

Grades 3-6



**Intervention**

**Vocabulary**

**Teacher's Edition**





**Grades 3-6**

**Tier  
2** **Intervention**

# **Vocabulary**

## **Teacher's Edition**



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# Using *Vocabulary Intervention*

## Purpose and Use

*Reading Wonders* provides a set of strategic intervention materials, one set for each of the key technical skill domains of beginning reading (phonemic awareness and phonological awareness, phonics and decoding, oral reading fluency, vocabulary, and reading comprehension skills) plus writing and grammar. Each set of materials contains over ninety 15-minute lessons. These lessons

- focus on students in Grade 3 through Grade 6 who need reteaching and practice in one or more of the technical skill domains (e.g., vocabulary);
- provide explicit, sequential, and systematic needs-based instruction of standards taught in the target grade or previous grade that have not been mastered by students;
- connect to the basic program and key instructional routines there;
- are designed for efficient and effective use in tutorial or small-group instructional settings;
- can be administered by a teacher's aide but are also great for after-school programs or one-on-one tutoring sessions;
- contain a periodic progress-monitoring review for determining attainment of skills taught after approximately every ten lessons.

## Contents and Resources

*Vocabulary Intervention* organizes instruction and practice on two-page spreads for ease of use. A short, 15-minute lesson provides targeted instruction in a discrete strategy or skill. A Practice Reproducible provides scaffolded practice.

**LESSON 34**  
Vocabulary

GRADE 5, UNIT 1, WEEK 1

### Vocabulary Words

**TEACH/MODEL**  
Teach each Vocabulary and Concept Word using the Define/Example/Ask routine.

- Define **gracious** means "showing kindness and courtesy." EXAMPLE My gracious neighbor helped us carry the groceries inside. ASK What are some gracious words?
- Something that is **stale** is not fresh. The stale bread was left on the counter. What might cause food to become stale?
- A **flattened** object has been made flatter, or more level or smooth. The food stuck to the tray as flattened meat. What objects easily become flattened?
- To behave **frantically** is to act wildly due to worry or fear. *Paulina frantically tried to think of a name.* When have you seen someone run around frantically?
- When something is **muttered**, it is spoken in a low voice. My teacher did not understand me when I muttered the answer. Why might things that are muttered be difficult to understand?
- An **official** document is properly authorized. It can't be an official entry in the contest if it doesn't have a name. What are some official documents?
- To **brainstorm** is to solve a problem by having group members all contribute ideas freely. They brainstorm names for the class pet. When might it be helpful to brainstorm with others?
- An **original** item is new or the first of its kind. He performed an original skit. When have you heard or seen that is an original item?

**PRACTICE/APPLY**  
**Practice Reproducible** Distribute **Practice Reproducible V34**. Help students choose the correct answer for gracious, stale, flattened, frantically, muttered, official, brainstorm, and original.

**Quick Check**  
Can students choose the best answer for each word?

If No → Use the Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online, and online vocabulary games for additional practice.  
If Yes → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1, true; 2, false; 3, false; 4, true; 5, false; 6, true; 7, true; 8, false

68 Vocabulary Intervention, Session 4

Name \_\_\_\_\_ Date \_\_\_\_\_

Practice Reproducible V34

### Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. It is **gracious** to hold the door for someone.  
TRUE FALSE
2. Most people prefer to eat **stale** bread.  
TRUE FALSE
3. A sphere and a basketball are **flattened** objects.  
TRUE FALSE
4. Many people would search **frantically** if their pet was lost.  
TRUE FALSE
5. A person who **muttered** is most likely easy to hear.  
TRUE FALSE
6. An **official** document often needs a person's signature.  
TRUE FALSE
7. People share their ideas with each other when they **brainstorm**.  
TRUE FALSE
8. An **original** painting is a copy of an artist's painting.  
TRUE FALSE

69 Practice Reproducible

Sample Lesson

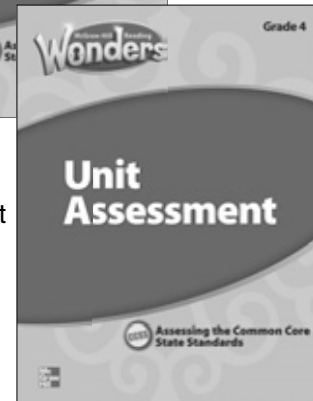
- Vocabulary Words lessons review and reinforce vocabulary taught in the core program at Grade 3–Grade 6.
- Vocabulary Strategies lessons strengthen students’ use of vocabulary strategies, such as using word part clues, using context, and using a dictionary.

## Assessment

**Placement** To assess which students need Vocabulary Intervention, monitor how much difficulty they have with the vocabulary in the texts in *Reading Wonders*, as well their performance on vocabulary assignments and unit and weekly assessments.



Weekly and Unit Assessment



Each section in *Vocabulary Intervention* teaches a defined set of Vocabulary Words or a limited number of vocabulary strategies. You can place students in one of the following ways:

- You can teach a discrete lesson or a discrete group of lessons as a prescription for specific skills that students have not yet mastered.
- You can provide sequential and systematic instruction over a longer period of time, perhaps as a regular part of additional instruction that you provide a group of struggling readers.

**Progress Monitoring** *Vocabulary Intervention* provides both informal and formal assessments to monitor students’ progress.

- A Quick Check box supports progress monitoring at the end of each lesson on Vocabulary Words.
- At the end of every section, a formal review supports progress monitoring. Each review samples knowledge of representative Vocabulary Words or measures mastery of the word-learning strategies taught in that section.

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice Reproducible V44

**Vocabulary Words Review**

1. I could not \_\_\_\_\_ her when she **muttered**.
2. When the student **hesitated**, it showed that she was \_\_\_\_\_ of the answer.
3. The \_\_\_\_\_ caused a lot of **destruction**.
4. His great **capabilities** in art were shown in his \_\_\_\_\_.
5. The class raised **funds** for the \_\_\_\_\_.
6. The \_\_\_\_\_ **soared** high in the air.
7. **Selfish** children \_\_\_\_\_ their toys.
8. I carried the **fragile** dishes very \_\_\_\_\_.
9. The **poisonous** spider \_\_\_\_\_ insects.
10. The **brittle** \_\_\_\_\_ broke when it hit the floor.

Practice Reproducible 89

Sample Review

## Instructional Routines

Highly explicit and narrow in focus, *Vocabulary Intervention* follows a scope and sequence that is consistent with the *Reading Wonders* core program.

- In Section 1–Section 12, Vocabulary Words lessons use the Define/Example/Ask routine to reteach the meaning of the vocabulary words from each week of instruction in Grade 3–Grade 6. The Practice Reproducible uses a variety of formats to reinforce and extend understanding.
- In Section 13–Section 16, Vocabulary Strategy lessons use explicit instruction, teacher modeling, and guided and independent practice to teach independent word-learning strategies. The Practice Reproducible for each lesson scaffolds practice applying the strategy to words in sentences and paragraphs.

## Instructional Modifications

Students who can decode texts but have difficulty with comprehension may also struggle with a vocabulary deficit. These students need more time and practice to master both individual word meanings and independent word-learning strategies. The lessons in the *Vocabulary Intervention* are ideal for these students.

- The fewer vocabulary words students know, the harder it is for them to use context to understand the meanings of unfamiliar words. Students with limited vocabularies need direct instruction in word meanings.
- Students with vocabulary deficits might also benefit from instruction in additional word meanings, using read alouds and a research-based word list. See Teaching Useful Words on page 352. See Useful Words List on pages 354–372.

**Useful Words List**  
(Source: *Words Worth Teaching* by Andrew Biemiller, SRA/McGraw-Hill, 2008)

<p><b>A</b></p> <p><b>absence</b> being away</p> <p><b>absolute</b> certain, positive</p> <p><b>absorb</b> soak in</p> <p><b>abuse</b> treat badly</p> <p><b>accent</b> way of speaking</p> <p><b>accept</b> take willingly</p> <p><b>accident</b> unexpected injury</p> <p><b>accompany</b> go with</p> <p><b>accomplish</b> get done</p> <p><b>ache</b> twinge; pain</p> <p><b>achieve</b> gain by effort</p> <p><b>acre</b> a measure of land</p> <p><b>act</b> law passed</p> <p><b>address</b> to speak</p> <p><b>adjective</b> a modifying word</p> <p><b>adjust</b> arrange</p> <p><b>adopt</b> take as one's own</p> <p><b>after</b> chasing</p> <p><b>after</b> following</p> <p><b>after</b> close by</p> <p><b>against</b> not in favor of</p> <p><b>agenda</b> things to be done</p> <p><b>alert</b> give warning</p> <p><b>allegiance</b> loyalty</p> <p><b>allergy</b> body's sensitivity</p> <p><b>alone</b> only</p> <p><b>alternate</b> one and then another</p> <p><b>among</b> with</p> <p><b>amuse</b> make smile or laugh</p> <p><b>ancient</b> very old</p> <p><b>angle</b> slant</p> <p><b>angle</b> a point of view</p> <p><b>anniversary</b> yearly event</p> <p><b>announce</b> make known</p> <p><b>angry</b> to trouble</p> <p><b>anti</b> against</p> <p><b>antibiotic</b> disease-killing drug</p> <p><b>anxious</b> eager</p> <p><b>any</b> one of several</p>	<p><b>apology</b> saying you are sorry</p> <p><b>appetite</b> desire to eat</p> <p><b>applied</b> give praise</p> <p><b>apply</b> to put on</p> <p><b>appointment</b> a set date</p> <p><b>appreciate</b> to value highly</p> <p><b>approach</b> come near</p> <p><b>appropriate</b> proper</p> <p><b>approve</b> to accept</p> <p><b>arch</b> to curve</p> <p><b>are</b> plural of is</p> <p><b>area</b> surface</p> <p><b>argue</b> discuss for and against</p> <p><b>around</b> here and there</p> <p><b>around</b> ending</p> <p><b>arrange</b> prepare beforehand</p> <p><b>arrest</b> to take prisoner</p> <p><b>arthritis</b> inflammation of joints</p> <p><b>article</b> story in newspaper or magazine</p> <p><b>as</b> at the same time</p> <p><b>assign</b> give</p> <p><b>assist</b> help</p> <p><b>assume</b> accept as true</p> <p><b>astonish</b> surprise</p> <p><b>attach</b> fasten</p> <p><b>attack</b> strike with force</p> <p><b>attend</b> accompany</p> <p><b>attract</b> draw attention</p> <p><b>attractive</b> nice looking</p> <p><b>audience</b> those watching or listening</p> <p><b>avalanche</b> sliding snow</p> <p><b>avenger</b> one who punishes in return for an injury</p> <p><b>average</b> ordinary</p> <p><b>avoid</b> keep away from</p> <p><b>await</b> wait for, expect</p> <p><b>awake</b> alert</p> <p><b>awake</b> conscious</p> <p><b>aware</b> knowing</p>	<p><b>B</b></p> <p><b>back</b> around behind</p> <p><b>back</b> on the other way</p> <p><b>backward</b> in reverse order</p> <p><b>backward</b> toward the back</p> <p><b>bacteria</b> germs</p> <p><b>bad</b> in poor condition</p> <p><b>bad</b> without worth</p> <p><b>balance</b> keeps equal or even</p> <p><b>ball</b> without hair</p> <p><b>ball</b> big dance</p> <p><b>ball</b> make a wad of</p> <p><b>bullet</b> used to vote</p> <p><b>ban</b> law that prohibits</p> <p><b>band</b> musical group</p> <p><b>bare</b> without clothing</p> <p><b>barely</b> only just</p> <p><b>bargein</b> sold cheaply</p> <p><b>bash</b> hit</p> <p><b>bay</b> sheltered water area</p> <p><b>beat</b> a cruel person</p> <p><b>beat</b> tired out</p> <p><b>beat</b> flap wings</p> <p><b>because</b> for the reason that</p> <p><b>before</b> one time ago</p> <p><b>beverage</b> drink</p> <p><b>beware</b> be careful</p> <p><b>beyond</b> farther than</p> <p><b>bin</b> storage place</p> <p><b>binocular</b> for both eyes</p> <p><b>bit</b> a small part</p> <p><b>bitter</b> sharp tasting</p> <p><b>blast</b> a rush of wind</p> <p><b>blast</b> sudden sound</p> <p><b>blast</b> a good time</p> <p><b>blizzard</b> cold, snowy storm</p> <p><b>block</b> something that stops you</p> <p><b>block</b> a solid piece</p> <p><b>bloodshot</b> red-eyed</p> <p><b>blow</b> to prod</p> <p><b>blow</b> make a sound</p> <p><b>blow</b> cause heavy wind</p> <p><b>blue</b> feeling of unhappiness</p>	<p><b>bluff</b> to fool</p> <p><b>blush</b> turn red from shame or confusion</p> <p><b>board</b> wall date for a classroom</p> <p><b>board</b> to get on</p> <p><b>board</b> bring</p> <p><b>body</b> the main part</p> <p><b>bolt</b> lightning streak</p> <p><b>bone</b> hard frame of body</p> <p><b>bones</b> something extra</p> <p><b>boost</b> lift by pushing</p> <p><b>bother</b> disturb</p> <p><b>bow</b> front part of ship</p> <p><b>brail</b> twist together</p> <p><b>brave</b> fearless</p> <p><b>brave</b> to face boldly</p> <p><b>break</b> make an escape</p> <p><b>break</b> stop suddenly</p> <p><b>brilliant</b> cheerful</p> <p><b>brin</b> edge</p> <p><b>broil</b> make very hot</p> <p><b>broke</b> without money</p> <p><b>bruise</b> to injure or hurt</p> <p><b>brutal</b> cruel</p> <p><b>burrow</b> dig</p> <p><b>bury</b> put into grave</p> <p><b>business</b> personal interest</p> <p><b>busy</b> at work</p> <p><b>busy</b> now in use</p> <p><b>but</b> nevertheless</p> <p><b>but</b> yet</p> <p><b>by</b> at</p> <p><b>by</b> through the means of</p> <p><b>C</b></p> <p><b>calculate</b> figure out</p> <p><b>call</b> give name to</p> <p><b>calm</b> quiet</p> <p><b>camouflage</b> disguise</p> <p><b>can</b> a metal container</p> <p><b>cancel</b> to destroy the force or effect</p> <p><b>cap</b> to cover</p> <p><b>capture</b> take by force</p> <p><b>care</b> worry</p>
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Useful Words List

## Research and Guiding Principles

Research on vocabulary has shown the following:

- Hearing texts read aloud and then discussing them greatly benefits students' vocabulary. Independent reading also helps develop students' vocabulary.
- You do not need to directly teach all the words a student might not know, but it is important to explain and discuss some unfamiliar words.
- Students cannot learn more than eight or ten new word meanings a week, so you should carefully choose the words you do teach explicitly. Teach words that are important to the selection that students are reading, as well as words that they are likely to see often in their reading.
- Students learn a new word in phases. Initially, they have only a vague sense of what a word means and when it is used; their understanding of the word becomes more specific with instruction and practice. Students are able to generate definitions only of words they know quite well.
- It is often easiest for students to learn new words for concepts they understand. Learning *swift* as another word for *fast* is relatively easy for many students. It is often hardest for students to learn new words for new concepts they don't yet understand. This is true of a lot of content area words, such as *hemisphere* and *plateau*.
- Students need additional instruction in multiple-meaning words and idioms.
- You can also support students' vocabulary development by fostering word consciousness. You can lead discussions about why an author chose one word over another (such as *twig* instead of *stick*, for example). You can explore and discuss word histories and etymologies with students. Students also benefit from simple word games that play with both the meanings and the structures of words.

For additional information on teaching vocabulary, as well as routines for using read alouds to teach word meanings, see Teaching Useful Words on page 352 and Routine for Teaching Useful Words on page 353.

# Skills Correlations

This chart will help you identify practice pages for skills taught in this book.

Skill	Pages where skill is taught	*
Context Clues	266–287	
Context Clues: Antonyms	274–275	
Context Clues: Cause and Effect Relationships	280–281	
Context Clues: Comparisons	282–283	
Context Clues: Definitions	270–271	
Context Clues: Examples	270–271	
Context Clues: Homographs	276–277	PWS
Context Clues: Homophones	278–279	PWS, WG
Context Clues: Multiple-Meaning Words	270–271	
Context Clues: Paragraph Clues	284–285	
Context Clues: Restatement	272–273	
Context Clues: Sentence Clues	268–269	
Context Clues: Surrounding Words	266–267	
Context Clues: Synonyms	274–275	
Context Clues: Syntactic Clues	286–287	
Context Clues: Word Clues	266–267	
Figurative Language	330–337	C, WG
Figurative Language: Hyperbole	336–337	C
Figurative Language: Idioms, Proverbs, and Adages	332–333	WG
Figurative Language: Metaphors	330–331	C
Figurative Language: Personification	334–335	C
Figurative Language: Similes	330–331	C
Resources	318–327	C, PWS
Resources: Multiple-Meaning Words	322–323	
Resources: Pronunciation Key	318–319	
Resources: Unfamiliar/Unknown Words	320–321	
Resources: Word Origins	324–325	PWS
Resources: Using a Dictionary	318–319	C
Resources: Using a Glossary	318–319	C
Resources: Using a Thesaurus	326–327	C

\* Practice for these skills can also be found in the Teacher’s Edition for:

- C = Comprehension Intervention*
- F = Fluency Intervention*
- PWS = Phonics/Word Study Intervention*
- V = Vocabulary Intervention*
- WG = Writing & Grammar Intervention*

## Skills Correlations (continued)

Skill	Pages where skill is taught *	
Word Parts	290–315	F, PWS
Word Parts: Base Words	290–291, 310–311	PWS
Word Parts: Compound Words	312–313	F, PWS
Word Parts: Greek Prefixes	298–299	PWS
Word Parts: Greek, Latin, and Other Linguistic Roots	314–315	F, PWS
Word Parts: Inflectional Endings	300–301	F, PWS
Word Parts: Latin Prefixes	296–297	PWS
Word Parts: Latin and Greek Word Parts	296–299, 314–315	F, PWS
Word Parts: Prefixes	292–299, 310–311	F, PWS
Word Parts: Suffixes	302–311	F, PWS
Word Parts: Word Families	290–291	F, PWS
Word Relationships	338–349	PWS, WG
Word Relationships: Analogies	342–343	
Word Relationships: Antonyms	338–339, 342–343	
Word Relationships: Connotation and Denotation	344–345	WG
Word Relationships: Homographs	340–341	PWS
Word Relationships: Homophones	340–341	PWS, WG
Word Relationships: Precise Language	348–349	WG
Word Relationships: Shades of Meaning	346–347	
Word Relationships: Synonyms	338–339, 342–343	

**GRADE 3, UNIT 1, WEEK 1**

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE Ached** means “hurt or felt sore.” **EXAMPLE** *My knee ached from running.*  
**ASK** After exercising, where have you ached?
- When you **concentrate**, you think very carefully about what you are doing. *I can't concentrate on my book.* Name a time when you needed to concentrate.
- To be **educated** is to have knowledge. *I go to school to become educated.* How might you try to become educated in something?
- **Effort** means “hard work.” *After much effort, he learned to read.* When is a time you put in a lot of effort to do something?
- To feel **satisfied** is to feel pleased or happy. *He was satisfied with his drawing.* When might a sports team feel satisfied?
- If something is **improved**, it is better than it was before. *This cleaning product is new and improved.* What might you do to improve at something?
- A **discovery** is something that is found for the first time. *The scientist made a surprising discovery.* What is a discovery you have learned about?
- When you **inspire** another person, you cause them to take action. *The teacher will inspire the class to help.* How might a speech inspire you?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V1**. Point out words such as NOT and NO ONE in the second column. Help students complete the row for *ached*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **ached** Yes: writing, No: rested; **concentrate** Yes: doing a good job, No: recess; **educated** Yes: write essays, No: fix a bike; **effort** Yes: learn things, No: blink; **satisfied** Yes: winning, No: losing; **improved** Yes: working together, No: forgetting to practice

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
My hand <b>ached</b> after _____ _____ .	NO ONE <b>ached</b> after they _____ _____ .
We <b>concentrate</b> on _____ _____ .	They did NOT <b>concentrate</b> on _____ _____ .
The student is <b>educated</b> in how to _____ _____ .	I am NOT <b>educated</b> in how to _____ _____ .
It takes <b>effort</b> to _____ _____ .	It does NOT take <b>effort</b> to _____ _____ .
We were <b>satisfied</b> after _____ _____ .	NO ONE was <b>satisfied</b> after _____ _____ .
The students <b>improved</b> after _____ _____ .	NO ONE <b>improved</b> after _____ _____ .



# Vocabulary Words

## TEACH/MODEL

Teach each word using the **Define/Example/Ask** routine.

- **DEFINE** When you **celebrate**, you do something special. **EXAMPLE** *It was time to celebrate my birthday.* **ASK** What might you celebrate with friends?
- Feelings of **disappointment**, or sadness, happen when your hopes are let down. *I tried not to show my disappointment when our trip was canceled.* What is the opposite feeling of disappointment?
- When you **remind** someone, you make that person remember something. *I will remind you to finish your homework.* What might teachers remind their students to do?
- Something is **precious** when it has great value. *She gave her daughter a precious gem.* What is something that is precious to you?
- A **symbol** is a picture or shape that stands for something else. *A flag can be a symbol for a country.* What symbol shows that something is poisonous?
- When people have **courage**, or boldness, they do something that is difficult for them. *It takes courage to climb a mountain.* What might you do that would take courage?
- **Pride** is a feeling of importance. *We felt pride in our completed artwork.* When have you felt pride?
- A **tradition** is something that has been done over and over for a long time. *Celebrating birthdays is a tradition for many people.* What can you think of that is a tradition?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V2**. Help students answer the question for *celebrate*. Then have them work individually to complete the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key:** 1. a birthday; 2. losing a game; 3. a photograph; 4. a rare jewel; 5. a tree; 6. rock climbing; 7. doing your best; 8. a grandfather

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

1. What event would people most likely **celebrate**?  
a holiday                      reading a book
2. When might someone feel **disappointment**?  
winning an award              losing a game
3. Which of these would **remind** you of a special day?  
a photograph              a blank sheet of paper
4. Which of these is often called **precious**?  
a rare jewel                      a gray rock
5. Which of these would be a good **symbol** for a park?  
a tree                              a truck
6. Which of these takes **courage**?  
a nap                              rock climbing
7. What might you have felt **pride** in?  
doing your best                      being lazy
8. Who would most likely pass down a **tradition**?  
a baby                              a grandfather

GRADE 3, UNIT 1, WEEK 3

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** When you are **scared**, you are afraid. **EXAMPLE** *I was scared when I went to the dentist.* **ASK** How might you act if you were scared?
- A **classmate** is someone who is in your class at school. *The third-grade students met their new classmate.* What do you have in common with your classmates?
- To **pronounce** means to clearly say the sounds of a word or letter. *Some of our vocabulary words are hard to pronounce.* How do you pronounce *recess*?
- If you are **practicing** something, you are doing it again and again to get better at it. *The class was practicing a song.* What have you been practicing lately?
- When things **tumble**, they fall in a clumsy way. *The children tumble in the grass.* When a person tumbles, is he or she standing up straight?
- When someone **admires** something, he or she likes it. *Mrs. Andasola admires our drawings.* How do you show that you admire someone?
- A **community** is a place where a group of people live, work, and play. *The community prepared for the parade.* How is a school a type of community?
- When you **contribute** something, you give money or help. *We will contribute money for the bake sale.* What do you contribute at school?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V3**. Point out the word NOT in the second column. Help students complete the row for *scared*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **scared** Yes: a grizzly bear, No: a teddy bear; **classmate** Yes: kind, No: a bully; **pronounce** Yes: say a word, No: spell a word; **practicing** Yes: the piano; No: blinking; **tumble** Yes: trip on the stairs, No: stood still; **admire** Yes: my friend, No: a mean person

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
It is easy to be <b>scared</b> of _____ _____ .	It is NOT easy to be <b>scared</b> of _____ _____ .
A good <b>classmate</b> is _____ _____ .	A good <b>classmate</b> is NOT _____ _____ .
To <b>pronounce</b> is to _____ _____ .	To <b>pronounce</b> is NOT to _____ _____ .
We needed help <b>practicing</b> _____ _____ .	We did NOT need help <b>practicing</b> _____ _____ .
They <b>tumble</b> when they _____ _____ .	She did NOT <b>tumble</b> when she _____ _____ .
I <b>admire</b> _____ _____ .	I do NOT <b>admire</b> _____ _____ .

