

K.I.D. – Key Word, Information, Drawing

This vocabulary activity does not rely on the use of a dictionary right away. When students are sent to a dictionary to look up an unknown word, they often choose the shortest definition to read, which is not necessarily the correct one. Also dictionary "language" is not student-friendly, so most students have trouble comprehending the definition. Instead, rely on a group discussion of new words eliciting prior knowledge that students might already have. Refer to the context in which the word is found. Use prefixes, roots, and suffixes to help predict the word's meaning. Discuss the characteristics of the word's meaning and the characteristics of what the word is not. Consult the dictionary to validate predictions and to clarify the meaning.

The K.I.D. worksheet is easy for students to navigate:

- **K** stands for the key word, and students simply record the vocabulary word to be learned.
- **I** stands for important information. Encourage students to record what they have learned about the key word in "their own words."
- **D** stands for a drawing or memory clue. Ask students to draw something to help them remember the meaning of the word. Sometimes drawing connections helps the brain to remember new information longer. Another idea is to add color cues since they can serve as a strong memory link.

To solidify the meaning of the word, students need to practice using it in context. This means students need to write using the word embedded in meaningful context. Model a well-constructed sentence using the key word. Then ask students to imitate it by substituting their own thoughts but keeping the sentence structure the same.

Selecting Vocabulary Words:

How do you know which words to choose for vocabulary study? Don't just default to the bold-faced words. Choose your words wisely, based on the important terms that are critical for understanding the content.

K (K = Key Word)	I (I = Information)	D (D = Drawing)
Your Sentence:		