Connections for Adult Learners

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Dover Adult Learning Center
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The connections program is a free classroom experience offered to Adult Literacy Learners by the New Hampshire Humanities Council. This program allows students the opportunity to learn more about English language skills, the culture of reading, and promotes a safe environment to share conversations about topics and ideas.

This mini – grant is centered on the theme of “Lost”. The books that support the theme include: “Lost on a mountain in Maine” by Donn Fendler, “Lost a Story in String” by Paul Fleischman, “Wilfrid Gordon McDonald Partridge” by Mem Fox, “Amelia Earhart the Legend of the Lost Aviator” by Shelley Tanaka, “A River Ran Wild” by Lynne Cherry. The activities included are designed to encourage learners to experience a level of involvement that is both enriching and enlightening.

For more information on the connections program go to www.nhhc.org
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Timelines are a graphical representation of events or processes that have happened in the past. They are displays of entries sequentially along a line and can be organized by time of day, date, or event.

**Lesson: The Roaring 20’s Timeline**

**Guided Questions:**
1. What is the past, and why is it important? How do we learn about events in the past?

**Learning Objectives:** Students will...
1. Make connection between important events and time
2. Arrange historical events in chronological order

**Materials:** Drawing tools: pens, pencils, colored pencils, markers, card stock/construction paper, yarn, computers with internet access, computer printer, books, glue, & tape (duct)

**Activity Requirements:**
As a class, create a visual/interactive timeline as a display which needs to include:
- a. Title (Topic) of Entry
- b. Picture (photograph, drawing, or handmade representation of event)
- c. Date
- d. Caption (brief description of the event)
- e. QR Code (quick-response code) – for instructions: (also attached)
Procedure:
1. Define sequential and/or chronological order.
2. Show students some examples of timelines-point out the important requirements.
3. As a class brainstorm Topic Ideas/ Event Titles.
4. Assign agreed upon topics to individual students & have them fill out the Timeline Event Chart to stay organized.
5. Allow students to research their assigned topic and create the required tangible displays.
6. Have students organize their tangible displays together on a bulletin board/wall space.

Extensions:
1. Create a timeline capsule: Use decorated paper towel tubes or decorated folders and store pictures of the timeline somewhere in your Adult Learning Center. At the end of the year or at the end of a certain time frame pull them out and use for a reflection writing exercise.

Resources:
2. http://www.history.com/this-day-in-history
Creating QR Codes

Generate your QR Code
1. Find a website you wish to link to a QR code. Any website will work – a web page, a YouTube video, etc.
2. Click in the address bar of your web browser to select the website address (URL). Right click on it and choose Copy (or hit Ctrl-C)
3. Open a QR Code generation website – http://www.qrstuff.com
4. Click in the field for the Website URL. Right click in it and choose Paste (or hit Ctrl-V)
5. Click the button to use the URL shortener – this makes the QR code easier to read.
6. You can choose a color for your QR code or just leave it black.

Save the QR Code
1. Click the button to Download QR Code. In Internet Explorer, click the drop down menu next to the Save button and choose Save As.
2. Give your QR Code a name and choose a location to save it. Remember where you saved it.

Create a Document with all of your QR Codes so you can print them
1. Open up Microsoft Word
2. Type in a label for your first QR Code
3. Go to the Insert tab and choose Picture
4. Navigate to the location where you saved you QR code images. Choose the one you want and open it.
5. Repeat steps 2-4 for all of your QR Codes
6. Go to the File tab and choose Print
# Timeline Event Chart

<table>
<thead>
<tr>
<th>Event</th>
<th>Date of Event</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Bio-Cube

The Bio-Cube is an on-line graphic organizer that is used to organize facts. It prompts the student with questions about the person they are studying and provides them with the appropriate space to give answers. The information can be saved, printed off, and folded.

