Grades 1 - 8 Vocabulary Program Guide

Spokane Public Schools

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> Academic background knowledge has a dramatic impact on student success in school. "Students who have a great deal of background knowledge in a given subject area are likely to learn new information readily and quite well. The converse is true." (Marzano, Robert J. 2004)

We wish to thank the following members of the Joint Elementary/Middle School Vocabulary Committee for their hard work in creating these Vocabulary Program Guides:

7th & 8th Grades
Moleena Harris – Teaching and Learning – Secondary Literacy Facilitator
Nancy Ingerson – Shaw – Instructional Coach
Mary Robertson – Shaw – Instructional Coach

3rd, 4th, 5th, 6th Grades
Jane Bouge – Adams – Literacy Coach
Mike Duley – Arlington – Literacy Coach
Patti Standal – Stevens – Literacy Coach
Rochelle Zwiesler – Whitman – Literacy Coach

1st & 2nd Grades
Dena Thornton – Grant – Literacy Coach
Kristi Cerenzia – Whitman – Literacy Coach

Lydia-Laquatra Fesler – Coordinator Elementary Literacy, Social Studies, and Kindergarten

Alice Franklin – Coordinator Middle School Literacy, Social Studies, & Special Programs

Rationale for Content Vocabulary Study

GLE	K	1	2	3	4
1.3.2	**Understand and apply content/academic vocabulary.** • Use content/academic vocabulary during class discussions.	**Understand and apply content/academic vocabulary.** • Use content/academic vocabulary during class discussions and/or writing (e.g., ethnic and native language terminology; terms specific to geographical settings;terms specific to literature, science, math, and writing).	**Understand and apply content/ academic vocabulary.** • Identify and define unfamiliar words that would be important to know in order to read a new text with teacher guidance. • Use new vocabulary in oral and written communication.	**Understand and apply content/academic vocabulary critical to the meaning of the text. W** • Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text. • Select, from multiple choices, the meaning of words necessary to understand content/academic text. • Explain that some words have a different meaning in different content/academic texts (e.g., area in math and geography). • Use new vocabulary in oral and written communication.	**Understand and apply content/academic vocabulary critical to the meaning of the text. W** • Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text. • Explain that some words have a different meaning in different content areas (e.g.,concept of shade in science and art). • Select, from multiple choices, the meaning of words necessary to understand. • Use new vocabulary in oral and written communication and content/academic text.

Rationale for Content Vocabulary Study

GLE	5	6	7	8
1.3.2	**Understand and apply content/academic vocabulary critical to the meaning of the text. W** • Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text. • Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., *property* in science and social studies). • Select, from multiple choices, the meaning of words necessary to understand content area text. • Use new vocabulary in oral and written communication.	**Understand and apply content/academic vocabulary critical to the meaning of text. W** • Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text. • Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., *property* in science or social studies). • Select, from multiple choices, the meaning of words or phrases identified in the text. • Use new vocabulary in oral and written communication.	**Understand and apply content/academic vocabulary critical to the meaning of the text. W** • Identify and define content/academic vocabulary critical to the meaning of the text and use that knowledge to interpret the text. • Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., *property* in science or social studies). • Select, from multiple choices, the meanings of words or phrases identified in the text. • Use new vocabulary in oral and written communication.	**Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. W** • Integrate new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities (e.g., *lift* as used in England compared to the U.S.A.), into written and oral communication. • Explain the meaning of content-specific vocabulary words (e.g., photosynthesis, democracy, algorithms). • Select, from multiple choices, the meanings of words or phrases identified in the text. • Transfer knowledge of vocabulary learned in content areas to comprehend other grade-level informational/expository text and literary/narrative text (e.g., definition of *solar* in science transferred to understanding science fiction text).

Rationale for Content Vocabulary Study

Academic background knowledge has a dramatic impact on student success in school. "Students who have a great deal of background knowledge in a given subject area are likely to learn new information readily and quite well. The converse is true." (Marzano, Robert J. 2004) And, there is a strong relationship between vocabulary knowledge and background knowledge, as evidenced explicitly in the research (Nagy & Herman, 1984, Graves & Slater, 1987, Hart & Risley, 1995)

In *Building Background Knowledge,* Robert Marzano states, "When we hear or read a word, we reference the meaning of the word stored in permanent memory…a word is the label associated with a packet of knowledge stored in permanent memory. For example, when we hear or read the word *cat*, we reference our stored packet of knowledge regarding cats.…Thus it makes intuitive sense that the more words we have, the more packets of knowledge, and, hence, the more background knowledge we have.

There is some research that supports the notion that students who read widely increase their own vocabularies. However, the words or concepts that are acquired are incidental and may only offer students contextual understanding of the word. Outside the context of the reading, a student's understanding of the word or concept may be fragile.

Additionally, in *Words, Words, Words*, Janet Allen writes about how unreliable context can be for learning a word. In the sentence, "Mahmoud Abas hastily left Paris because of a building crisis in his country," students have to know that Mahmoud Abas is the beleaguered leader of Palestine and that the definition of building, in this case, is "escalating" and not "construction" in order to understand the sentence.

Therefore, it is imperative that teachers build in time to intentionally teach vocabulary using best practices. This Vocabulary Teaching Guide was created to offer teachers support in achieving that goal.

Where Vocabulary Instruction Fits in the Day

Primary Literacy Block
90 Minute Daily Reading Block, Determined by OSPI

60 minutes	**Writers Workshop**
60 minutes	**Readers Workshop**
<15 minutes	**Spelling/Handwriting**
<15 minutes	**Vocabulary Instruction**

Intermediate Literacy Block
90 Minute Daily Reading Block, Determined by OSPI
(to include content area reading)

60 minutes	**Writers Workshop**
60 minutes	**Readers Workshop (content area reading occurring here)**
15 minutes	**Spelling/word work (Sitton)** (In 3rd grade, handwriting is taught in the second trimester.)
15 minutes	**Vocabulary Instruction**

- The literacy, social studies, and math vocabulary instruction block of time (15 minutes) should occur before content instructional time. In other words, move vocabulary instruction block to the beginning of social studies lesson.
- For science, if terms are present in the inquiry, experience the learning first, then name with appropriate term after the learning. For example, if the term "buoyancy" is in the lesson, experience the concept first, then name it.
- Teachers may opt to take more time one day for vocabulary instruction and skip vocabulary instruction the next.
- Vocabulary instruction is time-bound by trimester in literacy. Vocabulary instruction in science, social studies, and math is time-bound by unit.

Middle School Language Arts Vocabulary is currently under construction.
Middle School Content (Science, Social Studies, and Math) Classes

- Vocabulary instruction may play the role of entry task.
- Teachers may opt to take more time on one day for vocabulary instruction and skip vocabulary instruction the next.

Year-long Words and Phrases by Grade within Subject Areas

Grade	Language Arts	Mathematics	Science	Social Studies
1	9	8	7	8
2	22	24	24	21
3	30	32	27	31
4	37	40	32	34
5	48	29	40	26
6	38	40	37	34
7	under construction	103	125	129
8	under construction	117	146	152

How the Words and Phrases Were Determined

The words at each grade level were identified by content coordinators, facilitators, and instructional coaches. They are the vocabulary words identified as worthy of explicit instruction. Words were also chosen from the following resources:
OSPI Reading K-10 Grade Level Expectations
OSPI Writing K-10 Grade Level Expectations
OSPI Social Studies K-12 Grade Level Expectations

The number of words chosen at each grade level was informed by the research of Robert Marzano coupled with the reality of life in a classroom. In other words, the committee determined the number of words that was doable, knowing that some days might be interrupted by assemblies, fire drills, emergency situations, etc.

Getting Started

Grades 1 – 2
1. Make copies of the primary thinking sheet in the appendix of this guide. (32 sheets per student at 1st grade or 91 sheets per student at 2nd grade) **If you believe your 2nd grade students are able to draw their own thinking sheets, feel free to follow the directions for 3rd grade students.**
2. Staple OR bind OR three hole punch and place in binder.

