Words, Words, Words

Words for Everyone Across Grades and Domains
Alaska Webinar #3

Musings on Words

sagacious – having or showing keen mental discernments and good judgment
Latin *sagac* = *wise*

maven – expert (Yiddish)

Topics

• **Review**
  – Explicit Vocabulary Instruction Routine
  – Extensions

• **Vocabulary Program Components**

• **Word Learning Strategies**
  – Context Clues
  – Word Parts
  – Reference Materials

• **Practice Activities**

The content of this presentation is expanded in Chapter 3 of the following book:

Videos that support this training can be found on: [www.explicitinstruction.org](http://www.explicitinstruction.org)

Elementary Vocabulary Professional Development Videos can be found on the Pacific Northwest Publishing website.
Review

What are the four steps in the Explicit Instruction Vocabulary Routine?

Vocabulary Instructional Routine

Step 1: Introduce the word’s pronunciation.

Step 2: Introduce the word’s meaning.

Step 3: Illustrate the word with examples. (and non-examples when helpful)

Step 4: Check students’ understanding.

Inquiries

When should the instructional routine include examples and non-examples?

Can you model a secondary math lesson?
**polynomial expressions** (noun)

Introduce the word’s pronunciation.

Polynomial expression

\[ 4xy^2 + 3x - 5 \]

terms

poly = many  
nonial = terms

**polynomial expressions** (noun)

Introduce the word’s meaning.

Polynomial expression \[ 4xy^2 + 3x - 5 \]

Polynomial Expressions can have:

- **Constants** - Numbers (e.g., -5, 20, \( \frac{3}{4} \))
- **Variables** (e.g., \( x, y \))
- **Exponents** (whole number exponents, only 0, 1, 2, 3, ... etc.)
  - These can be combined using +, -, ×, ÷

- **Polynomial Expressions can NOT have:**
  - Negative exponents
  - A variable as a denominator

**polynomial expressions** (noun)

Illustrate with examples and non-examples

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 ( xy^2 ) - 3x + 5( y^3 ) - 3</td>
<td>3( xy^2 )</td>
</tr>
<tr>
<td>21</td>
<td>( 2/x + 2 )</td>
</tr>
<tr>
<td>3( xyz ) + 3( xy^2 ) - 0.1( xz )</td>
<td>5 + 1/( z )</td>
</tr>
</tbody>
</table>

Polynomial Expressions can have:

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- ✓ **Variables** (e.g., \( x, y \))
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- ✓ **Polynomial Expressions can NOT have:**
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**polynomial expressions** (noun)

Check understanding using examples and non-examples

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>8( xy^2 ) - 5( x^3 )</td>
<td>( 8xy^2 )</td>
</tr>
</tbody>
</table>

8\( xy^2 \) - 5\( x^3 \)
### Polynomial Expressions

**Examples**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>$8xy^2 - 5x^3$</td>
<td></td>
</tr>
<tr>
<td>$2^2$</td>
<td></td>
</tr>
<tr>
<td>$0.3x^2$</td>
<td></td>
</tr>
</tbody>
</table>

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<td></td>
</tr>
<tr>
<td>$5/k z + x$</td>
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</tr>
</tbody>
</table>

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**Examples**

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<tr>
<td>$8xy^2 - 5x^3$</td>
<td>$5/k z + x$</td>
</tr>
<tr>
<td>$2^2$</td>
<td>$0.3x^2$</td>
</tr>
<tr>
<td>$7x^2 - 5x^3 + 5$</td>
<td></td>
</tr>
</tbody>
</table>
polynomial expressions (noun)
Check understanding using examples and non-examples

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>$8xy^2 - 5x^3$</td>
<td>$5/yz + x$</td>
</tr>
<tr>
<td>$2^2$</td>
<td>$0.3x^2$</td>
</tr>
<tr>
<td>$7x^2 - 5x^3 + 5$</td>
<td></td>
</tr>
</tbody>
</table>

