

## STRATEGY

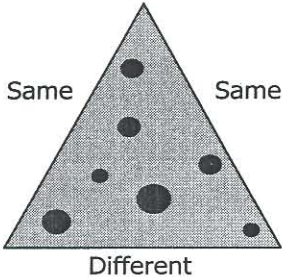
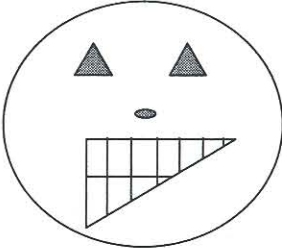
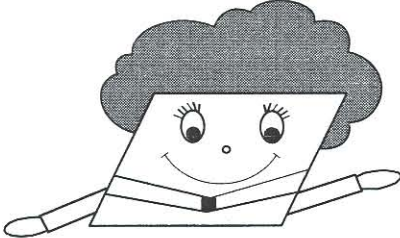
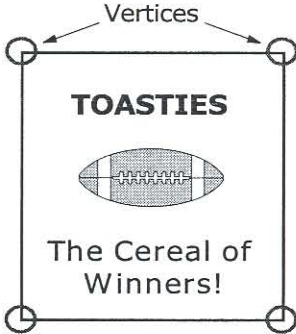
## 9

ACADEMIC STRATEGIES	RESEARCHERS	EXPLANATION
Sketching for vocabulary	<p>Apperly, I. A., Williams, E., and Williams, J. (2004).</p> <p>Marzano, R. (2007).</p> <p>Paquette, K. R., Fello, S. E., and Jalongo, M. R. (2007).</p> <p>Rohrer, T. (2006).</p> <p>Tanenhaus, M. K., Spivey-Knowlton, M. J., Eberhard, K. M., and Sedivy, J. C. (1995).</p> <p>Van Meter, P., Aleksic, M., Schwartz, A., and Garner, J. (2006).</p>	<p>Visual memory precedes verbal memory. Linguistic definitions were preceded by a visual representation in the brain.</p>

## SKETCHING FOR VOCABULARY

Divide a paper into two columns. Have the student write a word in the first column, then draw a picture (a visual representation of the word) in the second column. If the student cannot draw a visual representation of the word, he/she probably does not know the word. One of the fastest ways to teach vocabulary in any subject is to have students sketch. If they cannot sketch the word, they likely do not know it.

## EXAMPLES OF SKETCHING

 <p>I saw an <u>isosceles triangle</u> in my refrigerator.</p>	 <p>I often see a <u>scalene triangle</u> on Kenny's face.</p>
 <p>My friend the <u>rhombus</u> is known as the "Dancing Wonder."</p>	 <p>I found four <u>vertices</u> on a box of cereal.</p>

Adapted from materials by Cathy Fields

## EXPLANATION

These are student examples of sketching activities using certain math terms: isosceles triangle, scalene triangle, rhombus, and vertices.