



Objective

The student will relate new vocabulary to prior knowledge.

Materials

- ▶ Header cards (Activity Master V.017.AM1)
- ▶ Word cards (Activity Master V.001.AM4)
Write target word on each card. Note: This activity can be used in conjunction with the introduction of new vocabulary.
- ▶ Student sheet (Activity Master V.017.SS1)
Depending on the number of words, students may need more than one student sheet.
- ▶ Dictionary
- ▶ Pencil

Activity

Students sort words based on understanding of meaning.

1. Place word cards face down in a stack. Place header cards face up in a row. Provide the student with a dictionary and a student sheet.
2. The student selects the top card and reads the word.
3. Reads headers and decides which one best describes how well the word is known. Places the word card under that header. Note: If unable to read the word, card is placed under the header, *Don't know meaning*.
4. Continues until all word cards are placed.
5. Writes the words in the corresponding column and the meaning of the words on the student sheet using dictionary, as needed.
6. Teacher evaluation

The image shows a grid of header cards with four categories: "Don't know meaning", "Seen or heard the word, but not sure of the meaning", "Know something about the meaning", and "Know meaning well and can use the word". Below these are word cards for "majority", "emphasis", "nominate", "dedicate", and "occasion". To the right is a student sheet with a table for recording words and meanings, and a yellow pencil pointing to the "dedicate" row.

Know meaning well and can use the word	Seen or heard the word, but not sure of the meaning	Know something about the meaning	Don't know meaning	Meaning
			dedicate	commit yourself to something

Extensions and Adaptations

- ▶ Discuss previous experience and knowledge of words with a partner.
- ▶ Write sentences or paragraphs using the words on the back of the student sheet.
- ▶ Count (e.g., using check marks) number of target word encounters in corresponding column for a week. Record an example of where and how (Activity Master V.017.SS2).

Vocabulary

Know or No

V.017.AMI

Know meaning
well and can
use the word

header

Know something
about the
meaning

header

Don't know
meaning

header

Seen or heard
the word, but
not sure of
the meaning

header

header cards



Name _____

V.017.SSI

Know or No

Meaning					
Don't know meaning					
Know something about the meaning					
Seen or heard the word, but not sure of the meaning					
Know meaning well and can use the word					

Name _____

Know or No

V.017.SS2

Word	Heard it (Put a check mark for each time you hear the word.)	Said it (Put a check mark for each time you say the word.)	Wrote it (Put a check mark for each time you write the word.)	Read it (Put a check mark for each time you read the word.)	Examples of where and how



Objective

The student will identify the meaning of words and word-related information using a dictionary.

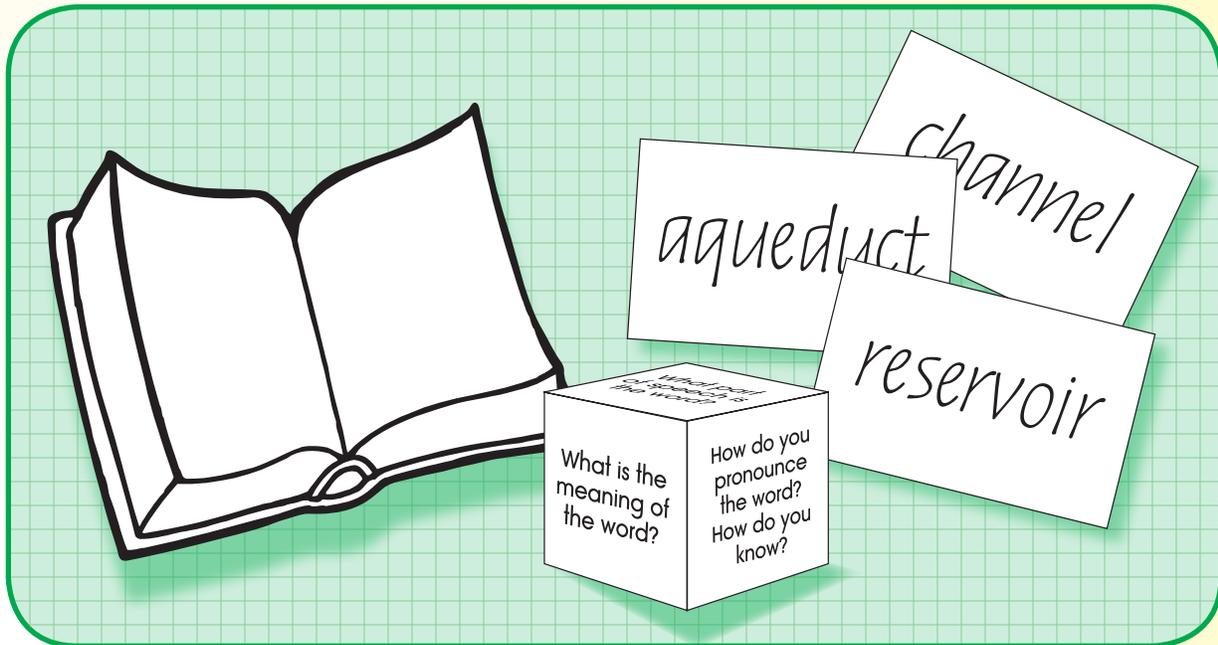
Materials

- ▶ Word cards (Activity Master V.001.AM4)
Select target words and write on cards.
- ▶ Dictionary cube (Activity Master C.018.AM1)
- ▶ Dictionaries

Activity

Students discuss vocabulary words by answering dictionary-related questions.

1. Place word cards face down in a stack next to the dictionary cube. Provide each student with a dictionary.
2. Taking turns, student one selects a word card and reads aloud. Both students find the word in the dictionary.
3. Student two rolls the dictionary cube, reads the question, and answers it based on the information in the dictionary.
4. Discuss answer with student one to assure accuracy.
5. Reverse roles.
6. Continue the activity until all the target words have been discussed.
7. Peer evaluation



Extensions and Adaptations

- ▶ Record answers (Activity Master V.018.SS).
- ▶ Use thesaurus, digital tools, or other references to find words. Make other cubes with different questions (Activity Master V.018.AM2).

Vocabulary

Dictionary Cube

V.018.AMI

	How do you pronounce the word? How do you know?	
What part of speech is the word?	What is the meaning of the word?	Use the word in a sentence.
	Is the origin or etymology of the word listed? If so, what is it?	
glue or velcro	Are synonyms or antonyms listed? If so, what are they?	glue or velcro
	glue or velcro	



1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.

dictionary cube

Name _____

V.018.SS

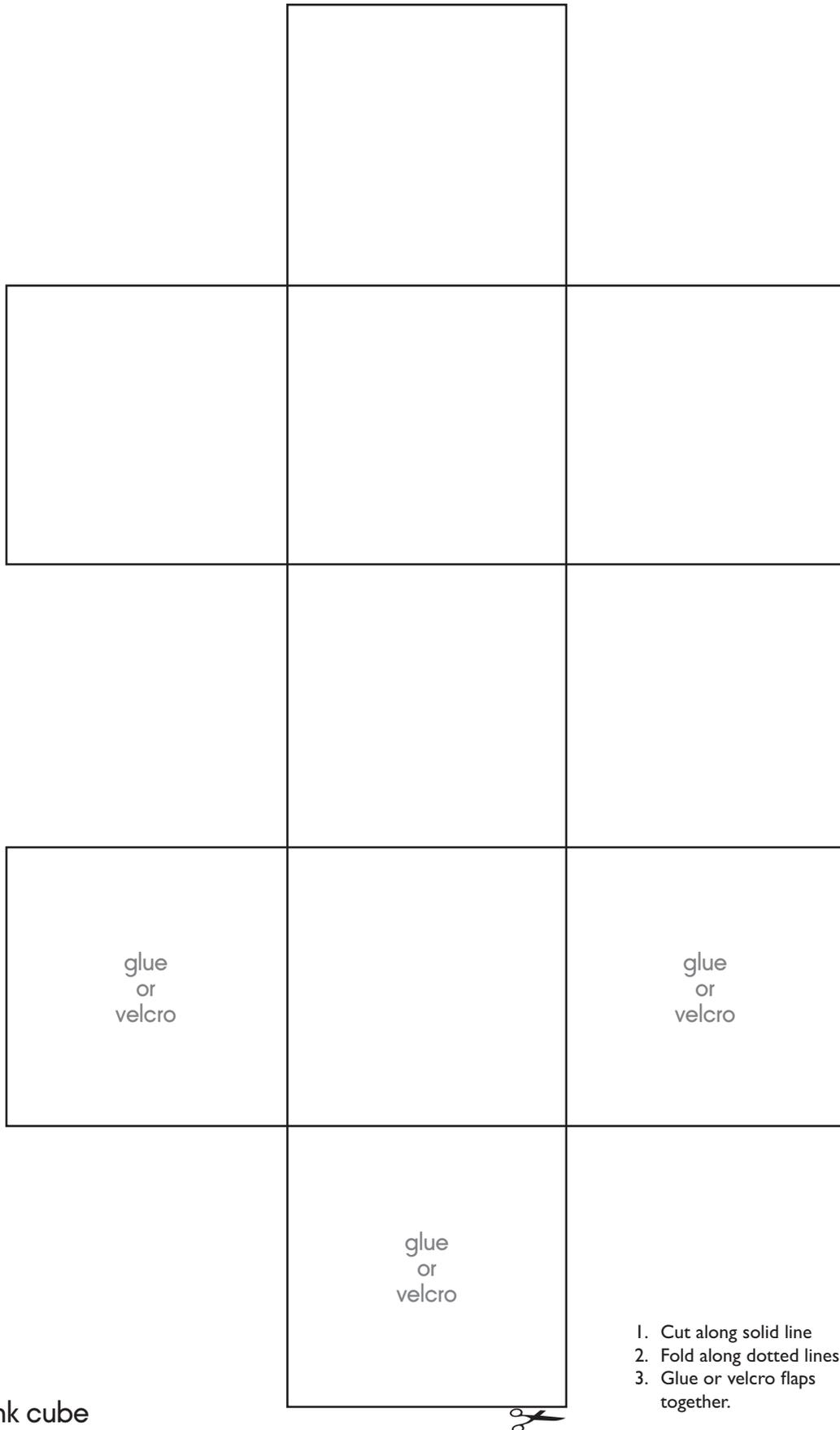
Dictionary Cube

Word	How do you pronounce the word? How do you know?	Is the origin of the word listed? If so, what is it?	What part of speech is the word?	What is the meaning of the word?	Are synonyms or antonyms listed? If so, what are they?	Use the word in a sentence. Use the back of this sheet, if necessary.

Vocabulary

Dictionary Cube

V.018.AM2



blank cube

1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.



Objective

The student will identify the meaning of words and word-related information using a dictionary.

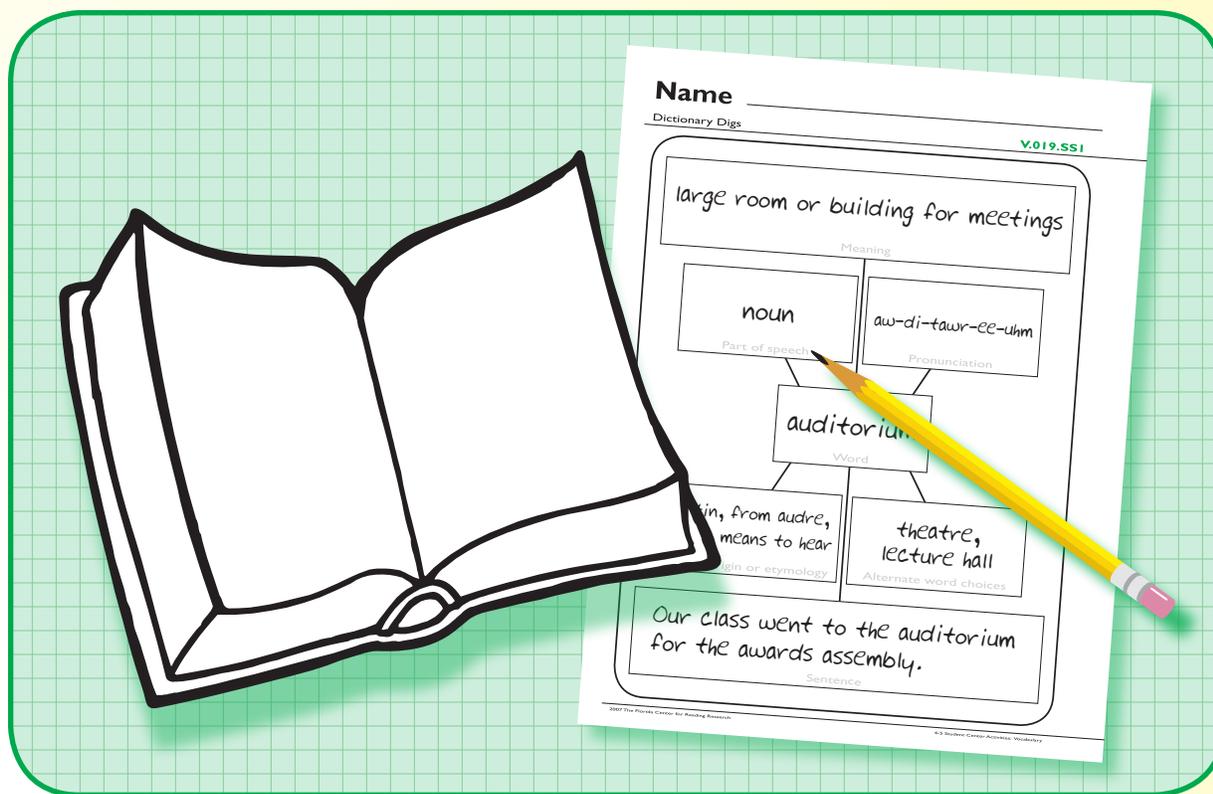
Materials

- ▶ Student sheet (Activity Master V.019.SS1)
Write a target vocabulary word in the center box. Either the same word can be written on one sheet and copied for all students or a different word can be written on each individual sheet.
Optional: Provide word cards and students choose word and write on student sheet.
- ▶ Dictionary
- ▶ Pencil

Activity

Students look up target words in the dictionary and record specific information.

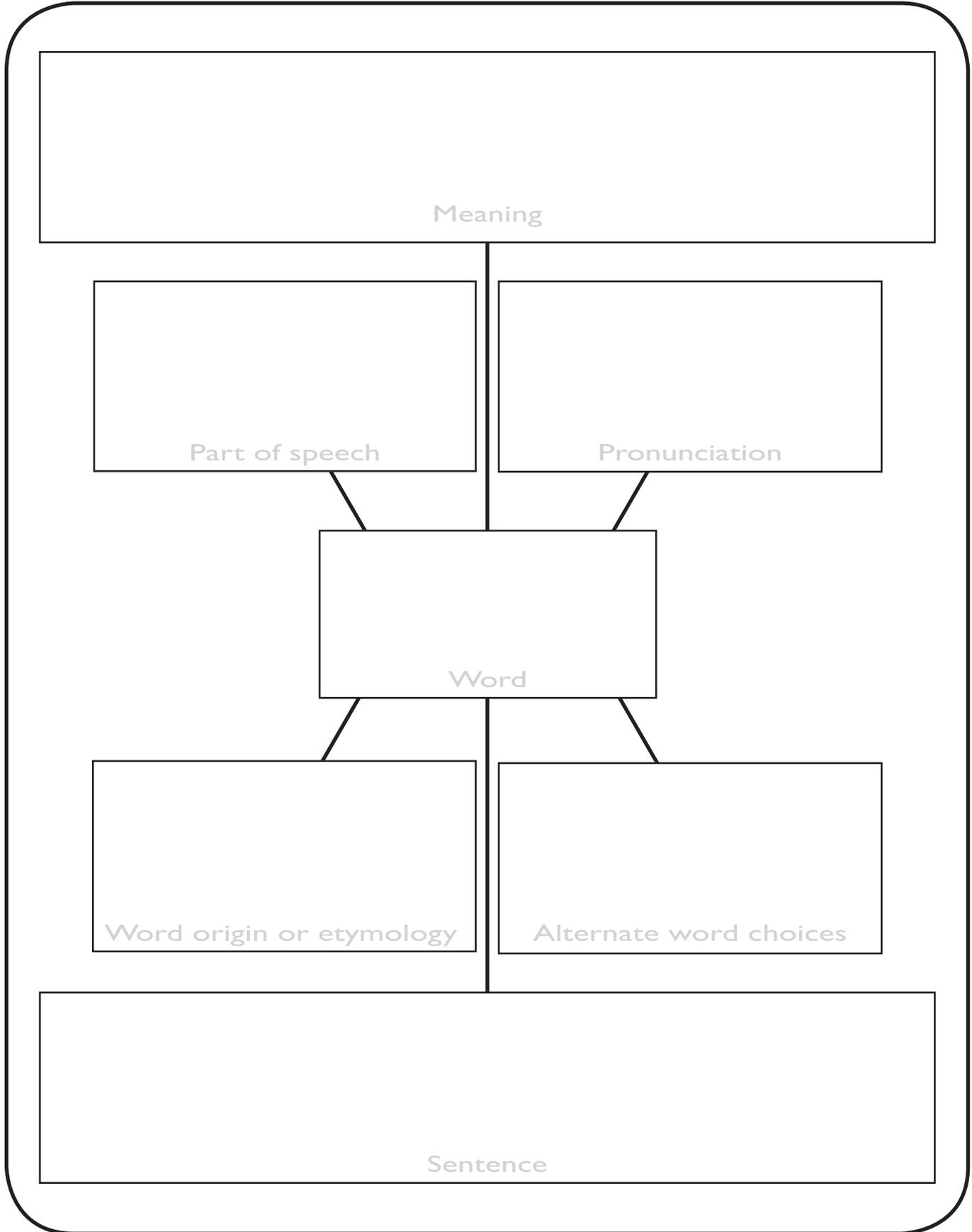
1. Provide the student with a student sheet and a dictionary.
2. The student reads the word on the student sheet and looks the word up in the dictionary.
3. Records meaning and other information about the word using the dictionary.
4. Teacher evaluation



Extensions and Adaptations

- ▶ Cut and staple forms to make a personal dictionary (Activity Master V.019.AM1).
- ▶ State target word. Read definition or other fact (e.g., part of speech) of the target word and another word on the same page. Partner guesses which fact corresponds to target word.
- ▶ Use graphic organizer to record word-related information (Activity Master V.019.SS2).

