Objective
The student will identify words to complete sentences.

Materials
- Sentence strips
  Select target vocabulary. Write sentences putting a blank line for the target words. For example, Danny was ___ about his new roller blades.
- Index cards or construction paper rectangles
  Write the missing target words from the sentences on the cards (i.e., excited).

Activity
Students choose words to complete sentences.
1. Place sentence strips in a stack at the center. Place word cards face up in rows.
2. Taking turns, student one selects a sentence strip and reads the sentence, saying “blank” for the missing word.
3. Student two finds the word, places it on the blank, and reads the sentence. If the sentence doesn’t make sense, chooses another word until the correct word is found.
4. Reverse roles and continue until all the words are matched to corresponding sentences.
5. Peer evaluation

Extensions and Adaptations
- Make other word cards that complete the sentences. For example, Danny was thrilled about his new roller blades.
- Write other sentences and exchange with a partner to fill in the blanks.
**Objective**
The student will identify words to complete text.

**Materials**
- Altered text
  
  *Copy text, white out target vocabulary, and draw a line where word was deleted.*
- Chart paper
  
  *Provide a word bank of the deleted vocabulary. Word bank can be listed on copy of the altered text.*
- Original text
  
  *Provide a copy of the original text in a file folder or envelope to use as an answer key.*
- Pencils

**Activity**

Students complete sentences in text by choosing appropriate words.

1. Place the chart paper word bank and original text (concealed in an envelope or file folder) at the center. Provide each student with a copy of the altered text.
2. Taking turns, students read a sentence, read words in word bank, and select a word from the word bank that best completes the sentence.
3. Read the sentence with the selected word.
4. If sentence sounds correct, write selected word in the blank. If sentence doesn’t sound correct, select another word.
5. Reverse roles and continue until the text is complete.
6. Reread the completed text to each other. Check completed text with original text.
7. Peer evaluation

**Extensions and Adaptations**

- Use the word bank to write other sentences or paragraphs.
- Discuss and complete altered text (Activity Master V.031.SS).
- Alter text and exchange with a partner.
A Day at the Beach

Linda and Sue were friends. The weather was ____________________ one Saturday, so they decided to spend the day at the beach. They started to collect everything they needed to take with them. Linda ____________________ the towels, sunglasses, and volleyball while Sue ____________________ the drinks, sandwiches, and snacks. They ____________________ the car with all of their belongings and started to pull out of the driveway.

“Wait!” Sue said. Linda stopped the car and waited for Sue to run back into the house. Sue ____________________ with her camera. “I can’t forget this,” she said. They started to back out of the ____________________ again.

“Oh no!” said Linda.

“What is the matter?” asked Sue.

“I need to go back inside to find my snorkel and mask.”

Linda ____________________.

When Linda returned to the car with her snorkel and mask, Sue ______________ up at the sky and saw the clouds growing dark. She didn’t listen to the weather report that morning, so she wasn’t sure if rain was in the _______________. Just then, they heard thunder ____________________ in the distance. Moments later, drops of rain fell on the car’s windshield. Both were __________________ that their plans had been ___________________. They decided to go inside to play cards and eat their lunch.

“So much for a day at the beach!” said Linda.

WORD BANK

<table>
<thead>
<tr>
<th>gathered</th>
<th>loaded</th>
<th>prepared</th>
<th>forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>glanced</td>
<td>driveway</td>
<td>glorious</td>
<td>disappointed</td>
</tr>
<tr>
<td>returned</td>
<td>rumble</td>
<td>spoiled</td>
<td>replied</td>
</tr>
</tbody>
</table>
Objective
The student will identify words that have multiple meanings in context.

Materials
- Word cards (Activity Master V.032.AM1)
- Sentence cards (Activity Master V.032.AM2a - V.032.AM2b)
- Student sheet (Activity Master V.032.SS)
- Pencils

Activity
Students identify multiple meanings of words by playing a sentence game.
1. Place the word cards face up in a column on a flat surface. Place sentence cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students pick up the top sentence card on the stack and read the sentence saying “blank” where there is a space. For example, “My uncle works in a ten _____ building.”
3. Find the word card that completes the sentence (i.e., story). Place the word card face up next to the sentence card. Read the sentence with the word (i.e., “My uncle works in a ten story building.”).
4. State what the word means (i.e., story means floor of a building). Note: There will be two sentences for each word (i.e., the other sentence for the word story: I read a story about a dog that finds a lost boy).
5. Continue until two sentences are placed on either side of the corresponding word.
6. Write the words and both meanings on student sheet.
7. Teacher evaluation

Extensions and Adaptations
- Write more sentences using other meanings of the words.
- Write other words and multiple meanings on student sheet (Activity Master V.032.SS).
- Make more multiple meaning sentence and word cards to match.
<table>
<thead>
<tr>
<th>bark</th>
<th>mine</th>
</tr>
</thead>
<tbody>
<tr>
<td>story</td>
<td>yard</td>
</tr>
<tr>
<td>pen</td>
<td>present</td>
</tr>
<tr>
<td>fair</td>
<td>jam</td>
</tr>
<tr>
<td>The _____ on the tree is rough.</td>
<td>I hope that the dog doesn’t _____ all night.</td>
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<td>--------------------------------</td>
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</tr>
<tr>
<td>They looked for gold in the _____.</td>
<td>Put your shoes next to _____.</td>
</tr>
<tr>
<td>My uncle works in a ten _____ building.</td>
<td>I read a _____ about a dog that finds a lost boy.</td>
</tr>
<tr>
<td>There are three feet in a _____.</td>
<td>My brother will mow the _____ today.</td>
</tr>
<tr>
<td>There were two pigs living in the _____.</td>
<td>Do you write with a pencil or a _____.</td>
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<td>-----------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>The _____ had many fun rides and interesting animals.</td>
<td>The weather was rainy yesterday, but today it is sunny and _____.</td>
</tr>
<tr>
<td>She was absent on Monday, but _____ today.</td>
<td>I got a nice _____ for my birthday.</td>
</tr>
<tr>
<td>Many cars were stopped and they caused a traffic _____.</td>
<td>She puts lots of strawberry _____ on her toast.</td>
</tr>
</tbody>
</table>
Name

Multiple Meaning Match

<table>
<thead>
<tr>
<th>meaning</th>
<th>word</th>
<th>meaning</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>
Objective

The student will identify the meaning of words in context.

Materials

- Sentence cards (Activity Master V.033.AM1a - V.033.AM1b)
  Note: If words in this activity are not appropriate for your students, use words that are more applicable.
- Sentence cards with blanks (Activity Master V.033.AM2a - V.033.AM2b)
  Optional: Laminate and put velcro in blank areas and on the back of word cards.
- Meaning cards (Activity Master V.033.AM3)

Activity

Students identify the meaning of vocabulary words by playing a matching game.

1. Place sentence cards (with underlined words) face down in a stack at the center. Place sentence cards with blanks and meaning cards face up.
2. Working in pairs, student one selects the top sentence card from the stack and reads the sentence to student two and places it on the table. For example, “My mom was exhausted from working all day.”
3. Student two looks for the sentence card that shows the same sentence with a blank for the underlined word. Then looks for the word or phrase that has the same meaning as the underlined word (i.e., very tired).
4. Places the meaning card on the blank in the sentence. Places the sentences one above the other and reads both sentences.
5. Reverse roles.
6. Continue until all meaning cards are used.
7. Peer evaluation

Extensions and Adaptations

- Make more sentences and meaning cards using target vocabulary (Activity Master V.033.AM4 and bottom of Activity Master V.033.AM3).
- Write new sentences using both words.
The dog snarled at the cat.

We coaxed the scared boy to ride the roller coaster.

The children were gleeful and excited about the party.

I can't understand what he is saying because he mumbles.

It was a gloomy day that made us feel sad and tired.
2-3 Student Center Activities: Vocabulary

Some people are timid when they first meet new people.

My mom was exhausted from working all day.

You should concentrate when taking a test so you can do well.

We prefer to go swimming instead of to the movies.

The teacher asked the students to reply to the questions.
<table>
<thead>
<tr>
<th>The dog</th>
<th>We</th>
<th>The children were</th>
<th>I can’t understand what he is saying</th>
<th>It was a</th>
</tr>
</thead>
<tbody>
<tr>
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<td>____________</td>
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<td>____________</td>
<td>____________</td>
<td>________</td>
</tr>
</tbody>
</table>

2006 The Florida Center for Reading Research (Revised July, 2007)

2-3 Student Center Activities: Vocabulary
Some people are nervous when they first meet new people.

My mom was exhausted from working all day.

You should study when taking a test so you can do well.

We decided to go swimming instead of to the movies.

The teacher asked the students to answer the questions.
<table>
<thead>
<tr>
<th>persuaded</th>
<th>shy</th>
</tr>
</thead>
<tbody>
<tr>
<td>very tired</td>
<td>growled</td>
</tr>
<tr>
<td>think hard</td>
<td>happy</td>
</tr>
<tr>
<td>depressing</td>
<td>choose</td>
</tr>
<tr>
<td>speaks unclearly</td>
<td>answer</td>
</tr>
</tbody>
</table>

2006 The Florida Center for Reading Research (Revised July, 2007)
Objective
The student will identify the meaning of words in context.

