

Effective Vocabulary Activities & Games

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and Kathy Thornock



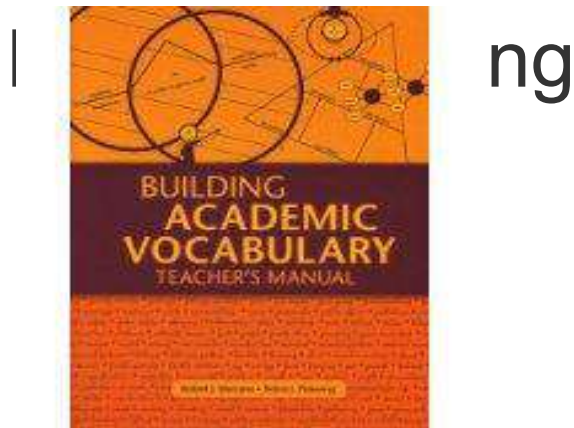
Participants will:

- learn Marzano's 6-step process for teaching new vocabulary terms
- discuss their current methods to teach vocabulary to students
- practice several activities and games that allow students to add to their knowledge and play with the terms
- implement 1-3 activities with students in the upcoming school year.

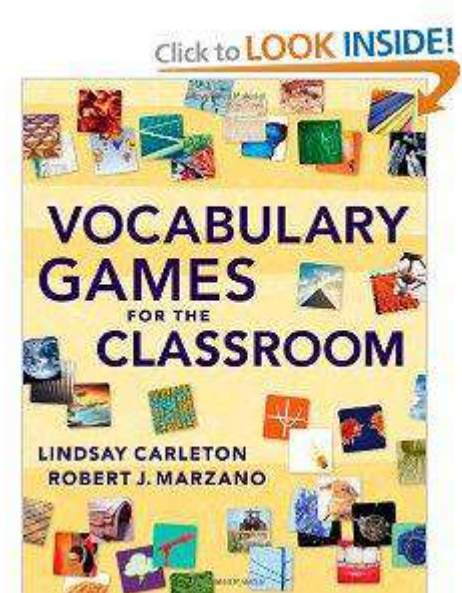
What's the best way to teach academic vocabulary?


- Some experts you can learn from:
 - Isabel Beck
 - Kate Kinsella
 - Robert Marzano
 - Steven Stahl & William Nagy
 - Michael Graves, Diane August, Jeannette Mancilla-Martinez
 - Etc.

Building Academic Vocabulary by Robert Marzano &



Vocabulary Games for the Classroom by Lindsay Carleton & Robert Marzano





What methods have you used or seen used for teaching vocabulary to students?

In your experience, what works best?

Think - Pair - Share

Marzano's 6 Steps to Vocabulary Instruction:

1. Provide a description, explanation, or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, symbol, or graphic representing the term.

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1. -in the student's L1
OR -pair with student of the same language or use a bilingual parapro
-give a nonlinguistic representation here
2. - in L1
- have them write related terms they know in English
3. have them create their own representations and not just copy the teacher's. It will probably reflect their own culture and



Record the new terms and an initial description of each term.

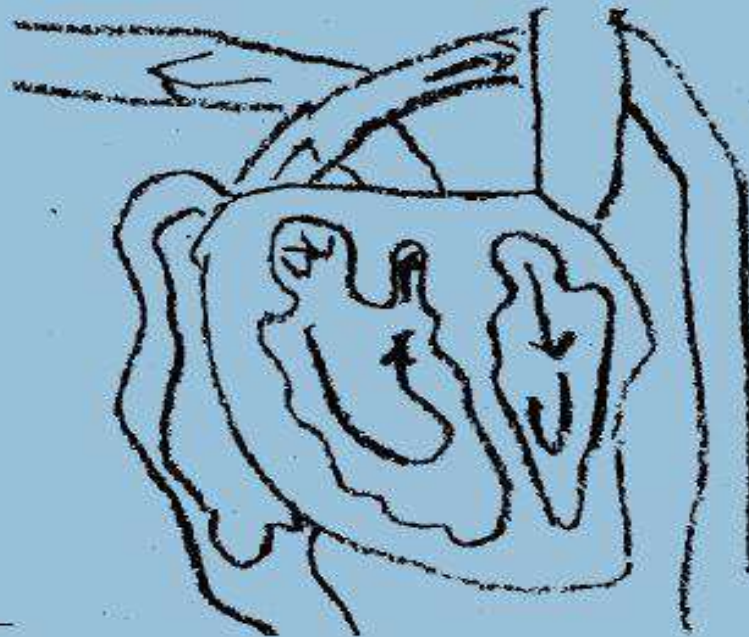
Over time, the add new information as their understanding of the terms deepens and matures.

