



Flooding Students with New Vocabulary Planning Guide

Suggested Best Practices	How I can use in my classroom?
<ul style="list-style-type: none">• Select texts to use in class that focus on one of the clusters – for instance, “No More Jumping on the Bed!” is full of words about “noises,” one of the clusters. Internet searches can help you find good books that focus on particular topics.• Use “concept eggs” – essentially, an oval with a starting word in the middle (like “big”) which is filled out with related words (like “enormous” or “massive”) surrounding it. As you read through different texts focusing on a cluster, students will find new words to add to the egg.• Help students learn the over-arching cluster concept term for a set of words they may know; for instance, that “chair” and “bed” are all examples of the vocab term “furniture”• Teach new meanings for known words by using graphic organizers; so, by pulling out all the different meanings of the word “light,” (e.g. “ignite,” “illuminate”), you can teach a flood of vocabulary words that students already have an anchor for.	

- Clarify and extend the meaning of new words by helping students see the different degrees of meaning – so, for the word “angry,” with a graphic organizer that has different levels along the top (e.g. “just a little,” “definitely,” “extremely”), students can pull out new vocabulary words (e.g. “peevied,” “furious,” “incensed”).