Preparation Steps: This is a TERM, however, the book gave an example of an activity to do using analogies. Below is the preparation and application steps to a strategy called “Analogy” on page 187 of your book.
1. Pick out a paragraph or section of a book as a primer for small group discussion concerning that subject. I.E. comparing cars with bodies.
2. Have pencils and paper.

Application Steps: 1. Pass out the selected reading that presents an analogy (this case: a paragraph comparing cars with bodies).
2. Allow the students to read the passage.
3. Call time and divide them into small groups.
4. Instruct them to list on paper the ways that cars are similar to bodies (in this example).
5. Return to the class in 15 to 20 minutes and share the group information.
6. Write the analogies on the board.
7. Ask for comment for comments or changes.

Differentiation: Make sure that the analogy is appropriate and that they can relate to it.

Things to watch out for:
Analogies must be simple enough for the students to understand. So make sure they are age and generation appropriate. Analogies only work when they have meaning for the STUDENT. The point is to make them understand a concept or idea that they don’t currently get. Make sure that the analogies relates to them, otherwise you’ve missed the point.

Description/Application:
Analogies compare the known with the unknown; they connect new knowledge with old knowledge. They make a connection to the reader’s background. They are excellent tools for content reading teachers because they are simple to create and highly relevant for students. They can be presented in oral or written form. They promote listening and speaking, and if students are encouraged to write their own analogies after reading certain material, then analogies become useful for reflection and writing activities as well.
Name: Capsule Vocabulary  
Type: Strategy  
Literacy Skill: Vocabulary Instruction  
Domain:  
Grade Level Uses: K-12  
Special Population: No, Fine for ELL & Special Needs with accommodations  
Cognitive Process: Practice and Application of Vocabulary  
PAR Use: Reflection-After learning the word  
Researched, Field Tested: Yes  
Author/Creator: Crist, 1975  

Preparation Steps:  1. Have desks or chairs that move in the room (optional)  

Application Steps:  1. Have students pair up with a partner.  
2. Partners choose ten words that have been introduced.  
3. Partners write down the words that they will use.  
4. Partners will use the words with their partners.  
5. After each partner talks through the set of words, they individually write a summary of the topic containing the terms.  
6. Partners exchange papers and comment on each other’s word usage.  

Differentiation:  
For younger students, you may want to accompany the word with a picture of the word. When teaching the strategy, make sure the students know the meanings of all words. Pair ELL students with a bilingual student and have words written in both the English and native languages. Have special needs students paired with a compassionate student close to the teacher.  

Things to watch out for:  
Students may not know the meaning to all words. Allow their partners to help them understand the meaning and apply it appropriately in their conversation. Sometimes, students learn more from their peers than they do from the teacher.  

Description/Application:  
Capsule vocabulary is a word-connecting activity that includes both speaking and writing. It is children to: (a) learn words by practicing & applying them in social contexts and (b) talk about related words and their meanings. It can be done about once a week.
Name: Capsule Vocabulary
Type: Strategy, Terms and Assessment
Literacy Skill: Reading
Domain: Vocabulary
Grade Level Uses: K-12 and Higher Learning.
Special Population: All
Cognitive Process: Defining
PAR Use: This strategy is used in the PAR process over and over again. P: Helps the students with what already know and makes them understand what the word means. A: Builds their comprehension on the word at hand. R: Knowing what the word is and using it in context.

Researched, Field Tested: Yes
Author/Creator: Crist.

Preparation Steps:
1. First the teacher will have to know the background knowledge of her/his students in vocabulary.
2. She will need to prepare them with a list of words to recognize.
3. She should then quiz them, in a class discussion, on what they know about the word. Small groups and individuals would work also.
4. She/he could prepare the classroom with pictures of the word and each student could have the word in an envelope and they would have to match the word to the picture.
5. She/he should know the derivatives to the word if the class is ELL. If the class is a regular class then she/he would use the same action.

Application Steps:
1. Greet the students and hand out the list of words. Ask them to look over the list and jot down, next to the word, what they think it means.
2. While they are doing that give them an envelope with the words in them. Ask them to write their last name on every word card.
3. Next you show the students where the pictures are on the wall and ask them to place the word where they think the word belongs. (So there is no “cheating” the students will have their heads on the desks so they can not see where the other children are placing the cards, the card should be turned backward, in the card holder under the picture, with their last name on the card).
4. Ask if there are any volunteers that want to take a try at showing their knowledge of the words by the student reading the list and pointing at the picture.
5. Check out who got what right/wrong and go through the words again to insure that the students know what the word means.
6. This should be done again at the end of the section or week to insure that all the students understand the meaning of the word.
7. Repeat the strategy again.
8. Ask if anyone has any questions.

Differentiation: This will be different for every age group because of knowledge. You could use this strategy for ELL, special needs, regular, higher learning, the list goes on. The only modification would be the pictures would not be used for older students but you could match the word to the definition etc. This strategy will be used for all subjects. The key would be to fit it in the content area of the class. Examples would be in math you could use the formulas for the picture and the name of the formula for the word.

