

Park Vocabulary

Subject: Science, English

Duration: 45 minutes to 1 hour

Location: Classroom

Key Vocabulary:

Related Activities: All apply

Florida Sunshine State Standards: LA.4.1.6.4, LA.4.1.6.5, LA.5.1.6.4, LA.5.1.6.5, LA.6.1.6.4, LA.6.1.6.5



Objectives: The student will discover words that relate to South Florida national parks.

Method: Building on their prior knowledge, each student is asked to write down one word that relates to the Everglades/South Florida natural environment. Then they and other students in their group brainstorm using the Frayer model to develop a definition for their word.

Background: Vocabulary is an essential component when studying the Everglades/South Florida environment. Students need to be familiar with terms associated with the South Florida national parks so that they can better understand the complex issues facing the parks. This particular activity builds on a prior knowledge base and encourages the student to think about what a word means rather than memorizing its definition. Suggested vocabulary terms are located in the “Vocabulary” section.

Materials

- Vocabulary words (pp. 223-231)
- Supplementary materials (pp. 181-214)
- Copies of “Frayer Model” for each student
- Printout of “Sample Frayer Model”

Suggested Procedure

1. Divide the class into groups of three and distribute one Frayer model sheet to each student.
2. Instruct students to put their names on their Frayer model sheets.
3. Have them think of a word (preferably a noun) that relates to the Everglades or one of the other South Florida national parks. Ask them to write that word in the center block of their sheets.
4. As in brainstorming, tell students to write whatever comes to mind in one of the four categories listed on the sheet and to start whenever they wish with any category.
5. After about two minutes have students pass their sheets to another person in their group. Students should read entries by the first writer and add their own ideas in any category.
6. After about two minutes again have students pass sheets to the third person in the group and continue as in step.
7. Pass sheets back to the original owner.

Evaluation

Draw the Frayer model on the chalkboard and solicit information in each category from students at random. Students can choose to share their ideas or those of others. Have student explain or justify reasons for putting a word or description of a word in a certain category. Have the class discuss each word.

Extension

Have students do some of the word games in the “Supplementary Materials” section.



Frayer Model

Characteristics

Non-characteristics

Examples

Non-examples

A central rectangular box with a black border, intended for students to write their responses for each of the four categories: Characteristics, Non-characteristics, Examples, and Non-examples.

Frayer Model

animals
plants
life
oxygen
wet
water
flowing

sterile
no life
not moving
dry

Characteristics

Non-characteristics

river

Examples

Non-examples

Mississippi
Everglades
Ohio

Lake Okeechobee
Lake Michigan
Florida