Objective

The student will identify the relationship among words.

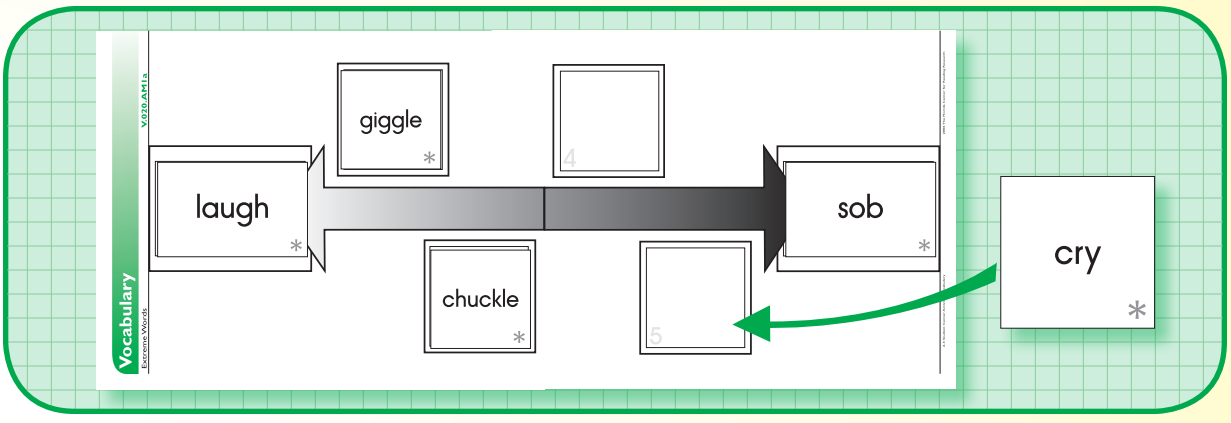
Materials

- Sorting board (Activity Master V.020.AM1a - V.020.AM1b)
  Copy, glue ends together, and laminate.
- Large word cards (Activity Master V.020.AM2a - V.020.AM2b)
  Have icons that match the smaller cards.
  Laminate and cut.
- Small word cards (Activity Master V.020.AM3a - V.020.AM3c)
  Have icons that match the larger cards.
  Laminate and cut.
- Envelopes
  Place each set of words with the same icons in an envelope.
- Student sheet (Activity Master V.020.SS)
- Pencils

Activity

Students determine relationships among words by placing them on a continuum.

1. Place the sorting board and envelopes containing the word card sets at the center. Provide each student with a student sheet.
2. Taking turns, students open one of the envelopes, scatter cards, and place larger cards on either end of the sorting board (e.g., laugh, sob).
3. Read the other word cards. Talk about the words and what they mean to determine the order (e.g., giggle, chuckle, whimper, cry). Place on sorting board.
4. Record the information on the student sheet. Note: Each student can record four sets of words.
5. Continue until each student sheet is complete.
6. Teacher evaluation



Extensions and Adaptations

- Brainstorm other words that could be added to the envelopes.
- Write other words in order by degree on student sheet (Activity Master V.020.SS).

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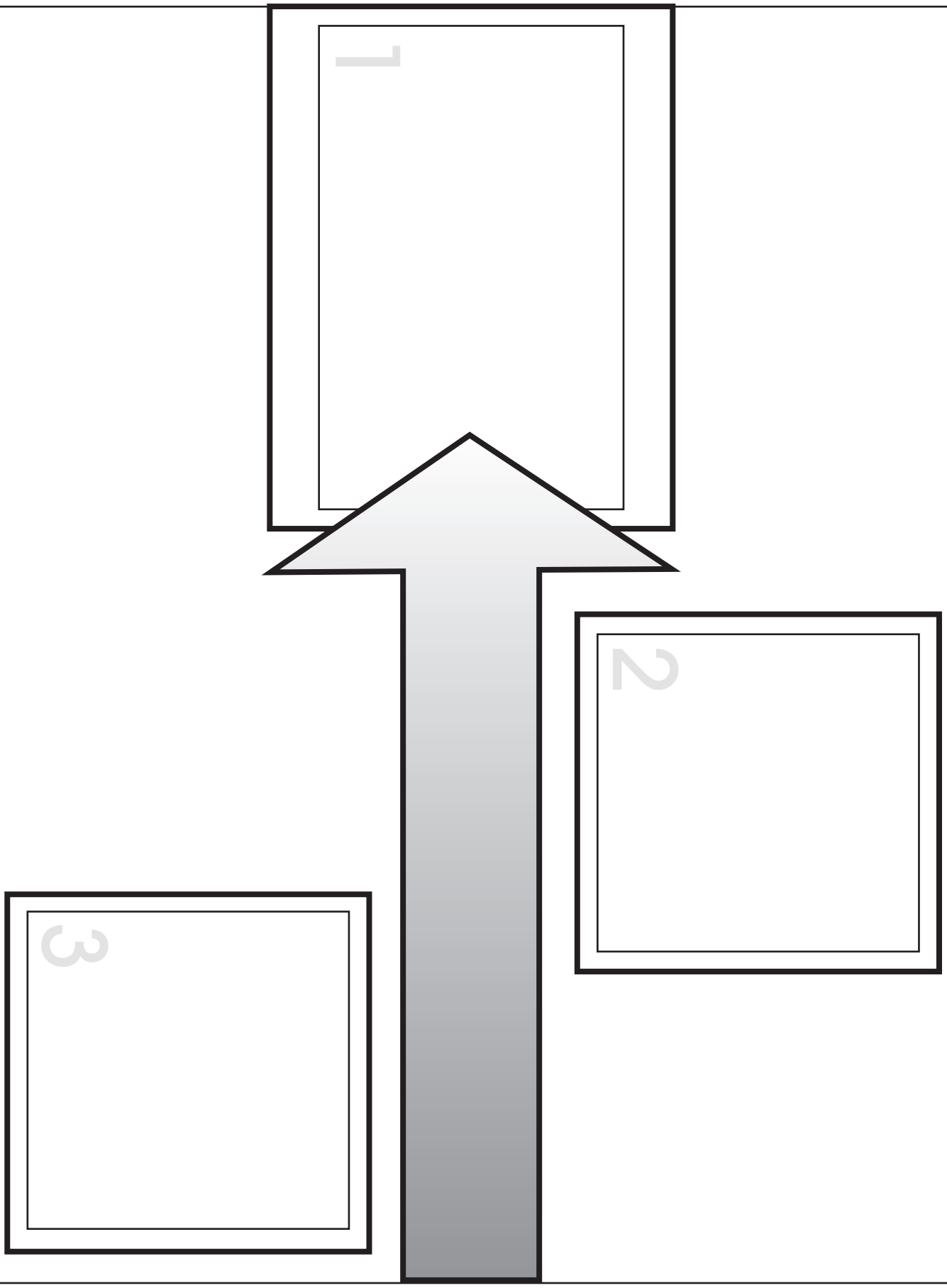
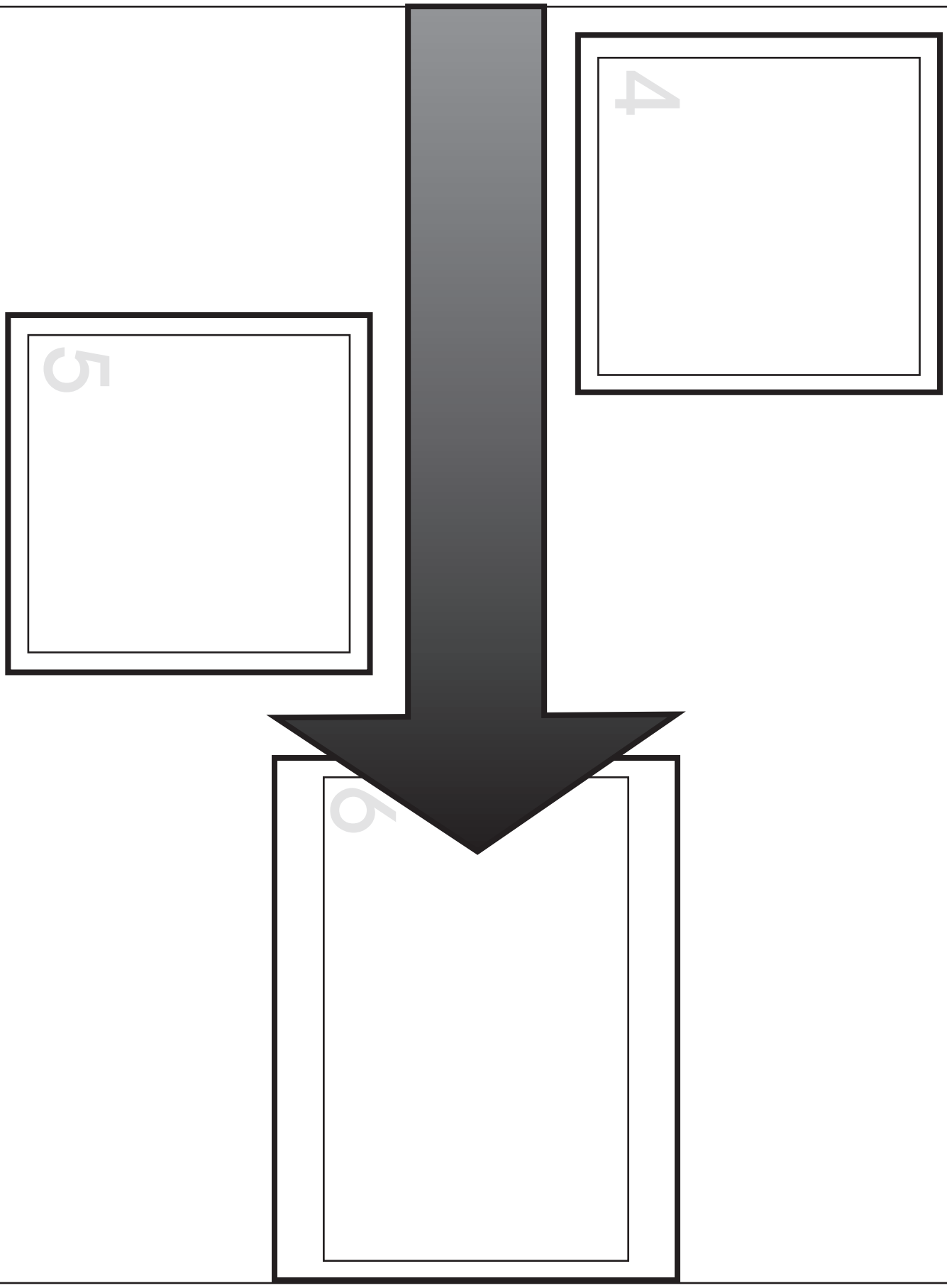
Vocabulary

Extreme Words

V.020.AM1a





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Extreme Words

V.020.AM2a

sunny	sunless
excellent	poor
tiny	immense
silent	scream

V.020.AM2b

Extreme Words

nothing +	all +
sunrise ~	midnight ~
laugh *	sob *
relative □	stranger □

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Vocabulary

Extreme Words

V.020.AM3a

friend □	classmate □	neighbor □
visitor □	hazy △	overcast △
foggy △	cloudy △	great ○
good ○	average ○	fair ○

few +	several +	some +
many +	morning ~	noon ~
afternoon ~	sunset ~	giggle *
chuckle *	whimper *	cry *

