

Directions:

1. Write down the word and use it throughout the week.
2. Change labeling around the room:
  - Door/entrance/exit
  - Floor/ground/carpet
  - Marker board/board/writing surface
  - Wall/frame/surrounding/fence
  - Window/glass/transparent/light

Submitted by: Cheryl White  
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Directions:

1. Before introducing a new text, the teacher gets student to think about what might be involved in the story. (Engage prior knowledge.)
2. Look at the cover and think of what words they may see/read in the story.
3. Write one word on an index card or sticky note. Try to think of one no one else may think of.
4. Put the cards/sticky notes on board or chart.
5. Categorize words – in different areas.
  - Ex: Who has a word that is a synonym for...?
  - How can we group the words...?
  - Write a prediction using the words.

Submitted by: Bev Furlong  
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VOCABULARY: Shared reads

PARENT/TEACHER

Directions:

1. Poems with one or two high level words in it for discussion.
2. Draw a picture around that word to help create understanding.

Submitted by: A. Risko  
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VOCABULARY: Dictionary

PARENT/TEACHER

Directions:

1. Create a dictionary using sight words, color words, weather words, feeling words, months of the year, math words.

Submitted by: A. Risko  
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VOCABULARY: Concentration

PARENT/TEACHER

Directions:

1. Write a word on a card.
2. Draw a picture relating to the word.
3. Build a concentration game.

Submitted by: A. Risko  
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VOCABULARY: Intercom

TEACHER

Directions:

1. Read vocabulary words over the intercom during announcements.

Submitted by: Marlene Gabriel  
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VOCABULARY: Picture dictionary

PARENT/TEACHER

Directions:

1. Make a picture dictionary to help students with writing vocabulary.
2. Dictionary should include: sight words, color words, number words, days of the week, months of the year, feeling words, opposite words, weather words, position words.

Submitted by: Karen Liu  
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VOCABULARY: Note Card Vocabulary

PARENT/TEACHER

Directions:

1. Find words in a story that may be difficult to understand.
2. Write the words on note cards and talk about each word and what it means.
3. Give the cards to different students. As you read the story, have the student with the cards tell what the word means. Make sure everyone has a card.
4. Try to use the words in their writing sometimes throughout the week or make sure you revisit it.

Submitted by: Michelle Meyer  
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VOCABULARY: Shaving Cream Spelling

TEACHER

Directions:

1. Have students write letters with their fingers in shaving cream on their desk. (Also cleans desk off.)
2. Say name of letter and sound.
3. Begin forming words and understanding of letter sound correspondences.
4. Can also work on long vowel sounds with groups of letters.

Submitted by: Tony Kemper  
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VOCABULARY: Chunky Words

TEACHER

Directions:

1. Using an index card on a pointer, pull chunks of words out of text on an overhead.

Submitted by: Tony Kemper  
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VOCABULARY: Highlight tape

PARENT/TEACHER

Directions:

1. In a book, highlight word parts, prefixes, suffixes, roots and new vocabulary in the story.
2. Ex: when teaching antonyms – highlight them within a story.

Submitted by: Diane Anderson  
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VOCABULARY: Linear Story Prediction

TEACHER

Directions:

1. Make index cards with a vocabulary word on each one. (Or write in a vertical line on an overhead.)
2. Place the words one at a time in a pocket chart. (Or uncover a word one at a time on the overhead.)
3. As each word is uncovered/shown, have students predict what they think the story will be about, what will happen, etc.
4. Continue until all words are shown/uncovered.
5. Students read the story (it is fun to watch the kids as they read and say, “Yea, I was right.” or “Oh, that’s what it is about.”)
6. After reading you can go back through the list and do a quick summary of the story with the vocabulary words.

Submitted by: Kim McEntee  
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VOCABULARY: Memory Game

PARENT/TEACHER

Directions:

1. Make word cards with the vocabulary word on one card and the meaning on another.
2. Have enough sets for groups of 2 to 3 students.
3. You can have the pairs match the word to the definition or let them turn the cards face down and try to match the word to the definition.

Submitted by: Christy Yokley  
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VOCABULARY: Hot Potato Synonyms

PARENT/TEACHER

Directions:

1. Decide on a word to use for that day. Ex: big
2. Teacher starts with a beach ball and tells students the word.
3. Teacher tosses the beach ball to a student. They have to say another word with the same/similar meaning within 3 seconds or they sit down in the circle.
4. Play continues until only one student is standing.
5. Repeat activity to reinforce skill.

Follow-up activity: Create a list of words said on board. Have students create sentences substituting words where appropriate. Ex: The hot air balloon is big.

The hot air balloon is huge.

The hot air balloon is gigantic.

Submitted by: Ashley Arnold  
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VOCABULARY: Prediction

PARENT/TEACHER

Directions:

1. Have students predict words that might be in the story from cover and pictures.
2. Read story together.
3. Go back and cross off words that weren't used and discuss words that were used.

Submitted by: Meg Weinberg  
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VOCABULARY: Wintry Words

TEACHER

Directions:

1. Read a winter poem each morning.
2. Have students select words that they do not know the meaning of.
3. Add the word to a snowdrift poster.
4. Discuss the word, meaning and use in sentences.
5. Each morning before introducing a new poem, review the words on the snowdrift poster.



Submitted by: Jenny Fretz  
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VOCABULARY: Spiral Vocabulary

TEACHER

Directions:

1. The students need to have a spiral notebook in their desks to use for vocabulary.
2. Whenever you introduce a new story, put an overhead up with new vocabulary words in a box.
3. As a class, read them aloud, spell them and use letter cards to make them.
4. Write the meaning of the word on the overhead and have them copy it into their spiral notebook.
5. Take turns making sentences with each of the words.

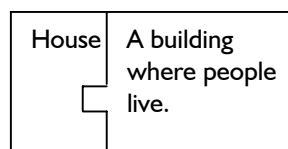
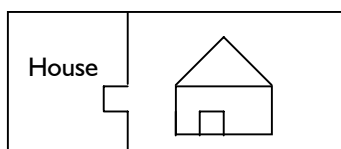
Submitted by: S. Britton  
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VOCABULARY: Puzzle Piece Match-up

PARENT/TEACHER

Directions:

1. Create puzzle pieces with the word and a picture on linking pieces.
2. You could also do the word and the meaning.



Submitted by: Susan Gash  
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VOCABULARY: Flip Book

TEACHER

Directions:

1. Make a flipbook.
2. Illustrate with pictures of vocabulary words.
3. Caption with sentences utilizing vocabulary in text.

Submitted by: Susan Gash  
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VOCABULARY: Changing labels

PARENT/TEACHER

Directions:

1. Change the labels throughout the year for all of the items labeled throughout the room.  
Ex: What was once the 'door' is now the 'entrance'.

VOCABULARY: Trio Reading

TEACHER

Directions:

1. Divide students into groups of 3. Assign each student one of the following jobs.
  - a. Reader – Reads aloud to group a selection of the story.
  - b. Re-teller – When the reader completes the reading assignment, the re-teller sums up in their own words what the reader has read to them.
  - c. Questioner – Comes up with a question about the selection that was read and asks the reader & re-teller. The two of them work together to answer the question.
2. Rotate jobs until the story/chapter is complete.

Submitted by: Sunday Potts  
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VOCABULARY: Attributes Roll the Dice

TEACHER

Directions:

1. Start with a stack of new vocabulary words and dice.
2. Have the child draw a vocabulary card and roll the dice.
3. The child gives number on dice attributes for that vocabulary word.

Example: Vocabulary word – igloo

Child rolls a “3”

Child states

- Made of ice
- Place to live
- Dome-shaped

Submitted by: Katie Laird  
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VOCABULARY: Literature Circles

TEACHER

Directions:

1. Read the text and mark words you don't know, are cool or you think someone in your group might not know with a post-it note.
2. Write the sentence in which the word appears.
3. Define that word (use dictionary).
4. Read your sentence aloud (telling your word 1<sup>st</sup>).
5. Group members try to guess the definition.
6. Tell the definition.
7. Group then draws/creates a symbol to help remember in the future.

Submitted by: Jim Brockway  
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VOCABULARY: Handprints

PARENT/TEACHER

Directions:

1. Trace your hand.
2. Write a word in the center.
3. List synonyms on each finger.



Submitted by: Linda Scott  
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VOCABULARY: Match Games

PARENT/TEACHER

Directions:

1. Write the word on one card and the definition on another.
2. Give each child one card.
3. The students have to find the card that matches their card.
4. Review matches as a class to check accuracy.

Submitted by: Joyce Jones

VOCABULARY: Vocabulary Book

PARENT/TEACHER

Directions:

1. Have the students label each page of a notebook with a letter of the alphabet.
2. Each week, have them write their vocabulary words on the appropriate pages.
3. By the end of the year, they have a notebook full of new words.

Submitted by: Joyce Jones

VOCABULARY: Word Study

TEACHER

Directions:

1. Have the student choose a word from the text they are unfamiliar with and write what they think is the definition.
2. Then they use the text, dictionary, etc. to find the actual meaning.
3. They write down the correct meaning, illustrate it, and use it in a good sentence.

What do I think it means?
What is the actual meaning?
Picture
Use the word in a sentence.

Submitted by: Sue Speck  
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VOCABULARY: Alphabox

TEACHER

Directions:

1. Before reading the story, either choose or have students choose words from the story.
2. Students write the word in the correct letterbox.
3. Activities can be done: ex. Word searches, drawings, body language, etc. to learn the meaning of the words. Words can be added as necessary or needed depending on the student.
4. Before taking the test, key words can be highlighted to help the student focus on preparing.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X,Y,Z

Submitted by: Linda Scott  
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Directions:

1. Make set of cards (1 with words and 1 with definitions).
2. Place the cards face down on the table.
3. Students take turns turning over 2 cards. If it is a match, the student keeps the cards.
4. If they do not match, they are returned face down.
5. Continue play until all of the cards have been paired.
  - \* Students should read both cards aloud before keeping them or returning them to the table.

Submitted by: Amy Pierce  
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Directions:

1. Students should work in groups to act out the vocabulary words using props from the prop box.
2. Students are provided the word on a laminated piece of paper.
3. Students are assessed based on a) student/group rubric and b) teacher rubric.
  - Rubric should include:
    - Number of times the word was used
    - Effectiveness of getting the word across
    - Cooperation
    - Use of props
    - Appropriate use of the social/academic goal set.

Submitted by: Christine Litterick  
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VOCABULARY: Sticky Notes

PARENT/TEACHER

Directions:

1. Using small sticky notes, cover up vocabulary words within the text. (Can be any type of reading).
2. As you read, have the students predict what word would “fit” where the sticky note is.
3. Uncover the word and see if it’s meaning is similar to what the students predicted.

Submitted by: Sheri Long  
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VOCABULARY: WINK


TEACHER

Directions:

- “W” – What’s the word?
- “I” – Illustrate the word.
- “N” – Name the part of speech
- “K” – Know the word. (Use in a sentence – aligning with parts of speech.)

1. Students may use 3x5 or 4x6 note cards.
2. The students may keep the cards in a recipe box or “ring” clip
3. Add words/cards throughout the year.
4. It is important to provide practice in reading text, incorporating words. Not taught in isolation without application and practice.

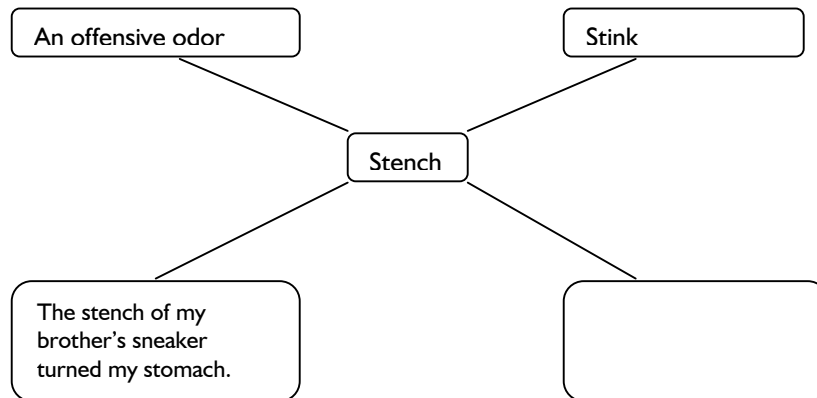
W I N K

Exit	
Verb	The student will <u>exit</u> the room when the bell rings.

Submitted by: Christine Litterick  
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Directions:

1. Write a new word in the center of the web.
2. On each spoke, write the meaning of the word, a synonym, use the word in a sentence and then draw a picture of the word.