Lesson: Amelia Earhart Research

Learning Objectives: Students will…

1. Learn to ask relevant questions before beginning a research project
2. Learn to take notes and categorize information as they create graphic organizers
3. Improve comprehension as they read text for main ideas and details
4. Develop research skills (book and internet)

Materials: Biographies of Amelia Earhart, computers with Internet access and printing capabilities

Activity Requirements: Students create a bio-cube to organize the facts they have found and share what they have learned about their subjects through oral presentations.
Procedure:

1. Ask students what a biography is and show an example of one. Ask them what sort of things they would expect to find out about a person’s life in a biography. Share a biography of Amelia Earhart and ask students to work in pairs to generate questions about her life. Then ask for their ideas for how this information might be categorized (such as childhood events, turning points, things she is famous for, etc.)

2. Pair off students to discuss Amelia Earhart. Have them ask each other what they already know about her. What things do they not know but want to find out? Have students work together to help each other generate questions about Amelia Earhart.

3. Ask students to skim (or pre-read) their biographies, focusing on the questions they generated.

4. Have students fill out the Bio-Cube Planning Sheet.

5. Have students go to this link and follow the directions to fill in the bio-cube [http://www.readwritethink.org/files/resources/interactives/cube_creator/](http://www.readwritethink.org/files/resources/interactives/cube_creator/)
6. Have students save and print their completed bio-cube.
7. Once each student has folded and assembled their cube allow for them to share it with the class or other learners in the center.

**Extensions/Alternate Lesson:**
1. Have students write about what they have learned about the value of using graphic organizers to help them recall and organize information.
2. Use any of the biography “Amazing Americans” books and follow #1 – #6 under the procedure section.
Use this planning sheet to prepare for the online Bio Cube interactive by filling in the information for each side of the cube. Because space on the cube is limited, you will need to briefly summarize your information.

<table>
<thead>
<tr>
<th>Side</th>
<th>Prompt</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Person’s Name, Time Period, and Place</td>
<td></td>
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<tr>
<td>2</td>
<td>Personal Background</td>
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<td>3</td>
<td>Personality Traits</td>
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<td>4</td>
<td>Significance</td>
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<td>5</td>
<td>Obstacles</td>
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<tr>
<td>6</td>
<td>Important Quote</td>
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Spiral Notebook

A spiral notebook is a circular notebook that is made of two to four concentric circles. It opens up clockwise so that the reader is spiraling to the heart of the idea or lesson. It can be comprised of a vast number of topics and ideas. You can adapt it to any subject from Language Arts to Mathematics. Many years ago, my Geometry class used it for a chapter review. Here we are going to use this as a tool for learning about the life of the most famous female aviator of all time, Amelia Earhart!

“The spiral symbolizes the process of growth and evolution. It is a process of coming to the same point again and again, but at a different level, so that everything is seen in a new light. The result is a new perspective on issues, people, and places.”
ANGELES ARRIEN, SIGNS OF LIFE

Lesson: Amelia Earhart Biography

Guided Questions: Who was Amelia Earhart? What did she do that was so important? What did she do for mankind (womankind)? What ever happened to her anyway?

Learning Objectives: Students will…
1. Research facts about Amelia Earhart.
2. Create a spiral notebook to share with other learners.

Materials: poster board/ card board, drawing tools: pens, pencils, colored pencils, markers, card stock/construction paper, yarn, computers with internet access, computer printer, books, glue, & tape (clear packing)

Activity Requirements: As a class create a spiral notebook to share with other adult learners. Individually, each student works on one or more pages (sector of the circle) which needs to include:
   a. Topic Title
   b. Picture(s) (photograph, drawing, or handmade representation of topic)
   c. Accurate Facts and dates
   d. Caption (one or two sentences describing event or topic)
   e. Dates-Time
   f. Q-R Codes (optional)
Procedure:

1. Create Topic List
   a. Brainstorm list
   b. Categorize
   c. Order ideas to make sense
   d. Assign each topic to students
2. Physically cut out sectors of circle
   a. Lesson on parts of a circles: Circumference & Area
   b. Pre-Activity: Use a protractor/compass to make circles
   c. Have students work together as a whole class and cut out as many sectors as the topic list requires.
3. Research
   a. Have students use the internet, books, newspapers, etc…(go to the library…)
4. Create
   a. Have each student create their sector(s) using as many art supplies as they wish.
5. Assemble the book
   a. Using clear packing tape have students secure the pages together. Students should test out the order of the pages before the final taping.
6. Make the Front Cover
Example of Topic List

