

# Vocabulary Skills Overhead Kit

**Designed to meet these objectives:**

## **Language**

- Students will develop new vocabulary.
- Students will infer meaning from prefixes, suffixes, and root words.
- Students will understand and use synonyms and antonyms.
- Students will identify homophones and multiple-meaning words.
- Students will recognize and decode compound words.
- Students will use context clues to infer meaning for unfamiliar words.

Turn your overhead projector into a vocabulary building center with this comprehensive kit! It includes overhead transparencies covering eight essential vocabulary skills, including synonyms, antonyms, prefixes, suffixes, words with multiple meanings, homophones, compound words, and using context clues. Plus, you get dozens of cut-apart examples and prompts—everything you need to improve the vocabulary skills of your entire class!

In this guide, you'll find detailed activity instructions for each transparency. We're sure you'll use this kit over and over, with small groups or your whole class!

## **What's Included**

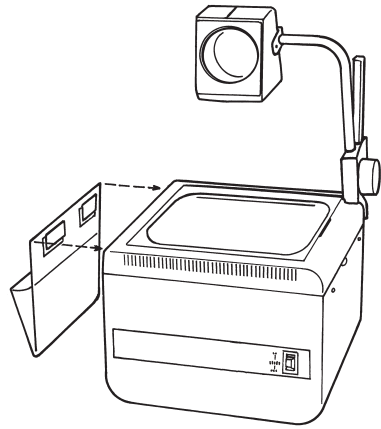
- 8 full-size transparencies
- 80 cut-aparts
- Nylon storage pouch

**Note:** Be sure to use only overhead projector pens when writing on the acetate transparencies. Other types of markers or pens may damage or stain the film.

# Before You Begin

Setup is easy. Cut apart the transparency cards along the dotted lines. Store the transparencies and cards in the appropriate pockets in the nylon pouch. (Note that the cut-aparts are color-coded to match the transparencies they belong to.)

With the hook & loop fasteners still attached to the storage pouch, peel off the adhesive backings. Then, secure the pouch to the projector, as shown at right. Be sure the overhead projector fan is left uncovered.



**Note:** Do not attach the storage pouch to any part of the projector that might get hot.

# Getting Started

The kit is ideal for small groups or your whole class. Explain that students will be learning about different types of words such as synonyms, antonyms, and compound words. Learning to recognize word groups will help students understand words better and build their vocabulary. Each transparency focuses on a different type of word and includes an interesting activity that can be completed on the overhead.

**ANTONYMS**

The city has many large buildings.

big      tiny      little  
small    miniature    gigantic

WHICH OF THE WORDS ARE ANTONYMS FOR THE UNDERLINED WORD?

small      miniature  
tiny      little

USING THESE WORDS, WRITE A STORY.

I have a tiny doll house. It has little windows and doors. I have miniature furniture in each room. The house is so small I don't think I could live in it!

## Antonyms

Place the *Antonyms* transparency on your projector, and then place one of the corresponding cut-apart cards in the pink-bordered box. Explain that antonyms are words that mean opposite things, such as “big” and “small.” Then, read the sentence on the cut-apart and the words in the word bank. Point out that four of the words in the word bank are antonyms for the underlined word in the sentence. Ask students to identify the antonyms and write their answers in the four blanks

below the box. Finally, help students create a story using the words, and write it at the bottom of the transparency.

## Synonyms

The *Synonyms* activity is similar to the one for antonyms. Place the transparency on your projector, and then place one of the corresponding cut-apart cards in the red-bordered box. Ask if anyone knows what synonyms are, and explain that they are words that have similar meanings, such as “little” and “small.” Invite a volunteer to read the sentence on the cut-apart and the words in the word bank. Which words in the word bank are synonyms for the underlined word in the sentence? Write students’ answers in the four blanks below the box. Finally, write the letters of the underlined word in the small white boxes at the bottom of the transparency. Encourage students to create an acrostic poem, beginning each line with the letter in the box. Remind them to make the lines relate to the word in the boxes—using the synonyms they have learned could help!

