

Vocabulary Strategies for *Social Studies*

*Dawn Viñas,
Social Studies
Success*





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Directions

Be sure to follow these important directions if you want to allow your students to complete this activity using Google Slides™.

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[Vocabulary Strategies](#)

You will be directed to a page in your Google™ account that will ask if you would like to copy the document. Once you make a copy, you will be able to manipulate parts of the activity before you assign it to your students. The individual pages are locked images, but you will be able to delete or add any slides you wish. Once you are ready to go, assign the activity to your students. When assigning in Google Classroom™, be sure to select "Make a Copy for Each Student" to ensure that each student has their own assignment to work on individually.

Enjoy!

Dawn



What do I believe about Social Studies instruction?

Students need to be engaged to learn.

-Schlechty's *Design Qualities of Engagement*

History can be fun and rigorous at the same time.

-Bower's *Bring Learning Alive!*

Vocabulary Instruction must be intentional and engaging.

-Marzano *Academic Vocabulary*

All students can learn – we just need to support them in different ways.

-Seidlitz's *Seven Steps*

Everyone's story needs to be told – we have a great responsibility for helping students see patterns in history across time.

-Dawn

Students need to read in Social Studies – a lot! Like everyday!

-Kinsella's *Considerate Text*

The Interactive Student Notebook is a powerful teaching tool that allows you to differentiate instruction for students in a variety of ways.

-Wist's *Research on the Interactive Student Notebook*

Writing is essential for learning, not just assessment.

-Daniels' *Content Area Writing*

Students are social – purposeful talk is crucial to learning.

-Walsh *Quality Questioning*

History should not be trivial pursuit – dig deeper and teach with essential questions and enduring understandings.

-Wiggins & McTighe *Essential Questions*

Kids need to continuously review content. All students need to participate in classroom activities.

-Himmele's *Total Participation Techniques*

"Soft skills" of collaboration, communication, critical thinking, and creativity are essential to future success in the job market.

-Muir *Reasons Millennials Get Fired*

Vocabulary Instruction

This strategy manual is designed to help you teach content vocabulary in Social Studies. The ideas included in the manual are a combination of research and 25 years experience in Social Studies instruction. Keep these ideas in mind as you use the manual -

- Vocabulary instruction must be intentional, not just the initial instruction on the definition of the term, but included deliberately in subsequent lesson plans throughout the unit.
- Vocabulary must be taught directly - students need to see the term, hear the term, and say the term in order to build their understanding of key content vocabulary.
- Students need to encounter the vocabulary term in a meaningful way at least six times throughout the unit before it can be understood and applied.
- One of the best ways for students to learn vocabulary is to associate an image with the term.
- Students must participate in engaging activities for long term retention.

You will find a variety of strategies to support you in the many different stages of vocabulary instruction. For the purpose of this manual, the instructional strategies will be categorized into the following steps; but know that many of the strategies can be used in multiple ways.

STEP 1

Focus on
essential
terms
and
concepts

STEP 2

Use
Explicit
Instruction

STEP 3

Use
Visuals

STEP 4

Talk
using the
terms

STEP 5

Write
using the
terms

STEP 6

Play
games
with
the
terms

Step One:

Focus on
Essential Terms and
Concepts

Focus on essential terms and concepts

1. Before instruction, preview the content and the text, even when using text that has pre-selected vocabulary words.
 - ☐ Read the passage and identify vocabulary words you think students will find unfamiliar. Ask yourself: *"How difficult is this passage to understand?"* Follow the Rule of Five when you are selecting the text - if there are more than 5 words a student won't understand in the paragraph, it is above their independent reading level - you will need to modify the reading passage or provide significant reading support.
 - ☐ Select words that are important to understanding the content or text.
 - ☐ List words you predict will be challenging for your students. You may not be able to teach all of these words. Research supports teaching only a few words before reading. Instead of pre-teaching these terms, you can explain them while the students are reading.
 - ☐ Determine which words are adequately defined in the text. Some may be defined by direct definition and others through context. Expand on these words during reading, rather than directly teaching them before reading.
 - ☐ Determine the importance of the word. Ask yourself: *"Does the word appear again and again?"* *"Is the word important to comprehending the content?"* *"Will knowledge of the word help in the next grade level?"*
2. Identify words students may know based on their prefixes, suffixes and base or root words.
 - ☐ If structural elements help students determine words' meanings, teach them directly.
 - ☐ Consider students' prior knowledge. Words can be discussed as you activate and build prior knowledge. Words can also be extended.
3. The vocabulary words you choose should include:
 - ☐ Words that will be frequently encountered in other texts and content areas.
 - ☐ Words that are important to understanding the main idea.
 - ☐ Words that are not a part of your student's prior knowledge.
 - ☐ Words unlikely to be learned independently through the use of context clues.

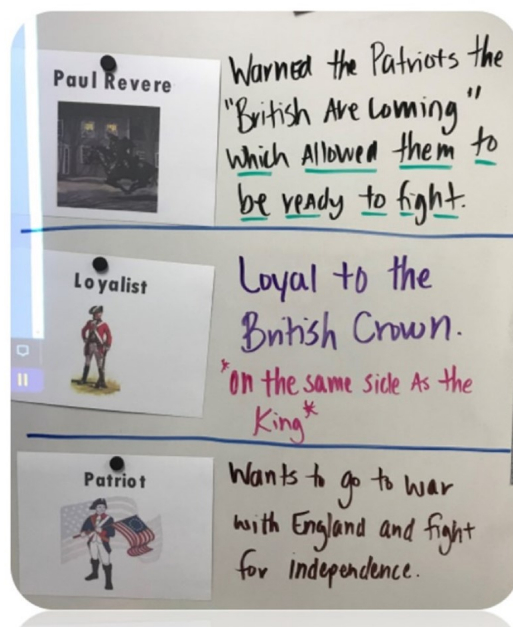
Step Two:

Use
Explicit Instruction

STEP 2 Use Explicit Instruction

Use these steps when teaching vocabulary.

- ☐ Pronounce the term
- ☐ Define the term
- ☐ Break down the term into root words
- ☐ Give synonyms of the term
- ☐ Give examples of the term



Do you want to see me model how to teach vocabulary terms explicitly in a workshop? Check out these videos on YouTube:

Video 1 of 4

<https://youtube/iIWLYAJPx4E>

Video 2 of 4

<https://youtube/2naL+I+VFZY>

Video 3 of 4

<https://youtube/4HIPm5ICVOI>

Video 4 of 4

<https://youtube/ufC6E3rk-QE>



Illustrated Dictionary

What is it?

Illustrated Dictionaries allow students to interact with key terms. As they manipulate the terms in linguistic and non-linguistic ways, they begin to master them and prepare to read.

How to do it:

1. Choose up to 8 terms that students need to understand in order to grasp the essential question or theme.
2. Create a matrix that has space for the following: terms, definitions, in your own words, sentences, drawings.
3. Before instruction on the unit, have students complete the illustrated dictionary. Tell them to:
 - Write the new term (and put it into their own language).
 - Define the term using an appropriate resource.
 - Write the meaning of the term in their own words.
 - Use the term in a sentence.
 - Draw a picture or symbol of the term.

Illustrated Dictionary

Directions: Write the new term and define it. Write the meaning of the term in your own words. Use the term in a sentence. Draw a picture or symbol of the term.

Term	Definition	In Your Own Words	Sentence	Drawing or Picture

STEP 2 Use Explicit Instruction

Predict This

What is it?

This is a vocabulary game that allows students to identify definitions of key vocabulary terms based on images.

How to do it:


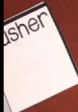






1. Prepare terms with a clear and descriptive picture. Use clip art or stock images if necessary.
2. Hand out Predict This questions - a blank template has been provided for you. Have students work with a partner to determine the definition of each term based on what they see.
3. Debrief to make sure everyone has the correct definition.

Adaptation:

Print the images and have your students match the image to the definition.

VOCABULARY PREDICTION ACTIVITY

Directions - examine the images you have been given. Predict their definition by trying to match them to the pictures. Once you have identified all of the correct terms, complete the chart by gluing down the pictures.

IMAGE	DEFINITION
	A town undergoing rapid growth due to sudden economic prosperity.
 	A new process of extracting oil out of the ground by pumping water underground.
  	Petroleum as it comes naturally from the ground, before refining.
	The framework over an oil well that holds the drilling machinery.
	A person who searches for oil.

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Other terms shown on the left: petroleum, usher, petrochemical, refinery, kerosene, "Black Gold", "Boomer".

Predict This

Use the vocabulary word wall as your word bank.
Choose the word that you think matches that definition.

Which word means...	Word Guessed

Predict This

Use the vocabulary word wall as your word bank.
Choose the word that you think matches that definition.

Which word means...	Word Guessed

Predict This

Use the vocabulary word wall as your word bank.
Choose the word that you think matches that definition.

Which word means...	Word Guessed

Say What

What is it?

Say What is an activity in which students quickly predict and preview key vocabulary terms as they tap into the prior knowledge of their classmates.

How to do it:

1. Prepare index cards by write the terms individually on index cards. Duplicate or triplicate these cards to create enough for one per student.
2. Hand out index cards to each student and have the students walk around the classroom and question three different people. They need to ask their classmates what they think the definition of the term is and if they have any examples of the term in use they can share. Tell students to jot down the answers they hear on the index card.
3. After a few minutes of questioning, have students group together and discuss the different definitions they have heard. They will then report out what they think the definition of the term is.

TIPS FOR SUCCESS

- ❖ Don't use more than 8 vocabulary words - research shows students can't master more than 8 words a time.
- ❖ Create duplicate cards with the same vocabulary word. After students have interviewed each other - they can form a small group and create a group definition.
- ❖ After the definition has been created by the class (and reviewed by you), have your students write down the definition.

Step Three:

Use Visuals

Word Walls

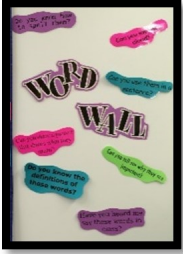
Word walls will:

-
- A photograph of a 'Word Wall' display on a corkboard. The title 'WORD WALL' is at the top in large, colorful letters. Below it are various cards with images and labels for concepts like Abolition, Night, Revolution, Executive Branch, Civil War, Federalism, Compromise, Republic, Revolution, Democracy, Separation of Powers, Mercantilism, Economics, and Checks and Balances.

- Make words accessible by putting them where every student can see them. They should be written in large black letters and include an image. Words should be added for each new lesson - a general guideline is five to 8 words per lesson.
- Use the word wall daily to practice words, incorporating a variety of activities such as your warm-up, note taking and processing assignments. Require students to use the words as much as possible in their responses to your questions. Use Predict This to turn vocabulary into a game - I have created a blank template for you.
- Provide enough practice so that words are read automatically.
- Place your current word wall in the front of the room for reference - you can move it to another location when you have completed the unit.
- Use content-area material from the curriculum rather than randomly selected words.
- Word walls should be referred to often so students come to understand and see their relevance.

STEP 3 Use Visuals

Word Walls



- Add questions to your Word Wall. I have included these questions at the end of this resource for you to print.
 - Do you know how to spell them?
 - Can you say them out loud?
 - Can you draw a picture that shows what they mean?
 - Can you tell me why they are important?
 - Do you know the definitions of these words?
 - Have you heard me say these words in class?



- Use magnets to quickly post and move Word Wall terms.



- Allow students to create their own definitions on post-it notes.



- Use the Connection Cards for a quick review game anytime! This game can be found further in the manual.

Pictogram

What is it?

An image that represents the definition of the term within each letter of the vocabulary term.

How to do it:

1. Give each student a different term and a sheet of white paper.
2. Share different examples of pictograms and model how to create them.



Group Pictionary

What is it?

Group Pictionary is an activity that encourages students to visualize and create non-linguistic representations of key terms from their text.

How to do it:

1. Create five game cards, each with four vocabulary terms from the text. Duplicate the cards so that pairs or groups of four will each have a set.
2. Place students into pairs or small groups. Explain that each team's goal is to be the first in a round to correctly identify vocabulary terms.
3. Designate one student on each team as the "artist". Give each of the artists in this first round one of their game cards. Tell artists to privately read the words and then place the card face down when they are ready to play.
4. Identify the time limit for the first round of words. Allow between 2-3 minutes.
5. Explain the game. Tell students that the artist will draw a rough sketch of what the first word on the game card represents, using no letters or numbers. When the word is identified by the group, the artist will continue on to sketch the next word on the card. After a group has identified all four words, team members should raise their hands, indicating the end of the first round. The winning team receives a point.

Have teams change artists and repeat the process.

Adaptation:

Teach students how to "quick draw" so time isn't spent on detailed drawings. Following the game, have students view everyone's drawings to see the different artist's renditions of the vocabulary terms.

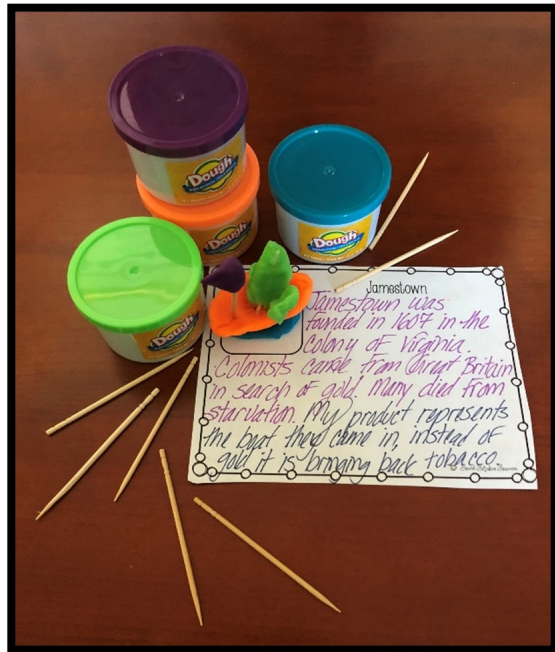
Play Dough Processing

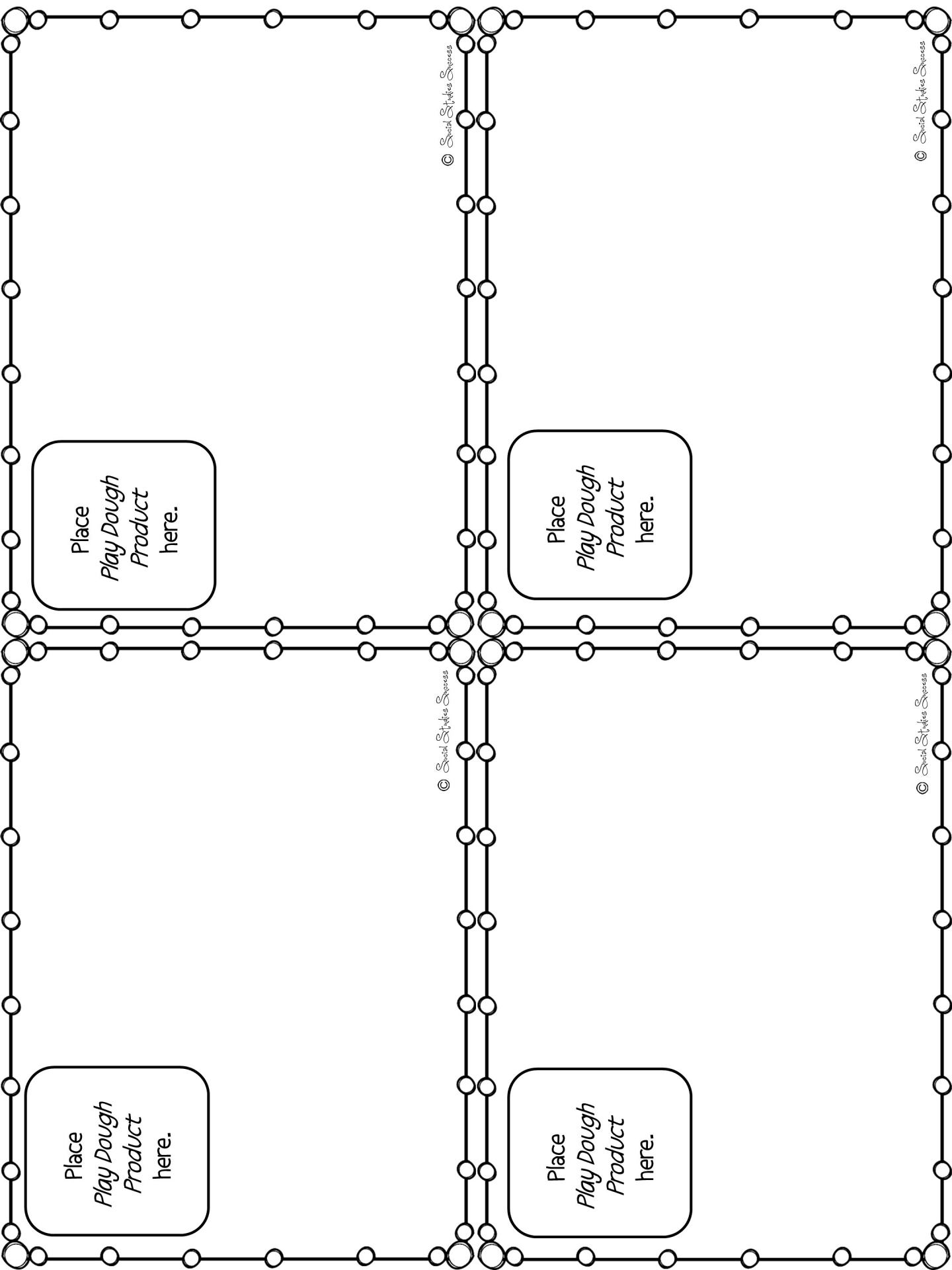
What is it?

Play Dough Processing allows students to create 3-D images of key vocabulary terms.

How to do it:

1. Prepare the materials before class. You will need Play Dough (found at the Dollar Store or Amazon) and tooth picks. I also recommend baby wipes for easy clean up after you are finished. Print the Play Dough Processing handouts (1 set for each class) and cut them out.
2. Place your students into small groups (3 or 4). Give each group different colored Play Dough tubs and tooth picks. Pass out the cards to your students and challenge your students to create a 3-D image to represent the vocabulary term.
3. After they have created their image, they need to write a short summary detailing how their creation matches the definition.
4. Give your students a **STRICT** time limit on this activity. This should take them no longer than 10-15 minutes! After all of your students are finished, display the products and allow your students to examine the different products. To extend the activity, they can give feedback or praise on post-it notes.





Place
*Play Dough
Product*
here.

Place
*Play Dough
Product*
here.

Place
*Play Dough
Product*
here.

Place
*Play Dough
Product*
here.

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Step Four:

Talk
Using
the Terms

STEP 4

Talk using the terms

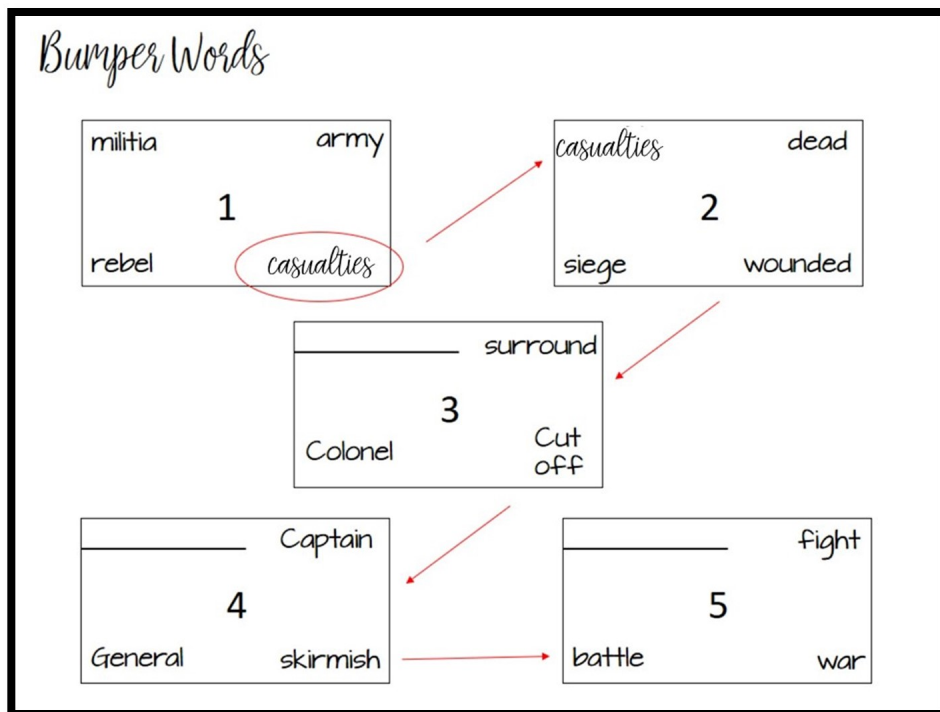
Bumper Words

What is it?

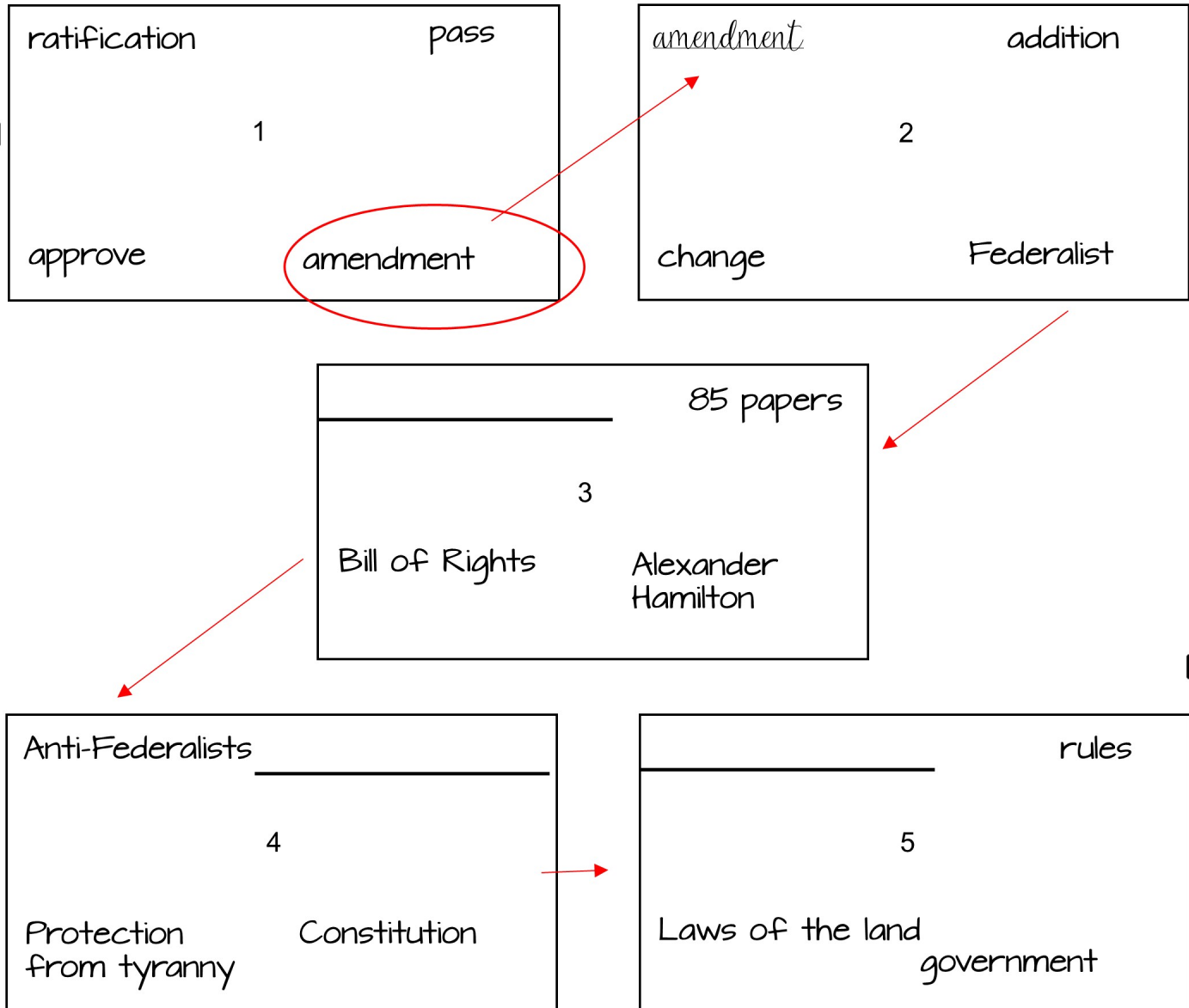
An activity that allows students to talk to each other as they try to solve a puzzle using the vocabulary terms.

How to do it:

1. Create a game of bumper words by using vocabulary terms and synonyms or descriptive terms.
2. Create each box with a term, two synonyms and one term that does not belong. In each box, the term that does not belong gets "bumped" to the next box. The final box contains words that all go together.
3. After you have modeled this activity - allow your students to make their own "Bumper Words" puzzles.



Bumper Words



Bumper Words

Directions: Create each box with a term, two synonyms and one term that does not belong. In each box, the term that does not belong gets “bumped” to the next box. The final box contains words that all go together.

1

2

3

4

5

Name Dropper

What is it?

Name Dropper is a Taboo-type game in which students to visualize and make connections with key vocabulary terms.

How to do it:

1. Create 10-20 paper slips that have key vocabulary terms on them. Duplicate in order to fill six to seven envelopes.
2. Divide the class into groups of five and distribute an envelope to each group.
3. Appoint one student as leader and begin round one. Tell the leader to pull a vocabulary term from the envelope and attempt to have the rest of the group guess the term. The leader may not use the word or any part of it when giving clues. If the leader uses the term, the group loses a point; if the group guesses the term, the group receives a point. Have the leader keep two piles of paper slips—one for points gained and one for points lost. The leader tries to get the group to guess as many terms as they can in one minute. If the group is having difficulty describing a term, they can take a "pass," put the word back, and pick a new term.
4. After one minute is up, have the leader pass the envelope to the person on his/her left for round two. Explain that the new leader has one minute to do the same with the remaining words in the envelope. Continue to place paper slips in the piles.
5. Play the game until all groups have emptied their envelopes. The group with the most terms correctly identified wins.

STEP 4*Talk using the terms*

\$25,000 Pyramid

What is it?

\$25,000 Pyramid is a game show-like activity in which students visualize and make personal connections to vocabulary words.

How to do it.

1. Create two pyramid-shaped handouts, each with lists of words related to the text. Place the more difficult words at the top levels of the pyramid and less complex words at the bottom levels. Label one handout "A" and the other "B."
2. Place students into pairs, and give one person in each pair handout "A" and the other handout "B." Tell them not to let their partner see their handouts.
3. Model the game for students. Pair up with another student and demonstrate what the clue giver does. For example, for the term "carrot" you might say: "It is an orange vegetable that rabbits like to eat." Allow the student to guess.
4. Begin Round One. Have the student with list "A" start giving clues to bottom level of words and try to get his/her partner to guess the word without using the word itself. Explain that the clue giver cannot move to the next level of words until the level below has been guessed correctly. When the student guesses the correct word, the clue giver checks it off of their handout and continues up the pyramid until the teacher calls "stop!" Use your discretion for how long to play the game.
5. Have students switch roles and begin Round Two. Repeat these steps for handout "B."
6. Have pairs total the scores of handout A and handout B and declare a winner of the class.

Adaptation - use post-it notes to mark terms on a word wall for a quick version of \$25,000 Pyramid.

Step Five:

Write
Using
the Terms

STEP 5

Write using the terms

Vocabulary Pyramid

What is it?

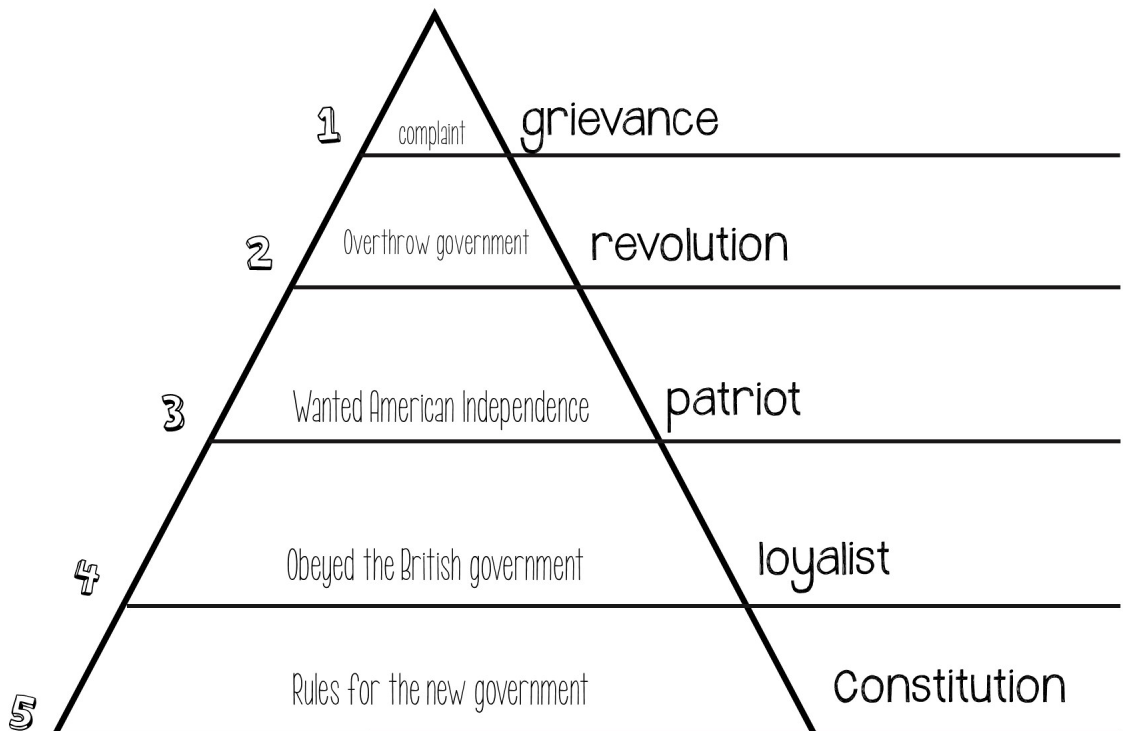
Vocabulary Pyramid is a strategy that encourages students to define words in a simplified way.

How Does It Work?

1. Pick 5 or more words.
2. Give students the pyramid template or have them draw it in their notebooks.
3. Each line of the pyramid is the numbered, that number corresponds to the number of words the student can use to define the vocabulary term.
4. Extension: have students draw a visual for each term

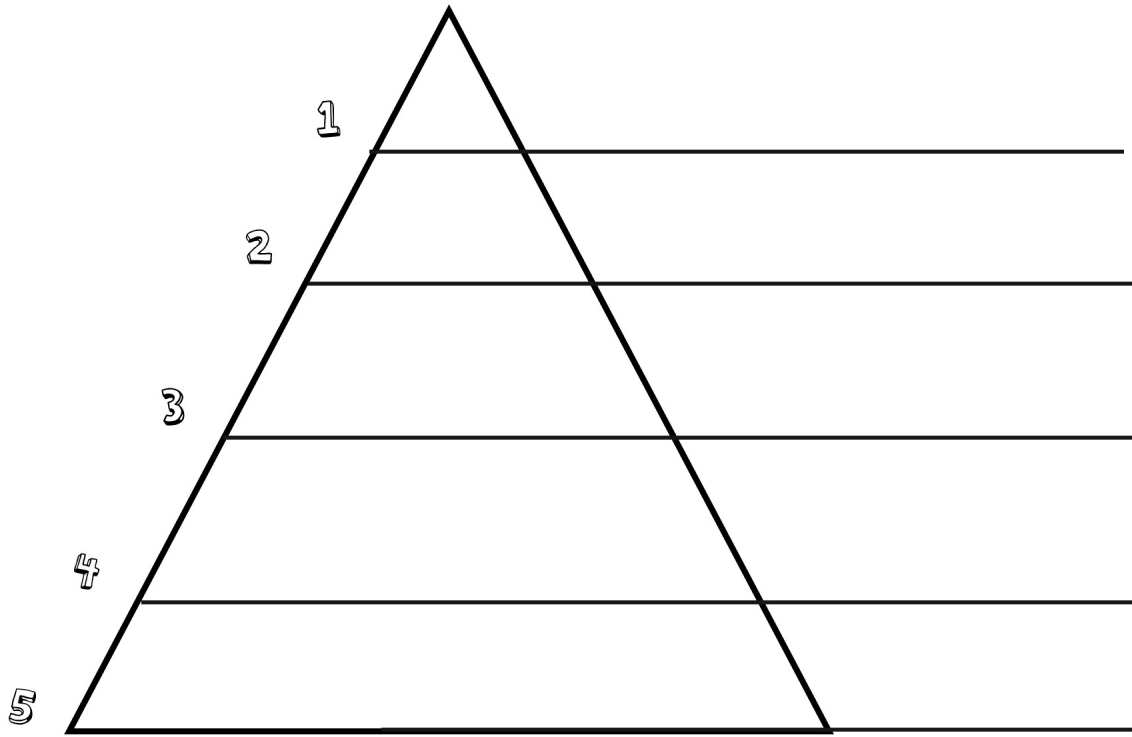
Why use it?

This strategy encourages students to use higher levels of thinking, and process the vocabulary in such a way that the teacher can tell if the student understood the vocabulary terms and concepts.



Vocabulary Pyramid

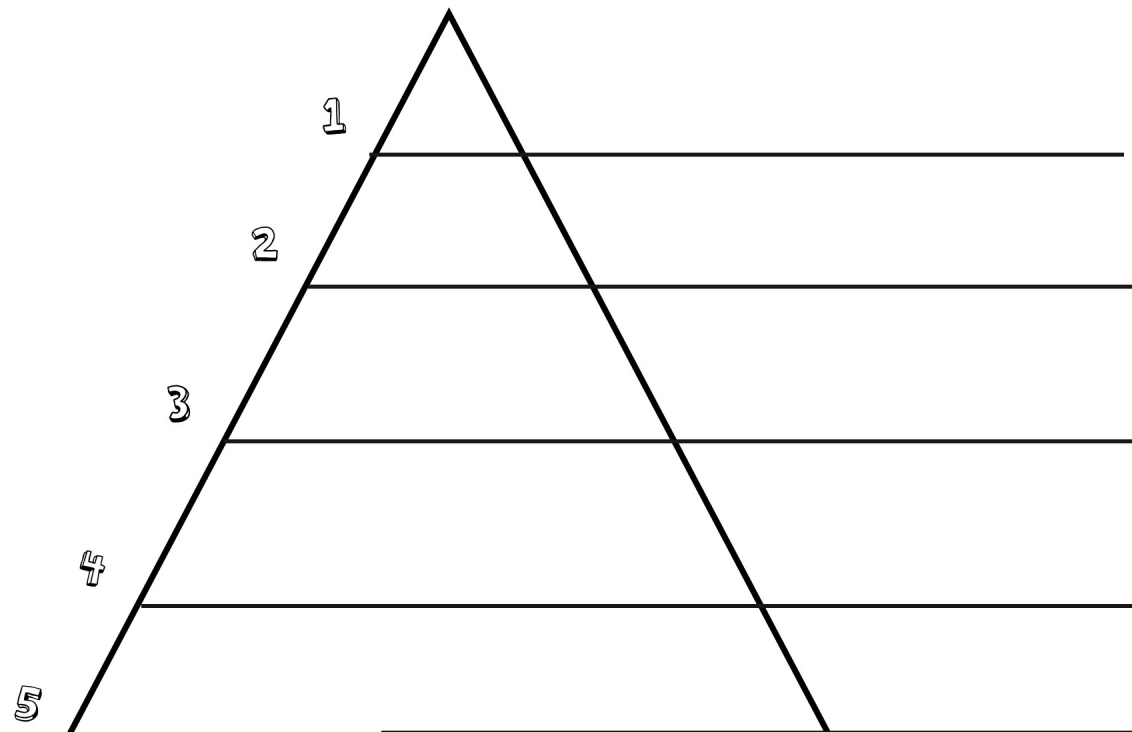
For each line on the pyramid, use that many words to describe the vocabulary term.



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Vocabulary Pyramid

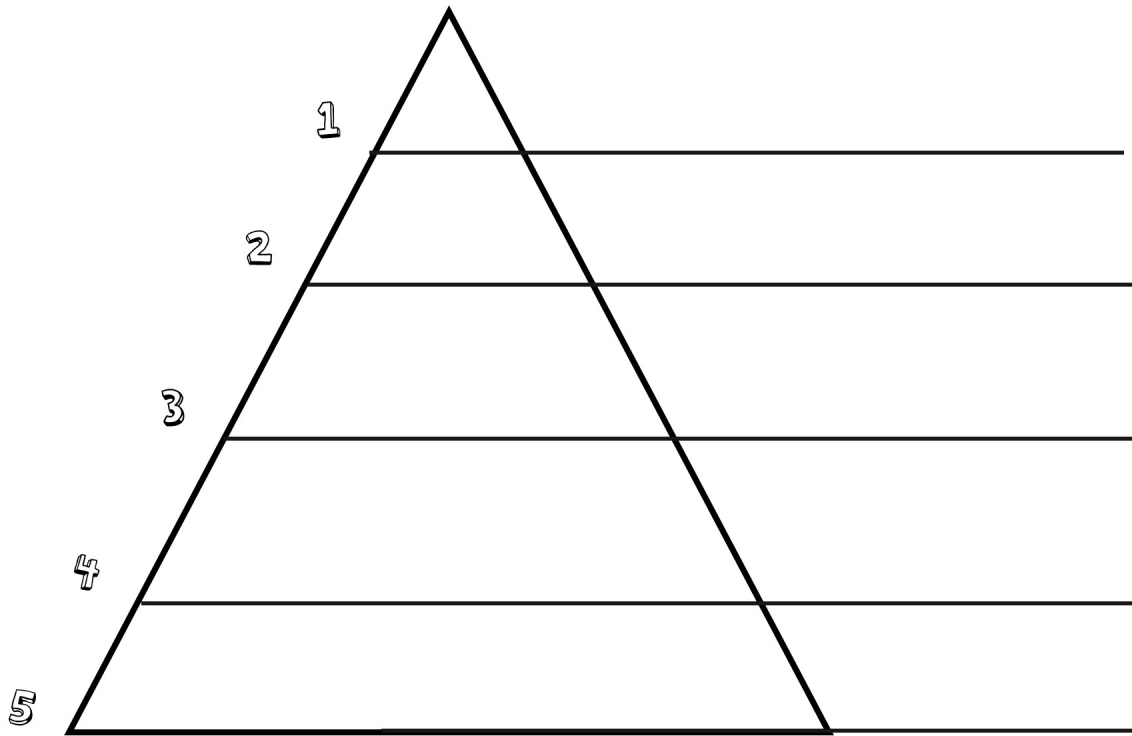
For each line on the pyramid, use that many words to describe the vocabulary term.



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Vocabulary Pyramid

For each line on the pyramid, use that many words to describe the vocabulary term.



STEP 5

Write using the terms

Fist List

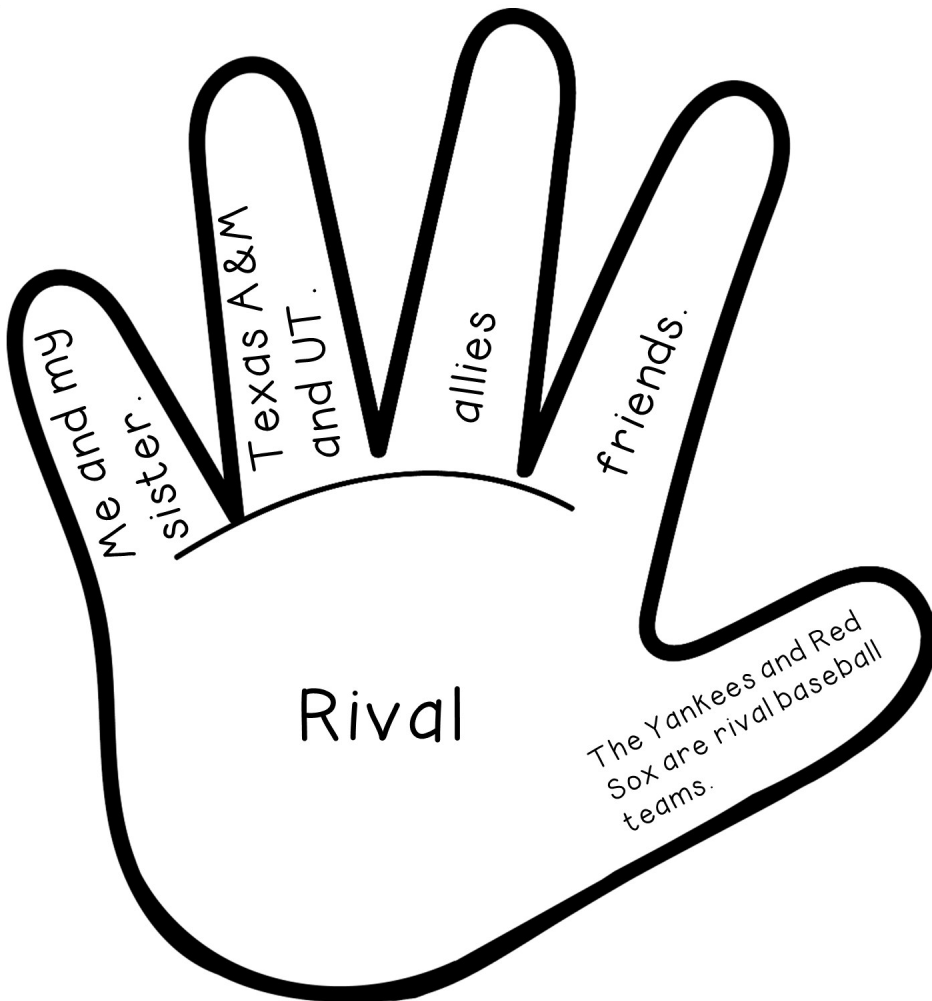
What is it?

Fist List is an activity in which students place a vocabulary term in the palm of their hand and then compare and contrast as they examine similarities and differences.

How to do it:

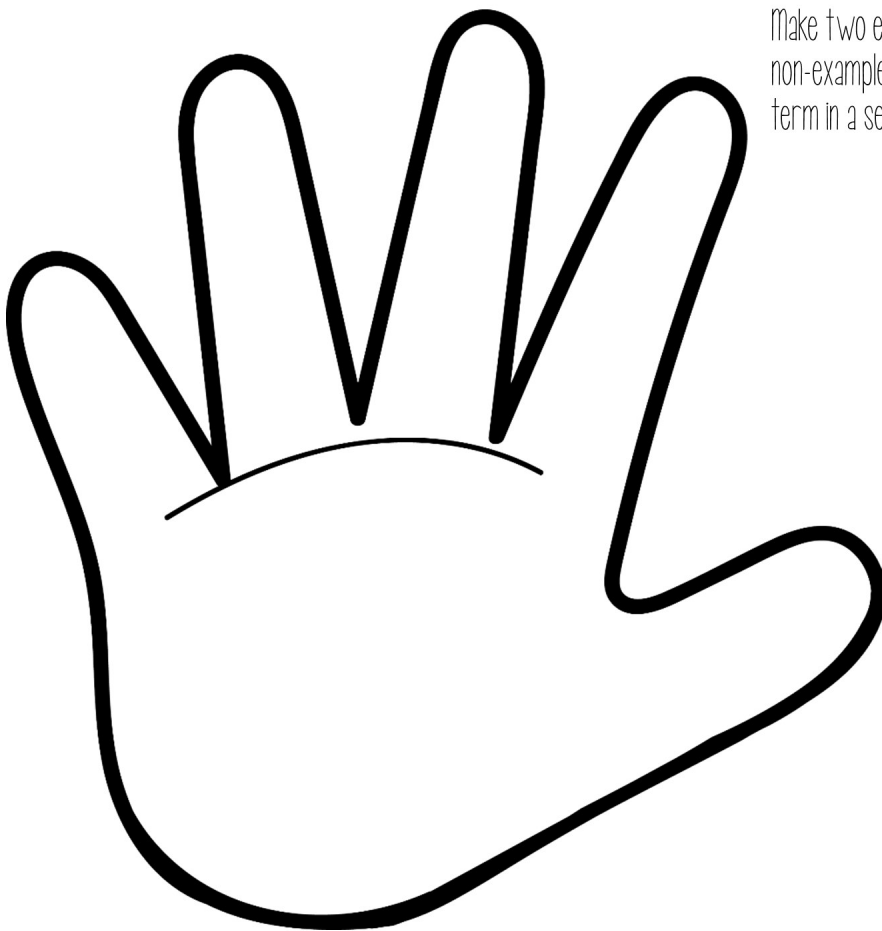
1. Have your students trace their hand on a piece of paper or use the template provided. Then give each student a vocabulary term to write in the center of their palm.
2. Students will then generate two examples of the term, two non-examples of the term and use the term in a sentence as they "count down" each step on their five fingers.

Example:



Fist
List

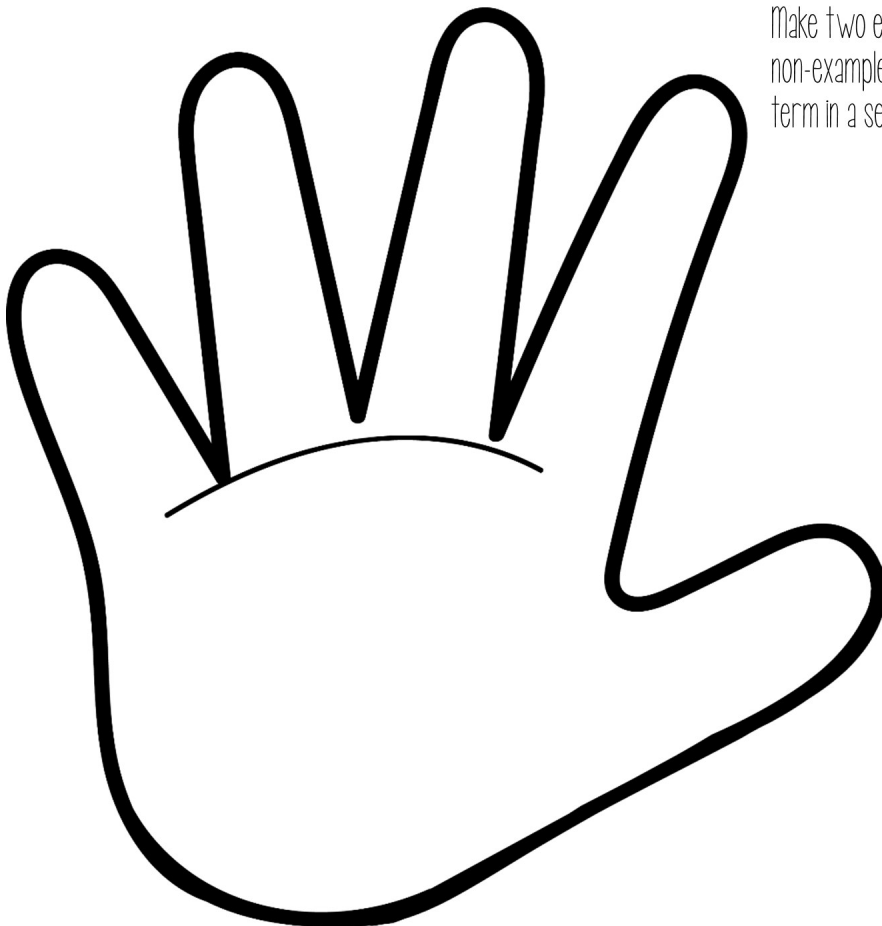
Make two examples of the term, two non-examples of the term and use the term in a sentence on the thumb.



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 Fist
List

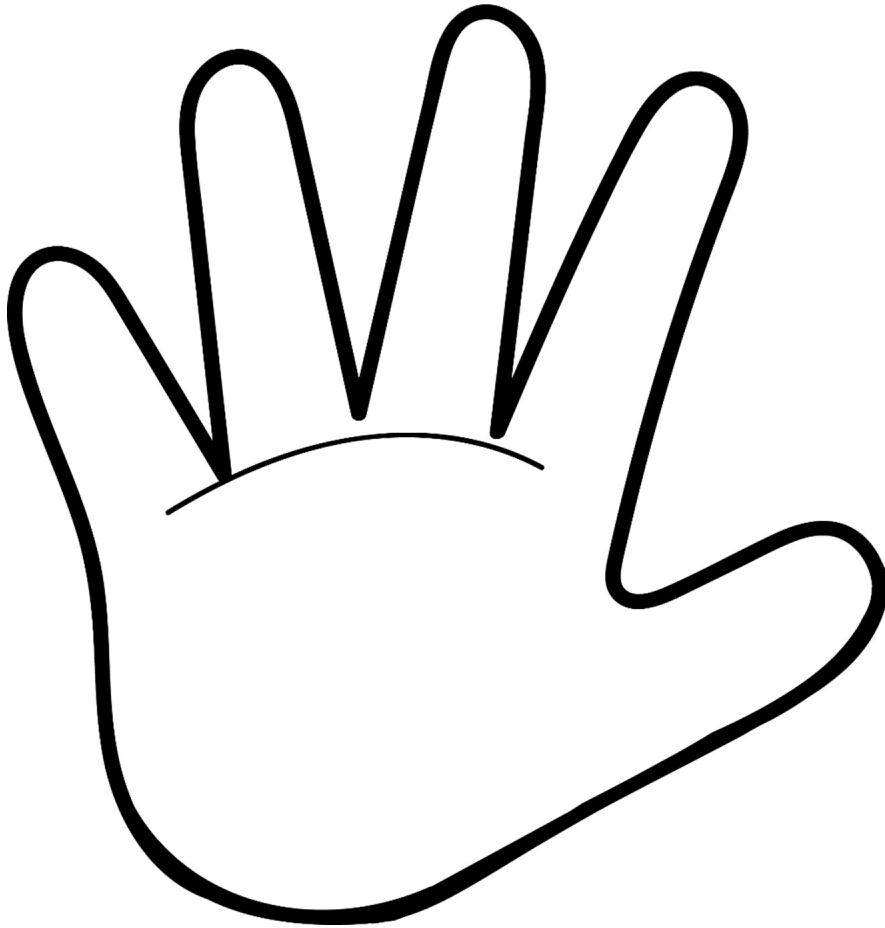
Make two examples of the term, two non-examples of the term and use the term in a sentence on the thumb.



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Fist List

Make two examples of the term, two non-examples of the term and use the term in a sentence on the thumb.



STEP 5

Write using the terms

Diamante Poem

What is it?

A diamante poem is a 7-line poem in the shape of a diamond. It does not have to rhyme but each line uses specific types of words like adjectives and -ing words. It can be about one topic or two opposite topics.

How Does It Work?

Line 1:	one word topic (subject/noun that is contrasting to line 7)
Line 2:	two words (adjectives) that describe line 1
Line 3:	three words (action verbs) that relate to line 1
Line 4:	four words (nouns) first 2 words relate to line 1 last 2 words relate to line 7
Line 5:	three words (action verbs) that relate to line 7
Line 6:	two words (adjectives) that describe line 7
Line 7:	one word (subject/noun that is contrasting to line 1)

Example:

TOLERANCE
 Prejudice,
 Small-minded, Hateful,
 Disliking, Ignoring, Hurting
 Ignorant, Resentful, Open-hearted, Worldly
 Learning, Inviting, Loving,
 Brilliant, Moral
 Acceptance

STEP 5

Write using the terms

Choice Board

What is it?

A vocabulary choice board gives your students opportunities to write about the term in a variety of ways.

How Does It Work?

Duplicate the choice board for your students. Choose the terms your students will use with the activity. Model with a few terms before you allow your students to complete on their own.

Example:

Define the vocabulary terms. Choose a vocabulary mini-activity for each of the terms.

Term	Definition	Term	Definition
ad-interim		garrison	
casualties		massacre	
colonel		militia	
convention		siege	
decree		skirmish	
dictator		treason	

Term - List three antonyms for your term.

Term - What content connection can you make with this term? Where else in history will you see this term?

Term - If your term had a hashtag summary, what would it say?

Term - If your term had a book written about it, what would the title be? Explain.

Term - What song comes to mind when you hear your vocabulary term? Explain the connection.

Term - What color best symbolizes the vocabulary term? Color the pencil with that color and explain your choice.


Term - What holiday can you connect to this term? Explain the connection you made.

Term - Create a Pictoword out of your term. A Pictoword illustrates the meaning of the term through the letter formation.

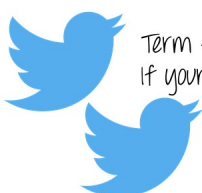
Term - What real life examples can you think of that apply to this term? List 3 examples.

Term - List three synonyms for your term.

Define the vocabulary terms. Choose a vocabulary mini-activity for each of the terms.

 <u>Term</u>	<u>Definition</u>	<u>Term</u>	<u>Definition</u>

Term -
List three antonyms for your term.



Term -
If your term had a # summary, what would it say?

Term -
What content connection can you make with this term? Where else in history will you see this term?

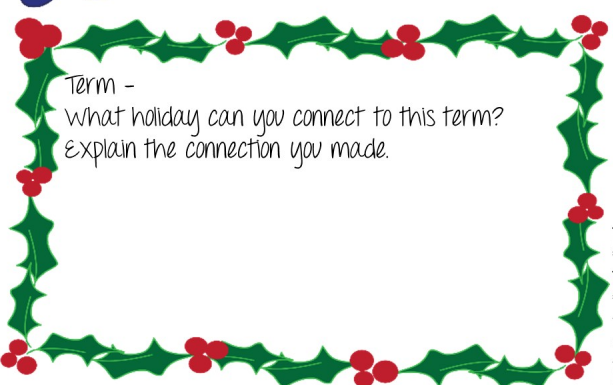


Term -
If your term had a book written about it, what would the title be? Explain.

Term -
What song comes to mind when you hear your vocabulary term? Explain the connection.



Term -
What color best symbolizes the vocabulary term? Color the pencil with that color and explain your choice.



Term -
What holiday can you connect to this term? Explain the connection you made.

Term -
List three synonyms for your term.



Term -
What real life examples can you think of that apply to this term? List 3 examples.

Term -
Create a Pictoword out of your term. A Pictoword illustrates the meaning of the term through the letter formation.

STEP 5

Write using the terms

Frayer Model

What is it?

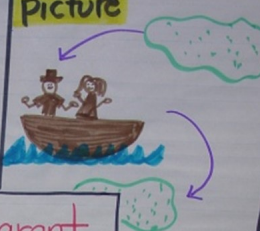
Using the Frayer Model, students will activate their prior knowledge of a topic, organize knowledge into categories, and apply their new knowledge to the compartmentalized structure.

How Does It Work?

1. Brainstorm a list of ideas related to your topic.
2. Have students read a selection or participate in an activity related to your topic.
3. Pass out a blank copy of the Frayer Model.
4. Using their brainstormed words and new knowledge of a topic, students will group their words into one of four categories: Essential Characteristics, Non-essential Characteristics, Examples, and Non-examples.
5. Have students add additional words to the Frayer Model until all four categories are substantially represented.

Once students have learned how to utilize the Frayer Model for understanding topics in depth, the model can be used as a form of assessment or even at the beginning of a lesson as a brainstorming activity.

Example:

definition	picture
An immigrant is a person who moves from one country to another country.	
Immigrant	
examples	non-examples
Vietnam to America Mexico to America Canada to America America to Finland America to Pakistan America to Nigeria Spain to America America to Germany Brazil to America China to America France to America Kenya to Japan New Zealand to New Zealand	Houston to Chicago Texas to California New York to Indiana Florida to Texas San Antonio to Dallas Texas to Louisiana Las Vegas to Houston Galveston to Houston Austin to San Antonio Texas to Illinois

Picture

Non-Example

Term

Definition

Example

Definition

Picture

Term

Example

Non-Example

Step Six:

Play
Games with
the Terms

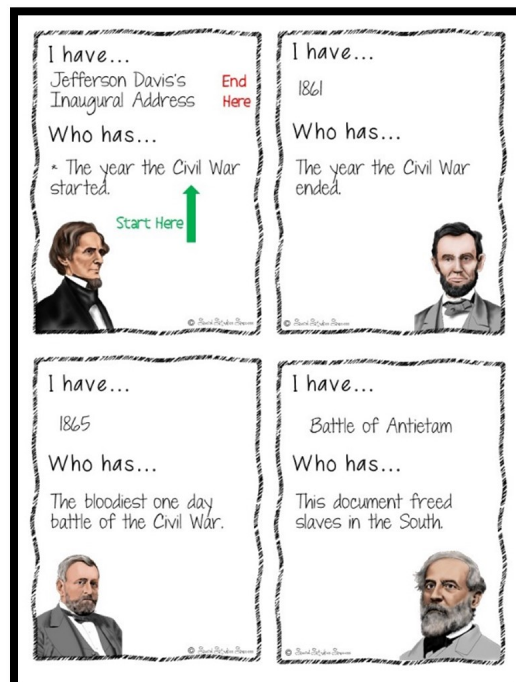
Looping Cards

What is it?

A strategy used to review vocabulary. Looping cards, also known as "I have, who has", provide a matching activity for your entire class. You should generate one for each student, so each student, when matched on either side, becomes a part of the loop. Shuffle them before you give them out.

How Does It Work?

- It is important that all the cards are used for a game because they form a 'loop' and one card leads to the next. Therefore, if there are less than 30 pupils playing, some must have an extra card, and if more than 30, some must share cards.
- One card is retained by the teacher, or adult leading the game, in order to start, finish and generally control the proceedings.
- It is important that the cards are well shuffled and mixed up before they are distributed to pupils.



I have...

Who has...



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I have...

Who has...



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I have...

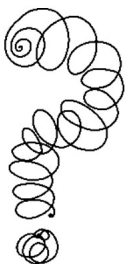
Who has...



© Social Studies Success

I have...

Who has...



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Muscle Memory

What is it?

Muscle Memory is a charades-like activity allows students to display their understanding of key vocabulary terms in a bodily-kinesthetic way.

How to do it:

1. Prepare for the game by placing vocabulary terms in an envelope.
2. Put students into teams of four or five.
3. Allow designated "actors" to choose a term to act out from the envelope. The other team members must guess the term as quickly as possible. The player that guesses the term earns 1 point.
4. Rotate the role of actor for each new term by passing the envelope to the student on the left.

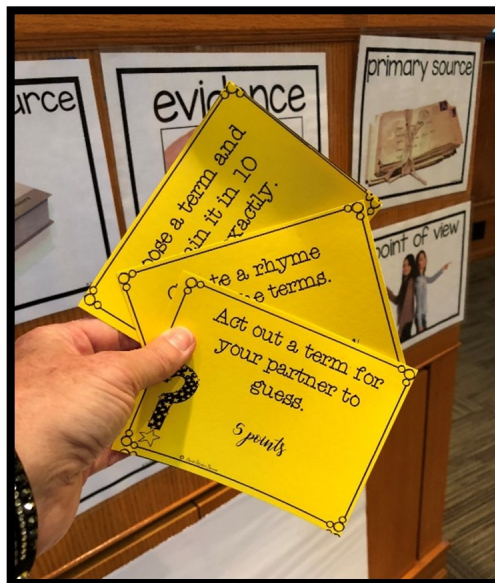
Connection Cards

What is it?

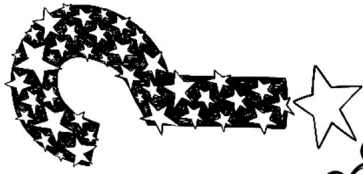
Connection Cards are a way for students to play a variety of games with vocabulary terms.

How to do it:

1. These cards are designed to encourage students to interact with your word wall. You will need your vocabulary terms posted in a word wall for this activity.
2. Prep the activity by printing and cutting out several sets of the connection cards.
3. Place students with a partner or in a small group of 3 to 4 students - tell your students that they will be competing against each other to see who can earn the most points in a vocabulary game.
4. Give each group a stack of cards. Each student will draw a card. When they complete the task on the card, they will earn the points indicated. Each person can earn up to 10 points each round.
5. Play the game for 5-10 minutes and then allow your students to tally up their points.



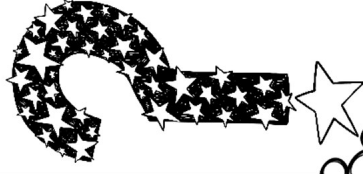
State 2 facts about
each term.



2 points each term

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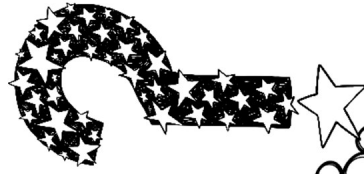
Create categories
for the terms.



3 points each category

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Choose a term and
explain it in 10
words exactly.



5 points each term

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Make a personal
connection to a
term.



1 point each term

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Create a sentence
using four or more
of the terms.



2 points each term used

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Connect terms to
previous units.



3 points each term used

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Create cause /
effect relationships
between the terms.



*5 points each cause / effect
relationship*

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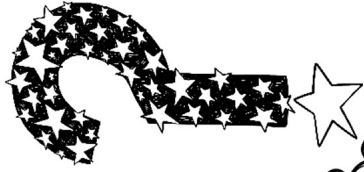
Identify similarities
between the terms.



*1 point each
similarity*

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Create a hand
motion for a term.



2 points each term

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Identify differences
between the terms.



*1 point each
difference*

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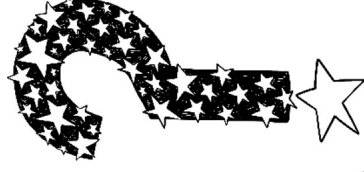
Create a rhyme
using the terms.



*3 points each term
used*

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Identify any root
words in the terms.



*2 points each
term*

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Act out a term for
your partner to
guess.



5 points

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Create a symbol to
represent the term.



*3 points each term
used*

© Social Studies Sciences

Close your eyes and
spell the term
correctly.



3 points each term

© Social Studies Sciences

Pat your head and
rub your tummy
while saying the
term 10 times.



3 points each term

© Social Studies Sciences

Logic Boxes

What is it?

Logic Boxes are a way your students can compete with other groups to form sentences out of the vocabulary terms.

How to do it:

1. You will need to purchase Jenga pieces or large dice from the dollar store for this game. You can also just use paper boxes.
2. Write the terms and connecting phrases (and, the, next, was a result of, caused, etc.) in random order on all sides of the boxes. Create at least one large set for your class or smaller sets for groups with the Jenga pieces for your students. You can also print the terms on labels to save time.
3. Challenge your students to create sentences using the boxes to answer a set of questions like "What did you learn about this topic?" Each box they use will earn them one point. Give the groups a time limit (like one minute) to create their sentences.
4. The group with the highest amount of points at the end of the game wins.



Vocabulary Puzzles

What is it?

Vocabulary puzzles are a way for students to match terms with definitions and pictures.

How to do it:

1. Create puzzles using the template. Each puzzle should have a vocabulary term, definition, and image.
2. Make enough sets of the puzzles for your students to play with a partner or in a small group.
3. Vocabulary puzzles can be played prior to a unit of instruction as a preview activity.



Question Signs

Do you know
how to spell
them?

Can you say
them out
loud?

Can you draw
a picture that
shows what
they mean?

Can you tell
me why they
are
important?

Do you know
the
definitions of
these words?

Have you
heard me
say these
words?

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About the Author

For more than 25 years, I have brought my love of Social Studies to teachers and students. My journey includes a variety of roles - classroom teacher, instructional coach, curriculum coordinator, university professor, and professional development trainer. Working with middle school students has been one of the highlights of my career.

After thirteen years in the classroom teaching 7th and 8th grade history, I transitioned into the role of an instructional coach at a high school campus. This window into other teachers' classrooms motivated my inner calling to improve social studies instruction. I realized how important quality teachers are in changing the way students learn history.



My next step was to central office. I served a district of over 55,000 students as a Social Studies Coordinator. My goal of improving Social Studies instruction continued as I worked with over 600 K-12 Social Studies teachers to implement transformative Social Studies education.

In my current role, I provide professional development, consulting services and resources to Social Studies teachers. Research into best practices is embedded into all of my resources. I want every child to understand the importance of Social Studies in their life - and every teacher to have the tools to reach them.

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Dawn