A Teacher's Desktop Vocabulary Handbook

Miami-Dade County Public Schools
Division of Language Arts/Reading
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Division of Language Arts/Reading
Miami, Florida
Summer 2000
# Table of Contents

Message from the Director 1
Introduction: Leader of the Pack vii

**Chapter 1: On the Prowl**

- Types of Context Clues 1-3
- C/0/QU 1-6
- Contextual Redefinition 1-8
- Multiple Meanings 1-11
- Preview in Context 1-20
- The P.A.V.E. Procedure 1-22

**Chapter 2: Separate the Sheep from the Goats**

- Copious Compounds 2-3
- Fool a Friend 2-6
- Prefix Roundup 2-8
- Shake a Word 2-10
- The Root of the Problem 2-13

**Chapter 3: A Horse of a Different Color**

- Concept of Definition Map 3-3
- Prayer Model 3-9
- Semantic Feature Analysis 3-14
- Semantic Mapping 3-20
- Structured Overview (Graphic Organizer) 3-24
- Vocabulary Overview Guide 3-28
- Word Association Strategy 3-33

**Chapter 4: Monkey Business**

- Clues and Questions 4-3
- Competitive Word Chain 4-5
- Concentric Circles 4-8
- Crossword Puzzle Put Together 4-10
- I Have... Who Has...? 4-14
- Inner Listening 4-17
- Password 4-20
- Tic Tac Toe Terms 4-22
- Word Bingo 4-23

**Chapter 5: Water off a Duck’s Back**

- ABC Delight 5-3
- Analogy Challenge 5-6
- Bulletin Boards and Word Walls 5-8
- Figures of Speech 5-10
- Word Sorts 5-12
- Brainstorming: Word Association Tree 5-15
- Give Me the Word 5-17
- Roll Call Round Robin 5-19
- The Shape of Things 5-21
- Word Chats 5-22

**Chapter 6: Elephants Never Forget**

- Class Dictionary Box 6-3
- Motor Imaging 6-6
- The Invisible List 6-8
- TOAST 6-10
- Stash It 6-13
- Vocabulary Books and Portfolios 6-14
- Vocabulary Improvement Strategy 6-24
- Vocabulary Self-Collection Strategy (V.S.S.) 6-28
Dear Teachers:

There is probably no area of instruction more captivating to students than the study of words. Students love to 'play' with language. They enjoy learning about the origin of words and how they have changed over time. They delight in using more extensive vocabulary in their conversations and in their writing, and they take pleasure in the power that an extensive vocabulary affords them. A sage remarked "The limits of my language are the limits of my world."

Research has shown that learners retain very little when they are assigned a list of words, write definitions from a dictionary, use the words in a sentence, and take a test. Despite these findings, this is the traditional method of "instruction" for learning new vocabulary.

Wild About Words: A Teacher's Desktop Vocabulary Handbook was written to help teachers across grade levels and content areas motivate and excite students as they learn new words. Each chapter focuses on a different aspect of vocabulary development. Every activity or strategy informs you as to the rationale for using that technique, the appropriate audience, the materials you need, step-by-step instructions, and variations or black-line masters where applicable.

Special thanks are in order to Educational Specialists, Dr. Roma J. Carlisle, Becky Neiburger, Dr. Leslie Etoise Somers, and Kit Granat, District Supervisor, for their untiring efforts in creating this document. Without their dedication and expertise, this publication would not have been possible.

I hope you will be Wild About Words in both your professional and personal lives.

Sincerely,

[Signature]

Dr. Alicia Moreyra, District Director
Division of Language Arts/Reading

M-DPS Division of Language Arts/Reading Summer 2000
Leader Of The Pack

Introduction
INTRODUCTION

Students encounter approximately 88,500 distinct words in the books and materials they read in school (Nagy & Anderson, 1984). An average student learns vocabulary at the rate of 3,000 to 4,000 words per year, accumulating about 25,000 words by the end of eighth grade and perhaps 50,000 by the end of high school (Graves, 2000). Direct teaching of these words within a 180-day school year would require teaching approximately 20 words every day—a nearly impossible task. Students, then, must have strategies to learn words independently from their content area reading and pleasure reading. The strategies in this book are based on research on how students learn vocabulary and are designed to make students independent vocabulary learners.

Since all words cannot be taught directly, Cook (1986) provides some suggestions for selecting which words to teach:

- Teach words that are central to the important ideas students must learn.
- Teach only words that students do not already know.
- Expect students to use context to develop meaning—if the context is rich enough.
- Teach a few words (five or fewer) well so that students retain them over a long time.

Regardless of the words selected, the use of the look-up-in-the-dictionary-and-write-the-definition-and-a-sentence method is discouraged. Looking up words in the dictionary diverts the reader’s attention from the reading task, interferes with short-term memory processing, and disrupts comprehension (Gonzalez, 1999). Moreover, students gain only a superficial understanding of the words (Dole, Sloan, & Trathen, 1995).


- Create an environment that is rich and motivating so that students become active, involved, “word aware” learners.
- Convey enthusiasm for learning and using words.
- Choose words from texts that students read instead of using contrived vocabulary exercises.
- Teach a limited number of words in depth.
• Relate new vocabulary to background knowledge through think-
  alouds and discussions.
• Develop elaborated word knowledge by providing many encounters
  with new words in like and different contexts and giving multiple
  opportunities for using the new words in meaningful ways in
  reading, writing, listening, and speaking.
• Aid in developing a variety of strategies students can use to learn
  words independently.

Enjoy the strategies and activities presented here, and have a wonderful

time being 'Wild About Words!'

**Limited English Proficient Students**

A significant increase has been noted in the number of language minority
students enrolled in our elementary and secondary schools and the trend is
expected to continue. According to the 1998/99 Florida Department of Education
English for speakers of other languages (ESOL) report, more than 230 thousand
limited English proficient (LEP) students attend Florida public schools. The state
of Florida's LEP students come from 252 different countries and speak 202
languages (Office of Multicultural Student Language Education, 1999). In
October 1998, approximately 58% of the total student enrollment in Miami-Dade
County Public Schools consisted of students whose primary language is other
than English (Department of Research Services, 1999).

Teachers of linguistically and culturally diverse learners find themselves in
classrooms with myriad configurations as they create opportunities for
meaningful communication that allow students to interact with the subject matter
while building proficiency in English. Fradd (1998) noted that the language
instruction process is not simple. However, it is essential in ensuring that
students learning English have opportunities to acquire the language proficiency
of their English proficient peers. Teachers may assume that a student who
demonstrates proficiency in social communication should be able to handle
English as used for academic work. Cummins (1981) distinguishes between
basic interpersonal communication skills and cognitive academic language
proficiency. Contextual clues such as gestures, intonation and concrete referents
help LEP students function on a social and pragmatic level; however, unless they
master language skills necessary for learning academic content, they will find it
difficult to meet grade level requirements. For students learning English as a
second language to succeed in school programs, they must master not only
English vocabulary, but also the way English is used in core content classes.

Extensive listening, speaking, reading, and writing practice strengthens
the LEP student's accuracy as well as fluency. Canton-Harvey (1987)
recommends ample time for purposeful reading and writing and for the oral
interactions that clarify each task and relate it to conceptual knowledge. LEP
students acquire more new vocabulary items when they are engaged in an

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activity in which they do not feel pressured. In 1985 Krashen found that when students feel anxious, defensive, frightened, and nervous, their affective filter is high and acts like a mental block to additional language acquisition. When their affective filter is low, they feel motivated, respected, and free to take risks.

Teachers will (a) facilitate comprehension by using relevant visuals, gestures, concrete referents and paraphrasing, and (b) promote fluency by encouraging interaction in small peer groups with activities that integrate the learning of academic content and language. In *Wild about Words*, teachers will find communicative activities that promote the natural acquisition of language as well as the purposeful learning of content.

References


Cummins, J. 1981. The role of primary language development in promoting educational success for language minority students. In *Schooling and language minority students*. Los Angeles: California State University, NEDAC.


On the Prowl

Context Clues & Multiple Meanings

Chapter 1
CHAPTER 1

Chapter 1, *On the Prowl*, includes five activities that will assist students in determining the meaning of a word from the way it is used in context. The chapter also explains the different types of context clues and reinforces the idea that words may have different meanings in different situations.

TYPES OF CONTEXT CLUES

C(2)QU
(See-Two-Cue-You)

CONTEXTUAL REDEFINITION

MULTIPLE MEANINGS

PREVIEW IN CONTEXT

THE P.A.V.E. PROCEDURE
(Prediction, Association, Verification, Evaluation)
TYPES OF CONTEXT CLUES

Students can often determine the meaning of a word from its context—that is, from the way the word is used in a sentence. Students encounter unfamiliar words in their content area texts or in their independent reading, but stopping to find the word’s meaning in a dictionary or glossary disrupts the students’ train of thought, shifts their attention to the mechanics of looking up the definition, and interferes with comprehension. Since authors may give context clues that help determine the meanings of unfamiliar words, it is important that students know the major types of clues and how to use them. Teachers should introduce these major types and “think aloud” how to use them.

Not all texts give clues to meaning; additionally, the context clues may provide only a cursory definition. In order for students to gain complete understanding of the word, they may need more extensive vocabulary work using other strategies such as those presented in this book.

Below are the major types of context clues with an explanation and an example of each. Please note that the terminology for the types varies from source to source.

<table>
<thead>
<tr>
<th>Type of Clue</th>
<th>Explanation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>The unknown word is equated to a more familiar word or phrase, usually a form of to be is used.</td>
<td>“Entomology is the study of insects.”</td>
</tr>
<tr>
<td>Restatement or Synonym</td>
<td>The meaning is usually right after the unfamiliar word and often separated from the rest of the sentence with commas, dashes, or parentheses, sometimes or, that is, or in other words is used.</td>
<td>“Meat eaters, that is carnivores, are at the top of the food chain.”</td>
</tr>
<tr>
<td>Contrast or Antonym</td>
<td>The unfamiliar word is shown to be different from or unlike another word and is often an opposite: but, however, although, otherwise, unless, instead; on the contrary, on the other hand, while, never, no, or not may be used to signal the contrast.</td>
<td>“Mike’s parrot was loquacious but Maria’s said very little.”</td>
</tr>
<tr>
<td>Type of Clue</td>
<td>Explanation</td>
<td>Example</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Comparison</td>
<td>The unfamiliar word is shown to be the same as or like another word, too, like, as, similar to, or in the same way may be used to signal the comparison.</td>
<td>My brother is enthralled by birds similar to the way that I am fascinated by insects.</td>
</tr>
<tr>
<td>Example</td>
<td>The unfamiliar word is cleared up by giving an example; for instance, such as, and for example may be used as signals.</td>
<td>The archeologist found different amulets, such as a rabbit's foot and bags of herbs, near the ancient altar.</td>
</tr>
<tr>
<td>List or Series</td>
<td>The unfamiliar word is included in a series of related words that give an idea of the word's meaning.</td>
<td>North American predators include grizzly bears, pumas, wolves, and foxes.</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>The meaning of an unfamiliar word is signaled by a cause-and-effect relationship between ideas in the text.</td>
<td>Due to a dearth of termites, the aardvark starved to death.</td>
</tr>
<tr>
<td>Description or Inference</td>
<td>The meaning of an unfamiliar word can be inferred from the description of a situation or experience.</td>
<td>The monkeys' vociferous chatter made me wish I had earplugs.</td>
</tr>
</tbody>
</table>

**Sources**


Rationale

- Uses contextual and definitional information about new words to allow students to hypothesize about meaning, articulate the cues that lead to the hypothesis, and refine and use what they have learned with feedback from the group and teacher.
- Helps students develop a context-use process that involves rich discussion and self-monitoring.
- Works best with words that are new labels for already-known concepts or partially known words for which the context adds a new twist or enriches information; is not suitable for vocabulary that represents totally new concepts.
- Takes more time than some other strategies, but students seem to enjoy using it and find that it helps them learn the words.
- Adapts well to cooperative learning activities in which one group member is the "vocabulary director."

Materials

- Transparency
- Words to learn from a reading passage

Procedure

1. Choose a word to be taught.

✓ C1: Present the word on an overhead transparency in a meaningful general context, perhaps the sentence in which it appeared in the story. For example, in Aesop's fable about the hare and the tortoise, the word scud appears in this sentence: The hare overslept, and when he awoke and saw that the tortoise was about to win the race, he scudded away. Ask students to form hypotheses about the word's meaning. Give attributes, ideas, or associations they have about the word. "Think aloud" to explain how they arrived at the hypotheses. For example, students might guess that scud means to run fast or to hurry because the hare would have to hurry to try to beat the tortoise to the finish line.

✓ C2: Provide a more explicit context that contains some definitional information. For example, this sentence might be used: The hiker scudded away when she saw a rattlesnake on the trail, but she did not
run fast enough and the snake bit her. Ask students to reconsider their hypotheses and reaffirm or refine them in a "think-aloud" mode. Students might modify their definition to say that scud means to run very fast.

✓ Q: Ask a question that involves semantic (meaning) interpretation of the word. Also ask for or give a definition. For example, What is the typical reaction a person has to seeing a rattlesnake?

✓ U: Ask students to use the word in a meaningful sentence and share with the rest of the class. Repeat any of the above steps that are necessary to clarify the word’s meaning.

2. Repeat the procedure with additional words.

Sources


CONTEXTUAL REDEFINITION

Rationale

- Provides a way for students to use context to unlock the meanings of unknown words.
- Allows students to make informed, rather than haphazard, guesses about word meanings.
- Teaches students a general strategy that may be applied in independent reading situations.
- Serves as a tool to introduce vocabulary, but must be supplemented with other activities to insure that the words are retained.
- Benefits students at all grade levels.

Materials

- Transparency
- Reading passage
- Dictionary

Procedure

1. Select unfamiliar words that are important to comprehending important concepts and that may present trouble to students. Choose only a few words so that the lesson does not become tedious for the students. For example, you might choose the word carapace from a newspaper article about a person who volunteers her time to protect sea turtle eggs from predators.

2. Provide a context for each word. If the reading passage has a sentence with appropriate clues to the word's meaning, use it; if not, write a sentence that has appropriate clues in it. (See the Context Clues section of this chapter for examples of the types of context clues.) For example, in the article about turtles, it says, "Without its carapace, the turtle would be subject to certain death from its enemies or the elements."

