More Vocabulary Games From Marzano

Classifying Terms

- **Teacher instructed**
- **Structured or open-ended**

Overview: Students create categories and place terms into the categories. Students must identify key attributes of concepts associated with terms. Their understanding has to be sufficient to recognize those attributes in other terms. If structured, students are given the terms to classify and the categories into which they must place them. If open-ended, the students are provided a list of terms to classify or the categories, but not both. The most open-ended possibility would allow students to identify classification and category.

Procedure: Set up classifying in a list of terms from the students' notebooks; ask them to classify the terms. They may be related as "bodies of water," or they may be unrelated required creativity of the students to form categories. Another option is to create categories and ask students to locate terms from within their notebooks that might fit within the categories. Finally, students can review all terms in a particular section and create their own categories for the terms and classify as many as possible.

Allow students to work in small groups or pairs to complete the classifications. Invite the groups to share their ideas. They have to explain the criteria for membership in each category; the items included in each category; and, how each item meets the criteria for placement within the category.

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Solving Analogy Problems

- **Teacher directed**
- **Pairs or small groups**
- **Share aloud**

Overview: Students complete analogy statements. There are one or two terms missing and the students provide the terms that will complete the analogy.

Procedure: Present the problems either orally or written. Give the students the opportunity to provide the missing terms. Invite the students to share their ideas aloud. AS they share, make sure they include a description of the *relationship* that both sets of terms have in common.
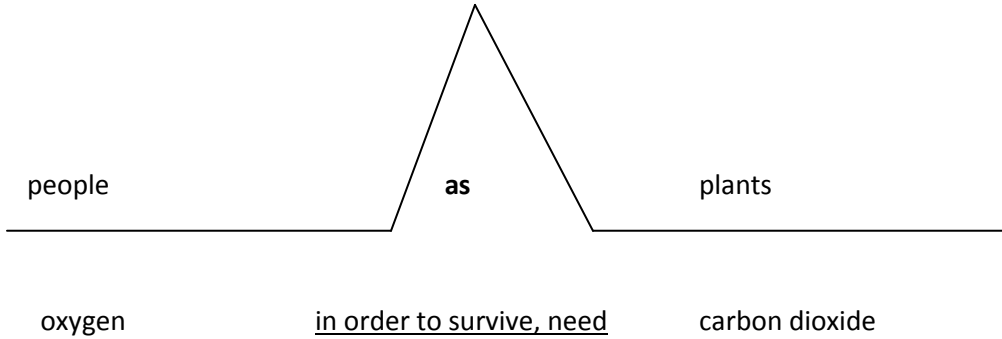
If only one term is missing, the accurate answers are narrowed; if two terms are missing, then many different perspectives can be applied.

Bone : skeleton :: *word* is to _____

OR

Harry Truman : *WWII* :: _____ : _____

An analogy graphic organizer to help students visualize the relationship:

people   **as**   plants

  oxygen   <u>in order to survive, need</u>   carbon dioxide

Found in David Hyerle's book *Visual Tools for Constructing Knowledge* (cited in Marzano BAV)

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Creating Metaphors

- Student directed

Overview: The purpose is to guide students to see general relationships among terms in their vocabulary notebooks or between a term from their notebook and a seemingly different idea.

Procedure: Model the process and give explicit guidance by listing the specific characteristics of a targeted term; rewrite those characteristics in more general language; then, identify another specific term and explain how it also has the general characteristics of term one.

Term	More General Description	Term
Frederick Douglas		*Helen Keller*
was a slave as a young boy	had a rough beginning	Got sick as a baby which left her blind and deaf
learned to read and write anyway	Achieved goals even when difficult	Learned how to read Braille, write; she also went to college
Wrote books and gave speeches against slavery	Worked to help other people who suffered like him	Through her speech tours and writing, she inspired other to overcome their disabilities.

Metaphor Matrix

Vocabulary Charades

- **Energizing – movement**

Overview: Students act out the term as called out by the teacher, or students form teams and then give a designated member a term to act out. This can be competition between teams or simply trying to beat a previous record.

Procedure: The first approach takes only a few minutes throughout the day or lesson. The students simply stand up next to their desks. As terms are called out, they are challenged to show they know the meaning by taking a position or acting the term out without speaking. Some terms may require interaction with another student to act out a scene. With the second approach, teams are given cards with printed terms.   A student is selected by the team to act out the term represented on the card. The actor shows the other team the cue card with the term printed on it if they guess correctly. Play then goes to the other team.

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Talk a Mile a Minute

- Teams, Small Group, or Pairs
- Student directed

Overview: Teams are given a list of terms that are organized in categories. The words should have some relationship by meaning such as "parts of a circle," or "things associated with the planets."

Procedure: Each team designates a speaker. The speaker is given a list of words under a category title. The talker tries to get the team to say each of the words by quickly describing them. The speaker may say anything about the terms, "talking a mile a minute," but may not use any of the words on the list or any rhyming word of the words on the list. For example – in the list given below, the speaker may not say "animal." The speaker may say, "These are living things that give birth to live young; examples are dogs, horses, and monkeys." The speaker must continue talking until the team members identify the first term of the category. The speaker then moves to the next term in the category until all terms have been guess or the one-minute time has been called. Time for one minute; then, stop play and tally points. If any team finishes before time – they stand and yell, "GOT IT." Play then stops and points are tallied for runner-up.

Types of Animals	Things Associated With Civil War	Parts of Speech
mammals reptile amphibian bird insect fish spider	Robert E. Lee Ulysses S. Grant Gettysburg Slavery Antietam Emancipation Proclamation Abraham Lincoln	Noun Verb Adjective Preposition Conjunction Adverb Pronoun Interjection

From Building Academic Vocabulary by Robert Marzano & Debra Pickering, ASCD