



### 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.

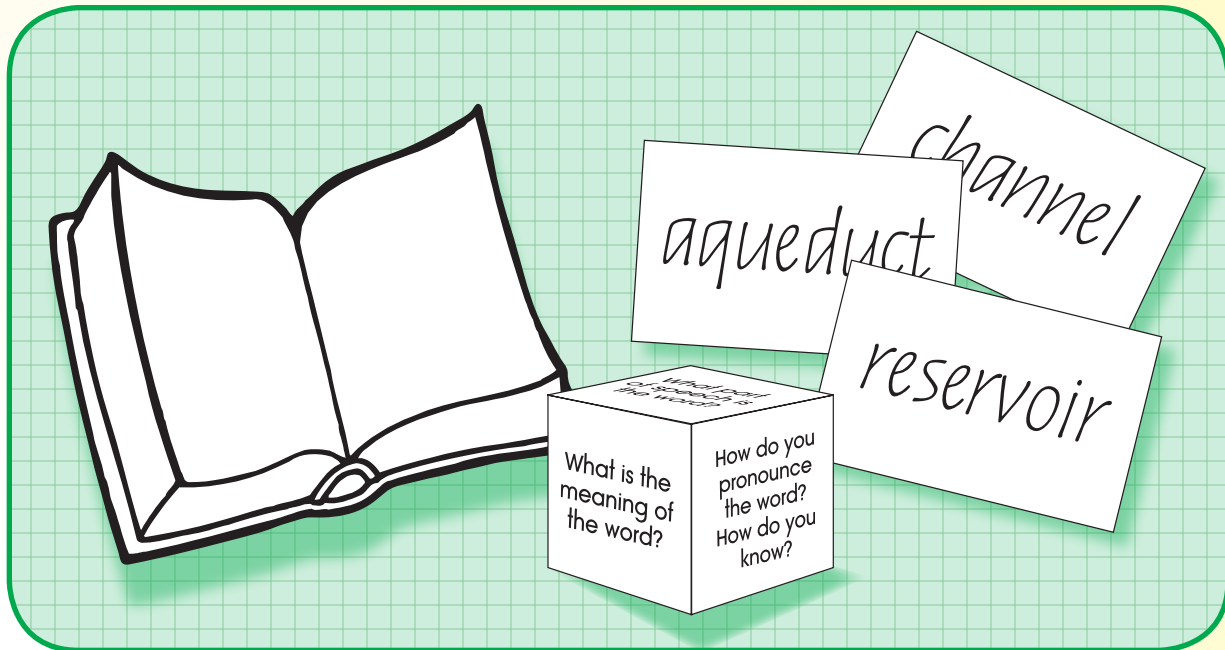
### Materials

- ▶ 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

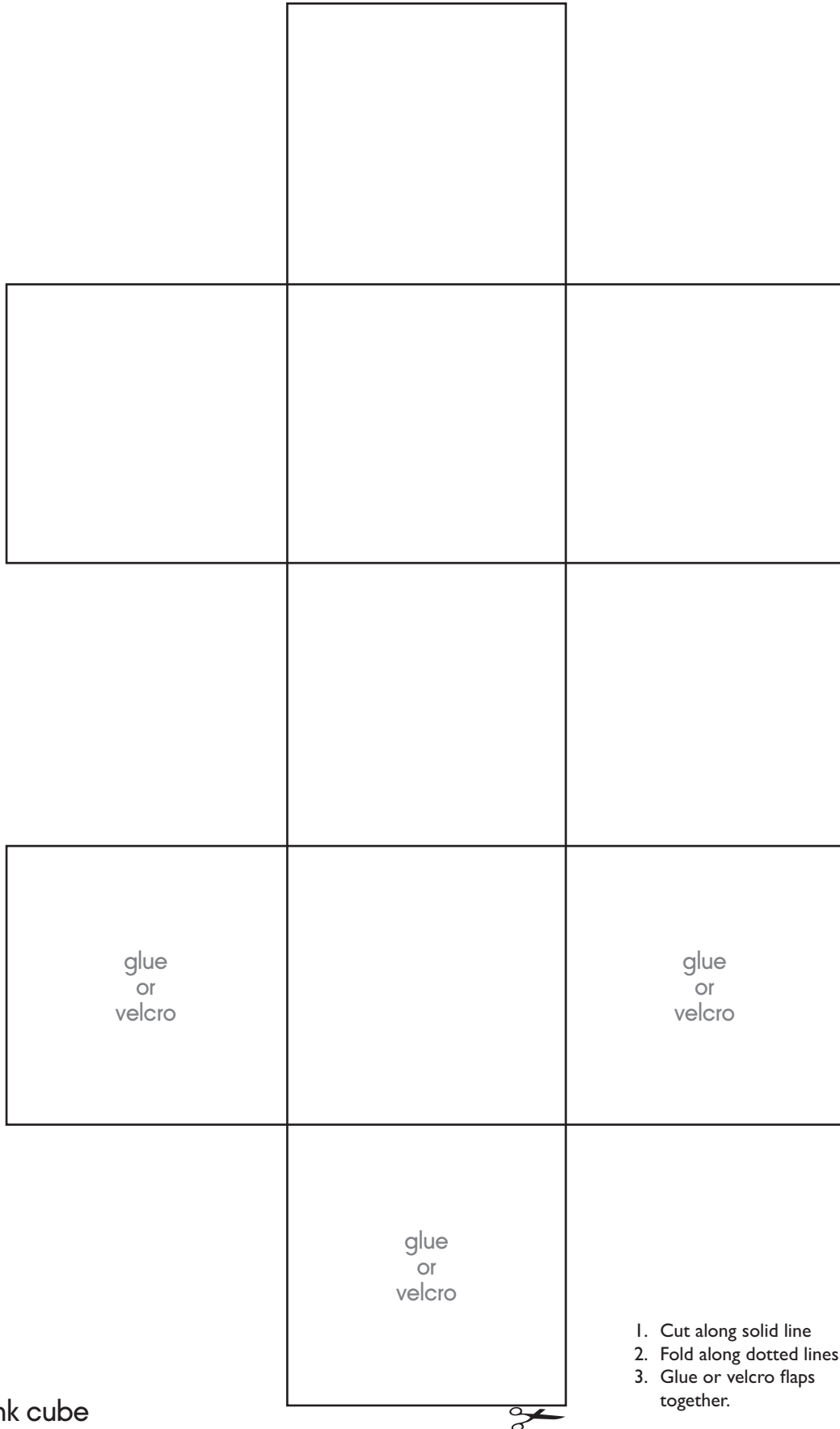
Dictionary Cube

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



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

blank cube





### Objective

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

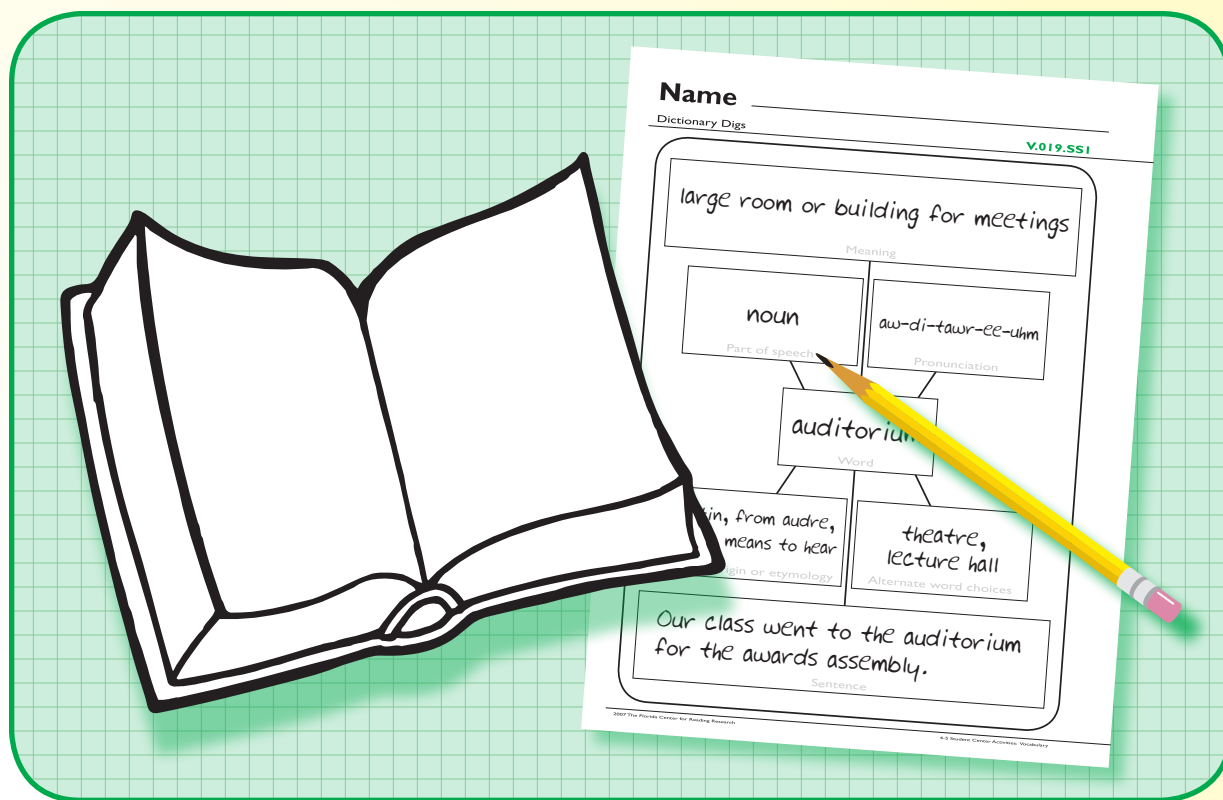
### Materials

- ▶ 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.

