



Objective

The student will identify words to complete sentences.

Materials

- ▶ Sentence strips

Select target vocabulary. Write sentences putting a blank line for the target words. For example, *Danny was _____ about his new roller blades.*

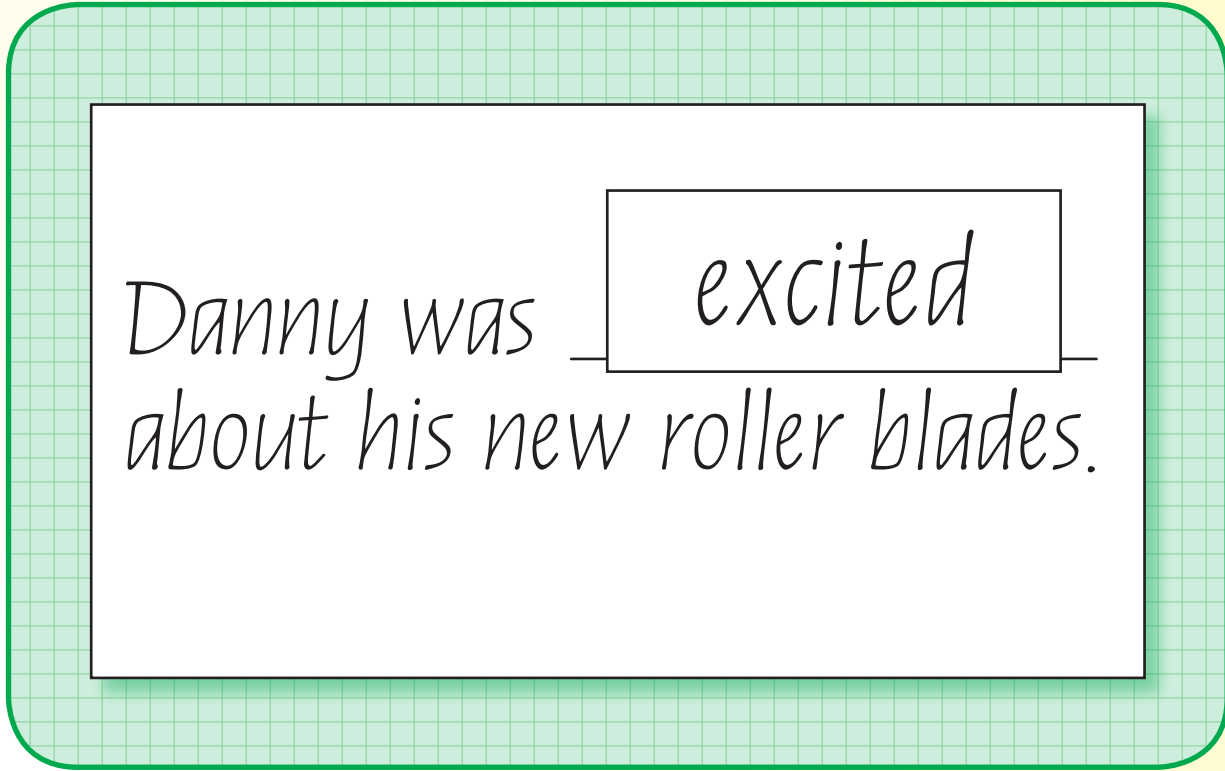
- ▶ Index cards or construction paper rectangles

Write the missing target words from the sentences on the cards (i.e., *excited*).

Activity

Students choose words to complete sentences.

1. Place sentence strips in a stack at the center. Place word cards face up in rows.
2. Taking turns, student one selects a sentence strip and reads the sentence, saying “blank” for the missing word.
3. Student two finds the word, places it on the blank, and reads the sentence. If the sentence doesn’t make sense, chooses another word until the correct word is found.
4. Reverse roles and continue until all the words are matched to corresponding sentences.
5. Peer evaluation



Danny was excited
about his new roller blades.

Extensions and Adaptations

- ▶ Make other word cards that complete the sentences. For example, *Danny was thrilled about his new roller blades.*
- ▶ Write other sentences and exchange with a partner to fill in the blanks.



What-A-Word



Objective

The student will identify words to complete text.



Materials

- ▶ Altered text
Copy text, white out target vocabulary, and draw a line where word was deleted.
- ▶ Chart paper
Provide a word bank of the deleted vocabulary. Word bank can be listed on copy of the altered text.
- ▶ Original text
Provide a copy of the original text in a file folder or envelope to use as an answer key.
- ▶ Pencils



Activity

Students complete sentences in text by choosing appropriate words.

