Teaching Vocabulary

EDCI 424
Materials and Methods for Teaching Reading

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Strategies to Support Vocabulary Development

	Before Reading	During Reading	After Reading
Word Trees	☑		☑
Vocabulary Jeopardy	☑		☑
Combining Roots and Affixes	☑		☑
Semantic Feature Analysis	☑		☑
Semantic Maps	☑		☑
List-Group-Label	☑		☑
Vocabulary Knowledge Rating Scale	☑	☑	☑
Concept Circles	☑		☑
Linear Arrays	☑		☑
Vocabulary BINGO	☑		☑

Using Context Clues	☑	☑	☑
Cloze Strategy	☑	☑	☑
Words in Context	☑		☑
Vocabulary Journal	☑	☑	☑
Vocabulary Doodles			☑
Word Maps	☑		☑
Vocabulary Word Cubes	☑		☑
Alphabet Book	☑	☑	☑
Word Sorts	☑		☑
Vocabulary Parade			☑
Frayer Model	☑		☑
Categories	☑		☑

Word Trees

	Before Reading	During Reading	After Reading
Word Trees	☑		☑

Word Trees can help students recognize how words can grow from base words and root words. To create this activity, write on individual cards the base word or root word, the meaning of the base word or root word, then six or more words that contain that part. Repeat this process for two other base words or root words. For example, possible cards could be created using these words:

spect	**form**	**tract**
means "to look"	*means "shape"*	*means "draw or pull"*
spectator	uniform	attractive
expectation	deformity	tractor
suspect	reform	contract
respect	conform	subtract
circuspect	transform	retract

Place the three sets of word trees mixed up together in one baggie. To play the game,

students take the pieces out of the baggie. Next, they create each tree by sorting the

word root/base word, meaning, and related words on to a common tree. An example of

a tree made using spect is shown below:
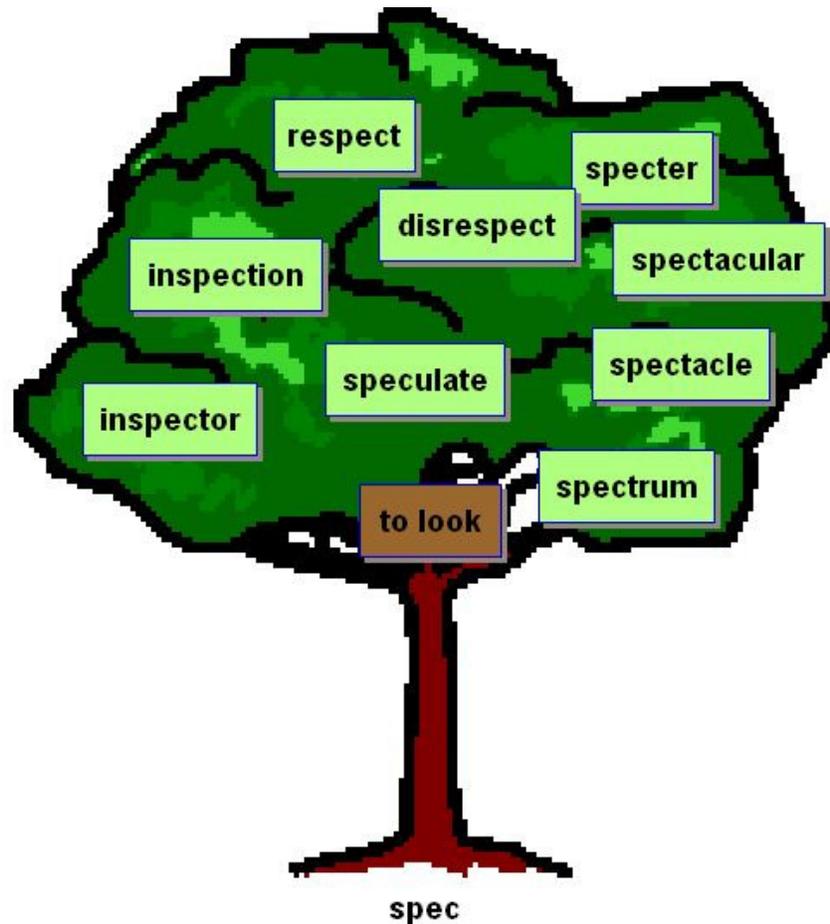
respect

specter

disrespect

spectacular

inspection

speculate

spectacle

inspector

spectrum

to look

spec

Bear, D.R., Invernizi, M., Templeton, S., and Johnston, F. (2000). *Words their way:*

Words forphonics, vocabulary, and spelling instruction. Upper Saddle River, NJ:

Merrill.

VOCABULARY JEOPARDY

	Before Reading	During Reading	After Reading
Vocabulary Jeopardy	☑		☑

Vocabulary Jeopardy uses Microsoft PowerPoint to display answers and questions similar to the way the television Jeopardy operates. Templates are available via the listed web sites, so you can easily create your own Jeopardy Games. There are also games created by classroom teachers that are available for free on the web. Your students can help brainstorm categories for the Jeopardy game, which can be supplemented by your own questions/answers from the text and other unit materials (Bear, Invernizzi, Templeton, and Johnson, 2000).

Example of Vocabulary Jeopardy

Part 1	Part 2	Part 3	Part 4
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

What is frost?

tiny ice crystals that form when water vapor condenses near the ground and freezes

Row 1, Col 1

NOTE: Templates for the Jeopardy game can be found at these web sites:

1. Jeopardy Templates and other Games

   http://www.techteachers.com/jeopardytemplates.htm

2. Directions and Templates for Jeopardy Games

   http://teach.fcps.net/trt10/PowerPoint.htm

3. Jeopardy Games Created by Fifth Graders

   http://www.centennial.k12.mn.us/gle/Jeopardy/Games.htm

4. Jeopardy games created by Hardin County teachers

   http://www.hardin.k12.ky.us/res_techn/countyjeopardygames.htm

Combing Root Words and Affixes

	Before Reading	During Reading	After Reading
Combining Root Words and Affixes	☑		☑

Combining root words and affixes allows students to explore how to combine parts of words to create real words. For examle, in the chart below students would mark an "X" to indicate where two parts could be joined together to make a word. If students are not sure, then they can always check the dictionary. The last row is used for students to record words that were made.

	duce/duc/duct	port	spect	dict	tract
in/im		**X**			
trans					
ex					
pre					
		import			

A variation to this activity is to develop a chart with headings prefix, roots, and suffixes.

prefix	root	suffix

Write each prefix, root, and suffix on individual color-coded cards to help distinguish between each part. For example, yellow for the prefix, blue for the root, and red for the suffix. Students then use the color-coded cards to create words. They can also keep a record sheet of the words that were created. Possible word parts to use include:

Prefixes—re, in, im, ex, pre, trans

Word roots—tract, dict, cred, gress, port

Suffixes—able, ible, ion, ation, ic, ibility, -ability

Bear, D.R., Invernizi, M., Templeton, S., and Johnston, F. (2000). *Words their way: Words forphonics, vocabulary, and spelling instruction.* Upper Saddle River, NJ: Merrill.

Semantic Feature Analysis

	Before Reading	During Reading	After Reading
Semantic Feature Analysis	☑		☑

The **Semantic Feature Analysis (SFA)** activity uses a chart or grid to compare words or ideas, which also takes advantage of how the brain organizes information (Johnson and Pearson, 1984; Pittelman, Heimlich, Berglund, and French, 1991). The focus of SFA is to help students identify whether a relationship exists between words and other features that have been identified. Words are listed in the left column while the criteria or features are listed across the top. Students have to decide whether each word is associated with the criteria by showing a plus or minus sign.

In this first example, students use SFA to make decisions concerning what is meant by each type of word part—prefix, base word, affix, suffix, and word root. To be able to do this activity, students should be familiar with the terminology of each word:

1. Prefix—an affix placed at the beginning of a word or word root in order to form a new word. Example—prepay.
2. Base Word—words that stand on their own after all prefixes and suffixes have been removed. Example—govern in government, or agree in agreement.
3. Affix—a morphemic element added to the beginning or ending of a word or root in order to add to the meaning of the word or to change its function. Example—prepayment.
4. Suffix—an affix added to the end of a word or a root in order to form a new word. Example—helpless.

5. Word Root—the part of the word that remains after the prefixes and suffixes have been removed, but is not a word that can stand by itself. Example—vis in visible, spec in spectator.

Students mark an "X" on the card to indicate whether the row headings apply to each word listed in the left column. For example, a prefix cannot stand alone, so an "X" would be placed in that column.

