not enough; issue, problem; essential, necessary; perspective, idea/opinion*)?

2. What high-utility academic words are included in text analysis and discussion questions or related writing prompts that will be necessary for students to respond competently on lesson tasks or assessments?

3. Is it sufficient for students to simply recognize and understand this word (receptive vocabulary) or will they need to competently use this word (productive vocabulary) at this stage of 1st or 2nd language development?

4. Does the word have another high-frequency meaning that I should address (is the word p*olysemous* - e.g., *critical (judgmental vs. crucial)*?

5. Does the word have high-frequency word family members that I should point out (e.g., *analyze,* verb; *analysis,* noun*; analytical,* adjective)

6. Which words can easily be figured out from the context/text resources during either independent or teacher-mediated reading?

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Adolescent Sleep Research - Findings for Secondary Schools

Larry Gable & Kate Kinsella, Ed.D January, 2013

(boldface: high-utility academic vocabulary; capitalized: topic-specific & technical terms)

(1) In **recent** years **researchers** have **concluded** that the average **ADOLESCENT** in America does not get enough sleep during the week. Many f**actors** can **influence** an adolescent's ability to get a good night's sleep before tackling a **challenging** school day. However, no matter what the **specific** reasons are, it is clear that **insufficient** sleep can **lead to** a **variety** of physical, emotional and academic problems.

(2) Sleep researchers began studying teen sleep patterns in the 1980s. They found that many adolescents **actually require** more than nine hours of sleep. That is as much as infants and young children require, and much more than adults do. Adolescents just get sleepy **considerably** later than others, so going to bed earlier hardly makes a difference.

(3) People need different amounts of sleep in different **stages** of life. Babies and children **require** many hours of deep sleep. Until age ten most children wake up fresh and energetic. At **PUBERTY**, however, the body's clock which **regulates** sleeping and waking hours changes. This **delay** in the body's **"CIRCADIAN CLOCK"** causes teens to be wide awake at 9 or 10 p.m. when people of other ages are **typically** getting tired. The hormone melatonin, which regulates sleep in humans, does not enter teens' bodies until around 11 p.m. As a result, adolescents **tend to** become drowsy and fall asleep later much than children or adults. The hormone melatonin remains in their systems until around 8 a.m. If teens get up early for zero period classes such as jazz band and AP chemistry starting as early as 7:00 a.m., they arrive to school semi-awake. More seriously, they are losing **critical** hours of sleep night after school night.

(4) For many years scientists have **assumed** that after people are awake for a long time, they naturally get sleepy and fall asleep. Now they realize that circadian clocks set our sleeping patterns. Many teens experience something **similar to** the jet lag of long distance travelers. Even though teens may have experienced a physically active and intellectually demanding day, falling asleep can be **challenging**. The circadian clock keeps them alert just when other people get sleepy.

(5) The National Sleep Foundation **contends** that American teenagers actually need more than nine hours of sleep every night, not just on weekends. However, surveys **indicate** that only 15% of teens sleep 8.5 hours or more on a **regular basis**. Moreover, more than 25% of adolescents sleep 6.5 hours or fewer on school nights.

(6) Going to bed earlier does not **necessarily assure** that a teenager will get **additional sleep**. The circadian clock creates "**FORBIDDEN ZONES**" when falling asleep is almost impossible. For many teens the forbidden zone is in the evening hours. Therefore, even if teens go to their rooms **relatively** early, they do not usually go to sleep promptly. Instead, they **tend to** read, play games, listen to music or send text messages to friends until they start to get tired at 11 p.m. or later.

(7) Surprisingly, sleeping for a long time on weekends does not remedy the problem. Researchers **refer to** that as "**BINGE SLEEPING**." Teens catch up on sleep, but they do not **establish** a healthy sleeping pattern. If a teen sleeps until noon or 2:00 p.m., the brain **recognizes** that as a time for sleep. When Monday morning comes again, the brain is still on the wrong schedule. Thus, schools may begin bright and early, but teenage brains do not wake up until **considerably** later in the day.