1. Early Childhood: Birth/birthplace (town, region)
2. Parents/Family
3. Schooling/Graduation
4. Known For…/Life Accomplishments
5. Dreams
6. Marriage
7. Jobs/Skills
8. Air-pockets of Life
9. Journey
10. Lost
11. Death/Obituary
12. Legacy/Effect on Society

Extensions/Other Ideas:

1. Review of Unit/Chapter: Assign each student/pair of students a section in the unit and have them represent information on each of the sectors.
2. Compare & Contrast: Two Topics
   a. Social Studies
      i. Opposing sides of equality
      ii. President Abraham Lincoln vs. John F. Kennedy
   b. Science:
      i. Two different seasons
      ii. Annual vs. Perennial plants
   c. Language Arts:
      i. Compare Donn Fendler from “Lost on a Mountain in Maine” with the young girl in “Lost a Story in String” by Paul Fleischman
      ii. Writing styles of Paul Fleischman vs. Sid Fleischman
   d. Math:
      i. Compare making Numbers grow vs. making Numbers get smaller
      ii. Compare Linear functions vs. Quadratic functions
   e. Arts:
      i. Two Artists work Vincent van Gough vs. Claude Monet OR some artists from the Cubism period like Pablo Picasso vs. Georges Braque
3. Journals in any subject area
4. Creative Writing: Poetry, autobiographies…
Close Reading Activity

Bookmark Notes

Guided Questions: What is the author trying to tell you? How do you feel about specifics that he/she is portraying? What specifics do you think are important for you to know about?

Learning Objectives: Students will be able to record their feelings, thoughts and answers to specific questions on a bookmark as they are reading through a piece of text.

Materials: A piece of text (I prefer to use a chapter book or novel), Cardstock, copy of Bookmark Notes page, pen or pencils.

Procedure:
1. Read a novel or a piece of text, for example “Lost on a Mountain in Maine” by Donn Fendler.
2. Break the text or reading into sections or small assignments.
3. After students read the assigned text, have them fill out and answer the questions or statements on the Bookmark Notes I.
4. Discuss students responses as a class
5. Continue reading assignments/sections
6. Have students fill out Bookmark Notes II.
7. Again discuss answers/comments

Extensions:
1. Using the same questions invite students write thoughts and comments in a journal or reading log.
**Bookmark Notes I**

I know the feeling...

I like this part...

I think *the main character* made these mistakes...

I don’t really understand this part...

**Bookmark Notes II**

These gave *the main character* hope...

This hurt or discouraged *the main character*...

I want to talk about this...

(on page(s) ____, ____)

I think *the main character* got strength from these things...

Other thoughts I had....

Other feelings I had...
Map Activities

Changes in Attitude about the Role of Woodlands


Resources related to Map 7.
Curator's Notes for Map 7.

Activity #1

Overview
In this lesson, students investigate a map of 1873 that shows woodland in the United States. Students examine this map to learn about the different ways trees have been used in the United States and predict how the ways we use woodlands today could affect them in the future.

Objectives
By the end of this lesson, students are expected to:

1. identify evidence of environmental features on a historic map.
2. observe and/or recall the uses for woodlands.
3. classify the ways trees are used.
4. predict how tree use could affect the future of woodlands.

Key Terms
woodland, density, distribution

Materials
Computer image or overhead of the core map, copies of the core map for students, current map of woodland cover (see Resources)
Getting Started

1. Have students brainstorm ways that tree products were used around the time the map was made. Note these ideas, without organization, on an overhead transparency or the board.

2. Check for understanding by clicking on the buttons on the core map to view illustrations of uses for tree products around the time the map was made.

3. Tell them that the lesson will examine ways that the demands and uses for tree products have changed over time.

Developing the Lesson

1. Present the core map on the computer, in printed form, or on an overhead transparency.

2. Have students search the map for any background information that helps them understand what is on the map (key, etc.).

3. Discuss this information as a class. Explain how the key is the place to look to understand the values presented on the map.