3. Present the word in isolation on an overhead transparency, have students offer guesses about the word’s meaning, and ask them to defend the guesses. For example, students might guess that carapace has something to do with a pace car in a race. Note that the guesses will often be haphazard and uninformed, but students will use prior knowledge and their awareness of word parts in making the guesses. This is part of what should be used to make guesses about word meaning, but the context must also be used.
4. Present the word in a sentence on an overhead transparency, have students offer guesses about the word’s meaning, and ask them to defend their guesses. Use the sentence from the reading passage or one created for this lesson. Students are able to experience the thinking processes of their classmates as they derive the meaning of the word. For example, a student who has a pet turtle might say that turtles have hard shells that protect them from enemies, so a carapace must be a hard shell. Students become aware that the context provides information that allows for informed predictions.

5. Verify the definition by checking the dictionary. Have a student, or a group of students, look up the word and report to the rest of the class. For example, the Merriam-Webster Online Dictionary says that a carapace is a bony or chitinous case or shield covering the back or part of the back of an animal (as a turtle or crab).

6. Encourage students to follow this procedure with unfamiliar words they encounter in their independent reading. Be sure that students understand that not all sentences provide enough information to make informed guesses about word meanings.

**Variation**

**Guessed Meaning is a variation of Contextual Redefinition.**

1. Prepare a chart with four columns—Word, Guessed Meaning, Context Meaning, and Dictionary Meaning. This may be displayed on the wall or put on an overhead transparency.

2. Write several words from a reading selection in the “Word” column, for example zephyr.

3. Write the dictionary meanings for the words in the last column and cover them.

4. Have students guess the meanings of the words from their prior knowledge. For example, a student might guess that zephyr is a small striped animal because the word looks somewhat like zebra.

5. Read the reading selection aloud and have students test their guessed meanings in the context to see if they make sense. In the sentence “Zephyrs ruffled the lion’s mane as he napped on the veldt,” only one of the guessed meanings makes sense.

6. Have students supply other meanings that make sense in the context, for example wind.

7. Uncover the dictionary definitions and check them against the meanings guessed from context.
<table>
<thead>
<tr>
<th>Word</th>
<th>Guessed Meaning</th>
<th>Context Meaning</th>
<th>Dictionary Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>zephyr</td>
<td>small striped animal</td>
<td>small striped animal</td>
<td>a soft, gentle breeze</td>
</tr>
<tr>
<td></td>
<td>cow that lays eggs</td>
<td>wind</td>
<td></td>
</tr>
<tr>
<td></td>
<td>universal goddess</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sources**


MULTIPLE MEANINGS

Rationale

- Provides opportunities for increasing students’ breadth of vocabulary knowledge.
- Uses the context in which a word appears to decide which of several meanings fits.
- Reinforces the idea that words have different meanings in different situations.

Materials

- Transparency
- Examples of multiple-meaning words in various contexts

Slippery Words

Procedure

1. Provide students with examples of multiple-meaning words, for example scales.
2. Ask what the words mean to different people. For example, “What does the word scales mean to a fisherman, a physicist, and a teacher?”
3. Have students write the answers from prior knowledge or find the words in the dictionary and select the appropriate definition to write. The fisherman might think of the scales covering a fish’s body; the physicist might think of an instrument for weighing; and the teacher might think of grading scales or methods of rating students’ achievement.

Flower Power

Procedure

1. Have students draw a flower shape on a sheet of paper. Draw a circle for the center and several petals around the circle.
2. Write a multiple-meaning word in the circle. In the petals, write sentences to illustrate the various meanings of the word.
3. Share the sentences with other students.
I hurt my hand on the rough bark of the tree.

The dog barked all night.

The street peddlers were barking their wares.

The seal's sharp bark signaled the end of the show.
FLOWER POWER
Multiple Meaning Manatee

Procedure

1. Give each student a copy of the Multiple Meaning Manatee.
2. Have students write a word that can have multiple meanings on the body of the manatee, for example tire.
3. Tell students to think of meanings that the word can have and write those meanings on the other body parts. For example, tire can mean a rubber tube filled with air or it can mean to wear out. If students do not know other meanings, have them check in the dictionary.

Example

fatigue weary
exhaust
TIRE
wear out
a rubber tube filled with air
bore completely
Multiple Meanings Chart

Procedure

1. Select multiple-meaning words from a novel or other reading assignment.
2. Construct a chart with a list of the words and the page numbers (or paragraphs) where they can be found in the first column. For example, the word mammoth is used on page 27 in E. L. Konigsburg's The View from Saturday.
3. Have students fill in the "Means to Me" column from their prior knowledge of the word. A student might say a mammoth is a hairy elephant-like animal from prehistoric times.
4. Go to the story and find the word. The sentence from the novel is On Sunday we went out for brunch at one of those mammoth places where the menu is small and the portions are large, and every senior citizen leaves with a Styrofoam box containing leftovers.
5. Determine what the word means in the context. If there are not enough clues in the context to get the meaning, check in a dictionary.
6. Create a picture or symbol to help remember the word’s meaning in the story.

Example

<table>
<thead>
<tr>
<th>Word</th>
<th>Means to Me</th>
<th>Means in the Story</th>
<th>Picture/Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>mammoth</td>
<td>a hairy elephant-like animal from prehistoric</td>
<td>enormous; huge</td>
<td></td>
</tr>
<tr>
<td>(p. 27)</td>
<td>times</td>
<td></td>
<td>[Eiffel Tower]</td>
</tr>
</tbody>
</table>

1-18
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Get the Humor  
(Comic Strips and Cartoons)

Procedure

1. Find cartoons or comic strips in which the humor depends on multiple meanings of words. For example, a cartoon might show a boy looking at houses on a street. There is a No Outlet sign on the street. The little boy says, "That means those houses don't have electricity."

2. Have students give the two (or more) meanings of the word necessary to understand the humor. For example, a student would have to understand that outlet could either be an exit or a receptacle for an electrical plug.

Example

That means those houses don't have electricity.
"Classy" Words

Procedure

1. Select a word which could have various meanings in different content area classes, for example *set*.
2. Have students tell what the word would usually mean if encountered in certain content area classes. *Set*, for example, if encountered in math, would mean a group of things.

Example (Forgan & Mangrum, 1981, p. 135)

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Use or Definition of Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Describes the process in making a color fast, as in dying. In jewelry making, means to cover and encrust with gems.</td>
</tr>
<tr>
<td>Business Education</td>
<td>To put down on paper or in a record book. Also used to describe putting a seal on a document.</td>
</tr>
<tr>
<td>Language Arts</td>
<td>May refer to a collection of books.</td>
</tr>
<tr>
<td>Health</td>
<td>The teacher refers to &quot;setting&quot; a broken leg or finger.</td>
</tr>
<tr>
<td>Homemaking</td>
<td>The students learn proper ways to &quot;set&quot; the table or to let the Jell-o &quot;set.&quot;</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>To put a moveable part of a machine in place. For example, you are going to &quot;set&quot; the gears in motion.</td>
</tr>
<tr>
<td>Math</td>
<td>A group of things.</td>
</tr>
<tr>
<td>Music</td>
<td>The teacher encourages students to &quot;set&quot; down, or write, words to music.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Prepare to begin, &quot;get set.&quot; Also, in square dancing &quot;sets&quot; are formed, and in tennis you can play a &quot;set.&quot;</td>
</tr>
<tr>
<td>Psychology</td>
<td>A mind &quot;set.&quot;</td>
</tr>
<tr>
<td>Science</td>
<td>In botany, <em>set</em> means to develop after pollination, or to form fruit in the plant's blossom. Science teachers talk about the sun &quot;setting&quot; as it appears to descend below the horizon.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>To fix a bond or fine at a certain amount of money; to appoint, or to fix limits or boundaries.</td>
</tr>
<tr>
<td>Speech/Drama</td>
<td>The scenery, or to make up scenery.</td>
</tr>
</tbody>
</table>
Variations

1. List situations, instead of people, for the Slippery Words. For example, what does bridge mean at a dentist’s office and on a naval vessel?
2. Have students write definitions instead of sentences on the petals of Flower Power or the parts of the Multiple Meaning Manatee.
3. Write a prefix, suffix or root in the center of the flower or on a part of the manatee. Give words which have the prefix, suffix or root on the petals of Flower Power or parts of the Multiple Meaning Manatee.
4. Put a word in the center and its synonyms or antonyms on the petals of Flower Power.
5. Encourage students to create their own cartoons or comic strips to illustrate multiple meanings of words.

Sources


Rationale

- Allows students to use their own experiences and the knowledge they get from context to discover word meanings.
- Shows students how to use context individually, yet can be used in classroom situations also.
- Benefits students at all grade levels.

Materials

- Reading passage
- Transparency

Procedure

1. Select words from the reading passage that the students are to learn. The words should be important to the major ideas in the text and likely to be unfamiliar to the students. Choose only a few words for each lesson. For example, in a newspaper article about how law schools are introducing courses in animal law, the word *sundry* appears.
2. Present each word to the students and direct them to the surrounding context in the passage. The sentence in context might say that a certain lawyer has taken cases involving dolphins, deer, dogs and *sundry* primates such as chimpanzees and rhesus monkeys.
3. Read the word and its context aloud and allow the students to reread the material silently.
4. Question the students to enable them to use their prior knowledge to discover the word’s meaning.

   ✓ Q. What does the sentence tell about the word *sundry*?
   ✓ A. I guess it’s some word that could describe primates.
   ✓ Q. What are primates?
   ✓ A. Those are monkeys.
   ✓ Q. What does the sentence tell you about primates?
   ✓ A. It gives some examples like chimpanzees and rhesus monkeys.
   ✓ Q. So what might *sundry* mean?
   ✓ A. It could mean various.
5. Extend the understanding of the word’s meaning by discussing other possible contexts and synonyms or antonyms. Make available a dictionary, thesaurus, or book of synonyms and antonyms as references. Do not skimp on this step since it is necessary to retain the word’s meaning.

✓ Q: How else might someone use the word sundry?
✓ A: You might talk about various things you bought on a shopping trip.
✓ Q: Can you think of any other words that mean the same as sundry?
✓ A: Many, several, numerous
✓ Q: Can you think of words that mean the opposite of sundry?
✓ A: Few, one

Sources


THE P.A.V.E. PROCEDURE
(Prediction, Association, Verification, Evaluation)

Rationale

- Encourages students to predict a meaning from the context, verify it by consulting a dictionary, evaluate the prediction, and make an association of the word's meaning with an image or symbol.
- Cross-checks a word's meaning with the context in which it appears.
- Aids in remembering the word's meaning by providing a visual association or symbol.
- Provides an idea of the word's meaning so that students read the dictionary entry with some expectation of the appropriate meaning.
- Appeals to nontraditional learners who often find vocabulary learning difficult.

Materials

- Transparency
- Words from reading passage

Procedure

1. Introduce the P.A.V.E. Procedure with a fairly easy word and then have students practice with more difficult words.
2. Write the sentence or context in which a new word appears. For example, in a newspaper article entitled "A bright side to dry spell: few roaches," the word munch appears in this sentence: Fire ants also need moisture, and if fire ants and roaches find it in the same place, the fire ants will happily munch a lunch of palmetto bug eggs, served up several hundred at a time in an egg case.
3. Write the word again (to emphasize the focus word) and predict a meaning from the context. For example, a student might predict that munch means to eat.
4. Write a sentence that demonstrates understanding of the word's meaning. For example, a student might write I munch breakfast every morning.
5. Check the word's definition in a dictionary and write the definition. For example, the dictionary defines munch as to eat with a chewing motion.
6. Examine the sentence from step three and write a better one if necessary. For example, the sentence created in step three does not clearly include the "chewing" part of the definition, so it might be rewritten. I like to munch an apple for breakfast every morning.
7. Draw an image to help remember the meaning by creating an associative link. For example, a student might draw a mouse eating cheese.
8. Repeat steps one through three using a more difficult word and then have students complete steps four through six together as a whole-class activity.
9. Have each student complete one word individually and share with the class.
10. Complete a few more words individually or in small groups until the procedure is internalized.
11. Encourage students to use the procedure as they locate unfamiliar words when they read independently.

Example

Sentence from Context: Fire ants also need moisture, and if fire ants and roaches find it in the same place, the fire ants will happily munch a lunch of palmetto bug eggs, served up several hundred at a time in an egg case.

 predicted word: munch

Association or Symbol

To eat
Predicted Definition
One Good Sentence: I munch breakfast every morning.
Verified Definition: to eat with a chewing motion
Another Good Sentence: I like to munch an apple for breakfast every morning.
Variation

A variation of the P.A.V.E. Procedure is called “I Heard a Word,” in which students sign up each day to present a word to the rest of the class.

1. Use the following format in the presentation:
   - I heard a word and it was ______ in this sentence: 
   - I thought it meant __________________ .
   - I found out it meant __________________ .
   - The sentence I wrote is __________________ .
   - The association I made is __________________ .

2. Record all of the words presented in vocabulary notebooks. All students record all of the words their classmates have presented.
3. Award points for presenting words and for using them in class. Students can receive points for using the words in other content area classes if their teachers provide verification.
4. Review the words for a quiz at the end of each marking period.

Sources


THE P.A.V.E. PROCEDURE

Sentence from Context


Word


Association or Symbol

Predicted Definition

One Good Sentence


Verified Definition


Another Good Sentence


1-26

M-GCPS Division of Language Arts/Reading    Summer 2000
To brush up on more shipshape vocabulary strategies and sparkling ideas, keep on reading.
Separate the Sheep from the Goats

Structural Analysis

Chapter 2
CHAPTER 2

Chapter 2, Separate the Sheep from the Goats, presents five activities designed to focus students' attention on word formation. The activities include practice with compound words, affixes and root words.

COPICUS COMPOUNDS

FOOL A FRIEND

PREFIX SUFFIX ROUNDUP

SHAKE A WORD

THE ROOT OF THE PROBLEM
COPIOUS COMPOUNDS

Rationale
- Presents an activity for beginning instruction about structural analysis.
- Helps students build a bridge from the familiar to the new.
- Calls students' attention to the process of word formation.
- Familiarizes students with the changes in meaning that occur when combining words.
- Benefits students in elementary through high school.
- Supports special needs students and second language learners by emphasizing semantic relationships.

Materials
- Prepared list of words

Procedure
1. Explain that compound words are made up of two or more words that have evolved into a single meaning (e.g., oatmeal, wildflowers, and sunshine). Discuss and write examples on the board.
2. Advise students to form compound words one might combine, hyphenate, or leave a space between the words (e.g., offbeat, well-to-do, and eye shadow). Write examples on the board.
3. Ask students to think of examples of compound words and share with a partner. Write a few examples on the board.
4. Distribute the copious compound word list or use a teacher-prepared list.
5. Instruct students to work with a partner to make as many compound words as possible from the words on the list (e.g., out = blackout, outside, outboard, out-of-bounds).
6. Set a time limit for the activity and decide whether dictionaries will be used.
7. Provide an incentive for the team with the most compound words by awarding a prize or points.
8. Display the winning list.
Variation

1. Create a list of words from the content area reading.
2. Scan the reading passage for compound words to make the list.
3. Add part of each word to the list.
4. Have the students think of all possible compound words as in the above procedure or skim through the reading passage for the exact word solution.

