

Tic Tac Word

Students search for synonyms as they play this adapted version of the classic three-in-a-row game.

Players: 2

Skill: Synonyms

Getting Ready

Explain the rules to the students. Copy a direction sheet for each group. Assemble various sets of synonyms, each set should have 4-5 words. Each group will start with two sets of synonyms.

Directions:

Place all the word cards face down on the table. Each person will choose one word card before the game starts. The cards cannot be synonyms. The person whose birthday is next, goes first. When it is your turn, choose a card and read the word. If the word is a synonym for your original word, place one of your markers on the game board. If the card is an antonym for your word, put it back on the table face down. You lose your turn. The first person to get three markers in a row wins.

Alternate Activities for Any Set of Word Cards:

★ Use any set of vocabulary word cards and state a synonym for the word

★ Use antonyms instead of synonyms

★ Use the word in a sentence, give its definition, or say what part of speech the word is



Materials

- ♣ Direction sheet
- ♣ Two sets of 5-6 synonym word cards
- ♣ Tic Tac Toe Board
- ♣ Game markers

Tic Tac Word

1. Each player chooses their game markers
2. Place all the word cards face down on the table
3. Each player chooses one word card. These words should not be synonyms.
4. The person whose birthday is next, goes first
5. On your turn, choose a word card and read the word. If the word is a synonym for your original word card, place one of your markers on the game board. If the word is not a synonym, put it back on the table and wait for your next turn.
6. The person who gets three in a row first, wins!