Name _____



Vocabulary

V.019.AMI

Dictionary Digs

Word: _____

Meaning: _____

Synonyms: _____

Sentence: _____

Other information: _____

Word: _____

Meaning: _____

Synonyms: _____

Sentence: _____

Other information: _____

Word: _____

Meaning: _____

Synonyms: _____

Sentence: _____

Other information: _____

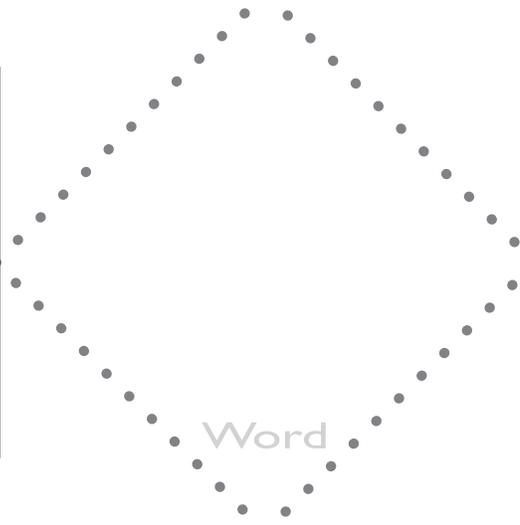


Name _____

Meaning

Synonyms

Antonyms



Other Interesting Word-Related Information



Objective

The student will identify the meaning of words and word-related information using a dictionary.

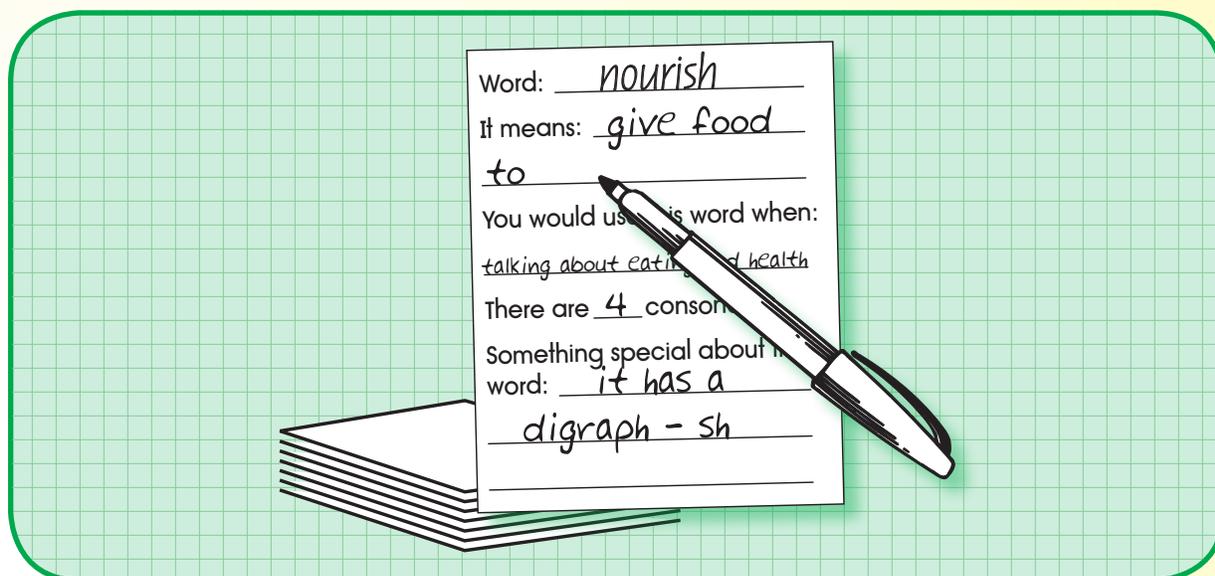
Materials

- ▶ Chart paper
Provide a word bank of familiar target words.
- ▶ Word clue cards (Activity Master V.020.AM1a - V.020.AM1b)
Copy as many cards as needed. Write one target word on each card, laminate, and cut.
- ▶ Reference books (e.g., dictionary, thesaurus)
- ▶ Vis-à-Vis® markers

Activity

Students develop clues to reveal words.

1. Shuffle word clue cards and place face down in a stack and display the word bank. Provide each student with Vis-à-Vis® marker and reference books.
2. Taking turns, students select clue cards until all the cards are distributed (without revealing them to partner). Fill out clue cards independently using references, as needed.
3. Student one reads the clues to student two who looks at the word bank and tries to guess the word. If correct, clue card is given to student two. If incorrect, student one continues to give other clues until guessed correctly.
4. Reverse roles.
5. Continue until all clue cards are used.
6. Peer evaluation



Extensions and Adaptations

- ▶ Write specific clue prompts for other words (e.g. this is how you feel when your pet runs away, it starts with the letter m, an antonym is happy; the answer is melancholy).
- ▶ Write dictionary clues (Activity Master V.020.AM2).

Vocabulary

Word Clues

V.020.AM1a

<p>Word: _____</p> <p>It means _____</p> <p>_____</p> <p>A synonym is _____</p> <p>There are _____ syllables.</p> <p>Something special about this word: _____</p> <p>_____</p> <p>_____</p>	<p>Word: _____</p> <p>It means _____</p> <p>_____</p> <p>You would use this word when _____</p> <p>_____</p> <p>There are _____ consonants.</p> <p>Something special about this word: _____</p> <p>_____</p> <p>_____</p>
<p>Word: _____</p> <p>It means _____</p> <p>_____</p> <p>It could be used to _____</p> <p>_____</p> <p>This word begins with _____</p> <p>Something special about this word: _____</p> <p>_____</p> <p>_____</p>	<p>Word: _____</p> <p>It means _____</p> <p>_____</p> <p>This is a _____ (part of speech)</p> <p>There are _____ syllables.</p> <p>Something special about this word: _____</p> <p>_____</p> <p>_____</p>

word clue cards



Vocabulary

V.020.AM1b

Word Clues

Word: _____

It means _____

It could be used to _____

It has a _____ (prefix, suffix, both, neither)

Something special about this word: _____

Word: _____

It means _____

An antonym is _____

It has a _____ (prefix, suffix, both, neither)

Something special about this word: _____

Word: _____

It means _____

A synonym is _____

There are ____ vowels.

Something special about this word: _____

Word: _____

It means _____

An antonym is _____

This word ends with _____

Something special about this word: _____

word clue cards



Vocabulary

Word Clues

V.020.AM2

Word: _____

Pronunciation: _____

Part of speech: _____

Origin or etymology: _____

Alternate word choices:

Word: _____

Pronunciation: _____

Part of speech: _____

Origin or etymology: _____

Alternate word choices:

Word: _____

Pronunciation: _____

Part of speech: _____

Origin or etymology: _____

Alternate word choices:

Word: _____

Pronunciation: _____

Part of speech: _____

Origin or etymology: _____

Alternate word choices:





Objective

The student will identify the meaning of words.



Materials

- ▶ Word and meaning cards (Activity Master V.021.AM1)

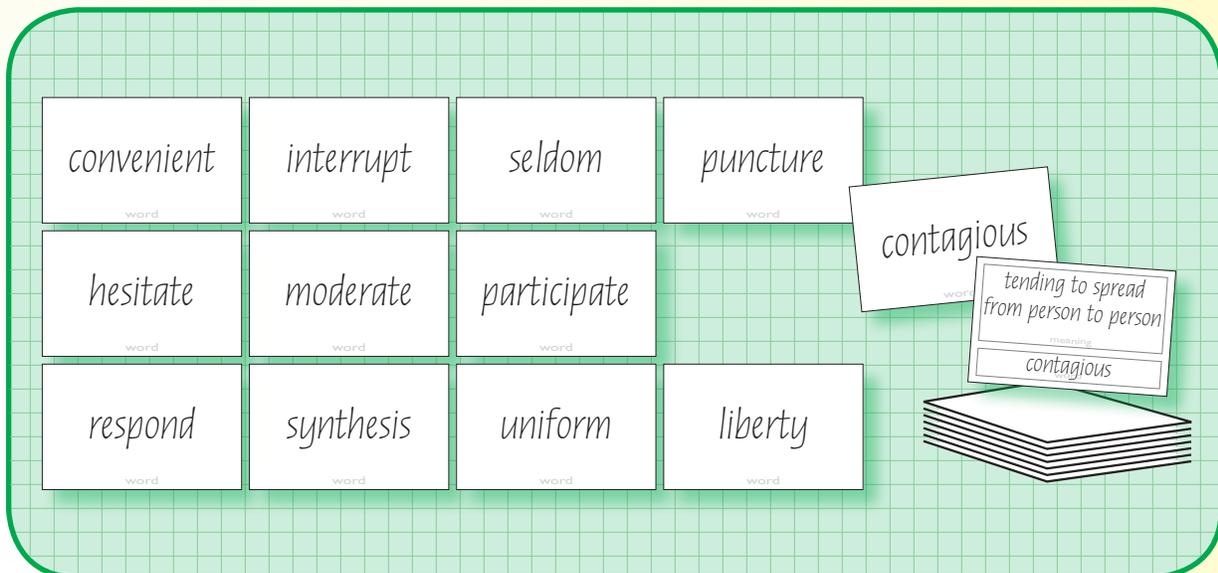
Write target vocabulary word that has been introduced on each word card. Write meaning to correspond to the vocabulary word on meaning card. In small letters write the word at the bottom of the meaning card. Note: Preprinted vocabulary and meaning cards can be used (e.g., from your reading program).



Activity

Students match meanings to vocabulary words.

1. Place word cards face up in rows. Place meaning cards face down in a stack.
2. Taking turns, student one selects the top meaning card (without revealing it) and reads it to student two (without the answer that is shown at the bottom). For example, “tending to spread from person to person.”
3. Student two picks up a word card that may match the meaning and reads it aloud (i.e., contagious). Student one checks the bottom of the card for the correct word. If correct, student one gives the card to student two who places both cards face up next to each other. If incorrect, the meaning card is placed at the bottom of the stack and the word card is returned to its original place.
4. Reverse roles.
5. Continue until all word cards are used.
6. Peer evaluation



Extensions and Adaptations

- ▶ Play a memory matching game with cards.
- ▶ Read word cards to partner who states the meaning.
- ▶ Read word cards in a timed practice.

Vocabulary

What Do You Mean?

V.021.AMI

word	meaning word

word and meaning cards





Objective

The student will identify the meaning of words.

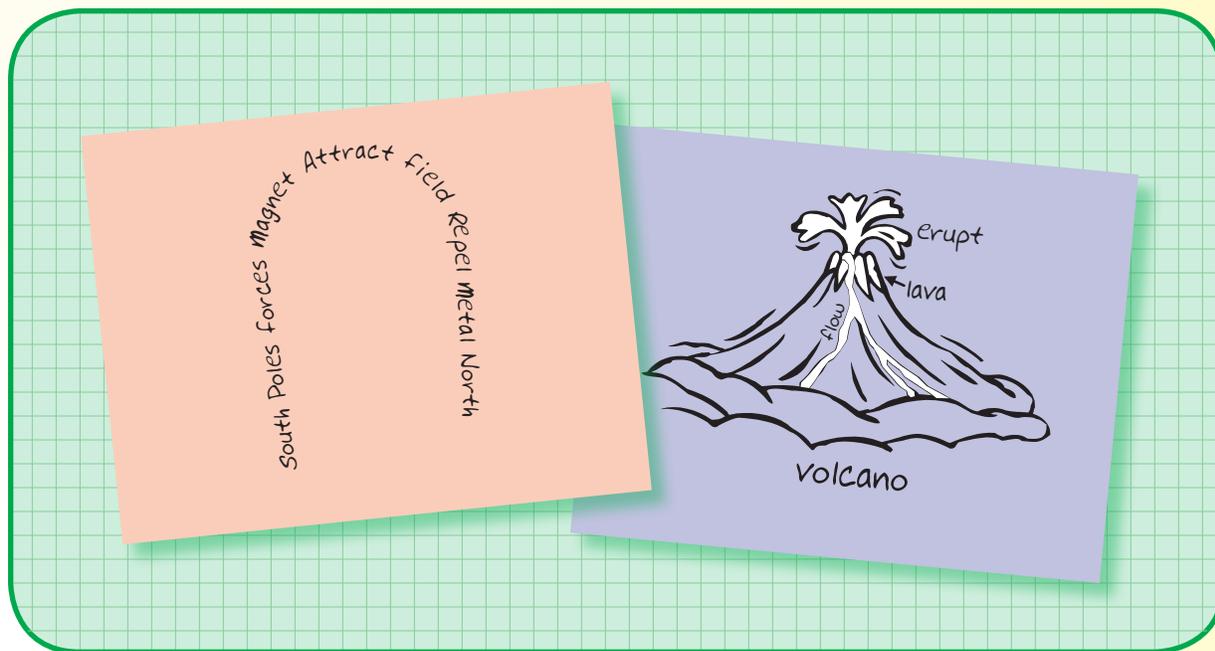
Materials

- ▶ Chart paper
Provide a list of target vocabulary.
- ▶ Dictionary
- ▶ Construction paper
May cut in half or use large index cards.
- ▶ Markers or crayons
- ▶ Pencil

Activity

Students depict words by drawing pictures that relate to meaning.

1. Provide the student with list of words, dictionary, construction paper, and markers.
2. The student reads all the words and selects one. If the meaning is not known, looks up the meaning in the dictionary.
3. Uses the construction paper and markers to write word and draw a picture clue that helps to remember the meaning. For example, for the word *volcano*, may draw a volcano and label the parts.
4. Display words on classroom wall or make class or individual picture dictionary.
5. Teacher evaluation



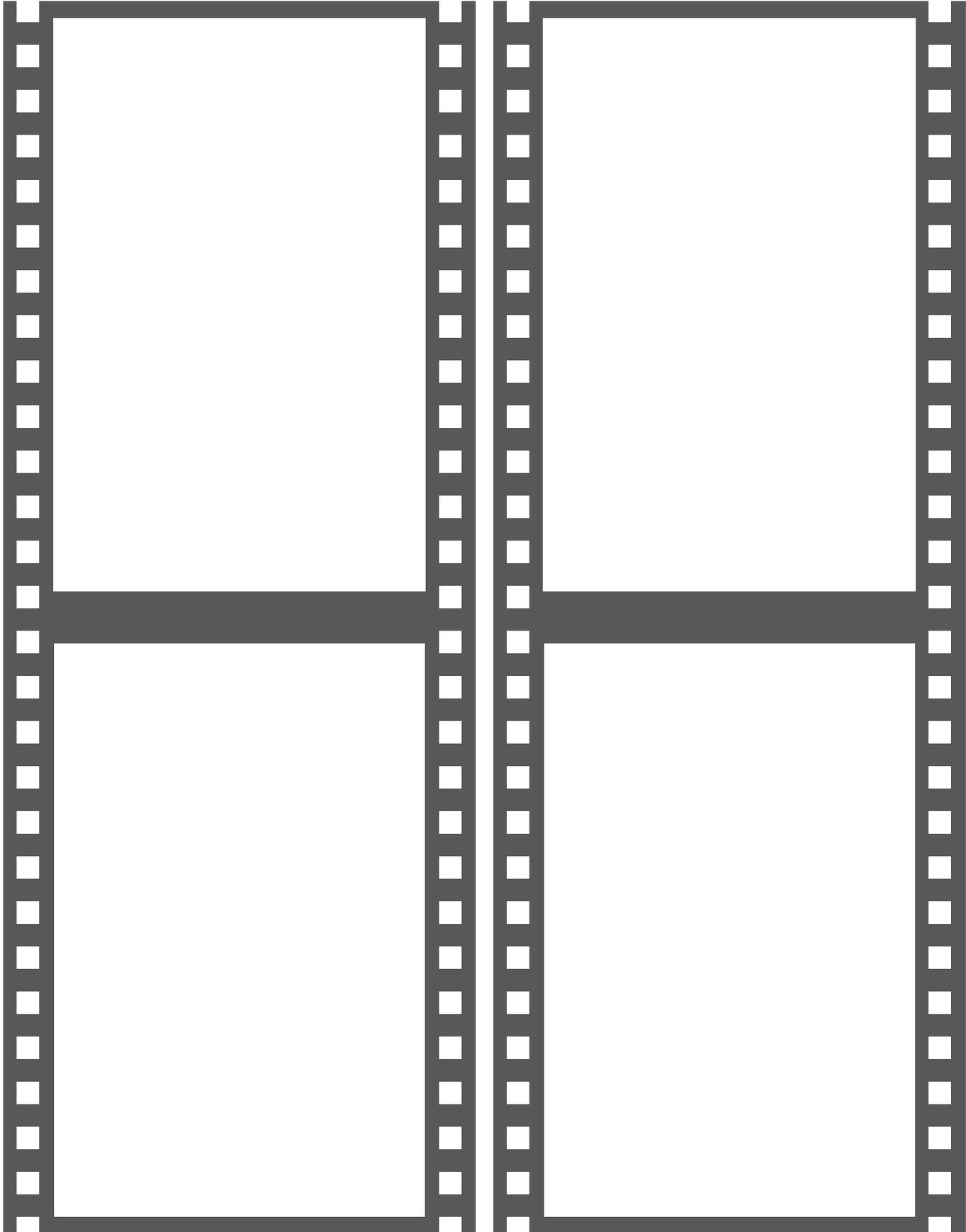
Extensions and Adaptations

- ▶ Use target vocabulary and drawings to depict a cartoon like dialogue that illustrates the meaning of the word or words (Activity Master V.022.SS1).
- ▶ Depict target vocabulary (Activity Master V.022.SS2).
- ▶ Label magazine picture (e.g., automobile with axle, engine, and upholstery).

Name _____

Defining Depictions

V.022.SSI



The image shows a large graphic of a film strip. It consists of two vertical columns of frames, each with a perforated edge on the left and right sides. The frames are arranged in a grid pattern, with a horizontal bar connecting the two columns in the middle. The frames are currently empty, intended for students to draw or write in.

Name _____

V.022.SS2

Defining Depictions

Word _____



Undercover Meanings

Objective

The student will identify the meaning of words.

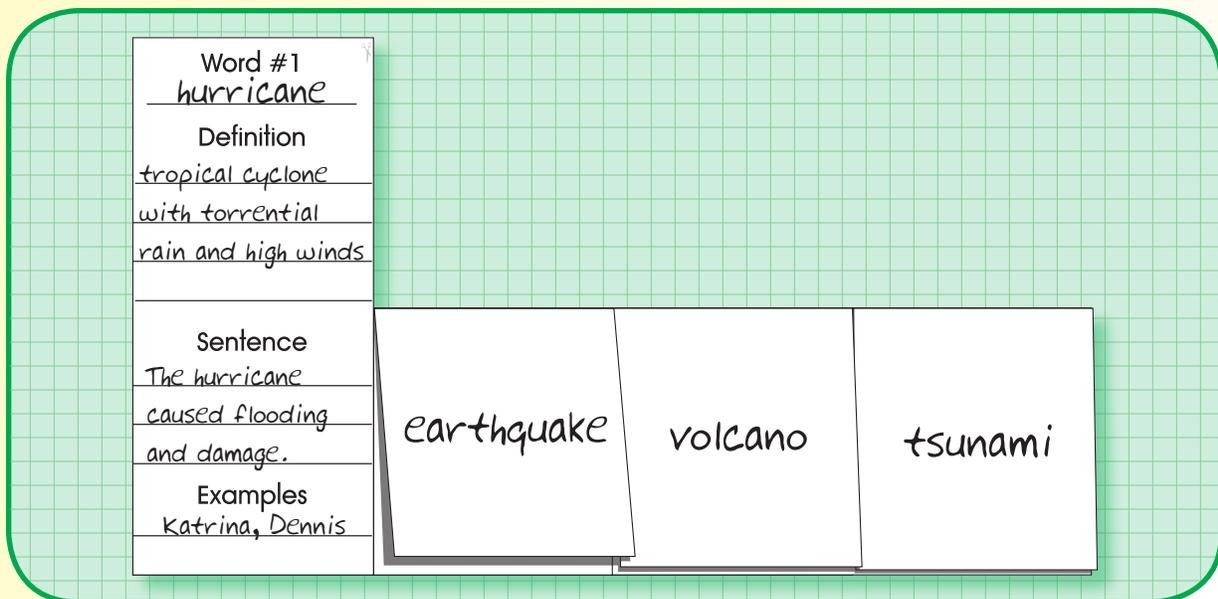
Materials

- ▶ Content area text
Select four target words from content area text or curriculum.
- ▶ Chart paper or index cards
Write target words and page numbers.
- ▶ Vocabulary flap book (Activity Master V.023.AM1)
- ▶ Dictionary
- ▶ Scissors
- ▶ Pencil

Activity

Students record information about words.

1. Place text, dictionary, scissors, and chart of target words on a flat surface. Provide the student with a vocabulary flap book.
2. Student follows the directions to prepare the vocabulary flap book (i.e., cut on dotted lines and fold the student sheet lengthwise).
3. Writes the target words on front of the vocabulary flap book.
4. Completes the information inside the flaps (i.e., definition, examples, uses the word in a sentence). Uses dictionary and text, as needed.
5. Teacher evaluation



Word #1 <u>hurricane</u>			
Definition <i>tropical cyclone with torrential rain and high winds</i>			
Sentence <i>The hurricane caused flooding and damage.</i>	<i>earthquake</i>	<i>volcano</i>	<i>tsunami</i>
Examples <i>Katrina, Dennis</i>			

Extensions and Adaptations

- ▶ Use graphic organizer to record information about words (Activity Master V.023.SS).
- ▶ Select three words and compare (Activity Master V.023.AM2).
- ▶ Use Venn diagrams to compare words (Activity Master V.031.SS1 and V.031.SS2).

Vocabulary

V.023.AMI

Undercover Meanings

Word #1	Word #2	Word #3	Word #4
Definition	Definition	Definition	Definition
Sentence	Sentence	Sentence	Sentence
Examples	Examples	Examples	Examples

fold



Name _____

What is this?

Examples

Non-Examples

Word

What is it like?

Vocabulary

V.023.AM2

Undercover Meanings

Word #1 _____ Definition	Word #2 _____ Definition	Word #3 _____ Definition
Sentence	Sentence	Sentence
Examples	Examples	Examples

fold





All For One

Objective

The student will produce the multiple meanings of words.

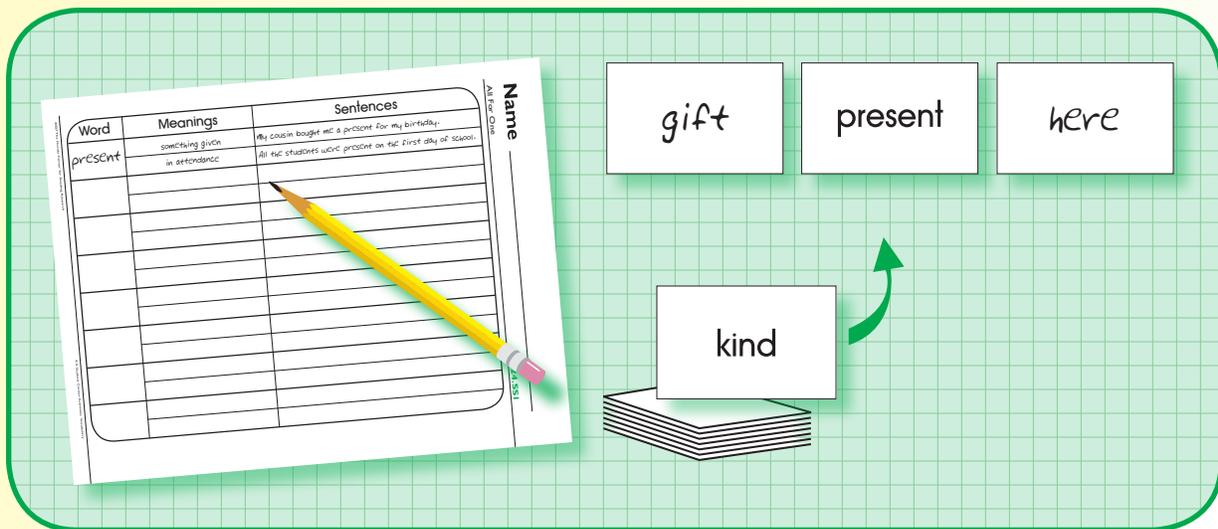
Materials

- ▶ Multiple meaning word cards (Activity Master V.024.AM1)
- ▶ Student sheet (V.024.SS1)
- ▶ Blank cards (Activity Master V.001.AM4)
Copy on card stock and laminate.
- ▶ Reference materials (e.g., dictionary, thesaurus, text)
- ▶ Vis-à-Vis® markers
- ▶ Pencils

Activity

Students write multiple meanings for words on blank cards.

1. Place the word cards face down in a stack next to reference materials. Provide each student with blank cards, Vis-à-Vis® markers, and a different student sheet.
2. Taking turns, student one selects the top card, reads it, and places it down on the table (e.g., present).
3. Writes a meaning for the word on a blank card using a Vis-à-Vis® marker. Places it beside the word and reads it (e.g., gift).
4. Student two writes a different meaning for the word and places it on the other side of the word (e.g., here). Uses dictionary, if necessary.
5. Reverse roles and continue until all word cards are used.
6. Record meanings on the student sheet and write sentences to demonstrate both meanings.
7. Teacher evaluation



Word	Meanings	Sentences
present	something given in attendance	My cousin bought me a present for my birthday. All the students were present on the first day of school.

Extensions and Adaptations

- ▶ Continue to write additional meanings for each word.
- ▶ Write target words and multiple meanings (Activity Master V.024.AM2), shuffle, and sort using multiple webs (Activity Master V.024.AM3).
- ▶ Use graphic organizer to record multiple meanings (Activity Master V.024.SS2).

present

file

wake

vault

bay

date

kind

stick



Vocabulary

V.024.AM2

All For One

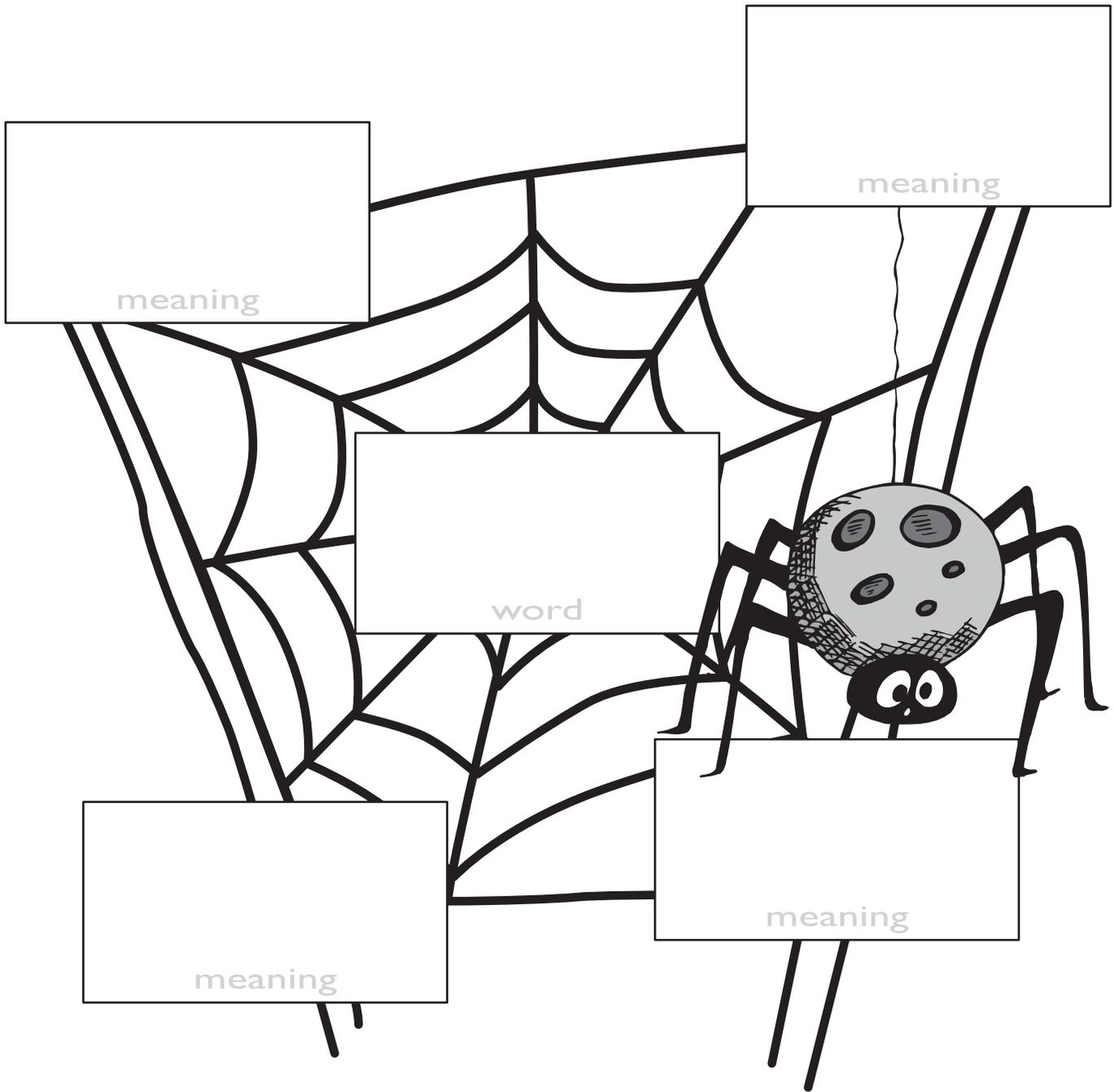
blank cards



Vocabulary

All For One

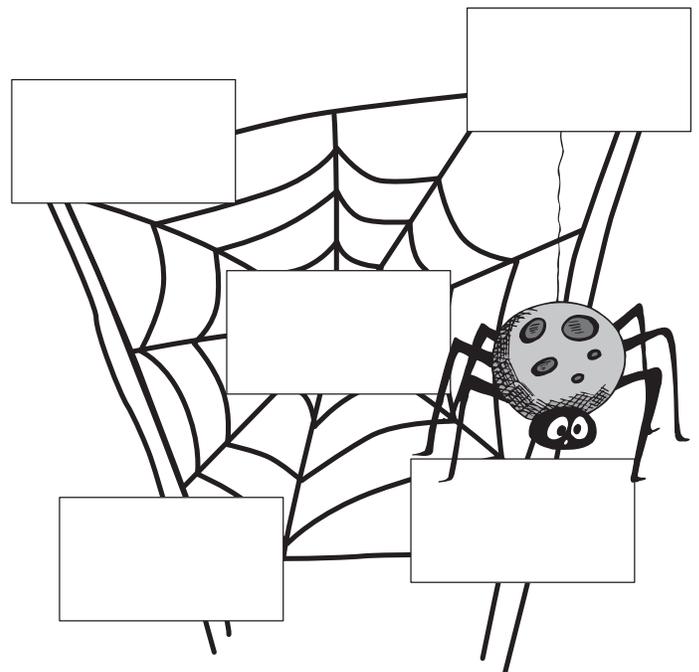
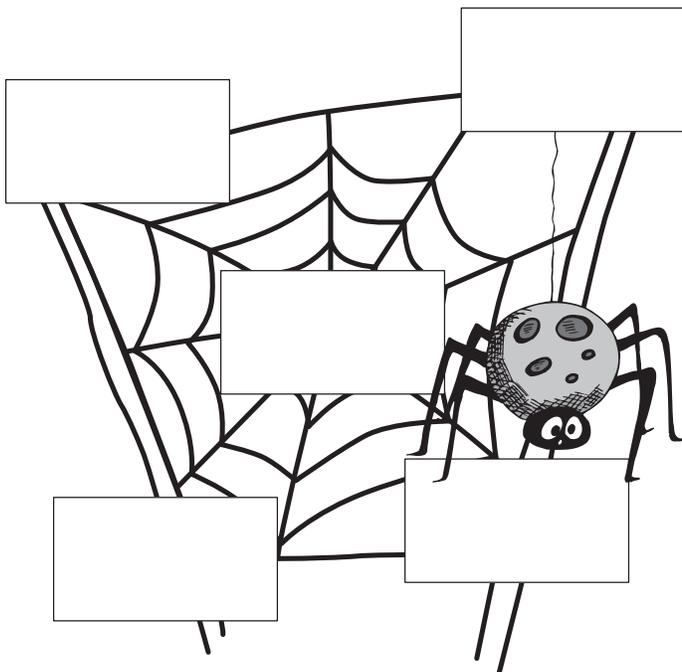
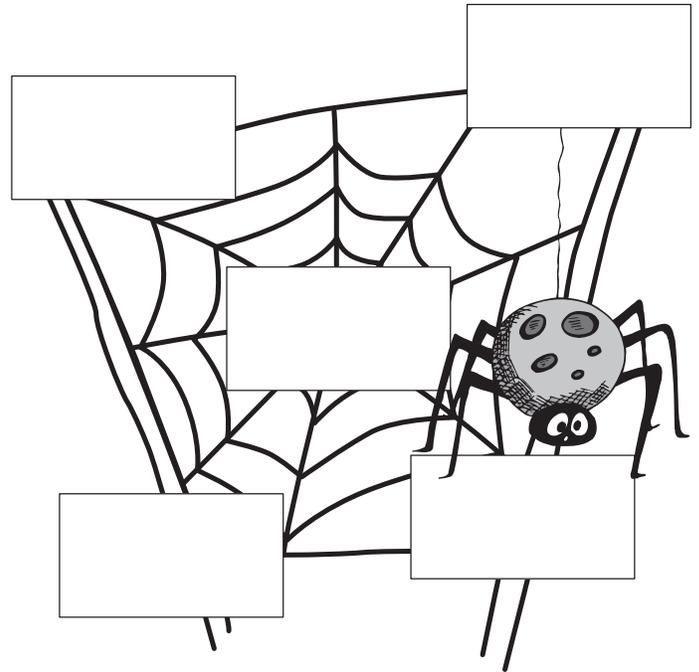
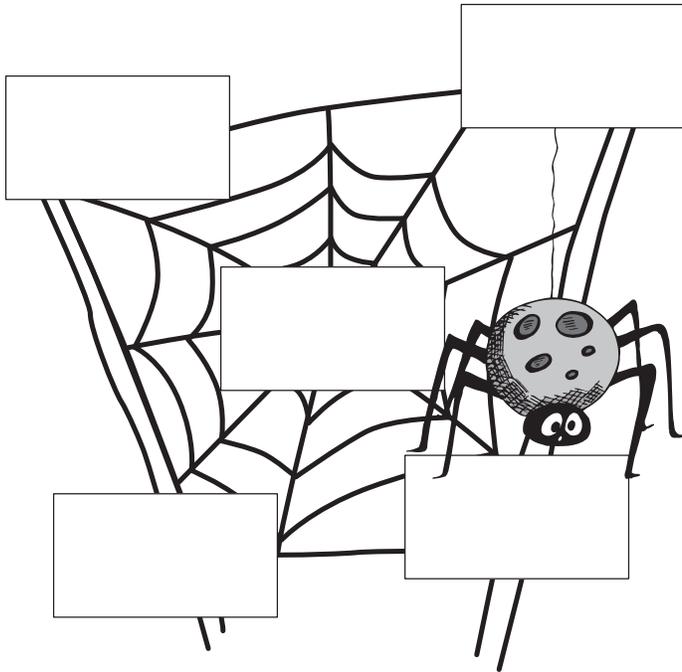
V.024.AM3



Name _____

V.024.SS2

All For One





Ask-A-Word

Objective

The student will demonstrate a deeper understanding of the meaning of words.

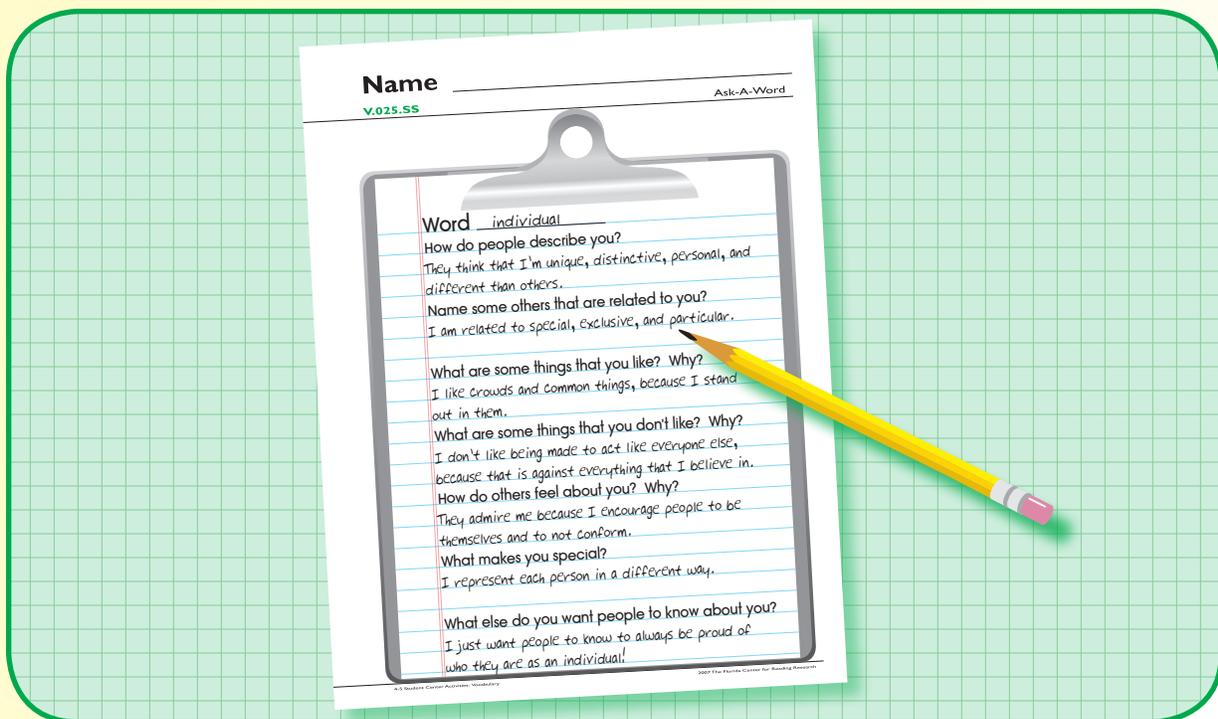
Materials

- ▶ Chart paper
Write target vocabulary words that are familiar to the students.
- ▶ Student sheet (Activity Master V.025.SS)
- ▶ References (e.g., dictionary, thesaurus)
- ▶ Pencils

Activity

Students answer questions related to the meaning of words by completing a questionnaire.

1. Provide students with chart of target words, references, and student sheet.
2. Taking turns, students choose a different target word and write it on their student sheet.
3. Student one (the interviewer) asks student two the first question on the student sheet.
4. Student two (acting as the word) answers and student one records.
5. Continue to ask questions and record answers until the student sheet is complete.
Use references, if needed.
6. Reverse roles.
7. Teacher evaluation



Name _____ Ask-A-Word

V.025.SS

Word individual

How do people describe you?
They think that I'm unique, distinctive, personal, and different than others.

Name some others that are related to you?
I am related to special, exclusive, and particular.

What are some things that you like? Why?
I like crowds and common things, because I stand out in them.

What are some things that you don't like? Why?
I don't like being made to act like everyone else, because that is against everything that I believe in.

How do others feel about you? Why?
They admire me because I encourage people to be themselves and to not conform.

What makes you special?
I represent each person in a different way.

What else do you want people to know about you?
I just want people to know to always be proud of who they are as an individual!

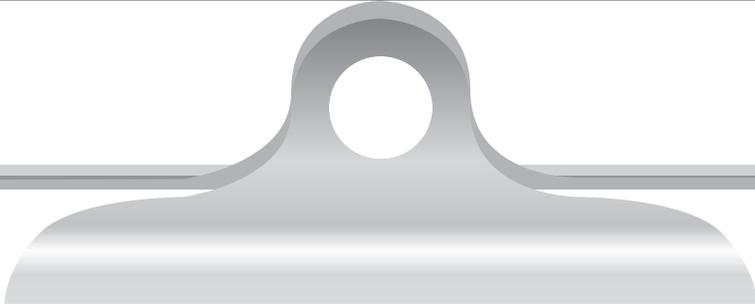
Extensions and Adaptations

- ▶ Write more questions. Answer acting as the word. For example, What makes you proud?
- ▶ Take turns and answer questions (Activity Master V.025.AM1).
- ▶ Ask and answer probing questions about the meaning of target words. For example, If you are an individual do you do what everyone else does or what you think is right for you? Why?

Name _____

V.025.SS

Ask-A-Word



Word _____

How do people describe you?

Name some others that are related to you?

What are some things that you like? Why?

What are some things that you don't like? Why?

How do others feel about you? Why?

What makes you special?

What else do you want people to know about you?

Vocabulary

Ask-A-Word

V.025.AMI

How do people describe you?

Name some others that are related to you?

What are some things that you like? Why?

What are some things that you don't like? Why?

How do others feel about you? Why?

What makes you special?

Name one thing you want people to know about you?

What makes you most proud to be you? Why?

question cards





Objective

The student will identify the relationship among words.

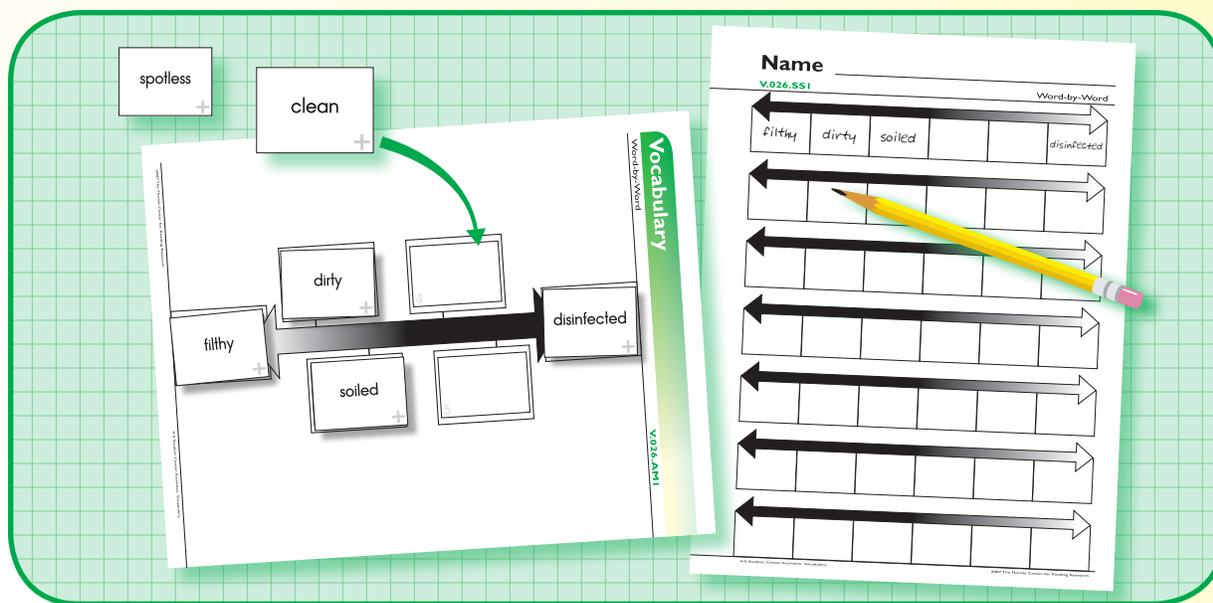
Materials

- ▶ Sorting board (Activity Master V.026.AM1)
Laminate.
- ▶ Word cards (Activity Master V.026.AM2a - V.026.AM2b)
Laminate and cut.
- ▶ Envelopes
Place each set of words with the same icons in an envelope.
- ▶ Student sheet (Activity Master V.026.SS1)
- ▶ Pencil

Activity

Students show relationships among the meaning of words by placing them on a continuum.

1. Place the sorting board and envelopes containing the word card sets on a flat surface.
Provide the student with a student sheet.
2. The student opens one of the envelopes and scatters cards.
3. Reads the words on the cards. Thinks about what they mean to determine the order relative to each other. Places on sorting board (e.g., filthy, dirty, soiled, clean, spotless, disinfected).
4. Records the information on the student sheet.
5. Continue until student sheet is complete.
6. Teacher evaluation



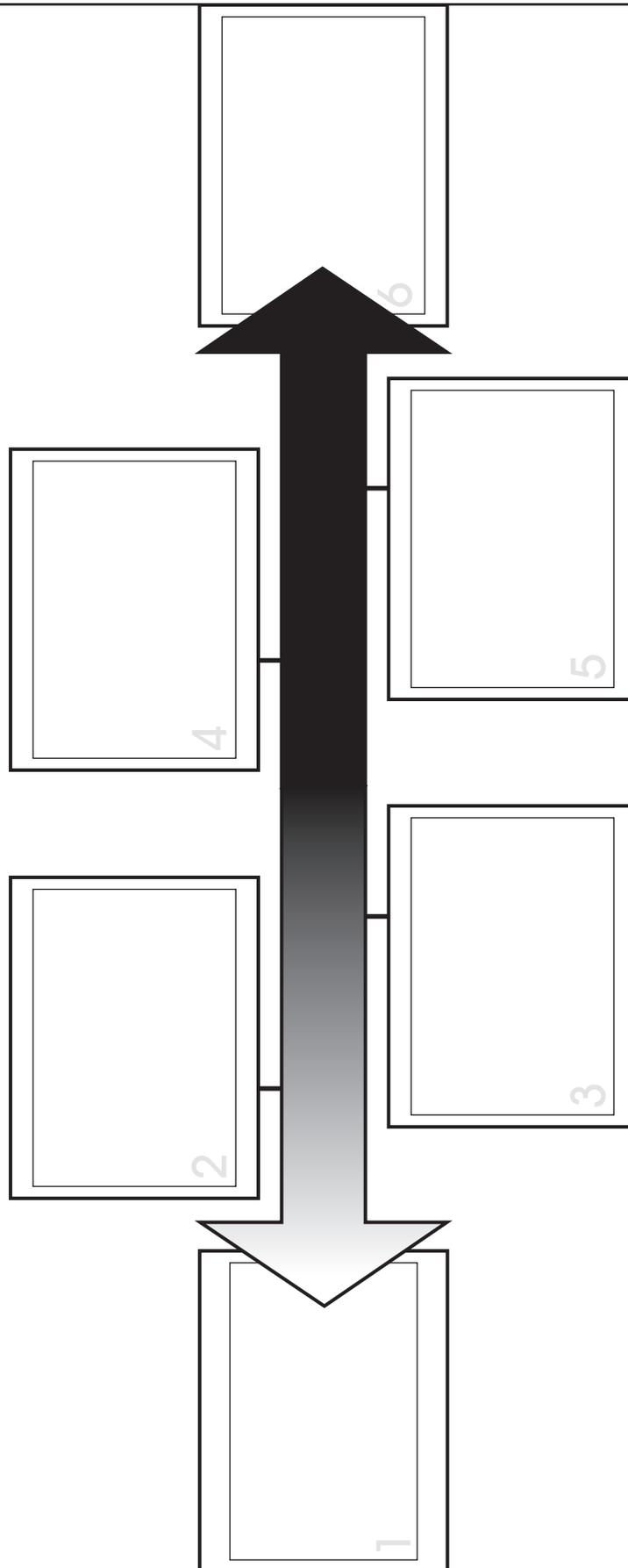
Extensions and Adaptations

- ▶ Write other words to sort on sorting board (Activity Master V.026.AM3).
- ▶ Work with a partner and write words to place on the large sorting board (Activity Master V.026.AM4 and Activity Master V.026.AM5a - V.026.AM5b) Note: Glue sorting board together. Record words on student sheet (Activity Master V.026.SS2).

Vocabulary

Word-by-Word

V.026.AMI



Vocabulary

V.026.AM2a

Word-by-Word

none 	dirty +	cowardly 	ravenous
abundant 	soiled +	heroic 	
few 	clean +	weak-willed 	starving
some 	spotless +	fearful 	hungry
many 	filthy +	daring 	
numerous 	disinfected +	brave 	



word cards

Vocabulary

Word-by-Word

V.026.AM2b

microscopic 	grave 	fleeting 	
miniature 	somber 	temporary 	satisfied
small 	sad 	brief 	full
medium 	humorless 	stable 	
large 	amusing 	long-term 	satiated
enormous 	hilarious 	permanent 	



word cards

Name _____

V.026.SSI

Word-by-Word

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

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

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

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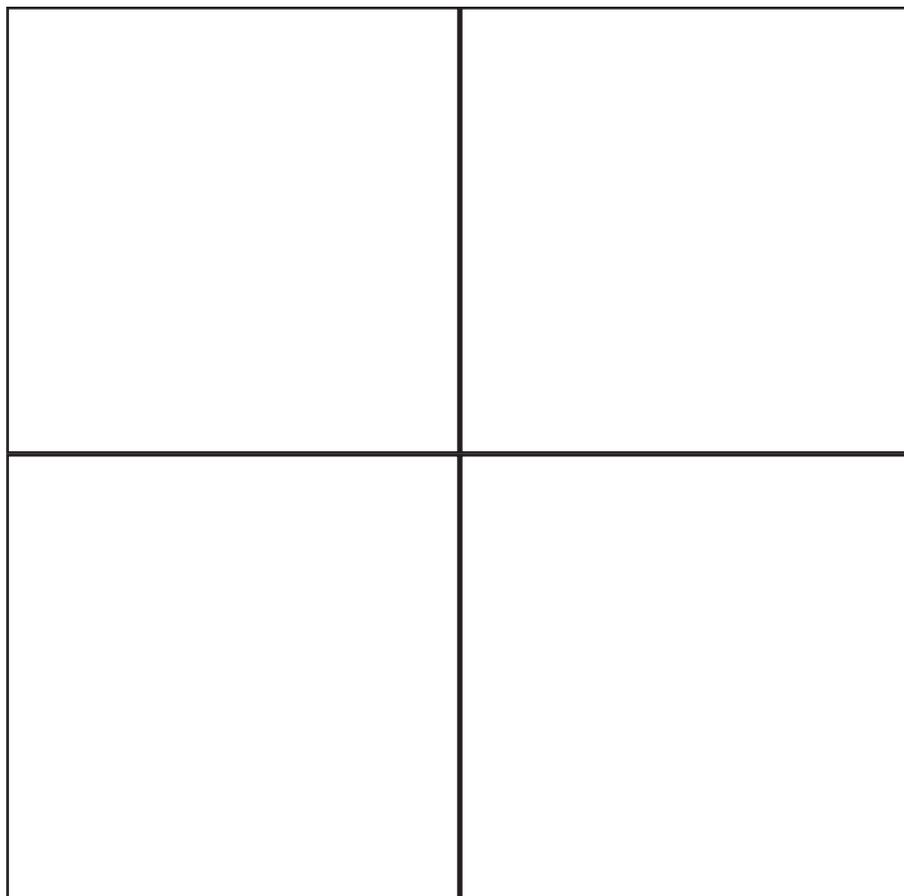
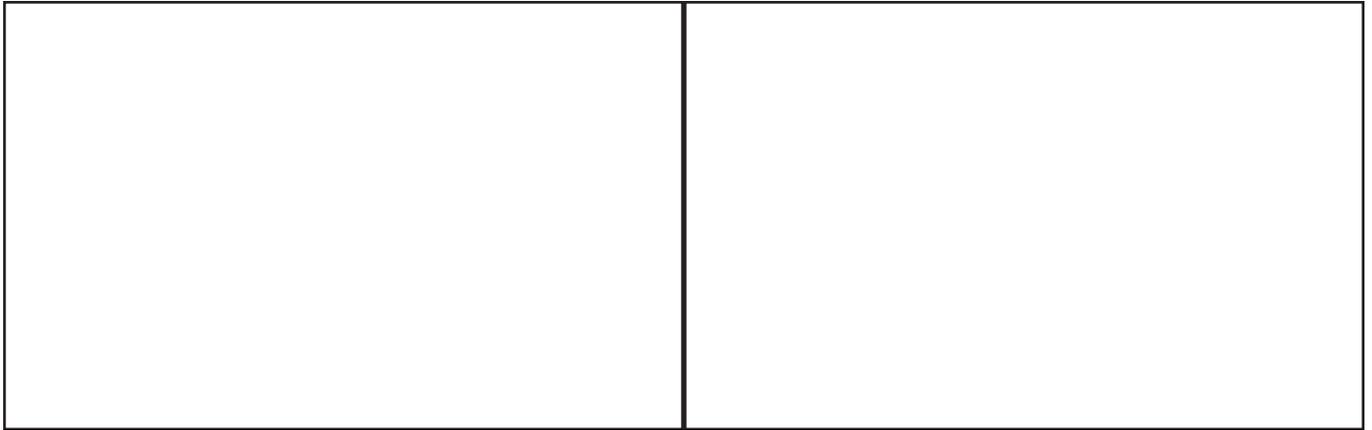
Vocabulary

