

Vocabulary Boosters

Life Science

Teacher Notes

Use the Life Science Vocabulary Boosters to help students build familiarity and knowledge, and become comfortable using science vocabulary words. The activities on this Teacher Notes card can be carried out with whole groups, small groups, individuals, or pairs.

Each Booster card has one or two target words. The context sentence(s) on the front of each card reference the main (A) target word. There may also be a second, related target word, sometimes indicated by a small B image on the front of the card.

Use the following activities to help students build background knowledge related to science words, build an understanding of the meaning of the words, and extend meanings into further contexts by using the words.

Identifying the Target Word

- Read the context sentence(s) on a card. Encourage students to look for clues in the context sentence(s) and in the image to fill in the blank. Use this exploration to build background knowledge.
- Keep a list of the words students suggest. Ask students to discuss how the words they suggested are similar and different.
- Ask a volunteer to read the target word on the back. Ask another student to reread the context sentence(s), filling in the target word.
- If there is a B image, have students discuss how the A-image target word and B-image target word are related.



Photo by 8781118005/Shutterstock

Building Meaning

The upper-right side of the back of each card contains a definition or explanation of the target word.

- Allow students to discuss their familiarity with the target word. Remind students that many science words have different meanings in a general, non-science, context.
- Before reading the definition or explanation on the back of a card, have students create their own definition, using the image and context sentences on the front of the card.
- Have students compare their definitions with the one provided. Ask students to synthesize their understanding of the word with the given definition by writing a new definition.

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Extending Meaning

The PRACTICE sentence frames allow students to use each target word in new and different contexts.

- Read aloud the sentence frames, pausing at the blanks.
- Have students complete the sentences with words or phrases that fit each context. Ask students to think about whether their answers make sense. Have students discuss whether their answers support the meaning of the target word.
- Invite students to write additional sentences that use the target word.

This card is from the Vocabulary Boosters: Life Science set.

For more information visit the Products section of the
Millmark Education website or call (877) 322-8020.
www.millmarkeducation.com

Student Directions Card

Activities

Practice Sentences

- ♦ Read each practice sentence.
- ♦ Fill in the blank(s) with your own ideas.
- ♦ Do your ideas make sense? Do they use the target word correctly?
- ♦ Share your sentences with a partner. Did you come up with the same ideas?

Talk About the Context

- ♦ Look at the front of each card. Talk about what you see.
- ♦ Read the context sentence. What words could fit in the blank? Make a list.
- ♦ Turn the card over. Read the target word. Was the word on your list?
- ♦ Look at the front again. Practice reading the context sentence with the target word.
- ♦ Look at the image. How is the image related to the word? What do you notice now about the image? Talk about what you see.

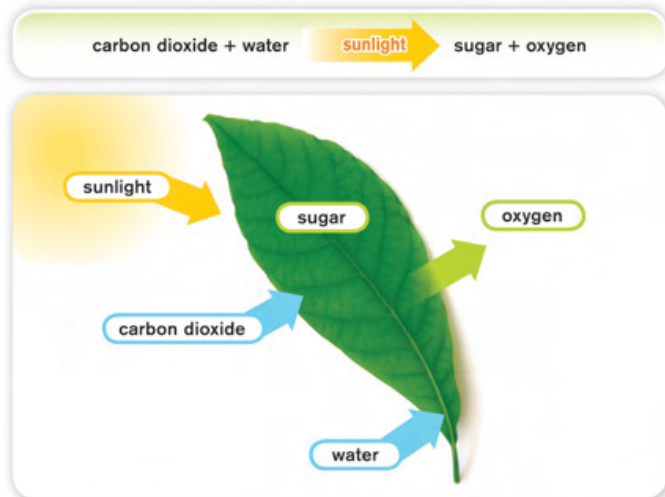


Related Words

- ♦ Look at the back of a card that has an A image and a B image. How are the words related?
- ♦ With a partner, talk about how the words are similar and how they are different.
- ♦ Read the practice sentences. Which word is being use in each context? How do you know?
- ♦ Look at the images on the front of the card. How are the images similar? How are they different?
- ♦ How does each image help you remember the meaning of each word?

Word Associations

- ♦ Go through the deck of cards. Make piles of words that go together.
- ♦ How did you choose which words go together?
- ♦ In each pile, how are the words related? How are they similar? How are they different?
- ♦ Are any words opposites? synonyms?
- ♦ Choose one pile of words. Write 2-3 sentences that use all the words.



During _____ plants use energy from the sun to make food.

photosynthesis

photo = light
synthesis = to put together

noun

Photosynthesis is the process in which plants use energy from sunlight to make food.

PRACTICE

1. Plants need the sun's _____ for **photosynthesis**.
2. Plants take in _____ during **photosynthesis**.
3. Plants release _____ during **photosynthesis**.
4. Plants make _____ during **photosynthesis**.