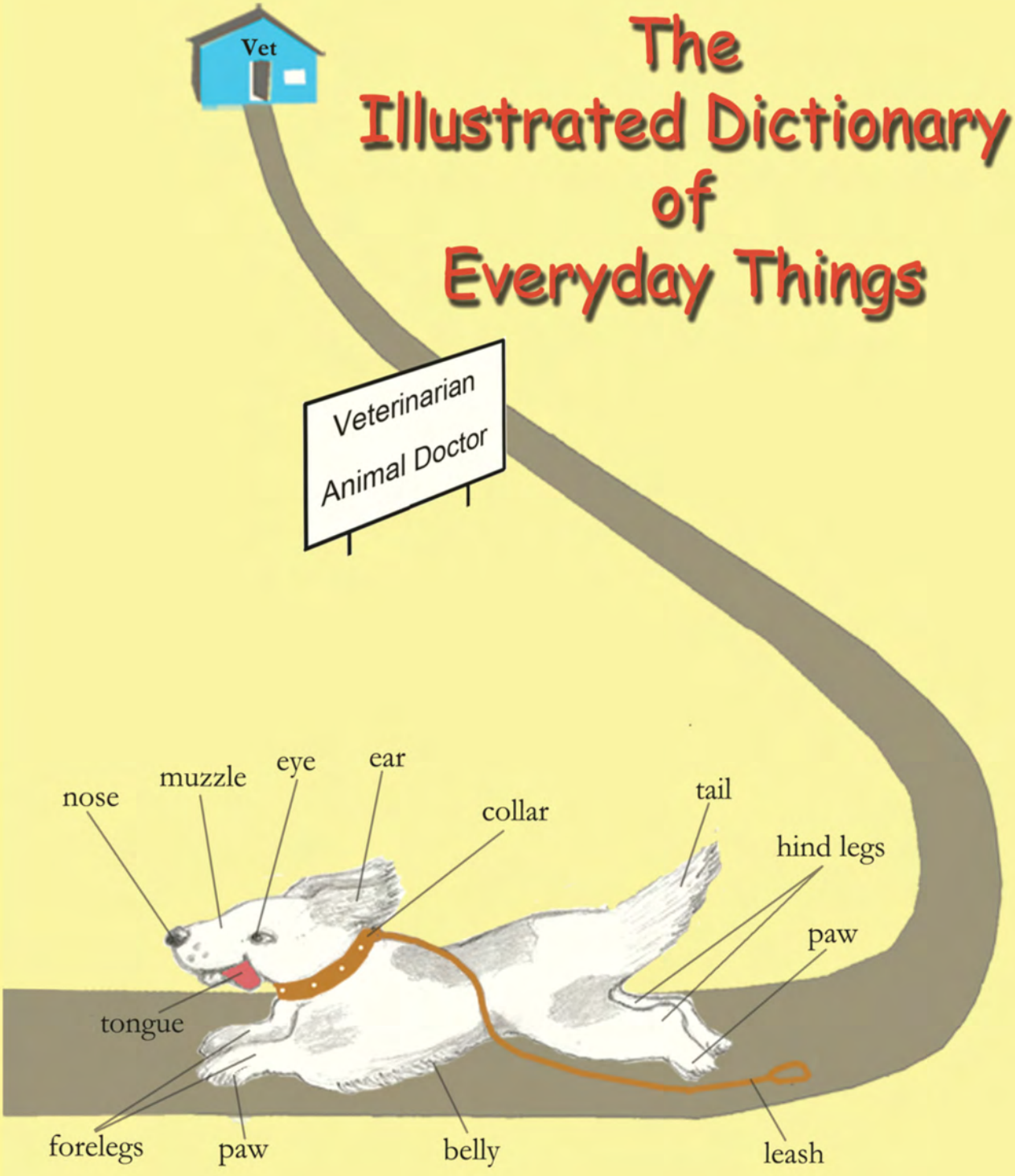
Tutoring Guide



The Illustrated Dictionary of Everyday Things

Everything has a name! How many do you know?

Janet Caruthers, Ed. S.

Tutoring Guide

Companion to The Illustrated Dictionary of Everyday Things

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Table of Contents

Section I
Letter to the Tutor **1**

Section II
Think and Talk **5**

Section III
Activity Sheets **23**

Section IV
Review **54**

Section V
Pictures for Tracing **64**

Letter to the Tutor

You are going to make a huge impact on your little student. This is why:

> *The size of one's vocabulary is a strong predictor (some say the strongest predictor) of* ***academic success****. So by focusing on building vocabulary, you will be "****setting up your little tutee for academic success!****" It's an awesome mission!*
>
> *A huge gap exists between the students who have a strong vocabulary and the ones with a weak vocabulary. This gap begins when some children enter school with a strong vocabulary (the "haves") and others with a weak vocabulary (the "have-nots"). The haves acquired their vocabulary at home through quality conversations and nightly story sessions, while the have-nots were deprived of those language experiences. This gap widens daily as the "haves" learn new words faster and easier, while the "have-nots" continue to struggle. A lack of vocabulary results in poor reading comprehension and impedes academic success. Many of the textbooks, reading books, and assessments were written for the "haves."*

So, you will be instrumental in turning your little student from a "have-not" into a "have." You will be helping him/her build a storehouse of words to draw upon when reading, writing, and learning in general. **You will be making a true difference in a child's life!**

This guide is to be used with the *Illustrated Dictionary of Everyday Things* – the book I wrote based on over 27 years of teaching students in high-poverty schools just like the ones you are helping. Over the years, I made a list of common, everyday words my students didn't know but should have, and that list became this book. I was astounded by the common words they did not know. My latest surprise was when the word "ceiling" was in a story, and not one of the 24 first graders knew what it was, which means they were not able to visualize what was happening and not understanding that part of the story. When I pointed up and asked what that was called, they said "roof." I found that only 24% of 117 2nd graders knew the difference between their chin and their cheek. Many weren't sure about major body parts like ankle and wrist. So, don't assume your tutee knows even the most common word, s/he just might not know it! Your tutee REALLY needs your help!

The beauty of one-on-one tutoring is you are able to give him/her time to think and talk – something teachers can't take the time to do. Yes, you are building vocabulary, but also confidence, self-esteem, neatness, oral language skills, and making him/her feel special. Everything you need is in this guide, but there are other teaching aids on my website, ChildrensLiteracyPublications.com. (Tutor Page.)

The heart of the Dictionary Project is for the students to build their own "Book of Knowledge" as evidence of what they've learned from the dictionary, and more. So, there will be two different scenarios for tutors. Which scenario fits your situation?

Scenario A, you are going into a classroom where the teacher is actively working with her students helping them build their "Book of Knowledge" Notebook.

Scenario B, your tutee is not building their "Book of Knowledge" Notebook with a teacher – either it isn't being assigned, or you are volunteering in an independent tutoring program, not working directly with a teacher.

Just read the section below for your situation.

Scenario A: The teacher has already had your tutee draw/trace and label an object in his "Book of Knowledge" Notebook. This means that she has spent a few minutes teaching the parts of the object. So, you will be reinforcing her lessons, which will be a great help to the struggling child.

1. **Check your tutee's labeling in his Book of Knowledge** – Teachers really don't have time to do this. Have your tutee tell you about the parts that she labeled and act impressed. Build her confidence. Be sure that the labels are spelled correctly and written on the horizontal. Then check to be sure that the labeling line is actually touching the part being labeled. That is a common error 2nd graders make, and the teacher doesn't have enough time to check each child's work. Help him make corrections if needed. That's a good way to discuss the labels, which is great. The more he talks about it, the more he will remember.

2. **When the labels are correct, then it's time for "Thinking & Talking" about the object.** This might be your favorite part of your tutoring sessions. See the "Thinking & Talking" section of the Tutoring Guide. (f you don't have a physical Tutoring Guide, download one from www.ChildrensLiteracyPublications.com.)

   This is the time you give your tutee the gifts of **time to think** and **time to talk.** This is so needed for the struggling students. Even though teachers make a point of calling on each student, there just isn't enough time to wait for each struggling student to think and answer. Many of the struggling children you will tutor, lack critical thinking and have not developed oral language skills. By following my suggestions in this section, you will be helping your tutee in amazing ways. In addition to giving him a storehouse of words to draw upon, you will also be building word relationships, building broader concept knowledge, extending concepts, developing oral language skills, building his confidence and more…! Just follow the guide. It's really easy.

3. **Time to work with the labels.** Section III of this guide and also on the website www.ChildrensLiteracyPublications.com, you will find a really neat activity to do with your tutee called "Activity Sheets —Combining Phonics, Spelling and Vocabulary." The teacher might assign this same worksheet, but that's okay because you will be setting your tutee up for success by doing it twice. In this activity, I took certain letter combinations that make sounds out of each label and put the letter combinations in a "Sound Bank" at the bottom of the page. The student is supposed to look at a label and decide which letter combination goes in the blanks in that label. You can talk about the sound the letter combination makes. He fills in the missing letters, then crosses off the letter combination in the Sound Bank. He can check his spelling by using the Word Bank on the page. (Ex: cr_ _ n — the "ow" is missing in "crown") This activity reviews the new vocabulary while also reviewing phonics (letter sounds) and spelling. It sounds harder than it is, you'll see.

4. **After you have done three or more objects, there are forms for review activities.** Review over time, called spaced review, is the most effective form of review. It is more likely that your tutee will remember the words, if you review them over time. There are activities in Section IV or www.ChildrensLiteracyPublications.com that you use after you have studied 3 objects. It will be great if you can take time to do some of these review games and activities.

5. There are **other activities** for some of the objects on the Tutor page of my website. www.ChildrensLiteracyPublications.com.

Scenario B: You are working in a classroom where the teacher is not having her students draw/trace objects and label them in their "Book of Knowledge" Vocabulary Notebook or you are part of an independent tutoring program. Your tutee will need a "Book of Knowledge" Notebook.

1. **Teaching the parts of objects**. It is the parts of objects that my students (and your tutee) need to learn. All the students know the meaning of the word "dog," but do they know the parts of the dog, like "paw?" These are the types of things you will be teaching your little tutee. You will do this through simply looking at the picture in *The Illustrated Dictionary* with parts labeled and talking about the object and its parts.

2. Then, to **activate** the new words, you will help your tutee draw or trace the object into his/her "Book of Knowledge Interactive Vocabulary Notebook" (let's call it Notebook). Then help her label the parts. This is very important for retaining the information! You will have to explain that the labels are to be written on a horizontal line and the "labeling line" must touch the part being labeled and stretch to the label the way it is done in *The Illustrated Dictionary*. Really insist that it is precise and neat. After doing a couple of labeling sessions, your tutee will be able to do it neatly. It would be great if you would also trace or draw the object and model correct labeling. You can do this on a blank piece of copy paper. As you are both working, you can talk about the label and the object and the parts. You know how kids love to work along side us.

3. **When the labels are correct, then it's time for "Thinking & Talking" about the object.** This might be your favorite part of your tutoring sessions. See the "Thinking & Talking" section of the Tutoring Guide. (If you don't have a physical Tutoring Guide, download one from www.ChildrensLiteracyPublications.com.)

   This is the time you give your tutee the gifts of **time to think** and **time to talk.** This is so needed for the struggling students. Even though teachers make a point of calling on each student, there just isn't enough time to wait for each struggling student to think and answer. Many of the struggling children you will tutor, lack critical thinking and have not developed oral language skills. By following my suggestions in this section, you will be helping your tutee in amazing ways. In addition to giving him a storehouse of words to draw upon, you will also be building word relationships, building broader concept knowledge, extending concepts, developing oral language skills, building his confidence and more…! Just follow the guide. It's really easy.

4. You will see a suggested book for each object. You don't need to read the suggested book, but if you have a book that shows the featured object, that would be nice. This is important because he sees the object in a setting... in a context.

5. **After you have done three or more objects, there are forms for review activities.** Review over time, called spaced review, is the most effective form of review. It is more likely that your tutee will remember the words, if you review them over time. There are activities in Section IV of this guide or www.ChildrensLiteracyPublications.com that you use after you have studied 3 objects. It will be great if you can take time to do some of these games and activities after you have worked with three or more objects.

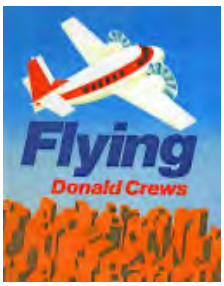
I would suggest that you:

- do one object per week.
- review that object before going to the next object.
- study body and face first.
- sometimes let your tutee choose the object to be studied.
- use realia (real objects) to teach the parts or to review the parts if possible. Many of the objects to be studied are things available to you all the time (parts of body, clothing, etc.), but other objects could be brought from home. If you choose the object to be studied, you will know to bring the real object(s), but if the student chooses the object, perhaps you could bring the real object(s) the next session and use as review.
- sometimes ask your tutee to make up and **tell** you the definition of some of the labels [talk only]. S/he should generate the definition NOT look it up. Ex: paw. If he/she says, "It is what you call the foot of a dog," that's great.
- read the suggested stories (or talk about pictures in the book) with your tutee if there is time. You could even use the story or picture book as review later. The school library will have most of these. If you can't find these, perhaps you can find others or go to the public library. Any Mother Goose book with pictures will be very helpful. You don't have to read a story for every object, but you might find the object in a picture book and simple show and talk about it.
- combine objects. Ex: back, front, side of car can be taught together. Objects with only a few parts labeled can be combined with another object that is appropriate. Ex: Parts of a Needle with clothing. Parts of a Hat with clothing.

Think & Talk

***I will refer to your tutee sometimes as a male and sometimes as a female. It gets too confusing any other way.**

After talking about the parts of the following pictures, look at my suggestions for discussions and the questions to ask. Remember, you want your tutee to learn the parts of things, but you also want him to communicate with you. The more the **student can talk the better**. When you ask the questions, you are really asking him **to think**, sometimes deeply. As he explains his answers, you will be giving him the added benefit of improving his communication skills. This is very important! As you ask these questions and give feedback to your tutee, you will be doing some amazing things such as building concepts, extending concepts, and building word relationships.

Date	Lesson	Ideas and Notes	Suggested Books to Read
	airplane	**1.** "Why do you think they call it a **nose** of the plane?" 2. "What would it mean if the plane was **"nosing down**?" 3. "The **cockpit** of the plane is like the _____ of a car." 4. Point out that planes **land** on the **runway.** 5. "Why do you think they call it **landing gear**?" 6. Talk about the **baggage** compartment [He might not know what baggage is or the other names for it [luggage, suitcases, etc...] 7. Choose several parts and have your student make up and **tell** you a definition. He should explain where it is, what it looks like and what it does. [Ex: landing gear] Then have him try to put it into a sentence [talk only]. 8. If you can find *Miss Mouse Takes Off* by Jan Ormerod or *Flying* by Donald Crews, you could read it and discuss the parts of the airplane.	 

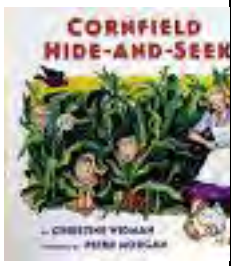
	animal feet	1. Talk about the different animal feet and which animals have which feet. 2. The book, *Duck on a Bike* by David Shannon, has pictures of animals and shows their feet very plainly. It is a cute story, too. You could have the student tell you the name of the kind of feet in the pictures. [The chicken has the same toes as a bird.] You can use this book for other lessons [cow, dog, horse, pig, and bike].	
	apple	1. Talk about the apple core. That it is in the **center** of the apple. 2. Ask, 'What do you think they call the center of the earth?" 3. Look at the egg picture and ask, "What is in the center of the egg?"	
	backyard	1. Ask, "Which of these things do you have in your yard? 2. "What other things are in your yard" 3. Talk about the difference between a **gate** and a **fence**. 4. Talk about the use of a **hose** and a **sprinkler**. 5. Talk about what a **lawn** is. 6. Choose parts and have your student make up and **tell** you a definition. She should explain where it is, what it looks like and what it does. [Ex: gate, hose]	
	bedroom	1. Ask, "Do you have a bedroom?" 2. "Which of these things are in your room? 3. "What would go in a **toy box**?" 4. "What things are in your closet?"	

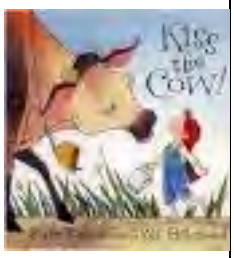
	bicycle	1. Ask, "Why does a bike need a kickstand?" 2. "What do you think would happen if the bike did not have handle bars?" 3. "Why does a bike need a reflector?" 4. *Duck on a Bike* shows parts of the bike and so does *Red Racer,* by Audrey Woods. 5. Play the <u>Why do they call it that</u> game. Ask, "Why do you think they call them **handlebars, handgrips, kickstand**?" 6. Choose parts and have your student make up and **tell** you a definition. He should explain where it is, what it looks like and what it does. [Ex: kickstand]	 
	bird	1. Explain about how a bird perches on a branch or piece of wood. 2. Explain that the **hind toe** wraps around the back part of the branch. 3. Show the picture of the duck and compare the parts. 4. Ask, "Why do you think a duck doesn't need a hind toe?" 5. Talk about some things birds do. [They perch, they peck seeds with their beaks, they flap their wings, they ruffle their feathers, etc…]	 page 39
	boat	1. Talk about how the rudder turns the boat. 2. Show the picture of the airplane and point out the rudder at the back. 3. Talk about how a boat **docks** at a pier. 4. Talk about the use of an anchor. 5. Talk about how people walk on the deck. 6. Choose parts and have your student make up and **tell** you a definition. He should explain where it is, what it looks like and what it does. [Ex: anchor] 7. Read *Louise Builds a Boat* by Louise Pfanner.	

	boats with motors	1. Talk about how many people each boat can hold (generally speaking).	
	boats w/out motors	1. Ask, "How are a canoe and a rowboat different?" "How are they the same?" 2. "How are a raft and a rowboat different?" "How are they the same?" 3. "How is the sailboat different from a rowboat?"	
	body	1. Play Simon Says (Simon says, touch your wrist. etc…). Don't forget to ask him to touch parts like shin, thigh, hip, ankle, wrist, waist, elbow and crown. 2. Then have the student lead the game. She can use the book to help remember the names of the parts. 3. Older student: Ask him some analogies: Ex: ankle is to foot just like wrist is to ___. knee is to leg, just like _____ is to arm. fingers are to hands, just like _____ are to foot.	
	car – back, front, side	1. Ask, "Why do you think they call them taillights?" [We want him to think a "tail" is in the back of an animal, so…] 2. "Why do you think they call it a windshield?" 3. "Where would you put a suitcase?" 4. "Why do you think they call it a rearview mirror?" [Many children don't know that **rear** means behind] 5. If you can find *Are We There Yet* by Dandi Mackall, you could read it and discuss the parts of the car. 6. Choose a few major parts and have your student make up and **tell** you a definition. He should explain where it is, what it looks like and what it does. [Ex: trunk]	

	chair	1. Ask, "A chair and a person have some of the same parts. Which parts are the same?" 2. "Why do you think they call it a back?" 3. "Why do you think they call it an arm?" 4. You could read *The Old Red Rocking Chair* by Phyliss Root.	
	clock	1. Watch clock (or watch) for one minute to show the student how long one minute really is. 2. Talk about some things that can happen in one minute. 3. Talk about the difference between a clock and a watch (a wrist watch) 4. Ask, "Why do you think they call it a wrist watch?" 5. Point out that the clock and a person have some of the same parts. Ask, "What parts do a clock and a person have with the same name?" 6. If you can find it, you and your student could look through and read selections in any Mother Goose book. I like *Mother Goose* by Sylvia Long. Many items you are teaching are in these books.	 page 44

Date	Lesson	Ideas	Notes
	female clothing 1 & 2	1. Ask, "How are a skirt and a dress the same?" "How are they different?" 2. "How are a pair of shorts and a skirt the same?" "How are they different?" 3. Talk about a scarf. 4. Talk about a **hem**.	

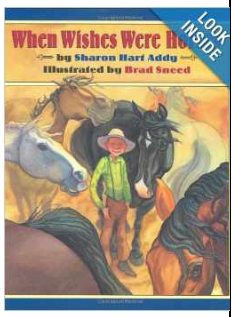
	male clothing	1. Ask, "Why do you think they call it a bow tie?" 2. "Why do you think they call it a tie?" 3. Talk about suspenders hold things up. Maybe show a suspension bridge. 4. Talk about a **hem**. If you pants are too ____ put a hem in them. 5. Show the **needle** page. Talk about sewing a seam. 6. If you can find it, you could read, *One of Each* by Mary Ann Hoberman. Really cute.	
	Outerwear	1. Ask, "What is the difference between a coat and a jacket." "A cape and a jacket." 2. If you can get the book "*Pappa's New Pants*" by Angela Shelf Medearis, please read it.	
	containers (3 pages)	1. Compare a pitcher and a jug. How are the same? How are they different? 2. Ask, "Why do you think they call it a neck of a bottle?" 3. Talk about the kinds of things you would put in each container. Maybe the student can draw things in the containers.	 page 100 (hoop) page 77 [pail] page 94 [basket]
	corn plant	1. Tell him the picture shows an "ear of corn" also called "corn on the cob." Have her add those labels to her picture and you can also add in your book. 2. Ask, "What part of the ear of corn do you think they use to make popcorn?" [kernel" 3. Ask, "The blade of a corn plant is like what part of a tree?" [leaf]. 4. If you can find it, you could read *Cornfield Hide-and-Seek* by Christine Widman.	

	cow	1. Show the picture of the horse. Ask, "How is a cow's cloven hoof different from a horse's hoof?" 2. Add the label **hind legs** to the back legs. 3. If you want and can find it, you could read, *Kiss the Cow* by Phyliss Root. Shows cloven hoof, udders, and talks about her being in the **pasture.** 4. Talk about some things cows do. [graze in the pasture, chew their cud, produce milk…]	
	dog	1. Talk about what a collar and a leash do. 2. Compare a dog and a horse. Ask, "Which parts are the same?" 3. Go back to the "Animal Feet" page and show the paw and its parts. 4. Choose some major parts and have your student make up and **tell** you a definition. Then use the label correctly in a sentence. [Ex: paw, hind legs, fore legs, collar, leash.]	
	door	1. Talk about **hinges.** They allow things to swing open or closed. 2. Walk around the room and find the hinges. (Don't forget hinges on a pair of glasses). 3. Choose a major part and have your student make up and **tell** you a definition. He should explain where it is, what it looks like and what it does. [Ex: hinge] 4. You and your tutee should count some of the hinges in the room. Then ask him how many **hinges** He thinks there are in his house? Write it down. Now ask him to go home and count them and bring the number back. (You and your student will be VERY surprised!)	Any book that shows a door with hinges showing.

	duck	1. Ask, "Why do you think ducks have webbed feet?" 2. Compare/contrast a duck and bird. "What parts are the same?" "How are they different?" 3. If you can find a copy of *Duck on a Bike*, please read it with your tutee. 4. If you do read *Duck on a Bike*, there are other animals in it and it shows their feet. That would be a good review for **animal feet**.	
	egg	1. Talk about different ways to cook eggs. (scrambled, fried, boiled) 2. Talk about the egg white. It is clear in an uncooked egg, but turns white when cooked. 3. Ask, "The yolk of the egg is like what part of an apple?" 4. If you can, take in a boiled egg and show how it spins real fast when it is boiled. Let student **peel** it [use that term], many times the shell membrane is visible. Show how the egg white turned white and show the yolk. 5. Talk about whipping **egg whites** into meringue.	
	eye	1. Ask, "Why do you think they call it a lower lid?" 2. Have the child look at your eyes, then ask, "What part of my eye is a color?" 3. Ask, "What color are your eyes?" 4. Talk about why you need tear ducts. [to keep your eyes wet]	

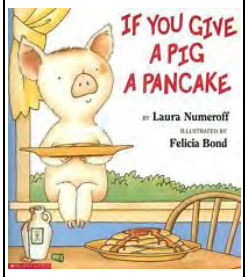
	face	1. Ask, "Why do you think they call it an eyebrow?" 2. Recite "Jack and Jill" and talk about what it means when Jack broke his **crown**. 3. Have student draw a circle for the face and tell him to add parts one at a time. 4. Play Simon Says. You ask your tutee to touch parts of his face, then let him tell you to touch part of your face. 5. Show different expressions (like surprise) and describe what your face must look like (my mouth is open, my eyes are wide open, my eyebrows are up). Let the student tell you what your face looks like using labels, "Your eyebrows are up, …" Then show "sad," "happy," "angry," "worried." Each time the student describes your features using labels. 6. Have the child tell you to draw some faces that He describes. 7. Play **Why do they call it that** game. Point to the eyebrow and ask, "Why do you think they call it an eyebrow?" [The student would have to know that about "brow" to answer that question.]	
	face w/hair	1. Talk about what parts a man shaves off. 2. Ask, "How is a mustache like a beard?" 3. "How is it different from a beard?" 4. If you can find it, you could read *My Daddy's Mustache* by Naomi Salus.	
	fireplace	1. Talk about a fire in a fireplace making people feel cozy. Ask what makes him feel cozy? 2. Ask, "Where might someone put a picture?" 3. "If you wanted to warm up your shoes, where might you put them?" 4. Explain the use of a flue and chimney.	

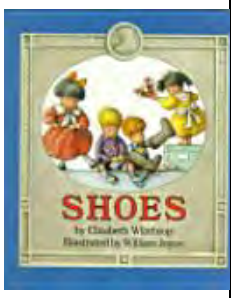
	fish	1. Ask, “Why do fish need fins?” 2. “Why do fish need scales?” [The scales overlap like shingles on a roof. They protect the skin underneath.] 3. Mention that fish breathe through their gills. 4. The school library should have a copy of *Big Al* by Andrew Clements. You could read it together.	
	flowering plant	1. If you can pull up a weed and look at the roots, stem, leaves. Talk about the parts. 2. Choose a major part and have your student make up and **tell** you a definition. She should explain where it is, what it looks like and what it does. [Ex: roots] 3. If you can find *From Seed to Plant* by Gail Gibbons, you could read it together.	
	foot	1. Ask, “What parts of your foot would get dirty if you were walking around barefooted. Why?” [You might have to explain **barefooted**.] 2. If you can find it, you could read *Beach Feet* by Lynn Reiser. 3. Compare to labels of a shoe.	
	glasses	1. Ask, “Why do you think they call this part the temple?” [Refer to **face** page and find temple.] 2. “Why do you think they call this part the bridge?” [Talk about **bridge**, many children know what it is, but don’t know it is called a **bridge**.] 3. If you have glasses with you that would be great (if not just show the picture) look at the hinges and show how hinges help things open and close without falling off. Show **door** page or a real door and show the hinges.	

	hand – back inside	1. Study the back of your student's hand. Ask, "Which parts are on all fingers?" [joints/ knuckles] 2. Tell the names of each finger. 3. Ask, "Why do you think the thumb only has 2 joints?" 4. Study the inside of your student's hand. Explain fingerprints. 5. Really stress the **palm** of the hand. Ask, "If you were holding a penny, what part of your hand would it be in?"	
	hat	1. Ask, "What part keeps the sun out of someone's eyes?" 2. Explain that all hats are not shaped like this. If you can, read "Old Hat, New Hat" by Stan Berenstain. A precious book. Point out these parts of the hats in the book. 3. Explain that the hat band is just for decoration.	
	horse	1. Talk about hind legs and that hind is in the back, so they are the back legs of the horse. Discuss that if you read about a horse **rearing up** on his **hind legs**, that it means, stand up on the back legs. This happens if the horse is startled, etc… 2. Shoe animal feet and find the feet of the horse. 3. Really stress **mane** and **hind legs**. 4. Compare horse and cow and/or dog. 5. Tell him that "lock" is a multiple meaning word [it has different definitions], but one is **a piece of a person's hair that coild or hangs together.** 6. Ask, "Why do you think they call it a **forelock**?" 7. Show picture of dog and ask, "A hoof on a horse is like a ___ on a dog?" 8. How is the mane of a horse different from a lion? 9. If you can find it, you could read *When Wishes Were Horses* by Sharon Addy.	

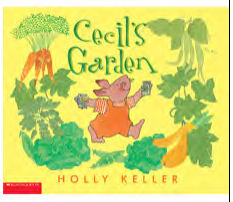
	house	1. This is a 2 story house. Explain what **stories** means in a multi-level building. 2. Talk about the **cellar** being under the ground. 3. Ask, "Why do you think some houses have shutters?" 4. "Why do you think they call it a **roof peak**?" [Before he answers, look at **landforms** page. Let him see **mountain peak**. See if he can figure out the answer on his own.] 5. If you can find it, you could read *The Great Blue House* by Kate Banks.	
	kitchen	1. Ask, "What parts of this kitchen do you have in your kitchen?" 2. Explain that you bake in an oven and cook on the stove top. Ask, "What does your mother bake?" "What does she cook?"	
	kitchen utensils (2 pages)	1. Ask, "Which of these utensils do you have in your kitchen?" 2. Ask, "Why do you think they call it a **cutting board**?" 3. Explain a funnel. Ask, "What could you do with a funnel?" 4. Ask, "What utensil would you use to: • take cookies off of the cookie sheet • dry the dishes • wipe off the counter." 5. "What would you measure milk in?" 6. "What would you measure salt with?" 7. Choose a utensil and have your student make up and **tell** you a definition. He should explain what it looks like and what it does. [Ex: rolling pin]	

	lamp	1. Ask, “What do you think a lamp shade is for?” 2. “How does the **finial** help?” 3. Explain that you put the **plug** into the **outlet.** 4. Ask, “What do you screw the light bulb into?” 5. Ask, “How do you think the harp helps?”	
	landforms	1. Really stress **river bank**. “To get out of the river you would have to climb up the ____.” 2. Explain a **mountain range** vs. a **mountain** 3. Ask, “A hill is like a mountain, but it ____.” See what she says. You can compare other landforms with that sentence. Compare mountain and mountain range.	
	living room	1. Ask, “Which of these things are in your living room?” 2. “Why do you think it is called a coffee table? an end table? and entertainment center? 3. “What is the difference between a couch and a chair?” How are they the same?”	
	melon	1. Ask, “The rind on a melon is like the ____ on people.” [skin] “Why do you say that?” 2. “The rind of a melon is like the ___ of an apple.” [skin or peel] “Why do you say that?”	
	needle	1. Talk about needle and thread. Thread goes through the eye. If you can take a needle and thread and some cloth in. That would be great! maybe you could show sowing a **seam**. 2. Discuss spool of thread. 3. Talk about mending and patches. 4. Choose a part and have your student make up and **tell** you a definition. He should explain where it is, what it looks like and what it does. [Ex: eye of the needle]	 page 46

	outerwear	3. Ask, "What is the difference between a coat and a jacket." "A cape and a jacket." 4. If you can get the book "*Pappa's New Pants*" by Angela Shelf Medearis, please read it.	
	pants	1. Talk about the difference between a cuff and a hem. 2. Show him a **hem** and a **seam** on your clothes. 3. Ask, "Why do you think they call it a **waistband**?" "A **belt loop**." 4. If you can get the book "*Pappa's New Pants*" by Angela Shelf Medearis, please read it. You will love it. It is about **hemming** and being kind.	
	pig	1. Compare a pig, cow, dog, horse. "Which parts do they have in common? Which parts are different?" This activity provides review. 2. If you can get the book "*If You Give A Pig a Pancake*" by Laura Numeroff, please read it.	
	shirt	1. Shirttail is probably new to your student. Show him a shirt tail. Explain about **tucking it in.** 2. Show a seam, collar, cuff, etc. 3. Ask, "Why do you think they named it a **buttonhole**?" 4. Say, "A collar on your shirt is around your neck, just like the dog's collar is around ____."	

	shoe	1. Ask, “Which of these parts do you have on your shoe?” 2. “Why do you think they call it a **tongue** of a shoe?” 3. “Which parts of a shoe are like the parts of a **foot**?” 4. Talk about different kinds of shoes like sandals, flip flops, boots, etc. Some buckle instead of tie. You could take an advertisement for shoes. 5. You could read *Shoes* by Elizabeth Winthrop.	
	staircase	1. Ask, “Why do you think a **landing** doesn’t have risers?” 2. “What part do some people slide down?” 3. “Why do you think some houses have a **staircase**?” 4. If you could find a copy of *On the Stairs* by Julie Larios, you might want to read it and talk about the parts of staircase.	
	table setting	1. Ask, “Why do you think people put cereal in a bowl?” 2. “Why do you think some people use a **saucer**?” 3. “Which of these things do you have in your house?” 4. “Which of these things do you put on your table at meal time?” 5. Talk about the use of each item of the table setting. 6. The next time you go, perhaps you could take all the items and have the student set the table. It may be a first for her. Be sure she names each part while putting it on the placemat.	

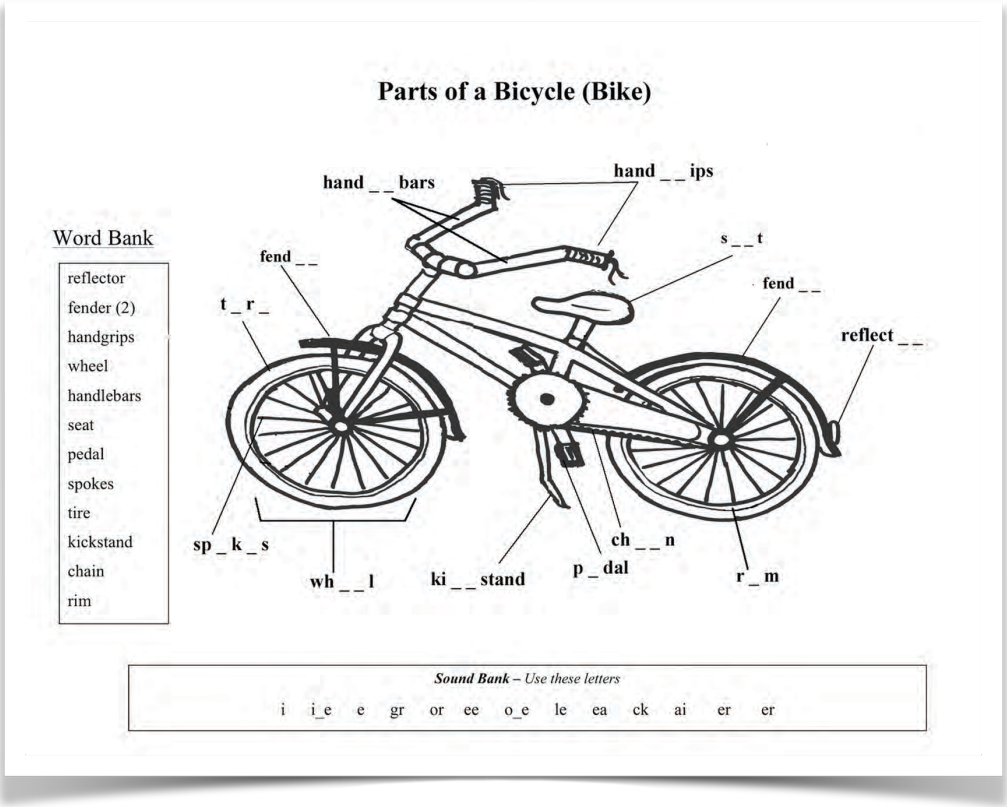
	tack	1. Please explain the uses of: reins, bit, blanket, stirrups, cinch strap.	
	things we climb on	1. Ask, “Which of these do you have in your house?” 2. “What is the difference between a stool and a step stool?” 3. “When you climb a ladder, you put your foot on each _____.”	
	things wear in cold weather	1. Ask, “How would your hands feel different in mittens than in gloves?” 2. “What do you do with a **scarf**?” 3. “Which of these have you worn?”	
	things we wear in the rain	1. Ask, “What is the difference between a raincoat and a regular coat?” 2. “What is the difference between a poncho and a raincoat?” 3. “Which of these do you use?”	
	things we look through	1. Have the students write **hand lens** under **magnifying glass**. 2. Ask, “Which of these make little things look bigger?” [microscope, magnifying glass, telescope, binoculars] 3. “Which of these make things look closer?” [binoculars, telescope]	

	time of day	1. This is an important one. 2. Study the labels and talk about dawn, dusk (these will probably be new terms to him.) 3. Talk about which **meals** you eat in the morning, at noon, and at night. Be sure to use the word **meals**. 4. Discuss AM and PM.	
	tools for fixing	1. Talk about these tools and what you do with each one. If you can bring some tools in that would be great. 2. Ask, "What is the difference between a nail and a screw?" 3. "If you wanted to see how long something is, what tool would you use?" 4. See if your tutee can finish this analogy, "a **hammer** and a **nail** go together like a **screwdriver** and a _____ go together." 5. If you can find it, you could read *What! Cried Granny* by Kate Lum.	
	tools for gardening	1. Talk about what each tool is for. 2. Ask, "If there were a lot of leaves in your yard, which tool would you use to gather them.?" [You will have to explain **gather**.] 3. "If you needed to take a lot of dirt from your front yard to your back yard, which of these would you use to move it?" 4. "If you needed to dig a big hole, which tool would you use?" 5. "If you needed to dig a little hole for a plant, which tool would you use?" 6. "If the ground was really hard, which tool would you use to break it into pieces?" 7. If you can get the book "*Cecil's Garden*" by Holly Keller, you could read it together.	 

	tree	1. Talk about the parts of the tree. 2. Ask, "If you were walking along and saw a stump, how do you think it was made?" 3. See if your tutee can finish this analogy, bark on a tree is like the _____ on a melon. Ask, "Why do you say that?" 4. Emphasize the concept of **fork**. Ask, "What would a **fork in the road** look like**?** What would it look like?" Talk about choices are sort of like **forks**. 5. Talk about the word **branch** and how it is used in different ways like **branch of a river, a branch of the military** or **branching out** into a new career. 6. On the next tutoring session, **after** your tutee understands the parts of the tree, see if you can get a copy of the book, *The Giving Tree* by Shel Silverstein, read it with your tutee. It is a dear, sweet book. He will understand it much deeper if she knows about the parts of a tree. 7. Ask your tutee to make up and **tell** you a definition for **bark, trunk, fork, stump,** and **log.** He should explain where it is, what it looks like and what it does. [Ex: trunk or bark] Have her use some of the words above correctly in a sentence.	
	window	1. Ask, "Where on the window, would you put a plant?" 2. "If someone threw a ball and broke the window, what part would be broken?" 3. "What is a curtain for?" 4. "What is a curtain rod for?" 5. Have your student make up and **tell** you a definition for the major parts. He should explain where it is, what it looks like and what it does. [Ex: window pane]	

Activity Sheets

Combining Vocabulary, Phonics & Spelling Practice



Give your students a storehouse of words to use when reading, writing, speaking and listening!

Janet Caruthers, Ed. S
FoundationalVocabulary@gmail.com

Activity Sheets

Combining Vocabulary, Phonics & Spelling Practice

by Janet Caruthers, Ed. S.

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TABLE OF CONTENTS

Part 1 - Parts of the Human Body
Body
Face
Face With Hair
Foot
Hand - 2 pages

Part 2 - Parts of Clothing
Pants
Shirt
Shoe

Part 3 - Parts of a House and Things Around the House
Backyard
Bedroom
Containers - 2 pages
Door
Kitchen
Kitchen Utensils - 2 pages
Living Room
Table Setting
Tools for Gardening

Parts 4 - Parts of Vehicles
Bicycle
Boat
Boats Without Motors
Car

Part 4 - Parts of Animals and Nature
Animal Feet
Bird
Dog
Flowering Plant
Horse
Tree

Dear Student,

The next 30 activities will help you learn the parts of some of the objects you see every day. Learning the names of the parts will help you in reading. The activities will also help you learn how to spell the parts. Then you can use the words when you write stories.

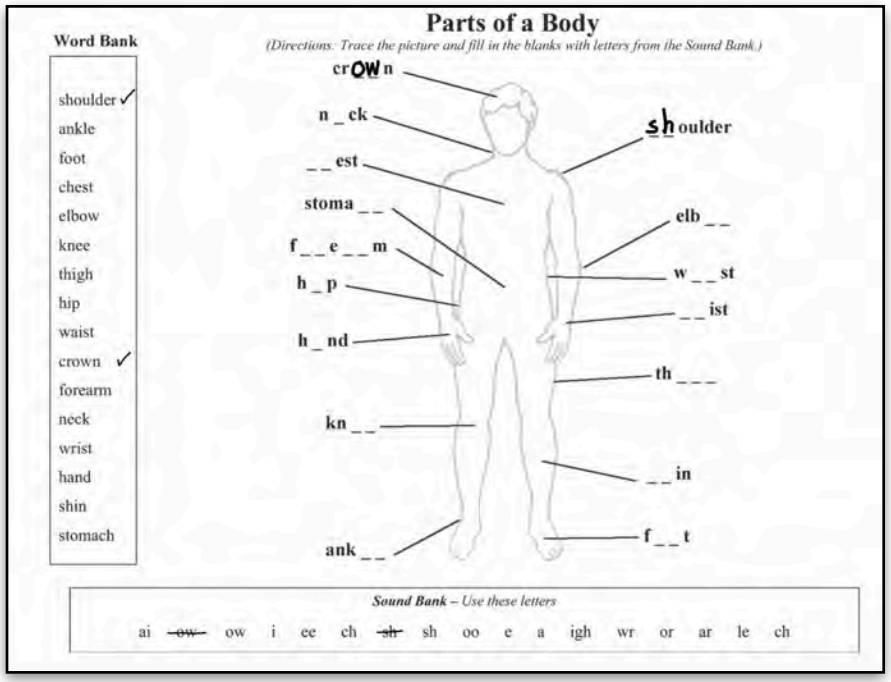
Look at the first picture. You will see that the picture has labeling lines and just part of the label, because I took some letters out. Now look at the bottom of the page. You will find the letters that I took out.

