

# Teaching Vocabulary

Vocabulary skills can make or break any student's feelings about reading.

“The difference between the right word and the almost right word is the difference between lightning and the lightning bug!

--Mark Twain 1890

EVERYTHING we do as vocabulary teachers has to be focused on:

- a) building the learner's 'start up' or initial vocabulary,
- b) developing the learner's understanding of what learning words means, and
- c) showing the learner how to learn the words most effectively.

The ultimate aim, of course, is to develop the learners as independent word learners.

# Some Vocabulary Strategies To Try

# Structural Analysis

Instruction in structural analysis looks at visual patterns and meanings that change as a result of adding inflectional endings, prefixes, and suffixes, and combining the root words to form compounds. Assisting students in practicing in structural analysis will provide them with a way to not only pronounce and identify a word, but also to unlock the meaning by considering the word parts used in the structure of the word.

Structural analysis activities help students learn how to use what they already understand about words and word parts so that they can add it into their arsenal of word attack tools. Even the creation of nonsense words, using a variety of affixes, base words, and root words can support in their word knowledge. *Put Reading First* (2001) stated that “knowing some common prefixes and suffixes (affixes), base words, and root words can help students learn the meanings of many new words” and that “if students learn just the four most common prefixes in English (un-, re-, in-, dis-), they will have important clues about the meaning of about two thirds of all English words that have prefixes” (p. 38).

# Structural Analysis

Do you know this word?

**triskaidekaphobia**

Can you determine the meaning of the word by looking for prefixes, root words, and suffixes?

Let's give it a try!

# Triskaidekaphobia

Look at these word parts:

- Tris – three
- Kai – and
- Deka – ten
- Phobia – fear of

Let's see the word in context.

The man refused to stay on the thirteenth floor of the hotel because of his severe **triskaidekaphobia**.

Let's try this one!

**pneumonoultramicroscopicsilicovolcanoconiosis**



# **pneumonoultramicroscopicsilicovolcanoconiosis**

Look at these word parts:

- Pneumono – having to do with the lungs
- Ultra – extreme
- Micro – small
- Scopic – looking
- Silico – like sand
- Volcano – volcano
- Konis – dust
- Osis – disorder or condition

# Concept of Definition Map

The idea is that it's not enough to know how a word is defined in a dictionary sense. Consider what happens with the following word that many 9th graders reading *To Kill a Mockingbird* may not have encountered before:

## **ecclesiastical**

**Definition:** "of or related to a church"

**Example of Appropriate Use in a Sentence:** The minister's ecclesiastical robes danced in echo to his wild gestures from the pulpit.

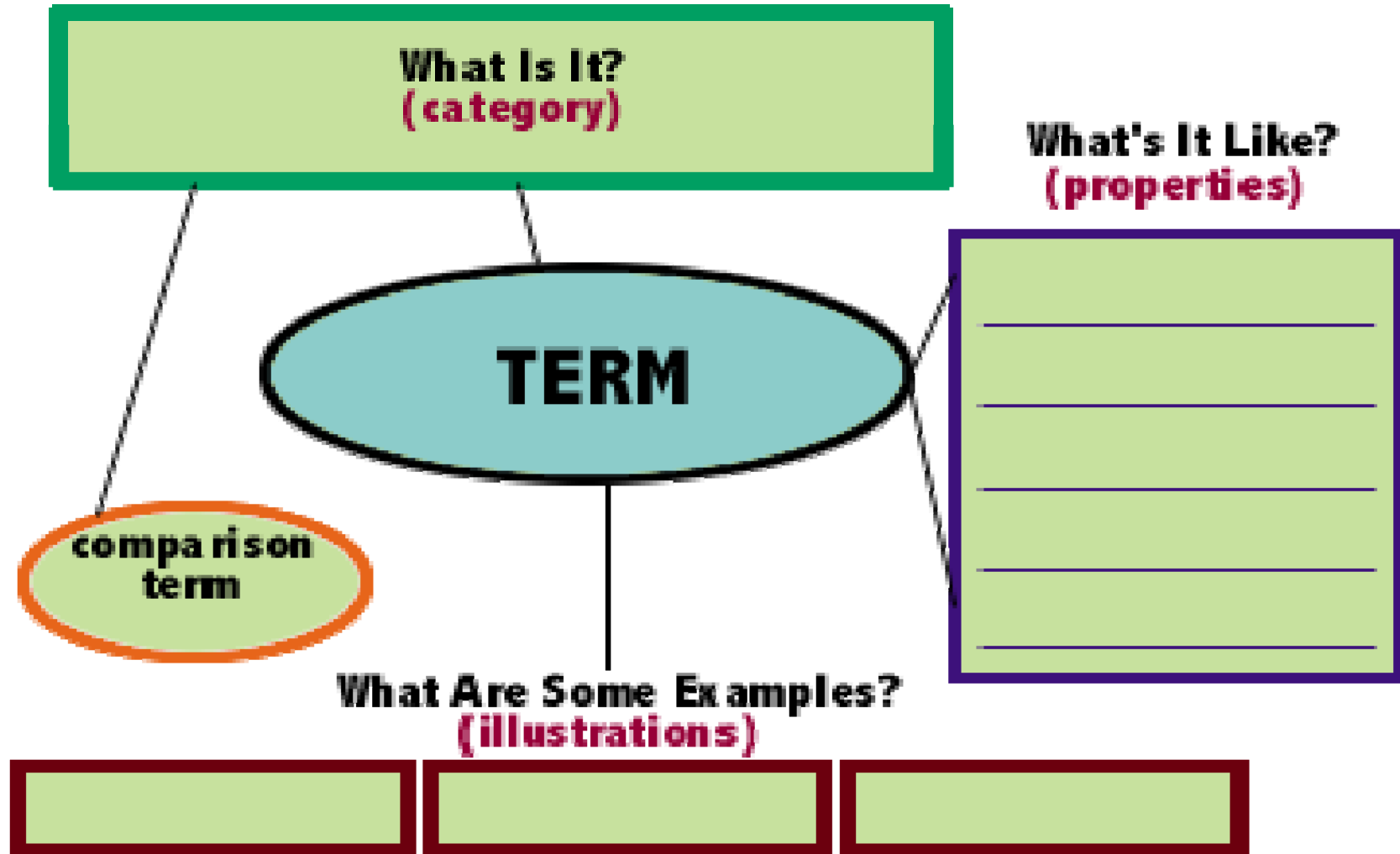
**Example of Sentence Written by a Student:** Church members are reminded to park in the ecclesiastical parking lot, rather than in the shopping center across the street.

