

**KNOWLEDGE RATING SCALE**  
**VOCABULARY ACTIVITY #2**  
**BUD, NOT BUDDY**

**STUDENT DIRECTIONS**

1. Get into your assigned group of 3-4 students. (The teacher will assign the groups).
2. Using the list below, mark the appropriate box according to your familiarity with each word.
3. Consider each word in the *Vocabulary Word* column and place an X in the appropriate box according to your familiarity with the word. If you think you can define the word, place an X in the *Know It Well* column. If you have heard or seen the word but are unsure of its meaning, place an X in the second column. Finally, you should place your X in the third column, *No Clue*, if you have never seen the word.
4. After completing the knowledge rating scale, write down definitions for the *Know it Well* column.
5. Begin reading the assigned Chapters 9-11. As you do so (in the next few days of class), take note of the vocabulary words and their context. Define the rest of the words on the list from the context clues in the book and, if necessary, make changes to any definitions that you had written previously.
6. Check your definitions with those in the dictionary as you read.

**KNOWLEDGE RATING SCALE**

<b>Vocabulary Word</b>	<b>Know It Well</b>	<b>Have Heard/Seen It</b>	<b>No Clue</b>
Pictorial (90)			
Ventriloquists (101)			
Puny (100)			
Genuine (109)			
Bait (109)			
Slew (of questions) (111)			
Jackknife (115)			
Trousers (121)			
Fiddle (111)			

Note: parentheses indicate page numbers.

Cummings, BYU, 2002.



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TEACHER DIRECTIONS

1. Before the students have read an assigned number of chapters (in this example chapters 9-11), select 10-20 important vocabulary words from Bud, Not Buddy.
2. Prepare a handout for each of your students that lists the vocabulary words followed by three columns labeled *Know It Well*, *Have Heard/Seen It*, and *No Clue*. This comprises the Knowledge Rating Scale.
3. Divide the class into mixed ability groups of three or four students to provide students with opportunities to share their diverse background knowledge.
4. Have students consider each word on the Knowledge Rating Scale and place an X in the appropriate column next to the word. Ask students to look carefully at each word. Tell them that, if they think that they can define the word, they should place an X in the first column under *Know It Well*. If they have heard of the word or have seen it, but are unsure of its meaning, they should place an X in the second column under *Have Heard/Seen It*. If it is totally unfamiliar, they should place an X in the third column labeled *No Clue*. This activity should take 10-15 minutes.
5. After students have completed the Knowledge Rating Scale, ask them to write down definitions for the words they have marked in the *Know It Well* column.
6. Lead the class in a discussion about the words for which students have definitions. As students read the chapter in the following days, direct them to add definitions for unknown words and confirm or, if appropriate, change the definitions they have written.

ANSWER KEY

Pictorial – relating to, characterized by, or composed of pictures

Ventriloquists – one who can project one's voice so it seems to come from another source

Puny – of inferior size, strength, or significance; weak

Genuine – honestly felt or experienced

Bait – an enticement, temptation

Slew – a large amount or number

Jackknife – a large clasp knife

Trousers – pants

Fiddle - violin

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