Card # 17 Vocabulary

Procedures for Specific Word Instruction

Use some of the features below to guide your specific word instruction.

1. Multiple Exposures
   - Which word goes with fabulous - o.k. or super? Why does super go with fabulous?
   - Is it fabulous if you fall and scrape your knee? What would it be?
   - Maria thought her car was fabulous because it was hot pink.
   - The boy had a fabulous time at the park. Did he have a great time or a terrible time?
   - How could a family have a fabulous time? When have you had a fabulous time?
   - Is a diamond necklace fabulous? Why?
   - The concert was the best he had ever heard. Every note seemed perfect. Am I talking about fabulous or discover?
   - If a thing is fabulous it means it is wonderful or marvelous.

2. Use Synonyms and Antonyms
   - Which word is the same as fabulous - o.k. or super?
   - Is it fabulous if you fall and scrape your knee? What would it be?
   - The boy had a fabulous time at the park. Did he have a great time or a terrible time?
   - The concert was the best he had ever heard. Every note seemed perfect. Am I talking about fabulous or discover?

3. Make Up a Novel Sentence
   - Student makes up novel sentence:
     - How could a family have a fabulous time? When have you had a fabulous time?
     - Why is a diamond necklace fabulous? A diamond necklace is fabulous because...
   - Teacher makes up novel sentence:
     - Maria thought her car was fabulous because it was hot pink.

4. Classify With Other Words
   - Which word goes with fabulous - o.k. or super? Why does super go with fabulous?
   - Is it fabulous if you fall and scrape your knee? What would it be?
   - The boy had a fabulous time at the park. Did he have a great time or a terrible time?
   - The concert was the best he had ever heard. Every note seemed perfect. Am I talking about fabulous or discover?

5. Direct Definitions
   - If a thing is fabulous it means it is wonderful or marvelous.

6. Relate the Definition to One's Own Experiences
   - Is it fabulous if you fall and scrape your knee? What would it be?
   - The boy had a fabulous time at the park. Did he have a great time or a terrible time?
   - How could a family have a fabulous time? When have you had a fabulous time?
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**Word-Learning Strategy Instruction**

Use some of the strategies below to guide your word-learning instruction.

1. **Word Structure**
   Morphemes (prefixes, suffixes, base words, and root words) combine to contribute to the meaning of a word. Recognizing these units of meaning help you figure out what the word means.

2. **Syntactic Clues**
   How a word is used in a sentence (the part of speech) can give you clues to its meaning.

3. **Context Clues**
   Words, phrases, or sentences surrounding an unknown word can give you hints about its meaning.
   - Apposition/Restatements
   - Examples
   - Definitions
   - Similes
   - Metaphors
   - Clue words or phrases
   - Synonyms
   - Antonyms/Negative examples
   - Lists

Use the steps in the procedure for strategy instruction listed below (and see Card #15) to guide the above instruction.

- Direct Definition
- Model
- Guided Practice
- Feedback
- Application