

THE DICTIONARY TOOLKIT

Companion to The Illustrated Dictionary of Everyday Things

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FoundationalVocabulary@gmail.com

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Dedication:

This book is dedicated to June Wallace, a wonderful friend, who has worked tirelessly to give children hope for a brighter future.

A special thank you to those individuals and service organizations who have sponsored the gift of this book to teachers and tutors and its companions to students.

Table of Contents

SECTION I

| | |
|--|---|
| Letter to the Teacher (please read) | 3 |
| Books for Each Object | 5 |
| Illustrated Dictionary Table of Contents | 6 |

SECTION II - Making the New Words Stick (After Teaching the Labels)

*Students **activate** the new vocabulary words on Day 1 (Drawing/tracing and labeling in a notebook). To **make the new words stick**, students must use the new vocabulary words in different ways and contexts over time. We do this through **revisiting** the words on Day 2 (Activity Sheets) & 3 (Getting Them Thinking and Talking), and engaging in **spaced review** over time (100 Days of Bellwork & Extension Activities. **THAT’S how you make words STICK! Here’s everything you need!***

| | |
|---|----|
| 100 Days of Bell Work (multiple exposure to words over time) | 7 |
| Activity Sheets - Combining Vocabulary, Phonics and Spelling | 27 |
| Getting Them Thinking and Talking about the new words! | 60 |
| Spaced Review & Extension Activities - Using the Illustrated Dictionary to: | 77 |
| • Build Concepts | |
| • Improve Writing | |
| • Expand students’ application of words across contexts | |
| • Build Word Relationships | |
| • Predict Meanings of Compound Words | |
| • Increase students’ understanding of multiple meaning words | |
| • More... | |
| Forms for Spaced Review | 81 |

SECTION III - Filling the Storehouse - (Project on the board and **Teach**)

| | |
|--|----|
| Pictures Without Labeling Lines - (If you choose to label and teach) | 89 |
|--|----|

Dear Teacher,

I created *The Illustrated Dictionary of Everyday Things* and this toolkit to help teachers like you give your students the foundational words they need to thrive academically. The books were born from the classroom - from real moments with real students during my twenty-seven years of teaching in Title One schools. While teaching, I started a list of things my students (grades 1 - 4) didn't know, and that list grew into several books. This is one of them. I hope this book helps you empower your students to become stronger and more confident readers and writers. And the bonus... it just might make them feel **smarter!**

Your students **need** these foundational words to build on. These are the words they should have learned at home, but didn't. If you don't teach them, who will? I like to think of teaching these foundational words as filling their storehouses (brains) with words they can use when reading and listening (how they learn) and when speaking and writing (how they show us what they know).

Let's get to the HOW!

To "fill their storehouses" you will explicitly teach the parts of a common object. It doesn't take long and it's fun! (By the way, explicitly teaching the words is one research-based practice for building vocabulary.) It's the parts of the object that are the foundational words your students need to own. These are the words they need to know to visualize and make inferences as they read - which helps them understand what they read and even helps them determine the meanings of unknown words on their own. As you label the parts, you'll also be reviewing phonics and spelling rules. You could even give them ideas of how to use the words in their writing. An excellent use of your valuable time!

How did I decide what objects to teach? Most of the time it was when we came across a word during teacher read aloud or shared reading. That's the way this whole idea started. I was reading *The Stories Julian Tells* and the kids didn't know what an egg white was. So I drew an egg on the board and labeled its parts as I was talking about it, and the kids wanted to do it, too... off I went on another big idea! In fact, this big idea is how I helped take Palm River Elementary from a D to an A in one year!!! (You can read the story on my website.)

Below, you will find (1.) **how** I taught the parts of the object (filling the storehouse) and (2.) research-based practices to make the words stick. Ready?

Filling the Storehouse

Teach

1. Choose an object and decide which labels to teach.
2. If you can, take in realia, the real thing or a miniature of it, a toy or something.
3. Project an object on the board (you'll find them on pages 89 - 150), or draw it (if you're brave). I had such fun trying to draw some of these pictures, and the students were so sweet, **trying** not to make fun of me. Some of the boys really were my heroes, standing up for their sweet teacher, and my lame drawing ability.
4. Label the parts of the object with your students' help. As you're doing this, you'll encounter many teachable moments. Try it and see what I mean. You can review phonics rules, introduce word analysis, spelling (hoof - hooves), etc. **VERY IMPORTANT** - demonstrate how you write the label v-e-r-y neatly on the horizontal (I told my students, "the way college students do it!") Show how you put a dot on the part in the drawing and then draw a straight line to where you

are going to write the label. Explain, that the line can be on a diagonal, but the word must be straight across (horizontal). I didn't think to teach them how to label, and their first attempt at labeling was a mess!!!!

Making the Words Stick - that's the REAL trick!
(The good news is it doesn't require instructional time and minimal prep time)

Activate - (same day as you teach the object)

Have students draw or trace the object in their Interactive Notebook (or composition book) and label it carefully. Remind them about labeling correctly, like a "college student." You can have them do this during independent work time or at a literacy center. (No instructional time used)

Revisit - (next day)

1. Have your students complete the Activity Sheet for that object. You'll find the activity sheets in this book page 27 called *Activity Sheets - Combining Vocabulary, Phonics, and Spelling Practice*, or you can download it from my website. You'll have to show them how to fill in the first few blanks then cross off the letters in the sound-bank and word in the word-bank. They'll catch on fast, and then they can do it during independent work time or at a literacy center.
2. Read a book that has a picture of that object during your regular teacher read-aloud or shared reading times. See pages 60 - 76 in this book for suggested books, but any book that shows the object is fine. Follow the suggested questions about that object on those same pages. They are great critical thinking questions. Also, gives students a chance to explain their thinking.

Spaced Review - (over time) The most effective form of review

1. Have students play games together after teaching, activating and revisiting 3 objects. See pages 81 - 88 for game ideas and forms.
2. Build Vocabulary Word Walls and use them! You probably already have word walls. Why not build **vocabulary word walls** with spaced review in mind? (See article for classroom tested ideas on my website.) **Use** the Word Walls by giving assignments that require students to use them during literacy centers or partner learning. (That was the best part of my school day.) Download my booklet on Literacy Centers and Partner Learning for free on my website.
3. Require students to use labels from their Interactive Notebook or their Illustrated Dictionary in their writing. (Ex: Write about a time you got hurt. Choose a page in your Illustrated Dictionary and use at least 3 of the labels in your story.)
4. See pages 77 - 80 in this book for other ways to use the Illustrated Dictionary in developing critical thinking and improving writing.
5. Use the free worksheets on my website. There are word searches and crossword puzzles that go with many of the objects. Just print and use as spaced review.

My website <https://ChildrensLiteracyPublications.com>

I hope you have fun filling your students' storehouses and making the words stick! You will be empowering them to become independent learners - every teachers' goal.

"Vocabulary size isn't just a language metric — it's one of the strongest predictors of academic success. Students with larger vocabularies read more deeply, write more clearly, and perform better across subjects- even into college." Treffers-Daller & Milton (2013) Vocabulary size revisited: The link between vocabulary size and academic achievement. Applied Linguistics Review, 4(1), 151-172. <https://doi.org/10.1515/applirev-2013-007>

Books Featured in The Illustrated Dictionary Teaching Guide

* Books that would be the most important ones to have

| Title | Author | ISBN# | Title | Author | ISBN# |
|--|-------------------|---------------|---------------------------|--------------------------------|---------------|
| * Alexander and the Terrible, Horrible, No Good Very Bad Day | Judith Viorst | 9781442498167 | Miss Mouse Takes Off | Jan Ormerod | 9780688178703 |
| All Dressed Up and Nowhere to Go | Dan Joseph | 9780395601969 | * Mother Goose | Sylvia Long | 9780811820882 |
| * Apple Farmer Annie | Monica Wellington | 9780525472520 | My Daddy's Mustache | Naomi Salus | 9780385131896 |
| Are We There Yet? | Dandi Mackall | 9780525470953 | Old Hat, New Hat | Stan Berenstain | 9780679886303 |
| Beach Feet | Lynn Reiser | 9780688144012 | One of Each | Mary Ann Hoberman | 9780316366441 |
| Big Al | Andrew Clements | 9780689817229 | * Poppa's New Pants | Angela Shelf Medearis | 9780823411559 |
| Boat Works | Blue Apple Books | 9781609052157 | Red Racer | Audrey Woods | 9780689805530 |
| Boats for Bedtime | Olga Litowinsky | 9780395891285 | Shark in the Park | Nick Sharratt | 9780552549776 |
| Cecil's Garden | Holly Keller | 9780060295943 | Shoes | Elizabeth Winthrop | 9780613988247 |
| * Cows in the Kitchen | June Crebbin | 9780618036493 | Tools for the Garden | Mari C. Schuh | 9781429639835 |
| * Duck on a Bike | David Shannon | 9780439050234 | The Ballad of Mulan | Song nan Zhang | 9781572271302 |
| Fancy Nancy - Spectacular Spectacles | Jane O'Conner | 9780061882647 | The Crow and the Pitcher | Stephanie Gwyn Brown and Aesop | 9781582460871 |
| Flying | Donald Crews | 9780688092357 | * The Eye Book | Dr. Seuss | 9780375812408 |
| From Seed to Plant | Gail Gibbons | 9781563347191 | * The Giving Tree | Shel Silverstein | 9780060256661 |
| * If You Give a Pig a Pancake | Laura Numeroff | 9780060266868 | The Great Blue House | Kate Banks | 9780374327699 |
| In My Momma's Kitchen | Jerdine Nolen | 9780613347808 | The Old Red Rocking Chair | Phyliss Root | 9781559700637 |
| Introducing Landforms | Bobbie Kalman | 9780778732136 | Twilight Comes Twice | Ralph Fletcher | 9780395848265 |
| Joseph Had a Little Overcoat | Simms Taback | 9780670878550 | What! Cried Granny | Kate Lum | 9780142300923 |
| Kiss the Cow | Phyliss Root | 9780763620035 | What Will the Weather Be? | Lynda Dewitt | 9780062381989 |
| Louise Builds a Boat | Louise Pfanner | 9780531084885 | When Wishes Were Horses | Sharon Addy | 9780618131662 |

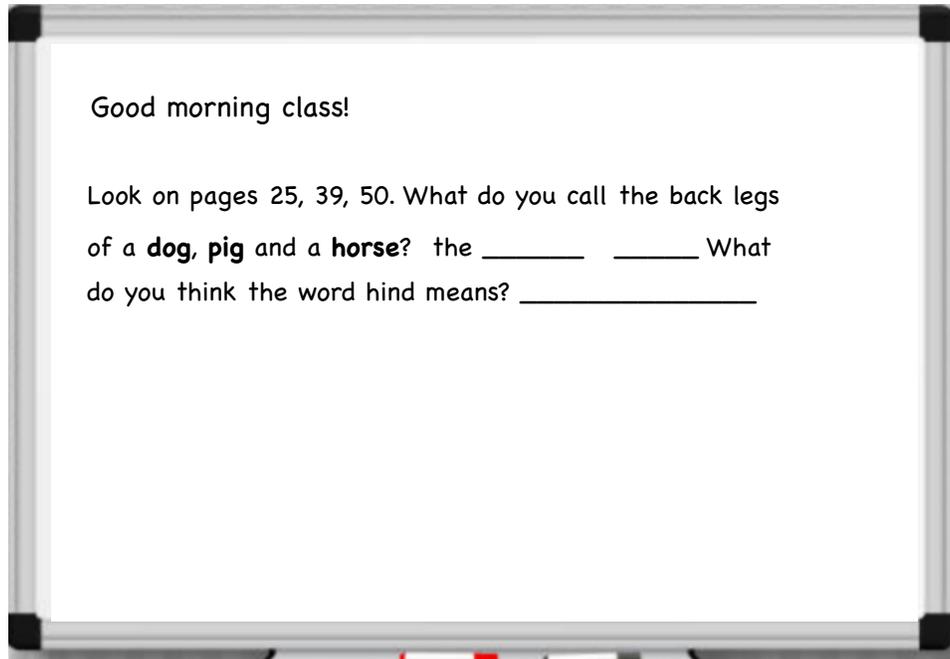
The Illustrated Dictionary Table of Contents

| | |
|---|--------------|
| Parts of an Airplane | page 1 |
| Parts of Animal Feet | page 2 |
| Parts of an Apple | page 3 |
| Parts of a Backyard | page 4 |
| Parts of a Bedroom | page 5 |
| Parts of a Bicycle | page 6 |
| Parts of a Bird | page 7 |
| Parts of a Boat | page 8 |
| Boats with Motors | page 9 |
| Boats without Motors | page 10 |
| Parts of a Body | page 11 |
| Parts of a Car - Back | page 12 |
| Parts of a Car - Front | page 13 |
| Parts of a Car - Side | page 14 |
| Parts of a Chair | page 15 |
| Parts of a Clock | page 16 |
| Clothing - Female - blouse, shorts, jumper, shirt, dress | page 17 |
| Clothing - Female - scarf, skirt, sweater, shirt, top, belt | page 18 |
| Clothing - Male - bow tie, suspenders, pants, tie, belt, vest, overalls | page 19 |
| Clothing - Outerwear | page 20 |
| Containers - basin, vase, crate, barrel | page 21 |
| Containers - pitcher, jar, bottle, jug | page 22 |
| Containers - bag, pail, basket, box | page 23 |
| Parts of a Cow | page 24 |
| Parts of a Dog | page 25 |
| Parts of a Door | page 26 |
| Parts of a Duck | page 27 |
| Parts of an Egg | page 28 |
| Parts of an Eye | page 29 |
| Parts of a Face | page 30 |
| Parts of a Face with Hair | page 31 |
| Parts of a Fish | page 32 |
| Parts of a Flowering Plant | page 33 |
| Parts of a Foot | page 34 |
| Parts of a Pair of Glasses | page 35 |
| Parts of a Hand - Back | page 36 |
| Parts of a Hand - Inside | page 37 |
| Parts of a Hat | page 38 |
| Parts of a Horse | page 39 |
| Parts of a House | page 40 |
| Parts of a Kitchen | page 41 |
| Kitchen Utensils | page 42 - 43 |
| Parts of a Lamp | page 44 |
| Landforms | page 45 |
| Parts of a Living Room | page 46 |
| Parts of a Melon | page 47 |
| Parts of a Needle | page 48 |
| Parts of a Pair of Pants (Slacks, Trousers) | page 49 |
| Parts of a Pig | page 50 |
| Parts of a Shirt (Blouse) | page 51 |
| Parts of a Shoe | page 52 |
| Parts of a Table Setting | page 53 |
| Parts of Tack (Riding Gear) | page 54 |
| Things We Climb On | page 55 |
| Things We Look Through | page 56 |
| Things We Wear in Cold Weather | page 57 |
| Time of Day | page 58 |
| Tools for Fixing and Building | page 59 |
| Tools for Gardening | page 60 |
| Parts of a Tree | page 61 |
| Parts of a Window | page 62 |

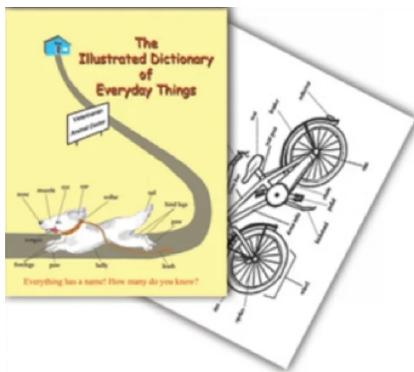
100 Days of Bellwork

Using

The Illustrated Dictionary of Everyday Things



It's more than bellwork!



You will:

- Broaden their concept knowledge
- Get them comparing/contrasting
- Develop their critical thinking
- Build their background knowledge
- More...

Help your students build a STOREHOUSE of words to use in reading, writing, listening and speaking!

by Janet Caruthers, Ed. S.

100 Days of Bellwork

Dear Teachers,

I'm the author of *The Illustrated Dictionary of Everyday Things*. I've wanted to create this resource for you for quite a long time. I was a classroom teacher for almost 30 years with most of those in Title 1 schools, so I know your time is valuable, and it's hard to fit in everything most days. So I wanted to give you something that you can just project on the white board (or write it) in the morning and let the students use their *Illustrated Dictionaries* to answer the questions. Then later in the day, discuss the correct answer. This might just be an eye-opener!

My purpose for writing this was to get the children looking through their dictionaries and **learning something each time**. Seeing the labels multiple times will help the students remember them. That's one way to make words stick. You'll notice that the questions are not in any order or emphasizing one object for several days. You can go straight through them as listed or in any order that you choose. **Multiple exposure to words in different contexts is effective for deeper understanding of the word.**

Feel free to make up your own questions. Pull in other things you have studied and compare/contrast with pictures and labels in their picture dictionary. You could have students add more labels to the pictures. If you have taught analogies, you could put one or more on the board each day. EX: skin: apple:: peel:_____ (banana). I remember, I taught my 2nd graders how to answer analogies, and we had so much fun on the bus going on a field trip. Maybe you will share with other teachers. I hope you have a **great time** with this.

Janet Caruthers, Ed. S.

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100 Days of Bellwork

1. Look on page 50. A person has a nose; a **pig** has a _____.
2. Look on page 27. A person has a mouth; a **bird** has a _____ (page 7) ; a **duck** has a _____.
3. The middle of the earth is called its core. What is the middle of an **apple** called? the _____ (page 3). So what do you think the word **core** means? _____
4. Look on page 4. What is the name of the thing that brings water to the sprinkler? the _____
What is the difference between a fence and a gate? _____
5. Look on page 15. Name the three parts that a **chair** and a person have in common. the _____, _____ and _____

6. Look on page 20. What is the difference between a jacket and an overcoat?

7. Look on pages 25, 50, 39. What do you call the back legs of a **dog**, **pig** and a **horse**?

the _____ What do you think hind means? _____

8. Look on page 29. What do you call the black circle in everyone's **eye**? the _____

9. Look on page 31. The hair above the lip is called a _____. The hair on a chin and cheeks is called a _____.

10. Look on page 38. What part of a **hat** would keep sunshine out of your eyes? _____

11. Look on page 39. What do you call the long hair on a **horse's** neck? the _____

12. Look on page 41, which of these things do you have in your kitchen? (Make a list on a piece of paper.)
13. On page 43 , what would you use to turn an egg over in a pan? a _____
14. On pages 42 and 43 you see many things that might be in your kitchen. On another sheet of paper, make a list of all the things that are on this page and in your kitchen.
15. Look on page 40 and page 45. You call the very top of a house the _____ and you call the very top of a mountain the _____. So _____ must mean top.
16. On page 46, which of these things do you have in your living room? (Answer on a piece of paper.)
17. Look on pages 24, 25, 27 and 39 A person has a foot; a horse has a _____ ; a cow has a _____ ; a duck has _____ ; a dog has a _____ .

18. Look on page 34 and 52. What three parts do a **shoe** and a **foot** have in common?

_____, _____, _____

19. Look on page 56. Which two objects help us see things far away? a _____
and a _____

20. Look on page 58. What are the two other names for sunrise? _____ and
_____. What are the two other names for sundown? _____ and _____. (It
would be great to use one of these words to start a story.)

21. Look on page 60. Which object would you use to carry a lot of things? a _____
_____. What parts would help you move the things from one place to another? Which
two tools would you use for digging? a _____ and a _____

22. Look on page 61. If you cut down a **tree**, the part that is still sticking out of the
ground is called the _____.

23. Look on page 48. Thread for sewing would go through the _____ of the _____.
24. Look on page 47. The outside of a melon is called the _____. The part you eat can be called the _____ or the _____.
25. Look on page 45. The space between the mountains is called the _____. If you were getting out of a river, you would crawl up the _____ _____. A row of big mountains is called a _____ _____.
26. Look on page 44. What four parts would be covered if you put the shade on the **lamp**? the _____, the _____, the _____ and the _____. (Be careful, the finial would not be hidden by the shade.)
27. Look on pages 30 and 38. What part does a hat and a head have in common? the _____

28. Look on page 37, if you were holding something in your hand, it would be in the _____ of your hand. What do you call the part that is between your arm and your hand? your _____
29. Look on page 36, the part under your fingernail is called the _____. Now that you know that, what do you think they call the part of the river that is under the water at the bottom of the river? the _____. Check your answer on page 45. Another name for a joint on your hand is a _____.
30. Look on page 35 . The parts of a **pair of glasses** that you look through are called the _____.
31. Look on page 8. What do you call the part of the **boat** that people walk on? the _____
32. Look on page 11. The part below your leg and above your foot is called the _____.

33. Look on page 33. The part that holds up the plant is the _____, also called the _____.
What is the name of the fat root? the _____
34. On page 32. A **fish** is covered with _____. It uses its _____ and its _____ to move it through the water.
35. Look on page 30, what is another name for your forehead? your _____. The hair just a little above your eyes is called your _____. Why do you think someone called it that? _____
36. Look on page 29. Do you have all these parts in your eye? _____ What color is your iris? _____
37. Look on page 19. Another name for pants is _____. What two things on page _____ could you use to keep a pair of pants from falling down? _____ and _____.

38. Look on page 17 and page 18. What is the difference between a blouse and a shirt?

39. Look on page 62 . If a ball broke your **window**, which part would it break? the

40. Look on page 57. What is the difference between a glove and a mitten?

41. Look on page 10. How are a row boat and a canoe different? (Look at the shape)

42. Look on page 6. What part would you put your foot on to make the bike move? the

_____ What part would you use to keep the bike from falling over? the

43. Look on page 2. What is the difference between a hoof and a cloven hoof?

44. Look on page 27. Why do you think a duck needs webbed feet?

45. Look on page 1. What are the three wheels on an airplane called? the _____
_____. Passengers sit in the _____.

46. Look on page 11. What do you call the part that is in between your knee and your
ankle? your _____

47. Look on page 12. Why do you think they call those lights the taillights?

48. Look on page 26 and 35. Both a door and a pair of glasses have hinges. What do you think hinges do? _____. How many hinges can you find in your classroom? Don't forget that cabinet doors have hinges, too. Don't forget that each pair of glasses has two hinges. How many did you count? _____.

49. Look on page 34. What part of your foot would get dirty if you walked around without shoes? the _____

50. Look on page 42. Why do you think they call it a **cutting board**?

51. Look on page 45. A hill is like a mountain, but it is _____.

52. Look on page 49. When you wear a belt, you have to put the belt through the pant's

_____ .

53. Look on page 33. What is the difference between a leaf and leaves? _____

54. Look on page 22. A pitcher and a jug both have a _____.
55. Look on page 58. What is the name of the meal you eat in the morning? _____
56. What is the name of the meal you eat in midday? _____
57. Look on page 1. Find the tailwing on the airplane. Why do you think they call it a tail wing? _____. What is another name for it? _____
58. Look on page 4. What is another name for an outside faucet? _____ What do you think comes out of a faucet in a back yard? _____. What rooms have faucets in your house? _____ and _____
59. Look on page 3. Where are the seeds found in an apple? _____

60. Look on page 57. There is **mid**morning, **mid**day, and **mid**afternoon. What do you think **mid** means? _____
61. Look on page 51, 49, 11. A cuff on a blouse would go around a person's _____.
A cuff on a pair of pants would go around a person's _____.
62. Look on page 32. Why do you think they call them **side**burns? _____
63. Look on pages 3, 28 and 47. The skin of an apple is on the outside. What is the outside of a melon called? _____ What is the outside of an egg called? _____ What do you think we call the outside of a person? _____
64. Look on pages 33 and 61. What is the difference between a root and a tap root? _____
65. Look on page 43, What is the difference between a pan and a pot? _____

66. Look on pages 2, 24, 25, 27, 39, 50. On page 2 it shows what we call different kinds of animal feet. Which animal has a paw? _____ Which animal has a hoof? _____ Which animal has webbed feet? _____ Which animals have a cloven hoof? a _____ and a _____
67. Look on page 52. What is the difference between a sole and an insole? _____
68. Look on page 40. What is the difference between a roof and a roof peak? _____
69. Look on page 46. Why do you think they call it an **end table**? _____
70. Look on page 26 and 62. What 2 parts are on both a door and a window? _____
71. Look on page 4. In this picture, a hose takes _____ from the _____ to the _____.
72. Look on page 33. What is another name for dirt? _____

73. Look on page 33. What two parts of a plant grow in the dirt? _____ and _____
74. Look on pages 21 and 22. Which containers have a lip? _____, _____, _____
75. Look on page 55. Why do you think a ladder needs rungs? _____
76. Look on pages 50 and 24. What labels are on both a pig and a cow? _____
77. What one label is on page 51 and on page 25? _____ The _____ goes around the neck of a _____ (page 25) and a _____ (page 51)
78. Look on page 36. Which part of your hand lets you move your whole hand up and down and side to side? My _____ let's me move my whole hand up and down and side to side.
79. Look on pages 32 and 39. What two parts are on both a fish and a horse? _____, _____

80. Look on pages 33 and 61. What three parts do a plant and a tree have in common?

_____, _____, _____

81. Look on pages 6 and 12. What part is labeled on both a car and a bicycle? _____

82. Look on page 5. Find the toybox. Why do you think they call it a toybox? _____

83. Look on pages 21, 22, 23. List the containers that you could carry water in.

84. Look on page 51. A sleeve covers a person's _____

85. Look on page 61. If you cut a branch or the trunk into pieces, what would the pieces be called? _____

86. Look on page 51. The button on a shirt goes through a _____ _____ to hold the shirt together in the front.

87. Look on page 37. Look at your hand, what is the name of your longest (tallest) finger? the _____ finger. What is the name of your shortest finger? The _____ finger. What is the name of the finger you use when you point to something? The _____ finger.

88. Look on page 25 and 39, Which **3** labels are on both the dog and the horse?

_____, _____, _____

89. Look on page 29. Why do you think they call it an **eyeball**? _____

90. Look on page 28. What do you think is inside the **airsac**? I think that _____ is inside the airsac.

91. Look on page 11. Which part of your body would you put a belt around to hold up your pants or skirt? I would put a belt around my _____ to hold up my pants.

92. Look on page 36. Now look at your hand. Each of your fingers has three knuckles. How many knuckles are on your thumb? I have _____ knuckles on my thumb. How do you think your knuckles help you? My knuckles help me _____.
93. Look on page 33. What are the other two names you could say that means the same as a flower? _____, _____
94. Look on page 46. There are two different types of lamps. What is the difference between those two lamps? The difference between the _____ lamp and the _____ lamp is _____
95. Look on page 22. Which three containers have a mouth? _____, _____, _____
96. Look on page 3. Find the picture of the core of the apple. If you look carefully, you will see some little stick-looking things sticking out at the bottom of the core. Look at the other pictures of the apple. What is the name of those stick-looking things?

97. Look on page 11. What part of your body would you put a watch on? _____
98. Look on page 5. If you were in your bedroom and you looked straight up, what is that part of the room called? The _____ Is it the same thing as a roof?
Look on page 40. A _____ is on the inside of a house and the roof is on the _____ of the house.
99. Look on page 29 and 30. If the upper lip is also called the top lip. What do you think another name for lower lip would be? the _____ lip
100. Look on pages 45 and 40. What word is part of a label on both the house and the mountain? _____ What do you think that word means? _____
101. Look on page 19. Why do you think they call it a bowtie? I think they call it a bowtie because _____. Why do you think they call those things overalls? I think they call them overalls because _____.

Now it's your turn. Make up some of your own.

Activity Sheets

Combining Vocabulary, Phonics & Spelling Practice

Parts of a Bicycle (Bike)

Word Bank

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

Sound Bank – Use these letters

i l e e gr or e o e le ca ck ai er er

Give your students a storehouse of words to use when reading, writing, speaking and listening!

Janet Caruthers, Ed. S

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Activity Sheets
Combining Vocabulary, Phonics & Spelling Practice

by Janet Caruthers, Ed. S.

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TABLE OF CONTENTS

Part 1 - Parts of the Human Body

Body
Face
Face With Hair
Foot
Hand - 2 pages

Part 2 - Parts of Clothing

Pants
Shirt
Shoe

Part 3 - Parts of a House and Things Around the House

Backyard
Bedroom
Containers - 2 pages
Door
Kitchen
Kitchen Utensils - 2 pages
Living Room
Table Setting
Tools for Gardening

Parts 4 - Parts of Vehicles

Bicycle
Boat
Boats Without Motors
Car

Part 4 - Parts of Animals and Nature

Animal Feet
Bird
Dog
Flowering Plant
Horse
Tree

Dear Student,

The next 30 activities will help you learn the parts of some of the objects you see every day. Learning the names of the parts will help you in reading. The activities will also help you learn how to spell the parts. Then you can use the words when you write stories.

Look at the first picture. You will see that the picture has labeling lines and just part of the label, because I took some letters out. Now look at the bottom of the page. You will find the letters that I took out.

If you want, you can very carefully trace the object first. Then look at one label and try to remember the name of that part. (If you have to, you can look back in the dictionary.) Find the missing letters of that label in the Sound Bank and put them in the blanks, then cross out those letters in the Sound Bank.

You can use the Word Bank to show you the correct spelling for that label. After you write a label, put a checkmark next to it in the Word Bank.

I hope you have fun and learn a lot! I had fun making these activities for you!

Here is an example of what to do.

Word Bank

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

Parts of a Body

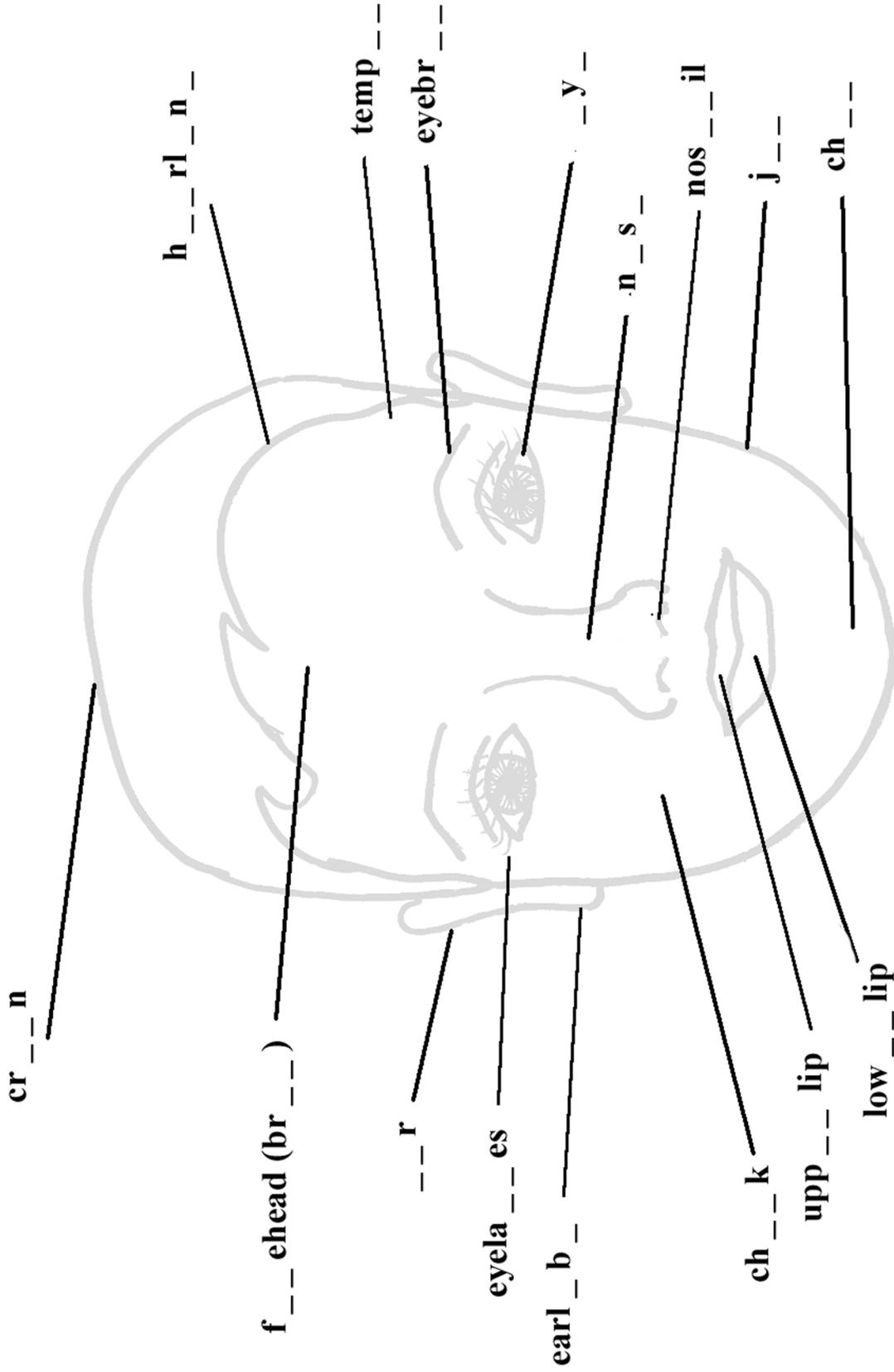
(Directions: Trace the picture and fill in the blanks with letters from the Sound Bank.)

Sound Bank – Use these letters

ai ~~ew~~ ow i ce ch ~~st~~ sh oo e a igh wr or ar le ch

Go to www.ChildrensLiteracyPublications.com for more activities: word searches, crossword puzzles, coloring sheets and more FREE to print.

Parts of a Face



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

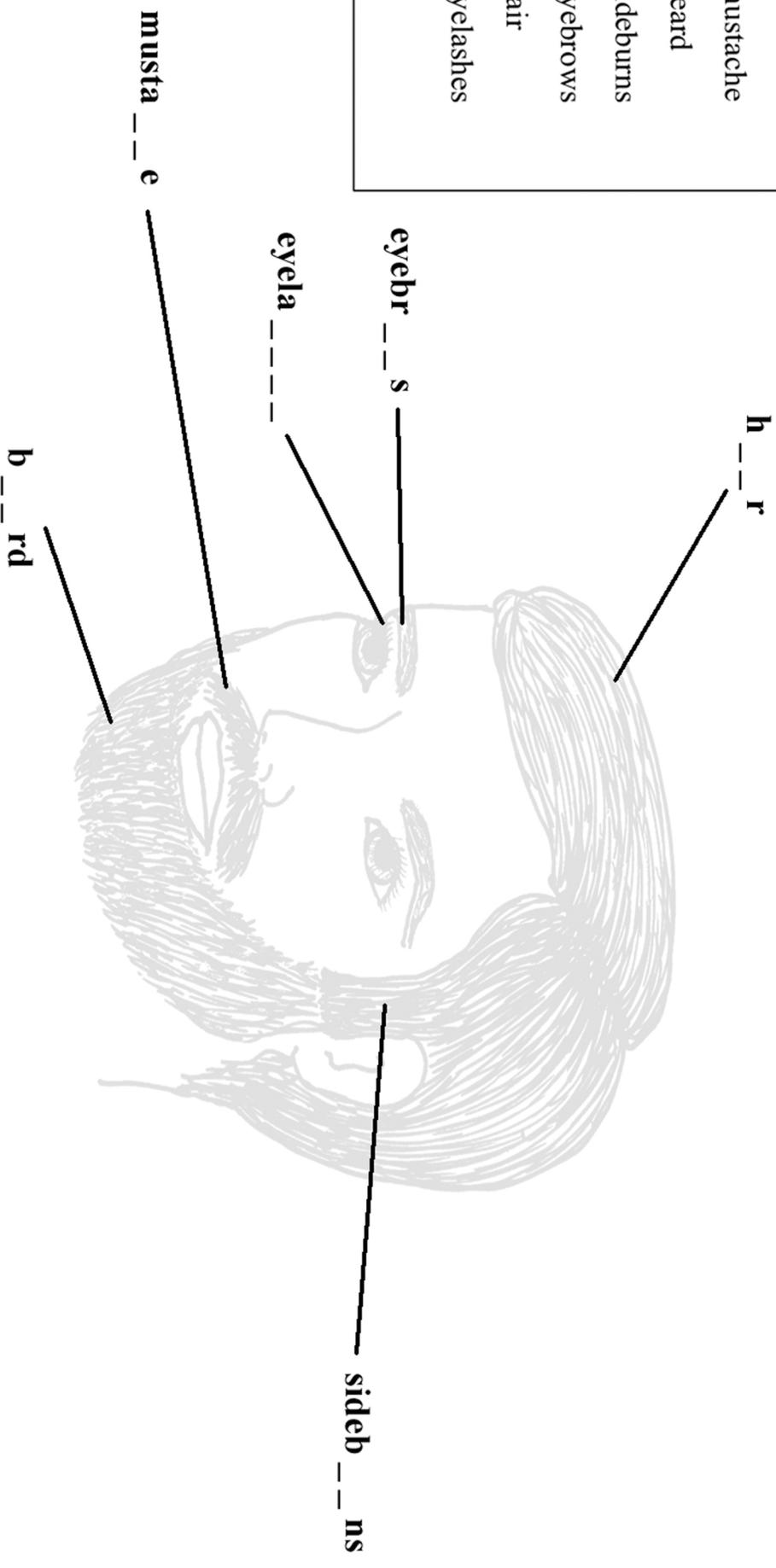
Sound Bank – Use these letters

or o_e aw er e_e ow o_e le er tr ai i_e ow ee ow in sh ea

Parts of a Face with Hair

Word Bank

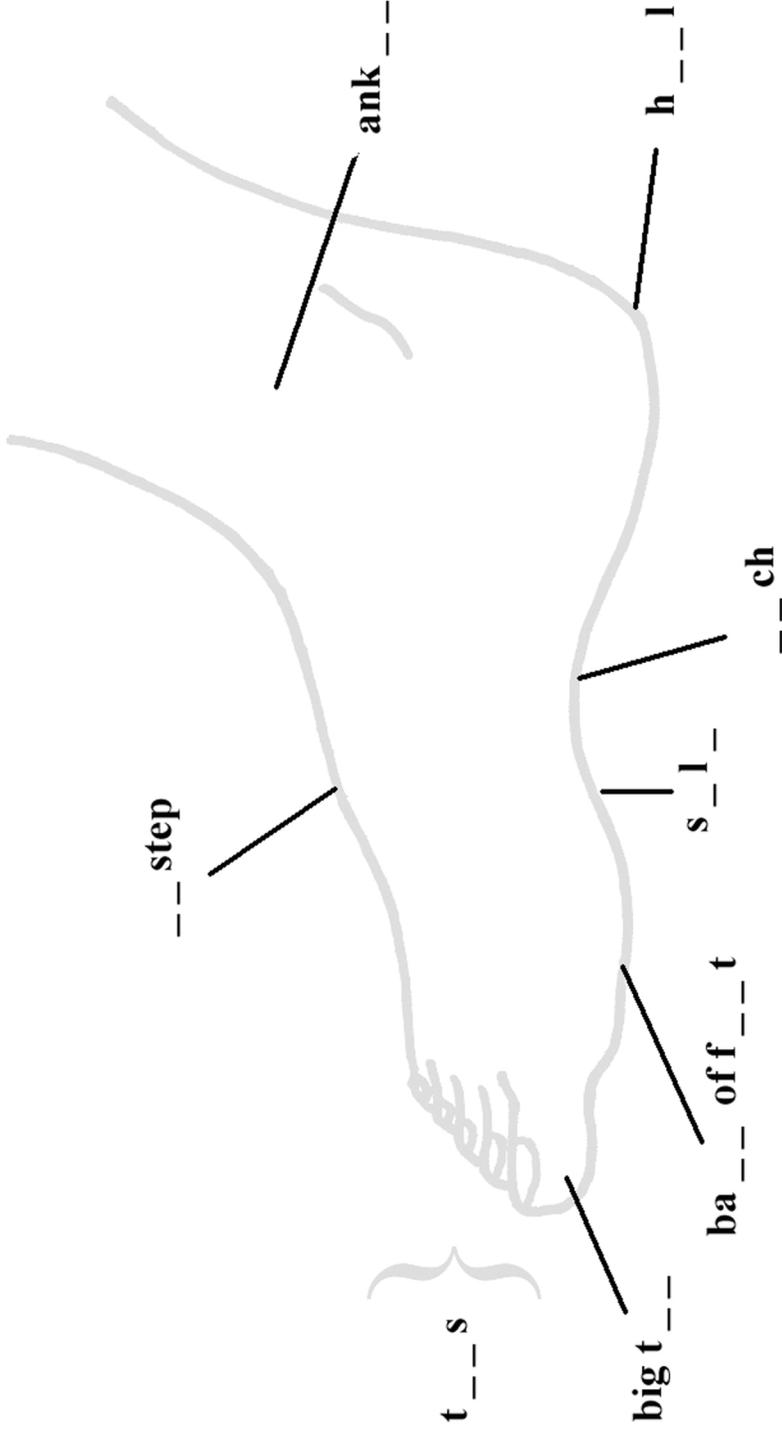
mustache
beard
sideburns
eyebrows
hair
eyelashes



Sound Bank – Use these letters

ai ch ow ea shes ur

Parts of a Foot

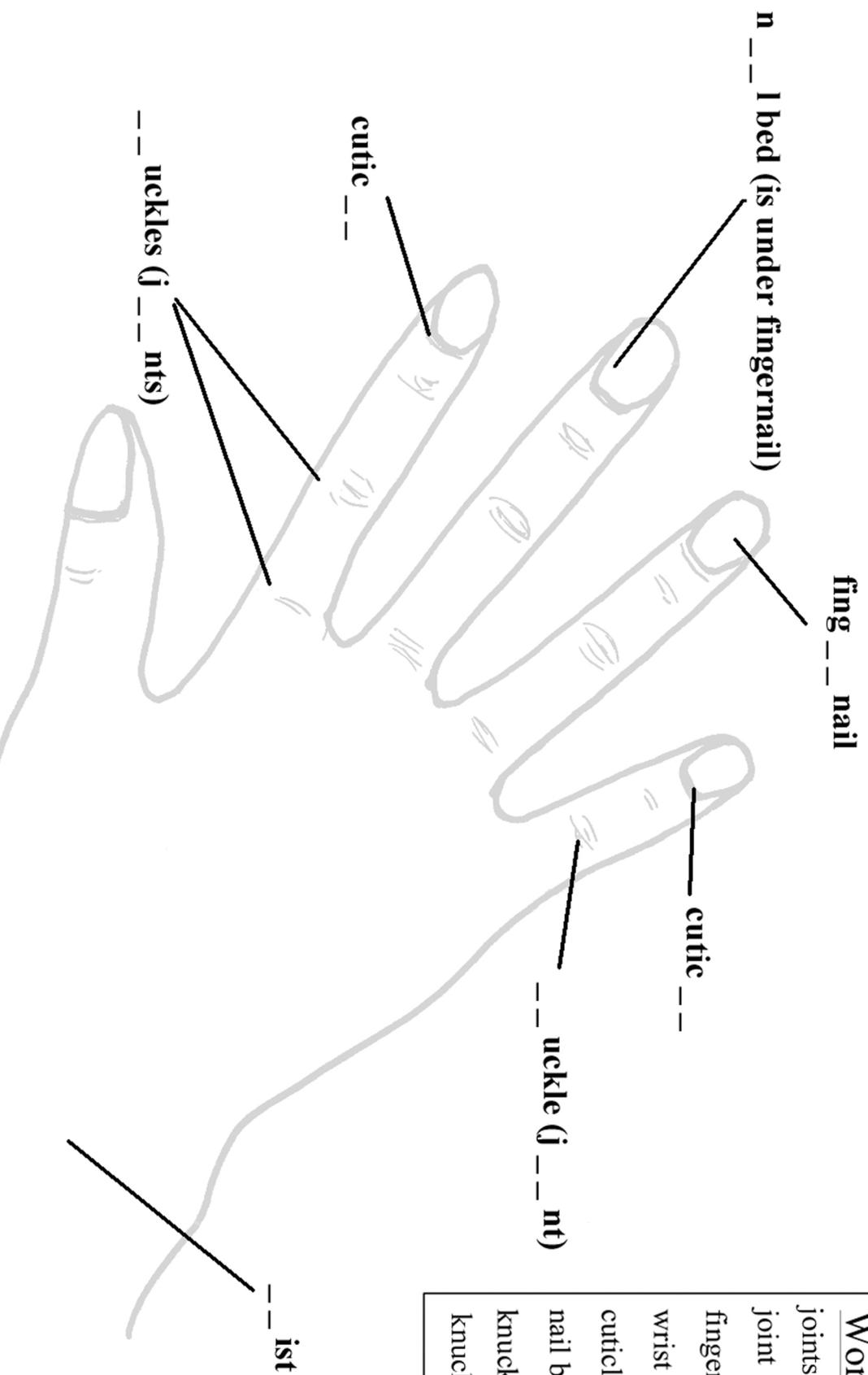


| Word Bank |
|--------------|
| instep |
| heel |
| toes |
| arch |
| big toe |
| sole |
| ankle |
| ball of foot |