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(8) When people get too little sleep on a **routine basis**, negative things are bound to happen. Chronic sleep loss has **numerous impacts** on a teen's health. A youth who **averages** only 5 to 7 hours of sleep will definitely feel tired and irritable. Being tired **produces** mood changes, so it causes many teens not to get along well with others at school or at home, and to have arguments over **fairly** unimportant things. Furthermore, **insufficient** sleep often **contributes to** a feeling of helplessness and depression. Finally, being tired slows down teens' mental **reactions**. Sleep deprived teens don't **react** quickly and struggle to follow directions, pay attention and learn, especially in their earliest classes.

(9) In addition to these impacts on mental health, physical reactions slow down considerably. Exhausted teens are likely to feel heavy, groggy and clumsy, even playing a favorite sport or instrument. Experts report that many car accidents involving teens actually come from their slow reactions, not from poor judgment. Moreover, researchers agree that regular sleep loss can negatively affect a teens' growth rate and immune system, which prevents people from becoming ill.

(10) A hyper-active circadian clock does indeed make falling asleep more challenging for teens. However, unproductive bedtime habits can make falling asleep all the more difficult. Medical doctors advise teens to follow these healthy bedtime habits to make falling asleep easier: 1) Go to bed around the same time each night; this helps the body get into a familiar routine. 2) Follow a calming bedtime routine such as reading or taking a bath. 3) Don't exercise just before going to bed. 4) Avoid foods and drinks with caffeine, such as sodas and chocolate. 5) Use the bed just for sleeping – not doing homework, watching TV, sending text messages, playing video games or talking on the phone. That way, teens will train their bodies to **associate** their bed primarily with rest and sleep, not with recreation.

(11) In recent years a few school districts have actually established a later starting time for high schools. The first large district was the Minneapolis School District in 1997. It changed starting times at high schools from 7:15 to 8:40 a.m. Reports now indicate that students there are sleeping at least five additional hours per week.

(12) Now teachers, parents and students are observing positive changes. Over half of the district's high school teachers report that students are more alert during the first two class periods. Attendance has **increased**, grades are higher, and staff and students alike say that the **environment** at school and home is more positive and **productive**.

(13) The number of school districts that start the day later is growing. Several dozen already have done it, and many others are discussing it. The U.S. Congress is even considering a bill called "Zzz's to A's" that encourages secondary schools to make the change. As a result, American teenagers may **eventually** see the day when clocks at school keep time with the clocks inside their bodies.

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The Academic Word List (Averil Coxhead, 2000):
a list of 570 high-incidence and high-utility academic word families for Secondary School, Higher Education, Career

There is a very important specialized vocabulary for learners intending to pursue academic studies in English at the secondary and post-secondary levels. The *Academic Word List*, compiled by Coxhead (2000), consists of 570 word families that are not in the most frequent 2,000 words of English but which occur reasonably frequently over a very wide range of academic texts. These 570 words are grouped into ten sublists that reflect word frequency and range. A word like *analyze* falls into Sublist 1, which contains the most frequent words, while the word *adjacent* falls into Sublist 10 which includes the least frequent (amongst this list of high incidence and high utility words). The following ten sublists contain the headwords of the families in the *Academic Word List.* In other words, the ten sublists contain the most frequent form of the word, more often a noun or verb form, although there may be one or more important related word forms. For example, the headword *analyze* would also include *analyst, analytic, analytical* and *analytically* in the word family.