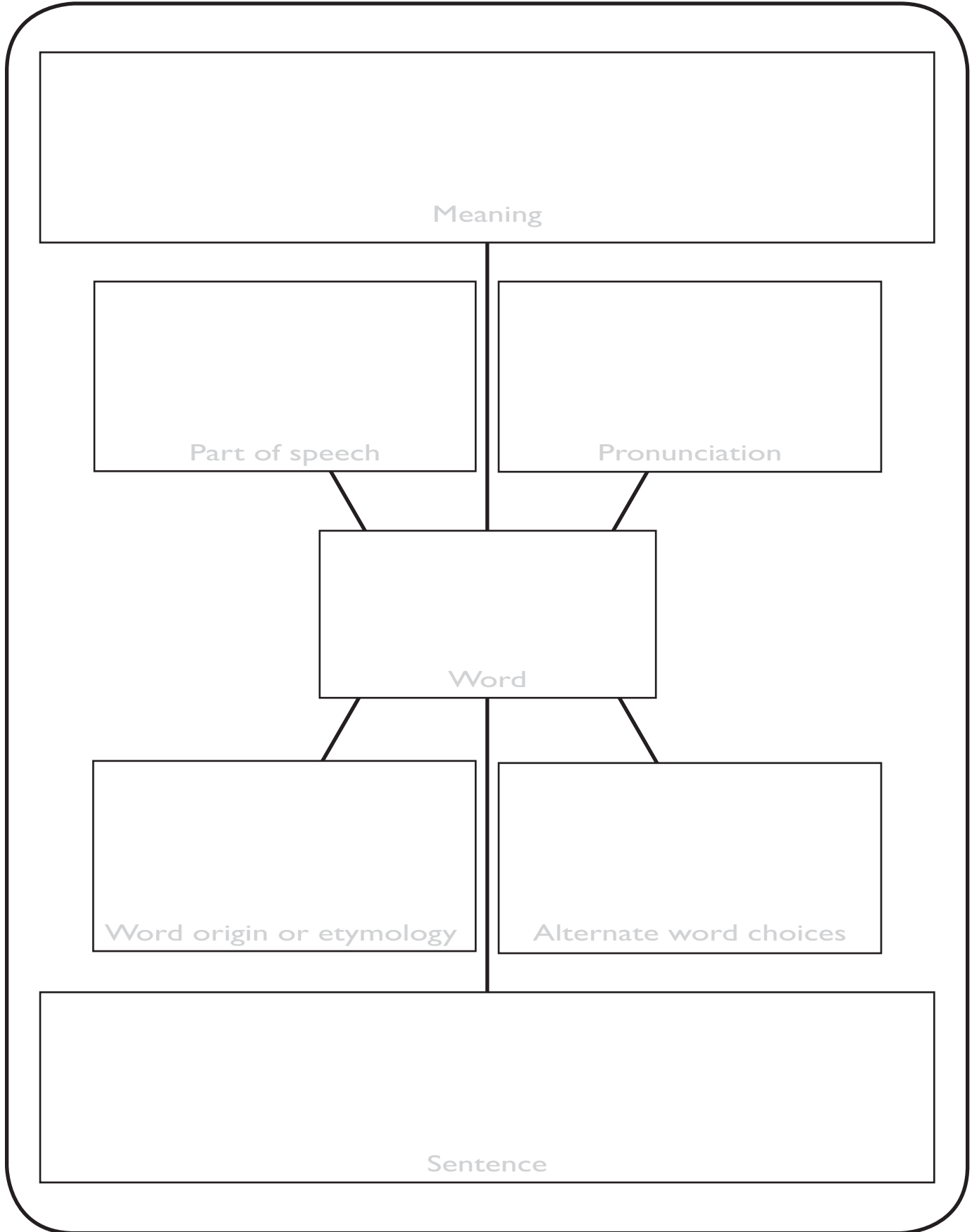
1. Provide the student with a student sheet and a dictionary.
2. The student reads the word on the student sheet and looks the word up in the dictionary.
3. Records meaning and other information about the word using the dictionary.
4. Teacher evaluation



### 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: \_\_\_\_\_

\_\_\_\_\_

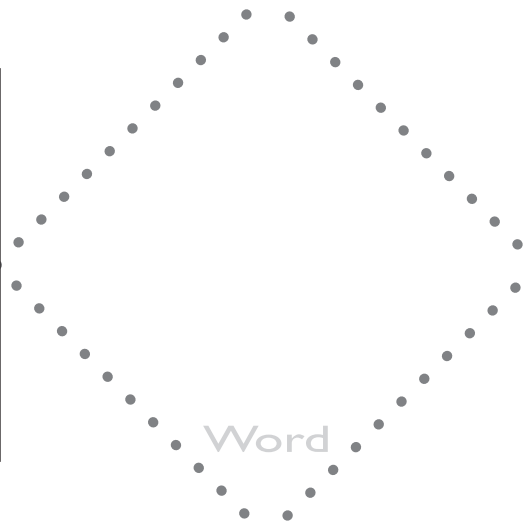


Name \_\_\_\_\_

# Meaning

## Synonyms

## Antonyms



## Other Interesting Word-Related Information



### Objective

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

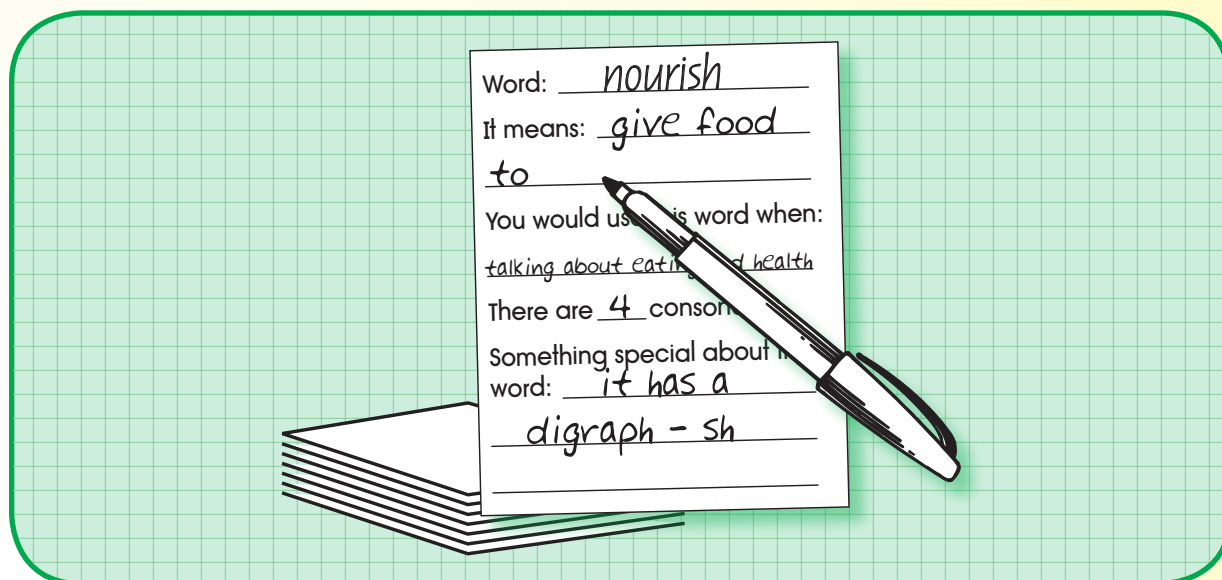
### Materials

- ▶ 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:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

dictionary clue cards







### Objective

The student will identify the meaning of words.

