

## Skills

Students will:

- ✦ recall background knowledge
- ✦ identify unfamiliar words
- ✦ focus on context clues to determine the meaning of words
- ✦ practice dictionary skills

## Purpose

The Vocabulary Quilt organizer helps children to identify new vocabulary and encourages them to use context clues to determine the meaning of the word—an essential strategy for reading comprehension. When the meaning of the word cannot be determined from the text, children gain practice in using dictionary skills.

## How to Use the Organizer

Demonstrate the use of this organizer by modeling how you would select a word, search for context clues, and record the inferred meaning. For instance, after identifying a new word, show students how to:

- predict the meaning of the word from what came before, or
- read on a little ways and then reread the sentence with the new vocabulary word.

When inferring the meaning of the word, “think aloud” so students can hear your process, or identify clue words that indicate the meaning of the new word.

You may also want to review dictionary skills with students if necessary. After you have modeled the use of the organizer, children can use them while reading with the whole class, small groups, or independently.

## Examples

### Primary Grades

A third grader chose to read “Iron Hans” by the Brothers Grimm during a unit on fairy tales. She identified unfamiliar words and inferred their meaning from context clues. At her teacher’s request, she put a star next to those words that she had to look up in the dictionary.

Name: Nicki Date: 4/8

### Vocabulary Quilt

As you read, write new words in the squares. Write the meanings of the words, too. If you can't figure out the meaning of a word, look it up in a dictionary.

word: <u>game</u>	word: <u>companions</u>
animals that people hunt	friends
word: <u>accompanied</u>	word: <u>forbidding</u>
went with	to order not to do something
word: <u>immense</u>	word: <u>stricken</u>
very big	hurt by something

### Intermediate Grades

A fourth-grade student read *Professor IQ Explores the Brain* by Seymour Simon and completed the Vocabulary Quilt as part of his book report. The organizer was particularly helpful in reinforcing the understanding of highly specific content words.

Name: Emily A. Date: 2/13

### Vocabulary Quilt

As you read, write new words in the squares. Write the meanings of the words, too. If you can't figure out the meaning of a word, look it up in a dictionary.

word: <u>neurons</u>	word: <u>cerebrum</u>
tiny nerve cells	largest part of brain
word: <u>glial cells</u>	word: <u>cerebral cortex</u>
cells in the brain which surround, support, and nourish the neurons	the wrinkled surface of the cerebrum
word: <u>synapse</u>	word: <u>dominant</u>
The place where a nerve impulse travels from one neuron to another	stronger

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Vocabulary Quilt

As you read, write new words in the squares. Write the meanings of the words, too. If you can't figure out the meaning of a word, look it up in a dictionary.

word: \_\_\_\_\_

word: \_\_\_\_\_

word: \_\_\_\_\_

word: \_\_\_\_\_

word: \_\_\_\_\_

word: \_\_\_\_\_

word: \_\_\_\_\_

word: \_\_\_\_\_

word: \_\_\_\_\_

word: \_\_\_\_\_

word: \_\_\_\_\_