



Objective

The student will identify contractions.

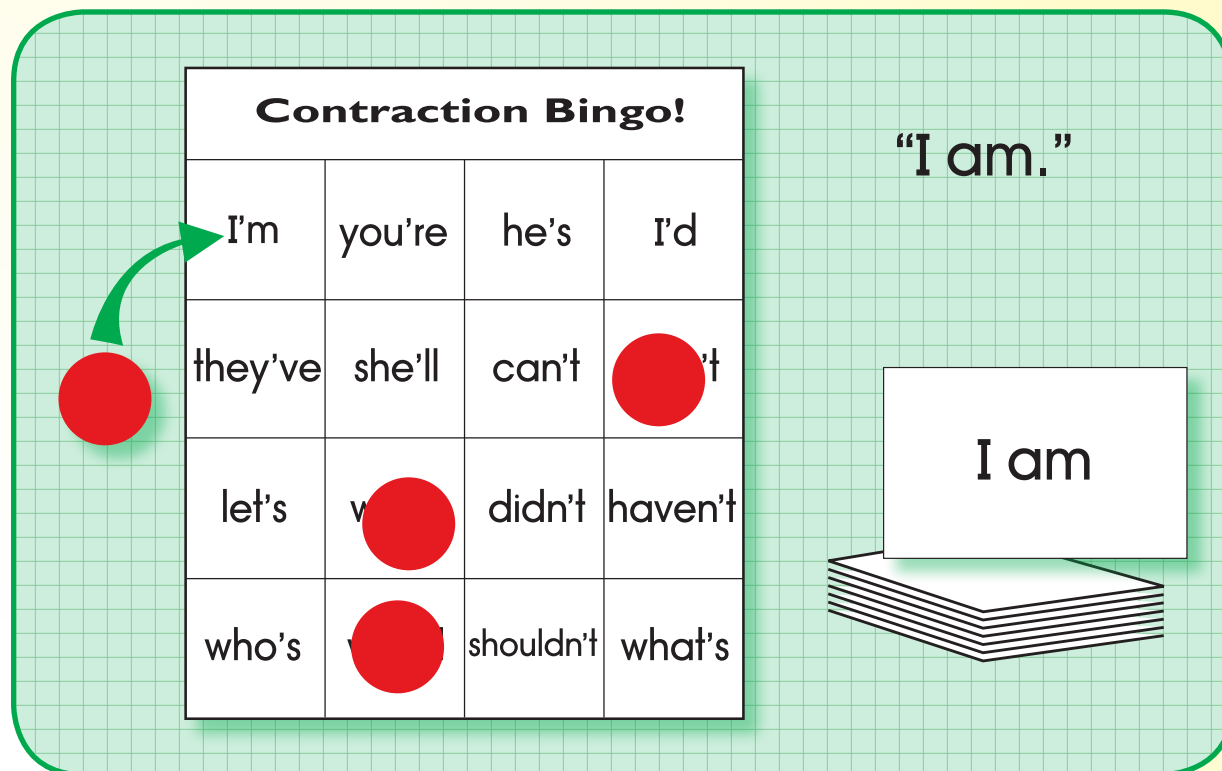
Materials

- ▶ Bingo cards (Activity Master V.001.AM1a - V.001.AM1b)
Each card has different contractions.
- ▶ Word cards (Activity Master V.001.AM2a - V.001.AM2d)
- ▶ Counters

Activity

Students identify contractions by playing a bingo-type game.

1. Place the word cards face down in a stack. Provide each student with a bingo card and counters.
2. Taking turns, students select the top card and read the words.
3. Look for the matching contraction on the bingo card. If there is a match, place a counter on that contraction. Return card to the bottom of the stack.
4. The game is finished when one card is covered with counters and a student says "Contraction Bingo!"
5. Peer evaluation



I'm	you're	he's	I'd
they've	she'll	can't	●'t
let's	●	didn't	haven't
who's	●	shouldn't	what's

"I am."

I am

Extensions and Adaptations

- ▶ Use other contractions and bingo cards with different words (Activity Master P.004.AM3).

Vocabulary

Contraction Bingo!

V.001.AM1a

Contraction Bingo!			
I'm	you're	he's	I'd
they've	she'll	can't	don't
let's	we're	didn't	haven't
who's	who'll	shouldn't	what's



Contraction Bingo!

she's	you'd	we've	they'll
couldn't	isn't	they're	here's
weren't	that's	I'll	hasn't
there's	aren't	won't	I've



Vocabulary

Contraction Bingo!

V.001.AM2a

I am

you are

he is

I would

they have

she will

can not

do not



let us

we are

did not

have not

who is

who will

should not

what is



Vocabulary

Contraction Bingo!

V.001.AM2c

she is

you would

we have

they will

could not

is not

they are

here is



were not

that is

I will

has not

there is

are not

will not

I have





Synonym Dominoes



Objective

The student will identify synonyms.