Polynomial Expressions
Classification by term

<table>
<thead>
<tr>
<th>mono = 1</th>
<th>bi = 2</th>
<th>tri = 3</th>
<th>poly = many</th>
</tr>
</thead>
<tbody>
<tr>
<td>monomial = 1 term</td>
<td>binomial = 2 terms</td>
<td>trinomial = 3 terms</td>
<td>polynomial = more than 3 terms</td>
</tr>
<tr>
<td>$3xy^3$</td>
<td>$5x - 1$</td>
<td>$3x + 5y^2 - 9$</td>
<td>$2x + 3y + y^2 - 7$</td>
</tr>
</tbody>
</table>

Inquiry
I have a range of students in my second grade. When I am teaching vocabulary, I want to involve my students so I start by asking them if they know the meaning of the new word. In this way, I honor their prior knowledge.

Is this good practice?

Inquiry
The challenge... their answers may be inaccurate or unclear. Consider these:
Do you know the meaning of anticipate?
“You know... like you like it a lot.” (Possible confusion with appreciate.)
“You are against something.” (Perhaps noticed anti within the word.)
“Something you eat?” (?)
anticipate verb

When you **anticipate** something, you expect that something will happen or you look forward to something happening.

Synonyms: expect, predict

anticipate examples

In December, students **anticipate** the winter holiday. They look forward to the holiday.

In June, students **anticipate** the end of school year. They are thinking about summer activities.

anticipate examples

If you were going to the zoo, you might **anticipate** seeing animals such as elephants and zebras.

If you were going to McDonalds, you might **anticipate** having a burger and a milkshake.

anticipate check for understanding

When you get in line for lunch, what do you **anticipate**?

Begin by saying:
When I get in line for lunch, I **anticipate** ...
**anticipate** check for understanding

When Spring arrives in your community, what do you anticipate?

Begin by saying:
When Spring arrives in my community, I anticipate ...

**Word Relative**

anticipate verb  
anticipation noun

When we go to Dairy Queen, I anticipate that we will have ice cream sundaes. In each hour before we leave for Dairy Queen, my anticipation grows.

**Review**

What are some ways that you can extend instruction on a word to promote generalization to other words?

**Review - feedback**

What are some ways that you can extend instruction on a word to promote generalization to other words?

- parts of speech
- parts of words (prefixes, suffixes, roots)
- synonyms and antonyms
- semantic ordering of related words
- word families
Review: Extensions

1. Introduce the part of speech.
2. Introduce synonyms (same) and/or antonyms (opposite).
3. Tell students when and where the word is often used.
4. Extend information about the vocabulary term.
5. When appropriate, introduce the history or origin of the word.
6. Introduce other words with the same meaningful parts.
7. Introduce other words in the same word family.
8. Introduce other meanings of the vocabulary term.

Vocabulary Instruction - Extensions

8. Introduce other meanings of the vocabulary term.

Words with Multiple Meanings
- bark (dog) bark (tree)
- check (√) check (monetary)
- star star
- current current
- draft draft
- buckle buckle
- company company

Select one pair of words and write a sentence that contains both work meanings.

instrumental adjective

**Instrumental** means very important.

Synonyms: important, influential, significant, crucial, essential, helpful, useful

Antonyms: unhelpful, insignificant, irrelevant, useless, unimportant

Ricardo was **instrumental** in his team’s win because he scored the winning goal.
Ms. Thomas wrote a college recommendation for Margaret. The recommendation was instrumental in her acceptance at an excellent university.

Think of someone that was instrumental in your life.

Start by saying:
_______________ was instrumental in my life because___________________.

**Multiple Meaning**

Musical Instruments

Instrumental music

**Vocabulary Logs or Flash Cards**

- What can be recorded on a vocabulary log or on flash cards?
  - Word
  - Meaning in their own words OR Critical attributes
  - Any of these options
  - A sentence to illustrate the word’s meaning
  - Examples and non-examples
  - An illustration (quick draw)
**Word Walls**

- Create a word wall in your classroom
  - Post a reminder of the context.
    - The name of the passage
    - The topic in science or social studies
  - Post the vocabulary words. Number the words (1 – 10)
  - Incorporate the words into your classroom language.
  - Encourage students to use the words when speaking and writing.

