

# Question:

Will pre-teaching of vocabulary  
increase content area comprehension?

Lisa Timmer

Patty Nelson

Christina McCurdy

Kim Goss

Kathy Franklin

# Strategies to pre-teach vocabulary

## Word Mapping

Map the word parts

Attack the meaning of each part

Predict the word's meaning

See if you are right!

## Linking Words

A series of steps that teachers follow to engage students in the process of constructing memory devices.

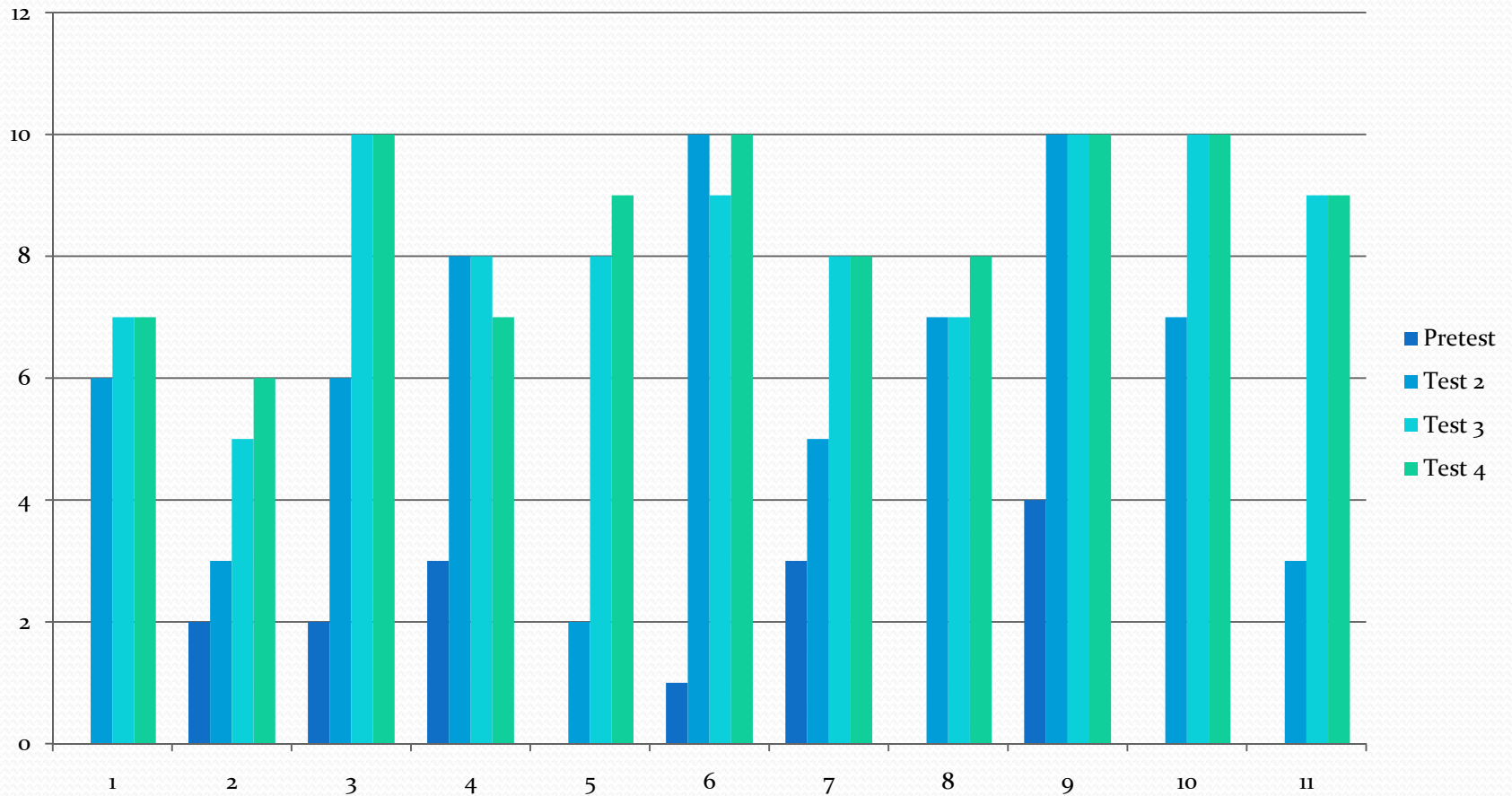
# Types of Vocabulary

- Listening
- Speaking
- Reading
- Writing
  
- Vocabulary instruction using a variety of strategies
  - Important words – for understanding concepts
  - Useful words – words used again and again
  - Difficult words – words with multiple meanings or idiomatic expressions

