

VOCAB – WHAT’S MY WORD?

Preparation

- Download [Unit 5 Vocab Guide](#)
- Create vocab cards for your students, making sure there are enough for each student to have one word.

Purpose

In this activity, students are each assigned a vocab word, but they don’t know what it is. Their job is to go around the room and ask enough questions of their fellow students to try to figure out what the word is. Students will have to use their questioning and deduction skills to figure out the word. In many ways, they’re being asked to take context clues to help them figure out their word. This is a great way to determine if students really understand the words from the unit.

Process

Tell your students they are going to play the vocab game, “What’s My Word?” And, it’s exactly as it sounds – they will be assigned a vocab word, but they won’t know what it is. Their job is to ask their classmates questions about their word until they correctly guess what it is.

Tell students that once you’ve explained how this game works, you will place one vocab card, face down, in front of each student in the class. Tell them they are not allowed to look at the word. Instead, when you say go, they will hold the card up to their forehead, with the word facing out, and they will mill about the room, asking their fellow classmates questions about their word until they figure out what it is. You might want to let students loose to do this, or you can structure the process a bit more. One way to do this is by telling students they can only ask yes or no questions. Another way is to give students three rounds to discover their word using even more specific questioning criteria.

- Round 1 – Students describe the word without using the word.
- Round 2 – Students can only use synonyms of the word.
- Round 3 – Students can only use antonyms of the word.

Each round should be a minute or two long; gauge this based on how quickly students are figuring out their own words. Once a student knows their word, have them put their card down and help other students figure out their words. Once all the cards are down, the game is over!

If you use the unstructured version, ask students how they figure out their words:

1. What kinds of questions did they ask?
2. What types of questions most easily led them to their answers?
3. How might these types of questions help them figure out unfamiliar words that they encounter in the course?

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Purpose

In this activity, you will be assigned a mystery vocab word, and your job is to go around the room and ask enough questions of your classmates to try to figure out what the word is. You’ll have to use your questioning and deduction skills to figure out the word. In many ways, you are being asked to take context clues to help you figure out your word. This is a great way to determine if you really understand the words from the unit, or if you need more practice.

Process

You are going to play the vocab game, “What’s My Word?” And, it’s exactly as it sounds – you’re going to be assigned a vocab word, but you won’t know what it is. Your job is to ask your classmates questions about your word until you correctly guess what it is.

Your teacher will explain how the game works. Once everyone is ready, your teacher will place a vocab word, written on an index card, face down on your desk. **DO NOT LOOK AT THE WORD.** Instead, when your teacher says “go,” hold up the card to your forehead, with the word facing out, and then go around the room asking questions until you’ve figured out your word.

Once your whole class has figured out their words, think about and discuss the following questions with your class:

1. What kinds of questions did you ask?
2. What types of questions most easily led you to figure out your word?
3. How might these types of questions help you figure out unfamiliar words that you encounter in the course?



VOCAB TRACKER

Name: Date:

Word/Phrase	Definition	Synonyms	Antonym	Use in a sentence

