

Content Specific Vocabulary

I chose the concepts I felt were most important for students to understand at the onset of this project. Many of these words had several meanings related to things students encountered all the time. However, those many may or may not be science related. Students completed vocabulary pre and post tests at the beginning and end of the science unit. From this data I began to see that students developed an understanding that meanings of words can be content specific. These two tests demonstrated that students clearly understood the non-scientific meanings they had for the words were not correct meanings as they wrote the science reports and completed the vocabulary post tests. Each vocabulary test was analyzed for vocabulary that was correct and scientific, incorrect but science related, non scientific, or completely incorrect or unanswered. The pre test shows that students wrote meanings for vocabulary words they knew that were scientific and non scientific. They wrote whatever they knew about the words. By the post test students would leave a word blank if they could not remember the scientific definition they did not write the common meaning they had put down in the pre test. This shows that they knew that meaning was not the scientific one we had discussed in class during the investigations.