

## **CHAPTER THREE**

### **Graphic Organizers for Vocabulary Development**

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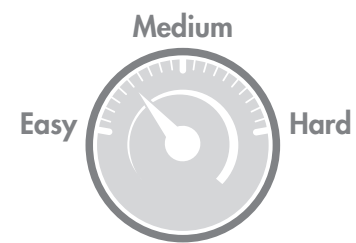
*A special note on this chapter:* As mentioned in Chapter One, all of these graphic organizers can be used as templates for a vocabulary log or notebook. These organizers become a student-created vocabulary reference book to which the students can refer during the course of the school year.



## 25 Vocabulary Slide

- ▶ Grades 5–12
- ▶ Social studies, English, science, health, mathematics

It is quite likely that most of us were taught vocabulary by being given long lists of words; we were required to write down the definition for each word and write a sentence using the vocabulary word. Once we had memorized these words, they were given on a quiz, usually on a Friday. Today we know that this is not the most effective way to teach vocabulary. Instead, vocabulary lessons must be *contextual*.



Simply put: the more students manipulate and use a new word, the more likely it will become part of their vocabulary. Vocabulary slides prompt students to use and apply newly encountered words. When students study fewer words in greater depth, as they do with the vocabulary slide, they are learning how language works. The sections of the slide require the students to examine the etymology and the part of speech, to find a synonym and antonym, and to use the word in an original sentence. These applications enable students to connect to and process the word through several tasks.



### Tips for Classroom Implementation

**VOCABULARY SLIDE**

Name: Ellie McKnight  
Date: 20-Oct-09

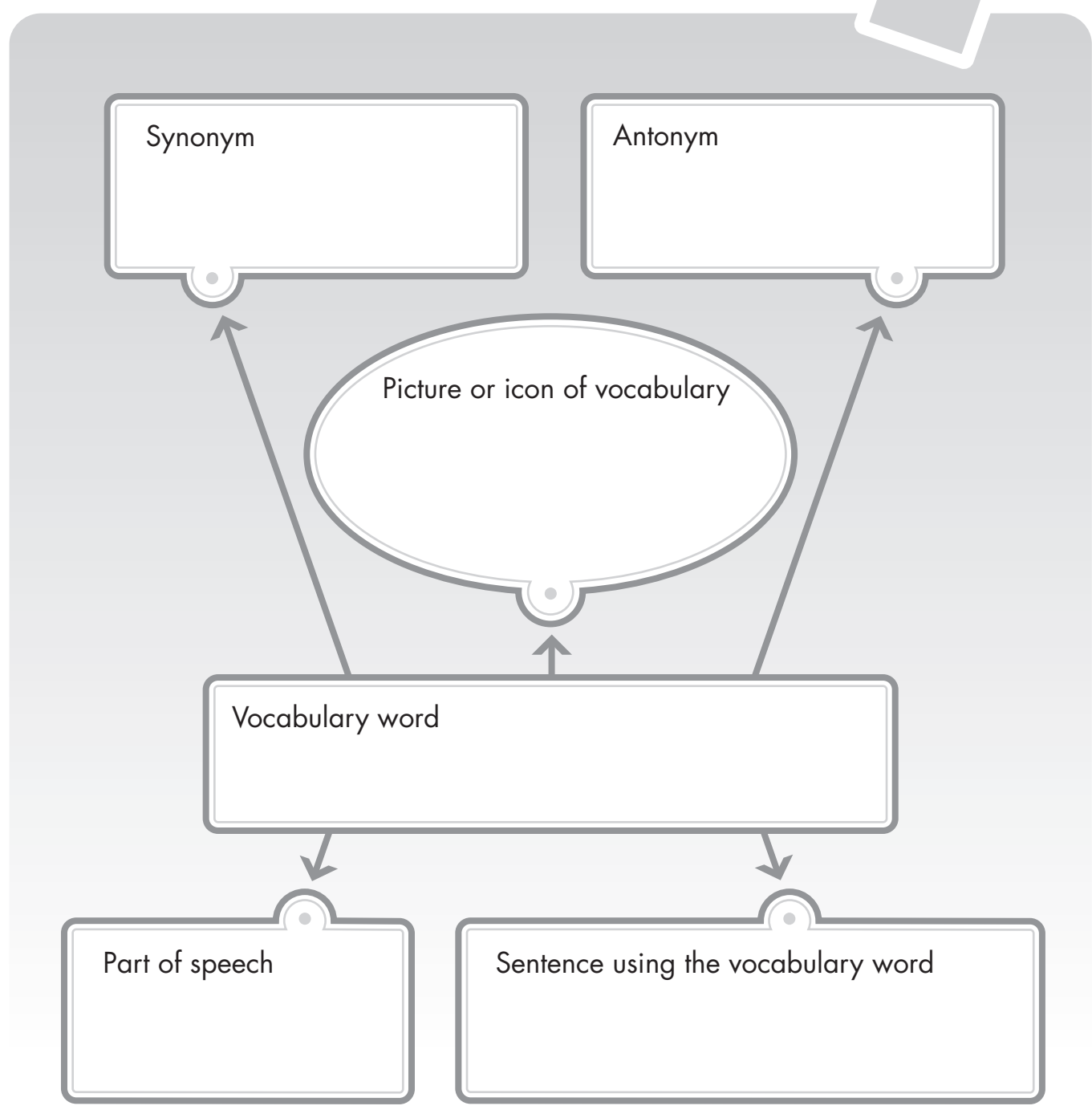
You can have students create vocabulary slides from self-identified words in the assigned reading, or you can assign words. You can also use the vocabulary slides as flash cards that the students use for review.