1. Place the chart paper word bank and original text (concealed in an envelope or file folder) at the center. Provide each student with a copy of the altered text.
2. Taking turns, students read a sentence, read words in word bank, and select a word from the word bank that best completes the sentence.
3. Read the sentence with the selected word.
4. If sentence sounds correct, write selected word in the blank. If sentence doesn't sound correct, select another word.
5. Reverse roles and continue until the text is complete.
6. Reread the completed text to each other. Check completed text with original text.
7. Peer evaluation

Name _____

V.031.SS What-A-Word

A Day at the Beach

Linda and Sue were friends. The weather was gorgeous one Saturday, so they decided to spend the day at the beach. They started to collect everything they needed to take with them. Linda _____ the towels, sunglasses, and volleyball while Sue _____ the drinks, sandwiches, and snacks. They _____ the car with all of their belongings and started to pull out of the driveway.

"Wait!" Sue said. Linda stopped the car and waited for Sue to run back into the house. Sue _____ with her camera. "I can't forget this," she said. They started to back out of the _____ again.

"Oh no!" said Linda.

"What is the matter?" asked Sue.

"I need to go back inside to find my snorkel and mask."

Linda _____.

When Linda returned to the car with her snorkel and mask, Sue _____ up of the sky and saw the clouds growing dark. She didn't listen to the weather report that morning, so she wasn't sure if rain was in the _____.

Just then, they heard thunder _____ in the distance. Moments later, drops of rain fell on the car's windshield. Both were _____ that their plans had been _____. They decided to go inside to play cards and eat their lunch.

"So much for a day at the beach!" said Linda.

WORD BANK

gathered	loaded	prepared	forecast
glanced	driveway	yes	disappointed
returned	rumble	spoiled	replied

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Extensions and Adaptations

- ▶ Use the word bank to write other sentences or paragraphs.
- ▶ Discuss and complete altered text (Activity Master V.031.SS).
- ▶ Alter text and exchange with a partner.

Name _____

V.03 I.SS

What-A-Word

A Day at the Beach

Linda and Sue were friends. The weather was _____ one Saturday, so they decided to spend the day at the beach. They started to collect everything they needed to take with them. Linda _____ the towels, sunglasses, and volleyball while Sue _____ the drinks, sandwiches, and snacks. They _____ the car with all of their belongings and started to pull out of the driveway.

“Wait!” Sue said. Linda stopped the car and waited for Sue to run back into the house. Sue _____ with her camera. “I can’t forget this,” she said. They started to back out of the _____ again.

“Oh no!” said Linda.

“What is the matter?” asked Sue.

“I need to go back inside to find my snorkel and mask.”

Linda _____.

When Linda returned to the car with her snorkel and mask, Sue _____ up at the sky and saw the clouds growing dark. She didn’t listen to the weather report that morning, so she wasn’t sure if rain was in the _____. Just then, they heard thunder _____ in the distance. Moments later, drops of rain fell on the car’s windshield. Both were _____ that their plans had been _____. They decided to go inside to play cards and eat their lunch.

“So much for a day at the beach!” said Linda.

WORD BANK

gathered	loaded	prepared	forecast
glanced	driveway	glorious	disappointed
returned	rumble	spoiled	replied



Multiple Meaning Match

Objective

The student will identify words that have multiple meanings in context.

Materials

- ▶ Word cards (Activity Master V.032.AM1)
- ▶ Sentence cards (Activity Master V.032.AM2a - V.032.AM2b)
- ▶ Student sheet (Activity Master V.032.SS)
- ▶ Pencils

Activity

Students identify multiple meanings of words by playing a sentence game.

1. Place the word cards face up in a column on a flat surface. Place sentence cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students pick up the top sentence card on the stack and read the sentence saying “blank” where there is a space. For example, “My uncle works in a ten _____ building.”
3. Find the word card that completes the sentence (i.e., story). Place the word card face up next to the sentence card. Read the sentence with the word (i.e., “My uncle works in a ten story building.”).
4. State what the word means (i.e., story means floor of a building). Note: There will be two sentences for each word (i.e., the other sentence for the word story: I read a story about a dog that finds a lost boy).
5. Continue until two sentences are placed on either side of the corresponding word.
6. Write the words and both meanings on student sheet.
7. Teacher evaluation

Name _____		
Multiple Meaning Match V.032.SS		
meaning	word	meaning
floors in a building	story	events that tell something

Extensions and Adaptations

- ▶ Write more sentences using other meanings of the words.
- ▶ Write other words and multiple meanings on student sheet (Activity Master V.032.SS).
- ▶ Make more multiple meaning sentence and word cards to match.

bark

mine

story

yard

pen

present

fair

jam



Vocabulary

Multiple Meaning Match

V.032.AM2a

The _____ on the
tree is rough.

