


Suggested activities for reviewing and recycling words

1. Students create their own dictionaries with their own student-friendly definitions in English or in their home language. These should not be dictionary definitions. For example, *business* = buying and selling; *building* = house. Students can also use sketches and translations—both are excellent memory aids when learning new words.
2. Students quiz each other by giving a definition and asking for a word, or vice versa.
3. Dictate a word. Students use their finger to write it in the air (or on the backs of fellow students), then check themselves by looking at the list.
4. To strengthen sight-sound associations, do brief dictations of words that begin with specific letters. For example, “On Wednesday we will review the spelling and meaning of all ‘B’ words.”
5. Students dictate words to each other as a check for correct spelling.
6. Students write down one or more words they have used during the week and tell when and how they used them.
7. Students group a set of words into categories, using categories you suggest. Later, they may invent their own categories.
8. Students create a word-wall based on categories. They may update this each week, using the same categories or re-arranging the words into new categories.
9. Students copy words onto a continuum list, re-arranging the list from less to more important (this is a personal choice). For example: *boy, friend, brother, father, mother, family*.
10. For literacy practice, students look at words in large case and re-write them in small case, or vice versa.
11. Working individually, in pairs, or in small groups, students choose any two words and write them into one sentence (on paper or on the board). They read their sentences to the class. Do as many of these two-word sentences as time allows.
12. Students choose a word of the week and present it in a skit or on a poster.
13. Point out common roots and teach other words that have that root. For example, in unit 6 the word *translator* appears. This provides a teachable moment for other words that include “*trans*,” which means “going across,” such as *transfer, transport, and transition*.
14. Students review names of other places and languages in addition to the ones in the stories. For example: Brazil/Portuguese.

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15. Students assign colors to some or all words and explain why they have chosen these colors. Example: “*Afraid* is yellow. People say, ‘He is yellow.’ It means, ‘He is afraid.’” This often brings up interesting cultural issues. For example, in Asia white is the color of mourning. Green in USA culture is often associated with envy, while in many cultures it is associated with spring and freshness.
 16. On a large piece of paper, students draw a simple floor plan of a house where they have many memories. They write words where they feel that these words belong in their house. They tell a partner why they put that word there. For example: “I put *old* in the kitchen. My grandmother is old. She cooks good food.”