The first time that I required eleventh-grade students in a British literature class to create vocabulary slides, the students were a bit surprised when I asked them to draw pictures of the vocabulary words. What I noticed was that the students had to internally process the vocabulary in order to create visual representations of the words' meanings. As a result, I witnessed greater transference in the students' writing and improved ability to recognize the newly acquired vocabulary words.

# VOCABULARY **SLIDE**

Name \_\_\_\_\_

Date \_\_\_\_\_

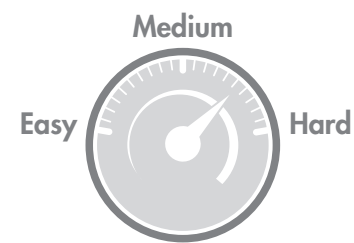


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## 26 Concept or Vocabulary Map I

- ▶ Grades 5–12
- ▶ Social studies, English, science, health, mathematics

Students often memorize definitions rather than study words or concepts in depth. When students study words from different perspectives, they are more likely to internalize the new vocabulary. Our understanding of vocabulary acquisition has evolved. Visualization has become a critical component of effective vocabulary teaching. This organizer requires students to visually represent key aspects of a new word or concept.



### Tips for Classroom Implementation

Name Celia Woldt  
Date 20-Oct-09

### CONCEPT OR VOCABULARY MAP I

<b>Important characteristics</b> <ul style="list-style-type: none"><li>. Easy to set on fire</li><li>. Ignite</li></ul>	<b>Wrong or incorrect characteristics</b> <ul style="list-style-type: none"><li>. Hard to set on fire</li><li>. Damp</li><li>. Can't ignite</li></ul>
<b>Concept or vocabulary word</b> <b>Flammable</b>	
<b>Example</b> <ul style="list-style-type: none"><li>. Wood</li><li>. Candles</li><li>. Oil</li><li>. Fire starters</li><li>. Leaves</li><li>. Paper</li></ul>	<b>Examples</b> <ul style="list-style-type: none"><li>. Ice</li><li>. Damp wood</li><li>. Water</li><li>. Steel</li></ul>