Word-by-Word

V.026.AM3



small blank cards for sorting board – for Activity Master V.026.AM1

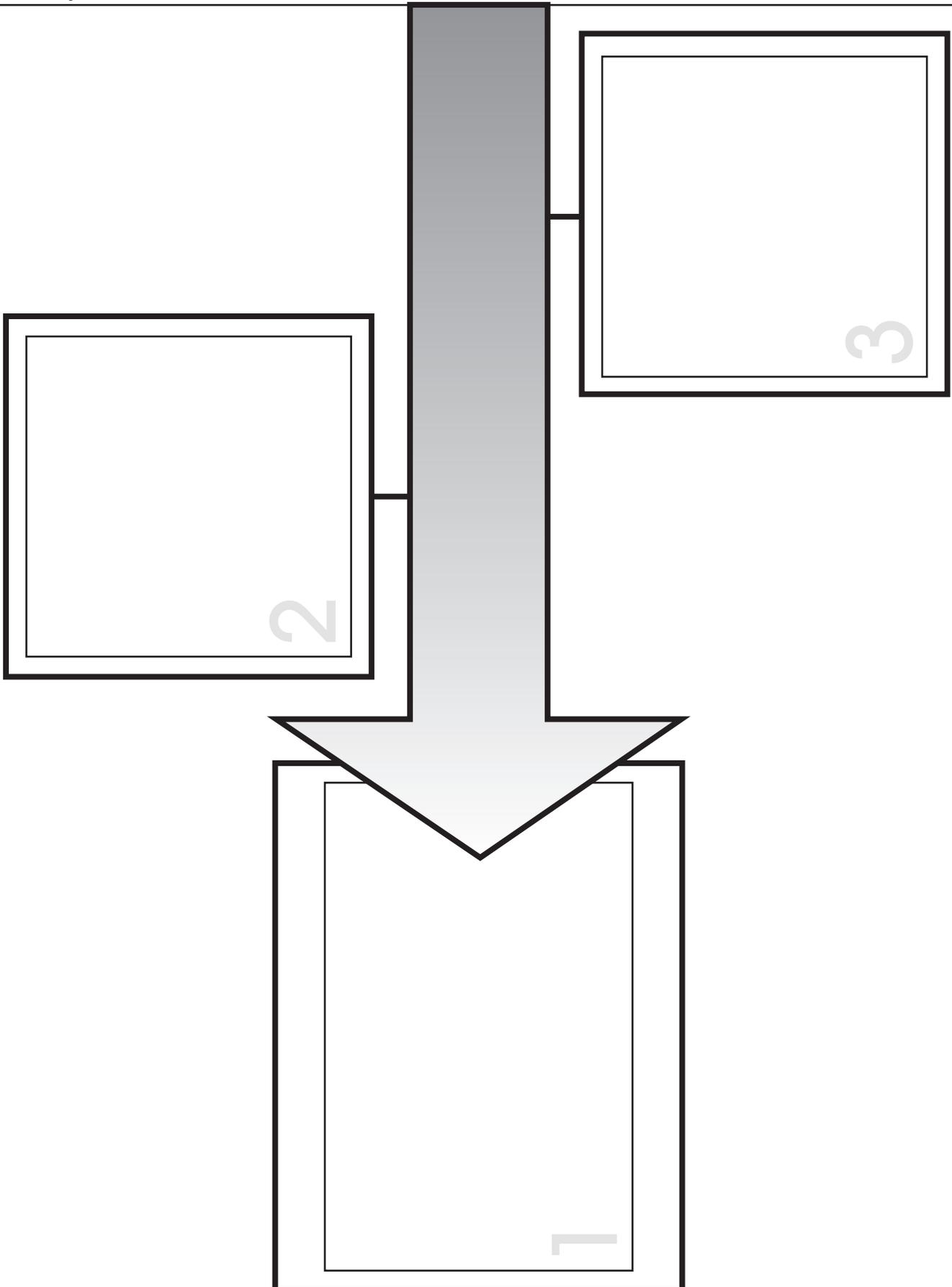


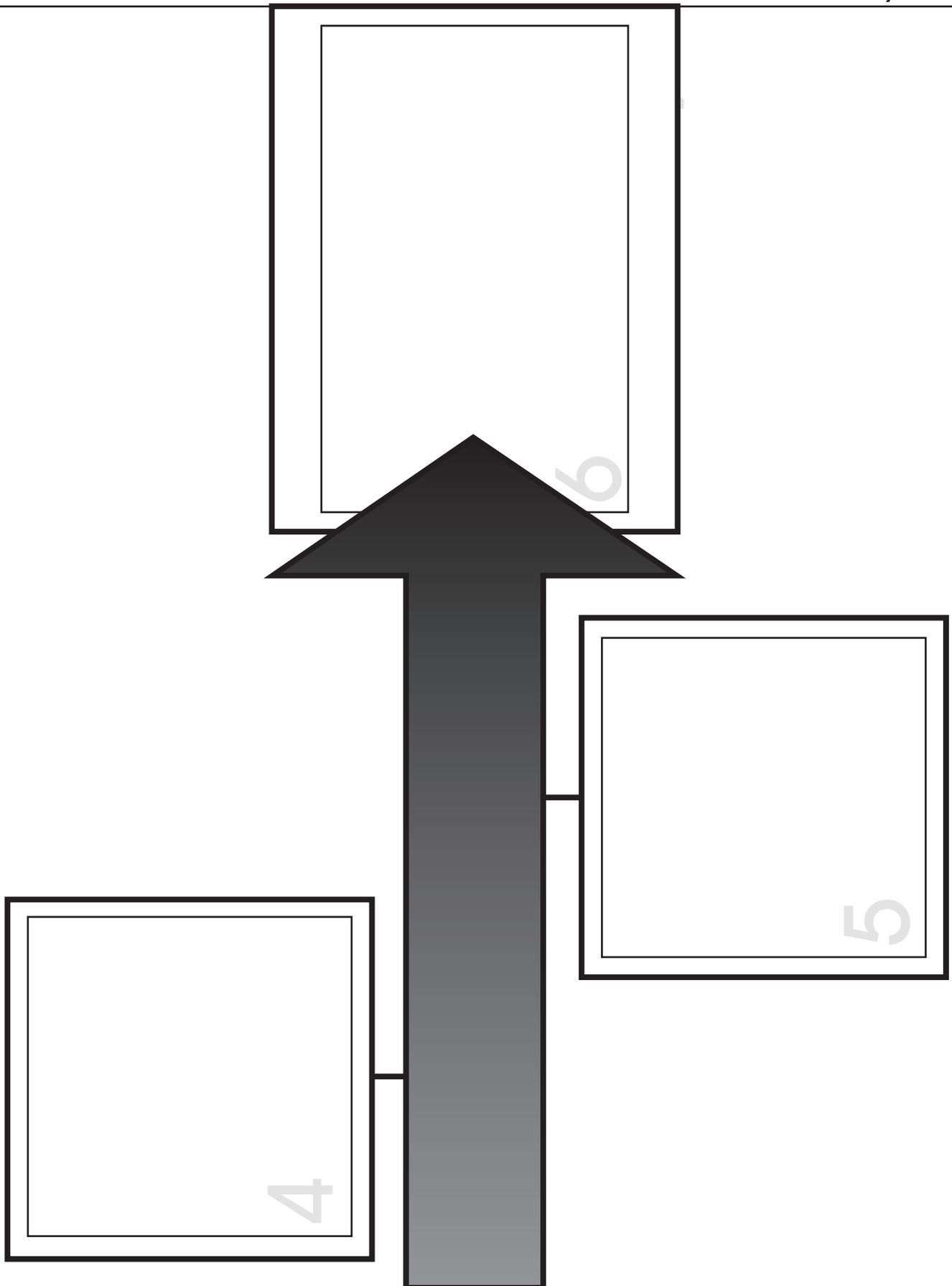
small and large blank cards for sorting board – for Activity Master V.026.AM5a - V.026.AM5b

Vocabulary

Word-by-Word

V.026.AM5a

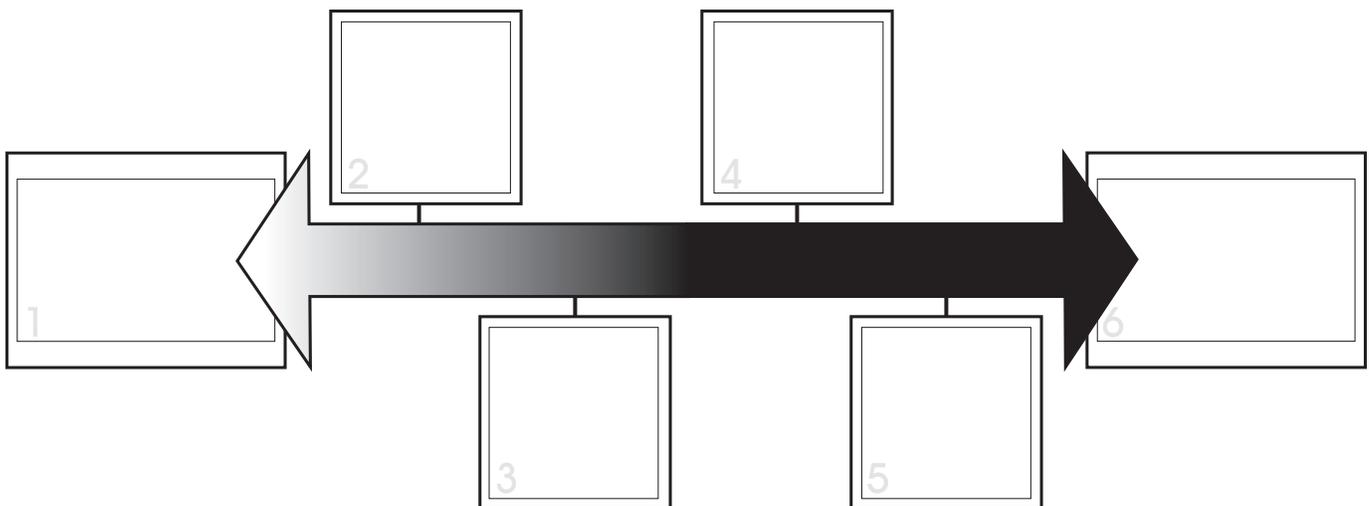
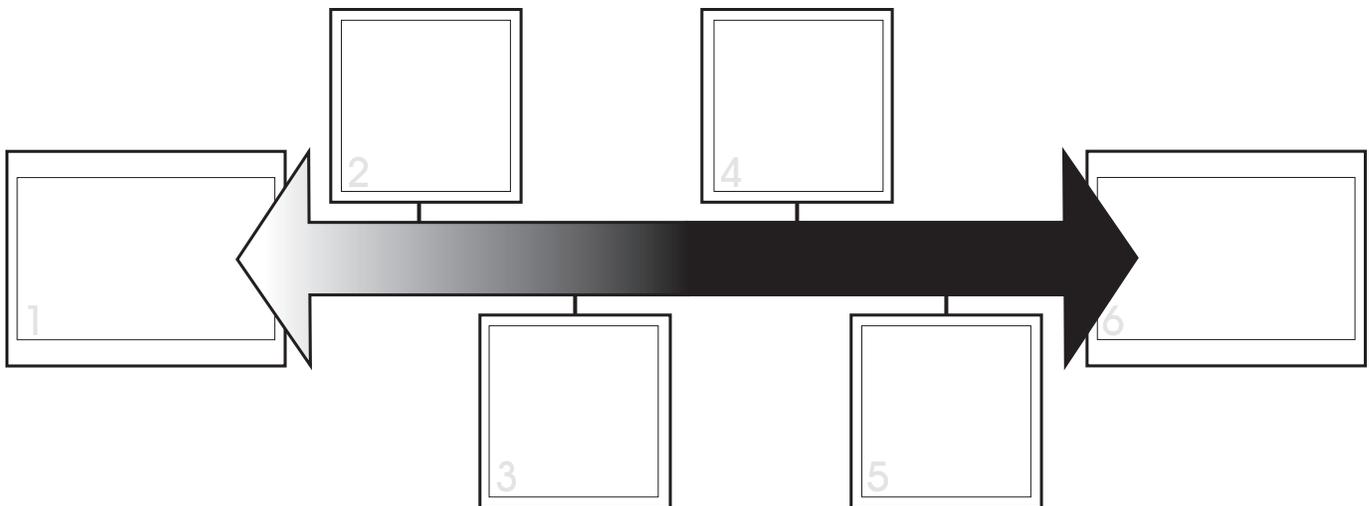
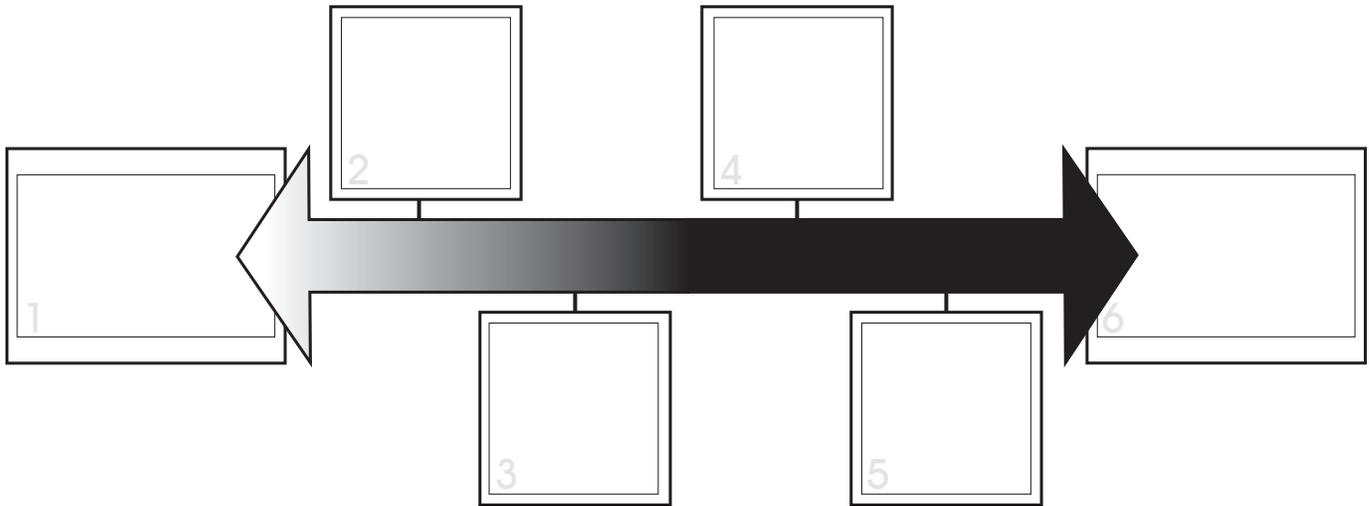




Name _____

Word-by-Word

V.026.SS2





Objective

The student will produce more precise alternatives for overused words.

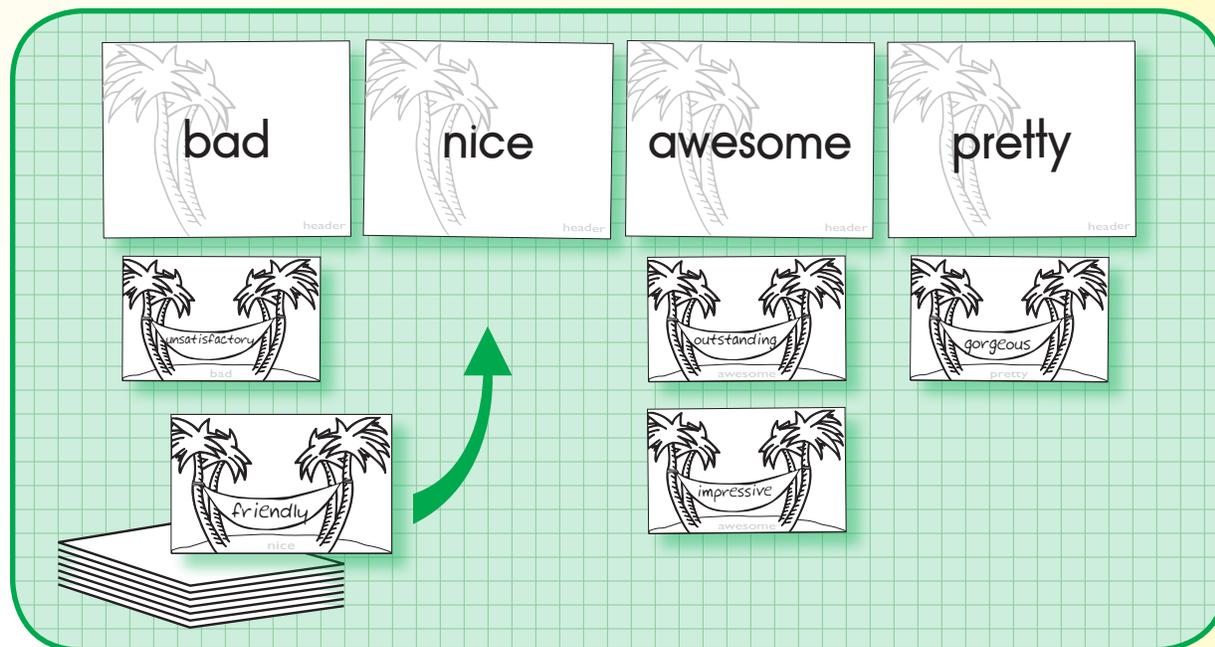
Materials

- ▶ Worn-Out Words header cards (Activity Master V.027.AM1)
- ▶ Word cards (Activity Master V.027.AM2a - V.027.AM2b)
Copy two pages and laminate.
- ▶ Student sheet (Activity Master V.027.SS1)
- ▶ Vis-à-Vis® markers
- ▶ Pencils

Activity

Students write more precise alternatives for overused words.

1. Place header cards face up in a row on a flat surface. Place word cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card from the stack and read the word at the bottom of the card (e.g., nice).
3. Write a precise alternative (e.g., friendly) and place under the corresponding header.
4. Read the word.
5. Continue until each header has four alternatives.
6. Record information on a student sheet.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Write and sort more precise alternatives (Activity Master V.001.AM4) for other overused words using header cards (Activity Master V.027.AM3). Record on student sheet (Activity Master V.027.SS2).
- ▶ Write sentences using some of the alternative words.

Vocabulary

Worn-Out Words

V.027.AMI



awesome

header



nice

header



pretty

header



bad

header

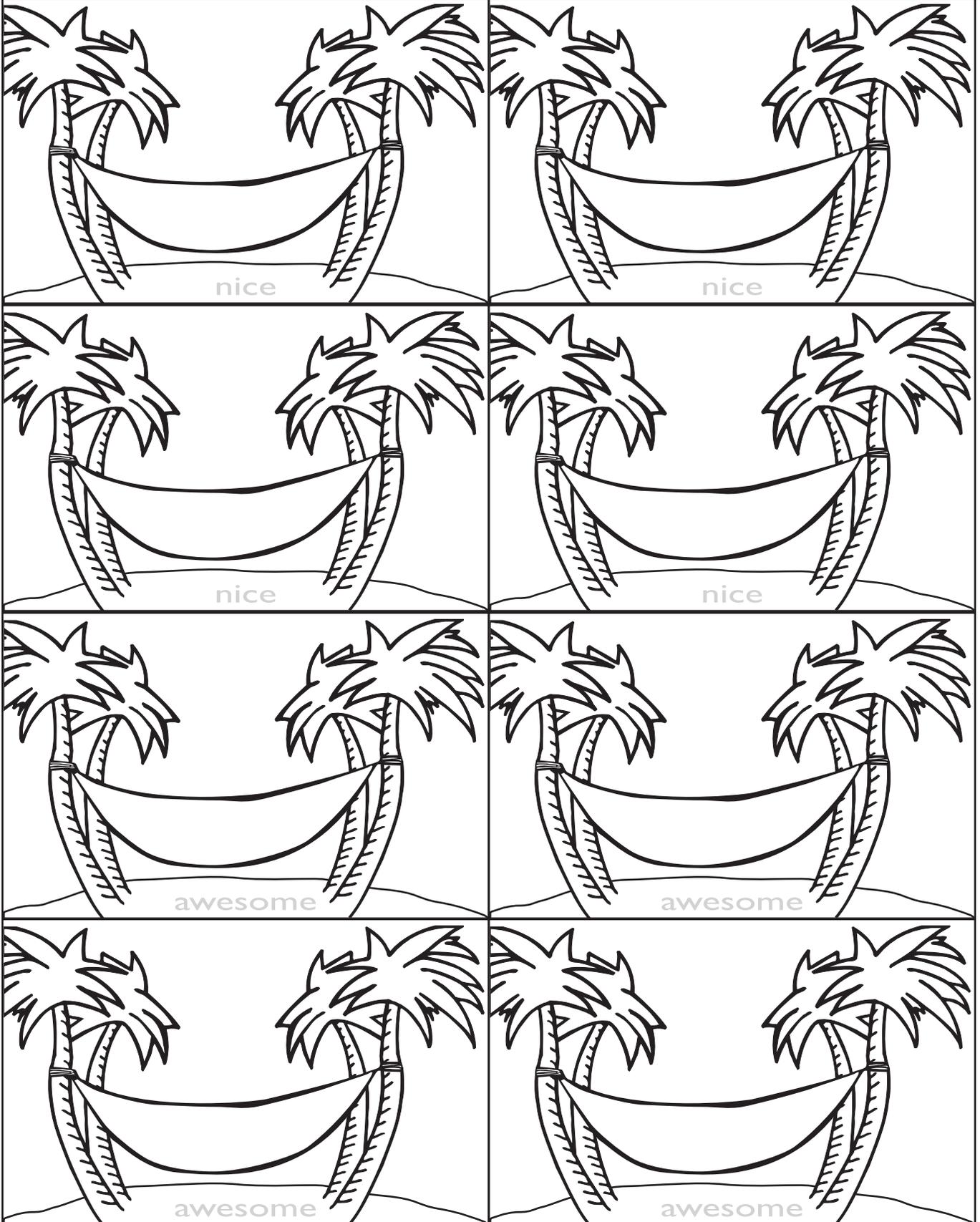
header cards



Vocabulary

V.027.AM2a

Worn-Out Words



word cards



Vocabulary

Worn-Out Words

V.027.AM2b



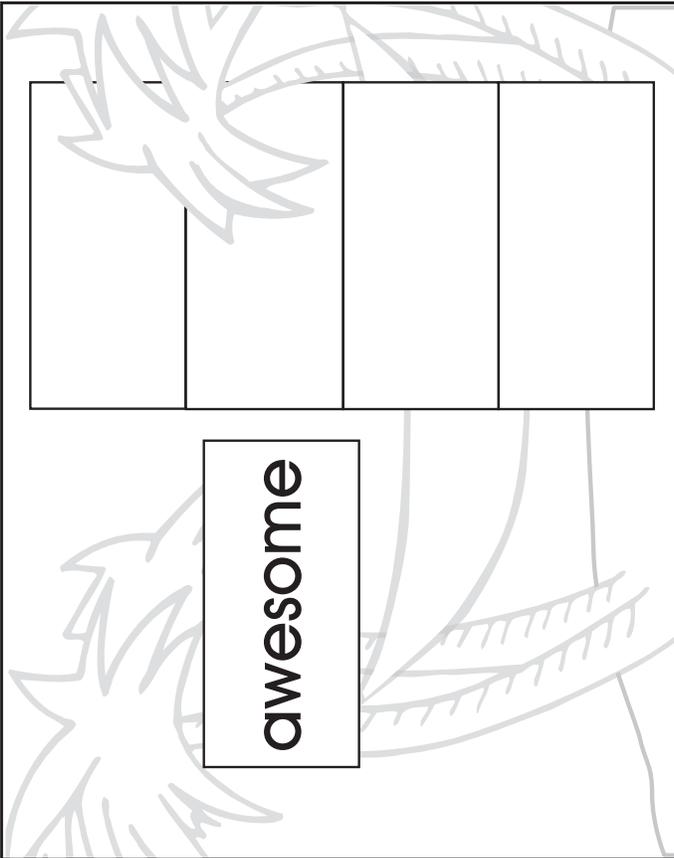
word cards



Name _____

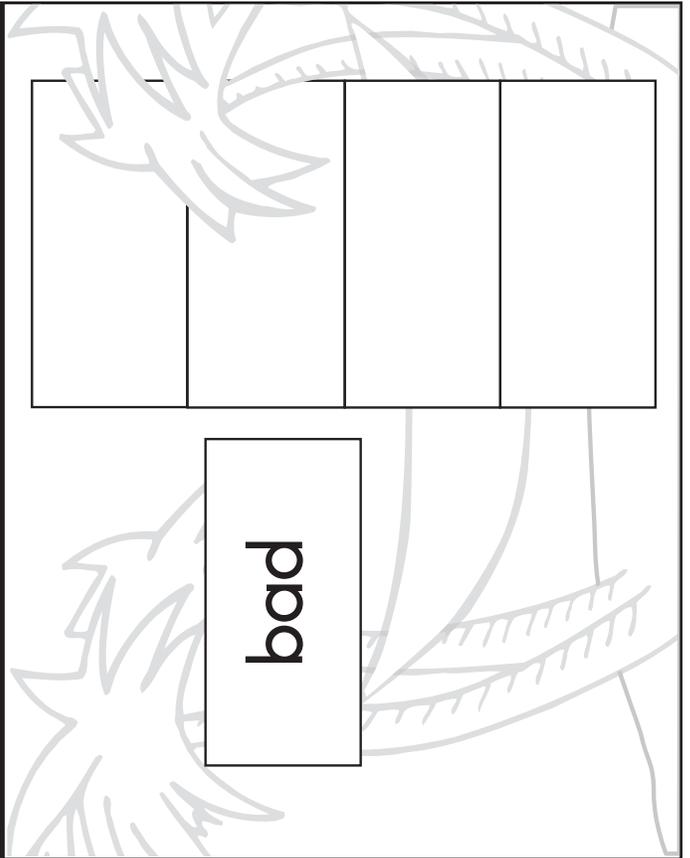
V.027.SSI

Worn-Out Words



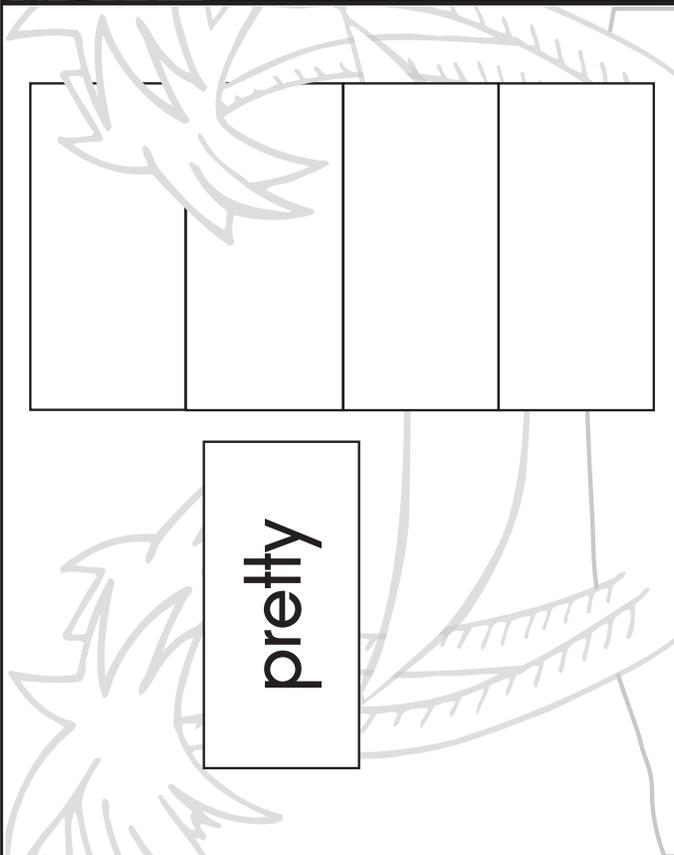
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awesome



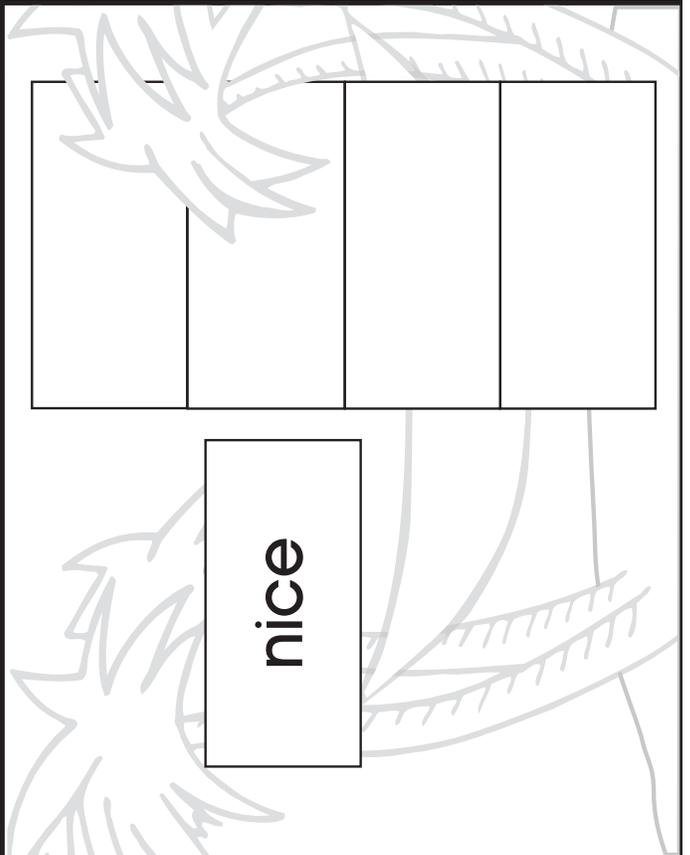
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bad



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pretty



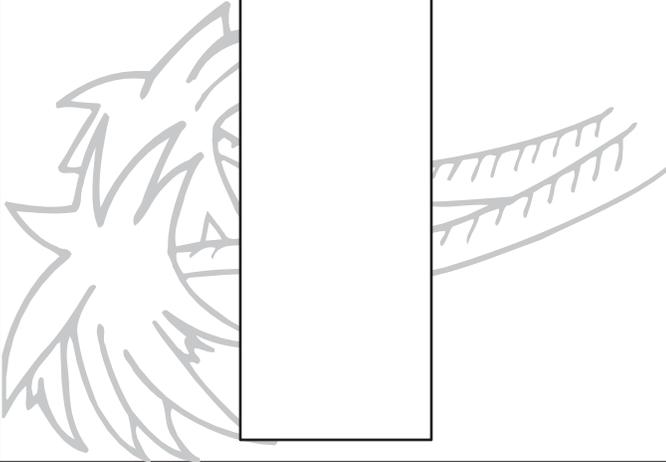
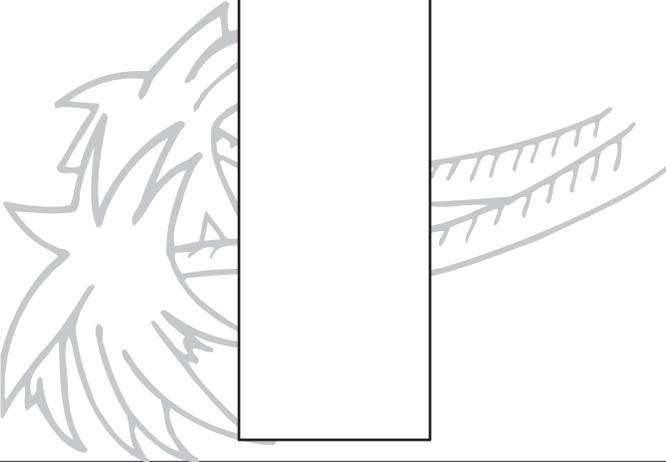
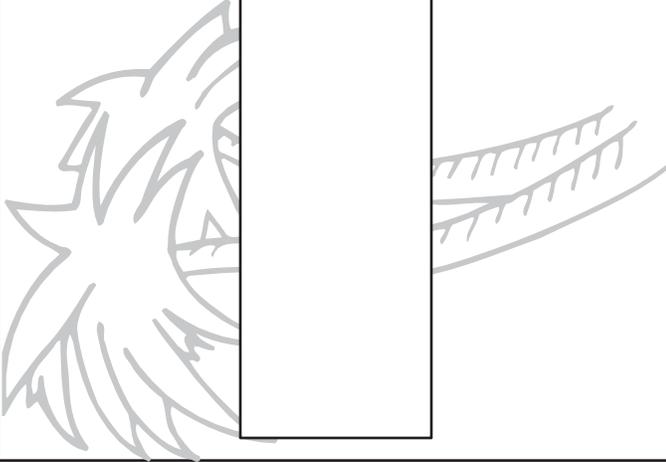
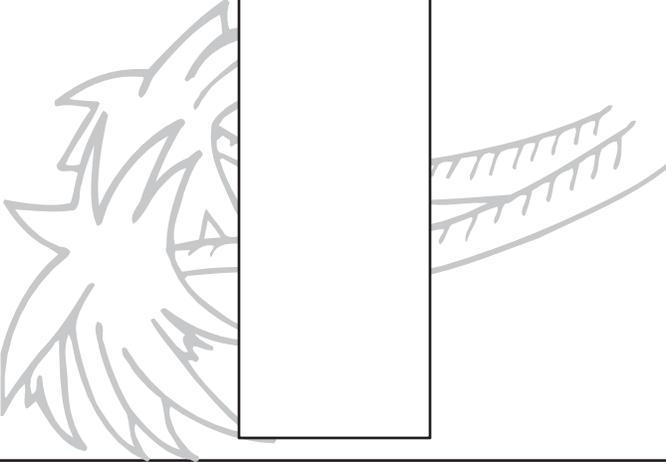
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nice

Vocabulary

Worn-Out Words

V.027.AM3

		header			header
		header			header

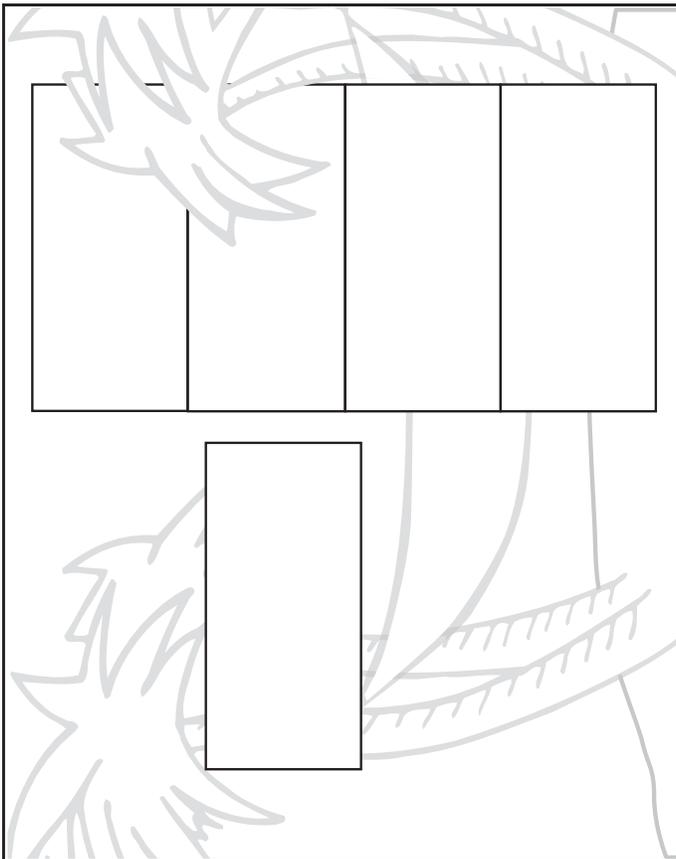
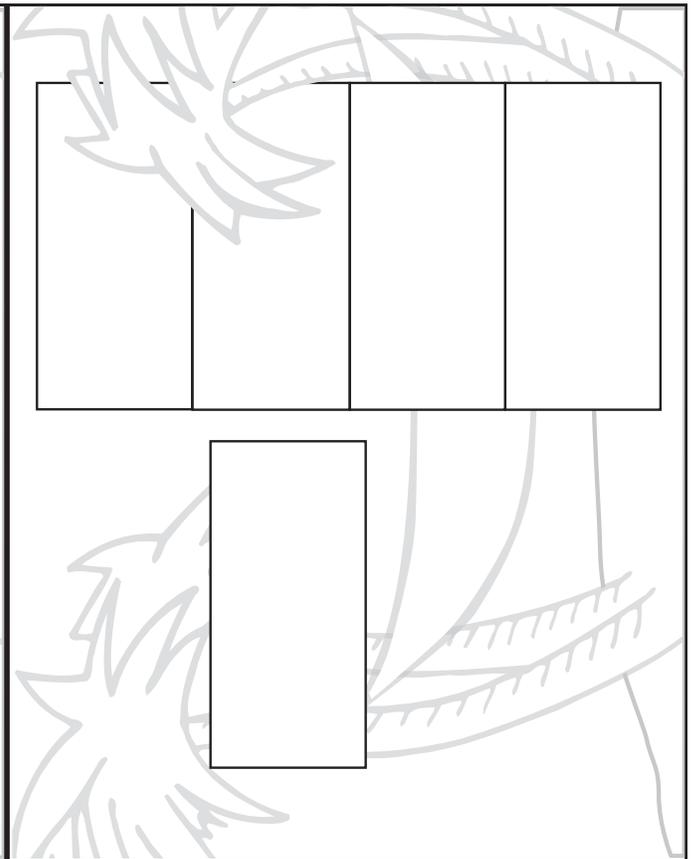
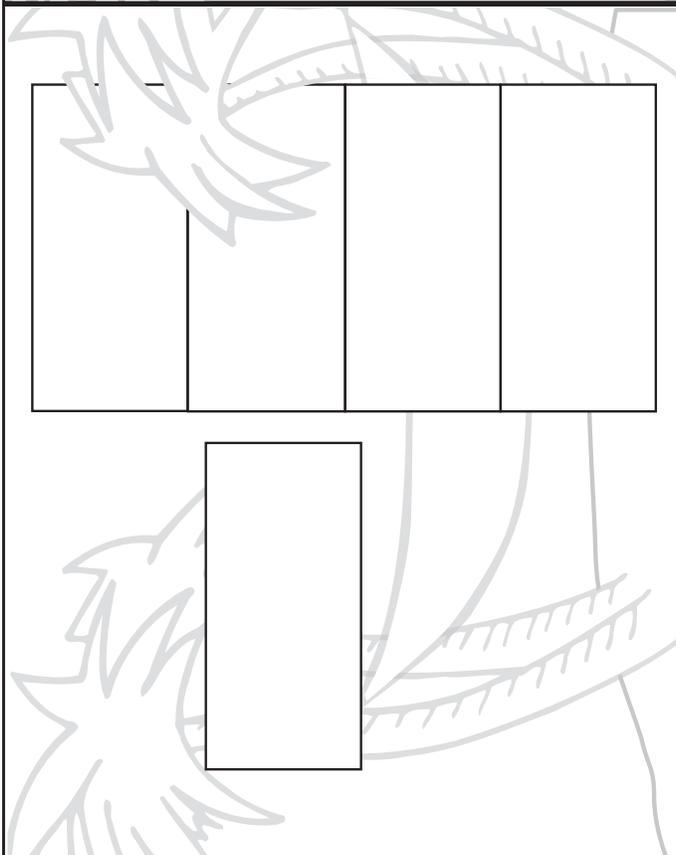
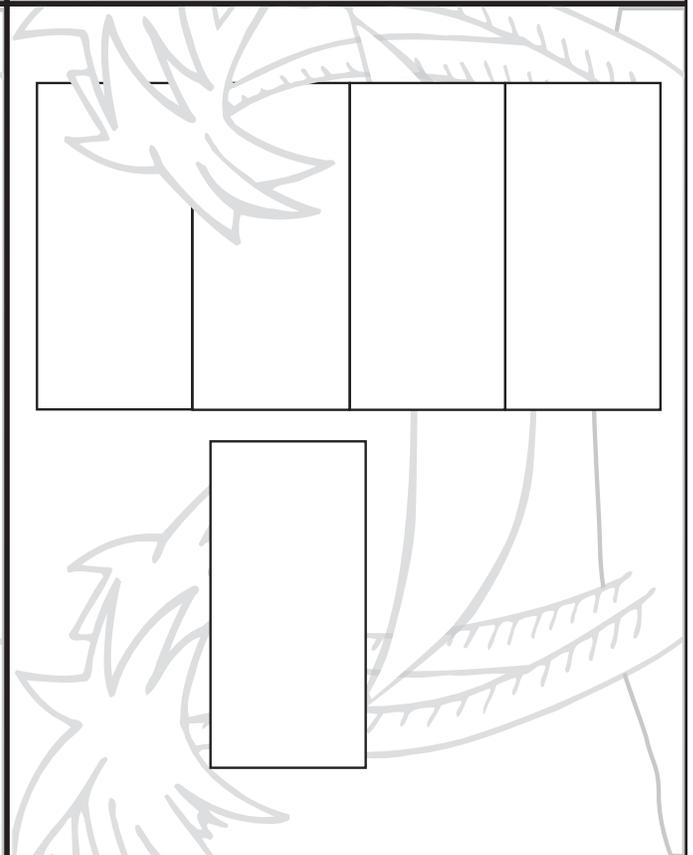
header cards



Name _____

V.027.SS2

Worn-Out Words

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Category Clues

Objective

The student will produce categories for words.