Sources


COPIOUS COMPOUNDS
	house
back
day
down
light
half
land
out
one
man
play
rain
way
head
walk

COPIOUS COMPOUNDS
	house
back
day
down
light
half
land
out
one
man
play
rain
way
head
walk

2-8
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FOOL A FRIEND

Rationale

- Reinforces students' knowledge and use of roots and affixes.
- Provides a student-created activity.
- Promotes word recognition in wide reading.
- Benefits students in elementary through high school.
- Assists special needs students and second language learners by having them apply their knowledge of word parts.

Materials

- Index cards
- Scissors
- Envelopes
- Markers
- Reading passage

Procedure

1. Employ this activity after ample instruction and practice with word structure has taken place.
2. Divide the class into teams of two or three students.
3. Distribute supplies and reading material. The students may use the newspaper, their content area text or independent reading book.
4. Instruct students to identify, from the reading material, a predetermined number of words that have roots and affixes and direct them to write the words in large, clear print on the index cards. For example, they could select any 10 words that are easily divided into component parts.
5. Circulate and check their words for accuracy.
6. Have the students cut the index cards so that the words are broken into their component parts, creating miniature puzzles.
7. Instruct each team to put all their puzzle pieces in an envelope and exchange envelopes with another team.
8. Direct the teams to work together to put the new words together.
9. Award points or small prizes to the team who finishes first with the correct puzzle solutions.
10. Save the puzzles to use again.
Example

Sources


PREFIX SUFFIX ROUNDUP

Rationale

- Focuses on learning common prefixes and suffixes.
- Helps students generate the meanings of new words by being aware of the meaning of common affixes.
- Allows for instruction that proceeds from the known to the unknown.
- Adapts to the terminology in all content areas.
- Benefits students in middle and high school.
- Assists special needs students and second language learners in recognizing familiar word parts.

Materials

- Chart paper
- Markers
- List of common prefixes and suffixes (pp. 2-11, 2-12).

Procedure

1. Explain that prefixes and suffixes are syllables that are added to the beginning or end of words respectively. They are not complete in themselves, but they change the meaning of the word to which they are added.
2. Write examples on the board (e.g., un- = not or the opposite — unusual, uneven, unfold, unload, or -less = without — cloudless, fearless).
3. Write the prefix re- and its meaning back or again on the board.
4. Ask students to imagine a symbol or graphic that could represent the prefix and have a volunteer draw it on the board.
5. Instruct students to quickly think of words that begin with this prefix and write them on the board. Discuss and write the meanings as well.
6. Model the same procedure with a suffix.
7. Prepare sheets of chart paper by writing a prefix or suffix and its meaning at the top of the page. Refer to the list on pages 2-11 and 2-12.
8. Divide the class into teams of two or three and distribute one sheet of prepared chart paper to each team.
9. Have students follow the modeled procedure of drawing the symbol, thinking of words, and writing them with the meanings.
10. Set a time limit and call the class together again.
11. Instruct each team to post the chart and share the results.
12. Encourage students to write down any words they see or hear in the environment that have their team's prefix or suffix in them. They should share during subsequent class meetings.
-ful = full of, tending or able to

Careful – cautious, wary, alert, precise
Powerful – strong, controlling, mighty, impressive
Useful – of use, handy, practical, valuable
Joyful – full of joy, happy, pleasant
Restful – relaxing, quiet, soothing

Sources


SHAKE A WORD

Rationale

- Draws students' attention to the structural analysis of words
- Acquaints students with the meanings of individual morphemes that compose a word.
- Gives students quick practice in using affixes (prefixes and suffixes).
- Helps students generate the meanings of new words they encounter.
- Benefits students in elementary through high school.
- Strengthens second language development.

Materials

- List of common affixes and meanings (pp. 2-11, 2-12).
- Scissors
- Two small boxes or jars

Procedure

1. Copy the list of common affixes and their meanings.
2. Cut the lists into strips so that one affix and its meaning appear on each.
3. Label one jar or box prefix and the other suffix.
4. Fold and place the affix strips in the appropriate container.
5. Ask for a student volunteer to shake the container, draw an affix slip, think of a word containing that prefix or suffix, and use it correctly in a sentence.
6. Guide the student to create a word and use the word in a sentence that is related to the lesson or subject area.
7. Set a time limit and award points as desired.

Example

After reading and discussing the True Story of the Three Little Pigs by Jon Scieszka, a student might pick the prefix un-, make the word unpopular and say, "Before reading this version of a well known fairy tale, I thought the wolf was an unpopular character." However, a student could draw the suffix -ty, make the word tasty and say, "When it was time for lunch, the wolf had a tasty pig meal."

Sources


<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab</td>
<td>away from</td>
</tr>
<tr>
<td>ad, ap, at</td>
<td>to, toward, near</td>
</tr>
<tr>
<td>bi</td>
<td>two</td>
</tr>
<tr>
<td>com, con, col, co</td>
<td>with, together</td>
</tr>
<tr>
<td>de</td>
<td>from, reverse</td>
</tr>
<tr>
<td>dis, diff</td>
<td>not, opposite from</td>
</tr>
<tr>
<td>em, en</td>
<td>in, into</td>
</tr>
<tr>
<td>ex</td>
<td>out, former, beyond</td>
</tr>
<tr>
<td>in, im</td>
<td>in, into, not</td>
</tr>
<tr>
<td>mono</td>
<td>one</td>
</tr>
<tr>
<td>ob, op</td>
<td>against</td>
</tr>
<tr>
<td>post</td>
<td>after</td>
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<td>pre</td>
<td>before</td>
</tr>
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<td>pro</td>
<td>in favor of, ahead of</td>
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<tr>
<td>re</td>
<td>back, again</td>
</tr>
<tr>
<td>sub</td>
<td>under</td>
</tr>
<tr>
<td>super</td>
<td>over, greater than normal</td>
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<tr>
<td>trans</td>
<td>across</td>
</tr>
<tr>
<td>tri</td>
<td>three</td>
</tr>
<tr>
<td>un</td>
<td>not, the opposite of</td>
</tr>
</tbody>
</table>
## COMMON AFFIXES AND THEIR MEANINGS

<table>
<thead>
<tr>
<th>Affix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>able, ible</td>
<td>likely to be</td>
</tr>
<tr>
<td>al</td>
<td>referring to</td>
</tr>
<tr>
<td>ence, ance, ancy</td>
<td>act of, state of</td>
</tr>
<tr>
<td>er, or</td>
<td>someone who does</td>
</tr>
<tr>
<td>ful</td>
<td>full of, tending to</td>
</tr>
<tr>
<td>ian</td>
<td>someone who is an expert in</td>
</tr>
<tr>
<td>ic, ical</td>
<td>like, referring to</td>
</tr>
<tr>
<td>ist</td>
<td>someone who does or believes in</td>
</tr>
<tr>
<td>less</td>
<td>without</td>
</tr>
<tr>
<td>ly</td>
<td>in the manner of</td>
</tr>
<tr>
<td>ment</td>
<td>result of, act of</td>
</tr>
<tr>
<td>ness</td>
<td>state of being</td>
</tr>
<tr>
<td>ous, ious</td>
<td>like, full of</td>
</tr>
<tr>
<td>tion, sion</td>
<td>act of</td>
</tr>
<tr>
<td>ty, ity</td>
<td>quality of</td>
</tr>
<tr>
<td>ward</td>
<td>in the direction of</td>
</tr>
</tbody>
</table>
THE ROOT OF THE PROBLEM

Rationale

- Fosters an awareness of word origins and word families.
- Deepens word associations by showing students how everyday vocabulary is related to knowledge of the world.
- Builds on students’ acquired vocabulary and prior knowledge.
- Benefits students in middle through high school.
- Supports second language learning by emphasizing root words that may be common to both English and the students’ home language.

Materials

- Lists of Greek and Latin roots (p. 2-16).
- Chart paper
- Markers

Procedure

1. Explain that most English words originated in other languages. Many words have Greek and Latin origins and these roots will form the basis for this activity.
2. Teach the words in families so that students learn new words by association with familiar words. This is the desired outcome when they encounter an unfamiliar word in their reading.
3. Begin with a word the students know such as porter. Explain that the word contains the Latin root port which means to carry.
4. Develop with the students a list of words that have the same root (e.g., export, transport, teleport, portable, import).
5. Discuss the meanings and pronounce each word.
6. Divide the class into teams of two or three students and assign each team a root and meaning from the Greek and Latin word list.
7. Distribute chart paper and markers.
8. Instruct students to think of as many words as possible that contain the root as in the modeling session. They will write the words and a brief meaning on the chart paper.
9. Set a 5 to 10 minute time limit and decide whether or not students will use dictionaries.
10. Have students post the chart paper and share the results.
11. Keep the charts available so that students may add new words as they discover them.
Variation

1. Plan this extension activity to follow the above activity during a later session.
2. Make certain that students have the root word list they created in the previous lesson and that they are on the same team.
3. Distribute a sheet of chart paper to each group.
4. Have the students select one word from the root word list they created and write it at the top of the chart paper.
5. Direct all teams to post the chart paper sheets so that they are evenly positioned around the room. The teams should stand by their sheets.
6. Instruct students to make a word that contains one of the components of the word that is written at the top of the sheet. They may use the prefix, root, or suffix. They will write the new word directly under the first word.
7. Give the teams no longer than a minute and then tell them to move to the next chart on their right side.
8. Inform students that they will now create another new word in the same way, using the last formed word, not the original word.
9. Continue to have students move to the next chart and form new words until each team returns to their original chart.
10. Leave the charts posted so that students may add to them daily.

Example

<table>
<thead>
<tr>
<th>EXPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPORTATION</td>
</tr>
<tr>
<td>INFORMATION</td>
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<tr>
<td>INVEST</td>
</tr>
<tr>
<td>INVESTMENT</td>
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<tr>
<td>COMMITMENT</td>
</tr>
<tr>
<td>COOPERATE</td>
</tr>
<tr>
<td>OPERATE</td>
</tr>
</tbody>
</table>

3.14

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Sources


Granat, K., McGee, C., & Humphrey, A. (1999, September). *FCAT reading and writing: Secondary staff development*. Workshop presented at the meeting of Miami-Dade County Public Schools, Division of Language Arts/Reading and Division of Bilingual Foreign Language Skills, Miami, FL.

### COMMON GREEK ROOTS

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>arch</td>
<td>chief</td>
<td>monarch, archbishop, archenemy</td>
</tr>
<tr>
<td>ast</td>
<td>star</td>
<td>astronaut, astronomy, asterisk</td>
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<tr>
<td>bio</td>
<td>life</td>
<td>biology, biography, biospy</td>
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<tr>
<td>cycl</td>
<td>circle, ring</td>
<td>bicycle, cyclone, encyclopedia</td>
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<td>graph</td>
<td>letter, written</td>
<td>telegram, diagram, grammar, epigram</td>
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<td>gram</td>
<td>write</td>
<td>telegram, photograph, autograph</td>
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<td>meter</td>
<td>measure</td>
<td>thermometer, centimeter, diameter</td>
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<td>opt</td>
<td>eye</td>
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<td>phone</td>
<td>sound</td>
<td>phonograph, symphony, telephone</td>
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<tr>
<td>scope</td>
<td>see</td>
<td>microscope, periscope, stethoscope</td>
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<tr>
<td>soph</td>
<td>wise</td>
<td>philosopher, sophomore, sophisticated</td>
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</table>

### COMMON LATIN ROOTS

<table>
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<tr>
<th>Root</th>
<th>Meaning</th>
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<tr>
<td>act</td>
<td>do</td>
<td>action, react, actor, transact</td>
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<tr>
<td>bell</td>
<td>war</td>
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<td>cord</td>
<td>heart</td>
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<td>fac</td>
<td>make</td>
<td>factory, manufacture, facsimile</td>
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<td>fer</td>
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<td>send</td>
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<td>place</td>
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<td>rect</td>
<td>straight</td>
<td>erect, correct, rectangle, direction</td>
</tr>
<tr>
<td>spec</td>
<td>see</td>
<td>inspect, suspect, respect, spectator</td>
</tr>
</tbody>
</table>
A Horse of a Different Color

Maps & Charts

Chapter 3
CHAPTER 3

Chapter 3, titled *A Horse of a Different Color*, offers seven activities formulated to enhance vocabulary development through the use of various maps and charts. Students benefit by exploring the relationships among concepts and words visually.

CONCEPT OF DEFINITION WORD MAP

FRAYER MODEL

SEMANTIC FEATURE ANALYSIS

SEMANTIC MAPPING

STRUCTURED OVERVIEW
   (Graphic Organizer)

VOCABULARY OVERVIEW GUIDE

WORD ASSOCIATION STRATEGY
CCONEPT OF DEFINITION
WORD MAP

Rationale

- Represents the definition of a word visually.
- Displays the word's general category, essential properties, and examples.
- Allows students to integrate prior knowledge and create a definition.
- Works best with words that are nouns, but may be adapted for action verbs.
- Benefits students in elementary school through high school.
- Supports second language acquisition.

Materials

- Copies of map for students
- Transparency of map

Procedure

1. Explain to students that in order to understand a new word they must know what makes up a definition. Go over the three questions: What is it? What is it like? What are some examples?
2. Display a transparency of the map and describe its parts. Begin with a familiar concept such as reptile.
3. Ask "What is it?" Students should answer animal. Be sure that students understand that this answer should be the general category to which the word belongs. Record the answer on the map.
4. Ask "What are reptiles like?" and record the answers on the map. Students should give answers such as cold-blooded, lays eggs, and breathes air. These should be qualities or properties which help distinguish reptiles from other animals.
5. Ask "What are some examples of reptiles?" and record the answers. Students should use their background knowledge to come up with examples such as snake, alligator, and lizard.
6. Work together to create a definition of reptile, for example, "A reptile is a cold-blooded animal such as a snake, alligator, or lizard which lays eggs and breathes air."
7. Model the strategy with other words such as tiger or rodent.
8. Select one or two words from your reading assignment and model the strategy with them.
9. Encourage students to use the Concept of Definition word maps as they study vocabulary independently. Caution them that it is not appropriate for all words. It is mainly used with nouns.

