

# VOCAB – WORD WHEEL

## Preparation

- Download the Unit 2 Vocab Guide

## Purpose

In this final vocab activity of the unit, as with all of the final vocab activities in each unit, you will engage in a deeper exploration of the unit's vocabulary. You'll move beyond defining words to representing them in a variety of ways, including acting them out, drawing pictures, defining them in sentences, providing antonyms, and connecting them to course content.

## Process

Your teacher will give you a vocab card. Once everyone in the class has their cards, hold your card up to your forehead (with the word facing out), and try to find the other students in the room that have synonyms of your card. You and your synonyms are a group.

Now, you're going to play a few rounds of the Word Wheel Game. The Word Wheel game works like this:

- Your teacher spins the wheel and calls out the action.
- For each spin, one person in your group has to complete the action related to where the spinner has landed. The actions are as follows for each word:
  - o Use it in a sentence
    - Come up with a sentence that uses the word.
  - o Think of an antonym
    - Come up with a word that is the opposite of the card you have.
  - o Draw it
    - Create a quick sketch of the word.
  - o Act it out
    - Act out the definition of the word. (Don't just act out the word itself!)
  - o Explain how your word relates to course content.
    - Relate your word to an activity, a lesson, a concept, the Unit Problem, or even one of the practices. This one can be hard!
  - o You choose!
    - You can do any of the above.
- You and the rest of the people in your group determine if the student whose turn it was gave a correct answer. If your group can't decide, ask your teacher to help.
- Each time a student gets a correct answer, they get a point.
- Then, the teacher spins the wheel again and it's the next person's turn to go.
- Once all of the words in the group have been explained (after two or three rounds), your teacher will collect the cards, shuffle them, and redistribute them. Repeat the process as many times as your teacher says!

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