I hope that the
dog doesn't _____
all night.

They looked for
gold in
the _____.

Put your shoes
next to _____.

My uncle works
in a ten _____
building.

I read a _____
about a dog that
finds a lost boy.

There are three
feet in a _____.

My brother
will mow the
_____ today.



Vocabulary

V.032.AM2b

Multiple Meaning Match

There were two pigs living in the _____.

Do you write with a pencil or a _____?

The _____ had many fun rides and interesting animals.

The weather was rainy yesterday, but today it is sunny and _____.

She was absent on Monday, but _____ today.

I got a nice _____ for my birthday.

Many cars were stopped and they caused a traffic _____.

She puts lots of strawberry _____ on her toast.



Name _____

Multiple Meaning Match

V.032.SS

meaning

word

meaning



Objective

The student will identify the meaning of words in context.

Materials

- ▶ Sentence cards (Activity Master V.033.AM1a - V.033.AM1b)
Note: If words in this activity are not appropriate for your students, use words that are more applicable.
- ▶ Sentence cards with blanks (Activity Master V.033.AM2a - V.033.AM2b)
Optional: Laminate and put velcro in blank areas and on the back of word cards.
- ▶ Meaning cards (Activity Master V.033.AM3)

Activity

Students identify the meaning of vocabulary words by playing a matching game.

1. Place sentence cards (with underlined words) face down in a stack at the center. Place sentence cards with blanks and meaning cards face up.
2. Working in pairs, student one selects the top sentence card from the stack and reads the sentence to student two and places it on the table. For example, “My mom was exhausted from working all day.”
3. Student two looks for the sentence card that shows the same sentence with a blank for the underlined word. Then looks for the word or phrase that has the same meaning as the underlined word (i.e., very tired).
4. Places the meaning card on the blank in the sentence. Places the sentences one above the other and reads both sentences.
5. Reverse roles.
6. Continue until all meaning cards are used.
7. Peer evaluation

My mom was exhausted
from working all day.

My mom was _____
from working all day.

shy

happy

very tired

Extensions and Adaptations

- ▶ Make more sentences and meaning cards using target vocabulary (Activity Master V.033.AM4 and bottom of Activity Master V.033.AM3).
- ▶ Write new sentences using both words.

Vocabulary

Meaning Exchange

V.033.AM1a

The dog snarled at the cat.

We coaxed the scared boy
to ride the roller coaster.

The children were gleeful and
excited about the party.

I can't understand what he is
saying because he mumbles.

It was a gloomy day that
made us feel sad and tired.



Some people are timid when they first meet new people.

My mom was exhausted from working all day.

You should concentrate when taking a test so you can do well.

We prefer to go swimming instead of to the movies.

The teacher asked the students to reply to the questions.



Vocabulary

Meaning Exchange

V.033.AM2a

The dog _____ at the cat.

We _____ the scared boy
to ride the roller coaster.

The children were _____ and
excited about the party.

I can't understand what he is saying
because he _____.

It was a _____ day that
made us feel sad and tired.



Some people are _____ when
they first meet new people.

My mom was _____
from working all day.

You should _____ when taking
a test so you can do well.

We _____ to go swimming
instead of to the movies.

The teacher asked the students to
_____ to the questions.



Vocabulary

Meaning Exchange

V.033.AM3

persuaded	shy
very tired	growled
think hard	happy
depressing	choose
speaks unclearly	answer



Vocabulary

V.033.AM4

Meaning Exchange

--	--	--	--	--	--





Word Express



Objective

The student will identify the meaning of words in context.



Materials

- ▶ Question cards (Activity Master V.034.AM1a - V.034.AM1b)

If words in this activity are not appropriate for your students, use words that are more applicable. Note: First word underlined is the target word and the second is the answer.



Activity

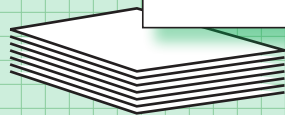
Students identify the meaning of target vocabulary by responding to questions.

1. Place question cards face down in a stack at the center.
2. Working in pairs, student one selects the top card from the stack and reads the sentence to student two (without revealing it). For example, “If a farmer has to prod the cow to move, does he sing to it or push it?”
3. Student two states the answer (i.e., push it). Student one checks to see if the answer is correct by looking at the second underlined word or phrase.
4. If correct, student one gives the card to student two who keeps the card. If incorrect, student one states the correct answer, shows the card to student one and places it at the bottom of the stack.
5. Reverse roles.
6. Continue until all cards are read.
7. Peer evaluation

“If a farmer has to prod the cow to move, does he sing to it or push it?”

