

## Vocabulary Activities for Extended Student Practice

- Allow students to provide their own examples of the word use.
- Compare and contrast related words.

**Example:**

Use the double bubble map to compare and contrast the words “happy” and “overjoyed”

- Hold discussions with the focus on a new vocabulary word.

**Example:**

When was a time you were overjoyed?

How did you feel when you were overjoyed?

What made you feel overjoyed?

- Provide examples and nonexamples of word meanings and ask students to identify which examples are correct

**Example:**

I'll say some events. Say “considerate” if it is a considerate thing to do.

Help a friend who fell down.

Let a friend play with your toys.

Take a toy away from someone.

Make someone who is sad feel better.

Laugh at someone who makes a mistake.

Tell someone what you like about them.

- Incorporate taught words in your casual discussions with students as well as “teacher talk” throughout the day.

**Example:**

“I went to bed too late last night. I'm feeling **exhausted** today.”

“We have an **abundance** of crayons you can use to write your words in different colors.”

“Please come straight back from the office. Don't **roam** the hallways.”

- Develop a vocabulary word wall for discussing meanings, matching synonyms, antonyms, and categorizing words according to meaning. You can create activities to connect these vocabulary words to words on the “sight-word” word wall.

**Example:**

Find and read words on the word wall that are **vehicles**. (“Vehicle” is on the vocabulary word wall).

Possible words from the “sight-word” word wall: *van, car, plane, bike*

## **Memory**

Students make flashcards of their vocabulary words. The words and their definitions are written on separate cards. Students place all of the cards face down, and turn cards over one at a time to try to match the word with its meaning. (Students can also do this activity for homework and bring in the matched pairs the next day.)

## **Make Stories/Books with Vocabulary Words**

Students create a story incorporating all of their vocabulary words. Each sentence must build on the previous sentence and make sense. Students can generate the story as a large group, small group, or individually. Students can challenge themselves to use more than one vocabulary word in a sentence.

Students write definitions of their vocabulary words, write a new sentence using the word, and draw a picture of their sentence in a book.

## **Word Building**

Fold a piece of paper and write a vocabulary word in the middle of the paper in a box (or on the board if it is a group activity). (You can make the map in advance so each student has a copy and is ready to work.) Write the definition of the word in the first box. Have students brainstorm and write synonyms or examples to help define the word in the second box. In the third box, have students brainstorm and write sentences using the word correctly. In the last box, have students brainstorm clear examples of ways the word can be used appropriately. (Discuss non-examples or ways the word would be used inappropriately to help clarify any misperceptions about what a word may mean.)

## **Venn Diagram**

Select two related words and write one in each circle of a Venn diagram on the board. Write similarities of the words in the joined or center portion of the circles, and differences in the outer circles. For example, the words *city* and *town* have many similarities and differences that could be compared using a Venn Diagram. Students can do this activity as a whole group, or individually. If students do it individually, bring students together to share their answers as a group at the end.

## **Vocabulary Calendar**

A vocabulary calendar is a great way to incorporate a mini lesson or activity into each day. Read the “word of the day” each day and discuss its meaning with the students. Brainstorm together different ways the word can be used in other sentences. Give students a “mission” to use the word appropriately later in the day or find the word being used in text. Students can also use the word in a sentence for bonus points for homework.

## **Mother May I?**

Play “Mother May I?” Have students line up in a horizontal line facing you. Give students a word. Students raise their hand, you pick one student to ask “Mother may I?” and the student must correctly define the word before taking a step. This can also be reversed in which you give students the definition and they must answer with the correct vocabulary word to take a step.

## **Twenty Questions**

Tell students you are thinking about one of their vocabulary words. Students must ask you questions about their vocabulary words that you could reply a “yes” or “no” answer to help them determine which word you are thinking of. Students must ask specific questions to determine the answer in less than 20 questions. For example, if the vocabulary word is *turkey*, students would ask questions such as:

“Does it have fur?” “No.”

“Does it have feathers?” “Yes.”

“Do we eat it at Thanksgiving?” “Yes.”

“Is it a turkey?” “Yes.”

## **Sort Examples and Non-examples of Words**

Give students pictures of items that could be used as examples or non-examples of a vocabulary word. For example, if the vocabulary word is *enormous*, give students pictures of items that could be considered enormous, such as an elephant, a skyscraper, etc. and items that are clearly not examples of enormous, such as a mouse, a paperclip, etc. Students sort the cards based on whether they are examples or non-examples of *enormous*.

## **Jeopardy**

Play Jeopardy with words and their meanings. Divide words that have been learned throughout the year into categories. Write the categories across the top of the board. On flashcards, write the meanings of specific words to go under each category and tape to the board. Students take turns picking a card under a category. When a student has selected a card, you read the definition of the word (or have a designated student reader). The student must answer with the correct word to keep the card. If the student answers incorrectly, the card goes back on the board for another student to pick.