**Check for Understanding**

1. frigid
2. treacherous
3. triumph
4. uninhabited
5. expedition
6. labor
7. dismantled

**Vocabulary Program Components**

- Research-based components for effective vocabulary instruction:
  1. Explicitly teach word meanings
  2. Encourage wide reading
  3. Expose students to high-quality oral language
  4. Promote word consciousness
  5. Teach independent word-learning strategies, including the use of context clues, the use of word parts, and the efficient use of the dictionary

(Graves, 2000; Teacher Reading Academy, 2002)
Word-learning Strategies

Word-learning strategies include:
- Contextual Analysis
- Morphemic Analysis
- Use of dictionary and other reference materials

Context Clues

- Context clues are the words, phrases, and sentences surrounding an unfamiliar word that can give hints or clues to its meaning.

Context Clue Steps

For Students

1. Identify the unknown word.
2. Look for the words that give hints about its meaning in the sentence.
3. If you need more cues, read the sentences before and after the one with the word in it.
4. Infer the word’s meaning based on what you found.

Then model it...
“As Tom stepped out of the tent, the moist grass soaked his shoes and he wondered if it had rained.”

Say aloud...
“The grass is moist. It soaks Tom’s shoes. Tom thinks it rained. Rain makes things wet. Moist must mean wet.” “Now try ‘wet’ in place of moist to see if it makes sense.”

For Teachers

✓ Say the word.
✓ Look for clues.
✓ Ask yourself what the word might mean; think of a word that expresses that meaning.
✓ Put the word in the passage in place of the unfamiliar word. Does it make sense?

The SLAP Strategy

Louisiana Reading Association
Context Clues

1. Find **parts of the word** that give you **hints** about the meaning of the word.
2. Find **words** that give you **hints** about the meaning of the word.
3. Ask yourself **what the word means**.
4. Ask yourself if the possible meaning **makes sense** in the sentence.

Use of Context Clues

- **Synonyms in the sentence:** At first I felt **trepidation** when I saw the large snake, but when the handler told me it was harmless, I was less afraid.

- **Antonyms in the sentence:** I attempted to **avert** a collision with the mattress in the road, but my right tire hit it with full force.

- **Definitions/descriptions:** Magpies, **black and white crow-like birds**, are protected in parts of the United States.

Use of Context Clues

- **Explanations:** Although some men are **loquacious**, others hardly talk at all.

- **Comparisons or contrasts:** While they are twins, Kara has dark hair and brown eyes, but Melissa is **Nordic** in coloring.

- **Clues from words in a series:** Spring brings sparrows, **finches**, robins, and magpies to our yard.

- **Cause and effect:** When too many students **loitered** in the cafeteria, lunch periods were shortened to twenty minutes in order to make room for the next lunch period.

Provide Systematic Strategy Instruction

Explicit Instruction of Skills/Strategies

Demonstration **I do it.** **My turn.**

Guided Practice **We do it.** **Let’s do this together.**

Check Understanding **You do it.** **Your turn.**
Context Clues

1. Find parts of the word that give you hints about the meaning of the word.
2. Find words that give you hints about the meaning of the word.
3. Ask yourself what the word means.
4. Ask yourself if the possible meaning makes sense in the sentence.

Demonstration - I do it.

Hippo
A hippo can submerge in the water to stay cool under the hot African sunshine. Sometimes you can’t even see the hippo in the watering hole.

Guided Practice – We do it.

Hippo
During the day, hippos remain cool by staying in the water or mud. At dusk, they emerge out of the water to graze on grasses. While hippos rest near each other in the water, grazing is a solitary activity.
Guided Practice – We do it.

**Toucan**

The Toucan’s beak is quite **substantial** in size. After all, it is almost as long as he is tall.

1. Find **parts of the word** that give you **hints** about the meaning of the word.
2. Find **words** that give you **hints** about the meaning of the word.
3. Ask yourself **what the word means**.
4. Ask yourself if the possible meaning **makes sense** in the sentence.

Guided Practice – We do it.