**SYNONYMS**

The boy was happy when his friends came to visit.

excited joyful pleased  
mad thrilled sad

WHICH OF THE WORDS ARE SYNONYMS FOR THE UNDERLINED WORD?

excited thrilled  
joyful pleased

USING THE UNDERLINED WORD ABOVE, WRITE AN ACROSTIC POEM. TRY TO MAKE EACH WORD OR PHRASE RELATE TO THE MEANING.

H Happy people like to laugh \_\_\_\_\_  
A And they are fun to be with. \_\_\_\_\_  
P Puppies make me happy. \_\_\_\_\_  
P Purple makes me happy. \_\_\_\_\_  
Y You make me happy, too. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Prefixes

Explain that learning about prefixes is a great way to build vocabulary, because prefixes change the meanings of words. Place the *Prefixes* transparency on your projector, and then place one of the corresponding green cut-apart cards in the green-bordered box. Read the prefix and its meaning. Then, combine the prefix with one of the root words from the word bank and write it in an empty “puzzle” space. Ask, “What does this new word mean?” and help students understand that the meaning of the prefix is combined with the meaning of the root word. Ask volunteers to add prefixes to the other words, write them in the blanks, and define them. Finally, choose two of the new words and ask students to make up sentences using these words. Write their sentences in the space at the bottom of the card.

**PREFIXES**

Prefix:	Meaning:
pre-	before
view	made
order	heat
	game
	school

COMBINE THE PREFIX WITH THE WORDS TO FORM NEW WORDS. WRITE THE NEW WORDS BELOW.

pre	view	pre	heat
pre	order	pre	game
pre	made	pre	school

CHOOSE TWO OF THE WORDS AND WRITE A SENTENCE FOR EACH OF THEM.

My sister cried on her first day of preschool.  
My football coach likes us to have pregame practice.

## Suffixes

This activity is similar to the one for prefixes. Explain that, like prefixes, suffixes change the meanings of words. But, suffixes are added to the ends of root words instead of the beginnings. Place the *Suffixes* transparency on your projector, along with an orange-bordered cut-apart. Read the suffix and its meaning. Then, combine the suffix with one of the root words from the word bank and write it in an empty space. Help students read the new word and describe its meaning. Ask volunteers to add suffixes to the other words, write them in the blanks, and define them. Finally, choose two of the new words and ask students to make up sentences using these words. Write their sentences in the space at the bottom of the card.

**SUFFIXES**

Suffix:	Meaning: the most		
-est	small	fast	loud
	tall	damp	sweet

COMBINE THE SUFFIX WITH THE WORDS TO FORM NEW WORDS. WRITE THE NEW WORDS BELOW.

small	est	damp	est
tall	est	loud	est
fast	est	sweet	est

CHOOSE TWO OF THE WORDS AND WRITE A SENTENCE FOR EACH OF THEM.

I am the tallest girl in my class.

He is the fastest runner on the team.

## Compound Words

Tell students that compound words are made up of two smaller words put together. Most compound words carry the meanings of both of their parts. For example, a *scarecrow* is a stuffed figure that is used to scare crows away from crops. But some compound words have entirely new meanings, such as *butterfly*. Looking for the small words that make up compound words can help us read these long words more easily.

**COMPOUND WORDS**

star	room
class	corn
pop	fish

PUT TOGETHER ONE WORD FROM EACH BOX TO FORM A NEW WORD. WRITE THE NEW WORDS BELOW.

classroom	starfish	popcorn
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CREATE A STORY WITH YOUR NEW WORDS:

My classroom was picked to go to  
the movies. We saw a funny movie  
about a starfish. I ate lots of  
popcorn and candy.

Display the *Compound Words* transparency with a yellow-bordered cut-apart in the "soup bowl." Point out that each word from the left column can be combined with one of the words on the right to make a compound word. As children discover the compound words that can be made, write the words in the three boxes in the middle of the card. Finally, brainstorm a story that uses some or all of the compound words students made. Write the story at the bottom of the transparency.

## Context Clues

Ask students what they do when they are reading and come upon an unfamiliar word. Discuss their answers, and explain that one good strategy is to keep reading, and see if any of the other words in the sentence or paragraph give clues or hints that will help reveal the meaning of the word. Then, put the *Context Clues* transparency on your projector and place a blue-bordered cut-apart in the “book.” Read the passage, and then point to the red word. Can anyone define it? How do they know what it means? Look for clues in the passage, and underline each one with an overhead marker.

