

# Literacy Activity Inventory: Words and Meanings

See our [General Information and Classroom Management Suggestions](#)

## Curriculum Continuum - Expectations:

Activity Expectations based on the Grades 1-8 Language Curriculum.

Students will:

- 1. Writing** (3e22)... introduce new words from their reading into their writing;  
(5e18)...routinely introduce new words from their reading into their writing;  
(7e20)... give evidence of an expanding vocabulary in their writing;
- 2. Writing** (3e23)... choose words that are most appropriate for their purpose;  
(3e24)... use a dictionary to expand vocabulary;
- 3. Reading** (2e39)... use their knowledge of sentence structure in oral and written language to determine the meaning of a sentence;  
(4e44)... use their knowledge of oral and written language structures and of elements of grammar to understand the meaning of sentences;  
(6e38)... use their knowledge of the elements of grammar and the structure of words and sentences to understand what they read.



## BLM - Words and Meanings

Please see Bookmates blackline masters for [an organizer](#) that may be used for words and meanings activities.

### Activity:

Reading experiences and a well-balanced literacy program offer many opportunities for students to discover new words and their meanings, or familiar words in new or different contexts. Consider using the following ideas to encourage vocabulary expansion and the use of reference materials.

Ask students to find a specified number of new / interesting / difficult / etc. words in the book or chapter they are reading.

After listing the word, students should copy the sentence from the story that contains the word and underline the word in the sentence.

Using only their own knowledge and understanding of the word in context, students should write, under 'Meaning' on the BLM, their definition for the word. Students should then use a dictionary confirm their assumed meanings. If needed, the correct meaning should be noted.

Remind students that many words have numerous meanings, determined by the context of the sentence around them. When using dictionaries, students should peruse all of the meanings given for any one word, and choose the one that best suits the word in the given context.

**2.** Alternately, the teacher may list the words, he/she would like the students to notice and investigate. Word listings, along with page numbers would be helpful for students trying to locate the words and sentences in any one chapter.

**3.** Ask the students to write interesting sentences, with two areas of emphasis, using the words already studied and defined.

- a) Original sentences using the words to create the same meanings as in the story;
- b) Original sentences using the words to create different meanings to those in the story.

Students should consult dictionary to see the variety of meanings from which to choose and create sentences.

**4.** Teachers list some meanings for words in a chapter. (Use the BLM.) The students must find the words in the chapter / book they feel match the supplied definitions. (Page references would help.)

**5.** Teachers supply words and meanings for students to match. (This is an easier activity, suitable for younger students.)