Circulatory System

My Understanding: 1 (2) 3 4

The circulatory system pumps blood through the heart. Old blood comes in one side and new blood is pumped into the body from the other side.

Draw:



Subject: Science

Figure I.1: Sample page from a student's vocabulary notebook.

Marzano's 6 Steps to Vocabulary Instruction:

4. Engage students periodically in activities that help them add to their knowledge of terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.

•Marzano & Pickering, 2005, pp.14-15.

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5. Periodically ask students to discuss the terms with one another.

6. Involve students periodically in games that allow them to play with terms.

4. - in their L1

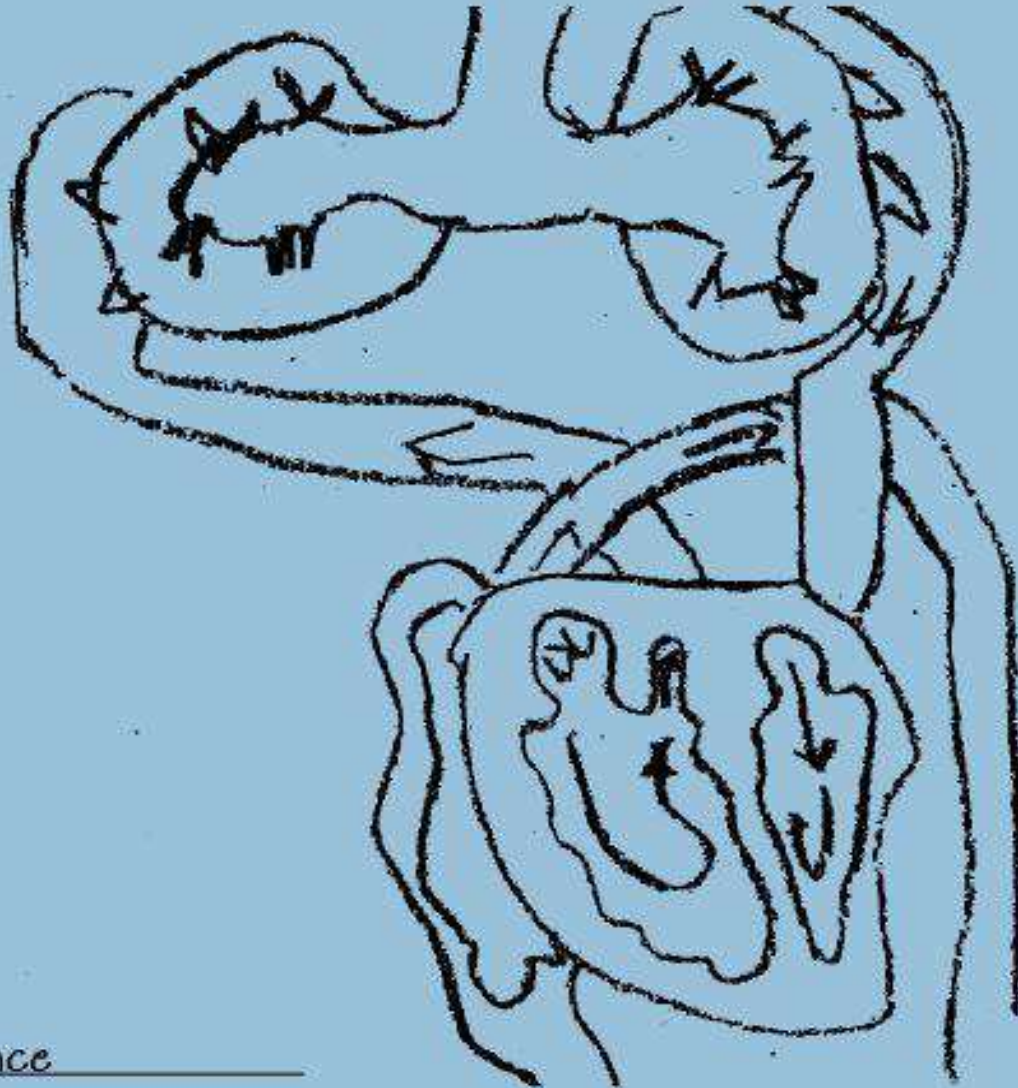
5 & 6. -pair with other students of same L1 or a bilingual parapro

Term: Circulatory System

My Understanding: 1 2 3 4

Describe: The circulatory system pumps blood through the heart. Old blood comes in one side and new blood is pumped into the body from the other side. When old blood comes in, the heart pumps it to the lungs. New blood goes from the lungs to the heart and the heart pumps it to the body.

