

34 Has limited speaking vocabulary

1. Make certain the student's hearing has recently been checked.
2. Have the student divide cards that label objects, persons, places, etc., in the environment into different categories (e.g., function, color, size, use, composition, etc.). Point out the similarities and differences between items as they change categories (e.g., a ball and an apple may be red, round, and smooth; but you can only eat the apple, etc.).
3. Explain to the student how to classify new words as to category, function, antonym, and synonym, etc., so the student will have a way of "filing" the words to memory.
4. In addition to labeling objects, persons, places, etc., have the student provide verbs that could be used with each (e.g., "book" - read, browse through, skim, etc.).
5. In addition to identifying objects, persons, actions, etc., have the student provide places where each could be seen (e.g., "actor" - TV, theater, stage, etc.).
6. In addition to labeling objects, have the student state the uses of each (e.g., "knife" - cut, spread, slice, etc.).
7. Use "hands-on" activities to teach vocabulary by constructing objects and/or organizing manipulatives.
8. Have the student provide as many adjectives as possible to go with a given noun. Then have the student choose one of the adjectives and produce as many nouns as possible to go with it.
9. Have the student provide as many adverbs as possible to go with a given verb. Then have the student choose one of the adverbs and produce as many verbs as possible to go with it.
10. Have the student list all the vocabulary he/she can think of that goes with a specific word (e.g., "space" - astronaut, lunar rover, rocket, shuttle, launch, etc.).
11. Give the student a picture of a specific location (e.g., grocery store) and have the student name as many objects, actions, persons, etc., as he/she can think of that can be found there.
12. Reinforce those students in the classroom who use an expanded speaking vocabulary.
13. Identify a peer who demonstrates comprehension and use of an expanded vocabulary to work with the student to improve comprehension of vocabulary and act as a model to expand the student's speaking vocabulary.
14. Teach the student to use context clues and known vocabulary to determine the meaning of unknown vocabulary.
15. Explain to the student how to use context clues to determine the meanings of words he/she hears or sees (e.g., listening to or looking at the surrounding words and determining what type of word would be appropriate).
16. Explain to the student where he/she can go to find word meanings in the classroom library (e.g., dictionary, thesaurus, encyclopedia, etc.).
17. Have the student maintain a vocabulary notebook with definitions of words whose meanings he/she does not know.
18. Prepare a list of new words which the student will encounter while reading a given assignment. Help the student (or have a peer help the student) look up each word and practice saying it and using it in a sentence before reading the given assignment.
19. Select relevant and appropriate reading material and have the student underline each unfamiliar word. Make a list of these words and review their meanings with the student until he/she can use them when speaking.
20. Use a multisensory approach to enhance retention when teaching new vocabulary (e.g., the scent of fragrant flowers or freshly baked spice cake will enhance retention of the vocabulary word *aroma*).

21. Use visual aids whenever possible when introducing new vocabulary.

22. Use a large purse, box, bag, etc., with objects inside. Have the student reach into the container and try to determine what each item is based on the way it feels before he/she is allowed to see it.

23. Take advantage of unusual or unique situations to teach new vocabulary. Typically, a student will retain information learned in a novel situation better than information learned during a regular routine. The uniqueness of the situation will also enhance the student's memory skills when you provide a reminder to help the student recall the vocabulary (e.g., "Remember yesterday during the fire drill when we talked about ____").

24. Make up or use games to teach comprehension and expression of new vocabulary. (Research has shown that novel situations help students to learn new information.)

25. To reinforce new vocabulary, write the new word on an envelope and put pictures inside that do and do not go with it (e.g., "arctic" - polar bears, snow, parrots, palm trees, etc.). Have the student remove the inappropriate vocabulary and explain why it doesn't belong.

26. Have the student paste a picture from a magazine on one side of a piece of paper and list all of the vocabulary that could be associated with it on the other side (including verbs). Have the student dictate or write a story about the picture using the vocabulary.

27. Have the student act out verbs and label actions performed by classmates.

28. Refer to previously presented information that is related to the topic when presenting new vocabulary.

29. Teach new vocabulary within the context of known information (e.g., category, associations, etc.).

30. Have the student demonstrate and identify different verbs of the same class (e.g., walk, creep, lither, saunter, march, etc.).

31. Have the students apply new vocabulary to personal experiences in written and oral work.

32. Include new vocabulary in daily conversation as often as possible.

33. Have the student engage in role-playing to foster use of new vocabulary (e.g., set up an imaginary restaurant and have the student and peers play the various roles of customers, waiter/waitress, cook, etc., varying the time of day and the occasion).

34. Tape record the student's spontaneous speech, noting the specific words used, then have the student make a list of other words (synonyms) which could be substituted for these words.

35. Give the student a list of words and ask him/her to tell the opposite of each word.

36. Have the student make up sentences or stories using new words he/she has learned.

37. Name a category and have the student identify things within the category. Introduce new words which belong in the same group.

38. Give the student a series of words or pictures and have him/her name the category in which they belong (e.g., objects, persons, places, etc.).

39. Describe objects, persons, places, etc., and have the student name the items described.

40. Send home new vocabulary words and encourage parents to use them in activities and general conversation.

41. Discuss with parents the ways in which they can help the student develop an expanded speaking vocabulary (e.g., encouraging the student to read newspapers, novels, magazines, or other materials for enjoyment). Emphasize to parents that they can set a good example by reading with the student.

42. Give the student a "word of the day" which is to be incorporated into conversations. Reinforce the student each time he/she uses the word.