

Steps to Creating and Using Collins Vocabulary Cards

Step One: *Select key words from the topic, unit, chapter, or theme to be studied.*

If possible, have a colleague review the list of key words you selected to determine if there are omissions. In addition to domain specific vocabulary, try to include some general academic vocabulary that relates to the content or assignment, words like *determine, analyze, or cite*.

Step Two: *As a Type One assignment, have students list 6–12 words or phrases they think relate to the topic.*

This activity will give you a sense of the students' background knowledge; the single best indicator of background knowledge is the amount of vocabulary students know about a topic. You may want to turn the assignment into a game by suggesting that students pair up and guess which words on their lists are on your list. Then, narrow down your list of key terms, eliminating those that students already know.

Step Three: *Create and distribute Vocabulary Cards.*

Using the [Vocabulary Card Template](#) found on collinsed.com Free Resources, create and hand out vocabulary cards with the words on Side One and a student friendly definition for each word on Side Two.

Step Four: *Assign Vocabulary Cards as a Type Three Assignment.*

Have students complete the cards as a Type Three assignment with the following FCAs.

FCA 1. Graphic illustration _____ points

Hint: Do not let students use Google Images; have them create their own. It will help them remember and learn the word better.

FCA 2. Complete sentence that conveys meaning of the word _____ points

Hint for students: If you remove the key word out of the sentence and can guess the missing word, it is a good sentence.

FCA 3. To be determined _____ points

Selecting FCA 3

- a. Identify a common mistake that students make consistently (e.g., capitals, commas, misused words), and make that the third FCA.
- b. For a more advanced FCA: sentence on the card is error-free. Make this worth 10 points. Take off 5 points for the first error, 5 for the second error, and then stop. Students who have reasonable skills should be able to create error-free sentences.
- c. Presentation quality: neat, easy to read, professional looking. This FCA promotes more care when creating the cards. After all, they will be used as yearlong study aids.

Step Five: *Have students peer edit the cards, turning a Type Three into a Type Four.*

Step Six: *Select one or two random cards to be graded.*

It is too time consuming to grade every card; therefore, announce the one vocabulary card you will grade. For terms that are especially difficult or complex, consider having the class come up with a card that everyone can use.

Step Seven: *Use completed Vocabulary Cards for group work or continued reinforcement.*

Have students keep the cards in a Ziploc bag in the classroom. The following activities provide a great review that would take five or ten minutes.

1. Teacher or student shows an illustration, definition, or reads the sentence without the vocabulary word, and class must give the word.
2. Students do Kagan's Quiz Quiz Trade cooperative learning activity using the vocabulary cards. Search the internet for videos of elementary, middle, and high school students using this very effective review technique.