

Language Arts Warm-Ups

INTRODUCTION

Language Arts Warm-Ups: Vocabulary is designed to provide quick practice and review opportunities of vocabulary building skills for students with learning differences. The clear and simple definitions and practice activities are written at a low reading level, making them appropriate for students in upper elementary school, middle school, and high school.

Each reproducible page covers only a few words at a time so that students who are already struggling will not be overwhelmed. For each vocabulary word introduced, practice activities are provided. When completing an activity, students will answer questions to help them discover the meanings of words, use new words in sentences and paragraphs, and respond to writing prompts that pertain to vocabulary words.

Vocabulary

Language Arts Warm-Ups

It is suggested that students keep all their completed activities in a folder labeled “Vocabulary.” This will allow students to easily refer to the activities when working on future warm-ups and when completing other supplemental activities. Although these warm-ups are designed to supplement your existing reading and writing instruction, they do stand alone because of the clear explanations that are provided on each page.

Language Arts Warm-Ups: Vocabulary is a comprehensive compilation of 180 activities, one for each day of the school year. Students complete a practice activity, such as choosing the correct definition of words, choosing words to fill in the blanks in a sentence, looking up definitions in a dictionary, writing original sentences using vocabulary words introduced, and writing in response to questions using the vocabulary word.

Vocabulary

Language Arts Warm-Ups

homophones

synonyms

antonyms

clues
origins

Language Arts Warm-Ups: Vocabulary provides repeated daily practice in skills such as prefixes, suffixes, and roots; word origins; analogies; homophones and homographs; compound words; multi-meaning words; synonyms and antonyms; and context clues, which will all improve students' writing skills. These warm-ups can be used at any time for a variety of purposes. Use them as mini-lessons, review activities, "tickets out" to allow students to leave the classroom, or even quick homework assignments. For your convenience, an answer key is provided for all of the warm-up activities.

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THE LANGUAGE ARTS WARM-UPS SERIES

There are currently seven books in the *Language Arts Warm-Ups Series*. Each book contains 180 pages of practice activities.



Vocabulary

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TWO SECTIONS

This book is divided into two sections. The first section contains 180 activities about proofreading. The second section is the answer key, which includes solutions for all of the activities. For some pages, the answer key will say, “Answers will vary.”

Language Arts
Warm-Ups

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Homophones

Homophones are words that sound the same but are spelled differently and have different meanings. Review the definitions of this set of homophones:

altar: (noun) a ceremonial table

alter: (verb) to change

Directions: Complete the paragraph below with the correct homophones.

It was my mother's job to prepare the _____ in church. She placed two candles, a golden cross, and a hymn book on the _____. Another church member said, "I have to ask you to _____ that arrangement. We need to place this vase on the _____ as well." My mother did _____ the set up, and it looked great!

Vocabulary 1

Language Arts
Warm-Ups

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Answer Key

Page 1
It was my mother's job to prepare the altar in church. She placed two candles, a golden cross, and a hymn book on the altar. Another church member said, "I have to ask you to alter that arrangement. We need to place this vase on the altar as well." My mother did alter the set up, and it looked great!

Page 2
1. barren
2. baron
3. baron
4. barren

Page 3
Answers will vary.

Page 4
1. border
3. border
4. border

Page 5
Answers will vary.

Page 6
1. capital
2. capital
3. capital

Page 7
1. colonel
2. colofel
3. kenel
4. colonel
5. kenel

Page 8
Answers will vary.

Page 9
When we visited Yellowstone Park, we were so afraid we were going to see a grizzly. We were very careful not to keep food in our pockets because a grizzly can be attracted to the smell. We could just imagine the grizzly sight if a grizzly were to attack one of us.

Vocabulary 181