**VOC-22 Concept Definition Map**

Students use a graphic organizer to understand the essential attributes of a word’s meaning. Because this process requires students to describe what the word is and is not, and to cite examples of it, students develop a more thorough understanding of the word.

**MATERIALS:** Paper/chart paper, pencils/markers

1. Prepare and display an example of a concept definition map. Give each student a blank map.
2. Review the chosen word or concept by reading it in sentences. Doing so provides students a context for determining the word’s meaning.
3. Discuss the questions a definition should answer, recording answers as they’re discussed. Ask students:
   - What is it? What broader category or classification of things does it fit into?
   - What is it like? What are its essential characteristics? What qualities does it possess that make it different from other things in the same category?
   - What are some examples of it?
   - What are some non-examples of it?
4. Model how to use the map by selecting a familiar vocabulary term from a social studies or science unit and mapping its features.
5. Lead a discussion of how students can use the map’s information to write a definition of the chosen word.
6. Select another familiar vocabulary word and have students work in pairs or individually to answer the questions.
7. After students complete their maps, have them write a complete definition of the concept using information from their maps.
8. As the unit progresses, encourage students to refine their maps as they learn additional characteristics and examples of the concept.

**EXAMPLE:**

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Category
Communication

Examples
- Panasonic
- Sony
- flat-panel
- HDTV

Television

What is it like?
- has remote control
- has picture and sound
- displays many colors

Non-Examples
- radio
- CD player
- computer
- telephones
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Concept Definition Map

- Examples
- Category
- Non-Examples
- What is it like?