

synonyms

Sort the word pairs

antonyms

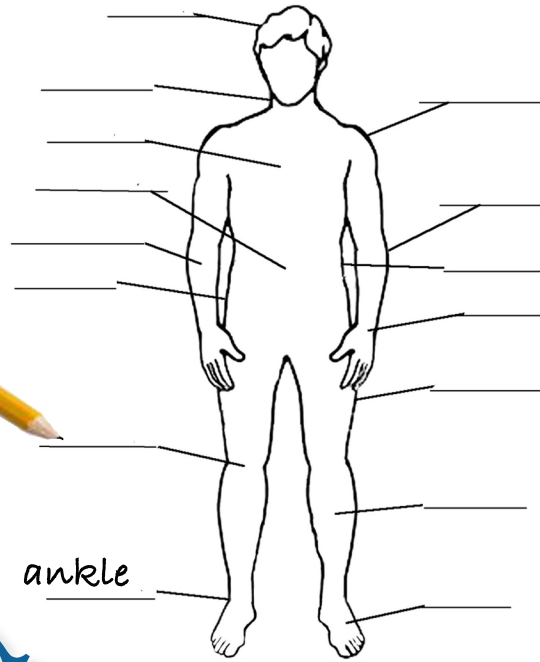
Date _____ Name _____

WHAT OBJECT DOES IT BELONG TO?

Parts of a	Parts of a	Parts of a

Vocabulary

Parts of a Body



ankle

Word Bank

- shoulder
- ankle
- foot
- chest
- elbow
- knee
- thigh
- hip
- waist
- crown
- forearm
- neck
- wrist
- hand
- shin
- stomach

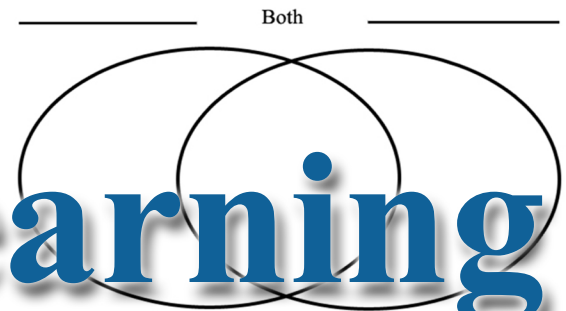
Centers

What We Call Male (boy), Female (girl), and Baby Animals

Animal	Male	Female	Baby
bear	boar	sow	cub
chicken	rooster	hen	chick
deer	buck, stag	doe	fawn
duck	drake	duck	duckling
horse	stallion	mare	foal
lion	lion	lioness	cub
cow	bull	heifer (before having a calf) cow (after having a calf)	calf
pig	boar	sow	piglet
spider			spiderling
goat	buck	nanny	kid

and

VENN DIAGRAM



What We Call Groups of Animals

whales, dolphins	pod
bees	swarm
snake	bed
ants	colony

Partner Learning

Introduction

Vocabulary Centers and Partner Learning

*This book, like all my books, is about building vocabulary. It is about giving your students the opportunity to **revisit** the words they learn, which promotes understanding and retention. Revisiting, also called spaced review, is the most effective form of review and yet **the most neglected in vocabulary building**.*

*We know that students must encounter a word many times and in different contexts to be able to retain its meaning. We know that the more a student can manipulate new learning in different ways, the better the understanding and retention. Since we know this, **let's use it!***

*The pictures, ideas and templates in this book will give your students opportunities (within your language arts block) to **revisit** the vocabulary words you have taught. Revisiting by:*

- *creating student-centered vocabulary word walls,*
- *interacting with the words on these word walls by adding newly taught words,*
- *manipulating the information in many different ways and contexts,*
- *giving students the opportunity to talk with a partner about the words (which enhances understanding and retention).*

The ideas in this book have been classroom tested and child approved! I believe you will enjoy the experiences as much as your students.

Janet Caruthers, Ed. S.

Table of Contents

This book is divided into 4 sections:

Section I - Pictures with a Word Bank – Students label parts of objects using a word bank. Great activity for a vocabulary center or for partner learning.

Section II - Pictures with Labels - Can be used as an answer key for Section I and for doing many of the vocabulary center ideas listed in Section III.

Section III - Activities & Forms – Ideas & Templates for vocabulary center or for partner learning.

Section IV - Using Word Walls to revisit vocabulary – Ideas for making vocabulary word walls and using word walls with a vocabulary center or partner learning.

Sections I and II are divided into categories:

Our Bodies

- Parts of a Body
- Parts of an Eye
- Parts of a Face
- Parts of a Face with Hair
- Parts of the Back of a Hand
- Parts of the Inside of a Hand
- Parts of a Foot

Things We Wear

- Parts of a Pair of Glasses
- Parts of a Pair of Pants
- Parts of a Shirt
- Parts of a Shoe

Things Around the House

- Parts of a Backyard
- Parts of a Bedroom
- Parts of a Chair
- Parts of a Clock
- Parts of a Computer
- Parts of Containers (3 pages)
- Parts of a Door
- Parts of a Fireplace
- Parts of a House
- Parts of a Kitchen
- Kitchen Utensils (2 pages)
- Parts of a Lamp
- Parts of a Living Room
- Parts of a Needle
- Parts of a Table Setting
- Tools for Building
- Tools for Gardening
- Parts of a Staircase
- Parts of a Window

(continued on next page)

Things We Eat

Parts of an Apple

Parts of an Egg

Vehicles

Parts of an Airplane

Parts of a Bicycle

Parts of a Boat

Boats without Motors

Parts of a Car

Nature – Plants and Animals

Parts of a Flowering Plant

Parts of a Tree

Parts of a Bird

Parts of a Cow

Parts of a Dog

Parts of a Duck

Parts of a Fish

Parts of a Horse

Parts of a Pig

Section I

Pictures With a Word Bank

*For your students to understand what they read and to be able to write about their daily activities, they need to know about common objects. Knowing the names of **the parts** of those common objects (paw, handlebars, etc.) is critical for visualization, making inferences, drawing conclusions and precision in writing both informational and narrative texts.*

This sections provides students with 49 pictures of common objects with the labels in a Word Bank. Students will label common objects using the words in the word bank. It can be self correcting by using the pictures with labels in Section II.

Our Body

Parts of a Body

Parts of an Eye

Parts of a Face

Parts of a Face with Hair

Parts of the Back of a Hand

Parts of the Inside of a Hand

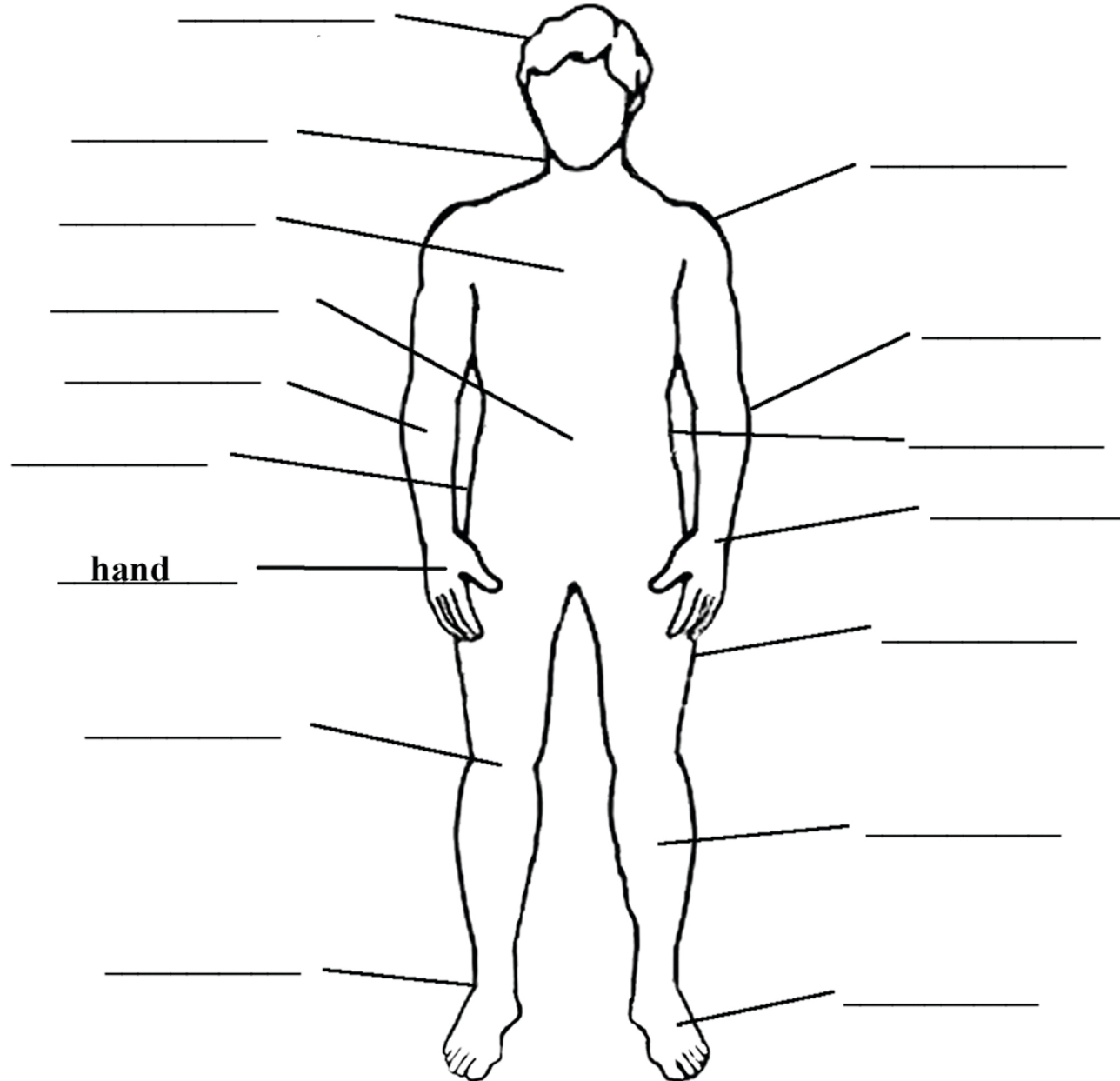
Parts of a Foot

Parts of a Body

(Directions: Fill in the blanks with words from the Word Bank.)

Word Bank

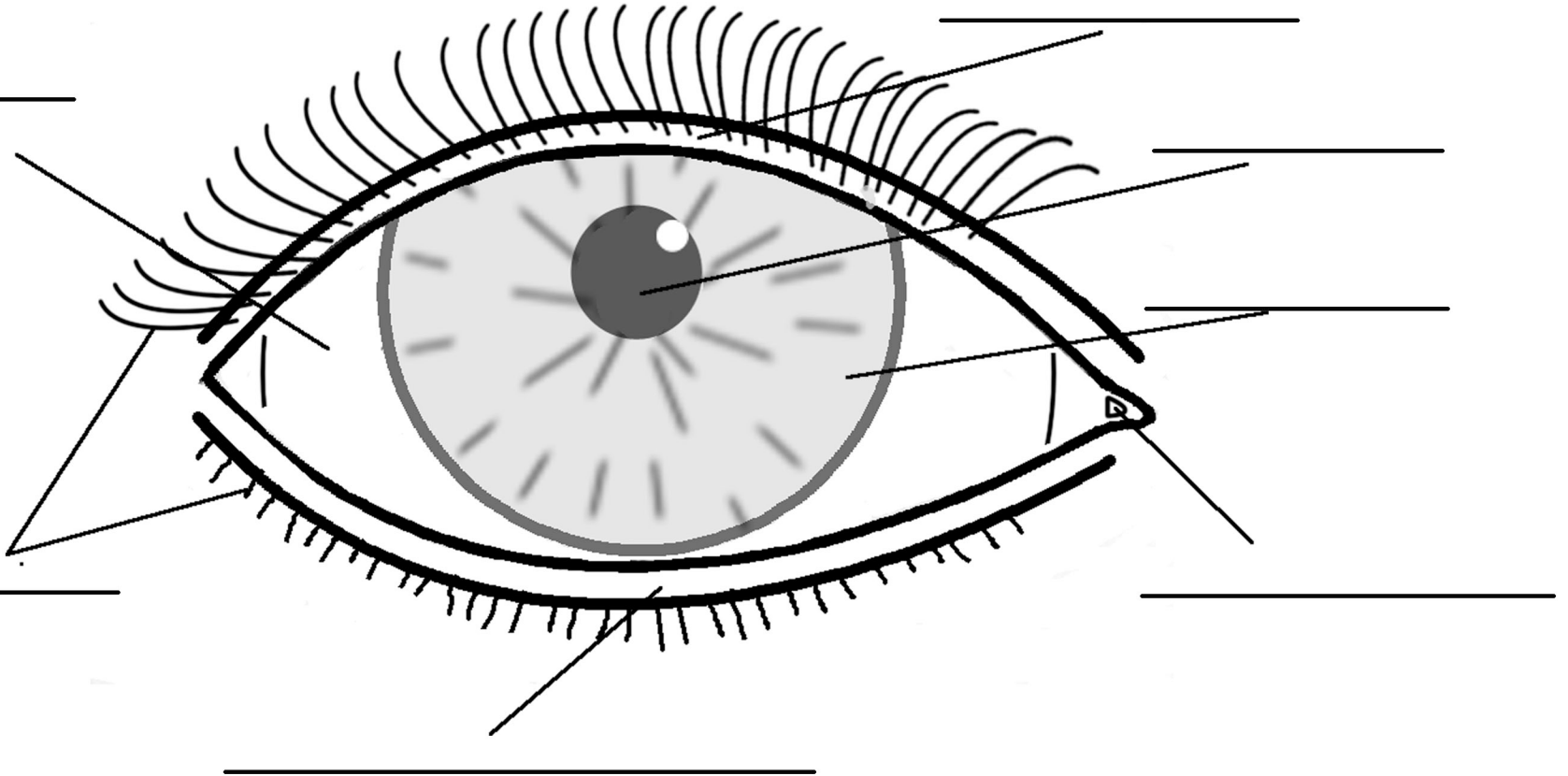
shoulder
ankle
foot
chest
elbow
knee
thigh
hip
waist
hand
crown
forearm
neck
wrist
hand
shin
stomach



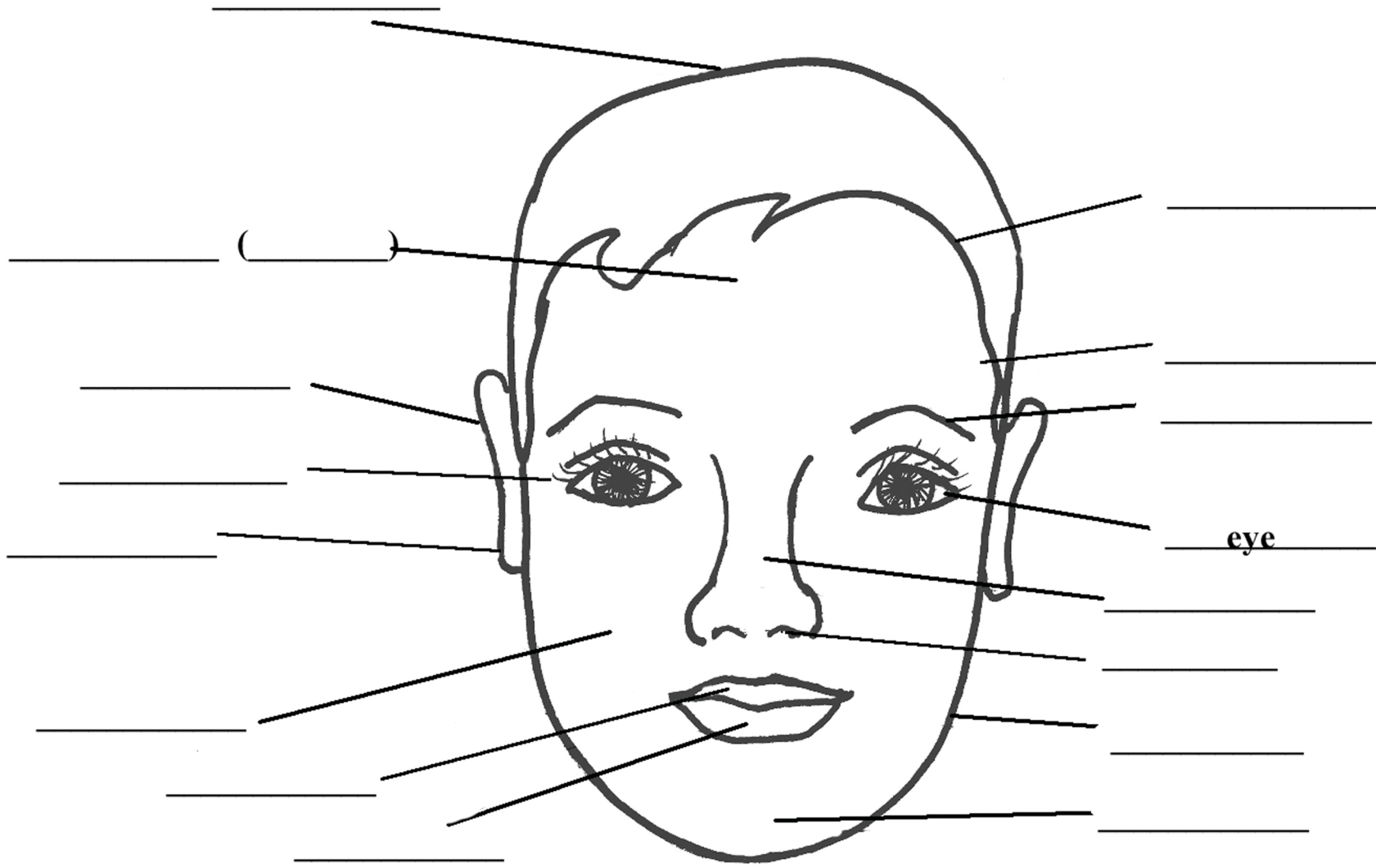
Parts of an Eye

Word Bank

eyelashes
pupil
lower eyelid
eyeball
tear duct
upper eyelid
iris



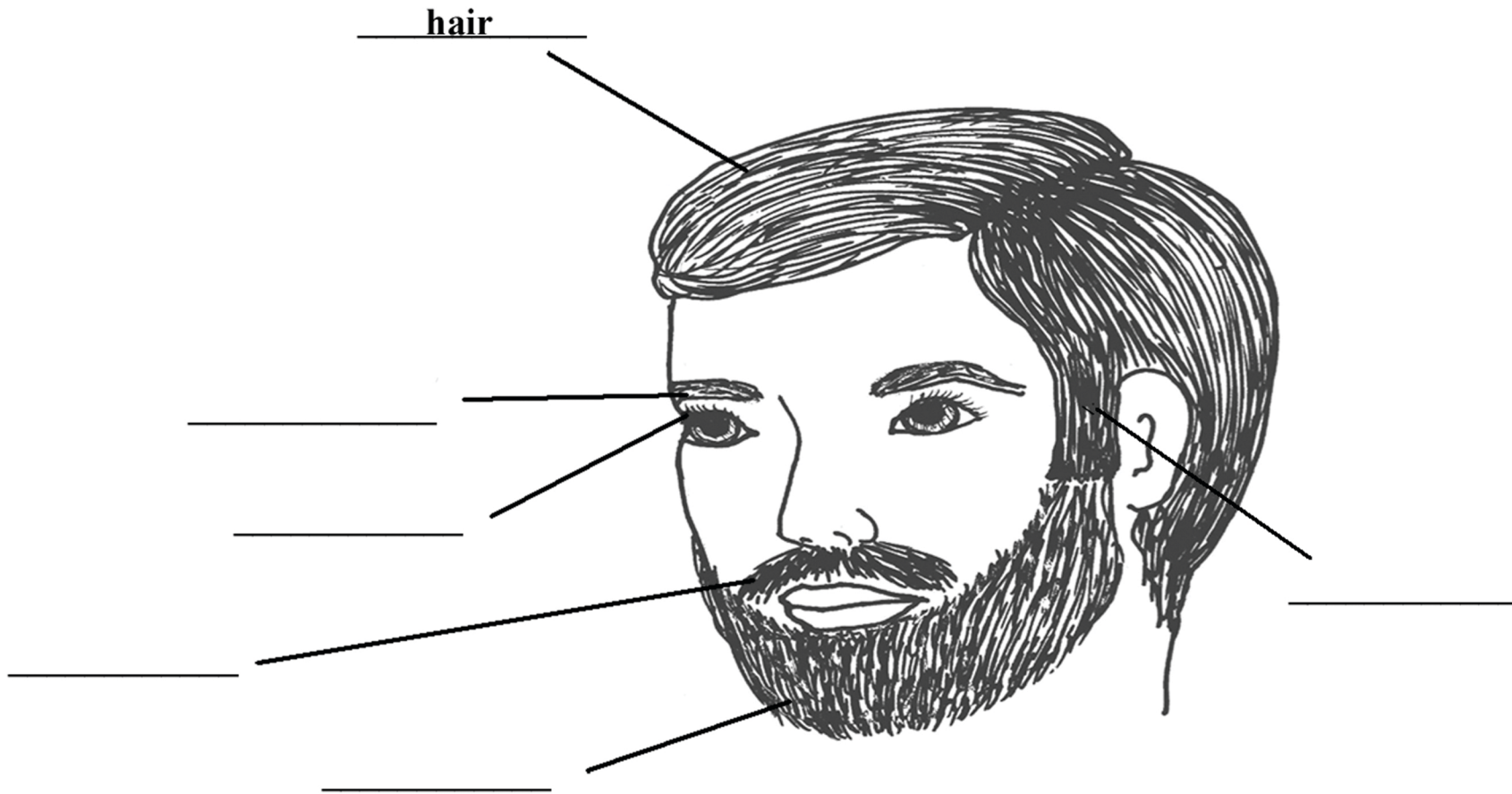
Parts of a Face



Word Bank

- jaw
- ear
- crown
- nostril
- brow
- hairline
- lower lip
- upper lip
- cheek
- eye
- forehead
- eyebrow
- eyelashes
- chin
- nose
- temple
- earlobe

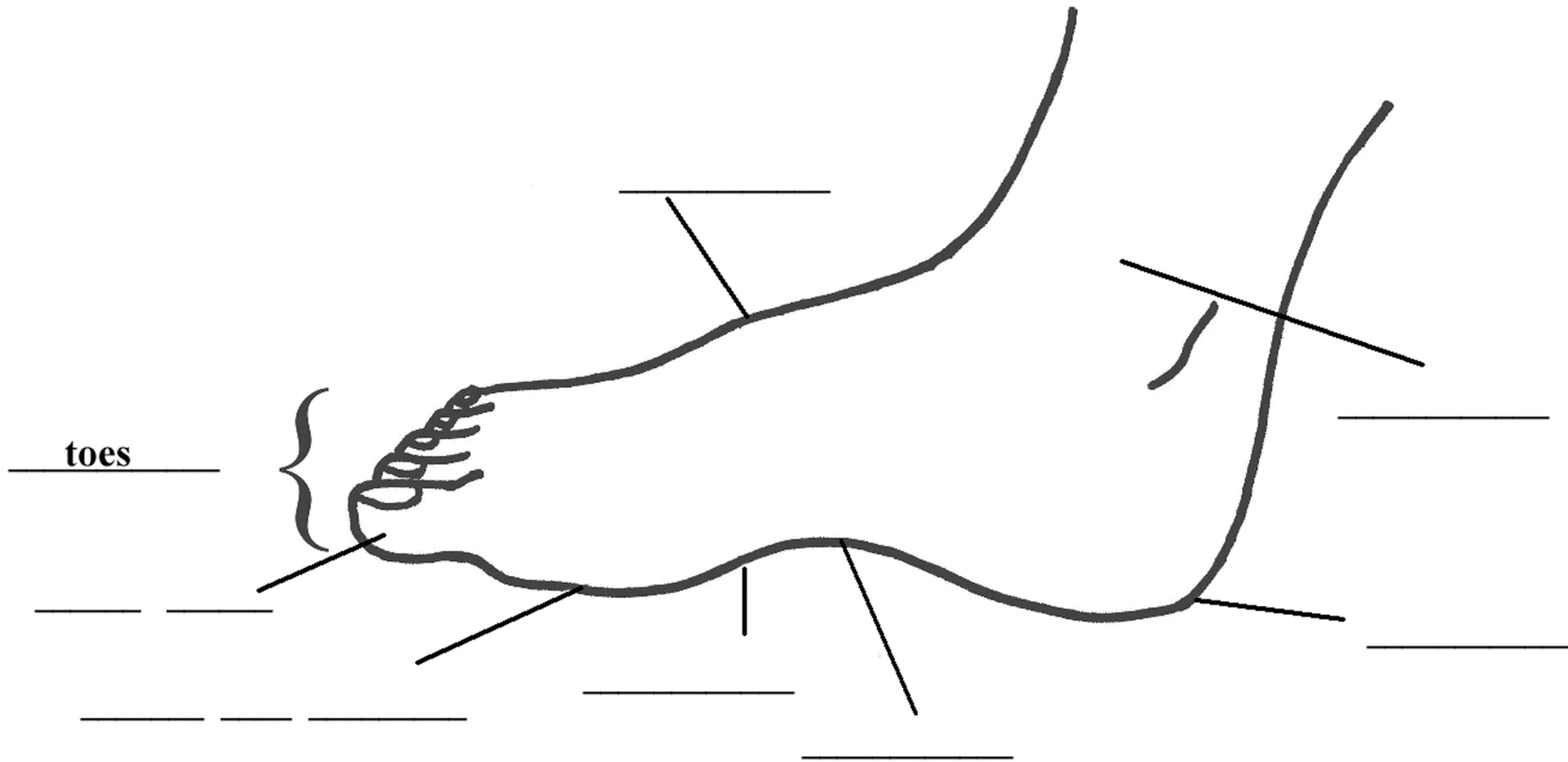
Parts of a Face with Hair



Word Bank

- mustache
- beard
- sideburns
- eyebrows
- hair
- eyelashes

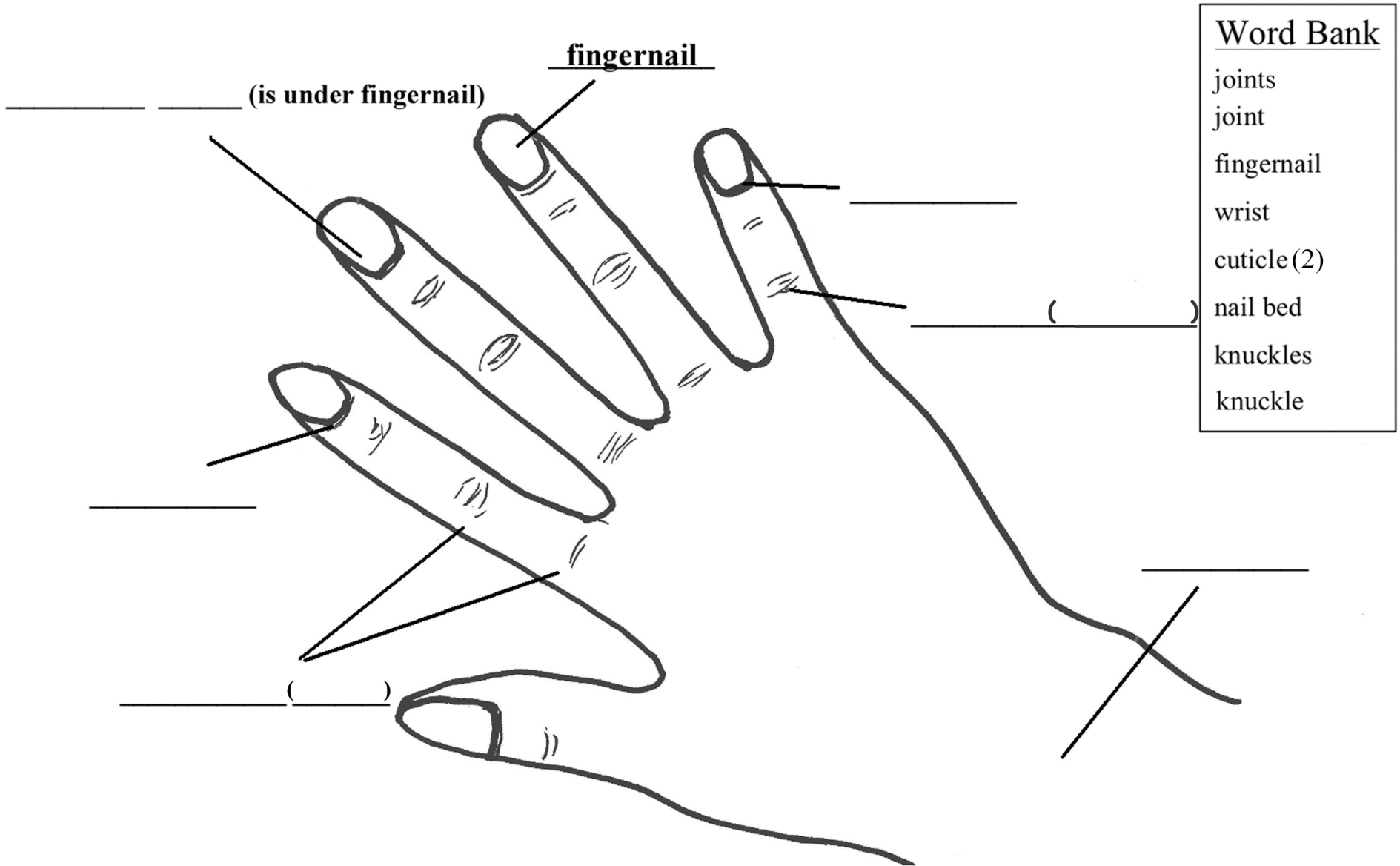
Parts of a Foot



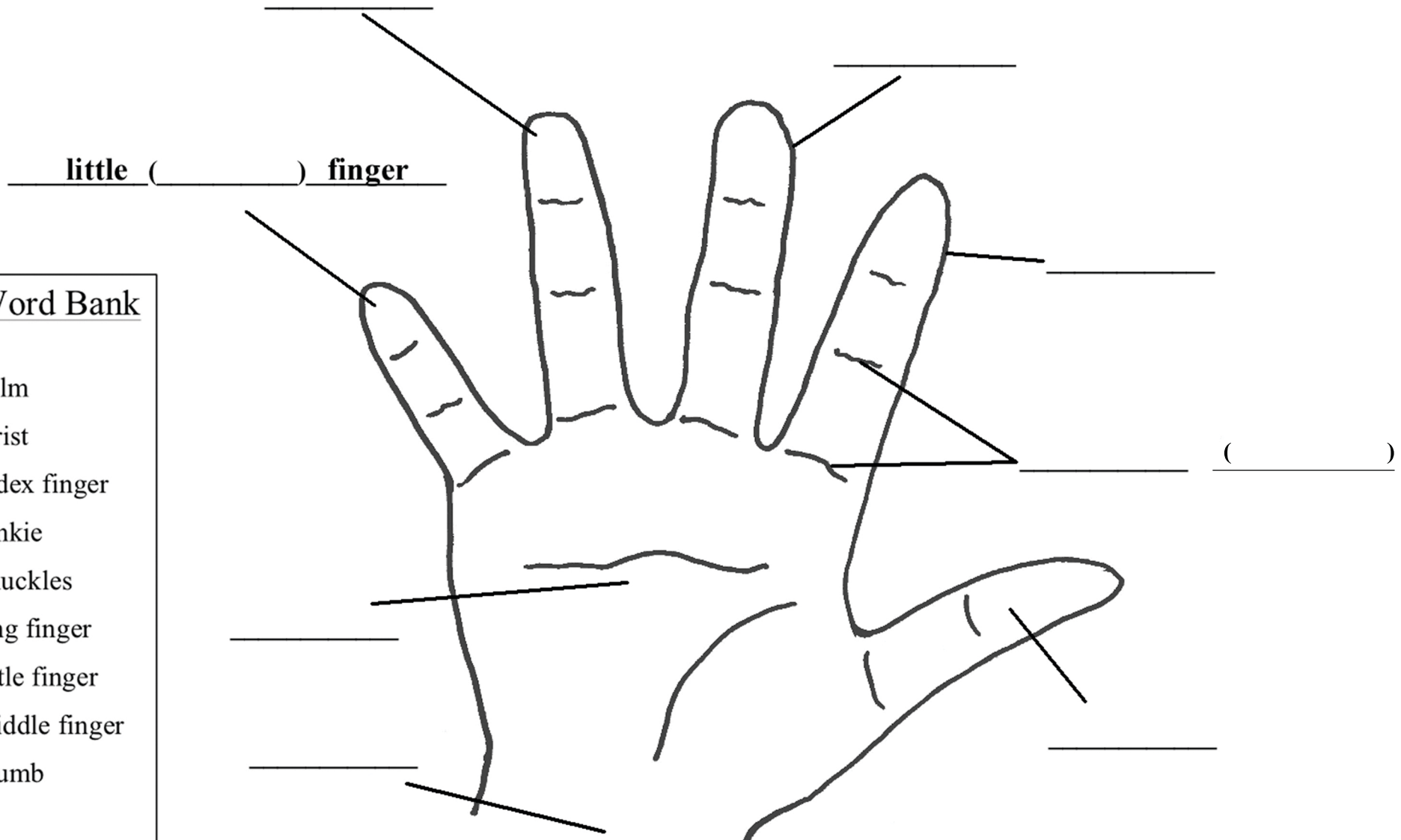
Word Bank

- instep
- heel
- toes
- arch
- big toe
- sole
- ankle
- ball of foot

Parts of the Back of My Hand



Parts of the Inside of My Hand



Word Bank

- palm
- wrist
- index finger
- pinkie
- knuckles
- ring finger
- little finger
- middle finger
- thumb

Things We Wear

Parts of a Pair of Glasses

Parts of a Pair of Pants

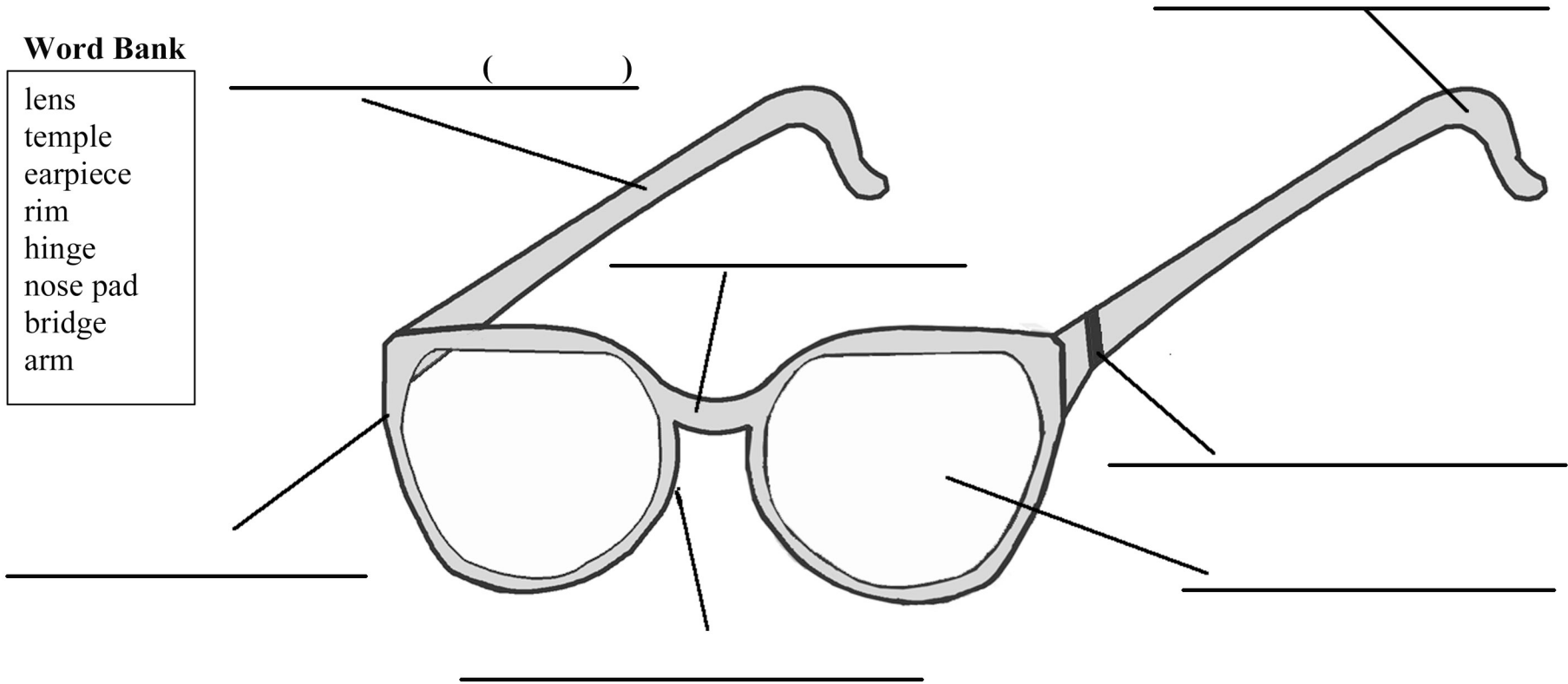
Parts of a Shirt

Parts of a Shoe

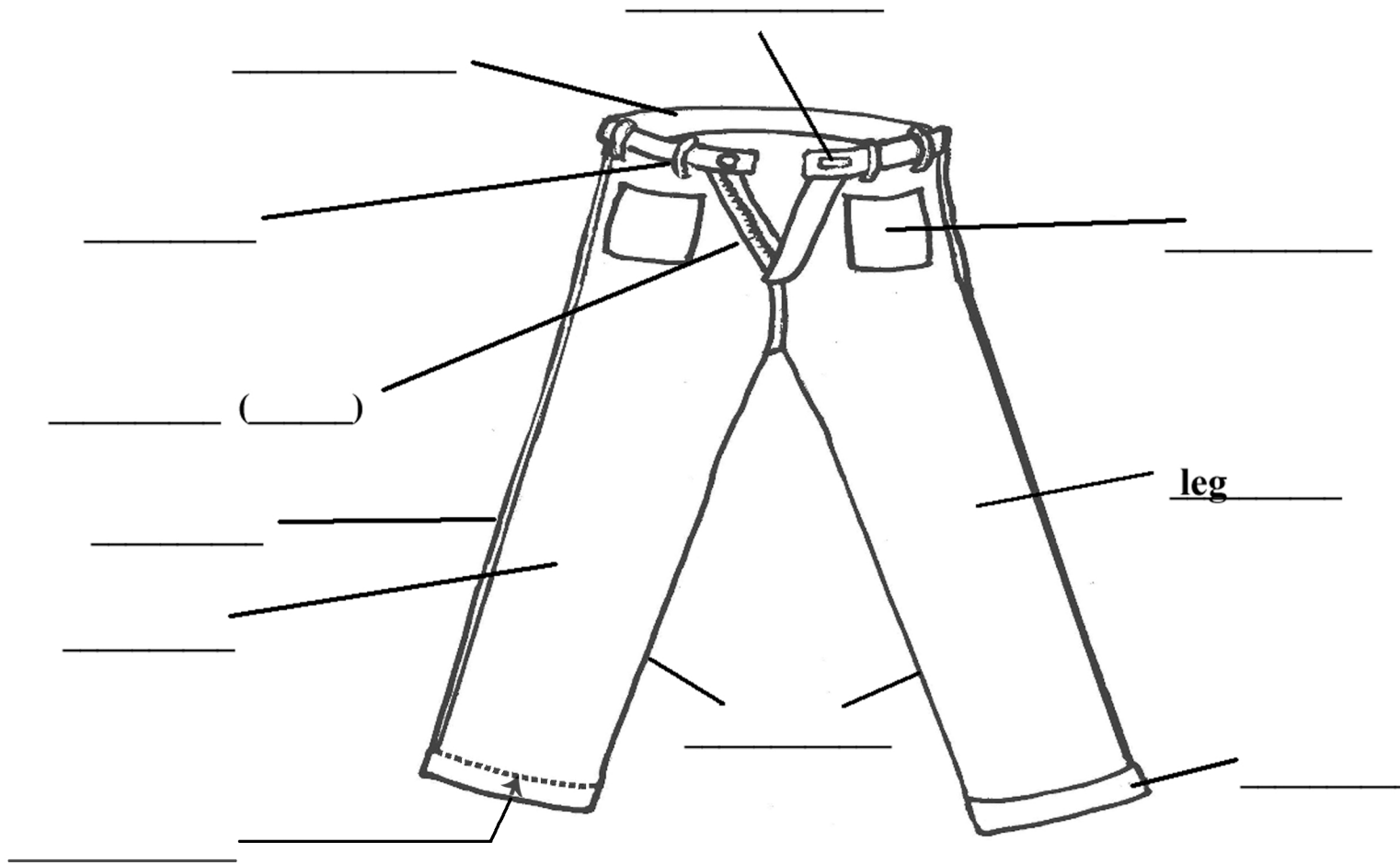
Parts of Glasses (Spectacles)

Word Bank

lens
temple
earpiece
rim
hinge
nose pad
bridge
arm
arm

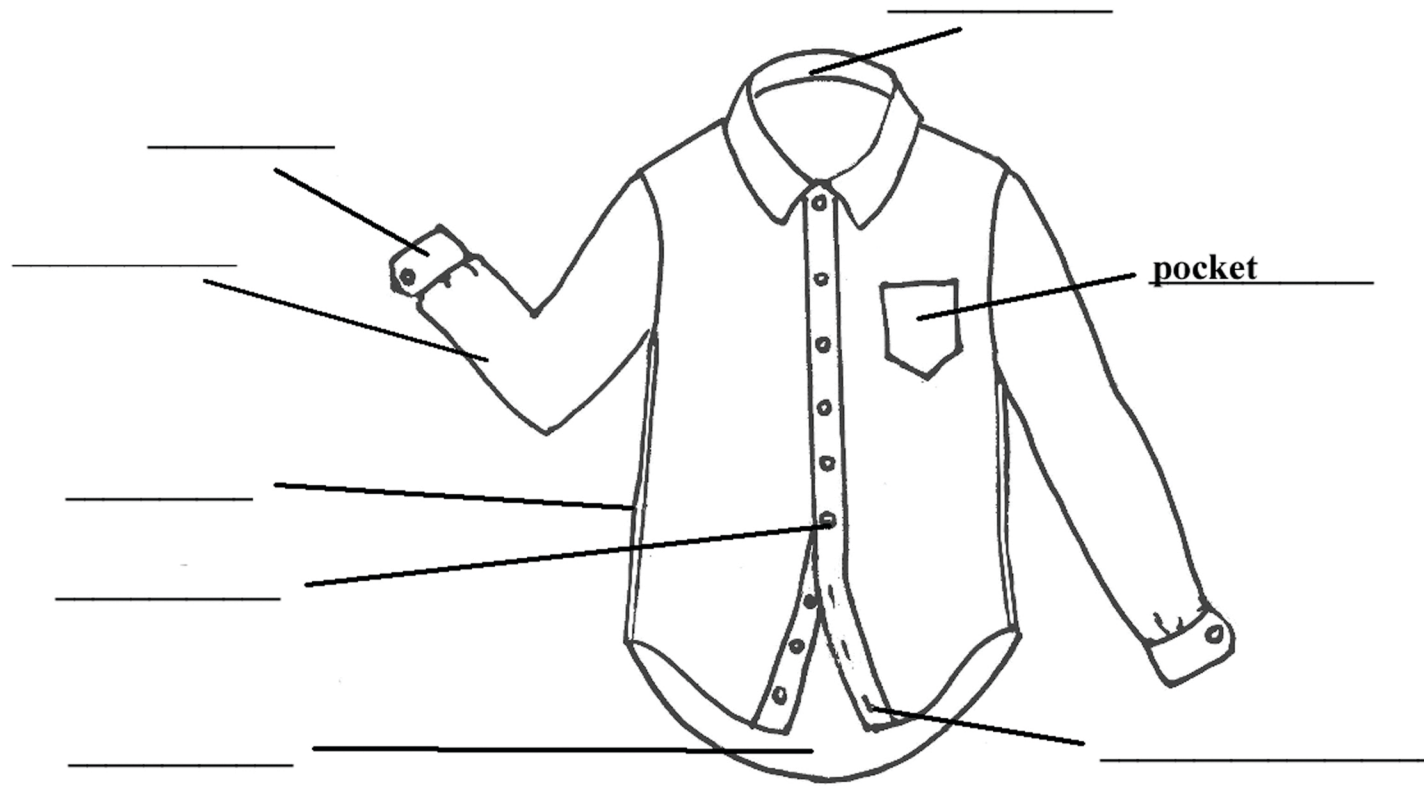


Parts of a Pair of Long Pants (Slacks)



Word Bank
cuff
belt loop
leg
waistband
leg
inseam
seam
pocket
buttonhole
zipper
fly
hem

Parts of a Shirt (Blouse)



Word Bank

sleeve

cuff

shirttail

seam

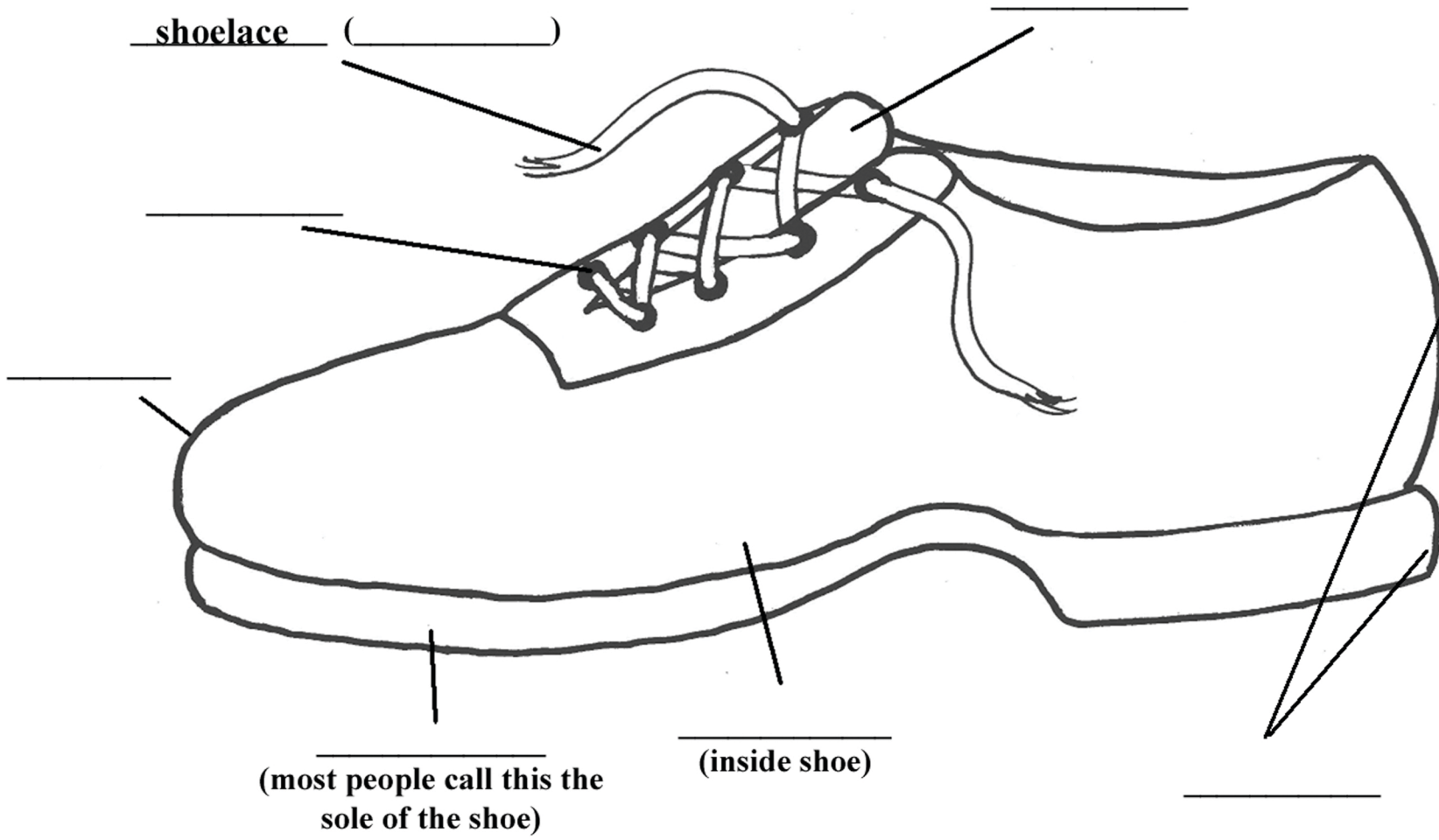
buttonhole

button

collar

pocket

Parts of a Shoe



Word Bank

- toe
- heel
- shoelace
- outsole
- insole
- eyelet
- tongue
- shoestring

Things Around the House

Parts of a Backyard

Parts of a Bedroom

Parts of a Chair

Parts of a Clock

Parts of a Computer

Parts of Containers - page 1 (pitcher, jar, bottle, jug)