The *Academic Word List* is not restricted to a specific field of study. That means that the words are useful for learners studying in disciplines as varied as literature, science, health, business, and law. This high utility academic word list does not contain technical words likely to appear in only one, specialized field of study such as *amortization, lexicon, onomatopoeia,* or *cartilage*. Two-thirds of all academic English words come from Latin, French (through Latin), or Greek. Understandably, knowledge of the most high incidence and high utility academic words in English can significantly boost a student's comprehension level of school-based reading material. Secondary students who are taught these high-utility academic words and routinely placed in contexts requiring their usage are likely to be able to master academic material with more confidence and efficiency, wasting less time and energy in guessing words or consulting dictionaries than those who are only equipped with the most basic 2000-3000 words that characterize ordinary conversation.

Sources: Coxhead, Averil. (2000). A new academic word list. *TESOL Quarterly, 34*, 213-238.
Averil Coxhead's website: http://language.massey.ac.nz/staff/awl/index.shtml

1. analyze approach area assess assume authority available benefit concept consist context constitute contract data define derive distribute economy environment establish estimate evident factor finance formula function income indicate individual interpret involve issue labor legal legislate major method occur percent period principle proceed process policy require research respond role section sector significant similar source specific structure theory vary

2. achieve acquire administrate affect appropriate aspect assist category chapter commission community complex compute conclude conduct consequent construct consume credit culture design distinct equate element evaluate feature final focus impact injure institute invest item journal maintain normal obtain participate perceive positive potential previous primary purchase range region regulate relevant reside resource restrict secure seek select site strategy survey text tradition transfer

3. alternative circumstance comment compensate component consent considerable constant constrain contribute convene coordinate core corporate correspond criteria deduce demonstrate document dominate emphasis ensure exclude fund framework illustrate immigrate imply initial instance interact justify layer link locate maximize minor negate outcome partner philosophy physical proportion publish react register rely remove scheme sequence sex shift specify sufficient task technical technique technology valid volume

4. access adequacy annual apparent approximate attitude attribute civil code commit communicate concentrate confer contrast cycle debate despite dimension domestic emerge error ethnic goal grant hence hypothesis implement implicate impose integrate internal investigate job label mechanism obvious occupy option output overall parallel parameter phase predict prior principal professional project promote regime resolve retain series statistic status stress subsequent sum summary undertake

5. academy adjust alter amend aware capacity challenge clause compound conflict consult contact decline discrete draft enable energy enforce entity equivalent evolve expand expose external facilitate fundamental generate generation image liberal license logic margin mental medical modify monitor network notion objective orient perspective precise prime psychology pursue ratio reject revenue stable style substitute sustain symbol target transit trend version welfare whereas

6. abstract acknowledge accuracy aggregate allocate assign attach author bond brief capable cite cooperate discriminate display diverse domain edit enhance estate exceed expert explicit federal fee flexible furthermore gender ignorance incentive incorporate incidence index inhibit initiate input instruct intelligence interval lecture migrate minimum ministry motive neutral nevertheless overseas precede presume rational recover reveal scope subsidy tape trace transform transport underlie utilize

7. adapt adult advocate aid channel chemical classic comprehensive comprise confirm contrary convert couple decade definite deny differentiate dispose dynamic equip eliminate empirical extract file finite foundation globe grade guarantee hierarchy identical ideology infer innovate insert intervene isolate media mode paradigm phenomenon priority prohibit publication quote release reverse simulate sole somewhat submit successor survive thesis topic transmit ultimate unique visible voluntary

8. abandon accompany accumulate ambiguous appendix appreciate arbitrary automate bias chart clarify commodity complement conform contemporary contradict crucial currency denote detect deviate displace drama eventual exhibit exploit fluctuate guideline highlight implicit induce inevitable infrastructure inspect intense manipulate minimize nuclear offset paragraph plus practitioner predominant prospect radical random reinforce restore revise schedule tense terminate theme thereby uniform vehicle via virtual visual widespread

9. accommodate analogy anticipate assure attain behalf cease coherent coincide commence compatible concurrent confine controversy converse device devote diminish distort duration erode ethic found format inherent insight integral intermediate manual mature mediate medium military minimal mutual norm overlap passive portion preliminary protocol qualitative refine relax restrain revolution rigid route scenario sphere subordinate supplement suspend team temporary trigger unify violate vision

