



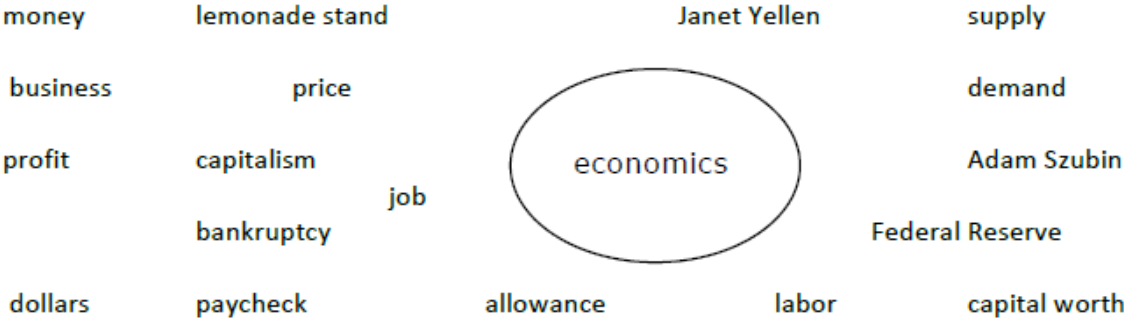
Webbing

Haag, K. (2017, March 9)

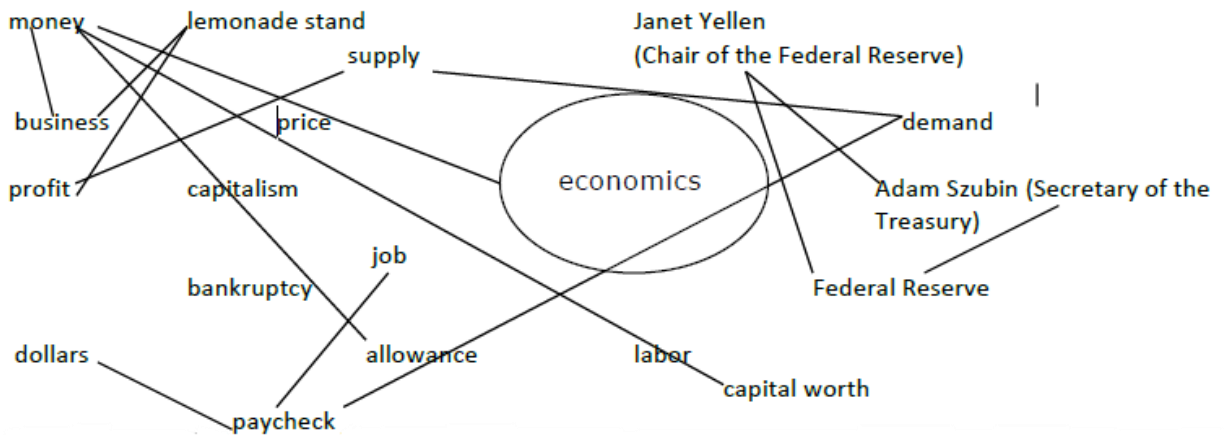
Webbing helps students make connections and relationships among words and associate words with one Another.

- Choose a word like *economics* and write it in the center of the paper.
- Before teaching a social studies, science, or math unit, ask children to brainstorm everything they can think of that is related to the concept word.
- The first time, teach webbing as a whole-group lesson. Students share what they know about the concept word and the teacher records what they share on the board. She draws lines to connect related words to the original word and to other words using explanations students volunteer. If appropriate, the students can also record the brainstormed words and work in pairs or triads to draw their connections. Each time a student makes a connection, he/she explains the connection.

Step 1: Brainstormed words that connect to the concept word.



Step 2: Connect the words somehow. Be able to explain your thinking.



Webbing doesn't look pretty, but it gives students a chance to stretch their brains. What makes webbing so powerful is that children think, talk, draw connections, and look words up in dictionaries. When they read about the concept they webbed, they are more likely to remember the word. Furthermore, the meaning will more likely move into long-term memory. The thinking and discussion – not copying definitions – makes the difference. In addition, the activity allows the teacher to observe and assess each student's control of vocabulary: the one who brainstorms "Janet Yellen" to the one who says "lemonade stand." Then, the

Learning 600,000 English words – one at a time – is incredibly inefficient and boring! But... debating definitions and connections with your friends is COOL and lots of vocabulary gets learned along the way.

