# Word Wall Activities

<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Add an Ending</td>
<td>The students take out their notebooks and add endings (s, ed, ing) to each of the words where appropriate.</td>
</tr>
<tr>
<td>2</td>
<td>Alphabetical Order</td>
<td>Depending on the number of word wall words, students can alphabetize all of them or they can alphabetize the first 20 or last 20 words.</td>
</tr>
<tr>
<td>3</td>
<td>Around the World</td>
<td>All the students sit in a circle (or in their desks) One student stands behind another student who is sitting. The teacher flashes them a word. Whichever child says or defines the word first will move on to the next student. The student who makes it back to his or her own desk or starting point is the winner.</td>
</tr>
<tr>
<td>4</td>
<td>Ball Toss</td>
<td>Put students in small groups. The leader of the group shares one thing learned about a particular word on the word wall, then toss the ball to someone in the group. That student shares something different, and so on.</td>
</tr>
<tr>
<td>5</td>
<td>Bang!</td>
<td>All the sight words learned are put in a box. The students sit in a circle and each take a word from the box. If they can read or define the word, they get to keep it. If they cannot, the word is returned to the box. If they pull a card with the word “Bang!” from the box, all the cards they have collected so far must be returned to the box. The child with the greatest number of cards when the game ends is the winner.</td>
</tr>
<tr>
<td>6</td>
<td>Baseball</td>
<td>Materials: Words at 4 different levels (from simple to more difficult). Make them on different colored cards and have the type of hit that each color represents posted somewhere that everyone can see it clearly. Designate different places in the room as 1st base, 2nd base, 3rd base, and homeplate. Divide the students into 2 teams. Designate one team as the home team, and the other as the visitors. Mix up the cards. The children take turns going to the homeplate. Draw out a card and let the child attempt to read or define the word. If the student can read the card correctly, he or she may move according to the type of hit. (A single: move 1 base, a double: move 2 bases, a triple: move 3 bases, and a homerun: go all the way to home plate.) Make sure that you have included some strike out cards and walk cards among the word cards. If the student is unable to read or define the word, it is considered an out. After 3 outs, the next team gets to “Bat”. Keep the score so that everyone can see.</td>
</tr>
<tr>
<td>7</td>
<td>Basketball</td>
<td>Set up in the classroom as a mini basketball court. Use masking tape to create on the floor a foul line that shots will be taken from. Prepare in advance a vocabulary activity employing words that are included on the students' word wall. Prepare at least one question for each student in the class. Arrange the class into 2 to 4 teams. Ask one of the questions you prepared of the first student on the first team. If a student identifies the correct word-wall word, that student earns a point. He or she also gets a chance to double his or her score (earn two points for the team) by trying to shoot a basket. A successful shot earns that second point; there is no penalty for a missed shot. If the student does not identify the correct word-wall word, pass the question to the first player on the next team. At the end of the game, the team with the most points is declared the winning team.</td>
</tr>
<tr>
<td></td>
<td><strong>Activity</strong></td>
<td>Description</td>
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</tr>
<tr>
<td>8</td>
<td>Cartoon Captions</td>
<td>Give students a collection of comics from the Sunday paper and have them each choose a strip. Tell them to cut the strip apart and glue three of the individual panels in sequence on a piece of paper. Then have the students write new captions under each of the panels or in the speech bubbles, using words from the word wall to create a story. Have students share their cartoon captions with the class.</td>
</tr>
<tr>
<td>9</td>
<td>Categories</td>
<td>Name a category, such as parts of speech, opposites, location, etc., and ask students to call out words from the word wall that are in the given category. Ask students to choose category topics according to the words that are on the word wall and allow them to move the words until they are in their correct categories.</td>
</tr>
<tr>
<td>10</td>
<td>Change a Letter</td>
<td>Students try to make new words by changing just one letter. This can also be played in teams.</td>
</tr>
<tr>
<td>11</td>
<td>Charades</td>
<td>Students act words from the word wall and guess which word is being acted out. Put students in teams and record scores to determine the winner.</td>
</tr>
<tr>
<td>12</td>
<td>Erasing Relay</td>
<td>Write two columns of words on the board that are approximately equal in difficulty. Include as many words on the board as there are children in the relay. Children are divided into 2 teams, and will stand in two lines at right angles to the chalkboard. At the signal, the first child in each line points at the first word in his respective column of words and reads or defines that word. If he or she reads or defines the word correctly, he or she is allowed to erase that word. The game is won by the side that erases all the words first.</td>
</tr>
<tr>
<td>13</td>
<td>Flashlight Word</td>
