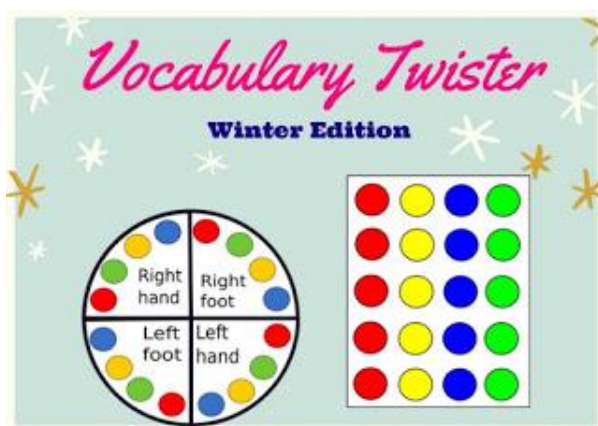


Vocabulary Twister

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In Caldwell (2014), the importance of understanding reading comprehension becomes apparent. As it explains from another excerpt in a book, “Many studies have demonstrated that vocabulary knowledge strongly predicts comprehension.” This is essential to students who are transitioning from learning to read to reading to learn. However, learning vocabulary comes in many ways such as listening to others communicate with one another, engaging in conversation, through the context of the conversation, as well as non-verbal cues. But for a student to understand a word the student must “...associate, comprehend, and generate...” the words when reading a text. To associate a word means that a student reading can connect a word with another, but this does not necessarily mean the students know the meaning of the word. To comprehend a word means that the student knows that there is a common meaning for the word but does not understand other words for the meaning. Finally, to generate means the student can apply it correctly in a new context. We see that vocabulary and comprehension have a clear defined relationship in reading. However, the most essential way to connect vocabulary and comprehension is through reading. As an article by J.L. Shanker explains, “...a reader learns the meaning of more words from reading and using language than by direct instruction of vocabulary words...but it should include opportunities for direct and indirect growth in word knowledge.” The excerpt demonstrates clear understanding that learning vocabulary in new context does not solely depend on direct instruction. Thus, for students to comprehend what they read it becomes essential for the students to have a sense of comfortability and familiarity with the words they read. The activity I chose for vocabulary comprehension is Finger Twister.

The activity Finger Twister can be very interactive for the children to use with 2-3 players. How this activity is played is that the students will get in groups of 2 or 3. They will be given a mini twister with words on each circle. The spinner will have different words but the directions for each word will correlate with a word on the mini twister. For example, if they spin and the spinner lands on the word angry, the direction would be to find an antonym of the word angry on the mini twister. On the twister it would have the word happy so the student will have to put a finger on happy and continue until one of the players finger comes off from the circle. Once they have mastered the different meanings of the words then they can write a sentence with the word on the mini twister.



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Vocabulary is crucial to a student's learning and comprehension. The student will not only recognize words but know the meaning of the word and understand that the word can have different meanings based on context. This gives the student a sense of instruction when looking at an unknown word. It is not only crucial in the classroom but most importantly in the real world when reading newspapers, magazines, articles, or otherwise. Once they continue to read with comprehension then they will broaden their vocabulary and use it in the right context. We as teachers want our students to be aware of the importance of vocabulary comprehension and how it can help them be successful in life.

References:

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