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Extreme Words

V.020.AM3c

small	medium	big
huge	whisper	mumble
talk	shout	

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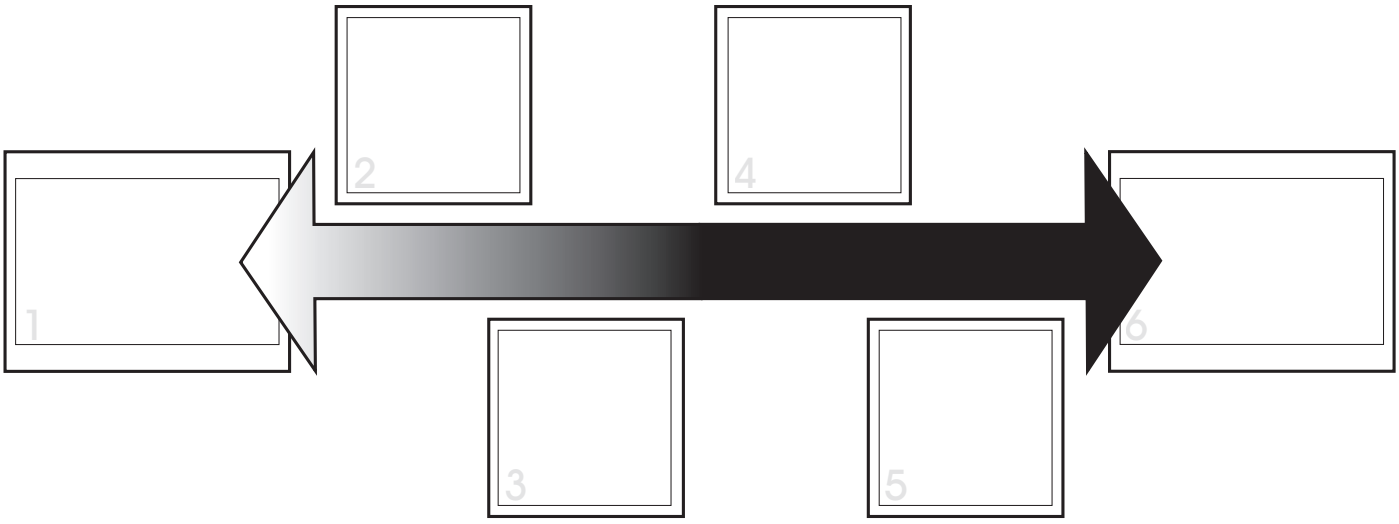
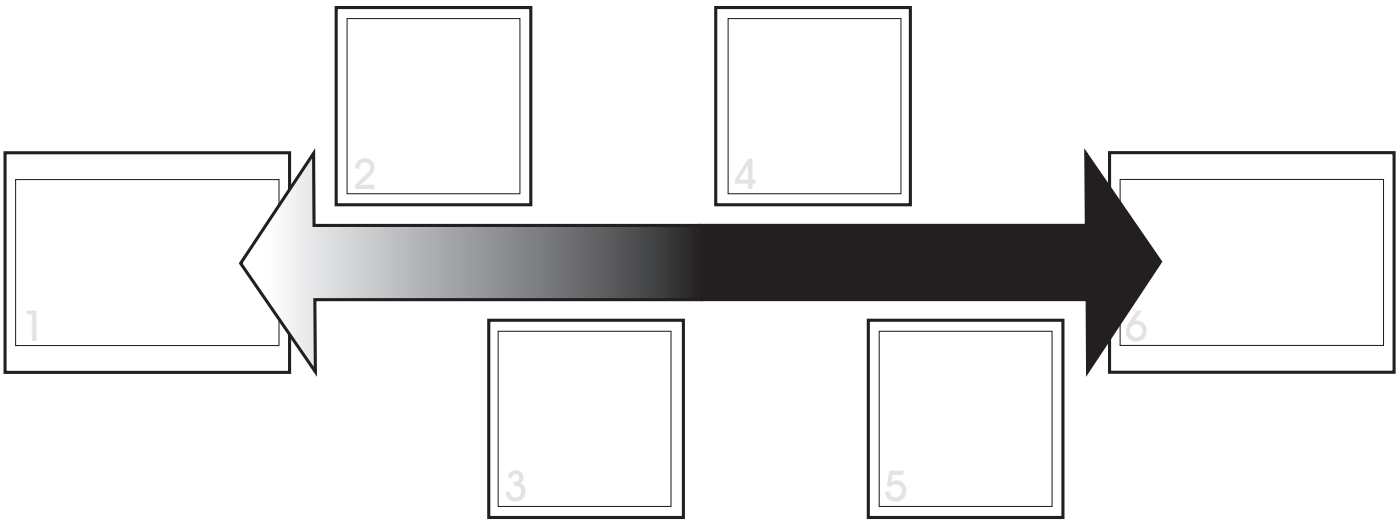
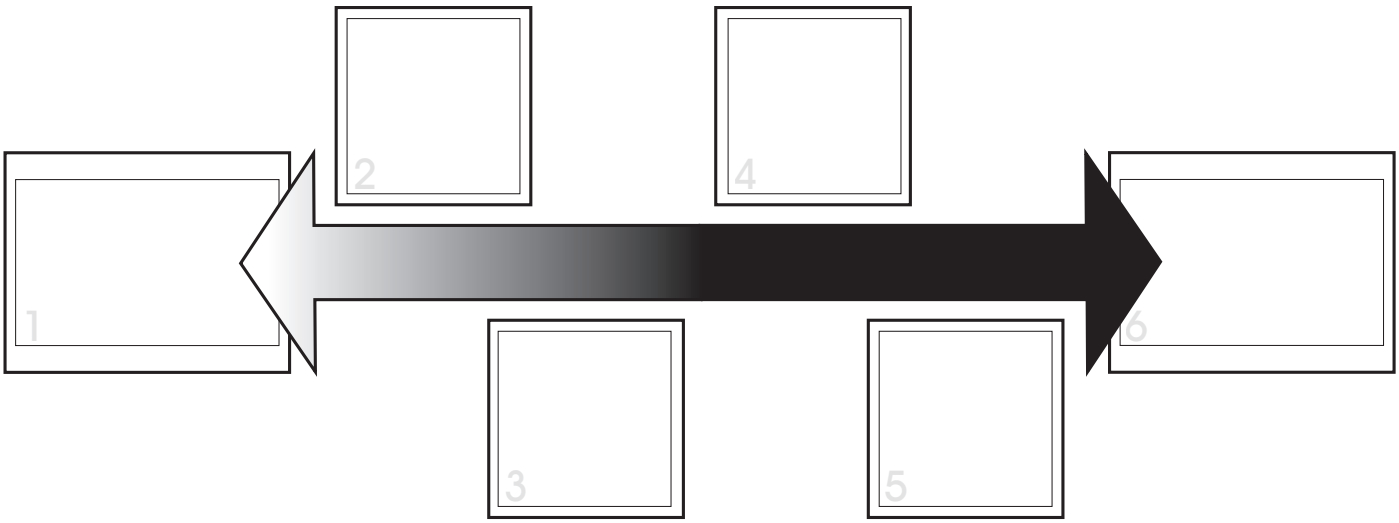
Name







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Vocabulary

Word Analysis

V.021

Word Wake-Up

Objective

The student will identify more precise alternatives for overused words.

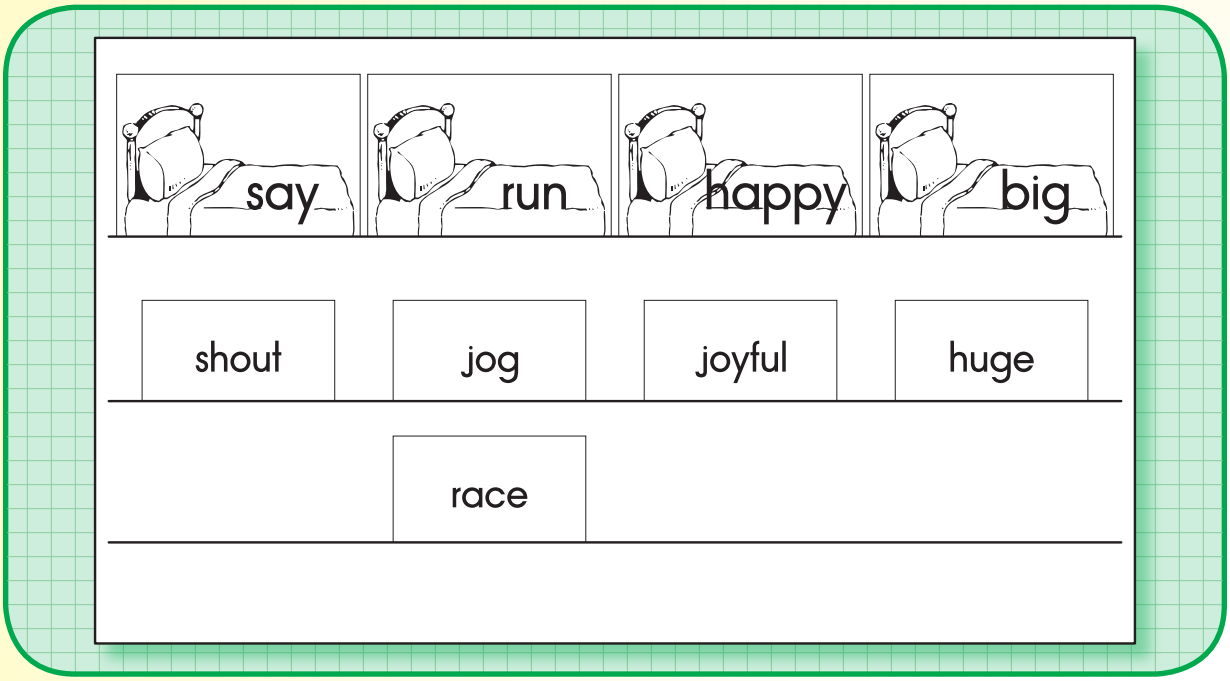
Materials

- Pocket chart
- Word Wake-Up header cards (Activity Master V.021.AM1)
- Word cards (Activity Master V.021.AM2a - V.021.AM2b)
- Student sheet (Activity Master V.021.SS1).
- Pencils

Activity

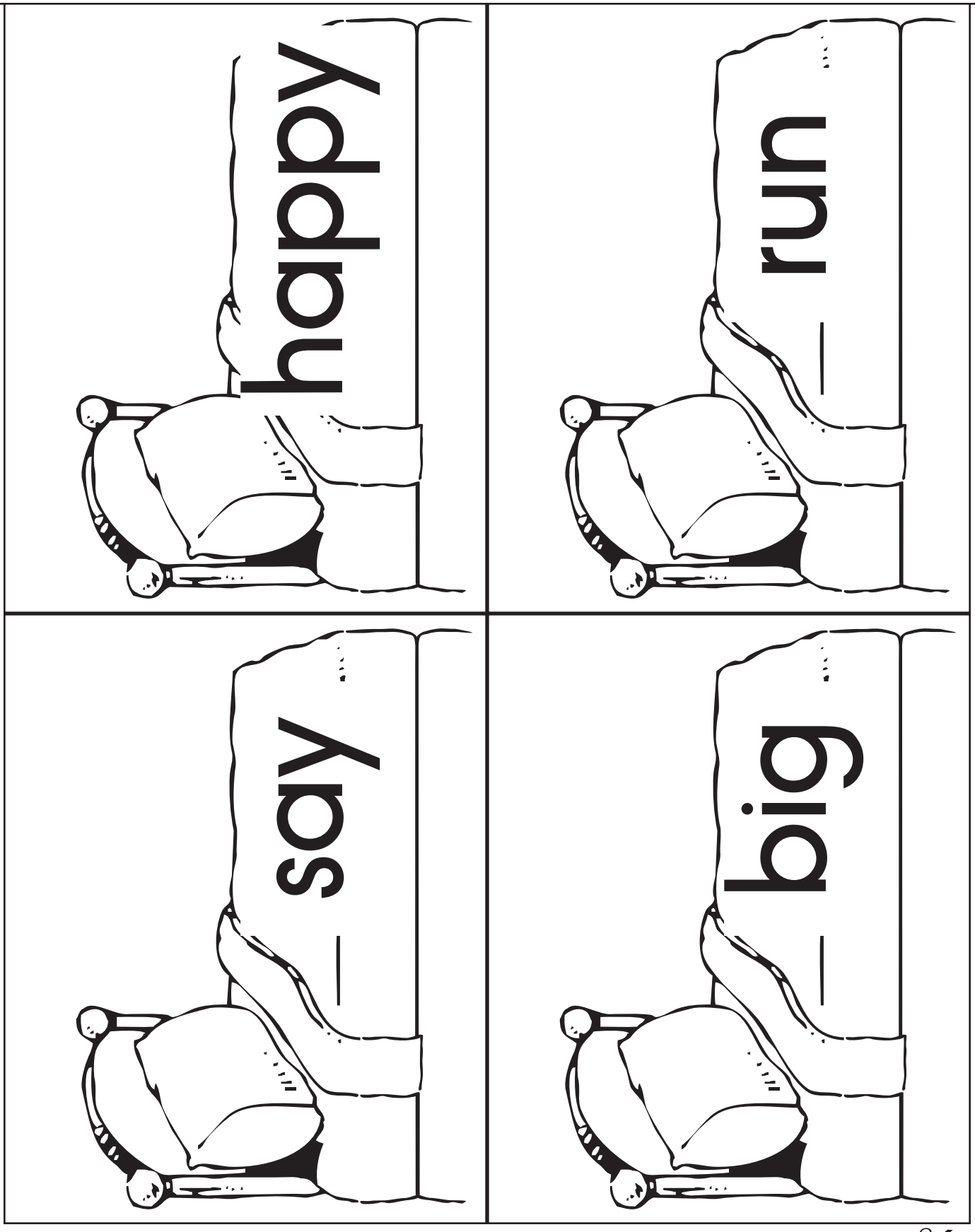
Students identify more precise words for overused words by playing a sorting game.

1. Place header cards in a row on the pocket chart. Place word cards face down in a stack at the center. Provide each student with a student sheet.
2. Taking turns, students select the top card from the stack and read the word (e.g., joyful).
3. Look at the overused words on the headers.
4. Match the word card to the corresponding overused word (i.e., happy).
5. Place word under corresponding header and read all words in column.
6. Continue until all words are sorted.
7. Record information on a student sheet.
8. Teacher evaluation



Extensions and Adaptations

- Produce more precise alternatives for other overused words (Activity Master V.021.AM3 and Activity Master V.021.SS2).
- Write sentences using some of the alternative words.



header cards

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state	shout
speak	explain
huge	large
giant	immense