10. adjacent albeit assemble collapse colleague compile conceive convince depress encounter enormous forthcoming incline integrity intrinsic invoke levy likewise nonetheless notwithstanding odd ongoing panel persist pose reluctance so-called straightforward undergo whereby

(Kinsella, San Francisco State University, 811)

Common Prefixes and Suffixes in Academic English Vocabulary

Common Prefixes (Providing Clues to Word Meaning)

Prefix	Definition	Examples	Reminder Word
anti	against	antiperspirant, antibiotic	
com-	together, with	commune, communicate	
de-	away, from	defrost, demote	
dis-	apart, opposite of	disconnect, dishonest	
en-	in, put into	enliven, ensnare	
ex-	out	exit, extinguish	
il-	not	illegal, illicit	
im-	not	improper, immature	
in-	into, not	insight, incorrect	
inter-	between	intersection, interrupt	
ir-	not	irregular, irreversible	
non-	not	nonfat, nonsense	
over	beyond, too much	overweight, oversleep	
post	after	post-test, postwar	
pre-	before	prevent, predict	
pro	forward	proceed, progressive	
re-	again	review, recycle	
semi-	half	semicircle, semisweet	
sub-	under	submerge, submarine	
trans	across	transportation, transmit	
un-	not	unable, unreal	
under-	beneath, too little	undershirt, undernourished	

Common Suffixes (Providing Clues to Part of Speech)

Suffix	Definition	Examples	Reminder Word
-ance *(n)*	having the quality of	appearance, endurance	
-ence *(n)*	having the quality of	independence, inference	
-tion/-sion *(n)*	a thing, a noun	invention, suspension	
-ity *(n)*	having the quality of	creativity, acidity	
-ment *(n)*	quality or act	requirement, excitement	
-ness *(n)*	quality or act	kindness, wildness	
-ure *(n)*	action, result	closure, pleasure	
-ant *(adj)*	having the quality of	significant, pleasant	
-able/-ible *(adj)*	able to	believable, incredible	
-ent *(adj)*	having the quality of	obedient, independent	
-est *(adj)*	most	biggest, brightest	
-er *(adj)*	more	higher, stronger	
-ic/-ical *(adj)*	relating to	catastrophic, comical	
-ive *(adj)*	having the quality of	supportive, argumentative	
-less (*adj)*	without	careless, motionless	
-ly *(adv)*	having the quality of	carefully, weekly	
-ward *(adv)*	having the quality of	forward, homeward	
-ate *(v)*	to make a certain way	complicate, agitate	
-ify *(v)*	to make a certain way	simplify, verify	
-ize *(v)*	to make a certain way	categorize, plagiarize	

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Academic Word Family Chart

Nouns	Verbs	Adjectives	Adverbs

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Phase 1: Introducing Word	**Introduce the High-Utility Academic Word**
	1. **Establish purpose:** learning a high-utility academic word
	2. **Pronounce** the word
	3. **Students repeat**
	4. **Provide part of speech**
	5. **Syllabify**
	6. **Students repeat**
	7. **Provide a student-friendly definition**
	8. **Students repeat** definition and fill in blank(s)
	9. **Model example #1** *visibly displayed*
	10. **Students repeat** example and fill in blank(s)
	11. **Model example #1** *visibly displayed*
	12. **Students repeat** meaning and fill in blank(s)

Phase 2: Verbal Practice	**Transition to Verbal Practice**
	1. **Introduce frame for verbal practice** *visibly displayed, include model response*
	2. **Students repeat model response**
	3. **Direct attention to grammatical target(s)** *(underline, highlight)*
	4. **Prompt students** to consider a response
	5. **Cue partner** (A/B, 1/2) to share response with partner *(twice)*
	6. **Circulate** listening, providing feedback, and preselect initial reporters
	Transition to Reporting
	7. **Elicit reporting** with frame, *visibly displayed*
	8. **Cue preselected students to report**
	9. **Direct students to write the word and selected response** in the frame *(own, partner's or strong response)*

