

5-DAY VOCABULARY TEACHING PLAN

DAY 1 Introduce Target Vocabulary in Context

Materials: *Concept web, words in context sheet, word smart graphic organizer*

- Introduce vocabulary words and activate prior knowledge through discussion using a concept web, pictures, models, or toys.
- To provide a basis for understanding and discussion, read the words in context worksheet aloud with students. If appropriate, have them generate their own examples of words in context.

Classwork/Homework: Have students complete the word smart graphic organizer for select words. Encourage them to generate a synonym and an antonym, draw a picture, write a sentence, and formulate a definition for each selected vocabulary word, as appropriate for your group of students.

DAY 2 Use Vocabulary in Context and Reinforce Meaning

Materials: *Word cards, definition cards, analogy worksheet, cloze sentence worksheet*

- Review the word smart assignment from DAY 1. Allow students to discuss and compare their definitions and make revisions on their word smart worksheet.
- Give students the definition cards and have them check the part of speech and match the definition with the corresponding word card. If appropriate, give them the opportunity to use the definition cards to check and revise the definitions they wrote on their word smart worksheets.
- Using the word cards, encourage students to do an open sort or sort the words by part of speech. Additionally, you may choose to review the analogy worksheet with students. If appropriate, have them generate their own analogies.

Classwork/Homework: Have students apply their understanding of the vocabulary words by completing the cloze sentence worksheet.

DAY 3 Introduce and Apply Word-Attack Skills

Materials: *Word analysis worksheet or material for the exploration activity*

- Review the cloze sentence assignment from DAY 2.
- Introduce and discuss the word analysis or exploration activity to reinforce a skill, such as part of speech, common affixes, synonyms, antonyms, multiple meaning words, and so on.

Classwork/Homework: To reinforce word analysis skills, have students complete the word analysis worksheet or activity.

DAY 4 Review and Apply Words

Materials: *Word cards, vocabulary game, concept completion worksheet*

- Review the word analysis assignment from DAY 3.
- Choose a vocabulary game and have students play it to reinforce and review word meaning.

Classwork/Homework: To review and reinforce understanding, have students complete the concept completion worksheet.