cheerful	content
pleased	joyful
jog	sprint
dash	race

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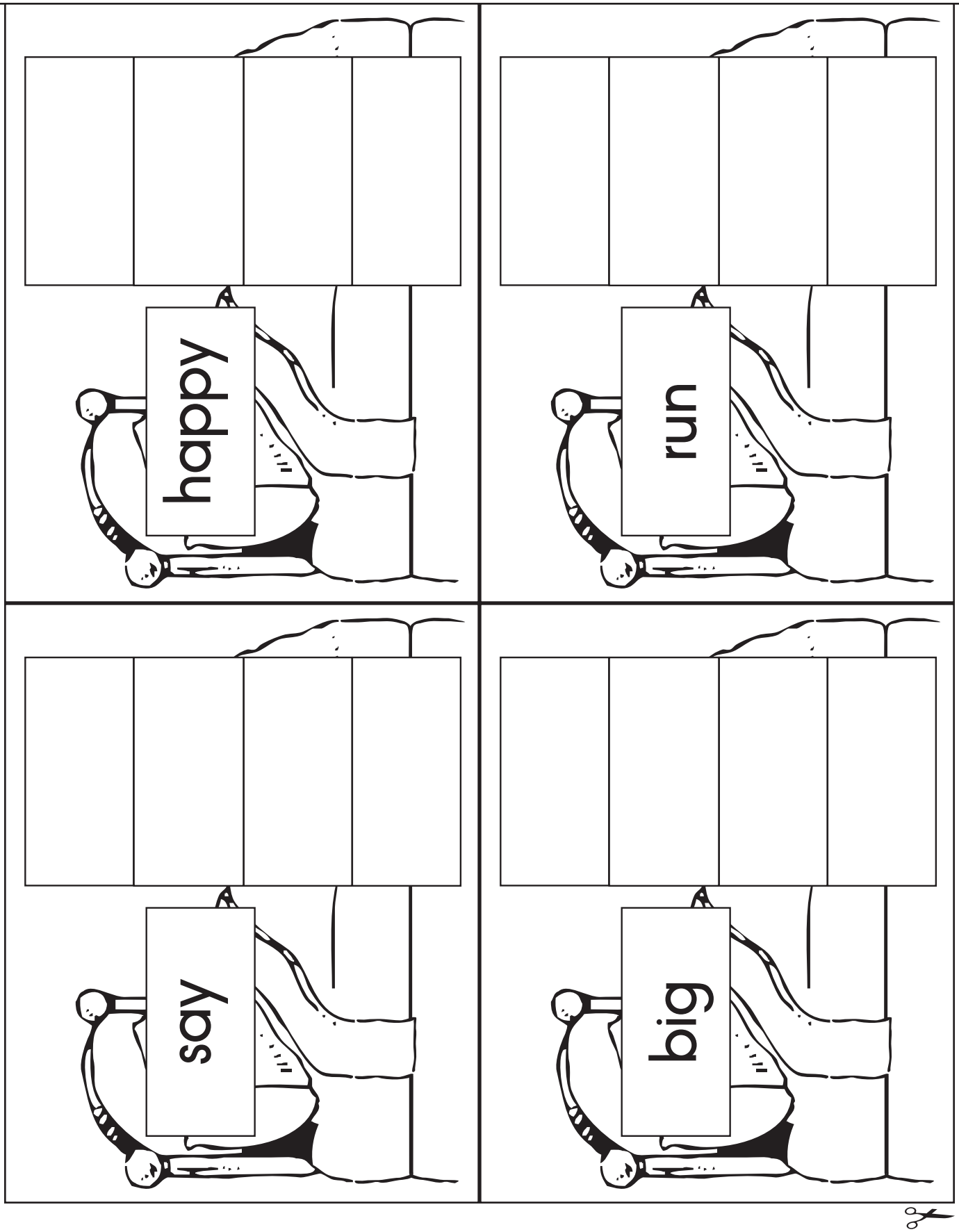
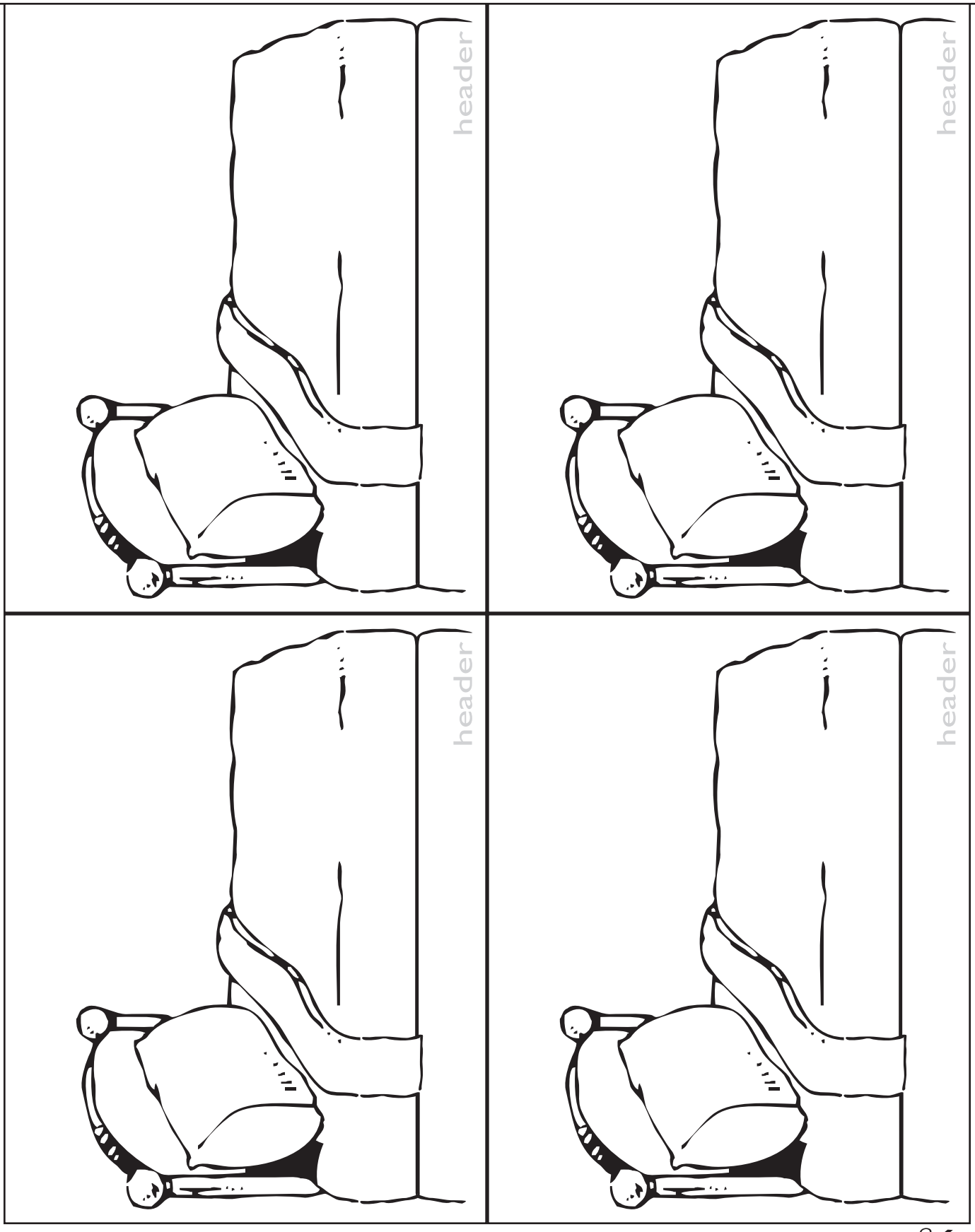
Name _____

Word Wake-Up

V.021.SS1





header cards

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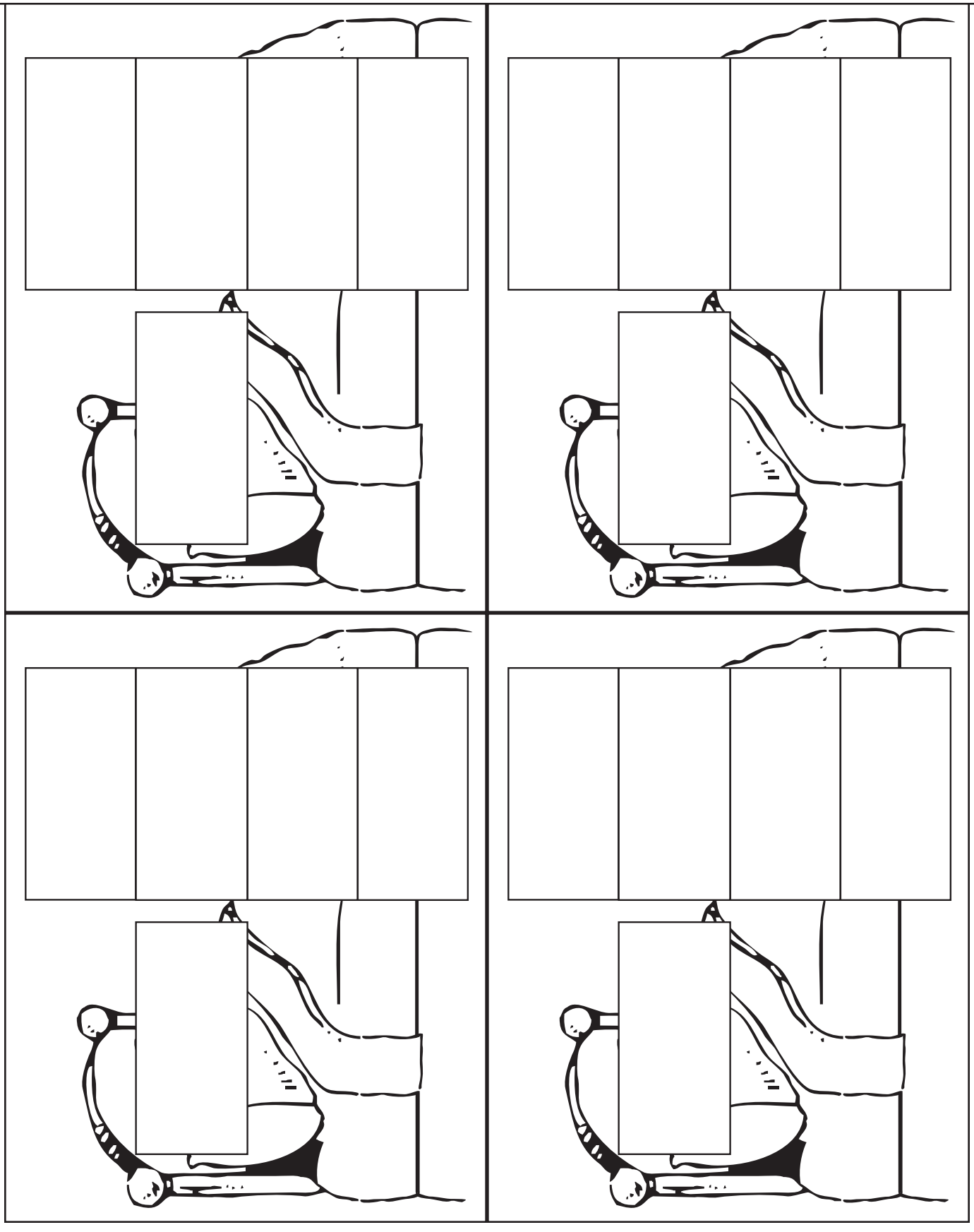
Name _____

Word Wake-Up

V.021.SS2



Objective

The student will produce words for categories.

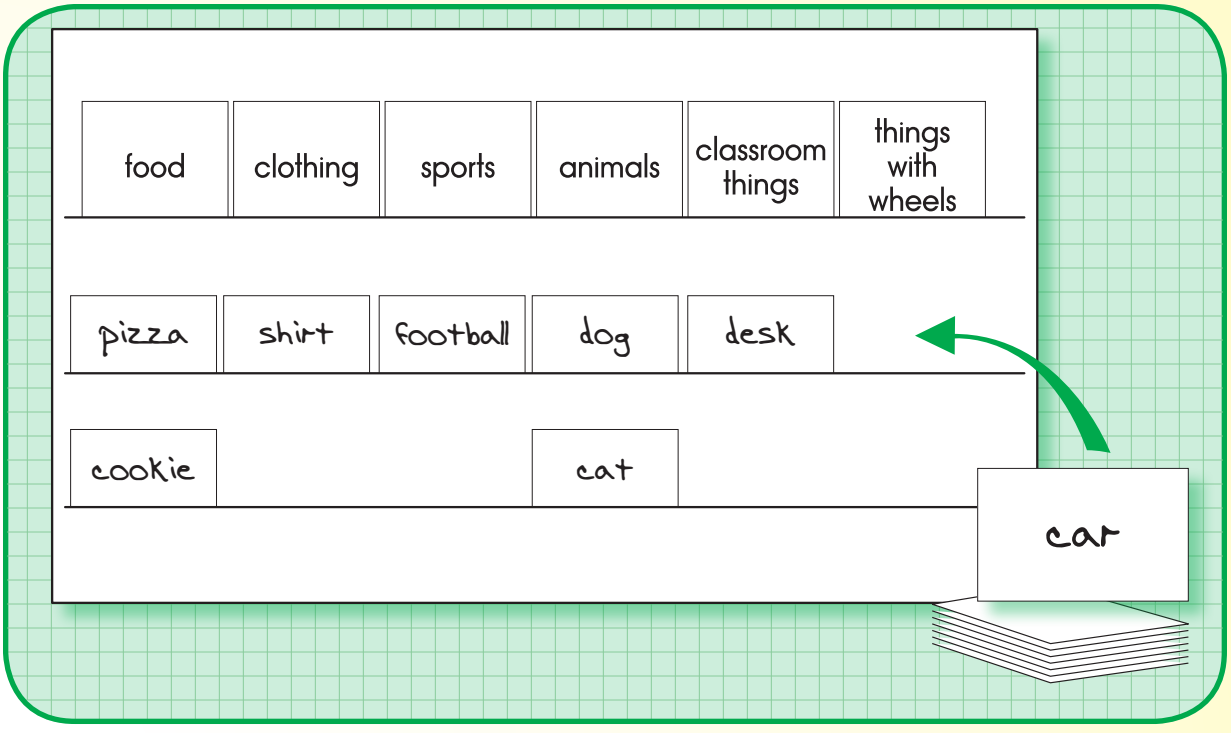
Materials

- Pocket chart
- Header cards (Activity Master V.022.AM1)
- Category Cube (Activity Master V.022.AM2)
- 30 Index cards
- Markers or pencils

Activity

Students produce and categorize words by rolling a cube and writing corresponding words.

1. Place Category Cube and pocket chart with header cards at the center. Place index cards in a stack.
2. Taking turns, students roll the word cube and read the category that lands on top (e.g., things with wheels). Say a word that goes with that category (e.g., car).
3. Write the word on an index card and read it.
4. Place the word card on the pocket chart under the correct category.
5. Continue until all the categories have five cards.
6. Peer evaluation



Extensions and Adaptations

- Record sorted words and other related words on the student sheet (Activity Master V.022.SS).
- Make other headings and category cubes (Activity Master V.022.AM3).