**Toucan**

Recent research has concluded that toucans **regulate** body temperature by changing the flow of blood to their beak. More blood flow means more heat is released.

Check for Understanding

**You do it.**

- Toucans nest in open hollows of trees. They often move into **cavities** created and abandoned by woodpeckers.
Learning Intention:
Students can determine the meaning of an unknown word using the meaningful parts of the word and the context clues.

Success Criteria:
• Students will be able to locate evidence in the paragraph that helps determine the meaning of the unknown word.
• Students can state the possible meaning of an unknown word.

Context Clues
1. Find parts of the word that give you hints about the meaning of the word.
2. Find words that give you hints about the meaning of the word.
3. Ask yourself what the word means.
4. Ask yourself if the possible meaning makes sense in the sentence.
Charles Darwin

*Fateful Voyage*

I could not employ my life better than in adding a little to Natural Science. — *Charles Darwin, Autobiography*

Charles Darwin became perhaps the world’s most famous naturalist, but he didn’t start out with this ambition at all. In December 1831, shortly after studying medicine and graduating with a degree in theology, Charles Darwin was invited to sail aboard the ship, *The Beagle*. The British Navy was funding a series of voyages to chart the coast of South America, and a naturalist was needed to collect specimens (samples) of plants, animals, and fossils and also to chart the landforms of the places the ship visited. The captain of *The Beagle*, Captain Robert Fitzroy, invited Darwin to take on that role when the original naturalist did not go. This began Darwin’s five-year journey.

The Beagle
The Galapagos Islands

The Beagle stopped in 1835 in the Galapagos (guh-LAH-puh-guhs) Islands to collect some of the islands’ giant tortoises for food. For five weeks they explored this volcanic archipelago, a group of islands approximately 1,000 kilometers off the west coast of Ecuador in South America. Darwin was astonished at the diversity of animals here. Some were unlike any species he had ever seen, and many turned out to be new to science at the time. He spent much of his time on land, collecting and recording information into notebooks that would engross him for the remainder of his life.

Darwin also gathered over a dozen types of finches. He noticed that the beaks of these small birds were different, but seemed perfectly matched to their feeding habits. Because the finches were so similar in other ways, Darwin believed that they must have adapted from a single species that had perhaps been blown over from the mainland years and years earlier.
Adaptation of Species
Darwin noticed that the shape of the shells of Galapagos tortoises varied depending upon the environment of the island they inhabited. Tortoises with high, dome-shaped shells lived in higher altitudes, where there was rich vegetation. Here they grazed on low-growing plants. In the lower, desert-like areas, the tortoises had saddle-shaped shells. This type of shell allowed them to use their long necks to reach food growing high on shrubs. The shell of each appeared perfectly suited or “adapted” for the environment in which each tortoise lived. Darwin deduced that the habitat, not the weather, caused differences in the evolution of the species on these islands.

Natural Selection
The Beagle returned to England the next year. Charles Darwin took his notebooks of observations and spent the next thirty years studying and researching. He later developed and published his theory in The Origin of the Species in 1859. Darwin hypothesized that each generation of a species changes slightly from the previous one. This change may make it less fit for survival or improve the species chances of survival in an environment. He believed that more species have a better chance for survival and reproduce in greater numbers. Generations later, the offspring could become a different species.

Forest falcons may be an example of an adapted species. These falcons look more like a hawk with their short wings, long tail, and very acute or sharp hearing. These “adaptations” make them more agile so that they can easily maneuver in forests rather than fly fast in open space as other falcons do. During his lifetime many people did not accept his theories. Many spoke out against him, but this did not stop him from studying and writing many, many books. When he died in 1882, he was honored with a state burial at Westminster Abbey in England. Darwin’s chance voyage and the theories that followed have influenced the way we think about the diversity of life on our planet.
Context Clues

• Teach students to use context clues to determine the meaning of unknown vocabulary.

• However, if a student reads 100 unfamiliar words in print, he/she will only learn between 5 to 15 words. (Nagy, Hermann, & Anderson, 1985; Swanborn & de Glopper, 1999)

• For students to add an unknown vocabulary term to their personal lexicon, multiple exposures are needed.

