

# 5-DAY VOCABULARY TEACHING PLAN

## DAY 1 Introduce Target Vocabulary in Context

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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

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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

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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

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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

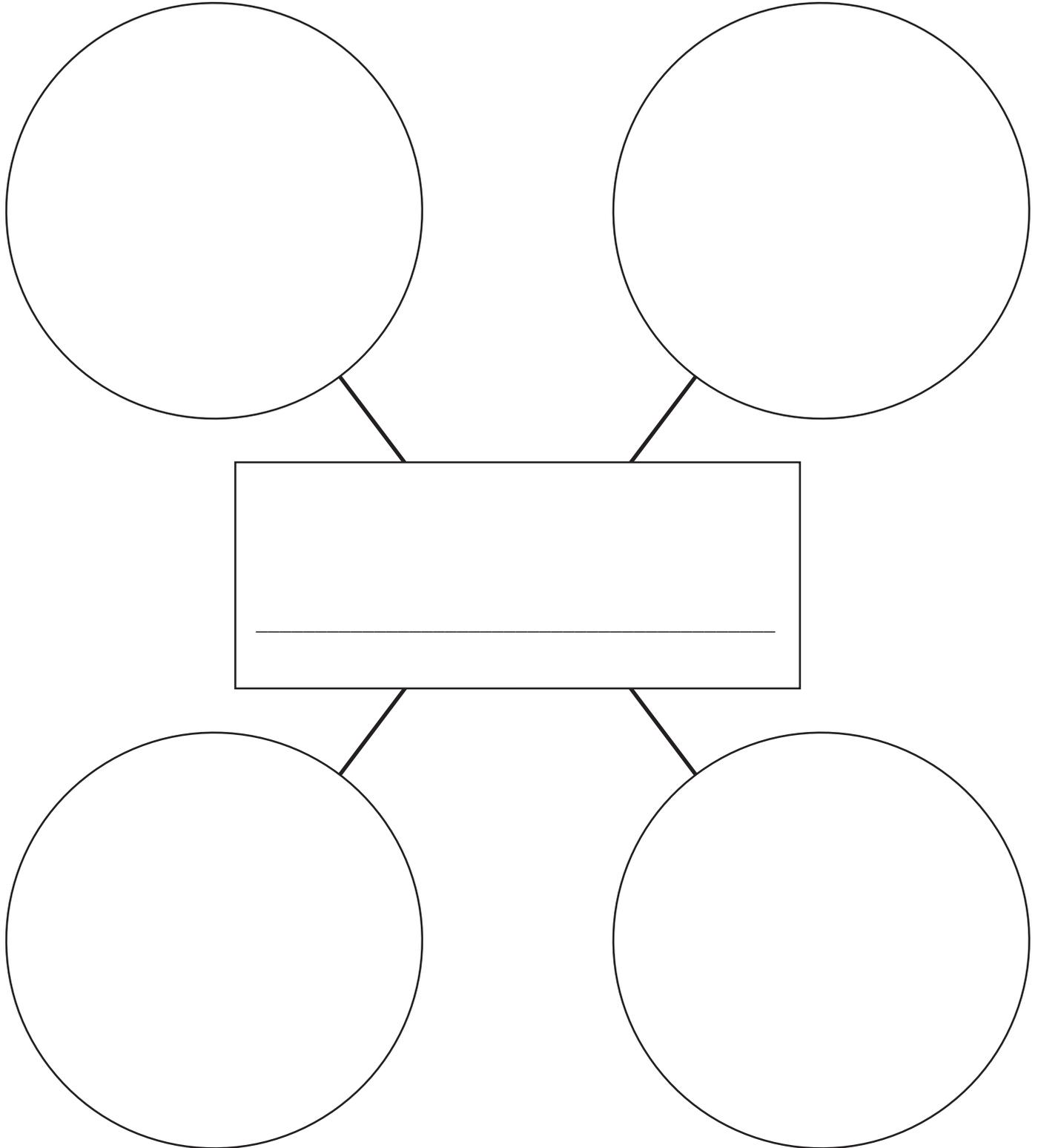
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Materials: *Assessment, demonstration activity worksheet*

- 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.

