

1 Set of Cards—Four Games

Purpose: The purpose of this kit is to give students an opportunity to use synonyms. The cards are in pairs so that each card has a synonym that matches it.

This kit has four different games: Memory Match, Path to Success, Synonym Hangman, and Synonym Speed

Memory Match

Purpose:

The purpose of this activity, Memory Match, is to see if you can match the synonym with another word that has the same meaning. As you match, you collect the cards. The Person with the most cards wins.

Materials:

Deck of Synonym Cards (included in this kit)

Directions:

1. Make a 5 by 5 grid of cards
2. Begin playing when first person turns over two cards
3. If cards match (they are synonyms), then player collects the cards and continues to play
4. If the cards do not match, the cards are turned back over and the second player takes his/her turn
5. If cards are removed from the grid, then they are replaced by the remainder of the cards, one at a time until all cards are in play

Path to Success

Purpose:

The purpose of this activity, Path to Success, is to see if you can match the synonyms with the word that means the same or nearly the same. As you match, you collect the cards. Person with the most cards wins.

Materials:

Deck of Synonym Cards (included in this kit)

Directions:

1. Shuffle the deck
2. Take $\frac{1}{2}$ of the cards (27) and place them in a rectangular path with a beginning and an end
3. Take the other $\frac{1}{2}$ of the cards and turn them face down
4. Player 1 looks first at the cards that are face up. If any of these cards match (synonym-synonym) he/she picks up the two cards and replaces those with cards from the pile
5. If no cards match, then the player draws a card from the pile and tries to find a match. If a match is found, it is picked up. If not, the player keeps the card in his/her hand
6. Play continues until all cards are matched

Synonym Hangman

Purpose:

The purpose of this game is to practice synonyms

Materials:

- White board
- Crayola
- Deck of cards

Directions:

1. Divide students into teams of 4
2. Two teams will meet together to challenge each other
3. Distribute the deck of cards to the groups
4. Team 1 selects a card, brainstorms to determine a synonym for the card, then draws a Hangman for the synonym
5. Team B has 15 guesses to determine the word
6. If Team B guesses the word in less than 15 guesses, the team gets 1 point. If the Team can also name the synonym, the points double
7. Play continues until all cards are played

Synonym Speed

Purpose:

The purpose of this game is to quickly identify as many synonym pairs as you can

Materials:

Deck of Synonym Cards

Directions:

1. Divide class into partners or groups of 3
2. Each group has a deck of Synonym Cards
3. Place all of the cards face up
4. Player A will match as many synonym pairs as he/she can while Player B says the alphabet. When Player B says the last letter, Player A's turn is over
5. Player B will now repeat the process while Player C says the alphabet. Play will continue until all cards are picked up
6. Player with most cards wins.

gift

present

idea

thought

dawn

daybreak

trash

garbage

soar

fly

heal

cure

scary

frightening

grumpy

cranky

neat

tidy

help	aid	under
below	purpose	goal
bother	annoy	results

solution	glad	happy
leave	depart	amuse
entertain	warn	caution

predict	foretell	known
familiar	notice	observe
renter	tenant	human

person	pretty	attractive
desire	want	tow
pull	destroy	ruin



Animated Antonym Strategies

(Animated: Full of movement and activity)

2nd - 4th Grades

- **What I Did Not Do Yesterday:** Provide students with white boards. Students think of everything they did yesterday. For example: I went to the beach. I played video games, and did my homework. Ask students to write this list on their white boards. Now, ask students to write what they did NOT do yesterday. For example: I did NOT go to the beach, play video games, or do my homework. Ask students to act out what is true and what is not true. This activity helps students understand opposites.
- **Arnold Antonym:** Arnold Antonym is a horrible, obnoxious boy who does the OPPOSITE of what anyone tells him. Choose a student to be Arnold Antonym. Give Arnold a command. "Arnold" must do the opposite of your command. For example: "Do not stand." Arnold stands. "Open the door." Arnold closes the door. "Speak in a quiet voice." Arnold talks in a loud voice." "Do not ask a question." Arnold asks a question. Students take turns giving commands and portraying "Arnold."

- **Antonym Hunt:** Provide each student-pair with an index card. Fold the index cards in half. Students write a word on the front of the card and its antonym on the inside of the card. Tear the index cards in half at the fold. The teacher collects all the cards and mixes them. Next, she gives each student a card. The object is to challenge students to find the classmate who has the matching antonym card. When everyone has found their partner, ask each pair to read their antonyms to the class.

- **Antonym Tic-Tac-Toe:** At first, play this game with the whole class, then in student pairs. Explain that synonyms are words with similar meanings and antonyms are words with opposite meanings. Draw a Tic-Tac-Toe on the board. The teacher chooses a word that has many shades of meaning such as good, nice, cold, or happy. Write the selected word at the top of the Tic-Tac-Toe board. The "X" player chooses a playing space and marks a small "x." He writes a synonym for the selected word in the playing space. Then the "O" player chooses a playing space and marks a small "o." He writes an antonym for the selected word in his playing space. Play continues until someone gets three in a row.

- **Antonym Search:** Students work in pairs. They find four adjectives or nouns in a story book or text. Students write these four words on their white boards. Now, ask students to use the thesaurus and find one antonym for each word. Write the antonym beside the given word. Provide each student-pair with four 3x5 cards. Fold each card in half. Students write the given word on the front of the card. Inside the card, students write an antonym for the word. The teacher makes a master list of these antonyms

- **Bingo:** Provide students with Bingo Antonym cards. (These cards can be generated online.) The teacher calls out the first word of an antonym pair. Students look for its antonym. Students place a marker on the square, i.e., the teacher says, "Entrance." Students place a marker on the word "exit." When a Bingo is called, students must say the antonym and its matching pair to have a win.