Materials
- Question cards (Activity Master V.034.AM1a - V.034.AM1b)
  *If words in this activity are not appropriate for your students, use words that are more applicable. Note: First word underlined is the target word and the second is the answer.*

Activity
Students identify the meaning of target vocabulary by responding to questions.
1. Place question cards face down in a stack at the center.
2. Working in pairs, student one selects the top card from the stack and reads the sentence to student two (without revealing it). For example, “If a farmer has to prod the cow to move, does he sing to it or push it?”
3. Student two states the answer (i.e., push it). Student one checks to see if the answer is correct by looking at the second underlined word or phrase.
4. If correct, student one gives the card to student two who keeps the card. If incorrect, student one states the correct answer, shows the card to student one and places it at the bottom of the stack.
5. Reverse roles.
6. Continue until all cards are read.
7. Peer evaluation

Extensions and Adaptations
- Write more sentences using the underlined words.
- Write more question and vocabulary cards to match.
<table>
<thead>
<tr>
<th>If you had to <strong>yank</strong> on a door to open it, do you <strong>pull hard</strong> or use a key?</th>
<th>If a leaf <strong>quivers</strong> in the wind, does the leaf change colors or <strong>shake</strong>?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When someone is interested</strong> in the stars and <strong>gazes</strong> at them, is he <strong>looking</strong> or making wishes?</td>
<td>If a mouse knows that a cat is near, he may <strong>scurry</strong> away. Will the mouse <strong>hurry</strong> or will he walk <strong>slowly</strong>?</td>
</tr>
<tr>
<td><strong>If a policeman is stern</strong> with a person who runs a red light, is he telling jokes or being <strong>firm</strong> and <strong>strict</strong>?</td>
<td>If a woman is in a <strong>panic</strong> because she needs to make a phone call and can’t find a phone, is she <strong>upset</strong> or <strong>tired</strong>?</td>
</tr>
<tr>
<td><strong>If an office parking lot is vacant</strong> on Sunday because no one is at work, is it <strong>empty</strong> or <strong>busy</strong>?</td>
<td><strong>If you didn’t get enough sleep</strong> and are <strong>grumpy</strong>, are you <strong>hungry</strong> or in a <strong>bad mood</strong>?</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>If a weatherman informs people it is going to storm, is he teasing them or letting them know?</td>
<td>If you <strong>complain</strong> about taking out the trash, are you <strong>unhappy</strong> about <strong>doing</strong> it or don’t mind <strong>doing</strong> it?</td>
</tr>
<tr>
<td>If a farmer has to <strong>prod</strong> the cow to move, does he sing to it or <strong>push</strong> it?</td>
<td>If a doctor <strong>examines</strong> the sick patient, is he <strong>studying</strong> the patient or <strong>staying away</strong> from the patient?</td>
</tr>
<tr>
<td>If the children had a <strong>splendid</strong> day at the fair, did they have an <strong>enjoyable</strong> or <strong>unhappy</strong> day?</td>
<td>If a dress is <strong>exquisite</strong> because it is made of <strong>lace</strong>, is it too <strong>big</strong> or <strong>very beautiful</strong>?</td>
</tr>
<tr>
<td>If you read a story that is strange and <strong>absurd</strong>, is it from a different country or <strong>completely</strong> silly?</td>
<td>If the rocks <strong>glisten</strong> in the river, are they falling from the mountain or <strong>reflecting</strong> light because they are <strong>wet</strong>?</td>
</tr>
</tbody>
</table>
Objective
The student will identify the meaning of words in context.

Materials
- Text
  Choose text within students’ instructional-independent reading level range.
  Copy and attach to the student sheet.
- Student sheet (Activity Master V.035.SS)
- References (e.g., dictionary or glossary)
- Pencil

Activity
Students identify unknown words, determine their meaning, and rewrite sentences to demonstrate understanding.
1. Place references at the center. Provide each student with a copy of the text and a student sheet.
2. The student reads the text silently and thinks about the meaning. ______
3. Rereads the text and underlines unknown words. For example, Pam dashed after the balloon.
4. Writes the underlined words on the student sheet (i.e., dashed).
5. Writes definition for each word using a dictionary or glossary (e.g., to hasten). If student encounters definition that is also unknown, continues to investigate until word is understood (e.g., hasten means to run quickly).
6. Rewrites sentence by using the learned meaning. For example, Pam ran quickly after the balloon.
7. Continue until all unknown words are defined and used in rewriting original sentences.
8. Teacher evaluation

Extensions and Adaptations
- Use defined words to write new sentences or paragraphs.