Name: \_\_\_\_\_

**INSTRUCTIONS:** Write a topic or word in the box. Then write details about the topic or word in the surrounding circles.



## fossil fuel

(noun)

Vocabulary  .com

1. Any fuel containing carbon is a **fossil fuel**.
2. Petroleum and coal are each a type of **fossil fuel**.
3. Natural gas is an odorless, colorless, clean-burning **fossil fuel**.

## nonrenewable resource

(noun)

Vocabulary  .com

1. A **nonrenewable resource** is the opposite of a renewable resource.
2. A **nonrenewable resource** is one that will run out in time.
3. Coal and oil are each an example of a **nonrenewable resource**.

## renewable resource

(noun)

Vocabulary  .com

1. A **renewable resource** is the opposite of a nonrenewable resource.
2. A **renewable resource** is one that is sustainable, meaning it can be replenished over and over.
3. Solar energy, wind power, geothermal power, and moving water are each an example of a **renewable resource**.

## conserve

(verb)

1. When people **conserve** a natural place or resource, they preserve and protect it.
2. A community can band together to **conserve** a natural area and prevent it from being developed for profit.
3. If you **conserve** a wild place, you do not hurt it.

## solar energy

(noun)

1. **Solar energy**, or solar power, is energy generated by the Sun's radiation.
2. **Solar energy** is a renewable energy source that can provide light, heat, and electricity.
3. Earth's supply of **solar energy** is unlimited, unlike our supply of fossil fuels, which will eventually run out.

## generator

(noun)

1. A **generator** is a machine that creates electricity in coils of wire using spinning magnets.
2. The **generator** in a wind turbine changes mechanical energy into electric energy.
3. The magnet in a **generator** creates electricity by freeing electrons, which then travel along a wire.

# biomass

(noun)

1. **Biomass** is organic material that can be used for industrial production or as fuel.
2. Ethanol is an alternative fuel that is made from **biomass**, or plant and animal material.
3. **Biomass** refers to living or recently dead organic material, in contrast to coal and petroleum, which form from ancient organic materials.

# wind energy

(noun)

1. **Wind energy** can be harnessed through the use of wind turbines to produce electricity.
2. **Wind energy** is a renewable resource because Earth has an unlimited supply of moving air.
3. **Wind energy** is most efficient when wind turbines are placed in certain locations, such as offshore or in high areas.

# nuclear energy

(noun)

1. Concerns about **nuclear energy** include the hazards of radioactive waste, the risk of accidents, and the danger of using the technology in weapons.
2. Uranium is a chemical element that is used to produce **nuclear energy**.
3. **Nuclear energy** is a cleaner form of energy than energy from fossil fuels.

# energy resource

(noun)

Vocabulary  .com

1. Solar energy and wind energy are each a type of renewable **energy resource**--one that can be replaced after being used.
2. Every **energy resource** has both benefits and drawbacks.
3. Crude oil is a fairly inexpensive **energy resource**, but it is nonrenewable, meaning that supplies will run out before too long.

# hydroelectric power

(noun)

Vocabulary  .com

1. Electricity created by moving water is called **hydroelectric power**.
2. Water flows through a dam and spins turbines, which power generators, to produce **hydroelectric power**.
3. **Hydroelectric power** provides about 19 percent of the world's electricity.

# geothermal energy

(noun)

Vocabulary  .com

1. **Geothermal energy**, a renewable energy resource, can come from steam or hot water within Earth.
2. People can drill into the ground to tap **geothermal energy**, or it can reach the surface naturally in some places.
3. Iceland uses a great deal of **geothermal energy** because of its many volcanoes and hot springs.