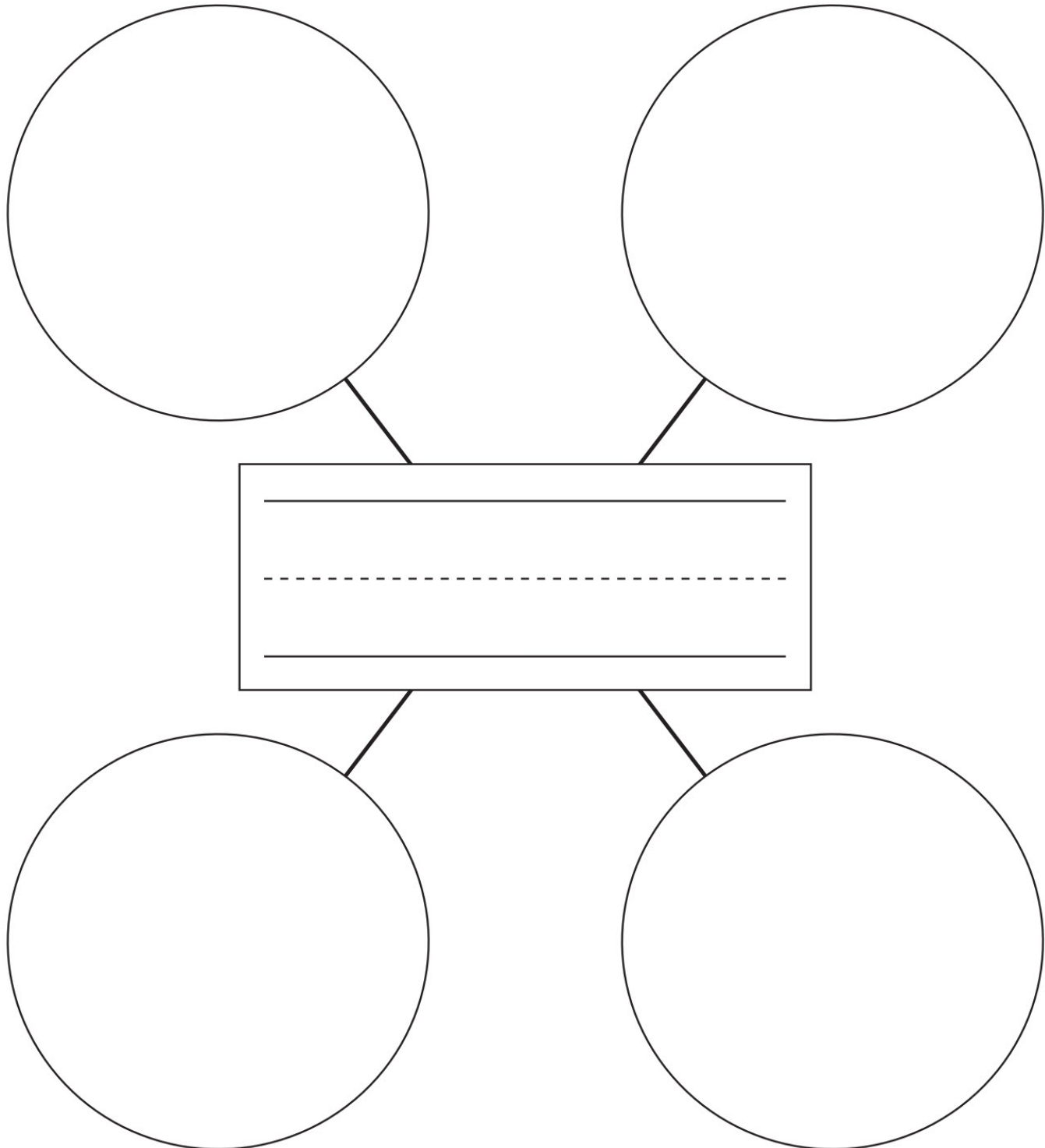
DAY 5 Assess

Materials: *Assessment, demonstration activity worksheet*

- Review the concept completion worksheet from DAY 4.
- Have students complete the multiple-choice assessment by either writing the correct choice in the blank or filling in the correct bubble.
- As an alternative assessment, have students participate in an activity selected from the vocabulary games sheet.

Name: _____

INSTRUCTIONS: Have students write a topic or word in the rectangle. Then have them write or draw details about the topic or word in the surrounding circles.



Hispanic
(adjective)

1. **Hispanic**, or Latino, people were living in many parts of North America before the United States became a country.
2. Brazilians are not **Hispanic** because their native language is Portuguese, not Spanish.
3. Currently, the word *Hispanic* usually means coming from Spanish-speaking Latin America.

**African
Americans**
(noun)

1. **African Americans** are descendants of enslaved Africans and Europeans.

**African
heritage**
(adjective)

1. Arnaldo Tamayo Mendez is from Cuba and the first person of **African heritage** to fly in space.

**Latin
American**
(noun)

1. Puerto Rico, Brazil, Mexico, Dominican Republic, Haiti, Cuba, Argentina and Honduras are **Latin American** countries.

**Native
Americans**
(noun)

1. **Native Americans** would use porcupine hairs to make hairbrushes.

Name: _____

INSTRUCTIONS: Have students write a word in each box and then draw a picture that defines it.

Word: - - - - -

Draw:

Word: - - - - -

Draw:

Word: - - - - -

Draw:

Word: - - - - -

Draw:

Hispanic

of or relating to Spanish-speaking countries, especially Latin American countries
(adjective)

African Americans

The second largest ethnic groups in the United States and are of West African and European ancestry, and some also have Native American ancestry.
(noun)

African heritage

Includes people in Latin American countries that are Mulatto (African and white), Zambo or Chino (native and African), Pardo (African, native, white) and Mestizo (native and white).
(adjective)

Latin American

a person born in Latin America, ancestors are from Latin America and speak Spanish, Portuguese or French.

