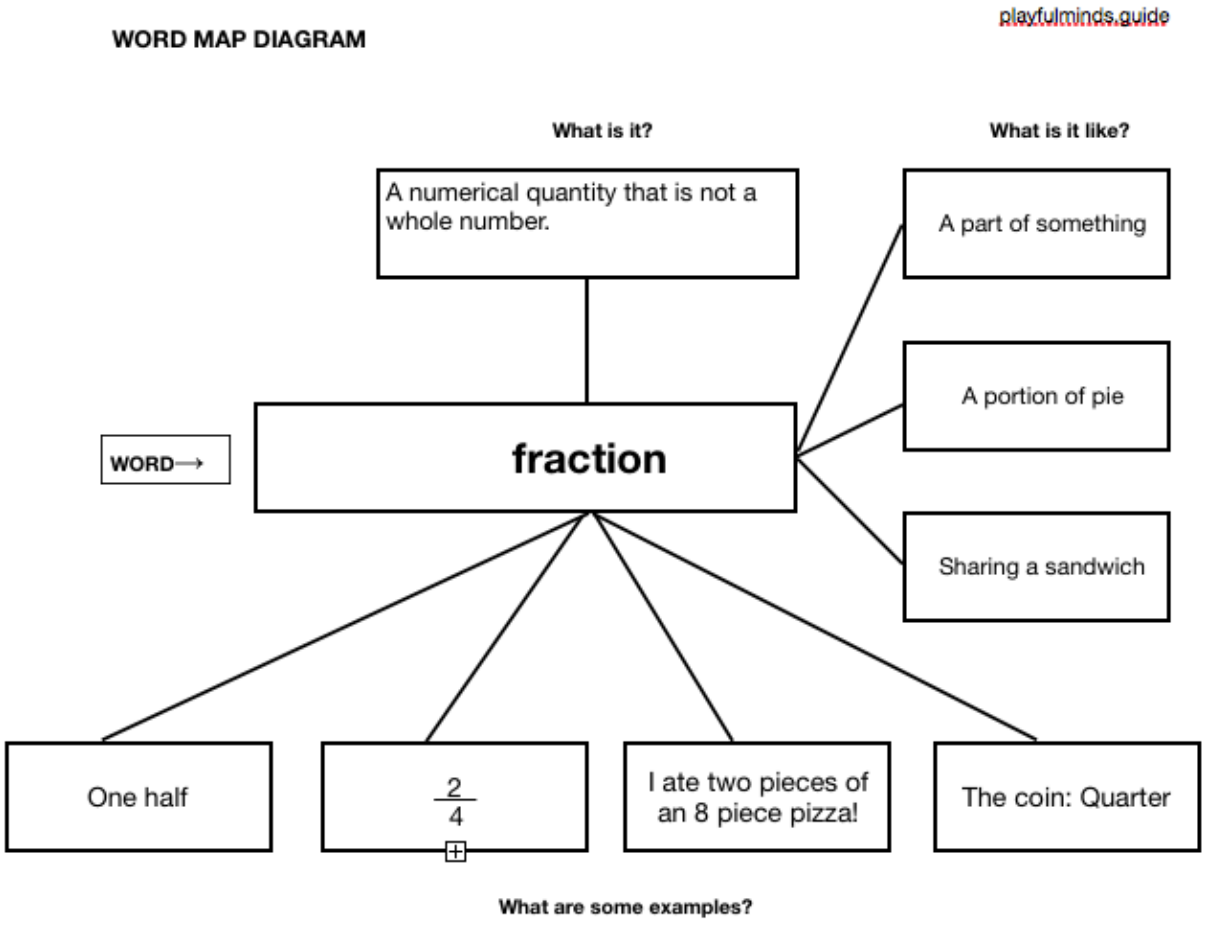
*An Excerpt of **5** Vocabulary Activities from **A Word About Vocabulary** by the Training and Technical Assistance Center of Williamsburg, VA.*

*Each Vocabulary Acquisition Method has examples for **FRACTIONS**, developed by The Playful Minds Guide.*

