

Best-Ever
Activities for Grades 2-3

Vocabulary

Dozens of Activities With Engaging Reproducibles That
Kids Will Love...From Creative Teachers Across the Country

.....
BY JACQUELINE CLARKE
.....



S C H O L A S T I C
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Special thanks to the teachers who contributed ideas to this book:
Cheryll Black, Marianne Chang, Sara Everett, Rita Galloway, Gail Hennessey,
Jacqueline Kremer, Sue Lorey, Judy Meagher, Jeannie Quinn, Kathleen Thomas,
Sherry Timberman, and Wendy Wise-Borg.



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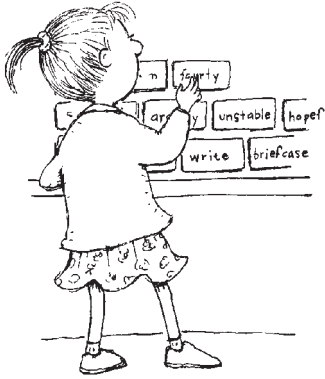
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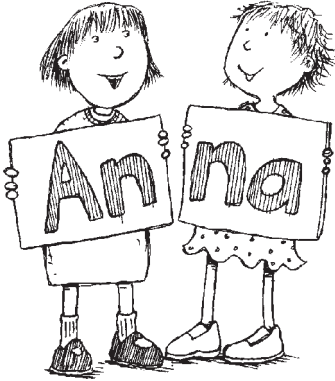
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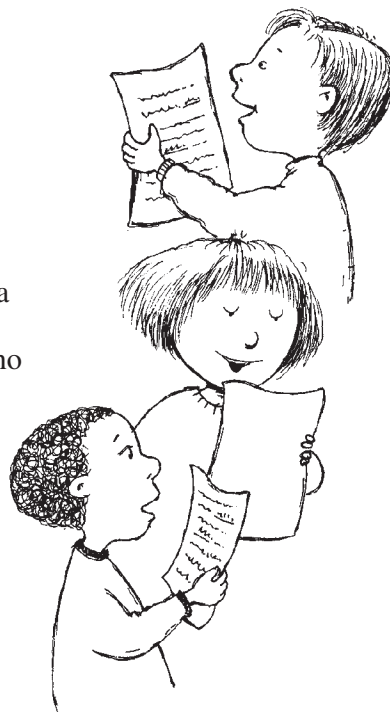
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About This Book

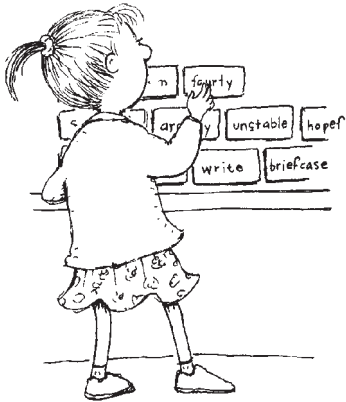
If you've read *Miss Alaineus: A Vocabulary Disaster*, by Debra Frasier (Harcourt, 2000), you can see the potential for fun in learning vocabulary. This story is about a girl named Sage who mistakenly defines the word *miscellaneous* as "Miss Alaineus: the woman on green spaghetti boxes whose hair is the color of uncooked pasta and turns into spaghetti at the ends." While the story is light and playful, on a more serious note it illustrates the benefits of immersing children in language and wordplay, not only to avoid vocabulary mix-ups but also to prepare students for encounters with unfamiliar text and strengthen their ability to communicate with others.

This book is designed to liven up your vocabulary lessons while supporting your classroom goals. The activities are aligned with the standards outlined by the Mid-Continent Regional Educational Laboratory (MCREL), an organization that collects and synthesizes noteworthy national and state K–12 curriculum standards. According to the MCREL standards, students need to understand level-appropriate reading vocabulary, use a variety of context clues to decode unknown words, and use word reference materials to determine the word meaning, pronunciation, and derivations of unknown words.

As you use the activities in this book to accomplish these learning goals, you'll find that they naturally accommodate varying levels of language ability. For example, you can teach students strategies for learning new words in context while reading independently with *Comic Clues* (page 18), *Context Clues in Action* (page 16), and "I'm Stuck!" Strategies (page 7). For building skills with language resources such as the thesaurus and dictionary, you'll find *Synonym Sing-Along* (page 10), *Find the Favorites* (page 17), and *Hink Pinks* (page 26). To involve students in setting personal goals, which can include selecting their own vocabulary words, try *Student-Selected Vocabulary* (page 10), *Word Study Notebooks* (page 12), and *My Favorite Words* (page 9). Here's what else you'll find:



- ⑥ activities from teachers across the country
- ⑥ activities that correlate with the language arts standards
- ⑥ lots of reproducible activity pages, including poetry, games, graphic organizers, and more
- ⑥ literature links
- ⑥ multiple-intelligence links, with suggestions for integrating art, writing, movement, and music
- ⑥ computer connections
- ⑥ strategies for second-language learners
- ⑥ test-taking and assessment tips
- ⑥ suggestions for interactive morning messages
- ⑥ take-home activities to involve families in student learning
- ⑥ and many more activities to spark your students' love of language!

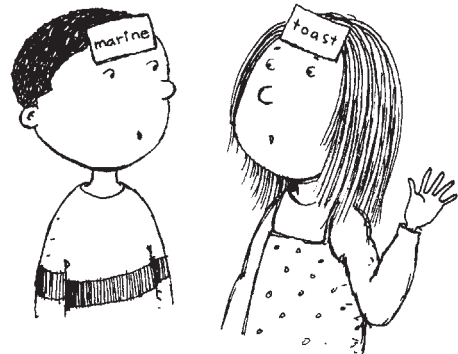


Word Wall

Create a wall of words to help students build a powerful vocabulary “brick by brick.”

Cut out several bricks from red construction paper. As you introduce new vocabulary, write each word on a brick. Arrange the words on a wall in brick formation. Use the wall for word hunts in which students locate words based on a set of clues. For example, find the word that:

- ⑥ means _____.
- ⑥ fits in this sentence: _____.
- ⑥ means the same as _____. (synonyms)
- ⑥ means the opposite of _____. (antonyms)
- ⑥ sounds the same as the word spelled _____. (homonyms)
- ⑥ is made up of two smaller words. (compounds)
- ⑥ is a noun.
- ⑥ is a verb.
- ⑥ is an adjective.
- ⑥ is a pronoun.
- ⑥ contains a prefix.
- ⑥ contains a suffix.



Wear a Word

Students try to guess a secret word by listening to team members’ definitions.

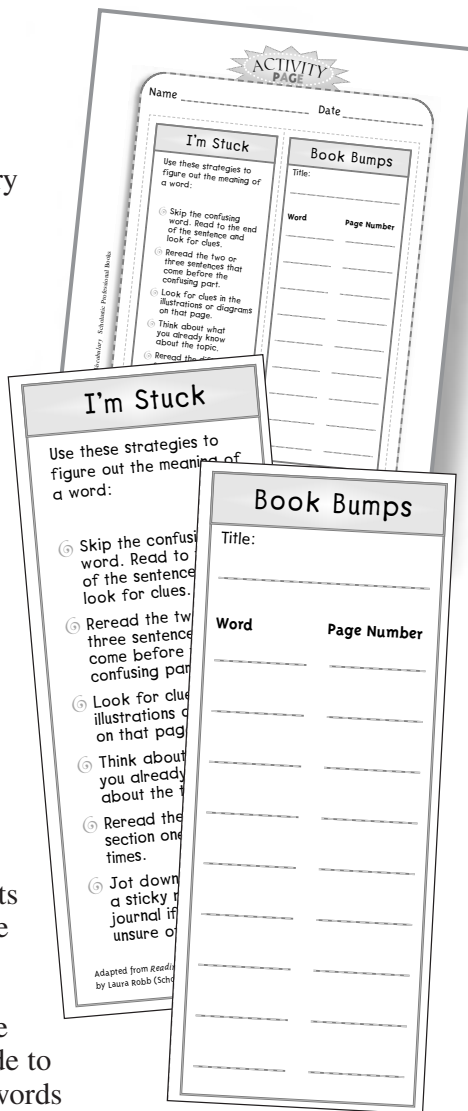
Write vocabulary words on sticky notes or name tag labels. Place one on each child’s forehead (without letting the child see it). Divide the class into teams of five or six students each. On your signal, have team members help one another guess their words by giving definitions. As students guess their words, have them remove the tags from their foreheads. The winner is the first team to guess all of their words.