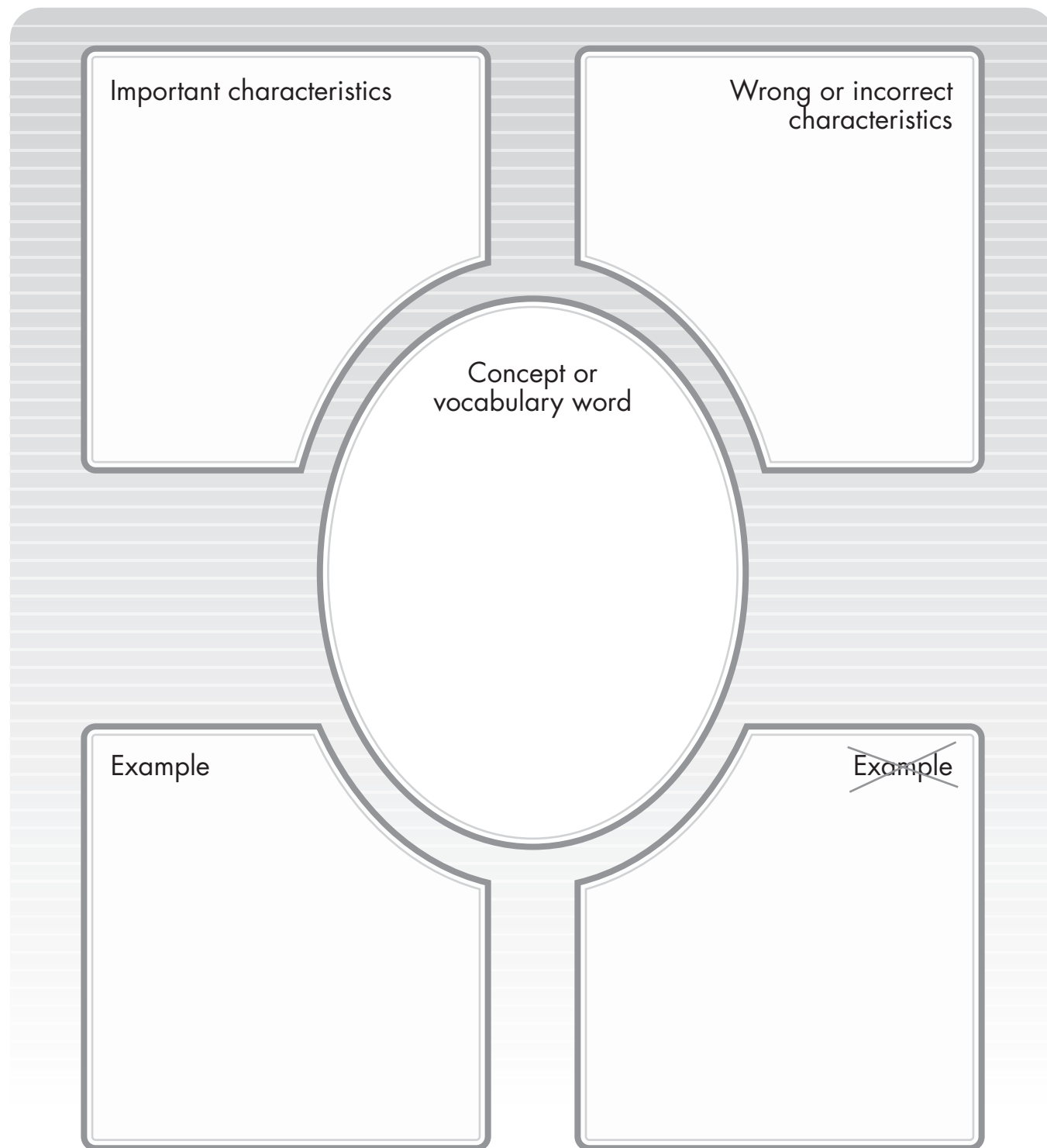
You or the student selects a word or concept for the center oval of the organizer. Students should record key elements of the concept or word in the upper left corner. In the upper right corner, the students should record information that is incorrectly assigned to the word or concept. Examples of the word or concept are recorded in the lower left corner. The lower right corner is where students can record examples that are not correct and explain why these examples are incorrect. The Wrong or Incorrect Characteristics box and the crossed-out Examples box are the most challenging and will need to be modeled for some students.

If you have your own classroom, post the vocabulary maps. They can be arranged in a word wall format. As you may recall, a word wall is a systematic organization of vocabulary words. The large letters of the alphabet are displayed on a classroom wall, and the vocabulary maps are posted under the corresponding letters. A word wall is not a display but a shared learning tool and a source for information.