# Vocabulary Words

## TEACH/MODEL

Teach each word using the **Define/Example/Ask** routine.

- **DEFINE** To **design** is to make a plan. **EXAMPLE** *They design helmets to protect your head.* **ASK** What new item would you like to design?
- When something is **simple**, it is easy to do. *That is a simple song to learn.* Name a time when you did something that was simple.
- In an **investigation**, people search carefully for something. *The police found many clues during their investigation.* When have you done an investigation?
- When you are **encouraged**, you are given hope or help. *He encouraged children to stay in school.* Who is someone who has encouraged you?
- **Substitutes** are things that take the place of other things. *The coach sent the substitutes into the game.* When might substitutes be used?
- Something that is **quality** is very good or well made. *We would like the best quality shoes.* How does a shirt look if it is the best quality?
- To **examine** means “to look at carefully.” *We examine the broken window.* What are some jobs that people have in which they must examine things?
- A **solution** is a way to fix a problem. *Mom helped me figure out a solution.* How do you help a friend find a solution?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V4**. Point out the word NOT in the second column. Help students complete the row for *design*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **design** Yes: buildings, No: nature; **simple** Yes: play, No: do homework; **encouraged** Yes: giving a correct answer, No: giving a wrong answer; **substitutes** Yes: things that take the place of other things, No: things that stay the same; **quality** Yes: well made, No: easily torn

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
<p>People <b>design</b></p> <p>_____</p> <p>_____ .</p>	<p>People do NOT <b>design</b></p> <p>_____</p> <p>_____ .</p>
<p>It is <b>simple</b> to</p> <p>_____</p> <p>_____ .</p>	<p>It is NOT <b>simple</b> to</p> <p>_____</p> <p>_____ .</p>
<p>One type of <b>investigation</b> is</p> <p>_____</p> <p>_____ .</p>	<p>One type of <b>investigation</b> is NOT</p> <p>_____</p> <p>_____ .</p>
<p>I was <b>encouraged</b> after</p> <p>_____</p> <p>_____ .</p>	<p>I was NOT <b>encouraged</b> after</p> <p>_____</p> <p>_____ .</p>
<p><b>Substitutes</b> are</p> <p>_____</p> <p>_____ .</p>	<p><b>Substitutes</b> are NOT</p> <p>_____</p> <p>_____ .</p>
<p>A <b>quality</b> item is</p> <p>_____</p> <p>_____ .</p>	<p>A <b>quality</b> item is NOT</p> <p>_____</p> <p>_____ .</p>

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To **carve** is to cut something into a shape. **EXAMPLE** *He carved a face into the stone.* **ASK** What are some other things that might be carved?
- **Traces** are small bits of something. *We found traces of paint on the chair.* What foods might leave behind traces?
- **Clues** are hints that can help solve a problem or mystery. *Look for clues to solve the mystery.* When have you solved a problem using clues?
- **Grand** means “good” or “excellent.” *That is a grand sculpture.* What would a grand ballroom look like?
- Things that have to do with a country are described as **national**. *They enjoyed the national holiday.* What are some national events?
- Something that is **massive** is very, very large. *The stone faces of the Presidents are massive.* What animals could be described as massive?
- A **landmark** is an important building, structure, or place. *We like to visit a landmark in every city.* What landmarks are in your state?
- A **monument** is a building, statue, or other object that honors a person or event. *Mount Rushmore is a national monument.* What is a monument you have read about or seen?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V5**. Help students choose the correct answer for *carved*. Then have them work individually to complete the remaining examples.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key:** 1. false; 2. true; 3. true; 4. false; 5. true; 6. true; 7. false; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. A strong metal can be **carved** easily.  
TRUE                      FALSE
2. Crumbs are **traces** of a cracker.  
TRUE                      FALSE
3. You can sometimes learn something from **clues**.  
TRUE                      FALSE
4. A **grand** statue is one that has not been carved well.  
TRUE                      FALSE
5. A country's flag is a **national** symbol.  
TRUE                      FALSE
6. A **massive** dog would eat more than a small dog.  
TRUE                      FALSE
7. A parking lot is often an important **landmark**.  
TRUE                      FALSE
8. A class might take a field trip to visit a **monument**.  
TRUE                      FALSE



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** When something is **created**, it is made or built. *EXAMPLE She had created the desert animals.* **ASK** What are ways that you have created a picture?
- When things **interfere**, they get in the way of something happening. *She did not like to interfere in the lives of the people.* How might students interfere while the teacher is teaching?
- A person who is **timid** is afraid of something. *I am too timid to stand up to Rattlesnake.* When might someone be timid?
- Someone who is **awkward** is clumsy. *The awkward boy bumped into the table.* How might an awkward person walk through a crowded room?
- Someone who acts **furiously** does something in an angry way. *The snake hissed and shook its tail furiously.* How would someone talking furiously sound?
- An **attempt** is a try at doing something. *Rattlesnake coiled for one more attempt.* What is something that may take more than one attempt?
- **Cooperation** means “working together.” *We need everyone’s cooperation to finish the job.* Do you remember a time that took cooperation?
- When you let people get **involved** in an activity, you let them take part in it. *My family likes to be involved in our community.* What are some school activities you involve yourself in?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V6**. Help students answer the question for *created*. Then have them work individually to complete the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key:** 1. a drawing; 2. talking; 3. roaring; 4. trip; 5. after getting detention; 6. beat their best time; 7. doing a team project; 8. ask questions

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

- Which of these might a student have **created** at school?  
a desk                      a drawing
- Which of these might **interfere** with a singer's performance?  
talking                      listening
- Which sound might make you feel **timid**?  
roaring                      purring
- Which of these might an **awkward** person do often?  
sit upright                      trip
- When might a person run out of school **furiously**?  
after passing                      after getting  
a test                      detention
- Which of these might swimmers **attempt** to do?  
beat their                      lose  
best time                      a race
- Which of these takes **cooperation**?  
writing your                      doing a  
book report                      team project
- How might teachers **involve** students in a discussion?  
ask questions                      give the answers

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If you have **arrived**, you made it to a place. **EXAMPLE** *I was welcomed when I arrived.* **ASK** When have you been happy when someone arrived?
- To have **inspected** something is to have looked at it very closely. *My teacher inspected my spelling homework.* What have you inspected recently?
- If someone **whispered**, he or she spoke in a low voice. *I leaned closer and whispered to Julie.* When has someone whispered to you?
- A **moment** is a very short amount of time. *Grandfather was quiet for a moment.* What is a moment you remember well?
- **Photographs** are pictures taken with a camera. *We took many photographs at the birthday party.* Why do people keep photographs?
- Something that is **valuable** is worth a high price. *We had something more valuable than jeweled crowns.* What are some things that are valuable to you?
- **Immigrated** means “came to a new country to live.” *The family immigrated to the U.S. many years ago.* Why might people immigrate to the U.S.?
- An **opportunity** is a chance to do or try something. *They had an opportunity for a better life.* What special opportunity would you like to have?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V7**. Point out the word NOT in the second column. Help students complete the row for *arrived*. Then have them work individually to complete the remaining rows.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **arrived** Yes: party, No: home; **inspected** Yes: the experiment, No: the book report; **whispered** Yes: secrets, No: their cheers; **moment** Yes: say thank you, No: build a house; **photographs** Yes: a camera, No: a paintbrush; **valuable** Yes: friendship, No: trash

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
<p>We <b>arrived</b> at the _____ _____ .</p>	<p>We have NOT <b>arrived</b> _____ _____ .</p>
<p>The science teacher <b>inspected</b> _____ _____ .</p>	<p>The science teacher has NOT <b>inspected</b> _____ _____ .</p>
<p>They <b>whispered</b> _____ _____ .</p>	<p>They have NOT <b>whispered</b> _____ _____ .</p>
<p>It takes a <b>moment</b> to _____ _____ .</p>	<p>It does NOT take a <b>moment</b> to _____ _____ .</p>
<p><b>Photographs</b> are taken with a _____ _____ .</p>	<p><b>Photographs</b> are NOT taken with a _____ _____ .</p>
<p>Something <b>valuable</b> to us is _____ _____ .</p>	<p>Something that is NOT <b>valuable</b> to us is _____ _____ .</p>

# Vocabulary Words

## TEACH/MODEL

Teach each word using the **Define/Example/Ask** routine.

- **DEFINE** A **candidate** is a person who runs for an office. **EXAMPLE** *The candidate gave a speech.* **ASK** What do you think makes a good candidate?
- **Convince** means “to make a person believe.” *My friends convince me it is the best movie.* What is something you convince someone to think?
- People who are **independent** think for themselves. *You could be independent and not join any party at all.* When is a time you were independent?
- When you **estimate**, you make a guess based on knowledge. *They estimate who will be the winner.* What is something you might estimate?
- If you **announced** something, you told people about it. *I announced the winner.* When was the last time you announced something?
- To **elect** is to choose by voting. *Maybe the voters will elect her again.* What offices do you elect students for at your school?
- A **government** is a group of people who govern, or guide, a city, state, or country. *The government makes laws for the country.* Who is in your state’s government?
- A **decision** is a judgment reached about something. *He made a decision about what to eat for dinner.* What is one decision you made recently?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V8**. Point out the word NOT in the second column. Help students complete the row for *candidate*. Then have them work individually to complete the remaining rows.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **candidate** Yes: a meeting, No: a grocery store; **convince** Yes: help others, No: be mean to others; **independent** Yes: think for yourself, No: rely on others; **estimate** Yes: stars, No: letters in the alphabet; **announced** Yes: the winner, No: the loser; **elect** Yes: a president, No: a teacher

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
<p>A <b>candidate</b> spoke at _____ _____ .</p>	<p>A <b>candidate</b> did NOT speak at _____ _____ .</p>
<p>I want to <b>convince</b> others to _____ _____ .</p>	<p>I do NOT want to <b>convince</b> others to _____ _____ .</p>
<p>It is <b>independent</b> to _____ _____ .</p>	<p>It is NOT <b>independent</b> to _____ _____ .</p>
<p>We <b>estimate</b> the number of _____ _____ .</p>	<p>We do NOT <b>estimate</b> the number of _____ _____ .</p>
<p>The teacher <b>announced</b> _____ _____ .</p>	<p>The teacher did NOT <b>announce</b> _____ _____ .</p>
<p>People <b>elect</b> _____ _____ .</p>	<p>People do NOT <b>elect</b> _____ _____ .</p>

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A **population** is the people or animals living in a place. **EXAMPLE** A *large population of geese live at the pond.* **ASK** What is the population of your area like?
- **Caretakers** are people who look after things. *The caretakers gave food to the puppies.* Who are some caretakers you know?
- You **recognized** something when you remembered it from before. *The birds recognize their old home.* What features help you recognize a person?
- When people or animals are **relatives**, they belong in the same family. *Dogs are relatives of wolves.* What are some relatives of cats?
- When something is a **success**, it turns out well. *The mission was a great success.* When have you experienced success?
- To **survive** is to stay alive. *The birds flew south to survive the winter.* What things do all animals need to survive?
- **Resources** are things that are available to be used when needed. *Water and plants are resources ducks need to live.* What resources have you used today?
- When something is **threatened**, it is in danger of being harmed. *The animals' habitat was threatened by people.* What is a smart thing to do if you feel threatened?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V9**. Point out the word NOT in the second column. Help students complete the row for *population*. Then have them work individually to complete the remaining rows.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **population** Yes: frogs, No: papers; **caretakers** Yes: helpful, No: mean; **recognize** Yes: my friend, No: a clerk; **relatives** Yes: ducks, No: rocks; **success** Yes: Hard work, No: Being lazy; **survive** Yes: water, No: candy

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
<p>A <b>population</b> is a group of</p> <p>_____</p> <p>_____ .</p>	<p>A <b>population</b> is NOT a group of</p> <p>_____</p> <p>_____ .</p>
<p>Good <b>caretakers</b> are</p> <p>_____</p> <p>_____ .</p>	<p>Good <b>caretakers</b> are NOT</p> <p>_____</p> <p>_____ .</p>
<p>I <b>recognize</b></p> <p>_____</p> <p>_____ .</p>	<p>I do NOT <b>recognize</b></p> <p>_____</p> <p>_____ .</p>
<p>Robins are <b>relatives</b> of</p> <p>_____</p> <p>_____ .</p>	<p>Robins are NOT <b>relatives</b> of</p> <p>_____</p> <p>_____ .</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>will often bring <b>success</b>.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>will NOT bring <b>success</b>.</p>
<p>To <b>survive</b>, we need</p> <p>_____</p> <p>_____ .</p>	<p>To <b>survive</b>, we do NOT need</p> <p>_____</p> <p>_____ .</p>



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To **bounce** is to spring back after hitting something. **EXAMPLE** *Look at the ball bounce.* **ASK** What are some things that bounce easily?
- An **observer** is someone who watches or pays attention to something. *I was an observer at the game.* When might someone choose to be an observer?
- When you picture something in your mind, you **imagine** it. *I often imagine I am in a space ship flying to Mars.* What might an author imagine?
- An **inventor** is someone who makes or thinks of something for the first time. *The inventor created a machine that cleans dirty rooms.* Who is an inventor that you have learned about?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V10**. Help students answer the question for *bounce*. Then have them work individually to complete the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online,** and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key:** 1. basketballs; 2. in the stands; 3. characters in books; 4. your desk

## Use Vocabulary Words

Circle the best answer for each Vocabulary Word.

1. Which things are more likely to **bounce**?

baseballs                      basketballs

2. Where might you find an **observer** at a sporting event?

in the stands                      on the field

3. Which of these do you only **imagine**?

characters in books                      horses

4. Which of these was probably made by an **inventor**?

your desk                      the sky

**VOCABULARY WORDS**

# Review

## PREPARING THE REVIEW

- Copy **Practice Reproducible V11**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

## ADMINISTERING THE REVIEW

- Administer the review individually or to a small group.
- Tell the student to complete each sentence by writing an example of the word.
- If necessary, read sentences together with students and record their answers.
- Sample Answers are shown below. Each item focuses on one word from a particular lesson in this book.

1. Sample Answer: spell correctly (Lesson 1: Grade 3, Unit 1, Week 1)
2. Sample Answer: read quietly (Lesson 2: Grade 3, Unit 1, Week 2)
3. Sample Answer: dance (Lesson 3: Grade 3, Unit 1, Week 3)
4. Sample Answer: draw (Lesson 4: Grade 3, Unit 1, Week 4)
5. Sample Answer: Elephants (Lesson 5: Grade 3, Unit 1, Week 5)
6. Sample Answer: Loud noises (Lesson 6: Grade 3, Unit 2, Week 1)
7. Sample Answer: my reading project (Lesson 7: Grade 3, Unit 2, Week 2)
8. Sample Answer: votes (Lesson 8: Grade 3, Unit 2, Week 3)
9. Sample Answer: book sale (Lesson 9: Grade 3, Unit 2, Week 4)
10. Sample Answer: the play (Lesson 10: Grade 3, Unit 2, Week 5)

## SCORING THE REVIEW

- Total the number of items answered correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors, using the lesson numbers provided above.
- Reteach those lessons for which the student did not answer an item correctly.

Percentage Table	
<b>10 correct</b> 100%	<b>5 correct</b> 50%
<b>9 correct</b> 90%	<b>4 correct</b> 40%
<b>8 correct</b> 80%	<b>3 correct</b> 30%
<b>7 correct</b> 70%	<b>2 correct</b> 20%
<b>6 correct</b> 60%	<b>1 correct</b> 10%

## Vocabulary Words Review

1. The spelling team has to **concentrate** to \_\_\_\_\_ .
2. Many teachers **remind** their students to \_\_\_\_\_ .
3. We have been **practicing** \_\_\_\_\_ for a very long time.
4. For a skilled artist, it is **simple** to \_\_\_\_\_ .
5. \_\_\_\_\_ are **massive** animals.
6. \_\_\_\_\_ can **interfere** with studying.
7. My teacher **inspected** \_\_\_\_\_ .
8. They will **estimate** how many \_\_\_\_\_ there are.
9. The \_\_\_\_\_ was a **success** at school.
10. The **observer** watched \_\_\_\_\_ .

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** You are in **disbelief** when you feel that something is not true. **EXAMPLE** *She rolled her eyes in disbelief.* **ASK** When have you been in disbelief?
- To be **fabulous** is to be wonderful or excellent. *I will look even more fabulous with you on my wing!* What is something you would describe as fabulous?
- **Dismay** is a worried or shocked feeling. *They looked with dismay for their missing pet.* How might a person filled with dismay look?
- When something is **offered**, it is given or suggested. *I offered to let her borrow my pencil.* When have you offered something to someone?
- A **watchful** person is someone who watches or looks on carefully. *The watchful father witnessed his child try to walk.* Who would you describe as watchful?
- Something that is **splendid** is very beautiful or good. *Martina tried not to stare at his splendid shoes.* What is a splendid place that you know?
- **Features** are things that are noticeable about something. *Animals' different physical features help them survive.* What are some features of most dogs?
- Something **unique** is unusual and one-of-a-kind. *The mouse's excellent hearing made it unique.* How are works of art unique?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V12**. Point out the word NOT in the second column. Help students complete the row for *disbelief*. Then have them work individually to complete the remaining rows.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **disbelief** Yes: an earthquake hit, No: he knew the answer; **fabulous** Yes: happy, No: sad; **dismay** Yes: lost, No: won; **offered** Yes: advice, No: to help; **watchful** Yes: baby, No: time; **splendid** Yes: the sun was out, No: a bike ride

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
We were in <b>disbelief</b> when _____ _____ .	We were NOT in <b>disbelief</b> when _____ _____ .
It is <b>fabulous</b> when I am _____ _____ .	It is NOT <b>fabulous</b> when I am _____ _____ .
It was to our <b>dismay</b> that we _____ _____ .	It was NOT to our <b>dismay</b> that we _____ _____ .
The coach <b>offered</b> _____ _____ .	My friend has NOT <b>offered</b> _____ _____ .
She was <b>watchful</b> of the _____ _____ .	She was NOT <b>watchful</b> of the _____ _____ .
We had a <b>splendid</b> day when _____ _____ .	A rainy day is NOT <b>splendid</b> for _____ _____ .

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If you **donated** something to a person or group, you gave something to help. **EXAMPLE** *People donated books to the library.* **ASK** When has someone you know donated something?
- A person who is **nervous** is upset or worried. *We all felt nervous before we went on stage.* What could you say to help someone who feels nervous?
- When things **disappear**, you cannot see them anymore. *Louis wished he could disappear.* What do you think happens to objects that disappear in a magic trick?
- Something that is **temporary** lasts for only a short time. *The paint I used on my face for a costume was temporary.* Which writing tools leave temporary marks?
- **Amazement** means “great surprise” or “wonder.” *I stared with amazement at how huge the mountains were.* When have you had a feeling of amazement?
- If you **refused** to do something, you would not do it. *Abe refused to join in.* When have you refused something?
- **Bravery** is courage when facing danger. *Louis showed courage and bravery.* When have you seen someone show bravery?
- A **leader** is a person who guides or leads others. *Martin Luther King, Jr., was a great leader.* What leaders do you know?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V13**. Help students answer the question for *donated*. Then have them work individually to complete the remaining questions.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** 1. time; 2. a test; 3. in the morning; 4. tape it; 5. a rainbow; 6. the dishes; 7. a firefighter; 8. the principal

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. What is something people have **donated**?

\_\_\_\_\_

2. What often makes students feel **nervous**?

\_\_\_\_\_

3. When do the stars **disappear**?

\_\_\_\_\_

4. What is a **temporary** way to fix a ripped piece of paper?

\_\_\_\_\_

5. What might make you look with **amazement** at the sky?

\_\_\_\_\_

6. What is a chore someone might have **refused** to do?

\_\_\_\_\_

7. What is a job that takes **bravery**?

\_\_\_\_\_

8. Who is the **leader** of your school?

\_\_\_\_\_



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To **support** something means to provide for it or help it. **EXAMPLE** *Families support their children.* **ASK** What support does Earth provide to living things?
- The heat something produces is called **warmth**. *Earth has warmth.* What are some things that give off warmth?
- The **temperature** is how hot or cold something is. *The soup is just the right temperature.* When do you need to know the temperature of something?
- A **globe** is the world. *I would like to one day travel around the globe.* What natural features appear in different parts of a globe?
- An **amount** is how much of something there is. *Both books took the same amount of time to read.* What amount of time are you at school each day?
- The top layer of something is its **surface**. *The Moon's surface is mostly gray rocks.* What covers Earth's surface?
- **Astronomy** is the study of the stars and planets. *I read about stars in my astronomy book.* What do you find interesting about astronomy?
- The **solar system** is the sun, the planets, and their moons, and other objects in space. *Earth is a planet in our solar system.* What are ways that people learn about the solar system?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V14**. Point out the word NOT in the second column. Help students complete the row for *support*. Then have them work individually to complete the remaining rows.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **support** Yes: our classmates, No: bullies; **warmth** Yes: A coat, No: Ice; **temperature** Yes: a freezer, No: a stove; **globe** Yes: airplanes, No: bikes; **amount** Yes: chairs, No: sand; **surface** Yes: flat, No: bumpy

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
<p>We <b>support</b></p> <p>_____</p> <p>_____ .</p>	<p>We do NOT <b>support</b></p> <p>_____</p> <p>_____ .</p>
<p>_____</p> <p>_____</p> <p>gives me <b>warmth</b>.</p>	<p>_____</p> <p>_____</p> <p>does NOT give me <b>warmth</b>.</p>
<p>The <b>temperature</b> of</p> <p>_____</p> <p>is cold.</p>	<p>The <b>temperature</b> of</p> <p>_____</p> <p>is NOT cold.</p>
<p>_____</p> <p>_____</p> <p>travel around the <b>globe</b>.</p>	<p>_____</p> <p>_____</p> <p>do NOT travel around the <b>globe</b>.</p>
<p>We need to know the <b>amount</b></p> <p>of _____</p> <p>_____ .</p>	<p>We do NOT need to know the</p> <p><b>amount</b> of _____</p> <p>_____ .</p>
<p>The <b>surface</b> of a table is</p> <p>_____</p> <p>_____ .</p>	<p>The <b>surface</b> of a table is NOT</p> <p>_____</p> <p>_____ .</p>

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A **model** is a small copy of something, such as a machine or building, that can often be put together from parts. **EXAMPLE** *We built a model car.*  
**ASK** What would a model house look like?
- Something that is **effective** works in the way that was intended. *Gecko tape is effective at holding up heavy things.* When was a plan you made effective?
- Things that are greatly alike are **similar**. *The robot's legs are similar to the legs of a grasshopper.* How are lakes and oceans similar?
- An **example** is a thing that is copied or followed. *Hook-and-loop fasteners are an example of an invention copied from nature.* What is an example of good behavior?
- If two or more things are **identical**, they are exactly equal and alike. *The friends wore identical outfits.* Do you have any things at school that are identical?
- A **material** is the thing that is used to make or do something. *Scientists made a new material that keeps out water.* What materials is your desk made of?
- When you **imitate** something, you try to be like or copy that thing. *This whistle can imitate a bird's song.* What are some animal sounds you can imitate?
- If you look at something carefully, you **observe** it. *Scientists observe penguins swim.* When did you observe something special in nature?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V15**. Point out the word NOT in the second column. Help students complete the row for *model*. Then have them work individually to complete the remaining rows.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **model** Yes: wood, No: water; **effective** Yes: the library, No: a party; **similar** Yes: crumbs, No: bears; **example** Yes: sitting quietly, No: yelling; **identical** Yes: bricks, No: students; **material** Yes: glass; No: cloth

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
A <b>model</b> car can be made of _____ _____ .	A <b>model</b> car is NOT made of _____ _____ .
An <b>effective</b> place to study is _____ _____ .	An <b>effective</b> place to study is NOT _____ _____ .
Ants and _____ _____ are <b>similar</b> in size.	Ants and _____ _____ are NOT <b>similar</b> in size.
A good <b>example</b> for a child is _____ _____ .	A good <b>example</b> for a child is NOT _____ _____ .
_____ _____ are often <b>identical</b> .	_____ _____ are NOT often <b>identical</b> .
A <b>material</b> in a window is _____ _____ .	A <b>material</b> in a window is NOT _____ _____ .