Besides the fact that "ecclesiastical" is probably not central to students' understanding of the themes of *To Kill a Mockingbird*, it remains that the definition they were given is too one-dimensional. They have not experienced its richness of meaning, nor the shades of meaning that help us distinguish words more precisely from one another. The best way for students to comprehend a new vocabulary term is for them to experience it. A concept of definition map helps broaden their experience of new words.

# Concept of Definition Word Map

- The teacher will choose a word or concept, which relates to the topic being studied and write it in the center of the graphic. Keep in mind a few questions:
- What is the central word, concept, research question, or problem around which to build the map? For example:
  - Square
- What are the concepts? The items, descriptive words, or telling questions that you can associate with the concept, topic, research question or problem? For example:
  - All four sides are congruent
  - Contains 4 angles that are congruent and right (90 degrees)
  - Diagonals: congruent, bisect each other, and perpendicular
- Explain to the students that to understand new vocabulary, they need to know what makes up a definition of a word.
- According to the "Concept of Definition" strategy, there are 3 relationships essential to a rich definition:
  - What is it? (Category)
  - What is it like? (Properties)
  - What are some examples?

# Concept of Definition Word Map



# Concept of Definition Map

Content	Topic		Content	Topic
Primary	<a href="#">Penguins</a>		Science	<a href="#">Natural Disasters</a>
Math	<a href="#">Triangles</a>		Language Arts	<a href="#">Character Definition Map</a>

# Semantic Feature Analysis

Semantic Feature Analysis helps students grasp the "uniqueness" of individual words and aids students in their reading development by increasing their personal and academic vocabulary. By following particular steps you will be able to create and use SFA; you will be able to help students gain insight about the concepts and vocabulary needed in order to comprehend the given text or topic.

# Semantic Feature Analysis

- **Select a Category or Topic**

The first step for the teacher is to thoroughly read and review the text(s) the students will be using for the assignment. While reading, the teacher should consider the major concepts and ideas the students will come into contact with during their exploration and reading of the text.

- **Words and Features**

List phrases or individual words that are represented in the text or related to the key concepts of the text. Next, consider each word and determine if it represents large ideas or concept (feature) or if it is more of a detail relating to the primary concept (important vocabulary). It is important to note that while giving students the "features" during the initial teaching of the strategy is useful, students will benefit far more when creating their own features for the given vocabulary words, as they become even more active in their learning. This is a modification you will want to consider as your students become more experienced with the procedures.

- **Create the Matrix**

Inside your matrix, add the words that are considered a feature, or superordinate idea across the top and add the important vocabulary, or subordinate concepts, down the left hand column.

- **Code the Matrix**

After creating the matrix you will need to make copies for students or complete it as whole group via a projector. While this strategy can be used before reading a piece of text, it can also be useful after or during reading as a way to help students reflect on what they read or connect to what they are reading. Coding the matrix can be accomplished in many ways. The first suggestion was to use "+" and "-" to equate to a positive or negative response if the given word had or did not have a particular feature. Others suggested using the "+" and "-" along with a "0", for no relationship, and a "?" if more information is needed or if there is confusion. For younger students, you may want to use more familiar symbols such as "smiley" and "frowny" faces.

# Semantic Feature Analysis

	land	water	wings	fins	legs	fur	swims	flies
Dog	😊	😞	😞	😞	😊	😊	😞	😞
Fish	😞	😊	😞	😊	😞	😞	😊	😞
Hamster	😊	😞	😞	😞	😊	😊	😞	😞
Frog	😊	😊	😞	😞	😊	😞	😊	😞
Duck	😊	😊	😞	😞	😊	😞	😊	😊
Turtle	😊	😊	😞	😞	😊	😞	😊	😞
Rabbit	😊	😞	😞	😞	😊	😊	😞	😞



# Semantic Feature Analysis

Rock	Formed by fire	Changed by heat and pressure	Formed by other rocks
Granite	+	-	-
Obsidian	+	-	-
Limestone	-	-	+
Coal	-	-	+
Shale	-	-	+
Slate	-	+	-
Gneiss	-	+	-

# Semantic Feature Analysis

	Carnivore	Bi-pedal	Herbivore	Walk on 4 legs
Stegosaurus				
T-Rex				
Apatosaurus				
Coelophysis				
Diplodocus				
Brachiosaurus				
Triceratops				

# Word Sorts

A Word Sort is a simple small group activity. Students list key words from a reading selection. (Alternatively, the teacher may provide a list of terms prior to the reading activity.) Students identify the meaning and properties of each word and then "sort" the list into collections of words with similar features. This "sorting" process links students' prior knowledge to the basic vocabulary of a reading selection.

- **Closed** Word Sort—The teacher provides the categories (and the specific features of each) to the students. The students then match the words with the features to create the word collections.
- **Open** Word Sort—The teacher provides only the list of words. Students work together to discern the common features and to describe the categories for collecting the word groups.

# Closed Word Sort

Here are some words related to the three branches of government. Sort these terms based on their meanings by placing the words in the proper columns.

List of words:

Senate      veto      Supreme Court      Congress  
House of Representatives      Enforces laws  
explains laws      passes laws      President  
Commander-in-chief      constitutionality

Legislative Branch	Executive Branch	Judicial Branch

# Open Word Sort

Here are some geographic terms related to landforms. Think about possible categories that you can use to sort these terms.

plateau	dam	dune	desert	isthmus
peninsula	valley	island	hill	canyon
reservoir	gulf	strait	delta	

# List-Group-Label

- Select a main topic or concept in a reading selection.
- Have students list all words they think relate to this concept. Write student responses on the chalkboard. Note: Since the concept is presented without a specific context, many of the student suggestions will not reflect the meaning of the concept in the reading selection.
- Divide the class into groups of 3 or 4 students. Have these teams join together related terms from the larger list. Have the teams provide "evidence" for this grouping—that is, require the students to articulate the common features or properties of the words collected in a group.
- Ask the student groups to suggest a descriptive title or label for the collections of related terms. These labels should reflect the rationale behind collecting the terms in a group.
- Finally, have students read the text selection carefully and then review both the general list of terms and their collections of related terms. Students should eliminate terms or groups that do not match the concept's meaning in the context of the selection. New terms from the reading should be added, when appropriate. Terms should be "sharpened" and the groupings and their labels revised, when necessary.

