

A-Z Vocabulary

Grade: K-2, 3-5, 6-8, 9-12

Uses:

Review of Content or Skill / Preview and Engage

Check for Understanding / Self-Assessment and Reflection

Materials:

A-Z Vocabulary handout, writing utensils



Description

Students brainstorm words beginning with each letter of the alphabet that connect to a target vocabulary word.



Preparation

Choose a target vocabulary word that connects to your learning objective, theme, or unit of study.



Implementation

Display the **A-Z Vocabulary handout**, or distribute one copy to each student. Write the target vocabulary word at the top of the displayed handout (or fill it in on the handout before printing

copies). Explain that students will work in pairs or small groups to brainstorm words that relate to the target word. They should try to find one word for each letter of the alphabet.

Model a few examples together as a class, and then give students 5 minutes to complete the handout. After time is up, bring the class together to share ideas, fill in missing words, and discuss word choices as a group.

Consider inviting students to listen for common associations or recurring ideas among their classmates' responses to reinforce vocabulary connections.

Example

Target Vocabulary Word: fall

- **A.** autumn
- **B.** breeze
- **C.** cider
- **D.** dandelion

Teaching Tips

- Consider turning this activity into a friendly competition to increase engagement.
- Encourage students to listen for shared ideas across groups to highlight meaningful word connections.
- For younger students, complete part of the alphabet together and include visuals or drawings to represent their word associations.



Supporting All Learners

For students needing additional support: Pre-fill challenging letters (such as X or Z) on the handout, or offer a smaller subset of letters to focus on.

For advanced learners: Encourage students to generate multiple words per letter or explain how each word connects to the target concept.

For multilingual learners: Provide visual cues or images to activate prior knowledge before starting. Limit the number of letters to more common ones (A, O, S, T) to reduce cognitive load. Pair students strategically for language support.

Note: Provide accommodations and modifications based on your learners' needs to ensure full participation.