Grades 3 - 8
1. Supply students with notebooks (e.g., composition books, spiral notebooks)
2. Have students divide their notebooks into 4 sections by the following content areas: literacy, science, math, and social studies.
3. Have students glue their own grade level thinking sheet template to the inside cover of their notebooks. They will draw their own thinking sheets for each vocabulary word

Six Steps Model for Direct Vocabulary Instruction
*(Based on Robert J. Marzano's *Building Background Knowledge for Academic Achievement)*
Steps One, Two, and Three are done together! Steps Four, Five, and Six are done periodically and are ongoing. This provides for multiple exposures and gradual shaping of understanding. The Six Steps allow students to interact with terms in a variety of ways.

Step One: Teacher provides description, explanation, and/or examples of the new term.	Step Two: Using their own words, students state their understanding of the new term.	Step Three: Students also create a nonlinguistic representation of the term in their notebook.
Teacher may say: "Let's take a look at the word **stifle**." "When I hear the word, I think of being in the library and getting the giggles. My parents always told me to *stifle* my laughter when it is not appropriate." "What did they mean? Is *stifle* a thing or something you do?" "The library was inappropriate for a lot of laughter. I was supposed to hold it back—to smother it." "In class, students often have to *stifle* the urge to shout out answers or make inappropriate comments!" "When angry, it's important to *stifle* your comments to avoid saying something you will regret."	Directly after the teacher's description of the term, students write their understanding of the new term **in their vocabulary notebooks** in their own words. (See thinking sheet for format of entry) A student might write: *Stifle* might mean stopping yourself from doing something you shouldn't. I stifled the urge to call my sister a name. After reading "The Tell-Tale Heart," students might discuss *stifle* in terms of smothering—the narrator stifles the old man. They might also consider the word in context with their own lives: Having a schedule *stifles* my creativity. This room is *stifling*; I can't breathe.	After making a linguistic entry **in their vocabulary notebooks,** students draw graphic representations in the form of graphic organizers, pictures, symbols, or pictographs in a way that is meaningful to them. Students can add to this work or revise it as their work on the term continues. It is recommended that the drawing component has a time limit. Teacher has an opportunity to correct any misconceptions, then students share linguistic and nonlinguistic entries with a partner, small group, or whole group.

Step Four: Students do activities that help them <u>to add</u> to their knowledge of vocabulary terms.	Step Five: Students discuss the terms with one another.	Step Six: Students are involved in games that allow them to play with the terms.
Students will revisit the vocabulary periodically. **Identifying similarities and differences** deepens understanding of the terms. Activities include: • Comparing • Classifying • Creating metaphors • Creating analogies Students and teachers are "on the lookout" for the terms and related information in newspapers, books, or magazines, on TV, in conversation, etc. and share with the class. Add to or revise the original entry in the vocabulary notebook. Revisiting the terms will prepare students for Step Five.	Students are engaged and learn by talking again and again about the terms. Students will use their vocabulary notebooks as a springboard for discussion. In small groups or pairs, students engage in discussion of the terms based upon teacher prompts or students can create their own discussion topics. They might discuss the material generated in their notebooks in previous steps. For example, their metaphors or analogies. Students are encouraged to use academic language in classroom situations.	Students use terms in games created by them or provided by the teacher. Games create interest and enthusiasm and promote retention. Examples of student created games: • Go Fish cards with pictures and text. • Pictionary • Rap • Songs using words or analogies • Charades • Chants/Poetry For review, teacher can use the vocabulary notebooks for quick oral sponge activities. For example, "Find 2 words that are synonyms"

Six Steps to Teach Vocabulary

Step 1

- **The teacher provides a description, explanation, or example of the new term. Students record terms in their vocabulary (or content area) notebooks, using template found in Appendix A.**
- **The table below explains how we know words. When we know a word, we associate several semantic features with that word. (For instance "cow" – four legged, gives milk, lives on a farm.)**
- **Use the table below to determine which characteristics you want to emphasize in an initial description of the word.**
- **This is not an exhaustive list, but a good starting point.**

Categories and Semantic Features of Words	
Category	**Semantic Features**
Types of people (general)	1. This type of person performs specific actions (e.g., firefighter). 2. Specific requirements are necessary to become this type of person (e.g., doctor). 3. This type of person has a specific set of physical or psychological characteristics (e.g., basketball player, psychologist).
Specific people	The characteristics above will apply, plus the following: 4. The person associated with a specific time period (e.g., George Washington). 5. The person is associated with a specific place (e.g., Saddam Hussein). 6. The person is associated with a specific event (e.g., Lee Harvey Oswald). 7. The person is associated with a specific accomplishment (e.g. Babe Ruth).
Natural objects and places (general)	1. The object or place is associated with a specific setting (e.g., the beach). 2. The object or place is associated with specific physical characteristics (e.g., granite, mountain range). 3. The object or place is developed or formed in a specific way (e.g., tidal basin). 4. The object or place is associated with specific uses (e.g., lumber).
Natural objects and places (specific)	The characteristics above will apply, plus the following: 5. The object or place is associated with specific events (e.g., Mt. St. Helens). 6. The object or place is associated with specific people (e.g., Little Bighorn). 7. The object or place is associated with a specific time (e.g., the land bridge connecting Alaska and Siberia). 8. The object or place is associated with a specific location (e.g., the Amazon).

from *Building Background Knowledge for Academic Achievement* by Robert J. Marzano

Categories and Semantic Features of Words	
Category	**Semantic Features**
Man-made objects and places (general)	1. The object or place is associated with a specific setting (e.g., coastal city). 2. The object or place is associated with specific physical characteristics (e.g., wheel). 3. The object or place is developed or built in a specific way (e.g., railroad). 4. The object or place is associated with specific uses (e.g., automobile.
Man-made objects and places (specific)	The characteristics above will apply, plus the following: 5. The object or place is associated with specific events (e.g., New York City). 6. The object or place is associated with specific people (e.g., Versailles). 7. The object or place is associated with a specific time (e.g., the Partenon). 8. The object or place is associated with a specific location (e.g., Stonehenge)
Man-made events (general)	1. The event is associated with specific types of people (e.g., football game). 2. The event is associated with a specific process or actions (e.g., party). 3. The event is associated with specific equipment, material, resources, or context (e.g., polo match). 4. The event is associated with a specific setting (e.g., picnic). 5. The event is associated with specific causes and consequences (e.g., graduation).
Man-made events (specific)	The characteristics above will apply, plus the following: 6. The event is associated with specific people (e.g., Holocaust). 7. The event is associated with a specific time (e.g., ChristmaS). 8. The event is associated with a specific place (e.g., 9/11/01) 9. The event is associated with a specific cause or outcome (e.g., World War II).
Natural phenomena (general)	1. The phenomenon is associated with a specific process (e.g., volcanic eruption). 2. The phenomenon is associated with specific causes and consequences (e.g., tornado) 3. The phenomenon is associated with a specific setting (e.g., tidal wave).
Natural phenomena (specific)	The characteristics above will apply, plus the following: 4. The phenomenon is associated with a specific place (e.g., Alaskan earthquake of 1964). 5. The phenomenon is associated with a specific time (e.g., ice age).

from *Building Background Knowledge for Academic Achievement* by Robert J. Marzano

Categories and Semantic Features of Words	
Category	**Semantic Features**
Intellectual, artistic, or cognitive products (general)	1. The product is associated with a specific process (e.g., a painting) 2. The product is associated with a specific purpose or use (e.g., a letter). 3. The product is associated with specific types of people (e.g., opera). 4. The product is associated with specific equipment (e.g., sculpture).
Intellectual, artistic, or cognitive products (specific)	The characteristics above will apply, plus the following: 5. The product is associated with a specific person (e.g., the Mona Lisa). 6. The product is associated with a specific time or event (e.g., Rosetta Stone). 7. The product is associated with a specific cause or consequence (e.g., U.S. Constitution). 8. The product is associated with a specific place (e.g., ceiling of the Sistine Chapel).
Physical actions (general)	1. The physical action is associated with a specific process (e.g., running). 2. The physical action is associated with specific types of people (e.g., mountain climbing) 3. The physical action is associated with a specific location (e.g., fishing). 4. The physical action is associated with a specific purpose (e.g., weightlifting). 5. The physical action is associated with a specific cause or consequence (e.g., fighting).
Mental actions (general)	1. The mental action is associated with a specific process (e.g., experimenting). 2. The mental action is associated with specific types of people (e.g., arbitration). 3. The mental action is associated with a specific location (e.g., legal defense). 4. The mental action is associated with a specific cause or coonsequence (e.g., problem solving).
Social/societal groups, institutions, or organizations (general)	1. The institution or organization is associated with a specific purpose (e.g., posse). 2. The institution or organization is associated with specific types of people (e.g., governing board). 3. The institution or organization is associated with a specific setting (e.g., jury).

