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| **Heading** | **Important Info** | **Personal Reaction** |
| Word for Word: Vocabulary development across the curriculum | The vocabulary gap is so large for students that it is difficult for teachers to know where to start. | I am very surprised by this information. I didn’t realize that there is such a large gap. |
| The importance of word knowledge | Vocabulary knowledge is a stronger predictor of reading comprehension than cognitive ability. Comprehension is also influenced by prior knowledge, fluency, text difficulty and interest. | This is also an interesting fact for me. A teacher’s approach to learning new words can actually affect the understanding. |
| Vocabulary Acquisition | Students learn an average of 3,000 words per year. Knowing a word is more than definition. It also means understanding its use in relation to the context. | Back in the day of learning vocabulary, we were given a list of words to learn how to spell and sometimes define. Our comprehension was a quiz and then the words were never used again for a purpose. I like the approach of giving the words that are tied to the text and having the students assess their personal understanding. |
| Vocabulary Instruction | Students should be actively involved in word learning, make personal connections, be immersed in vocabulary, and consolidate meaning through multiple information sources. | I agree that teaching vocabulary can be hard. Simple vocabulary or common words are easier than the words that are content related. |
| Vocabulary Instruction in English | Use word walls to teach high-frequency words. Expand student vocabulary through dictionaries and thesauruses. Teach word study through word analysis. Focus on words that have multiple meanings. Teach the subtle difference in word meanings. Study multiple meaning words. Learn vocabulary as parts of speech. | This approach is a scaffolded approach. An approach that I agree with. I especially like the learning vocabulary as parts of speech. I think this helps the students to first visualize what it is then what it means. |
| Vocabulary in Social Studies | Utilize semantic feature analysis. This allows the students to assign characteristics to the terms to help them better understand. Role-play the vocabulary to help the students better understand the meaning. | These are two approaches that I never heard of. Interesting approaches. |
| Vocabulary in Mathematics | Introduce, define, discuss, and apply. Utilize journals to help students better understand the vocabulary and if they are struggling, they can communicate that to the teacher so that she can better respond. | I like the journal approach. Math can be so confusing at times and students can be embarrassed to ask questions. This gives students a way to communicate with the teacher. |
| Vocabulary in Science | Word Sorts can help students to classify the terms into correct categories. | Excellent approach. A great way for students to learn. Could be used in other subjects as well. |
| Vocabulary in Electives | Use repetition, and representations to better understand word meanings. (Vocabulary Cards) | I have used this approach for many classes. I feel that is the most used and easiest approach for many. |
| Conclusion | Vocabulary development strategies can be used across the curriculum. | These approaches are great because you can use what works best for the content and the students. |
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Summary: I like all of the approaches presented in this chapter. There were some new ones that I had not seen before. I feel that any teacher can pull from these to use as needed. Most students may not now these approaches and teachers need to teach students how to use them instead of vocabulary lists. I am personally going to use the Vocabulary Self-awareness chart in my tutoring.