

Concept Definition Mapping

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Concept definition mapping is a graphic organizer strategy for teaching students the meaning of key concepts.

Rationale

Concept Definition Mapping gives a student a more thorough understanding of what the concept means, includes, or implies, and it also aides recall.

Instructional Procedures

1. Always begin with modeling this procedure on an overhead or flip chart by selecting a familiar vocabulary term.
2. Ask students to brainstorm answers to the questions that are on the map.
3. Ask students to work in groups or in pairs to create a new concept map.
4. Instruct students to write a complete definition of the concept.

Helpful Hints

1. Enlarge and laminate a map for daily/weekly use.
2. Encourage students to refine their maps as the lesson progresses.

Relevant Standards

K-2

Vocabulary & Concept Development

- 1.2 Use word origins to determine the meaning of unknown words.
- 1.1 Understand and explain frequently used synonyms, antonyms, and homographs.
- 1.2 Know abstract derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words.

Reading Comprehension

2-5

- 2.6 Compare contrast information on the same topic after reading several passages or articles.

3-5

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6-8

Vocabulary & Concept Development

- 1.2 Use knowledge of Greek, Latin and Anglo-Saxon roots

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- and affixes to understand content-area vocabulary.
- 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 1.5 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues.
- 1.3 Use word meaning within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison or contrast.
- 1.6 Understand and explain "shades of meaning" in related words.

Reading Comprehension

- 2.4 Draw inferences, conclusion, or generalizations about text and support them with textual evidence and prior knowledge.

Billmeyer, R., & Barton, M. (1998). Teaching reading in the content areas: If not me, then who? (2nd ed.). Aurora, CO: McREL.

Further Resources

"Learning to learn vocabulary in content area textbooks," by R.M. Schwartz, 1988, in *Journal of Reading*, International Reading Association