from *Building Background Knowledge for Academic Achievement* by Robert J. Marzano

Categories and Semantic Features of Words	
Category	**Semantic Features**
Social/societal groups, institutions, or organizations (specific)	The characteristics above will apply, plus the following: 4. The institution or organization is associated with a specific location (e.g., U.S. Congress). 5. The institution or organization is associated with a specific time (e.g., KKK). 6. The institution or organization is associated with a specific event (e.g., Chicago Seven).
Shapes/ direction/ position	1. The shape/direction/position has distinguishing physical features (e.g., triangle). 2. The shape/direction/position is associated with specific uses (e.g., arch). 3. The shape/direction/position is associated with specific reference points (e.g., south).
Quantities/ amounts/ measurements	1. The quantity, amount, or measurement has a specific relationship with other quantities, amounts, or measurements (e.g., one million). 2. The quantity, amount, or measurement has a specific referent (e.g., inches).

from *Building Background Knowledge for Academic Achievement* by Robert J. Marzano

First Grade			
	Trimester 1	**Trimester 2**	**Trimester 3**
Literacy (by trimester)	syllable	edit	organize
	elaborate	gist	sequence
	goal	main idea	punctuation
Social Studies (by unit of study)			
Families in Our Community	need/want		
	neighborhood		
	rights		
	tradition		
Families in Other Places	environment		
	geography		
	map		
	role		
Science (by unit of study)			
Life Cycle of Butterfly	life cycle		
	stage		
	caterpillar		
Changes	solid		
	liquid		
Weather	temperature		
	thermometer		
Math (by unit)			
	data		
	difference		
	digit		
	equation		
	number line		
	pictograph		
	sum		
	survey		

Second Grade			
	Trimester 1	**Trimester 2**	**Trimester 3**
Literacy (by trimester)	adjective	fact/opinion	structure
	analyze	genre	tense (past, present)
	cause/effect	monitor	theme
	compare/contrast	paragraph	transition
	conventions	perspective	Chronological order
	criteria	preposition	singular
	dialogue	select	plural
	expression		
Social Studies (by unit of study)			
Our Community	citizen	community	
	city council	contribution	
	government	history	
	key	lake	
	law	mayor	
	obey	past/present	
	physical characteristics	public	
	respect	responsibility	
	river		
Communities in the Northwest	point of view	discussion	
	goods/services		
Communities Meeting Their Needs and Wants	economics		
Science (by unit of study)			
Balance and Motion	Balance	balance point	
	motion	counterweight	
	position		
Buzzing a Hive	egg	thorax	
	larva	abdomen	
	pupa	proboscis	
	adult	scales	
	antenna	survive	
Prehistoric Life	organism	dinosaur	
	fossil	defense	
	prehistoric	prey	
	habitat	paleontologist	
	extinct		

Second Grade		
Math (by unit)		
	accurately	location
	addend	minute hand
	attribute	operation
	bar graph	polygon
	degree	right angle
	equivalent	second (time)
	estimate	square corner
	feet	table
	foot	twice
	grid	vertex
	hour hand	width
	length	yard

Third Grade			
Literacy	**1st Trimester**	**2nd Trimester**	**3rd Trimester**
	audience	author's craft	abbreviation
	author's purpose	conclusion	cite
	biography	experience	mentor text
	expression	passage	paraphrase
	narrator	phrase	possessive
	noun	selection	rhyme
	plot	simile	stanza
	story elements	support	
	text features	text	
	topic		
	verb		
	visual features		
	vocabulary		
	table of contents		
Social Studies (by unit)			
Cultures in our Community	citizenship		diversity
	custom		perspective
	political		civics
	lifestyle		
First Nations of North America	agriculture		herding
	Eastern Woodland People		Southwest Tribes
	Pueblo Tribes		Plains Tribes
	Inuit Tribes		plateau
	indigenous		county
	country		continent
	region		climate
	vegetation		explorers
	settlers		migrated
	trading		cultural contributions
	story legends		
Cultures of North America	communication		landform
			global

Third Grade		
Math (by unit)		
	arrange	inch/es
	arrays	landmark numbers
	capacity	less than
	centimeter	line plot
	characteristics	meter
	combinations	multiples
	combining	organize
	comparison	patterns
	difference	predict
	dimension	quantities
	distance	reflection
	doubles/doubling	relationship
	factors	sequence
	figure	symmetry
	greater than	value
	halves/halving	vertices
Science (by unit of study)		
Water	contract	expand
	absorb	condense
	evaporate	water vapor (gas)
	property	dome
	surface tension	states of matter
	balance	
Structures of Life	characteristic	function
	structure	habitat
	energy source	nutrient
	germinate	food chain
Observation of the Sky	phase	position
	shadow	horizon
	appearance	constellation
	spin	orbit

Fourth Grade			
Literacy	**1ˢᵗ Trimester**	**2ⁿᵈ Trimester**	**3ʳᵈ Trimester**
	context clues	alliteration	bibliography
	fact/opinion	anecdote	copyright
	fluency	comma splice sentences	electronic sources
	graphic features	demonstrate	gist
	graphic organizer	elaboration	reference sources
	humor	fable	resource
	informational/expository text	figurative language	skim/scan
	italics	idiom	acronym
	literary	metaphor	bibliography
	literary/narrative text	mode	
	pronunciation	onomatopoeia	
	sentence fragment	personification	
	thesaurus	pronoun	
	transitional words	thesis statement	
	run-on sentence		
	index		
Social Studies (by unit)			
Being Citizens in WA	due process		religious
	promote		hierarchy
	liberty		national
	international		tribal
	sovereign		tribal government
	state government		tribal council
	banned		
Exploring the Pacific Northwest Prior to Statehood	Pacific Northwest		pioneer
	Oregon Trail,		dwelling
	ceremonial		orphanages
	treaty		artifact
	maritime		territory
	expedition		
Living in WA: Its Geography, Resources, and Economy	mills		natural resources
	labor		sustainability
	depletion		irrigation
	consumers		distributors
	Pacific Rim countries		cargo

Fourth Grade			
Math (by unit)			
	area		mode
	attribute		numerator
	conclusion		ounce
	congruent		parallel
	coordinate		perimeter
	cup		perpendicular
	decompose		pint
	denominator		point
	dimensional		polygon
	expression		pound
	factor		predict
	gallon		product
	gram		quart
	hundredths		round
	intersect		rule
	kilogram		solution
	linear		square unit
	location		tenths
	median		unit
	millimeter		variable
Science (by unit of study)			
Variables	changed variable		measured variable
	variables kept the same		fair test
	system		effect
Electric Circuits	electricity		circuit
	battery		conductor
	insulator		switch
	current		socket
	transfer		transformation
	energy form		flow
	filament		
Landforms/Earth Materials	Landforms	Earth materials	model
	structure	erosion	weathering
	process	dissolve	rock
	geology	mineral	slope
	deposition		

Fifth Grade			
Literacy	**1st Trimester**	**2nd Trimester**	**3rd Trimester**
	appendix	advertisement	anthology
	author's tone	analogy	cross-reference
	compile	argument	documentary
	conflict	association (persuasive device)	flashback
	dialogue	claim	icon
	double negatives	debate	mnemonic device
	epilogue	environmental print	parallel structure
	hyperbole	imagery	plagiarism
	format/organizational structure	literary devices	rhetorical question
	perspective	persuasive devices	evaluate
	preface	propaganda techniques	anthology
	prologue	pun	cross-reference
	recursive writing process	bias	documentary
	resolution	overgeneraliztion (persuasive device)	flashback
	scene	advertisement	icon
	syntax	analogy	mnemonic device

