

Appendix I

Additional Activities to Help English Learners Develop Listening, Speaking, Reading, and Writing Skills

Champion of IDEAS is a comprehensive and systematic English language development program for middle school and high school students. The Red Level is designed for Beginning and Early Intermediate English learners. The Blue Level is for Intermediate English learners and the Yellow Level for Early Advanced and Advanced English learners.

The worksheets in the *Champion Writer* provide students with opportunities to practice and apply what they have learned. Worksheets include cloze and matching exercises, book reports, sequencing activities, grammar practice, research projects, science experiments, and more! Answer keys to the worksheets are located on the *Champion* CD-ROM. Worksheets may be completed individually, in pairs, in small groups, or as a whole class activity. In addition to completing the worksheets in the *Champion Writer*, here are other ways students can practice and apply what they have learned in class:

- ☐ **Have conversations in English inside and outside of school.** The more you use English, the more you will learn. Joining a school club or sport or getting a part-time job is a great way to meet new people you can talk to.
- ☐ **Use new vocabulary in conversations.** Choose a new English word each day and use it in a conversation.
- ☐ **Ask questions.** If you have a question, ask it! Most teachers and fellow students will be happy to answer your questions.
- ☐ **Seek clarification.** If you don't understand what someone has said, ask them to repeat or explain it.
- ☐ **Read articles in your local newspaper.** You will learn more about the place you live and improve your reading skills. Write down unfamiliar words in a notebook. Look up the words in a dictionary or ask your teacher what they mean.
- ☐ **Join a book club.** Read books for enjoyment and discuss your thoughts and ideas with others. This is also a great way to make new friends!
- ☐ **Study, study, study!** Do all of your homework after school. Ask your teacher if you need extra help. The more you study, the more you will succeed.

Additional Practice Activities

Below are additional practice activities for selected functions and forms.

Questions with *who*, *what*, *where*, *when*, *how many*, *how much*

■ A Chain of “Who” Questions

Create a matrix such as the example below on the board or on a piece of chart paper:

Example:

Question Word	Response
Who is _____?	I am _____. I am not _____.

Point out the question word, *who*, in the first column. Tell students that we use the word *who* when we are referring to a person. Also point out the question mark at the end of the sentence. Ask students to name a feeling word that could go in the blank (e.g., happy) to make this a complete sentence: *Who is happy?* Then point out the possible responses in the second column and ask students to fill in the blanks with the word in the question (e.g., happy): *I am happy. I am not happy.* Emphasize that students would use only one response to the question, not both. Tell students: **We are going to play a game called “A ‘Who’ Question Chain.” I’m going to ask one of you a question that has to do with a feeling. You have to answer my question. Then you have to ask another student a different question that has to do with a different feeling. Before we start, let’s make a list of feeling words.** Write feeling words (e.g., happy, sad, tired, hungry, excited, and so forth) on the board as students name them. Then ask a feeling question using the model on the chart. Emphasize that students must ask and answer in complete sentences.

Example:

Teacher: Who is happy?

Student #1: I am happy.

Student #1: Who is tired?

Student #2: I am not tired.

Student #2: Who is hungry?

... and so forth until all students have had a chance to ask and answer a “Who” question about feelings.

■ A Chain of “What” Questions

Create a matrix such as the example below on the board or on a piece of chart paper:

Example:

Question Word	Response
What is your favorite _____?	My favorite _____ is _____.

Point out the question word, *what*, in the first column. Tell students that we use the word *what* when we are referring to a thing (not a person). Also point out the question mark at the end of the sentence. Ask students to name a word that could go in the blank (e.g., color) to make this a complete sentence: *What is your favorite color?* Then point out the response in the second column and ask students to fill in the blanks: *My favorite color is [blue]*. Tell students: **We are going to play a game called “A ‘What’ Question Chain.” I’m going to ask a question that has to do with your favorite things. You have to answer my question and then ask another question that has to do with favorite things. Before we start, give me some examples of favorite things.** Write on the board some categories of favorite things that students mention (e.g., television program, food, music, color, sweet snack, kind of book, and so forth). Then ask a favorite thing question. Emphasize that students must ask and answer in complete sentences.

Example:

Teacher: What is your favorite color?
 Student #1: My favorite color is _____.
 Student #1: What is your favorite sweet snack?
 Student #2: My favorite sweet snack is _____.
 Student #2: What is your favorite television program?
 ... and so forth until all students have had a chance to ask and answer a “What” question about favorite things.

