

**Red Clover
Vocabulary Activities
That Will
Make a Difference**



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Vocabulary Games
for Red Clover Titles
2011-2012

LIST BY GAME:

1. Alphabet Roundtable *A Pig Parade is a Terrible Idea*
2. Character Traits Wheel *Mirror, Mirror*
3. Fake Out Vocabulary *Nabeel's New Pants*
4. Four-Square (synonyms & antonyms)..... *Stand Straight, Ella Kate*
5. High/Low (multiple meanings) *I Know Here*
6. Memory Match *Who Stole the Mona Lisa?*
7. Scrabble *Art & Max*
8. Taboo!..... *Born Yesterday*
9. Team Challenge (parts of speech)..... *Wonder Horse*
10. Wheel of Fortune *Bink & Gollie*

LIST BY TITLE:

1. *A Pig Parade is a Terrible Idea*..... Alphabet Roundtable
2. *I Know Here* High/Low (multiple meanings)
3. *Bink & Gollie* Wheel of Fortune
4. *Nabeel's New Pants* Fake Out Vocabulary
5. *Stand Straight, Ella Kate* Four Square (synonyms & antonyms)
6. *Who Stole the Mona Lisa?*..... Memory Match
7. *Wonder Horse* Team Challenge (parts of speech)
8. *Mirror, Mirror*..... Character Traits Wheel
9. *Born Yesterday* Taboo!
10. *Art & Max* Scrabble

Game #1 - The Alphabet Roundtable

Directions

*Use with A Pig Parade is a Terrible Idea by Michael Black

Preparation:

1. Prepare the Alphabet Roundtable worksheet. It can be recreated for use with a document camera (Elmo), SMART board or copied onto an overhead transparency. You can recreate it in MS Word by inserting a 4 x 7 cell table and adding the letters of the alphabet A-Z.
2. Prepare a set of word cards using the preselected vocabulary words from the book. (Small index cards work well for this.) This set of cards should have the vocabulary words written in bold, easy-to-read letters. These are for the students' use.
3. The teacher will use the definition word list with the definitions written on it. You may want to include a meaningful sentence and use a synonym for each word. (Note: the teacher may want to create a second set of cards with the definitions instead of using the word list with the definitions. These can be used as a match game later, and it avoids the teachers having to skip around on the word/definition list.)

Begin Play:

1. When students arrive, pass out a word card to each student. You may want to divide them into teams (counting off 1, 2, 3 etc.) or have them work with partners or independently. Consider age and abilities. If it is a small class; give each student two cards, etc. until all cards are given out.
2. Explain the directions/rules-for-play. Their job is to match the word with the given definition and try to completely fill in the Alphabet Roundtable before time runs out.
3. To begin play, the teacher reads the definition of a word, going in random order, and students raise their hand if they think their word card matches the definition.
4. If they guess correctly, fill in the corresponding block on the roundtable chart. You may want to fill in the word, even if it is not guessed, (just do not award the point); or you may want to come back to that word later in the game.

Scoring:

1. Decide in advance the number of guesses allowed, and whether or not they may consult with partners or team members. I call this "phone-a-friend". Determine the point system. (If correct on 1st guess = 2 points, correct on 2nd guess= 1 point, no match = 0 points, or point for teacher)
2. Variation: The teacher may receive points for any words the students were unable to guess in 2 guesses (or whatever is the established number of turns).

Game #1 - The Alphabet Roundtable
Word List
A Pig Parade is a Terrible Idea

Word List: (These are the definitions as they apply in this story.)

- A – appropriate: suitable, fit, proper or correct.
B – ballads: narrative songs or poems, usually with short stanzas.
C – conduct: to behave oneself.
D – discipline: treatment that corrects or punishes and develops self-control.
E – especially: special, particular, the main or chief one.
F – formation; the way in which something is formed or arranged.
G – gathering: collecting, bringing together in a group.
H – hoe-down: a lively country square dance, or a party.
I – interested: showing concern, curiosity or interest in.
J – just: barely as in “just left”, or the only, as in “just one”.
**K – (no “K” word; put an “x” in the box.)
L – literary: having to do with reading or literature.
M – majorette: a girl who twirls a baton and marches with a band.
**N – (no “N” word; put an “x” in the box.)
O – outer space: the further distances of space.
P – preference: something that is liked better or more than.
**Q – (no “Q” word; put an “x” in the box.)
R – route: the road, course or path to be followed.
S – snuffle: to sniffle repeatedly.
T – totally: completely, all of it, the total amount.
U – utter: complete and total.
**V – (no “V” word; put an “x” in the box.)
W – weepy: shedding tears, mournful, tearful, or drippy,
**X – (no “X” word; put an “x” in the box.)
**Y – (no “Y” word; put an “x” in the box.)
**Z – (no “Z” word; put an “x” in the box.)