If you want, you can very carefully trace the object first. Then look at one label and try to remember the name of that part. (If you have to, you can look back in the dictionary.) Find the missing letters of that label in the Sound Bank and put them in the blanks, then cross out those letters in the Sound Bank.

You can use the Word Bank to show you the correct spelling for that label. After you write a label, put a checkmark next to it in the Word Bank.

I hope you have fun and learn a lot! I had fun making these activities for you!

Here is an example of what to do.



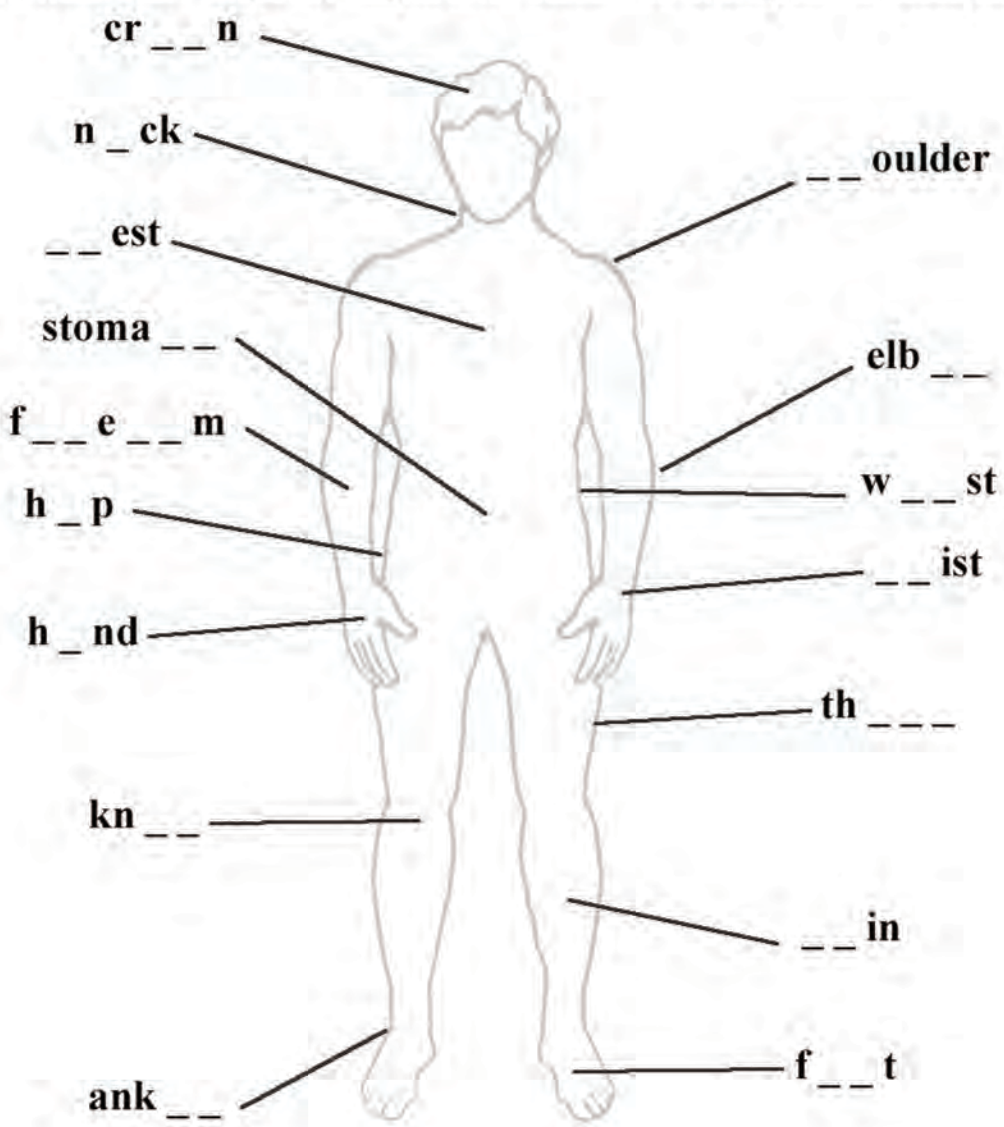
Go to www.ChildrensLiteracyPublications.com for more activities: word searches, crossword puzzles, coloring sheets and more FREE to print.

Parts of a Body

(Directions: Trace the picture and fill in the blanks with letters from the Sound Bank.)

Word Bank

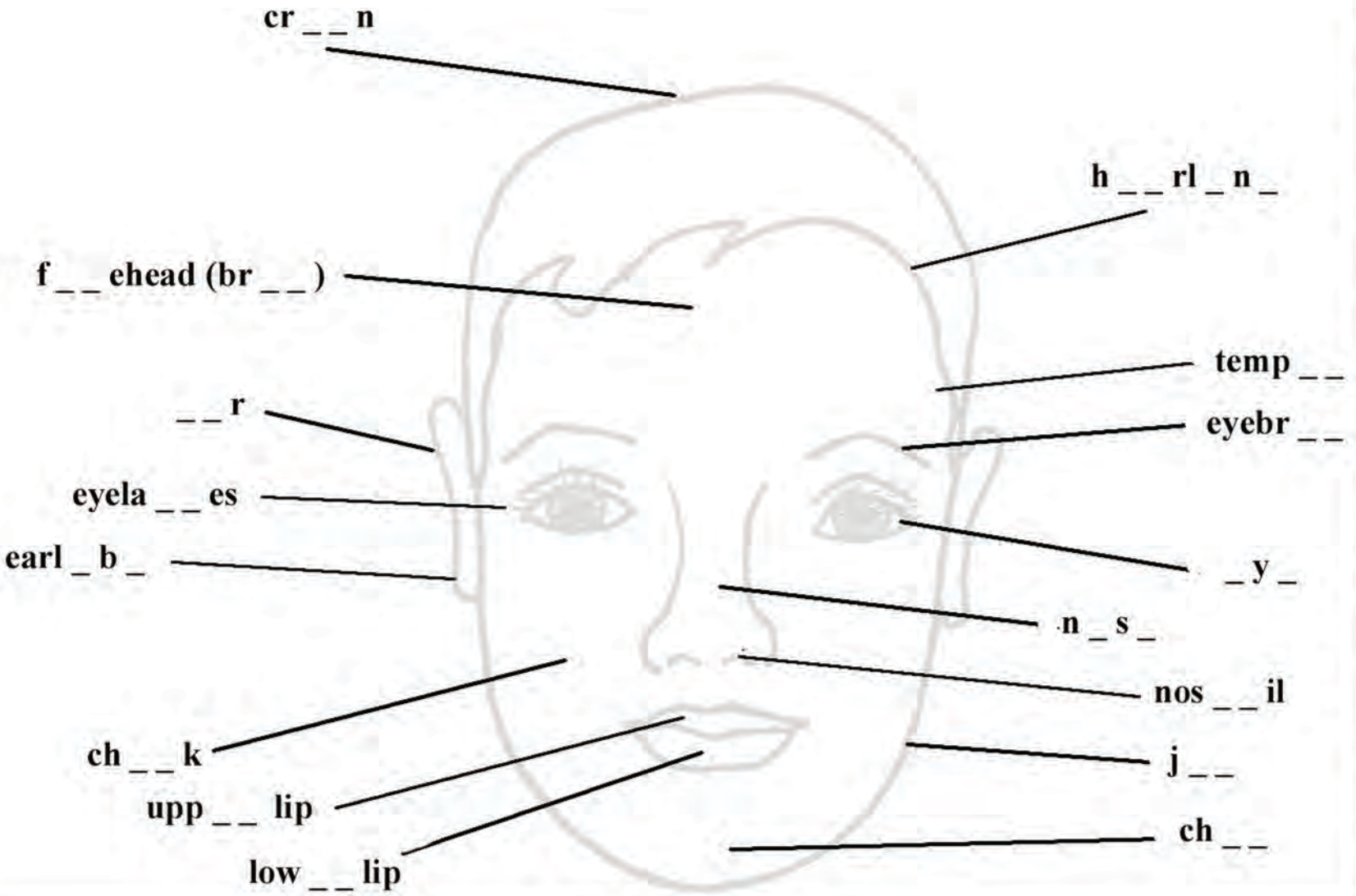
shoulder
ankle
foot
chest
elbow
knee
thigh
hip
waist
crown
forearm
neck
wrist
hand
shin
stomach



Sound Bank *– Use these letters*

ai ow ow i ee ch sh sh oo e a igh wr or ar le ch

Parts of a Face



jaw
ear
crown
nostril
brow
hairline
lower lip
upper lip
cheek
eye
forehead
eyebrow
eyelashes
chin
nose
temple
earlobe

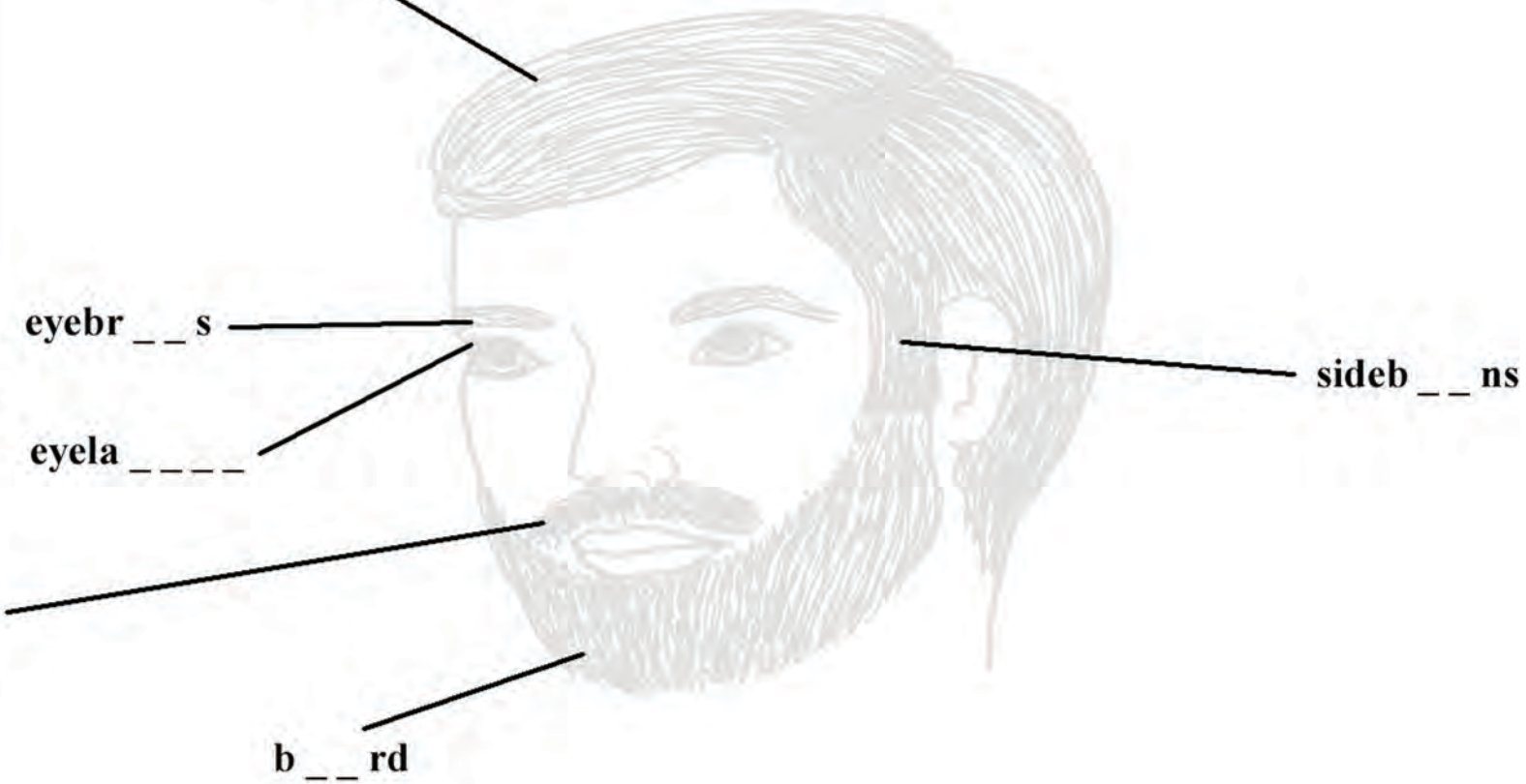
Sound Bank **–** *Use these letters*

or o_e aw er e_e ow o_e le er tr ai i_e ow ee ow in sh ea

Parts of a Face with Hair

Word Bank

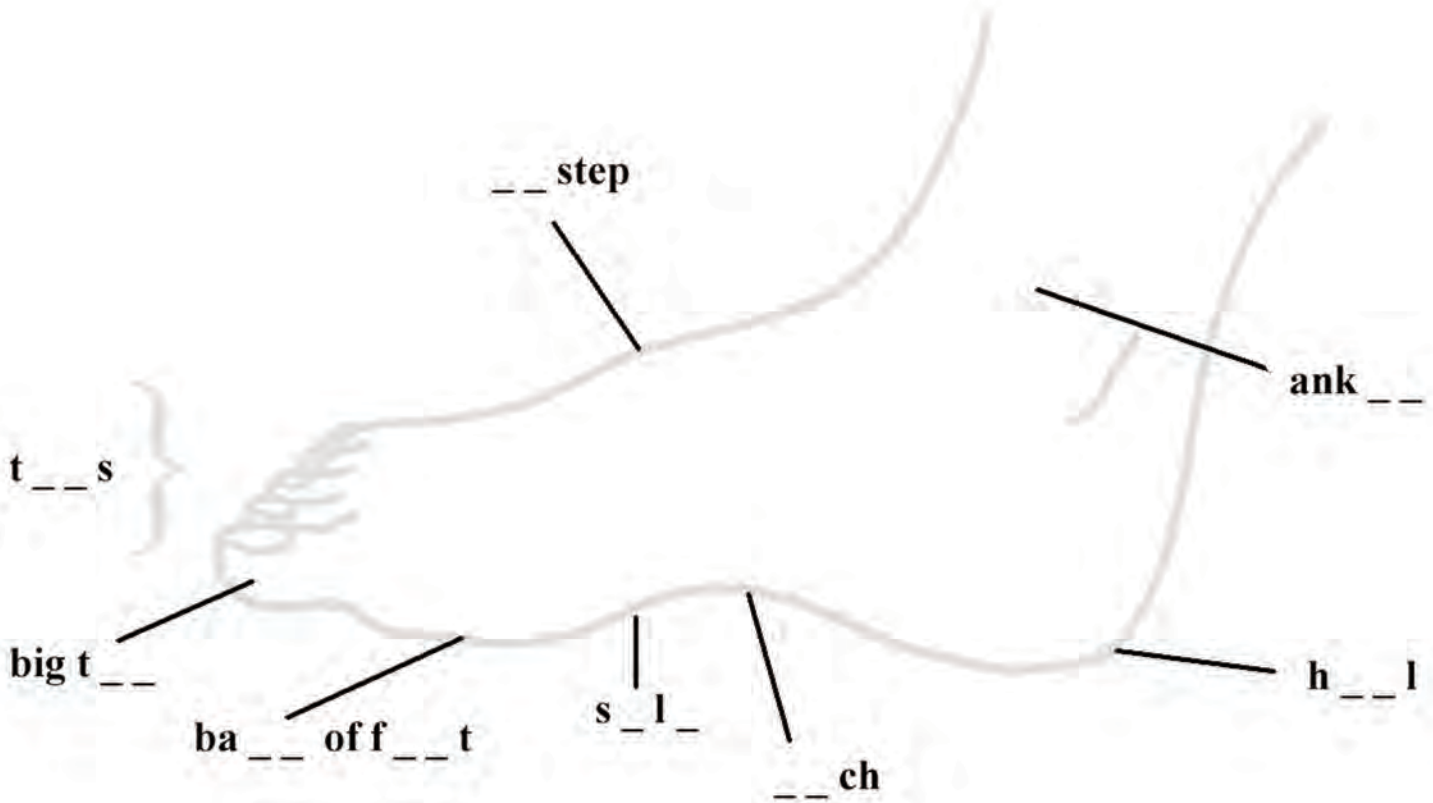
mustache
beard
sideburns
eyebrows
hair
eyelashes



Sound Bank *– Use these letters*

ai ch ow ea shes ur

Parts of a Foot



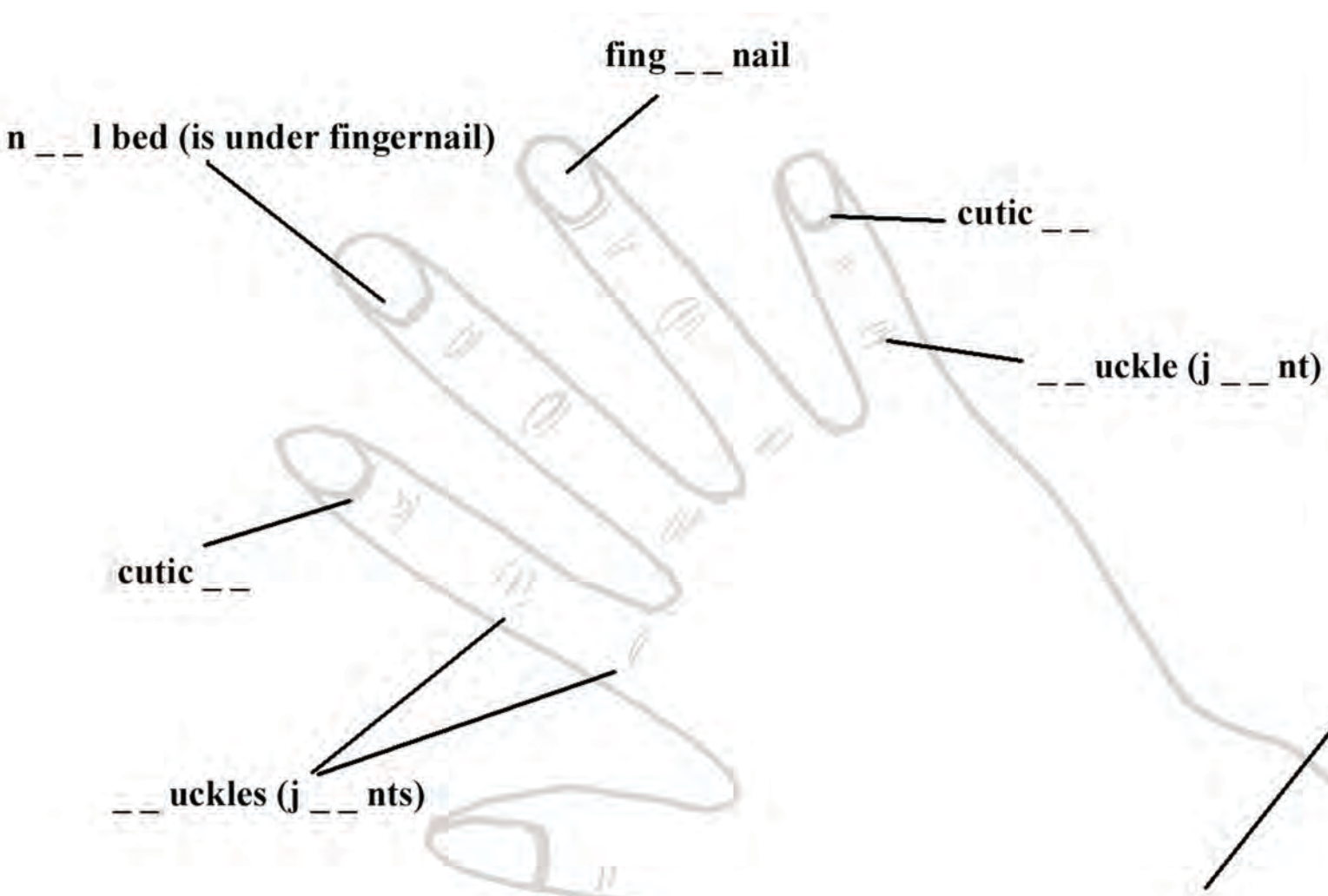
Word Bank

instep
heel
toes
arch
big toe
sole
ankle
ball of foot

Sound Bank *– Use these letters*

oe oe o_e le ll ar ee in oo

Parts of the Back of My Hand



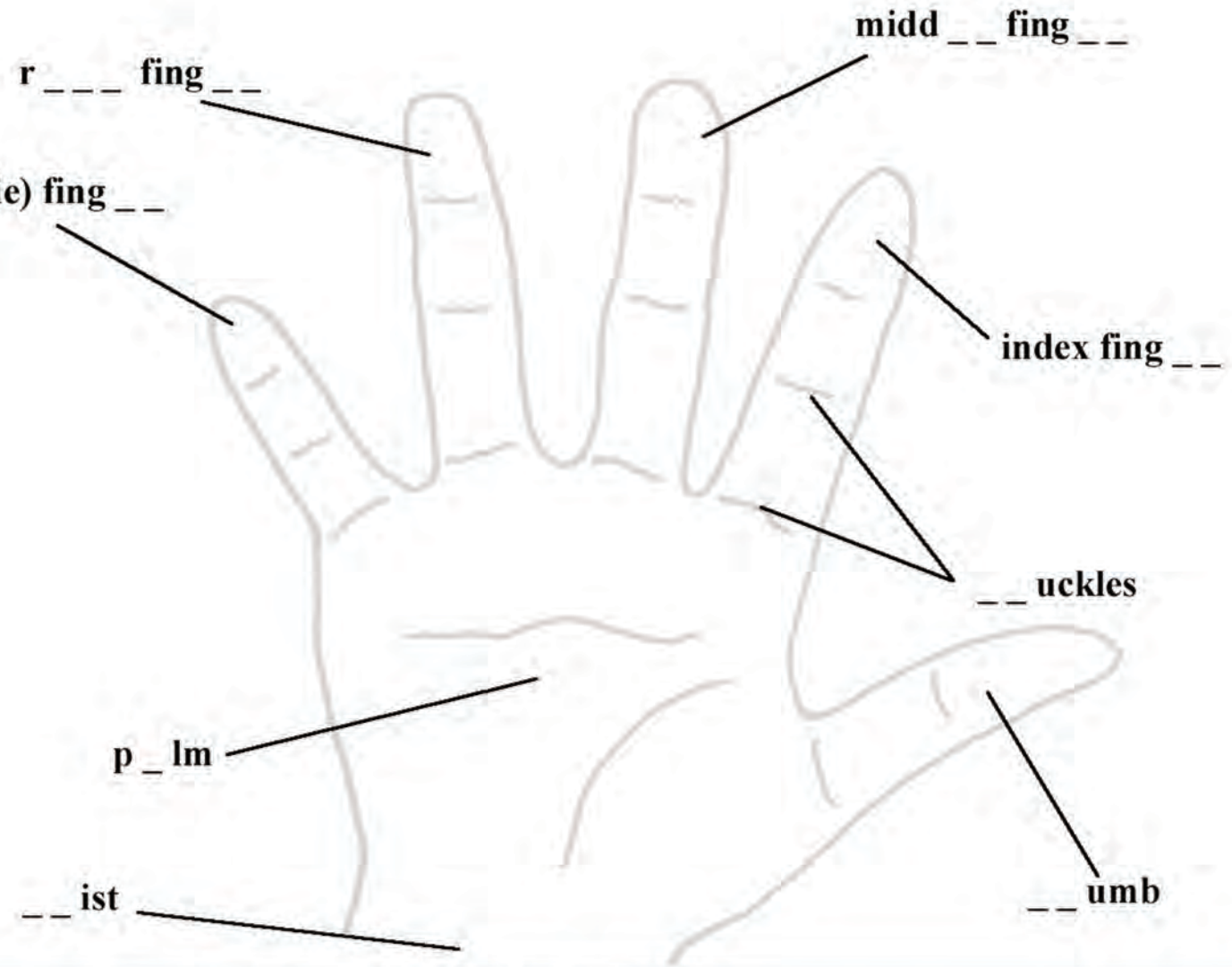
Word Bank

joints
joint
fingernail
wrist
cuticle (2)
nail bed
knuckles
knuckle

Sound Bank *– Use these letters*

kn ai le er oi wr kn oi le

Parts of the Inside of My Hand



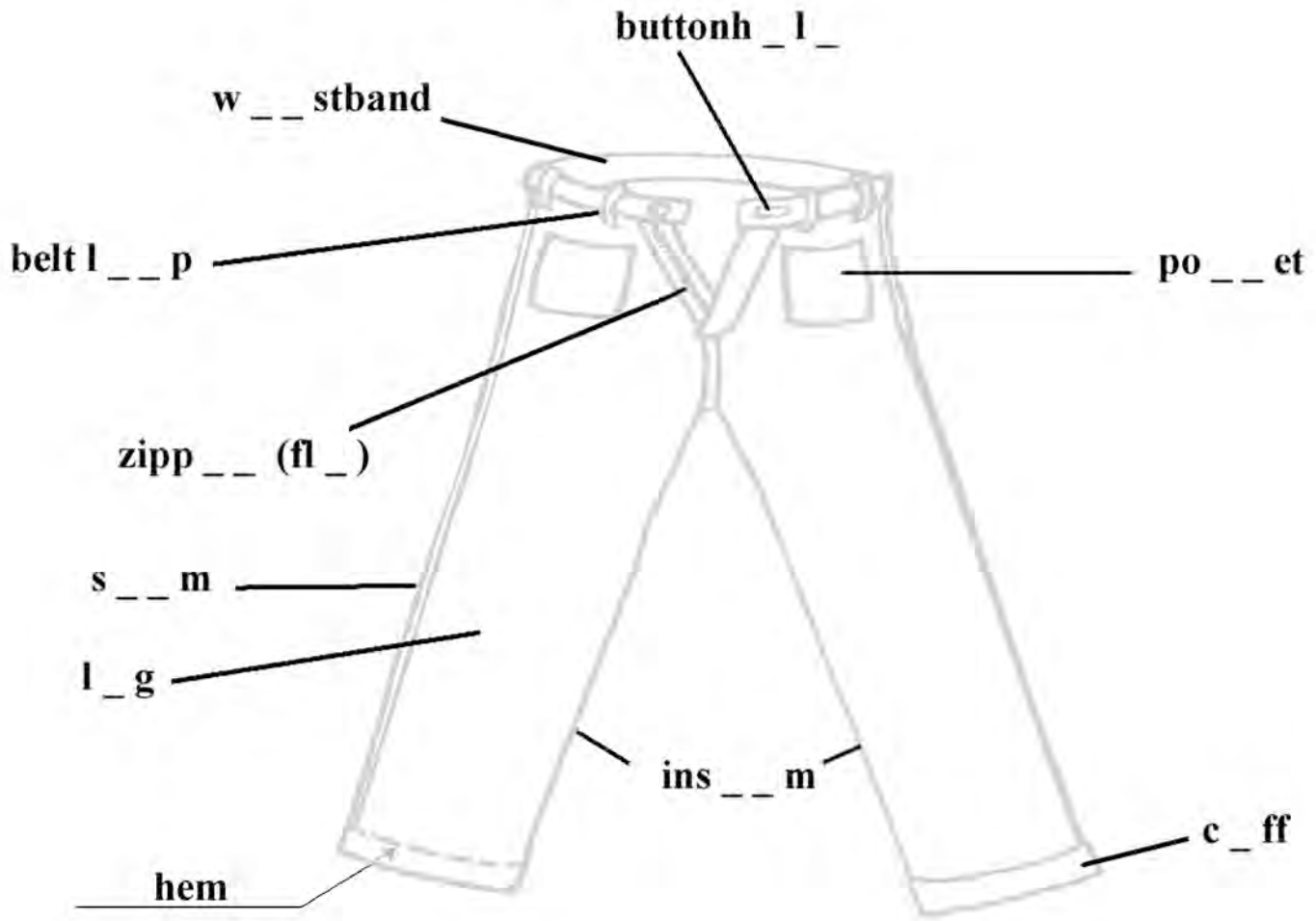
Word Bank

palm
wrist
index finger
pinkie
knuckles
ring finger
little finger
middle finger
thumb

Sound Bank *– Use these letters*

le wr er kn th er ing a er i le er

Parts of a Pair of Long Pants (Slacks) (Trousers)

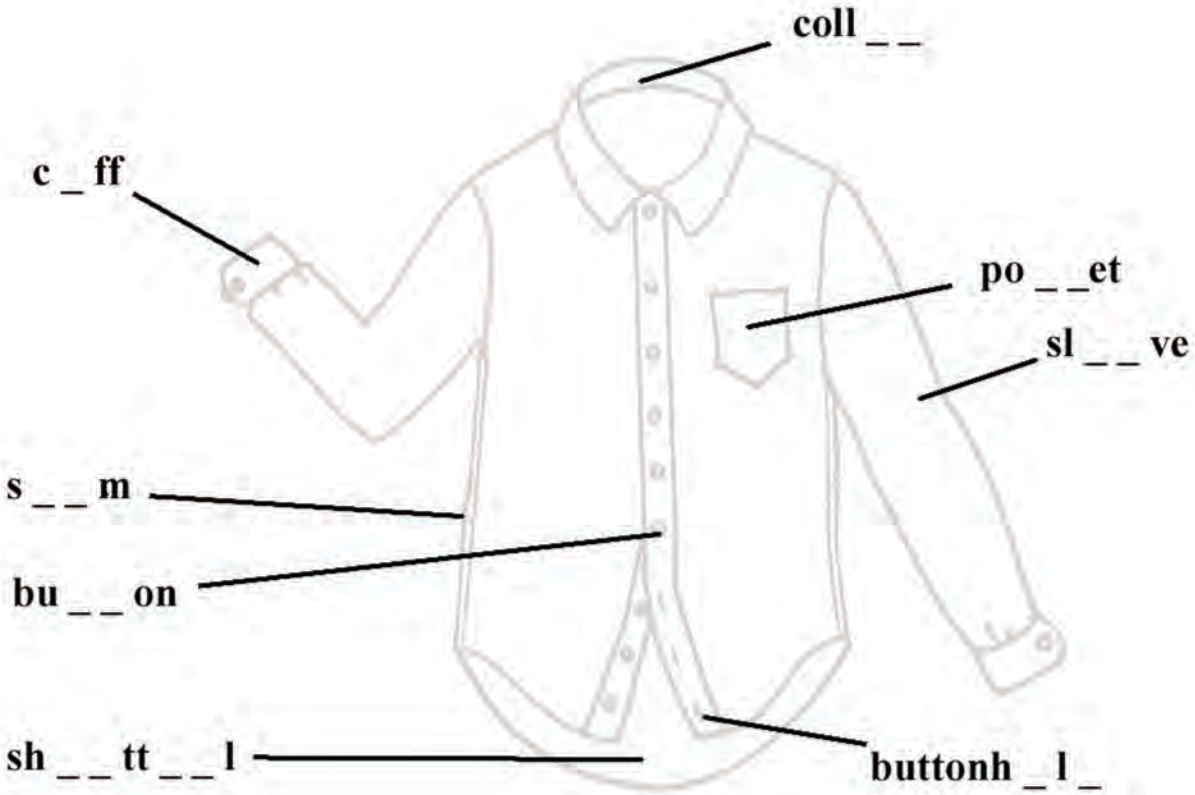


Word Bank
cuff
belt loop
waistband
leg
inseam
seam
pocket
buttonhole
zipper
fly

Sound Bank *– Use these letters*

oo ai e ea ck er o_e y ea u

Parts of a Shirt (Blouse)



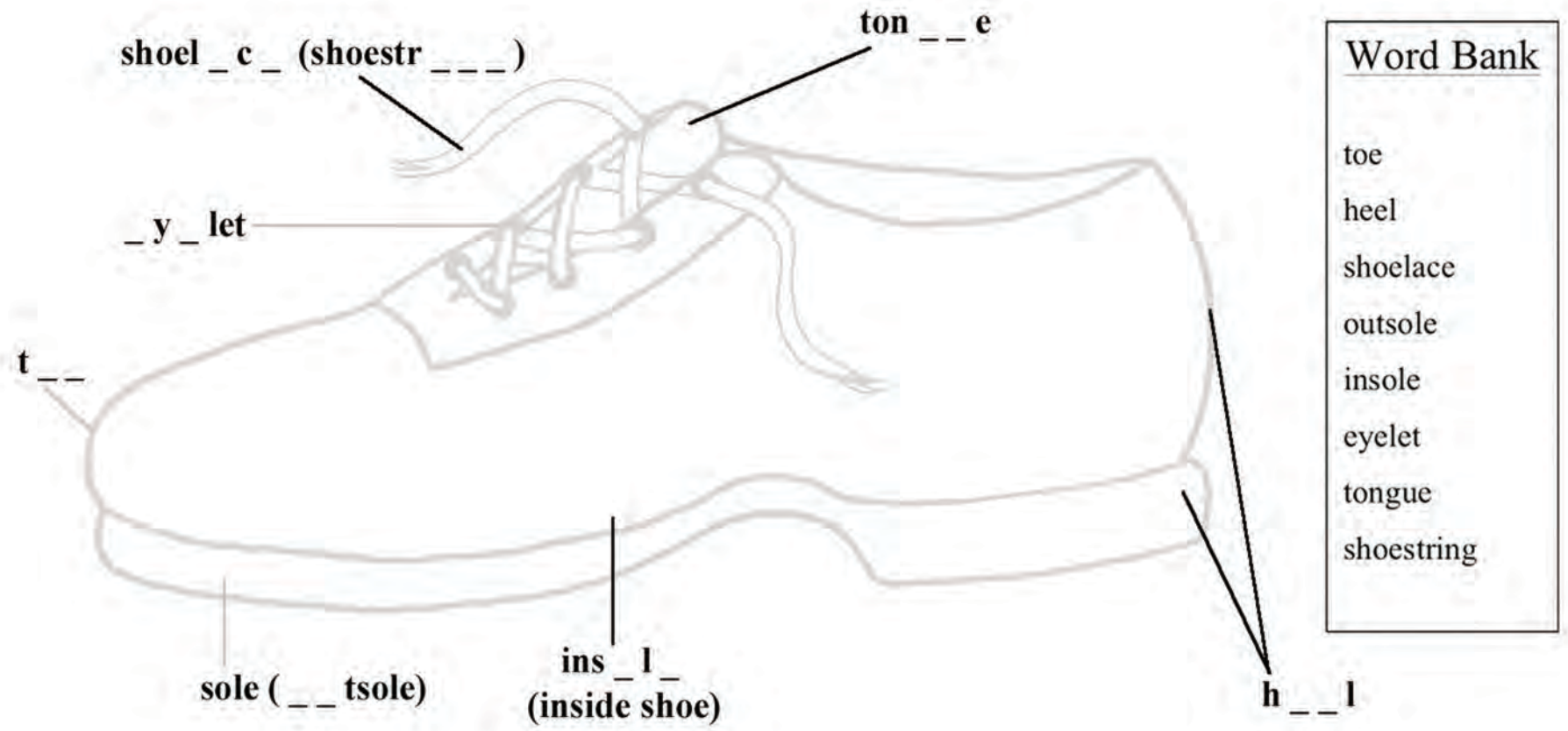
Word Bank

sleeve
cuff
shirttail
seam
buttonhole
button
collar
pocket

Sound Bank *– Use these letters*

ir tt o_e ck u ar ea ai ee

Parts of a Shoe



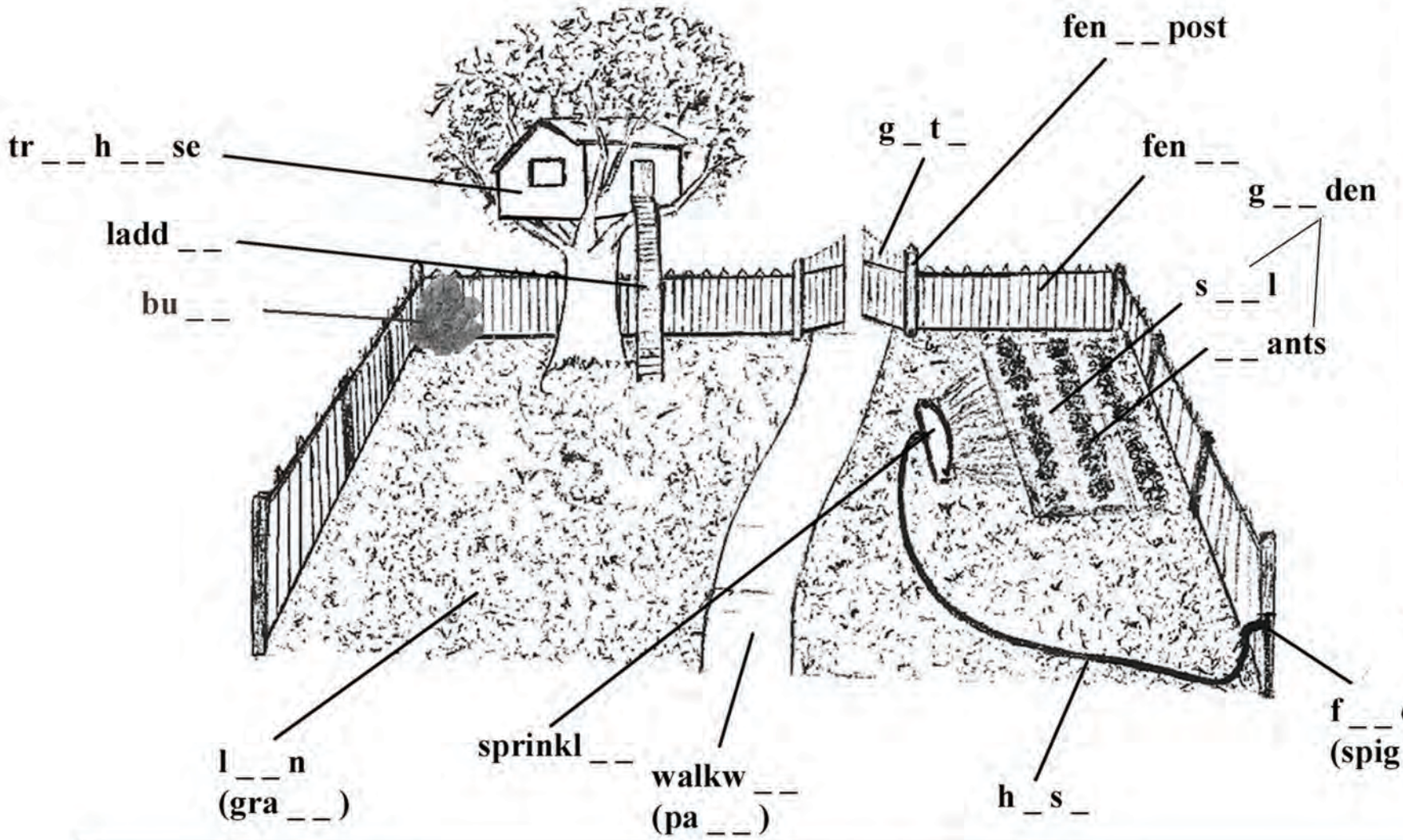
Word Bank

toe
heel
shoelace
outsole
insole
eyelet
tongue
shoestring

Sound Bank *– Use these letters*

a_e gu ee oe e_e ing ou o_e

Parts of a Backyard



Word Bank

sprinkler
plants
spigot
walkway
ladder
fence post
soil
tree house
gate
faucet
grass
fence
garden
lawn
hose
path
bush

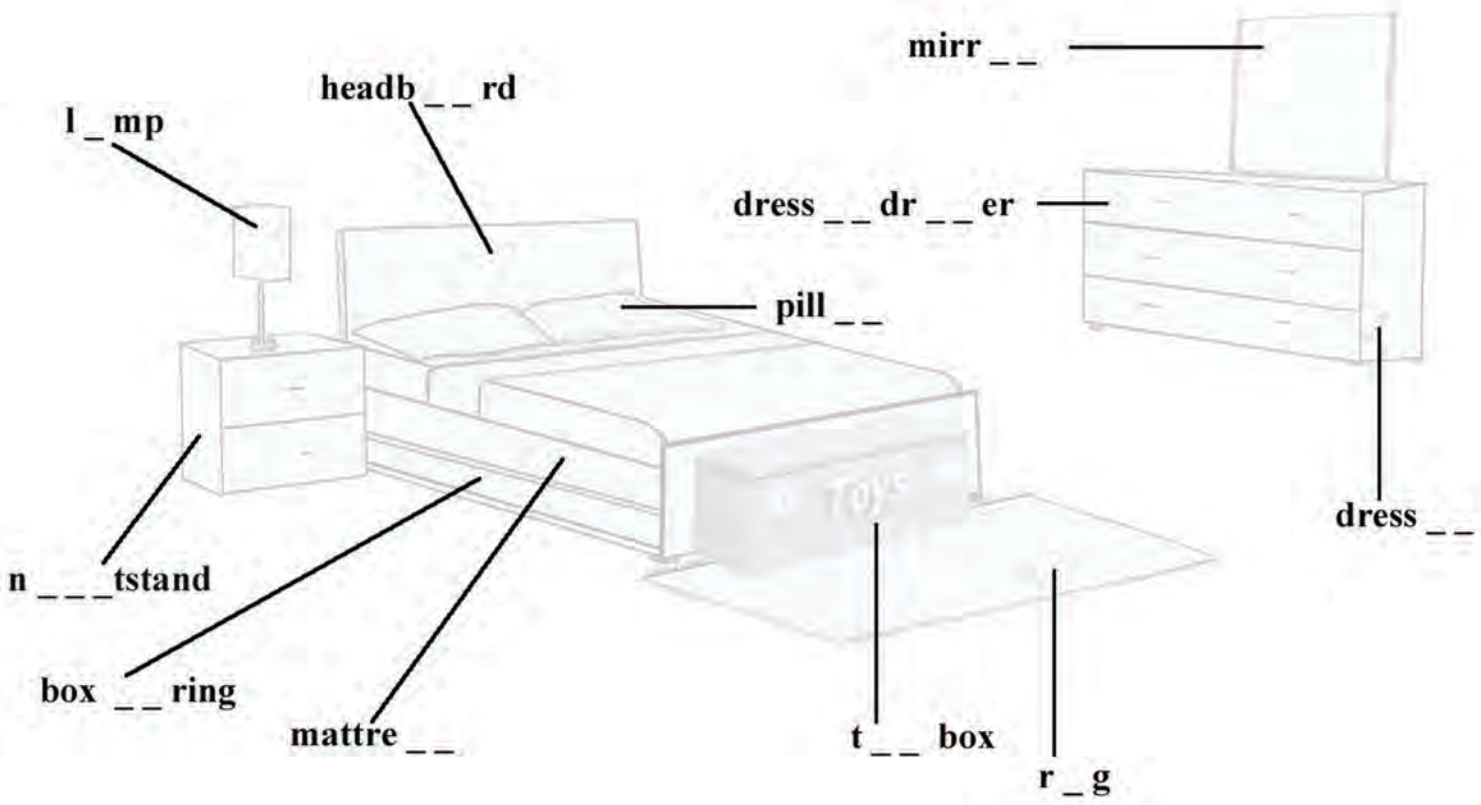
Sound Bank *– Use these letters*

au ce er ot er oi a_e ss ar o_e sh pl ay ce ee aw ou th

Parts of a Bedroom

Word Bank

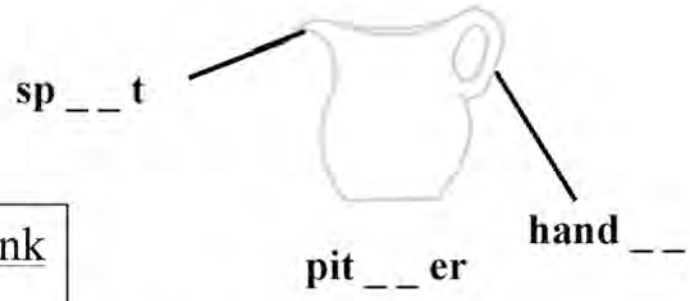
toy box
mirror
headboard
pillow
dresser drawer
box spring
dresser
mattress
rug
nightstand
lamp

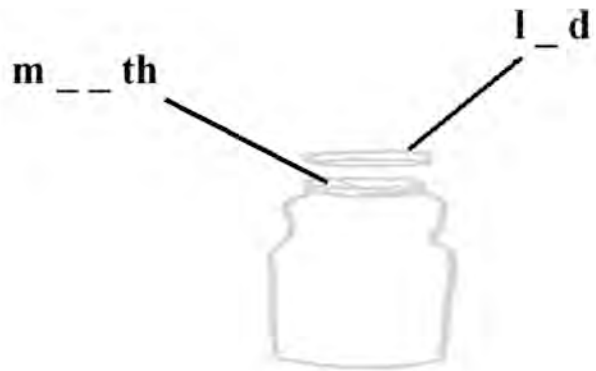


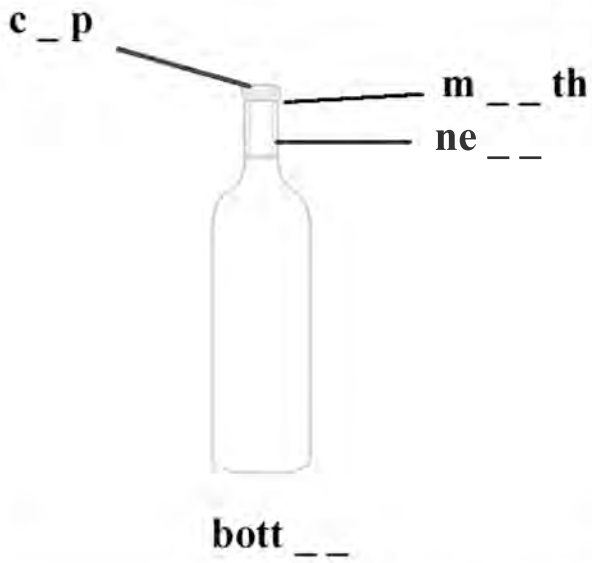
Sound Bank *– Use these letters*

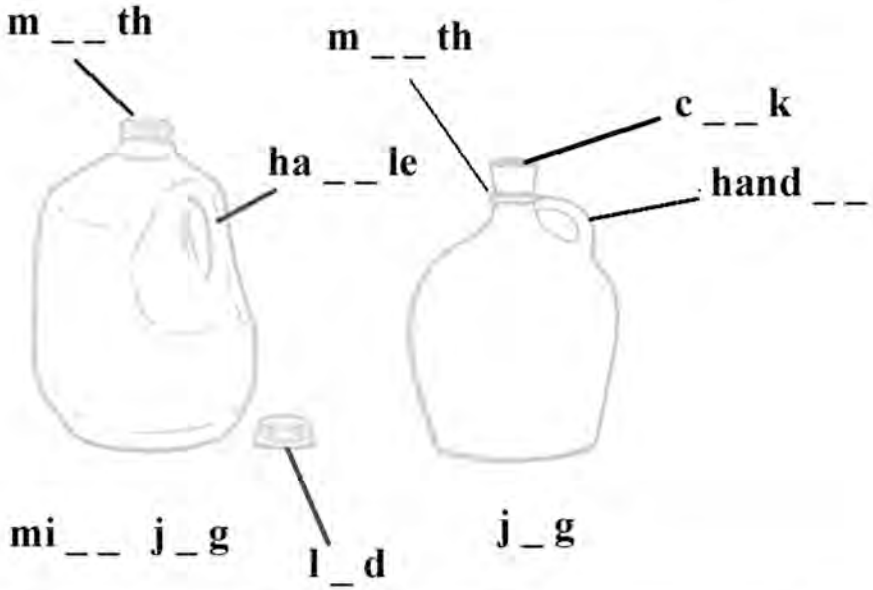
or oa igh a ow er aw u ss er sp oy

Containers









Word Bank

neck
spout
handle (3)
jug
pitcher
jar
bottle
mouth (4)
lid (2)
cork
milk jug
cap

Sound Bank *– Use these letters*

le ou ou u or lk u ou le i i ou a le ar ch nd ck

Containers

b _ g (sa _ _)

hand _ _

p _ _ l (bu _ _ et)

bask _ _

b _ x (b _ n) (t _ b)

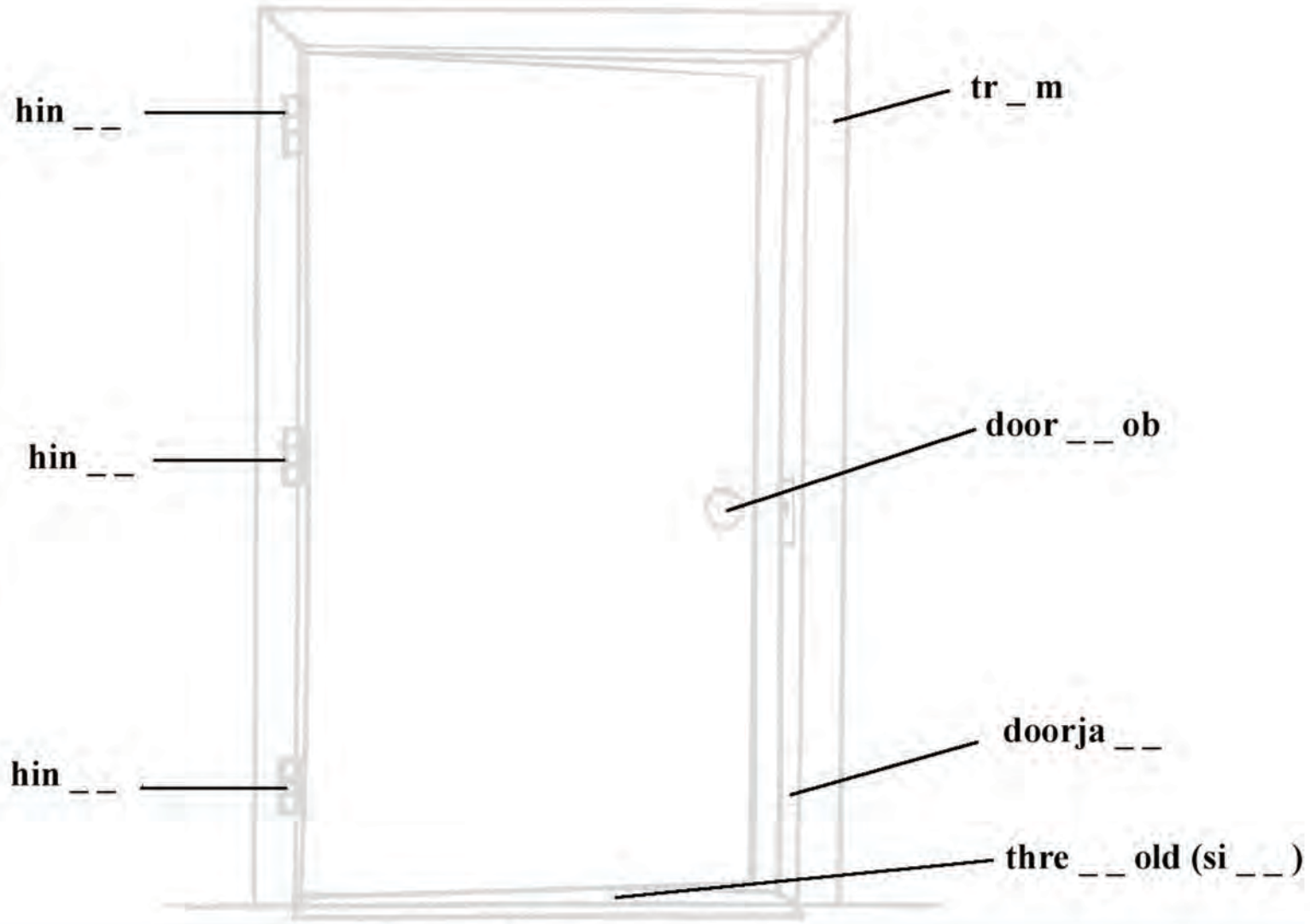
Word Bank

tub
sack
bin
handle
bucket
basket
bag
pail
box

Sound Bank *– Use these letters*

ai et u ck a ck o le i

Parts of a Door



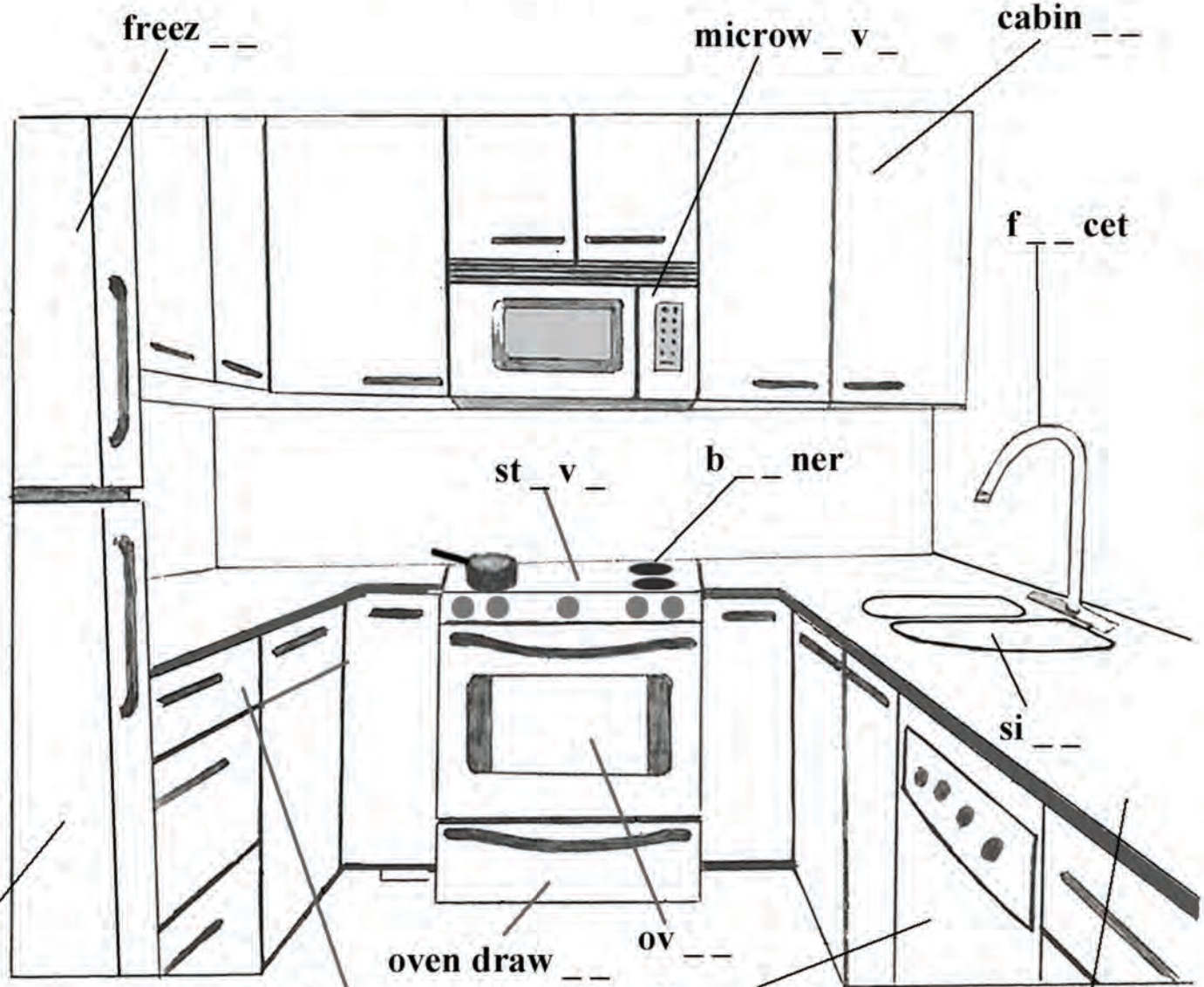
Word Bank

sill
hinge (3)
doorjamb
trim
threshold
doorknob

Sound Bank *– Use these letters*

mb sh i ll ge kn ge ge

Parts of a Kitchen



Word Bank

counter
refrigerator
dishwasher
stove
oven
oven drawer
freezer
microwave
sink
faucet
cabinet
drawer
burner

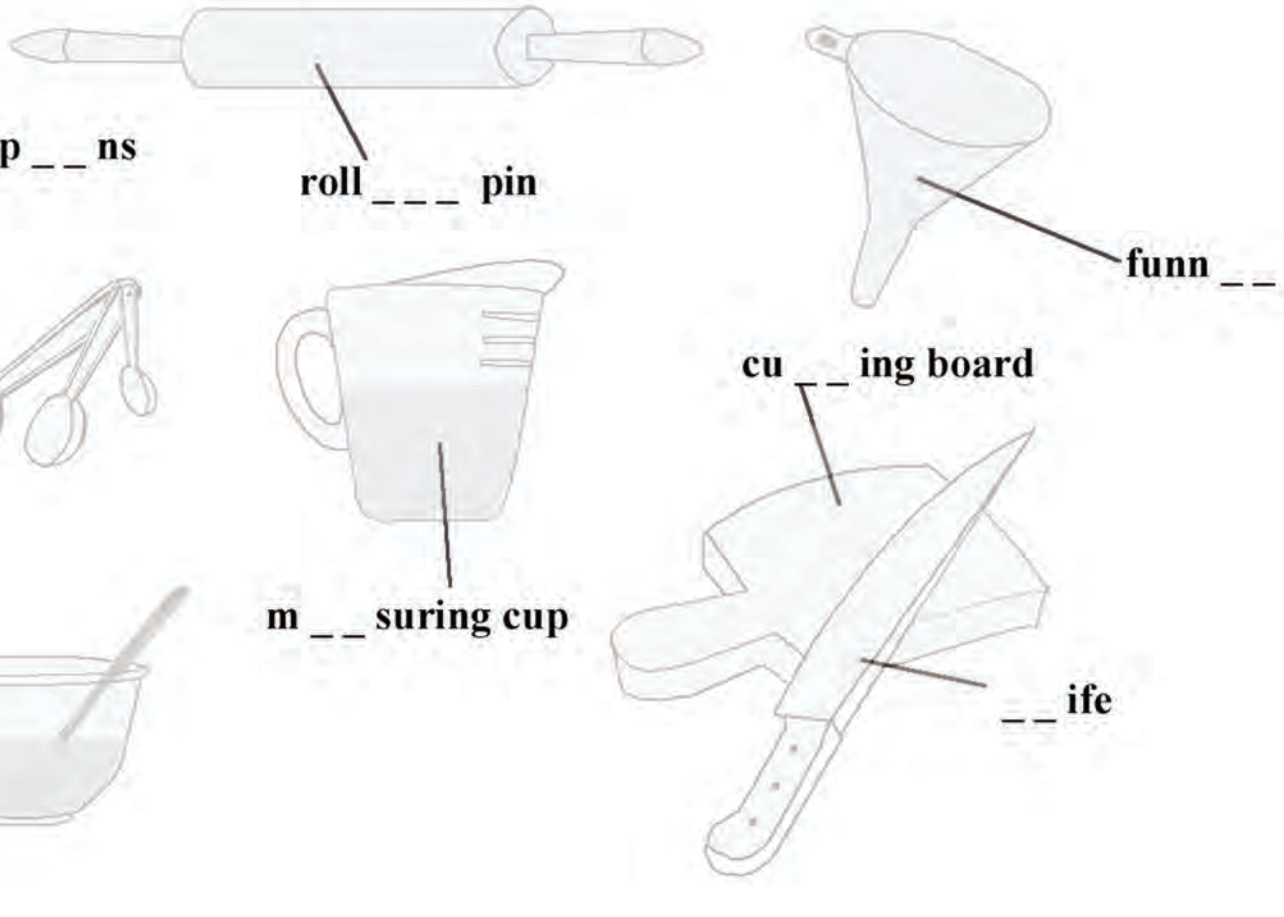
Sound Bank *– Use these letters*

or en nk ur et er o_e er sh er a_e er au er

Kitchen Utensils

Word Bank

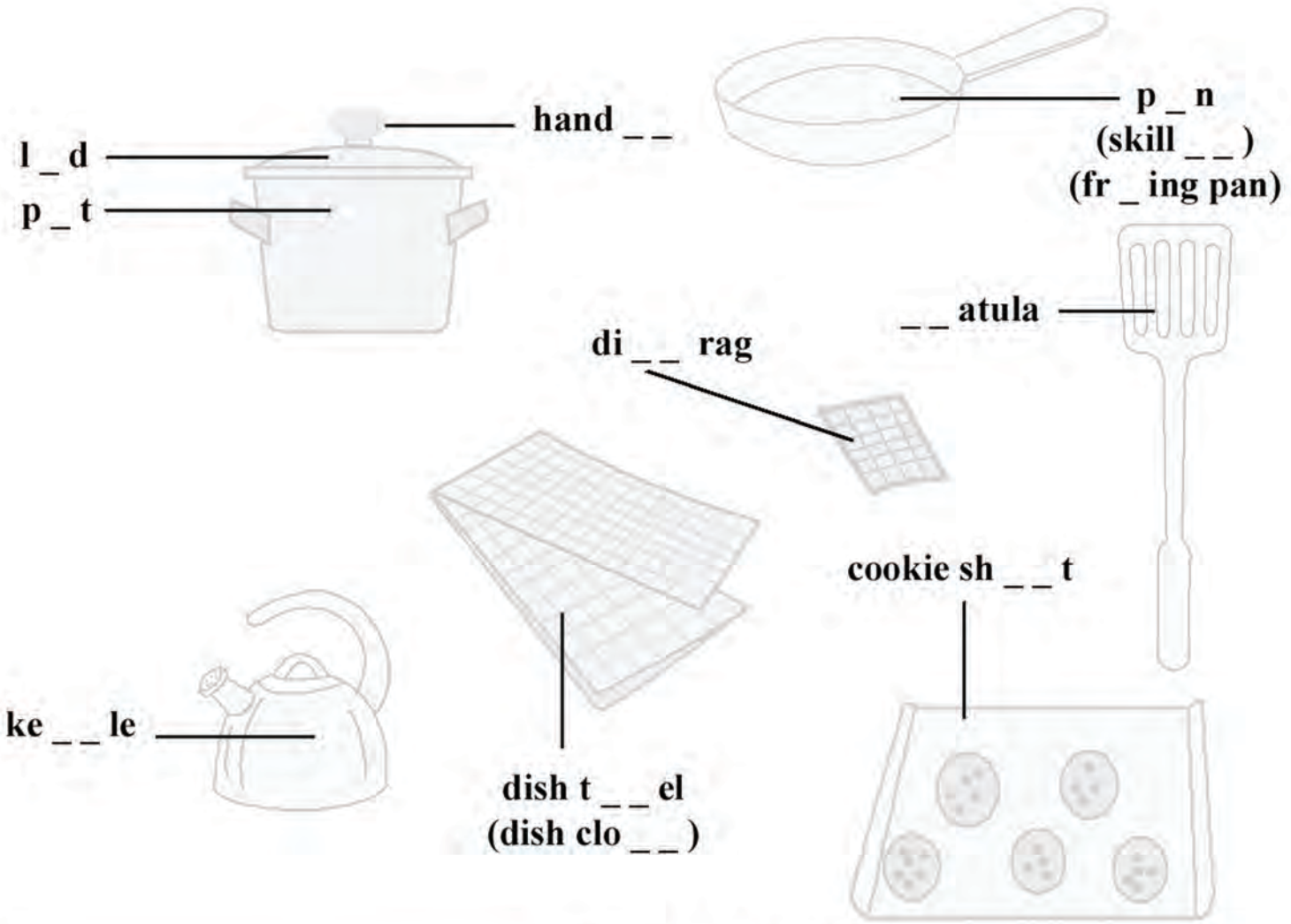
measuring spoons
rolling pin
knife
mixing bowl
funnel
cutting board
measuring cup



Sound Bank *– Use these letters*

ing el kn oo tt ow ea

Kitchen Utensils



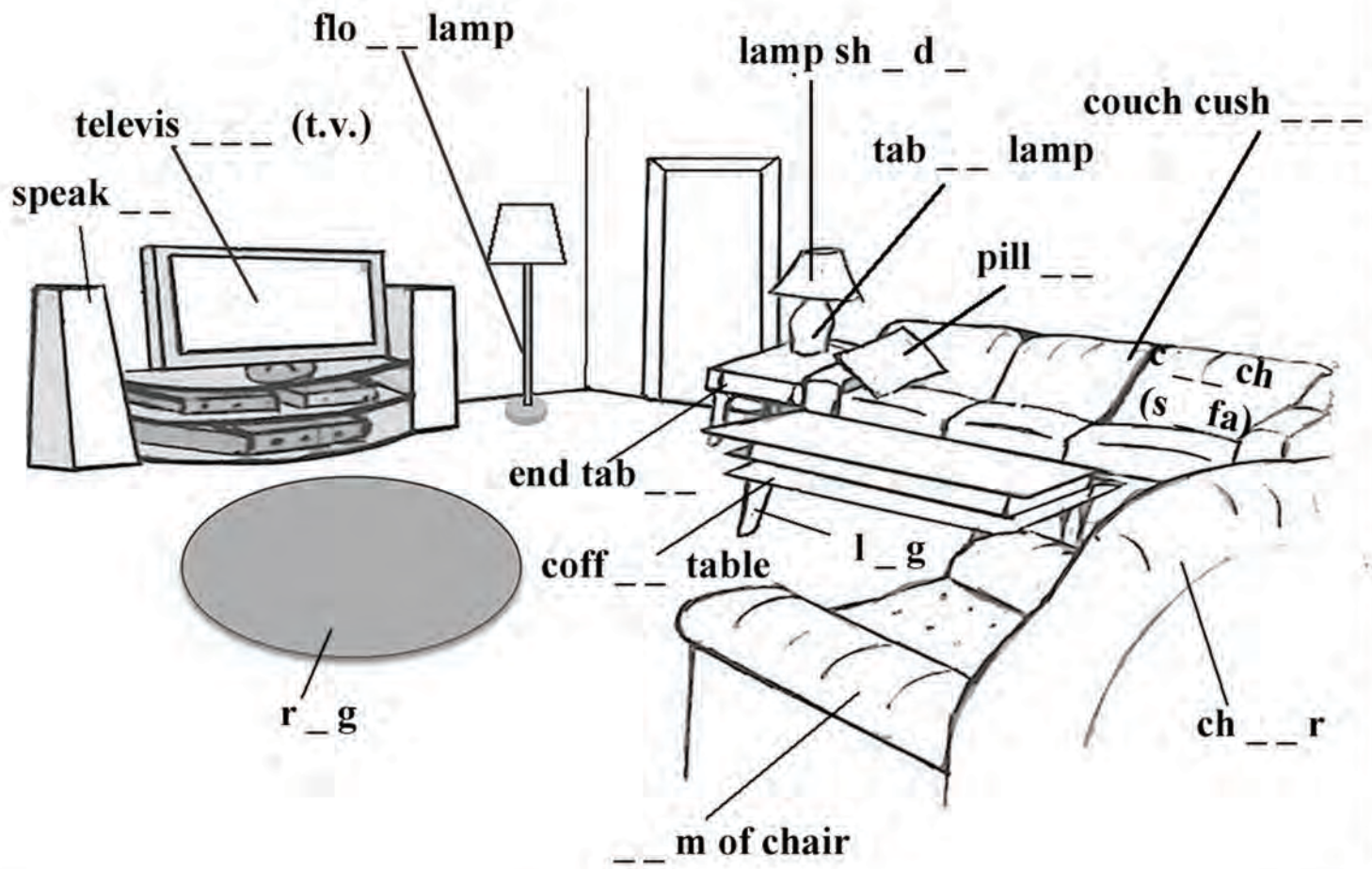
Word Bank

dish rag
spatula
lid
cookie sheet
kettle
pan
dish towel
skillet
handle
dish cloth
pot
frying pan

Sound Bank – *Use these letters*

y sh i le o et a ee sp ow tt th

Parts of a Living Room



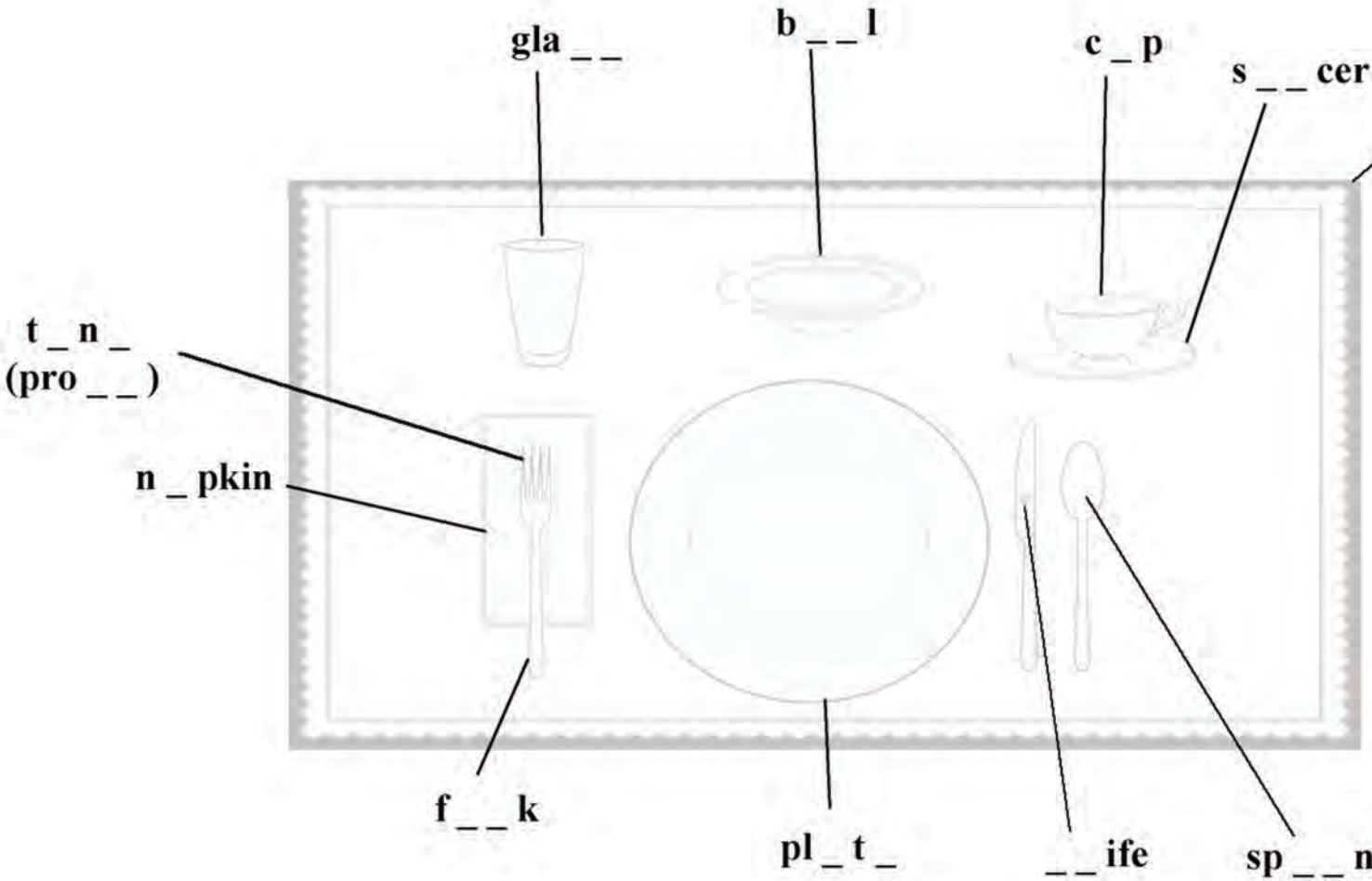
Word Bank

rug
pillow
chair
speaker
television
sofa
floor lamp
table lamp
couch
coffee table
arm of chair
couch cushion
end table
leg
lamp shade

Sound Bank – *Use these letters*

le e ow ion or ou a_e u er o ion ee ar le ai

Parts of a Table Setting



Word Bank

placemat
tine
bowl
fork
spoon
napkin
saucer
knife
prong
plate
cup
glass

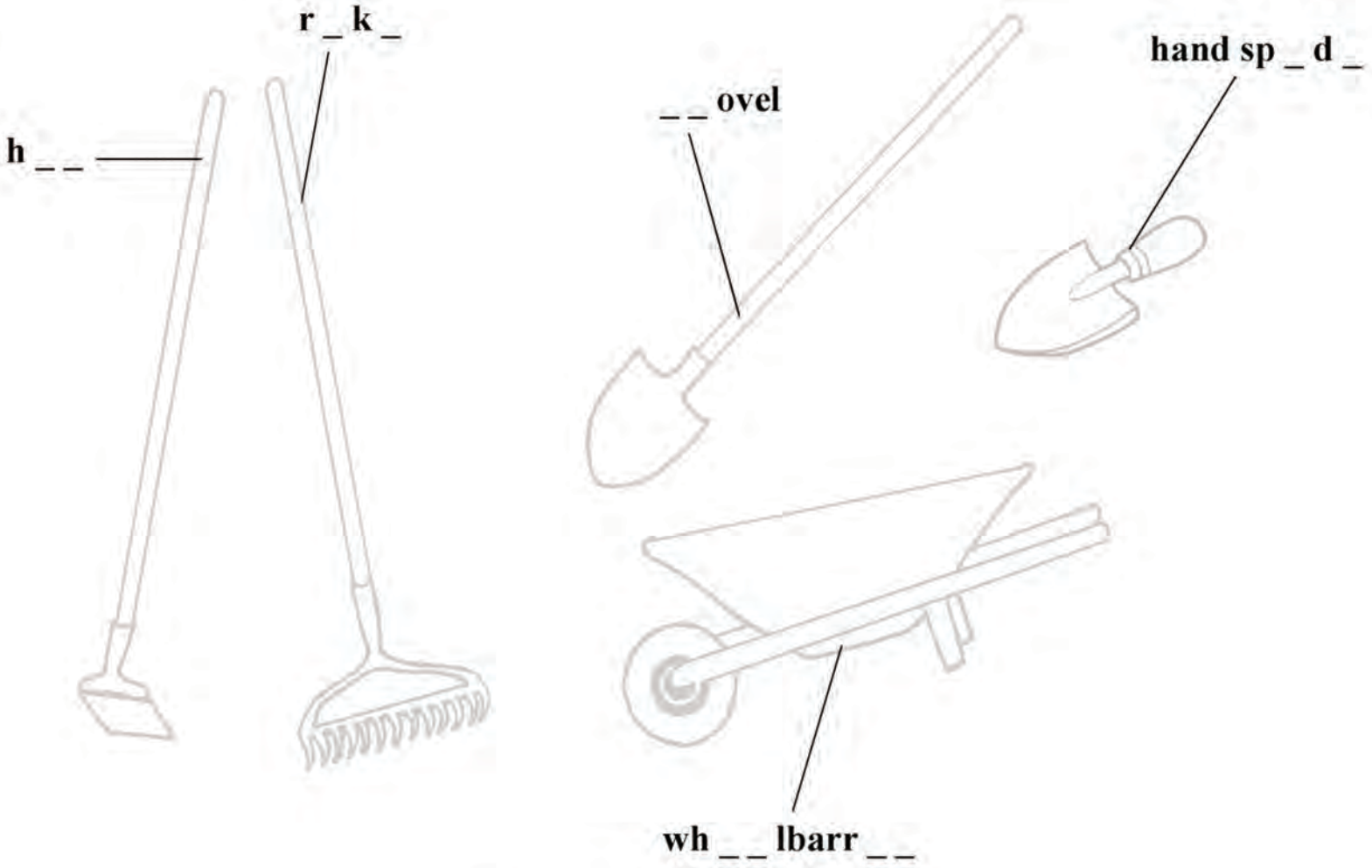
Sound Bank *– Use these letters*

ow u kn ss i_e oo a a_e ng au or a_e

Tools for Gardening

Word Bank

rake
wheelbarrow
hoe
hand spade
shovel



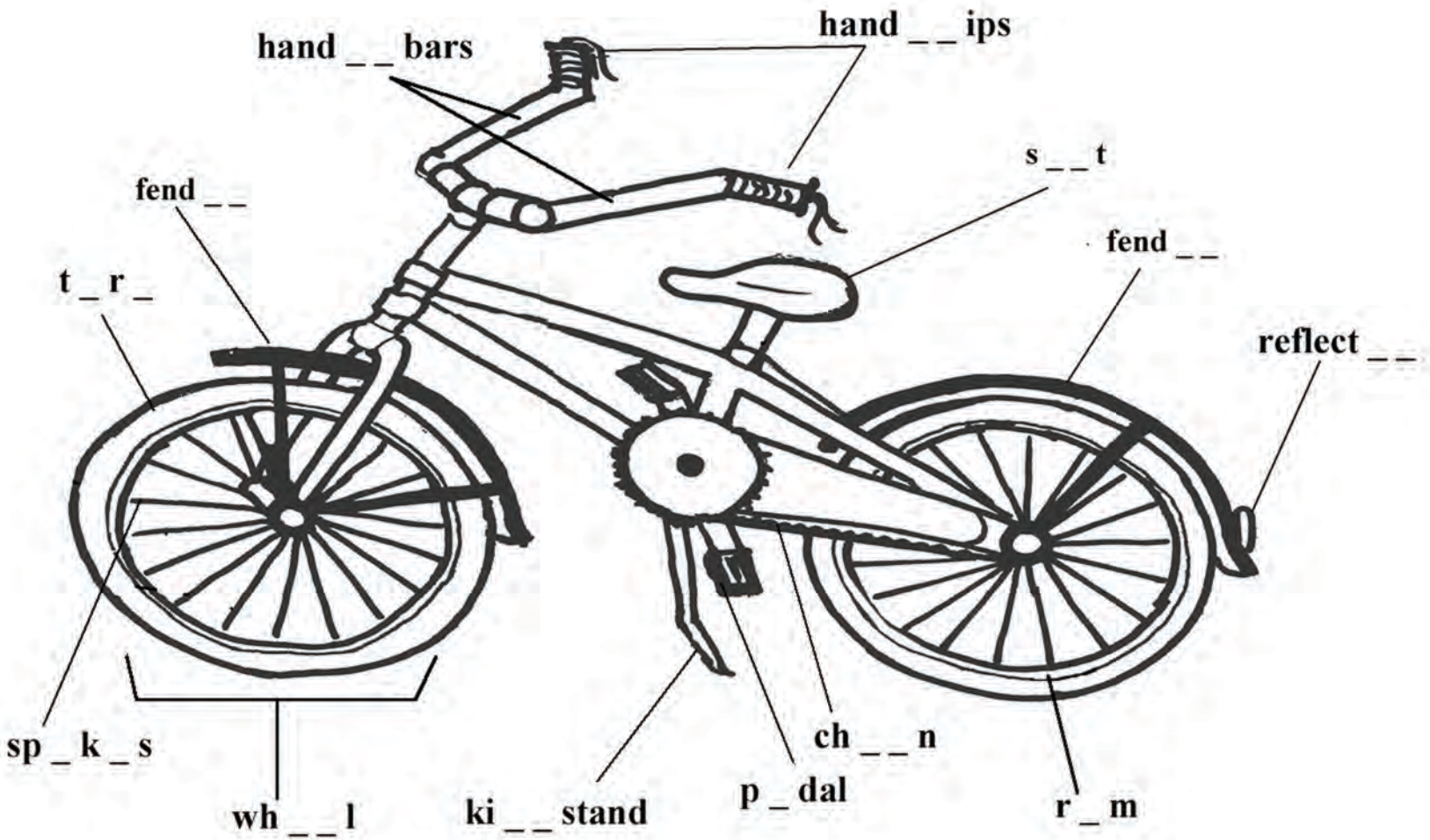
Sound Bank *– Use these letters*

oe ee a_e sh a_e ow

Parts of a Bicycle (Bike)

Word Bank

- reflector
- fender (2)
- handgrips
- wheel
- handlebars
- seat
- pedal
- spokes
- tire
- kickstand
- chain
- rim