- **Scavenger Hunt:** Ahead of time, the teacher stands the folded 3x5 cards around the room. Using the Antonym Master List from Antonym Search, the teacher says, "Find the antonym for the word "empty." Student-pairs look for "empty." The teacher asks the student-pair, "What is the antonym for "empty?" The first student-pair to guess an antonym gets to keep the card. The winner is the student-pair with the most cards at the end of the game.

- **White Board Flip:** Divide the class into two teams. Provide students with individual white boards and an erasable marker. Refer to an antonym list. Call out a word (cold). Students write the word on the front of their white board. When they finish writing, students "flip" their white boards and write an antonym (hot) for the word on the back of the white board. The first student to call out the antonym, spelled correctly, gets a point for their team. The teacher will call out the reverse antonym (hot) another time to help students memorize the antonym pair.

- **Memory:** Provide each student-pair with ten 3x5 cards. Fold the cards in half. On one side, write a word. On the other side, write an antonym for the word. Tear the cards in half on the fold. Turn over the cards. Arrange the cards (20) in a 5x4 grid. Students then play Memory. Turn over a card. Read the card. Turn over a second card. Read the card. Are the cards an antonym match? If they are a match, the student keeps the cards and gets another turn. If they are not a match, turn both cards over. The next person gets a turn. The object is to remember the position of each card and learn the antonym pairs.

Antonym List

asleep	awake	agree	disagree
bad	good	backward	forward
bend	straighten	beautiful	ugly
beginning	end	below	above
big	little	better	worse
bright	dull	cheap	expensive
cold	hot	correct	incorrect
come	go	cruel	kind
courteous	discourteous	danger	safety

dark	light	deep	shallow
disappear	appear	dry	wet
dusk	dawn	early	late
easy	difficult	East	West
entrance	exit	empty	full
excited	calm	false	true
feeble	strong	foolish	wise
fast	slow	few	many
find	lose	first	last



**Build A Sentence
ELA Kit for 2nd Grade**

Just 2 Words

Purpose: The purpose of this activity is to help young people understand simple sentences by writing 2 word sentences. It is easy to build on this activity and ask students to add adjectives, adverbs, and prepositional phrases.

Materials:

- pencil
- paper (8 ½" by 11")
- chart paper
- markers

Directions:

1. Brainstorm with students: Column 1—Nouns (person, place or thing) and in Column 2—Verbs (actions) (write these on chart paper)
2. Ask students to pair nouns with appropriate actions—you might want to draw lines to connect the two or put identifying letters on each (A-A, B-B, etc.)
3. Ask students what indicates that something is a sentence (subject—noun, predicate—verb, capital letter at the beginning and a punctuation mark at the end)
4. Write these examples on the white board or a piece of chart paper:
5. Cats meow.
6. Boys run.
7. Rivers flow.
8. Sun warms.
9. Girls laugh.
10. Kites fly.
11. Ask students to work in partners to write the 2 word sentences by using the brainstormed words. (**Note:** if there was no verb to match a noun, or vice versa, ask students to come up with a word that is needed to complete the sentence.)

Save the charts of words for other activities.

Describers—AKA Adjectives

Purpose: The purpose of this activity is to help young people understand adjectives and how they can be used to enhance a simple sentence.

Materials:

- pencil
- paper (8 ½" by 11")
- chart paper
- marker

Directions:

1. Place the list of nouns that students brainstormed previously up for students to see.
2. Read through the list, refreshing students' memory.
3. Ask students to name 3-4 words that would describe each of the nouns.
4. Create a chart that will align with the Noun Chart.

Example:

Adjectives	Noun	Verb
yellow, fat, spunky	cats	meow
young, athletic, energetic	boys	run
wide, raging, calm	rivers	flow
yellow, shrouded, overhead	sun	shines
funny, happy, little	girls	laugh
colorful, small, tethered	kites	fly

5. Ask students to work in partners to write a 3 word sentence, selecting the adjective that they most like to describe the noun.
6. Ask students to select 3 sentences and illustrate them to share with other.
7. Provide time for students to share their work.

Save the charts of words for other activities.

Modifiers: AKA Adverbs

Purpose: The purpose of this activity is to help young people understand adverbs and how they can be used to modify verbs. (**Note:** adverbs can also modify adjectives and other adverbs, but in this case, we will be working on the modification of verbs. Also, adverbs commonly end in “ly” and in this exercise ask the students to think of words that end in “ly” to make it easier.) Adverbs typically add information about time (*occasionally, routinely, tomorrow*), manner (*happily, quickly, warmly*), or place (*here, there, nowhere, over here*).

Materials:

- pencil
- paper (8 ½” by 11”)
- chart paper
- marker

Directions:

1. Place the list of verbs that students brainstormed previously up for students to see.
2. Read through the list, refreshing students’ memory.
3. Ask students to name 3-4 words that end in the letters “ly” that would clarify time, manner or place.
4. Create a chart that will align with the Verb Chart.

Example:

Adjectives	Noun	Verb	Adverb
yellow, fat, spunky	cats	meow	loudly, hungrily, continuously
young, athletic, energetic	boys	run	quickly, effortlessly, frantically
wide, raging, calm	rivers	flow	rapidly, quickly, slowly
yellow, shrouded, overhead	sun	shines	warmly, brightly, incessantly
funny, happy, little	girls	laugh	loudly, happily, joyfully
colorful, small, tethered	kites	fly	lazily, energetically, briskly,

5. Ask students to work in partners to write a 4 word sentence, selecting the adverb that they most like to add meaning to the verb.
6. Ask students to select 3 sentences and illustrate them to share with other.
7. Provide time for students to share their work.
8. Have students write the sentences on sentence strips for use in the lesson on prepositions.

Save the charts of words for other activities.

Prepositional Phrases

Purpose: The purpose of this activity is to help young people understand prepositions and how to create prepositional phrases.

