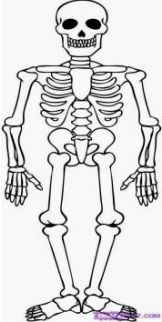



# Vocabulary

## When teaching vocabulary,

- Use the identified words as those you are teaching to the students (additional words may be selected by the teacher).
- Use the various learning modalities and sample menu in order to deliver instruction.
- Introduce the word in context first before explicit vocabulary instruction.
- Have students repeat the word to ensure proper pronunciation. They are much more likely to use the word if they are confident they are saying it correctly.
- Note: Not all sample activities/modalities need to be used for each word. Base your instruction on the needs of your student population and select modalities/activities that meet their needs.


## IFL Unit: Me and My Amazing Body

|   | Me and My Amazing Body  | The Skeleton Inside You  | The Busy Body Book  |   |
|---|---|--|---|---|
|  | <ul style="list-style-type: none"> <li>➤ internal</li> <li>➤ external</li> <li>➤ protect</li> <li>➤ stretch</li> <li>➤ amazing</li> <li>➤ skeleton</li> </ul> | <ul style="list-style-type: none"> <li>➤ information</li> <li>➤ skeleton</li> <li>➤ protect</li> <li>➤ care</li> </ul> | <ul style="list-style-type: none"> <li>➤ fit (fitness)</li> <li>➤ built</li> <li>➤ busy</li> <li>➤ five senses</li> <li>➤ skeleton</li> </ul> |  |

Comprehension Club Unit: What I Can Do (A Sense of Self) Read Alouds

| How You Got So Smart  | A Birthday Basket for Tia  | A Color of His Own   | What Should I Make?   | Lily's Purple Plastic Purse   |
|---|--|--|---|---|
| <ul style="list-style-type: none"> <li>➤ wondered</li> <li>➤ courageous</li> <li>➤ challenged</li> <li>➤ prodded</li> <li>➤ accomplish</li> <li>➤ achieve</li> <li>➤ persist</li> </ul> | <ul style="list-style-type: none"> <li>➤ collect</li> <li>➤ decorate</li> <li>➤ musicians</li> <li>➤ piñata</li> </ul> | <ul style="list-style-type: none"> <li>➤ except</li> <li>➤ remain</li> <li>➤ cheerfully</li> <li>➤ wiser</li> <li>➤ advice</li> <li>➤ encourage</li> </ul> | <ul style="list-style-type: none"> <li>➤ dough</li> <li>➤ kneading</li> <li>➤ squeezed</li> <li>➤ satisfaction</li> </ul> | <ul style="list-style-type: none"> <li>➤ considerate</li> <li>➤ disturb</li> <li>➤ privacy</li> <li>➤ control</li> <li>➤ unique</li> <li>➤ fiercely</li> <li>➤ lurched</li> </ul> |

Comprehension Club Unit: What I Can Do (A Sense of Self) Book Club

| Houndsley and Catina and the Quiet Time  | I Can't Take a Bath!  | Inch by Inch   | Hi! Fly Guy  |   |
|--|---|--|--|---|
| <ul style="list-style-type: none"> <li>➤ fret</li> <li>➤ lingered</li> <li>➤ chimed</li> <li>➤ refreshments</li> <li>➤ trudging</li> </ul> | <ul style="list-style-type: none"> <li>➤ doom</li> <li>➤ disease</li> <li>➤ crime</li> <li>➤ submarine</li> <li>➤ avoid</li> <li>➤ exaggerate</li> <li>➤ excuses</li> </ul> | <ul style="list-style-type: none"> <li>➤ gobble</li> <li>➤ measure</li> <li>➤ useful</li> <li>➤ inventive</li> </ul> | <ul style="list-style-type: none"> <li>➤ slimy</li> <li>➤ pests</li> <li>➤ amazed</li> <li>➤ award</li> <li>➤ stomped</li> </ul> |  |

## Vocabulary Strategies: Utilizing Your Learning and Vocabulary Modalities

### **Introduction:**


All information about the environment around us must enter through our senses (smell, taste, vision, hearing, and touch). Vision, hearing, and touch are the main senses we use in learning. These are the ***Learning Modalities***. Every individual uses each of these modalities to bring in information for processing. As time passes, we all develop a preference for the modality we use often. For each learner, their primary modality can identify them as being an *auditory learner* (hearing), *visual learner* (vision) or *tactile/kinesthetic learner* (touch). Once identified, strategies for study, note taking and exam performance may be created or enhanced. Though many of us are dominate in a particular modality, learning is most effective when two or more modalities are used together. It is important when studying to utilize strategies that combine the modalities.

