

1

Name it, then hand it on

Students sit in a circle with a tray of objects in the middle. Each student takes one object, says a word that fits it and which attribute that word is about, then passes it to the next student, who has to give a different word for the same object.

"Give me a word for your object, and tell me what that word is about."

"Now a different word for the same object."

2

Put the word under the heading

Lay the four heading cards on the floor. Students take a word card each and place it under the heading it belongs to, saying the word and the heading aloud as they put it down. Then they fetch an object from the room that the word fits and set it beside the card.

"Where does your word go? Say the word and the heading."

"Now find something in this room that the word fits."

3

Pick it up before you answer

Hold up a large empty tub and a small bag of sand and ask which is heavy before anyone touches them, then pass both around and ask again. The size of a thing is what students answer from until they are made to hold it, so let the first answer be wrong and do not correct it yourself.

"Which one is heavy? Now hold them both. Which one is heavy?"

"What told you, your eyes or your hands?"

4

The wrong word

Describe a bucket as a long bucket and a brick lying flat as a tall brick, said plainly, as though nothing is wrong. Students say which word does not fit and give one that does.

"This is a long bucket. Have I used the right word?"

"What word should I use, and what is that word about?"

length

mass

capacity

duration

Word cards

tall

short

long

wide

high

low

heavy

light

holds more

holds less

takes longer

takes less time

Blank cards for words the class adds
