

I SPY: A WORD SCAVENGER HUNT



Word/Concept	Where Discovered?	Word Artifact	Definition/ Connection to Unit of Study

PORTABLE WORD WALL

A-B

C-D

E-F

G-H

I-J

K-L

M-N

O-P

Q-R

S-T

U-V

WXYZ

Word Notes:

LIST-GROUP-LABEL

My brainstorming list for _____

Word patterns our group discovered . . .

**Based on our words and labels, we can make the following statements
about this topic:**

POSSIBLE QUESTIONS



Possible Questions That
Will Be Answered

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2.	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<hr/> <hr/> <hr/>
3.	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<hr/> <hr/> <hr/>
4.	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<hr/> <hr/> <hr/>
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Checking Understanding

**Answer to my question or new question
and answer:**

- 1.
- 2.
- 3.
- 4.
- 5.

**Create a visual representation (with labels)
that shows what you have learned.**

POSSIBLE SENTENCES

Possible Sentences

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Using Sentences as a Guide/Modifying Predictions

Mark each of the possible sentences with True, False, or Unknown. When you finish reading, return to your sentences and see how you could modify them so they are accurate in terms of the content of the passage you have read.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

PREVIEWING CONTENT VOCABULARY

Based on the title, words I would expect to read in this chapter:

I've never heard the word . . .

**I've heard the word, but I don't know
what it means . . .**

**I think the word means
or is related to . . .**

I know the word . . .

Content Vocabulary

SEMANTIC FEATURE ANALYSIS

SURVIVAL OF THE FITTEST



Read and discuss the words in each of the clusters of words. Determine which word does not fit with the other words in each cluster. Eliminate that word and then create a label that would include the words that are left in the cluster of words. For a challenge, generate a new word that would replace the eliminated word *and* fit with the remaining words in the cluster.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

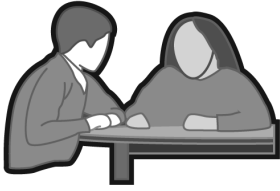
4. _____

9. _____

5. _____

10. _____

THINK-PAIR-SHARE: COLLABORATE FOR UNDERSTANDING



Target Word

Think write about your understanding of the word.

Pair with someone to describe, explain, or compare understandings of the word.

Share your knowledge of the word by creating a visual or dramatizing the word in order to teach the word to others.

VOCAB-O-GRAM

Use the vocabulary words in the word bank to make predictions about the book we are reading. You can use the words more than once to make your predictions. Think about how you think the author of the book will use the words in the story. List words that you think will go with each category of the story structure and then use those words to make predictions and answer the questions about structure. If there are words your group can't use because they are too unfamiliar, list those words at the bottom as Mystery Words.

Word Bank:

Setting How will the author describe the setting?	
Characters What predictions can you make about the characters?	
Conflict What will the conflict be? Who will be involved?	
Plot What will happen in the story?	
Resolution How will the story end?	
Questions What questions do you have about the story?	
Mystery Words	

WORD SORT

Examine and discuss the words listed below. Group the words into categories so the words in each category share common elements. Your group should be able to explain your categories and justify your reasons for including the words in each category.

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CONCEPTS AND VOCABULARY: CATEGORIES AND LABELS

Read and think about each of the words you have been given. Now, group the words into categories that make logical sense to you. Ask yourself which words would logically go together. After you group the words, give each group a label. Be ready to explain or justify the rationale behind your groups and labels.

Words:

CONTEXTUAL REDEFINITION

Work with a group to make predictions for definitions of each of the following words. The words included here are found in _____. Remember that some words which look familiar will probably have new meanings in this context.

Word	Predicted Definition	Definition Based on Context	Context Clues Used

Based on this activity, I've learned the following strategies for determining word meaning through context clues:

DICTOGLOS

Words/Phrases	Group Words/Phrases
Group Version of Text	Compare to Original Text

FRAYER MODEL

Define the concept	Is different from similar concepts . . .
Examples of the concept are . . .	Nonexamples of the concept are . . .

I'll remember the word by . . .

FREQUENT CONTACT

Read and discuss each of the words in the word bank. As you discuss the words, decide which column each should be placed in based on which words would have the most frequent contact with each category's label. If you can justify placing words in more than one category, you should do that. When you finish, circle those words that ended up in more than one category.

