



Act It Out

This activity is designed to address issues of reading process and vocabulary development for young students. We successfully acquire new vocabulary words by learning to associate them with words, ideas and concepts that we already know.

Overview:	Students love to move and use their bodies to learn. Help them associate the meaning of new words with actions to aid their vocabulary development.
Standards addressed:	<p>Common Core Standards</p> <p>Reading Standards K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Reading Standards for Informational Text 1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
Activity works best with:	<ul style="list-style-type: none"> • Individual student • Small groups • Classrooms/Library
Preparation time:	Low
Materials:	<ul style="list-style-type: none"> • Computer with Internet access • LCD projector (if playing as a class)
Preparation:	<ul style="list-style-type: none"> • Open a web browser and log in to the We Give Books website at www.wegivebooks.org. • Log in to your account and select a campaign to support. • Choose a book to read and click the orange “Read Online” button to open it.
Introduction:	<ul style="list-style-type: none"> • Tell students that they will be learning some new words today; and to help them remember what the words mean, you’ll be performing an action that describes each word.

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<p>Activity:</p>	<ul style="list-style-type: none"> • Ask students to interrupt the reading when there is a word that they do not understand. For example, in <i>Llama Llama Mad at Mama</i>, students might not fully understand the word “galore.” <ul style="list-style-type: none"> – When students interrupt, say the word that stopped the reading. – Ask students to repeat it back to you. – Explain the word in age-appropriate terms, using actions or hand gestures to help reinforce the meaning. Tell students what kind of word it is. For example, you might throw your arms open wide as if you’re trying to hold a lot of things at once, and say, “Galore’ is a describing word. It means having a lot of variety or things to choose from.” – Have students say the word and perform the action back. Then ask students to say the definition. Repeat as necessary until students can do this successfully, and remember to use praise. – Ask students to relate the word to a personal experience. To continue the example with “galore,” you might ask students what they have a “galore” of, or where you might find a “galore” of something. • The next time you read this story or come across the same vocabulary word, have students perform the action as a reminder of the meaning.
<p>Small group adaptation:</p>	<ul style="list-style-type: none"> • If working with a large group, pre-select vocabulary words from the text. • All students repeat the word definition and actions in chorus. • Select two to three students at random to share their personal experience connections with the group.



Tips for expansion:

- After explaining what the new word means, ask students to create their own motions.
- Ask a randomly selected sample of students to use the new word in a sentence.
- Have students create a [Scroll](#) and list their new words on the scroll. You can find instructions for this project online in the Craft Projects section, among many other resources, available to you to download for free on the **We Give Books** website at www.wegivebooks.org/resources.