Sound Bank – Use these letters

oe oe o_e le ll ar ee in oo

Parts of the Back of My Hand

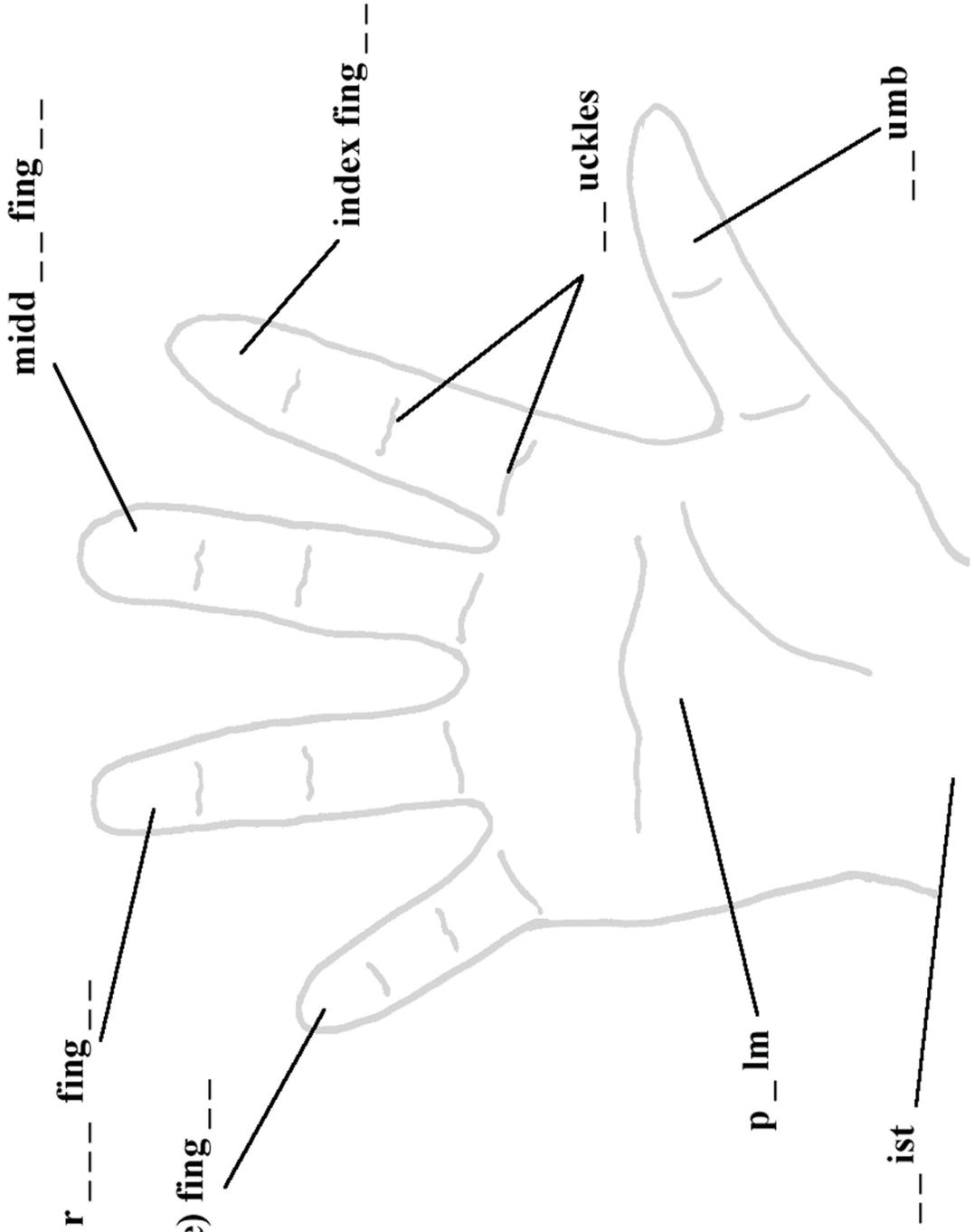


- Word Bank**
- joints
 - joint
 - fingernail
 - wrist
 - cuticle (2)
 - nail bed
 - knuckles
 - knuckle

Sound Bank – Use these letters

kn ai le er oi wr kn oi le

Parts of the Inside of My Hand



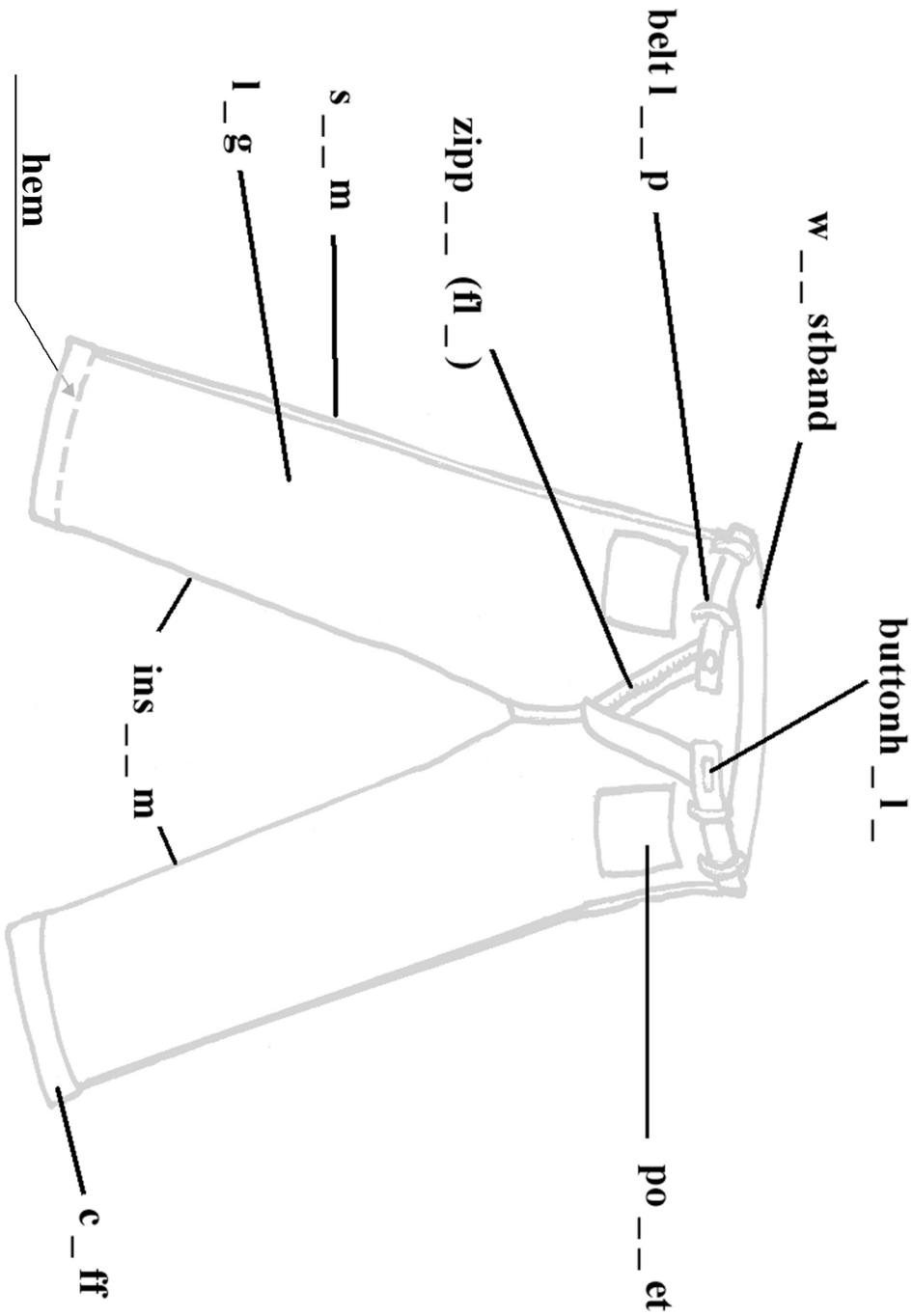
Word Bank

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

Sound Bank – Use these letters

le wr er kn th er ing a er i le er

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



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

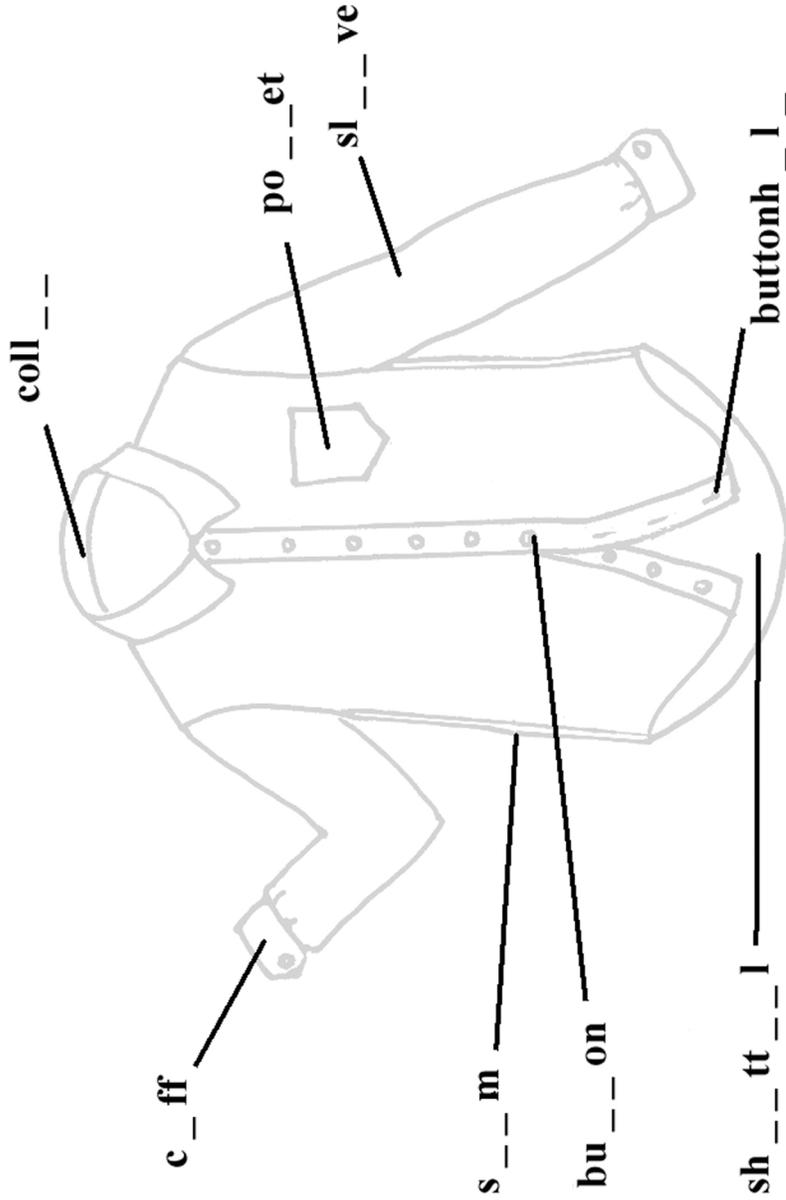
Sound Bank – Use these letters

- oo ai e ea ck er o_e y ea u

Parts of a Shirt (Blouse)

Word Bank

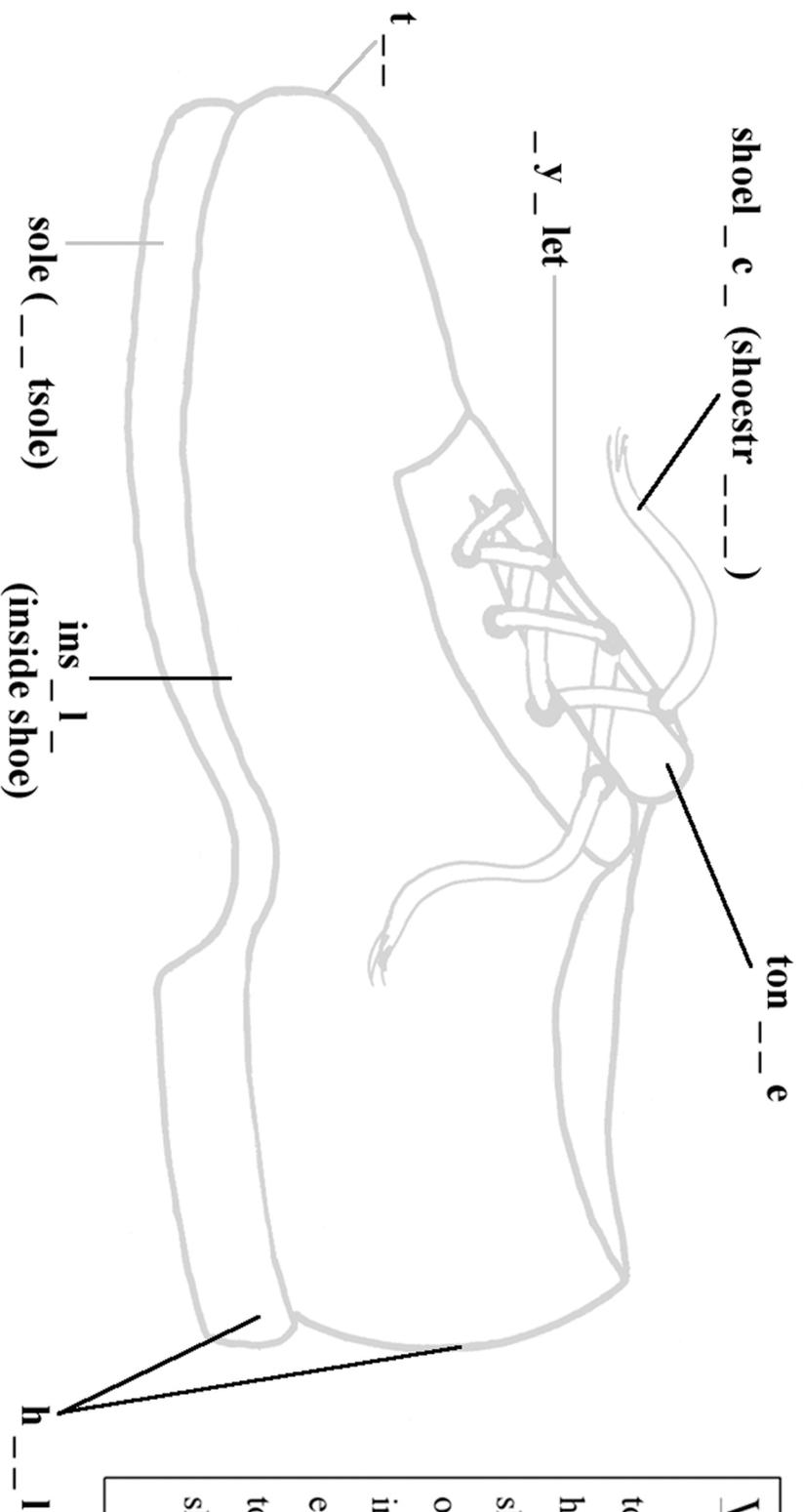
- sleeve
- cuff
- shirttail
- seam
- buttonhole
- button
- collar
- pocket



Sound Bank – Use these letters

- ir
- tt
- o_e
- ck
- u
- ar
- ea
- ai
- ee

Parts of a Shoe

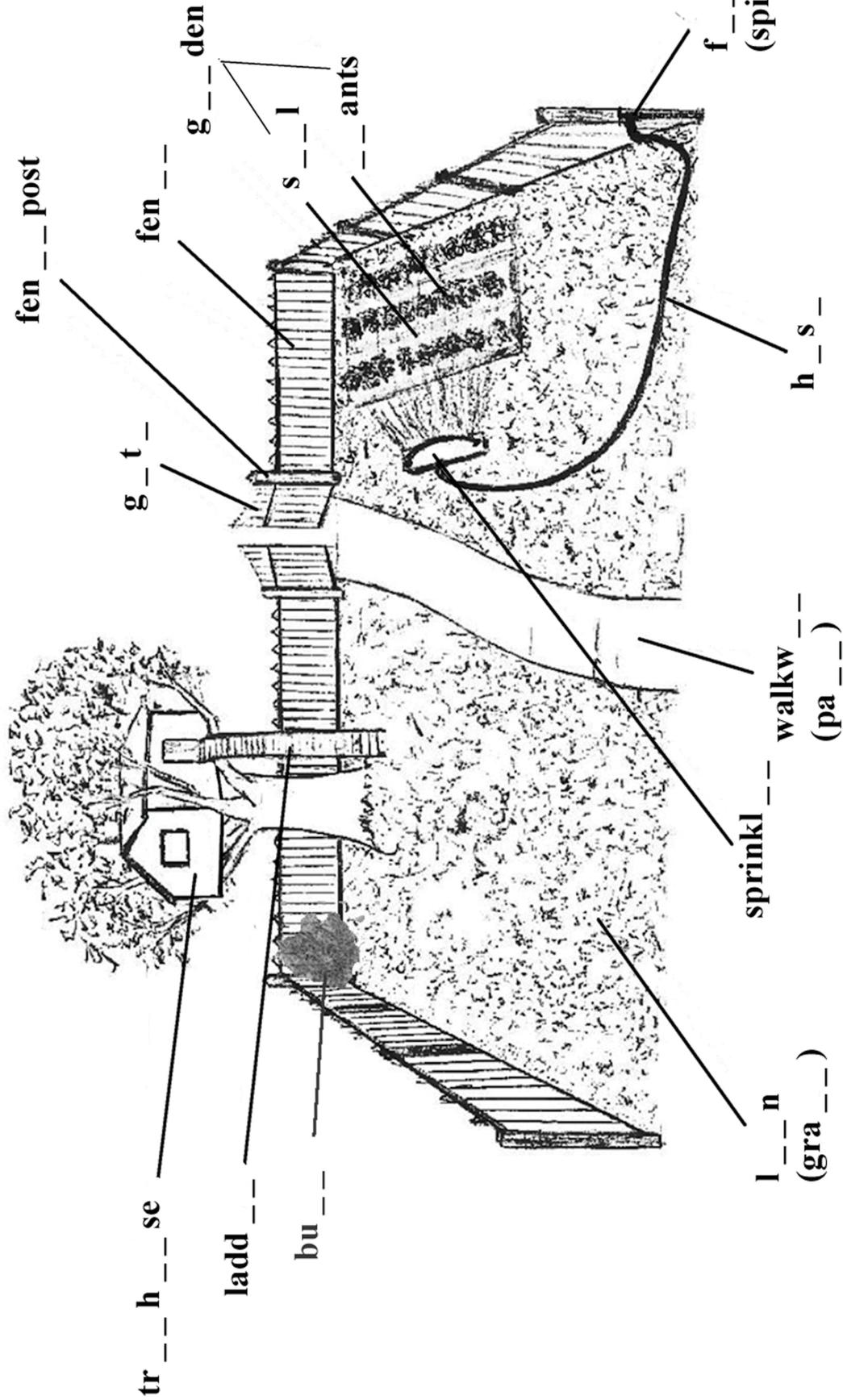


- Word Bank**
- toe
 - heel
 - shoelace
 - outsole
 - insole
 - eyelet
 - tongue
 - shoestrapping

Sound Bank – Use these letters

a_e gu ee oe e_e ing ou o_e

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

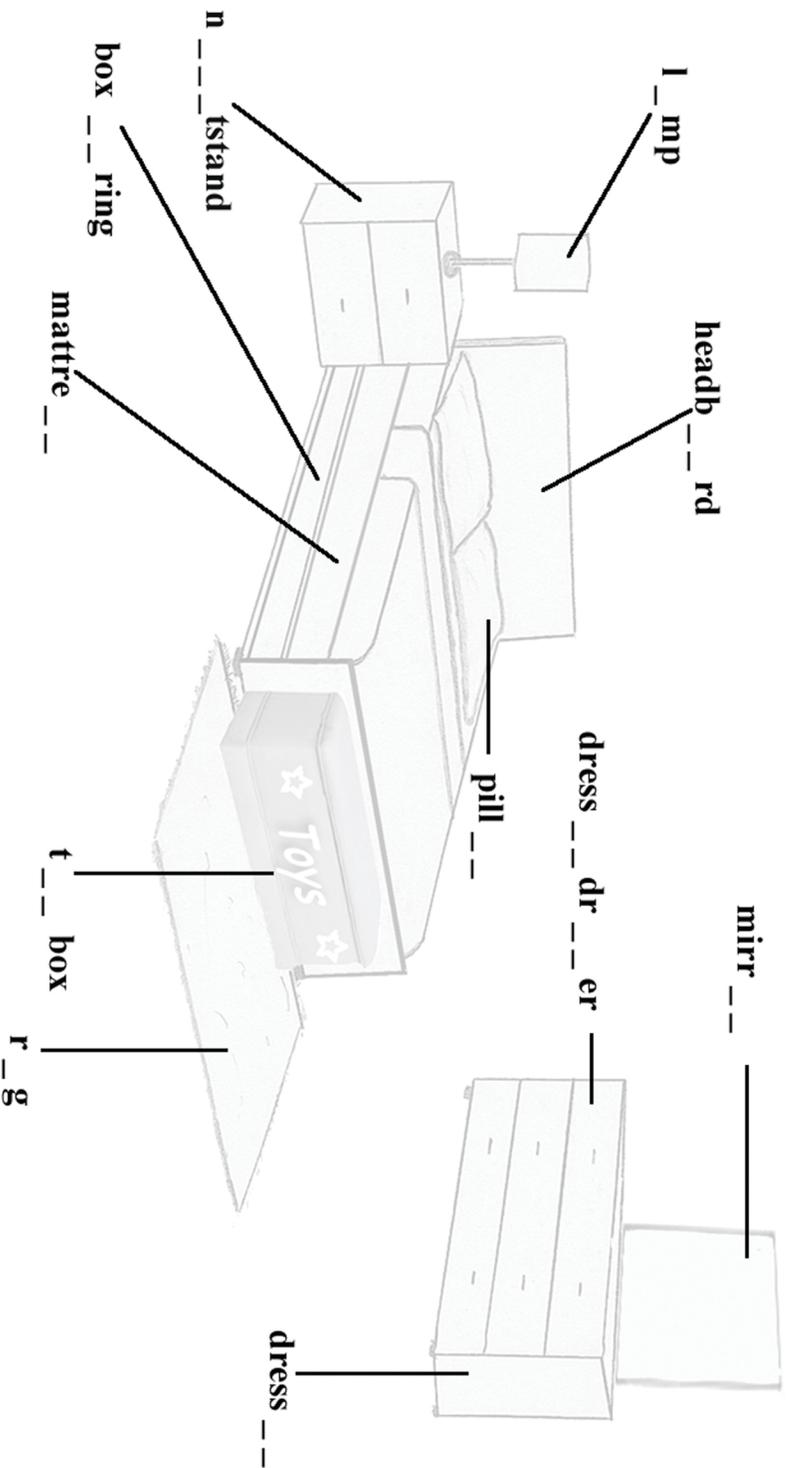
Sound Bank – Use these letters

- au
- ce
- er
- ot
- er
- oi
- a_e
- ss
- ar
- o_e
- sh
- pl
- ay
- ce
- ee
- aw
- ou
- th

Parts of a Bedroom

Word Bank

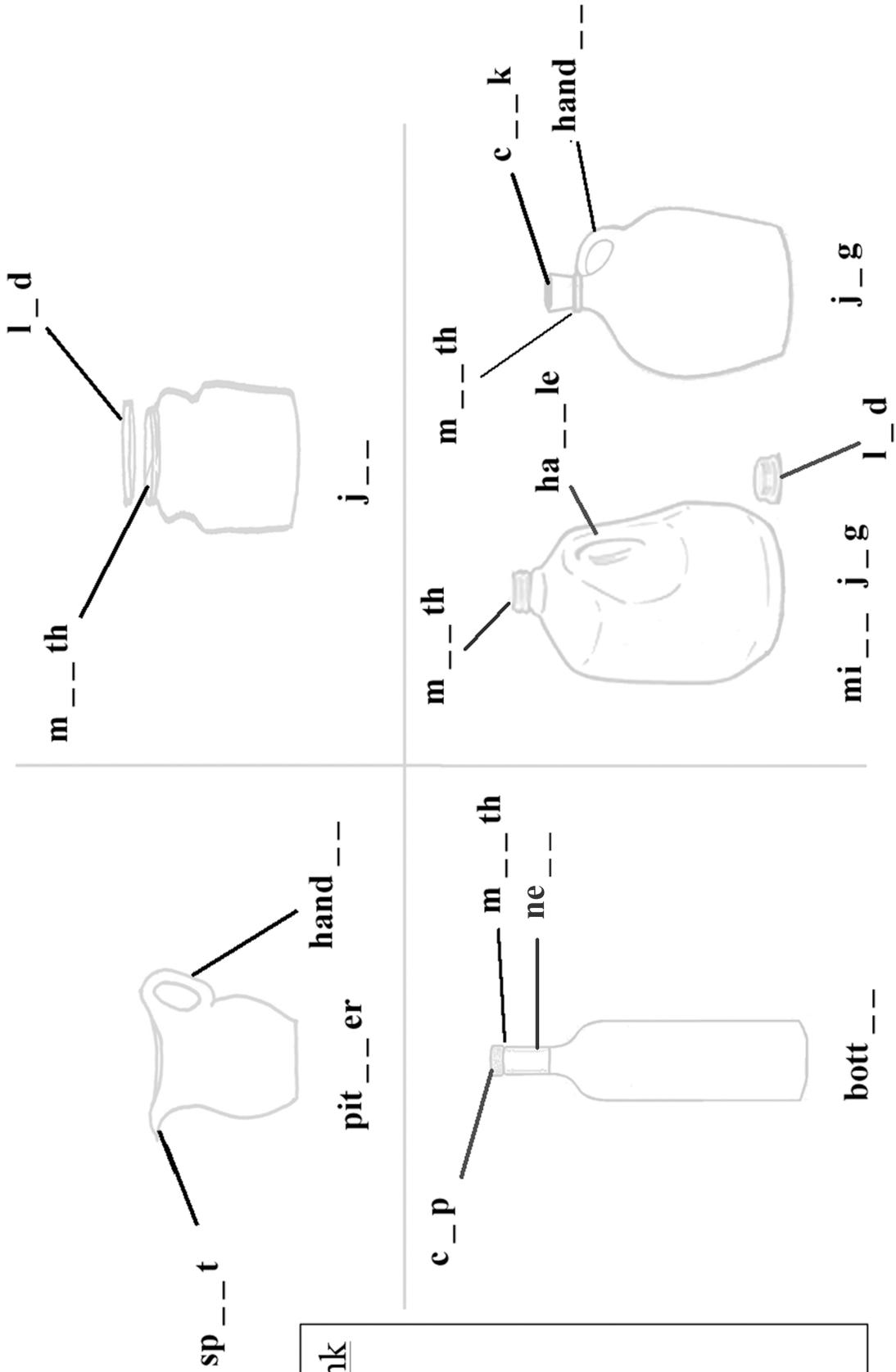
- toy box
- mirror
- headboard
- pillow
- dresser drawer
- box spring
- dresser
- mattress
- rug
- nighstand
- lamp



Sound Bank – Use these letters

- or
- oa
- igh
- a
- ow
- er
- aw
- u
- ss
- er
- sp
- oy

Containers



Word Bank

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

Sound Bank – Use these letters

le ou u or lk u ou le i i ou a le ar ch nd ck

Containers



b _ g (sa _ _)

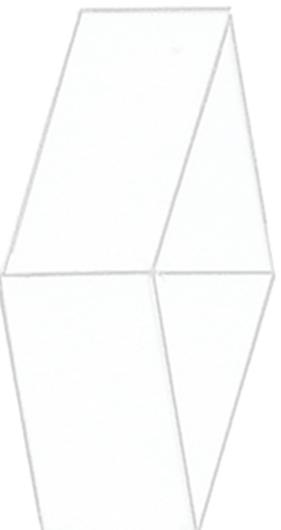


p _ _ l (bu _ _ et)

hand _ _



bask _ _



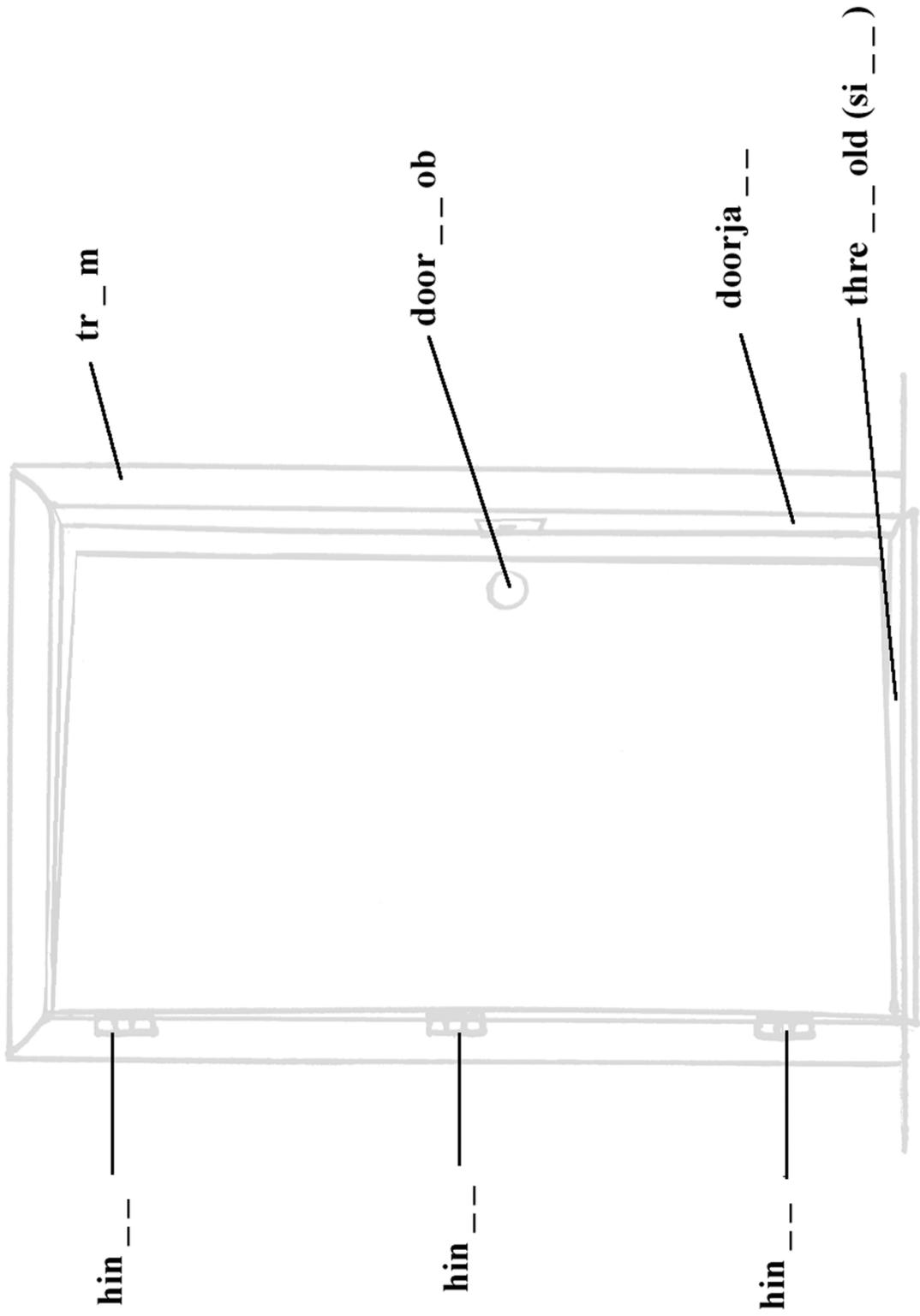
b _ x (b _ n) (t _ b)

- Word Bank**
- tub
 - sack
 - bin
 - handle
 - bucket
 - basket
 - bag
 - pail
 - box

Sound Bank -- Use these letters

ai et u ck a ck o le i

Parts of a Door

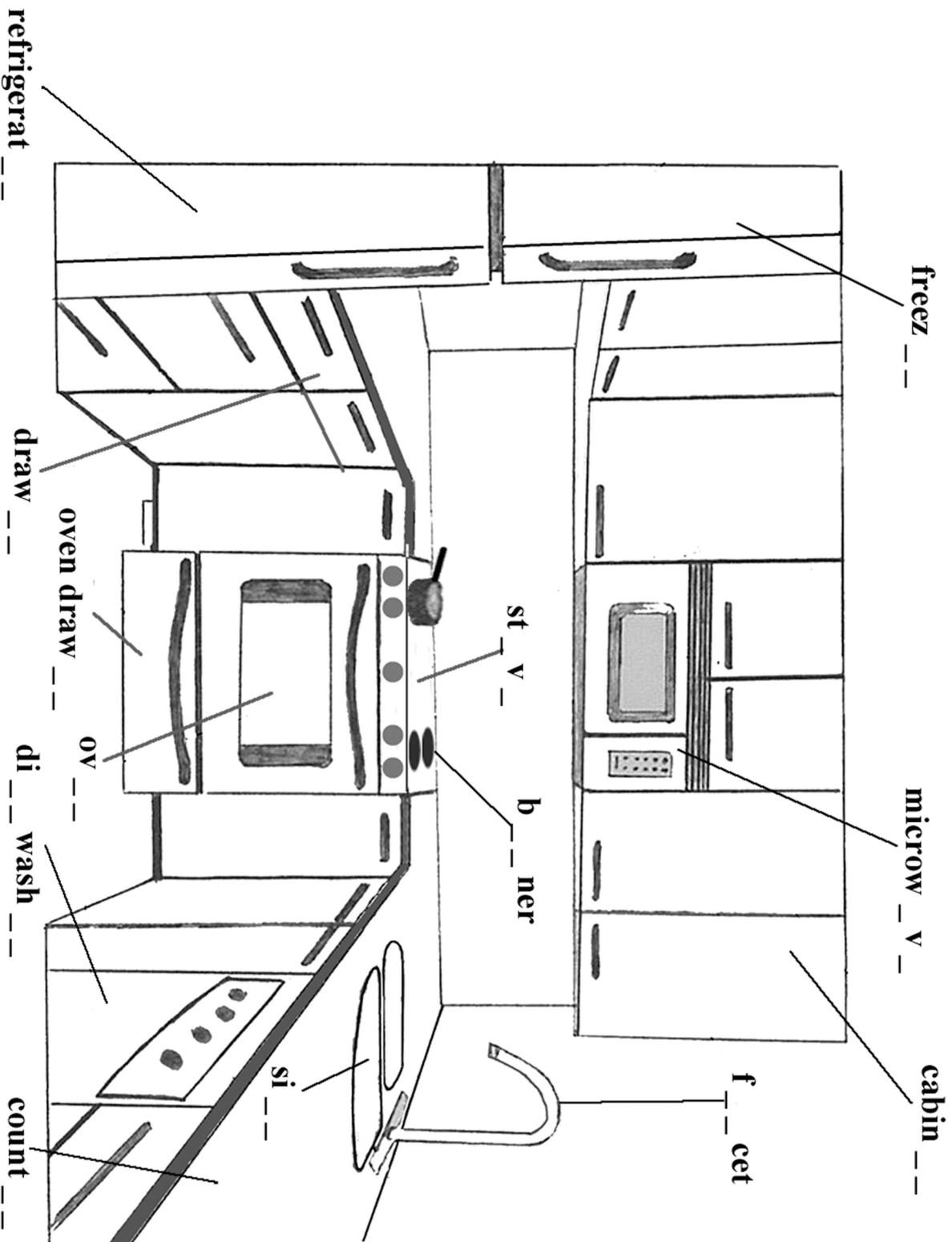


Word Bank
sill
hinge (3)
doorjamb
trim
threshold
doorknob

Sound Bank – Use these letters

mb sh i ll ge kn ge ge

Parts of a Kitchen



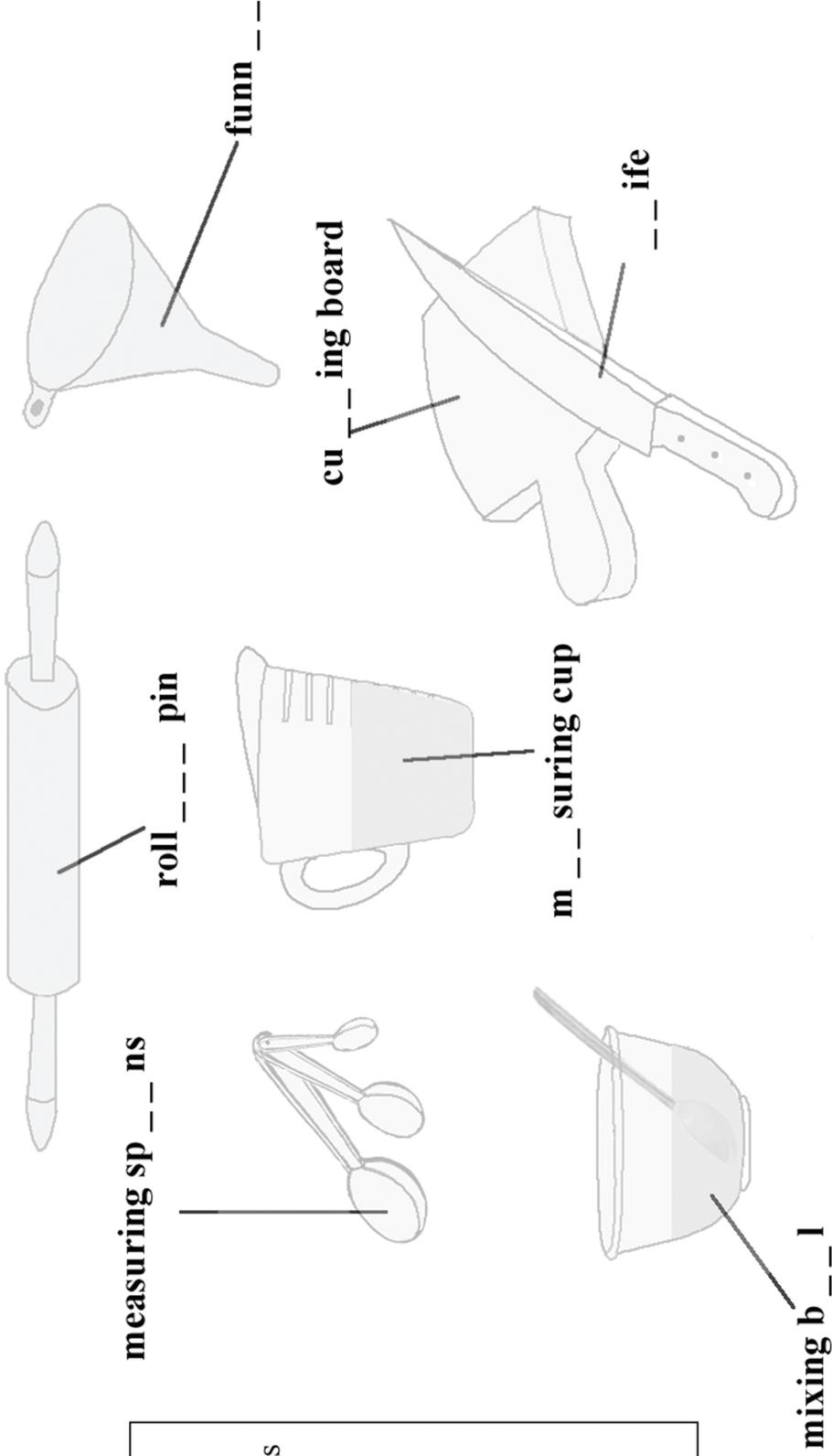
- Word Bank**
- counter
 - refrigerator
 - dishwasher
 - stove
 - oven
 - oven drawer
 - freezer
 - microwave
 - sink
 - faucet
 - cabinet
 - drawer
 - burner

Sound Bank – Use these letters

- or en nk ur et er o_e er sh er a_e er au er

Kitchen Utensils

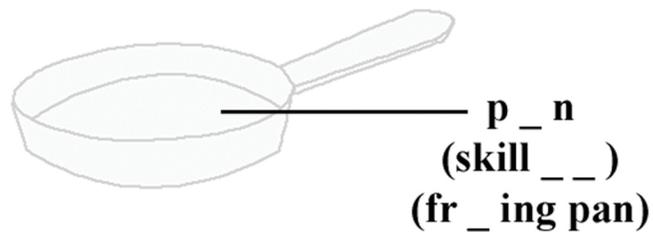
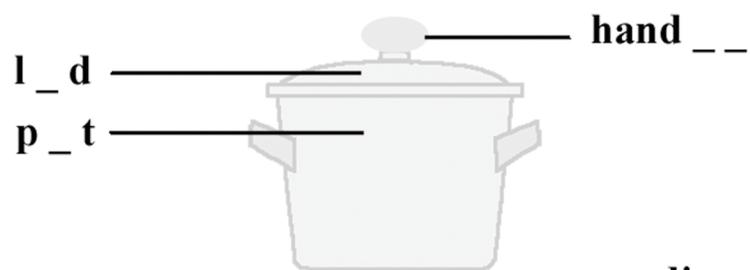
Word Bank
 measuring spoons
 rolling pin
 knife
 mixing bowl
 funnel
 cutting board
 measuring cup



