
TACKLE DIFFICULT VOCABULARY: CREATE A WORD SORT

Write one challenging word or phrase in each of the boxes below, along with its definition. Cut the boxes apart. Then sort the words using one of the following methods.

- Same parts of speech
- Words with similar or opposite meanings
- Words with prefixes and suffixes
- Words that relate to each other or that can be used together
- Other sorting method: _____

TACKLE DIFFICULT VOCABULARY: USE A WORD MAP

A challenging word or phrase:

Definition:

Word parts I recognize:

Synonyms:

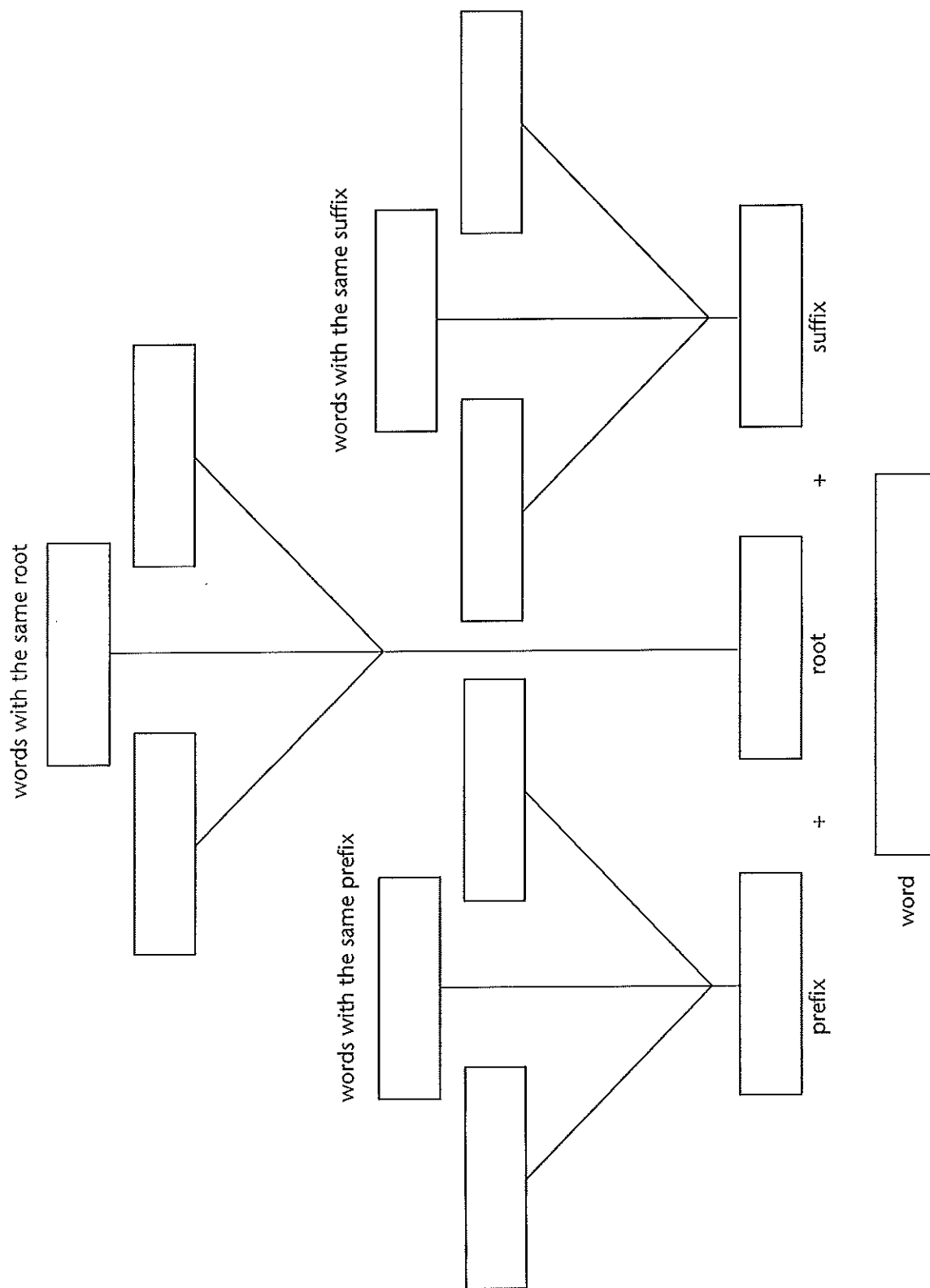
Sentence that contains the word or phrase:

A picture that illustrates the word or phrase:

TACKLE DIFFICULT VOCABULARY: USE A CONCEPT MAP

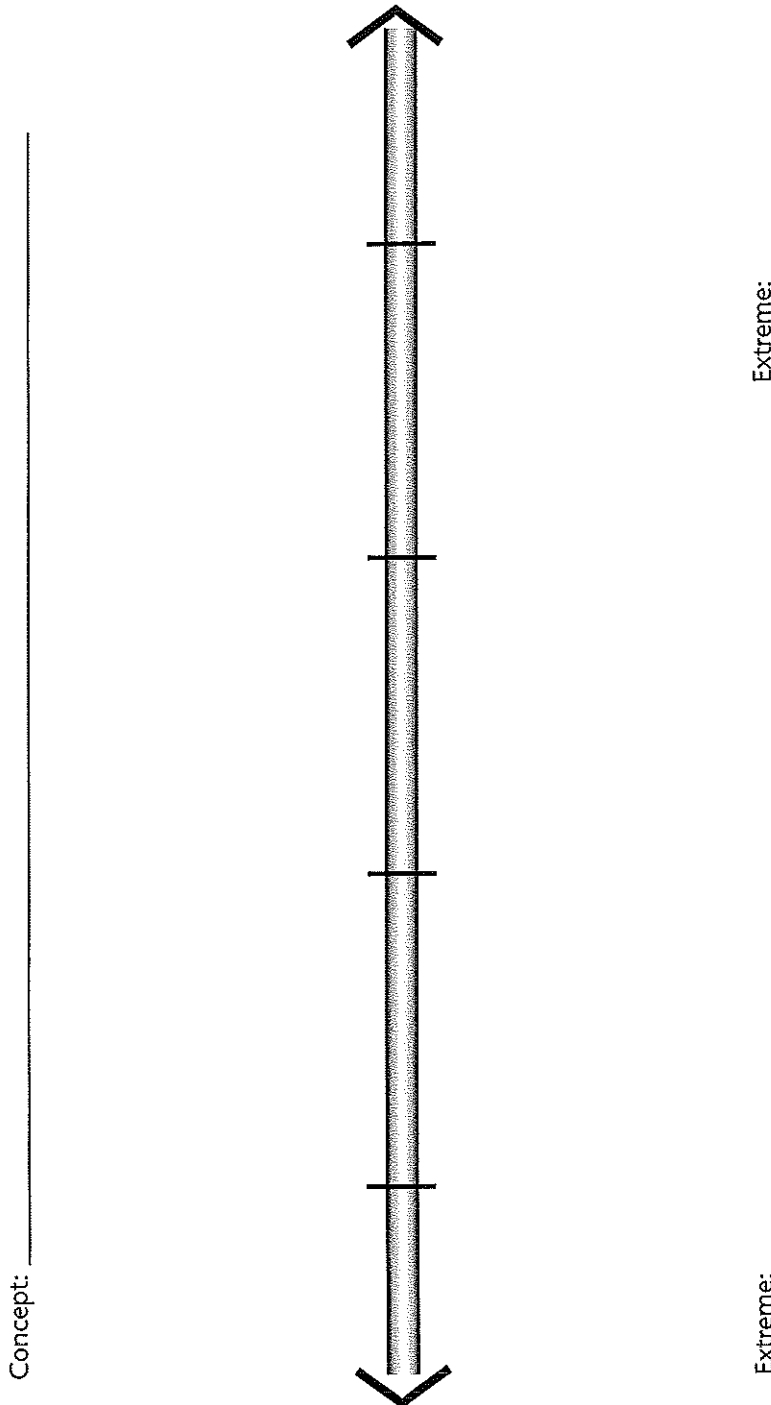
Contextual sentence:		
Likely contexts in which word might be used:		
Synonyms:	Meaning:	Antonyms:
	Word:	
Examples:	Non-examples:	

TACKLE DIFFICULT VOCABULARY: CREATE A MORPHOLOGICAL TREE



TACKLE DIFFICULT VOCABULARY: CREATE A LINEAR ARRAY

Use this array to show degrees of meaning. First, label the concept you will be exploring. Then brainstorm on your own paper or with your class a list of words related to this concept. (For example, if you were exploring "anger," you might brainstorm *irritated*, *furious*, *outraged*, *annoyed*, and so on.) Then arrange the words you brainstormed on the array and label each extreme.



TACKLE DIFFICULT VOCABULARY: COMPLETE A HIERARCHICAL ARRAY

Label the concept you will be exploring. Then brainstorm on your own paper or with your class a list of words related to this concept. (For example, if you were exploring "animals," you might brainstorm *creature, mammal, reptile, cat, leopard, iguana*, and so on.) Then fill in the boxes provided with the words you brainstormed according to how specific each word is.

Concept: _____

				Most General
--	--	--	--	--------------

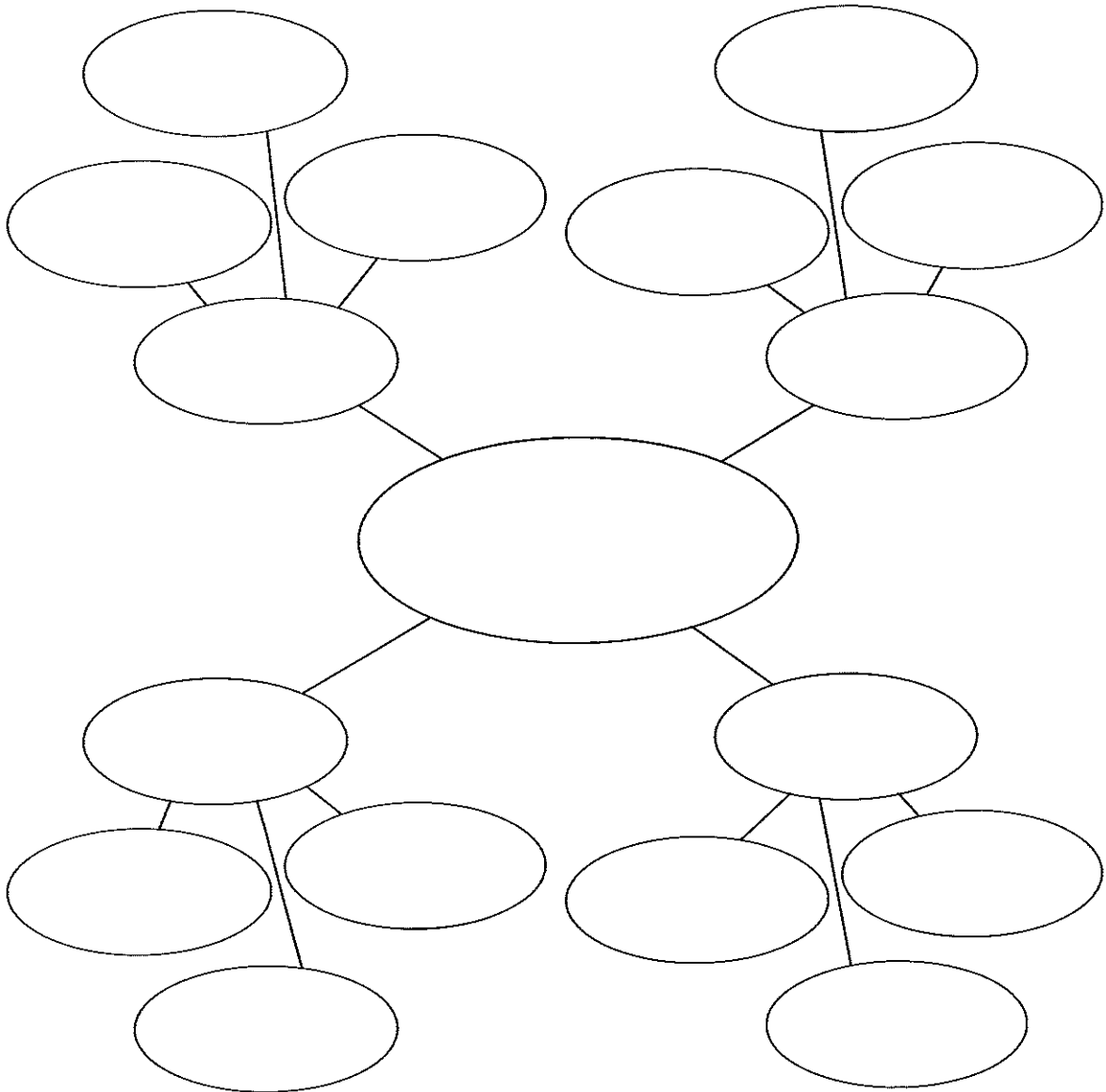
				More General
--	--	--	--	--------------

				More Specific
--	--	--	--	---------------

				Most Specific
--	--	--	--	---------------

TACKLE DIFFICULT VOCABULARY: USE A SEMANTIC MAP

Fill in the center circle with a general concept. In the circles attached to the center, write four subcategories of the general concept. Then, in the next level of circles, fill in more specific words related to each subtopic.



