

## Vocabulary Activities

### Language Arts Core Curriculum

VOCABULARY Standard 4000-06

Objective: 0601 Learn new words through listening and reading widely.

Objective: 0602 Use multiple resources to learn new words.

Objective: 0603 Use structural analysis/context clues to determine word meanings.

Instructional Strategy	Goal - Use it when you want to...	Directions
<b>Context Clues</b>		
<b>Storybook Reading</b>	Provide meaningful listening experiences with new words. It is also good for motivation and language development.	<ul style="list-style-type: none"> <li>❑ Should be some direct teaching of vocabulary with storybook reading in schools - Incidental word learning will occur but some students need direct teaching of vocabulary.</li> <li>❑ Adult/child discussion should be interactive</li> <li>❑ Stories should be read multiple times</li> <li>❑ Text Talk - Rich talk and discussion around words - example from Isobel Beck using book <i>A Pocket for Corduroy</i> (Freeman, 1978) Teacher's notes using the word "reluctant." In the story, Lisa was reluctant to leave the Laundromat without Corduroy. <i>Reluctant</i> means you are not sure you want to do something. Say the word with me: <i>reluctant</i>. Someone might be reluctant to eat a food that they never had before, or someone might be reluctant to ride a roller coaster because it looks scary. Think about something you might be reluctant to do. Start your sentence with "I might be reluctant to _____." After each child responds, call on another child to explain the response. For example, if a child says, "I might be reluctant to eat spinach" ask another child, "What does it mean that _____ is reluctant to eat spinach?"</li> </ul>
<b>Dual Language Charts</b>	Create synonym lists Help show value of bilingualism	For ESL students, create word lists that use words in their native language as well as English. If you leave spaces, students may provide their own picture clues.
<b>Classroom Labeling</b>	Associate words with concrete objects; develop concept of word Works well for ESL and foreign language; for science or technology classes	Objects and situations in the classroom provide natural contexts for learning. This process can also assist the students in spelling when they want to describe the classroom aquarium or write about the mealworms in science class.
<b>CD-Rom Books</b>	Increase motivation; provide dual-language and multimodal input	Computer based books allow students to read the words as they listen to the story. Several versions allow them to highlight the words.

	For independent learning; learning labs; motivation	Music is a powerful tool in learning vocabulary
<b>Cloze Procedure</b>	Build skill at inferring word meaning Useful in individual and small group instruction	See handout for general cloze instructions Guess the Covered Word - handout
<b>Vocabulary Self Selection</b>	Give students control of word selection	<ul style="list-style-type: none"> <li>❑ Students create personal word lists or word files from the new words they meet in context. When recording words, they record the location and a bit of the context</li> <li>❑ Vocabulary Self Selection Group Activity - students are responsible for bringing two words to the attention of the group - they choose words they have seen, heard in conversation or on TV. Student places word on the board, with spelling help from the teacher, and then tells why he/she thinks it is important. The list is then narrowed to 5-8 words, which the students enter in their vocabulary logs. Those words become a focus for more word work and discussion during the week. This is a great strategy for content area vocabulary.</li> </ul>
<b>Personal Contexts</b>	Help students remember new words Discussion develops oral language and listening skills	Creating personal contexts helps students learn and remember new words. These contexts can take several forms. Written personal contexts can describe a word's importance to a book, an event, or an individual. (ex. When a student read <i>The Lion, the Witch, and the Wardrobe</i> he imagined a really big closet with doors on both sides, and then related it to a cave he made in his closet that he pretended was a tent.) Personal visual contexts that students create by drawing and labeling pictures, for the vocabulary words, are powerful aids for memory and meaning.
<b>Word Wall Analogies</b>	Teach phonological awareness, letter recognition, familiarity with spelling patterns, spelling-sound relations, individual word development	Use of word walls, as helpful references must be modeled. Don't just use Word Walls for wordplay aimed at having students learn certain letters or words. Show the students how to use the references on the wall during shared and guided reading and writing. Think aloud about your use of the walls, and allow students the opportunity to share their experiences using the walls. The goal of creating and using word walls is ultimately automaticity of basic processes. As the week's activities unfold, many words with the target sounds or chunks will be generated. A key word from any reading context may be used to illustrate the analogy strategy.
<b>Shared Reading</b>	Reinforce sight words and new words	When children are in the beginning stages of learning to read, vocabulary instruction includes teaching of word meanings and teaching sight vocabulary. Shared