### Materials

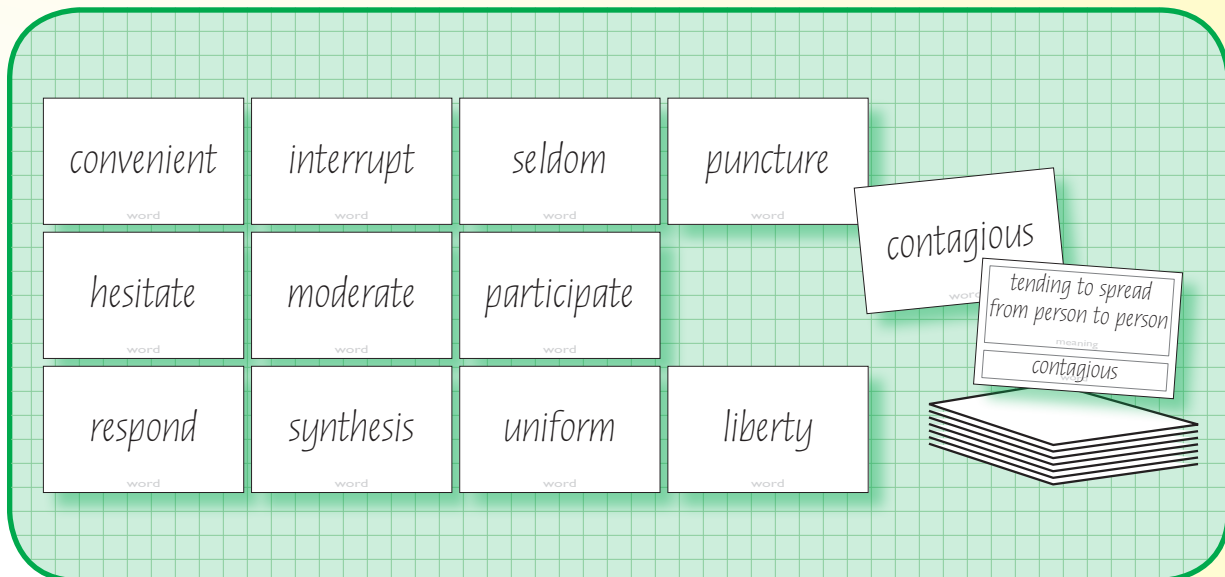
- ▶ Word and meaning cards (Activity Master V.021.AM1)

*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



The illustration shows a 3x4 grid of word cards on a green grid background. Each card has a word in cursive and the word 'word' in small letters at the bottom. The words are: convenient, interrupt, seldom, puncture, hesitate, moderate, participate, respond, synthesis, uniform, and liberty. To the right of the grid is a stack of meaning cards. The top card is labeled 'contagious' and has the meaning 'tending to spread from person to person' written on it. Below the meaning is the word 'contagious' in small letters. There is also a separate card labeled 'contagious' with the word 'word' at the bottom.

### 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	<div data-bbox="802 262 1430 525">meaning</div> <div data-bbox="802 550 1430 644">word</div>
word	<div data-bbox="802 690 1430 953">meaning</div> <div data-bbox="802 978 1430 1073">word</div>
word	<div data-bbox="802 1121 1430 1383">meaning</div> <div data-bbox="802 1409 1430 1503">word</div>
word	<div data-bbox="802 1551 1430 1814">meaning</div> <div data-bbox="802 1839 1430 1934">word</div>

word and meaning cards





### Objective

The student will identify the meaning of words.

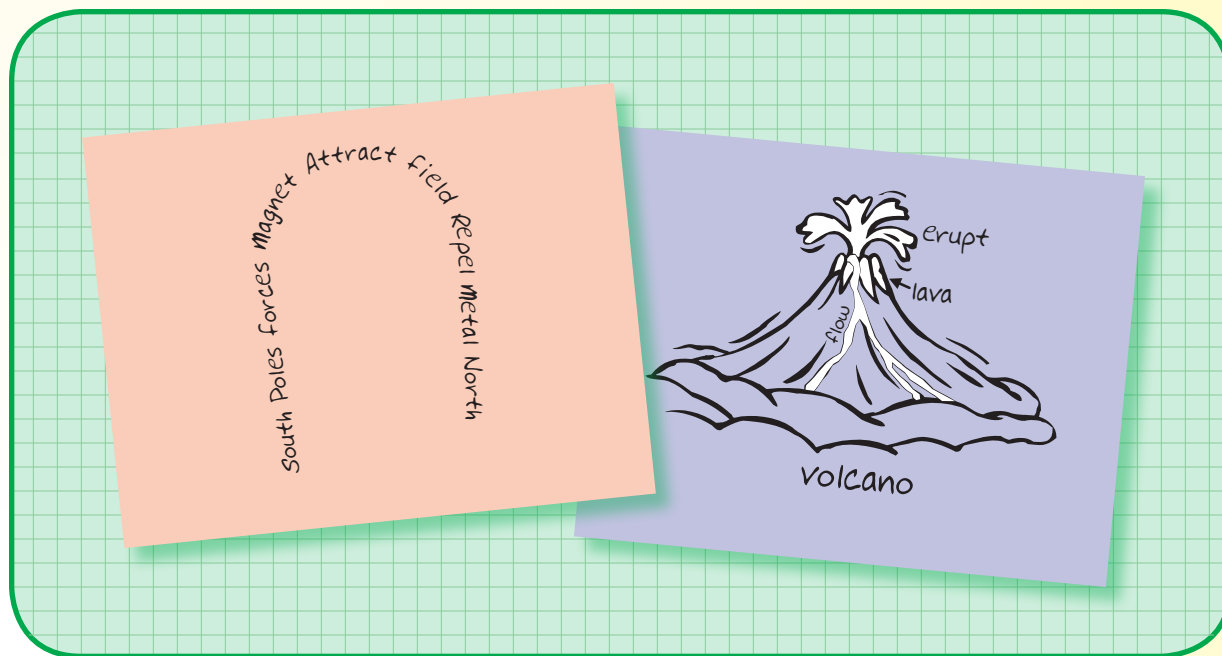
### Materials

- ▶ 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



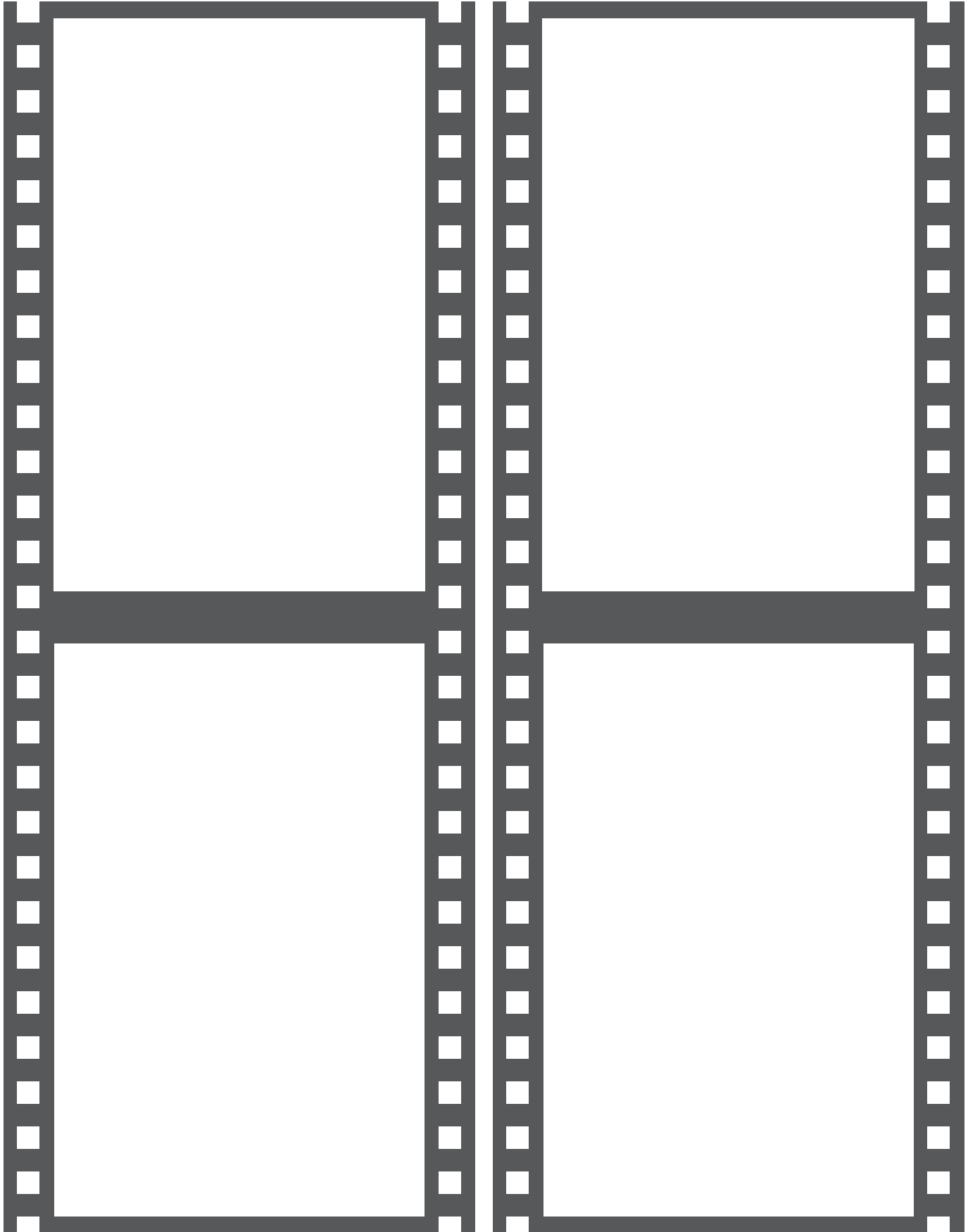
### Extensions and Adaptations

- ▶ 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



Name \_\_\_\_\_

V.022.SS2

Defining Depictions

Word \_\_\_\_\_



### Undercover Meanings

#### Objective

The student will identify the meaning of words.

