

Vocabulary

When teaching vocabulary,

- Please introduce students to 10-12 words per week.
- 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.
- Have students see 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.

Charlotte's Web

Chapter 1

- sopping
- injustice
- litter
- wobbled
- specimen
- distribute
- commanded
- blissful

Chapter 2

- adoring
- grunted
- peered
- enchanted
- vanished
- amused
- arranged

Chapter 3

- patient
- harness
- pitched

Chapter 4

- eaves
- thistles
- grazed
- gnawing
- glutton
- cunning
- cautiously

Chapter 5

- grinding
- errand
- objectionable
- salutations
- eagerly
- blundered
- furiously
- plunged
- dreadfully
- unwound
- inheritance

Chapter 6

- hauled
- swathes
- jubilee
- anxious
- unremitting
- sincere
- conscience
- appalled
- untenable

Chapter 7

- conspiracy
- hysterics

Chapter 8

- adore
- gratified
- unremitting
- rambled

Chapter 9

- bolt
- boasting
- scrambled
- hesitated
- hastily
- oblige
- summon
- neglected
- sedentary
- delectable
- troupe

Chapter 10

- motionless
- straddled
- discouraged
- relieved
- boasting
- unbearable
- heartily
- astride
- bestirred
- descended
- steadily
- weaving

Chapter 11

- strand
- murmured
- exertions
- solemnly
- bewilderment
- distinct
- blundered
- intend
- ordinary

Chapter 12

- glared
- weave
- slogan
- particle
- instinct
- assembled
- quivered
- gruffly
- adjourned
- blushed
- sensational

Chapter 13

- radial
- orb
- foundation
- snare
- constructed
- tranquil
- sensible

Chapter 14

- sternly
- sociable
- enchanting
- uneasily
- doily
- civilly
- incessant
- associate

Chapter 15

- mere
- distinguish
- inconvenient
- versatile
- arrange
- forsake
- radiant

Chapter 16

- genuine
- occasion
- dragline
- trotters
- pacers
- gnawed
- discarded
- veritable
- surpass
- particles
- tussle
- bewitched
- brimming
- heave
- thrashed

Chapter 17

- midway
- sighed
- hearty
- ascended

Chapter 18

- detected
- mumbled
- crackle
- refreshed
- grinned

Chapter 19

- stirred
- constructed
- guarantee
- languishing
- designing
- marveling
- hoarsely
- gorge
- seasoned
- bloated
- murmured

Chapter 20

- pompous
- extraordinary
- muttered
- embraced
- unique
- analysis
- distinguished
- phenomenon
- supernatural
- radiance
- engraved
- modest
- complimentary
- unconscious
- drenched

Chapter 21

- ceremony
- assured
- strain
- precious
- tremendous
- trifle
- sentiments
- desolation
- accompany
- gorge
- mimicked
- adrift
- sigh
- summoned
- forlorn
- fondness

Chapter 22

- beloved
- affectionate
- rapidly
- trinket
- keepsake
- sneered
- satisfaction
- shrill
- foundation
- snare
- constructed
- tranquil
- sensible

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.

Sample Lesson to Use as a Guide

Text: Novel, *Charlotte's Web*

	Context	Meaning from Context	Recall Method	Use and Application
Injustice	<p>Having become fond of the pig, the little girl thought it would be a terrible case of injustice to kill a pig just because it was small.</p> <p>An unjust or unfair act; wrong.</p>	<p>Injustice means a violation of the rights of others; unjust or unfair action or treatment.</p>	<p><u>Morphemic Analysis</u></p> <p>In/un- means “not,” freely used as an English formative, giving negative or opposite force in adjectives and their derivative adverbs and nouns (unfair; unfairly; unfairness; unfelt; unseen; unfitting; unformed; unheard-of; un-get-at-able), and less freely used in certain other nouns (unrest; unemployment).</p> <p>So injustice means unfair or wrong. (morphemic Analysis)</p> <p><u>Place Association</u></p> <p>Unfair treatment in the world</p>	<p style="text-align: center;"><u>Place Association</u></p> <p>Generate a sentence that shows that unfair treatment in the world is associated with being unjust. Fern felt that it was unjust to kill the runt of the litter.</p>

Association with Self

Have you ever committed an unjust act?

People Association

Think of people who have had **injustices** done to them.

Kinesthetic

Decide on what kind of face or body movement you can use to show that you are the victim of an **injustice**.

Association with Self

Generate a sentence that would make you or a friend or family member feel like they have been the victim of an unjust act.

