Teaching
Notes

# Go for Green Study Unit

A unit based on traffic lights with activities that will help you review, assess, and study new words with your students.

## Groups: 3-4

## Skills: Evaluating word knowledge, learning new words, assessing word knowledge, writing sentences, word consciousness

## About the Unit
This motivates students to learn new words and provides all the tool to help them do so.  Start by programming the "Go Words" worksheet with words you've recently been discussing.  Explain to students that there are different levels of word knowledge.

Using the stoplight "Key," explain that red means that you've never heard the word, yellow means you've heard it and know a little bit about it, and green means you know it well (can give definition(s), antonyms, synonyms, use it in various contexts, identify examples and non-examples).

Once students are familiar with this concept, program the "Go Words" worksheet with an assortment of previously taught words and words you've not introduced yet.  Have students self-assess their knowledge with each of these words by checking the proper light.

Introduce and/or review any words that were yellow light or red light words using your typical methods.

Students can study any words that are yellow light words or red light words using one of the two study guides.  One version asks students to

draw a picture explaining the word meaning.  One version is just for writing.

After students have learned at least three green lights words, ask them to use the "Go Word Sentences" worksheet to write sentences using the words you choose (or the words they choose).  Before completing this activity, students should understand what acceptable sentences are.  For example, **Anxious is one of my new words** is not an acceptable sentence. **My mom was anxious before the conference, because she didn't know what to expect,** is an acceptable sentence.

When the students are ready, program the "Stoplight" assessment sheet using the CD.  In the first section on the assessment you will write fill-in the blank sentences (making sure to include the words in the word bank)

For example,  My cat never uses her _____ to bite me.

In the second section, you will write questions (some with positive examples and some with negative examples.

For example, Would it be extraordinary to see an airplane flying upside down?  Would it be dangerous to ride a bike without a helmet down a mountain?

In the third section, students will write sentences using any of the targeted words they choose

Tip: You can customize this document to meet your needs.  If you'd like to have more or less of each type of activity on the assessment, change it.

**Alternate Activities**
★ **Use any of the worksheets in isolation**

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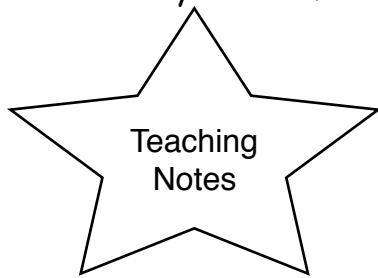
# Spice it Up

Use the activities in this unit to help students improve their word consciousness and "spice up" their writing

**Players**: Individuals, small groups, or the whole class

**Skill**: Definitions, examples, non-examples, categories,

## Getting Ready
Choose an ordinary word (e.g., good, like, said, pretty, etc), and write it on the Spice Jar lid.

## Directions:
Introduce this lesson by reading two writing samples.  One with bland versions of your target word, and another with "spicy" words.  Introduce the word bland and explain what it means.  Indicate the "bland" words in the first writing sample. Then introduce the term spicy and have students discuss the words in the second sample that "spice up" the writing sample.  Ask your students to rate the samples and discuss the differences.  After you have introduced the lesson, there are several ways to reinforce the concept:

✸ You could choose one "bland" word, and then have students brainstorm "spicy" words
✸ Label various "spice jars" with "bland" words, and add to the list as children collect new words from books, conversations, newspapers, magazines, or movies

**Alternate Activities:**

★ Include mini versions the "spice jars" in students writing notebooks

★ Collect a set of actual spice jars, and label each individual jar with a "bland" word.  Write each "spicy word" on a small strip of paper.  Have students sort the strips by putting them into the proper spice jars. Increase or decrease the difficulty of the activity by varying the number of "bland words"

★ Have students go through one of their writing samples and highlight all the bland words, and then have them use their Mini Spice Jar list to substitute "Spicy" words

★ Have students collect "spicy" words for homework

★ Play Show Me - Show me what your face would look like if you were horrified. Show me what something that is humongous would look like

★ Assessment - Use the spice jars as an assessment.  Use either the individual jar or the mini jars, label the jars with a "bland" word, and then have students list as many words as they can to match the word.  Keep a running tab throughout the year by listing how many words the students can list at various intervals throughout the year

# Spice It Up Words

## Said

| | | | |
|---|---|---|---|
| exclaimed | proclaimed | announced | expounded |
| croaked | blurted | bleated | commented |
| roared | admitted | bellowed | barked |
| boomed | confessed | interrupted | spoke |
| declared | claimed | whispered | mentioned |
| remarked | answered | replied | uttered |
| claimed | chirped | cooed | croaned |
| groaned | grumbled | hissed | protested |
| scowled | echoed | shouted | shrieked |
| thundered | murmured | hollered | conveyed |
| squeaked | squealed | sighed | |

## Sad

| | | | |
|---|---|---|---|
| blue | dismal | down | gloomy |
| glum | troubled | melancholy | cheerless |
| dismal | distressed | down in the dumps | weepy |
| pitiful | upset | unhappy | wretched |

