

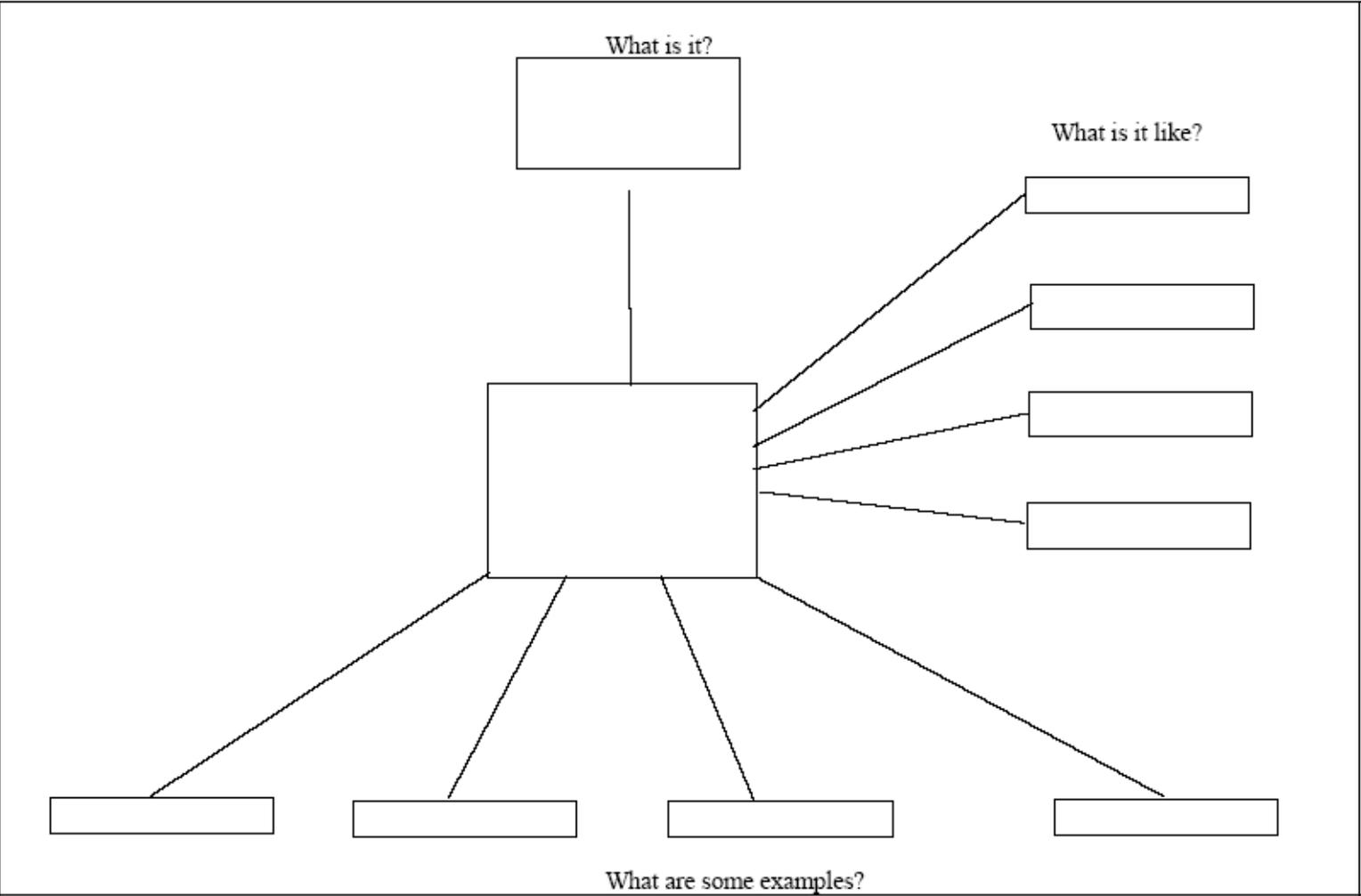
Graphic Organizers for Learning Vocabulary

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Picture	Sentence
Word	Synonym

Picture	Sentence
Word	Synonym

DEFINITION WORD MAP FORM



Word:

In my own words:

Picture:

_____ is the same.

_____ is the
opposite.

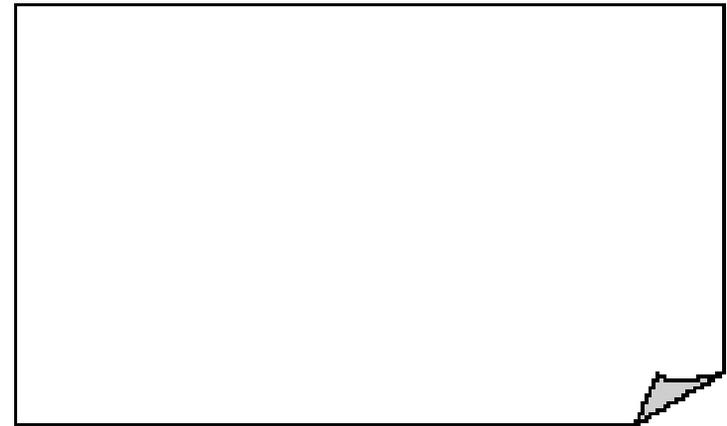
VOCABULARY WORD MAP

DEFINITION or SYNONYM

ANTONYM

VOCABULARY WORD

USE IT IN A SENTENCE



DRAW A PICTURE or RELATE IT TO YOURSELF

VOCABULARY WORD MAP

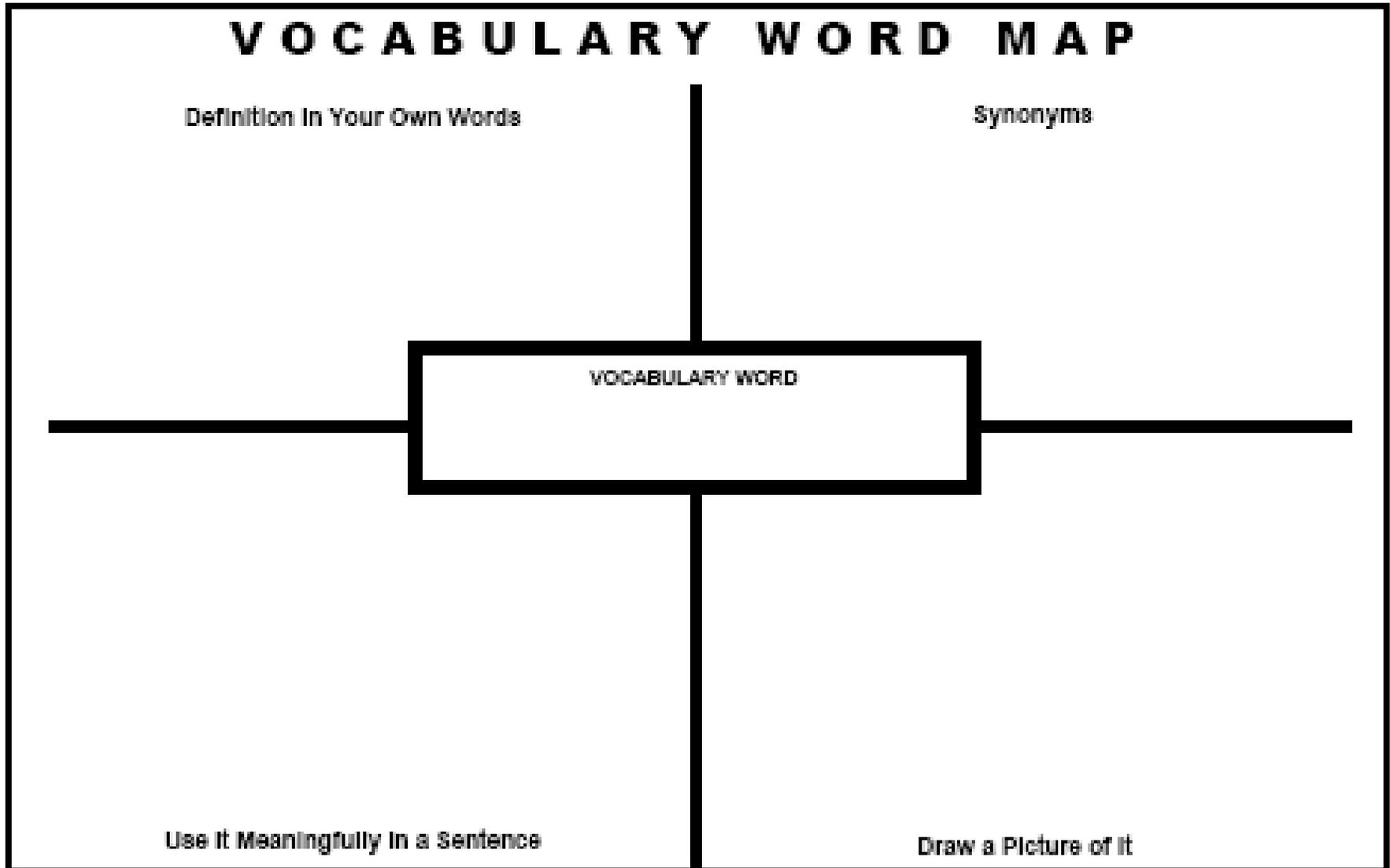
Definition In Your Own Words

Synonyms

VOCABULARY WORD

Use it Meaningfully In a Sentence

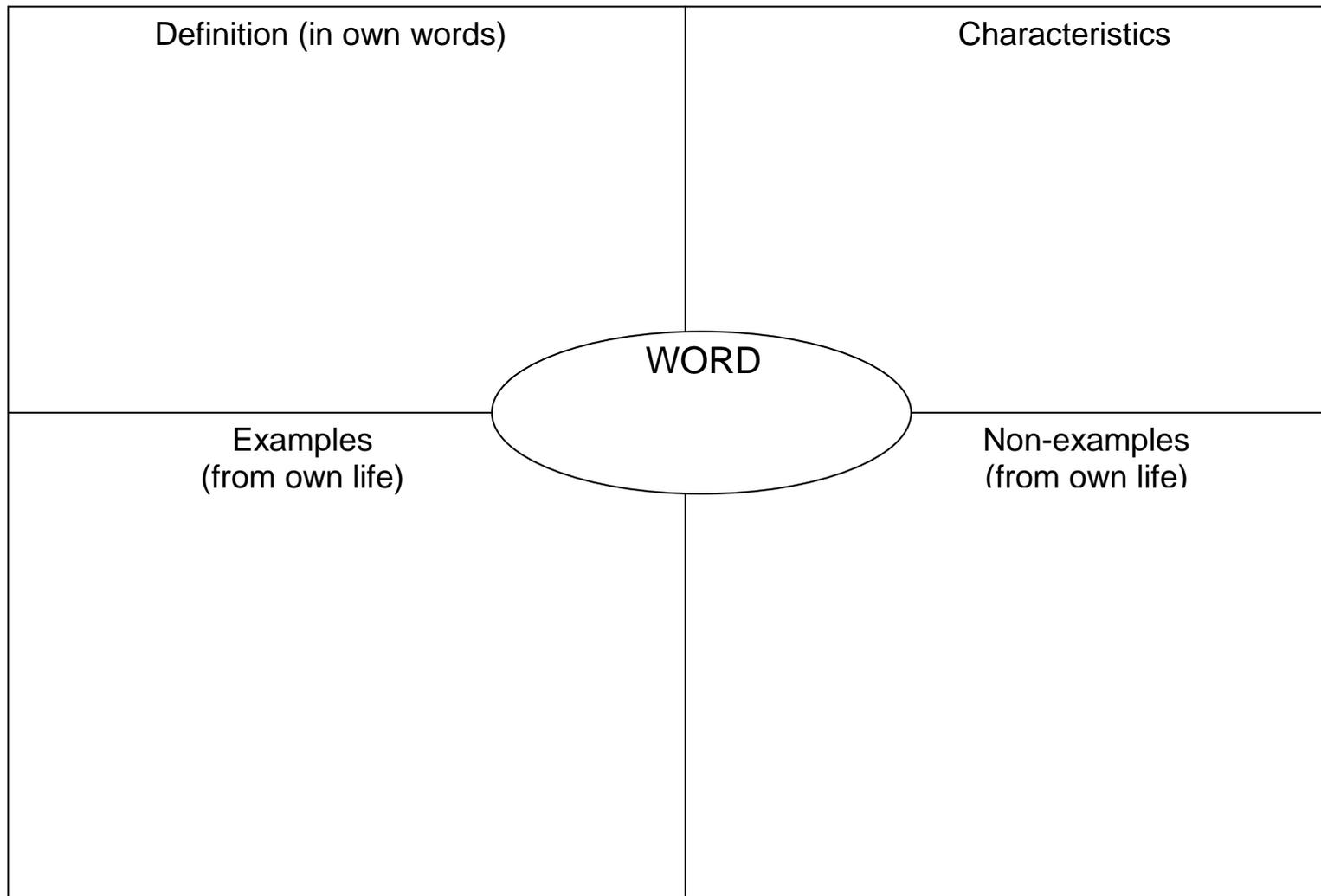
Draw a Picture of it



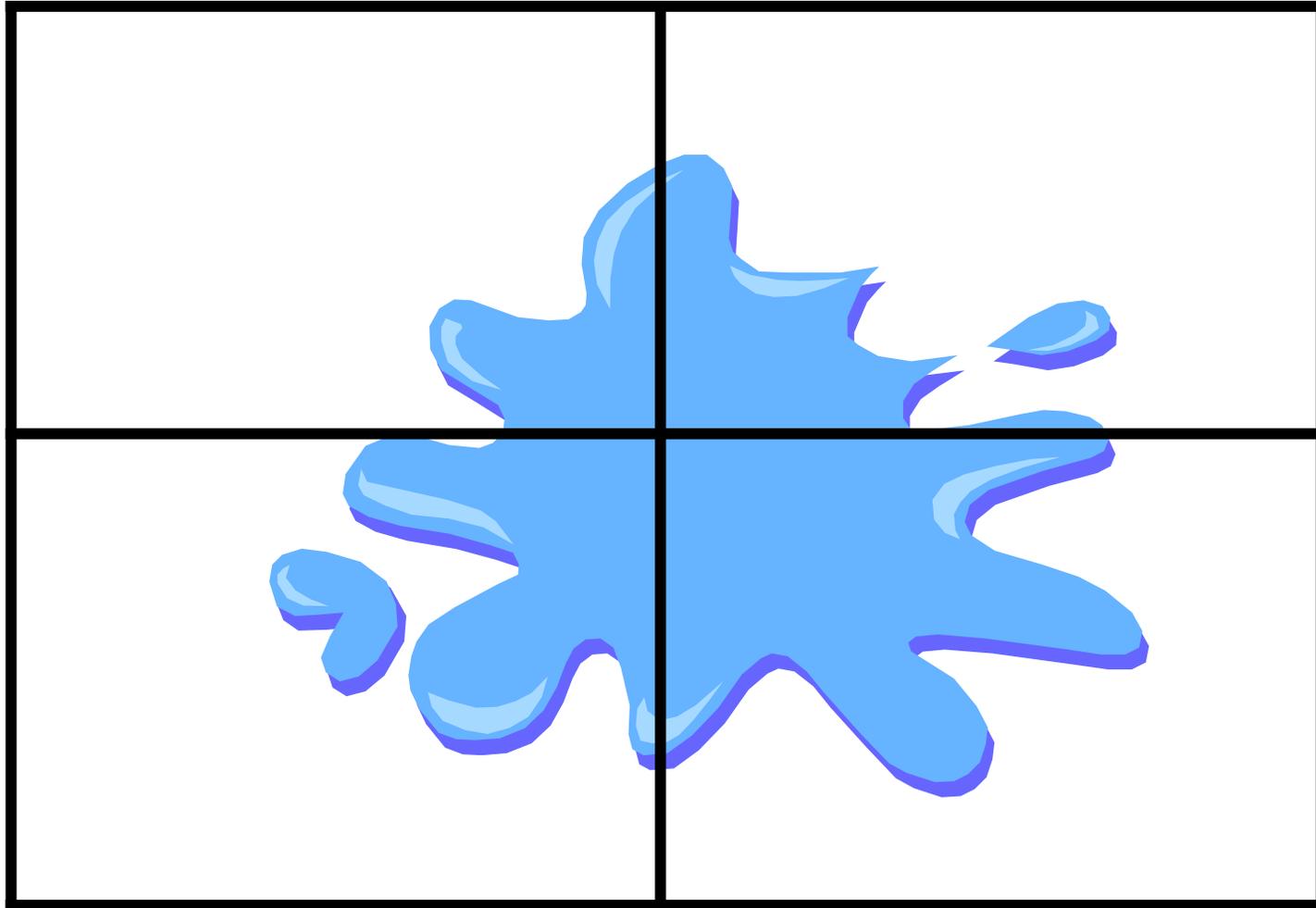
Verbal and Visual Word Association

Vocabulary Term	Visual Representation
Definition	Personal Association or Characteristic

The Frayer Model



Word Splash



Similarities & Differences

