Christina Cairo

533 IRIS Assignment Week 5

Background

Student: Antonio

Age: 9.5

Grade: 4th

Focus: Vocabulary Development

Possible Strategies

To address vocabulary development 3 strategies can be used effectively. Direct Instruction, Semantic Feature Analysis, and Graphic Organizer are all successful strategies that can be used when trying to expand student's vocabulary. Direct instruction is when teachers directly and concisely teach the pronunciation and definition of new words. Part of direct teaching is "pre-teaching vocabulary". This when teachers state the pronunciation and definition of a word, have students repeat both, and then give proper examples of the word used in a sentence as well and the improper use. This pre-teaching hopefully sets students up with the basic meaning of the word, and how they can expect to see it being used. When students later encounter that word in reading a passage hopefully, they will be more likely to comprehend the word itself and the passage as well. Another example of using direct instruction is through teacher modeling and "think aloud". This provides our students with the framework and example to do and apply this type of thinking for themselves. It is important to not only teach the definition of a word or words but comprehension strategies to go along with them. Some comprehension strategies that will reinforce what was previously taught are quizzes, games, and repeated practice to reinforce and ensure that students comprehend what they have learned.

Semantic Feature Analysis is a strategy that allows students to take what they have previous learned (in this case words) and link it with the new information (words) they are currently learning. SFA enables students to make connections and see relationships between words from a specific topic.  SMA allows students to make connections between new material and previously learned material. This in turn encourages the development of vocabulary in students. An example of a SFA strategy is using an SFA grid.  This grid allows students to visually see the similarity and differences in words and or topics. For example, if the topic was types of animals and the vocabulary to be learned is omnivore, herbivore, and carnivore. Students would list the types of animals in a column and how the words omnivore, herbivore, and carnivore listed across the top and as the students go across the grid, they can check of which category the animal falls under. This exercise will be used as a constant reminder of the meanings of these three words and it will also allow students to recognize the similarities and differences among the animals listed.

 Graphic Organizers are used to aid students in vocabulary development by visually displaying information in an organized way to help students understand various words and passages. An example of this could be a word web/word mapping. Word webs and word mapping are two forms of graphic organizers that are proven to increase students vocabulary and comprehension. For example, if students read an article, the title of the article could be in the center of the words web, the surrounding circles could be the who what where when and how questions. It is important to realize the use of these various techniques and strategies must first be modeled by the teacher, then students must be led by the teacher in

doing these tasks for themselves, and last students must be tested by t heir teacher to ensure that they do in fact comprehend the words or passages being taught.

Paulsen, Kim. "Case Study." *The Iris Center*, Feb. 2018, iris.peabody.vanderbilt.edu.