	Cannot Stand Alone	Comes Before a Base Word or Root Word	Usually Comes from Greek or Latin	Can Stand Alone	Comes After Base Word or Word Root
Prefix	X				
Base Word					
Affix					
Suffix					
Word Root					

Bear, D.R., Invernizi, M., Templeton, S., and Johnston, F. (2000). *Words their way:*

Words forphonics, vocabulary, and spelling instruction. Upper Saddle River, NJ:

Merrill.

In the next example, the SFA shows that crocodiles lay eggs, have a backbone, and are meat-eaters, so this is indicated using a plus (+) sign. Since crocodiles do not give birth to their young live, eat plants, or insects, then the minus (-) sign is shown in those columns. This type of SFA could be used as a prereading activity to identify what students already know related to the relationships. During reading, students can make notes as they come across information relevant to the SFA chart. After reading,

students can then revisit the SFA to make any changes based on what was read in the text.

Example One: Semantic Feature Analysis Chart

	Lays Eggs	Live Birth	Has a Backbone	Meat Eater	Plant Eater	Insect Eater
Crocodile	+	-	+	+	-	-
Horses	-	+	+	-	+	-
Frog	+	-	+	-	+	+
Birds	+	-	+	+	+	+
Goldfish	+	-	+	-	+	+

Example Two: Semantic Feature Analysis Chart

	FDR	JFK	Nixon	Reagan	Clinton
Democrat	+	+	-	-	+
War Time President	+	-	+	-	-
Congress of Same Party	-/+	+	-	-/+	-/+
Re-Elected	+	+	+	+	+
Served in Congress	-	+	+	-	-
Won Majority of Popular Vote	+	-	-/+	+	-

Source: http://curry.edschool.virginia.edu/go/readquest/strat/sfa.html

Variation—The SFA chart can be used to create analogies, too. For example:

John F. Kennedy : Democrat   AS Richard Nixon : Republican

SEMANTIC MAPS

	Before Reading	During Reading	After Reading
Semantic Maps	☑		☑

Semantic Maps have effectively been used to activate background knowledge about a topic (Johnson & Pearson, 1984, Heimlich & Pittelman, 1986). Steps to follow include:

1.   Select a word or topic and list the word on the chalkboard, overhead, or projection screen.

2.   Before reading, ask students to think of as many words as possible that relate to the word or topic, then list their answers on the semantic map.

3.   Review the words listed on the map, and then decide if the words could be reorganized and grouped into categories. The teacher and class can brainstorm these categories together, then work together to organize the groups into categories.

4.   If the word or topic is related to a theme of study, then students can find new words to add to the map after reading or as the unit progresses. If it relates to a book, then read the book. Afterwards, students can add new words to the concept map based on the reading.

Example One: Semantic Map
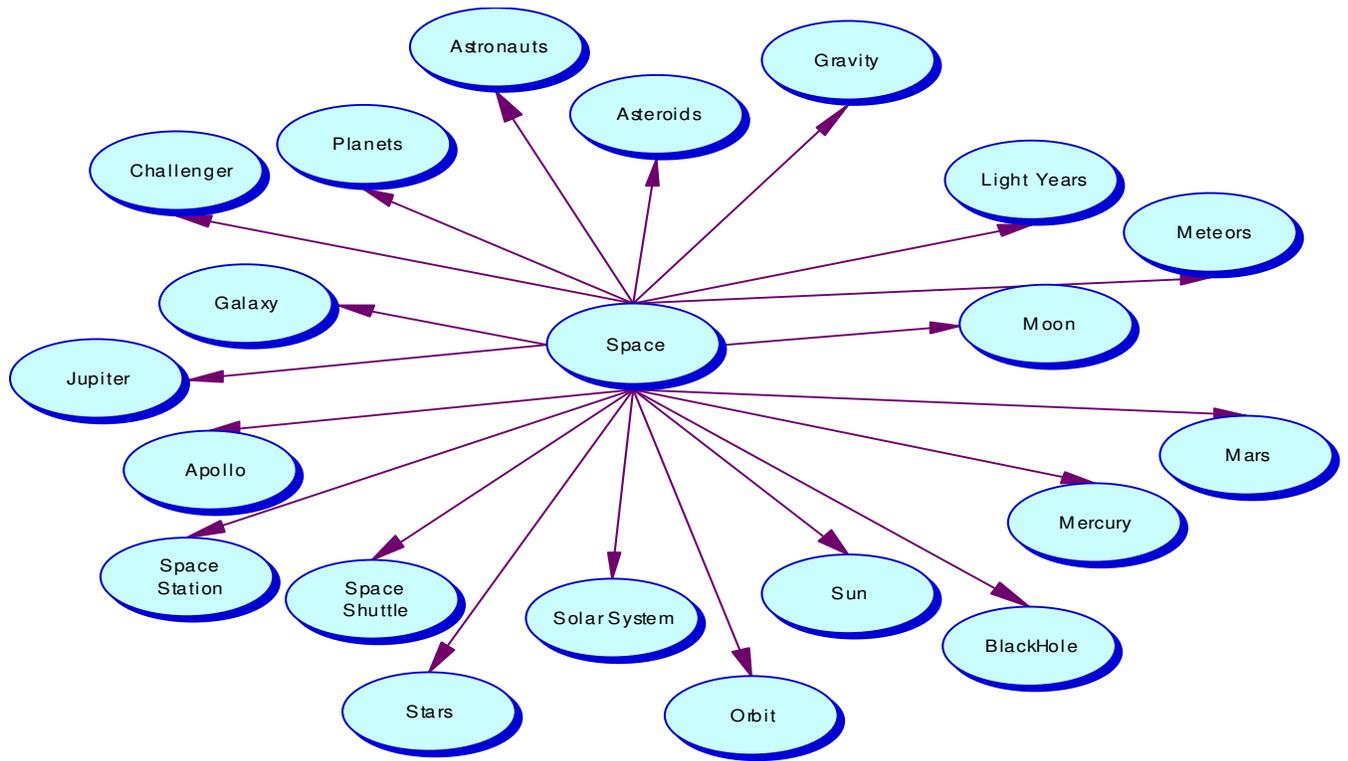
Example Two: Semantic Map
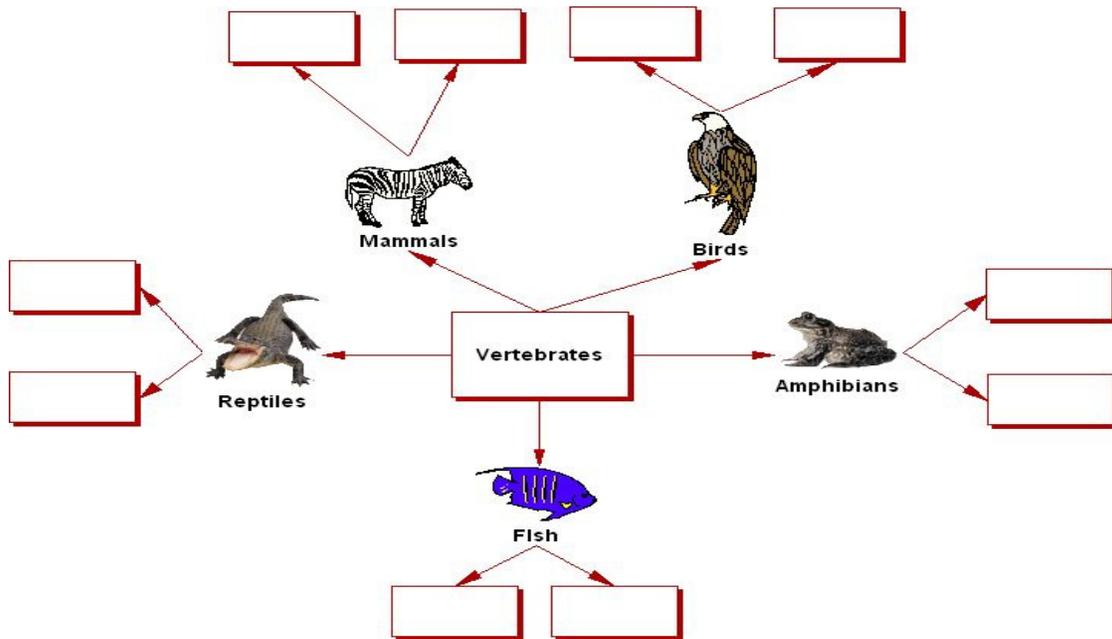
NOTE: Visit www.inspiration.com for a 30-day free download of Inspiration Software.