Morphemic Analysis

Morphemic analysis is a strategy used to determine or infer the meanings of words by examining their meaningful parts (inflectional endings, prefixes, suffixes, roots).

Word Learning Strategies - Prefixes

• Elements attached to beginning of English words that alter meaning.

• Prefixes are useful because they are:
  – used in many words,
  – consistently spelled,
  – easy to identify,
  – clear in meaning. (Graves, 2004)

• Teach very common prefixes. Un, re, in, and dis found in 58% of prefixed words.

Prefixes
  - un (not)
  - pre (before)

Roots
  - graph (to write)
  - therm (heat)
  - port (to carry)

Suffixes
  - ful (full)
  - tion (a noun)
The Most Common Prefixes in English

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>% of prefixed words</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>un</td>
<td>not; opposite</td>
<td>26%</td>
<td>uncover, unlock, unsafe</td>
</tr>
<tr>
<td>re</td>
<td>again; back</td>
<td>14%</td>
<td>rewrite, reread, return</td>
</tr>
<tr>
<td>in/im/il</td>
<td>not; into</td>
<td>11%</td>
<td>incorrect, insert, inexpensive, illegal, irregular, inability</td>
</tr>
<tr>
<td>dis</td>
<td>away, apart, negative</td>
<td>7%</td>
<td>discover, discontent, distrust</td>
</tr>
<tr>
<td>envi</td>
<td>cause to</td>
<td>4%</td>
<td>enjoy, endure, enlighten, entail</td>
</tr>
<tr>
<td>mis</td>
<td>wrong; bad</td>
<td>3%</td>
<td>mistake, misread, misspell, misbehave</td>
</tr>
<tr>
<td>pre</td>
<td>before</td>
<td>3%</td>
<td>prevent, pretest, preplan</td>
</tr>
<tr>
<td>pro</td>
<td>in favor of</td>
<td>1%</td>
<td>protect, profess, provide, process</td>
</tr>
<tr>
<td>a</td>
<td>not; in, on, without</td>
<td>1%</td>
<td>atypical, anemia, anonymous, apolitical, apathy</td>
</tr>
</tbody>
</table>

Example Prefix Lesson

On screen.

**un**
un means **not** or opposite

1. unbreakable
2. untruthful
3. unconcerned

Guide student in determining the words meaning.

What is the first word? **unbreakable**

What is the prefix? **un**

What is the meaning of **un**? **not** or opposite

Oses, tell your partner the meaning of unbreakable. not breakable; the opposite of breakable.

Listen to my sentences using unbreakable. The metal box is unbreakable. It can not be broken. Think of a sentence using unbreakable. (Pause) Two then ones, share your sentence with your partner. (Answers will vary.)

Repeat these steps with untruthful and unconcerned.

Example Prefix Lesson

On screen.

**untidy**
unorganized

Example Prefix Lesson

On screen.

1. **unkind**
2. **unlucky**
3. **unhelpful**
4. **unaffordable**

Check students’ ability to determine a word’s meaning.

Directions: Using your knowledge of the prefix un, determine the meaning of the word and write a sentence using the word.

Example

unkind – not kind or the opposite of kind

At recess, the school bully tripped his classmate. The bully was unkind.
Word Learning Strategies - Suffixes

- Elements attached to ending of English words
- Can change the part of the speech or the meaning.
- Suffixes often have abstract and difficult to explain meanings. For example, -tion indicates “the state of being” as in completion, the state of being complete.
- Focus on common derivational suffixes. able, ful, less, ness, or
- Introduce and use the suffix to determine the meaning of a number of words (ful -helpful, truthful, mouthful, joyful).
- But not always! grateful

Roots

- 60% words in English stem from Greek and Latin roots
- 90% science and technology words (Moats, 2000)
- Introduce roots in tandem with instruction on passage word instruction.

