

Vocabulary Activities Explanations

1. **SWAT/SLAP Cards** – 3 sets of cards - One with words only. One with definitions only. One with pictures only. Place the cards in front of two students at a small-group table. Use the cards that would be at the student's appropriate level for time of week (e.g., Teacher puts out word cards and says definition. Student who slaps/swats correct word gets to keep card. OR The teacher puts out definition cards and says the word. Student who slaps correct definition first gets to keep card. Scaffold by placing only two choices for students that may be overwhelmed with all of the available cards. This can be played in a vocabulary workstation using words from previous weeks or as a review later in the week.
2. **I have, Who has?** – Pass out all cards. The teacher/leader begins the game by saying, "I have (vocabulary word written on the top of the card and underlined)" and then asking, "Who has (question written on the bottom of card)?" The person with the correct word/answer says, "I have (correct vocabulary word written on the top of the card and underlined), who has (question written on the bottom of card)?" They then ask their question until it comes back to the teacher/leader. That person will always end the game. This is a good review for all words whole group, small group, and workstations.
3. **Pinch Cards** – 3 levels of pinch cards demonstrated at training. Use level appropriate for grade level and/or time of year. Pictures and words for PK through 1st grade (beginning of year). May be a cut and paste activities at first, but you eventually want the students to create the cards. Words and definitions can be used with 1st grade and beyond. Words, definitions, and deep processing activities can be included as students are able to complete the pinch cards. Scaffold what to add to the back of the card depending on student capabilities: sentences, synonyms, antonyms, examples, non-examples, yes/no questions, degrees of word (e.g., sprinkle, drizzle, rain, downpour). These can be used for a daily grade, quick whole group assessment on day before vocabulary test, during reading of selection, and an independent study aid. Also great activity for multiple opportunities for students to practice, enhanced student participation, and all content areas!
4. **Vocabulary Check List** – This card can be placed at the silent/independent reading workstation. We referred to this as "the take all the fun out of the reading station" by giving students some accountability. The students write words that would fit in the appropriate column and share some of these words and word meanings at small group time or debriefing session. Teacher can adjust as necessary.
5. **Word Tag or bracelets** – Students wear the words of the week. Adults in the building are aware of the game and the words. They can ask the student to say the word and give a sentence or definition. The adult can say the word and use it in a sentence. Whatever would be appropriate for grade level and/or time of year. Students share their favorite or best example at the end of the day (or review words). Objective is to provide multiple opportunities for practice and develop oral language/social skills.
6. **Vocabulary Quick Write Folder** – Use a picture from the cover of the book or selection. Place on front of folder. Write vocabulary words on index cards. Have students write for 1-2 minutes about the word. Do one a day or however many is appropriate for grade level. Have them choose one of their quick writes to expand upon and use as a writing piece. You may have to do this whole group at first and then go to a workstation.

I Have, Who Has?

I have **energy levels**.

Who has the word that means made of two or more parts, elements, or ingredients?

I have **compound**.

Who has the word that means a cord, rope, etc. that is lit to start an explosive?

I have **fuse**.

Who has the word that means to set fire or to start?

I have **ignite**.

Who has the word that means to make an exact or specific measurement?

I have **calibrate**.

Who has the word that means to give off or let out?

I have **emit**.

Who has the word that means the possible locations around an atom where electrons having specific energy values may be found?

"I have swiftly."

"Who has food that was prepared and eaten for breakfast, lunch or supper?"

"I have swiftly."

"Who has food that was prepared and eaten for breakfast, lunch or supper?"

"I have swiftly."

"Who has food that was prepared and eaten for breakfast, lunch or supper?"

"I have swiftly."

"Who has food that was prepared and eaten for breakfast, lunch or supper?"

"I have meal."

"Who has answer?"

"I have meal."

"Who has answer?"

"I have meal."

"Who has answer?"

"I have meal."

"Who has answer?"

"I have reply."

"Who has a natural ability or skill?"

"I have reply."

"Who has a natural ability or skill?"

"I have reply."

"Who has a natural ability or skill?"

"I have reply."

"Who has a natural ability or skill?"

"I have humans."

"Who has to cry loudly for a long time?"

"I have humans."

"Who has to cry loudly for a long time?"

"I have humans."

"Who has to cry loudly for a long time?"

"I have humans."

"Who has to cry loudly for a long time?"

"I have wail."

"Who has quickly?"

"I have wail."

"Who has quickly?"

"I have wail."

"Who has quickly?"

"I have wail."

"Who has quickly?"

"I have talent."

"Who has how heavy something is?"

"I have talent."

"Who has how heavy something is?"

"I have talent."

"Who has how heavy something is?"

"I have talent."

"Who has how heavy something is?"

"I have weight."

"Who has people, men, women, and children?"

"I have weight."

"Who has people, men, women, and children?"

"I have weight."

"Who has people, men, women, and children?"

"I have weight."

