**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.
INSTRUCTIONS: Write a topic or word in the box. Then write details about the topic or word in the surrounding circles.
1. He rolled up the car window to shut out the acrid smell of burning rubber as he drove by the factory.

2. The sour milk had an acrid, not smooth, taste.

3. The fire’s acrid smoke stung her eyes and irritated her lungs.

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1. Eating something that is rancid is like eating something extremely sour and unpleasant.

2. The butter was old and tasted rancid, not fresh.

3. You can get sick from eating rancid, or rotten, food.

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1. When he put his hand on the hot stove, his receptors sent a message to his brain, which told his hand to pull away.

2. Receptors send signals to sensory nerves.

3. The receptors, or nerve endings, in her eyes detected the bright light and caused her to squint.
1. If you rub against poison oak, you are likely to experience an itchy **sensation** where the plant touched you.

2. A **sensation** occurs when one or more of the sense organs are stimulated.

3. When she stopped twirling, she felt a dizzy **sensation** and almost fell down.

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1. You receive **tactile** signals through your skin and mouth.

2. **Tactile** sensations are perceived by the sense of touch.

3. The aquarium has a special **tactile** exhibit where you can touch many of the sea creatures on display.

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1. The **texture** of brick is rough, while that of marble is smooth.

2. You can see the **texture** of the artist’s thick brushstrokes when you look at her paintings.

3. You can tell that the **texture** of the tree’s bark is rough without even touching it.
INSTRUCTIONS: Record a vocabulary word in each word box. Then write a synonym and an antonym, draw a picture, and define each word. Use each word in a sentence on the back of this worksheet.

<table>
<thead>
<tr>
<th>Word</th>
<th>Picture</th>
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<table>
<thead>
<tr>
<th>Synonym</th>
<th>Antonym</th>
<th>Definition</th>
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</table>
acrid

sharp and harsh in taste or odor
(adjective)

rancid

having the unpleasant, sour taste or smell of oils and fats that have gone bad
(adjective)

receptors

cells or nerve endings that respond to light, heat, or other external stimulus
(noun)
sensation

a physical feeling caused by something that happens to or comes in contact with the body

(noun)

tactile

having to do with the sense of touch

(adjective)

texture

the structure, look, and feel of something

(noun)
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.)

**INSTRUCTIONS:** Determine the relationship between the first pair of words. Then use the words in the word box to complete the second pair of words.

- **tart**    **raw**    **water**    **idea**    **sight**    **taste**

1. **Texture** is to *touch* . . . . . as . . . . **flavor** is to ________________.

2. **Receptors** are to *stimuli* . . . as . . . . **sponge** is to ________________.

3. **Sensation** is to *feeling* . . . as . . . . **thought** is to ________________.

4. **Rancid** is to *rotten* . . . . . as . . . . **uncooked** is to ________________.

5. **Tactile** is to *touch* . . . . . as . . . . **visual** is to ________________.

6. **Acrid** is to *bitter* . . . . . as . . . . **sour** is to ________________.

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Senses II

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INSTRUCTIONS: Use the vocabulary words in the word box above to complete the sentences below.

1. Children enjoy ______________________ exhibits at a museum because they can touch things.

2. Things that have an ______________________ taste are not pleasant to eat.

3. ______________________ has to do with the way something feels.

4. Oil that tastes sour is probably ______________________.

5. ______________________ are sensitive to external stimuli.

6. People often cough when they get an itchy ______________________ in their throat.

Name: __________________________________________

acrid    rancid    receptors    sensation    tactile    texture
INSTRUCTIONS: Read the words below. Circle all of the adjectives. Then write three complete sentences using one or more of the adjectives in each sentence.

An adjective is a word that describes a noun.
(Example: A beautiful butterfly landed on the yellow flower.)

rancid receptors texture sensation tactile acrid

1. __________________________________________________________.

2. __________________________________________________________.

3. __________________________________________________________.

Write three words that are not adjectives.

___________________  ____________________  ____________________
INSTRUCTIONS: Assign one or more of the following activities to reinforce the function of adjectives.

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ADJECTIVES

Create 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 on a strip of paper. Have them share their sentences with their classmates.

Define It

*Materials: Two-sided copies of word and definition cards, action cards, box or envelope*

Make two-sided copies of the reproducible word and definition cards. Place the word and action cards in a box or envelope. Have each student select a card so that his or her classmates can’t see it. Then, if applicable, have the starting player define his or her word (without using the word). The first player in the group 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.