** For the Q, X, Y & Z boxes, you can chose to find words with those letters somewhere within the word itself.

THE ROUNDTABLE ALPHABET

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

Game #2 – Character Traits Describing Wheel Directions

*Use with Mirror, Mirror: A Book of Reversible Verse by Marilyn Singer

Preparation:

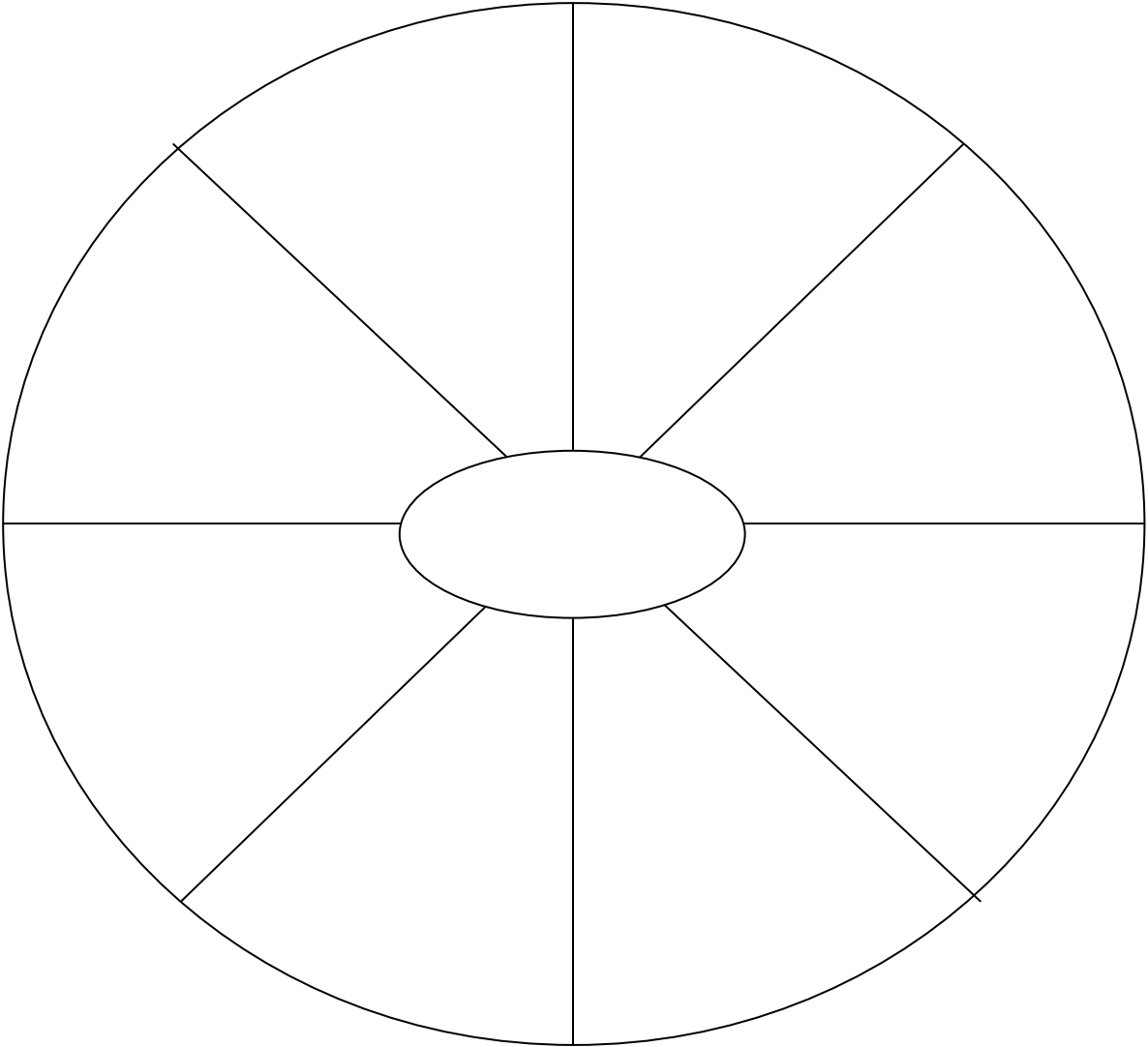
1. Read, Mirror, Mirror by Marilyn Singer.
2. Have cards with a list of names of all the main characters in the poems (Cinderella, Sleeping Beauty, Rapunzel, Red Riding Hood, Goldilocks, etc).
3. Have a list of character traits ready (up on projector, or on a handout).
4. Run off the describing wheel recording sheets ready, 1 for each student.
5. Two or three photocopies of each poem from the book.
6. Extra describing wheel sheets (use with an Elmo to record the groups' answers).