Name \_\_\_\_\_

Date \_\_\_\_\_

# CONCEPT OR **VOCABULARY** **MAP I**

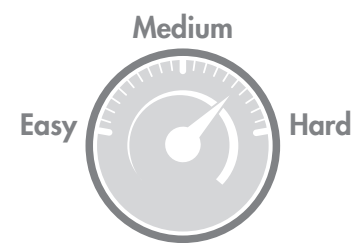


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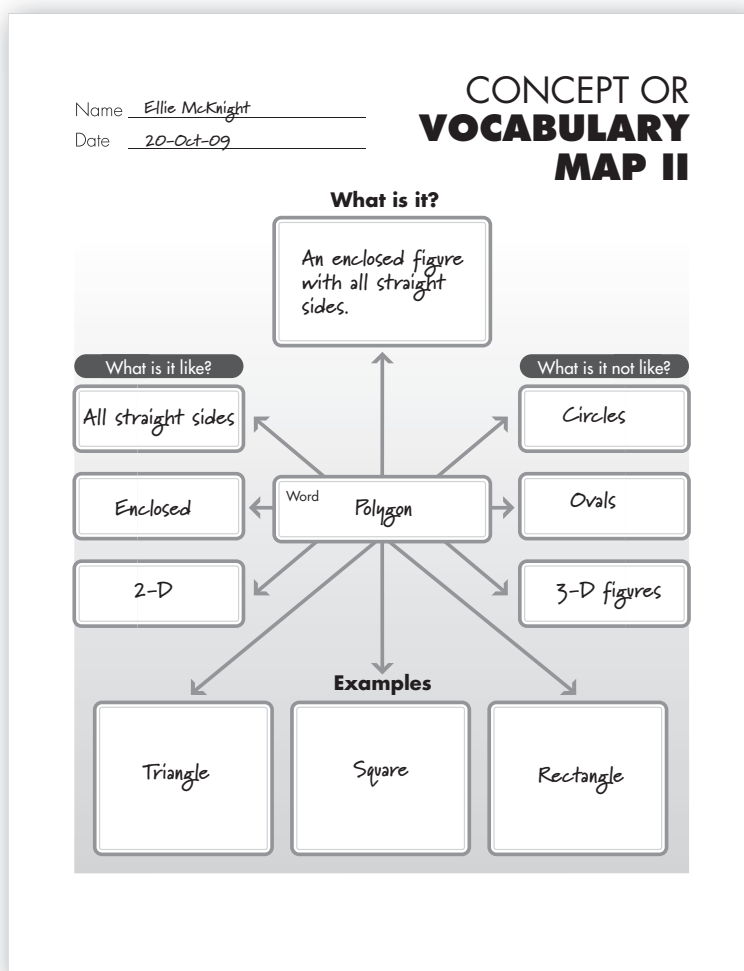
## 27 Concept or Vocabulary Map II

- ▶ Grades 5–12
- ▶ Social studies, English, science, health, mathematics

This version is different from Concept or Vocabulary Map I in that it is more explicit about the placement of information and requires an exact definition for the vocabulary word or concept.



### Tips for Classroom Implementation



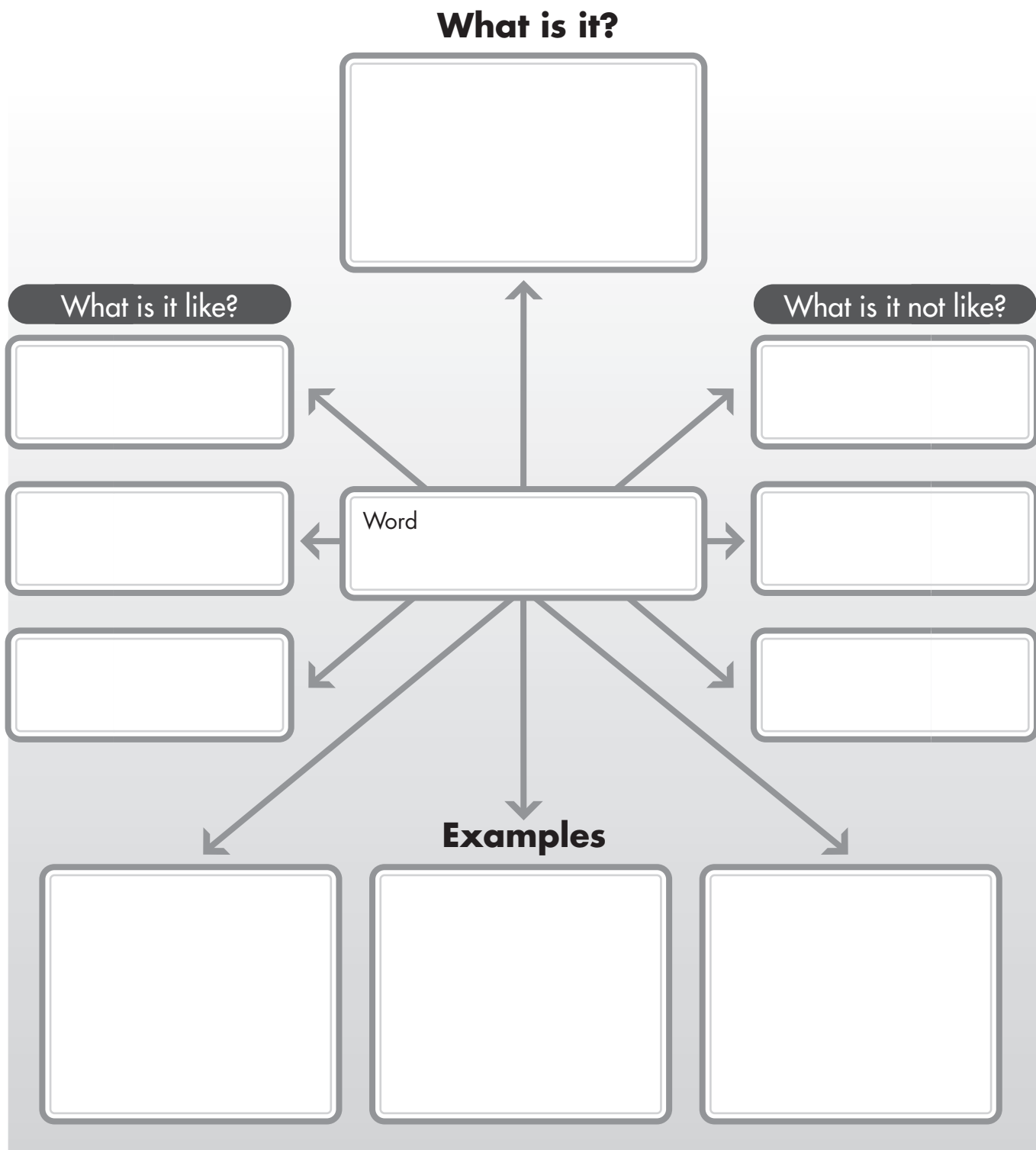
You or the student selects a word or concept for the center box of the organizer. In the box directly above, students should write the dictionary definition of the word or concept. Students should record key elements of the word or concept in each of the boxes on the upper left side. In each of the boxes on the upper right side, the students should record information that is incorrectly assigned to the word or concept. Examples of the word or concept are recorded in the boxes along the bottom of the page.