Most Common Suffixes in English

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>% of prefixed words</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>s, es plural</td>
<td>more than one</td>
<td>31%</td>
<td>movies, wishes, hats, amendments</td>
</tr>
<tr>
<td>ed</td>
<td>past tense</td>
<td>20%</td>
<td>walked, jumped, helped</td>
</tr>
<tr>
<td>ing</td>
<td>present tense</td>
<td>14%</td>
<td>walking, jumping, helping</td>
</tr>
<tr>
<td>ly</td>
<td>adverb</td>
<td>7%</td>
<td>quickly, fearfully, easily, happily, majestically, nonchalantly</td>
</tr>
<tr>
<td>er, or</td>
<td>noun</td>
<td>4%</td>
<td>teacher, tailor, conductor, boxer, baker, survivor, orator</td>
</tr>
<tr>
<td>ion, tion, sion</td>
<td>noun</td>
<td>4%</td>
<td>action, erosion, vision, invitation, conclusion, condemnation</td>
</tr>
<tr>
<td>able, ible</td>
<td>adjective</td>
<td>2%</td>
<td>comfortable, likable, enjoyable, solvable, sensible, incredible</td>
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<tr>
<td>al, ial</td>
<td>adjective</td>
<td>1%</td>
<td>fatal, cordial, structural, territorial, categorical</td>
</tr>
</tbody>
</table>

Word Learning Strategies Roots (Greek and Latin Roots)

When teaching a word with a Greek or Latin root, use it as an opportunity to introduce the meaning of the root. Introduce the root within the target word and then expand to other words.

Example: hydroelectricity

“This word is hydroelectricity.”

“The first part of the word is hydro. Hydro is a root that means water. So in this chapter the word hydroelectricity refers to electricity produced by the movement of water.”

“Let’s look at some other words that include hydro.”

dehydration hydraulic
hydroplane hydroelectric
hydrophone hydrophobia
### Common Latin and Greek Roots

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>aqua</strong></td>
<td>water</td>
<td>Greek, water-related roots</td>
</tr>
<tr>
<td><strong>aud</strong></td>
<td>hearing</td>
<td>Latin, audio-related roots</td>
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<td>self</td>
<td>Greek, self-related roots</td>
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<td><strong>dic, dict</strong></td>
<td>speak, tell</td>
<td>Latin, dictionary-related roots</td>
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<td><strong>dorm</strong></td>
<td>sleep</td>
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<td><strong>geo</strong></td>
<td>earth</td>
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<td><strong>graph</strong></td>
<td>to write, to draw</td>
<td>Greek, graph-related roots</td>
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<td><strong>hydro</strong></td>
<td>water</td>
<td>Greek, water-related roots</td>
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<tr>
<td><strong>ject</strong></td>
<td>throw</td>
<td>Latin, ject-related roots</td>
</tr>
<tr>
<td><strong>logos, logy</strong></td>
<td>study</td>
<td>Greek, logy-related roots</td>
</tr>
<tr>
<td><strong>luna</strong></td>
<td>moon</td>
<td>Latin, lunar-related roots</td>
</tr>
<tr>
<td><strong>meter</strong></td>
<td>measure</td>
<td>Greek, metrology-related roots</td>
</tr>
<tr>
<td><strong>min</strong></td>
<td>small, little</td>
<td>Latin, minim-related roots</td>
</tr>
<tr>
<td><strong>mit, mis</strong></td>
<td>send</td>
<td>Latin, mit-related roots</td>
</tr>
<tr>
<td><strong>path</strong></td>
<td>feeling, suffering</td>
<td>Greek, path-related roots</td>
</tr>
<tr>
<td><strong>ped</strong></td>
<td>foot</td>
<td>Latin, ped related roots</td>
</tr>
<tr>
<td><strong>philia</strong></td>
<td>love, friendship</td>
<td>Greek, philia-related roots</td>
</tr>
</tbody>
</table>

**Use of Reference Materials**

- Dictionary, glossary, thesaurus
Multiple Meaning Words

satellite noun
1. A spacecraft that is sent into orbit around the earth, the moon, or another heavenly body.
2. A moon or other heavenly body that travels in an orbit around a larger heavenly body.
See moon.
sat-ell-ite (sat-uh-lite)

Read each sentence. Determine the meaning of the focus word as it appears in the sentence.

A. Rachel will edit her first draft before turning her essay in.
B. In the draft, football players attempted to gain a position on a professional football team.
C. A cold draft streamed through the open window.
D. Many young men entered the army during the draft.

Multiple Meaning Words

As Chad drove down the street, rap streamed from his car.

rap
1. verb To hit something with a quick, sharp blow: Bettina rapped on the window. noun rap
2. noun A type of popular music in which the words are spoken rhythmically to a musical background. noun rapper verb rap
3. verb (slang) To talk: The boys rapped for hours.

Rap sounds like wrap. verb rapping, rapped

draft
/draft/ Brit /ˈdraft/ noun plural drafts

Learner's definition of DRAFT
1 [count]: a version of something (such as a document) that you make before you make the final version
- The published poem differs quite a bit from earlier drafts.
- I just completed a rough draft [=a first version that needs a lot of editing and rewriting] of my speech.
- The final draft [=the final version] is due tomorrow.
2 [count] US draft or British draught: cool air moving in a closed space (such as a room)
- You may want to seal the windows with plastic to stop drafts.
### Multiple Meaning Words

**3** [count] US

- **a** : a system in which young people are required to join the armed forces of a country for a period of service — usually singular
  - There is debate about whether the country needs a draft.
  - Congress reinstated the draft.
- often used before another noun
  - He burned his draft card.
  - He's a draft dodger. [=a person who illegally avoids joining the armed forces]

- **b** : a system by which professional sports teams choose players from college or high school teams — usually singular
  - He was chosen in the first round of the draft.
- often used before another noun
  - draft day
  - He was a first-round draft pick.

### Practice Activities

1. Answer questions
2. Categorize or sort words
3. Practice involving writing
4. Games

### Vocabulary Review

**Answer Questions**

1. suffrage
2. majority
3. tariff
4. nullify
5. secede
6. bureaucracy

- when states left the United States
- more than 1/2 of the votes for a law
- extra tax paid on a import or export
- a government agency where non-elected people carry out government business
- to cancel an agreement
- right to vote
Example Practice Activity - Yes/No/Why  
Ask questions

1. Do **territories** that are **possessions** have **autonomy**?

2. Can **incidents** cause **compassion**?

3. Do people always comply with their **obligations**?

(Beck, Perfetti, & McKeown, 1982; Curtis & Longo, 1997) Items taken from REWARDS PLUS, Sopris West.

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Practice – Comparisons  
Answer Questions

**The Family Under the Bridge** (Chapter 1)

1. cowered
2. fragile
3. gratitude
4. loitering
5. roguish

• Why is reading a book in the library not considered **loitering** while standing in front of a mini market is considered **loitering**?

• Why might we have **gratitude** for a kind classmate and not for a **roguish** classmate?

---

Example Practice Activity - 
Completion Activity  
Ask Questions

1. **confine**: to hold or keep in; to limit; imprison
   Things that can be confined are ____________________________

2. **persistent**: refusing to give up; determined
   I was very persistent when ________________.

3. **dispersal**: send off in different directions
   At school, dispersal might involve__________.

4. **globalization**: condition when something spreads across the world
   Today, globalization involves the dispersal of__________.

(Curtis & Longo, 1997)

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Example Practice Activity – 
Listing Activity  
Ask Questions

Make a list of words that relate to the vocabulary term **agriculture**.

You will have one minute to write as many words as possible.

Count the number of words.
**TOTAL____________**

(Agriculture)
Example Practice Activity – Listing Activity

Make a list of words that relate to the vocabulary term *agriculture*.

You will have one minute to write as many words as possible.

Count the number of words. TOTAL____________

Example List

| Agriculture | crops | com | soy | broccoli | grass | food | onions | carrots | beans | animals | cattle | chickens | sheep | horses | farm | farmer | barn | pasture | irrigation |
|-------------|-------|-----|-----|---------|-------|------|--------|---------|-------|---------|--------|----------|-------|--------|------|--------|------|---------|

Example Practice Activity – Multiple Choice Activity

Which of these is the BEST definition for *precipitation*.