List-Group-Label

	Before Reading	During Reading	After Reading
List-Group-Label	☑		☑

List-Group-Label is a brainstorming activity that helps students understand how words can belong in a variety of groups while activating and building background knowledge prior to beginning a unit of study. This instructional strategy stimulates thinking about a topic and then extends that thinking by analyzing and searching for topic-related patterns and relationships and then categorizing the words/concepts by identifying a representative label.

1) Teacher provides students with a stimulus topic.

2) Students brainstorm a **list** of words they associate with the topic. The teacher may sometimes decide to provide the words for students.

3) Teacher records responses on a chart, etc. Lists for younger students may contain between 10-15 words and 25-30 words for older students.

Initial List of Animals		
Zebra	Cow	Possum
Deer	Mule	Parrot
Pig	Antelope	Blue Jay
Cat	Lion	Goldfish
Horse	Sheep	Elephant
Dog	Goat	Coyote
Tiger	Raccoon	Giraffe

4) Teacher pronounces each word on the word list and students speculate about the meanings.

5) Students observe the word list looking for patterns and/or relationships that exist among the words.

6) Students "relist" the words into **groups** based on the patterns and relationships. For younger students, the words can be placed on word cards for students to sort into categories.

Animals Organized into Groups			
Zebra Tiger Lion Giraffe Elephant Antelope	Deer Possum Raccoon Coyote Blue Jay	Cat Dog Goldfish Parrot	Pig Horse Cow Mule Sheep Goat

7) Students name or **label** the categories they created and share their reasoning.

Labeled Groups			
Jungle	Forest/Woods	House	Farm
Zebra Tiger Lion Giraffe Elephant Antelope	Deer Possum Raccoon Coyote Blue Jay	Cat Dog Goldfish Parrot	Pig Horse Cow Mule Sheep Goat

VOCABULARY KNOWLEDGE RATING SCALE

	Before Reading	During Reading	After Reading
Vocabulary Knowledge Rating Scale	☑	☑	☑

The **Vocabulary Knowledge Rating Scale** can be used to help students actively look and be aware of new vocabulary words. This type of scale connects into the "stages of word learning" (Dale, 1965; Paribakht and Wesche, 1997).

1. Vocabulary words are listed in Column. This can be done ahead of time by the teacher, or students can fill in the words as told by the teacher.

2. Before reading the text, students indicate in Column 2 (?) whether they are familiar with the word. If not, then a check is placed in that column. If they are familiar with the word, then a check is placed in Column 2 (✔).

3. As students are reading, they note the page number of each vocabulary word. This will be used later to refer back to the word.

4. After students have read the text, then they can work with a partner or small group of three or four students to define the word, and write how the word was used in the text. For example:

Before Reading			During Reading	After Reading
Vocabulary Word	?	✔	*Pg # in Bk*	*Write the Definition, AND* *Write how the word was used in the book.*
1. Jack-of-all-trades	?		pg. 1	Definition: *Noun--person who can do passable work at various tasks : a handy versatile person*
				Example in Text *He called himself a Jack-of-all-trades (Jack was his real name), but sometimes there wasn't any trade in whatever town we were living in, so off he would go in search of a job somewhere else.*

From Sharon Creech's *Bloomability*.

5. The last step is to meet as a large group to share findings about each vocabulary word. You want to make sure that there are no misconceptions about the words.

Vocabulary Knowledge Rating Scale

Name:_____Date:_____

Before Reading			During Reading	After Reading
Vocabulary Word	*?*	*✔*	*Pg # in Bk*	*Write the Definition, AND* *Write how the word was used in the book.*
1.				Definition Example in Text
2.				Definition Example in Text
3.				Definition Example in Text
4.				Definition Example in Text
5.				Definition Example in Text

? I do not know the word.   ✔ I have seen this word.

CONCEPT CIRCLES

	Before Reading	During Reading	After Reading
Concept Circles	☑		☑

Concept circles are an activity that can be used across a wide range of grade levels.
The goal of the activity is for students to relate words conceptually to each other (Allen,
1999; Vacca and Vacca, 2002). Children are given a circle divided into parts with words
or phrases written into each section (refer to Exhibit 8.12). They then have to decide
what relationship exists between each part of the concept circle. In the example shown
in Exhibit 8.12., all of the sections relate to tornadoes.

Example of a Concept Circle where overall category is identified.

Directions: Name the type of weather that is represented by all of the sections in the
circle.

Type 1—Give students clues and they identify the category.

Topic:_____

Funnel-shaped

Most common during spring and summer

Generally travel in a northeast direction

Classified on Fujita Scale from F1 to F5
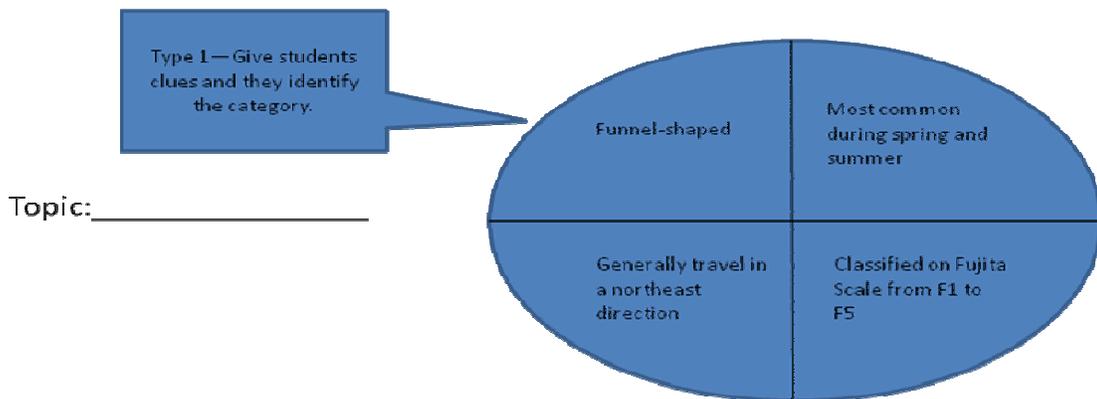
A variation on the concept circle would be to include the answer along with all four parts on the circle where one part does not belong. In the concept circle shown below, the circle describes things about hurricanes. The part that does not belong is *rotate in a clockwise direction*, since hurricanes actually rotate in a counterclockwise direction.

Example of Concept Circle with one section that does not belong.

Directions: Three of the four sections of this concept circle describe a hurricane. Find the section that does not belong by shading it in.

Type 2—Give students clues and topic, then they have to identify the category that does not belong.

Topic: Hurricanes

Rotate in a counter-clockwise direction in the northern hemisphere

Has an eye

Also called a tropical storm.

Winds range from 74 mph to more than 155 mph
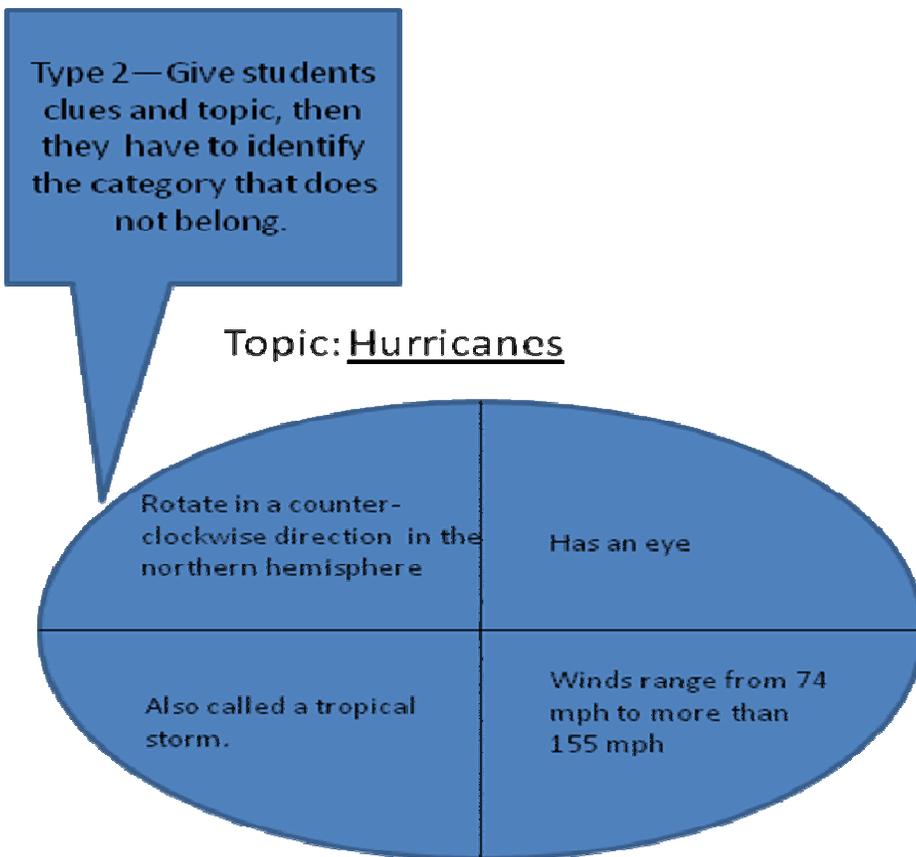
What does not belong:

_____

Example of a Concept Circle where you leave off a Section

A third variation is to leave off one section of the concept circle. Students have to determine the overall concept, and then supply the missing information to complete the circle.

