

ACADEMIC VOCABULARY WORD OF THE WEEK:

Construct

What?

ACADEMIC VOCABULARY WORDS ARE THE KEYS TO SUCCESS...
ARE YOU READY TO UNLOCK A TREASURE TROVE OF KNOWLEDGE?



Why?

Reading asks us to make sense of written language. In order to read successfully we must understand the words on the pages. Research shows us that reading comprehension and word knowledge go hand in hand. The more words a student knows the more complex texts they'll be able to comprehend therefore becoming more academically successful. In addition, academic success directly relates to occupational success.

How?

- **Develop word-consciousness:** an interest in learning words, about words, playing with words, and correctly using words.
- **Voracious Reading:** enthusiastically reading a large number of texts with a variety of topics
- **Discussions and Writing:** practice with words builds comfort with words, builds a knowledge base, and improves comprehension
- **Intentional Word Learning:** learn important words, like Academic Vocabulary words, on purpose to boost success. *Use the provided weekly materials at least once. Reprinting previous activities and/or applying the strategies to new vocabulary can help set new words to memory.*

<https://www.richardrundleelementary.com/vocabulary.html>

Word of the Week Activity: Construct A ...

To construct is to build so there are several activities available this week to demonstrate "construct." Your child's age and ability level may influence which activity they choose. The activities can be completed, with support as needed, to help your child be successful. Try more than one activity to add to the fun!

- **Game options: slide #4**
- **Construct a Diorama: Slide #5**
- **Construct a Vision Board: Slide #6**
- **Construct an Argument: slides #7 & #8**

Construct



Part of
Speech:
Verb

con·struct
kən-
'strəkt

Definition:

1. To make or form by combining or arranging parts or elements; to build

// They worked together to construct an argument for the writing project.

SYNONYMS: WORDS THAT MEAN THE SAME AS *CONSTRUCT*.

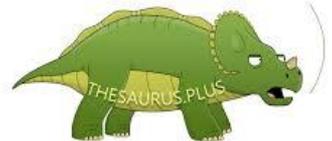
- concoct
- build
- contrive
- cook (up)
- devise
- drum up
- excogitate
- fabricate
- invent
- make up
- manufacture
- think (up)
- trump up
- vamp (up)
- design
- hatch
- produce
- assemble
- build
- confect
- erect
- make
- piece
- put up
- raise
- set up
- forge



ANTONYMS: WORDS THAT MEAN THE OPPOSITE OF *CONSTRUCT*.

- demolish
- take apart
- tear down
- break into pieces
- break apart
- break down
- disassemble
- destroy
- disarrange
- disorder
- disorganize
- end
- neglect
- ruin
- abandon
- decrease
- demote
- deny
- depress
- drop
- lessen
- lower
- refuse
- stop
- tell truth
- annihilate
- dismantle

antonyms for constructed:
demolished, destroy, ruin, disarrange, disorder,
disorganize, neglect, end, destroyed, demolish



Construct Game Options:

1. Construct a word interactive game (k-2)

<http://www.readwritethink.org/classroom-resources/student-interactives/construct-word-30003.html>

2. Constructing Words Games (any age) <https://www.theproblemsite.com/word-games>

3. Constructing an Argument Games (grades 3-5)

<https://www.kqed.org/mindshift/33132/5-digital-games-that-teach-the-art-of-persuasion>

4. **Construct a Definition Game:** (Any age, good family game!)

- a. **Fictionary-** In this fun game for a large or small group, players try to figure out which definition is the real one. The person that starts the game chooses a real word from the dictionary (*USE YOUR ACADEMIC VOCABULARY WORDS FOR PRACTICE*), writes it down, and then writes down the definition. Once this step is done, that person will say & spell the real word for everyone else (but do NOT tell them the real definition). The other players all have to make up a definition that sounds believable and write it down. After everyone has written down their made up definition, the first player (who chose the word and knows the real definition) collects all the other definitions and mixes them up along with the real definition. One at a time that player will read each definition and the other players have to decide which one they think is the "real" definition. If a player guesses the real definition, they get a point. If someone tricks another player and convinces them that their made-up definition is the real one, they also get a point. Let a different player choose a new word and continue playing until each player has had a turn to select a word.

5. **Construct a Classic:** (any age with support)

- a. **Rewriting the Classics-** Another fun way to expand vocabulary and learn about synonyms (words that mean the same thing), is to rewrite a classic song or poem to make it more 'exciting'. For instance, players can take the song *The Itsy Bitsy Spider*, and try changing some of the words without changing the meaning. *The Itsy-Bitsy Spider* might become 'The Incredibly Tiny Arachnid' - since tiny is a synonym for itsy-bitsy, and arachnid is a synonym for spider. For more of a challenge, a player might not tell their partner about the original song or story in order to see if they can guess. **Good resource:** <https://www.thesaurus.com/>

Construct a Diorama! (any age with support) <https://www.youtube.com/watch?v= DJKyM3JIAI>



Feel like making a scene? No, not in a public place – but how about in an enclosed shoebox? Help your child make an imaginative scene come to life by designing and detailing a diorama. Your child will be practicing two and three dimensional thinking, plus the essential language arts skill of constructing a narrative! Here's how to get your child started building his very own 3D diorama.

