

**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.

Analysis of Historical Fiction: <i>Paper Son</i>				
<p><b>Text 1: Paper Son: Lee’s Journey to America</b></p> <ul style="list-style-type: none"> <li>➤ bandits</li> <li>➤ equipment</li> <li>➤ stitching</li> <li>➤ departed</li> <li>➤ boarded</li> <li>➤ quarters</li> <li>➤ interpreter</li> <li>➤ immigration</li> <li>➤ ashamed</li> <li>➤ dormitory</li> <li>➤ dialect</li> <li>➤ pity</li> <li>➤ shuttled</li> <li>➤ intercepting</li> <li>➤ interrogation</li> <li>➤ churned</li> <li>➤ consumed</li> </ul>	<p><b>Text 2: Chapter 9 “Hopeless” from The Dragon’s Child: A Story of Angel Island</b></p> <ul style="list-style-type: none"> <li>➤ bunk</li> <li>➤ vibrations</li> <li>➤ rhythmically</li> <li>➤ compartment</li> <li>➤ funnels</li> <li>➤ courtyard</li> <li>➤ stammer</li> <li>➤ creased</li> <li>➤ reluctantly</li> </ul>	<ul style="list-style-type: none"> <li>➤ badgering</li> <li>➤ squawked</li> <li>➤ sacrifices</li> <li>➤ sympathetically</li> <li>➤ insolent</li> <li>➤ preserved</li> </ul> <p><b>Text 3: “Angel Island: Li Keng Wong’s Story”</b></p> <ul style="list-style-type: none"> <li>➤ widowed</li> <li>➤ apprentice</li> <li>➤ mentioned</li> <li>➤ forbade</li> <li>➤ authorities</li> <li>➤ jeopardize</li> <li>➤ preparations</li> <li>➤ utensils</li> <li>➤ encountered</li> <li>➤ tender</li> <li>➤ detained</li> <li>➤ lament</li> <li>➤ deported</li> <li>➤ segregated</li> </ul>	<ul style="list-style-type: none"> <li>➤ supplemented</li> <li>➤ acknowledged</li> <li>➤ interrogated</li> <li>➤ enclave</li> <li>➤ prejudice</li> <li>➤ restrictions</li> <li>➤ frequently</li> <li>➤ encounter</li> <li>➤ escorted</li> <li>➤ installments</li> <li>➤ glossed</li> <li>➤ documentary</li> <li>➤ deprived</li> <li>➤ sponsored</li> <li>➤ ethnicities</li> <li>➤ influx</li> <li>➤ generations</li> </ul> <p><b>Text 4: “Immigration Inspector’s Statement”</b></p> <ul style="list-style-type: none"> <li>➤ designed</li> <li>➤ exempt</li> <li>➤ restriction</li> </ul>	<ul style="list-style-type: none"> <li>➤ merchants</li> <li>➤ natives</li> <li>➤ habeas corpus</li> <li>➤ potential</li> <li>➤ alleged</li> <li>➤ applicant</li> <li>➤ reconcile</li> <li>➤ discrepancies</li> <li>➤ deportation</li> <li>➤ clan</li> <li>➤ occupation</li> <li>➤ wharf</li> <li>➤ entitled</li> <li>➤ eligibility</li> <li>➤ wharf</li> <li>➤ entitled</li> <li>➤ eligibility</li> </ul>

**Text 5: "Angel Island,  
Landmark of U.S.  
Diversity"**

- revealed
- inscriptions
- ferret
- legacy
- unique
- steamers
- institutionalized
- repealed
- bucolic
- refugees
- restrictions
- former
- renewed
- steerage
- descendants
- cursory
- persistence
- oath

## 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.



**Dialogue about Text**

How can you tell that the boy felt **badgered** by the officers at Angel Island?

**Dialogue about Text**

Generate a sentence that tells us that the boy felt **badgered**.

*And then he started **badgering** me again, without mercy.*

*How do you think the boy felt when he was **badgered** by a plethora of questions?*

**Visualization**



A Chinese immigrant is interrogated at a detention center on Angel Island in San Francisco Bay, Calif., in the 1920's. (AP Photo)

**Badgered**

**People Association**

Think of a time when someone you know was **badgered**.

**Kinesthetic**

Decide on what kind of face or body movement you can use to show that you are being **badgered**.

**People Dialogue**

Think of a professions where the person might feel **badgered** on a daily basis.

**People Association**

Generate a sentence that shows which people are always **badgered**.

*Police officers are constantly badgering criminals with questions.*


**Kinesthetic**

Say the word **badgered** and have students “show” the meaning by performing the action.