## Unit 1: Sample Lesson to Use as a Guide

### Text: How You Got So Smart

Comprehension Club Unit: What I Can Do (A Sense of Self) Read Aloud

| Vocabulary Word        | Context  | Meaning from Context                                   | Recall Method  | Use and Application   |
|------------------------|--|--|--|---|
| <p><b>wondered</b></p> | <p><i>You wandered and <b>wondered</b>.</i></p> <p>(Prior to reading the book, put a sticky note to identify the vocabulary word in the context of the story.)</p> | <p><b>wondered</b> means wanting to know something</p> | <p>Similar words are <u>ask</u> and <u>question</u>. When you want to know something you ask someone and/or question what you see someone or something doing.</p> <p style="text-align: center;"><b><u>Association with Self</u></b></p> <p>Think of a time when you <b>wondered</b> what someone was doing or making.</p> | <p><i>I <b>wondered</b> where my cat, Ginger, was hiding.</i></p> <p style="text-align: center;"><b><u>Association with Self</u></b></p> <p>Generate a sentence to explain a time that you <b>wondered</b> what someone was doing.<br/>(Optional sentence prompt to assist the students.)<br/><i>I <b>wondered</b> what _____ was _____.</i><br/>(e.g., <i>I <b>wondered</b> what my Dad was cooking for dinner.</i>)</p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p style="text-align: center;"><b><u>Dialogue about Text</u></b></p> <p>Read the speech bubbles on the opposite page to provide examples of the boy's wonderings.</p> <p style="text-align: center;"><b><u>Visualization</u></b></p> <p><b>I wondered...</b><br/>(e.g., who, what, where , when, and/or how)</p> <p style="text-align: center;"><b><u>Kinesthetic</u></b></p> <p>Practice the correct pronunciation of the word.</p> | <p style="text-align: center;"><b><u>Dialogue about Text</u></b></p> <p>Generate a sentence that answers the question.<br/><i>What were some things the boy <b>wondered</b> about?</i></p> <p style="text-align: center;"><b><u>Visualization</u></b></p> <div style="text-align: center; border: 1px solid black; padding: 10px;">  </div> <p style="text-align: center;"><b><u>Kinesthetic: Wonder Ball Game</u></b></p> <p>Pass the “wonder” ball around the circle as the students recite the following chant:<br/>The wonder ball goes round and round to pass it quickly you are bound.<br/>If you’re the one to touch it last, then for you the game is past and you ...are... out!<br/>Whoever holds the ball on the word “out” is out and returns to his/her seat.</p> |
|--|--|--|--|--|

|                               |  |   | <p align="center"><b><u>People Dialogue</u></b></p> <p>Think of a kind of person, profession, etc. where people would wonder about things (e.g., scientists, weathermen, etc.)</p>  | <p align="center"><b><u>People Dialogue</u></b></p> <p>Generate a phrase to finish the sentence.<br/><i>The weatherman wondered...</i></p>  |
|-------------------------------|--|---|---|---|
| <p><b>Vocabulary Word</b></p> | <p align="center"><b>Context</b></p>   | <p align="center"><b>Meaning from Context</b></p> | <p align="center"><b>Recall Method</b></p>  | <p align="center"><b>Use and Application</b></p>  |
| <p><b>courageous</b></p>      | <p><i>You gave things a try. You were brave and courageous.</i></p> <p>(Prior to reading the book, put a sticky note to identify the vocabulary word in the context of the story.)</p> | <p><b>courageous</b> means brave</p>              | <p>Similar words are <u>daring</u> and <u>heroic</u>. A <b>courageous</b> person tries new or different things.</p> <p align="center"><b><u>Association with Self</u></b></p> <p>When would you or a friend or family member feel <b>courageous</b>?</p> <p align="center"><b><u>Dialogue about Text</u></b></p> <p>Look at the illustrations on the center-fold pages of the book for evidence that the boy is feeling</p> | <p><i>The <b>courageous</b> firefighters rescued the people who were trapped in the burning building.</i></p> <p align="center"><b><u>Association with Self</u></b></p> <p>Generate a sentence that would make you or a friend or family member feel <b>courageous</b>?<br/><i>I would feel <b>courageous</b> if I ate a big bowl of spinach.</i></p> <p align="center"><b><u>Dialogue about Text</u></b></p> <p>Generate a sentence that answers the question.<br/><i>How can you tell that the boy feels <b>courageous</b>?</i></p> |