Submitted by: Toni Overman  
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Directions:

1. Pair up students and supply with a variety of words list.
2. One student should read the list to the other, sounding out the words.
3. Time students. At one minute, mark where they stopped. Repeat the list again and mark where the same student ends in one minute.
4. Work with weaker students to increase sight word vocabulary.
5. Repeat this activity daily (10 min.) using a new word list. Continue on a regular basis returning to some of the earlier lists to see if the student is retaining the ability to pronounce the words.

Submitted by: Carolyn Trimble  
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VOCABULARY: Rivet

TEACHER

Directions:

1. Using vocabulary from literature, put blanks on the board. (1 for each letter)
2. Give the students the page number of where to locate the word and give them phonics clues until they guess the word correctly.
3. Read the book and generate the meaning of the word.

Submitted by: Dave Elliott  
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VOCABULARY: Sparkle

TEACHER

Directions:

1. Have students stand in a line and give them a word studied in phonics. (Store)
2. The 1<sup>st</sup> student says "S", the next student says, "T", etc.
3. When the 5<sup>th</sup> student says "E", the next student says the word "store" and uses it in a sentence.
4. If the student uses the word correctly, the next person says "Sparkle" and the next person must sit down. If a student doesn't say the correct letter or use the word correctly in a sentence, they must sit down. The last person standing is the winner and the game is over.

Submitted by: Dave Elliott  
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VOCABULARY: Errand Vocabulary

PARENT

Directions:

1. Prior to leaving the house to run errands, choose 3-5 words that your child will see on a billboard or storefronts.
2. Go over phonemic properties and word recognition properties.
3. Reward your child for recognizing and verbalizing words while driving through town.

Submitted by: Candice Anderson  
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VOCABULARY: Words in the Newspaper

PARENT/TEACHER

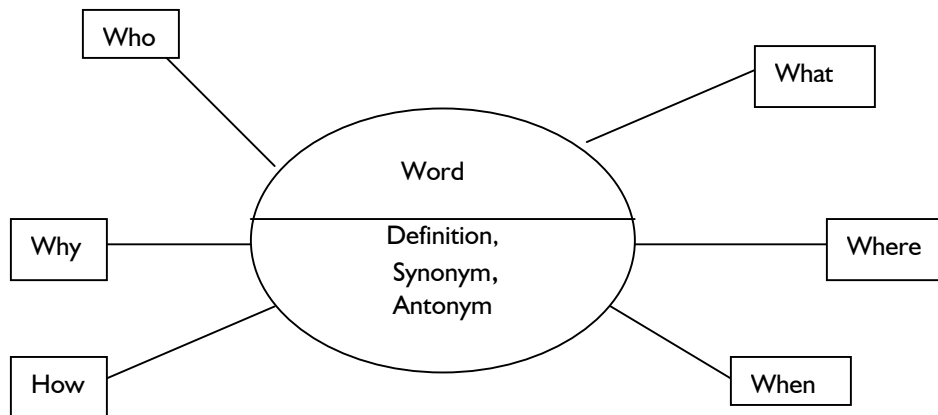
Directions:

1. Using the newspaper – spelling words, reading vocabulary, etc. can be found by looking at articles.
2. Students can circle, hi-light, or cut out and past words on a blank sheet of paper.
3. Can also be adapted for letter recognition or parts of speech (adjectives, adverbs, etc.).

Submitted by: Carol Hadorn  
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## Directions:

1. Choose a vocabulary word from context.
2. Define the word; use the word in a sentence with 2-3 of the wwwwhw's and the definition, antonym or synonym so that the meaning of the word is expressed in the sentence.
3. Follow-up: Break it down: Box the word, underline each word or phrase that supports/contributes to the meaning of the word.



Submitted by: Candice Anderson  
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## Directions:

1. Using the newspaper – spelling words, reading vocabulary, etc. can be found by looking at articles.
2. Students can circle, hi-light, or cut out and past words on a blank sheet of paper.
3. Can also be adapted for letter recognition or parts of speech (adjectives, adverbs, etc.).

Submitted by: Carol Hadorn  
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Directions:

Materials: index cards, various colors of crayons, pencil, Dolch sight word list, paper

1. Write word on card – addressing syllables/sounds as the word is written.
2. Allow the students to go over the word 3 times with a different color crayon each time, saying the word as they go over it.
3. Student traces the word with their finger, saying the word.
4. Student looks at the word again, covers it, and writes the word.

