

# Vocabulary

Research suggests it is important to increase, consolidate and extend students' productive knowledge of complex words to ensure they can access the curriculum and to support them in their lives outside and beyond school.

Specifically, teachers should identify Tier 2, or complex words for focused instruction. These words should relate to class work, other relevant texts or experiences.

Once words are taught, repeated and intentional exposure to these words should occur over the following hours, days and weeks.

The following slides provide some ideas or games to revisit target words after teaching.

Sentence Stems: Include the target word in a stem and have students turn to a friend and finish the sentence. Or, write stems on the board and assign as a writing task.

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The athlete, wracked with pain and exhaustion, smiled as she . . .

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The villain vowed he would never do the wrong thing again because  
...

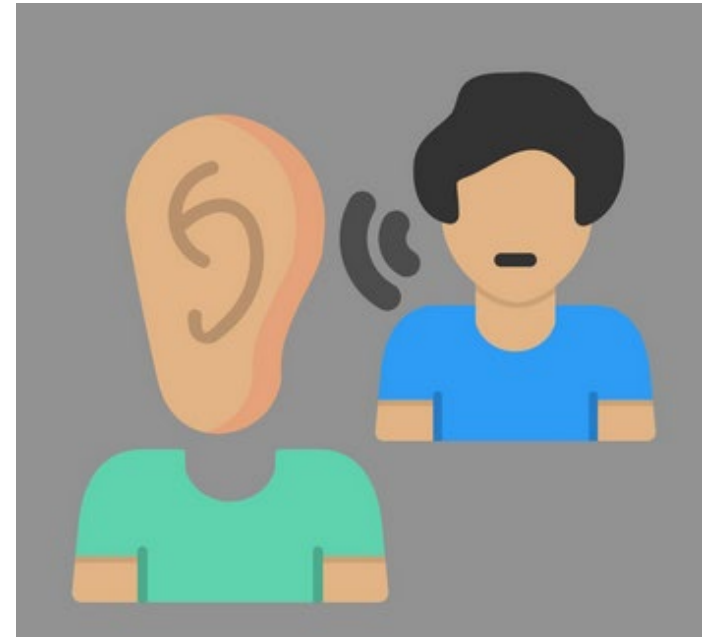
# Echo Words

If you have learned a word, make opportunities to use it frequently and in context.

When students hear the word they call it back.

**Adult: *I just don't know where I put my glasses. I'm completely bewildered.***

**Students: *Bewildered!***



# Reference target words across the week ...

Which of these things might be extraordinary? Why or why not?

- A shirt that is comfortable, or a shirt that washes itself?
- A person who has a library card, or a person who has read all the books in the library?



Beck, McKeown, & Kucan, 2013

# Making Choices



If any of these are examples of people clutching something, say 'clutching'. If not, don't say anything.

- Holding on tightly to a purse.
- Softly petting a dog.
- Holding branches to climb a tree.
- Running in a race.

My hat appears  
to be missing.



Greetings,  
Mr Smith.



# Tally Up

Keep a list of the **Wonderful Words** you have learned.

Whenever a student uses one of the words in a sentence and in the right context, the class is awarded a point.

# Tier 2 Detectives

Encourage children to listen out and look out Tier 2 words.  
Make a chart of Tier 2 words the children find.

- Score 1 point if you identify a word
- Score 2 points if you can use the word
- Score 3 points if you teach a friend how to use the word



# Descriptive Labels

- Encourage students to think of adjectives to describe one another.
- For example, you may refer to Andie, who is always nice, as Affable Andie.
- Support students to progress from words like ‘friendly’ to more sophisticated synonyms like ‘approachable’, ‘kindly’, ‘gracious’
- If students perform jobs such as weather reports and news, refer to their roles as meteorologist and journalist/anchor person.





# Roll-A-Word

1. Choose a theme (beach) or topic you are learning about.
2. Students sit in a circle.
3. Roll the ball to a student. The student names an item related to the theme and rolls the ball to someone else.
4. Continue rolling and keep a count of words given.
5. When three students cannot name an item, the game is over.
6. Check the score. This is the score to beat in the next game.