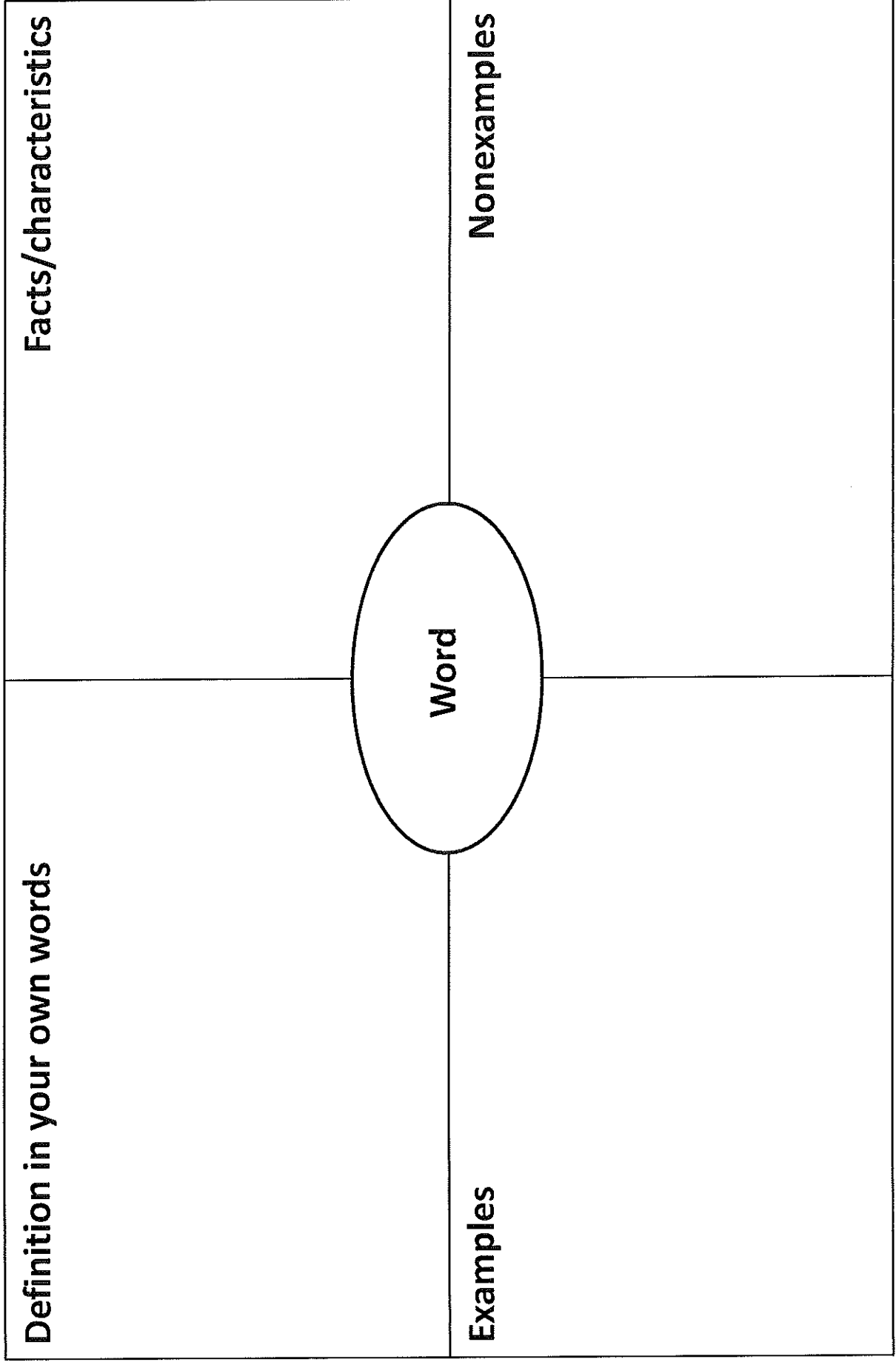
TACKLE DIFFICULT VOCABULARY: COMPLETE A SEMANTIC FEATURE ANALYSIS

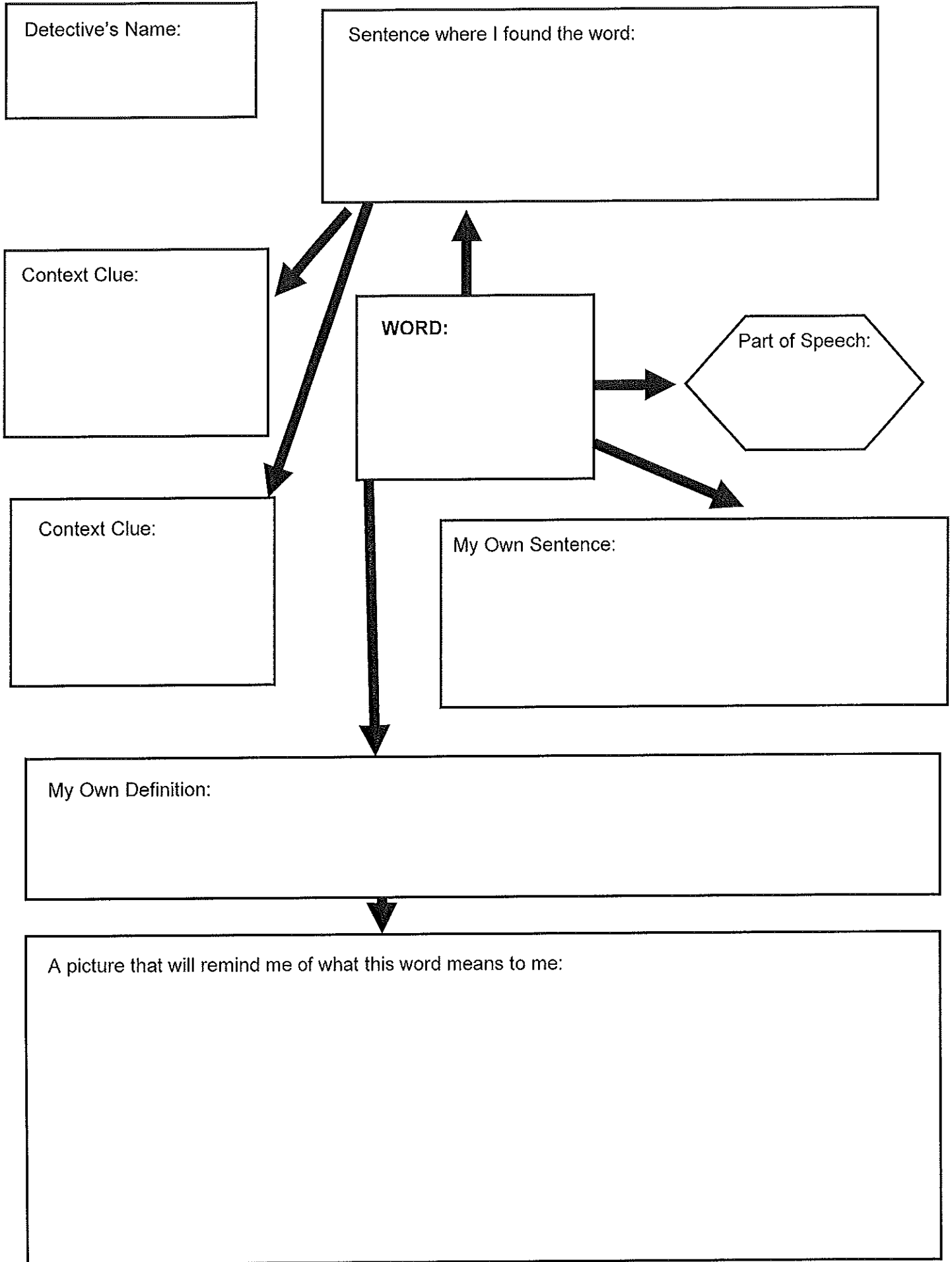
In the first column, your teacher has provided a list of terms related to a particular concept. In the top row, your teacher has listed features that might or might not apply to each word. If the feature does apply, write a + in the appropriate box. If the feature does not apply, write a - in the box.