The “What is it like?” and “What is it NOT like?” boxes can be particularly challenging. Be sure to model responses to these or allow students to work in pairs so that they will have greater success in completing this activity.

Name \_\_\_\_\_

Date \_\_\_\_\_

# CONCEPT OR **VOCABULARY** **MAP II**

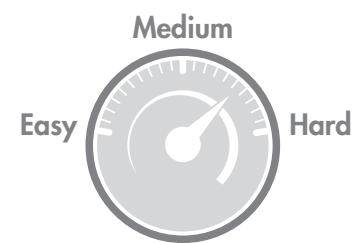


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## 28 Concept or Vocabulary Map III

- ▶ Grades 5–12
- ▶ Social studies, English, science, health, mathematics

This version of the concept or vocabulary map requires students to include an illustration or visualization.



### Tips for Classroom Implementation

Name Laura Woldt  
Date 20-Oct-09

### CONCEPT OR VOCABULARY MAP III

**What is it?**

Definition  
Animals with segmented bodies, antennae, and 6 or more legs.

Word or concept  
Arthropods

**Examples**

Lobsters  
Butterfly  
Grasshopper

**Nonexamples**

Squids  
Mice  
Clams

Illustration

You or the student selects a word or concept for the center box of the organizer. Above the word or concept box, students should write the definition in the provided space. They should record key elements of the concept or word in each of the boxes on the left side. In each of the boxes on the right side, the students should record information that is incorrectly assigned to the word or concept. They should place a picture or icon that visualizes the word or concept in the oval at the bottom.

This organizer is particularly helpful with concrete nouns similar to those that you would find in a science textbook.



Name \_\_\_\_\_

Date \_\_\_\_\_

# CONCEPT OR **VOCABULARY** **MAP III**

What is it?

Definition



Word or concept

Examples

Nonexamples



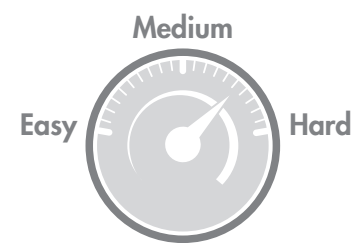
Illustration

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## 29 Concept or Vocabulary Map IV

- ▶ Grades 5–12
- ▶ Social studies, English, science, health, mathematics

This version of the concept or vocabulary map requires a personal connection with the new vocabulary word or concept.