# List-Group-Label

Imagine that a group of students came up with the following list of words for the concept “Volcanoes”

lava explosion destruction fire dust  
ash death smoke cinders Pompeii  
Mt. St. Helens eruption rocks Hawaii  
earthquake heat Krakatoa

How would you group these words?

What labels would you put on your groups?

# List-Group-Label

Did your groups and labels look anything like this?

Things that come out of a volcano	Results of an eruption	Famous Volcanoes
Lava	Explosion	Mt. St. Helens
Ash	Destruction	Kratatoa
Rocks	Death	Pompeii
Dust	Earthquake	Hawaii
Smoke	Eruption	
Cinders		
Fire		
Heat		



# Contextual Redefinition

This vocabulary strategy allows students to use background knowledge, context clues, and appropriate resources to acquire new vocabulary words.

- The teacher selects words from an area of study that may be unfamiliar to students.
- The teacher writes a sentence for each word that will allow students to guess the meaning through the use of **contextual** clues.
- The teacher presents the words in isolation and elicits student predictions and guesses.
- The teacher presents the words in the sentences that have been written.
- Students revisit their original predictions/guesses and make necessary changes based on the context clues.
- Students use a dictionary, textbook, or other resource to verify definition.

# Contextual Redefinition

<b>Vocabulary Word</b>	<b>Original prediction or guess based solely on the word</b>	<b>Revised prediction based on context clues</b>	<b>Actual definition based on resource (list resource used)</b>
<b>Carapace</b>			
<b>Nonsectarian</b>			
<b>Insipid</b>			

# Contextual Redefinition

## Sentences with context clues

Without its **carapace**, the turtle would be subject to certain death from its enemies or the elements.

Although he was a believer in God, he had a **nonsectarian** attitude toward religion.

He had presented this lesson in a dull manner, failing to challenge or stimulate the students; the teacher knew he had made an **insipid** presentation.

# Shades of Meaning

- The subtle differences between related words can be very confusing for students. While they might have a general sense of the difference between *overjoyed* and *ecstatic*, most students would be hard-pressed to define and use these terms in specific ways. In other words, most likely they would see these two words as synonyms and not comprehend the differences authors intend when they use one or the other.
- Goodman (2004) developed the shades-of-meaning strategy as a way to address this need and help students develop their understanding that many words can be organized in gradients of meaning. The strategy encourages students to talk about words and arrange them along a continuum. As an interesting side note, the ability to distinguish subtle meaning is one of the skills assessed on the Scholastic Aptitude Test.
- The easiest way to develop students' understanding of the differences between related words is to use paint chips. Most hardware stores will provide you with paint chips for free. Using a paint chip, students identify a continuum of words and then write the words in the colored sections of the paint chip.

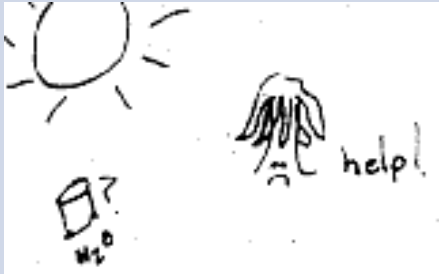

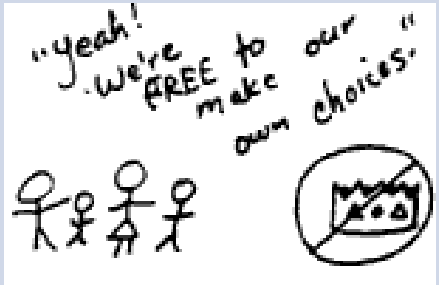
# KIM

## Key Idea, Information, Memory Clue

1. Provide the key vocabulary critical to a student's understanding of a required reading selection. These terms should represent key ideas or concepts. (K)
2. Provide a meaning for the students and important information about key words. This information may be a definition or it may be a more technical concept explanation. Be sure to give examples and the context in which the word will be used. The student paraphrases the meaning and verbalizes a connection of the term to what is already known about the topic. Stress the pronunciation of each word. (I)
3. Have the students make a simple sketch (or other memory connection) that explains the word. This "memory clue" is a way for students to fully integrate the meaning into their memories. (M)

# KIM

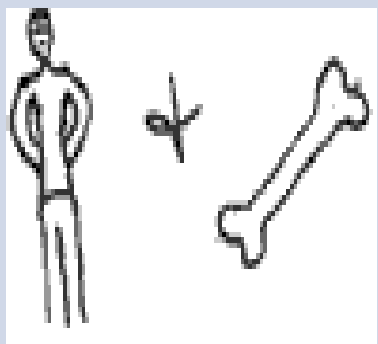
## Key Idea, Information, Memory Clue


Key Term	Information	Memory Clue
drought	Little or no rain over a period of time	
coup	Takeover of government by military	
sovereignty	Political independence	

# Vocabulary Block

Vocabulary Blocks work much like K.I.M.

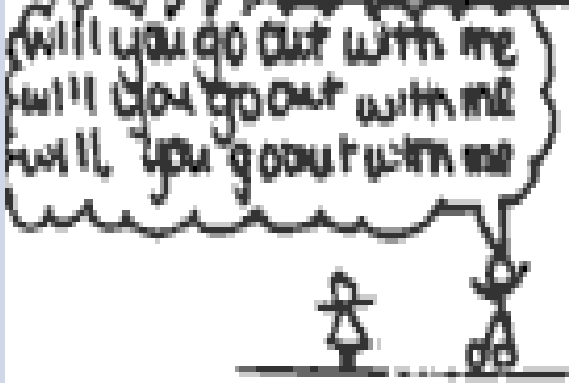

Students receive a piece of paper with several blocks on it. Their vocabulary words go in the upper left corner of each block, with a short definition in the box directly below. In the upper right-hand corner goes an antonym of the vocabulary word, and in the lower right-hand corner, a drawing of the definition of the word.

gaunt	fat
thin and boney	

tumult	quiet
Noisy commotion	

# Vocabulary Block

(continued)

Perseverance	Cessation
Persistent effort	 A cartoon illustration showing a man on the right and a woman on the left. A large, cloud-like thought bubble above the man contains the text "Will you go out with me" repeated three times in a slightly different font and orientation, illustrating the concept of persistence.
Solicit	Indifference
To seek, to beg	 A cartoon illustration showing a man on the left and a woman on the right. The man is standing and has a speech bubble that says "GIVE". The woman is kneeling on one knee and has a speech bubble that says "PLEASEEE" with multiple 'E's, illustrating the concept of solicitation or begging.