Sound Bank – Use these letters

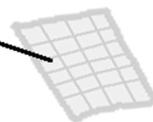
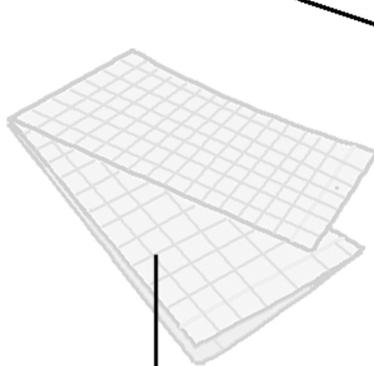
ing el kn oo tt ow ea

Kitchen Utensils

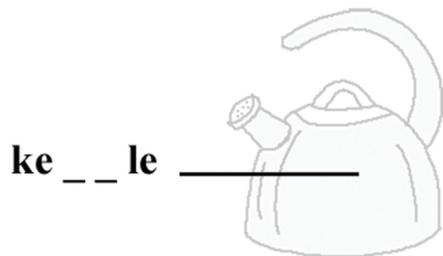


di _ _ rag

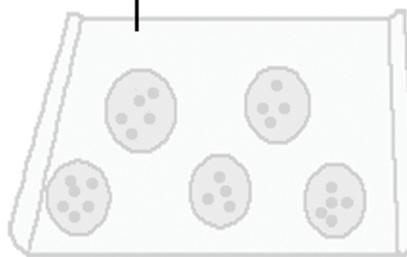
_ _ atula



cookie sh _ _ t



dish t _ _ el
(dish clo _ _)



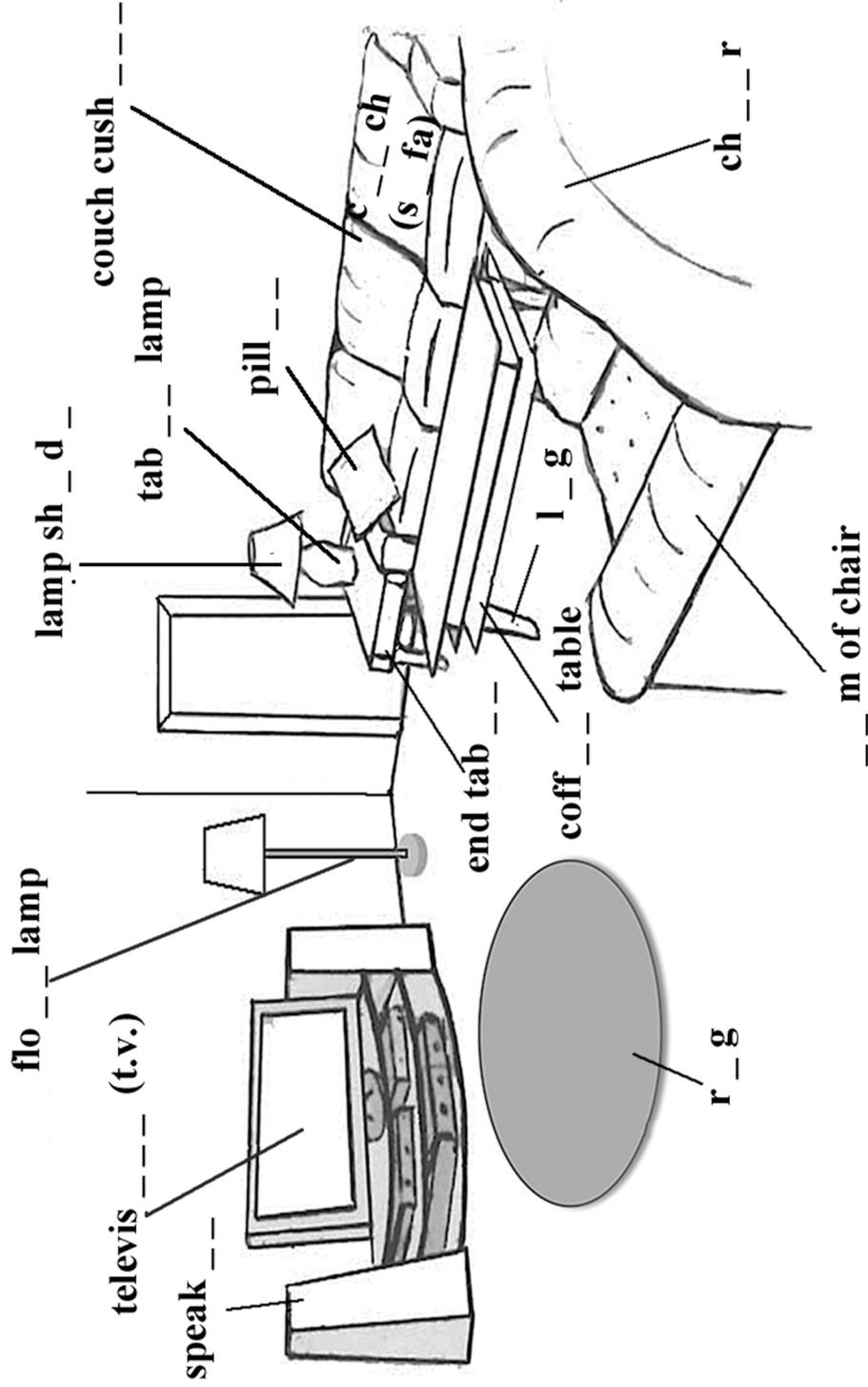
Word Bank

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

Sound Bank – Use these letters

y sh i le o et a ee sp ow tt th

Parts of a Living Room



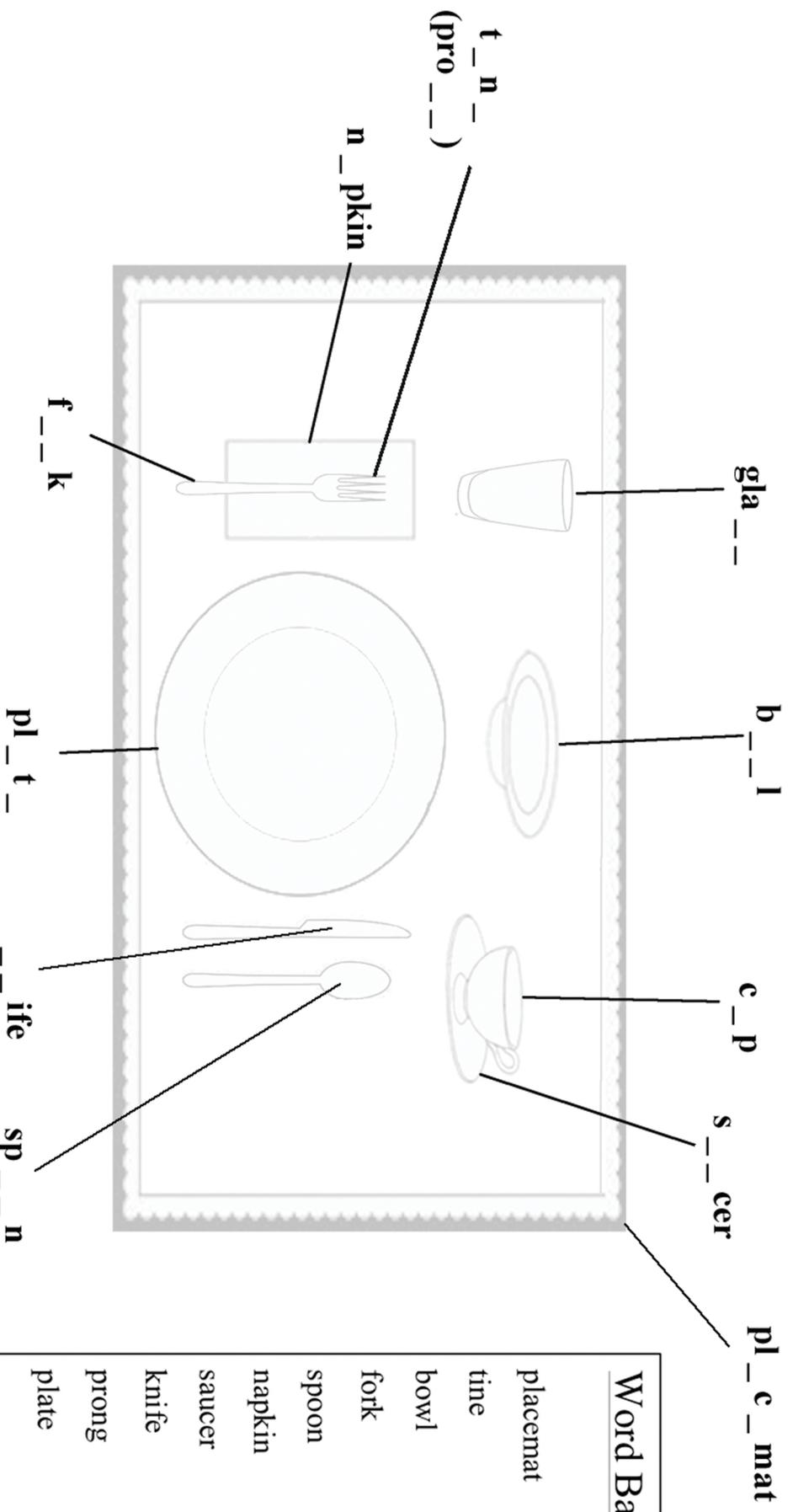
Word Bank

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

Sound Bank – Use these letters

le e ow ion or ou a_e u er o ion ee ar le ai

Parts of a Table Setting



- Word Bank**
- placemat
 - tine
 - bowl
 - fork
 - spoon
 - napkin
 - saucer
 - knife
 - prong
 - plate
 - cup
 - glass

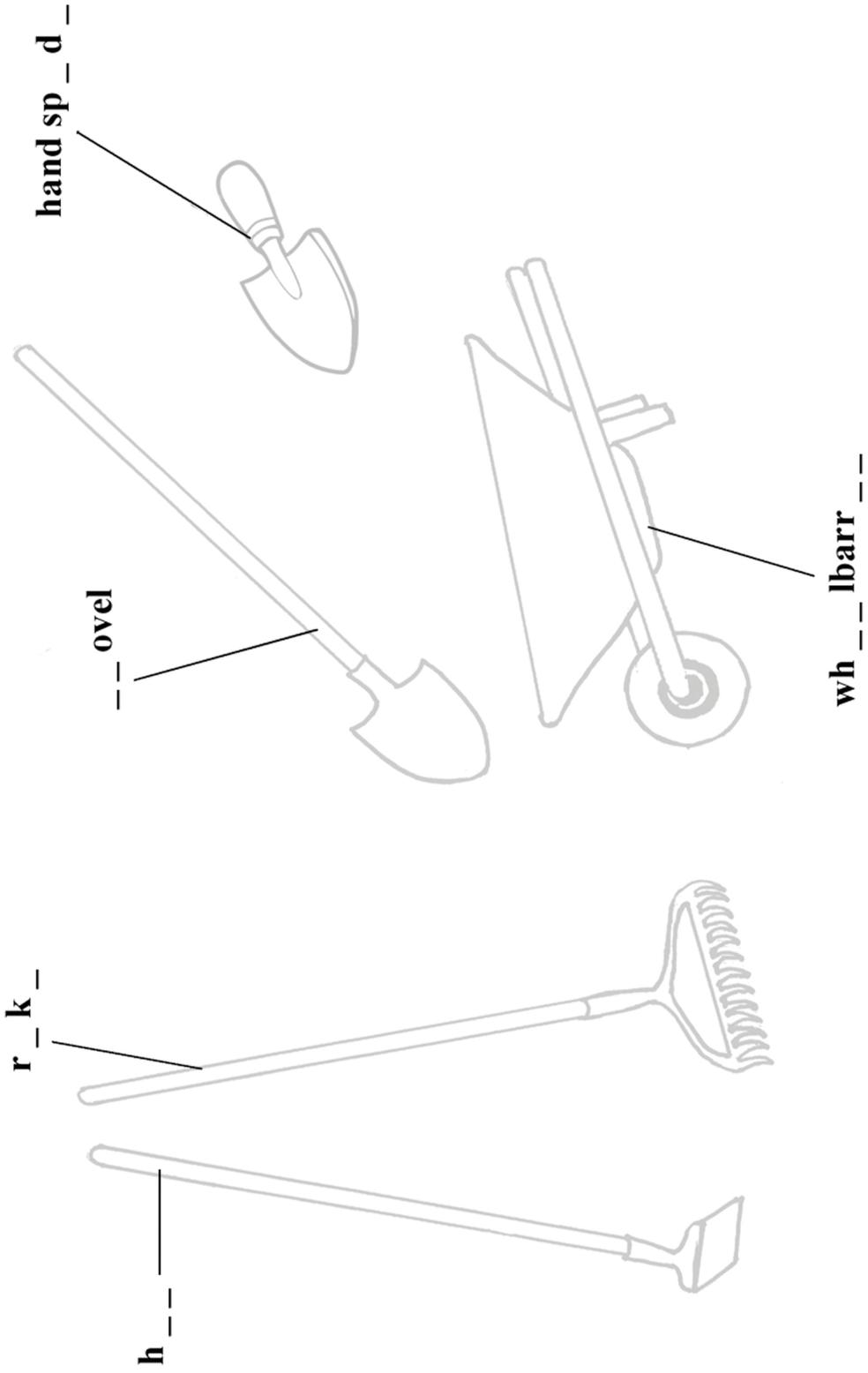
Sound Bank – Use these letters

ow u kn ss i_e oo a a_e ng au or a_e

Tools for Gardening

Word Bank

- rake
- wheelbarrow
- hoe
- hand spade
- shovel



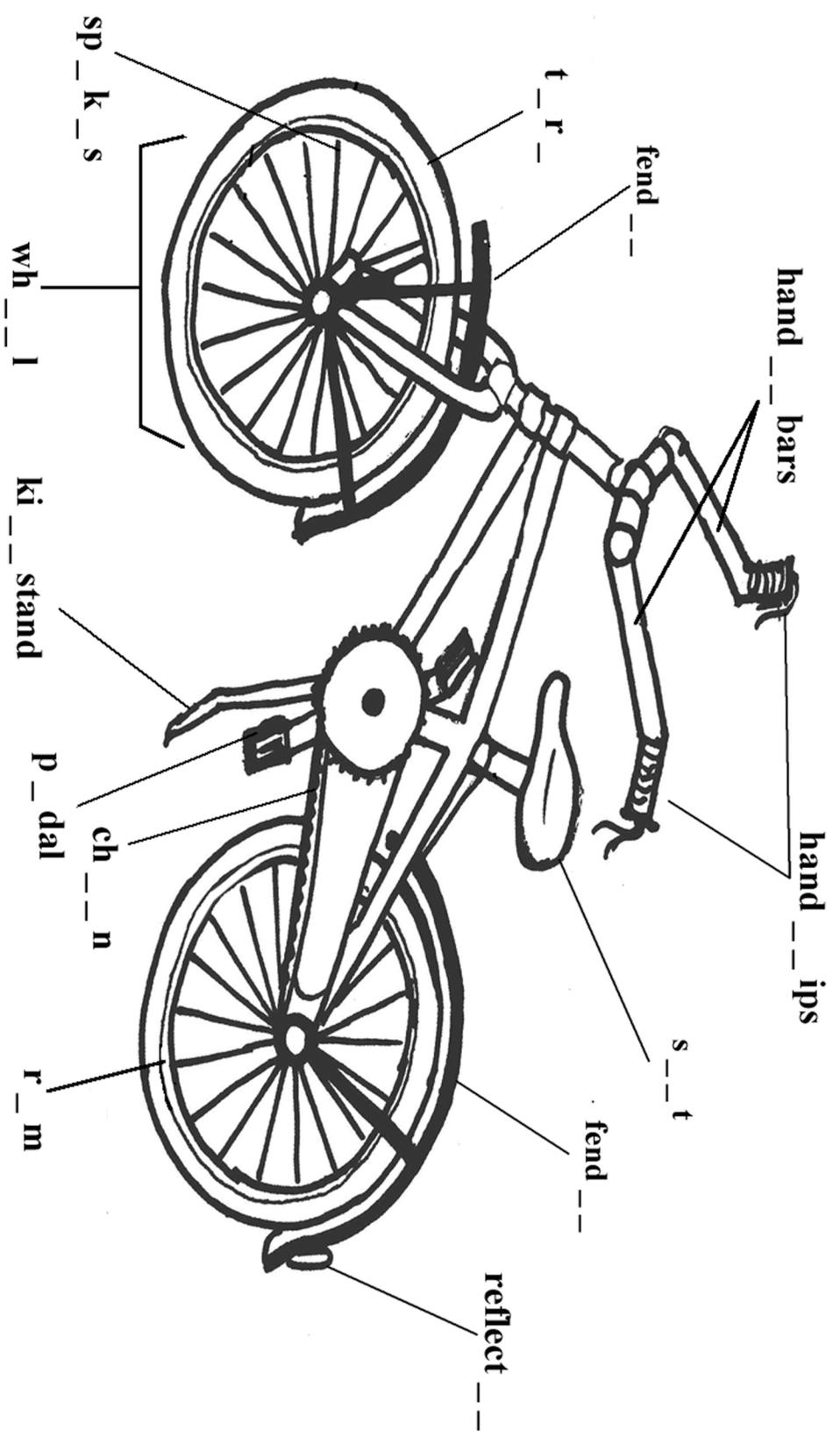
Sound Bank – Use these letters

oe ee a_e sh a_e ow

Parts of a Bicycle (Bike)

Word Bank

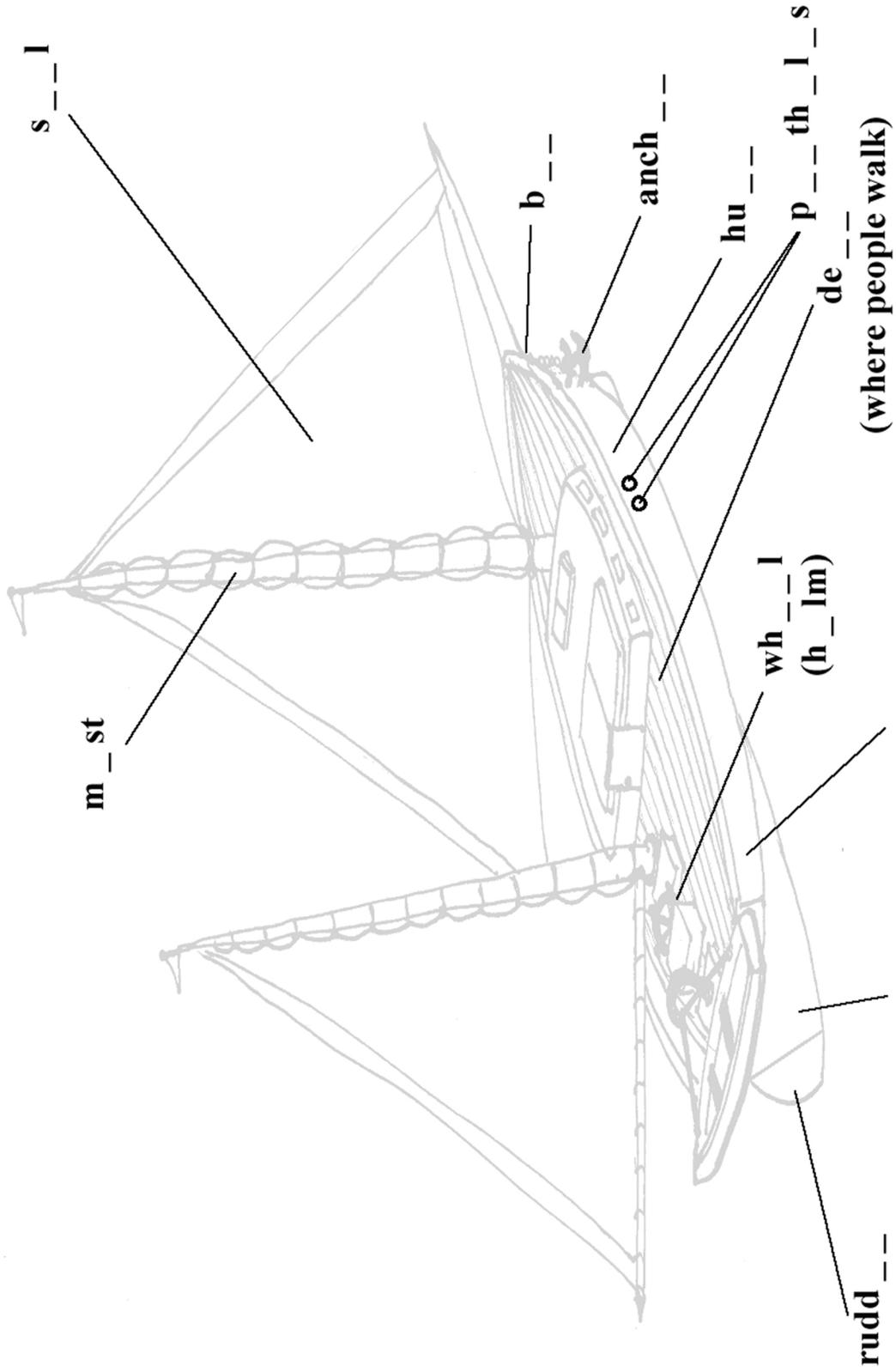
- reflector
- fender (2)
- handgrips
- wheel
- handlebars
- seat
- pedal
- spokes
- tire
- kickstand
- chain
- rim



Sound Bank – Use these letters

- i
- i_e
- e
- gr
- or
- ee
- o_e
- le
- ea
- ck
- ai
- er
- er

Parts of a Boat (Sailboat)



Word Bank

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

Sound Bank – Use these letters

o_e er e ow ee ll ai er ee or a ck or

Boats Without Motors

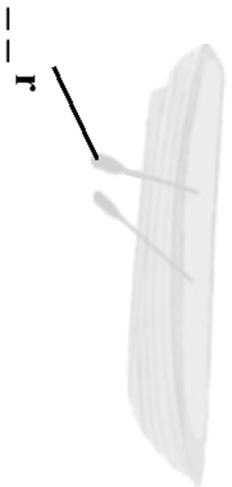


r _ ft

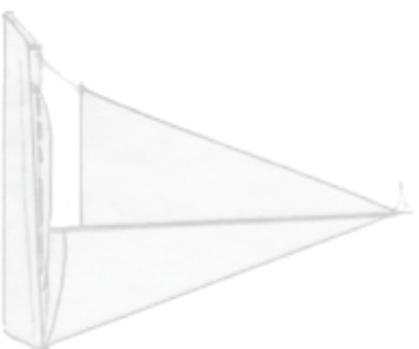


padd _ _

can _ _



r _ _ b _ _ t



s _ _ lboat

Word Bank

- sailboat
- paddle
- canoe
- raft
- oar
- rowboat

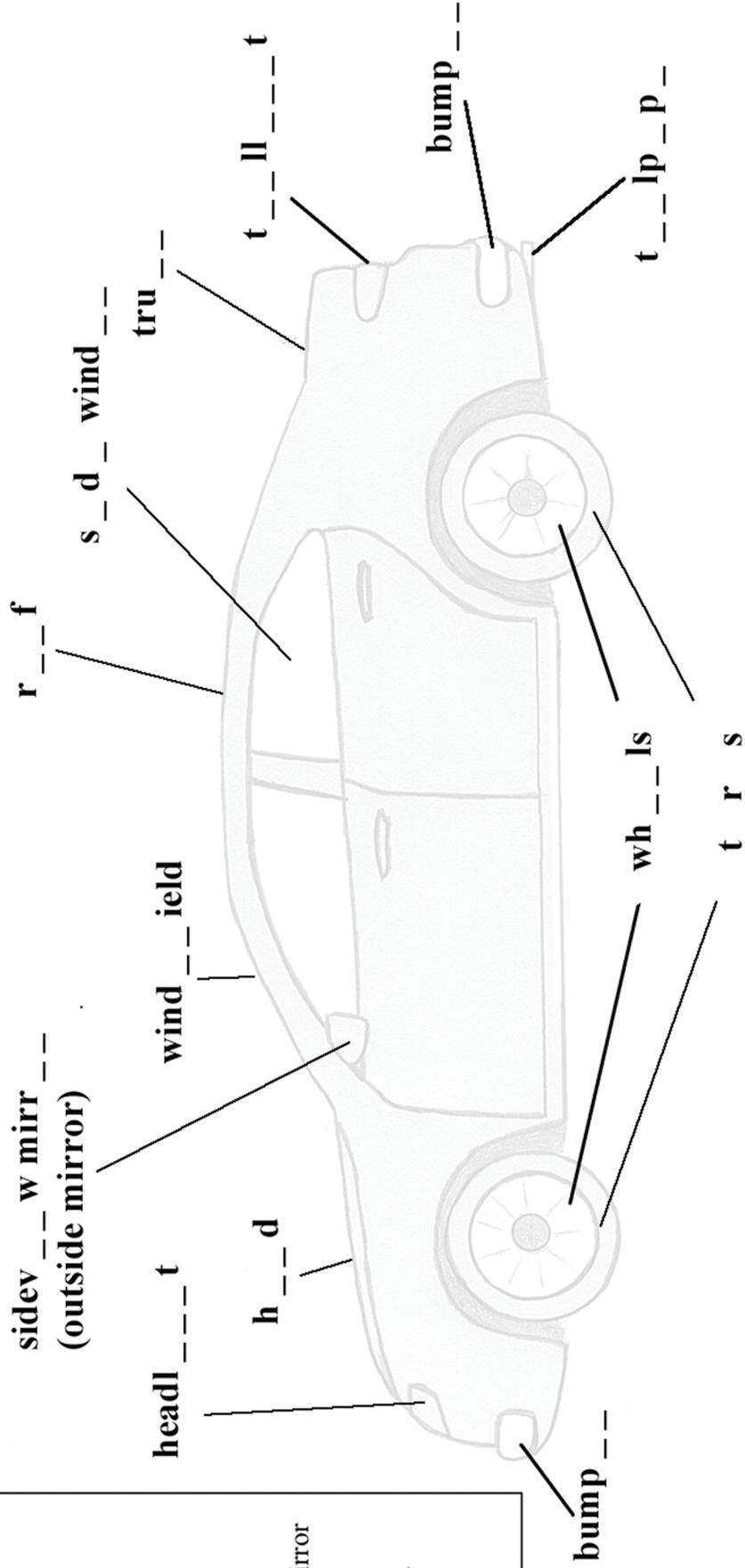
Sound Bank – Use these letters

- oe
- ai
- le
- a
- oa
- ow
- oa

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



Sound Bank -- Use these letters

igh er sh ee oo i_e oo i_e ai ai i_e ls t_r_s bump lp_p_

Animal Feet



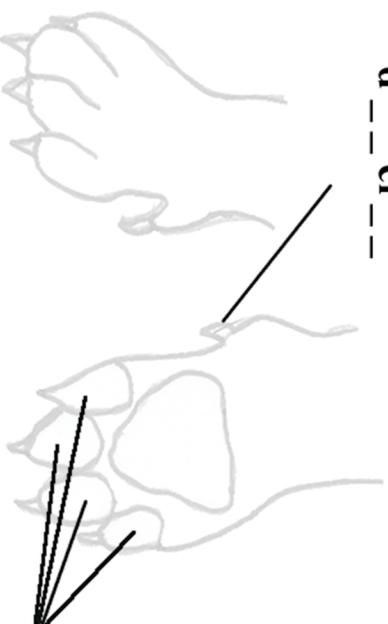
h _ _ f (top) h _ _ f (underside)



we _ _ ed f _ _ t



cloven h _ _ f



d _ _ cl _ _

p _ _ (top)

p _ _ (underside)

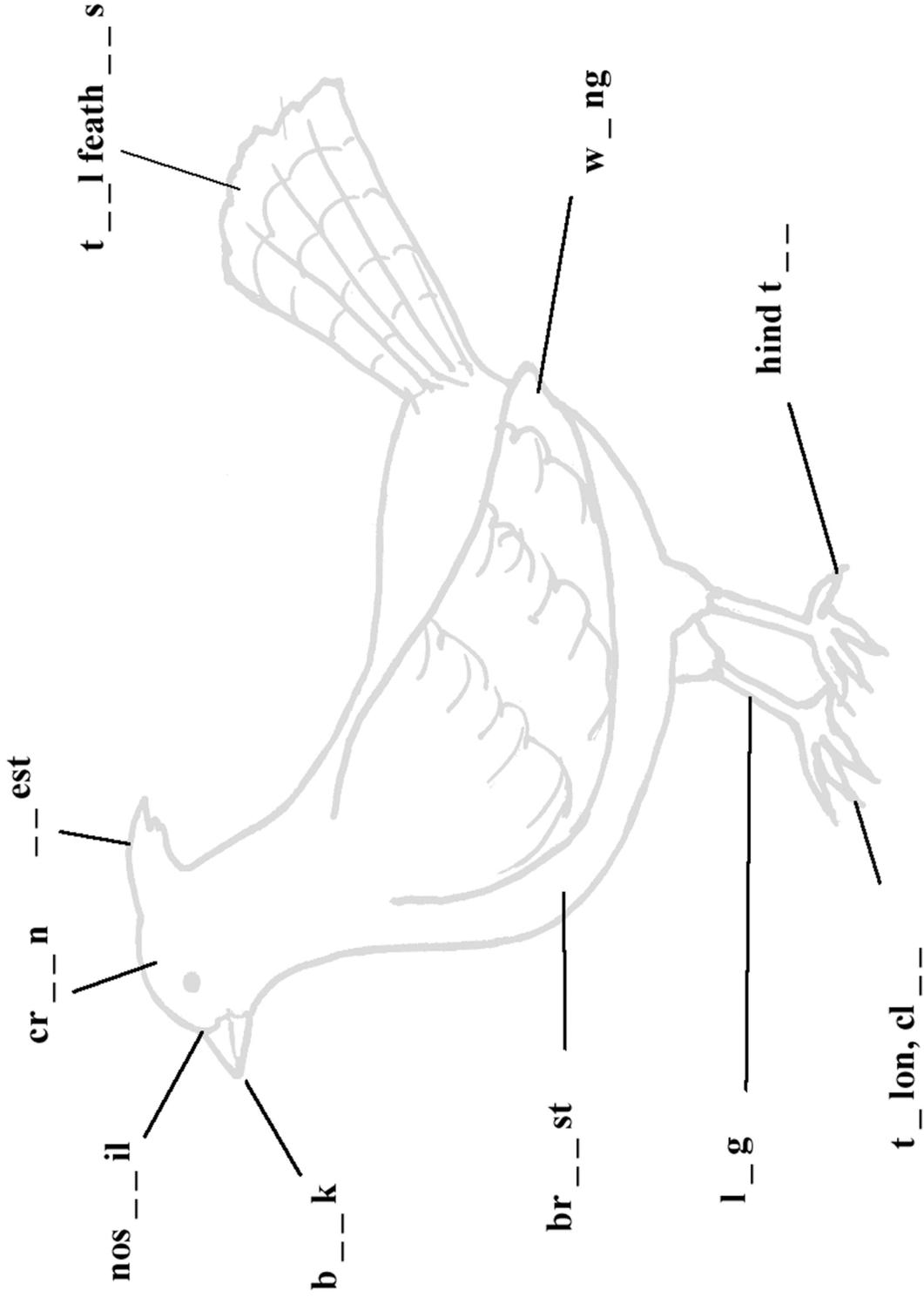
dig _ _ al pads

- Word Bank**
- cloven hoof
 - paw(2)
 - webbed feet
 - hoof(2)
 - digital pads
 - dewclaw

Sound Bank – Use these letters

aw ee oo it oo aw bb ew aw oo

Parts of a Bird



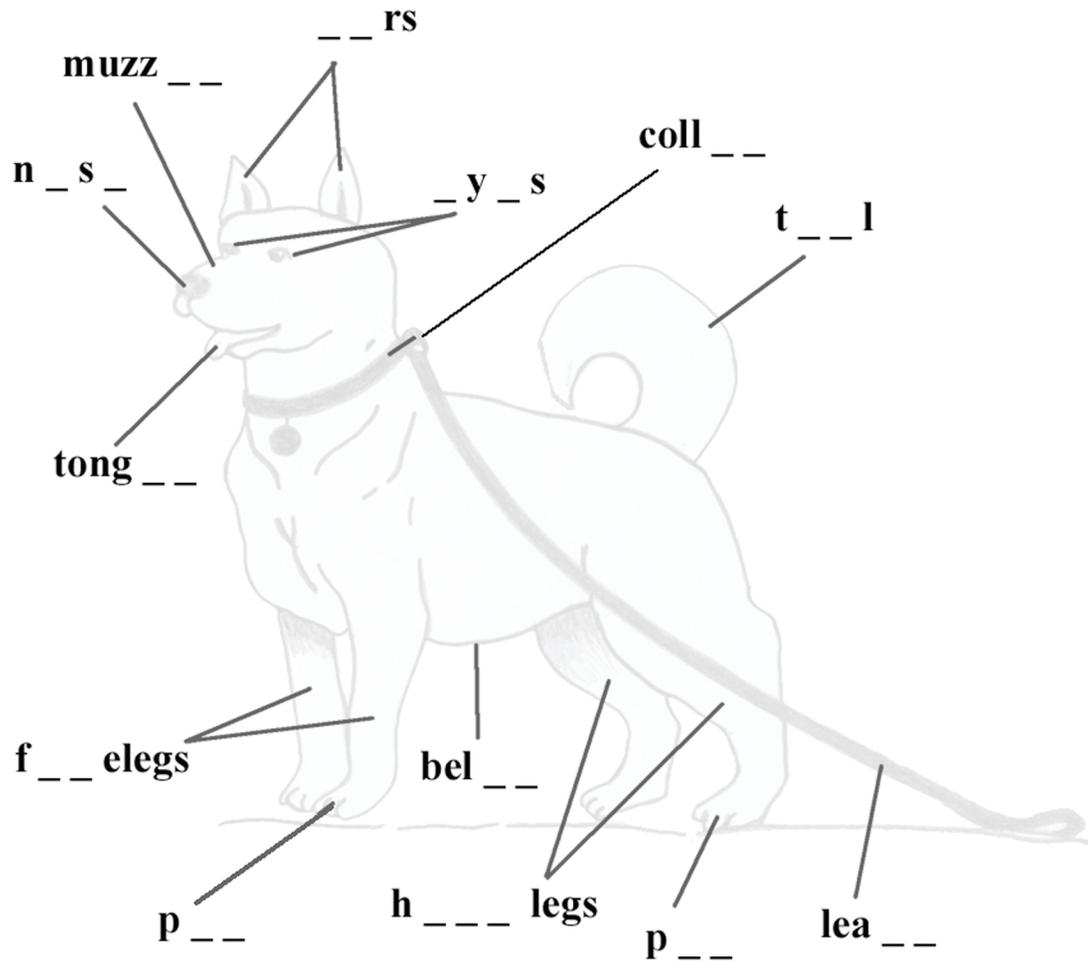
Word Bank

- tail feathers
- beak
- hind toe
- crest
- breast
- wing
- leg
- nostril
- talon
- crown
- claw

Sound Bank – Use these letters

i tr a cr ai ea er ea aw e oe ow

Parts of a Dog and His Stuff



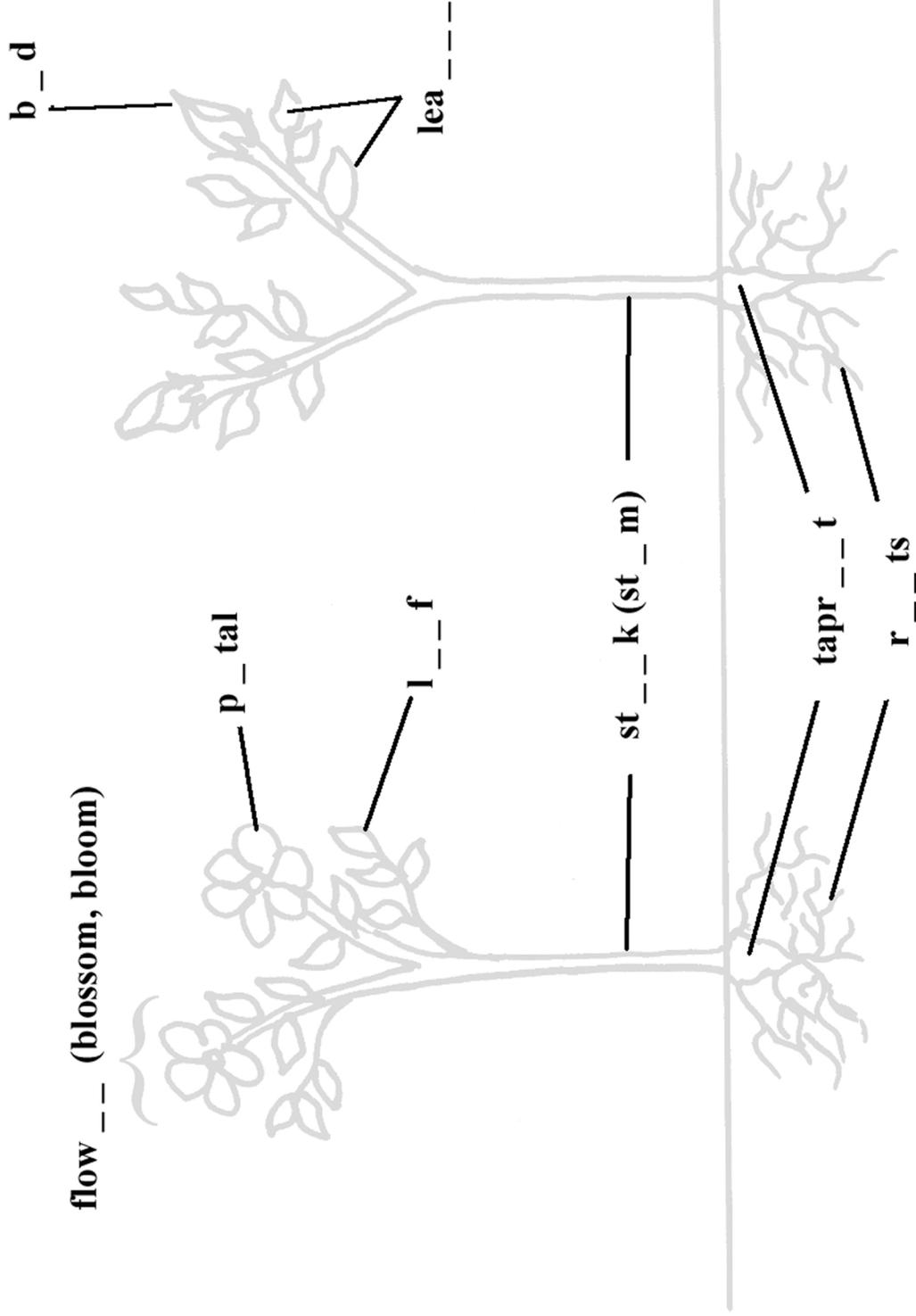
Word Bank

hind legs
 ears
 eyes
 tail
 nose
 leash
 paw (2)
 tongue
 forelegs
 muzzle
 collar
 belly

Sound Bank – Use these letters

ai e_e ue or ly ind ar sh ea aw le o_e aw

Parts of a Flowering Plant



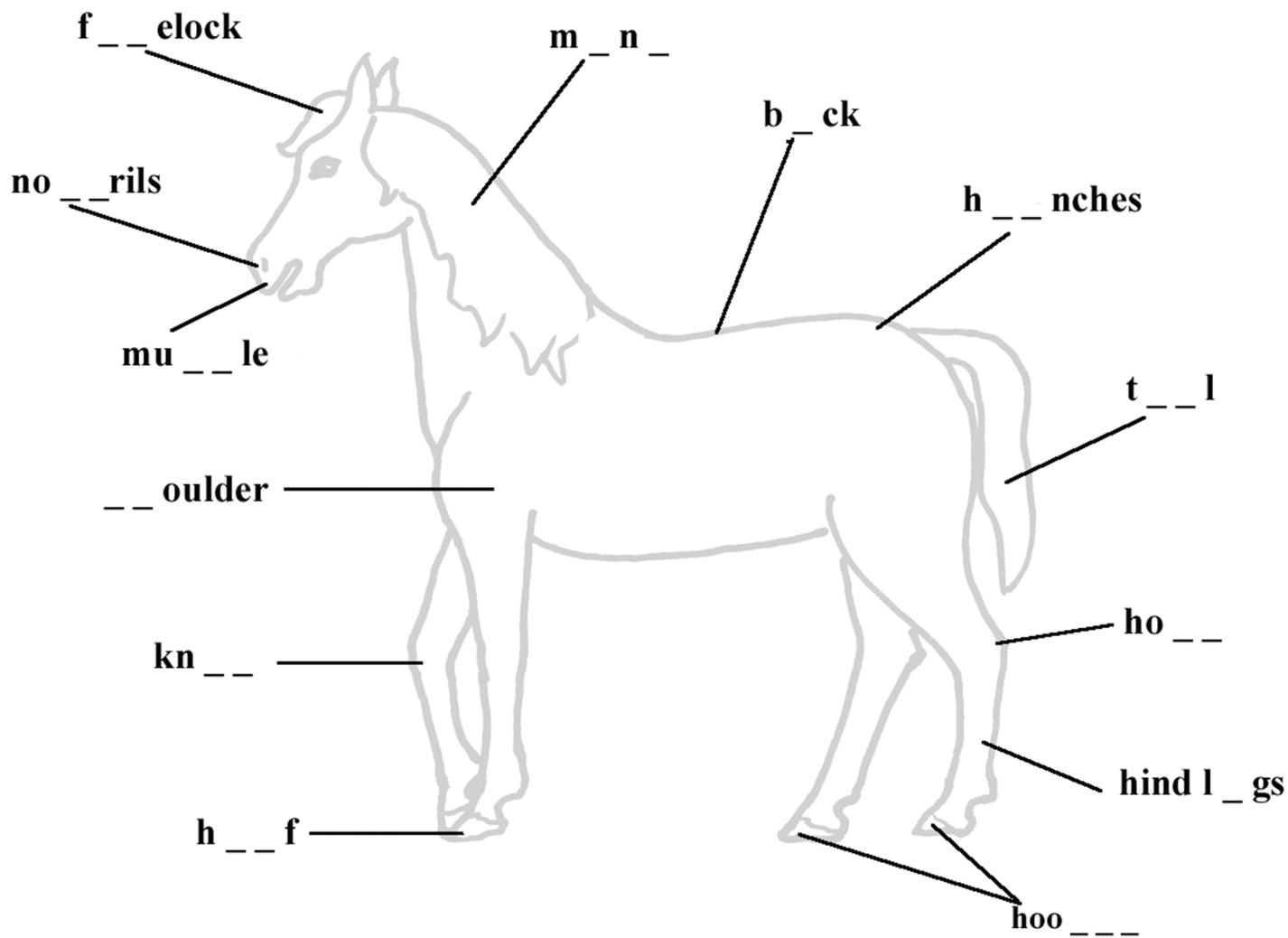
Word Bank

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

Sound Bank – Use these letters

er e al oo e ea u oo ves

Parts of a Horse



Word Bank

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

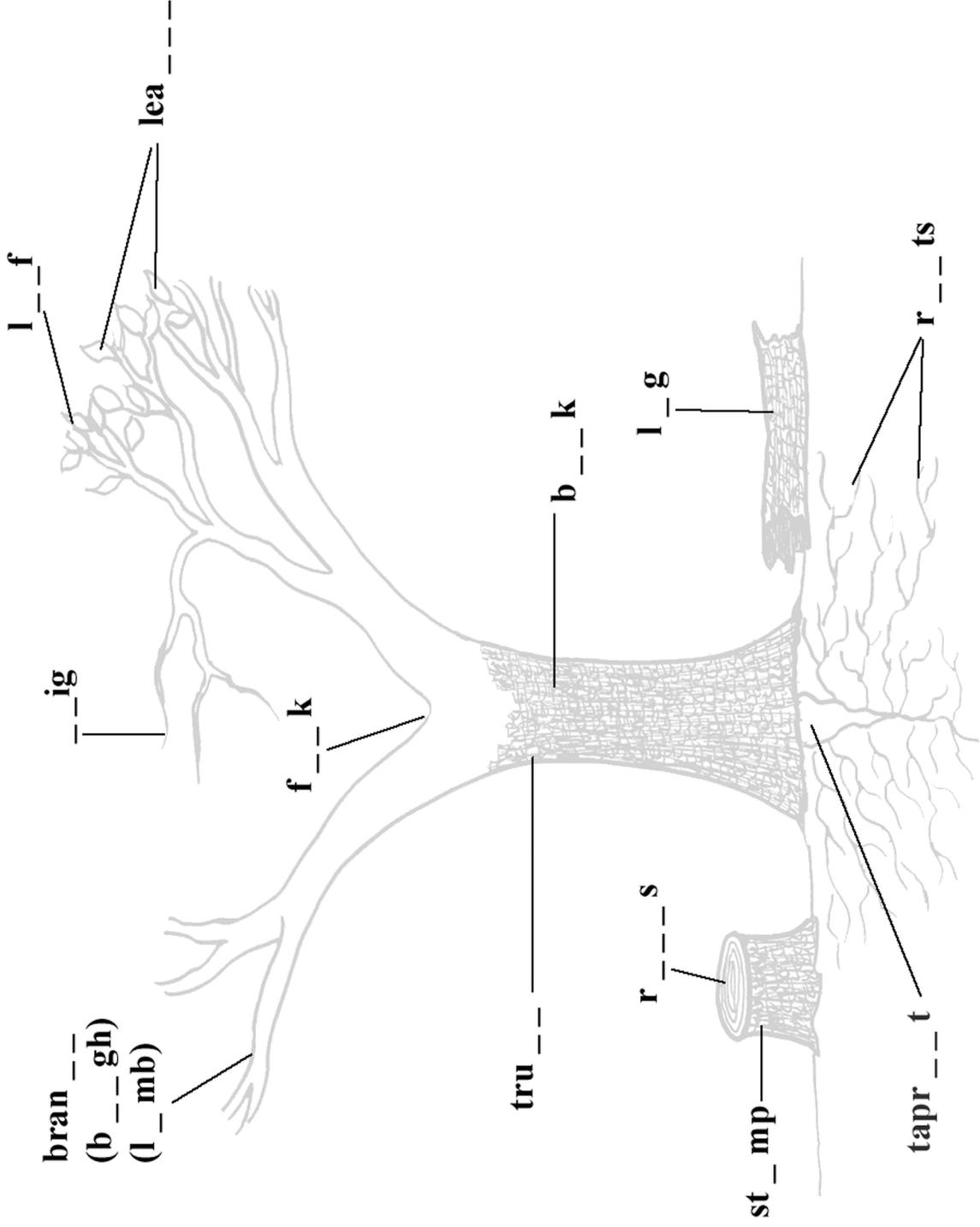
Sound Bank – Use these letters

a_e oo a e zz st ai sh au ck or ee ves

Parts of a Tree

Word Bank

- leaves
- taproot
- bough
- trunk
- stump
- leaf
- log
- roots
- fork
- twig
- rings
- limb
- branch
- bark



Sound Bank – Use these letters

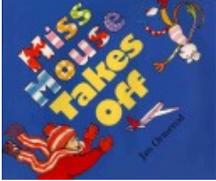
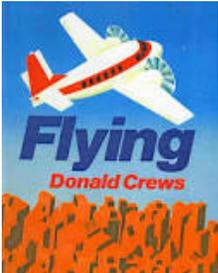
- ou
- u
- o
- ing
- ch
- oo
- or
- i
- tw
- ar
- nk
- oo
- ea
- ves

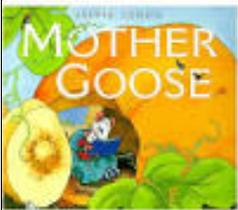
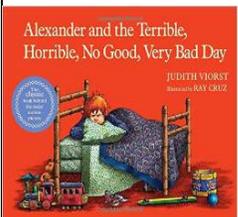
Getting Them Thinking and Talking

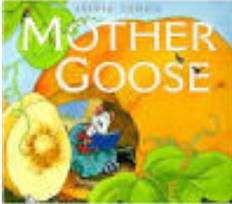
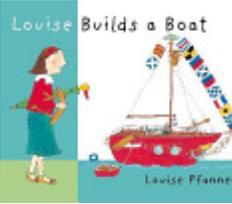
This can also be used for one-on-one tutoring, so **I sometimes** refer to a learner as singular and sometimes plural. Sometimes I refer to a singular learner **as a male and sometimes as a female. It gets too confusing any other way.** Whether you're using this guide with a whole class, small group, or individually, your students will gain a better understanding of the targeted words while **developing critical thinking skills, oral language, building** concept knowledge, and **more.**

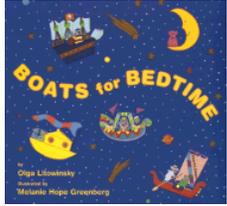
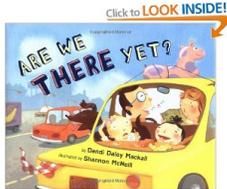
After talking about the parts of an object, find a book with a picture of that object (or use one that I suggest), look at my suggestions for discussions and the questions to ask. I'm sure you can think of other questions and ideas. Jot them down and check on the website for my blog. Share your ideas with other teachers or tutors.