Things to watch out for: The students may get a little antsy while waiting for everyone to match the word to the picture so to make sure this does not happen the teacher should have music on or the students could be singing a song. The connection would have to connect the words and definitions of the word to the subject the teacher is teaching.

Description/Application: The overall purpose for this strategy is to evaluate the background of the students and let them understand the words that they do not know. This strategy is an activity that helps readers explore meaning relationships among words and helps students connect these relationships to what they already know (p 296).
Name: Categorization
Type: Strategy
Literacy Skill: Reading and Writing
Domain: Comprehension, Vocabulary Development
Grade Level Uses: 4-12th
Special Population: No, it can be used for ELL and Special Needs with accommodations
Cognitive Process: Categorization
PAR Use: Preparation- Before Reading, Application- While Reading.
Researched, Field Tested: Yes
Author/Creator:

2. Build background knowledge and vocabulary as you write key words on the graphic.
3. Give examples and elicit examples from your students for the concepts represented by the words on the organizer.
4. Before they begin reading, be sure that they know that they are reading to ferret out important information and to decide where it should in the graphic organizer.

Application Steps: 1. Use a reading format that supports struggling readers and makes the guided reading multilevel.
2. Tell students to circle the words that they saw on the graphic.
3. Have the students work in groups of 2 to add information to the organizer.
4. Once all information is added, let them go back to the text to clarify, prove, dissolve, or add important information.
5. Have the students interchange the graphic with other group and add more information.
6. Ask each group how they categorize the words and why they grouped the words that way.

Differentiation: This will not be different for different age groups but for students with different abilities I would have them group up with another student that can demonstrate and explain unfamiliar concepts.

Things to watch out for: The teacher may be tempted to give examples to the students where they might imitate the teacher’s understanding instead of using their own comprehension. Watch out by giving too many examples to your students because they might use them as well.

Description/Application: Categorizing words is one specific way of connecting words that also requires students to organize and improve their reading and writing skills. Category names can be produced before or after the groupings. The rationale behind this strategy is to invent their own category; correctness is based on the students’ explanations for the categories. Categorizing promotes deep understandings of the relationships among vocabulary.
Name: Cloze  
Type: Strategy  
Literacy Skill: Reading Instruction  
Domain: Vocabulary/Comprehension  
Grade Level Uses: K-20  
Special Population: n/a  
Cognitive Process:  
PAR Use: Preparation-testing background knowledge, Assistance-while reading  
Researched, Field Tested: yes  
Author/Creator: Wilson Taylor

Preparation Steps:  
1. Select a passage of about 125 words  
2. Leave the first sentence intact  
3. Delete consistently every tenth word thereafter until a total of 10 deletions occurs. Make all blanks uniform in length  
4. Leave the last sentence intact, or include the remainder of the paragraph to give the passage continuity.  
5. Make a key of the exact words that have been deleted.  
6. Write directions for the students  
7. Before starting the strategy, brainstorm the topic to familiarize your students with the topic.

Application Steps:  
1. Give students the passage  
2. Explain that they are to fill each blank with the word they think the author might have used  
3. For each student, count the number of correct responses and multiply by 10 to express a percentage.  
   4. Use these scores to determine whether students will be independent in reading the passage, simple be able to understand the passage, or be frustrated in their reading

Differentiation: For younger students only delete every tenth word, no less. However, for older students (4th grade and up) delete every fourth or fifth word to make it more challenging.

Things to watch out for: A cloze procedure can reveal what students already know about a subject and can indicate whether the material is appropriate. The better students do, the more they probably know about the topic. If most students fall in the frustration level, the material is inappropriate because they may not bring enough background to it.

Description/Application: The Cloze procedure is designed to assess the match between the reader and the text. Taylor’s purpose when he first designed the cloze procedure was to determine the readability of material for different readers. Jongsma found that the cloze procedure is useful at any grade level if the pattern of deletions is sensitive to the students’ familiarity with language. Cloze can also be used as a preparation strategy to test the student's prior knowledge.
Name: Cognates Spanish-English
Type: Strategy
Literacy Skill: Language, Writing and Reading
Domain: Prior Knowledge and Meaning Vocabulary
Grade Level Uses: K-12
Special Population: Children Acquiring English
Cognitive Process: Determine meaning
PAR Use: Assistance and Reflection
Researched, Field Tested: Yes
Author/Creator: Nagy, Garcia, Durgunoglu, & Hancin-Bhatt

2. Have a Spanish dictionary handy to look up the words.

Application Steps: 1. Take a selected word from a passage or unit and write its derived forms in a column.
2. Underline the common word part and tell students its meaning.
3. Present each word in a sentence or short paragraph so that students learn how the meaning of the common element remains constant even though the derived words are different.