Phase 3: Writing Practice	**Transition to Writing Practice**
	1. **Introduce frame for writing practice** *visibly displayed, include model response*
	2. **Students repeat model response** *(silently, phrase-cued, chorally)*
	3. **Direct attention to grammatical target(s)** *(underline, highlight)*
	4. **Prompt students** to consider a response, allowing adequate think time
	5. **Direct students to write appropriate word form and content** in the frame
	6. **Cue partner** (A/B, 1/2) to read response to partner (twice)
	7. **Circulate** listening, providing feedback
	8. **Cue partners to switch and read** each other's sentence (continue circulating)
	Transition to reporting
	9. **Elicit reporting** with frame, *visibly displayed*
	10. **Cue preselected students to report**
	11. **Elicit additional responses**

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Unit/Text _____ Date_____

1	Word	Meaning	Examples	Images
	_____ _____			

Verbal Practice (Think-Pair-Share-Write):

_____

_____

Writing Practice (Think-Write-Pair-Share):

_____

_____

2	Word	Meaning	Examples	Images
	_____ _____			

Verbal Practice (Think-Pair-Share-Write):

_____

_____

Writing Practice (Think-Write-Pair-Share):

_____

_____

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Name _____ Date_____

1	Word	Meaning	Examples	Images
	similar sim•i•lar *adjective* _____ _____	**synonym:** *alike* almost the _____ **antonym:** *different*	An _____ is **similar** to a tangerine because they have the same _____ and color, and they are both sweet-tasting citrus fruits. My cousin and her dog look **similar** because they both have _____ eyes, big _____, and blonde hair.	

Verbal Practice (Think-Pair-Share-Write):

On the first day of school, many students arrive with **similar** _____

Writing Practice (Think-Write-Pair-Share):

It's great to have friends with interests in _____ and _____

that are _____ to mine. _____

2	Word	Meaning	Examples	Images
	benefit ben•e•fit *noun* _____ _____	**synonym:** advantage something good or _____ you get from something	One **benefit** of living near school is that you can _____ and get some exercise instead of drive in rush hour traffic. An important **benefit** of being bilingual is being able to listen and dance to music in two different _____.	

Verbal Practice (Think-Pair-Share-Write):

One **benefit** of owning a pet is that you can _____ when you are _____

Writing Practice (Think-Write-Pair-Share):

Two _____ of using a laptop or tablet to write in class are being able to _____

_____ and _____ more easily.

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Name _____ Date_____

1	Word	Meaning	Examples	Images
	accurate ac•cu•rate *adjective* _____ _____	**synonym:** *correct* right or 100% _____ in every detail **antonym:** *inaccurate*	You can get an **accurate** measurement of your height and _____ at the doctor's office. It is important to include **accurate** information when you are writing a _____.	

Verbal Practice (Think-Pair-Share-Write):

Students can check to see if their spelling is **accurate** with a _____

Writing Practice (Think-Write-Pair-Share):

In my opinion, the (book, television show, movie) _____

presents an _____ description of the life of _____ like me.

2	Word	Meaning	Examples	Images
	factor fac•tor *noun* _____ _____	one of many things that _____ or affect a situation	Texting while driving is a major **factor** in many teen car _____. A good night's sleep and a nutritious breakfast are key **factors** in a student's performance on _____.	

Verbal Practice (Think-Pair-Share-Write):

One of the most important **factors** when I purchase a gift for a friend is the _____

_____

Writing Practice (Think-Write-Pair-Share):

Several _____ influence my interest in a book, especially _____

_____ and _____

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Structured Constructed Response Options for Newly-Taught Words

Word	Meaning	Examples	Images
factor fac•tor *noun* ✏️ _____ 🌍 _____	one of many things that _____ or affect a situation	Texting while driving is a major **factor** in many teen car _____. A good night's sleep and a nutritious breakfast are key **factors** in a student's performance on _____.	