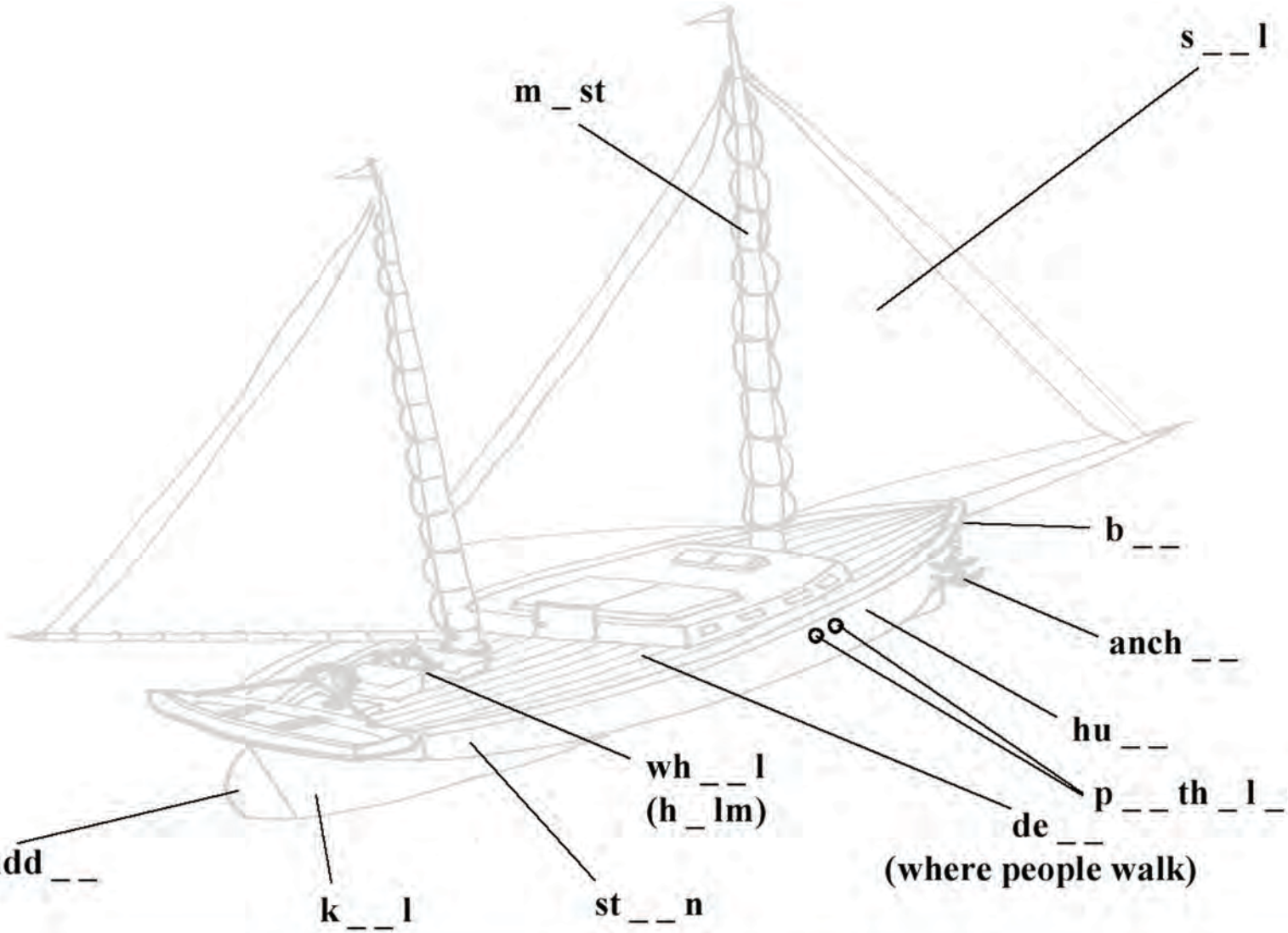
Sound Bank – *Use these letters*

i i_e e gr or ee o_e le ea ck ai er er

Parts of a Boat (Sailboat)

Word Bank

portholes
sail
hull
mast
rudder
deck
anchor
bow
stern
keel
wheel
helm



Sound Bank *– Use these letters*

o_e er e ow ee ll ai er ee or a ck or

Boats Without Motors

r _ ft

padd _ _ **can _ _**



_ _ r

r _ _ b _ _ t

s _ _ lboat

Word Bank
sailboat
paddle
canoe
raft
oar
rowboat

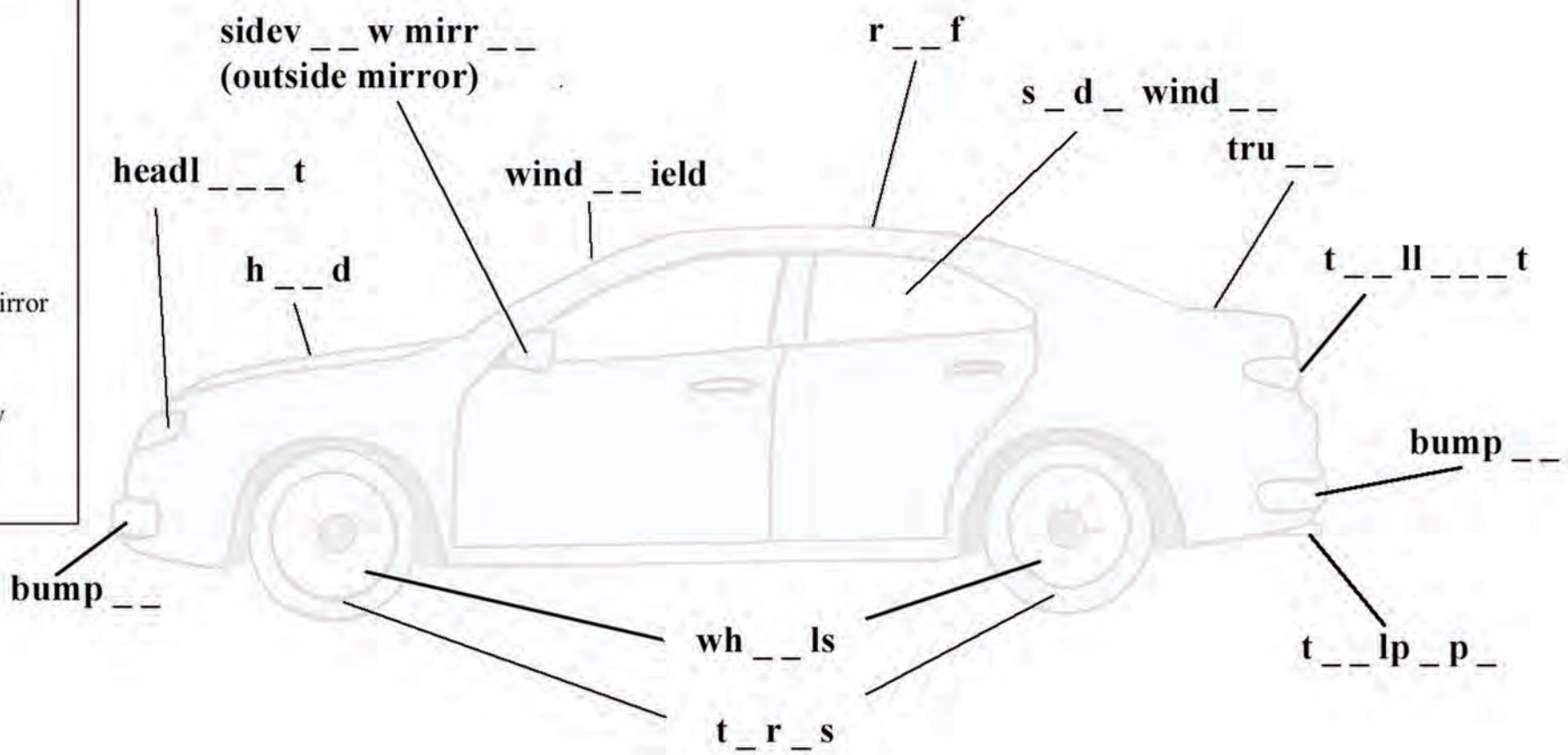
Sound Bank *– Use these letters*

oe ai le a oa ow oa

Parts of the Side of a Car

Word Bank

tires
hood
roof
trunk
bumper (2)
wheels
tailpipe
side view mirror
headlight
taillight
side window
windshield



Sound Bank *– Use these letters*

igh er sh ee oo i_e oo i_e i_e ai ai nk or ie ow igh er

Animal Feet

h _ _ f (top) h _ _ f (underside)

cloven h _ _ f

Word Bank
cloven hoof
paw (2)
webbed feet
hoof (2)
digital pads
dewclaw

we _ _ ed f _ _ t

d _ _ cl _ _



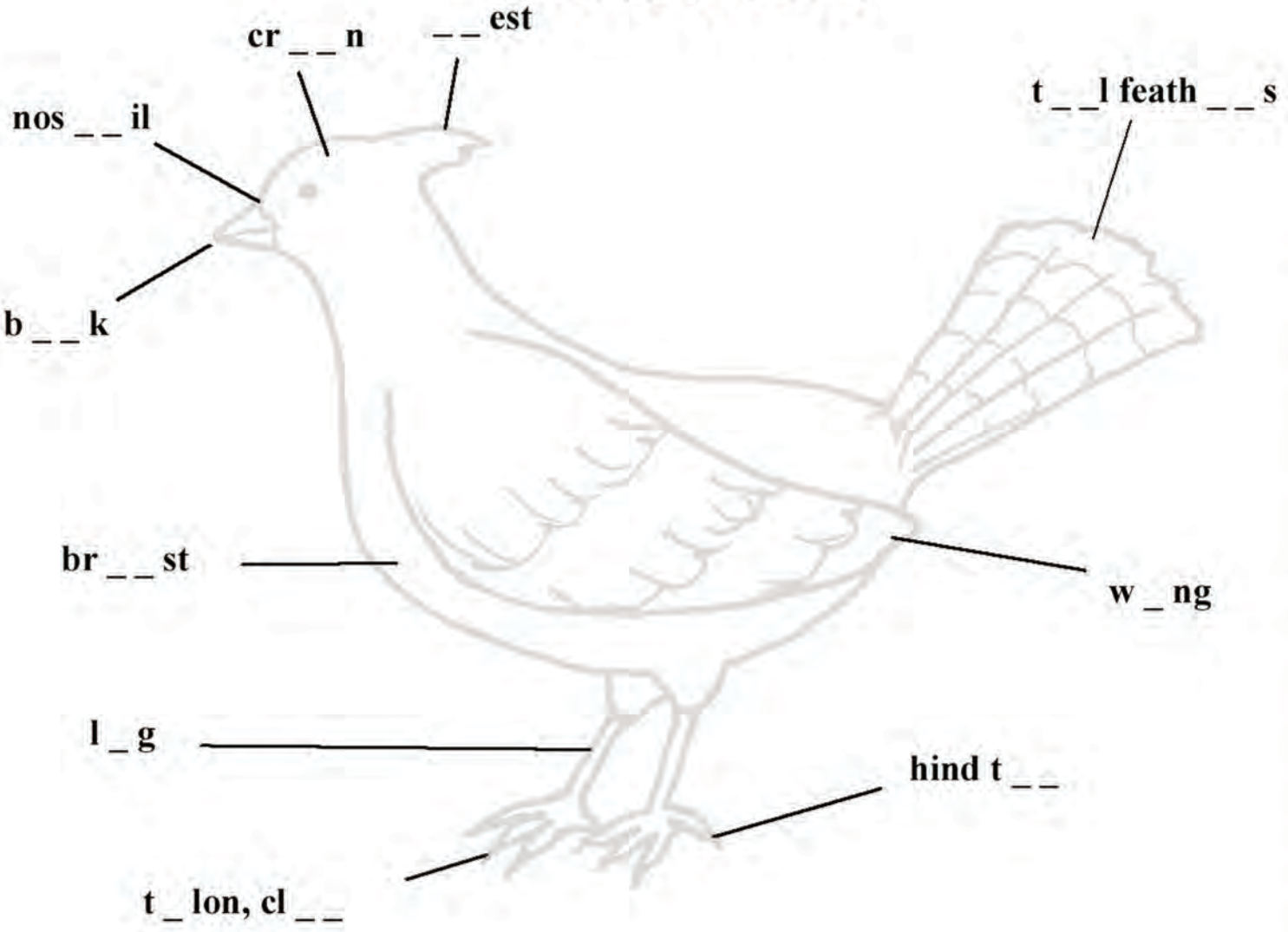
dig _ _ al pads

p _ _ (top) p _ _ (underside)

Sound Bank *– Use these letters*

aw ee oo it oo aw bb ew aw oo

Parts of a Bird



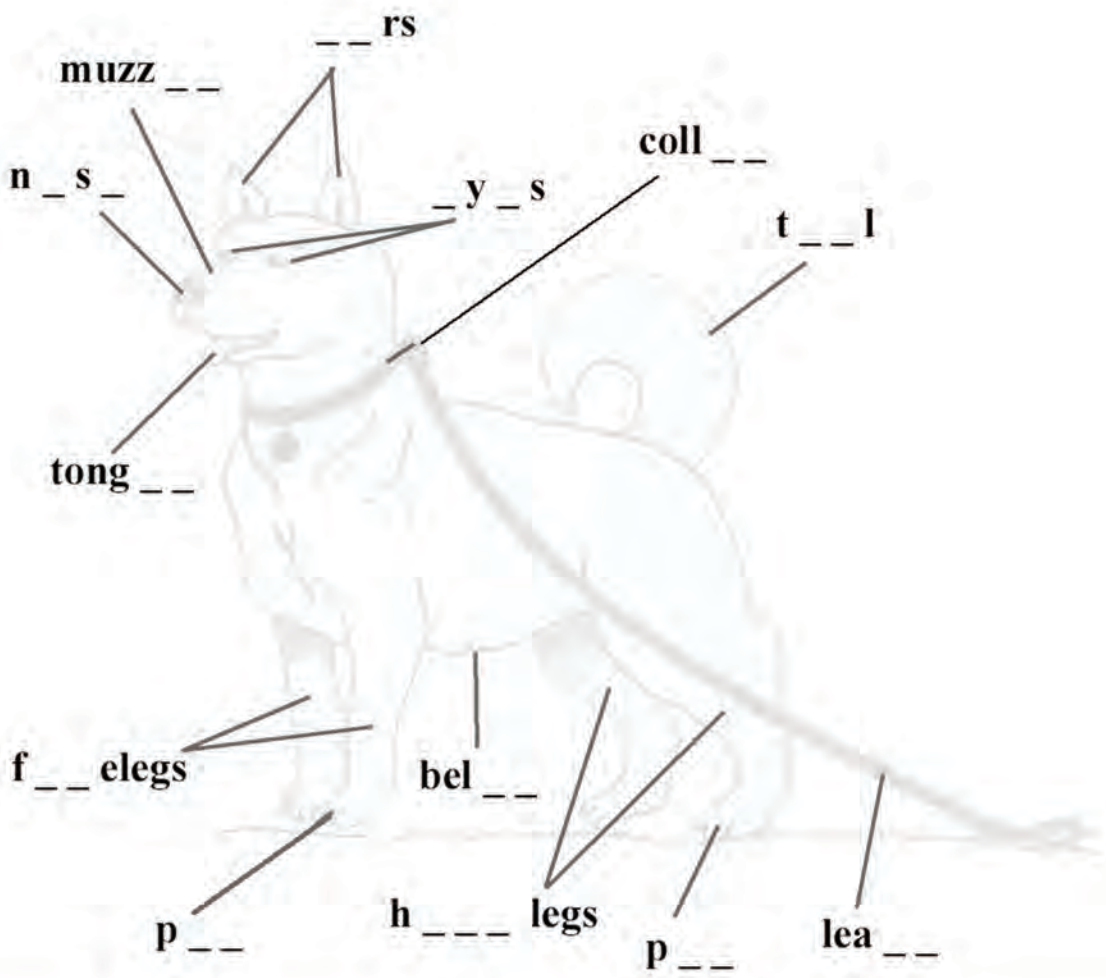
Word Bank

tail feathers
beak
hind toe
crest
breast
wing
leg
nostril
talon
crown
claw

Sound Bank *– Use these letters*

i tr a cr ai ea er ea aw e oe ow

Parts of a Dog and His Stuff



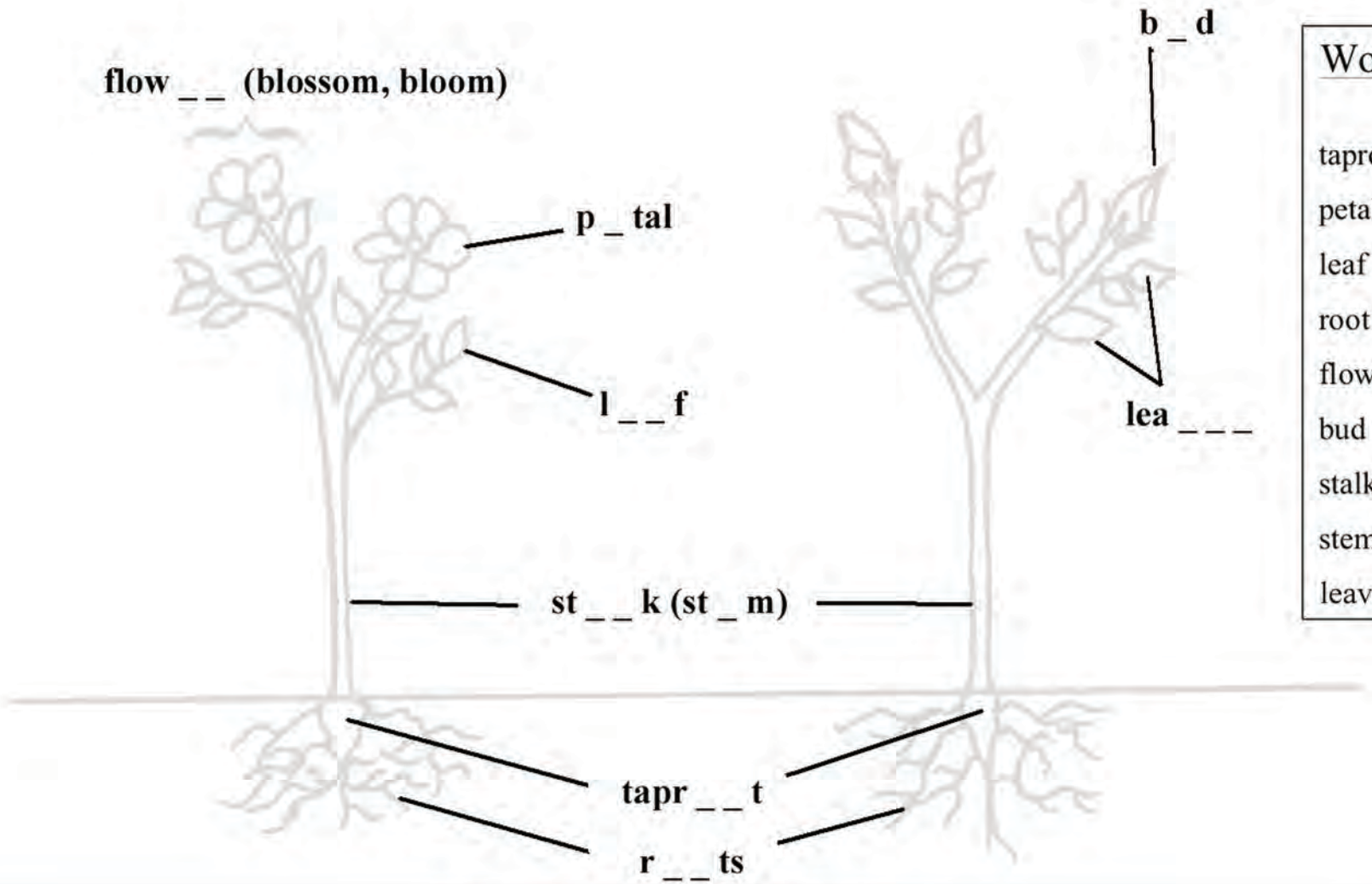
Word Bank

hind legs
ears
eyes
tail
nose
leash
paw (2)
tongue
forelegs
muzzle
collar
belly

Sound Bank *– Use these letters*

ai e_e ue or ly ind ar sh ea aw le o_e aw

Parts of a Flowering Plant

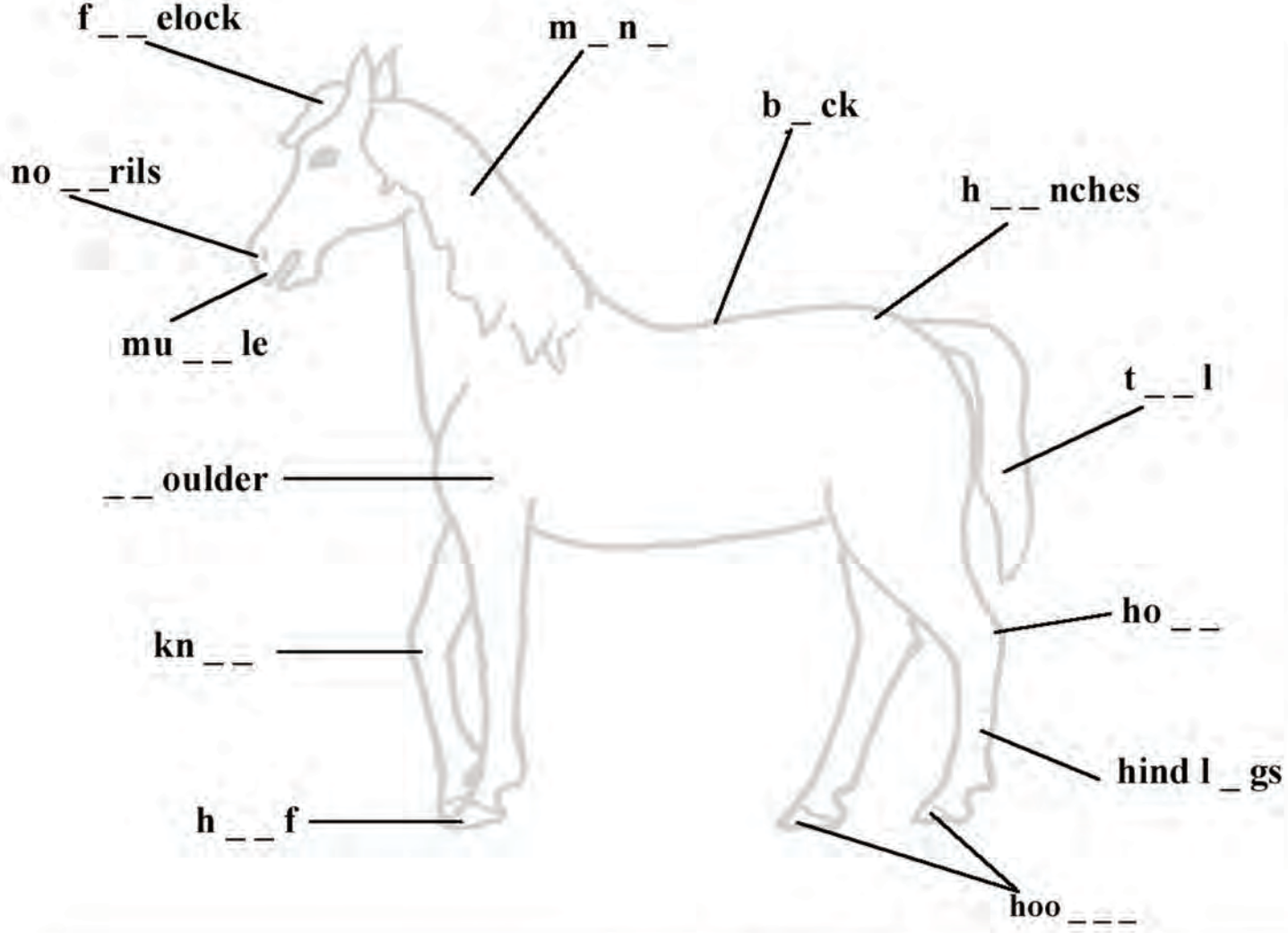


Word Bank
taproot
petal
leaf
root
flower
bud
stalk
stem
leaves

Sound Bank – *Use these letters*

er e al oo e ea u oo ves

Parts of a Horse



Word Bank

hooves
hind legs
mane
knee
hoof
tail
forelock
back
shoulder
muzzle
haunches
nostrils
hock

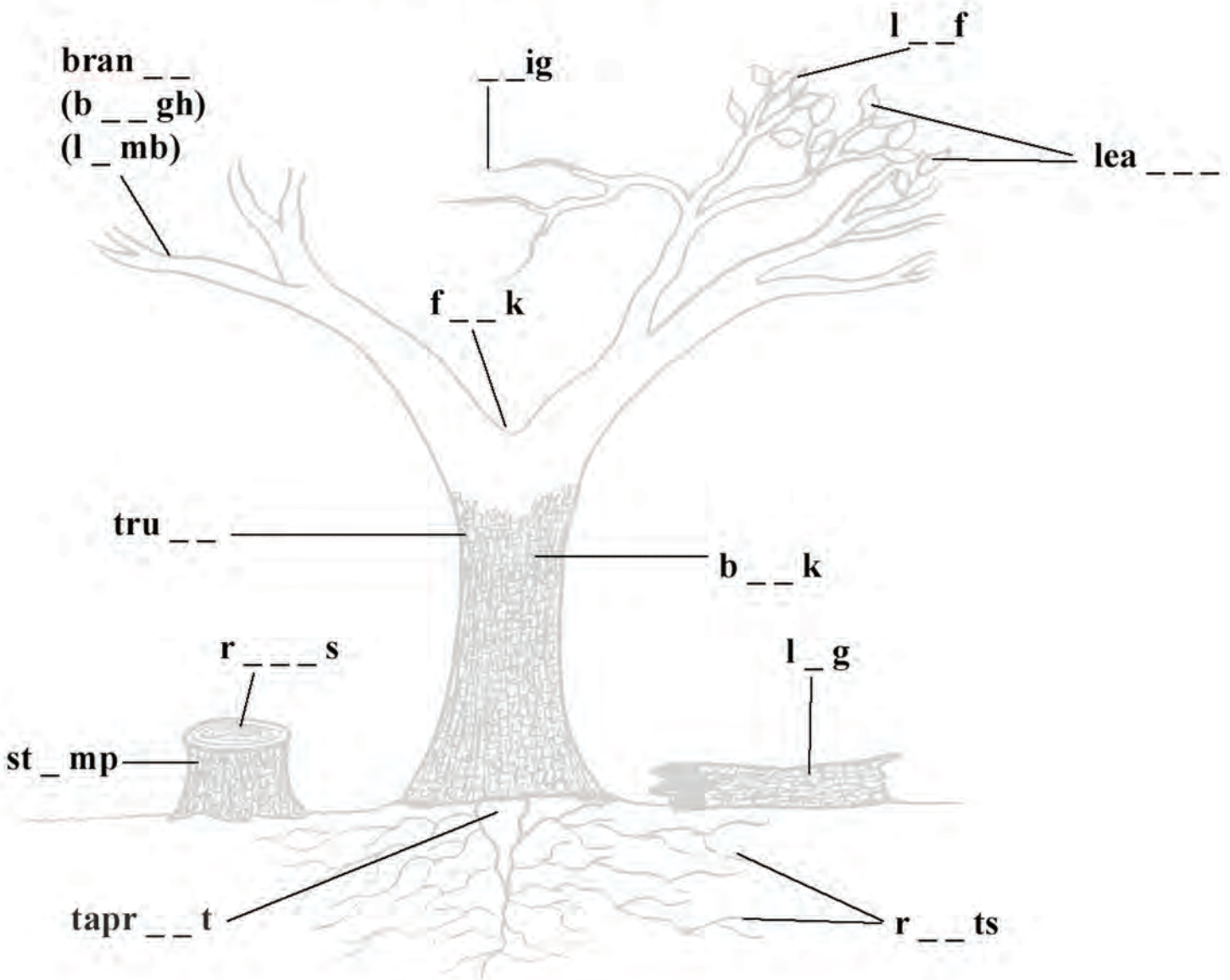
Sound Bank *– Use these letters*

a_e oo a e zz st ai sh au ck or ee ves

Parts of a Tree

Word Bank

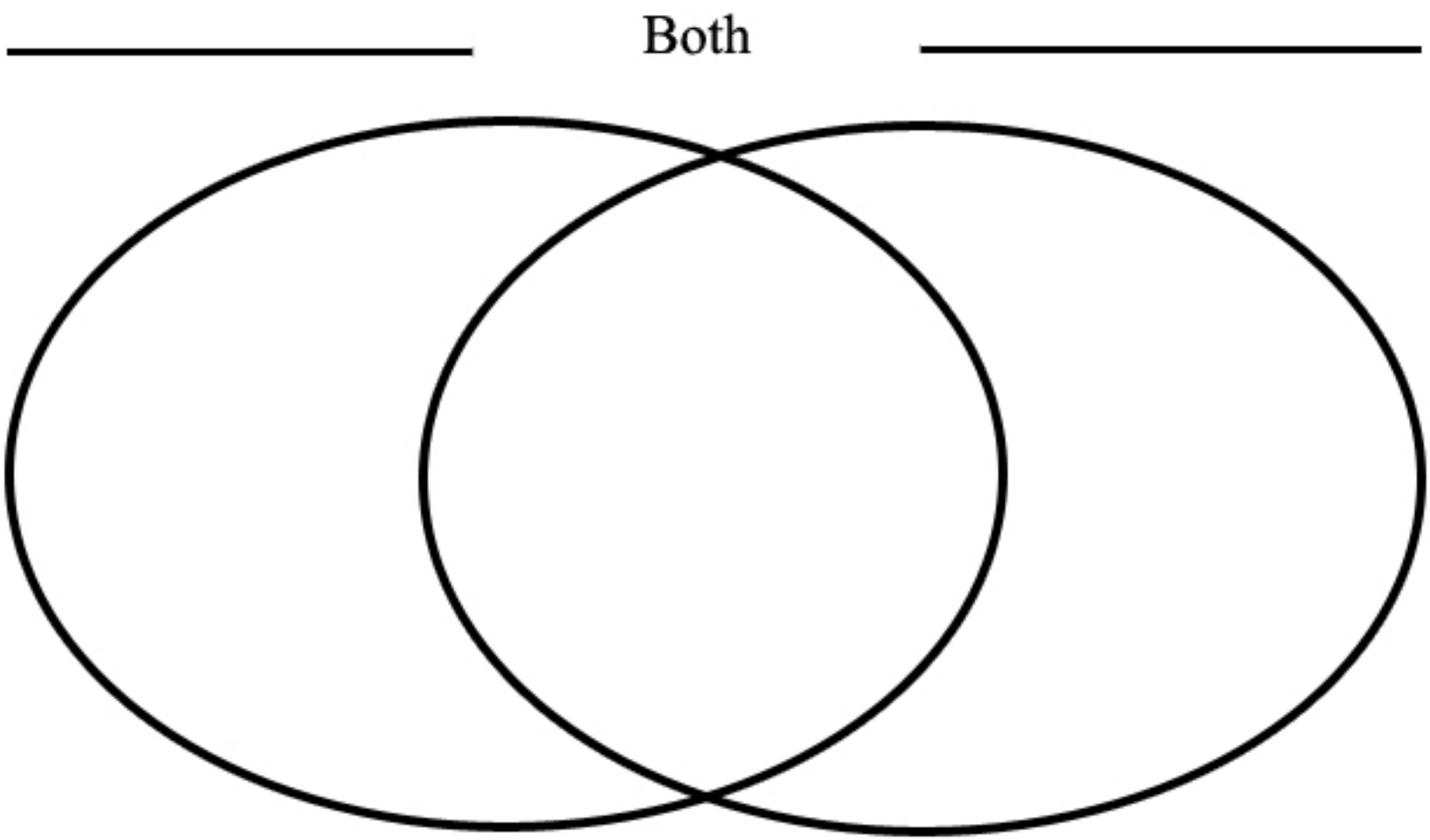
leaves
taproot
bough
trunk
stump
leaf
log
roots
fork
twig
rings
limb
branch
bark



Sound Bank *– Use these letters*

ou u o ing ch oo or i tw ar nk oo ea ves

VENN DIAGRAM



Word Search – a revisiting center

Remember – the point is to have the students write and manipulate the information as much as possible.

Materials:

Word Search Form – one for each student
Pictures of the three objects with labels. Students can share these.

Students do this activity individually.

Directions:

1. **Students** write the three objects being reviewed on the blanks at the top of the Word Search form.
   (Ex: Parts of a **plant, horse**, and **body**.)
2. **Students** write all the labels of those three objects in the word bank at the bottom of the Word Search form.
3. **Students** make their own word search by writing the labels, one letter in each box until all the labels are used, then filling in the rest of the boxes with random letters.
4. Collect the word searches. The next day (or two) hand out the word searches to different **students** to work. They circle each word and then check off the words in the word bank as they find them. **Students can circle the labels for each object in a different color as they work the puzzle, thus reinforcing the "parts" of each "object**." *(EX: circle the parts of a plant in green, the parts of a horse in brown, and the parts of a body in blue)*.
5. Have the student who works the puzzle also put his/her name on it, so both students are held accountable for doing good work.

***** The Word Search form is also great for a spelling activity.*****

Date _____ Name _____

Word Search

Parts of a _____, _____, and _____

Word Bank

MATCHING GAME – a revisiting activity

Students love to play the Matching Game (Concentration).

Remember – the point is to have the students write and manipulate the information as much as possible.

Materials: (See the next 2 pages.)

"Write the Part" - one form for each two students if working with a buddy.

"Matching Game Form" - one for each player.

Students do this activity with either a buddy or you. Encourage conversation as they make matches.

1. **Students** take turns writing the labels for three objects in the boxes on "Write the Part," one label per box or card.
2. **Students** cut the word sort boxes apart (making cards).
3. **Students** lay the cards word-side down, scramble them around and then move them into straight rows on a desk or floor.
4. **Students** take turns turning the cards over 2 at a time and try to find 2 labels for the same object. (Ex: mane, hoof).
5. Each time they find a match, they fill in one line on their own Matching Game form. (Ex: mane and hoof are both parts of a horse.) By filling in the form, the students are practicing spelling the words, thinking AGAIN about the object (reviewing), and being held accountable for playing the game.

Date _____ Name _____

60

Write the Part – for categorizing

Date _____ Name _____

MATCHING GAME

Parts of a _____, a _____, and a _____

1. _____ and _____ are both parts of a _____
2. _____ and _____ are both parts of a _____
3. _____ and _____ are both parts of a _____
4. _____ and _____ are both parts of a _____
5. _____ and _____ are both parts of a _____
6. _____ and _____ are both parts of a _____
7. _____ and _____ are both parts of a _____
8. _____ and _____ are both parts of a _____
9. _____ and _____ are both parts of a _____
10. _____ and _____ are both parts of a _____

Categorizing – a revisiting activity

Remember – the point is to have the students write and manipulate the information as much as possible.

Materials: “What Part Does It Belong To” for each student
"Write the Part" for each student
pencil
glue (optional)

Directions:
1. Students write labels for the three objects in the boxes on the “Write the Part” form.
2. Students cut the boxes apart, put them face down on the table and mix them up.
3. Students write the names of the three objects on the top of each column in the “What Part Does It Belong To” form.
4. Student turns over a card, reads the name of a part, decides which object it belongs to, and either writes the part in that column or glues the part in the correct column.

Date _____ Name _____

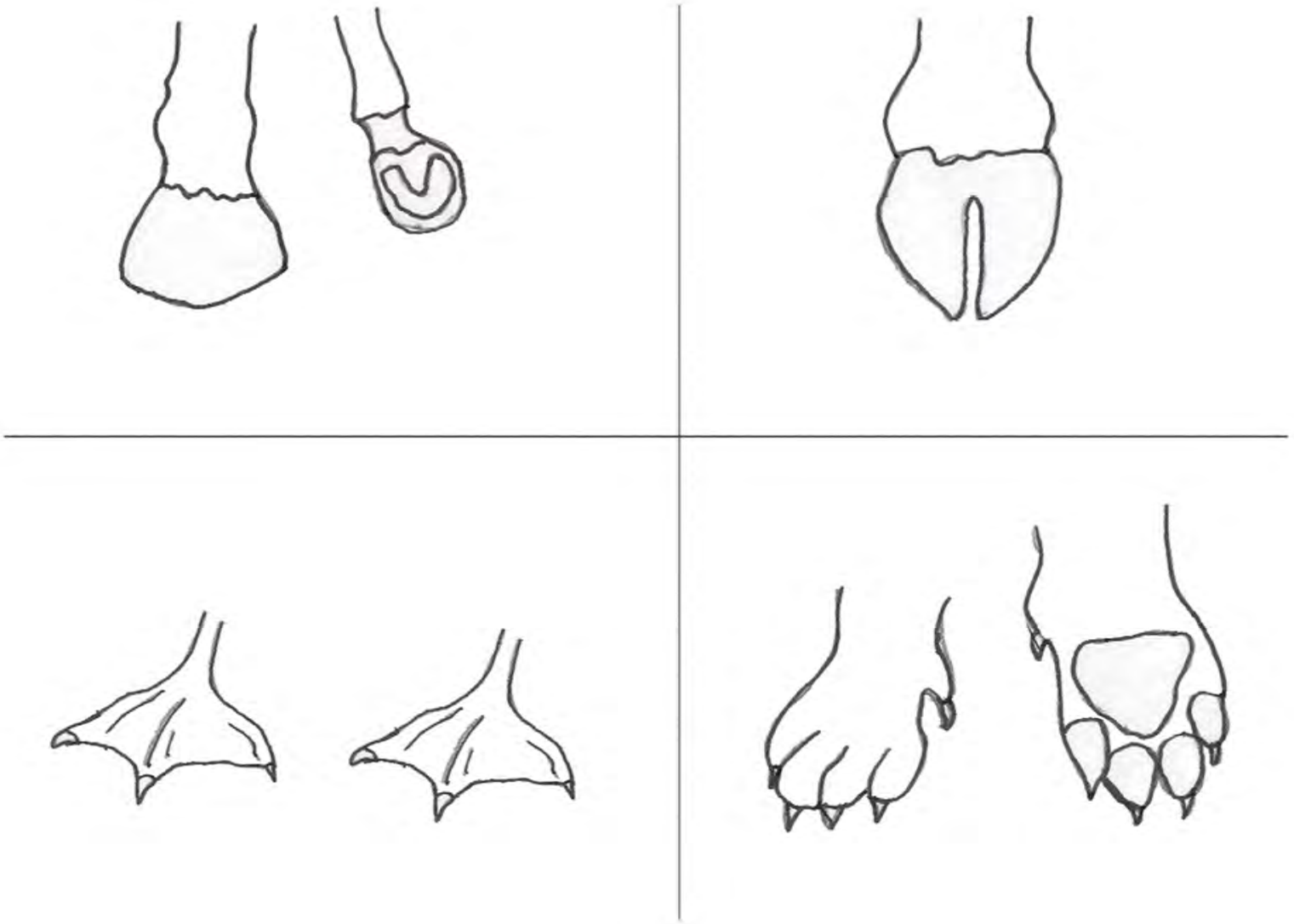
WHAT OBJECT DOES IT BELONG TO?

