

Vocabulary Teaching to Young Learners

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Outline

- Presentation Stage
- Practice Stage
- Follow-up Activities

Presentation Stage

Presenting Vocabulary

Introduce selected key vocabulary using pictures, a poster, flashcards and real objects where appropriate. Model the words and let students repeat them.



Practice Stage

Poster — Words and Numbers

Say the words and ask students to identify the corresponding numbers under the pictures. Then say the numbers and ask students to recall the words.



Practice Stage

Flashcard Recall

Show the flashcards and ask students to say the words.



Practice Stage

Picture Cards

Give ten students ten picture cards. Say a target word; the student holding the corresponding picture shows it.

Practice Stage

Point

Place six flashcards in different places around the room. Say a word; students point to the relevant card.

Practice Stage

Clap Hands

Hold up a flashcard and say a word. If the word matches the picture, students clap once; if it does not, they remain silent.

Practice Stage

Odd One Out

Show a lexical set of flashcards with one item from a different category. Students name the cards and call out “Odd one out!” when the unrelated item appears.

Practice Stage

Lip Reading

Place six flashcards on the board. Silently mouth one word; students watch your lips and identify it.

Practice Stage

Miming

Show a student a picture and ask them to mime it. The class guesses the word.

Practice Stage

What's Missing?

Display ten flashcards. Students close their eyes while you remove one or more cards. They open their eyes and identify what is missing.

Practice Stage

Copy Me!

Hold up a flashcard and say the word in different ways — softly, loudly, slowly, quickly, sadly or angrily. Students copy both the word and the manner of saying it.

Practice Stage

Blow Up the Balloon

Divide the class into two groups and invite volunteers. Give a category. The learner holding the slowly deflating or time-limited balloon produces words from that category; a learner who cannot recall a word may say “Pass”.



Practice Stage

Guess the Card

Choose a flashcard without showing it.

Students ask Yes/No questions until they identify the word.

Practice Stage

What's Your Card?

Give each learner a card from one of several lexical sets. Learners move around the room asking “What's your card?” until they find the other members of their category.

Practice Stage

Kim's Game

Display ten flashcards for a short time. Remove them and ask students to write as many words as they can remember.

Practice Stage

Commands

Associate six flashcards with six commands.

Show a card; students identify and carry out the corresponding command.

Practice Stage

Musical Chairs — Adapted

Students move around the chairs while you call out words from one category. When you say a word that does not belong to the category, they sit down immediately. Continue until one winner remains.



Practice Stage

Flashcard Elimination / Recall

Show a student a flashcard. If the student says the word correctly, they move to the board. Continue and recycle the cards until only a small number of students remain in the final recall round.

Practice Stage

Throw the Ball

Say a target word and throw the ball to a student, who says another target word before throwing it on. A variation uses numbered vocabulary: say a number and the catcher recalls the word linked to that number.

Practice Stage

Yes/No Questions

Give one student a flashcard. The others ask Yes/No questions to identify the word.

Practice Stage

Match Words and Pictures — Flashcards

Students match target words with the corresponding pictures using flashcards.

Practice Stage

Match Words and Pictures — PPT

Students match words and pictures using the PowerPoint presentation.

Follow-Up Activities

Drawing Worksheet

Give students a worksheet and ask them to draw pictures representing the key vocabulary.



Follow-Up Activities

Jigsaw Puzzle

In groups, students put together a jigsaw puzzle related to the target vocabulary or story.



Follow-Up Activities

Pelmanism

Students turn over cards to find matching pairs. A student who finds a pair keeps it; the student with the most pairs wins.



Follow-Up Activities

Flashing Activity — Flashcards

Flash picture cards very briefly. Students identify and say the words.

Follow-Up Activities

Flashing Activity — PPT

Flash pictures briefly on the PowerPoint.

Students write the words.

Follow-Up Activities

Worksheet

Use a prepared worksheet to recycle or assess the target vocabulary.

Follow-Up Activities

Shouting Dictation

Students dictate missing words or parts of a text to one another across a controlled distance.

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Goldilocks & Three Bears

"Let's go _____," "We can eat
_____."
"Ouch! This _____,"
"This porridge _____,"
"Mmm! This porridge _____,"
"I don't like this chair. It's too big,"
"I don't _____ It's too _____,"
"I like this _____," "Oh dear!" "_____"
this bed. _____ too hard,"
"_____ this bed. It's _____"
"_____ this bed," "_____"
porridge in my bowl,"
"_____ porridge in my
bowl,"
"There's no porridge _____,"
"_____ the living room,"
"Look!" "There is _____"
"_____ my chair!" "My cushion is
_____."
"Look at _____!" "It's _____."
"Let's look _____,"
"_____!" "_____ porridge on my
bed."
"Look at _____!" "It's untidy."
"Mother, _____! There's a girl _____"
"Wake up!"

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Goldilocks & Three Bears

"_____ for a walk," "_____
the porridge later."
"_____! _____ porridge is too hot,"
"_____ is too cold,"
"_____! _____ is nice,"
"_____ like this chair. _____"
big," "_____ chair," "_____!"
"I don't like _____. It's _____,"
"I don't like _____ too soft,"
"I like _____," "There isn't much _____"
"There isn't much _____"
"_____ in my bowl,"
"Let's look in _____,"
"_____!" "_____ porridge on my
chair."
"Look at _____!" "_____"
on the floor."
"_____ my chair!" "_____ broken."
"_____ in the bedroom,"
"Look!" "There is _____"
"_____ my bed!" "_____."
"_____, Father look! _____ in my
bed,"
"_____!"

Follow-Up Activities

Running Dictation

In groups, one learner runs to read a displayed text, returns and dictates it to the group writer. Roles can be rotated.

Follow-Up Activities

Reading Dictation

Read the words or sentences three times. First, students listen for overall meaning. Second, they listen and write. Third, they listen again, check and correct their work.

Follow-Up Activities

Guided Fantasy / Imagery

Guide students through an imaginative, sensory experience connected with the text or story.

Follow-Up Activities

True/False — PPT

Use a PowerPoint True/False activity to check comprehension and recycle vocabulary.

Follow-Up Activities

Homework

Set a short follow-up task that reuses the target vocabulary in a meaningful way.

Follow-Up Activities

Five Senses Project

Students identify and write words from the story or text connected with sight, hearing, smell, taste and touch.

Feel (Touch)	Taste	Smell	Hear	See
sit	porridge	porridge	growl	bowls

Follow-Up Activities

Make Your Own Picture Dictionary

Students prepare their own illustrated dictionary using vocabulary from the story, text or unit.

Follow-Up Activities

Banko Quiz — PPT

Use the Banko Quiz PowerPoint to review vocabulary and comprehension in an interactive format.

Follow-Up Activities

Quiz

Use a short quiz to review or assess learning at the end of the sequence.