<td>Start off the game by turning off the lights and pointing the flashlight at a particular word on the Word Wall. The teacher calls on a student to read or define the word. When the child has read or defines the word, it is their turn to shine the flashlight on a word and call on another student to read or define. The children really enjoy this because they get a chance to &quot;be the teacher.&quot;</td>
</tr>
<tr>
<td>14</td>
<td>Guess My Word Wall</td>
<td>Teacher gives clues about each word. This activity can be done in a couple of ways. The teacher gets the students to number off from 1 to 10 in their notebooks and gives clues about the word. The student then writes down what they believe the word is. The other method is to do the activity orally and let a student point to the word on the word wall.</td>
</tr>
<tr>
<td>15</td>
<td>Hot Seat</td>
<td>In this activity, one student is selected to come to the front of the class and take the &quot;hot seat.&quot; The hot seat is located a few feet in front of a chalkboard, whiteboard, or chart. The student sits in a chair facing his or her classmates and with his or her back to the board or chart. The student also should have a clear view of the class word wall. The teacher or a classmate selects a word from the word wall (or from students' spelling or vocabulary lists) and writes that word on the board or chart. The student in the hot seat is unable to see the word, but it is his/her job to guess the word by asking questions that help to narrow down the possibilities. As the student narrows down the word, the questions might get more specific. Keep a tally of the number of questions/clues it takes for the student to guess the word. Which student(s) guess the word in the fewest number of clues?</td>
</tr>
</tbody>
</table>
## Word Wall Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing Word</td>
<td>Remove a word from the wall and maybe rearrange the remaining words. Have students figure out which word is missing. May need to give clues to help them figure out what is missing.</td>
</tr>
<tr>
<td>Mind Reader</td>
<td>In this activity, students are given clues to identify a mystery word that appears on the classroom word wall. The teacher selects a mystery word and then gives the students five clues for identifying the word. Each successive clue should help students narrow down their choice. As you give each clue, students should select one word from the word wall that matches the clue. For example, the mystery word is pollution. Clue 1: The mystery word is one of our word wall words. Clue 2: The mystery word has more than six letters. Clue 3: The mystery word has three syllables. Clue 4: The mystery word ends with the suffix -tion. Clue 5: The mystery word rhymes with the word solution. After you have given the five clues, have students show their responses. Which student(s) guessed the mystery word with the fewest possible clues? Each student who guesses the correct word at the earliest possible clue earns a point. Tally points at the end of the game to determine which students are the winners.</td>
</tr>
<tr>
<td>On the Back</td>
<td>Students work with partners and draw the word with their finger on their partner's back. When the student guesses the word, they trade places.</td>
</tr>
<tr>
<td>Peer Test</td>
<td>Students take turns testing each other on the spelling or meaning of each of the words.</td>
</tr>
<tr>
<td>Pictionary</td>
<td>Each team chooses one person to begin drawing; this position rotates with each word. The drawer chooses a word from the word wall and tries to draw pictures which suggest the word. The pictures cannot contain any numbers or letters. The teammates try to guess the word the drawing is intended to represent without the drawer talking to teammates. Use a timer to limit their time on guessing. The team that guesses the word first gets to advance and take the next turn. If none of the teams guess the word, the turn passes to whichever team should have been next.</td>
</tr>
<tr>
<td>Poem Definition</td>
<td>Use a word from the word wall to create a poem: Line 1: Name it. Line 2: Describe it, rename it. Line 3: Tell where it would be found. Line 4: Tell more about it. Line 5: Use emotion words to tell how you feel about this. Line 6: Explain why you used the emotion words in Line 5.</td>
</tr>
<tr>
<td>Rhymes</td>
<td>Give students a word and ask them to identify a rhyming word from the word wall. Have students create a list of rhyming words for words on the word wall. Have them write a poem or rap using these rhyming words.</td>
</tr>
<tr>
<td>Scavenger Hunt</td>
<td>Use old magazines or newspapers. Students try to locate as many of the word wall words as they can, they can cut them out and paste them into their notebooks.</td>
</tr>
<tr>
<td>Sentence Frames</td>
<td>Use sentence frames and have students use words from the Word Wall to fill in by writing and/or discussion.</td>
</tr>
<tr>
<td>Sign Language</td>
<td>Have sign language pictures are available. Students use sign language to spell the word the teacher says.</td>
</tr>
<tr>
<td>No.</td>
<td>Activity</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>26</td>
<td>Sounds Like...</td>
</tr>
<tr>
<td>27</td>
<td>Stand Up Sit down</td>
</tr>
<tr>
<td>28</td>
<td>Tic-Tac-Toe</td>
</tr>
<tr>
<td>29</td>
<td>Who Wants to Read Like a Millionaire?</td>
</tr>
<tr>
<td>30</td>
<td>Word Pyramid</td>
</tr>
<tr>
<td>31</td>
<td>Word Sorts</td>
</tr>
<tr>
<td>32</td>
<td>Word Wall Snap</td>
</tr>
<tr>
<td>33</td>
<td>Word Wall Stories</td>
</tr>
<tr>
<td>34</td>
<td>WORDO</td>
</tr>
</tbody>
</table>
“All words are pegs to hang ideas on”