**fossil  
fuel**

 **Vocabulary**  **.com** WORD CARD

an energy source, such as  
coal, oil, and natural gas,  
that is taken from the  
ground  
(*noun*)

 **Vocabulary**  **.com** DEFINITION CARD

**nonrenewable  
resource**

 **Vocabulary**  **.com** WORD CARD

a supply of something  
that cannot be replaced  
after it has been used,  
such as petroleum and  
minerals  
(*noun*)

 **Vocabulary**  **.com** DEFINITION CARD

**renewable  
resource**

 **Vocabulary**  **.com** WORD CARD

a supply of something  
that can be replaced or  
that is not depleted by use  
(*noun*)

 **Vocabulary**  **.com** DEFINITION CARD

**conserve**

 **Vocabulary**  **.com** WORD CARD

to protect a natural place  
or resource so it will last  
longer  
(*verb*)

 **Vocabulary**  **.com** DEFINITION CARD

**solar  
energy**

 **Vocabulary**  **.com** WORD CARD

power from the Sun  
(*noun*)

 **Vocabulary**  **.com** DEFINITION CARD

**generator**

 **Vocabulary**  **.com** WORD CARD

a machine that turns  
motion into electricity  
(*noun*)

 **Vocabulary**  **.com** DEFINITION CARD

**biomass**

 **Vocabulary**  **.com** WORD CARD

living, or recently living,  
plant or animal material  
*(noun)*

 **Vocabulary**  **.com** DEFINITION CARD

**wind  
energy**

 **Vocabulary**  **.com** WORD CARD

the energy of moving air,  
which can be harnessed  
as a power source  
*(noun)*

 **Vocabulary**  **.com** DEFINITION CARD

**nuclear  
energy**

 **Vocabulary**  **.com** WORD CARD

energy that is released  
when the atoms of  
radioactive materials are  
split or merged  
*(noun)*

 **Vocabulary**  **.com** DEFINITION CARD

**energy  
resource**

 **Vocabulary**  **.com** WORD CARD

a supply of something  
that can be used by  
people to do work and to  
provide power  
(*noun*)

 **Vocabulary**  **.com** DEFINITION CARD

**hydroelectric  
power**

 **Vocabulary**  **.com** WORD CARD

electricity produced when  
moving water turns  
turbines that are  
connected to generators  
(*noun*)

 **Vocabulary**  **.com** DEFINITION CARD

**geothermal  
energy**

 **Vocabulary**  **.com** WORD CARD

heat from inside Earth,  
which can be used as a  
power source  
(*noun*)

 **Vocabulary**  **.com** DEFINITION CARD

Name: \_\_\_\_\_

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*.)

<b>diesel</b>	<b>wind turbines</b>	<b>moving water</b>
<b>continual supply</b>	<b>inspect</b>	<b>rainforest</b>
<b>limited supply</b>	<b>inorganic</b>	<b>moving air</b>
<b>change</b>	<b>Sun</b>	<b>living things</b>

**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. **Nuclear energy** is to *splitting atoms* ...as... **hydroelectric power** is to \_\_\_\_\_.
  
2. **Conserve** is to *preserve* ...as... **modify** is to \_\_\_\_\_.
  
3. **Generator** is to *generate* ...as... **inspector** is to \_\_\_\_\_.
  
4. **Geothermal energy** is to *inside Earth* ...as... **biomass** is to \_\_\_\_\_.
  
5. **Renewable resource** is to *continual supply* ...as... **nonrenewable resource** is to \_\_\_\_\_.
  
6. **Wind energy** is to *wind* ...as... **solar energy** is to \_\_\_\_\_.

Name: \_\_\_\_\_

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<b>limited supply</b>	<b>inorganic</b>	<b>moving air</b>
<b>change</b>	<b>Sun</b>	<b>living things</b>

**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.

7. **Solar energy** is to *solar panels* ...as... **wind energy** is to \_\_\_\_\_.
  