Directions:

1. After reading the story, discuss the idea of character analysis.
2. Provide each student with the suggested character traits list which should include physical, social and moral qualities.
3. Model the activity by choosing one character from the book and, describe that character, filling in the recording sheet together as a group.
4. Provide each student with a describing wheel recording sheet.
5. Students pick a card to determine the character that they will describe on their worksheet. You may have students work in pairs, describing the same character, but suggest each student fill in their own describing wheel worksheet.
6. Have students share out with their partner and record their answers.

Physical & Mental Qualities:	Social Qualities:	Moral Qualities:
tall	cooperative	reliable
short	difficult	unreliable
strong	cheerful	dependable
weak	grouchy	undependable
handsome	supportive	thoughtful
hideous	annoying	selfish
beautiful	polite	truthful
ugly	rude	lying
charming	courteous	helpful
course	impolite	unhelpful
skillful	cheerful	kind
unskilled	grumpy	mean
lively	calm	loyal
quiet	agitated	not loyal
obese	sociable	trustworthy
chubby	unsociable	untrust...
grotesque	quiet	polite
unintelligent	loud	insulting
intelligent/	witty	thorough
unintelligent	serious	careless
smart	serious	selfish
ignorant	carefree	generous
wise	spontaneous	brave
simple	planned	afraid
educated	easy going	dishonest
clever	uptight	
talented	energetic	
	lazy	
	emotional	
	unemotional	
	enthusiastic	
	blasé	
	generous	
	selfish	

Describing Wheel



Game #3 - Fake Out Directions

*Use with Nabeel's New Pants by Proiti Roy

Preparation:

1. Prepare one deck of cards using selected vocabulary words from the book. (see list below.) Write 3 definitions for each word; one correct definition and 2 false definitions. Be creative.

Begin Play:

1. Read the word on the front of the card, and then read out all 3 definitions.
2. Have the students vote for definition 1, 2 or 3.
3. You can have them keep score to see how many they get correct.
4. Another strategy to get kids moving around; designate corners 1, 2 & 3 and have students move to the corner to indicate definition 1, 2 or 3.

Suggested Word List:

Abbu (ab-BOO) = father

Amma (am-MAH) = mother

Biryani (bir-EE-ah-NEE) = a dish with rice, meat, spices & vegetables

Burqa (BUR-kah) = an outer garment with a veil for women, like a light coat.

Dupatta (DOO-paht-uh) = a long scarf worn by Muslim women that goes over the head and around the shoulders.

Eid (eed) = an Islamic holiday at the end of Ramadan, marks the end of fasting.

Mosque (mosk) = a place of Muslim worship

Samosa (sa-MOH-sa) = a pastry filled with onion, meat, potatoes, spices, peas and paneer (cheese).

Sheerkorma (shir-KOR-mah) = a sweet made with pasta, coconut and dried fruit.

Bangles = bracelets

Example:

Dupatta

1. A long scarf.
2. To leave or depart.
3. A special kind of pottery.

Read the 3 definitions and have students guess which one is the correct one. Keep score on a score sheet, or play corners.

Game #4 – Four Square Directions

*Use with Stand Straight, Ella Kate by M. Sarah Klise

Preparation:

1. Prepare large index cards by dividing them into 4 squares.
2. Write one of the vocabulary words on each card, see sample.

Directions for 4-Square:

1. Use the four squares on the card as you choose. Suggestion: write one of the selected vocabulary words in the top, left box for each card. Use the other 3 boxes to fill in the definition, synonym, antonym, or use the word in a meaningful sentence. The students look up the definition of their word in the dictionary and write it in one box, a synonym in another box and use the word in a sentence in the fourth box.
2. Have the students read and share their work at the end of the activity.

Suggested Word List: (with antonyms provided)

hunched – straight	unassisted – assisted/helped
mortified – happy	cruel - kind
freak – beauty	spectator - participant
independent – needy	giant - dwarf
gawk – glance	fumed – smiled
serious – silly	impressive – unimpressive, normal
stooping – erect	unusual - usual

Game #5 – High/Low Directions

*Use with I Know Here by Laurel Croza

Preparation:

1. Prepare large index cards by dividing them into 2 halves: top & bottom.
2. Write one of the vocabulary words on the front of each card. (see sample).