– Henry Ward Beecher
Interactive Word Wall

Tracy E. Dennis, M.Ed.

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512-919-5223
What do you currently have on your walls?
## Objectives

<table>
<thead>
<tr>
<th><strong>Content Objective</strong></th>
<th><strong>Language Objective</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify ways to make word walls more interactive and how to use word walls efficiently and effectively.</td>
<td>Explain what makes word wall interactive and use a rubric to identify the strengths and weaknesses of various word walls.</td>
</tr>
</tbody>
</table>
What are Word Walls?
Word Wall is a teaching tool used to enhance literacy by displaying a collection of common vocabulary/sight words.
Which word wall is my favorite?
Which word wall I don’t like?
Why Word Walls?

• Anchor words in long-term memory
• Develops a print-rich environment
• Form important links in concepts
• Easily accessible for all students
Why Word Walls?

• Facilitate word analysis
• Promote cooperative group learning
• Develop a growing core of words that become part of a reading and writing vocabulary
• Foster reading and writing
Why Word Walls?

- **Motivate** students to learn more words
- **Visual record** of skills and content
- **Visual map** of connections between words and characteristics that form categories
Why Word Walls?

• Support the usage of words to construct knowledgeable conversations
• Highlight difficult concepts
• Develop independence by visually scaffolding key information
Types of Word Walls

- High frequency word wall
- Common patterns, phonograms, phrases wall
- Content or thematic wall
- Genre wall
- Current events wall
- Personal wall
- ABC wall
- Words-We-Know wall
- Chunking wall
- Help wall
- Name wall
- Literature word wall
- Prefix/suffix wall
- Compare/contrast wall
Gallery Walk

What type of word wall is it?

