

Quiz, Quiz, Trade

Description: A cooperative-learning strategy which engages students in review of terms, topic, or content

1. Students write a question or vocabulary word on a notecard about the assigned review topic/content.
2. Students mingle to find a partner and decide A and B roles.
3. Partner A shows a question or vocabulary word to Partner B. Partner B answers. If the answer is incorrect, Partner A coaches or helps Partner B understand the correct answer.
4. Partners trade roles and repeat step 3.
5. The partners switch cards, then find another partner.
6. New partners repeat steps 2-5.

Resource: The Teacher Toolkit. (n.d.). Quiz, quiz, trade. Retrieved from <http://www.theteachertoolkit.com/index.php/tool/quiz-quiz-trade>

Kick Me

Description: Actively engaging students with vocabulary to make connections (No Kicking Involved!)

1. Attach vocabulary terms to the students' backs so they are visible to other students.
2. Students pair up.
3. Students ask their partner questions to determine the vocabulary term on their own backs.
4. Once students have successfully completed the activity, they may return to their seats.

Resource: K20 Center. (n.d.). Kick me. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505b77c>

1(0)0,000 Pyramid

Description: This review game engages students and allows them to make connections between key words and concepts. This game can be modified many ways to fit within your classroom structure.

1. Create a pyramid with six vocabulary words from the unit of study. (a pyramid is created by placing three words on the bottom, two in the middle, and one on top)
2. Pair students, and assign A and B roles.
3. Partner A faces the pyramid displayed.
4. Partner A describes the word to Partner B, who cannot see the pyramid. Partner A must NEVER mention the word they are describing.
5. Partner B identifies the word described.
6. Partner A repeats steps 2-5 until all words are identified by Partner B.
7. Partners switch roles to complete a second round using six new vocabulary words.

Resource: The Teacher Toolkit. (n.d.). 10,000 pyramid. Retrieved from <http://www.theteachertoolkit.com/index.php/tool/10,000pyramid>

Rock & Roll Vocabulary

Description: Students work together and think deeply about complex vocabulary terms.

1. Student pairs/groups are provided a die, a "Rock and Roll Vocabulary" sheet, and a list of 5 or more complex vocabulary terms.
 2. Taking turns, one student secretly selects one of the terms and rolls the die.
 3. Using the number rolled, that student will perform the associated task. Partner/group members will guess which word is being described, sketched, acted out, etc.
 4. Students continue to repeat steps until all terms are used at least once.
- *see handout for the "Rock and Roll Vocabulary" sheet*

Resource: lead4ward. (2017). Rock & roll vocabulary. Retrieved from <http://lead4ward.com/playlists/>

Word Splash

Description: Students practice correct application of area-specific vocabulary while promoting summarizing skills.

1. Prepare and display a set of 5 to 7 key terms that align with the topic or unit.
2. Students will consider how the words might fit together to form a meaningful summary of the topic or unit.
3. Students write a summary (3 to 5 sentences) over the topic or unit using each of the terms correctly.
4. Students share their summaries with a partner or with the whole class to begin discussion about how these terms can meaningfully illustrate the topic or unit.

Resource: K20 Center. (n.d.). Word splash. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/fe96d3de46cfdcf385aab7e7500a888>

Foldables™

Description: Encourages students to engage in a kinesthetic learning environment by creating a product

How to make a Vocabulary Book Foldable:™

1. Each student folds a piece of paper hotdog style.
2. Hold the folded paper vertically (with the fold on the left side so your paper opens from the right), starting from the right side of the paper, cut approximately 10, 1-inch horizontal strips on the top flap to the center fold (do not cut the center fold).
3. Students write one vocabulary term on each strip, the definition of each term on the backside/inside of the strip, and draw an illustration of each term on the uncut side of the paper directly opposite of/across from the definition.

Please see Dinah Zike's Foldable book for more Foldable™ ideas, images and directions

Resource: Zike, D. (2009). Foldables, notebook foldables, & VKVs for spelling & vocabulary 4th - 12th. San Antonio, TX: Dinah-Might Adventures.

Cognitive Comics

Description: Students artistically express understanding of vocabulary through short comics.

