

2-6 minute Vocabulary Rehearsal Activities

All of these activities are based upon the research about reciprocal teaching.

Stroll and Stop

(You need the list of vocabulary words and a piece of paper folded in half 4 times (32 boxes.)

1. Students choose three words from their list
2. Start walking around the room and the teacher says stop.
3. Students teach their three words to a peer and the peer signs the signature practice sheet in one of the boxes.
4. Towards the end of the activity, bring the students back together as a whole group and individual students get to call out someone's name from one of their signature boxes and they have to teach one of their words.

Jigsaw

(You need the list of vocabulary words and organize students into groups of five each with the responsibility of teaching 4-5 words that the other groups don't have.)

1. Students in each base group practice the words to make sure they can pronounce them correctly, spell them, and know what it means. They may also develop memory cues that can be visual, auditory, kinesthetic (movement), tactile, emotional, smell or taste.
2. One student from each of the base groups goes out to another formed group and each person in the group teaches their 4-5 words.

Flash IT

1. Using index cards or 2 X 3 pieces of paper to write the target words and phrases on the cards, putting one language on the front and the other on the back.
2. Students walk around the room and take the stack of words from a partner and flash the partner their own words. Proceed through the stack and separate the words into two piles: those they understand immediately and those you do not.
3. Students go through the yet-unlearned words for 2 minutes until you attain a speedy mastery of them.
4. They hand their cards to a partner next to them and get tested for mastery.

Express Yourself

1. Students select five target words from their list and create or select a sample sentence.
2. Students get into pairs while standing and state each of their five sentences changing emotional, funny, speed, intensity, pitch, or phrasing. The sentences should not sound just like a regular sentence. After the sentence is stated, they say the target word again.
3. For the last of the three partners--- Students must write down one sentence from their last partner and will have to state that sentence when either a teacher or student calls them upon. Again—they must state the target word before and after the sentence.

Sort It

(This activity works best when there are many words, but the words can be grouped by some pattern, meaning, or connection)

1. Create slips of paper with the target words.
2. Students work in pairs or triads to sort the words into patterns/groups. You can give them the titles of the groups or you can let them figure it out.
3. Students pair up with another pair of students and have to explain why they put each word in their groups.