1. Word Map (Schwartz & Raphael, 1985; example from Holder, 1997)



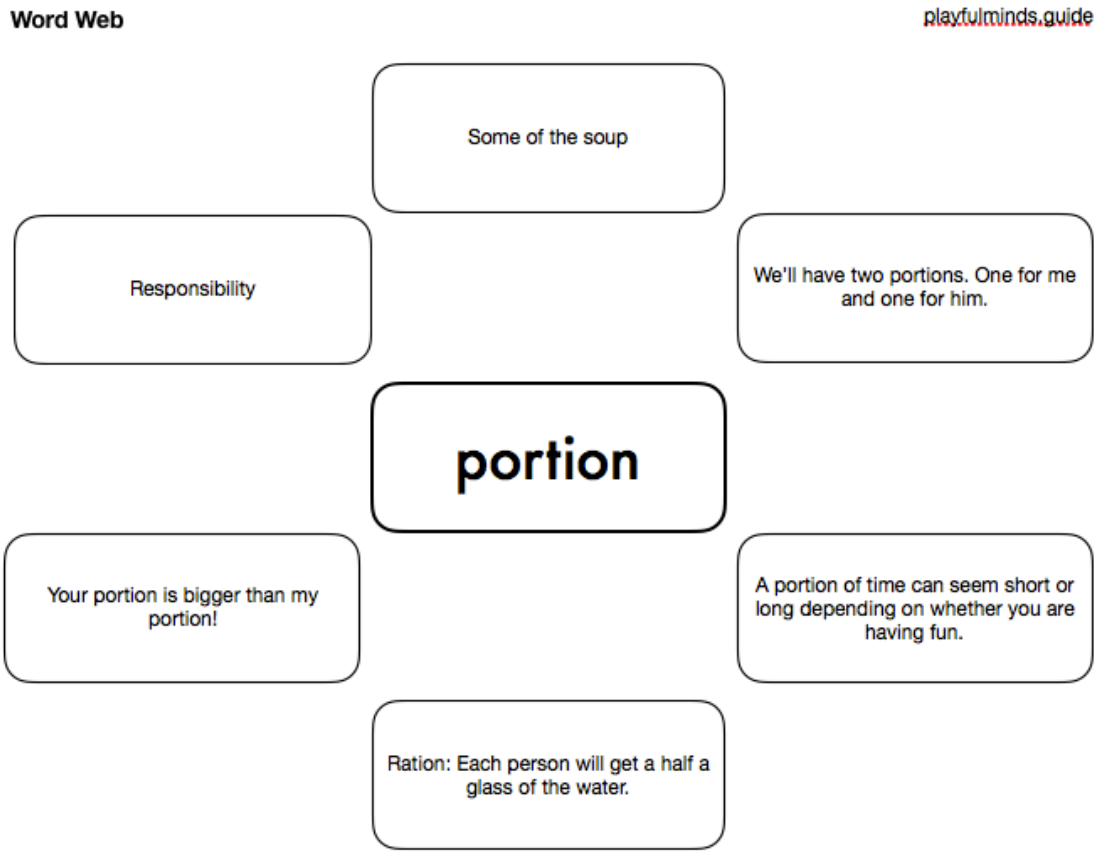
The **word map** technique is useful for helping students develop a general concept of definition. It focuses on three questions, "What is it?," "What is it like?," and "What are some examples?" to make students aware of the types of information that make up a "definition" and how that information is organized.

2. Word Web (adapted from Marinak et al., 1997)

1. Before reading a passage, share a list of words that students will encounter in their reading. Record these words in the center rectangles of word webs equal in number to the words on the list.

