

# Vocabulary Self-Collection Strategy

This strategy has been used in the following ABLE lesson(s):

Fire Safety - Reading Strategy

[http://mercury.educ.kent.edu/database/eureka/detail\\_lesson\\_general.cfm?LessonsID=183](http://mercury.educ.kent.edu/database/eureka/detail_lesson_general.cfm?LessonsID=183)

Read With Your Little One - Reading Strategy

[http://mercury.educ.kent.edu/database/eureka/detail\\_lesson\\_general.cfm?LessonsID=169](http://mercury.educ.kent.edu/database/eureka/detail_lesson_general.cfm?LessonsID=169)

## **Purpose:**

To teach students how to make decisions about the importance of concepts and how to use context to determine word meaning. To promote-long term acquisition of language in a content area.

## **Procedure:**

After reading and discussing a text selection, the teacher asks teams of students to choose one word they would like to learn more about. The teacher also chooses a word. The following steps can be used for the vocabulary self-collection activity:

1. Students are divided into teams of two to five. Each team decides on a word to emphasize from the text selection.
2. A spokesperson from each team presents the word they have chosen to the rest of the class and answers the following questions:
  - a. Where is the word found in the text?
  - b. What do the team members think the word means?
  - c. Why did the team think the class should learn the word?
3. Students record all nominated words in their learning logs or vocabulary notebooks. The teacher can then use these student generated vocabulary words in other activities.

To introduce the activity the teacher presents the word he/she has chosen and models how to respond to the three questions.