**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.
Irregular Verbs

knew
(verb)

1. I knew, or learned, how to read when I was five.
2. My father knew a lot about fish when he was my age.
3. She knew how to speak French when she was a child, but then she forgot.

grew
(verb)

1. Today I grow, but yesterday I grew.
2. The sunflowers grew, or got bigger, last week.
3. My dog used to be a puppy, but he grew up.

were
(verb)

1. Yesterday we were sick, but today we are feeling better.
2. Where were you when I called?
3. All my aunts and uncles were at the party.
fled
(verb)

The criminal fled, or ran, when he heard a police siren.

Most of the golfers fled when the rain started, but a few stayed to finish the game.

All the animals fled from the approaching forest fire.

began
(verb)

I began to eat my snack, and later I finished it.

I began, or started, to draw a picture this morning.

It just began to snow.

worried
(verb)

The boy worried, or fretted, that someday the Sun might not rise and everything would stay dark.

Last week, Emily worried about playing in the big game, but she calmed down after practicing more.

My mom worried because I got home late.
swam
(verb)

1. The lifeguard **swam** out to save the drowning swimmer.
2. I **swam** with the dolphins when we went to Hawaii for vacation.
3. I dove into the deep end of the pool and **swam** to the shallow end.

became
(verb)

1. Our puppy **became**, or grew into, a much larger dog than we expected.
2. The band **became** famous after the release of their first CD.
3. Sadly, it **became** quite clear that the injured bird would not recover.

rang
(verb)

1. When the school bell **rang**, the loud sound let us know that it was time to line up.
2. My cell phone **rang** during the movie and disturbed the other viewers.
3. Other words that mean the same as **rang** are chimed and sounded.
sang
(verb)

1. The mom sang to her baby with her beautiful voice.
2. The choir sang many lovely songs.
3. We sang along to the songs on the radio.

shone
(verb)

1. Even though the curtains were closed, the light shone, or glistened, through the window.
2. Her beautiful blonde hair shone like gold.
3. The police officer shone a light in the suspect's eyes.

drank
(verb)

1. Today you drink, and yesterday you drank.
2. When I was sick with a cold, I drank a lot of orange juice.
3. After practice yesterday, I drank, or guzzled, an entire bottle of water.
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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<tbody>
<tr>
<td>Synonym</td>
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<tr>
<td>Antonym</td>
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Definition

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Definition
knew  
the past tense of "know";
to understand  
(verb)

the past tense of "grow";
to become bigger or longer  
(verb)

the past tense of "are"; a form of "to be" for you or for more than one person  
(verb)
fled

the past tense of "flee"; to run from something, often from a dangerous situation
(verb)

began

the past tense of "begin"; to start
(verb)

worried

the past tense of "worry"; to feel anxious or uneasy; to be concerned that bad things might happen
(verb)
swam

the past tense of "swim"; to move along on or in the water using one's body (verb)

became

the past tense of become; to grow or turn into (verb)

rang

the past tense of "ring"; to sound a bell to call someone or something (verb)
sang
the past tense of "sing"; to make musical sounds with the voice (verb)

shone
the past tense of "shine"; to give off bright light (verb)

drank
the past tense of "drink"; to take in water or another liquid (verb)
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.)

<table>
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<tr>
<th>learn</th>
<th>bleed</th>
<th>draw</th>
<th>write</th>
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<tbody>
<tr>
<td>know</td>
<td>run</td>
<td>fled</td>
<td>blow</td>
</tr>
<tr>
<td>is</td>
<td>wept</td>
<td>grinned</td>
<td>bring</td>
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</tbody>
</table>

**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.

1. **Fled** is to **flee** ...as... **bled** is to ____________________________.
2. **Knew** is to **learned** ...as... **know** is to ____________________________.
3. **Drank** is to **drink** ...as... **brought** is to ____________________________.
4. **Grew** is to **grow** ...as... **knew** is to ____________________________.
5. **Began** is to **begin** ...as... **ran** is to ____________________________.
6. **Became** is to **turned into** ...as... **disappeared** is to ____________________________.
7. **Rang** is to **chimed** ...as... **smiled** is to ____________________________.
8. **Shone** is to **shine** ...as... **blew** is to ____________________________.
9. **Were** is to **are** ...as... **was** is to ____________________________.
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.

10. **Worried** is to **fretted** ...as... **cried** is to ____________________________.

