Vigorous Vocabulary

Charlotte’s Web

Essential Questions
- WHAT IS VOCABULARY?
- WHAT IS THE PART OF SPEECH?
- HOW TO USE A REFERENCE BOOK, A DICTIONARY?

Learning Intention / Overview
This activity will allow students to explore vocabulary from Charlotte’s Web and practice using a dictionary to gain better understanding of words. Once students comprehend vocabulary they are better able to make connections in text and in conclusion better understand the story.

Methods / Teaching Strategies
- Group work
- Building Background Knowledge
- Dictionary Practice
- Personalized Learning

Assessment of Learning
- Vocabulary Sheet (provided)
- Dictionary Use

How might you customize or alter this lesson?

Key Learning Areas
Comprehending Vocabulary

Concepts Taught
Vigorous Vocabulary

Target Age
9 – 12 Year Olds

Duration
1 x 60 minute Session

You will need:
- Dictionary
- Vocabulary Sheet

Online Resources:
- http://edgalaxy.com/education-quotes
- http://www.youtube.com/watch?v=jPhYtwLoW84

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Explain that vocabulary is words used to tell a story. Vocabulary skills include understanding what a word means and often this relates to the part of speech of the word or how it is used in context. Many words have multiple meanings so building a foundation of word meanings can make one understand a story or hinder the understanding of a piece of literature.

Take the word character. This word can be a name of a person or thing in which a story is about or character can be the qualities that describe how one acts or behaves. Knowing the meaning of this word helps assist the reader in understanding information.

Pass out dictionaries and have students look up the word “character.” Discuss the guide words at the top of the dictionary in which your class is using. Explain that guide words “guide” a user in locating words based on beginning letters in words.

Choose several more words for the students to practice finding in the dictionary. Once students seem to understand or remember how to use dictionaries then allow students to pick partners or choose partners based on previous teacher observations. Students will need to take dictionaries with them for partner work.

**Part A:** Distribute the Vigorous Vocabulary Sheet to partners. Have students use the guide words at the top of the dictionary pages to locate each word that can be found in Charlotte’s Web.

**Part B:** Students will need to turn in dictionaries and go back to seats for individual work. Students will locate vocabulary words in the chapter book Charlotte’s Web and write “kid friendly” definitions. These definitions are in students words not from the dictionary.
VIGOROUS VOCABULARY

A. Use a dictionary to locate each vocabulary word. Write the part of speech in the middle column and the definition in the right hand column.

<table>
<thead>
<tr>
<th>INJUSTICE</th>
<th>CAPTIVE</th>
<th>VANISHED</th>
<th>MANURE</th>
<th>LOFT</th>
<th>SCYTHES</th>
<th>SALUTATIONS</th>
<th>GLUTTON</th>
<th>RADIANT</th>
<th>MONOTONOUS</th>
<th>HUMBLE</th>
<th>TRIUMPH</th>
</tr>
</thead>
</table>

B. Use the chapter book CHARLOTTE’S WEB to locate each vocabulary word in the context of the book. Write a KID FRIENDLY DEFINITION (your own words) based on how the word is used in the book.

runt (chapter 1):

appetite (chapter 2):

trough (chapter 4):

goslings (chapter 5):

descend (chapter 13):

Student Choice: Choose any word from this page and illustrate the meaning in the box.
VIGOROUS VOCABULARY
ANSWER KEY

A. ANSWERS MAY VARY

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of Speech</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>INJUSTICE</td>
<td>NOUN</td>
<td>AN UNJUST ACT</td>
</tr>
<tr>
<td>CAPTIVE</td>
<td>NOUN</td>
<td>PRISONER; A PERSON TAKEN AND HELD AGAINST THEIR WILL</td>
</tr>
<tr>
<td>VANISHED</td>
<td>VERB</td>
<td>TO PASS FROM SIGHT OR EXISTANCE</td>
</tr>
<tr>
<td>MANURE</td>
<td>NOUN</td>
<td>MATERIAL OF ANIMAL WASTE</td>
</tr>
<tr>
<td>LOFT</td>
<td>NOUN</td>
<td>THE UPPER PART OF A BARN</td>
</tr>
<tr>
<td>SCYTHES</td>
<td>NOUN</td>
<td>A TOOL WITH A CURVED BLADE ON A LONG CURVED HANDLE THAT IS USED TO MOW GRASS</td>
</tr>
<tr>
<td>SALUTATIONS</td>
<td>NOUN</td>
<td>A WORD OR PHRASE USED AS A GREETING</td>
</tr>
<tr>
<td>GLUTTON</td>
<td>NOUN</td>
<td>A PERSON/ANIMAL THAT OVEREATS</td>
</tr>
<tr>
<td>RADIANT</td>
<td>ADJECTIVE</td>
<td>GIVING OUT OR REFLECTING LIGHT</td>
</tr>
<tr>
<td>MONOTONOUS</td>
<td>ADJECTIVE</td>
<td>BORING FROM BEING ALWAYS THE SAME</td>
</tr>
<tr>
<td>HUMBLE</td>
<td>ADJECTIVE</td>
<td>NOT BOLD OR PROUD</td>
</tr>
<tr>
<td>TRIUMPH</td>
<td>NOUN</td>
<td>THE JOY OF VICTORY OR SUCCESS</td>
</tr>
</tbody>
</table>

B. Answers will vary
runt (chapter 1): a small and weak animal
appetite (chapter 2): eating habits
trough (chapter 4): a holding box for a pig’s food
goslings (chapter 5): baby geese
descend (chapter 13): to go down

Student Choice: Choose any word from this page and illustrate the meaning in the box.