Differentiation: This strategy works only with Spanish speaking students acquiring the English language. They are able to translate words that sound the same in English and Spanish.

Things to watch out for: Make sure to use this strategy only for Spanish speaking students acquiring English, because some words sound the same and have the same meaning but it doesn’t work for all other idioms. Also, be aware of internal spelling changes required because of English spelling patterns and generalizations, such as double consonants.

Description/Application: Language learners tend to transfer some of the knowledge and skills of their native language to the language they are learning. In the case of Spanish-speaking students, cognates seem to be one aspect of their language that has much potential for help with English. Cognates are words derived from the same form. Cognates are words that have similar pronunciations and spellings in both languages, and frequently have the same meaning.
**Name:** Dictionary  
**Type:** Term  
**Literacy Skill:** Reading  
**Domain:** Prior Knowledge, Vocabulary  
**Grade Level Uses:** K-20  
**Special Population:** ELL learners and Regular Students  
**Cognitive Process:** Many  
**PAR Use:** Preparation – Before Reading, Assistance --- During Reading  
**Researched, Field Tested:**  
**Author/Creator:**

**Preparation Steps:**  
1. Have a list of words ready for the students to look up. Words that they don’t know.  
2. Give each one of them a dictionary.  
3. Explain to them that the dictionary is alphabetized, and that is how they are going to be able to find the words.  
4. Give them examples of how words are alphabetized in the dictionary so they know what to look for.  
5. Let them know that sometimes there are more than one definition of some words. It just depends on how the word is used in the sentence.

**Application Steps:**  
1. Give the students the list of words, and have them look over the list first. Make sure that they don’t know any of the words.  
2. Make sure that every student has a dictionary.  
3. Offer assistance to those that still need help starting off.

**Differentiation:**  
Any child or adolescent can use a dictionary to find how to spell words, or find definitions for words that they don’t know. If working on a science project and needed help finding out what a word meant there are glossary’s at the end of there textbooks, or there are such things are medical dictionaries. For other classes such as P.E., music, or art. There are glossary’s at the end of the books so that the students can help them better assist themselves. For those kids that want to look deeper the teacher should have additional materials for the students.

**Things to watch out for:** Some kids may find it difficult to find the words, and may be looking in the wrong place. They may also see multiple definitions. It is highly important that they know that the way the word is read in the sentence is what determines which definition they will use. Another thing is that they need to at the end of the definitions that there are additional words that are call synonyms or antonyms. These words are there to help the students replace the word that they already have.

**Description/Application:**  
The purpose of the dictionary is for students who are having difficulty understanding the meaning of words in context. It gives them a better clarification of what the passage means. It also helps those more advance students who want to find words that will give their paper more depth and more meaning they can use the thesaurus part of the dictionary.
Name: DISSECT
Type: Strategy
Literacy Skill: Reading-Structural Analysis
Domain: Comprehension, Vocabulary development
Grade Level Uses: 5 – 12
Special Population: N/A
Cognitive Process: Description
PAR Use: Assistance
Researched, Field Tested: Yes
Author/Creator: Deshler and Schumacher

Preparation Steps:
1. Find an article and choose difficult words
2. Find free online dictionary sources
3. Have a dictionary book in class

Application Steps:
1. Tell student to read an article
2. Tell them to find difficult words that they do not understand well
3. Tell them to find the word’s context
4. Ask them to say the stem or root word
5. Tell them to examine the stem or root word
6. Ask them to discuss with other students
7. They may try to look at the dictionary

Differentiation: For students in grade level 5 and 6, you may find article with less complicated words than those for higher grade level. For grade 7 to 12, you may challenge them with more sophisticated and difficult words.

Things to watch out for: If free online dictionary source is used, make sure that the site is secured and teacher is provided with parental consent that their children are allowed to browse on the website while they are at school.

Description/Application:
DISSECT provides a ready reminder of several factors to help students in determining a word’s meaning. It is a helpful tool for independent reading.
Name: Dramatization
Type: Strategy
Literacy Skill: Reading
Domain: Prior knowledge and meaning vocabulary
Grade Level Uses: ALL (k-12)
Special Population: No
Cognitive Process: construct interpretations
PAR Use: before, during and after
Researched, Field Tested: N/A
Author/Creator: N/A

Preparation Steps:
1. Choose a word from a book or theme study
2. Decide who is to act out the skit. This could be done by you (the instructor) or a select group of students.
3. Develop a two-minute scenario in which the “actors” physically act and speak so that the meaning of selected word becomes clear.
4. Students in higher elementary grades and up can design/create their own skits, if they’re familiar with the selected word meaning.

Application Steps:
1. Either the instructor or the selected group of students can act out the skit in front of the class
2. Once the “actors” finish the skit, discuss with the students both, the skit and the word being taught.

Differentiation: Most word dramatization involves relatively brief skits. For young children (early elementary grades), the skits are to be keep relatively short and simple, specially if it’s the first time the word is being introduced. Students in higher grade levels have greater cognitive skills therefore the skit can be more complex.

