

Vocabulary Activities and Lessons

for

Parents and Students

These activities and lessons are designed for families and their guests to use at home after playing the games in *Verbal Education*. Any and all can be used to reinforce words that have already been learned or to learn new words. Both adults and teens will find these activities and lessons fun and easy to use after becoming familiar with the mnemonics in the *Verbal Education* game.

Table of Contents

1. Simon Says	2
2. Truth or Lie	4
3. Trick and Treat	6
4. Flatter Me	8
5. The Bought or Naught Contest	10
6. What did you learn in school today, dear?	12
7. Word Toss	13
8. My Vocabulary Valentine	15
9. Having the Last Word	16
10. The Never Ending Story	18
11. Talk Show	19
12. Vocabulary Charades	24
13. Loop de Loop	25
14. Use It or Lose It	27
15. See It, Say It, Save It	30
16. Progressive Story	33
17. Connect the Words	35
18. Free Association - Kindred Spirits	38
19. Word Drop	40
20. Roses are Red	42
21. Show and Tell	43
22. Pen Pals	45
23. Movie Review	46
24. House Rules	47
25. Fly Swatter or Stomp the Pictures	48

1. Simon Says

Directions:

1. This game is designed for three or more players.
2. Players can use this activity to learn any new group of words.
3. Each player picks one or more words to learn. Participants should pick words that will help them in school and on important tests like the SAT. If a player has a list of words from school that he or she must learn, this is a good place to look. If a player remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a player remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A player could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.
4. Participants look up the new words in an online or printed dictionary of their choice and read all of the definitions until they understand what the words mean.
5. Players decide on what actions would best convey the meaning of each word. Samples are provided for you below:

Sample Simon Says Words and Actions

Word Said Out	Definition	The Actions the Players Must Perform
Loud		
“Simon Says Recumbent”	Lying down, reclining, leaning	Lie down on the floor
“Simon Says Taciturn”	Silent, uncommunicative, quiet	Put your hand over your mouth
“Simon Says Jingoist”	Flag-waver, patrioteer	Salute
“Simon Says Disdain”	Dislike, scorn, contempt	Stick out your tongue
“Simon Says Soporific”	Sleepy, drowsy	Close your eyes, tilt your head to one side and cradle your head in your hands as if you are taking a nap

6. Players play a game of Simon Says using the actions they chose to illustrate the meanings of their words. Playing *Verbal Education* will make it easy for players to choose appropriate words and actions. Connecting words to familiar actions works like the mnemonics in *Verbal Education* and will enable players to always remember the chosen words and definitions.

7. The winner is the last one left as each person who does not do what Simon Says is eliminated.

2. TRUTH OR LIE

Directions:

1. This game is designed for two or more players.
2. Players can use this activity to learn any new word or group of words.
3. Each player picks a new word to learn. Participants should pick words that will help them in school and on important tests like the SAT. If a player has a list of words from school that he or she must learn, this is a good place to look. If a player remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a player remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A player could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.
4. Participants look up the new words in an online or printed dictionary of their choice and read all of the definitions until they understand what the words mean. They should be sure to check what parts of speech their words are so they use them correctly. If a word is a noun, they should be sure to use it as a noun, if a verb, use it as a verb, etc.
5. Each player composes two anecdotes or stories about his or her life, one will be true and one will be false. Each anecdote should use the chosen new word at least twice. Players should try to make both stories sound true so it is difficult for anyone to tell which is which. Each anecdote should contain context clues. (Context clues are words that show the meaning of a chosen word. An example of a sentence that contains a context clue is *I was **timorous** about getting up on stage because being in front of people frightens me.* The context clue is *frightens* and helps to show that the meaning of *timorous* is *fearful and timid.*)
6. Each player tells his or her anecdotes to the other players.
7. The people listening to the anecdotes guess which is the truth and which is the lie. Playing ***Verbal Education*** will make it easy for players to choose appropriate anecdotes and stories. Connecting words to anecdotes and stories works like the mnemonics in ***Verbal Education*** and will enable players to always remember the chosen words and definitions.

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8. Whoever fools the most audience members and has used good context clues wins.

3. TRICK AND TREAT

Directions:

1. This game is designed for a group of players to play at a Halloween party or around Halloween time.
2. Players can use this activity to learn any new word or group of words.
3. Each player picks a new word to learn. Participants should pick words that will help them in school and on important tests like the SAT. If a player has a list of words from school that he or she must learn, this is a good place to look. If a player remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a player remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A player could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.
4. Several days before the party, players look up the new words in an online or printed dictionary of their choice and read all of the definitions until they understand what the words mean. They should be sure to check what parts of speech their words are so they use them correctly.
5. Players prepare costumes that illustrate their chosen words and wear signs or large badges with their assigned words displayed.
6. On the day of the party, each player in turn gets up in front of the others and explains how his or her costume illustrates the meaning of the word displayed on the costume. Playing **Verbal Education** will make it easy for players to choose appropriate costumes. Connecting words to memorable costumes works like the mnemonics in **Verbal Education** and will enable players to always remember the chosen words and definitions.
7. The player with the best word-illustrated costume wins. The winner can be determined in several ways. A pre-determined judge can choose the best costume or the winner can be determined by a show of hands by the players or guests at a Halloween party.

This activity is ideal for *Halloweenish* words like *nefarious* which means evil and could describe a witch or *chiaroscuro* which means the interplay between light and shadow and could describe the light and shadow of a Jack-o'Lantern.

4. FLATTER ME

Directions:

1. This game is designed for two or more players. If there are more than two people, players should divide themselves into pairs.
2. Players can use this activity to learn any new word or group of words.
3. Each player picks a new word to learn. Participants should pick words that will help them in school and on important tests like the SAT. If a player has a list of words from school that he or she must learn, this is a good place to look. If a player remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a player remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A player could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.
4. Players look up the new words in an online or printed dictionary of their choice and read all of the definitions until they understand what the words mean. They should be sure to check what parts of speech their words are so they use them correctly. If a word is a noun, they should be sure to use it as a noun, if a verb, use it as a verb, etc.
5. Players compose a compliment that they can pay to their partner who may be a parent, child, or friend. Players should use their new word in the compliment and make sure that the meaning of the word is clear by using context clues. (Context clues are words that show the meaning of a chosen word. An example of a sentence that contains a context clue is *I was **timorous** about getting up on stage because being in front of people frightens me.* The context clue is *frightens* and helps to show that the meaning of *timorous* is *fearful and timid.*) An example of an appropriate compliment is provided below. Players should try to make their compliments relevant so everyone will remember the definitions.