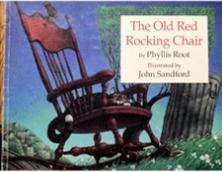
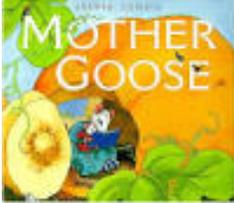
If you're a teacher, you could have a tutor work with individual students struggling with language development or a weak vocabulary. You could have the tutor use this guide AFTER you have done it with the class. A tutor would be able to give the child a chance to think and to talk, thereby developing his/her oral language skills, developing critical thinking, and building foundational vocabulary all at the same time! **WOW!**

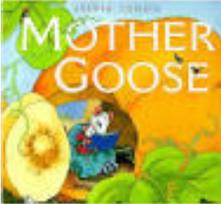
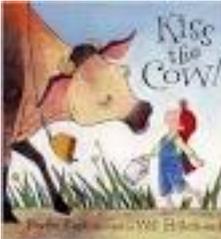
| Date | Lesson | Ideas and Notes | Suggested Books to Read |
|------|----------|---|--|
| | airplane | <ol style="list-style-type: none"> 1. "Why do you think they call it a nose of the plane?" 2. "What would it mean if the plane was "nosing down?" 3. "The cockpit of the plane is like the _____ of a car." 4. Point out that planes land on the runway. 5. "Why do you think they call it landing gear?" 6. Talk about the baggage compartment [He might not know what baggage is or the other names for it [luggage, suitcases, etc...] 7. Choose several parts and have your student make up and tell you a definition. He should explain where it is, what it looks like and what it does. [Ex: landing gear] Then have him try to put it into a sentence [talk only]. 8. If you can find <i>Miss Mouse Takes Off</i> by Jan Ormerod or <i>Flying</i> by Donald Crews, you could read it and discuss the parts of the airplane. |   |

| Date | Lesson | Ideas and Notes | Suggested Books to Read |
|------|-------------|--|--|
| | animal feet | <ol style="list-style-type: none"> 1. Talk about the different animal feet and which animals have which feet. 2. The book, <i>Duck on a Bike</i> by David Shannon, has pictures of animals and shows their feet very plainly. It is a cute story, too. You could have the student tell you the name of the kind of feet in the pictures. [The chicken has the same toes as a bird.] You can use this book for other lessons [cow, dog, horse, pig, and bike]. |  |
| | apple | <ol style="list-style-type: none"> 1. Talk about the apple core. That it is in the center of the apple. 2. Ask, ‘What do you think they call the center of the earth?’ 3. Look at the egg picture and ask, “What is in the center of the egg?” |  |
| | backyard | <ol style="list-style-type: none"> 1. Ask, “Which of these things do you have in your yard?” 2. “What other things are in your yard?” 3. Talk about the difference between a gate and a fence. 4. Talk about the use of a hose and a sprinkler. 5. Talk about what a lawn is. 6. Choose parts and have your student make up and tell you a definition. She should explain where it is, what it looks like and what it does. [Ex: gate, hose] |  <p>page 40 or anybook that shows things in a backyard.</p> |
| | bedroom | <ol style="list-style-type: none"> 1. Ask, “Do you have a bedroom?” 2. “Which of these things are in your room?” 3. “What would go in a toy box?” 4. “What things are in your closet?” 5. If you can, read <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst |  |

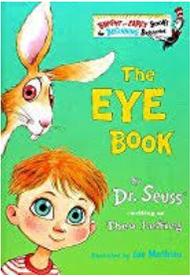
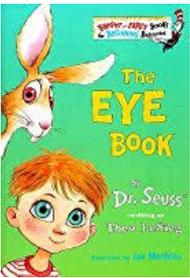
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| | bicycle | <ol style="list-style-type: none"> 1. Ask, "Why does a bike need a kickstand?" 2. "What do you think would happen if the bike did not have handle bars?" 3. "Why does a bike need a reflector?" 4. <i>Duck on a Bike</i> shows parts of the bike and so does <i>Red Racer</i>, by Audrey Woods. 5. Play the <u>Why do they call it that</u> game. Ask, "Why do you think they call them handlebars, handgrips, kickstand?" 6. Choose parts and have your student make up and tell you a definition. He should explain where it is, what it looks like and what it does. [Ex: kickstand] |  |
| | bird | <ol style="list-style-type: none"> 1. Explain about how a bird perches on a branch or piece of wood. 2. Explain that the hind toe wraps around the back part of the branch. 3. Show the picture of the duck and compare the parts. 4. Ask, "Why do you think a duck doesn't need a hind toe?" 5. Talk about some things birds do. [They perch, they peck seeds with their beaks, they flap their wings, they ruffle their feathers, etc...] |  page 39 |
| | boat | <ol style="list-style-type: none"> 1. Talk about how the rudder turns the boat. 2. Show the picture of the airplane and point out the rudder at the back. 3. Talk about how a boat docks at a pier. 4. Talk about the use of an anchor. 5. Talk about how people walk on the deck. 6. Choose parts and have your student make up and tell you a definition. He should explain where it is, what it looks like and what it does. [Ex: anchor] 7. Read <i>Louise Builds a Boat</i> by Louise Pfanner. |  |
| | boats with motors | <ol style="list-style-type: none"> 1. Talk about how many people each kind of boat can hold (generally speaking). | There will be many books about boats in the school media center. |

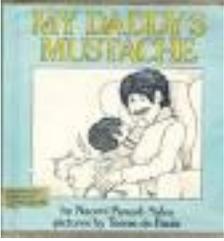
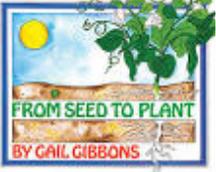
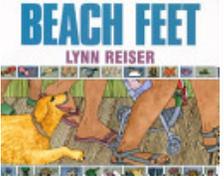
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| | boats w/out motors | <ol style="list-style-type: none"> 1. Ask, “How are a canoe and a rowboat different?” “How are they the same?” 2. “How are a raft and a rowboat different?” “How are they the same?” 3. “How is the sailboat different from a rowboat?” 4. You could read or just show the pictures in <i>Boats for Bedtime</i> by Olga Litowinsky. |  |
| | body | <ol style="list-style-type: none"> 1. Play Simon Says (Simon says, touch your wrist. etc...). Don't forget to ask him to touch parts like shin, thigh, hip, ankle, wrist, waist, elbow and crown. 2. Then have the student lead the game. She can use the book to help remember the names of the parts. 3. Older student: Ask him some analogies: Ex: ankle is to foot just like wrist is to ____. knee is to leg, just like _____ is to arm. fingers are to hands, just like _____ are to foot. | Any book that shows a person's body. |
| | car – back, front, side | <ol style="list-style-type: none"> 1. Ask, “Why do you think they call them taillights?” [We want him to think a “tail” is in the back of an animal, so...] 2. “Why do you think they call it a windshield?” 3. “Where would you put a suitcase?” 4. “Why do you think they call it a rearview mirror?” [Many children don't know that rear means behind] 5. If you can find <i>Are We There Yet?</i> by Dandi Mackall, you could read it and discuss the parts of the car. 6. Choose a few major parts and have your student make up and tell you a definition. He should explain where it is, what it looks like and what it does. [Ex: trunk] |  |

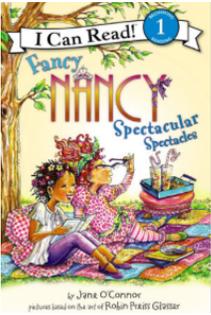
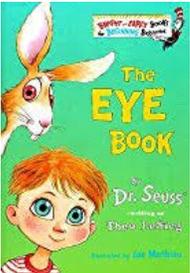
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| | chair | <ol style="list-style-type: none"> 1. Ask, "A chair and a person have some of the same parts. Which parts are the same?" 2. "Why do you think they call it a back?" 3. "Why do you think they call it an arm?" 4. You could read <i>The Old Red Rocking Chair</i> by Phylliss Root. |  |
| | clock | <ol style="list-style-type: none"> 1. Watch clock (or watch) for one minute to show the student how long one minute really is. 2. Talk about some things that can happen in one minute. 3. Talk about the difference between a clock and a watch (a wrist watch) 4. Ask, "Why do you think they call it a wrist watch?" 5. Point out that the clock and a person have some of the same parts. Ask, "What parts do a clock and a person have with the same name?" 6. If you can find it, you and your student could look through and read selections in any Mother Goose book. I like <i>Mother Goose</i> by Sylvia Long. Many items you are teaching are in these books. |  <p>page 44</p> |
| | female clothing 1 & 2 | <ol style="list-style-type: none"> 1. Ask, "How are a skirt and a dress the same?" "How are they different?" 2. "How are a pair of shorts and a skirt the same?" "How are they different?" 3. Talk about a scarf. 4. Talk about a hem. | <p>Many books have pictures with women or girls in different clothing.</p> |

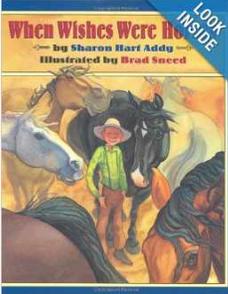
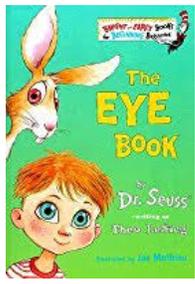
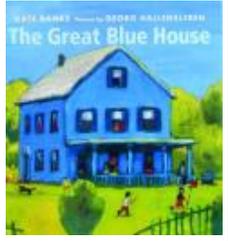
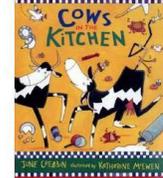
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| | male clothing | <ol style="list-style-type: none"> 1. Ask, "Why do you think they call it a bow tie?" 2. "Why do you think they call it a tie?" 3. Talk about suspenders hold things up. Maybe show a suspension bridge. 4. Talk about a hem. If your pants are too _____ put a hem in them. 5. Show the needle page. Talk about sewing a seam. 6. If you can find it, you could read <i>One of Each</i> by Mary Ann Hoberman. Really cute. |  |
| | Outerwear | <ol style="list-style-type: none"> 1. Ask, "What is the difference between a coat and a jacket." "A cape and a jacket." 2. If you can get the book <i>Joseph had a Little Overcoat</i> by Simms Taback. It's adorable. |  |
| | containers (3 pages) | <ol style="list-style-type: none"> 1. Compare a pitcher and a jug. How are they the same? How are they different? 2. Ask, "Why do you think they call it a neck of a bottle?" 3. Talk about the kinds of things you would put in each container. Maybe the student can draw things in the containers. |  <p>page 100 (hoop) page 77 [pail] page 94 [basket]</p> |
| | cow | <ol style="list-style-type: none"> 1. Show the picture of the horse. Ask, "How is a cow's cloven hoof different from a horse's hoof?" 2. Add the label hind legs to the back legs. 3. If you want and can find it, you could read <i>Kiss the Cow</i> by Phyliss Root. Shows cloven hoof, udders, and talks about her being in the pasture. 4. Talk about some things cows do. [graze in the pasture, chew their cud, produce milk...] |  |

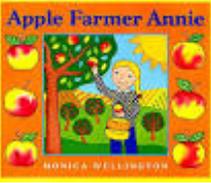
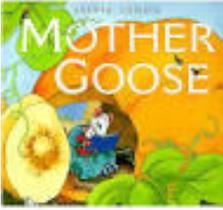
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| | dog | <ol style="list-style-type: none"> 1. Talk about what a collar and a leash do. 2. Compare a dog and a horse. Ask, “Which parts are the same?” 3. Go back to the “Animal Feet” page and show the paw and its parts. 4. Choose some major parts and have your student make up and tell you a definition. Then use the label correctly in a sentence. [Ex: paw, hind legs, fore legs, collar, leash.] 5. You can read <i>Duck on a Bike</i> by David Shannon. |  |
| | door | <ol style="list-style-type: none"> 1. Talk about hinges. They allow things to swing open or closed. 2. Walk around the room and find the hinges. (Don't forget hinges on a pair of glasses). 3. Choose a major part and have your student make up and tell you a definition. He should explain where it is, what it looks like and what it does. [Ex: hinge] 4. You and your student should count some of the hinges in the room. Then ask him how many hinges he thinks there are in his house? Write it down. Now ask him to go home and count them and bring the number back. (You and your student will be VERY surprised!) | <p>Any book that shows a door with the hinges visible.</p> |
| | duck | <ol style="list-style-type: none"> 1. Ask, “Why do you think ducks have webbed feet?” 2. Compare/contrast a duck and bird. “What parts are the same?” “How are they different?” 3. If you can find a copy of <i>Duck on a Bike</i> by David Shannon, please read it with your student. 4. If you do read <i>Duck on a Bike</i>, there are other animals in it and it shows their feet. That would be a good review for animal feet. |  |

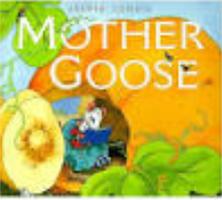
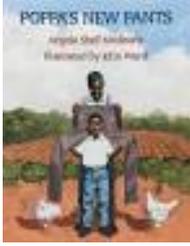
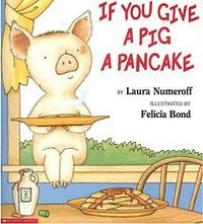
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| | egg | <ol style="list-style-type: none"> 1. Talk about different ways to cook eggs. (scrambled, fried, boiled) 2. Talk about the egg white. It is clear in an uncooked egg, but turns white when cooked. 3. Ask, “The yolk of the egg is like what part of an apple?” 4. If you can, take in a boiled egg and show how it spins real fast when it is boiled. Let student peel it [use that term], many times the shell membrane is visible. Show how the egg white turned white and show the yolk. 5. Talk about whipping egg whites into meringue. | <p>You don't need a book about an egg. If you can, bring one in. That would be better.</p> |
| | eye | <ol style="list-style-type: none"> 1. Ask, “Why do you think they call it a lower lid?” 2. Have the child look at your eyes, then ask, “What part of my eye is a color?” 3. Ask, “What color are your eyes?” 4. Talk about why you need tear ducts. [to keep your eyes wet] 5. You could read “The Eye Book” by Dr. Seuss |  |
| | face | <ol style="list-style-type: none"> 1. Ask, “Why do you think they call it an eyebrow?” 2. Recite “Jack and Jill” and talk about what it means when Jack broke his crown. 3. Have student draw a circle for the face and tell him to add parts one at a time. 4. Play Simon Says. You ask your student to touch parts of his face, then let him tell you to touch part of your face. 5. Show different expressions (like surprise) and describe what your face must look like (my mouth is open, my eyes are wide open, my eyebrows are up). Let the student tell you what your face looks like using labels, “Your eyebrows are up, ...” Then show “sad,” “happy,” “angry,” “worried.” Each time the student describes your features using labels. 6. Have the child tell you to draw some faces that he describes. 7. Play Why do they call it that game. Point to the eyebrow and ask, “Why do you think they call it an eyebrow?” [The student would have to know that about “brow” to answer that question.] | <p>Any book that shows a person's face.</p>  |

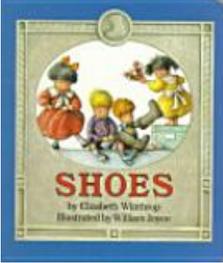
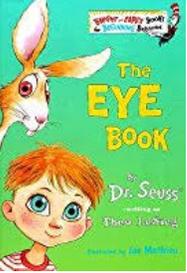
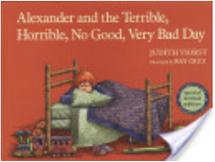
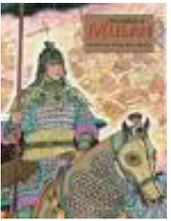
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| | face w/hair | <ol style="list-style-type: none"> 1. Talk about what parts a man shaves off. 2. Ask, “How is a mustache like a beard?” 3. “How is it different from a beard?” 4. If you can find it, you could read <i>My Daddy’s Mustache</i> by Naomi Salus. |  |
| | fish | <ol style="list-style-type: none"> 1. Ask, “Why do fish need fins?” 2. “Why do fish need scales?” [The scales overlap like shingles on a roof. They protect the skin underneath.] 3. Mention that fish breathe through their gills. 4. The school library should have a copy of <i>Big Al</i> by Andrew Clements. You could read it together. |  |
| | flowering plant | <ol style="list-style-type: none"> 1. If you can pull up a weed and look at the roots, stem, leaves. Talk about the parts. 2. Choose a major part and have your student make up and tell you a definition. She should explain where it is, what it looks like and what it does. [Ex: roots] 3. If you can find <i>From Seed to Plant</i> by Gail Gibbons, you could read it together. |  |
| | foot | <ol style="list-style-type: none"> 1. Ask, “What parts of your foot would get dirty if you were walking around barefooted. Why?” [You might have to explain barefooted.] 2. If you can find it, you could read <i>Beach Feet</i> by Lynn Reiser. 3. Compare to labels of a shoe. |  |

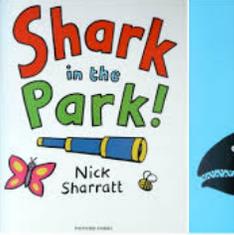
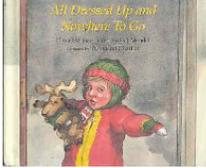
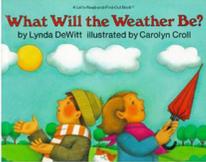
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| | glasses | <ol style="list-style-type: none"> 1. Ask, “Why do you think they call this part the temple?” [Refer to face page and find temple.] 2. “Why do you think they call this part the bridge?” [Talk about bridge, many children know what it is, but don’t know it is called a bridge.] 3. If you have glasses with you that would be great (if not just show the picture) look at the hinges and show how hinges help things open and close without falling off. Show door page or a real door and show the hinges. 4. If you can find it, read <i>Fancy Nancy - Spectacular Spectacles</i> by Jane O’Conner. |  |
| | hand – back inside | <ol style="list-style-type: none"> 1. Study the back of your student’s hand. Ask, “Which parts are on all fingers?” [joints/ knuckles] 2. Tell the names of each finger. 3. Ask, “Why do you think the thumb only has 2 joints?” 4. Study the inside of your student’s hand. Explain fingerprints. 5. Really stress the palm of the hand. Ask, “If you were holding a penny, what part of your hand would it be in?” 6. You could read <i>The Eye Book</i> by Dr. Seuss. It has a page with all the fingers with rings. | <p>Any book that shows a person’s hands.</p>  |
| | hat | <ol style="list-style-type: none"> 1. Ask, “What part keeps the sun out of someone’s eyes?” 2. Explain that all hats are not shaped like this. If you can, read <i>Old Hat, New Hat</i> by Stan Berenstain. A precious book. Point out these parts of the hats in the book. 3. Explain that the hat band is just for decoration. |  |

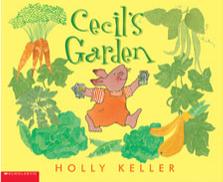
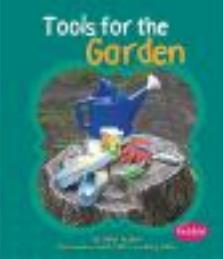
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| | horse | <ol style="list-style-type: none"> 1. Talk about hind legs and that hind is in the back, so they are the back legs of the horse. Discuss that if you read about a horse rearing up on his hind legs, that it means, stand up on the back legs. This happens if the horse is startled, etc... 2. Show animal feet and find the feet of the horse. 3. Really stress mane and hind legs. 4. Compare horse and cow and/or dog. 5. Tell him that “lock” is a multiple meaning word [it has different definitions], but one is a piece of a person’s hair that coils or hangs together. 6. Ask, “Why do you think they call it a forelock?” 7. Show picture of dog and ask, “A hoof on a horse is like a ___ on a dog?” 8. How is the mane of a horse different from a lion? 9. If you can find it, you could read <i>When Wishes Were Horses</i> by Sharon Addy and <i>The Eye Book</i> by Dr. Seuss |   |
| | house | <ol style="list-style-type: none"> 1. This is a 2 story house. Explain what stories means in a multi-level building. 2. Talk about the cellar being under the ground. 3. Ask, “Why do you think some houses have shutters?” 4. “Why do you think they call it a roof peak?” [Before he answers, look at page 45, landforms. Let him see mountain peak. See if he can figure out the answer on his own.] 5. If you can find it, you could read <i>The Great Blue House</i> by Kate Banks. |  |
| | kitchen | <ol style="list-style-type: none"> 1. Ask, “What parts of this kitchen do you have in your kitchen?” 2. Explain that you bake in an oven and cook on the stove top. Ask, “What does your mother bake?” “What does she cook?” 3. You could look through and read, <i>In My Momma’s Kitchen</i> by Jerdine Nolen and point out parts of the kitchen on various pages. 4. Read <i>Cows in the Kitchen</i> by June Crebbin. |   |

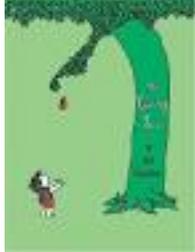
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| | kitchen utensils (2 pages) | <ol style="list-style-type: none"> 1. Ask, "Which of these utensils do you have in your kitchen?" 2. Ask, "Why do you think they call it a cutting board?" 3. Explain a funnel. Ask, "What could you do with a funnel?" 4. Ask, "What utensil would you use to: <ul style="list-style-type: none"> • take cookies off of the cookie sheet • dry the dishes • wipe off the counter." 5. "What would you measure milk in?" 6. "What would you measure salt with?" 7. Choose a utensil and have your student make up and tell you a definition. He should explain what it looks like and what it does. [Ex: rolling pin] |   page 30-31 |
| | lamp | <ol style="list-style-type: none"> 1. Ask, "What do you think a lamp shade is for?" 2. "How does the finial help?" 3. Explain that you put the plug into the outlet. 4. Ask, "What do you screw the light bulb into?" 5. Ask, "How do you think the harp helps?" | Many books have lamps. Take in a real lamp with a shade if you can. |
| | landforms | <ol style="list-style-type: none"> 1. Really stress river bank. "To get out of the river you would have to climb up the ____." 2. Explain a mountain range vs. a mountain. 3. Ask, "A hill is like a mountain, but it ____." See what she says. You can compare other landforms with that sentence. Compare mountain and mountain range. 4. You could read <i>Introducing Landforms</i> by Bobbie Kalman. |  |
| | living room | <ol style="list-style-type: none"> 1. Ask, "Which of these things are in your living room?" 2. "Why do you think it is called a coffee table? an end table? and entertainment center?" 3. "What is the difference between a couch and a chair?" How are they the same?" | Many books have pictures with living room furniture in them. |

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| | melon | <ol style="list-style-type: none"> 1. Ask, “The rind on a melon is like the ____ on people.” [skin] “Why do you say that?” 2. “The rind of a melon is like the ____ of an apple.” [skin or peel] “Why do you say that?” | Any book with a melon in it will do. |
| | needle | <ol style="list-style-type: none"> 1. Talk about needle and thread. Thread goes through the eye. If you can take a needle and thread and some cloth in. That would be great! maybe you could show sowing a seam. 2. Discuss spool of thread. 3. Talk about mending and patches. 4. Choose a part and have your student make up and tell you a definition. He should explain where it is, what it looks like and what it does. [Ex: eye of the needle] |  <p>page 46</p> |
| | pants | <ol style="list-style-type: none"> 1. Talk about the difference between a cuff and a hem. 2. Show him a hem and a seam on your clothes. 3. Ask, “Why do you think they call it a waistband?” “A belt loop.” 4. If you can get the book “<i>Pappa’s New Pants</i>” by Angela Shelf Medearis, please read it. You will love it. It is about hemming and being kind. |  |
| | pig | <ol style="list-style-type: none"> 1. Compare a pig, cow, dog, horse. “Which parts do they have in common? Which parts are different?” This activity provides review. 2. If you can get the book “<i>If You Give A Pig a Pancake</i>” by Laura Numeroff, please read it. |  |
| | shirt | <ol style="list-style-type: none"> 1. Shirrtail is probably new to your student. Show him a shirt tail. Explain about tucking it in. 2. Show a seam, collar, cuff, etc. 3. Ask, “Why do you think they named it a buttonhole?” 4. Say, “A collar on your shirt is around your neck, just like the dog’s collar is around ____.” | Any book that shows a shirt. |

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| | shoe | <ol style="list-style-type: none"> 1. Ask, "Which of these parts do you have on your shoe?" 2. "Why do you think they call it a tongue of a shoe?" 3. "Which parts of a shoe are like the parts of a foot?" 4. Talk about different kinds of shoes like sandals, flip flops, boots, etc. Some buckle instead of tie. You could take an advertisement for shoes. 5. See the Venn Diagram form in this guide to compare and contrast different kinds of shoes. 6. You could read <i>Shoes</i> by Elizabeth Winthrop. |  |
| | table setting | <ol style="list-style-type: none"> 1. Ask, "Why do you think people put cereal in a bowl?" 2. "Why do you think some people use a saucer?" 3. "Which of these things do you have in your house?" 4. "Which of these things do you put on your table at meal time?" 5. Talk about the use of each item of the table setting. 6. Perhaps you could take all the items and have the student set the table. It may be a first for him. Be sure he names each part while putting it on the placemat. 7. <i>The Eye Book</i> by Dr. Seuss has eating utensils. 8. You could read <i>Alexander and the Terrible, Horrible, No Good Very Bad Day</i> by Judith Viorst. |   |
| | tack | <ol style="list-style-type: none"> 1. Please explain the uses of: reins, bit, blanket, stirrups, cinch strap. 2. If you can find a copy of <i>The Ballad of Mulan</i> by Song nan Zhang, you might want to read it and talk about the parts of tack. |  |

| | | | |
|--|-----------------------------|--|---|
| | things we climb on | <ol style="list-style-type: none"> 1. Ask, "Which of these do you have in your house?" 2. "What is the difference between a stool and a step stool?" 3. "When you climb a ladder, you put your foot on each _____." | Any book with a ladder. |
| | things we look through | <ol style="list-style-type: none"> 1. Have the students write hand lens under magnifying glass. 2. Ask, "Which of these make little things look bigger?" [microscope, magnifying glass, telescope, binoculars] 3. "Which of these make things look closer?" [binoculars, telescope] 4. You could read <i>Shark in the Park</i> by Nick Sharratt. Cute. |  |
| | things wear in cold weather | <ol style="list-style-type: none"> 1. Ask, "How would your hands feel different in mittens than in gloves?" 2. "What do you do with a scarf?" 3. "Which of these have you worn?" 4. If you can find a copy, read <i>What Will the Weather Be?</i> by Lynda DeWitt and <i>All Dressed Up and Nowhere to Go</i> by Dan Joseph. |   |
| | time of day | <ol style="list-style-type: none"> 1. This is an important one. 2. Study the labels and talk about dawn, dusk (these will probably be new terms to him.) 3. Talk about which meals you eat in the morning, at noon, and at night. Be sure to use the word meals. 4. Discuss AM and PM. 5. If you can find it, look at the pictures in <i>Twilight Comes Twice</i> by Ralph Fletcher. You might not want to read it all, but you can discuss the pictures. Lovely. |  |

| | | | |
|--|---------------------|--|---|
| | tools for fixing | <ol style="list-style-type: none"> 1. Talk about these tools and what you do with each one. If you can bring some tools in that would be great. 2. Ask, “What is the difference between a nail and a screw?” 3. “If you wanted to see how long something is, what tool would you use?” 4. See if your student can finish this analogy, “a hammer and a nail go together like a screwdriver and a _____ go together.” 5. If you can find it, you could read <i>What! Cried Granny</i> by Kate Lum. |  |
| | tools for gardening | <ol style="list-style-type: none"> 1. Talk about the use of each tool. 2. Ask, “If there were a lot of leaves in your yard, which tool would you use to gather them.?” [You will have to explain gather.] 3. “If you needed to take a lot of dirt from your front yard to your back yard, which of these would you use to move it?” 4. “If you needed to dig a big hole, which tool would you use?” 5. “If you needed to dig a little hole for a plant, which tool would you use?” 6. “If the ground was really hard, which tool would you use to break it into pieces?” 7. If you can get the book “<i>Cecil’s Garden</i>” by Holly Keller, you could read it together. |   |

| | | | |
|--|--------|--|---|
| | tree | <ol style="list-style-type: none"> 1. Talk about the parts of the tree. 2. Ask, "If you were walking along and saw a stump, how do you think it was made?" 3. See if your student can finish this analogy, bark on a tree is like the _____ on a melon. Ask, "Why do you say that?" 4. Emphasize the concept of fork. Ask, "What would a fork in the road look like?" Talk about choices being sort of like forks. 5. Talk about the word branch and how it is used in different ways like branch of a river, a branch of the military or branching out. 6. After the student understands the parts of the tree, see if you can get a copy of the book, <i>The Giving Tree</i> by Shel Silverstein, read it with your student. It is a dear, sweet book. He will understand it much deeper if she knows about the parts of a tree. 7. Ask your student to make up and tell you a definition for bark, trunk, fork, stump, and log. He should explain where it is, what it looks like and what it does. [Ex: trunk or bark] Have her use some of the words above correctly in a sentence. |  |
| | window | <ol style="list-style-type: none"> 1. Ask, "Where on the window, would you put a plant?" 2. "If someone threw a ball and broke the window, what part would be broken?" 3. "What is a curtain for?" 4. "What is a curtain rod for?" 5. Have your student make up and tell you a definition for the major parts. He should explain where it is, what it looks like and what it does. [Ex: window pane] | <p>Many books have pictures with windows in them. Try to find one that shows the window sill.</p> |

Notes:

Using *The Illustrated Dictionary of Everyday Things*

These suggestions can be done in the classroom during shared reading, guided reading, teacher read-aloud, literacy centers and/or during partner learning. They can also be used in one-on-one tutoring sessions.

1. **Extend concepts** – Ask **high order questions** that require students to use multiple pages in *The Illustrated Dictionary of Everyday Things*. This will let the students practice the application of words in multiple contexts. Ex: Give students analogies that require them to study more than one page in the book. Ex: The core of an apple is like the ____ of an egg (core : apple :: ____ : egg). Have them tell why. Then you can extend their understanding of the concept by asking, “Where do you think the core of the earth is?” You can assess the concept of being in the center by asking students to write what they think “We need to get to the **core of the problem,**” would mean.
2. **Use as a bridge between reading and writing** – Ex: Read *A Tree is a Plant* and show the picture of the tree in *The Illustrated Dictionary of Everyday Things*. Have students learn the parts, then write about the parts of a tree and their uses. The resulting writing piece can be used as a **formative assessment** of reading, writing, and vocabulary knowledge. Then perhaps read *The Giving Tree* and the children will better understand the sacrifice of the tree and the **theme** of the book. An additional extension might be to have the students write a short narrative entitled, “If I Were a Tree” and require them to use 5 or more labels from *The Illustrated Dictionary of Everyday Things* as details in their narrative. This could also be used as a formative assessment.
3. **Expand students’ application of words across contexts** – not just knowing how a word is used in this one instance in this one moment. Ex: Show the picture of the boat and point out rudder and explain its use, show the picture of the airplane and point out rudder and again explain its use. Then ask, “What would it mean if an author wrote, ‘She was the rudder of the family?’ ” You could do the same with “hinge” when teaching parts of a door. Show picture of glasses (spectacles) also. Ask them to write what they think this statement would mean, “The future hinges on his decision.”
4. **Build word relationships.**
 - a. The hoof of a horse is like the _____ of a dog. (hoof : horse :: ____ : dog). **Why? Now find another word relationship that demonstrates the same concept.**
 - b. The beak of a bird is like the ____ of a duck. (beak : bird :: ____ : duck). **Why? Now find another word relationship that demonstrates the same concept.**
 - c. The skin of an apple is like the ____ of a melon. (skin : apple :: ____ : melon). **Why? Now find another word relationship that demonstrates the same concept.**
 - d. Shorts are like trousers just like a bow tie is like a _____. (shorts : trousers :: bow tie : ____). **Why? Now find another word relationship that demonstrates the same concept.**

5. **In vocabulary centers** - Using *The Illustrated Dictionary of Everyday Things* at your vocabulary center gets students really looking at, thinking about and studying these objects and labels. It also offers the opportunity for multiple exposures to words in different contexts.
- Trace and label the object you are studying, then write about it. Put it in a logical setting. Use 4 or more labels about the object.
 - Compare/Contrast** objects or parts. Ex: Ask students questions like these, “How are a pitcher and a vase different? A pitcher, a pail and a jug all have what in common? How are a canoe and a rowboat different? How are a raft and a canoe different?” Have students **compare and contrast** two animals and make a Venn diagram. (Ex: Compare and contrast a horse and a dog.) Then tell students to create a Venn diagram to demonstrate the similarities and differences of objects of their choice.
 - Have students choose a few labels from an object and generate their own definitions and sentences for the labels. If a student can make up his own correct definition and use it correctly in a sentence, then he must really understand what it is. Ex: paw, leash.
 - Have the students write a paragraph or story about a dog’s day. They must include 5 or more labels. You could give a starter, “My name is _____. I am a dog. Yesterday, _____”
 - Write a story about “If I Were a _____”. Use 4 or more labels as details. “ Explain that the student must use the labels in in context in such a way that defines what the label is. Ex: If I Were a Dog. If I were a dog I would stand on my **hind legs** and beg for food. I would let my owner shake my **paw** like a person shakes hands. When I was tired, I would roll over and let my owner scratch my **belly**. I just love that! If my owner was really good, I would let him put my **collar** around my neck, hook the **leash** up to it and take me for a nice long walk.
 - Complete an “I Am a _____,” poem using 4 or more labels from the picture. Here is the frame:

I Am a _____

“I am a _____ in the _____.
 I see _____.
 I hear _____,
 I feel _____.
 I worry about _____.
 I dream about _____.”

Ex: I am a tree in the park. I see some boys running toward me. I hear birds chirping in my branches. I feel the boys’ sneakers as they climb up my trunk. I worry about them scraping off all my bark. I dream about having a whole flock of birds nesting in my limbs. If students can do this, then they really understand the words. I especially like the line, “I worry about _____.” I think you can tell a lot about a student’s understanding of the concept.

