



 **Prestwick House**

Free Lesson Plan

Objective:

Introduce 15 new vocabulary words, build connections with existing vocabulary, develop the skills needed to understand words in context, and learn to understand connotative meanings.

Time:

30 Minutes

Materials:

Whiteboard

Vocabulary word list and example sentences – we've provided a 10th grade word list and sentences from Vocabulary Power Plus for College and Career Readiness.

Procedures:

Begin by explaining that vocabulary is best learned not in isolation but by building connections with words that students already know.

Introduce each sentence below – including the blank – and ask students what the meaning of the word that's missing could be. As your students develop a list of synonyms for the vocabulary word, add each word to your whiteboard in a list of synonyms and explain what a synonym is.

When you have a list of synonyms, show students this week's vocabulary word and provide another sentence using it. Then, go back to the list of synonyms that your students provided and ask, by show of hands, whether the word has a stronger or weaker connotation than the vocabulary word in order to help reinforce the connotations of the words and remember the vocabulary word. Not every word will fit the context or syntax of the sentence.

Sentence List:

1. No matter how much begging and pleading I did, no one would _____ the location of the surprise party. (Divulge)
2. Although Jim did get in trouble for skipping class, Mary also received detention for _____ him by distracting the teacher. (Abetting)
3. She had such _____ for the cause that she sold her house and moved closer to the organization's headquarters. (Ardor)
4. While having a conversation with Paul was generally very pleasant, when it came to some topics he was very _____ and it was impossible to change his mind. (Dogmatic)
5. Readers considered the author's ideas valuable, but regarded his presentation of them as _____. (Inspid)
6. Collette felt like she had no talent until she discovered her _____ for advanced mathematics. (Proclivity)
7. For a long time, James's hockey team considered him _____ because of his lack of skill until he showed his talent in the shootout. (Extraneous)
8. The factory manager _____ the striking union members into compliance. (Coerced)
9. Selma had seen too much unfairness and grief in the world and let her outlook become _____. (Jaundiced)
10. A person is at risk of a stroke if a blood clot _____ a major artery. (Occludes)
11. Forty years of working on detailed and _____ crafted jewelry had taken a toll on Remi's eyes. (Meticulously)
12. Sondra saw her risky investment as a necessary business tactic, but her critics called it unwarranted _____ that threatened the company. (Temerity)

13. The soldiers used ____ training and preparation before for the secret mission; they practiced simulations of the operation ten times a day for a full week before deploying. (Rote)
14. He saw raccoon tracks in the mud near the front porch, so Bob ____ the spilled trash cans to the creatures. (Ascribed)
15. Marmosets are ____ monkeys that gather in groups and chatter deafeningly in trees. (Gregarious)

Word List:

1. **divulge** (di vulj') *v.* to tell; to reveal (as a secret)
The reporter was fired when she *divulged* information from a classified document.
syn: unveil; disclose *ant: conceal*
2. **abet** (ə bet') *v.* to assist or encourage, especially in wrongdoing
Jim refused to *abet* the criminal's escape by hiding him in the basement.
syn: promote; incite *ant: impede; dissuade*
3. **ardor** (ar' dr) *n.* an intense feeling of devotion or eagerness
The defending troops fought with *ardor* because the enemy would not be taking any prisoners.
syn: zeal *ant: indifference*
4. **dogmatic** (dôg mat' ik) *adj.* arrogant and stubborn about one's beliefs
Because of the professor's *dogmatic* approach, the students were afraid to ask questions.
syn: dictatorial *ant: open-minded*
5. **insipid** (in sip' id) *adj.* lacking flavor; dull; not at all stimulating
My mom wanted me to be an accountant, but I found the classes boring and *insipid*.
syn: flat; lifeless *ant: challenging*
6. **proclivity** (prô kli' və tē) *n.* a natural leaning or tendency
Abigail's *proclivity* for history led her to write a book on the founders of her home town.
syn: propensity; inclination *ant: apathy*
7. **extraneous** (ik strā' nē əs) *adj.* not essential; not constituting a vital part
The professor felt that the *extraneous* paragraph in the essay detracted from the more important information.
syn: irrelevant; superfluous *ant: essential; critical*
8. **coerce** (kô ūrs') *v.* to force by using pressure, intimidation, or threats
Jerry preferred basketball, but his father *coerced* him into playing football.
syn: compel
9. **jaundiced** (jôn' dist) *adj.* prejudiced; hostile
Gabe had a *jaundiced* view of Iraq after losing his wife in the Gulf War.
syn: skeptical; cynical *ant: believing; trusting*
10. **occlude** (ə klōōd') *v.* to block the passage of
A large mass of clay *occluded* the water pipe, causing a dangerous rise in pressure.
syn: obstruct; impede *ant: advance; assist*
11. **meticulous** (mi tik' yə ləs) *adj.* extremely, sometimes excessively, careful about small details; precise
With *meticulous* care, he crafted a miniature dollhouse for his daughter.
syn: fastidious *ant: sloppy*
12. **temerity** (tə mer' i tē) *n.* recklessness; a foolish disregard of danger
I couldn't believe that Bret had the *temerity* to bungee jump over a lake full of alligators.
syn: audacity *ant: prudence*

13. **rote** (rōt) *n.* a habitual, repetitive routine or procedure
Kristen memorized the piano sonata through *rote*, by practicing the song over and over until she could play it perfectly.
14. **ascribe** (ə skrīb) *v.* to credit as to the cause or the source
The carpenter *ascribed* the rotten floorboards to a leaky roof.
syn: attribute; impute
15. **gregarious** (gri gâr ē əs) *adj.* sociable; fond of the company of others
Just before he was diagnosed with clinical depression, Raji went from being *gregarious* to being antisocial.
syn: genial; friendly *ant:* reclusive

Homework:

If a vocabulary program is being used, use the practice activities included in the book to reinforce what students have learned. If you're not using a prepared vocabulary program, have your students develop their own sentences using the word in context.

Standards:

Common Core State Standards - Language: Vocabulary Acquisition and Use

CCSS: ELA-LITERACY.9-12.4

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Texas Essential Knowledge and Skills

10th Grade English Language Arts and Reading

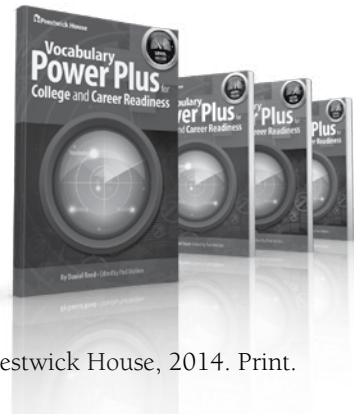
110.32 (b) (1) (A-C) Reading/Vocabulary Development

Sources:

Reed, Daniel A. *Vocabulary Power Plus for College and Career Readiness - Book II*. Clayton, DE: Prestwick House, 2014. Print.

Nagy, William E. *Teaching Vocabulary to Improve Reading Comprehension*. Urbana, IL National Council of Teachers of English, 1988. Print.

Moore, David W. "Why Vocabulary Instruction Matter." (n.d.): n. pag. *Best Practices in Secondary Education*. Web. <http://ngl.cengage.com/assets/downloads/edge_pro0000000030/am_moore_why_vocab_instr_mtrs.pdf>.



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