Submitted by: Michelle Brenizer  
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Directions:

1. Students “Read the Room” looking for specific types of words. They write the words on paper.
2. Objectives can be altered depending on need.

Verbs (Action Words)
-------------------------

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Nouns (Naming Words)
-------------------------

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Adjectives (Describing Words)
----------------------------------

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

VOCABULARY: My Word Dictionary and Word Walls

PARENT/TEACHER

Directions:

1. Make individual dictionaries for each student with a blank page for each letter.
2. Throughout the year, students “collect” words they have read and add them to their dictionary.
3. As a class, students could add their words to a class word wall.

Submitted by: Beth Krasovec  
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VOCABULARY: Word Drive

PARENTS

Directions:

1. When you are driving, have your child find as many things that start with a certain letter.
2. Have them say the word and give you a sentence using that word.



Submitted by: Leonor Martinez  
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Directions:

1. Pass out a vocabulary word to each student.
2. Randomly choose a “hunter”.
3. Name a word for the hunter to find.
4. Once he/she locates it, they say the word, use it in a sentence, put it in the word chart and then sit in that student’s seat.
5. That student is the new “hunter”. Continue until all of the words have been found.

Submitted by: Ann Haug  
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Directions:

1. Students are given a vocabulary word.
2. The teacher writes it on the board.
3. Students write it on the board.
4. Teacher draws a picture of what they visualize the word as.
5. Students draw s their picture of the word.
6. You could also use the word in a sentence.

Submitted by: Sherri Thode  
[thodes@usd308](mailto:thodes@usd308)

Directions:

1. Create a sheet that lists words such as: light, soft, hard, square, circle, etc.
2. Have students find objects in the home that 1) give off light, 2) are soft, 3) are hard, 4) look like a square shape, 5) look like a circle shape.
3. Younger children can draw pictures of objects while older students could write the name of the objects.

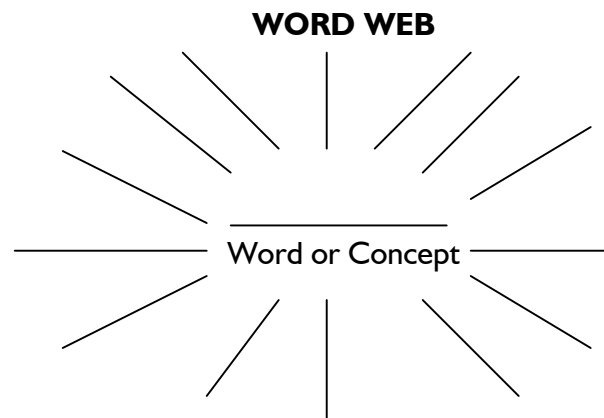
Submitted by: Shara Stimits  
[sstimits@usd497.org](mailto:sstimits@usd497.org)

Directions:

1. Choose a short list of vocabulary words (3-5 words) from the selection that gives an impression of some of the aspects of story grammar: setting, characters, problem/goal, actions, resolution, and feeling. Place the words on index cards. Make a set of cards for each group of students.
2. Give each team a set and ask them to construct a 3-minute skit based on the vocabulary. As they plan, circulate to provide information and clarification as needed.
3. Share the skits. Compare and contrast across student skits to look for similarities and differences.
4. Read the selection to compare the author's choices with students' choices.
5. After reading, refine vocabulary. Go back to the selection to clarify meaning or use reference work.
6. Use the words in further oral or written work.

## Directions:

1. Choose a short piece or chapter and model how to create a word web by modeling the following steps – Picture walk and think aloud as you go. Example: “I see a picture of the sea here so I am going to write down the words, sea and ocean on my list of words.” Or “Watch as I read each heading and think of words that may be found in that section.”
2. Encourage students to begin to think of vocabulary that may be in the text and write it down.

