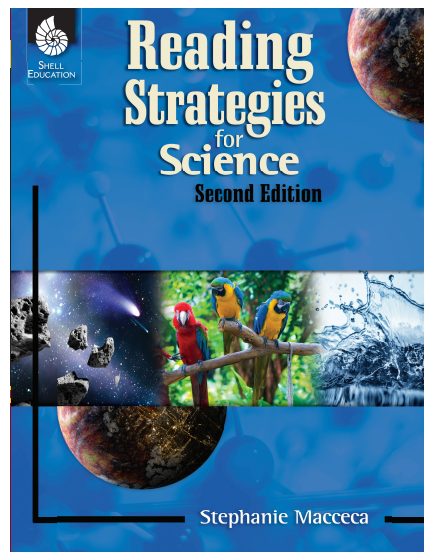




Sample Pages from

Reading Strategies for Science Second Edition



The following sample pages are included in this download:

- Table of Contents
- Sample strategy with student examples and reproducibles

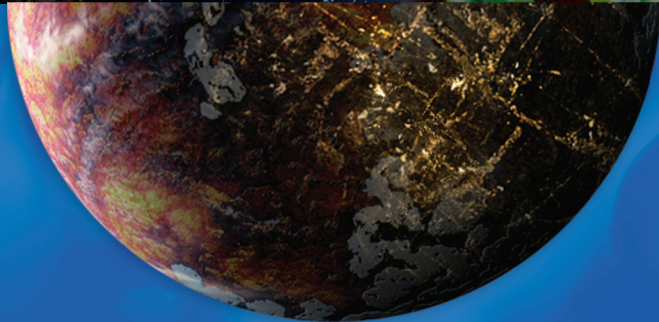
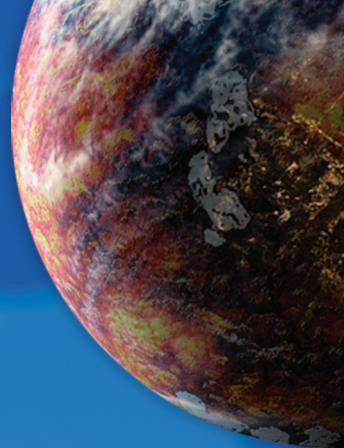
For correlations to Common Core and State Standards, please visit <http://www.teachercreatedmaterials.com/correlations>.



SHELL
EDUCATION

Reading Strategies for Science

Second Edition



Stephanie Macceca



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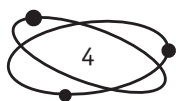
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Vocabulary Diagram

Background Information

The Vocabulary Diagram enables students to apply grade-level phonics and word analysis skills to break down individual words and examine them in different categories. Students look at a given word in terms of its part of speech, its Greek or Latin roots, affixes, its synonyms and antonyms, its cognates (related words), the people or things that illustrate the word, a drawing, evidence/support from the text, and original sentences. By examining words in this dynamic manner, students gain a clearer understanding of the multidimensional nature of the words they study (Nagy and Scott 2000). Analyzing a single word through different vocabulary categories makes it possible for students to recognize and decode a greater number of unknown words during reading and promotes better long-term retention of vocabulary words. The science teacher should select the target word for this graphic organizer carefully, making sure that students will be able to complete each category. Students should only complete one Vocabulary Diagram per lesson or perhaps unit, otherwise the word study becomes overwhelming and tedious.

Grade Levels/Standards Addressed

See page 38 for the standards this strategy addresses, or refer to the Digital Resource CD (standards.pdf) to read the correlating standards in their entirety.

