



## dictionary

[dik-shuh-ner-ee]

### **noun, plural 'dictionaries'**

1. a book, optical disc, mobile device, or online lexical resource containing a selection of the words of a language, giving information about their meanings, pronunciations, etymologies, inflected forms, derived forms, etc., expressed in either the same or another language; lexicon; glossary. Print dictionaries of various sizes, ranging from small pocket dictionaries to multivolume books, usually list entries alphabetically, as do typical CE applications, allowing one to look up words in sequence.

Grade Level: 1-3

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# Classroom Procedure:

1. Display a dictionary. Ask students: Why do dictionaries exist? What are their uses?
2. Allow for responses and discussion. Display a list of the students' responses. Ask: How often do you use a dictionary? What are the advantages of using a dictionary?
3. Allow for responses and discussion. Introduce Dictionary Use.
4. Distribute *Dictionary Use* content pages. Read/review the information with the students. Distribute a dictionary to each student. Use to demonstrate each section of the dictionary, how to use it etc.
5. Discuss the final question: *What letter in a dictionary do you think has the most and least entries?* (The letter S has the most words, X has the least words) Use the additional resources to enhance understanding.
6. Distribute Activity page. Read and review the instructions. Pair students. Distribute dictionaries. Use the prepared list of words and display one word at a time for students to look up in the dictionary. Give students a set amount of time and then announce STOP. Repeat for a set number of words.
7. Once all words have been used, students share the information for each word, and will compute points for each word and the total. (Students may exchange papers.)
8. Distribute Practice page. Check and review the students' responses.
9. Distribute the Homework page. Remind students to ask for help. Check the next day.
10. In closing, using a regular or online dictionary, ask students to find a word they have never seen or used before and share its definition and other information with the class.
11. Once all students have shared their words (list them), ask students to vote for their five favorite new words.
12. Encourage the use of the new words for at least one week.
13. Tell students new words are added to the dictionary every year. For example, *tweet*, *hater*, *unfriend*, etc. are all words added in the recent past. Ask students to "invent" a new word, and to create a dictionary entry for the word. Compile all entries into a class booklet.

**Approximate Grade Level:** 1 – 3

## **Objectives:**

The students will be able to alphabetize a series of words to the first or second letter and use a dictionary to find words; alphabetize a series of words and use a dictionary or a glossary to find words; alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.

## **TEKS:**

English Language Arts and Reading Grade 1: b.6.E

English Language Arts and Reading Grade 2: b.5.D

English Language Arts and Reading Grade 3: b.4.E

## **Class Sessions (45 minutes):**

At least 2 class sessions.

## **Teaching Materials/Worksheets:**

*Dictionary Use* content pages (2), Activity pages (2), Practice page, Homework page

## **Student Supplies:**

Dictionaries, handouts

## **Prepare Ahead of Time:**

Pair students for activity, and make extra copies of the word forms. Word list for 'Race'. Copy handouts.

## **Options for Lesson:**

Students may work alone or in groups for the activity. For the activity, students compete against the entire class. Create word cards for each pair or group of students for the "Dictionary Race". Use words from current reading content or other subject content. Students access an Internet dictionary to practice defining words, synonyms, etc.





# Teacher Notes

The lesson shows students how to use a dictionary, both online and otherwise, and explains the benefits of using a dictionary. Students will also practice using a dictionary to learn about new words, pronounce words, discover additional uses for the same word, and recognize that some dictionaries include a thesaurus and other helpful tools. Alphabetical order is reviewed, but it is recommended students understand alphabetical order before using the lesson. There are also many online dictionaries to use with the lesson. The lesson may be used in conjunction with other lessons related to the use of reference tools.

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## Additional Resources:

### Content:

- <http://www5.esc13.net/thescoop/special/2012/02/27/how-to-use-a-dictionary/>
- <https://www.scholastic.com/teachers/lesson-plans/teaching-content/scholastic-childrens-dictionary-teaching-guide/>
- <http://minds-in-bloom.com/8-fun-dictionary-activities/>
- <https://www.turtlediary.com/game/how-to-use-a-dictionary.html> (Interactive)

### Worksheets:

- <https://www.teachingenglish.org.uk/article/dictionary-skills-primary-students>
- <http://www.k12reader.com/subject/vocabulary/dictionary-skills/>
- <http://www.englishworksheetsland.com/grade2/17dictionary.html>
- <http://www.greatschools.org/gk/worksheets/using-a-dictionary-root-words/>
- [http://www.teach-nology.com/worksheets/critical\\_thinking/dictionary/](http://www.teach-nology.com/worksheets/critical_thinking/dictionary/)

### Videos:

- [https://www.youtube.com/watch?v=kYTdJcA4\\_vk](https://www.youtube.com/watch?v=kYTdJcA4_vk) (9 min)
- <https://www.youtube.com/watch?v=Fo2cSioY6wl> (7 min)
- [https://www.youtube.com/watch?v=r\\_NyZq-qDh4](https://www.youtube.com/watch?v=r_NyZq-qDh4) (2 min)
- <http://www.teachertube.com/video/how-to-use-a-dictionary-98973> (3 min)



# Words

Words are used to communicate and sometimes the words you read or hear may be unknown to you. Sometimes you can learn the meaning of a new word by the way it is used in a sentence. Other times, you can guess its meaning because it might look like another word you already know.