Tic Tac Word

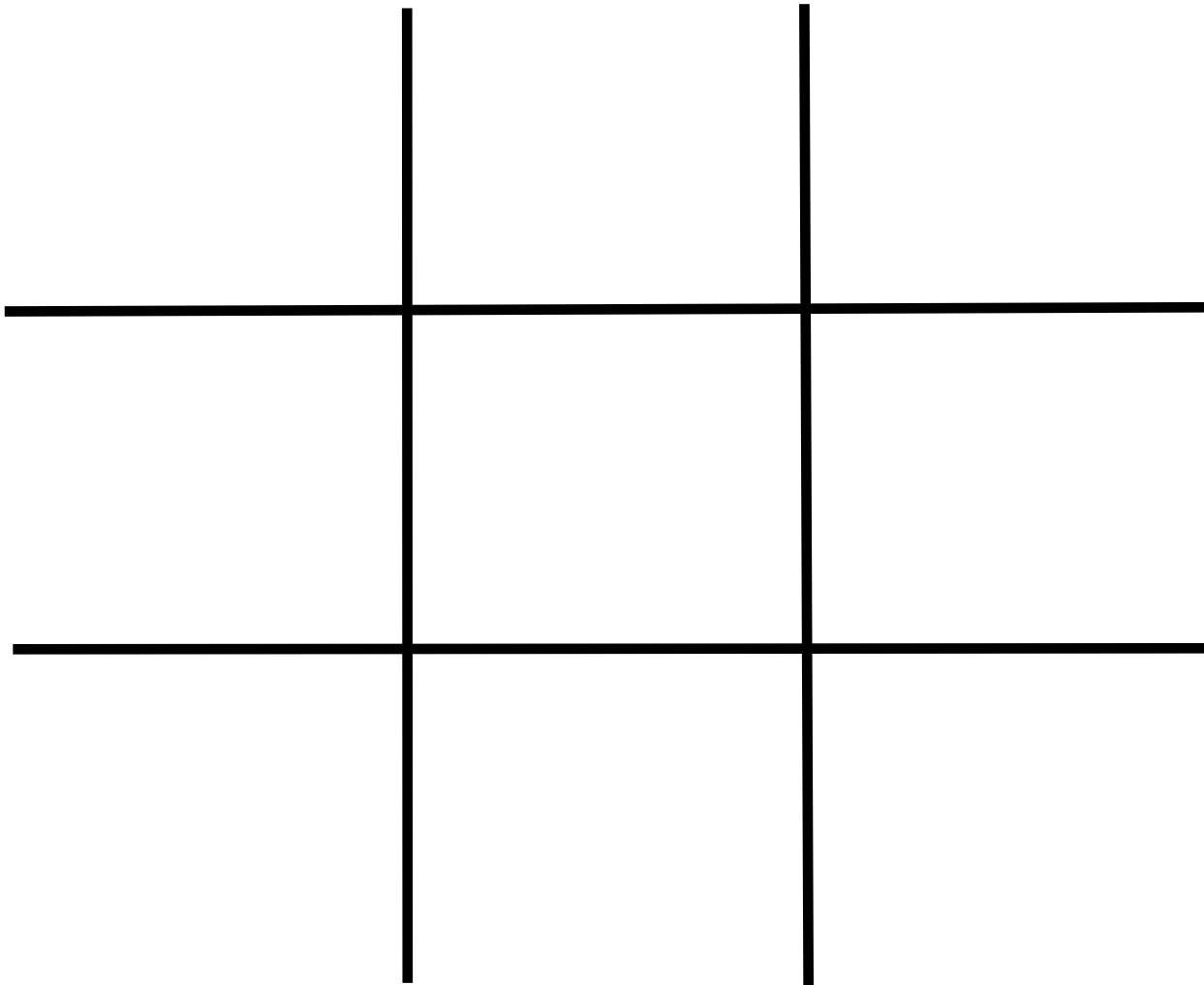
Players: 2

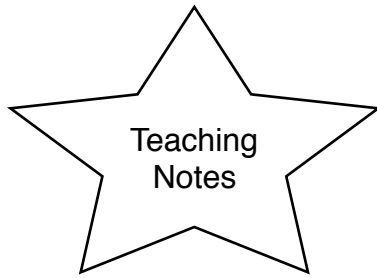
Materials:

♣ game board

♣ game markers

♣ word cards





Materials
 ♣ Vocabulary Word Cards

Tips:

- * use index cards or blank playing cards
- * set-up privacy folders in front of each child, so he/she can lay his/her cards down on the table for easy viewing

Go Fish

Students use their word knowledge to play this classic card game

Players: 2 - 4

Skill: Synonyms, antonyms, definitions, sentences

Getting Ready

Explain the rules to the students. Copy a direction sheet for each group. Assemble set of word cards: if you're playing Go Fish synonyms or antonyms, you need 15 pairs of matching words. If you're playing Go Fish definitions or sentences, you need 15 words, each written in two separate cards.

Directions: * for synonyms (change question if playing alternate versions)

The shortest player is the dealer. Shuffle and deal three cards to each player. Place the remaining cards face down on the table. Look and see if you have any matches. If you do, put them to side. The person to the left of the dealer, chooses one of his/her cards, reads the words, and says, "Does anybody have a synonym for _____?". All players will check their cards and pass the matching card. If nobody has a matching card, the player will "Go Fish." by picking a new card from the pile. Play continues until all the cards have been matched. The child with the most matches wins!

Alternate Activities for Any Set of Word Cards:

★ If playing Definitions Go Fish, when you make match, say the word's definition

★ If playing *Go Fish Sentences*, use the word in a sentence when you make a match

★ Use the cards to play *Concentration*, *Old Maid* (add one old maid card to the deck), or as flash cards

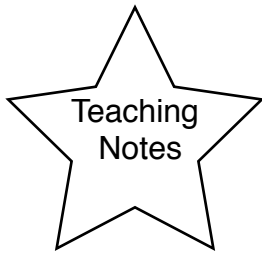


Materials

♣ word cards

Go Fish * Directions for Synonyms Go Fish

1. The player who is the shortest will be the dealer.
2. Shuffle and deal three cards to each player. Lay the remaining cards on the table face down.
3. The person to the left of the dealer will go first.
4. On your turn, choose one of your cards, read the word, and say, "Does anyone have a synonym for _____?".
5. Anybody who has a match for the word, will pass it to the person who requested it. That person will lay the match to the side.
6. If nobody has a match, the person will "go fish" by choosing a new card from the pile.
7. Keep playing until all the cards have been chosen.



