

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.

The Issue Of Child Labor: Reading Informational Text and Writing an Opinion Piece

Text 1: Mandatory Daily Physical Education Class

- flexible
- mandatory
- increase
- yoga
- pilates
- stamina
- endorphins
- statistic
- opportunity

Text 2: What is Child Labour?

- considerable
- demanding
- reprehensible
- elimination
- interfere
- contribute
- welfare
- productive

- deprives
- dignity
- potential
- depriving
- prematurely
- obliging
- exposed
- sectors
- agriculture
- comprise
- consists

Text 3: Kids at Work

- contribute
- sibling
- harvest
- distinguish
- beneficial
- intolerable
- exploitative
- exerts
- inadequate
- hampers
- morality

- access
- undermines
- detrimental
- endangered
- acquisition
- cognitive
- numeracy
- distinguish

Text 4: Children and the Global Sweatshop

- global
- wages
- economy
- sweatshops
- previous
- intolerable
- enormous
- concentrate
- exposure
- defy
- mining
- exports

- despite
- vigorous
- denial
- pesticides
- fertilizers
- herbicides
- potentially
- carcinogenic
- considerably
- mortality
- malaria
- tetanus
- diphtheria
- polio
- adequate
- ceramics
- molten
- centigrade
- cataracts
- lacerations
- particles
- impairment
- silica
- exposure

- unventilated
- muro-ami
- recruited
- decompression
- predatory
- invisibility
- endangered
- curbing
- visible

Text 5: Sweet Treats for Some

- plantations
- investigates
- harvesters
- hauling
- enforced
- stalks
- wage
- estimated
- cacao

Text Pair 6: Benefits of Child Labor

- exploitation
- international
- ethic
- estimates
- sectors
- burden
- contribute
- maintain
- pros
- cons
- aggressive

Gasp! The Benefits of Child Labor

- sensitive
- negative
- connotation
- intention
- provocative
- promote
- mandated
- exporter
- drastic

- apparel
- acknowledged
- utilization
- conscience
- concept
- perform
- manual
- impoverished
- pervasive
- ostensibly
- transport
- exclusion
- obvious
- majority
- commendable
- potential
- indisputable
- empathy
- foster
- abolish
- daunting
- pragmatic
- empathetic
- broadly
- prosperity



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 does child labour contribute to children's development and to their **welfare**?

Dialogue about Text

Generate a sentence that answers the question.

The term "child labour" is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to their physical and mental development.

*How do you think children in reprehensible working conditions define their **welfare**?*

Visualization



How does this picture depict the **welfare** of these children?

People Association

Generate a sentence about people today whose **welfare** is being compromised.

*The government is concerned about the **welfare** of the children working in coal mines.*

People Association

Think of people in the world today where their **welfare** is compromised.

People Dialogue

Think of a kind of person, profession, etc. where people would feel that their **welfare** was being compromised.

Exposed

In its most extreme forms, child labour involves children being enslaved, separated from their families, **exposed** to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities – often at a very early age.

Exposed

means to deprive of shelter, protection, or care : subject to risk from a harmful action or condition.

Visualization

The teacher will show their students the following pictures and students will conduct an accountable talk discussion on how these pictures of child labour **expose** the children to harmful actions or conditions:



What dangerous conditions are these children **exposed** to in this picture?



What are these children **exposed** to in this picture?



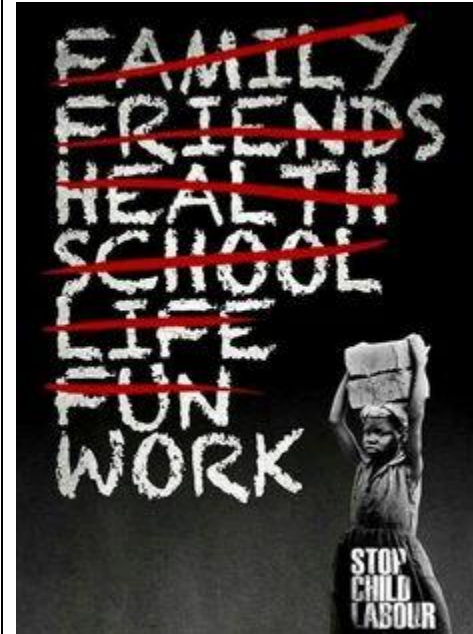
What dangerous conditions are these children **exposed** to in this picture?



What dangerous conditions is this child **exposed** to in this picture?

Kinesthetic Activity

Look at the following pictures of anti-child labour advertisements. Students will create their own anti-child labour advertisement and share it with the class.





Visualization Using a Video

Watch the following video on Conditions of Child Labor in the Industrial Revolution:

<https://www.youtube.com/watch?v=U2M9i1Wy6IU>

Students will conduct an accountable talk discussion on the conditions of the factories children worked in during the Industrial Revolution. What types of conditions were the children **exposed** to in the video working in the factories and farms?

What types of child labor laws were enacted and did those laws protect children from **exposure** to serious hazards and illnesses?

Reprehensible

Considerable differences exist between the many kinds of work children do. Some are difficult and demanding, others are more hazardous and even morally **reprehensible**.