Type 3—Give students partial clues, then they must identify the category and another clue.

Topic:_____

Have hair

Warm-blooded

Nourish young with milk
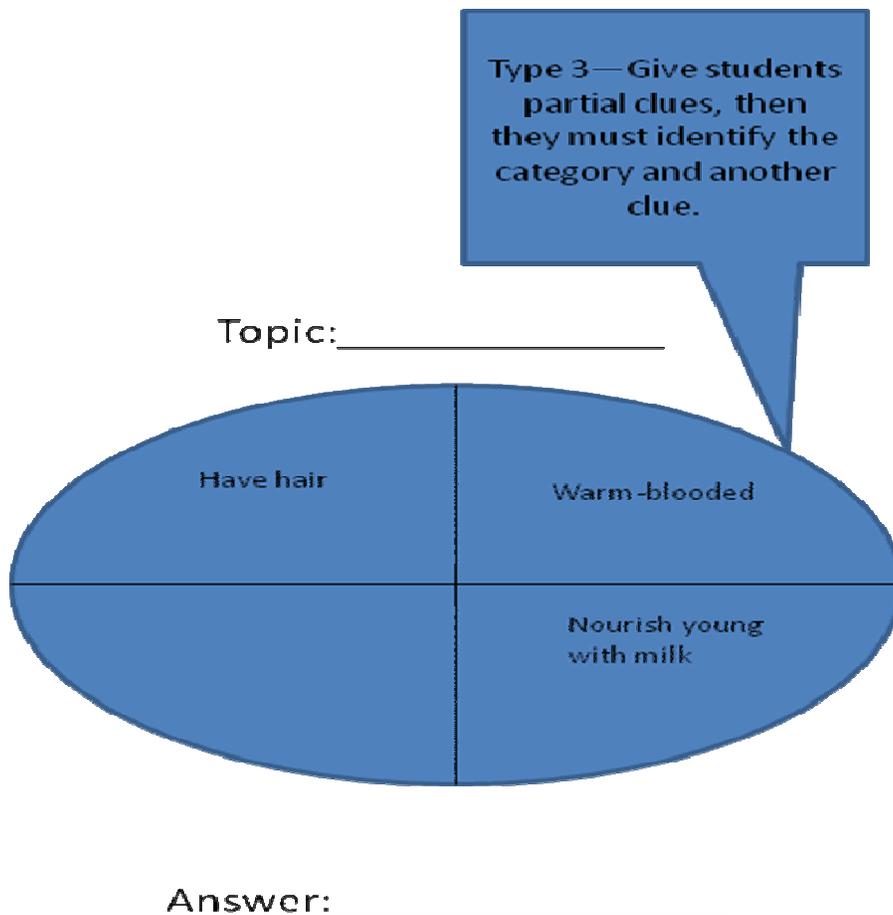
Answer:_____

Based on this information, students would decide that the answer is *mammals.* They can then complete the missing section with another piece of information about mammals (such as "give live birth").

Linear Arrays

|	Before Reading	During Reading	After Reading
Linear Arrays	☑		☑

Linear Arrays refers to a group of words that are arranged in a linear format as a way to show shades of meaning between the words. The words in a linear array can be arranged according to degree of size, frequency, intensity, position, or chronology. This strategy can be used to illustrate the connection between synonyms and antonyms by depicting gradations between two related words (Allen, 1999). Students learn how to use linear arrays to show subtle changes in the meaning of words. Directions for doing linear arrays:

1. Select two words that are opposite in meaning.

2. Identify two or three words that are close in meaning to each word.

3. Select three or more of those words to arrange in the linear array.

4. Take one of the linear arrays, and model for students how to make decisions regarding the placement of each word.

5. Once students understand the process, then provide partners or small groups of students with a linear array. Ask students to arrange the words in the linear array to show the changes in meaning as they move from one side of the array to the other side.

6. Bring the class back together as a whole group and discuss how each group placed the words in the linear array.

7. An additional challenge is to let students create their own linear arrays. The linear arrays they create could become part of a center activity to give students more opportunities to explore words.

Example of Linear Array

incessant — frequent — periodic — scanty — rare
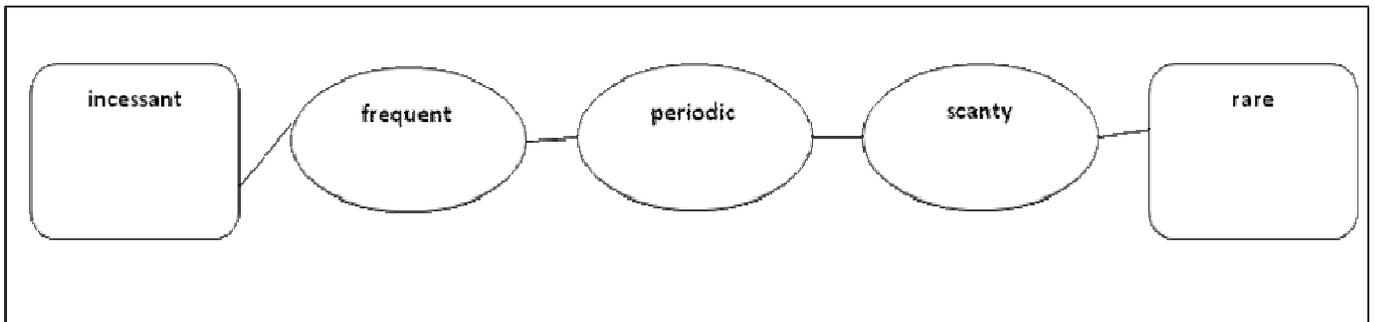
VOCABULARY BINGO

	Before Reading	During Reading	After Reading
Vocabulary BINGO	☑		☑

Vocabulary Bingo is a game the whole class or small groups can play. The teacher can serve as the caller, or students can take turns serving as the caller. The basic idea behind Vocabulary BINGO is to encourage students to study and review their vocabulary words (Richardson and Morgan, 2003). The caller calls out the definition, then the players have to determine if their BINGO card has the word that matches the definition.

Students can make a BINGO card by dividing a piece of paper into five rows and five columns with the center box designated as a "Free" space. Students can then write words from their vocabulary lists or word walls on the BINGO card in any order. The word and definition for each word should be placed on strips of paper in a container for the caller to draw from when playing the game. All the vocabulary words and definitions are written on strips of paper and put in a container. The teacher pulls a strip out of the container and reads the definition, checking the word off her list. The students highlight the word that matches the definition. The first student to get BINGO wins the game. Options for playing the game:

1. Rows, columns, or diagonal

2. Fill the four corners

3. Fill the outer rows and columns

4. Blackout

The BINGO Card can also easily be made using Microsoft WORD. Select the Tables option on the menu bar at the top of the page. Select Insert, then Table, and identify that you want five columns and five rows. Designate the center box as "FREE". Add spaces in each row of the table to make room for students to write the words. An EXCEL template will be provided on BlackBoard. This template allows you to input your words and terms, then it assigns the word to the BINGO cards already created.

Vocabulary BINGO

		Free		

CONTEXT CLUES

	Before Reading	During Reading	After Reading
Context Clues	☑	☑	☑

We can show children how to use **context clues** to identify word meanings by helping them learn to recognize specific categories of clues they might encounter in texts. One important point to remember is that using context clues is best when combined with definitional information instead of using contextual analysis in isolation (Baumann and Kamenui, 1991). Examples of context clues can include these categories (discussed further on next page):

- Background experience
- Definitions
- Examples
- Comparison/Contrast
- Function

Through use of modeling, we can help our students recognize these different categories and learn how to make the most of context clues to access word meanings. When reading aloud a story, discuss a difficult word with your students. Ask them what they can do to find out what the word means. Model for them how to figure out the meaning by using the surrounding context for clues. If there is not enough information

provided in the text, then talk with students about what other ways can be used to find out what it means, such as the dictionary.