Parts of a _____	**Parts of a _____**	**Parts of a _____**

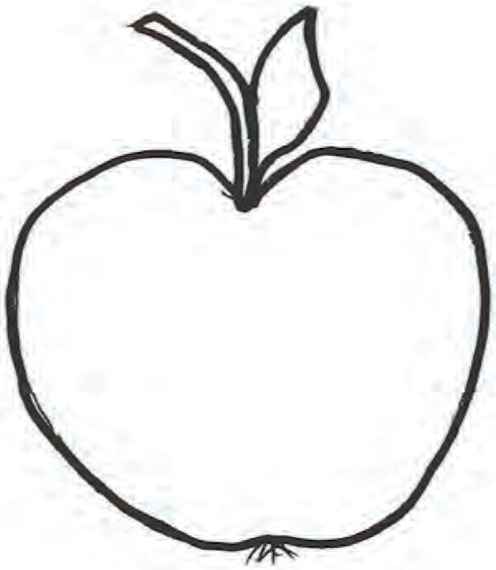
Parts of an Airplane

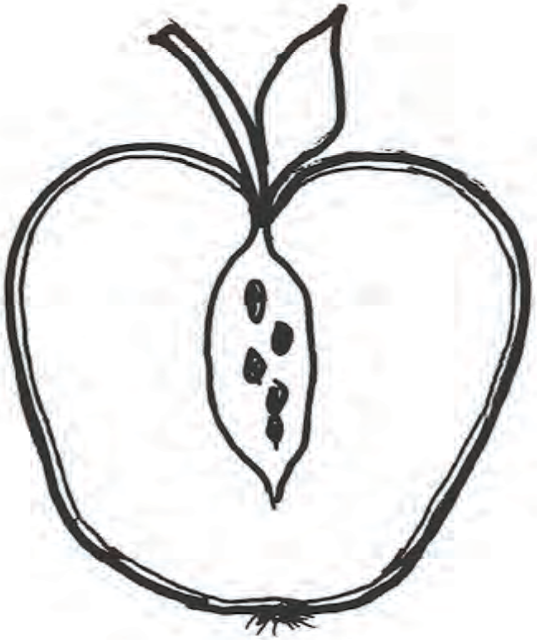


Animal Feet



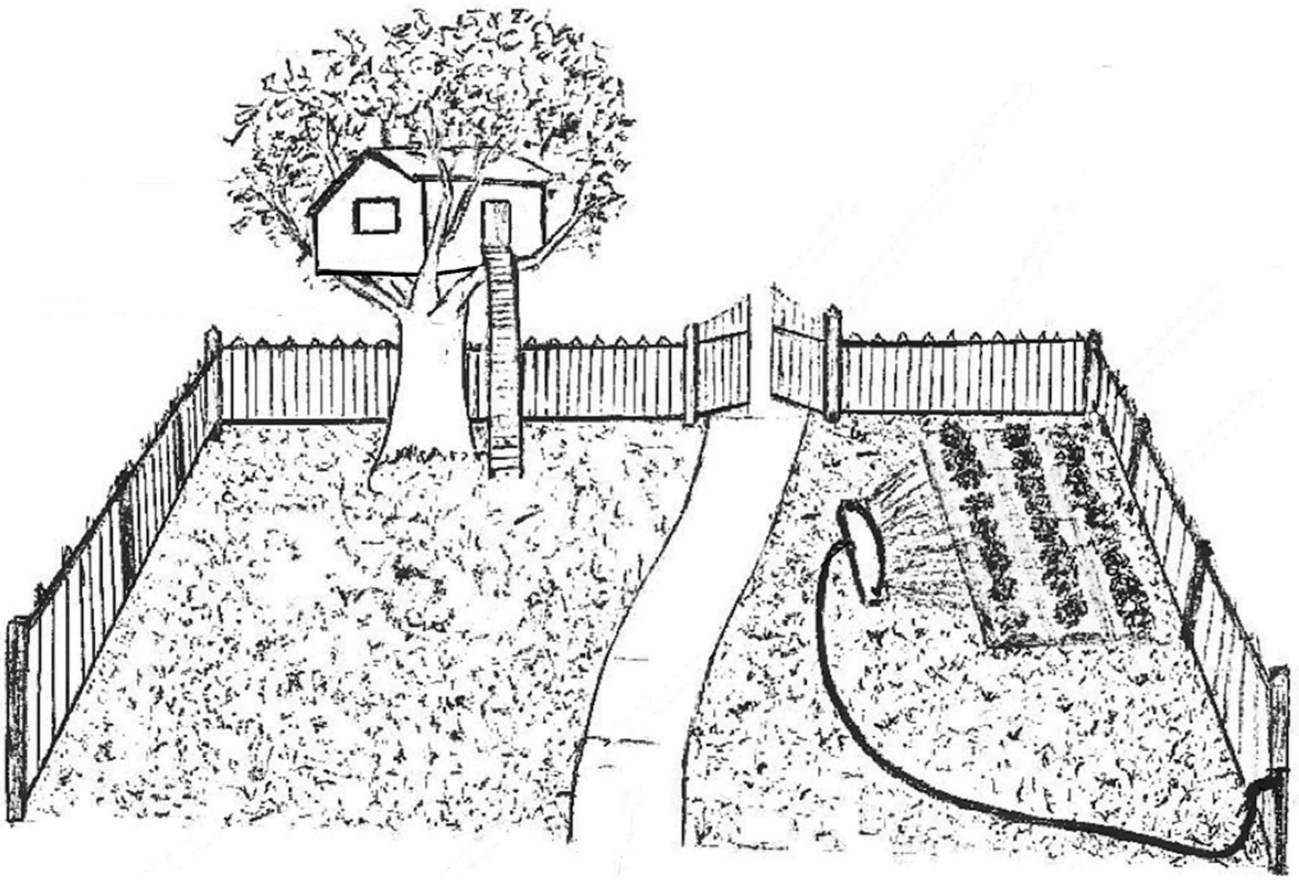
Parts of an Apple



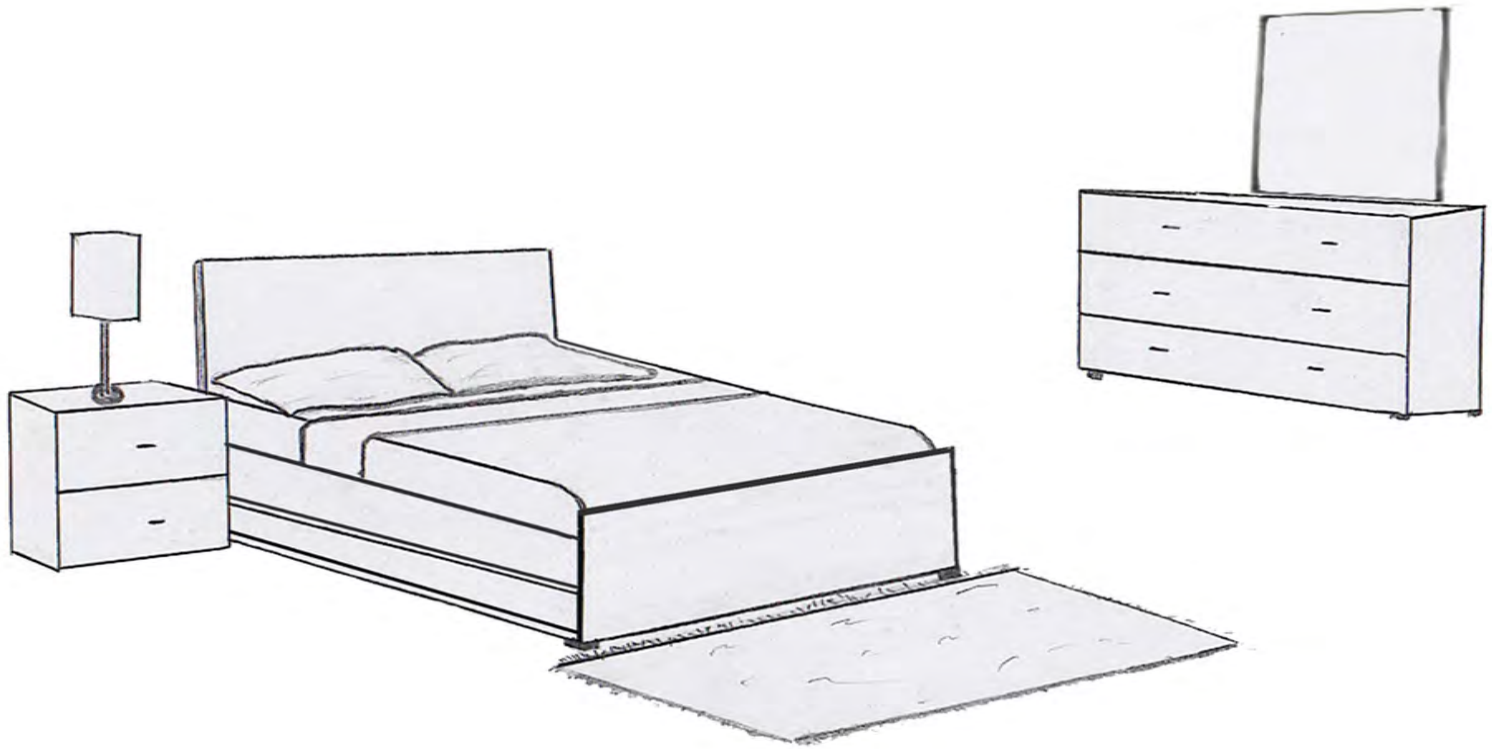




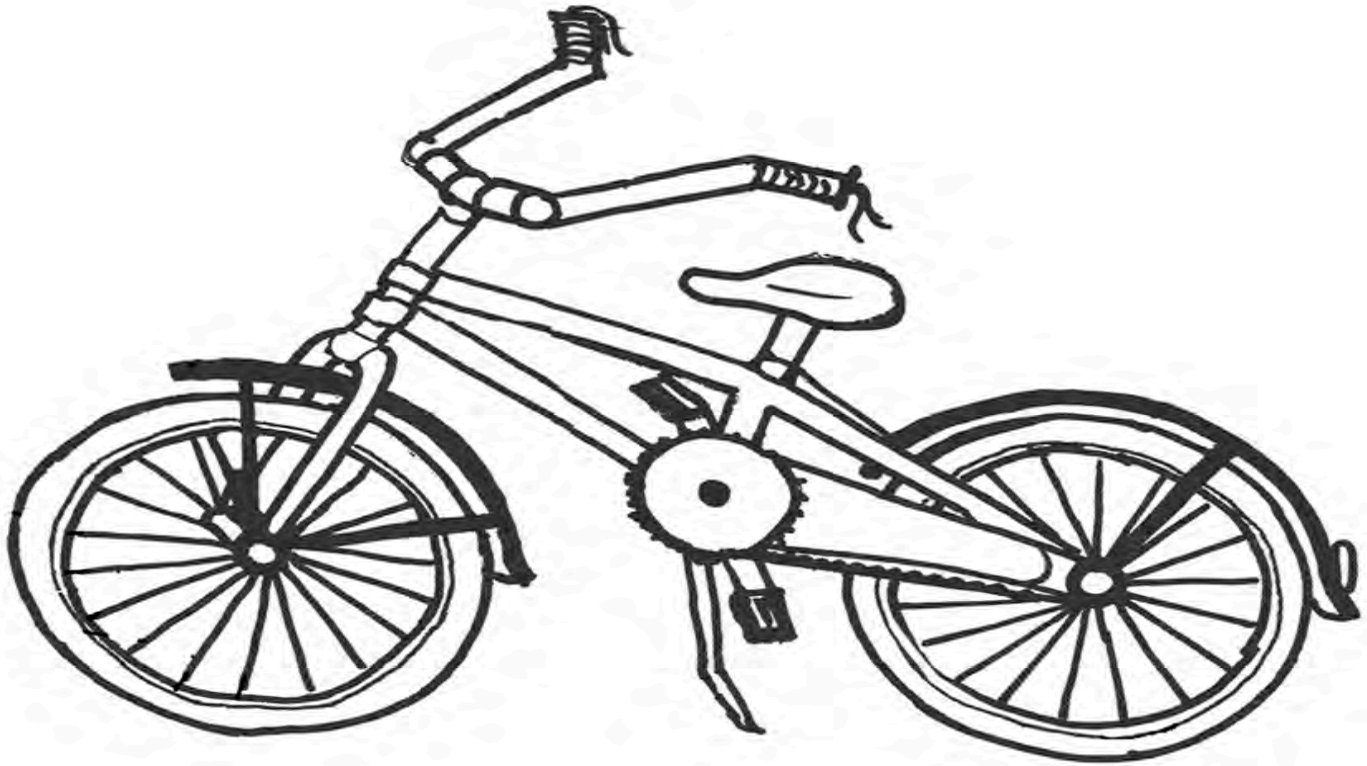
Parts of a Backyard



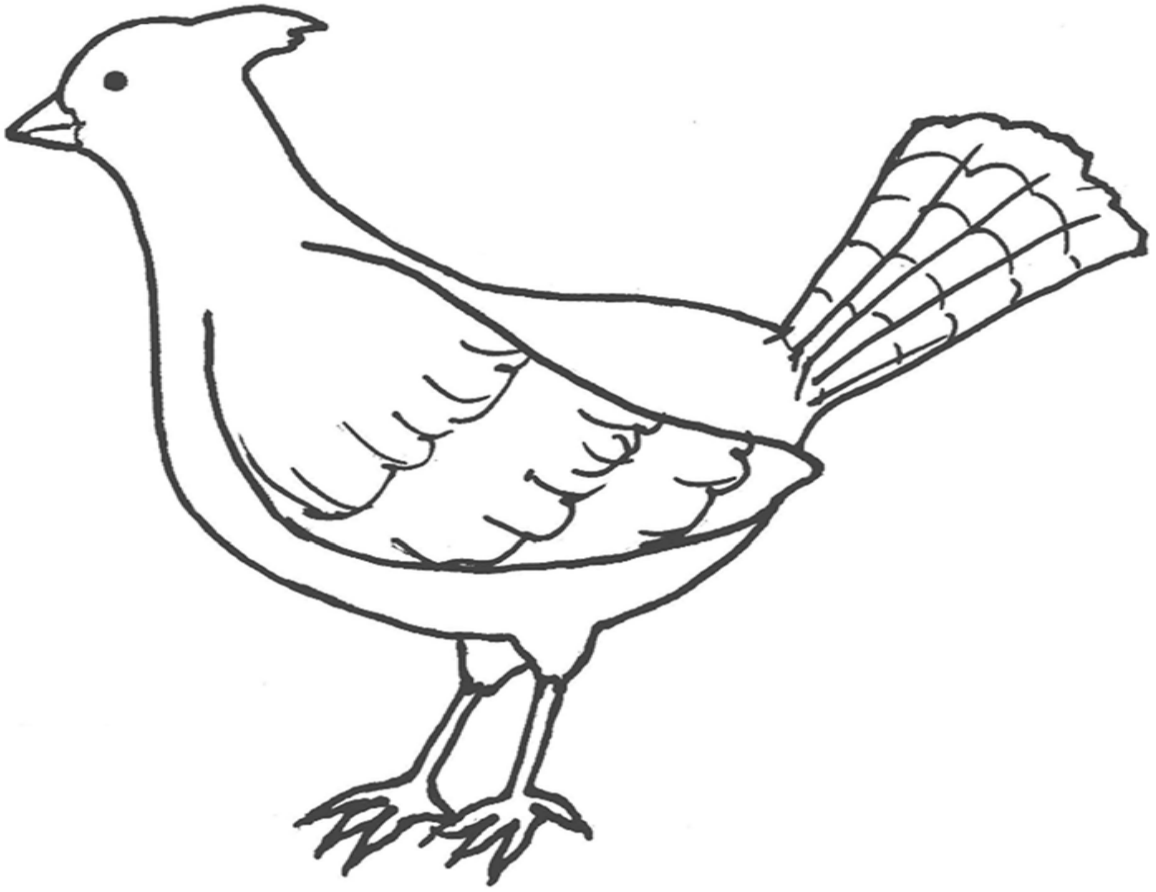
Parts of a Bedroom



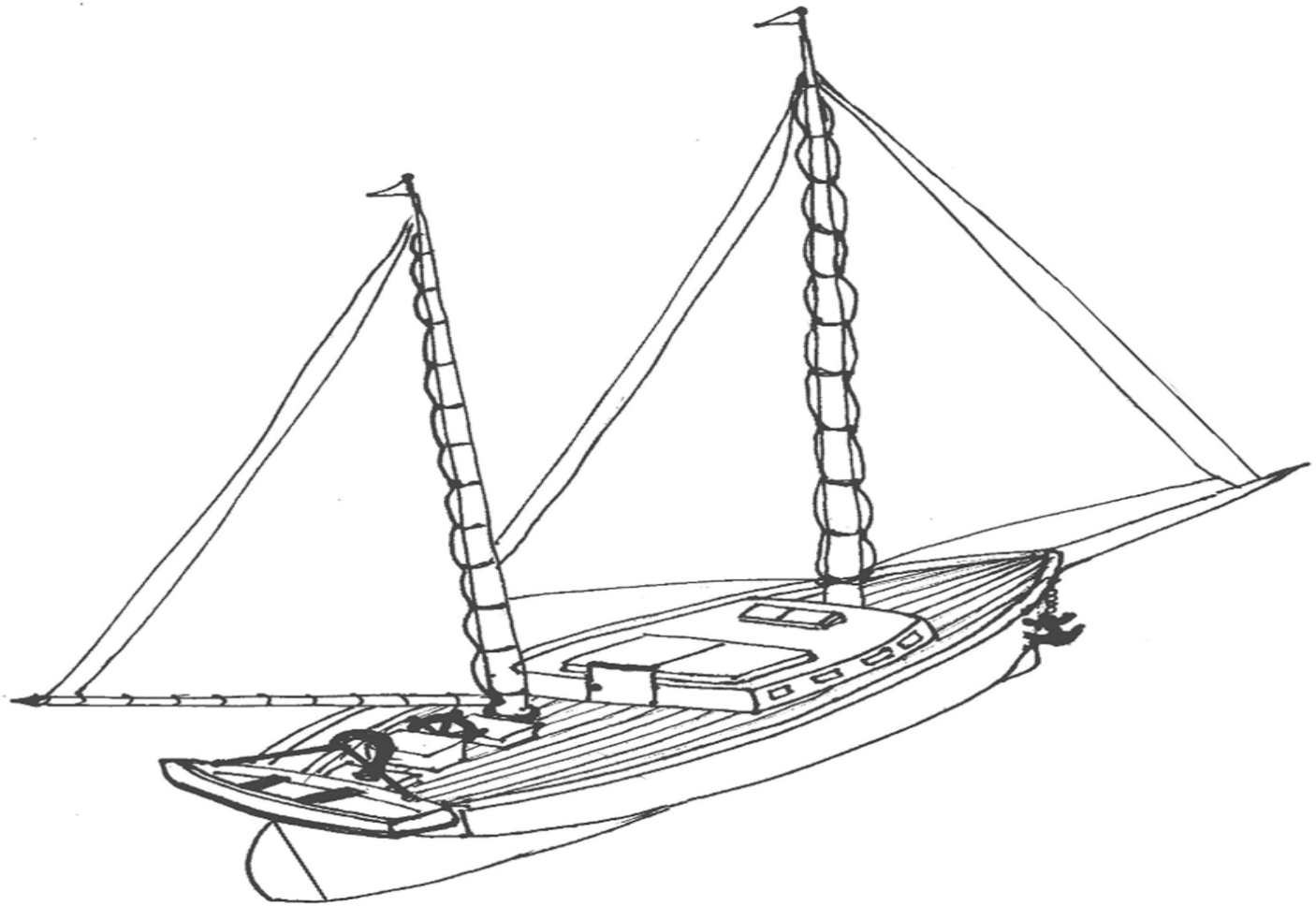
Parts of a Bicycle (Bike)



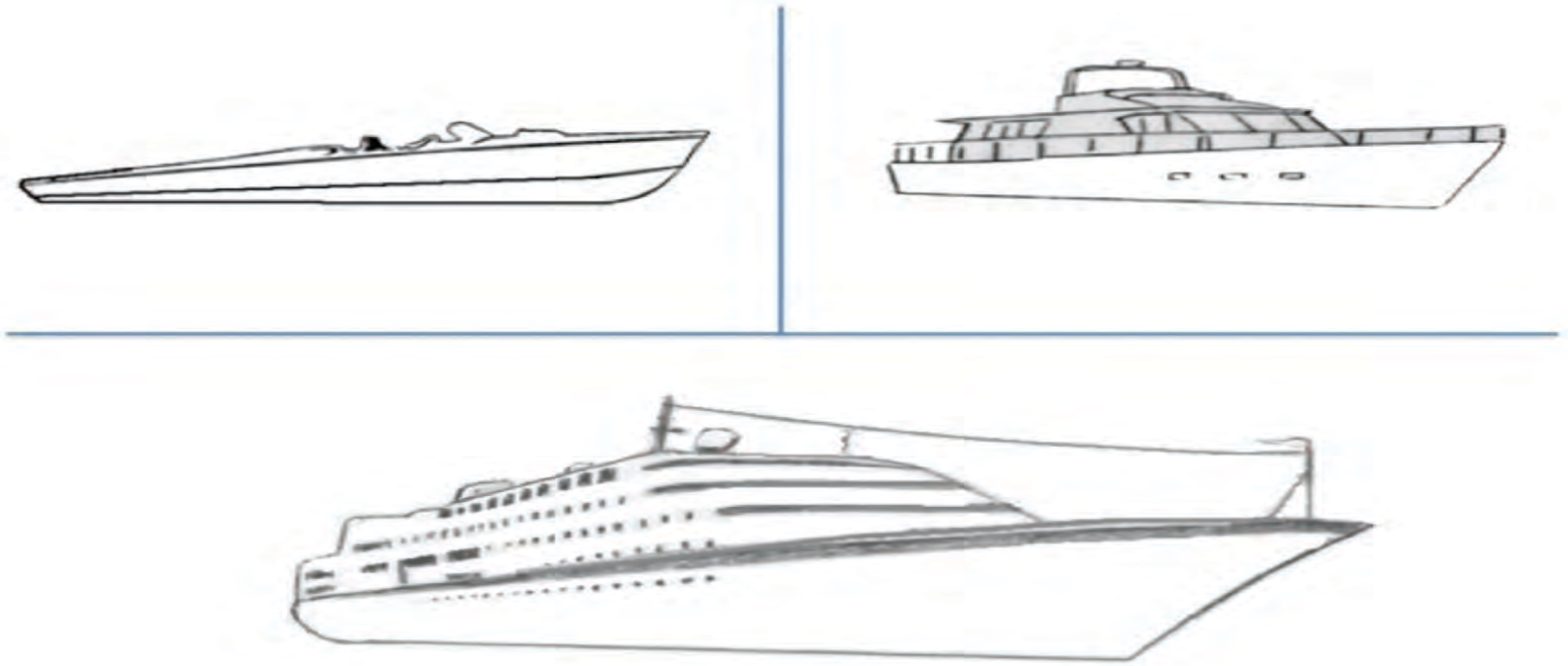
Parts of a Bird



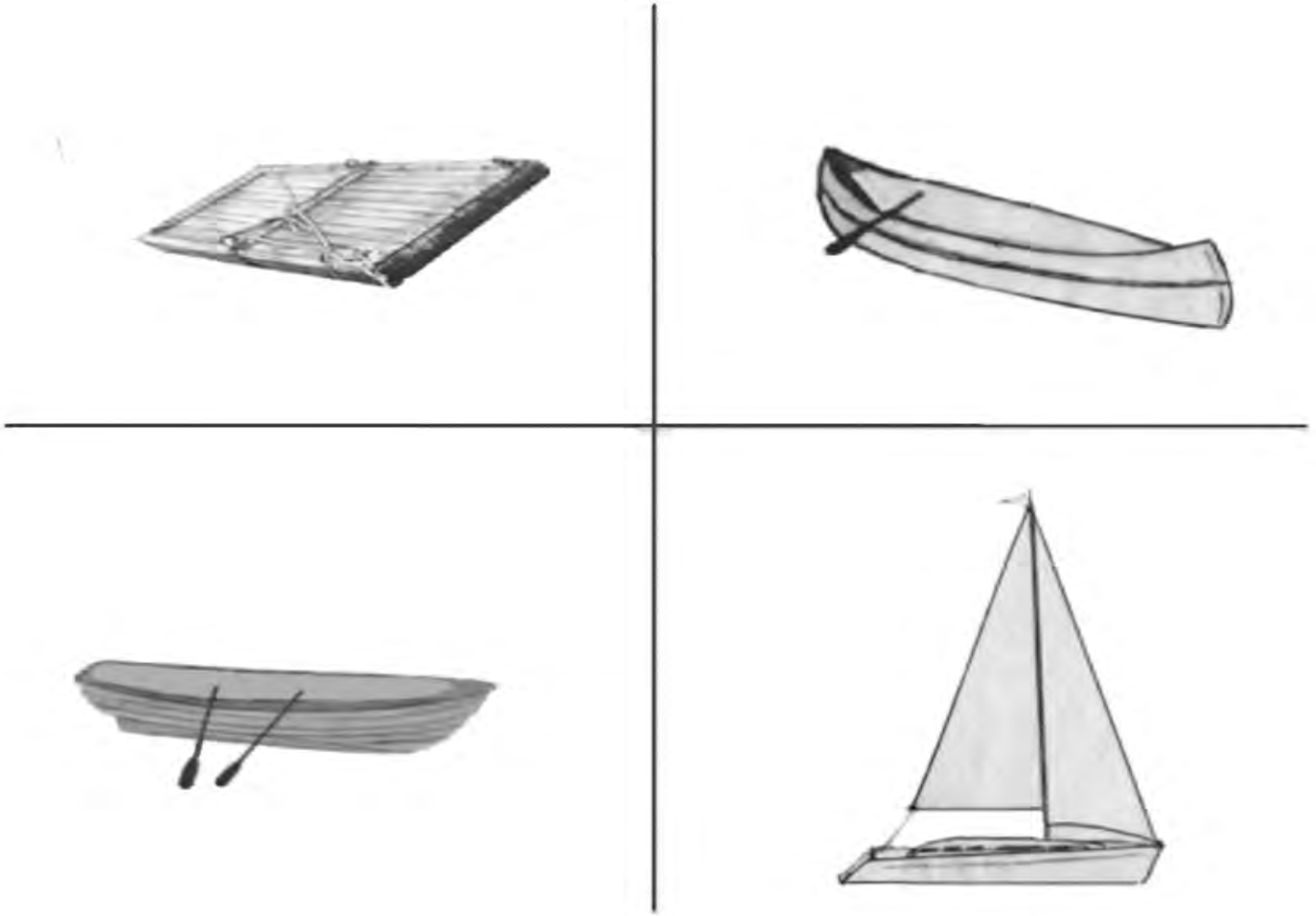
Parts of a Boat (Sailboat)