Things to watch out for:

Students in higher elementary levels who are familiarized with the text vocabulary, might want to create their own skits, which is ok, however it’s important to setup guidelines and rules for the skits. As students can unconsciously create skits that can be considered school inappropriate and offensive.

Description/Application:

Dramatization a specific way of involving students to use strategies that involve thinking and working like actors, directors, playwrights and audience members. This strategy invites students to use their imagination/mind, voice and their body to communicate the meaning of a word.
Fix-Up Strategy

Type: Strategy

Literacy Skill: Visual Literacy, Reading Instruction

Domain: Comprehension, Vocabulary Development, Prediction

Grade Level Uses: K-20

Special Population: No, Fine for ELL and Special Needs with accommodations

Cognitive Process: Evaluation

PAR Use: Preparation – Before Reading, Assistance, and then Reflection – After Reading

Researched, Field Tested: 

Author/Creator: 

Preparation Steps: 1. Find a classroom or outside text book that contains a story related to the current lesson.
2. Print one page from the text that will challenge the student’s comprehension especially in vocabulary.
3. Pass out one copied page to each student.

Application Steps: 1. Tell students to read the text silently and at a comfortable rate.
2. Tell them to circle words/concepts that they find unfamiliar or vague.
3. Ask them to write questions based on those words/concepts.
4. Tell the students to visualize words, events and so on related to those concepts then predict what the answers may be and what may happen in the text.
5. Tell them it’s not important for them to get the predictions “right,” but that this exercise is to allow them to better comprehend the text after they continue reading.
6. (Optional) Have a few volunteers to role play what their predictions were to allow authentic and visual learning that will help them retain this information
7. Have the students to continue reading, and then reflect by writing what they just read.
8. Allow the students to answer their questions from the reading and prove their claim through the text.
9. Allow the students to correct any wrong answers/prediction from the discussion.
10. Then allow the students to role play their new comprehension of the concepts.

Differentiation: For ELL students you may put the students in groups having at least one student per ELL student who understands their language and is fluent in English as well to help them to better understand the lesson.

Reflection Steps: After the students reread their reading they will write what they just read. This gives the students to not only clarify their thinking but it is also an opportunity for them to reflect. Writing allows the student to better comprehend and retain the content.

Things to watch out for: The teacher may be tempted to rush the students reading, but in this strategy students must learn the concept of reading well. So instead of manipulating the students reading they can cut out or spend less time on some step or instruction that is not as important to teach.

Description/Application: Fix up strategy is designed to encourage children to: (a) improve their reading strategies (b) organize and monitor their reading comprehension (c) aid them in being able to retain what they read. The
rationale behind this strategy is based on the notion active reading such as visual imagery self-
questioning and reading can fix up or resolve the comprehension difficulty that poor readers face.
Name: Magic Squares
Type: Strategy
Literacy Skill: Reading
Domain: Vocabulary
Grade Level Uses: 6-12
Special Population: n/a
Cognitive Process: knowledge
PAR Use: Reflection
Researched, Field Tested: YES
Author/Creator:

Preparation Steps: 1. Start with a range of numbers consisting of nine numbers
2. Add the first and last number in the sequence
3. Take the midpoint of the sequence and put it in the center square
4. Put the first and last number and put them on the squares on either side of the center square
5. Come up with the other numbers so that they equal the sum of the first three.
6. Make 2 columns, one for questions and one for the answers to the questions. The number next to the answer should correspond with the number assigned to each square.

Application Steps: 1. Have students answer the questions in the first column with the answers in the second column.
2. Then have them put the number in the answer to correspond with the letter of the question.
3. Explain to them that the numbers in the rows and columns should add up to be the same answer.

Differentiation: This can be used by all subjects. I would however suggest to use it with GT or AP students because there is a lot going on and could confuse students easily.

Things to watch out for: Students will need very detailed instruction because this strategy is quite confusing.

Description/Application: This is a strategy that is mostly used in the reflection stage of PAR. It is confusing at times but may appeal to students who think logically and enjoy puzzles.
Preparation Steps: 1. Decide what the secret word will be.

Application Steps: 1. Make a list of other words that can be made from these letters
2. From all the words you could make, pick twelve to fifteen words, using these criteria
   - Words that you can sort for the pattern you want to emphasize
   - Little words and big words so that the lesson is a multilevel lesson
   - “Abracadabra” words that can be made with the same letters in different places (seal/sale, bale/able) to remind children that when spelling words, the ordering of the letters is crucial.
   - A proper name or two to remind them that we use capital letters
   - Words that most students have in their listening vocabularies
3. Write all the words on index cards and order them from smallest to biggest
4. Once you have the two-letter, three-letter, etc… words together, order them so that you can emphasize letter patterns and so that changing the position of the letters or changing/adding just one letter results in a different word.
5. Choose four “transfer” words, words you can read and spell based on the rhyming words.
6. Store the cards in an envelope. Write on the envelope the words (in order), the patterns you will sort for, and the transfer words

Differentiation: This can be used for younger and older age groups. Children in younger grades may use smaller less complex words, but children in older grades may use longer more difficult words for this exercise.