11. **Swam** is to **swim** ...as... **drew** is to ____________________________.

12. **Sang** is to **sing** ...as... **wrote** is to ____________________________.
INSTRUCTIONS: Use the vocabulary words in the word box above to complete the sentences below.

1. My feet _______________ too big to fit into my red shoes.

2. We had car trouble on the way to the airport, and I _______________ that we would miss our flight.

3. The children _______________ and danced at the show.

4. The telephone _______________ and woke the sleeping child.

5. The sun _______________ brightly in the cloudless sky.

6. We _______________ chocolate milk with lunch yesterday.

7. Yesterday, I _______________ ten laps in the pool.

8. Two of my friends _______________ out of town last weekend.

9. I _______________ , or was sure about, how the story would end.

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

10. Many people have ________________ their country because of war or famine.

11. Last week, I ________________ to learn Spanish.

12. I became quite sick after eating the undercooked chicken.
A verb is a word that shows action or a state of being.

INSTRUCTIONS: Read the words below. Circle all of the verbs. Then write 12 complete sentences using one or more of the verbs in each sentence.

- grew
- rang
- shone
- worried
- fled
- became
- knew
- began
- sang
- swam
- were
- drank

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________

Write three words that are not verbs.

__________________________________  ___________________________________  ___________________________________
INSTRUCTIONS: Assign one or more of the following activities to reinforce the function of verbs.

**VERBS**

**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.

**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. 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.

**Pick a Synonym or Antonym**
*Materials: Word cards, action cards*
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.)

**True or False?**
*Materials: Vocabulary word list*
Place the vocabulary word list where everyone can see it, and have students gather in a circle. Invite the first student to create a sentence with one of the verbs from the word list using the initial frame: A (noun) can (verb). [For example, using the vocabulary word race, a student might say: A car can race.] Then, the next student in the circle completes the sentence by adding the second frame: A car can race, but it can never (verb), true or false? [A car can race, but it can never jog, true or false?] Then, have the next student tell whether he or she believes the sentence to be true or false. If the student guesses correctly, he or she can start a new sentence using another vocabulary word. If the student guesses incorrectly, he or she loses the opportunity to start a sentence, and play continues with the next player.
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.

THE SENTENCE CARDS CAN BE USED WITH THE “IT’S IN THE BAG” GAME.
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.

THE SENTENCE CARDS CAN BE USED WITH THE “IT’S IN THE BAG” GAME.
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.
**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.

THE CHANCE CARDS CAN BE USED WITH ANY CARD GAME.

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Name: __________________________________________

INSTRUCTIONS: Use what you know about the vocabulary words to complete the following sentences.

1. The ducks **swam** __________________________________________.

2. I **began** school when __________________________________________.

3. After many weeks, the tadpole **became** __________________________________________.

4. I wish I **knew** how to __________________________________________.

5. Last summer, we **were** __________________________________________.

6. I **worried** that __________________________________________.

7. The other day, I **drank** the best __________________________________________.

8. When the doorbell **rang**, __________________________________________.

9. The sun **shone** through __________________________________________.

10. I **grew** too big to __________________________________________.

11. She **fled** when __________________________________________.

12. I **sang** a song at __________________________________________.
INSTRUCTIONS: Choose the best answer to complete each statement.

1. I knew, or was ______, I would not fall.
   a) sure
   b) uncertain
   c) unsure

2. If bear cubs grew, they got ______.
   a) bigger
   b) hungry
   c) sick

3. ______ were at the same movie I went to.
   a) She
   b) They
   c) He

4. They fled to ______.
   a) find out more
   b) get away quickly
   c) relax and enjoy themselves

5. Began means the same as ______.
   a) started
   b) rested
   c) stopped

6. Worried is a synonym for ______.
   a) flattered
   b) frustrated
   c) fretted

7. Swam is the past tense of ______.
   a) swing
   b) sweep
   c) swim

8. Became means the same as ______.
   a) shrank
   b) turned into
   c) disappeared

9. If the phone rang, it made ______.
   a) a smell
   b) a flicker
   c) a sound

10. If you sang a song, you used your ______.
    a) voice
    b) hands
    c) feet

11. If something shone, it gave off ______.
    a) darkness
    b) bright light
    c) a bad smell

12. Another word for drank is ______.
    a) muzzled
    b) puzzled
    c) guzzled