Congratulations on your purchase of this Really Good Stuff® Word Splash Poster—a fresh and interesting interactive classroom resource that will capture students’ attention and motivate them when learning new words and definitions across all subject areas.

This Really Good Stuff® Product includes:
• Word Splash Poster, Write Again® wipe-off laminate
• This Really Good Stuff® Activity Guide

Displaying the Word Splash Poster
Before displaying the Word Splash Poster, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Hang the Poster where students will be able to see it easily.

Introducing the Word Splash Poster
Before introducing the Word Splash Poster, decide on a topic and determine the most important vocabulary words for that topic. Introduce the Poster by saying that today you are going to show them a fun reading strategy called “word splash”. Point to the Poster and tell students that you are going to “splash” words from a topic onto the Poster.

1. Leaving the Topic area blank, use dry erase markers to randomly write words or phrases related to the chosen topic. For example, if you chose the topic of the water cycle, you might write the words condensation, mountain, sunshine, precipitation, surface runoff, clouds, and water vapor on the Poster. Explain that a word splash is a collection of key words or concepts from a topic or a piece of text.
2. Allow students a few minutes to read through and discuss with each other the listed words and phrases.
3. Have students try to predict what your topic is.
4. After students have shared their predictions, write your topic on the Poster.
5. Tell students that this word splash reading strategy will help them connect new words or phrases to a topic. Ask students to look at the completed Poster and discuss how the splashed words are connected to the topic.

Word Splash Predictions Reproducible
Copy and distribute the Word Splash Predictions Reproducible. As you introduce a chapter or piece of text, write a few key words or phrases related to it on the Poster, along with the topic or title of the text. Gather the class around the Poster, and have students look over the topic and the vocabulary words displayed underneath it. Remind students that word splash can be used as a pre-reading strategy to relate new words or concepts to the main topic of the reading.

Using the Poster as a reference, model how to complete the reproducible. For example, if the topic or title is Earthquakes: A Natural Disaster, a student might choose the words epicenter, tsunami, and focus and write the following three sentences:

1. Epicenter has the word center, so it may mean the center of an earthquake.
2. I know from the news that a tsunami is a tidal wave, so maybe earthquakes cause tsunamis.
3. Focus means to concentrate so maybe focus means where the earthquake is the strongest.

Once completed, have students read the actual chapter or piece of text, and locate the key words or phrases that you had listed on the Poster.

Extension Activity: Have students rewrite their sentences using the new information they obtained from reading the actual chapter or piece of text. Pair students so that partners can compare their first sentences with the rewritten ones.

Compare/Contrast Reproducible
Copy and distribute the Compare/Contrast Reproducible. Write two topics or themes containing related vocabulary words within the Topic area of the Poster. Create a list of vocabulary words that relate to both concepts and “splash” them on the Poster. Make sure to include some words for each topic as well as some words that relate to both. This will help students to learn to compare and contrast more easily.

Using the Poster as a reference, model how to complete the reproducible. For example, if you were to use Harriet Tubman and Rosa Parks as your two comparative topics, you might list the following vocabulary words on the Poster: African-American, women, freedom, Underground Railroad, civil rights, conductor, slavery, and segregation. Then help students to complete the reproducible, showing them that for the above example they might write the following:

Write two sentences (using vocabulary words from above) about Harriet Tubman:
1. Harriet Tubman escaped slavery and helped hundreds of other slaves escape to freedom.
2. She became a conductor on the Underground Railroad. Tubman provided shelter for runaway slaves and showed them where to go to next.

Write two sentences (using vocabulary words from above) about Rosa Parks:
1. Rosa Parks sparked the civil rights movement by refusing to sit at the back of the bus.
2. She demanded an end to segregation and believed all people should have equal rights.

Write two sentences (using vocabulary words from above) about both Harriet Tubman and Rosa Parks:
1. Both Harriet Tubman and Rosa Parks were brave women.
2. Through their heroic deeds, Tubman and Parks helped gain freedom for many African-Americans.

Student Word Splash
Make and distribute copies of the Poster Reproducible and have students create their own word splashes for a chapter or selection of text. Ask them to justify the items they include in it. Have students exchange papers with a partner who is to try to connect the items.
Choose three vocabulary words and write three sentences that predict how each word relates to the topic.

1. ____________________________________________
   ____________________________________________
   ____________________________________________

2. ____________________________________________
   ____________________________________________
   ____________________________________________

3. ____________________________________________
   ____________________________________________
   ____________________________________________
Compare/Contrast Reproducible

**Topic 1:**

**Topic 2:**

Write two sentences (using vocabulary words from above) about __________________________:

1. __________________________________________________________

2. __________________________________________________________

Write two sentences (using vocabulary words from above) about __________________________:

1. __________________________________________________________

2. __________________________________________________________

Write two sentences (using vocabulary words from above) about both __________ and __________:

1. __________________________________________________________

2. __________________________________________________________