4. Have students list five ways that trees are used today. Remind the students about what they know of tree products around the time the map was made. Have them identify similarities and differences. Students should see how tree products are still basic to our lives. The discussion should also include the point that there are more substitutes available for wood products today.

5. Post the population of the United States in 1870 (39,819,449) and in 2000 (274,634,000). You could ask students to create a bar graph with this information. Ask them what difference these figures could make in the demand for wood products and the appearance of woodlands on a map of today.

6. Show them a map of the distribution of woodlands in the United States today (see Resources) to verify their ideas and to note other differences in how woodlands appear on a map of today. (One difference between the map of 1873 and a map of today are the areas identified as government lands; parks, forest, grasslands, wilderness areas. Another difference is the levels of forestation around the country.)

7. Share with students that the population of the United States in 2050 is projected to be 402,420,000 (U.S. Census Bureau 2000). Assign them to write a report that predicts how the map of woodlands in the United States will be different in 2050. They should describe at least two ways that they think woodlands will be different in 2050 and two ways they will be the same.
Extensions

1. One of the differences in land use between 1873 and now is the diversity of woodlands, given that many forests are owned by companies that maintain them as tree farms. The case of the Kirtland's warbler in Michigan (see Resources) can be used to demonstrate the impact on a species when a specific part of the environment is changed.
2. If you have access to historical photographs of your school's neighborhood, students could compare the evidence of the environment in the past provided by the photos with evidence of the contemporary environment they gather themselves. Also check your local historical society or web site of local history.

Activity #2

Overview
In this lesson students investigate the historical aspects of a map of 1873 that shows forest cover in the United States. Students examine this map to learn about the historical changes in attitudes about the environment that have taken place in the United States.

Objectives
By the end of this lesson students are expected to:

1. envision environmental changes over time.
2. identify evidence of environmental features on a historic map.
3. analyze factors that contribute to historical changes in attitudes about the environment.
4. prepare and evaluate positions regarding a current environmental issue.

Key Terms
woodlands, density, constitution, environment, distribution, conservation

Materials
Computer image or overhead of the core map, copies of the core map for students, current map of Adirondack Park (see Resources), role cards

Getting Started

1. Brainstorm with students the types of natural ground cover in the United States. Select "natural landscapes" from the menu-on the core-map to view illustrations of various landscapes (images are also available from the Resources page).
2. Record these ideas in a random order on either a board or overhead projector.
3. Discuss how the occurrence and distribution of ground cover may change over time (i.e., human and natural activities).

**Developing the Lesson**

1. Present the core map on the computer, in printed form, or on an overhead transparency.
2. Have students explain the use of two items (title and key) help them understand the information on the map.
3. Discuss this information as a class.
4. Ask the students to infer what woodland cover looked like both 100 years before this map and what it looks like today. They could draw the areas of woodlands of these times on outline maps you provide, or you could get class consensus and draw the areas on a transparency outline map. Discuss their reasoning as you do this.
5. Compare their guesses about woodlands of today to a contemporary map of woodland (see Resources).
6. Focus on the Adirondack region of upstate New York by zooming in on that portion of the core map. It is the area of woodland north of the Mohawk River and west of Lake Champlain. Compare how the woodland in this area has changed (or not) between 1873 and today. (See Resources for examples of maps of the contemporary woodlands of the Adirondack region.)
7. Provide students with the following information: Adirondack Park is an area of about six million acres that was created in as a forest preserve in 1885. The New York State constitution of 1894 stated in Article VII, Section 7:

   *The lands of the State, now owned or hereafter acquired, constituting the forest preserve, as now fixed by law, shall be forever kept as wild forest lands. They shall not be leased, sold, or exchanged, nor shall the timber thereon be sold, removed or destroyed.*

   There is still private land and commercial activity within the boundaries of the park. Many citizen lobby groups and commercial enterprises have tried to change the legal status of the Forest Preserve.
8. Assign a small group of students to one of the roles described in the role cards. They should research the park and the interests of the people they represent in the park. This can be done using printed resources (such as tourist guidebooks and maps) or electronic resources (see Resources). They will then each present their views to the class, which will take notes on the presentations. Presentations can be
as simple or as elaborate as you like. Be specific in your expectations. Students could create maps, graphs, charts, copies of historical documents, or illustrations, or they could present them as a speech. These can be created electronically or on hard copy. Set a comfortable time limit and require all students to participate in their group's presentation.

