

Student VOC Strategy

Visual Representation Strategy for Vocabulary Acquisition

Vocabulary Word:

1. Write the sentence in which the word appears:
2. Based upon how it is used in the text, *predict* what the word means:
3. Consult an “expert” for the actual definition (e.g., a friend, teacher, dictionary, glossary).

Write the expert’s definition:

4. Show your understanding of the word by using it in a sentence of your own:
5. Choose one of the following ways to help you remember the word’s meaning:
 - draw a picture of what the word means to you
 - select and perform a miming action that the word reminds you of
 - connect the word with something similar that you’ve heard - a story, a news report, a song.

How are you going to remember the word?

Why did you choose this way to represent what the word means to you?

Why is Vocabulary Acquisition Important?

- Increasing a students’ vocabulary is one powerful way to increase achievement.
- Vocabulary deficiencies impact students’ reading in all grades, but especially in K-3.
- Many students have difficulty with expository comprehension and vocabulary.
- Teaching 10-12 new vocabulary words/week produces a large effect in student achievement. If students have several teachers, the total weekly list should only be 10 to 12 new words.
- It is important to link the new vocabulary words to content--that is, the words should be taught in context.
- Vocabulary instruction is an excellent acceleration strategy.

References:

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision & Curriculum Development.

Thompson, M. (2000). *Acceleration Notebook: Strategies for Previewing Key Concepts and Vocabulary*.

Vocabulary Acquisition

5 Step Process for Teaching New Terms & Phrases > > Allows for Multiple Exposures in Multiple Ways

Steps:

1. Present students with a brief explanation or description of the new term or phrase.
2. Present students with a nonlinguistic representation of the new term or phrase.
3. Ask students to generate their own explanations or descriptions of the term or phrase.
4. Ask students to create their own nonlinguistic representation of the new term or phrase.
5. Periodically ask students to review the accuracy of their explanations and representations.

Example from High School Literature Class:

To: Loudon County Teachers
From: Mary Ann Blank
RE: DoL Instructional Resources
Date: 2/05/01

My goal is to assist you in implementing DoL instruction. To that end, I'm providing some hopefully helpful teaching resources. Please share this information at a time when about 10-15 minutes can be devoted to discussing the information (at grade level meetings, mentoring sessions, faculty meetings--whatever works for you). I know that you enjoy collaborating with one another--so maybe I can promote the sharing by providing some "food for thought." I'm hoping that the information will reinforce some of your current practices as well as spark some additional good ideas!

Let me know what you think--
mablank@bellsouth.net

Resource: Vocabulary Strategies*
5 Step Process
Student VOC

- * To supplement vocabularies found in DoL Teachers Manual (Dimension 2).
- * To use in all content areas.
- * To use in all grade levels--with age-appropriate adaptations.

Why?

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