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## Making Vocabulary Stick

### Activities to Promote Vocabulary Retention

#### **Quiz-Quiz-Trade**

Made popular by Spencer Kagan in *Kagan Cooperative Learning*  
Adapted by John J. Collins in *The Retrieval Routine*

Students quiz each other on vocabulary terms.

#### Instructions:

1. Create a class set of two-sided Vocabulary Cards, with each card containing a different word, definition, diagram, and sentence/example.
2. Randomly distribute one card to each student. At the beginning, you may want to make multiple copies of some cards, so you have enough for each student to get one. Or you may want to create extra cards with essential terms that students may have forgotten, misunderstood, or never learned.
3. Direct students to pair up. \*
4. *Quiz*: Partner A reads the definition from their card to Partner B, and Partner B says the matching word or requests a hint or help. With the help of the correct answer on the card, Partner A tries to help Partner B without giving away the answer. If all fails, then A tells B the answer.
5. *Quiz*: Partners switch rolls. Partner B reads the definition on their card and Partner A identifies the word.
6. *Trade*: Partners then trade cards, find new partners, and repeat the process.

#### Alternative versions of the game:

- Partner A reads the word and asks Partner B for the definition.
- Partner A reads the sentence on the back of the card with a “blank” to replace the vocabulary word; Partner B identifies the missing word.

\*Tip: Consider arranging students in two lines facing each other or into an inner and outer circle to make partnering easy. After each round, ask one line (or circle) to take a step to the right (or left) to quickly match each student with a new partner.



## **I Have—Who Has?**

Students match up the words on their cards with the definitions on their classmates' cards.

Instructions:

1. Choose a set of vocabulary words. On the first card, write the first word in the "I have" space, and the *definition* of the second word in the "Who has?" space. On the second card, write the second word in the "I have" space and the definition of the third word in the "Who has?" space. Continue this process so each card contains a word and a (mismatched) definition. The last card you fill out should have the definition of the very first word used, creating a continuous loop of words and definitions.
2. Randomly distribute one card to each student. Some students may need to have two cards depending on how many are in a set. It is important to use all the cards in a set.
3. Choose a student to go first and have them read their card aloud.  
Example: "I have *passage*. Who has *to bring something to an end*?"
4. The student who has the card with the correct word to match the given definition then reads that answer aloud:  
Example: "I have *conclude*. Who has *the order of words, actions, or events*?"
5. Once again, the student with the word that matches the given definition responds and play continues as every card in the set is connected to a card before it and a card after it.
6. The game continues until the students play all the cards and will end with the same student who started play.\*\*

\*\*Tip: To keep the game moving at a quick pace, emphasize that all students need to pay attention to every question that's asked.

### **Sample Game Cards:**

<p>I have <u>passage</u>.</p> <p>Who has <u>to bring something to an end</u>?</p>	<p>I have <u>conclude</u>.</p> <p>Who has <u>the order of words, actions, or events</u>?</p>
<p>I have _____.</p> <p>Who has _____?</p>	<p>I have _____.</p> <p>Who has _____?</p>