Materials

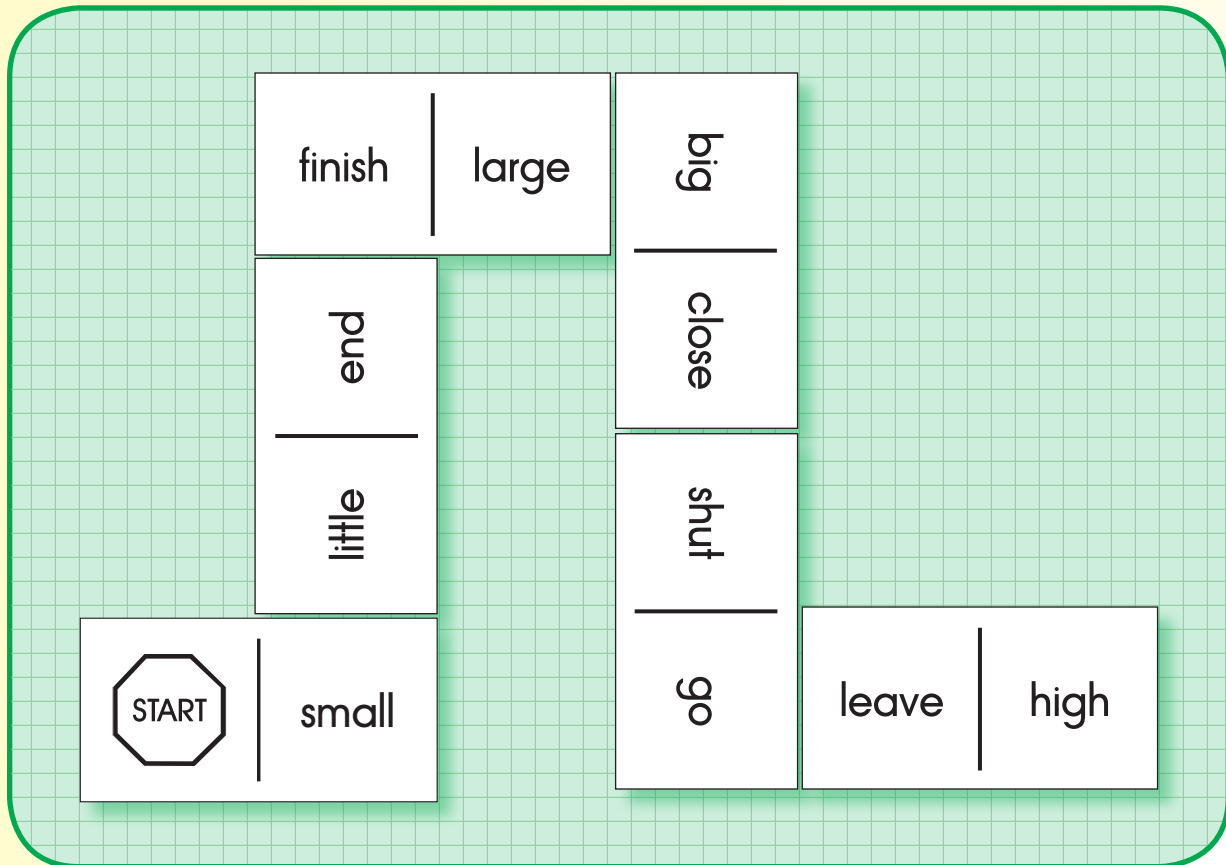
► Synonym domino cards (Activity Master V.002.AM1a - V.002.AM1b)



Activity

Students identify synonyms by playing a domino game.

1. Scatter synonym domino cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table, and reads the word on the other end of the domino (i.e., small).
3. Looks for a domino with a synonym (i.e., little). Connects it to the domino.
4. Student two reads the word on the other side of the domino (i.e., end) and finds the domino with a matching synonym and reads word. Connects it to the domino.
5. Continue until all the dominoes are connected.
6. Peer evaluation



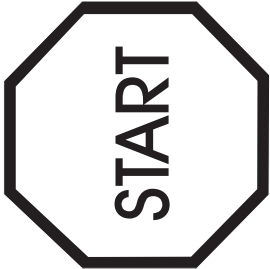
Extensions and Adaptations

► Use antonym dominoes (Activity Master V.002.AM2a -V.002.AM2b).

Vocabulary

V.002.AM1a

Synonym Dominoes

 small	end little	large finish
big close	shut go	leave high


START/small, little/end, finish/large, big/close, shut/go, leave/high



Vocabulary

Synonym Dominoes

V.002.AM1b

tall	make	every
under	fast	all
quick	look	below
		

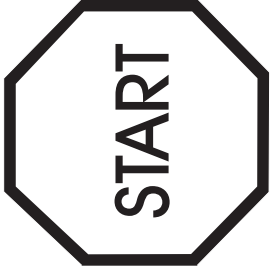


tall/make, build/every, all/below, under/fast, quick/look, see/STOP

Vocabulary

V.002.AM2a

Synonym Dominoes - Adaptation (Antonyms)

 after	before small	big right
left close	open day	night same


START/after, before/small, big/right, left/close, open/day, night/same



Vocabulary

Synonym Dominoes - Adaptation (Antonyms)

V.002.AM2b

up	different
last	down
small	first
large	over
under	play
work	



different/up, down/last, first/small, large/over, under/play, work/STOP



Objective

The student will identify antonyms.

