

Peer Vocabulary Teaching

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Peer Vocabulary teaching is a strategy in which students learn to identify the most crucial words in a reading selection; justify selecting that word; enter the word on a personal word list; use word analysis or context clues to infer the meaning; consult a dictionary to obtain a definition when necessary; and then teach the word and its meaning to a peer through selected memory device or cue.

Rationale

This process involves students with active processing of, and multiple exposures, to words while providing them with both definitions and contextual information as needed.

Instructional Procedures

- 1 Explain to students that they need to develop the ability to identify crucial terms. Crucial terms are words and meaning that students must know to understand a particular text.
- 2 Select an excerpt from the reading being studied by the class.
- 3 Ask students to select a word and be able to explain why it is important.

- 4 Ask students to use knowledge of word part analysis (affixes, suffixes, roots) or their understanding of the sentence level and general context to infer a meaning of the word. If that doesn't work, students can look it up in the dictionary and complete the personal word list entry.
- 5 Have each student choose a strategy to teach the meaning of the word to a partner.
- 6 Divide the class in pairs, and each student teaches the word to their partner.

Helpful Hints

Use the information provided on the following page as a guide to discuss crucial terms.

Relevant Standards

K-2

- 1.1 Confirm predictions about what will happen next in a text by identifying key words.
- 1.2 Relate prior knowledge to textual information.
- 2.7 Retell the central ideas of simple expository or narrative passages.
- 2.1 Use titles, table of contents, and chapter headings to locate

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information in expository text.

- 2.2 State the purpose in reading (i.e. tell what information is sought).

3-5

Vocabulary & Concept Development

- 1.2 Use word origins to determine the meaning of unknown words.
- 1.3 Understand and explain frequently used synonyms, antonyms, and homographs.
- 1.4 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 Compare contrast information on the same topic after reading several passages or articles.

6-8

Word Analysis, Fluency and Systematic Vocabulary Development

- 2 Students must use their knowledge of word origins and word relationships, as well as historical and literary context clues, both to determine the meaning of specialized vocabulary
- 3 and to understand the precise meaning of grade level appropriate words.

Further Resources

Pritchard, R. & Breneman B., *Strategic Teaching and Learning: Standards-Based Instruction to Promote Content Literacy in Grades Four Through Twelve*, C.D.E, Press, Sacramento, CA

Haggard, M.R. "The Vocabulary Self-collection Strategy: Using student Interest and World Knowledge to Enhance Vocabulary Growth" *Journal of Reading*, Vol. 29 (1986), 634-42

Reyes, Maria L., & Molner, L. A. "Instructional Strategies for Second Language Learners in the Content Areas" *Journal of Reading*. Vol. 35 (October 1991), 96-103