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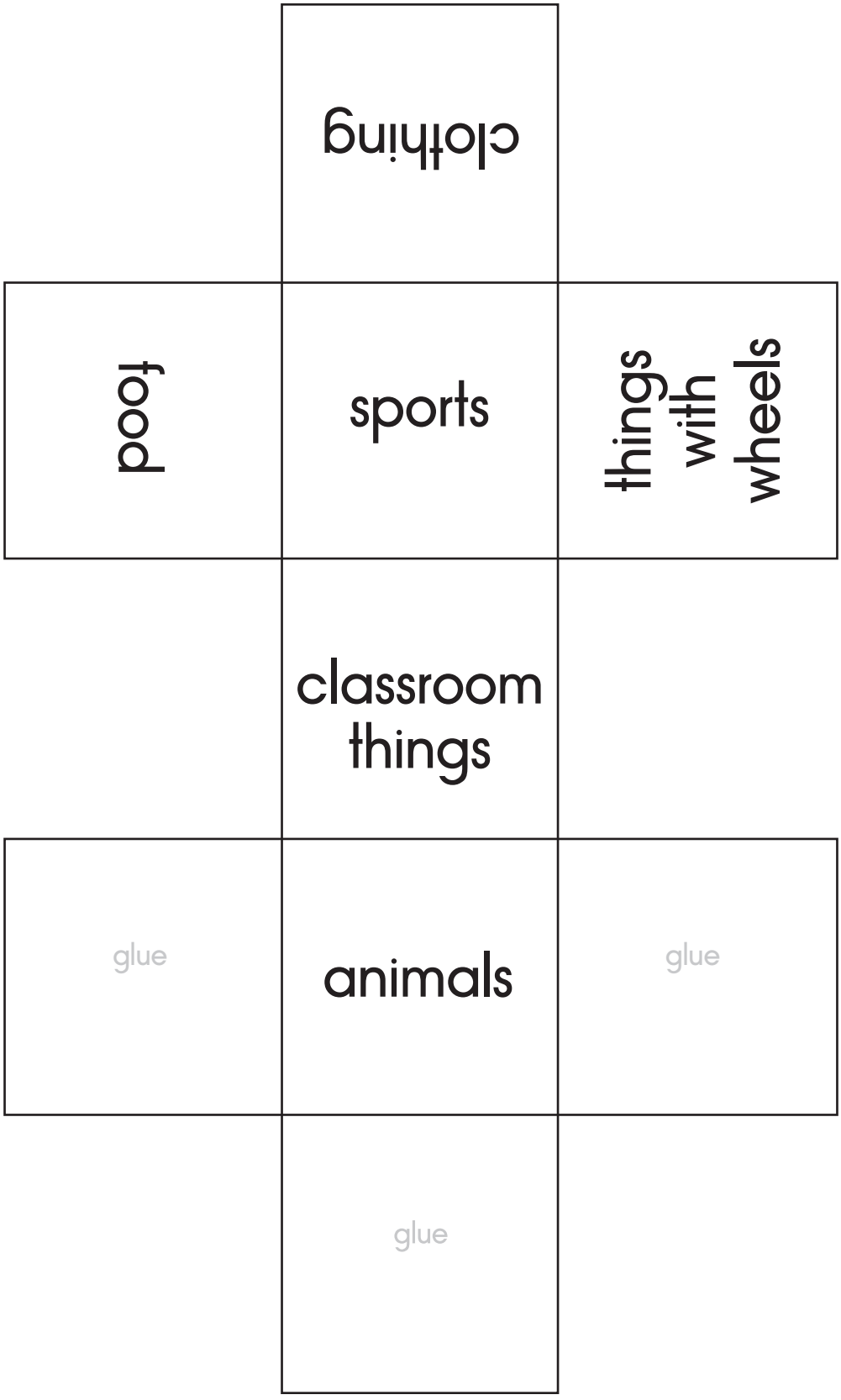
Vocabulary

Category Cube

V.022.AM1

food	clothing
sports	animals
classroom things	things with wheels



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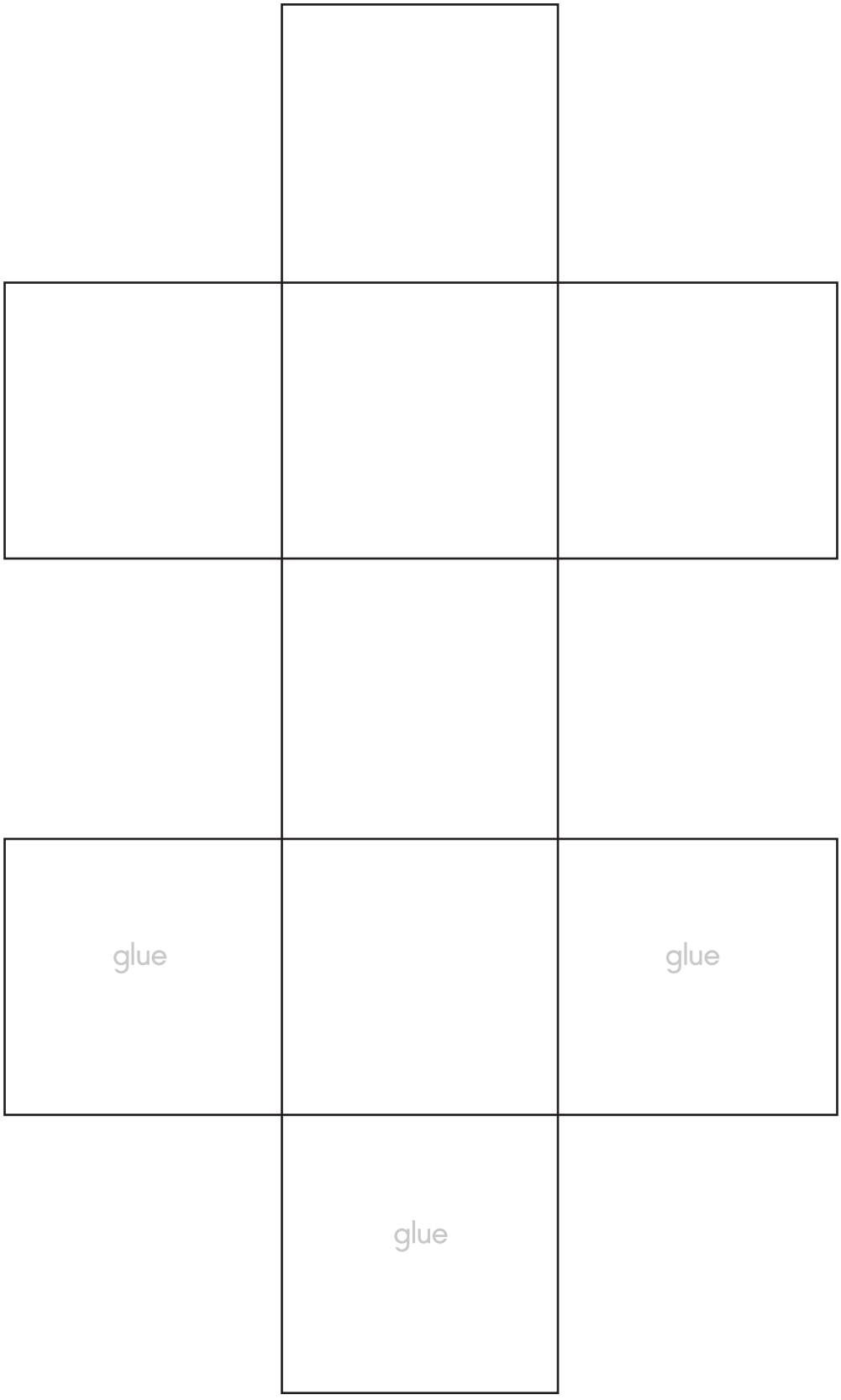
Name _____

Category Cube **V.022.SS**

clothing	food	classroom things	animals	things with wheels	sports

V.022.AM3

Category Cube



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Vocabulary

Word Analysis

V.023

Category Sort

Objective

The student will produce categories and corresponding words.

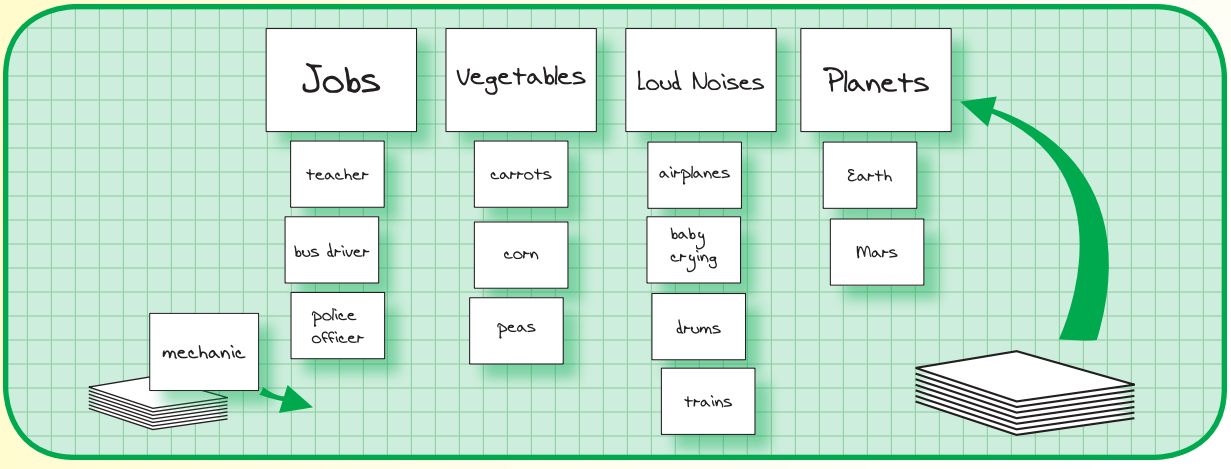
Materials

- Large index cards
  These will be used for header cards.
  Laminate.
- Small index cards
  These will be used as the word cards.
  Laminate.
- Vis-à-Vis® markers
- Student sheet (Activity Master V.023.SS)
- Pencils

Activity

Students brainstorm category headings and produce words for each category.

1. Place large and small index cards at the center. Provide each student with a student sheet and a Vis-à-Vis® marker.
2. Working in pairs, students brainstorm four headings for categories (e.g., wild animals, types of vegetables, states, planets, things to laugh about, jobs, loud noises). Write the agreed upon headings on large index cards. (Each student can be responsible for writing two of the headings).
3. Identify and write five words for each category. For example, for the category of jobs, words may include police officer, nurse, bus driver, mechanic, and teacher. (Students can take turns writing the words.) Place cards under the corresponding heading.
4. Write the headings and words on the student sheet.
5. Teacher evaluation



Extensions and Adaptations

- Sort target words provided by the teacher and identify headings for each of the grouped cards.

V.023.SS

Category Sort

heading	heading	heading	heading
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word

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Word Analysis V.024

Meaning Map

Objective

The student will identify attributes of words.

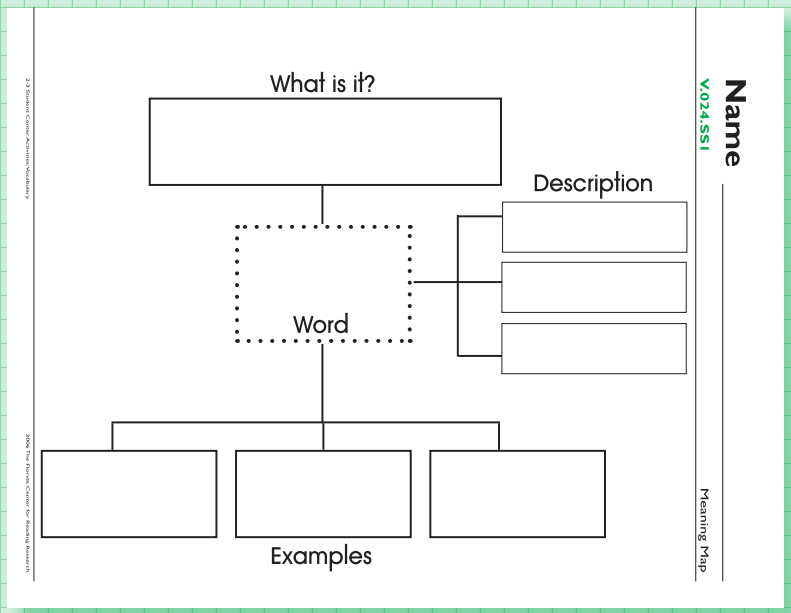
Materials

- Chart paper
  Write target vocabulary words or write word(s) on Meaning Map when it is copied for students.
- Meaning Map (Activity Master V.024.SS1)
- Resources (e.g., dictionary, encyclopedia, books, textbooks).
- Pencil

Activity

Students write words related to a topic and record the words on a semantic map.

1. Place resources at the center. Provide each student with a Meaning Map.
2. Student reads the target word.
3. Reads the categories or questions in each box on the Meaning Map and writes a one word answer or sentence for each area (i.e., What is it?, Examples, Description).
4. Teacher evaluation



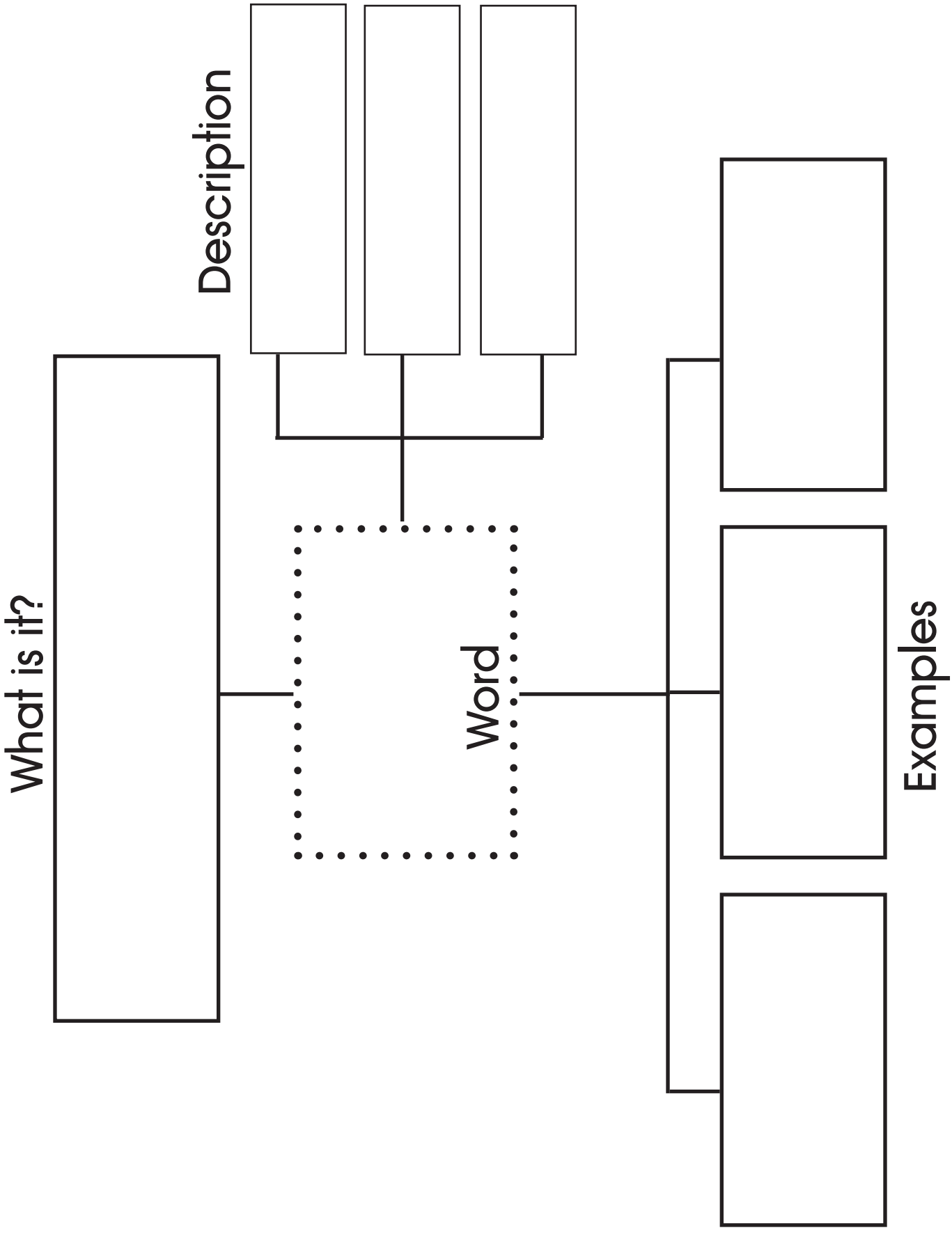
Extensions and Adaptations

- Use other meaning maps. Write the target topic or keyword in the center of the map. Write categories or questions in the various circles or boxes (Activity Master V.024.SS2 and V.024.SS3).