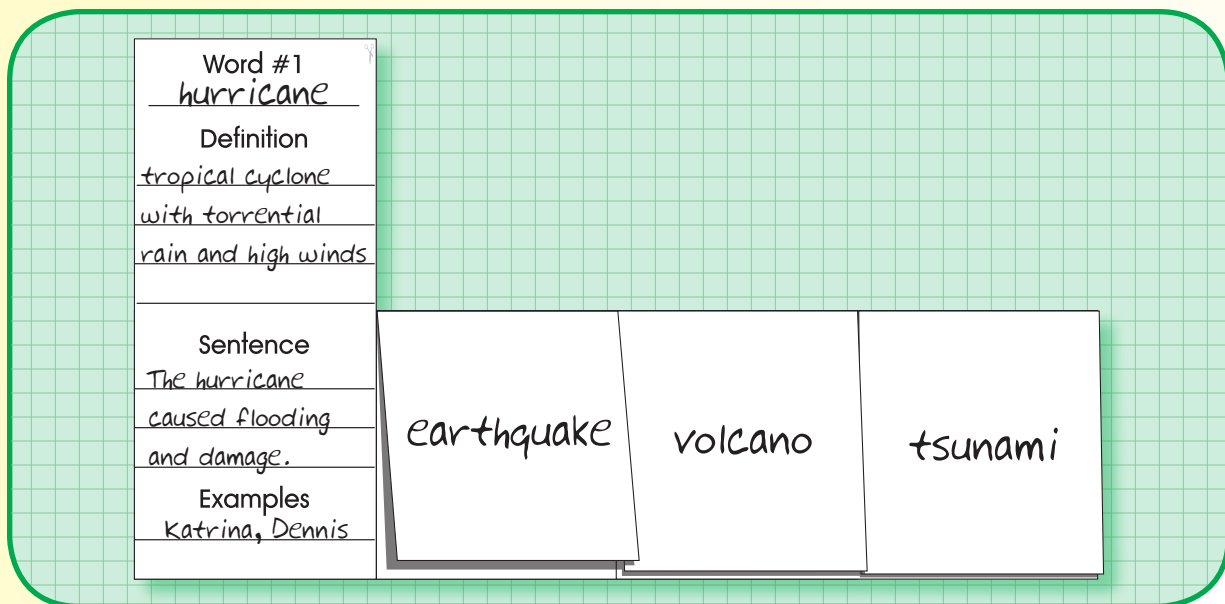
#### Materials

- ▶ 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 <u>tropical cyclone with torrential rain and high winds</u>			
Sentence <u>The hurricane caused flooding and damage.</u>	<u>earthquake</u>	<u>volcano</u>	<u>tsunami</u>
Examples <u>Katrina, Dennis</u>			

#### 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 \_\_\_\_\_

Undercover Meanings

V.023.SS

What is this?

Examples

Non-Examples

Word

What is it like?



# Vocabulary

V.023.AM2

Undercover Meanings

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

fold





### All For One

#### Objective

The student will produce the multiple meanings of words.

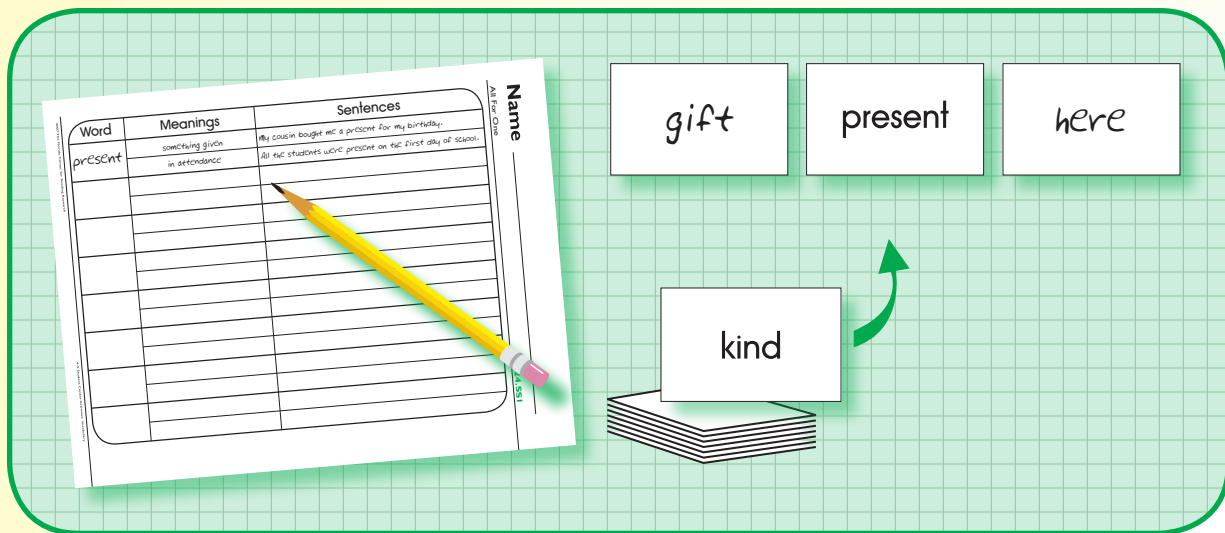
#### Materials

- ▶ 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



The illustration shows a student sheet on the left with a table for recording word meanings and sentences. The table has three columns: 'Word', 'Meanings', and 'Sentences'. The word 'present' is written in the 'Word' column. Under 'Meanings', two meanings are listed: 'something given' and 'in attendance'. Under 'Sentences', two sentences are written: 'My cousin bought me a present for my birthday.' and 'All the students were present on the first day of school.' A yellow pencil is shown writing on the sheet. To the right of the sheet are three word cards: 'gift', 'present', and 'here'. Below these is a stack of blank cards with the word 'kind' on top, and a green arrow pointing from the stack to the 'present' card.