Galaxy Quest

Students use their word knowledge to play this classic card game

Players: 2 - 4

Skill: sentences

Getting Ready

Copy a direction sheet for each group. Assemble set of word cards. Make 5 copies of the shooting stars page. Cut out all the stars. Copy and assemble the game board.

Directions:

The tallest player will go first. Lay word cards and star cards face down on the table. On each turn, the children will choose a word card and use the word in a sentence. If the child answers correctly, he/she will choose a star card and move the number of spaces indicated on the star. Play continues until each player falls through the "black hole."

★ Play as indicated, but with synonyms, antonyms, examples, or definitions

★ Use the tiered star card to determine how many spots to move on game board

Materials

- ❖ star word cards
- ❖ game board
- ❖ game markers



Galaxy Quest

Materials

- ♣ star cards
- ♣ word cards
- ♣ game board
- ♣ game markers

1. The player who is the oldest will go first.
2. On your turn, choose a word card and read the word. Put the word in a sentence. If you can do it, choose a star card, and move the number of spaces on the card.
3. Keep playing until all the players fall through the “black hole.”

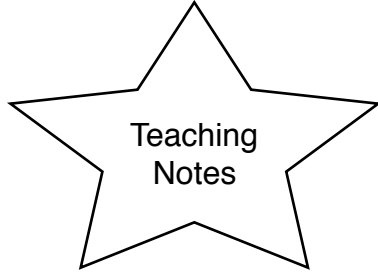
Galaxy Quest

KEY

Give the definition - 1
Give an example - 2
Use it in a sentence - 3
Do all 3 - 4

Tiered Galaxy Quest





Materials

- ♣ word cards
- ♣ small container
- ♣ assessment form

A quick way to review previous words

Players: Individuals, small groups, or the whole class

Skill: Definitions, examples, non-examples

Getting Ready

Assemble a group of previously taught word cards and place them in a container (box, jar, cup, basket, etc).

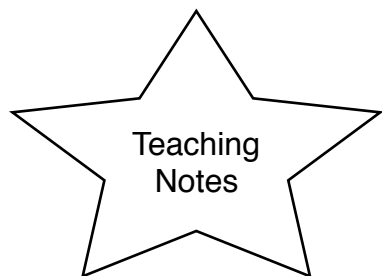
Directions:

Have a student choose a word. He/she will act the word out, and the rest of the class will try to guess the word.

Alternate Activities for Any Set of Word Cards:

★ When the students guess the word, have them also give a synonym, antonym, put it in a sentence, give an example, or give a non-example

★ As an assessment, the teacher chooses the words and indicates on an assessment form whether or not the students can act out the word independently. This can be completed periodically throughout the week



I Spy

A fun way to play with words in different contexts

Players: Individuals, small groups, or the whole class

Skill: examples and nonexamples

Getting Ready

Assemble a group of previously taught word cards and place them in a container (box, jar, cup, basket, etc). Assemble a collection of pictures with interesting images from magazines, newspapers, or other print sources. Laminate the pictures or place in sheet protectors for durability

Directions:

Choose a picture. Have a student choose a word card, and read the card. Look at the picture and determine if the word is represented in the picture. For instance if the picture is of an elephant in the zoo, and the word card is spectacular, then the word would not be represented because it would not be spectacular to see an elephant in the zoo.

Alternate Activities for Any Set of Word Cards:

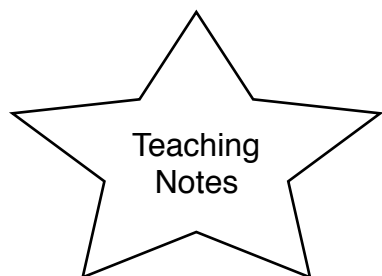
★ Play with non-examples

★ Have students draw their own examples

★ Lay out several pictures and play the traditional game by saying, "I spy with my little eye, something that is _____," and the students will try to guess what the item is by looking at the pictures.

