

VOCABULARY: 4 Square

This strategy is very useful for learning new vocabulary words. It is useful in **all subject areas**, even in science and social studies, and for **all ages**. It is helpful for pupils of different learning styles, and aids in the retention of vocabulary. Each pupil creates his/her own vocabulary notebook. Younger classes will copy definitions from the chalkboard. As they are practiced, they will be able to write the definition in their own words and create their own sentence.

Instructions:

1. Draw a square. Divide it into four squares.
2. Write the *word* in the top left hand square.
3. Write the *part of speech* (noun, verb, etc) and the *definition* in the top right hand square.
4. Use the word correctly in a *sentence*. It should be a sentence that helps you remember the new word.
5. Draw a *picture* to help you remember the word.

<i>word</i>	<i>Part of speech</i> <i>Definition</i>
<i>Word used</i> <i>correctly in a sentence</i>	<i>picture</i>

Example:

<i>banana</i>	<i>Noun</i> <i>A long, curvy, yellow</i> <i>fruit with a peel.</i>
<i>After I ate the ripe</i> <i>banana, I put the peel in</i> <i>the trash.</i>	

Note to Teachers:

A week of vocabulary *may* look like this:

Day 1 Introduce **five** words. Discuss, as a class, the part of speech and definition of each of the new words. (ie: as a class fill in the top left and top right squares for each term.)
Allow each pupil to complete the bottom two squares in their copy books. If time allows, allow pupils to work together (in partners) to create their sentences and pictures. What is not completed during the allotted time becomes homework.

Allow time for writing, grammar, and/or other portions of the English lesson.

Day 2 Introduce the last **five** words. Proceed, as in Day 1.
Allow time for writing, grammar, and/or other portions of the English lessons.

Day 3 Revision day. Allow pupils to quiz each other, using their 4-square work in their copy books as reference. **Or**, have pupils quiz themselves. (Using their own copy books or trade with a partner, pupils cover three of the four squares and try to guess the word and/or the definition. Ie: cover all but the definition, and guess the word, **or** cover all but the picture and guess the word and definition, **or** cover all but the sentence and guess the word and definition.)

Allow time for writing, grammar, and/or other English lessons.

Day 4 Test pupils on the **ten** words of the week. Include, also a few questions about words from the previous weeks, **AS WELL AS** words from the previous terms. This will keep the words fresh in their minds for the end of the year.

Allow time for writing, grammar, and/or other English lessons.

Day 5 Return tests to pupils, allowing a short bit of time for self-correcting. During this time, those who finish, may be allowed to read or work on other work.

Note: Some words are more difficult than others to find just the right words or pictures to complete the squares. That is the joy of this exercise. The more a pupil thinks about a word, the more likely a pupil will remember the word.

Also note, the definitions on the following pages are provided for the teacher. The definitions are not perfect, nor are they in 'pupil friendly' terms. They are provided simply to help with one more chore a teacher must do to prepare for a lesson.

The "Going Beyond" are for pupils who are quick learners **and** finish the regular work early. These are often fun, yet challenge the pupil to think beyond what is generally asked. Those pupils who are serious about doing well in Forms 1-4 and beyond should be doing these regularly.