Materials

- ▶ Category cards (Activity Master V.028.AM1a - V.028.AM1b)
- ▶ Student sheet (Activity Master V.028.SS1)
- ▶ Pencils

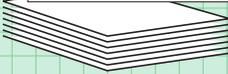
Activity

Students categorize related words and label them.

1. Place category cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, student one selects the top card. Reads the words on the card to student two (e.g., tsunami, hurricane, tornado).
3. Student two says a word or phrase that best categorizes all the words (e.g., disastrous events or weather words with three syllables). Places card in a discard pile.
4. Record label for each category on the student sheet.
5. Reverse roles and continue until all the cards are used and identified.
6. Teacher evaluation

“Tsunami, hurricane, tornado.”

tsunami
hurricane
tornado





“These are disastrous events.”

Name _____		Category Clues _____	
V.028.SS1			
monitor Internet memory	disastrous events tsunami hurricane tomado	newspaper television radio	sneakers loafers boots
moon planet satellite	apartment palace house	port transport portable	rain snow hail
screwdriver hammer pliers	pulley screw lever	mechanic pysician police officer	sand shoreline sunshine
plants humans animals	cereal vegetable condiment	mountains volcanoes islands	post office hospital library

Extensions and Adaptations

- ▶ Sort some of the category cards and label (i.e., apartment, palace, house; post office, hospital, library are all buildings).
- ▶ Write more category cards (Activity Master V.001.AM4).
- ▶ Record other categories and related words (Activity Master V.028.SS2).

Vocabulary

V.028.AM1a

Category Clues

monitor
Internet
memory

tsunami
hurricane
tornado

newspaper
television
radio

sneakers
loafers
boots

moon
planet
satellite

apartment
palace
house

rain
snow
hail

import
transport
portable

category cards



Vocabulary

Category Clues

V.028.AM1b

screwdriver hammer pliers	pulley screw lever
mechanic physician police officer	sand shoreline sunshine
plants humans animals	cereal vegetable condiment
mountains volcanoes islands	post office hospital library

category cards



Name _____

V.028.SSI

Category Clues

<p>_____</p> <p>_____</p> <p>_____</p> <p>monitor Internet memory</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>tsunami hurricane tornado</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>newspaper television radio</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>sneakers loafers boots</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>moon planet satellite</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>apartment palace house</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>import transport portable</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>rain snow hail</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>screwdriver hammer pliers</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>pulley screw lever</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>mechanic physician police officer</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>sand shoreline sunshine</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>plants humans animals</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>cereal vegetable condiment</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>mountains volcanoes islands</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>post office hospital library</p>

Name _____

Category Clues

V.028.SS2

<p>category</p> <hr/> <hr/> <hr/> <p>examples</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	<p>category</p> <hr/> <hr/> <hr/> <p>examples</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	<p>category</p> <hr/> <hr/> <hr/> <p>examples</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>
<p>category</p> <hr/> <hr/> <hr/> <p>examples</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	<p>category</p> <hr/> <hr/> <hr/> <p>examples</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	<p>category</p> <hr/> <hr/> <hr/> <p>examples</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>



V.029

Vocabulary

Word Analysis

Category Tag

Objective

The student will produce words for categories.

Materials

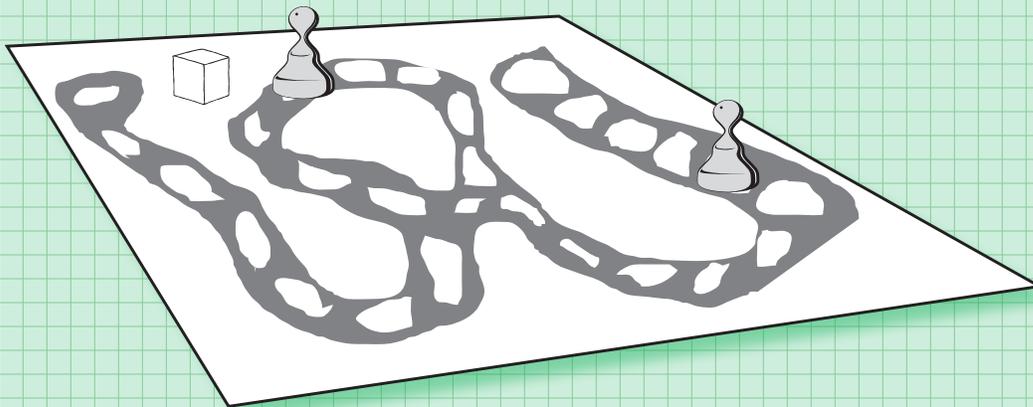
- ▶ Game board (Activity Master V.029.AM1a - V.029.AM1b)
- ▶ Number cube (Activity Master V.013.AM3)
- ▶ Game pieces (e.g., counters)

Activity

Students state words that correspond to categories by playing a board game.

1. Place game board, number cube, and game pieces on a flat surface.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown.
3. Say category (e.g., space things).
4. State three or more words or phrases that correspond to the category (i.e., Mars, moon, and satellite).
5. If correct, leave game piece on the space. If incorrect, place game piece back on the previous space.
6. Continue until both students reach the end.
7. Peer evaluation

“I landed on ‘space things.’ Mars, moon, and satellite are examples of space things.”



Extensions and Adaptations

- ▶ Make games using other categories (Activity Master V.029.AM2a - V.029.AM2b).
- ▶ Cross out the word that does not belong and label (Activity Master V.029.SS).

Vocabulary

Category Tag

V.029.AM1a

START



Category Tag!

Go back one space.

sports played with a ball

feelings

hobbies

living things

green foods

musical instruments

things that are round

funny things

Go back one space.

shiny things

ways to move

books

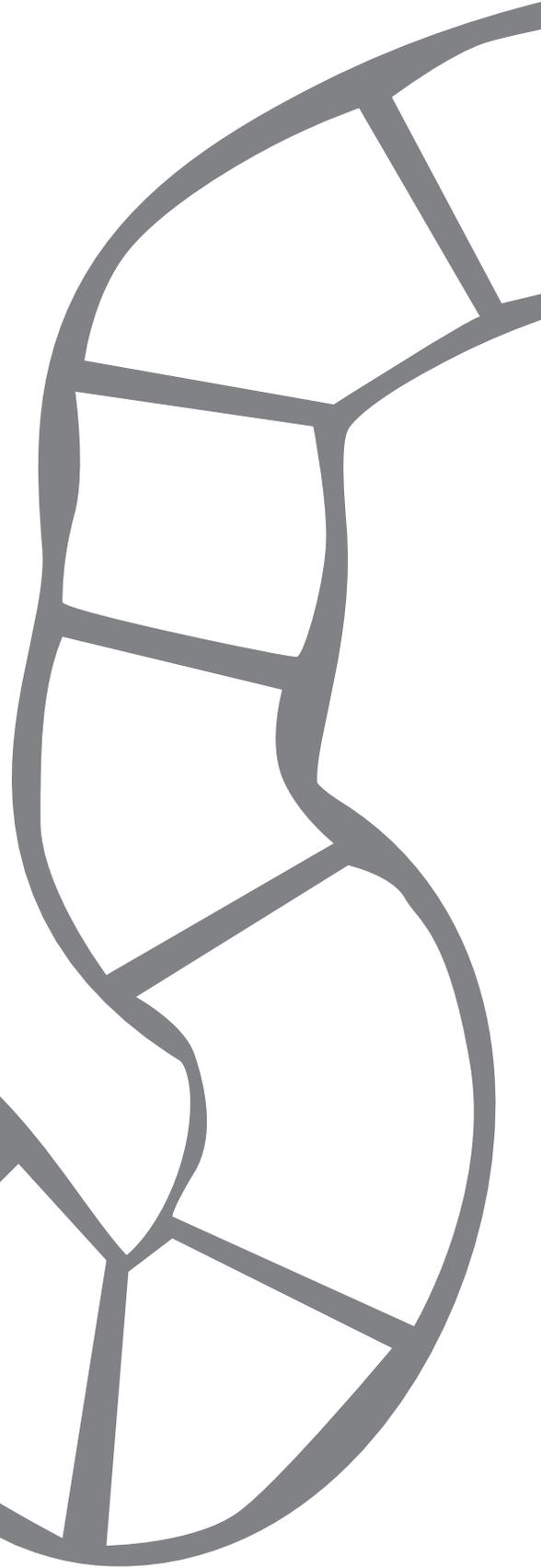
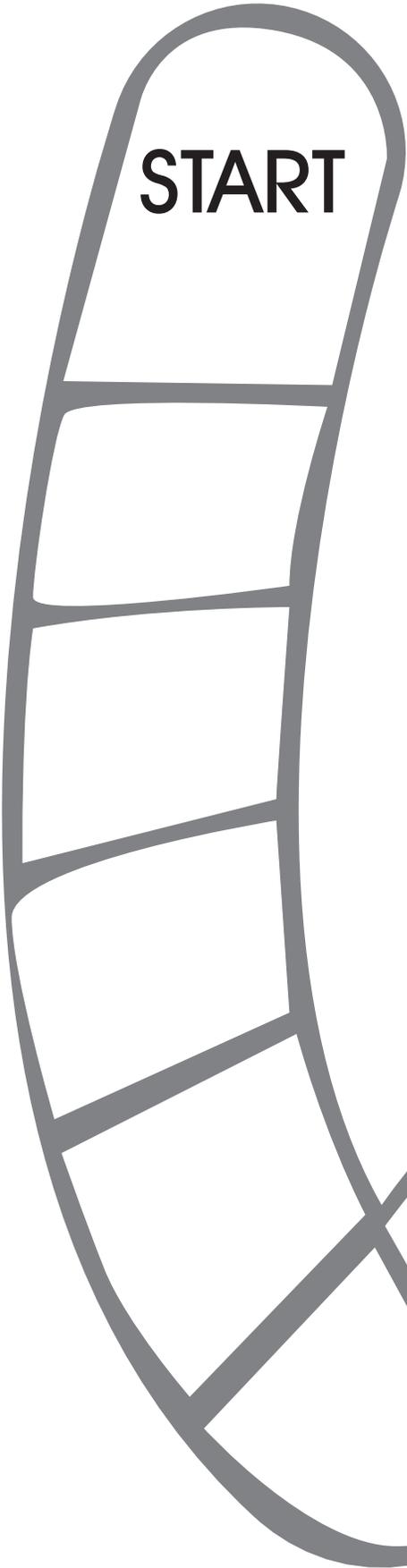


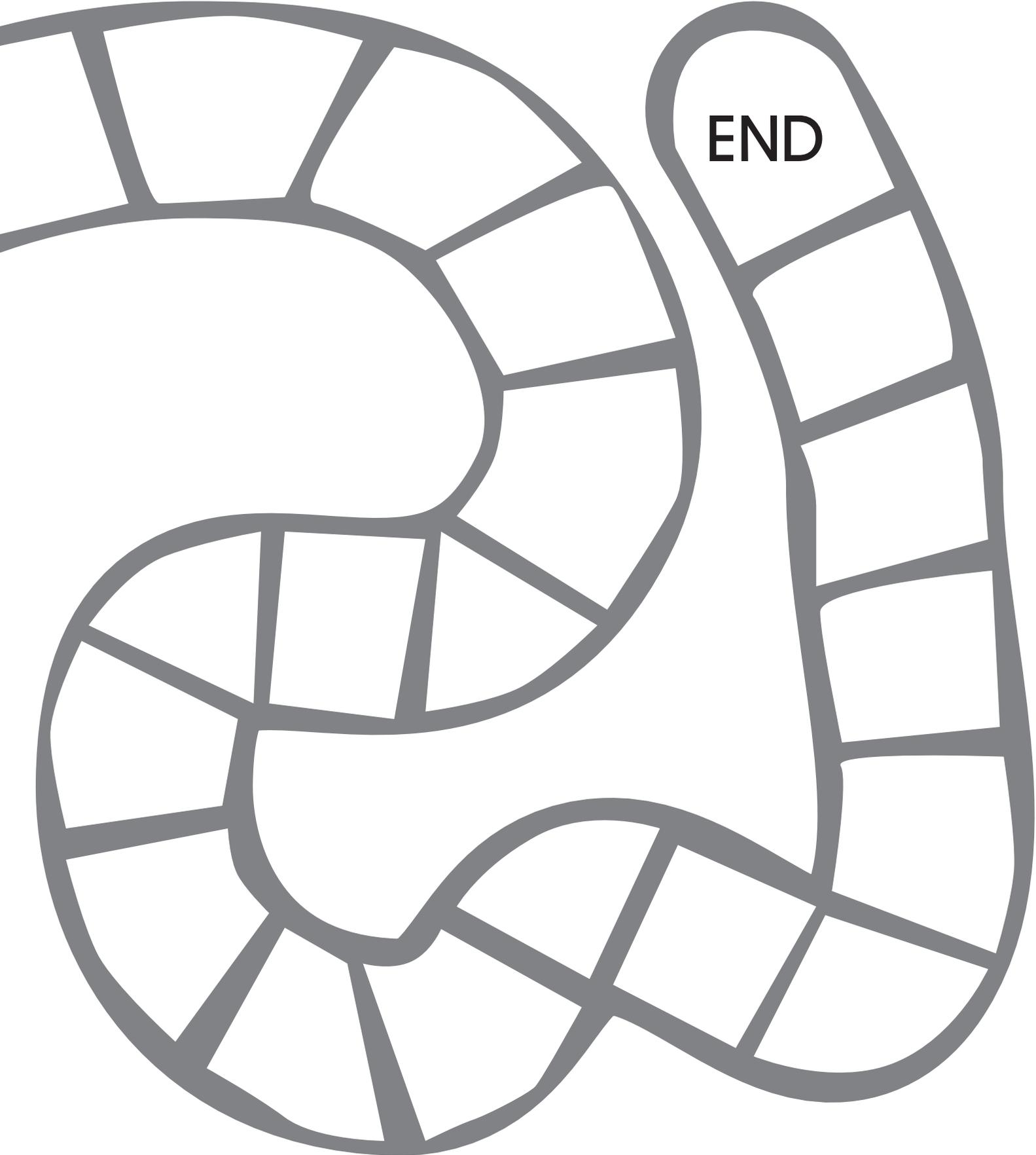
Vocabulary

Category Tag

V.029.AM2a

START





END

Name _____

Category Tag

V.029.SS

pulley	lever	hammer	screw	simple machines category
orbit	meteor	revolve	rotate	category
witty	nervous	tense	jumpy	category
friend	companion	stranger	partner	category
plate	stop sign	wheel	frisbee	category
governor	dentist	president	mayor	category
dogwood	sunflower	goldenrod	violet	category
monitor	surfboard	keyboard	mouse	category
multiplication	subtraction	division	musician	category
sun	rain	snow	hail	category



Objective

The student will produce categories and corresponding words.



Materials

- ▶ Large index cards
*These will be used for header cards.
Laminate.*
- ▶ Small index cards
*These will be used as the word cards.
Laminate.*
- ▶ Vis-à-Vis® markers



Activity

Students write categories and related words by playing a sorting game.

1. Provide each student with two large index cards, 12 small index cards, and a Vis-à-Vis® marker.
2. Students write a word or phrase that can be used as a category header on each of their large index cards (e.g., vacation places and things with eyes). Place the four category headers in a row.
3. Taking turns, students read aloud one of the four categories (e.g., things with eyes) and write a word that corresponds to that category (e.g., potatoes).
4. Continue to write and place words under the corresponding headers until each category has six cards.
5. Peer evaluation

things with eyes	vacation places	games	things with a beat
people	lake	soccer	drummer
hurricane	beach	checkers	heart
potatoes		tag	music



Extensions and Adaptations

- ▶ Record category header and corresponding words (Activity Master V.030.SS).
- ▶ Sort words differently and write new category headings.
- ▶ Sort target words provided by the teacher and identify headings for each of the grouped cards.

Name _____

Category Creations

V.030.SS

category	category	category	category
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word



Objective

The student will identify similarities and differences between the meanings of words.

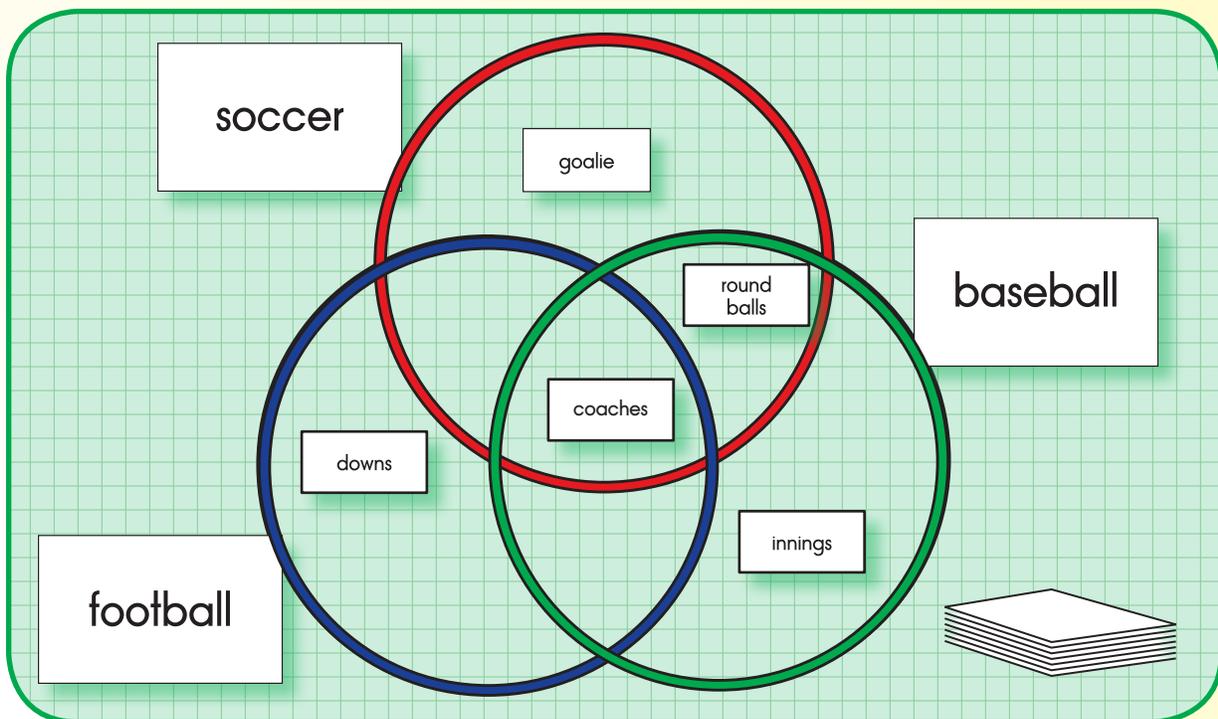
Materials

- ▶ Venn diagram pattern (Activity Master V.031.AM1)
Copy three times, color each circle with a different color, and cut. Assemble circles to make a 3-way Venn diagram. Mount on poster board and laminate. Optional: Copy on three different colored pieces of paper to make circles stand out. Use string or other material (e.g., hoola hoops) to form 3-way Venn diagrams.
- ▶ Header and attribute cards (Activity Master V.031.AM2)

Activity

Students compare words using a 3-way Venn diagram.