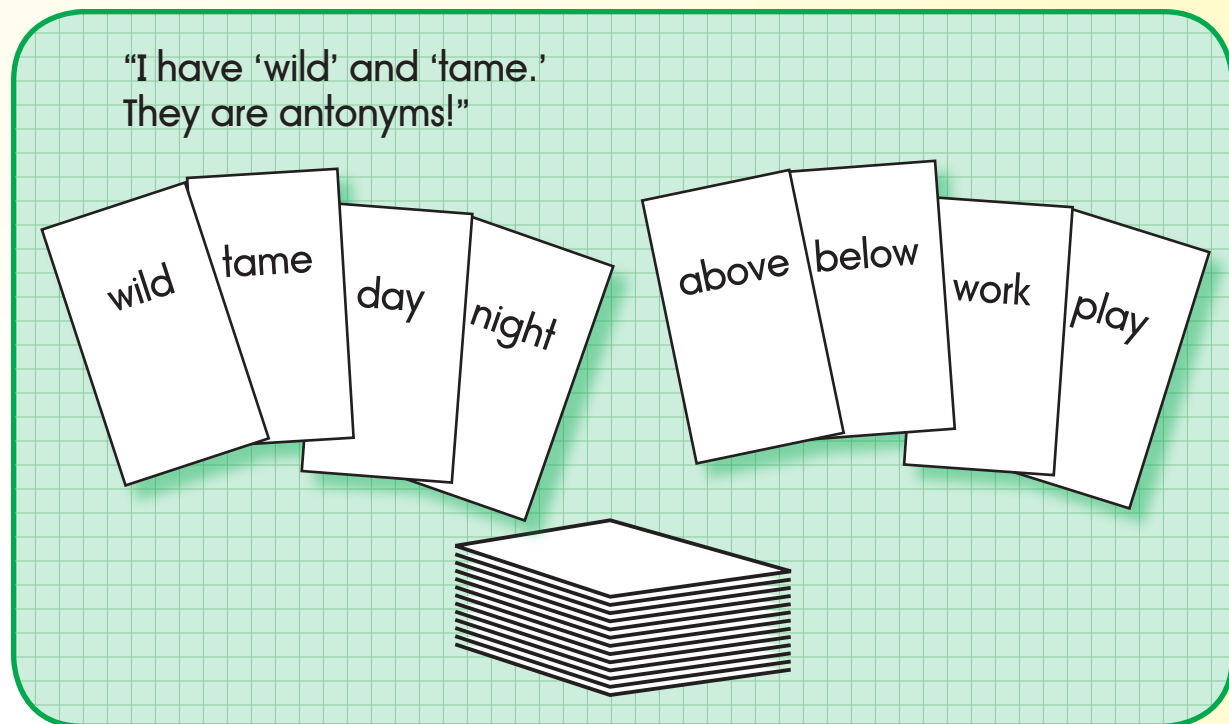
Materials

- ▶ Word cards (Activity Master V.003.AM1a - V.003.AM1j)

Activity

Students identify antonyms by playing a card game.

1. Divide the word cards into three equal stacks. Each student gets one stack and the remaining stack is the “lake.”
2. Students check their cards for matching antonyms. Read the words and place the matching sets down. For example, “I have wild and tame, they are antonyms.”
3. Student one asks for a specific antonym for one of the cards that he is holding. For example, “Do you have a card that is the opposite of cold?”
4. If yes, student two gives the antonym (i.e., hot) to student one who reads both words. Places match down. If no, student two says, “Go fishing for an antonym!” Student one selects the top card from the “lake” stack.
5. Student two takes a turn.
6. Continue game until all cards are matched.
7. Peer evaluation



Extensions and Adaptations

- ▶ Do an open sort with word cards.

Vocabulary

Opposites Attract

V.003.AM1a

over

under

work

play

before

after



last

first

take

give

win

lose



Vocabulary

Opposites Attract

V.003.AM1c

wild

tame

always

never

above

below



no

yes

add

subtract

day

night



Vocabulary

Opposites Attract

V.003.AM1e

long

short

funny

sad

more

less



laugh	cry	new
old	end	begin



Vocabulary

Opposites Attract

V.003.AM1g

there

here

out

in

pass

fail



fix

break

awake

asleep

fancy

plain



Vocabulary

Opposites Attract

V.003.AM.II

cool

warm

sour

sweet

lost

found



push

pull

wet

dry

thin

thick





Synonym-Antonym Connections

Objective

The student will identify synonyms and antonyms.