Draw:



Subject: Science

6. Involve students periodically in games that allow them to play with the terms.

- Vocabulary games are not just for fun (although they ARE fun and create energy and excitement).
- Vocabulary games are one part of a systematic approach to direct vocabulary instruction.

Focus: Connect movement to vocabulary

Object: Act out non-linguistic representation of vocabulary, generally for elementary.

Preparation: None!

Play: 1: Students stand next to their desks and use their bodies to show meaning of terms;

2: Form teams and designate team member to act out word while others guess

3: A team works together to act out a word, the class guesses



Act out the following vocabulary words:

radius

acute angle

hero



Focus: categorization

Object: create as many different categories as possible based on a list of terms and phrases

For upper elementary through high school, all content areas

Preparation: Create 4-8 lists of 15-20 words

Play: in teams or individually

Task: Teacher shows the word list, and students categorize 3+ terms in as many ways as possible.

Points can be given based on the number of categories generated.

Tip: nouns generally work best, but you can make lists with just verbs or adjectives.



Focus: Vocabulary, Categorization, Movement

Object: For lower elementary, review of content area terms

Materials: Illustration of a tree, 2 buckets or baskets, note cards of vocabulary terms

Preparation: Attach a category label to each bucket, attach terms to tree (2 categories of equal numbers)

Play: 2 teams of varying vocabulary development lineup by their basket, one at a time, kids rush to "pick" a word in their category and drop it in their basket. Next child goes until all appropriate terms are picked.



Focus: Antonyms

Object: Find pair of antonyms

For lower and upper elementary

Materials: Note cards and tape

Play: Each student is given a card with a word on it, student tapes to shirt. Teacher gives the cue to find the other half of the antonym. Game can be played nonverbally, and with a time limit.



Focus: categorization

Modeled after "\$100,000 Pyramid" TV show

Helps students focus on attributes of concepts by looking for commonalities.

Preparation: Game board with identified categories of increasing difficulty in each cell. Hide the category names.

Play: Students work in pairs or small groups. Only one "clue giver" from each team can see the game board. Uncover the first cell and clue giver lists words that fit that category. When the teams correctly identify the category name, move on to the next category until one team guesses all of them. The first team done is the winner. Teams receive the points they earned up to that time.

200
Points

Events of
the 1970s

100
Points

**types of
government**

100
Points

villains

50 Points


liquids

50 Points

**titles of
plays**

50 Points

battles



Focus: using directional coordinates and landmarks.
For lower elementary math & elementary social studies

Preparation: a map for every student or pair

Play: tell students the starting place on the map. They follow your verbal directions to find the location where you're "hiding".





Focus: Vocabulary & Content Terms

Object: Write the word that corresponds with a photo or illustration. For lower elementary

Preparation: Gather images that represent terms & 2 whiteboards


Play: Place the images, face down in a container. Divide class into 2 teams. One person from each team comes up, takes a picture, looks at it, and hands it to the teacher. He then writes the word or phrase on the board. If it's correct, the teacher gives the OK sign and gives the team a point. Player 1 rushes back to tag the next teammate, etc. Team with most points wins.

Focus: Homonyms

Object: Lower & upper elementary, general vocabulary

Preparation: Note cards with homonyms printed on them. One side only.

Play: Like Memory game, teams or pairs lay the cards out face down. Flip over 2 cards. If they are homonyms, keep the pair and continue. If not, partner has a turn. Kids can explain meaning before they take the cards, especially if they are homonyms that are spelled the same.



Focus: Increase vocabulary, practice writing, enhance creativity.

Object: Create a story based on the image in a puzzle. For upper elementary & middle school, working in small groups (3-5 kids).

Preparation: Make a puzzle with a simple scene for each group. Give the students a list of vocabulary 5-10 words to use in a story.

Play: Students put the puzzle together and create a story using the words.



Revisit Objectives.... Participants will:

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Please complete an OSPI evaluation; turn in as you exit.

Clock hours available.

THANK YOU FOR ATTENDING!