3-3
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Example

Category
What is it?
- animal
  - reptile
    - snake
    - alligator
    - lizard

Properties
What is it like?
What does it do?
What does it have?
- cold-blooded
  - lays eggs
  - breathes air

Illustrations
What are some examples?

Variation

A variation of the Concept of Definition word map adds "comparisons."

1. Add other words that could be in the same category. In the example below, reptile is the concept used in the original map. Mammal is added as another member of the animal category.

2. Complete a new Concept of Definition word map for each of the added words. In the example below, students would either complete a map for mammal or refer back to a map for mammal if they have made one previously.

3. Use the maps to compare/contrast the words. In the example below, students ask themselves what properties make reptiles and mammals alike or different. They might see, for example, that both reptiles and mammals breathe air; however, reptiles are cold-blooded, while mammals are warm-blooded.

Category
What is it?
- animal
  - mammal
  - reptile

Properties
What is it like?
What does it do?
What does it have?
- cold-blooded
  - lays eggs
  - breathes air

Comparisons

Illustrations
What are some examples?
Sources


CONCEPT OF DEFINITION WORD MAP

Category
What is it?

Properties
What is it like?
What does it do?
What does it have?

Illustrations
What are some examples?
CONCEPT OF DEFINITION WORD MAP

Category
What is it?

Properties
What is it like?
What does it do?
What does it have?

Comparisons

Illustrations
What are some examples?
FRAYER MODEL

Rationale

- Helps students learn precise meanings of key concepts by showing how new concepts relate to other concepts.
- Illustrates the hierarchical relationships of associated concepts.
- Differentiates between those characteristics necessary to the concept and those that are incidental or non-essential.
- Identifies both examples and non-examples.
- Benefits students in middle school and high school, but must be modeled several times for less able students.

Materials

- Copies of Frayer Model graphic organizer for students
- Transparency of Frayer Model graphic organizer
- Blank transparencies for hierarchical map

Procedure

Prior to introducing the concept to the class, the teacher completes steps one and two. This information is used to model the strategy for steps three through nine.

1. Create a diagram that presents the targeted concept in hierarchical map form. A diagram for mammals, for example, should include more general classes of things such as invertebrates and vertebrates; parallel classes of things such as reptiles and birds; and examples of the concept such as aardvarks and camels.

2. Prepare a definition of the concept that includes its relevant attributes. For example, a definition of mammal might be "any vertebrate that feeds its young with milk, bears its young alive rather than from eggs, and has hair covering most of its body." (Please note that there are some exceptions to this general definition. A whale, for example, does not have hair covering its body.)

3. Name the concept and have students generate examples individually or in small groups. Write the examples on a transparency to share with the class. Other class members may challenge the examples. For mammals, students might name such animals as elephants, lions, dogs, cats, horses, and monkeys.

4. Organize the examples into a hierarchical map similar to that created in step one. If students give examples that are not mammals, for example raven or alligator, put them under the slots that later will be labeled birds and reptiles, which are parallel concepts to mammals.
5. Finish the hierarchical map by including additional important information, such as other parallel concepts, and explaining why the terms are placed where they are. Students should begin to see relationships between and among concepts.

6. Guide the students to discover the relevant attributes of the concept. These will be characteristics common to the examples. For mammals, students might say that mammals have hair over most of their bodies. Take this opportunity to clear up any misunderstandings that students might have. For example, a student might say that elephants do not have hair. Other students might be able to refute this statement. Students should also see that the non-examples do not have the relevant attributes. Ravens, for example, do not bear their young alive; they hatch them from eggs.

7. Help students find differences among the examples. For example, all of the mammals listed breathe air, but this is a non-essential characteristic because it will not help differentiate mammals from birds or reptiles. The animals are also of different sizes, but this does not help categorize them as mammals.

8. Supply students with additional examples and non-examples and see if they can place them in the appropriate section of the model.

9. Have students read an assignment providing information about the concept and encourage them to add pertinent information to the Frayer Model.

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Example for Steps 1 and 2

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3-10
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Example for Steps 3 through 9

**ESSENTIAL CHARACTERISTICS**
- Have hair covering most of their bodies
- Bear their young alive
- Feed their young with milk produced by mammary glands

**NON-ESSENTIAL CHARACTERISTICS**
- Breathe air
- Have skin and teeth
- Produce sounds
- Live in various habitats
- Have different sizes

**EXAMPLES**
- Elephants
- Lions
- Dogs
- Cats
- Horses

**NON-EXAMPLES**
- Ravens
- Alligators
- Spiders
- Anacondas

Variation

A variation of the Frayer Model uses "Definition" and "Characteristics" instead of "Essential Characteristics" and "Non-essential Characteristics."

2-11
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Sources


3-12
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SEMANTIC FEATURE ANALYSIS

Rationale

• Utilizes a matrix of words and features to explore the relationships among concepts within categories and discover their similarities and differences.
• Works best for words that form a semantically close-knit group, for example, house, mansion, shack, barn, tent, bungalow, and shanty.
• Helps students make the fine discriminations among concepts needed for learning word connotations.
• Capitalizes on students’ prior knowledge and gets them actively involved, thus generating interest in reading and learning.
• Enhances both vocabulary development and reading comprehension.
• Requires previous practice with categorizing, for example with the List-Group-Label strategy.
• Works well as either a prereading or a postreading activity by encouraging students to predict relationships, read for confirmation, and integrate new and old learning.
• Increases the retention of content area vocabulary and concepts.
• Benefits students of all ages and abilities, but more abstract concepts require more sophistication on the part of the students.

Materials

• Copies of the Semantic Feature Analysis (SFA) matrix for students
• Transparency of the Semantic Feature Analysis (SFA) matrix

Procedure

Use these steps to introduce the use of SFA:

1. Select a category. Begin with a simple category about which students have prior knowledge, such as Pets.
2. List, in a column, some words that fit in the category, for example, tarantula, cat, rabbit, iguana, and dog. The teacher should give examples in this introduction, but students should provide the examples after they have learned the strategy.
3. List, in a row, some features shared by some of the words, for example, lives on land, lives in the water, has legs, has wings, and has fins. The teacher should give features in this introduction, but students should provide the features after they have learned the strategy.
4. Put pluses or minuses beside each word beneath each feature. This should be done through class discussion. Ask, for example, “Does a tarantula live on land?” If the answer is “yes,” place a plus in the box; if the answer is “no,” place a minus in the box. Then ask “Does a tarantula live...”
in the water?" and record the answer. Continue in this manner until all of the boxes are filled. Sometimes there may be uncertainty about an answer; if so, place a question mark in the box. If the feature does not apply to the word, place a zero in the box. As students gain familiarity with SFA and go on to more abstract concepts, they may see that pluses and minuses are not sufficient. Many features of words are not truly dichotomous, but rather exist in varying degrees. They may need to use a Likert scale (for example, 1=always, 2=most of the time, 3=sometimes, 4=a few times, 5=never) to indicate that the example has a certain degree of the feature.

5. Add additional words. Have students brainstorm other pets to put in the first column, for example parrot, guinea pig, boa constrictor, and goldfish.

6. Add additional features. Have students brainstorm other features that the pets could have, for example has fur, has feathers, swims, and flies.

7. Complete the expanded matrix with pluses and minuses. Again, this should be done through class discussion.

8. Explore the matrix to make generalizations about the words. Ask questions to elicit the generalizations. For example, "Which pets have feathers?" "How is a boa constrictor different from an iguana?" "Which pet is most like the dog?"

Use SFA with a reading assignment:

1. Complete an SFA matrix for a concept from the reading assignment using the procedure outlined above prior to reading.

2. Use the matrix to make predictions about what will be in the assignment and identify areas of uncertainty. This helps set a purpose for reading and motivates students to read and search for information.

3. Read the article to verify information that has already been put on the matrix and clear up any uncertainties.

4. Revise the SFA matrix to include additional examples and features gleaned from the reading assignment.

5. Examine the information in the matrix to make generalizations about the concepts, and then use this information to write about the concepts.

3-15
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### CATEGORY: PETS

<table>
<thead>
<tr>
<th></th>
<th>land</th>
<th>water</th>
<th>legs</th>
<th>wings</th>
<th>fins</th>
<th>fur</th>
<th>feathers</th>
<th>swims</th>
<th>flies</th>
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<tbody>
<tr>
<td>tarantula</td>
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<td>-</td>
<td>-</td>
<td>+</td>
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<tr>
<td>rabbit</td>
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<tr>
<td>iguana</td>
<td>+</td>
<td>?</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>dog</td>
<td>+</td>
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### CATEGORY: PETS

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<th>wings</th>
<th>fins</th>
<th>fur</th>
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<th>flies</th>
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<tbody>
<tr>
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<td>rabbit</td>
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<tr>
<td>guinea pig</td>
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<td>boa</td>
<td>+</td>
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<td>?</td>
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<td>goldfish</td>
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</table>
Variation

Use the matrix to analyze characters from a piece of literature.
1. Read a piece of literature, for example Death of a Salesman by Arthur Miller.
2. Identify several character traits that might be exhibited by characters in the piece and list them in a column; for example, a character might be mendacious, desultory, perfidious, pertinacious, or tenacious.
3. Identify characters from the piece and list them in a row, for example Willy, Linda, Biff, Happy, and Bernard.
4. Complete the matrix and use the resulting information to write about the characters.

Example

<table>
<thead>
<tr>
<th></th>
<th>Willy</th>
<th>Linda</th>
<th>Biff</th>
<th>Happy</th>
<th>Bernard</th>
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<tbody>
<tr>
<td>Mendacious</td>
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<td>Desultory</td>
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<td>Perfidious</td>
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<td>Pertinacious</td>
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<td>Tenacious</td>
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</tbody>
</table>

Sources


3-17
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SEMANTIC FEATURE ANALYSIS

Category: ____________________________

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<thead>
<tr>
<th>FEATURES</th>
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SEMANTIC MAPPING

Rationale

- Displays words, ideas, or concepts in categories and indicates how words relate to one another or how they go together.
- Allows students to verbalize associations to a topic or stimulus word and categorize them.
- Integrates prior knowledge with new knowledge to enhance concept development by seeing relationships between words.
- Serves as an alternative to traditional prereading and vocabulary building activities by activating background knowledge and encouraging vocabulary development.
- Provides an alternative to note taking or outlining and serves as a review or study aid.
- Forces students to read for key words and supporting ideas.
- Improves elementary through high school students’ vocabulary and comprehension after reading.
- Gives a basis for writing by helping students organize ideas.
- Helps teachers see what students know and reveals anchor points upon which to introduce new concepts.
- Benefits special needs students and second language learners by providing concrete, visual building blocks.

Materials

- Transparency (or chalkboard)
- Reading passage

Procedure

1. Select a vocabulary concept that is central to the topic of the reading assignment.
2. Write the key word on the transparency, for example sharks, and circle it.
3. Brainstorm words or phrases that are related to the key word in some way, for example man eater, dorsal fin, and large.
4. List the brainstormed words by categories around the key word. When doing this as a prereading activity, avoid making judgments about inaccuracies. Any inaccuracies may be corrected as students read.
5. Have students brainstorm additional words related to the key word and share their lists with the class.
6. Add the shared words to the class map in the appropriate categories.
7. Create labels for the categories, for example characteristics, structures, and size.
8. Add words from the lesson that the students may not have mentioned. Put the words in the appropriate categories or create new categories for them.
9. Tell students to look for confirmation of the information on the map as they read the assignment. Also note any new information or categories that they may find in the reading passage.
10. Return to the original map after reading and restructure it to reflect what has been learned. Also correct any inaccuracies. For example, students might learn that not all sharks are large and incorporate this information into their maps.
11. Use the map to review information from the reading or to write about the topic.

Examples (Heimlich & Pittelman, 1986; Johnson, Pittelman, & Heimlich, 1985)

The first example is a map about sharks that students might construct before reading about them. This is the one described in the procedure above.
The second example is a restructured section of the map about sharks that students might produce after they have finished reading the assignment.

Variation

Prepare a map that is partially completed and let students fill in the rest of the information as they read the assignment or after they have read it. This works especially well with difficult material.

Sources


STRUCTURED OVERVIEW
(Graphic Organizer)

Rationale

- Diagrams major concepts and additional terms that convey the text structure to students before reading.
- Illustrates hierarchical relationships among concepts.
- Shows how the material currently being studied fits into the total domain under study.
- Helps teachers clarify their teaching goals.
- Provides a framework for previewing, reading, and studying a passage.
- Benefits middle and senior high school students of all abilities and in most content areas.

Materials

- Transparency
- Reading passage

Procedure

1. Select words that express the major concepts or understandings that are important for the students to learn.

2. Arrange the words into a diagram form that will help students see the terms and how they interrelate. For example, if students are going to read information about ostriches in a biology unit, they need to see how ostriches fit into the total animal kingdom. This animal kingdom can be divided into vertebrates and invertebrates. Vertebrates can be divided into warm-blooded animals and cold-blooded animals. Warm-blooded animals can be divided into several classes, one of which is birds. (Note: There is no "correct" way to organize the terms. The arrangement depends upon the teacher, the text, and the students' background.)

3. Add previously learned key words and ideas. For example, students may have already studied some of the cold-blooded animals such as amphibians. They may have learned that some birds are land birds and others are waterbirds. These terms can be added to the diagram in the appropriate places in the hierarchy.

4. Evaluate the overview. The teacher needs to look at the overview through the eyes of the students to see that it is easily interpretable. This is an important step because teachers are experts in their content field and might create an overview that is too complicated for students to understand easily.

5. Present the overview as a prereading teaching tool.

3-24
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6. Talk students through the overview by starting at the top and uncovering the categories one by one as they are discussed. This promotes active student involvement.

7. Use the overview as a major point of reference as students read the material. Students should add new information from the text as they read.

8. Review the material in preparation for a quiz or test by examining the structured overview.

9. Encourage students to create their own structured overviews independently when they read text materials.

Example
Variation

1. Give students a partially-completed structured overview with blanks for the missing words.
2. List the missing words in random order at the bottom of the overview.
3. Have students either recall the information from previous lessons or locate the appropriate terms in the new material they are reading.
4. Complete the diagram during or after reading the material.
5. Use the diagram to study the material.
Sources


VOCABULARY OVERVIEW GUIDE

Rationale

- Establishes a network of relationships among words and relates these words to personal experiences.
- Provides a structure that students can use to develop a significant clue to a word’s meaning as well as to determine its definition.
- Incorporates strategies that have been shown to improve comprehension—activating prior knowledge, establishing a framework to organize and relate new information, and learning self-monitoring activities.
- Works well as either a prereading or postreading activity.
- Benefits students of different ages, abilities, and backgrounds in all content areas.