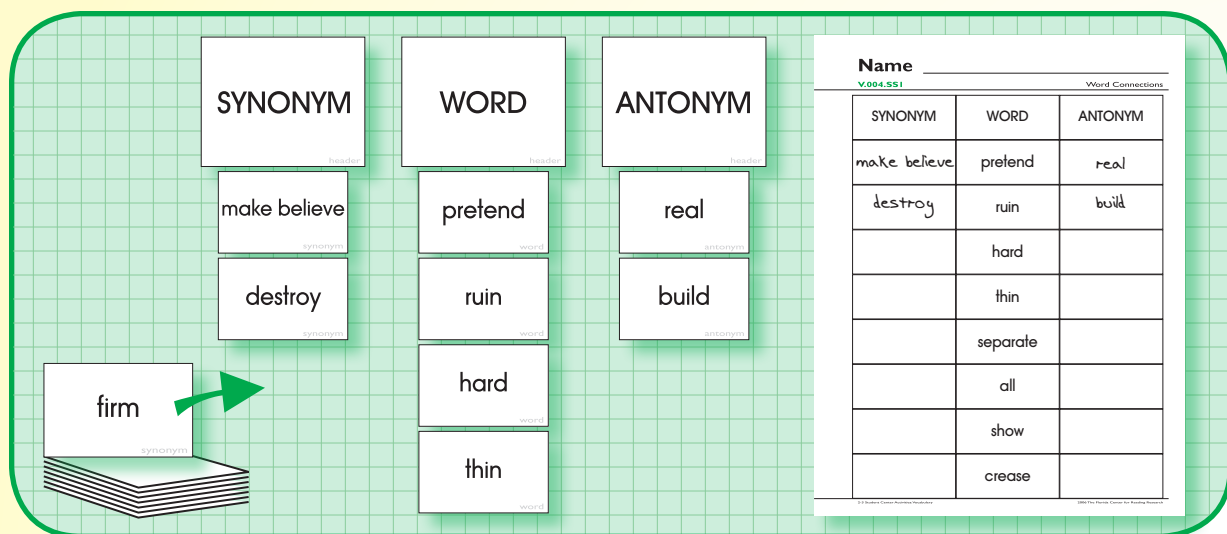
Materials

- ▶ Header cards (Activity Master V.004.AM1)
- ▶ Word cards (Activity Master V.004.AM2)
- ▶ Synonym and antonym cards (Activity Master V.004.AM3a - V.004.AM3b)
- ▶ Student sheet (Activity Master V.004.SS1)
- ▶ Pencils

Activity

Students identify synonyms and antonyms by playing a game.

1. Place header cards face up in a row at the center in the following order: SYNONYM, WORD, ANTONYM. Place word cards face up in a column under the WORD header card. Place synonym and antonyms 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 it. (e.g., “firm”).
3. Determines if it is a synonym or antonym by reading the designation at the bottom of the card (i.e., synonym).
4. Read the words in the middle column and determine where the synonym or antonym card should be placed (i.e., next to “hard”).
5. Reverse roles and continue until all words are placed.
6. Record synonyms and antonyms next to the words on student sheet.
7. Teacher evaluation



The diagram illustrates the game setup on a grid background. It shows three columns of header cards: 'SYNONYM', 'WORD', and 'ANTONYM'. Under the 'WORD' header, there is a vertical column of word cards: 'pretend', 'ruin', 'hard', and 'thin'. To the left, there is a stack of synonym and antonym cards. The top card is 'firm' with a green arrow pointing to the 'WORD' column. Below it are 'make believe' and 'destroy'. To the right, there is a student sheet titled 'Name _____' and 'V.004.SS1 Word Connections'. The sheet has a table with three columns: 'SYNONYM', 'WORD', and 'ANTONYM'. The 'WORD' column contains the words from the word cards: 'pretend', 'ruin', 'hard', 'thin', 'separate', 'all', 'show', and 'crease'. The 'SYNONYM' and 'ANTONYM' columns are empty.

SYNONYM	WORD	ANTONYM
make believe	pretend	real
destroy	ruin	build
	hard	
	thin	
	separate	
	all	
	show	
	crease	

Extensions and Adaptations

- ▶ Find synonym and antonyms of target words (Activity Master V.004.SS2).

SYNONYM

header

ANTONYM

header

WORD

header

header

header cards



Vocabulary

Synonym-Antonym Connections

V.004.AM2

pretend

word

ruin

word

hard

word

thin

word

separate

word

all

word

show

word

crease

word

word cards



Vocabulary

V.004.AM3a

Synonym-Antonym Connections

make believe

synonym

destroy

synonym

firm

synonym

narrow

synonym

apart

synonym

everybody

synonym

display

synonym

wrinkle

synonym

synonym cards



Vocabulary

Synonym-Antonym Connections

V.004.AM3b

real

antonym

build

antonym

soft

antonym

wide

antonym

together

antonym

nobody

antonym

hide

antonym

smooth

antonym

antonym cards



Name _____

V.004.SSI

Synonym-Antonym Connections

SYNONYM	WORD	ANTONYM
	pretend	
	ruin	
	hard	
	thin	
	separate	
	all	
	show	
	crease	

Name _____

Synonym-Antonym Connections

V.004.SS2

SYNONYM	WORD	ANTONYM



Objective

The student will identify abbreviations.



Materials

- ▶ Abbreviation cards (Activity Master V.005.AM1a - V.005.AM1e)



Activity

Students match abbreviations to their corresponding words by playing a memory game.