What is the purpose of the Word Wall?
Build ELLs Vocabulary

**Strategies:**
- Language-Rich Environment
- **Word Wall**
- Word Sorts
- Graphic Organizers
- Vocabulary Self–Collection
- Personal Dictionaries
- Word Study Books
Build ELLs Vocabulary

Students should:

• Develop **ways to learn** words
• **Personalize** word learning
• Be **immersed** in words
• Learn words through **repeated exposures in multiple ways**
Build ELLs Vocabulary

In order to develop deep understanding of words, students need to see, hear, and use new terms in many contexts.
HOW MANY WORD WALLS SHOULD A CLASSROOM HAVE?
WHO SHOULD HAVE WORD WALLS IN THEIR CLASSROOMS?
Creating Word Walls

• **Be selective** about what words go on the wall.
• Use words **developmentally appropriate** for students in the classroom.
• **Add words gradually,** approximately 5 a week.
• Make words **very accessible** by putting them where everyone can see them, possibly easy to manipulate.
• Write them **big** and in **black or bold** colors.
• Vary **background colors**.
• Include **pictures**.
Creating Word Walls
The BEST Word Walls are student created.
# Word Wall Rubric

<table>
<thead>
<tr>
<th></th>
<th>4 Complete student generated</th>
<th>3 Some student generated and some teacher generated</th>
<th>2 Teacher generated</th>
<th>1 Commercially generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Definitions in students’ own words with examples and/or non-examples</td>
<td>Definitions in student friendly terms with examples and/or non-examples some provided by teacher and some provided by students</td>
<td>Dictionary definition and some examples and/or non-examples provided by the teacher</td>
<td>Dictionary definition or no definition with no examples or non-examples provided</td>
</tr>
<tr>
<td>2</td>
<td>Inclusion of multiple, student created, non-linguistic representations</td>
<td>Inclusion of some student and some teacher created non-linguistic representations</td>
<td>Inclusion of teacher only created non-linguistic representations</td>
<td>No non-linguistic representations</td>
</tr>
<tr>
<td>3</td>
<td>Easily accessible in order to manipulate and able to read from a distance</td>
<td>Somewhat accessible and some can be manipulated, but can be easily read even from a distance</td>
<td>Cannot be read from a distance, but is accessible and can be manipulated</td>
<td>Not accessible, cannot be manipulated, and difficult to read from a distance</td>
</tr>
</tbody>
</table>
How do the Word Walls Rate?
Word Introduction

Four Volunteers, Please
Tips for Introducing Words to the Wall

- Charades
- Hot Potato
- Mystery box
- Scrambled
- Wheel of Fortune
Introducing Words to the Word Wall
Word Wall
It is a tool to use, not just a display.
Definition for Interactive Word Wall

An **interactive**, ongoing collection of systematically organized key words that **changes** from unit to unit.
Using the Wall

• Incorporate into your daily instruction
• Plan time to write with the words
• Use review activities to practice so the words become automatic for students
• Model how to use the Word Wall
Using the Wall

• Sort and categorize words & phrases
• Refer to those words often
• Have students interact with the Word Wall
• Provide conversational scaffolds that structure the ways that students study, think about, and use words
Using the Wall
Interacting with Word Walls
Record Words

• Students create personal dictionaries of key words for them to refer to when reading and writing

• Words can be listed:
  – alphabetically
  – thematically
  – phonetically, etc.

• Students can:
  – write definitions
  – copy the pronunciation
  – draw a picture
  – translate into own language
  – create own sentence for each word
What to Avoid

• Do not simply put up words somewhere in the classroom and tell students to use them.
• Do not use posters and flashcards created by publishing companies.
• Do not treat a word wall like decoration.
Promote Word Consciousness

♥ Look up words
♥ Harvest words
♥ Group words
♥ Examine words
♥ Categorize words
♥ Sort words
♥ Manipulate words
♥ Enjoy words
♥ Collect words
♥ Share words
♥ Take pride in knowing words
THANK YOU!

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Independence
Freedom from the control of others—ability to make your own choices

Representative Democracy
A democracy where the citizens elect leaders to vote on issues.

National
Government for the whole country

State
Government for the state but not the entire country

Liberty
Another word for freedom

Executive Branch
The executive branch of government is responsible for enforcing the laws. The president is head of the executive branch for our country.

Legislative Branch
The legislative branch is the branch of government responsible for making the laws. The legislative branch of the national government is called Congress.

Judicial Branch
The judicial branch of government is responsible for interpreting the laws. The

Government Services
Services that are provided by the government and paid for with tax dollars.

Government
The way an organization or group is managed and controlled.
Click: to press the mouse once or the left hand side of the mouse once
Window: an area of the desktop where a program is running
Text: words
Double Click: a key on the keyboard that moves the cursor to the next line
Cursor: arrow or blinking line that tells you where on the screen you are working
Character: any number, letter, symbol, or space created by the keyboard
Graphics: pictures on the computer
Right Click: to push the button on the right hand side of a mouse in order to find a menu of list of options. On a Mac it's click and control
Scrollbar: A bar that appears on the side or bottom of a window to control which part of a list or document is currently in the window's frame.
Menu Bar: a horizontal strip that contains lists of available menus
Tool Bar: A row of icons that activate commands or functions for the specific program
Handle: an outline of the object appears with small boxes. Each box is a handle. By dragging the handles, you can change the shape and size of the object.
Menu: a list of things that you can choose to do on the computer or in a program
Dock: a shortcut to applications the user puts there and it is used to launch applications and switch between running applications.
Desktop: the screen or working area on the computer
Icon: a picture that is clicked to open a program
Flash Drive: a device that stores files on a computer
Scanner: a device that reads and stores photographic images
Digital Camera: a device that captures images or videos and stores them digitally
Search: A website or software to enter information
Hyperlink: a "link" that you go to go to another computer
Inter: millions of computers connected to each other
Internal: those abilities and the like
External: those abilities and the like
Internet: millions of computers connected to each other
External: those abilities and the like
Internal: those abilities and the like
Delete: a keyboard key that erases the cursor
Enter: keyboard that moves the cursor to the next line
Backspace: a button that erases the cursor.
CREEPING IN THE CREEK

Walk
Run
Hop
Skip
Jog
Leap
Jump
Slide
Chase
Flee
Dodge
Gallop
Growth
Plant
Razor
Turn
Twist
Stretch
Curl
General Space
Personal Space

9
infuriated
mad
angry
bitter
disgusted
grumpy
enormous
colossal
big
stunned
surprised
taken
disgusted
flabbergasted
astonished
amazed
eurps
shocked
chilly
freezing
artic
cold
crisp
blustery
good
delicious
excellent
fabulous
little
small
tiny
pleased
ecstatic
fantastic
mature
great
Weather Words

cold
lightning
storm
rain
windy

summer
winter
fall
spring

hurricane
rainbow
snow
frost

ice storm
cloudy

hot

17
Pared de Palabras de Matemáticas

pequeño  
cuadrado  
hexágono  
grande  
triángulo  
rombo  
trapecio  
largo  
corto  
patrón  
1, 2, 3, 4 número  
alto  
bajo  
calendario  
rombo  
flota  
hunde  
clima
Science

plant
leaves
stem
seed
forest

animal
insect

habitat

texture
texture
rocks

ocean

sand
top soil

flower
desert
roots

Pick something from the science table to write about.
ART Word Wall

- Primary colors
- Secondary colors
- Neutral colors
- Monochromatic colors
- Analogous colors
- Complementary colors
- Cool colors
- Warm colors

- Background
- Middleground
- Foreground
- Perspective
- Depth
- Atmospheric perspective
- Overlapping
- Positive & Negative Space

- Landscape
- Cityscape
- Seascape
- Still Life
- Portrait
- Mosaic

- Variety
- Emphasis
- A variety of lines
- Expressive lines
- Texture lines
- Contour lines