Sara Everett
Community Christian School
Fort Dodge, Iowa

“I’m Stuck!” Strategies

Prepare students to tackle unknown words with these handy bookmarks. One side features tips for deciphering unfamiliar words. The other side lets students build lists of vocabulary to learn.

- ⑥ Make a transparency of a paragraph of text that contains one or more difficult vocabulary words. Use the think-aloud approach (see Tip, right) to model the steps listed on the bookmark. (See page 32.)
- ⑥ Give each student a copy of the bookmark. Have students cut out the bookmark along the dashed lines, spread glue on the back, and fold along the solid line.
- ⑥ Encourage students to use the strategies on their bookmarks as they attempt to uncover the meaning of new words in books they read.
- ⑥ Review the other side of the bookmark, “Book Bumps.” Explain that reading can become “bumpy” when students encounter difficult words. Have students keep track of their book bumps on this side of the bookmark. Remind them to use the strategies on the reverse side to figure out the meaning of the words they’ve identified.



Model the thought process you use to figure out the meaning of a word. For example, “Here’s a word I don’t know. How can I figure it out? First, I’ll skip the word and read on while I look for clues.” As you review the words on a child’s “Book Bumps” list, note that too many may mean the book was too difficult. In this case, work together with the student to select the next book for independent reading.

Wendy Wise-Borg
Maurice Hawk School
Princeton Junction, New Jersey



Create new charts for other worn-out words as they come up in students' writing. Try to notice when students use alternatives for these words in their writing.



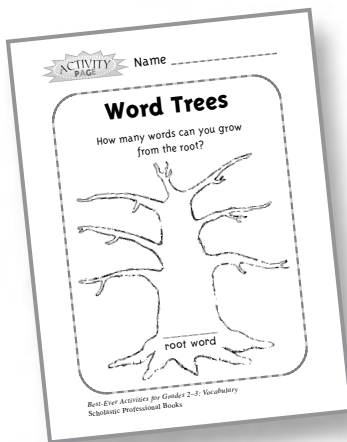
Worn-Out Words

Improve students' writing vocabulary by creating charts of alternatives for overused words.

- ⑥ Explain that words become “worn out” when they are overused. Give examples, such as *said*, *big*, *little*, or *good*.
- ⑥ Cut out a large pair of jeans from blue construction paper. Write one of the worn out words at the top of the jeans.
- ⑥ Work with students to cut out “patches” from colored construction paper. Have students record synonyms for the worn out words on the patches and glue them to the jeans.
- ⑥ Display the chart in the classroom. Encourage students to use it as a resource to liven up their writing!

Judy Meagher
Bozeman Schools
Bozeman, Montana

Cheryll Black
Newton Elementary School
Newton, Pennsylvania



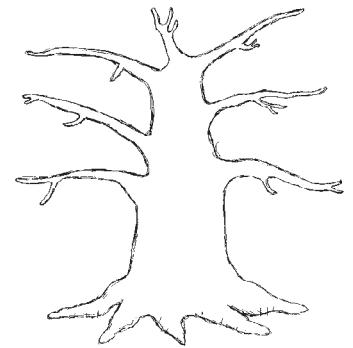
Root Words

form: shape
script: to write
aud: to hear
port: to carry
dict: to say
cred: to believe

Word Trees

In this activity, students work together to grow words from Latin roots.

- ⑥ Choose a root word (see left) and write it at the bottom of the tree pattern on page 33. Give a copy to each student. Introduce the root word and discuss its meaning.
- ⑥ Divide the class into small groups. Have students in each group work together to find as many words as possible containing this root. Demonstrate how to write each word on a separate branch of the tree.
- ⑥ Provide time for each group to share their word trees. Let the team with the most words choose the next root and repeat the activity.
- ⑥ As a variation, create an interactive bulletin board. Cut out a tree with branches and roots from craft paper. Staple it to a bulletin board. Write root words on index cards and place one at the root of the tree. Pass out blank index cards for students to record words made from the root. Staple these to the branches.





My Favorite Words

Invite students to collect words that are interesting or just plain fun to say!

Explain that writers often keep notebooks to record ideas, quotes, names, or favorite words or phrases. Give each student a small, inexpensive notebook. (Or make notebooks by folding and stapling copy paper.) Model how to collect words. As you read aloud, write down any words that you find unusual or interesting in your own notebook. Tell students why you chose each word—for example, “I like the way this word sounds” or “This word is a wonderful substitute for the word *great*.” Let students take turns sharing words they collect in their notebooks. Ask them to tell what they like about each word and give its meaning. Encourage students to use their notebooks as resources for writing.



Literature LINK

Donovan's Word Jar

by Monalisa DeGross (Scholastic, 1994)

While some children collect stamps, feathers, or shells, Donovan collects words! When his words (written on small slips of paper) outgrow the jar he keeps them in, he serendipitously gives them away and in the process lifts many spirits. Create a class “word collection jar” that doubles as a positive behavior booster. Work together to record synonyms for overused words, such as *good* or *great*, on slips of paper. Place them in the jar. When students exhibit a positive behavior, reward them with a word!



Students can also search for words online at www.thesaurus.com.



Synonym Sing-Along

Students use a thesaurus to create new words for old songs.

Divide the class into small groups. Give each group the words to a familiar song such as “Twinkle, Twinkle, Little Star.” The song may be the same or different for each group. Challenge groups to use a thesaurus to rewrite the song with synonyms for as many words as possible. Invite them to sing their new versions for classmates. Compile the rewrites into a songbook to be enjoyed throughout the year.

Student-Selected Vocabulary

Use this strategy to create a list of vocabulary words that will help prepare students for encounters with new text.

Give each student a small pad of sticky notes. Ask students to browse the new material. When they come to an unknown word, have them write it on a sticky note and flag the page. On a chart, list the words students identify. To narrow the list, take note of which words were unfamiliar to several students. Choose from the activities listed in this book, such as *Wear a Word* (page 6) or *Gotcha!* (page 17), to help students learn the new vocabulary.

Vocabulary Scavenger Hunt

How many vocabulary words can your students find in the media? Send them on a scavenger hunt to find out!

Prepare a list of vocabulary words. Give each student a copy. Challenge students to search through books, magazines, newspapers, and other printed materials to find examples of the words used in context. (You might allow a week for this.) Provide time for students to share their examples with classmates. The winner of the hunt is the student who finds examples of the greatest number of words.

Mix-and-Match Dictionary

Create these dictionaries to help students learn and review a set of vocabulary words.

Prepare a list of vocabulary words. Give students one copy of the dictionary page activity sheet for each word on the list. (See page 34.) Work with students to complete the dictionary page for each word. Have students follow these steps to assemble the mix-and-match dictionary:

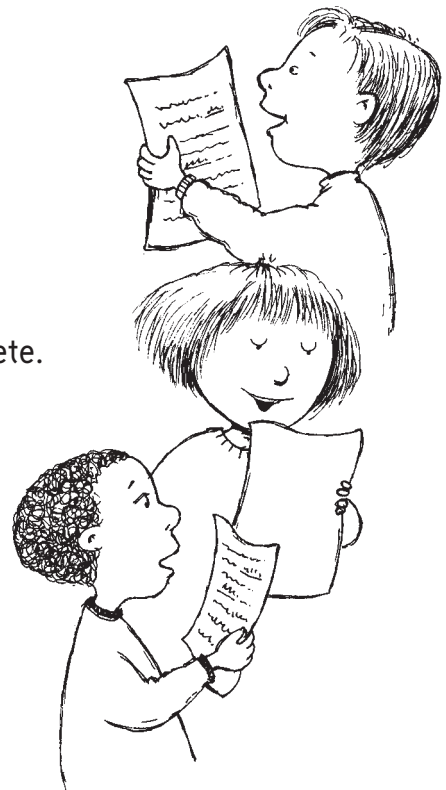
- Place the pages in alphabetical order and staple at the top.
- Cut across the dotted line to separate the words from the definitions and pictures.
- Mix up the definition-picture pages so they are no longer in alphabetical order. Staple at the left.
- Use the dictionaries for vocabulary review, having students match the word to its correct definition and picture.



Silly Stories

In this activity, students use vocabulary in context to create fill-in-the-blank stories for classmates to complete.