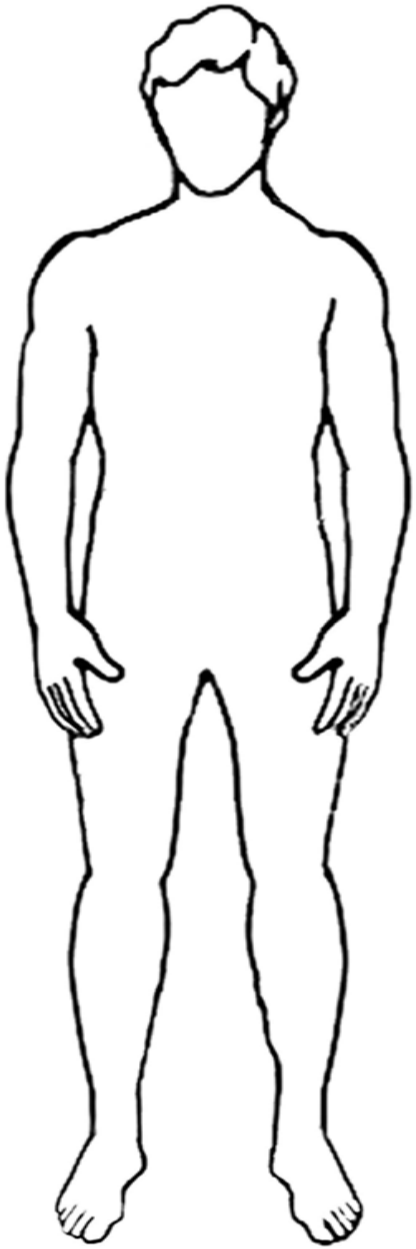
Boats With Motors



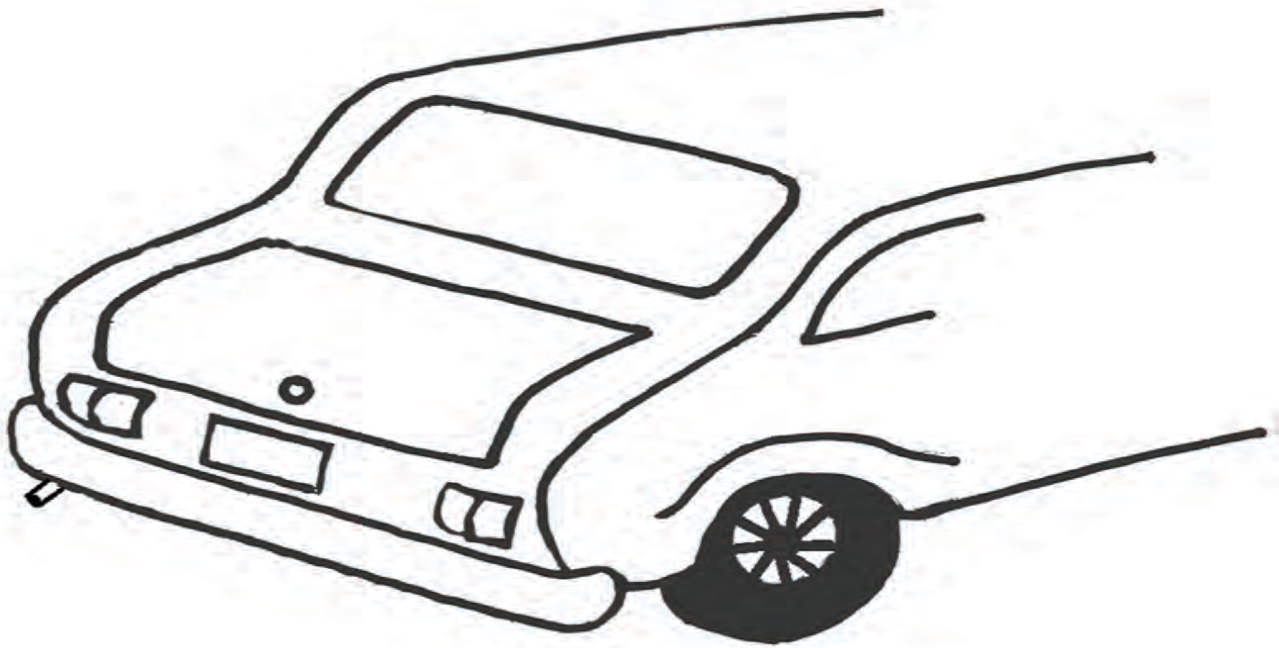
Boats Without Motors



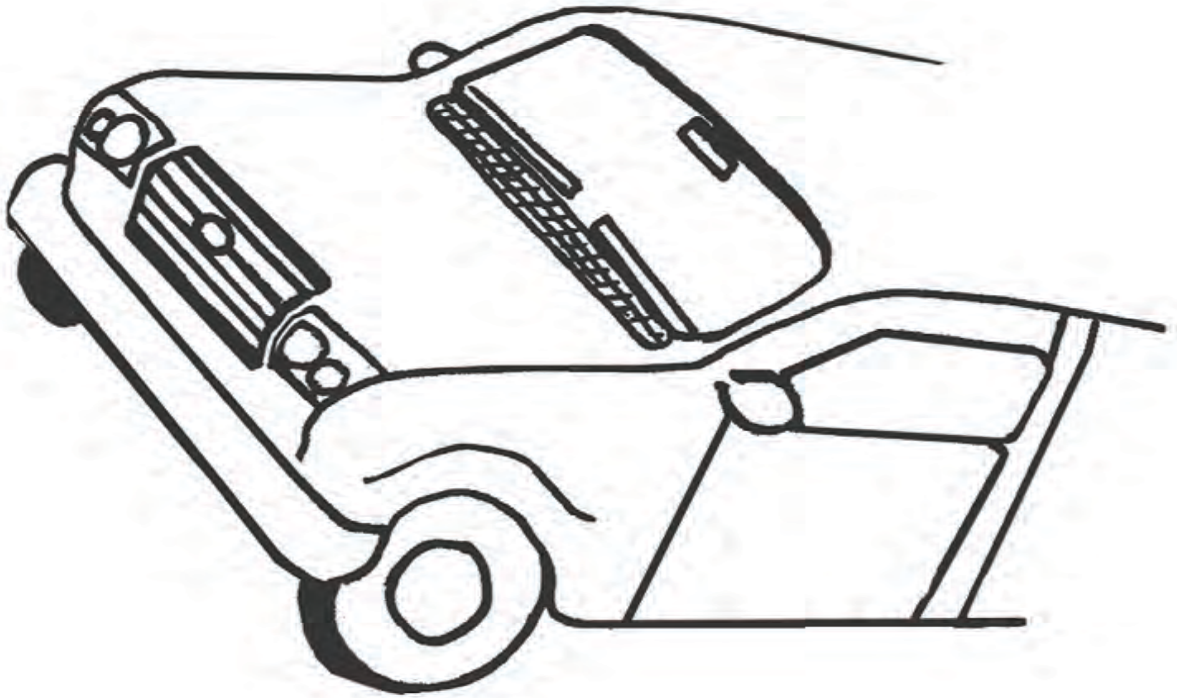
Parts of a Body



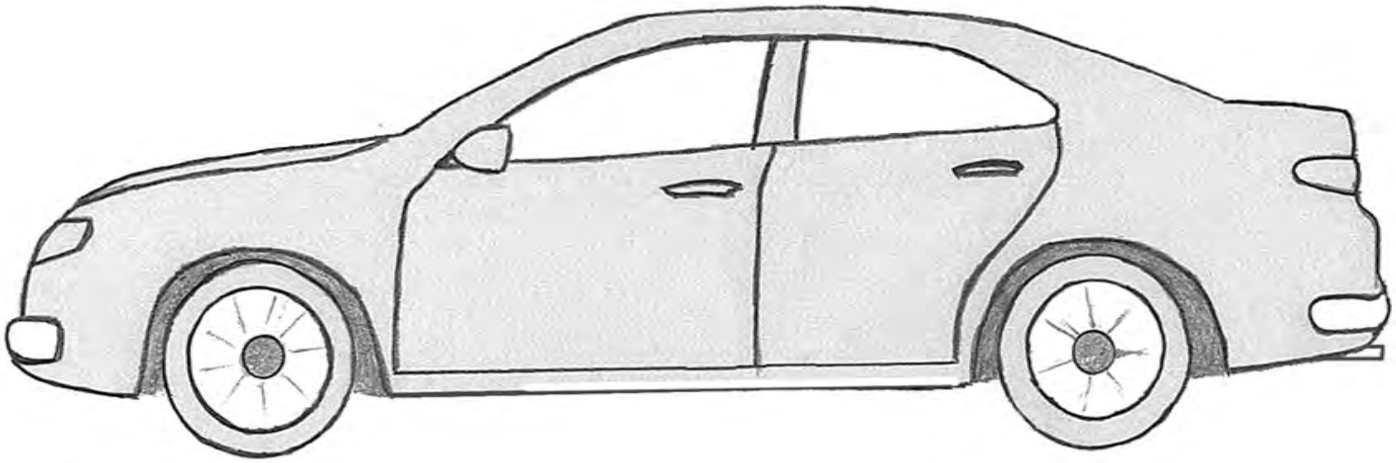
Parts of the Back of a Car



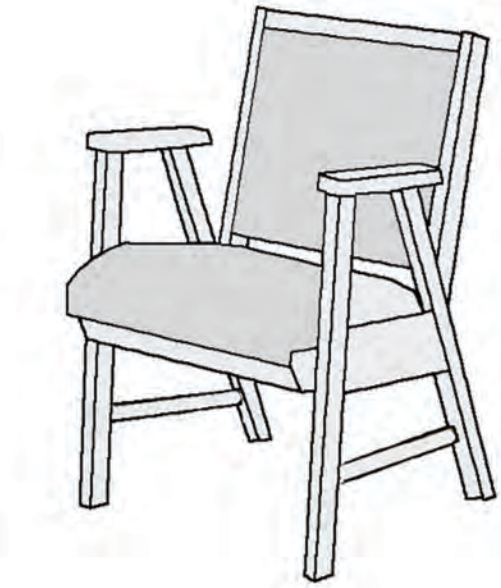
Parts of the Front of a Car

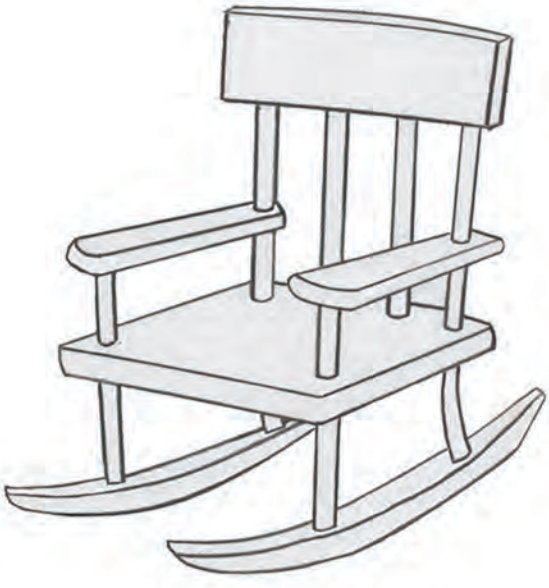


Parts of the Side of a Car

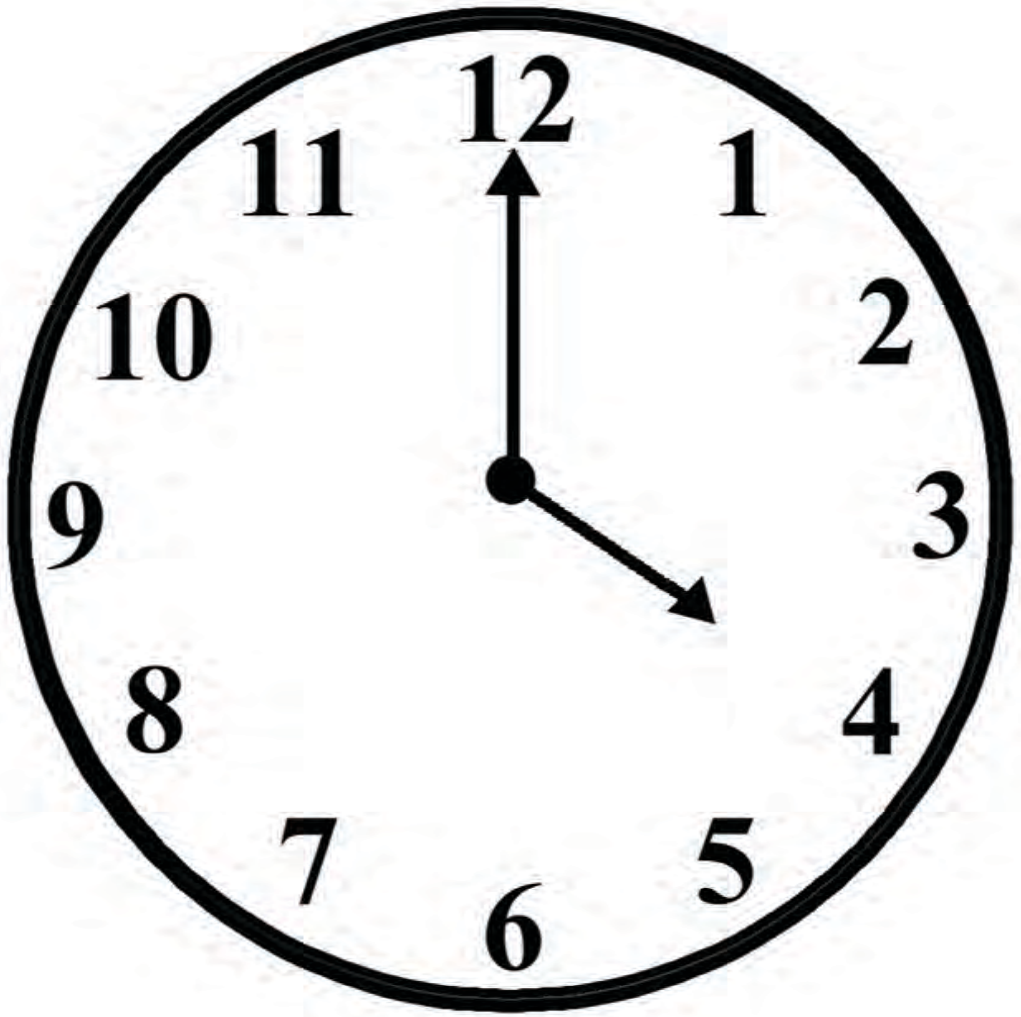


Parts of a Chair

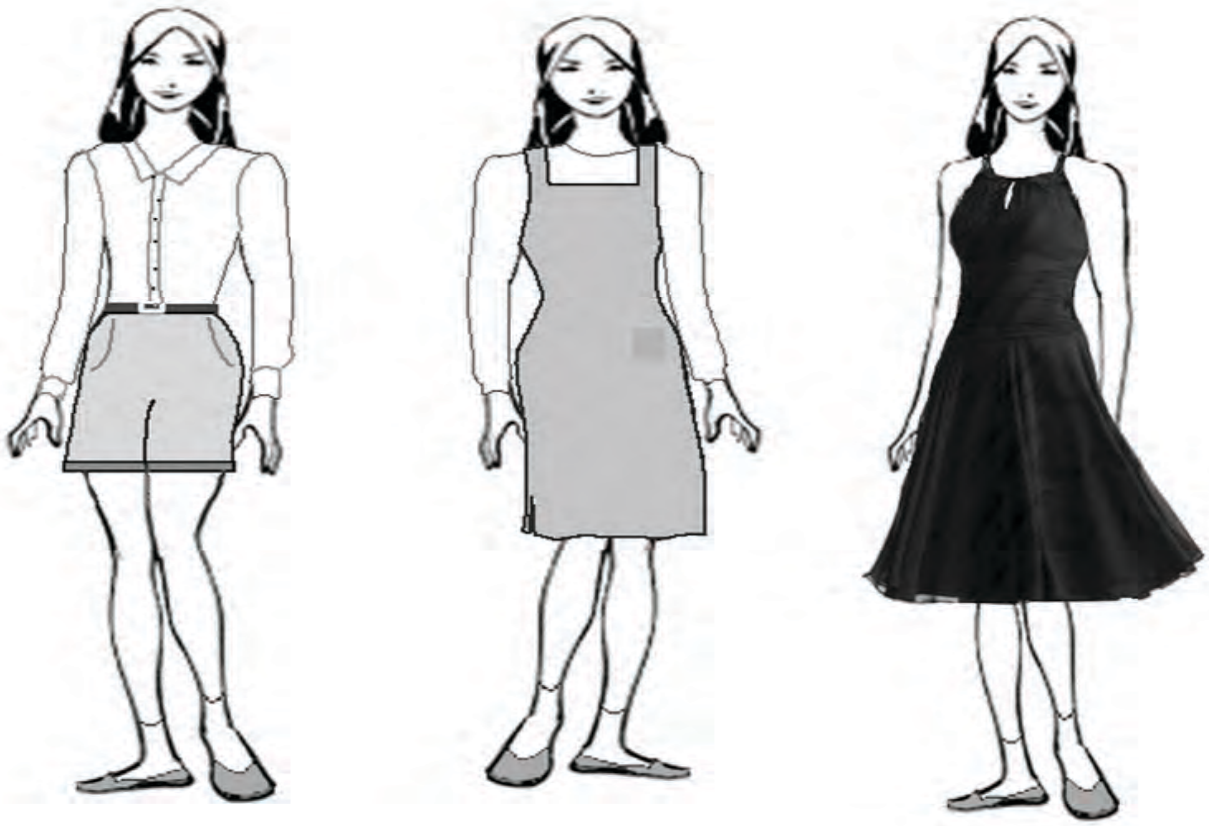




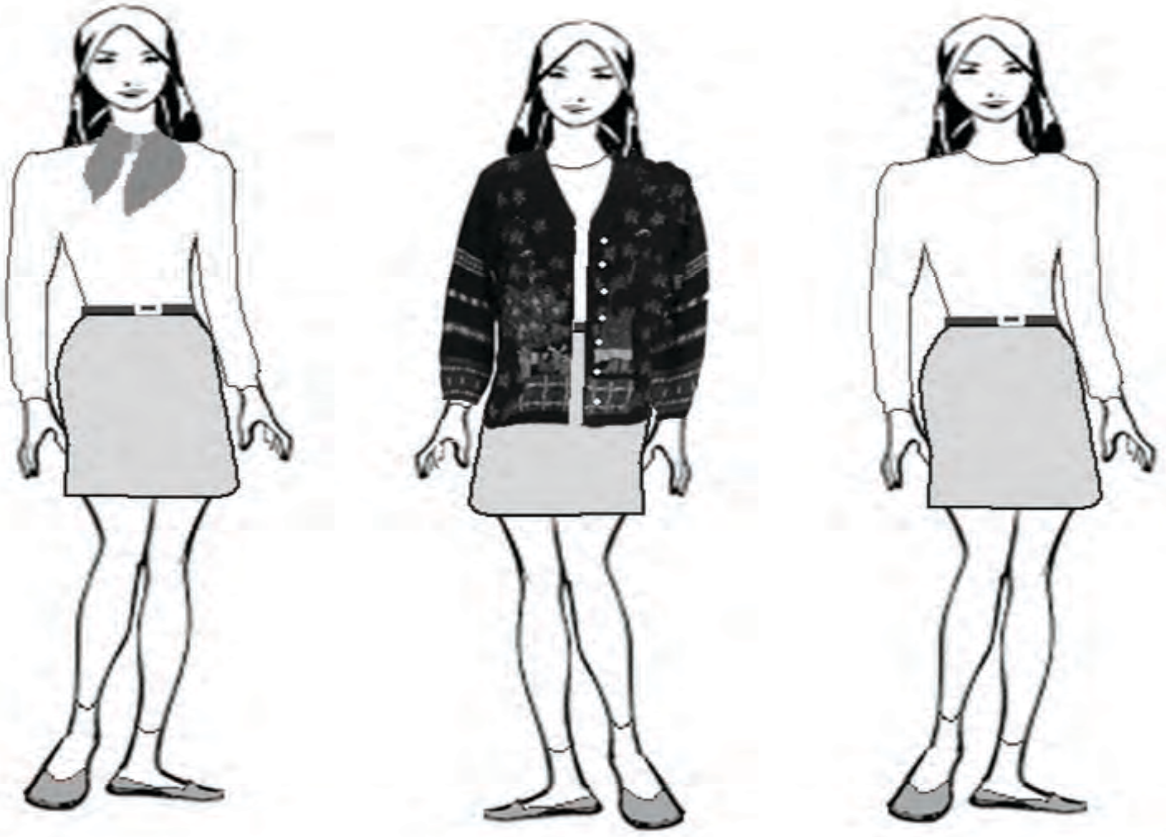
Parts of a Clock



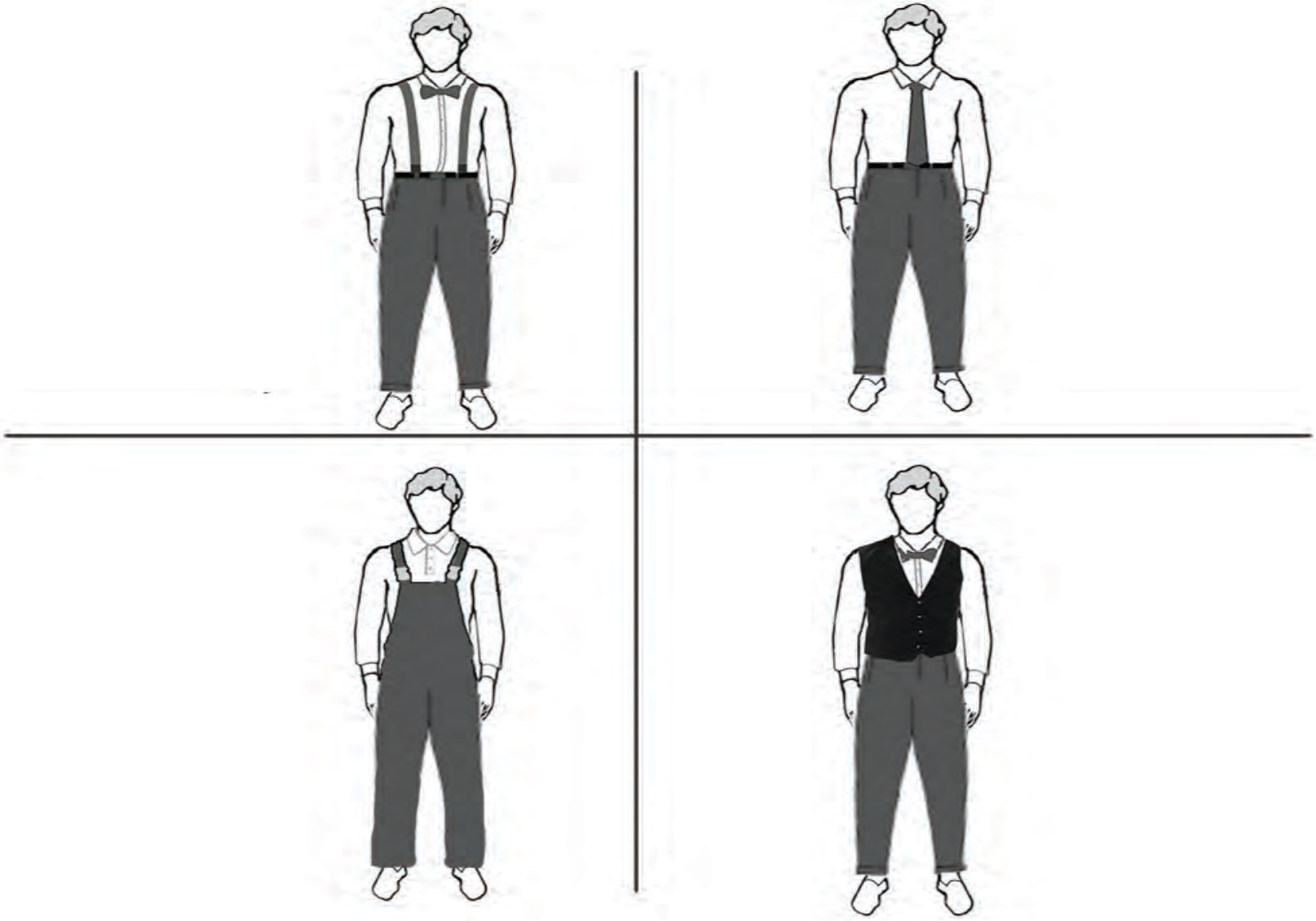
Female Clothing



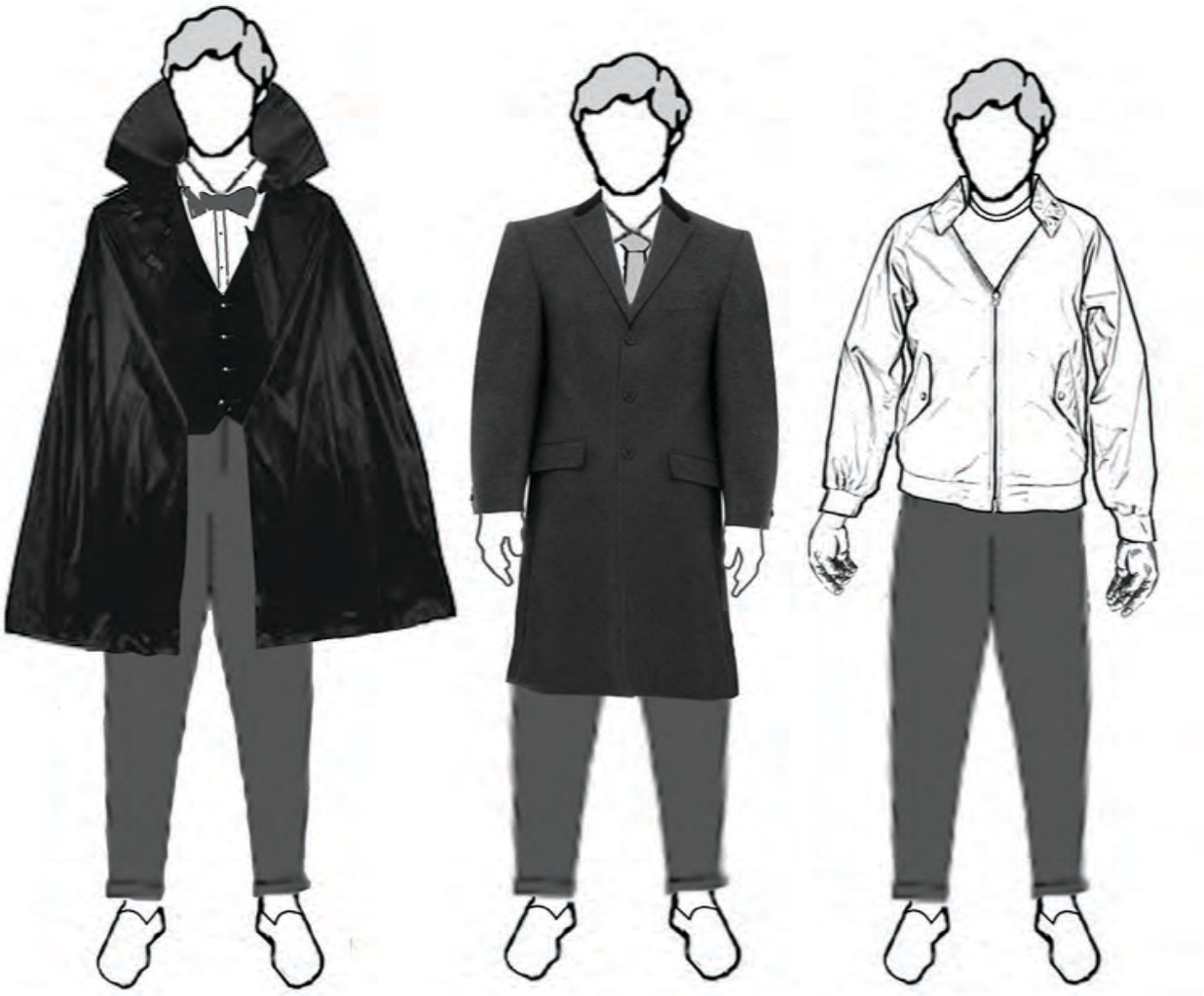
Female Clothing



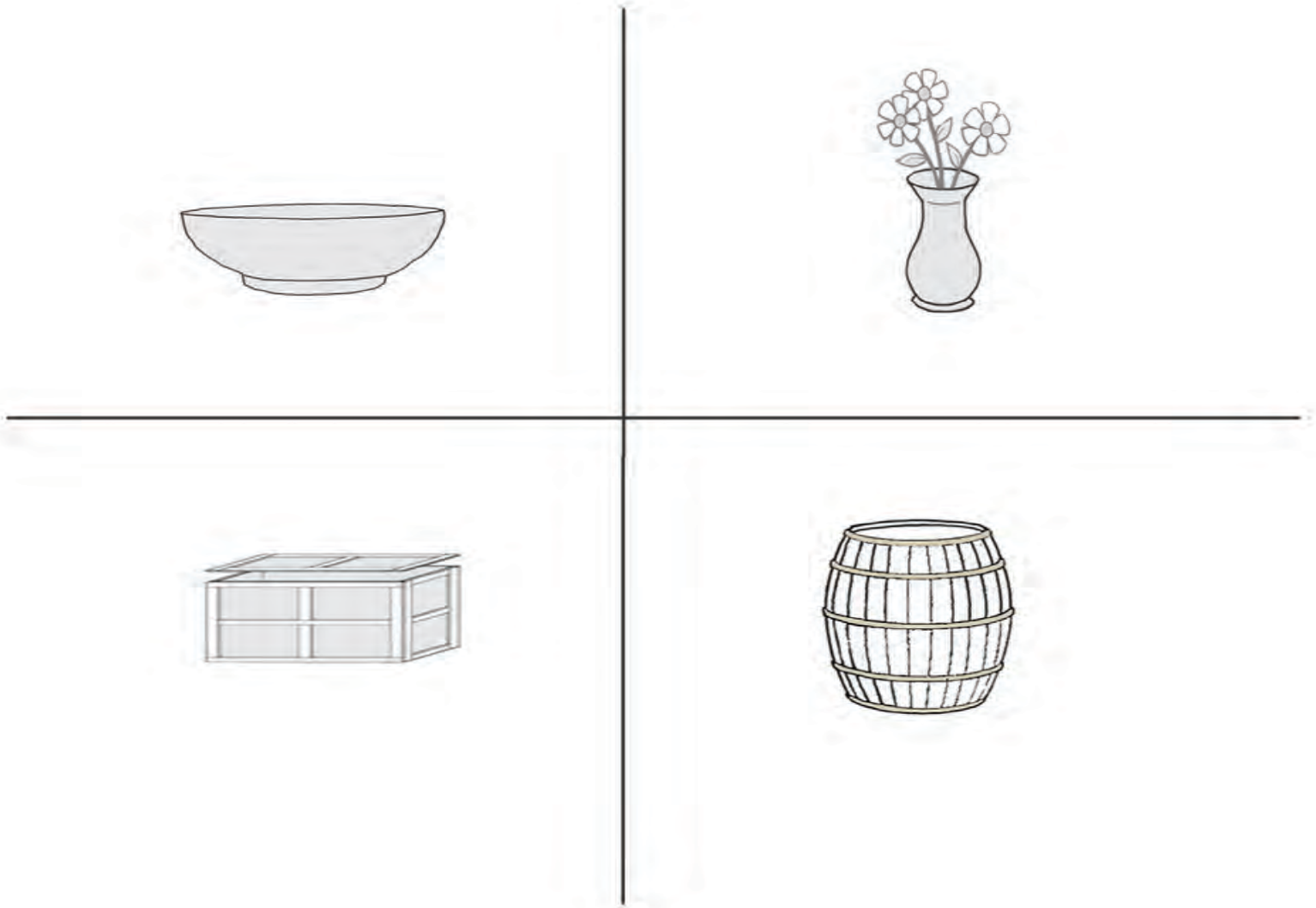
Male Clothing



Outerwear



Containers



Containers



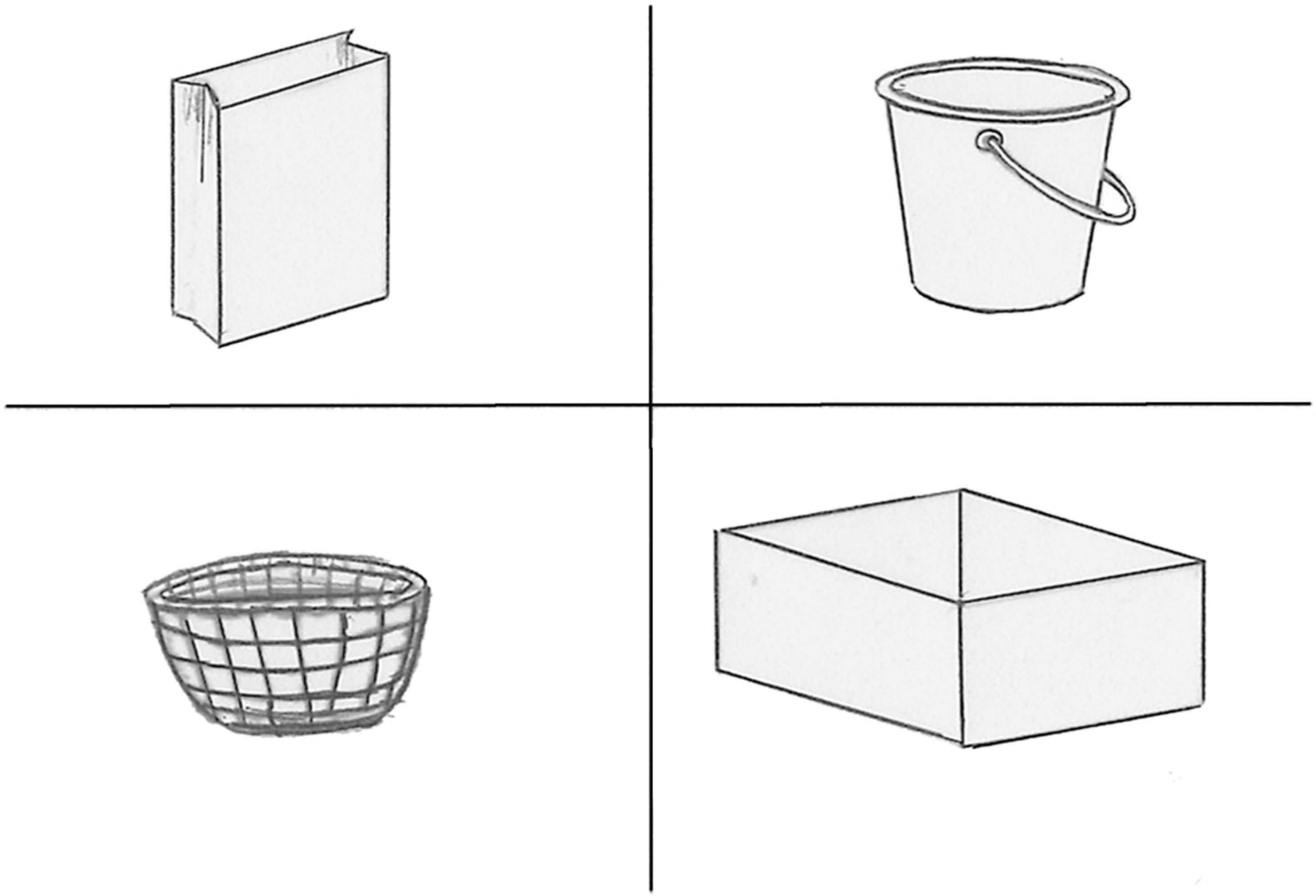




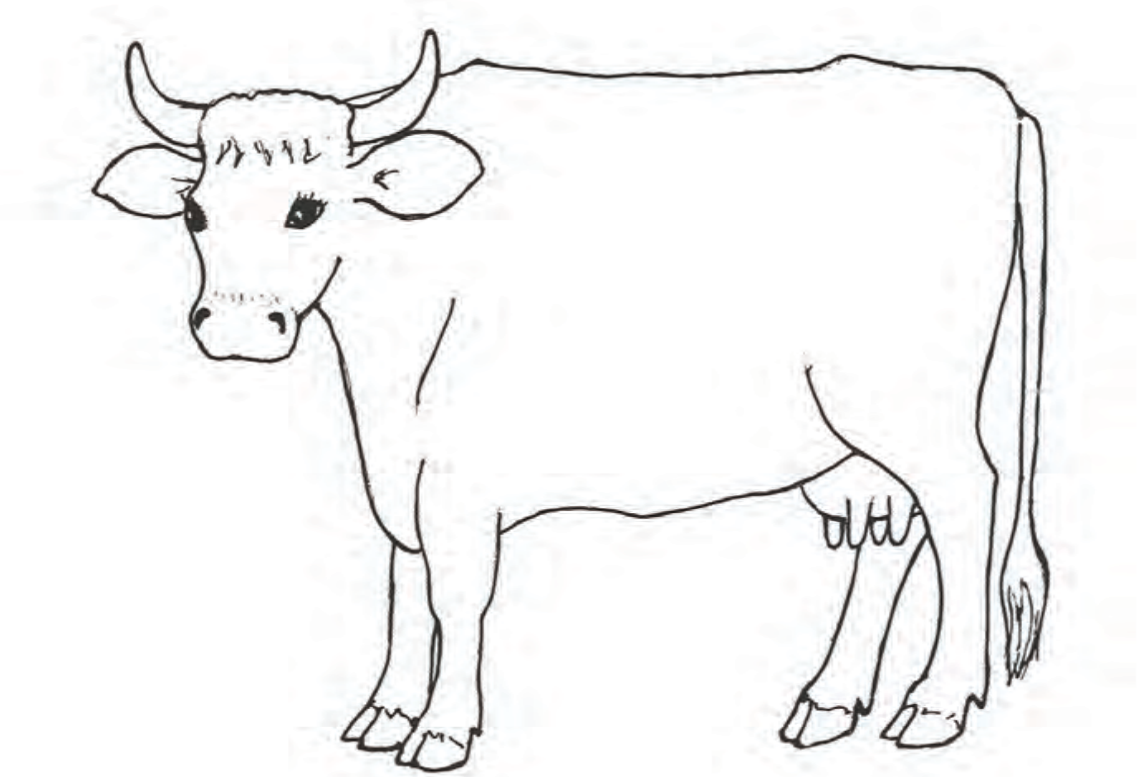




Containers

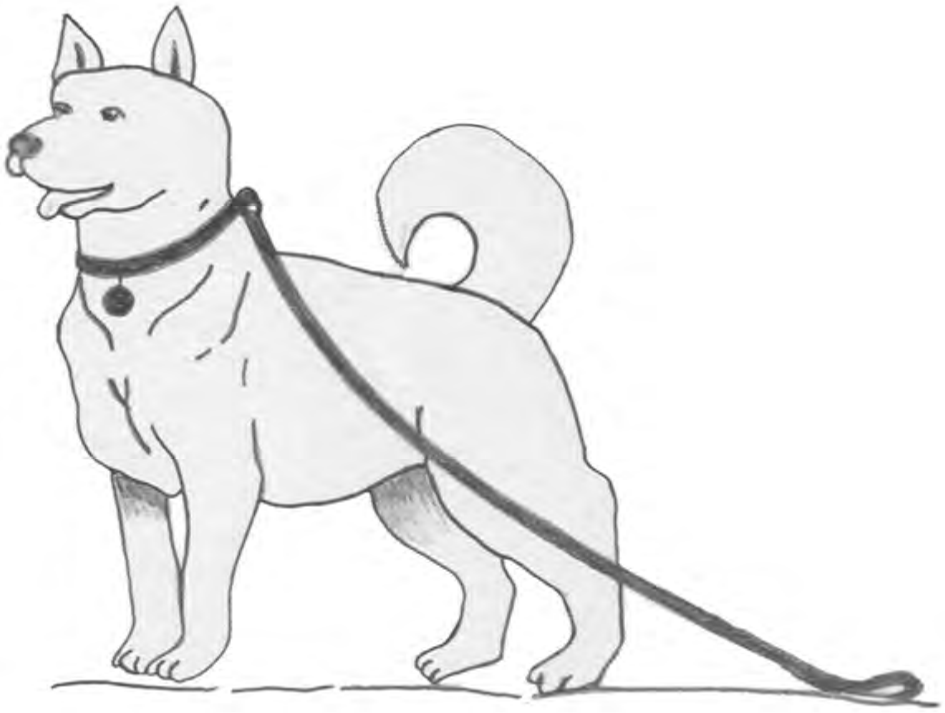


Parts of a Cow

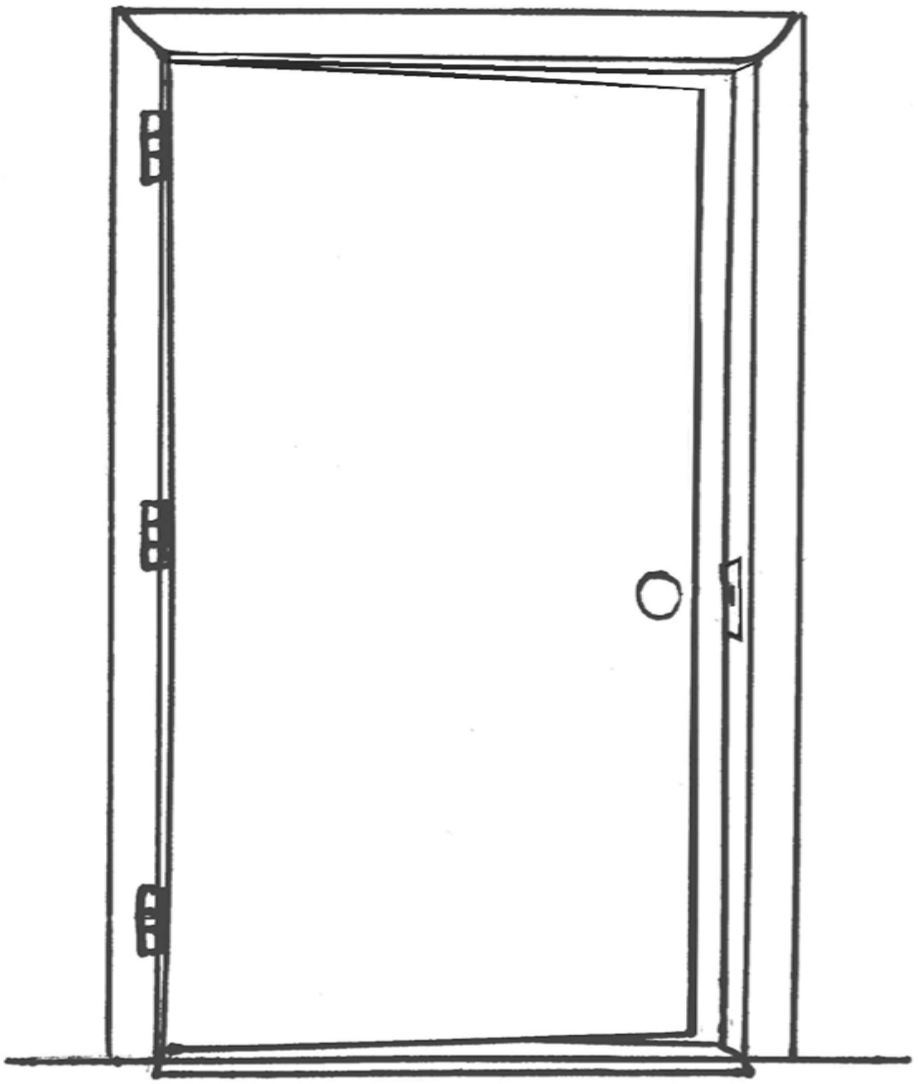


Called a heifer before it gives birth to a calf, and a cow after giving birth

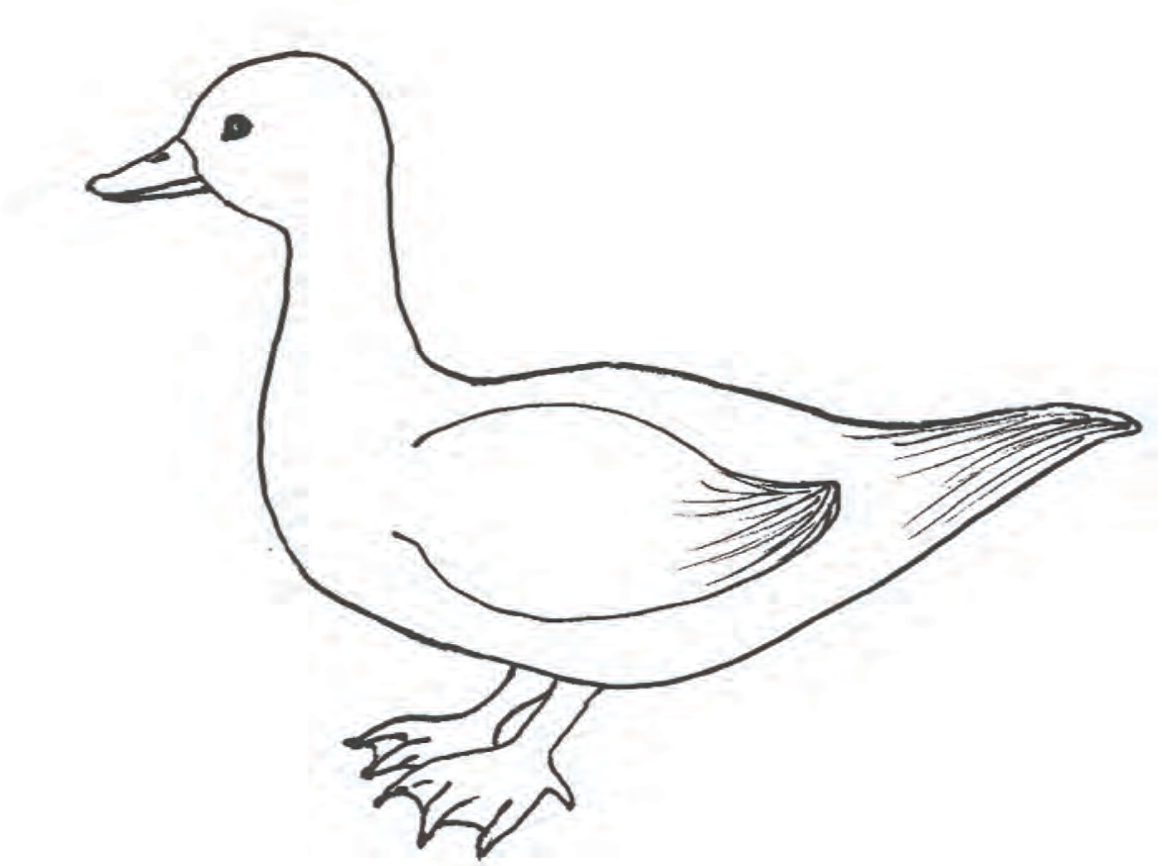
Parts of a Dog and His Stuff