Things to watch out for: The teacher may not stretch out the words to hear all of the sounds blending or being used properly. It is important to review all of the words with the students to make sure they can hear why the words rhyme or see and hear the pattern being presented.

Description/Application: Making words is designed to encourage children to: (a) improve their vocabulary and categorization skills; (b) organize their verbal concepts; and, (c) aid them in remembering and reinforcing new words. The rationale behind this strategy is based on the notion that categorizing words can help children organize new words and experiences in relation to previously learned words.
Name: Mnemonics
Type: Strategy
Literacy Skill: Improve memory of key information
Domain: Vocabulary
Grade Level Uses: K-20
Special Population: Fine for ELL and Special Needs
Cognitive Process: Linking new information with prior knowledge
PAR Use: Assistance
Researched, Field Tested: Yes
Author/Creator:

Preparation Steps: 1. No special materials are required and the classroom environment does not need to be altered.

Application Steps: 1. Decide what information the students need to remember.
2. Create a mnemonic device (either a keyword, letter strategy, associations or method of loci)
3. Tell the students the list of information (vocabulary or chapter words).
4. Teach the students the mnemonic device or have them create one.
5. Practice.

Differentiation: When utilizing mnemonics with younger children it is usually a word association (a is for apple). With older children, who are expected to retain and recall larger amounts of information, they are able to create their own mnemonic devices.

Things to watch out for: N/A

Description/Application: Mnemonic instruction is a strategy that provides a visual or verbal prompt for students who may have difficulty retaining information. In this way, children whose learning modalities are primarily visual or verbal are able to create a picture, word, rhyme, or sentence that is attached to an idea they already have. This strategy enhances access to the general education curriculum by building on what students already know or have experienced.

Mnemonic instruction follows the premise that as children learn, they are building a web of knowledge. Learning something new is like adding a thread to the web. For students with memory challenges or processing disorders, mnemonic devices become the tools to build threads from new to old ideas. Because of their ability to create and retain connections made by their typically developing peers, these students are then able to participate in the same curriculum.
Name: Odd Word Out  
Type: Strategy  
Literacy Skill: Language Enrichment  
Domain: Affective; Teaching Vocabulary  
Grade Level Uses: 5-12  
Special Population: N/A  
Cognitive Process: Analysis  
PAR Use: Reflection  
Researched, Field Tested: Yes  
Author/Creator: *Second version by Ur and Wright

Preparation Steps:  
1. Find sets of four vocabulary words that can be interpreted in different ways.  
2. Provide a paper for students to write the words and justify their choices.  
3. *Sets of six words selected from broad categories.

Application Steps:  
1. Students select “odd” word from the group of four words.  
2. Students provide reason or logic for choosing the “odd” word.  
3. *Select “odd” words one at a time until only two words remain in the set.  
4. *Students provide reason or logic for choosing each “odd” word.  
5. *Students come up with 10 ways the remaining two words are different.

Differentiation:  
Strategy is too difficult for students in younger age groups because they do not have an established vocabulary; same reason this would not work with special needs students. For ELL students the teacher could show students the strategy in their native language and then incorporate English. Strategy would work with math and science classes if words being used were steps or part of a mnemonic device of processes or theories learned in class.

Things to watch out for:  
Make sure to choose words that are similar in some ways to ensure it is not too easy for students to select the “odd” words. Do not let students use dictionaries until after the assignment has been completed. Great way for learning new vocabulary units and reviewing before tests.

Description/Application: Odd Word Out (OWO) was designed to: (a) heighten student’s interest in words; (b) aid students in thinking of similarities and differences among words; and (c) improve a students ability to justify and provide their logic for their reasoning. The rationale behind OWO is to help students see the differences and similarities between words, and being able to distinguish the word that does not belong. OWO also provides students the opportunity to practice or enrich their writing ability by providing justification or logic. Not appropriate for students in K-4 because they do not have an established vocabulary.
Name: Possible Sentences  
Type: Strategy  
Literacy Skill: Teaching Vocabulary  
Domain: Vocabulary Development  
Grade Level Uses: K-12  
Special Population:  
Cognitive Process:  
PAR Use: Preparation – Before Reading  
Researched, Field Tested: Yes  
Author/Creator: Moore & Arthur, 1981

Preparation Steps:  
1. Pick between 5-8 unfamiliar vocabulary words from the text that will be used for instruction. 
2. Once the words are chosen, word process them on a worksheet for the students. 
3. Create a large poster board to be displayed in the front of the classroom with the title “Possible Sentences.” 
4. Number the chart down the right hand side according to the amount of words you have chosen. 
5. Once you have numbered leave space for the title “Real Sentences” and number according the number of chosen words.

