

A VOCABULARY WORD A DAY

Performance Standard 1A.J

Students will develop their own vocabulary list by presenting to the class one vocabulary word each day from their reading. Each student will document the source of the word, provide its definition(s) and use in a sentence, and present the word to the class orally. Class members will take notes on vocabulary words and prepare for a quiz at the end of the assignment accordingly:

- *Developing a presentation plan:* include parts of plan (e.g., 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.
2. Have students 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 vocabulary words are taken, or the class may determine which pages they can search to find the words. (Note: Some new literature texts have pre-determined vocabulary lists for lessons.)
4. Each student is assigned the task of selecting and researching one vocabulary word. The word(s) should be announced to the class to avoid duplication.
5. Each student prepares a short teaching activity and memory aid, to present the word to the class. These presentations should be limited to 2 minutes each, and three or four each day. (See the “Share a Vocabulary Word” assignment and task sheet attached.)
6. The teacher may assign the specific day to present each word.
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. A quiz over randomly selected words from the list will be given after all words have been presented. (See quiz template.)
9. Evaluate each student’s performance using the rubric. Add each student’s scores to determine the performance level.

Examples of Student Work not available

Time Requirements

- 8 - 10 minutes for the daily teaching of vocabulary words
- 15 - 20 minutes for the quiz

Resources

- Copies of the “Share a Vocabulary Word a Day” task sheet and directions
- Vocabulary notebook
- Quiz template
- A Vocabulary Word a Day Rubric

A VOCABULARY WORD A DAY

Name: _____ Week of: _____

Source: Title: _____

Author: _____ Publisher: _____

Directions: Each class member will sign up to present an interesting or unusual vocabulary word from the reading. Class members are expected to take notes on all the presentations. It is your responsibility to teach (including answering questions) the word you chose to your classmates. 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

A VOCABULARY WORD A DAY

NAME _____ DATE _____

- Exceeds 15 - 16 total points
- Meets 11 - 14 total points
- Approaches 7 -10 total points
- Begins 4 - 6 total points

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

QUIZ TEMPLATE

Directions: Complete the definitions of the following words

	Word	Definition
1		
2		
3		
4		
5		

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

	Word	Part of Speech	Additional word analysis element
1			
2			
3			
4			
5			

Write one sentence for each of the following words, which uses that word correctly.

Word	Sentence
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- 1.
- 2.
- 3.
- 4.
- 5.