(noun)

Native Americans

The indigenous people, the first people who lived on North and South America for many years.

(noun)

Name: _____

An **analogy** shows a relationship between two sets of words. The words in the first pair must have the same relationship as the words in the second pair. To complete an analogy with a missing word, you must first discover the relationship between the completed pair. (Example: *Cat is to meow as dog is to bark.*)

Canada

INSTRUCTIONS: Have students determine the relationship between the first pair of words. Then have them use the words in the word box to complete the second pair of words.

1. **Hispanic** is to *Latin America* ...as... **Canadian** is to

_____.

Name: _____

Hispanic African Americans African heritage
Latin American

INSTRUCTIONS: Have students use the vocabulary words in the word box above to complete the sentences below.

- _____
_____ people most likely have ancestors from Mexico, Central America, or South America.
- Puerto Rico, Brazil, Mexico, Dominican Republic, Haiti, Cuba, _____
_____ Argentina and Honduras are _____ countries.
- _____
_____ are descendants of enslaved Africans and Europeans.
- Arnaldo Tamayo Mendez Mis from Cuba and is the first person _____
_____ of _____ to fly in space.

Name: _____

Native Americans

INSTRUCTIONS: Have students use the vocabulary words in the word box above to complete the sentences below.

5. _____

_____ would use porcupine hairs to make
hairbrushes.

Name: _____

A **noun** is a person, place, thing, or idea. If the noun is the name of a person or a specific place, it is called a **proper noun**. A proper noun is always capitalized.

INSTRUCTIONS: Have students read the words below. Have them decide whether each word is best classified as a person, place, thing, or idea. Then have them write each word in the appropriate column. Next, have them use each word in a sentence. Finally, have them write three words that are not nouns.

Latin American African Americans Native Americans

PERSON	PLACE	THING	IDEA

Use each noun from the table in a sentence.

- _____
- _____
- _____

Name: _____

A **noun** is a person, place, thing, or idea. If the noun is the name of a person or a specific place, it is called a **proper noun**. A proper noun is always capitalized.

Write three words that are not nouns.

_____	_____	_____
-----	-----	-----
_____	_____	_____

INSTRUCTIONS: Assign one or more of the following activities to reinforce the function of nouns.

NOUNS

Draw a Picture

Materials: *Word cards; box or envelope; paper; pencils, markers, or crayons*

Place all the word cards in a box or envelope. Have students pull out a word card and draw a picture of the chosen word. Encourage them to draw a picture that illustrates the word's meaning.

Make a Picture Dictionary

Materials: *Paper; pencils, markers, or crayons*

Have students create a picture dictionary for the word list by writing their own definitions and drawing their own illustrations in their book.

Make a Sentence

Materials: *Word cards, box or envelope, strips of paper*

Place all the word cards in a box or envelope. Have students pull out a word card and use their chosen word to create a written or oral sentence.

Match a Word

Materials: *Word cards, tape, box or envelope*

Place all the word cards in a box or envelope. Have students pull out a word card and tape it onto an object in the classroom using the word as a label.

Mime It!

Materials: *Word cards, box or envelope*

Place all the word cards in a box or envelope. Have students pull out a word card and act it out. Have classmates try to guess the word.

Pick a Synonym or Antonym

Materials: *Word cards*

Place all the word cards in a box or envelope. Have students pull out a word card and give a synonym or an antonym for the chosen word. (You may choose to omit words that do not have synonyms or antonyms, or you may choose to include them as points of discussion.)

Name: _____

A **verb** shows action or a state of being. (I would *be* happy to *run* to the store for you.)

An **adverb** describes a verb; it tells how, when, or where an action happened.

(Sam ran *quickly* across the street.)

A **noun** is a person, place, thing, or idea (*nurse, school, plant, peace*).

An **adjective** describes a noun. (*A beautiful* butterfly landed on the *yellow* flower.)

INSTRUCTIONS: Have students circle any verbs, cross out any nouns, underline any adjectives with a single line, and underline any adverbs with a double line. Then have them write a sentence using each word as the part of speech indicated. Finally, have them write two sentences that use at least one verb, adverb, noun, and/or adjective.