Two strategies that can be used are the **Cloze strategy** and **Words in Context.** Each is discussed and illustrated on the next couple of pages.

Five Categories of Context Clues

Category	Description	Example Sentence
Background Experience	Students draw upon their own experiences to figure out the meaning of a word. Will Osborne and Mary Pope Osborne's *Magic Tree House Research Guide #1—Dinosaurs* discusses different types of dinosaurs. In the example passage, children can draw upon their knowledge of an army tank to infer that the *Ankylosaurus* was large and covered with armor.	**Ankylosaurus** was *the size of an army tank—and built like one! Its body and head were covered with armor. The armor was made of bone. It protected Ankylosaurus from flesh-eating dinosaurs like T. Rex.* (p. 70).
Definitions	A definition of the word is included in the text. In the excerpt from Lemon Snicket's *A Series of Unfortunate Events—Book 2: The Reptile Room*, the word *regret* is introduced followed by an example of what it means to *regret* something that was done.	*One of the most difficult things to think about in life is one's* **regrets***. Something will happen to you, and you will do the wrong thing, and for years afterward you will wish you had done something different.* (p.43)
Examples	Specific examples of what the word means are included in the surrounding context. In Barbara Park's *Junie B. Jones is not a Crook*, Junie talks about how she was filled with *glee* after her grampa Miller gave her a new pair of	*My grampa Miller really did buy me mittens for no reason! And they are gorgeous, I tell you! When I first opened them, I got filled with* **glee.** **Glee** *is when you run. And jump. And skip. And laugh. And*

	mittens.	*clap. And dance o top of the dining room table.*(pp. 2-3)
Comparison/ Contrast	The word is compared or contrasted with one or more words that help to determine the meaning of the unknown word. In Madeline L'Engle's *A Swiftly Tilting Planet*, the word *radiant* is used to describe how Meg is experiencing what Charles Wallace is experiencing. In this case, it is the feel of the sun on Meg's skin.	*Although it was cold in the attic, she could feel the **radiant** warmth of the day; her skin drank the loveliness of the sun.* (p. 59)
Function	Readers can also get clues from how the word is used, such as a noun, verb, adjective, or adverb. Seymour Simon's *Pyramids and Mummies* uses *chisel* as a noun to describe what Egyptian workers did to blocks of stone when they were building pyramids.	*Using only copper **chisels** and wooden hammers, the workers slowly carved the stone blocks.*(p. 28)

Cloze Strategy

	Before Reading	During Reading	After Reading
Cloze Strategy	☑	☑	☑

An effective way to model using context clues is to use the **cloze strategy.** The technical definition of the cloze activity is to delete every n^{th} word in a passage. Another way is to delete major vocabulary words in the passage. You have to be cautious about removing too many words, or there will not be enough text for students to construct meaning. Students read the passage, and then they try to determine the missing word. Show students how to rely on the surrounding context to help them identify the missing words.

Doing a Cloze Activity

1. Select a short passage from a book or a poem, then cover up a major vocabulary word you wish to focus on for the story. In this example, a short excerpt about British colonization is used.

2. Read the passage to the students, then ask them what clues they can get from the reading.

3. **Option 1** is to make a list of possible words the students think would fit, then they narrow down the choices to determine the missing word. Once they have made their decision, then see how closely it matches the actual word. **Option 2** is to provide the word bank for them to select the words from that will complete the blanks. Encourage students to ask themselves, "Does this make sense?"

Word Bank for Cloze Activity

New South Wales	food
Second	eleven
Phillip	Port Jackson
sail	Blue Mountains
Australia	settlement

British Colonialism

The First British settles arrived at _____ on January 26th, 1788. There were _____ ships in the fleet.

Arthur _____ became the first governor of Australia or _____ _____ _____ as it was known then.

The first years of the new _____ were very hard with little food.

The arrival of the _____ Fleet 2 years later helped the small colonies _____ supply.

It wasn't until 1813 when Blaxland, Wentworth and Lawson found a way over the _____ _____ that large amounts of suitable farming land were found.

In 1803 Matthew Flinders became the first person to _____ right around Australia. He was also the first person to suggest the name _____ for our country.

From http://www.lakemunmor-p.schools.nsw.edu.au/cloze/stage%202/britcolony.htm

Words in Context

	Before Reading	During Reading	After Reading
Words in Context	☑	☑	☑

Words in Context (Allen, 1999), can be used to give students the opportunity to show what they know about the word before reading using a combination of word parts and context. They do this by taking the word apart by examining prefixes, root words, and suffixes. They also identify other words that have the same parts (ex. *un*). They then write their own definition based on the analysis of the word. After they have read the text, then the WIC chart can be revisited to see if they would make any changes.

Target Word in Context

Word Parts

I Recognize

Means

Means

Other words I know with these word parts:

Definition by Analysis
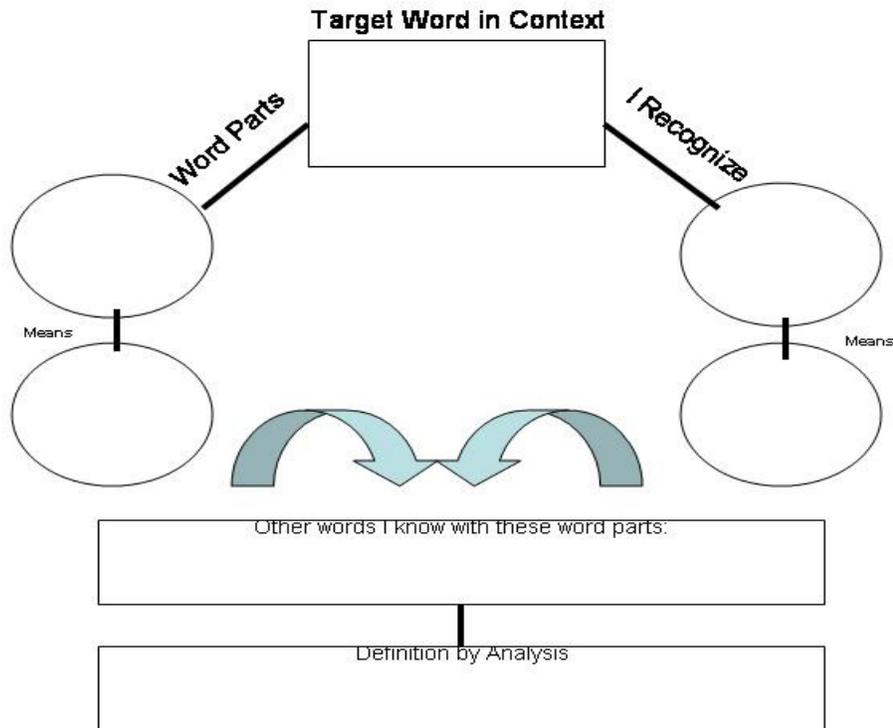
Allen, J. (1999). *Words, words, words: Teaching vocabulary in Grades 4-12*. Portland, MA: Stenhouse.

VOCABULARY JOURNAL

	Before Reading	During Reading	After Reading
Vocabulary Journal		☑	☑

The **Vocabulary Journal** is where students record words, their meanings, and how they are used (Beck, McKeown, Kucan, 2002). It can be a two-stage process where children record interesting words on a chart as they are reading a text. They then go back later and research selected words in their Vocabulary Journal. The difference between this activity and the Vocabulary Knowledge Rating Scale is that the words are given to students by the teacher in the KRS activity whereas students select the words they are interested in for the Vocabulary Journal.

Interesting Words Chart

Identify Word	What do I think the word means?	Where have I seen the word before?	Why is this word interesting?

Vocabulary Journal

Once students have written down interesting words for a couple of days or a week, then they can meet in a small group to discuss their words. Each student then selects one or more words they want to research further in their Vocabulary Journal. The vocabulary journal can be a notebook where children record what they have learned about their word. Some possible categories that can be included about the word are shown below:

|	
My word is...	Illustration
Pronunciation	
Part of Speech	
Definition	
Where I found the word... (ID book and page number.	
How was the word used in the book?	
My own example of how to use the word...	