**courageous.**

**Person Association**

Doctor

*The boy is **courageous** because he...*

**Person Association**

Generate a sentence that shows that doctor is associated with being **courageous**.

*The boy was **courageous** when the doctor gave him a needle in his arm.*

**Visualization**



**Visualization/Picture**

Teacher will think aloud and model drawing and writing about a time when someone was **courageous**. After sharing ideas with a partner, students will draw and write about a time when they or someone

**Visualization/Picture**

Generate a sentence that explains the statement.

*Draw and write about a time someone you know was **courageous**.*

(Optional fill-in-the-blanks for student use.)

\_\_\_\_\_ was **courageous** when he/she\_\_\_\_\_.

| Vocabulary Word          | Context  | Meaning from Context   | Recall Method  | Use and Application   |
|--------------------------|--|--|--|---|
| <p><b>challenged</b></p> | <p><i>You loved to be <b>challenged</b>. You wanted to fly. The more that you failed, the harder you tried.</i></p> <p>(Prior to reading the book, put a sticky note to identify the vocabulary word in the context of the story.)</p> | <p><b>challenged</b> means to try something that's new or hard</p> | <p>they know was <b>courageous</b>.</p> <p>Similar words are <u>try</u> and <u>dare</u>. You like to try and do new things even if they are hard.</p> <p><b><u>Association with Self</u></b></p> <p>Think of a time when you were <b>challenged</b> to do something in first grade.</p> <p><b><u>Dialogue about Text</u></b></p> <p>Use the story illustrations to describe how the boy was <b>challenged</b>.</p> | <p><i>My brother <b>challenged</b> me to eat three hot dogs at the family picnic.</i></p> <p><b><u>Association with Self</u></b></p> <p>Generate a sentence about a time you were <b>challenged</b> in school.<br/> <i>When were you <b>challenged</b> to do something in first grade?</i><br/>           (Optional sentence prompt to assist the students.)<br/> <i>I was <b>challenged</b> to _____ by _____.</i><br/> <i>(e.g., I was <b>challenged</b> to count to 120 by tens by my teacher.)</i></p> <p><b><u>Dialogue about Text</u></b></p> <p>Generate a sentence that answers the question.<br/> <i>How was the boy <b>challenged</b>?</i><br/>           (Optional sentence prompt for student use.)</p> |



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p style="text-align: center;"><b><u>Visualization/Picture</u></b></p> <p>Teacher will think aloud and model drawing and writing about a time when a student was <b>challenged</b> to do something. After sharing ideas with a partner, students will draw and write about a time when they were <b>challenged</b>.</p> <p style="text-align: center;"><b><u>Auditory/Kinesthetic</u></b></p> <p>Teacher will provide students with smile/frown face paddles or another multiple response tool. To assess understanding, the teacher will tell a short story about facing a challenge. Students will display the smile face if someone is <b>challenged</b> and the frown face if not.</p> | <p><i>The boy was <b>challenged</b> to...</i></p> <p style="text-align: center;"><b><u>Visualization/Picture</u></b></p> <p>Generate a sentence that explains the statement.<br/> <i>Draw and write about a time you felt <b>challenged</b> to try something new or different.</i><br/>         (Optional sentence prompt to assist the students)<br/> <i>I was <b>challenged</b> to _____.</i></p> <p style="text-align: center;"><b><u>Auditory/Kinesthetic: Smile/Frown Face Responses</u></b></p> <p>Teacher will share simple scenarios that allow student to decide if the character is <b>challenged</b> or not. They will hold up a smile/frown face paddle to indicate their response.</p> <p><u>Teacher example:</u> <i>One day I noticed that some students didn't know their friends' names. I explained that it's friendly to use each other's names. So I asked the class if there was anyone who could name all the students in our class. Was this a challenge or not?</i></p> |
|--|--|--|--|--|