Application Steps:  
1. Hand out the worksheet with the vocabulary to the students. 
2. Inform the students that the words are from the text they will read later 
3. Allow the students to read the unfamiliar words individually 
4. After reading the words ask each student to write a sentence using the vocabulary word. 
5. Call on students to talk about the sentences they made 
6. Write these sentences on the poster board under the title “Possible Sentences”
7. Allow the students to read the text (whether article or from the textbook) 
8. Inform the students that they should be looking for the real meaning of the unfamiliar words 
9. After reading the text ask students to create sentences using the real meaning of the word 
10. After completing their sentences ask students to talk about the sentences they created using the real meaning of the word 
11. You may write these sentences on the poster board under the title “Real Sentences.”

Differentiation: For young students unable to read the use of pictures from the text could be used instead of words. This strategy could be used when introducing new words in art, history, math, or science. 

Things to watch out for: Students may feel frustrated with the unfamiliar vocabulary. Encourage them by telling them that no one else knows the words and that everyone’s sentences will probably not be right. This will allow them to focus on finding the meaning during the reading.

Description/Application: Possible Sentences is designed to help students improve their vocabulary and use prediction to determine the meaning of unfamiliar words. Also, during the reading students are creating a mnemonic device, using the unfamiliar words as a cue to find the real meaning of the word. This strategy attempts
to help students improve the way they learn and remember new words. Possible sentences may also help students summarize the important information in the text.
Name: Scavenger Hunt
Type: Strategy
Literacy Skill: Developing Concepts
Domain: Prior Knowledge & Meaning Vocabulary
Grade Level Uses: 3rd-12th
Special Population: n/a
Cognitive Process: n/a
PAR Use: Yes
Researched, Field Tested: Yes
Author/Creator:

Preparation Steps:
1. Teacher picks a topic on anything, example: summer, winter, fall, etc.
2. She asks the students to look around the room to see if they can find anything that represents the words that are on the lists of the relate topic
3. The students gather books, pictures, objects all that represent the words

Application Steps:
1. Assign your students to teams of four or five and provide each team with the list of vocabulary words.
2. Allow the teams to meet several times during the time they are scavenging.
3. They should check things off the lists as pictures and objects are found.
4. The teacher will total the points for each team (two for each object, one for each picture).
5. The team with the most points is the winner.
6. This is the team that will design the bulletin board on weather.

Differentiation: This activity can be used in all ages, with modifications. For the early childhood I think that the objects that the teacher wants the child to find should be shown. The teacher should put out enough so that there are enough objects and pictures in the classroom that each team is able to find them. This strategy could also be used in other subjects because each subject can be defined by objects, symbols, pictures, musical instruments, numbers, etc.

Things to watch out for: This strategy can be very fun for the children, but dangerous at the same time. Everything in the classroom may not be safe for a child to play with. Teachers should be aware of the classroom environment and know what things to keep away from the students.

Description/Application: The overall purpose of this strategy is to get students thinking outside the box. The students should know that there is more to weather than just sunny or rainy. There is hurricanes, storms, snow, hail, sleet, flooding, tornados, etc. This is a strategy that gets students into higher learning.
Name: TOAST (Test, Organize, Anchor, Say, Test)  
Type: Study System  
Literacy Skill: Reading Instruction  
Domain: Comprehension, Vocabulary Development  
Grade Level Uses: Early Elementary Grades - 12  
Special Population: n/a  
Cognitive Process: n/a  
PAR Use: All three aspects  
Researched, Field Tested: Yes  
Author/Creator: Dana and Rodriguez (1992)

Preparation Steps: 1. The students need a list of vocabulary words from a text or topic of study.

Application Steps: 1. Test: Students self-test to determine which vocabulary terms they cannot spell, define, or use in sentences.
   2. Organize: Students organize these words into semantically related groups such as structure or function, sound alike, same part of speech, etc.
   3. Anchor: Students “anchor” the words in memory by using a key-word method (assigning a picture and a caption to a vocabulary term).
   4. Say: Students review the words by calling the spellings, definitions, and uses in sentences to another student.
   5. Test: Immediately after review, students self-administer a posttest in which they spell, define, and use in context all the vocabulary terms with which they originally had difficulty. This may be oral, written, or silent thought.

Differentiation: There are vocabulary terms in all areas of study; therefore, this system could help any student with vocabulary development in any class.

Things to watch out for: The younger the students, perhaps the harder it would be for the students to stay focused on all of the steps in the task at hand. Just be sure to supervise, and make sure that the students are following the steps not only correctly, but also punctually.