VOCABULARY DOODLES

	Before Reading	During Reading	After Reading
Vocabulary Doodles			☑

Vocabulary Doodles involves students using a doodle to begin the illustration of their vocabulary word. They supplement the illustration with interesting information that relates to the vocabulary word. This type of activity builds on the notion of vocabulary illustrations (Richardson and Morgan, 2003), which is a way to enrich your student's vocabulary knowledge.

1. The teacher should draw a simple beginning doodle-starter on a large sheet of poster paper or Manila paper.

2. Assign vocabulary words to groups of students.

3. Students should research their word to identify four or five pieces of information about their vocabulary word.

4. Students use the doodle page to begin the illustration of their vocabulary word.

5. Write the four to five items of information that relate to the word below the doodle pic.

6. Write the word at the bottom of the page, then cover with an index card or post-it.

7. Students present their word to the class for them to try to guess the word.

Example of Vocabulary Doodle

For the vocabulary word—Symbiosis: a long-term relationship between different kinds of organisms.

Doodle	Doodle Showing Illustration of Vocabulary Word	
	both organisms benefit	clown fish living among sea anemones
	the fish attracts prey to the sea anemone	the tentacles of the sea anemone shelter the fish
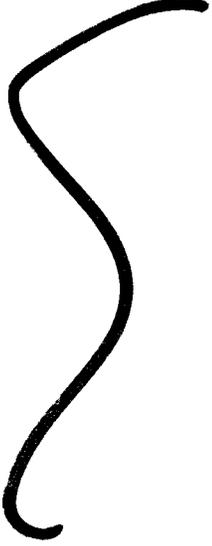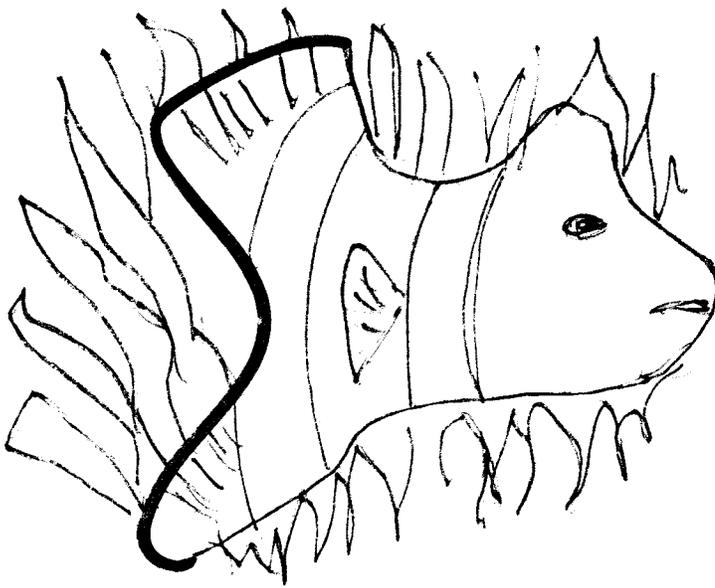
Cover the word with a sticky, so that it can not be seen when students present their word to the class. ➔ symbiosis

WORD MAPS

	Before Reading	During Reading	After Reading
Word Maps	☑		☑

Word maps can be used to extend student's knowledge about words by asking them to focus on various aspects of the word, such as those shown in the diagram below (Allen, 1999). This type of activity can be done independently, with a partner, or in a small group. The partners can talk through decisions about what information to include on the word map.

Definition:

Example   Example   Example

Synonyms
Words with similar meaning.

1.
2.
3.

Illustration

Word

Antonyms
Words that are opposite.

1.
2.
3.

Figurative Use of Word:
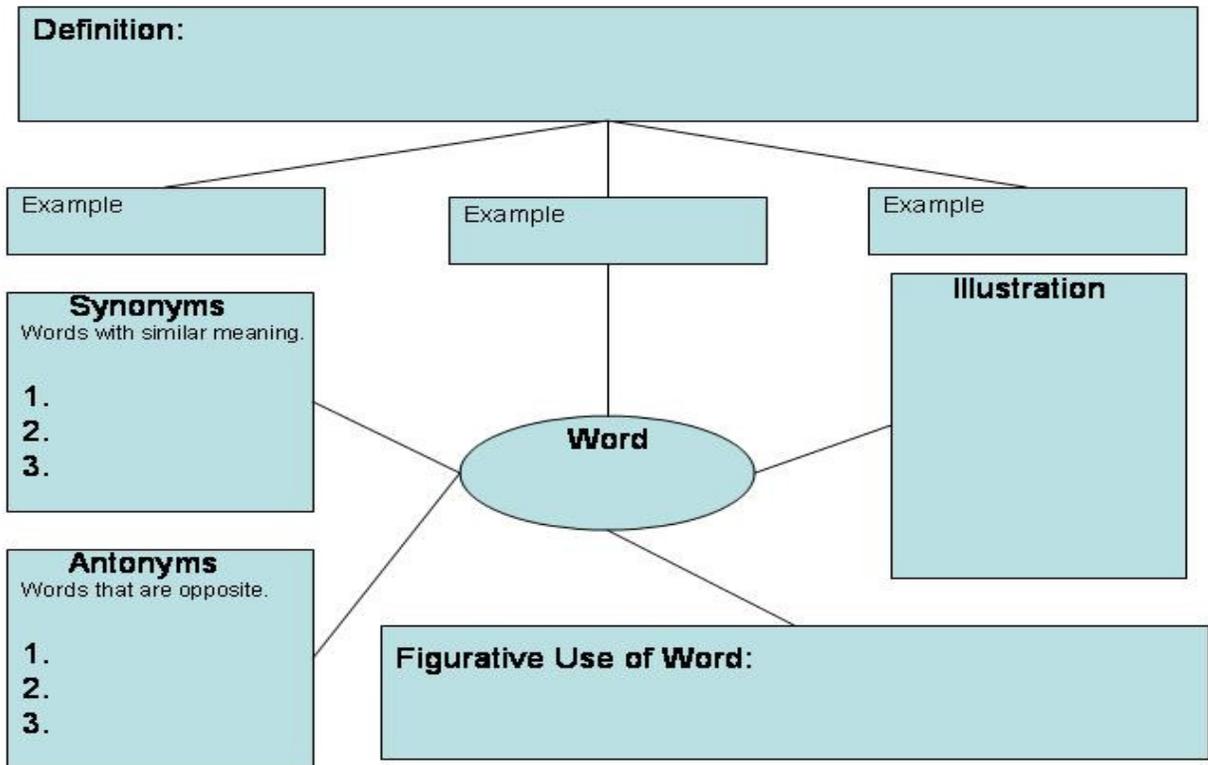
VOCABULARY WORD CUBES

	Before Reading	During Reading	After Reading
Vocabulary Word Cubes	☑		☑

The **Vocabulary Word Cube** is an activity similar to Word Maps in that it helps students to research the word. Students create the Word Cubes by identifying the following information on each side of the cube:

1. **Analyze the word**—List the parts of speech, root word, prefix, or suffix.

2. **Define the word**—Write a brief definition.

3. **Apply the word**—Explain what you can you do with it.

4. **Compare the word**—Explain what is similar to or different from the word. List any synonyms and antonyms associated with the word.

5. **Argue the word**—Make an opinion statement using this word and argue for or against it.

6. **Associate the word**—Relate the word to your life. Describe what the word makes you think about.

