The 80-Hour Follow-Up practicum should focus on the individual’s grade and gives the participant an opportunity to extend and expand their understanding of the reading/language arts program. The practicum will help you build opportunities into your instructional year to reflect on your teaching, to ask questions of experts, to differentiate instruction, and to document your professional growth throughout the year.

The following pages include Book Study ideas and assignments, journal articles and lesson reflection forms that can be used to fulfill some of the hours for AB 466 follow-up. Please, feel free to use any of the suggestions. If you need copies of articles or books, please let us know and we will be glad to send them to you.

The Word Wall: Teaching Vocabulary through Immersion
Joseph Green
Book Study

Connie Smith, Instructional Consultant
Tulare County Office of Education
Educational Resource Services
7000 Doe Avenue, Suite A
Visalia, CA 93291
Telephone: (559) 651-3044
Email: connies@tcoe.org
The Word Wall: Teaching Vocabulary through Immersion Book Study

By yourself or with a group of teachers, read the book *The Word Wall: Teaching Vocabulary through Immersion* by Joseph Green. After reading, complete the activities that are listed. Send the completed forms to:

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After reviewing the completed work, the forms will be returned to you and should be placed in your portfolio.

Thank you.
Book Study
The Word Wall: Teaching Vocabulary through Immersion
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Reflection Question:
How do you currently use word walls? How do you monitor and evaluate whether this strategy increases the students’ vocabulary?

Using your latest STAR test information, how would you rate your class in the area of vocabulary? Advanced____, Proficient____, Basic____, or Below Basic_____.

After reading the book, try using the word wall strategy with the words listed in the appendix. After several weeks of practice, use one of the evaluation techniques and see how your students do.

Reflect:

Was there measurable growth in the acquisition of vocabulary?

Can transfer of skill be seen in the oral language students are using or in the students’ writing? What evidence do you have of this growth?

The Word Wall: Teaching Vocabulary through Immersion Book Study