Materials:

- pencil
- paper (8 ½" by 11")
- chart paper
- marker
- If possible, a copy of the book **Rosie's Walk**, a book that shares a variety of prepositional phrases. If you have a copy, begin your lesson by reading the story.
- **Prepositions Chart**

about	by	outside
above	down	over
across	during	since
after	except	through
against	for	throughout
around	from	till
at	in	to
before	inside	toward
behind	into	under
below	like	until
beneath	near	up
beside	of	upon
besides	off	with
between	on	without
beyond	out	

Directions:

1. Display the sentence strips containing the 4 word sentences.
2. Display the chart of prepositions.
3. Explain that you will working with prepositional phrases (preposition + noun). (Remember that a prepositional phrase can also end in a pronoun, gerund—verb ending in “ing” and acting as a noun, or clause.) This is not something you will explain to the students, just information for you.
4. Explain that you will be using the prepositional phrase as an adverb—and that it will answer questions such as “How?”, “When?”, or “Where?” (Note: prepositional phrases can also act as an adjective and answer the question *Which one?*)

5. Ask students to select a preposition and create a phrase that will add to the sentence strip sentence.

Example:

Fat cats meow loudly *in the kitchen*.

Athletic boys run effortlessly *through the park*.

Raging rivers flow rapidly *down the mountain*.

The overhead sun shines *warmly at noontime*.

Happy girls laugh loudly *during the movie*.

Colorful kites fly lazily *in the blue sky*.

6. Have students work in pairs to write 3 sentences and illustrate one of them.

Build A Sentence

Purpose: The purpose of this activity is to help young people understand simple sentences and how they can be expanded with adjectives, adverbs, and prepositional phrases.

Materials:

- pencil
- paper (8 ½" by 11")

Directions:

1. Have students fold the paper like a hot dog
2. Student divides the paper into 5 sections
3. Student cuts the top half of the paper on the lines dividing the paper into 5 sections

See sample: (Line in the center is the fold line. Dotted lines indicate where students are to cut.



4. Fold the paper back in place
5. Student raises the flap, one section at a time, and writes under the flap
6. Flap 1: Noun (cat, dog, bird, wagon, book, etc.)
7. Flap 2: Adjective + the noun –adjective describes the noun (yellow cat, large dog, baby bird, red wagon)
8. Flap 3: Action verb is added to the Adjective + Noun—(yellow cat purrs, large dog runs, baby bird flies, red wagon rolls)
9. Flap 4: Adverb to describe the action verb is added to Adjective + Noun + Action Verb + (yellow cat purrs loudly, large dog runs wildly, baby bird flies frantically, red wagon rolls slowly)
10. Flap 5: Write the entire sentence including capital letter, punctuation mark as the end.
11. Student illustrates each flap.



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Sentence Builders—Kit 2
Language Arts Kit for 3rd Grade

Sentence Builders

Purpose: The purpose of the activities in this kit is to help students build sentences.

1. Build A Sentence

Materials:

Cards printed in cardstock on 3 different colors of paper—1 color for the sentence starters, a second color for sentence middles, and a third color for sentence endings.

Directions:

1. Place the 3 different piles of cards face down.
2. Player 1 draws one card from each pile, creating a sentence.
3. Player reads the sentence aloud. If the sentence makes sense, player picks up all three cards and keeps them. If the sentence does not make sense, player loses turn.
4. Player 2 draws one card from each pile creating a sentence. Before reading his/her sentence aloud, player decides if the sentence makes sense. If it does, the player reads the sentence. If not, the player looks at the first sentence to see if there is a card or 2 that can be traded to make a correct sentence. If this is possible, player makes the change, reads the sentence aloud, and if it does make sense picks up the three cards.
5. If Player 2 can not make a sentence that makes sense, then he/she leaves the silly sentence in place and player 3 has a turn.
6. Play continues until sentences that make sense have been made with each set of word cards.

The little boy	The horse
Dad	My cat
Mom	The dog
My teacher	The brown chair
The big lion	The cat

A baby elephant	The bear
My friend	The boat
An orange	The woman
The man	My cup
The sofa	The bird

rode a bicycle	ran through the woods
ran from the house	wanted
waited	barked
was in a hurry	was there
slept in the woods	cleans himself

looked for his mom	lives in a cave
ate apples	sails down the river
grows	opens the door
catches fish	is filled
is on the floor	flies quickly

to the store.	to get to the ranch.
to catch a bus.	to catch a mouse.
to go to work.	to scare a stranger.
to get my work.	so I could sit down.
while I ran away.	by licking.

in the jungle.	to keep warm.
to get strong.	without stopping.
in the sun.	to the house.
in the river.	with milk.
by the window.	to his nest.

2. Puzzlers

Materials

You will need a sentence strip and several 3" by 5" cards for each student. You will also need scissors and glue sticks.

Directions:

1. Have student write a sentence on a white board or piece of paper.
2. Have the student read his/her sentence to another student. If the sentence needs any corrections the student makes the corrections.
3. Student rewrites the sentence one word at a time onto the 3"x5" cards—leaving enough space between the words so that each individual word can be cut out.
4. Student then glues the word cards on a sentence strip, again leaving space between each word.
5. Student then draws a puzzle connector between each of the words on the sentence strip and cuts the sentence apart.
6. Student then places the puzzle in an envelope and trades envelopes with another student, each putting the sentence puzzle back together.

3. Sentence or Not

Materials: A deck of Sentence/Not A Sentence Cards

Directions:

Note: This activity can be done with one student alone or can be done with 2-3 students playing a game and taking turn drawing cards and identifying whether they are sentences or not a sentence.

1. Shuffle deck and place in front of student(s)
2. Student draws one card and determines whether it is a sentence, or not a sentence.
3. If student is correct, then he/she keeps the card.
4. Player with most cards wins.

