

INSTRUCTIONAL STRATEGIES FOR PRACTICING VOCABULARY WORDS EXAMPLE 1



PROCEDURES: CONSIDER USING BLOOM'S TAXONOMY AS A MEANS TO GIVE STUDENTS MEANINGFUL INTERACTIONS WITH THE WORDS

	Examples
1. Knowledge/Remember	The word correlation means? A. The answer to a division problem B. The relationship between two variables C. The study of numbers D. An object with four sides and four angles
2. Comprehension/Understand	Which word does not belong? _____ Why? _____ correlation perimeter relationship linked association
3. Application/Apply	Identify an outcome that would likely be correlated with each word. 1. unemployment: _____ 2. an unattended candle: _____ 3. prolonged exposure to the sun: _____ 4. hunger: _____
4. Analysis/Analyze	Analyze the following statements. Identify whether or not they are likely to be true. 1. A car's age is positively correlated to the likely hood it will breakdown. Explain? 2. A student that does not study is positively correlated to with a high grade point average. Explain?

INSTRUCTIONAL STRATEGIES FOR PRACTICING VOCABULARY WORDS EXAMPLE 2



PROCEDURES: USE THE FOLLOWING ACTIVITIES FOR STUDENTS TO MEANINGFULLY ENGAGE/PRACTICE VOCABULARY WORDS.

	EXAMPLES																				
1. Yes/No/Why	Would you use tons to measure a mile? Why? Do whole numbers contain decimals? Why?																				
2. Completion Activity	Name a nonfiction book _____. A word that has an opposite meaning of another word is called an _____.																				
3. Graphic Organizer depicting relationship between vocabulary words	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Same</th> <th>Opposite</th> <th>Go Together</th> <th>No Relation</th> </tr> </thead> <tbody> <tr> <td><i>analyze - data</i></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td><i>analyze - examine</i></td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>analyze - shell</i></td> <td></td> <td></td> <td></td> <td>X</td> </tr> </tbody> </table> <p>Have students explain why they marked each box.</p>		Same	Opposite	Go Together	No Relation	<i>analyze - data</i>			X		<i>analyze - examine</i>	X				<i>analyze - shell</i>				X
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<i>analyze - shell</i>				X																	
4. Word Lines	How surprised would you be ifyou had a flashback to the day you were born? ...you read a chapter in 30 minutes? Least Surprised Most Surprised																				
5. Sentence Substitution	It is Joe's opinion that the movie was the best he's seen all year. It is Joe's personal judgment that the movie was the best he's seen all year.																				
6. Meaningful Sentence Writing	Students write a sentence answering who, what, when where, why, how questions. <i>During the past week, name a situation in which you had a conflict?</i> <i>Why would a teacher critique a story written by a student?</i>																				