What You Need: Shoebox, Colored paper, White glue or glue stick, Colored clay, Craft items: pipe cleaners, popsicle sticks, glitter, buttons, scrap fabric, beads, pine cones, buttons, Markers, paint, crayons, ...anything you have on hand at home works!

What You Do:

1. Help your child decide on what type of scene she/he would like to create. Some ideas might include: scene of a favorite book, scene from a beloved holiday, depiction of the best day ever, your child's own created fictional story, or even what I want to be when I grow up.
2. Set the empty shoebox on its side, with the inside facing towards you. This is the set where your scene will unfold. You can set the box inside its top to act as an extension of the scene, if you wish.
3. Start by setting up the background, just like a set designer. Help your child to imagine the scene. What was the setting he is trying to recreate? Is it the morning, a sunny day, or night time? Indoors or outdoors?
4. Next, begin to create details and props. For example, if you are going to make a birthday party scene, make the table, candles, cake, guests, presents, etc. These should be made to scale and be able to fit comfortably within the small box.
5. Once all elements of the scene are constructed, have your child arrange the items to create the image he has in mind. Is everything there? Does anything need to be added? Is there too much? Encourage your child to evaluate his/her scene and readjust, add or edit items as he sees fit.
6. Help your child to glue the objects in place. If you would prefer to keep it an interactive scene so the objects can move, skip this step.
7. Write a narrative for your diorama: tell the story of the personal event depicted or retell that favorite book
8. Share the scene with friends, family, or send pictures/video to your teacher and have it added to the Rundle Website under the vocabulary link! by displaying your diorama and telling the story that goes along with it. This is a great way to retell your imaginative or real life experience, and make a fun crafts project to go along with it!



Construct Your Future (any age with support)

Think about anything that inspires you or makes you feel happy. Think about what you want your future to look and feel like.. What do you see in this vision? College, a house, a family, traveling, pets, activities etc.

Now, find materials around your home like magazines, cards, newspapers, online prints or pictures that will help you to visualize your dreams and attach them to your board. Creating a vision board on a google slide is also an option. Write about what you want to see in your future and attach that to your board or add captions to each picture explaining why that is important to your future.

When you've finished, place your board somewhere that you will see it everyday to remind yourself of your future greatness. Have fun, be creative, and construct your future!

Check out these links for more information and ideas about constructing a vision board:

<https://www.parents.com/kids/development/how-to-make-a-vision-board-for-kids/> - vision board for kids article with video

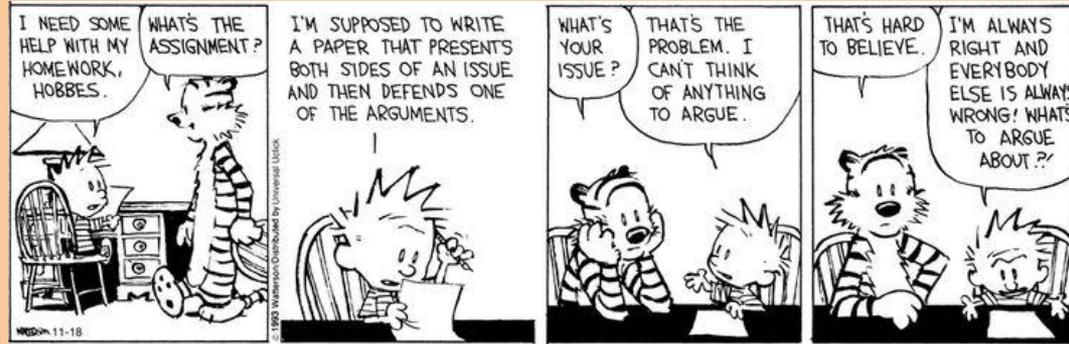
<https://www.huffpost.com/entry/the-scientific-reason-why-b-6392274> - article about why a vision board works

Constructing an Argument: Make a Claim (grades 2-5 with support)

When you make an argument, you are making a claim that you believe is true. For example, you might argue that you should be allowed to have a pet dog. To make an effective argument and convince your reader you are right, you will need to provide examples or evidence that support your claim. A counter-argument is a statement that opposes your claim. For example, your parents might argue that you are not responsible enough for a pet dog. Addressing a counter-argument in your writing will make your claim stronger! What's important to you? Who will you share this with? *Remember you can share this with your teacher and have it added to the Rundle website under the Vocabulary link!*

How to write an argument:

1. Make a claim.
2. Provide evidence to support your claim.
3. State the counter-argument and give a rebuttal.
5. Restate your claim in a powerful way.



Use the graphic organizer on the next slide to write an argument about your chosen topic.

Here's a link for more help in constructing an argument: https://www.youtube.com/watch?v=BzX_AGwaKSQ

1. **Make a Claim:** What do you believe?

- I strongly believe...
- (topic) is important for many reasons...
- Everyone should...
- In my opinion...

2. **Evidence:** Give examples that support your claim

- For example...
- Another reason why...
- You would agree if you knew...
- Not many people know that...

3. **Counter-Argument/rebuttal:** What might someone say if they disagreed with you?

- Some people say.....but I argue that...
- It may be true that...However, the truth is...
- You might argue that...But, the evidence shows...

4. **Conclusion:** Restate your claim in a powerful way!

- In conclusion...
- Now you can see why... • It is clear that...
- Therefore...