<p>George, the man who walked down the street backwards.</p>	<p>He met the man on the corner.</p>
<p>Once upon a time when the moon was high in the sky.</p>	<p>Jill and Elaine raced to the corner earlier today.</p>
<p>The fuzzy and furry, striped kitten.</p>	<p>The dog chewed the shoe into four smaller pieces.</p>
<p>Driving a car in the city during rush hour.</p>	<p>To avoid a collision, John rode his bike across the back lawn.</p>
<p>Many of the 7-11 customers coming back over many days.</p>	<p>My brother has been playing soccer for 5 years.</p>
<p>In the hiding place that Jill had used for every game of hide-and-seek.</p>	<p>He was able to drink all of the water in the glass.</p>

Because he did not want to talk with anyone about it.	Cory was wearing new clothes for the afternoon event.
The law enforcement officer driving a county cruiser.	The weather is cold and rainy outside.
By the time he found out that he was the only person playing the game.	Even though he found the toy, he was still unhappy.
Visiting her mother in the hospital.	The flag was colored red, white, and blue.
After he had run the marathon.	How many of those do you have?
Although I will always remember how much fun Disneyland was.	What is your favorite Monday night TV program?

4. Find the Subject

Materials: Sentence sheet duplicated on brightly colored paper and laminated. Vis-à-vis pen or crayola to mark correct answers. Sock for an eraser.

Directions:

1. Individual student selects a sheet of sentences. (Laminated)
2. Student underlines the subject of the sentence one time.
3. When student is finished, student should trade with another student and determine how many of the subjects were identified correctly.
4. Student should wipe off the laminated sentence sheet.

Work Sheet Attached

5. Find the Predicate

Materials: Sentence sheet duplicated on brightly colored paper and laminated. Vis-à-vis pen or crayola to mark correct answers. Sock for an eraser.

Directions:

1. Individual student selects a sheet of sentences. (Laminated)
2. Student underlines the predicate of the sentence two times.
3. When student is finished, student should trade with another student and determine how many of the predicates were identified correctly.
4. Student should wipe off the laminated sentence sheet.

Work Sheet Attached

Underline the Subject one time.

1. The dinner was doomed from the start.
2. The noisy waiter first sat us next to the bar.
3. All of us were annoyed as we looked waiter.
4. "The grilled steak is today's special," the waiter announced.
5. We ordered the special and salad.
6. The dressing smelled so awful we did not eat it.
7. The chef slowly cooked our meal taking his time.
8. We all chowed down when we finally got our steak.
9. I felt sorry for suggesting the restaurant.
10. I nearly choked when I saw the bill.
11. I was so excited to take my first boat trip.
12. My boat left at eight o'clock, so I got to the airport on time.
13. I packed my new clothes for all sorts of weather.
14. I also brought several books and magazines to read.
15. My parents gave me a long talk before traveling on my own.
16. When I left the house, I could tell that my mother was crying.
17. I smiled and joked, but inside me I was feeling scared.
18. But now, I am on the boat looking up the clear sky, feeling great and not afraid anymore.

Underline the Predicate two times.

1. The old man walked away slowly.
2. Beth asked for an orange sweater.
3. The old blanket was itchy and smelly.
4. Jorge gave his grandma a beautiful woolen scarf.
5. The elephant swam in the water.
6. The cow eats and chews the grass.
7. The great white shark hunts for his next meal.
8. The alligator flicks his tail to swim through the water.
9. The golden fish swims busily around the aquarium.
10. The red hen pecks and scratches in the chicken yard.
11. The barking dog alerted his owner that someone was coming.
12. Fran runs and jumps to win the race.
13. Fresh and crunchy vegetables tasted good in the evening.
14. Jenny and Maria danced and sang better than anyone else.
15. He enjoys five different types of music: rock, jazz, blues, easy listening, and opera.



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Fabulous Words Vocabulary Development

Vocabulary Development

Research indicates that having a large vocabulary to draw on with understanding, is a key predictor of a student's ability to comprehend what is being said or written. There are several types of vocabulary that students need to develop.

Sight Word Vocabulary: Sight words are high frequency words that are recognized immediately by the reader without his having to go through the process of breaking them into constituent parts. There are approximately 1,000 words that make up about 65% of written and spoken language. Memorization of these words is critical.

Grade Level Reading Vocabulary: Each grade level reading or literature book has an identified list of vocabulary that will be introduced in the stories.

Academic Vocabulary: The language that is used by teachers and students for the purpose of acquiring new learning and skills. There are key academic words used in language arts, mathematics, science and social studies, that constitute grade level academic vocabulary.

Systematically working to develop vocabulary can only increase the student's ability to read with fluency and understanding.

Sight Word Vocabulary

Sight Word Lists: Lists of sight words can be found on line at http://candohelperpage.com/sightvocab_1.html These words are organized by grouping them in clusters of 100. The first 25 words are usually appropriate for Kindergarten, the first 125 for first grade, the first 300 for second grade, the first 500 for third grade, and by the fifth grade all 1,000 of the words should be sight words for each student.

Sight Word Activities

Memory: You will need two sets of sight word cards. Group them into decks of 20 or 30 words. Make a grid out of the cards (usually a 4 x 4 or 4 x 5), and have students play Memory, looking for words that match.

Old Maid: You will need two sets of sight word cards. Group them into decks of 30-40 words. Take out one card from the deck—its match will become the “old maid”. Deal all cards to the students. Each student should take out any matches that he or she has in the hand that was dealt. Each student takes turns asking for a match. If he/she gets the matching card, then the pair is placed face down and play resumes. The game is over when all pairs have been made and one person is left with a single word.

BINGO: Create a blank BINGO card for students (you can have a 9, 16, or 25 grid). Have a Free Space in the middle. Have students select from the sight words being studied and write one in each space on the BINGO card. Call from the sight word cards, having students mark the spaces with either pieces of paper, beans, or some other marker.

