

Words in Action

This next lesson is a staple in our classrooms. Students enjoy the creative challenge of creating dramatic interpretations. See Exhibit 6.9 for a lesson plan.

Exhibit 6.9 Words in Action Lesson Plan

Words in Action	
Objectives	To interpret, physicalize, and represent word meanings
Materials	Selected words written on pieces of paper or index cards and placed in a box or jar
Time	30–40 minutes
Procedure	
Step 1	This activity runs more smoothly when the students work collaboratively in groups of three.
Step 2	Each group of students should select a word and rehearse the meaning of the word. It should take the groups about 2–3 minutes to prepare.
Step 3	Each group will present their dramatization of their assigned word and the other groups can guess the meaning.
IRA/NCTE Standards	6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

The word diagram lesson plan in Exhibit 6.10 requires students to examine word origins and meanings. This understanding must be internalized so that they are able to physicalize and represent the word. The kinesthetic aspects of this lesson are designed expressly for students to internalize the vocabulary they are learning.

When students do not understand an author’s vocabulary, as is the case in many of the literature classics, they face obstacles in comprehension. As discussed earlier, good vocabulary instruction introduces useful and important words that enhance understanding of a text. With frequent exposure to the vocabulary, students are more likely to include the new words in their personal vocabulary. The diagrams in Figures 6.1 and 6.2 promote students’ understanding of word origins, relationships between words, and word structures. The circling words lesson in Exhibit 6.11 offers a tool for teaching specific vocabulary words.

Exhibit 6.10 Word Diagram Lesson Plan

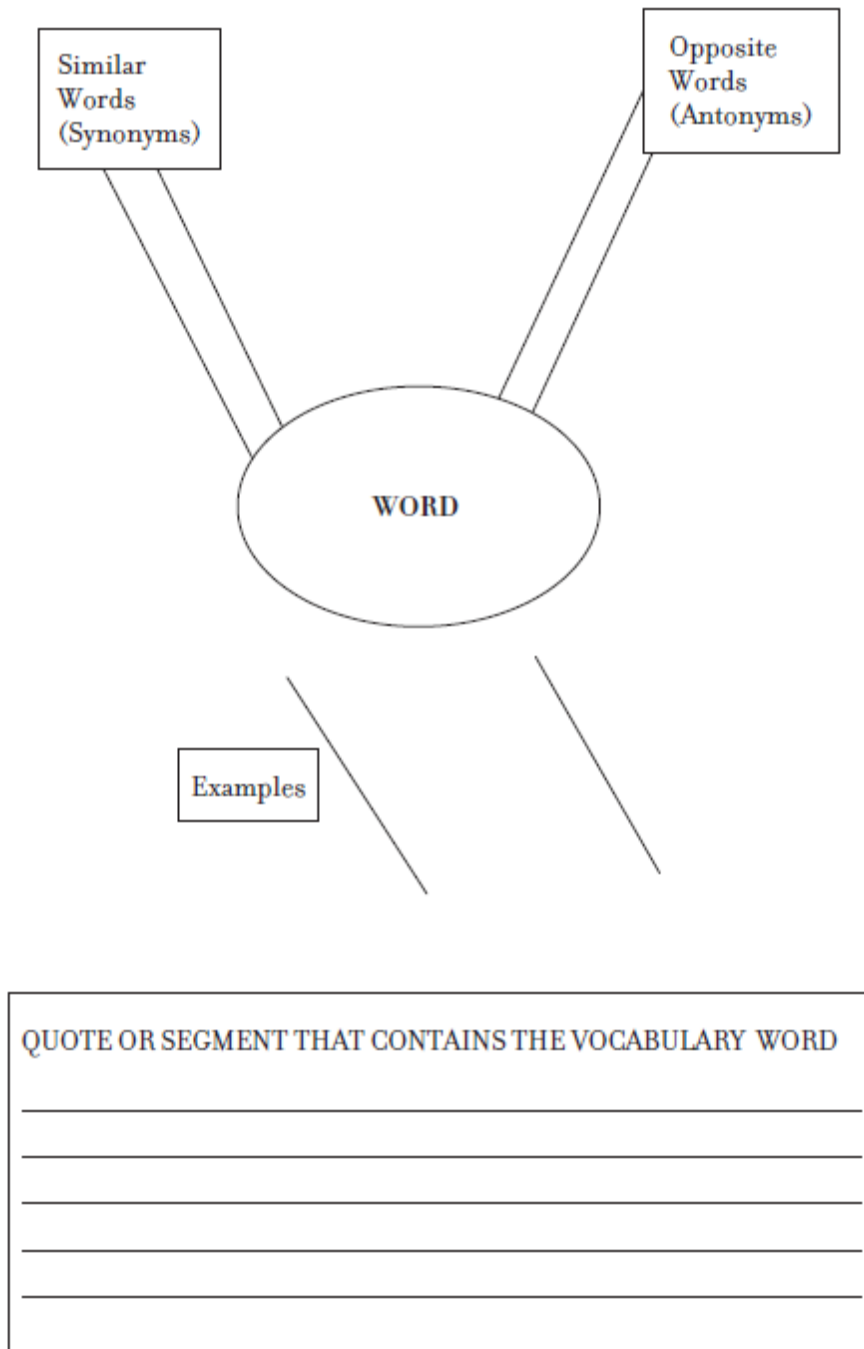
Word Diagrams

Objective	To examine word meanings and origins
Materials	Plain paper, markers, crayons, colored pencils. A hat, a box, or another container where the teacher can deposit the words that are to be used for this assignment
Time	20–30 minutes in class or good as homework

Procedure

Step 1	Copy the accompanying handout and distribute to the students. Create a model for the students so that they have something that they can refer to when they create their own.
Step 2	The students should draw a word from those that the teacher pre-selected and complete the word diagram.
Step 3	Once the word diagrams are complete the students should be grouped in pairs or trios to discuss their pictures. What did the students find challenging to do in the word diagrams? What did they learn from completing this activity?
IRA/NCTE Standards	6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Figure 6.1 Word Diagram Template



From Katherine S. McKnight and Bradley Berlage, *Teaching the Literature Classics in the Inclusive Classroom: Reader Response Activities to Engage All Learners*. Copyright © 2007 by Jossey-Bass. Reprinted by permission of Jossey-Bass.

