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How to Use This Book

Selecting Games and Activities

The titles of each of the activities and games in this book are listed in the table of contents along with the skills covered in each lesson. Begin by reviewing the list of activities and games by the skill you want to teach to your students. Then refer to the “Activity Procedure” section of each lesson for an overview of how the lesson will be presented to students. Many of the activities and games throughout this book can be adapted to other skills listed in the table of contents. For example, the memory game found in the “Packing List” lesson can be adapted for use with almost any of the vocabulary lists found in the remaining activities.



Preparation and Storage

The materials needed for each activity or game are listed on the teacher direction pages. Specific patterns or vocabulary word cards that may be needed are on the pages following the teacher directions. The patterns and word cards can be photocopied in black and white from this book and then colored by hand, or they can be **printed in full color from the interactive whiteboard-compatible Teacher Resource CD**. Glue the pieces to construction paper or thin cardstock to create more durable materials. Consider laminating all the materials for durability, too. Enlarging the materials is another option you may wish to consider. Use a copy machine with an enlarge option, or copy the pattern onto a transparency. Place the transparency on an overhead projector, and trace the image onto a piece of poster board.

A 9" x 12" (23 cm x 30 cm) manila envelope with a clasp works well to store most of the materials needed for each game. You may want to create an envelope for each game in order to keep the pieces organized and easy to access. Be sure to clearly label each envelope with the name of the activity. Once the necessary materials are gathered, preparation for the activities is minimal. Consider photocopying the teacher direction page and cutting out the “Activity Procedures.” Glue this box to the front of the manila envelope. These directions tell how to do the activity or play the game. The envelope can be handed to a parent volunteer or classroom aide. Minimal verbal directions will be needed because everything needed is contained within the envelope.

How to Use This Book (cont.)

Introducing the Activities and Games

Even though some of the lessons are designed for a small group, you may wish to introduce the activities in a whole-class setting. You may want to select a few students to help you demonstrate how to do the activity or play the game, or you may be able to modify the activity slightly in order to accommodate the whole class. An overhead projector, document camera, or interactive whiteboard are other methods of introducing an activity to the whole class. Photocopy necessary patterns or word cards onto transparencies, which can then be projected on a screen for the whole class to see.

The activities can also be introduced in a small-group setting. Be sure to consistently describe and play any of the games with each group to which you introduce them. When the children play the game independent of teacher supervision, you want them to all play by the same rules. In order to decide the best method of introduction for your students, consider your class and the particular activity. It is useful to remind students each time an activity is introduced that the purpose is to learn new vocabulary words, not to see who can win. You may wish to make it a policy that everyone gets a sticker, “kudos” from the teacher, or any other small prize if they participate in the activity. This reinforces the idea that everyone is a winner when the focus is on

learning new vocabulary words.

Many of the activities involve the use of a pocket chart to place vocabulary word cards for students to see. If a pocket chart is unavailable, there are a few other options. The *Laundry Day* activity (page 22) uses yarn as a clothesline from which the vocabulary word cards are hung with clothespins or paper clips. This clothesline idea is a simple alternative to using a pocket chart. A classroom bulletin board that can be used during instruction would be another location for hanging up the word cards. Finally, arts and crafts stores sell rolls of magnet tape. One side of the tape has a sticky backing that will adhere to the back of the word cards. Just cut off a piece of magnet tape about 1 inch (2.5 cm) long for each card. The other side of the tape will stick to any metal surface. This tape will stick to many dry-erase boards. The vocabulary words can be hung on the dry-erase board for easy placement and have the advantage of being easy to move around during word-sort activities.

Going Places



Skill:

Recognizing types of transportation

Suggested Group Size:

Small group (2–4 students)

Activity Overview:

Students will discuss types of transportation and sort them by different characteristics.

Materials:

- “Transportation Cards–Set A” (pages 34–35)
- envelopes for each set of cards
- chart paper and marker
- pocket chart

Vocabulary Words:

Set A

airplane
bicycle
bus
car

helicopter
sailboat
ship
train

Activity Preparation

1. Photocopy two sets of “Transportation Cards–Set A” onto cardstock paper, and color one set as desired (or print color copies from the CD). You will need the colored set for instruction, plus a set of cards for the small group.
2. Cut out the cards, and laminate them for durability.
3. Store each set of cards in a separate envelope.

Building Background

Ask the students to share vacation experiences and how they got to their destinations. Make a list on chart paper of the types of transportation that are mentioned. Explain that today they will be learning about many different types of transportation. Define transportation as something that can get you from one place to another.