"Who has people, men, women, and children?"

food that was prepared and eaten for breakfast, lunch, or supper

food that was prepared and eaten for breakfast, lunch, or supper

food that was prepared and eaten for breakfast, lunch, or supper

food that was prepared and eaten for breakfast, lunch, or supper

answer

answer

answer

answer

a natural ability or skill

a natural ability or skill

a natural ability or skill

a natural ability or skill

quickly

quickly

quickly

quickly

to cry loudly for a long time

to cry loudly for a long time

to cry loudly for a long time

to cry loudly for a long time

how heavy something is

how heavy something is

how heavy something is

how heavy something is

people: men, women, and children

people: men, women, and children

people: men, women, and children

people: men, women, and children

swiftly

swiftly

swiftly

swiftly

reply

reply

reply

reply

weight

weight

weight

weight

meal

meal

meal

meal

talent

talent

talent

talent

humans

humans

humans

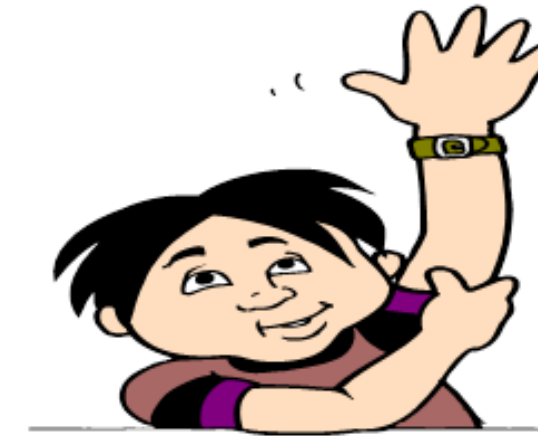
humans

wail

wail

wail

wail















reply

reply

talent

talent

humans

humans

swiftly

swiftly

weight

weight

meal

meal

wail

wail

answer

a natural ability or skill

people: men, women and
children

quickly

how heavy something is

food that was prepared
and eaten for breakfast,
lunch, or supper

to cry loudly for a long
time

answer

a natural ability or skill

people: men, women and
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quickly

how heavy something is

food that was prepared
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to cry loudly for a long
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reply

reply

talent

talent

humans

humans

swiftly

swiftly

weight

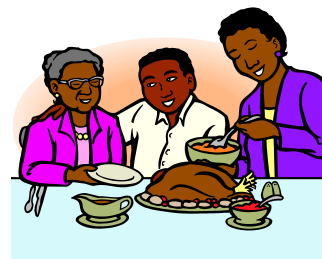
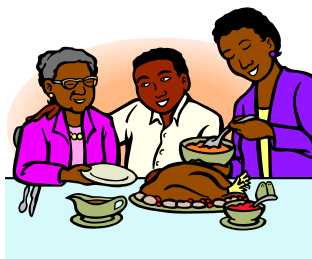
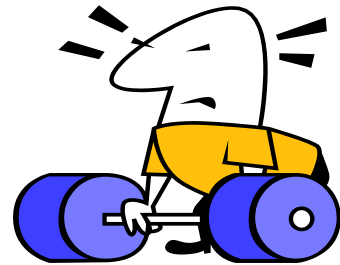
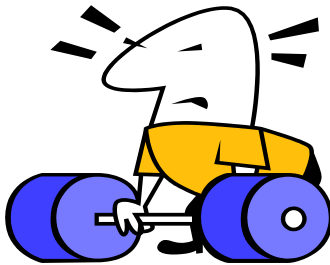
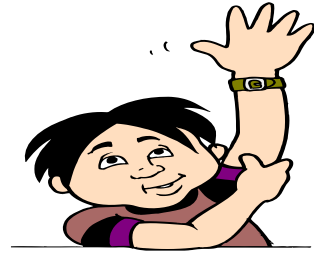
weight

meal

meal

wail

wail



humans

swiftly

weight

meal

wail

reply

talent

quickly

The race car swiftly zoomed past the finish line.

Antonym- slowly

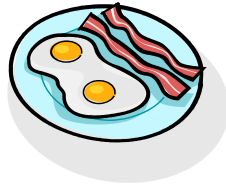
Synonym- fast

Does a turtle swiftly move about from place to place?

NO

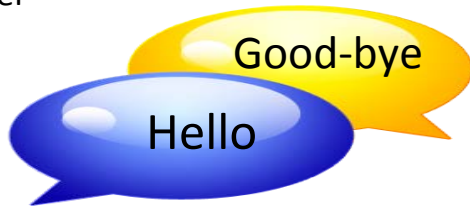
Do you have to work swiftly to finish a timed math test? YES

food that was prepared and eaten for breakfast, lunch or supper



The meal my mother made for us for Thanksgiving was delicious.

to answer



His reply to my question was not very positive.

natural ability or skill



Examples

Examples

leaping hurdles

hotdogs

playing the piano

Non-

eating

sitting in

people, men, women, children



Humans can speak many different languages and animals can't.

how heavy something is



The weight of an elephant is greater than a mouse.

to cry loudly for a long time



whimper - weep - cry - sob - wail

Name: _____

Date: _____

Vocabulary Checklist

Word	<i>Level 4</i> I know this word very well.	<i>Level 3</i> I know a little about this word.	<i>Level 2</i> I have heard of this word.	<i>Level 1</i> I know nothing about this word.
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Name: _____

Date: _____

Vocabulary Checklist

Word	<i>Level 4</i> I know this word very well.	<i>Level 3</i> I know a little about this word.	<i>Level 2</i> I have heard of this word.	<i>Level 1</i> I know nothing about this word.
1.				
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8.				

talent

talent

talent

talent

talent

talent