



Contents

Introduction 4

Enriching and Extending Functional Vocabulary

① Learning New Words 9
② Polysemantic Words 15
③ Enriching Vocabulary 21
④ Self-Selected Vocabulary 28
⑤ Vocabulary in Context 34
⑥ Academic Vocabulary 40
⑦ Incidental Word Learning 46
⑧ Reinforcing Content-Area Vocabulary 52
⑨ Collective Nouns 58

Examining Word Parts

⑩ Affixes 64
⑪ Latin Roots 70
⑫ Greek Roots 76

Exploring Words and Language Use

⑬ Etymology: Word History 82
⑭ Words Borrowed From Other Languages 88
⑮ Modern Words 94
⑯ Acronyms 100
⑰ Euphemisms 106

Children's Books and Professional Works Cited 112



Vocabulary in Context

Skill: Use words surrounding an unfamiliar word to determine its meaning

Overview

It's been reported that students learn about 2,000 to 3,000 new words per year. They learn many of these words from direct instruction, but many more from the variety of reading they do. Often, word meaning can be gleaned by focusing on surrounding words and sentences, or context. When using context clues, it's important to remember that the word's definition is limited to this one context; readers with strong vocabularies are able to substitute synonyms for unknown words and to extend the meaning of a known word to other contexts.

How to Teach

Select a few target words from an engaging text your students are reading, such as *Holes* by Louis Sachar (1998). You may decide that *perseverance*, a word used on page 8, would be an important Tier 2 word for students. Many characters in this book, as well as in other texts, show perseverance, often in the face of adversity.

Using an overhead transparency, copy the paragraph in which the target word appears. Read the paragraph aloud, pointing out the target word. Explain that sometimes authors provide clues to help readers figure out unfamiliar words. In the *perseverance* example, you might read the paragraph and note that the author uses the word when he mentions that Stanley's father would work on a job for years—sometimes going without sleep for days.

Discuss parts of speech and how knowing a word's part of speech can offer clues to its meaning. If, for example, we can determine from the sentence that the target word is a verb, we know that it's describing some type of action. If it's an adjective, it would describe a noun or pronoun. Sachar uses the word *perseverance* in the following sentence: "Stanley's father was smart and had a lot of perseverance" (p.8).



Because *perseverance* is a noun, we know that it refers to a person, place, thing, or quality. Explain that *perseverance* refers to a quality.

Next, show students how to define the target word in their own words and reread the passage, substituting a definition that you provide in the paragraph. You might say, for example, "Stanley's father was smart and showed everyone that he would work hard to accomplish what he set out to do." Model asking yourself, "Does it make sense?"

Introduce students to words related to your target word, too, like *persevere*. Since words that are built from a common base word have similar meanings, learning one word can often help us learn many other semantically related words. Have students explain how the target word (or a related word) connects to something in their lives, then talk about how the target word is like other, more familiar words (*determination*, *patience*, and *persistence*). You might point out that people who show a great deal of perseverance also tend to show determination (they don't give up), patience (they are willing to keep trying even if it takes a while), and persistence (they move steadily along).

Name _____ Date _____

Connecting With Context Clues

Word _____ Part of speech _____

Meaning (Use our own words) _____

Reread the passage using your definition in place of the target word. Does it make sense? (If not, change your meaning so it does make sense.)

Connections to what you know or an experience you've had _____

Introductory

Name Gail Date 5/16

Concentrating on Context Clues

Word tenement Part of speech noun

Your definition: an apartment where people live (sometimes crowded)

The new word is... like house because you live there

like apartment (same)

Word violence Part of speech noun

Your definition: actions that hurt people

The new word is... like fighting because people hurt

like terrorism because working many people's lives away

Word dubious Part of speech adjective

Your definition: not sure if something is true

The new word is... like uncertain because you can't decide

Intermediate

Name _____ Date _____

Cruising Along With Context Clues

Word _____ Part of speech _____

Related words: 1. _____ 2. _____ 3. _____

Your definition: _____

The new word is... like _____ because _____

Your definition: _____

Word _____ Part of speech _____

Related words: 1. _____ 2. _____ 3. _____

Your definition: _____

The new word is... like _____ because _____

Your definition: _____

Challenging

Stretch your imagination. On the back of this paper, use one of these new words in a story that takes place on a cruise ship.



Using the Tiered Organizers

.....

Before matching students with tiered graphic organizers, check to see that they can use context clues to determine the meaning of unfamiliar words, identify parts of speech, and compare words with similar meanings.

Introductory: **Connecting With Context Clues**

Students identify (or you may assign) two unfamiliar words from their reading. They determine each word's part of speech and write its meaning in their own words. Next, they reread the passage, substituting their own definitions and checking that the definition makes sense. Finally, they explain how these words connect to their prior knowledge or experiences.

Intermediate: **Concentrating on Context Clues**

Students identify (or you may assign) three unfamiliar words from their reading. They record each word's part of speech and write its meaning in their own words. Last, students list two words that have similar but slightly different meanings and explain how the words are similar in meaning and/or usage.

Challenging: **Cruising Along With Context Clues**

Students identify (or you may assign) three unfamiliar words from their reading, record each word's part of speech, and list up to three other words that are related to it. They define each target word, provide a word that has a similar but slightly different meaning, and explain why these words are similar. Finally, they stretch their imaginations by writing a short story using one of the target words. The story should take place on a cruise ship.

Name _____

Date _____

Connecting With Context Clues

Word:

Part of speech:

Noun

Verb

Adjective

Adverb

Meaning (Use our own words):

Reread the passage using your definition in place of the target word. Does it make sense? (If not, change your meaning so it does make sense.)

Connections to what you know or an experience you've had:

Word:

Part of speech:

Noun

Verb

Adjective

Adverb

Meaning (Use our own words):

Reread the passage using your definition in place of the target word. Does it make sense? (If not, change your meaning so it does make sense.)

Connections to what you know or an experience you've had:

Concentrating on Context Clues

Word:

Part of speech:

Your definition:

The new word is ...

like

because

1.

2.

Word:

Part of speech:

Your definition:

The new word is ...

like

because

1.

2.

Word:

Part of speech:

Your definition:

The new word is ...

like

because

1.

2.