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# Vocabulary Strategies Templates

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| | Picture |
|---|---|
| **Word** | |
| **Synonym** | **Sentence** |

| | Picture |
|---|---|
| **Word** | |
| **Synonym** | **Sentence** |

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## DEFINITION WORD MAP FORM

What is it?

What is it like?

What are some examples?

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Word:

In my own words:
_____

_____ is the same.

_____ is the
opposite.

Picture:
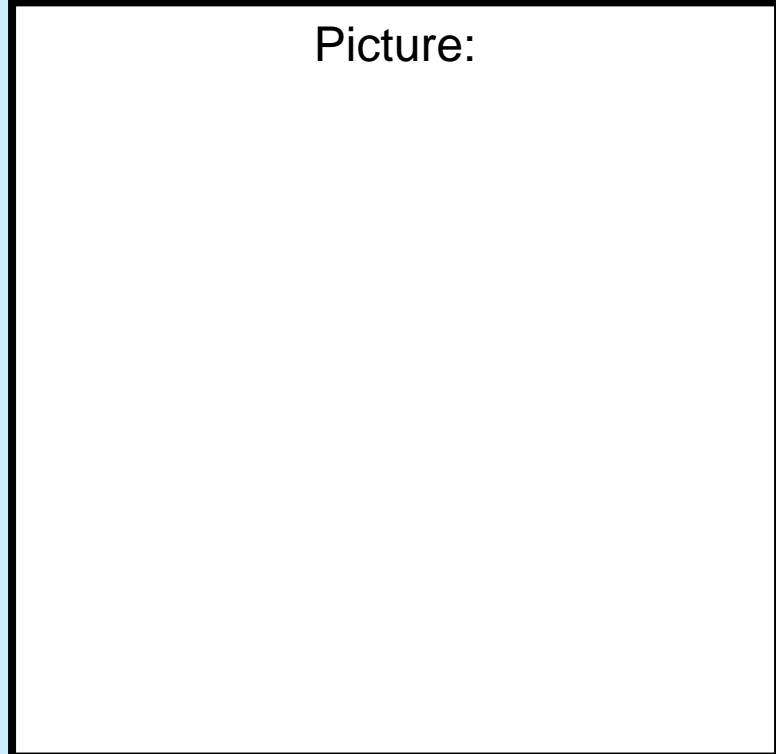
# VOCABULARY WORD MAP

DEFINITION or SYNONYM

ANTONYM

VOCABULARY WORD

USE IT IN A SENTENCE

DRAW A PICTURE or RELATE IT TO YOURSELF

# V O C A B U L A R Y   W O R D   M A P

Definition In Your Own Words

Synonyms

VOCABULARY WORD

Use It Meaningfully In a Sentence

Draw a Picture of It

# Verbal and Visual Word Association

| Vocabulary Term | Visual Representation |
|---|---|
| | |
| Definition | Personal Association or Characteristic |
| | |