I Wonder What . . .

*Materials: Word cards, box or envelope*

Place all the word cards in a box or envelope. Have pairs of students choose a word. Then 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 wonder what . . . (I wonder what a beautiful monster would wear.*) Then, have the second student in the pair follow by using the same vocabulary word to answer the question. *A beautiful monster would wear a shimmering evening gown and pearl earrings.* As pairs of students continue to pick words and complete their sentences, encourage responses that show they understand the meaning of the word.

Pick a Synonym or Antonym

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

Place all the word and action cards in a box or envelope. Have students pull out a card and, if applicable, give a synonym or 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.)
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: Read the words below. Decide whether each word is best classified as a person, place, thing, or idea. Then write each word in the appropriate column.

<table>
<thead>
<tr>
<th>acrid</th>
<th>rancid</th>
<th>receptors</th>
<th>sensation</th>
<th>tactile</th>
<th>texture</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PERSON</th>
<th>PLACE</th>
<th>THING</th>
<th>IDEA</th>
</tr>
</thead>
</table>

Use each noun from the table in a sentence.

1. _____________________________________________________________.
2. _____________________________________________________________.
3. _____________________________________________________________.
4. _____________________________________________________________.
5. _____________________________________________________________.
6. _____________________________________________________________.
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.)
A **synonym** is a word that has the same or almost the same meaning as another word. (Example: **hot/sweltering**)

**INSTRUCTIONS:** Read the words in the left-hand column. Then list at least two synonyms for each word in the right-hand column. Use one of the synonyms you choose to write a complete sentence for each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonyms:</th>
<th>Sentence:</th>
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<tbody>
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<td>acrid</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>sensation</td>
<td></td>
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</tbody>
</table>
INSTRUCTIONS: Use what you know about the vocabulary words to complete the following sentences.

1. Acrid things have an unpleasant ____________________________________

2. The texture of sandpaper is _________________________________________

3. The rancid butter tasted ___________________________________________

4. The tactile sensation of fur is very different from that of ______________

5. You might experience a cold sensation _______________________________

6. Receptors respond to _____________________________________________
INSTRUCTIONS: Choose the best answer to complete each statement.

1. __________ has an acrid smell.
   - [a] Freshly baked bread
   - [b] A rose
   - [c] A dirty chicken coop

2. Something that is rancid does not __________ good.
   - [a] smell or feel
   - [b] sound or taste
   - [c] smell or taste

3. Receptors transmit signals to __________ nerves.
   - [a] senile
   - [b] sensory
   - [c] sensible

4. She liked to swim for the __________ of floating.
   - [a] sensitive
   - [b] sensational
   - [c] sensation

5. Tactile messages are related to the sense of __________.
   - [a] taste
   - [b] sight
   - [c] touch

6. Texture is the __________ of something.
   - [a] smell
   - [b] sound
   - [c] feel
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, 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.

Use the word in a sentence
with an alien.

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

Use the word in a sentence
with a chicken.

Use the word in a sentence
with a superhero.

Use the word in a sentence
with a lizard.

Use the word in a sentence
with a scientist.

Use the word in a sentence
with a monkey.

Use the word in a sentence
with the president.

Use the word in a sentence
with a worm.
Use the word in a sentence with a gooey lollipop.

Use the word in a sentence with a banana.

Use the word in a sentence with a million dollars.

Use the word in a sentence about taking a test.

Use the word in a sentence about a rock concert.

Use the word in a sentence about a video game.

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

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

Use the word in a sentence about a mysterious box.

Use the word in a sentence about winning a contest.
Use the word in a sentence about reaching a goal.

Use the word in a sentence about a football game.

Use the word in a sentence with a friend.

Use the word in a sentence with a funny hat.

Use the word in a sentence with Elvis.

Use the word in a sentence with a magician.

Use the word in a sentence about a vacation.

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

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

Use the word in a sentence about saving the day.
Give a synonym.

Give an antonym.

Use the word in a sentence.

Show the word without talking.

Describe it!

The action cards can be used with the “It’s in the Bag” game.
**Skip-a-roo!**

Use this card at any time to skip a turn.

**REVERSE**

The card holder reverses direction.

**Draw 2**

The card holder must draw two cards.

**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.

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THE CHANCE CARDS CAN BE USED WITH ANY CARD GAME.