Materials

❖ collection of interesting pictures from magazines, newspapers, or other print sources



Vocabulary Connections

Students compare words found in text to their own experiences with the word

Skill: Comparing words found in books to own experiences

Getting Ready

Choose one of the vocabulary words from your lesson. Teach the word using your typical methods. After the students know the word, introduce this activity.

Directions:

The students will write (or you can ahead of time) a sentence from the book, using the word, and draw a picture in the proper box. Then the students will write their own sentence using an example from their own experiences and then illustrate the sentence.

Alternate Activities for Any Set of Word Cards:

★ Use this activity as an assessment or homework assignment

Spin a Word

A fun way to review previously taught vocabulary words

Players: 2 - 4

Skill: Definitions, synonyms, antonyms, examples, non-examples, sentences

Getting Ready

Assemble a collection of previous word cards that need to be reviewed. Construct a spinner by attaching a paper clip to the spinner with a brad.

Directions:

The student who has the most number of letters in his/her name will go first. On each turn, the students will choose a word card and then spin the spinner. The students will use the word to provide the information on the spinner. If the student is able to complete the task, he/she keeps the word card. Continue playing until all players have 5 words (change the number of words to match the amount of time available)

Alternate Activities for Any Set of Word Cards:

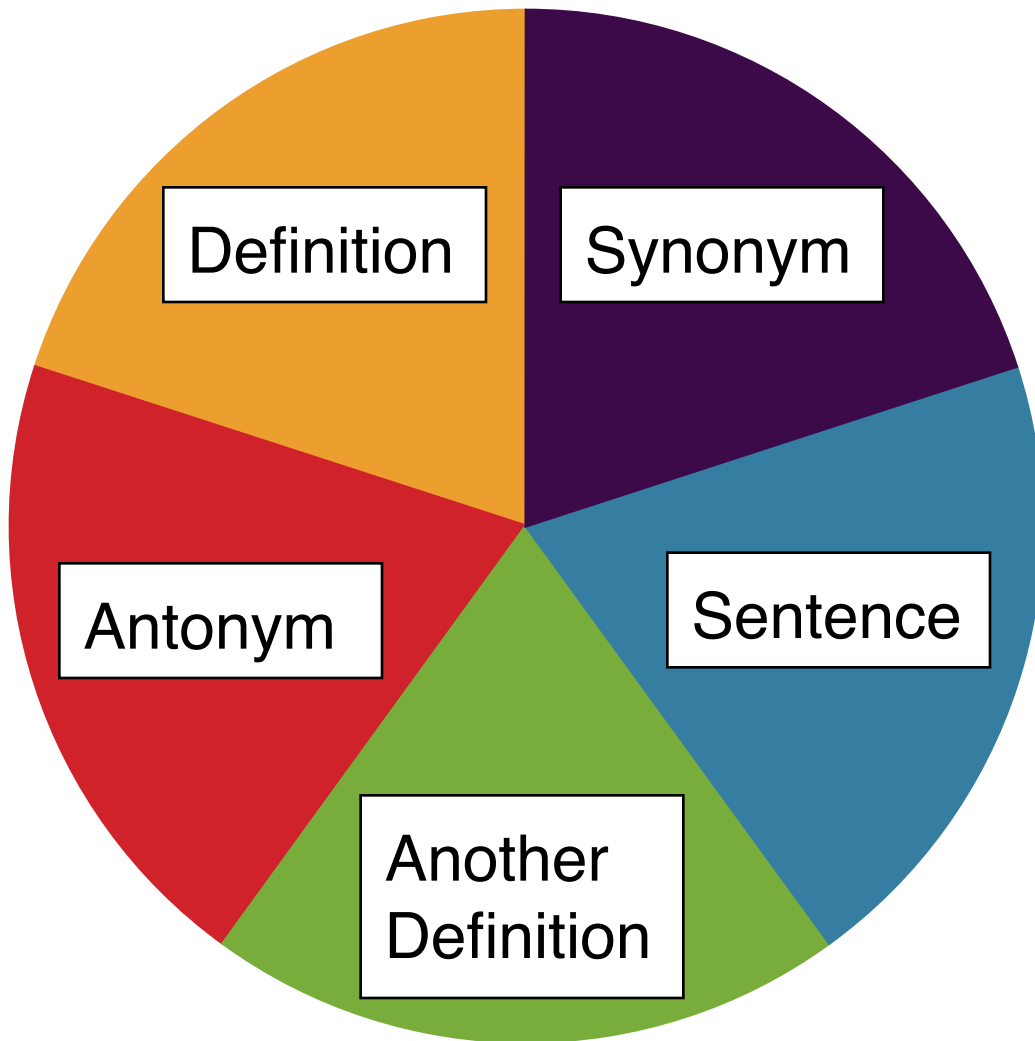
★ Change the spinner by adding the following categories: spell the word, give an example, give a non-example