# Synonym, antonym or definition bingo



Make bingo boards using focus words from your lessons and class anchor charts.

# Vocabulary Name Game

1. Make two teams and number students in each team.
2. No. 1 from each team come to the front, stand on either side of a desk and face one other.
3. The adult gives a clue (definition/synonym/example of the word), e.g. *It's a seat, usually with 3 or 4 legs and often with no back.*
4. The first person to slap the desk gets to answer. If correct, their team is awarded a point. If incorrect, the other person has a chance to answer and earn the point.
5. The next student from each team is called for a turn. Repeat.
6. The team with the most points wins.



# Super Sort

Partner or small group game

1. Each group records the selected words on sticky notes/cards (one word per card)
2. The adult announces a category and groups race each other to sort the words accordingly.

## Sorting ideas:

nouns

verbs

adjectives

adverbs

syllables

alphabetical order

prefix/suffix/both/neither



# Incorporate Vocab. into Board Games

Most games will suit.

Prior to taking a turn the player takes a card from the pile (the pile has your focus second tier words). The player says the word (they may also give its meaning/use it in a sentence/give a synonym/give an antonym). They then take their turn at the game as per normal.



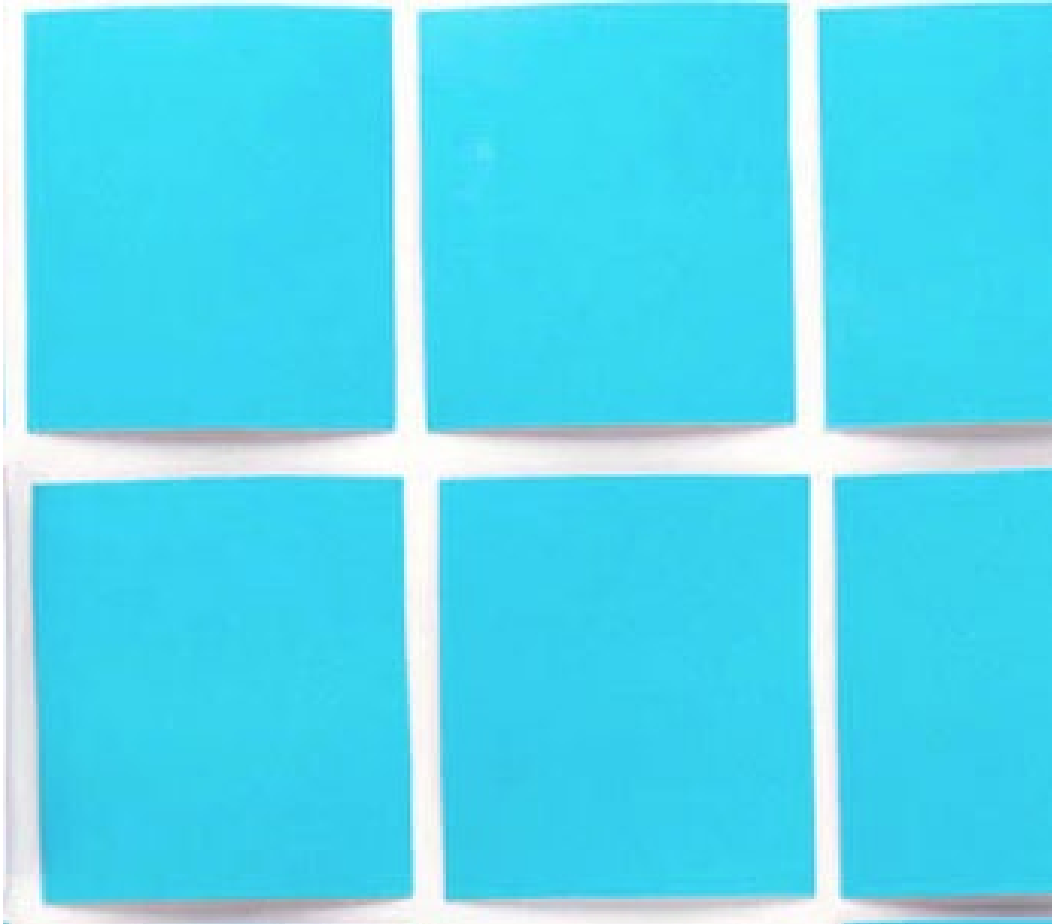
# Lucky Die Game

(partner/small group game)