Materials

- Reading passage
- Copies of the Vocabulary Overview Guide for students
- Transparency of the Vocabulary Overview Guide
- Copies of the Vocabulary Overview Guide Student Checklist

Procedure

1. Model the use of the Vocabulary Overview Guide and have students fill in their own copies.
2. Identify the main topic of the reading passage. Students should use the title and/or headings and subheadings to determine the topic. The passage might be about Bears, for example.
3. Preview the passage to see what categories of information are presented. In the passage about Bears, there might be information about panda bears, grizzly bears, and polar bears.
4. Select the first category and have students skim through the article to find new and difficult words related to this category. Add these words to their Vocabulary Overview Guide. For example, in the information about panda bears, students might identify massive, sedentary, forage, and mottled as new and difficult words.
5. Complete with students the definition for one of their words and write the definition on the lines. For massive, they might write enormous, or huge.
6. Direct students to think of a personal clue that connects the word with something they already know. For example, a student might tell how he saw the Queen Elizabeth II and that it was an enormous ship.

3-28
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7. Guide students to complete the definitions for the rest of the words. They then repeat the procedure for the other categories they identified in step three.

8. Show students how they can use the Vocabulary Overview Guide to study the words. Reveal just the word and try to recall its meaning, uncover the clue if needed, and finally uncover the definition.

9. Encourage students to add to their definitions as they discover more about each word. This will help them remember the words and their meanings.

10. Make available copies of the Vocabulary Overview Guide Student Checklist so that students can refer to it as they learn to use the strategy independently.

Example

<table>
<thead>
<tr>
<th>Main Topic</th>
<th>Bears</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Panda</td>
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</table>

<table>
<thead>
<tr>
<th>Word: massive</th>
<th>Word: sedentary</th>
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</thead>
<tbody>
<tr>
<td><strong>Clue:</strong> OEII</td>
<td><strong>Clue:</strong></td>
</tr>
<tr>
<td><strong>Definition(s):</strong></td>
<td><strong>Definition(s):</strong></td>
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<table>
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<th>Word: mottled</th>
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3-29
M-DCPS Division of Language Arts/Reading  Summer 2020
Sources


# Vocabulary Overview Guide

<table>
<thead>
<tr>
<th>Main Topic</th>
<th>Category</th>
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<table>
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</tbody>
</table>
**Vocabulary Overview Guide Student Checklist**

**Preparation:**

- Identify the main topic.
- Identify the category to which your words belong.
- Write in your first new word.
- Locate and list important definitions. Use clues in the text, the glossary, or seek help from a dictionary.
- Think about the word and its meaning. Write in your own clue underneath the word. Connect the meaning with something you know or have experienced.
- Complete the guide for other words related to the category.

**Study Guide:**

- Think about the category and the words. Think about what you know about the topic.
- Study each word, one at a time.
  - Cover the clue and meaning. Recite both if you can.
  - Uncover the clue if necessary. If the clue doesn’t jog your memory, then uncover the meaning.
  - Review words frequently until you know them well.
WORD ASSOCIATION STRATEGY

Rationale

- Utilizes a word association technique to help students learn and retain both general and technical vocabulary.
- Works best for nouns and descriptive adjectives. However, highly technical terms such as photosynthesis require more elaborate strategies such as the use of graphic organizers, semantic mapping, or the Vocabulary Self-collection Strategy.
- Benefits low-achieving students and second language learners.

Materials

- Transparency
- Blank paper for students
- Reading passage

Procedure

1. Draw a square and divide it with a vertical and a horizontal line to form four boxes.
2. Write a word, taken from the reading passage, to learn and remember in the top left hand box. For example, in an article about Bears, this sentence appears: Being sedentary bears who usually stay in a selected feeding area eating large amounts of bamboo, giant pandas generally move in a slow, determined manner. Sedentary is the word to write in the upper left hand box.
3. Write the definition for the word in the bottom left hand box. Encourage the students to use the context to help define the word. An animal that is sedentary is one that is moving around very little.
4. Write a personal association for the word in the top right hand box. Garfield, from the comics section of the newspaper, is notoriously lazy and doesn’t move around any more than he has to so he would be sedentary.
5. Write a personal association that is a non-example or something that is the opposite of the word in the bottom right hand box. For sedentary, a student might write Roadrunner, also from the comics, because he is always moving around very quickly.
6. Encourage students to use the Word Association Strategy as they read independently.
Example

<table>
<thead>
<tr>
<th>sedentary</th>
<th>Garfield</th>
</tr>
</thead>
<tbody>
<tr>
<td>moving around very little</td>
<td>Roadrunner</td>
</tr>
</tbody>
</table>

Variation

A variation of this strategy that especially helps second language learners adds a visual component.

1. Follow steps 1 through 3 in the original strategy. For example, if a passage says that an animal is nocturnal, write the word in the upper left hand box and its definition, active at night, in the bottom left hand box.
2. Draw something in the upper right hand box that is associated with the definition of nocturnal. For example, a student might draw a picture of a night sky with a moon and some stars.
3. Put a personal association in the bottom right hand box. A student might know that an owl is a nocturnal bird and write owl in the box.
Sources


CHAPTER 4

Chapter 4, *Monkey Business*, makes the most of students' inherent fancy for playing games and solving puzzles. This chapter presents nine activities that encourage teamwork, help create a positive environment for word learning, and take the drudgery out of vocabulary drill.

CLUES AND QUESTIONS

COMPETITIVE WORD CHAIN

CONCENTRIC CIRCLES

CROSSWORD PUZZLE PUT TOGETHER

I HAVE _______. WHO HAS _______?

INNER LISTENING

PASSWORD

TIC TAC TOE TERMS

WORD BINGO

4-2
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CLUES AND QUESTIONS

Rationale

- Helps students review content vocabulary using a game approach and gives them a novel purpose for using the text.
- Allows students to make questions and answers. The students will benefit from trying to write clear and meaningful questions.
- Increases and reinforces students’ target vocabulary necessary for understanding the content subject matter.
- Benefits students in middle and high school.
- Helps intermediate and advanced second language learners develop academic language proficiency.

Materials

- Index cards
- Shoebox or file box
- Content area textbooks

Procedure

1. Select content area vocabulary that students should review.
2. Write one word at the top of each card.
3. Have students randomly select several of these cards.
4. Tell them that they will be writing clues and questions whose answers are the words.
5. Encourage the students to use the textbook index to find where their words are introduced and used.
6. Provide examples of different kinds of clues and questions (e.g., definition, analogy, compare-contrast, context).
7. Check each student’s completed questions for clarity and accuracy and then have them print the questions on the vocabulary card directly below the word.
8. Divide the class into small groups with each group having a portion of the vocabulary cards.
9. Tell them to place the cards face down. One student draws a card and shows it to the group members but does not look at it.
10. Instruct group members to take turns asking questions and supplying clues until the word is identified.
11. Advise the groups to continue the same procedure until the cards have been exhausted.
12. Direct the groups to exchange cards and begin the clue session again with the new set of cards.
Example

A science class is studying primates and one of their vocabulary cards might look like this:

**BABOONS**

1. Troops are to _________ as families are to humans.

2. The chacma, yellow, doguera, and Guinea _________ inhabit parts of Africa, where they live in family groups.

3. In contrast to dominant male animals who attempt to deny other males access to the females, all male _________ within a group are free to mate with receptive females.

Source

COMPETITIVE WORD CHAIN

Rationale

- Develops word awareness using a game format with teams.
- Challenges students to recall known words as well as search through dictionaries.
- Promotes small group cooperation.
- Utilizes the motivational value of play.
- Helps students in elementary through high school.
- Gives support to students acquiring a second language.

Materials

- Dictionaries or thesauruses
- Word chain template or teacher-created form
- Kitchen timer

Procedure

1. Divide class into pairs or triads.
2. Provide each team with the word chain form and dictionaries.
3. Tell students that the object of the game is to fill in all the blanks with a three-, four-, five-, or six-letter word, depending on the number of blanks given.
4. Specify that each word must begin with the last letter of the preceding word. Words may not be repeated, and the first word may begin with any letter.
5. Set a reasonable time limit and award prizes to the first team to complete the chain correctly.

Example

- S O W
- W A S H
- H O R D E
- E N E R G Y
- Y O D E L
- L O V E
- E N D
- D I V A
- A N G S T
- T O U C H Y
- Y I E L D
- D O W N
- N U R
Variations

1. Extend the activity by having students create stories using as many words from their lists as possible.

2. Assign a topic word to be placed anywhere on the list and have students search through their content area textbook for words to complete the chain.

3. Try to create the longest word chain possible. The chain begins with any random word. Short words are the easiest to work with. The next word written down must differ from the previous word by one letter. If a word cannot be thought of, the chain is broken. An example of this kind of chain might look like this:


Sources


CONCENTRIC CIRCLES

Rationale

- Requires students to use physical activity.
- Increases students' encounters with vocabulary words in an entertaining and lively way.
- Adds to students' fluent level of word knowledge necessary to promote comprehension.
- Develops rapid responses to words.
- Benefits elementary through high school.
- Supports second language learning.

Materials

- Index cards

Procedure

1. Prepare game cards in advance. Each round of play will require enough cards for half of the students in the class.
2. Write the clue on one side and the desired response on the other. This can be words and meanings, synonyms, antonyms, or a grammar point such as singular and plural possessives. This decision is the teacher's choice based on the learning practice that is needed.
3. Put a strip on the side of the card where the desired response appears.
4. Assign one student to be the time keeper.
5. Divide the class into two equal teams. One team will be the insiders and the other will be the outsiders.
6. Have the insiders form a circle facing outward. Ask the outsiders to form another circle around the insiders. Each outsider should face an insider. If the groups are uneven, the teacher may join in the fun.
7. Give the insiders a card and tell them to hold their cards so that the starred side faces them and the clue side faces the outsider.
8. Give a signal for the game to begin. Within 30 seconds the outsiders must read the word and give the appropriate response.
9. Tell the outsiders to move one place to their right.
10. Have the insiders stand still, but pass their cards to their right. Each insider should have a new partner and a new card.
11. Repeat the steps until the outsiders return to their original partner.
12. Have the circles switch places with each other. Take up the first set of cards, and distribute the second set, and play another round.
Sources


CROSSWORD PUZZLE PUT TOGETHER

Rationale

- Challenges students to compose puzzles with clues and a corresponding answer key.
- Encourages students to review information in a creative manner or to culminate a unit and share the acquired knowledge with others.
- Highlights word spelling as well as word meaning.
- Teaches students to recognize patterns and organizational arrangement.
- Prepares students to work in small teams to complete a project for class use.
- Benefits students in middle and high school.
- Allows for second language learner modification.

Materials

- A variety of commercial crossword puzzles
- Crossword puzzle templates or graph paper

Procedure

1. Bring in some crossword puzzles to familiarize students with how the puzzles work.
2. Share a completed crossword puzzle and have students work a crossword puzzle as a whole class using think-aloud strategies.
3. Explain that a crossword puzzle has two parts: the answer key and the blank grid with clues used to solve the puzzle.
4. Divide students into pairs or small groups and give each team two grids, one for the answer key and one for the puzzle with clues.
5. Tell students that they need to create the answer key first.
6. Allow students to decide which words from the class vocabulary list to include in their puzzle. Six to fourteen words make a good initial puzzle.
7. Point out that it is best to start with the longest word first and it should be placed in the middle of the grid.
8. Remind students to put approximately the same number of answers horizontally as vertically. Arranging the answer words on the grid so they connect or overlap will be the most difficult part of this activity. Help students with this step.
9. Tell students to number the box containing the first letter of each word.
10. Advise students that they may blacken all of the squares in which there is not a letter. This is optional.
11. Tell students that now they can create the crossword puzzle grid with clues. Lay another grid on top of the answer key and trace over the numbers only.
12. Direct students to write brief clues or definitions by the number at the bottom of the page in either the "down" or "across" column.
13. Have students write titles for their puzzles.
14. Collect puzzles and answer keys, check for accuracy, and have teams solve the puzzles on another day. Make sure each team does not get its own puzzle.

Variation

Classmate Crossword

Help students learn one another's names with this beginning of the year activity. First, have students write their names on the board. Then give each student a sheet of graph paper on which to create a crossword puzzle that includes all of the classmate names.

Sources

I HAVE _____ WHO HAS _____?

Rationale

- Provides an enjoyable and profitable form of practice to reinforce what has already been taught in a more formal way.
- Includes all class members in an enjoyable process of teaching and learning.
- Supports a variety of vocabulary learning objectives (e.g., word definitions, parts of speech, euphemisms, idioms, synonyms, antonyms).
- Benefits students in elementary through high school.
- Strengthens second language development.

Materials

- I have _____ Who has _____? cards prepared from template

Procedure

1. Select target vocabulary words with which students are already familiar. The words should be ones that require additional practice after previous exposure.
2. Create cards and make sure to keep sets together. Do not mix sets. A complete set would provide at least one card per player.
3. Shuffle cards and pass at least one card to each student. Use the complete set.
4. Ask for a volunteer to begin the game. Anyone may start and must begin with the question, “Who has _____?” The student holding the card with the correct response replies, “I have ______.” This student then continues with the question noted on the card.
5. Explain to the students that the game will carry on this way and end when the student who began the activity says, “I have ______.”
Example

A group of students is studying homographs. Homographs are words that are spelled the same but have different meanings and origins. This is how a few of their cards might look.

I have TO COMPLAIN or A KIND OF FISH. Who has HUSBAND?
I have BIG AND STRONG or A SLED DOG. Who has QUICK?
I have PHONY DOG or A DUCK’s SOUND. Who has LARK?
I have GOOD FUN or SMALL SONGBIRD. Who has BUCK?
I have MALE DEER or SLANG FOR A DOLLAR. Who has CARY?
INNER LISTENING

Rationale

- Employs music to elicit students' imaginative use of vocabulary.
- Helps students to select and refine words that shape perception and describe beliefs.
- Encourages students to focus their attention and use appropriate listening strategies.
- Connects sensory modes that assist in the development of intuitive tools for self-expression as well as word memory.
- Creates a sound break.
- Benefits students in elementary through high school.
- Aids second language development.

