

Word Play

Wisconsin State Standards

Language

- Vocabulary Acquisition and Use

Grade Level

K-5

Purpose

Use with students to support vocabulary development

When to Use

After Reading

Grouping

Whole Group
Small Group

ABOUT THE INSTRUCTIONAL PRACTICE

WORD PLAY provides students with an opportunity to review vocabulary words while interacting with others. Use word play after students have had multiple exposures to the words. This will ensure students will not become frustrated during the word play or that word play will not become just an activity. Word play can be used at the beginning or end of a lesson. Word play energizes students, creating engaged learning. Design word play after popular board games and/or TV game shows such as charades, Pictionary®, Jeopardy®, \$100,000 Pyramid®, and Taboo®.

IMPLEMENTATION OF THE STRATEGY

- After students have had multiple exposures to vocabulary words, create an engaging activity that will allow students to apply their vocabulary words in a new context.
- Establish expectations for word play with students, posting expected behavior on anchor charts.
- Explain the rules and procedure for the word play.
- Engage students in the word play, encouraging all students to be engaged.
- Have students revisit their interactive journals for vocabulary to record any new understandings of the words.

MEASURING PROGRESS

- Teacher observation
- Conferencing
- Interactive journals

RESEARCH

Hyerle, D. (1996). *Visual tools for constructing knowledge*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. & Pickering, D. (2005). *Building academic vocabulary*. Alexandria, VA: Association for Supervision and Curriculum Development.