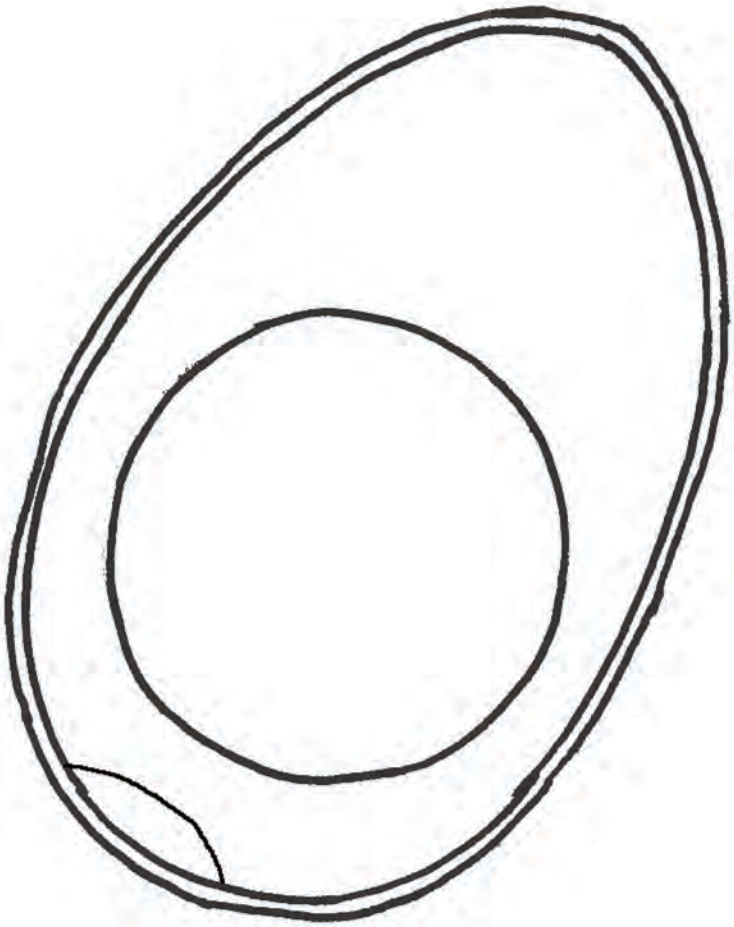
Parts of a Door



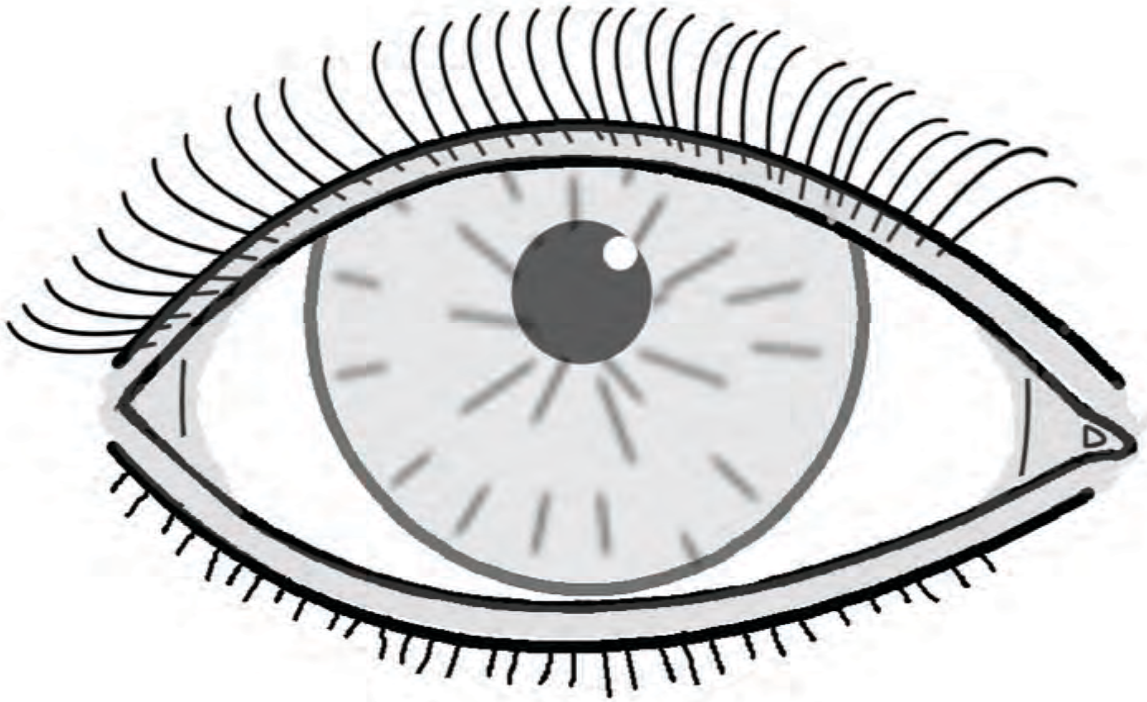
Parts of a Duck



Parts of an Egg



Parts of an Eye



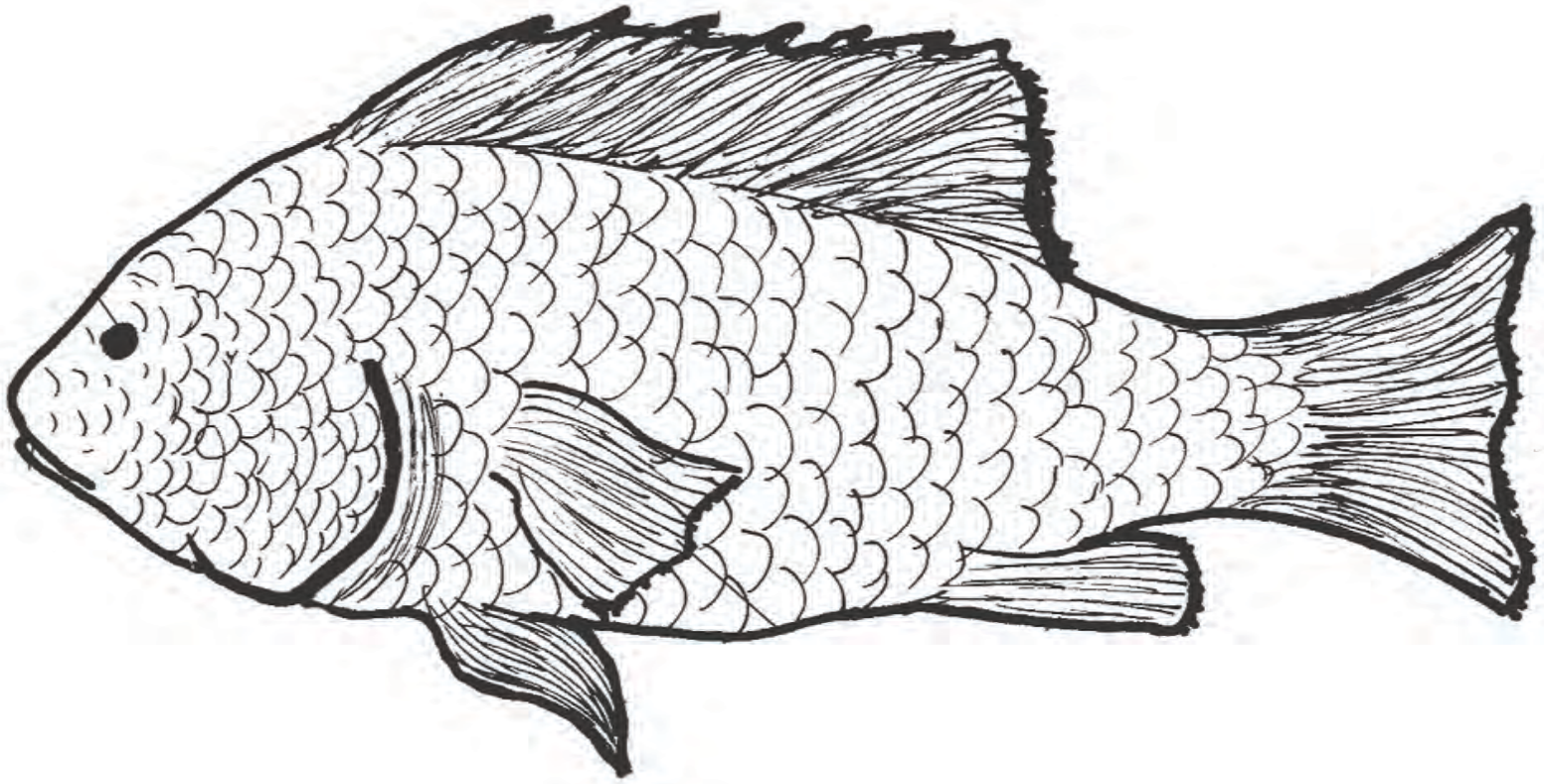
Parts of a Face



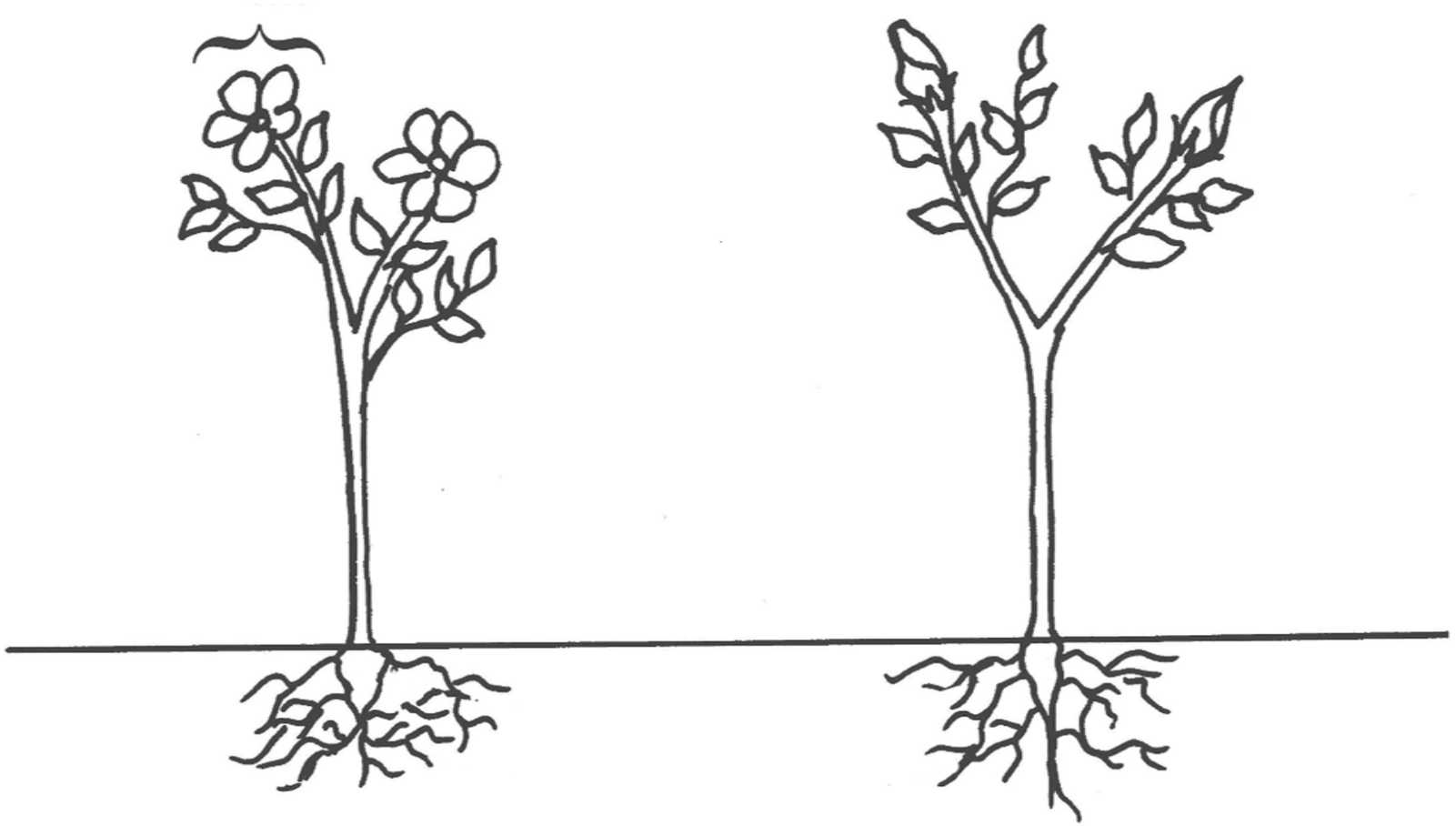
Parts of a Face with Hair



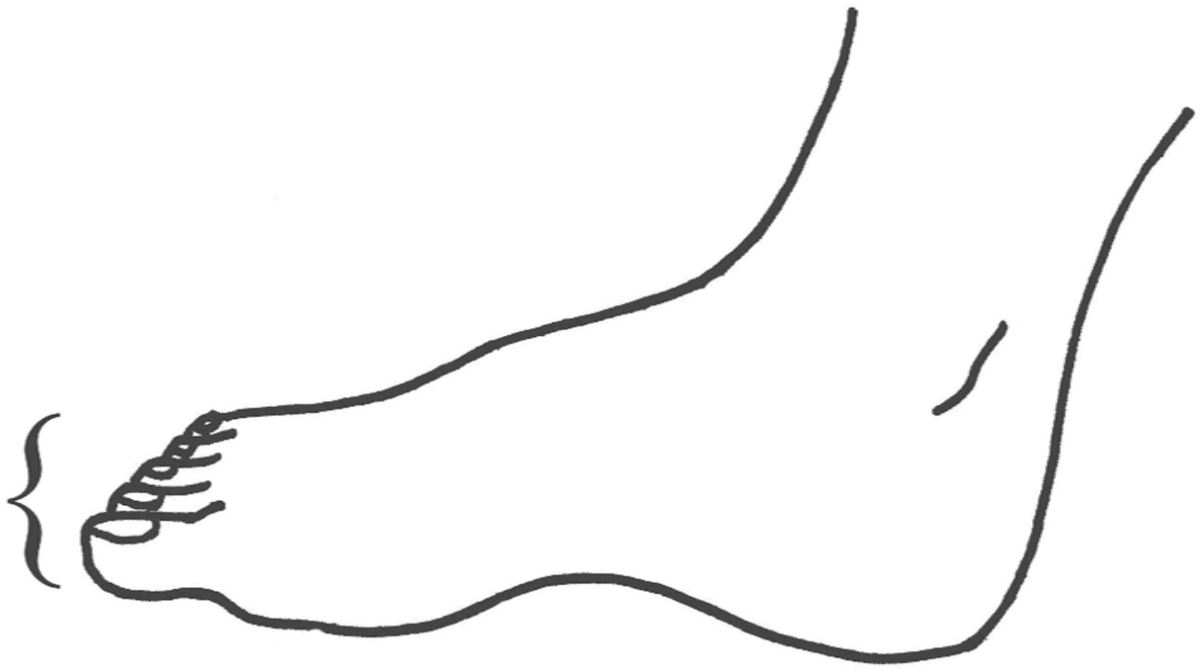
Parts of a Fish



Parts of a Flowering Plant



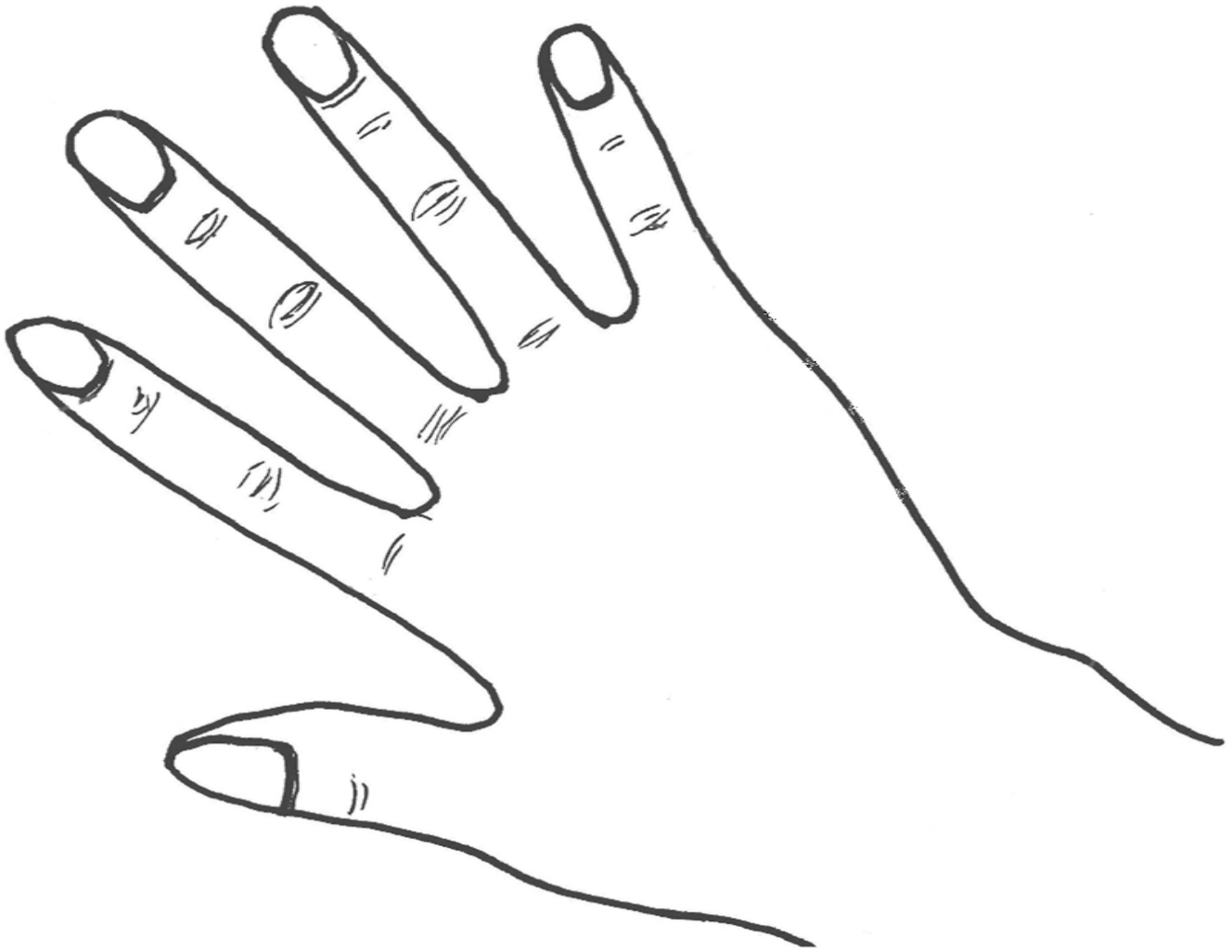
Parts of a Foot



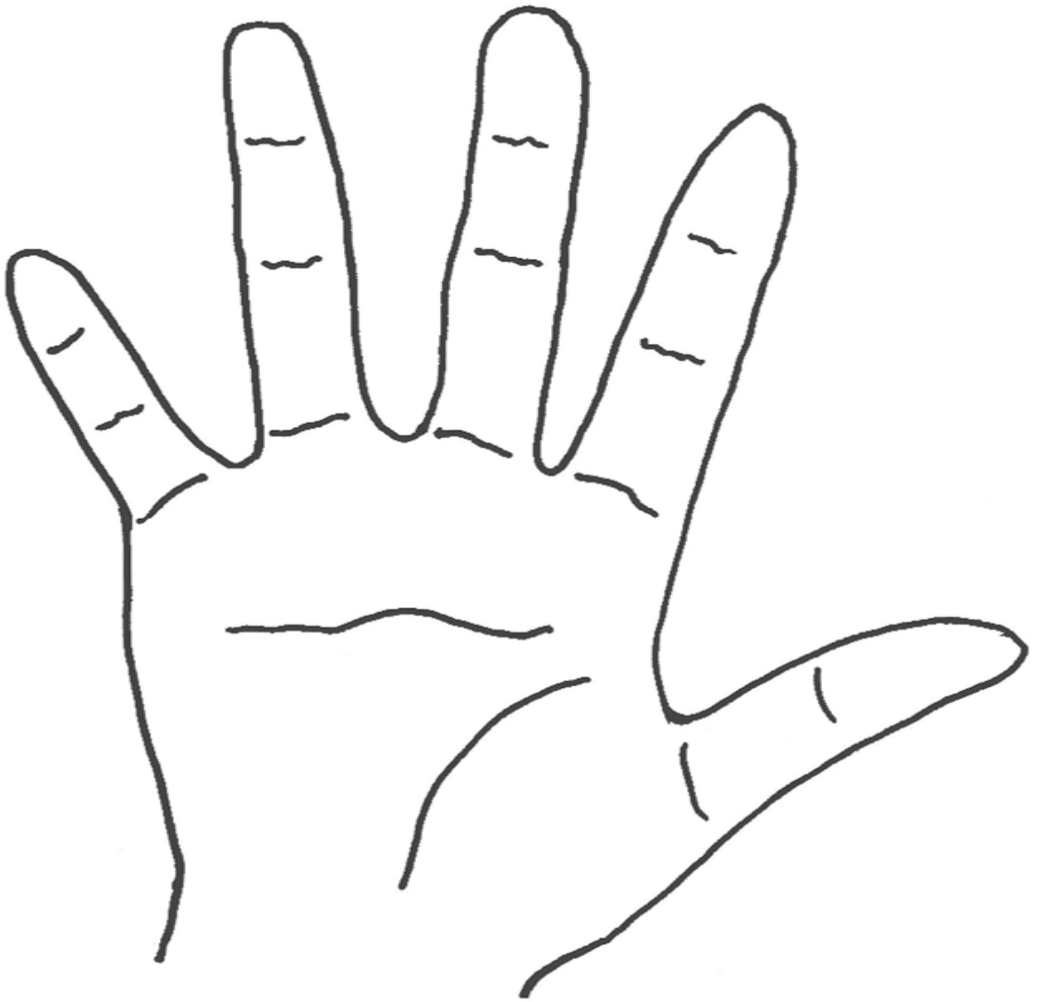
Parts of a Pair of Glasses



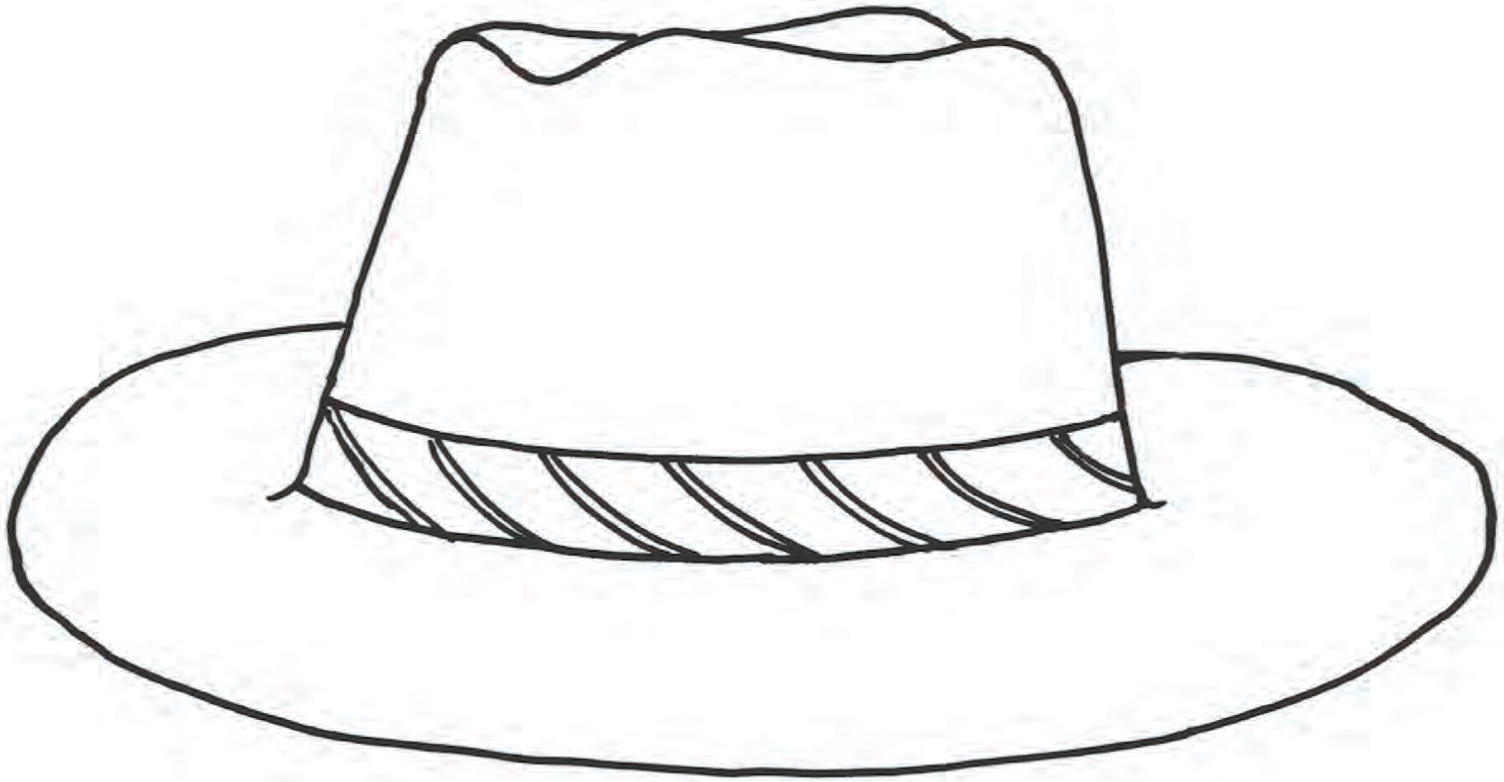
Parts of the Back of My Hand



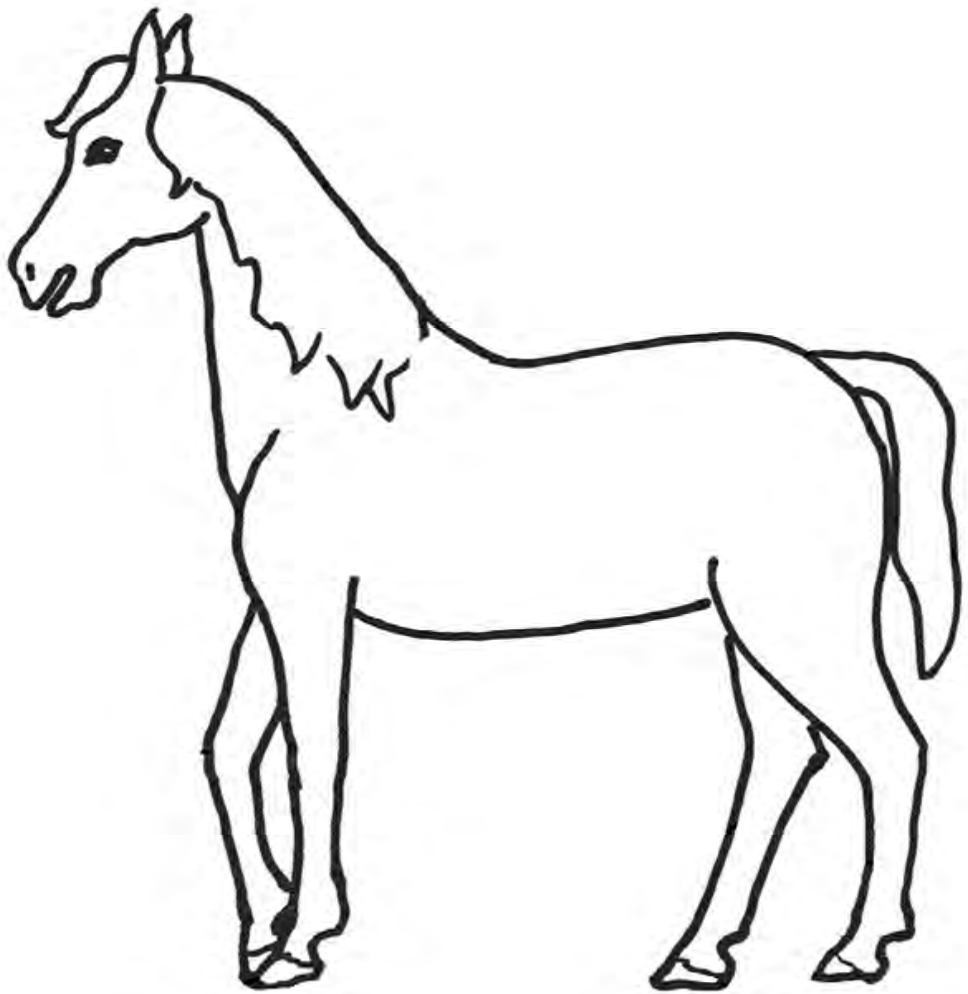
Parts of the Inside of My Hand



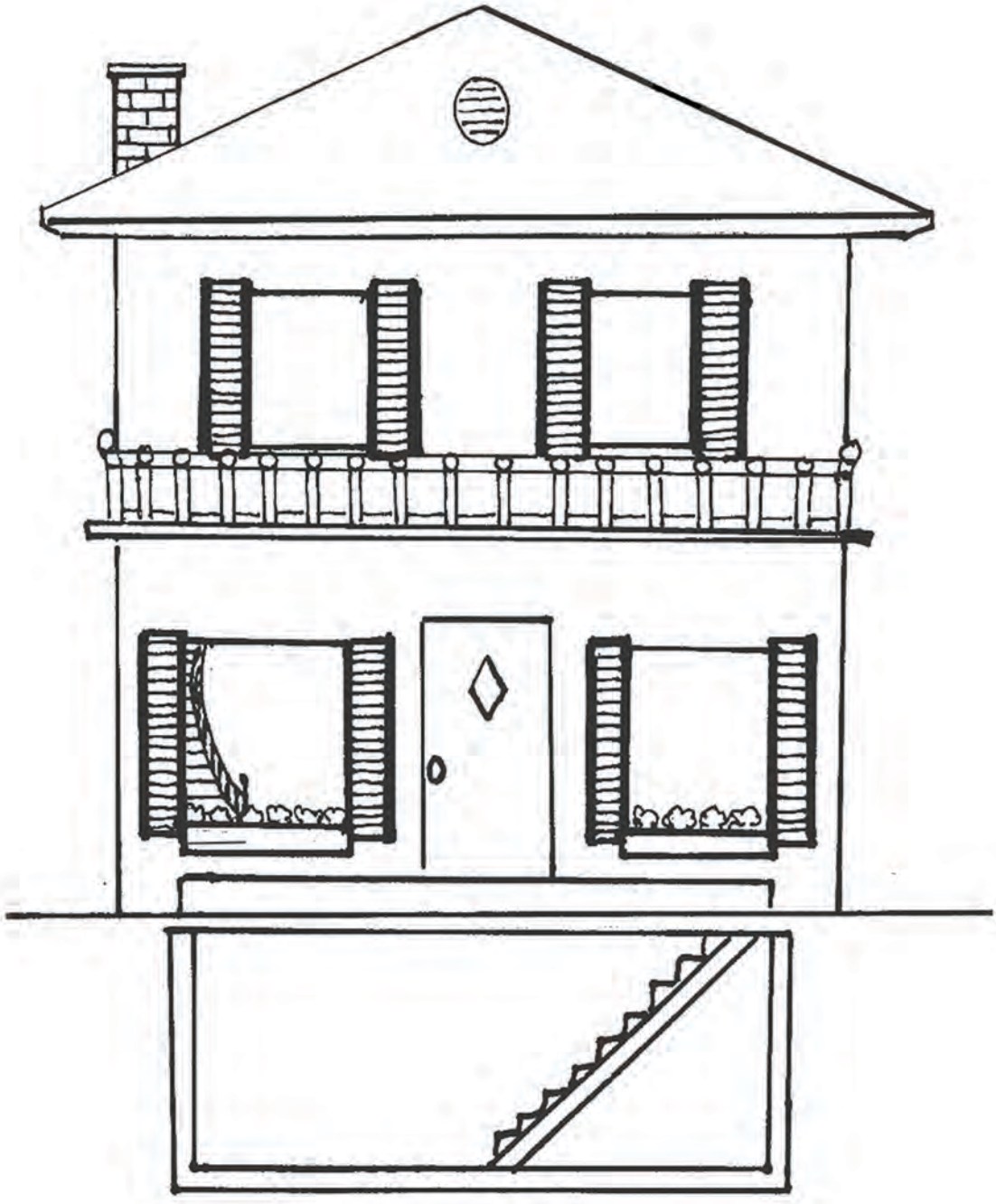
Parts of a Hat



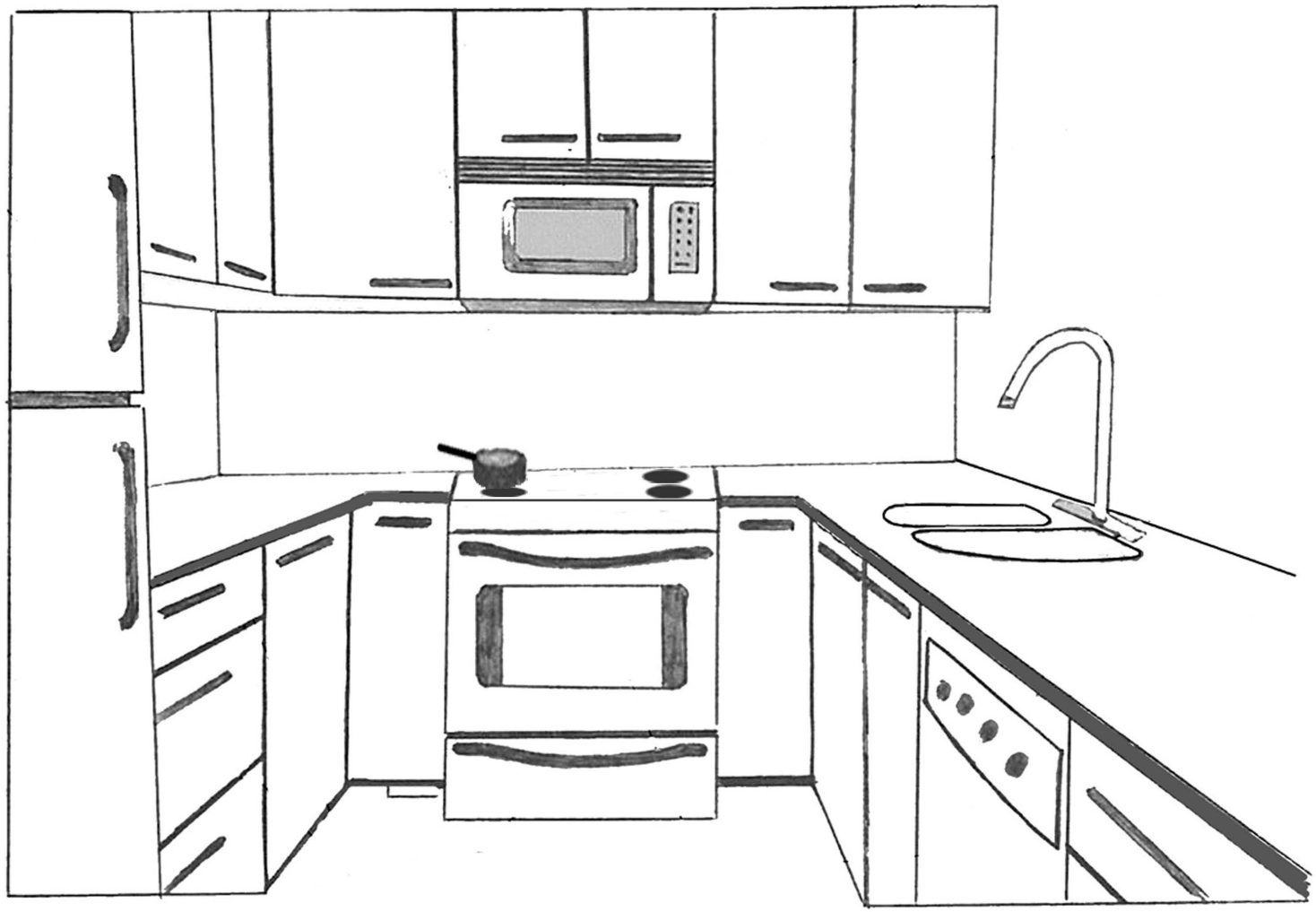
Parts of a Horse



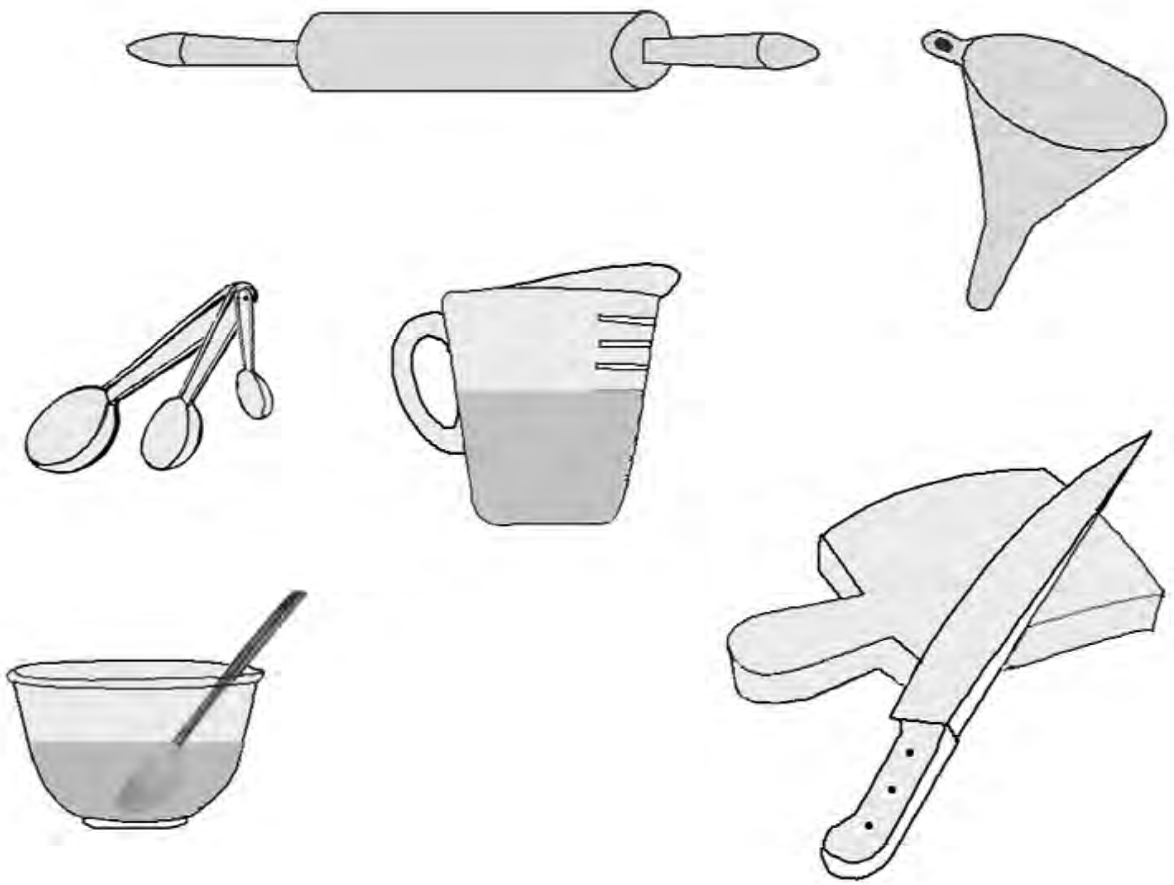
Parts of a House



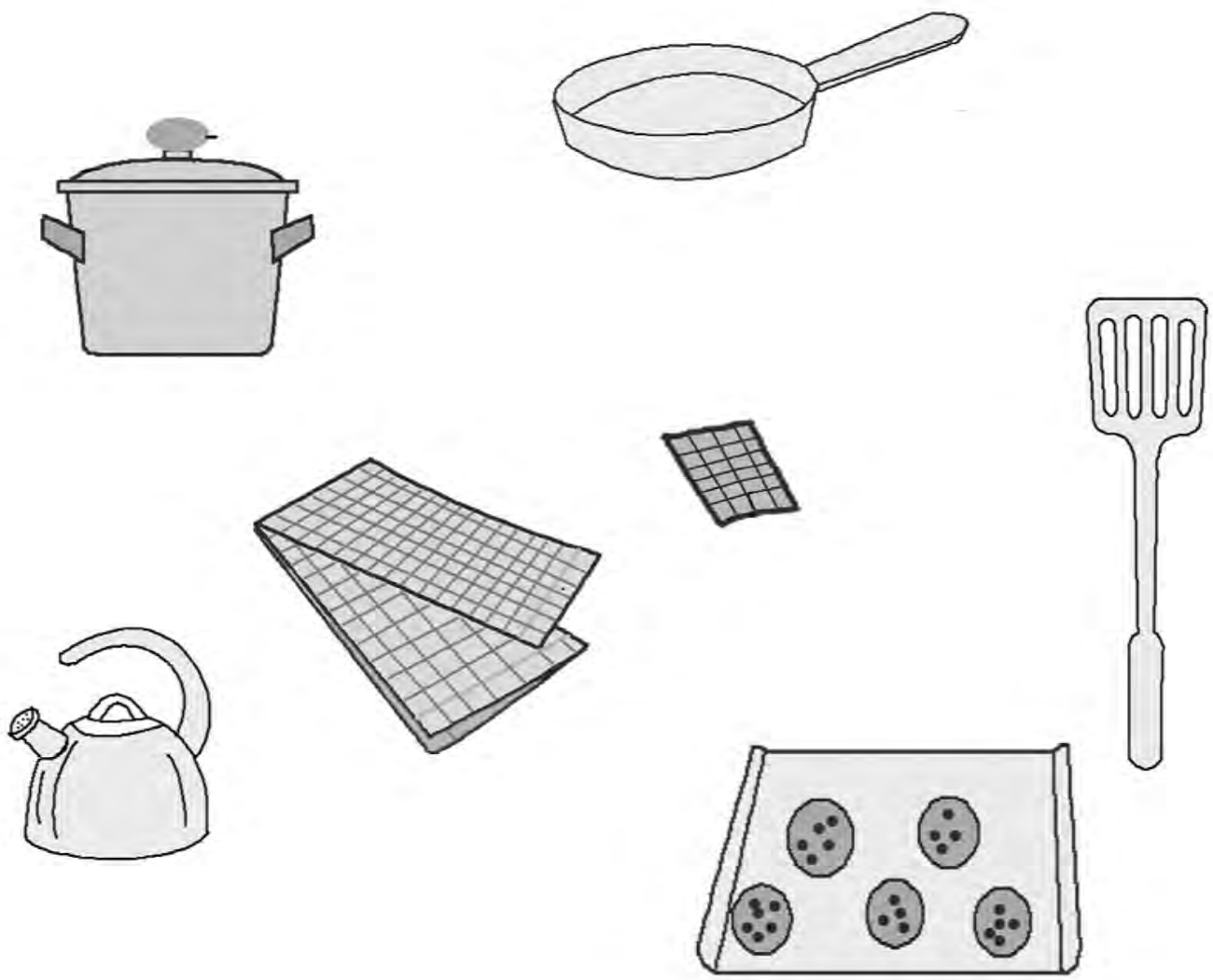
Parts of a Kitchen



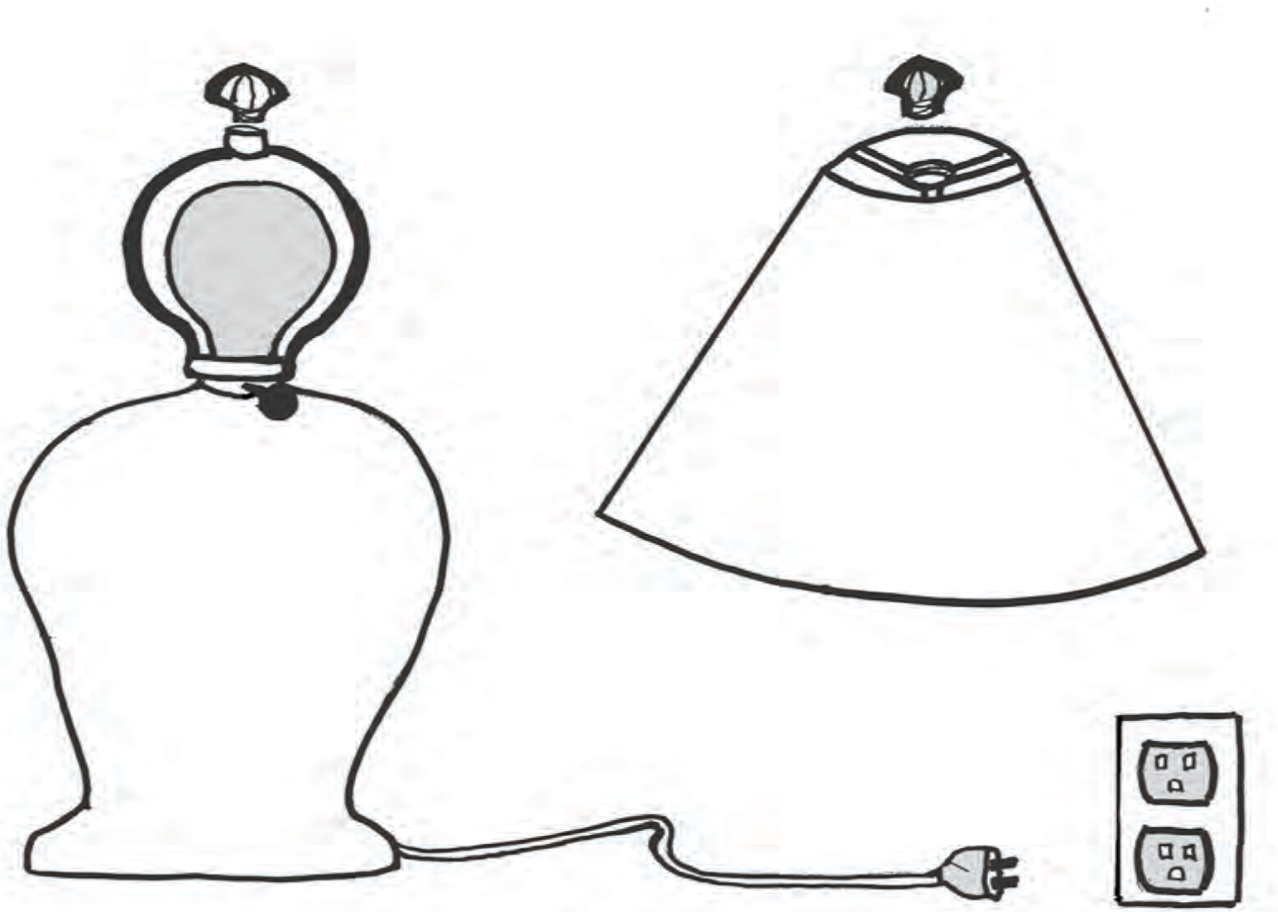
Kitchen Utensils



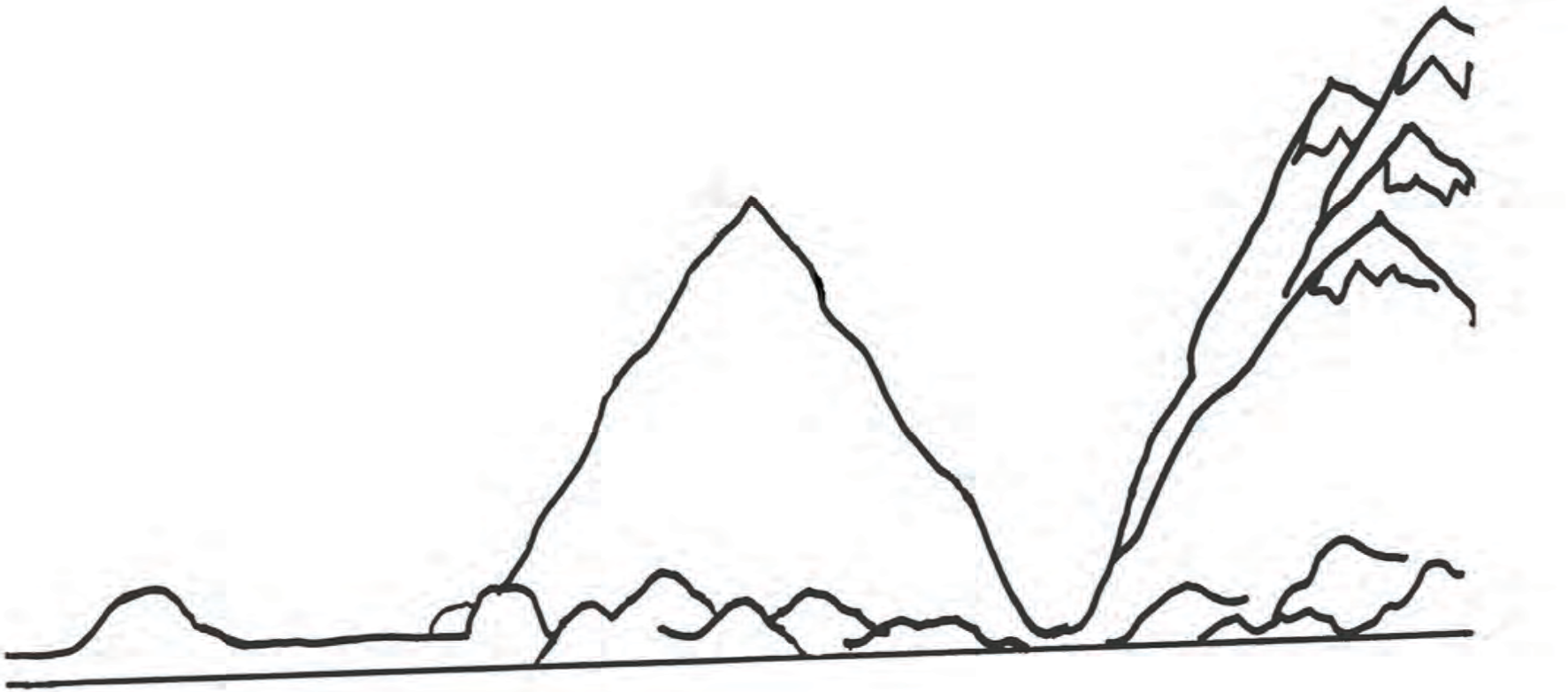
Kitchen Utensils



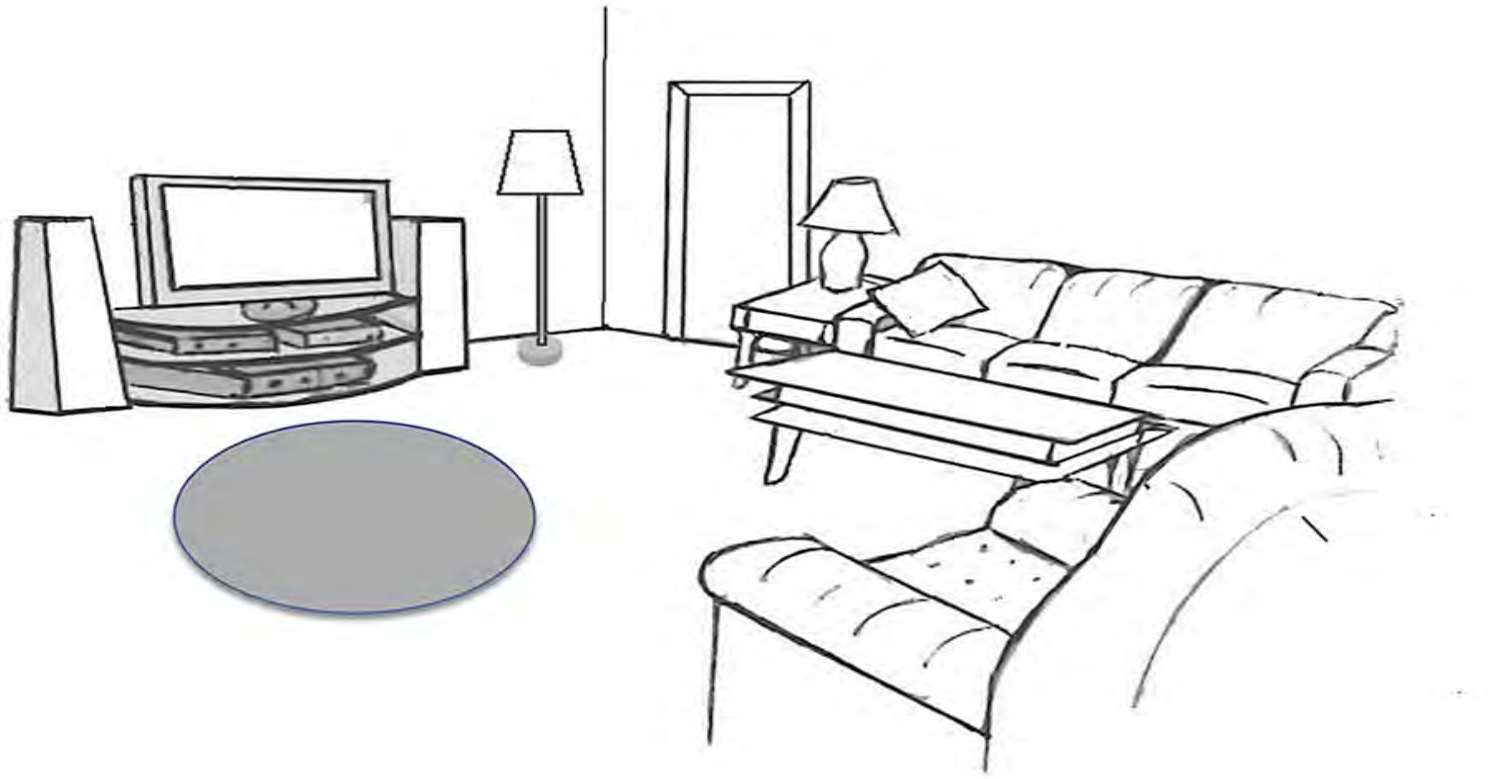
Parts of a Lamp



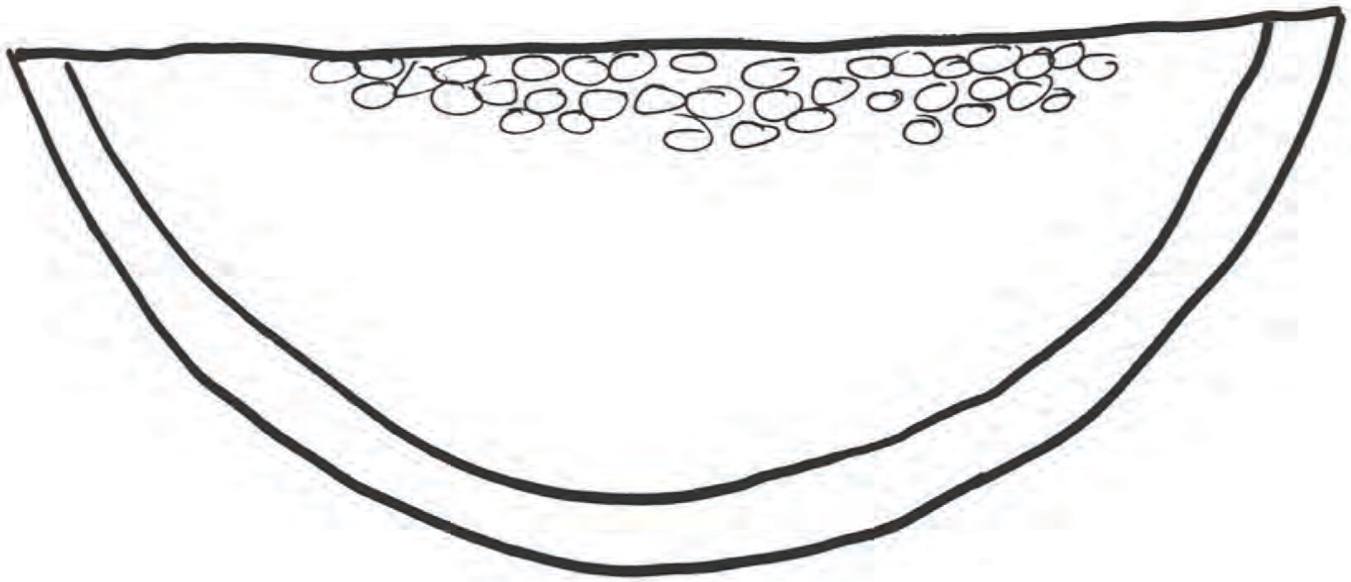
Landforms (Terrain)