Materials

- Cassette or CD player
- Selections of instrumental music
- Inner Listening chart

Procedure

1. Select three pieces of instrumental music that represent various styles (e.g., Sousa march, Lakota flute, and Tchaikowsky waltz).
2. Divide students into pairs or triads.
3. Pass out one listening chart to each group.
4. Tell the students that in this listening game they are asked to use their imagination and that everyone will be a winner.
5. Inform students that they will hear music for about two minutes.
6. Ask them to close their eyes and make a mental picture as they listen.
7. Stop the music. Have members of each group share and write their responses in the first box. Give them two minutes to do this.
8. Tell them they will now hear the same piece again. This time they should close their eyes and experience any feelings or emotions that the music inspires in them.
9. Have them share and write responses the same as before in the next box.
10. Repeat the procedure with the other two musical selections.
11. Draw a large reproduction of the chart on the board and as you play the music once more, ask one member of each team to write their words in the appropriate box.
12. Notice and discuss any comparisons and contrasts.
Sources


Somers, L. E. (1999, October). *Inner Listening*. Presented at the breakfast reunion for Miami-Dade County Public Schools Language Arts through ESOL Academy, Miami, FL.
<table>
<thead>
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<th>MUSIC</th>
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Rationale

- Checks students' ability to recall words from synonyms or related words.
- Facilitates quick thinking to generate word associations.
- Includes all class members or can be played in small teams.
- Helps students in elementary through high school.
- Supports students acquiring a second language.

Procedure

Whole Class

1. Divide class into two teams.
2. Pick one person from each team to sit facing away from the board.
3. Write one vocabulary word on the board for the rest of the class to see.
4. Alternate giving one-word clues until one of the students sitting in the chairs guesses the word.
5. Decide on a time limit, such as thirty seconds, for a response. Time for responses may be extended for special needs students or students acquiring a second language.
6. Select a scoring system, e.g., five points for a correct response on the first clue, four points on the second clue and so forth.
7. Plan to incorporate this activity at the beginning or end of class. The activity should be kept to 5 to 10 minutes.

Small Groups

1. Divide the class into teams of five students.
2. Tell the teams to choose one member to be the quizmaster. The other four players are divided into two sets of partners (i.e., clue givers and guessers).
3. Direct the quizmaster to select a vocabulary word and pass it on to one of each of the partners. The word can be written on a small slip of paper or whispered.
4. Tell the first partner to give a clue to the partner. The clue is a synonym for or related to the mystery word.
5. Advise the students that they can always pass if they find the word too difficult. When they hear the other team members take their turns, they might get some ideas and be able to continue on their next turn.
6. Explain to the students that when the word is finally guessed, the clue givers and the guessers exchange roles.
7. Allow the quizmaster to exchange roles to have an opportunity to join in the guessing also.
Sources


TIC TAC TOE TERMS

Rationale

- Develops students' ability to remember key vocabulary terms and definitions.
- Involves the whole class in competitive teams.
- Presents an easy, flexible, and economical vocabulary activity.
- Benefits students in elementary through high school.
- Encourages second language learning.

Materials

- Overhead projector or chalkboard

Procedure

1. Make a list of key vocabulary terms from the unit that is being studied.
2. Divide the class into two teams: the "O" team and the "X" team.
3. Draw a tic tac toe grid on the board or overhead projector.
4. Decide on a time limit for individual student responses.
5. Call out a vocabulary word to a team member.
6. Place an "X" or an "O" on the grid if the student supplies the correct definition.
7. Give the same word to the rival team if the answer is wrong.
8. Continue alternating team players until one team gets three "X's" or "O's" in a row.
9. Award points each time a team wins and give suitable recognition as desired.

Variation

This activity can be used to review historical figures, scientific terms, foreign language vocabulary, artists and musicians. The range of possible topics is considerable.

Sources


WORD BINGO

Rationale

- Presents an adaptation of a game that is already familiar to most students.
- Helps to create a positive environment for word learning and takes the drudgery out of drill.
- Provides a method to practice taught vocabulary across content areas.
- Benefits students in elementary through high school.
- Supports second language learning.

Materials

- Bingo cards or template
- Highlighters or bingo chips
- Prepared bingo cards

Procedure

1. Prepare index cards with an individual vocabulary word on one side and the meaning on the other side.
2. Copy enough grids to give one to every player.
3. Instruct students to write one vocabulary word in each box of the bingo grid. They may write the word in any box they choose. A minimum of 24 words will be needed for the game; however, more words may be provided from which the students might choose.
4. Elect a student caller or decide to be the teacher caller.
5. Shuffle the word cards and place them definition side up in a pile.
6. Tell the caller to pick a card and read the definition aloud.
7. Instruct the students to highlight the word when they hear the caller say the matching meaning. The caller may repeat the meaning another time before picking the next card.
8. Inform students that they should say "bingo" when they have highlighted an entire row, column, or diagonal to be the winner.
9. Have the winner call out words to check for authenticity.

Variation

1. Distribute the lists of affixes and their meanings (pp. 2-11, 2-12) or the lists of common roots (p. 2-16).
2. Tell students to fill in bingo spaces with either prefixes and suffixes or Greek and Latin roots.
3. Follow steps four through nine in the Word Bingo Procedure above, using the meanings of the affixes or roots.

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Sources


WORD BINGO

FREE

4-26
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Be wild about words and continue reading for more great activities.
Water off a Duck's Back

Miscellanea & Speedy Activities

Chapter 5
CHAPTER 5

Chapter 5, Water off a Duck's Back, is divided into two sections. The first part includes five activities that fit in no other chapter; however, they provide an assortment of rich vocabulary exercises. The chapter ends with four activities that may be carried out quickly and easily.

MISCELLANEA

ABC DELIGHT

ANALOGY CHALLENGE

BULLETIN BOARDS AND WORD WALLS

FIGURES OF SPEECH

WORD SORTS

SPEEDY ACTIVITIES

BRAINSTORMING: WORD ASSOCIATION TREE

GIVE ME THE WORD

ROLL CALL ROUND ROBIN

THE SHAPE OF THINGS

WORD CHATS

MDOE Division of Language Arts/Reading  Summer 2020
ABC DELIGHT

Rationale

- Activates students' prior knowledge.
- Allows students to integrate prior knowledge with new knowledge.
- Permits cooperative learning.
- Supports vocabulary learning in any content area.
- Benefits students in elementary through high school.
- Assists special needs students and second language learners in building a bank of words that relate to a specific topic.

Materials

- Overhead transparency
- ABC Delight template

Procedure

1. Distribute the ABC Delight template, or have students create one.
2. Divide students in pairs or triads.
3. Give students a topic which is related to the reading for the day and ask them to write one related word next to each letter of the alphabet.
4. Set a 5 to 10 minute time limit for students to think of as many related words as possible. Special needs students or second language students may need more time.
5. Direct groups to turn and share their lists with a neighboring group for three minutes.
6. Have students call out their words while the teacher records them on the overhead.
7. Tell students that they may add to their lists as the words are written on the transparency.
8. Read the assignment and then come back to the ABC list to circle or highlight any words which appeared in the reading.
9. Instruct students to add new words to their list as they read.
10. Have students keep their lists in their notebooks to use as word banks for writing assignments.

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Variations

ABC Summary

1. Help students clarify their understanding of a passage or piece of literature by having them complete an ABC Summary.
2. Use the template.
3. Have students write one sentence for most letters of the alphabet. The sentences should form a sequential summary and cover the main points.

Example

After finishing the Aesop fable titled The Fox and the Stork, an ABC Summary might look like this.

A: As the story begins, the fox invites the stork to lunch.
B: Both fox and stork are quite hungry.
C: Collations of soup are served in broad dishes and plates.
D: Dismayed, the stork watches the fox lapping the soup.

ABC Syllables

1. Direct students to follow the procedure for ABC Delight and to complete the list.
2. Instruct students to write the number of syllables after each word they have found.

Example

Students are given the topic word safari. An ABC Delight might look like this.

A: Africa 3
B: Brushwood 2
C: Chestah 2
D: Desert 2
E: Elephant 3
F: Forest 2

Sources

Davis, P. (2000, June). Beginnings and endings. Symposium conducted at the Writing Institute, Miami-Dade County Public Schools, Miami, FL.


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ANALOGY CHALLENGE

Rationale

- Aids in reading comprehension, vocabulary development, and connection of ideas across the curriculum.
- Triggers students' ability to analyze relationships among words.
- Involves articulation and problem solving.
- Stresses word play and attention to detail.
- Helps students think logically and critically.
- Adapts to the terminology in any content area.
- Benefits students in middle school through high school.
- Helps students learning a second language.

Materials

- Overhead projector or board

Procedure

1. Tell students that in order to solve analogy puzzles, they must consider how the first two items relate to one another.
2. Draw this example:

   ![Diagram](image)

3. Have a student volunteer to complete the puzzle. They should draw the fourth figure that is related to the third figure in the same way that the second figure is related to the first.
4. Show students how to "read" analogies (e.g., the big square is to the little square as the big triangle is to the little triangle).
5. Introduce a word analogy such as, egg : chicken :: milk : ______. Again, ask for a student volunteer to solve the puzzle and read the solution as taught.
6. Write one or several analogies, inverting the word order (e.g., fish : ______ :: bird : cage).
7. Allow students time to work out the analogies after initial explanation of analogies is complete.
8. Encourage students to talk clearly about the word relationships after completing the analogy.

5-6
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9. Have students use the "because statement" when they explain the relationship. Example: wolf : howl :: dog : Answer: "Wolf is to howl as dog is to bark because when a wolf makes a sound he howls, and when a dog makes a sound he barks."

10. Create more analogies for students to complete independently with a follow-up class discussion.

11. Utilize this procedure over many sessions throughout the year.

Variation

1. Have students create analogies in an effort to stump not only their classmates but also their teachers.
2. Divide the class into cooperative teams.
3. Distribute pieces of butcher paper.
4. Instruct students to brainstorm their own analogies.
5. Tell students to select one student at a time to give three parts of an analogy and then the others must complete it.
6. Use the student-created analogies as quick opening or closing exercises.

Sources


BULLETIN BOARDS AND WORD WALLS

Rationale

- Helps students in connecting new knowledge to old.
- Expands students' knowledge base.
- Benefits students in elementary through high school.
- Assists special needs students and second language learners by reinforcing vocabulary through a print-rich environment.

Materials

- Strips of paper
- Markers

Procedure

1. Explain to students that bulletin boards or word walls can become permanent, growing displays of words that students can refer to throughout the school year.
2. Display words taken from any content area or independent reading passages. When students encounter an interesting word, they write the word and the definition on the strip of paper and add it to the word wall.
3. Advise students to write their names on the strip as their "claim to word fame."
4. Refer to the words on the word wall throughout the year when students are engaged in reading and writing activities.

Variation

Acronym Bulletin Board

1. Help students stay aware of acronyms and initializations that are used frequently in media and everyday communication.
2. Have students write acronyms on strips and the full meanings on index cards.
3. Arrange the acronym strips on a bulletin board.
4. Place the index cards in an envelope and attach it to the corner of the bulletin board.
5. Encourage students to interact with the display by trying to guess the meanings of the acronyms then checking their guesses with the answers in the envelope.
6. Refresh the acronyms on a regular basis.
Sources


Miami-Dade County Public Schools, Division of Language Arts/Reading. (1994). *Gateways to success in reading, grades 6-9.* Miami, FL: Author.
FIGURES OF SPEECH

Rationale

- Shows students how to use metaphors, similes, and personification.
- Teaches students how to match critical attributes of a topic with appropriate vocabulary.
- Helps students to strengthen the use of imagery in their writing.
- Encourages creative and divergent thinking.
- Increases students’ word knowledge and vocabulary for interpreting figures of speech.
- Assists students in elementary through high school.
- Aids in second language acquisition.

Procedure

1. Write the definitions of metaphor, simile, and personification on the board or overhead projector. Include examples of each.
2. Model how to construct each through think-alouds with the class.
3. Have students work in pairs to select one word from their subject-area reading or independent reading.
4. Direct students to compose either a metaphor, simile, or personification with the word. In the beginning, concentrate on one figure of speech at a time.
5. Allow no more than five minutes for pairs to select a word and compose their figures of speech.
6. Have students share their writing with another pair of students. Favorites may be shared-out with the whole class.
7. Allow no more than three minutes for the sharing process.
8. Use this quick activity at the beginning of a class, the middle of a lesson, or at the end as a closure activity.

Examples

Teachers model and give ample explanation. Give examples such as the statement: “We have to get rid of that cat; he walks across our furniture like a cheetah!” Students need to be aware of various attributes associated with cheetahs to interpret the statement. The cheetah is a mammal, a feline, with spots and nonretractile claws. Learning that a cheetah has nonretractile claws enables the student to interpret the statement correctly. In walking on the furniture, the cat uses its claws as if it were a cheetah, which is unable to retract its claws, and claws damage furniture.

S-10
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Metaphors

Metaphors make implied comparisons. They do not use the words like, as, or than.

- He was a lion in war.
- When he came to the chicken coop, the fox was a thief.

Similes

Similes make comparisons using the words like, as, or than.

- The wind howled like a wounded beast.
- He was meaner than a junkyard dog.

Personification

Personification is a figure of speech in which nonhuman things are given human qualities.

- The bird sang in happiness at the coming of spring.
- Circling the diver, the shark planned its attack.

Sources


WORD SORTS

Rationale
- Enables students to rehearse new vocabulary and make predictive connections among words.
- Promotes student discussions about various word classifications based on their prior knowledge.
- Develops convergent and divergent thinking through deducing the defining characteristics of words.
- Helps students consider a variety of word features by comparison and classification.
- Involves physical manipulation as students sort vocabulary cards into categories.
- Offers word practice for students in all content area classes.
- Benefits students in middle through high school.
- Supports second language development.

Materials
- Index cards

Procedure

Closed Sort
1. Select 10 to 15 key words and appropriate main categories that are important to the passage.
2. Prepare sets of index cards by writing one word on each card.
3. Write the categories on cards also, using different colored cards.
4. Place the sets in envelopes. Each small group will need a complete set.
5. Divide the class into groups of two to four students and supply each group with a set of cards.
6. Acquaint the students with the categories and have them identify those cards first. In addition, a word discussion is particularly beneficial for students with diverse and multiple language backgrounds.
7. Tell the students to sort the words so that they fit into the stated categories.
8. Allow about 15 minutes for the groups to sort and discuss the words and categories.
9. Call the class together again for a large group discussion.
10. Permit groups to share their outcomes and reasons for their decisions.
11. Give students time to revise their categories after they have read the passage.

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Open Sort

1. Use the open sort at a later stage in vocabulary instruction, after the students are familiar with the closed sort.
2. Tell students that categories or criteria for grouping will not be disclosed in advance.
3. Advise students to search for meanings and discover relationships through their group discussions and creativity.
4. Follow the procedure for the closed sort; however, eliminate the inclusion of the category cards.

