



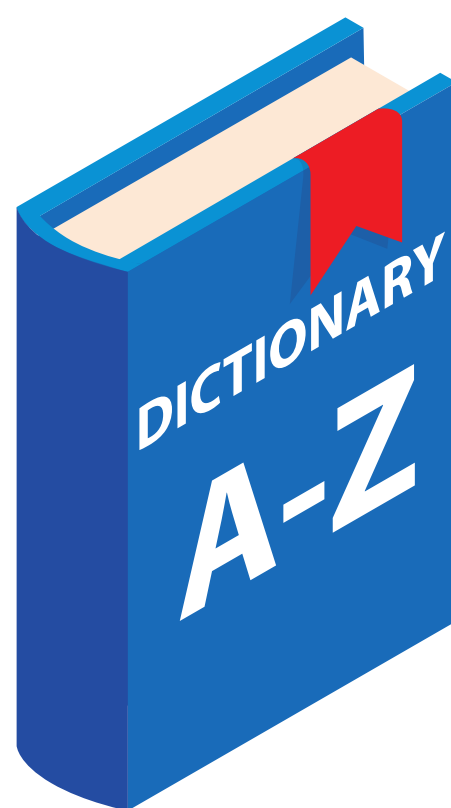
Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Vocabulary Supports



Please note: The following support contains some possible strategies to support the development of vocabulary and words in context in the Junior Cycle English classroom. These strategies are suitable for use with all Junior Cycle groups.

Vocabulary - 4 Square

Word

Picture

Definition

Sentence



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It Is, It Isn't Poem (example)

Word:

Burden

It Is, It Isn't Poem

A burden is put on you.

A burden is a heavy load.

A burden is your responsibility

A burden is NOT easy.

A burden is NOT fun

A burden is NOT light.

A burden is what you have to
carry with you.

A burden can make you stronger.



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It Is, It Isn't Poem

Word:

_____ is _____

_____ is _____

_____ is _____

_____ is not _____

_____ is not _____

_____ is not _____

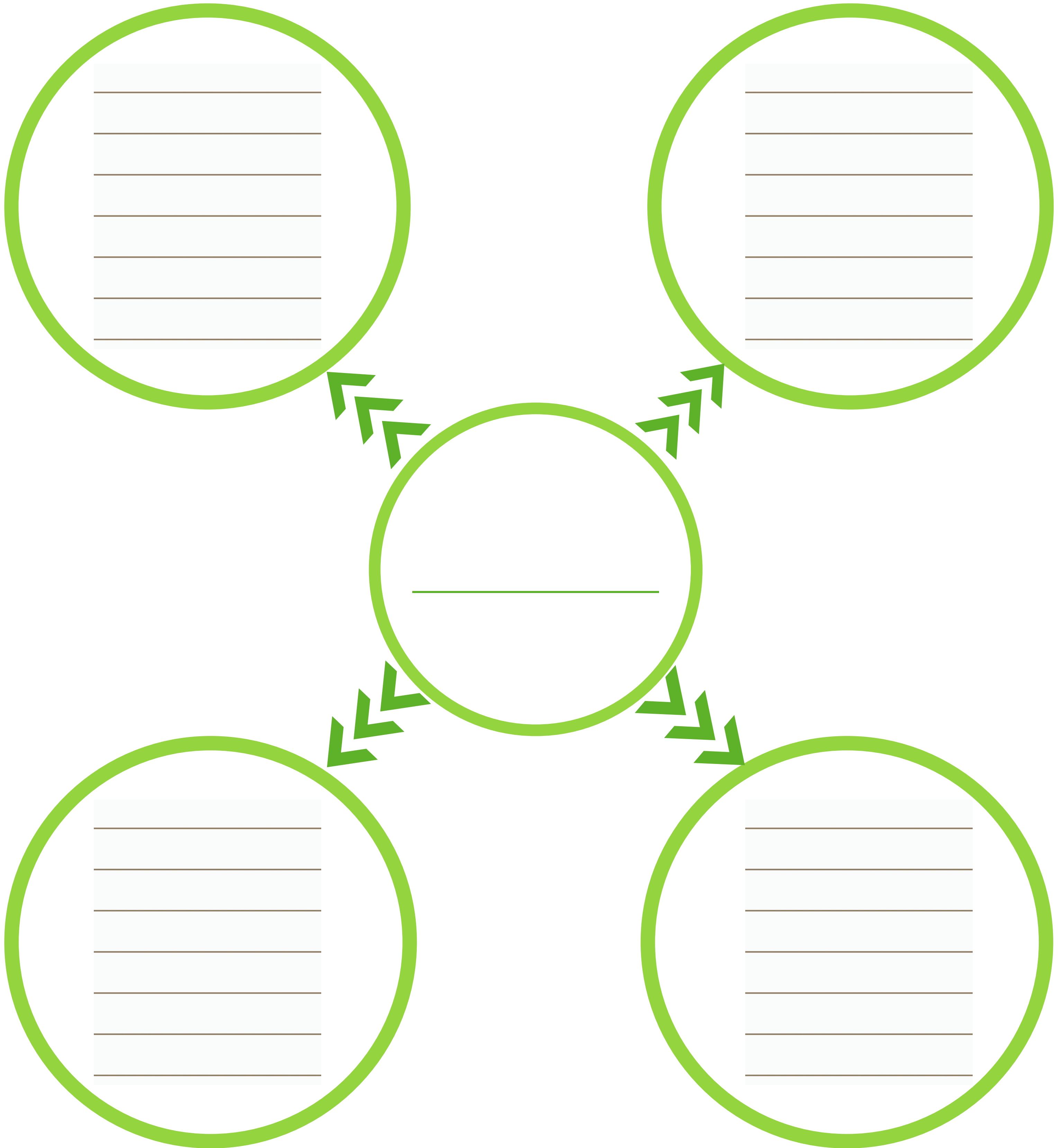
_____ is _____



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Vocabulary Web

Place the vocabulary word in the middle circle.
Around the circle, put examples of the word.





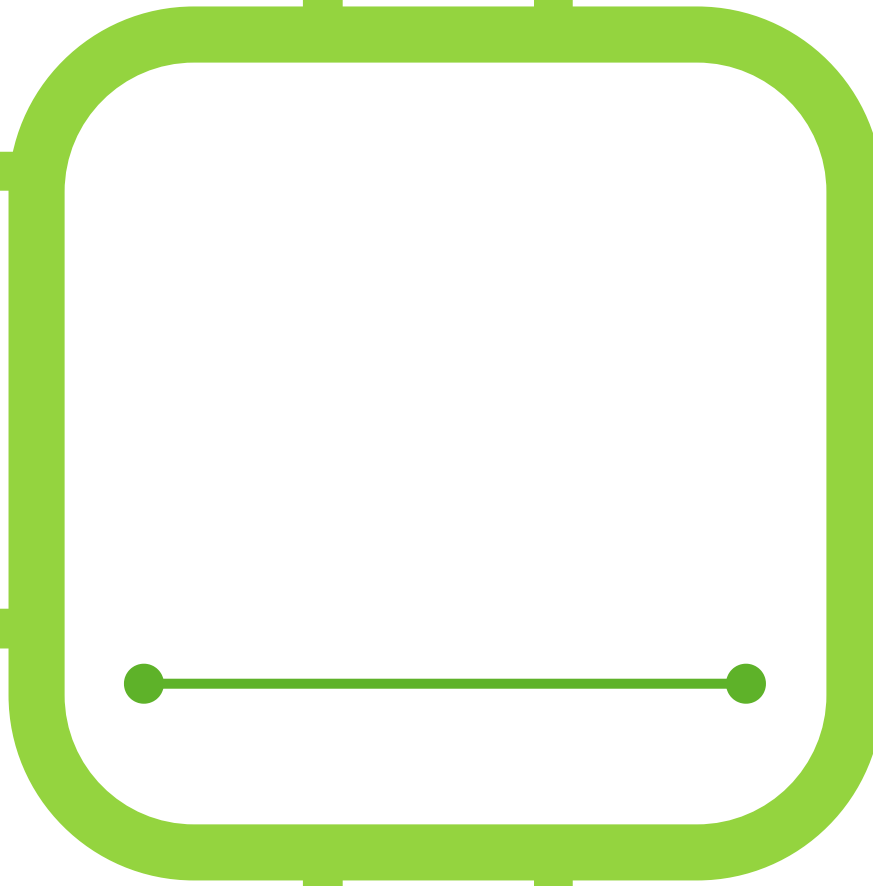
The Frayer Model

Definition

Characteristics

Examples

Non-examples





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The Frayer Model (adapted)

Definition

Connotations

Example from text we're studying

My own examples

What does this adjective/verb/adverb... tell us about...a character/setting/event?