Example

Assigned Word: **parsimonious**

Definition: stingy with money

Compliment: Mom, I really appreciate the fact that you're not **parsimonious** with me and are so generous in buying me all the things I need, especially that new pair of \$200 sneakers that you're going to get me.

6. Players take turns paying the compliments to their partners. If more than one pair is playing, compliments should be paid in turn so everyone can hear every compliment. Playing *Verbal Education* will make it easy for players to choose appropriate compliments. Connecting words to real compliments works like the mnemonics in *Verbal Education* and will enable players to always remember the chosen words and definitions.

7. The winner is the one with the compliment that makes it easiest to remember the chosen word and definition and contains a good context clue. The winner can be decided by a pre-appointed non-playing judge or a show of hands by the participants.

5. THE BOUGHT OR NAUGHT CONTEST

Directions:

1. This game is designed for two or more people.
2. Players can use this activity to learn any new word or group of words.
3. If more than two people are playing, they divide into pairs. Each pair will constitute a business partnership.
4. Each pair picks a new word to learn. Participants should pick words that will help them in school and on important tests like the SAT. If a player has a list of words from school that he or she must learn, this is a good place to look. If a player remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a player remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A player could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.
5. Players look up the new words in an online or printed dictionary of their choice and read all of the definitions until they understand what the words mean. They should be sure to check what parts of speech their words are so they use them correctly. If a word is a noun, they should be sure to use it as a noun, if a verb, use it as a verb, etc.
6. Players compile a box of broken toys, tools, jewelry, and anything with moving parts that can be found around the house, garage, attic, and basement. This is a good time to collect things that should be thrown away but now can be given one last chance to be useful before they end up in the trash. This box will become the box of raw materials that will be used to create new products.
7. Working in pairs, contestants will create (*or engender*) an original product. They will provide a:
 1. **prototype**
 2. **name**
 3. **slogan**
 4. **commercial**
 5. **sales pitch**

1. **Prototype:** Using items from the box of raw materials, pairs will create the **prototype** of a new product. The prototype must perform a function consistent with the meaning of the chosen word. For example, if the

chosen word is *pulchritude* which means physical beauty, the function of the chosen word should make someone more beautiful. If the chosen word is “obliterate” which means *destroy*, the product must destroy something. Pairs will decide what the function of their product is.

2. **Name:** Pairs will give their products names. The **name** must contain the word from #4 on the previous page but may also contain modifiers to make it more specific. For example, if a pair’s word is *dilettante*, the prototype’s name must have the word *dilettante* in it.

3. **Slogan:** Pairs will write a **slogan** for their product. This must be a memorable phrase that will help the buying public remember the product. It could also be in the form of a jingle.

4. **Commercial:** Pairs will write a **commercial** to sell their product. The commercial should spotlight the product’s advantages and reasons for people to buy it. It should show the name and prototype of the product, demonstrate the product’s function, and contain the slogan. Contestants should end their commercial with their slogan.

5. **Sales Pitch:** Pairs will give a sales pitch for their product by performing their commercials. The sales pitch can be given to a third party or the other contestants.

Playing *Verbal Education* will make it easy for players to choose appropriate prototypes, slogans, commercials and sales pitches. Connecting words to concrete products, slogans, and commercials works like the mnemonics in *Verbal Education* and will enable players to always remember the chosen words and definitions.

The winner will be the pair with the best product. Someone should be appointed to decide who has the best product or the participants could vote and the one with the most votes wins.

6. What Did You Learn in School Today, Dear?

Directions:

1. This game is designed to be played by two children and a parent.
2. Players can use this activity to learn any new word or group of words.
3. The child chooses a new word to learn. The child should pick a word that will help him or her in school and on important tests like the SAT. If a player has a list of words from school that he or she must learn, this is a good place to look. If a player remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a player remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A player could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.
4. The child looks up the new word in an online or printed dictionary of his or her choice and reads all of the definitions until he or she really understands what the word means. They should be sure to check what parts of speech their words are so they use them correctly. If a word is a noun, they should be sure to use it as a noun, if a verb, use it as a verb, etc.
5. The child uses the chosen word in a one or two sentence description of something he or she learned in school recently using the new word. One of the sentences must contain a context clue. (Context clues are words that show the meaning of a chosen word. An example of a sentence that contains a context clue is *I was timorous about getting up on stage because being in front of people frightens me*. The context clue is *frightens* and helps to show that the meaning of *timorous* is *fearful and timid*.)
6. The child says to the parent, *Mom (or Dad), aren't you going to ask me what I learned in school today?*
7. The parent responds with , *"Of course. What did you learn in school today, dear?"*.
8. The child reads or repeats from memory what he or she has written. Playing **Verbal Education** will make it easy for players to choose appropriate responses. Connecting words to responses about school works like the mnemonics in **Verbal Education** and will enable players to always remember the chosen words and definitions.
9. The child with the best response wins. The best response is the one that makes it easy to remember the new word and definition and contains a good context clue. This game should be played on a daily basis to help kids grow their vocabularies.

7. WORD TOSS

Directions:

1. This activity is designed for a group of players.
2. Players can use this activity to learn any new group of words.
3. Each player picks four new words to learn. Participants should pick words that will help them in school and on important tests like the SAT. If a player has a list of words from school that he or she must learn, this is a good place to look. If a player remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a player remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A player could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.
4. Players look up the new words in an online or printed dictionary of their choice and read all of the definitions until they understand what the words mean. They should be sure to check what parts of speech their words are so they use them correctly. If a word is a noun, they should be sure to use it as a noun, if a verb, use it as a verb, etc.
5. Players write each new word and definition on a separate piece of paper.
6. Players form a circle and place a trash can in the middle.
7. One player takes on the role of leader.
8. The leader begins a discussion. For example, the leader may begin with the statement, "I think every kid who graduates from high-school should get a new laptop as a gift."
9. Players respond by raising their hands and being called on by the leader. When called upon, the players must make a comment that continues the discussion and uses one of their new words that is written on one of the pieces of paper. Each comment must also contain a context clue. (Context clues are words that show the meaning of a chosen word. An example of a sentence that contains a context clue is *I was timorous about getting up on stage because being in front of people frightens me*. The context clue is *frightens* and helps to show that the meaning of *timorous* is *fearful and timid*.)
10. Once the word has been used, the player looks at the leader who decides if the comment is acceptable. It is acceptable if it continues the discussion and contains a good context clue. If it is acceptable, the leader nods his or her head and the player crumples up the piece of paper with the used word on it and tosses it into the trash can.