1. Place the abbreviation cards face down in rows.
2. Taking turns, students turn over two cards. Read the abbreviations and words (e.g., lb. and pound). If the cards match, place the matched cards aside. If the cards do not match, return the cards face down in their original spots.
3. Continue until all the cards are matched.
4. Peer evaluation

	lb.			
				pound



Extensions and Adaptations

- ▶ Use other abbreviations and corresponding words.

Vocabulary

Abbreviation Match-Up

V.005.AM1a

ounce

oz.

mathematics

math

hour

hr.

Mister

Mr.



Vocabulary

V.005.AM1b

Abbreviation Match-Up

Avenue

Ave.

pound

lb.

chapter

chap.

page

p.



Vocabulary

Abbreviation Match-Up

V.005.AM1c

gallon

gal.

Doctor

Dr.

Fahrenheit

F.

August

Aug.



Vocabulary

V.005.AM1d

Abbreviation Match-Up

Tuesday

Tues.

Junior

Jr.

Captain

Capt.

miles
per hour

mph



Vocabulary

Abbreviation Match-Up

V.005.AM1e

Saturday

Sat.

United
States

U.S.

Florida

FL

Celsius

C.





Objective

The student will identify homophones.

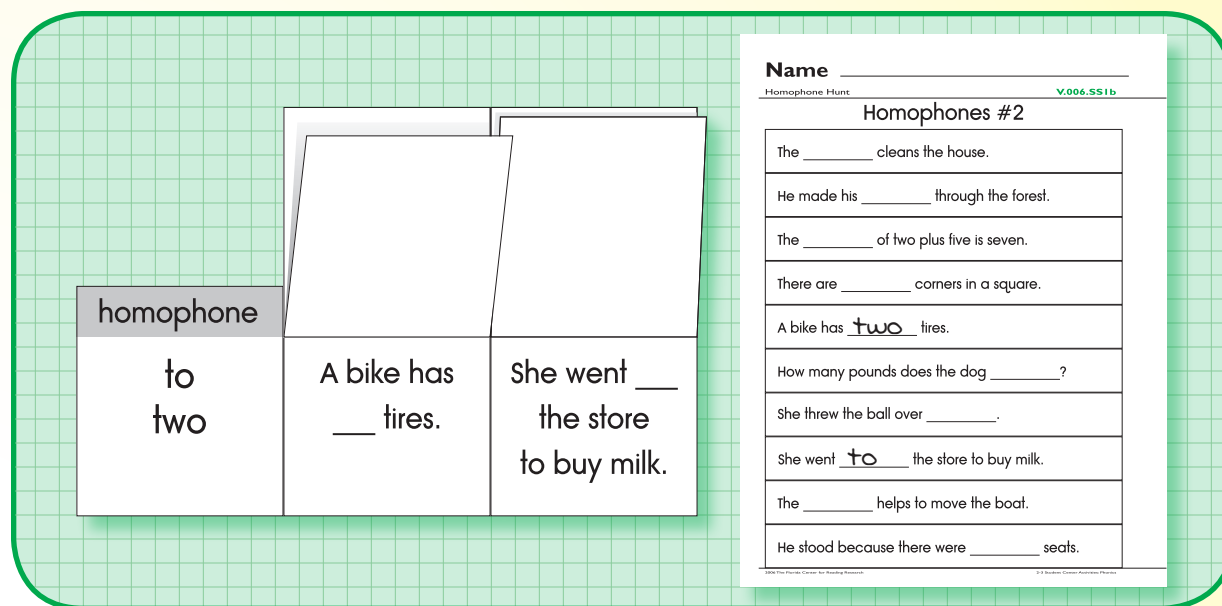
Materials

- ▶ Flip pages (Activity Master V.006.AM1a - V.006.AM1e)
Copy, laminate, cut, compile book, and staple. Cut up to the gray line in between flip pages. Staple to card stock or poster board for better handling.
- ▶ Student sheet (Activity Master V.006.SS1a - V.006.SS1b)
There are two students sheets. These can be used individually or copied back to back.
- ▶ Answer Key (Activity Master V.006.AM2a - V.006.AM2b)
- ▶ Pencil

Activity

Students choose the correct homophone in a flip book to complete sentences.

1. Place flip book at the center. Provide each student with a student sheet.
2. The student “flips” the pages in the flip book and selects a pair of homophones and reads them.
3. “Flips” through the sentence pages to find the two sentences that correspond to the homophones.
4. Writes the correct homophone in the blanks of the corresponding sentence on the student sheet.
5. Continue until student sheet is complete.
6. Teacher evaluation



The flip book consists of a central card with a gray header labeled "homophone" and two columns of text. The left column lists the homophones "to" and "two". The right column contains two sentences: "A bike has ___ tires." and "She went ___ the store to buy milk." The student sheet, titled "Homophones #2", contains ten sentences with blanks for the student to write the correct homophone. The first sentence is "The ___ cleans the house." and the tenth is "He stood because there were ___ seats." The word "two" is already written in the second sentence: "A bike has two tires."

Extensions and Adaptations


- ▶ Add pages to flip book (Activity Master V.006.AM3).

