

Module 15: Vocabulary Quadrant Chart

Quadrant Chart¹

<p>Vocabulary Word</p> <p>rehearse</p>	<p>Meaning</p> <p>practice prepare go over</p>
<p>Examples</p> <p>wedding graduation ceremony a play music</p>	<p>Opposites</p> <p>“wing it” ad lib improvise</p>

A sheet of paper is divided into four sections. The vocabulary word is written in the upper left quadrant. The definition provided by the teacher is written in the upper right quadrant.

Through discussion of the meaning, learners provide examples of contexts in which the word fits and these are recorded in the lower left quadrant. Finally, when applicable, antonyms are discussed and recorded in the lower right quadrant.

You can scaffold this activity for lower-level vocabulary students by providing quadrant charts that are partially completed. For example, you could fill in the word and the meaning, and students could add their own examples and opposites.

¹ Based on:

Eeds, M., & Cockrum, W. (1985). Teaching word meanings by expanding schemata vs. dictionary work vs. reading in context. *Journal of Reading*, 28, 492-497.

Fraye, D.A., Frederick, W.C., & Klausmeier, H.J. (1969). *A Schema for Testing the Level of Concept Mastery*. Technical Report No. 16. Madison, WI: University of Wisconsin Research and Development Center for Cognitive Learning.

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<p>Examples</p>	<p>Opposites</p>