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READ 363

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Assignment 4: Vocabulary Building Tools

In Cold Blood Part One Vocabulary List

- Beneficence (5)
- Genial (8)
- Abstemious (10)
- Equanimity (10)
- Reticent (21)
- Ineffable (23)
- Haranguing (32)
- Placid (33)
- Coterie (34)
- Ruminations (47)

Pre-Reading Vocabulary Activity

Prior to reading the novel I will complete a KWL with the class. Writing the words on the board I will inquire with my students about the definitions they know and write them on the board. If a definition is not given by the students from their prior knowledge, I will ask them to utilize a dictionary to tell me the definition. This will either allow communal discussion around the definitions, or be a way to have teacher involvement and instruction on how to utilize a dictionary. After listing the definitions on the board, I will ask the students if there is any further information they would like when it comes to these terms. They will write these down, aiming for at least 3 per student, and place them in a box. I will draw randomly from the box to answer the questions to the best of my knowledge. Then, I will have them read Part One of Truman

Capote's *In Cold Blood*. After this, through class discussion, we will talk about the ways that knowing the definitions of these words aided their understanding of the novel.

Post-Reading Vocabulary Activity

After reading the first part, and completing the KWL, students will be asked to make a synonym web for each of the words. For this, I would like them to work solo at first, and then come together in small groups. Once they have had time to discuss and create their webs, I will have each group send a representative up to the board to recreate their web. Once all groups webs are completed, we will go through and circle/highlight the commonly used words. We can also use this time to highlight words that aren't quite correct, and utilize explanation as to the *why*.

Second Post-Reading Vocabulary Activity

For the last activity, I would like to utilize a Jeopardy style game to ensure students are confident with the meanings. The categories will be "Fill in the Blank", "Etymology", "Context Clues", "In the Book", "Predicting the Future", and "Basic Definitions".

For "Fill in the Blank" a sentence will be provided on the screen. Students will be tasked with providing the correct vocabulary word that fits within the sentence. For "Etymology", students will be given a breakdown of a word and tasked with providing the word that matched the historical context. "Context Clues" will include real life scenarios that a vocabulary word may be utilized, and they will give the correct word. "In the Book" will provide the scene from the novel that the word was used. From here the students must remember the word. "Predicting the Future" will provide a sentence from Part One of the novel, and ask students to provide a prediction for how it will affect things later on. This is the least involved with vocabulary, but I think that providing this category will keep the students engaged in the novel and the vocabulary. Lastly, "Basic Definitions" will be the dictionary definitions of words or just the word, and have students provide the other portion.