# Frayer Model

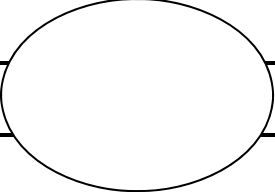
The framework of the Frayer Model includes:

1. the concept word
2. the definition
3. characteristics of the concept word
4. examples of the concept word
5. non examples of the concept word

It is important to include both examples and non examples, so students are able to identify what the concept word is and what the concept word is not. First, the teacher will assign the concept word being studied, and then talk about the steps involved in completing the chart.

# Fruyer Model

DEFINITION	CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES



# Frayer Model

<b>Definition in your own words</b>  A quadrilateral is a shape with 4 sides.	<b>Facts/characteristics</b> <ul style="list-style-type: none"><li>• 4 sides</li><li>• may or may not be of equal length</li><li>• sides may or may not be parallel</li></ul>
<b>Examples</b> <ul style="list-style-type: none"><li>• square</li><li>• rectangle</li><li>• trapezoid</li><li>• rhombus</li></ul>	<b>Nonexamples</b> <ul style="list-style-type: none"><li>• circle</li><li>• triangle</li><li>• pentagon</li><li>• dodecahedron</li></ul>

**Quadrilateral**

# Vocab-o-Gram

A Vocab-o-gram is a generic classification chart that reflects the categories of story structure. It is used with a charting process that asks students to organize vocabulary in relationship to the structure of the selection.

## **How does it work?**

- The teacher selects vocabulary words from a story students are going to read.
- A graphic organizer is created with elements of story structure provided as categories or questions.
- Students then work in groups to create their vocab-o-grams. Ask students to work in teams to share what they knew about the words and to classify them according to the clues they gave about the upcoming selection.
- Each team brings its Vocab-o-Gram to a large-group session where the teams shares their ideas, placements, and reasoning.
- At this point, all predictions are acceptable and the initial discussion helps the teacher gauge the state of class knowledge so more direct instruction can be used if it is appropriate.
- After groups share their knowledge of individual words and their predictions, the teacher decides if the students' level of word knowledge is sufficient for students to jump right in to reading the selection.
- After reading and the comprehension discussion following the selection, the teacher asks the students to refine their Vocab-o-Grams in another color pencil.

# Vocab-o-Gram Sample

A teacher uses a vocab-o-gram for the trade book *Greyling* (Yolen, 1991).

The words placed on the board are:

greyling	wail	stranded
fisherman	baby	townsfolk
roiling seas	shallows	joyously
sandbar	grief	slough off
selchie		

# Vocab-o-Gram

Use vocabulary to make predictions about.....

Greyling    wail    stranded    fisherman    baby    townsfolk    roiling seas    shallows    joyously  
sandbar    grief    slough off    selchie

The setting:

What will the setting be like?

The characters:

Any ideas about the characters?

The problem or goal:

What might it be?

The actions:

What might happen?

The resolution:

How might it end?

What question(s) do you have?

Mystery Words:

## Vocab-o-Gram

Use vocabulary to make predictions about....

Greyling    wail    stranded    fisherman    baby    townsfolk    roiling seas    shallows    joyously  
 sandbar    grief    slough off    selchie

The setting:  
 townsfolk    roiling seas    sandbar

What will the setting be like?  
 little town by the sea

The characters:  
 fisherman, greyling, baby, wail, townsfolk

Any ideas about the characters?  
 There' s a big wail. Maybe the fisherman is related to baby. Greyling is a fish.

The problem or goal:

What might it be?  
 Somebody gets stranded on sandbar.

The actions:

What might happen?  
 Fisherman saves baby. Fisherman is saved.

The resolution:

How might it end?  
 Joyously or sad (grief)  
 both sad and happy; bittersweet

What question(s) do you have?

What happens to the baby?

Mystery Words: selchie, slough off

# PAVE

The PAVE Procedure was developed to encourage students to check the dictionary definition against the context in which the word appeared. It also helps students remember word meanings by associating the word with a visual image. PAVE stands for the four parts of the procedure :


prediction  
association  
verification  
evaluation

Students should predict the meaning of the word based on the context clues, associate the word with a mental image, verify the word's meaning by consulting a dictionary, then evaluate the prediction they made. While this procedure seems time-consuming, students report that it helps them remember the words better.



# PAVE

*If alligators are aggravated, they will either grumble or roar.*

<i>aggravated</i>	
Word	Association or Symbol
<i>angry</i>	
Predicted Definition	
One Good Sentence:	
<i>I get very aggravated with my parents sometimes.</i>	
Verified Definition:	
<i>To be exasperated or provoked; to anger.</i>	
Another Good Sentence:	
<i>John aggravated me by calling me a name.</i>	

**A PAVE Map**

# Cubing

- 1) Write the vocabulary word
- 2) Define it
- 3) Write something personal it reminds you of
- 4) Write a synonym
- 5) Write an antonym
- 6) Illustrate it

Hang the various vocabulary cubes in a mobile form.

# Connect Two

- Select 10 to 12 words or phrases you think are important for students to know prior to a reading selection.
- List the words on chart paper, chalkboard or an overhead transparency for students to copy on cards or small pieces of paper.
- Read the list of words with students.
- Ask students to "connect two" or choose two words they think might belong together, and state the reason for making the connection, e.g. "I would connect \_\_\_\_\_ and \_\_\_\_\_ because \_\_\_\_\_." At this point in the process, it is important to stress to students that there are no right answers. Modeling or demonstrating the procedure is also easier if the words are on small strips on an overhead transparency. The strips can then be seen by the entire class as you manipulate the pairs of words. It is okay if some words have several pairings, or students can not find a connection for some words. Allow time for students to pair the words. Circulate around the room asking for the connections they are making.
- Read the selection.
- Review the word list. Then ask students to make connections, based on what they have read. Some of the connections will stay the same, and some will change. Share any new connections, e.g. "Based **on what I read**, I would connect \_\_\_\_\_ and \_\_\_\_\_ because \_\_\_\_\_."
- If you wish, have students write some of their connections using the above format.
- "Connect Two" can be used as an informal assessment, as well as a way to review vocabulary.

# Word Prediction

## **BEFORE READING**

- Select six words that are relevant to the topic. The words may come from the reading selection or ones that will be used in the discussion of the reading.
- Select six words that are not relevant to the selection. For the first few times, use words that clearly do not apply to the main topic. Be more subtle as students become more adept at sifting out irrelevant concepts.
- List the twelve words in mixed order on the board, chart paper, overhead or on a handout.
- Introduce the topic of the reading assignment.
- Ask students to select words from the list they would expect to find in the reading assignment and might also apply to the topic of study. Define terms as needed. An example of an organizational chart is given where students may write down definitions.
- Discuss the word choices. Ask students to explain how the word applies to the topic and why it might be found in the reading. Include the words not selected in the discussion. Connect the words to events with which students are familiar.

## **DURING READING**

- Write the page number from the reading where information about each relevant term is found. This may be entered on the organizational chart example, a note card, or place a self-stick note on the page.

## **AFTER READING**

- Discuss the reading. Include information that confirms the predictions of which terms might be found in the reading.
- Encourage students to refer to the page numbers from the reading for help with the discussion. If definitions were entered on a chart, additional supporting information may be added at this time.

# Word Prediction (continued)

## EXAMPLE

- Give a basic overview of the Civil War. Discuss the preselected words. Clarify meanings. Decide whether or not the words apply to the subject of the Civil War.
- On a chart students write whether or not a word/term might be expected to be found in a reading selection about the Civil War, and why.
- While reading the text, students note the page numbers where information about the terms can be found. Additional details may be added to the chart.
- After reading, discuss vocabulary and text. Support definitions and predictions with examples from the text. Refer to noted page numbers as needed.
- Consider the learning styles of your students. Organizing information is an important learning tool. This is one way to chart the different parts of a lesson that occur before, during and after a reading assignment.

Term	Expect to Read About? Y or N	Why?	Page?	Definition or Additional Details
Avalanche				
Confederate				
Tank				
Union				
Atom bomb				

# Concept Circles

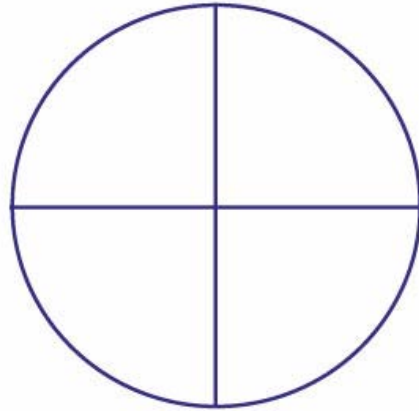
## **Description**

- A Concept Circle is a visual organizer, similar to Frayer Model, which helps students understand key words and concepts.
- A Concept Circle is divided into four or more equal sections to hold words or symbols that are connected by a common relationship.

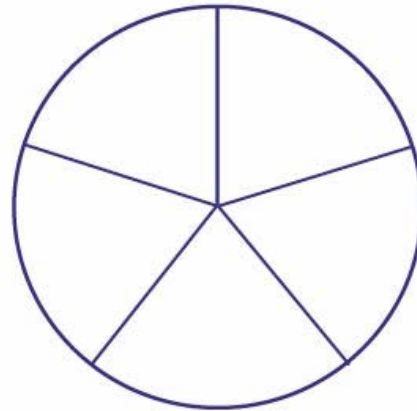
## **Purpose**

- The Concept Circles are used to identify unfamiliar concepts and vocabulary.
- They create a visual reference for concepts and vocabulary. Through a visual representation, students see clearly how the concepts are related.
- The beauty of this strategy is that involves active participation and also individual accountability. When students are actively engaged, they share ideas, solutions, are stimulated and have fun, consequently they feel successful.