Activity

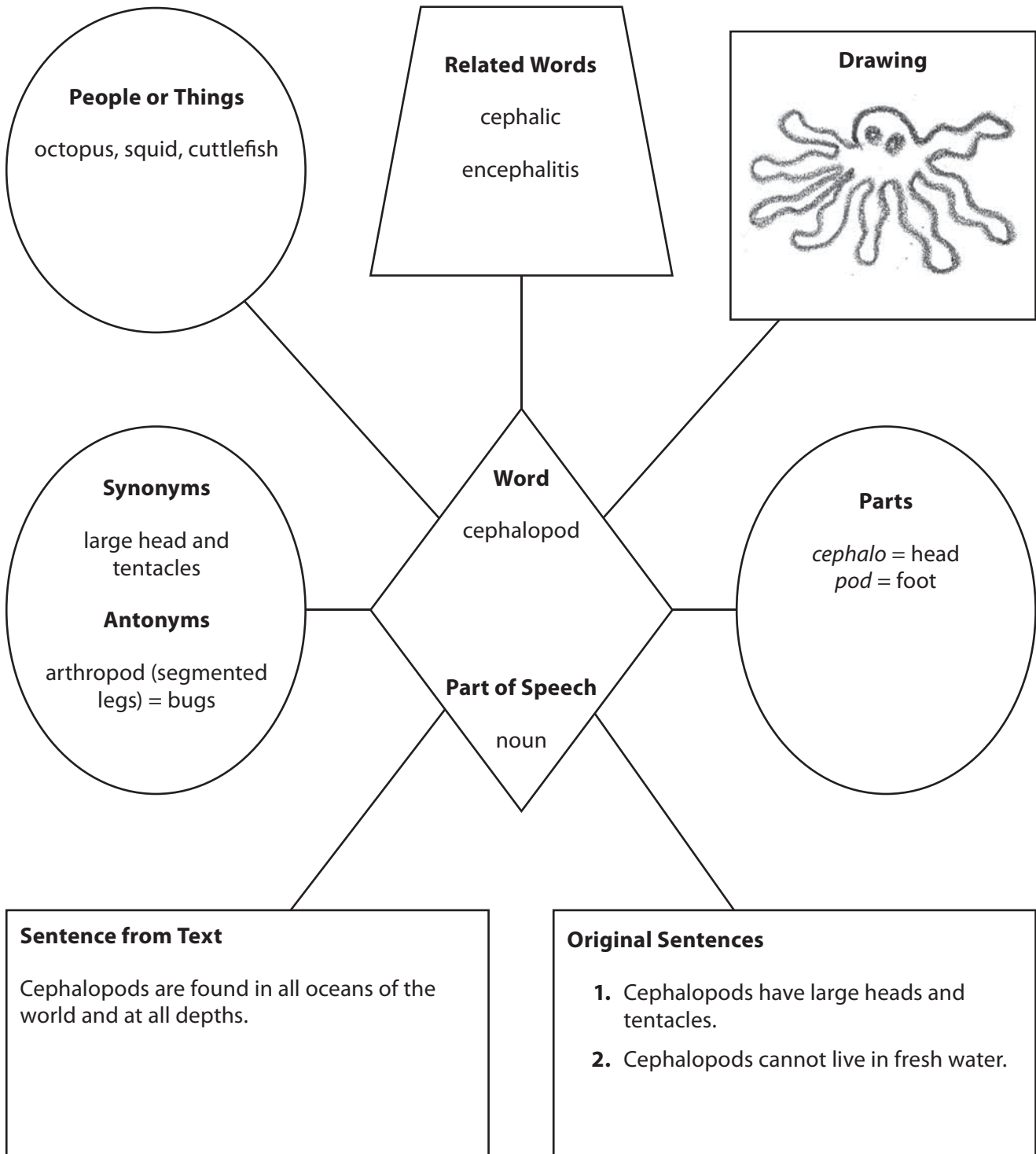
As students are reading a selection from a science textbook, trade book, article, or other informational text, locate a dynamic word that is essential to understanding the text. Distribute the *Vocabulary Diagram* activity sheet (page 77, [vocabularydiagram.pdf](#)) to students and instruct them to place the selected word in the diamond at the center of the graphic organizer and identify its part of speech. Ask students to refer to the text to write the sentence that contains the word in the rectangle at the bottom left. Have them identify any synonyms and antonyms for the word and place those in the oval on the left. Next, have students break down the word to identify the Greek or Latin roots and any affixes, if present, and place these in the oval to the right. Instruct students to include words that have the same Greek or Latin root as the selected word in the trapezoid. Ask them to draw a picture illustrating the meaning of the word in the square. Instruct them to think of a person or thing that exemplifies the word and add this to the circle. Have students write one or two sentences that clearly demonstrate their understanding of the definition in the rectangle at the bottom right as they acquire and use accurately the new vocabulary. As a class, share ideas on the activity sheet displayed for the class, and discuss each word as needed.