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

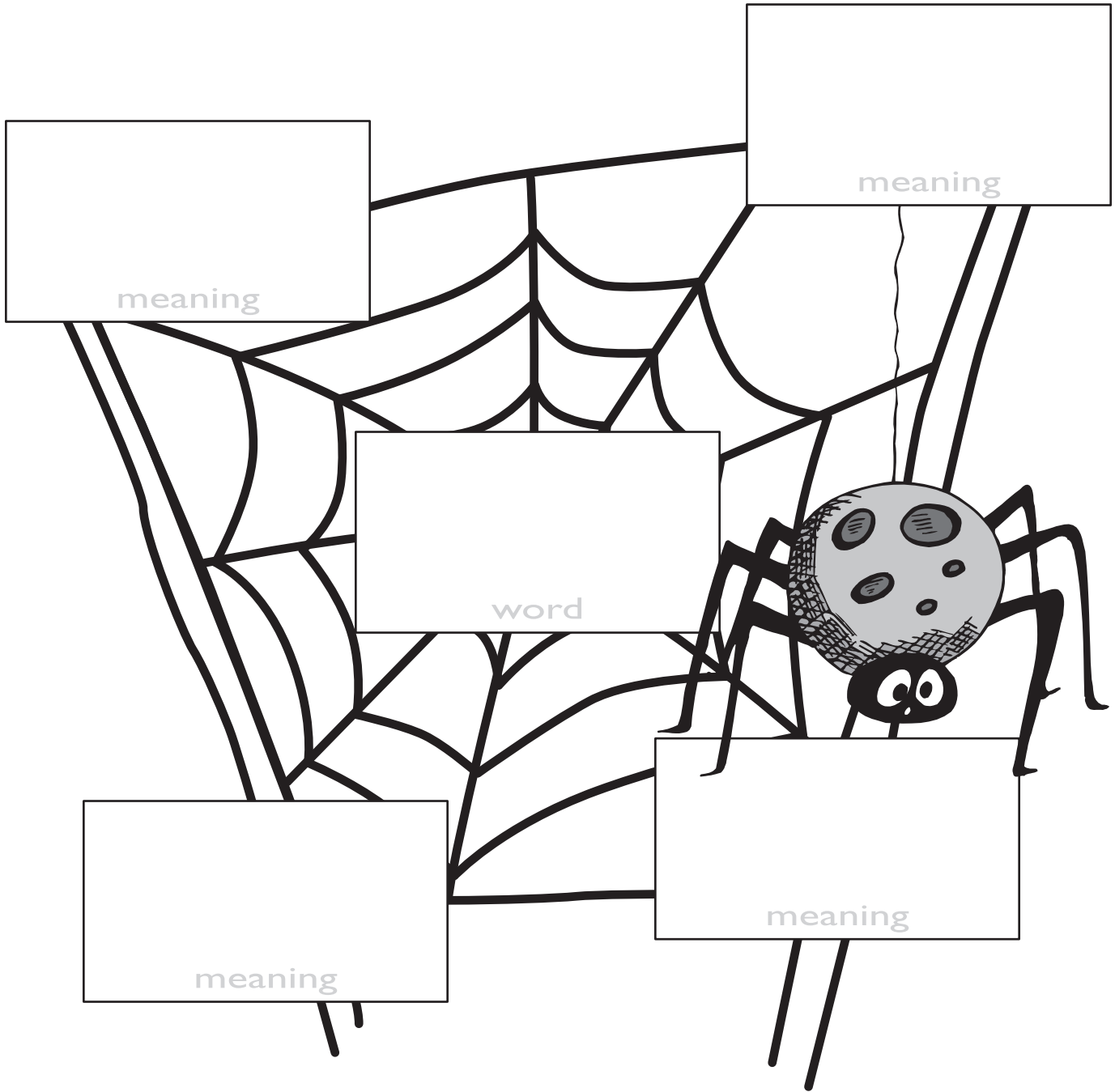

blank cards



# Vocabulary

All For One