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** **Boomed** means “increased suddenly and quickly.” **EXAMPLE** *The population boomed last year.* **ASK** What technology has boomed recently?
- If people understand the value of something, they **appreciate** it. *The friends appreciate the time they spend together.* What did you appreciate recently?
- Something that is pleasant or nice is **agreeable**. *The weather was agreeable.* What is something you find agreeable?
- People who are among the first to explore and live in a place are **pioneers**. *The pioneers settled in Oregon.* How would you learn about the pioneers in your area?
- **Descendants** are people related to ancestors who lived in the past. *Many descendants still live in Oregon.* Which kinds of relatives are descendants?
- **Vehicles** are machines that carry people or things. *They used horse-drawn vehicles called covered wagons.* What kinds of vehicles have you traveled in?
- **Emigration** is when people move to live in another part of a country or to another country. *Emigration from eastern United States to Oregon began in the 1840s.* Why might an emigration to happen?
- You use **transportation** to get from one place to another. *The bus is our transportation to camp.* What transportation do you take to school?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V16**. Point out the word NOT in the second column. Help students complete the row for *boomed*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online,** and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers): boomed** Yes: people, No: trees; **appreciate** Yes: help, No: noise; **agreeable** Yes: sunny, No: rainy; **pioneers** Yes: Oregon, No: France; **descendants** Yes: children, No: grandparents; **vehicles** Yes: boats, No: trains

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
The number of _____ _____ <b>boomed</b> in the last year.	The number of _____ _____ has NOT <b>boomed</b> .
We <b>appreciate</b> the _____ _____ .	We did NOT <b>appreciate</b> the _____ _____ .
_____ _____ weather is <b>agreeable</b> .	_____ _____ weather is NOT <b>agreeable</b> .
<b>Pioneers</b> in the U.S. explored _____ _____ .	<b>Pioneers</b> in the U.S. did NOT explore _____ _____ .
<b>Descendants</b> of parents are _____ _____ .	<b>Descendants</b> of parents are NOT _____ _____ .
Water <b>vehicles</b> include _____ _____ .	Water <b>vehicles</b> do NOT include _____ _____ .

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If you stepped in and stopped something, you **interrupted** it.  
**EXAMPLE** *I interrupted their conversation with a question.* **ASK** Why do people sometimes get annoyed when they are interrupted?
- When you **expect** something, you think it will happen. *They expect to have fun at the party.* What do you expect will happen tomorrow?
- To be **graceful** is to be beautiful in movement. *We watched the graceful bird flying in the sky.* Why is it important to be graceful as you walk?
- An **aroma** is a pleasant smell. *The aroma of bread baking filled the house.* What are some aromas you like?
- If something is **luscious**, it is delicious to taste or it smells good. *They enjoyed the luscious meal.* What is a luscious dish that you like?
- Something that is **flavorful** has a lot of taste. *The mushrooms and onions were flavorful.* What is something you have tasted that was flavorful?
- **Variety** means a number of different things. *A variety of foods went into the soup.* Why is it important to eat a variety of foods?
- Something that is **healthful** is good for you and keeps you well. *Eating healthful foods keeps you strong.* What kinds of healthful activities do you like?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V17**. Help students answer the question for *interrupted*. Then have them work individually to complete the remaining questions.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** 1. when studying; 2. trees; 3. dancing; 4. candles; 5. happy; 6. oranges; 7. at a grocery store; 8. apples

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. When do you need to do something without being **interrupted**?

\_\_\_\_\_

2. What do you **expect** to see at a park?

\_\_\_\_\_

3. What is a sport in which people need to be **graceful**?

\_\_\_\_\_

4. What is something that has an **aroma**?

\_\_\_\_\_

5. How do people probably feel when they taste something **luscious**?

\_\_\_\_\_

6. What **flavorful** food do you enjoy?

\_\_\_\_\_

7. Where do you usually see a **variety** of foods?

\_\_\_\_\_

8. What is a **healthful** snack?

\_\_\_\_\_



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To be **embarrassed** is to feel uncomfortable. **EXAMPLE** *My face gets red when I'm embarrassed.* **ASK** How might people get over feeling embarrassed?
- **Talents** are natural abilities or skills. *Her talents include making bracelets.* How do people find out what their talents are?
- If you **apologized**, you said you were sorry for something you did. *We apologized for breaking the window.* When has someone apologized to you?
- An **audience** is a group of people who come to a performance. *Every seat in the audience was filled.* When have you been in an audience?
- If you pay **attention**, you carefully listen to, look at, or think about something. *He paid attention to the warning.* What is a rule people must pay attention to?
- If you **realized** something, you noticed or understood it. *I realized I had left my book at home.* Name a time when you realized something.
- An **achievement** is something that is done successfully. *The talent show was a great achievement for the class.* What is a recent achievement of yours?
- To have **confidence** is to believe in yourself. *It takes confidence to perform on stage.* When does a person need to have confidence?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V18**. Point out words such as NOT and NO ONE in the second column. Help students complete the row for *embarrassed*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **embarrassed** Yes: trip, No: do well; **talents** Yes: singing well, No: everything; **apologized** Yes: rude, No: kind; **audience** Yes: plays, No: practices; **attention** Yes: teacher, No: bully; **realized** Yes: a success, No: over

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
Actors feel <b>embarrassed</b> when they _____ _____ .	Actors do NOT feel <b>embarrassed</b> when they _____ _____ .
Singers' <b>talents</b> include _____ _____ .	NO ONE has <b>talents</b> in _____ _____ .
We <b>apologized</b> for being _____ _____ .	We have NOT <b>apologized</b> for being _____ _____ .
_____ _____ do NOT often have an <b>audience</b> .	_____ do NOT often have an <b>audience</b> .
Students pay <b>attention</b> to the _____ _____ .	I do NOT pay <b>attention</b> to the _____ _____ .
We <b>realized</b> the play was _____ _____ .	NO ONE <b>realized</b> the play was _____ _____ .

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To be **related** is to belong to the same family. *EXAMPLE Armadillos are related to sloths.* **ASK** What animals are related to cats?
- **Protection** is when something is kept safe from being hurt or damaged. *The bony plating provides protection.* What do desert animals need protection from?
- Something that is **excellent** is very good. *Collared peccaries have an excellent sense of smell.* What is something excellent you have done?
- To **alert** means “to give warning.” *They make noises to alert the rest of the herd.* What are some things that alert you to danger?
- When you **prefer** something, you like it better than something else. *I prefer to read rather than write.* What school activities do you prefer?
- A **competition** is a situation in which people or animals try to be more successful than others. *They are in competition for food.* When have you been in a competition?
- An **environment** is the natural features that surround living things. *Animals adapt to their environment.* What is a whale’s environment?
- A **shelter** is something that protects or covers. *The animals seek shelter at night.* Why is shelter important?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V19**. Point out the word NOT in the second column. Help students complete the row for *related*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online,** and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **related** Yes: alligators, No: houses; **protection** Yes: claws, No: a shell; **excellent** Yes: we won, No: we lost; **alert** Yes: loud, No: quiet; **prefer** Yes: ride my bike, No: nap; **competition** Yes: water, No: food

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
Lizards are <b>related</b> to _____ _____ .	Lizards are NOT <b>related</b> to _____ _____ .
A bear has _____ _____ for <b>protection</b> .	A bear does NOT have _____ for <b>protection</b> .
It was <b>excellent</b> when _____ _____ .	It was NOT <b>excellent</b> when _____ _____ .
The <b>alert</b> was _____ _____ .	The <b>alert</b> was NOT _____ _____ .
I <b>prefer</b> to _____ _____ .	I do NOT <b>prefer</b> to _____ _____ .
The plants are in <b>competition</b> for _____ _____ .	The plants are NOT in <b>competition</b> for _____ _____ .

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A **passenger** is a person traveling in a vehicle. **EXAMPLE** *Her dad drove the car and she was the passenger.* **ASK** What types of vehicles carry many passengers?
- Something that is **impossible** cannot be done. *Flying seemed impossible.* When have you done something you thought was impossible?
- When people **launch** something, they send that thing into the sky or space. *George Washington watched Blanchard launch the balloon in 1793.* What do scientists launch?
- If something is **popular**, it is liked or accepted by many people. *Ballooning became very popular.* What is a popular activity at your school?
- A **direction** is a way to go. *He pointed in the direction they should walk.* How does a compass help you find the direction you are moving?
- If something is **controlled**, it is adjusted or moved by something else. *The kite's movement is controlled by the wind.* What are some things that are controlled by electricity?
- A **flight** is when something moves through the air. *Their first flight of the airplane was a success.* What would you bring on an airplane flight?
- **Motion** means "movement." *The balloon made a swaying motion in the wind.* When have you seen an object in motion?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V20**. Help students answer the question for *passengers*. Then have them work individually to complete the remaining questions.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** 1. in a car; 2. being invisible; 3. satellites; 4. fictional stories; 5. a map; 6. a flashlight; 7. sea gulls; 8. wave

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. When have you been a **passenger**?  
\_\_\_\_\_
2. What is something that might seem **impossible**?  
\_\_\_\_\_
3. What is something that people **launch**?  
\_\_\_\_\_
4. What are one of the most **popular** types of books to read?  
\_\_\_\_\_
5. How would you find which **direction** something is?  
\_\_\_\_\_
6. What is something that is **controlled** by batteries?  
\_\_\_\_\_
7. What animals travel by **flight**?  
\_\_\_\_\_
8. What kind of **motion** might you make to greet a friend?  
\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** Something **weird** is strange or unusual. **EXAMPLE** *It would be weird if it snowed in the middle of the summer.* **ASK** What is something that would be weird in math class?
- **Extremely** means “very.” *The comedian was extremely funny.* What is something that is extremely difficult to do?
- If someone is **adventurous**, he or she is willing to risk danger in order to have exciting or unusual experiences. *Susan Butcher was an adventurous woman who took part in the Iditarod.* Would an adventurous person be more likely to go for a walk or climb the world’s tallest mountain?
- A **courageous** person is someone who is brave. *Firefighters are courageous.* What other jobs do you think require a person to be courageous?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V21**. Point out the word NOT in the second column. Help students complete the row for *weird*. Then have them work individually to complete the other rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **weird** Yes: climb a tree, No: bark; **extremely** Yes: soup, No: ice; **adventurous** Yes: skydiving, No: playing a board game; **courageous** Yes: save other people, No: fearful

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

Yes	No
It is <b>weird</b> for a dog to _____ _____ .	It is NOT <b>weird</b> for a dog to _____ _____ .
The _____ _____ was <b>extremely</b> hot.	The _____ _____ was NOT <b>extremely</b> hot.
An <b>adventurous</b> activity is _____ _____ .	An <b>adventurous</b> activity is NOT _____ _____ .
A <b>courageous</b> person helps _____ _____ .	A <b>courageous</b> person is NOT _____ _____ .



**VOCABULARY WORDS**

# Review

## PREPARING THE REVIEW

- Copy **Practice Reproducible V22**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

## ADMINISTERING THE REVIEW

- Administer the review individually or to a small group.
- Tell the student to complete each sentence by writing an example of the word.
- If necessary, read sentences together with students and record their answers.
- Sample Answers are shown below. Each item focuses on one word from a particular lesson in this book.
  1. Sample Answer: class trip (Lesson 12: Grade 3, Unit 3, Week 1)
  2. Sample Answer: sun (Lesson 13: Grade 3, Unit 3, Week 2)
  3. Sample Answer: countries (Lesson 14: Grade 3, Unit 3, Week 3)
  4. Sample Answer: the other red car (Lesson 15: Grade 3, Unit 3, Week 4)
  5. Sample Answer: bicycles (Lesson 16: Grade 3, Unit 3, Week 5)
  6. Sample Answer: smells good (Lesson 17: Grade 3, Unit 4, Week 1)
  7. Sample Answer: hurt my friend's feelings (Lesson 18: Grade 3, Unit 4, Week 2)
  8. Sample Answer: lion (Lesson 19: Grade 3, Unit 4, Week 3)
  9. Sample Answer: the sky (Lesson 20: Grade 3, Unit 4, Week 4)
  10. Sample Answer: the sky turned green (Lesson 21: Grade 3, Unit 4, Week 5)

## SCORING THE REVIEW

- Total the number of items answered correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors, using the lesson numbers provided above.
- Reteach those lessons for which the student did not answer an item correctly.

Percentage Table	
<b>10 correct</b>	100%
<b>9 correct</b>	90%
<b>8 correct</b>	80%
<b>7 correct</b>	70%
<b>6 correct</b>	60%
<b>5 correct</b>	50%
<b>4 correct</b>	40%
<b>3 correct</b>	30%
<b>2 correct</b>	20%
<b>1 correct</b>	10%

## Vocabulary Words Review

1. The \_\_\_\_\_ was **fabulous**.
2. The \_\_\_\_\_ **disappeared** as night fell.
3. Many \_\_\_\_\_ are around the **globe**.
4. The red car is **similar** to \_\_\_\_\_ .
5. **Vehicles** with two wheels include \_\_\_\_\_ .
6. A pleasant **aroma** usually \_\_\_\_\_ .
7. I **apologized** after I \_\_\_\_\_ .
8. The tiger is **related** to a \_\_\_\_\_ .
9. We will **launch** the rocket into \_\_\_\_\_ .
10. Today, it was **weird** when \_\_\_\_\_ .

GRADE 3, UNIT 5, WEEK 1

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** When you **admit** something, you accept it as true. **EXAMPLE** *Jack had to admit his mother was right.* **ASK** Why is it important to admit the truth?
- A **creation** is a thing that is made. *Jack stood back to admire his creation.* What is a creation you have made at school?
- If you have **considered** something, you thought carefully about it. *Jack considered the problem.* What is something that you have considered?
- Something that is very beautiful or grand is **magnificent**. *The ice sculpture is magnificent.* What is something in nature that you would call magnificent?
- The word **humble** means “not very great, big, or expensive.” *He showed her the humble gift.* What might a humble building look like?
- Something that is done **reluctantly** is done unwillingly. *Reluctantly, Jack handed over the strawberry.* When might you ask for something reluctantly?
- A **payment** is the thing that is given for services. *He accepted a quilt as payment for flour.* What payment might you receive for doing chores?
- **Barter** means “to exchange goods or services for other things besides money.” *Jack had to barter to get ingredients.* When might you barter with someone?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V23**. Point out the word NOT in the second column. Help students complete the row for *admit*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **admit** Yes: happy, No: wrong; **creation** Yes: a handmade decoration, No: the grass; **considered** Yes: other people’s feelings, No: how to be mean to others; **magnificent** Yes: a sunrise, No: a shrub; **humble** Yes: a shell, No: a computer; **reluctantly** Yes: did the dishes, No: opened her gifts

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
It was easy to <b>admit</b> that I was _____ _____ .	It was NOT easy to <b>admit</b> that I was _____ _____ .
An example of a <b>creation</b> is _____ _____ .	An example of a <b>creation</b> is NOT _____ _____ .
Something that should be <b>considered</b> is _____ _____ .	Something that does NOT need to be <b>considered</b> is _____ _____ .
_____ _____ _____ is <b>magnificent</b> .	_____ _____ _____ is NOT <b>magnificent</b> .
A <b>humble</b> gift might be _____ _____ .	A <b>humble</b> gift would NOT be _____ _____ .
<b>Reluctantly</b> , she _____ _____ .	NOT <b>reluctantly</b> , she _____ _____ .

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A **jubilant** person is very happy, probably about a victory. **EXAMPLE** *She was jubilant about winning first prize.* **ASK** What has made you jubilant?
- **Remained** means “to be left in the same place.” *The class remained in their seats until the bell rang.* What has remained in the same place in the classroom?
- If you feel like giving up, you are **discouraged**. *We were discouraged that nobody came.* If you get discouraged, what can you do to feel more hopeful?
- Someone who is **tinkering** with something is working to fix it. *He was tinkering with the engine of the car.* Why would someone be tinkering with a computer?
- **Frustration** is a feeling of being upset. *Milo’s frustration showed when he gave the incorrect answer.* When have you experienced frustration?
- Someone who is **gazing** looks at something for a long time. *He found himself gazing up at the mountainside.* When might you be gazing at something?
- **Conservation** is the care of natural resources to save them from waste. *We practice conservation in our family.* Why is water conservation important?
- **Recycle** means “to put used objects or materials through a special process so they can be used again.” *We recycle our cereal boxes.* What do you recycle?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V24**. Point out words such as NOT, NO ONE, and NEVER in the second column. Help students complete the row for *jubilant*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **jubilant** Yes: winning, No: losing; **remained** Yes: the game, No: school; **discouraged** Yes: a test is hard, No: I’m right; **tinkering** Yes: cars, No: wires; **frustration** Yes: chores, No: recess; **gazing** Yes: art, No: animals

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
The team was <b>jubilant</b> after _____ _____.	The team was NOT <b>jubilant</b> after _____ _____.
Everyone <b>remained</b> for _____ _____.	NO ONE <b>remained</b> after _____ _____.
I often feel <b>discouraged</b> when _____ _____.	I NEVER feel <b>discouraged</b> when _____ _____.
Mechanics like <b>tinkering</b> with _____ _____.	We do NOT try <b>tinkering</b> with _____ _____.
_____	_____
_____	_____
_____	_____
_____ caused us <b>frustration</b> .	_____ did NOT cause us <b>frustration</b> .
At a museum, people might be <b>gazing</b> at _____ _____.	At a museum, people would NOT be <b>gazing</b> at _____ _____.

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** When people **respond** to something, they react to it. *EXAMPLE Police respond to 911 calls.* **ASK** How would you respond to a loud scream?
- If something is **harmful**, it causes harm, or injury. *Wildfires can be harmful to humans, plants and animals.* What is often harmful to the environment?
- Something that is **accidental** happens without being planned. *Campers sometimes start accidental fires.* What have you done that was accidental?
- Something that is done on **purpose** is done intentionally. *Sometimes people set fires on purpose.* What is something you did on purpose today?
- Someone who is **careless** is not paying attention. *Many wildfires are started by careless people.* Why is it important not to be careless with scissors?
- **Equipment** includes the tools needed to do a job. *They put the equipment away.* What kind of equipment do you use during the day at school?
- **Disasters** are sudden misfortunes that cause damage or destruction. *Wildfires are natural disasters.* What disasters have you heard about?
- **Prevention** is a stopping of something before it happens. *They teach about the prevention of wildfires.* Why do you think prevention of disasters is important?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V25**. Point out words such as NOT and NO ONE in the second column. Help students complete the row for *respond*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **adjust** Yes: commands, No: yelling; **harmful** Yes: Mean words, No: Kind words; **accidental** Yes: The spill, No: The correct answer; **purpose** Yes: studied hard, No: gave a wrong answer; **careless** Yes: break a glass, No: know what the question was; **equipment** Yes: Ladders, No: Houses

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
My dog can <b>respond</b> to _____ _____ .	My dog does NOT <b>respond</b> to _____ _____ .
_____ can be <b>harmful</b> to someone's feelings.	_____ is NOT <b>harmful</b> to someone's feelings.
_____ was <b>accidental</b> .	_____ was NOT <b>accidental</b> .
Everyone _____ on <b>purpose</b> .	NO ONE _____ on <b>purpose</b> .
A <b>careless</b> person might _____ _____ .	A <b>careless</b> person might NOT _____ _____ .
<b>Equipment</b> a firefighter needs is _____ _____ .	<b>Equipment</b> a firefighter does NOT need is _____ _____ .



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** **Unfairness** is the state of being not fair, or not just. **EXAMPLE** *It would show unfairness if only the boys in the class were allowed to have recess.* **ASK** What would you do if you saw an example of unfairness happening?
- If you are **horrified**, you are shocked and upset. *Elizabeth was horrified by this unfairness.* What facial expression might someone who is horrified make?
- To **continue** is to keep on going. *People continue learning throughout their lives.* Why might you continue to practice a sport or musical instrument?
- **Proposed** means “to have suggested.” *She proposed that they hold a meeting.* When have you proposed an idea to a classmate?
- Another word for **daring** is brave. *The idea was so daring.* What have you seen or heard someone do that was daring?
- If you **waver**, you stop a moment when feeling unsure. *They waver before answering the question.* What is something that has caused you to waver?
- To have **citizenship** is to have full rights. *She wanted citizenship for all women.* What are some rights that people with citizenship to the United States have?
- To **participate** in something is to be a part of it. *I want to participate in the school play.* What would you like to participate in at school?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V26**. Help students choose the correct answer for *unfairness*. Then have them work individually to complete the remaining examples.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key:** 1. false; 2. false; 3. true; 4. false; 5. true; 6. false; 7. false; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. Taking turns at the computer is an example of **unfairness**.

TRUE                      FALSE

2. You can often be **horrified** by good news.

TRUE                      FALSE

3. Musicians often **continue** to practice an instrument.

TRUE                      FALSE

4. If you have kept an idea to yourself, you have **proposed** it.

TRUE                      FALSE

5. A firefighter who rescues a child from a building is **daring**.

TRUE                      FALSE

6. If you tell an answer without pausing, you **waver**.

TRUE                      FALSE

7. A person with **citizenship** to a country is someone who is just visiting it.

TRUE                      FALSE

8. A basketball team might **participate** in a tournament.

TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A **natural** place is created by nature and not by humans. **EXAMPLE** *Natural areas are sometimes filled with wild plants and animals.* **ASK** Where are some natural places in your community?
- **Pollution** is the contamination of the air, water, or other part of the environment by harmful substances. *Fossil fuels, such as coal, cause air pollution.* What is one way you know of that we can help reduce air pollution?
- To **produce** is to make or create something. *Power from windmills can produce electricity.* What other materials can be used to produce electricity?
- Something **renewable** can be grown, reused, or otherwise restored. *Wind power is a renewable resource.* What is another renewable resource?
- To **replace** something is to take the place of that thing. *We can replace energy from fossil fuels with wind power.* What can replace gas-powered cars?
- The place or thing from which something comes is called its **source**. *The sun is a source of light and heat.* What is one source of the food in a supermarket?
- **Energy** is the ability to do work. *The windmill uses energy from the wind to create electricity.* What machines use energy from batteries?
- Something is **traditional** if it is most common or expected. *Coal, oil, and gas are traditional energy sources.* What is a traditional energy source for a kite?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V27**. Help students answer the question for *natural*. Then have them work individually to complete the remaining questions.