Template for Word Cubes

FOLD FLAP AND GLUE

FOLD FLAP AND GLUE

FOLD FLAP AND GLUE

FOLD FLAP AND GLUE

FOLD FLAP AND GLUE

FOLD FLAP AND GLUE
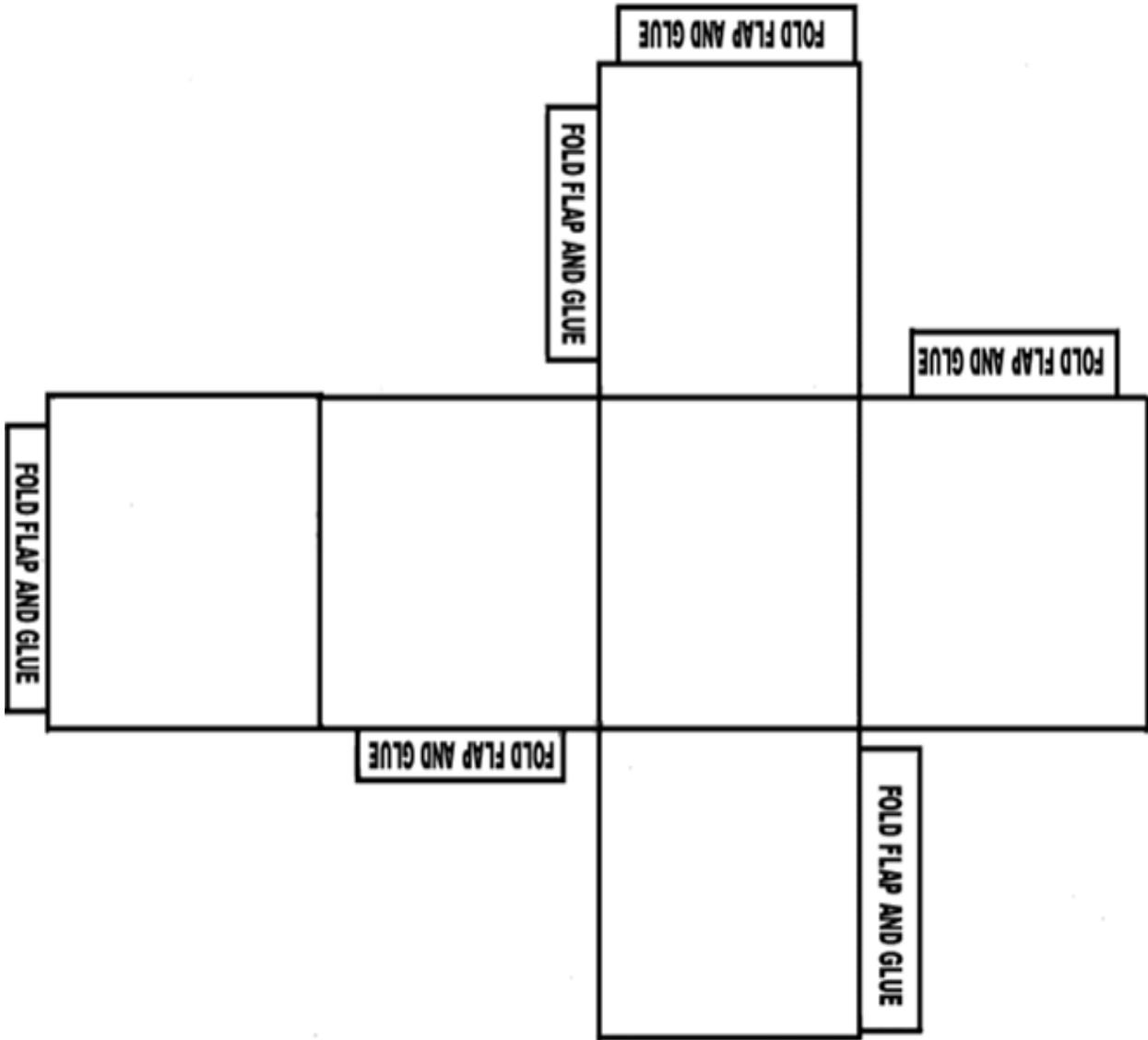
Alphabet Book

	Before Reading	During Reading	After Reading
Alphabet Book			☑

The **Alphabet Book** strategy asks your students to create an alphabet book about a given topic (Richardson and Morgan, 2003). It works best with a more global topic, since students are expected to find a word for each letter of the alphabet as it relates to their topic. The Alphabet book can be created in a variety of ways, such as:

- One letter of the alphabet per page of paper

- On poster paper

- In a big book format

- As an 8-page book

Students are given a topic related to the overall unit, then they work with a partner or small group to make the alphabet book. You can ask them to find words for each letter of the alphabet, or you can let them choose 8-10 letters of the alphabet that they want to represent. On the actual page of the alphabet book, ask students to identify the letter of the alphabet and clearly identify the word or words that represent the topic. They can also include illustrations that relate to the word listed on each page. An additional element to the alphabet book could be that students write a sentence for each word on the alphabet pages.

Example of Alphabet Pages for Bb and Dd

	World War II	
Bb	**bombs**	**Bataan**
	Blitzkrieg	**Benito Mussolini**
Dd	**D-Day**	**Dictator**
	Douglas MacArthur	**Dwight D. Eisenhower**

WORD SORTS

	Before Reading	During Reading	After Reading
Word Sorts	☑		☑

Word Sorts can be used as a way for students to categorize words using structural elements such as prefixes, suffixes, or root word. Word sorts can also be used by students to classify words into categories based on meanings, word origins, or even parts of speech. They do this by using their prior knowledge about words to determine the relationships that exist. There are two types of word sorts that can be used in the classroom (Bear, Invernizzi, Templeton, and Johnston, 2000; Gillet & Kita, 1978):

- **Closed sorts** are teacher directed where the teacher defines the categories and models the process of sorting words.
- **Open sorts** are when students create their own categories as they search for commonalities between the words.

Example of a Closed Sort Activity
Using Parts of Speech

Nouns	Verbs	Adjectives	Adverbs
vehicle	disobey	miserable	anxiously
soldier	rescue	illegal	always
guard	search	intricate	quietly
funeral	scampering	solemn	suddenly
casket	smuggle	enormous	especially
album	pleaded	imperious	desperately
distance	wailed	dramatically	reluctantly
accident	trembled	gnarled	silently
danger	blinked	light-hearted	steadily
sabotage	staggered	frightening	confidently

Word Sort with –tion and –sion

The idea with this word sort is for students to recognize the base word versus the derived word. You then want students to draw a generalization regarding when the word added –tion versus –sion and in some cases, simply –ion. These ideas are good to add to a vocabulary notebook as a way of making them more concrete for students which also reinforces that metacognitive element. It is important to help students understand that knowing the base word can help determine the ending that is used on the derived word. For example, if the word is separation, then it is difficult to determine by sound what ending should be used. However, when a student recognizes that the word is derived from separate, then it is easy to hear the "t" at the end of the word, which also provides clues when spelling the word.

Base Word	Derived Word
separate	separation
fascinate	fascination
educate	education
complicate	complication
navigate	navigation
convulse	convulsion
express	expression
profess	profession
confess	confession
act	action
extinct	extinction
conduct	conduction

VOCABULARY PARADE

|	Before Reading	During Reading	After Reading
Vocabulary Parade	☑		☑

The **Vocabulary Parade** is a visual way for students to represent vocabulary words. Students can work alone or with a partner or small group to do the activity. The idea is that it gives students multiple ways to represent their word by using the definition, an illustration, and how it could be used in sentences. This activity is based on Debra Frasier's *Miss Alaineus: A Vocabulary Disaster*:

1. After reading the story, students can select a vocabulary word to investigate by writing the word, telling what it means, and using the word in a sentence.

2. Based on this information, they also have to dress up as their vocabulary word to illustrate what it means. In the story, one word was *precipitation*, which a student illustrated by wearing a water bucket on his head and a picture of rain cloud with drops falling down. *Punctuation* was shown as a box filled with commons, periods, exclamation marks, question marks, and quotation marks.

3. Instead of wearing a costume to illustrate the word, students can make a poster.

   • Identify the word,

   • Write the definition,

   • Use the words in four sentences around the edges of the poster, and

- Include illustrations.

4. The posters that are made can be displayed around the classroom or in the

   hallways.

Layout for Vocabulary Parade Poster

| Example Sentence #1		
	Identify Word and Definition	
Ex. Sent. #3	**Illustration**	**Ex. Sent. #4**
Example Sentence #2		