However, what do you do when you do not know the meaning of a new word? You can ask a friend or family member, or you can simply reach for a **dictionary**. A dictionary is a book that lists all the words and their definitions and much more. Every language in the world has its own dictionary.

The words in a dictionary are listed **alphabetically**, meaning the words are in order from A to Z. Besides learning the meaning of a word, most dictionaries will also help you learn:



- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• <b>How to say and spell a word</b></li><li>• <b>The number of syllables in a word</b></li><li>• <b>How to abbreviate some words</b></li></ul> | <ul style="list-style-type: none"><li>• <b>The part of speech a word is</b></li><li>• <b>Whether to capitalize a word or not</b></li><li>• <b>The meanings of prefixes/suffixes</b></li></ul> |
|---|---|

Before using a dictionary, you must learn how to put words in alphabetical or ABC order. When words begin with different letters, it's easy. A-words come before C-words, and M-words come after K-words. However, when you have a list of words beginning with the same letter, you must look at the second letter in each word, or sometimes the third letter. For example, the word *cat* will appear before the word *cot*, but will come after the word *car*. This means the word *cat* is somewhere between *car* and *cot* in a dictionary.

Dictionaries are available in books, as glossaries, and online. For an online dictionary, you can simply type in the word into a search box. For a book dictionary, you will need to find the page the word appears. Whether in a book or online, the information about the word will be nearly alike.

## How to Use a Dictionary

Before you begin looking up a word, get to know the dictionary by following these four steps:

1	<b>Use the Right Dictionary</b>	Some include extra information, such as maps, grammar tips, illustrations, and more. Others include a <b>thesaurus</b> , which includes synonyms.
2	<b>Read the Introduction</b>	Tips on how to use the dictionary are included in the introduction.
3	<b>Learn Abbreviations</b>	All dictionaries use abbreviations such as <i>n.</i> for <i>noun</i> , or <i>adv.</i> for <i>adverb</i> .
4	<b>Learn Pronunciation Symbols</b>	The pronunciation of a word will appear between two back slashes ( \ \ ), and is often in <i>italics</i> . For example, cat: \ <i>kăt</i> \ or cake: \ <i>kāk</i> \.



Now that you have become familiar with the dictionary, you are ready to use it and find words. If you do not have a specific word to look up, browse through the dictionary and pick out some unfamiliar words. Read the definition. Try to pronounce the word. What abbreviations are used. Can you use it in a sentence? Now, look up a new word by following these steps:

1	<b>Find the Letter Section for the New Word</b>	Words are listed alphabetically, find the first letter of your new word in the dictionary. If you're unsure of the spelling, try other letter sections.
2	<b>Use Guide Words</b>	The first word and the last word listed on the top of the page are the <b>guide words</b> . They help you find the word you are looking for. For example, if <i>beaver</i> / <i>beehive</i> are the guide words, the word <i>bedbug</i> would be found on the page, but the word <i>bear</i> would not.
3	<b>Scan the Page to Find Your Word</b>	Move your finger down the correct page to find your word. For example, if you are looking for the word <i>bat</i> , you might pass the words <i>bass</i> and <i>baste</i> , and if you miss the word <i>bat</i> , you might see <i>batch</i> or <i>bate</i> .
4	<b>Read the Definition</b>	You have found the word, read the definition. Some words will have more than one meaning. The first meaning listed is the most used definition. Pronunciation information is provided, as well as its part of speech (verb, noun, etc.), and if it is capitalized. There may be synonyms or antonyms listed.

Some dictionaries will also include the **origin** of the word, the language the word was first used, as well as other spellings for the same word, plus examples of the word in sentences. Online dictionaries will usually include a button you can click to hear the word said aloud. This will help you pronounce a new word. You could also learn a new word online by using a search engine like Google. Simply type: “*Define: volunteer*”

The entry includes the number of syllables, the pronunciation of the word, its part of speech (noun), and its definition with synonyms. It also includes a second definition with part of speech (verb), synonyms, and the word's origin. Sentence examples are also given.	vol-un-teeer \,vā-lən-'tir\: (n) 1. a person who freely offers to take part in a task. “The work was done for free by a volunteer.” synonyms: subject, participant. (v) 2. freely offer to do something. “The children volunteered to clean the classroom.” synonyms: offer, tender. French: volontaire.
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**Review the example of a dictionary entry:** Guide Words: *voice* - *vomit*

A dictionary is a perfect tool for readers and writers. They help you learn the different meanings of a word, how to pronounce it, and much more. You can become a better reader and writer by using a dictionary.