8. **Energy resource** is to *solar energy* ...as... **habitat** is to \_\_\_\_\_.
  
9. **Fossil fuel** is to *fossil* ...as... **diesel fuel** is to \_\_\_\_\_.
  
10. **Biomass** is to *organic* ...as... **sand** is to \_\_\_\_\_.
  
11. **Hydroelectric power** is to *moving water* ...as... **wind energy** is to \_\_\_\_\_.
  
12. **Nonrenewable resource** is to *limited supply* ...as... **renewable resource** is to \_\_\_\_\_.

Name: \_\_\_\_\_

<b>fossil fuel</b>	<b>solar energy</b>	<b>nuclear energy</b>
<b>nonrenewable resource</b>	<b>generator</b>	<b>energy resource</b>
<b>renewable resource</b>	<b>biomass</b>	<b>hydroelectric power</b>
<b>conserve</b>	<b>wind energy</b>	<b>geothermal energy</b>

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

1. \_\_\_\_\_ is plant or animal material used as fuel or for other purposes.
2. A \_\_\_\_\_ uses spinning magnets to make electricity.
3. \_\_\_\_\_ is electricity that is produced using moving water and turbines.
4. A \_\_\_\_\_, such as energy from the Sun and wind, never runs out.
5. Sunlight can be focused on solar panels to produce \_\_\_\_\_.
6. \_\_\_\_\_ exists because the Sun heats Earth unevenly, which creates moving air.

Name: \_\_\_\_\_

<b>fossil fuel</b>	<b>solar energy</b>	<b>nuclear energy</b>
<b>nonrenewable resource</b>	<b>generator</b>	<b>energy resource</b>
<b>renewable resource</b>	<b>biomass</b>	<b>hydroelectric power</b>
<b>conserve</b>	<b>wind energy</b>	<b>geothermal energy</b>

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

7. To \_\_\_\_\_ a thing is to protect it so it will last longer.
8. \_\_\_\_\_ comes from the the splitting or merging of radioactive atoms.
9. Coal, wind power, and solar energy are each an example of an \_\_\_\_\_.
10. Steam or hot water from inside Earth can be used to produce \_\_\_\_\_.
11. A \_\_\_\_\_, such as oil, is in limited supply.
12. A \_\_\_\_\_ comes from the decomposed remains of plants and animals.

Name: \_\_\_\_\_

A **noun** is a person, place, thing, or idea. If the noun is the name of a person or a specific place, it is called a **proper noun**. A proper noun is always capitalized.

**INSTRUCTIONS:** Read the words below. Decide whether the word is best classified as a person, place, thing, or idea. Then write each word in the appropriate column.

<b>fossil fuel</b>	<b>wind energy</b>
<b>nonrenewable resource</b>	<b>nuclear energy</b>
<b>renewable resource</b>	<b>energy resource</b>
<b>solar energy</b>	<b>hydroelectric power</b>
<b>generator</b>	<b>geothermal energy</b>
<b>biomass</b>	

PERSON	PLACE	THING	IDEA

Use each noun from the table in a sentence.

Name: \_\_\_\_\_

A **noun** is a person, place, thing, or idea. If the noun is the name of a person or a specific place, it is called a **proper noun**. A proper noun is always capitalized.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.
7. \_\_\_\_\_.
8. \_\_\_\_\_.
9. \_\_\_\_\_.
10. \_\_\_\_\_.
11. \_\_\_\_\_.

Write three words that are not nouns.

\_\_\_\_\_

**INSTRUCTIONS:** Assign one or more of the following activities to reinforce the function of nouns.

## NOUNS

### Draw a Picture

Materials: *Word cards; box or envelope; paper; pencils, markers, or crayons*

Place all the word cards in a box or envelope. Have students pull out a word card and draw a picture of the chosen word. Encourage them to draw a picture that illustrates the word's meaning.

### Make a Picture Dictionary

Materials: *Paper; pencils, markers, or crayons*

Have students create a picture dictionary for the word list by writing their own definitions and drawing their own illustrations in their book.

### 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.

### Match a Word

Materials: *Word cards, tape, box or envelope*

Place all the word cards in a box or envelope. Have students pull out a word card and tape it onto an object in the classroom using the word as a label.

### 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.

### Pick a Synonym or Antonym

Materials: *Word cards*

Place all the word cards in a box or envelope. Have students pull out a word card and give a synonym or an 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.)

## Concentration

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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?

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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.**

 SENTENCE CARD

Use the word in a sentence  
**with an alien.**

 SENTENCE CARD

Use the word in a sentence  
**with a peanut butter  
and jelly sandwich.**

 SENTENCE CARD

Use the word in a sentence  
**with a chicken.**

 SENTENCE CARD

Use the word in a sentence  
**with a superhero.**

 SENTENCE CARD

Use the word in a sentence  
**with a lizard.**

 SENTENCE CARD

Use the word in a sentence  
**with a scientist.**

 SENTENCE CARD

Use the word in a sentence  
**with a monkey.**

 SENTENCE CARD

Use the word in a sentence  
**with the president.**

 SENTENCE CARD

Use the word in a sentence  
**with a worm.**

 SENTENCE CARD

THE SENTENCE CARDS CAN BE USED WITH THE "IT'S IN THE BAG" GAME.

Use the word in a sentence  
**with a gooey lollipop.**

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Use the word in a sentence  
**with a banana.**

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Use the word in a sentence  
**with a million dollars.**

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Use the word in a sentence  
**about taking a test.**

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Use the word in a sentence  
**about a rock concert.**

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Use the word in a sentence  
**about a video game.**

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Use the word in a sentence  
**about eating something  
that tastes bad.**

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Use the word in a sentence  
**about sailing  
across the ocean.**

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Use the word in a sentence  
**about a mysterious box.**

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Use the word in a sentence  
**about winning  
a contest.**

Vocabulary .com SENTENCE CARD

THE SENTENCE CARDS CAN BE USED WITH THE "IT'S IN THE BAG" GAME.

Use the word in a sentence  
**about reaching a goal.**

 SENTENCE CARD

Use the word in a sentence  
**about a football game.**

 SENTENCE CARD

Use the word in a sentence  
**with a friend.**

 SENTENCE CARD

Use the word in a sentence  
**with a funny hat.**

 SENTENCE CARD

Use the word in a sentence  
**with Elvis.**

 SENTENCE CARD

Use the word in a sentence  
**with a magician.**

 SENTENCE CARD

Use the word in a sentence  
**about a vacation.**

 SENTENCE CARD

Use the word in a sentence  
**about life in the city.**

 SENTENCE CARD

Use the word in a sentence  
**about living  
on the moon.**

 SENTENCE CARD

Use the word in a sentence  
**about saving the day.**

 SENTENCE CARD

THE SENTENCE CARDS CAN BE USED WITH THE "IT'S IN THE BAG" GAME.

Give a  
**synonym.**

 [VocabularyA-Z.com](http://VocabularyA-Z.com) ACTION CARD

Give a  
**synonym.**

 [VocabularyA-Z.com](http://VocabularyA-Z.com) ACTION CARD

Give an  
**antonym.**

 [VocabularyA-Z.com](http://VocabularyA-Z.com) ACTION CARD

Give an  
**antonym.**

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Use the word in a  
**sentence.**

 [VocabularyA-Z.com](http://VocabularyA-Z.com) ACTION CARD

Use the word in a  
**sentence.**

 [VocabularyA-Z.com](http://VocabularyA-Z.com) ACTION CARD

**Show**  
the word without talking.

 [VocabularyA-Z.com](http://VocabularyA-Z.com) ACTION CARD

**Show**  
the word without talking.

 [VocabularyA-Z.com](http://VocabularyA-Z.com) ACTION CARD

**Describe it!**

 [VocabularyA-Z.com](http://VocabularyA-Z.com) ACTION CARD

**Describe it!**

 [VocabularyA-Z.com](http://VocabularyA-Z.com) ACTION CARD

THE ACTION CARDS CAN BE USED WITH THE "IT'S IN THE BAG" GAME.

CHANCE CARD

*Skip-a-roo!*

Use this card at any time to skip a turn.

CHANCE CARD

*Skip-a-roo!*

Use this card at any time to skip a turn.

CHANCE CARD



The card holder reverses direction.

CHANCE CARD



The card holder reverses direction.

CHANCE CARD

**Draw 2**

The card holder must draw two cards.

CHANCE CARD

**Draw 2**

The card holder must draw two cards.

CHANCE CARD

**SLAM!**

The card holder chooses another player to take his or her turn.

CHANCE CARD

**SLAM!**

The card holder chooses another player to take his or her turn.

CHANCE CARD

**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.

CHANCE CARD

**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.



Name: \_\_\_\_\_

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

1. A **generator** makes \_\_\_\_\_.
2. **Fossil fuel** is used for \_\_\_\_\_.
3. **Wind energy** is a type of energy that is \_\_\_\_\_.
4. One type of **biomass** is \_\_\_\_\_.
5. One type of renewable **energy resource** is \_\_\_\_\_.
6. An example of a **nonrenewable resource** is \_\_\_\_\_.
7. **Nuclear energy** comes from \_\_\_\_\_.
8. **Geothermal energy** comes from \_\_\_\_\_.
9. **Hydroelectric power** is produced from \_\_\_\_\_.
10. **Solar energy** comes from \_\_\_\_\_.
11. To **conserve** a natural place means to \_\_\_\_\_.
12. An example of a **renewable resource** is \_\_\_\_\_.

Name: \_\_\_\_\_

**INSTRUCTIONS:** Choose the best answer to complete each statement.

1. \_\_\_\_\_ is a fossil fuel.  
 (a) Gold  
 (b) Coal  
 (c) Water
2. \_\_\_\_\_ is a nonrenewable resource.  
 (a) Water  
 (b) Oil  
 (c) Solar energy
3. \_\_\_\_\_ resource is the opposite of a renewable resource.  
 (a) A toxic  
 (b) An unlimited  
 (c) A nonrenewable
4. When you conserve a natural area, you \_\_\_\_\_.  
 (a) keep it wild  
 (b) develop it  
 (c) construct buildings
5. Solar energy is made from \_\_\_\_\_.  
 (a) sunlight  
 (b) moving water  
 (c) moving air
6. A generator usually contains \_\_\_\_\_.  
 (a) steam  
 (b) magnets  
 (c) solar cells
7. Biomass is not used \_\_\_\_\_.  
 (a) for industrial production  
 (b) as food  
 (c) as an alternative fuel
8. Wind energy is harnessed to produce electricity through the use of \_\_\_\_\_.  
 (a) wind tunnels  
 (b) wind chimes  
 (c) wind turbines
9. An argument in favor of nuclear energy is that it is \_\_\_\_\_.  
 (a) harmless  
 (b) cleaner than energy from fossil fuels  
 (c) without risks
10. A nonrenewable energy resource \_\_\_\_\_.  
 (a) will last for centuries or more  
 (b) can be replaced after being used  
 (c) will be used up someday

Name: \_\_\_\_\_

**INSTRUCTIONS:** Choose the best answer to complete each statement.

11. Hydroelectric power comes from \_\_\_\_\_.

- (a) heat from inside Earth
- (b) moving water
- (c) moving air

12. Geothermal energy is a \_\_\_\_\_ source of energy.

- (a) renewable
- (b) nonrenewable
- (c) dangerous