Fifth Grade		
Social Studies (by unit)		
U.S. Founding the Nation/U.S. Independence	Patriotism	fundamental document
	colony	amendment
	executive	legislative
	judicial	cabinet
	parliament	factory
	British	Constitution
The Legacy for Us Today	Censorship	allegiance
	taxes	taxation
	global	preserve
	initiative	
U.S. Exploration/Encounter, colonization, and Devastation	trade route	revolution
	devastation	genocide
	indentured servants	era

Fifth Grade				
Math (by unit)				
	acute		probable	
	angle		quadrilateral	
	composite		ray	
	decimal		rectangle	
	exterior		reflection	
	fairness		remainder	
	greatest common factor		rhombus	
	interior		rotation	
	least common multiple		sample	
	line		scale	
	obtuse		similar	
	opposite		translation	
	parallelogram		trapezoid	
	percent		width	
	prime			
Science (by unit of study)				
Weather	air pressure	climate	precipitation	
	anemometer	water cycle	saturation	
	atmosphere	dew point	wind vane	
	barometer	humidity	air mass	
	weather			
Float and Sink	force	buoyant force	gravity	
	Newton	spring scale	submerge	
	surface area	weight	volume	
	displace	graduated cylinder		
Ecosystems	ecosystem	ecology	terrarium	
	aquarium	predator	consumer	
	producer	pollution	ecocolumn	
	fertilizer	acid rain	algae	
	isopod	acidity	live-bearers	
	interdependence			

Sixth Grade			
Literacy	**1st Trimester**	**2nd Trimester**	**3rd Trimester**
	cliché	allusion	colloquial
	cohesive paragraphs	assumption	literary criticism
	generalization	dialect	critic
	interjections	exaggeration	functional document
	judge	foreshadowing	language registry
	mood	interpret	non-technical document
	myth	irony	tabloid
	persona	jargon	technical documents
	prose	justify	
	quote	parody	
	section	point by point comparison	
	semantic mapping	sarcasm	
	sound devices	stereotype	
	subplot	media	
	script		
Social Studies			
World-Ancient Civilizations 8000 BCE-600CE (by trimester)	*Forms of Government* Ancient, monarchy, democracy, dynasty	*Government and the Economy* Cuneiform, currency	*Individuals and Movements* Movements
	Economic Choices/Economic Systems Civilizations, finite, distribution, production	*Economic Issues* Deforestation	*Historical Antecedents* Conflict, burial
	International Relationships Society, alliance, military conquest, Empire, cultural assimilation	Maps and Geographic Tools Scale, legends, symbols, projections	*Analyze Sources* Validity, reliability, credibility, primary and secondary sources
	Trade Supply/Demand, Silk Road	*Human-environmental interaction* Canals	*Citing Sources* Ethical, plagiarism, copyrighting
		Culture Domestication	

Sixth Grade				
Math **(by unit)**				
	prime factor		circle	
	Celsius		circumference	
	Fahrenheit		cube	
	liter		diagonal	
	milliliter		diameter	
	prism		face	
	pyramid		hexagon	
	volume		isosceles	
	proportion		octagon	
	divisible		pentagon	
	property		radius	
	improper fraction		radii	
	mixed number		scalene	
	ratio		3-dinemsional	
	approximate		clockwise	
	surface area		counterclockwise	
	cubic unit		outcome	
	mass		random	
	base		questionnaire	
Science **(by unit of study)**				
Mixtures and Solutions	mixture	solution	dissolve	
	matter	substance	saturation	
	solute	solvent	chemical reaction	
	precipitate	product	reactant	
	dilute	concentration	mass	
Experiments with Plants	cotyledon	embryo	fruit	
	stimuli	experimental control	controlled investigation	
	pollinate			
Solar System	Solar system	evidence	scale model	
	solar	equinox	solstice	
	hemisphere	latitude	orbit	
	spin axis	asteroid	comet	
	star	planet	Astronomical Unit	

Seventh Grade				
Literacy				
Unit 1 *The Choices We* *Make*	Characterization	Folklore	Personal Narrative	Plot
	Sensory Details	Symbolism	Theme	
Unit 3 *Our Choices and* *Life's Lessons*	Imagery	Point of View	Literary Analysis	Problem/ Solution
	Essay	Research		
Unit 2 *What Influences My* *Choices?*	Consumerism	Media	Advertising	Persuasion
	Audience	Purpose	Editorial	
Unit 5 *How We Choose to* *Act*	Oral Interpretation	Tone	Monologue	Narrative Poem
	Poetic Devices			
Social Studies				
Unit 1 *Geography of* *Washington State*	aquifer	gorge	rain shadow	
	arid	human characteristics	range	
	basin	hydroelectric	regions	
	canyon	lahar	reservoir	
	causal effect	landform	ring of fire	
	continental drift	lowlands	strait	
	coulee	Pacific Rim	subduction zone	
	fault line	Pangaea	tectonic	
	geography	peninsula	temperate	
	geologic	physical features	tributary	
	glacier / glacial	plateau		
Unit 2 *Movement of* *Washington's* *Peoples*	bartering	genocide	Plateau Indians	
	Chief Joseph	Hudson Bay Company	Potlatch	
	Chief Seattle	immigration	scurvy	
	Coastal Indians	indigenous	Shaman	

	compromise	international	spirituality
	cultural diffusion	Kennewick Man	supply and demand
	desecrate	longhouse	territory
	emigration	missionaries	Whitman Massacre
	entrepreneur	negotiate	Wolf meetings
	Fort Astoria	Northwest Passage	
	fur trappers / traders	Pig War	
Unit 3 Washington State in the 20th Century	Boldt Decision	Grand Coulee Dam	rationing
	civil rights	Hanford	reform
	Columbia Basin Project	Hoovervilles	relocation
	conservation	hydropower	sedition
	depression	internment camp	segregation
	Dust Bowl	intolerance	stock market crash
	ecology	labor union	strike
	economy	migrant worker	suffrage
	equality	New Deal	tribal sovereignty
	feminism / feminist	progressive movement	Wobblie
	financial literacy	Prohibition	workers rights
Unit 4 Contemporary Government Issues; Initiatives	absentee ballot	federal government	oligarchy
	advocacy	federalism	referendum
	bill	forum	repeal
	bipartisan	fundamental documents	representatives
	Centennial Accord	House of Representatives	Republican
	checks & balances	ideals	Senate
	common good	income tax	stakeholder
	contemporary	individual rights	Supreme Court
	Democrat	initiative	tribal governments
	direct democracy	lobbyist	tyranny
	election	monarchy	veto

Seventh Grade			
Math (by unit)			
Accentuate the Negative	absolute value	integers	positive numbers
	prime and prime factorization	composite	exponents
	algorithm	negative numbers	quadrant
	Commutative Property	opposites	rational numbers
	Distributive Property	order of operations	reciprocal
Graphs	mean	median	mode
	maximum	minimum	range
	measure of central tendency	histogram	stem-and-leaf plot
	circle graph	data	interval
	distribution	interval	
Stretching and Shrinking	complementary angles- introduced	equivalent ratios	ratio
	perimeter	area	proportional
	similar	congruent	angle measure
	surface area	volume	supplementary angles - introduced
	corresponding angles	image	scale and scale factor
	corresponding sides	midpoint	similar
Comparing and Scaling	proportion	rate	ratio
	convert	rate table	unit rate

Seventh Grade			
Math (by unit)			
Filling and Wrapping	area	face	radius
	pyramid	cone	circumference
	base	height	rectangular prism
	cube	length	surface area
	cylinder	net	unit cube
	diameter	perimeter	volume
	dimensions	pi	width
	edge	prism	
Moving Straight Ahead	coefficient	linear relationship	run
	constant term or constant rate	point of intersection	slope
	horizontal change	properties of equality	vertical change
	linear function	proportional	x-intercept
	equation	rise	y-intercept
Percents	percent increase	percent decrease	
Probability	tree diagram	sample space	theoretical probability
	experimental outcomes	outcome	counting principle
	odds	area model	
Additional MSP Words	analyze	consecutive	interpret
	approximate	estimate	justify
	compare	formula	predict
	conclude	infer	solve