### Tips for Classroom Implementation

Name Celia Woldt  
Date 20-Oct-09

### CONCEPT OR VOCABULARY MAP IV

What is it?

Definition  
To be unwilling to spend money

Word or concept  
Thrifty

Examples	Nonexamples
Ebenezer Scrooge	Paris Hilton
A banker	A wealthy person
A person without much money.	A movie star

I can find this word...  
in a Christmas Carol by Charles Dickens

This word reminds me of...  
my dad

You or the student selects a word or concept for the center box of the organizer. Above the word or concept box, students should write the definition in the provided space. They should record key elements of the concept or word in each of the boxes on the left side. In each of the boxes on the right side, the students should record information that is incorrectly assigned to the word or concept. In the bottom two boxes, students write personal connections and ideas about where they would encounter the word or concept. These kinds of personal connections help students connect to prior knowledge, thus promoting retention into long-term memory.

Name \_\_\_\_\_

Date \_\_\_\_\_

# CONCEPT OR **VOCABULARY** **MAP IV**

What is it?

Definition



Word or concept

**Examples**

**Nonexamples**

I can find this word...

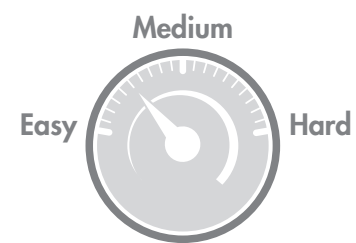
This word reminds me of...

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## 30 Word Detective

- ▶ Grades 5–12
- ▶ Social studies, English, science, health, mathematics

The importance of encouraging students to study words cannot be emphasized enough. In this graphic organizer, students are prompted to research the etymology of words and connect visual images to the words that they encounter.



### Tips for Classroom Implementation

## WORD DETECTIVE

Name Sydney Lawson  
Date 20-Oct-09

Detective  
**Sherlock Holmes**

Context clue #1  
They are solving a crime and Sherlock Holmes believes that clues are easy to come across.

Context clue #2  
To solve a crime you need to put together simple facts.

Text or quote where the word was originally found  
"Elementary my dear Watson."

Word  
**Elementary**

Part of speech  
**Adjective**

Sentence  
The way to solve a crime is to use elementary knowledge.

Definition  
Involving only the most simple and basic facts.

Picture or illustration

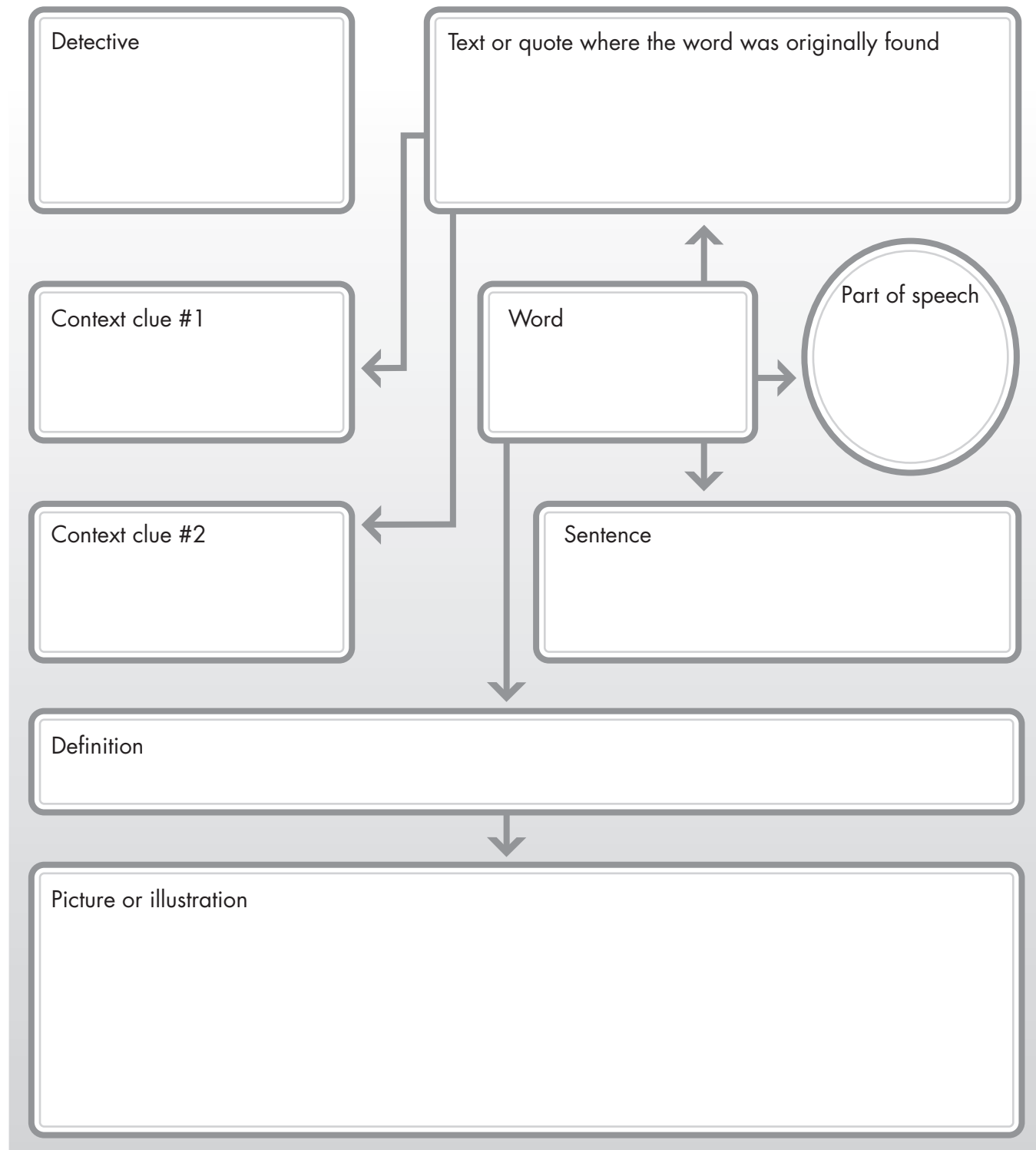
You or the student selects the vocabulary word to be recorded in the center box. In the box above the word box, students record the location where they discovered their word by writing a direct quote from the text or the page number where the vocabulary word or concept was first encountered. Context clues, which are hints or text that may indicate the meaning of the word, are recorded in the two boxes on the left side. The part of speech is placed in the oval on the right side. A sentence that requires students to use the new vocabulary word or concept is placed in the box at the lower center of the organizer. Below the sentence box, students write the exact definition of the word. Finally, an image or illustration that represents the student's visualization of the word or concept is placed in the bottom space.

You can use these sheets as templates for students to compile into their own vocabulary detective notebook. I particularly like this idea because students have a written record or history of their vocabulary journey. Many students like to look back on the vocabulary that they have learned so that they can see how many words they have encountered and learned.

# WORD DETECTIVE

Name \_\_\_\_\_

Date \_\_\_\_\_

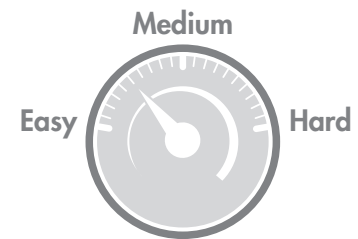


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# 31 Six-Column Vocabulary Organizer

- ▶ Grades 5–12
- ▶ Social studies, English, science, health, mathematics

This graphic organizer is a learning log that allows students to catalogue the etymology of vocabulary words they encounter in their reading.



## Tips for Classroom Implementation

Name Ellie McKnight  
 Date 6/16/09  
 Book Title Midnight Sun

**SIX COLUMN  
VOCABULARY  
ORGANIZER**

Vocabulary word	Sentence dictionary definition	Part of speech	Synonym	Antonym	Picture or icon that represents the word
Monotonous	Lacking variety	Adjective	Tedious	Exciting	
Occasionally	At times	Adverb	Sometimes	Never	
Incoherent	Without logic or meaning	Adjective	Disjointed	Rational	
Unconscious	Unaware	Adjective	Asleep	Awake	
Uncomfortable	To lack comfort	Adjective	Awkward	Calm	
Burst	To break open	Verb	To explode	Assemble	
Excruciating	Very painful	Adjective	Unbearable	Calm	

Students can use this organizer as a template for a vocabulary learning log. It can be used in classroom instruction for students to keep a running record of the vocabulary that they encounter and learn.

Of all the vocabulary graphic organizers that I have included in this chapter, I probably used this one most frequently. It was especially helpful for keeping a log or history of vocabulary words from a particular unit or chapter.

