SOCIAL STUDIES Vocabulary Strategies

1 – Concept Attainment
Show examples and non-examples of a concept. Have students “build the rules.”

<table>
<thead>
<tr>
<th>Primary Sources</th>
<th>Secondary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receipt</td>
<td>Textbook</td>
</tr>
<tr>
<td>Autobiography</td>
<td>Biography</td>
</tr>
<tr>
<td>Photograph</td>
<td>News article</td>
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2 – Word Splash I
“Splash” 8-10 words from the lesson/unit on the board.
- Students discuss what they know about the words and speculate on the subject matter to be learned.
- Students categorize the words.
- Students use the words as they turn what they have learned into a narrative summarizing what they have studied

3 – Word Wall
Create a “poster” for major terms. Use visuals and make the words large enough to read from a distance. Post on the wall as progressing through the unit. Leave up for the entire unit.

4 – PictoWords
Have students create posters for the word wall by creating a visual for the word that uses the word as part of the visual.

5 – Word Bank
Provide a word bank for students to use in class. Expect students to use the academic language when they answer in class, discuss among themselves, write, etc.

6 – Sentence Summaries
Students use the word bank to write summaries of learning

**Description:**
A ___ is a kind of ___ that ___

**Compare/Contrast:**
_ X_ and _ Y_ are similar in that they are both __, but _ X_ …, while _ Y_ …

**Sequence:** ___ begins with…, continues with…, and ends with…

**Problem/Solution:** ____ wanted ____, but ____ so ____ happens because ___ or ___ causes ___.

**Cause/Effect:** ____ happens because ___ or ___ causes ___.

7 – VVWA
Create a VVWA chart (Vocabulary word, Visual, Word Definition, and Personal Association) for the word…

<table>
<thead>
<tr>
<th>V</th>
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<td>W</td>
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8 – Frayer Model
Complete a Frayer Model for the word showing definition in own words, attributes, examples, and non-examples

9 – Concept Definition Map

10 – Concept Circle
Create Looping Cards with vocabulary words and definitions from a unit or course. Or, have students create Looping Cards based on their study of a topic.

11 – Looping Cards
Draw your hand on paper and for each finger answer who, what, when, where, why about a word, person, or event. On the palm, explain the significance – the “So what?”.

12 – Hand Profile
Draw your hand on paper and for each finger answer who, what, when, where, why about a word, person, or event. On the palm, explain the significance – the “So what?”.