Materials

- ❖ book
- ❖ graphic organizer



Spin a Word



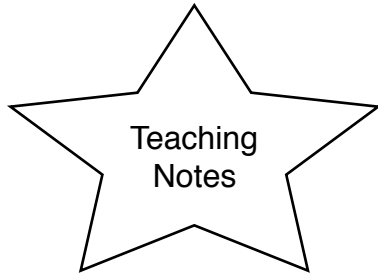


Materials

- ❖ collection of word cards
- ❖ game spinner

Spin a Word

1. Count the letters in your first name. The person with the most letters, goes first.
2. On your turn, choose a word card and read the word. Spin the spinner. If you can provide the information about the word, you get to keep the word.
3. Keep playing until every player has won 5 cards.



Word Scoot

Kinesthetic way to compare words and review categories

Players: 2 - 4

Skill: Comparing and categorizing

Getting Ready

Assemble a collection of words. You should collect 2 or 3 sets of words that go can be categorized together. For example: croak, announce, whisper, exclaim; humongous, enormous, giant, mammoth; enjoy, adore, prefer. Also create labels with categories. For example, said, big, and like. Set up one hula hoop for each category and put the category label inside.

Directions:

The student who has the least number of letters in his/her name will go first. The student will choose a word, read it, and determine what category the word belongs to. The child will then sit on a scooter and deliver the word to proper hula hoop.

Alternate Activities for Any Set of Word Cards:

★ Adjust the difficulty of the activity by creating categories that are similar

Materials

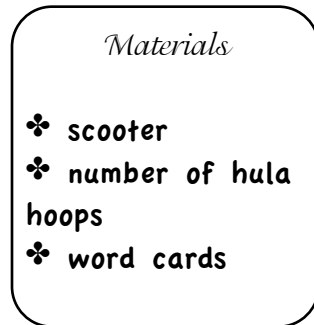
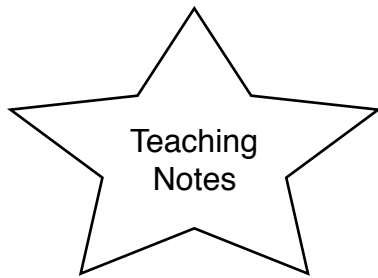
♣ spinner

♣ word cards

★ Place pictures (See I Spy) in the hula hoops and have the kids deliver their word to the picture that is an example of the word

★ Instead of using a hula hoop, sort words into categories on the table

★ Categorize alternate meanings of the same word into the proper parts of speech categories



Five-Minute Word Boosts

Quick ways to review previously taught words

Skill: Any

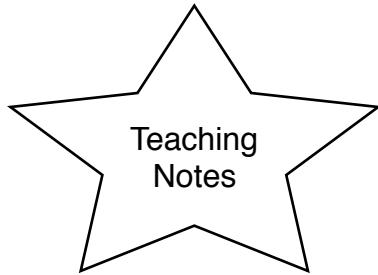
Getting Ready

Nothing!

