

## VOCABULARY ACTIVITIES

**Vocabulary** is one of the **five main components** of reading instruction. Helping your child improve their vocabulary will also help them improve reading comprehension. The more words a student knows deeply and broadly, the better their understanding of both the spoken and written word.

How can you help your child build vocabulary? Make the definitions more **learner-friendly**. Dictionary definitions often contain words that are difficult to understand, so making the definitions child-friendly – with easy to understand words – improves their overall understanding. Below is a fun exercise to help you create your own easy to understand definitions with your child.

Use our graphic organizer for creating a kid-friendly definition. For example, the word CAT:

A cat is a kind of animal/pet that meows.

It is small.

It comes in different colors (tan, grey, orange, brown, black).

It has four legs, a tail, and fur.

A cat can live in homes or outside.

**Definition** - A cat is a small pet. It comes in different colors and has four legs, a tail and fur. Cats live in a house or outside.

### DEFINITION

A \_\_\_\_\_ is a kind of \_\_\_\_\_



category

that \_\_\_\_\_ and is or has:



function



size



shape



color



goes with



parts



smell



sound



taste



temperature



where

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Graphic organizer worksheet for creating definitions

**Vocabulary Activities**

1. Use **clues in the definition** to help them understand the part of speech. For example, a definition of nouns should start with a, an or the. Definitions for adjectives, should start with *describes*.
  - a. *Din* (noun) - **a** loud, unpleasant noise
  - b. *Frantic* (adjective) - **describes** a person who is out of control because he or she is frightened or worried
2. Find the vocabulary word **in a book** as the child reads to see the word in context.
3. Create a **“word web.”** Put the vocabulary word in the middle of a page and draw lines out from the word. At the end of each line write out, category, goes with, synonym, antonym, parts, etc.
4. Sort words or pictures of words into **categories**. These categories will help them store the words, and make it easier to retrieve the words.
5. Identify **antonyms and synonyms** for vocabulary words so children can see how the words relate to each other.
6. **Charades** - Act out the **function** of a noun (e.g., meow for cat, pretend to blend for blender, or suck up dirt for vacuum), and have the child guess what you are doing.
7. Use actual objects, look at pictures, or talk about words (the more **multi-sensory**, the better!) and discuss what they do. For example, if the word is *protruding*, stick your feet out from the covers, pull up a crayon in the crayon box, and/or stick out your tongue. Practice what *protruding* looks like and is.
8. Play **hide and seek**. Hide objects and take turns finding the objects by category, function, parts, etc.
9. Play a **guessing game** of what an object does. For example:
  - a. *you use it to cut meat*
  - b. *It meows*
  - c. *It powers a remote control*

# DEFINITION



category

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that \_\_\_\_\_ and is or has:



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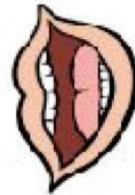
parts



smell



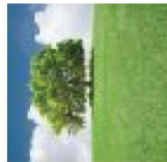
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