

Appendix B

Vocabulary Strategy	Explanation of Strategy
Word Sorts	<ol style="list-style-type: none">1. The teacher selects a list of vocabulary words for the students to work with and writes them on word cards.2. "Students sort vocabulary words into categories provided by the teacher (closed sort) or by self-selected categories (open sort)" (McLaughlin & Allen, 2002, p. 45).
Word Bingo	<ol style="list-style-type: none">1. The teacher hands out a 4 x 4 bingo sheet to each student. Students record 15 vocabulary words on their bingo sheet (leaving the free space blank).2. Then, "one at a time, a student pulls out a card, reads the clue, and students cover the word with a marker. The first student to get four in a row wins" (McLaughlin & Allen, 2002, p. 45).
Word Riddles	<ol style="list-style-type: none">1. "Students can make riddles for others to solve. The process includes<ul style="list-style-type: none">• your answer to the riddle,• finding synonyms for words in the answer• the substitution for the word in this question: What do you call a _____? (e.g., Q: What do you call a plump primate? A: a chunky monkey)" (McLaughlin & Allen, 2002, p. 46).2. Riddles can use hink pinks, homophones, or alliteration (McLaughlin & Allen, 2002).
Cloze Activities	<ol style="list-style-type: none">1. To create a cloze paragraph, the teacher chooses a paragraph from a text at the students' instructional reading level and deletes words.2. The teacher provides students with a list of the vocabulary words that were omitted.3. Students then work in small groups to try to figure out the correct vocabulary word that fits in each blank (Herrell & Jordan, 2008).
4 Corners Vocabulary	<ol style="list-style-type: none">1. Split a rectangular chart into four equal sections. In the upper left corner, students draw a picture of the vocabulary word. In the upper right corner, students should write a sentence that correctly uses the vocabulary word in context. In the bottom left corner, students write the definition (preferably in their own words), and in the bottom right corner, students write the vocabulary word (Vogt & Echevarría, 2008).
Concentration	<ol style="list-style-type: none">1. Locate two different colors of note cards (for example, blue and green).2. On each of the blue note cards, write a vocabulary word. On each of the green note cards, write the definition of each vocabulary word.3. Shuffle the blue and green note cards and place them face down on a flat surface. In teams, have students turn up one blue note card and one green note card. If those cards match the word and definition, students keep the cards. If they do not match, they flip both cards back over.4. Take turns until all the cards are correctly paired up (Samway & Taylor, 2008).