

# Vocabulary Quilt

The Vocabulary Quilt lets students activate background knowledge about vocabulary they will need for new learning. By updating their quilts throughout the lesson, students will strengthen connections with newly acquired information.

Phase	Directions	Benefits to CLD Students
<b>Activation (Opening)</b>	<ul style="list-style-type: none"> <li>Choose eight vocabulary words based on their relevance to the lesson.</li> <li>Create blank vocabulary quilts by folding a large sheet of paper horizontally and vertically to produce eight boxes.</li> <li>Divide students into groups of four or five and give each group a vocabulary quilt.</li> <li>Have students write each vocabulary word in a separate box on the quilt.</li> <li>Explain to students that each individual should quick-write (in English or their native language) and/or draw in the box for each vocabulary word whatever comes to mind when he or she reads the word.</li> <li>Give students 3–5 minutes to write something for each word. It may be helpful to have each student use a marker or pen of a different color.</li> <li>Provide students with the opportunity to discuss in their groups the rationales for the associations they made.</li> </ul>	<ul style="list-style-type: none"> <li>Provides students with the opportunity to share based on their background knowledge.</li> <li>Incorporates both linguistic and nonlinguistic representations.</li> <li>Allows for use of the native language.</li> <li>Talk with peers allows for associations to be made.</li> </ul>
<b>Connection (Work Time)</b>	<ul style="list-style-type: none"> <li>Post the vocabulary quilts to make “interactive word walls” that students can continually revisit during the lesson.</li> <li>Give students sticky notes they can use to write down additional information about the key vocabulary words as they encounter them in class readings or in the text.</li> <li>Have students add to their quilts new information gleaned from class or small-group discussion.</li> <li>Working as a facilitator, refer to students’ vocabulary quilts and revoice the connections between students’ initial associations and added text-related knowledge.</li> <li>Confirm/disconfirm associations from preassessment.</li> </ul>	<ul style="list-style-type: none"> <li>The focus on key vocabulary allows learners to selectively attend to the targeted words in relation to the content/standard.</li> <li>Revisiting the students’ words/images written during the opening of the lesson reminds students that what they know can often be associated with what they are learning.</li> </ul>
<b>Affirmation (Closing)</b>	<ul style="list-style-type: none"> <li>Have students work together in small groups to define an assigned subset or all of the vocabulary words one last time.</li> <li>Have groups share with the class the definitions they generated.</li> <li>Have students individually or in pairs write a paragraph summarizing what was learned.</li> <li>For limited English speakers, the following adaptations can be made to the writing activity:               <ul style="list-style-type: none"> <li>Have students dictate the sentences to a teacher, paraprofessional, or peer who can write them.</li> <li>Allow students to write in their native language.</li> <li>Pair the students with more proficient peers who can help them write the paragraph in English.</li> </ul> </li> <li>The teacher can create a checklist or a rubric to assess students’ understanding of the definitions or the paragraphs they created.</li> </ul>	<ul style="list-style-type: none"> <li>Allows students to demonstrate their integrated knowledge of the vocabulary and content.</li> <li>Allows accommodation for students who have limited ability to write English.</li> </ul>