

## RESEARCHING NEW AGRICULTURE WORDS

### Performance Standard 1A.J

Agriculture/horticulture students will develop their own vocabulary lists by presenting to the class one vocabulary word from their assigned reading. Each student will document the source of the word, provide its definition(s), use in a sentence and present the word to the class orally when asked by the teacher. Class members will take notes on vocabulary words and prepare for an assessment at the end of the assignment accordingly:

- *Developing a presentation plan:* include parts of the plan (i.e., original sentence, word analysis, definition(s), new sentence, memory aid).
- *Presenting to the class:* present the parts of the assignment; answer questions about the word or its use; link memory aid to the word.
- *Assessing:* (double this score) identify definitions, word analysis and use in a sentence.

### Procedures

1. ***In order to apply word analysis and vocabulary skills to comprehend selections, (1A)***, provide students with sufficient learning opportunities to develop the following :
  - Analyze and interpret specialized vocabulary/terminology.
  - Apply knowledge of word origins and derivations in a variety of practical settings.
  - Extend ideas and enrich vocabulary through independent exploration of words.
  - Select/use strategies to analyze the meaning of abstract concepts to facilitate comprehension.Agriculture/horticulture students will enhance their employment opportunities by better understanding appropriate agricultural industry terminology. Students need to understand that there are some words that can have multiple meanings depending on the context used. Knowing the correct meanings and use of agricultural industry terminology is crucial to employment and success in the industry. This assessment aligns with the Illinois Workplace Skills D1 (Communicating on the Job/Communicating orally with others), D4 (Communicating on the Job/Prepare written communication) and D5 (Communicating on the Job/Follow written directions).
2. Agriculture/horticulture students will review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. The teacher may select the text from which new agriculture/horticulture words are taken, or the class may determine which pages they can search to find the words. (Note: Some new agriculture/horticulture texts have pre-determined vocabulary lists for lessons.)
4. Each agriculture/horticulture student will be assigned the task of selecting and researching one vocabulary word. The word(s) should be announced to the class by the agriculture teacher to avoid duplication.
5. Each student will prepare a short teaching activity and memory aid to present the word to the class. These presentations should be limited to 2-3 minutes each. The agriculture teacher will determine the number of words presented each day. (See the attached “Researching New Agriculture Words” directions and sign-up sheet.)
6. The teacher will assign the specific day to present each word. The assigned day will correlate with the word’s presence and need for understanding in the agriculture lesson.
7. At the assigned time, the student will present the short teaching activity, including the memory aid, definitions, sample sentence using the word, etc.
8. Each student will take notes on the definition(s) and use(s) of the word and prepare his/her word list for review and study. An assessment over randomly selected words from the list will be given after all words have been presented. (See assessment template.)
9. Each agriculture/horticulture student’s performance will be evaluated using the rubric. Add each student’s scores to determine the performance level.

**Examples of Student Work**

- [Meets](#)
- [Exceeds](#)

**Time Requirements**

- Up to 8 - 10 minutes for the daily teaching of new agriculture/horticulture words
- 15 - 20 minutes for the assessment

**Resources**

- Copies of the “Researching New Agriculture Words” directions and sign-up sheet
- Vocabulary notebook
- Assessment template
- Researching New Agriculture Words Rubric

## RESEACHING NEW AGRICULTURE WORDS

### Directions and Sign-up Sheet

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Source/Title: \_\_\_\_\_

Author: \_\_\_\_\_ Publisher: \_\_\_\_\_

**Directions:** Each class member will sign up to present an interesting or unusual new agriculture/horticulture word from the reading. Agriculture/horticulture class members are expected to take notes on all the presentations. It is your responsibility to teach your classmates the word you chose. You will be responsible for answering classmates' questions while teaching the term. Bring a picture, personal story or prop to help everyone remember what your word means.

#### Presentation Plan:

1. Original sentence and page number
2. Word analysis (may include part of speech, prefixes, suffixes, synonyms, root word and etymology)
3. Definition(s)
4. Your own sentence
5. Symbol, object, prop or other memory aid

#### Assignment List:

NAME	PAGE NUMBER	SHARE DATE	WORD
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Adapted from Katherine Kuta, *What a Novel Idea*, Activity 47

## RESEACHING NEW AGRICULTURE WORDS

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 -10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

	<b>Presentation Plan</b>	<b>Presentation to Class</b>	<b>Assessment (double this score)</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• All parts of plan are correct:               <ul style="list-style-type: none"> <li>○ Original sentence</li> <li>○ Word analysis</li> <li>○ Definition(s)</li> <li>○ New sentence</li> <li>○ Memory aid</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• All parts of the assignment are presented clearly and accurately.</li> <li>• All questions about the word or its use are answered accurately.</li> <li>• Memory aid clearly linked to the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Student correctly identifies all of the following:               <ul style="list-style-type: none"> <li>○ Definitions</li> <li>○ Word analysis</li> <li>○ Use in a sentence</li> </ul> </li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Four parts of plan are correct:               <ul style="list-style-type: none"> <li>○ Original sentence</li> <li>○ Word analysis</li> <li>○ Definition(s)</li> <li>○ New sentence</li> <li>○ Memory aid</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Most parts of the assignment are presented clearly and accurately.</li> <li>• Most questions about the word or its use are answered accurately.</li> <li>• Memory aid clearly linked to the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Student correctly identifies most of the following:               <ul style="list-style-type: none"> <li>○ Definitions</li> <li>○ Word analysis</li> <li>○ Use in a sentence</li> </ul> </li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Two or three parts of plan are correct:               <ul style="list-style-type: none"> <li>○ Original sentence</li> <li>○ Word analysis</li> <li>○ Definition(s)</li> <li>○ New sentence</li> <li>○ Memory aid</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Some parts of the assignment are presented.</li> <li>• Some questions about the word or its use are answered accurately.</li> <li>• Memory aid linked to the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Student correctly identifies some of the following:               <ul style="list-style-type: none"> <li>○ Definitions</li> <li>○ Word analysis</li> <li>○ Use in a sentence</li> </ul> </li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• No or one part of plan is correct:               <ul style="list-style-type: none"> <li>○ Original sentence</li> <li>○ Word analysis</li> <li>○ Definition(s)</li> <li>○ New sentence</li> <li>○ Memory aid</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Few or no parts of the assignment are presented clearly and accurately.</li> <li>• Few or no questions about the word or its use are answered correctly.</li> <li>• Memory aid does not apply to the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Student correctly identifies few or none of the following:               <ul style="list-style-type: none"> <li>○ Definitions</li> <li>○ Word analysis</li> <li>○ Use in a sentence</li> </ul> </li> </ul>
<b>Score</b>			

**RESEARCHING NEW AGRICULTURE WORDS  
ASSESSMENT TEMPLATE**

Directions: Complete the definitions of the following words.

	<b>Word</b>	<b>Definition</b>
1		
2		
3		
4		
5		

Directions: Give the part of speech and one other word analysis element for each of the following words.

	<b>Word</b>	<b>Part of Speech</b>	<b>Additional word analysis element</b>
1			
2			
3			
4			
5			

Write one sentence for each of the following words. Use the word correctly.

<b>Word</b>	<b>Sentence</b>
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1.

2.

3.

4.

5.