Name

V.024.SSI

Meaning Map



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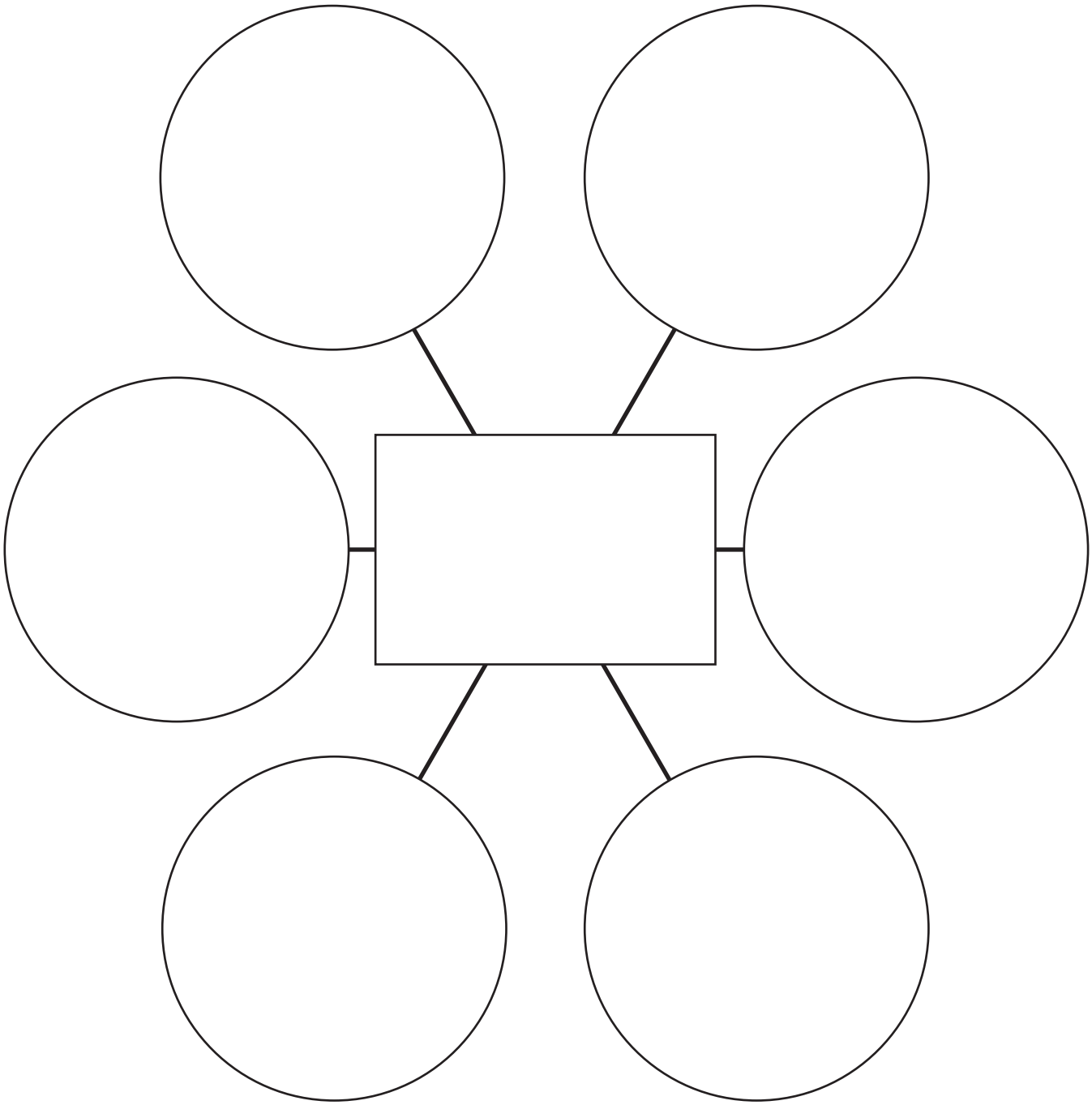
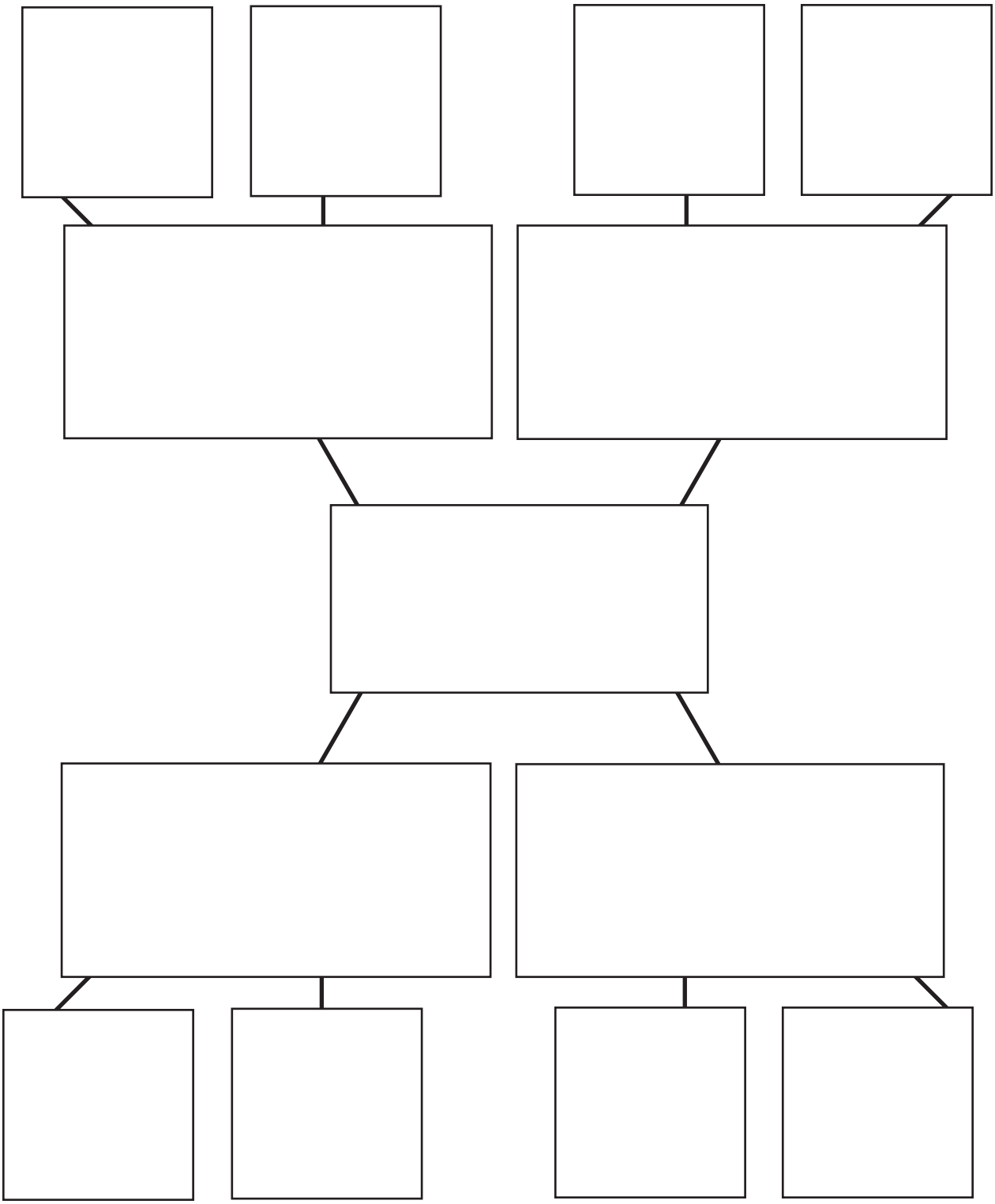
Name _____

Meaning Map **V.024.SS2**



Name

V.024.SS3 Meaning Map



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Vocabulary

Word Analysis V.025

Concept Connection

Objective

The student will identify similarities and differences between the meanings of words.

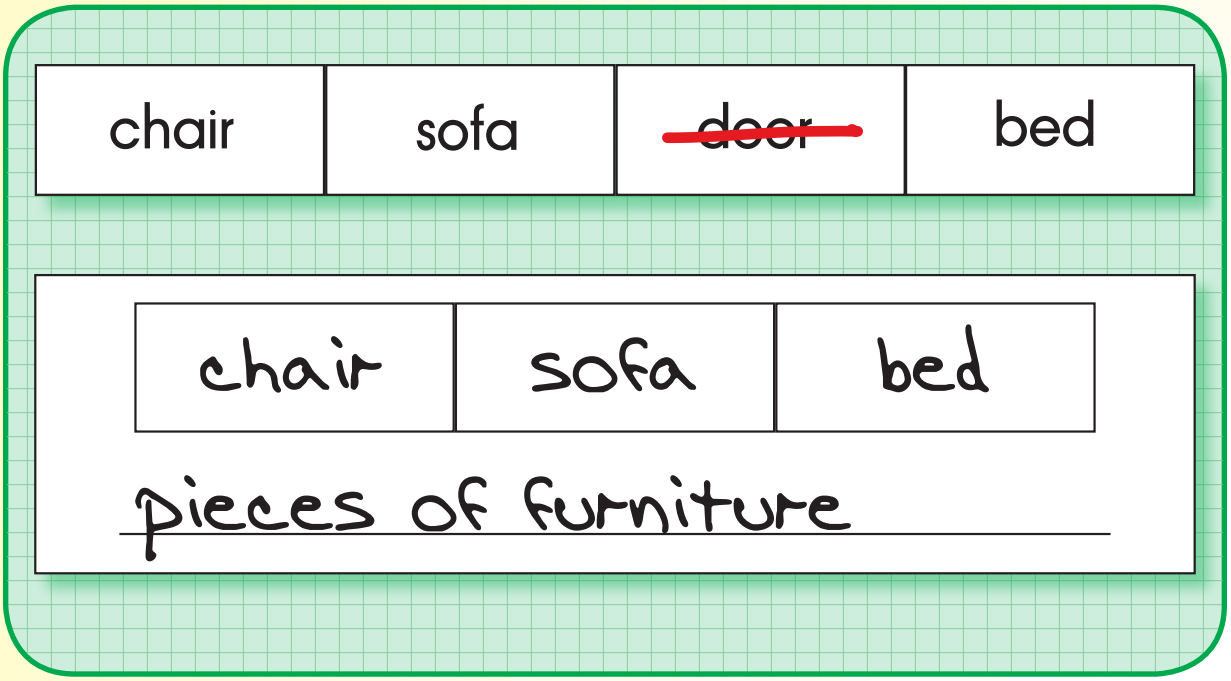
Materials

- Strips of four words (Activity Master V.025.AM1)
  Copy, laminate, and cut into strips.
- Student sheet (Activity Master V.025.SS)
- Vis-à-Vis® marker
- Pencil

Activity

Students compare four words, find three words that are similar, and record the shared attribute.

1. Place word strips at the center. Provide the student with a student sheet.
2. The student selects a strip of four words (e.g., chair, sofa, door, bed).
3. Reads the words and finds a similarity between three of the words (e.g., chair, sofa, bed). Marks out the word that does not belong with the marker.
4. Continues until strips have been marked.
5. Chooses five strips to record. Writes the three similar words from each strip on the student sheet in the three connected rectangles and writes the shared attribute under the words in sentence form (i.e., All of them are pieces of furniture).
6. Teacher evaluation



Extensions and Adaptations

- Write the word that is different on back of the student sheet along with a word that shares a similar attribute (e.g., ship and canoe are both used for water transporation).

Saturn	Sun	Earth	Mars
glasses	pencil	marker	pen
quarter	dime	dollar bill	penny
lake	river	mountain	ocean
chair	sofa	door	bed
happy	sad	listen	scared
Florida	Georgia	Alabama	Miami
tornado	umbrella	hurricane	thunder storm
piano	drums	guitar	radio
toothpaste	mop	soap	detergent

Cut along the dotted lines.

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Name _____

Concept Connection **V.025.SS**

_____

_____

_____

_____

_____

Objective

The student will identify similarities and differences between the meanings of words.