11. Play continues until all players have no more words left to use. Playing *Verbal Education* will make it easy for players to choose appropriate responses. Connecting words to responses about familiar situations works like the mnemonics in *Verbal Education* and will enable players to always remember the chosen words and definitions.

12. The winner is the person who used all of his or her words first and was able to land all of his or her crumpled up pieces of paper in the trash can.

8. My Vocabulary Valentine

Directions:

1. This activity is designed for one or two participants to be used on or near Valentine's Day.
2. Participants can use this activity to learn any new word or pair of words.
3. Each participant picks a new word to learn that has a positive meaning. (Negative words are not appropriate for this activity.) Participants should pick words that will help them in school and on important tests like the SAT. If a player has a list of words from school that he or she must learn, this is a good place to look. If a player remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a player remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A player could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.
4. Participants look up the new words in an online or printed dictionary of their choice and read all of the definitions until they understand what the words mean. They should be sure to check what parts of speech their words are so they use them correctly. If a word is a noun, they should be sure to use it as a noun, if a verb, use it as a verb, etc.
5. Participants will make a valentine card for a friend or relative. The friend or relative they choose should personify, embody, or exemplify the meaning of the assigned word.
6. Valentines should be in the form of a greeting card, contain some kind of picture, drawing, or graphic. It should also contain a small poem or message to or about the person to whom it will be sent. The poem or message should contain the assigned word and the word's meaning must be made clear through context clues. (Context clues are words that show the meaning of a chosen word. An example of a sentence that contains a context clue is *I was timorous about getting up on stage because being in front of people frightens me.* The context clue is *frightens* and helps to show that the meaning of *timorous* is *fearful and timid.*) The context clue for this game can also be a picture.
7. Each person will show his or her Valentine to the group and read the poem or message. The winner is the person with the best Valentine which will have good context clue and make it easy to remember the new word and definition. The winner can be chosen by a pre-appointed judge or by a show of hands by the participants. Participants will send or give their cards to the intended recipients. The cards, although in the form of a Valentine, can be given or sent any time during the year. Everyone likes to receive greeting cards.

Playing **Verbal Education** will make it easy for players to compose appropriate poems and messages. Connecting words to an admired person or loved one works like the mnemonics in **Verbal Education** and will enable players to always remember the chosen words and definitions.

9. HAVING THE LAST WORD

Directions:

1. This activity is designed for a group of people.
2. Players can use this activity to learn any new group of words.
3. Each participant picks a new word to learn. Participants should pick words that will help them in school and on important tests like the SAT. If a player has a list of words from school that he or she must learn, this is a good place to look. If a player remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a player remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A player could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.
4. Participants look up the new words in an online or printed dictionary of their choice and read all of the definitions until they understand what the words mean. They should be sure to check what parts of speech their words are so they use them correctly. If a word is a noun, they should be sure to use it as a noun, if a verb, use it as a verb, etc.
5. Players divide into pairs.
6. Pairs will write a short argument about something. Each person must use his or her word in the argument at least two times. The argument should contain context clues. (Context clues are words that show the meaning of a chosen word. An example of a sentence that contains a context clue is *I was timorous about getting up on stage because being in front of people frightens me.* The context clue is *frightens* and helps to show that the meaning of *timorous* is *fearful and timid.*) Pairs will decide who will have the last word in the argument. The last word will be the last sentence and should contain both words.
7. Each pair takes a turn arguing in front of the rest of the players. Playing **Verbal Education** will make it easy for players to choose appropriate dialogue and argument. Connecting words to a real argument works like the mnemonics in **Verbal Education** and will enable players to always remember the chosen words and definitions.

8. The pair with the best word-based argument wins. The best argument is the one with a good context clue and makes it easy to remember the new word and definition. The winner can be determined by a pre-appointed judge or by a show of hands by the participants.

10. The Never Ending Story

Directions:

1. This game is designed for a group of players.
2. Players can use this activity to learn any new word or pair of words.
3. Each player picks a word to learn. Participants should pick words that will help them in school and on important tests like the SAT. If a player has a list of words from school that he or she must learn, this is a good place to look. If a player remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a player remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A player could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.
4. Participants look up the new words in an online or printed dictionary of their choice and read all of the definitions until they understand what the words mean. They should be sure to check what parts of speech their words are so they use them correctly. If a word is a noun, they should be sure to use it as a noun, if a verb, use it as a verb, etc.
5. Players form a circle. The first person in the circle starts a story using his or her word.
6. The person to the right of the story-starter continues the story using his or her word.
7. Each person takes a turn introducing characters, conflicts, dialogue, and resolutions. When one conflict is resolved, the next player can continue the story by using the phrase “ And then”. After using this phrase the character can introduce a new character with a new problem.
8. Anyone who cannot come up with something to add to the story using his or her assigned word in a pre-determined period of time (suggested time: 10 seconds) is out and must push his or her chair back from the circle. If no players are “out” after a few rounds, the group may choose to reduce the amount of response time allowed.
9. The players that are left in the circle are the winners.
10. Players can play more rounds by exchanging words so everyone has a new word, choosing a new story-starter who will start a new story, and playing new rounds.

TALK SHOW

(Letterman, Leno, Dr. Phil, The View, Oprah)

Directions:

This game is designed for a group of players.

The Green Room Activity

1. Players will divide into pairs.
2. Each player picks a new word to learn. Participants should pick words that will help them in school and on important tests like the SAT. If a player has a list of words from school that he or she must learn, this is a good place to look. If a player remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a player remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A player could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.
3. Players will look up their words in the dictionary, learn how to pronounce them and read all of the definitions until they really know what their words mean and how to use them. They must also know the word's part of speech. If the word is a noun, they must use it as a noun in this activity, if a verb, they must use it as a verb in this activity, etc.
4. Players will make up interview questions on the **Player Worksheet**, using the **Completed Sample Questions and Answers Worksheet** as a guide but adding new questions as they think of them. Each question and answer must contain the assigned word as illustrated on the **Completed Sample Questions and Answers Worksheet**. Players should notice that the questions on the worksheet require extended answers, not one word answers. Some questions require explanations and others require that the speaker tell an anecdote or story. Players must be certain that their questions elicit the same kinds of responses. They may not ask a question that could be answered with a simple *yes* or *no*.
5. Students in each group will clearly print each word, its definition, and part of speech on index cards.