- g. Open word sorts with the labels and objects. Have the students write why they sorted that way. Ex: “I put hoof, cloven hoof, and webbed feet together because they are all animal feet.” You or a student would need to make a card for each label of the objects. Ex: All the animals, or a set of cards for body, foot, and shoe.
- h. Show “Parts of a Backyard” page in the *Illustrated Dictionary of Everyday Things*. Tell students to write about playing in this backyard. Use ___ or more labels in your story. Now underline with a crayon, the things you have really done. * If you have the students skip lines when writing, you could have them go back and elaborate on each sentence containing a label. Ex: If the student wrote the sentence, “My friend and I ran through the sprinkler.” You could have him tell more about it. Ask him what happened? Perhaps he would write, “We sure did get really wet.” You could help him with word choice by explaining “soaking” would make it sound better.
- i. Look at the pictures of the horse, cow, pig and dog. What do you think you would call the front legs of a pig and a cow? Should a duck have that label, also? Why or why not?
6. **Improve understanding of figurative language.** Ex: After teaching parts of a tree, expand concept of branch by discussing such things as branch of the military, branching out into a new hobby, branch of a family tree, etc. Or after teaching about a dog and his stuff, you could discuss what “unleash his powers” would mean.
7. **Being able to interpret figurative language takes a strong BASIC vocabulary!**
8. **Use pages for phonics and spelling instruction and practice.** (See Reading Foundational Skills)
- a. Ex: Using document camera, guide students to find all the labels on the Parts of a _____ page with a Vce pattern. Find all words with r-controlled vowels, etc.. Perhaps then guide them in circling the highlighted words that follow the rules. If you provide a copy of the page for each student, they could follow along and highlight with you. Then later they could write the words on a 3- column chart or table with the following headings: Vce words that follow the rule; r-controlled vowels that follow the rules: Vowel pairs that follow the rule.
- b. Using labels the students know, like arm, guide the students to stretch the word, isolating the sounds. Have them hold up one finger for each sound. They will determine that there are 2 sounds, but three letters, so code this way ar m (and put one dot under the “ar” part and one dot under the “m” part.) Then either show more pages with labels showing the “ar” r-controlled vowels pattern or make more words with the “ar” r-controlled vowels pattern. ch i n (one dot under each sound), ch ee k
- c. Show the Parts of a Tree and Parts of a Horse pages and show the spelling rule for changing singular to plurals (leaf – leaves; hoof – hooves)

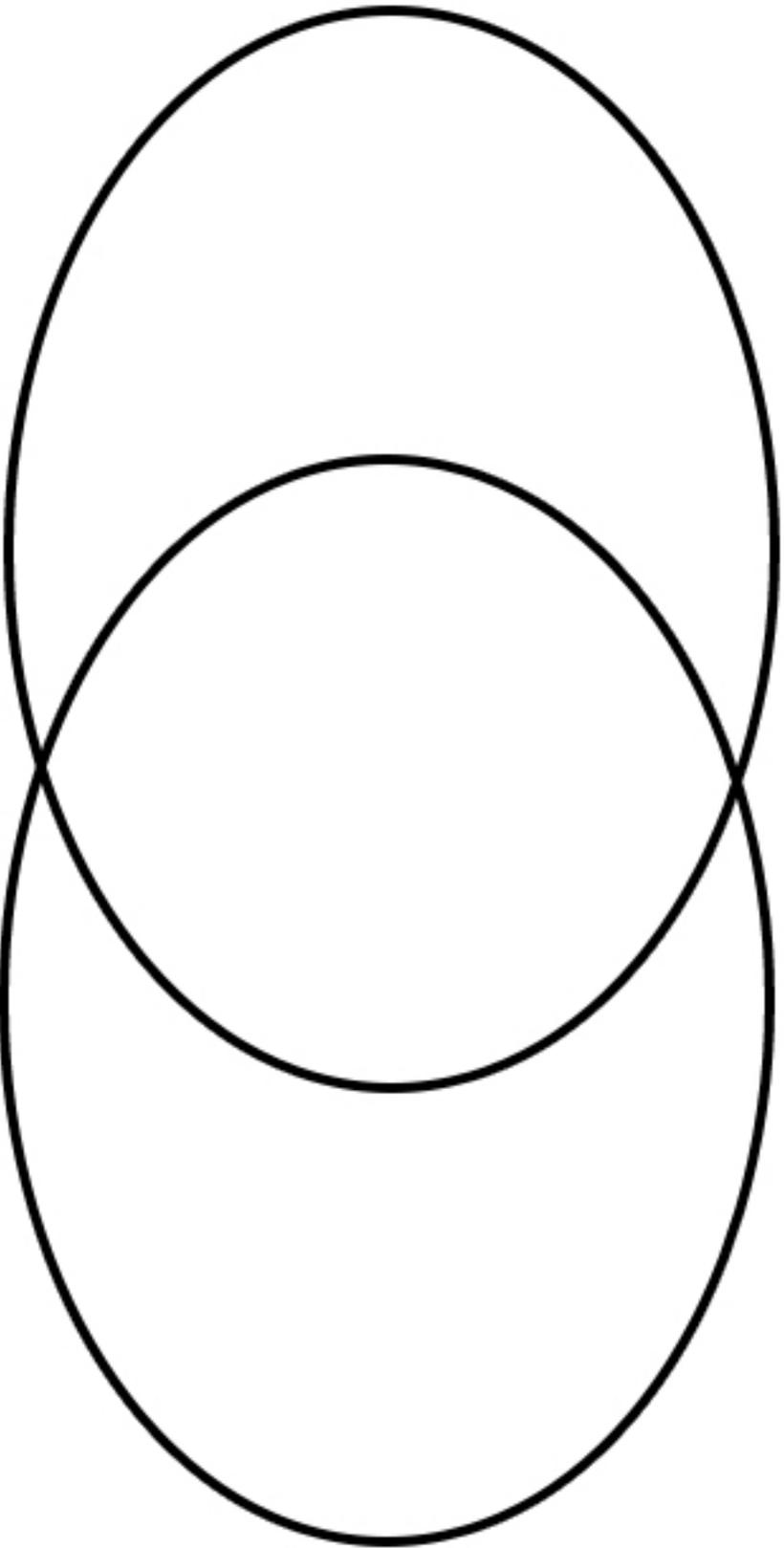
9. **Build concepts with concept maps.** The students must complete the sentences. A hill is like a mountain, but it _____. How is a hill like a mountain? They both _____.
- A mustache is like a beard, but it _____. How is a mustache like a beard? They both _____.
- A skirt is like a dress, but it _____. How is a skirt like a dress? They both _____.

10. **Use knowledge of individual words to predict meaning of compound words.** Have the students play “why they named it that” riddles. Ex: eyebrow (They would have to know that another word for forehead is brow to be able to answer that question.), kickstand, etc. This activity could be used as a formative assessment of vocabulary knowledge after teaching several objects.

11. **Increase students’ understanding of multiple meaning words.** Ex: After teaching parts of a tree discuss branch. Then explain other meanings of branch like branch of the military, branch of a river, branching out into a new hobby. Many words in *The Illustrated Dictionary of Everyday Things* are multiple meaning words. Ex: face of a person and face of a clock. You could extend it with a face on a 3 dimensional object.

VENN DIAGRAM

Both



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. 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.*****

MATCHING GAME – a revisiting activity

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: (See the next 2 pages.)

"Write the Part" - one form for each two students if working with a buddy.

"Matching Game Form" - one for each player.

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

1. **Students** take turns writing the labels for three objects in the boxes on "Write the Part," 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 practicing spelling the words, thinking AGAIN about the object (reviewing), and being held accountable for playing the game.

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 _____

Categorizing – a revisiting activity

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

Materials: “What Part Does It Belong To” for each student
"Write the Part" for each student
pencil
glue (optional)

Directions:

1. Students write labels for the three objects in the boxes on the “Write the Part” form.
2. Students cut the boxes apart, put them face down on the table and mix them up.
3. Students write the names of the three objects on the top of each column in the “What Part Does It Belong To” form.
4. Student turns over a card, reads the name of a part, decides which object it belongs to, and either writes the part in that column or glues the part in the correct column.

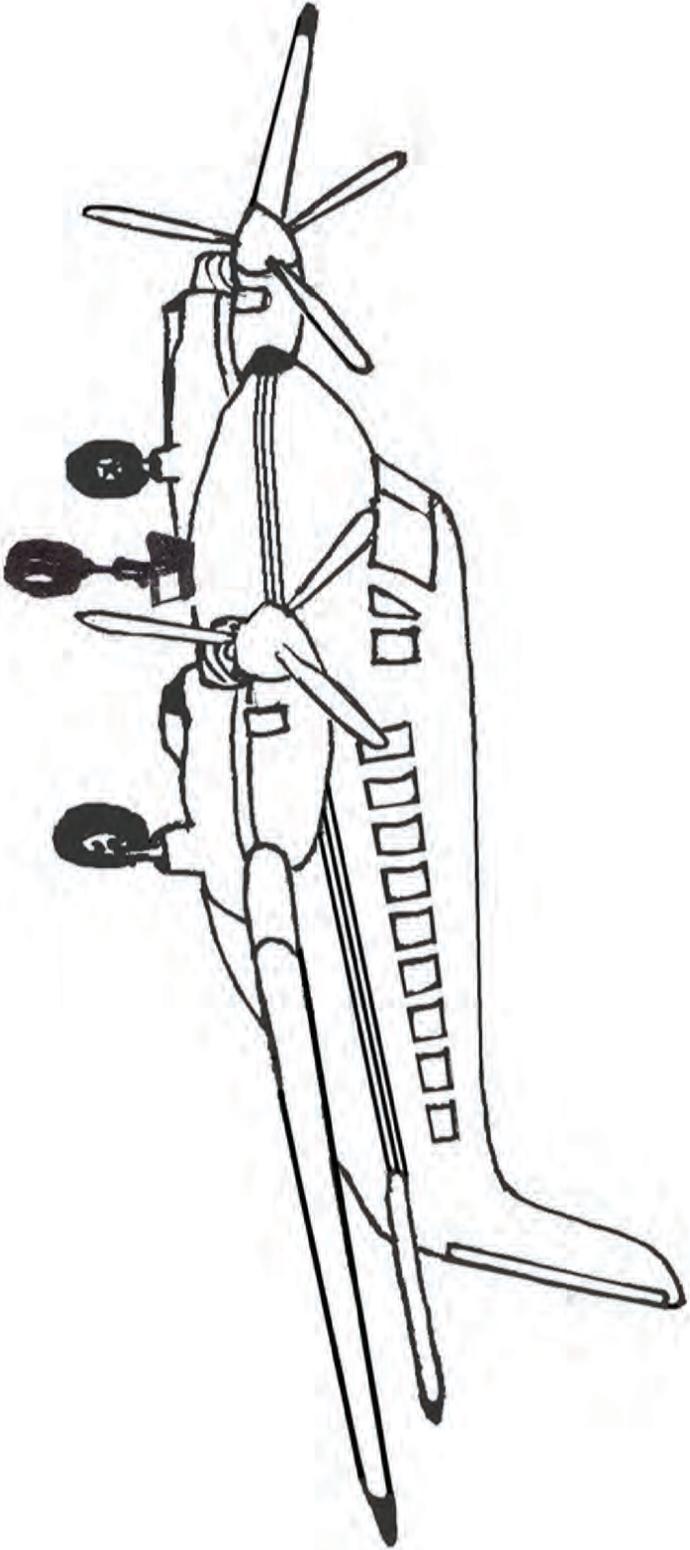
Date _____

Name _____

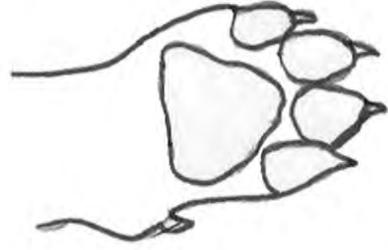
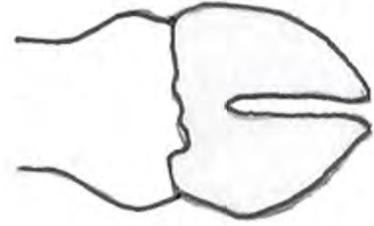
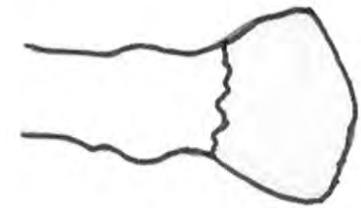
WHAT OBJECT DOES IT BELONG TO?

| Parts of a _____ | Parts of a _____ | Parts of a _____ |
|------------------|------------------|------------------|
| | | |

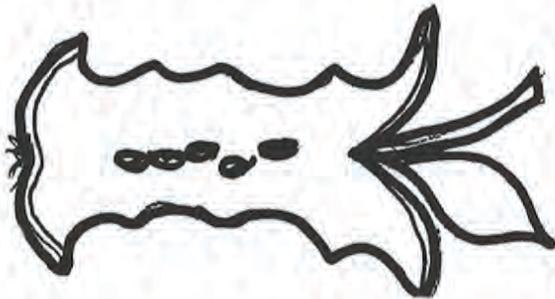
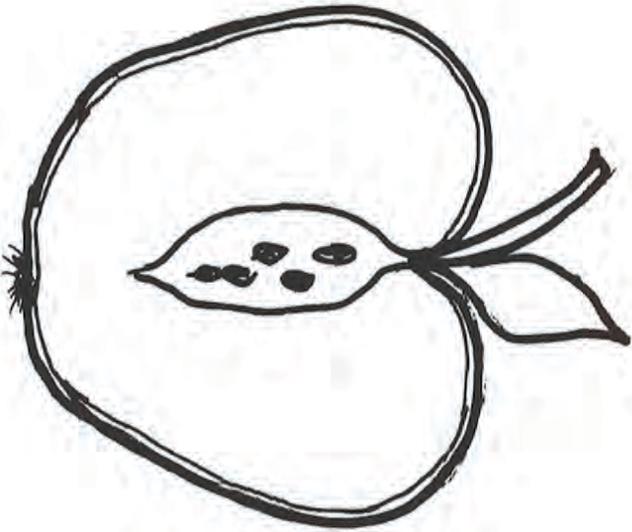
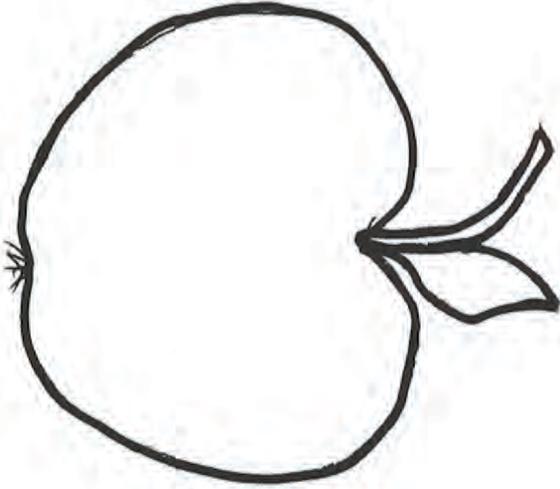
Parts of an Airplane



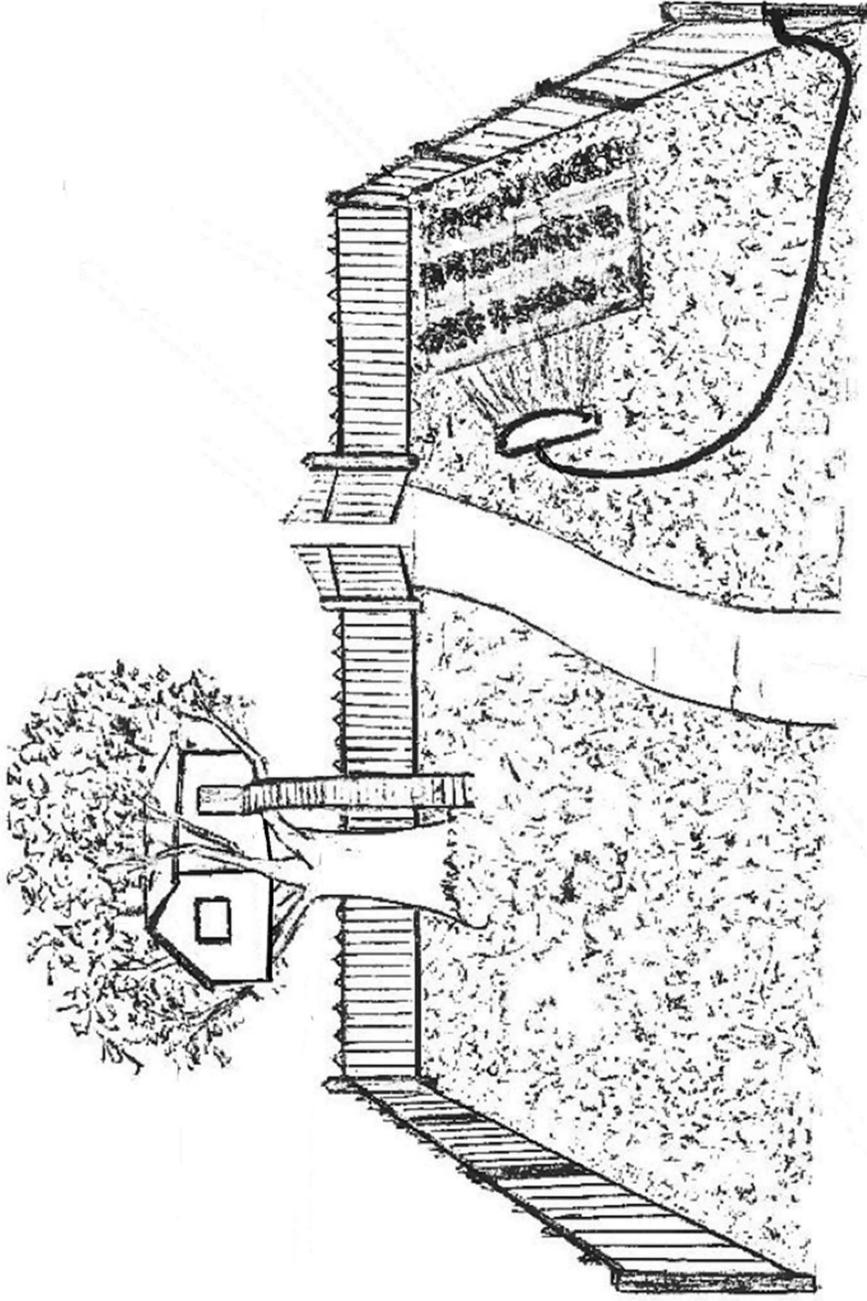
Animal Feet



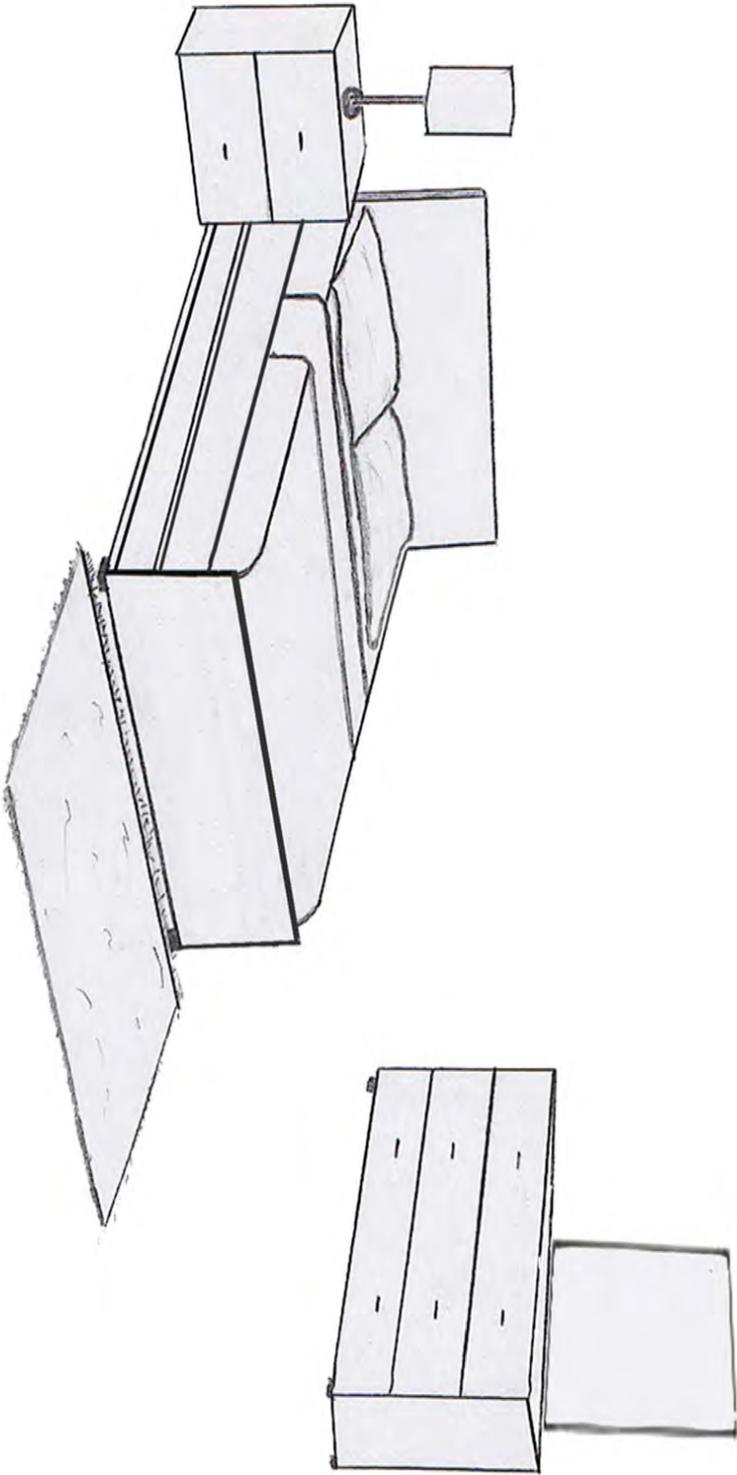
Parts of an Apple



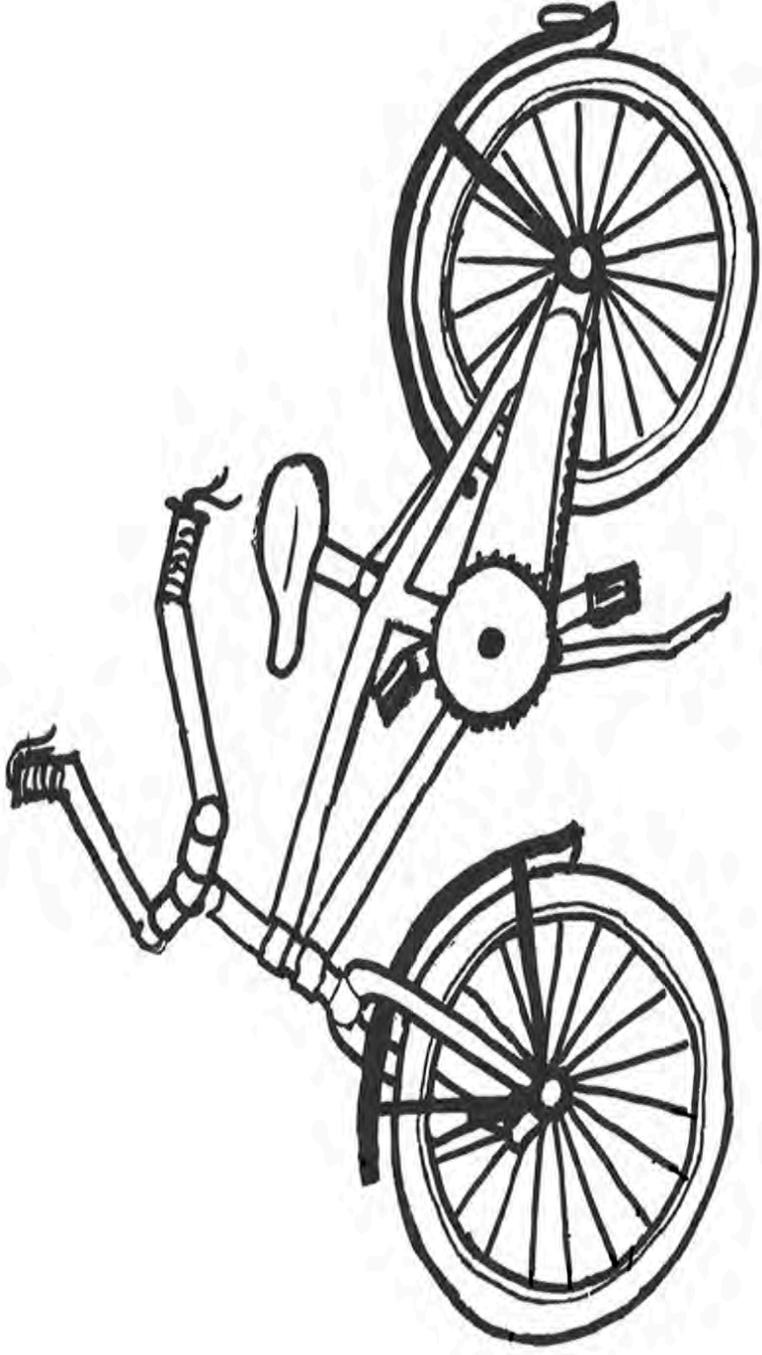
Parts of a Backyard



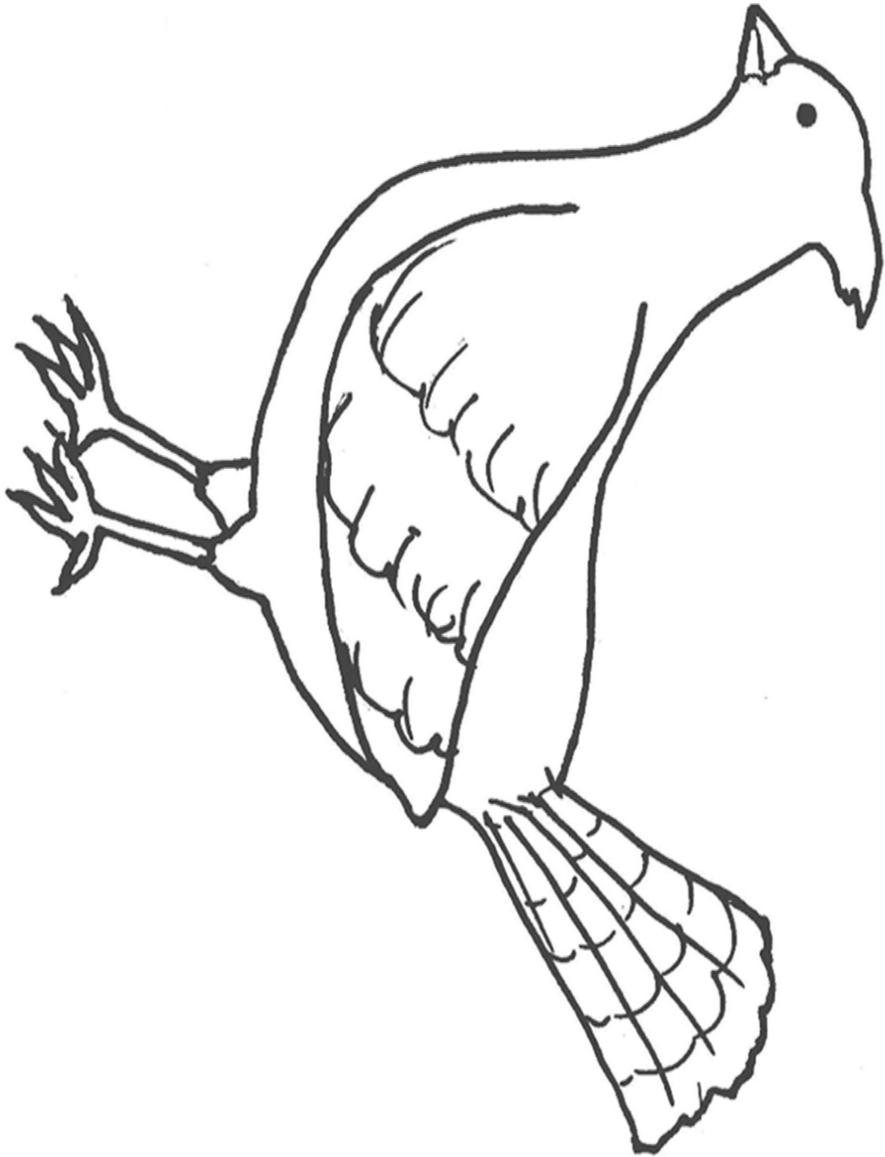
Parts of a Bedroom



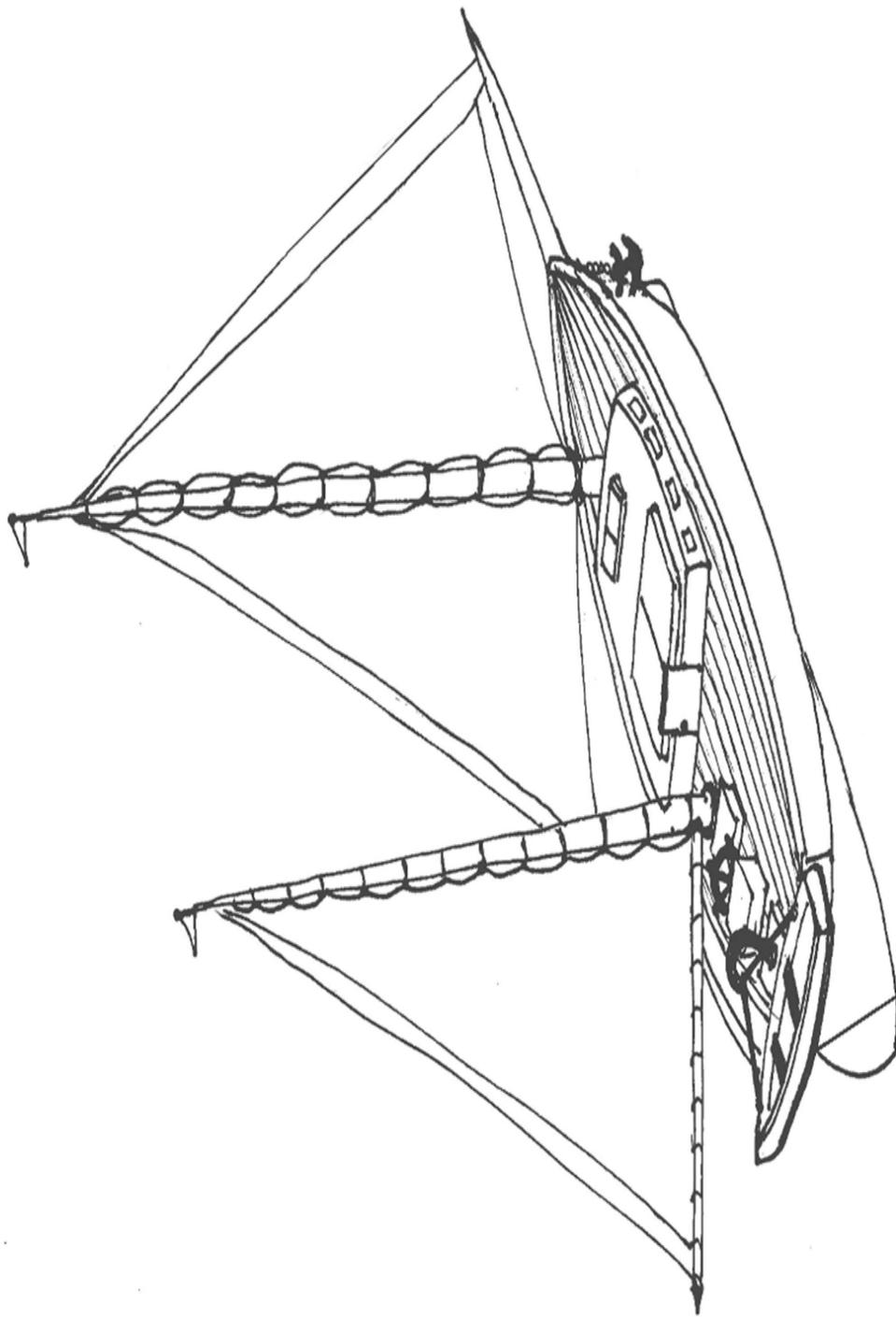
Parts of a Bicycle (Bike)



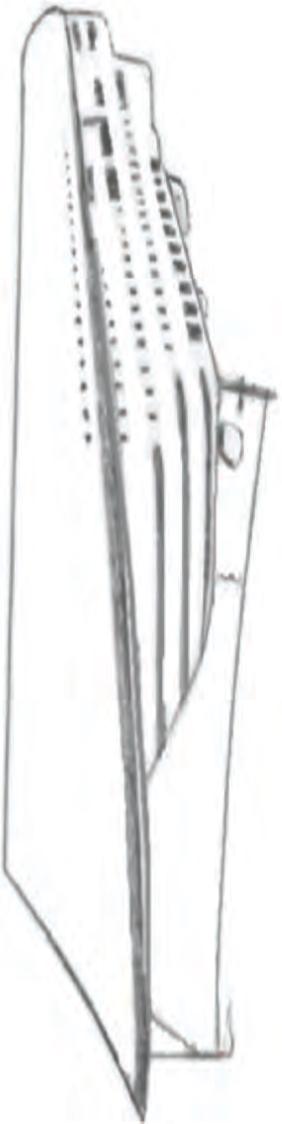
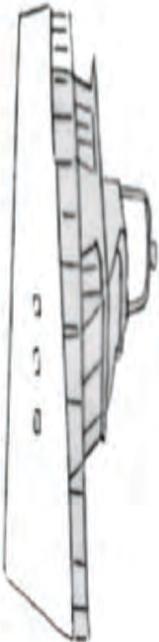
Parts of a Bird



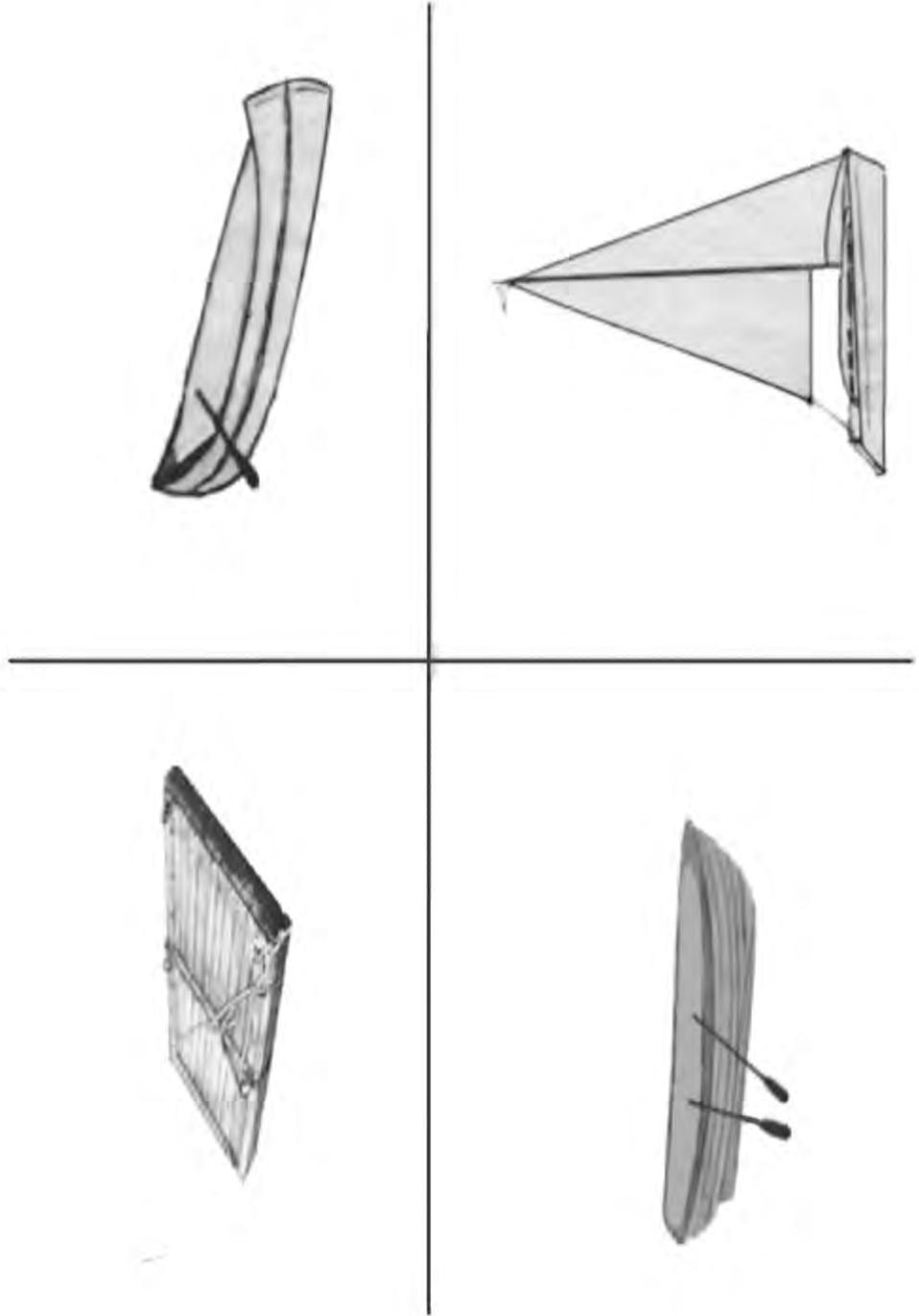
Parts of a Boat (Sailboat)



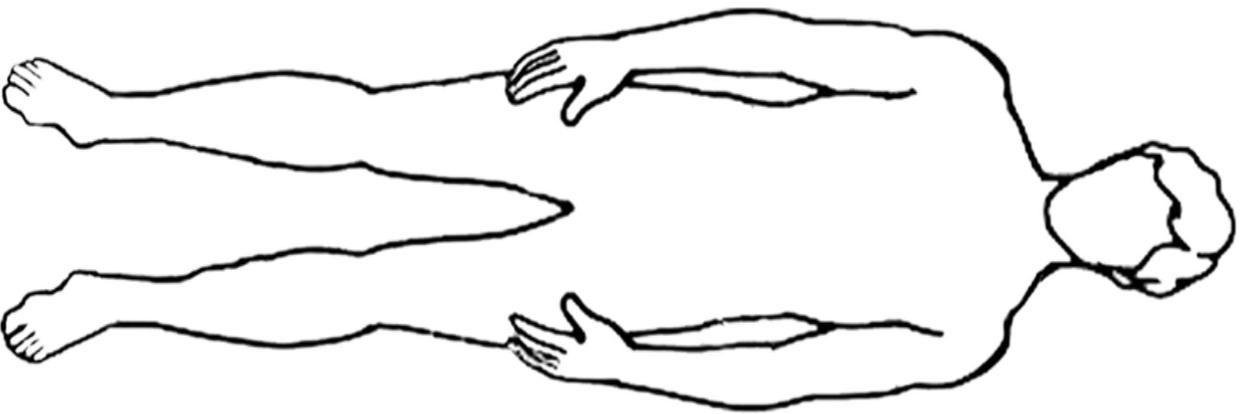
Boats With Motors



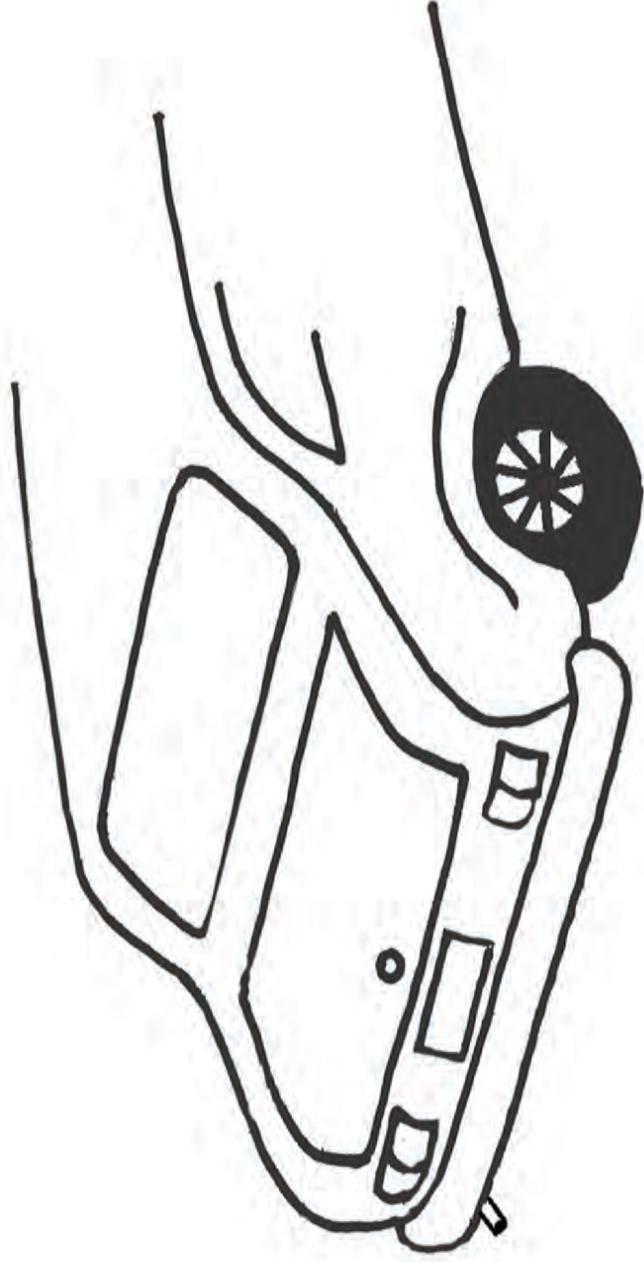
Boats Without Motors



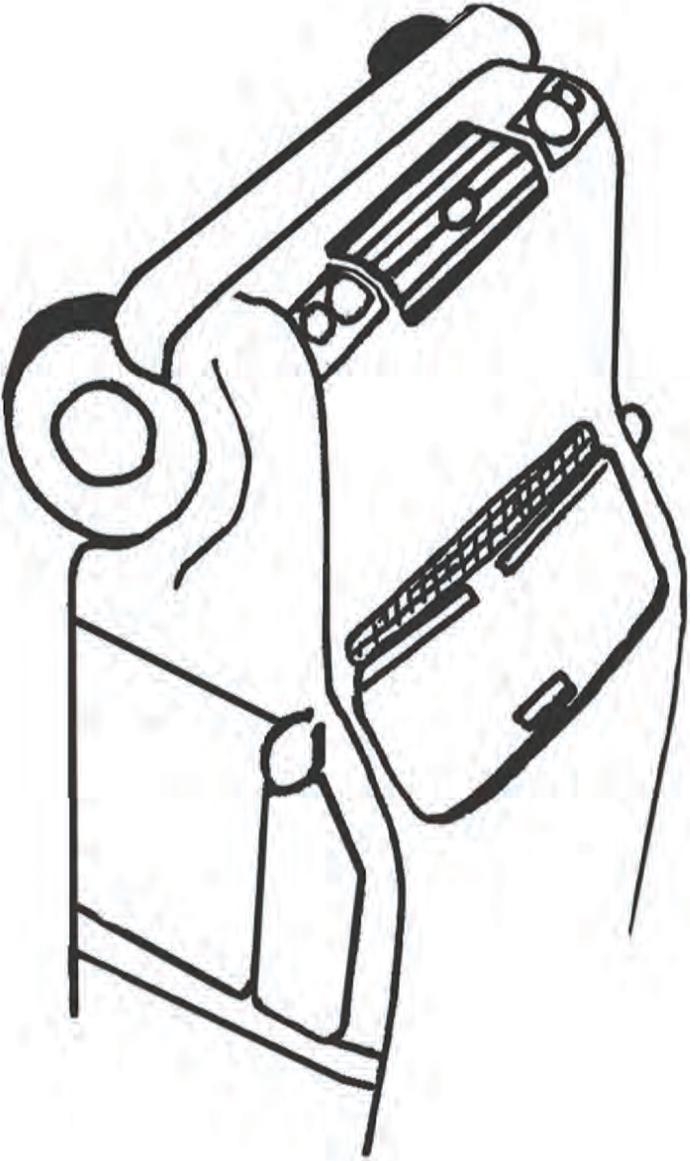
Parts of a Body



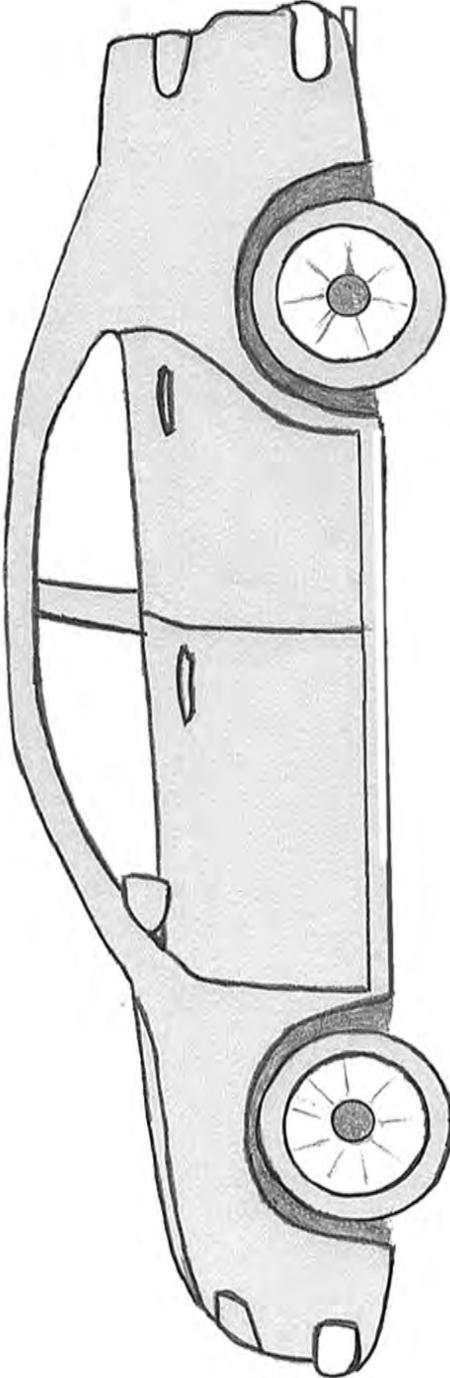
Parts of the Back of a Car

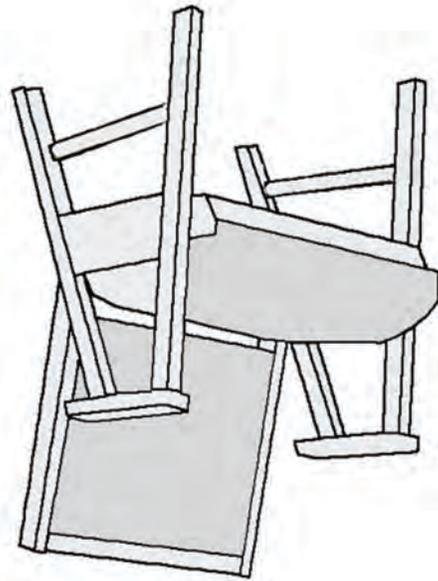
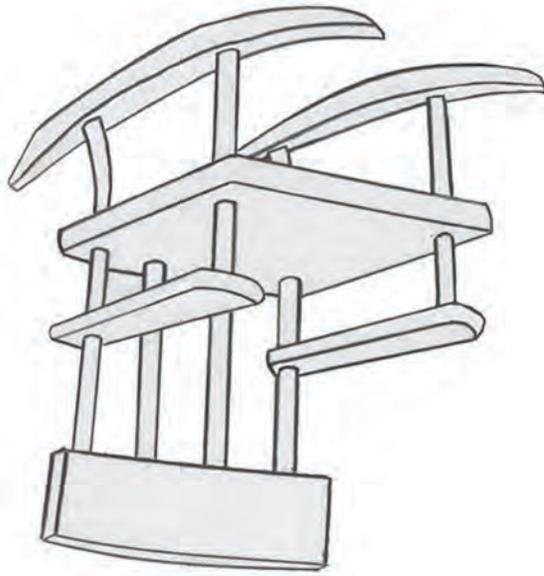