Variation

List Group Label

List Group Label (LGL) was originally formulated by Taba (1967) as a vocabulary development activity in social studies and science. LGL is based on the notion that some prior knowledge is essential for the lesson to be successful.

1. Provide the class with a one- or two-word stimulus topic drawn from the material they are studying.
2. Ask students to think of any word or expression related to the topic.
3. Record the responses on an overhead projector or board. Initial associations with the topic promote more associations and connections by other students.
4. Accept all word associations unless the student cannot justify the response.
5. Keep the list manageable by not including more than 10 to 15 words.
6. Reread the list orally.
7. Tell students to construct smaller lists of words that have things in common with one another.
8. Advise them to take the words from the larger class-generated list. They may use a word more than once as long as the groupings are different.
9. Direct students to give each group a title that indicates the shared relationship.
10. Record categories of words and their labels from students so that the class can see all the category possibilities.
Sources


**BRAINSTORMING: WORD ASSOCIATION TREE**

**Rationale**
- Challenges students to generate words within a given category.
- Encourages students to think independently about word relationships and to develop concepts.
- Offers teachers a quick evaluation tool.
- Promotes individual, small group, or class practice.
- Advances vocabulary development across the content areas.
- Benefits students in elementary through high school.
- Helps special needs students and second language learners see relationships among words more concretely.

**Procedure**
1. Select a focus word related to the lesson. The activity may be used as a pre- or postreading activity.
2. Write the word on the board or use an overhead projector.
3. Ask a volunteer to say the first two words that come to mind.
4. Write the two words under the focus word.
5. Repeat the procedure and ask for two volunteers.
6. Write the four words on the board.
7. Continue eliciting responses from the class until the writing space is filled.
8. Permit repetitions of words as the tree grows.
9. Allow no more than 10 minutes for this brainstorming activity.

**Example**

```
Buffalo
   Native Americans
       Tepee
           Reservation
               Pioneer
                   Prairie
                       Rawhide
                           Home
                               Plains
                                   Smoke Signal
                                       Settler
                                           Gold Rush
                                               Tumbleweed
                                                   Desert
```

5-15
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Sources


GIVE ME THE WORD

Rationale

- Promotes word recognition in wide reading and exposes students to more words.
- Facilitates word learning.
- Helps to expand students' knowledge base.
- Teaches students to draw relationships between new words and known words.
- Encourages students to interact with words so they are able to process them deeply.
- Benefits students in elementary through high school.
- Supports second language acquisition.

Materials

- Shoeboxes
- Decorative and colored paper
- Colored markers
- Scissors

Procedure

1. Ask each class period to elect a team or individual student to bring in a shoebox and decorate it.
2. Tell students to print Give Me the Word on the front and to cut a slit on the top.
3. Keep a running list of vocabulary that is taught through the content area. The list may be displayed in the form of a Word Wall and the students may also have the list in their journals.
4. Advise students to watch for the words when they are engaged in their pleasure reading during the independent reading time.
5. Explain that when students come upon a word that is on the list of taught words, they should write the word, the sentence in which it is used, the page number, the title and author of the book and their name on a slip of paper.
6. Instruct students to insert slips of paper in the box for their class period at the end of the independent reading time.
7. Draw names from the boxes every so often and award a small prize to the student whose name is on the slip of paper.

5-17
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Variation

Another way to move new words into students’ productive vocabulary is to have students bring in examples of encounters with the taught vocabulary found in environmental print, newspapers, magazines, or Internet reading. Follow the same procedure for word collection and prize awards as described.

Source

K. Nichols, Arvida Middle School, Miami-Dade County Public Schools (personal communication, March 6, 2000)
RDLL CALL ROUND ROBIN

Rationale

- Promotes recall of new vocabulary.
- Involves the whole class.
- Assists the teacher in making a quick assessment of student involvement in vocabulary acquisition.
- Helps students with oral and aural vocabulary development.
- Benefits students in elementary through high school.
- Supports second language development.

Procedure

1. Tell students the day before or as part of their homework they will need to remember words from their class reading or vocabulary list.
2. Call roll at the beginning of class.
3. Tell students to answer their name with an appropriate vocabulary word.
4. Limit the number of times an item may be repeated.

Example

If a class is learning about mythology, the Roll Call Round Robin might be like this:

<table>
<thead>
<tr>
<th>Teacher calls</th>
<th>Student replies with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Centaur</td>
</tr>
<tr>
<td>Student 2</td>
<td>Gremlin</td>
</tr>
<tr>
<td>Student 3</td>
<td>Minotaur</td>
</tr>
<tr>
<td>Student 4</td>
<td>Unicorn</td>
</tr>
<tr>
<td>Student 5</td>
<td>Cyclops</td>
</tr>
</tbody>
</table>

6-19
M-OCPS Division of Language Arts/Reading Summer 2000
THE SHAPE OF THINGS

Rationale
- Encourages students to think quickly to retrieve vocabulary.
- Supports vocabulary usage from a broad area of subjects.
- Provides a quick group or individual vocabulary activity.
- Benefits students in elementary through high school.
- Helps students acquiring a new language.

Procedure
1. Select a geometric shape(s) to support the activity (e.g., circle, triangle, rectangle, or a combination).
2. Instruct students to draw the shape 10 to 20 times on a sheet of paper.
   They may make the shapes any size as long as they are large enough to accommodate a word or short phrase.
3. Time the activity for three minutes.
4. Tell students to write down as many objects that they can think of that have the particular shape.
5. Ask students to compare their words with those from another group or student.

Example

![Diagram with geometric shapes]

Source

5-21
M-DGPS Division of Language Arts/Reading  Summer 2000
WORD CHATS

Rationale

- Provides a quick activity to be done during the last 5 to 10 minutes of the independent reading time or during any classroom reading activity.
- Focuses students' reading by giving a specific reason to read.
- Benefits students in elementary through high school.
- Assists special needs students and second language learners.

Procedure

1. Explain to students that during the independent reading time, or during any classroom reading activity, they should pick one word that interests them. They should be prepared to share with the rest of the class during the last 5 to 10 minutes of the reading time.
2. Ask each student volunteer to present the word along with the sentence from the book and the possible meaning based on the context.
3. Allow time for discussion on word meaning.
4. Confine the sharing to the final 5 to 10 minutes of the reading time. However, make time for word chats periodically throughout the school year.
5. Keep track of who shares each day and encourage reluctant students to share.
6. Award extra points as motivation for all the students to participate.

Variation

Review a particular part of speech and then instruct students to focus only on that particular part of speech (e.g., adjectives, adverbs, nouns). This assists students in knowing the names of and in identifying the parts of speech.

Source


5-22
MDCPS Division of Language Arts/Reading Summer 2000
Elephants Never Forget

Studying & Remembering

Chapter 6
CHAPTER 6

Chapter 6, Elephants Never Forget, shows a variety of procedures intended to provide memory training with target vocabulary words. The eight activities help students achieve vocabulary independence in all content areas.

CLASS DICTIONARY BOX

MOTOR IMAGING

THE INVISIBLE LIST

TOAST

STASH IT

VOCABULARY BOOKS AND PORTFOLIOS

VOCABULARY IMPROVEMENT STRATEGY

VOCABULARY SELF-COLLECTION STRATEGY (VSS)
CLASS DICTIONARY BOX

Rationale

- Improves students' understanding of dictionary entries.
- Promotes collaborative group work.
- Leads to discussions about constructing better definitions.
- Allows students to compose definitions that may be more understandable than those in dictionaries.
- Develops effective use of dictionaries by helping students find their way around entries.
- Benefits elementary through high school students, and is especially helpful for second language learners.

Materials

- Index cards
- Overhead projector
- Transparency film
- File box with alphabetical dividers
- Dictionaries

Procedure

1. Divide the class into groups. Each group is responsible for adding one word to the dictionary box once a week (or whatever time period is practical).
2. Direct the groups to meet and decide on their word for the week. The word will come from classroom instruction.
3. Make sure students have heard the word by the use of jump-in reading, buddy reading, or other read-aloud techniques.
4. Have the groups infer meaning from context and write a definition for their word. Next they should compare their interpretation with the dictionary definition. They should add the derivation, if appropriate.
5. Advise students to write their entries on an index card as well as on an overhead transparency.
6. Give the groups time to present the word and entries to the class.
7. Discuss and ensure that the entries are comparable to those in the mainstream dictionaries.
8. Enter the card into the class dictionary file box.
9. Follow the procedure for three or four weeks, at which time individual students may add words to the dictionary box under teacher direction. Presentations to the class may be omitted when students elect.
10. Inform students that the class-made dictionary is always available for reference purposes.

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Examples

Rhinoceros

Meaning: a large thick-skinned mammal that has 1 or 2 upright horns at the tip of the nose.

Derivation: Greek *Rhin* (nose) *Ceros* (horn)

Hippopotamus

Meaning: a very large mammal that likes the water, has a large head, thick skin, and short legs.

Derivation: Latin *Hipp* (horse) *Potamus* (river)

Variation

Picture Dictionary

Rationale

- Helps students who are having difficulty discriminating beginning sounds and alphabetization.
- Provides the second language learner with opportunities for encountering and acquiring new words.

Procedure

1. Have students cut out pictures from magazines or draw illustrations and write the word underneath.
2. Organize cards alphabetically, with pictures of words that begin with each letter.
3. Enter cards in a class dictionary file box.

64
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Sources


Rationale

- Provides a prereading activity.
- Employs a word-learning strategy based upon psychomotor associations.
- Focuses on intentional and systematic development.
- Involves modeling and practice activities.
- Encourages students to connect a new word with a pantomime, or psychomotor meaning, as well as a word definition. Certain words will be more suited than others to the strategy.
- Assists students in elementary through high school.
- Contributes to second language acquisition.

Procedure

1. Select words from a passage the students are going to read.
2. Write the first word on the board, pronounce it, and tell what it means.
3. Ask students to imagine a simple pantomime for the word meaning. Ask "How could you 'show' someone what this word means?"
4. Give a signal for the students to do their pantomimes simultaneously.
5. Observe the class and select the most common pantomime performed.
6. Show the pantomime to the students and have them say the word while doing the pantomime.
7. Try to find ways words can be translated to a simpler synonym form for ease in creating pantomimes.
8. Repeat the steps with each new word.
9. Direct students to read the selection containing the new words after practice is complete.

Examples:

<table>
<thead>
<tr>
<th>New Word</th>
<th>Meaning</th>
<th>Pantomime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dazzle</td>
<td>Shine or reflect brightly</td>
<td>Hands close together, palms outward, fingers spread and wiggling</td>
</tr>
<tr>
<td>Abode</td>
<td>Place where you live</td>
<td>Hands meeting above head in a triangle &quot;roof&quot; shape</td>
</tr>
<tr>
<td>Appropriate</td>
<td>Right or fit for a certain purpose</td>
<td>Both hands together, matching perfectly</td>
</tr>
</tbody>
</table>

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Variations

Commands and Actions

1. Create commands that include the new vocabulary words. Words are used in full sentences so students hear them in context. For example, for the new word *flex*, use the command, “Flex your muscle.”
2. Model the action while repeating the command to the class as a whole, to small groups, or to individuals. The students listen and perform the actions without speaking.
3. Get students ready to move into the production phase where they will volunteer to model the actions and give commands for new words while the teacher and other students act them out.

Example

<table>
<thead>
<tr>
<th>New Word</th>
<th>Command/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flex</td>
<td>Flex your muscles.</td>
</tr>
<tr>
<td>Pucker</td>
<td>Pucker your lips.</td>
</tr>
<tr>
<td>Fist</td>
<td>Make a fist.</td>
</tr>
</tbody>
</table>

Manipulation

Manipulation is the real life form of visualization. The student moves or holds related or symbolic objects while talking or thinking about information. For example, if students are learning words for cooking food, then they may say the new words while doing the action in the kitchen or using the utensil (saute, spatula). Acting out or using real objects increases the level of concentration and helps associate words with their concrete meanings without having to refer to a dictionary.

Sources


THE INVISIBLE LIST

Rationale

- Builds word recognition and pronunciation.
- Works as a prereading or postreading activity.
- Provides oral memory training with target vocabulary.
- Allows for student input in selection of practice words.
- Supports whole- or small-group instruction.
- Helps students in elementary through high school.
- Aids second language development.

Materials

- Overhead projector or chalkboard
- Index cards
- Master list of target vocabulary on handouts

Procedure

1. Select words crucial to understanding the designated text. All words chosen for the master list are necessary to the comprehension of the passage.
2. Lead the students in a call-response technique that allows students to hear and practice saying the target vocabulary. The teacher says the word and the students repeat it.
3. Repeat difficult-to-pronounce words before moving on.
4. Ask students to select five or six words from the master list.
5. List the words on the overhead projector or chalkboard.
6. Explain or refresh word meanings, depending on pre- or postreading objectives.
7. Lead the students in reading the list several times.
8. Ask them to continue reading as the teacher erases the words one at a time.
9. Continue "reading" the now invisible words a few more times.

Variation

For small group instruction, words written on index cards can replace the chalkboard; to erase, the teacher (or student partner) simply removes cards one at a time.
Sources


TOAST

Rationale

- Uses an acronym for steps in the procedure—Test, Organize, Anchor, Say, and Test.
- Helps students achieve vocabulary independence.
- Provides a system for independent vocabulary study that is self-paced.
- Assists students in middle and high school and is especially helpful for second language learners.

Materials

- Index cards
- Tape recorder

Procedure

1. Have students pretest (Test) themselves on new vocabulary introduced to them in class. Students will:

   ✓ Prepare vocabulary cards with the words to be learned on one side and the definition plus a sentence on the other side;
   ✓ Examine each word and attempt to guess the definition and provide a sentence; guesses are verified by checking the other side of the card;
   ✓ Conduct the pretest orally, mentally, or in writing; it may be done individually or with a partner.

2. Instruct students to arrange (Organize) their words into a framework that will enhance learning and help students to remember the words. Students will:

   ✓ Organize words into related categories (e.g., meanings or parts of speech).

3. Guide students in developing a strategy to commit the word to long-term memory (Anchor). Students will:

   ✓ Work with a partner to teach and test each other;
   ✓ Use a tape recorder to tape, listen to, and recite definitions and sentences;
   ✓ Try to find another word which acts as a mnemonic link to the target word;
   ✓ Examine the smaller meaningful parts of the word;
   ✓ Make home language associations if acquiring a new language.
4. Encourage students to review and rehearse (Say) words, definitions, and sentences to avoid forgetting newly learned words. Students will:

- Plan the first review session to occur 5 to 10 minutes after studying the words. Subsequent review sessions might occur later the same day, as homework, a week later, and just before a test;
- Relearn forgotten vocabulary by going back to the anchoring strategies from the previous step.