Word Ladders (The 'port' family)

port = to carry

se**port** = place where goods
are carried out and in

trans**port** = carry across

porter = someone who carries

portage = carrying over land
between water

portable = can be carried

de**port**=carry/send away

ex**port**=carry/send out

im**port**=carry/send in



Word Map

Synonym

Antonym

Word

Dictionary definition

Other forms of the word

Sentence or phrase from the text

My own sentence



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Semantic Gradients

slow



walk

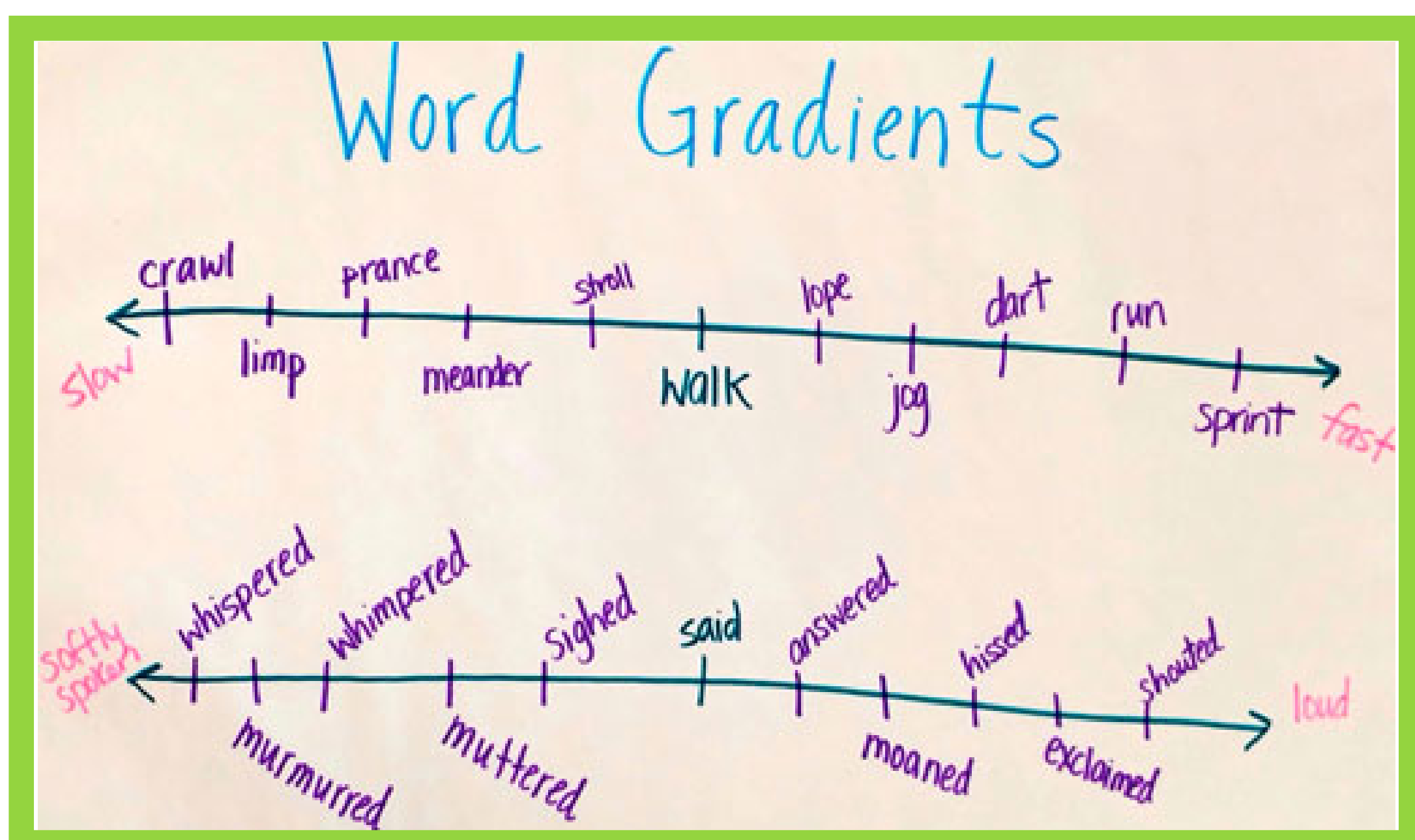
fast

Using Semantic Gradients

1. Select a pair of polar opposite words.
2. Generate at least five synonyms for each of the opposite words.
3. Arrange the words in a way that makes a bridge from one opposite word to the other. Continuums can be done horizontal or vertical, in a ladder-like fashion.
4. Have students discuss their rationale for placing certain words in certain locations. Encourage a conversation about the subtle differences among the words.

OR

1. Select a specific vocabulary word, e.g. large.
2. The teacher can develop the list, or work collaboratively with students to generate a list. It may work best to think of your target word as being in the centre of your continuum.
3. Arrange the words to illustrate an understanding of each word's meaning. Continuums can be done horizontal or vertical, in a ladder-like fashion.
4. Have students discuss their rationale for placing certain words in certain locations. Encourage a conversation about the subtle differences among the words.



Courtesy of www.readingrockets.org



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Semantic Gradients





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Semantic Gradients

