

Vocabulary Carousel

GRADES

6 - 12

DISCIPLINE

Any

COURSE

Any

PACING

🕒 **50min**

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p>ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>VOCABULARY CAROUSEL Students will work in small groups to learn new definitions, discuss ideas about words, and create visual representations of words.</p>	<p>Meets Expectations</p> <ul style="list-style-type: none"> • Posters have correct definition of each word clearly displayed • Posters show evidence of students silently discussing key ideas • Posters have a visual that clearly illustrates a prominent focus of the word 	<p><i>Before class:</i></p> <p>The teacher will create one poster for the 6 key vocabulary words of the unit. Each poster will have the word listed at the top of the paper. In the middle of the paper, the teacher will draw a circle. (The circle should be large enough for students to draw a visual representation in, but small enough to allow each group to write about the word outside of the circle.)</p> <p>The teacher will create groups of three students and will assign each group a color. The teacher needs to provide each student with a marker of that color.</p> <p>Based on the number of the students in the class, the teacher may choose to create multiple sets of posters and have students rotate through one set of papers.</p> <p><i>During class:</i></p> <ol style="list-style-type: none"> 1. The teacher will divide the class into small groups and provide one color of marker for every student in each group (e.g., blue group, green group, red group, etc.). Assign each group to one vocabulary word (i.e., this is their home-group poster).* 2. The students will have five minutes to SILENTLY write what they think the word means or some other description of the word (e.g., examples, non-examples, synonyms, antonyms, characteristics of the word, etc.). Students should respond to other comments on the poster (e.g., smiley faces or checkmarks to show agreement, question marks to show confusion, etc.) (5 minutes) 3. The students will rotate through the other five stations and SILENTLY interact with the comments on the posters. The students should keep their assigned markers throughout the rotations. (25 minutes, which is 5 minutes for each poster) 4. When students return to their home-group posters, they will TALK about

		<p>the words and the written discussions on the posters. As a group, they should decide on an image that represents the word. They will create that picture inside the circle. (10 minutes)</p> <p>5. (If needed) - If you have created multiple sets of posters, ask the groups who investigated to meet up and discuss a recap of their brief discussion and share their pictures. Choose one representative from the two groups to report out their findings. (5 minutes)</p> <p>6. The groups will report out their pictures to the whole class. (10 minutes)</p> <p><i>Differentiation:</i></p> <p>*If students are uncomfortable working in groups chosen by the teacher, assign groups and post names four days before having students complete the activity. Explain to students each day that they will work in these groups (list them out to students every day until the activity).</p>
	<p>Standards:</p> <p>CCR.L.6 : Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

by Juliana I. Thompson

