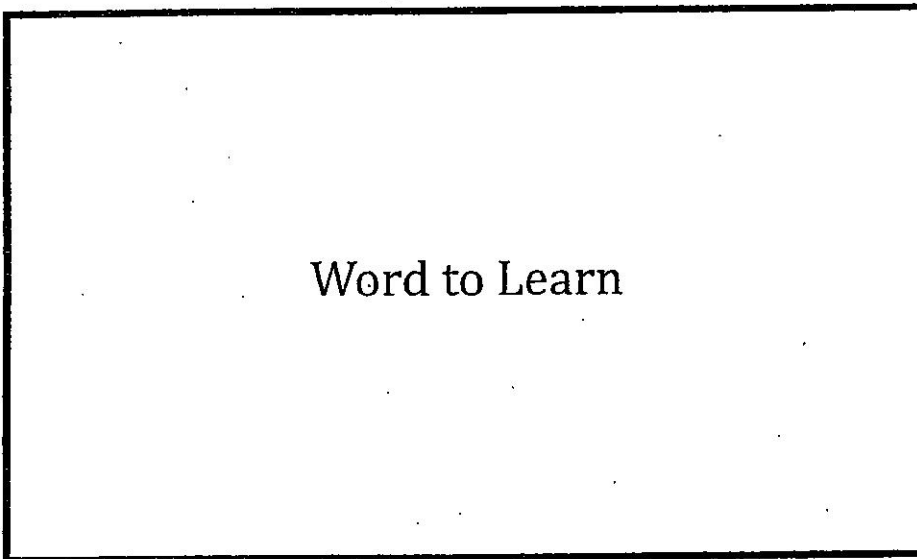


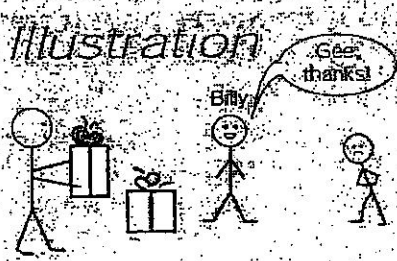
Subjective Approach to Vocabulary (SAV) Flash Card

The Subjective Approach to Vocabulary (SAV) card's effectiveness relies on the personal views and associations that you attach to new word meanings. Using this approach helps you to transfer words to long-term memory through these associative connections. Additionally, using your background knowledge and personal experiences becomes a self-instructional strategy. The Subjective Approach to Vocabulary will not work on EVERY word because making a personal association is harder to do for more specialized vocabulary. However, it is an excellent choice for a "go to" strategy for vocabulary learning.

Front of Card

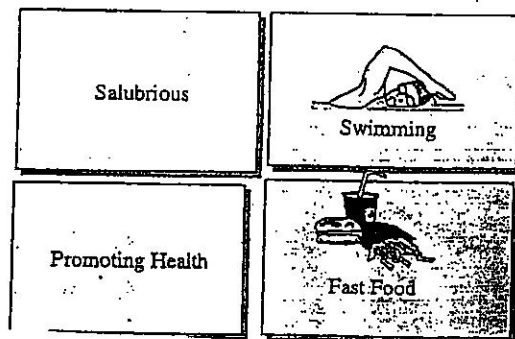


Back of Card

<p><i>The New Word</i> Magnetic</p>	<p><i>Dictionary Meaning</i> 1. having the properties of a magnet 2. charming, powerfully attractive</p>
<p><i>Personal Association</i> My brother Billy has a magnetic personality. People just take to him. They give him things.</p>	<p><i>Illustration</i></p> 

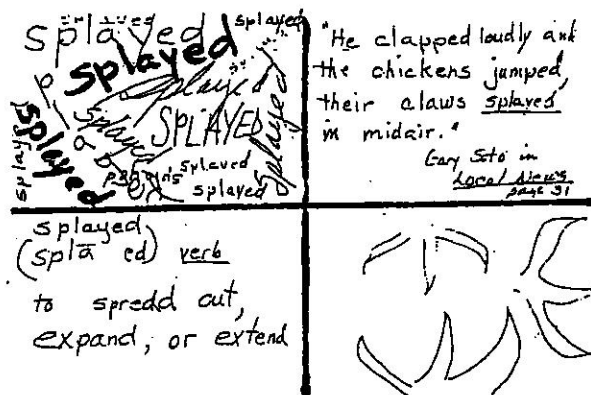
Verbal/Visual Word Association Strategy

Research (Eeds & Cockrum, 1985) shows that this strategy is especially effective for low achieving students. First, draw a square with four boxes in it (See picture below). Write the word in the top left hand square and its definition in the bottom left hand square. Now in the top right hand square, have students write a personal association for the word or draw a picture or symbol he/she associates with the meaning of the word. In the bottom right hand square the students uses a word, symbol or picture that describes the opposite of the word's meaning.



Four Square Graphic Word Card

This strategy is useful for students who are right brain learners or visual/spatial learners. Students divide an index card into fourths. In the top left hand square the student writes the word in a graffiti manner using a variety of styles and/or colors. In the box below the student writes the definition and part of speech. In the top right hand square, students write an original sentence using the word or copies a sentence from text in which the word is used. In the bottom right hand square the student draws a simple graphic to help them remember the word's meaning.



Motor Imaging Exercise

Motor Imaging provides a unique learning method that is solidly based on theoretical research. Motor imaging incorporates direct instruction but also involves students' active participation in using a pantomime, a visual/bodily kinesthetic activity. This strategy is based upon psychomotor associations in which students connect a new word with a pantomime as well as a language meaning. The instructor writes a word on the chalk board pronounces it and tells what it means. The students are asked to develop a pantomime to illustrate the meaning of the word. The whole class repeats the pantomime while saying the word and the definition (Casale, 1985).