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

Visual Boxing Example

Word	Personal Association
Definition	Something <u>Not</u> the Word

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.
-

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 had presented this lesson in a dull manner, failing to challenge or stimulate the students. The teacher knew he had made an **insipid** presentation.

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.
-

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

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					

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

Analogies

Analogies require students to draw inferences and identify the more subtle aspects of a word's meaning. They 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.](#)

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.

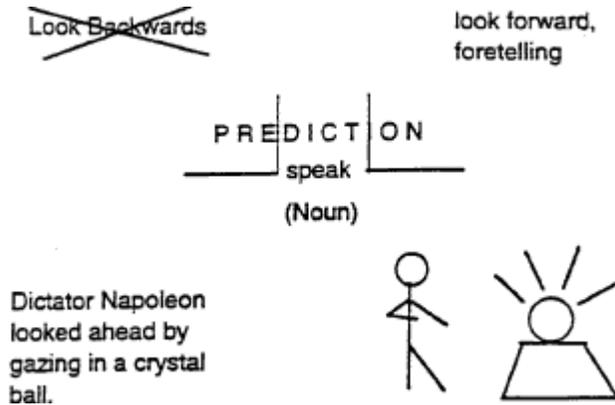
The key idea may be a new vocabulary word, or a new concept. The information may be a definition or it may be a more technical explanation of the concept. The memory clue is a way for students to fully integrate the meaning of the key idea into their memories. By making a simple sketch that explains 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 Key idea	I Information	M 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>

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>