A Day at the Zoo
One day at the zoo, Pam and her mother bought a red balloon. Pam grasped the balloon by its string. She enjoyed watching it bounce in the wind. As Pam’s mom paid for their hotdogs, Pam’s balloon slipped out of her hand. Pam dashed after the balloon. The balloon kept floating higher and higher. Finally, Pam glanced around and her mother was nowhere to be found. She yelled, “Mom, Mom!” but there was no reply. Pam saw a police officer and told him what had happened. The police officer walked Pam to the hotdog stand. She ran up and hugged her mom. Her mom was frantic and told her never to run off like that again. Pam told her mother that she would tie the string of the balloon to her wrist next time.
### Meaning Maker

<table>
<thead>
<tr>
<th>Unknown Word</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Objective**
The student will identify the meaning of words in context.

**Materials**
- Question cards (Activity Master V.036.AM1)
  
  Note: If words in this activity are not appropriate for your students, use words that are more applicable.
- Student sheet (Activity Master V.036.SS)
- References (e.g., dictionary or glossary)
- Pencils

**Activity**
Students demonstrate knowledge of word meanings by answering questions.

1. Place question cards face down in a stack at center. Provide each student with a student sheet.
2. Working in pairs, student one selects the top card from the stack and reads it to student two.
3. Both students brainstorm answers and reasons to the question.
4. Record answer and reason on student sheet.
5. Reverse roles and continue until all cards are read.
6. Teacher evaluation

### Extensions and Adaptations
- Use vocabulary words that have already been introduced.
<table>
<thead>
<tr>
<th>Could you see something if it had vanished?</th>
<th>Would it be astonishing to see a person walking?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you be delighted if you lost your pet?</td>
<td>Would you say someone who gives you money is generous?</td>
</tr>
<tr>
<td>Is a cat frisky when it is sleeping?</td>
<td>Would you celebrate if you were in trouble?</td>
</tr>
<tr>
<td>Would it be exciting to stare at a wall for an hour?</td>
<td>Can a gorilla be enormous?</td>
</tr>
<tr>
<td>Sentence</td>
<td>Yes or No</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Could you see something if it had vanished?</td>
<td></td>
</tr>
<tr>
<td>Would it be astonishing to see a person walking?</td>
<td></td>
</tr>
<tr>
<td>Would you be delighted if you lost your pet?</td>
<td></td>
</tr>
<tr>
<td>Would you say someone who gives you money is generous?</td>
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</tr>
<tr>
<td>Is a cat frisky when it is sleeping?</td>
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</tr>
<tr>
<td>Would you celebrate if you were in trouble?</td>
<td></td>
</tr>
<tr>
<td>Would it be exciting to stare at a wall for an hour?</td>
<td></td>
</tr>
<tr>
<td>Can a gorilla be enormous?</td>
<td></td>
</tr>
</tbody>
</table>
**Objective**

The student will identify the meaning of words in context.

**Materials**

- Explanation cards (Activity Master V.037.AM1a - V.037.AM1b)
  
  *Note: If words in this activity are not appropriate for your students, use words that are more applicable.*

- Student sheet (Activity Master V.037.SS1a - V.037.SS1b)
  
  *There are two students sheets. These can be used individually or copied back to back.*

- References (e.g., dictionary or glossary)

- Pencils

**Activity**

Students demonstrate understanding of words by applying them to a variety of contexts.

1. Place explanation cards face down in a stack at center. Provide each student with a different student sheet.
2. Working in pairs, student one selects the top card from the stack and reads it to student two.
3. Student two explains why or why not.
4. Both students brainstorm examples based on the last question.
5. Record on student sheet. Each student records examples for four different words.
6. Reverse roles and continue until all cards are read.
7. Teacher evaluation

**Extensions and Adaptations**

- Use vocabulary words that have already been introduced.
If you are eager for your birthday, are you sad? Why or why not? What kinds of things might make you eager?

If you are curious about something, do you want to learn about it? Why or why not? What are some things that you are curious about?

If you do something to delight your mother, is she upset? Why or why not? What are some things that you can do to delight your mother?

If ice cream is delicious, would you enjoy eating it? Why or why not? What are some other delicious foods?
If something is **familiar** to you is it new? Why or why not? List some things that are familiar to you.

If a horse runs **swiftly**, does it move slowly? Why or why not? What are some things that move swiftly?

If she was **patient** waiting her turn, was she angry? Why or why not? What are some times when you need to be patient?

If you **announce** something, are you keeping it a secret? Why or why not? What are some things that someone may announce?
1. What kinds of things might make you eager?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

2. What are some other delicious foods?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

3. What are some things that you can do to delight your mother?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

4. What are some things that you are curious about?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
1. List some things that are familiar to you?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What are some things that move swiftly?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. What are some times when you need to be patient?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. What are some things that someone may announce?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________