

Vocabulary Practice and Extension Activities

More Vocabulary Routines

Purpose: These routines can be used to give students more experience in recognizing, remembering, learning and extending the meaning of key words and other new vocabulary.

Research Basis: Research confirms that hands-on activities, games, and other kinesthetic and interactive instructional techniques are effective in helping students acquire and remember new information including vocabulary.

Vocabulary Bingo

- Distribute cards.** Hand out Bingo cards. (📄 available at [NGReach.com](https://www.ngreach.com)).
- Fill out cards.** Have students write the key words in random order on the card.
- Give clues.** Provide oral clues or questions about the key words. For example, for the word *produce* you might say: *This word means to make or give.*
- Mark the words** Have students place a marker on each word as they identify it.
- Bingo!** When a student has a complete row of markers, he or she calls, "Bingo." Ask the student to review his or her answers and pair answers with the clues.

Name _____ Date _____

Vocabulary: Apply Word Knowledge

Vocabulary Bingo

- Write one Key Word in each leaf.
- Listen to the clues. Find the Key Word and use a marker to cover it.
- Say "Bingo" when you have four markers in a row.

Students should write a Key Word on each leaf.

For use with TE p. T165b 3.6 Unit 3 | Life in the Soil

Application

DAY 5

- Vocabulary lessons (Day 5)

DAY 10

- Reteaching and vocabulary review (Day 10)

Picture It

- Write the words.** On the board, write several vocabulary words.
- Group students.** Arrange students in small groups, each with chart paper and a marker.
- Teams plan.** Have each group:
 - Choose a key word (without telling what the word is)
 - Decide how they can show the word's meaning in a drawing
 - Choose one member of the group who will create the drawing.
- Students create drawings.** Call on a group, and allow the drawer 15 to 30 seconds to complete the picture.
- Students identify the word.** Have other groups talk quietly about the picture. When they agree on the key word, they designate one member to raise his or her hand and give their answer.
- Award points.** When a group guesses the key word correctly, award 1 point to the group and have that group's drawer take the next turn. Continue until one group has collected 3 points.

Yes or No?

- Ask questions.** Pose yes or no questions using two vocabulary words. You or your students can make up the questions. For example, the following questions might be asked using words to do with plants: *Do roots grow in the soil? Are blossoms a characteristic of rose plants?*
- Students respond.** Students can respond orally, in writing, or they can use thumbs up or thumbs down. Have students compare responses and pair their answers with the clue. Remind students to use complete sentences and restate the question. For example: *Yes, roots grow in the soil.*

Word Sorts

- 1. Students write words.** Have students write the words on 3x5 cards or strips of paper, one word per card or strip.
- 2. Establish categories.** For a closed sort, provide the category of how the words should be sorted, such as:
 - Related meanings or concepts
 - Synonyms
 - Part of speech
 - Connotation
 - Formal or informal
 - Spelling patterns
 - Words with multiple meanings
 - Words with Spanish cognatesFor an open sort, have students work together to determine the sort categories.
- 3. Explain sorts.** When students have sorted the words, have them explain their sorts. Have them create a chart or web to record the word relationships they found.
- 4. Sort again.** Have students sort the words again using different categories. Have them record the information in a graphic organizer.

Round	Not Round
tomato	milk
apple	banana
onion	rice
orange	bread
	beans
	corn
	cheese

Fruit	Vegetable
banana	lettuce
apple	onion
orange	corn

Word Poems

- 1. Concrete Poems** Students draw a meaningful shape or object and write words along the outline of the shape, so words look like the physical shape. For example, a student may draw a volcano and along the outline write: *lava, magma, cone, flow, ash, erupt*.
- 2. Diamante Poems** Diamante Poems are 7 lines long. To begin, have students think of two words that are opposites (antonyms).
 - Line 1: Write a noun
 - Line 2: Add two adjectives that describe line 1
 - Line 3: Add three action verbs that relate to line 1
 - Line 4: Add two nouns that relate to line 1, and two nouns that relate to line 7
 - Line 5: Add three action verbs that relate to line 7
 - Line 6: Add two adjectives that describe line 7
 - Line 7: Write a noun that is the opposite of or contrasts with line 1
- 3. Cinquain Poems** Cinquain poems have five lines and can follow different patterns. Have students work together to complete the pattern below with a key word.
 - Line 1: A noun
 - Line 2: Two adjectives
 - Line 3: Three related words ending in -ing
 - Line 4: A related phrase
 - Line 5: Another word for the noun



Vocabulary Practice and Extension Activities (continued)

Stump the Expert

1. **Name the expert.** Designate one student to be the expert.
2. **Challenge the expert.** Another student (the stumper) presents a definition. The expert has 10 seconds to produce the term.
3. **Continue the challenges.** If the expert responds accurately, the next stumper offers a challenge. This continues until the expert is stumped or answers a set number of challenges and earns applause.
4. **Name a new expert.** The student who stumps the expert becomes the new expert.

Multiple Key Word Skit

1. **Group students.** Organize students in small groups and give each group a list of five or more vocabulary words.
2. **Brainstorm.** Allow time for groups to brainstorm how the words relate to each other and to create a skit with dialogue that includes all the words.
3. **Discuss.** After students present their skits, discuss with them which skit was most original, most humorous, or used the words most accurately.

Around the World

1. **Choose a traveler.** A student designated as the traveler moves from his or her seat to stand by a neighboring student, the challenger.
2. **Provide a definition.** The teacher gives the traveler and the challenger a definition; whoever responds first with the correct word becomes the new traveler and challenges a new student.
3. **Continue the challenge.** A traveler who continues to respond first and returns to his or her own seat has gone “around the world.”

Vocabulary Concentration

1. **Prepare pairs of cards.** Write each key word on two cards or slips of paper.
2. **Spread the cards.** Turn the cards over and spread them randomly on a table.
3. **Students look for matches.** Students take turns turning over two cards. When a student turns over two cards that have same word, he or she keeps the cards.
4. **The winner!** The student with the most cards is the winner.

Rivet

1. **Select a key word.** For this variation of the game Hangman, choose a key word.
2. **Write a blank for each letter.** On the board, write a blank for each letter of the word. For example, for *ecosystem*, write _____.
3. **Fill in letters one by one.** Fill in the blanks one letter at a time: e c o _____.
4. **Have students guess the word.** Pause briefly after you write each letter. Encourage the class to guess the word.
5. **Complete the word.** When someone identifies the word correctly, have that student fill in the remaining blanks.