1st-2nd grade
Language Arts
"Cognitive Dictionary"
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During the story, Nate's mom outsmarts him by buying grapefruit that are too heavy for his hair, and sometimes there are words in stories that we might not know. Outsmart those tricky words by helping your students with a cognitive dictionary!

OBJECTIVES:

Students will identify unfamiliar words, predict their meanings, and understand their actual meaning.

CA STANDARDS:

- **1st**- Reading Comprehension 2.0, Reading Comprehension 2.3, Listening and Speaking 1.0, Vocabulary and Concept Development 1.17
- **2nd**- Reading Comprehension 2.0, Listening and Speaking Strategies 1.4, Decoding and Word Recognition 1.10

CA DRDP INDICATORS:

School Age- 4.SOC.1 Interactions with adults

MATERIALS:

- *Nate's Big Hair and the Grapefruit in There,* by Duke
- Christoffersen, available at www.brainfoodgarden.com
- Cognitive Dictionary worksheets
- Whiteboard/chalkboard
- Markers
- Pencils
- A dictionary

PROCEDURE:

- Before reading *Nate's Big Hair and the Grapefruit in There,* have students browse through the story for unfamiliar words (i.e. massive, monstrous, nutritious, clever, swagger, sway).
- Give each student a copy of the CDC (Cognitive Dictionary Chart below), and draw a big one on the board. As students find unfamiliar words, pick 3-5, and write them down. Have students copy them as well.
- With the first word, have students predict what they think the word could mean. Write down possible meanings. Students should also write these down.
- Next, look up the meaning of the word in the dictionary, or have student volunteers do it. Write down the appropriate meaning of the word.
- Then have students draw a picture to help remind them of the real meaning of the word (i.e. for 'nutritious', they can draw pictures of fruits and vegetables). Have students share ideas, and choose one as an example to draw on the board.
- Repeat this process with the rest of the chosen words.

ASSESSMENT:

Observe students' choices of pictures to draw, as well as their predictions. You can also turn these words into your vocabulary list for the week and quiz them on it at the end of the week.

EXTENSIONS:

In addition to drawing a picture, you can also have students write a sentence using the word in the correct context. Also, this is a great intro to any reading unit, so you can use this lesson frequently. If you choose, you can let students keep their CDCs in a binder, so at the end of the year they have their own dictionary full of words to take with them into the next grade. ☺

ADAPATATIONS:

- **For ELL:** This is a great lesson with adaptations already built in for ELLs. You are modeling the exercise in front of them; you are giving them a visual aide in the pictures, and you are allowing them to define the word in their own terms. If you need more adaptations, you can have students give you a sentence verbally with the word in it, and can also have them work with a buddy while filling out their charts.
- **For Special Needs:** Allow students to answer questions only verbally. Also, you can provide a bigger space for their words and drawings-maybe even a full page for their drawings.

Name:_____ Date:_____

MY COGNITIVE DICTIONARY CHART

WORD:	WHAT I THINK IT MEANS:	WHAT IT REALLY MEANS:	A PICTURE OR SENTENCE TO HELP ME REMEMBER: