

## STRATEGY

# WORDSPLASH

### DESCRIPTION

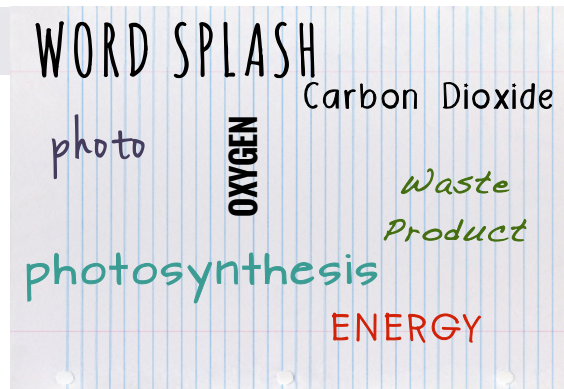
This strategy can be utilized: to activate prior knowledge before teaching a lesson, conduct a pre-assessment with regard to content to be taught, as a note taking guide, a post assessment, prediction activity or vocabulary lesson. Students can complete the word splash independently, in pairs, as a small group or large group.



### STEPS FOR IMPLEMENTING THIS STRATEGY:

1. Identify the key vocabulary words or concepts that need to be explicitly taught or relate to the reading/direct teaching.
2. Create the Word Splash by “splashing” the words on the page at different angles, in different fonts and colors, as students’ interest is peaked when the words are in different fonts, colors and orientations. (See example below.) It is easiest to use the computer for this part of the strategy.
3. Have students predict the terms’ relationship to the topic. Be sure to tell them that at this point in time you just want a prediction; make the parallel between scientists making a hypothesis. Initially students are reluctant to make predictions as they are so conditioned to always provide the “right” answer.
4. Then have students read the selection or provide the explicit instruction. As you are reading or presenting you will note students referring to the Word Splash to “adjust” their answers or celebrate their correct prediction.
5. Ask students to return to the Word Splash and modify the predictions as needed. Once the students are familiar with this strategy, they can create their own Word Splash!

### EXAMPLE:



### HOT TIPS

- ➔ The words could be paired with pictures or visuals for students working on literacy skills or the ELL students.
- ➔ The first time you use this strategy, you must emphasize to students that you want them to make a prediction: that they are to use their knowledge of words to make the prediction, but whether the answer is correct or not is the issue, it is the prediction. After the reading or instruction they will then make adjustments to the prediction.
- ➔ This can be completed orally; one student can write the predictions for the pair or group, as this can be an independent, group or paired activity.
- ➔ While the students read or listen to the direct teach, they can take notes and make adjustments on their Word Splash.