

### **Vocabulary Word Map**

1. Give student a list of vocab words that are critical to their understanding of the story.
2. Have student write each vocab word in the center of an index card.
3. Have student write a working definition of the word in the upper left corner.
4. Have student write a synonym for the word in the top right corner.
5. Have student write the word's part of speech in the bottom left corner.
6. Have student draw a picture in the lower right corner that show they understand the word.

### **Vocabulary Analogies**

Brainstorm associations with vocab words.

A \_\_\_\_\_ is like \_\_\_\_\_.  
(vocab word)

A \_\_\_\_\_ is not like \_\_\_\_\_.  
(vocab word)

**Vocabulary Artifacts.**

When working with a small group, assign a vocab word to each and ask each child to bring an object in to “show and tell” about the meaning of the word.

### **Vocabulary Round-Robin**

Organize the vocab words to be learned. Ensure active involvement:

Have students sit in a circle and start a round-robin story in which one person begins, stops dramatically and the next person continues. Students must use one of the new words before passing the story to the next person (It's okay if some words are repeated)

### **Vocabulary In Context**

Find vocab words which have different meanings in different contents (e.g. What does the word conductor mean to: a train passenger? A musician? An electrician? What does the word volume mean to: a librarian? A pharmacist? A guitar player?

### **Vocabulary Sketches**

As an alternative to writing the meaning, have student sketch a picture for vocab words.

### **Vocabulary Word Sort**

Have student group or classify vocab words into several categories:

- similar parts of speech, words describing character, setting, plot
- Similar/opposite
- Feelings, actions, objects

### **Vocabulary Questions**

Try creating thoughtful comparisons and questions. Then let students have a turn. (e.g. Would you find garbage in pristine water? Is seaweed considered debris?)

### **Vocabulary Mobile**

(Use string, coat hangers, and index cards or tagboard for this activity)

Have students write the vocab word on the front and the meaning on the back, one per card. Then have students categorize the words.

Each word can then be hung under its appropriate category to create a mobile.

### **Vocabulary Predict-a-Gram**

Have students preview the reading passage. Then show them the vocab words and have them predict what category the word belongs in:

|         |            |      |            |
|---------|------------|------|------------|
| Setting | Characters | Plot | Mood/Theme |
|---------|------------|------|------------|

Summer   beautiful   borrow   sorry

After reading the story, check predictions.

### **“Affix”ionary Dictionary**

Have students keep an “Affexionary Dictionary”. An affix (and its meaning) head up each page. As new vocab words are explored, they can be entered on the appropriate page. (e.g. “dis” means not)

**Define the Word!**

(Need Dictionary)

To begin, have one person select a word everyone knows. The person to the left gives a word s/he predicts will appear in the dictionary definition of the word. (e.g. the word is dinosaur. One person predicts reptile, another brontosaurus) Points are given to players with correct guesses. A variation is to have students write guesses down so more than one player may predict the same word.

### **“Hot Spots” for the Word Meaning**

(For activity, you need post-it-notes)

Before reading a story, give students 3 post-it-notes to use to mark “hot spots”, places where there are words that need clarification in order to understand the meaning of the word. Skilled readers can use “hot spots” to share words that they applied strategies to in order to figure out the meaning of the word.

After reading, have students share their “hot spots”. Discuss use of strategies and meaning of words.

**“Tell All You Know”**

Ask a student to “Tell all you know in 30 seconds about: chalk, umbrellas, books, cars, trees, etc.

This activity helps the child do rapid recall and generate language. When student has mastered 30 seconds, increase to one minute.

Substitute talking with writing as many words as possible about the topic.

### **Vocabulary Word Map**

Create a word map for each word with the categories:

- related words
- Characteristics
- Examples
- Non-examples
- Definitions

### **ABC Vocabulary**

Have students list the ABC's on a paper, with one line for each letter.

Tell students that as they read, they are trying to reach the goal to collect a word or phrase for each letter.

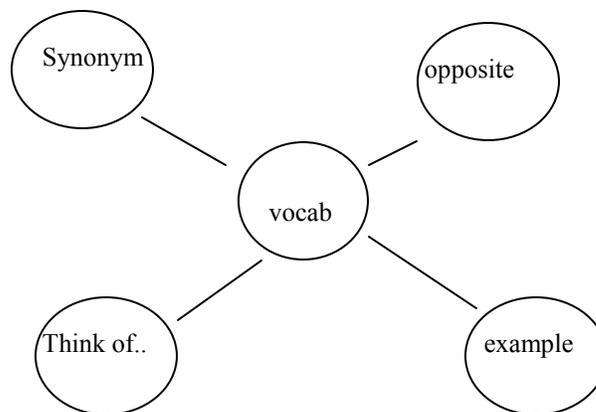
This may be related to the theme or unit of study currently in progress.

### **Vocabulary in Context**

1. Using the textbook, find the page where the word is first introduced.
2. Assist the children in reading the sentence that included the word.
3. Ask, “what can we do to figure this word out?” Discuss the strategies that might be appropriate—picture clues, other words around it, sounds the letters make etc.
4. Emphasize the features of the word such as length, letters, meaning etc.
5. Have students write the word in a sentence of their own.

### **Vocabulary: Word Clusters**

Using a cluster map or other graphic organizer ask students to create maps that help solidify meaning. See the example:



### **Vocabulary Word Sort**

1. Distribute word cards to each student.
2. Model looking at the words to find ways in which they are similar.
3. Sort the words into lists based on different criteria. Ex)  
words that have double consonants, words that have the short  
“I” words that are just one syllable, words that have two syl-  
lables, words that are food, things people do, etc.

**Vocabulary: Games**

Many vocabulary games such as BINGO or hang-man are great ways to review vocabulary words. A word of caution however—simply using these games for drill on word recognition should be kept to a minimum. It is best to add another level of usage. Perhaps before a student can move ahead or put a marker on the box they need to use the word in a sentence or act the word out. It is very important that we focus on the meanings of the words and help the students make connections to actually text.

**Vocabulary: Word Forms**

1. Choose words from the vocabulary list that have different forms, for example “catch”.
2. Develop a sentence that used the word correctly. “I will catch the ball”
3. Develop another sentence that requires the use of a different form of the same word, ex: “I will be CATCH at the ball game tonight” Elicit the response from the children that catch won’t work. Ask them to figure out another form of the word that would be better. Continue using different sentences and forms of the word. Have students use different forms of the word in sentences.

**Vocabulary: Picture It!**

Have children illustrate the word. These don't need to be large time-consuming pictures. Thumbnail sketches or stick figures are fine. They may have picture dictionaries to record all their new words. If it is a word that has no obvious picture, say for example "of" have them illustrate a phrase that uses the word. Perhaps a "cup of coffee" or a "bowl of fruit". Students would also benefit by writing a sentence about their picture.