

Abstract

Vocabulary and word recognition are the foundation for all learning in all areas of education. These skills must be taught in the classroom, which brought the question to surface, “How can explicit methods of vocabulary instruction be taught effectively in a third grade classroom?” The purpose of this action research project was to explicitly teach methods of vocabulary instruction and see which methods provided the most effective instruction. An elementary school teacher implemented the study, in a public school, in a third grade classroom, over the course of 12 weeks. The classroom consisted of 24 students who had ranging academic achievement level, socio-economic statuses, and ethnicities. The study was implemented from October 2009 until February 2010. Students were exposed to three different methods of vocabulary instruction during the classrooms literacy instructional block. Qualitative and quantitative data results showed that the study was successful, as all students showed academic improvement in the area of vocabulary in literacy.