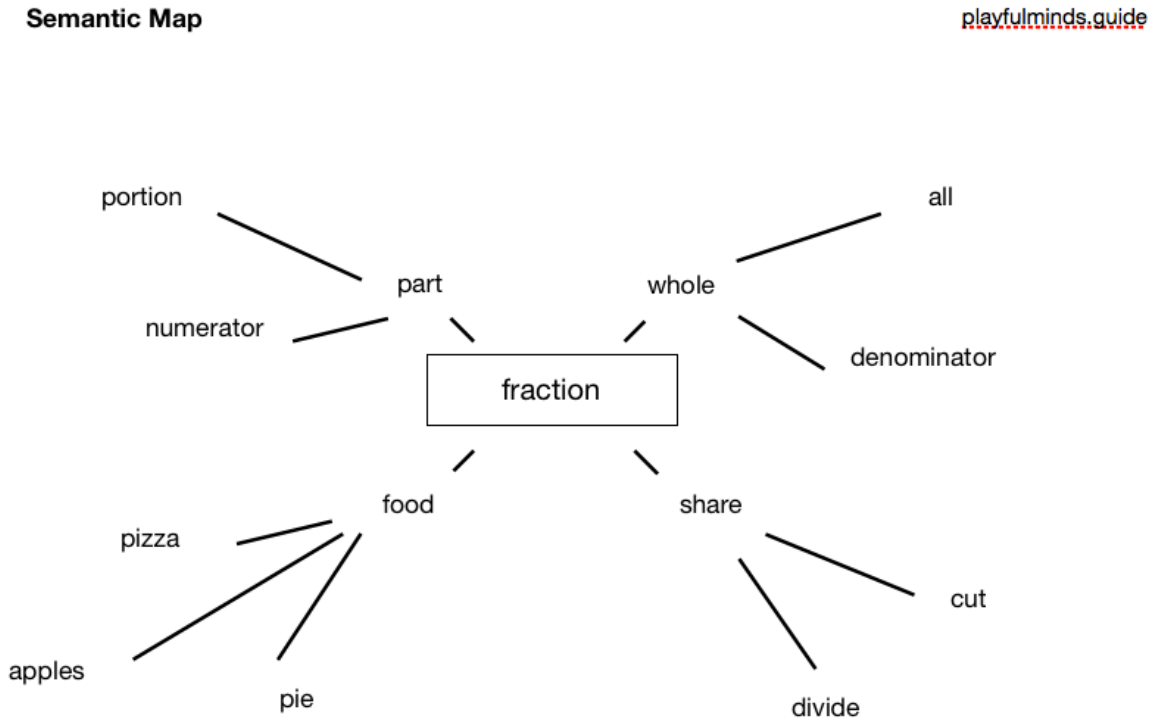
2. Pronounce each word. Encourage students to share what they think each word means.

3. Complete the word webs during reading. As students encounter a word that has been placed in the center of a **word web**, they record on one of the circles around each center circle words or phrases that will help them remember the meanings of the words.



3. Semantic Word Map (Building Vocabulary for Success, 1998; adapted from Tierney, Readence, & Dishner, 1995)

A semantic word map is a diagram of relationships between concepts and related ideas. Much of a learner's knowledge of words and concepts can be thought of as being stored in word maps in the brain. 1. Determine a target concept that is an example of larger concepts. In the first illustration below, the key vocabulary term is [fraction]. 2. Ask students to record the word for a larger group into which the word [fraction] fits, in this case part, and connect the two words. 3. Instruct students to write several words around the target term that are examples [food] of it and draw a line from the key vocabulary term to each of these associated words. The words recorded in the illustration below are [food: pizza, apples, and pie]. 4. Tell students to write associated words around each of the words that they have just recorded and draw connecting lines, as appropriate. In the example below students have recorded and connected the words – [all and denominator] – that they associate with [whole]. They have recorded and connected one word, [share], which they associate with [cut] and [divide]. Allow students to continue in this manner as long as time or their skills allow.



4. Word Sorts (Marinak et al., 1997)

Students may complete "open" or "closed" sorts individually or in pairs.

1. In closed sorts have students put words into predetermined categories.

For example: Categories: [fractions and whole numbers, one-half two forty-one one part fifty cents]

2. Open sorts require students to create and discuss their own categories.

For example, given the following list of [fractions], students would be directed to generate as many categories as possible containing at least two items each.

[2/3, 12/16, 33/2, 18/5, 1/16, 5/10, 8/16]

Category examples: [equal fractions, like denominators, irregular fractions, one half]

5. Concentration
Student pairs can play this game after studying the vocabulary in a lesson or unit.

1. Pairs of students spread out word cards [or fractions in word form] and matching definition cards [or matching fraction number cards] face down in random order in front of them on a flat desk, table, or floor.

2. Students take turns flipping over pairs of cards to try to find matching words and definitions. Each time a student finds a matching pair of cards, he or she removes them from the playing area and keeps them.

3. The student who has acquired the most cards after all cards have been removed from the playing surface wins