### Quick Activities

- Name a review vocabulary word and ask students to write as many ideas as they can about the meaning of the word in one minute
- Hold dictionary races to see who can use dictionary skills to find a word the fastest
- Introduce a new vocabulary word in a meaningful sentence that gives clues as to the meaning of the new word. Read the sentence and ask students to discuss possible meanings of the new word.
- Name two words. Ask students to tell ways the words are similar in meaning and ways the words are different in meaning.
- Write 10-12 words on index cards. Discuss with students how the words can be sorted into categories according to their meanings.
- Give points to students who incorporate weekly vocabulary words in their writing or speaking

### Semantic Word Maps

Students will learn how to create a word map for a targeted vocabulary word in a text.

- 1) Introduce the targeted word (e.g., afraid) and write it on the transparency. Say the word, and have the students say the word. Have the students write it on their own map.
- 2) Have the students define the word. Example: "What does the word afraid mean?"
- 3) Discuss responses. As a group, determine the best definition. Write the definition on the transparency and read it, then have students repeat the definition and write it on their word maps.
- 4) On the transparency, write one example sentence (Sometimes there are strange noises at night) and one non-example (John is excited for his birthday) for the words. Label each.
- 5) Have students turn to their neighbors. On their word maps, have each pair write one example sentence and one non-example sentence of the word.
- 6) Have students read their sentences. Provide corrective feedback.
- 7) Ask students to identify synonyms and antonyms of the word. Example: "What is a synonym for afraid? What is an antonym for afraid?"
- 8) Have students record synonyms and antonyms on their maps
- 9) Have students share and discuss their words maps with a few partners.
- 10) Encourage students to use the word in conversation and to look for it in print.

## Elaborating Words

Students will provide at least one detail to describe a word in a sentence. You will need familiar words (nouns: cat, snake, farm) and words that describe (adjectives: afraid, mean, huge, orange, timid).

- 1) Explain that students can elaborate on or say more about words to make sentences more interesting.
- 2) On the transparency, write a sentence that uses a familiar word. Be sure to underlie the word. Example: "The cat played with the ball.
- 3) Read the sentence and have the students read it aloud.
- 4) Model how to elaborate and add more words to describe the word. Example: "I will think of some more words that tell more about the cat."
- 5) Add several descriptive words (small, timid, orange) to the sentence.
- 6) Rewrite the sentence, adding the descriptive words. Example: "The orange and timid cat played with the small ball."
- 7) Read the sentence and have the students repeat it
- 8) Ask students to independently (or in pairs) think of at least three words to describe or tell more about the familiar word.
- 9) Have several students share their descriptive words. Rewrite the sentence, adding the words.

\*Continue the same process with the other familiar words.

## Prior Knowledge Graphic Organizer

Students will have an opportunity to brainstorm and connect prior knowledge to new words.

- 1) Present new vocabulary word on a word card. Read the word and ask the students to repeat it.
- 2) Ask the students what they know about this word. Record responses on the graphic organizer. Read the response aloud. To facilitate responses, ask the following questions: Where have you heard this word? When have you heard this word?

## Vocabulary Word Wall Activities

Ask students to number 1-10 in their vocabulary notebook. These different activities can also be done orally. Also, you may have students work in pairs to locate words.

- **Synonyms**

Students will find synonyms on the vocabulary word wall that correspond with the word the teacher provides. Remind the students that synonyms are words that are similar in meaning. Tell them you will provide a word and its first letter and they will find the matching synonym on the vocabulary word wall.

**Example:**

“The first word starts with a ‘g’ and is a synonym for large.” Students locate “gigantic” on the vocabulary word wall.

- **Antonyms**

Follow the above directions, but use antonyms.

- **Examples/Non-examples**

Students will distinguish and find examples and non-examples of words/pictures the teacher provides.

**Example:**

“The word starts with a ‘g’. Here is your example sentence: An elephant is one of the biggest animals at the zoo.” Students locate the word “gigantic” on the vocabulary word wall.

**Non-example:**

“The word starts with a ‘g’. Here is your sentence: Yesterday, I saw a tiny red ant.” You may also draw a picture of an ant on the whiteboard or show a photo to demonstrate the word. Students locate the word “gigantic” on the vocabulary word wall.

- **Context Clues**

Tell the students they will have to decide which vocabulary word wall word makes sense. For each word, tell the students the first letter. Then, say a sentence, leaving out a word that begins with that letter. Students will decide which word makes sense in the sentence and write that word.

**Examples:**

Say, “The first word begins with a ‘g’ and fits in the sentence: *An elephant is ...*” (gigantic)

Say, “Number two begins with an ‘a’ and fits in the sentence: *Mary is ...of monsters.*” (afraid)

Say, “Number three begins with a ‘t’ and fits in the sentence: *...grow up to be frogs.*” (tadpoles)

To check the answers, read the sentences again and have the students tell you what word they wrote. Say the sentence again with the word inserted and ask students if the sentence makes sense. You can also ask the students to provide each word’s definition.