### Quick Check

Can students choose the best answer for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key:** 1. full of trees; 2. harms it; 3. a trumpet; 4. sunshine; 5. when it is broken; 6. a river; 7. a rose bush; 8. cereal

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

- How might a **natural** place look?  
full of trees      covered with pavement
- What does **pollution** do to the environment?  
helps it      harms it
- What might **produce** a loud noise?  
a trumpet      a sheet of paper
- Which of these is a **renewable** resource?  
sunshine      oil
- When might you **replace** a light bulb?  
when it is broken      when it is new
- Which of these is a **source** of water?  
sand      a river
- Which uses **energy** from the sun to grow?  
a rose bush      a kitten
- What is more likely to be a **traditional** breakfast food?  
chicken soup      cereal

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A **reward** is a prize for doing something. **EXAMPLE** *His reward for the right answer was one wish.* **ASK** What is a reward you have received?
- **Anguish** is suffering that is caused by extreme pain or worry. *The king felt anguish when he turned his daughter to gold.* What is the opposite of *anguish*?
- If something is **necessary**, it is needed or required. *It was necessary to ask for help.* Why is it necessary to brush your teeth?
- To be **obsessed** is to think about something all the time and not think about anything else. *He became obsessed with gold.* Why do you think it could be bad to be obsessed with something?
- To **possess** means “own.” *He wanted to possess the most gems.* What are some things that you possess?
- When someone is **alarmed**, that person feels frightened of a sudden danger. *His daughter was alarmed at his poor behavior.* What is something that might make you feel alarmed?
- A **treasure** is something valued highly. *His touch turned flowers into treasure.* Why might a photograph be a treasure to someone?
- **Wealth** means “much money.” *He valued wealth above all else.* What are some things that are more important than wealth?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V28**. Help students choose the correct answer for *reward*. Then have them work individually to complete the remaining examples.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key:** 1. false; 2. false; 3. true; 4. false; 5. true; 6. true; 7. false; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. A dance team is often given a **reward** for losing a competition.  
TRUE                      FALSE
2. You might feel **anguish** when you are very happy.  
TRUE                      FALSE
3. Water is **necessary** for animals to survive.  
TRUE                      FALSE
4. If you are focused on many things at the same time, you are **obsessed**.  
TRUE                      FALSE
5. People often pay money for the things that they **possess**.  
TRUE                      FALSE
6. You might feel scared when you are **alarmed**.  
TRUE                      FALSE
7. A **treasure** would not be important to you.  
TRUE                      FALSE
8. A person with **wealth** has a lot of money.  
TRUE                      FALSE

**GRADE 3, UNIT 6, WEEK 2**

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If you disagree with someone in words, you **argue**. **EXAMPLE** *They argue about who should go first.* **ASK** What word is the opposite of *argue*?
- Something that is **stranded** is left helpless. *The cows are stranded in the field because of the flood.* How might a person who is stranded feel?
- To be **astonished** is to be very much surprised. *The girl was astonished to see all of her classmates at the party.* What is something that once astonished you?
- **Complained** means “to have talked about being annoyed or unhappy with something.” *The students complained about the homework.* When has someone you know complained?
- To **forbid** is to not allow. *She forbid me to go to the store.* Why might an adult forbid you to do something?
- A **relief** is a feeling of comfort when something worrying has ended. *They felt relief when they found their missing pet.* When have you felt relief?
- **Conditions** are the weather situation at a particular time. *The weather conditions were dangerous.* What are the current weather conditions?
- A **forecast** is something that is told or predicted beforehand. *The weather forecast predicted rain.* Where might you find a weather forecast for next week?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V29**. Point out the word NOT in the second column. Help students complete the row for *argue*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **argue** Yes: chores, No: the sky’s color; **stranded** Yes: the island, No: the rug; **astonished** Yes: cheers, No: grades; **forbid** Yes: talking, No: reading; **complained** Yes: rain, No: the sun; **relief** Yes: my pet, No: the mess

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
We might <b>argue</b> about _____ _____ .	We do NOT <b>argue</b> about _____ _____ .
The dog was <b>stranded</b> on _____ _____ .	The dog was NOT <b>stranded</b> on _____ _____ .
I was <b>astonished</b> by the _____ _____ .	I was NOT <b>astonished</b> by the _____ _____ .
Teachers <b>forbid</b> _____ at the library.	Teachers do NOT <b>forbid</b> _____ at the library.
I have <b>complained</b> about _____ _____ .	I have NOT <b>complained</b> about _____ _____ .
It was a <b>relief</b> to find _____ _____ .	It was NOT a <b>relief</b> to find _____ _____ .



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A **professional** is a person who is doing a job or activity for money rather than just for fun. **EXAMPLE** *She thought she would be a professional musician.* **ASK** Who is a professional you know? What is his or her job?
- When you do **research**, you do a careful study of a subject. *I used the Internet in my research.* What information source might you use to do research?
- If something is **essential**, it is so important or necessary. *The feather was essential to our experiment.* What is something essential for us to live?
- Something that is **serious** is important. *They make the serious decisions.* What word means the opposite of *serious*?
- A **specialist** is someone who is an expert in one particular topic or activity. *The robot specialist fixed the robot's arms.* What is one kind of specialist?
- When you **communicate**, you share information with others. *In class we communicate our ideas.* In what way do you like to communicate with others?
- A **goal** is an aim or purpose. *Her goal was to become an astronaut.* What is a goal you have for the school year?
- To **motivate** is to cause someone to take action. *Dreams can motivate you to success.* What helps motivate you to do your homework?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V30**. Point out the word NOT in the second column. Help students complete the row for *professional*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **professional** Yes: win often, No: play for free; **research** Yes: library, No: gym; **essential** Yes: the ball, No: the fans; **serious** Yes: important, No: silly; **specialist** Yes: one topic, No: many topics; **communicate** Yes: ideas, No: cookies

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Yes	No
A <b>professional</b> baseball player might _____ _____ .	A <b>professional</b> baseball player does NOT _____ _____ .
We did <b>research</b> at the _____ _____ .	We do NOT do <b>research</b> at the _____ _____ .
In football, _____ _____ is <b>essential</b> .	In football, _____ _____ is NOT <b>essential</b> .
To be <b>serious</b> is to be _____ _____ .	To be <b>serious</b> is NOT to be _____ _____ .
A <b>specialist</b> knows a lot about _____ _____ .	A <b>specialist</b> does NOT know a lot about _____ _____ .
To <b>communicate</b> is to share _____ _____ .	To <b>communicate</b> is NOT to share _____ _____ .

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A place that is **inhabited** is lived in. **EXAMPLE** *Plants and animals inhabited the area.* **ASK** What animals might have inhabited an empty nest?
- If you are **unaware** of something, you are not noticing it. *The predator attacks the unaware prey.* When might someone be unaware of danger?
- Something that is **illegal** is not lawful. *It is illegal to hunt certain animals.* When is it illegal for you to cross a street?
- **Endangered** means “close to being extinct, or gone forever.” *Now those fish are endangered.* How can people help endangered animals?
- If something is **fascinating**, it is extremely interesting. *Many fascinating creatures live in the ocean.* What is a something that you find fascinating?
- Something that is **respected** is honored or admired. *These animals should be respected by people.* Why is it important for Earth to be respected?
- **Requirements** are things that are needed. *Animals have certain requirements in order to survive.* What requirements do most plants have?
- **Wildlife** is the animals and plants that are growing in natural conditions. *There are many types of wildlife in Florida.* What are examples of wildlife in your state?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V31**. Help students choose the correct answer for *inhabited*. Then have them work individually to complete the remaining examples.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key:** 1. true; 2. false; 3. true; 4. false; 5. false; 6. true; 7. true; 8. false

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

- Dinosaurs once **inhabited** Earth.  
TRUE                      FALSE
- It would be easy to be **unaware** of a huge elephant.  
TRUE                      FALSE
- It is often **illegal** to enter a park when it is closed.  
TRUE                      FALSE
- An **endangered** animal no longer exists on Earth.  
TRUE                      FALSE
- A **fascinating** painting would be boring to look at.  
TRUE                      FALSE
- You would most likely talk politely to someone who you **respected**.  
TRUE                      FALSE
- A person's **requirements** include food and water.  
TRUE                      FALSE
- A lot of **wildlife** is often found in an apartment building.  
TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** Something that is **ridiculous** is very silly or foolish. **EXAMPLE** *The young child told ridiculous jokes.* **ASK** What is something you have seen or heard that you thought was ridiculous?
- If something **slithered**, it slid along. *The snake slithered right by the teacher's desk.* How would you move if you slithered?
- **Entertainment** is something that keeps people interested and amused. *The entertainment was a group of singers that made us laugh.* What types of entertainment do you like?
- Something that is **humorous** is funny and enjoyable. *We saw a humorous film about a funny dog.* What do you often do when you hear a humorous joke?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V32**. Point out words such as NOT and NEVER in the second column. Help students complete the row for *ridiculous*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Then have them write a sentence using each word. Ask them to draw a picture to illustrate their sentence.

**Answer Key (Sample answers):** **ridiculous** Yes: a dog jump over the moon, No: do your best; **slithered** Yes: snake, No: frog; **entertainment** Yes: a movie, No: bullying; **humorous** Yes: A comic book, No: A nonfiction book

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

Yes	No
It would be <b>ridiculous</b> to see _____ _____ .	It is NEVER <b>ridiculous</b> to _____ _____ .
A _____ _____ had <b>slithered</b> through the garden.	A _____ _____ had NOT <b>slithered</b> through the garden.
I find <b>entertainment</b> in _____ _____ .	I NEVER find <b>entertainment</b> in _____ _____ .
_____ is a <b>humorous</b> type of book to read.	_____ is NOT a <b>humorous</b> type of book to read.

**VOCABULARY WORDS**

# Review

## PREPARING THE REVIEW

- Copy **Practice Reproducible V33**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

## ADMINISTERING THE REVIEW

- Administer the review individually or to a small group.
- Tell the student to complete each sentence by writing an example of the word.
- If necessary, read sentences together with students and record their answers.
- Sample Answers are shown below. Each item focuses on one word from a particular lesson in this book.

1. Sample Answer: whale (Lesson 23: Grade 3, Unit 5, Week 1)
2. Sample Answer: losing the game (Lesson 24: Grade 3, Unit 5, Week 2)
3. Sample Answer: dish (Lesson 25: Grade 3, Unit 5, Week 3)
4. Sample Answer: Bees (Lesson 26: Grade 3, Unit 5, Week 4)
5. Sample Answer: the desert (Lesson 27: Grade 3, Unit 5, Week 5)
6. Sample Answer: the loud noise (Lesson 28: Grade 3, Unit 6, Week 1)
7. Sample Answer: a missing key (Lesson 29: Grade 3, Unit 6, Week 2)
8. Sample Answer: birds (Lesson 30: Grade 3, Unit 6, Week 3)
9. Sample Answer: laws (Lesson 31: Grade 3, Unit 6, Week 4)
10. Sample Answer: a clown (Lesson 32: Grade 3, Unit 6, Week 5)

## SCORING THE REVIEW

- Total the number of items answered correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors, using the lesson numbers provided above.
- Reteach those lessons for which the student did not answer an item correctly.

Percentage Table	
<b>10 correct</b> 100%	<b>5 correct</b> 50%
<b>9 correct</b> 90%	<b>4 correct</b> 40%
<b>8 correct</b> 80%	<b>3 correct</b> 30%
<b>7 correct</b> 70%	<b>2 correct</b> 20%
<b>6 correct</b> 60%	<b>1 correct</b> 10%

## Vocabulary Words Review

1. A \_\_\_\_\_ is a **magnificent** creature.
2. We felt **frustration** after \_\_\_\_\_ .
3. Breaking the \_\_\_\_\_ was **accidental**.
4. \_\_\_\_\_ **continue** to make a buzzing sound.
5. A **natural** place for a cactus is \_\_\_\_\_ .
6. Suddenly I felt **alarmed** by \_\_\_\_\_ .
7. It is a **relief** to find \_\_\_\_\_ .
8. At the museum we met a **specialist** in \_\_\_\_\_ .
9. To ignore \_\_\_\_\_ is **illegal**.
10. The **entertainment** for the children is \_\_\_\_\_ .



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- DEFINE **Gracious** means “showing kindness and courtesy.” EXAMPLE *My gracious neighbor helped us carry the groceries inside.* ASK What are some gracious words?
- Something that is **stale** is not fresh. *The stale bread was left on the counter.* What might cause food to become stale?
- A **flattened** object has been made flatter, or more level or smooth. *The food stuck to the tray in a flattened mess.* What objects easily become flattened?
- To behave **frantically** is to act wildly due to worry or fear. *Paulina frantically tried to think of a name.* When have you seen someone run around frantically?
- When something is **muttered**, it is spoken in a low voice. *My teacher did not understand me when I muttered the answer.* Why might things that are muttered be difficult to understand?
- An **official** document is properly authorized. *It can't be an official entry in the contest if it doesn't have a name.* What are some official documents?
- To **brainstorm** is to solve a problem by having group members all contribute ideas freely. *They brainstorm names for the class pet.* When might it be helpful to brainstorm with others?
- An **original** item is new or the first of its kind. *He performed an original skit.* What have you heard or seen that is an original item?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V34**. Help students choose the correct answer for *gracious*. Then have them work individually to complete the remaining examples.

### Quick Check

Can students choose the best answer for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. false; 3. false; 4. true; 5. false; 6. true; 7. true; 8. false

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. It is **gracious** to hold the door for someone.  
TRUE                      FALSE
2. Most people prefer to eat **stale** bread.  
TRUE                      FALSE
3. A sphere and a basketball are **flattened** objects.  
TRUE                      FALSE
4. Many people would search **frantically** if their pet was lost.  
TRUE                      FALSE
5. A person who **muttered** is most likely easy to hear.  
TRUE                      FALSE
6. An **official** document often needs a person's signature.  
TRUE                      FALSE
7. People share their ideas with each other when they **brainstorm**.  
TRUE                      FALSE
8. An **original** painting is a copy of an artist's painting.  
TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If you **hesitated**, you paused. **EXAMPLE** *I hesitated before I agreed to help clean up.* **ASK** When have you hesitated to do something?
- To do something **desperately** is to do it hopelessly. *We desperately searched for our book.* How might someone who is desperately looking for something act?
- An **inspiration** is a bright idea. *I needed some inspiration to think of a research topic.* What might be an inspiration for an artist's drawing?
- When your family members **advise** you, they give you information or their opinion. *They advise us to take the bus.* Should you always follow what others advise you to do? Why?
- Something that happens **uncomfortably** happens uneasily. *He waits uncomfortably for his grade.* What word is the opposite of *uncomfortably*?
- To be **humiliated** is to be made to feel ashamed. *No one should be humiliated at school.* How might someone get over feeling humiliated?
- **Accountable** means "responsible." *The person who is accountable for spilling the juice should confess.* What are some things you are accountable for?
- **Self-esteem** is respect for oneself. *Their self-esteem improved as they grew older.* Why is it important to have good self-esteem?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V35**. Help students answer the question for *hesitated*. Then have them work individually to complete the remaining questions.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. he or she was unsure of the answer; 2. look for food; 3. a friend; 4. practice harder; 5. they don't know the person;

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. Why might someone have **hesitated** before answering a question?

\_\_\_\_\_

2. What might a hungry dog do **desperately**?

\_\_\_\_\_

3. Who might you speak with to get **inspiration** for a story?

\_\_\_\_\_

4. What would a coach **advise** team members to do?

\_\_\_\_\_

5. Why might children act **uncomfortably** around a stranger?

\_\_\_\_\_

6. What often happens to people's faces when they are **humiliated**?

\_\_\_\_\_

7. Why should robbers be held **accountable** for their actions?

\_\_\_\_\_

8. What can happen to help improve your **self-esteem**?

\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** **Alter** means “change or reshape.” **EXAMPLE** *Both fast and slow processes alter Earth’s crust.* **ASK** When do you alter the way you look?
- To **collapse** is to fall down or cave in. *Buildings and bridges can collapse in an earthquake.* What other natural causes can make buildings collapse?
- **Destruction** is a state of being ruined or harmed. *The earthquake resulted in the destruction of the city.* What kind of destruction have you seen from storms?
- Something that is **severe** is serious or dangerous. *The rescuer helped a man with a severe wound.* Why is it important for people to help each other during a severe situation?
- A **substantial** amount is a great or considerable amount. *There was substantial damage from the fires.* What would a substantial pile of papers look like?
- Something that is **unpredictable** cannot be told in advance. *The exact time of an earthquake is unpredictable.* What is unpredictable in daily life?
- A source of danger or harm is called a **hazard**. *Mud slides are a hazard during the rainy season.* What is another natural hazard you know about?
- A **crisis** is a condition or time of great difficulty and danger. *The family avoided a crisis by following its emergency plan.* How might you prevent a crisis?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V36**. Help students answer the question for *alter*. Then have them work individually to complete the remaining questions.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. to fit better; 2. knocking them over; 3. hurricanes, tornadoes; 4. the hospital; 5. learning a new subject; 6. the weather; 7. a candle; 8. stay calm

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. Why might someone **alter** a pair of pants?  
\_\_\_\_\_
2. What could cause toy blocks to **collapse**?  
\_\_\_\_\_
3. What kinds of storms can cause much **destruction**?  
\_\_\_\_\_
4. Where do people go for help after a **severe** accident?  
\_\_\_\_\_
5. When might you ask a **substantial** number of questions?  
\_\_\_\_\_
6. What is an **unpredictable** part of your day?  
\_\_\_\_\_
7. What is something that can be a fire **hazard**?  
\_\_\_\_\_
8. What should you try to do during a **crisis**?  
\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE Gravity** is a natural force that pulls things on Earth toward its center. **EXAMPLE** *When we drop things, gravity makes them fall.* **ASK** What would happen if there were no gravity?
- Something that is **thrilling** is very exciting. *It was thrilling to be chosen to represent the class.* What is the opposite of something that is thrilling?
- **Friction** is a force between surfaces that slows objects or stops them from moving. *Friction happens when two surfaces rub against each other.* What does the friction of rubbing your hands together cause?
- An **advantage** is something that is helpful or useful. *Our team had the advantage of more players.* What can give you an advantage on a math test?
- Your **identity** is who you are. *Upon his return, he was ready to share his new identity with the world.* What about you is part of your identity?
- **Capabilities** are qualities, abilities, or capacities. *His capabilities include being able to shrink to the size of an atom.* What capabilities do you have?
- An **inquiry** is a search for information. Please direct your inquiry to the information desk. Where else can you send an inquiry about different things?
- To **accelerate** is to change the speed of a moving object. *Our bicycles accelerate as we go down the hill.* What part of a car makes it accelerate?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V37**. Help students choose the correct answer for *gravity*. Then have them work individually to complete the remaining examples.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. false; 3. false; 4. true; 5. true; 6. false; 7. false; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. **Gravity** keeps us on Earth.

TRUE                      FALSE

2. Something that is **thrilling** is very sad.

TRUE                      FALSE

3. Two surfaces moving away from each other causes **friction**.

TRUE                      FALSE

4. An **advantage** of being tall is being able to reach things on a high shelf.

TRUE                      FALSE

5. A person's name is part of his or her **identity**.

TRUE                      FALSE

6. **Capabilities** are things a person cannot do.

TRUE                      FALSE

7. An answer to a question is an **inquiry**.

TRUE                      FALSE

8. You **accelerate** the speed of a scooter by pushing harder with your feet.

TRUE                      FALSE



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A **process** is the series of acts or operations performed in making or doing something. **EXAMPLE** *The first step in her process is to collect drinking glasses.* **ASK** Describe the process for preparing a bowl of cereal.
- **Funds** are a sum of money set aside for a specific purpose. *She also donates dresses to raise funds for charity.* Why might your school raise funds?
- Something **routine** is a fixed way of doing something regularly. *Hiding the hearing aids behind her hair was now routine.* What is a routine that you have?
- An **enterprise** is a project that is often hard or important. *Her idea to highlight hearing aids started a new enterprise.* What enterprise would you like to start?
- An **undertaking** is a task that is undertaken, or taken on. *Starting a business is a huge undertaking.* Would an undertaking be easy to do on your own? Why?
- Something **exceptional** is extraordinary or unusual. *She is an exceptional person who used her business skills.* What have you done that was exceptional?
- A **compassionate** person feels or shows sympathy. *The compassionate group distributes food to people in need.* Who is a compassionate person you know?
- Being **innovative** is tending to introduce something new. *The innovative idea is based on biology.* What is an innovative idea that you have for your school?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V38**. Help students answer the question for *process*. Then have them work individually to complete the remaining questions.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** **1.** writing the person's name; **2.** to repair roads; **3.** packing our backpacks at the end of the day; **4.** a lemonade stand; **5.** building a new gymnasium; **6.** an athlete; **7.** at a food bank; **8.** cell phones

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. What is the first step in the **process** of writing a letter?

\_\_\_\_\_

2. What would a city use certain **funds** for?

\_\_\_\_\_

3. What is a **routine** in your class?

\_\_\_\_\_

4. What type of project might be an **enterprise**?

\_\_\_\_\_

5. What is something that would be a huge **undertaking** at your school?

\_\_\_\_\_

6. What is a job that requires a person to be in **exceptional** shape?

\_\_\_\_\_

7. Where might you find **compassionate** people helping others in need?

\_\_\_\_\_

8. What are some recent **innovative** technologies?

\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** **Attracted** means “drew the attention of.” **EXAMPLE** *The bird’s bright feathers attracted customers to the shop.* **ASK** What has attracted you?
- Something that is **dazzling** is very bright and splendid. *The merchant’s daughters asked for dazzling silk.* Where might you see many dazzling things?
- If something is **requested**, it is asked for. *The merchant’s wife requested brilliant jewels.* What is something your teacher has requested you to do?
- **Trudged** describes a way of walking steadily and slowly or dragging one’s feet. *Everyone trudged home after running in the race.* Why might you trudge home after a school ball game?
- **Fabric** is cloth that is used for making clothes. *The fabrics waved on display in front of the store.* Where can you look on a piece of clothing to find out what the fabric is?
- If something **soared**, it flew high in the air. *The birds soared into the sky.* How have people soared high in the air?
- **Greed** is a selfish desire to have or get something. *They took the last piece out of greed.* When is it difficult not to feel greed?
- To be **honest** is to be truthful. *The honest person returned the lost money.* Why is it important to be honest to others?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V39**. Help students answer the question for *attracted*. Then have them work individually to complete the remaining questions.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. look at it; 2. stars; 3. a friend; 4. after a long walk; 5. a shirt; 6. an airplane; 7. generosity; 8. lies

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. What would people do if something **attracted** their attention?