Differentiation

Complete some portions of the *Vocabulary Diagram* activity sheet for English language learners to allow them to concentrate on other areas (e.g., synonyms, antonyms, part of speech, affixes, and roots). They will also benefit from whole classroom instruction and completion of the diagram. Above-level students should be encouraged to independently select a word that they find challenging and complete the form independently.

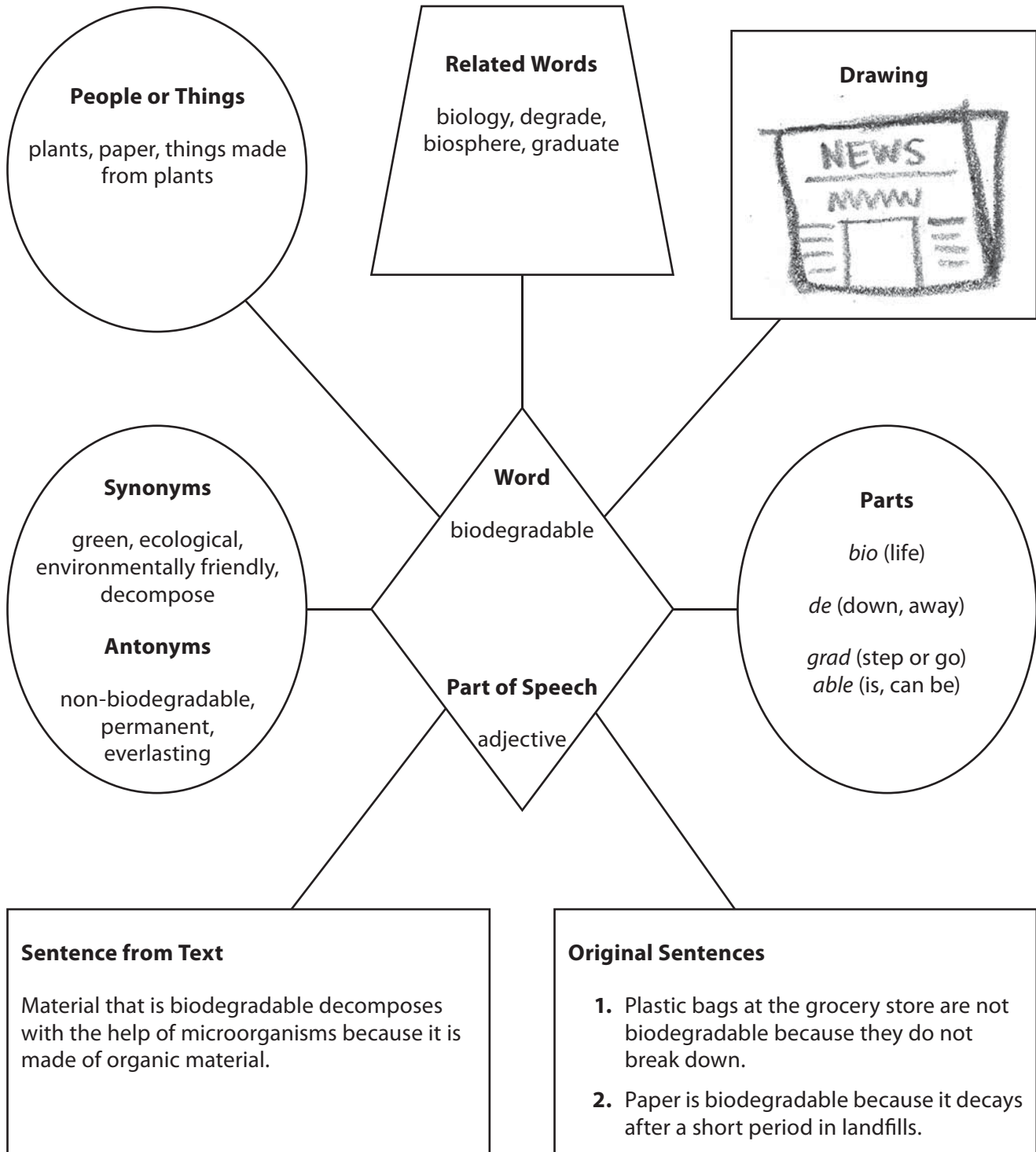
Vocabulary Diagram (cont.)

