

4 STRATEGIES OF *Vocabulary Practices* IN MY CLASSROOM

01.

Song - Play Based Learning

We can use songs to teach and enhance vocabulary learning in the classroom. We should select songs that feature clear and repetitive usage of the target vocabulary words. To build on this, students can dissect some of the lyrics and discuss the new words. We can provide scaffolds, such as presenting a sentence from the lyrics with the target words highlighted. This approach creates opportunities for expansion, allowing students to create their own verses using the vocabulary words being taught. Presentations can be done individually or in small groups, and we can incorporate technology such as audio or video recording to support the UDL environment that this activity and strategy promote.



02.

Movement - Play Based Learning

Using movement with action-based words adds a kinesthetic learning element to our classroom. This activity works best with verbs or adjectives that describe emotions or physical actions and can be acted out. To extend this into activities, during a read-aloud, students can act out the target word when it is highlighted. Each word receives a designated action, providing opportunities for peer reflection and discussion.



Integration - Photos/Videos

For deeper integration of individual Tier 2 words should relate to current events in the community or world. To provide multiple means of representation, showcase photos or videos of current events and associate the target words with these images. For real-time assessment, provide sentences, both written and orally, that allow for a clear yes or no answer, with opportunities to explain responses for deeper connections. Afterwards, promote the usage of these words in their home lives, in their writer's notebooks, or during peer interactions.



03.

Tech and Concept Maps

Concept maps can introduce a visual representation along with some additional technology integration. Tech tools like [Lucidchart](#), although potentially possibly to technical for younger students, are useful. Reading Rockets provides templates for physical [concept maps](#). Students can link target words with synonyms and antonyms to further connections and understanding of new vocabulary. This approach could be great for peer interaction in small group work, allowing for peer assessment and collaboration.



04.

References

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