Directions:

1. When lining up, ask kids to give definitions, sentences, examples, non-examples, categories, spellings, synonyms, antonyms, etc. For example, Billy, tell me what fangs are. Great, no you can get in line.
2. **Simon Says** - Take a five minute brain break by playing Simon Says using directions that will help review vocabulary words. For example, "Simon says, jump up and down if it would be astounding to see a monkey driving a car."
3. **Move It** - If you have just a few minutes before the next activity, choose a "walking" word and have your students move that way across the room. This would also work as the line is moving down the hallway, with the proper directions and words.
4. **Act-It Out** - Have students choose a word card and act-it out, just for a 5-minute brain break

5. **Pictionary** - Have a student (or group of children) choose a word and draw a picture on the board. The other students will try to guess the word.
6. **Analogy Time** - Challenge young minds with an analogy such as:
amazing is to good as miniscule is to _____
7. **Spell-Off** - Choose a word. Ask a group of students to spell the word, one letter at a time. If the word is advantage, the first student would say "a", the second would say, "d," and etc. As each child correctly answers, he/she can get in line.
8. **Hang-Man** - Review old words by playing hangman. If the students need clues, use the word in a sentence, give an example, etc.
9. **Word Toss** - Form a circle and grab a pile of word cards. Toss a ball to one student and choose a word card. Ask the student to provide some information about the word. After he/she answers, he will toss the ball to a friend. Repeat.
10. **Bean Bag Toss** - Tape several word cards to a clear spot of the room. You will ask students to throw a bean bag at the word that means_____. You can also have the child throw a bean bag at a synonym, antonym, etc. For a variation, tape two cards to the wall - one that says yes and one that says no. Ask the students questions about the words. For example, is a cheetah speedy?
11. **Line-up Continuum** - Come up with a list of words that are on a continuum: like, fond of, enjoy, adore, cherish. Assign a group of students one word each, and have them get in line from the bottom of the continuum to the top.



Word Blossoms

Help students blossom into better writers, by helping them improve their word choice

Players: Small groups, independently

Skill: Antonyms, categories

Getting Ready

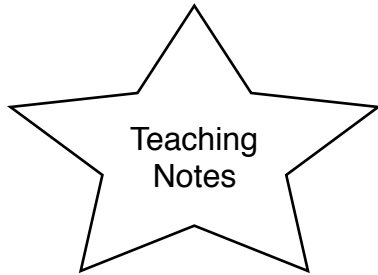
Copy one word blossom worksheet for each student. You can program the worksheet using the CD, or you can let students fill it in.

Directions:

Explain to students that you want to help them become blossoming writers by improving their word choice. Choose a plain word like said or like and write it in the center of the blossom. If completing the activity in a group, brainstorm other words that mean the same as the plain word. Write the words on the petals.

Alternate Activities for Any Set of Word Cards:

- ★ Send the worksheet home for homework with a plain word already programmed
- ★ Make a garden of blossoming words (It may be fun to add different types of flowers)



Keeping Track of Vocabulary

Use these dictionaries and thesauruses to help students keep stock of the words they know, and encourage them to use the words in their writing

Thesaurus

Copy one thesaurus for each student and bind the pages. Students can decorate cover. After completing “Spice IT Up” or “Word Blossom” activities, chart the words in the thesaurus.

Dictionary

Copy multiple pages per student. You can organize the dictionary in alphabetical order by creating labels representing each letter in the alphabet and printing multiple copies of the dictionary page. Students can also write the words as they are introduced. Words will not be in alphabetical order, but young struggling readers have difficulty with this skill anyway.

Word List

Use this document to keep track of targeted words. The list can be used during writing activities, during review games, or as a study guide.