

VOCABULARY CHART (COGNITIVE CONTENT DICTIONARY)

INTRODUCTION & OBJECTIVE:

The purpose of this activity is to expose students to new vocabulary in a way which encourages engagement, comprehension, and retention of the information. Students will practice oral language skills and kinesthetic learning.

Note that while this exercise may seem time consuming, it goes very quickly once students understand the process.

RECOMMENDED GRADES:

Adaptable for all grade levels

ESTIMATED TIME:

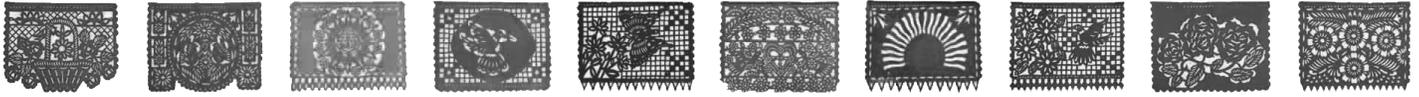
10-15 minutes/day

MATERIALS:

- Markers
- Large chart or butcher paper

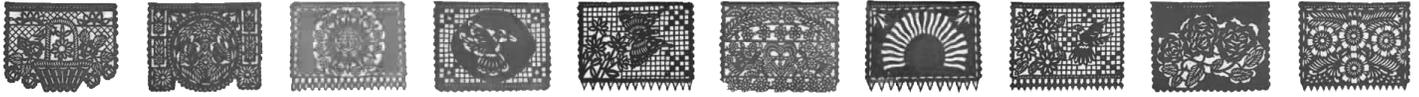
PROCEDURE:

1. **Preparation:** Create a large table on butcher paper or chart paper. It will have as many rows as you have words (or as many rows as you can fit on your paper, you can always tape additional pages together to make your chart longer). It will have four columns (five if you want to include a picture/clue column). The column titles are: WORD, PREDICTION, FINAL MEANING, ORAL SENTENCE, and possibly PICTURE/CLUE. Write the first vocabulary word that the class will learn in the first row in the WORD column. Directly under that word (still in the same row) write an “H” and an “NH”. To aid in the visual chunking of content, the chart is typically color coded by column, so you will need as many different colored markers as you have columns.
2. For the sake of clarity, let’s use the word “remember” for the explanation here. With the chart posted



for the whole class to see, ask students to raise their hand if they've heard the word remember before today. Count the number of students who have heard the word and write this number next to the H. Then, ask students who have never heard the word remember to raise their hands. Count the number of students and write this number next to the NH. This serves as an informal assessment tool for you to gauge students' familiarity with the word.

3. Ask students to turn to their tablemates, partner, or small group and discuss what they predict the word remember means. Give students one minute to come up with a prediction. If students are unfamiliar with the word predict/prediction, be sure to discuss that first.
4. Give a predetermined signal for students to come back to whole group and ask students to take turns sharing their predictions. You can use this as an opportunity for language fluency and oral language practice. Encourage them to create complete sentences such as "We predict that remember means. . ." As students share, write their predictions in the PREDICTION column.
5. The next step is to create a signal movement that 'shows' the word. You can teach the students one you have in mind, or ask them for help in creating it and see what they come up with. They may need some guidance if they are not yet clear on the meaning of the word. Once students know the movement, they practice doing the movement while saying the word. If you want students to create the move, but don't think they have a strong enough understanding of the word, you can postpone the signal movement until after the "Final Meaning" discussion on day two. If adhering to GLAD strategy, your vocabulary instruction for the day stops here.
6. The following day write the final meaning of the word on the chart under the appropriate column. Read the definition out loud and discuss it in comparison to their predictions. Give a couple of examples of how this word can be used in a sentence. This is also a good opportunity to discuss parts of speech. You can identify the part of speech (noun, verb, adjective, adverb, etc.) and then write it underneath the word you are discussing.
7. Ask students to create their own sentence using the word remember, then turn to their partner or tablemate and practice saying the sentence. This should take one or two minutes. Signal for students to come back to whole group. Go around the room having each student share his or her sentence. Correct the student if necessary and help them fix the sentence and say it again.
8. Introduce students to the next vocabulary word, repeating steps 2-5 for the next word.
9. **Review:** Each day review the words from the chart, practicing the signal movement and asking a few students to share an example sentence.



| WORD | PREDICTION | FINAL MEANING | SENTENCE (examples) |
|---|--|---|--|
| (to) remember H: 23 NH: 2 verb | <ul style="list-style-type: none"> • to not forget • to have to do something • think about • to pay attention to | to have or to keep an image or idea in your mind. | <ul style="list-style-type: none"> • I remember my first grade teacher. • We remembered to bring our permission slips. • I remember my first dog. |
| tradition H: NH: | | | |
| Celebration H: NH: | | | |
| | | | |