

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 would..." (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 ever..." (I wouldn't ever want to get caught in a *tornado*.) As pairs of students continue to pick words and complete "I would..." and "I wouldn't..." 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, I..." (This activity can be completed aloud or in writing.)

It's in the Bag

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

Make a copy of each set of cards (word cards, action cards, and story cards). Place each set of cards in a separate paper bag. Have each student pick a word card. Begin the game by having a student read his or her word card aloud. Then have him or her pick a card from the action card bag and/or the story card bag and use his or her chosen vocabulary word to do as the card(s) instruct. 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 challenger loses 5 points. If the player can justify the association, the challenger loses 1 point. Play continues until all the words have been played or until time runs out. The player with the most points wins.

Word Lotto

Materials: *Word cards, definition cards*

Make copies of the reproducible word 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 one time 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 story
with a hippopotamus.

Vocabulary .com STORY CARDS

Use the word in a story
with an alien.

Vocabulary .com STORY CARDS

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

Vocabulary .com STORY CARDS

Use the word in a story
with a chicken.

Vocabulary .com STORY CARDS

Use the word in a story
with a superhero.

Vocabulary .com STORY CARDS

Use the word in a story
with a lizard.

Vocabulary .com STORY CARDS

Use the word in a story
with a scientist.

Vocabulary .com STORY CARDS

Use the word in a story
with a monkey.

Vocabulary .com STORY CARDS

Use the word in a story
with the president.

Vocabulary .com STORY CARDS

Use the word in a story
with a worm.

Vocabulary .com STORY CARDS

Use the word in a story
with a gooey lollipop.

Vocabulary .com STORY CARDS

Use the word in a story
with a banana.

Vocabulary .com STORY CARDS

Use the word in a story
with a million dollars.

Vocabulary .com STORY CARDS

Use the word in a story
about taking a test.

Vocabulary .com STORY CARDS

Use the word in a story
about a rock concert.

Vocabulary .com STORY CARDS

Use the word in a story
about a video game.

Vocabulary .com STORY CARDS

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

Vocabulary .com STORY CARDS

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

Vocabulary .com STORY CARDS

Use the word in a story
about a mysterious box.

Vocabulary .com STORY CARDS

Use the word in a story
**about winning
a contest.**

Vocabulary .com STORY CARDS

Use the word in a story
about reaching a goal.

Vocabulary .com STORY CARDS

Use the word in a story
about a football game.

Vocabulary .com STORY CARDS

Use the word in a story
with a friend.

Vocabulary .com STORY CARDS

Use the word in a story
with a funny hat.

Vocabulary .com STORY CARDS

Use the word in a story
with Elvis.

Vocabulary .com STORY CARDS

Use the word in a story
with a magician.

Vocabulary .com STORY CARDS

Use the word in a story
about a vacation.

Vocabulary .com STORY CARDS

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

Vocabulary .com STORY CARDS

Use the word in a story
**about living
on the moon.**

Vocabulary .com STORY CARDS

Use the word in a story
about saving the day.

Vocabulary .com STORY CARDS

Give a
synonym.

Vocabulary .com ACTION CARDS

Give a
synonym.

Vocabulary .com ACTION CARDS

Give an
antonym.

Vocabulary .com ACTION CARDS

Give an
antonym.

Vocabulary .com ACTION CARDS

Use the word in a
sentence.

Vocabulary .com ACTION CARDS

Use the word in a
sentence.

Vocabulary .com ACTION CARDS

Show
the word without talking.

Vocabulary .com ACTION CARDS

Show
the word without talking.

Vocabulary .com ACTION CARDS

Describe it!

Vocabulary .com ACTION CARDS

Describe it!

Vocabulary .com ACTION CARDS

Skip-a-roo!

Use this card at any time
to skip a turn.

Skip-a-roo!

Use this card at any time
to skip a turn.



The card holder
reverses direction.



The card holder
reverses direction.

Draw 2

The card holder must
draw two cards.

Draw 2

The card holder must
draw two cards.

SLAM!

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

SLAM!

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

CELEBRATE!

Card holder's choice:

Skip a turn. • Reverse direction of play.

Have another player draw two cards.

Have another player take the card holder's turn.

CELEBRATE!

Card holder's choice:

Skip a turn. • Reverse direction of play.

Have another player draw two cards.

Have another player take the card holder's turn.