Reprehensible means deserving of blame or strong criticism. It is a strong word—your mother might forgive you for doing something bad, but something *reprehensible*?

That's worse.

Morphemic Analysis

The prefix *re* means “again” or “again and again” to indicate repetition, or with the meaning “back” or “backward” to indicate withdrawal or backward motion: regenerate; refurbish; retype; retrace; revert.

Visualization



What do you find **reprehensible** about this picture?

				<p style="text-align: center;"><u>Dialogue and Writing in Classroom</u></p> <p>Child labor still exists in the world today. Students will brainstorm how their class could help put an end to child labor. For example, students could research what products are made by using child labor and make others aware of these products. Students could prepare materials to disseminate to the public making the public aware of products made with child labor. Students could boycott these products.</p>	
			<p style="text-align: center;"><u>Thing Association</u></p> <p>Think of at least three things in the world today that are reprehensible.</p>	<p style="text-align: center;"><u>Thing Association</u></p> <p>Generate sentences for each reprehensible activity taking place in the world today and give one example of what we could do today to stop this reprehensible activity.</p>	

Peg Word/Rhyme

Watch the following video on child labor:

<https://www.youtube.com/watch?v=8sA9otl3LBA>

Write your own song depicting why child labor is so **reprehensible**.

Peg Word/Rhyme

Sing the song: that shows the meaning of the word **reprehensible**.

**Indestructable
Indefensible
10,000 years of unerasable acts
And permanent facts
And only I know
Who's responsible
Indefensible
Reprehensible
Me**

Prematurely

Child labor refers to work that: is mentally, physically, socially, or morally dangerous or harmful to children; and interferes with their schooling by: depriving them the opportunity to attend school; obliging them to leave school **prematurely**; or requiring them to attempt to combine school attendance with excessively long and heavy work.

Prematurely

means too soon or too hasty.

Morphemic Analysis

Premature is a simple word to break down. *Pre* means "early" or "before," and *mature* means "done" or "ready."

If a decision is criticized as premature, it means that that decision was made too hastily, and probably would have been different if more time had been taken.

If a child is taken out of school **prematurely**, that child needed more time in school and should not have been removed from school.

Visualization



Premature Birth: What happens if you go into labour early?

This baby was born at 24 weeks. What do you notice about this baby that was born **premature**?

Association with Self

Have you ever done anything **prematurely**?

Association with Self

Generate a sentence that answers that question.

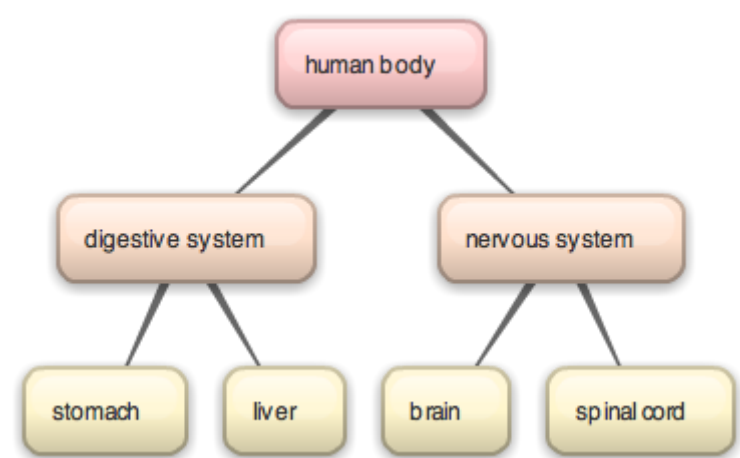
Eric said it was "**premature**" to comment on the upcoming negotiations that will affect those workers.

Semantic Map

A **semantic map** is a graphic organizer that helps students visually organize the relationship between one piece of information. Researchers have identified this strategy as a great way to increase students' grasp of vocabulary words. Semantic mapping can be used as a pre-reading activity to activate prior knowledge, or to introduce key words. As a post-reading activity, it can be used to enhance understanding by adding new concepts to the map. Here's how it works:

- The teacher decides on a key word and writes it on the front board. The word in this exercise is **Prematurely**.
- Students then read the key word **prematurely** and are asked to think about other words that come to mind when they read the word **prematurely**.
- Students then make a list of all of the words that come to mind when thinking of the word **prematurely**.

- Students share the recorded words, then as a class the words are categorized.
- Once category names are assigned, a class map is created and discussed.
- Students are then encouraged to suggest additional categories for the map, or add to the old ones.
- Any new words that relate to the topic are added to the map as students read through the text.
- The following is an example of a semantic map:



Word Detective

The most valuable thing that you can do to increase your student's vocabulary is to encourage them to read. Research shows that wide reading is the main pathway for word acquisition. This activity enables students to see words in different contexts, therefore deepening their knowledge. It requires students to find new words as they encounter them in their daily reading. Here's how word detective works:

- The teacher gives students a list of key words to search for.
- Students are to write each target word and its sentence on a sticky note, then place it on their desk each time they encounter a key word.
- At the end of each school day, devote a few minutes to reading each sticky note.
- You can even make a game out of it by assigning each word a point.

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.**