Grade Level Vocabulary

Grade Level Reading vocabulary can be found by asking the school you work at for the vocabulary lists for each grade level. Although the lists from several grade level text books will be similar, it is best to work with the list from those reading series. The two most popular reading series are Open court and Houghton-Mifflin.

Word Master: Divide students into groups of 3-4. Give each group 4 words from the vocabulary list you are currently working with. The group should create 3 clues for each word—most general to most specific. **Example: PORTRAY** Clue #1: depict; Clue #2: play a character in a drama; Clue #3: show something or somebody visually. Students then play Word Master by challenging the other team to identify the vocabulary word when given the clues. The team that prepared the clues gets 3 points if the other team identifies the word with 1 clue, 2 points with 2 clues, and 1 point with 3 clues. The team identifying the word gets 1.5 points if they identify in 1 clue, 1 point in 2 clues, and .5 point in 3 clues.

Charades: Divide students into teams of 4-5. Give each team 1 word from the vocabulary list you are currently working with. The group comes up with a way to act out the word that they have been given. Call each group up one at a time to act out their vocabulary word. The other teams work to identify the word.

Memory: Create a set of cards with the vocabulary words and a second set with definitions or synonyms. Have students play Memory with the cards by matching word to definition/synonym.

Academic Vocabulary

The school district you are working in may have an Academic Vocabulary List. Ask to see if this is available. If not, academic vocabulary lists can be found on line at:

<http://www.u-46/org/roadmap/dyncat.cfm?catid=246>

Making Meaning: Have students complete the following grid. Write the word in the center oval. In the upper left hand cell, use the word in an original sentence. In the upper right hand cell, draw a picture of the word. In the lower left hand cell, write a synonym or phrase for the word. In the lower right hand cell, write the dictionary definition. Students may complete the grid in any order.

In Four: Have students fold paper into four quadrants. The vocabulary word that they are working with is written at the top of the page. In the four quadrants, the student is to do the following:

1. Define the word (synonym or dictionary definition)
2. Draw a picture of the word
3. Write a sentence with the word
4. List 2-3 non-example of the word—what the word is not



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Helpful Homograph Strategies

(Helpful: to change for the better)

3rd – 6th Grades

- **Illustrate Pairs of Homographs:** Provide students with white boards. Students choose a pair of homographs. One partner draws a picture of one homograph. The other partner draws a picture of the matching homograph. Write the homograph under the picture. For example: The homographs are bow/bow. One student draws a bow (noun) made out of ribbon. The other student draws what a person does when he "takes a bow (verb) after a performance."
- **Pronounce the Homographs:** Write several homograph pairs on the white board. Students choose a pair of homographs. Partners decide on two pronunciations of the homographs. Students decide which homograph is the noun, and which homograph is the verb. Repeat the process until most students have used all the sample homographs.

- **Listen for the Homograph Pairs:** Read each sentence. Ask students for the homograph pairs. For example, "Tracy didn't feel *well* after falling into the *well*." What are the two homographs? (well/well) Students write the homograph pairs on their white boards.

1. Jim hunts, but he does not shoot does. (female deer)
2. There was a big row in the first row of the theater. (fight)
3. Let's wind up the kite string before the wind gets too wild. (moving air)
4. If the judges are fair, our rabbit will win a ribbon at the fair. (just)
5. That creaking sound makes me wonder if this building is sound. (in good condition)
6. The oil well is yours and the gold mine is mine. (belonging to me)
7. The dove dove to the ground to eat the peanut. (dived)
8. I found it hard to believe that he planned to found a new church. (start)
9. The rose bushes rose out of the fertile ground. (a kind of flower)
10. I won't shed a tear if you tear my old shirt to shreds. (rip)
11. The dog was happy when you dropped the ground beef onto the ground. (past tense of grind.)

- **Guess the Homograph Meaning:** Refer to Listen for the Homograph Pairs, above. Read the homograph definition after the sentence. Read the sentence again. Ask students to say which homograph has the meaning of the definition. Students respond by repeating the sentence and saying "the first homograph, or the second homograph."
- **Rebus Sentences:** A rebus sentence is a sentence in which you substitute a small picture for the designated word. Students work in partners. Students may use the sentences from Listen for Homograph Pairs, or create their own. In Sentence #2, students will write the words, "There was a big (draw a small picture of a fight) in the first (draw a picture of the first row of seats) of the theater." *Row/row* Continue the process. Students share with classmates when they finish.

- **Memory:** Provide each student-pair with ten 3x5 cards. Fold the cards in half. Let's say the homographs are *spruce/spruce*. On one side of the card, write *spruce, noun*. On the other side, write the meaning of the homograph (*Spruce* is a type of tree). On another card, write *spruce, verb*. On the other side write the meaning of the homograph (*Spruce* means to clean up an area.) Tear the cards in half on the fold. Turn over the cards. Arrange the cards (20) in a 5x4 grid. Students then play Memory. Turn over a card. Read the card. Turn over a second card. Read the card. Are the cards a homograph match? If they are a match, the student keeps the cards and gets another turn. If they are not a match, turn both cards over. The next person gets a turn. The object is to remember the position of each card and learn the homograph part of speech, pronunciation and meaning.

- **Use the Dictionary:** Students work in pairs. Find the word "present." Students look for two definitions of the homograph - the first word used as a noun; the second word used as a verb. For example: Definition #1 - a gift. Did you receive a birthday *present*? Definition #2 - to give. *Present* the trophy to the winner. Students pronounce both words. Here are other homographs to find in the dictionary: bow, tear, lead, minute, polish, bass, moped, record, produce, permit, object, and refuse.
- **Charades:** Students work in partners. Partners choose a homograph pair. One student acts out the first homograph. The other student acts out the second homograph. For example: The homograph pair is bear/bear. The first student pretends he is the animal. The second student acts like he is carrying a heavy load. Classmates guess the homograph pair. Students refer to the Homograph List.