9. Have students write their opinion predicting the future of the Adirondack forest preserve. Their paper must state a clear opinion, support it with two details from the presentations other than theirs, refute the strongest point made by those who oppose their view, and contain a summary.

Extensions

1. Adapt the area of study to fit your local interest. Many areas around the United States experience the same political and economic pressures as the Adirondacks. The Nature Conservancy (see Resources for web site link) preserves, state park systems, national forests and wilderness areas, and local parks are all areas that could be used as your focus. In urban areas, riparian environments could provide the richest history of change in use.

2. Project Wild is an organization that conducts seminars for outdoor and environmental education and distributes lessons and other materials to participants. (See Resources for web site link.)

3. Inventory environmental sites found in your area today. Have the students choose one and gather information on the site. Have them create a guide to the site, being sure to include how the area has changed within historic time

Reference:
http://publications.newberry.org/k12maps/module_07/6-8.html
Vocabulary Activities

Picture Matching
This activity can be used as a pre-reading or post-reading/post-studying activity. The vocabulary words chosen for this activity came from the book “Lost on a Mountain in Maine” by Donn Fendler.

Learning Objectives: Students will…
1. Be able to identify a pictorial meaning of each vocabulary word.
2. Match words with a picture.

Materials: Card stock, Vocabulary Words, and Vocabulary Pictures

Procedure:
1. Print and cut out the Vocabulary Words and Pictures on cardstock
2. Scatter them around on the desk/table.
3. Have students work in pairs and match each word with a picture.

Extensions:
1. Cut the list in half or thirds and have each group work on their given words. Once completed have each group “correct” the other groups work.
<table>
<thead>
<tr>
<th>Vocabulary Words</th>
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<tbody>
<tr>
<td>topography</td>
</tr>
<tr>
<td>reefer</td>
</tr>
<tr>
<td>plateau</td>
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<tr>
<td>pucker bush</td>
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<td>timberline</td>
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<td>landslide</td>
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<td>frantic</td>
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<td>daubs</td>
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<td>weather-beaten</td>
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<td>thicket</td>
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<td>granite</td>
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<td>kewpie</td>
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<td>wheeled</td>
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<td>tote road</td>
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<tr>
<td>corduroy</td>
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<tr>
<td>gunnysack</td>
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</table>
Vocabulary Pictures
**Word Sorting**

A Word Sort is a simple individual, small group, or whole class activity. Students list key words from a reading selection. (Alternatively, the teacher may provide a list of terms prior to the reading activity.) Students identify the meaning and properties of each word and then "sort" the list into collections of words with similar features. This "sorting" process links students' prior knowledge to the basic vocabulary of a reading selection.

Vacca and Vacca (1996) describe two forms of Word Sorts:

- **Closed Word Sort**–The teacher provides the categories (and the specific features of each) to the students. The students then match the words with the features to create the word collections.
- **Open Word Sort**–The teacher provides only the list of words. Students work together to discern the common features and to describe the categories for collecting the word groups.

**Learning Objectives:** Students will identify the meaning and properties of words/terms and then “sort” the list into a collection of words with similar features.

**Materials:** A list of key terms or vocabulary words, index cards or sticky notes, poster paper (with category headings/ or blank)

**Activity Requirements:** Have students participate in this activity before reading a piece of text.

**Procedure:** List between 10 and 20 key vocabulary words from a reading selection on the chalkboard or on index cards.

1. Divide the class into small groups of 4 or 5 students. (Distribute the index cards if this method is used.)
2. For a Closed Word Sort, provide students with the categories into which they will sort the vocabulary words. For an Open Word Sort, instruct the student teams to suggest categories for organizing the words.
3. Allow 10 to 15 minutes for the student teams to assign the words to the appropriate categories.
4. Conduct a class discussion with each group presenting their word list for one of the categories. Require the students to defend their sorting of terms by asking about the common features of the categories and how each specific word meets these criteria.

