

Ten Most Important Words Plus

(Yopp & Yopp, 2007)

Why should I use this strategy?

- Enrich discussions about the meaning of the texts through vocabulary
- Analyze texts for big ideas, focusing on words that carry important meanings
- Encourages the use of words to enrich student understanding of the content

When should I use this strategy?

- During reading
- After reading

How do I use this strategy?

1. During reading, students select 10 (or 5 or 3, depending on the length of the selection) most important words in a text.
2. Record each word on a separate sticky note.
3. Teacher and students use sticky notes to assemble a bar graph, building columns of common words.
4. Teacher and students discuss word choices using teacher directed questions.
 - “What words were selected by many students?”
 - “Why do you think these words were selected?”
 - “Identify some words that were selected by only a few students.”
 - “What do these words contribute (or not) to the text.”
 - “What words from the graph are not important to the main idea?”
 - “What words were overlooked and left off the list? Why should we add those words as most important?”
 - “How are these words connected to each other?”
5. Students use words to write a one sentence summary or another extension activity of choice.

What are some extension activities?

- Colored cards with writing prompts
 - Some students receive a pink card with the prompt 'List synonyms or words highly related to the meaning.'
 - Some students receive a green card with the prompt 'General several sentences in which you use the word. Make your sentences as different from one another as possible.'
 - Some students receive a yellow card with the prompt 'Think of as many other forms of the words as you can. For instance, others forms of the word *happy* include *happiness, happier, and unhappy.*'
- Use 3 words (or 4, 5, or 6 to differentiate) to create shape polygons. The straight line of two words connect as students write a sentence that demonstrates the meaning of both words. Continue this for all sides of the polygon. In the middle of the polygon, students create a sentence using all 3 words of the triangle.
- Identify where you might expect to see or hear this word. Draw a picture of scene and describe your thinking. (For example, *serene* might be used in a travel brochure advertising a remote island. Students would draw a picture of a travel agents office.)
- Draw at least two pictures that depict the meaning of this word.
- Create a semantic map for this word to include definition, examples, non-examples, and sentences.
- Act out the word(s).
- Use 3-5 words to create a GIST statement or summary of the text.