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Book Title \_\_\_\_\_

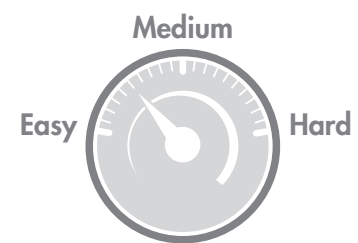
# SIX COLUMN VOCABULARY ORGANIZER

Vocabulary word	Sentence dictionary definition	Part of speech	Synonym	Antonym	Picture or icon that represents the word

## 32 Vocabulary Tree

- ▶ Grades 5–12
- ▶ Social studies, English, science, health, mathematics

This highly visual graphic organizer requires students to specify a root word and related words, a strategy that supports students in learning and understanding new vocabulary.



### Tips for Classroom Implementation

Name Natalie Palmert  
Date 20-Oct-09

**VOCABULARY  
TREE**

Octagon      Hexagon

Heptagon      Pentagon

Decagon      Hendecagon

Tetradecagon

Polygon  
Root Word

In addition to using this graphic organizer as a means to show how words can relate to a root word, I have also used this graphic organizer for expository writing. The students can use the main trunk for their thesis and the upper spaces to list details and evidence to prove the thesis.

I have also used the tree graphic organizer as a prereading activity. The students will write their main prediction about the text they are about to read on the trunk and then use the upper spaces for details and examples from the text to prove or disprove their prediction.

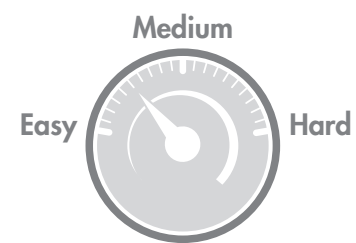




## 33 Cyber Vocabulary Detective

- ▶ Grades 5–12
- ▶ Social studies, English, science, health, mathematics

Oftentimes vocabulary words are assigned to students at the beginning of an instructional unit. This organizer prompts the students to find the assigned words on the Internet and to use this information to determine the meanings of the assigned vocabulary.



### Tips for Classroom Implementation

**CYBER  
VOCABULARY  
DETECTIVE**

Name Eleanor Rigby  
Date June 29, 2009

**DIRECTIONS:** As you look for your vocabulary words in the assigned Web sites, it is helpful to use the FIND command. For each of the assigned vocabulary words, write the sentence from the Web site where you find the word. Guess what the word might mean.

Web Site Name: Yahoo, Finance

Vocabulary word	Sentence that includes vocabulary word	What might the vocabulary word mean?
Confectionery	The global <u>confectionery</u> market accounted for 50 billion in retail sales last year.	All types of candy
Capita	Americans consume 25 lbs of candy per <u>capita</u> annually.	A prominent part
Abstemious	<u>Abstemious</u> , positively with the average consumption of 16 lbs.....	Moderate
Discretionary	The global economic downturn may have caused many consumers to cut <u>discretionary</u> spending.	You can do what you want with it
Penetrate	Some beetles can <u>penetrate</u> wood.	To pierce through
Recession	<u>Recessions</u> happen when the stock market crashes.	When there is no growth in the economy
Skirmishes	In our school there are very few <u>skirmishes</u> .	Fights

Give the students a list of Internet sites that will assist them in researching the vocabulary. The students can work in pairs to complete the organizer.

Here are some sites that I recommend for vocabulary research.

Dictionary.com. This site offers a standard English language dictionary.

etymonline.com. This site describes the origins of words rather than supplying a traditional or straight definition.

Word.com. Sponsored by Merriam-Webster, this site offers complete information about words.

I am a big fan of this strategy for many reasons. Effectively using technology in classrooms helps all kinds of learners. Exploring Web sites to learn and study vocabulary is engaging because it is highly visual and resembles what people do in the “real world” to gather information; further, many Web sites provide audio support, which is particularly helpful for English language learners and students who have speech or language needs. The audio-supported Web sites often provide pronunciations of the words and have auditory files for definitions and sample sentences.

# CYBER VOCABULARY DETECTIVE

Name \_\_\_\_\_

Date \_\_\_\_\_

**DIRECTIONS:** As you look for your vocabulary words in the assigned Web sites, it is helpful to use the FIND command. For each of the assigned vocabulary words, write the sentence from the Web site where you find the word. Guess what the word might mean.

Web Site Name: \_\_\_\_\_

Vocabulary word	Sentence that includes vocabulary word	What might the vocabulary word mean?

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