

## Vocabulary Activity: *Find the Fry*

By: Mia Diaz

### a) Introduction:

- a. Vocabulary, “refers to the total number of words a person understands and could use to communicate information as well as their ideas, opinions, and experiences. Vocabulary competence is a foundational skill in everyday conversation and in the most basic exchanges transmitting information, from getting directions to following a recipe. Vocabulary skills are an element of full reading comprehension, clear writing, active listening, and clear and effective speaking (or use of sign language)” (Dewey, 2016). For this activity, *Find the Fry*, the teacher will be able to identify students’ understanding of basic vocabulary by matching descriptive words with their corresponding synonyms and antonyms.

### b) Body:

- a. To begin, I will introduce the activity to my students. I will let them know that today we will be reviewing some of the vocabulary we have been learning. We will be going over their comprehension by utilizing synonyms and antonyms. I will then place a red fry holder in front of each student. Each holder will have a descriptive word written on the bottom. For example, some of the words include: small, fun, cold, pretty, happy, etc.
- b. Next, I will then instruct my students that I will be placing a bunch of random “fries” on their desk. Each fry contains a word written on it. The words written on the fries are corresponding synonyms and antonyms to the words written on the

fry holders. Each fry holder has one matching synonym and antonym which should be placed within the fry holder.

- c. Before the students begin, I will let them know that in order to complete their activity, they will have to work with their fellow classmates. Their corresponding synonyms and antonyms will not necessarily be placed on their desks, they will have to travel to the other tables to inspect all of the words. Furthermore, they will need to double check with their classmates to ensure they have the correct “fries” within their fry holders. Once they have finished, they should return to their seats. Together as a class, to summarize the activity, we will go over each descriptive word and its synonym and antonym.
- c) Conclusion:
- a. Vocabulary is an essential skill for everyone, not just adolescent learners. People are continuously developing their vocabulary knowledge. The more students learn, the more they are able to comprehend and utilize their language into both their writing and speaking skills. A student can develop their phonemic skills to decode and read a word; however, if their vocabulary skills are lacking, they will not be able to comprehend what they are reading and learning.
  - b. This activity was directed towards having the students identify their level of comprehension of vocabulary words by utilizing synonyms and antonyms to test their level of understanding. It also incorporates both independent, partner, and group skills to complete the activity. The current difficulty level of this activity may be greatly increased. As of now, it is designed for low reading level students such as kindergarteners and first graders. The difficulty level of the vocabulary

may be greatly increased to be adjusted towards the appropriate grade level.

Furthermore, the number of synonyms and antonyms which need to be matched with the coordinating descriptive words may be increased as well. Instead of only one synonym and one antonym, there could be numerous matches. Additionally, instead of just matching synonyms and antonyms, students could also match their primary word with definitions and examples as well.

- c. Both one of the greatest and most challenging aspects of vocabulary is that there are many ways to learn new words and fully comprehend them. As of now, the students are only matching individual words. Eventually, they should be able to not only know the definitions, but also provide their own connotations and personal examples. This activity is just a foundation for improving vocabulary skills. However, it may be adjusted so that they can gradually improve their skills in a more challenging manner.
- d. This activity was influential because it not only allowed the teacher to assess the students' vocabulary skills, but also gave the students the opportunity to feel confident in their abilities. It was a fun interactive activity which allowed the students to confide in their classmates and help one another develop their skills. It takes a break from the standard preach and lecture teaching strategy to have students increase their vocabulary. This allows every type of learner to find some way to utilize their strengths and improve upon their weaknesses.

d) References:

Dewey, J., PhD. (2016). *Vocabulary*. Salem Press Encyclopedia.