The Show

Each player will take a turn being the host and a turn being the guest.

Hosts

1. As the host, each player will greet his or her guest just like it's done on television. Hosts will then give the index card with the word information to the guest and ask the guest to read it out loud.
2. Hosts will then ask questions of their guests following the worksheet that they filled out.

3. Hosts should feel free to deviate from the worksheet if they wish and ask for details and follow up on questions.

Guests

1. Guests will accept the index card with the word information and read it out loud when asked.
2. When answering questions, the guest must use the chosen word, pronounce it correctly, and use it correctly. They must also use a context clue in each response. (Context clues are words that show the meaning of a chosen word. An example of a sentence that contains a context clue is *I was timorous about getting up on stage because being in front of people frightens me.* The context clue is *frightens* and helps to show that the meaning of *timorous* is *fearful and timid.*) Guests should try to give answers similar in structure to the ones on the worksheet. Note: If a guest neglects to include a context clue in the response, the host should ask the question again and insist on a response with a context clue.
3. If a guest is asked a question and cannot come up with an answer, he or she may turn for help to the studio audience (the rest of the players) but this must be kept in mind when determining a winner when the game is over.

Playing ***Verbal Education*** will make it easy for players to compose appropriate questions and answers. Connecting words to a real interview works like the mnemonics in ***Verbal Education*** and will enable players to always remember the chosen words and definitions.

The Winner

There will be two winners: one for the best host and one for the best guest. The winners can be determined by a pre-appointed judge or by a show of hands by the studio audience.

Variation: One player might be the sole host and 4 or 5 other players serve as guests.

TALK SHOW

Completed Sample Question and Answer Worksheet

for the word

BENEVOLENT which means good will

SAMPLE QUESTIONS	SAMPLE ANSWERS
Tell us about a time in your life when you were a benevolent person.	I was a benevolent person when I gave money to the Salvation Army outside of Macy's at Christmas time last year. (Plus elaboration with details.)
Tell us about some people you think are benevolent and tell us why.	I think the people who work at shelters, who volunteer for the fire departments, and who assist in food banks are benevolent . I say this because these people do not get paid for their time. They volunteer because they feel good will toward others. (Plus elaboration with details.)
Tell us about some things that you can do to become more benevolent .	I could be benevolent by volunteering to help at charity events like St. Clare's Harvest Festival, Project Lead, and the Fire Hall's Flea Market. (Plus elaboration with details.)
What event in your life caused you to be benevolent and explain why.	When my friend's house burned down, I realized how important it is to be benevolent . If no one helped her in this tragedy, it would have been even worse for her. (Plus elaboration with details.)
What situations can you see yourself in one day that would make you want people to be benevolent toward you.	If I'm ever injured, I would want people to be benevolent and help me. If I were in a car accident, I would want them to stop and help. (Plus elaboration with details.)

TALK SHOW

Question Worksheet

for the word _____
(print your word above)

which means _____
(print the definition of your word above)

QUESTIONS

Tell me about a time in your life when _____

Tell me about a person or people in your life who _____

Tell us about something you can do in the future to _____

Tell me about an event in your life when _____

and explain why this happened.

What situation can you see yourself in one day that _____

12. Vocabulary Charades

Directions:

1. This activity is designed for a group of players.
2. Players can use this activity to learn any group of new words.
3. A self-appointed leader chooses a list of words to use. The leader should choose words that will benefit the players in school. Words from a novel, course, or an assigned list would be good choices. Words in current use from the news or television shows would also be good choices.
4. The leader looks up the new words in an online or printed dictionary of his or her choice and copies each word, its definition, part of speech, and pronunciation key on an index card using one card for each word.
5. The leader puts all the words in a hat or a deep bowl.
6. Each person chooses a word from the hat or bowl and acts out the meaning of the word following the same procedure used to play charades. Players can also act out the pronunciation of the word by using the technique of *sounds like*.
7. Respondents try to guess the word and receive a point for each word correctly guessed. If a respondent is able to sound out the word correctly, even if he or she obviously does not recognize the word, he or she still receives a point. Playing **Verbal Education** will make it easy for players to act out appropriate actions. Connecting words to a game such as this works like the mnemonics in **Verbal Education** and will enable players to always remember the chosen words and definitions.
8. The person with the most points at the end of the game wins.

13. Loop de Loop

Directions:

1. This game is designed for a group of players.
2. Each player picks a new word to learn. Participants should pick words that will help them in school and on important tests like the SAT. If a player has a list of words from school that he or she must learn, this is a good place to look. If a player remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a player remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A player could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.
3. Players will look up their words in the dictionary, learn how to pronounce them and read all of the definitions until they really know what their words mean and how to use them. They must also know the word's part of speech. If the word is a noun, they must use it as a noun in this activity, if a verb, they must use it as a verb in this activity, etc.
4. Participants will try to memorize their words because they will not be allowed to keep copies of the word and definition with them during the Circle Activity.
5. Participants will form a circle. No one will be allowed to have any papers. Everyone must remember his or her word and definition.
6. A pre-appointed leader will begin a discussion holding a Kush ball (or a crumpled up piece of paper).
7. The leader will then throw the ball (or paper) to someone and that person must continue the discussion by responding to what was said previously.
8. Players must use their words in *every* response and the word *because*. They must use the word *because* as a way to explain their response and show that they know what their word means. A context clue should appear after the word *because*. (Context clues are words that show the meaning of a chosen word. An example of a sentence that contains a context clue is *I was timorous about getting up on stage because being in front of people frightens me*. The context clue is *frightens* and helps to show that the meaning of *timorous* is *fearful and timid*.)

Players should structure their responses after the example that follows.
9. After each student responds, he or she will throw the ball to another student.
10. If a player does not respond within a time period designated by the leader (20 seconds suggested), the participant is out of the loop and must move his or her chair back from the circle. Participants who have left the circle should listen to the rest of the discussion and use the remaining part of the discussion as a way to learn additional words. Playing **Verbal Education** will make it easy for players to choose appropriate

responses. Connecting words to a discussion such as this works like the mnemonics in *Verbal Education* and will enable players to always remember the chosen words and definitions.

11. The last one left in the circle wins.

Example Response

Leader begins

I think that every kid in school should get an Ipad.

(Leader throws the ball to a player)

Player with the word banal.

I agree. And keep in mind that an Ipad is not a banal thing, because it is very, very, cool.

(Player throws the ball to another student)

Player with the word miser.

An Ipad is not cheap either. You can't be a miser and buy an Ipad because you have to spend a lot of money on an Ipad.

14. Use It or Lose It

Directions:

1. This game is designed for a group of players.
2. Players should divide into pairs for this game.
3. Each pair picks a new word to learn. Players should pick words that will help them in school and on important tests like the SAT. If players have a list of words from school that they must learn, this is a good place to look. If players remember hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If players remember seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. Players could open a textbook or novel and skim until they find an unfamiliar word. This unfamiliar word would be a good choice.
4. Pairs will look up their words in the dictionary, learn how to pronounce them and read all of the definitions until they really know what their words mean and how to use them. They must also know the word's part of speech. If the word is a noun, they must use it as a noun in this activity, if a verb, they must use it as a verb in this activity, etc.
5. Students will fill out the **Use It or Lose It Worksheet** which follows using the **Completed Sample Use It or Lose It Worksheet**, which also follows, as guide.
6. Each pair takes a turn performing their conversation or dialogue. Other players can extend each conversation by improvising more dialogue but each statement or dialogue must contain the targeted word and a context clue. (Context clues are words that show the meaning of a chosen word. An example of a sentence that contains a context clue is *I was timorous about getting up on stage because being in front of people frightens me.* The context clue is *frightens* and helps to show that the meaning of *timorous* is *fearful and timid.*)
7. The pair with the best conversation, the one that is the most interesting, has clear context clues, and uses the chosen word in the most memorable way, wins. The winner is chosen either by a pre-appointed judge or by a show of hands by the players.

Playing **Verbal Education** will make it easy for players to compose appropriate dialogue. Connecting words to a conversation works like the mnemonics in **Verbal Education** and will enable players to always remember the chosen words and definitions.

Completed Sample Worksheet for Use It or Lose It

Write your word and its definition in the spaces below.

Word: Egregious

Definition: – bad behavior

MNEMONIC

In the space below write a mnemonic or trick that will help *you* remember the word.

The first part of egregious looks and sounds like egg. When you egg a house, it is a very bad thing to do.

Write a conversation between two people - a conversation that you might actually hear from a couple of your friends. Be sure to use your word in *each* dialogue.

First Person

*“Hey, Bobby, tomorrow’s mischief night. Got any **egregious** behavior planned?”*

Second Person

*“Yeah, I was thinking about egging and TPing some houses, but I think that’s a little too **egregious**.”*

First Person

*“A little too **egregious** for my taste too. You could get in serious trouble.”*

Second Person

*“I don’t need to get grounded again for doing **egregious** stuff. I’m staying home on mischief night.”*

Example of improvised dialogue to invite audience members.

Invited Audience Member

*“Well, I don’t care if I get in trouble for **egregious** behavior. I’m already grounded .”*

Worksheet for Use It or Lose It

Write your word and its definition in the spaces below.

Word: _____

Definition: _____

MNEMONIC

In the space below write a mnemonic or trick that will help *you* remember the word. Use the mnemonics in VERBAL EDUCATION as a guide to the kinds of mnemonics that work for vocabulary.

Write a conversation between two people - a conversation that you might actually hear from a couple of your friends. Be sure to use your word in *each* piece of dialogue.

First Person

Second Person

First Person

Second Person

15. See It, Say It, Save It

A Seven-Step Vocabulary Lesson

Directions:

1. This activity is designed for one or more pairs of participants.
2. Each participant chooses a word. Participants should pick words that will help them in school and on important tests like the SAT. If a participant has a list of words from school that he or she must learn, this is a good place to look. If a participant remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a participant remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A participant could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.
3. Participants look up the new words in an online or printed dictionary of their choice and read all of the definitions until they understand what the words mean. They should be sure to check what parts of speech their words are so they use them correctly. If a word is a noun, they should be sure to use it as a noun, if a verb, use it as a verb, etc.
4. Participants look over the **Completed Sample See It, Say It, Save It Worksheet** that follows.
5. Participants familiarize themselves with context clues. Participants are told that context clues are words that show the meaning of a chosen word. An example of a sentence that contains a context clue is *I was timorous about getting up on stage because being in front of people frightens me.* The context clue is *frightens* and helps to show that the meaning of *timorous* is *fearful and timid.*)
6. Participants fill out the **Student See It, Say It, Save It Worksheet** that follows. Playing **Verbal Education** will make it easy for participants to create an effective dialogue, picture and mnemonic for their worksheets. Connecting words to personally chosen dialogues and pictures works like the mnemonics in **Verbal Education** and will enable participants to always remember the chosen words and definitions.
7. Participants present their worksheets to their partners.

Sample Worksheet for

See It, Say It, Save It

1. Print your word in the space below.

ORNATE

2. Print the definition of your word below.

ELABORATELY ORNAMENTED

3. Write a one person dialogue that you have or could actually use in English class. (Be sure to include a context clue in your sentence.)

ENGLISH CLASS DIALOGUE

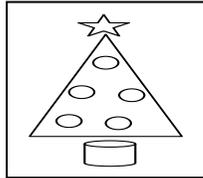
Hester Prynne made the letter "A" on her dress ornate by embroidering it with gold thread.

4. Write a one person dialogue that you could actually use in **your** life, something you could say to your parents or friends. (Be sure to include a context clue in your sentence.)

REAL LIFE DIALOGUE

Mom, I think I should shop for my prom dress alone because you always pick out these ornate dresses that nobody wears anymore.

5. Draw a picture of how you see your word in the space below.



6. Explain why you chose the picture you drew.

I think that Christmas trees are always ornate; there are no plain ones

7. Think of a mnemonic, or memory trick, that will help you and other participants remember the definition of your word.

MNEMONIC

I can see the word "ornate" in the word "decorate" and when you decorate something, you make it elaborately ornamented.

