



# Vocab games - Activity plan



## Description

Word games to allow learners to reinforce the vocabulary and concepts.

## Preparation

Organise the class into groups of four.

Download the vocabulary list.

Select the words you would like to use for the tasks and print – one copy per group.

Cut out the words individually – one copy per group.

Cut out the definitions and examples (examples can be removed, to create a greater challenge, if and when appropriate) – one copy per group.

Keep an uncut copy of words, definitions and examples for teacher reference.

Print comprehension sheets – one per group.

## Resources

Word cards – one set per group

Definition cards – one set per group

Pencils and erasers

## Introduction/context

Introduce each activity individually.

|                                |   |
|--------------------------------|---|
| Session duration<br>2 mins     | <b>Issue resources</b><br>Issue the word charts, word cards, definitions and examples.  |
| Session duration<br>10-20 mins | <b>Matching game</b><br>Ask groups to work together to match the words to the definitions.  |
| Session duration<br>10-20 mins | <b>Matching pairs</b><br>Ask learners to turn the words and definitions face down and lay out around the table. Taking turns, turn over two cards, trying to find matching words and definitions. |
| Session duration<br>2 mins     | <b>Change resources</b><br>Remove the definition and example cards from each group. Issue the comprehension sheets.   |
| Session duration<br>10-20 mins | <b>Missing words - comprehension</b><br>Issue the comprehension sheets and ask learners to find the appropriate words to fill the gaps in the sentences. A group or pair activity.                |

## Variations/expanding on the activity

These activities can be revisited over time and new words and definitions added from other curriculum areas.

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## Reference Sheet

| Word     | Definition   | Example   | Comprehension  |
|----------|--|---|--|
| Spend    | To use money to pay for something.   | Dylan tries not to spend all of his money.  | Dylan tries not to _____ all of his money.   |
| Cost     | The value that must be exchanged for an item OR the value of what it took to create something.             | How much does that lollipop cost?   | How much does that lollipop _____?   |
| Job      | Work done regularly in exchange for money.   | My job is to teach children.  | My _____ is to teach children.   |
| Coins    | A metal type of money used to buy things.  | I have two £1 coins in my wallet.   | I have two £1 _____ in my wallet.  |
| Customer | A person that buys goods or services.  | Rhinannon works in a shop and helps customers to buy things.  | Rhinannon works in a shop and helps _____ to buy things.   |
| Sell     | To exchange something in return for money.   | I am going to sell some of my old toys.   | I am going to _____ some of my old toys.   |
| Want     | To wish for something you would like to have.  | I want a toy fire engine.   | I _____ a toy fire engine.   |
| Need     | To lack something important to your safety or health.  | I need food and water.  | I _____ food and water.  |
| Buy      | To exchange money in return for something.   | Dylan is going to buy a toy fire engine.  | Dylan is going to _____ a toy fire engine.   |
| Pay      | The act of giving money in exchange for something.   | Dylan must pay the shopkeeper for this toy fire engine.   | Dylan must _____ the shopkeeper for the toy fire engine.   |
| Cash     | Money in the form of coins or notes.   | I have some cash in my wallet.  | I have some _____ in my wallet.  |
| Notes    | A paper type of money used to buy things.  | I have two £5 notes in my wallet.   | I have two £5 _____ in my wallet.  |
| Total    | The whole amount. The result of adding together.   | If I buy a lollipop for 50p and a sweet for 10p, I have to give the shopkeeper a total of 60p.              | If I buy a lollipop for 50p and a sweet for 10p, I have to give the shopkeeper a _____ of 60p.             |
| Money    | Currency, like coins or notes, used to pay for things.   | I keep my money safe in a savings box.  | I keep my _____ safe in a savings box.   |
| Price    | The value someone places on an item, that they would sell it for.  | The price of this toy is £10.   | This toy is marked with a _____ of £10.  |
| Choice   | The act of selecting something from different options.   | I have a choice between lots of different toys to buy.  | I have a _____ between lots of different toys to buy.  |
| Earn     | To receive money or something of value in exchange for work done.  | I can earn money by helping to clean and tidy.  | I can _____ money by helping to clean and tidy.  |
| Shop     | A place where items can be bought with money.  | I go to my local shop to buy bread and milk.  | I go to my local _____ to buy bread and milk.  |
| Worth    | Having a value of. What you could expect someone to pay for it OR what you would be willing to pay for it. | I have this old teddy that belonged to my grandfather. Even though it is really old, it is worth £200.      | I have this old teddy that belonged to my grandfather. Even though it is really old, it is __ £200.        |
| Skills   | Abilities, talents or knowledge, that can be used to successfully undertake a task.                        | Juggling, being friendly, handwriting, drawing and having good ideas, are all examples of different skills. | Juggling, being friendly, handwriting, drawing and having good ideas, are all examples of different _____. |

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