Parts of Containers - page 2 (bag [sack], pail [bucket], basket, box [bin, tub])

Parts of Containers - page 3 (basin, vase, crate, barrel)

Parts of a Door

Parts of a Fireplace

Parts of a House

Parts of a Kitchen

Kitchen Utensils - page 1 (rolling pin, funnel, cutting board, measuring cup,
mixing bowl, measuring spoons)

Kitchen Utensils - page 2 (pan [skillet, frying pan], spatula, cookie sheet,
dish rag, dish towel [dish cloth], kettle, pot, lid, handle)

Parts of a Lamp

Parts of a Living Room

Parts of a Needle

Parts of a Table Setting

Tools for Building

Tools for Gardening

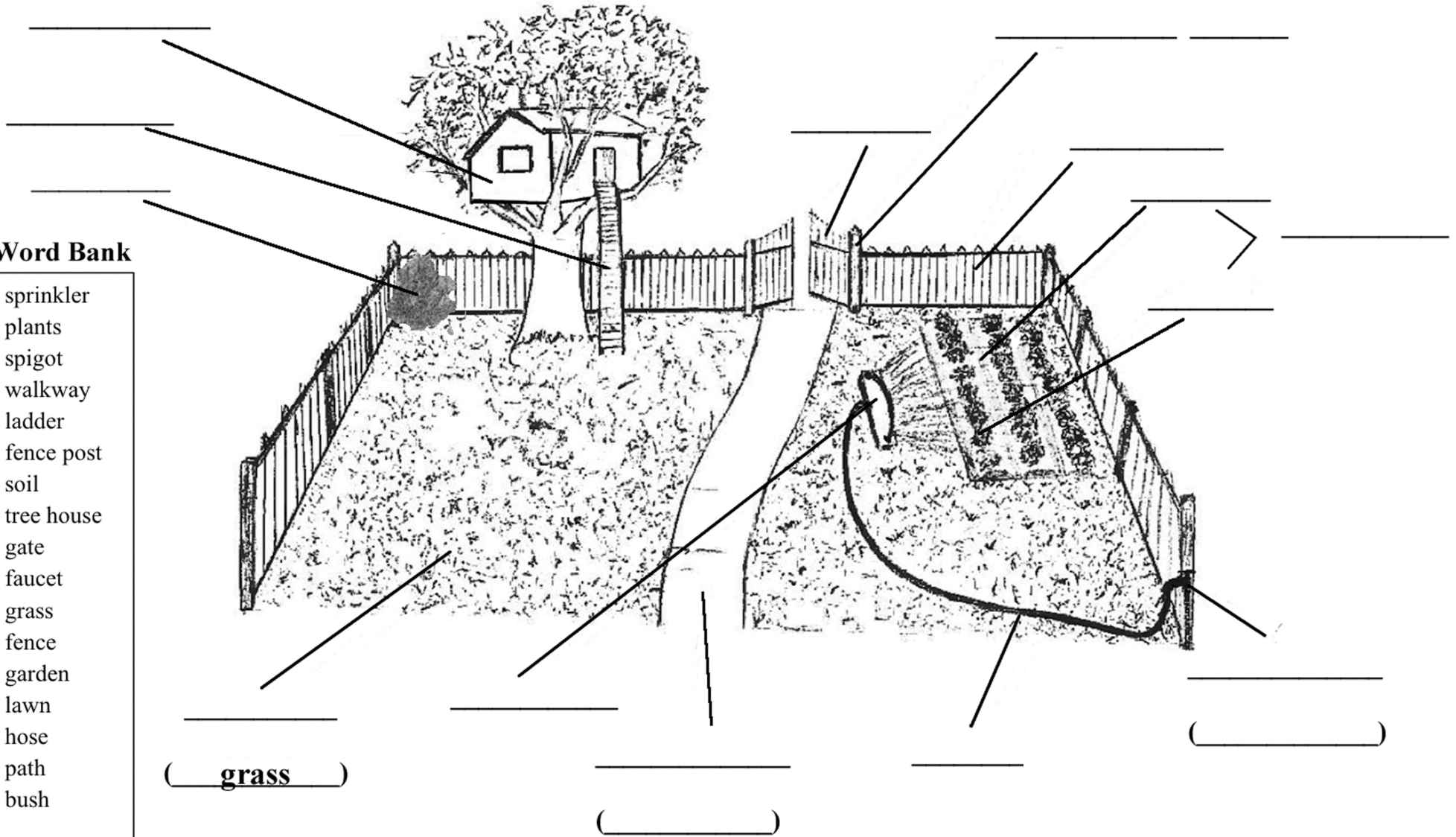
Parts of a Staircase

Parts of a Window

Parts of a Backyard

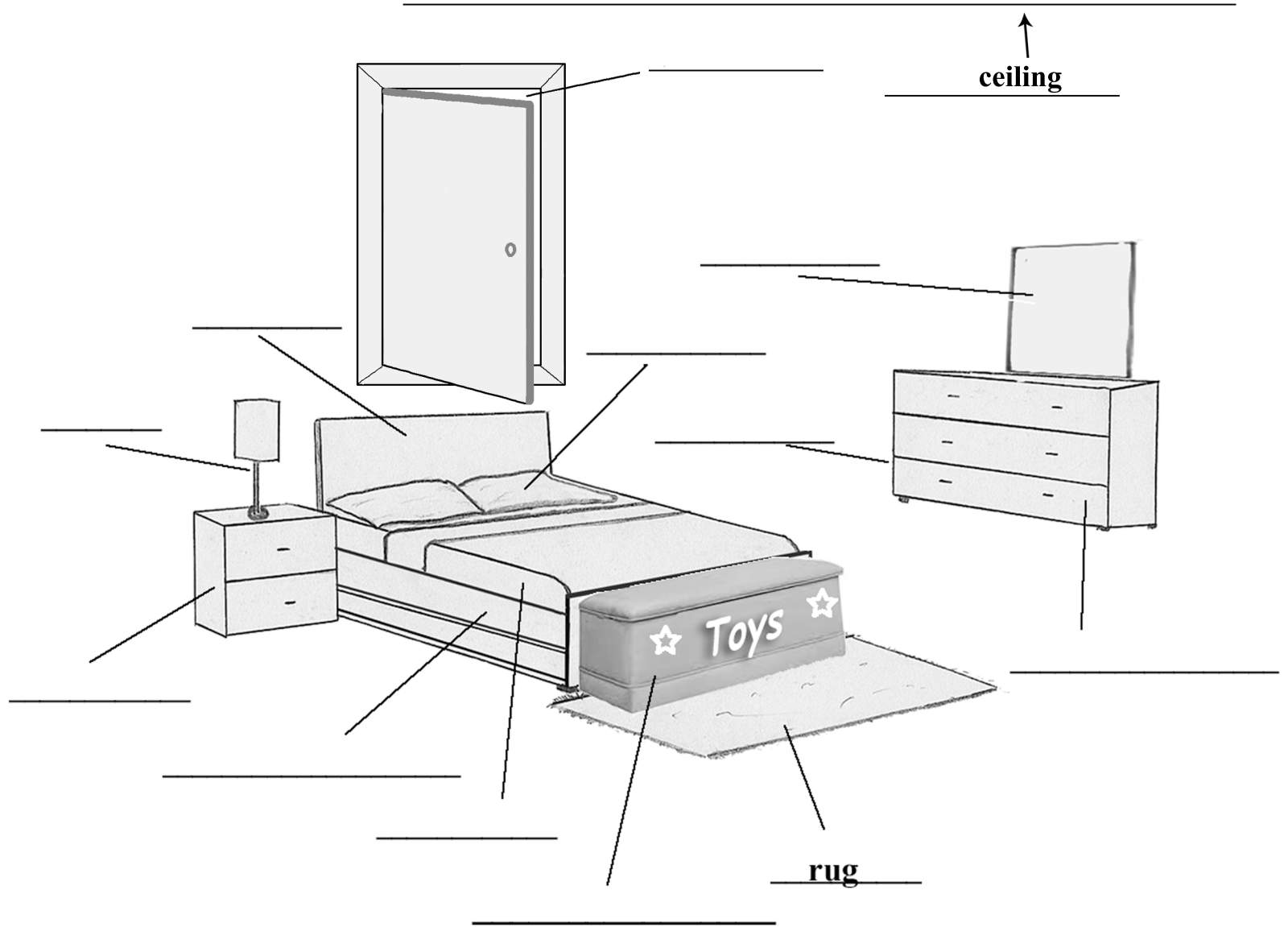
Word Bank

sprinkler
 plants
 spigot
 walkway
 ladder
 fence post
 soil
 tree house
 gate
 faucet
 grass
 fence
 garden
 lawn
 hose
 path
 bush

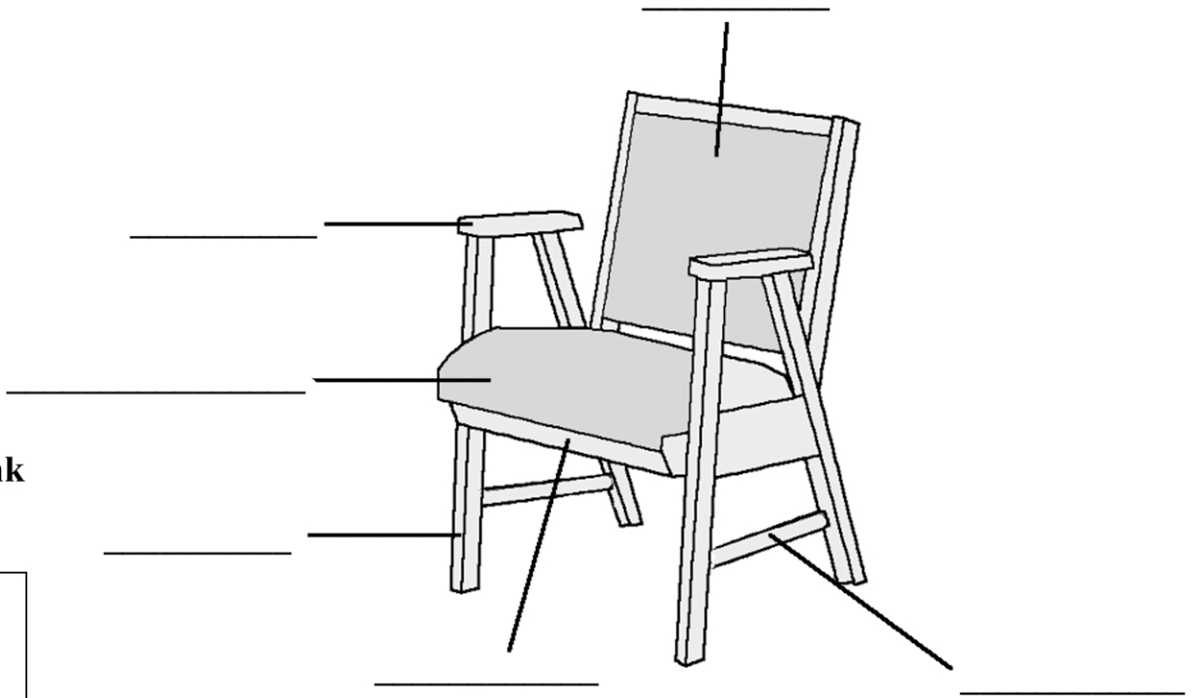


Parts of a Bedroom

- Word Bank**
- toy box
 - mirror
 - headboard
 - pillow
 - dresser drawer
 - box spring
 - dresser
 - mattress
 - rug
 - nightstand
 - lamp
 - closet

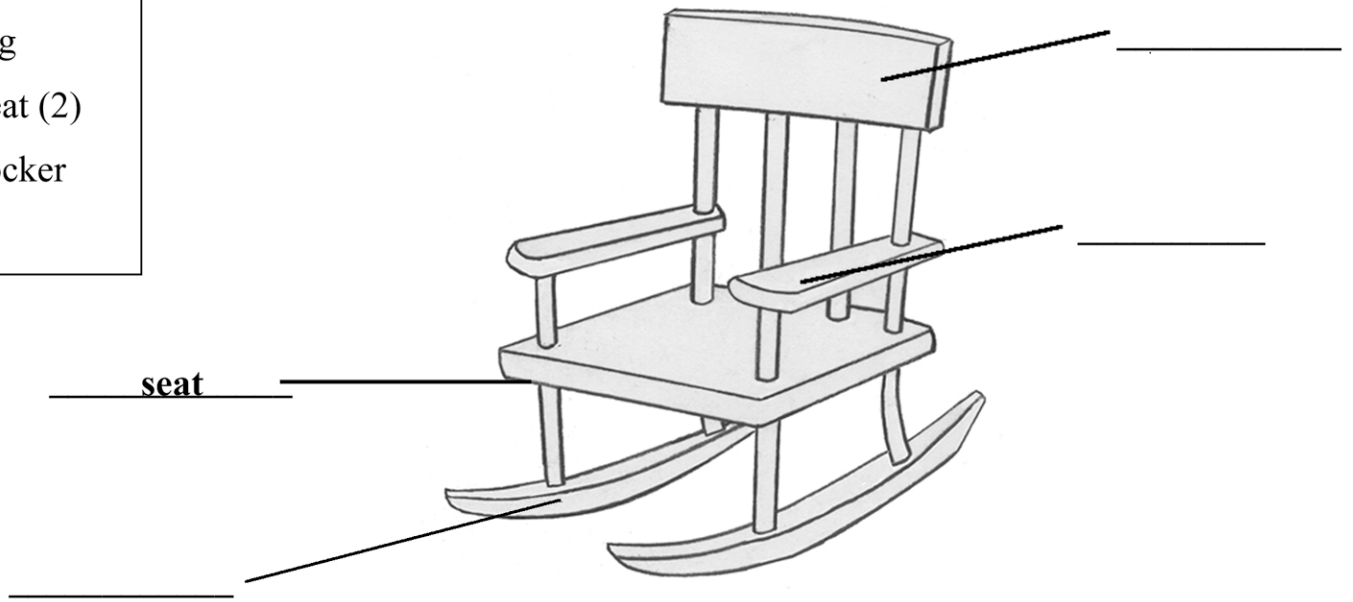


Parts of a Chair

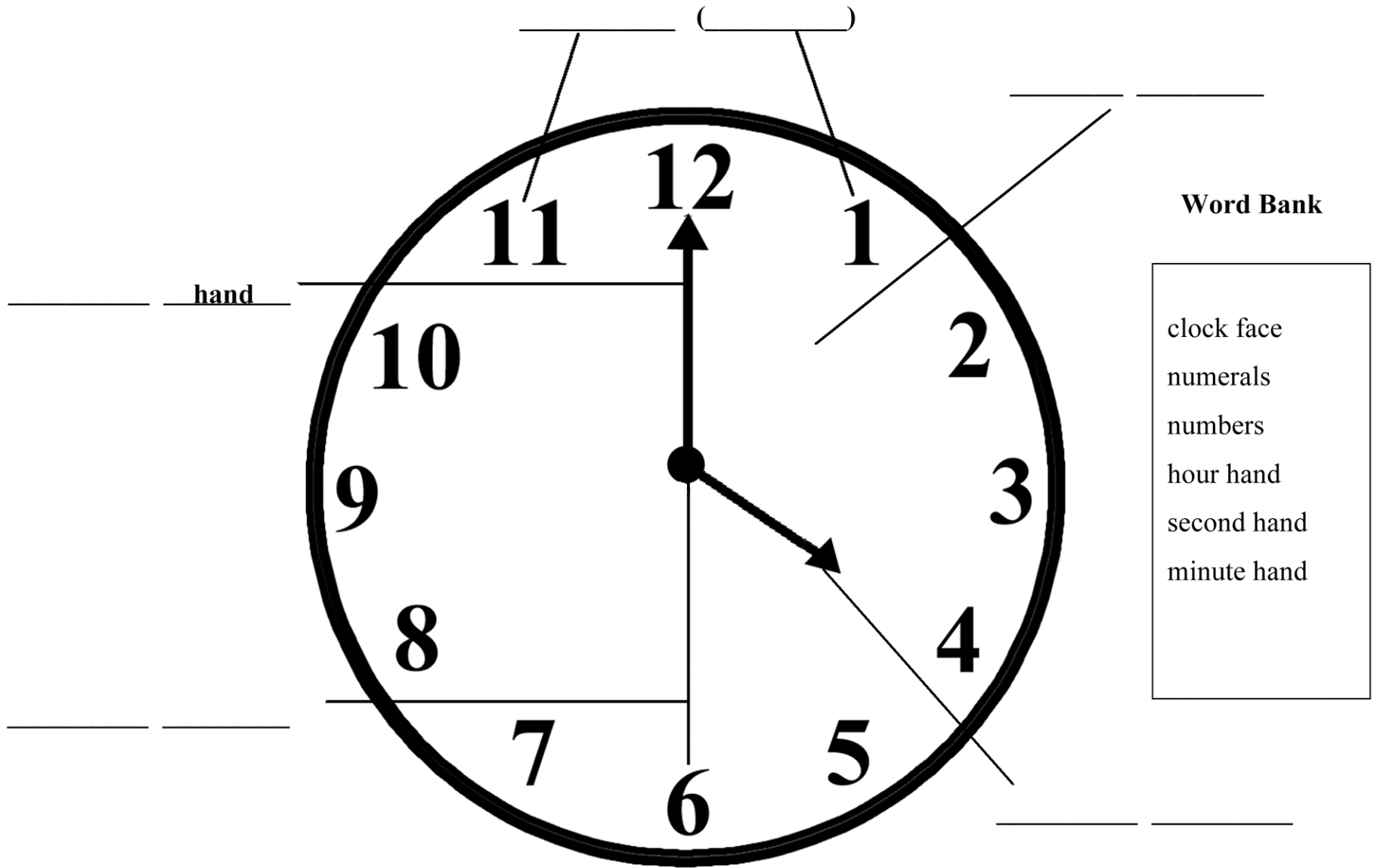


Word Bank

- back (2)
- cushion
- rung
- arm (2)
- leg
- seat (2)
- rocker



Parts of a Clock



Word Bank

- clock face
- numerals
- numbers
- hour hand
- second hand
- minute hand

Computer

Word Bank

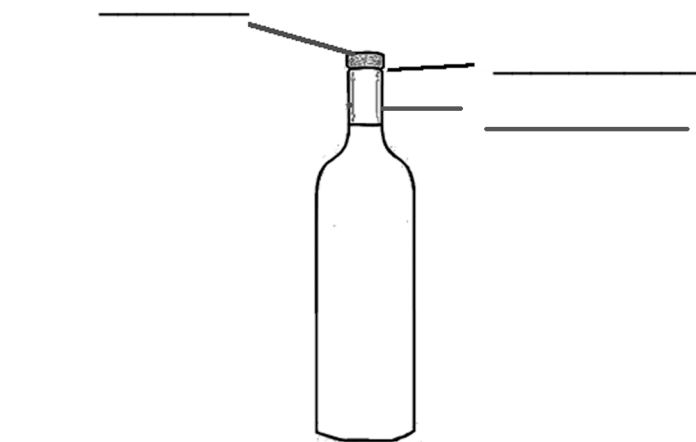
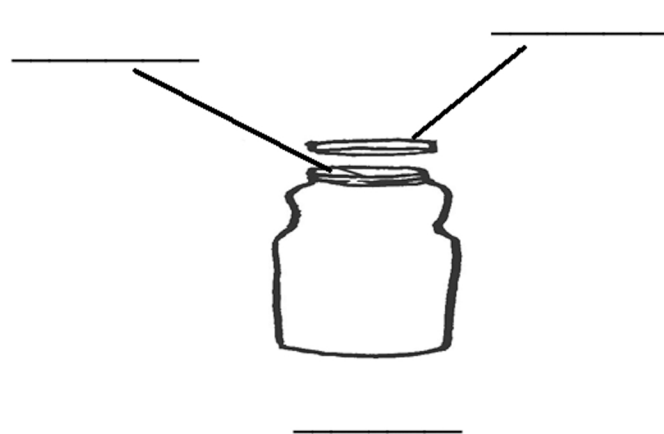
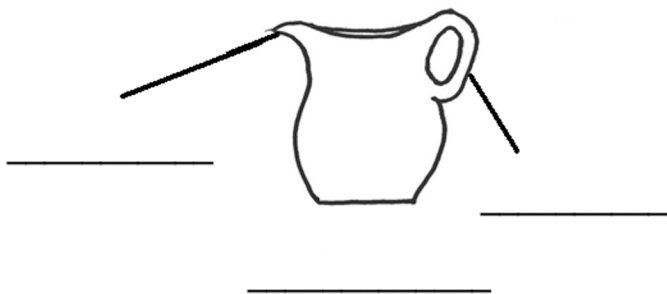
CPU
central processing unit
CD drive
mouse pad
power button
keyboard
monitor
mouse



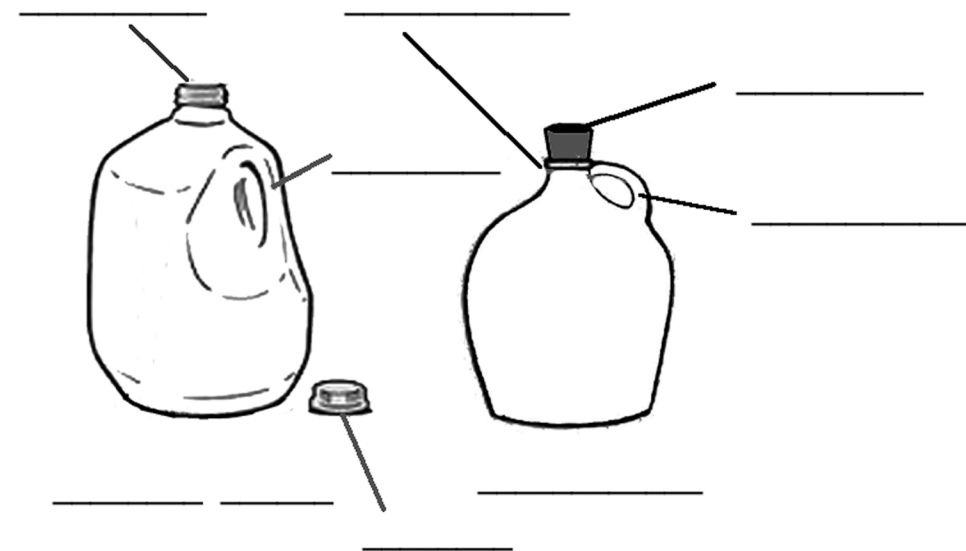
Containers

Word Bank

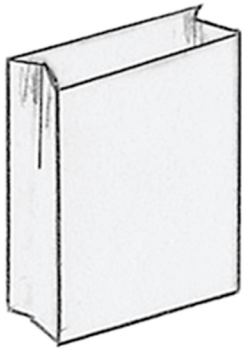
neck
spout
handle (3)
jug
pitcher
jar
bottle
mouth (4)
lid (2)
cork
milk jug
cap



bottle



Containers

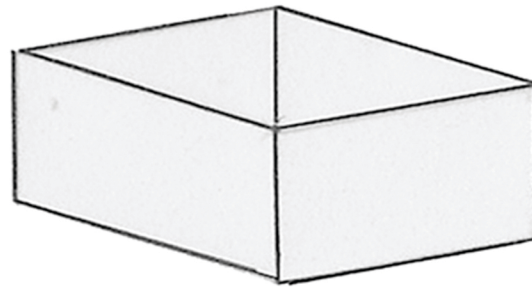


_____ ()



_____ ()



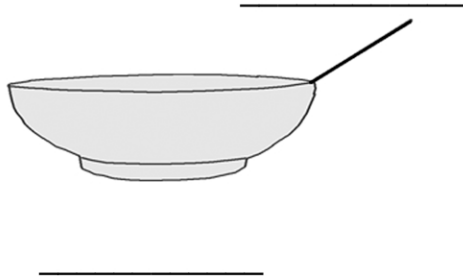


box _____ () ()

Word Bank

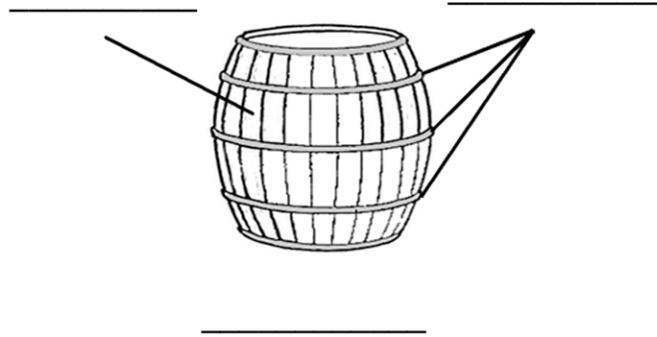
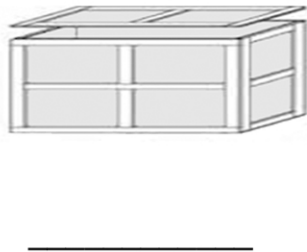
- tub
- sack
- bin
- handle
- bucket
- basket
- bag
- pail
- box

Containers



Word Bank

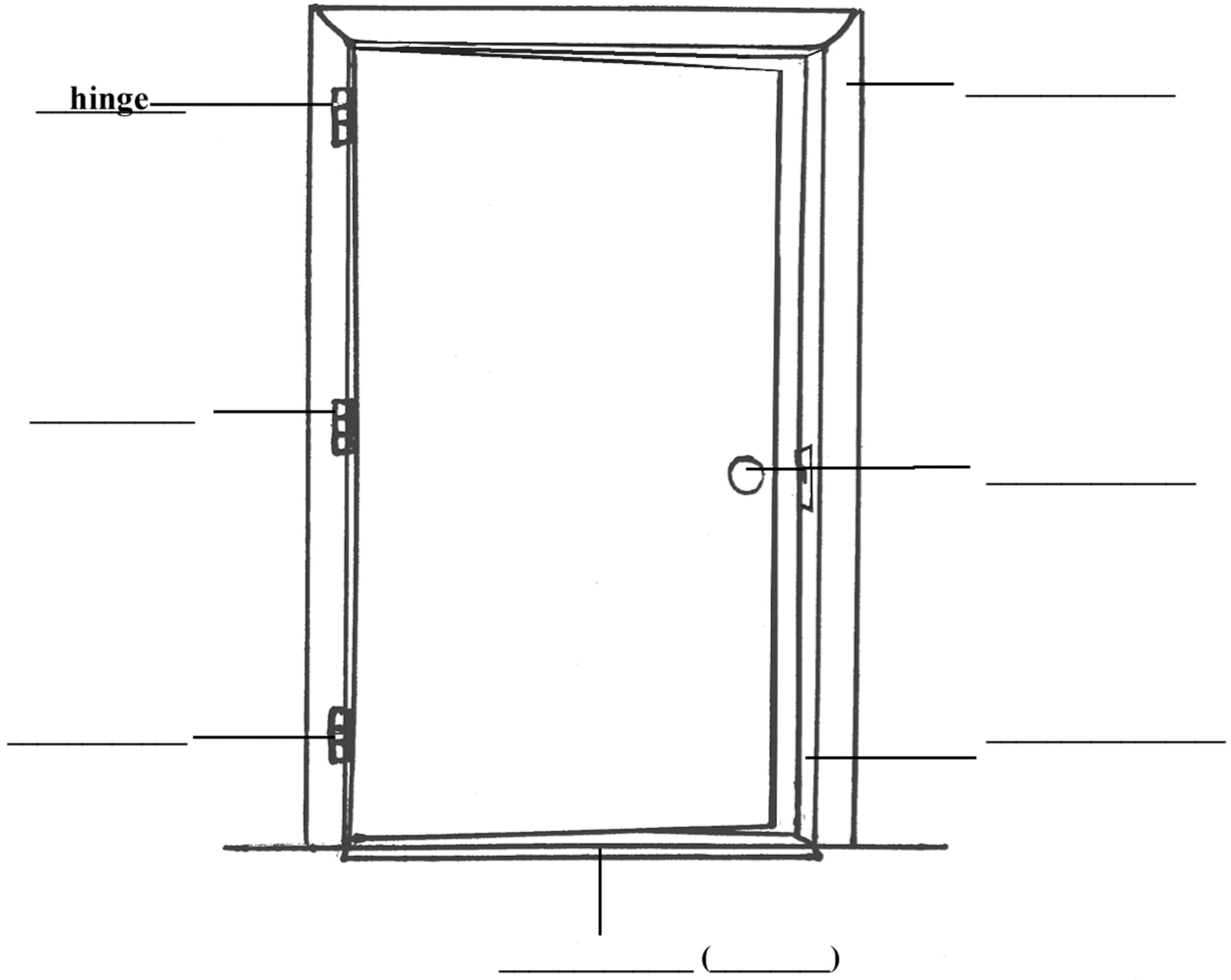
crate
barrel
vase
hoops
staves
basin
lip



Parts of a Door

Word Bank

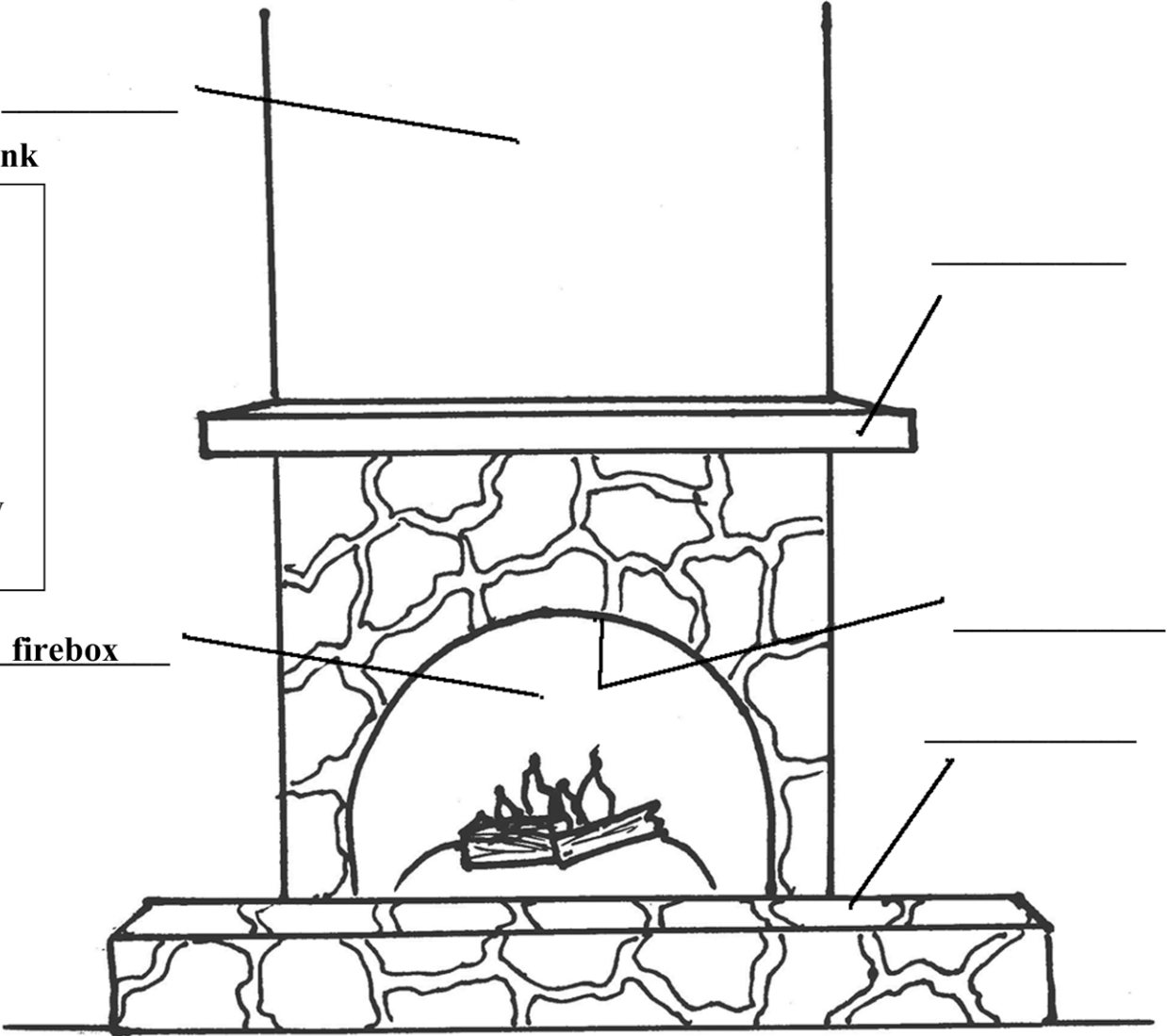
sill
hinge (3)
doorjamb
trim
threshold
doorknob



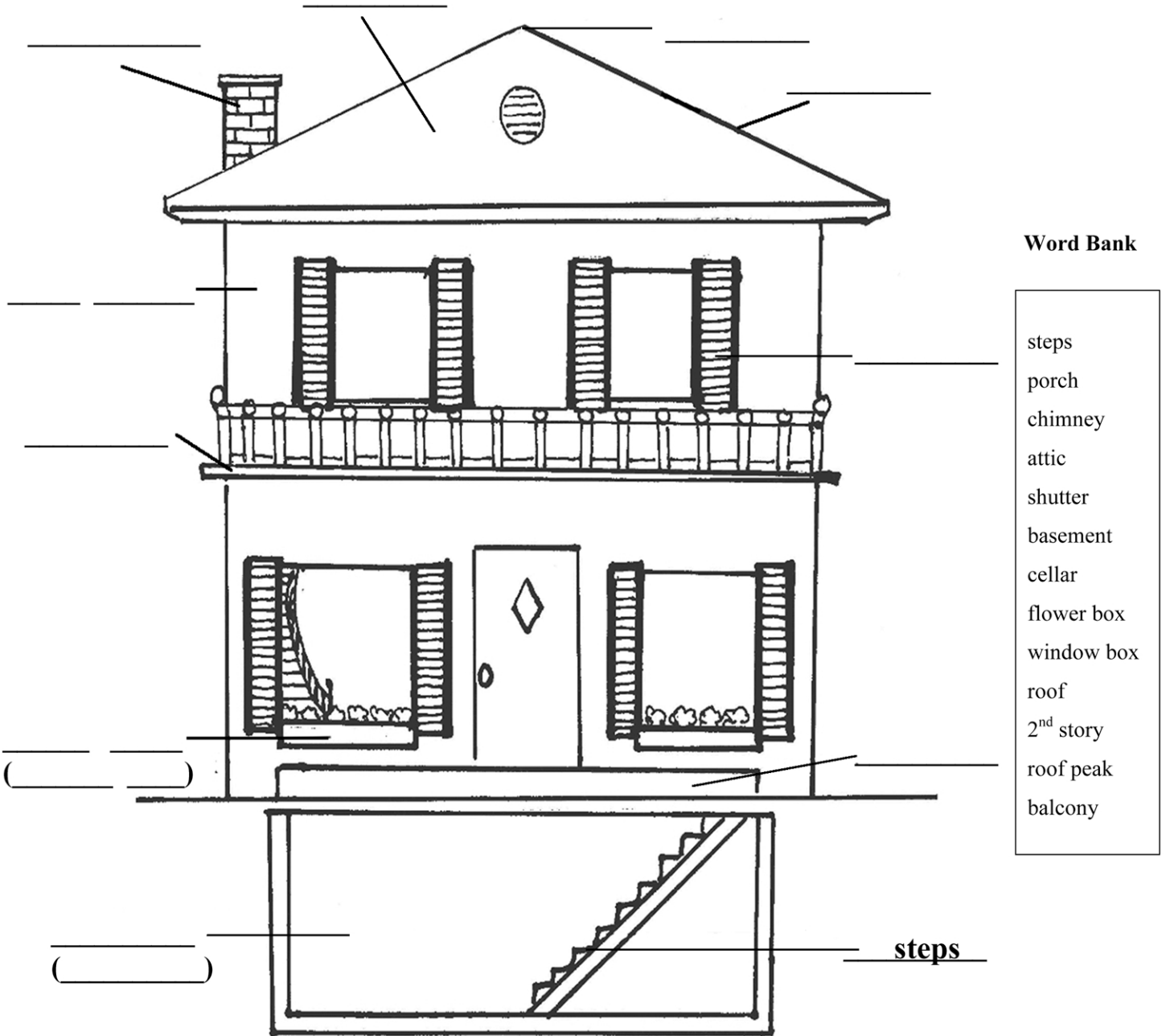
Parts of a Fireplace

Word Bank

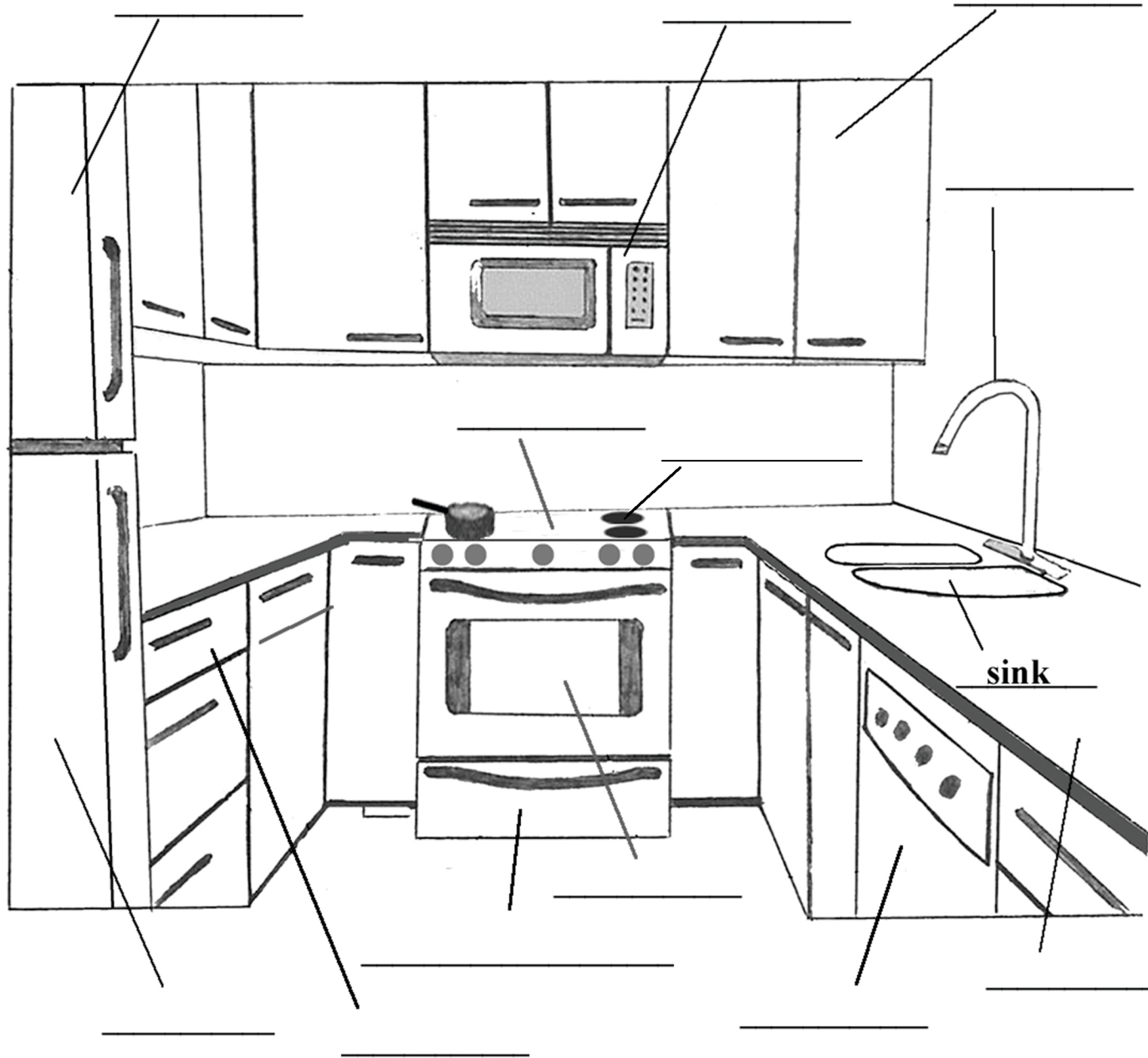
- mantel
- firebox
- hearth
- flue
- chimney



Parts of a House



Parts of a Kitchen

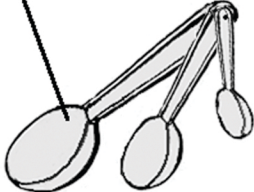


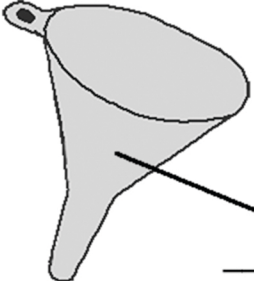
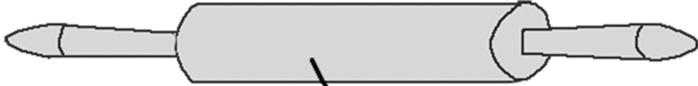
Word Bank

- burner
- counter
- refrigerator
- dishwasher
- stove
- oven
- oven drawer
- freezer
- microwave
- sink
- faucet
- cabinet
- drawer

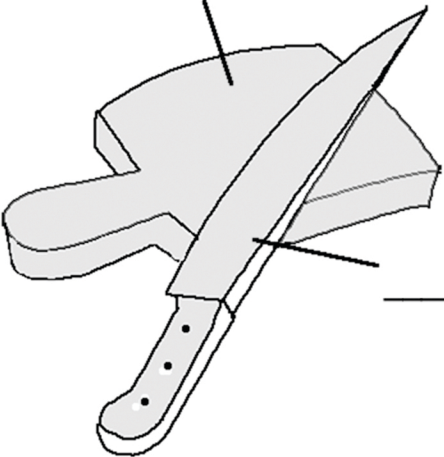
Kitchen Utensils

Word Bank
measuring spoons
rolling pin
knife
mixing bowl
funnel
cutting board
measuring cup



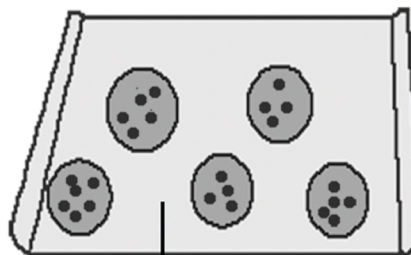
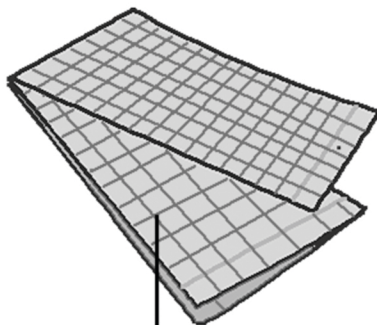
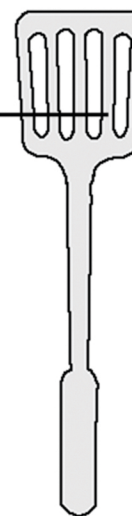
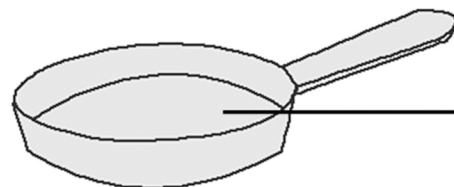
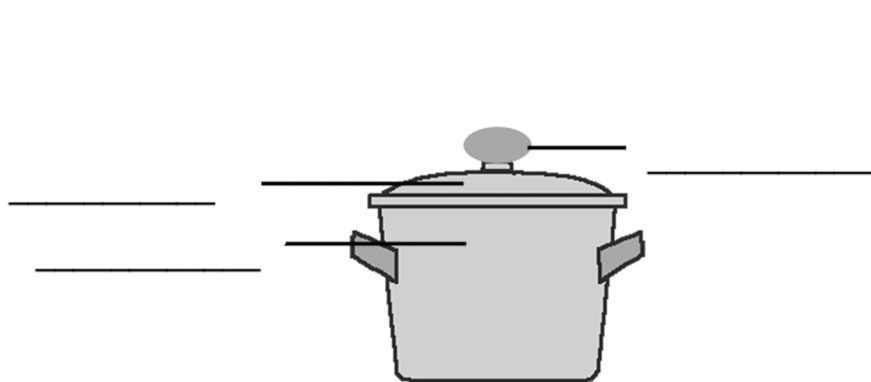








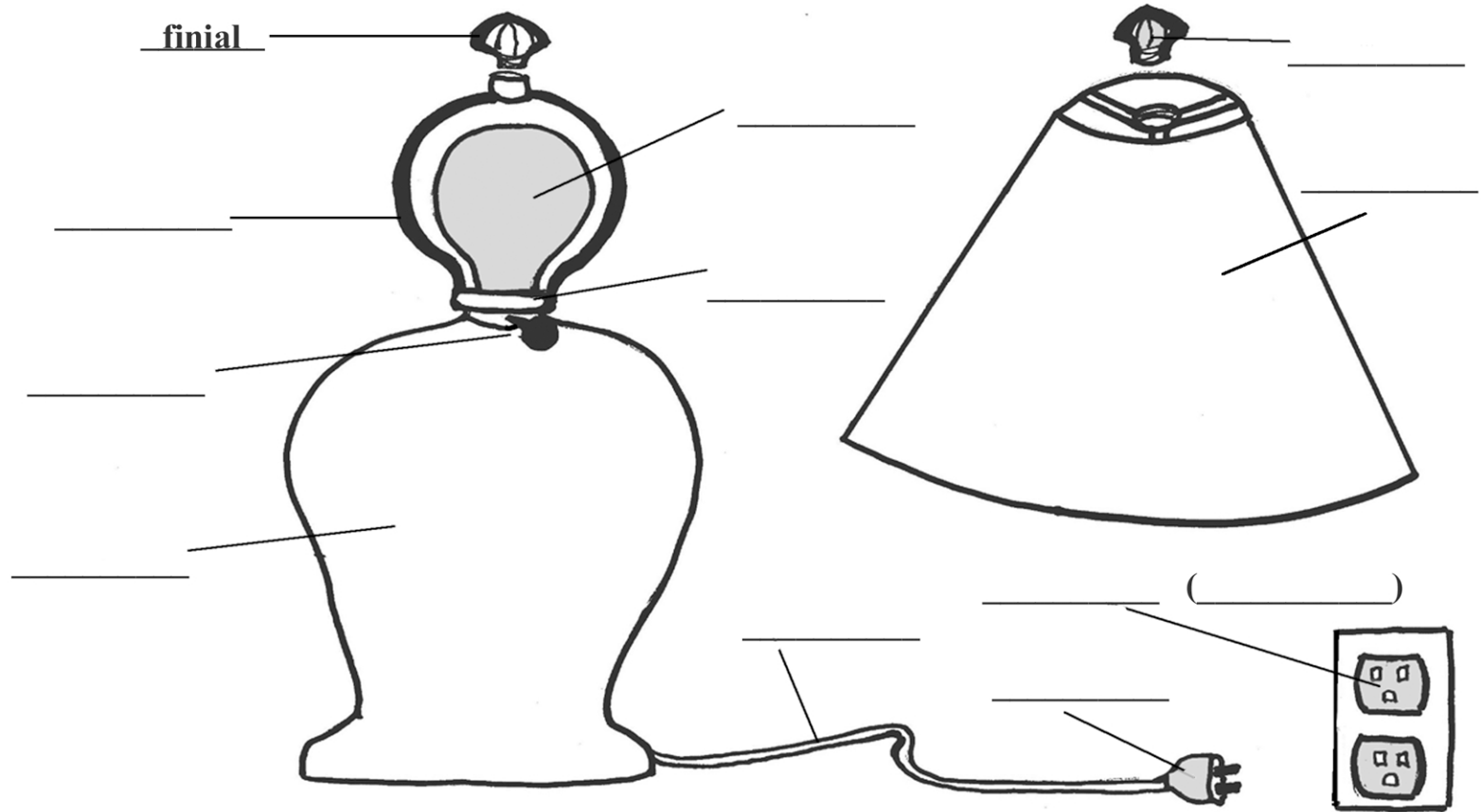
Kitchen Utensils



Word Bank

- dish rag
- spatula
- lid
- cookie sheet
- kettle
- pan
- dish towel
- skillet
- handle
- dish cloth
- pot
- frying pan