Description/Application: TOAST is designed to encourage children to: a) broaden theirs vocabulary banks, b) strengthen mnemonic device usage, and c) get actively involved in the study of words. The rationale behind this study system is to solidify word/definition memorization by encompassing all aspects of the PAR Framework.
Name: “Unpeelable” Prefixes
Type: Concept
Literacy Skill: Reading Concept
Domain: Vocabulary Development
Grade Level Uses: 3-12
Special Population: No
Cognitive Process: 
PAR Use: 
Researched, Field Tested: N/A
Author/Creator: N/A

Preparation Steps: 1. Teach “peelable” prefixes

Application Steps: 1. State that some prefixes do not leave recognizable words when they are “peeled off” because they are Latin or Greek root words.
2. Help students see these as predictable spelling/pronunciation chunks rather than analyze the words for meaning clues.

Differentiation:

You may want to teach words slowly and not have them learn it all at once considering that these “unpeelable” prefixes are to be seen as spelling/pronunciation chunks and not as prefixes.

Things to watch out for:

Make sure that students do not get confused. If they get confused between the “peelable” and “unpeelable” prefixes, tell the students to forget that the “unpeelable” prefixes are prefixes. The next year, do not mention the fact that they are prefixes and just teach them like any other regular word.

Description/Application:

“Unpeelable” prefixes are prefixes added to Latin or Greek words to create new words. They are not like regular prefixes that when “peeled” leave a recognizable word. Therefore, words with “unpeelable” prefixes are taught as predictable spelling and pronunciation chunks.
Name: Vocabulary Bingo  
Type: Strategy  
Literacy Skill: Reading  
Domain: Vocabulary  
Grade Level Uses: K-12  
Special Population: n/a  
Cognitive Process: Knowledge  
PAR Use: Reflection  
Researched, Field Tested: YES  
Author/Creator:  

Preparation Steps:  
1. Prepare a list of vocabulary words for students to choose from (at least 20 words)  
2. Write out the definitions of those words.

Application Steps:  
1. Have students make a bingo card with boxes 5X5  
2. Instruct them to put a vocabulary word in each box at random.  
3. Read out the definition of the word and have students cover the word if on their card.  
4. The first student to cover 5 words in the same row, column, or diagonal wins.

Differentiation:  
This can be used for all subjects. In math you could give them possible answers to put on their card and instead of giving them the definition you could give them an equation.

Things to watch out for: Students may become very competitive or could not care about winning and just sit there not participating so it is important to walk around and make sure everyone is participating.

Description/Application: This is a fun way for students to learn vocabulary words.
Name: Word Analogies
Type: Strategy
Literacy Skill: Reading
Domain: Teaching Vocabulary
Grade Level Uses: 1-12
Special Population: n/a
Cognitive Process: application
PAR Use: Assistance
Researched, Field Tested: Yes
Author/Creator:

Preparation Steps: 1. Select word a group of words that have some relationship.

Application Steps: 1. Select two words that are have a relation.
2. Select a third word.
3. Leave a blank for the student to fill in that has the same relationship to the third word as the first two words have with each other.

Differentiation: For elementary students teachers should spell out “….is to… as” instead of symbols.

Things to watch out for: Elementary students teachers should spell out “….is to… as”. Students also suggest that analogies are easiest when the blank is in the fourth postion.

Description/Application: The purpose of word analogies is to help higher level thinking. Assists students in perceiving relationships between what amounts to two sides of an equation.
Name: Word Identification
Type: Term
Literacy Skill: Reading
Domain: Fluency
Grade Level Uses: 1st, 2nd, 3rd, 4th
Special Population: N/A
Cognitive Process: N/A
PAR Use: N/A

Preparation Steps: 1. Building a vocabulary of different words

Application Steps: 1. Have students read a text.
2. Watch to see which words students can identify.

Differentiation: Word Identification can be used for different grades, but the vocabulary would be more advanced for the higher grades.

Description/Application: Word Identification is used to develop fluency and increase reading ability.
Name: Teaching Vocabulary
Type: Word Inventories
Literacy Skill: Reading Instruction
Domain: Comprehension, Vocabulary Development
Grade level Uses: K-20
Special Population: No, fine for ELL and Special Needs with accommodations
Cognitive Process: Categorization
PAR Use: Preparation-before reading, then reflection-after reading
Researched, Field Tested: Yes
Author/Creator Carney and Associates

Preparation Steps: 1. Find a text and choose several words to be categorized from the text.
2. Put the words into different categories
3. Make sure that you have at least 3 categories
4. Classify familiarity of the words with the help of happy faces
5. Open the words and categories to students to begin learning

Application Steps: 1. Instruct students to use happy face to show how well they know the words.
2. Tell students that this is not the test and that they won’t be graded.
3. Tell students to organize into groups
4. Tell them also that they are not supposed to know all of the words.
5. Ask them to categorize words in different groups.
6. Have the students look into each other categories
7. Allow students time to experiment with the words
8. Allow students to switch groups

Differentiation: For younger students or for different academic areas you may want to other resources such as pictures, numbers or music symbols. For older groups, throw in words that require more extensive group work and definitions.

Things to watch out for: Do not help students with definitions of the words. There are many ways to help students without giving away answers. Insist that students put time and effort in order to learn new vocabulary.

