



# Vocabulary Anchor

***Vocabulary is the knowledge of words and word meanings. Print vocabulary is the set of words of which students know the meaning when they read or write them.***

## Materials:

- Vocabulary Anchor handout (blank, provided)
- Pencils or crayons
- Dictionary
- Vocabulary Anchor sample (provided)
- Chart paper (if variation is selected)

## Preparation:

- Print vocabulary anchor handout (enough copies for each family to have one) and sample (one copy, for facilitator to show to families)
- Write a theme-related vocabulary word on each boat for participants

## Activity Instructions:

1. Begin by modeling for participants how we come to understand something new by “anchoring” it to something we already know (see the example for an illustration of this process):
  - a. Select a word and write it next to the rocket (e.g., “mountain”).
  - b. Choose a related word and write it inside the anchor attached to the rocket (e.g., “hill”).
  - c. Show the participants how the familiar word is the anchor of the new word, and the two are connected by the rope.
  - d. Talk about similarities between the two words. Write these on the left side of the rocket and to the left of the anchor, on the plus (+) side (e.g., “landforms, raised elevation, not flat”).
  - e. Talk about characteristics that set the two words apart. List these to the right of the rope, and key them with a tilde sign (~) (e.g., “taller, steeper, bigger”).
  - f. Discuss a personal experience that you associate with the new word. On the top of the rocket, write a few key words from your experience or draw a picture to represent your memory (e.g., “climbed Mt. Marcy,” “sore foot,” or draw a picture of a swollen foot because of the climb).
  - g. Summarize by reviewing the drawing and talking about what the two vocabulary words mean.
2. After modeling, ask families to complete their own vocabulary anchor sheet as a team. Hand out worksheets for them to use.
3. Circulate to help any families that seem confused or “stuck.”
4. Variation: Instead of completing a handout, you can draw the rocket and sections on a piece of chart paper to model for students a technique they can use for vocabulary development when reading. The vocabulary anchor handout (and/or the completed example) can be printed and provided to students for use when practicing the activity at home.

**Mt. Marcy**

**+ landforms, tall**

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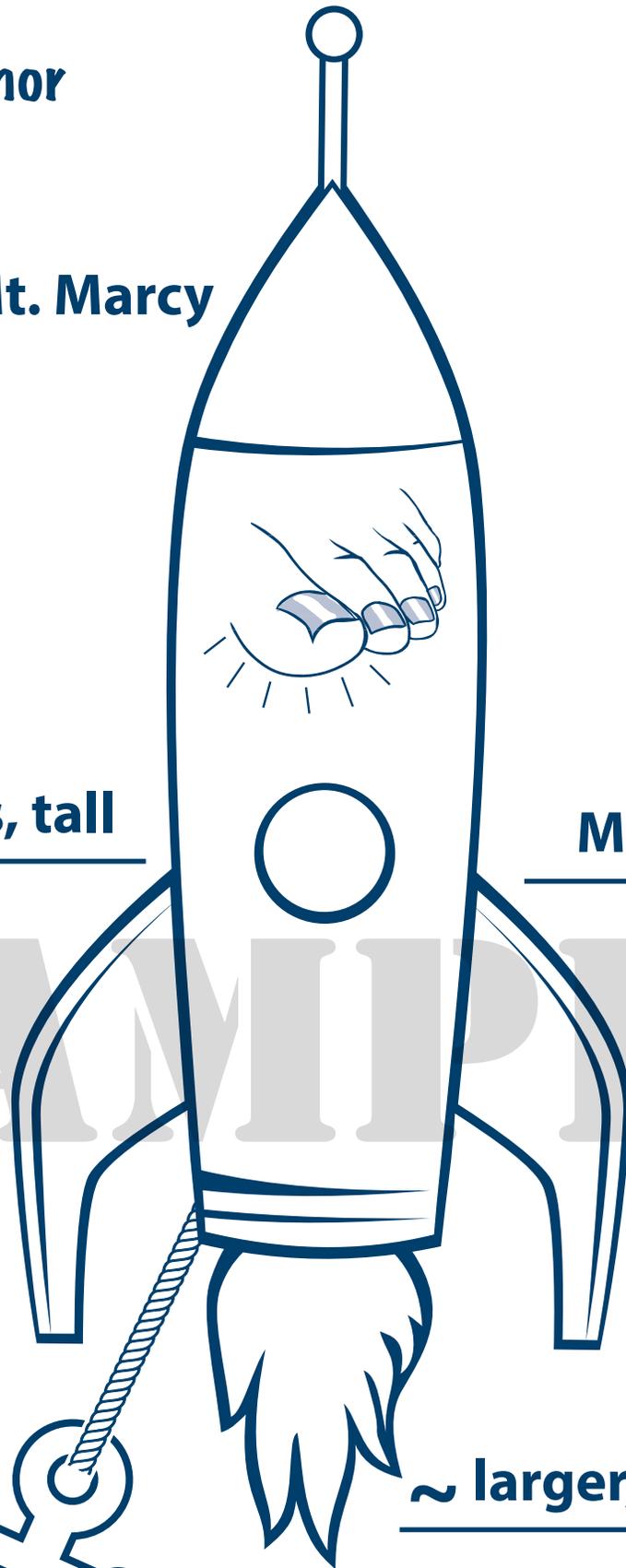
**Mountain**