Student Worksheet for

See It, Say It, Save It

1. Print your word in the space below.

2. Print the definition of your word below.

3. Write a one person dialogue that you have or could actually use in English class. (Be sure to include a context clue in your sentence.)

ENGLISH CLASS DIALOGUE

4. Write a one person dialogue that you could actually use in *your* life, something you could say to your parents or friends. (Be sure to include a context clue in your sentence.)

REAL LIFE DIALOGUE

5. Draw a picture of how you see your word in the space below.

6. Explain why you chose the picture you drew.

7. Think of a mnemonic, or memory trick, that will help you and other participants remember the definition of your word.

MNEMONIC

16. Progressive Story

Directions:

1. This activity is designed for a group of participants.
2. If there are more than five participants, they should form pairs or groups so there are no more than five pairs or five groups.
3. A self-appointed leader chooses a list of words to use. The leader should choose words that will benefit the participants in school. Words from a novel, course, or an assigned list would be good choices. Words in current use from the news or television shows would also be good choices. The leader should have four words for each participant, pair, or group.
4. The leader assigns four words to each participant, pair, or group.
5. Each participant or group looks up the new words in an online or printed dictionary of his or her choice and copies each word, its definition, part of speech, and pronunciation key on an index card using one card for each word. They should be sure to check what parts of speech their words are so they use them correctly. If a word is a noun, they should be sure to use it as a noun, if a verb, use it as a verb, etc.
6. The leader will start a story with a line like, “All we wanted was a relaxing vacation but ...” and each participant, pair, or group will write that opening line on a piece of paper.
7. Participants or groups will complete the story in four rounds. For *each* round each group will write two or three sentences which develop the story. One sentence in each round must use one of the assigned words and a context clue for each word. (Context clues are words that show the meaning of a chosen word. An example of a sentence that contains a context clue is *I was timorous about getting up on stage because being in front of people frightens me*. The context clue is *frightens* and helps to show that the meaning of *timorous* is *fearful and timid*.)

Some assigned words will not be used in this activity. At the end of each round, the participants, pairs, or groups rotate. The papers with the stories stay where they are.

The story will be written using the following structure:

- Round 1. Participants make sure that something happens that causes a conflict.
- Round 2. Participants develop the conflict and add some dialogue.
- Round 3. Participants bring the conflict to the climax and add some sound effects
- Round 4. Participants bring the story to a conclusion and select some appropriate background music that they can hum or whistle for the resolution of their story.

8. Presentation. After a few minutes to prepare, each group will read the story they finished. One person reads while the other members of the group provide voices for dialogue, sound effects, and background music for the end.

Playing *Verbal Education* will make it easy for participants to compose appropriate sentences. Connecting words to a story that they compose and read works like the mnemonics in *Verbal Education* and will enable participants to always remember the chosen words and definitions.

17. Connect the Words

Directions:

1. This activity is designed for one or more participants. Participants may pair up to complete this assignment.
2. Each participant will obtain a word from a pre-appointed leader. The leader should choose words that are based on Latin or Greek roots which can easily be found online.
3. Participants will look up their words in an online or printed dictionary of their choice. Each participant will copy his or her assigned word and definition on the space provided in the **Student Worksheet for Connect the Words** that follows.
4. Participants will fill out the remainder of the **Student Worksheet for Connect the Words** using the **Completed Sample Worksheet for Connect the Words** as a guide. Participants should be sure to use some words that they already know as they complete the worksheet. All words should share the same prefix or root and thus share similar definitions, just like the words on the completed worksheet.
5. Participants should share their work with a parent. Playing *Verbal Education* will make it easy for players to see the connections between words that share the same root. Connecting words that participants already know to new words works like the mnemonics in *Verbal Education* and will enable players to always remember the chosen words and definitions.

Completed Sample Worksheet for Connect the Words

ambulate
print your word on the line above

to walk or move
print the definition of your word above

ambulance
print your word on the line above

vehicle to move an injured person
print the definition of your word above

ambulator
print your word on the line above

one who walks or moves
print the definition of your word above

ambulant
print your word on the line above

moving from place to place, itinerant
print the definition of your word above

ambulatory
print your word on the line above

capable of walking or moving
print the definition of your word above

amble
print your word on the line above

to walk or move slowly
print the definition of your word above

Student Worksheet for Connect the Words

print your word on the line above

print the definition of your word above

print your word on the line above

print the definition of your word above

print your word on the line above

print the definition of your word above

print your word on the line above

print the definition of your word above

print your word on the line above

print the definition of your word above

print your word on the line above

print the definition of your word above

18. Free Association - Kindred Spirits

Directions:

1. This activity is designed for two or more participants.
2. The leader creates a list of 10 words that participants should know. Words from the Verbal Education Game would be good choices.
3. Participants obtain a piece of paper, draw three columns, and number from 1 to 10.
4. The leader reads each word from the list and pauses after each word allowing participants to write down the first word that comes to mind in the first column. Participants may not write down the definition but must write down a free-associated word. For example, if the word is *taciturn*, participants may not write down *quiet* because *quiet* is part of the definition. A free-associated word might be *class* because students must be *quiet* in class or the free-associated word might be *country* because the countryside is often a *quiet* place, or the free-associated word might be *hard* because it is often hard for people to be quiet. The leader should share the **Completed Sample Kindred Spirits Response** that follows with the participants.

The leader might also want to conduct a practice run with a simple word that participants already know to make sure that everyone understands what to do. Words like *fast*, *sleepy*, or *smart* would be good choices.

5. Participants will write down a free –associated word for each vocabulary word read.
6. After all of the free-associated words are written down, the leader reads the list of vocabulary words again and the participants write the vocabulary words down next the words they free associated with them. The vocabulary words will be written in the second column as illustrated on the **Completed Sample Kindred Spirits Response** that follows. When participants finish, each one will have two words after each number: a free-associated word and the vocabulary word with which it was associated.
7. Participants will then write down the definition of each vocabulary word in the third column as illustrated on the **Completed Sample Kindred Spirits Response** that follows.
8. Each participant reads the first vocabulary word and the word they free associated with it and then explains why they free-associated that particular word. For example, if the vocabulary word is *recumbent* and the free-associated word is *bed*, the participant will explain that *bed* is the place where he or she lies down or becomes *recumbent* most often.
9. After all participants read and explain their free-associated words for the first vocabulary word, participants should note if anyone duplicated any other person’s free-associated word. If duplications do occur, the people who had the duplications are kindred spirits because they think alike.

10. Participants then complete a second round with the second vocabulary word and continue with each word until all 10 words are covered.

11. When the free-associated words for all 10 words have been shared, participants should note with whom they have the most duplications. The two people who have the most duplications are the closest kindred spirits.

Playing *Verbal Education* will make it easy for a leader to choose appropriate words and help participants reinforce the words they learned from the game. Connecting words to a free-association works like the mnemonics in *Verbal Education* and will enable participants to always remember the chosen words and their definitions.

Completed Sample Kindred Spirits Response		
Free Associated Word	Vocabulary Word	Definition of Vocabulary Word
1. Roller coaster	Apprehension	fear, dread
2. Poodle skirt	Archaic	out of date,, old fashioned
3. Homeland TV show	Clandestine	concealed, secret
4. Lottery	Felicitous	happy, fortunate
5. Dragon	Fulminate	explode
6. Dr. Phil	Garrulous	talkative
7. The Hulk	Implacable	Impossible to appease or calm
8. Power Rangers	Mutable	characteristic of change
9. diamonds	Opulent	a showy display
10. desert	Parched	dry

19. Word Drop

Directions:

1. This activity is designed for two participants, ideally between a parent and child.
2. Each participant chooses a three words. School age participants should pick words that will help them in school and on important tests like the SAT. If a participant has a list of words from school that he or she must learn, this is a good place to look. If a participant remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a participant remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A participant could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.
3. Participants look up the new words in an online or printed dictionary of their choice and read all of the definitions until they understand what the words mean. They should be sure to check what parts of speech their words are so they use them correctly. If a word is a noun, they should be sure to use it as a noun, if a verb, use it as a verb, etc.
4. Participants write each word, definition, pronunciation key, and part of speech on an index card, using one index card per word.
5. The pair chooses a period of time to use their words. It can be during dinner, while doing dishes, taking a walk, or riding in the car.
6. The pair engages in a conversation started by either participant and will adhere to the guidelines that follow.

Guidelines

Participants will:

- take turns in responding.
- use several sentences for each response.
- use one of the assigned words in each response and clear context clues for each word.
(Context clues are words that show the meaning of a chosen word. An example of a sentence that contains a context clue is *I was timorous about getting up on stage because being in front of people frightens me.* The context clue is *frightens* and helps to show that the meaning of *timorous* is *fearful and timid.*)
- enhance the meaning of the word with appropriate tone of voice, or gestures.
- after successfully using one of the words, fold the card in half and place it in a pocket or
purse

7. After all the words are used, both participants throw the folded index cards in the trash because they will no longer need them since they have now learned the new words.

Playing *Verbal Education* will make it easy for participants to use their chosen words. Connecting words to a real conversation works like the mnemonics in *Verbal Education* and will enable participants to always remember the chosen words and their definitions.

20. Roses are Red

Directions:

1. This activity is designed for two participants and works well for special occasions such as a birthday, Mother's Day, Father's Day, Thanksgiving, or any family celebration.
2. Each participant chooses a word. School age participants should pick words that will help them in school and on important tests like the SAT. If a participant has a list of words from school that he or she must learn, this is a good place to look. If a participant remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a participant remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A participant could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.
3. Participants look up the new words in an online or printed dictionary of their choice and read all of the definitions until they understand what the words mean. They should be sure to check what parts of speech their words are so they use them correctly. If a word is a noun, they should be sure to use it as a noun, if a verb, use it as a verb, etc.
4. Participants will compose a poem or rhyme using the assigned word. They may use any form of rhyme. Some choices may be the simple *Roses are red, violets are blue* poem or can be in the genre of a rap song. Poems should be kept short so they can be memorized easily.
5. Participants must clearly show the meaning of their assigned words in the rhyme and include a context clue. (Context clues are words that show the meaning of a chosen word. An example of a sentence that contains a context clue is *I was timorous about getting up on stage because being in front of people frightens me*. The context clue is *frightens* and helps to show that the meaning of *timorous* is *fearful and timid*.)
6. At a pre-appointed time, participants will recite their rhymes to the intended recipient. The recitation should be from memory; no reading is allowed in this activity. If the rhyme was written to commemorate a family celebration, the composer may want to recite the rhyme in front of the entire family.

Playing **Verbal Education** will make it easy for participants to compose appropriate rhymes. Connecting words to a real experience like a memorized rhyme works like the mnemonics in **Verbal Education** and will enable participants to always remember the chosen words and their definitions.

21. Show and Tell

Directions:

1. This activity is designed for two or more participants.

2. Each participant chooses a word. School age participants should pick words that will help them in school and on important tests like the SAT. If a participant has a list of words from school that he or she must learn, this is a good place to look. If a participant remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a participant remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A participant could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.

3. Participants look up the new words in an online or printed dictionary of their choice and read all of the definitions until they understand what the words mean. They should be sure to check what parts of speech their words are so they use them correctly. If a word is a noun, they should be sure to use it as a noun, if a verb, use it as a verb, etc.

4. Participants will root through old magazines, newspapers or the internet to find a picture or artifact that illustrates their assigned word and tells a story.

5. Participants will prepare a presentation that:
 - shows the picture or artifact
 - tells a story that the picture or artifact represents
 - explains how the picture or artifact illustrates the assigned word
 - uses the assigned word at least three times
 - follows the example that follows

Playing *Verbal Education* will make it easy for participants to choose an appropriate picture or artifact and compose an appropriate presentation. Connecting words to a picture works like the mnemonics in *Verbal Education* and will enable participants to always remember the chosen words and their definitions.

Example



Chosen Word: temerity

Definition: reckless, boldness, rashness

Presentation

The picture is of Nik Wallenda walking across Niagara Falls. Completing a feat like this required **temerity** by Wallenda. He came from a long line of tightrope walkers and acrobats so **temerity** must run in his family. When he started walking across the falls, it was so foggy, he couldn't see the other side but he kept going. If that didn't show enough **temerity**, when he was almost to the other side, he bent his knees and ran the last few feet into the arms of his waiting and proud family. This was one of the greatest examples of **temerity** of the year 2012.