## Instructions for the “Dictionary Race”

1. You will compete against your partner in the “Dictionary Race”.
2. The teacher displays a word, you will ‘race’ to complete the information below for each word.
3. You must stop writing when the teacher announces *Stop*, and then close the dictionary.
4. Students will share the information aloud.
5. Students earn ONE POINT for each block of correct information on the form. You can earn up to 8 points for each word. You may summarize the definition and use the word in your own sentence.

<b>Word:</b> _____	<b>Page #:</b>	<b>Guide Words:</b>
<b>One Part of Speech:</b>	<b>Syllables:</b>	<b>Number of different definitions:</b>
<b>Common definition:</b>		
<b>Origin:</b>	<b>Used in a Sentence:</b>	
<b>YOUR POINTS:</b> _____		

<b>Word:</b> _____	<b>Page #:</b>	<b>Guide Words:</b>
<b>One Part of Speech:</b>	<b>Syllables:</b>	<b>Number of different definitions:</b>
<b>Common definition:</b>		
<b>Origin:</b>	<b>Used in a Sentence:</b>	
<b>YOUR POINTS:</b> _____		

<b>Word:</b> _____	<b>Page #:</b>	<b>Guide Words:</b>
<b>One Part of Speech:</b>	<b>Syllables:</b>	<b>Number of different definitions:</b>
<b>Common definition:</b>		
<b>Origin:</b>	<b>Used in a Sentence:</b>	
<b>YOUR POINTS:</b> _____		





# Activity

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Word:</b> _____	<b>Page #:</b>	<b>Guide Words:</b>
<b>One Part of Speech:</b>	<b>Syllables:</b>	<b>Number of different definitions:</b>
<b>Common definition:</b>		
<b>Origin:</b>	<b>Used in a Sentence:</b>	
<b>YOUR POINTS:</b> _____		

<b>Word:</b> _____	<b>Page #:</b>	<b>Guide Words:</b>
<b>One Part of Speech:</b>	<b>Syllables:</b>	<b>Number of different definitions:</b>
<b>Common definition:</b>		
<b>Origin:</b>	<b>Used in a Sentence:</b>	
<b>YOUR POINTS:</b> _____		

<b>Word:</b> _____	<b>Page #:</b>	<b>Guide Words:</b>
<b>One Part of Speech:</b>	<b>Syllables:</b>	<b>Number of different definitions:</b>
<b>Common definition:</b>		
<b>Origin:</b>	<b>Used in a Sentence:</b>	
<b>YOUR POINTS:</b> _____		

<b>Word:</b> _____	<b>Page #:</b>	<b>Guide Words:</b>
<b>One Part of Speech:</b>	<b>Syllables:</b>	<b>Number of different definitions:</b>
<b>Common definition:</b>		
<b>Origin:</b>	<b>Used in a Sentence:</b>	
<b>YOUR POINTS:</b> _____		





# Practice

Name \_\_\_\_\_ Date \_\_\_\_\_

Rewrite the following words in their correct alphabetical order using the lines provided.

hibiscus	mouse	rose	daisy	petunia	monkey
mule	honeysuckle	manatee	mouse	mole	daffodil

- |         |         |          |
|---------|---------|----------|
| 1 _____ | 5 _____ | 9 _____  |
| 2 _____ | 6 _____ | 10 _____ |
| 3 _____ | 7 _____ | 11 _____ |
| 4 _____ | 8 _____ | 12 _____ |

Place an X next to the things you can learn from a dictionary.

- |  |   |
|--|---|
| 13 _____ Correct spelling of a word.     | 17 _____ Number of fish in the oceans.  |
| 14 _____ Syllables in a new word.        | 18 _____ The pronunciation of hyacinth. |
| 15 _____ Places where eagles live.       | 19 _____ Other words to use for happy.  |
| 16 _____ The meaning of the word minnow. | 20 _____ The history of dogs and cats.  |

Circle all words which would appear on the same page as the given guide words.

