Georgia Performance Standards Framework for ELA Unit 3-8th Grade

Grade: 8  
Topic: Vocabulary Charades  
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Instructional unit: Persuasive Text

The task:  
Acquiring new vocabulary is often a cumbersome but necessary task for the student. However, having a rich vocabulary enables a student to be more successful in all subject areas. Alternative ways of acquiring vocabulary should be used in order to target groups who consistently score lower on assessments. In order to go beyond rote/memorization and to encourage long term application, this activity is designed to stimulate multiple brain functions as a way to better understand and internalize the word. Students will, individually, in pairs or groups, randomly draw a vocabulary word from recent reading or content study, and student(s) must act out a demonstration or definition of the word so that the other members of the class are able to “guess” correctly the right word. This lesson also ties into visualization exercises that students have been working through the persuasive unit.

Differentiation:  
The teacher will assist students in deciding how to act out their vocabulary word. Teacher may want to have a few vocabulary cards with instructions for charades written for the student to follow.

Focus Standard:  
ELA8R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student  
b. Determines the meaning of unfamiliar words in content and context specific to reading and writing.

ELA8LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using  
When delivering and responding to presentations, the student:  
a. Gives oral presentations or dramatic interpretations for various purposes.  
c. Shows appropriate changes in delivery (e.g., gestures, expression, tone, pace, visuals).  
d. Uses language for dramatic effect.

Circumstances of the assignment/Notes to the Teachers:  
This lesson should be taught after having worked on the Etymology Chart in order to reinforce what has been learned about vocabulary.