Figure 6.2 Sample Word Diagram

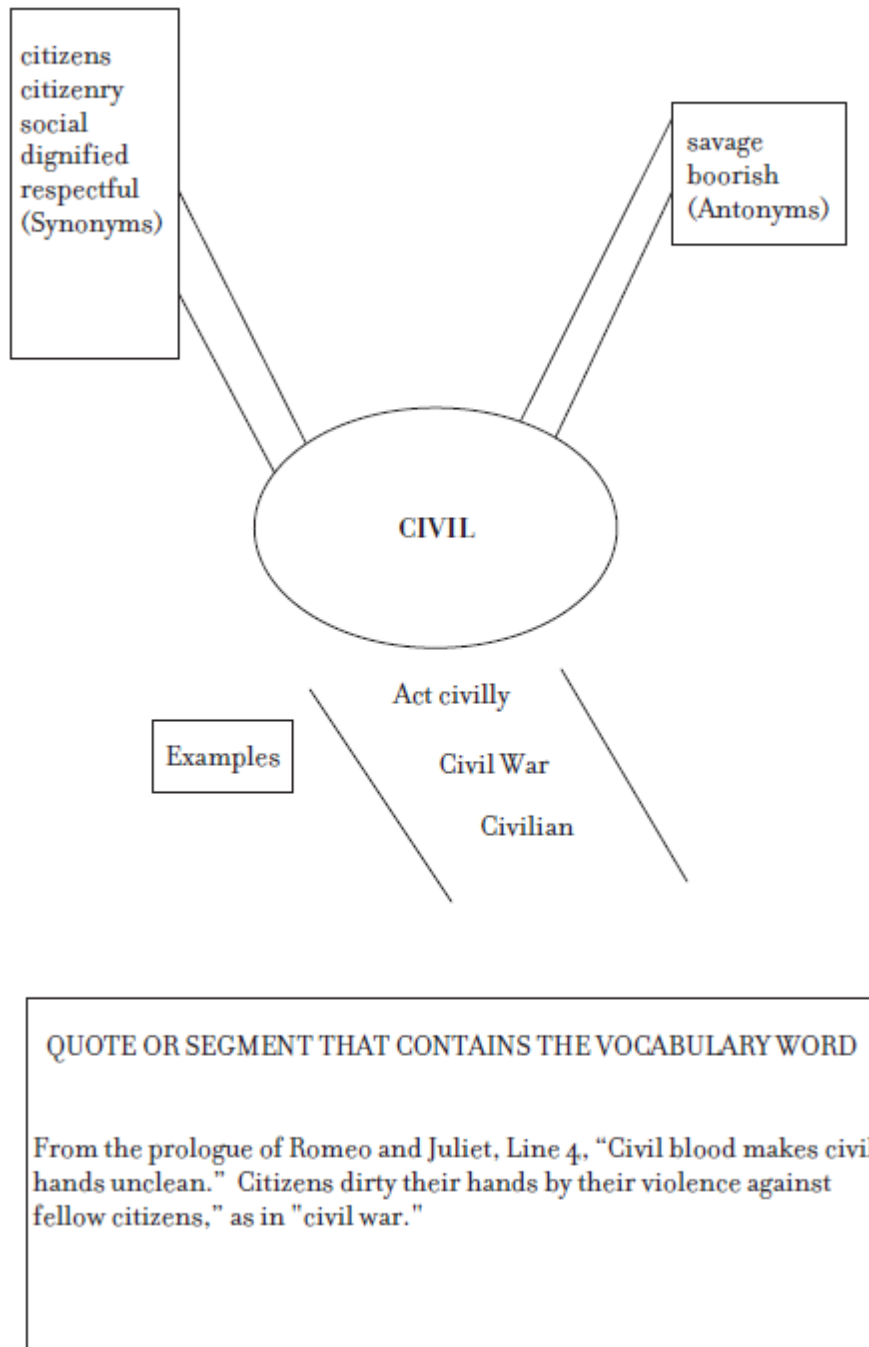


Exhibit 6.11 Circling Words Lesson Plan

Circling Words

Objectives	To develop comprehension of specific vocabulary
Materials	A list of vocabulary words and definitions written on index cards
Time	20 minutes

Procedure

Step 1	It's more effective if the students randomly select words from a teacher-generated list. Once the students have a selected word, they should write the definition on the other side. One side has the word, and the other has the definition.
Step 2	Have the students stand and create two concentric circles — one inside the other. The students in the inside circle turn around to face the students in the outside circle.
Step 3	The students should face each other and the teacher calls "Inside!" or "Outside!" The called circle gives the student that they are facing their word or definition. Their partner must give the definition or the word in response. Once the students complete their exchange, the teacher calls "rotate" and the circles move. The teacher then calls "stop" and there is a new pair. The circles stop and move so that there are new pairings. Every student practices vocabulary and repeats words for greater reinforcement.
IRA/NCTE Standards	6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
