

Vocabulary TV Visualization (Young, 1996)

Key vocabulary words are internalized by using mental, guided imagery. Teachers facilitate this strategy in a whole class setting before releasing students to apply it in small groups.

Instructions for Implementation (p. 15):

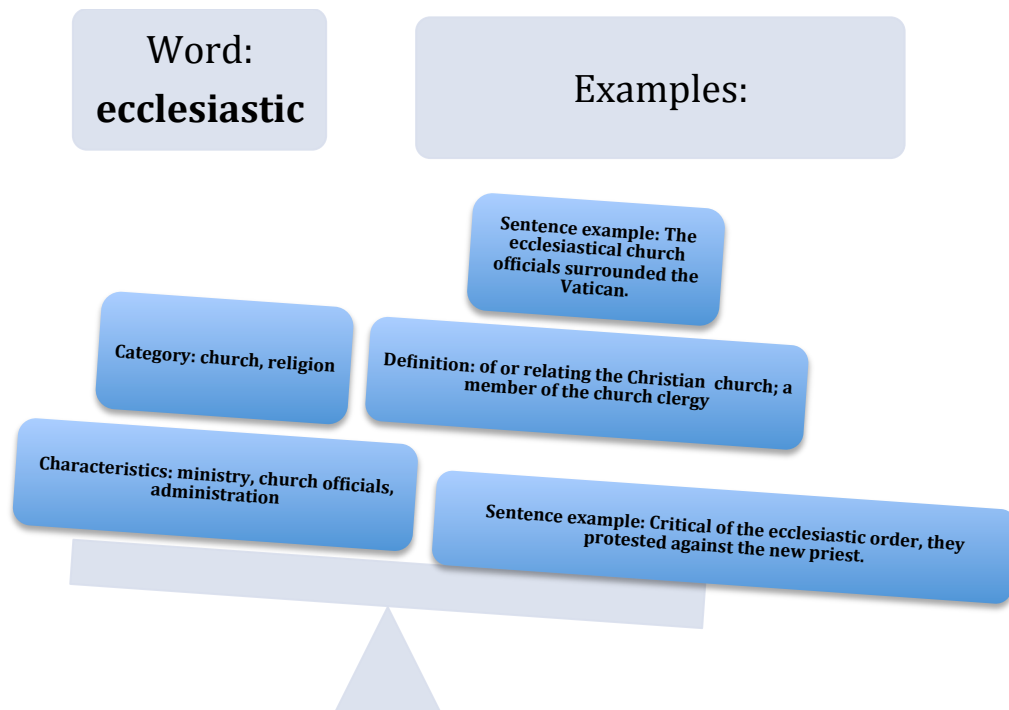
1. Draw a television screen.
2. Draw the first visual image that comes to mind inside of the screen as it relates to the key vocabulary word or phrase.
3. Use a simpler word to describe the vocabulary word or phrase.
4. Write three synonyms for each word.
5. Write three antonyms for each word.
6. Write one sentence discussing what was liked about the word.

Definition Map (Young, 2005)

Students brainstorm ideas and concepts related to key vocabulary words. A map is used to elicit background knowledge needed to make meaningful, cognitive connections. This eliminates the confusion around dictionary definitions, by allowing A definition map creates clarity around a word where dictionary words often create confusion. The map is guided by the following core questions, with one question occupying each circle:

1. What is the word and how would it be characterized?
2. What are its characteristics?
3. What are some examples?

The use of the map is modeled first in a whole class session using one content-area key vocabulary word:



Personal Clue Cards (Young, Righeimer & Montbriand, 2002)

Long-term retention for word definitions and concepts is facilitated when students create personal clues, or “brain signals”. Core science terms are taken from a chapter or unit of study, Personal clue cards provide long-term retention application for key vocabulary words and concepts (Young, Righeimer, & Montbriand, 2002). As an alternative to the traditional looking up of word definitions, personal clue cards facilitate memory by making word and concept associations. Teachers guide students in the following way:

1. Have students write down the key word
2. Aid students in developing a definition of the word, or “personal clue” as concretely and simply as possible.
3. Guide students in making the word associations that will work into their personal clue.

A whole class session is used to introduce the first word and concept, or develop the first clue card, before students work in collaborative groups to continue to develop more.

Example (p. 16)

Word: Cumulus Clouds

Definition: Puffy clouds with thick dense mass with large areas of blue sky in between the clouds.

Personal Clue: Floating puffy cotton balls

Rate Your Words (Young, Righeimer & Montbriand, 2002)

The Rate Your Word Strategy was developed by Young, Righeimer and Montbriand (2002). It evolved from the Knowledge Rating Scale (Blachowicz, 1986), which is a prereading strategy where students rate their understanding of words prior to having them introduced, and used, in context. In the You’re your Word activity, students rewrite words presented on a chart using one of four category headings (the numbers 1 through 4) to indicate their level of knowledge related to each word. By helping to promote students’ metaconitive abilities, or their ability to understand and manipulate their own thinking, their reading comprehension and concept understanding increases.

Science Example:

Words	1	2	3	4
Psychrometer				Psychrometer
Atmosphere	Atmosphere			
Troposphere				Troposphere
Acid Rain		Acid Rain		
Water Cycle			Water Cycle	
Precipitation		Precipitation		

Ratings transfer to:

- 1 – words you know and can use correctly.
- 2 – words you almost know, but the meanings are foggy
- 3 – words you think you have seen or heard before
- 4 – words you do not know at all, or have no prior knowledge of

Semantic Feature Analysis

The Semantic Feature Analysis is an inquiry method of engaging students in word-meaning as students make “intellectual connections” to understand otherwise complicated text. It was developed by Johnson and Pearson (1984) as a “reflective way of mapping key vocabulary words”. By looking at reflecting on vocabulary words and making associations, critical and associative thinking is facilitated. The SFA is particularly effective with struggling readers and students with disabilities. A key vocabulary column illustrates the word for analysis and feature associations. Words across the top row are used for comparisons and contrasts. Students use “+” and “-” to delineate whether these comparisons/contrasts are associated with the key word named. This can be used as a pre-reading or post-reading strategy. Teachers guide students through the strategy in whole-class before allowing them to use it collaboratively in small groups, or apply the strategy independently.