Seventh Grade			
Science			

First Quarter - Chemistry

Matter	States of Matter	Energy	Process
matter	phase change	expansion	hypothesis*
properties	evaporation	thermal energy	manipulated variable*
density	boiling	potential energy	responding variable*
boiling point	sublimation	kinetic energy	controlled variable*
freezing point	deposition	molecular motion	logical plan (procedure)
solubility	physical change	transfer	inconsistent results
molecule	chemical change	transformation	bias
atom	reactant(s)		theory
compound	product(s)		law
conservation of matter	mass*		beaker
bond	Law of Conservation*		Erlenmeyer flask
element	catalyst		
periodic table	chemical property		
density*	physical property		
flexibility	precipitate		
conductivity	gas production		
subscript	electrolysis		
superscript			

*word previously defined, new level of meaning or new context in this unit

Science	**Second through Fourth Quarters**		

Genetics and Human Body Systems – Life Science

Genetics	Cells	Body Systems	Process
genetic	specialized	energy*	sample
heritable	DNA	tissues	skepticism

hereditary	chromosome	organs	
Punnett Square	cell wall	digestive	
trait	membrane	nutrients	
genotype	organelle	nervous	
phenotype	nucleus	circulatory	
offspring	cytoplasm	artery	
allele	chloroplast	vein	
dominant	vacuole	capillary	
recessive	diffusion	respiratory	
homozygous	osmosis	diaphragm	
heterozygous	epithelial	excretory	
	connective		
	muscular		
	neuron		

*word previously defined, new level of meaning or new context in this unit

Ecology and Evolution – Life Science

Ecosystems	Matter & Energy	Evolution	Process
biotic	carrying capacity	natural selection	classification
abiotic	food chain	adaptation	inference*
habitat	food web	variation	valid investigation
organism*	plankton	biological evolution	simulation
species	trophic level	extinction	
scientific name	energy flow	kingdom	
community	consumer*	phyla	
population*	producer*		
resources	autotroph		
niche	heterotroph		
competition	decomposers		
predation	herbivores		
symbiosis	omnivores		

prey	carnivores		
biodiversity	carbon dioxide / oxygen cycle		
human impact	photosynthesis*		
	respiration		
	nitrogen cycle		
	life cycle		

Eighth Grade				
Literacy				
Unit 1 *The Challenge of* *Heroism*	Diction	Archetype	Definition Essay	Nonprint Text
	Compare/ Contrast	Imagery		
Unit 2 *Real-life* *Challenges*	Media	Commercialism	Advertising	Techniques
	Persuasive Appeals	Persuasive Essay		
Unit 4 *Voices and* *Challenges*	Allegory	Communication	Euphemism	Talking Points
	Theme	Media Channels		
Unit 5 *The Challenge of* *Comedy*	Anecdote	Elements of Humor	Level of Comedy	Performance

Social Studies: American History			
Unit 1 *Revolution*	accommodate	Olive Branch Petition	revolution
	boycott	patriot	royal colony
	Common Sense	petition	social
	currency	political	Social Contract
	dominate	principles	Stamp Act
	export	Proclamation of 1763	tariff
	First Continental Congress	profit	Tea Act
	import	propaganda	tolerate
	Intolerable Acts	proprietary colony	Townshend Act
	loyalist	Puritans	Treaty of Paris
	mercantilism	Quakers	triangular trade
	militia	ratify	writ of assistance
	Minuteman	religious tolerance	
	natural rights	repeal	

Unit 2 Constitutional Issues	absolute power	consent	habeas corpus
	Antifederalists	Constitutional Convention	higher law
	Articles of Confederation	delegates	impeach
	assembly	dictator	interpret / interpretation
	balance of power	discrepancy	judicial review
	Bill of Rights	domestic tranquility	liberty
	cede	electoral college	Magna Carta
	civic virtue	Federalists	minority / majority
(continued to next page)	common welfare	founding fathers	negotiate

Eighth Grade			
Social Studies			
Unit 2 Constitutional Issues (continued)	override	private domain	separation of powers
	perspective	representative government	social compact
	popular sovereignty	republic	
	preamble	rule of law	
Unit 3 Expansion	agrarian	free market	population density
	annex	impressments	push / pull factors
	capital / capitalist	Industrial Revolution	rendezvous
	catalyst	interchangeable parts	siege
	continental divide	interstate commerce	transcontinental
	Corps of Discovery	intervention	tribute
	Creole	land claims	turnpike
	dominant culture	Manifest Destiny	urbanization
	Embargo Act	Mexican Cession	vaqueros
	expedition	Monroe Doctrine	vigilante

	factory system	National Road	War Hawks
	Forty-niners / 49ers	nationalism	

Eighth Grade			
Social Studies			
Unit 4 Causes and effects of the Civil War	abolitionism / abolitionist	discrimination	reconstruction
	amnesty	Emancipation Proclamation	resistance
	antebellum	famine	revival
	artisan	fanatic	secede / secession
	assassination	free soilers	sectionalism
	blockade	industry	slave codes
	bombardment	inflation	sustainability
	cash crops	labor force	temperance
	civil disobedience	Mason-Dixon Line	textiles
	Confederate / confederacy	motive	treason
	conscription	nativist	Underground Railroad
	conservative	overseers	Yankee
	cotton kingdom	plantation	
	cultivate	profiteer	

Eighth Grade			
Math (by unit)			
Thinking with Mathematical Models	additive inverse	inverse variation	vertical change
	coefficient	mathematical model	x-intercept
	constant term	multiplicative inverse	y-intercept
	horizontal change	non-linear	linear function
	inequality	slope	
Looking for Pythagoras	conjecture	legs	rational number
	coordinate plane	polygon	estimation
	hypotenuse	natural numbers	square rot
	irrational number	Pythagorean Theorem	whole numbers
Algebra	base	exponential relationship	power
	compound growth exponent	growth factor	scientific notation
	exponential growth	growth rate	standard from
	linear inequality	linear equations	law of exponents

Eighth Grade

Math (by unit)			
Samples and Populations	box-and-whisker	mean	scatter plot
	cluster	measures of central tendency	stem-and-leaf plot
	convenience sampling	median	systematic sampling
	distribution	outlier	upper quartile
	five-number summary	population	voluntary-response sampling
	histogram	random sample	mode
	box-and-whisker plot	random sampling	inter-quartile range
	lower quartile	sample	measures of central tendency
	trend line	Venn Diagram	bias
Probability	area model	experimental probability	theoretical probability
	binomial probability	independent events	tree diagram
	complimentary events	mutually exclusive events (disjoint)	Venn Diagram
	compound events (multiple events)	sample space	dependent events
Geometry	angle of rotation	rotation	translation
	reflection	obtuse angle	origin
	adjacent angles	vertex	x-axis
	coordinate grid	acute angle	y-axis
	parallel	perpendicular	dilation
	coordinate rules	rotation symmetry	translation symmetry
	line of symmetry	reflection symmetry	transformation
Additional MSP Words	analyze	consecutive	justify
	approximate	formula	solve
	compare	infer	
	conclude	interpret	

Eighth Grade			
Science			

First Quarter - Physics

Waves	Sound	Light	Process
energy*	dense*	white light	reliable
medium	vacuum*	spectrum	fair test*
transverse	perception	absorption*	analyze
compression	pitch	transmission	
amplitude		prism	
wavelength		diffraction grating	
frequency			
conservation of energy			
reflection			
refraction			
interference			
diffraction			
*word previously defined, new level of meaning or new context in this unit			

Force	Motion	Energy	Process
force	position	transfer*	graph*
Newton*	speed	transformation*	interval
balanced force	instantaneous speed	inertia	slope*
unbalanced force	acceleration	mechanical energy	diagram*
friction		gravitational potential energy	conservation of energy*
air resistance			inference*
gravity			
*word previously defined, new level of meaning or new context in this unit			

Second Through Fourth Quarter – Earth Science			
Earth's Layers	**Constructive / Destructive Forces**	**Rock Cycle**	**Process**
crust	constructive	fossil evidence	model*
lithosphere	destructive	erosion*	phenomena*
mantle	convection current*	mechanical weathering	technological solution
asthenosphere	Pangaea	chemical weathering	skepticism
core	Tectonic Plate	sedimentary	curiosity*
atmosphere	Continental Plate	igneous	computer simulation
hydrosphere	Oceanic Plate	metamorphic	
	Plate Boundary	mineral*	
	convergence	geologic timeline	
	divergence	non-renewal resource	
	hot spot		
	earthquake		
	P-wave		
	S-wave		
	Seismic evidence		
	epicenter		
	Richter Scale		
	fault		
	seafloor spreading		
	volcano		
	composite volcano		
	shield volcano		
	lava		
	magma		
*word previously defined, new level of meaning or new context in this unit			

Step 4 Activities

The learner will participate in activities that provide more knowledge of the words in their <u>vocabulary notebooks</u>.

