



## Fabulous Words

### Vocabulary Development

#### **Vocabulary Development**

Research indicates that having a large vocabulary to draw on with understanding, is a key predictor of a student's ability to comprehend what is being said or written. There are several types of vocabulary that students need to develop.

**Sight Word Vocabulary:** Sight words are high frequency words that are recognized immediately by the reader without his having to go through the process of breaking them into constituent parts. There are approximately 1,000 words that make up about 65% of written and spoken language. Memorization of these words is critical.

**Grade Level Reading Vocabulary:** Each grade level reading or literature book has an identified list of vocabulary that will be introduced in the stories.

**Academic Vocabulary:** The language that is used by teachers and students for the purpose of acquiring new learning and skills. There are key academic words used in language arts, mathematics, science and social studies, that constitute grade level academic vocabulary.

Systematically working to develop vocabulary can only increase the student's ability to read with fluency and understanding.

## Sight Word Vocabulary

Sight Word Lists: Lists of sight words can be found on line at [http://candohelperpage.com/sightvocab\\_1.html](http://candohelperpage.com/sightvocab_1.html) These words are organized by grouping them in clusters of 100. The first 25 words are usually appropriate for Kindergarten, the first 125 for first grade, the first 300 for second grade, the first 500 for third grade, and by the fifth grade all 1,000 of the words should be sight words for each student.

## Sight Word Activities

**Memory:** You will need two sets of sight word cards. Group them into decks of 20 or 30 words. Make a grid out of the cards (usually a 4 x 4 or 4 x 5), and have students play Memory, looking for words that match.

**Old Maid:** You will need two sets of sight word cards. Group them into decks of 30-40 words. Take out one card from the deck—its match will become the “old maid”. Deal all cards to the students. Each student should take out any matches that he or she has in the hand that was dealt. Each student takes turns asking for a match. If he/she gets the matching card, then the pair is placed face down and play resumes. The game is over when all pairs have been made and one person is left with a single word.

**BINGO:** Create a blank BINGO card for students (you can have a 9, 16, or 25 grid). Have a Free Space in the middle. Have students select from the sight words being studied and write one in each space on the BINGO card. Call from the sight word cards, having students mark the spaces with either pieces of paper, beans, or some other marker.

## Grade Level Vocabulary

Grade Level Reading vocabulary can be found by asking the school you work at for the vocabulary lists for each grade level. Although the lists from several grade level text books will be similar, it is best to work with the list from those reading series. The two most popular reading series are Open court and Houghton-Mifflin.

**Word Master:** Divide students into groups of 3-4. Give each group 4 words from the vocabulary list you are currently working with. The group should create 3 clues for each word—most general to most specific. **Example: PORTRAY** Clue #1: depict; Clue #2: play a character in a drama; Clue #3: show something or somebody visually. Students then play Word Master by challenging the other team to identify the vocabulary word when given the clues. The team that prepared the clues gets 3 points if the other team identifies the word with 1 clue, 2 points with 2 clues, and 1 point with 3 clues. The team identifying the word gets 1.5 points if they identify in 1 clue, 1 point in 2 clues, and .5 point in 3 clues.

**Charades:** Divide students into teams of 4-5. Give each team 1 word from the vocabulary list you are currently working with. The group comes up with a way to act out the word that they have been given. Call each group up one at a time to act out their vocabulary word. The other teams work to identify the word.

**Memory:** Create a set of cards with the vocabulary words and a second set with definitions or synonyms. Have students play Memory with the cards by matching word to definition/synonym.

## Academic Vocabulary

The school district you are working in may have an Academic Vocabulary List. Ask to see if this is available. If not, academic vocabulary lists can be found on line at:

<http://www.u-46/org/roadmap/dyncat.cfm?catid=246>

**Making Meaning:** Have students complete the following grid. Write the word in the center oval. In the upper left hand cell, use the word in an original sentence. In the upper right hand cell, draw a picture of the word. In the lower left hand cell, write a synonym or phrase for the word. In the lower right hand cell, write the dictionary definition. Students may complete the grid in any order.


**In Four:** Have students fold paper into four quadrants. The vocabulary word that they are working with is written at the top of the page. In the four quadrants, the student is to do the following:

1. Define the word (synonym or dictionary definition)
2. Draw a picture of the word
3. Write a sentence with the word
4. List 2-3 non-example of the word—what the word is not



For more information, contact  
Consult 4 Kids at

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