- Geometric Form
- Geometric Shapes
- Organic Form
- Organic Shapes

- Chalk Pastel
- Oil Pastel
- Kiln
- Symmetry

- Facial proportion
<table>
<thead>
<tr>
<th>Halloween Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candy</td>
</tr>
<tr>
<td>Pumpkin</td>
</tr>
<tr>
<td>Graveyard</td>
</tr>
<tr>
<td>Bats</td>
</tr>
<tr>
<td>Dracula</td>
</tr>
<tr>
<td>Witch</td>
</tr>
<tr>
<td>Crows</td>
</tr>
<tr>
<td>Haunted</td>
</tr>
<tr>
<td>Mummy</td>
</tr>
<tr>
<td>Goblins</td>
</tr>
<tr>
<td>Wolf</td>
</tr>
<tr>
<td>Monsters</td>
</tr>
<tr>
<td>Vampire</td>
</tr>
<tr>
<td>Ghost</td>
</tr>
<tr>
<td>Candy Corn</td>
</tr>
<tr>
<td>Evil</td>
</tr>
<tr>
<td>Black Cats</td>
</tr>
<tr>
<td>Skeleton</td>
</tr>
<tr>
<td>Jack o' Lantern</td>
</tr>
<tr>
<td>Broomstick</td>
</tr>
<tr>
<td>Chocolate</td>
</tr>
<tr>
<td>Owl</td>
</tr>
<tr>
<td>Full Moon</td>
</tr>
<tr>
<td>Fangs</td>
</tr>
<tr>
<td>Costume</td>
</tr>
<tr>
<td>Scary</td>
</tr>
<tr>
<td>Blood</td>
</tr>
<tr>
<td>Frankenstein</td>
</tr>
<tr>
<td>Pirates</td>
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<tr>
<td>Zombie</td>
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<tr>
<td>Eyeballs</td>
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<tr>
<td>Spiders</td>
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<tr>
<td>Headless</td>
</tr>
<tr>
<td>Night</td>
</tr>
<tr>
<td>Creepy</td>
</tr>
<tr>
<td>Devils</td>
</tr>
</tbody>
</table>

26
FORMULATE

Evaluate

INFER

Describe

Support

EXPLAIN

Analyze

Summarize

Important Information

Compare

Trace

Contrast

Predict

Omit
WORD WALL B
- candy corn
- cold
- crazy
cat eye case

WORD WALL C
- ding-a-ling
dictionary
- dracula
daring
dragonfly
We use tools

... to protect.
... to explore.
... to record.
... to measure.
the SCIENTIFIC METHOD

1. Ask a question
2. Form a hypothesis
3. Create & conduct an experiment
4. Observe & record data
5. Analyze & conclude
6. Communicate the results
## Rocks

<table>
<thead>
<tr>
<th>Shape</th>
<th>Texture</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>rectangle</td>
<td>Hard</td>
<td>Red</td>
</tr>
<tr>
<td>triangle</td>
<td>Soft</td>
<td>Brown</td>
</tr>
<tr>
<td>circle</td>
<td>Shiny</td>
<td>Gray</td>
</tr>
<tr>
<td>Big</td>
<td>Smooth</td>
<td>Orange</td>
</tr>
<tr>
<td>Little</td>
<td>Rough</td>
<td>White</td>
</tr>
</tbody>
</table>

## Size

<table>
<thead>
<tr>
<th>Big</th>
<th>Little</th>
</tr>
</thead>
</table>
Contractions

I'll

can't

don't

that's

Compound Words

watermelon

outside

inside

storybook

into

Suffixes

liked

steps

painting

answered

asked
Our Portable Word Wall

G H I J K L M
Map Skills

Longitude
Imaginary lines that run from north to south on a globe

Latitude
Imaginary lines that run east to west on the globe

Ohio River

Rio Grande

Colorado River

Mississippi River

Equator
0° latitude—Divides the earth into northern and southern hemispheres

Prime Meridian
0° longitude—Divides the earth into eastern and western hemispheres
WORD WALL

Confusing Words
- weather or whether
- there (a place)
- then (possessive)
- know or now (time)
- its (possessive)
- which
- affect (verb)
- loose (doesn’t fit)
- book’s (possessive)
- book’s (possessive)

Contractions
- whose or who’s (who is)
- accept (agree except exclude)
- to or too (too much)
- where or were
- alright all right
- than (compare) then (time)
- affect (verb) effect (noun)
- book’s (possessive) books (plural)

Commonly Misspelled Words
- absence
- accidentally
- accompanied
- apparent
- believe
- calendar
- column
- criticize
- definitely
- embarrass
- existence
- familiar
- foreign
- generally
- government
- grammar
- guarantee
- height
- immediate
- independent
- knowledge
- lovely
- maneuver
- necessary
- opponent
- particular
- piece
- receive
- separate
- weird

I saw a movie.
I saw a movie.
I saw a movie.