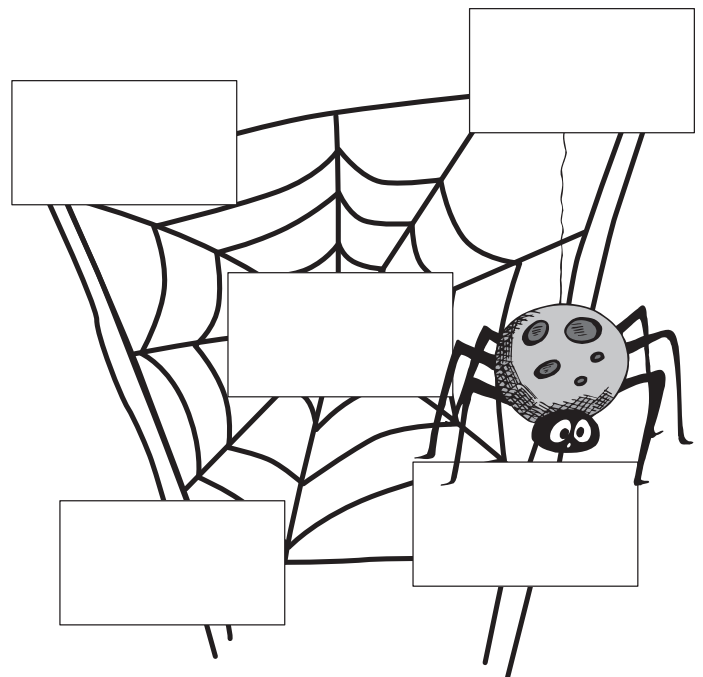
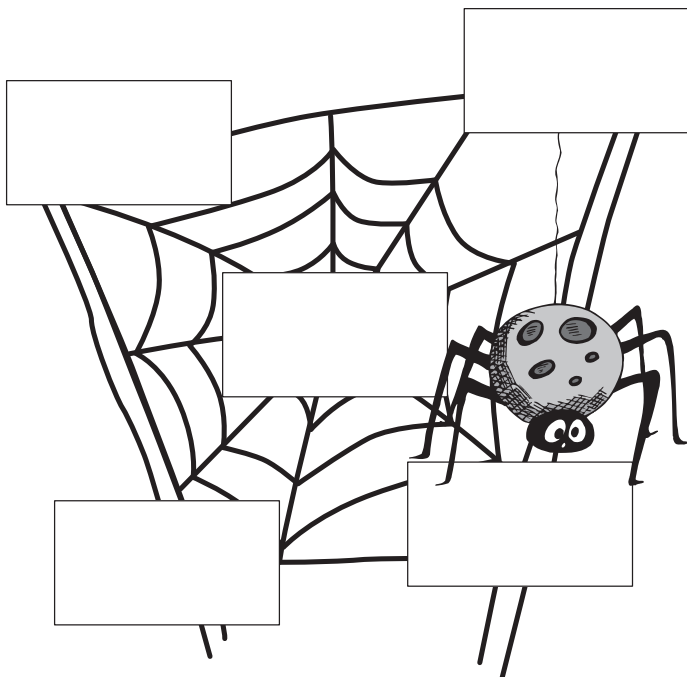
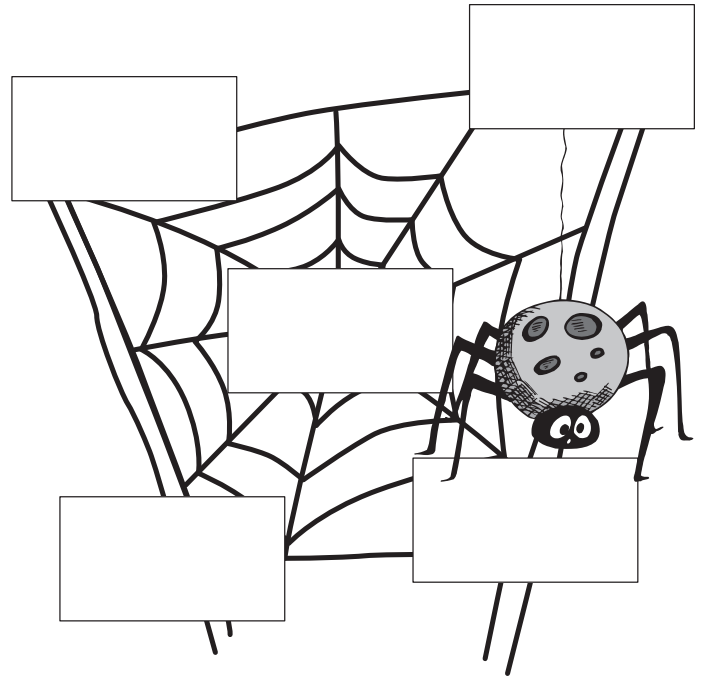
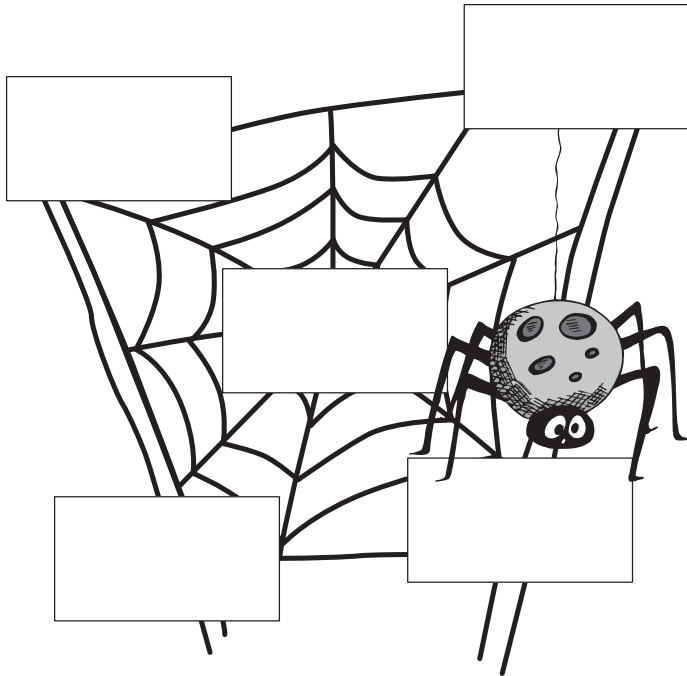
V.024.AM3