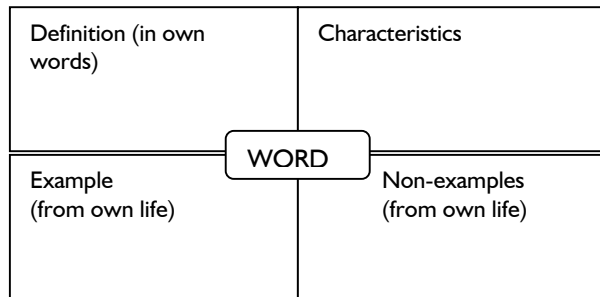


## Directions:

1. Read a thought-provoking selection to your students (picture book, newspaper article, passage from a resource book, and so on).
2. After reading, ask students to be silent and then to write only two words (not in a phrase) that reflect their thinking about the passage.
3. After selecting their words, students turn to someone close and read their words, tell why they chose them and explain how they relate to the story and/or their personal lives.
4. At this point, it works well to create a class list of words that were chosen by various individuals. As each word is added to the list and the rationale for selection is shared, a rich tapestry of understandings about the story begins to surface.

Directions:

1. Assign the concept or word being studied.
2. Explain all of the attributes of the Frayer Model to be completed.
3. Using an easy word such as polygon, complete the model with the class.
4. Have students work in pairs and complete their model diagram using the assigned concept or word.
5. Once the diagram is complete, have students share their work.



Directions:

1. Place the story framework on the board or on a transparency and have each student construct a work copy. Then place the vocabulary words on the board and ask students, working in pairs or groups, to share what they know about the words and to classify the according to their predictions of how the author might use them.

<b>Vocab-O-Gram</b>	
Use vocabulary to make predictions about...	
The setting	What will the setting be like?
The characters	Any ideas about the characters?
The problem or goal	What might it be?
The actions	What might happen?
The resolution	How might it end?
What questions do you have?	
Mystery words:	

VOCABULARY: Zip Cloze

TEACHERS

Directions:

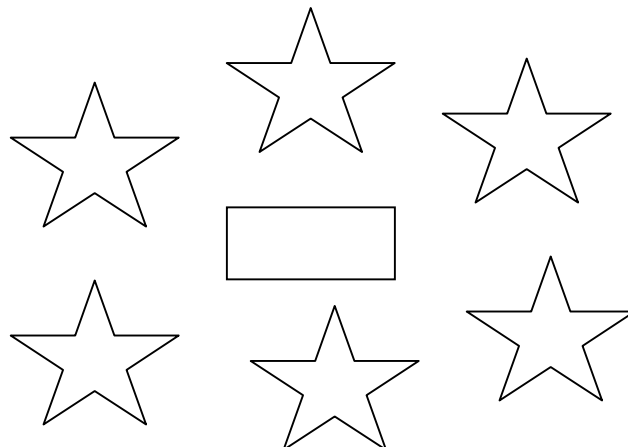
1. Put a story or passage on an overhead transparency. Using masking tape, block out the words that have been chosen for deletion.
2. Have the students supply the masked words one at a time.
3. As each possibility is predicted and discussed, the tape is pulled off (or “zipped”) so that readers receive immediate feedback from the text as well as being given more of the context from which to make further predictions.

VOCABULARY: All-Star Words

TEACHERS

Directions:

1. Write a new vocabulary word in the box.
2. In each star, write a word or phrase that tells about the word.






VOCABULARY: Vocabulary Hunt

TEACHERS

Directions:

I. Write a word in each box.

An action word _____	A synonym for old _____	A descriptive word _____	A noun that has five or more letters _____	
A weather word _____		A two-syllable word _____	A feeling _____	A synonym for said _____
A one-syllable word _____	A synonym for big _____	A word used in cooking _____	A compound word _____	A homograph _____
A contraction _____	A noun that has less than five letters _____		A holiday word _____	A three-syllable word _____

VOCABULARY: Word of the Day

TEACHERS

Directions:

1. Each day a set of clues is prepared and put on the board. An envelope is taped below for guesses that are discussed at the end of the day.
2. The teacher can choose a word that she/he uses throughout the day. For example, in the morning she might say, "Oh, I had such a bad headache this morning I had to medicate myself. I took two aspirin." Later in the day, discussing the death of Lincoln and its aftermath she will say, "I wonder what Dr. Mudd used to medicate John Wilkes Booth? I don't think they had aspirin then."
3. At the end of the day, she asks students if they could identify the word of the day and what it meant. Students become keen listeners for new words when this approach is used.

Word of the Day

1. When the doctor gives you a pill, s/he \_\_\_\_\_s you.
2. This is something Dr. Mudd did to John Wilkes Booth before he fixed his leg.
3. This is on the same page of the dictionary as the word medicine.

ANSWERS