*I felt that it was an **injustice** to charge me for a crime that I did not commit.*

Dialogue about Text

Having become fond of the pig, the little girl thought it would be a terrible case of **injustice** to kill a pig just because it was small.

*How do you think the little boy would explain his feelings of why it was a case of **injustice** to kill the small pig ?*

Visualization



injustice

How does this picture depict the **injustice** that the little girl feels in the novel, *Charlotte's Web*?"

People Dialogue

Think of the many **injustices** in the world today. Choose one injustice and discuss it with your partner and classmates in an accountable talk discussion.

People Association

There is injustice in our world today.



What injustice does this picture represent in our world today?



How does this picture depict the injustice in our world today?

				<p style="text-align: center;"><u>Kinesthetic</u></p> <p>Say the word injustice and have students “show” the meaning by performing the action.</p> <p style="text-align: center;"><u>People Dialogue</u></p> <p style="text-align: center;"><i>The young man was a victim of injustice when he was not given the job because of his ethnic background.</i></p> <p style="text-align: center;"><u>Word Study</u></p> <p>Use a dictionary or I-pad to look up the word, “arable.” Why are Fern’s parents named Mr. and Mrs. Arable?</p> <p>Why do you think the girl is called “Fern?”</p>
Blissful	The little girl was in a blissful mood as she looked out at the beautiful day, waiting for her best friend to come and play.	Blissful means extremely happy; full of joy.	<u>Kinesthetic</u>	<p style="text-align: center;"><u>Kinesthetic</u></p> <p>Create a shoebox diorama depicting one scene from <i>Charlotte’s Web</i>. Use found objects and simple craft materials.</p>

	<p>Blissful means extremely happy.</p>		<p style="text-align: center;"><u>Mnemonic</u></p> <p>Wishful sounds like blissful and Fern was wishful that her father would not kill the small pig.</p> <p>Visualization:</p> <p>Look at the following pictures of dioramas for ideas for your own shoebox diorama depicting one scene from <i>Charlotte's Web</i>.</p> <p>https://www.pinterest.com/pin/311170655479915921/</p>	<p style="text-align: center;"><u>Writing</u></p> <p>This is a story about friendship. According to the story, what is the importance of friendship? What qualities should a friend possess? What is life like without a friend? Write a poem about a friend using the following formula:</p> <p>Line 1: your friend's name Line 2: two things your friend likes to do Line 3: three adjectives that describe your friend Line 4: your friend's name</p> <p>Share your poem with your classmates.</p> <p>Act out chapters 1 and 2 of <i>Charlotte's Web</i>.</p> <p>Find some pictures of a farm and display them on a class bulletin board. Show a barn, barnyard animals, crops growing in a field, etc. If possible, also find and display pictures of a rural country fair. What do people do at a country fair? What kinds of prizes are awarded?</p>
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Specimen

Such a fine **specimen** of a pig would bring in a lot of money at the farm auction.

Specimen: an example of something regarded as typical of its class or group.

Word Web

Create a word web with the following words: rat, spider and pig. (You may want to use the following semantic map for each animal:

<https://www.studenthandouts.com/3batch/semanticmap/.pdf>

Before you read the book – On the lines surrounding the name of each animal, write descriptive words that you associate with each creature.

Activities

Research to learn about the life cycle of spiders. Find answers to the following questions:

- What is their usual habitat?
- What do they eat?
- How do they reproduce
- What is their typical life cycle?

Students will consult the *Guinness Book of World Records* to find amazing facts about plants and animals. Make a list of record-breaking animals. Compare your own list with those of your classmates.

			<p>After reading Chapter Five – On the lines surrounding the name of each animal, write the descriptive words that the author uses to describe Wilbur, Templeton, and Charlotte.</p> <p>Compare your words on the first copy of the web to the author’s words on the second copy. How is the author trying to shape your opinion of each animal?</p>	
<p>Distribute</p>	<p>“I only distribute pigs to early risers,” said Mr. Arable.</p>	<p>Distribute means to give shares of (something); to deal out.</p>	<p><u>Peg Word/Rhyme</u></p> <p>Write a song to the tune of “Old Macdonald had a Farm” that shows the meaning of distribute.</p>	<p><u>Peg Word/Rhyme</u></p> <p>Sing the song: that shows the meaning of the word distribute.</p> <p>Distribute is the word Distribute is the word Dish out, deal out, dole out Distribute is the word</p>

				<p style="text-align: center;"><u>Writing Activity: Dialogue</u></p> <p>Pretend that two of your real or imaginary pets could talk. Write a dialogue between them expressing a problem they have and a possible solution.</p>
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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
- -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

recompense

Sullen



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 stressball 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
- -create 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.**