| Vocabulary Word       | Context  | Meaning from Context                                       | Recall Method   | Use and Application  |
|-----------------------|--|--|---|--|
| <p><b>prodded</b></p> | <p><i>You <b>prodded</b> and poked.</i></p> <p>(Prior to reading the book, put a sticky note to identify the vocabulary word in the context of the story.)</p> | <p><b>prodded</b> means to touch with a pointed object</p> | <p>Similar words are <u>poke</u>, <u>push</u>, and <u>touch</u>. When you prod something, you are pushing or touching it using a pointed object like a stick, finger, or ruler.</p> <p><b><u>Dialogue about Text</u></b></p> <p>Use the story illustration to describe how the boy <b>prodded</b> the crab.</p> <p><b><u>Tactile/ Kinesthetic</u></b></p> <p>Set up rules for safe prodding. Provide prodding tools (e.g., pencils, straws, pointers, fingers) and objects (small stuffed animals) to be <b>prodded</b>. Model and practice prodding an object.</p> | <p><i>The mother bear <b>prodded</b> her cub to see if he was sleeping.</i></p> <p><b><u>Dialogue about Text</u></b></p> <p>Generate a sentence that answers the question.<br/> <i>Why was the crab <b>prodded</b> by the boy?</i><br/> (Optional sentence prompt to assist the students.)<br/> <i>The boy <b>prodded</b> the crab to _____ .</i></p> <p><b><u>Tactile/ Kinesthetic</u></b></p> <p>Using the illustration from the story and the agreed upon prodding rules, invite the students to take turns demonstrating their understanding of <b>prodded</b> using the provided resources.</p> |

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  | <p style="text-align: center;"><b><u>Visualization/ Picture</u></b></p> <p>Teacher will think aloud and model drawing and writing about an object that can be <b>prodded</b>.<br/>         After sharing ideas with a partner, students will draw and write about something they <b>prodded</b>.</p> | <p style="text-align: center;"><b><u>Visualization/Picture</u></b></p> <p>Generate a sentence that explains the statement.<br/> <i>Draw and write about an object that you <b>prodded</b>.</i><br/>         (Optional fill-in-the-blanks to assist the students.)<br/> <i>I <b>prodded</b> the _____ because _____.</i></p> |
|--|--|--|--|---|

# TEACHING MODALITIES AND LEARNING MODALITIES FOR VOCABULARY

## A. ASSOCIATION

### 1. **People Association-Recall: Generating Sentences- Use and Application**

A goal of vocabulary instruction is to get students to use the words they are learning verbally, as well as in writing. Students could work individually, in pairs, or in small groups to answer questions in writing. Students could also work together to create stems for others to answer.

- Provide students with sentence stems and have them complete the thought. Target words:  
*advocate, versatile*
  - The lawyer was an *advocate* because...?
  - The player was *versatile* because...?

or

- Ask students to identify specific people, people in specific situations, or fictional characters who illustrate the targeted word. Then ask students to write a sentence about the person they chose using the context clue and the vocabulary word.

### 2. **Place or Thing Association - Recall: Generating Sentences -Use and Application**

- Ask a student to identify a place or thing that they can associate with the targeted word and write a sentence explaining the association using the targeted word and a context clue.

Targeted word: peculiar

- My aunt's retirement home is very peculiar because everybody lives so close to each other, so many people are jammed into small spaces, and, yet, there is no noise; it's so quiet all the time.

### 3. **Association with Self - Recall: Generating Sentences - Use and Application**

- Think of a time when you were feeling *melancholy*. Write about what made you feel that way.
- Think of a current event that you could describe as *catastrophic*. Write a paragraph to tell about it.
- Choose one of our words (*malicious, distinguished, or empathetic*) and describe how a character from a book you've read reflects that word. What about that word made you think of that character

## **B. DIALOGUE**

### 1. **Dialogue about Text - Use and Application**

- Begin with the context of the story as a basis for discussing the words. Provide students with discussion starters:
  - Many students believe it is *inevitable* that cliques eventually will form in every school. How do you think the characters in “Freak the Geek” would respond to that statement?
  - How are the events in “Freak the Geek” a reflection of the *humiliation* suffered by many middle and high school students?