Vocabulary


Homophone Hunt

V.006.AM1a

homophone	to two
sentence	Your choices are pizza ___ hamburgers.
sentence	There is a ___ in the shoelace.



for four	He made his ___ through the forest.
The students turned in ___ papers.	



or
oar

Don was _____
happy when
he cut his leg.

The _____
helps to move
the boat.

knot
not

I will _____ a
story about
my trip.

Connie ate
_____ cake and
left the rest.

Vocabulary

Homophone Hunt

V.006.AM1c

Do you draw
with your left
or ___ hand?

He got paid
___ mowing
the grass.

their
there



Theresa ___
her bed.

The ___
cleans the
house.

some
sum



write
right

The ___ of
two plus five
is seven.

There are
___ corners
in a square.

no
know

A bike has
___ tires.

How many
pounds does
the dog ___?



Vocabulary

Homophone Hunt

V.006.AMIe

she went _____
the store
to buy milk.

she threw the
ball over _____.

way
weigh



He stood
because there
were _____ seats.

Do you _____
how to play
basketball?

made
maid



Name _____

V.006.SS1a

Homophone Hunt

Homophones #1

Your choices are pizza _____ hamburgers.

There is a _____ in the shoelace.

Theresa _____ her bed.

The students turned in _____ papers.

Don was _____ happy when he cut his leg.

Do you _____ how to play basketball?

I will _____ a story about my trip.

Connie ate _____ cake and left the rest.

He got paid _____ mowing the grass.

Do you draw with your left or _____ hand?

Name _____

Homophone Hunt

V.006.SS1b

Homophones #2

The _____ cleans the house.

He made his _____ through the forest.

The _____ of two plus five is seven.

There are _____ corners in a square.

A bike has _____ tires.

How many pounds does the dog _____?

She threw the ball over _____.

She went _____ the store to buy milk.

The _____ helps to move the boat.

He stood because there were _____ seats.

Homophones #1 Answer Key

Your choices are pizza or hamburgers.

There is a knot in the shoelace.

Theresa made her bed.

The students turned in their papers.

Don was not happy when he cut his leg.

Do you know how to play basketball?

I will write a story about my trip.

Connie ate some cake and left the rest.

He got paid for mowing the grass.

Do you draw with your left or right hand?

Homophones #2 Answer Key

The maid cleans the house.

He made his way through the forest.

The sum of two plus five is seven.

There are four corners in a square.

A bike has two tires.

How many pounds does the dog weigh?

She threw the ball over there.

She went to the store to buy milk.

The oar helps to move the boat.

He stood because there were no seats.

Vocabulary

V.006.AM3

Homophone Hunt







Homograph Hitch



Objective

The student will identify homographs.



Materials

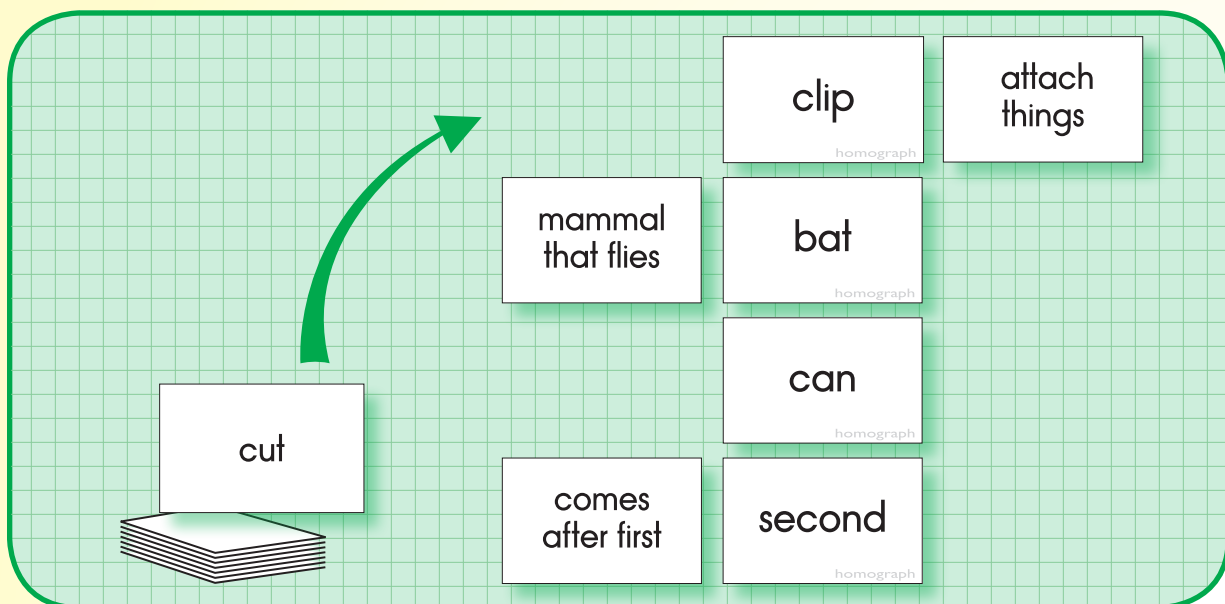
- ▶ Homograph cards (Activity Master V.007.AM1)
- ▶ Meaning cards (Activity Master V.007.AM2a - V.007.AM2b)
- ▶ Student sheet (Activity Master V.007.SS1a - V.007.SS1b)
There are two student sheets.
- ▶ Pencils



Activity

Students identify the meaning of homographs by playing a matching game.

