CTE Literacy: Vocabulary Guide 2

# Vocabulary Self-Collection Strategy: For use with a critical text to highlight key vocabulary

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## Introduction: This lesson will help you learn a few key vocabulary words in great detail.

Directions:

1. After reading the text, get into teams of three or four.
2. Nominate a key word from the text to study in greater detail.
3. Complete the rectangles below with details and information about your word.
4. Present your word to the entire class and coordinate a whole-class discussion.
5. All students should write each team’s word in their learning logs.

**Team:**

Where is found?

(the word)

Please use the specific sentence.

According to your team, what does

 mean?

(the word)

**WORD:**

Why should the class learn

 ?

(the word)

How is

(the word)

used in the real world?

CTE Literacy: Vocabulary Guide 2 - Teacher Edition

# Vocabulary Self-Collection Strategy: For use with a critical text to highlight key vocabulary

This lesson wi l help students practice:

**u**Using words in multiple contexts: in written text, in group discussion, and in the real world.

**u**Students will focus on one word in a small group to better understand it, and then will write about the word and/or briefly present the word to the class for whole-class discussion.

Teaching suggestions for initial use:

1. Teachers may model thinking about a key vocabulary word with their students.
2. Teachers may help students identify critical vocabulary words for them to study.

Teaching suggestions for repeated uses:

1. Teachers may challenge students with more than one word and/or concept with repeated use.
2. Teachers may think about alternative forms of presentation about key vocabulary words, like the Japanese Picha Kucha form of PowerPoint presentations.

Student edition/example:



Where is *food security* found?

Please use the specific sentence.

Many nations around the world are chal-

lenged with providing food security for their citizens.

According to your team, what does

*food security* mean?

Food security: safe food; abundant food,

or at least enough for everyone; reason- ably priced food; local food; a govern- ment that does not use food or hunger as a weapon; variety of food

**WORD:**

**Food Security**

Why should the class learn

*food security*?

We believe that there may be families in

our local area who are challenged with food security. The weekend backpack program in the elementar y school is one piece of evidence that not ever yone has enough to eat in our town.

How is *food security* used in the

real world?

Food security is an issue for policy-mak-

ers, farmers, families, and schools. If stu- dents don’t have enough to eat, then they might be more prone to causing discipline problems and might be less engaged with their school work.