### Strategy: Illustrate and Associate

**Reading Dimension(s):** Language/Prior Knowledge

**Objective/Essential Question:** Does the student have adequate prior knowledge of vocabulary to understand what he or she is reading?

**SOL(s):** K.8, 1.11, 2.8, 3.5, 4.5, 5.6

**Prerequisite Skills:**
1. Ability to write or verbally express complete thoughts.
2. Ability to draw.
3. Understands concept of opposites.

**Materials:** Vocabulary words that can be represented visually, Illustrate and Associate Worksheet (attached)

**Procedure:**
1. The teacher selects a key vocabulary word and writes it in the top left-hand box of the worksheet.
2. In the bottom left-hand box, the teacher writes a brief definition of the word, explaining that it is a short definition of the key word.
3. In the top right-hand box, the teacher draws a picture to illustrate the meaning of the word and explains that the picture is a way to help remember the meaning of the word.
4. In the bottom right-hand box, the teacher writes an antonym or nonexample (if the word has no antonym) and explains that the antonym is the opposite of the word, or that the nonexample tells what the word does not mean. The nonexample can be something that is personal to the student.
5. The teacher writes a sentence that is personally meaningful using the word.
6. The students work in pairs or small groups to complete the same activity for the next vocabulary word.
7. The students can make posters of their words, share their worksheets, or create games with the words.

**Reference(s):**
Texas Center for Reading and Language Arts. *Integrating Vocabulary Instruction into Lesson*. Austin, TX: Author.