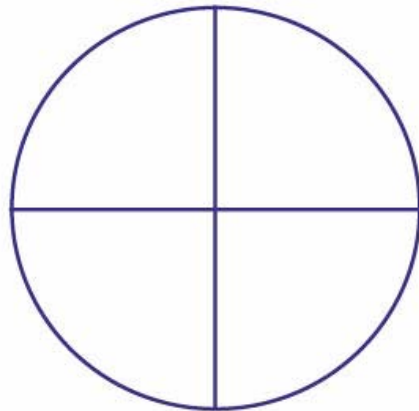
# Concept Circles



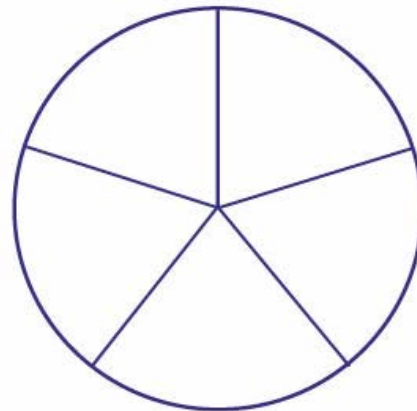
Concept \_\_\_\_\_



Concept \_\_\_\_\_



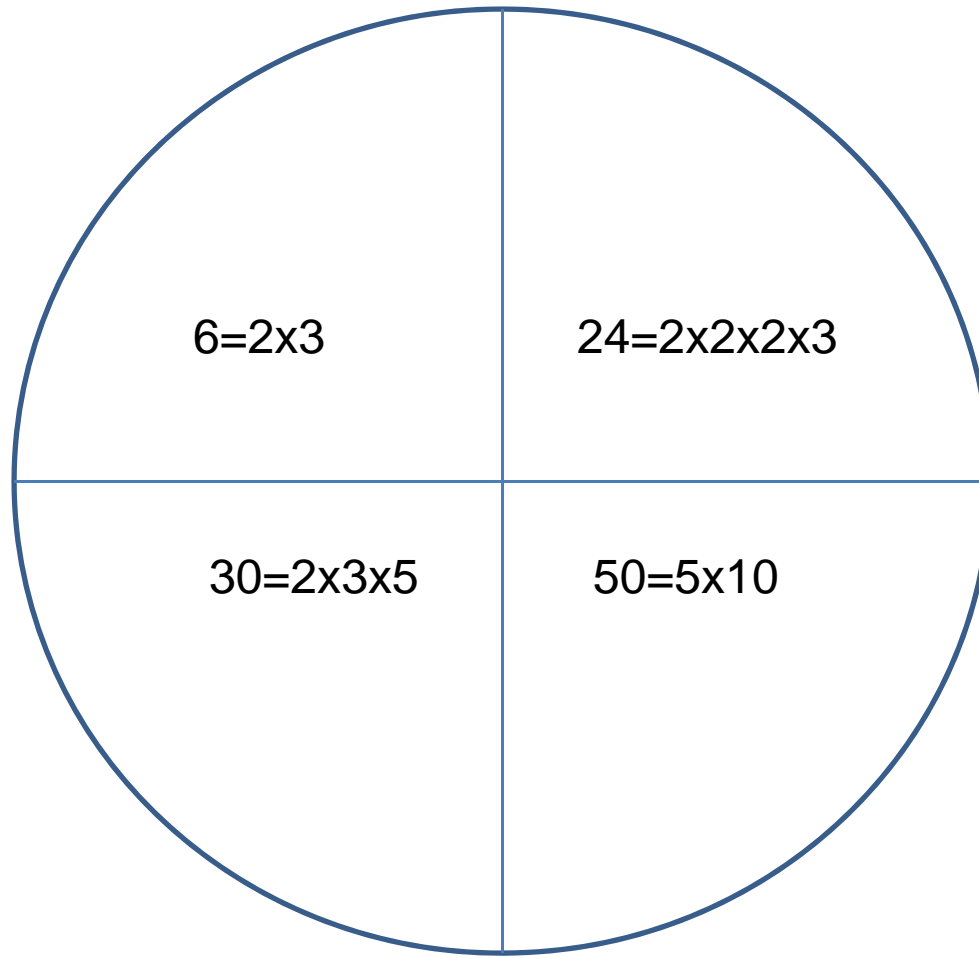
Concept \_\_\_\_\_



Concept \_\_\_\_\_

# Concept Circle

One of the entries in this circle does not belong. Name the concept then change the incorrect entry to make it connect to the concept you named.



Concept:

\_\_\_\_\_



# I Spy

## Students Studying the Revolutionary War

- Create a list of words specific to the unit of study.
- Give students the list of words and explain that they are looking for **examples** of the word and not the actual word. It is a bonus if they find the actual word but you really want them to discover the word in action.
- Students work in groups and document where they discovered the word.
- If possible, they bring an artifact to show the word in a new context. For example, if they find a newspaper article about a revolution, students cut the article out and bring that as an artifact.
- Individually, students write what **connection** the target word in a new context has to what they are studying in the unit on the American Revolution.

# I Spy: A Word Scavenger Hunt

Word/ Concept	Where Discovered?	Word Artifact	Definition/ Connection to Unit of Study
Revolution			
Traitor			
Infiltrate			
Declaration			
Independence			

# LEAD

A strategy used to assess students' prior knowledge related to a unit of study:

- L: **List** specialized or academic vocabulary words related to topic/unit
- EA: Provide students with an **experience activity** where they would use the specialized vocabulary
- D: **Discuss** the topic using the specialized vocabulary words as a way of focusing the discussion

# Example: Unit on King Arthur

The teacher selects words related to King Arthur and the Knights of the Round Table in anticipation of reading several King Arthur legends. Students are shown a video clip of an Arthurian legend and asked to discuss the video clip and any other previous experiences they have had with movies or texts related to King Arthur.

**LEAD**  
**Experienced-Based Vocabulary Instruction**

L=Lead

EA= Experienced-based

D=Discussion

**List**

chivalry	pledge	jousting	dubbed	code	rivalry
knight	distress	damsel	betrayal	custom	
tournament	skirmish	heroic	courtly	oath	

**Experience Activity**

Work with members of your learning group and discuss what you know about King Arthur and the Knights of the Round Table. Use the words listed in the box above to describe what you know. Have you seen a movie about King Arthur and the Knights of the Round Table? If so, you probably know some other, related words. If anyone uses words related to King Arthur and the Knights during your discussion, write those words here.