- |                   |        |         |           |          |        |
|-------------------|--------|---------|-----------|----------|--------|
| 21 folk / foot    | fond   | follow  | fossil    | fob      | foment |
| 22 gamut / gender | galore | gauge   | garb      | gene     | gap    |
| 23 near / neither | need   | nice    | necessary | negative | nature |
| 24 man / mass     | male   | many    | master    | mar      | make   |
| 25 they / though  | thing  | through | this      | that     | think  |

Look up the word **lackluster** in a dictionary and answer each question. (some may vary)

26. What two parts of speech is the word? \_\_\_\_\_
27. Rewrite the word showing its syllables: \_\_\_\_\_
28. Write the 2<sup>nd</sup> definition of the word: \_\_\_\_\_
29. Write a sentence using the word: \_\_\_\_\_
30. Write two synonyms for the word: \_\_\_\_\_





# Homework

Name \_\_\_\_\_ Date \_\_\_\_\_

Read the opening passage from the story. Use a dictionary and write out the definitions for each of the underlined words in alphabetical order. Ask a parent or another adult family member to help. Use it in a new sentence.

## The Gift of the Magi

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing left to do but flop down on the shabby little couch and howl. So, Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

**Note:** You may need to find a word without using a prefix or suffix.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_

Which of the above words have you heard before? When and why?





# Practice

Name Answer Key Date \_\_\_\_\_

Rewrite the following words in their correct alphabetical order using the lines provided.

1	<u>daffodil</u>	5	<u>manatee</u>	9	<u>mouse</u>
2	<u>daisy</u>	6	<u>mole</u>	10	<u>mule</u>
3	<u>hibiscus</u>	7	<u>monkey</u>	11	<u>petunia</u>
4	<u>honeysuckle</u>	8	<u>moose</u>	12	<u>rose</u>

Place an X next to the things you can learn from a dictionary.

- |    |          |                                 |    |   |
|----|----------|---------------------------------|----|---|
| 13 | <u>X</u> | Correct spelling of a word.     | 17 | Number of fish in the oceans.           |
| 14 | <u>X</u> | Syllables in a new word.        | 18 | <u>X</u> The pronunciation of hyacinth. |
| 15 | _____    | Places where eagles live.       | 19 | <u>X</u> Other words to use for happy.  |
| 16 | <u>X</u> | The meaning of the word minnow. | 20 | _____ The history of dogs and cats.     |

Circle all words which would appear on the same page as the given guide words.

- |    |                |              |               |                  |                 |               |
|----|----------------|--------------|---------------|------------------|-----------------|---------------|
| 21 | folk / foot    | <b>fond</b>  | <b>follow</b> | fossil           | fob             | <b>foment</b> |
| 22 | gamut / gender | galore       | <b>gauge</b>  | <b>garb</b>      | gene            | <b>gap</b>    |
| 23 | near / neither | <b>need</b>  | nice          | <b>necessary</b> | <b>negative</b> | nature        |
| 24 | man / mass     | male         | <b>many</b>   | master           | <b>mar</b>      | make          |
| 25 | they / though  | <b>thing</b> | through       | <b>this</b>      | that            | <b>think</b>  |

Look up the word **lackluster** in a dictionary and answer each question. (some may vary)

26. What two parts of speech is the word? **Adjective and noun**
27. Rewrite the word showing its syllables: **lack-lus-ter**
28. Write the 2<sup>nd</sup> definition of the word: **lacking liveliness, spirit, enthusiasm**
29. Write a sentence using the word: **It was lackluster play which caused the team to lose.**
30. Write two synonyms for the word: **boring, lifeless, uninspired, dull**





# Homework

Name \_\_\_\_\_ Answer Key \_\_\_\_\_ Date \_\_\_\_\_

Read the opening passage from the story. Use a dictionary and write out the definitions for each of the underlined words in alphabetical order. Ask a parent or another adult family member to help. Use it in a new sentence.

## The Gift of the Magi

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing left to do but flop down on the shabby little couch and howl. So, Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

**Note: You may need to find a word without using a prefix or suffix.**

1. **bulldoze: to clear, level or reshape land, to clear away, to coerce or intimidate**

They were **bulldozing** the land to prepare it for the new house.

2. **imply: to express something indirectly, to suggest something without saying it plainly**

The confused look on the student's face **implied** he did not know the answer.

3. **impute: to say or suggest that someone has or is guilty of something.**

After he robbed the bank, the man was **imputed** for his crime.

4. **instigate: to cause something to happen or begin.**

The cat usually **instigates** the dog to bark.

5. **parsimony: being unwilling to spend money**

The children were surprised by the **parsimony** of their rich neighbor.

6. **predominate: to be more successful or powerful than other people or things, be greater in number**

The **predominate** color you see on Valentine's Day is red.

7. **shabby: in poor condition because of age, dressed in clothes that are old and worn**

The furniture in the house was **shabby** and needed cleaned.

**Which of the above words have you heard before? When and why?**

