

Word Move Challenge

Use newly learned words in speaking and writing across contexts.

GRADE 10 • 10.RV.1.G

10.RV.1.G "Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities."

NAME _____

DATE _____

OUR GROUND RULES Read together first

- | | |
|--|---|
| <p>1 Use two words newly learned in your current class.</p> | <p>2 Keep each word's meaning accurate in every context.</p> |
| <p>3 Listen, ask for clarification and revise imprecise uses.</p> | <p>4 Everyone completes both spoken and written uses; roles do not replace practice.</p> |

HOW TO PLAY Teams of 3 or 4

1. Bring your current vocabulary list, notebook paper and a pen. Each learner chooses two newly learned words and checks their meanings in class notes.
2. Print 2 card sheets per team of 3 or 4. Use one role/topic set. Deal one Move card of each category per learner; set extras aside. Choose a different Topic card for each of two rounds.
3. Assign roles; combine two for a team of three. Each learner speaks about BOTH topics, using BOTH words in each response. Use Speak Here and Transfer cards; listeners check meaning.
4. Discuss meanings with Check Meaning and Refine cards. On paper, label both topics. Write two sentences for EACH topic, using both words in each response. Underline the words. Reuse cards as needed.
5. Read your four sentences to a partner and revise unclear uses. Finish when everyone has spoken AND written using both words in both contexts. Attach your paper and complete the reflection.

AFTER THE ROUND Check what you did

- ☐ I used both newly learned words aloud in two contexts.
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- ☐ I wrote a two-sentence response for each context using both words.
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- ☐ I checked meanings and revised unclear uses.
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- ☐ I attached the labeled writing with the words underlined.
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**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone-Free Lunch Discuss a proposed phone-free lunch at a fictional school. Explain a possible benefit and a concern without claiming it has been tested.	Community Service Plan how a volunteer group could divide work on a community garden. Explain a choice and a possible difficulty.	Theater Rehearsal Discuss how a community theater could schedule rehearsal time fairly when actors have different availability.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Word Keeper Use class definitions to check meanings. Everyone still practices both words.	Context Scout Check that responses concern two distinct situations, not the same sentence with one name changed.	Precision Coach Ask for an explanation when a word choice is unclear and invite a revision.	Turn Guide Make sure each learner speaks and shares writing for both contexts.

MOVE CARDS · deal 4 to each player

MOVE CARD SPEAK HERE “In our first situation, _____. I use _____ and _____ because _____.”	MOVE CARD SPEAK HERE “My response to this topic is _____. The two words fit because _____.”	MOVE CARD TRANSFER “In the second situation, _____. The same words apply because _____.”	MOVE CARD TRANSFER “The context changes from _____ to _____. Here, _____ and _____ describe _____.”
MOVE CARD CHECK MEANING “You used _____ to mean _____. What in this situation makes that meaning fit?”	MOVE CARD CHECK MEANING “Our class definition of _____ is _____. Does this use preserve that meaning?”	MOVE CARD REFINE “I will replace my unclear wording with _____. This uses the word more precisely because _____.”	MOVE CARD REFINE “My use was accurate, but I can clarify it by adding _____. In writing I will say _____.”

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

RUNNING THE ROUNDS

Use the actual vocabulary currently being learned, not an assumption that the sample words are new to every tenth grader. Supply class definitions and notebook paper. Each student submits four sentences: two per topic, with both target words in each topic's response. Assess accurate, context-sensitive use across discussion, speaking and writing. Repeating a sentence unchanged or only defining a word does not demonstrate transfer. The model illustrates two distinct contexts without claiming a tested policy or real community program. Accept other accurate responses and meaningful inflected forms.

WHAT A STRONG ROUND SOUNDS LIKE

Teacher setup	Illustration only: suppose equitable and feasible are newly learned words in this class. Learners use their actual current words.
Nia: lunch	An equitable phone rule would account for approved access needs. A phone-free lunch may be feasible if students have a clear way to request help.
Owen	Equitable means fair in relation to needs, not necessarily identical. Feasible means possible to carry out. Both fit your explanation.
Nia: garden	An equitable division of garden jobs would consider different abilities. A short weekly session may be feasible for volunteers with limited time.
Teacher note	Nia writes two labeled, two-sentence responses using both words in each, checks them with a partner, and revises unclear wording. Every learner does the same with their own words.

LISTEN FOR

- Correct meanings in two distinct spoken contexts
- Meaningful discussion of why each word fits
- Two written contexts each using both target words
- Precise revisions and complete individual participation

There are no right answers to the topic cards. Score the moves students make, not their opinions.