



# MY PERSONAL DICTIONARY

FIFTH EDITION



## CLASSROOM ACTIVITIES

OXFORD



# Classroom activities using *My Personal Dictionary*

## Classroom activities

These activities are designed to support young learners as they begin to explore language, writing, build vocabulary, and develop early literacy skills.

The purpose of this set of activities is to use *My Personal Dictionary* to introduce students to the world of words in a meaningful, interactive, and engaging way.

These activities support literacy development and help students:

- recognise and understand common words that are used in everyday life
- develop their ability to express themselves using new vocabulary
- improve their comprehension of simple word meanings
- foster curiosity about language
- develop an emerging understanding about the use of dictionaries.

With this resource, your students will begin to build a foundation in language that will serve them well as they progress through their educational journey.

We hope these activities inspire a love of words and help make learning new vocabulary an enjoyable adventure for all students.



### Homonym match-up

#### Materials

The list of homonyms on page 37.

Prepare cards with pairs of homonyms from page 37. Have one word per card, with the pictures on the reverse side.

#### Instructions

- The teacher reads each homonym aloud, explaining its meanings in simple terms and showing related pictures or definitions.
- Ask students to sit in a circle and distribute each homonym card so that each student is seated next to someone with the same homonym. Students are to look at the picture, name it then say a sentence out loud containing the homonym.



This approach allows students to participate without the pressure of working independently or in a small group, while still building their understanding of homonyms.

## Too difficult?

Show pictures in random order, and as a group, decide the correct word match, reinforcing the word's multiple meanings.

## Too easy?

Ask students to make up their own sentences, then they can read them to a classmate and ask them which meaning is being used.

## Homonym charades (spelling)

### Materials

The list of homonyms on page 37.

### Instructions

Students take turns acting out the meaning of a homonym without speaking, and their classmates guess which version of the homonym they are portraying.

## Too difficult?

Using a whiteboard, or printouts of the words, students play tic-tac-toe and need to get the three homonym words in a row to win.

## Too easy?

Using each meaning in a different sentence, ask students to identify which picture or definition matches the homonym. For example, Carly packed her bat for cricket practice. Carly's family watched the bats flying through the sky at sunset.

After each round, discuss how both meanings of the homonym differ.

## Guess the homonym

### Materials

The list of homonyms on page 37.

Whiteboard and markers.



## Instructions

Divide students into two or three teams. A student from each team draws a picture representing one meaning of a homonym, and their team must guess both meanings of the word.

## Too difficult?

Work as a class using images to learn about the different meaning for each homonym.

## Too easy?

The team that guesses correctly gets to explain the other meaning of the homonym.



## Sentence writing activity

### Materials

The list of words for shapes on page 38.

### Instructions

Students write complex sentences that show their knowledge of the different attributes of shapes.

For example:

A heptagon is different to a hexagon because \_\_\_\_\_

A 2D shape is different to a 3D shape because \_\_\_\_\_

## Too difficult?

Students describe where they have seen the objects in real-life. For example, crescent – a moon, sphere – a ball

## Too easy

Ask students to describe the attributes (sides, straight edges, vertices) of each shape listed.

For example: A hexagon has 6 sides.



## Alternative words

### Materials

The list of words with alternative words on page 35.



## Instructions

Using the same sentence, replace each alternative word with another word from the list that shares its meaning.

I **looked** at the tool.

I **glanced** at the tool.

I **examined** the tool.

## Too difficult?

Teacher to read a sentence out loud, using one of the words from the list. Students repeat the sentence and respond with an alternative word.

## Too easy?

Students write sentences using two alternative words in a sentence.



## Size words

### Materials

The list of words for shapes on page 40.

### Instructions

Students locate items in the classroom, playground or school environment that match the terminology for size, for example the big tree, the small stepping stone.

Students draw and list everyday items to match the terminology for size. For example, the light piece of paper, and the heavy dictionary.

## Too easy?

Write a sentence to describe the size of each item.



## Texture

### Materials

The list of words for textures on page 40.

### Instructions

Students locate items in the classroom, playground or school environment that match the terminology for size. For example, the whiteboard is smooth, but the floor is rough.



Students draw and list everyday items to match the terminology for texture, for example, my dog's fur is smooth, but the footpath is rough.

Too difficult?

Teacher to gather manipulative examples of the objects presented on the cards. Have students seated in a circle. Students are to pick up a faced down card and match it with the corresponding object.

Too easy?

Write a sentence to describe the texture of each item.



## Position words

### Materials

The list of words for textures on page 41.

Mini whiteboards

### Instructions

Students write a sentence to incorporate the preposition that matches each image on the page. For example: The bear sat on top of the box.

Too difficult?

Teacher to bring a bear and box to the lesson. Students take turns to position the bear and write the positional language preposition using the mini whiteboards.

Too easy?

Students add adjectives to give more details.

For example: The **cranky** bear sat on top of the **green shiny** box.



## Time

### Materials

The list of words for time and days of the week on page 42.

### Instructions

Ask students to draw all the things they can do in one second, one minute, one hour, one day, one month or one week and then explain their drawings to a peer or teacher.



Too difficult?

Students write an activity/task they do on a particular day of the week.

Too easy?

Students make a list or write sentences that describe all the things that they can do in one second, one minute, one hour, one day, one week, one month and one year.



## Poem

Materials

The acrostic poem on page 48.

Instructions

Add additional words to the acrostic poem on page 48 to create alliterative phrases. For example: S is for slithering **slimy** snakes

Too difficult?

First, ask students to draw a line from the description of the acrostic poem to the picture. Then ask students to underline the adjective in the poem.

Too easy?

Write your own acrostic poem. Read it to classmate. Ask them what the word is.



## Part of Speech activity #1

Materials

Using the word lists on pages 4 to 29.

Instructions

Identify the nouns and verbs across each word list

Too easy?

Underline the subject of each sentence and circle the verb.





## Part of Speech activity #2

### Materials

Using the word lists on pages 4 to 29.

### Instructions

Write a sentence containing a word from the word list and a verb. Underline the subject and the verb.

### Too difficult?

Underline the nouns in blue pencil and circle the verbs in red pencil for each word list.

### Too easy?

Write two sentences for each word. Each sentence should contain a subject, a conjunction and verb.



## Writing activity #1

### Materials

Using the word lists on pages 4 to 29.

### Instructions

Ask a number of students to choose a word from an individual page, or across the word lists, and write them up on the board. Write a sentence or sentences with suggestions from the class, using as many of those words as you can. Edit the sentence, explaining what you are correcting or improving with your changes. Ask the students to draw a picture to match the sentence.

### Too easy?

Ask students to write sentences to use all of the chosen words.



## Writing activity #2

### Materials

Using the word lists on pages 4 to 29.

### Instructions

Teacher to focus on a particular letter each day of the week. Teacher asks students to choose a word from the word list and put it in a sentence. Teacher writes the sentence on the board with errors. As a class,





students take note of any errors the Teacher has written on the board and the class edits the sentence together. Students then copy the correct sentence in their books

Too difficult?

Students copy the chosen word in their books and then draw a picture of the word.

Too easy?

Students write a sentence of their own with the word.

## Dictionary activity #2

### Materials

Using the word lists on pages 4 to 29.

### Instructions

Teacher reads a picture book with rich vocabulary and pauses at different unknown words.

Either as a class, or individually, look up the new word in a dictionary like *Australian Oxford Junior Dictionary* and then add the new word in the appropriate word list in *My Personal Dictionary*.

Too difficult?

Students are directed to the page of the correct word list where they will add the new word, and the teacher can check their spelling. In pairs, the students can use the new words in a sentence.

Too easy?

Students write the new word in their own sentence.

## People in our community

### Materials

Using the word lists on page 45.

### Instructions

Discuss what each person does and why that role is important to our society. Then ask students to write a sentence about one of the roles.

Too difficult?

Students write the work location for each worker e.g. teacher > school, doctor/nurse > hospital.



## Too easy?

Ask students to write a sentence about which role they think is important, and why. They could include other jobs that they know about from family or neighbors.



## Handwriting

### Materials

Using the word lists on pages 4 to 29.

### Instructions

Remind students to concentrate on their handwriting when they are adding words to the lists. Encourage students to connect sounds to the written graphemes as they add words to *My Personal Dictionary*.



## Map work

### Materials

Using the word lists on page 46.

### Instructions

Students complete sentence starters to list where Australian native animals are found.

For example: In Western Australia you can/will find \_\_\_\_\_

## Too difficult?

Students copy and write the names of the states in alphabetical order then write the names of the native animals in alphabetical order (two separate lists).

## Too easy?

Ask students to compare the size of different state of Australia. For example, Western Australia is the biggest state, and Tasmania is the smallest.

Ask students to write a list with the states arranged in order from largest to smallest.



## Suffixes

### Materials

Using the word lists on pages 30–34.



## Instructions

Add the suffix 's' to words and write in a sentence and asks students to explain how the meaning of the word is changed because of the addition of the suffix 's'.

## Too easy?

Create crosswords and find-a-words using an online tool with words from their spelling rule lists.



## Word building

## Materials

Using the word lists on pages 30–34.

## Instructions

Create compound words from these words, and then add them to word lists on pages 4–29. For example: 'net' to 'netball'.

## Too easy?

Write a sentence and draw a picture based on these compound words.

## Too difficult?

Teacher to read a picture book containing words that rhyme with the word lists on pages 30–34. Teacher stops at the word and asks students to copy it down into the correct rhyming column.

## OR

Students trace over the vowels with a blue pencil and trace over the consonants with a red pencil.

## Too easy?

List the number of syllables in the compound words that have been added to the list.

## OR

Write a sentence containing two of the rhyming words, a verb and a conjunction.

## Classroom objects

## Materials

Using the word lists on page 44.



## Instructions

Ask a student to pick a classroom object and place it at the front of the class. In groups, students jointly write a sentence with the object chosen. Each group shares their sentence with the class, and everyone copies it down.

## Too difficult?

Students copy the word down in their books and finds the object in the classroom.

## Too easy?

Students write their own sentence with more than one classroom object in the sentence. For example, "The teacher sat at her desk and used a pen to mark the tests."

## Seasons

### Materials

Using the word lists on page 43.

### Instructions

Students write down what events happen during the different seasons of the year in four separate columns in their books.

### Too difficult?

Students copy down the different seasons in their books and in a mind-map layout they can write which months are in what season.

### Too easy?

Students record what happens to the weather and environment during the different seasons.

## Numbers

### Materials

Using the word lists on page 39.

### Instructions

Students write down the number and the word for the picture illustrated in the dictionary. For example, One octopus, two taps...

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## Too difficult?

Have the digits 1–10 printed on cards and the words from 1–10 printed on cards. Place the cards face down and students need to match the digit card with the word card.

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## Too easy?

Students write a sentence with each number word listed. For example, “I watched five goldfish swim in the pond.” Teacher to emphasise words that contain an irregular plural e.g. 6 sheep not 6 sheeps.