■ A Chain of “Where” Questions

For this activity, you will need a pencil and a box. In addition to practicing “where” questions, students also will have an opportunity to gain additional practice with prepositions. Create a matrix such as the example below on the board or on a piece of chart paper:

Example:

Question Word	Response
Where is the pencil?	The pencil is _____ the box.

Point out the question word, *where*, in the first column. Tell students that we use the word *where* when we are asking about a location. Also point out the question mark at the end of the sentence. Show students the position of a pencil in relation to the box (e.g., put the pencil inside the box) and then ask the question: *Where is the pencil?* Then point out the response in the second column and ask students to fill in the blank: *The pencil is inside the box.* Tell students: **We are going to play a game called “A ‘Where’ Question Chain.” I’m going to ask a question that has to do with the position of this pencil. You have to answer my question and then ask another question that has to do with another position of this pencil. Before we start, give me some examples of positions.** Write some position words (e.g., inside, outside, over, around, near, behind, in front of, and so forth) on the board. Then ask a position question. Emphasize that students must ask and answer in complete sentences.

Example:

Teacher: Where is the pencil?

Student #1: This pencil is inside the box.

Student #1: Where is this pencil?

Student #2: This pencil is near the box.

Student #2: Where is this pencil?

... and so forth until all students have had a chance to ask and answer a “Where” question about the position of a pencil in relation to a box.

■ A Chain of “When” Questions

Create a matrix such as the example below on the board or on a piece of chart paper:

Example:

Question Word	Response
When is _____?	The _____ is _____.
When does _____ [begin or end]?	_____ [begins or ends] _____.

Point out the question word, *when*, in the first column. Tell students that we use the word *when* to refer to a time. Also point out the question mark at the end of the sentence. Ask students to suggest a word that would fit into the blank (e.g., party) for the first question and read the completed sentence: *When is the party?* Point out the response box and help students fill in the blanks, e.g., *The party is next week.* Ask students to suggest a word that would fit into the blank (e.g., school) for the second question and read the completed sentence: *When does school begin?* Point out the response box and help students fill in the blanks, e.g., *School begins at 8:30 a.m.* Tell students: **We are going to play a game called “A ‘When’ Question Chain.” I’m going to ask a question that has to do with when something takes place. You have to answer my question and then ask another “when” question. Before we start, give me some examples of some events.** Write event words (e.g., party, test, school, recess, reading, art, and so forth) on the board. Then ask a question using one of the two models. Emphasize that students must ask and answer in complete sentences.

Example:

Teacher: When is the party?

Student #1: The party is next week.

Student #1: When does lunch end?

Student #2: Lunch ends at 1 p.m.

Student #2: When is the test?

... and so forth until all students have had a chance to ask and answer a “When” question.

■ A Chain of “How Many” and “How Much” Questions

Create a matrix such as the example below on the board or on a piece of chart paper:

Example:

Question Word	Response
How many _____ do you have?	I have _____.
How much does this _____?	This _____.
How much do you _____ this?	I _____ this _____.

Point out the question words, *how many* and *how much*, in the first column. Also point out the question mark at the end of each sentence. Ask students to suggest a word that would fit into the blank (e.g., pennies) for the first question and read the completed sentence: *How many pennies do you have?* Point out the response box and help students fill in the blanks, e.g., *I have 12 pennies.* Ask students to suggest a word that would fit into the blank (e.g., cost) for the second question and read the completed sentence: *How much does this cost?* Point out the response box and help students fill in the blanks, e.g., *This costs \$1.00.* Finally, ask students to suggest a word (e.g., like) to fit into the third question and read the completed sentence: *How much do you like this?* Point out the response box and help students fill in the blanks, e.g., *I like this very much.* Tell students: **We are going to play a game called “A ‘How Many/How Much’ Question Chain.” I’m going to ask a question. You have to answer my question and then ask another question. Before we start, give me some examples of some things that you can count.** Write countable words (e.g., pennies, quarters, arms, eyes, books, and so forth) on the board. **Now, let’s think of some words that would go with the ‘How Much’ question.** Write words that go with “how much” (e.g., cost, weigh, hurt, and so forth) on the board next to the second question. Write other words that go with the third question (e.g., like, hate, enjoy, and so forth). Then ask a question using one of the three models. Emphasize that students must ask and answer in complete sentences.

Example:

Teacher: How many pennies do you have?

Student #1: I have 12 pennies.

Student #1: How much do you like this?

Student #2: I like this very much.

Student #2: How much does this weigh?