Parts of the Front of a Car



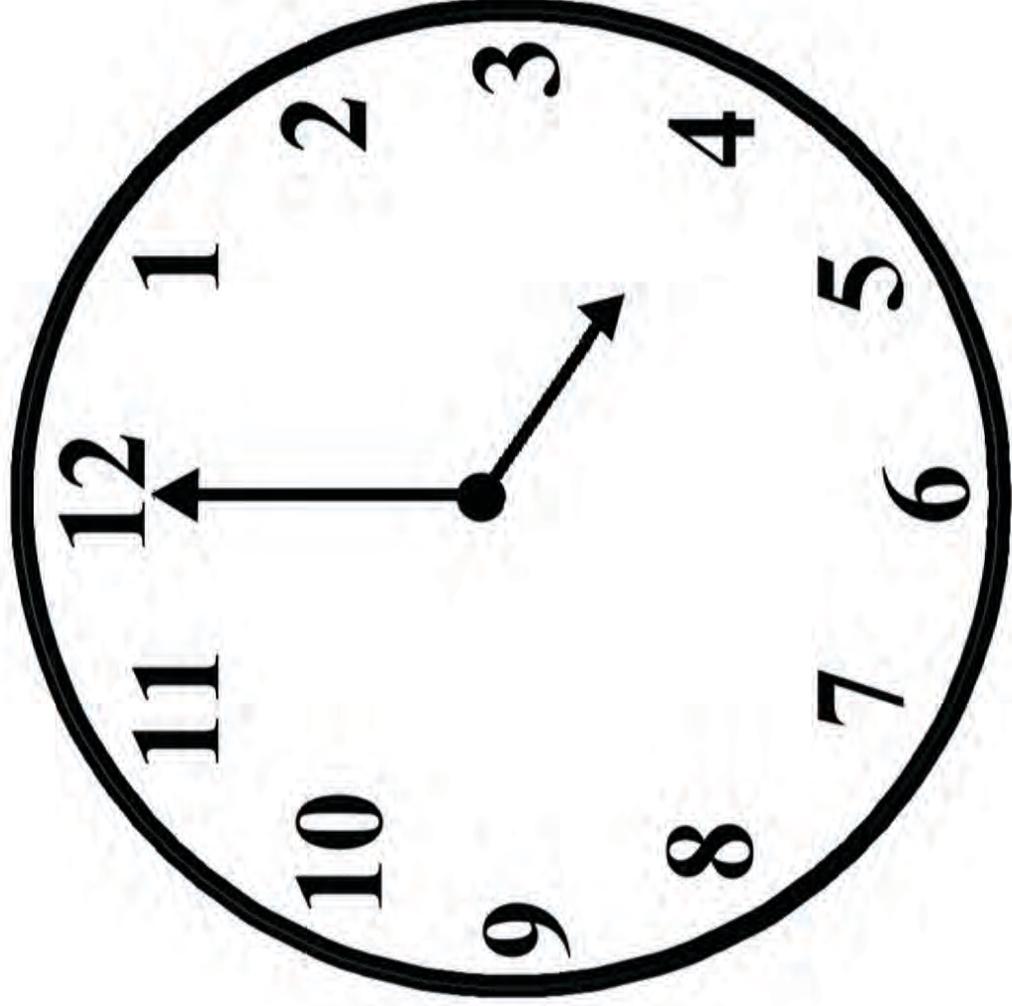
Parts of the Side of a Car



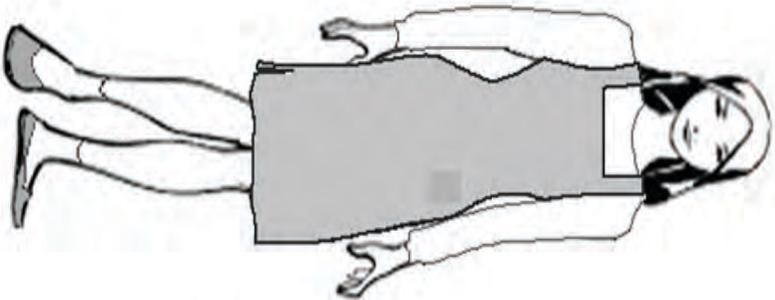
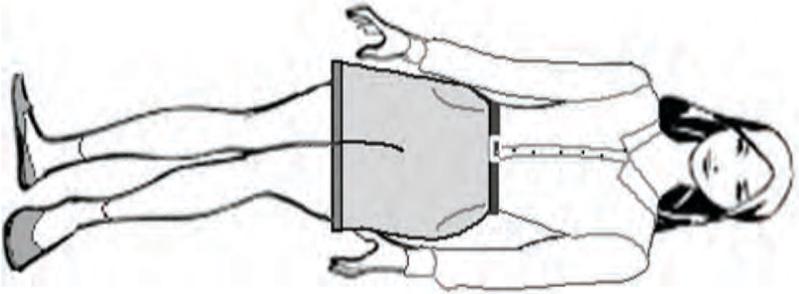


Parts of a Chair

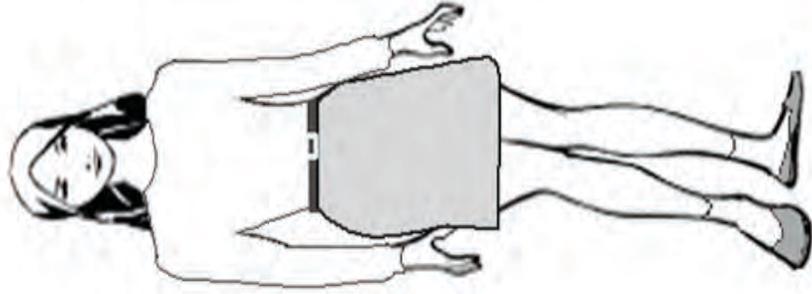
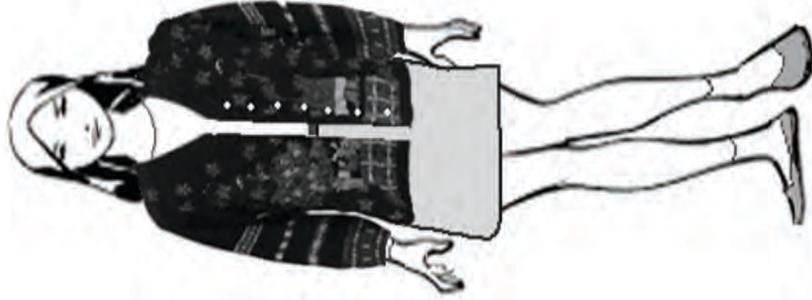
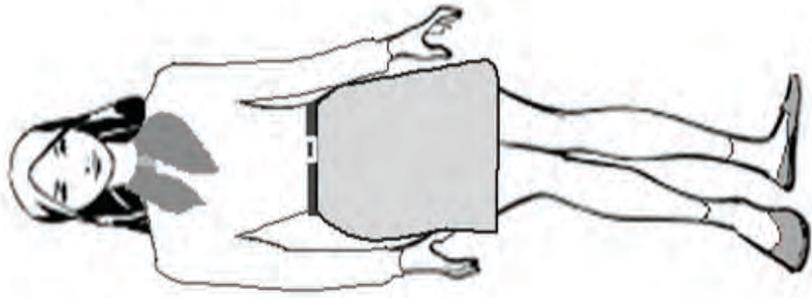
Parts of a Clock



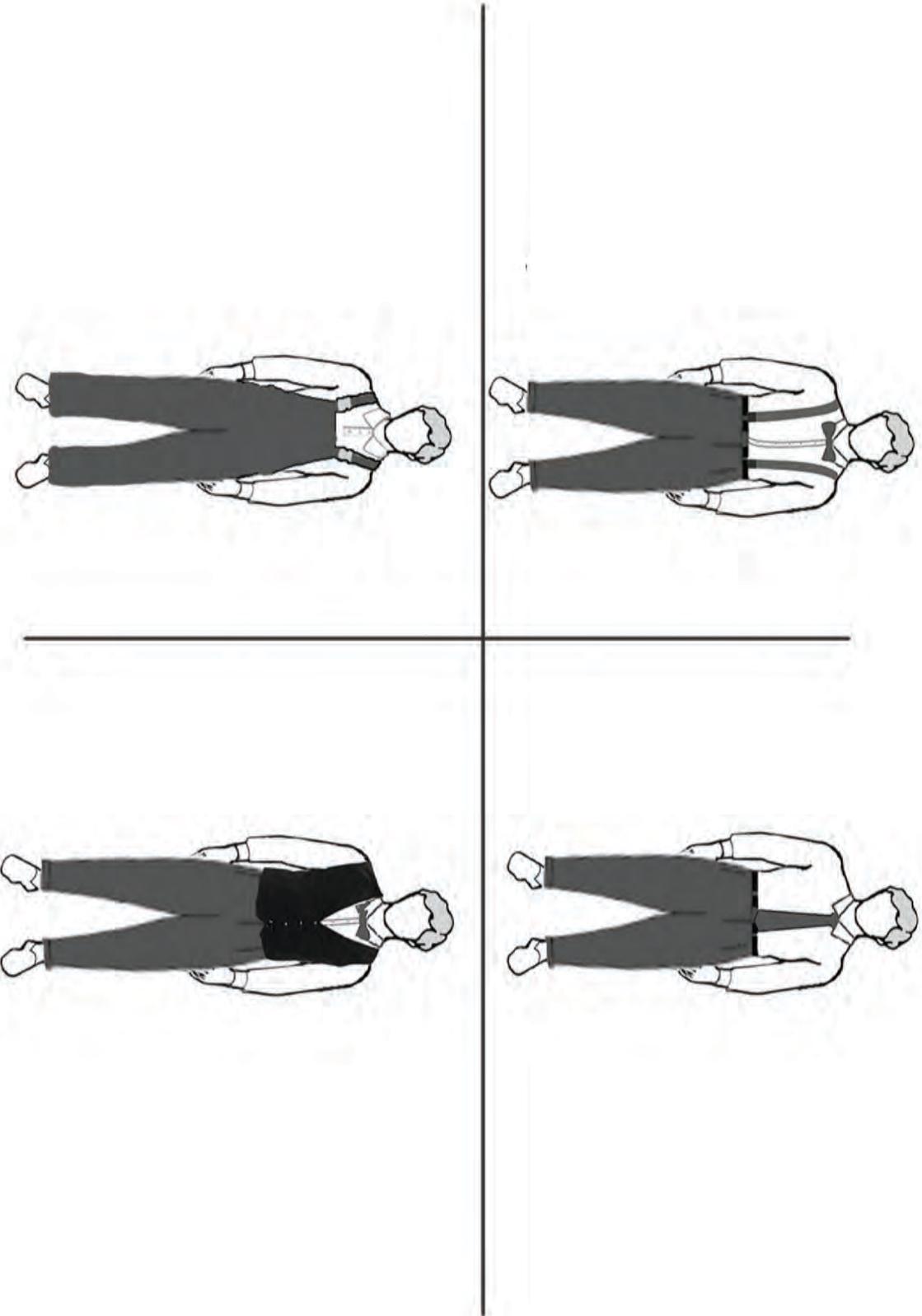
Female Clothing



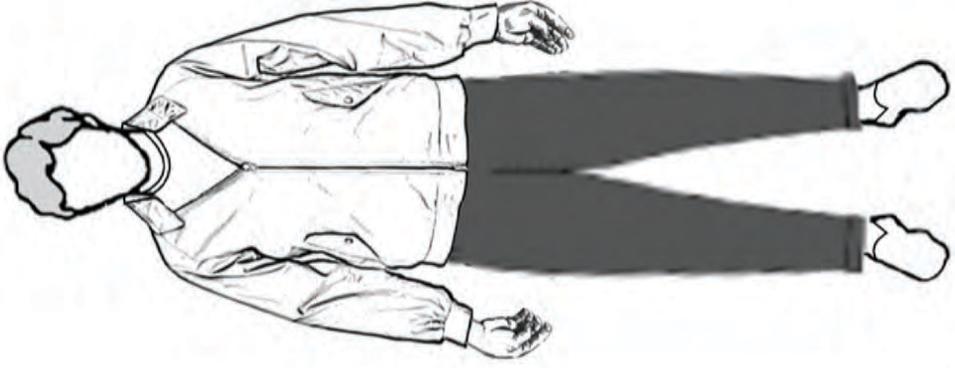
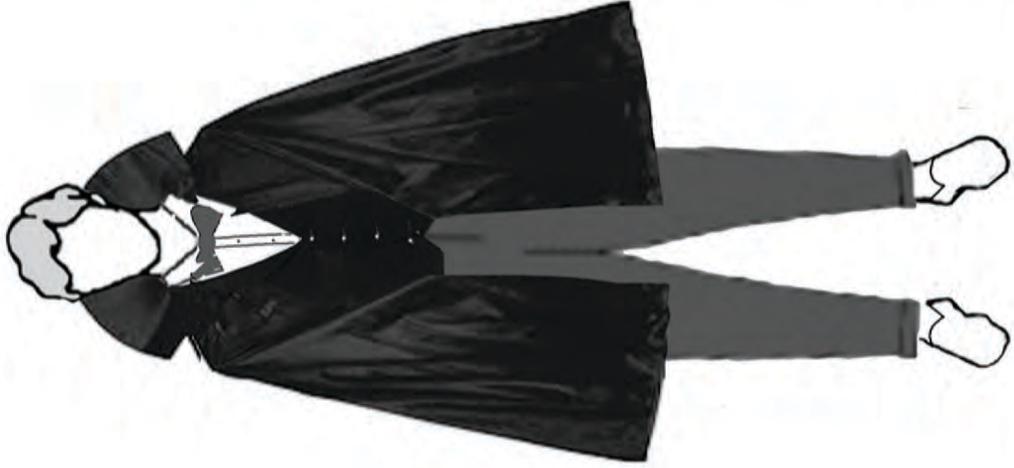
Female Clothing



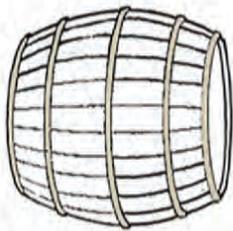
Male Clothing



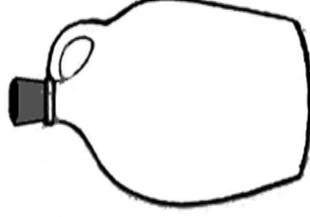
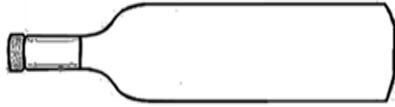
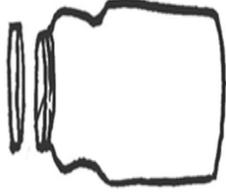
Outerwear



