

# *Vocabulary Maps*

*Presented by: Coplen*

## **Vocabulary Maps**

Vocabulary maps help students expand word meanings and discover relationships between vocabulary terms (Santa, Havens, & Valdes, 2004). They also help students develop elaborated definitions, rather than simple, one or two word descriptions. Many students have a narrow conception of what the meaning of a word encompasses. Most conceive definitions as simplistic, imprecise statements that lack elaboration and personal comment. Word maps help students create a broader concept of a definition, one that encourages them to integrate their own knowledge (Santa et. al., 2004). By teaching word learning strategies over a period of time, students are provided a way to learn vocabulary independently.

**Targeted Reading Level:** Elementary - Secondary

### **Procedure:**

1. Explain to students that developing word maps provides another way to elaborate on important concepts.
2. Model using the Word Box organizer by using a familiar word. Write the word in the middle box. The word is surrounded with the following information: a definition (in their own words) or synonyms, antonyms, an **original** sentence containing the word, and a picture illustrating the word.
3. Provide guided practice and feedback on student use of the Word Box. You can pair students up and have them develop word maps together. You can then have them present their word map to the class.
4. Finally, after modeling and guided practice students should begin to develop these maps independently.

(Adapted from [www.itrc.ucf.edu](http://www.itrc.ucf.edu) by joe coplen)