

Super SHARING STRATEGIES



CRISS® Strategic Learning Plan

Content area: Language Arts—vocabulary
Grade level: 3-12

Enduring Understandings:

Process: Introduce the Vocabulary Map “plus” strategy (pages 204-209 in the CRISS Manual).

Content: Students will learn selected vocabulary words, as well as teach their peers the word.

Assessment: Completion of a Vocabulary Map for the word, dress up to represent word, and teach the word to at least 5 peers outside of class.

Content (written text, video, lecture, visuals, etc.): The Basic/Not Boring Middle Grades Language Arts Book by Imogene Forte and Marjorie Frank

Preparing for Understanding (*bringing out and building background knowledge, setting purposes for learning*):

Introduce vocabulary words using an activity* found in “The Basic/Not Boring Middle Grades Language Arts Book”. (The activity can easily be modified for any content area or any group of specific words you may want to cover. You can make up your own activity sheet or, as the students become more familiar with this, they can.)

***Activity example:** Students use their dictionary to find the meaning of each word in bold type (below) so they can answer the questions. Then, on the back of the paper, they explain their reasoning for answering the questions as they did.

1. Could you barbecue a **query**? _____
2. Could you take **fauna** along on a raft trip down a river? _____

Engaging Students with Content and Transforming Information:

1. Assign the Vocabulary Map “plus” and a due date of at least one week. The categories can vary depending on your content. I usually use Definition, Synonym, Antonym, and Part of Speech. The “plus” is a picture of the word with a sentence. Students are to do a Vocabulary Map for every word.
2. Assign each student a word to research. They need to determine:
 - * Correct pronunciation.
 - * Clear and complete definition.
 - * Synonyms and Antonyms.
 - * Examples in which the word would and would not be used (tied to a part of speech).
 - * Etymology of the word (word’s history).
 - * Other interesting facts.



3. In addition, students will need to wear clothes that illustrate the meaning of their word and attach a large card with their word written on it. They must also carry a piece of paper (or tape one to their backs) on which to collect signatures. They must wear their word at least $\frac{1}{2}$ the day and teach it to at least 5 people (who are **not** in the language arts class), and get their signatures. Students should be choosy, since the teacher has the right to "quiz" anyone on a student's signed sheet. If a person whose signature is on the sheet does not know the definition of the word, the student will lose points.

4. Assign a **Word Dress Up Day** during which the students dress up as their word and present the information to the class. I limit their presentations to two minutes. For students who do not take up the whole two minutes, I allow questions to be asked, or I ask them questions. Also, to make sure all the words are adequately covered (some students don't do their work), I offer bonus points for anyone who does a write up and picture of words not assigned to them. I pass out these new write-ups to all students, so no one suffers because of the few who didn't complete the assignment.

5. The Vocabulary Map "plus" for all the words should be homework and due a few days after the presentations.

6. While there are many different options for assessment, one I especially like is an activity where the students work in groups to create a short story about an assigned scenario. They have to include the vocabulary words. Then the students return to their individual seats and one representative from each group reads their story. While reading, the teacher prompts the student to pause at each vocabulary word and asks the rest of the class to spell the word, note if it is pronounced and used correctly, identify the part of speech, etc.



Some sites and descriptions of vocabulary resources:

<http://dictionary.reference.com/>

-Dictionary site with three different sources.

<http://www.word-detective.com/backidx.html>

-This is an excellent and very cool site; however not all of the words are on here.

<http://www.etymonline.com/>

-Another helpful site, just type in your word.

<http://www.m-w.com/dictionary>

-A general dictionary site.

<http://www.vocabulary.com/>

-A general vocabulary site.

<http://www.answers.com>

-A general site where you can find everything from etymologies to you name it!

Note: If none of the above sites help, or you simply want more information, do a Google search using the search phrase etymology of _____ (insert the word).



About the Author: Gizelle Wells teaches 8th grade reading and language arts and 7th grade language arts at Stanton School in Fox Lake, Illinois. She is in her eighth year teaching at Stanton. Gizelle's undergraduate degree is in English from Barat College in Lake Forest, Illinois, where she later returned to obtain her teaching certification. Gizelle has a Master's degree in Special Education from Northeastern Illinois University. When not teaching, she loves spending time with her husband Kurt and dog Snowy.

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