Comparing Terms

Grades – 3- 8

Sentence Stems (Marzano)

- Sentence stems provide very structured guidance for students, thus helping them to avoid common errors in their thinking.
- This format provides sentences to be completed by students. The first set of sentences asks students to fill in similarities between the two terms, and the second set asks for differences.

_____ **and** _____ **are similar because they both**
_____
_____
_____
_____

_____**and**_____**are different because**
_____**is**_____**, but**_____**is**_____
_____**is**_____**, but**_____ **is**_____
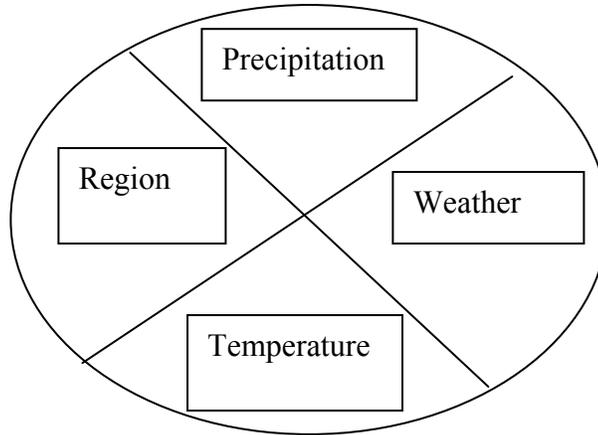_____**is**_____**, but**_____**is**_____

Step 4
Concept Circle (Allen)

Grades – 3- 8
Describe or name the concept relationship among the sections.

Topic:____*Climate*_____

Step 4 Activities

Words in Action

Grades – ALL
Students focus on using a given vocabulary word throughout the day. Ask students to report back on how and how often they have used the word.

Word Trade

Grades – ALL (At first grade, this should be a shared write.)
Write a sentence underlining the desired vocabulary word/phrase. Students suggest words or phrases that might replace the underlined term.

Example: I am going to edit my story.
Replacements for *edit*? What would fit? (correct, fix, tidy up, improve)

Vocabulary Connections

Grades – ALL
Students make a personal connection to the new vocabulary word.
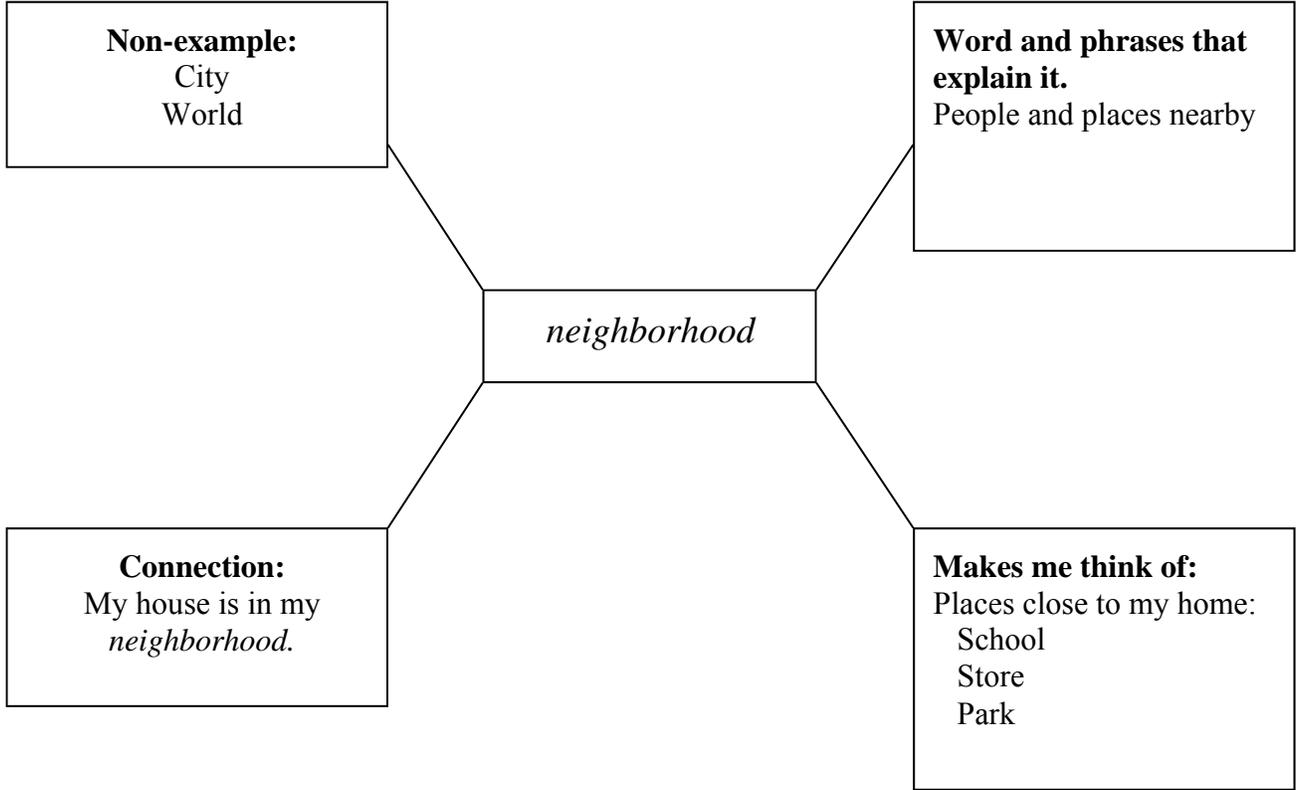Example.   *River*
                Student connection: "My dad wouldn't let me swim in the
                river because it was too fast."

Step 4 Activities

Vocabulary Mapping

Grades – ALL (At first grade, this should be a shared write.)
The visual display that links ideas and words together is an important aspect of a map. There a many ways to map vocabulary words.

Non-example: City World	**Word and phrases that explain it.** People and places nearby
neighborhood	

Connection:
My house is in my *neighborhood.*
	Makes me think of:
	Places close to my home:
	  School
	  Store
	  Park

Step 4

Using Analogies

Grades – 3 - 8
- An analogy is an agreement or likeness between things in some circumstances or effects, when those things are otherwise entirely different. For instance, enlightenment is to the mind as light is to the eye.

- Using a graphic organizer, that analogy would look like the following:

enlightenment   light

mind   **as**   eye

- To use the organizer as a teaching tool, remove <u>any one</u> of the words.

enlightenment

mind   **as**   eye

- **Have students draw the graphic organizer in their vocabulary notebooks.**
- **Give them three of the four words.**
- **Have them fill in the missing word.**

Variation:

By adding the word or phrase that shows the relationship, the importance of the clarity of the relationship is highlighted (e.g., Enlightenment affects the mind as light affects the eye.).

Step 4 Activities

Compare and Contrast

Grades – ALL
Have students draw the Compare and Contrast graphic organizer (See following page.) in their vocabulary notebooks.

The following are questions to keep in mind when using *Compare and Contrast* graphic organizers.