Directions for High/Low:

1. The students look up the definitions of their word in the dictionary and write the definition on the top of the card, and use the bottom of the card to write the word in a sentence. Or....
2. Use the top of the card to write the meaning of the word when it is used as a noun, and the bottom of the card to write the meaning of the word when it is used as a different part of speech; verb or adjective.
3. Have the students read and share their work at the end of the activity.

Suggested Word List: (with parts of speech)

quilt:	noun & verb	line:	noun & verb
puff :	noun & verb	stare:	noun & verb
circle:	noun & verb	dam:	noun & verb
dot:	noun & verb	winds:	noun & verb
points:	noun & verb	safe:	noun & adjective

Game #6 - Memory Directions

*Use with Who Stole the Mona Lisa? by Ruthie Knapp

Preparation:

1. Prepare several sets/decks of memory cards using the vocabulary list below from Who Stole the Mona Lisa?.
2. Review the vocabulary words and the matching definition prior to playing.

Begin Play:

1. When students arrive, divide them into teams; one team for each set/deck of cards.
2. To begin play the students spread out the cards face down in rows & columns.
3. The game is played similarly to other “memory card games” where students take turns flipping over 2 cards at a time, trying to match the word and its definition. If they get a match, they go again; otherwise it is the next person’s turn.
4. The idea is to get as many matches as possible.

Word List:

cobwebs	A web or net spun by a spider.
fashionable	Following the style
Leonardo da Vinci	A famous Italian painter
Lisa Gherardini	Mona Lisa
Louvre	A famous art museum in Paris
masterpiece	One’s most excellent work
mustache	The hair growing above the upper lip
Paris	The capital city of France
portrait	A likeness of a person’s face
pried	To open something by force
smock	A loose top worn to protect clothing
spats	A short gator worn over the shoe

* Note: other vocabulary words may be selected for this game.

Game #7 - Scrabble Directions

*Use with Art & Max by David Wiesner

Materials: You will need

- Scrabble tiles or home-made letter tiles
- a timer
- recording sheets
- a set of word cards for each student/team

Preparation:

1. Prepare several sets of word cards using selected vocabulary from the book. Longer words work best for this activity. (See suggested words below.)
2. Review the vocabulary words and the definition prior to playing.
3. Demonstrate how the game is played.

Begin Play:

1. Students may play individually, or with a partner. (set up teams).
2. Pass out a set of word cards for each team.
3. Pass out letter tiles for one of the words.
4. Start the timer and students try to rearrange the letters from that word to make as many new 2, 3, 4 & 5 letter words as they can.
5. Record their new words on the recording sheet.
6. After a few minutes, say, "time's up!" And have the students share out some of the words they made. See who made the most, the longest, etc.

Word List:

detail	d	e	t	a	i	l				
fascinate	f	a	s	c	i	n	a	t	e	
acceptable	a	c	c	e	p	t	a	b	l	e

* Note: other vocabulary words may be selected for this game.

detail	d	e	t	a	i	l				
fascinate	f	a	s	c	i	n	a	t	e	
acceptable	a	c	c	e	p	t	a	b	l	e

detail	d	e	t	a	i	l				
fascinate	f	a	s	c	i	n	a	t	e	
acceptable	a	c	c	e	p	t	a	b	l	e

Game #8 – Taboo! Directions

*Use with Born Yesterday by James Solheim

Materials: You will need

- word clue cards, several sets
- a timer

Preparation:

1. Prepare several sets of word clue cards using selected vocabulary from the book.
2. Review the vocabulary words and the definition prior to playing.
3. Demonstrate how the game is played.

Begin Play:

1. Students should be paired up with a partner.
2. Pass out a set of word cards for each team.
3. One student will be the “reader”, and the other will be the “guesser”.
4. At the start the timer, the reader reads from the word clue cards as the guesser tries to guess which word they are describing. The reader cannot say the actual word at any time. When the student guesses the word, the reader goes on to the next card.
5. The guesser may say, “pass” if they give up on a card.
6. After a few minutes, say, “time’s up!” Have the students share how many word cards they got correctly.
7. Then have the partners switch... see if the second round is more successful.

Word List:

commercials	A paid advertisement on television.
embarrassed	To feel self-conscious, or uncomfortable, you flush or turn red.
genius	Great mental ability, great capacity for invention, super smart
harmonica	A small musical instrument with metal reeds that produce tones when air is blown or sucked across them.
imitate	To try to be the same as, to mimic, to copy.
journalist	To work gathering, writing and reporting the news.
kindergartner	To be in the youngest grade in a school, usually 4 or 5 years.
naive	Naturally unaffected, simple, unsuspecting, trusting.
popsicle	A frozen fruit flavored desert on a stick, similar to ice cream.
tragedy	A very sad or unhappy event.