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SAMPLE

**~ larger, bigger**

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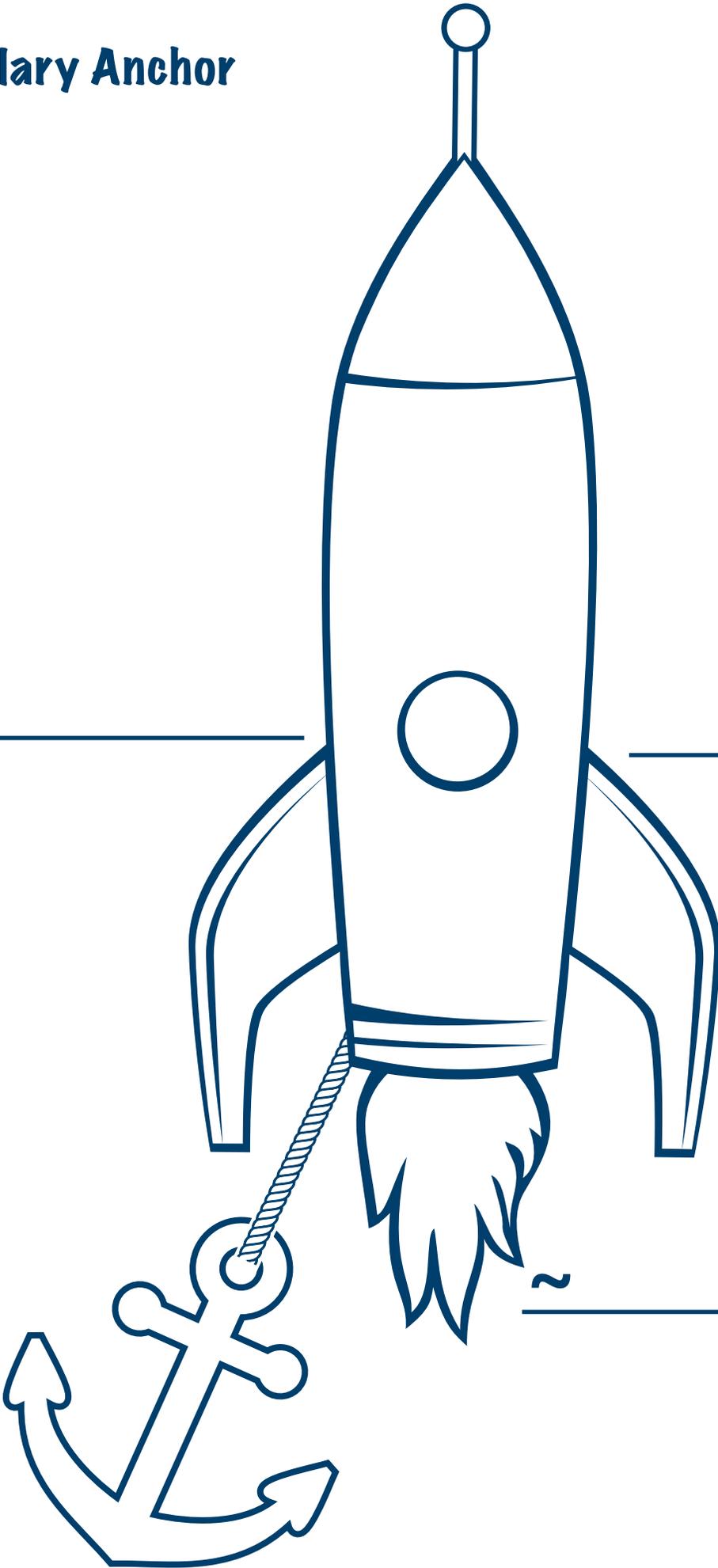


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