## Happy

| | | | |
|---|---|---|---|
| content | cheery | glad | joy |
| blissful | chipper | ecstatic | glad |
| jolly | overjoyed | pleased | peaceful |
| thrilled | lively | excited | amused |
| delighted | | | |

## Walk/Run

| | | | |
|---|---|---|---|
| romp | scamper | dart | bound |
| plod | gallop | dash | trot |
| gallop | charge | trample | scrabble |
| creep | sprint | scuttle | race |
| escape | hurry | hustle | skedaddle |
| scoot | canter | flee | bold |
| vamoose | bolt | burn rubber | flit |

**<u>Little</u>**

| | | | |
|---|---|---|---|
| tiny | minuscule | dinky | shrimp |
| teeny | itsy bitsy | bit | sparse |
| wee | microscopic | mini | meager |

**<u>Big</u>**

| | | | |
|---|---|---|---|
| humungous | thundering | hefty | strapping |
| massive | super | enormous | immense |
| jumbo | colossal | huge | mammoth |

**<u>Bad</u>**

| | | | |
|---|---|---|---|
| awful | beastly | dreadful | gross |
| lousy | poor | stinking | rough |
| terrible | horrible | naughty | unfortunate |
| mischievous | | | |

**<u>Like</u>**

| | | | |
|---|---|---|---|
| pleased | cherish | admire | enjoy |
| pleasure | adore | appreciate | prefer |
| favor | | | |

**<u>Pretty</u>**

| | | | |
|---|---|---|---|
| beautiful | adorable | lovely | cute |
| darling | pleasing | elegant | charming |
| gorgeous | radiant | handsome | radiant |

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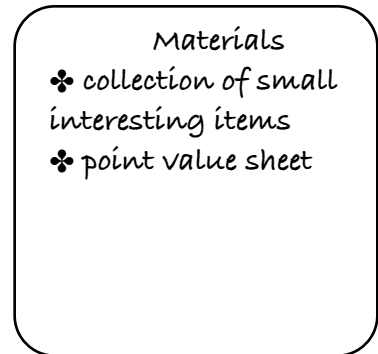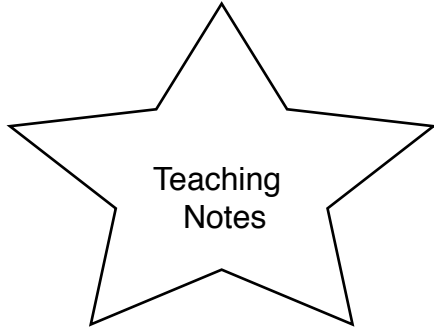
# Describe It

**An activity that encourages students to use adjectives**

## Groups: 3-4

## Skills: Describing objects and guessing what an item is based on it's description

## Getting Ready

Collect an assortment of small toys (plastic figurines, pocket size animals, treasure box items, etc or interesting items (travel mementos, instruments, household items). Obtain a small container (box) that you cannot see through

## Directions:

Each child will take turns choosing a small item and putting it inside the box. He/she will then use describing words to give clues about what the item is. The other children will try to guess the item. The describer will get a certain number of points depending on how many clues it takes before the others guess it.

Ideas for types of describing words to use
* Size
* Color
* Texture
* Shape
* What you do with the item
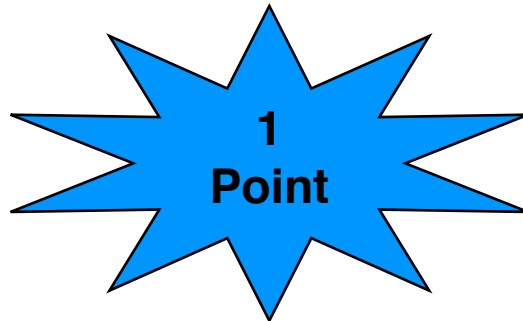* Where it can be found

**Alternate Activities:**

★ Use small treasure box items, and when a child guesses what it is, he/she gets to keep the treasure

★ Use photographs instead of items

# Describe it: Points

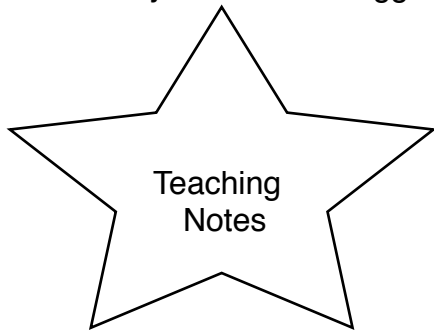If your classmates guess what the is in...

One guess, you earn

**1 Point**

Two guesses, you earn

**3 Points**

Three guesses, you earn

**5 Points**

Four or more guesses, you earn

10 Points

Teaching Notes

Materials
❖ Variety of noun, verb, and adjective word cards

# Describe, Draw, or Move It

An activity that encourages students to creatively distinguish between different parts of speech

**Groups: 3-4**

**Skills:** Parts of speech

## Getting Ready
Collect a variety of previously taught word cards.  Make sure you have a variety of nouns, adjectives, and verbs.