Description/Application: Word Inventories strategy is used to encourage children to actively participate in the classroom and to learn new words. Rational behind this strategy is in the fact that with active participation and group work children will get more interested in this type of learning which will produce better results.
Name: Word Posters  
Type: Strategy  
Literacy Skill: Vocabulary development  
Domain: Prior Knowledge and Meaning Vocabulary  
Grade Level Uses: K-5  
Special Population: No, fine for everyone  
Cognitive Process: defining and recognizing words  
PAR Use: N/A  
Researched, Field Tested: Yes  
Author/Creator: 

Preparation Steps: 1. Teacher need to display of colors, foods, animals, transportation devices and so on along with the word that corresponds to each item.  
2. Bring magazines, newspaper, and catalogs  
3. Bring pictures related to the words for the students to use as examples  
4. Need construction paper, scissor, posters, and glue sticks  

Application Steps: 1. The teacher will introduce the word poster  
2. The teacher will use the word “canoe” to show an example of the activity which will done as a class.  
3. The teacher will ask the students if they know what canoeing is. The teacher will have the students to definite canoe using their own words.  
4. The teacher will draw the pictures that illustrated the word.  
5. Students will then select one word and illustrate it on a poster.  
6. The students may use textual or any sources available to determine an understanding of the word chosen.  
7. Then the students will look for or draw pictures that illustrate the word.  
8. The teacher will add each picture to the poster’s clarity in representing the words.  
9. To end the activity the teacher will introduce all the words on the posters with its illustration.  

Differentiation: For special need students, the teacher should provide students with an example for word and illustration to work on the activity. Students could use pictures from magazines, newspaper, and catalogs for illustrating words. For ELL’s students the teacher could pair them up with other students in to class. This will help students to define and recognize words in both their native language and English.  

Things to watch out for: Teacher needs to organize before starting the activity. Teacher need to give clear direction to perform this activity. It is important to model the strategy with the students to clear out confusion.  

Description/Application: Word posters are a fun way to learn and remember new information, and to share what they have learned in the classroom. This activity is great to use it when learning new vocabulary words. Word posters are a meaningful homework assignment use in the classroom.
Preparation Steps:  1. Find a topic or idea that is interesting to students.
   2. Divide students into groups of two or three members.
   3. Give each group one pen and one piece of paper
   4. Give precise instructions and time frames for the project.
   5. Let students have a meaningful discussion

Application steps:  1. Encourage students to participate in discussion
   2. Tell them about the importance of “brainstorming”.
   3. Ask them to hear and understand each others ideas.
   4. Ask them to engage in critical thinking during discussion period.
   5. Tell them to freely express their ideas even if it doesn’t make sense.

Things to watch for: This is a largely student led activity. Teacher is there to facilitate order and to give initial direction. Be very careful not to influence student ideas and thinking processes. The whole point of this activity is to help students with free thinking and writing.

Description/Application: Written Conversation is extremely valuable strategy that can be used in all levels of education. Activity encourages students to (A.) develop better vocabulary and (B.) help them with their writing skills. In addition this activity can be used in lower level classes with the help of pictures and other age appropriate learning tools. Most important aspect of this activity lies in the fact that this type of instruction encourages development of deep and free thinking necessary for healthy young adults and children.
Name: Preparing Learners  
Type: Written Previews  
Literacy Skill: Reading Instruction  
Domain: Comprehension, Vocabulary Development  
Grade Level Uses: K-20  
Special Population: No, Fine for ELL and Special Needs with accommodations  
Cognitive Process: Categorization  
PAR Use: Before Reading, then Reflection-After Reading  
Researched, Field Tested: Yes  
Author/Creator: Graves, Prenn and Cooke 1985  

Preparation Steps:  
1. Teachers will write brief previews of materials to be read by students.  
2. The previews are very valuable if the material is difficult and also provide a reference point and ways for students to organize information.  
3. Written previews need to be short.  
4. Previews are usually read aloud to the entire classroom before silent reading commences.  
5. Teachers can use info gained from their own reading to write more previews.  

Application Steps:  
1. Select situation familiar to the students.  
2. Describe the situation.  
3. Ask questions that will attract student interest in topic.  
4. If the material demands explanation this should be done in session.  
5. Provide a synopsis of the material.  
6. Provide clear directions for better comprehension.  
7. Allow time for students to ask questions.  
8. Plan for students to have enough time to read entire chapter  

Differentiation: For students that are older or younger different methods can be used. For younger ones for example teacher can use materials that posses more pictures, drawings and materials that relate to them. For older students teachers could use words that require some research which will help them build vocabulary.  

Things to watch out for: Teacher can not do the reading and define words for the students. Students must know that it is ultimately their responsibility to learn. Teacher can assist and explain materials, but nothing more than that.  

Description/Application: Written previews are good way to build readers background. In addition they help readers organize the incoming text material. Written previews can help teacher become more effective.