Name \_\_\_\_\_

V.024.SS2

All For One





### Ask-A-Word

#### Objective

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

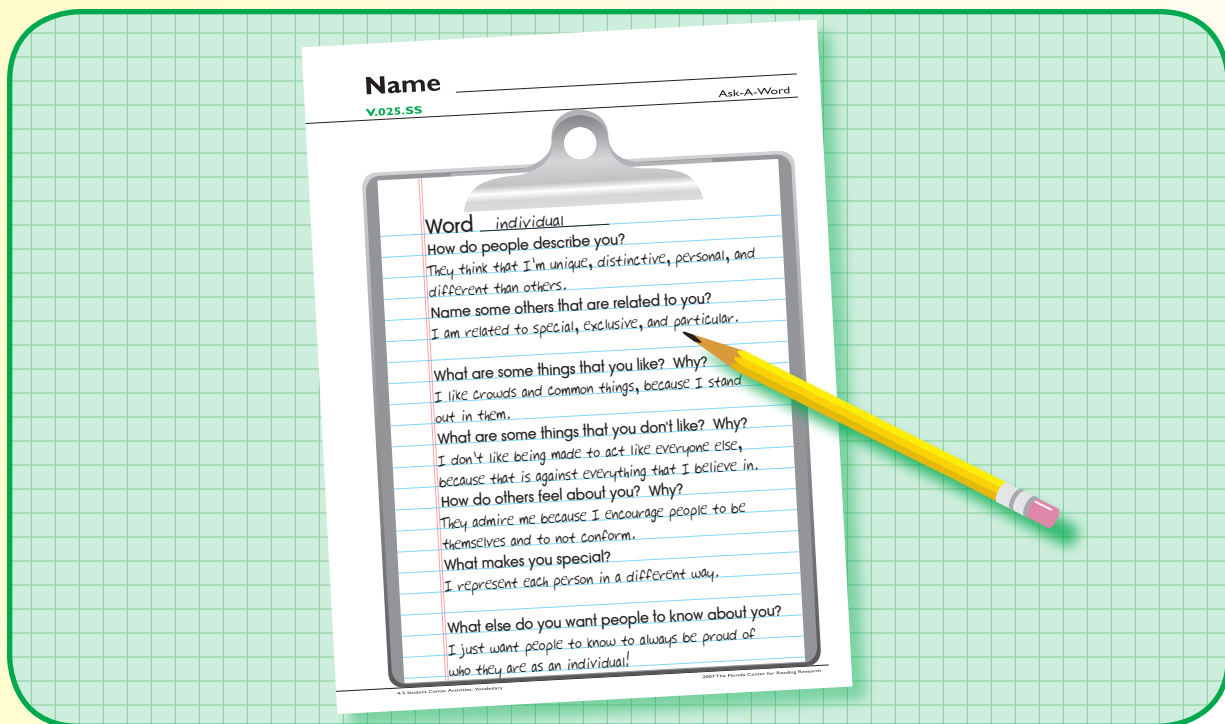
#### Materials

- ▶ 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



#### 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