Hispanic Native Americans Latin American

African Americans African heritage

1. _____

2. _____

3. _____

4. _____

5. _____

Name: _____

A **verb** shows action or a state of being. (I would *be* happy to *run* to the store for you.)

An **adverb** describes a verb; it tells how, when, or where an action happened.

(Sam ran *quickly* across the street.)

A **noun** is a person, place, thing, or idea (*nurse, school, plant, peace*).

An **adjective** describes a noun. (A *beautiful* butterfly landed on the *yellow* flower.)

Write two sentences that use at least one verb, adverb, noun, and/or adjective.

1. _____

2. _____

Concentration

Materials: *Word cards, definition cards*

Make copies of the reproducible word and definition cards. Cut them out. Place the cards face down on a table. Have students match each word card with its corresponding definition card.

Draw It

Materials: *Word cards, definition cards, dry-erase board and marker*

Make two-sided copies of the reproducible word and definition cards so that the words are on one side of the page and the corresponding definitions are on the flip side. Place all the word cards in a box or envelope. Have a student pick a card and not allow his or her classmates to see it. Then have the student draw a picture of the word on a dry-erase board while the other players guess the word. The first player to correctly guess the word gets to keep the word card. The player holding the most word cards at the end of the game wins.

Flash Cards

Materials: *Word cards, definition cards*

Make two-sided copies of the reproducible word and definition cards, and cut them apart so that the words are on one side of the cards and the corresponding definitions are on the flip side. Have students quiz each other on word meaning using the cards. Then, to assess understanding, hold up each card (word side out) and have students say the word's meaning. After you've made your way through the entire deck, flip the cards over (definition side out) and have students say the word based on the definition.

I Would, I Wouldn't

Materials: *Word cards*

Make copies of the word cards. Place all the word cards in a box or envelope and have pairs of students choose a word. Have the first student in the pair begin the game by using his or her vocabulary word to complete a sentence that begins with: "I wouldâ€" (I would like to know more about how a tornado is formed.) The second student in the pair then follows by using the same vocabulary word to complete a sentence that begins with: "I wouldn't everâ€" (I wouldn't ever want to get caught in a tornado.) As pairs of students continue to pick words and complete "I wouldâ€" and "I wouldn'tâ€" sentences, encourage responses that show they understand the meaning of the word.

Jumble It

Materials: *Word list, writing paper*

Place a vocabulary word list where everyone can see it and give each student a sheet of writing paper. Explain that students are to make a word jumble for a partner. They are to choose the vocabulary words at random and write them, one word per line, in a mixed-up fashion in a column along the left side of their paper, leaving room on the right side for their partner to unscramble the word. When students have finished jumbling their words, have them trade papers with their partner to solve each other's jumble. The first partner to unscramble the words correctly is the winner.

Once Upon a Time

Materials: *Word cards*

Make copies of the word cards. Cut them apart and place them face down in front of a pair or group of students. Have students take turns drawing a word card and using the word to complete the sentence, "Once upon a time, Iß" (This activity can be completed aloud or in writing.)

It's in the Bag

Materials: *Word cards, action cards, sentence cards, three paper bags*

Make a copy of each set of cards (word cards, action cards, and sentence cards). Place each set of cards in a separate paper bag. Label one bag "Word Bag," one "Action Bag," and one "Sentence Bag." Then have each student pick a word card from the Word Bag and read the card aloud. Next, have him or her pick a card from the Action and/or Sentence Bag and use his or her chosen vocabulary word to do as the card(s) instruct. For an added challenge, allow students to select more than one action or sentence card to use with their word. Play until each student has had the chance to read and use his or her word, or as time allows.

