

# Facilitation Guide



## Vocabulary Musical Chairs

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### Activity Summary:

Students will engage in a musical chairs related game in which they circulate the room utilizing their Glossary for Module 1 and fill in the blank Frayer model graphic organizer with the definition, a drawing, synonym, personal connection, or act it out.

### Why the Arts:

By incorporating movement, drawing, music, personal connections, and the option for acting, students are engaging with their vocabulary through multiple art modalities. While the Frayer model is already supported by research, this routine takes it to a deeper level by bringing in the arts.

### Assessment:

Have students write 1–3 sentences using words from the game.

**Exit ticket:** What's one word from today's game that you now understand better? Why?

- Utilize the rubric language regarding EOM conventions to check for understanding on student exit tickets: Shows strong command of grammar, mechanics, spelling, and usage; errors are few. (Student facing checklist in slides)

### Lesson Connections:

**5th Grade, Module 1** – to be used with lessons to reinforce vocabulary

### Standards Alignment:

ELA:

**L.5.4** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

**L.5.4.c** – Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**L.5.1** – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.5.2** – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Connection to Module Goals/EOM Task:

The vocabulary covered in this module supports students in analyzing Chief Joseph's values and beliefs in his speech. It will be essential that students have a strong grasp of the vocabulary and have engaged with the words so that they can incorporate it into their end of module task.

Arts:

**VA:Cr2.3.5a** – Identify, describe, and visually document places and/or objects of personal significance.

**TH:Pr6.1.5.a** – Present drama/theatre work informally to an audience.

**DA:Cr2.1.5b** – Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.

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### Recommended Student Materials:

[Frayer Model](#) / Wit & Wisdom glossary

### Brain Targeted Teaching Considerations:

*BT1 – Emotional Climate:*

Take student suggestions for songs from the beginning of the module and create a playlist from their input

Opportunity for students to connect the word to their own lives

*BT2 – Physical Environment:*

Teachers should utilize whichever writing surface will best suit their classroom's needs.

Ensure areas and walkways are free of tripping hazards

*Other Considerations:*

### Teacher Background:

It is important for students to have access to the Wit & Wisdom glossary at the beginning of the module (print & make copies as needed).

### Student Prerequisites:

Review and practice classroom expectations around this routine – it's important that students move around safely and to ensure a focus on the vocabulary engagement. Consider modeling with a small group of students first.

### Accessibility Notes:

Incorporate oral rehearsal as needed, having students first share their ideas by talking with a neighbor.

For the first couple of lessons explicitly incorporate the glossary and use it as a support when they are working (ideally as they go they don't need to utilize this as much).

Pair ELL or struggling readers with a buddy.

Provide word banks or sentence stems for support.

Challenge advanced learners to connect two vocabulary words in one sentence.

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### Steps for Implementation:

#### Step 1: Set the Purpose (T2 – Planning and Preparation, T3 – Instruction)

- State the objective: “We’re going to review our vocabulary words using a movement-based routine to help deepen our understanding.”
- Preview the word list with students (projected or read aloud).

#### Step 2: Prepare Materials and Room (T2 – Planning and Preparation)

- Set up chairs (1 fewer than the number of students), each with a vocabulary word card.
- Prepare music (timer or playlist)
- Organize any optional supports:
  - Word bank
  - Sentence stems
  - Dry-erase boards or clipboards

#### Step 3: Introduce the Game Rules (T1 – Learning Environment, T3 – Instruction)

- Explain expectations for behavior and participation:
  - Move safely around chairs.
  - Show respect during peer responses.
  - Be ready to think and speak on your feet!
- Review what the Word Master does and how vocabulary responses will work.

#### Step 4: Play the Game (T1 – Learning Environment, T3 – Instruction)

- Start the music and have students walk.
- When music stops, each seated student does one of the following with their word:
  - Define it
  - Use it in a sentence
  - Give a synonym or antonym
  - Act it out or draw a quick visual (if using whiteboards) / Personal connection
- The standing student (Word Master):
  - Choose 1–2 peers to share out.
  - Or answers a “connect-the-word” question.
  - Optionally, get to rejoin next round or rotate with a peer.

#### Step 5: Repeat and Rotate (T3 – Instruction)

- Remove one chair per round.
- Continue until the desired number of rounds or all words are covered.
- Ensure students encounter a variety of words.

#### Step 6: Debrief and Reflect (T3 – Instruction, T4 – Assessment for Learning)

- Class Share-Out:
  - “What’s one word that challenged you today?”
  - “Can anyone link two words we used in the same sentence or concept?”
- Written Option:
  - “Use 3–5 vocabulary words in a summary or short paragraph.”
  - Exit ticket: “What’s one new way you now understand a word?”

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### Steps for Implementation:

#### Step 7: Extend or Re-enter Vocabulary Practice (T3 – Instruction, T4 – Assessment for Learning)

- Use informal assessment from the game:
  - Identify common misconceptions or words needing re-teaching.
  - Create small groups or anchor tasks for review.
  - Add words to the classroom word wall or vocabulary journals.