- Give each student a list of vocabulary words. Have students follow these steps to create their story:
 - Write a silly story using all of the vocabulary words.
 - Copy the story on another sheet of paper. Replace the vocabulary words with blank lines.
 - Look up each vocabulary word in the dictionary. Write its part of speech under the blank line.
- Let students exchange stories and fill in the blanks with vocabulary words from the list. Encourage them to take turns sharing and comparing their silly stories.





Word Study Notebooks

Help students become word wise with these handy notebooks.

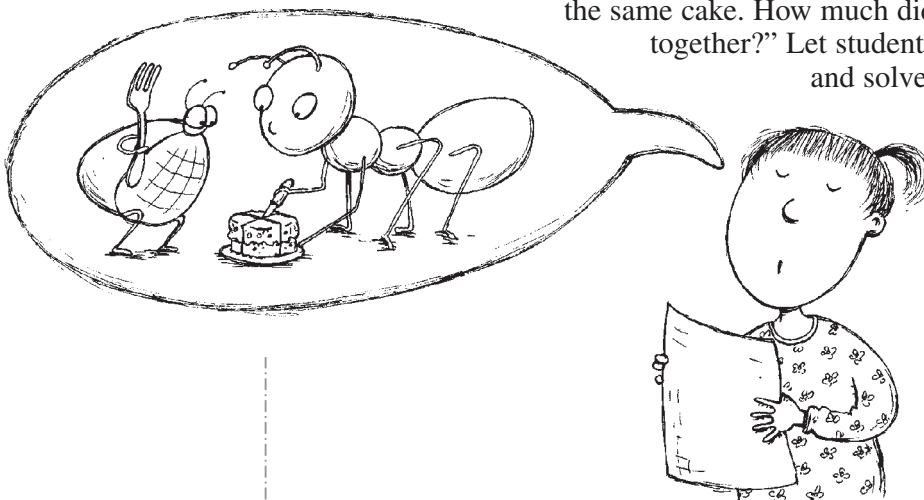
Ask each student to bring in a five-subject notebook. Encourage students to use their notebooks as resources for writing, recording words section by section in the following ways:

- ⑥ Sort new vocabulary into three categories: Words I Know Well, Words I Have Seen Before, and Words I Don't Know.
- ⑥ Write definitions and/or draw pictures for new vocabulary.
- ⑥ Create lists of various types of words, such as homonyms, eponyms, and palindromes.
- ⑥ Collect favorite words. (See My Favorite Words, page 9.)
- ⑥ Record unfamiliar words (See "I'm Stuck!" Strategies, page 7.)

Create a Word Problem

Students use new vocabulary to create word problems for others to solve.

Give each student a list of vocabulary words. Challenge students to write a math word problem that incorporates as many words from the list as possible. For example: "An enormous ant ate $\frac{1}{4}$ of a scrumptious cake. A famished beetle ate $\frac{2}{4}$ of the same cake. How much did they consume all together?" Let students exchange papers and solve each other's problems.





Rebus Riddles

Work together as a class to create a lift-the-flap book of riddles with compound words.

Explain that many new words are formed by putting two words together. These are called compound words. Write several examples on the chalkboard. (See examples, right.) Then give each child a copy of the Rebus Riddles form on page 33, and demonstrate the following steps for completing the sample riddle to learn more about compound words.

- Choose a compound word. In the first two boxes, draw pictures for the two words that make up the compound.
- Write the words underneath each picture.
- In the third box, illustrate the compound as a whole. Write the word underneath the picture.
- Cut out a piece of construction paper and paste down the top edge over the third box to create a flap.
- Let classmates exchange and read each other's rebus riddles. Compile them into a class book, or display them in the hallway for others to enjoy.

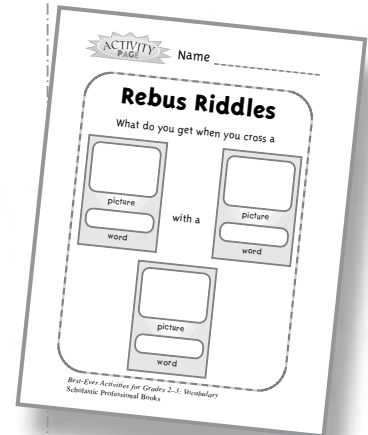
Sherry Timberman
Homeschool Teacher
Sanford, Maine

Literature LINK

Once There Was a Bull: Frog

by Rick Walton (Paper Star, 1998)

As you study compounds, share this book with students. Each page represents one-half of a compound word and encourages readers to guess the rest. But be warned, a flip of the page often reveals the unexpected!



Sample Compound Words

milkshake
headlight
sailboat
raincoat
football
horseback
handshake
pancake
earring

What's the Password?



Students learn new vocabulary quickly when the words are used as passwords for entering or leaving the classroom.

Use different-colored markers to write four or five vocabulary words on large index cards (one word per card). Post the words by the classroom door. When a student enters or leaves the room, he or she must touch one of the words, say it, and give its meaning. Change the words regularly to help students practice new words.

Rita Galloway
Bonham Elementary School
Harlingen, Texas

Homophone Hold-Up

Play this game to help students distinguish between homophones such as *their*, *there*, and *they're* or *two*, *too*, and *to*.

Select a pair or trio of homophones. Have students write each word on a separate index card. Read aloud a sentence containing one of the words. On the count of three, have students hold up the card that they think shows the correct homophone used in the sentence. Write the answer on the chalkboard and discuss reasons for that choice. For fun, have students keep track of how many they get right by recording tally marks on a sheet of paper.

Jacqueline Kremer
Chaplin Elementary School
Bozrah, Connecticut

Literature LINK

Eight Ate: A Feast of Homonym Riddles

by Marvin Terban (Houghton Mifflin, 1982)

Looking for more examples of homonyms? You'll find a smorgasbord in this book. Share it with students, and then let them create their own riddles from assigned or selected homonym pairs.

Homonyms Are No Joke!

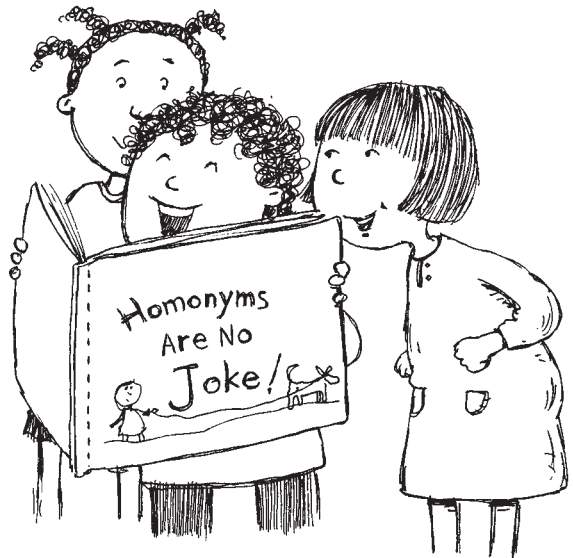
Take advantage of the puns used in many jokes and riddles to teach students about homonyms.

⑥ Share the following riddles:

Why did the man name his pig “ink”?
Because it kept running out of the
PEN.

Why is a river wealthy?
Because it has a BANK on each
side.

- ⑥ Use these examples to define homonyms (two or more words that have the same sound and the same spelling but differ in meaning).
- ⑥ Ask students to find a joke or riddle that uses a homonym and to write it on a sheet of drawing paper. Below the joke, have them record the homonyms they used and their meanings. Invite students to illustrate their riddles. Then compile the pages into a class book called *Homonyms Are No Joke!*



Definition Detectives

Can your students positively ID the correct definition of a word when placed in a lineup?

Select six vocabulary words. Have students cut a sheet of paper into six equal pieces. Instruct them to write one vocabulary word on each section. Have them write a definition, either real or make-believe, under each word. Collect the papers for each word and place them in separate bags. Choose five or six definitions for one word from the bag. Write the definitions on the chalkboard. Can students identify the real definitions? Repeat to ID each of the words.

Context Clues in Action

Use this method to teach students how to use context clues to decipher unfamiliar vocabulary.

Give each student a page of text with the last word in each line removed. Challenge students to identify the missing words using context clues. Ask students to share their answers and explain the strategies used to fill in the blanks. Display these strategies so that students can use them during their daily reading assignments.

Sue Lorey
Grove Avenue School
Barrington, Illinois

Vocabulary Bingo

In this version of Bingo, students review vocabulary words by matching them to definitions.