Parts of a Lamp

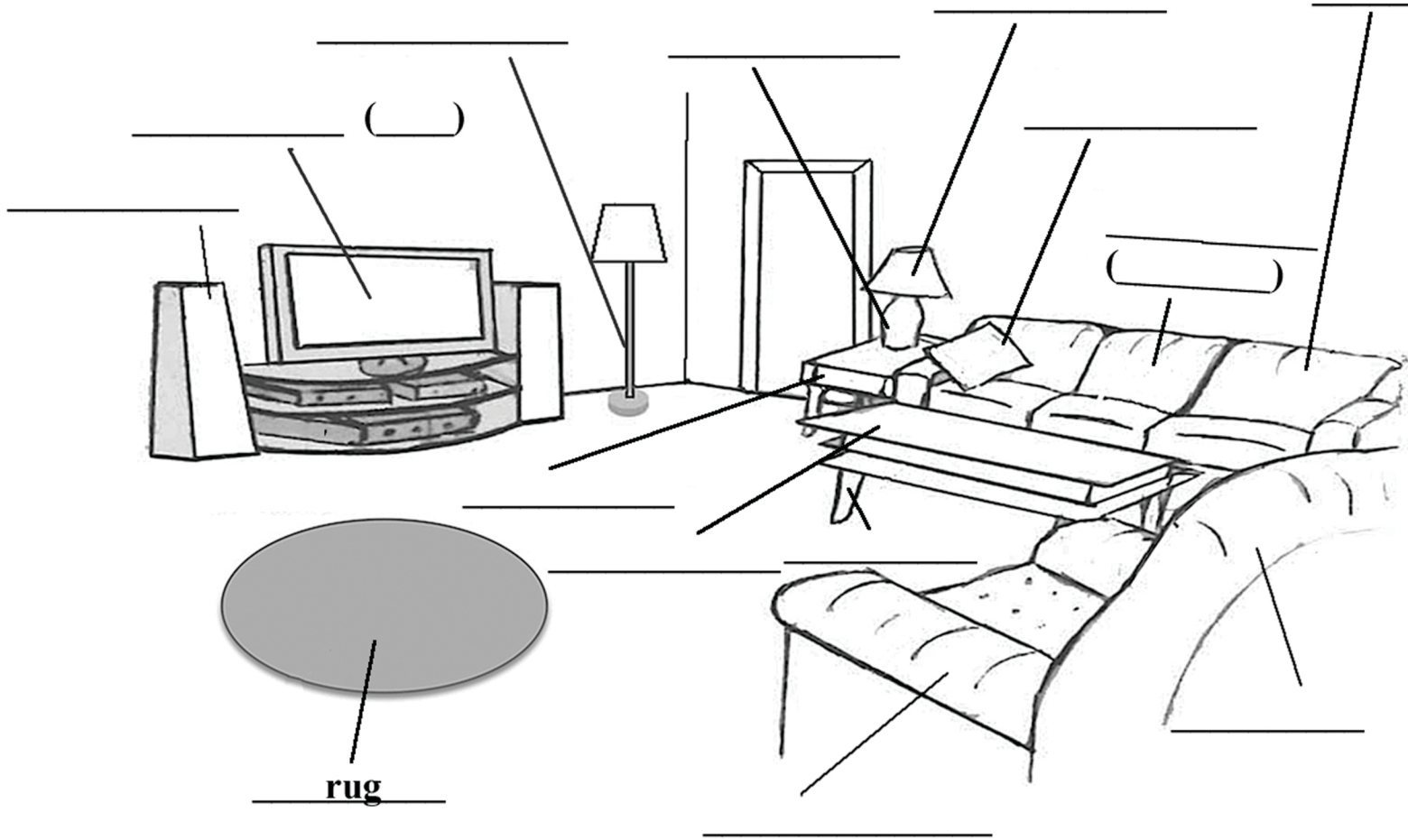


- Word Bank**
- shade
 - receptacle
 - outlet
 - finial (2)
 - plug
 - harp
 - socket
 - switch
 - bulb
 - cord
 - base

Parts of a Living Room

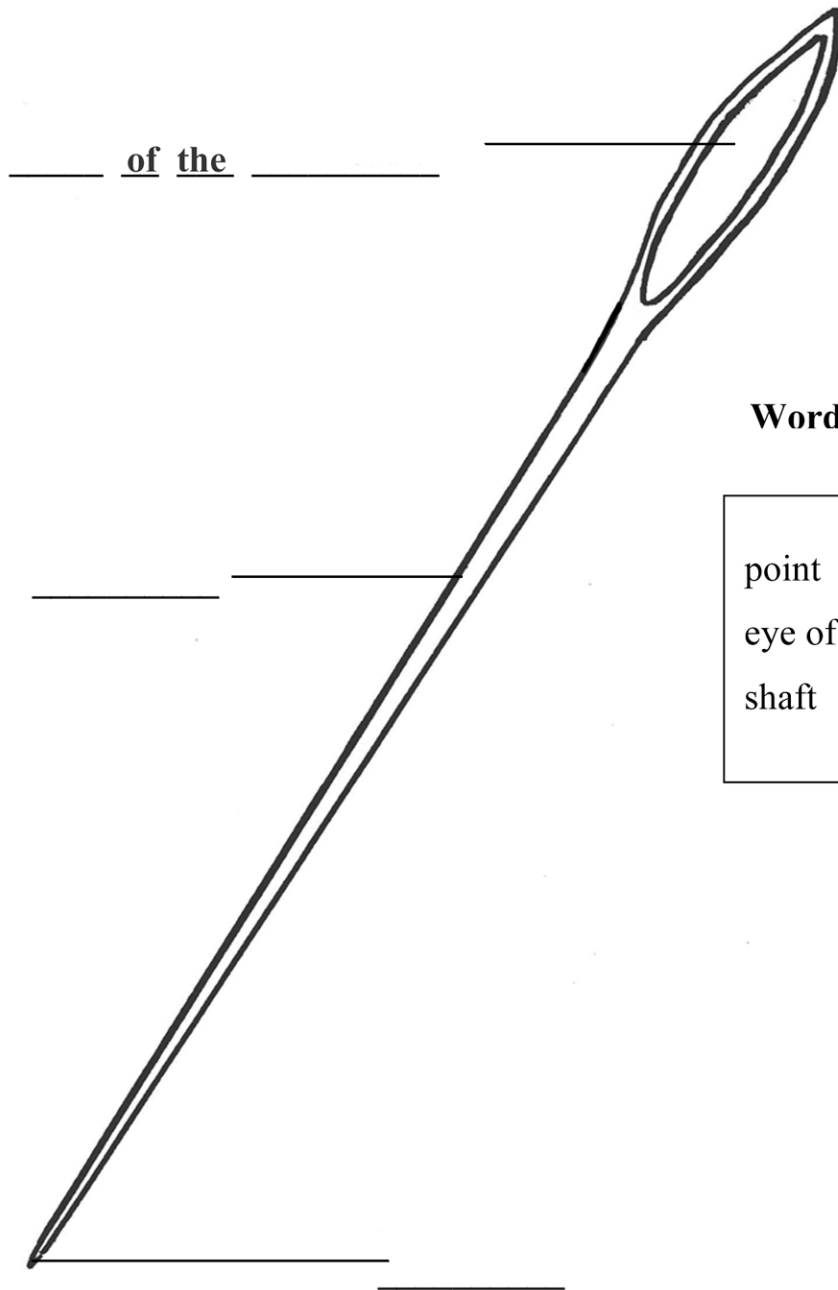
Word Bank

- rug
- pillow
- chair
- speaker
- television
- sofa
- floor lamp
- table lamp
- couch
- coffee table
- arm of chair
- couch cushion
- end table
- t.v.
- leg
- lamp shade



rug

Parts of a Needle



_____ of the _____

Word Bank

point

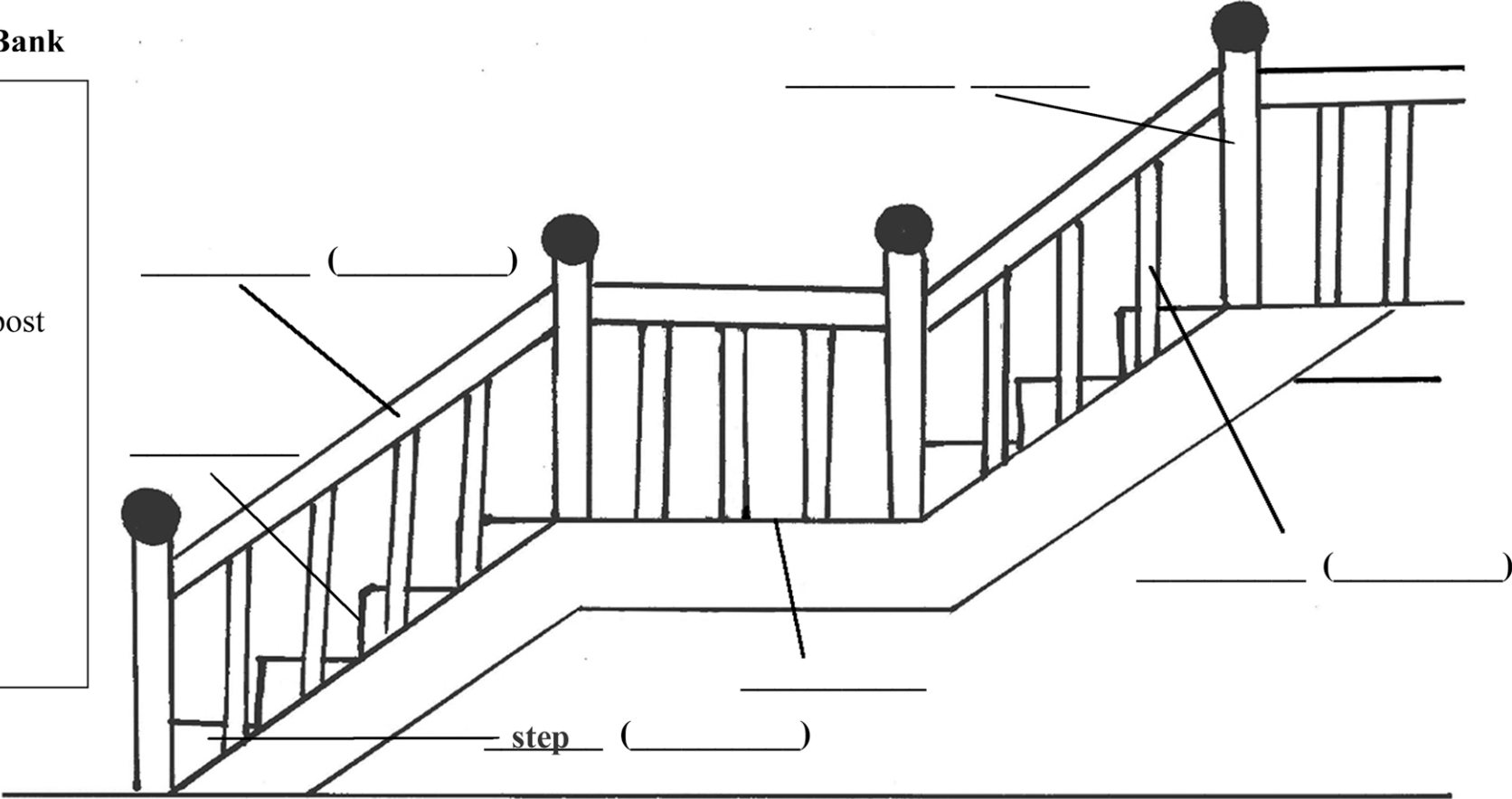
eye of the needle

shaft

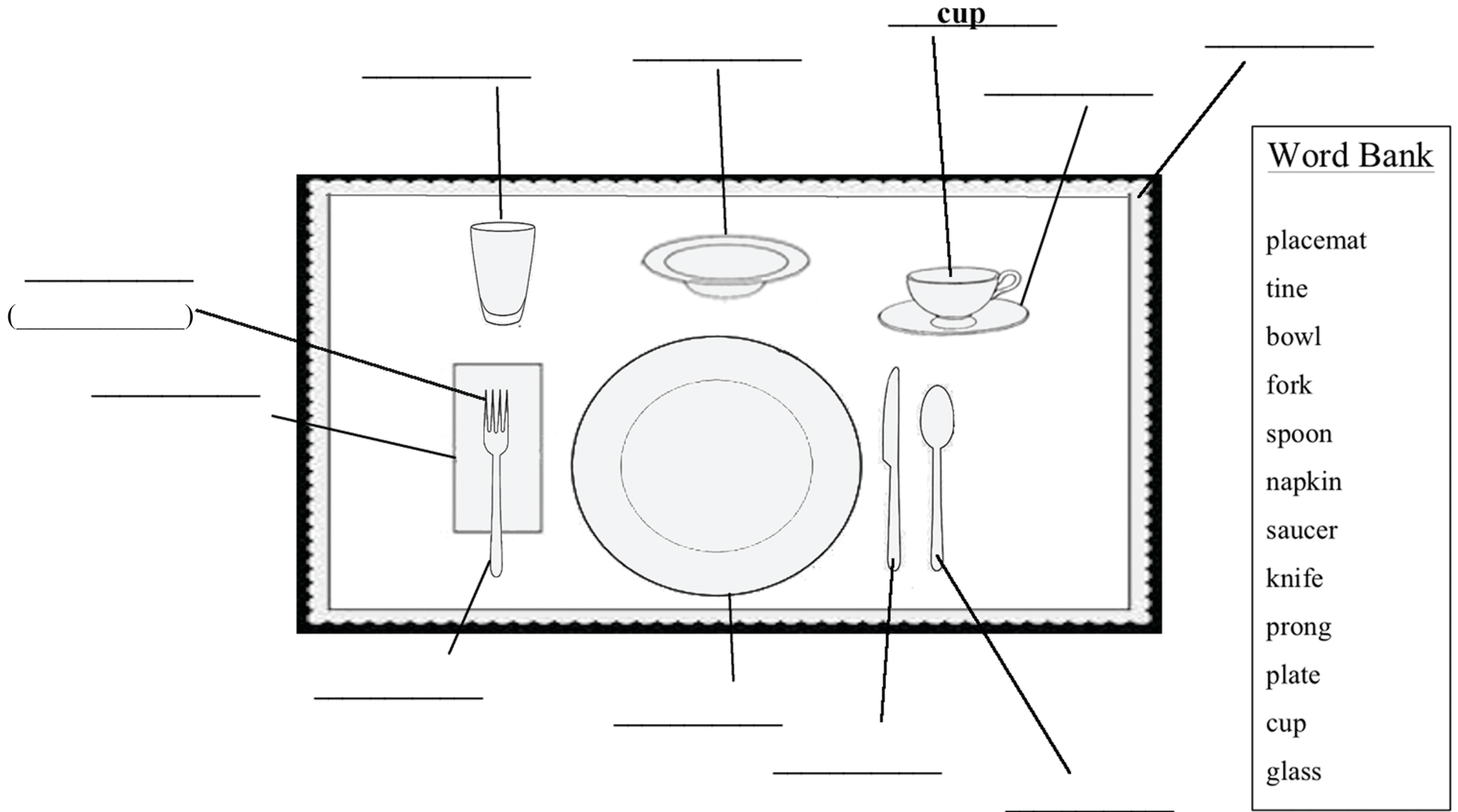
Parts of a Staircase (Stairway)

Word Bank

- baluster
- post
- landing
- newell post
- banister
- railing
- step
- stair
- riser



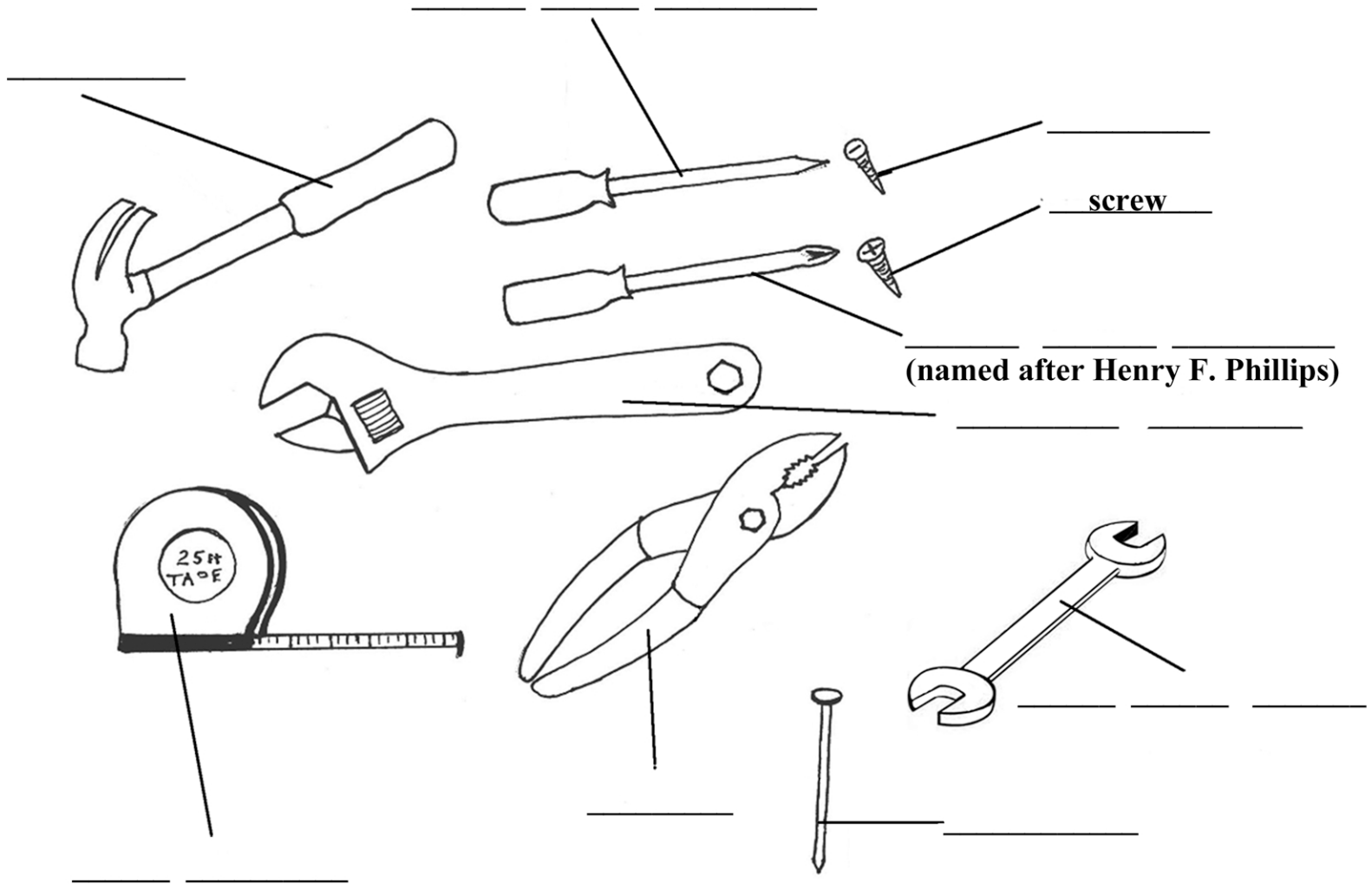
Parts of a Table Setting



Tools for Fixing and Building

Word Bank

- screw (2)
- screwdriver (2)
- wrench (2)
- crescent
- open end
- pliers
- nail
- tape measure
- hammer
- straight slot
- Phillips head

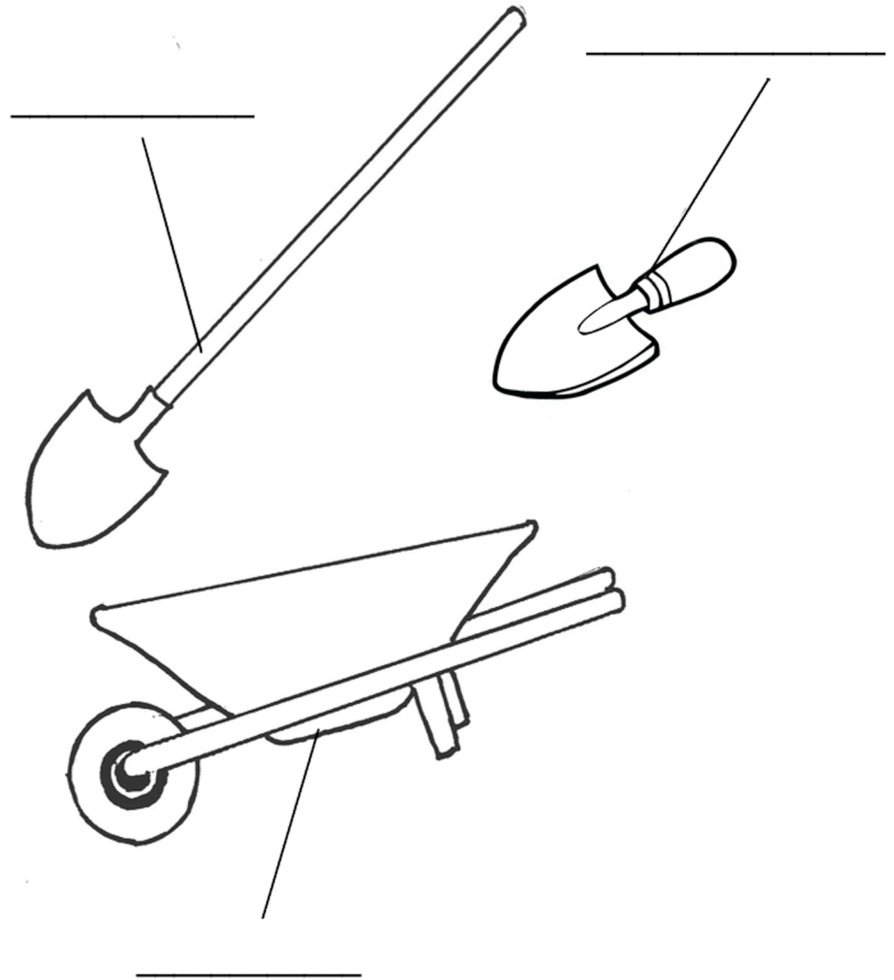
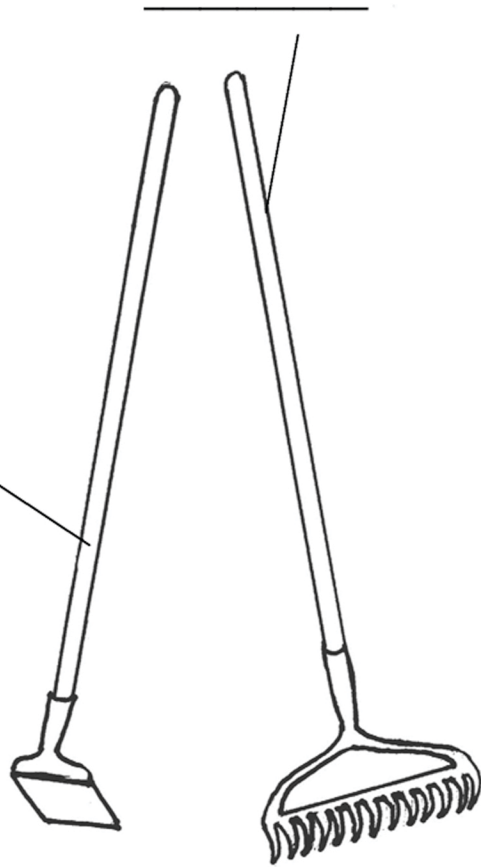


Tools for Gardening

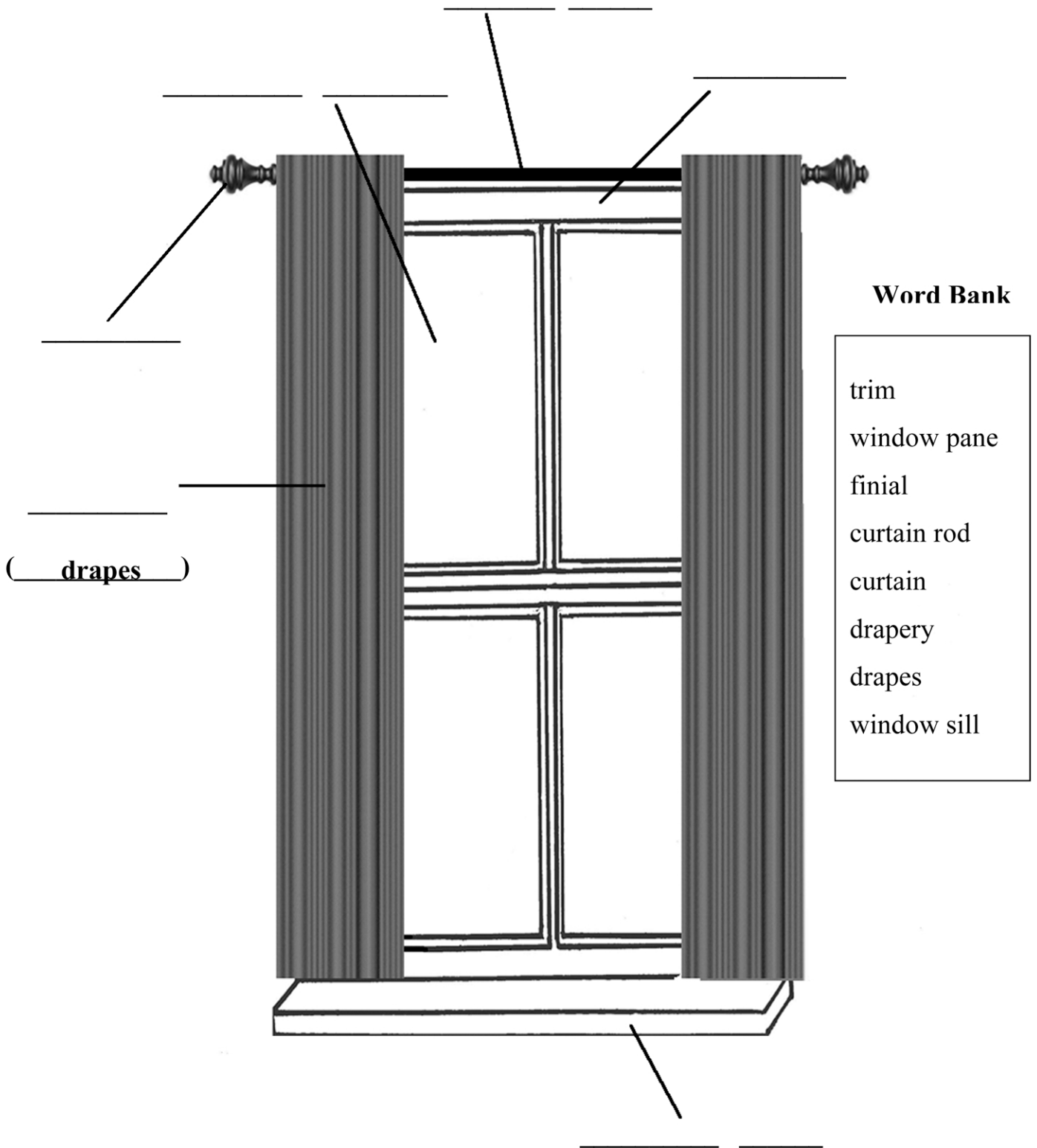
hoe

Word Bank

- rake
- wheelbarrow
- hoe
- hand spade
- shovel



Parts of a Window



Things We Eat

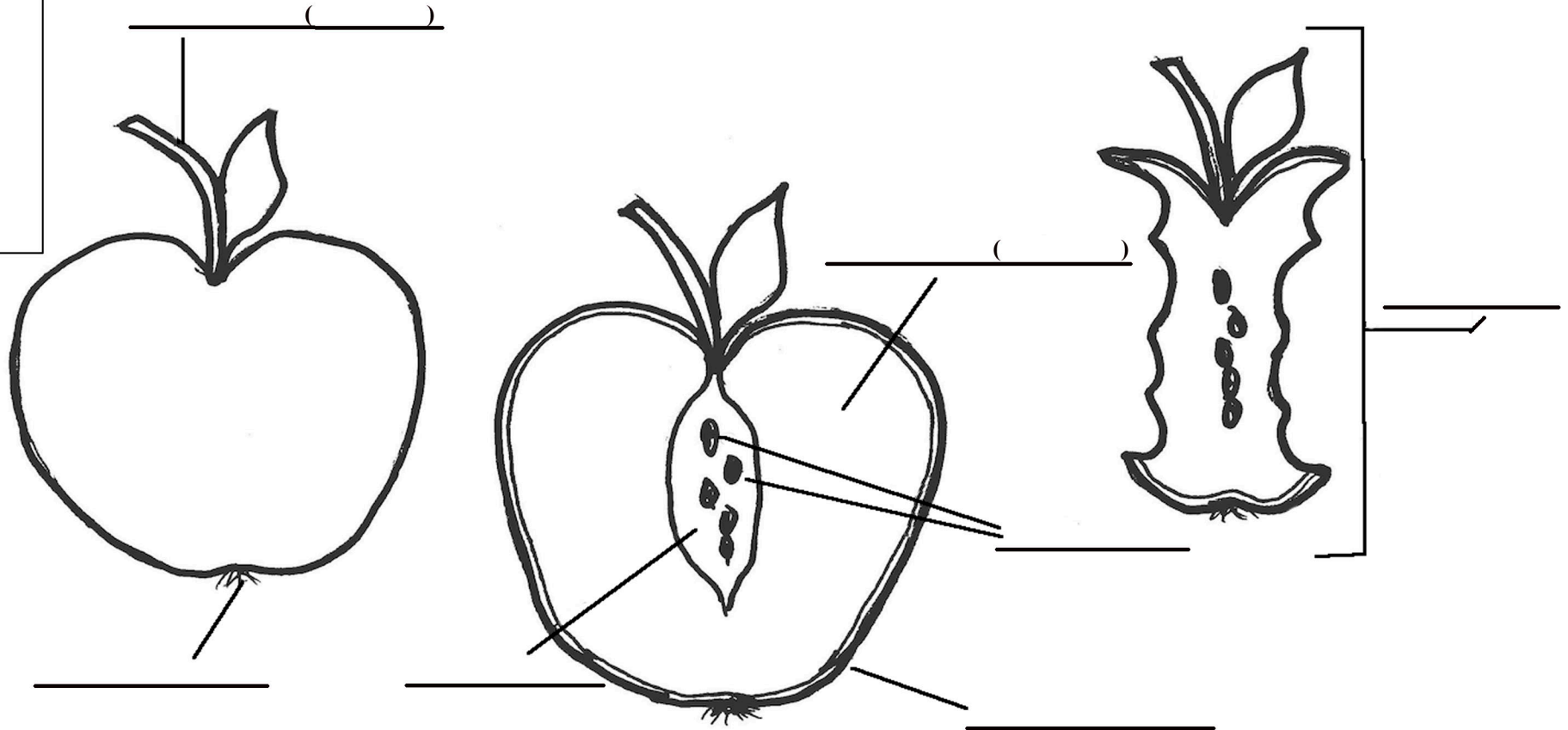
Parts of an Apple

Parts of an Egg

Parts of an Apple

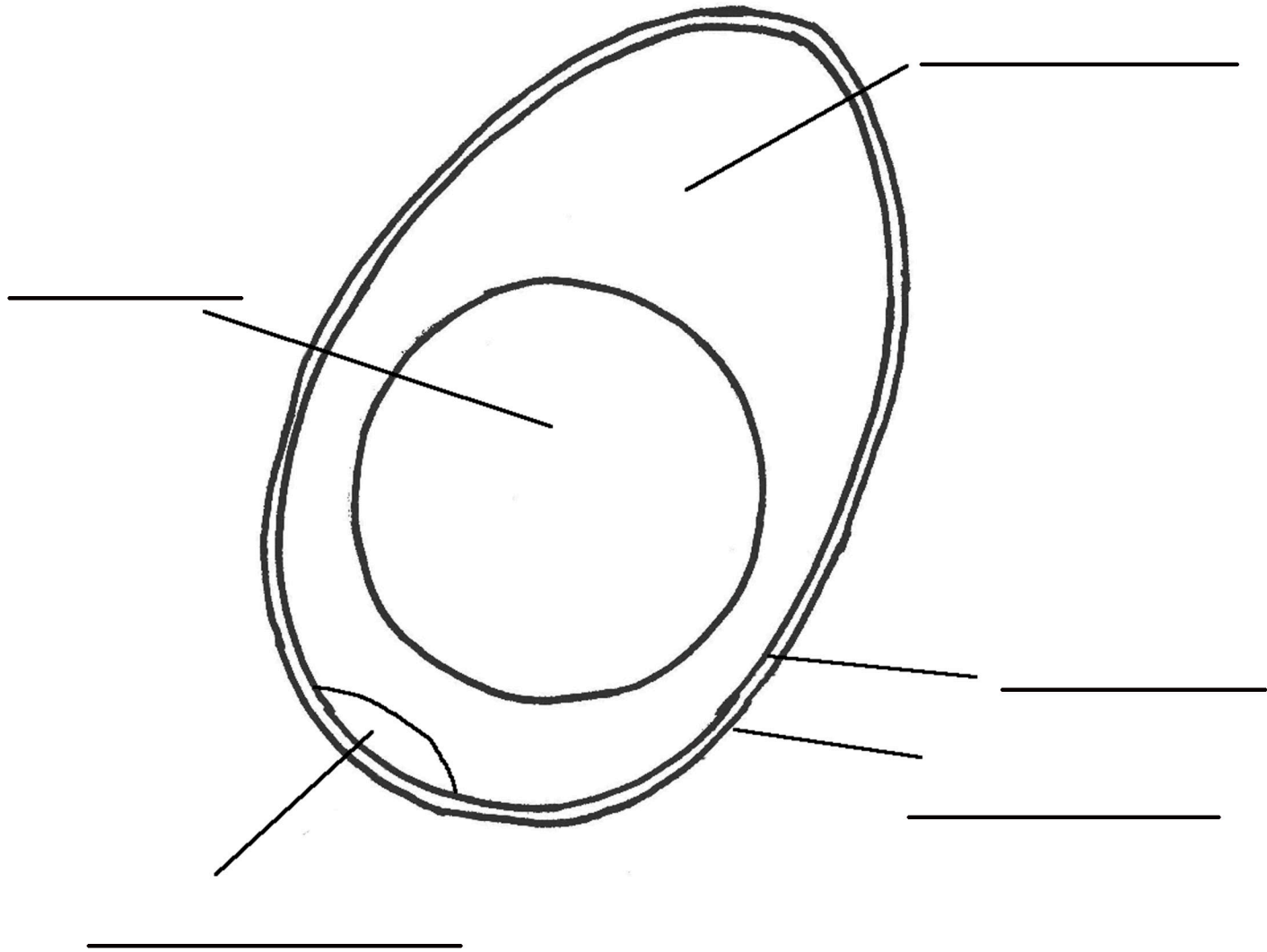
Word Bank

core (2)
sepal
skin
stem
meat
seeds
stalk
fruit



Parts of an Egg

shell
yolk
shell membrane
air sac
egg white



Vehicles

Parts of an Airplane

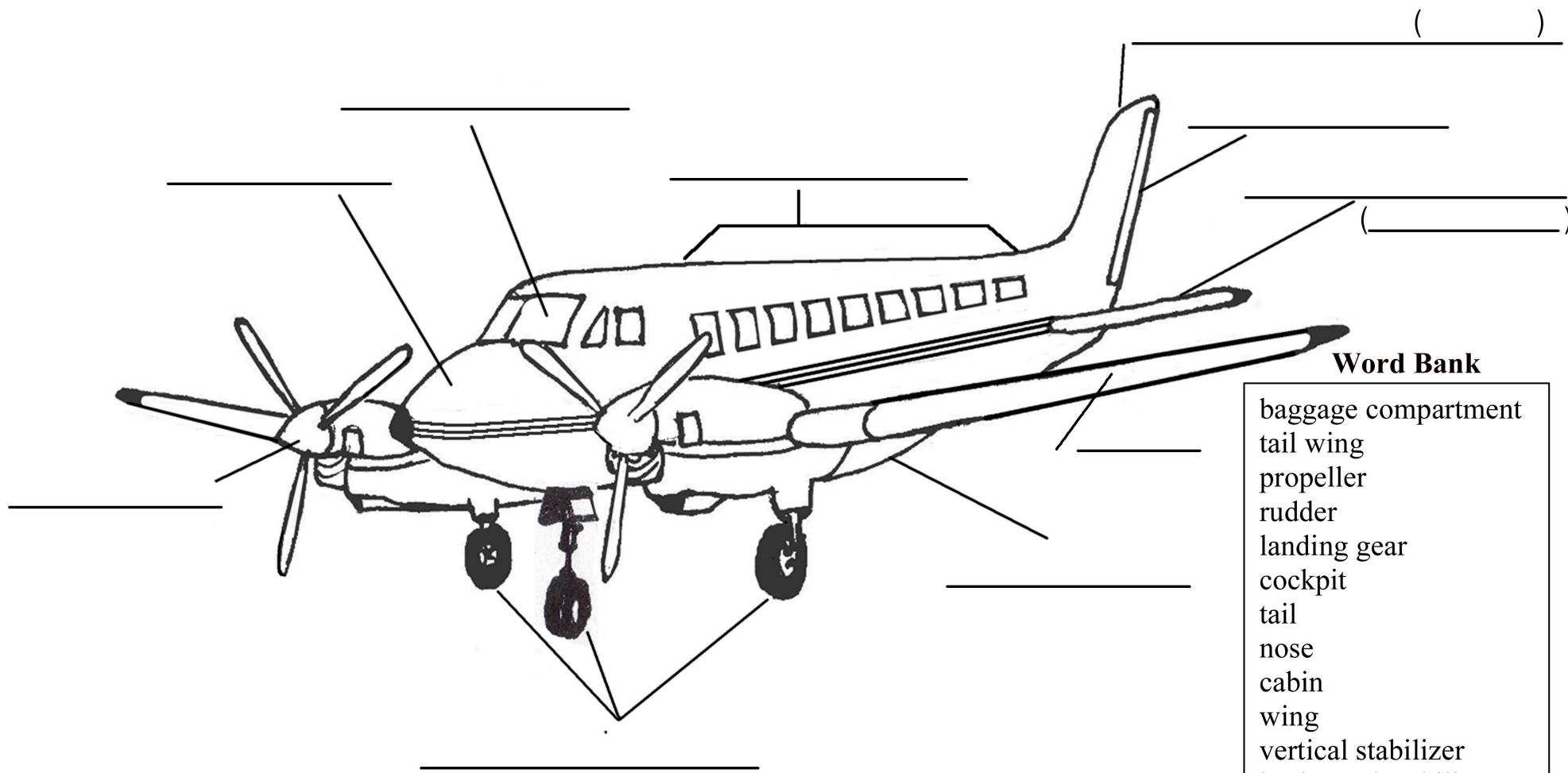
Parts of a Bicycle

Parts of a Boat

Boats Without Motors

Parts of a Car

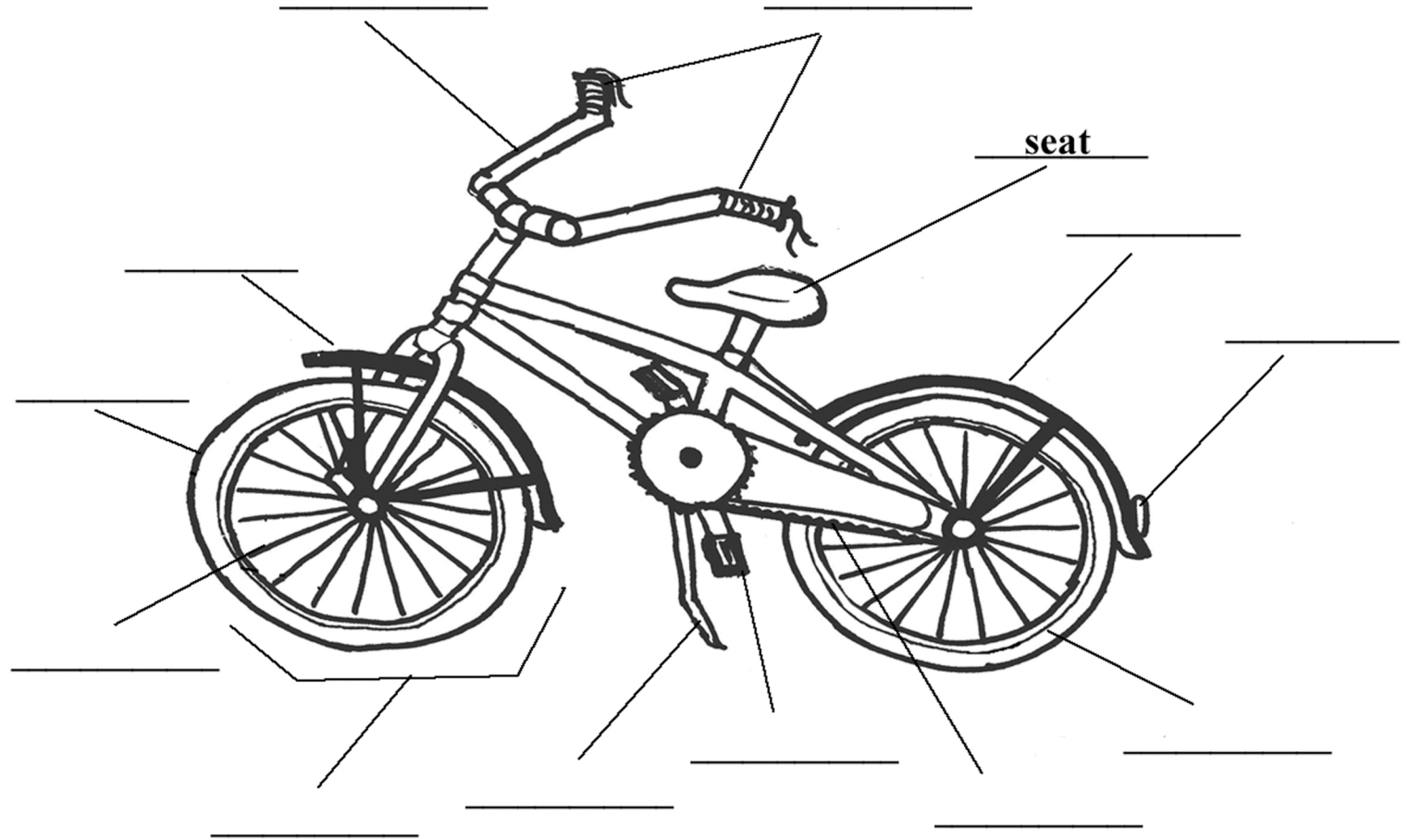
Parts of an Airplane



Parts of a Bicycle (Bike)

Word Bank

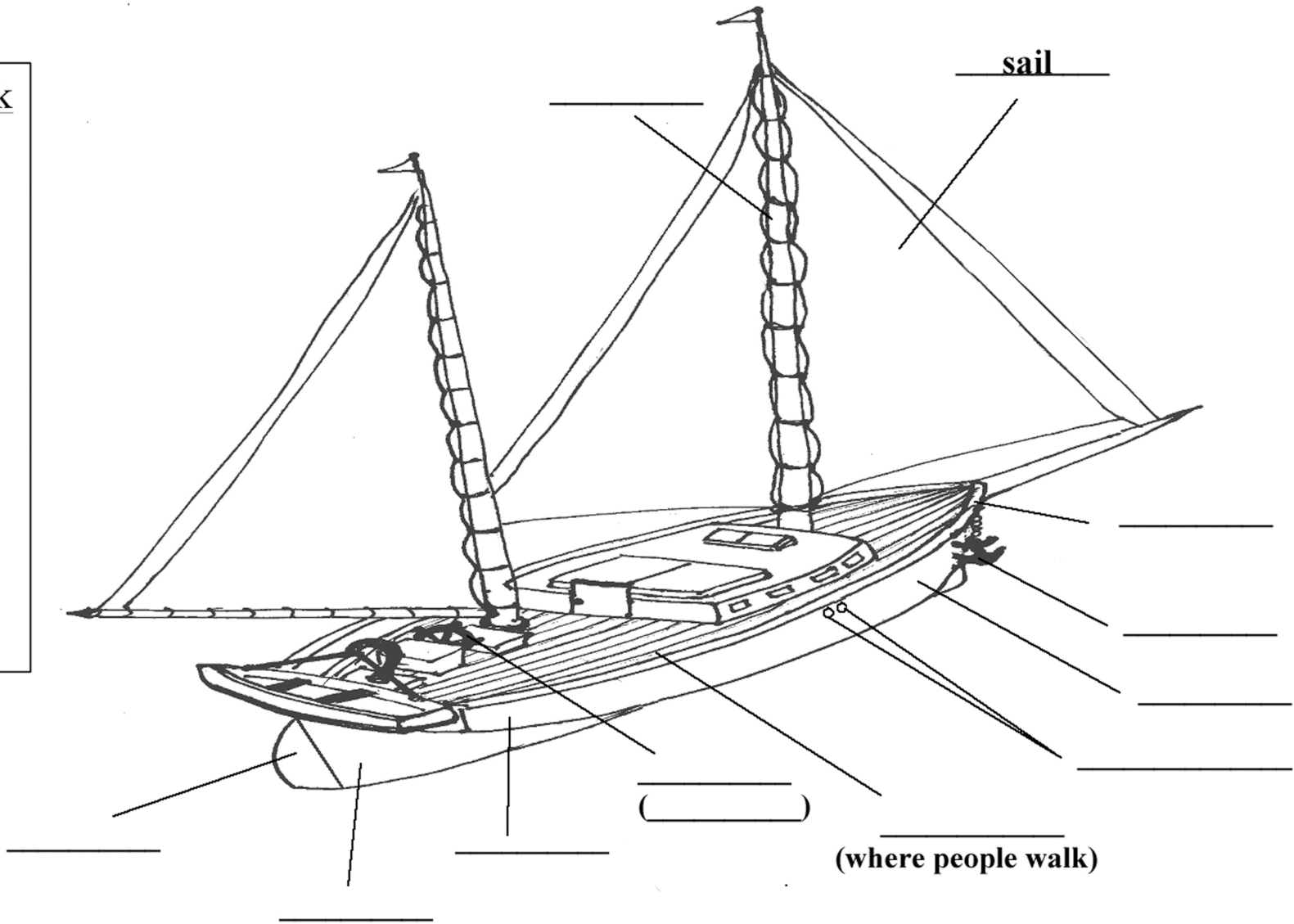
reflector
fender (2)
handgrips (2)
wheel
handlebars
seat
pedal
spokes
tire
kickstand
chain
rim



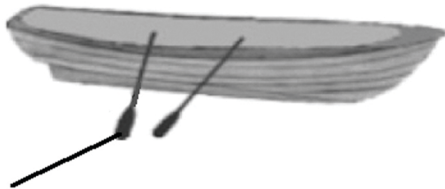
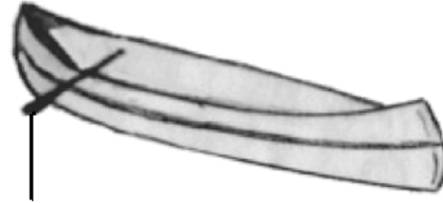
Parts of a Boat (Sailboat)