Activity Procedure

1. Show the colored "Transportation Cards" one at a time to the students, allowing them to share what they know about each one. After each word is introduced, place the card in a pocket chart.
2. Pass out a set of "Transportation Cards" to the group. Allow time for the students to look at and discuss their cards. Explain to the students that they will be working together in their groups to sort their cards. Show the students how to lay out all of the cards in two rows on the table before they begin each round. Read the directions for one round and allow time for the students to sort their cards before moving on to the next round.
 - Round 1: Sort into two groups—*things that fly* and *things that do not fly*
 - Round 2: Sort into two groups—*things that travel on water* and *things that do not*
 - Round 3: Sort into two groups—*things that can carry more than 20 people* and *things that cannot*
 - Round 4: Sort into two groups—*things a family can use to get to the grocery store* and *things a family would not use*
 - Round 5: Sort into two groups—*things a family can use to travel from the United States to Australia* and *things a family would not use*
 - Round 6: Sort into three groups—*things that travel on land*, *things that travel in the air*, and *things that travel on the water*

Adaptations

- Adapt the activity for more of a challenge by including "Transportation Cards–Set B" (pages 36-37) with the previous set of cards. Set B includes the following words: *cable car, canoe, motorboat, motorcycle, space shuttle, subway, truck, and van.*
- Make overhead transparencies of "Transportation Cards," and cut them out. You may want to shrink the "Transportation Cards" masters first so that the cards are a more manageable size. Have the students take turns coming up to the overhead projector to sort the cards in front of the class.

Related Books

Zip, Whiz, Zoom! by Stephanie Calmenson

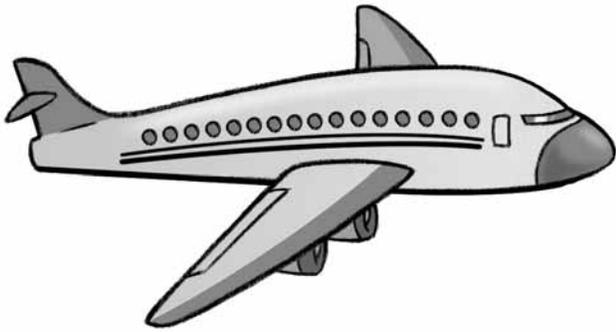
Choo Choo Clickety-Clack! by Margaret Mayo

