

Using Games to Develop Language and Vocabulary in the classroom



Validated by Victorian Institute of Teaching for PD

Presented by Karen Starkiss

- ❖ Research indicates that children with larger vocabularies have higher school achievement in general and higher reading achievement in particular.
- ❖ People with larger vocabularies even have higher IQs.
- ❖ Talking is our main method of communication and Vocabulary development is crucial to success in reading.
- ❖ However, children need to encounter a word on numerous occasions before it can be truly learned.
- ❖ Enhance vocabulary instruction by engaging students in Games that build vocabulary with repetition, practice and fun. Vocabulary games can help to keep a student engaged in the lesson

Children do not have a larger vocabulary because they are smarter –they are smarter because they have a larger vocabulary.

Workshop outline: The workshop will be extremely practical and will provide numerous games ideas and activities that you can use immediately in class. The games can be played in small groups or as a class. Suitable for Primary and Lower Secondary students

Workshop Content Includes:

- ❖ The differences between Receptive and Expressive Vocabulary
- ❖ Why it is important to develop Vocabulary including the impact on reading, communication and self-confidence
- ❖ Different ways to develop Vocabulary in the classroom
- ❖ The Most effective ways to teach Vocabulary
- ❖ Why games are important
- ❖ Workshop Participants will be playing a number of the games-to see how they can be used in groups and as a class and how they can be adapted for different abilities
- ❖ Websites with additional ideas for teachers and interactive sites to use with students
- ❖ All the games ideas will be provided as hand-outs



COSTS

\$400 for 2 hour twilight

\$550 for 3.5 hour twilight/ half day

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ABOUT THE PRESENTER

Karen Starkiss has 30 year's classroom teaching experience and therefore knows what to recommend and what is practical to adopt in a mainstream classroom. In England, she was Principal of one of the top performing primary schools, despite the fact that she had the highest number of students with Learning Difficulties in the County. She has also worked in "failing" schools to improve standards of teaching and learning. Karen, and the staff in her schools, have used Vocabulary and Language Games successfully with children of all ages including those with language difficulties. Since she has been in Australia Karen has run accredited courses throughout Victoria for teachers and classroom assistants about making their classes and schools "Dyslexia-Friendly" and how to write Success Stories to help students with Autism cope with change and social interaction. She has been interviewed about her work by The Age Newspaper and has advised A Government Task Force in Canberra about supporting children with learning difficulties.