Word Bank

portholes
sail
hull
mast
rudder
deck
anchor
bow
stern
keel
wheel
helm



Boats Without Motors



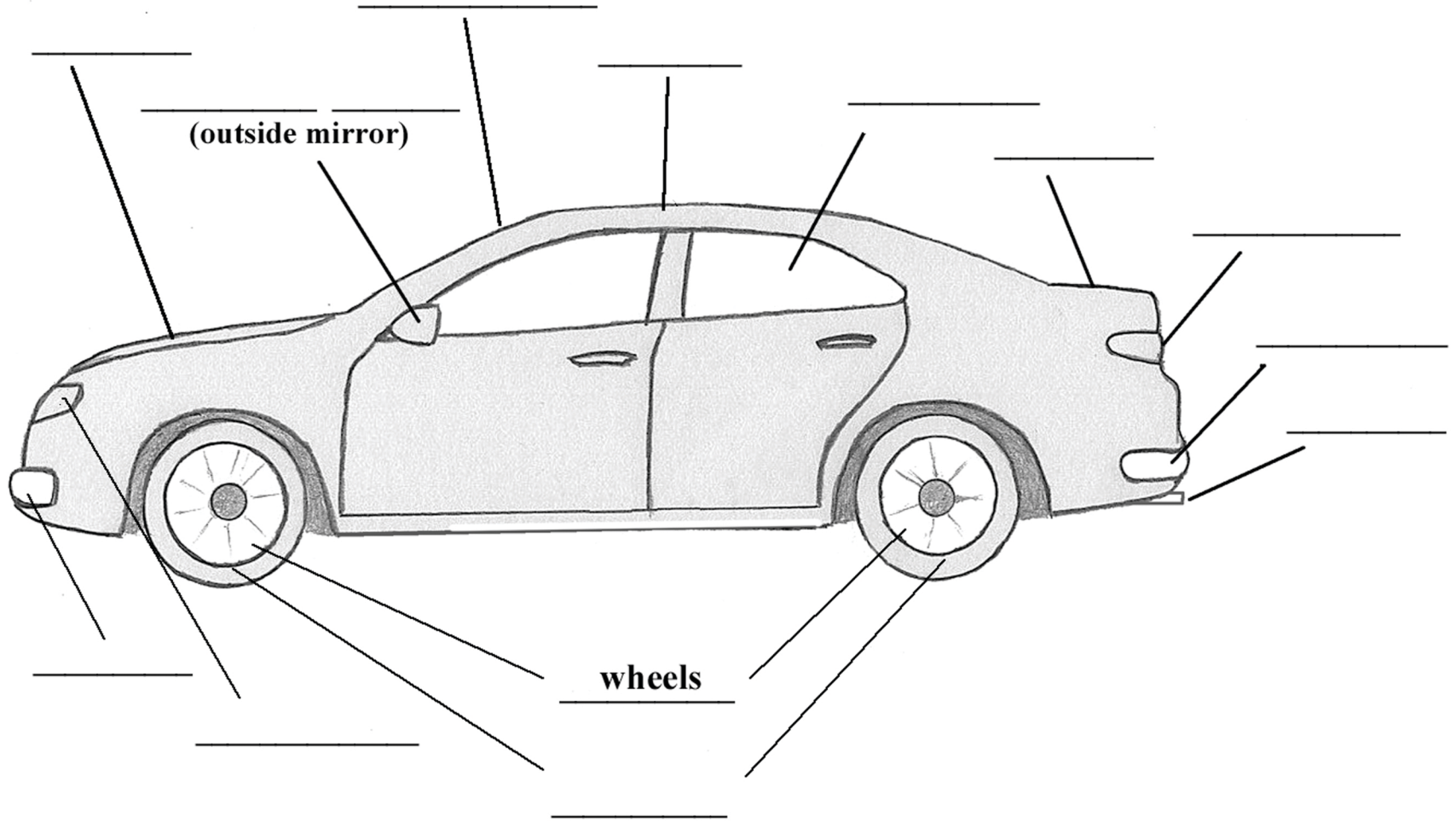
Word Bank

sailboat
paddle
canoe
raft
oar
rowboat

Parts of the Side of a Car

Word Bank

tires
hood
roof
trunk
bumper (2)
wheels
tailpipe
side view mirror
headlight
taillight
side window
windshield



Nature – Plants & Animals

Parts of a Flowering Plant

Parts of a Tree

Animal Feet

Parts of a Bird

Parts of a Cow

Parts of a Dog

Parts of a Duck

Parts of a Fish

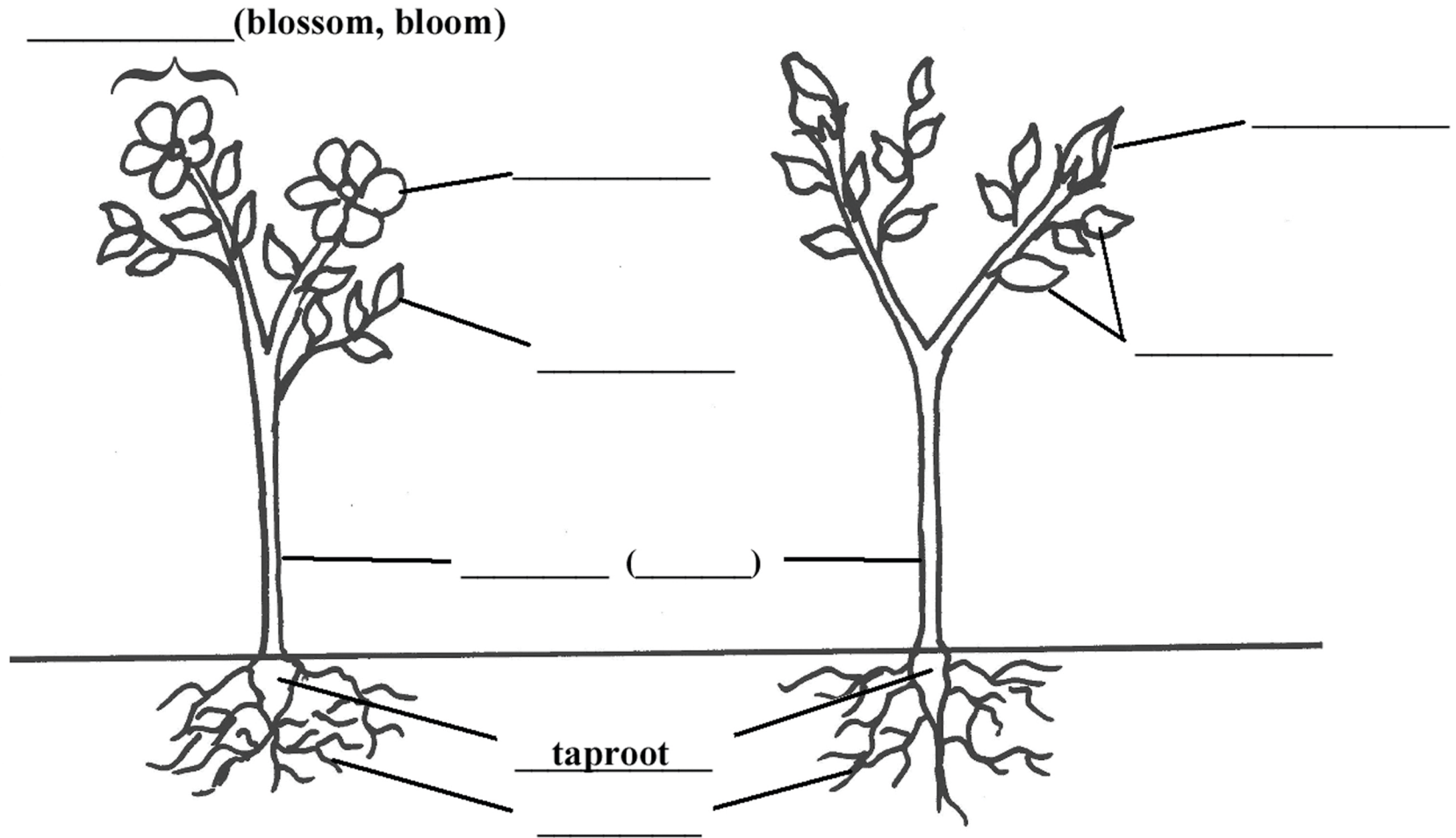
Parts of a Horse

Parts of a Pig

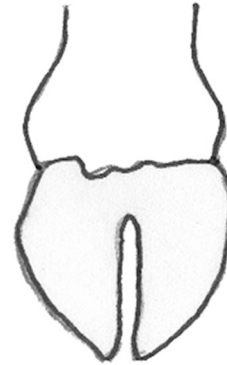
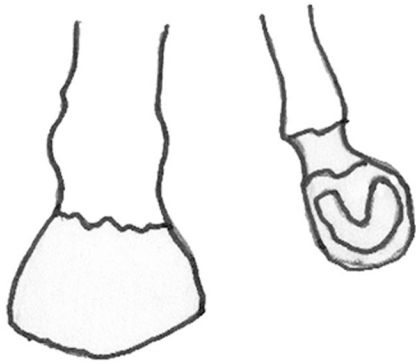
Parts of a Flowering Plant

Word Bank

- taproot
- petal
- leaf
- roots
- flower
- bud
- stalk
- stem
- leaves



Animal Feet



Word Bank

cloven hoof

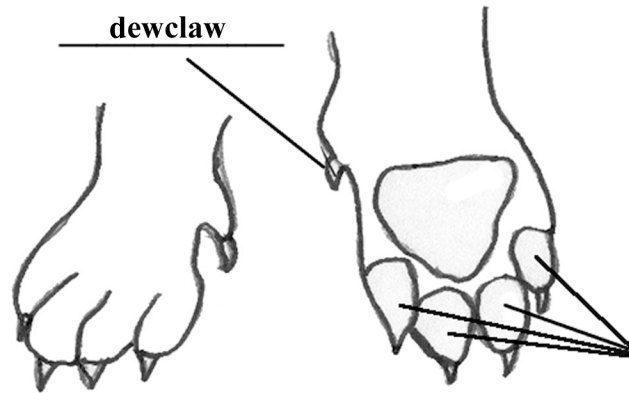
paw

webbed feet

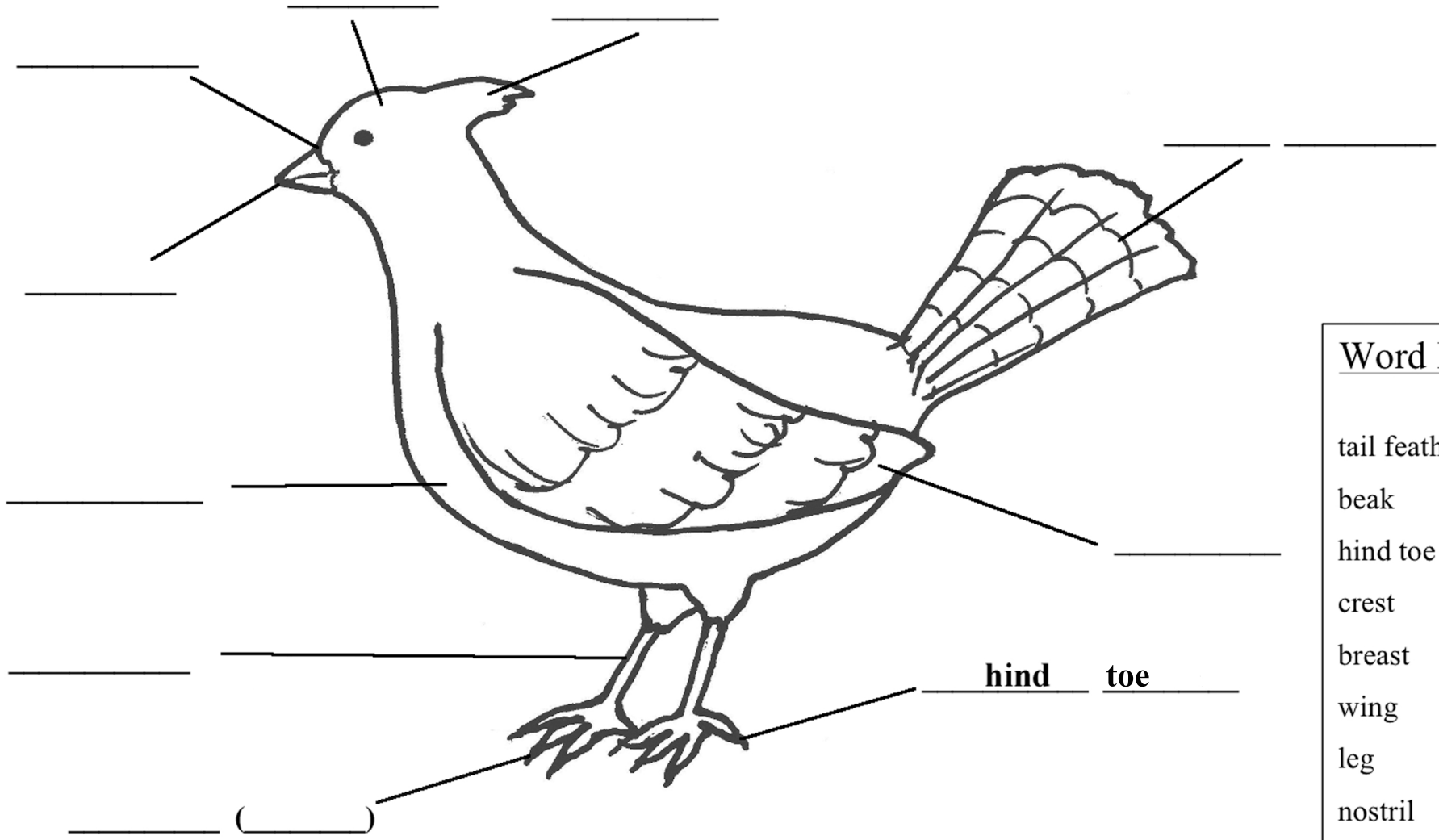
hoof

digital pads

dewclaw



Parts of a Bird



Word Bank

tail feathers

beak

hind toe

crest

breast

wing

leg

nostril

talon

crown

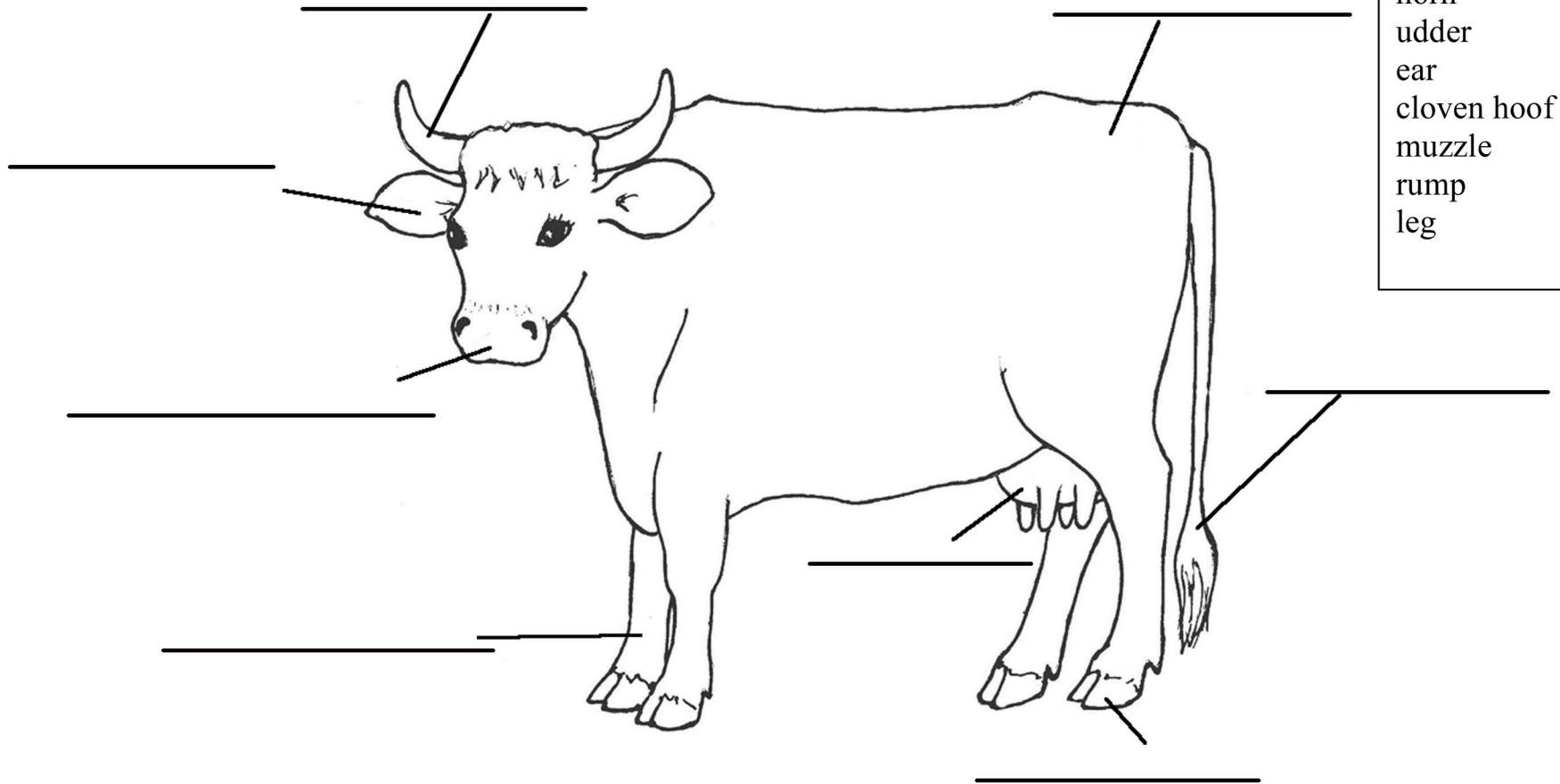
claw

hind toe

Parts of a Cow

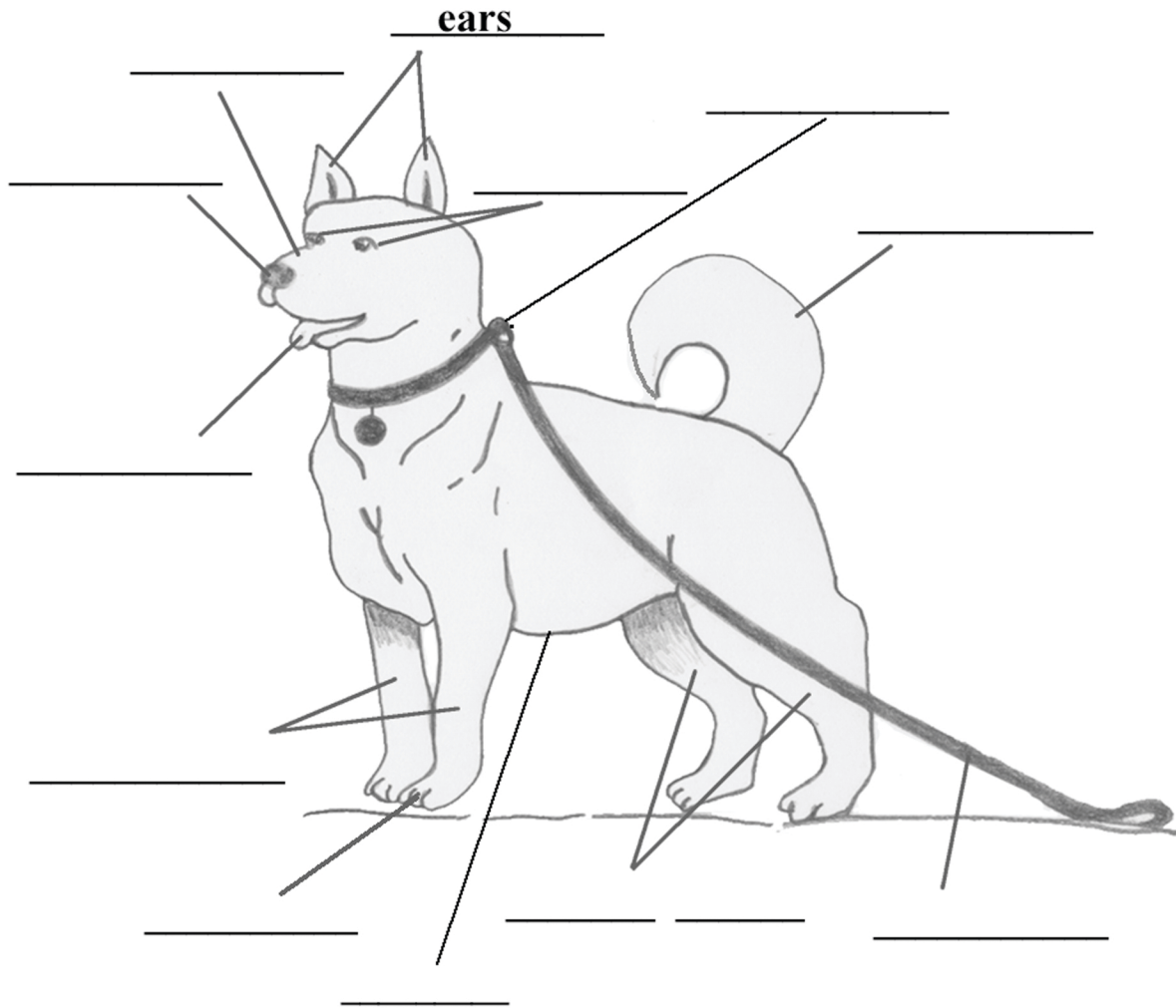
Word Bank

tail
horn
udder
ear
cloven hoof
muzzle
rump
leg



Called a heifer before it gives birth to a calf, and a cow after giving birth

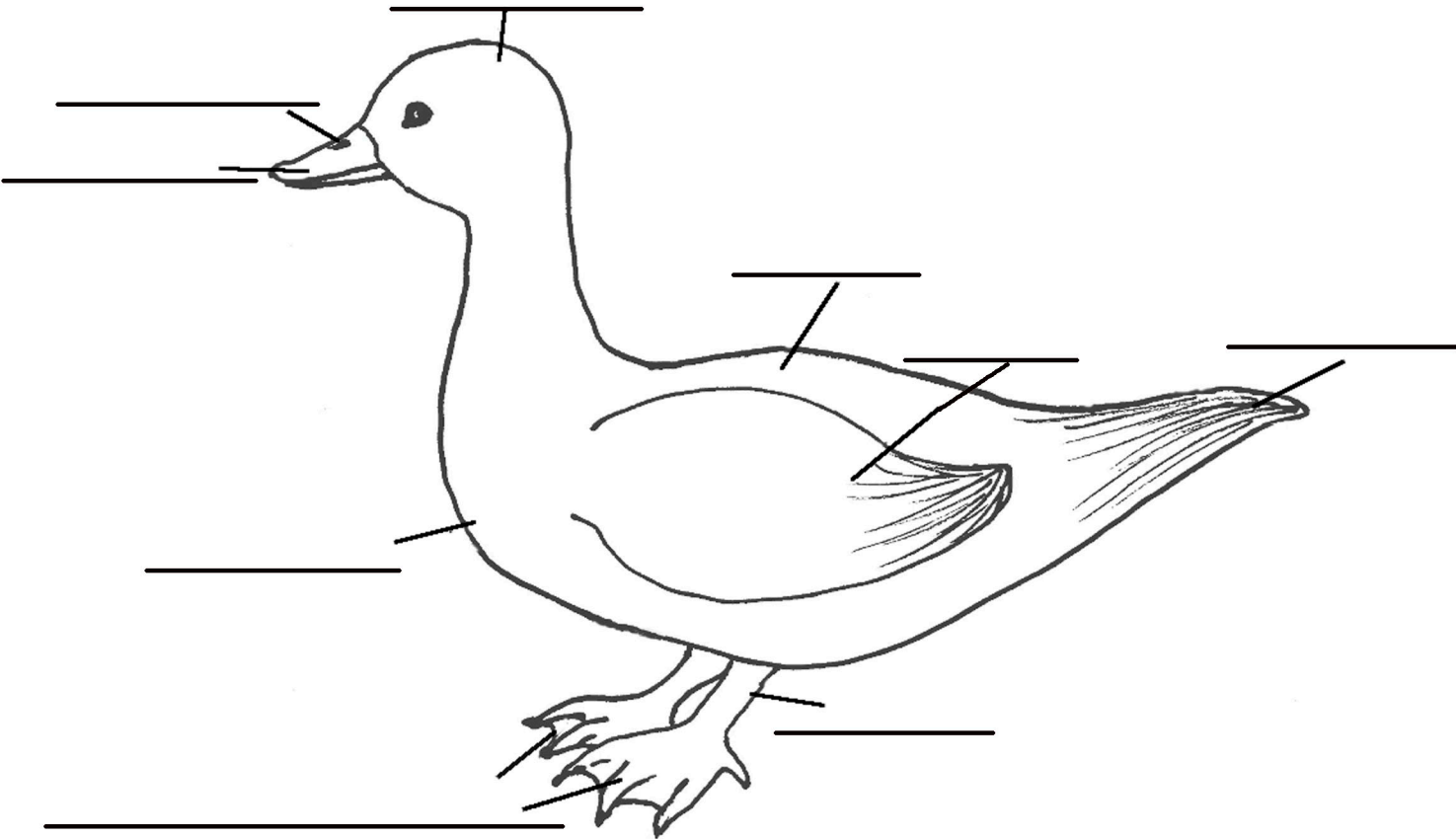
Parts of a Dog and His Stuff



Word Bank

hind legs
ears
eyes
tail
nose
leash
paw
tongue
forelegs
muzzle
collar
belly

Parts of a Duck



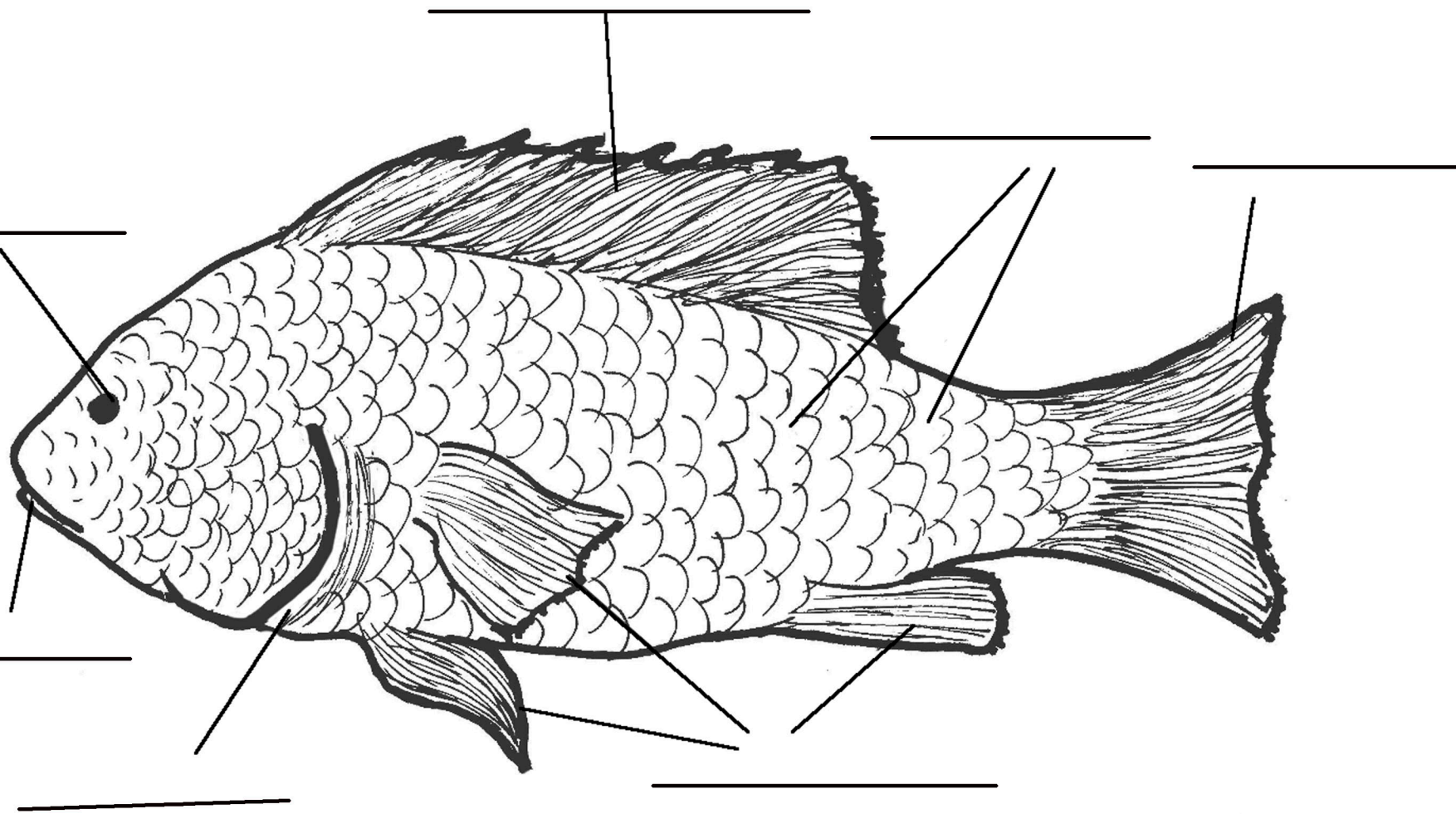
Word Bank

- nostril
- legs
- back
- breast
- tail
- bill
- wing
- webbed feet
- head

Parts of a Fish

Word Bank

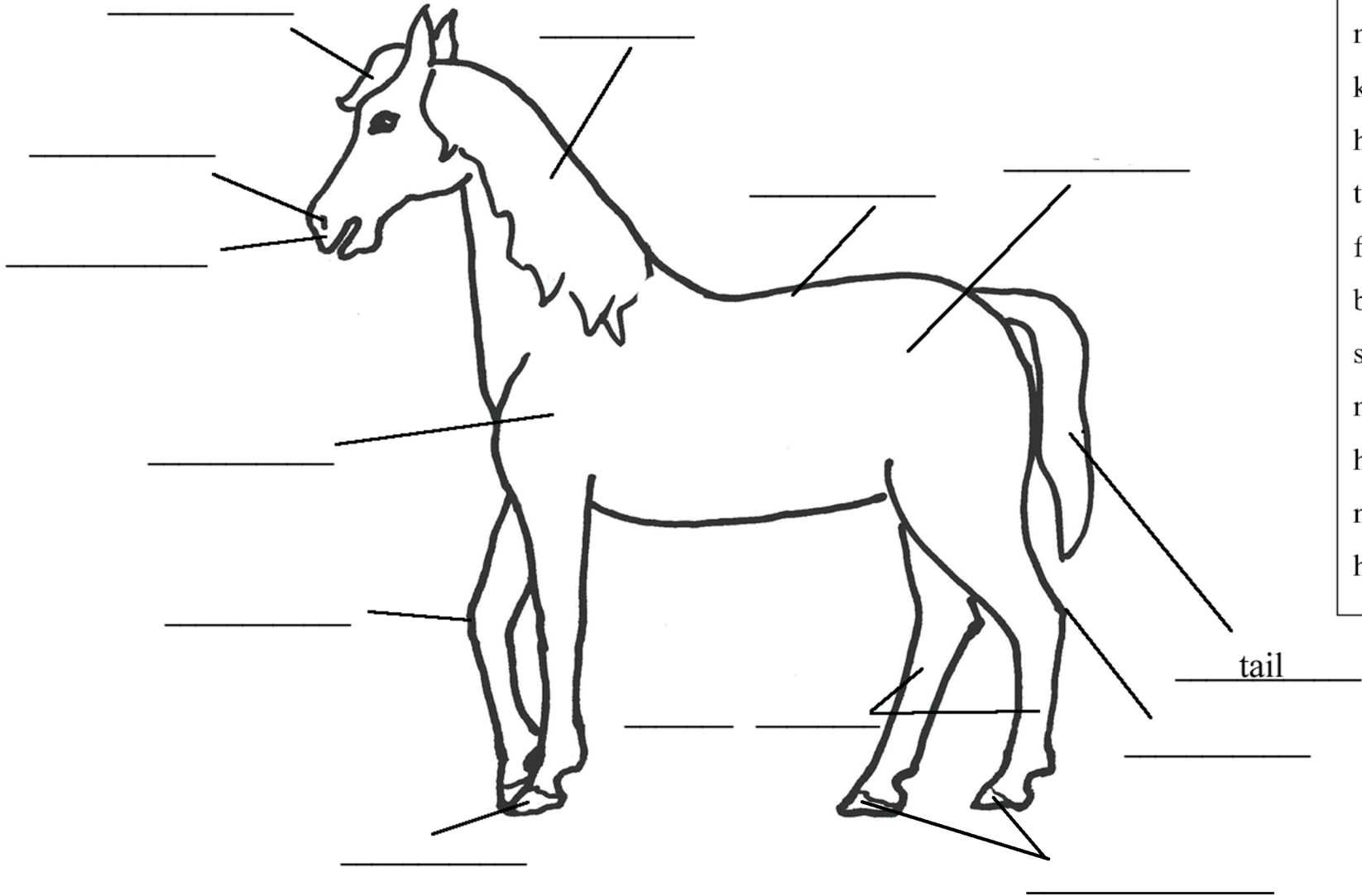
- fins
- eye
- scales
- gills
- tail
- mouth
- fin



Parts of a Horse

Word Bank

hind legs
mane
knee
hoof
tail
forelock
back
shoulder
muzzle
haunches
nostrils
hock



Section II

Pictures With Labels

This section provides students with 49 pictures of common objects with their parts labeled. These can be printed and left in the vocabulary center for reference and revisiting activities, they can be projected onto a white board to teach the parts, or they can be printed and displayed on the wall as part of your classroom Word Wall.

*For your students to understand what they read and to be able to write about their daily activities, they need to know about common objects. Knowing the names of **the parts** of those common objects (paw, handlebars, etc.) is critical for visualization, making inferences, drawing conclusions and precision in writing both informational and narrative texts.*