See also http://www.debrafrasier.com/pages/books/msa.html.
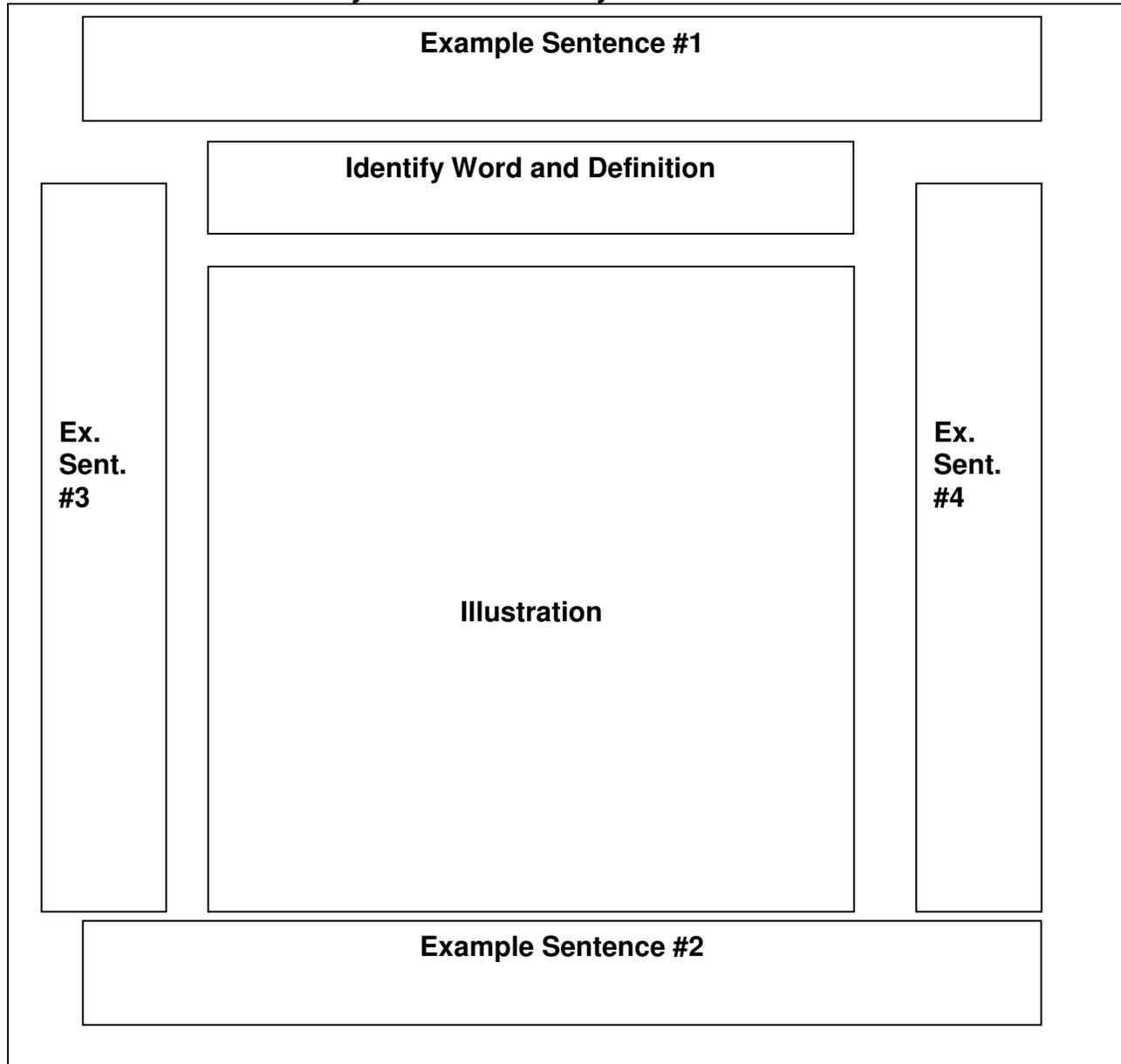
Frayer Model

	Before Reading	During Reading	After Reading
Frayer Model AKA Vocabulary Cards	☑		☑

From the Louisiana Literacy Strategies…Vocabulary knowledge is one of the five essential components of effective reading (RAND Reading Study Group, 2002). The content areas are packed with concepts and technical vocabulary that students must understand if they are to be successful readers and learners (Harmon, Hedrick, & Wood, 2005). A strategy designed to help students learn content-specific terminology is the use of **vocabulary cards** (Blachowicz & Fisher, 2002), also called the **Frayer Model**. This strategy has been shown to increase depth and breadth of word knowledge, resulting in greater comprehension (Rekrut, 1996).

1. Demonstrate how to create a vocabulary card with students by writing a key term on the board and drawing a large, rectangular card-like frame around it so that it is in the center of the rectangle.

2. In the corners of the card write a definition, characteristics, examples, and an illustration of the term (Note: You may require students to learn other information or demonstrate other applications with the terms, which would necessitate a modification of the card features described here.)

3. Discuss with students how the card can be reviewed quickly and easily in preparation for tests, quizzes, and other activities with the word.

4. Identify a list of key vocabulary terms from the lesson and have students write them in the center of a 3x5 index card. As material is covered and content is read, guide students as they fill out their cards with the required information.

5. Once cards are completed, allow time for students to review their words individually and with a partner.

6. Quiz students over the content of their cards with questions and tasks that require recall and understanding of all the information on the vocabulary cards.

Example of Vocabulary Card

Definition	Characteristics
To join or fasten together	**Link** **Interlocking** **Associate** **Relate**

Connect

Examples	Illustrations
Bridge **Paper clips linked together** Nonexamples **Unlatched Gate**	
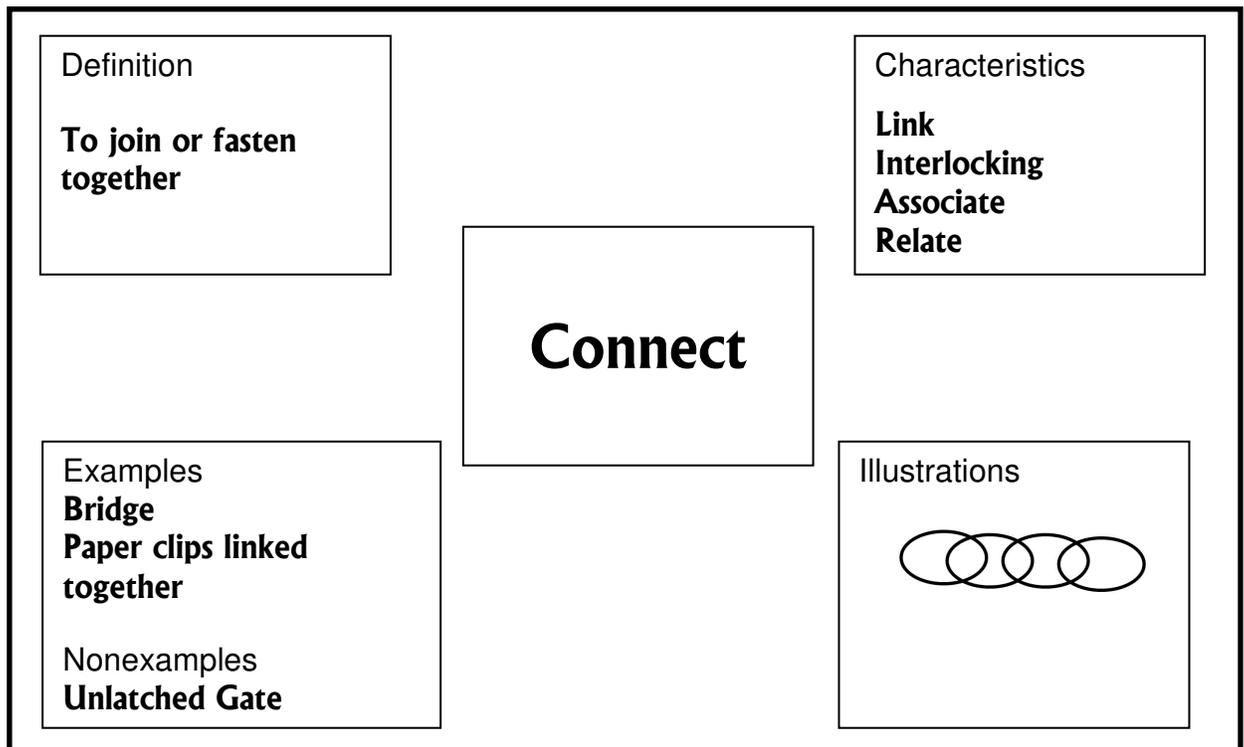
Categories

	Before Reading	During Reading	After Reading
Categories	☑		☑

Categories are a way to heighten students' awareness of the relationships that can

exist between various words. To create the activity, write the category on one card.

Next, write examples of words that relate to the category on another card. Students then

match the category to the correct example. Two examples are show below:

Subjects

vanilla
strawberry
chocolate
raspberry

Flavors

math
science
social
studies
reading

Commercial Word Games

1. **Balderdash**—Players are given a word where they write a phony definition. The object of the game is to get the other players to choose their definition instead of the correct definition. Players get points for having others select their version of the definition, and if they select the correct definition.

2. **Guesstures**—Teams are allowed a few seconds per word to use gestures to help their team "guess" the word.

3. **Outburst**—Players have sixty-second to identify every word that goes with their topic.

4. **Password**—Players give their partners one word clues to help them guess the "password".

5. **Pictionary**—Children draw the word using sketches to help their partners guess the word.

6. **Scattergories**—Players write down words to fit categories that match a specific letter of the alphabet.

7. **Taboo**—Children try to get their teammates to guess the secret word without saying any of the "taboo" words.

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