1. What concepts are being compared?

2. What is it about them that are being compared? What characteristics of the items form the basis of the comparison?

3. What characteristics do they have in common; how are these items alike?

4. In what way are these items different?

5. What conclusion does the author reach about the degree of similarity or difference between the items?

6. How did the author reveal this pattern?

The following signal words may also be used to determine *Compare and Contrast* text pattern:

although	however
as well as	instead of
as opposed to	in common
both	on the other hand
but	otherwise
compared with	similar to
different from	similarly
either…or	still
even though	yet

Step 4 Activities

Examples of Compare and Contrast Graphic Organizers
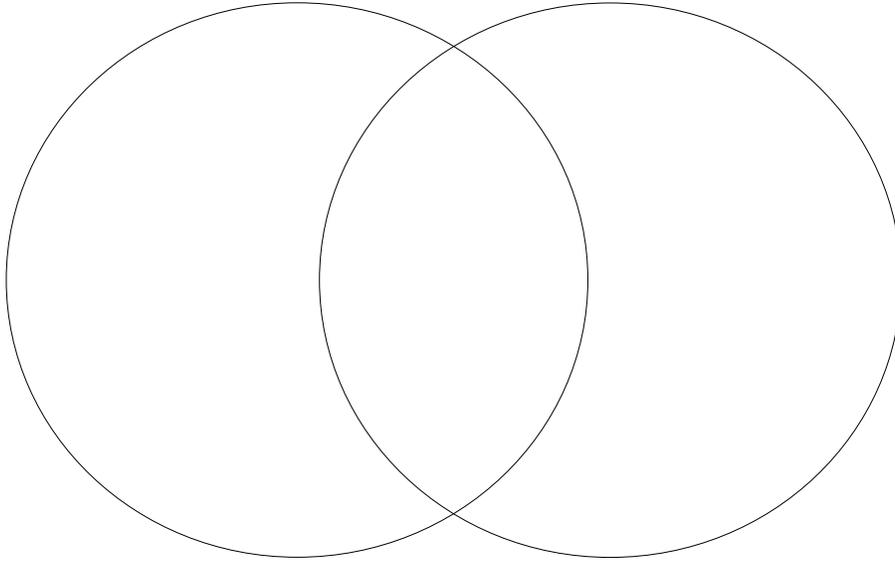
Characteristic	Item 1	Item 2

Word 1 | **Word 2**
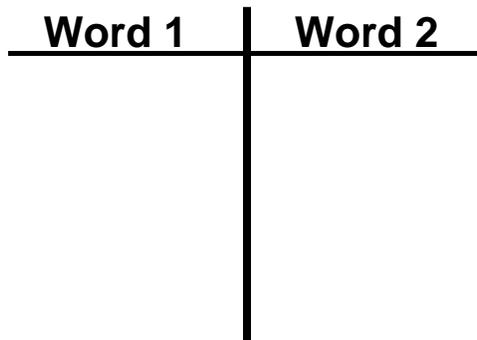
Step 4 Activities

Concept/Definition Map

Grades – 3 - 8

Concept/definition graphic organizers are used to organize information about a word or phrase that represents a **generalized** idea of a class of persons, places, things, and events (e.g., dictatorship, economics, culture, mass production). *Concept/definition* text defines a concept by presenting its characteristics or attributes, and sometimes examples of each.

Have students draw the Concept/Definition graphic organizer (See following page.) in their vocabulary notebooks.

Below are some questions to keep in mind when using *Concept/Definition* graphic organizers:

1. What concept is being defined?
2. What are its attributes or characteristics?
3. How does it work, or what does it do?
4. What examples are given for each of the attributes or characteristics?
5. How is this pattern revealed in the text?

The following signal words may also be used to determine *Concept/Definition* text pattern:

for instance

in other words

is characterized by

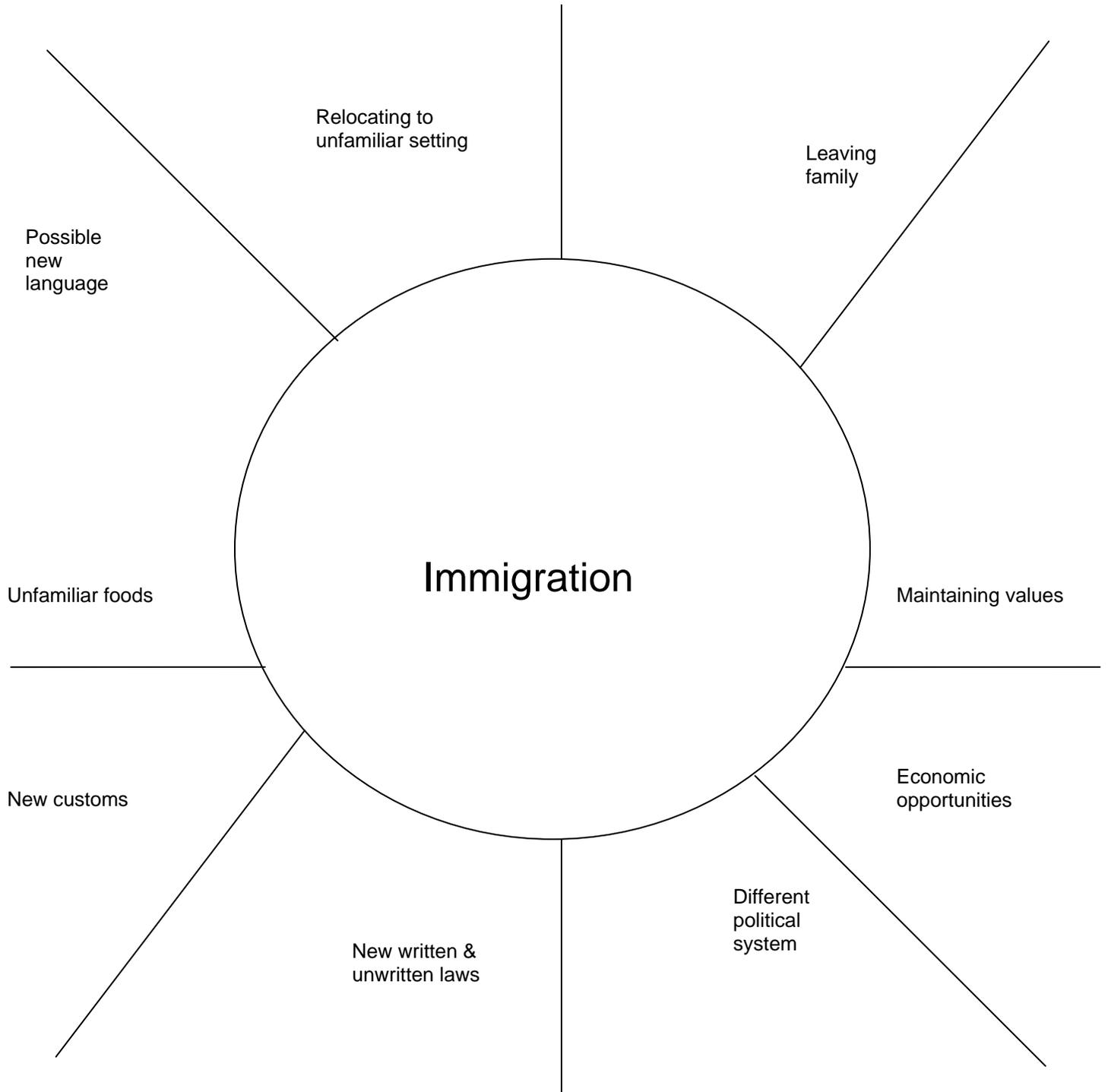put another way

refers to

that is

thus

usually

Step 4 Activities

Concept/Definition Map

Grades – 3 - 8

Relocating to unfamiliar setting

Leaving family

Possible new language

Unfamiliar foods

Immigration

Maintaining values

New customs

Economic opportunities

Different political system

New written & unwritten laws

Step 5 Activities
The learner will discuss the term with other learners.

Pair-Share Strategy (Marzano)

Grades - ALL

1. THINK: Allow think time for learners to review their own descriptions and images of the terms.
2. PAIR: Put learners in pairs to discuss their descriptions, images, and any new info related to the terms.
3. SHARE: Provide opportunity for groups to share aloud and discuss conceptions and misconceptions.

Capsule Vocabulary (CRISS)

Grades - ALL

1. Select from 8 to 10 words which relate to a single topic or concept. Write these words on the board.
2. Begin discussing the topic with the class. In your model discussion, include the words.
3. Divide students into pairs. Partners hold a conversation using as many words as they can. Each student keeps track of the words his or her partner uses.

Step 6 Activities

The learner will participate in games that provide more reinforcement of the new term.