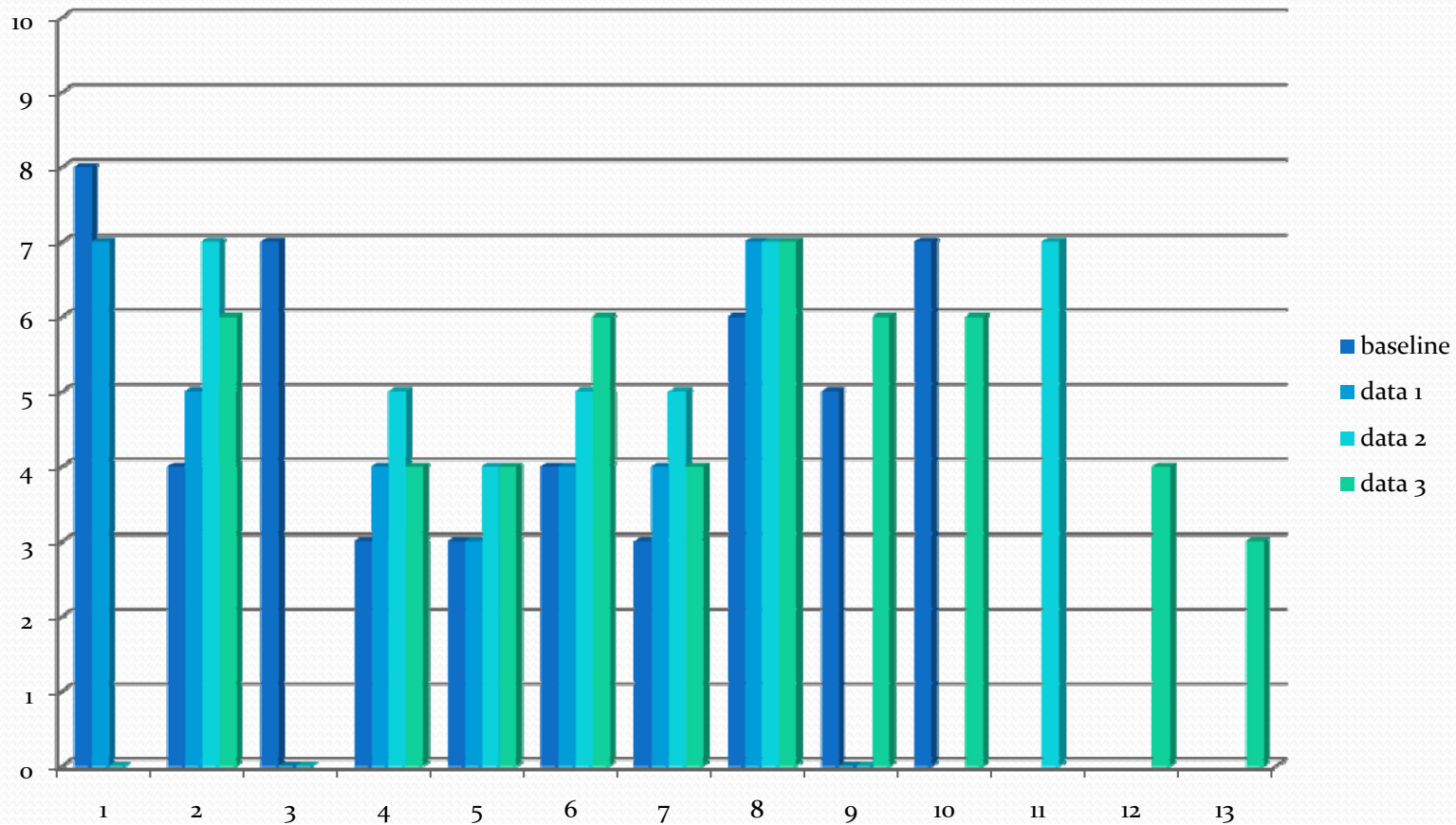
# Develop Word Consciousness

- Researching word origins
- Attending to the author's choice of words
- Playing with words (puns and palindromes)
- Finding examples of word usage