Features

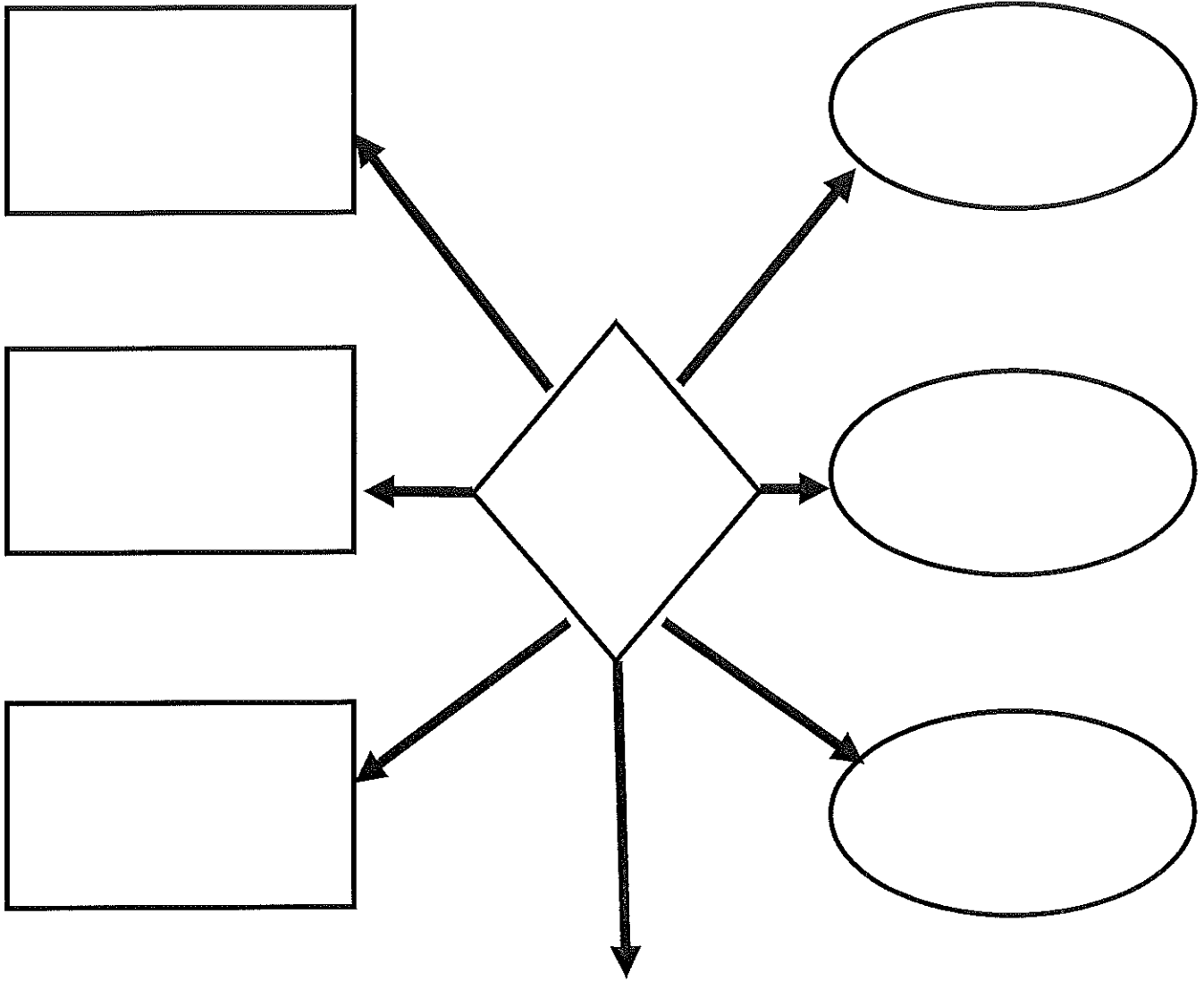
Words

Frayer Model





Vocabulary Cluster



Person	Thing	Animal

Own the Word

My Definition:

Part of Speech:

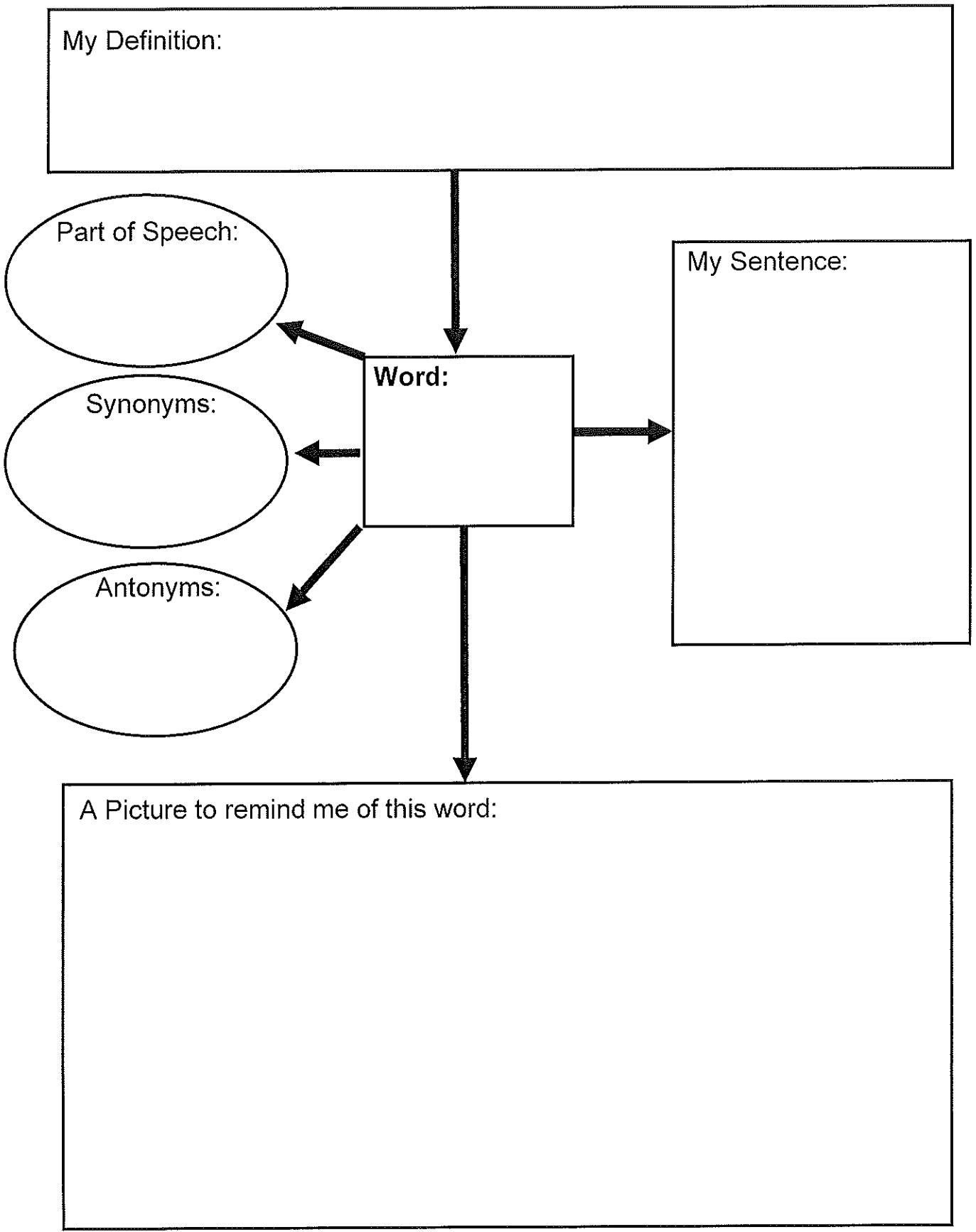
Synonyms:

Antonyms:

Word:

My Sentence:

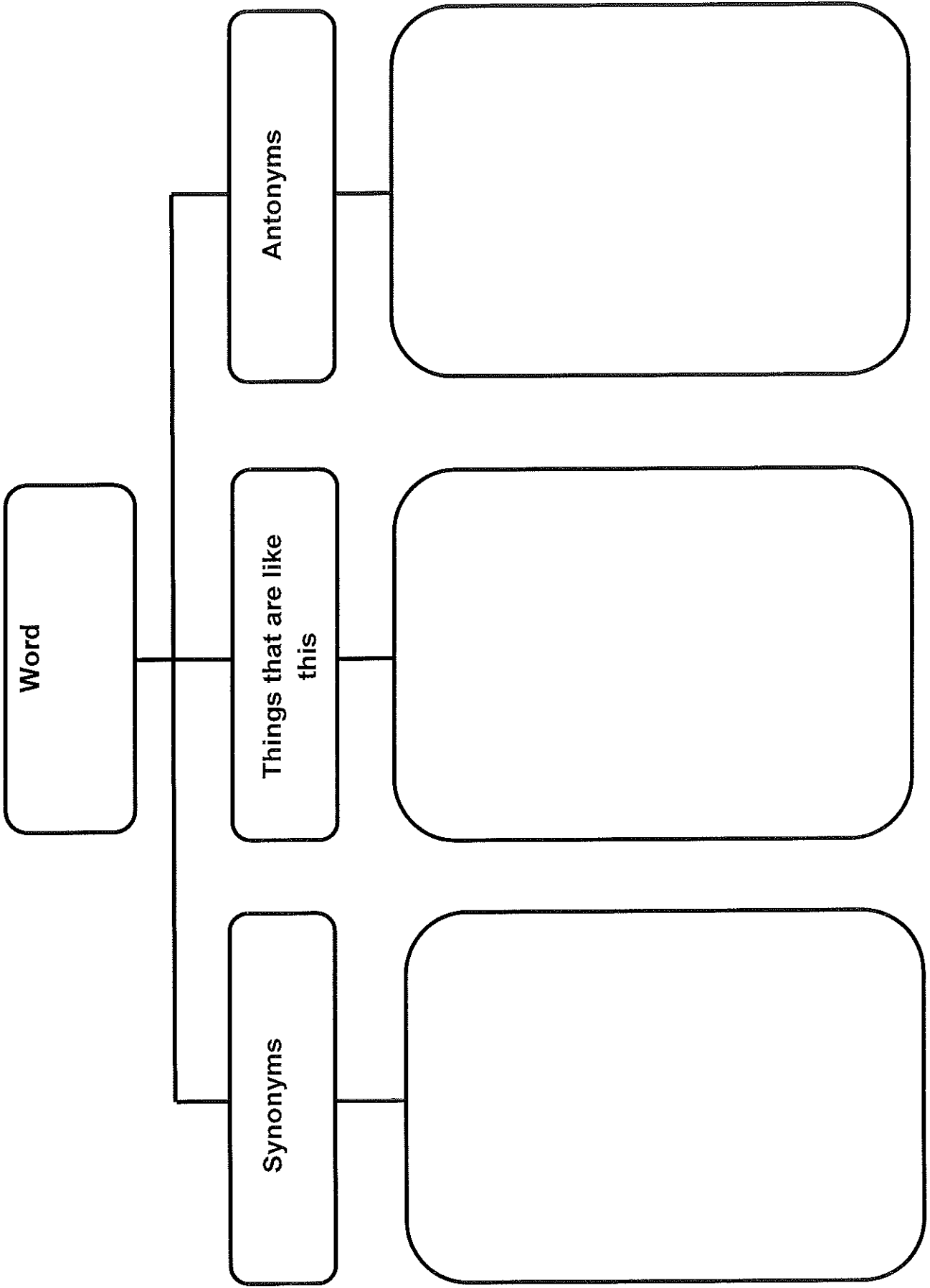
A Picture to remind me of this word:



Verbal and Visual Word Association (VVWA)

<p>Word</p>	<p>Visual Representation</p>
<p>Definition</p>	<p>Personal Association or Characteristic</p>

Concept Map



AlphaBoxes

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	WX	YZ

Definition:	Word	Picture:
Used in Context (Or in a Sentence):	Similar Words or Ideas:	

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Used in Context (Or in a Sentence):	Similar Words or Ideas:	

Definition:	Word	Picture:
Used in Context (Or in a Sentence):	Similar Words or Ideas:	



The Frayer Model – Templates for Two Versions

Choose the version whose headings best suit the concept/word.

Print the template on card stock.

Direct students to complete the template individually, in small groups or as a whole class.

Print the vocabulary word on the reverse side then place the card on a word wall for future reference.

Essential Characteristics	Nonessential Characteristics
Examples	Non-examples

Definition	Facts/Characteristics
Examples	Non-examples

NEW WORDS I LEARNED IN THIS CHAPTER

Name: _____ Date: _____

1. Word: _____ (on page _____)

Part of Speech: _____

Definition: _____

2. Word: _____ (on page _____)

Part of Speech: _____

Definition: _____

3. Word: _____ (on page _____)

Part of Speech: _____

Definition: _____

4. Word: _____ (on page _____)

Part of Speech: _____

Definition: _____

5. Word: _____ (on page _____)

Part of Speech: _____

Definition: _____

6. Word: _____ (on page _____)

Part of Speech: _____

Definition: _____