1. Place the 3-way Venn diagram on a flat surface. Place one header card near each circle. Place the attribute cards face down in a stack.
2. Taking turns, students select the top card and read it.
3. Determine if attribute or related vocabulary applies to one or more of the headers. Place in the corresponding section of the diagram.
4. Continue until all cards are placed.
5. Peer evaluation



Extensions and Adaptations

- ▶ Record attributes and related vocabulary on student sheet (Activity Master V.031.SS1).
- ▶ Compare other target words and write attributes (Activity Master V.031.AM3).
- ▶ Compare only two words using a Venn diagram (Activity Master V.031.SS2).

Vocabulary

Compare Extraordinaire

V.03 I.AMI

Cut out inside of circle to make a ring.



Venn diagram circle

football	baseball	soccer
----------	----------	--------

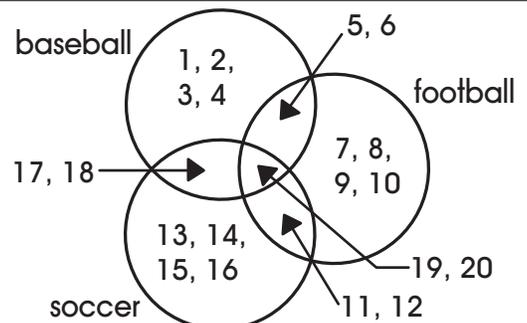


diamond	innings	bases	umpire
helmets	laces on ball	pigskin	downs
quarters	egg-shaped	kick the ball	goal posts
shorts	pentagons on ball	goalie	net
round balls	international teams	opponents	coaches



Answer Key

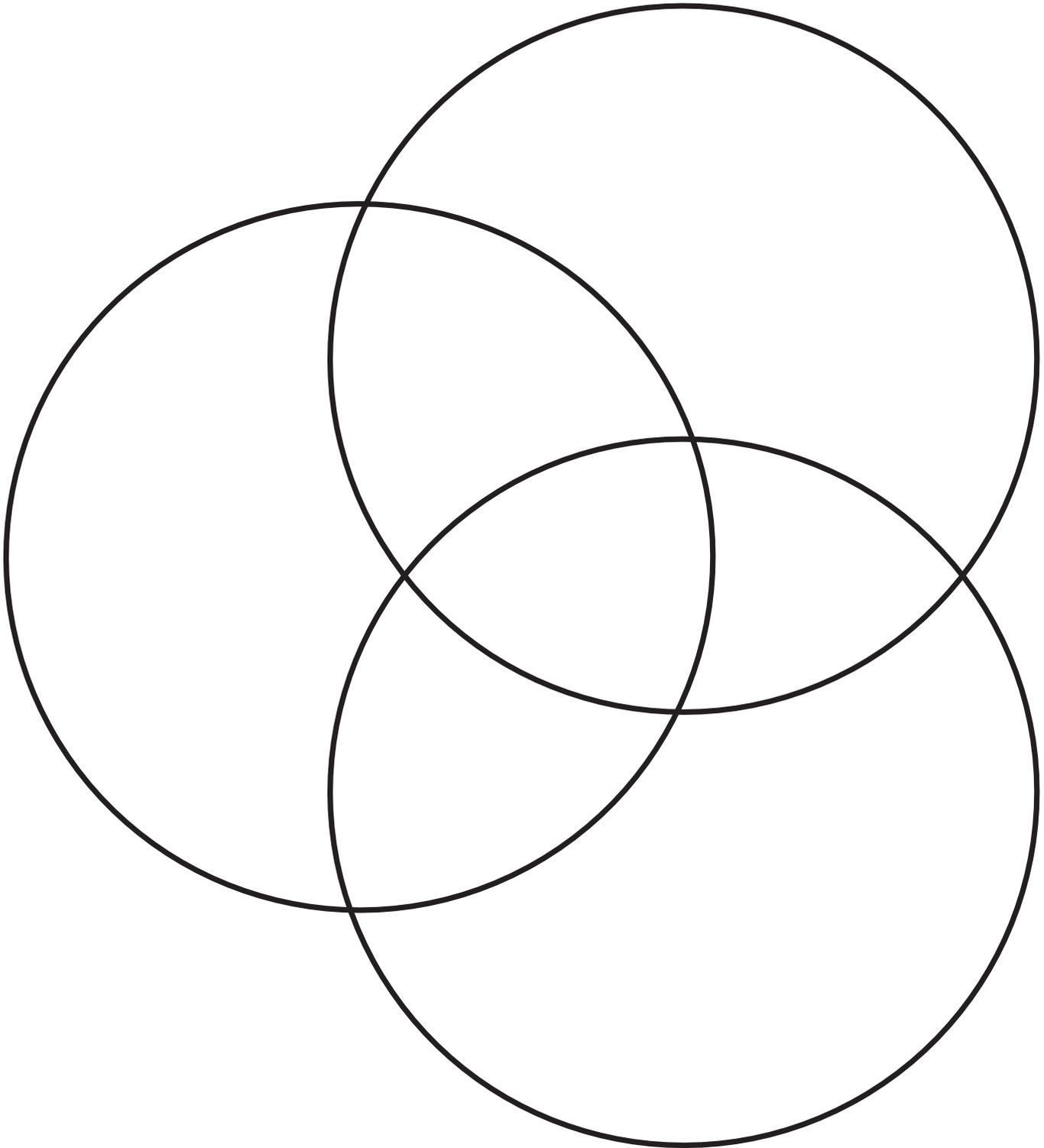
- | | |
|------------------|-------------------------|
| 1. diamond | 11. kick the ball |
| 2. innings | 12. goal posts |
| 3. bases | 13. shorts |
| 4. umpire | 14. pentagons on ball |
| 5. helmets | 15. goalie |
| 6. laces on ball | 16. net |
| 7. pigskin | 17. round balls |
| 8. downs | 18. international teams |
| 9. quarters | 19. opponents |
| 10. egg-shaped | 20. coaches |



Name _____

Compare Extraordinaire

V.031.SSI



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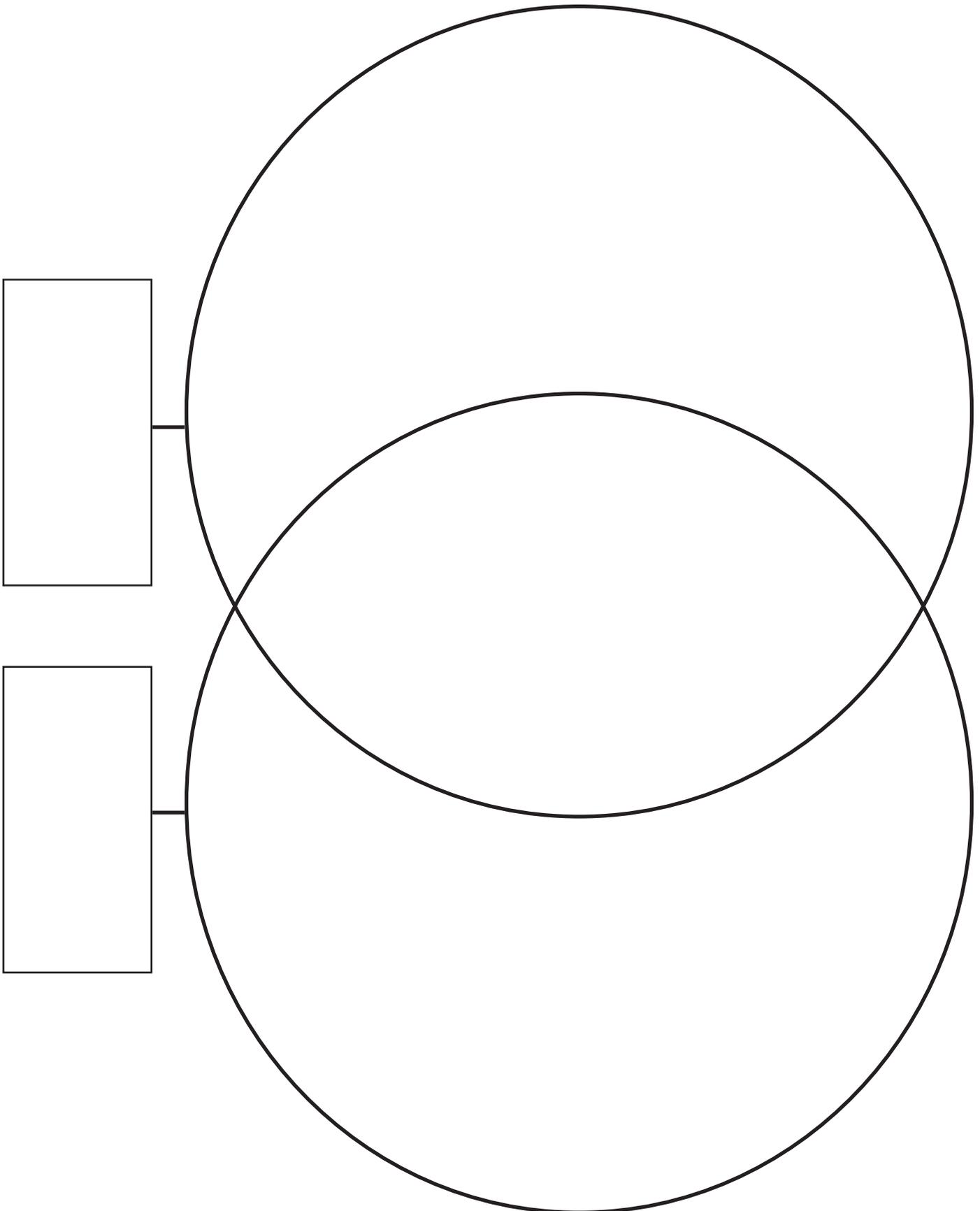


blank header and attribute cards

Name _____

Compare Extraordinaire

V.031.SS2





Objective

The student will identify similarities and differences between the meanings of words.

Materials

- ▶ Student sheet (Activity Master V.032.SS1)
- ▶ Pencil

Activity

Students distinguish one word from another by completing an attribute analysis grid.

1. Provide the student with a student sheet.
2. The student reads the words in the top row (i.e., list of transportation methods) and the words in the left column (i.e., list of transportation attributes).
3. Reads each transportation method one at a time and places a check in each attribute box that applies to that method. For example, in the *cars* column places checks in boxes for motor, tires, fuel, recreation, wear safety gear, and travel by land.
4. Teacher evaluation

Name _____

Now Featuring **V.032.SS1**

	cars	trains	airplanes	boats	bicycles	motorcycles	skateboard	bus
motor	✓							
tires	✓							
public transportation	✓							
fuel	✓							
recreation	✓							
wings								
wear safety gear	✓							
travel by land	✓							
travel by air								
travel by water								

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Extensions and Adaptations

- ▶ List more concepts and attributes on the blank attribute grid (Activity Master V.032.SS2).
- ▶ Write riddles using the attributes as clues. For example, What has wings, a motor, and travels by air? An airplane.

Name _____

Now Featuring

V.032.SSI

	cars	trains	airplanes	boats	bicycles	motorcycles	skateboard	bus
motor								
tires								
public transportation								
fuel								
recreation								
wings								
wear safety gear								
travel by land								
travel by air								
travel by water								



Analogy Soccer

Objective

The student will identify words to complete analogies.

Materials

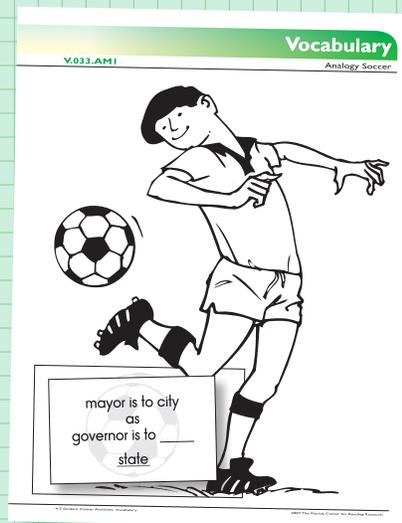
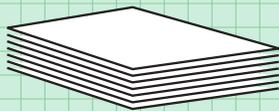
- ▶ Analogy Soccer player (Activity Master V.033.AM1)
Make two copies and laminate.
- ▶ Analogy cards (Activity Master V.033.AM2a - V.033.AM2b)
Answers are provided at the bottom of the card with word underlined.

Activity

Students make analogies by playing a completion game.

1. Place analogy soccer cards face down in a stack. Provide each student with a soccer player.
2. Taking turns, student one draws the top card from the stack and reads the phrase to student two (without revealing the answer shown at the bottom of the card). For example, “Mayor is to city as governor is to blank.”
3. Student two says a word to fill in the blank (i.e., state) and repeats the phrase with the answer. For example, “Mayor is to city as governor is to state.”
4. Student one checks the answer given on the bottom of the card. If correct, student one gives the card to student two who places it on his soccer player. If incorrect, the card is placed at the bottom of the stack.
5. Reverse roles.
6. Continue until all analogies are completed.
7. Peer evaluation

“Mayor is to city
as governor is
to blank.”



“Mayor is to city
as governor is
to state.”

Extensions and Adaptations

- ▶ Make other analogy cards (Activity Master V.033.AM3).
- ▶ Write other analogies (Activity Master V.033.SS1 and Activity Master V.033.SS2).
- ▶ Read the analogies leaving out other words. For example, smile is to blank as wink is to eyes.



Vocabulary

Analogy Soccer

V.033.AM2a

fiction is to fact
as
laugh is to _____
cry

plus is to add
as
minus is to _____
subtract

insect is to six
as
dog is to _____
four

teacher is to student
as
pilot is to _____
passenger

cafeteria is to eat
as
playground is to _____
play

blue is to color
as
square is to _____
shape

car is to road
as
train is to _____
tracks

microscope is to scientist
as
stethoscope is to _____
doctor

analogy cards



Vocabulary

V.033.AM2b

Analogy Soccer

necklace is to jewelry
as
couch is to _____
furniture

flood is to water
as
avalanche is to _____
snow

mayor is to city
as
governor is to _____
state

teacher is to faculty
as
student is to _____
class

inch is to foot
as
minute is to _____
hour

character is to book
as
ingredient is to _____
recipe

smile is to lips
as
wink is to _____
eyes

write is to wrote
as
hide is to _____
hid

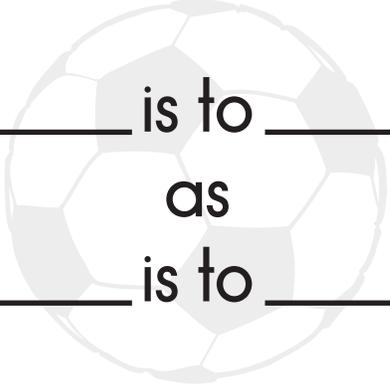
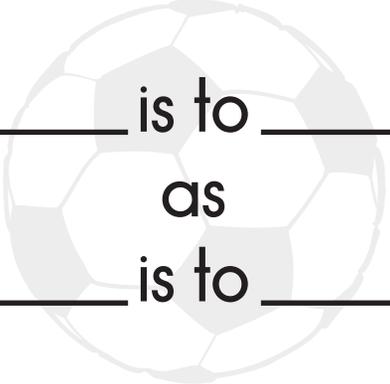
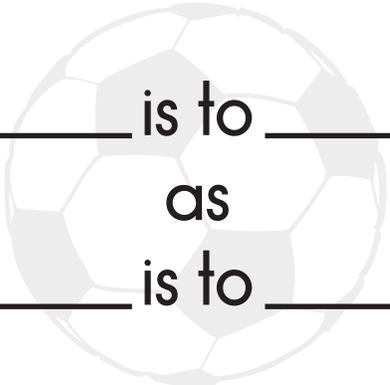
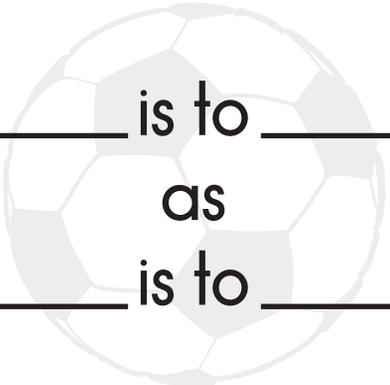
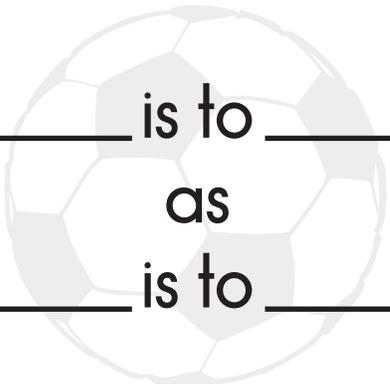
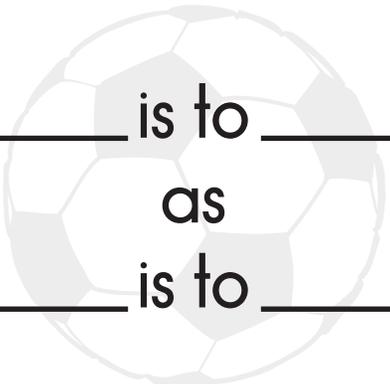
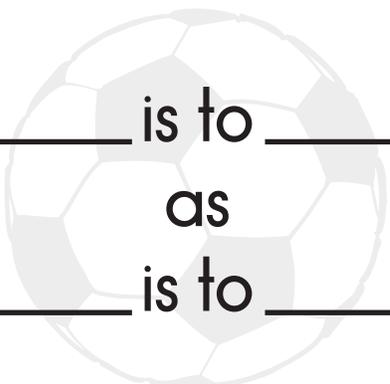
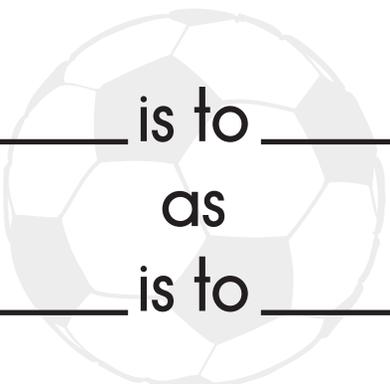
analogy cards



Vocabulary

Analogy Soccer

V.033.AM3

 <p>_____ is to _____ as _____ is to _____</p>	 <p>_____ is to _____ as _____ is to _____</p>
 <p>_____ is to _____ as _____ is to _____</p>	 <p>_____ is to _____ as _____ is to _____</p>
 <p>_____ is to _____ as _____ is to _____</p>	 <p>_____ is to _____ as _____ is to _____</p>
 <p>_____ is to _____ as _____ is to _____</p>	 <p>_____ is to _____ as _____ is to _____</p>

blank analogy cards



Name _____

V.033.SSI

Analogy Soccer

Analogies

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

Name _____

Analogies

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

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