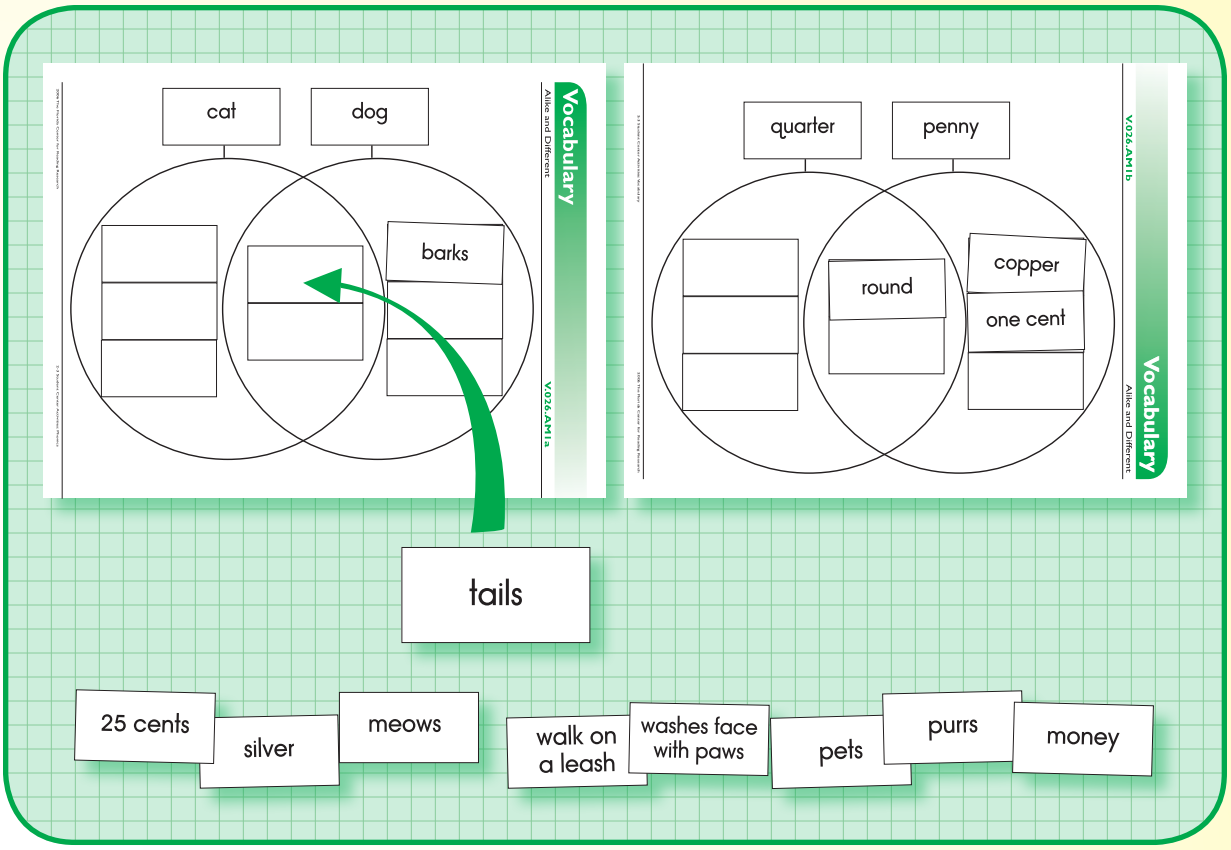
Materials

- Venn diagrams (Activity Master V.026.AM1a - V.026.AM1b)
  Copy and laminate.
- Attribute cards (Activity Master V.026.AM2)
  Write location of where the card should be placed on back of each card.

Activity

Students compare words using a Venn diagram.

1. Place the Venn diagrams and attribute cards face up at the center.
2. The student reads all the attribute cards.
3. Places shared attribute cards of each header in the overlapping area of the Venn diagram.
4. Places the unique attribute cards of each header in the corresponding circles.
5. Turns over cards to determine accuracy and re-sorts, if necessary.
6. Self-check



Extensions and Adaptations

- Record one of the completed Venn diagrams on a student sheet (Activity Master V.026.SS).
- Compare other target words and write attributes using student sheet (Activity Master V.026.SS).

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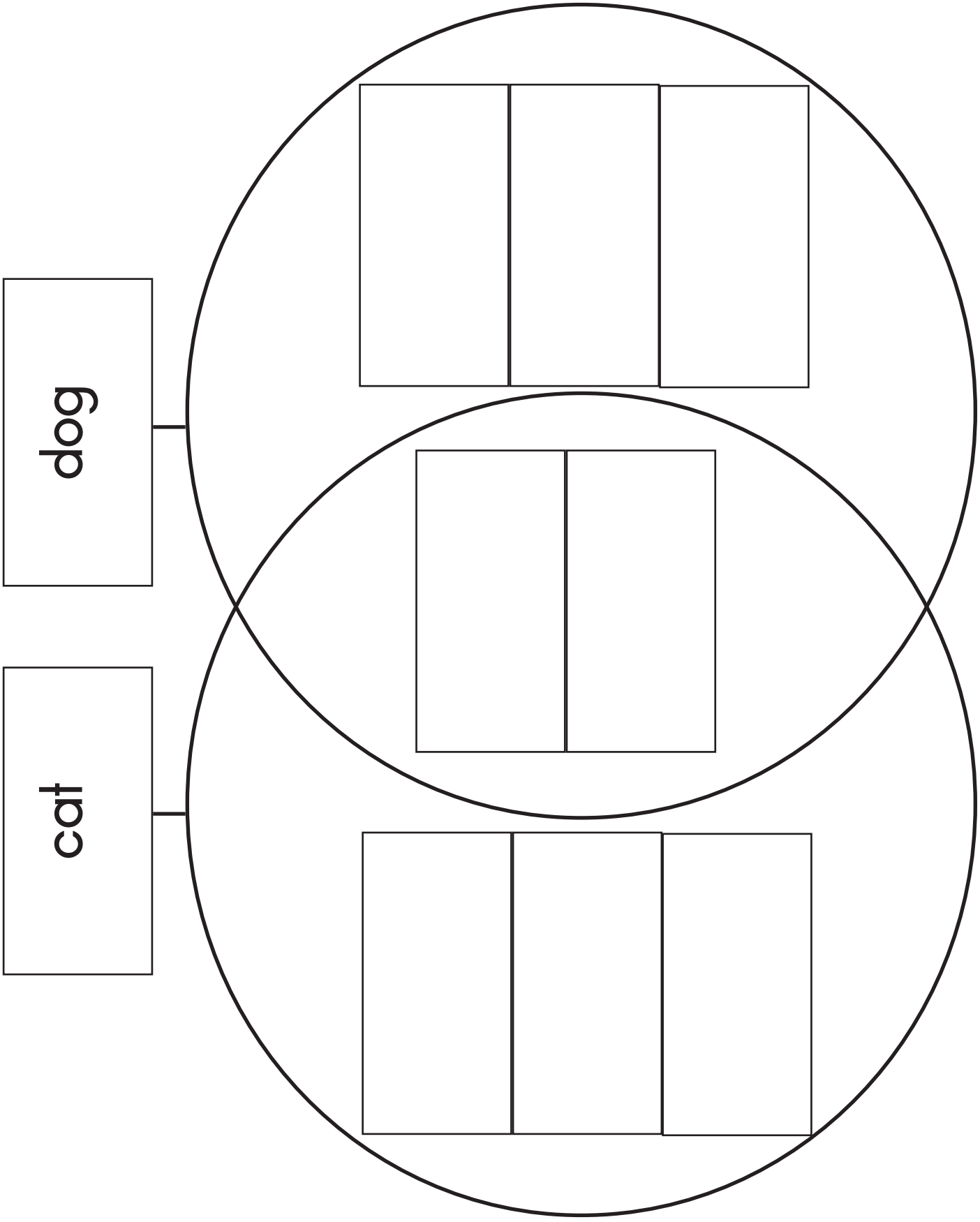
Vocabulary

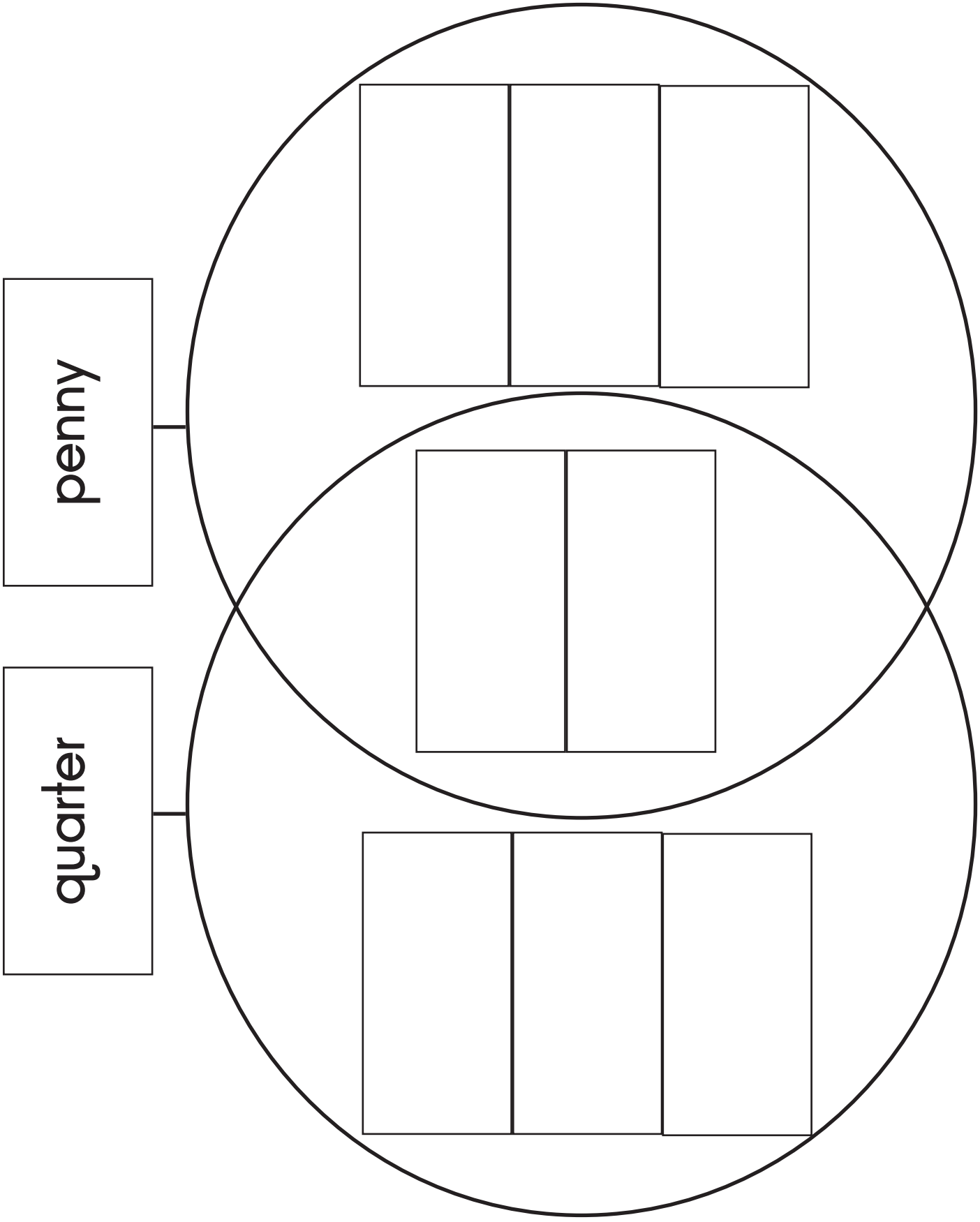
Alike and Different

V.026.AM1a



V.026.AM1b

Alike and Different



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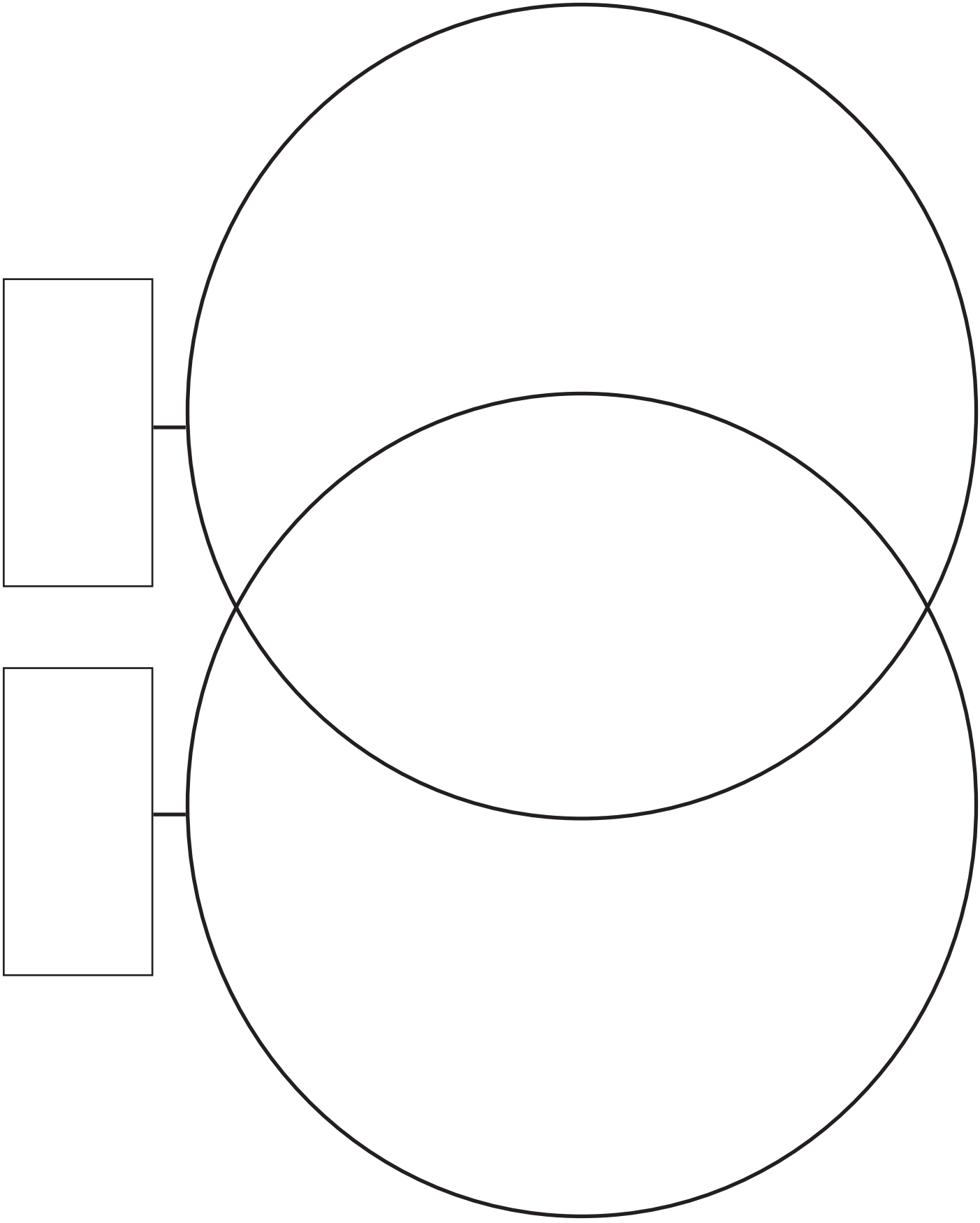
Vocabulary

Alike and Different

V.026.AM2

one cent	copper	Lincoln
25 cents	Washington	silver
money	round	meows
washes face with paws	bury bones	walk on a leash
purrs	barks	pets
tails		

Name



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Attribute Analysis

Objective

The student will identify similarities and differences between the meanings of words.

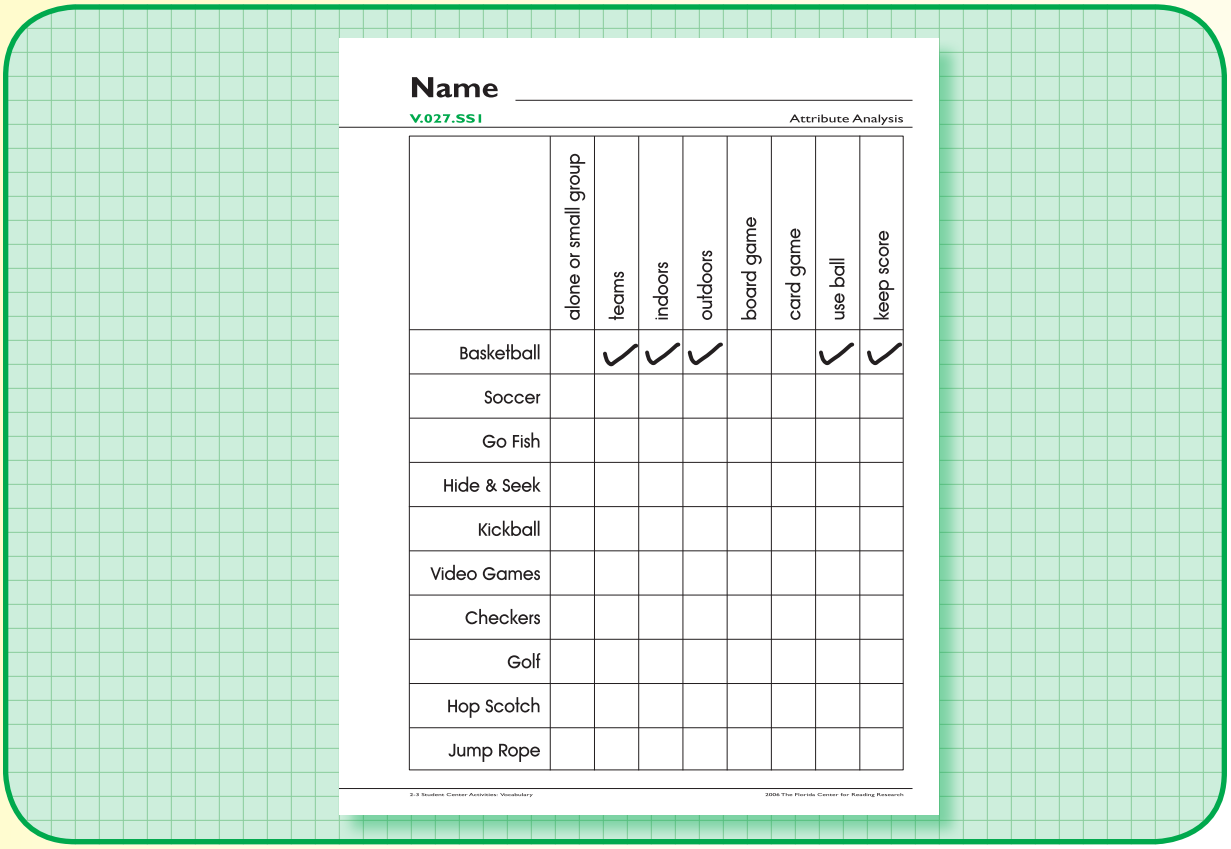
Materials

- Attribute Analysis student sheet (Activity Master V.027.SS1)
- Pencil

Activity

Students identify semantic features that distinguish one word from another by completing an attribute analysis grid.

1. Provide the student with a student sheet.
2. The student reads the words in the left column (i.e., list of games) and the words in the top row (i.e., list of game attributes).
3. Reads the games one at a time and places checks in the attribute boxes that apply to that game. For example, across from "Basketball" places checks in boxes for "teams, indoors, outdoors, use ball, and keep score."
4. Teacher evaluation



Name _____

V.027.SS1 Attribute Analysis

	alone or small group	teams	indoors	outdoors	board game	card game	use ball	keep score
Basketball		✓	✓	✓			✓	✓
Soccer								
Go Fish								
Hide & Seek								
Kickball								
Video Games								
Checkers								
Golf								
Hop Scotch								
Jump Rope								

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Extensions and Adaptations

- List more categories and attributes on the blank attribute grid (Activity Master V.027.SS2).

Name

	alone or small group	teams	indoors	outdoors	board game	card game	use ball	keep score
Basketball								
Soccer								
Go Fish								
Hide & Seek								
Kickball								
Video Games								
Checkers								
Golf								
Hop Scotch								
Jump Rope								

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Name _____

Attribute Analysis **V.027.SS2**

Objective

The student will identify words to complete analogies.

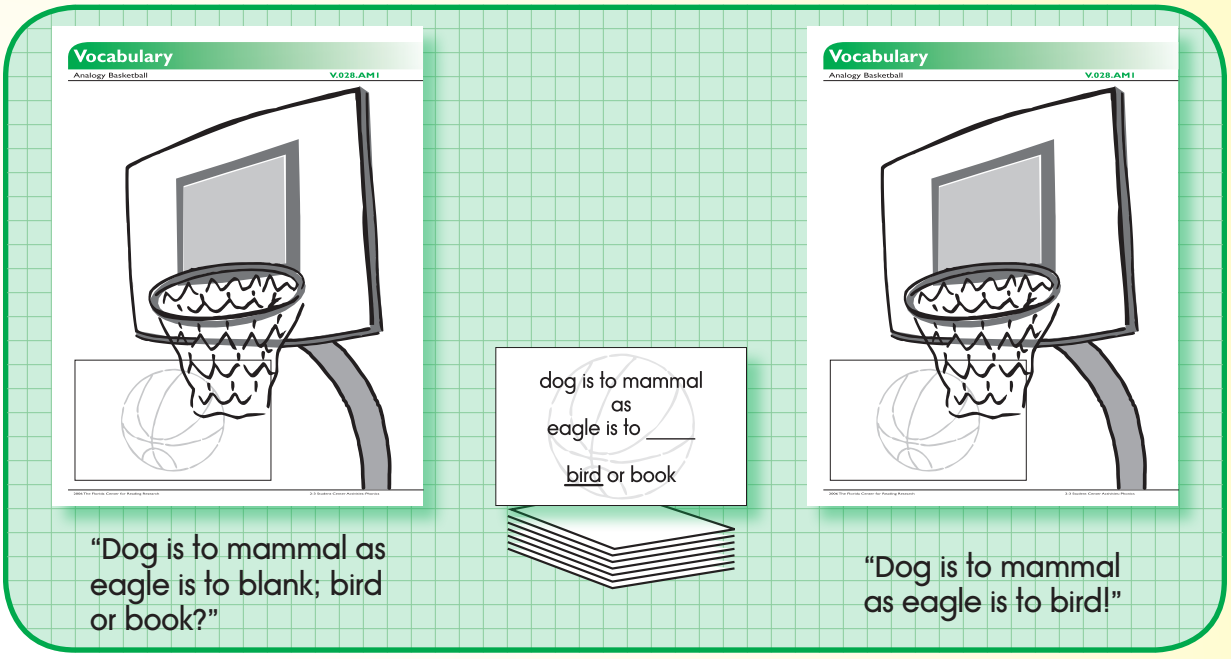
Materials

- Analogy Basketball hoops (Activity Master V.028.AM1)
  Make two copies and laminate.
- Analogy Basketball cards (Activity Master V.028.AM2a - V.028.AM2b)
  Answers are provided on the card with word underlined.

Activity

Students complete analogies by playing a basketball game.

1. Place two basketball hoops at the center. Place analogy basketball cards face down in a stack.
2. Taking turns, student one draws the top card from the stack and reads the phrase and answer choices to student two (e.g., dog is to mammal as eagle is to _____. bird or book).
3. Student two chooses one of the words to fill in the blank and repeats the phrase with the answer (i.e., dog is to mammal as eagle is to bird).
4. If correct, student one gives the card to student two who places it on his hoop. If incorrect, the card is placed at the bottom of the stack.
5. Reverse roles.
6. Continue until all basketball analogies are completed.
7. Peer evaluation



Extensions and Adaptations

- Make other analogy basketball cards (Activity Master V.028.AM3).

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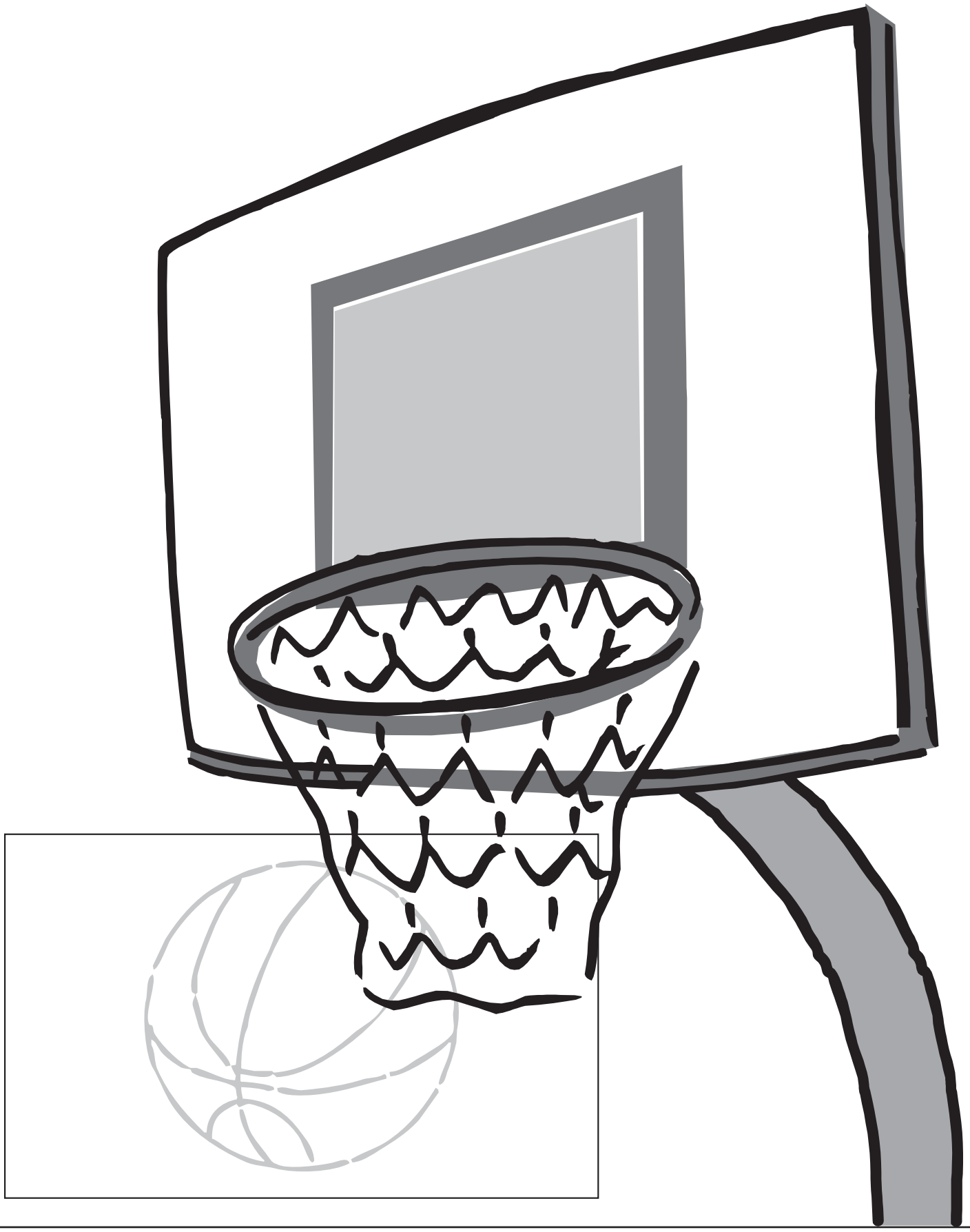
Analogy Basketball V.028.AM1



V.028.AM2a

Analogy Basketball

night is to day as on is to _____ ride or <u>off</u>	minute is to hour as penny is to _____ <u>dollar</u> or month
dog is to mammal as eagle is to _____ <u>bird</u> or book	mat is to mate as rat is to _____ mouse or <u>rate</u>
refrigerator is to cold as stove is to _____ <u>hot</u> or white	tail is to cat as fin is to _____ <u>fish</u> or dog
milk is to cow as eggs are to _____ horses or <u>chicken</u>	December is to winter as July is to _____ <u>summer</u> or rain

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Vocabulary

Analogy Basketball

V.028.AM2b

sandwich is to eat as milk is to _____ sleep or drink	up is to down as out is to _____ in or close
happy is to sad as light is to _____ dark or high	bee is to hive as bird is to _____ school or nest
pear is to fruit as poodle is to _____ dog or cat	shirt is to clothing as pizza is to _____ round or food
three is to four as seven is to _____ odd or eight	mother is to daughter as father is to _____ brother or son

V.028.AM3

Analogy Basketball

_____ is to _____ as _____ is to _____	_____ is to _____ as _____ is to _____
_____ is to _____ as _____ is to _____	_____ is to _____ as _____ is to _____
_____ is to _____ as _____ is to _____	_____ is to _____ as _____ is to _____
_____ is to _____ as _____ is to _____	_____ is to _____ as _____ is to _____

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Analogy Action

Objective

The student will identify words to complete analogies.

