

Vocabulary Self-Collection

Description

In this post-reading/ post-activity strategy, designed by Martha Haggard, students choose their own vocabulary to be learned.

Purpose

Vocabulary self-collection strategy is a tool to aid students in identifying and learning terms that are key to a text or activity. Students connect prior knowledge to new conceptual understanding acquired through reading or an inquiry-based unit of study. Vocabulary self-collection works best when used several times.

Connection to Inquiry and Standards:

Students identify key vocabulary words and explain why they are important, citing evidence from the text or activities in support of their decisions. Natural connections are made between what they are learning and what they already know from prior experiences and students select words that they believe to be important. Pennsylvania Reading/Writing/Speaking/Listening Standards addressed by this strategy include 1.1 Learning to Read Independently (vocabulary development) and 1.3 Reading, Analyzing, and Interpreting Literature (word recognition skills and vocabulary development).

Materials

Selected text or an activity to use with this strategy. Students will need paper and a pencil. Dictionaries or another source of meanings.

Procedure

1. After students have read a passage or completed an activity and discussed it, students work in small groups to choose a word that they want to learn more about and that they believe is important to the text or activity.
2. The group works together to answer the following questions: Where is the word found in the text or activity? What does the word mean? Why should the class learn the word?
3. Groups share their words with the class.
4. At the end of the presentations, display the words and their meanings. (Each group could make a small poster to do this.)
5. Each student should copy the vocabulary terms and their meanings into their learning logs.

Resource

Haggard, M.R. "The Vocabulary Self-Collection Strategy: Using Student Interest and World Knowledge to Enhance Vocabulary Growth." Journal of Reading Vol. 29, No. 7, 1986.

King, Caryn M. and Sudol, Peg. Fusing Science with Literature: Strategies and Lessons for Classroom Success. Pippin Publishing, 1998.