\_\_\_\_\_

2. What do you see in the sky that is **dazzling**?

\_\_\_\_\_

3. Who has **requested** you to help them?

\_\_\_\_\_

4. When have you **trudged** home?

\_\_\_\_\_

5. What do you own that is made out of **fabric**?

\_\_\_\_\_

6. What have you seen that has **soared**?

\_\_\_\_\_

7. What is the opposite of **greed**?

\_\_\_\_\_

8. What would an **honest** person not tell?

\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A **cranky** person is annoyed and may display a bad temper. **EXAMPLE** *The class became cranky when it started raining before recess.* **ASK** When might a person feel cranky?
- A commotion is a noisy **disturbance**. *There was a commotion outside the school today.* Why would a commotion distract you?
- If you feel **frustrated**, you are disappointed by being kept from doing something. *The boy was frustrated when he was not allowed to use the phone.* When have you felt frustrated?
- To be **selfish** is to think only of oneself and not others. *The selfish girl did not share any of her treats.* How might a selfish person act?
- Someone who is **annoyed** is irritated and may even be a little angry. *The librarian was annoyed by the students' loud talking.* How might you act if you were annoyed about something?
- If someone has a **specialty**, that person is very good at a certain activity. *The worker's specialty was building houses.* What specialty might a gardener have?
- **Attitude** is a manner of thinking, acting, or feeling. *The team had a positive attitude at the start of the game.* When have you had a positive attitude?
- Something that is **familiar** is common or well-known. *The students walked the familiar route to school.* What is something that is familiar to you?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V40**. Help students choose the correct answer for *cranky*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. angry; 2. losing your homework; 3. get on the empty swing; 4. books falling off a shelf; 5. loud talking; 6. making soups; 7. smile; 8. the teacher

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

1. How would a **cranky** person act if he were a little late?

angry

calm

2. Which of these could make you feel **frustrated**?

losing your homework

taking a nap

3. What would a **selfish** person do when someone falls off a swing?

get on the

help the person

empty swing

who fell

4. What would cause a **commotion** in a library?

students reading

books falling

quietly

off a shelf

5. What would cause a person trying to study to be **annoyed**?

loud talking

silence

6. What might be a **specialty** of a restaurant's cook?

making soups

washing dishes

7. What might a person with a positive **attitude** do?

frown

smile

8. Who would be **familiar** to most students?

a new student

the teacher

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** When something **rippled**, it formed small waves. **EXAMPLE** *The green-gold grasses of the plains rippled like waves from horizon to horizon.*  
**ASK** What have you seen that rippled?
- **Droughts** are long periods of dry weather without rainfall. *Prairie grasses have adapted to frequent droughts.* Where do droughts happen often?
- If something is **extinct**, it is no longer in existence. *Dinosaurs have been extinct for thousands of years.* How do scientists learn about animals that are extinct?
- To have **flourished** is to have grown healthy and strong. *The crops flourished in the sunshine and timely rain.* How would you help a puppy flourish?
- If something is **fragile**, it can easily be broken. *I handled the fragile dish with great care.* What is something fragile that you have at home?
- Something that **crumbled** broke into small pieces or fell apart. *In the 1930s, the plowed earth finally crumbled to dust.* What is something that has crumbled in your hand?
- An **ecosystem** is the living and nonliving things in an area, and all of their interactions. *A cactus belongs to a desert ecosystem.* What animals would you expect to find in a rainforest ecosystem?
- An **imbalance** is a lack of balance or stability. *The loss of a species can cause an imbalance in an ecosystem.* What is the opposite of imbalance?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V41**. Help students choose the correct answer for *rippled*. Then have them work individually to answer the remaining examples.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. false; 3. false; 4. false; 5. true; 6. true; 7. false; 8. false

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

- The water **rippled** after a stone was tossed into it.  
TRUE                      FALSE
- Animals can easily find water during **droughts**.  
TRUE                      FALSE
- You can find **extinct** animals in the wild.  
TRUE                      FALSE
- Many plants have **flourished** in a dark room.  
TRUE                      FALSE
- Glass is more **fragile** than brick.  
TRUE                      FALSE
- A cookie that **crumbled** would leave a mess.  
TRUE                      FALSE
- An **ecosystem** consists of one animal.  
TRUE                      FALSE
- An **imbalance** is when things are equal and stable.  
TRUE                      FALSE



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To **pounce** is to leap or spring suddenly in attack. **EXAMPLE** *The spider waits to pounce on an insect.* **ASK** What kinds of animals often pounce?
- **Prey** is an animal hunted for food by another animal. *The hawk was ready to make the chicken its prey.* How might an animal find its prey?
- **Dribbles** means to flow or let flow in small drops. *A spider dribbles digestive juices on its meal.* What do you do if something dribbles from your mouth?
- If something is **poisonous**, it causes serious harm or death with chemicals. *The spider injects poisonous venom into its prey to stop it from moving.* What poisonous animals do you know of?
- Something **extraordinary** is unusual or remarkable. *A spider has extraordinary senses all over its body.* What have you seen that was extraordinary?
- **Vibrations** are continuous, rapid motions back and forth or up and down. *A spider senses touch, vibrations, and sound.* What might cause the vibrations a spider senses?
- Something that is **camouflaged** is hidden by blending into its surroundings. *The green lynx spider is perfectly camouflaged when it hides among leaves.* What color would an animal that is camouflaged in a grass be?
- A **predator** is an animal that eats other animals. *Lions are dangerous predators.* What other animal do you think is a predator?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V42**. Help students choose the correct answer for *pounce*. Then have them work individually to complete the remaining examples.

### Quick Check

Can students choose the best answer for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. false; 3. true; 4. false; 5. true; 6. true; 7. false; 8. false

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

- Cats might try to **pounce** on mice.  
TRUE                      FALSE
- Corn cobs might be **prey** for coyotes.  
TRUE                      FALSE
- Water often easily **dribbles** onto a baby's chin.  
TRUE                      FALSE
- A bear is a **poisonous** animal.  
TRUE                      FALSE
- People usually consider a shooting star to be an **extraordinary** site.  
TRUE                      FALSE
- You might feel **vibrations** from the ground during an earthquake.  
TRUE                      FALSE
- A purple frog would be **camouflaged** in the forest.  
TRUE                      FALSE
- Zebras and other animals that eat plants are **predators**.  
TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** Something **brittle** can be broken easily. **EXAMPLE** *Glass can be too brittle to move safely.* **ASK** How should you handle something that is brittle?
- If something is **outstretched**, it is held out. *Grandma stood with outstretched arms to give Ashley a hug.* How does it feel when your legs are outstretched after you have been sitting for a long while?
- When something is **creative**, it shows originality or has the power to create, or make. *The boy made a creative diorama.* What have you done that was creative?
- Something that is **descriptive** gives a picture in words. *The author used descriptive language to tell the story.* What are some descriptive words?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V43**. Help students answer the question for *brittle*. Then have them work individually to complete the remaining questions.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online,** and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** **1.** it will break; **2.** in a crowded place; **3.** a museum; **4.** crashing

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. What might happen if you drop something **brittle**?

\_\_\_\_\_

2. When would it not be easy to have **outstretched** legs?

\_\_\_\_\_

3. Where would you find a **creative** piece of art?

\_\_\_\_\_

4. What is a **descriptive** word about the waves?

\_\_\_\_\_

**VOCABULARY**

# Review

## PREPARING THE REVIEW

- Copy **Practice Reproducible V44**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

## ADMINISTERING THE REVIEW

- Administer the review individually or to a small group.
- Tell the student to complete each sentence by writing an example of the word.
- If necessary, read sentences together with students and record their answers.
- Sample Answers are shown below. Each item focuses on one word from a particular lesson in this book.

1. Sample Answer: hear (Lesson 34: Grade 4, Unit 1, Week 1)
2. Sample Answer: unsure (Lesson 35: Grade 4, Unit 1, Week 2)
3. Sample Answer: earthquake (Lesson 36: Grade 4, Unit 1, Week 3)
4. Sample Answer: drawings (Lesson 37: Grade 4, Unit 1, Week 4)
5. Sample Answer: charity (Lesson 38: Grade 4, Unit 1, Week 5)
6. Sample Answer: kite (Lesson 39: Grade 4, Unit 2, Week 1)
7. Sample Answer: do not share (Lesson 40: Grade 4, Unit 2, Week 2)
8. Sample Answer: carefully (Lesson 41: Grade 4, Unit 2, Week 3)
9. Sample Answer: bites (Lesson 42: Grade 4, Unit 2, Week 4)
10. Sample Answer: glass (Lesson 43: Grade 4, Unit 2, Week 5)

## SCORING THE REVIEW

- Total the number of items answered correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors, using the lesson numbers provided above.
- Reteach those lessons for which the student did not answer an item correctly.

Percentage Table	
<b>10 correct</b> 100%	<b>5 correct</b> 50%
<b>9 correct</b> 90%	<b>4 correct</b> 40%
<b>8 correct</b> 80%	<b>3 correct</b> 30%
<b>7 correct</b> 70%	<b>2 correct</b> 20%
<b>6 correct</b> 60%	<b>1 correct</b> 10%

## Vocabulary Words Review

1. I could not \_\_\_\_\_ her when she **muttered**.
2. When the student **hesitated**, it showed that she was \_\_\_\_\_ of the answer.
3. The \_\_\_\_\_ caused a lot of **destruction**.
4. His great **capabilities** in art were shown in his \_\_\_\_\_ .
5. The class raised **funds** for the \_\_\_\_\_ .
6. The \_\_\_\_\_ **soared** high in the air.
7. **Selfish** children \_\_\_\_\_ their toys.
8. I carried the **fragile** dishes very \_\_\_\_\_ .
9. The **poisonous** spider \_\_\_\_\_ insects.
10. The **brittle** \_\_\_\_\_ broke when it hit the floor.

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE Scrounging** is to collect things with difficulty. **EXAMPLE** *The birds were scrounging for food in the snow.* **ASK** How does it feel if you are scrounging for something?
- A **jumble** is a messy group of things. *A jumble of papers were on the messy desk.* What is something you have seen that appeared in a jumble?
- Something that is **logical** makes good, reasonable sense. *Leaving early for a new place in case you get lost is a logical idea.* Where is a logical place to eat?
- If something is done **cautiously** it is done carefully. *The man looked cautiously behind himself.* What would cause someone to act cautiously?
- When you make an **acquaintance**, you meet a person for the first time. *I made the acquaintance of my new neighbor.* When might you make an acquaintance?
- If you act **scornfully**, you show your dislike or disapproval. *An older boy scornfully told us to play in the other field.* How would being spoken to scornfully feel?
- Something **complementary** makes something whole or complete. *The hats were complementary to their outfits.* What is the opposite of *complementary*?
- Someone who is **trustworthy** can be trusted or relied on. *I know my trustworthy friend will help me.* Who do you know that is trustworthy?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V45**. Point out the word NOT in the second column. Help students complete the row for *scrounging*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** **scrounging** *Example: yard, NOT: school;* **jumble** *Example: a mess, NOT: folded towels;* **logical** *Example: in a desk, NOT: on a porch;* **cautiously** *Example: dishes, NOT: pillows;* **acquaintance** *Example: talk to once, NOT: know well;* **scornfully** *Example: disapproving, NOT: respectful*

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Example	NOT an Example
An animal might be <b>scrounging</b> for food in a _____ .	An animal would NOT be <b>scrounging</b> for food in a _____ .
A <b>jumble</b> would be _____ .	A <b>jumble</b> would NOT be _____ .
Storing textbooks _____ is <b>logical</b> .	Storing textbooks _____ is NOT <b>logical</b> .
_____ should be carried <b>cautiously</b> .	_____ should NOT be carried <b>cautiously</b> .
Someone who you _____ is an <b>acquaintance</b> .	Someone who you _____ is NOT an <b>acquaintance</b> .
Someone who speaks <b>scornfully</b> feels _____ .	Someone who speaks <b>scornfully</b> does NOT feel _____ .



**GRADE 4, UNIT 3, WEEK 2**

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A person who is **mature** is able to think like an adult. **EXAMPLE** *Brett was mature and apologized immediately.* **ASK** What actions show a person is mature?
- Something that is **assigned** is given out or distributed. *I was assigned to make a card.* What is something that has been assigned to you?
- A **resident** is a person who lives in a particular place. *They made gifts for the nursing home residents.* Who is the resident of the White House?
- Something that is done **gingerly** is done carefully and with caution. *I gingerly crossed the lobby and stood next to her.* What have you done gingerly?
- If someone is **selective**, they are able to choose things or careful in choosing things. *I am selective when buying clothes.* When have you been selective?
- **Scattered** means “spread around or thrown about.” *The residents were scattered everywhere.* What is something that might be scattered?
- **Generosity** is the willingness to give or share freely. *The school’s generosity toward the residents was touching.* What is a time you have shown generosity?
- Groups of people who join together for a purpose are **organizations**. *The organizations donated their time.* What are organizations you know of?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V46**. Point out the word NOT in the second column. Help students complete the row for *mature*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** **mature** *Example: wear a helmet, NOT: let go of the handle bars;* **assigned** *Example: homework, NOT: chores;* **resident** *Example: lives there, NOT: a guest;* **gingerly** *Example: set it down carefully, NOT: broke it;* **selective** *Example: his favorite toy, NOT: all his toys;* **scattered** *Example: marbles, NOT: teacher’s desk*

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Example	NOT an Example
It is <b>mature</b> to _____ when riding a bike.	It is NOT <b>mature</b> to _____ when riding a bike.
_____ is <b>assigned</b> by the teacher.	_____ are NOT <b>assigned</b> by the teacher.
A person who is a <b>resident</b> of a house _____.	A person who is a <b>resident</b> of a house is NOT _____.
She <b>gingerly</b> picked up the glass and _____.	She did NOT <b>gingerly</b> pick up the glass and _____.
The boy was <b>selective</b> when he brought _____.	The boy was NOT <b>selective</b> when he brought _____.
The _____ _____ is <b>scattered</b> on the floor.	The _____ _____ is NOT <b>scattered</b> on the floor.

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A person or animal who is **mistreated** is treated badly by others.  
**EXAMPLE** *The injured dog had been mistreated by its owner.* **ASK** How can people help mistreated animals?
- To **fulfill** something is to carry out or finish. *I will work until I fulfill my promise.*  
What is a promise or task you plan to fulfill?
- **Encouragement** is support and hope that inspires confidence. *With Wesley's encouragement, Brian joined the basketball team.* When might you need encouragement?
- Someone who is **registered** is enrolled officially. *Students registered for classes on the first day of school.* What is something you must be registered for?
- If someone is **qualified**, they have the needed abilities. *The postal service hired qualified people.* What would you like to be qualified to do?
- **Protest** is when someone rejects something. *They had to protest without using violence.* What are some things that people protest?
- A **boycott** is a planned refusal to buy certain things. *Some people refused to buy grapes during the boycott.* Why might people decide to have a boycott?
- **Injustice** is a lack of justice or fairness. Treating people differently because of what school they go to is an injustice. What are some ways to end injustice?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V47**. Point out the word NOT in the second column. Help students complete the row for *mistreated*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** **mistreated** *Example: sad, NOT: happy; fulfill Example: working hard, NOT: being lazy; encouragement Example: cheered, NOT: boo; registered Example: signed up, NOT: were late; qualified Example: doing homework, NOT: skipping school; protest Example: disagree, NOT: agree*

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Example	NOT an Example
A <b>mistreated</b> friend would feel _____ _____ .	A <b>mistreated</b> friend would NOT feel _____ _____ .
We will <b>fulfill</b> our goal by _____ _____ .	We will NOT <b>fulfill</b> our goal by _____ _____ .
The fans _____ _____ to give the team <b>encouragement</b> .	The fans did NOT _____ _____ to give the team <b>encouragement</b> .
The people who _____ are <b>registered</b> for the race.	The people who _____ are NOT <b>registered</b> for the race.
_____ <b>qualified</b> the students to graduate.	_____ made the students NOT <b>qualified</b> to graduate.
People <b>protest</b> when they _____ _____ .	People do NOT <b>protest</b> when they _____ _____ .

**GRADE 4, UNIT 3, WEEK 4**

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** When people act in **haste**, they are in a hurry. **EXAMPLE** *The students moved in haste to their desks.* **ASK** What happens when people are in haste?
- Something that is **divided** is separated into parts or pieces. *We divided the sandwich into fourths.* When have you divided something?
- If something has **shattered**, it has been destroyed. *A hideous sight shattered his joy.* How might someone's dreams be shattered?
- **Tension** is mental or emotional strain. *Tension over slavery grew between the South and the North.* What might cause tension between two friends?
- To be **opposed** is to be against something or to resist it. *Most white Northerners opposed Lincoln's decision.* What have people opposed in the past?
- To **perish** is to disappear or vanish. *Endangered animals may perish if people do not save them.* What is the opposite of *perish*?
- A **proclamation** is an official public announcement. *In the third year of the war, President Lincoln issued the Emancipation Proclamation.* How would you feel if someone made a proclamation about something good about you?
- An **address** is a formal speech. *The president gives a yearly address.* When have you heard an address?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V48**. Help students choose the correct answer for *haste*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. walk quickly; 2. cutting bread into slices; 3. discouraged; 4. after arguing; 5. make posters against littering; 6. no sunlight; 7. a history book; 8. a principal's speech

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

1. Which of these might a person who is in **haste** do?

walk quickly                  walk slowly

2. Which describes an object being **divided**?

putting a                  cutting bread  
puzzle together                  into slices

3. How would someone whose dreams have been **shattered** feel?

discouraged                  hopeful

4. When are you likely to feel **tension**?

after arguing                  after napping

5. What would a person **opposed** to littering do?

throw trash                  make posters  
on the ground                  against littering

6. What might cause a plant to **perish**?

no sunlight                  enough water

7. Where might you read about a **proclamation**?

a novel                  a history book

8. Which of these could be an **address**?

a principal's                  two students'  
speech                  conversation

**GRADE 4, UNIT 3, WEEK 5**

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** **Characteristics** are qualities or features that are typical of a person, group, or thing. **EXAMPLE** *This code sets which characteristics the corn will inherit.* **ASK** What are some characteristics of all birds?
- **Resistance** is the ability to resist, or withstand, something, such as diseases. *Pets can build a resistance to pesticide.* Why is resistance to a disease important?
- Someone who has **concerns** is worried about something. *Scientists have concerns about the pesticide's effects.* When have you had concerns?
- Something that is **prevalent** is generally used or accepted. *Corn syrup is prevalent in many foods.* What foods are prevalent in most school cafeterias?
- Something or someone that **disagreed** differed in opinion. *Later research disagreed with the original study.* When have you disagreed with someone else?
- To **inherit** means to receive, often from one's parents. *The corn will inherit certain characteristics.* What traits does a dog inherit from its parents?
- **Advancements** are progress or improvements. *Many scientific advancements have happened recently.* What advancements in technology do you know of?
- The science, art, or business of farming is called **agriculture**. *The resistance to pesticides would be bad for all agriculture.* Why is agriculture important?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V49**. Point out the word NOT in the second column. Help students complete the row for *characteristics*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** **characteristics** *Example:* tails and ears, *NOT:* fins; **resistance** *Example:* disease, *NOT:* food; **concerns** *Example:* the environment, *NOT:* recess; **prevalent** *Example:* Tests, *NOT:* Naps; **disagreed** *Example:* the punishment, *NOT:* my friends; **inherit** *Example:* fur color, *NOT:* wings

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Example	NOT an Example
<b>Characteristics</b> of rabbits are _____ _____ .	<b>Characteristics</b> of rabbits are NOT _____ _____ .
Animals can have a <b>resistance</b> to _____ .	Animals would NOT have a <b>resistance</b> to _____ .
Many people have <b>concerns</b> about _____ _____ .	We do NOT have <b>concerns</b> about _____ _____ .
_____ are <b>prevalent</b> at most schools.	_____ is NOT <b>prevalent</b> at most schools.
I <b>disagreed</b> with _____ _____ _____ .	I have NOT <b>disagreed</b> with _____ _____ .
Cats usually <b>inherit</b> _____ from their parents.	Cats do NOT usually <b>inherit</b> _____ from their parents.



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** Someone who has a **privilege** has a special right or benefit. **EXAMPLE** *A Roman citizen's privilege was being the only one in the empire who could wear a toga.* **ASK** What might someone have the privilege to do?
- A **version** is a change made to fit a new situation. *Rome began working on its version of government.* What would you like a new version of a desk to have?
- To **compromise** is to make an agreement in which each side gives up part of what it wants. *They had to compromise.* When do you compromise with someone?
- **Amendments** are changes made to a law or an agreement. *The Bill of Rights has amendments to the Constitution.* When would amendments be made?
- A **commitment** is an obligation to something. *Their commitment to politics grew.* When have you made a commitment?
- **Eventually** describes something happening after a period of time. *We eventually became friends.* What would you like to eventually study in school?
- A **democracy** is a system of government in which citizens decide what will happen. *The Greeks invented democracy.* How is voting critical to democracy?
- **Legislation** means "laws." *They passed legislation about the use of cell phones.* What are some examples of legislation?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V50**. Help students choose the correct answer for *privilege*. Then have them work individually to answer the remaining questions.

### Quick Check

Can students choose the best answer for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. going to college; 2. a different ending; 3. some of the things they want; 4. the latest rule book; 5. teachers; 6. the sun sets; 7. people vote; 8. laws of a school

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

1. Which of these is a **privilege**?

going to college                      working hard

2. What would a **version** of another story have?

the exact same plot              a different ending

3. What do people who **compromise** receive?

everything they want              some of the things they want

4. Which of these would likely contain an **amendment**?

the latest rule book              the original rule book

5. Who has a **commitment** to help students learn?

teachers                      police officers

6. What **eventually** happens at the end of the day?

the sun sets                      a rainbow appears

7. How are decisions made in a **democracy**?

one person decides              people vote

8. Which of these is an example of **legislation**?

laws of the school              rules of a game

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To **intend** is to plan or mean to. **EXAMPLE** *I intend to do well on the test.*  
**ASK** What do you intend to do tomorrow?
- If someone **tolerates** something, they put up with it. *We can no longer tolerate this sort of behavior.* What might people tolerate from young babies?
- Someone who **accompanies** another person goes with that person. *A police officer accompanies a firefighter to the scene.* Who accompanies you to school?
- Someone who is **weary** is extremely tired. *The weary travelers are stuck at the airport.* When might someone be weary?
- Something that is **overwhelming** is very powerful or overpowering. *The public response will be overwhelming.* What might be an overwhelming task?
- An **opponent** is a competitor. *The mayor debates with her opponent.* When have you faced an opponent?
- An organized series of steps toward a goal is a **campaign**. *Bugwort launches his campaign for mayor.* What do politicians do during a political campaign?
- A **governor** is the person in charge of a state government in the U.S. *My class saw the governor when we visited the Capitol.* Who is the governor of our state?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V51**. Point out the word NOT in the second column. Help students complete the row for *intend*. Then have them work individually to complete the remaining rows.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** **intend** *Example: do well, NOT: fail; tolerates Example: joking, NOT: bullying; accompanies Example: An apple, NOT: A toy; weary Example: running, NOT: sleeping; overwhelming Example: big test, NOT: recess; opponent Example: a player on the other team, NOT: a teammate*

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Example	NOT an Example
I <b>intend</b> to _____ _____ on a test.	I do NOT <b>intend</b> to _____ _____ on a test.
The coach <b>tolerates</b> _____ _____ .	The coach does NOT <b>tolerate</b> _____ _____ .
_____ _____ <b>accompanies</b> a sandwich.	_____ does NOT <b>accompany</b> a sandwich.
She was <b>weary</b> after _____ _____ .	She was NOT <b>weary</b> after _____ _____ .
A _____ _____ is <b>overwhelming</b> .	A _____ _____ is NOT <b>overwhelming</b> .
An <b>opponent</b> is _____ _____ .	An <b>opponent</b> is NOT _____ _____ .

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** When something is **gleaming**, it is shining. **EXAMPLE** *The light was gleaming on Granpa's silvery head.* **ASK** What have you seen gleaming?
- If something is **scouted**, it is searched or hunted. *We scouted Gran's watermelon patch for the biggest fruit.* What is something you have scouted for?
- **Decades** are ten-year periods of time. *Our grandparents lived in that house for three decades.* How old will you be in two decades?
- Something or someone that **squirmed** turned and twisted their body. *The puppy squirmed out of my hands.* When have you squirmed?
- Someone who is **tinkering** with something is working on it. *Grans kept right on tinkering with the engine.* Why would someone be tinkering with a guitar?
- Someone who is **directing** is giving orders. *We heard the voice of Commander Armstrong directing the landing.* When do you see a person directing?
- **Engineering** is the profession of putting knowledge of matter and energy to practical use. *A job in engineering requires many years of school.* What objects in your classroom required engineering to make?
- The use of scientific knowledge for practical purposes is **technology**. *Computers are a type of technology.* What is another type of technology that you know?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V52**. Help students choose the correct answer for *gleaming*. Then have them work individually to answer the remaining questions.

