# Vocabulary activitiesStage 2

1. Before reading a text, students brainstorm predicted vocabulary using the clues from the front cover, title, prior knowledge of the author or from scanning the text for sub-headings, diagrams and so on. Add any unfamiliar and important vocabulary to this brainstorm during reading and use the dictionary to define the words.
2. Students have 5 minutes to find the biggest word they can using 5 consonants and 3 vowels (for example) chosen at random. These can be set up on cards and drawn out, or students may choose.
3. Students select one or more of the large words from the list and find as many smaller words within them. The words can be made by shuffling around the letters.

For example, in the word ‘because’, we can find the words: be, cause, sauce, see, use and so on.

accommodation binoculars cardboard eclipse

protection microscope pillowcase windowsill

environment feline inspection supervise

recycling unbelievable interested together

1. Students read a text; this could be a newspaper article, a novel or a short story. They then choose a word that is not familiar and complete the following table:

|  |  |  |
| --- | --- | --- |
| What is your tricky word? | Which book did you find it in? | Write the sentence from the story |
|  |  |  |
| I think it means… |  |
| Clues I used |  |
| Dictionary definition: |  |
| It makes me think of… |  |
| Put it in a new sentence |  |

1. *Make a word:* Students play with the base words, prefixes (found at the front of the base word) and suffixes (found on the end of a base word) and create as many words as they can. Appendix 1 has many examples. Students define any words they are unsure of.
2. Students find an adjective in the book they are reading, a photograph or something in their environment, for example, ‘happy’, ‘gigantic’, ‘miniscule’. Students brainstorm and research synonyms and antonyms for their word. For example:

|  |  |
| --- | --- |
| happy | antonym = sad |
| Merry, joyful, jovial, cheerful, content | unhappy, downhearted, dejected |

Students then write these words onto sticky notes or spare paper and arrange them in an order from most to least into a *word cline*. Students define the words to make sure they know what they mean.

Most

Least

*Alternatively, Appendix 2 has a word cline with and without pictures to support students.*

1. *Synonym hunt*: Find these items in your home or classroom:

|  |  |
| --- | --- |
| Something that is *comfortable* |  |
| Something that is *miniscule* |  |
| Something that is *woven* |  |
| Something that rhymes with your word |  |
| Something that has the same amount of syllables as your word |  |
| Turn your word into a sentence |  |
| What does your word mean in student-friendly language? |  |

1. *Pomegranate:* play with a family member of friend, the first person substitutes the word ‘pomegranate’ for a chosen word within a sentence from a book being read. For example, if the chosen word was ‘spanner’, the first person may say “I need to unscrew the nut with my ‘pomegranate’”. Students use contextual and semantic clues to choose the substituted word.
2. Word choice: students choose a passage from a text they are reading and highlight, underline or place a sticky note under 5-10 words that were challenging, unusual or important words in the texts. Students suggest above the word a word that might be a better choice.
3. *Cloze passage*: Students complete cloze passages that have a particular focus with word choice, for example, tense, subject-verb agreement, adjective, pronoun or particular words that might be technical terms or important new language.

### Appendix 1

#### Word play – base words

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| step | read | loyal | form |
| jump | state | grow | judge |
| take | live | human | argue |
| see | stand | north | legal |
| like | flow | train | agree |
| help | friend | joy | happy |

## Appendix 1

#### Word play – suffixes

|  |  |  |  |
| --- | --- | --- | --- |
| **s**(plural) | **ion**(act or process) | **al**(having characteristics of) | **en**(made of) |
| **ed**(past tense) | **tion**(act or process) | **ial**(having characteristics of) | **ic**(having characteristics of) |
| **ing**(present tense) | **ible**(can be done) | **ness**(state of) | **ive**(adjective form of noun) |
| **ly**(characteristic of) | **able**(can be done) | **ous**(having qualities of) | **eous**(having qualities of) |
| **er**(person) | **y**(characterised by) | **ious**(having qualities of) | **ative**(adjective form of noun) |
| **or**(person) | **ful**(full of) | **ment**(action or process) | **itive**(adjective form of noun) |
|  |  | **ward**(in the direction of) |  |

### Appendix 1

#### Word play – prefixes

|  |  |  |  |
| --- | --- | --- | --- |
| **un**(not, opposite of) | **dis**(not, opposite of) | **im**(in or into) | **trans**(across) |
| **re**(again) | **en**(cause to) | **in**(in or into) | **super**(above) |
| **in**(not) | **em**(cause to) | **mis**(wrongly) | **semi**(half) |
| **im**(not) | **non**(not) | **sub**(under) | **anti**(against) |
| **ir**(not) | **under**(too little) | **pre**(before) | **mid**(middle) |
| **il**(not) | **over**(too much) | **inter**(between) | **mono** (one) |
|  |  | **bi**(two) | **mono** (one) |
| **super**(more, better) | **post**(after) |

Appendix 2

#### Word clines

|  |  |
| --- | --- |
| **sad** | **happy**  |
| downcast | jovial |
| downhearted | content |
| inconsolable | carefree |
| sorrowful | jocular |
| despondent | thrilled |

|  |  |
| --- | --- |
| Image result for angry emotion facefurious | Image result for angry facecranky |
| C:\Users\jwanstall\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\4744DA01.tmpangry | Image result for concerned faceconcerned |
| Image result for neutral facecalm | Image result for happy face emotionhappy |
| C:\Users\jwanstall\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F2B8A194.tmpthrilled | C:\Users\jwanstall\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\62B53929.tmpecstatic |

Appendix 3

#### Word clines – support scaffold

Photos from Unsplash