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Adapted from S. Jantzen. 1985. Scholastic Composition, Level 2. New York: Scholastic.

"I'M THINKING OF A WORD . . ."

"I'm thinking of a word that . . ."

Examples of the word are . . .

Nonexamples of the word are . . .

Any ideas?

This word would always/usually . . .

This word would never . . .

The word is and it means . . .

LEAD

EXPERIENCE-BASED VOCABULARY INSTRUCTION

L = Listing

EA = Experience Activity

D = Discussion

List

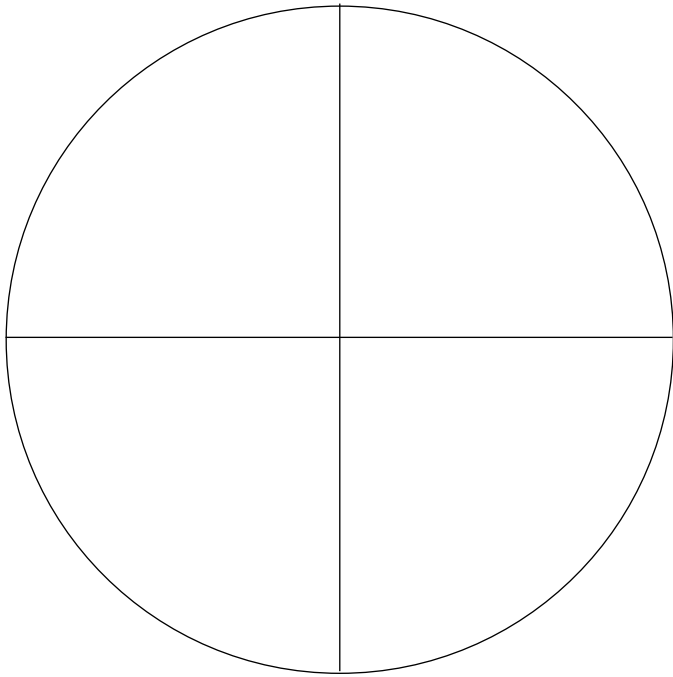
Experience Activity

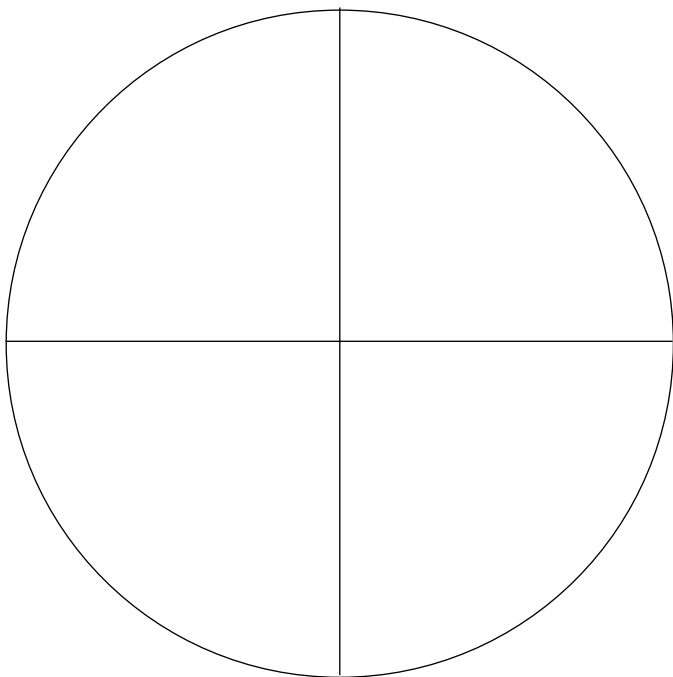
Discussion

Adapted from J. P. Klesius and S. E. Klesius (1989) and from J. M. Jacobson (1998)

CONCEPT CIRCLES

Look at the items in the concept circle. Write about your understanding of _____ by highlighting the connections between and among each of the items in the concept circle. What is the significance of each one and how do the items in the concept circle fit together?





CONCEPT LADDER



Concept:

Blank rectangular box for writing.

Blank rectangular box for writing.

Blank rectangular box for writing.

Blank rectangular box for writing.

Blank rectangular box for writing.

Blank rectangular box for writing.

Adapted from J. W. Gillet and C. Temple (1986)