

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.

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.

Charlie and the Chocolate Factory

| | | | | |
|---|--|--|--|--|
| <p>Chapter 1</p> <ul style="list-style-type: none">➤ extremely➤ desperately➤ slabs➤ expose➤ tremendous <p>Chapter 2</p> <ul style="list-style-type: none">➤ shriveled➤ extraordinary➤ absurd➤ method | <p>Chapter 3</p> <ul style="list-style-type: none">➤ colossal➤ stammered➤ streaming <p>Chapter 4</p> <ul style="list-style-type: none">➤ spies➤ ordinary➤ fastened➤ astonishing➤ securely➤ absurd | <p>Chapter 5</p> <ul style="list-style-type: none">➤ muttered➤ glistening <p>Chapter 6</p> <ul style="list-style-type: none">➤ enormously➤ peering➤ curranty➤ bulged➤ spare➤ revolting➤ repulsive➤ spree➤ frantically➤ glint➤ eagerly➤ amidst➤ duchess➤ vowed➤ murmured | <p>Chapter 7</p> <ul style="list-style-type: none">➤ propped➤ stroking➤ particular➤ tense➤ scraggy➤ intently | <p>Chapter 8</p> <ul style="list-style-type: none">➤ announced➤ jostling➤ flagging➤ ferociously➤ adore➤ wedge➤ criticize➤ stilettos➤ despicable➤ colossal➤ shrieked➤ indignantly➤ peals➤ fury➤ escort➤ infantile➤ altered |
|---|--|--|--|--|

Chapter 9

- beckoned
- rummaging
- ancient
- hoard
- clutched
- spluttered
- peals
- fumbled
- trembling

Chapter 10

- drifting
- gale
- crave
- trudging
- ravenously
- desperate
- trudging
- vaguely
- incidentally
- luscious
- crouching
- stationary

Chapter 11

- bulged
- sheer
- blissful
- paused
- precious
- peculiar
- sensation

Chapter 12

- clatter
- absolute
- dared
- verdict
- marvelous
- dervish
- tremendous
- procession
- morsels
- intrigue
- astonish
- perplex
- ensure
- fluster
- pausing
- pandemonium

Chapter 13

- gathered
- linked
- shielded
- glimpse
- rusty

Chapter 14

- trousers
- goatee
- twinkling
- clever
- seizing
- enraptured
- enchanted
- proceedings
- glanced
- trotting
- corridor
- pale
- hustled
- dawdle
- swift
- sloping
- hollow

Chapter 15

- meadows
- churning
- alders
- rhododendrons
- mauve
- flabbergasted
- bewildered
- churns
- delectable
- frantically

Chapter 16

- galloping
- revolting
- eucalyptus
- cacao
- gorge
- wages

Chapter 17

- wagging
- dangling
- swishing
- mass
- blockage
- inconceivable

Chapter 18

- glistening
- beaming
- gleaming
- intense
- furious
- sensation
- streaked
- poached

Chapter 19

- furiously
- leaned
- simmering
- meddling
- spluttering
- toffees
- treacle

Chapter 20

- towered
- sprouted
- sloshing
- frothy
- gazing
- rumbling
- sensational

Chapter 21

- fascinating
- obstinately
- repulsive
- linoleum
- groove
- tremendous

Chapter 22

- sighed
- anxiously
- declared
- scuttled
- corridors
- extremely
- impatient
- perched
- halt

Chapter 23

- flung
- triumphantly
- dawdle
- bannisters

Chapter 24

- chute
- intently
- soothingly
- gaze
- particular
- dashed
- toppled
- incinerator
- refined
- pandered

Chapter 25

- astonishment
- murmured
- swerved
- gallantly
- precipice
- hurtled

Chapter 26

- dazzlingly
- clustering
- scarlet
- antenna
- ordinary
- flickered

Chapter 27

- adjusted
- furious
- ghastly
- repulsive

Chapter 28

- hovering
- eerie

Chapter 29

- gracious
- overstretched

Chapter 30

- paused
- expression
- broadly
- sensible
- stammered
- refused
- petrified

Sample Lesson to Use as a Guide

Text: Novel, *Charlie And The Chocolate Factory*

| | Context | Meaning from Context | Recall Method | Use and Application |
|-------------------|---|---|--|--|
| Tremendous | It was Wonka’s Factory, owned by a man called Mr. Willy Wonka, the greatest inventor and maker of chocolates that there has ever been. And what a tremendous , marvelous place it was! | <p>Tremendous Tremendous means extraordinarily large in size, extent, amount, power, or degree. It can also mean marvelous and fantastic.</p> <p>We often use <i>tremendous</i> if something is super wonderful. If someone comes into your office and tells you you just won a big contract and are getting a huge bonus, you might exclaim, “Tremendous!”</p> | <p>tremendous means</p> <p>probable incidental clever enormous</p> <p><u>Place Association</u></p> <p>Willy Wonka’s chocolate factory.</p> | <p style="text-align: center;"><u>Place Association</u></p> <p>It was Wonka’s Factory, owned by a man called Mr. Willy Wonka, the greatest inventor and maker of chocolates that there has ever been. And what a tremendous, marvelous place it was!</p> |

**Association with
Self**

What would make you or a friend or family member exclaim, “**Tremendous?**”

**Dialogue about
Text**

How can you tell that Willy Wonka’s chocolate factory is **tremendous?**

Association with Self

Generate a sentence that would make you or a friend or a family member exclaim, “**Tremendous!**”

*John received his Doctoral Degree so I exclaimed, “What a **tremendous** achievement!”*

Dialogue about Text

Generate a sentence that answers the question.

