

How does vocabulary learning lead to high order thinking across the curriculum?

BLOCK 7 TOPIC 6 The Dictator

associate
boycott
categorise
clarify
classify
commend
consult
convenient
delineate
dialogue
discretion
domestic
edit
eligible
elude
equivalent

exclude
explain
generalise
inept
inference
influence
justify
leeway
legislation

BLOCK 8 TOPIC 10 The Tale of Narcissus & Echo

antagonise
bellow
capricious
despondent
dishearten
evoke
gratify
mesmerise
obnoxious

BLOCK 9 TOPIC 6 Doping

abet
accentuate
attribute
augment
awry
benign
corroborate
elite
examine
disrupt

BLOCK 10: Revolution!

animosity
credible
dissent
escalate
exacerbate
impartial
implication
infamous

pacify
pertinent
ponder
prevalent
punitive
rationale
retaliate
redundant
sabotage
squander
succumb
technique
turmoil
viable
vulnerable

- Exposure to 280 Tier 2 words- including *academic verbs*.
- 225 reading comprehension questions.
- 17,000 words of fiction and non-fiction.

allure

trace

obsolete



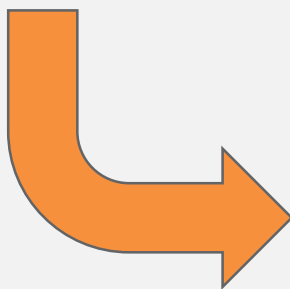
What impact does a sharp focus on vocabulary have on learners?

Tier 2

Tier 3

Oliver had not been within the walls of the _____ a quarter of an hour, and had _____ completed the _____ of a second slice of bread, when Mr. Bumble, who had handed him over to the care of an old woman, returned, and, telling him it was a _____, informed him that the board had said he was to appear before it _____. Not having a very clearly _____ of what a _____ was, Oliver was rather _____ by this _____, and was not quite _____ whether he _____ to laugh or cry.

- Students are able to access the full curriculum and excel in external assessments.
- Students are stretched beyond the curriculum.
- Students read a wider range of texts; challenging and aspirational texts are less daunting.



Oliver had not been within the walls of the **workhouse** a quarter of an hour, and had **scarcely** completed the **demolition** of a second slice of bread, when Mr. Bumble, who had handed him over to the care of an old woman, returned, and, telling him it was a **board night**, informed him that the board had said he was to appear before it **forthwith**. Not having a very clearly **defined notion** of what a **live board** was, Oliver was rather **astounded** by this **intelligence**, and was not quite **certain** whether he **ought** to laugh or cry.



Let's explore the student interface...

bedrock vocabulary

Block 7 Lesson 1 © Bedrock Learning Ltd. Feeling eager? | Exit

Lesson Activities

1. Recap previous vocabulary
2. Read about new vocabulary
3. Reading comprehension
4. Think with images
5. Explore synonyms and antonyms
6. Think imaginatively
7. Practise using vocabulary
8. Email teacher

> Continue

Click on each blue word to...

The Saiga Antelope lives on the plains of Kazakhstan and is famous for its peculiar shaped nose. Its long, droopy nose makes it look like a bizarre cross between an anteater and an antelope! The nose serves an important purpose though. These animals migrate across the vast, dusty plains of Kazakhstan and Mongolia, and when there are hundreds of thousands of antelope running in a herd, the dust can get right up your nose! This special feature allows the antelope to filter the air more effectively. Sadly, the situation for the Saiga Antelope is dire. Over 95% of their population has been lost over the last few years. A key component in their disappearance is hunting, many people believe their horns have healing properties and so they are killed for their horns. The WWF (World Wide Fund for Nature) have said it is crucial that this hunting stops immediately if we are to save the species.

foreboding deploy

Multi-modal

Coherent

Interactive

Clue! T _ _ _ _ n t

Click the play button to begin the video recap.

If something **adapts**, what does it do?

1. change
2. die
3. stay the same
4. fall
5. I'm not sure

Stamina is a successful marathon runner.



Top tips for students!

1. Bedrock lessons work best in 'google chrome'
2. For lesson activity to be registered, click 'submit'. If it is still not registering then press 'refresh' on your browser
3. If you leave a lesson half completed, make sure you select 'YES' to resume where you left off in the notifications box
4. You need to be organised- you cannot complete both Bedrock lessons the night before it's due in!
5. Choose your password wisely and make a note of your username somewhere safe (such as your school planner)
6. Report any technical issues to support@bedrocklearning.org
7. Try to use the words you learn in Bedrock at home and school- you'll be amazed at how quickly your vocabulary will expand!



How can parents get involved?

Step 1: Sit through one Bedrock lesson with your child. You'll get a clear idea of how long it should take them and the level they should be working at.

Step 2: If you have not done so already, create your Bedrock parent account. Visit this page if you need help: www.bedrocklearning.org/createparentaccount

Step 3: Visit <https://www.bedrocklearning.org/supportmychild>

Step 4: Download the talking prompts.

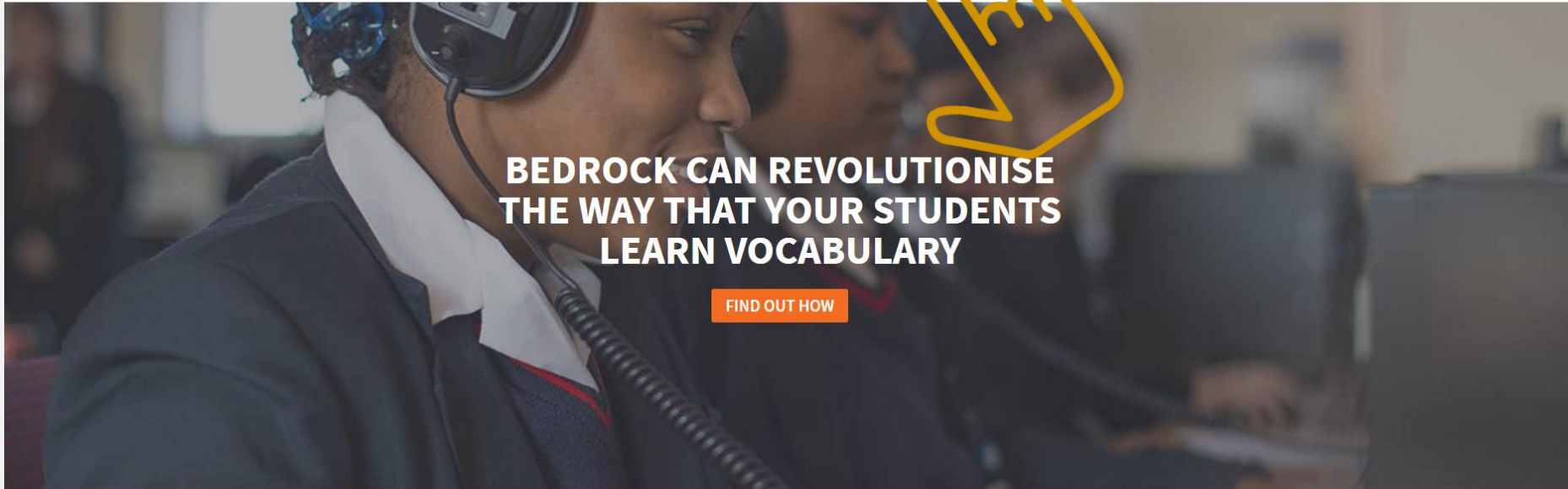
Step 5: Check the **word level data** and the **recent activity** report to monitor your child's progress. Congratulate them when they complete a topic- this will keep them motivated through the next one!



Any questions?



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