Homograph List

bow (n)	bow (v)	bass (n)	bass (adj)
desert (n)	desert (v)	present (n)	present (v)
bear (n)	bear (v)	sow (n)	sow (v)
lead (n)	lead (v)	wind (n)	wind (v)
address (n)	address (v)	contract (n)	contract (v)
live (n)	live (v)	minute (n)	minute (v)
produce (n)	produce (v)	project (n)	project (v)
record (n)	record (v)	refuse (n)	refuse (v)
row (n)	row (v)	tear (n)	tear (v)
use (n)	use (v)	won (n)	won (v)
wound (n)	wound (v)	moped (n)	moped (v)
conflict (n)	conflict (v)	crooked (adj)	crooked (v)
does (n)	does (v)	house (n)	house (v)
fair (n)	fair (v)	sound (n)	sound (v)
found (n)	found (v)	rose (n)	rose (v)
ground (n)	ground (v)	down (n)	down (v)
fine (n)	fine (v)	sewer (n)	sewer (v)
number (n)	number (v)	entrance (n)	entrance (v)



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Hilarious Homophone Strategies

(Hilarious: Full of merriment)

3rd - 5th Grades

- **What is a Homophone?** Homophones are words that sound the same but have different meanings and spellings (ate/eight, for example). Think of the word "phone." We **hear** when we talk on the phone. So we are **hearing the same sound**.
- **Concentrate on the most important homophone pairs first:** The ones that are used most often in writing include as/add, ant/aunt, ate/eight, be/bee, hear/here, hour/our, it's/its, know/no, one/won, their/there/they're, theirs/there's, to/too/two, who's/whose, and your/you're.
- **Act It Out:** Provide student pairs with a homophone card. Students have ten seconds to plan a skit acting out one the homophones. Teacher claps her hands and says, "ACTION!" Students act out the homophone. Teacher says, "CUT!" to stop the performance. Classmates guess the word. Teacher writes the word on the white board and asks for the matching homophone. Play continues.

- **Ask a Question:** Divide students into two teams. Point out a pair of homophones, such as rose/rows. Ask a question such as "Which word means a flower?" The team that correctly identifies the homophones receives a point for their team.
 1. toad/towed - Which word means "a tailless leaping amphibian?"
 2. wait/weight - Which word means "something heavy?"
 3. feat/feet - Which word is a synonym for "achievement?"
 4. prince/prints - Which word means "a mark made by pressure?"
 5. sail/sale - Which word means "available for purchase?"
 6. two/to - Which word is "a function word for direction?"
 7. meet/meat - Which word means "to approach from another direction?"
 8. crews/cruise - Which word is means "a tour by ship?"
 9. week/weak - Which word is the antonym for "strong?"
 10. missed/mist - Which word means "to avoid or be unsuccessful?"
 11. one/won - Which word means "a single unit or thing?"
 12. not/knot - Which word means "to tie in a lump or knob?"
 13. who's/whose - Which word is a contraction for "who is?"

- **Memory:** Provide each student-pair with ten 3x5 cards. Fold the cards in half. On one side write the word "ad." On the other side, students write the homophone, "add." Tear the two halves apart. Play a Memory game. Each time a player turns over a card, the student must say a sentence using the correct meaning of the homophone. If the card says, "ad," the student might say, "I saw the ad in the window." Or give the definition: "The word ad is short for the word advertisement." The player with the most homophone pair cards is the winner.

- **Illustrate a Pair of Homophones:** Using crayons and paper, partners choose a pair of homophones. One partner draws a picture on one homophone. The other partner draws a picture of the matching homophone. Write the homophone word name under the picture.

bear/bear	bored/board	break/brake	find/finned
flower/flour	hair/hare	here/hear	heal/heel
hire/higher	hour/our	maid/made	new/knew

- **Homophone Hunt:** Provide each student-pair with an index card. Fold the index cards in half. Students write a homophone on the front of the card and its homophone-pair on the inside of the card. Tear the index cards in half at the fold. The teacher collects all the cards and mixes them. Next, she gives each student a card. The object is to challenge students to find the classmate who has the matching homophone card. When everyone has found their partner, ask each pair to read their homophone-pairs to the class.

- **Homophone Tic-Tac-Toe:** At first, play this game with the whole class divided into two teams, then in student pairs. Explain that homonyms are words that sound the same but have different meanings. Draw a Tic-Tac-Toe on the board. The teacher says a homophone. The "X" player chooses a playing space and marks a small "x." He writes a homonym for the selected word in the playing space. If the player is correct, Team X gets another turn. Then the "O" player chooses a playing space and marks a small "o." The teacher says another homophone. Player O writes a homophone for the selected word in his playing space. Play continues until someone gets three in a row.

- **Old Maid:** Provide student pairs with Homophone Cards. One of the cards

is the "Old Maid." Students deal all the cards. The object is to keep as many homophone matches as possible. Of course, no one wants to end the game holding the Old Maid card!