# The Frayer Model

| Definition (in own words) | Characteristics |
|---|---|
| | |

WORD

| Examples (from own life) | Non-examples (from own life) |
|---|---|
| | |

# Word Splash

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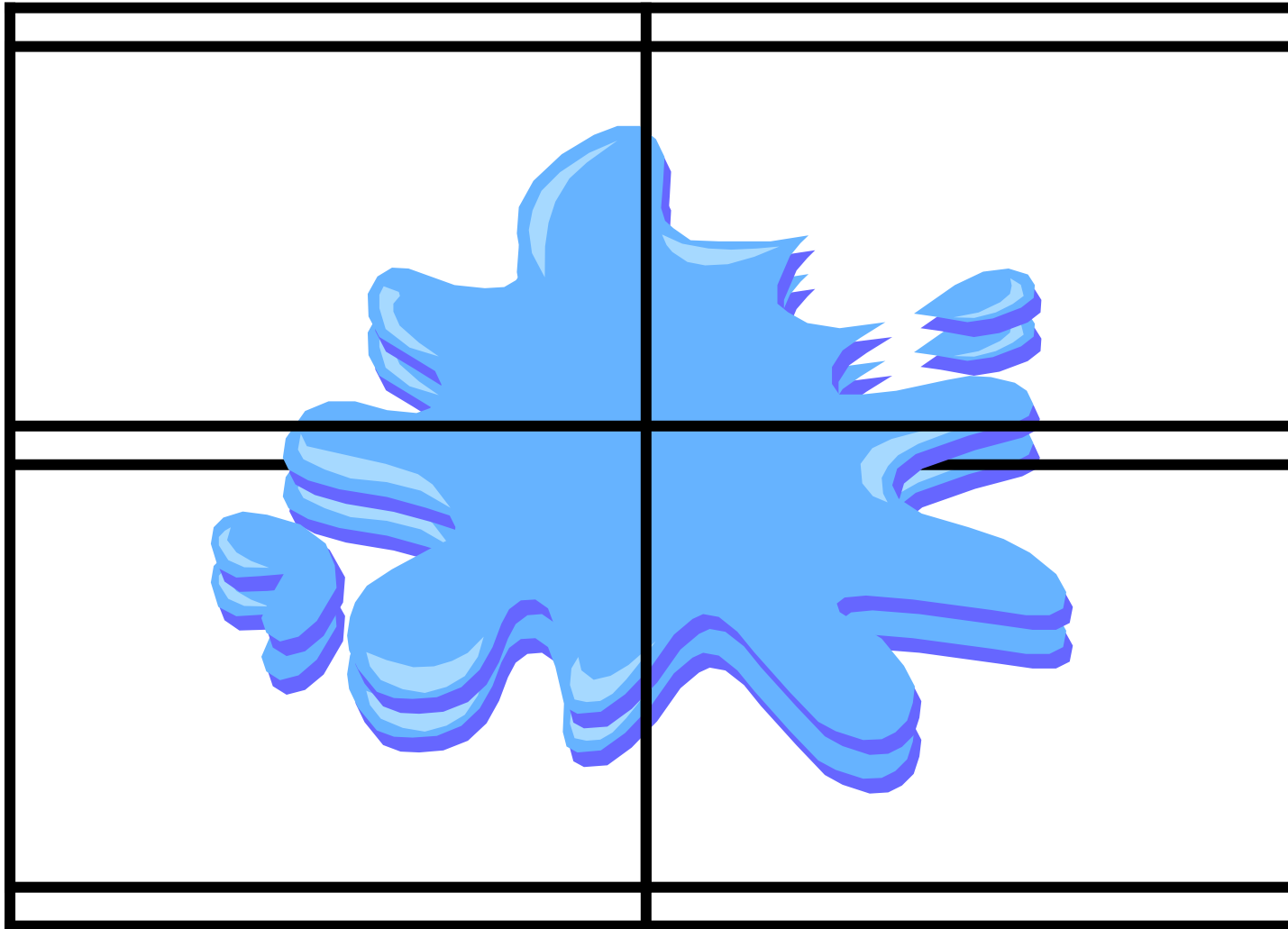
# Similarities & Differences

| Comparison Matrix | | | | |
|---|---|---|---|---|
| Characteristics | Items to be Compared | | | |
| | #1 | #2 | #3 | |
| 1. | | | | Similarities |
| | | | | Differences |
| 2. | | | | Similarities |
| | | | | Differences |
| 3. | | | | Similarities |
| | | | | Differences |
| 4. | | | | Similarities |
| | | | | Differences |

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## Vocabulary Prediction Chart

Predict the meaning of the vocabulary words below before you read the text.  After you read, go back and write what you think the word means.  If your first prediction was correct, place a check in the box labeled After Reading.  If you changed your prediction after you read, write your new definition.  Identify the clue words in the reading that helped you with the definition.

| Vocabulary Word | Predicted Meaning | After Reading | Clue Words |
|---|---|---|---|
|  |  |  |  |
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|  |  |  |  |

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**Visual Boxing Example**

| Word | Personal Association |
|---|---|
| **Definition** | **Something Not the Word** |

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## Contextual Redefinition

**Procedure:**

1.  Select unfamiliar words.

2.  Write a sentence which allows students to guess the meaning through the use of contextual clues.

3.  Present the words in isolation and elicit students' predictions and guesses.

4.  Present the words in the sentences you've written.

5.  Have them revisit their guesses and make changes.

6.  Use the dictionary to verify definitions.

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**Example:**

1. carapace_____

2. nonsectarian_____

3. insipid_____

1.  Without its **carapace,** the turtle would be subject to certain death from its enemies or the elements.

2.  Although he was a believer in God, he had a **nonsectarian** attitude toward religion.

3.  His teaching lacked spit.  He ahd presented this lesson in a dull manner, failing to challenge or stimulate the students.  The teacher knew he had made an **insipid** presentation.