### Quick Check

Can students choose the best answer for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. the sun; 2. when the object was missing; 3. four; 4. a mouse; 5. a bicycle; 6. a police officer; 7. a car; 8. a touch-screen phone

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

1. Which of these would you see **gleaming** in the sky?  
clouds                      the sun
2. When would a person have **scouted** for an object?  
when the object was missing      when the object was easy to see
3. How many **decades** are you if you are 40 years old?  
four                      fourteen
4. Which of these might have easily **squirmed** away?  
an elephant                      a mouse
5. What might you see someone **tinkering** with?  
a bicycle                      a rug
6. Who would you often see **directing** traffic?  
a librarian                      a police officer
7. Which of these probably involves more **engineering** to make?  
a pencil                      a car
7. Which of these is a recent **technology**?  
a touch-screen phone      the wheel

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** Something **specific** is exact or particular. **EXAMPLE** *Each planet in our solar system follows a specific path as it orbits the sun.* **ASK** When have you had to give a specific answer?
- **Phases** are the different stages of the moon. *Ancient people realized that the moon's phases follow a regular pattern.* What is a phase of human growth?
- A **sliver** is a slender, pointed piece. *Other times, only a tiny sliver of the moon appears.* What is something that you have seen a sliver of?
- A **series** is related things that come one after another. *The series of photos shows what the moon looks like during each night.* What are some book series?
- Something that **rotates** turns around on an axis. *As the moon orbits Earth, it also rotates, or spins like a top.* How does an object look when it rotates?
- A **crescent** is a shape that is curved with a wide middle and narrow ends. *The c-shaped sliver is called a crescent moon.* How do you draw a crescent shape?
- A person who studies the planets, stars, and other objects in space is an **astronomer**. *The astronomer enjoys studying the moon.* How might an astronomer spend a lot of his time?
- A **telescope** is an instrument with lenses or mirrors that make distant objects look closer. *Telescopes can give us a good view.* When do you use a telescope?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V53**. Help students choose the correct answer for *specific*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. six apples; 2. full moon; 3. on a cloudy day; 4. many; 5. a bicycle tire; 6. C; 7. Jupiter; 8. very far away objects

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

- Which of these is more **specific**?  
six apples                      some apples
- Which names one of the **phases** of the moon?  
bright moon                      full moon
- When would you likely see a **sliver** of sunlight?  
on a cloudy day                      on a sunny day
- If you take a **series** of steps, how many steps do you take?  
many                                      one
- Which of these objects **rotates**?  
a bicycle helmet                      a bicycle tire
- Which of these letters is similar to a **crescent** shape?  
C    L
- Which of these would an **astronomer** study?  
the Atlantic Ocean                      Jupiter
- What does a **telescope** help you see?  
very near                                      very far away  
objects                                      objects



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- DEFINE **Dangling** means “hanging from something or swinging loosely.”  
EXAMPLE *I sit on the dock dangling my feet in the water.* ASK What are some things you have seen dangling from ceilings?
- Something **hovering** is hanging in the air. *The helicopter was hovering over the building.* What is something that you have seen hovering over something?
- A **triumph** is an outstanding success or victory. *After much practice, I earned a triumph over my father at chess.* How might you work to achieve a triumph?
- To **attain** is to achieve or gain something through effort. *I will attain my goal after much practice.* What is something you would like to attain?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V54**. Help students choose the correct answer for *dangling*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online,** and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. a loose thread; 2. in the air; 3. practice; 4. before taking an easy test

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

1. Which of these objects would most likely be **dangling**?  
a loose thread                      a loose paper  
on a shirt                              on the floor
2. Where would you expect to see something **hovering**?  
on the ground                      in the air
3. What would an athlete do to achieve a **triumph**?  
practice                              relax
4. When would you most likely feel that you could **attain**  
a good grade?  
before taking an easy test      before taking a hard test

**VOCABULARY WORDS**

# Review

## PREPARING THE REVIEW

- Copy **Practice Reproducible V55**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

## ADMINISTERING THE REVIEW

- Administer the review individually or to a small group.
- Tell the student to complete each sentence by writing an example of the word.
- If necessary, read sentences together with students and record their answers.
- Sample Answers are shown below. Each item focuses on one word from a particular lesson in this book.

1. Sample Answer: umbrella (Lesson 45: Grade 4, Unit 3, Week 1)
2. Sample Answer: expensive items (Lesson 46: Grade 4, Unit 3, Week 2)
3. Sample Answer: rescue people (Lesson 47: Grade 4, Unit 3, Week 3)
4. Sample Answer: woke up late (Lesson 48: Grade 4, Unit 3, Week 4)
5. Sample Answer: bats (Lesson 49: Grade 4, Unit 3, Week 5)
6. Sample Answer: trying very hard (Lesson 50: Grade 4, Unit 4, Week 1)
7. Sample Answer: the new student (Lesson 51: Grade 4, Unit 4, Week 2)
8. Sample Answer: two (Lesson 52: Grade 4, Unit 4, Week 3)
9. Sample Answer: Earth (Lesson 53: Grade 4, Unit 4, Week 4)
10. Sample Answer: lights (Lesson 54: Grade 4, Unit 4, Week 5)

## SCORING THE REVIEW

- Total the number of items answered correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors, using the lesson numbers provided above.
- Reteach those lessons for which the student did not answer an item correctly.

Percentage Table	
<b>10 correct</b> 100%	<b>5 correct</b> 50%
<b>9 correct</b> 90%	<b>4 correct</b> 40%
<b>8 correct</b> 80%	<b>3 correct</b> 30%
<b>7 correct</b> 70%	<b>2 correct</b> 20%
<b>6 correct</b> 60%	<b>1 correct</b> 10%

## Vocabulary Words Review

1. It is **logical** to carry an \_\_\_\_\_ on a rainy day.
2. I am **selective** when buying \_\_\_\_\_ .
3. Firefighters are **qualified** to \_\_\_\_\_ .
4. She got ready in **haste** when she \_\_\_\_\_ .
5. Birds and \_\_\_\_\_ share some **characteristics**.
6. We **eventually** succeeded after \_\_\_\_\_ .
7. The girl **accompanies** \_\_\_\_\_ to school.
8. A period of twenty years is the same as \_\_\_\_\_ **decades**.
9. \_\_\_\_\_ **rotates** on its axis.
10. The \_\_\_\_\_ were **dangling** from the ceiling.

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A **bouquet** is a bunch of picked flowers. **EXAMPLE** *Together the flowers make a bouquet.* **ASK** When have you seen a bouquet?
- **Portraits** are paintings or photos of a person that often show only the face. *Luisa makes portraits of the customers.* Where would you see portraits of historical people?
- When someone is **fussy**, they are hard to please. *Luisa sprays fussy Mrs. Fogelman's hair.* How does someone who is fussy behave?
- When something **sparkles**, it shines or gives off bright light. *Mama's hair sparkles in the light.* What is something you have seen that sparkles?
- To **encircle** is to form a circle around something. *Luisa's arms encircle Mama's waist when they hug.* What types of things encircle the sun?
- To **whirl** is to turn or spin around quickly. *They twirl and whirl and laugh together.* What might cause something to whirl?
- To **express** is to put into words or communicate. *We will express our thanks in a card.* How might you express your ideas?
- An **emotion** is a feeling. *Happiness is an emotion.* What is another emotion?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V56**. Help students answer the question for *bouquet*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. at a wedding; 2. photographer; 3. when it is hungry; 4. the stars in the sky; 5. a fence; 6. dizzy; 7. by smiling; 8. excitement

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. When might you see a person holding a **bouquet**?

\_\_\_\_\_

2. What job would involve taking people's **portraits**?

\_\_\_\_\_

3. When might a baby be **fussy**?

\_\_\_\_\_

4. At night, what might you see that **sparkles**?

\_\_\_\_\_

5. What might **encircle** a playground?

\_\_\_\_\_

6. How do people probably feel after they **whirl** around?

\_\_\_\_\_

7. How might someone **express** their happiness?

\_\_\_\_\_

8. What **emotion** might you feel after winning a game?

\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If things **shrivel**, they shrink or dry up, becoming wrinkled. **EXAMPLE** *Grapes will shrivel in the sun.* **ASK** What else might shrivel when left in the sun?
- Someone who **scoffed** made fun of or mocked someone else. *The older boy scoffed at their silly game.* How might you feel if someone scoffed at you?
- To **topple** means “tip over” or “fall down.” *Make sure my plants do not topple into the water.* What was something you have seen topple?
- Something that is **plunging** is falling quickly or moving downward suddenly. *The plums were plunging from the tree.* When might you see someone plunging into water?
- When things have **withered**, they have dried up from heat or lack of water. *Our little trees withered in the drought.* What does a withered tree look like?
- A **prospector** is a person who explores an area for minerals. *Those fruits made us richer than any prospector.* Why might a prospector search for gold?
- A **settlement** is a place where people start living in a region that is new to them. *They made their settlement in the West.* Why might people move to a new settlement?
- **Territories** are areas of land belonging to someone or something. *The smaller lion did not want to go into the larger lions’ territories.* Why do you think animals protect their territories?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V57**. Help students choose the correct answer for *shrivel*. Then have them work individually to answer the remaining examples.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. false; 3. true; 4. true; 5. false; 6. false; 7. true; 8. false

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. A flower will **shrivel** without water.  
TRUE                      FALSE
2. Many people enjoy being **scoffed** at.  
TRUE                      FALSE
3. A tall stack of blocks is likely to **topple** easily.  
TRUE                      FALSE
4. A diver might practice **plunging** into a swimming pool.  
TRUE                      FALSE
5. A cactus would be **withered** after a rain storm.  
TRUE                      FALSE
6. Most **prospectors** search for dirt.  
TRUE                      FALSE
7. A **settlement** is a location that is new to the people living there.  
TRUE                      FALSE
8. Playful puppies would often protect their **territories**.  
TRUE                      FALSE



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A **politician** is a person who works in politics. **EXAMPLE** *The politician runs for public office.* **ASK** What qualities should a politician have?
- Something that is **hilarious** is very funny. *The comedy show was hilarious.* What have you seen that was hilarious?
- A **dizzy** person is unsteady and may be unable to keep his or her balance. *The rides at the fair made me feel dizzy.* What does it feel like to be dizzy?
- The word **nowadays** describes the present time. *Nowadays, many students go to college.* What might you do nowadays that your parents or grandparents did not do?
- Something that is **genuine** is real or not fake. *The bone that the scientist found was a genuine dinosaur bone.* How can you tell when something is genuine?
- **Mischief** is trickery or silly behavior that could cause harm. *The boys caused mischief by teasing the little girl.* What might happen as the result of mischief?
- A **procedure** is a set of steps that tell how to do something. *Always follow the safety procedure during an emergency.* What is your school's fire drill procedure?
- An **experiment** is a test to discover something related to science. *We collect the supplies for our experiment.* What is an experiment you have done?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V58**. Help students choose the correct answer for *politician*. Then have them work individually to answer the remaining examples.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. false; 3. true; 4. false; 5. true; 6. false; 7. true; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. A **politician** wants to receive the most votes.  
TRUE                      FALSE
2. A student quietly taking a test is **hilarious**.  
TRUE                      FALSE
3. People might become **dizzy** after spinning around many times.  
TRUE                      FALSE
4. **Nowadays** there are no computers to make work easier.  
TRUE                      FALSE
5. A chunk of gold is a **genuine** treasure.  
TRUE                      FALSE
6. An obedient pet often causes **mischief**.  
TRUE                      FALSE
7. Using soap is one step in the **procedure** of washing your hands.  
TRUE                      FALSE
8. A scientist would likely write down the results of an **experiment**.  
TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** When things **mingle**, they become mixed together. **EXAMPLE** *The water molecules mingle with other molecules in the air.* **ASK** What tastes might mingle in a soup?
- **Humid** means “moist or damp.” *The air inside the glass becomes humid.* What does a humid day feel like?
- When something becomes part of a liquid, it **dissolves**. *The salt dissolves in the water drops.* How can you tell when salt is dissolved in water?
- Something that is **gritty** contains small, hard pieces of sand or stone. *Rain does not look gritty because the sand particles are too small.* What things are gritty?
- To **cling** means “to stick closely as if glued.” *Water drops that cling to particles form ice crystals.* Who might cling to an adult?
- Something **typical** is normal or expected. *We have art class on a typical Wednesday.* What happens on your typical school day?
- To **magnify** something makes it look bigger than it really is. *He will magnify the size of the insect to study it.* Why might you want to magnify something?
- A **microscope** is a tool with a lens that gives a larger view of a tiny object. *She places the slide on the microscope.* What would you look at with a microscope?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V59**. Help students answer the question for *mingle*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. they mix; 2. damp; 3. a juice powder; 4. small pieces of rock; 5. socks just out of a dryer; 6. playing with toys; 7. they become larger; 8. tiny insects

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. What happens when molecules **mingle** in the air?

\_\_\_\_\_

2. What does the air feel like on a **humid** day?

\_\_\_\_\_

3. What is something that **dissolves** easily in water?

\_\_\_\_\_

4. What would **gritty** mud have in it?

\_\_\_\_\_

5. When might you see things **cling** together?

\_\_\_\_\_

6. What is a **typical** activity for small children?

\_\_\_\_\_

7. What happens if you **magnify** words on a page?

\_\_\_\_\_

8. What would you need a **microscope** to see?

\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** Something **permanent** is lasting. **EXAMPLE** *The Spanish people's influence on the city is permanent.* **ASK** Why are few things permanent?
- To **uncover** something is to make it known. *The dinosaur bones uncover new information.* How does a detective uncover the truth?
- A **tremendous** thing is of a very great size or amount. *The tremendous walls are 33 feet high and 12 feet thick.* What objects could be described as tremendous?
- **Evidence** is a sign or proof. *They come to St. Augustine's to uncover evidence about life in the old days.* How do you use evidence to support an idea?
- To **document** something means "to support or prove with facts." *The city's museums document its history.* How would you document an opinion?
- A period of time marked by certain events, ideas, people, or things is an **era**. *You can still see signs of the Spanish era in the city.* How would you learn about an ancient era?
- **Archaeology** is the study of how people lived in the past. *I read about explorers in an archaeology book.* What topic of archaeology do you want to know more about?
- An **expedition** is a journey made for research or exploration. *The settlers made an expedition to map the area.* What kind of expedition would you go on?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V60**. Help students choose the correct answer for *permanent*. Then have them work individually to answer the remaining examples.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. false; 2. true; 3. false; 4. false; 5. true; 6. false; 7. true; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. The size of a growing child is **permanent**.

TRUE                      FALSE

2. Scientists **uncover** details about the past from fossils.

TRUE                      FALSE

3. A **tremendous** animal is very tiny.

TRUE                      FALSE

4. Puddles are not **evidence** of a rainstorm.

TRUE                      FALSE

5. History books **document** events with dates and facts.

TRUE                      FALSE

6. An **era** is usually a minute long.

TRUE                      FALSE

7. **Archaeology** focuses on people from the past.

TRUE                      FALSE

8. People on a mountain climbing **expedition** need backpacks.

TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE Intensity** is strength or concentration. **EXAMPLE** *Omakayas stared at him with increasing intensity.* **ASK** What activities require great intensity?
- **Endurance** is the ability to put up with hardships such as pain, stress, or tiredness. *His endurance allowed him to keep going.* Why does an athlete need endurance?
- When you **forfeit**, you lose or give up. *Omakayas decided to forfeit the game.* When might a baseball team forfeit a game?
- If something is **irritating**, it is annoying. *The loud talking in the library was irritating to the people studying.* When has something been irritating to you?
- **Retreated** means “withdrew” or “turned back.” *My dog retreated when it saw a porcupine.* If someone retreated quickly, what might have been the reason?
- Something that is **despised** is hated or looked down on. *We despised rainy days.* What things are despised by many people?
- Your **ancestors** are members of your family who lived long ago. *In the United States, many people have ancestors who came from other countries.* Where did your ancestors once live?
- To **honor** something is to have or show great respect for it. *They planted a tree to honor the soldiers.* How have you shown honor for someone or something?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V61**. Help students answer the question for *intensity*. Then have them work individually to answer the remaining questions.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. to get a good grade; 2. athletes; 3. we win; 4. walk away; 5. ran away; 6. not eat it; 7. grandparents; 8. sing an anthem

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. Why might someone study with great **intensity** for a test?  
\_\_\_\_\_
2. Who might need to have **endurance**?  
\_\_\_\_\_
3. What happens to your team if your opponent decides to **forfeit**?  
\_\_\_\_\_
4. What might you do if someone was **irritating** you?  
\_\_\_\_\_
5. If a cat **retreated** from you, what did it do?  
\_\_\_\_\_
6. What would you do if you **despised** a certain food?  
\_\_\_\_\_
7. Who are some **ancestors** people share with their parents?  
\_\_\_\_\_
8. How might people **honor** their country?  
\_\_\_\_\_



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** The **eldest** is the oldest. **EXAMPLE** *I am the eldest child in my family.*  
**ASK** Who is the eldest person in your family?
- Something that **depicts** something shows what it looks like using words or pictures. *This painting depicts the setting sun.* What have you drawn that depicts something you have seen?
- If you **ignored** something, you paid no attention to it. *He ignored the warning and fell through the thin ice.* What is a rule that should not be ignored?
- A **refuge** is a shelter or safe place. *The barn was the dog's refuge from the storm.* What would be a refuge you would look for during a storm?
- If something is **discarded**, it is given up as useless. *She discarded her earlier drafts.* When have you discarded something?
- Something that is **detested** is hated. *The dog detested the sound of the doorbell.* What is something a cat may have detested?
- If something is **treacherous**, it is very dangerous. *The climbers decided the mountain was too treacherous.* What might a treacherous thunderstorm be like?
- **Obedience** is doing what you are told to do and following the rules. *He showed his obedience by doing his homework on time.* When is obedience a good idea?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V62**. Help students choose the correct answer for *eldest*. Then have them work individually to answer the remaining examples.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. false; 2. true; 3. true; 4. false 5. true; 6. false; 7. true; 8. false

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

- Of three brothers and sisters, the **eldest** is the youngest.  
TRUE                      FALSE
- A class photo **depicts** what your class looks like.  
TRUE                      FALSE
- An alarm clock might be **ignored** when you do not want to get up in the morning.  
TRUE                      FALSE
- Outside in the yard is a good **refuge** during a storm.  
TRUE                      FALSE
- A banana peel is often **discarded**.  
TRUE                      FALSE
- An enemy is likely to be **detested** by most people.  
TRUE                      FALSE
- Treacherous** weather might be snowy and windy.  
TRUE                      FALSE
- Not following instructions is a good way to show **obedience**.  
TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If something is **converted**, it has changed in state or use. **EXAMPLE** *Sunlight is converted into solar power.* **ASK** What can trees be converted into?
- **Consequences** are results due to earlier actions. *Global warming can have serious consequences.* Why should you think about consequences?
- Something that has been **installed** has been put into place for use. *The family installed solar panels on their farm.* What has been installed in your classroom?
- Events that happen at the same time by chance are a **coincidence**. *It is a coincidence that the two friends have the same name.* When has a coincidence happened to you?
- Something **incredible** is impossible to believe. *Scientists have incredible new ways to use solar power.* What is something you find incredible?
- Something that is **efficient** is able to do something with little effort or waste. *The building has efficient heaters.* When is it important to be efficient?
- To **consume** something is to use it up. *We need to limit the fossil fuels we consume.* When might something consume your time?
- Something **renewable** can be grown, replaced, or otherwise restored. *Bamboo is a renewable source of clothing fibers.* What is another example of a renewable resource?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V63**. Help students answer the question for *converted*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. it changed; 2. not learning; 3. tools; 4. it is not planned; 5. in a movie; 6. without distractions; 7. gasoline; 8. oil

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. What would happen to an object that was **converted**?

\_\_\_\_\_

2. What are possible **consequences** of not doing your homework?

\_\_\_\_\_

3. What might someone have used when they **installed** a shelf?

\_\_\_\_\_

4. How is a **coincidence** different from a planned event?

\_\_\_\_\_

5. Where might you see an **incredible** stunt?

\_\_\_\_\_

6. What is an **efficient** way to study?

\_\_\_\_\_

7. What resource do many cars **consume**?

\_\_\_\_\_

8. What is a resource that is not **renewable**?

\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** The money that is used in a country is **currency**. **EXAMPLE** *Countries have their own currency, such as Euros.* **ASK** What is a currency you know of?
- **Economics** is how people use resources to make goods or services. *In studying economics, we learn that stores need resources.* What aspect of economics would you like to learn more about?
- Something that is **global** is worldwide. *There was a global need for car parts made in Japan.* What are some global needs of all people?
- To **invest** means “to put money into.” *We invest money in the product because we think it will be popular.* What would you want to invest money in?
- A **marketplace** is where goods are bought and sold. *One could buy flowers and fruit in the central marketplace.* When have you been to a marketplace?
- A **transaction** is a sale or other business deal. *The students made transactions at the in-school trading post.* Where have you made a transaction?
- A person who starts and runs a business is an **entrepreneur**. *The entrepreneur spent years starting her business.* Would you like to be an entrepreneur? Why?
- **Merchandise** are things that can be bought or sold. *Stores are full of merchandise for people to buy.* What are some places that have merchandise for sale?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V64**. Help students answer the question for *currency*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. dollars; 2. jobs are how goods are made; 3. it affects everyone; 4. the inventor; 5. a grocery store; 6. give money in exchange for an item; 7. creativity, intelligence; 8. glue

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. What is a **currency** used in the United States?

\_\_\_\_\_

2. How are jobs part of **economics**?

\_\_\_\_\_

3. Why is caring for the environment a **global** issue?

\_\_\_\_\_

4. Who might **invest** money in a new invention?

\_\_\_\_\_

5. Where is a **marketplace** for food?

\_\_\_\_\_

6. How do you make a **transaction** at a store?

\_\_\_\_\_

7. What qualities might an **entrepreneur** have?

\_\_\_\_\_

8. What **merchandise** does a craft store sell?

\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To **gobble** is to grab something easily or greedily. **EXAMPLE** *The needle on the sewing machine gobbles up the fabric.* **ASK** What is a chance you would gobble up?
- **Mist** is a cloud of tiny drops of water in the air. *They could feel the mist from the waterfall.* How is mist different from rain?
- You have **roots** in a place when you feel like you belong to that place. *My family's roots are in Florida.* Where are your roots?
- **Individuality** is a quality that makes a person different from others. *Part of her individuality is her ability to draw.* Describe something about your individuality.

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V65**. Help students choose the correct answer for the word *gobble*. Then have them work individually to answer the remaining examples.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online,** and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. false; 2. false; 3. true; 4. false

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. Students slowly **gobble** sandwiches off the plates.  
TRUE                      FALSE
2. You would get soaking wet from a **mist** of water.  
TRUE                      FALSE
3. You often have **roots** in the place where you grew up.  
TRUE                      FALSE
4. You show **individuality** when you do the same thing as your friends.  
TRUE                      FALSE



**VOCABULARY WORDS**

# Review

## PREPARING THE REVIEW

- Copy **Practice Reproducible V66**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

## ADMINISTERING THE REVIEW

- Administer the review individually or to a small group.
- Tell the student to complete each sentence by writing an example of the word.
- If necessary, read sentences together with students and record their answers.
- Sample Answers are shown below. Each item focuses on one word from a particular lesson in this book.