... and so forth until all students have had a chance to ask and answer a question.

Statements with *there is/there are*

■ A Game of Memory and Skill

Write the following sentence patterns on the board:

There is a/an _____ on the tray.
There are _____ on the tray.

Choose a topic area that includes vocabulary students are familiar with (e.g., fruits and vegetables, tools). Bring examples of these items to the class in a large bag. Place a few examples of these items (e.g., actual fruit, hammer) on a tray. Be sure to include one of some items and multiples of other items. Then place a cover over the tray. Organize students into two teams. Tell the teams that you are going to let them see the contents of the tray for 20 seconds. Then you are going to ask them what is on the tray. They will get one point for each item that they name, but they have to respond in a complete sentence using the patterns on the board. Read both sentence patterns. Explain that students would use the first sentence if there is just one item (e.g., There is a carrot on the tray); they would use the second sentence if there is more than one of the same item on the tray (e.g., There are apples on the tray).

Show students how to play the game by modeling the entire process one time:

1. Show the contents of the tray for 20 seconds.
2. Call on the first team. Remind students that their response must follow one of the sentence patterns. Give them a chance to tell about one or more items on the tray. Provide corrective feedback as necessary.
3. Call on the second team. Remind students that their response must follow one of the sentence patterns. Give them a chance to tell about one or more items on the tray. Provide corrective feedback as necessary.

Note: Depending on your student group, you may want to reinforce when it is appropriate to use *a/an*.

Play the game, changing the tray every round. Each team wins a point for a correct answer stated in the correct form.

■ What Do You Remember?

Gather students around you and tell them that they must listen very closely to a story you are going to tell them. Emphasize that you are going to ask them questions about the story.

Read the following story with expression and drama: **A long, long time ago, a girl was reading a very interesting book in the school library. She was sitting on a beanbag chair. Do you know what a beanbag chair is? It's a very soft and comfortable chair. She read for a while, but then she fell fast asleep. She didn't hear the bell ring at the end of the school day. She didn't hear the other students pack up their things and go home. She didn't hear the librarian leave the library. She didn't wake up when the custodian locked the door. She didn't wake up when two owls hooted. She didn't wake up when three police sirens blared in the school parking lot. She didn't wake up until her father picked her up and said, "I have been very worried about you. It's time to go home sleepy head." The police officers went back to work. The girl and her father went home.**

Write the following sentence patterns on the board:

Yes, there is a _____ in the story.
No, there is not a _____ in the story.
Yes, there are _____ in the story.
No, there are not _____ in the story.

Tell students that you are going to ask questions about the story and they have to respond using one of the sentence patterns. Remind them that they would use the first sentence patterns for singular words (e.g., girl) and the second for plural words (e.g., police officers). Model for students what you want them to do: **I'm going to ask you a question and you have to answer it using one of the sentence patterns.** Give students an example.

Example:

Question	Response
Is there a girl in the story?	Yes, there is a girl in the story.
Is there a bear in the story?	No, there is not a bear in the story.
Is there a father in the story?	Yes, there is a father in the story.
Are there students in the story?	Yes, there are students in the story.
Are there monkeys in the story?	No, there are not monkeys in the story.

... and so forth.

Affirm good work. Provide corrective feedback as needed. As an extension activity, encourage students to come up with their own questions for this story and/or have them come up with their own stories and questions.

■ What Did You See?

For this activity, you will need pictures that feature vocabulary that students have already mastered. Gather students around you and tell them that they are going to get a quick peek at a picture. Emphasize that you are going to ask them about what they see in the picture, so they should look at it as carefully as they can.

Write the following sentence patterns on the board:

There is _____ in the picture.
There are _____ in the picture.

When you ask them to tell what is in the picture, students are to respond using one of the sentence patterns above. Remind them to use the first sentence pattern for singular words (e.g., table) and the second for plural words (e.g., chairs). Model for students what you want them to do: **I will ask, "What is in the picture?" You will say, "There is a table in the picture."** Show the picture for about 20 seconds and then hide it from view. Ask students the question, "What is in the picture?"

Example:

Question	Response
What is in the picture?	There is a table in the picture.
What is in the picture?	There are chairs in the picture.

... and so forth.

Affirm good work. Provide corrective feedback as needed.

Comparative structures [e.g., tall/taller/tallest]

■ What Do You Think?