**Discussion**

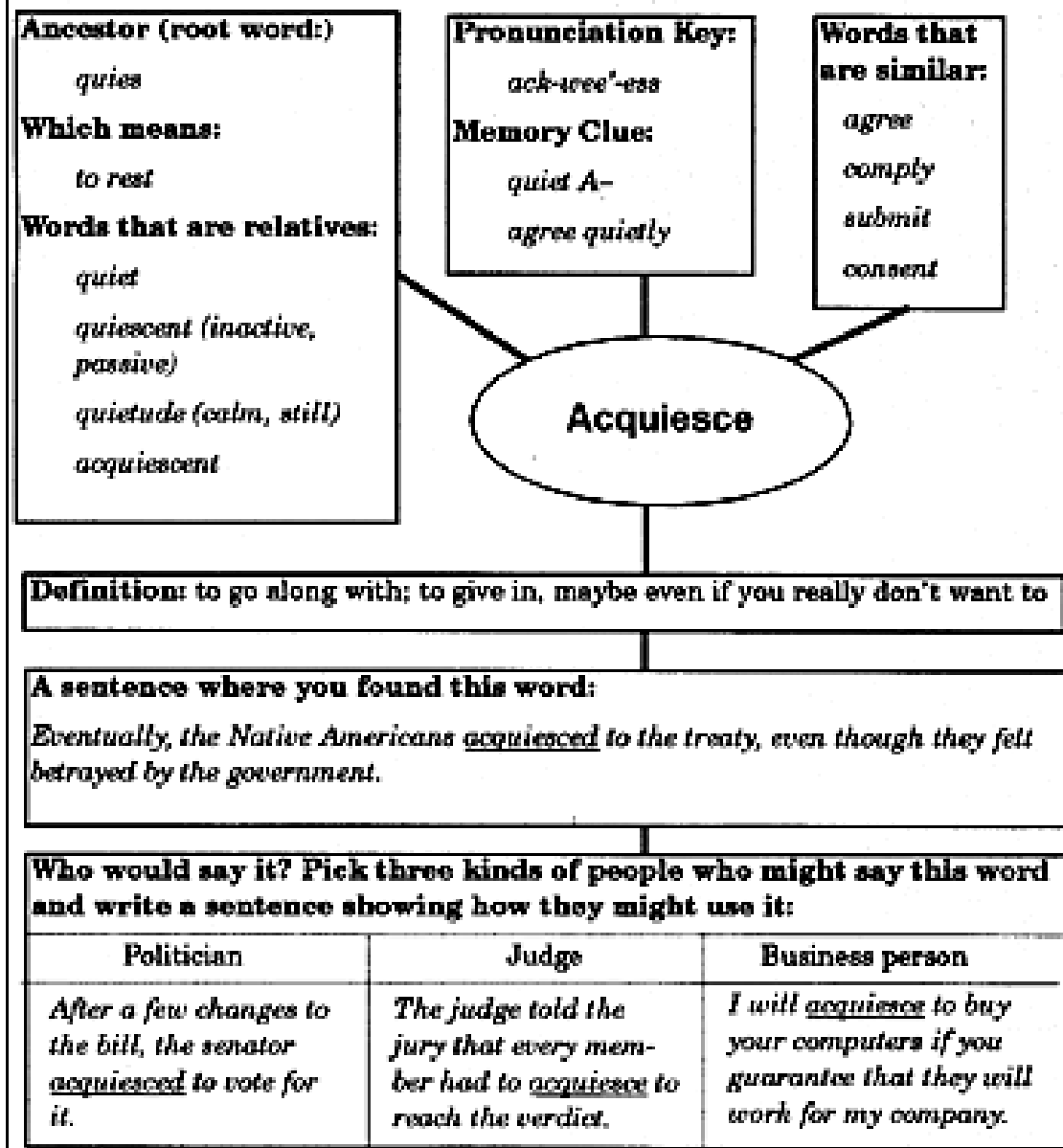
Did anyone know and talk about damsels in distress?  
 What did you think the words code and chivalry had to do with knights?  
 Can you explain those words using any of the “knightly words” above?  
 I’m wondering if any of this is applicable today? What do you think?

# Word Family Tree

The Word Family Tree involves students in connecting a key term to its origins, to related words which share a common root, to words that serve a similar function, and to situations where one might expect the word to be used. Select a group of target words for students to investigate. These could be pivotal words in a short story, key terms in a unit of study, or general high utility vocabulary words.

- Select a group of target words for students to investigate. These could be pivotal words in a short story, key terms in a unit of study, or general high utility vocabulary words.
- Introduce the Word Family Tree graphic organizer as a means of vocabulary study.
- Next, have students work with partners or in cooperative groups to complete Family Word Trees for the target words. They may use any appropriate resource, including their textbooks, a thesaurus, dictionary, or other vocabulary-rich sources.
- Allow time for students to share their Word Family Trees. They will discover that other students were able to identify related words that they may have overlooked, additional possible synonyms, and other useful contexts where the word might make an appearance.

# Word family tree for "acquiesce"



Doug Buchl (1999)

# Vocabulary Flip Book

This strategy is for developing mastery of vocabulary words.

- Model how to complete the flip book by writing a vocabulary word, its definition, a sentence containing the word, and examples of the word in the designated sections of your flip book.
- Have students write the same information in their own flip books.
- Give students additional words to put in their personal vocabulary flip books.
- Have each student share a page from his or her Vocabulary Flip Book.
- Consider providing additional empty flip book pages to students so that they can add new words to their flip books over time. They can use their flip books as a personal dictionary.




# Vocabulary Flip Book

Name \_\_\_\_\_

Word	Meaning	Example	Sentence
Word	Meaning	Example	Sentence
Word	Meaning	Example	Sentence

