



STANDARD 4 - Vocabulary Development

Speak, and SAY Somethin' Good!

Standard Introduction:

Students should read and complete “What Goes There?”
(Students should recognize the importance of context to new vocabulary.)

Objective: The student will be able to explain how use of words and context clues can impact a piece of writing.

Materials: What Goes There? (Standard Introduction)
Building Your Vocabulary (reading response)
Word Search (reinforcing activity)
Writing / Rewriting (writing activity)
Test Yourself! (reading response analysis)
Valuable Vocabulary (book report)

Terms to know: **context** - the use of a word in a sentence
vocabulary - words or terms used to speak and write
context clue - words that help read / understand new terms
fluency - being able to read, understand, and keep up with text

Procedures:

- After sharing their Standard Introduction sentences, discuss the following questions:
 - ? How can context (review term) help you figure out words you don't know as you read? (*A reader can often figure out what an unknown word means using other words in a sentence or paragraph for clues. Or the main idea of the reading can also provide clues to unknown words.*)
 - ? Do you think fluency (review term) helps someone read better? (*Yes!*)
 - ? How might being able to deal with difficult words improve fluency? (*no stopping*)
- Review directions for “Building Your Vocabulary,” and have students use the form to respond to the books they're reading. The format, number of cards, timing, monitoring, grading, etc. of the assignment is up to you.
- Review the “Word Search” directions. Students should work in pairs or small groups to create their own puzzles; then pair up to “solve” one another's.
- Read the “Writing / Rewriting” passage together or have students work in groups to decipher. (*There are around 85 mistakes, but students may find more!*) Discuss how they knew when there was a mistake. (*Other words - or context - clued them in.*) Then have students complete and share their writings as directed.
- When students finish reading their books, have them use their cards from “Building Your Vocabulary” to complete “Test Yourself” as directed. Collect the tests and answer sheets. About a week later, have them take their own tests. Grade them and discuss the results. (*They should do well, having already engaged with their words. In fact, research shows that retention levels are highest when one “teaches” new material to others in some way. Creating the test was one way to “teach” the words.*)
- Last, read and discuss the purpose of the “Valuable Vocabulary” book report. Students should complete, share, and evaluate the presentations of their “systems” for building their vocabulary. (**NOTE:** Occasional checks will be needed to increase the likelihood of students maintaining their “systems” in the future.)



What Goes There?

Can you fill in ALL the blanks with words that make sense?
(HINT: You may have to read ahead!)

Mel went to the media _____ to find a _____.

Mel wanted to read a _____ book. She likes stories that are about make-believe _____ that do and say funny things. One of her favorite _____ is Jean Fritz. Mel loves her stories about great _____ like George Washington and Ben Franklin. _____ was the first _____ of the _____ States. _____ was known as the "elder statesman" of the day. He was _____ than most of America's "Founding _____."

DIRECTIONS: Now write five sentences about what you are studying. Leave at least one blank in each. WRITE SO CONTEXT CLUES HELP FILL IN THE WORD as in the example above!

1.

2.

3.

4.

5.

BUILDING YOUR VOCABULARY



DIRECTIONS: As you read, start a vocabulary card for each new word. Based on context, tell what you think it means and why. Later, fill in the rest of the card. Then, start studying! Try cutting out your cards and writing just the word on the back so you can test yourself.

<p>New word: I think it means:</p> <p>Because:</p> <p>DEFINITION and picture / clue to remember:</p>	<p>New word: I think it means:</p> <p>Because:</p> <p>DEFINITION and picture / clue to remember:</p>
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Did you ever right something that looked fine – thin. You thought it was write at the dime, But then, later you sees what you rote and ... Oh no! You spelt your one nam rong?! You midst a latter and rode a mean worm! It's this times that a rider WISHES he or she have taked time to REWRITE!

Same student may jst want to get there work doned. Won rode. "It was a nice day. The sky was pretty. The trees looked nice." The teacher went to sea why the student look borred. She red. "It was a nice day..." The borred student is locking up "I'm done."