- You need a pile of word cards and definition cards.
- The scorer records each person's name and tallies points throughout the game.
- To play:
  1. Player 1 takes a word from the pile. If it is a word card they say the word, give its meaning and use it in a sentence. They then roll the die. The number they roll is their score.
  2. Each player repeats. Continue playing until time is up or you reach the agreed finish time. The player with the most points is the winner.



# Memory Match



Use your target words for memory match. One card shows the word. The matching card shows a definition or synonym.

# Guess My Word

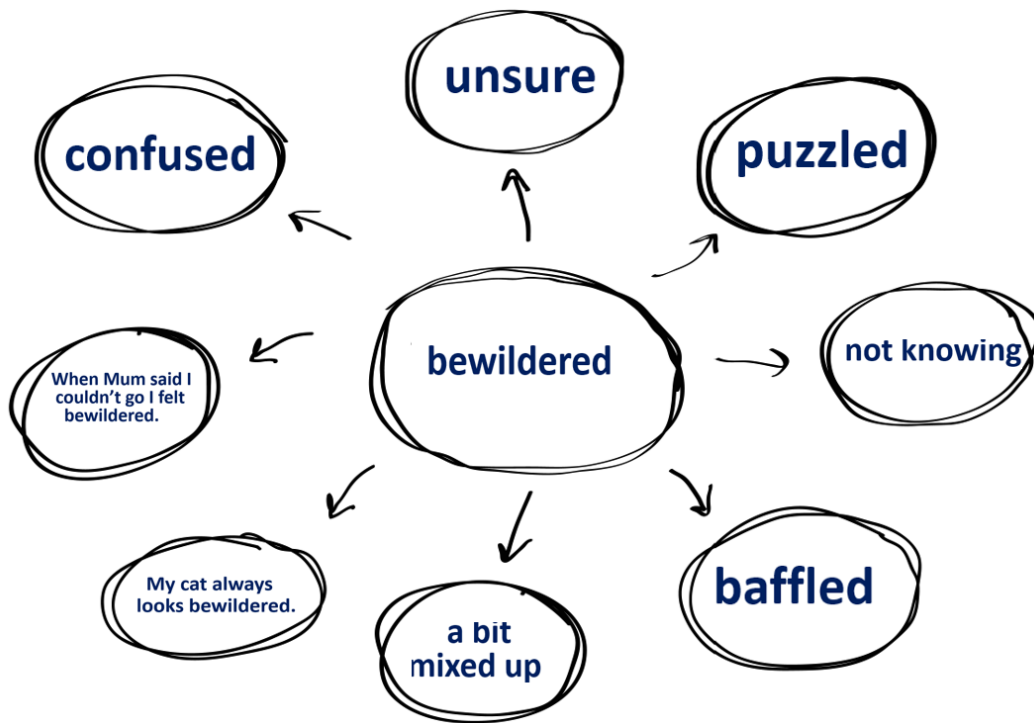
You need a deck of target words on index cards and a timer. Five to eight minutes usually works well. Students sit in a circle.

1. The first person takes the deck and draws a card. Without saying the word or any part of the word the player gives clues such as definition, example or synonyms to assist classmates to guess the word.
2. When the word is guessed the deck is passed to the next person in the circle.
3. The person holding the deck when the timer goes off loses the game.





# Mind Mapping



Have students select a word from your list and make a mind map to show meaning, synonyms, antonyms, related words.

