

Collins First School Dictionary

Examples: Teacher Notes

Suggested activities:

- One pupil acts out one of the example sentences from a page spread in the dictionary and others have to guess what word they are acting out.
- Play 'consequences' – give pupils a word and they have to write a simple example sentence at the top of a piece of paper, fold it over and pass it on to the next pupil. Repeat a few times, then read out the 'stories'.
- Silly sentences – change one word (not the headword) in some of the example sentences in the dictionary to make nonsense sentences and read them out: eg *She ate **another** cake.* → *She ate **another** pencil.*
- Challenge pupils to make up an example sentence for different words – the example sentence should include some context to show the meaning, for example, *The apple was red and crunchy,* rather than *This is an apple.*
- Pupil worksheets available separately for download.

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Examples (1)

Look at the word “key” on page 77.

Draw a line to match up the example sentence with the correct meaning of “key” in the box:

*The piano **keys** were all sticky.*

of door, lock

*Have you got the **key**?*

*Press the “delete” **key**.*

of computer,
instrument

*I’ve lost the **key** for my bike lock.*

Make up a sentence for each meaning of “key”:

1) _____

2) _____



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Examples (2)

Some of the words in the dictionary don't have examples. Can you make up your own example sentence to show how you could use these words?

maths *noun*

If you learn **maths**, you learn about number, shapes, and amounts.

Example sentence: _____

bark *verb*

barks, barking, barked

When a dog **barks**, it makes a short, loud noise.

Example sentence: _____

hungry *adjective*

hungrier, hungriest

If you are **hungry**, you want to eat something

Example sentence: _____