Give each student a copy of a blank bingo board and a vocabulary list. Have students fill in each square with a vocabulary word. Record the definitions for each word on slips of paper. Place them in a box. Choose a slip from the box and read the definition aloud. If students have the word on their board that matches the definition, they cover it with a marker. Play until one student gets five in a row, across, down, or diagonally.

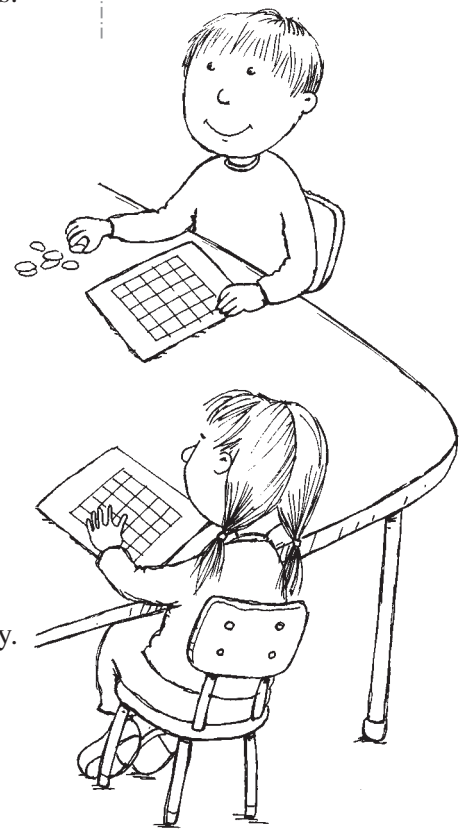
Jeannie Quinn
Harris Elementary School
Collingsdale, Pennsylvania

Literature LINK

Guppies in Tuxedos

by Marvin Terban (Houghton Mifflin, 1988)

What's in a name? This book provides examples of words that originated from people's names. It organizes the eponyms into categories such as food, clothes, and transportation. As a followup, let students create an eponym for their names.



Gotcha!

In this game, students use flyswatters to swat pesky vocabulary words.

Make a transparency of a blank bingo board. Write a vocabulary word in each square. Place it on the overhead projector and display it on the chalkboard. Divide the class into two teams. Call one student from each team to the chalkboard. Give each a flyswatter. Read a sentence aloud, leaving a blank for the vocabulary word. Let players compete to be the first to swat the correct word on the chalkboard. One point is awarded for each correct response. The team with the most points at the end of the game wins!

Kathleen Thomas
Woodrow Wilson Middle School
Sioux City, Iowa

ACTIVITY PAGE

Name _____ Date _____

Find the Favorites

Find and record the guide words for each of your favorites. Exchange papers with a classmate, who will use the guide words to locate the page and list the word for each of your favorites.

My Favorite	Guide Words	Word
color		
animal		
food		
sport		
subject		
day of the week		
season		
holiday		
state		
number (1-10)		

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Find the Favorites

Sharpen students' dictionary skills with this get-to-know-you activity.

Give each student a copy of the record sheet. (See page 35.) Have students use the dictionary to find and record the guide words that head the page for each of their favorites. Divide the class into pairs and have partners exchange papers. Challenge them to use the guide words to locate the page that lists their partner's favorite in each category. Once they think they've found the actual word, have them write it in the space provided. Ask students to exchange papers once again so they may check and compare each other's responses.

Word Wizards

Students become wizards at using new vocabulary in context with this weekly motivator.

- ⑥ Divide the class into several teams. Let teams choose names such as the Word Wizards or the Vocabulary Vipers.
- ⑥ Each week, select a new vocabulary word. Write it on the chalkboard or another designated spot. Read it aloud with students and discuss its meaning.



- ⑥ When a student uses the word of the week correctly during a class discussion, award one point to his or her team. You may also want to award points for words used in students' writing, including words from previous weeks.
- ⑥ After a period of time, tally the points. Congratulate each team on its word power! Encourage teams to set goals for the following week's word. How many more points do they think they can get? How can they work to achieve their goal?

Comic Clues

Use the funny papers to teach students how to decipher unfamiliar vocabulary in context.

Search the newspaper for cartoons that contain unfamiliar vocabulary for your students. Cut out the comic strips, make them into transparencies, and display them on the overhead. Read the comics aloud to students. Ask them to use context clues to predict the meaning of the unfamiliar word(s). Invite those students with correct predictions to share how they figured out the meaning.



Subscribe to the daily buzzword at www.wordcentral.com to receive the word of the day via e-mail. Each entry includes the word's part of speech, definition, usage, and synonyms.

Literature LINK

Vocabulary Cartoons: Building an Educated Vocabulary With Visual Mnemonics

by Sam Burchers (New Monic Books, 1998)

This book offers a unique method for learning language. It helps students picture the word using verbal and visual memory cues. For sample cartoons, visit www.vocabularycartoons.com.



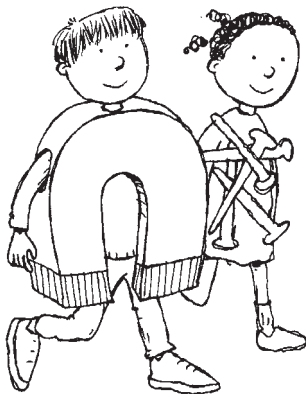
Mini “Me” Dictionary

Improve students’ descriptive vocabulary with this dictionary-making activity.

- Give each student a copy of the mini-dictionary reproducible. (See page 36.) Have students cut out each page and write their name on the cover.
- On each page, have students write one adjective that describes them. Ask them to look up each word in a dictionary and record its definition in the space provided.
- Have students place the pages in alphabetical order and staple at the left side. Let students take turns sharing their dictionaries with classmates.

Vocabulary Parade

Watch words come to life as students create costumes for vocabulary words.



Read aloud *Miss Alaineus: A Vocabulary Disaster*, by Debra Frasier (Harcourt, 2000). This book includes several examples of vocabulary parade costumes. Send home a letter (see the sample in *Miss Alaineus*), inviting students to make a costume that creatively interprets a vocabulary word of their choice. Send home the word list with the letter. In addition, on index cards, have students record their name, word, definition, and a sentence that tells about their costume. Hold the vocabulary parade in the school gymnasium or outdoors. Invite parents and other classes to attend. Read each index card aloud as you introduce students. Take a photo of each costume and create your own vocabulary parade scrapbook.



Words Take Shape

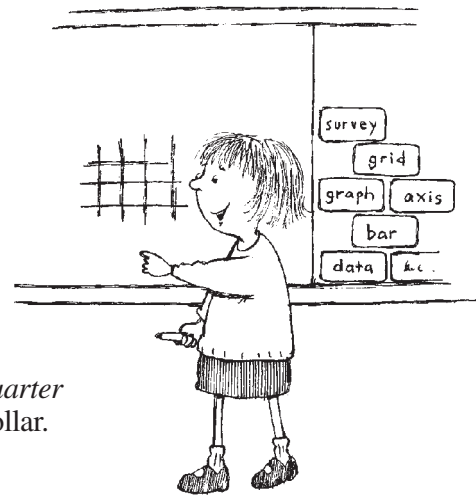
Use concrete poetry to shape up students' understanding of content-area vocabulary.

Share several examples of concrete poetry. A good source is *Doodle Dandies: Poems That Take Shape*, by J. Patrick Lewis (Atheneum, 1998). Assign each student a vocabulary word from a current unit of study. Guide students in creating concrete poems that tell about their word. Display the poems on a bulletin board with the heading "Words That Take Shape." Use the poems for vocabulary review before a unit test.

Math Is Spoken Here!

Encourage students to "talk math" by creating a math word wall.

Brainstorm math words such as *plus*, *minus*, *quarter*, *money*, and *salary*. Write each on a sentence strip and place them on a bulletin board labeled "Math Is Spoken Here." Add new terms as you complete each math unit. Use the word wall for quick review and to help students make connections between different areas of math. For example, the word *quarter* refers to money and fractions and a quarter is one-fourth of a dollar.



Marianne Chang
Schilling Elementary School
Newark, California

SECOND Language LEARNERS

Create mobiles for number words in various languages including those of your second-language learners. For each mobile, write the number words on separate index cards. Record the words on both sides. Punch holes in the top and bottom of each card. Arrange them in number order and tie with yarn. Hang the mobiles from the ceiling in your classroom. Invite second-language learners to use them to teach classmates the number words in their native language.



Challenge students to discover more examples of onomatopoeia while listening to a read-aloud or reading independently. Let students record these words on a chart. Display the chart and encourage students to use these words in their writing to appeal to the senses.

Vocabulary From A–Z

Use this alphabet game to help students review content-area vocabulary.

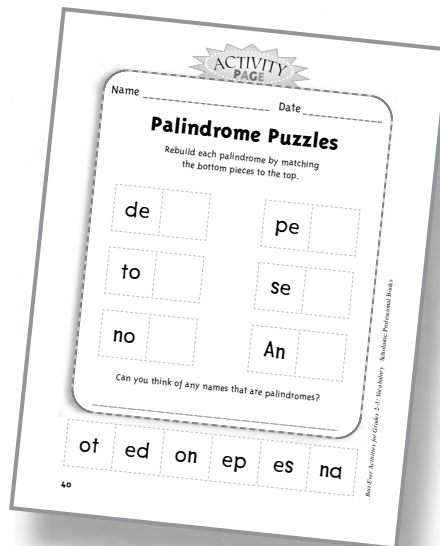
Divide the class into small groups. Assign one member of each group to be the record keeper. This student writes the letters A–Z down the left side of a sheet of paper. Give groups ten minutes to record as many terms as they can from their current unit of study for each letter of the alphabet. For example, while studying transportation, “A” words might include *airplane*, *astronaut*, and *air balloon*. When time is up, let each group read aloud their words for each letter. Have them score two points for each original response (not recorded by any other group) and one point for all other responses. The group with the most points wins!

Gail Hennessey
Harpurville Central Schools
Harpurville, New York

Palindrome Puzzles

Show students how words can be symmetrical with this “puzzling” activity.

Write “mom” and “dad” on the chalkboard. Explain that these words are palindromes: They are spelled the same backward or forward. Give each student a copy of page 37. Show students how to cut apart, match, and glue the pieces at the bottom of the page to those on top to create six different palindromes. Challenge students to think of palindrome names, such as *Bob*, *Ava*, *Anna*, or *Otto*, and record these at the bottom of the page.



Literature LINK

Too Hot to Hoot

by Marvin Terban (Houghton Mifflin, 1985)

What do you call a firecracker that doesn't explode? A “dud.” Find this and other palindrome riddles in this clever book. Share the book and then assign each student a palindrome. Challenge students to create a riddle based on the examples in the book and to share it with classmates. For more fun with palindromes, share *Go Hang a Salami! I'm a Lasagna Hog!* by Jon Agee (Farrar Straus & Giroux, 1992).

Answers

deed peep
toot sees
noon Anna

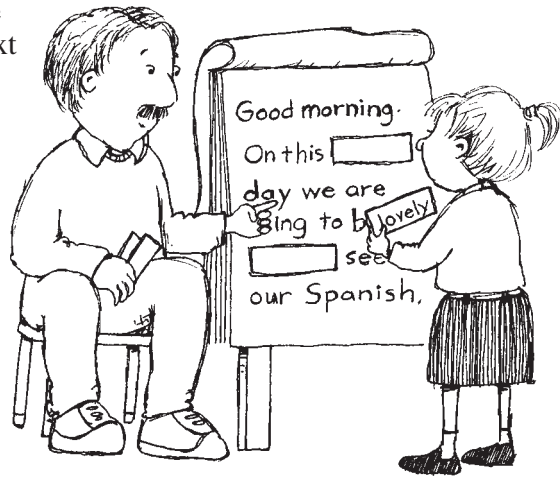


Invite students to create their own palindrome puzzles! Have them write four- or six-letter palindromes on index cards and cut them apart. Mix them up, place them at a center, and invite students to rebuild the palindromes.

Interactive Morning Message: Who Has the Word?

Use this cloze technique to integrate new vocabulary into your morning message.

- ⑥ Choose four or five vocabulary words. Compose your morning message, substituting a blank line for each vocabulary word.
- ⑥ Cut index cards into strips to fit the spaces left by the blank lines. Record one vocabulary word on each strip. Hand out the strips to students.
- ⑥ Read the morning message aloud. When you come to a blank line, ask, “Who has the word to complete this sentence?” Show students how to tape the word to the blank line.
- ⑥ Reread the sentence with the class to see if it makes sense. Ask students to define the word based on context clues and name its part of speech. Use the dictionary to confirm the responses. Repeat the procedure for each word.



SECOND Language LEARNERS

Surprise students by incorporating words from different languages (including those of your second-language learners) into your morning message. Within the message, substitute English words with words from other languages. For example, instead of “We have music today,” you might write, “We have música today.” Encourage students to use the context of the sentence to figure out the meaning of the word. Invite second-language learners to provide the correct pronunciation for classmates.



Vocabulary Quick-Writes

Here's an easy way to incorporate vocabulary words into journals or quick-writes!

Choose a vocabulary word. Use the word in a writing prompt. Here are some examples:

- ⑥ difficult What do you find difficult and why?
- ⑥ disappointed Tell about a time that you were disappointed.
- ⑥ relative Who's your favorite relative, and why?
- ⑥ occupation Describe your dream occupation.

Let students take turns sharing their journal entries. Students' responses should reflect their understanding of the word.

Other People's Words

Use famous quotes to introduce new vocabulary.

Visit The Quotation Page at www.starlingtech.com/quotes/qotd.html. Use the search option to type in each vocabulary word from your list. Choose one quote for each word from the search results. Use these quotes to introduce each new vocabulary word. First, read aloud the quote and discuss its meaning. Next, identify the vocabulary word (or have students guess). Let students use context clues to figure out its definition.



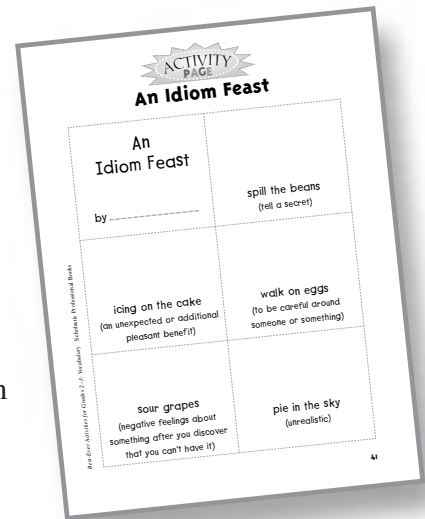
Use these journal entries to assess students' understanding of vocabulary words. Have students who answer incorrectly look up the word in the dictionary and, based on their understanding, write a new response.





An Idiom Feast

Students will enjoy making these mini-books as they learn about idioms.



- ⑥ Use Fred Gwynne’s *The King Who Reined* (Aladdin, 1988), *A Chocolate Moose for Dinner* (Aladdin, 1988), or *A Little Pigeon Toad* (Aladdin, 1990) to introduce the concept of idioms. In all three books, each page contains one idiom and a literal illustration.
- ⑥ Give each student a copy of *An Idiom Feast*. (See page 38.) Show students how to cut out the pages and staple them together to make a mini-book.
- ⑥ Read each idiom aloud and discuss its meaning. Let students use crayons or markers to illustrate each idiom literally. Work together with the class to collect and list other idioms that involve food—for example, “bring home the bacon” or “a hard nut to crack.”
- ⑥ Create other idiom mini-books for categories such as colors (“seeing red”) or numbers (“two heads are better than one”).

Literature LINK

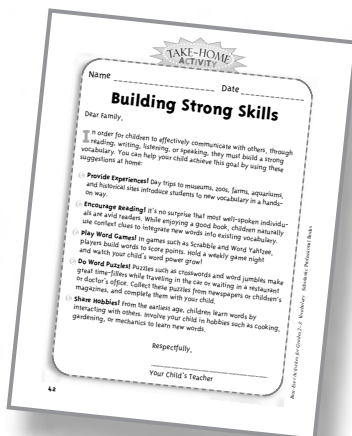
Amelia Bedelia

by Peggy Parish (HarperCollins, 1992)

While teaching about idioms, introduce students to Amelia Bedelia, a hilarious housekeeper who does everything literally. When asked to “draw the drapes,” she does so using pencil and paper. When instructed to “dust the furniture,” she sprinkles powder all over the furniture and floor. If your students enjoy this book, they’ll also love the other titles in the series, such as *Come Back, Amelia Bedelia* (HarperCollins, 1995) and *Thank You, Amelia Bedelia* (HarperCollins, 1995).

Take-Home Activity: Building Strong Skills

Parents don't always know how to reinforce what their children are learning in school. This take-home letter offers easy suggestions for encouraging vocabulary development at home.

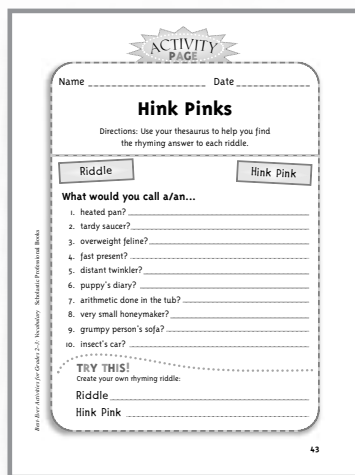


For more school-home connections, send home the family letter along with a crossword puzzle (if available) or a list of word games that students can check out and take home.

Give each child a copy of the letter on page 39. Read over the ideas for building vocabulary at home. Have children tried any of the ideas before—for example, do some of them play word games at home? Let children share other ways they explore language with their families. As they try some of the activities with their families, encourage them to share their experiences with the class. For example, if they played Scrabble, what was the highest-point word? The longest? The most interesting?

Hink Pinks

What is a riddle with a rhyming answer called? A "hink pink." Students use a thesaurus to solve some hink pink riddles.



Divide the class into small groups. Give each group a copy of the riddles on page 40 and a thesaurus. Set a time limit within which teams are to find the answers to as many riddles as possible. Explain that the answer to each is a hink pink, a pair of one-syllable words that rhyme. Encourage students to use their thesaurus as a resource. When time is up, share the answers (see right) to each riddle, then let children create their own hink pinks.

Answers

1. hot pot
2. late plate
3. fat cat
4. swift gift
5. far star
6. dog log
7. bath math
8. wee bee
9. grouch couch
10. roach coach

Sample Game Cards

I am feeling nerk.

I walked nerk the stairs.

The football team made a first nerk.

The dress I admired was finally marked nerk.

nerk = down



Nonsense!

Play this guessing game to help students explore multiple-meaning words.

Have students choose a word with at least four meanings, then write one sentence for each meaning on an index card. Have them substitute a nonsense word, such as *moog* or *fip*, for the multiple-meaning word in each sentence. Place the index cards in a bag or box. Choose one randomly and read the sentences aloud. Challenge students to identify the multiple-meaning word.

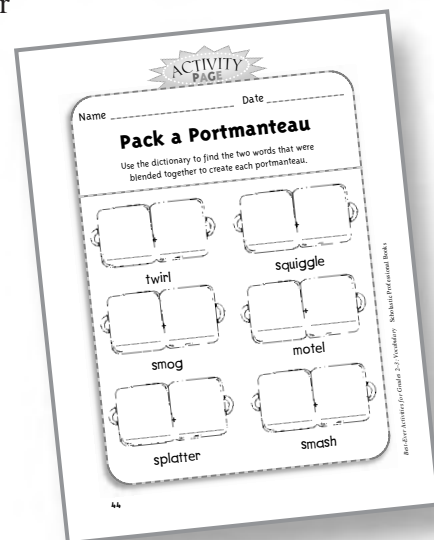
Pack a Portmanteau

Use this exercise to introduce students to blended words, coined portmanteaus by Lewis Carroll when he said, “You see, it’s like a portmanteau—there are two meanings packed up in one word.”

Ask students to identify the two words that make up *brunch* (*breakfast* + *lunch*). Explain that these blended words are called portmanteaus, after a traveling bag that opens into two compartments. Give each student a copy of the activity sheet. (See page 41.) Challenge students to use the dictionary to identify the two words that were blended together to create each portmanteau. Share the answers (see below), and encourage students to be on the lookout for other portmanteaus as they read or watch television.

Answers

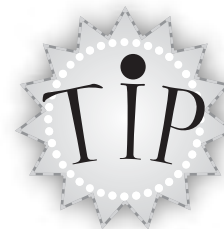
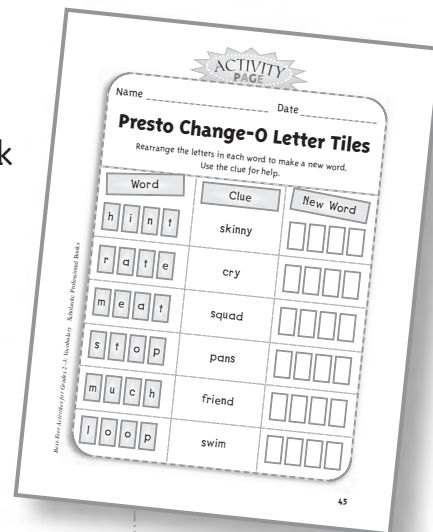
twirl: twist + whirl
squiggle: squirm + wiggle
smog: smoke + fog
motel: motor + hotel
splatter: splash + spatter
smash: smack + crash



Presto Change-O Letter Tiles

Introduce students to anagrams, and they'll never look at words the same way again!

- ⑥ Write the word "eat" on the chalkboard. Challenge students to rearrange the letters to form a new word (*ate* or *tea*). Explain that words formed by reordering the letters of another word are called anagrams.
- ⑥ Make copies of the Presto Change-O Letter Tiles record sheet. (See page 42.) Place them at a center, along with a set of Scrabble letter tiles.
- ⑥ To complete the activity, have students use the letter tiles to form the word in the first column. Then have them read the clue and use the same tiles to create a new word in the third column. Ask them to record the new word in the third column. Then have them remove the tiles and try the next one.
- ⑥ Challenge students to use the back of the paper to create their own anagrams to share with classmates.



Anagrams can also be phrases created by rearranging the letters of more than one word. For example, the letters in "the country side" can also spell "no city dust here." Find more examples at www.wordsmith.org/anagram/index.html.

Answers

hint—thin
rate—tear
meat—team
stop—pots
much—chum
loop—pool

Literature LINK

Word Wizard

by Cathryn Falwell (Houghton Mifflin, 1998)

A young girl discovers that her alphabet cereal letters can rearrange themselves to spell new words. Use this book to introduce students to the concept of anagrams. Pass out handfuls of alphabet cereal or noodles to let students try rearranging words in the same way.



To make your own letter tiles, purchase sheets of 1-inch square ceramic tiles from a home improvement store. Use a marker to label them with letters of the alphabet.



Videotape each group's performance. Replay the tape before a vocabulary test to help students review. The tapes will also be favorites at open-school night or parent conferences.

Take-Home Activity: Let's Make Words!

These take-home packs combine spelling and vocabulary as students manipulate the letters of one word to make several new ones.

Make copies of the Let's Make Words! record sheet. (See page 43.) Write a different vocabulary word in the space provided on each one. Place each record sheet in a resealable plastic bag, along with the Scrabble letter tiles needed to make the vocabulary word. Demonstrate the activity by placing the letter tiles for the vocabulary word in order in the space provided. Then rearrange the tiles to make a new word using all or some of the letters. Write that word on one of the lines. Repeat the steps to make as many words as possible. Set up a procedure for signing out the take-home Let's Make Words! packs. Depending upon the materials available, you might want to create duplicate packs for the same word.



Act It Out!

This activity encourages students to find meaning through movement!

Divide the class into pairs or small groups. Assign each group a vocabulary word. Without using the word itself, challenge each group to present its definition to the rest of the class through some form of drama or movement—for example, a skit, pantomime, dance, guided imagery, or body sculpture. Let classmates try to guess the word after each performance.

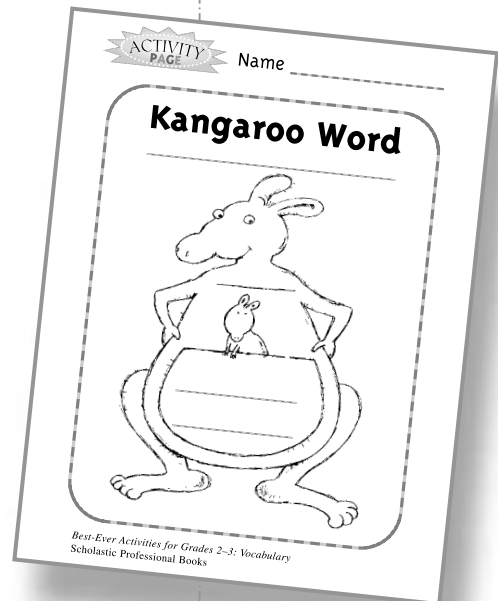
Wendy Wise-Borg
Maurice Hawk School
Princeton Junction, New Jersey



Kangaroo Words

In his book *The Circus of Words* (Chicago Review Press, 2001), Richard Lederer identifies “kangaroo” words as “big words with little words inside.” In this activity students find the “joeys” (little words) inside the “kangaroo” words and connect the two through sentence writing.