Grades 3–5 Example



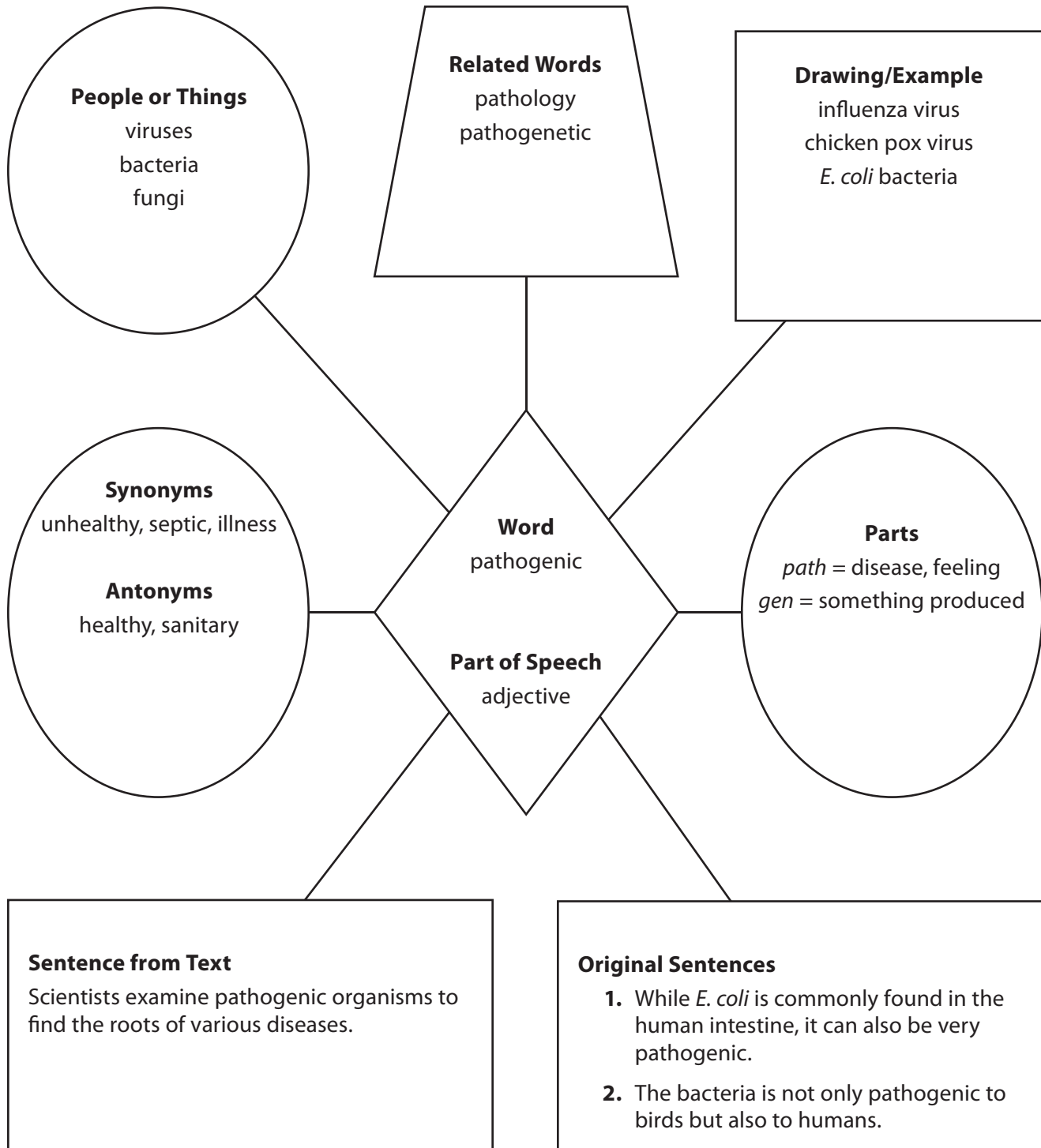
Vocabulary Diagram *(cont.)*

Grades 6–8 Example



Vocabulary Diagram *(cont.)*

Grades 9–12 Example



Name: _____ Date: _____

Vocabulary Diagram

