

- Step 1: Provide a description, explanation, or example of the new term.
Step 2: Ask students to restate the description, explanation, or example in their own words.
Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.
Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
Step 5: Periodically ask students to discuss the terms with one another.
Step 6: Involve students periodically in games that allow them to play with terms.

Name of Strategy: Card Games

Marzano Step – 2, 5, or 6

Description: Card games such as Memory or Concentration or Go Fish are engaging independent activities that also work well with word bank cards.

Materials Needed – A set of word cards-these can be duplicates of the same words, words and definitions, or pairs of related words (e.g., *look, looks, looking, looked; return, rewind, rethink, refund*)

Procedures/Directions:

- If necessary, remind students how to play the games. Memory, for example, begins with students shuffling the word cards and then placing them face down into a grid.
- One student selects two cards, turns them over, and says each word. If they match, the student keeps them and takes another turn.
- If they do not match, the student turns them back over, and the second student takes a turn.
- The game continues until players have matched all the words in the grid.

Time: 30 minutes

References- A. Farstrup & S.J. Samuels, *What Research Has to Say About Vocabulary Instruction*, Copyright 2008 by International Reading Association