

VOCABULARY BUILDING CARDS FOR FAMILY AND CONSUMER SCIENCES

Performance Standard 1A.I

Family & Consumer Sciences (FCS) students will select vocabulary words from their reading each week and complete a card for each word, which includes the base form of the word, definition, source and sample sentence in which the word is used correctly:

- *Numbering/Formatting:* complete assigned vocabulary cards; include required items on the card; identify items (i.e., word definition, original user, quotation, student sentence) on the card.
- *Including accurate information:* reflect the denotation of the word's use in the identified context; use words correctly; include accurate optional information.

Procedures

1. ***In order to apply word analysis and vocabulary skills to comprehend selections (1A)***, students should experience sufficient learning opportunities to develop the following:
 - Expand knowledge of word origins and derivations.
 - Use idioms, analogies, metaphors and similes to extend vocabulary development.
 - Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms, or phrases.
 - Identify and analyze the structure and function of words in context.
 - Analyze the structure and function of words in context.
 - Analyze and interpret word usage in traditional and contemporary sources (e.g.; books, lyrics, speeches).Family & Consumer Sciences students will enhance their employment opportunities by better understanding appropriate terminology. Students need to understand that some words that can have multiple meanings depending on the context used. Knowing the correct meaning of terminology is crucial to the desired outcomes. This assessment aligns with the Illinois Workplace Skills D1 (Communicating on the Job/Communicating orally with others) and D4 (Communicating on the Job/Prepare written communication). Standard 3 of the FCS teacher standards indicates that the competent Family & Consumer Sciences teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of Family & Consumer Sciences. Depending on the topic, this assessment could apply to any of the National Family & Consumer Sciences Standards: Career, Community and Family Connections (1.0); Consumer and Family Resources (2.0); Consumer Services (3.0); Early Childhood, Education and Services (4.0); Facilities Management and Maintenance (5.0); Family (6.0); Family and Community Services (7.0); Food Production and Service (8.0); Food Science, Dietetics and Nutrition (9.0); Hospitality, Tourism and Recreation (10.0); Housing, Interiors and Furnishing (11.0); Human Development (12.0); Interpersonal Relationships (13.0); Nutrition and Wellness (14.0); Parenting (15.0); and Textiles and Apparel (16.0). This assessment could apply to any of the FCCLA national programs. Some of the national programs are Family First, FCCLA FACTS (Families Acting for Community Traffic Safety), Financial Fitness, Leaders at Work, Power of One, Star Events, Stop the Violence and Student Body.
2. FCS students will review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Each student will select unfamiliar words from his/her reading each week. Words or phrases may come from any source, including personal reading, textbooks, newspapers, magazines or websites. For maximum points, six or more cards will be completed each week. See the Vocabulary Building Card Set Instructions for directions in completing the cards.
4. In class, the FCS student will prepare his/her word cards according to the example given on the instruction sheet.
5. Each student's performance will be evaluated using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- A portion of a class period or one period if the word definitions are shared with the class

Resources

- 4 X 6 inch note cards for each student, five or more cards each week
- References (e.g., dictionaries, thesauruses, etc.)
- Card file instructions
- Vocabulary Building Cards for Family & Consumer Sciences Rubric

**VOCABULARY BUILDING CARDS
FOR FAMILY AND CONSUMER SCIENCES
Card File Instructions**

You will be expected to complete five or more vocabulary building cards using the following directions. The idea is to find words or phrases that are part of your week's reading and develop your understanding of the words and their use in real life situations from sources such as magazines, books, newspapers and textbooks. You should obtain a set of 4 X 6 inch cards from your teacher on which to place the information required. You will maintain this family and consumer sciences card file for the duration of the course. It is highly recommended that a similar file be kept for every family and consumer sciences course.

Each card should contain the following information, properly identified:

1. The new word in its base, uninflected form.
2. A brief definition in everyday language (not a word-for-word copy from the dictionary).
3. The name of the person who used the word with an explanation if needed.
4. The source (newspaper, magazine, book, classroom lesson, Internet, etc.) in which you found the word.
5. The context: one or more sentences from the source, quoted exactly, with the target word underlined for identification.
6. A sentence of your own using the word correctly.
7. Optional: phonetic spelling and/or derivation of the word, synonym or antonym.

VISUAL DIRECTIONS:

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| 1, 2 | Word - Definition in everyday language |
| 3, 4 | Name of person using the word – Source where the word was found |
| 5 | Context – One or more sentences from the source quoted exactly (underline word) |
| 6 | Your sentence using the word correctly |
| 7 | Optional – phonetic spelling, synonym or antonym |

SAMPLE CARD:

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| 1, 2 | Large motor skills – The ability to control large muscles such as legs and arms. |
| 3, 4 | Consulting Authors - Glosson, Meek, Smock in textbook, <u>Creative Living</u> , Chapter 22, Ages and Stages, Page 225. |
| 5 | Physical development includes <u>large motor skills</u> , or abilities that depend on controlling large muscles such as those in the legs and arms. Other physical changes involve small motor skills—abilities that depend on control of small muscles, such as in the hands and fingers. |
| 6 | When Bryan develops <u>large motor skills</u> , he will be able to kick the ball. |
| 7 | Antonym – Small motor skills |

You may find words in any of your textbooks, your personal reading, newspapers and magazines, etc. Look for sources that have a challenging vocabulary.

(Adapted from Marian W. Price, University of Central Florida, Orlando, Florida, as presented in *A Sampler from the NCTE Idea Exchange*. Urbana: NCTE, 1981: 28-29.)

**VOCABULARY BUILDING CARDS
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NAME _____ DATE _____

- Exceeds standard (must receive 7 - 8 total points)
- Meets standard (must receive 5 - 6 total points)
- Approaches standard (must receive 3 - 4 total points)
- Begins standard (must receive 2 total points)

	Number/Format	Accuracy of Information
4	<ul style="list-style-type: none"> • Six or more cards completed. • All required items included on the card. • All items (i.e., word, definition, original user, quotation, student sentence) are properly identified on the card. • Some cards include optional information. 	<ul style="list-style-type: none"> • Student definitions accurately reflect the denotation of the words' use in the identified context. • Student sentences use all words correctly. • When included, optional information is accurate.
3	<ul style="list-style-type: none"> • Five cards completed. • All required items included on the card. • Most items are properly identified on the card. 	<ul style="list-style-type: none"> • Student definitions accurately reflect the denotation of the words' use in the identified context. • Student sentences use most words correctly. • When included, most optional information is accurate.
2	<ul style="list-style-type: none"> • Three or four cards completed. • Most required items included on the card. • Some items are properly identified on the card. 	<ul style="list-style-type: none"> • Student definitions approximate the denotation of the words' used in the identified context. • Some definitions may not fit the context of the target word. • Student sentences occasionally use words incorrectly.
1	<ul style="list-style-type: none"> • No to two cards completed. • Few or no required items included on the card. 	<ul style="list-style-type: none"> • Student definitions do not agree with the denotation of the words' use in context. • Student sentences consistently use the words incorrectly.
Score		