- ⑥ Write a list of vocabulary words on the chalkboard. Ask students to identify the “kangaroo” words (those containing little words inside) among them. Record each one on a kangaroo pattern. (See page 44.) Tape the kangaroos to a chart.
- ⑥ Show students how to find the “joeys” inside each kangaroo word and record them on the pockets.
- ⑥ Examine each kangaroo word individually. Ask, “Is there a relationship between the meaning of the joey and the kangaroo word?” For example, the word *land* is in *island*. The definition of *island* is “a piece of land surrounded by water.” If there is not a direct relationship, let students create one by writing sentences. For example, the word *end* is in *depend*. Students might write, “If Joe can’t depend on me, it might end our friendship.”
- ⑥ With each new set of vocabulary words, encourage students to use this mnemonic strategy to help them remember the meanings of words.



Literature LINK

The Pig in the Spigot

by Richard Wilbur (Harcourt, 2000)

This whimsical collection of poetry invites children to play with words as they discover little words in big words. *There’s an Ant in Anthony*, by Bernard Most (Mulberry Books, 1992), will further delight children as they play with words to learn more about language.



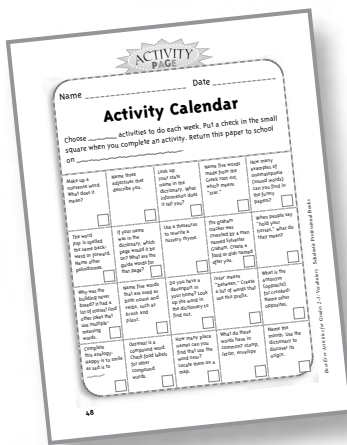
Name a Color

We live in a world where color abounds! Yet according to Ariane Dewey, in her book *Naming Colors* (HarperCollins, 1995), only a small number of existing colors have been named. Invite students to expand their vocabulary for colors with this activity.

- ⑥ Explain to students that paint companies often create names for different shades of color by naming them after something they resemble—for example, sky blue and canary yellow. Share paint strips to provide additional examples.
- ⑥ Make six copies of the Name a Color activity sheet for each child. (See page 44.) Supply various colors of paper, such as construction paper or gift wrap.
- ⑥ Let children snip swatches from six sheets of paper and paste one on each page. Under each swatch, have them write a name for the color based on what they think it resembles—for example, snowman white, Kool-Aid red, or goldfish orange.
- ⑥ Have students place their pages in alphabetical order and staple them between two construction paper covers (in their favorite color). Let them give their books titles, then add their names as authors. Invite students to share their color books with classmates to discover the different names they gave the same colors.



Substitute paint for construction paper, and let students mix the colors to create new ones.



Take-Home Activity: Activity Calendar

Make a home-school connection with these take-home activity calendars!

At the beginning of the month, make copies of the Activity Calendar. (See page 45.) Review with students what they will do at home with the calendars (try one to five vocabulary activities each week). Encourage students to attach any papers they complete as they try the activities to the back of the calendars before handing them in. To create a new calendar for the next month, let each student work with a family member to create a quick vocabulary activity or question for one of the squares. Compile them on a blank calendar grid and make copies for each student.

ACTIVITY PAGE

Name _____ Date _____

I'm Stuck

Use these strategies to figure out the meaning of a word:

- ⑥ Skip the confusing word. Read to the end of the sentence and look for clues.
- ⑥ Reread the two or three sentences that come before the confusing part.
- ⑥ Look for clues in the illustrations or diagrams on that page.
- ⑥ Think about what you already know about the topic.
- ⑥ Reread the difficult section one or more times.
- ⑥ Jot down the word on a sticky note or in your journal if you're still unsure of the meaning.

Adapted from *Reading Strategies That Work*,
by Laura Robb (Scholastic, 1992).

Book Bumps

Title:

Word

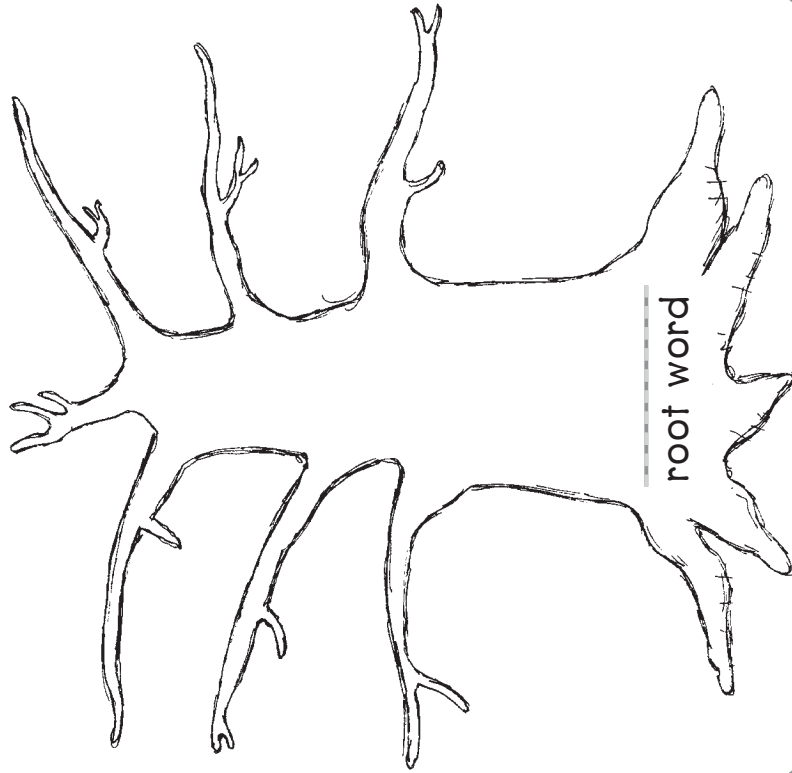
Page Number



Name _____

Word Trees

How many words can you grow from the root?



Name _____

Rebus Riddles

What do you get when you cross a

	picture
	word

with a

	picture
	word

	picture
	word

ACTIVITY
PAGE

Name _____ Date _____

Mix-and-Match Dictionary

Staple

Staple

Word



Definition

Picture

Staple

ACTIVITY PAGE

Name _____ Date _____

Find the Favorites

Find and record the guide words for each of your favorites. Exchange papers with a classmate, who will use the guide words to locate the page and list the word for each of your favorites.

My Favorite	Guide Words	Word
color		
animal		
food		
sport		
subject		
day of the week		
season		
holiday		
state		
number (1–10)		



Mini "Me" Dictionary

<p>I'm in the dictionary; Look and see. These are the words That tell about me!</p> <p>by _____</p>	<p>Adjective _____</p> <p>Definition _____ _____</p>
<p>Adjective _____</p> <p>Definition _____ _____</p>	<p>Adjective _____</p> <p>Definition _____ _____</p>
<p>Adjective _____</p> <p>Definition _____ _____</p>	<p>Adjective _____</p> <p>Definition _____ _____</p>

ACTIVITY
PAGE

Name _____ Date _____

Palindrome Puzzles

Rebuild each palindrome by matching
the bottom pieces to the top.

de

pe

to

se

no

An

Can you think of any names that are palindromes?

ot ed on ep es na



An Idiom Feast

An Idiom Feast

by _____

spill the beans
(tell a secret)

icing on the cake
(an unexpected or additional
pleasant benefit)

walk on eggs
(to be careful around
someone or something)

sour grapes
(negative feelings about
something after you discover
that you can't have it)

pie in the sky
(unrealistic)

TAKE-HOME ACTIVITY

Name _____ Date _____

Building Strong Skills

Dear Family,

In order for children to effectively communicate with others, through reading, writing, listening, or speaking, they must build a strong vocabulary. You can help your child achieve this goal by using these suggestions at home:

- ⑥ **Provide Experiences!** Day trips to museums, zoos, farms, aquariums, and historical sites introduce students to new vocabulary in a hands-on way.
- ⑥ **Encourage Reading!** It's no surprise that most well-spoken individuals are avid readers. While enjoying a good book, children naturally use context clues to integrate new words into existing vocabulary.
- ⑥ **Play Word Games!** In games such as Scrabble and Word Yahtzee, players build words to score points. Hold a weekly game night and watch your child's word power grow!
- ⑥ **Do Word Puzzles!** Puzzles such as crosswords and word jumbles make great time-fillers while traveling in the car or waiting in a restaurant or doctor's office. Collect these puzzles from newspapers or children's magazines, and complete them with your child.
- ⑥ **Share Hobbies!** From the earliest age, children learn words by interacting with others. Involve your child in hobbies such as cooking, gardening, or mechanics to teach new words.