Quick Change

Materials: *Word list, dry-erase marker, old sock, plastic-topped desk or dry-erase board for each player*

Have students stand in front of their plastic-topped (NOT wooden) desk with a dry-erase marker and an old sock. Post the vocabulary list where everyone can see it. Tell students that when you say "go," they are to choose a word on the list and draw a picture of it on their desk or dry-erase board. When you say "stop," they are to stop and move to the desk to their right. Then have each student guess which vocabulary word is depicted in the drawing on their new desk. They should then check their answer with the person to their right who drew it. Then have them erase that drawing and begin playing again with a different word. Allow students to continue moving around the room, drawing each new word at a new desk. The game ends when all the words have been used or time runs out.

Scavenger Hunt

Materials: *Word cards, newspapers, textbooks, magazines*

Have students go on a scavenger hunt by searching in newspapers, textbooks, and magazines for the words on the vocabulary word list.

Story Train

Materials: *Word cards, writing paper*

Hand each student a word card and a sheet of writing paper. Explain that the goal of the game is to complete group stories. Give students a specific time limit in which to write, such as two minutes. Have them use the word on their word card to begin writing a story. At the end of the allotted time period, have them pass their story paper to the student on their left. Each student should then read the beginning of the story he or she received and add to it using his or her word card. Before ending the exercise, let students know that the last round has begun and have them write a conclusion to the story. Invite those who write the conclusion to read the entire story aloud.

Word Associations

Materials: *Word cards, timer*

Make copies of the word cards. Cut them apart and place them face down in front of a group of at least four students. Have students take turns drawing a card. After everyone has drawn a card, start the timer. Have one member of the group name all the things he or she can associate with his or her word in the time allotted. Have another player record the words and another player tally how many words were named. Then have another player check the associations. When the timer is done, players may challenge any association the featured player named. If the player cannot justify the association, the player loses 5 points. If the player can justify the association, the challenger loses 5 points. Play continues until all the words have been played or until time runs out. All unchallenged words earn 1 point for the player. The player with the most points at the end of the game wins.

Word Lotto

Materials: *Word cards, definition cards*

Make copies of the reproducible word cards and definition cards. Place the word cards face up on the table. Place the definitions in a stack face down. Have players draw a definition card and match it to the word card. You may wish to play again using the definition cards face up and the word cards in a stack face down.

Wordo

Materials: *Wordo game board, word cards, definition cards, place markers*

Make copies of the reproducible Wordo game board to hand out to students. Write each of the vocabulary words on the board. Then have students write each word once in any blank square on their Wordo game board. Have them read the word or definition for each vocabulary word one at a time. Have students use a place marker to cover the square on their paper that contains the word you read or defined. The first student to fill in a row of squares shouts "Wordo!" and wins. Verify student answers by having them read each covered word and then telling you the word's definition.

Which Word?

Materials: *Word cards*

Make copies of the word cards. Cut them apart and place them face down in front of a pair or group of students. Have students take turns drawing two cards at a time. Begin by having the first player use one of the chosen words to complete a sentence that begins with: "Which word would I use?" Then have the speaker show his or her words and ask the other player(s) to choose which word the speaker was thinking of when composing his or her sentence.

Example:

eye

ear

Which word would I use to hear a cat meowing?

Use the word in a sentence
with a hippopotamus.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
with an alien.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
**with a peanut butter and
jelly sandwich.**

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
with a chicken.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
with a superhero.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
with a lizard.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
with a scientist.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
with a monkey.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
with the president.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
with a worm.

Vocabulary A-Z

SENTENCE CARD

THE SENTENCE CARDS CAN BE USED WITH THE "IT'S IN THE BAG" GAME.

Use the word in a sentence
with a gooey lollipop.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
with a banana.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
with a million dollars.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
about taking a test.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
about a rock concert.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
about a video game.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
**about eating something
that tastes bad.**

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
**about sailing across the
ocean.**

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
about a mysterious box.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
about winning a contest.

Vocabulary A-Z

SENTENCE CARD

THE SENTENCE CARDS CAN BE USED WITH THE "IT'S IN THE BAG" GAME.

Use the word in a sentence
about reaching a goal.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
about a football game.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
with a friend.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
with a funny hat.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
with Elvis.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
with a magician.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
about a vacation.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
about life in the city.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
about living on the moon.