1. Provide students with blank comic book template and a list of key terms.
2. Students use the template to illustrate and demonstrate their understanding of each term through comic artwork.
3. Students can use as much or as little art as they desire in their comic strip.
4. Comics can then be shared with a partner, the whole class, or turned in as an assessment.

Resource: K2O Center. (n.d.). Cognitive comics. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/fe96d3de46cfd0cf385aab7e7500a422>

Quizlet

Description: A digital platform for students to create review cards, quizzes, or games for key terms.

Created vocabulary set may be shared with other teachers or students.

1. Create a free teacher account at <https://quizlet.com> (students can create a free student account).
2. Click on the word "Quizlet," located in the top left hand corner of the screen.
3. Click on "Browse diagrams" and select a diagram that interests you..
4. Select and briefly explore "Learn," "Write," or "Match."
5. Click "Back" located at the top left of the webpage.
6. Explore the same diagram a second time, but now select one of the following eight options: "Learn," "Flashcards," "Write," "Spell," "Test," "Match," "Gravity" or "Live." (NOTE: The number of options available depends on the number of terms and definitions entered on the diagram)

Resource: Quizlet Inc. (2017). Quizlet. Retrieved from <https://quizlet.com/>

Vocabulary Charades

Description: This activity involves the interpretation of terms and ideas through silent movement and illustrated actions. Students work in teams or as individuals, silently acting out vocabulary terms or ideas.

1. Students draw from a pile cards labeled with key vocabulary terms or ideas from the unit of study.
2. Students silently act out the term or idea selected while others generate answers based on observations.
3. Students can compete as teams, earning points for each word guessed correctly, but time limits should be enforced.

Resource: K2O Center. (n.d.). Vocabulary charades. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/>

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Vocabulary Taboo

Description: Students describe academic vocabulary terms through a game that challenges them by limiting the description words allowed.

1. Each student is provided with an index card and a vocabulary term.
2. Each student writes their term on the top of the index card. Then, they list 5 words that might be used to also describe this term.
3. Cards are collected, then placed in a pile to be drawn from later.
4. Students work in teams. One team member draws a card from the pile. Students have 1 minute to describe the term to their team but may not use any of the “taboo” words listed on the index card.
5. Teams receive points when the correct term is guessed. If one of the “taboo” words is said, the other team receives the point.

Adapted from: Parker Brothers. (1989). Taboo [Board game]. Pawtucket, RI: Hasbro.

BAV Graphic Organizer

Description: A graphic organizer for students to think deeply about vocabulary terms and apply the meaning beyond the general classroom content/lesson

I. Students receive and fill out a graphic organizer labeled with the following:

- a. Identify the term
- b. Identify your personal level of understanding
- c. Using your own words describe the term
- d. Draw a picture of the term or draw/write an example of the term
- e. Draw/write a non-example of the term (NOTE: optional if mistaken for something else)
- f. Connection to relevant pop culture (literature, video, music, news, people, world, etc.)

Graphic organizer may be designed differently depending upon content

Adapted from: Marzano, R. J., & Pickering, D. J. (2005). Building academic vocabulary: Teacher's manual. Alexandria, VA: Association for Supervision and Curriculum Development.

Talk a Mile a Minute

Description: Students work in teams to describe terms/ideas with the added challenge of not saying specific words listed on each category card.

1. Divide students into teams of 4-6 and pair teams to play against each other.
2. Provide each set of teams with category cards (5 - 6 words listed under a main category).
3. Each team selects one "Talker," and the Talker selects a category card from the pile.
4. For one minute, the Talker describes each word listed on the category card while their team tries to identify the words described.
5. While one team is playing, a person from the opposite team listens to Talker, making sure they don't say any of the words on the category card, including the main category. A second person watches the time, and a third person keeps the score.
6. One point is earned for each word identified correctly by the team playing.
7. Teams alternate after each minute, repeating steps 3 - 5.

Adapted from: Marzano, R. J., & Pickering, D. J. (2005). Building academic vocabulary: Teacher's manual. Alexandria, VA: Association for Supervision and Curriculum Development.