**People Dialogue**

Generate a phrase to finish the sentence, *The young boy felt **badgered** when he was questioned by the officials for five hours.*

<p><b>Immigration</b></p>	<p>“What you say has to match the <b>immigration</b> files,” Father said.</p>	<p><b>Immigration</b> is the action of coming to live permanently in a foreign country.</p>	<p><b><u>Visualization Using a Video</u></b></p> <p>Watch the following video on Paper Son:</p> <p><a href="https://www.youtube.com/watch?v=Hhc-om3SXXw">https://www.youtube.com/watch?v=Hhc-om3SXXw</a></p> <p>Hold an accountable talk discussion based on the ideas presented in the video.</p>	<p><b><u>Kinesthetic</u></b></p> <p><b>Snowball Toss:</b></p> <p>Students will write 2 or 3 facts on a sheet of paper about <b>immigration</b> and crumple up their paper and throw paper in center of classroom. All students will pick up a sheet of paper (snowball) and when everyone has a “snowball” then the students take turns reading their paper and responding by either agreeing or disagreeing with the fact written on the paper about <b>immigration</b>. Students will defend their response utilizing an accountable talk discussion.</p> <p>Students will create three questions an <b>immigration</b> officer might ask them as an immigrant coming into the United States of America.</p> <p>Students will work with a partner and ask their questions to one another.</p> <p><b><u>Visualization Using a Video</u></b></p> <p>Write a sentence describing the video students viewed on Paper Son.</p>

<p><b>Interrogation</b></p>	<p>Weeks later, Lee was called into the interrogation room.</p>	<p><b>Interrogation</b> means to ask questions of (someone, especially a suspect or a prisoner) closely, aggressively, or formally.</p>	<p><b><u>Morphemic Analysis</u></b></p> <p>The prefix inter means “between,” “among,” “in the midst of,” “mutually,” “reciprocally,” “together,” “during”</p>	<p><b><u>Dialogue in Classroom</u></b></p> <p><b>Getting Past the Gate: Paper Sons and Daughters</b></p> <p><a href="http://teachingresources.atlas.illinois.edu/chinese-exp/perspectives04.html">http://teachingresources.atlas.illinois.edu/chinese-exp/perspectives04.html</a></p> <p>The primary sources in this activity deal with the phenomenon of “paper sons and daughters,” a scheme that allowed thousands of Chinese immigrants to gain entrance to the United States despite the Exclusion Act.</p> <p>Have the students read the background information relating to the phenomenon of “paper sons,” or use the information as the basis of a brief lecture. Students should then read the immigration inspector’s statement. With a partner, students can role play the “Interrogation of a Young Chinese” and then complete the suggested written assignment.</p> <p>To conclude the activity, consider the following questions in an accountable talk class discussion:</p> <p> questions</p>	
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**Peg**  
**Word/Rhyme/Visualization Using a Video**

Students will watch the  
**Interrogation** Song/  
Movie Clip/Muppets  
Most Wanted/The  
Muppets

After watching the  
movie clip of the  
muppets, students will  
write a sentence using  
the word **interrogation**

<https://www.youtube.com/watch?v=XIXDhYZw0>

Students will create  
their own word rhyme  
using the word  
**Interrogation.**

- What do you think of this practice of falsely claiming to be a "son" or "daughter" in order to be able to enter the United States? Was it justifiable?
- If the Chinese had been allowed to enter the country as Chinese immigrants, do you think so many would have taken such pains to claim that they were really U.S. citizens?

**Peg Word/Rhyme**

**Interrogation** is the word  
**Interrogation** is the word  
Ask questions closely, aggressively  
or formally  
**Interrogation** is the word.



<p><b>Interpreter</b></p>	<p>Guards, <i>luk yi</i>, barked orders. An interpreter repeated them in Chinese, “Men to the right. Girls to the left.”</p>	<p><b>Interpreter</b> means explain the meaning of (information, words, or actions).</p>	<p><b><u>Morphemic Analysis</u></b></p> <p>The prefix <i>inter</i> means “between,” “among,” “in the midst of,” “mutually,” “reciprocally,” “together,” “during</p> <p><b>Interpreter</b> means a go-between</p> <p><b><u>Dialogue about Text</u></b></p> <p>How do we know that the Lee needed an <b>interpreter</b>?</p>	<p><b><u>Dialogue in Classroom</u></b></p> <p>Students will create a Paper Son document to show the officials when they arrive at Angel Island.</p> <p>Students will then create a skit where one student is a Chinese immigrant coming into the country and the other is an Angel Island officer.</p> <p>Students will take turns being the Chinese immigrant and Angel Island officer and will interrogate one another.</p> <p><b><u>Dialogue about Text</u></b></p> <p>Generate a sentence that tells us that Lee needed an <b>interpreter</b>.</p> <p><i>An interrogator asked questions. An <b>interpreter</b> repeated each question in Chinese.</i></p>	
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## Visualization



How does this picture depict the meaning of an **interpreter**?

# 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.**