1. Place homograph cards face up in a column at the center. Place meaning cards face down in a stack. Provide each student with a different student sheet.
2. Taking turns, students select the top meaning card from the stack and read it (e.g., cut).
3. Read the words in the column and determine which word best matches the meaning (i.e., clip).
4. Place the meaning card to one side of the homograph card. Reread the homograph and meaning.
5. Continue until each homograph has a meaning card on both sides (i.e., cut and attach things).
6. Complete student sheets by writing sentences to match identified meanings.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Make new homograph and meaning cards. Write corresponding sentences (Activity Master V.007.SS2).

clip

homograph

second

homograph

bat

homograph

ear

homograph

scale

homograph

can

homograph

ring

homograph

rare

homograph



Vocabulary

Homograph Hitch

V.007.AM2a

cut

comes
after first

baseball
equipment

used to hear

a device
to weigh
things

able to

circle

unusual

meaning cards



attach
things

unit of time

mammal
that flies

part of a
corn plant

outer
covering
of fish

metal
container

bell sound

not
cooked
much



Name _____

Homograph Hitch

V.007.SSIa

Homograph	Two sentences showing two different meanings
clip	
second	
bat	
ear	

Name _____

V.007.SS1b

Homograph Hitch

Homograph	Two sentences showing two different meanings
scale	
can	
ring	
rare	

Name _____

Homograph Hitch

V.007.SS2

Homograph	Two sentences showing two different meanings



V.008

Vocabulary

Word Knowledge

Spin Sort

Objective

The student will identify contractions, synonyms, antonyms, abbreviations, homophones, and homographs.

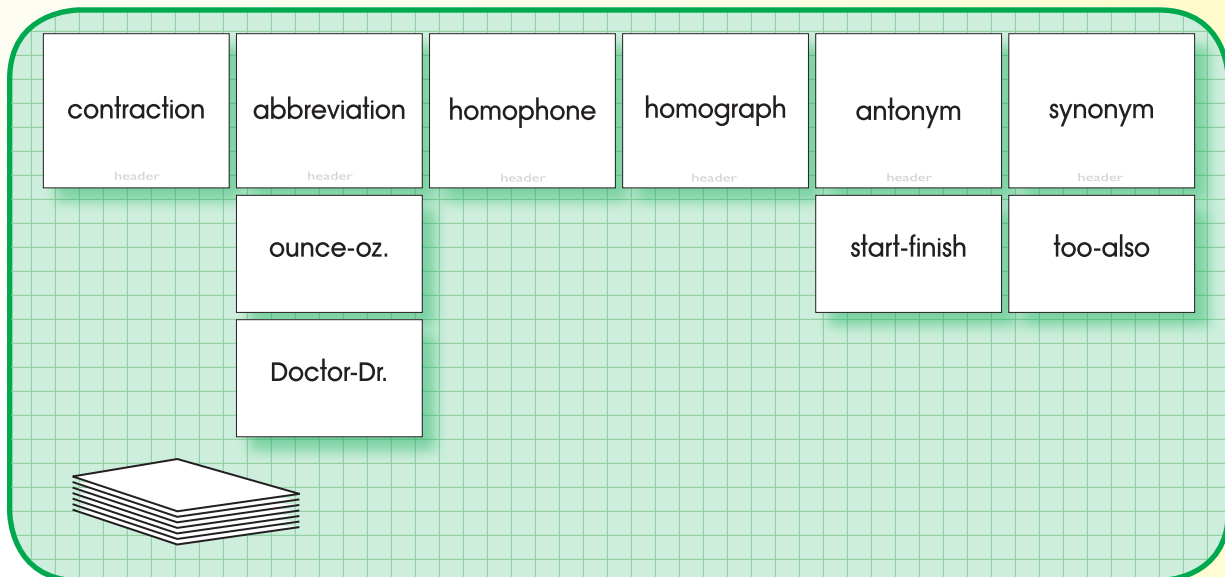
Materials

- ▶ Spinner (Activity Master V.008.AM1)
Laminate.
- ▶ Header cards (Activity Master V.008.AM2)
- ▶ Word cards (Activity Master V.008.AM3a - V.008.AM3d)
- ▶ Student sheet (Activity Master V.008.SS)
- ▶ Pencils

Activity

Students sort words by playing a spinner game.