Our Body

Parts of a Body

Parts of an Eye

Parts of a Face

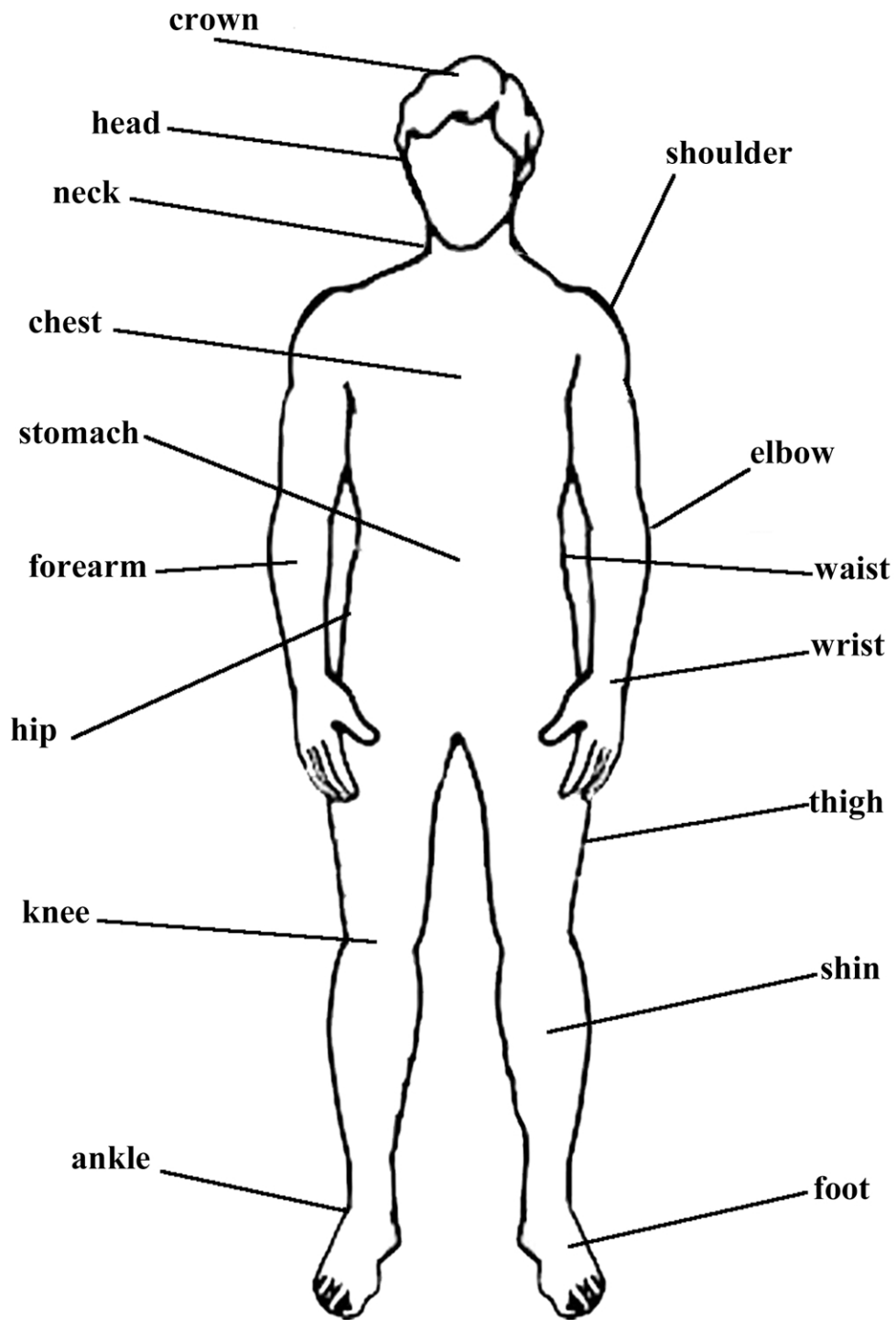
Parts of a Face with Hair

Parts of the Back of a Hand

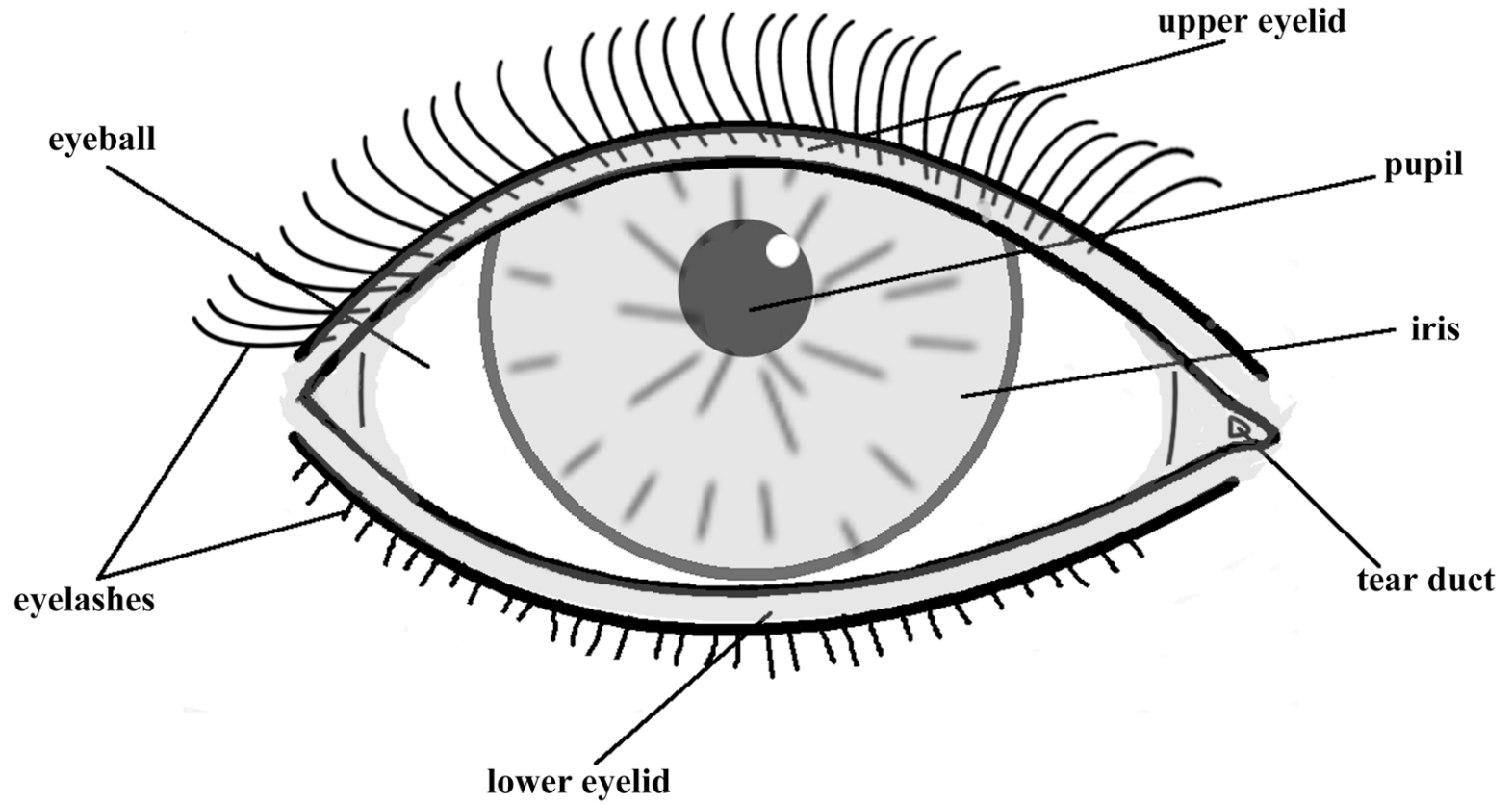
Parts of the Inside of a Hand

Parts of a Foot

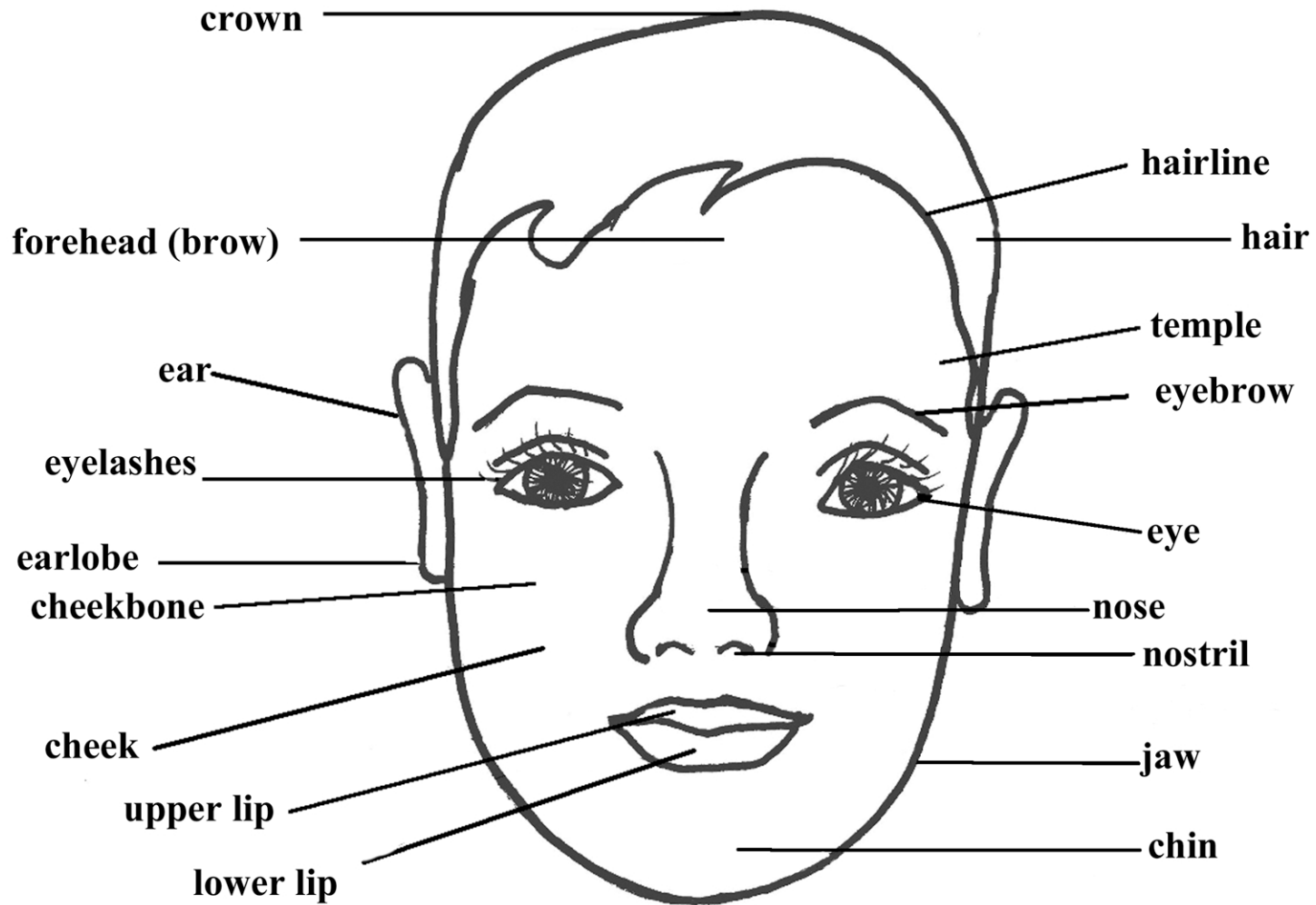
Parts of a Body



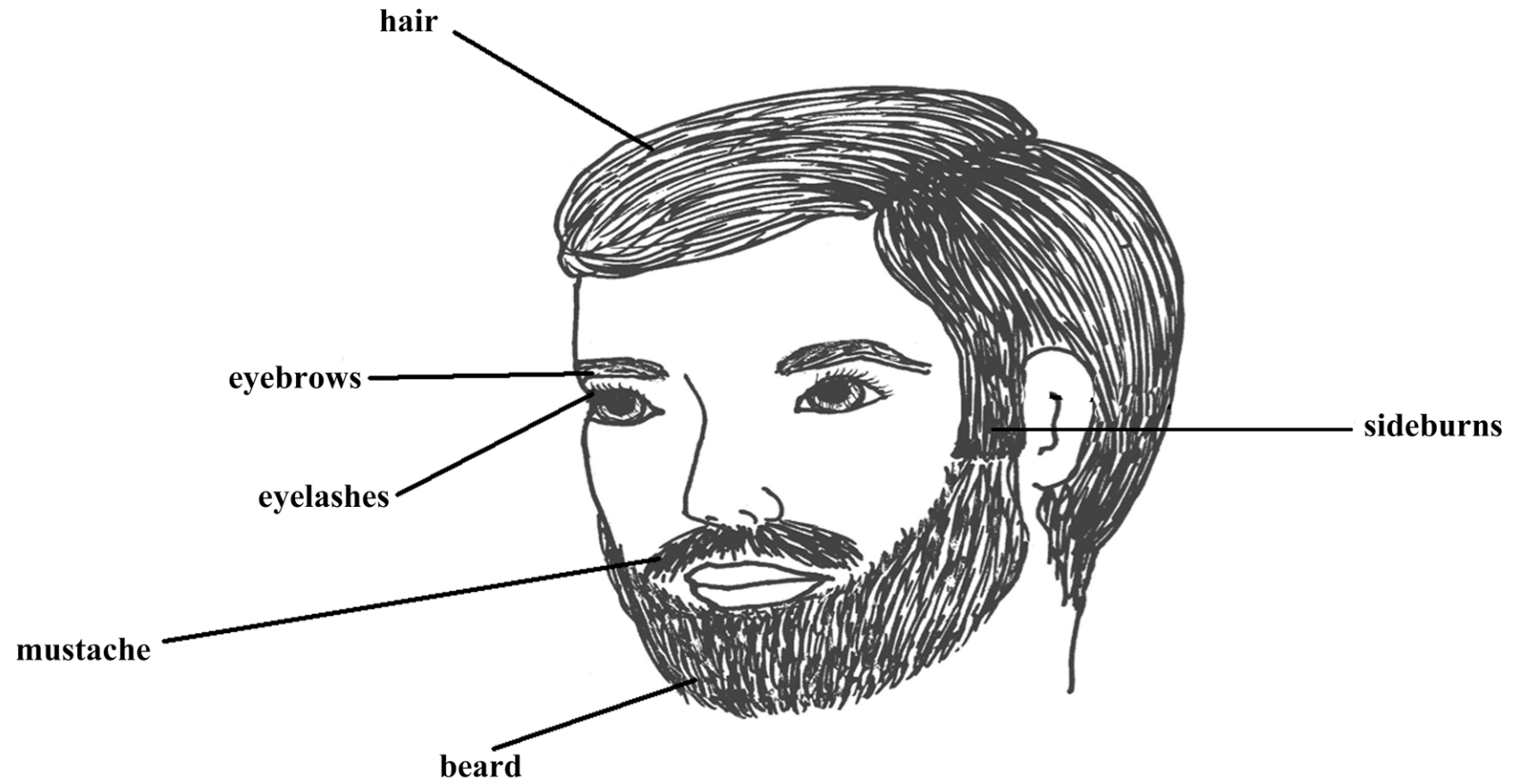
Parts of an Eye



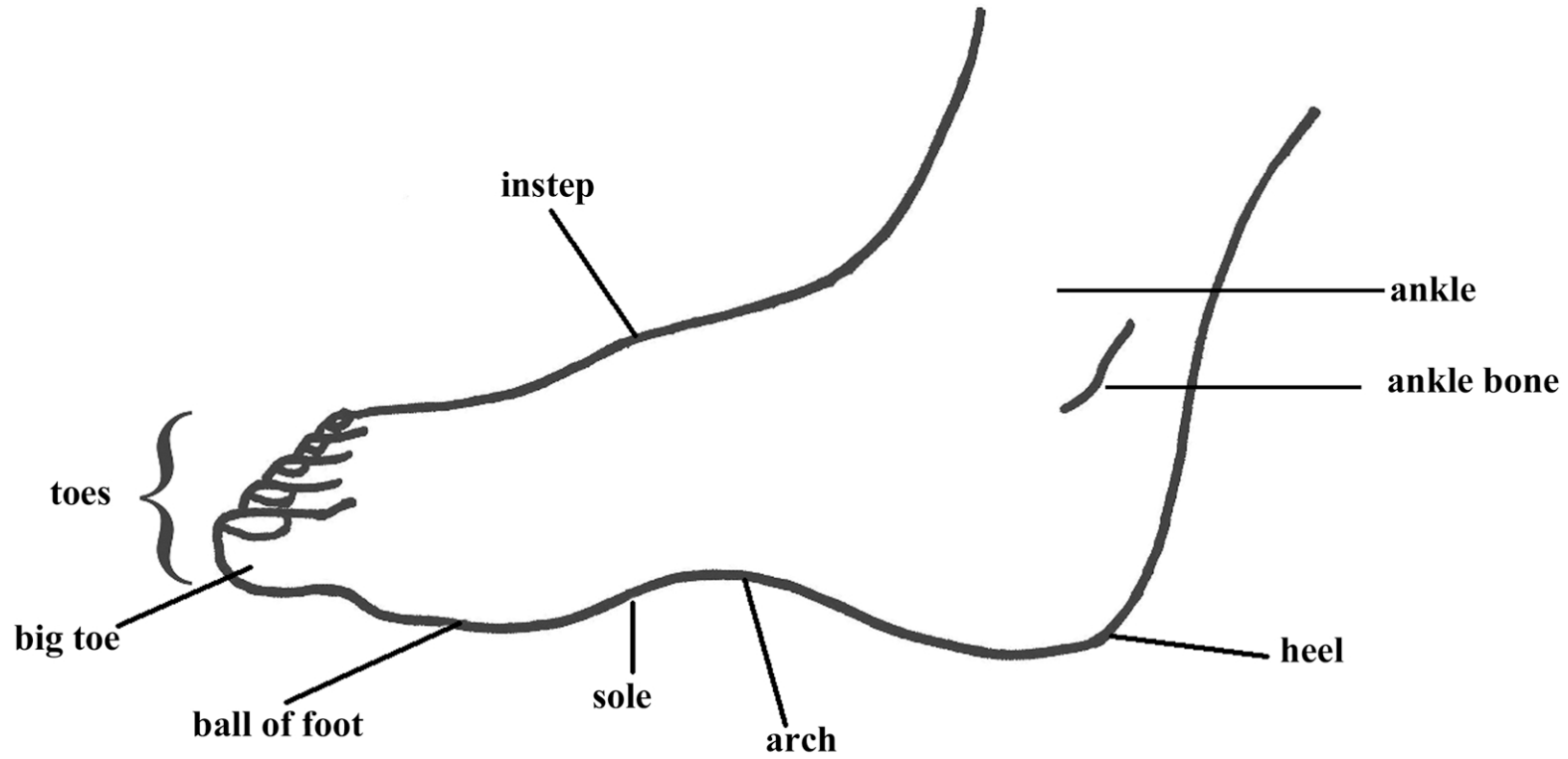
Parts of a Face



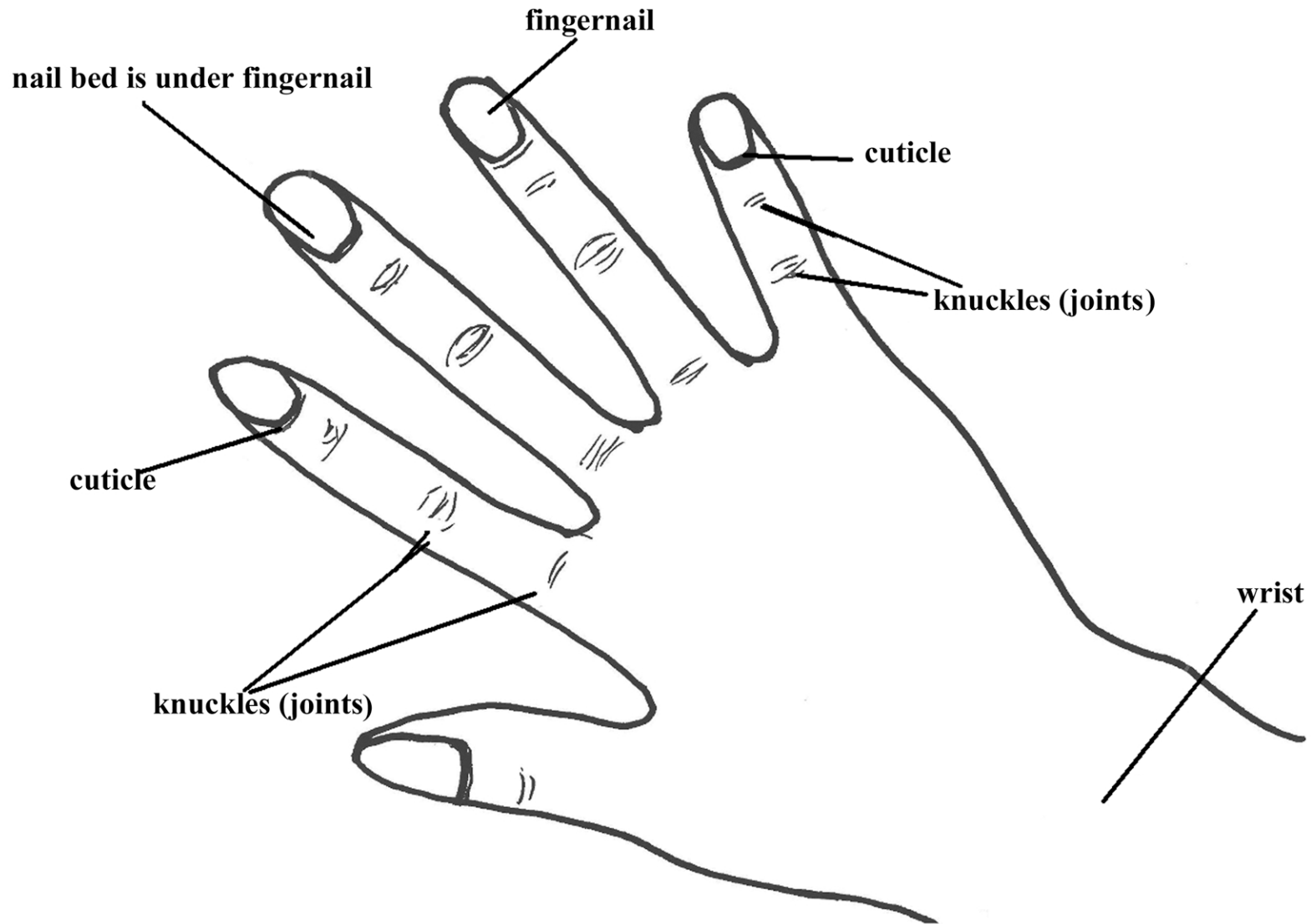
Parts of a Face with Hair



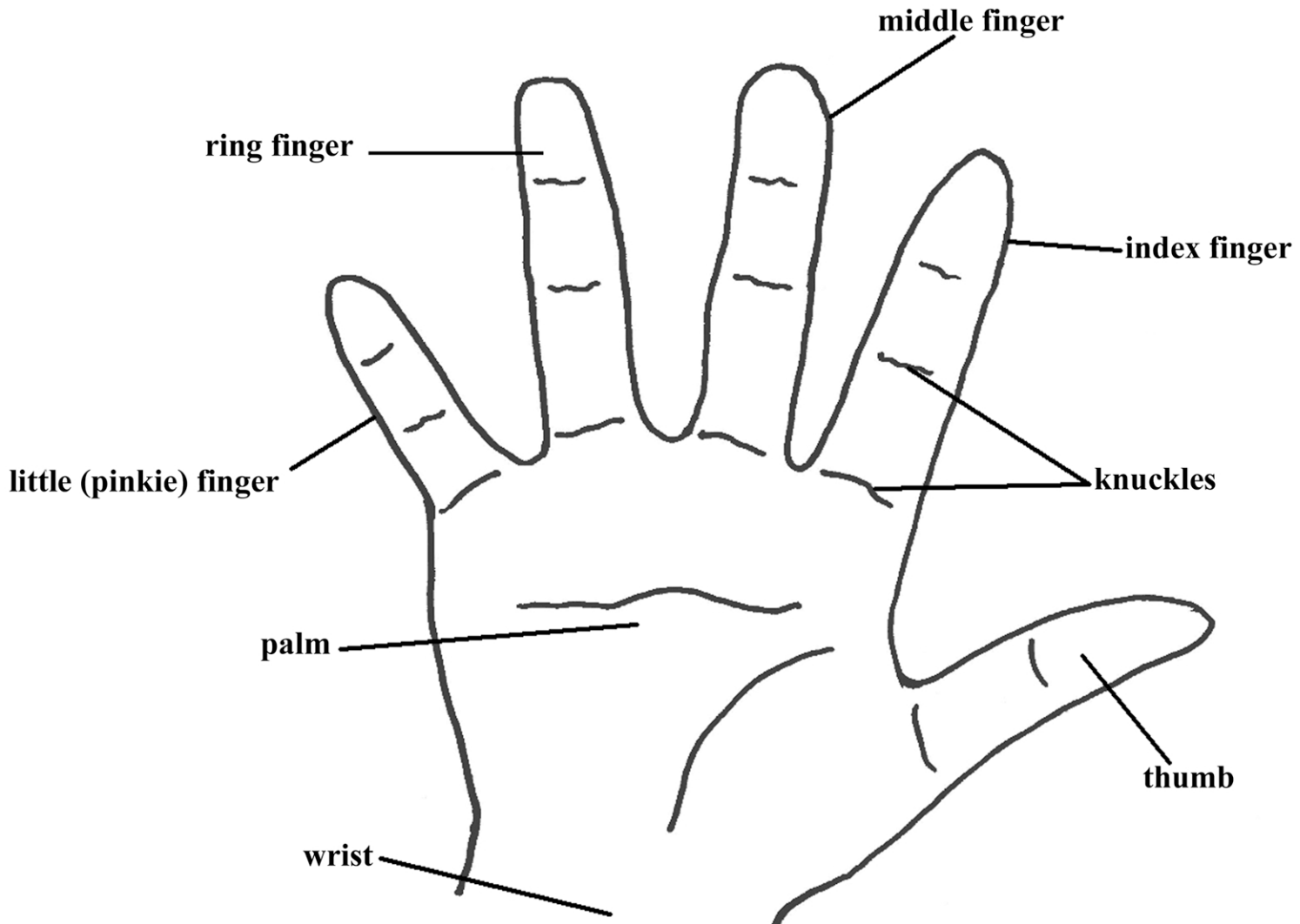
Parts of a Foot



Parts of the Back of My Hand



Parts of the Inside of My Hand



Things We Wear

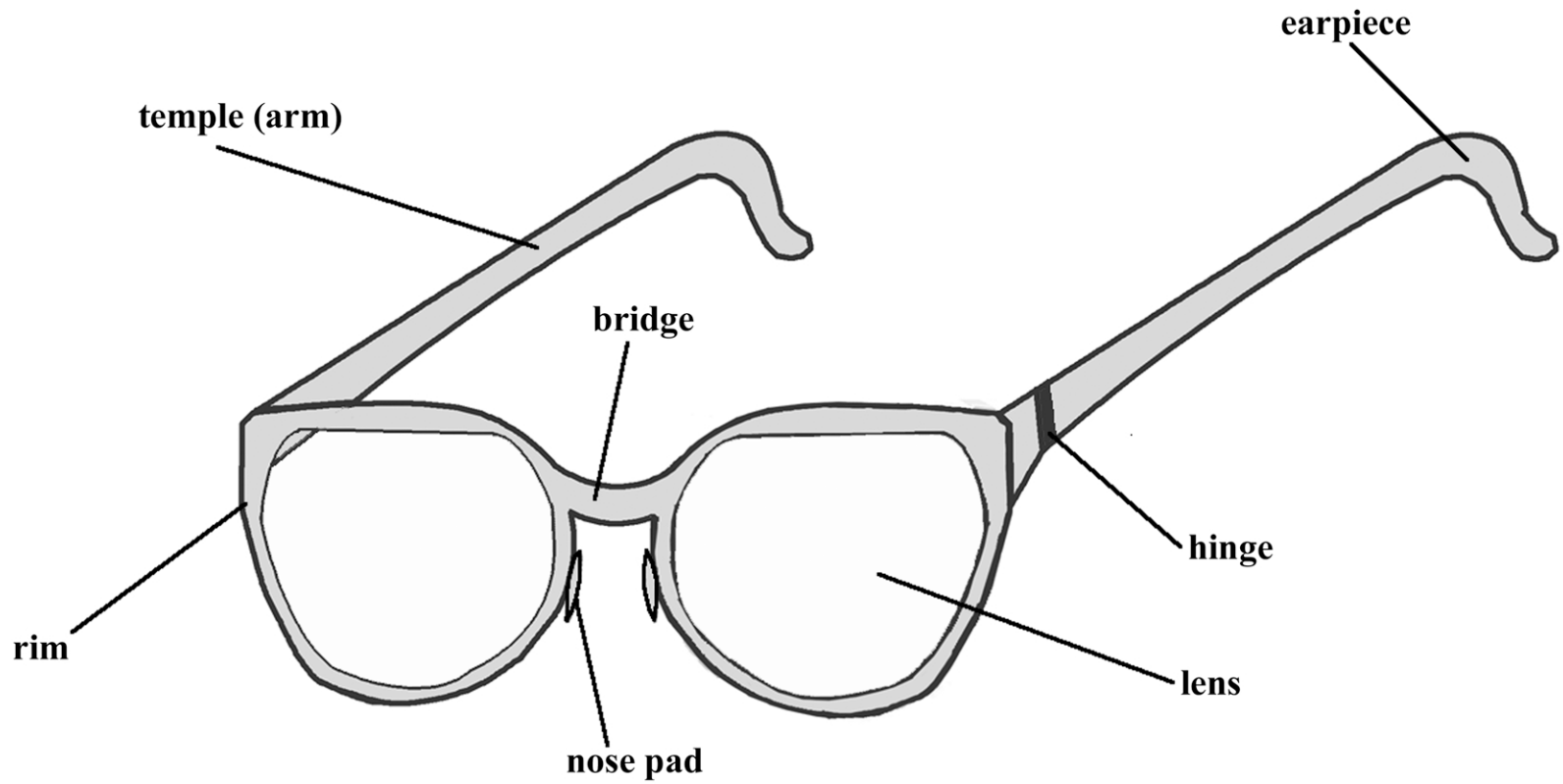
Parts of a Pair of Glasses

Parts of a Pair of Pants

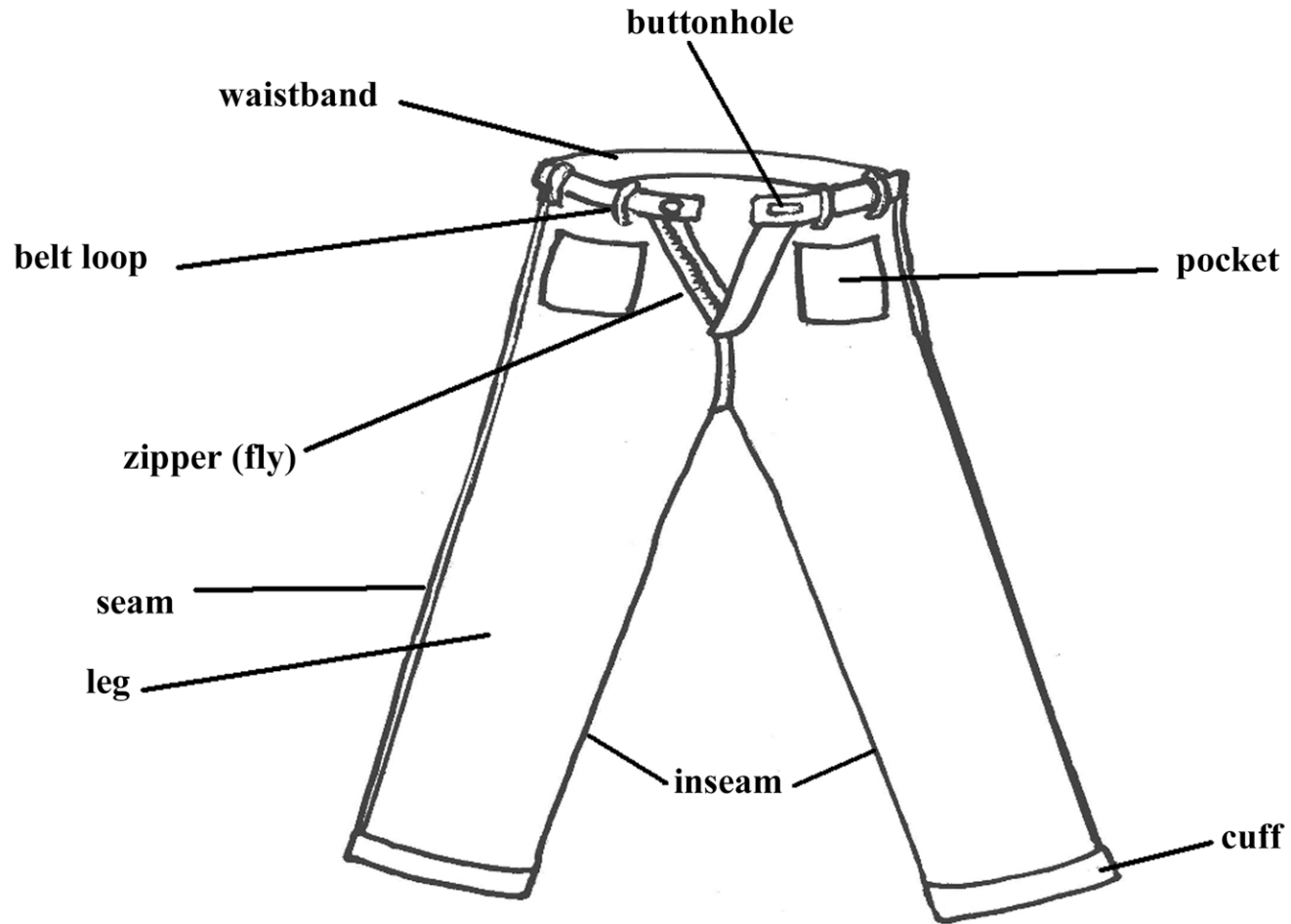
Parts of a Shirt

Parts of a Shoe

Parts of Glasses (Spectacles)

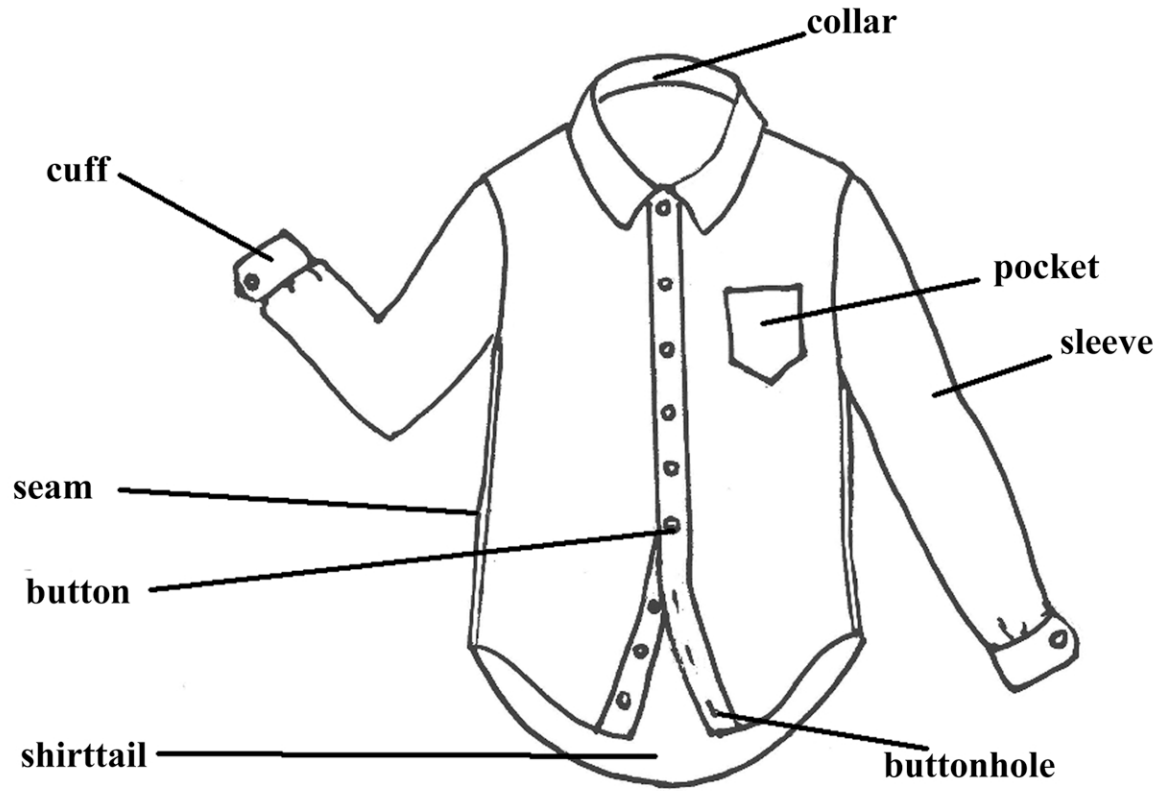


Parts of a Pair of Long Pants (Slacks) (Trousers)

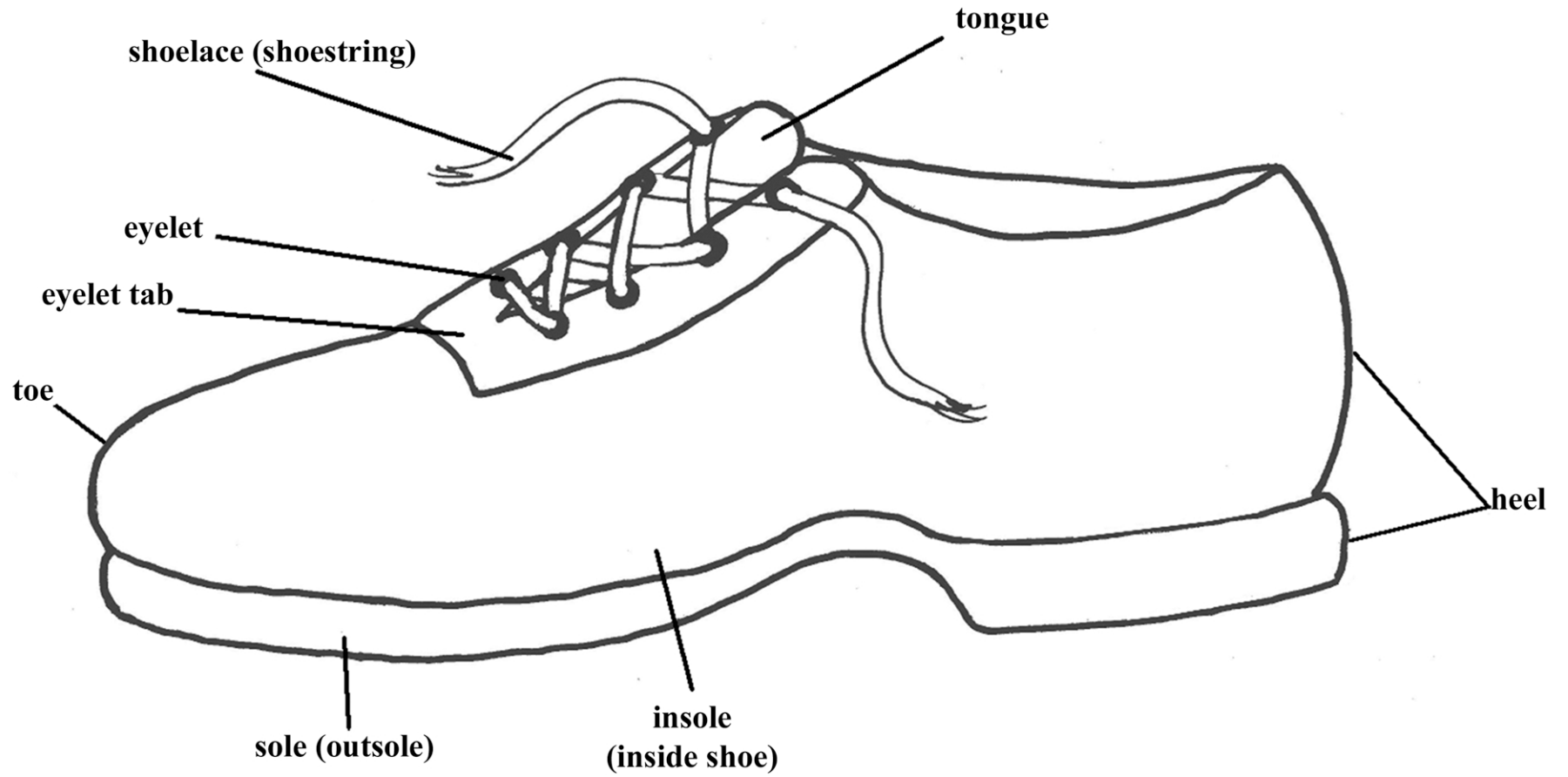


Please discuss the meaning of a hem and to hem something.

Parts of a Shirt (Blouse)



Parts of a Shoe



Things Around the House

Parts of a Backyard

Parts of a Bedroom

Parts of a Chair

Parts of a Clock

Parts of a Computer

Parts of Containers - page 1 (pitcher, jar, bottle, jug)

Parts of Containers - page 2 (bag [sack], pail [bucket], basket, box [bin, tub])

Parts of Containers - page 3 (basin, vase, crate, barrel)

Parts of a Door

Parts of a Fireplace

Parts of a House

Parts of a Kitchen

Kitchen Utensils - page 1 (rolling pin, funnel, cutting board, measuring cup,
mixing bowl, measuring spoons)

Kitchen Utensils - page 2 (pan [skillet, frying pan], spatula, cookie sheet,
dish rag, dish towel [dish cloth], kettle, pot, lid, handle)

Parts of a Lamp

Parts of a Living Room

Parts of a Needle

Parts of a Table Setting

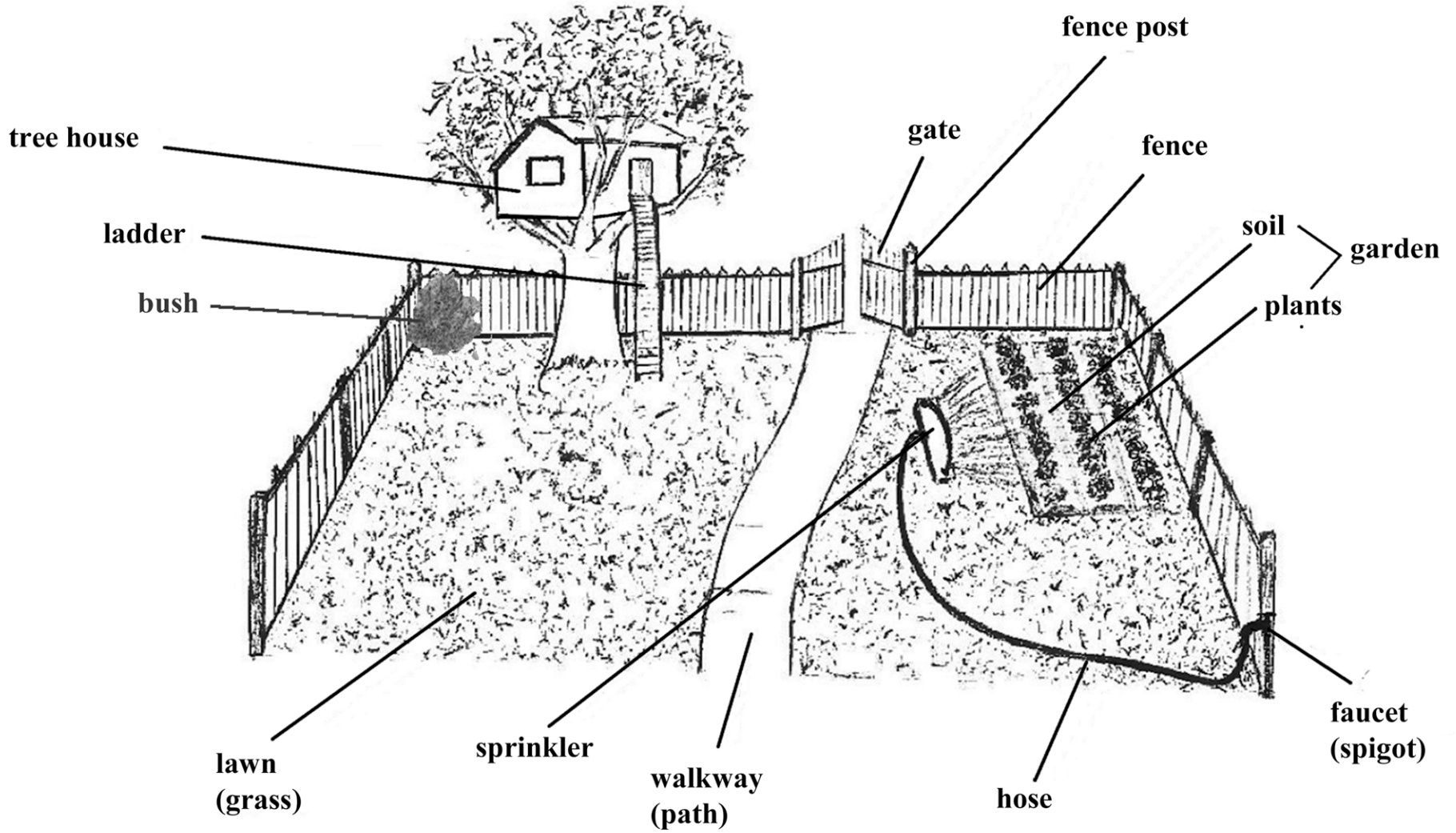
Tools for Building

Tools for Gardening

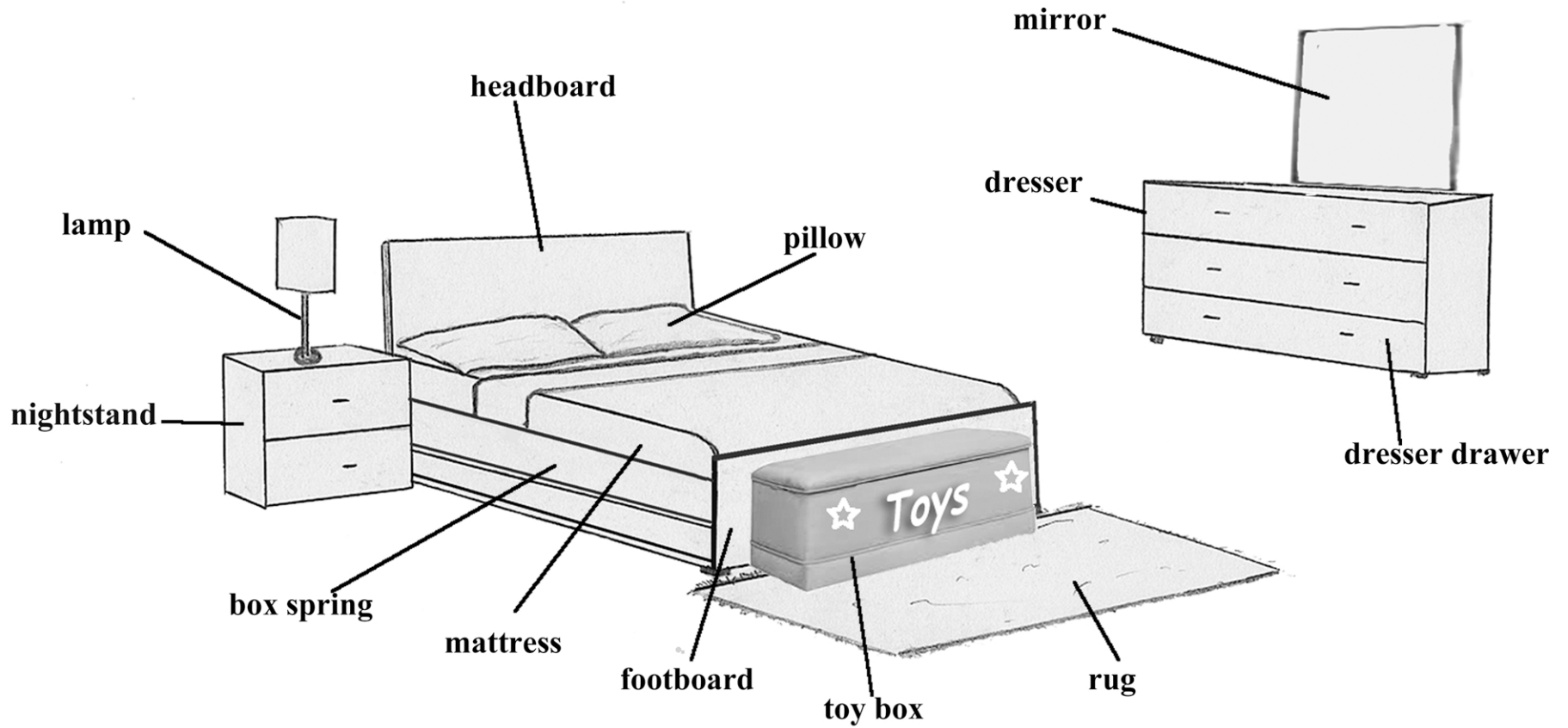
Parts of a Staircase

Parts of a Window

Parts of a Backyard

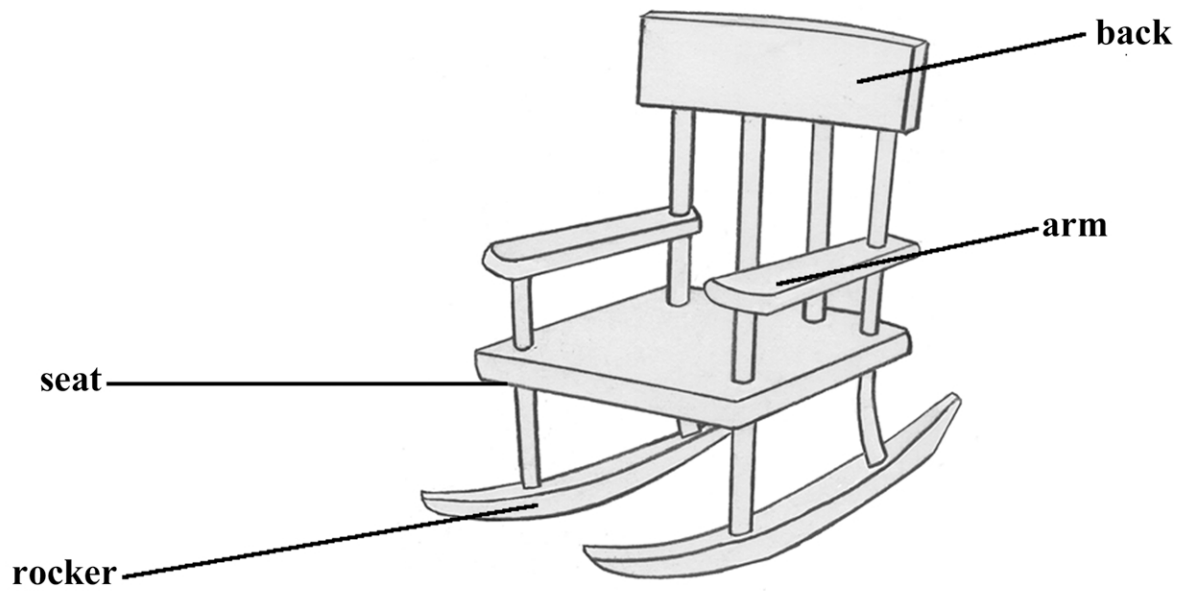
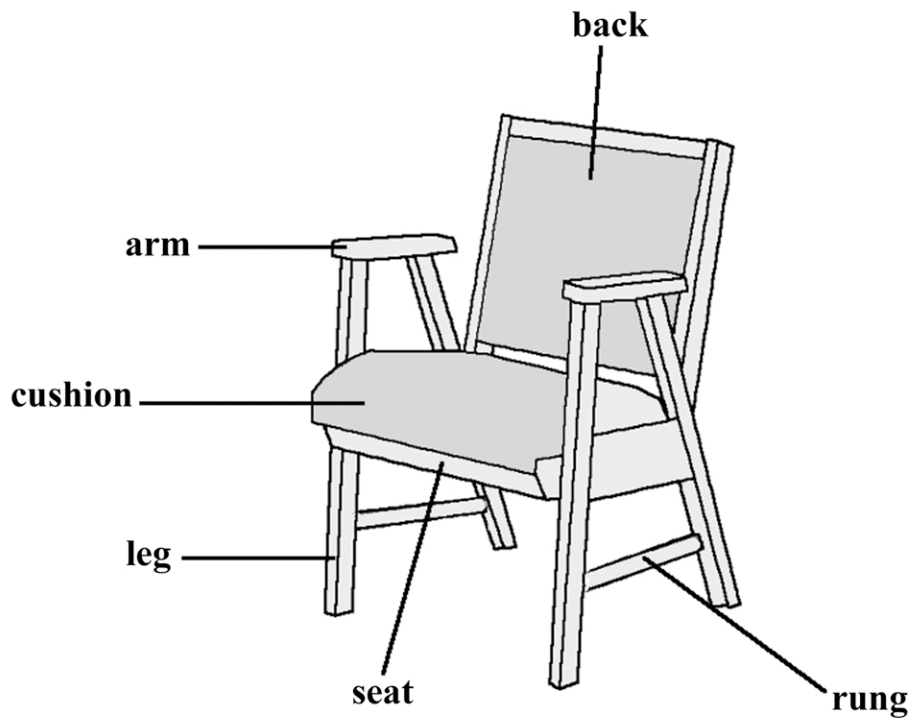


Parts of a Bedroom

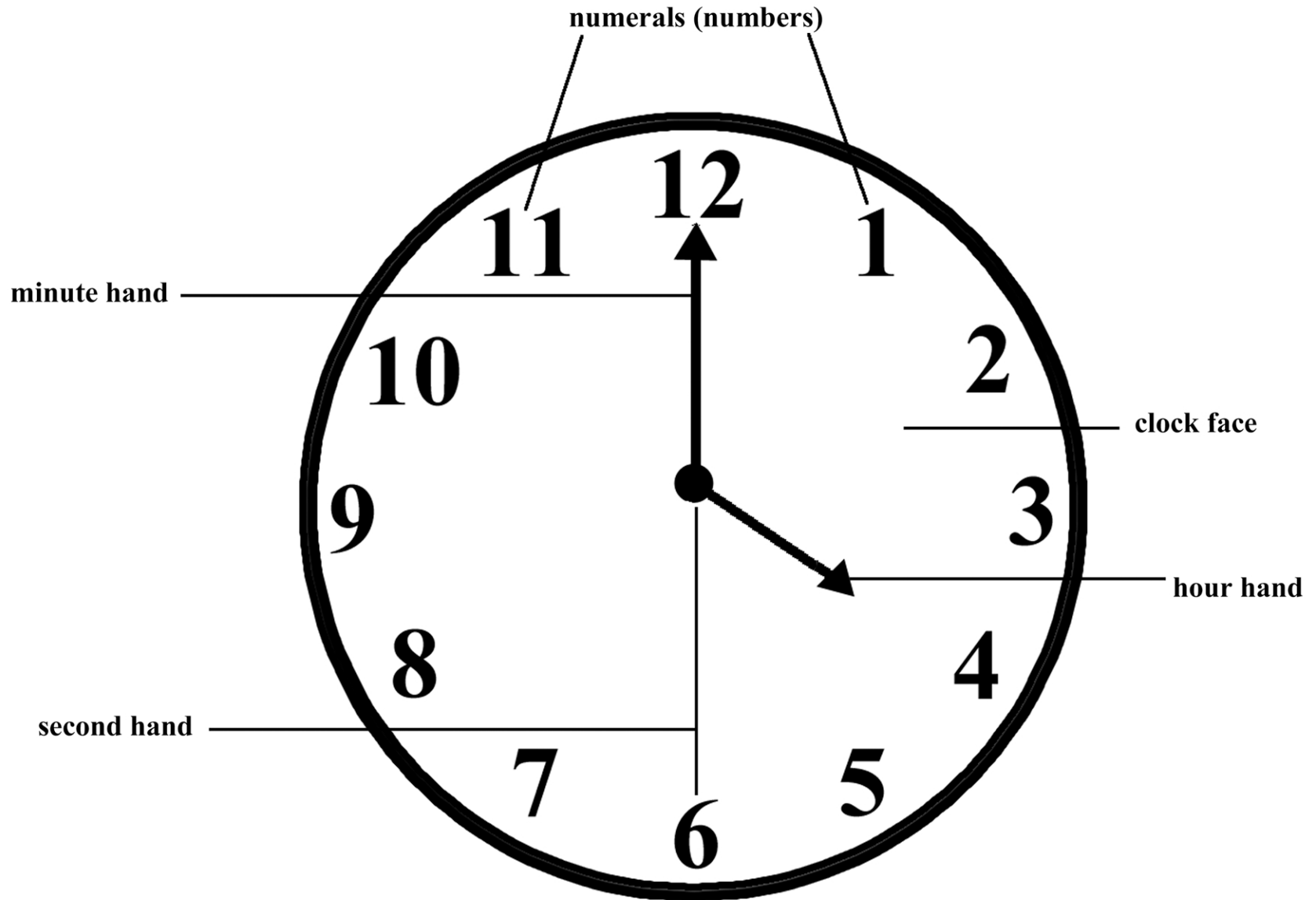


What you see when you look up is called a ceiling.

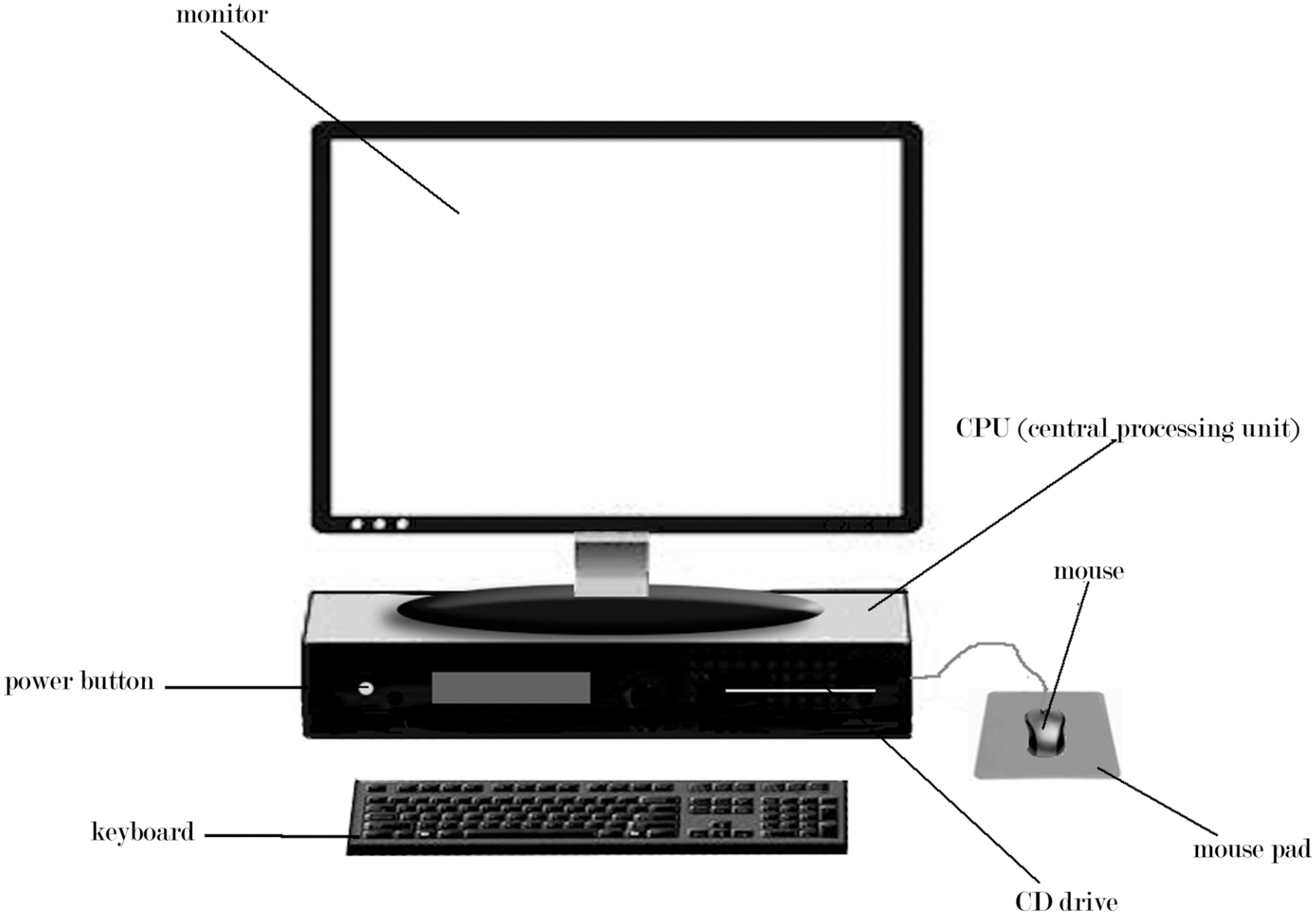
Parts of a Chair



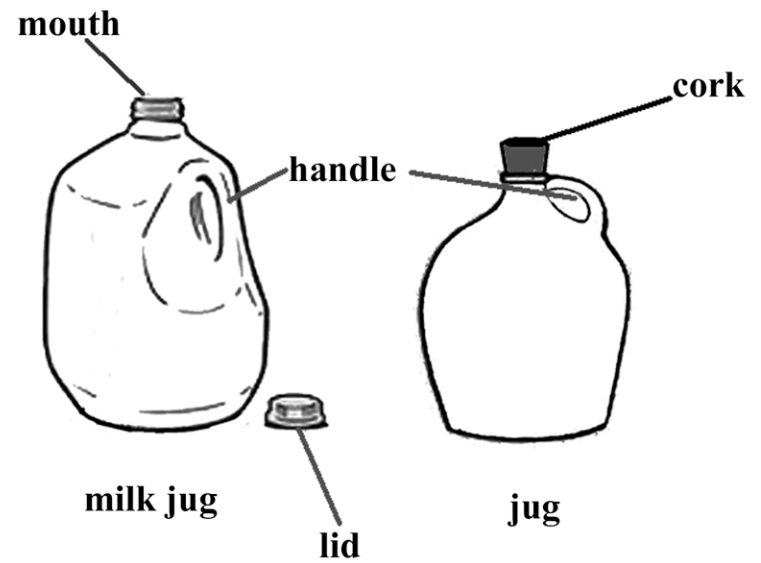
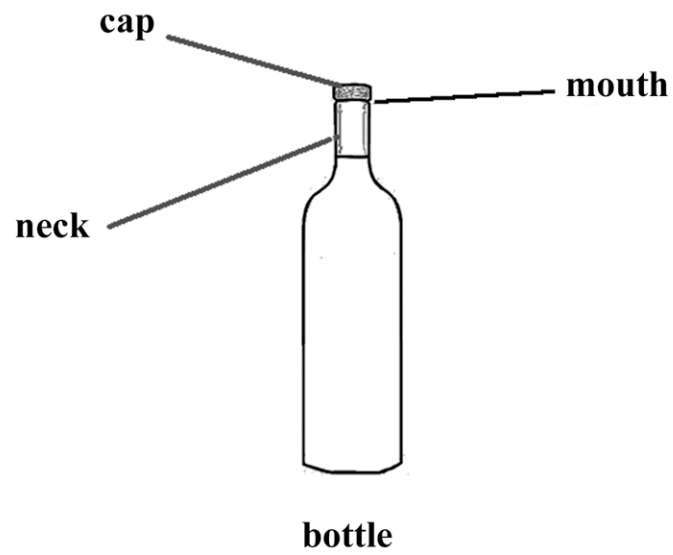
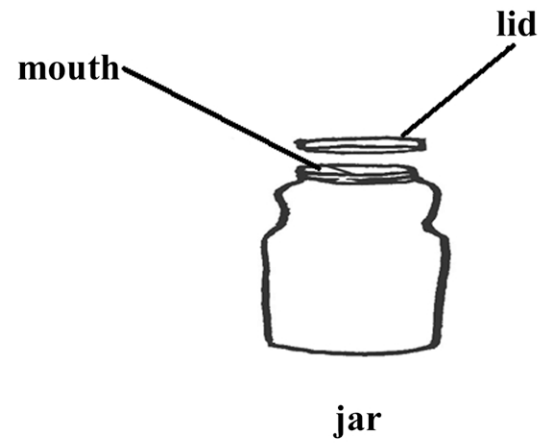
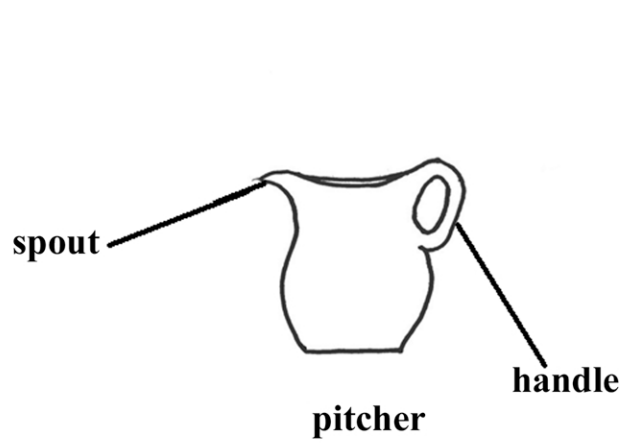
Parts of a Clock



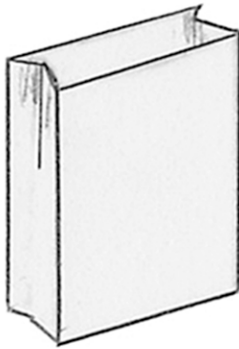
Computer



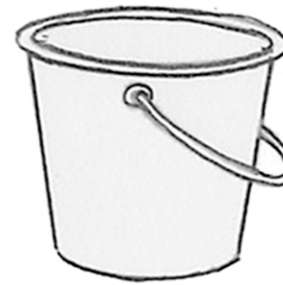
Containers



Containers



bag (sack)

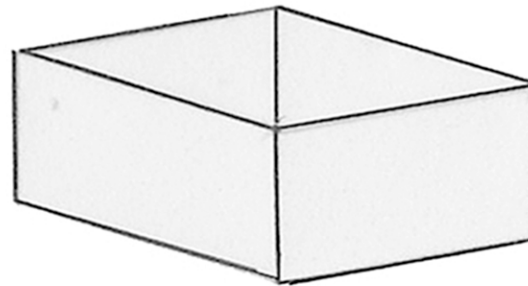


handle

pail (bucket)

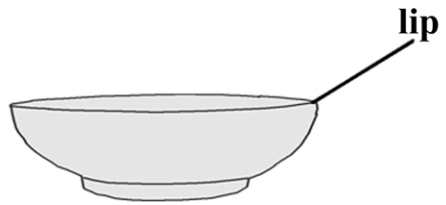


basket



box (bin) (tub)

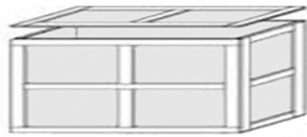
Containers



basin



vase

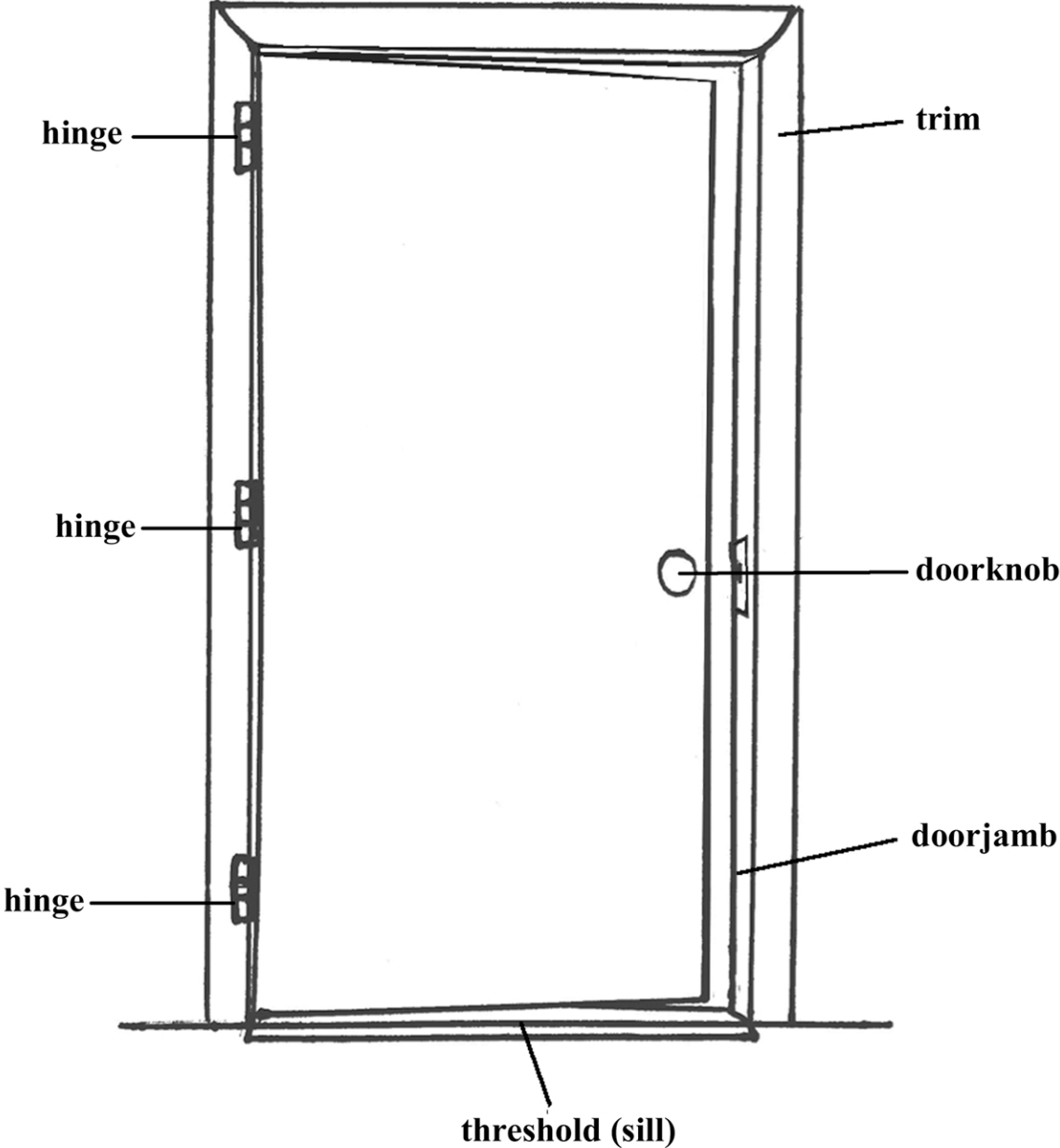


crate

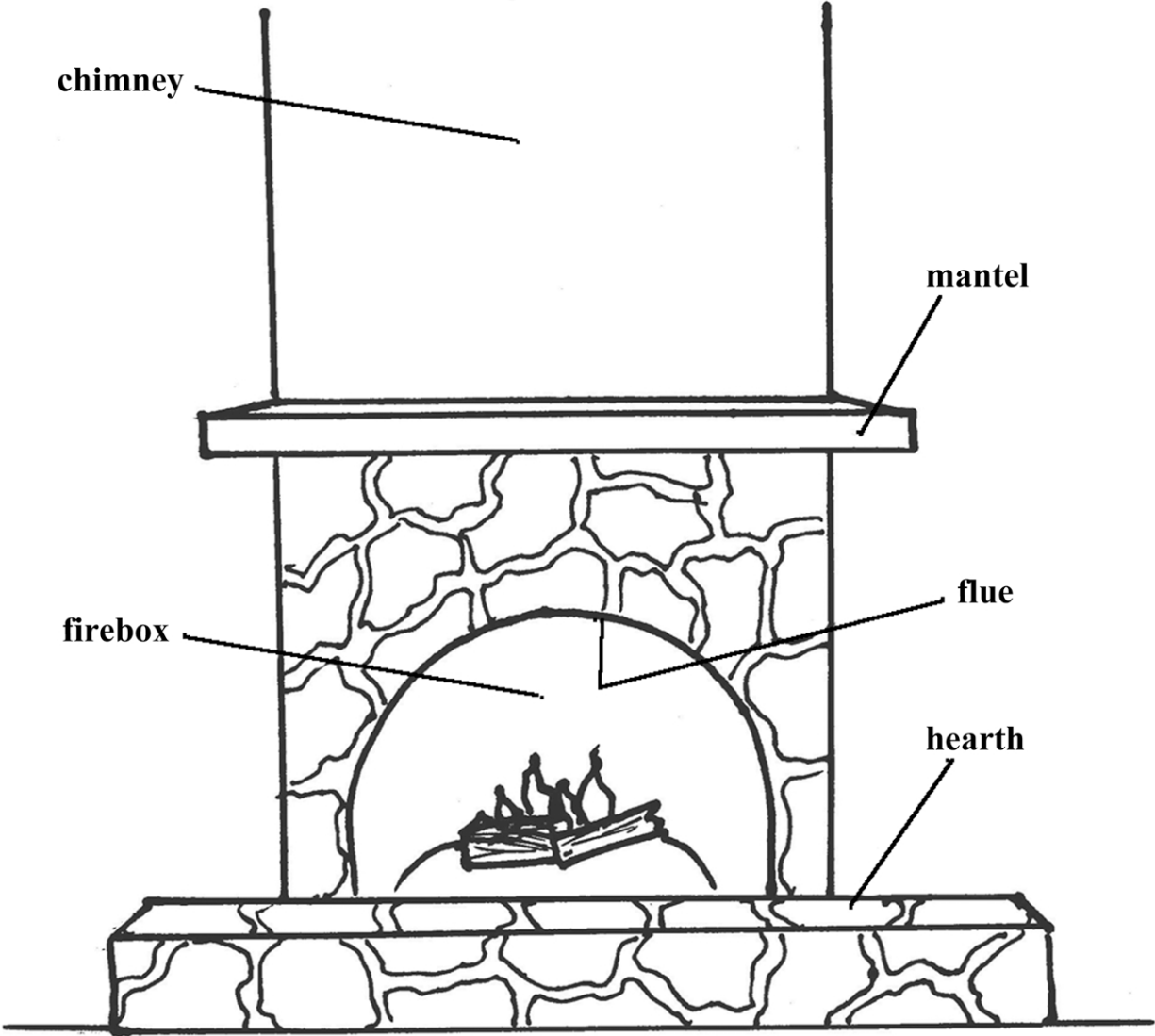


barrel

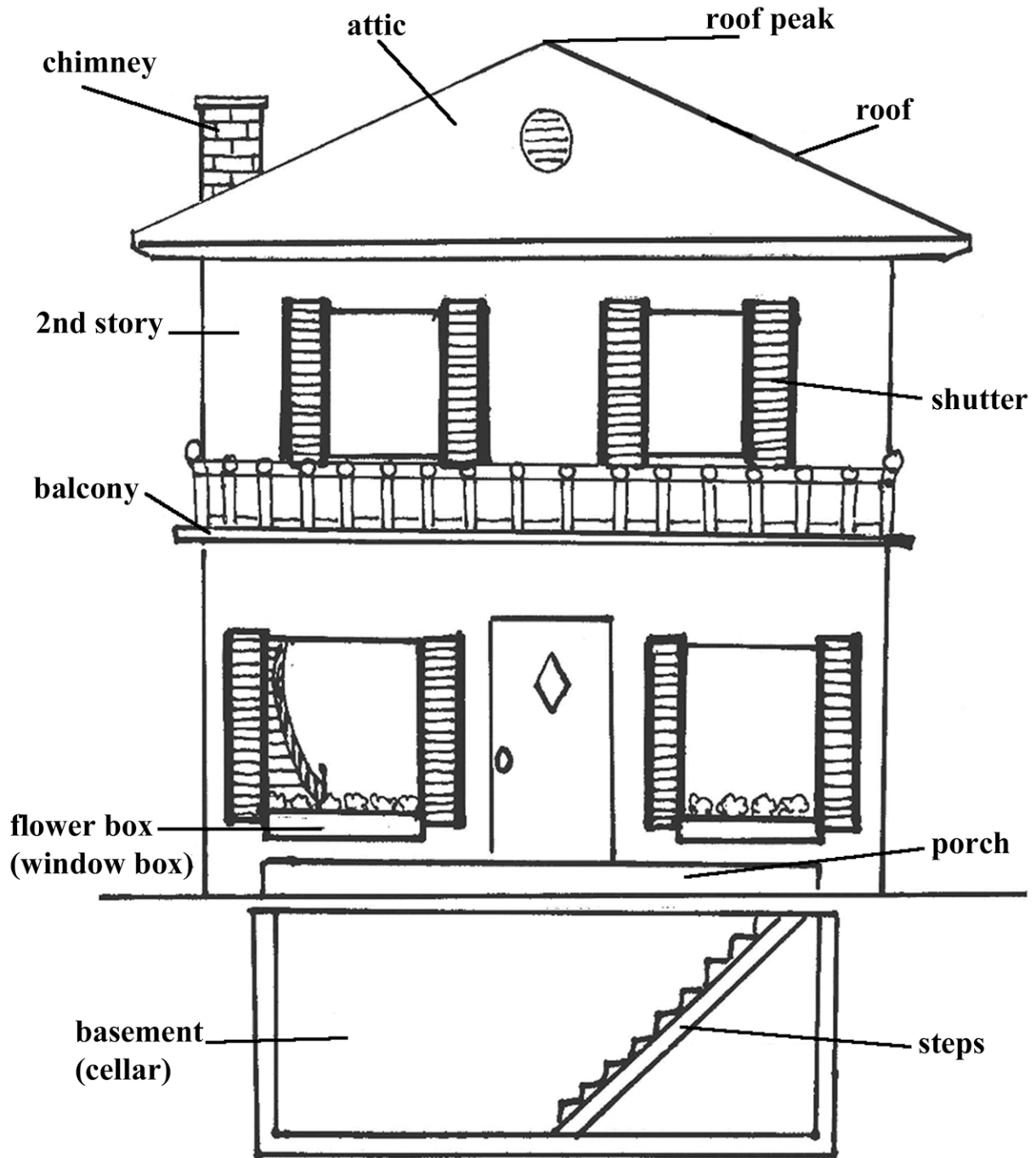
Parts of a Door



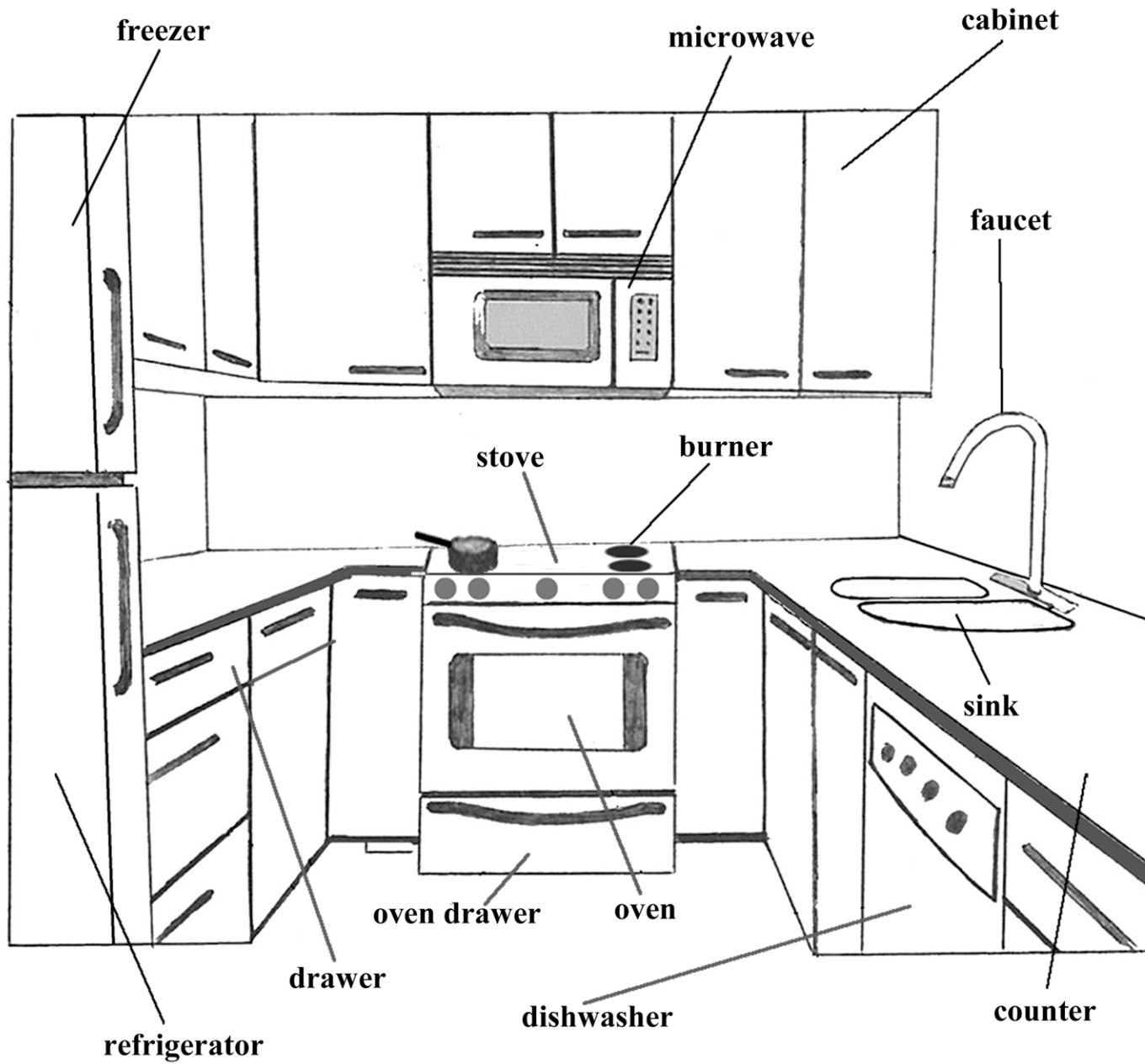
Parts of a Fireplace



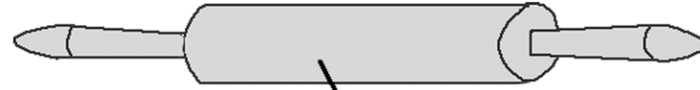
Parts of a House



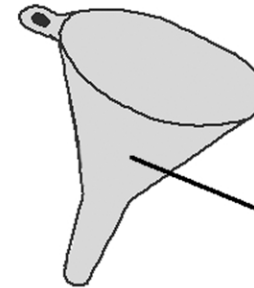
Parts of a Kitchen



Kitchen Utensils

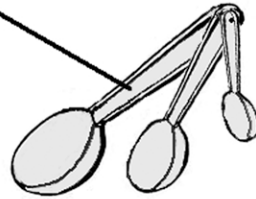


rolling pin



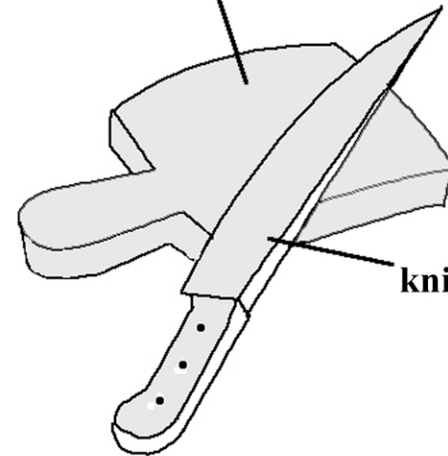
funnel

measuring spoons



measuring cup

cutting board

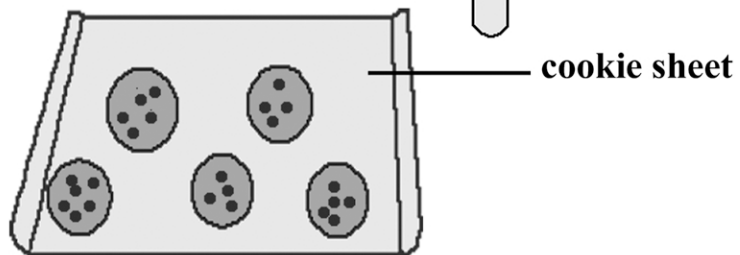
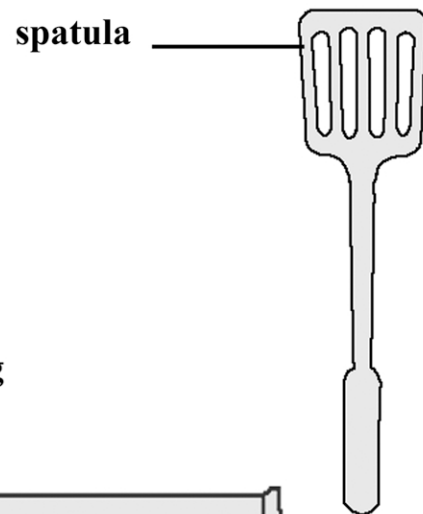
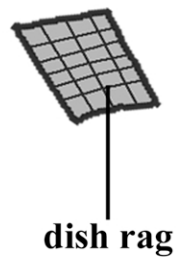
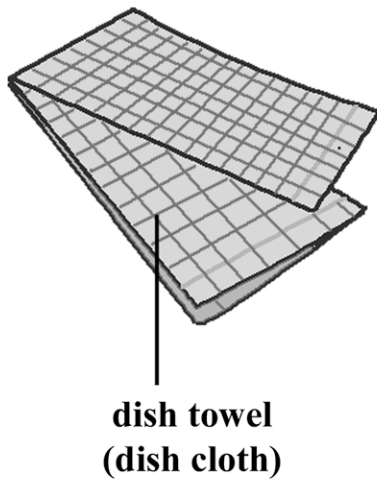
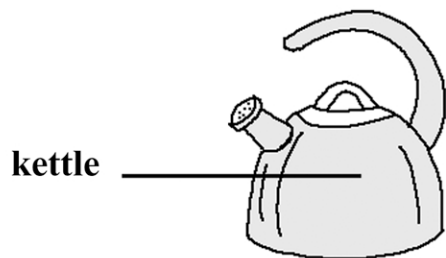
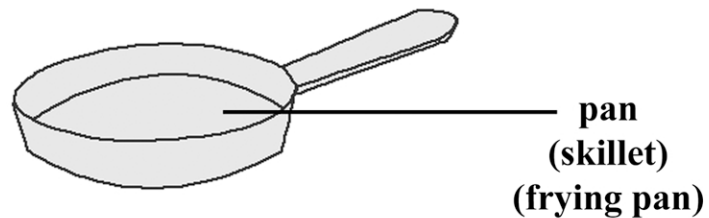
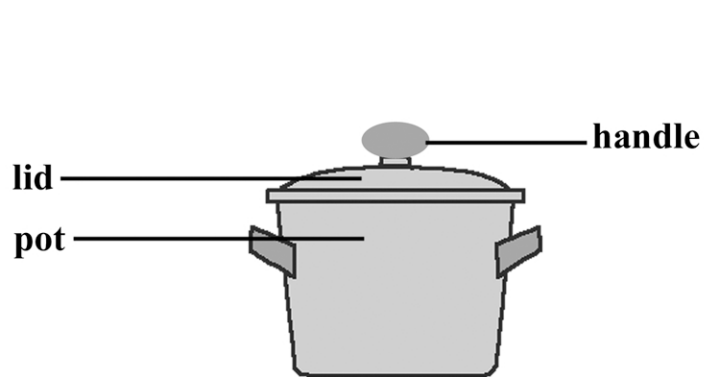


knife

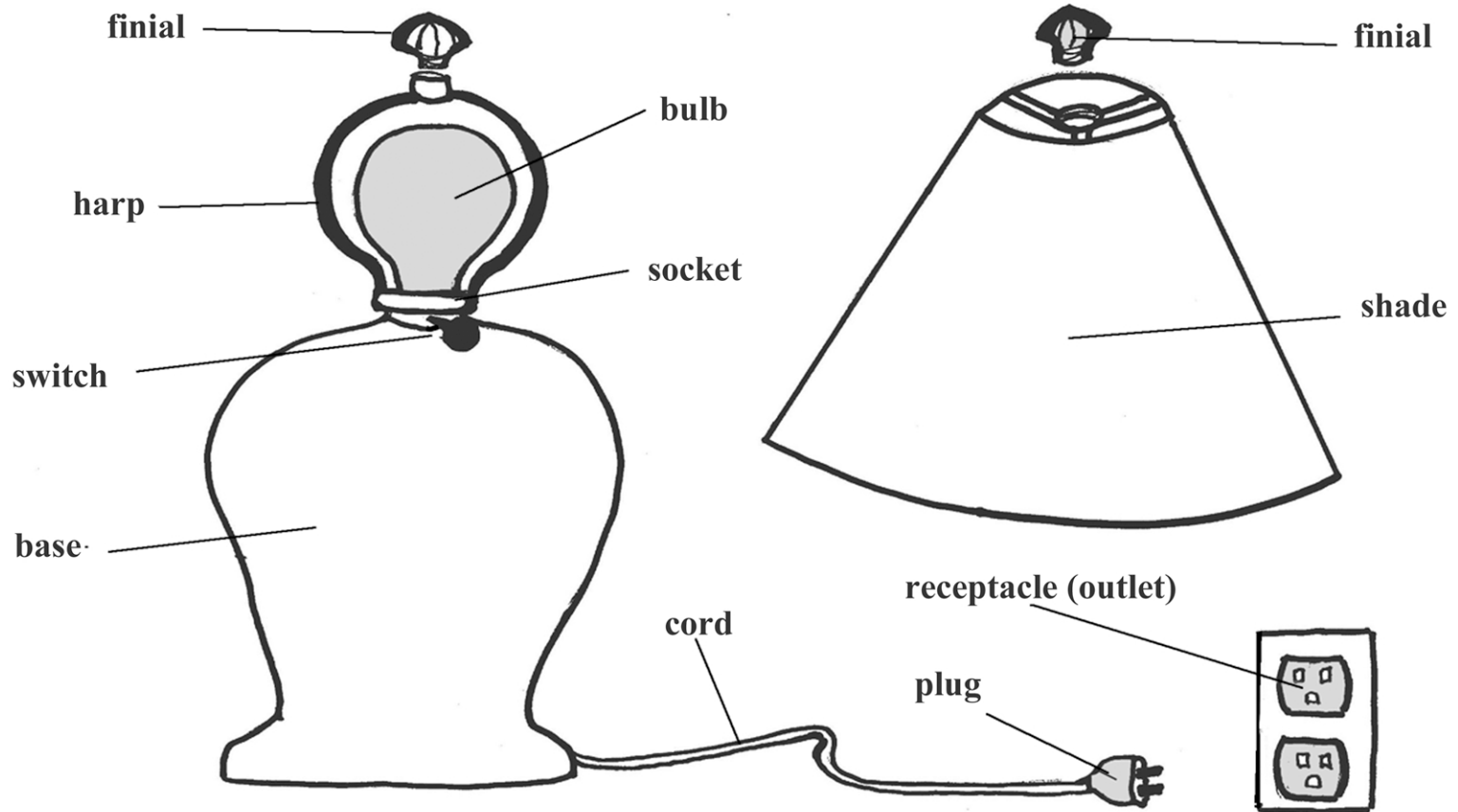
mixing bowl



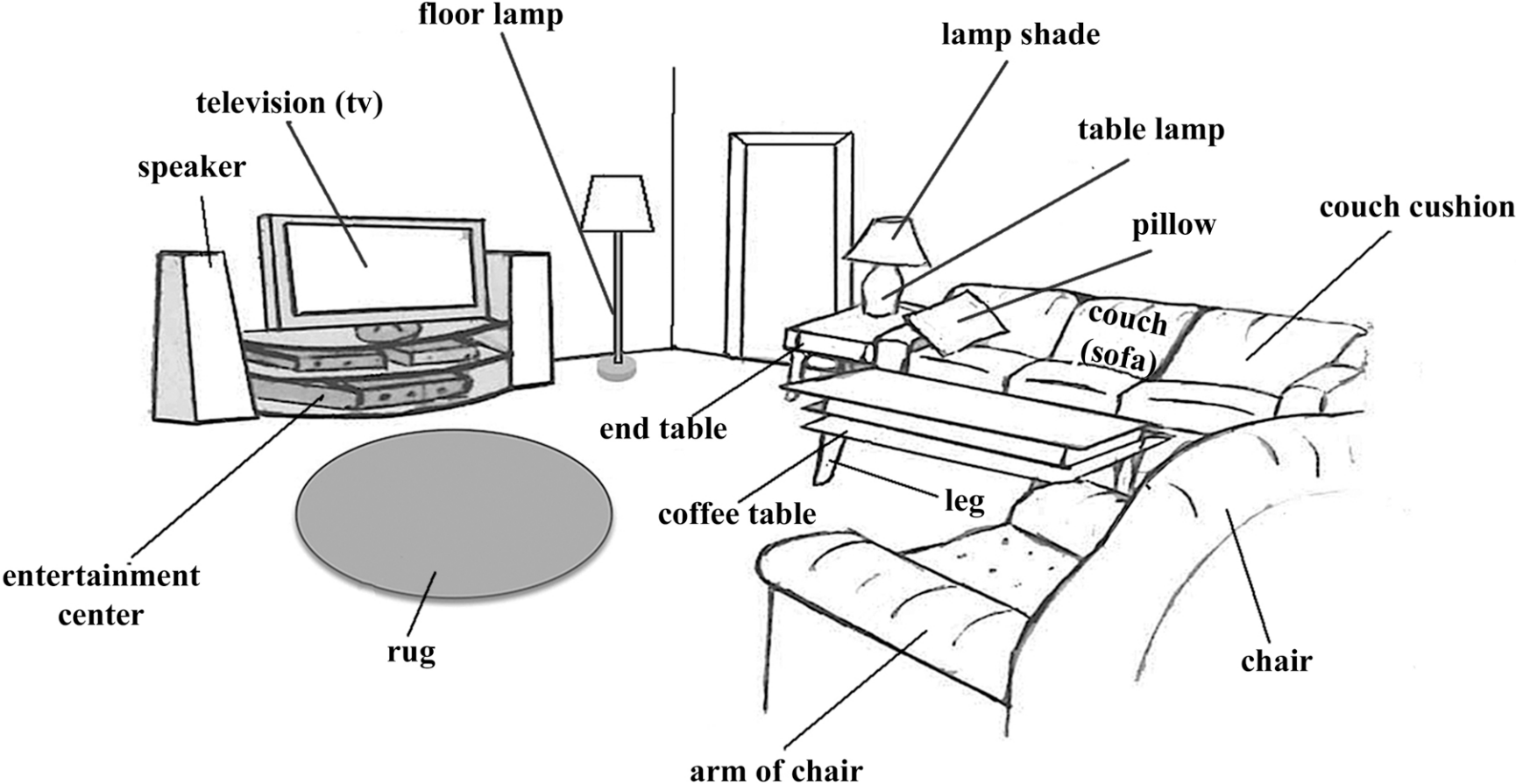
Kitchen Utensils



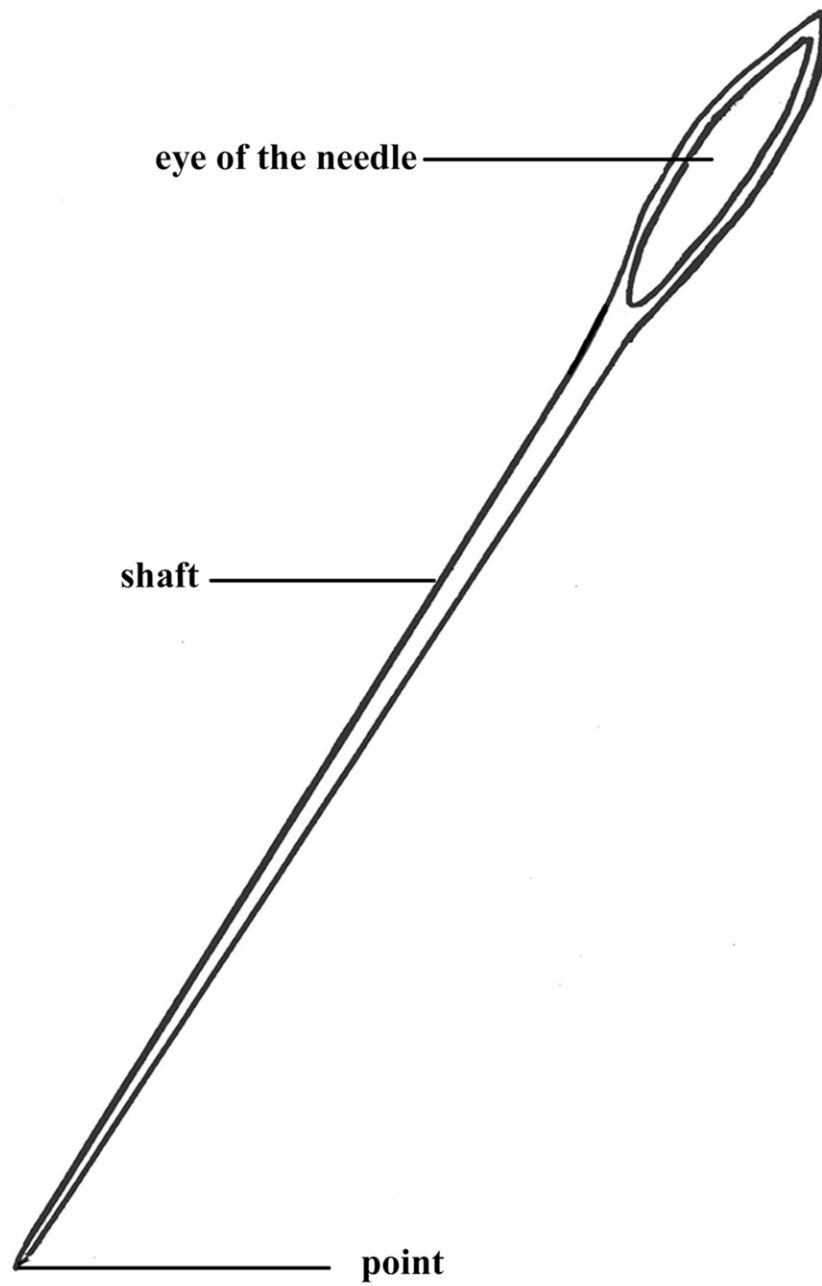
Parts of a Lamp



Parts of a Living Room

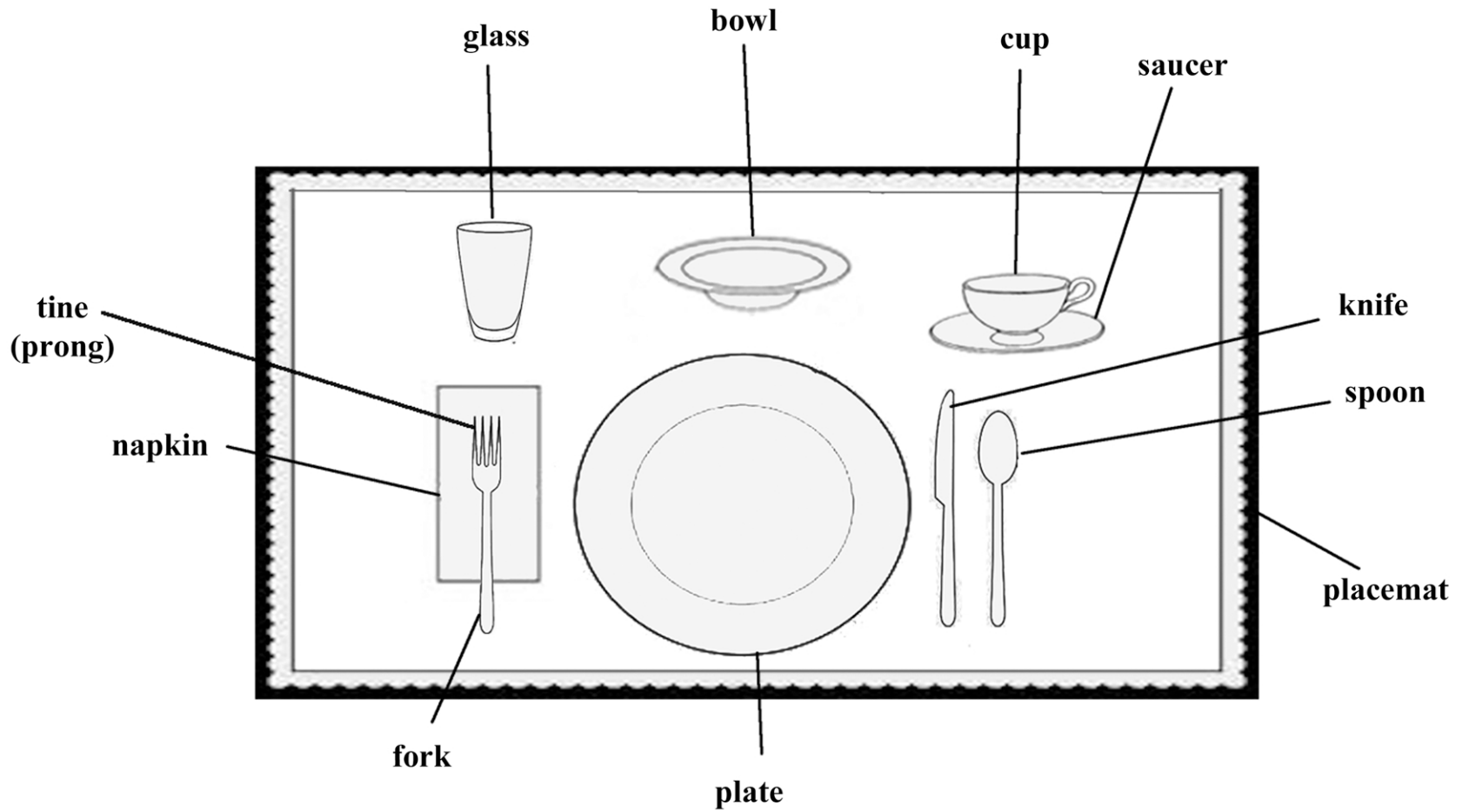


Parts of a Needle

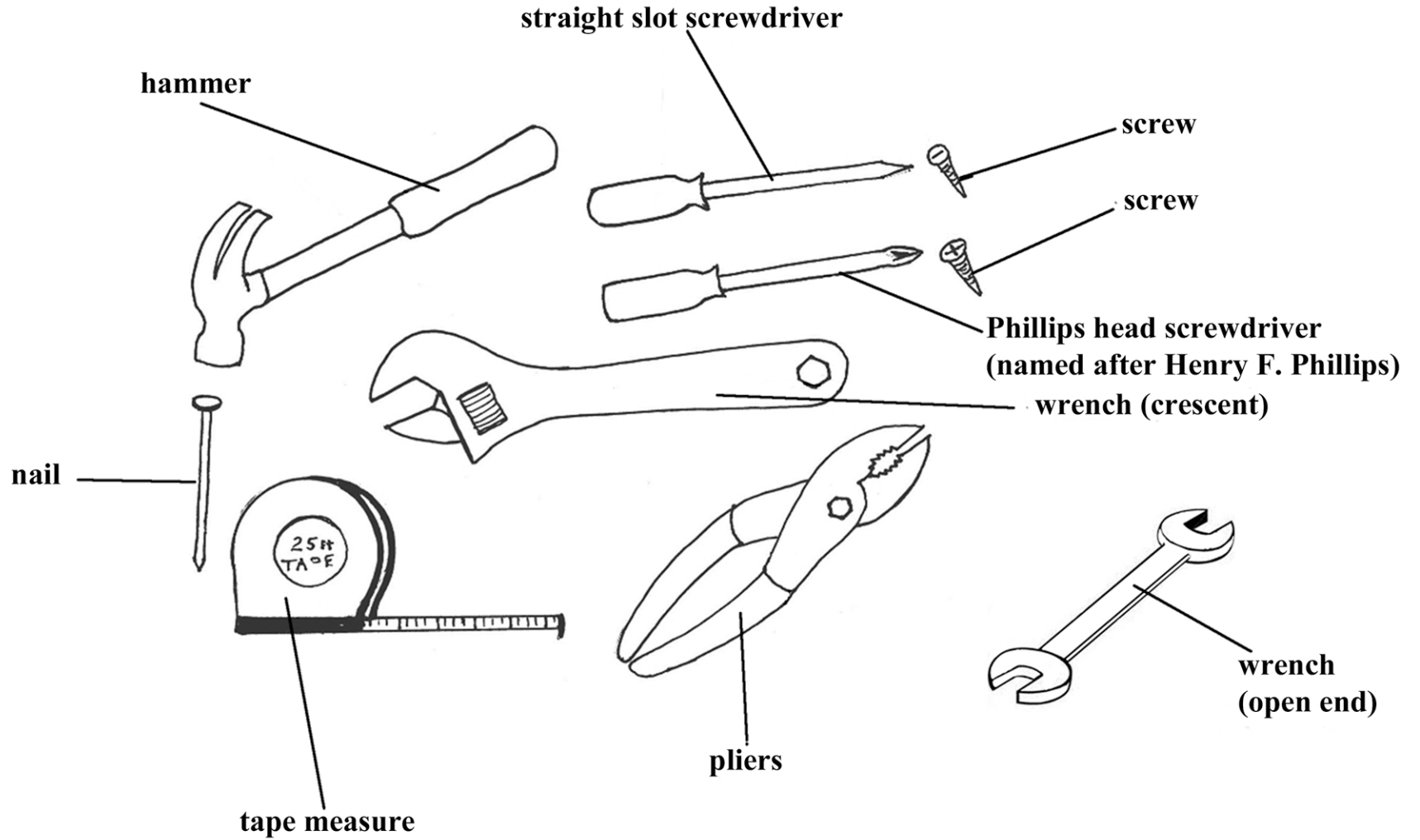


Discuss thread, spool of thread, and stitch.

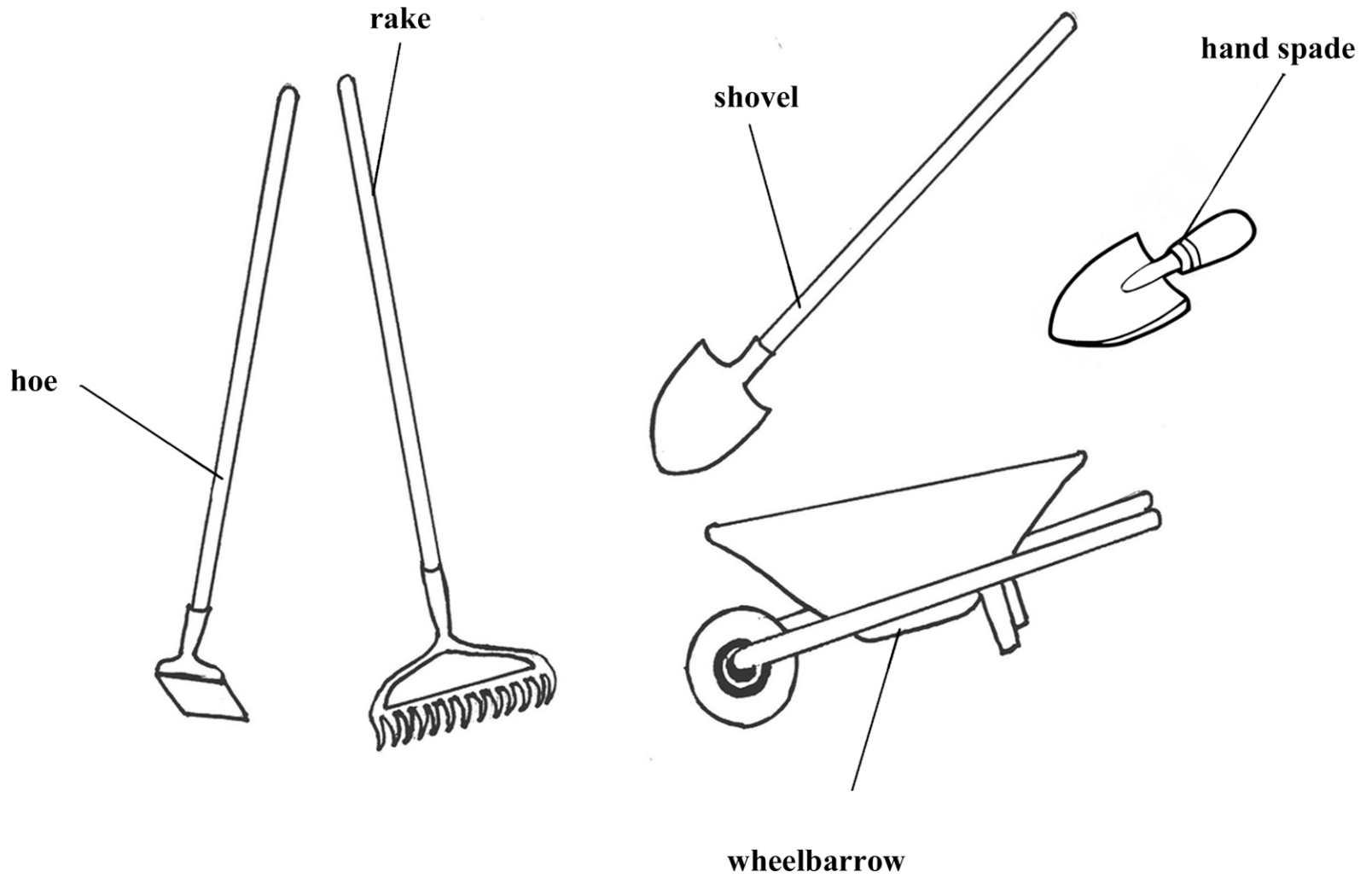
Parts of a Table Setting



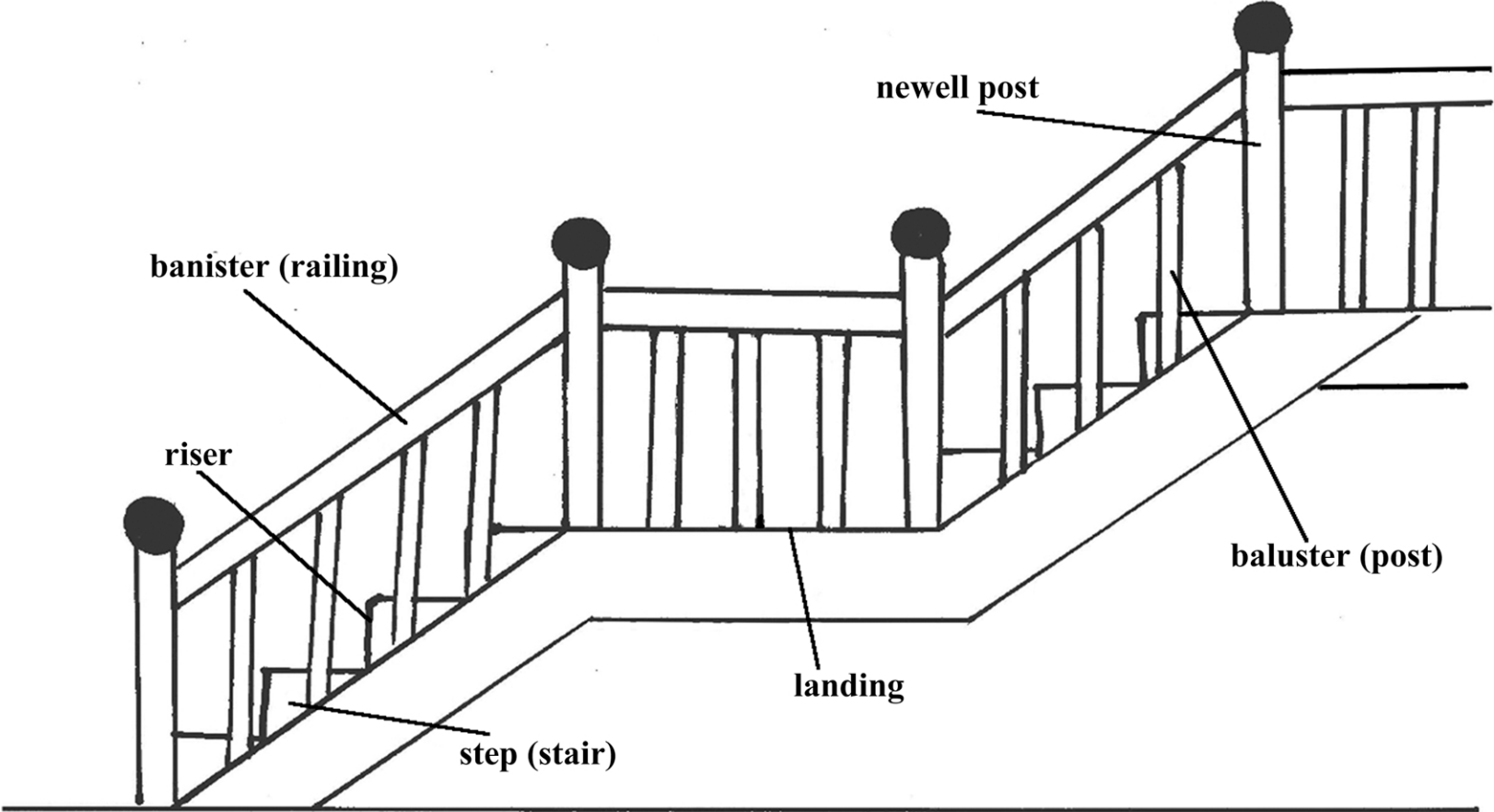
Tools for Fixing and Building



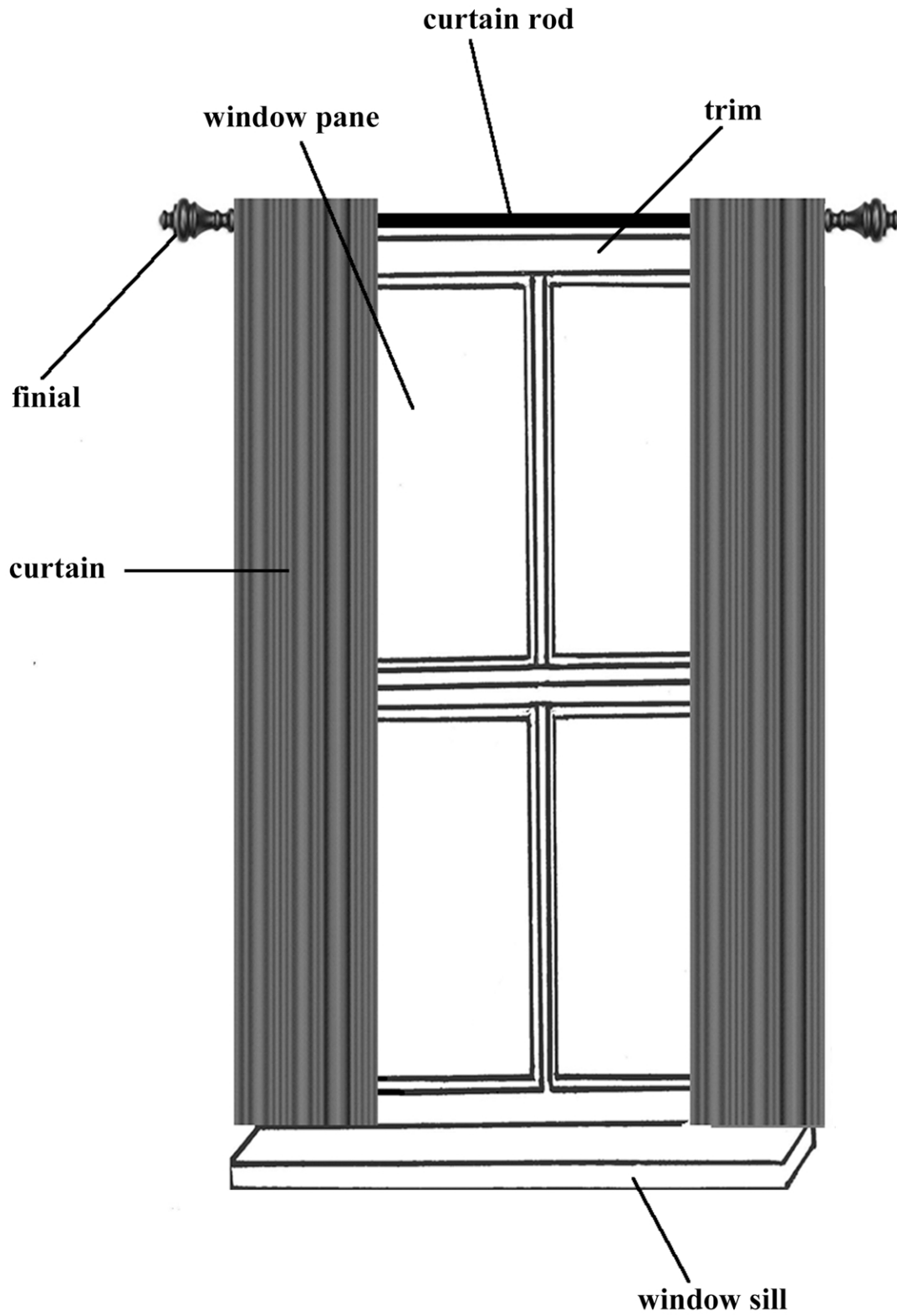
Tools for Gardening



Parts of a Staircase (Stairway)



Parts of a Window

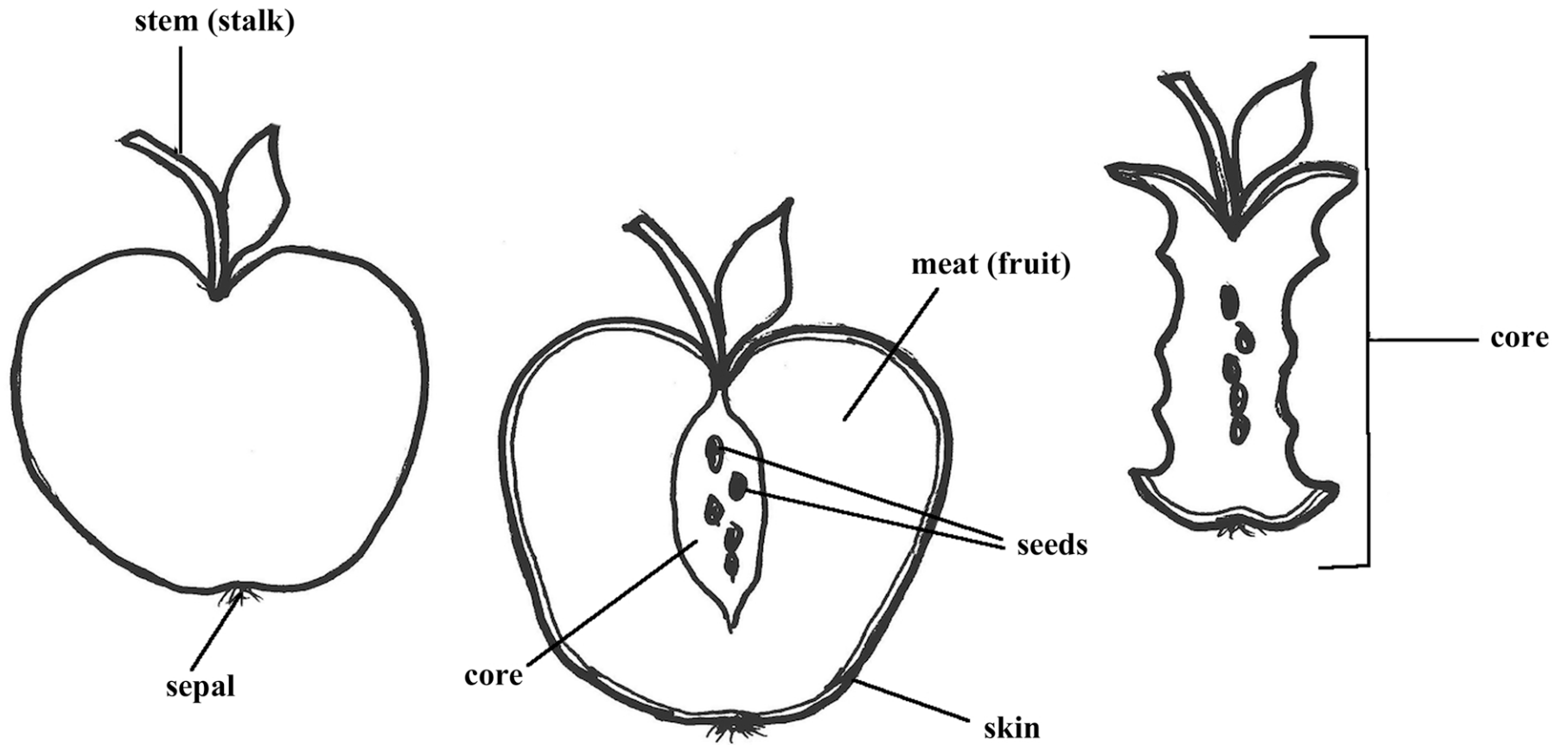


Things We Eat

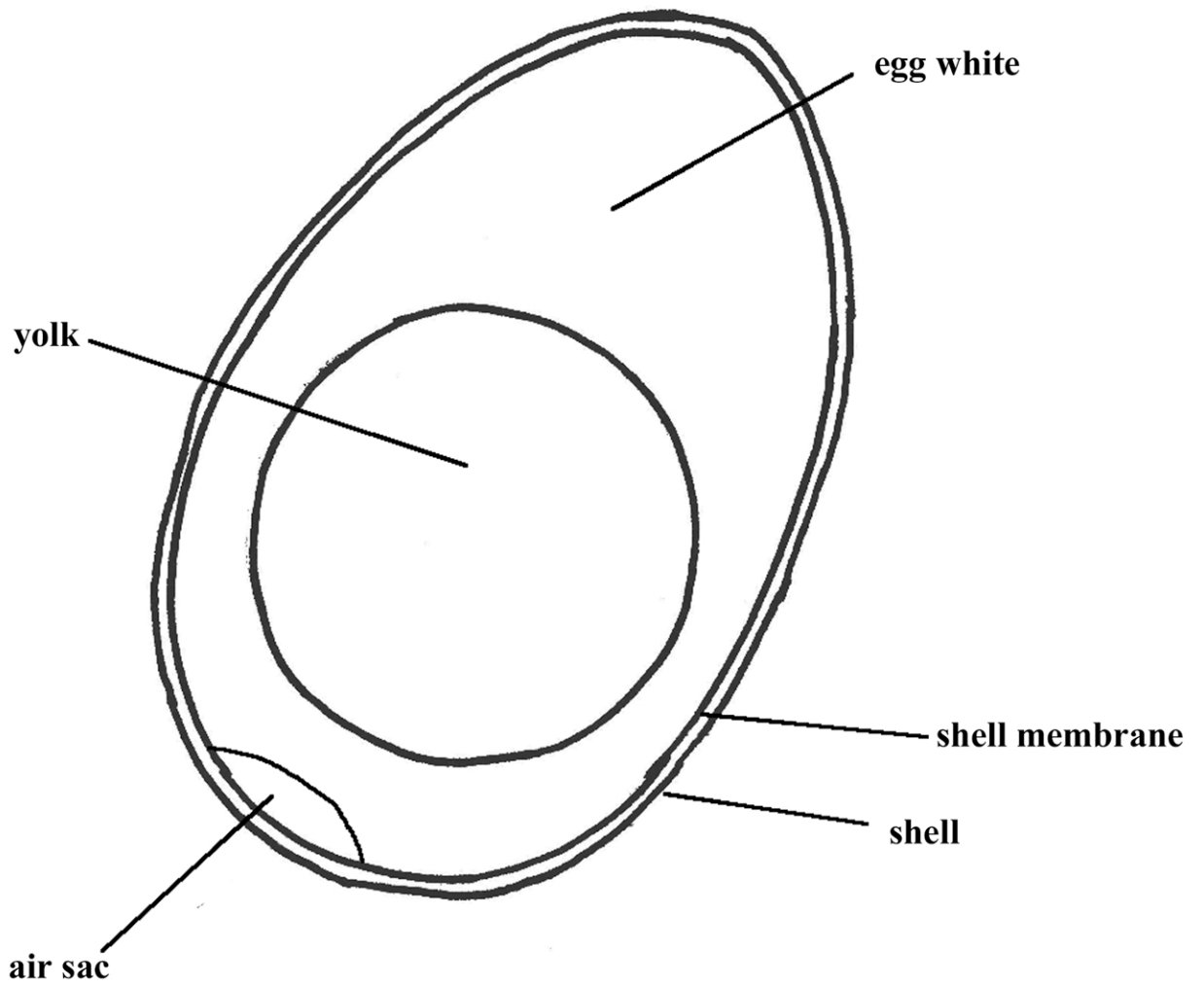
Parts of an Apple

Parts of an Egg

Parts of an Apple



Parts of an Egg



Vehicles

Parts of an Airplane

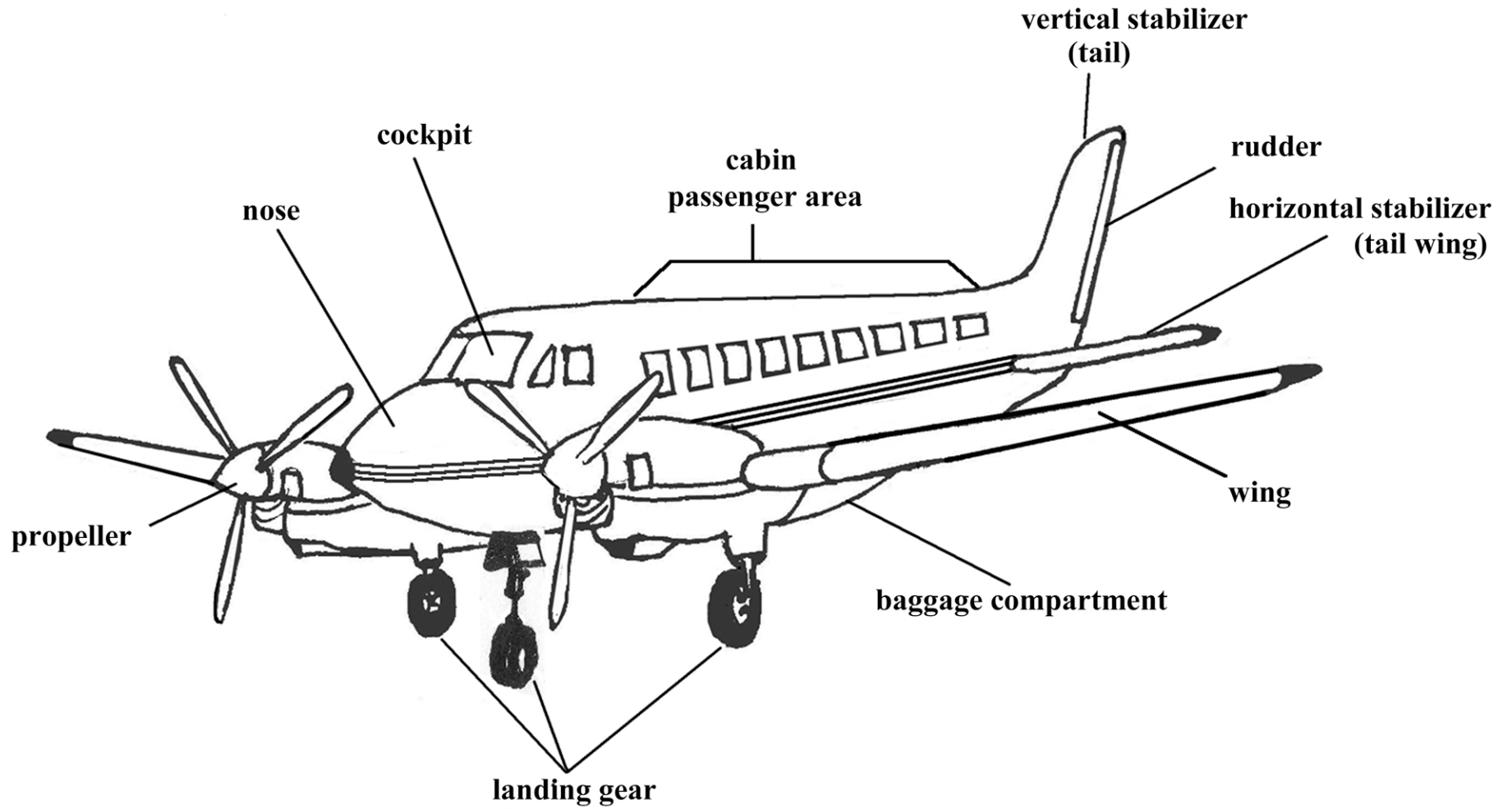
Parts of a Bicycle

Parts of a Boat

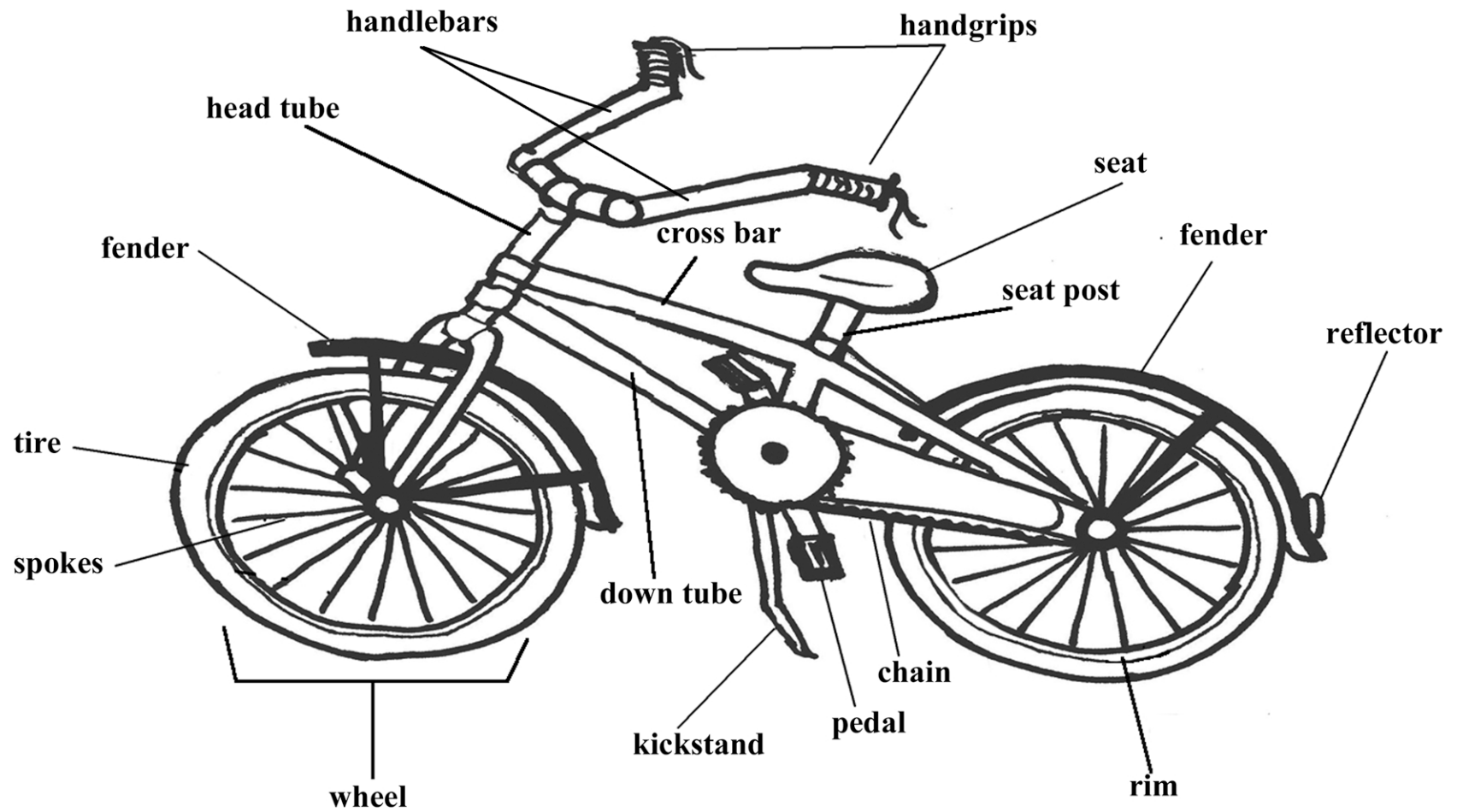
Boats Without Motors

Parts of a Car

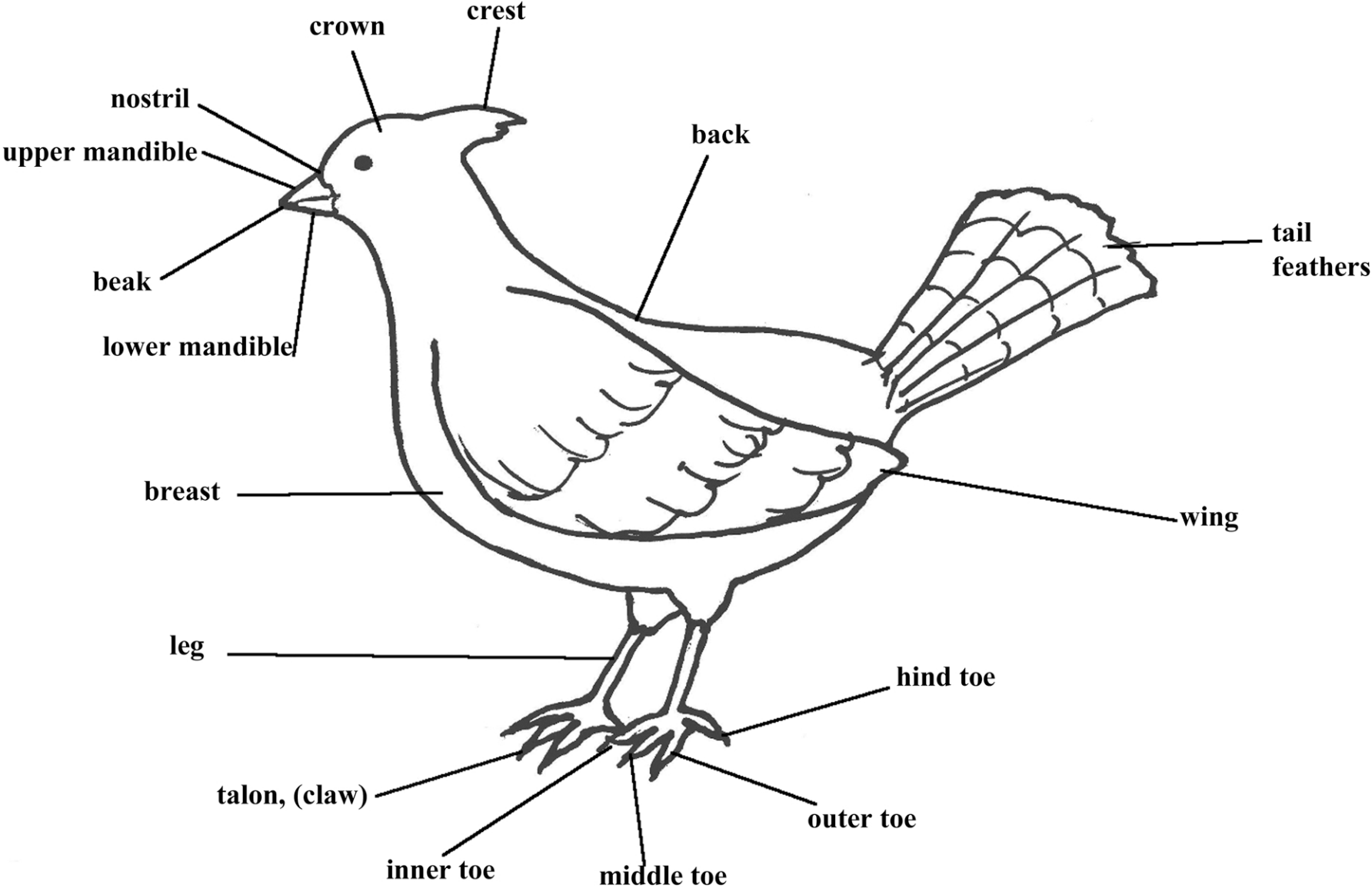
Parts of an Airplane



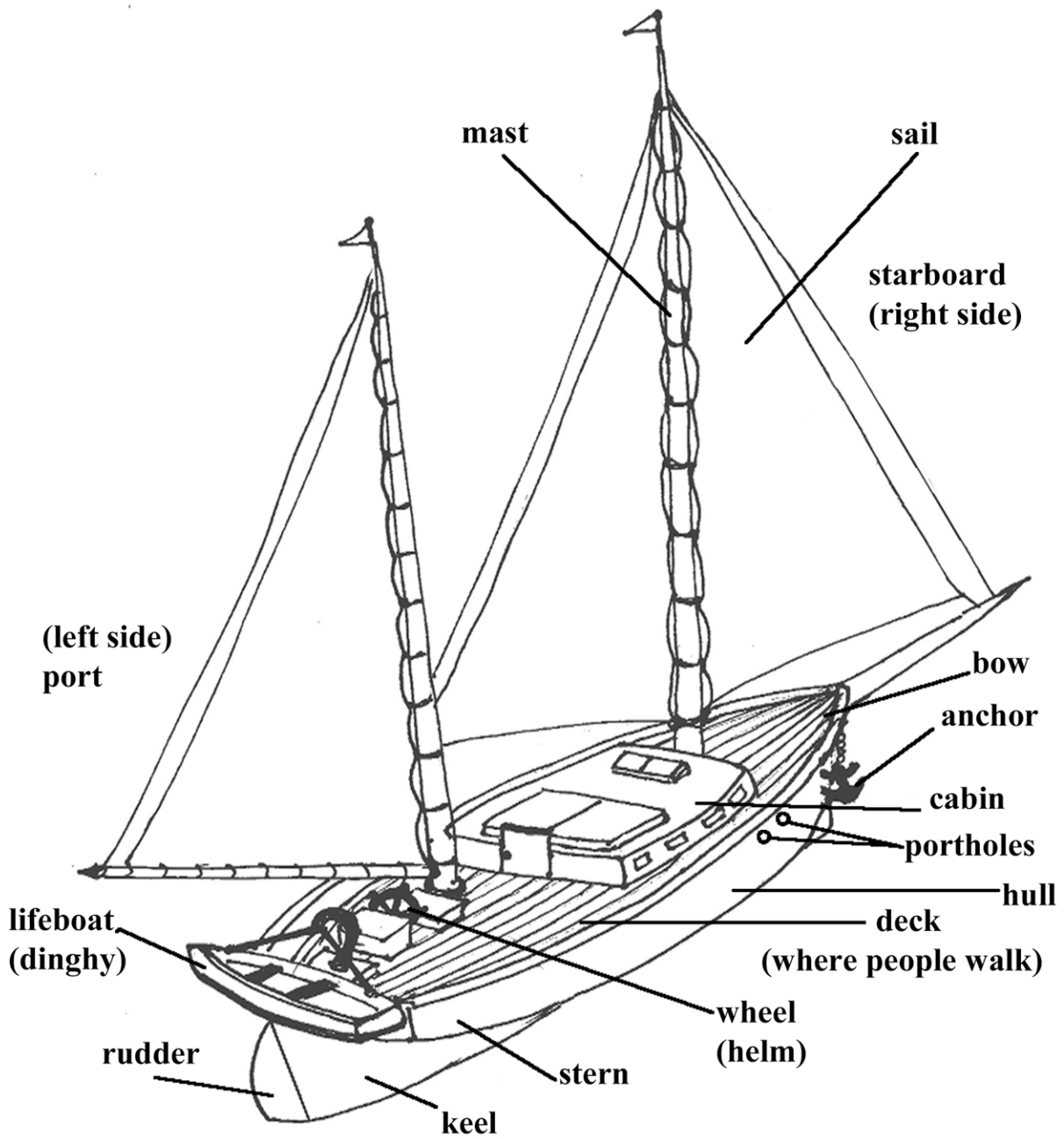
Parts of a Bicycle (Bike)



Parts of a Bird



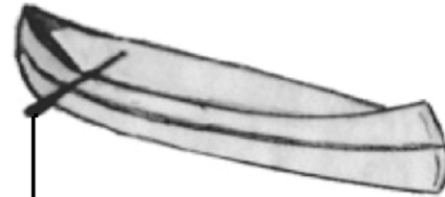
Parts of a Boat (Sailboat)



Boats Without Motors

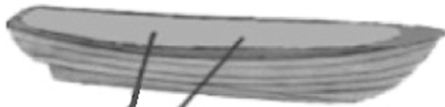


raft



canoe

paddle



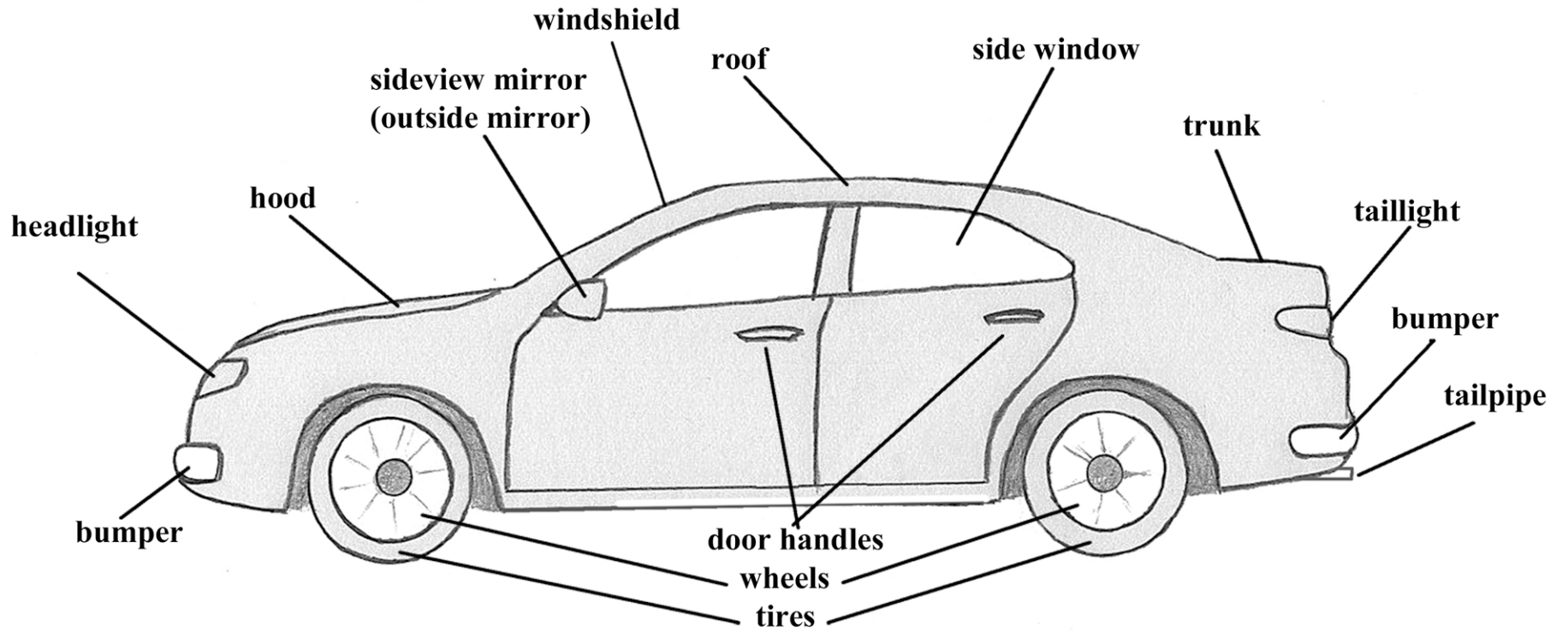
oar

rowboat



sailboat

Parts of the Side of a Car



Nature – Plants & Animals

Parts of a Flowering Plant

Parts of a Tree

Animal Feet

Parts of a Bird

Parts of a Cow

Parts of a Dog

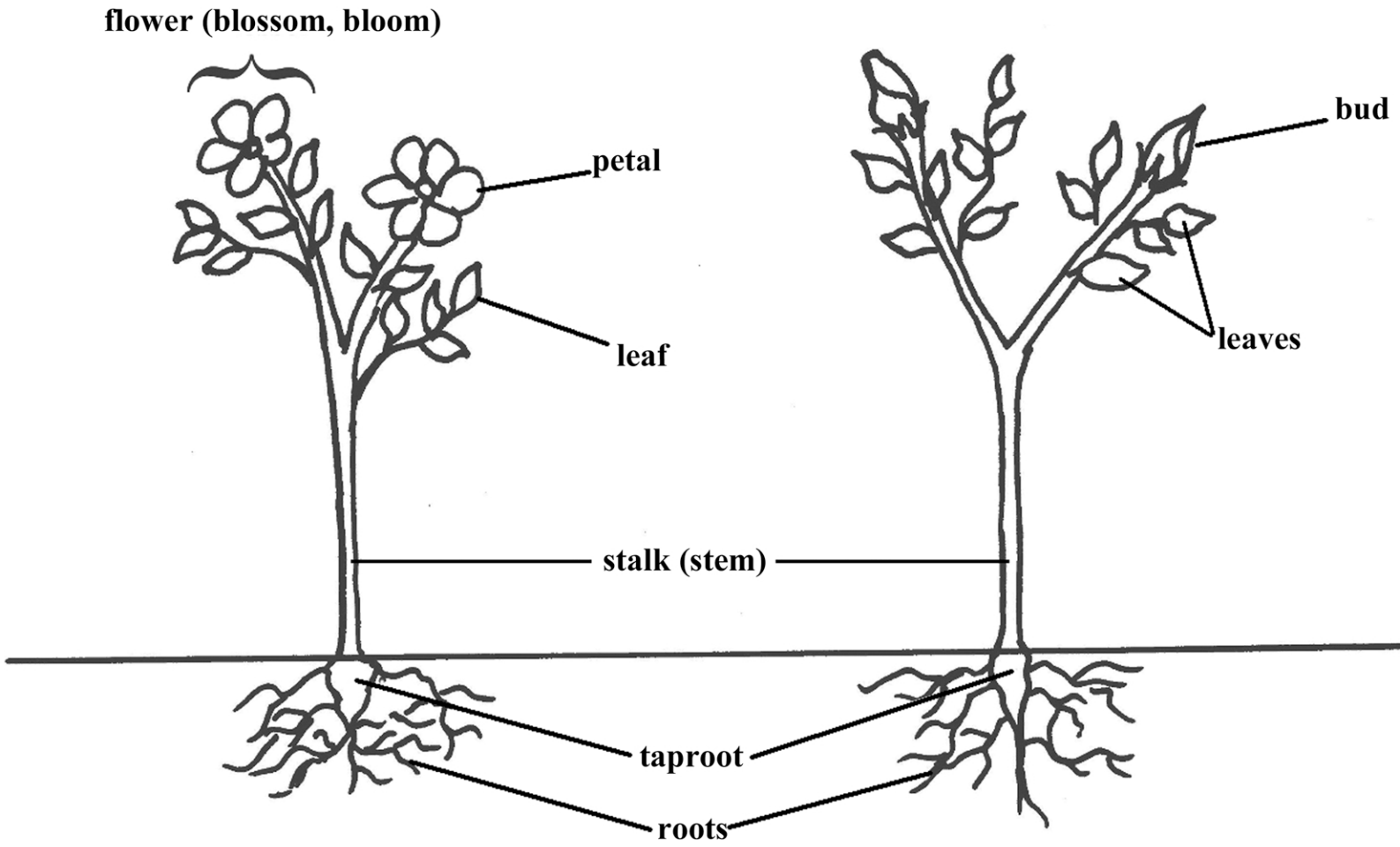
Parts of a Duck

Parts of a Fish

Parts of a Horse

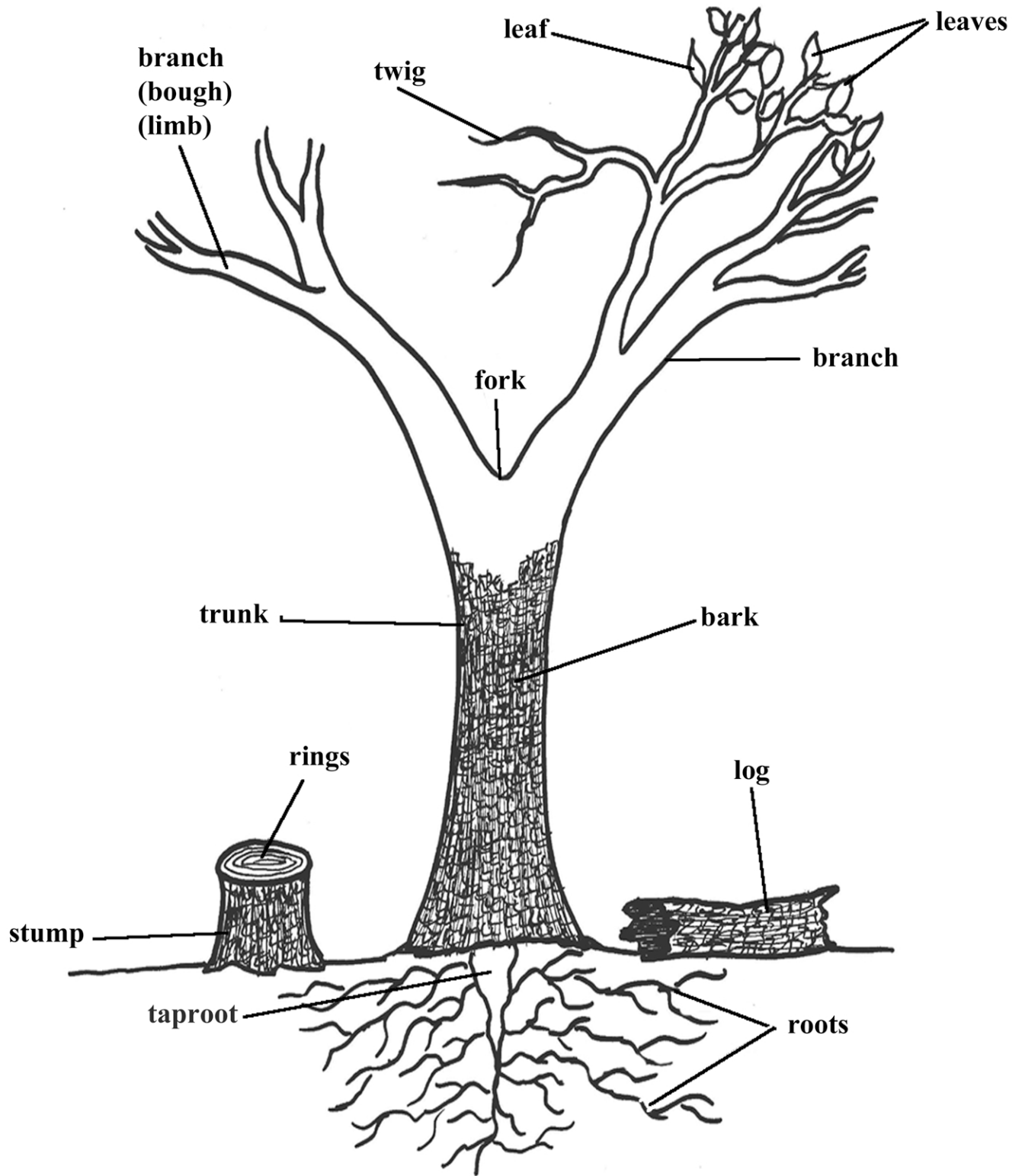
Parts of a Pig

Parts of a Flowering Plant

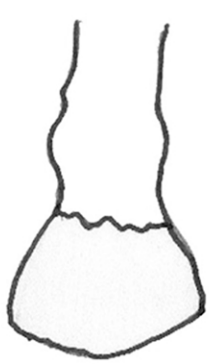


Plants grow in soil (dirt).

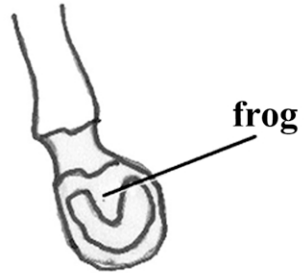
Parts of a Tree



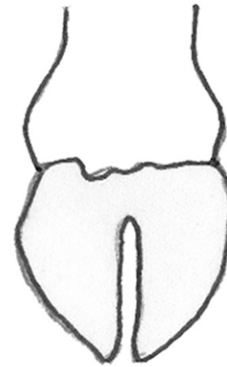
Animal Feet



hoof (top)



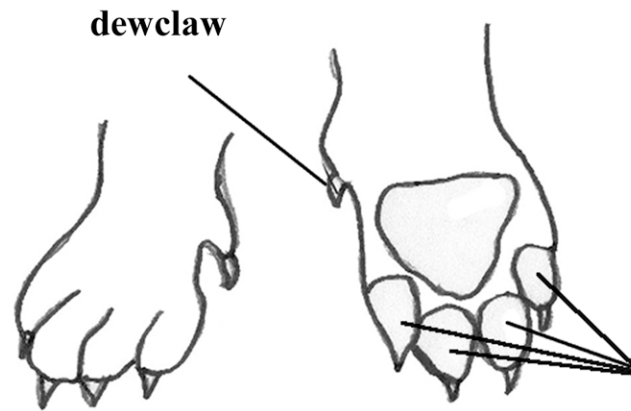
hoof (underside)



cloven hoof



webbed feet

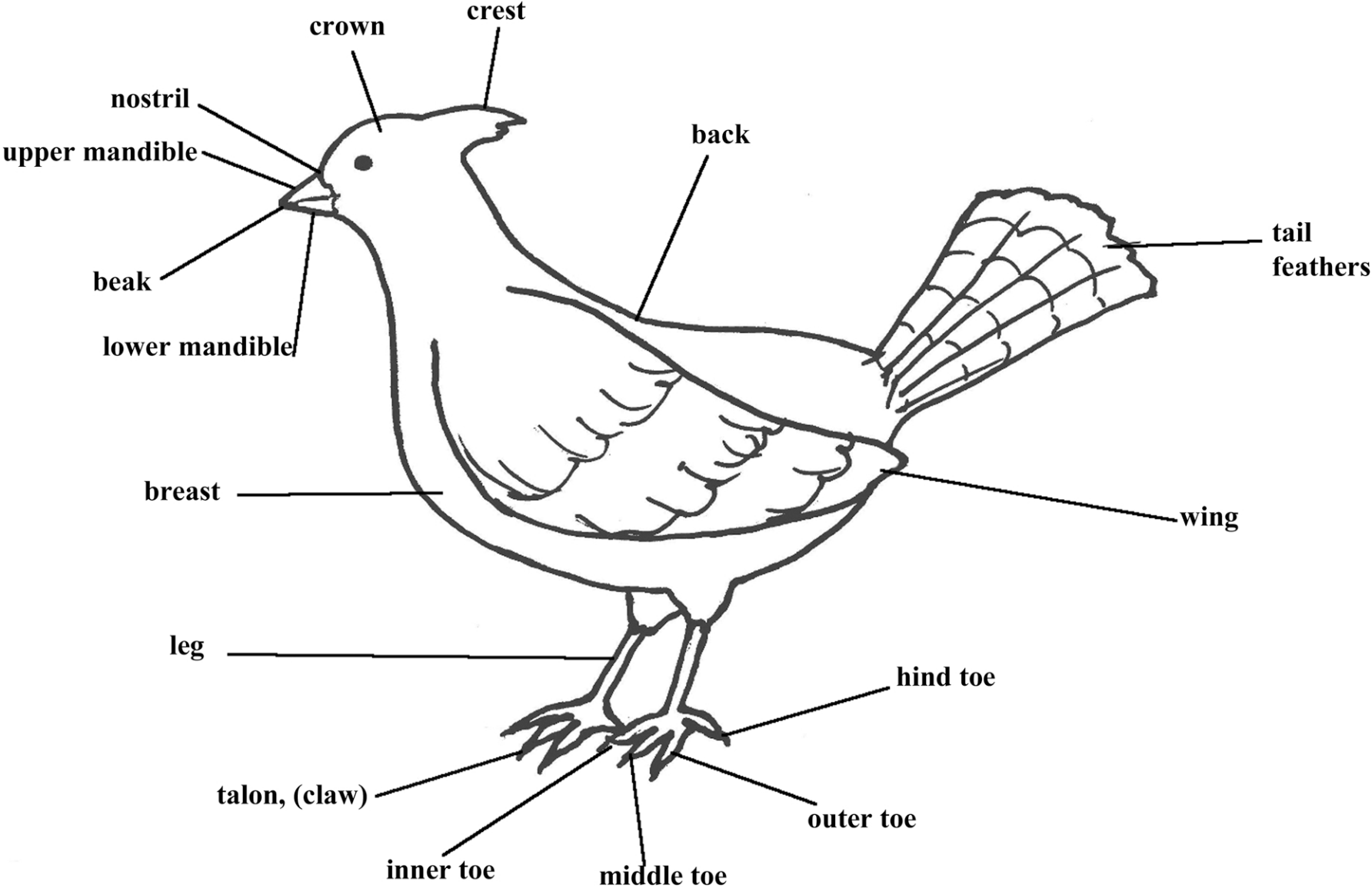


paw (top)

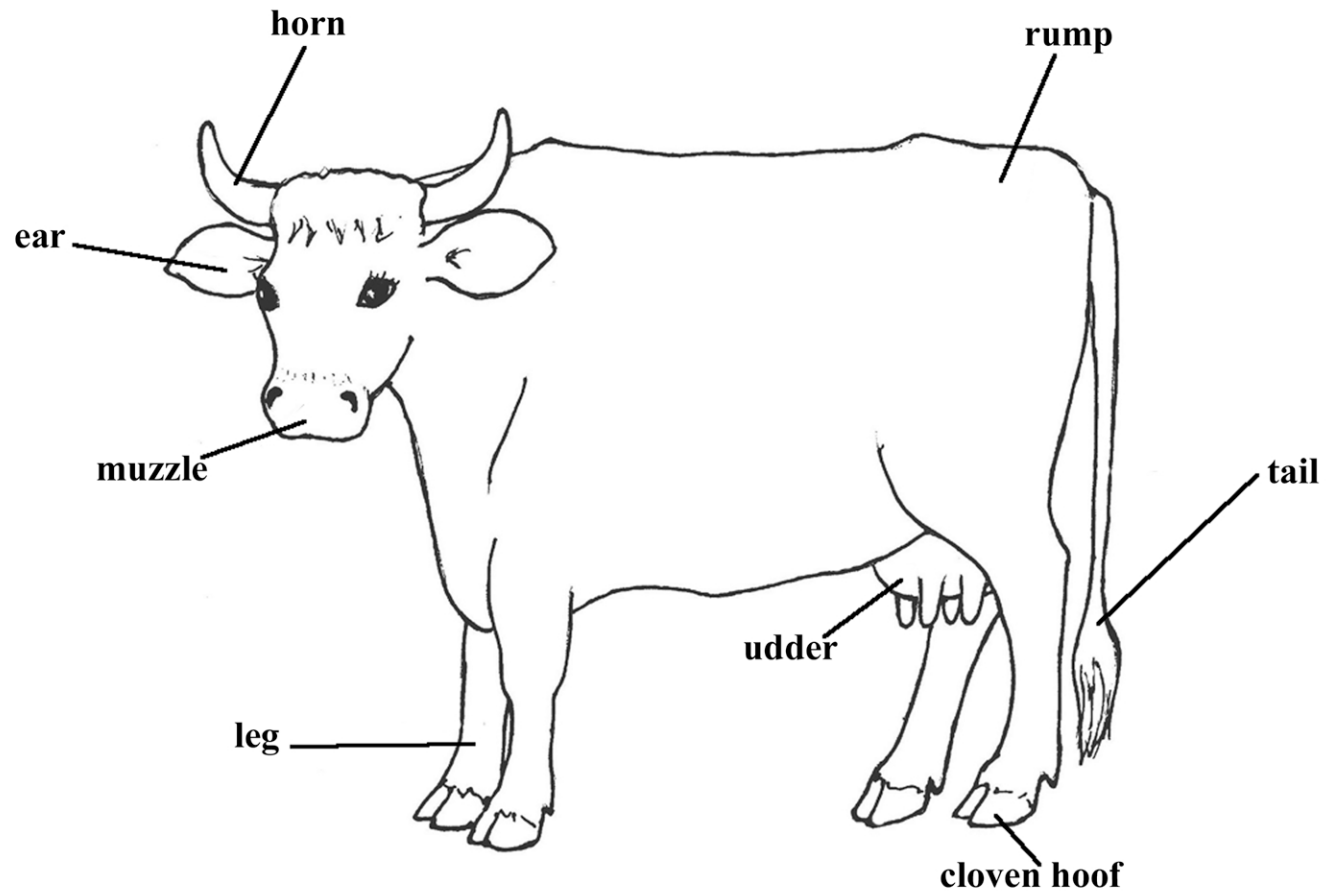
paw (underside)

digital pads

Parts of a Bird

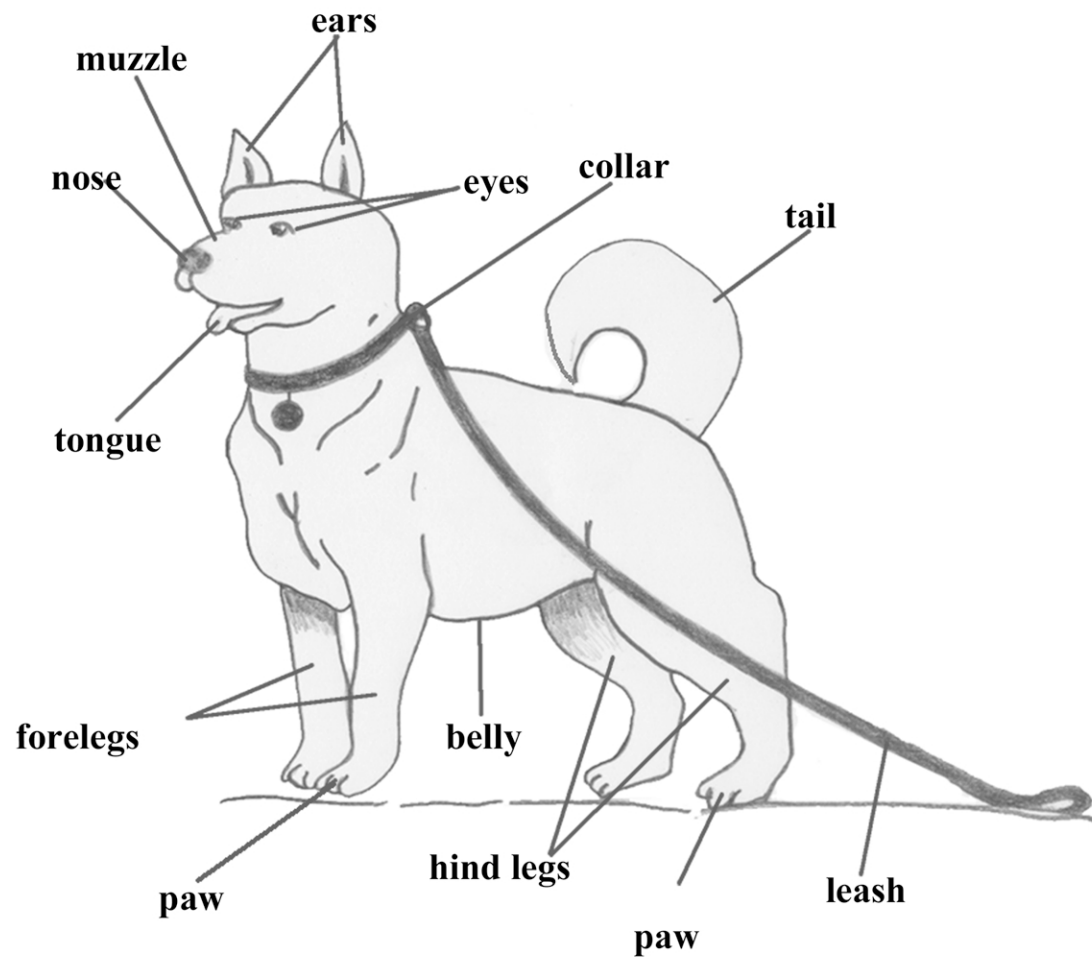


Parts of a Cow



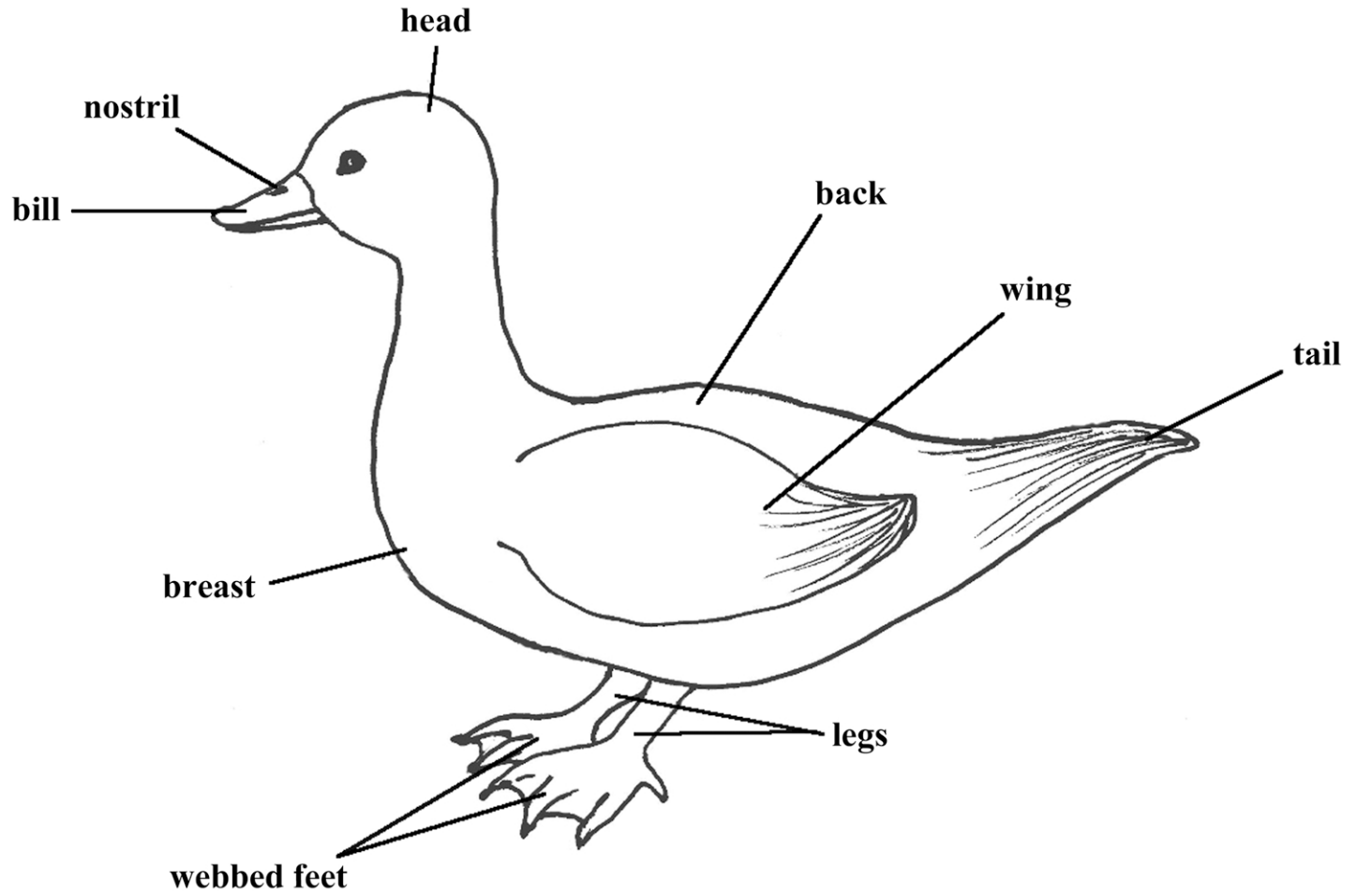
Called a heifer before it gives birth to a calf, and a cow after giving birth

Parts of a Dog and His Stuff

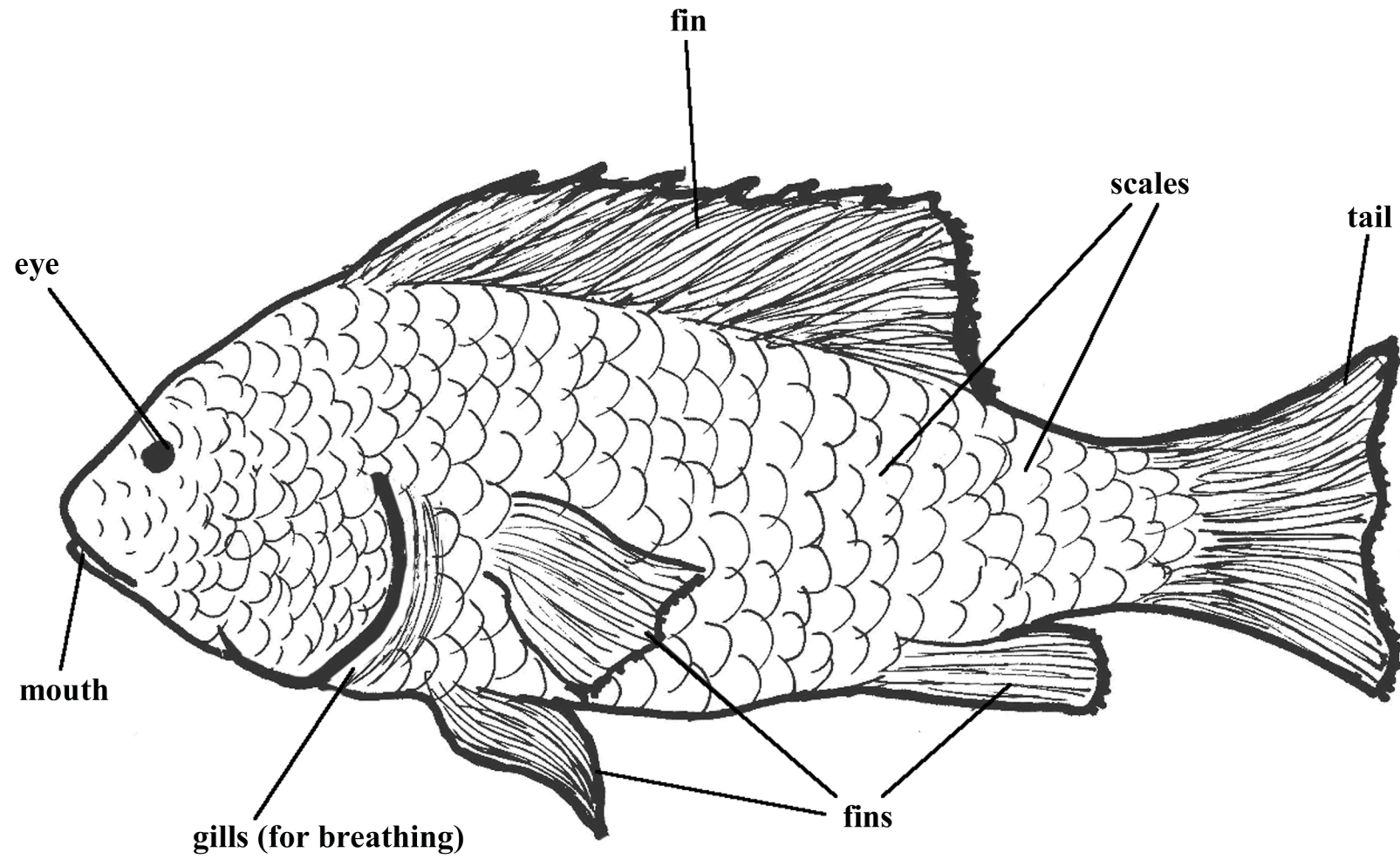


A dog is covered with fur, but people also call it a coat.

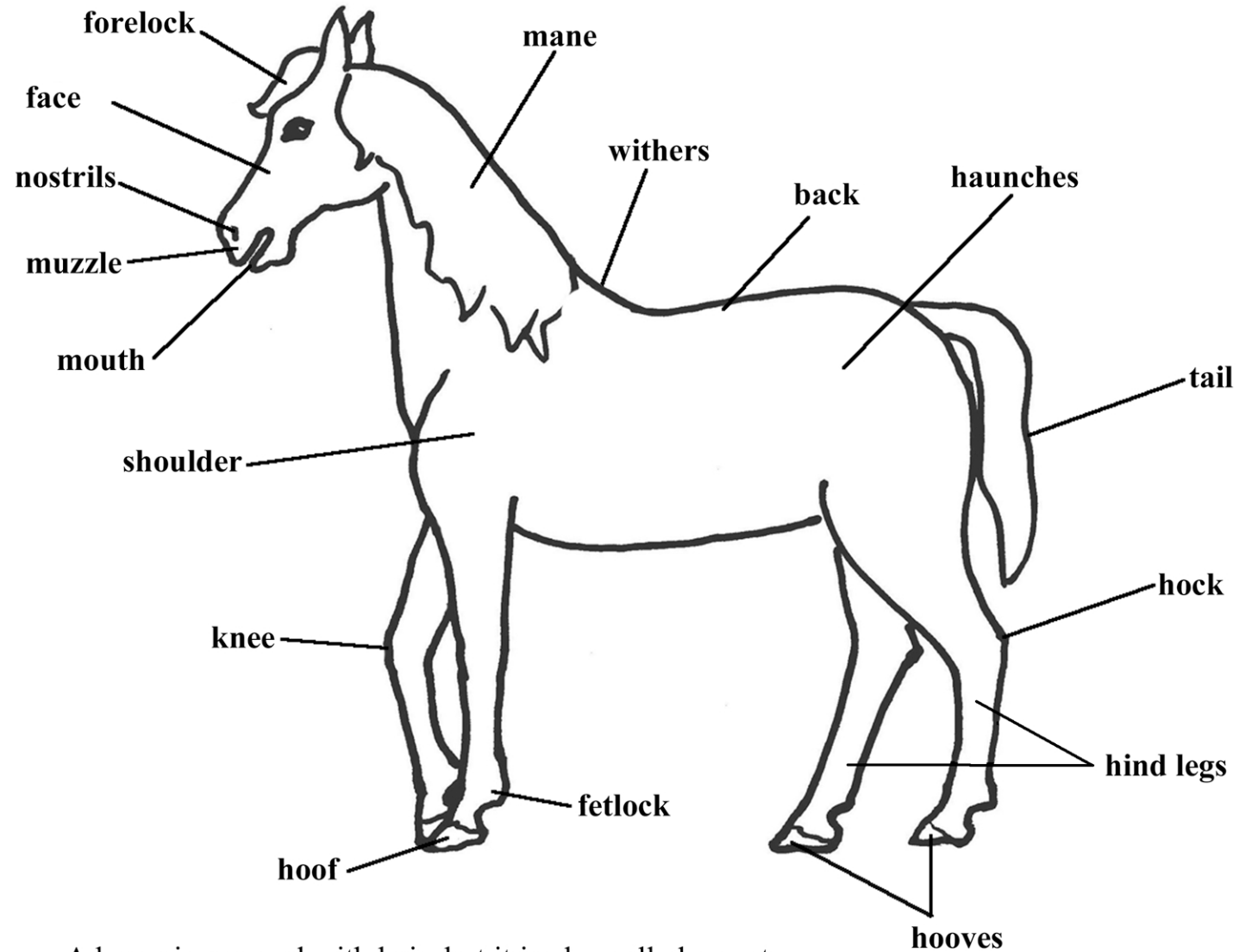
Parts of a Duck



Parts of a Fish

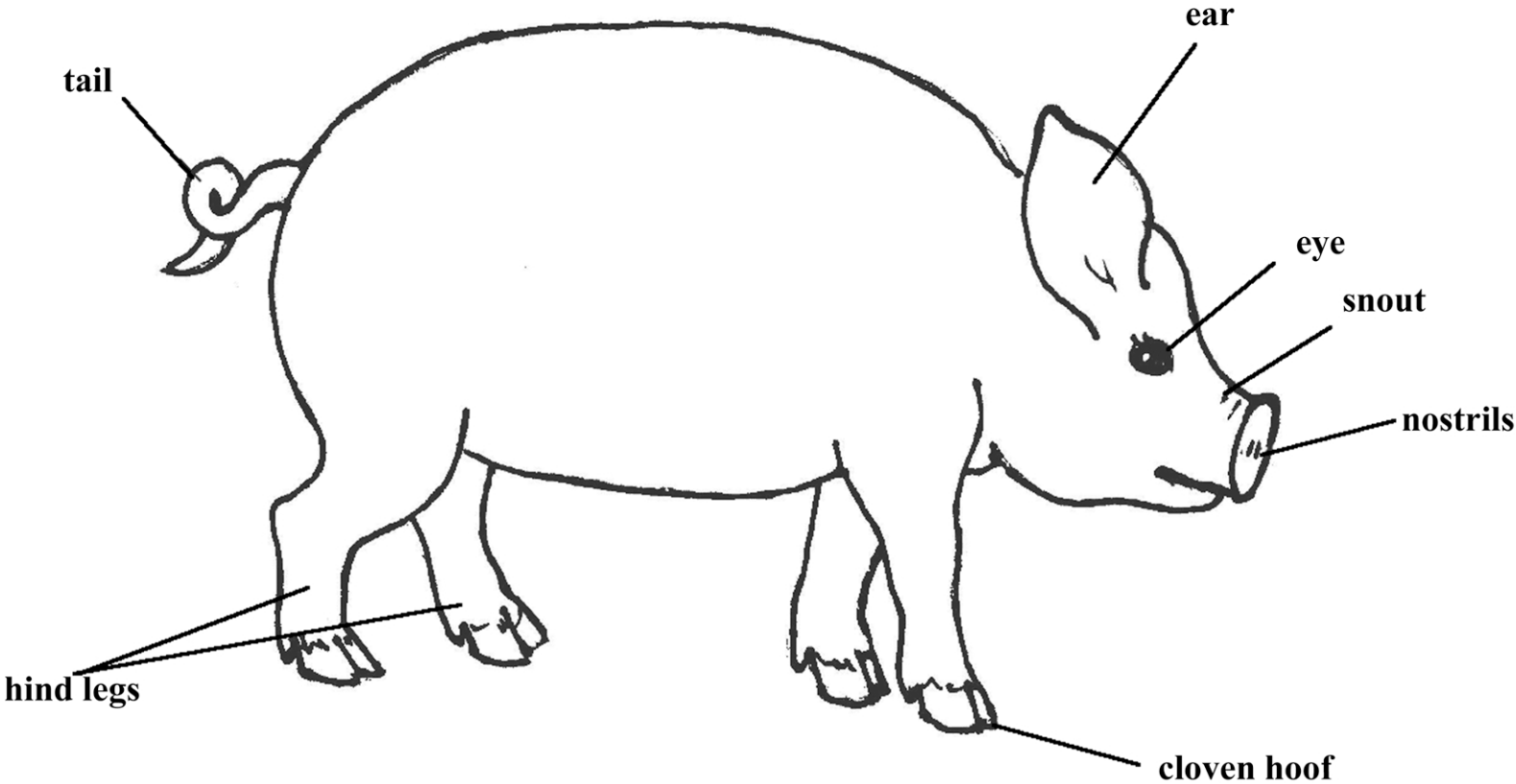


Parts of a Horse



A horse is covered with hair, but it is also called a coat.

Parts of a Pig



Section III

Ideas, Activities and Forms for Vocabulary Centers and Partner Learning

Research indicates that the very best kind of review for long-term retention is “spaced review”. And yet, the most neglected part of vocabulary instruction is “revisiting” the new words.

These activities were designed to be used after teaching 3 or more objects, to provide your students with opportunities to manipulate the new information in different ways and to revisit the words (which would be spaced review).

Also, important is to give the students as much time to talk about the objects and their parts as possible. The more talk, the better understanding and retention.

MATCHING GAME – a revisiting center

Students love to play the Matching Game (Concentration).

Remember – the point is to have the students write and manipulate the information as much as possible.

Materials:

Word Sort Template (or index cards),
Matching Game Form – one for each player

Students do this activity with a buddy. Encourage conversation as they make matches.

1. **Students** take turns writing the labels for three objects in the boxes on the word sort template(s) or on index cards. One label per box or card.
2. **Students** cut the word sort boxes apart (making cards).
3. **Students** lay the cards word-side down, scramble them around and then move them into straight rows on a desk or floor.
4. **Students** take turns turning the cards over 2 at a time and try to find 2 labels for the same object. (Ex: mane, hoof).
5. Each time they find a match, they fill in one line on their own Matching Game form. (Ex: **mane** and **hoof** are both parts of a **horse**.) By filling in the form, the students are held accountable for playing the game.

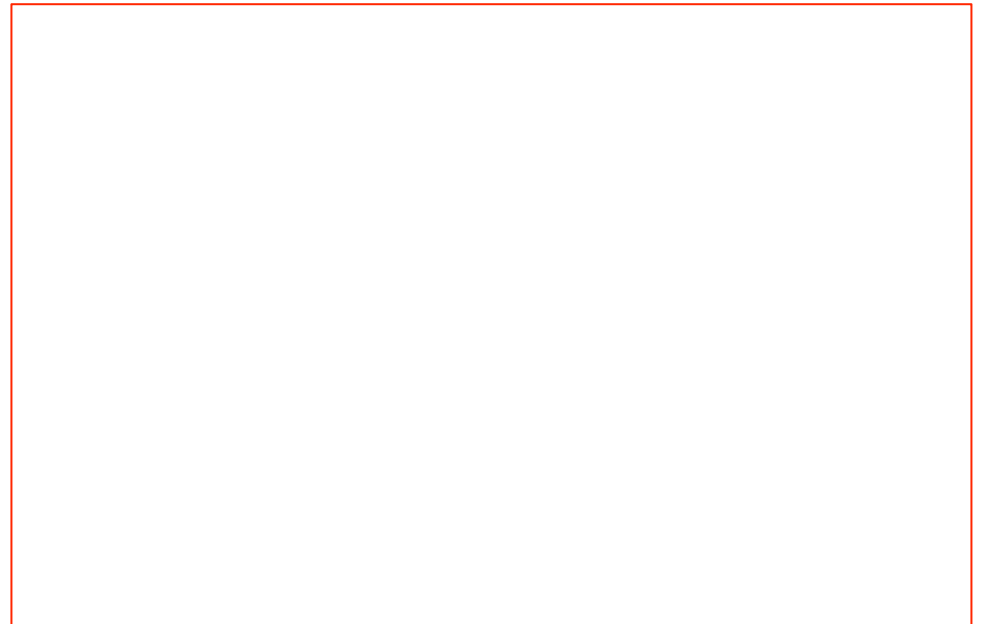
Word Sort Cards

synonyms

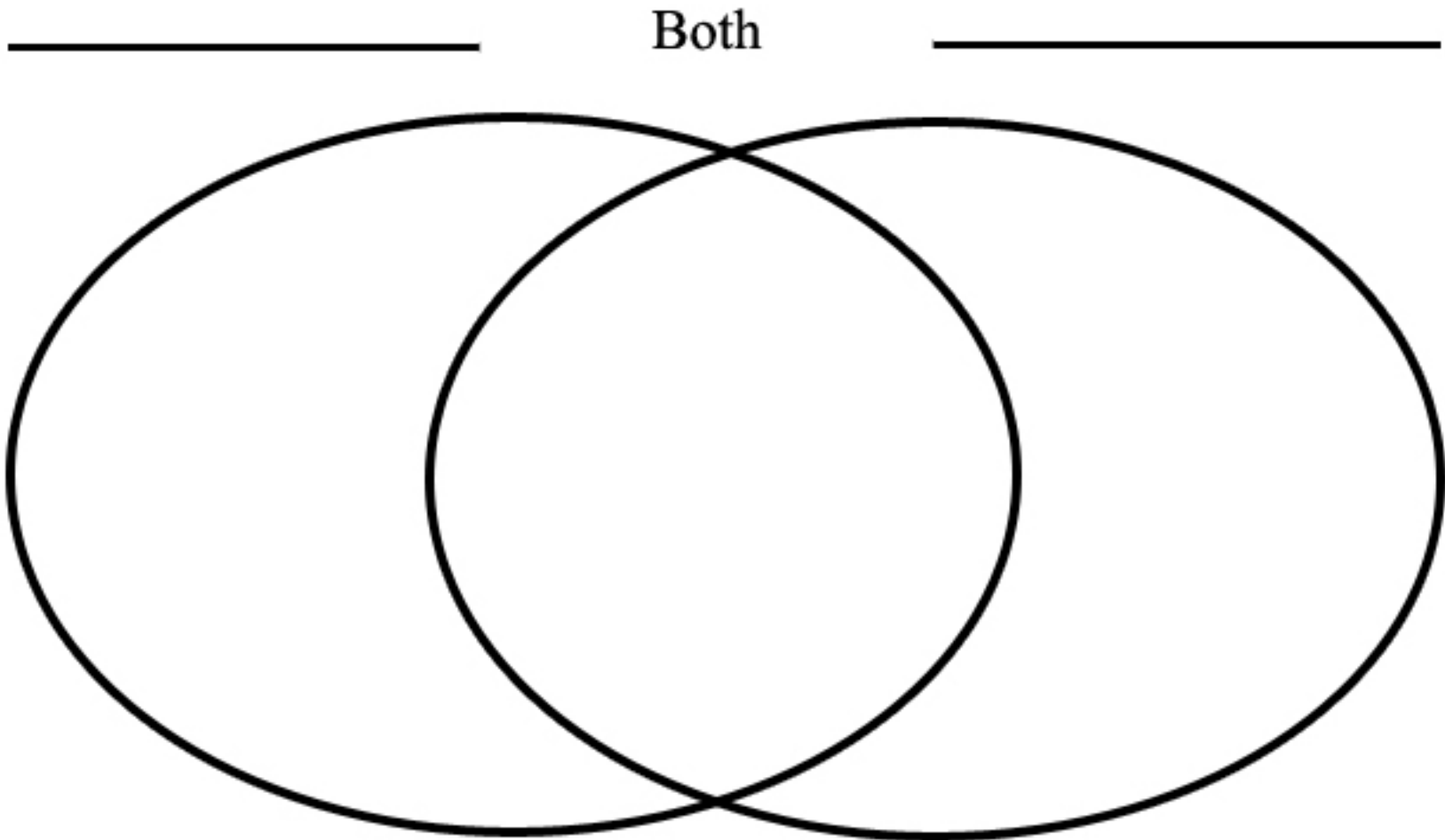


**Sort
the
word pairs**

antonyms



VENN DIAGRAM



Synonyms or Antonyms? – a revisiting center

Remember – the point is to have the students talk about, write and manipulate the information as much as possible.

Materials:

- 1 “Synonyms or Antonyms” form per student.
- Posters already started for Synonyms and Antonyms.

Preparation: You will:

1. Copy one form per student
2. Read Section IV of this book. This activity is explained in detail in the section: Using Word Walls, “Other Activities” #14 with two different ways to do this activity.

Directions:

1. Follow the detailed directions in Section IV of this book. This activity is explained in detail in the section: **Using Word Walls**, “Other Activities” #14.
2. Once you have 9 or more word pairs on your Synonyms poster and Antonyms poster, then let students challenge each other.
3. Give Student 1 of the partners the “Synonyms or Antonyms” form.
4. Student 1 writes his name and his partner’s name on the top of the form.
5. Student 1 goes to the word wall posters and writes 10 word pairs on the form (some from the “Synonyms” poster and some from the “Antonyms” poster).
6. Student 2 should not see what student 1 is writing.
7. Then Student 1 gives the form to Student 2 to complete.
8. Student 2 reads each word pair and decides if the words are synonyms of each other or antonyms and writes that on the blank provided.
9. When Student 2 finishes all 10 word pairs, he hands it back to Student 1.
10. Student 1 then reads each answer and without looking on the posters, agrees or disagrees with Student 2’s answers, writing agree or disagree after each.
11. Finally, both students go to the posters on the word wall and Student 1 scores the paper by first checking to see if Student 2 was correct and then was Student 1 correct in agreeing or disagreeing, putting a ✓ or ✗ in the blanks provided.

_____ made this activity for _____
 (your name) (your partner's name)

- You are making this activity for your partner.**
1. Write your name and your partner's name at the top.
 2. Copy 10 sets of synonym and antonym word pairs from your word wall posters. Use some of each. (Don't let your partner see.)
 3. Then give this paper to your partner.
 4. Your partner (not looking at the posters) decides if the two words are synonyms or antonyms and writes that in the blank next to each word pair.
 5. Look at each of your partner's answers and (without looking at the posters) write agree or disagree with each answer.
 6. Look at the posters and score the answers. See the examples below.

Synonyms or Antonyms?

	Write synonyms or antonyms	Do you agree or disagree?	Was your partner right? ✓ or ✗	Were you right? ✓ or ✗
Ex:	<u>correct</u> and <u>wrong</u> are <u>antonyms</u>	<u>agree</u>	<u>✓</u>	<u>✓</u>
Ex:	<u>hot</u> and <u>warm</u> are <u>synonyms</u>	<u>disagree</u>	<u>✓</u>	<u>✗</u>
1.	_____ and _____ are _____	_____	_____	_____
2.	_____ and _____ are _____	_____	_____	_____
3.	_____ and _____ are _____	_____	_____	_____
4.	_____ and _____ are _____	_____	_____	_____
5.	_____ and _____ are _____	_____	_____	_____
6.	_____ and _____ are _____	_____	_____	_____
7.	_____ and _____ are _____	_____	_____	_____
8.	_____ and _____ are _____	_____	_____	_____
9.	_____ and _____ are _____	_____	_____	_____
10.	_____ and _____ are _____	_____	_____	_____

BINGO – a revisiting center

Remember – the point is to have the students talk about, write and manipulate the information as much as possible.

Materials:

- three pictures of objects studied with all the labels (See Section II)
- one of the BINGO boards provided in this section
- stack of index cards with a label on each card
- buttons or some sort of BINGO markers for each student

Preparation: You will:

1. Choose the three objects from Section II to revisit. You should have taught the labels on these pictures making this a revisiting activity.
2. Write one label from the three objects on each index card.
3. Print the appropriate size BINGO board (9, 16, or 25 boxes) for your grade level and the number of labels on objects - one per student.

Directions:

1. Have students look at the pictures of the three objects you have chosen from Section II.
2. Have students neatly write as many of the labels as will fit on their BINGO board - one label in each box. Remind them to make theirs different from their classmates so maybe they will get BINGO first.
3. Later, as a class, play BINGO by using the stack of index cards you have created and either:
 - a. simply call out the name of the label and students mark their cards
OR even better
 - b. give a brief definition on the labeled part. Ex: this is part of a bike, it is used to steer the bike, you hold onto it. A student can give you the name of the part and you say yes, then everyone marks their boards.

This could be modified by having students ask you questions about the label on the index card. (Ex: Is it part of a ____, ____ or ____? Is it at the top, bottom, or middle? etc....)

Date _____

Name _____

BINGO GAME BOARD – 9

Parts of a _____ and _____

Date _____

Name _____

BINGO GAME BOARD – 16

Parts of a _____, _____, and _____

Date _____

Name _____

BINGO GAME BOARD - 25

Parts of a _____, _____, and _____

Date _____

Name _____

MATCHING GAME

Parts of a _____, a _____, and a _____

1. _____ and _____ are both parts of a _____

2. _____ and _____ are both parts of a _____

3. _____ and _____ are both parts of a _____

4. _____ and _____ are both parts of a _____

5. _____ and _____ are both parts of a _____

6. _____ and _____ are both parts of a _____

7. _____ and _____ are both parts of a _____

8. _____ and _____ are both parts of a _____

9. _____ and _____ are both parts of a _____

10. _____ and _____ are both parts of a _____

Date _____

Name _____

WHAT OBJECT DOES IT BELONG TO?

Parts of a _____	Parts of a _____	Parts of a _____

Word Search – a revisiting center

Remember – the point is to have the students write and manipulate the information as much as possible.

Materials:

Word Search Form – one for each student

Pictures of the three objects with labels (from Section II) – students can share these

Students do this activity individually.

Directions:

1. **Students** write the three objects being reviewed on the blanks at the top of the Word Search form.
(Ex: Parts of a **plant**, **horse**, and **body**.)
2. **Students** write all the labels of those three objects in the word bank at the bottom of the Word Search form.
3. **Students** make their own word search by writing the labels, one letter in each box until all the labels are used, then filling in the rest of the boxes with random letters.
4. Collect the word searches. The next day (or two) hand out the word searches to different **students** to work. They circle each word and then check off the words in the word bank as they find them. **Students can circle the labels for each object in a different color as they work the puzzle, thus reinforcing the “parts” of each “object.”** (EX: *circle the parts of a plant in green, the parts of a horse in brown, and the parts of a body in blue*).
5. Have the student who works the puzzle also put his/her name on it, so both students are held accountable for doing good work.

***** The Word Search form is also great for a spelling activity.*****

Date _____

Name _____

Word Search

Parts of a _____, _____, and _____

Word Bank											
-----------	--	--	--	--	--	--	--	--	--	--	--

Section IV

Using Word Walls with a Vocabulary Center or Partner Learning

*What many teachers have not considered is **vocabulary** word walls. I have personally used vocabulary word walls effectively for years. This is important... they are only effective if your goal for putting them up is to offer opportunities for your students to **revisit** the words you have taught them. In our staff development trainings, the importance of revisiting the words has not been stressed so it is the least practiced part of vocabulary development in most classrooms. Students must be exposed to a new word many times for it to become part of their knowledge base.*

Also important, perhaps crucial, is that the word walls should be class generated. They can be pictures of objects you have taught with important parts labeled, posters of lists that students have encountered in shared reading, independent reading, or teacher read alouds (synonyms, good feeling words, bad feeling words, antonyms, categories of words, continuums (semantic gradients) etc...

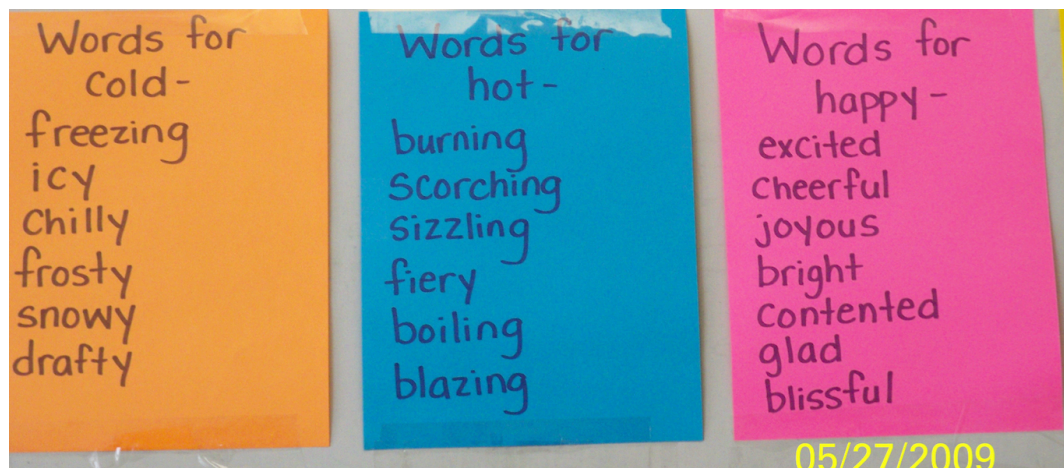
Read on for more ideas.

Word Walls

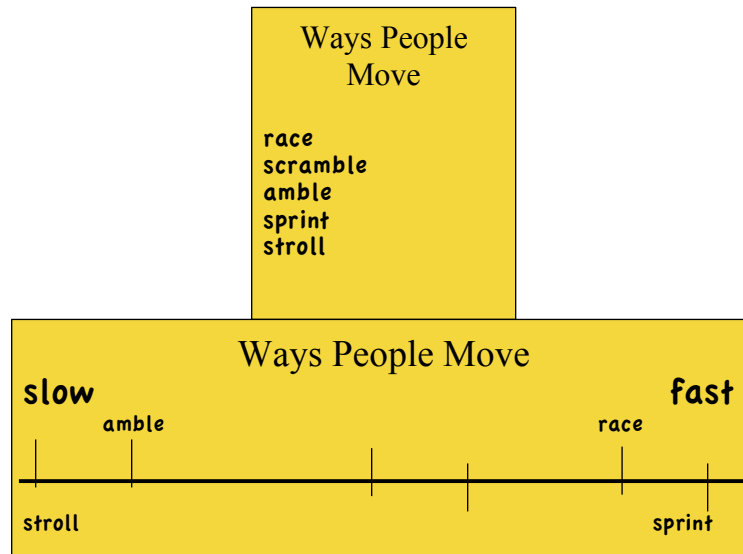
Making Word Walls is a year-long project. They should be **created** by the class and added to throughout the year to give students the opportunity to revisit new learning. They can be posters of lists, pictures of objects with parts labeled, continuums, etc. By adding to the Word Walls with student input, you will be promoting word play and exploration (one of the 4 broad research-based practices for building vocabulary). Visit www.MakeReadingFirst.com for more information on the 4 broad research-based practices for building vocabulary. The more students interact with the Word Walls, the more effective they will be. Here are some examples of Word Walls and vocabulary centers that I have used in my classroom.

1. I started many different lists on construction paper and kept adding to them throughout the year as we encountered new words in reading or other subjects. Here are some poster titles we made:

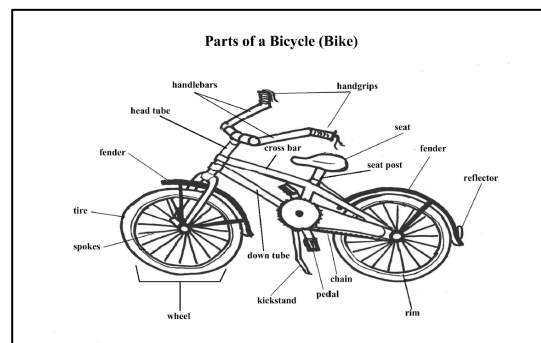
- **good feeling words** – (generous, brave, ...)
- **bad feeling words** – (stingy, cheap, coward, ...)
- **relationship words** – (uncle, aunt, cousin, ...)
- **synonyms** (stingy – cheap, bellowed – yelled, ...)
- **antonyms** (generous – cheap, bellowed - whispered)
- **categories** – Thank you to Liz Denny for this great idea. She saw a remarkable increase in the number and proper use of these words in student writing. Her students were not allowed to use tired words. Here are some examples.
 - Ways People Feel (exhausted, elated, embarrassed, etc.)
 - Ways of Saying “Said” (I separated these into loud (bellowed, etc.) and soft (whispered, etc))
 - Words for Hot (scorching, sizzling, blazing, etc.)
 - Words for Walk (saunter, stroll, race, etc.)
 - Words for Like (fancy, prefer, etc.)
 - How Things Feel (fluffy, rough, smooth, silky, etc.)
 - How Things Look (dull, shiny, gleaming, etc.)



- * Many of these categories could become **continuums**. Place a horizontal poster under the vertical one with a horizontal line running across the middle. Place a Title on the top (Ex: Ways People Move) and write a descriptive word above each end (slow on one end and fast on the other end.) Then place the words from your poster on the continuum in the appropriate place. Each time you add a word to the poster, see if you can also add it to the continuum. Continuums are great because they encourage a lot of conversation when deciding where to put the word. “Is race faster than sprint?”



- **what we call male, female and baby animals** (chicken, rooster, hen, chick). See back of this book to get you started, then add as you encounter more throughout the year.
2. You can have objects that you have studied with their parts labeled on posters around the room. (See Section II above and Using Word Walls below.) For example, after teaching the parts of a body (ankle, wrist, shoulder, shin, cheek,...), I drew an outline of a student on bulletin board paper and labeled the parts, being sure to include as many different digraphs, diphthongs, and blends as possible. I underlined these. We hung the human form with labels up on a doorway. Since the students had learned the names of the parts of the body, they could use the labels to help them remember sounds (“sh” in shoulder and shin). Students can use these posters to make their writing more precise and for many vocabulary center activities (See Using Word Walls below.)



(continued)

3. Numbers – This one occurred to me when I realized that my students didn't know what a solo was, or triplets, double or a couple. So I made 5 posters (one poster for each number) and put all the words I could think of (and the students came up with a few) that related to that number (EX: duet - two people singing). Then I had a few students draw little pictures to show the new words. We glued the pictures by the words on the posters. So on the #1 poster we had one, uno, single, uni, unicycle, solo, alone, unique. On the #2 poster we had two, duo, dos, duet, twins, couple, pair, both.

We only did #'s 1 – 5. If you try this, you will find that you come across words that represent numbers all the time, so just keep adding to the posters. Be sure the students use this information in centers or writing. (See Using Word Walls below).



4. The students also liked a part of our Word Wall called “Synonyms.” I wrote a simple, common word (run, walk, yell...) on each index card and put them on the bulletin board. Then I wrote a more specific synonym for each word on another index card and covered the simple word with the specific word (sprint, stagger, bellow) so it made a flap. The students would “read the walls” in pairs. They would read the synonym then quiz each other to try to remember the simple word under it. They would lift the flap to self-check. This got them really thinking as they were “reading the walls.” As the class encountered precise words, and I explained the meaning by giving a simple synonym, we could add those to the wall. (Sometimes, I would add them after the students left for the day, and they would be thrilled to see the additions when they came back.)
5. Using the same idea as #4 above, you could have a **pair** of words on each index card. Some will be synonym pairs (cheap - stingy) and some will have antonym pairs (brave - cowardly). The index card underneath will say either "synonym" or "antonym" identifying each pair or words as synonyms or antonyms.
6. Have one poster titled “Synonyms” and another titled “Antonyms.” As you encounter words in reading or classroom lessons or discussions, write the word on the “Synonyms” poster and put a – and write a synonym for that word (making it a word pair). Then go to the “Antonyms” poster and write the word and put a – and write the opposite of that word (making a word pair). You can use these posters for many different activities.

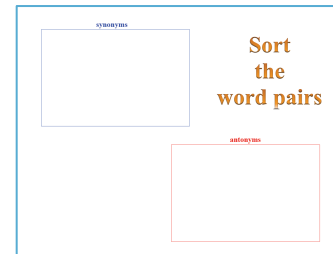
(continued)

Using Word Walls

Now that you have a few posters with some vocabulary words on them, how do you give the students opportunities to revisit the words? It is a given, that the more opportunities students have to manipulate the information in different ways, the better the retention. Also, the more students can talk about the words, the better the understanding and retention. Here are some ideas I actually tried.

Word Sorting Activities: Almost all the word wall posters could be turned into **word sorting** centers. (See Section III above for word sorting forms and templates.)

1. After we had quite a few words on our posters, I made different centers focusing on the words. For example, using the words from the word wall, I wrote synonym pairs on cards (stingy – cheap) and antonym pairs on cards (cheap – generous), with the word “synonym” or “antonym” on the back of each card to make it a self-checking center. The students worked in pairs sorting the stack of synonym and antonym cards. When one of the students wasn’t sure, they discussed it. This made the center even more effective. I made and laminated 9 x 12 construction paper mats with index card size rectangles and wrote “synonyms” above one box and “antonyms” above the other box for the students to sort the word cards into. After the students sorted them, they picked up the cards in the “synonym” box, turned the cards over and self-checked themselves by being sure each card in the stack had the word “synonym” on the back. If not, the students discussed it. They repeated by checking the antonym pile. After students did this several times, self-checking each time, they could time each other. This was a very popular center.



Remember, you are getting the words from lists on your word walls, allowing students the opportunity to revisit the words and manipulate the words in different ways.

2. I made other word sorts like sorting loud and soft ways of saying “said” and sorting good or bad feeling words. (See other categories in Making Word Walls above.)
3. After learning parts of 3 different objects (for example, after learning parts of a body, house, and table setting), make (or let your students make) index cards with one label on each card. Students can sort the labels by putting them in categories and writing the titles. (See Section III – Activities & Forms above). This works great as a partner activity because the students will have to discuss the objects and labels.
4. Put one word that means a number (Ex: triplet) on each index card. Write the number it represents on the back (to make it self correcting). Make a sorting board by dividing a large piece of paper into 5 columns. Put a number above each column (1 – 5). The students sort the index cards into the correct columns. Then turn the stack over in column 1 and check to be sure all the index cards in that column say 1 on the back. Check other columns. Once students have done this a few times, partners can time each other for speed.

(continued)

Other Activities:

5. Let students buddy-up. One sits with his/her back toward the word wall and the other student looks at the word wall and asks questions about the words on the word wall. For example: How many is a couple?
6. Require students to include words from the word wall in their spelling sentences.
7. Make concept maps. Have a few questions in the center for students to answer.
A cloven hoof is like a hoof except it _____ Answer: A cloven hoof is like a hoof except it is split.
A pitcher is like a jug except it _____ Answer: A pitcher is like a jug except it has a spout.
8. **Relating things that go together:** Have questions at the vocabulary center that can be answered by things on the word wall or pictures with labels (see Section II of this book.).
How are a stump and a log the same?
How are a stump and a log different?
9. You could make up analogies using the pictures in Section II of this book. Make up some and have them available in the center. Allow students to use the pictures to fill in the analogy. Encourage the students to talk about the answers. Remember, the more students discuss the words, the better. Once you start making these up, it is really fun and interesting. I made a bunch up and took them on the bus when we took a field trip. I asked the students sitting around me. It was a lot of fun. I tried to make some difficult ones, so the students discussed what the answers could be.
For example:
nose : person :: _____ : pig
elbow: arm :: knee : _____
10. Make up fill-in-the-blank sentences. Students copy the sentences and fill in the blanks using pictures from Section III above. Give them the category such as containers. For example: A teapot is most like a _____ because _____.
11. Have students take one object with parts labeled (see Section II above) and create their own definitions. If he can write a definition for “paw”, then he really knows what it is.
12. Provide “Why do they call it that?” questions related to an object (see pictures in Section II above). Example: Why do they call it a kickstand?
13. Have students compare/contrast objects (See Section II above) using Venn diagrams or charts. (See Section III above.)

(continued)

14. This activity is awesome, but you will have to explain it to the students. I say it is awesome because the students interact with the words and with each other. The students are doing all the work. As you read the directions below, think about all the work student 1 had to do: writing the word pairs being careful with spelling, reading student 2's answers, deciding to agree or disagree with him/her, then checking to see who was right. That is a lot of interaction with the words. Basically, student 1 is getting the most out of this activity, but the next day, student 2 will become student 1 and get more of the benefit! Have students prepare worksheets (activities) for their partner. For one such activity see section IV of this book for the "Synonyms or Antonyms" form.

1. Once you have 9 or more word pairs on your Synonyms poster and Antonyms poster, then let students challenge each other.
2. Give Student 1 of the partners the "Synonyms or Antonyms" form.
3. Student 1 writes his name and his partner's name on the top of the form.
4. Student 1 goes to the word wall posters and writes 10 word pairs on the form (some from the "Synonyms" poster and some from the "Antonyms" poster).
5. Student 2 should not see what student 1 is writing.
6. Then Student 1 gives the form to Student 2 to complete.
7. Student 2 reads each word pair and decides if the words are synonyms of each other or antonyms and writes that on the blank provided.
8. When Student 2 finishes all 10 word pairs, he hands it back to Student 1.
9. Student 1 then reads each answer and without looking on the posters, agrees or disagrees with Student 2's answers, writing agree or disagree after each.
10. Finally, both students go to the posters on the word wall and Student 1 scores the paper by first checking to see if Student 2 was correct and then was Student 1 correct in agreeing or disagreeing, putting a ✓ or ✗ in the blanks provided.

* This activity could also be done as a center activity one day or multiple days and a whole class independent practice activity later in the week.

1. Step one –
 - a. Each student gets a form when visiting the vocabulary center and puts only his/her name at the top. He/She will be named student 1.
 - b. As the vocabulary center activity, he/she would go to the posters and write the 10 word pairs on his/her form. (15 – 20 minutes)
 - c. When finished, he would turn into teacher to hold for Step two another day.
2. Step two –
 - a. Cover the "Synonyms" and "Antonyms" posters on your word wall.
 - b. Give the forms with a student's name on it (student 1), to another student (student 2). Student 2 writes his/her name in the space provided at the top.
 - c. Student 2 decides if each pair of words is a synonym or antonym, and fills out that part of the form (#'s 1 – 10).
 - d. Collect the papers.
 - e. Either that day or another day (being sure the posters are still covered) give each form back to the original student 1.
 - f. He/She looks at Student 2's answers and writes either "agree" or "disagree" on the space provided.

3. Step three – Uncover the posters.
 - a. That same day or another day, have Student 1 check the form.
 - b. First he/she will check to see if Student 2 was correct for # 1 – 10 and put a ✓ or ✗ in the space provided.
 - c. Then Student 1 will check his/her own work to see if he/she was correct when agreeing or disagreeing with Student 2's answers.
4. Step four – Collect the papers and check. You could even hand out the papers to a third student to check the answers.

Also, go to [TBLessons](#) for interactive activities.