Respectfully,

Your Child's Teacher

ACTIVITY PAGE

Name _____ Date _____

Hink Pinks

Directions: Use your thesaurus to help you find the rhyming answer to each riddle.

Riddle

Hink Pink

What would you call a/an...

1. heated pan? _____
2. tardy saucer? _____
3. overweight feline? _____
4. fast present? _____
5. distant twinkler? _____
6. puppy's diary? _____
7. arithmetic problem done in the tub? _____
8. very small honey-maker? _____
9. grumpy person's sofa? _____
10. insect's car? _____

TRY THIS!

Create your own rhyming riddle:

Riddle _____

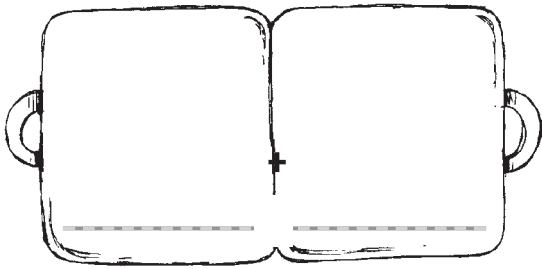
Hink Pink _____

ACTIVITY PAGE

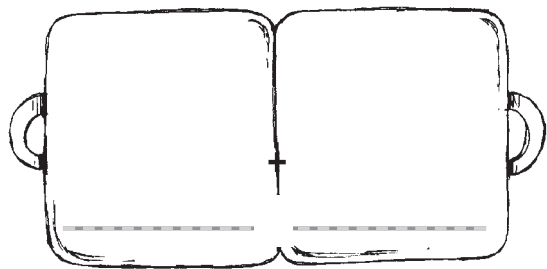
Name _____ Date _____

Pack a Portmanteau

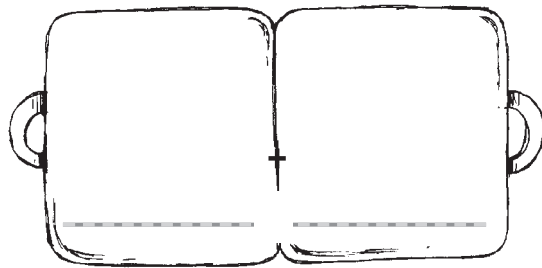
Use the dictionary to find the two words that were blended together to create each portmanteau.



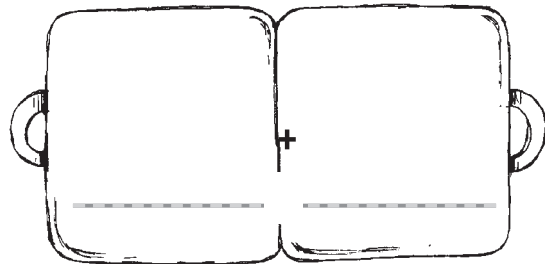
twirl



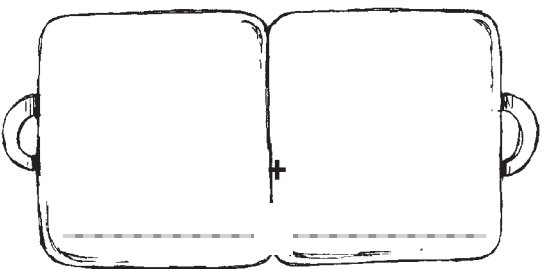
squiggle



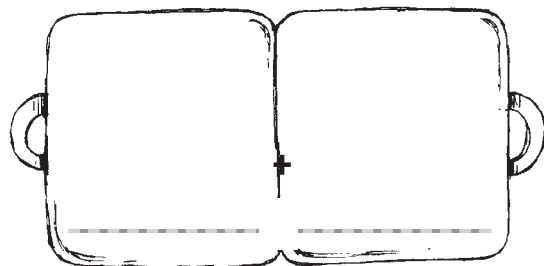
smog



motel



splatter



smash

ACTIVITY PAGE

Name _____ Date _____

Presto Change-O Letter Tiles

Rearrange the letters in each word to make a new word.
Use the clue for help.

Word	Clue	New Word
h i n t	skinny	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
r a t e	cry	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
m e a t	squad	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
s t o p	pans	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
m u c h	friend	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
l o o p	swim	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>



Name _____ Date _____

Let's Make Words!

How many words can you make from:

--	--	--	--	--	--	--	--

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

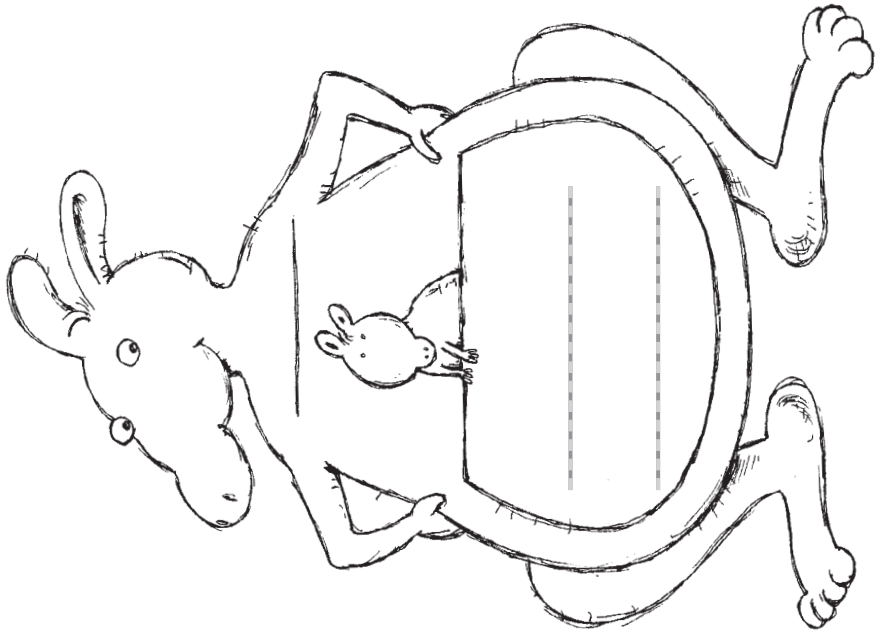
TRY THIS!

Make a sentence using the featured word and at least two other words you made from it. Write it on the back of this paper.



Name _____

Kangaroo Word



Name _____

Name a Color



Paste color
swatch here.

color name

ACTIVITY PAGE

Name _____ Date _____

Activity Calendar

Choose _____ activities to do each week. Put a check in the small square when you complete an activity. Return this paper to school on _____.

<p>Make up a nonsense word. What does it mean?</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Name three adjectives that describe you.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Look up your state name in the dictionary. What information does it tell you?</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Name five words made from the Greek root <i>ast</i>, which means "star."</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>How many examples of onomatopoeia (sound words) can you find in the funny papers?</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>The word <i>pop</i> is spelled the same backward or forward. Name other palindromes.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>If your name was in the dictionary, which page would it be on? What are the guide words for that page?</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Use a thesaurus to rewrite a nursery rhyme.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The graham cracker was invented by a man named Sylvester Graham. Create a food or dish named after you.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>When people say "hold your horses," what do they mean?</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Why was the building never bored? It had a lot of stories! Find other jokes that use multiple-meaning words.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Name five words that are used as both nouns and verbs, such as <i>brush</i> and <i>plant</i>.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Do you have a davenport in your home? Look up the word in the dictionary to find out.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><i>Inter</i> means "between." Create a list of words that use this prefix.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>What is an antonym (opposite) of <i>crooked</i>? Name other opposites.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Complete this analogy: Happy is to smile as sad is to _____.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p><i>Oatmeal</i> is a compound word. Check food labels for other compound words.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>How many place names can you find that use the word <i>new</i>? Locate them on a map.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>What do these words have in common? <i>stamp</i>, <i>letter</i>, <i>envelope</i></p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Name the month. Use the dictionary to discover its origin.</p> <p style="text-align: right;"><input type="checkbox"/></p>