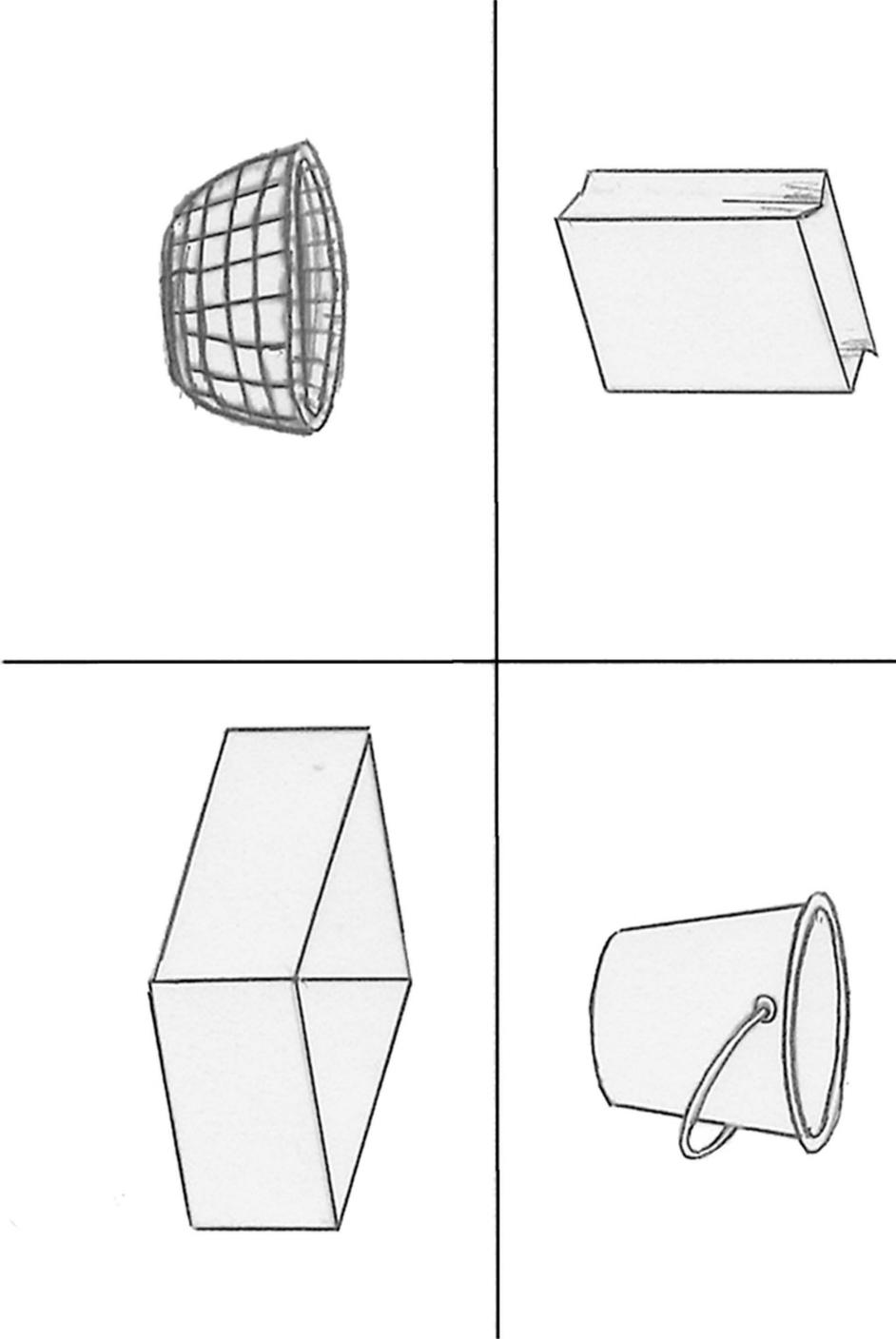
Containers



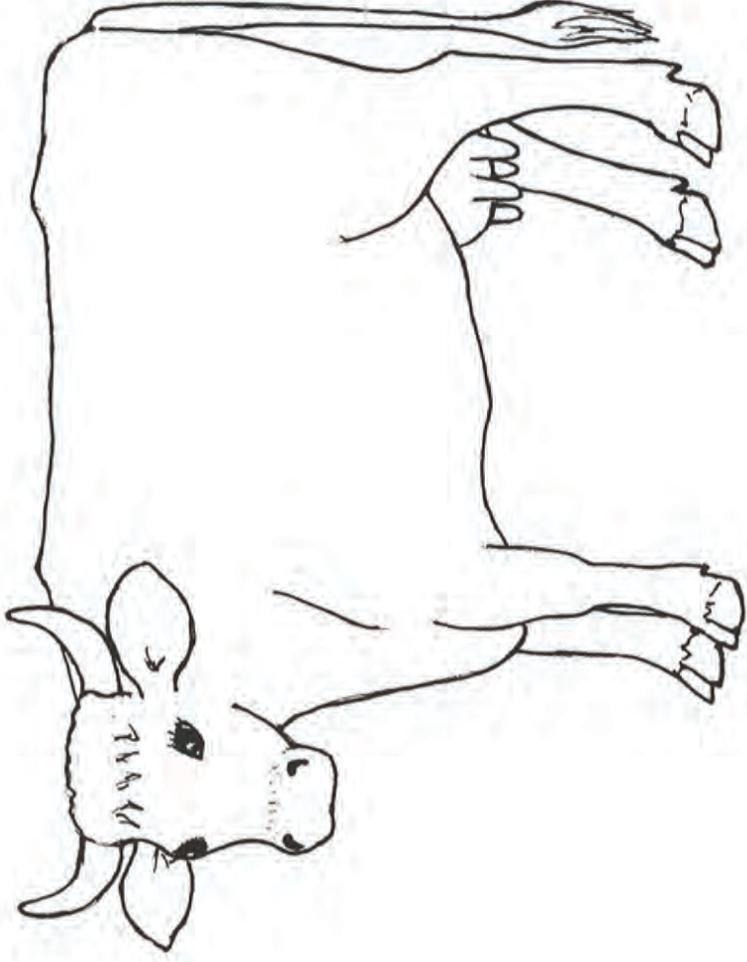
Containers



Containers

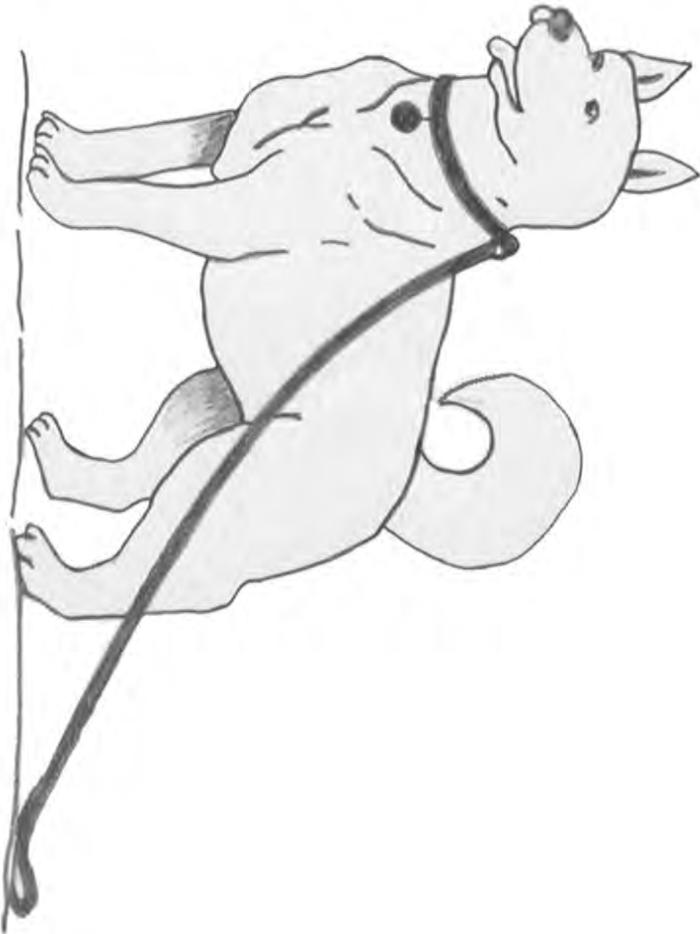


Parts of a Cow

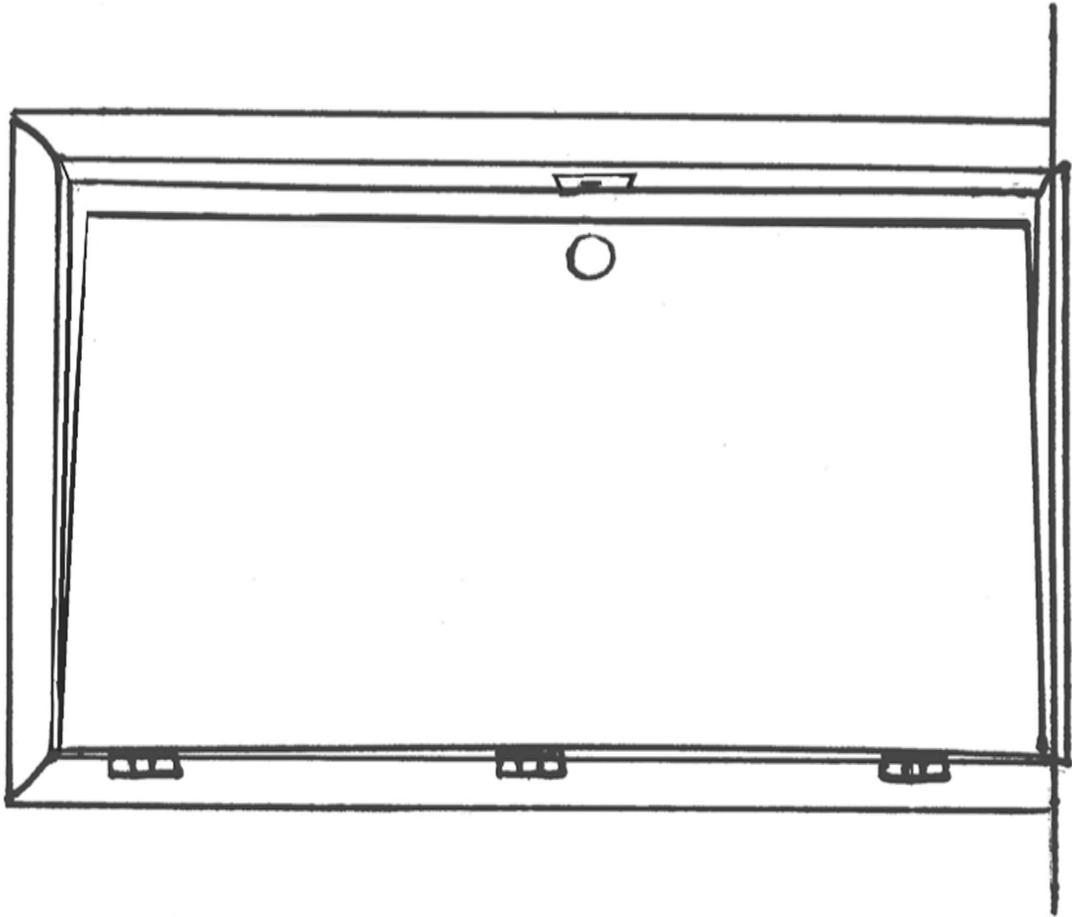


Called a heifer before it gives birth to a calf, and a cow after giving birth

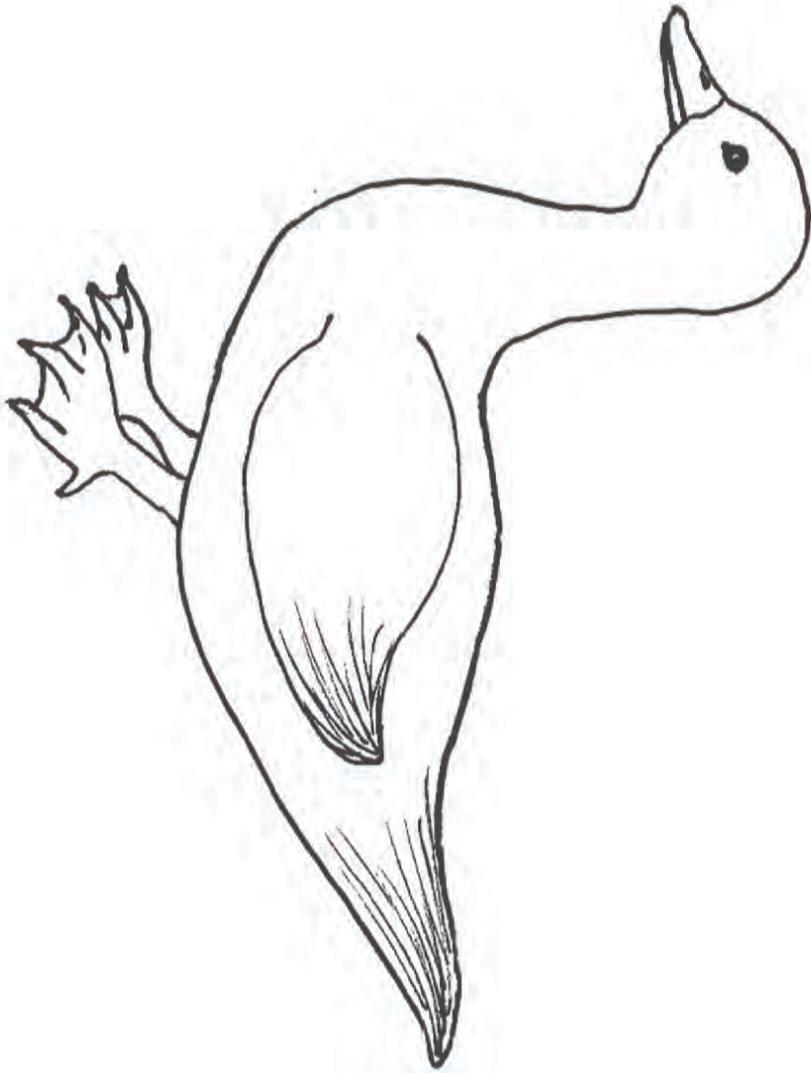
Parts of a Dog and His Stuff



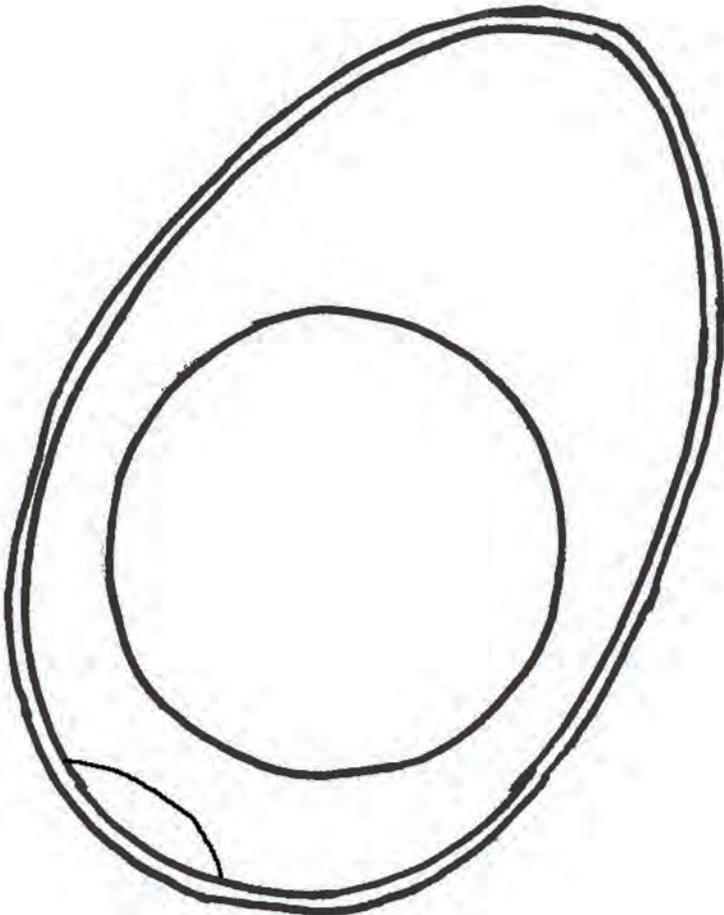
Parts of a Door



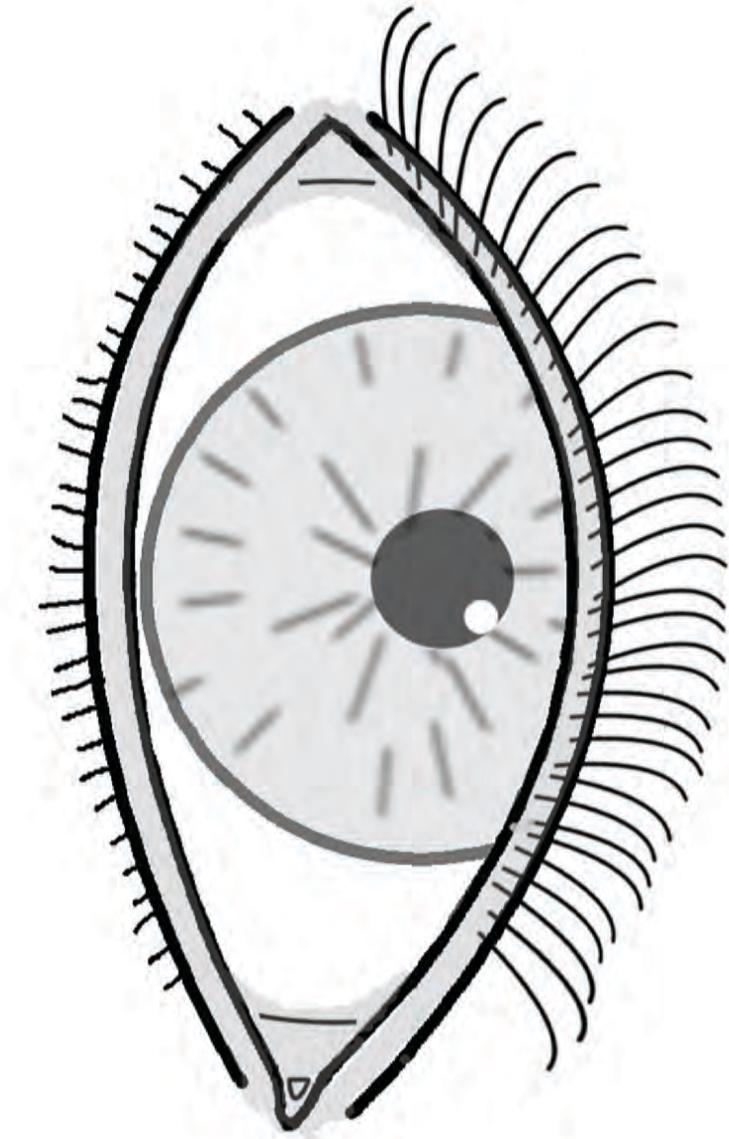
Parts of a Duck



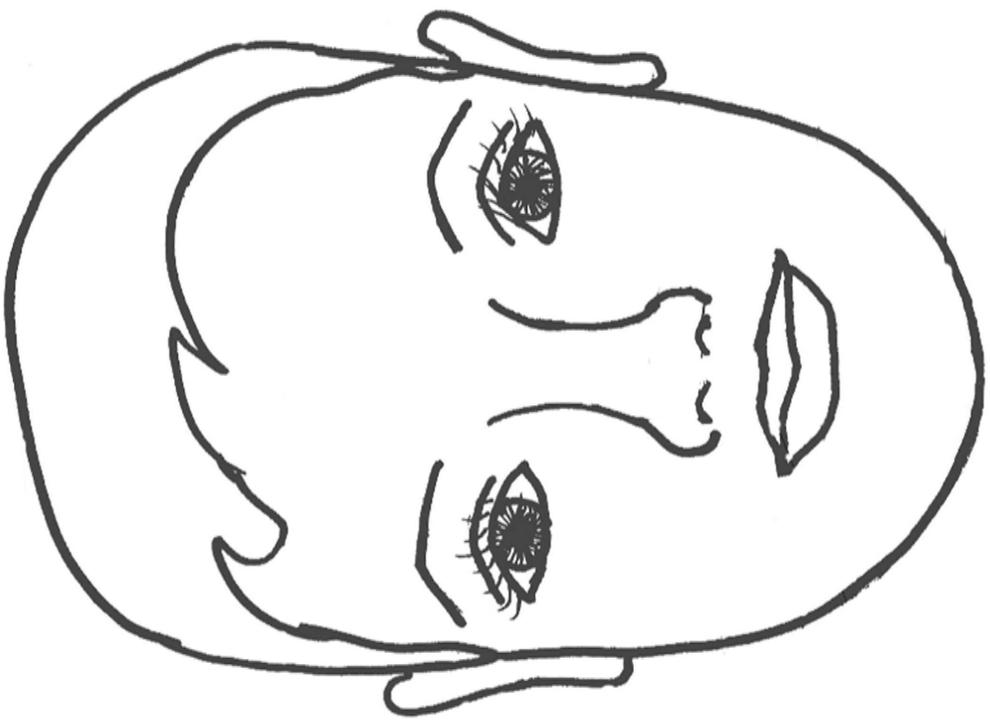
Parts of an Egg



Parts of an Eye



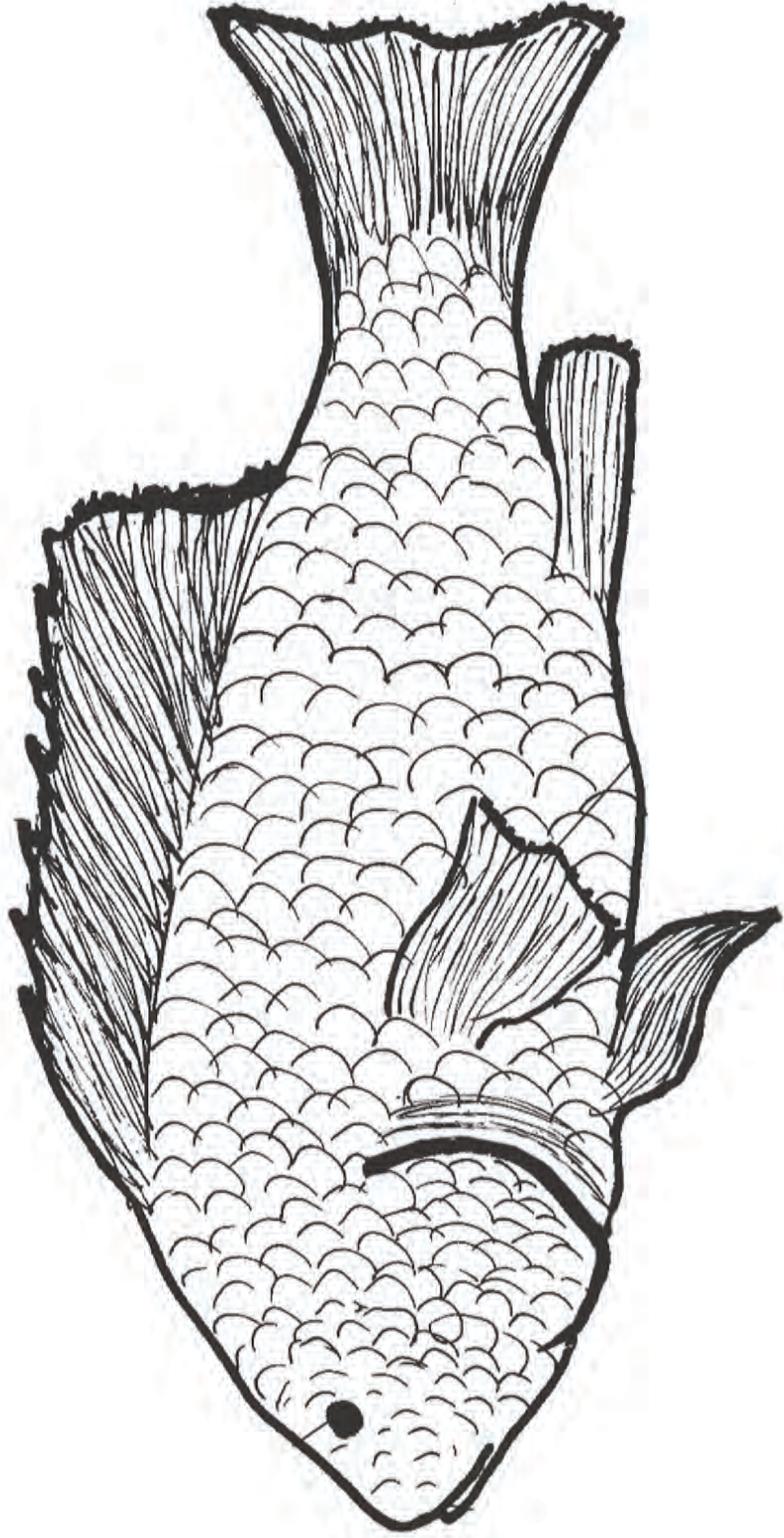
Parts of a Face



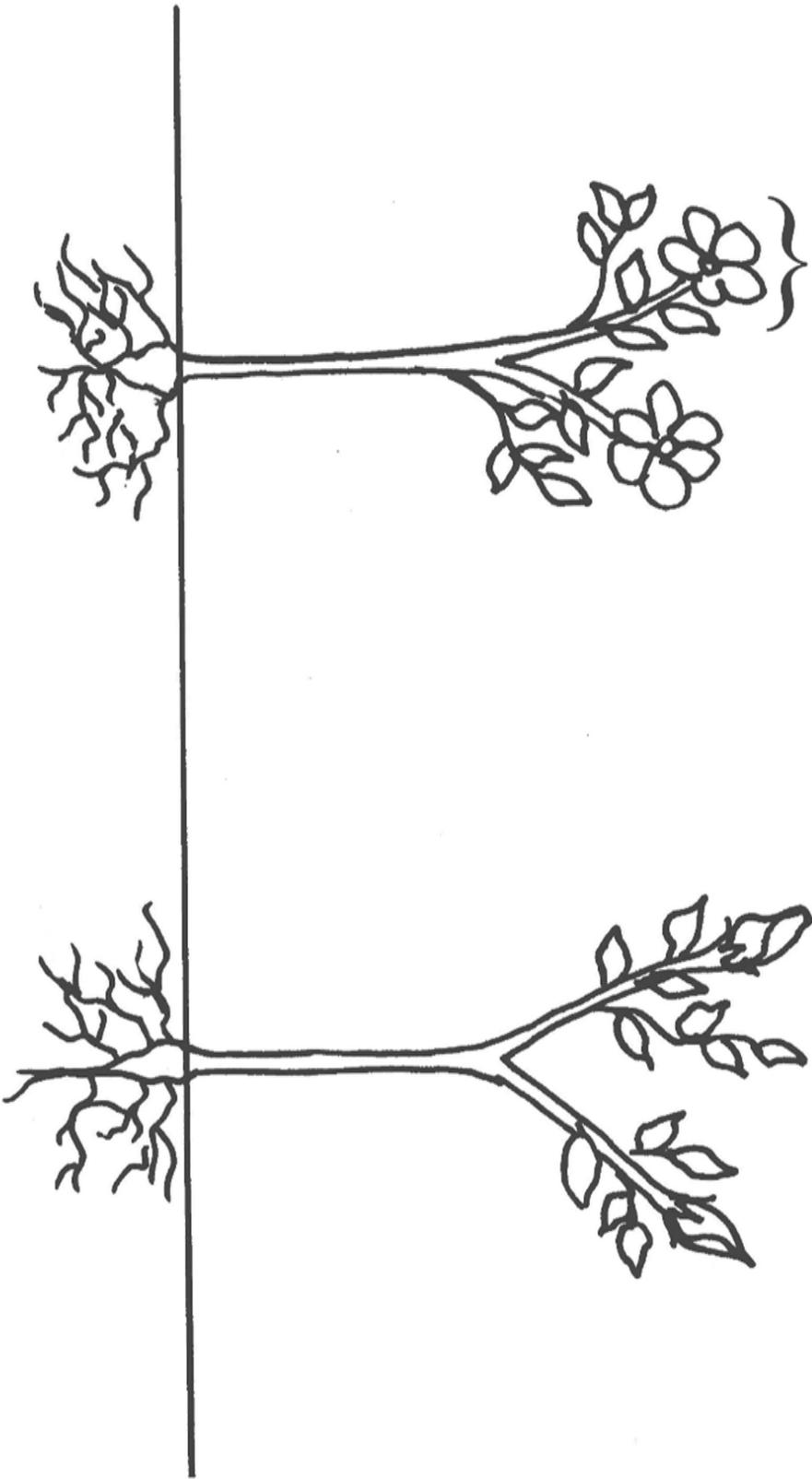
Parts of a Face with Hair



Parts of a Fish



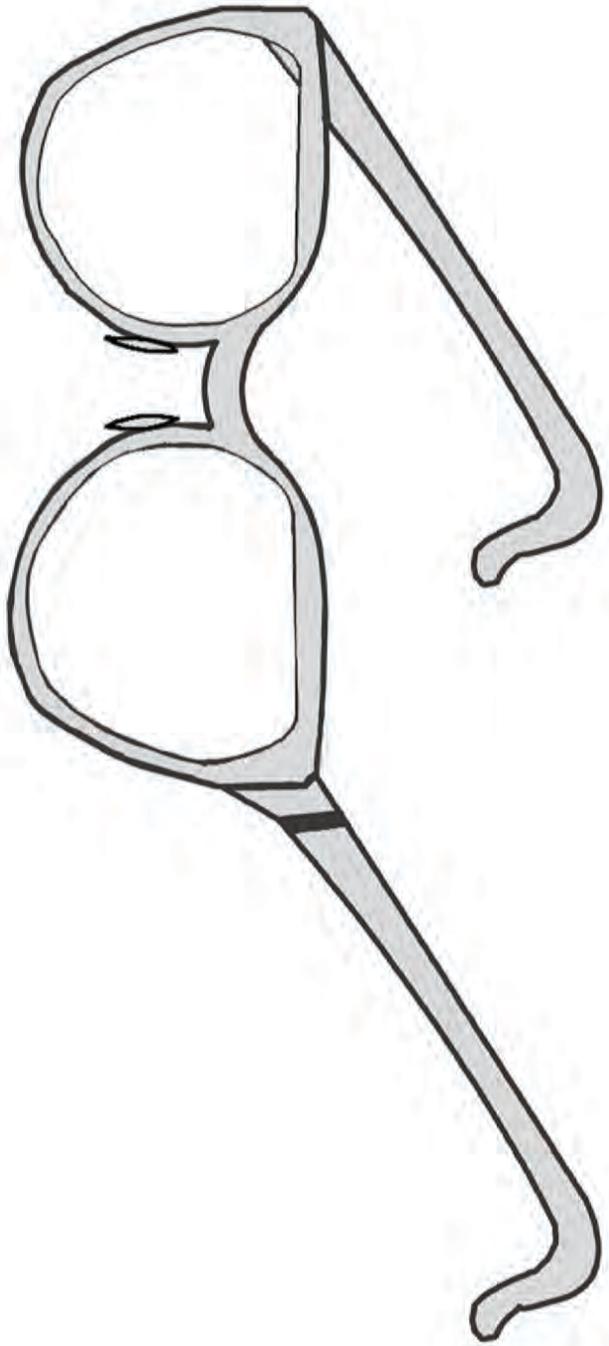
Parts of a Flowering Plant



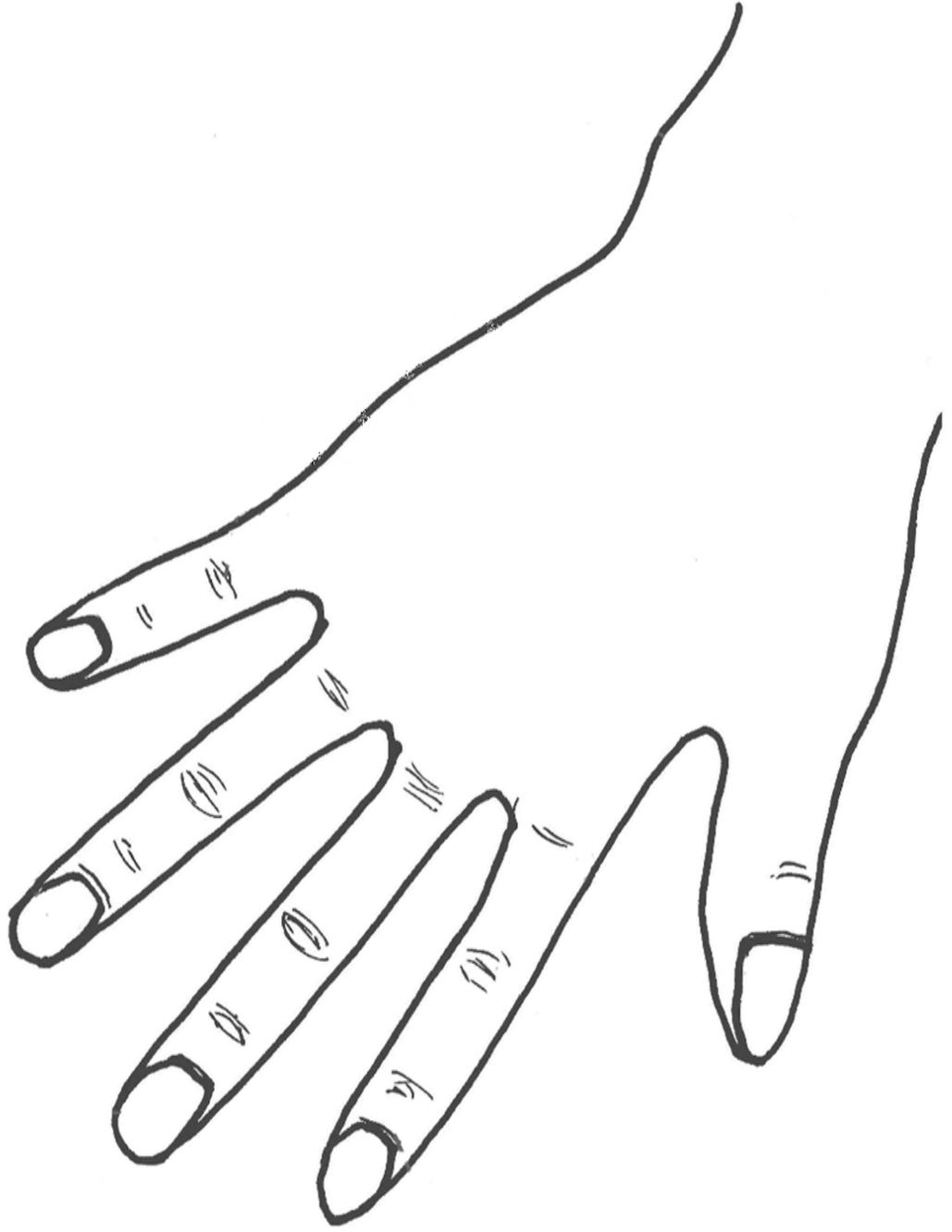
Parts of a Foot



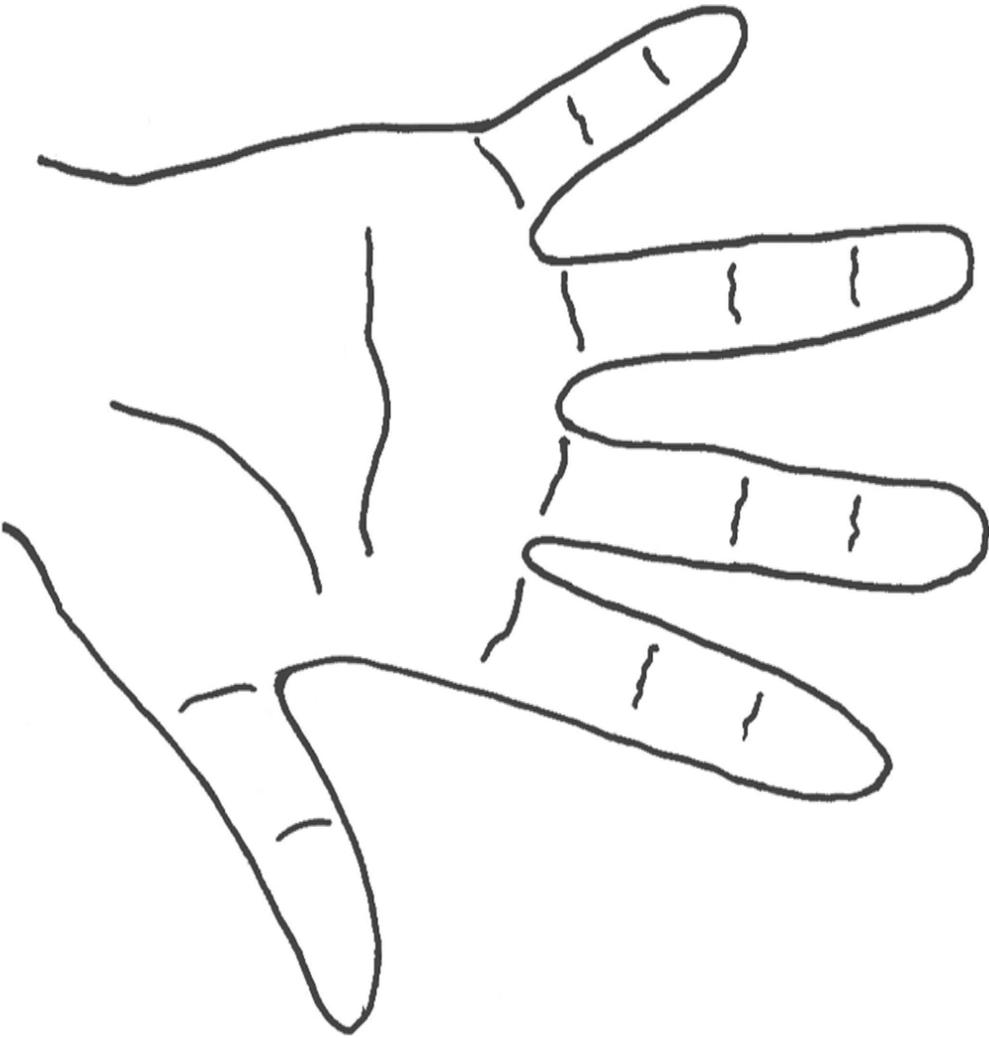
Parts of a Pair of Glasses



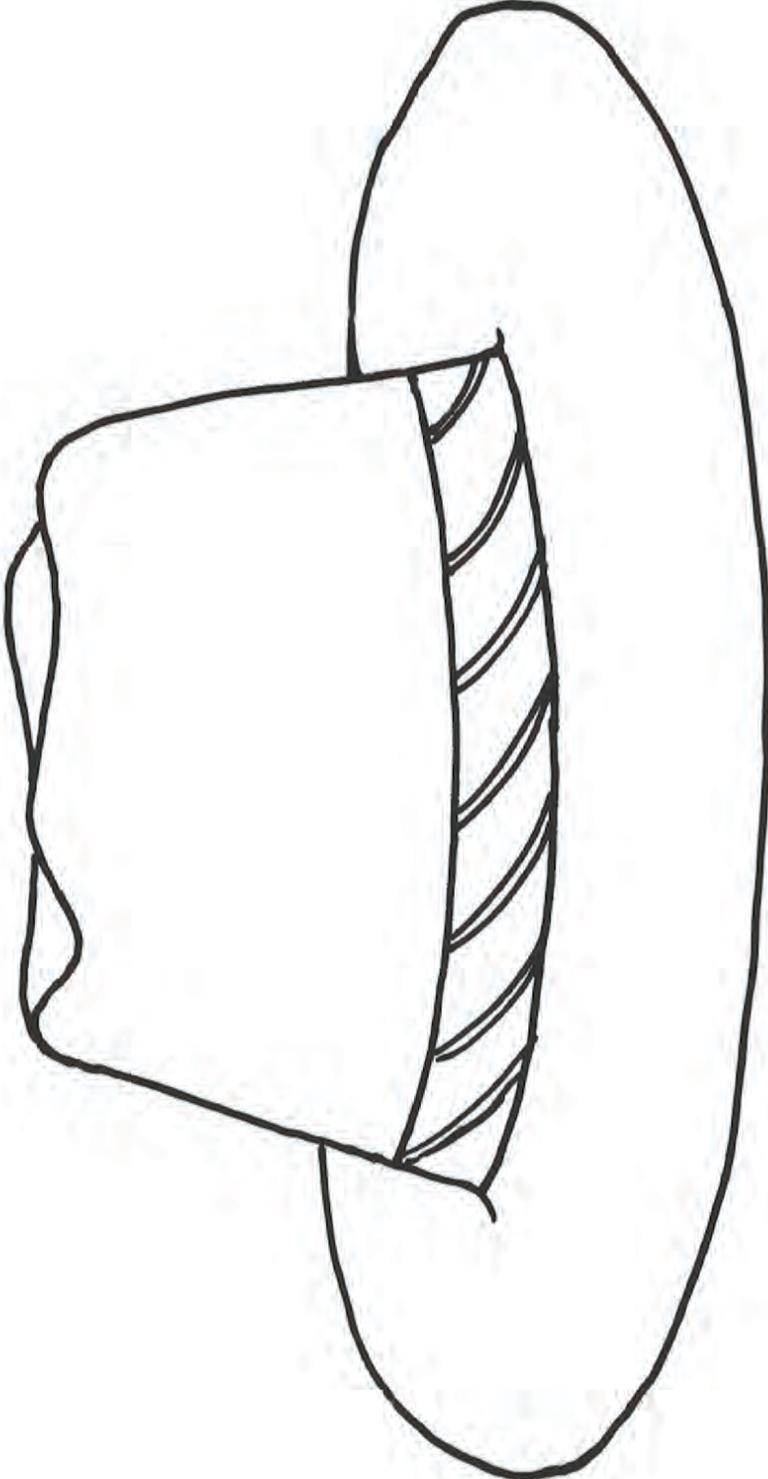
Parts of the Back of My Hand



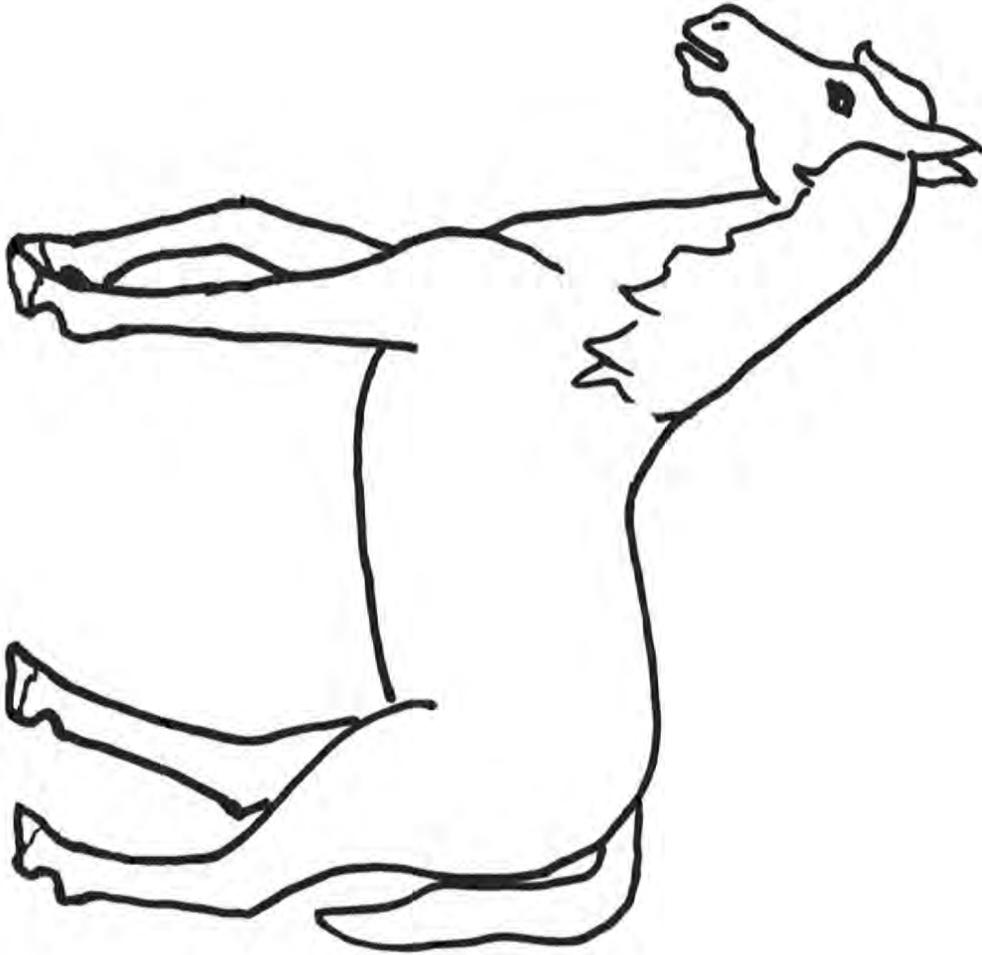
Parts of the Inside of My Hand



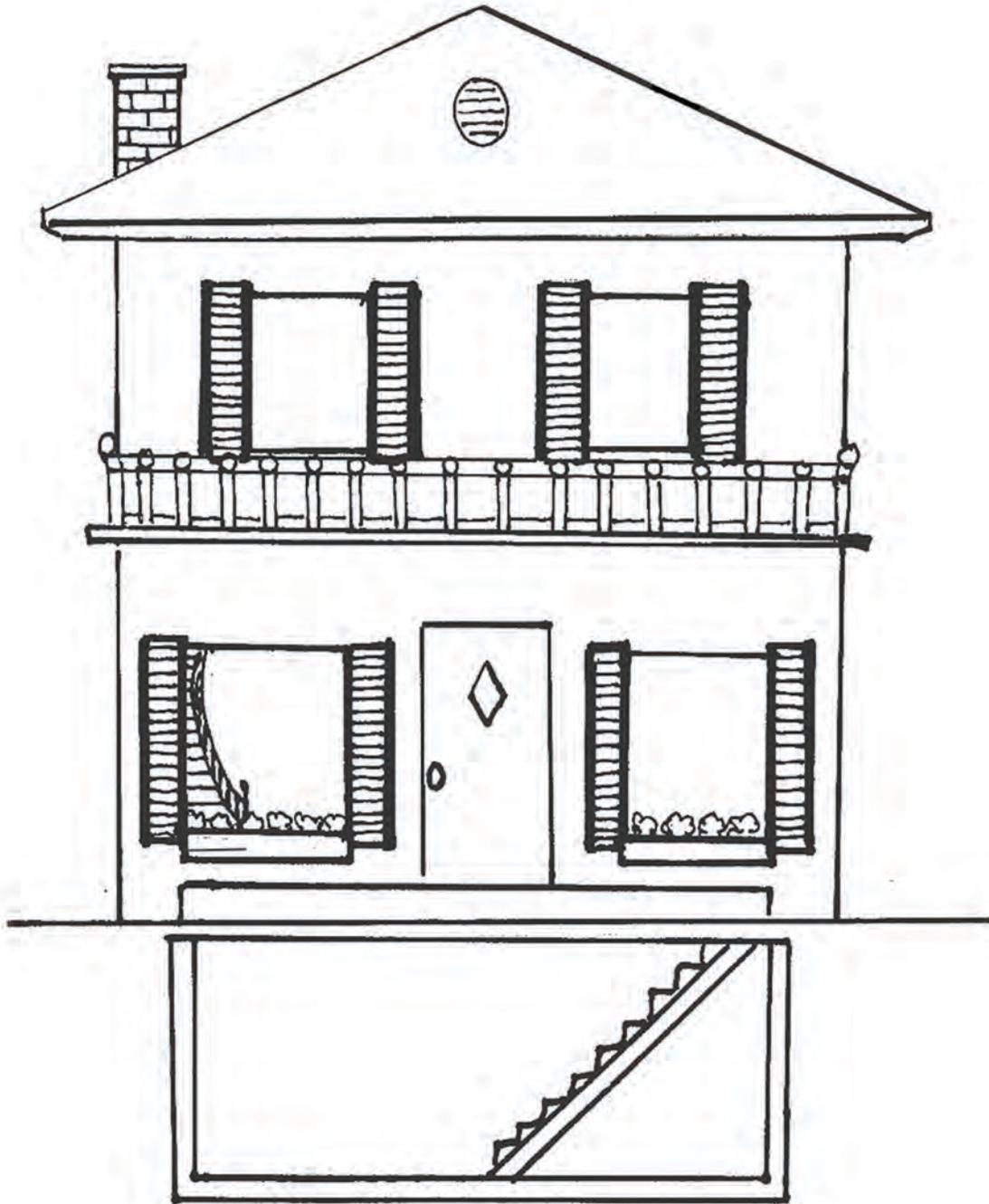
Parts of a Hat



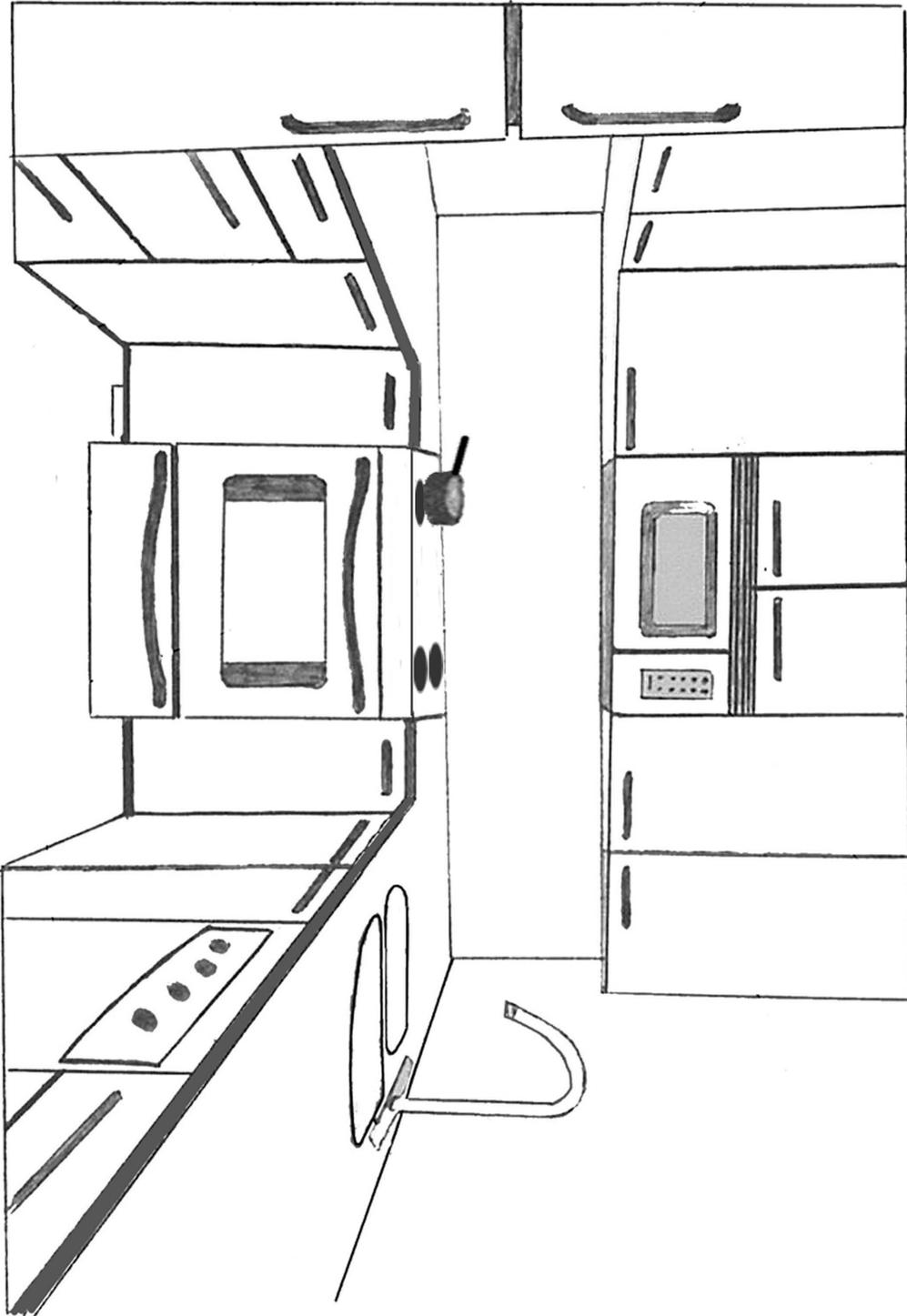
Parts of a Horse



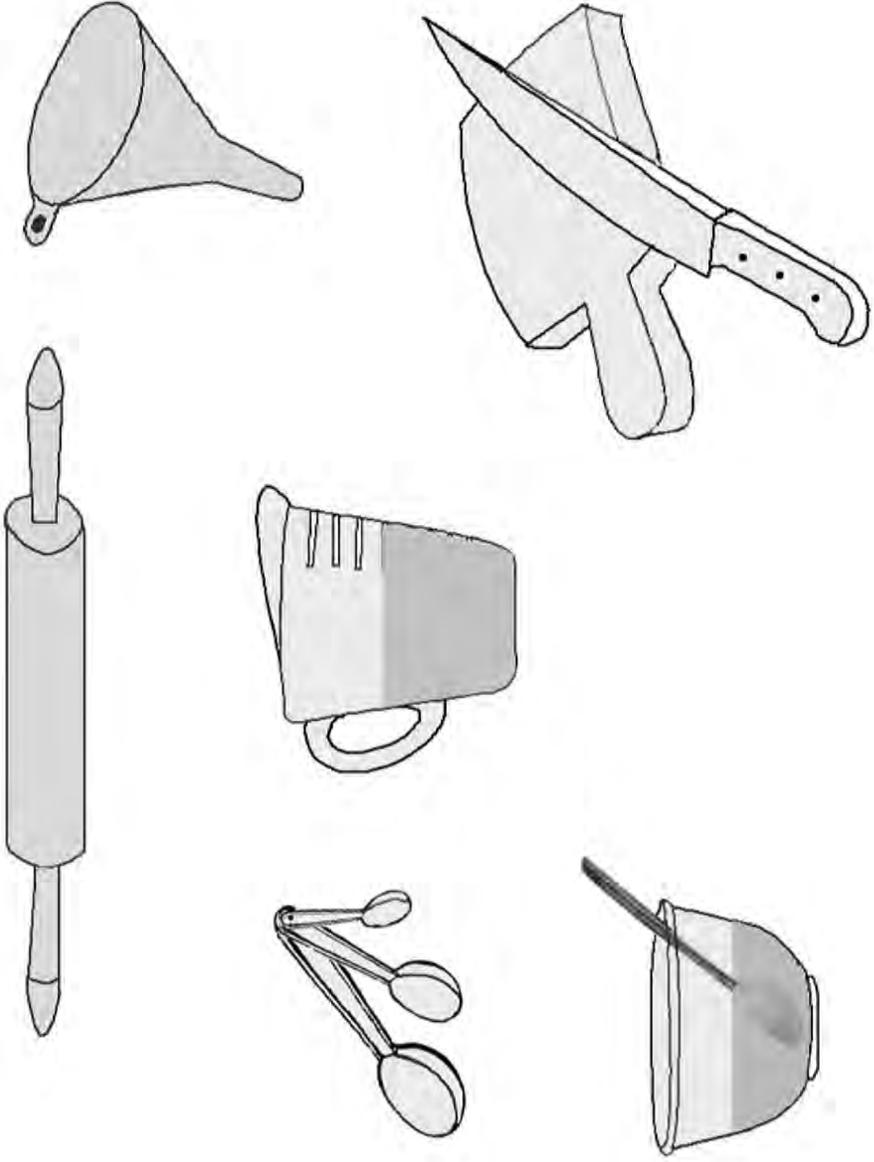
Parts of a House



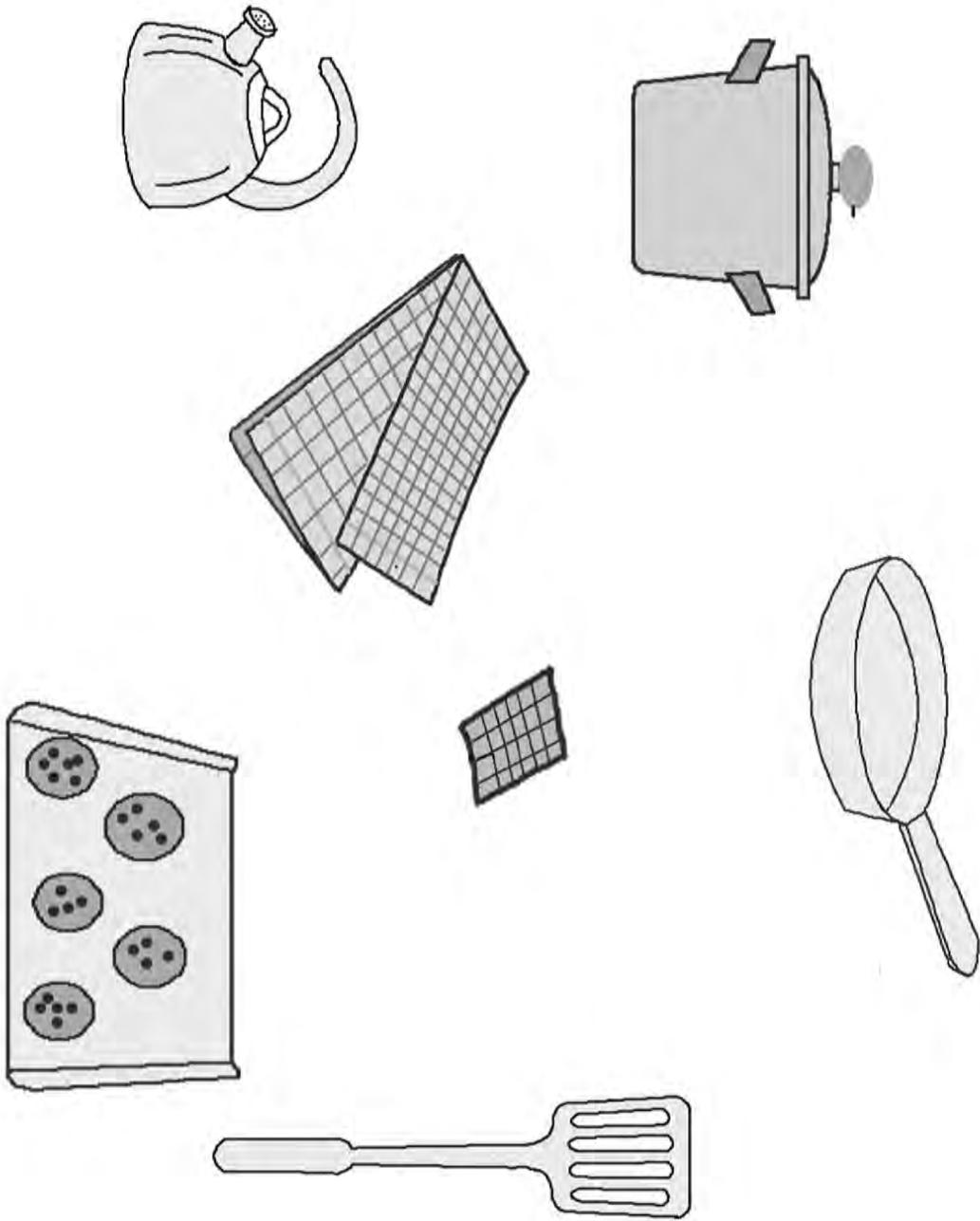
Parts of a Kitchen



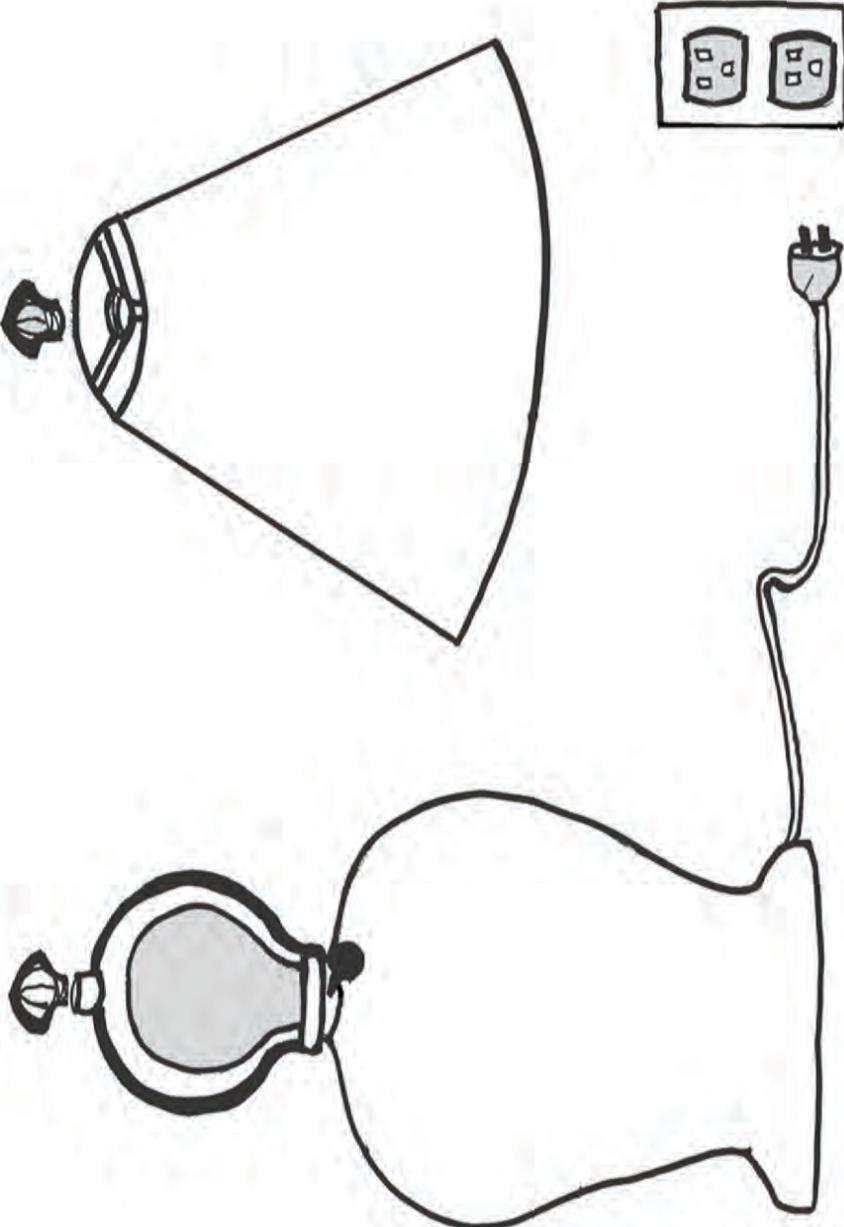
Kitchen Utensils



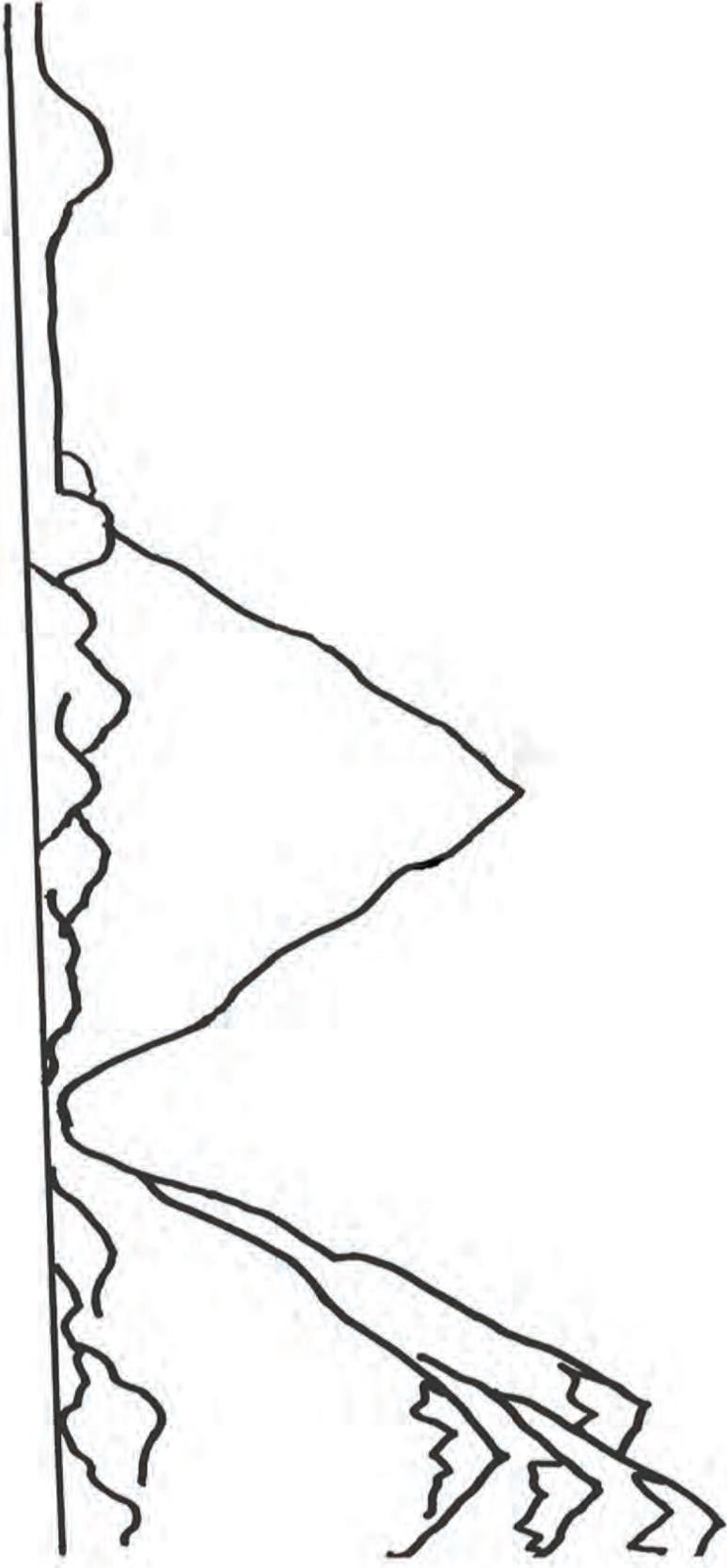
Kitchen Utensils



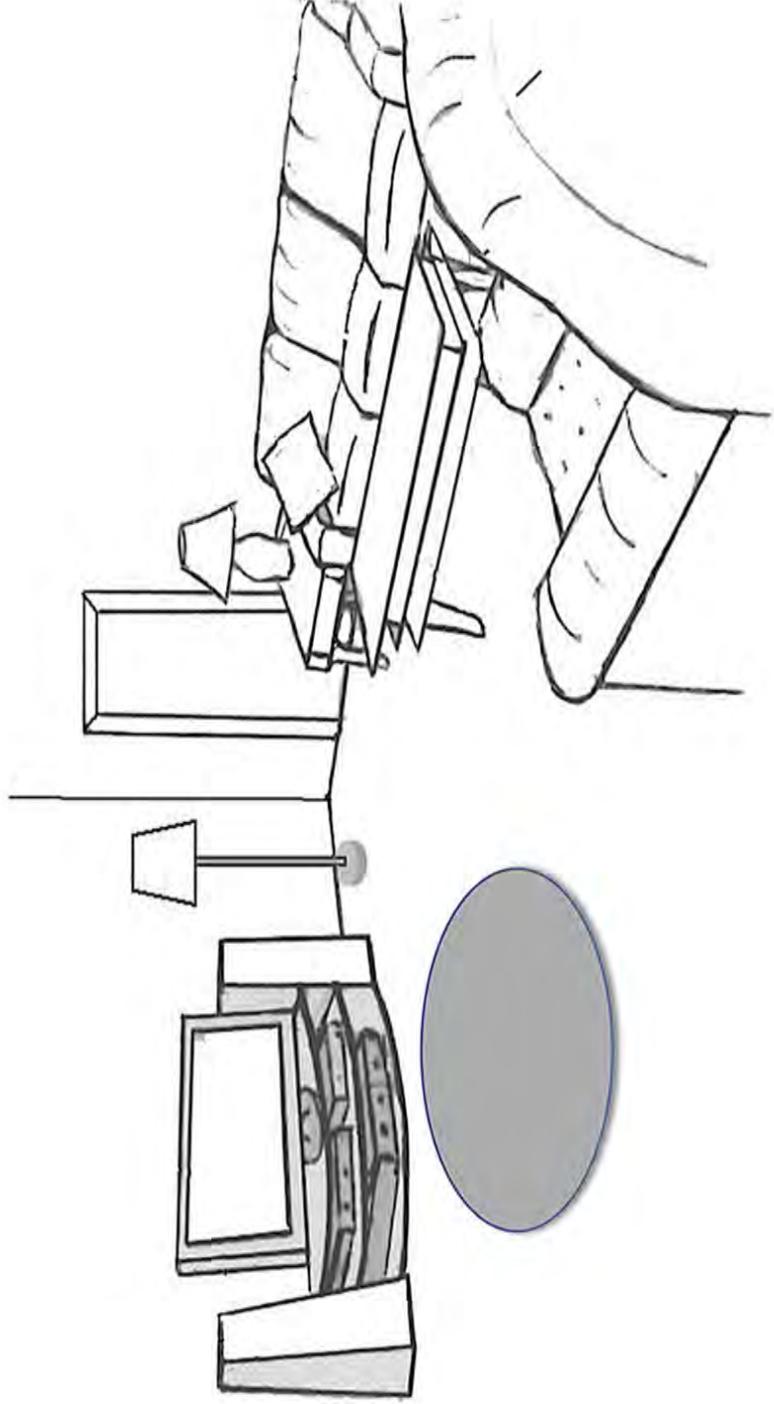
Parts of a Lamp



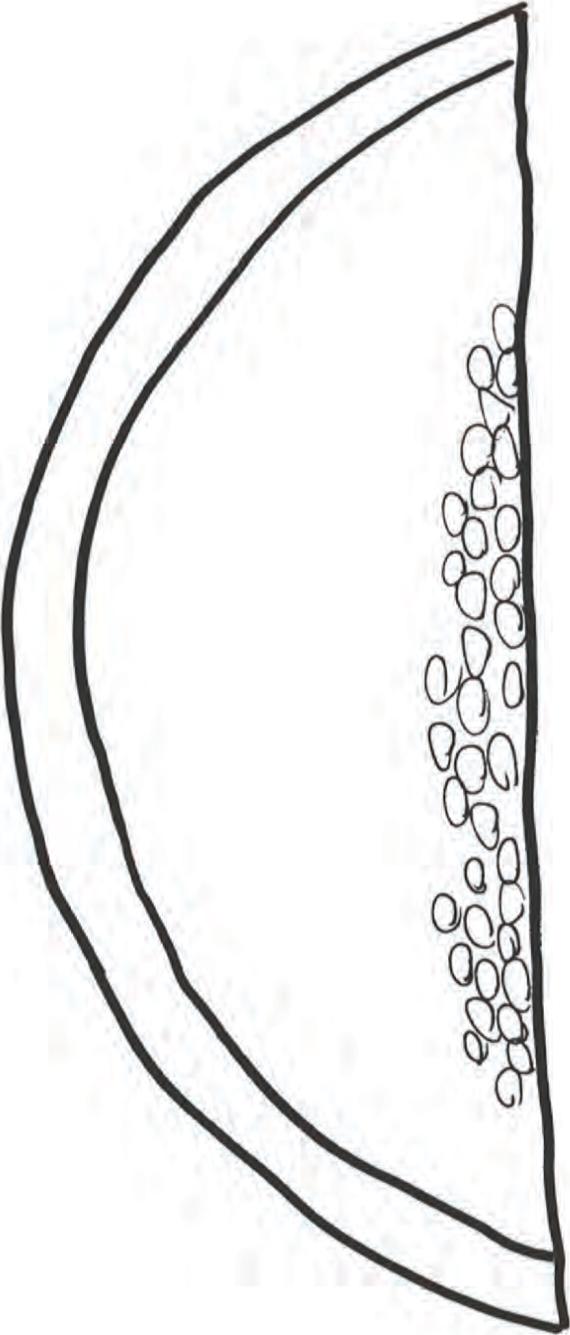
Landforms (Terrain)