Opposite Stamps

Grades – 3-8

After teaching the words with explicit strategies like those described in Steps 1-5, ask your students to illustrate or find illustrations for the opposite of each word. Another extension of this idea would be for students to use computer clip art to create their pairs of opposites.
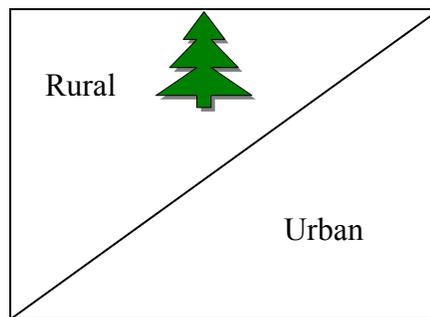
Word Sort
(List, Group, Label)

Grades – ALL

Provide a list of words to students to sort into categories (as determined by the students or teacher). Encourage metacognition by asking students to provide the rationale for placing words in certain categories. Give each category a label.

Step 6 Activities

Sketch a Word
(use with words that can be depicted pictorially)

Grades – ALL
Preparation:
- The classroom teacher determines the words to be reviewed and creates word cards.
- Place word cards in a basket.

Procedure:
- Divide the class into two teams.
- Determine which team goes first and ask the team to select an artist.
- The artist selects a vocabulary word card and attempts to illustrate the word/phrase.
- Team members have one minute to guess the word being illustrated.
- Award the team 2 points for a correct answer.
- Should the guessing team be unable to determine the word being illustrated, the other team is giving an opportunity to provide the correct answer.
- That team receives 1 point for a correct answer because they've already seen the illustration and they heard the wrong guesses.
- That same team then selects an artist and repeats the process.
- The team with the most points at the end of the game winsl

Step 6 Activities

Guess the Word Game

Grades – ALL

- Have students number papers 1-5.
- Give 5 clues focusing on one word.
- After each clue, have students guess the word from the Word Wall/Vocabulary Notebook.
- By the 5th clue students should be able to guess the word.

Guess the Word Game – Number your paper 1-5

1. It is a word from the Word Wall/Vocabulary Notebook.

2. It has _____ syllables.

3. It's used when _____.

4. It's part of _____.

5. It completes this sentence.

   _____

Step 6 Activities

Courtesy Marilyn Dyer
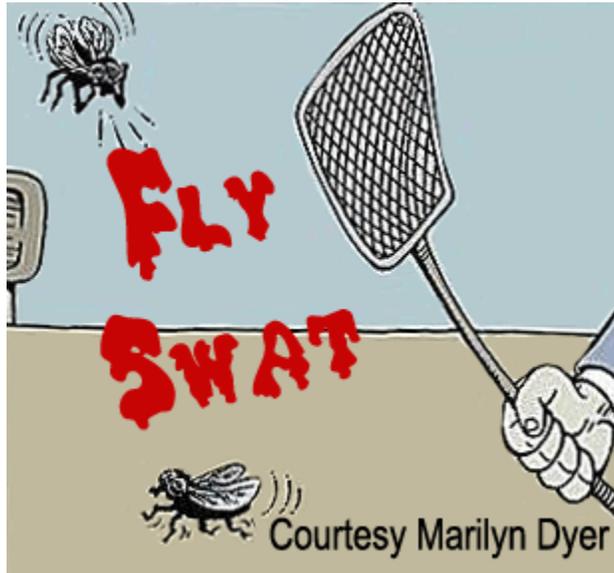
Grades – ALL

Directions:

- Divide your class into 2 teams.
- Display 20 vocabulary words on the chalkboard/whiteboard (words could also be displayed on the Word Wall)
- Choose one student from each team and have both students turn their backs to the words.
- Give each student a fly swatter
- Give a definition for one of the words.
- Have students turn and face the words and attempt to be the first to "swat" the word to earn points for his/her team.

Variation:

- Display 20 vocabulary words on the chalkboard/whiteboard and paste "flies" made of cardboard paper with a piece of Velcro on 10 of the words.
- Give each student a fly swatter with the other side of the Velcro glued on the swatter.
- Have students try to literally swat the fly.

Step 6 Activities

Vocabulary Toss

Grades – ALL
Brief Description
Reinforce vocabulary with this game combining reading and basketball skills.
Objective
Students will reinforce vocabulary understanding by matching words with their meanings.
Materials Needed
- mini basketball net with sponge "basketball"
- questions matched to words on the classroom word wall (see *Before the Game* below)

Lesson Plan
Before the Game
Purchase and set up a mini basketball hoop that comes with a small sponge "basketball." Use masking tape to create a foul line on the floor from which shots will be taken.

Prepare at least one question for each student in the class. The following sample question formats will work nicely for that purpose:
- Provide a definition and ask students to identify the word-wall word that matches the definition.
- Provide the phonetic pronunciation (for example, *pro-NUN-see-ay-shun*) and ask students to say or point to the word.
- Provide a sentence that has one word missing; that word can be found on the word wall.
- Provide a synonym (a word that means the same thing) or an antonym (a word that means the opposite) and have students identify the word.
- Provide a rhyming word and ask students to identify the word-wall word.
- Provide two dictionary "guide words" and ask students to identify a word wall word that might be found on the same page as those words. (For example, the word *wonderful* would be found on a dictionary page with the guide words *"wall - word."*

The Game
Arrange the class into 2 to 4 teams. Ask one of the questions you prepared (see *Before the Game* above) of the first student on the first team.
- If a student identifies the correct word-wall word, that student earns a point *and* a chance to double his/her score (earn two points for the team) by trying to shoot a basket. A successful shot earns that second point; there is no penalty for a missed shot.
- If the student does not identify the correct word-wall word, pass the question to the first player on the next team.
- At the end of the game, the team with the most points is declared the winning team.

Step 6 Activities

Grades – ALL

- Write the vocabulary words on the board that students will review.
- Give students a blank WORDO card.
- Students fill in their own card by using words from the vocabulary list.
- Call out the definition of a vocabulary word.
- Have students cover it with markers or cut paper squares.
- The first one to cover a row across, down, or diagonally, shouts **WORDO**.

W	O	R	D	O
		FREE		

Dr. Sharon H. Faber, 2006

Grades 3 – 8

A. ———————   1.

B. ———————   2.

C. ———————   3.

D. ———————   4.

E. ———————   5.

F. ———————   6.

G. ———————   7.

H. ———————   8.

I. ———————   9.

Sum of each side and diagonal = 15

Magic Square Vocabulary Game
(4 X 4)

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

I. _____

J. _____

K. _____

L. _____

M. _____

N. _____

O. _____

P. _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

The sum of each side and diagonal = 34

Answer Sheet for 3X3 and 4X4 Magic Square

4	3	8
9	5	1
2	7	6

16	5	9	4
3	10	6	15
2	11	7	14
13	8	12	1

Jeopardy Game

See PowerPoint Game on the X drive in teacher tools.

Category1	Category2	Category3	Category4
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400

Final Jeopardy Question

Appendix

Word: _____   My Understanding: 1   2   3   4

Describe: _____

_____

_____

_____

_____

_____

Draw:

➔**This is a template for students. Students are to use this tool to help organize their thinking about new content vocabulary. One way to use this tool is to have students paste it on the inside of their composition notebooks. Then students can draw the template in their notebooks.**

3rd and 4th Grade Vocabulary Thinking Sheet

Word: _____   My Understanding: $\boxed{1}$ $\boxed{2}$ $\boxed{3}$ $\boxed{4}$

Describe: _____

_____

_____

_____

Draw:

Deepening My Understanding: _____

_____

_____

_____

➔This is a template for students. Students are to use this tool to help organize their thinking about new content vocabulary. One way to use this tool is to have students paste it on the inside of their composition notebooks. Then students can draw the template in their notebooks.

5th and 6th Grade Vocabulary Thinking Sheet

Word: _____   My Understanding: [1]   [2]   [3]   [4]

Describe: _____

_____

_____

_____

_____

Draw:

Word: _____   My Understanding: [1]   [2]   [3]   [4]

Describe: _____

_____

_____

_____

_____

Draw:

➔This is a template for students. Students are to use this tool to help organize their thinking about new content vocabulary. One way to use this tool is to have students paste it on the inside of their composition notebooks. Then students can draw the template in their notebooks.

7th and 8th Grade Vocabulary Thinking Sheet

Word: _____   My Understanding: | 1 | | 2 | | 3 | | 4 |

Describe: _____

_____

_____

_____

_____

Draw:

Word: _____   My Understanding: | 1 | | 2 | | 3 | | 4 |

Describe: _____

_____

_____

_____

_____

Draw: