Vocabulary Strategy: Desk Top Teaching

Sense and Sensibility

By Jane Austen

Context: This assignment is to be used during the unit (near the beginning) to help increase student understanding as they read.

Purpose: To broaden student vocabulary so that they understand the language within the book better and therefore can comprehend greater themes within it.

Rationale: The vocabulary of an adolescent is constantly growing. Allowing students to discover the meaning of a word in depth and then teach one another their individual words, will increase their chance of committing the words to their long-term memories. It is also much more fun to move around, use props, and personal description in learning as it utilizes multiple intelligences. As students will only present their word to one other person at a time, it lowers their affective filter and allows them to be more comfortable to share their knowledge and learn from others.

Directions:

The day before Desk Top Teaching:

1. Cut the vocabulary words into strips and put them in a bag or bowl for students to draw from.
2. At the end of the previous day’s class have students select a word. After they select their word, pass out note cards (alternately, they may go home/to the lab and prepare their own “note card”) on which they will present their word.
3. Ask them to go home write the word in large, bold writing on the front of the card. On the back they should write the definition and etymology of the word.
4. Tell them to prepare to teach the meaning of the word and the origin, but it will only be to one student at a time.
5. They may use anything they would like to help teach the meaning of the word—food, props, music, pictures, etc.
6. Provide the students an example of what the finished product should look like.
7. Model again with a student what the Desk Top Teaching process should look like so that they know what you expect.

The day of Desk Top Teaching:

1. As a reminder, model again with a student what the Desk Top Teaching process should look like.
2. Place student desks in two rows (more if needed) consisting of two desks facing each other.
3. Each student should sit across from a partner and present their word in a 2 minute time period and then at your signal their partner will then present to them. They should:
   a. Say the word and the definition, then their partner should repeat the word and the definition.
   b. Show their partner the food, props, music, pictures, etc. to help them understand and remember the definition.
4. After both partners have presented (about 5 minutes) ask students to rotate one desk to the right and repeat the process with their new partner.
5. Repeat the process until all students have heard all the words.

Materials Needed: Strips with words on them and a bowl/bag students can draw from, student handout, index cards, example of word.

Time: 80 minute class period (65 minutes for activity, 10 minutes for prepping students, and 5 minutes for debriefing at the end.)

Assessment: Watch and listen to students as they teach each other. As students move from desk to desk they must write the words definitions in their journal.

Example:

\[ \text{Venerate} \]

From \textit{Venus}, the Roman goddess of beauty, love, desire, and charm came…

…the Latin word (spoken by Romans) \textit{Venerari} meaning to adore, revere, do homage to, worship, or honor…

…from which comes the past participle \textit{Veneratus}, meaning reverence.

Today the word \textit{Venerate} means to regard with reverential respect or with admiring deference and to honor (as an icon or a relic) with a ritual act of devotion

Alarie Gifford (Adapted from Crampton), BYU, 2009
Directions for Desk Top Teaching

Sense and Sensibility
By Jane Austen

To help you understand Sense and Sensibility better, you will be learning some of the vocabulary that Austen uses. You have drawn a vocabulary word from the bag; now get ready for some fun!

Preparation:

1. Write your word in large, bold writing on the front of index card given to you. (Draw your word too if you’d like!)
2. Write the definition and etymology of the word on the back of the card. (If you would like you may type this all up on a computer.)
3. Prepare to teach the meaning of the word and the origin. Use anything you would like to help teach the meaning of the word—food, props, music, pictures, etc.

Presentation:

1. You will be seated in desks facing each other and each person in the class will rotate from desk to desk. You will only teach one person at a time!
2. Present your word in the 2 minute time period and then at the signal your partner will present to you.
   a. Say the word and the definition then ask your partner to repeat the word and the definition.
   b. Show your partner the food, props, music, pictures, etc. to help them understand and remember the definition.

Accountability:

1. Write the words you learn and their definitions in your journal. Make sure not to miss any!

Great Job!
Vocabulary List

Cut these words into strips for students to draw and teach.

gregarious  profound  lofty  fetid
cantankerous  suave  sparse  myriad
caucic  miserly  endorse  serendipity
obliterate  adversary  scrutinize  vacuous
glum  neophyte  vicarious  vapid
abolish  cynic  entreaty  insightful
sanguine  shrewd  venerate  unfortunate
jubilant  hapless  plea  thwart
aesthetic  quagmire  zenith  undermine
cajole  fickle  ruse  supplant
coax  wistful  ambivalent  facilitate
didactic  iniquity  vilify  alleviate
insolent  clandestine  tacit  deride
impertinent  pretentious  extol  scorn
eclectic  articulate  decorum  debunk
caustic  precocious  detest  brash
allude  pompous  cursory  in comprehensible
audacity  lavish  superficial  unprecedented
banal  polemic  meticulous
prosaic  opulent  decipher

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