❖ Sentence Frame (including the word but requiring appropriate content)

Not wearing _____ is often a major factor in skateboarding injuries.

The main factor in my decision not to go to the _____ was that I had _____.

❖ Sentence Frame (requiring the correct form of the word and appropriate content)

One of the most important _____ when I purchase a gift for a close friend is the _____.

One major _____ that can contribute to a _____ grade on a test is _____.

❖ Prompt with a Writing Frame (requiring the correct of the word and appropriate content)

Read the prompt and construct a thoughtful response that includes relevant examples.

PROMPT: What are key factors a parent must consider before leaving a child at home alone?

Parents must consider several _____ before leaving a child at home alone. One key _____ is the child's _____. Another equally important _____ is how _____ the child is.

❖ Prompt (requiring correct word use and appropriate content in a 2-3 sentence response)

Read the prompt and construct a thoughtful 2-3 sentence response that includes relevant examples.

PROMPT: What are key factors you consider when selecting a book to read for pleasure?

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DeBaTe

Should Schools Ban Fidget Spinners?

It may seem as if everywhere you look, someone is twirling a fidget spinner. Believe it or not, the world's hottest toy has been around since 1993. But the three-pronged gadgets first became popular earlier this year after teens posted videos of themselves performing tricks with them on YouTube.

For months, the spinners were the best-selling toys on Amazon, the online shopping site, and they flew off the shelves at stores. But when they started showing up in classrooms, schools had to decide how to handle the latest toy craze.

Some teachers think fidget spinners are harmless. Plus, some experts say they can even be useful for students who are stressed or have trouble paying attention.

"It's often helpful for students to have something in their hands that they can fiddle with mindlessly so they can focus more intently on the teacher," explains psychologist Sara Dimerman.

But opponents point out that there isn't a lot of scientific research that proves fidget spinners help kids focus. In fact, many teachers argue that they do just the opposite—they take students' attention away from their schoolwork.

They say spinners are merely toys that have no place in the classroom. As a result, a growing number of schools have banned them.

"The entire class was heavily distracted with the humming noise of the spinning," says sixth-grade teacher Ashley Feliz. Her school—North End Middle School in Waterbury, Connecticut—banned the gadgets last spring.

Here's what two of our readers think.

Yes! These toys are annoying and distracting during class.

Fidget spinners are disruptive to both students and teachers. I often see kids in my class playing with their fidget spinners instead of paying attention to the teacher. The spinners make a humming noise that really bothers me and makes me lose my focus.

Besides, most kids aren't using the spinners to help them concentrate—they're using them as toys. Kids perform all sorts of tricks with them, like spinning them on their noses or knees. And many spinners light up when you twirl them, which makes them even more distracting. Other toys are banned from schools, so why should fidget spinners be any different?

Sachi Goel, New Jersey

No! Fidget spinners can help kids like me concentrate.

I don't think it's fair to ban fidget spinners from schools, because they can help students concentrate. Some studies have shown that people focus better when they're moving or fidgeting. That's definitely true for me! Before big tests, I twirl my fidget spinner and I feel much more confident and relaxed.

Some people think the sound fidget spinners make is annoying, but it can be soothing to some kids. Plus, most kids I know who really need the spinners use them respectfully, under their desks where other students don't see them. As long as they're not bothering anyone else, kids should be allowed to use their spinners in class.