## Directions:
Each child will take turns choosing a word card.  He/she will read it to himself and determine what part of speech it is.  If it is a noun, he or she will draw it. If it is an adjective, he/she will describe an item(s) that matches the word.  For example, this word could be used to describe a ball, an apple, a pebble, and a globe (round).  If it is a verb, the students will act the word out.  The other students will try to guess the word.  The child who guesses correctly goes next.

## Alternate Activities:
★ Have the student who guess correctly, use the word in a sentence

Teaching Notes

Materials
♣ Two cones
♣ Two pieces of paper to label cones
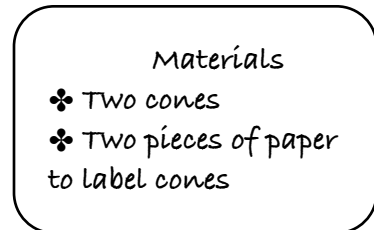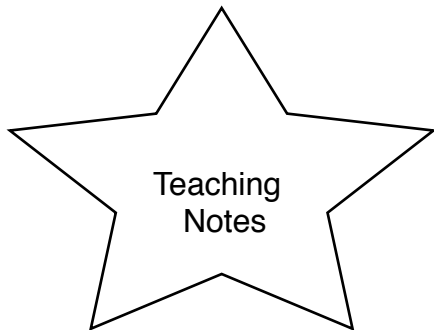
# Ring Around the Cone

Use this activity to give your students a kinesthetic break and a quick review of previously taught words

## Groups: 3-4

## Skills: Yes/no questions

## Getting Ready

Obtain two large cones and label one yes and the other no.  Obtain at least one hula hoop (activity will take a little less time if you have one hula hoop for each student)
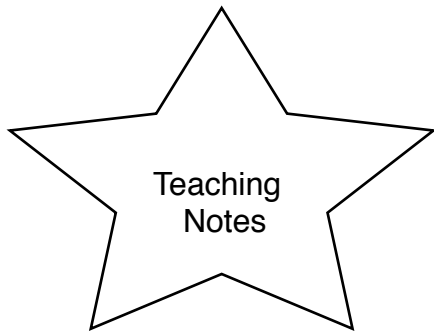
## Directions:

The child who has the fewest pets will go first.  Ask the students a yes or no question using previously taught words.

For example, "Would you admire someone who ate cereal for breakfast?"  "Is a cat with six legs unusual?"

Students will toss the hoops onto the cone that properly answers the question

Yes                                                                        No

Teaching Notes
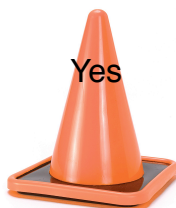
# WhichHat?

A fun way to review previously taught vocabulary words

## Groups: 3-4

## Skills: Examples

## Getting Ready
Obtain a variety of hats (fireman, baseball player, grandmother's hat, winter hat, construction helmet, bike helmet, etc)

## Directions:
The student who has the fewest number of letters in his/her first name will go first.  Ask the student a question that reviews a previously taught vocabulary word and the context of one of the community helps represented by your hats. For example:

"Who is brave?"
"Who could be considered elderly?"
"Who shows perseverance by practicing and teamwork?"
"Who has a dangerous job?"
"Who could be seen sledding down a snowy hill?"

The children will put on the proper hat.  Some questions may have more than one answer, which is ok.  Have students explain their reasoning if you don't understand their choice.


**Alternate Activities:**

★ Use the provided copies, and have students point to the hat

★ Collect a variety of hats from different time periods.  Use this activity to review history content.  For example,  If you lived when the US constitution was signed, what type of hat would you where (George Washington's).  If you just witnessed the St. Louis arch being created, which had would you where.  If you were on Lewis and Clark's expedition, what type of hat would you where?

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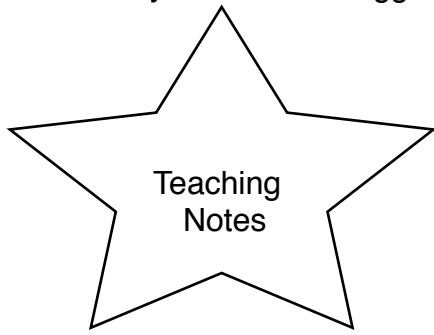
# Adapted Commercial Games

**Use what you already have to create refreshing review games for your students**

**Groups: 3-4**

**Skills:** Any skill you with to review

**Sorry:** Play the traditional way, but a child can save himself/herself from being "Sorry" if he/she can give the definition (sentence, example, etc.) of a chosen word card

**Connect Four:** Before students place their checker, they must choose a word card and provide the desired information

**Twister:** Label the mat with different parts of speech.  Spin the spinner to decide if the children will use their hands or feet.  Instead of using the spinner to decide color, choose a word card and read it to the students. They must match their hands or feet to the proper spot on the mat