- **Homophone Teakettle:** Students take turns creating sentences that use a pair of homophones. Instead of saying the actual homophones in the sentence, insert the word "teakettle" in their places. For example: "I am going to teakettle some corn when I go teakettle the farm stand." The homophones are buy/by. "I am going to buy some corn when I go by the farm stand." It will be helpful to write the homophone choices on the white board to give students an idea how to play the game. Classmates try to guess the homophone pairs. Here are a few samples:

Teakettle here while I check the elephant's teakettle. *Wait/weight*

The teakettle left his teakettle on the castle. *Prince/prints*

The teakettle boat is For Teakettle. *Sail/sale*

The teakettle bushes were planted in teakettles in the garden. *Rose/rows*

Will you teakettle me at the store to buy some teakettle? *Meet/meat*

We teakettle the teakettle from the waterfall. *Missed/mist*

After the flu, you may feel teakettle for a teakettle. *Weak/week*

Are you the teakettle who teakettle the prize? *One/won*

That is teakettle how you tie the teakettle in the rope! *Not/knot*

- **White Board Flip:** Divide the class into two teams. Provide students with individual white boards and an erasable marker. Refer to the homophone list. Call out a word. Students write the word on the front of their white board. When they finish writing, students "flip" their white boards and write the homograph that matches on the back of the white board. The first student to call out the homograph, spelled correctly, gets a point for their team.
- **Homophone Popcorn:** The teacher reads a homograph. Students "pop" out of their seats and say the homograph match. Students must say, spell, and give a definition or sentence for the homophone.

Homophone List

acts	ax	air	heir
aisle	I'll	feat	feet
flew	flu	peek	peak
four	for	allowed	aloud
plain	plane	foul	fowl
aye	eye	prince	prints
ball	bawl	grate	great
rain	reign	raise	rays
groan	grown	bear	bare

read	red	hair	hare
heard	herd	ring	wring
higher	hire	blew	blue
rose	rows	hoarse	horse
sail	sale	scene	seen
bough	bow	seas	sees
brake	break	sew	so
shone	shown	sore	soar
knot	not	soared	sword



Super Synonym Strategies

(Super: Over; above; excellent)

2nd - 4th Grades

- **Synonym Search:** Students work in pairs. They find four adjectives or nouns in a story book or text. Students write these four words on their white boards. Now, ask students to use the thesaurus and find one synonym for each word. Write the synonym beside the given word. Provide each student-pair with four 3x5 cards. Fold each card in half. Students write the given word on the front of the card. Inside the card, students write a synonym for the word. The teacher makes a master list of these synonyms.
- **Scavenger Hunt:** Ahead of time, the teacher stands the folded 3x5 cards around the room. Using the Synonym Master List from Synonym Search, the teacher says, "Find the synonym for the word "communicate." Student-pairs look for "communicate." The teacher asks the student-pair, "What is the synonym for "communicate?" The first student-pair to guess a synonym gets to keep the card. The winner is the student-pair with the most cards at the end of the game.

- **White Board Flip:** Divide the class into two teams. Provide students with individual white boards and an erasable marker. Refer to a synonym list. Call out a word. Students write the word on the front of their white board. When they finish writing, students "flip" their white boards and write a synonym for the word on the back of the white board. The first student to call out the synonym, spelled correctly, gets a point for their team. Call out the reverse synonym another time to help students memorize the synonym pair.
- **Bingo:** Provide students with Bingo Synonym cards. (These cards can be generated online.) The teacher calls out the first word of a synonym pair. Students look for its synonym. Students place a marker on the square, i.e., the teacher says, "chilly." Students place a marker on the word "cool." When a Bingo is called, students must say the synonym and its matching pair to have a win.

- **Super Synonym Stories:** Ask students to work with a partner. The idea is to rewrite a favorite children's story or fairy tale. The Three Little Pigs lends itself to this activity. The teacher will tell the story using colorful adjectives. "Once upon a time, there were three chubby little pigs . . ." Write these nouns on the white board: wolf, pigs, straw, sticks, bricks, pot, water, tail, chimney and forest. Ask students to think of adjectives to describe the nouns. Write these adjectives and nouns on the white board: *big bad wolf, chubby little pigs, yellow thin straw, long brown sticks, strong clay bricks, large black pot, hot boiling water, long bushy tail, strong chimney, and dark green forest.*

Now, students will substitute synonyms for the adjectives. Use a thesaurus to find wild and crazy synonyms! For example, the *big, bad wolf* can become the *enormous, naughty wolf*. Share the stories when students have finished.

- **Roundabout:** Give each student a piece of paper with an adjective or noun written on it. Students take their pencils and go from person to person asking for a synonym that matches their word. At each person, they must think of a synonym that hasn't been used. After one minute, see which students have the most synonyms. Recruit two students to be the judges. They will determine if the words which were added were actually synonyms. Play the game again, asking students to write another word on their paper.
- **Memory:** Provide each student-pair with ten 3x5 cards. Fold the cards in half. On one side, write a word. On the other side, write a synonym for the word. Tear the cards in half on the fold. Turn over the cards. Arrange the cards (20) in a 5x4 grid. Students then play Memory. Turn over a card. Read the card. Turn over a second card. Read the card. Are the cards a synonym match? If they are a match, the student keeps the cards and gets another turn. If they are not a match, turn both cards over. The next person gets a turn. The object is to remember the position of each card.
- **Synonym Hunt:** Provide each student-pair with an index card. Fold the index cards in half. Students write a word on the front of the card and its synonym on the inside of the card. Tear the index cards in half at the fold. The teacher collects all the cards and mixes them. Next, she gives each student a card. The object is to challenge students to find the classmate who has the matching synonym card. When everyone has found their partner, ask each pair to read their synonyms to the class.
- **Synonym Password:** Divide the class into two teams. Students play this game in pairs. Each pair chooses a word from a list of synonyms. The first student-pair tells the class the word they have chosen. "The word is *tiny*." The pair lets the class guess up to three synonym password clues, one word at a time (*small, minute, teensy*). Team points are given for each correct synonym password clue.

