

Contents

INTRODUCTION	5	A Thesaurus Is Not a Dinosaur	60
		Thesaurus Treasure Hunt	61
MANAGEMENT		Presto Change-O	62
The World in the Classroom	8	Tom Swifties	63
The Journal	10	Specialties	64
Assessment	12	Groovy!	65
Building Vocabulary Lists	14	Analogies	66
Classroom Environment	15	Alpha Hunt	67
Bulletin Boards	18	Language Guardians	69
		Wondrous Wallpaper	70
GENERAL ACTIVITIES		Travel Brochures	71
Concentration	31	Concrete Poetry	72
Memory	33	Alpha Lists	73
Television Guide Summaries	34		
Telephone Game	35	TOPIC-SPECIFIC ACTIVITIES	
What it Is!	36	Jobs	77
Flipbooks	38	First Aid	78
Puzzle Pairs	39	The Big Picture	79
Language Olympics Part I	40	Instead of Said	80
Picture File Fun	42	On the Road	81
You Make the Challenge	44	Way Beyond Good	82
Paint Blots	45	Medieval Times	83
Mini-Book Clubs	46	Compounds	84
International Symbols	47	Animal Anatomy	85
Pass Along	48	Fruit	86
Communication Game	50	Rainforest	87
Character Dialogues	52	Outdoor Adventure	88
		Zoo	89
CREATIVE VOCABULARY		Weather	90
DEVELOPMENT		Vegetables	91
Language Olympics Part II	53	Sport	92
What's in a Name?	55	Astronomy	93
Vocabulary Baseball	56	Seashore	94
Descriptive Designs	58	The Newspaper	95
Paint a Word Picture	59		

Contents (cont.)

Birds	96
Gems and Minerals	97
Ready to Go	98
Bad Attitude	99
Good Things Come in Small Packages	100
It Is Better to Give Than to Receive	101
More Than Just Pretty	102
Make it Better	103

PICTURESQUE SPEECH

Figurative Language I	104
Figurative Language II	106
Figurative Language III	107
Proverbs I	109
Proverbs II	111
Proverbs III	113

WORD STRUCTURE

Roots	116
Root Trees	117
Word Arithmetic	118
Digging for Roots	119
The Roots dou and du	120
The Roots graph and gram	121
The Root pos	122
The Roots spec and spic	123
The Roots ced, cede, ceed and cess	124
The Root duc	125
Initialisms and Acronyms	126

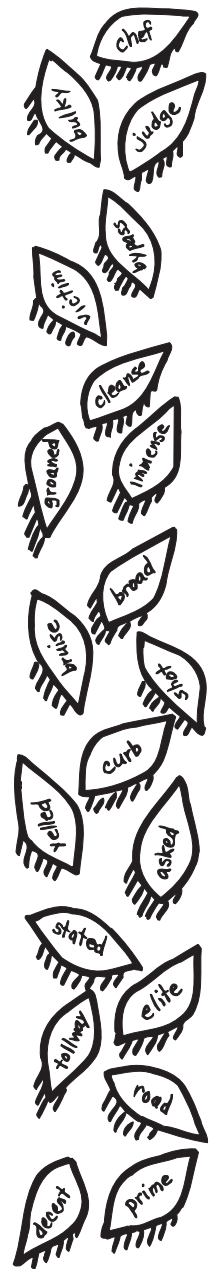


Introduction

Say the words 'vocabulary homework' to middle-years students and they will most likely turn pale, break out in a sweat, and feel the urge to run screaming from the room. Faced with weekly lists of words to be defined and used in sentences, most of us would react similarly. But learning vocabulary can be fun and painless when it is integrated into other areas of the curriculum.

This book provides activities that are alternatives to the traditional vocabulary-learning process of writing definitions and sentences. The lessons treat learning vocabulary as an adventure. Some of the activities incorporate games, art projects, speeches, riddles, puns and puzzles. Other lessons keep students involved by using high-interest or unusual themes and by letting the students make choices for themselves. Several activities encourage students to stretch their imaginations and reach beyond the common, ordinary, everyday word.

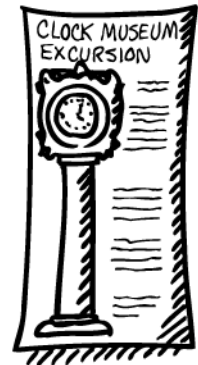
Part of the trick of making the teaching and learning of vocabulary painless is to remember that vocabulary words are not limited to English lessons. Vocabulary is essential in all areas of the curriculum. Each subject area has its own set of specialised words. For example, students must know the meaning of the word 'trapezoid' before they can find the area of one. In science, knowing the meaning of 'dilute' can significantly affect the outcome of an experiment. During a social studies unit on Egypt, learning will be greatly enhanced if students are aware that 'cataract' has another meaning besides a disease that causes an opaque covering in the eye. Both you and your students will benefit if you do not view vocabulary as a singular item to be taught, but rather as a tree with multiple branches that reach into many areas.



MANAGEMENT

Papa, potatoes, poultry, prunes and prism are all very good words for the lips, especially prunes and prism.

- Charles Dickens



The World in the Classroom

A wide variety of experiences is invaluable for increasing vocabulary. The more information students are exposed to, the greater possibility there is for building their knowledge of words. Bringing the world to your classroom often takes a good deal of effort on your part, but the rewards are well worth it.

Field trips, of course, are a great option for building experiences. Unfortunately, they are often costly and impractical. Instead of having one or two large trips each year, consider several smaller excursions. Look carefully at your local community – there are probably some wonderful treasures within walking distance. Close-by museums, libraries, galleries, parks, and interesting small businesses are all possibilities just waiting to be explored. Keep your eyes and ears open, and pump family and friends for information. For example, you might come across a local family whose private collection of animals rivals the natural history museum, and who would be happy to make arrangements to give your class a private tour. A little bit of digging can yield a delightful gem.



The difference between the right word and the almost right word is the difference between lightning and a lightning bug.

– Mark Twain

Building Vocabulary Lists

If you're a veteran teacher, you may already have a good collection of vocabulary lists at your disposal. If you're just beginning to teach, or if you want to customise lists for your class, a wide selection of lists, plus matching activities, are available in this book. You can also refer to the following sources for additional starting points.

Non-fiction books – Check for a glossary. This provides an instant list of words and definitions. If the book does not contain a glossary, look in the index. There you'll find an alphabetical listing of words that are pertinent to the subject covered in the book.

Textbooks – Many textbooks provide a vocabulary list at the beginning of each chapter. Depending on the number of words, you can add several lists together, or pick and choose to create a custom list.

Speakers – Each time you invite a speaker to your classroom, be sure to ask him or her ahead of time for a list of vocabulary words that are applicable to the presentation.

Thesaurus – If you notice that students repeatedly use certain words, such as 'happy,' provide them with a list of alternatives that you find in a thesaurus: delighted, joyful, euphoric etc.

Word Collections – As you read novels, magazines and newspapers on your own, make note of interesting words in a small notebook or card file. List words alphabetically or by grammatical type.

Discarded or Forgotten Materials – Search through discarded spelling books, basic readers or other old materials. Put together unusual words you find to form interesting lists.

Previously Developed Units – Look carefully through teaching units you developed in the past to see if you included any vocabulary lists. And as you create new units, remind yourself to develop accompanying vocabulary lists; enter new words in a notebook or card file.

Guidelines – Be sure to check if your state or district has established guidelines for vocabulary development.