5. Train students to conduct a posttest (Test) after each review to check how well they have learned the words. This test is conducted in the same way as the pretest.

Example

Upon reading an article about humpback whales, students might be introduced to the following new vocabulary:

<table>
<thead>
<tr>
<th>baleen</th>
<th>plankton</th>
<th>calf</th>
</tr>
</thead>
<tbody>
<tr>
<td>cow</td>
<td>brushing</td>
<td>bull</td>
</tr>
<tr>
<td>krill</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>gulping</td>
<td>bubble netting</td>
</tr>
</tbody>
</table>

Test:
Prepare index cards and conduct a pretest.

Side One

KRILL

Side Two

Definition: Little shrimp-like creatures, whales eat them.

Sentence: Whales make a circle of bubbles around krill and then catch and eat them.

Organize:
Arrange words into a framework.

krill
baleen
plankton
gulping
bubble netting

In this example, five of the nine words can be categorized by meanings associated with whale feeding.
Anchor:
Work with selected strategies to transfer words to memory.

Say:
Review and refresh words.

Test:
Conduct a posttest to check comprehension.

Sources

STASH IT

Rationale

- Provides a purpose for reading during the independent reading time.
- Assists students in language arts, reading, and content area classes.
- Benefits students in middle through high school.

Materials

- Strips of paper
- Markers
- Letter-size envelopes
- Three-hole punch

Procedure

1. Cut paper into strips.
2. Keep strips readily available for student use.
3. Explain to students that when they come across a word they want to learn, they should write the word on a strip of paper and the definition on the back.
4. Instruct students to carry these strips with them and study the definitions whenever they have time.
5. Allow 5 to 10 minutes at the beginning or the end of class for students to pair off and test each other on the definitions.
6. Tell students that when they get a word right, they may stash the word in their notebooks. The students may punch holes in letter-size envelopes and keep these in their notebooks for word strip storage.
7. Give surprise spot-check quizzes to individual students and extra points when students get definitions correct.

Variation

A variation of Stash It is Trash It. Whenever students get a word correct, they can 'trash' the word (throw it away).

Source

VOCABULARY BOOKS AND PORTFOLIOS

Rationale

- Provides a unique opportunity for students to produce individual study aids.
- Offers a pleasant alternative to the routine of writing definitions and words in sentences on notebook paper.
- Elicits self-direction, care, thought, creativity, and flexibility.
- Serves as a springboard for students to articulate their understanding of words.
- Presents a handy glossary that can be used for review.
- Benefits students in elementary through high school.
- Promotes second language vocabulary development.

Materials

- Assorted colored and white paper
- Index cards
- Contact paper
- Colored markers
- Sticky notes
- Staplers
- Scissors
- Dictionaries
- Book-making directions

Fat Books

Procedure

2. Have each student make a book and design a unique cover page.
3. Instruct the students to use their books to record unfamiliar words as they encounter them in their reading.
4. Tell them to write the word at the top of the page—only one word per page.
5. Advise them to examine the context of the word in the sentence in which it appears.
6. Ask them to transcribe the sentence from the text into their Fat Book exactly as written. They should include the book title, author, and page number in parentheses.
7. Direct the students to write the dictionary definition that fits the context of the word in the sentence.
8. Have students make a bookmark with a list of their Fat Book words to keep as a place marker in subsequent reading. Before reading, students quickly review this list.

9. Give extra credit when students find one of their Fat Book words in a different book or passage. Students will copy the new sentence on the appropriate Fat Book page, once again documenting title, author, and page number.

10. Advise students to mark the new entries with sticky notes for extra credit.

11. Check Fat Books at regular intervals, remove the sticky notes, and mark the extra credit directly on the page.

**Little Books**

**Procedure**

1. Explain and model how to construct a book using the Little Book directions. Have each student make a book and design an attractive title page.

2. Identify important vocabulary before beginning a lesson.

3. Instruct students to define the terms in their own words, make a quick drawing or diagram illustrating the word, and briefly explain in writing what they have drawn.

4. Designate class time for students to create Little Book entries as the teacher goes through the lesson. Students may also work with their Little Books at home. Each student chooses to work alone, or in small groups, or with a partner. They should collect information about the words from textbooks, magazines, class experiments, discussions, demonstrations, and their own personal experiences. The use of dictionaries alone is discouraged.

5. Permit students to pace themselves, to select appropriate source material, and to share materials and ideas.

**Portfolios**

**Procedure**

1. Explain and model how to construct a portfolio using the Portfolio directions. Have students make portfolios and design a creative cover.
2. Advise students to identify unknown or partially known words from reading material.
3. Instruct students to write the unfamiliar word on one side of an index card. On the other side, they write the sentence in which it was found, the dictionary pronunciation entry, and a paraphrase of the dictionary definition.
4. Check the cards for semantic appropriateness and have students collect and keep the cards in their portfolios.
5. Plan individualized vocabulary study time when students will use portfolios with partners or groups.

Independent Reading Mini-books

Procedure

2. Keep the direction sheet readily available with construction materials.
3. Advise students to collect vocabulary and other information for the mini-books while they read.
4. Inform students that during the independent reading time or another available time they may construct their mini-books after they have completed a book.
5. Display and discuss the mini-books to encourage book chats and more reading.

Woven Word Albums

Procedure

Use the Woven Word Album to review vocabulary terms for a quiz or test.

1. Explain and model how to construct a Woven Word Album. Have each student make an album and decorate the cover. (Note: It is very important that the album be complete. The inserts must be in place before continuing with the next step.)
2. Open the front cover to expose the first woven page of the album.
3. Write the first vocabulary term in the first exposed space on the insert.
4. Turn to the back of that page and write the definition for the first term in the first exposed space.
5. Turn to the front of the woven page again. Write the next vocabulary term in the next exposed space on the insert.
6. Turn to the back of that page and write the definition for the second term in the next exposed space.
7. Continue until all of the exposed spaces on the first woven page are filled.
8. Go to the second woven page of the album and repeat the process of writing the vocabulary terms and definitions until all of those exposed spaces are filled.
9. Turn the album inside out and repeat the process with the other two woven pages of the album.
10. Study the words by looking at them and attempting to recall their definitions. If unable to recall the definitions, turn the page for a reminder.
11. Encourage students to think of other ways to use the Woven Word Album to assist them in learning vocabulary terms.

Variation

New words must be defined using language and examples which are already familiar to students. The more ideas from background knowledge with which students can associate the new word, the more likely it will become a permanent part of their memory. Vocabulary journals facilitate this type of elaboration in various ways.

1. Identify something from their personal life experience the word reminds them of and write about it or make a quick draw.
2. Create metaphors or similes for the words.
3. Write about ways the word can be used in another context.
4. Create mnemonics pictures or phrases that capture the essence of the new word’s meaning.
5. Explore and discuss possible combinations of prefixes or suffixes to use with the new word.
6. Investigate idioms and other popular language uses and make pictures that would be created if the expressions were taken literally.
Sources


FAT BOOKS

Directions

1. Select rectangular paper.
2. Fold the desired number of pages in half.
4. Bind with precut strips of contact paper.
5. Fat Books look neat and are especially good when durable pages are needed.

1.  
   ![Diagram of rectangular paper]

2.  
   ![Diagram of folded paper]

3.  
   ![Diagram of stacked and stapled pages]

4.  
   ![Diagram of bound paper with contact strips]

5.  
   ![Diagram of finished Fat Book]

6-19
M-DCPS Division of Language Arts/Reading          Summer 2000
LITTLE BOOKS

Directions

1. Select rectangular paper and fold in half as shown.
2. Fold into eighths.
3. Open then fold in half as shown. Cut from point A to point B.
4. Open and check the cut area.
5. Fold in half lengthwise and hold points C and D while pushing together.
6. Make sure cuts and folds go in opposite directions and fold sides around.
PORTFOLIOS

Directions

1. Select rectangular paper.
2. Place lengthwise and fold edges in about one or two inches.
3. Fold the left side in about two or three inches.
4. Fold the right side so that it tucks into the left side.
5. Tuck closed for vocabulary card storage.
INDEPENDENT READING MINI-BOOKS

Directions

1. Select rectangular paper.
2. Fold paper in half lengthwise.
3. Fold it in half two more times as shown.
4. Unfold paper and cut upward from point A to point B along each of the three fold lines. Do not cut past the center line.
5. Refold paper and decide how to label flaps, (e.g.; author and title, characters and setting, vocabulary, favorite or least favorite part, main idea, or summary). On the inside of each flap, write information from the book that corresponds to that flap's label and draw an illustration.

5-22
M-DOPS Division of Language Arts/Reading Summer 2000
WOVEN WORD ALBUMS

Directions

1. Select rectangular paper.
2. Fold in half as shown.
3. Fold in half again to create four equal sections.
4. Open to the single fold and cut five slits on the folded side from A to B.
5. Select another piece of rectangular paper (same size but different color) and cut four equal-sized strips from C to D.
6. Weave the strips through the slits.
VOCABULARY IMPROVEMENT STRATEGY

Rationale

- Provides a structure that students can use in collaborative groups, pairs, or individually.
- Helps students develop an association with a clue to a word’s meaning.
- Encourages students to use their own experiences and words.
- Serves as a successful way to build vocabulary in all content areas.
- Helps students study for tests and is easy to use.
- Benefits students in elementary through high school as well as second language learners.

Materials

- Copies of the Vocabulary Improvement Chart for all students
- Transparency of the chart

Procedure

1. Identify words which are to be learned. The teacher may compile a list of words from a reading selection or have students find words in the passage which they do not know.
2. Display a transparency of the Vocabulary Improvement Chart and describe its parts.
3. Select one or two words from the list and model the strategy.
4. Tell students to write their vocabulary word in the first of the four columns.
5. Advise students to temporarily leave the second column labeled “personal clue” blank. Later they will generate a clue which connects the vocabulary word to something in their background knowledge.
6. Direct students to write a contextual sentence in the third column marked “sentence.” As they read, they will find the words used in context.
7. Have students then study the context and decide on a meaning with other students or with the dictionary. They will write a synonym or definition in the fourth column.
8. Go back to the “personal clue” column and ask students to think about the meaning of the word. Now they will develop a clue from something they have experienced and write a word clue, word phrase, or draw a picture that will help them associate the vocabulary word with its meaning. Second language learners may make a home language connection.
9. Teach students how to use the chart to study and learn words.

- Cover all of the columns except the first “word” column.
- Ask yourself or have another student ask you what the word means.
- Uncover the clue if you cannot recall the meaning.
- Continue to the “sentence” column if you still cannot remember. Perhaps seeing the word in context will help.
- Look at the meaning if all else fails.
- Repeat the process with the remaining words.
- Understand that the goal is to know all of the meanings by looking only at the “word” column.

Example

<table>
<thead>
<tr>
<th>Word</th>
<th>Personal Clue</th>
<th>Sentence</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rambunctious</td>
<td>My crazy cousin Lary.</td>
<td>The rambunctious African dog is constantly on the move, slowing down only to give birth.</td>
<td>Wild, untamed, difficult to bring under control.</td>
</tr>
</tbody>
</table>

Variation

Use the small version of the chart template to construct a study book. Refer to the Fat Book directions in the Vocabulary Books and Portfolios section. (p. 6-19)

Sources


<table>
<thead>
<tr>
<th>WORD</th>
<th>PERSONAL CLUE</th>
<th>SENTENCE</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6-27
M-DCPS Division of Language Arts/Reading  Summer 2000
VOCABULARY SELF-COLLECTION STRATEGY (VSS)

Rationale

- Encourages examination of vocabulary items from reading passages as they relate to personal experiences as well as story events.
- Provides for a whole-class activity in which students and teacher collaborate. Small student-learning teams may also be incorporated.
- Allows students to choose their own words to learn.
- Promotes word discussions that tend to clarify, refine, and extend definitions.
- Stimulates critical and evaluative thinking.
- May be modified to suit particular content area classes.
- Presents possibilities for a variety of future vocabulary assignments that range from making journal entries to researching word histories.
- Assists students in elementary through high school.
- Helps students learning English as a second language as well as students who need additional guidance.

Material

- Assigned reading passage
- Board or overhead projector

Procedure

1. Begin the strategy following a class reading and discussion of a passage or story.
2. Initiate the procedure by asking students to nominate one word or term from the reading that they would like to learn or know more about. To do this, students go back to the story and find a word they think should appear on a class vocabulary list.
3. Direct the students to work in nominating teams of 2 to 5 members. Students will tell:
   ✓ Where they found the word (say the page number and read the sentence aloud);
   ✓ What they think the word means;
   ✓ Why they think the class should learn the word.
4. Give the students three to five minutes to find words and prepare definitions and rationales for learning. Students acquiring a new language may require more time.
5. Contribute some teacher-selected words as well.
6. Advise students to decide on a spokesperson from each group who will present to the class.
7. Write the words on the board or overhead projector and facilitate a class discussion to define the word.
8. Encourage class members to contribute so that definitions are extended and personalized.
9. Draw on information from student nominators, the class, and, if needed, references available in the classroom to come up with the best definition.
10. Determine the final class list by eliminating duplicates or any words the class already knows.
11. Have students write the words with definitions in their vocabulary journals.
12. Plan follow-up activities to reinforce initial learning. The VSS strategy is NOT complete without planned opportunities for vocabulary study and practice so that students will attend to, use, and manipulate words sufficiently to incorporate them into working vocabularies. Such activities might include:
   ✓ Open ended or focused writing assignments in which students use their VSS words;
   ✓ Semantic mapping to develop associations and personal responses to VSS words;
   ✓ Semantic feature analysis in which one or more of the words and features are taken from the VSS list;
   ✓ Word hunts that direct students to research and find out everything they can about a VSS word and then report to the class.

Variation

Real World Words

1. Have students bring one word to class which they believe the entire class should learn. The teacher will also bring a word.
2. Instruct students to choose words they hear or see in their own environment, (e.g., words heard on television and in conversations, or words seen in the newspaper, pleasure reading, or textbooks).
3. Tell students to write their words on the board immediately upon entering the class.
4. Divide the class into small groups and ask each student to identify their word and tell what they think the word means (formal or informal), where they found it, and why the class should learn it.
5. Follow the remainder of the VSS strategy as noted in the earlier procedure section.

Sources


THE END
The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

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