Vocabulary Cards

Overview: Use of vocabulary cards is an effective vocabulary development strategy to increase word knowledge, provide concept links, and support participation in class discussion about content for all learners, including those who do not speak.

Procedure: When introducing a new text, either fiction or non-fiction, create vocabulary cards for each character or important individual as they are introduced in the story. Vocabulary cards can also be created for unfamiliar words from the text, settings or new concepts. Vocabulary cards are index cards with the new vocabulary word printed on it and either a preprinted picture or student drawn illustration demonstrating the meaning of the vocabulary word. Vocabulary words are then stored in individual index card boxes for on-going and easy student access.

ASOLs Covered in this Activity:

3E-RW 2a: The student will use newly acquired vocabulary drawn from reading and other content areas.

> **Extension Idea:** Have students keep vocabulary boxes on their desks and encourage use of the vocabulary cards during class discussions, both of content or text read, as well as different content where the words might apply.

3E--RW 2 b: The student will demonstrate understanding of the meaning of newly acquired vocabulary.

> **Extension Idea:** Have students place the vocabulary cards face up on their desks. The teacher asks comprehension questions and students select and display a corresponding vocabulary card to answer.

3E--CF 1b: The student will identify characters and settings in a familiar story.

> **Extension Idea:** When reviewing a book after reading or before beginning a new chapter, have students identify the characters and settings by selecting and displaying vocabulary cards from the book.

3E--CF 2d: The student will answer questions to demonstrate understanding of fictional text.

> **Extension Idea:** Have students place vocabulary cards face up on their desks. The teacher asks comprehension questions and students select and display a vocabulary card to answer.

3E--CN 1a: The student will identify individuals, events, or ideas in a familiar informational text.

> **Extension Idea:** Write cloze sentences on the board leaving out individuals, events or ideas. E.g. In his famous "I have a Dream Speech"_____called for

equality for all." Students take turns coming to the board and placing the corresponding vocabulary card in the blank to complete the sentence.

4E--RW 1c: The student will use newly acquired vocabulary drawn from reading and other content areas.

Extension Idea: Students take turns selecting a vocabulary card from their vocabulary box and then asking a fellow student to use it in a sentence.

5E-RW 1f: The student will demonstrate understanding of content-specific words.

Extension Idea: Students take turns pulling written definitions of content specific words out of a container and then finding a vocabulary card to match it.

6E--CN 1c: The student will use content words and phrases from nonfiction text.

Extension Idea: Peers will create and read sentences in which a specific content word or phrase from nonfiction text is left out. Students use vocabulary cards to select the word or phrase needed to complete the sentence.

7E--CN 1e: The student will use content words and phrases from nonfiction text.

Extension Idea: Write a group book using PowerPoint summarizing a nonfiction text. Students select vocabulary cards for content words to create sentences for the book. Print the book out for each student as a review.

8E--RW 1e: The student will acquire and use content words and phrases.

Extension Idea: Create a competition where students earn points for using any of the words from any of the content areas in which they have acquired vocabulary cards in their individual vocabulary boxes. At the end of the day or class period, the student with the highest number of points gets a reward (such as extra time on a preferred activity) or is recognized in some way.

HSE--RW 2c: The student will acquire and use content words and phrases.

Extension Idea: Teacher asks students to select a vocabulary card with a content word or phrase from their vocabulary boxes and place it on their desks. During the course of class discussion, students need to use their selected vocabulary card word or phrase at least once. To make it a game, students can move up levels on a teacher created scale (think video game levels) by using the word or phrase additional times. E.g. to reach level red you must use the word once; to reach level yellow you must use it twice; to reach level green you must use it three times etc. Optional: Students can select an icon or picture of themselves that can be placed on a physical level system.

HSE--RW 3b: The student will determine meanings of words or phrases within an informational text.

Extension Idea; Create vocabulary cards for unfamiliar words found in an informational text, with word on one side, and definitions on the other. Duplicate the word cards so each student has two sets. Display the words only on the student desktop. Students match definitions to displayed words. When completed, they can turn over cards to see if the words match. If not, they can try again until words are matched to correct definition. Vocabulary words are then stored in individual index card boxes for on-going and easy student access.

Materials Needed:
Index cards
Preprinted pictures for students who have difficulty or who do not wish to illustrate their card
Glue (for attaching preprinted picture)
Writing instrument (pencil, alternative pencil, such as keyboard, touchscreen, electronic device for writing/creating vocabulary word/phrase on card
Individual index card boxes (also known as recipe card holders)
PowerPoint

Instructional Setting:
classroom

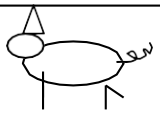
Community Connections and/or Peer Interaction:
Peers can be involved in creating sentences, writing group books, participating in class discussions and in competitive activities, such as number of vocabulary words used or number of uses of a word.

Functional Activity/Routine:
Include and apply vocabulary words that relate to a daily schedule such "past, next, future, beginning, end." Embed vocabulary words in functional and daily routines, as well as other content instruction.

Strategies to Collect Evidence:
Teachers can collect frequency data on number of uses of content words/phrases. Data on correct answers to comprehension questions asked or correct answers to sentences on the board can be collected. Student work samples, such as individual pages of group books, accompanied by anecdotal records of the process used for the student to complete the work might also be considered.

Specific Options for Differentiating this Activity:
Individual content vocabulary words can be programmed into single switch voice output devices for use in class competitions for students who require use of AAC. During a class competition to use vocabulary words, a peer can assist a student who is using a single switch by providing sentences where the student can "fill in the blank" with their pre-programmed word.

Sample vocabulary card for a character:



Wilbur

Sample vocabulary card for a concept

flow