

Clarifying Word Definition

Lesson 1- Students are explained what they are doing (using a word map), why it is important, and how they would proceed. The teachers share the word map and the questions.

- What is it? Students need a very general understanding of the word.
- What is it like? This answer provides details about the word being studied and explains how it is different from other things like it.
- What are some examples? Students list examples

Independent activities are completed.

- Create maps for words in the same category as the first word.
- Mapping one word of the student's choice.
- Students make a definition of the word using the map. "Ice cream is a desert. It is cold yummy and melts in the sun. Some examples are chocolate, vanilla, and chocolate chip ice cream."

Lesson Two- Students practice mapping by locating definitions from context. The teacher provides "complete context" sentences. These sentences have at least one class, three properties, and three examples for each concept. These sentences are used by the class to identify information for constructing a definition. Students are taught to underline the class, properties, and examples for the concept.

Sequence

- Underline information from sentences
- Map the word
- Create a definition

Lesson Three- Similar to Lesson Two, but the sentences are less complete. Students will need to use other resources, such as dictionaries and encyclopedias, to complete the word map.

Lesson Four- Students are taught to write what a word meant, including all components without mapping the word. Instead of mapping, students were told to think about the parts of the map and use it to gather information in their heads.

Practice

- Students are given words in partial context. Followed by a definition (either complete or incomplete)
- Students evaluate whether each definition was complete. If not, they had to write in whatever additional information was needed.

Subject Approach to Vocabulary

Step 1- Teacher identifies two to four words (remedial practice) to be taught, or “pre-taught”. If a word list is used, include words that impart concepts and feelings students should learn.

Step 2- Teacher provides the full meaning of the word. This is recorded by students in a word journal.

Step 3- Teacher asks students, “What does this word remind you of? Or “What do you picture or think of when you hear this word?”

Step 4- Teacher talks students through a personal search for meaning by asking further clarifying questions; this can include images. Students are directed to write some “subjective” or personal associations for the new word under the previous definition in their word journal; drawing can be added.

Step 5- Students study and rehearse the new and previously recorded words (5-10 minutes). If this was a rereading activity, students can now read.

Step 6- Students close their journals and the teacher asks them to share word meanings. Words can be reviewed from previous lessons.

Subject Area Vocabulary Reinforcement

Step 1- Teacher identifies a category of words highly familiar to students. Then, students are asked to identify words that fit the category.

Step 2- Students list some features of the category across the top of the page. Then, the students fill in the matrix by using plus (+) or minus (-) signs to indicate whether a word has a particular feature.

Step 3- After the matrix is filled in, the teacher leads students to study the different patterns of pluses and minuses and to discover the uniqueness of each word.