1. **Precipitation** refers to water on the earth as a result of rain, sleet, snow, or hail.
2. **Precipitation** refers to all of the water on earth including water in oceans, rivers, and streams.
3. **Precipitation** refers to water molecules that fall from the sky as rain, sleet, snow, and hail.
4. **Precipitation** refers to rain, sleet, snow, and hail and all other forms of water found on the earth.

Example Practice Activity – Conversation

1. Provide each partnership with a list of vocabulary words.
2. Have the students engage in a conversation using the vocabulary words.
3. Have students check off the words as the words are used.

**Revolutionary War**

1. Colonies
2. Taxes
3. Grievances
4. Representation
5. Revolution
6. Independence
7. Democracy

Example Practice Activity - Odd Word Out

(Rasinski, Padak, Nelson, Nelson, 2007)

Word Sorting

Read the four words. With your partner determine which word doesn’t fit with the other words. Generate all possible ways to eliminate a word.

humiliate    emanipcate

abuse    cruelty
Example Practice Activity - Word Pairs  
(Stahl & Kapinus, 2001)  

Sort Words

<table>
<thead>
<tr>
<th>Word Pair</th>
<th>Same</th>
<th>Opposite</th>
<th>Go Together</th>
<th>No Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>nomad-wanderer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nomad-settler</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>desert-city</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example Practice Activity - Word Sorts  
(Gillett & Temple, 1983)

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senators</td>
</tr>
<tr>
<td>Justices</td>
</tr>
<tr>
<td>Vice president</td>
</tr>
<tr>
<td>President</td>
</tr>
<tr>
<td>Representatives</td>
</tr>
<tr>
<td>Cabinet</td>
</tr>
<tr>
<td>Departments</td>
</tr>
</tbody>
</table>

Example Practice Activity - Semantic Mapping  
(Heimlich & Pittelman)  

Word Sorting

Directions:
1. Have students brainstorm words that come to mind when given a **target word**.
2. Have students brainstorm possible categories for the words.
3. Have students arrange words in categories.
Example Practice Activity - “Meaningful Sentences”  
(adapted from Success for All)

- Students write a sentence answering three to four of these questions:  
  who, what, when, where, why, how
- **Not OK**
  It was meager.
- **OK**
  At the end of the month, our dinners were meager because we had little money.

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Example Practice Activity - Sentence Substitution  
Writing

1. The events are in **chronological order**.
2. The Titans caused a great **tumult in the skies**.

(Lively, August, Carlo, & Snow, 2003)

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**irrigation**

Write a sentence that includes the word **irrigation**.

Answer at least three of these questions in your sentence:  
**when, where, what, why, how**.

Sentence:
irrigation check for understanding

Write a sentence that includes the word **irrigation**. Answer at least three of these questions in your sentence: **when**, **where**, **what**, **why** **how**.

Example Sentence: *In July, farmers in Michigan begin irrigation because of the hot, dry days that could kill or damage crops.*

Example Practice Activity—Sentence Writing – Two Words

• **The Family Under the Bridge** (Chapter 1)
  1. cowered
  2. fragile
  3. gratitude
  4. loitering
  5. roguish

• Write a sentence that contains two of the words. You can change the form of the word. The sentence must make sense and demonstrate your understanding of the words.

  *Example*
  
  The children could not be caught **loitering** in the park so they **cowered** under the bridge.

agriculture and irrigation

Write a sentence that contains the words **agriculture** and **irrigation**.

Share your sentences with your partner.

Sentence:
Practice Activities - Games

Card games
- Students make decks of cards with vocabulary term and synonym or definition.
- Play using format of popular games.
  - Go Fish
  - Concentration
  - Old Maid

Other games can be used to review vocabulary
- Jeopardy
- Charades
- Pictionary

Heads Up

One player holds word above his/her head.

Other students give hints about the word.

Player guesses what the word is. When correct, another word is used. This continues until time is up.

Conclusion

“Words are all we have.”

Samuel Beckett