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## Context-Relationship Procedure

1. Give students a list of new vocabulary words and divide them into groups.
2. Have them write their own paragraphs and questions following the directions below.
3. Afterwards have them exchange their paragraphs with other groups and come up with the meaning of the words.

- Sentence 1  Uses word in context.
- Sentence 2  Does not use the word, but further explains it
- Sentence 3  Uses the word and contrasts it to an antonym
- Sentence 4  Uses the word and defines it

4. Next, a multiple choice item is created to check meaning.

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**Example**

Joe was very happy to move to a safe, quiet **suburban** are.  His neighborhood had a community pool and lots of kids his own age to play with. The **suburban** area was very different from the downtown or urban district he had once lived in.  The **suburban** neighborhood on the outskirts of town, near the big city was just the place for Joe.

Suburban means:

_____a type of car

_____a neighborhood on the outskirts of town

_____another name for city

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## Morphemic Analysis

| Morpheme | Math Usage | General Usage |
|---|---|---|
| **bi (two)** | biangular | bicycle |
| | bilinear | biplane |
| | bimodal | bicuspid |
| | binomial | bifocals |
| **cent (hundred)** | centimeter | century |
| | percent | centipede |
| | centigram | centigrade |
| **circum- (around)** | circumference | circumnavigate |
| | circumradius | circumstance |
| | circumcenter | circumspect |

## Feature Analysis Chart for Math

| Shapes | Four Sided | Curved Lines | Line Segment | Sides Equal in Length | Right Angles |
|---|---|---|---|---|---|
| Triangle | | | | | |
| Rectangle | | | | | |
| Parallelogram | | | | | |
| Circle | | | | | |
| Trapezoid | | | | | |
| Semicircle | | | | | |
| Square | | | | | |

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## Context Prediction Chart

Title:_____

Directions:  Read over the words listed below in the context of the story. With your partner,  decide if you know a meaning for the word that would fit the context.  List the word and your guess for the meaning of the word under the appropriate column.
Just list the word in the first column if you can't predict the meaning from the sentence.

| I still need help finding a meaning for this word. | I think I know a meaning of this word. | I know a meaning for this word. |
|---|---|---|
| | . | . |

**Poety Vocabulary Prior Knowledge Survey**

Use the following rating system to answer the questions below:

0 = Haven't a clue
1 = Know I have heard it, but I can't define it
2 = Know I have heard it, have some sense of its meaning
3 = Have a good sense of its meaning when I see it or hear it
4 = Can define it and explain its meaning to someone else

\_\_\_\_\_ Rhyme
\_\_\_\_\_ Stanza
\_\_\_\_\_ Refrain
\_\_\_\_\_ Verse
\_\_\_\_\_ Theme
\_\_\_\_\_ Personification
\_\_\_\_\_ Inference
\_\_\_\_\_ Images
\_\_\_\_\_ Connotation
\_\_\_\_\_ Paraphrasing
\_\_\_\_\_ Simile
\_\_\_\_\_ Metaphor
\_\_\_\_\_ Alliteration
\_\_\_\_\_ Onomatopoeia
\_\_\_\_\_ Ballad
\_\_\_\_\_ Limerick
\_\_\_\_\_ Haiku

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## Analogies

Analogies require students to draw inferences and identify the more subtle aspects of a word's meaning.  The also promote critical and divergent thinking.