DEAD WORD CEMETERY

happy
  joyful
  content
  fortunate
  lighthearted
  glad
  satisfied

sad
  blue
  dismals
  heavyhearted
  morose
  depressed
  mournful
  joyless
  desolate
  grieving
  dreary
  pathetic
  triste
  dispirited
  dump
  downbeat
  sorrowful

see
  behold
  notice
  observe
  perceive
  view
  scrutinize
  espy
  examine
  inspect
  discern
  scan
  watch
  study

say
  declare
  state
  utter
  articulate
  proclaim
  remark
  comment
  recite
  avow
  repeat
  quote
  cite
  pronounce
  cite
  enunciate
  breathe
  deliver

very
  very
  very
  well
  well
  well

LearningFocused.com
VERBS
MORTIFY
AMBUSH
INTERROGATE
DERIDE
ABSCOND
PONDER
OUTWIT
CONDEMN
BAMBOOZLE
ENCUMBER
IMPLORE
BANTER
MORTIFY

ADJECTIVES
5CURLY
HEED
STUPEFY
COAX
MUSTER
LIVID
UNKEMP
BEDLAM
JUBILANT
UNCOUHT

MIDIAN
TURMOIL
ACCENTUATE
DETEST
EAR

KNOCK
DEFEAT
TERMINATE
TERMINATE

PERPLEX
CHAFE
ADMONISH
ERRONEOUS

CANTANKEROUS
PERILOUS
TOTAL
NOTORIOUS

ABOMINABLE
PERILOUS
ABOMINABLE
NOTORIOUS
Farm Words

cow

chicken

goat

sheep

pig

Corn

farmer

Tractor
Reading Vocabulary

- Lazy
- Patient
- Humble
- Show Off
- Responsible
- Helpless
- Sorrow
- Silly
- Fear
- Practical
- Jealous
- Ecstatic
- Agitated
- Alarm
- Astonished
- Bashful
MUSIC WORDS

DYNAMICS
- Loud
- Mezzo Forte
- Forte
- Fortissimo
- Soft
- Mezzo Piano
- Piano
- Pianissimo
- Crescendo
- Decrescendo

TEMPO
- Slow
- Largo
- Andante
- Moderato
- Fast
- Presto
- Ritardando
- Accelerando

FORM
- Binary
- Ternary
- AB
- ABA
- Round
- Canon
- Sonata
- Rondo

EXPRESSION
- Dolce
- Marcato
- Legato
- Staccato
- Staccato
- Pizzicato

RHYTHM
- Whole Note 4 beats
- Half Note 2 beats
- Quarter Note 1 beat
- Eighth Note 1/2 beat
- Sixteenth Note 1/8 beat
- Whole Rest 4 beats
- Half Rest 2 beats
- Quarter Rest 1 beat
- Eighth Rest 1/2 beat
- Sixteenth Rest 1/8 beat
- Sixteenth Rest 1/8 beat
Math Vocabulary Word Wall

- straight edge
- geometry
- geometry template
- line
- vertex (1)
- right angle
- $\angle =$ angle
- obtuse angle
- ray
- vertices (2*)
- acute angle
- parallel
- $\parallel =$ parallel lines
- data
- straight angle
- point
- end point
- line segment
- intersect
- place value
- minimum
- maximum
- range
- mode
- median
- $x$-axis
- $y$-axis
- estimate
- whole number
- numerator
- denominator
- fraction
- area
Use the word wall to help you find the right way to spell tricky words.

- Threw or Through?
  - Threw: I threw the ball over there.
  - Through: I walked through a puddle.

- There, Their or They're?
  - There: Your coat is over there.
  - Their: That is their car.
  - They're: They're going on holiday tomorrow.