Fold

Fold

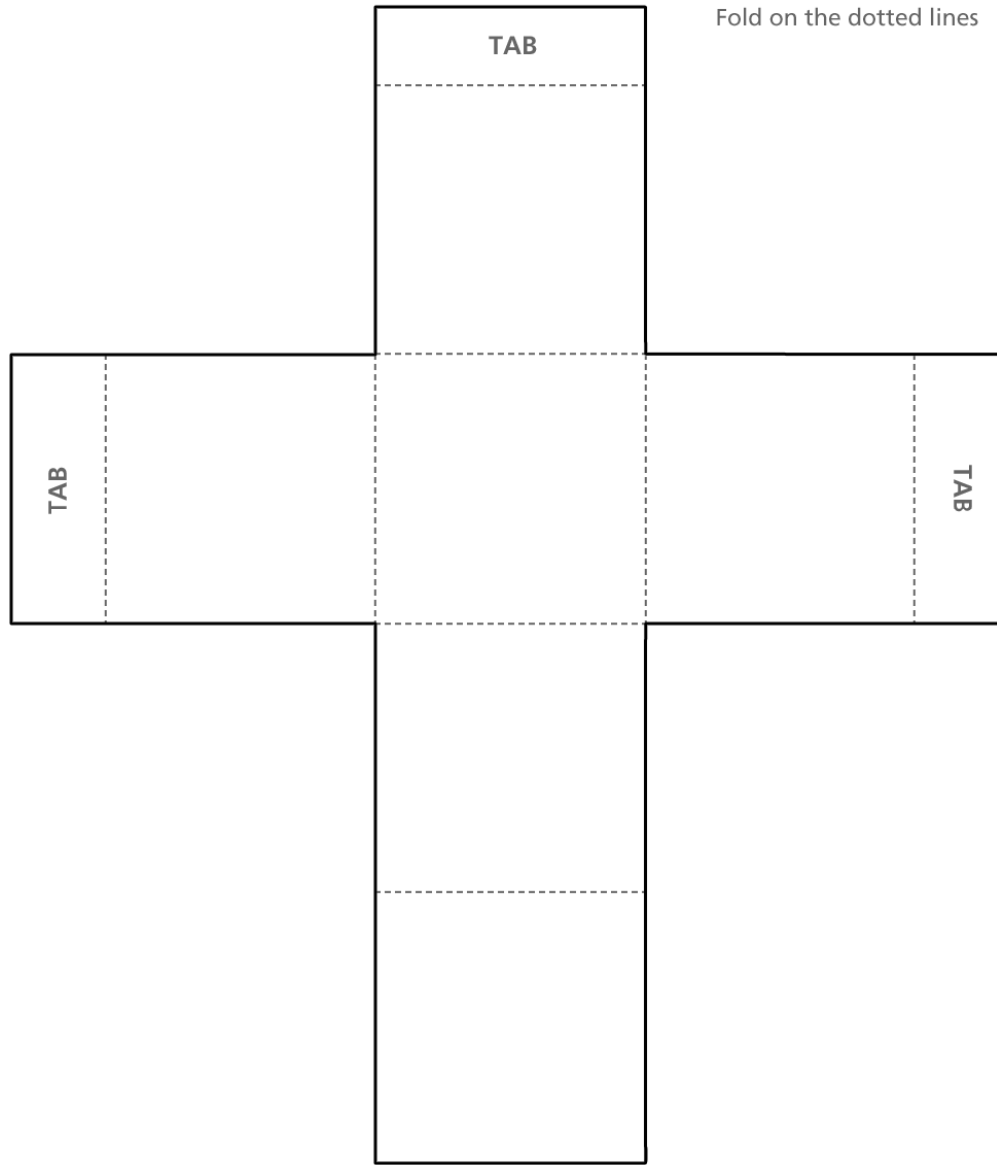


# Vocabulary Cube Game

This is a game to reinforce vocabulary words. In this game the student gives clues to a specific vocabulary word while their peers try to identify the word.

- Print a copy of the Vocabulary Cube template for each student, pair of students, small group, etc.
- Students should write one word in each box and then put the cube together.
- Sitting a circle, one student tosses the cube to another student. The person that catches the cube will silently read the word their right thumb is touching. It's their job to help their peers guess what the word is without ever saying it. The person holding the cube can act the word out, give an example of the word, or give a synonym or antonym for the word: it's up to them. The rest of the group has to guess the word.
- If you forget the meaning of the word under your right thumb, don't worry. In that case, just throw the cube to another person in the group.

# Vocabulary Cube



# Vocabulary Hot Seat

This game is for reviewing vocabulary words for a given unit of study.

- Write a list of vocabulary words that students have been studying on chart paper.
- Place a chair in front of the board, facing the class. This will be the hot seat.
- Choose one student to sit in the hot seat.
- The student who is sitting in the hot seat, will not be able to see the word. S/he will ask some questions to try to figure out the word.
- The questions you can use are: (refer to posted questions)
  - Is \_\_\_\_\_ an example of this word?
  - Does it look like this? (For this question you can either draw a picture or act it out.)
  - Does it mean \_\_\_\_\_?
- Have the student in the hot seat ask yes or no questions to try to guess the word.

# Probable Passages

- Provide a list of 8 – 14 words from the selection. Most of these words should be significant to the meaning of the selection and ones that are familiar to the student.
- Provide the title of the selection.
- Don't forget to ask students to begin to make predictions based on the title, and to use this information to help further their predictions as they put the words in the categories.
- Categorize known words into the Character, Setting, Problem, and Outcomes boxes.
- These words do not have to be selected and categorized in obvious ways. For example, the list of words may not necessarily contain names of characters or places. They may be descriptive words that might go in either category. Each word is used once.
- Categorize unfamiliar words in the Unknown Word(s) box.
- These are words with which the students are not familiar, not words for which they can't predict a category. Words students put in the Unknown Word(s) box provide a good diagnostic assessment of vocabulary that needs explicit teaching. You may want to select one or two words to put in the list that you know will be challenging as a way for students to attend to them prior to reading. If most of the students have put most of the words in the Unknown Word(s) box, it may be a cue that the selection is too difficult.

(continued)

# Probable Passages

(continued)

- Write questions in *To discover...*
- The *To Discover* questions are a good way to get students to think about the questions they have based on their predictions.

## **During Reading**

- After reading part of the selection, ask students to revisit their Probable Passage to re-categorize words and/or write new *To Discover* questions based on the new information they have gained from the reading. Also ask students to make new predictions about the rest of the selection.

## **After Reading**

- After reading the entire selection, ask students to revise their Gist Statement as a way to summarize the selection in one sentence.

**Title: Carrying the Running-Awards by Virginia Hamilton  
(Hume, Karen et al. Sightlines 8. Canada: Prentice Hall Ginn, 1999)**

**Word List: slave catchers, emancipation, freedom, plantation, overseer, slaves, escape, man**

Characters: slaves man	Setting: plantation	Problem: slave catchers
Outcome(s): freedom escape		Unknown words: emancipation overseer

**Gist Statement (what I predict this is about)**

I predict this is about how a man and several slaves working on a plantation overtake the slave catchers and escape to freedom.

**To discover...**

1. Did they use weapons to overtake the slave catchers?
2. Where did they go to find freedom?
3. What is emancipation?

# Websites for Literacy Strategies

## **Strategies for Reading Comprehension**

<http://curry.edschool.virginia.edu/go/readquest/strat>

## **SEDL – Building Reading Proficiency at the Secondary Level**

<http://www.sedl.org/pubs/reading16/12.html>

## **Reading as a Strategic Activity**

<http://www.justreadnow.com/strategies/index.htm>

## **Content Literacy form Literacy Matters**

<http://www.literacymatters.org/content/intro.htm>

## **Reading Strategies to Guide Learning**

<http://www.sdesa6.org/content/docs/ReadingStrategiestoGuideLearning080808.pdf>

## **Learning Strategies Database**

<http://muskingum.edu/~cal/database/general/reading.html>



# Websites for Literacy Strategies

## **Reading Strategies: Scaffolding Students' Interactions with Texts**

<http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm>

## **Prereading Strategies and Activities**

[http://media.wiley.com/product\\_data/excerpt/86/07879689/0787968986.pdf](http://media.wiley.com/product_data/excerpt/86/07879689/0787968986.pdf)

## **Florida Center for Instructional Technology**

<http://fcit.usf.edu/fcat/strategies/default.htm>

## **Novel Links**

<http://english.byu.edu/Novelinks/Index%20of%20strategies.htm>

## **Reading Strategies**

<http://www.msu.edu/user/lambjen3/TE301.html#SequentialRoundtableAlphabet>

## **Free Reading**

<http://www.free-reading.net>