David Rendon, Pennsylvania

What's Your OPINION? Go online to cast your vote and download an opinion-writing skills sheet: **www.scholastic.com/sn56**

POSTAL INFORMATION: SCHOLASTIC NEWS Edition 5/6 (ISSN 1554-2440) is published weekly during the school year except holidays and mid-term, 22 issues, by Scholastic Inc. 2931 East McCarty St., P.O. Box 3710, Jefferson City, MO 65102-3710. Periodical postage paid at Jefferson City, MO 65102 and at additional mailing offices. POSTMASTERS: Send notice of address changes to SCHOLASTIC NEWS Edition 5/6, 2931 East McCarty St., P.O. Box 3710, Jefferson City, MO 65102-3710. Copyright ©2017 by Scholastic Inc. Scholastic News and associated designs are trademarks/registered trademarks of Scholastic Inc. All Rights Reserved. Materials in this issue may not be reproduced in whole or in part in any form or format without special permission from the publisher. Printed in the USA

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Name _____ Date_____

1	Word	Meaning	Examples	Images
	ban *verb* _____	**synonym:** *forbid* to say officially that something is not allowed **antonym:** *allow*	San Francisco was the first city in the United States to ban use of plastic bags in stores because of the many harmful effects on the environment.	

Verbal Practice (Think-Pair-Share-Write):

Our school banned students from running in the hallways to prevent _____

Writing Practice (Think-Write-Pair-Share):

To encourage students to eat healthier foods, the school district _____ the sale of unhealthy snacks like _____ and beverages like _____

2	Word	Meaning	Examples	Images
	distract dis•**tract** *verb* _____ **distracting** dis•**tract•i**ng *adjective* _____	**synonym:** bother to make someone stop paying attention	The loud construction noise outside our classroom this morning distracted us when we were trying to concentrate on our journal writing. Some of my classmates enjoy listening to lively music while they write, but I find it distracting.	

Verbal Practice (Think-Pair-Share-Write):

My neighbor's loud leaf blower distracted me from completing my _____

Writing Practice (Think-Write-Pair-Share):

Teenagers are discouraged from using _____ devices such as _____ while driving to prevent car accidents. _____

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Academic Discussion: Fidget Spinners

BRAINSTORM IDEAS

Teachers, principals and parents have different opinions about allowing students to use fidget spinners. What is your opinion? Brainstorm a list of ways these gadgets can support or prevent learning. Draw from experience or background knowledge.

- + *relax nervous students*
- _____
- _____

- - *make irritating noise*
- _____
- _____

PRECISE WORD BANK

+ positive, helpful, useful, relaxing	**- negative**, harmful, distracting, annoying
help, relax, focus, concentrate, calm	bother, interrupt, distract, annoy, irritate

RECORD & EXCHANGE IDEAS

Use the frames to record then exchange ideas with your group. Support your opinion with an example. Listen attentively and record ideas to complete the chart.

1. In my opinion, fidget spinners can be extremely ____ (**adjective:** soothing, disrupting). For example, _____.

   _____
   _____
   _____
   _____

2. Based on experience, fidget spinners can ____ (**base verb:** support, prevent) ____. For instance, _____.

   _____
   _____
   _____
   _____

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Academic Discussion: Fidget Spinners

+ **Positive Effects** on Student Learning	- **Negative Effects** on Student Learning
1.	1.
2.	2.
3.	3.
4.	4.

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Ten-Minute Constructed Response: Fidget Spinners

Prompt: Should schools ban fidget spinners? Construct a brief response expressing your opinion. State your opinion clearly using precise words from the prompt. Support your opinion with a reason, followed by an explanation or example.

We'll do it… Teacher and Students

In my opinion, schools should ban fidget spinners. One major reason is that it _____ **(verb + s)** other students when a classmate _____ **(verb + s)** with this _____ **(adjective)** gadget. For example, recently during English Language Arts, a student at my table kept _____ (verb + ing) his spinner on his _____ **(noun)** instead of _____ **(verb + ing)** with his team members on our _____ **(noun).**

You'll do it… Partners

In my opinion, schools should not ban fidget spinners. One major reason is

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Resources for Academic Language and Literacy Development