- To, Too or Two?
  - To: I went to the park.
  - Too: I have eaten too much chocolate.
  - Two: There are two apples on the table.

- By or Buy?
  - By: I'll wait in the bus stop.
  - Buy: I'm going to buy you a present.

- Know or New?
  - Know: I know how to do it.
  - New: My jumper is new.

- Sun, Son, Tale, Tail

- Eight, Ale

- Four or Far?
  - Four: I have got four pencils.
  - Far: Shall we go for a walk?

- No or Know?
  - No: No, you can't do that!
  - Know: Do you know the right answer?

- sail, sale, FOR SALE

- Write or Right?
  - Write: Write down the date.
  - Right: You got the answer right.

- Where or wear?
  - Where: Where are you going?
  - Wear: What are you going to wear?

- Night, Knight, Knit, Knot

- Hear or Here?
  - Hear: I can hear what you're saying.
  - Here: Bring that back here.
BOILING POINT

CONDENSATION

SUBLIMATION

VAPORIZATION

INSULATOR

HEAT CAPACITY

EVAPORATION

CONTRACTION

- The temperature at which a liquid begins to boil and turns into a gas.
- The process of changing from a gas or vapour into a liquid.
- A rapid conversion of a liquid into a gas or vapour, sometimes known as boiling.
- A substance that resists the passage of heat, sound, or electricity.
- The measure of the amount of heat needed to raise the temperature by 1°C.
- A decrease in the volume of an object.
- The change of state from a liquid to a gas.
- **Kite**
  - Connected sides (adjacent)
  - $\angle BAD = \angle DCE$
  - Diagonals bisects $\angle BAC$ and $\angle CDE$

- **Isosceles Trapezoid**
  - Base angles are congruent

- **Rhombus**
  - All sides are congruent
  - The diagonals are perpendicular
  - Diagonals bisect the angles

- **Square**
  - It is a parallelogram
  - It is a rectangle
  - It is a rhombus

- **Parallelogram**
  - Opposite sides are equal and parallel
  - Opposite angles are equal
  - Diagonals bisect each other

- **Rectangle**
  - It is a parallelogram
  - A right angles
  - Diagonals are congruent
Life in the Sea

- Beluga
- Hammerhead Shark
- Humpback Whale
- Dolphin
- Sea Otter
- Manatee
- Sea Urchin
- Mussel
- Eel
- Puffer Fish
- Big Eye Fish
- Squid
- Octopus
- Crab
- White Whale
- Orca Whale
- Coral
- Green Sea Turtle
- Giant Clam
- Sea Anemone
- Jellyfish
- Stingray
- Brain Coral
- Parrot Fish
- Clownfish
- Portuguese Man of War
- Shrimp
- Lobster
- Angel Fish
- White Shark
# Word Wall Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Completely student generated</strong></td>
<td><strong>Some student generated and some teacher generated</strong></td>
<td><strong>Teacher generated</strong></td>
<td><strong>Commercially generated</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Definitions in students’ own words with examples and/or non-examples</strong></td>
<td><strong>Definitions in student friendly terms with examples and/or non-examples some provided by teacher and some provided by students</strong></td>
<td><strong>Dictionary definition and some examples and/or non-examples provided by the teacher</strong></td>
<td><strong>Dictionary definition or no definition with no examples or non-examples provided</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Inclusion of multiple, student created non-linguistic representations</strong></td>
<td><strong>Inclusion of some student and some teacher created non-linguistic representations</strong></td>
<td><strong>Inclusion of teacher only created non-linguistic representations</strong></td>
<td><strong>No non-linguistic representations</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Easily accessible in order to manipulate and able to read from a distance</strong></td>
<td><strong>Somewhat accessible and some can be manipulated, but can be easily read even from a distance</strong></td>
<td><strong>Cannot be read from a distance, but is accessible and can be manipulated</strong></td>
<td><strong>Not accessible, cannot be manipulated, and difficult to read from a distance</strong></td>
</tr>
</tbody>
</table>