

Introduction

Over the years, reading research has accumulated a wealth of evidence identifying the strong relationship between the extent of students' vocabulary knowledge and the ability to comprehend what they have read, as well as their overall academic success. The National Reading Panel (2000) has written that direct instruction for vocabulary development is important for all students, but it is **crucial** for English language learners (ELL) and for students who are at risk for learning how to read. The National Reading Panel also wrote that dependence on a single vocabulary instructional method will not result in optimal learning and that the use of a variety of methods is more effective.

English Language Learners: Vocabulary Building Games & Activities offers teachers hundreds of ideas to create learning environments that are filled with rich oral language and encourage children's active engagement. A variety of instructional methods can be found in this book including selecting vocabulary; effectively using children's literature; reading aloud; applying Teaching Proficiency through Reading and Storytelling (TPRS) and Total Physical Response (TPR); employing songs, rhymes, chants, and musical activities to help children imitate and remember language; and utilizing games as valuable teaching tools.

Research has shown that "playing games" is a natural and effective method for teaching and practicing vocabulary, increasing fluency, introducing new concepts and ideas, and applying language within a meaningful context. Engaging in such play can be motivational for children while decreasing their frustration and anxiety levels.

English Language Learners: Vocabulary Building Games & Activities will help classroom teachers develop strategies, activities, and interventions that can be used throughout the day to make learning fun, promote receptive and expressive language, and help children achieve academic success.

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