**Extensions:**

For students that are beginning or struggling readers this on-line interactive activity may be helpful

**Interview a Word**

**Interview Questions:**
1. Can you tell us about yourself?
2. Do you come from a BIG family?
3. With whom do you have a lot in common?/To whom do you relate?
4. What are some of the highlights of your life?
5. Is there anything else we should know about you?

**Learning Objectives:** Students will be able to capture a word essence or connotation.

**Materials:** A word and a list of interview questions

**Procedure:**
1. Have students work in pairs
2. Give each pair their word and interview questions
3. Have students choose which role they would like to play:
   a. the word (explain to the students that they will pretend to be the word)
   b. The interviewer
4. The interviewer should interview the word and write down all the answers to the questions
5. Without revealing the word have each team read the answers to the questions while the rest of the class tries to guess
K.I.M. Strategy

**Learning Objectives:** Students will be able to learn new vocabulary terms by organizing them in chart form and by creating their own picture or sentence about the term.

**Materials:** K.I.M. Graphic Organizer (next page), pens, pencils, colored pencils, crayons, or markers

**Activity Requirements:** Teacher assigned key terms or concepts from either a narrative or expository piece of text.

**Procedure:**
1. Share new terms/concepts/words with students.
2. Students fill out the Graphic Organizer
   a. **K**- Key term
   b. **I**- Information – Definition or explanation of the key term
   c. **M**- Memory Cue – Students Make a sketch or create a silly sentence that explains the key term. This is a way for students to “make it their own” and for a way for them to fully integrate the meaning of the word(s).
3. Allow for students to share their **M** column with the rest of the class. This may help others create mental pictures.
4. Hang up the K.I.M. Graphic Organizers in the classroom or on a bulletin board at your center to help students recall the terms or to teach other learners new terms.
# K.I.M. Strategy

<table>
<thead>
<tr>
<th>Key Word</th>
<th>Information</th>
<th>Memory Cue</th>
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Concept Cube

Learning Objectives: Students will...

Materials: Students receive six-square pattern on cardstock that can be folded up and taped into a three-dimensional cube, which will be 4” on each side.

Procedure:
Before folding, students write clearly in each square following directions below.

1. Each student is given one challenging vocabulary word from a recent reading and asked to:
   a. Write the assigned vocabulary word in one square.
   b. Write a synonym (word or phrase) in another square.
   c. Write an antonym (word or phrase) in another square.
   d. Write a category or categories it could belong to.
   e. Write the essential characteristics of the concept of this word.
   f. Give one example.

2. Cut, fold, and tape the cube.

3. Roll the cube and read what comes up on the “top”; the student must tell the relationship of that word or phrase to the original word.

4. After students know their own cube without any errors, they exchange with a peer.

Extensions:
Use this site and create your own cube.
http://www.readwritethink.org/files/resources/interactives/cube_creator/
cube net
Frayer Model

This graphic organizer was designed by Dorothy Frayer and her colleagues at the University of Wisconsin to provide for a thorough understanding of new words. Students are asked to provide a Definition of the word, Facts or Characteristics of the word, Examples and Non-examples. This graphic organizer will lead students to a deeper understanding of a word and its relationship to their own lives.

Learning Objectives: Students will learn new vocabulary by contextualizing it through authentic examples, visual representations, and personal associations.

Materials: Vocabulary list, Frayer Model graphic organizer, art supplies, dictionary, thesaurus, computers with internet access.

Procedure:
1. Students fill out the graphic organizer (next page)
   a. Definition (in own words)
   b. Facts/Characteristics (List at least 3)
      i. Make a bulleted list
      ii. Add a picture that helps the understanding of the meaning of the word
   c. Examples (List at least 3) OR Synonym
      i. What is the word like?
   d. Non-Examples OR Antonym
      i. Make a bulleted list about what the “word” is not about
      ii. What is the word not like?
2. Have students share their models with the whole class.
3. Display the lists in the classroom or on a bulletin board at your center to help students recall the terms or to teach other learners new terms.

References:

http://learningtasks.weebly.com/vocabulary-strategies.html


http://www.vocabulary.com/

http://www.readingeducator.com/strategies/sort.htm