### 2. **Dialogue about Everyday Life- Use and Application**

- Develop comments that people might make that are associated with target words
  - What might a person say about a *distinguished* person?
  - What might a person say to another to show *empathy*?

### 3. **Dialogue from Classroom - Recall: When students respond -Application**

- Use the words when giving the class directions or compliments

- Have students use the words when asking for something or when complimenting one another's work

#### 4. **Extended Dialogue – Use and Application**

- Students are asked to generate situations **or scenarios** for statements or questions about their words.
- Develop a situation for a specific context
- What would make a coach say the following to his team?
  - What an *exuberant* team you are today!
  - What a *lethargic* team you are today!
- Small group Activity: Different groups develop examples of:
  - Three things that a *malicious* person might say
  - Three things that your parent could say that would cause you to be *astonished*
  - Three things in your home you always need to *replenish*

### **C. KINESTHETIC/ACTION**

- Develop situations across contexts (**Action – recall: Performance – Use and Application**)
  - What might a *timid* cat do when a stranger enters the house? ( **can be demonstrated as an action**)
  - What might a person do before entering a *dilapidated* home? ( **can be demonstrated as an action**)

## D. AUDITORY

### Listening Learner

- Record yourself (GarageBand) (recall)
- Make audio quiz (recall)
- Read sentences or definitions (recall)
- Listen to the recording (recall)
- Study by having the words said out loud (recall)
- Recite everything out loud in order to “hear” it (recall)
- Create word associations and talk through them (recall)
- Read note cards aloud, recite over and over (recall)
- Have students recite a poem or speech highlighting what the word means (recall)

## E. MNEMONICS

\*Sullen = upset  
\*Sullen sounds like stolen  
\*I would be upset if I had something stolen. (recall)

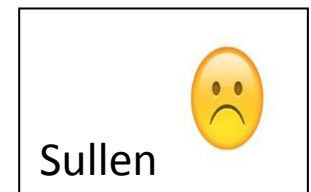
## F. VISUALIZATION/PICTURE (non-verbal)

*\*\*\*As much as possible, translate words and ideas into symbols, pictures, and diagrams.*

- Make flashcards of key information. (recall)
- Draw symbols and pictures on the cards (recall) →
- Use highlighter pens to highlight key words and pictures on the flashcards (recall) Limit the amount of information per card, so your mind can take a mental "picture" of the information

recompense

- Use graphic organizers and charts (recall)
- Group similar words together and color code (recall)
- Color code your words and definitions (recall)
- Organize the terms into groups and study them in chunks (color code) (recall)
- Quiz by writing out key words on white board (recall) limit the amount of information in order to “take” a mental picture
- Use charts or other graphic organizers to frame key ideas (use color to highlight relationships) (recall)
- Watch a video clip illustrating the meaning of the word (recall) then write a sentence about what you saw
- Add picture/emoji to the words on your word wall to trigger what the meaning is
- Color code words/definitions



### **G. TACTILE-KINESTHETIC /Hands on Learner**

- Create a game (recall) that requires walking around the room to match (use and application) definitions (quiz time: mentally picture yourself walking to the word/definition)
- Create a game (recall) that requires retrieving the definition/word (use and application) from across the room
- Utilize a stress ball or other physical stimulus when reviewing words (recall)
- Create mini-motion, gestures, expressions (recall) for the words. Do the motions while reviewing (use and application) and while taking the test
- Play Simon Says (recall) having students act out the motions (use and application) for the word
- Create Statues (recall) that illustrate each word then play statues (use and application)
- Create an activity using manipulatives
- Sketching Learner -draw pictures/scenes that represent the word or definition (quiz time: quickly sketch your pictures on the page, visualize yourself drawing the pictures next to the word) (recall)
- Writing learner -utilize whiteboards to write out when quizzing (recall)



## H. MORPHEMIC ANALYSIS/ Using prefixes, roots, and word families

- Break the word list into chunks, memorizing small groups of words at one time (recall)
- Break the word into its prefix and root and put it into a similar word family

## I. PEG WORD – RHYME

- Create songs or rhymes for words (ex: I winced, (recall) I flinched, my whole face clenched) then sing the song (use and application)
- Create a rhythm for the words (recall) and recite (use and application) to that rhythm