Willy Wonka’s chocolate factory was the most enormous and famous chocolate factory in the whole world!

Visualization



Tremendous

Describe what you see in this picture. Does anything look **tremendous** to you?

Vocabulary

Circle the one word that does not belong. Then explain why that word doesn't fit:

Huge

Enormous

Miniscule

Tremendous

Writing: Pre-Reading Activities

Preview the book by reading the title and the author's name and by looking at the illustration on the cover. What do you think the book will be about? Will it deal with reality or fantasy? Have you read any other books by the same author?

Do some research to learn about chocolate. What is the process that turns a cocoa bean into the chocolate you eat? What is the history of chocolate? What accounts for its popularity over the years?

This is the story of a boy who is granted all of his wishes. If you, too, could have wishes granted, what would you wish for? Choose one wish for yourself alone and one for your family. Then write a short story telling what might happen if these wishes came true.

People Dialogue

Think of a time when you were **desperate**. Maybe it was for a grade, toy or to be able to stay at a friend's house.

People Dialogue

Generate a phrase to finish the sentence, *I felt **desperate** when....*

Visualization



What do you see in this picture?

After an oil spill in the Gulf of Mexico, citizens volunteered to clean the oil off of the animals in the water that were affected by the oil spill. Why do you think people **desperately** wanted to help the wildlife?

What do you see in this picture? How does this picture depict **desperation**?

| | | | | |
|--------------------------|--|---|---|--|
| <p>Glistening</p> | <p>“Nonsense!” cried Grandpa Joe. “Wouldn’t it be something, Charlie, to open a bar of candy and see a Golden Ticket, glistening inside!”</p> | <p>Glistening means to sparkle or shine. Something that looks wet.</p> | <p><u>Visualization Using a Video</u></p> <p>Watch the following video and discuss the meaning of glistening.</p> <p>https://www.youtube.com/watch?v=0ydf8S-z1X4</p> | <p><u>Visualization Using a Video</u></p> <p>Write a sentence describing the video.</p> <p><i>Did you see the diamond glisten in the sun?</i></p> <p><u>Vocabulary Game: Guess the Word Using Synonyms and Antonyms</u></p> <p>One student will wear a hat with the word “Glistening” on the front of the hat.</p> <p>Students will take turns giving the student wearing the hat clues as to the meaning of the word written on their hat.</p> <p>Students will use synonyms and antonyms of the word “Glistening” as clues.</p> <p>Possible synonyms: bight, glassy, glazed, shine, glitter and glow.</p> <p>Possible antonyms: dull, bland, flat, dim and dark.</p> <p>The student wearing the hat will try to figure out what word is on their hat.</p> <p>When the student wearing the hat figures out the word on his/her hat, another student will take a turn wearing a new vocabulary word on his/her hat.</p> |
|--------------------------|--|---|---|--|

Thing Association

Think of three things that **glisten**.

- Reflection of the sun as it shines on water
- A diamond ring
- Sequins

Peg Word/Rhyme

Write a song to the tune of “Row, Row, Row your Boat” that shows the meaning of the word, **Glistening**.

Thing Association

Generate some sentences that show how these things **glisten**. Use complete sentences and use the word **glistening** in each one.

- The lake **glistened** as the sun shone on the water.
- The diamond ring **glistened** in the sun.
- My sister’s prom dress, covered in sequins, will **glisten** under the disco ball

Peg Word/Rhyme

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

Glistening is the word
Glistening is the word
gleam, glint, glitter, shine
Glistening is the word

Ancient

The old man gave Charlie a sly grin, and then he started rummaging under his pillow with one hand; and when the hand came out again, there was an **ancient** leather purse clutched in the fingers.

Ancient means belonging to the very distant past and no longer in existence. "the ancient civilizations of the Mediterranean" of long ago, early, prehistoric, primal, primitive.

Thing Association

List three things that are **ancient**.

Thing Association

Generate three sentences for the three ancient things you chose.

For example, *My brother and I love to visit the **ancient** ruins in Greece.*

Visualization



Ancient

What do you see in this picture? How does this picture depict the meaning of **Ancient**?

**Visualization
Using a Video**

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

Thing Association

Think about why people might be interested in **ancient** ruins or **ancient** cities.

Visualization Using a Video

Write a sentence describing the video.

For example, *Dinosaurs roamed the earth millions of years ago.*

Kinesthetic

Students will play charades using the word **Ancient**.

Thing Association

Generate sentences to explain why you think people might be interested in **ancient** ruins or **ancient** cities.

Peg Word/Rhyme

Write a song to the tune of “Twinkle, Twinkle, Little Star” that shows the meaning of **ancient**.

Peg Word/Rhyme

Sing the song that shows the meaning of the word **ancient**.

Ancient is the word
Ancient is the word
Very distant past and no longer in existence, early, prehistoric, primeval, primitive
Ancient is the word

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.**