

Alphabet Antonyms Table

Literacy Skills / Vocabulary



Materials

1. Alphabet-Antonyms table for each student
2. Copies of a thesaurus, a synonym dictionary, or other word resource.



Virginia SOLs

1.2, 1.10, 2.2, 3.2

Procedure

1. Select words beginning with the same letter (e.g. gone, garish, gregarious, grotesque, glee). These are the “target words.” The “target letter” for this example, is “g.”
2. Make a transparency of the Alphabet-Antonyms table. Write the antonyms of the target words in the first column.
3. Students determine the target words, knowing only the antonym and that the words in the second column begin with the same letter.
4. After a 5-minute period, students may use a thesaurus, a synonym dictionary, or other resource.
5. Students share their tables and display a completed table for reference.

Antonyms	Target Words
found	
plain	
shy	
beautiful	
sadness	

Alphabet–Antonyms Table

Name _____

Title _____

Target Letter: _____

Antonyms	Target Words



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1-3

Alphaboxes

Literacy Skills / Vocabulary



Materials

1. Alphaboxes template
2. Pencil



Virginia SOLs

1.2, 2.2, 3.2

Procedure

1. After reading a story or unit of study, students work in pairs or small groups to think of words that reflect important points. Students insert the words into the appropriate Alphaboxes on the template. Note, some boxes may not be filled in. Make sure students tell how each word relates to the story. Create a class composite.
2. VARIATION: Using the words collected in the Alphaboxes, students can create fact sentences, dictionary pages, and word walls. Older students can also write questions to go with the focus words and play Jeopardy.

A Anansi Ashanti adventure	B	C creature	D
E	F father fish falcon	G	H

Alphaboxes

Name _____

Title _____

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



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Alphabet Vocabulary Game

Literacy Skills / Vocabulary

▶ Virginia SOLs

K.2, 1.2, 2.2, 3.2

Procedure

1. Start by saying, “My neighbor drives a delivery truck. One day he delivered...” and name something that begins with the letter *a*.
2. The next student continues the game by repeating the statement and naming an object beginning with the letter *b*.
3. VARIATION: Make the game more challenging by starting with a blend (e.g., *cr*) and/or use content related prompts and vocabulary.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Because...

Literacy Skills / Vocabulary



Materials

1. Sentence strips



Virginia SOLs

1.2, 2.2, 3.2

Procedure

1. Prepare simple sentences using a vocabulary word from a recently read text and ending with “because...”
2. Have students complete the sentences, expanding on the meaning of the vocabulary word. For example, “Jack said that it was a ‘blustery’ day because...”



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Class Dictionary

Literacy Skills / Vocabulary



Materials

1. Index cards
2. Container to store cards



Virginia SOLs

1.2, 2.2, 3.2

Procedure

1. Divide the class into five homogenous groups. Each group will be responsible for adding one word to the dictionary one day a week.
2. The group meets briefly to decide on a word, selected from classroom instruction, each day. It is important that every student is familiar with the word.
3. The group presents the word and the entry to the class. The card is entered into the class dictionary.
4. A month following the dictionary's introduction, individual students add words under the teacher's direction. Each student is responsible for one word a week (presentation to the whole class is omitted).
5. The dictionary is available to the class for reference purposes. It is an extension of a picture dictionary that younger students might create.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Context Puzzles

Literacy Skills / Vocabulary



Materials

1. Letter tiles for instruction and a set of letter tiles for each student
2. Sentence strips



Virginia SOLs

K.2, 1.2, 2.2, 3.2

Procedure

1. Choose a word puzzle and select the letter tiles needed to spell the word. (e.g., For the word bag, you will need b and g letter tiles.)
2. Prepare context sentences on sentence strips (e.g. Jane opened her...).
3. Have students fill in the word in each sentence by holding up the missing letter tile.

Feature Grid

Literacy Skills / Vocabulary



Materials

1. Feature grid



Virginia SOLs

K.2, 1.2, 2.2, 3.2

Procedure

1. Select a topic area (e.g. types of literature; see below).
2. Write words that are related to this topic across the top of the chart or grid.
3. Write features or properties that are shared by only some of the words along the left side of the grid.
4. Have students analyze each word and write either yes or no in each cell to designate whether the feature is associated with the word.
5. Use the grid for discussion.