How We Travel by Rebecca Weber

GO! by Daniel Kirk



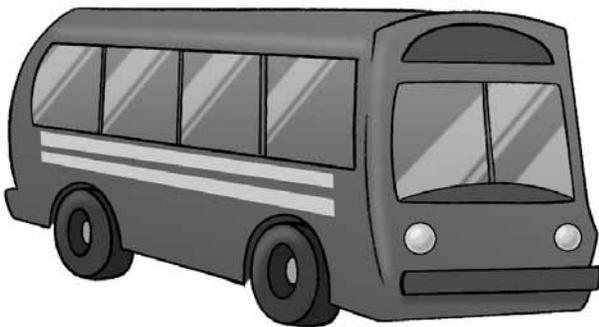
Transportation Cards–Set A



airplane



bicycle



bus



car

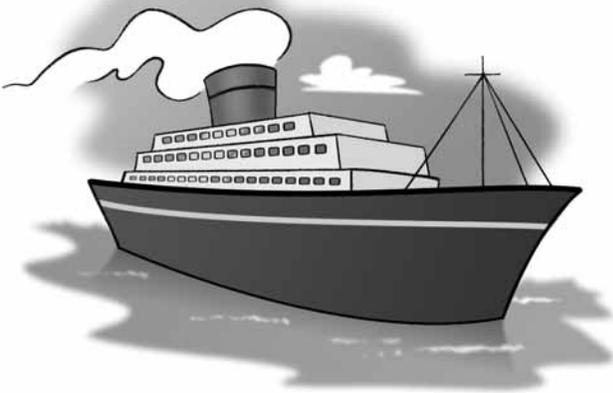
Transportation Cards–Set A *(cont.)*



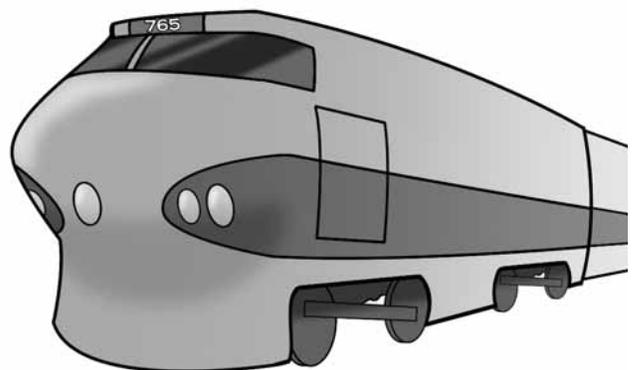
helicopter



sailboat

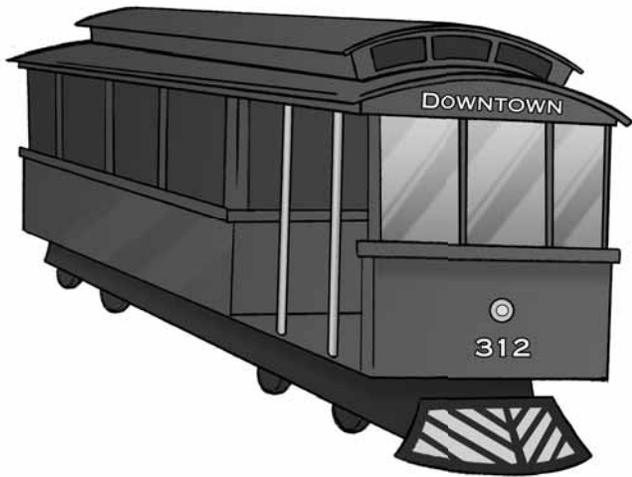


ship

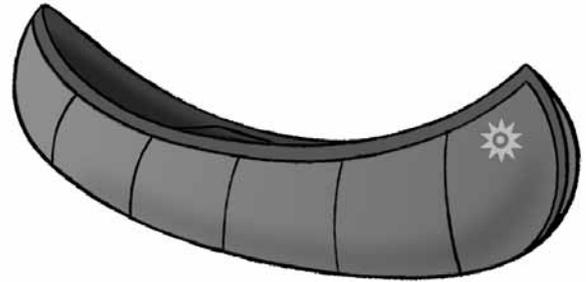


train

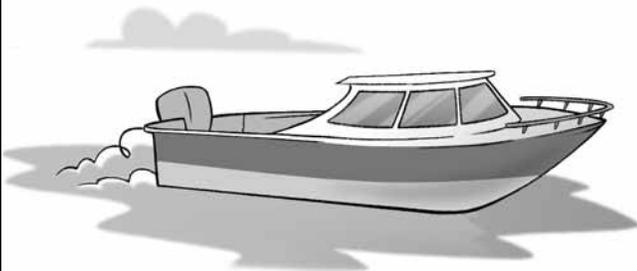
Transportation Cards–Set B



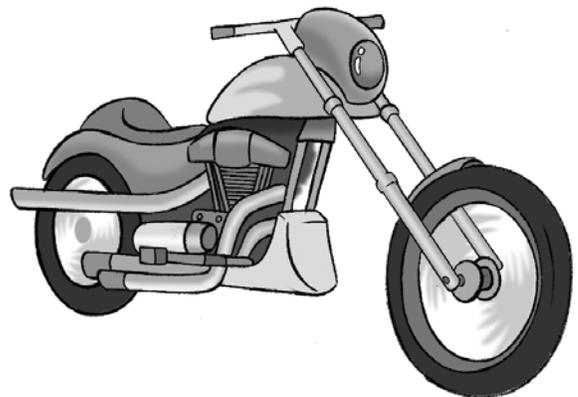
cable car



canoe

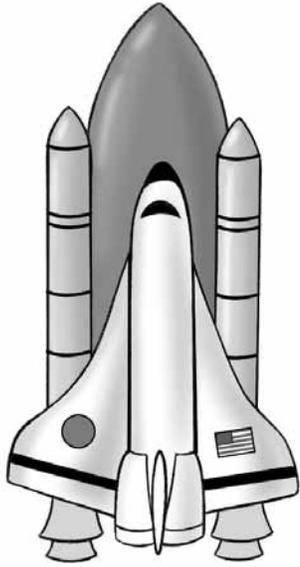


motorboat

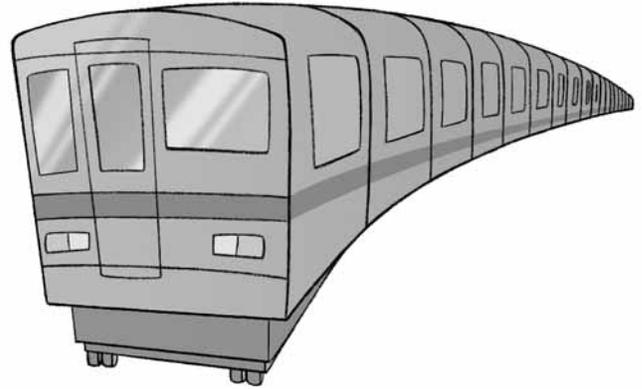


motorcycle

Transportation Cards–Set B *(cont.)*



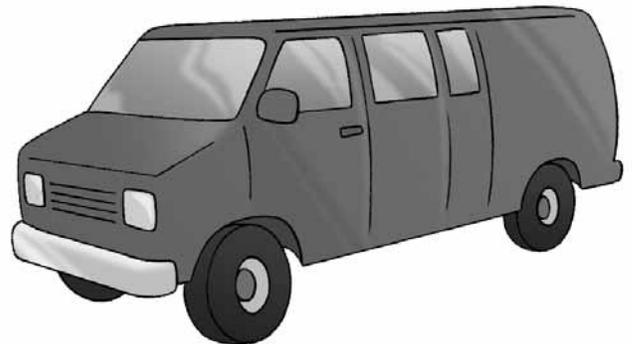
space shuttle



subway



truck



van