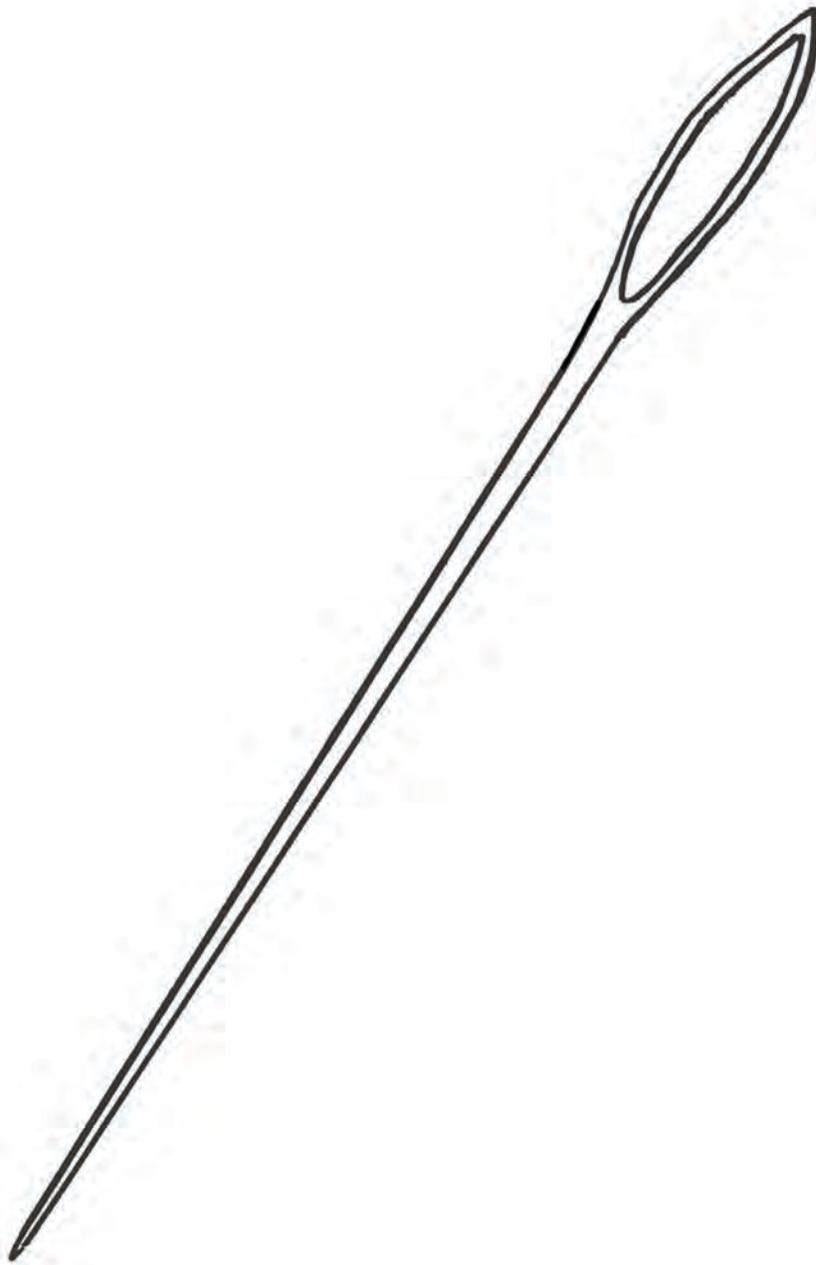
Parts of a Living Room



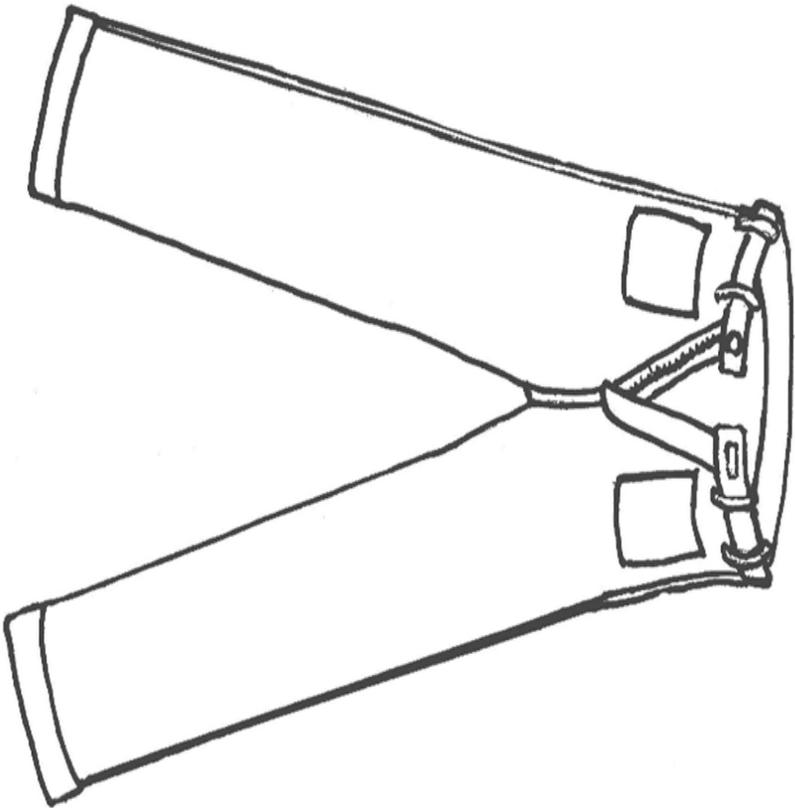
Parts of a Melon



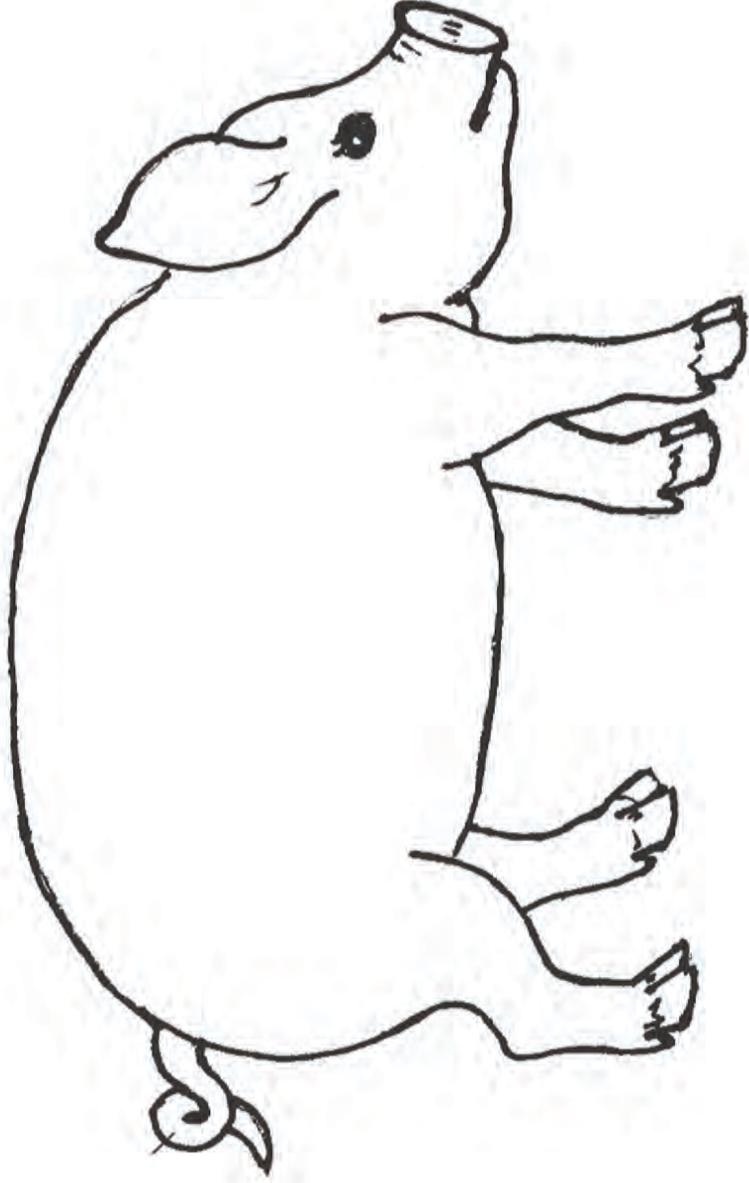
Parts of a Needle



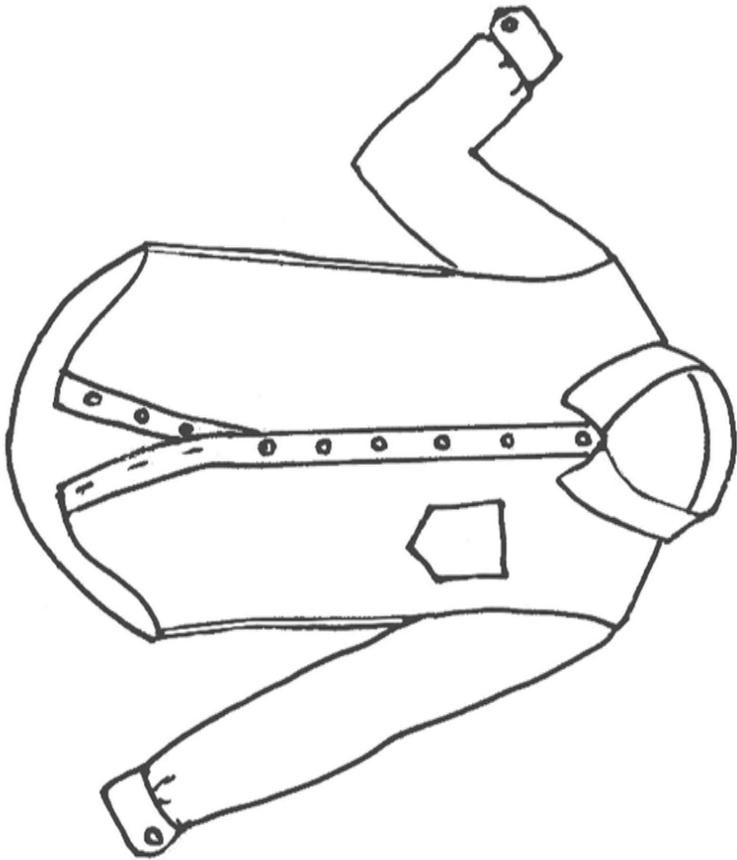
Parts of a Pair of Long Pants (Slacks)



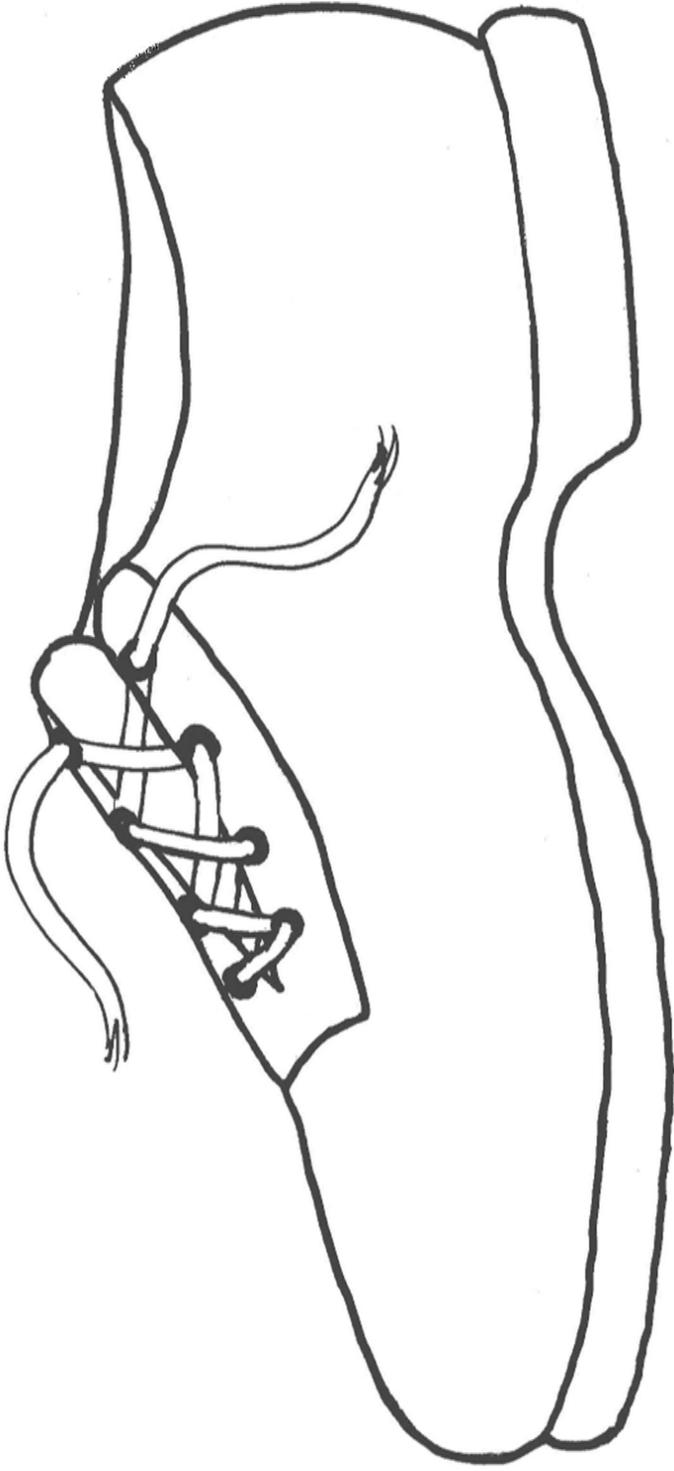
Parts of a Pig



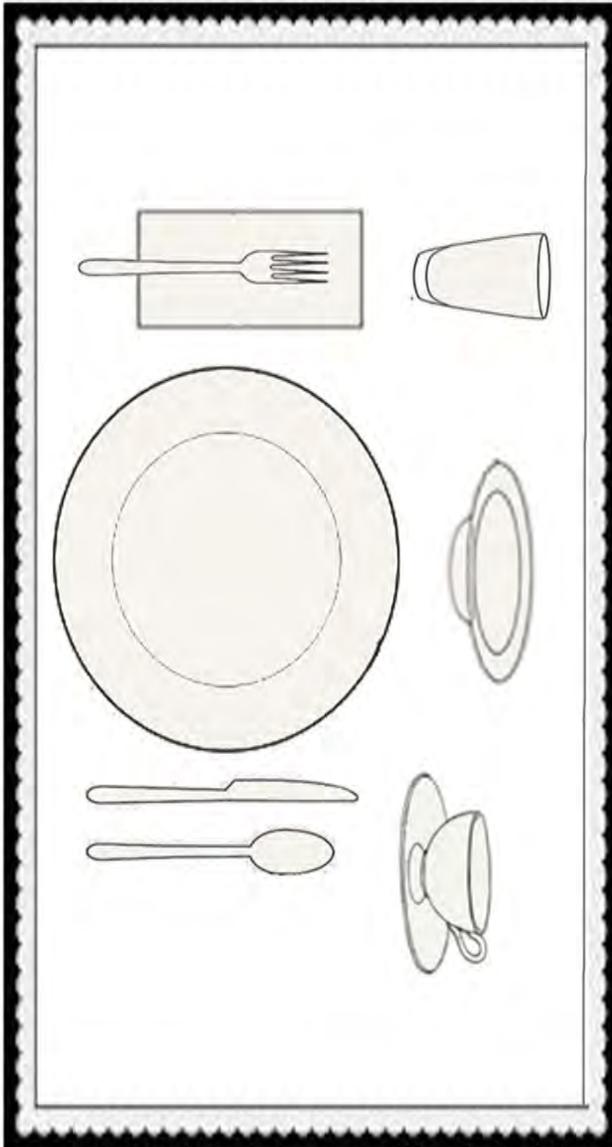
Parts of a Shirt (Blouse)



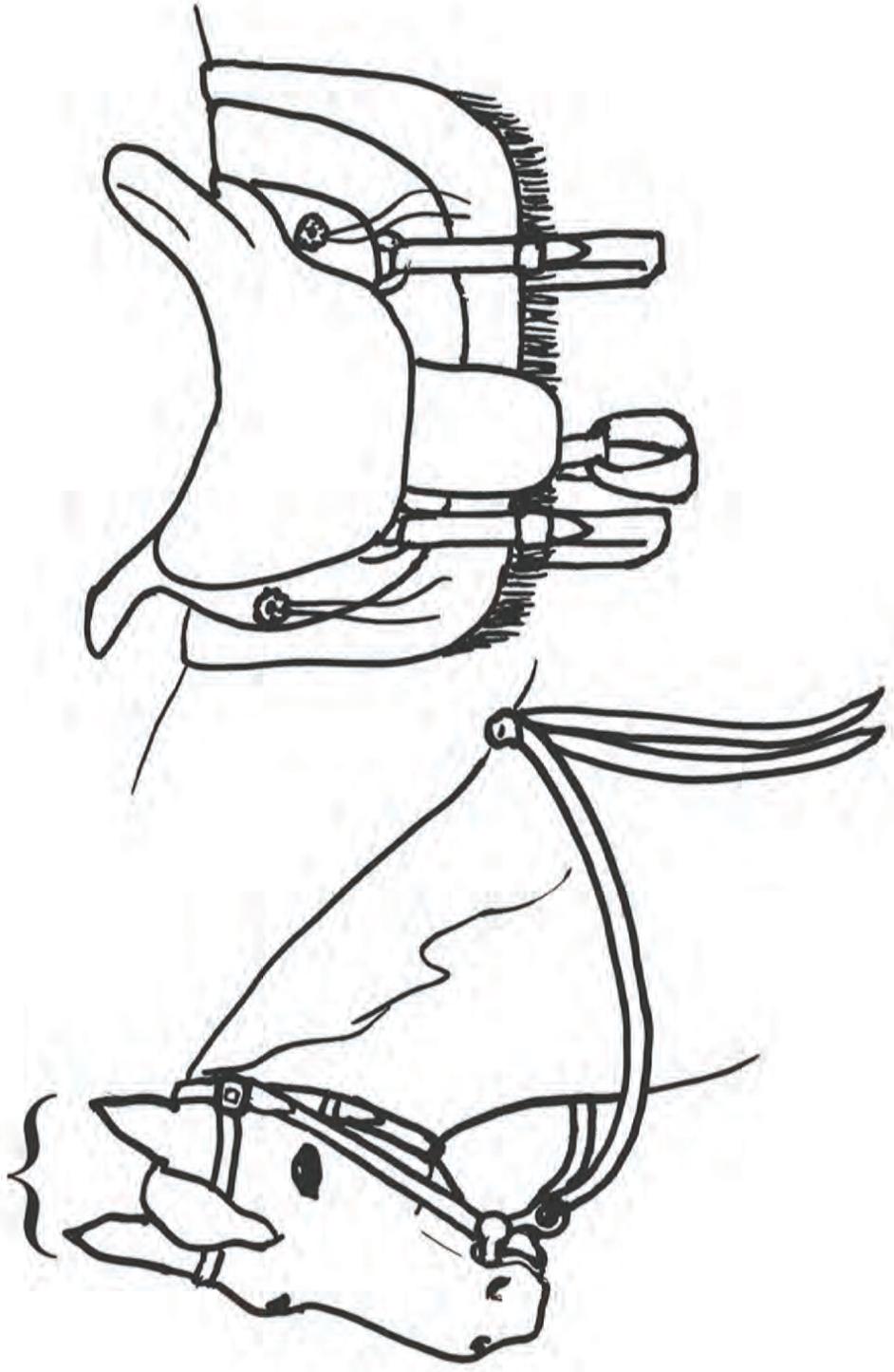
Parts of a Shoe



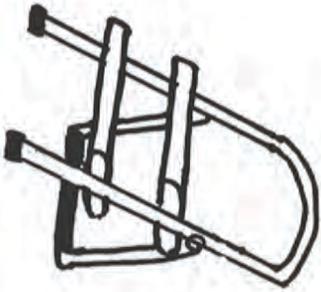
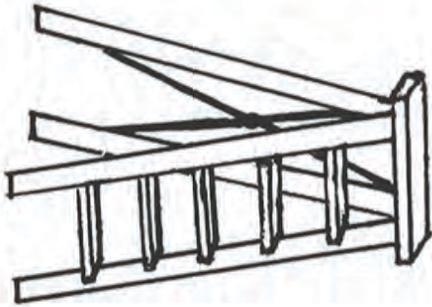
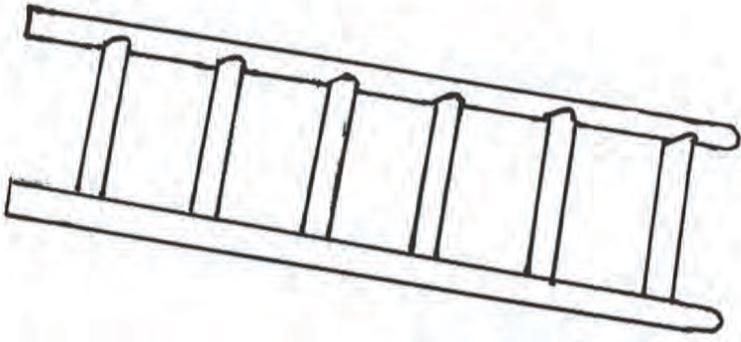
Parts of a Table Setting



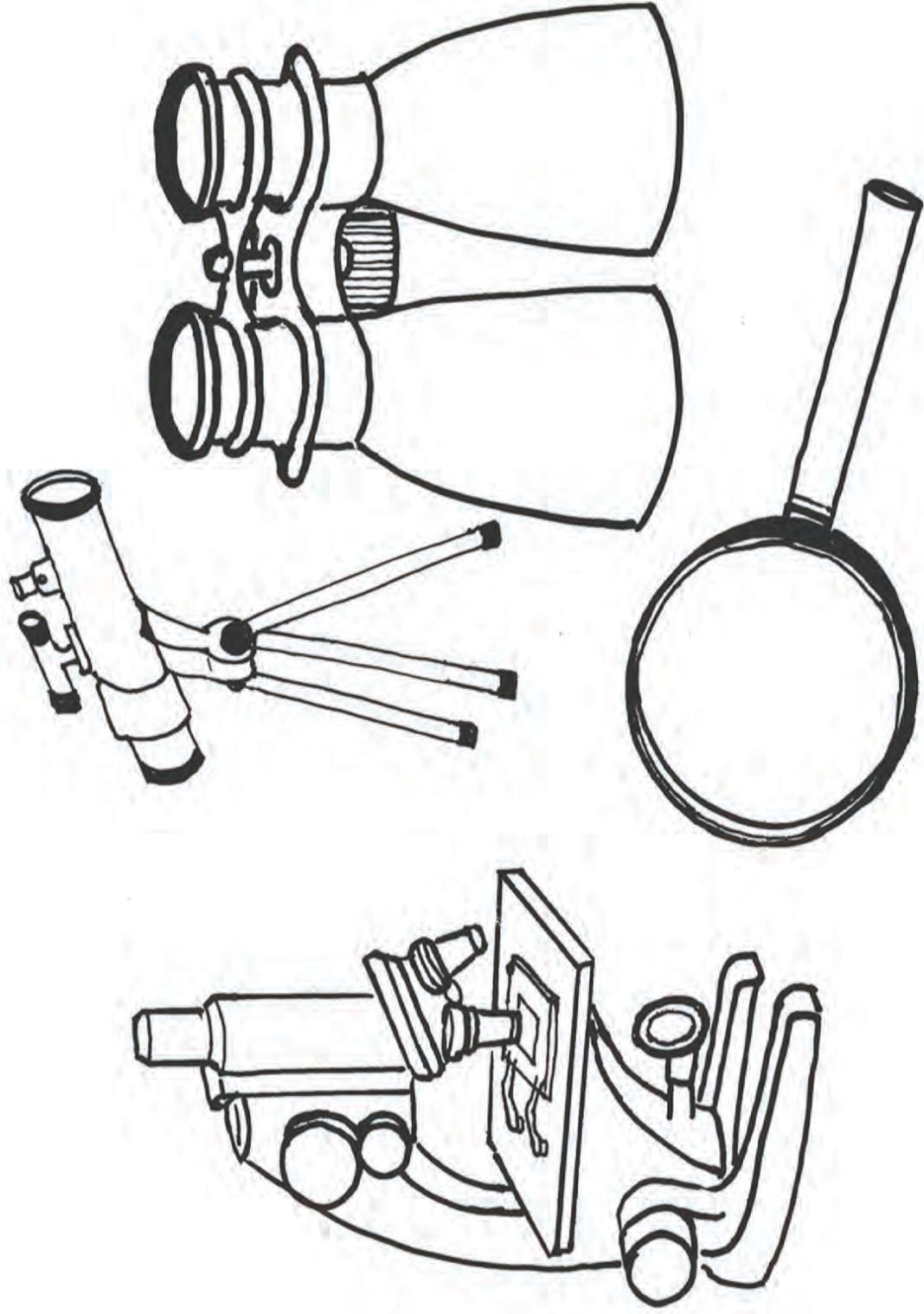
Parts of Tack (Riding Gear)



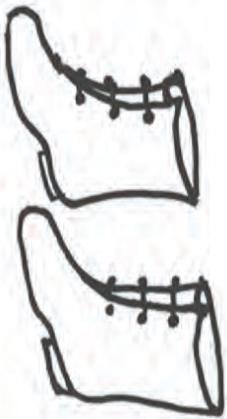
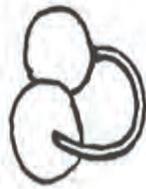
Things We Climb On



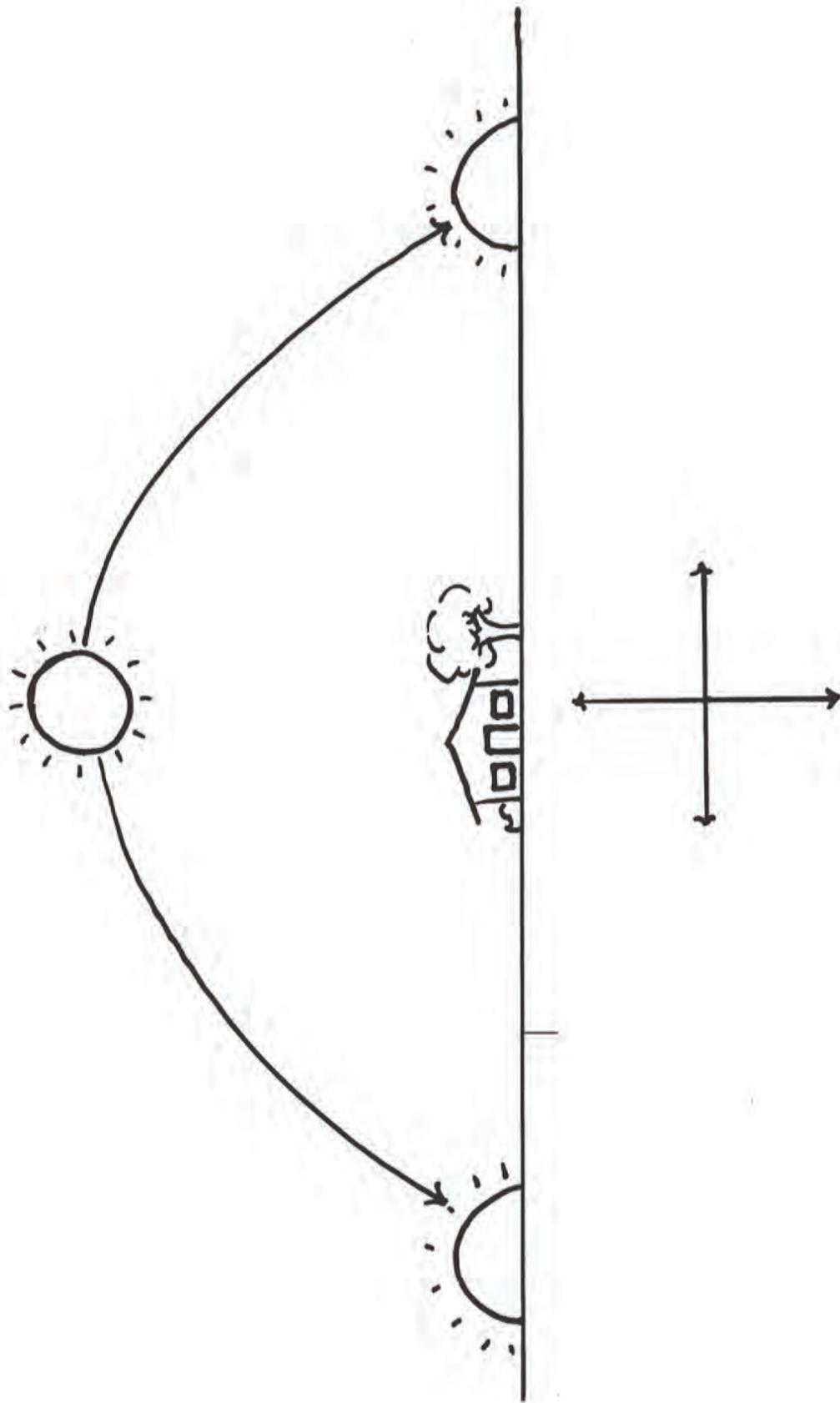
Things We Look Through to Make Things Clearer



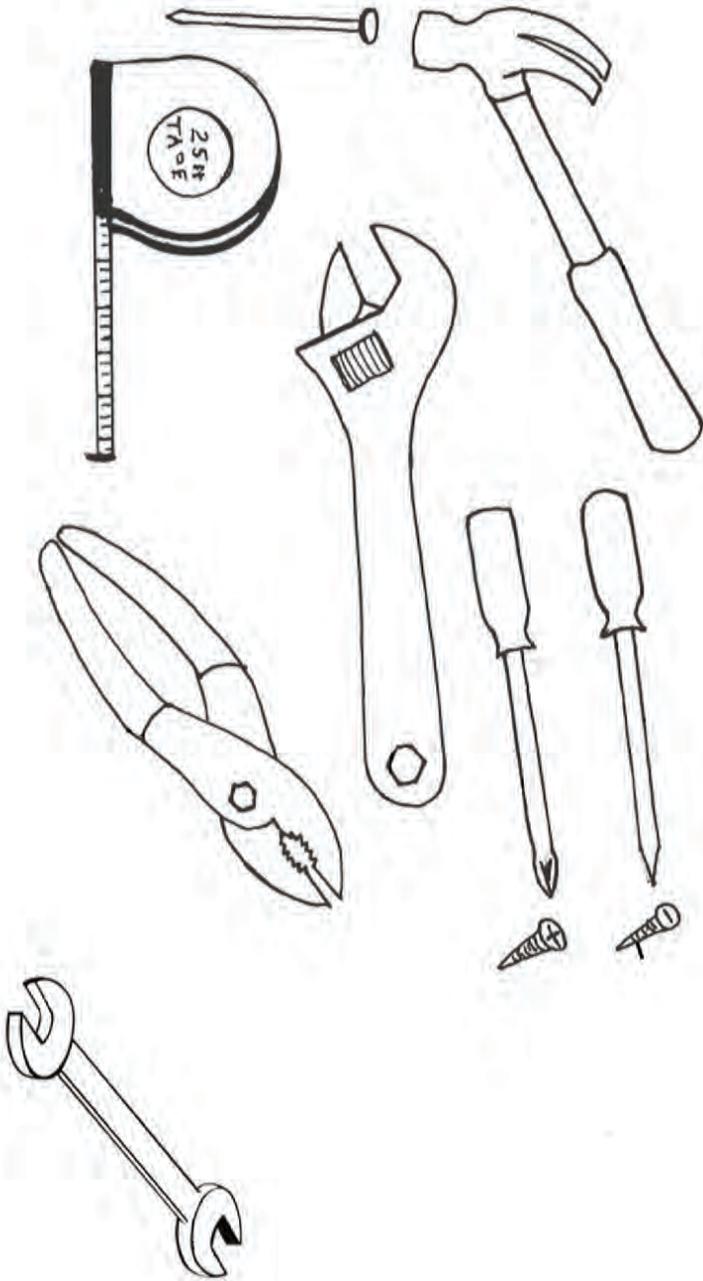
Things We Wear In the Cold Weather



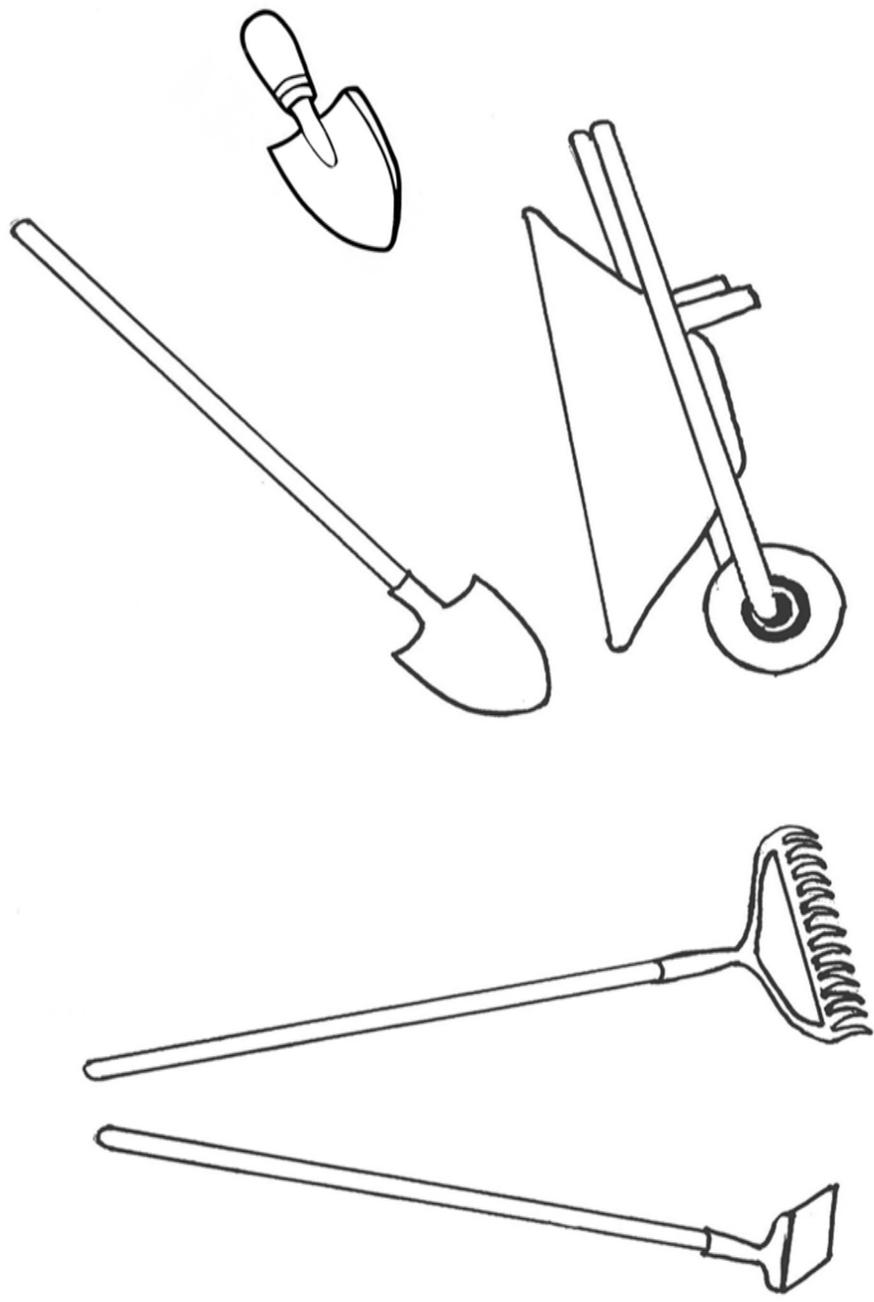
Time of Day



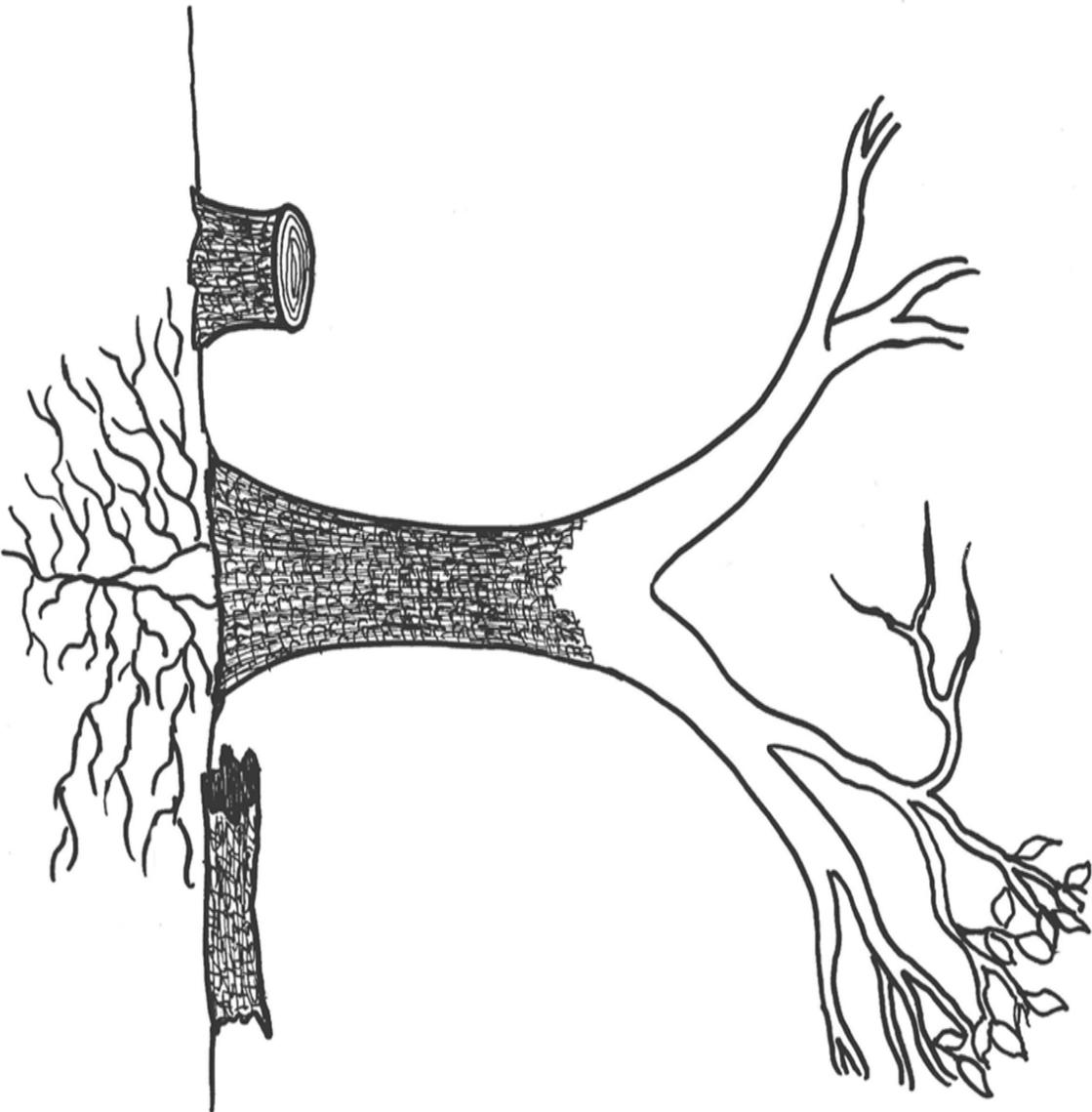
Tools for Fixing and Building



Tools for Gardening



Parts of a Tree



Parts of a Window