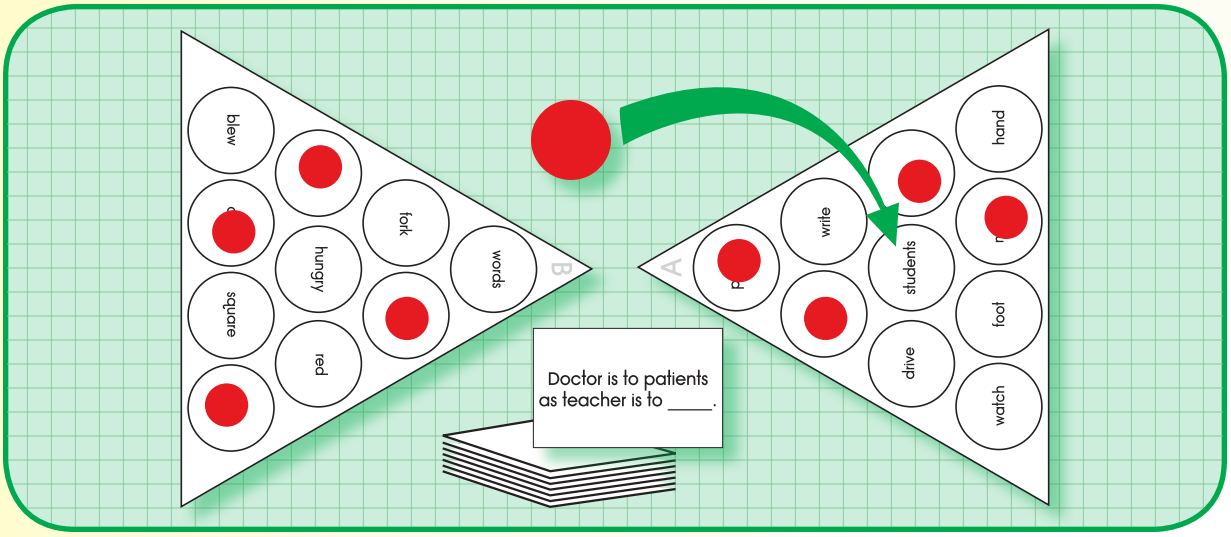
Materials

- Analogy word triangles (Activity Master V.029.AM1a - V.029.AM1b)
  There are two triangles marked "A" and "B." One student will use the "A" triangle and the other will use the "B" triangle.
- Analogy cards (Activity Master V.029.AM2a - V.029.AM2c)
- Answer key (Activity Master V.029.AM3a - V.029.AM3b)
  An answer key is provided.
- Game pieces (e.g., counters)

Activity

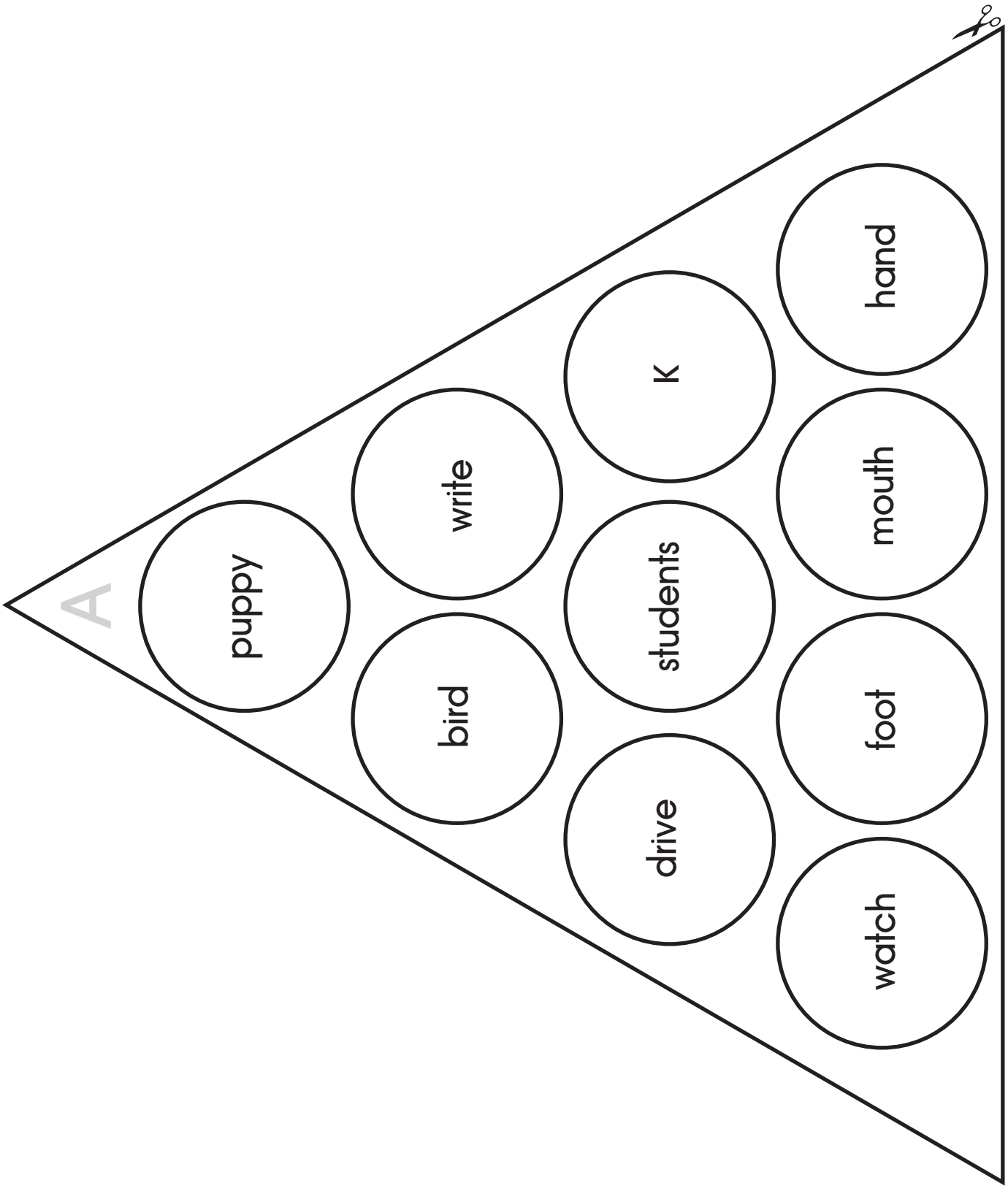
Students complete analogies playing a completion game.

1. Place analogy cards face down in a stack. Provide each student with a different analogy word triangle.
2. Taking turns, student one draws the top card from the stack and reads the phrase (e.g., Doctor is to patients as teacher is to _____).
3. Student one looks for the word that completes the analogy on his analogy word triangle (i.e., students). If found, reads the analogy with the word (i.e., Doctor is to patients as teacher is to students) and places game piece on the word. Places analogy card in a discard pile. If not found, places analogy card on bottom of stack.
4. Reverse roles.
5. Continue until triangles are filled.
6. Teacher evaluation



Extensions and Adaptations

- Develop more analogy word triangles and analogies (Activity Master V.009.AM4).
- Write analogies (Activity Master V.029.SS).



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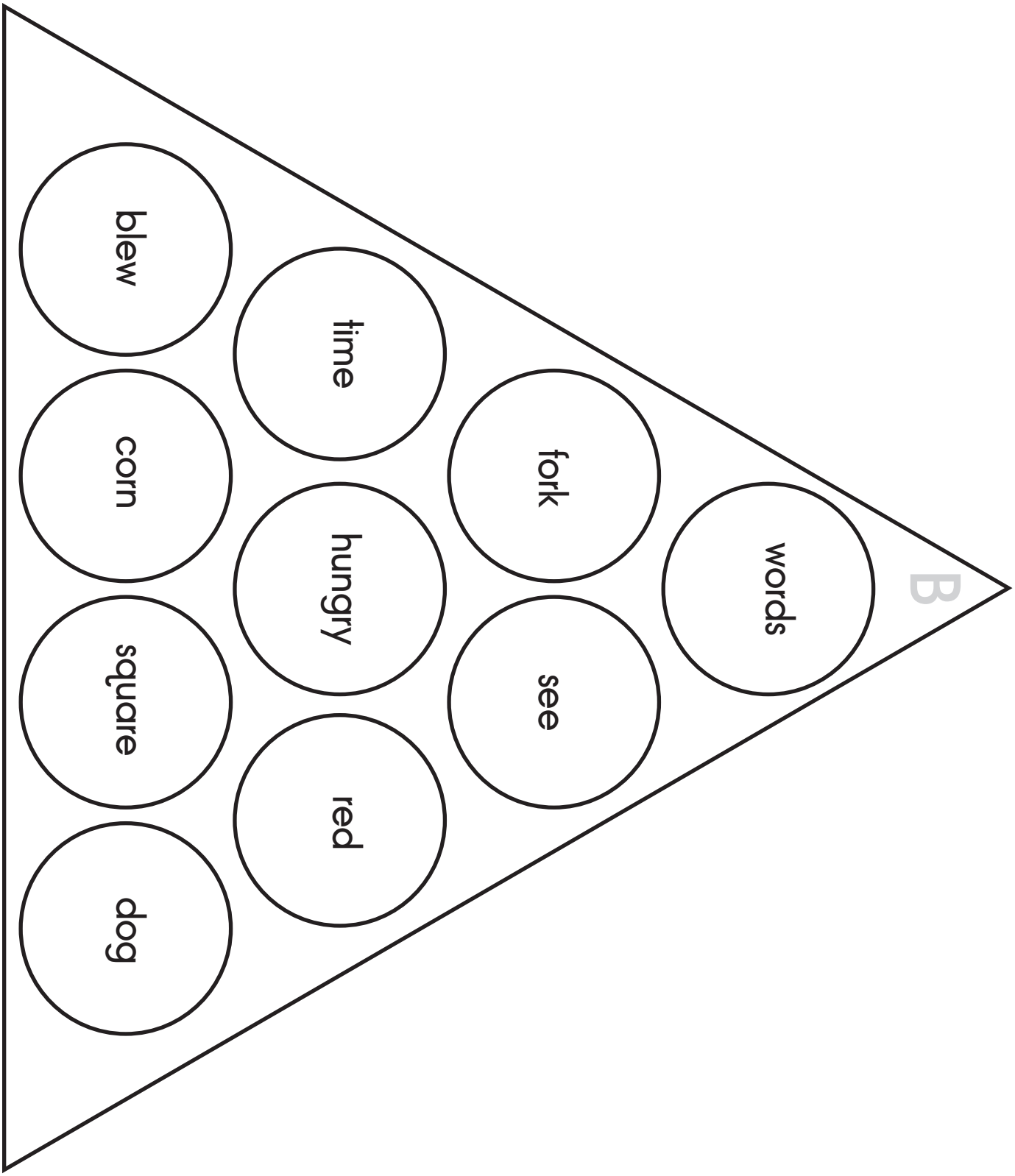
Analogy Action

V.029.AM1b



Cat is to kitten as dog is to _____.	Fur is to dog as feathers are to _____.
Scissors are to cut as pencil is to _____.	Plane is to fly as car is to _____.
Doctor is to patients as teacher is to _____.	B is to C as J is to _____.
Book is to read as television is to _____.	Finger is to hand as toe is to _____.

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Wink is to eye as a smile is to _____.	Boot is to foot as glove is to _____.
Count is to numbers as read is to _____.	Soup is to spoon as steak is to _____.
Ear is to hear as eye is to _____.	Go is to green as stop is to _____.
Three is to triangle as four is to _____.	Sleep is to tired as eat is to _____.

Thermometer is to temperature as clock is to _____.	Oink is to pig as bark is to _____.
Green is to peas as yellow is to _____.	Eight is to ate as blue is to _____.

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Answer Key A

Cat is to kitten as dog is to	puppy
Fur is to dog as feathers are to	bird
Scissors are to cut as pencil is to	write
Plane is to fly as car is to	drive
Doctor is to patients as teacher is to	students
B is to C as J is to	K
Book is to read as television is to	watch
Finger is to hand as toe is to	foot
Wink is to eye as smile is to	mouth
Boot is to foot as glove is to	hand

Answer Key B

Count is to numbers as read is to	words
Soup is to spoon as steak is to	fork
Ear is to hear as eye is to	see
Go is to green as stop is to	red
Three is to triangle as four is to	square
Sleep is to tired as eat is to	hungry
Thermometer is to temperature as clock is to	time
Oink is to pig as bark is to	dog
Green is to peas as yellow is to	corn
Eight is to ate as blue is to	blew

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Name _____

Analogies

_____ is to _____ as _____ is to _____.
_____ is to _____ as _____ is to _____.
_____ is to _____ as _____ is to _____.
_____ is to _____ as _____ is to _____.
_____ is to _____ as _____ is to _____.
_____ is to _____ as _____ is to _____.
_____ is to _____ as _____ is to _____.
_____ is to _____ as _____ is to _____.
_____ is to _____ as _____ is to _____.
_____ is to _____ as _____ is to _____.

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