

# Really Good Stuff® Activity Guide

## Vocabulary Development Web Poster

This Really Good Stuff® product includes:

- Vocabulary Development Web Poster, Write Again® wipe-off laminate
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of the Really Good Stuff® **Vocabulary Development Web Poster**—an interactive resource to teach, support, and reinforce the knowledge of root words, prefixes, and suffixes.

### Meeting Common Core State Standards

This Really Good Stuff® **Vocabulary Development Web Poster** is aligned with the following Common Core State Standards for English Language Arts:

### Vocabulary Acquisition and Use

- L.3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4a** Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- L.3.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- L.4.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.5c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- L.5.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.5.5c** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

### Displaying the Vocabulary Development Web Poster

Hang the **Vocabulary Development Web Poster** in any area that is easily accessible for you and has an unobstructed view for the students.

### Introducing the Vocabulary Development Web Poster

Begin by assessing the students' prior knowledge. What is a web? Have you used a web before and if so, for what? Continue by discussing the purpose of the Vocabulary Development Web. Be sure the students have a clear understanding of antonym (meaning opposite), synonym (meaning same), and definitions, which are essential parts of the web.

You may choose to pick a vocabulary word of the week, a vocabulary word of the day, and/or vocabulary words that tie into a unit of study. The **Vocabulary Development Web Poster** is very handy to use with guided reading vocabulary words, too.

### Activity Ideas

#### Vocabulary Word Wall

Make several copies, cut apart, and store the web cards from the *Vocabulary Development Web Reproducible 2*. After filling in the *Poster*, assign a student to copy the information on one of the web cards. Then staple the web card underneath the appropriate word wall letter.

#### Clarification of Vocabulary Words

Distribute a web card from the *Vocabulary Development Web Reproducible 2* to each student. As students are reading a novel, science text, and/or social studies text, the students will write down words they need to have clarified on the center part of each web. After the reading assignment, the students will share their words that need clarification. As a group, they will help each other fill out their webs. Access to dictionaries and thesauruses would be helpful during this activity. If the vocabulary words tie into a curriculum theme, you may want to create a word wall. The students can cut each small web and staple the web underneath the appropriate word wall letter.

#### Comic Strip

After you have introduced the students to a new vocabulary word and have filled out the *Vocabulary Development Web* together, have the students create a comic strip using copies of *The Comic Strip Reproducible* in this Activity Guide. Along the top, have students write the title of their comic strip and their name. In the boxes the students must include the vocabulary word at least twice. They may use the synonym of the vocabulary word, an antonym for the vocabulary word, and/or the vocabulary word itself. Have students underline the vocabulary word in the comic strip. The comic strips would make a fun bulletin board. A clever way to decorate the bulletin board is to hang newspaper comics as the background paper and then place the students' comic strips over the newspaper.

#### Vocabulary Development Drawing Game

After you have created the web together as a class, give each student a copy of the *Vocabulary Development Web Reproducible 1* to fill out. The students may keep their webs in a vocabulary folder. Glue webs into a spiral notebook and hole punch and keep in a binder in ABC order. As a review of vocabulary words, play *Vocabulary Development Drawing Game*, which is like *Pictionary*®. A student will draw an illustration of one of the vocabulary words on the board. To win, a student must say the word and give the definition of the vocabulary word. The winner becomes the next one to illustrate.

#### Vocabulary Development Web Memory

Make several copies of both memory cards found in this Activity Guide and pass them out to your students. The students use their vocabulary web sheets to fill out the memory cards. On one card they fill out the web yet do not include the vocabulary word. On the second card they fill in the vocabulary word. The game may have two to four players. The students place the memory cards face down. The student must pair the web information to the vocabulary word. If a match is made, the student keeps both cards.

All activity guides can be found online.

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## Vocabulary Development Web Poster

### Center Idea – What Word Am I?

Use brown paper bags and copies of the *Vocabulary Development Web Reproducible 2*. Write out some web parts, excluding the vocabulary word in the center of the web. Label a small card with that word and place it in the bag. The students will write down what word they think is in the bag. To check the answer, a student must open up the brown paper bag to look at the slip of paper found within.

### Vocabularydash

This is a game similar to Balderdash™. Before filling out the *Vocabulary Development Web Poster*, give each team of four to five students a vocabulary word. The team creates and writes a definition for the word. Be sure each slip of paper is identical so the paper cannot be used as a clue. The teacher writes the correct definition on the slip of paper. The teacher will collect all definitions and read the definitions out loud. The first time you read through have the students just listen. The second time you read through have the students vote which definition they believe is correct. After all definitions have been voted on, reread the correct definition. Lastly, fill out the *Poster* together.

### Hang Vocabulary Word

This game is a review game of your vocabulary words and is similar to Hangman. Begin by drawing the hangman stand and the number

of blanks of each letter found in the vocabulary word. The difference is instead of saying a letter the students will say the antonym, synonym, and/or definition of the word they think it is. If a student says a correct antonym, synonym, and/or definition, then a letter is added to a blank. If an incorrect antonym, synonym, and/or definition is said, then a body part is added to the hangman stand. When a student says the correct vocabulary word to win the game, the student must also use the vocabulary word correctly in a sentence.

### Vocabulary Development Web Assembly Line

Have the students work in teams of four. Arrange their desks in an assembly-line simulation by having four desks in a row. Using the *Vocabulary Development Web Reproducible 1*, the teacher will write the vocabulary word in the center. When you give the start signal, the student at the beginning of the assembly line will flip the web over. Each student in the assembly lines fills in one section of the web. After completing one section, the student will pass the web down the assembly line until the last student fills out the last section. The student at the end of the assembly line holds the web up for the teacher to check. If you have several vocabulary words, you could have a small pile of the webs at the beginning of the assembly line. As the team finishes one web, they flip over another web and begin filling out sections and passing it down the line. The students may fill out any section they wish.

### Comic Strip Reproducible

Comic Title: \_\_\_\_\_ Name: \_\_\_\_\_

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### Memory Cards Reproducible

**Definition 1**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**VOCABULARY  
DEVELOPMENT  
WEB**

**Definition 2**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Antonym**

**Word**

**Synonym**

**Use this word in a sentence.**

# Word Card

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**VOCABULARY  
DEVELOPMENT  
WEB**

**Definition 1**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Word**

**Antonym**

**Synonym**

**Definition 2**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Use this word in a sentence.**

\_\_\_\_\_

**VOCABULARY DEVELOPMENT WEB**

Definition 1

Definition 2

Antonym

Word

Synonym

Use this word in a sentence.

**VOCABULARY DEVELOPMENT WEB**

Definition 1

Definition 2

Antonym

Word

Synonym

Use this word in a sentence.

**VOCABULARY DEVELOPMENT WEB**

Definition 1

Definition 2

Antonym

Word

Synonym

Use this word in a sentence.

**VOCABULARY DEVELOPMENT WEB**

Definition 1

Definition 2

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Word

Synonym

Use this word in a sentence.