

## Word Study/Vocabulary Learning Choices

**Purpose:** To invite learners to practice problem solving with language. Through this Learning Choice board students are challenged to look for explore multiple meanings of words through different ways of thinking and use multiple communication methods to express ideas.

**Directions:**

Use this learning Choice board as an ongoing homework assignment.

**Management Tip:** Number the squares or choices to facilitate grouping students.

**Supports and Extensions:**

- All students can use this learning choice board with different sets of assigned words.
- The teacher can assign students one choice (using the numbers) to ensure appropriate challenge for each student. Then students can be group by similar numbers to learn more about different words using a familiar assignment or could be grouped so that each student completes a different task with the same word.
- Grouping: The students can complete all tasks and then group themselves by the number of the task that was most useful to them in learning their words. Knowing the kinds of tasks that helps students learn can then be used to when studying for tests and completing other assignments.

**Sample Common Core Standards Addressed:**

Language Standards K-5

Vocabulary Acquisition and Use – Grade 3

5. Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

**Vocabulary Acquisition and Use – Grade 6**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Word Study/Vocabulary Learning Choices

Name \_\_\_\_\_

Words that I am studying \_\_\_\_\_

**Complete two tic-tac-toes to learn your words.**

<p>1. If your words were colors then what colors would they be and why?</p>	<p>2. Compare your each of your words to another word using this format. (your word) is like _____ because _____. Repeat this pattern for each word.</p>	<p>3. Find your words in a textbook. Make a list of your word, the page # where it can be found and copy the sentence where the word is used. If you can't find the word in your textbook then try other books, newspapers, magazines, and the Internet.</p>
<p>4. Draw an image or symbol that represents your word.</p>	<p>5. Write the definitions of each of your words.</p>	<p>6. Write a question that the answer would be one of your words. Create a question for each of your words.</p>
<p>7. Explain why this word is important to know. Offer examples of how people can use the word.</p>	<p>8. Find an image that represents each of your words.</p>	<p>9. Create a group of five words that one of your words would fit into. Give the group a title. Create a group of words with a title for each of your words.</p>