

## Vocabulary Gallery Walk Overview

<p style="text-align: center;"><b><u>Day 1: Set Up</u></b></p> <p>Pre-Select students into eight equal groups (easiest to use University Groups or Table groups)</p> <p>Set the vocabulary cards and a sentence stem tents strategically around your classroom so that no one group will be directly next to each other.</p>	<p style="text-align: center;"><b><u>Review Gallery Walk Activity</u></b></p> <ol style="list-style-type: none"> <li>1.) Read the word together</li> <li>2.) Each student take turns determining what the word(s) mean using             <ol style="list-style-type: none"> <li>a.) the pictures</li> <li>b.) vocabulary strategies                 <ol style="list-style-type: none"> <li>1.) Cognates</li> <li>2.) Word Structure</li> <li>c.) prior knowledge</li> </ol> </li> </ol> </li> <li>3.) Students are to use the sentence starters in the talking bubbles to help facilitate language.</li> </ol>	<p style="text-align: center;"><b><u>Movement Instructions</u></b></p> <ol style="list-style-type: none"> <li>1.) Students are to move counter clock wise in their rotation from stations; remain standing at times</li> <li>2.) Set your timer for 2 min per station</li> <li>3.) Use nonverbal clues to get students to move.             <ol style="list-style-type: none"> <li>a.) 1 finger means to wrap up final comment</li> <li>b.) two fingers means turn in the direction your moving to</li> <li>c.) three fingers mean students move and teacher sets timer to 2 min.</li> </ol> </li> <li>4.) model the level of noise you expect to hear or not hear in group work</li> </ol>	<p style="text-align: center;"><b><u>Get Going</u></b></p> <ol style="list-style-type: none"> <li>1.) Start off each group behind a vocabulary word</li> <li>2.) Set the timer to 2 min.</li> <li>3.) Teacher is to walk around to listen to or monitor students learning or get students back on track if needed.</li> </ol>
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<p><b><i>After all stations have been Visited (Wrapping Up)</i></b></p> <p>1.) Teacher display a vocabulary word  a.) students are to provide a sentence or definition for the word.</p> <p>b.) students receive a marble in the vocabulary jar for using the word correctly in a sentence or use previous studied vocab. word when using a new word.</p> <p>Ex. The store manager treated the lady unfairly, so the neighbors decided to boycott the store.</p> <p>Boycott is the new vocabulary word but unfairly is a word used previously. The class would earn two marbles.</p>	<p><b><i>Day 2: Vocabulary</i></b>  (Vocabulary Words used in Gallery Walk are now going to be used within the context of a story)</p> <p>1.) In their journal, students are to create a vocabulary grid to keep track of the definition vocabulary strategy used to figure out the meaning, part of speech, provide an example, space to support with evidence.</p> <p>2.) Read a story and determine the vocabulary word using  a.) context clues  b.) apposition  c.) word structure  d.) cognates</p> <p>3.) At the end, teacher selects a word and have students to use it in a complete sentence.</p> <p>4.) Use marble incentive when asking students to construct sentences or define word</p>		
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