

1. **Secondary Reading Instruction: Teaching Vocabulary and Comprehension in the Content Areas**

Time: 000 : 00 : 00 : 00

Description:

Secondary Reading Instruction:
Teaching Vocabulary and Comprehension in the Content Areas

Notes: _____

2. **Ms. Chesser - Chemistry**
Wilton High School

Time: 000 : 00 : 00 : 00

Description:

Ms. Chesser, a chemistry teacher at Wilton High School, is chagrined,

Notes: _____

3. **chagrined** (shə-ˈgrɪn'd)
annoyed, troubled, frustrated

Time: 000 : 00 : 00 : 00

Description:

which is a vocabulary word meaning troubled.

Notes: _____

4.

Time: 000 : 00 : 00 : 00

Description:

She's teaching a lesson on chemical reactions, but her students can't seem to answer questions about their homework.

Notes: _____

5. **Chemistry**
For Today and Tomorrow
Peabody Publishing

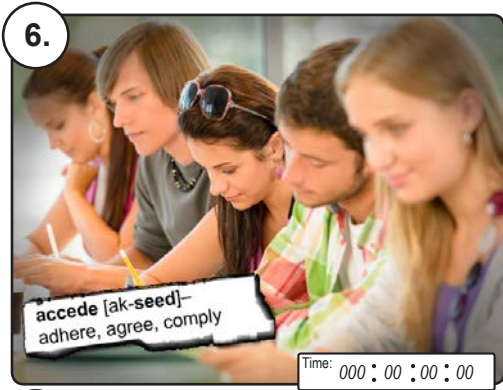
Time: 000 : 00 : 00 : 00

Description:

When she asks them to open their textbooks and reread the assigned passages,

Notes: _____

6.



accede [ak-seed]-
adhere, agree, comply

Time: 000 : 00 : 00 : 00

Description:

her students accede (meaning that they do as she asks them to) but still they are unable to answer the questions.

Notes: _____

7.



discomfited [dis-kem-'fit'ed]-
confused, thwarted, frustrated

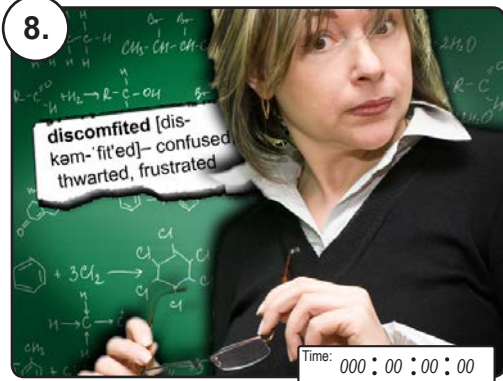
Time: 000 : 00 : 00 : 00

Description:

Ms. Chesser begins to suspect that her students' troubles partly come from a difficulty understanding the chemistry vocabulary words.

Notes: _____

8.



discomfited [dis-kem-'fit'ed]-
confused, thwarted, frustrated

Time: 000 : 00 : 00 : 00

Description:

She's discomfited--that is, she's confused--because she told her students to look up the required vocabulary in the textbook's glossary.

Notes: _____

9.



Time: 000 : 00 : 00 : 00

Description:

Somehow, though, her students are failing to use context clues to connect that information to what they read in their textbooks.

Notes: _____

10.



Time: 000 : 00 : 00 : 00

Description:

Later, in the lunch room,

Notes: _____

11. **Confabulation** [kuhn-fab-yuh-ley-shuhn] - conversation or discussion.



Time: 000 : 00 : 00 : 00

Description:

Ms. Chesser has a confabulation--meaning a conversation--with some of her fellow teachers, and finds that they, too, share much of her confusion.

Notes: _____

12.



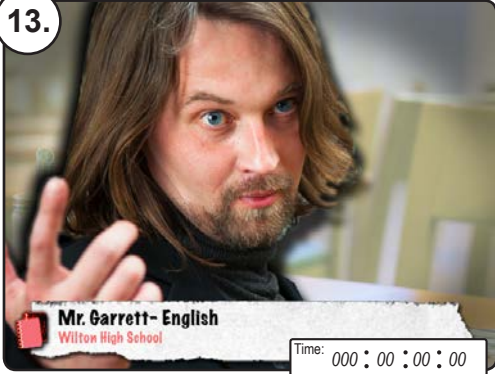
Time: 000 : 00 : 00 : 00

Description:

She tells her colleagues that, even though she feels confident in her ability to teach science content, she is not prepared to teach reading comprehension to her students.

Notes: _____

13.



Time: 000 : 00 : 00 : 00

Description:

The English teacher, Mr. Garrett, explains that he faces similar problems with time constraints and too much content to cover as it is

Notes: _____

14.



Time: 000 : 00 : 00 : 00

Description:

Ms. Nor, the U.S. Government and Civics teacher, agrees that students need more help with reading comprehension,

Notes: _____

15.



Time: 000 : 00 : 00 : 00

Description:

but hastens to add that she does not believe this to be her job.

The others, too, feel this is not their responsibility.

Notes: _____

16.



Description:

But Ms. Chesser is indefatigable, which is one way to describe people who do not wish to give up.

Notes: _____

17.



Description:

If it's not their job then whose job is it?

Notes: _____

18.



Description:

Ms. Chesser wonders out loud, "How can we address the problem and help students learn and perform better?"

Notes: _____

19.

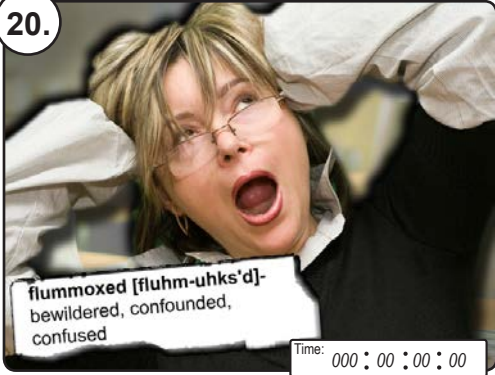


Description:

No one at the table seems to know.

Notes: _____

20.



Description:

Now Ms. Chesser is completely flummoxed, which is a vocabulary word indicating that she does not know what to do next.

Notes: _____

21.

Here's your Challenge...

Time: 000 : 00 : 00 : 00

Description:

Here's your Challenge:

Notes: _____

22.

Do you think teachers should teach vocabulary and reading comprehension skills within their content areas?

Time: 000 : 00 : 00 : 00

Description:

Do you think teachers should teach vocabulary and reading comprehension skills within their content areas?

Notes: _____

23.

What are the responsibilities of middle- and high-school teachers for teaching vocabulary and comprehension skills within their content areas?

Time: 000 : 00 : 00 : 00

Description:

What are the responsibilities of middle- and high-school teachers for teaching vocabulary and comprehension skills within their content areas?

Notes: _____

24.

What should content-area teachers know about vocabulary instruction?

Time: 000 : 00 : 00 : 00

Description:

What should content-area teachers know about vocabulary instruction?

And...

Notes: _____

25.

What should content-area teachers know about comprehension instruction?

Time: 000 : 00 : 00 : 00

Description:

What should content-area teachers know about comprehension instruction?

Notes: _____