Vocabulary A-Z

SENTENCE CARD

Use the word in a sentence
about saving the day.

Vocabulary A-Z

SENTENCE CARD

THE SENTENCE CARDS CAN BE USED WITH THE "IT'S IN THE BAG" GAME.

Give a
synonym.

Vocabulary A-Z

ACTION CARD

Give a
synonym.

Vocabulary A-Z

ACTION CARD

Give an
antonym.

Vocabulary A-Z

ACTION CARD

Give an
antonym.

Vocabulary A-Z

ACTION CARD

Use the word in a
sentence.

Vocabulary A-Z

ACTION CARD

Use the word in a
sentence.

Vocabulary A-Z

ACTION CARD

Show
the word without talking.

Vocabulary A-Z

ACTION CARD

Show
the word without talking.

Vocabulary A-Z

ACTION CARD

Describe it!

Vocabulary A-Z

ACTION CARD

Describe it!

Vocabulary A-Z

ACTION CARD

THE ACTION CARDS CAN BE USED WITH THE "IT'S IN THE BAG" GAME.

CHANCE CARD

Skip-a-roo!

Use this card at anytime to skip a turn.

CHANCE CARD

Skip-a-roo!

Use this card at anytime to skip a turn.

CHANCE CARD



The card holder reverses direction.

CHANCE CARD



The card holder reverses direction.

CHANCE CARD

Draw 2

The card holder must draw two cards.

CHANCE CARD

Draw 2

The card holder must draw two cards.

CHANCE CARD

SLAM!

The card holder chooses another player to take his or her turn.

CHANCE CARD

SLAM!

The card holder chooses another player to take his or her turn.

CHANCE CARD

CELEBRATE!

Card holders choice:

- Skip a turn. • Reverse direction of play.
- Have another player draw two cards.
- Have another player take the card holders turn.

CHANCE CARD

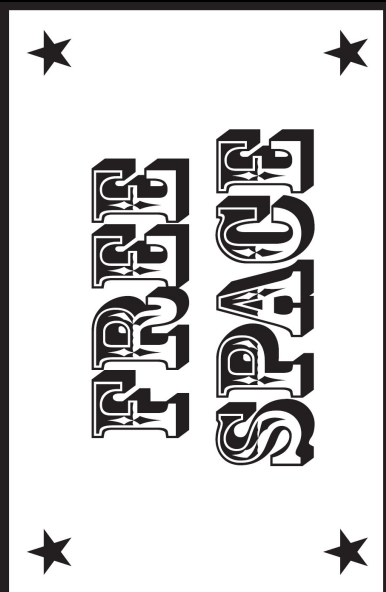
CELEBRATE!

Card holders choice:

- Skip a turn. • Reverse direction of play.
- Have another player draw two cards.
- Have another player take the card holders turn.

THE CHANCE CARDS CAN BE USED WITH ANY CARD GAME.

Wordo

Name: _____

INSTRUCTIONS: Have students use what they know about the vocabulary words to complete the following sentences.

1. If you are **Hispanic**, your ancestors come from

_____.

Name: _____

INSTRUCTIONS: Have students choose the best answer to complete each statement.

1. A Hispanic person has ancestors who spoke _____.

- (a) Spanish
- (b) Portuguese
- (c) English

2. _____ means *The second largest ethnic groups in the United States and are of West African and European ancestry, and some also have Native American ancestry.*

- (a) African heritage
- (b) African Americans
- (c) Native Americans

3. _____ means *Includes people in Latin American countries that are Mulatto (African and white), Zambo or Chino (native and African), Pardo (African, native, white) and Mestizo (native and white).*

- (a) Latin American
- (b) African heritage
- (c) African Americans

Name: _____

INSTRUCTIONS: Have students choose the best answer to complete each statement.

4. _____ means *a person born in Latin America, ancestors are from Latin America and speak Spanish, Portuguese or French.*

- (a) Latin American
- (b) Hispanic
- (c) African Americans

5. _____ means *The indigenous people, the first people who lived on North and South America for many years.*

- (a) African heritage
- (b) Native Americans
- (c) African Americans