* Note: other vocabulary words may be selected for this game.

A paid advertisement on television. You watch these in between the show.

commercials

To feel self-conscious, or uncomfortable, you flush or turn red.

embarrassed

Great mental ability, great capacity for invention, super smart. Einstein was considered one of these.

genius

A small musical instrument with metal reeds that produce tones when air is blown or sucked across them.

harmonica

To try to be the same as, to mimic, to copy.

imitate

To work gathering, writing and reporting the news.

journalist

To be in the youngest grade in a school, usually 4 or 5 years old.

kindergartner

Naturally unaffected, simple, unsuspecting, trusting.

naive

A frozen fruit flavored desert on a stick, similar to ice cream.

popsicle

A very sad or unhappy event.

tragedy

Game #9 – Team Word List Challenge

Directions

*Use with Wonder Horse by Emily Arnold McCully

Preparation:

1. Have 3 recording sheets ready, 1 for each team.
2. You will need 3 copies of Wonder Horse for this activity, so you may need to borrow books ahead of time from another library.

Directions:

1. Divide students into 3 teams; *Nouns, Adjectives & Verbs*.
2. One team will be hunting through the story and listing all **nouns**, one team will hunt & list **adjectives** and the third team will be listing **verbs**.
3. Assign roles to team members: *readers, recorder, reference person & reporter*. (The *readers* take turns reading aloud, the *recorder* writes the word list, the *reference person* will use a dictionary as needed, and the *reporter* will report out at the end.)
4. Read the first few pages aloud and model which words would go onto which team's list.
5. Everyone on the team must agree that the word "fits their list" before the word can be added. If there is a question, the teacher should be called in to determine if the word goes on the list or not.
6. The challenge is for students to get as many words on their list as possible, trying to be the team with the most words.
7. After a work time, students return to the circle and the reporter shares the team's list, removing any words that don't fit the category.

Nouns:

plantation
veterinarian
reputation
colic
method
liniment
stallion
paddock
antics
farm hands
audience

Adjectives:

crooked
abused
patient
educated
determined
prejudiced
custom
retired
enthusiastic
smart
twisted

Verbs:

console
tottered
hammed
offend
sponsor
perform
demonstrate
soothe
cure
grew
freed

Game #10 – Wheel of Fortune Directions

*Use with Bink & Gollie by Kate DiCamillo & Alison McGhee

Preparation:

1. Prepare the following:
 - a. List of selected vocabulary words with their definitions for teacher's use.
 - b. Wheel of Fortune Worksheet showing letter spaces, either for use with a document camera (Elmo), overhead transparency, laptop or SMART board.

Directions:

1. Set up the point/scoring system. (See suggested scoring guide below).
2. The teacher fills in the first letter of the first word on the Wheel of Fortune word space form.
3. If a student guesses the word correctly, points are awarded.
4. If there is no guess, the teacher fills in the first three letters of the word.
5. If the word is guessed after 3 letters, then points are awarded.
6. The teacher slowly continues to fill in the letters of the word, but doesn't complete the word. If no one can guess the word, the teacher fills in the word.
7. Students earn points if they guess the word before half (or all) of the letters are filled in. Create a point system that works for you. Consider the age of the students playing. Points can be awarded to the teacher for any words the students don't guess. Extra points may be awarded for definitions given.

Suggested point system:

- 3 points = If word is guessed after filling in only the 1st space.
- 2 points = If word is guessed after filling in 3 spaces.
- 1 point = If word is guessed before all spaces are filled in.
- 2 points for the teacher = If students do not guess the word.
- Bonus point if a student can give the definition of the word.
-

Suggested Word List: (Note: do not do in alphabetical order)

7 letter words: bonanza, lovable, baffled, implore, longing.

9 letter words: incapable, marvelous.

10 letter words: brightness, compromise, remarkable.

11 letters: spectacular

12 letters: outrageously

13 letters: extraordinary

Game #10 – Wheel of Fortune Worksheet

Letter Spaces Form

*Use with Bink & Gollie by Kate DiCamillo & Alison McGhee

7 letters:

— — — — — — —

— — — — — — —

— — — — — — —

— — — — — — —

— — — — — — —

9 letters:

— — — — — — — — —

— — — — — — — — —

10 letters:

— — — — — — — — — —

— — — — — — — — — —

— — — — — — — — — —

11 letters:

— — — — — — — — — — —

— — — — — — — — — — —

— — — — — — — — — — —