**CONTEXT CLUES**

That television show with the clown is amusing. It makes me laugh every time I watch it.

LOOK AT THE RED WORD ABOVE. UNDERLINE ANY CONTEXT CLUES YOU SEE. WRITE A DEFINITION OF THE WORD.

WORD: amusing

CONTEXT CLUES: makes me laugh

DEFINITION: to make someone laugh

NEW SENTENCE: It was amusing watching the pigs roll in the mud.

Complete the activity by writing the word, clues, and definition in the space at the bottom of the card. Then, invite a volunteer to think of a new sentence using the red word and write it in the blank.

## Multiple-Meaning Words

Some words in our language do double-duty—they can mean more than one thing! Give an example, such as “rose,” which can be the name of a flower or the past tense of “rise.” Explain that the spelling is the same either way, so you must read the whole sentence or paragraph to figure out which meaning is being used.

**MULTIPLE-MEANING WORDS**

bowl: to roll a ball at a set of 10 pins as a game  
bowl: an object used to hold food or small items

DRAW A PICTURE TO SHOW EACH MEANING.

WRITE A SENTENCE FOR EACH MEANING.

My brother dropped his bowl of popcorn on the floor.

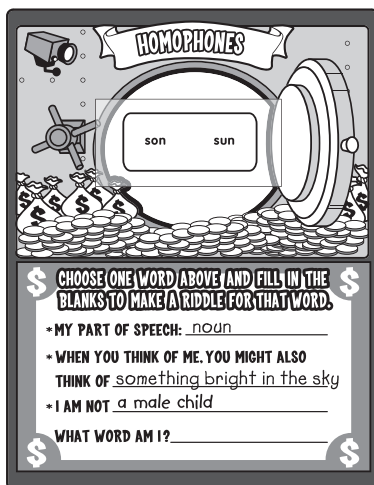
I like to bowl with my friends on Saturday afternoon.

Read the multiple-meaning word and its definitions on the cut-apart. Then, ask a volunteer to come to the projector and draw a picture showing one of the meanings of the words. Invite another volunteer to draw a picture for the other meaning. Finally, ask students to think of a sentence for each of the meanings. (They can use the pictures to help.) Write their sentences at the bottom of the transparency.

## Homophones

Explain that homophones are words that sound alike, but have different meanings and different spellings. There are many homophones, and it is important to recognize them so that you can use the correct spelling for the word you want.

Place the *Homophones* transparency on your projector and set a cut-apart with a light-blue border inside the “bank vault.” Have students read and spell the two words with you. What does each word mean? Discuss students’ answers.



Next, tell students they can use their knowledge of homophones to make up a riddle for one of the words on the cut-apart. Choose one of the words and fill in the blanks for it without telling students which word you chose. For “When you think of me, you might also think of,” write a synonym or short definition for the word you chose. In the blank after “I am not,” write a synonym or short definition for the other word. Then, challenge students to solve your riddle. After they have made their guesses, review each clue to see if they guessed correctly.

Repeat with other examples, inviting volunteers to choose the words and write the riddles for their classmates to guess.

## Additional Activities

### Overhead Vocabulary Center

To provide vocabulary practice to individual students or small groups, set up an Overhead Vocabulary Center. Place your overhead projector near a wall so that the picture shines where students can see it easily. Choose the skills you want students to work on and place that transparency on the projector along with several corresponding cut-outs. Have students go to the center individually or in small groups to complete the activity.

## **Vocabulary Journals**

Help students create journals by stapling sheets of paper together. Prompt them to label each page with a concept, such as “Antonyms,” “Synonyms,” and so on. Encourage students to collect examples for each category from the materials they read. Periodically invite individual students to share the contents of their journals with their classmates.

## **Concept of the Day**

Choose one of the vocabulary concepts and write it on the board, such as “Multiple-Meaning Words” or “Homophones.” Depending on your students, you may also want to write a few examples below the title. Then, challenge students to be on the lookout for additional examples as they read and write during the day. Each time a student finds an example of the “Concept of the Day,” write it on the board along with the student’s initials.