“The farmer would have to push the cow to make it move!”

If a farmer has to prod the cow to move, does he sing to it or push it?



Extensions and Adaptations

- ▶ Write more sentences using the underlined words.
- ▶ Write more question and vocabulary cards to match.

Vocabulary

V.034.AM1a

Word Express

If you had to yank on a door to open it, do you pull hard or use a key?

If a leaf quivers in the wind, does the leaf change colors or shake?

When someone is interested in the stars and gazes at them, is he looking or making wishes?

If a mouse knows that a cat is near, he may scurry away. Will the mouse hurry or will he walk slowly?

If a policeman is stern with a person who runs a red light, is he telling jokes or being firm and strict?

If a woman is in a panic because she needs to make a phone call and can't find a phone, is she upset or tired?

If an office parking lot is vacant on Sunday because no one is at work, is it empty or busy?

If you didn't get enough sleep and are grumpy, are you hungry or in a bad mood?



Vocabulary

Word Express

V.034.AM1b

<p>If a weatherman <u>informs</u> people it is going to storm, is he teasing them or <u>letting them know</u>?</p>	<p>If you <u>complain</u> about taking out the trash, are you <u>unhappy about doing it</u> or don't mind doing it?</p>
<p>If a farmer has to <u>prod</u> the cow to move, does he sing to it or <u>push it</u>?</p>	<p>If a doctor <u>examines</u> the sick patient, is he <u>studying the patient</u> or staying away from the patient?</p>
<p>If the children had a <u>splendid</u> day at the fair, did they have an <u>enjoyable</u> or unhappy day?</p>	<p>If a dress is <u>exquisite</u> because it is made of lace, is it too big or <u>very beautiful</u>?</p>
<p>If you read a story that is strange and <u>absurd</u>, is it from a different country or <u>completely silly</u>?</p>	<p>If the rocks <u>glisten</u> in the river, are they falling from the mountain or <u>reflecting light because they are wet</u>?</p>





Objective

The student will identify the meaning of words in context.

Materials

- ▶ Text
Choose text within students' instructional-independent reading level range. Copy and attach to the student sheet.
- ▶ Student sheet (Activity Master V.035.SS)
- ▶ References (e.g., dictionary or glossary)
- ▶ Pencil

Activity

Students identify unknown words, determine their meaning, and rewrite sentences to demonstrate understanding.

1. Place references at the center. Provide each student with a copy of the text and a student sheet.
2. The student reads the text silently and thinks about the meaning. _____
3. Rereads the text and underlines unknown words. For example, Pam dashed after the balloon.
4. Writes the underlined words on the student sheet (i.e., dashed).
5. Writes definition for each word using a dictionary or glossary (e.g., to hasten). If student encounters definition that is also unknown, continues to investigate until word is understood (e.g., hasten means to run quickly).
6. Rewrites sentence by using the learned meaning. For example, Pam ran quickly after the balloon.
7. Continue until all unknown words are defined and used in rewriting original sentences.
8. Teacher evaluation

Unknown Word	Definition	Sentence
dashed	ran quickly	Pam ran quickly after the balloon.

Name _____

V.035.SS

A Day at the Zoo

One day at the zoo, Pam and her mother bought a red balloon. Pam grasped the balloon by its string. She enjoyed watching it bounce in the wind. As Pam's mom paid for their hotdogs, Pam's balloon slipped out of her hand. Pam dashed after the balloon. The balloon kept floating higher and higher. Finally, Pam glanced around and her mother was no where to be found. She yelled, "Mom, Mom!" But there was no reply. Pam saw a police officer and told him what had happened. The police officer walked Pam to the hotdog stand. She ran up and hugged her mom. Her mom was frantic and told her never to run off like that again. Pam told her mother that she would tie the string of the balloon to her wrist next time.

Extensions and Adaptations

- ▶ Use defined words to write new sentences or paragraphs.

Name _____

Meaning Maker

V.035.SS

Sentence										
Definition										
Unknown Word										



Objective

The student will identify the meaning of words in context.



Materials

- ▶ Question cards (Activity Master V.036.AM1)
Note: If words in this activity are not appropriate for your students, use words that are more applicable.
- ▶ Student sheet (Activity Master V.036.SS)
- ▶ References (e.g., dictionary or glossary)
- ▶ Pencils



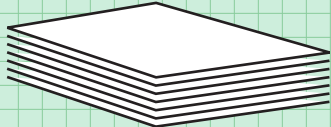
Activity

Students demonstrate knowledge of word meanings by answering questions.

