Lone Star Learning®

Off the (Word) Wall Vocabulary Games

Engaging mathematicians in academic vocabulary

Carole Harbison
carole@lonestarlearning.com

tweet your ideas! #LSLtweets

CONNECT WITH US
Check our social sites often for info, free stuff, and fun!

- twitter.com/lsltweets
- instagram.com/lslpics
- pinterest.com/lonestarpins
- facebook.com/lonestarlearning

Marzano's Six-Step Process for building academic vocabulary

Step 1 → The teacher provides a description, explanation or example of the term.

Step 2 → Students restate the description, explanation or example in their

Step 3 → Students construct a picture, pictograph, symbolic representation or act

Step 4 → The teacher extends and refines understanding of the word by engaging students in activities that help them add to their knowledge of the

Step 5 → Periodically ask students to discuss the terms with one another.

Step 6 → Involve students in games that enable them to play with the terms and reinforce word knowl-

Marzano, RJ (2004). Building Background Knowledge for Academic Achievement: Research on What Works in Schools

⭐ Lone Star Learning®

As we explore these fun ways to put student vocabulary to work, use this as a checklist to see how many of each of the 6 steps each activitiy can cover! Think of game variations that could be implemented to target weaknesses/gaps that you typically see in your classroom.

In OverMy Head-	Seek and Find-	Scavenger Hunt
I Have Who Has?	Swat It!	Spin & Guess
Picture This!	Tic-Tac-Toe	Having a Ball-

Term:	Shade- My Understanding
	unclear _____ very clear

Describe Term

Draw

Term:	Shade- My Understanding
	unclear _____ very clear

Describe Term

Draw

Term:	Shade- My Understanding
	unclear _____ very clear

Describe Term

Draw

Term:	Shade- My Understanding
	unclear _____ very clear

Describe Term

Draw

Get the Picture Vocabulary Cards!

KIL GRAM

Ways to Use Target Vocabulary Pictures!

Here are just a few ideas:

• Read the word and discuss the definition. Look at the pictures hidden within the word and discuss why those pictures demonstrate the meaning.

• Students can use these cards to form math categories such as number, geometry, measurement or data and statistics.

• Students can write and illustrate the words themselves in a dictionary that they create.

• Students write the definitions on cards and match to the words.

• Use the words to make acrostic poetry.

• Show one word a day as the "Word of the Day" and your student must use it in a sentence every time you "accidentally" say the word that day.

• Students put the word of the day and the meaning they see from the pictures into a simple song.

Example:

AREA
(The Wheels on the Bus)
Cov'ring all the surface - area, area, area.
Cov'ring all the surface - area:
length times width!

one
won

Tricky Math Terms

• Find places to post the cards once they have been introduced and revisit them often.

Scan for more information

Math Vocabulary Bundle

Lone Star Learning®

More Vocabulary Card Activities

Interactive Word Walls

Repetition, meaningful use- Becomes a teaching tool when activated by quick tasks.

*Put the words on the wall or bulletin board.

    How are the words arranged?

    How else could they be arranged?

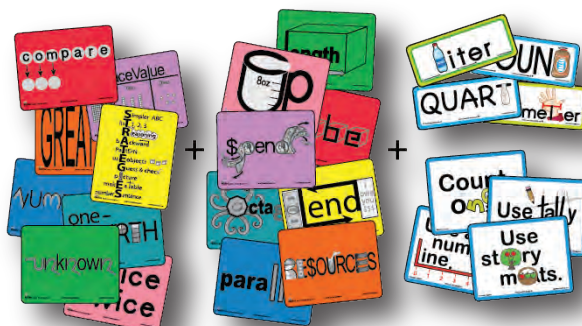*Point to a word and ask a question.

    Who can pronounce this word?

    What is the definition of this word?

    Who can use this word in a sentence?

    How many syllables does this word have?

    How is this word related to this word (pointing to another word)?

Visualizing Vocabulary (mental or symbolic image)

One of the best ways to learn a new word is to associate a mental or symbolic image with it. Develop the definition of a word in the context of the lesson. Give students an index card and ask them to show how they would represent the word visually. After they show their cards, show your card as another way to visualize the word.

Vocabulary Quadrant

(visual-verbal word association) Particularly useful with multiple meaning words.

    Fold a paper into four boxes. At the top folded edge, next to the side folded edge, fold down a small corner—about 1". Unfold the paper and you will see a diamond shape in the middle of the four boxes.

        *In the center shape write the vocabulary word.

        *In the first quadrant write a definition in your own words (child friendly).

        *In the next quadrant write a sentence with the vocabulary word.

        *In the bottom two quadrants write the words example and non-examples and list or draw these.