# 6<sup>th</sup> grade

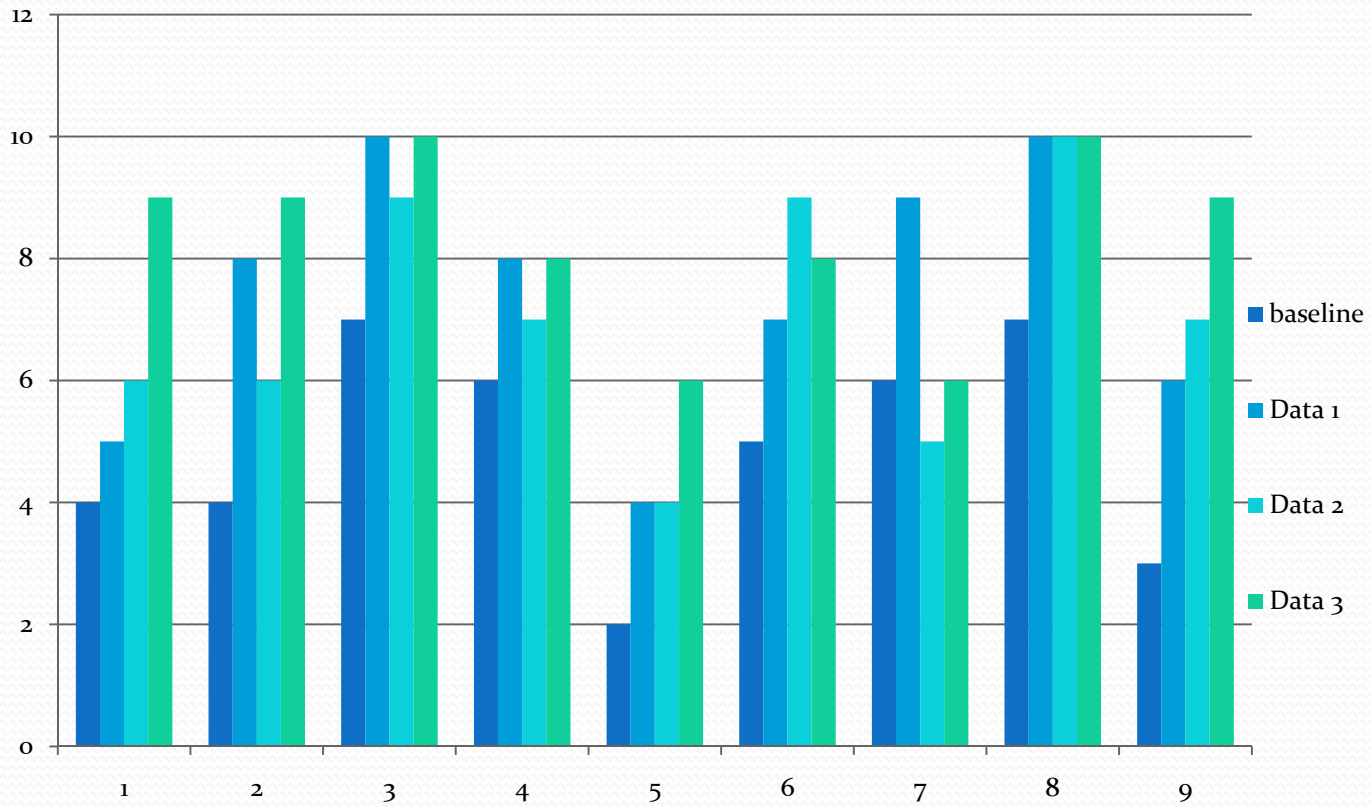


# 7th grade

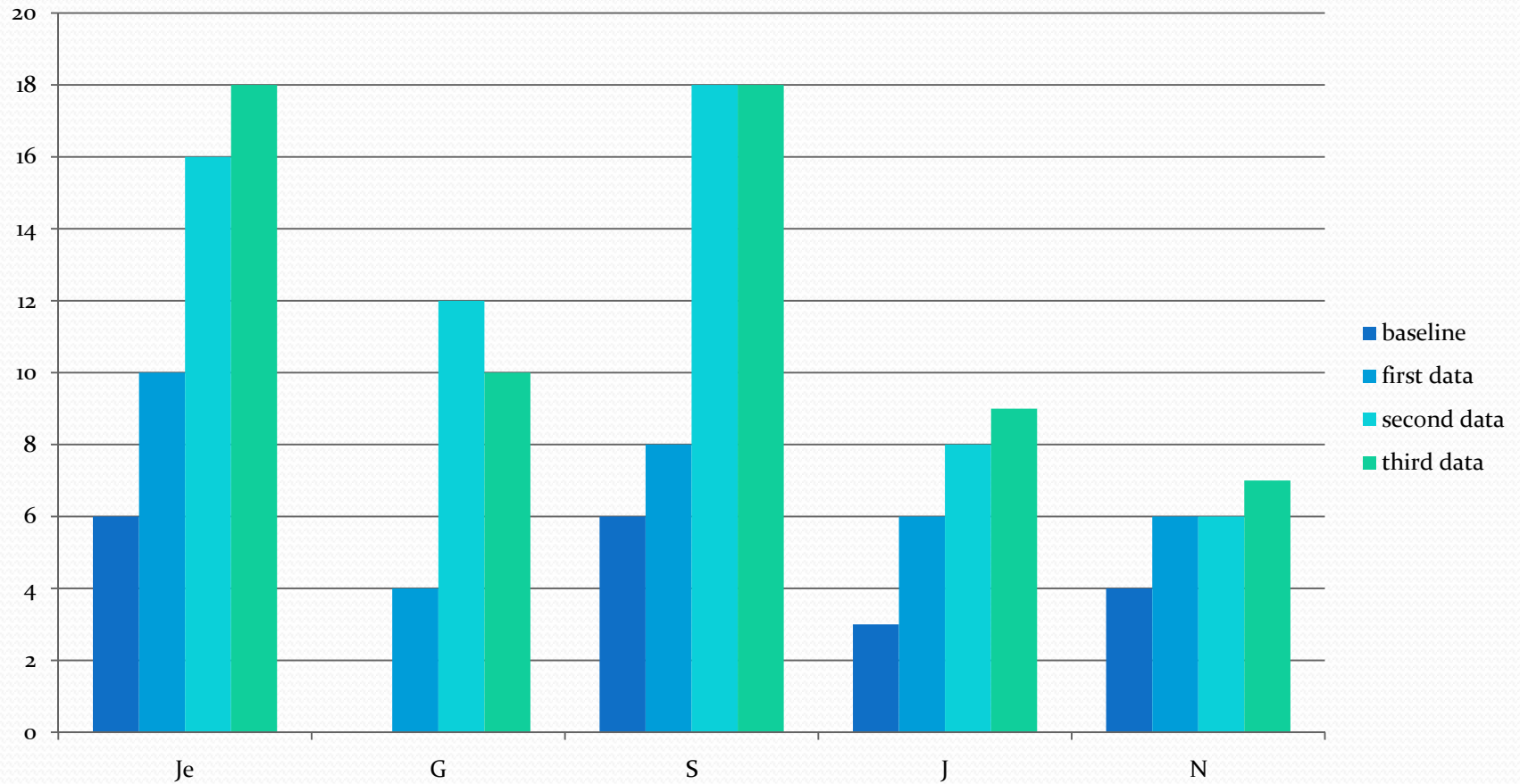




# 8<sup>th</sup> grade



# Nelson's 4<sup>th</sup> hour



# Annotated Bibliography

Henning, D. & Pickett, A. (2000). A Study of Improving Sight and Functional Vocabulary Development and Comprehension. *Saint Xavier University & Skylight Professional Development.*

- This study focused on sight and functional vocabulary development and comprehension. Deficits in vocabulary, especially functional vocabulary with special needs populations, can determine the quality of their life. The need for focused, intentional, & meaningful experiences to learn vocabulary is essential.
- Community based instruction is often best when combined with all types of VAKT learning. They need meaningful activities combined with the need to learn the words. The research showed that interventions that use a variety of research based instruction strategies combined with consistent practice can make positive gains in the area of functional vocabulary.

Duin, A. & Graves, M. (1987). Intensive Vocabulary Instruction as a prewriting technique. *Reading Research Quarterly* 22 3 :311-330.

Allen, J. (1999). *Word, Words, Words.* Portland, ME: Stenhouse.

- This resource offers practical, research-based solutions for helping students learn new words and begin to use those words in their speaking and writing. This book offers detailed strategy lessons in the following areas:
  - Activating and building background word knowledge
  - Making word learning meaningful and lasting
  - Building concept knowledge
  - Using word and structural analysis to create meaning
  - Using context as a text support
  - Making reading the heart of vocabulary instruction
  - Intensive Vocabulary Instruction as a prewriting technique.