1. Place question cards face down in a stack at center. Provide each student with a student sheet.
2. Working in pairs, student one selects the top card from the stack and reads it to student two.
3. Both students brainstorm answers and reasons to the question.
4. Record answer and reason on student sheet.
5. Reverse roles and continue until all cards are read.
6. Teacher evaluation

Name _____		
V.036.SS		Word Why
Sentence	Yes or No	Why?
Could you see something if it had vanished?		
Would it be astonishing to see a person walking?		
Would you be delighted if you lost your pet?	No	Delighted means very happy and I would be very sad if I lost my pet.
Would you say someone who gives you money is generous?		
Is a cat frisky when it is sleeping?		
Would you celebrate if you were in trouble?		
Would it be exciting to stare at a wall for an hour?		
Can a gorilla be enormous?		

Would you be delighted if you lost your pet?





Extensions and Adaptations

- ▶ Use vocabulary words that have already been introduced.

Vocabulary

Word Why

V.036.AMI

Could you see something if it had vanished?

Would it be astonishing to see a person walking?

Would you be delighted if you lost your pet?

Would you say someone who gives you money is generous?

Is a cat frisky when it is sleeping?

Would you celebrate if you were in trouble?

Would it be exciting to stare at a wall for an hour?

Can a gorilla be enormous?



Name _____

V.036.SS

Word Why

Sentence	Yes or No	Why?
Could you see something if it had vanished?		
Would it be astonishing to see a person walking?		
Would you be delighted if you lost your pet?		
Would you say someone who gives you money is generous?		
Is a cat frisky when it is sleeping?		
Would you celebrate if you were in trouble?		
Would it be exciting to stare at a wall for an hour?		
Can a gorilla be enormous?		



Ask-Explain-List



Objective

The student will identify the meaning of words in context.



Materials

- ▶ Explanation cards (Activity Master V.037.AM1a - V.037.AM1b)
Note: If words in this activity are not appropriate for your students, use words that are more applicable.
- ▶ Student sheet (Activity Master V.037.SS1a - V.037.SS1b)
There are two students sheets. These can be used individually or copied back to back.
- ▶ References (e.g., dictionary or glossary)
- ▶ Pencils

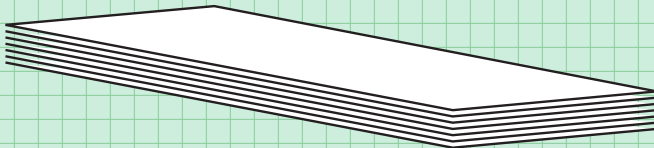


Activity

Students demonstrate understanding of words by applying them to a variety of contexts.

1. Place explanation cards face down in a stack at center. Provide each student with a different student sheet.
2. Working in pairs, student one selects the top card from the stack and reads it to student two.
3. Student two explains why or why not.
4. Both students brainstorm examples based on the last question.
5. Record on student sheet. Each student records examples for four different words.
6. Reverse roles and continue until all cards are read.
7. Teacher evaluation

If you are eager for your birthday, are you sad?
Why or why not?
What kinds of things might make you eager?



Name _____

V.037.SS1a

Ask - Explain - List

1. What kinds of things might make you eager?
Things that make me eager are my birthday, a trip, vacation, and a new pet.
2. What are some other delicious foods?

3. What are some things that you can do to delight your mother?

4. What are some things that you are curious about?



Extensions and Adaptations

- ▶ Use vocabulary words that have already been introduced.

If you are eager for your birthday, are you sad?
Why or why not?
What kinds of things might make you eager?

If you are curious about something, do you want to learn about it?
Why or why not?
What are some things that you are curious about?

If you do something to delight your mother, is she upset?
Why or why not?
What are some things that you can do to delight your mother?

If ice cream is delicious, would you enjoy eating it?
Why or why not?
What are some other delicious foods?



Vocabulary

Ask-Explain-List

V.037.AM1b

If something is familiar to you is it new?
Why or why not?
List some things that are familiar to you.

If a horse runs swiftly, does it move slowly?
Why or why not?
What are some things that move swiftly?

If she was patient waiting her turn, was she angry?
Why or why not?
What are some times when you need to be patient?

If you announce something, are you keeping it
a secret?
Why or why not?
What are some things that someone may announce?



Name _____

V.037.SSI a

Ask-Explain-List

1. What kinds of things might make you eager?

2. What are some other delicious foods?

3. What are some things that you can do to delight your mother?

4. What are some things that you are curious about?

Name _____

Ask-Explain-List

V.037.SS1b

1. List some things that are familiar to you?

2. What are some things that move swiftly?

3. What are some times when you need to be patient?

4. What are some things that someone may announce?