1. Sample Answer: jewel (Lesson 56: Grade 4, Unit 5, Week 1)
2. Sample Answer: Flowers (Lesson 57: Grade 4, Unit 5, Week 2)
3. Sample Answer: to do homework (Lesson 58: Grade 4, Unit 5, Week 3)
4. Sample Answer: weather (Lesson 59: Grade 4, Unit 5, Week 4)
5. Sample Answer: building (Lesson 60: Grade 4, Unit 5, Week 5)
6. Sample Answer: finish the marathon (Lesson 61: Grade 4, Unit 6, Week 1)
7. Sample Answer: loud noises (Lesson 62: Grade 4, Unit 6, Week 2)
8. Sample Answer: matching outfits (Lesson 63: Grade 4, Unit 6, Week 3)
9. Sample Answer: stamps (Lesson 64: Grade 4, Unit 6, Week 4)
10. Sample Answer: sprinkler (Lesson 65: Grade 4, Unit 6, Week 5)

## SCORING THE REVIEW

- Total the number of items answered correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors, using the lesson numbers provided above.
- Reteach those lessons for which the student did not answer an item correctly.

Percentage Table	
<b>10 correct</b> 100%	<b>5 correct</b> 50%
<b>9 correct</b> 90%	<b>4 correct</b> 40%
<b>8 correct</b> 80%	<b>3 correct</b> 30%
<b>7 correct</b> 70%	<b>2 correct</b> 20%
<b>6 correct</b> 60%	<b>1 correct</b> 10%

## Vocabulary Words Review

1. The \_\_\_\_\_ sparkles in the light.
2. \_\_\_\_\_ will **shrivel** without water.
3. Many students **nowadays** use computers  
\_\_\_\_\_ .
4. We had **typical** \_\_\_\_\_ today.
5. The \_\_\_\_\_ was a **tremendous** sight.
6. The athlete had the **endurance** to  
\_\_\_\_\_ .
7. I **ignored** \_\_\_\_\_ while I was studying.
8. Our \_\_\_\_\_ were just a **coincidence**.
9. **Merchandise** found at the post office is  
\_\_\_\_\_ .
10. We felt a **mist** from the \_\_\_\_\_ .

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A **profit** is the amount of money left after all the costs of running a business have been paid. **EXAMPLE** *The company made a profit last year.* **ASK** What might a business do with a profit?
- A **loan** is money borrowed. *I got a loan from the bank to buy a car.* When might someone need you to loan him or her money?
- A **risk** is a chance of loss or harm. *It would be a risk to start a new business.* When have you taken a risk?
- **Wages** are payments for work done. *The workers were given wages at the end of the week.* What might people do with their wages?
- To be able to **afford** something is to have enough money to pay for it. *We did not know if we could afford the tickets.* When might you save money to afford something?
- To **prosper** is to be successful or do very well. *My lawn mowing business will prosper during the summer.* When is a time that you have prospered?
- Something that is **scarce** is difficult to get or find. *Water is scarce in the desert.* What might be the cost of something that is scarce?
- **Savings** is money that is saved. *They keep their savings in case of an emergency.* Where might someone keep their savings?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V67**. Help students choose the correct answer for *profit*. Then have them work individually to answer the remaining examples.

### Quick Check

Can students choose the best answer for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. false; 2. true; 3. true; 4. false; 5. true; 6. true; 7. false; 8. false

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. You will make a **profit** when you spend more money than you earn.  
TRUE FALSE
2. A **loan** from a bank must eventually be paid back.  
TRUE FALSE
3. A **risk** of playing a sport is getting injured.  
TRUE FALSE
4. A person who earned **wages** did work without being paid.  
TRUE FALSE
5. You can **afford** a new pencil if you have enough money to pay for it.  
TRUE FALSE
6. A business with many customers will likely **prosper**.  
TRUE FALSE
7. It would be easy to find something that is **scarce**.  
TRUE FALSE
8. You will have **savings** if you spend all of your allowance.  
TRUE FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** An **anxious** person feels nervous or worried about something.  
**EXAMPLE** *I was anxious about my job interview.* **ASK** How is feeling anxious different from feeling scared about something?
- To **assemble** means to come or bring together. *My mom asks the family to assemble in the living room.* When might the people at your school assemble?
- When you try to figure out the meaning of something difficult to read or understand, you **decipher** it. *We decipher that her smile means she is happy.* How might you decipher a letter code?
- If you are **distracted**, your attention is drawn away from what you are doing. *A movie distracted us from studying.* What can you do to avoid being distracted?
- To **navigate** is to make one's way through. *The captains navigate the ship to the United States.* When might the ability to navigate be an important skill to have?
- To **retrace** means "to go back over." *The artist will retrace the pencil sketch with markers.* When might you need to retrace your steps?
- When you do something successfully, you **accomplish** it. *When we cross the finish line, we will accomplish our goal.* What would you like to accomplish?
- **Options** are choices or alternatives. *The class had options for field trips to take.* When might you have options?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V68**. Help students choose the correct answer for *anxious*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. being in a strange place; 2. to share news; 3. riddles; 4. not listen; 5. on a trip; 6. when you lose something; 7. a win; 8. many choices

## Use Vocabulary Words

Circle the best answer for each Vocabulary and ConceptWord.

1. Which of these might make you feel **anxious**?

being in a familiar place      being in a strange place

2. When might people **assemble**?

to share news      to be alone

3. Which of these would you likely need to **decipher**?

recipes      riddles

4. Which of these might you do if you are **distracted**?

not listen      pay attention

5. When might you need to be able to **navigate** well?

on a long trip      during recess

6. When would you need to **retrace** your steps?

when you lose something      when you remember something

7. What might a team hope to **accomplish**?

winning a game      losing a game

8. If you have **options**, which describes your choices?

one choice      many choices

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** Something is **indicated** when it is shown. **EXAMPLE** *The directions indicated the next step.* **ASK** What kinds of things are indicated on a map?
- You use **emphasis** when placing force on a word. *The teacher placed emphasis on the important words.* Why might you only place emphasis on some words?
- **Debris** is the scattered pieces lying around after something has been damaged. *Debris from the storm covered the street.* When might you see debris?
- **Generations** are groups of people of different ages. *Four generations gathered for a family reunion.* What can you learn from people of older generations?
- **Spectacular** means “impressive or very unusual.” *The fireworks were spectacular.* What is a word that means the opposite of *spectacular*?
- **Sheer** means “steep.” *We climbed down the sheer mountainside.* How might looking down a sheer drop make you feel?
- A **naturalist** is a person who studies nature, such as plants and animals. *A naturalist studied the trees.* What might you study if you were a naturalist?
- An **encounter** is an unexpected meeting. *Maybe we will have an encounter with a famous person.* With whom would you like to have an encounter?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V69**. Help students complete the row for *indicated*. Point out the word NOT in the second column. Then have them work individually to complete the remaining rows.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** **indicated:** *Example:* a storm, *NOT:* a sunny day; **emphasis:** *Example:* some words, *NOT:* unimportant words; **debris:** *Example:* trash, *NOT:* pencils; **generations:** *Example:* parents, *NOT:* siblings; **spectacular:** *Example:* performance, *NOT:* homework; **sheer:** *Example:* cliff, *NOT:* valley

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Example	NOT an Example
The dark clouds <b>indicated</b> _____ _____.	The dark clouds have NOT <b>indicated</b> _____ _____.
She placed <b>emphasis</b> on _____ _____.	She did NOT place <b>emphasis</b> on _____ _____.
_____ are <b>debris</b> .	_____ are NOT <b>debris</b> .
Children and their _____ _____ are from different <b>generations</b> .	Children and their _____ _____ are NOT from different <b>generations</b> .
_____ was <b>spectacular</b> .	_____ was NOT <b>spectacular</b> .
A _____ _____ could be <b>sheer</b> .	A _____ _____ could NOT be <b>sheer</b> .



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If you are **captivated**, you are influenced by art or skill. **EXAMPLE** *The actors captivated the audience.* **ASK** When have you been captivated?
- Something that is **claimed** is declared as one's own. *The girl claimed the backpack.* When was a time you claimed something?
- Things that are made or invented for a certain purpose are **devices**. *The new devices help us find our way to a new place.* What are some types of devices?
- Something done **enthusiastically** is done with excitement. *I enthusiastically prepared for the game.* When have you behaved enthusiastically at school?
- If you are **passionate** about something, you have a strong feeling about it. *We are passionate about nature.* How do you know what you are passionate about?
- **Patents** are papers from the government that give a person or company the right to be the only one to make or sell new inventions for a certain number of years. *They were given a patent for their airplane.* Why are patents important?
- A **breakthrough** is an important advance. *The scientists had a breakthrough in their research.* How might you feel if you had a breakthrough?
- If you **envisioned** something, you imagined what might happen in the future. *I envisioned how our new house would look.* What have you envisioned happening at school?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V70**. Help students answer the question for *captivated*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. a daring stunt; 2. their pencil; 3. computers; 4. a party; 5. painting; 6. inventors; 7. a new discovery; 8. winning

## Use Vocabulary Words

Circle the best choice for each Vocabulary and Concept Word.

1. Which of these might have **captivated** an audience?  
a dull scene                      a daring stunt
2. Which of these might a person be likely to have **claimed**?  
their pencil                      someone else's pencil
3. Which of these are **devices**?  
computers                      animals
4. Which of these might you get ready for **enthusiastically**?  
a test                      a party
5. What might you be more **passionate** about?  
painting                      cleaning your room
6. Who is more likely to receive **patents** for their work?  
inventors                      teachers
7. What might be a **breakthrough** for a scientist?  
unclear results                      a new discovery
8. Which of these might a marathoner want to have **envisioned** before a race?  
losing                      winning

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To **access** is to get something. **EXAMPLE** *We use the elevator to access the top floor.* **ASK** What are some things that you can access right now?
- To **advance** is to move forward or progress. *Abby will advance to a harder art class since she is good at painting.* How can you advance certain skills?
- If you **cite** something, you mention it as proof or support. *Authors cite resources at the end of their books.* Why would you cite facts to explain an opinion?
- **Reasoning** is the process of drawing conclusions from facts. *The judge used reasoning to make a decision.* Which school subjects require a lot of reasoning?
- **Drawbacks** are things that make something more difficult or unpleasant. *One of the drawbacks of getting good grades is a lot of studying.* When might you experience drawbacks?
- **Data** are individual facts, figures, and other items of information. *We collected data about the weather.* How might data be used?
- An **analysis** is a careful study of something. *Our analysis shows we do better on tests when we get enough sleep.* Where might you read about an analysis?
- A **counterpoint** is an opposing viewpoint. *I listened to his counterpoint of my opinion.* Why might you explain a counterpoint in an essay?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V71**. Help students choose the correct answer for *access*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** **1.** a ladder; **2.** by practicing hard songs; **3.** in an essay; **4.** solving a math problem; **5.** too few players; **6.** a graph; **7.** a news reporter; **8.** in a discussion

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

- Which object would you use to **access** something up high?  
a ladder                      binoculars
- How might a musician **advance** his talents?  
by practicing easy songs                      by practicing hard songs
- When might you need to **cite** facts?  
in an essay                      in a fiction story
- Which involves the most **reasoning**?  
using your imagination                      solving a math problem
- Which of these would be a **drawback** for a sports team?  
too few players                      just enough players
- Where would you be more likely to find **data**?  
an illustration                      a graph
- Whose job is it to give an **analysis** of local events?  
a doctor                      a news reporter
- When might you hear a **counterpoint**?  
in a poem                      in a discussion

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A **convention** is a formal meeting for a special purpose. **EXAMPLE** *State leaders gathered for a convention to discuss what could be done to keep the nation together.* **ASK** When might you hold a convention at your school?
- A **situation** is a condition or state of affairs. *The situation was especially bad for farmers.* When might you find yourself in an unfortunate situation?
- A **union** is formed by joining together. *The federal government controlled the union of states.* Why might people want to be part of a union?
- **Committees** are groups of people chosen to do certain work. *Many issues were given to committees to settle.* When might your class form committees?
- **Representatives** are people chosen to speak or act for others. *Every U.S. state elects representatives.* Who are your state's representatives in the government?
- To **resolve** something is to settle, explain, or solve it. *The government did not resolve conflicts between the states.* How do you resolve a conflict with a friend?
- A **proposal** is a suggestion that is presented to others for consideration. *Their proposal was to provide more healthful food.* When have you made a proposal?
- To argue about or discuss something at a meeting is to **debate**. *I debate with my sister about which book to read.* What topics might people debate?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V72**. choose the correct answer for *convention*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. politicians; 2. waking up late; 3. a history book; 4. organizing meetings; 5. in the government; 6. an argument; 7. on a poster; 8. opinions

## Use Vocabulary Words

Circle the best choice for each Vocabulary and Concept Word.

- Who might attend a **convention** of the government?  
politicians                      students
- What would you consider to be a bad **situation**?  
having all of your                      waking up  
homework done                      late
- Where could you read about the **union** of the states?  
a history book                      a science book
- Which of these are **committees** most responsible for?  
organizing events                      attending parties
- Where might elected **representatives** speak for people?  
in the government                      in a grocery store
- Which of these would you need to **resolve** with someone?  
an agreement                      an argument
- Where might you see a **proposal** for change at your school?  
on a poster                      in a notebook
- What do people **debate** about?  
opinions                      facts

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If someone **consults** another person, he or she asks for help. **EXAMPLE** *She consults her friend before picking a book.* **ASK** When do you consult friends?
- **Presence** is being in a certain place. *The presence of the lion made me nervous.* Whose presence makes you happy?
- **Circumstances** are conditions, acts, or events that exist with other things and may have an effect on them. *Under the circumstances, everyone was doing well.* What circumstances might cause your mood to change?
- If you are **unsure** you are not certain of something. *We were unsure of the string's power.* What do you do when you are unsure of an answer?
- A careful thought before deciding about something is called **consideration**. *Your request deserves consideration.* What decisions require consideration?
- **Destiny** is what happens to a person or thing, especially when it seems to be determined in advance. *It was their destiny to be friends.* What do you hope is in your destiny?
- When you have **expectations**, you believe or expect that certain things will happen. *My expectations are to graduate high school.* What expectations do you have for the year?
- To **reveal** is to show, display, or tell something. *My friend said she would reveal an important secret to me.* How do stories reveal things about families?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V73**. Help students choose the correct answer for *consult*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. for help with homework; 2. happy; 3. losing a game; 4. doubtful; 5. deciding to get a pet; 6. a trash can; 7. to try their best and study hard; 8. top-secret recipes

## Use Vocabulary Words

Circle the best choice for each Vocabulary and Concept Word.

- When might you **consult** your teacher?  
for help                      for help  
with homework              with chores
- How would the **presence** of a friend make you feel?  
sad                              happy
- Under which **circumstances** would you be in a bad mood?  
winning a game              losing a game
- How do you feel when you are **unsure** of something?  
doubtful                      certain
- Which of these involves a lot of **consideration**?  
deciding to get a pet        playing at recess
- Which of these is probably the **destiny** for a broken pencil?  
a trash can                      a desk
- Which of these are **expectations** of students?  
to know                      to try their best  
all the answers              and study hard
- Which of these are cooks not likely to **reveal**?  
top-secret recipes              cookbooks



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** Something that is **transformed** has greatly changed its form or appearance. **EXAMPLE** *The dance instructor transformed the girl into a ballerina.* **ASK** When have you seen something be transformed?
- A **disappearance** is the act of no longer being seen. *The leaves' disappearance each fall means winter is coming.* What is the opposite of *disappearance*?
- Someone who is **energetic** is full of energy. *Mrs. Thomas was fond of this energetic boy.* When are you the most energetic?
- To **migrate** is to move from one place to another. *The birds migrate from Canada to Mexico.* What other types of animals migrate?
- A **flurry** is a sudden movement of many things at once. *A flurry of feathers were sent into the air.* What might cause a flurry in the classroom?
- Ways that people or animals act are **behaviors**. *John James studied birds in nature to learn their habits and behaviors.* What are some behaviors?
- An **observation** is the act of noticing. *He watched the birds and made an observation.* What is an observation you have made today?
- A **theory** is an opinion that is based on evidence but not proven. *They form a theory about the mystery using clues they found.* When have you had a theory?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V74**. Point out the word **NOT** in the second column. Help students complete the row for *transformed*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** **transformed:** *Example:* clay, *NOT:* steel; **disappearance:** *Example:* An eraser, *NOT:* a pen; **energetic:** *Example:* ran, *NOT:* sleep; **migrate:** *Example:* birds, *NOT:* plants; **flurry:** *Example:* gust of wind, *NOT:* puff of air; **behaviors:** *Example:* listening, *NOT:* talking loudly

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Example	NOT an Example
A _____ is something that can be easily <b>transformed</b> .	A _____ is NOT something that can be easily <b>transformed</b> .
_____ _____ causes the <b>disappearance</b> of pencil marks.	_____ _____ does NOT cause the <b>disappearance</b> of pencil marks.
The <b>energetic</b> puppy _____ _____ .	The <b>energetic</b> puppy did NOT _____ _____ .
Many _____ _____ _____ <b>migrate</b> .	Many _____ _____ _____ do NOT <b>migrate</b> .
_____ _____ could cause a <b>flurry</b> of leaves.	_____ _____ could NOT cause a <b>flurry</b> of leaves.
Good <b>behaviors</b> in class are _____ _____ .	Good <b>behaviors</b> in class are NOT _____ _____ .

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** **Gratitude** is a feeling of gratefulness or appreciation. **EXAMPLE** *Prince Alfonso wrote poems about his gratitude toward his father.* **ASK** When have you felt gratitude?
- **Previous** means “to come before something else.” *The previous TV show was funnier than this one.* What grade is previous to the one you are in now?
- A **pursuit** is the act of chasing. *The boy was in pursuit of the loose dog.* What have you been in pursuit of before?
- Something that is **emerging** is coming into view. *The sun is emerging from behind a cloud.* When have you seen something emerging into your view?
- A person who **detected** something found it out or noticed it. *We detected the open window when we felt a chill.* When have you detected something?
- Something that is **assuring** makes someone certain or sure. *I practiced hard, assuring I would do well in the game.* What do people do when assuring someone else?
- **Guidance** is help and direction. *Without my dad’s guidance, I would never have understood long division.* What kind of guidance have you given your friends?
- An **outcome** is a result or consequence. *They read about the outcome of the election in the newspaper.* What is a possible outcome of being nice to others?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V75**. Help students choose the correct answer for *gratitude*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** **1.** a letter; **2.** 83; **3.** all the other players; **4.** a bat; **5.** your favorite dinner; **6.** knowing most answers; **7.** directions; **8.** an agreement

## Use Vocabulary Words

Circle the best choice for each Vocabulary and Concept Word.

- Which of these would express someone's **gratitude**?  
a story                      a letter
- Which of these is a number that is **previous** to 100?  
83                              124
- What are players in **pursuit** of in the game of tag?  
all the other players              one player
- What is likely to be **emerging** from a cave?  
flowers                              a bat
- What might be **detected** in a kitchen with a pleasant smell?  
your favorite dinner              a burnt meal
- Which is more **assuring** of a good grade?  
knowing                              knowing  
most answers                      few answers
- What would someone in need of **guidance** benefit from?  
criticism                              directions
- Which of these is a good **outcome**?  
an agreement                      an argument

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** Something that is **memorized** is learned by heart. **EXAMPLE** *The actors memorized their lines.* **ASK** What things have you memorized?
- Something or someone who **shuttered** shook suddenly from fear or cold. *He shuttered at the sight of the monster.* When have you shuttered at something?
- Something that is **ambitious** requires great ability or effort. *A plan to send humans to Mars is an ambitious idea.* What word means the same as *ambitious*?
- **Satisfaction** is the condition of being pleased. *She found satisfaction in working hard.* When have you felt satisfaction?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V76**. Help students choose the correct answer for *memorized*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** **1.** an addition fact; **2.** on a cold morning; **3.** making a meal for 100 people; **4.** after winning a race

## Use Vocabulary Words

Circle the best choice for each Vocabulary and Concept Word.

- Which are you more likely to **memorize**?  
an addition fact      a word problem
- When might someone have **shuttered**?  
on a cold morning      on a warm afternoon
- Which is an **ambitious** idea for a good cook?  
heating a can      making a meal  
of soup      for 100 people
- When might people feel **satisfaction** with themselves?  
after making      after winning  
a mistake      a race

**VOCABULARY WORDS**

# Review

## PREPARING THE REVIEW

- Copy **Practice Reproducible V77**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

## ADMINISTERING THE REVIEW

- Administer the review individually or to a small group.
- Tell the student to complete each sentence by writing an example of the word.
- If necessary, read sentences together with students and record their answers.
- Sample Answers are shown below. Each item focuses on one word from a particular lesson in this book.

1. Sample Answer: all of your money (Lesson 67: Grade 5, Unit 1, Week 1)
2. Sample Answer: knock on the door (Lesson 68: Grade 5, Unit 1, Week 2)
3. Sample Answer: Animals and plants (Lesson 69: Grade 5, Unit 1, Week 3)
4. Sample Answer: to the car (Lesson 70: Grade 5, Unit 1, Week 4)
5. Sample Answer: on the Internet (Lesson 71: Grade 5, Unit 1, Week 5)
6. Sample Answer: the question (Lesson 72: Grade 5, Unit 2, Week 1)
7. Sample Answer: his sister (Lesson 73: Grade 5, Unit 2, Week 2)
8. Sample Answer: cheered (Lesson 74: Grade 5, Unit 2, Week 3)
9. Sample Answer: Thursday (Lesson 75: Grade 5, Unit 2, Week 4)
10. Sample Answer: multiplication tables (Lesson 76: Grade 5, Unit 2, Week 5)

## SCORING THE REVIEW

- Total the number of items answered correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors, using the lesson numbers provided above.
- Reteach those lessons for which the student did not answer an item correctly.

Percentage Table	
<b>10 correct</b> 100%	<b>5 correct</b> 50%
<b>9 correct</b> 90%	<b>4 correct</b> 40%
<b>8 correct</b> 80%	<b>3 correct</b> 30%
<b>7 correct</b> 70%	<b>2 correct</b> 20%
<b>6 correct</b> 60%	<b>1 correct</b> 10%

## Vocabulary Words Review

1. It is a **risk** to spend \_\_\_\_\_ .
2. The \_\_\_\_\_ **distracted** the classmates.
3. \_\_\_\_\_ are things a **naturalist** studies.
4. We **enthusiastically** ran \_\_\_\_\_ .
5. Scientists **access** information \_\_\_\_\_ .
6. The teacher helps to **resolve** \_\_\_\_\_ .
7. The brother **consults** \_\_\_\_\_ for advice.
8. The **energetic** fans \_\_\_\_\_ for their team.
9. \_\_\_\_\_ is the day **previous** to Friday.
10. The students **memorized** \_\_\_\_\_ .



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A **misunderstanding** is a failure to follow correctly. **EXAMPLE** *I soon forgot Kim's misunderstanding.* **ASK** When have you had a misunderstanding?
- **Contradicted** means "said the opposite of" or "disagreed." *They contradicted our idea.* How might it feel when you are contradicted by someone?
- To be **complimenting** is to express praise or admiration. *She continued complimenting my new haircut.* When have you been complimenting to someone?
- To **congratulate** is to give good wishes or praise for someone's success or for something nice that has happened. *All his teammates crowded around to congratulate him.* How are *congratulate* and *complimenting* different?
- A **critical** comment points out something wrong with things. *They said critical things about her mistake.* How would a critical comment make you feel?
- Someone who **blurted** something out said it quickly and thoughtlessly. *I blurted out, "I don't like your cooking!"* When have you blurted out something?
- **Appreciation** is a feeling of being thankful. *Sylvia showed her appreciation for the help by making a thank you card.* How do you show appreciation?
- Something that is **cultural** has to do with culture, the elements that make up a group's way of life. *She prepares cultural food.* What are some cultural customs?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V78**. Help students choose the correct answer for the word *misunderstanding*. Then have them work individually to answer the remaining examples.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. false; 2. true; 3. false; 4. false; 5. true; 6. false; 7. true; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. A **misunderstanding** happens when you are in agreement with someone.

