**Ms Heaslip’s Vocabulary Builder Activity**

***We are learning to***: practice thesaurus use, build our bank of adjectives, become familiar with alphabetical order

***You will need:***•A pillowcase (or similar size bag)   
•6-10 small items from around your house (e.g. toy car, pencil, spoon, lego block, toothbrush, apple, hair clip, sock, LOL doll, tissue etc.)   
•A dictionary and a thesaurus (book or online)   
•Paper and pencil/pen   
  
1.  Fill the pillowcase with the items and give it a gentle shake  
2. Reach your hand in (don’t look) and grab hold of one item. Don't take it out, but feel it instead. Try to think of three words to describe it. How does it feel? Think about the shape, texture, weight, pliability.   
3.  As you move on to your 2nd, 3rd etc object, try to use words that you haven't used before to describe previous items. This is where you can browse a dictionary or look at a thesaurus (online if you don’t have one to hand at home).   
4. How many different ways can you say that something is smooth/soft/rigid/bumpy?   
  
***EXTENSION:***   
Why not create a little notebook to jot down your words and add to them every few days with some new items! If you have an adult or sibling to help, let them choose the items to put in the bag for you.   
  
***NOTES FOR PARENT/GUARDIAN:***   
Encourage comparison as your daughter moves on from different items. Use questions like: Does it feel softer than the last item? Can you compare it to any 3D shape that you know? Is it possible to change the shape of the item by applying pressure? Do you feel a variety of textures or is the whole surface the same?   
  
Many students are still learning to use a dictionary and a thesaurus and plenty of students can find it a challenge to think quickly when it comes to alphabetical order.   
Try 2 or 3 minute challenges to enhance these skills. The student must sit in front of a window/in the garden/at the kitchen table and are timed while they list everything they can see. For the purposes of this task, spelling is not a focus here. They must alphabetise the list once finished. It’s a simple and fun way to get to grips with alphabetical order.   
  
***Involving older and younger siblings:***

Younger siblings could try and guess which object is being described, older siblings could try and extend the adjective list by adding a noun. Example: 'squishy'- marshmallow, modelling clay, blue tac, bread dough, mud.