        Options: illustration of the word, characteristics/non-characteristics, personal association

Science Vocabulary

Math Symbols

Lone Star Learning®

Vocabulary Round Up
Color and movement are very effective ways to move
information from short term memory to long term memory.
    *Give each student a Target Vocabulary Picture Card and put students in
     a double circle formation. Each student is paired with a student from
     the other circle.
    *Students hold up the word side of the card for their partner to see, then
     they must tell the partner's word definition by looking at the card. (Inside
     partner is first, then outside partner.)
    *When a signal is given, the outside circle rotates one person to the right.
     Each person now has a new partner and must tell the definition of their
     new partner's word.
    *You may wish to tape the definition to the back of each card.

The Answer Is....What is the Question?
    *The teacher holds up one vocabulary card and uses that card as the
     answer. Then says, "What is the question? Students write their questions on
     white boards or notebook paper.
        Example: The answer is congruent.   What is the question?

Similarities/Differences Big "H"
(meaningful use) Makes students think about the meaning of a word and demands
they do some meaningful processing of the word.
    *Choose 2 vocabulary words and display them.
    *Have students use a graphic organizer, or tell, the
     similarities/differences.
    *When terms are related, students form a relationship sentence.
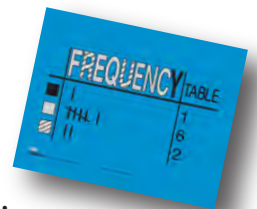
Word Webs (graphic organizer)
Provide visual representations of key concepts and related terms.
    *A strategy used with nouns
        Linear Model-goes from general to specific
        Classify the noun into a broader category
        Clarify by naming the characteristics/attributes that make it
        different from other nouns in that category.

Acrostics (word play, visualizing vocabulary)
    *Students write words or phrases that can become brain cues to help
     them remember information that helps support their understanding of
     the word itself.

Songs/Raps (music, repetition, integration) An effective way to move from
short to long term memory.

Concentration

Use vocabulary cards and definition strips for the game. Two people play the game at a table or on the floor. Several games can be taking place at the same time using different words and definitions. This is good for math vocabulary, science, antonyms, homophones, etc.

Take 5-10 vocabulary cards with matching definition strips (or words on index cards). Lay cards and strips in random order face down. Players take turns by turning over two cards (one vocabulary card and one definition strip) per turn. If the cards match, that player takes the matching pieces. If the cards don't match, they are turned over and game proceeds. Player with most matches is the winner.

Mix N' Match

Use vocabulary cards and definitions strips for the game.
Divide the class into two groups by assigning each person a number of one or two. All number 1s can be given a vocabulary card and all number 2s can be given a definition strip.

On the cue "walk", both groups walk in slow motion in a designated area. On the cue "freeze", everyone freezes. On the cue "mix", the cards are traded until the signal to "stop" is given. Students then try to find their match. As matches are made, each pair walks to the side of the area. When all are paired, review the matches orally. Then the game starts over. This activity also works with homophones, antonyms, Greek and Latin roots with words, etc.

Vocabulary Walk (I Spy, Vocabulary Venture)

Divide the class into pairs. Give each pair a vocabulary card with a Sticky Note on the back. One student will be the observer and one will be the recorder. As they walk around the room, building, outside, etc., they will list on the Sticky Note how the word isused in the environment. Example words: angle, decimeter, square
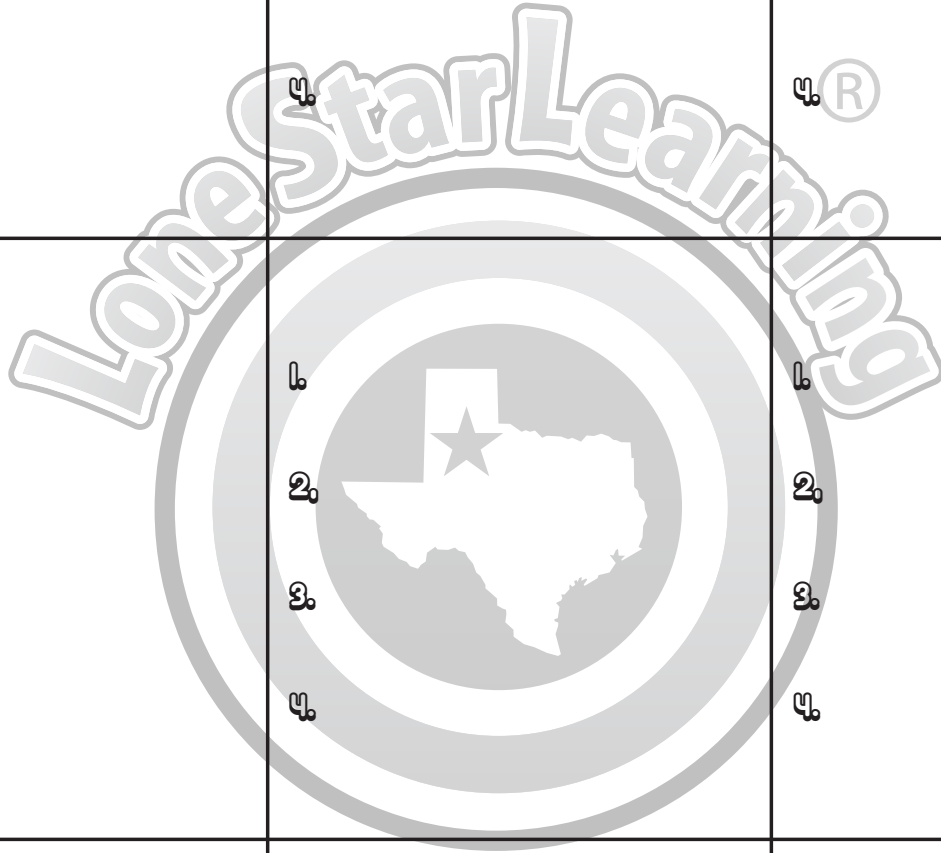
Spelling
Mnemonics