## J. COMBINED MODALITIES

### Auditory/Kinesthetic

- Say the word aloud while writing it on a whiteboard - recall
- Create a game in which you must say a definition (recall) and then race across the room to find the matching term (use and application)
- Listen to a recording of the terms while moving around (jumping, walking, throwing a ball against wall) (recall)
- Recite definitions while moving around (recall)
- Have students act out a skit reciting what the word means
- Create skits (recall) that act out (use and explanation) definitions
- Group (recall) similar words & rehearse (use and application) together

| <u>Emotions</u> | <u>Time</u>  |
|-----------------|--------------|
| sullen          | intermittent |
| jovial          | fleeting     |
| ecstatic        | abrupt       |

## Visual/Kinesthetic

- Create a matching game using the terms and a picture (**recall**) and have students turn over the pictures and words in pairs. (**use and application**)
- Use the notecards to create dice, (**recall**) roll the dice and match the word to its definition (**use and application**)
- Create a “pictionary” style game in which you draw a picture (**recall**) and partner must guess the term (**use and application**)
- Play Pictionary with the words
- Create a game using flash cards that requires moving them around
- Matching/memory game
- Construct dice out of definition flash cards
- Utilize study games on Moodle and vocab workshop that require moving the words around the screen
- When creating flash cards put word and definition on separate cards (not front/back)
- Walk around the room while reading through flash cards



## Visual/Auditory

- Recite a definition aloud (**recall**) and then write the definition on a whiteboard (**use and application**)
- Write a mini skit (**recall**) act out the mini skits in which the word can be “seen” in action (**use and application**)

- Draw a picture of the term (**recall**) and then explain how it shows the meaning (**recall**)

### **Advanced – Relationships Among Words (using multiple targeted words)**

#### **Relationships Among Words**

- Encourage students to consider how meanings interact.
  - How can you be *livid* without being *agitated*?
  - Would a *frugal* person ever host a *lavish* banquet?
  - How might someone who was *humiliated* still maintain *integrity*?
- Divide students into groups and have them create sentences using the vocabulary words. Have them share their sentences and have other students explain how the sentence demonstrated the word's meaning.
  - *Inevitable/diligent* – It might be *inevitable* that a *diligent* person will succeed in life.
  - *Skeptic/inclination* – A *skeptic* might have an *inclination* that the party would not go well.
- Provide more structure by phrasing a question around two words
  - How might someone who was *humiliated* still maintain *integrity*?
  - How might something that is *repulsive* be *gruesome*?

### **ASSESSMENT**

#### **Assessing Students' Application**

- Provide assessments that demonstrate that students know the word not just know the meaning of the word. Create assessments that move beyond typical matching, fill-in-the-blank, and

multiple-choice items. Many of the formats described above can be used to formally assess students' application of the words.

Respond to each question below:

- Why might a *versatile* thinker be helpful to someone in a *melancholy* mood?
  - When might you display an *exuberant* aggressiveness?
  - Explain a situation that could have *catastrophic* results.
- 
- **Present items that ask students to distinguish between an example and a non-example of a word:**
    - *Proclaim*
    - A woman refuses to talk to reporters about the election.
    - A woman tells reporters which candidate won the election.
- 
- **Present items that require students to apply the word's meaning to understand the context of its use:**
    - Rhonda sent out invitations to all the family, including Uncle Charles, who was a *hermit*. What do you think Uncle Charles's answer was to the invitation? Why?
- 
- **Read the following paragraph, and choose two vocabulary words that could represent the context. Explain how they reflect what's happening in the paragraph.**
    - I can't believe we just won the lottery, the big lottery, the biggest jackpot ever! I have been jumping around the house for days. Then, along comes my wife, "Debbie Downer," to put her spin on things. She keeps telling me to keep things in perspective and not spend money, but I can't help myself. For the first time in my life, I can buy

whatever I want, and I plan to take advantage of the situation. Again, the negative one keeps saying, “Go ahead. Spend all your money, and then you’ll see how bad things can really be. We’ll be worse off than we are now. Winning the lottery never works out for anyone.” (*exuberant, pessimist*)

- **Have students write original paragraphs that demonstrate their application of the words and provide an explanation for how that paragraph reflects those words.**
- **Have students write a paragraph including the targeted vocabulary words and provide an explanation for the role those words play in that particular context.**