		reading allows students to read along with the words they know and explore new words.
<b>Morning Message</b>	Help students learn about the function of writing, concepts of print, the alphabetic principle, using the cueing systems, read and spelling high-frequency words, and language form and mechanics.	Write a message that is meaningful to the students (or use another shared reading context). Allow students to "give it a try" by reading the message independently. Read the message together. Stop to problem solve, referring to the word wall when appropriate. Reread to check meaning. Some words in the message could be covered with sticky notes to allow students to discover words in context. (See handout)
<b>Read Aloud with Oral Cloze</b>	Build inferencing skills Find meaning in context	During a read aloud, teacher stops at certain points in the selection to allow students to predict what word would fit. Cloze activities using differentiation - oral cloze, zip cloze, maze cloze, advanced learners - see handout
<b>Think Alouds</b>	Teach students how to use good reader strategies	Provide modeling of a learning strategy as if the teacher were the student. Models what steps the teacher would use to determine a word meaning. "I'm not sure of this word meaning, so I will..."
<b>Vocabulary Visits</b>	Learn content area words	Teachers assemble thematic text sets that have a repeated conceptually related vocabulary (e.g. weather - storms, hurricane, thunder, lightning, damp, etc.) They create a visual chart that will stimulate discussion of what can be seen, heard, smelled, tasted - the senses that students would actually use on a field trip. What do you see? (Lightning, flash, storm), What do you hear? (Crash, boom, thunder), What can you feel? (Wet, rain, damp, soggy).
<b>Alpha Antics</b>	Have students reflect on learning from a topic and listing words that reflect their understanding	See handout
<b>Word Theater</b>	Provide a group experience in selecting and presenting key words	See handout
<b>Context-Use Lesson</b>	Provide direct instruction on using words in context strategy	<ol style="list-style-type: none"> <li>1. Make a transparency of a passage and omit a contextually explained word.</li> <li>2. Direct students to: <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Look.</i> Before, at, and after the word.</li> <li><input type="checkbox"/> <i>Reason.</i> Connect what they know with what the author has written.</li> <li><input type="checkbox"/> <i>Predict a possible meaning.</i></li> <li><input type="checkbox"/> <i>Resolve or redo.</i> Decode if they know enough or should stop.</li> </ul> </li> <li>3. Discuss - discussion is critical</li> <li>4. Reveal the author's word choice.</li> <li>5. Discuss further. Use references to elaborate.</li> </ol>
<b>Big Books</b>	Model directionality, concepts of word, sight words, story structure,	A big book experience usually includes the teacher's previewing the book in some way, reading the book to the students while pointing to words in the text,

	and other early literacy skills	talking about the story and illustrations, asking and answering questions, and several re-readings of the book either from the big book itself or from small versions of the book. In a shared reading experience, words may be covered with sticky notes to facilitate a cloze activity.
<b>Key Word Strategy</b>	Have students show comprehension through word choice	See handout
<b>Class Alphabet Book</b>	Demonstrate knowledge of content area words	Brainstorm a list of technical words relating to a content area topic (e.g. weather - storm, lightning, clouds, etc.). Students can work in groups or individually to create a class alphabet book. Be sure to show alphabet picture books as examples.
<b>Word a Day/Word Wizards</b>	Expand vocabulary knowledge	Students learn at least one new word a day that they must use in a variety of ways that day. Students watch and listen for the word on advertisements, TV, dinner conversation, etc. They report back the next day.
<b>Categorizing Activities</b>		
<b>Picture and Word Sorts</b>	Teach spelling patterns that involve a change in pronunciation through the addition of affixes Teach word concepts	See handout Group or individual activity <i>Words Their Way</i> - Donald Bear <i>Words Their Way</i> Word Sorts - 5 books containing ready made sorts and lessons <i>All Sorts of Sorts</i> - Teaching Resource Center (3 books)
<b>Making Words</b>	Teach letter sound relationships and show how to look for patterns in words	See handout <i>Making Words</i> and <i>Making Big Words</i> by Patricia Cunningham
<b>Word Hunts</b>	Help students make connections between spelling words and reading words	Students hunt through their reading and writing for words that are further examples of the sound, pattern, or meaning unit they are studying. They record the words in their word study notebook under the correct key word. Teachers can model word hunting with a portion of text copied onto chart paper, or text on overhead transparencies. Working line by line, teachers demonstrate how to locate the words that fit the categories under study.
<b>Alphaboxes</b>	Reflect on the words from a story or unit	After reading, students work in pairs or small groups to think of words that reflect important points in the story. They insert their words into the appropriate alphaboxes on the form, making sure they are able to tell how the word is related to the story or unit. (Handout)
<b>Word Catching</b>	Brainstorm words, phrases, and ideas	Working with the class or small groups, students brainstorm for unique and useful words and phrases related to assigned topics. (E.g. mystery words, ocean

		words, funny words, and serious words) Students keep "Word-Catch Categories: in their writer's notebook.
<b>List/Group/Label</b>	Have students group and label words	Provide students with a set of words. They group and specify the criterion they have used for grouping with a label
<b>Word Wall</b>	Teach phonological awareness, letter recognition, familiarity with spelling patterns, spelling-sound relations, individual word development	See above
<b>Characterize the Word</b>	Use the word in a particular instance	Start students off with a strong focused concept of what a word means rather than draw attention to multiple senses of meaning. Rather than dealing with too much information at the outset, language users can more readily extend a concept as their use of it grows. Instead of stating the dictionary definition, state the meaning in everyday language.
<b>Compare/Contrast</b>		
<b>Synonym Webs</b>	Draw contrasts between synonyms for the same word	Best done as a class activity. Students brainstorm various synonyms and use a thesaurus to identify others. The teacher then works with the students to determine which of the words "go together." This requires students to compare the words to see how the meanings are related in some way. (Like a semantic map but doesn't include all types of related concepts.)
<b>Semantic Map</b>	Show the relationships between words	Teacher selects a keyword and target words. Keyword is written at the center of the map, the target words are listed at the side. Students generate words related to the key word and target words. Relationships between the keyword, target words, and student words are discussed. The map is constructed and students add to the map or maps as they read or work on the topic.
<b>Vocabulary Four Square</b>	Analyze a word with antonyms and synonyms	Target word is written in the upper left box, a synonym in the upper right box, an antonym in the lower right box, and an example in the lower left box (could be a picture)
<b>Prefixes, Suffixes, Root Words - Word Sorts</b>	Reinforce root words and affixes	Words are written on small cards. Students read the words and sort them into columns.
<b>Wordplay</b>	Involve kinesthetic learning	Useful for creating comprehensible input for ELL students Prepare a set of 4 or 5 keywords (quack, drip, mother, hole) Students, in groups, prepare to present the words in sentences. Each student in the group must speak, and each word must be used at least once. Teacher sets some directions for story grammar like:

		I want to know what kind of day it is, whom the story is about, and what the main character's problem is.
<b>Making Words</b>	Teach letter sound relationships and show how to look for patterns in words	See above
<b>Word Wall</b>	Teach phonological awareness, letter recognition, familiarity with spelling patterns, spelling-sound relations, individual word development	See above
<b>Word Associations</b>	Have students associate new words with a presented word or phrase	Associating a know word with a newly learned word reinforces even further the meaning of the word. (E.g. Which word goes with same? Equal)
<b>Have You Ever...</b>	Have students associate newly learned words with their own experiences	This helps students understand that they have a place for the word in their vocabularies. (E.g. In the activity, students are asked to "Describe a time when you might <i>kindle</i> a fire.")
<b>Applause, Applause!</b>	Check student understanding of vocabulary	For this activity students are asked to clap in order to indicate how much they would like (not at all, a little bit, a lot) to be described by the target words. (E.g. stern, friendly, honest)
<b>Word Predictions</b>	Have students predict or consider the context of the text to be read	See handout
<b>Two Word Strategy</b>	Show comprehension for text by choosing 2 key words to summarize	See handout
<b>Four Corners</b>	Work in groups to show word meaning	Divide students into four groups - teacher has students write or illustrate definitions to specific words or concepts

## Integrated Core Curriculum

Standard I, Objective 2 - develop and demonstrate skills in gross and fine motor movement

Standard II - Students will develop a sense of self in relation to families and community (kindergarten and first grade)

Standard II - Describe behaviors that influence relationships with family and friends (Second grade)

Standard III - Students will develop an understanding of their environment

<b>Instructional Strategy</b>	<b>Goal - Use it when you want to...</b>	<b>Directions</b>
<b>Context Clues</b>		
<b>Build a Concept</b>	Increase understanding of a science concept	Develop a reading center based on a science concept being studied in class. Include a variety of

		resources (magazines, books, pictures) that students can browse. Provide free reading time for exploration of the materials. Have them write down interesting words they would like to know more about. Take time to discuss and explore the words as a class.
<b>Vocabulary Sort</b>	Activate prior knowledge at the beginning of a science or social studies unit	Select 4-5 words from a book prior to reading. Write the words (or pictorial representations) on a sheet of paper and distribute to groups of students. Instruct students to cut the words apart and put them in any order, establishing a reason for the order. Students discuss the meaning of each word as a group. Finally, they predict what the reading will be about based on the words they have used. Each group shares their order, meanings, and prediction.
<b>Categorizing Activities</b>		
<b>Sundeck</b>	Increase understanding of primary grade social studies concepts	Prepare two sets of cards, each set a different color. On one set write one letter of the alphabet per card. On the other set write the words: friend, family, and community. Doing this activity as a class, have someone choose a letter card and someone choose a category card. Give students 3 minutes to brainstorm as many words as they can that begin with the letter and fit the category. For example, the words Dad, daughter, dishes, and dinner all begin with the letter D and fit in the family category. After being introduced, students can play this game in small groups or partners.
<b>Compare/Contrast</b>		
<b>Feature Analysis</b>	Develop an understanding of "PE" words	Select two locomotor skills/words from grade level curriculum. For example: Kindergarten - skip/twirl 1 <sup>st</sup> grade - gallop/twist 2 <sup>nd</sup> grade - run-hop/run-stretch-skate After introducing the skill/word to the students, allow them time to perform, demonstrate, and explore each action. Instruct them to look for ways the actions are similar and different. For example: how is gallop the same or different than twist. Conclude with a discussion where students share their observations and conclusions.

**Technology should all be integrated as appropriate with Reading/Language Arts Core Curriculum.**

**Math and Technology**

**Kindergarten**

Number Sense: At the Farm

Standard 1, Objective 1

Understand simple number concepts and relationships.

**1<sup>st</sup> Grade:**

Geometry: Shape Matching

Standard II, Objective 1

Recognize and represent patterns with one or two attributes

Standard III Objective 1

Describe, identify, and create simple geometric shapes.

**2<sup>nd</sup> Grade:**

Measurement: Measures Big and Small

Standard IV Objective 3

Model and illustrate meanings of operations of addition and subtraction and describe how they relate.

<b>Instructional Strategy</b>	<b>Goal - Use it when you want to...</b>	<b>Directions</b>
<b>Context Clues</b>	Help students understand concepts	At the Farm
<b>Categorizing Activities</b>	Find patterns and identify shapes	Shape Matching
<b>Compare/Contrast</b>	Demonstrate relationships	Measures Big and Small

<b>Vocabulary Strategy</b>	<b>Read*Write*Think Student Materials</b> <a href="http://readwritethink.org">http://readwritethink.org</a>	<b>Kidspiration Templates</b>
<b>Context Clues</b>	Flip Book Picture Match Riddle Interactive Shape Poem What's in the Bag?	<b>Reading:</b> Adjectives, Vocabulary Word <b>More:</b> Writing Directions, Five Facts
<b>Categorizing Activities</b>	Word Wizard Alphabet Organizer	<b>Reading:</b> Real or Make Believe?, Snake with an Ss <b>Science:</b> Animal Classification <b>More:</b> Concept Map, Classifying Ideas <b>Math:</b> Alike and Different
<b>Compare/Contrast</b>	Venn Diagram, 2 Circles	<b>Social Studies:</b> Community Comparison, Culture Comparison <b>More:</b> Comparison, Venn Diagram

## References

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