Homophones

Give 3 Examples

Define it

Act it out

Give 2 Non-Examples

Draw It

Off the Word Wall vocabulary- Spin & Guess

Lone Star Learning®

Fast Four

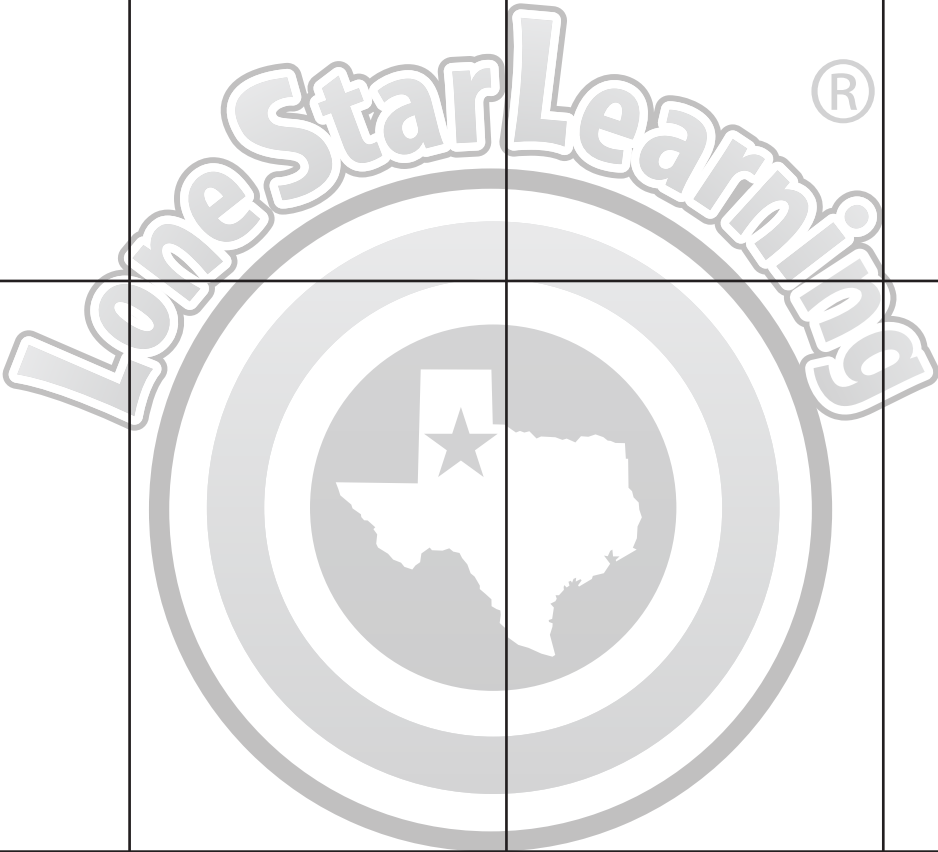|		
1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.

Mathematician_____

Date_____

Brain Page

Gimme 3

Making Minutes Matter! ™

Ever finish a lesson early and have 5-10 minutes you don't want to waste? Want to encourage teamwork? Collaboration? Higher level thinking? Want to recycle wasted minutes and practice spaced review?

Recycle wasted minutes. Empower review. Build community in your classroom.
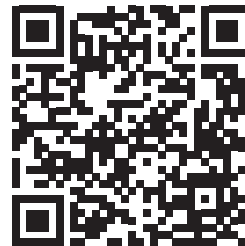
Gimme 3... ™
attributes of a rectangular prism

© 2019, Lone Star Learning Ltd. • Made in USA

Gimme 3... ™
attributes of a parallelogram

© 2019, Lone Star Learning Ltd. • Made in USA

Gimme 3... ™
units used to measure capacity

© 2019, Lone Star Learning Ltd. • Made in USA

Visit

LoneStarLearning.com

for more great ideas!