Types of Literature	Fiction	Non-Fiction	Historical Fiction
Characters	+	-	+
Factual Information	-	+	+
Plot	+	-	+
Picture Captions	-	+	-



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

I Spy Vocabulary Game

Literacy Skills / Vocabulary

▶ Virginia SOLs

K.2, 1.2, 2.2, 3.2

Procedure

1. Begin with a word that starts with a blend and an initial clue. For example, “I’m thinking of a word that starts with ‘bl’. The word is what the wind does.” (blow)
2. Additional hints are given, for example, “It has four letters.”



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Many Way Words

Literacy Skills / Vocabulary



Materials

1. Large poster board or other display area
2. Magazines with pictures



Virginia SOLs

K.2, 1.2, 2.2, 3.2

Procedure

1. The teacher selects a word from previous vocabulary instruction. The word should have multiple meanings. For example, the word “paper,” may refer to wall paper, writing paper, construction paper, newspaper, or wrapping paper.
2. Students are asked to find pictures or items that show one of the multiple meanings.
3. Students share and add their pictures or objects to a class display or “museum.”

Paired Questions

Literacy Skills / Vocabulary



Materials

1. Sentence strips and pocket chart
2. Yes and no (smile/frown) cards for each pair of questions



Virginia SOLs

1.7, 1.9, 2.8

Procedure

1. Identify new vocabulary in a selected text.
2. Using these words, develop paired questions. One question should yield an affirmative answer, the other a negative answer. Write the questions on the board or sentence strips (sentence strips allow for easy transfer to a literacy work station). For example, using a book about the rainforest, you might pose the following paired questions that help define the habitat's characteristics, "Is the rainforest a Coatis' habitat? Is the rainforest a raccoons' habitat?" As you can see, these questions use important vocabulary from the text that aides in comprehension. A Coatis is related to a raccoon, but is unique to the rainforest. In this example, the word habitat is also emphasized.
3. Students read the selected text.
4. Write the paired sentences on the board.
5. Read the sentences aloud. Allow students time to think independently and even look back in the text. Select a student to place the yes and no cards with the correct sentence.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Pear Pair

Literacy Skills / Vocabulary



Materials

1. A deck of at least 40 word cards with pair cards



Virginia SOLs

1.2, 2.2, 3.2

Procedure

1. Prepare a deck of at least 40 word cards. You will need a pair of cards for each word. The matching pair cards to the word cards must be a synonym, definition, antonym, a cloze sentence in which it makes sense, a picture symbolizing its meaning, or another match appropriate for your class.
2. All cards are dealt and players pick one card from the player on their left in turn.
3. Pairs must be placed on the table.
4. The first player to pair all his/her cards wins.

The Sentence Game

Literacy Skills / Vocabulary



Materials

1. Chart paper or sentence strips
2. Markers



Virginia SOLs

1.2, 2.2, 3.2

Procedure

1. Prepare the following for each word (e.g. Aeronaut):

Question - uses the meaning of the word; What is an aeronaut's job?

Sentence 1 - a broad but meaningful context; The aeronaut was getting the hot air balloon ready for flying.

Sentence 2 - adds more detailed information; The aeronaut told her helpers to let go of the ropes so she could fly the hot air balloon.

Sentence 3 - an explicit definition; An aeronaut is a person who flies a hot air balloon.

3. First, show student teams the question and the first sentence. Any team that can correctly answer the question after the first clues wins 2 points. If the students need more help, the second sentence is shown. Correct responses after two clue sentences win 1 point. The definition is used for checking or instruction if no group comes up with the right answer. For more difficult words, any number of sentences can be used with cards. Students often enjoy setting up a TV game show process for this game.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

The Context Game

Literacy Skills / Vocabulary

► Virginia SOLs

K.2, 1.2, 2.2, 3.2

Procedure

1. Choose a new vocabulary word that is appropriate for grade level.
2. Describe to students what the word means and use it in a sentence.
3. Ask students to describe this word in context by explaining how, why, and in what situation they would use the vocabulary word.
4. Example: Describe a situation in which someone might be 'dazed'.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Twenty Questions

Literacy Skills / Vocabulary

▶ Virginia SOLs

1.2, 2.2, 3.2

Procedure

1. Have one student think of a word from a recently read text.
2. Other students ask questions to try to determine the unknown word. All questions must elicit yes or no answers.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Vocabulary Classification

Literacy Skills / Vocabulary



Materials

1. Vocabulary list of words appropriate for grade level



Virginia SOLs

K.2, 1.2, 2.2, 3.2

Procedure

1. Distribute sheets with groupings of related terms. One word in each grouping should not relate to the others. Each grouping should include 4 to 6 words.
2. Ask students to circle the word that does not belong in each grouping.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Vocabulary Walk

Literacy Skills / Vocabulary



Materials

1. Notebooks or individual dry erase boards



Virginia SOLs

K.2, 1.2, 2.2, 3.2

Procedure

1. Take a walk with students to find objects that relate to a current area or letter of study. “Collect” vocabulary as you walk by asking students to record names or images of the objects in a notebook or on a personal dry erase board.
2. When you return to the classroom, see how many objects were collected as a class.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Vocab-O-Gram

Literacy Skills / Vocabulary



Materials

1. Narrative passage and corresponding vocabulary list
2. Vocab-O-Gram template



Virginia SOLs

1.2, 2.2, 3.2

Procedure

1. A Vocab-O-Gram is a classification chart that shows the categories of story structure, including: setting, characters, problems/goals, actions, and resolution. Students organize key vocabulary or phrases from a selected text into the Vocab-O-Gram's categories.
2. Select key words or phrases from a text that represents story grammar and story structure.
3. Write the words on the board or overhead.
4. Have students work in pairs or groups to decide which words reflect the story setting, characters, problem/goal, resolution, and feelings. Students may also make predictions about the story based on the vocabulary sort.
5. Bring pairs and groups together into a large-group session, and discuss ideas, placements, predictions, and reasoning. Words may typically be placed in more than one category. At this point, all predictions are acceptable.
6. Students read the narrative passage.
7. After students have read the narrative passage, conduct a class discussion checking comprehension and revising their Vocab-O-Gram.

Vocab-O-Gram

Name _____

Title _____

Use vocabulary to make predictions about the...		
setting	What will the setting be like?	
characters	Any ideas about the characters?	
problem(s) or goals(s)	What might the problem(s) be?	
actions	What might happen?	
resolution	How might it end?	
Questions?		
Mystery words:		



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1-3

Word Play

Literacy Skills / Vocabulary



Materials

1. A set of vocabulary cards for every student group



Virginia SOLs

1.2, 2.2, 3.2

Procedure

1. Compile a short list of vocabulary words (3-5) from a selected text. The words should allude to the story structure and/or components: setting, characters, problem/goal, actions, resolution, and feeling.
2. Print the words on index cards and distribute a set of cards to each group of students.
3. Direct students to compose a 3-minute skit using the vocabulary. As they plan, circulate from group to group, providing clarification as needed.
4. Students perform the skits.
5. Compare and contrast the skits, discussing how groups used the words in different ways. How were the skits similar?
6. Read the selection and compare the author's intended meaning with the students' choices.
7. After reading, refine vocabulary. Go back to the selection to clarify meaning or use reference works.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Word Predictions

Literacy Skills / Vocabulary



Materials

1. A book that includes pictures, charts, or graphs
2. Pencil and paper



Virginia SOLs

K.2, 1.2, 2.2, 3.2

Procedure

1. Allow students to preview the text, examining the pictures, charts, and graphs. Students should not read the text.
2. Students close the book and list the words they think might be in the text.
3. The students (or teacher) write each word on a chart and explain why they think it will be in the text.
4. The students (or teacher) read the text and look for the words from the chart.
5. Put a check next to the words that were found in the text.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1-3

Word Riddles

Literacy Skills / Vocabulary



Materials

1. Blackboard and chalk



Virginia SOLs

- 1.2, 2.2, 3.2

Procedure

1. Pick a topic (i.e, pig)
2. Generate a list of related words (i.e. ham, pen, hog).
3. Pick a word (ham), drop the first letter(s) to produce a digraph, blend, or sound chunk (am) and create a list of words that begin with the sound chunk (ambulance, ambitious, amigo).
4. Put back the missing letter (h) to create a new word (hambulance).
5. Make up a riddle for which this new word is the answer (What do you use to take a pig to the hospital? A hambulance!).



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Word Sorts

Literacy Skills / Vocabulary



Materials

1. Book
2. Word sort chart with word cards



Virginia SOLs

1.2, 2.2, 3.2

Procedure

1. Choose words and/or phrases from a text and prepare a large word sort with words cards and chart.
2. Demonstrate to students the process of finding relationships between and among the words.
3. Student form partners and groups.
4. Students pair the words or phrases that go together.
5. Students form categories of the words that go together and tell why/how they go together.
6. Students make a list of other words that might be found in the text about the topic.
7. Look for predictions and word pairings in the text.