Dictionaries

Elementary (Grades 3-5). *Longman elementary dictionary and thesaurus*. (2010). Pearson Longman.
Beg. (grades 4-9). *Oxford picture dictionary for the Content Areas, 2e.* (2010). Oxford.
Beg./Primary (grades 1-4). *Oxford picture dictionary for the Content Areas for Kids, 2e.* (2012). Oxford.
Beginning – Intermediate (grades 4-12). *Longman study dictionary, 2e.* (2010). Pearson Longman.
High Intermediate (grades 5-12): *Longman dictionary of American English*. (2004). Pearson Longman.
Advanced (grades 7-12): *Longman thesaurus of American English*. (2013). Pearson Longman.
Advanced (grades 7-12): *Longman advanced American dictionary, 2e.* (2007). Pearson Longman.
Advanced (for instructors) *Oxford Collocations Dictionary*. *2e.* (2009). Oxford University Press.

Supplemental Informational Text Selections

Gable, L. *What's happening in the USA/World/California?* (fax: 831-426-6532) www.whpubs.com
newsela: Nonfictional Literacy and Current Events https://newsela.com
The New York Times Upfront Magazine. Scholastic, Inc. (grades 9-12)
National Geographic Magazine for Kids. (grades 2-5)
Time Magazine for Kids. (grades 2-5)
Scholastic News. (grades 3-5) *Scholastic Action.* (grades 6-8) *Scholastic Scope.* (grades 6-8)

Curriculum to Accelerate Academic Language Knowledge and Skills

Dr. Kinsella's Supplemental Program for Teaching High-Utility Academic Words:

The Academic Vocabulary Toolkit (2012). Cengage-National Geographic Learning. (Grades 7-12)
The Academic Vocabulary Toolkit (2015). Cengage-National Geographic Learning. (Grades 3-6)

Dr. Kinsella's 4-12 ELD Program for Accelerating Academic English Proficiency and Writing:

***English 3D: Describe, Discuss, Debate* (2016).** Houghton Mifflin Harcourt. (Grades 4-12)
***English 3D: Course A 1 & 2* (2016). (Elementary)** Houghton Mifflin Harcourt. (Grades 4-6)
***English 3D: Course B 1 & 2* (2016). (Middle School)** Houghton Mifflin Harcourt. (Grades 6-8)
***English 3D: Course C* (2013). (High School)** Houghton Mifflin Harcourt. (Grades 9-12)

Related Professional Articles and Research Briefs by Dr. Kinsella

Kinsella, K. (Dec. 2012). Communicating on the same wavelength. *Language Magazine*, 18-25
Kinsella, K. (Oct. 2012). Disrupting discourse. *Language Magazine, 18-23.*
Kinsella, K. (May 2013). The benefits of narrow reading units for English learners, *Language Magazine, 18-23.*
Kinsella, K. (Aug. 2013). Making vocabulary number one. *Language Magazine, 18-23.*
Kinsella, K. (Oct. 2014). Analyzing informational text. *Language Magazine,* 18-26.
Kinsella, K. (Mar. 2015). Fostering academic interaction. *Language Magazine,* 24-31.
Kinsella, K. (Mar. 2016). Attentive Listening: An Overlooked Component of Academic Interaction. *Language,* 24-31.
Kinsella, K. (Mar. 2017). Helping academic English learners develop productive word knowledge. *Language Mag.*
Kinsella, K. (2011). Research to inform English language development in secondary schools. *In the STARlight: Research and Resources for English Learner Achievement* (http://www.elresearch.org).
Kinsella, K. (2013). *English 3D: Research Overview.* Scholastic, Inc.
Kinsella, K. (2012). Explicit, interactive instruction of high-utility words for academic achievement. *The Academic Vocabulary Toolkit* (2012). Cengage-National Geographic Learning.
Dutro, S. & Kinsella, K. (2010). English language development: Issues and implementation in grades 6-12. In *Improving education for English learners: Research-based approaches.* CA Dept. of Education.