WORD WALL STRATEGIES!

1. BINGO!

WHY BINGO?
1. It’s fun & motivates students!
2. Students become familiar with the language of the unit they are studying
3. Promotes discussion as to what some of the words mean
4. Students need to be able to spell the words correctly on the Bingo sheet (reasons for this are indicated below)
5. Engage your students!

Using the Bingo template (on the shared drive – whole School literacy – word wall strategies)

Ask your students to select 9 words from your word wall and write them onto the bingo sheet.

a) With the first game the student must call out when they have a word in each corner of the bingo sheet. (EG. a student could call out … Bingo – I’m not having fun I’m learning Environmental terms!)

After the student has said BINGO ask the student to hand you their sheet. Ask the student if they can try to spell two words from the four corners. If the student isn’t confident, tell them a friend can help. Praise any attempt and participation in the activity. Award a prize.

b) The Second game is played with the same sheet. This time explain that to win the game a row down the middle is needed. Complete the same process as before (see above)

c) The third and final game is again played with the same sheet. This time a full board is needed. The same process takes place as game one and two.

NOTE: at each stage all students can participate regardless if they have already won a game.
2. WORD SEARCH

After 3 or 4 games of bingo move try word search. Take your laminated words to the library and place them onto a display board. (You can select the terms you want defining)

1. Working in pairs select **ONE** word (each student must complete a **PLACEMAT** - keep their own copy of the paired work – they will need their own copy later)

2. Hand out the word search template (on the shared drive – whole School literacy – word wall strategies)

3. Explain each section (using resources in the library)

   - **Definition** – define the term in your own words
   - How does the term relate to eg. Environmental issues?
   - What else do you know about the term?
   - Include Picture

4. Can Complete a ‘good copy’ (**COLLECT THESE** – useful for the **SILENT CARD SHUFFLE**! Or mark them!)

5. Once all of the students have completed a good copy, they need to explain to all the other students in class their definition. The best way to do this is using **INSIDE / OUTSIDE CIRCLES** (cooperative learning technique).
3. INSIDE / OUTSIDE CIRCLES

Students talk with each other by standing or sitting in two circles – one circle within the other – so that they face each other (can set this up so that each student has a desk in front of them – they will need to get up and move to the next desk)

**Step 1**: divide students into 2 equal groups – group A and B (each group will contain 1 student with each of the researched definitions)

**Step 2**: divide group A into two (A1 and A2) and Group B into two (B1 and B2) Group A1 will form a circle and group A2 will then form another circle around the outside of A1

**Step 3**: Have the inside circle turn and face a partner from the outside circle (use social protocols – introduce themselves)

**Step 4**: Inside circle share their definition first, then outside circle. Give a time limit and make sure students are clear on the fact that they have to write. Thank each other for their ideas (social protocols)

**Step 5**: After discussion with partner, students (inside or outside the circle) will be cued to rotate (clockwise or counterclockwise) and face a new partner.

Once this has been completed you can give 5 mins where any student who has not managed to write down all the definitions the opportunity to do so.

*Each student now has a series of definitions…with the definitions a number of other activities can be used:*
4. BINGO DEFINITIONS

Bingo can be played again this time students work in pairs. The board is filled with the terms / words. What changes is that the teacher calls out the definition and the students need to work out the term that corresponds to the definition. (WAIT TIME very important)

NOTE: Prior to playing DEFINITIONS BINGO give the students the opportunity to look over their definition list.

Can also ask the students to learn their definitions for HOMEWORK the night before playing definitions bingo.
5. SILENT CARD SHUFFLE!

Using the students definitions and pictures! Create a series of cards (SEE BELOW) (photocopy the student placemats and cut them up!)

You will need at least 11 sets of cards for a group of 32. Each set of cards contains terms definitions and pictures.

**Step 1**
Organise students into groups of three allocating each member of each group an A, B or C letter.

**Step 2**
Give all the A members of the group the responsibility of making sure the group is on task.

**Step 3**
Give a time limit – explain the task – all group members can move the cards IN TOTAL SILENCE so that the correct term is with the correct definition and picture, in a set of three.

**Step 4**
Once the time limit is up – tell all the B&C members of the group they have 1 minute to check out what the other groups have done (Cooperative learning strategy called ‘Two stray – one stay’) Person A stays to explain their ideas…B&C then report back to their group and move any cards that they feel are incorrect (NOISY CARD SHUFFLE!)

**Step 5**
Group C members must select one term and definition and explain why they think it is correct to the rest of the class.

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