

SRA Snapshots Video Science™ focuses on two types of vocabulary: core science vocabulary and academic vocabulary. Multiple encounters to science vocabulary is important for students to achieve science success and to understand science concepts. Academic vocabulary helps students to understand what they learn in any subject, including science. Examples of science vocabulary include: precipitation, erosion, carnivore, and element. Examples of academic vocabulary include: process, device, area, and evidence. Research supports that direct instruction in both types of vocabulary helps to build students' background knowledge and aids in their comprehension and retention of academic content.

In **SRA Snapshots Video Science™** vocabulary is introduced and defined at the beginning of every lesson, both in print and in the videos. The vocabulary is reinforced throughout all lessons. Opportunities to practice using science vocabulary are given in the Word Play and Word Study activities. Academic vocabulary is emphasized in the Words in Science and review sections of the lesson. Both science and academic vocabulary are presented in the Vocabulary Blackline Masters.

Spanish-speaking students are also given the opportunity to hear definitions and examples of science vocabulary and usage in Spanish in the video audio tracks. The Glosario in the back of the Student Edition helps Spanish speakers make connections between the English and Spanish words. This is further supported on the

PuzzleMaker CD-ROM, in which students are given practice vocabulary games using Spanish clues.

SRA Snapshots Video Science™ provides ample opportunities for teachers to incorporate Dr. Robert Marzano's highly regarded six-step process for increasing student background knowledge and vocabulary achievement. There are 450 Lesson Glossary terms covered in the program. In the video lessons, there are an additional 71 science terms presented bringing the total number to 521 science terms in the Video Glossaries. There are 100 academic vocabulary terms recycled throughout the program, providing multiple opportunities for student learning.

References

Beck, I., McKeown, M., and Kucan, L. 2002. *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.

Graves, M. F. 2006. *The vocabulary book: Learning and instruction*. Williston, VT: Teacher's College Press.

Marzano, R. J. 2004. *Building background knowledge for academic achievement: Research on what works in schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Rothenberg, C., and Fisher, D. 2007. *Teaching English language learners: A differentiated approach*. Upper Saddle River, NJ: Pearson Education.

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Resources and ordering information at SRAonline.com