22. Pen Pals

Directions:

1. This activity is designed for two participants, ideally between a parent and child.
2. Each participant chooses a word. School age participants should pick words that will help them in school and on important tests like the SAT. If a participant has a list of words from school that he or she must learn, this is a good place to look. If a participant remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a participant remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A participant could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.
3. Participants look up the new words in an online or printed dictionary of their choice and read all of the definitions until they understand what the words mean. They should be sure to check what parts of speech their words are so they use them correctly. If a word is a noun, they should be sure to use it as a noun, if a verb, use it as a verb, etc.
4. One person will compose a short email using the chosen word. The email should not be longer than 2 or 3 sentences, should contain the chosen word once or twice, and should show the meaning of the word through clear context clues (Context clues are words that show the meaning of a chosen word. An example of a sentence that contains a context clue is *I was **timorous** about getting up on stage because being in front of people **frightens** me.* The context clue is **frightens** and helps to show that the meaning of **timorous** is *fearful and timid.*) The email should be about something current in the sender's and recipient's life.

The subject heading of the email should be Pen Pals.
5. The participant who wrote the email sends it to his or her Pen Pal.
6. The Pen Pal composes a short response to the email. The response should be no longer than 2 or 3 sentences, should contain the chosen word once or twice, and should show the meaning of the word through clear context clues. The response should address what was written in the incoming emails and perhaps introduce a new topic that is current in the sender's and recipient's life.
7. Emails should continue back and forth until both Pen Pals know the chosen words. Once this is accomplished, two new words should be chosen for a new round of Pen Pal emails.

Playing *Verbal Education* will make it easy for participants to compose appropriate emails with good context clues. Composing emails about real life situations works like the mnemonics in *Verbal Education* and will enable participants to always remember the chosen words and their definitions.

23. Movie Review

Directions:

1. This activity is designed for two or more participants and should be conducted after participants watch a movie or television show.

2. Before watching the movie or television program, each participant chooses a word. School age participants should pick words that will help them in school and on important tests like the SAT. If a participant has a list of words from school that he or she must learn, this is a good place to look. If a participant remembers hearing a word on television or in a conversation and did not know its meaning but can remember the word, this would be a good choice. If a participant remembers seeing a word on the internet or in newspapers and did not know the meaning but can remember the word, this would be a good choice too. A participant could open a textbook or novel and skim until he or she sees an unfamiliar word. This unfamiliar word would be a good choice.

3. Participants look up the new words in an online or printed dictionary of their choice and read all of the definitions until they understand what the words mean. They should be sure to check what parts of speech their words are so they use them correctly. If a word is a noun, they should be sure to use it as a noun, if a verb, use it as a verb, etc.

4. Participants watch the movie or show together.

5. After the movie or show is over, perhaps over pizza and soda, each participant gives his or her opinion about the movie or program using his or her chosen word. The opinion should contain context clues to make the definition of the word clear. (Context clues are words that show the meaning of a chosen word. An example of a sentence that contains a context clue is *I was timorous about getting up on stage because being in front of people frightens me*. The context clue is *frightens* and helps to show that the meaning of *timorous* is *fearful and timid*.)

Even if the movie or program does not contain examples of the chosen word, the participants can point out the absence of the word. For example, if a participant has the word *inculcate* which means *to instill by insistent repetition*, and the television program does not try to inculcate anything, the participant could say,

“I was glad that it was funny and purely entertaining and that the writers didn’t try to inculcate any lesson for us to learn.”

Playing **Verbal Education** will make it easy for participants to compose appropriate comments about a movie or television program and effective context clues for their chosen words. Commenting about movies and television shows after watching them works like the mnemonics in **Verbal Education** and will enable participants to always remember the chosen words and their definitions.

24. House Rules

Directions:

1. This activity is designed for a parent and a child.
2. The parent prepares a written list of house rules, a practice recommended by educators and family counselors.
3. The parent injects high level words into the house rules to make them vocabulary-rich rules. Follow the examples in the Sample House Rules table that follows.
4. Post the rules someplace where they can be seen frequently by the people who must follow them. The refrigerator is one possibility. Every time family members open the refrigerator for a snack or drink, they will see the rules and the chosen words.

Playing *Verbal Education* with their kids will make it easy for parents to rewrite house rules using high level words. Reading house rules that use high level words works like the mnemonics in *Verbal Education* and will enable participants to always remember the chosen words and their definitions.

Sample House Rules	
<i>Ordinary House Rules</i>	<i>Vocabulary-Rich House Rules</i>
<i>Empty the dishwasher when you get home after school.</i>	<i>Transform the dishwasher from being replete with clean dishes to a void of all dishes.</i>
<i>Don't leave the windows open when you leave the house; it might rain.</i>	<i>Don't leave apertures in the windows when you leave the house; it might rain.</i>
<i>Don't leave your clothes on the floor of your room.</i>	<i>Don't leave your clothes in various recumbent positions in your room.</i>
<i>No throwing anything in the house</i>	<i>No projectiles in the house</i>

25. Flyswatter or Stomp the Pictures

Directions:

1. Students will choose or be assigned a partner for this activity.
2. Each pair will obtain a word from the teacher. Pairs of students will look up their words in the dictionary and read all of the definitions until they really know what their assigned words mean and how they are used.
3. Pairs of students will, either at home or in class, find a picture that illustrates their assigned word. The picture must be a minimum size of 8 1/2 by 11 so others in the class can clearly see it. Students must make two copies of the picture. The assigned word must also be printed in 72 font bold on a separate piece of paper.
4. Each pair presents the word and picture to the class using one copy of the picture and the paper with the printed word.
One student holds the printed word and picture, using one hand to hold the word and the other to hold the picture over the word. The other student pronounces the word correctly and explains how the word is illustrated in the picture.
After each presentation, each pair gives both copies of the pictures and printed word to the teacher.
5. After all words have been presented, the teacher separates the pictures from the words and tapes each set of pictures to a board.
6. Class will divide into 2 groups or teams and each member of the group or team will serve as a representative for each turn of fly swatting. The two representatives walk to the board and the teacher gives a flyswatter to each representative.
7. The teacher says the word and the representatives swat the picture that illustrates the word. Whoever swats the correct word first scores a point. Either half the words or all of them can be used for each turn, depending on the number of words in the lesson.
8. Each student takes a turn with the flyswatter as the teacher repeats the exercise. A point-counter should keep track of the number of points scored by each group to determine a winner.

[**Variation:** instead of pictures on a board, the pictures can be taped to paper plates and put on the floor. Instead of swatting, representatives will step on the word called.]