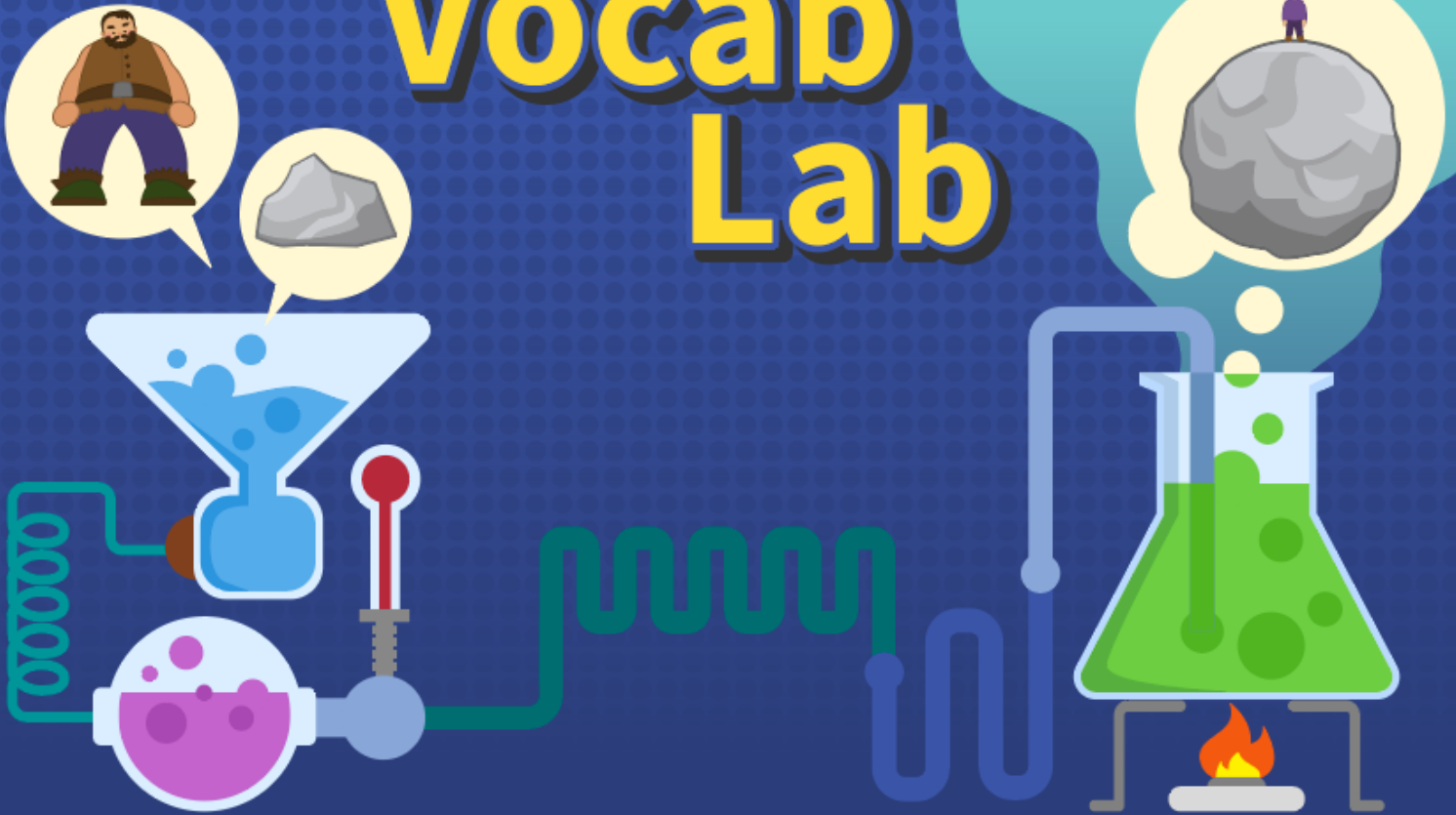


# Vocab Lab



INTRO BUILD APPLY

## Summary

*Vocab Lab* uses known words to develop a nuanced understanding of complex words and concepts. Students first listen to a "word story" (a short passage) that uses a keyword in multiple contexts or forms. Then they select known words (like giant and rock) that combine to describe or illustrate a target word (like boulder). Students mix "ingredients" (known words) in a flask until they solve the word formula.

## Learning Goals

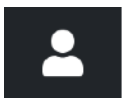
- Vocab Lab develops **comprehension** of challenging new concepts.
- Using this analytical method students uncover the nuanced meaning of a particular word sense, rather than simply memorizing definitions, synonyms, or antonyms.



Use with a student device such as a Chromebook, laptop, tablet, or desktop.



Headphones are recommended, since students must listen to the word stories.



Model this activity for the class before having students try it independently.




# How to Use Vocab Lab

## Individual Practice

*Vocab Lab* presents one target word at a time from the lesson vocabulary set. Students first read and/or listen to a short passage to understand the context of the target concept (a tier 2 or 3 word/phrase). This passage is paired with a photo showing the story in action. Students can listen to the story read aloud as many times as they wish. This helps to reinforce context and to provide decoding support.

Read the passage below to learn about the word in the box at right.

**probability**



Listen

The football team captains from Navy and Wake Forest stood at the 50-yard line. One captain tossed a coin into the air. The probability of the coin landing on "heads" was .5. The probability of getting "tails" was also .5. The probabilities for getting "heads" and "tails" were equally likely. Now imagine a coin with "heads" on both sides. If you called "heads," the probability of winning would be 1. That means you would be certain to win!

Students can then experiment and learn from mistakes. They need to put ingredient words into the flask that, together, compose the target word. Each "ingredient word" is an attribute of that nuanced tier 2 or 3 concept. The game has audio help for students who cannot read the ingredient or target words.

## Whole Class Modeling


Before having students solve *Vocab Lab* individually, work with the whole class (e.g., on a projector) to solve some of the target concepts together. This makes individual practice more productive. If time allows, you can even have students take turns helping you to read parts of the the word stories aloud to practice reading.

Choose the "ingredient" words that best describe the word in the box.

**Ingredients**

<ul style="list-style-type: none"> <li><input type="checkbox"/> why</li> <li><input type="checkbox"/> reason</li> <li><input type="checkbox"/> chance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> to stop</li> <li><input type="checkbox"/> to happen</li> </ul>
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**probability**



## Key Learning Strategies

Audiovisual Texts	Audio and visual supports enable students to experience texts above their reading skills. <i>Vocab Lab</i> enables students to read, listen to audio recordings, and gain context clues from relevant visuals. By listening to fluent reading and the word or concept used in multiple contexts, students receive decoding support and are able to focus on comprehension.
Direct Instruction: Vocabulary	Using new words repeatedly and in many contexts is critical for vocabulary acquisition. <i>Vocab Lab</i> prompts students to analyze target words directly after reading a short passage. The game uses related "ingredient" words to make difficult concepts accessible to learners.
Game-Based Learning	Puzzle and word games help students visualize how to connect one word to another. <i>Vocab Lab</i> challenges students to combine words they know to construct target words. Active learning and corrective feedback enable integrated comprehension of target concepts.