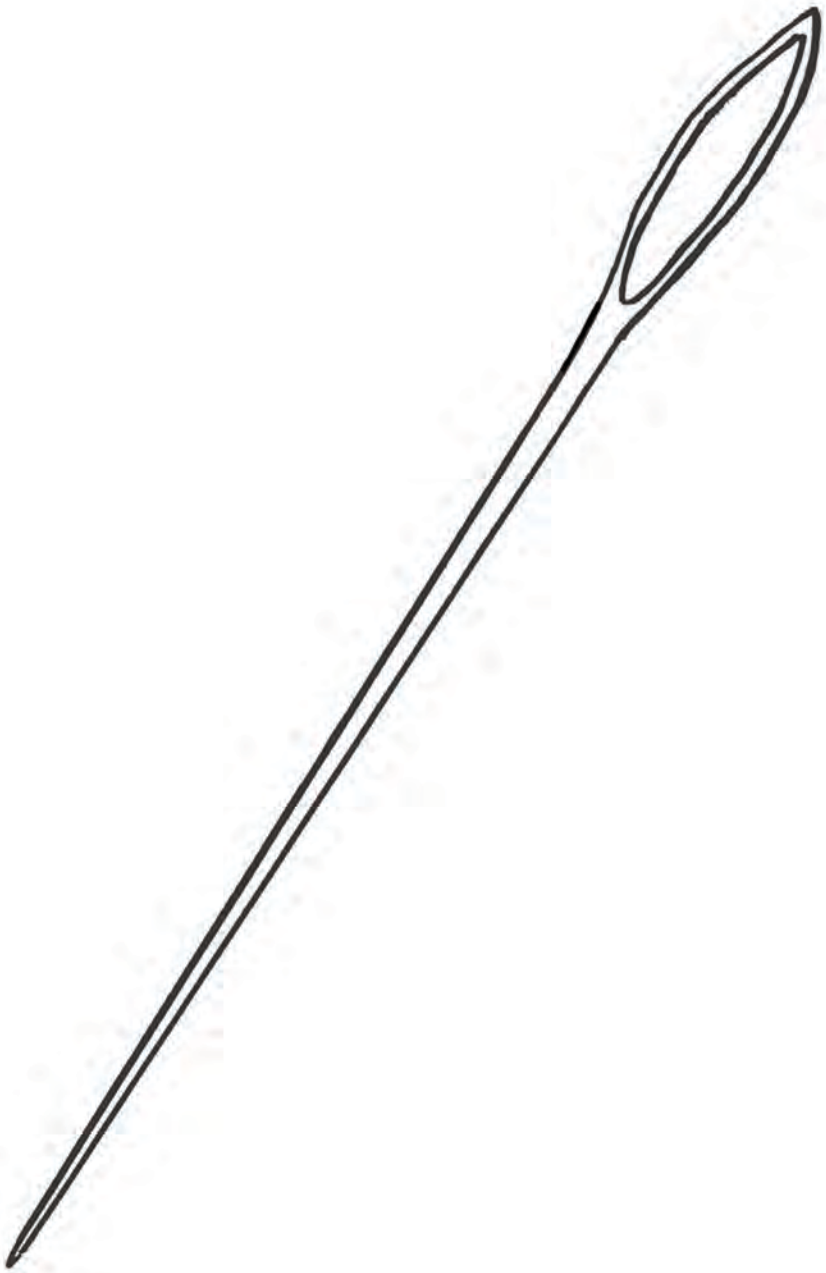
Parts of a Living Room



Parts of a Melon



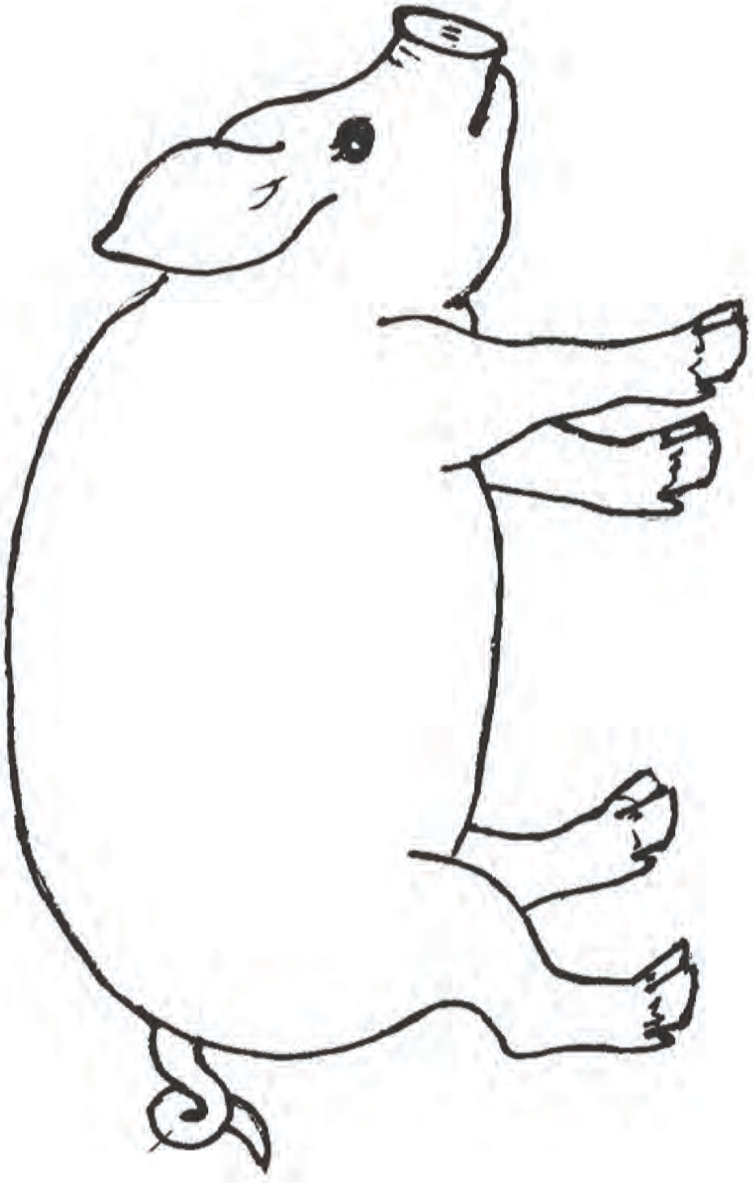
Parts of a Needle



Parts of a Pair of Long Pants (Slacks)



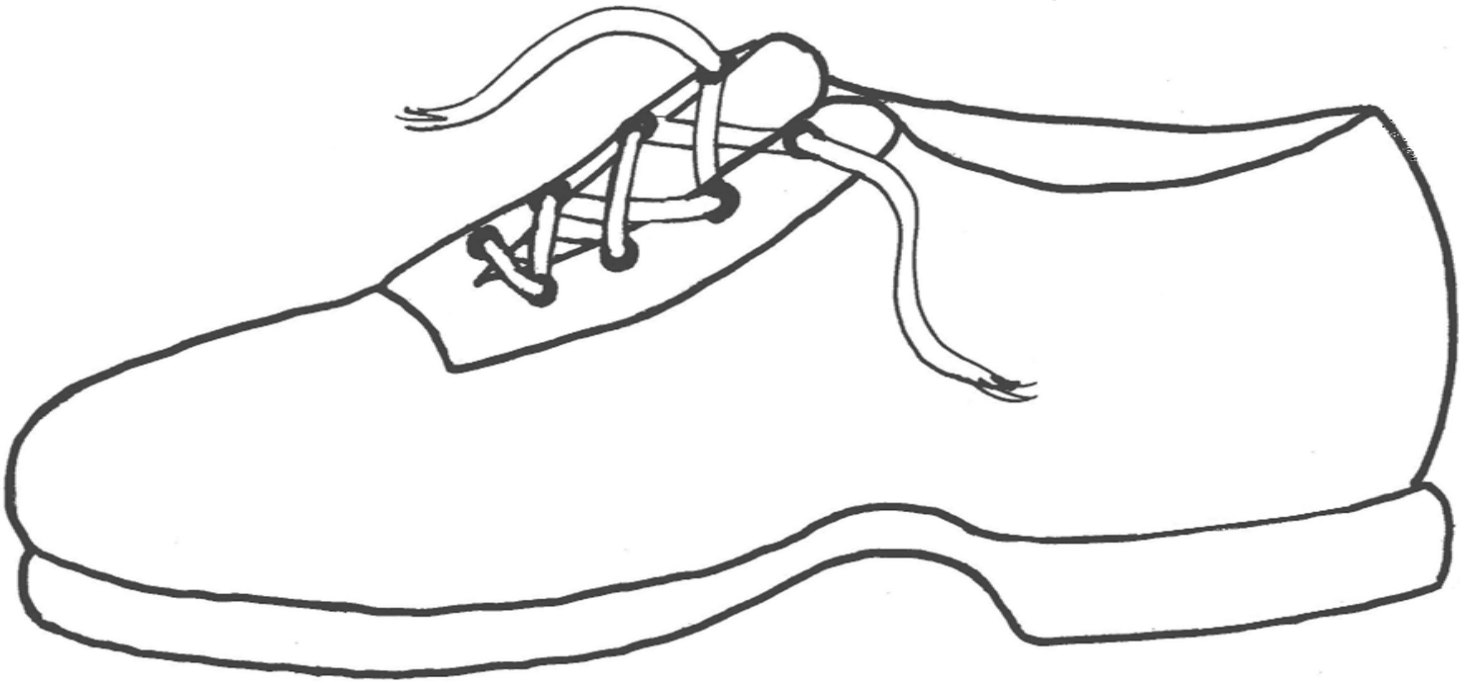
Parts of a Pig



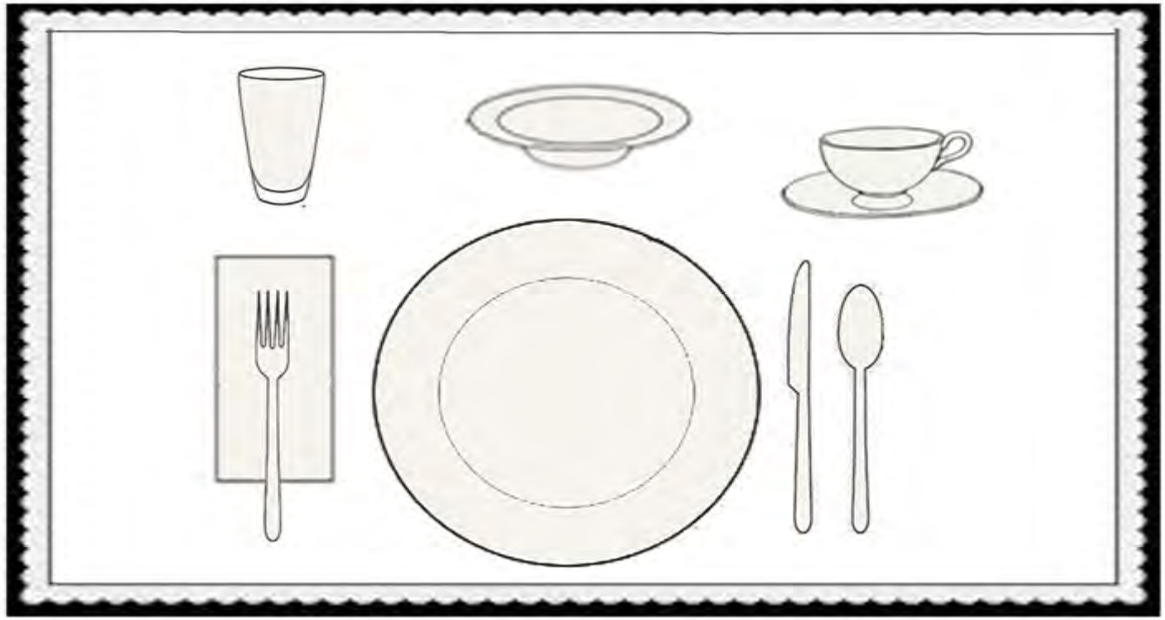
Parts of a Shirt (Blouse)



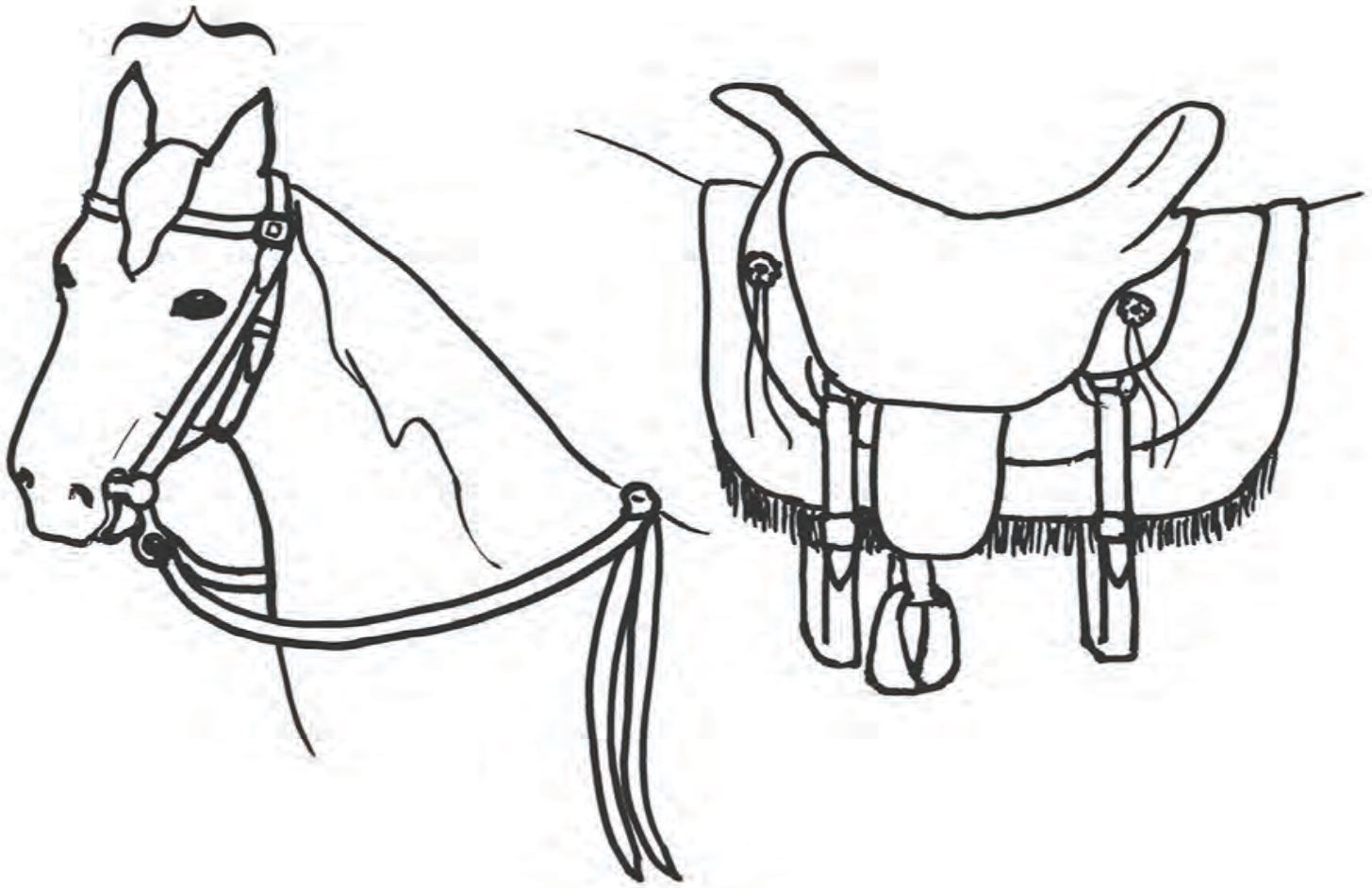
Parts of a Shoe



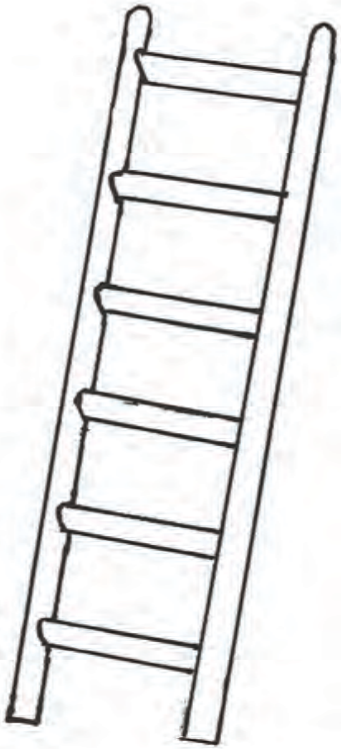
Parts of a Table Setting



Parts of Tack (Riding Gear)



Things We Climb On

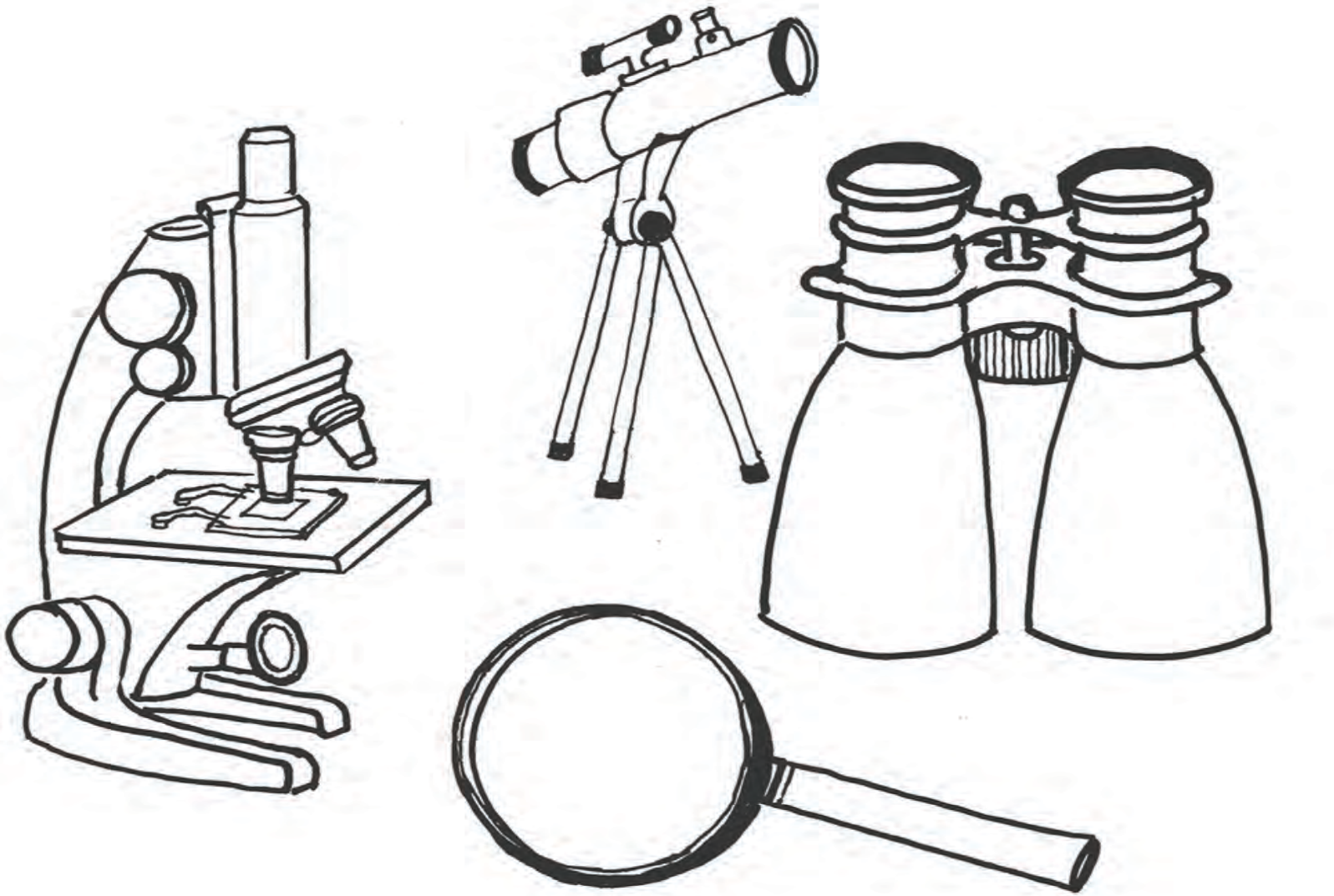








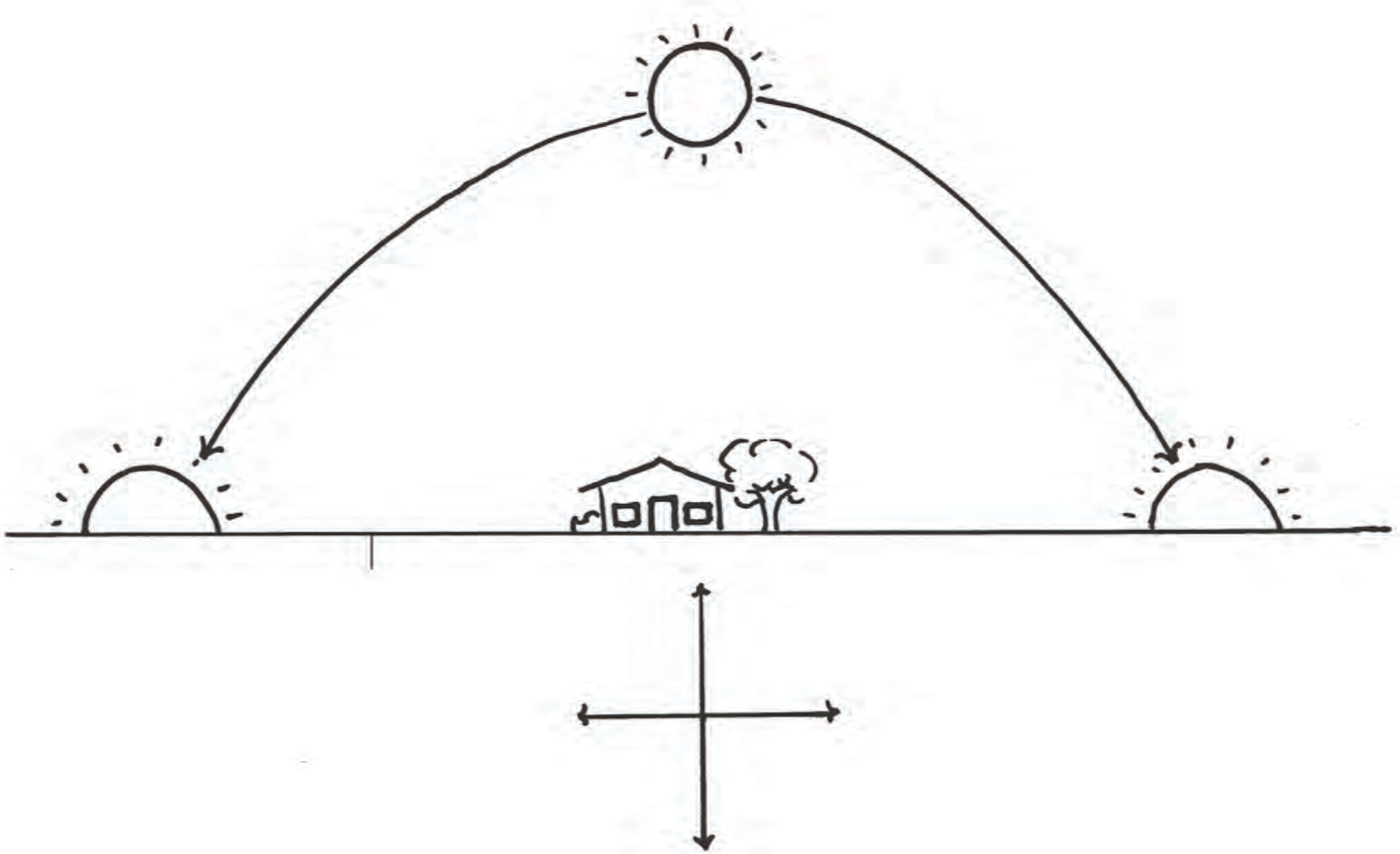
Things We Look Through to Make Things Clearer



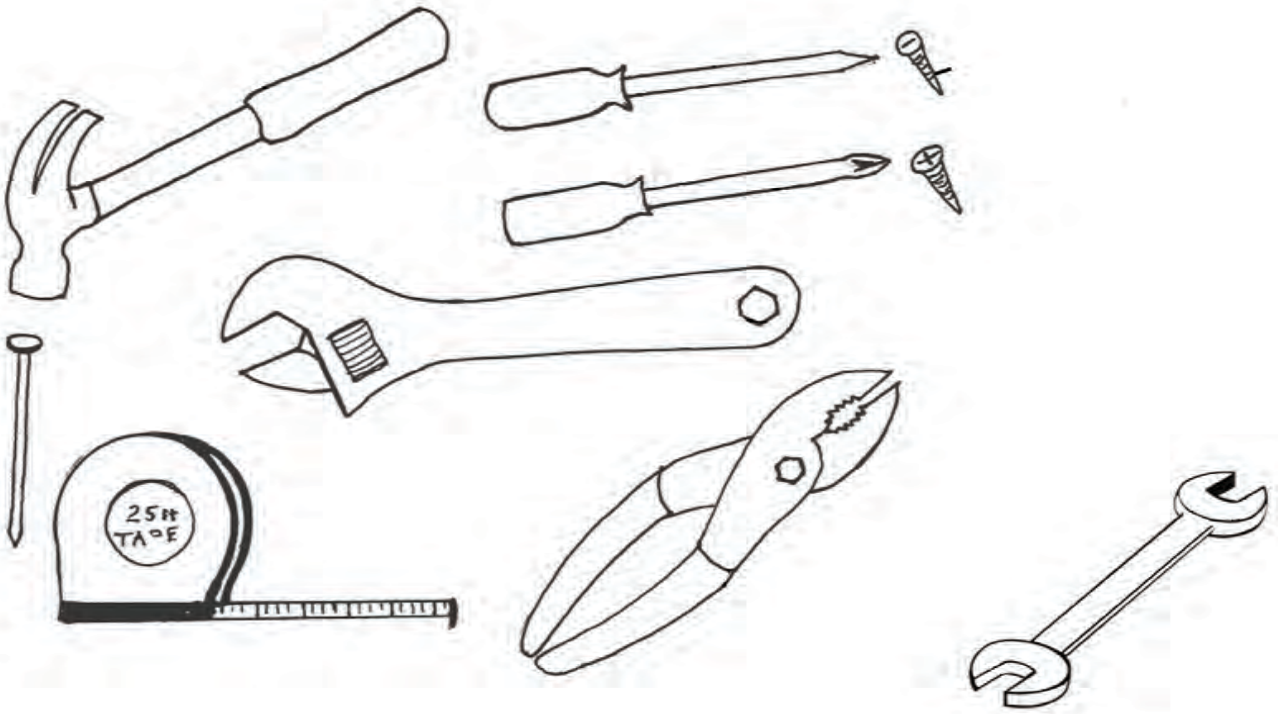
Things We Wear In the Cold Weather



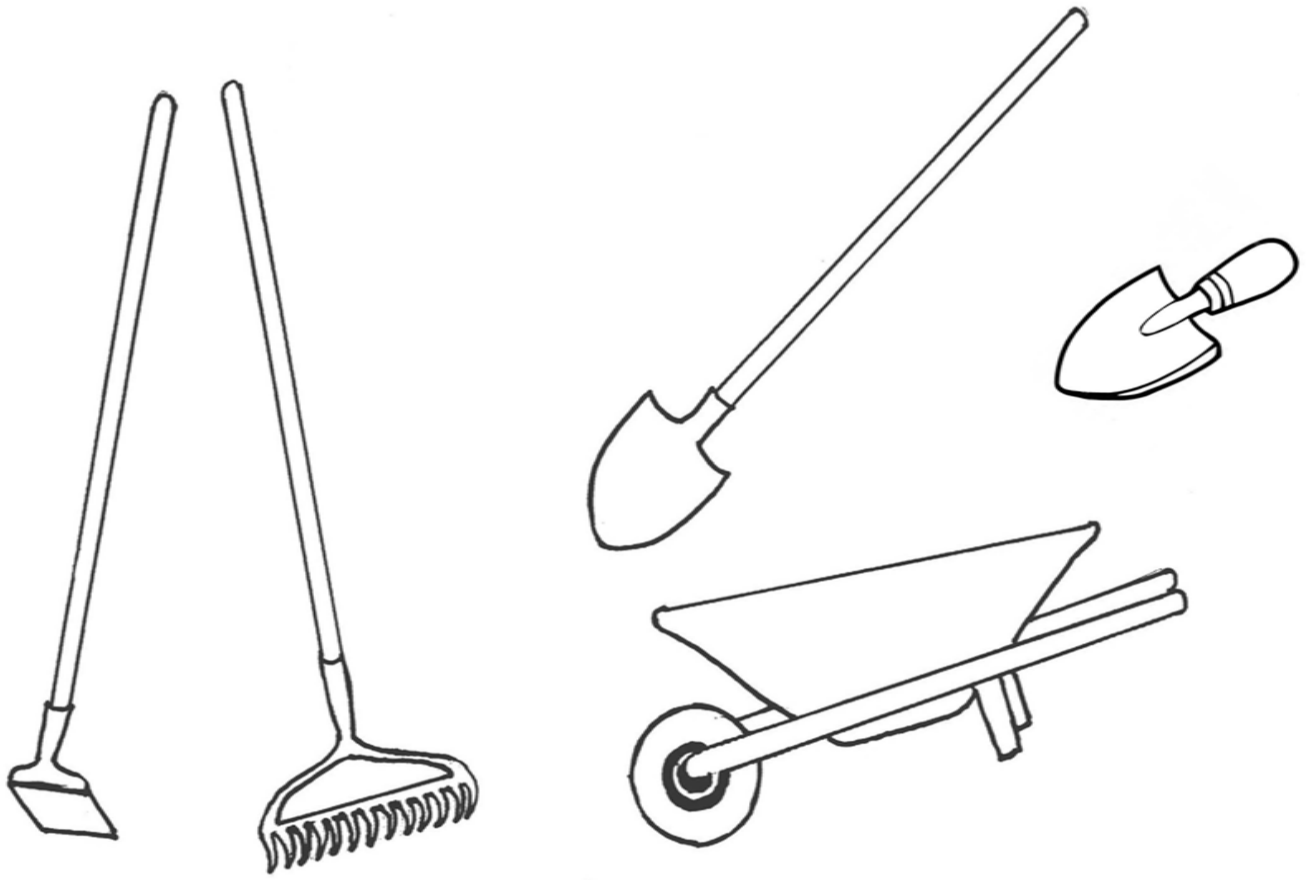
Time of Day



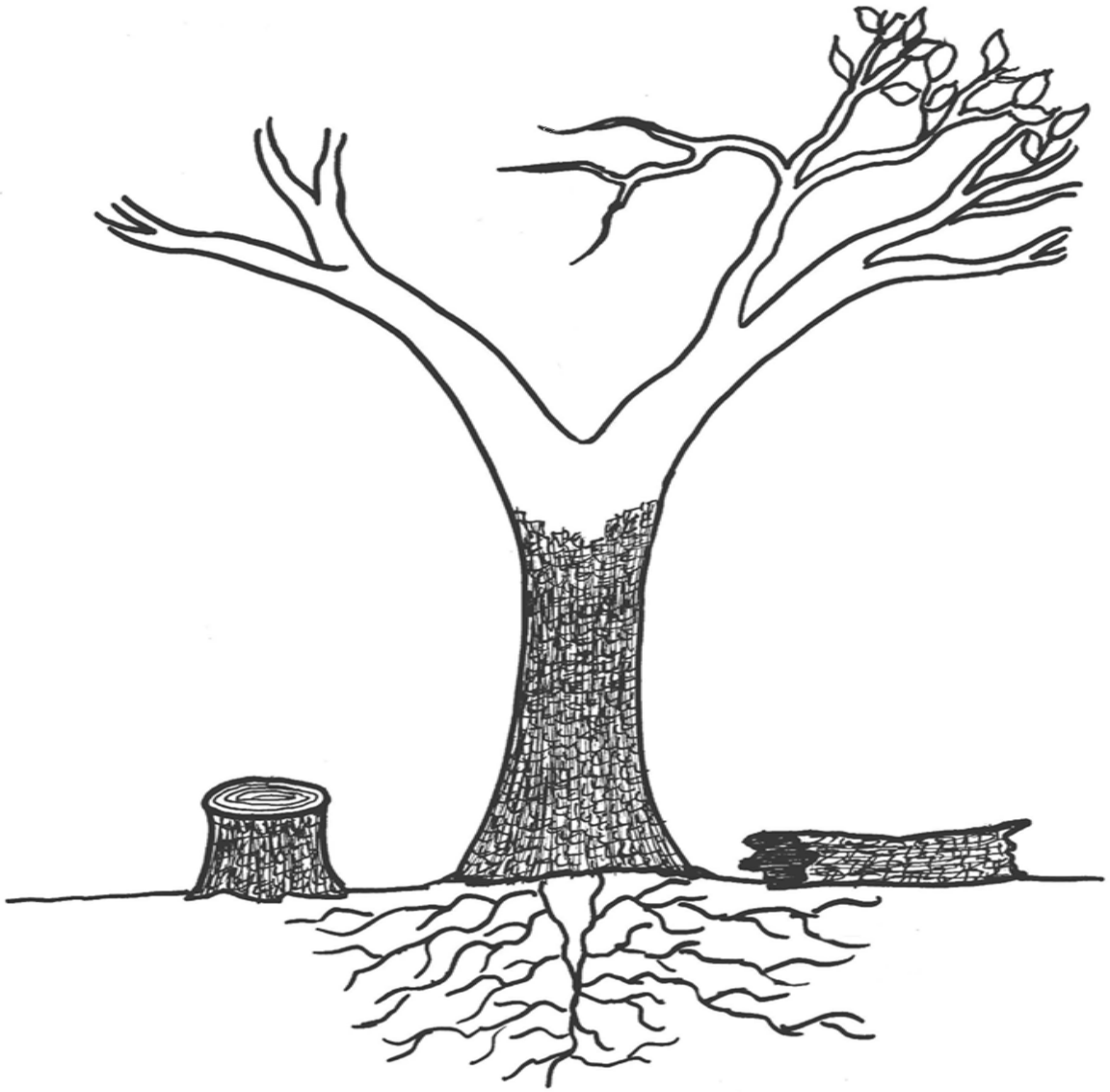
Tools for Fixing and Building



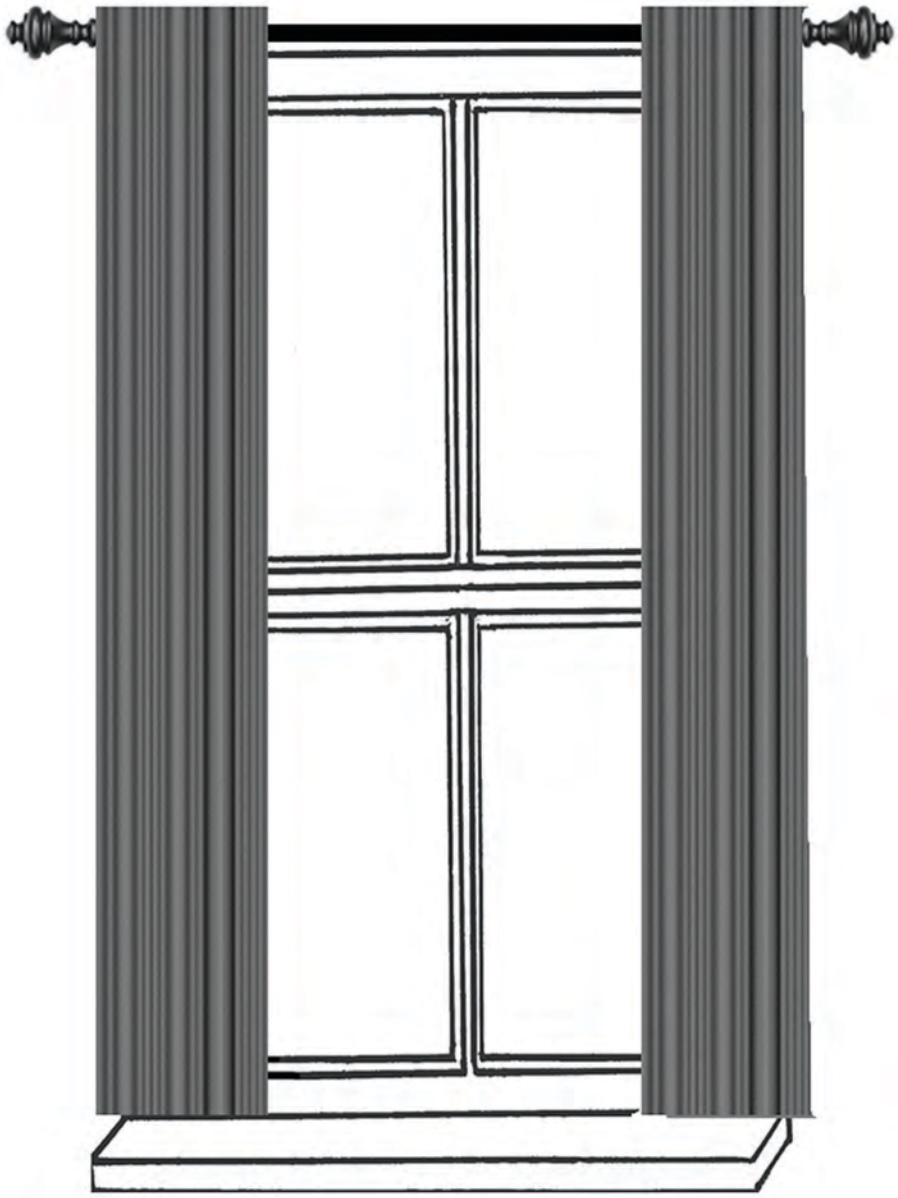
Tools for Gardening



Parts of a Tree



Parts of a Window



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