

Vocabulary Strategies

Appendix D

GRADE

K

Vocabulary development is integrated within each learning experience, introducing or reinforcing understanding of specific words and concepts within the context of the learning experiences and the cluster.

A variety of vocabulary strategies may be used to assist students in activating, acquiring, and applying the appropriate vocabulary. Strategies may be modified to suit different grades.

Activate

Students come to class dressed in a costume that represents a new vocabulary word or dramatizes the meaning of new vocabulary. Students guess the meaning of the word/concept that is illustrated.

Grades K–4

Acquire

Students use sandpaper letters and crayons to do word rubbings for new vocabulary. Alternatively, students cover pre-printed word cards with string, beads, or sparkles. Students recite the words aloud while tracing the outline of the word.

Grades K–2

Students physically create new vocabulary words in various media (e.g., with modelling clay or magnetic letters, in sand or with paint).

TIP: Create your own “Etch-a-Sketch®.” Mix tempera paint, cornstarch, and water to a fairly thick consistency, and place the mixture in self-sealing plastic bags. Students use their fingers to trace words in the plastic.

Grades K–2

Students create songs or classroom chants to illustrate the meaning of new vocabulary words.

Grades K–2

Use self-stick notes to label items displayed in an artifact centre (e.g., globe, map...). Students find other items in the classroom that match the new vocabulary and label those items.

Grades K–2

Students match new vocabulary to magazine pictures or clip art illustrating the new word.

Grades K–4

Apply

Students play “I Spy with my little eye” providing clues to match something in the classroom that represents new vocabulary (e.g., I spy something round; I spy something with tiny bit of blue on it; I spy something that spins. Answer: the globe). Peers guess the vocabulary word.

Grades K–4

Reinforce understanding of new vocabulary with exit or permission slips (e.g., students must

respond with the correct vocabulary word when given a definition in order to leave for recess).

TIP: Show students a picture illustrating the vocabulary word or provide the word and have students respond with its meaning.

Grades K–4

Students play “Spelling in Motion” to practise new vocabulary. Taking turns, one student calls out a new vocabulary word, then spells the word out loud, repeats the word, and finally states an action word. Peers perform the action, spelling the word out loud (e.g., One student says “Citizen, c-i-t-i-z-e-n, Citizen, jumping jacks.” Peers do jumping jacks as they spell the word, performing one jumping jack for each letter.).

Grades K–4