**Method 1:  Provide analogies with a word bank. (See book p. 177)**

1.  Gas is to liquid as liquid is to _____.

2.  Proton is to positive as electron is to _____.

3.  Atom is to element as _____ is to compound.

4.  Physical is to mixture as ___is to compound.

5.  Hg is to mercury as _____is to silver.

*solid   atomic   water   energy   molecule   negative   K   S   chemical   Ag   salt*

**Method 2:  Provide analogies without a word bank.**

1.  noun: subject :: verb:_____

2.  Gandhi: India :: Martin Luther King: _____

3.  1776: United States :: 1917: _____

**Method 3: Analogies Worksheet**

| Vocabulary Term | Is Like: | How? (Sketch or explain) |
|---|---|---|
| nucleus | brain | It tells the cell what to do like the brain tells us what to do |
|  |  |  |
|  |  |  |
|  |  |  |

[Click to view a game with Analogies.](#)

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## Resource: Connect Two

1. Select 10 to 12 words or phrases you think are important for students to know prior to a reading selection.

2. List the words on chart paper, chalkboard or an overhead transparency for students to copy on cards or small pieces of paper.

3. Read the list of words with students.

4. Ask students to "connect two" or choose two words they think might belong together, and state the reason for making the connection, e.g. "I would connect _____ and _____ because _____." At this point in the process, it is important to stress to students that there are no right answers. Modeling or demonstrating the procedure is also easier if the words are on small strips of an overhead transparency. The strips can then be seen by the entire class as you manipulate the pairs of words. It is okay if some words have several pairings, or students can not find a connection for some words. Allow time for students to pair the words. Circulate around the room asking for the connections they are making.

5. Read the selection.

6. Review the word list. Then ask students to make connections, based on what they have read. Some of the connections will stay the same, and some will change. Share any new connections, e.g. "Based **on what I read**, I would connect _____ and _____ because _____."

7. If you wish, have students write some of their connections using the above format.

8. "Connect Two" can be used as an informal assessment, as well as a way to review vocabulary.

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### K.I.M. -- for vocabulary words and new ideas

Write the term or key idea (K) in the left column, the information (I) that goes along with it in the center column, and draw a picture of the idea, a memory clue, (M) in the right column.

The key idea may be a new vocabulary word, or a new concept. The information may be a definition or it may be a more technical explanation of the concept. The memory clue is a way for students to fully integrate the meaning of the key idea into their memories. By making a simple sketch that explains the key idea, students synthesize and interpret the new information, making it their own. Then, students can reference their drawings to easily remember new key ideas.

| K<br>Key idea | I<br>Information | M<br>Memory Clue |
|---|---|---|
| 1. drought | Little or no rain over a period of time | |
| 2. coup | Takeover of government by military | |
| 3. sovereignty | Political independence | |

Source: http://litsite.alaska.edu/uaa/workbooks/readingvocabulary.html

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## Vocabulary Frames

Vocabulary Frames are a flashcard method for learning new vocabulary. Do not use Vocabulary Frames for every vocabulary word encountered. Words that introduce new concepts are best used with Vocabulary Frames.
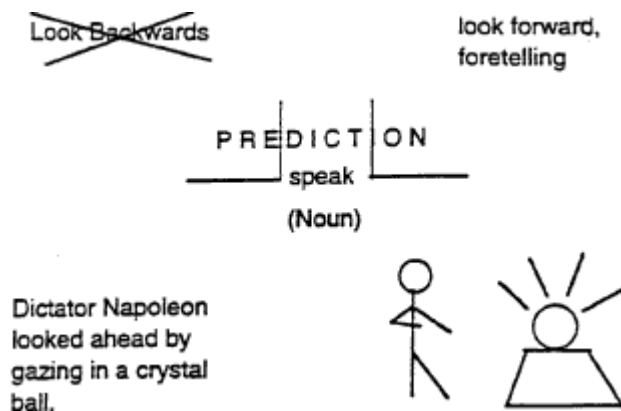


Top Right Corner: Write the word's definition
Top Left Corner: Write the word's opposite and cross it out
Lower Left Corner: Write a silly sentence that uses the definition of the word
Lower Right Corner: Draw a graphic to help you visualize the concept
In the Center: Write the word

      Isolate any prefixes
      Isolate the root
      Note the meaning of the root
      Isolate any suffixes
      Label the part of speech in parenthesis

Source: http://litsite.alaska.edu/uaa/workbooks/readingvocabulary.htm