1. Place the spinner with header cards face up in a row at the center. Shuffle word cards and place in a stack face down.
2. Taking turns, student one spins the spinner and reads the category that the arrow lands on.
3. Looks through the stack and selects a word card that belongs to the category and reads it.
4. Places it under the corresponding header card.
5. Continue until all cards are sorted. Note: If spinner lands on a category that is complete (i.e., five cards), student spins again.
6. Complete the student sheet.
7. Teacher evaluation



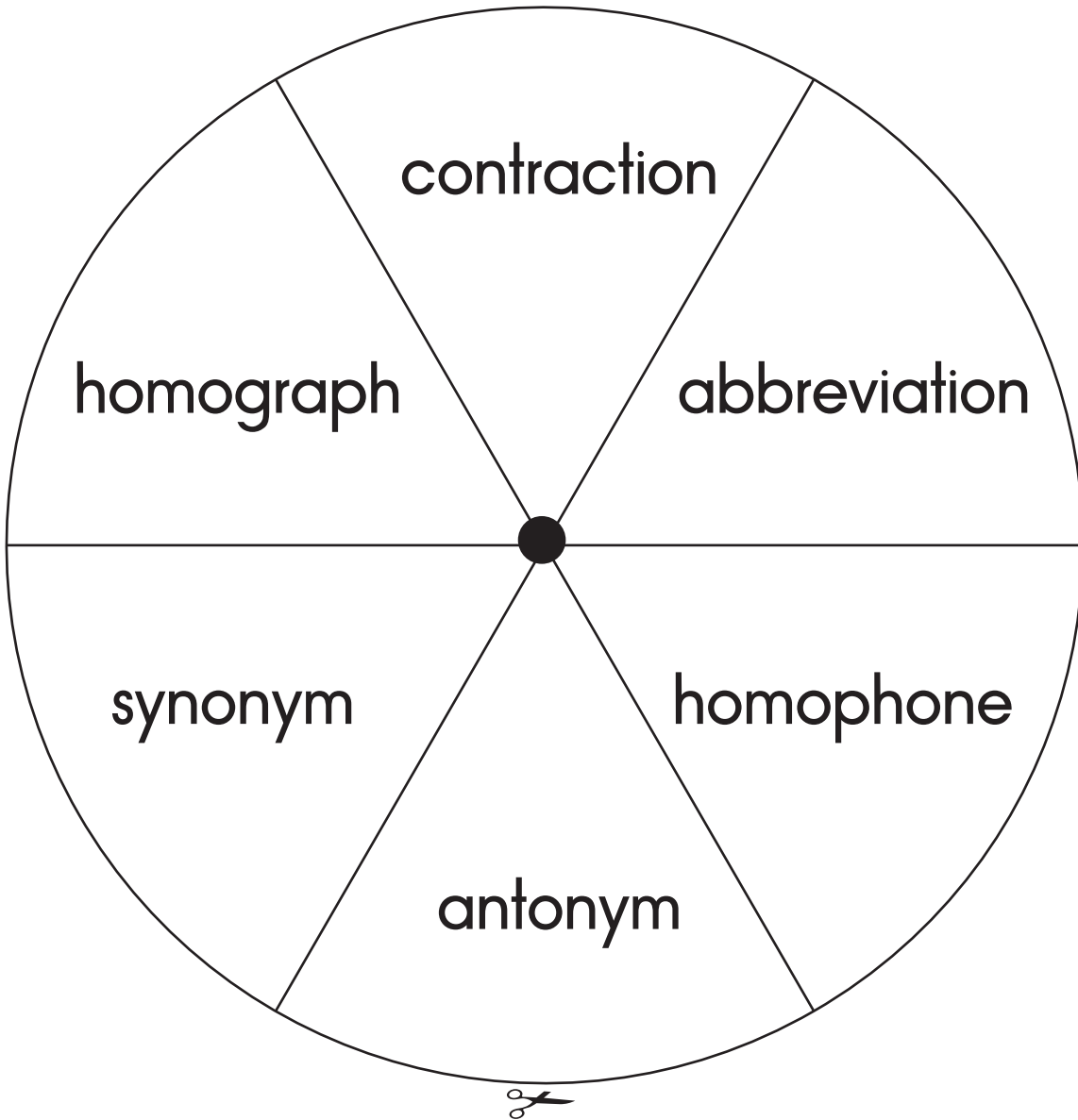
Extensions and Adaptations

- ▶ Write sentences using the pairs of words on paper or the back of the student sheet.
- ▶ Make other word cards to sort.

Vocabulary

Spin Sort

V.008.AMI



contraction

header

abbreviation

header

homophone

header

homograph

header

antonym

header

synonym

header

header cards



Vocabulary

Spin Sort

V.008.AM3a

she'd-
she would

they'll-
they will

won't-will not

he's-he is

wouldn't-
would not

let-allow

almost-nearly

stop-end

word cards



Vocabulary

V.008.AM3b

Spin Sort

wash-clean

too-also

off-on

many-few

up-down

most-least

start-finish

Doctor-Dr.

word cards



Vocabulary

Spin Sort

V.008.AM3c

ounce-oz.

October-Oct.

Mister-Mr.

Junior-Jr.

hour-our

sea-see

eye-I

sail-sale

word cards



Vocabulary

V.008.AM3d

Spin Sort

through-threw

well

- a hole dug for water
- how you feel

left

- direction
- did leave

ball

- toy that bounces
- royal dance

tick

- sound of a clock
- small insect

saw

- a cutting tool
- did see

word cards



Name _____

Spin Sort

V.008.SS

contraction	abbreviation	antonym	synonym	homophone	homograph