Synonym List

chilly	cool	above	over
glad	happy	shove	push
unhappy	sad	peeked	looked
tug	pull	seat	chair
small	little	message	note
repair	fix	beautiful	pretty
rush	hurry	speedy	fast
street	road	speak	talk
friend	pal	softly	quietly

noisy	loud	correct	right
simple	easy	tremble	shake
thin	skinny	mad	angry
dad	father	stone	rock
pick	choose	ill	sick
aim	point	begin	start
forest	woods	insect	bug
sleepy	tired	afraid	scared
breezy	windy	laugh	giggle



Synonyms and Antonyms Increments of Meaning

Synonyms are words that mean the same or nearly the same. Yet even in words that are synonyms for one another, there is an increment of meaning, the words do not mean exactly the same thing. The mental images that are created in the person's brain are slightly different when they hear or read each of the words. For example, the word large and the word huge. For most, the word huge represents something that is bigger than large, while big may be a word that indicates something smaller than large.

Antonyms are words that mean the opposite. If given the words large, there are many antonyms for this word—small, tiny, little, and so on. Like the synonyms, these antonyms of the word “large”, are a series of synonyms for the word “small”, and each of them has an increment of meaning that creates the same sort of visual in the mind of the person who hears or reads the words.

Following are several activities to have students participate in that will help them grasp the concept of “increments of meaning”, and understand that word selection is important when making a visual picture for the reader.

Lists of Words

The following lists of words demonstrate the concept of “increments of meaning”.

List #1: enormous, huge, large, big, gigantic, mammoth, extensive, full-size, expansive, gargantuan, immense, colossal

List #2: small, tiny, miniscule, little, teeny, minuscule, minute, diminutive, slight, petite, miniature, pint sized

List #3: beautiful, gorgeous, lovely, good-looking, stunning, striking, attractive, dazzling, magnificent, pretty, cute

List #4: quiet, still, silent, soundless, hushed, mute, taciturn, reticent, noiseless, tranquility

List #5: ugly, homely, unattractive, hideous, revolting, unsightly, repulsive, plain, unadorned, gruesome, repugnant

List #6: hot, warm, steamy, tropical, burning, scorching, boiling, blistering, sizzling, searing, sweltering, roasting

List #7: cold, cool, frigid, chilly, freezing, icy, frosty, wintry, glacial, sub-zero, polar, biting

List #8: happy, glad, ecstatic, thrilled, joyful, cheerful, in high spirits, exultant, pleased, content, cheery, delighted, jovial, on cloud nine

Ways to Use the Lists of Synonyms

Order ‘Em

1. Divide students into groups of 3-4.
2. Give students one of the lists.
3. Discuss 2-3 words on the list. Ask students to create an image in their minds about the word you say. For example, with the word “quiet”, I may picture a library. If you say the word “hushed”, I may think of a funeral. The question then is this, which of those images creates a sense of the **MOST** quiet or **LEAST** quiet. I might say funeral is more quiet than a library. If that is the case, then the word “quiet” is less without noise than “hushed”. It is the conversation around the process of determining the level of meaning that you are driving toward. Each group could order the words differently. You are encouraging them to discuss the thoughts.
4. Invite them to order the words from most to least, or least to most, and put them on a chart.
5. Ask students to add other words to the lists that are synonyms, and then order those words as well.

Variation:

Have students brainstorm a list of words for a specific adjective, adverb, or verb. Think about the word selected as this can create a challenge. Repeat the process. Note: the thesaurus and definition on the computer can be helpful in finding additional words with similar meanings.

Comparison Challenge

1. Divide students into teams of 4-5.
2. List noun categories for the students.
 - a. Examples: Animals, Places, Categories (not names) of people—aunt, sister, brother), Food, Modes of Travel, etc.
3. Ask students to brainstorm a list of nouns that fit in each of these categories
4. Combine the lists
5. Ask students to take words from the list of synonyms and associate or put them with the nouns.
 - a. Example: elephant, dragon, rhinoceros, cat, cow, giraffe would be animals that you could associate with the synonym cluster for “large”, “ugly”, or both “cool” and “hot”, dependent on which way you want to describe the word. These animals could also be associated with a list of words that could range from “docile” to “ferocious”, or other group of synonyms/antonyms that you have created.
6. Ask the teams to create comparison sentences using nouns and synonyms from the list of words they have.
 - a. Example: An elephant is mammoth and unattractive, but a rhinoceros is huge and really ugly.
 - b. Example: A house cat is small and quiet, but an elephant is gigantic and loud.
or A house cat is small and quiet, but a goldfish is tiny and soundless.
7. Have teams share sentences with one another, giving 1 point for each sentence comparison that make sense.

Musical Shares

Materials: Cards with the synonyms written on them

CD Player and Music (be sure that the lyrics are appropriate)

1. Each student draws a word card from the deck of cards
2. When the music begins to play, student moves and dances to the music
3. When the music stops, student finds a partner and dramatically says the word on his/her card. When saying the word, the student should his/her voice—volume, expression, rate; his/her body language to communicate his/her understanding of the word; and his/her ability to connect with the other person to communicate the meaning of the word.
4. Students exchange the word portrayal with one another, each tacking a turn
5. Music resumes, student begins to dance and move
6. Music stops and the process continues

Mystery Word

Materials: Cards with synonyms written on them

Tape or clip so word can be placed on the back of someone's shirt/blouse

CD Player and Music (be sure that the lyrics are appropriate)

1. Each student draws a word card from the deck of cards
2. Student finds another person and has that person stand with his/her back to them, and clips or tapes the word to the person's back WITHOUT telling them the word.
3. Process is repeated with the students reversing the roles
4. Start the music, and students move around the room
5. When the music stops, the students pair up
6. Student "A" looks at the word on the back of Student "B" and gives them a synonym for the word. Student "B" tries to guess the word on his/her back.
7. Student "B" looks at the word on the back of Student "A" and gives them a synonym for the word. Student "A" tries to guess the word on his/her back.
8. If either or both Student "A" or "B" guess the word that is on their back, they continue to play, however when the music stops, they tell the new partner the word on their back and use it in a sentence that clearly indicates that the student understands the meaning of the word.
9. Play continues until everyone has identified the word on his/her back.



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