Lesson: Vocabulary charades
Length: 20 minutes
Grade level intended: 8th Grade English

Academic Standard:
English 8.1.3 Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.

Performance Objective:
Students will successfully act out the given vocabulary word for their classmates, using context clues to decipher meaning.

Students will successfully guess the vocabulary word being acted in less than 3 guesses.

Advanced Preparation:
- Have 10 note cards prepared, each with a sentence including a vocabulary word. Underline the appropriate word.
- Have the words listed on the board so that they can be marked off as they are used.

Procedure:

Introduction/Motivation:
1. Ask students how often they come across words they don’t understand and how they decide what that word means.
2. Explain context clues.

Step-by-step plan:
1. Divide the class into two teams.
2. Explain the activity.
   a. Student will draw index card from pile.
   b. Student will read sentence without reading actual vocabulary word.
   c. Student will act out vocabulary word as in charades.
   d. Remaining students on first student’s ‘team’ will have three chances to try to guess the word.
   e. If they fail to guess correctly, second team has opportunity to guess once.
   f. Point awarded to team who guesses word correctly.
   g. Move on to next student on next team.
   h. Repeat.
3. Ask if there are any questions.

Closure:
Remind students that even though some words may look difficult, with context clues one may decipher what the word means, even if it is not an exact definition. Tell them that context clues are not meant to give an exact definition, but will help decide what is being said.
**Adaptations/Enrichment:**
Adaptations—include words from a modified vocabulary list as well. Give these words to students needing such adaptations, and be sure to include these words on the board with the other vocabulary words also.

Enrichment—include words from an advanced vocabulary list as well. Give these words to students needing enrichment, and be sure to include these words on the board with the other vocabulary words also.

**Self-Reflection:**
After using this in my Creative Dramatics classroom, I need to give more consideration to which words would be easier to act out (verbs, nouns) as well as those that would be more difficult (adjectives, adverbs) and adapt my selection from there. The lesson went well, but a few of the words were difficult for the person acting.

**Source of lesson:** Adapted version of charades.