For this activity, choose a comparative adjective to focus on (e.g., tall). Then write the comparative forms of this adjective on the board:

tall

taller

tallest

Call a student to the front of the class. Tell students that we use the word *tall* if we are describing one person. Tell students: **Gino is tall. We do not use the words *taller* or *tallest* when we are only talking about one person or thing.** Call on another student taller than the first to come to the front of the class. Tell students: **Maggie is *taller*. We use the word *taller* when we are comparing two people or things.** Then call on a third student who is taller than the first two and say: **Marco is *tallest*. We use the word *tallest* when we are talking about three or more people or things.** Write the following pattern sentences on the board.

_____	is tall.
_____	is taller.
_____	is tallest.

Then ask a student and/or students to come to the front of the class and call on students to make a sentence that goes with the individual or grouping you have arranged. Ask the student/student group to tell if the response is correct or not. Make sure that every student has a chance to be part of a grouping or to give a response. Affirm good work. Provide corrective feedback as needed.

Idioms

■ Peculiar Words!

The English word *idiom* comes from the Greek word *idioma*, which means peculiar. Every language has idioms and they are peculiar indeed to the person trying to learn a language. It's important not to try to teach too many idioms at one time. Introduce three or four at a time. Choose the idioms on which you are going to focus. (See the "Idioms" section in the *IDEA Picture Dictionary 2* for a good starting point). Then write the target idioms on the board or on an overhead transparency.

Example:

Let the cat out of the bag
Give it your best shot
Knock my socks off
Had me in stitches

Begin by reading the idioms you are focusing on; make sure students understand what each idiom means literally and figuratively. Use realia, gestures, and rich language to help students grasp the meaning of the idioms. Also have students refer to their copies of the *IDEA Picture Dictionary 2* for pictures of the literal meaning and a text explanation of the figurative meaning.

Then tell students a series of short stories and ask them which idiom goes with the story. You can do this as a class activity or organize students into teams, small groups, or pairs. Here are some sample stories:

1. My sister is a funny girl. She told me a joke that made me laugh. [*had me in stitches*]
2. Emily was nervous about the geometry test. Her mother encouraged her to study hard and do her best. [*give it your best shot*]
3. Olivia is going to be 16 years old. Her family is planning a surprise party. I forgot it is a surprise and told her I was looking forward to the party. [*let the cat out of the bag*]
4. All the students behaved very well when the principal came into the class. The teacher was happy, proud, and impressed. [*knock my socks off*]

In subsequent days, continue this activity with new idioms. Affirm good work. Provide corrective feedback as needed.

■ Idiom Charades!

After students have had some exposure to idioms, have them play Idiom Charades. Write each target idiom on a small piece of paper, fold the papers, and place them in a container. Organize the class into two groups and explain how to play charades: One student from the team selects an idiom from the box, reads it silently, and acts out the idiom; no words or sounds or writing can be used, only actions. The team has one or two minutes to guess the idiom. If the team guesses correctly, it gets a point. If the opposing team can tell (or give an example) of what the idiom means, that team also gets a point. Model for students how to play charades by doing the first idiom yourself. Ask team one to guess which idiom you are acting; ask the second team to tell (or give an example of) what the idiom means. If the first team doesn't guess the idiom, give the second team a chance to guess the idiom and tell what it means. The team with the most points wins Idiom Charades. You may need to help the student who chooses the idiom plan the actions to use in communicating the message. Affirm good work. Provide corrective feedback as needed.

Irregular plurals

■ Puzzling Words

Ask students to solve the following riddles and write their answers on the board.

1. I'm thinking of something that you can drive. It has four wheels. What is it?
ANSWER: car
2. I'm thinking of something that you can wiggle. It is on the end of your foot. What is it?
ANSWER: toe
3. I'm thinking of something you can eat. It is orange and grows underground. What is it?
ANSWER: carrot
4. I'm thinking of something that you can see through. If you open it, you will let the air in the room. What is it?
ANSWER: window
5. I'm thinking of a place you go to learn. There are teachers and students there. What is it?
ANSWER: school

Point out to students that all the words you have written on the board are singular. Remind students that singular refers to only one. Ask them to tell you how to make the plural (more than one) of these words. Students should point out that you simply have to add an "s" at the end of these words to make them plural (e.g., cars, toes, carrots, windows, schools).

Ask another series of riddles and again write student responses on the board:

1. I'm thinking of someone who is all grown up. He can be a father or an uncle. What is it?
ANSWER: man
2. I'm thinking of someone who is not grown up. This person can be a girl or a boy. What is it?
ANSWER: child
3. I'm thinking of something you use when you walk. You can put a shoe on it. What is it?
ANSWER: foot
4. I'm thinking of someone who is all grown up. She can be a mother or an aunt. What is it?
ANSWER: woman
5. I'm thinking of a little animal that has a long tail and whiskers. People think this animal likes cheese. What is it?
ANSWER: mouse

Point out to students that all the words you have written on the board are singular. Ask them to tell you how to make the plural of these words. Tell students that these words are called irregular plurals because you can't simply add an "s" at the end of these words

to make them plural. So, *man* becomes *men*, *child* becomes *children*, *foot* becomes *feet*, *woman* becomes *women*, and *mouse* becomes *mice*.

■ An Irregular Picture Dictionary

Ask students to create a picture dictionary of words that are irregular plurals, including the following:

child/children
foot/feet
goose/geese
man/men
mouse/mice
ox/oxen
person/people
tooth/teeth
wife/wives
woman/women

Have students draw a picture (or cut a picture out of an old magazine or newspaper) to depict each word in their dictionary. Also make sure they write the word that goes with each picture.

■ 20 Questions ...

Ask students to play a game where they can earn points for knowing the answer to your questions. This game gives students an opportunity to demonstrate their knowledge of regular and irregular plurals. You can organize students into teams or conduct this as an all-class activity. Give everyone in class a chance to answer a question. Remind students to listen carefully and to raise their hand if they know the answer.

1. What do you call more than one cow? [cows]
2. What do you call more than one child? [children]
3. What do you call more than one deer? [deer]
4. What do you call more than one tooth? [teeth]
5. What do you call more than one chicken? [chickens]
6. What do you call more than one man? [men]
7. What do you call more than one house? [houses]
8. What do you call more than one mouse? [mice]
9. What do you call more than one pencil? [pencils]
10. What do you call more than one person? [people]
11. What do you call more than one computer? [computers]
12. What do you call more than one foot? [feet]
13. What do you call more than one desk? [desks]
14. What do you call more than one wife? [wives]
15. What do you call more than one book? [books]
16. What do you call more than one teacher? [teachers]
17. What do you call more than one goose? [geese]
18. What do you call more than one girl? [girls]

19. What do you call more than one boy? [boys]
20. What do you call more than one woman? [women]

Object pronouns [e.g., you, it, her, etc.]

■ What Did You Do?

You will need the word cards for a topic that students are familiar with, e.g., school items and school personnel. Write the following words on the board:

you	me	him	her	it	us	them
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Make sure students understand what each of the words mean. Model the meaning of each word (e.g., I gave the pencil to you, I gave the pencil to him, he gave the pencil to me, and so forth). Also write the following pattern sentences on the board or on an overhead transparency:

Teacher: Give the _____ [and _____] to _____. What did you do?
Student: I gave _____ to _____.

Then tell students that they are going to play a game. Give each student one or more of the word cards for the topic area. Model for students how to play the game. Begin by saying: **Give the stapler to Ethan.** The student with the word card for stapler gives it to Ethan. Then ask the student: **What did you do?** The student is to respond by filling in the blanks with object pronouns. In this case, the student would say, **I gave it to him.** Remind students that the sentence they make must include two object pronouns. Continue until everyone has had a chance to participate. Affirm good work and provide corrective feedback as appropriate.

■ The Object Is ...

Write the following words on the board:

you	me	him	her	it	us	them
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Make sure students understand what each of the words mean. Model the meaning of each word: **She took me to the park. Both of them have black hair.** Then tell students that they are going to complete sentences using these object pronouns. Conduct this as an all class activity or organize students into pairs or small groups. Write the following sentences on the board or on an overhead transparency. Read the first sentence slowly. Then call on a student (or pair or group) to complete the second sentence, using one of the object pronouns on the board.

1. Juan and Celso studied together for the test. Both of _____ had the same answer to question three.
2. Marta heard a noise. It seemed to _____ that the noise was coming from outside.
3. Lin wanted to play with her dog. She decided to take _____ to the park.
4. Mr. Lopez thought the room was too crowded. He said, "Some of _____ should go next door."

5. Jon likes music. He could listen to _____ all day long.
6. I was hungry. I asked my friend to give _____ his apple.
7. Arturo was thirsty. Mrs. Castillo gave _____ a glass of water.

Then ask students to compose their own set of sentences. Remind them that the second sentence should contain a blank for one of the object pronouns.

Contractions

■ Save Letters—Use a Contraction!

Remind students that a contraction is a word that is formed from two other words. Often a contraction combines a noun (or a pronoun) with a verb. Make a chart on the board (as shown below). Write the two words that will become a contraction in the first column and in the second column write the contraction it becomes. Do several examples as models and then call on students to suggest what they think the contraction will be:

Words	Contraction
he is	he's
she is	she's
it is	it's
what is	what's
we are	we're
they are	they're
you are	you're

... and so forth.

Ask questions about the contractions: **Which letter is missing in *he's*? Which letter is missing in *it's*? Which letter is missing in *we're*? Which letter is missing in *you're*?** As a group, ask students to compose a sentence using first the words and then the corresponding contraction from the chart. Write their ideas on the board.

<u>He</u> is a good reader.	<u>He's</u> a good reader.
<u>She</u> is a kind sister.	<u>She's</u> a kind sister.
<u>It</u> is a funny story.	<u>It's</u> a funny story.
<u>What</u> is your name?	<u>What's</u> your name?
<u>We</u> are hungry.	<u>We're</u> hungry.
<u>They</u> are happy.	<u>They're</u> happy.
<u>You</u> are welcome.	<u>You're</u> welcome.

Sometimes students confuse contractions with possessives; you may want to take a minute to reinforce the difference between *its* (the possessive of *it*) and *it's* (the contraction for *it is*) and the difference between *your* (the possessive of *you*) and *you're* (the contraction for *you are*).

Organize students in pairs. Ask them to choose a noun (or pronoun) and verb and make a contraction using the models on the chart. Then ask them to write a sentence with the noun (or pronoun) and verb, and a sentence with the corresponding contraction. Allow time in

class for students to read the sentences they wrote. Affirm good work. Provide corrective feedback as necessary.

■ Save More Letters—Use a Contraction!

Remind students that a contraction is a word that is formed from two other words. Often a contraction combines a noun (or a pronoun) with a verb; other times, a contraction combines the word *not* with some verbs. Make a chart on the board (as shown below). Write the two words that will become a contraction in the first column and the contraction it becomes in the second column. Do several samples as models and then call on students to suggest what they think the contraction will be:

Words	Contraction
is not	isn't
are not	aren't
was not	wasn't
were not	weren't
has not	hasn't
do not	don't
does not	doesn't
should not	shouldn't
would not	wouldn't
will not	won't

... and so forth.

As a group, ask students to compose a sentence using first the words and then the corresponding contraction from the chart. Write their ideas on the board.

She <u>is not</u> ready to go.	She <u>isn't</u> ready to go.
They <u>are not</u> here.	They <u>aren't</u> here.
Rita <u>was not</u> happy.	Rita <u>wasn't</u> happy.
They <u>were not</u> home.	They <u>weren't</u> home.
He <u>has not</u> been to school.	He <u>hasn't</u> been to school.
I <u>do not</u> know the answer.	I <u>don't</u> know the answer.
It <u>does not</u> make sense.	It <u>doesn't</u> make sense.
You <u>should not</u> do that.	You <u>shouldn't</u> do that.
I <u>would not</u> open the door.	I <u>wouldn't</u> open the door.
He <u>will not</u> cry.	He <u>won't</u> cry.

Emphasize that the apostrophe always goes in place of the missing letter. Point out that the contraction for *will not* is *won't* (not *willn't*). Organize students in pairs. Ask them to choose one of the verbs on the chart and the word *not* to make a contraction. Then ask them to write a sentence with the verb and *not*, and a sentence with the contraction. Allow time in class for students to read the sentences they wrote. Affirm good work. Provide corrective feedback as necessary.

Conjunctions [and, but, or, because, however]

■ Some Linking Words

Write the word *conjunction* on the board. Remind students that a conjunction is a word that joins words, phrases, or clauses. Some conjunctions (i.e., coordinating conjunctions) are linking words that connect words or groups of words of equal rank. Choose a few coordinating conjunctions (e.g., and, but, or, however) that you want students to practice. Write these conjunctions on the board. Then write a sentence that contains each of the conjunctions. Use these sentences, realia, and gestures to explain what the conjunctions mean.

Example:

and	The boy <u>and</u> girl read the book. [in addition to]
but	The boy read the book, <u>but</u> the girl watched television. [however; on the contrary]
or	Do you want to read a book <u>or</u> watch television? [used to indicate an alternative]
however	She knew she should study, however, she continued watching television. [nevertheless; but]

Organize students in pairs and assign each pair several pages of text in one of the books in your classroom. Students are to find examples of the target conjunctions. Call on student pairs to write sentences containing the target conjunctions on the board. Be sure an example of each of the coordinating conjunctions is represented. Read the sentences aloud and ask students to name the conjunction. Then ask students to tell what words or groups of words the conjunction links. Ask students to compose their own original sentences using these coordinating conjunctions. Circulate around the room to give students additional help. Affirm good work. Provide corrective feedback as necessary. Allow time in class for students to read their sentences.

Synonyms and antonyms

■ Find Your Mate—Synonyms

Determine the synonyms that you want to focus on and write a word and its synonym on separate index cards. (See the listing at the end of this activity for a starting point.) Be sure you have enough words on index cards for each student in class. Write the following words on the board:

pretty	like
enjoy	beautiful
drum	duck
bird	instrument

Then ask students to tell you the word in the first column that goes with a word in the second column. [*pretty—beautiful, enjoy—like, drum—instrument, bird—duck*] Ask students to tell why the words go together. Lead them to understand that the words mean about the same thing. Tell them that words that mean the same thing are called synonyms. A mnemonic to help them remember this is that synonym=same as.

Give each student one of the index cards and ask them to find their mate. Explain that students will have to find the student in class who has a word that means the same as the word written on their card. For example, the student with the word *pretty* would have to find the student with the word *beautiful* (or another synonym for *pretty*). As soon as students find their mates, ask them to line up at the front of the class. When all students have been paired, ask students to read their synonyms and tell why their words go together or mean the same thing.

Listing of Selected Synonyms:

abandon – leave
above – over
accuse – blame
act – perform
adequate – enough
advantage – benefit
advice – recommendation
alligator – animal
alike – same
amaze – impress
angry – mad
approximately – almost
awkward – clumsy
ballad – song
banana – fruit
bed – furniture
bicycle – vehicle
big – large
block – cube

boots – shoes
boxer – fighter
carpenter – builder
concentrate – focus
country – nation
courteous – polite
currency – money
custom – tradition
encourage – inspire
expand – increase
finish – complete
funny – humorous
glad – happy
govern – rule
graph – diagram
hen – chicken
impolite – rude
justice – fairness
kitchen – room
knock – pound
lamp – light

loud – noisy
mean – unkind
necklace – jewelry
novel – story
opinion – belief
pants – trousers
protect – guard
queen – ruler
raise – lift
repair – fix
scare – frighten
sick – ill
slender – thin
teacher – instructor
tired – sleepy
under – below
voyage – journey
war – fight
young – not old
zoo – animal park

■ Synonym Concentration

Determine the synonyms that you want to focus on and write a word and its synonym on separate index cards. (See the listing in the previous activity for a starting point.) Remind students that synonyms are words that mean the same thing. A mnemonic to help them remember this is that synonym=same as. Ask students to name a word. Then ask them to name a synonym, another word that means the same thing.

Write their responses on the board:

<u>Word</u>	<u>Synonym</u>
purchase	buy
purple	lavender
politely	nicely
green bean	vegetable
wide	broad
wild	untamed

Ask students to compose a sentence for the word and show how they can replace the word with its synonym. For example: I want to purchase a new radio. I want to buy a new radio. I like the purple scarf. I like the lavender scarf. Help students understand that synonyms can be nouns, adjectives, verbs, and adverbs.

Review with students all the words on the index cards to make sure they know what each word means and which word is its synonym. Then mix the cards up and place them face down on a table so students can play Synonym Concentration. Give each student a chance to turn over two cards. If the cards are synonyms, the student gets to keep the cards and take another turn. If the cards are not synonyms, another student gets a turn.

■ Find Your Opposites—Antonyms

Determine the antonyms that you want to focus on and write a word and its antonym on separate index cards. (See the listing at the end of this activity for a starting point.) Be sure you have enough words on index cards so there are enough for each student in class. Write the following words on the board:

nice	like
boy	girl
hate	mean
dark	loudly
quietly	light

Then ask students to tell you the word in the first column that is the opposite of a word in the second column. [*nice—mean, boy—girl, hate—like, dark—light, quietly—loudly*] Ask students to tell why they chose the words they did. Lead them to understand that the words are the opposite of one another. Tell them that words that are opposites are called antonyms.

Give each student one of the index cards and ask them to find the opposite word. Explain that students will have to find the student in class who has a word that means the opposite of the word written on their card. For example, the student with the word *nice* would have to find the student with the word *mean* (or another antonym for *nice*). As soon as students find their opposites, ask them to line up at the front of the class. When all students have been paired, ask the students to read their antonyms and tell why their words are opposites.

Listing of Selected

Antonyms:

abandon – stay with
 above – under
 advantage – disadvantage
 alike – different
 angry – happy
 approximately – exactly
 awkward – graceful
 bald – hairy
 big – small
 ceiling – floor
 circle – square
 complain – compliment
 complete – begin
 concentrate – daydream
 courteous – impolite

custom – law
 delicious – awful
 different – same
 encourage – discourage
 estimate – calculate
 expand – decrease
 far – near
 finish – start
 free – expensive
 future – past
 glad – sad
 hard – soft
 hard – easy
 harvest – plant
 justice – injustice
 knock – tap
 light – dark

live – die
 long – short
 loud – quiet
 mean – kind
 opinion – fact
 overeat – diet
 queen – king
 raise – lower
 repair – break
 scare – amuse
 sick – well
 slender – heavy
 tall – short
 tired – awake
 under – over
 wild – tame
 young – old

■ Antonym Concentration

Determine the antonyms that you want to focus on and write a word and its antonym on separate index cards. (See the listing in the previous activity for a starting point.) Remind students that antonyms are words that mean the opposite. Following the example below, write some words on the board. Then ask students to name an antonym, a word that means the opposite, for each word. Write their responses on the board in chart format:

<u>Word</u>	<u>Antonym</u>
buy	sell
quietly	loudly
politely	rudely
wide	narrow
wild	tame
man	woman

Ask students to compose a sentence for each word; emphasize that if they substitute an antonym for the word, the sentence will take on a completely new and different meaning.

Examples:

I want to buy a book. I want to sell a book.

I walked into the room quietly. I walked into the room loudly.

The girl politely asked for directions. The girl rudely asked for directions.

The road is wide. The road is narrow.

I fed the wild cat. I fed the tame cat.

The man drove the car. The woman drove the car.

Help students understand that antonyms can be nouns, adjectives, verbs, and adverbs.

Review with students all the words on the index cards to make sure they know what each word means and which word is its antonym. Then mix the cards up and place them face down on a table so students can play Antonym Concentration. Give each student a chance to turn over two cards. If the cards are antonyms, the student gets to keep the cards and take another turn. If the cards are not antonyms, another student gets a turn. Affirm good work. Provide corrective feedback as necessary.

■ Make a Synonym/Antonym Dictionary

Encourage students to create their own dictionary of synonyms and antonyms. Show them the *IDEA Picture Dictionary 2* as an example of a dictionary. Ask each student (or student pair or group) to choose 10 words from the dictionary. Then instruct them to write the definition of the word (which they can get from the dictionary), a synonym, and an antonym on a piece of paper.

Example:

adequate: enough to meet a requirement

synonyms: ample, enough, plenty

antonyms: insufficient, not enough, inadequate

Circulate around the room to help students complete the task. Affirm good work. Provide corrective feedback as necessary. When each student or student group is done, ask students to alphabetize all the words the students worked on. Staple this together to create a classroom Synonym/Antonym Dictionary. Allow time to read some of the entries in this dictionary. Place this reference in the library center so all students can access it.

Adverbs modifying verbs [e.g., quickly walked, sadly waved]

■ How Did You Do It?

Ask students to name the part of speech they know about. Chances are they will mention nouns, verbs, and adjectives. Tell students: **Adjectives are descriptive words. Adjectives describe [or limit] nouns and pronouns. There's another part of speech that includes descriptive words—adverbs. Adverbs describe verbs, adjectives, or other adverbs. The easiest adverbs to identify are words (adverbs) that end with *-ly*.** On the board, write a few examples of adverbs that end with *-ly*.

quickly
slowly
sadly
happily
carefully

Encourage students to think of other adverbs that end with *-ly* and write their ideas on the board. Tell students that they have created a word bank of adverbs. Now ask them to think of a verb that could go with each adverb. For example, they could say *quickly* goes with *walk*. Write the verb they next to the appropriate adverb on the list.

walk quickly
read slowly
wave sadly
smile happily
write carefully

Organize students into small groups. Ask each group to choose 10 verb/adverb pairs from the listing and then to compose a sentence for each.

Example:

We walk quickly to the door.

Circulate around the room and provide corrective feedback as needed. Affirm good work. Allow time in class for groups to share their sentences.

■ Go Quickly on an Adverb Hunt

Ask students to go on an adverb hunt using print resources in the class. Organize students into pairs and give them 10 minutes to find as many adverbs as they can. Allow time in class for pairs to read the adverbs they found. Write the names on the board of the pair with the most adverbs.