"I don't sea what you meen," the teacher begin. His student looked comfused. "I men I can't SEA what you meen." You writing should help the reder sea the sedding. To no the carachters. A righter should right. Then put the word down. Then pick at up. Then reed it realy good."

If it doesn't sound rite, it isnot. If the words look rong, they probally is. If sentences looks two short, they probaly was. Plus, its easy to REWRITE in a compuder! Good riders REWRITE and RERIGHT agin and agian! It all king of gose togethe. It's finishd win its all ride. The redder should be abel to red and undersand it. Its is'not good to half to figure it

CHALLENGE: How many mistakes can you find in the reading? _____

Rewrite it. OR if you (or your teacher) prefer, write your own. Then REWRITE it. Work on it until it's "finished." Don't stop until it's "good."

Test Yourself!



DIRECTIONS: Study the questions below. These are the kinds of questions seen on many tests. Use what you learn to write your own 15-question vocabulary “test.” Use the MOST USEFUL and CHALLENGING words from your book vocabulary cards. Add unit terms if you’d like. Use at least 4 kinds of questions. Make sure to challenge yourself!

Matching: Mixed-up vocabulary words are listed on the left. Definitions are listed on the right. More words, of course, make these a bit harder.

- | | |
|--------------------|-------------------------------|
| 1. ____ vocabulary | a. the meaning of a word |
| 2. ____ definition | b. words in writing or speech |

Fill in the Blank: This “question” is a sentence. It can state the meaning of a word. Better yet, it can be a sentence that uses the term in context.

3. Good readers look for _____ when they come across words they don’t know.

Multiple Choice: These have a “question” with 4-5 answer choices. Try to not make one choice LOOK like it’s the answer! Some mistakes include making one longer than the others, or providing a clue to the answer like “a” or “an”.

4. ____ Fluency means that a reader
- A. says text out loud while reading.
 - B. knows every word on a page.
 - C. speaks in some other language.
 - D. reads without having to stop.

Examples: These questions give a word, and the test-taker gives an example.

5. question - _____

Analogies: A sentence notes two people, things, etc. that relate in some way. The test-taker has to figure out how. Then (s)he has to figure out how two more “things” relate in the same way. These can be fill-in-the-blank or multiple-choice.

6. A clue is to a riddle, as _____ is to new vocabulary.

Essay: This kind of question makes a test-taker write out answers in sentences.

7. Explain why rewriting is an important step in writing.

Then! After you write your questions, be sure to rewrite them as needed! Check for spelling and other mistakes. Make sure your questions make sense. Then type or recopy your “test” AND make an answer key for it. Put your name on your work and turn it in to your teacher.



Valuable Vocabulary

Everyone has said the “wrong thing” at one time or other. Most have many times! We’ve also heard others make mistakes. We might feel bad for the person. Or angry if the words were mean.

Yet sometimes speakers can be really special. The way they speak makes us feel good. They are good at getting people to listen and respect them. Experts tell us a good vocabulary can really help. It can help us get a good job. Or it could make others think we know what we’re talking about.

So if saying the wrong thing can hurt; it makes sense to say the right thing. But building a good vocabulary takes time. In this unit you have noted new words from the book you read. Vocabulary cards, puzzles, and tests have helped you learn these new words. Now, it’s time to move onto other skills. And, this “book report” will help you keep learning!

DIRECTIONS: Make a box, bulletin board, binder, or something else to save and display your “valuable vocabulary.” Figure out a way that works for you! Be prepared to share “your system” and explain what you look for in “valuable vocabulary.” Then, VERY briefly tell about your book. As you do, focus on your new words and tell why you chose them.

A WORD OF WARNING: Your teacher might make vocabulary checks in the future!

Building Your Valuable Vocabulary?

Use this scale to grade your “system”:

4 - excellent
3 - good

2 - fair
1 - poor

0 - Unacceptable
or not included

	<u>STUDENT</u>	<u>TEACHER</u>
Followed directions	_____	_____
Clear “goals” for new words	_____	_____
Relevant words / examples	_____	_____
Easy (and likely) to be kept up	_____	_____
Clearly explains all it should	_____	_____
Spelling / grammar / neatness	_____	_____

GRADE / COMMENT: