

While climbing, students must correctly give the definition of vocabulary words next to the holds they are nearest or they are “out.”

**materials needed:**

2 sets Discovery Plates™ OR

2 sets Erasa Plates™ (see Product Resource Guide, page 109)

Chalk OR Dry-Erase Marker (teacher only)

List of Vocabulary Words with Definitions (optional) - one per partnership

**prior to the activity:**

Install Discovery Plates™ or Erasa Plates™ across the length of your Traverse Wall in a variety of places, high, low and in between.

With chalk or marker, label all plates with vocabulary words. Decide if you want to provide students with a master vocabulary and definitions list or if definitions should be memorized.

**activity:**

Divide students into partnerships. One student will climb while the other checks his/her accuracy with definitions. As students climb, you say “freeze” at random and frequent intervals. At that moment it is the climber’s job to define one of the words next to the hand holds s/he is nearest. If the climber is incorrect, s/he is “out” and must step down and become the checker. It is now the partner’s turn to “climb and define.” If the climber is correct, s/he keeps climbing. Once the end of the wall is reached, the climber should step down and partners should switch roles, starting back at the beginning of the wall.

**after the activity:**

As a final review, have a volunteer go to the wall and climb to various words and call on students to give the definition. Erase the words as they are defined. Challenge the class to define so many words that the wall will be blank at the end of class.

**variation:**

Write definitions on the plates and have students determine the vocabulary word.

Refer to pages 1 - 4 for descriptions of abbreviated skills listed here:

**Skills Developed : SES1 - SES2 - SES5 - SES8 - CS1 - CS2 - CS3  
CS5 - CS8 - PS1 - PS2 - PS3 - PS5**