

Direct Vocabulary Instruction: *VOCABULARY CINQUAIN*



TOTAL TIME: 60 minutes/1.5 hours

MATERIALS

- Vocabulary Cinquain Template
- Markers/Map Pencils
- Construction Paper
- Envelope 5-7 words that students have encountered while reading a text

PREPARATION

- Pre-selected vocabulary words
- Prepare envelopes with vocabulary words (one in each envelope)
- Prepare groups for assignment (2 students per

Instructional Process

- **SELECT** 5-7 words that students have encountered, during the reading process or major concepts students need to master for the T.E.K.(s) taught in classroom instruction.

explain

- **explain** to students that they will be working collaboratively in a group. Select a text (i.e. *fiction, non-fiction, drama, or poetry*) that is 10-14 pages long.
- **ASSIGN** students to groups of two. Select 5-7 words students have encountered throughout the reading of a text. Make sure to provide the sentence before and the sentence after, so that students can use the context clues to determine the meaning of the unknown word. (see *Vocabulary Cinquain exemplar*)
- **WRITE** the selected vocabulary words in context on a slip of paper and give each group a word. Once each group has a word, give each group a *Vocabulary Cinquain handout*.

make

- **make** sure that students use the context clues to determine the meaning of the unknown word.



- **DISCUSS** the instructions with students step-by-step.

Line 1- In line 1, instruct students to write one *synonym* for the vocabulary word. **SAY**, "In your group you will write one synonym for your assigned word. **REMEMBER** a synonym is a word that has

Differentiation

Differentiation 1

ASSIGN students to groups and ensure you group students based on tiers. Group **TIER 1** students with **TIER 2** students and group **TIER 2** students with **TIER 3**. (*mixed ability grouping*) In addition, consider pulling 3-5 **TIER 3** students for small group support, where applicable. (Hammeken, 2000); *SIOP Feature 14* (Echevarria, Vogt, & Short, 2004)

Differentiation 2

CREATE supplementary aids with definitions and examples (*linguistic or visual representations*) of the following words: synonyms, antonyms, language or origin, and profession. (Hammeken, 2000); *SIOP Feature 9* (Echevarria, Vogt, & Short, 2004)

Differentiation 3

PROVIDE students the option to draw a visual representation, instead of identifying the language of origin (*line 5*) for the vocabulary. (Hammeken, 2000); *SIOP Feature 9* (Echevarria, Vogt, & Short, 2004)

Differentiation 4

INSTRUCT students to create a sentence that is an example of a simile (*line 2*)-*extension* for **TIER 1** students **ONLY**. Make sure that

the same meaning as the chosen word. It may be necessary to use the dictionary and thesaurus.”

Line 2- In line 2, instruct students to write two words that are antonyms for the vocabulary word with the vocabulary word in the center. **SAY**, “In your group you will write two antonyms for your assigned word with the vocabulary word in the center. **REMEMBER** an antonym is the opposite meaning of the chosen word. It may be necessary to use the dictionary and thesaurus.”

Line 3- In the line 3, instruct students to write three professions that remind them of the vocabulary word. **SAY**, “In your group, discuss three professions that are connected to your vocabulary word. *What profession comes to your mind? How does the vocabulary word connect to the profession?*” (**While students do not have to include this information in the poem it is important that students’ connections are rational.**)

Line 4-In line 4, instruct students to write a sentence about the vocabulary word **SAY**, “In your group, create one sentence with the vocabulary word in context. Work carefully and make sure that you are using the word in the correct context. It may be necessary to use the dictionary and thesaurus.”

Line 5-In line 5, instruct students to write the language of origin for the chosen vocabulary word. **SAY**, “In line 5, use the dictionary to determine the language of origin for the vocabulary word. If the language of origin is not in the dictionary, you may use your smart device to determine the language of origin.”



- **REPEAT** the instructions consistently and navigate around the room to ensure that students are completing the assignment based on the instructions. If you assign students more than one word, make sure that you have a checkpoint to ensure that students complete the first word correctly before moving on to the second vocabulary word.
- **ASSIGN** the *Vocabulary Cinquain* assignment at (1) the end of a literature unit to build student word learning capacity, (2) summative assessment after words have been introduced at the beginning of a literature unit, or (3) after students have received multiple exposures to vocabulary words. **AFTER** students complete their rough draft of the *Vocabulary Cinquain*, instruct students to use construction paper, card stock, and markers to present their poem artistically.

students incorporate the word and a specific profession in their figurative language example. For students with proficiency in another language, they may translate the word and figurative language example in their native language.

Differentiation 5

INSTRUCT students to create a sentence that is an example of a metaphor (*line 4*)-*extension for TIER 1* students **ONLY**. For students with proficiency in another language, they may translate the word and figurative language example in their native language.

Differentiation 6

There are many technology tools that can help students create semantic maps (including thinking maps, mind maps, bubble maps, and concept maps). Consider allowing students to create the final draft of their vocabulary cinquain on the computer using bubbl.us or creately.com.