TRUE FALSE

2. People often dislike being **contradicted** by others.

TRUE FALSE

3. You often are **complimenting** their mistakes.

TRUE FALSE

4. The fans will **congratulate** the team for their loss.

TRUE FALSE

5. A **critical** remark is usually difficult to take.

TRUE FALSE

6. Secrets may be **blurted** out.

TRUE FALSE

7. Saying thank you is a good way to show **appreciation**.

TRUE FALSE

8. People have different **cultural** beliefs.

TRUE FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** **Tormentors** are people or things that cause someone pain. **EXAMPLE** *Wesley had many tormentors.* **ASK** How do most people feel about tormentors?
- If you **fashioned** something, you made it or gave it form. *Wesley had fashioned his flute from a stalk.* When has someone you know fashioned something?
- A **shortage** is when there is not enough of something. *Because there was little rain, there was a shortage of water.* What is it not good to have a shortage of?
- To think out or plan is to **devise**. *Next, he will devise a spinning wheel and loom.* What is a new invention you would like to devise?
- **Civilization** is a system in which people have a high level of culture and social organization. *The people of the Navajo civilization created beautiful works of art.* What are some achievements of modern civilization?
- When something is **complex**, it is difficult to do or understand. *The insides of the computer are complex.* What can you think of that is complex?
- To **cultivate** means “to improve or develop.” *Together, they cultivate their ideas.* What does a farmer cultivate?
- Someone who is **resourceful** is skilled in dealing with new or hard situations. *The resourceful girl helped the team solve the problem.* What qualities does someone who is resourceful have?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V79**. Help students answer the question for *tormentors*. Then have students work individually to answer the remaining questions.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. say mean things; 2. fabric; 3. not enough; 4. carry it out; 5. art and music; 6. a computer; 7. discuss it with someone else; 8. deal with it easily

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. What do **tormentors** do to others?

\_\_\_\_\_

2. What might a dress be **fashioned** out of?

\_\_\_\_\_

3. What do you have when there is a **shortage** of something?

\_\_\_\_\_

4. What does a person do after they **devise** a plan?

\_\_\_\_\_

5. What might be created by a **civilization**?

\_\_\_\_\_

6. What is something that is more **complex** than a baseball?

\_\_\_\_\_

7. If you want to **cultivate** a plan, what might you do?

\_\_\_\_\_

8. How might a **resourceful** person react to a problem?

\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE Particles** are small bits and pieces of something. **EXAMPLE** *The vacuum picked up the particles of dust from the rug.* **ASK** What kind of particles do you see at a beach?
- When you touch something, you make **contact** with it. *The batter made contact with the pitch.* How would it feel if you made contact with a porcupine?
- **Moisture** is water or other liquid in the air or on a surface. *Clouds are often full of moisture.* When have you felt moisture?
- Something **visible** can be seen. *Water and ice crystals reflect light, making the cloud visible.* What is the opposite of *visible*?
- **Erode** is to wear or wash away slowly. *The flowing water will erode the river banks.* Where else does water erode the land?
- A **structure** is an arrangement of parts. *Try catching a snowflake on your glove to see its crystal structure.* What does the structure of a dome look like?
- A **formation** is a shape that has been made by something. *The tide left an unusual sand formation as it went out.* What natural feature has a formation?
- **Repetition** is the act of doing over and over. *We listen to the repetition of the waves crashing on the shore.* How might repetition help you learn something?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V80**. Help students choose the correct answer for *particles*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. true; 3. false; 4. true; 5. false; 6. true; 7. false; 8. false

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. **Particles** of bread are crumbs.

TRUE                      FALSE

2. A pillow would feel soft if you made **contact** with it.

TRUE                      FALSE

3. Your skin feels dry when there is a lot of **moisture** in the air.

TRUE                      FALSE

4. A rainbow is sometimes **visible** after a rainstorm.

TRUE                      FALSE

5. Rust can **erode** cars and other metal objects.

TRUE                      FALSE

6. The **structure** of a building helps it stay up.

TRUE                      FALSE

7. Statues are natural **formations**.

TRUE                      FALSE

8. Her **repetition** of the idea was the first time we heard it.

TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A **function** is a use or purpose of something. **EXAMPLE** *The function of the battery is to run the laptop.* **ASK** What is the function of a refrigerator?
- Something that is **flexible** is able to bend without breaking. *The flexible blades of grass sprang back up.* What materials are flexible?
- An **obstacle** is a thing that stands in your way. *The mountains were a difficult obstacle for the travelers.* What obstacle have you overcome?
- Something **artificial** is made by people, not by nature. *The war veteran had an artificial leg.* What are some artificial things you can buy?
- **Techniques** are ways of bringing about a desired result. *They used certain training techniques.* What techniques do you use when cleaning your room?
- People or things that **mimic** copy behaviors or voices closely. *The parrots mimic my voice.* What do you know that will mimic something else?
- To **collaborate** is to work together on something. *The classmates collaborate on a science project.* When did you collaborate with someone else?
- Someone who is **dedicated** devotes or gives themselves totally or very earnestly. *He was dedicated to his research.* What are you dedicated to?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V81**. Help students answer the question for *function*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. to heat up food; 2. a straw; 3. desks; 4. nature; 5. handwriting, typing; 6. moo; 7. on a project; 8. give all of your effort

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. What is the **function** of a microwave?  
\_\_\_\_\_
2. What might be **flexible** when you bend it?  
\_\_\_\_\_
3. What is an **obstacle** you see in your classroom between you and the door?  
\_\_\_\_\_
4. If you ate something that was not **artificial**, where did the food originally come from?  
\_\_\_\_\_
5. What are **techniques** people may practice?  
\_\_\_\_\_
6. What sound might people who **mimic** a cow make?  
\_\_\_\_\_
7. When do students **collaborate** with each other?  
\_\_\_\_\_
8. What do you do when you are **dedicated** to something?  
\_\_\_\_\_



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** An **historian** is a person who knows about and studies history.  
**EXAMPLE** *The historian spoke to the class.* **ASK** What does an historian research?
- An **archaeologist** is a person who dig up remains of ancient cities and towns and study the things they find. *The archaeologist dug up an old clay pot.* What would you like to study if you were an archaeologist?
- **Preserved** means “to keep from being lost, damaged, or decayed.” *The bones were preserved in the rock.* What is something your family has preserved?
- To be **intact** is to remain in one piece. *Luckily, the lamp was intact after being knocked over.* When you mail something breakable, how do you keep it intact?
- Parts broken off or small pieces are **fragments**. *He threw away the fragments of glass.* What might you break into fragments?
- An **era** is a period of time or of history. *People in this era live differently from those who lived here before.* What is an invention that was made during this era?
- To **reconstruct** is to put parts back together. *I could not reconstruct the broken glass.* What things do people reconstruct?
- **Remnants** are small parts or traces remaining. *The dust and dirt were the only remnants left behind.* Where might you see remnants of an earlier time period?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V82**. Help students choose the correct answer for *historian*. Then have them work individually to answer the remaining examples.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. false; 3. false; 4. false; 5. true; 6. true; 7. false; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. An **historian** may spend a lot of time at a library.  
TRUE                      FALSE
2. An **archaeologist** studies current events.  
TRUE                      FALSE
3. Few people have **preserved** items that are important to their family history.  
TRUE                      FALSE
4. An **intact** object is broken into many pieces.  
TRUE                      FALSE
5. **Fragments** of an eraser are left behind when you erase something on a paper.  
TRUE                      FALSE
6. In a past **era**, people rode in horse-drawn wagons.  
TRUE                      FALSE
7. People often **reconstruct** a completed building.  
TRUE                      FALSE
8. Ashes are **remnants** of a fire.  
TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE Deeds** are acts or actions. **EXAMPLE** *Davy Crockett is known for many deeds.* **ASK** What are some good deeds a person might volunteer to do?
- If you want to **impress** someone, you want to have a strong effect on them. *She tried to impress me with her skills.* When did you want to impress someone?
- If you **wring** something, you twist and turn it. *I tried to wring the water from the washcloth.* What might it mean to wring information from someone?
- If you **posed** for a picture, you held a position so that someone could paint or photograph you. *I posed for a photo by a tree.* What is something you have posed for?
- Someone who **sauntered** walked at a slow, easy pace. *People sauntered through the park.* Where is a place you have sauntered?
- Something that has **commenced** has started. *The movie commenced right on time.* What is something that has commenced today?
- An **exaggeration** is an overstatement. *Her story is an exaggeration of the truth.* Why might someone tell an exaggeration?
- Something **heroic** is very brave and courageous. *The heroic firefighter saved the child from the building.* Who is someone from history that was heroic?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V83**. Help students answer the question for *deeds*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. reuse, recycle; 2. study hard; 3. towel; 4. a United States flag; 5. a park; 6. in the morning; 7. 400 feet; 8. a firefighter

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. What are two good **deeds** you can do to help the environment?  
\_\_\_\_\_
2. What would you do if you were trying to **impress** your teacher?  
\_\_\_\_\_
3. What is an item you might **wring** dry?  
\_\_\_\_\_
4. What is something that is likely to be **posed** in a classroom?  
\_\_\_\_\_
5. What is a likely place where people have **sauntered**?  
\_\_\_\_\_
6. When is a school day likely to have **commenced**?  
\_\_\_\_\_
7. What would be an **exaggeration** about how tall an elephant is?  
\_\_\_\_\_
8. Who is someone with a **heroic** job?  
\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** Someone who is **perplexed** is confused and uncertain. **EXAMPLE** *We were perplexed by the directions.* **ASK** When have you felt perplexed?
- When you are **astounded**, you are surprised or amazed. *The amount of rainfall astounded them.* How is being astounded different from being perplexed?
- Something that is **precise** is exact and very accurate. *We took precise measurements.* When is it important to be precise?
- Someone who is curious and eager to know something is **inquisitive**. *The inquisitive child asked many questions.* What is a topic you are inquisitive about?
- To be **suspicious** is to feel distrust about something. *I was suspicious that my brother ate the last apple.* When might you feel suspicious?
- Something that is **concealed** is hidden. *We concealed our disappointment.* What is something you have concealed from someone?
- To **interpret** is to explain the meaning of something. *The bilingual person will interpret the Spanish for us.* When do you interpret something you read?
- When people **reconsider** something, they think about that thing again. *The mother will reconsider the punishment.* What might cause someone to reconsider?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V84**. Help students choose the correct answer for *perplexed*. Then have them work individually to answer the remaining examples.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. false; 2. true; 3. false; 4. true; 5. true; 6. false; 7. true; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. A simple math problem often **perplexed** the whole class.  
TRUE FALSE
2. Many people are **astounded** by the Grand Canyon.  
TRUE FALSE
3. You make a rough guess when you give a **precise** answer.  
TRUE FALSE
4. An **inquisitive** person might ask many questions.  
TRUE FALSE
5. A stranger might give you a **suspicious** feeling.  
TRUE FALSE
6. They **concealed** their sadness when they cried.  
TRUE FALSE
7. You would need someone to **interpret** a foreign language.  
TRUE FALSE
8. People may change their minds when they **reconsider** a decision.  
TRUE FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** Something **unequal** is uneven or not the same. **EXAMPLE** *She cut the cake into unequal pieces.* **ASK** How would it feel to have unequal rights?
- Something that is **reserved** has been set apart for a person or purpose. *We reserved a seat at the restaurant.* What areas are reserved for certain activities at your school?
- When something or someone is **neutral**, they do not belong to either side in a conflict. *The father stayed neutral.* When might someone be neutral on a topic?
- An **entitled** person has a right to something. *We are entitled to the protection of the law.* How would not being given something you are entitled to feel?
- If you wait in **anticipation**, you expect something to happen. *I have a jacket in anticipation that it will rain.* What is an anticipation you have for today?
- If someone **sought** something they tried to find it. *She sought justice.* What is something you have sought after?
- To **defy** means “to resist or disobey authority.” *Do not defy the rules and skip school.* Who is someone from history that decided to defy authority?
- An **outspoken** person speaks open and honestly. *Her outspoken nature sometimes got her into trouble.* When is it important to be outspoken?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V85**. Help students answer the question for *unequal*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample Answers):** **1.** a big piece and a small piece; **2.** cafeteria; **3.** do not have an opinion; **4.** an education; **5.** a new book; **6.** searched for it; **7.** go to school; **8.** an honest answer

## Use Vocabulary Words

Write the answer to each question about a Vocabulary or Concept Word.

1. What would you have if you divided a paper into two **unequal** pieces?  
\_\_\_\_\_
2. What area is **reserved** for eating lunch?  
\_\_\_\_\_
3. What would your opinion be if you were **neutral** on a topic?  
\_\_\_\_\_
4. What is everyone at your school **entitled** to receive?  
\_\_\_\_\_
5. What was an event that you waited for in **anticipation**?  
\_\_\_\_\_
6. What did you do if you **sought** out help?  
\_\_\_\_\_
7. What is a rule that you should not **defy**?  
\_\_\_\_\_
8. What type of answer would an **outspoken** person give you?  
\_\_\_\_\_



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To **affect** means “to influence something.” **EXAMPLE** *The decision will affect everyone.* **ASK** What is something you do that may affect others?
- A **cycle** is a series of events that happen in the same order. *The same water just keeps going through a cycle over and over again.* What else has a cycle?
- **Absorb** is to soak up or take in. *Use this paper towel to absorb the spilled water.* What materials do not absorb liquid?
- Large masses of ice in very cold regions or on the tops of high mountains are called **glaciers**. *Glaciers are also part of the water cycle.* Where on Earth would you expect to find glaciers?
- Something that **seeps** flows or spreads slowly. *Precipitation also seeps into the soil.* What might happen if water seeps out of your lunch bag?
- **Circulates** means “moves in a circular course back to the starting point.” *Year after year, water continuously circulates through the water cycle.* What circulates in the classroom?
- When you **conserve** something, you save or protect it. *The runner will conserve her energy before her race.* Why is it important to conserve water?
- A **necessity** is something that is needed or required. *Sleep is a necessity.* What is a necessity for animals to survive?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V86**. Help students choose the correct answer for *affect*. Then have them work individually to answer the remaining examples.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. true; 3. true; 4. false; 5. false; 6. true; 7. false; 8. false

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. A correct answer will **affect** your score.  
TRUE                      FALSE
2. A **cycle** does not come to an end.  
TRUE                      FALSE
3. You might use a sponge to **absorb** water.  
TRUE                      FALSE
4. **Glaciers** are found in a freezer.  
TRUE                      FALSE
5. A solid brick easily **seeps** into the ground.  
TRUE                      FALSE
6. A fan **circulates** air around a room.  
TRUE                      FALSE
7. If you **conserve** water you are harming the environment.  
TRUE                      FALSE
8. Playing games is a **necessity** to live.  
TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- DEFINE **Plumes** are big, fluffy feathers. EXAMPLE *Pens used to be made from plumes.* ASK How might plumes feel if you touched them?
- Land that is **barren** is not able to produce anything. *The barren land had not received rainfall in months.* What would barren land look like?
- When something you say is **meaningful**, it has a purpose or significance. *The meaningful advice helped us make the best decision.* When has someone told you something that was very meaningful?
- An **expression** is the act of putting thoughts or feelings into words or actions. *Her expression of sympathy was conveyed in the letter she wrote.* What would be an expression of kindness?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V87**. Help students answer the question for *plumes*. Then have them work individually to answer the remaining questions.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. peacocks; 2. dry, dusty, brown; 3. listen to it carefully; 4. help someone carry groceries

## Use Vocabulary Words

Write the answer to each question about a Vocabulary or Concept Word.

1. What types of birds have very colorful **plumes**?

\_\_\_\_\_

2. What words would you use to describe a **barren** place?

\_\_\_\_\_

3. What should you do with **meaningful** advice?

\_\_\_\_\_

4. What might someone do as an **expression** of kindness?

\_\_\_\_\_

**VOCABULARY WORDS**

# Review

## PREPARING THE REVIEW

- Copy **Practice Reproducible V88**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

## ADMINISTERING THE REVIEW

- Administer the review individually or to a small group.
- Tell the student to complete each sentence by writing an example of the word.
- If necessary, read sentences together with students and record their answers.
- Sample Answers are shown below. Each item focuses on one word from a particular lesson in this book.

1. Sample Answer: performance (Lesson 78: Grade 5, Unit 3, Week 1)
2. Sample Answer: water (Lesson 79: Grade 5, Unit 3, Week 2)
3. Sample Answer: Sand (Lesson 80: Grade 5, Unit 3, Week 3)
4. Sample Answer: cars (Lesson 81: Grade 5, Unit 3, Week 4)
5. Sample Answer: did not break (Lesson 82: Grade 5, Unit 3, Week 5)
6. Sample Answer: for a photograph (Lesson 83: Grade 5, Unit 4, Week 1)
7. Sample Answer: stunt (Lesson 84: Grade 5, Unit 4, Week 2)
8. Sample Answer: the movie to start (Lesson 85: Grade 5, Unit 4, Week 3)
9. Sample Answer: a sponge (Lesson 86: Grade 5, Unit 4, Week 4)
10. Sample Answer: appreciation (Lesson 87: Grade 5, Unit 4, Week 5)

## SCORING THE REVIEW

- Total the number of items answered correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors, using the lesson numbers provided above.
- Reteach those lessons for which the student did not answer an item correctly.

Percentage Table	
<b>10 correct</b> 100%	<b>5 correct</b> 50%
<b>9 correct</b> 90%	<b>4 correct</b> 40%
<b>8 correct</b> 80%	<b>3 correct</b> 30%
<b>7 correct</b> 70%	<b>2 correct</b> 20%
<b>6 correct</b> 60%	<b>1 correct</b> 10%

## Vocabulary Words Review

1. We **congratulate** my brother on his \_\_\_\_\_ .
2. A **shortage** of \_\_\_\_\_ happened after the dry weather.
3. \_\_\_\_\_ **particles** are in mud.
4. An **obstacle** when crossing the street is \_\_\_\_\_ .
5. The **intact** object \_\_\_\_\_ .
6. My family and I **posed** \_\_\_\_\_ .
7. The \_\_\_\_\_ **astounded** the audience.
8. We waited in **anticipation** for \_\_\_\_\_ .
9. You can use a \_\_\_\_\_ to **absorb** the spilled juice.
10. We sent a letter as an **expression** of our \_\_\_\_\_ .

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** **Disdain** is a feeling of contempt and dislike for something or someone thought of as unworthy or beneath one. **EXAMPLE** *Lulu glared at Rufus with disdain.* **ASK** Why might an animal feel disdain for another animal?
- A **genius** is a person who has extraordinary mental power, often shown by creativity or inventiveness. *Tim is a drawing genius.* Who is a historic genius?
- A **focused** person concentrates on or pays close attention to something. *She is a focused person with many goals.* When have you been focused?
- A **prospect** is something that is looked forward to or expected. *The prospect of sharing the good news excited them.* What is a prospect for tomorrow?
- To be **stunned** is to be shocked or overwhelmed. *The class was stunned when the teacher did not assign any homework.* When have you been stunned?
- Something **superb** is excellent. *The students wanted to remind Ms. Washington that they were superb readers.* How would you react to superb news?
- A **perspective** is a point of view. *The book is told from the perspective of the narrator.* Why might an author tell a story from more than one perspective?
- A **transition** is a passage from one state, position, or activity to another. *They made the transition to the other school building.* How do you transition between subjects when doing your homework?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V89**. Help students choose the correct answer for *disdain*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. a strong dislike; 2. intelligent; 3. concentrating; 4. a vacation; 5. by a surprise; 6. clapping; 7. how the character feels; 8. entering sixth grade

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

1. What do people with **disdain** for each other have?  
a close friendship      a strong dislike
2. Which word would you likely use to describe a **genius**?  
intelligent      uninteresting
3. What might a **focused** person be doing?  
sleeping      concentrating
4. Which of these might be an exciting **prospect**?  
a vacation      a test
5. When might someone be **stunned**?  
by a surprise      by a planned event
6. How would you show that you think a person did a **superb** job?  
laughing      clapping
7. Which of these tells about a character's **perspective**?  
what others think      how the character feels
8. Which describes a **transition**?  
entering sixth grade      staying in the same grade all year



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** When you **assume** something, you take it for granted or think it is true. **EXAMPLE** *I assume that smile means yes.* **ASK** When did you assume something?
- **Guarantee** means make sure or promise. *The girls guarantee they will be on time.* What should people do after they guarantee to do something?
- To **nominate** is to choose something, such as a candidate for an office. *We nominate Ava for class president.* How would you nominate someone for a task?
- **Obviously** means “easily seen or understood.” *I can obviously tell from her expression that she is angry.* When do you obviously know someone is happy?
- A person feeling **sympathy** shares or understands another person’s feelings. *The coach expressed her sympathy for the team’s loss.* When might you have sympathy for someone?
- A person who lacks physical strength is called a **weakling**. *I felt like a weakling trying to lift the box.* How might a weakling improve his or her strength?
- If you trust or depend on something or someone, you **rely** on it. *The children rely on the bus to get to school.* What do you rely on?
- Being **supportive** is to provide aid or encouragement. *The supportive fan encourages the team.* How would you show that you are supportive of a cause?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V90**. Help students choose the correct answer for *assume*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. she disagrees; 2. that you will do it; 3. wash the dishes; 4. when laughing; 5. when someone is ill; 6. lift a stack of books 7. pick you up at school; 8. giving your time

## Use Vocabulary Words

Circle the best choice for each Vocabulary and Concept Word.

1. What would you **assume** if your friend shakes her head?

she disagrees                      she agrees

2. What do people expect if you **guarantee** you will do something?

that you                              that you  
will not do it                      will do it

3. Which of these would you likely **nominate** someone else to do?

wash the dishes                      eat your last cookie

4. When is a person **obviously** happy?

when crying                      when laughing

5. When are you likely to feel **sympathy**?

when someone is ill                      when someone  
receives an award

6. Which would be most difficult for a **weakling** to do?

lift a stack of books                      lift a pencil

7. Which of these might you **rely** on a bus driver to do?

finish your                              pick you up  
homework                              at school

8. Which of these shows being **supportive**?

giving your time                      paying no attention

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** The **atmosphere** is the air that surrounds Earth. **EXAMPLE** *The rocket flew high into the atmosphere.* **ASK** What things are high up in the atmosphere?
- When something **decays**, it breaks down and rots. *The forgotten pear decays in the refrigerator drawer.* What is something that decays in nature?
- Something that happens **noticeably** is easily seen. *The climate will noticeably change.* When is someone noticeably excited?
- **Receding** means “moving back or away.” *Almost every glacier in Alaska is receding.* What would be happening to a flooded river that is receding?
- **Stability** is a state of being firm or steady. *Climate change can affect the economic stability of countries.* When do you lean on something for stability?
- The amount to which a thing changes are **variations**. *Variations in Earth’s orbit change the amount of sunlight we receive.* When do you see variations of colors?
- Something **gradual** is moving, changing, or happening slowly. *A temperature increase will be gradual.* Why might you not notice a gradual change?
- An **impact** is a strong effect or influence. *The impact of pollution is clear.* How does recycling impact the environment?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V91**. Point out the word NOT in the second column. Help students complete the row for *atmosphere*. Then have them work individually to complete the remaining rows.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** **atmosphere** *Example:* Birds, *NOT:* Fish; **decays** *Example:* brown, *NOT:* red; **noticeably** *Example:* moon, *NOT:* sun; **receding** *Example:* glacier, *NOT:* tree; **stability** *Example:* A desk, *NOT:* A broken chair; **variations** *Example:* Shades of red, *NOT:* The same shade of red; **gradual** *Example:* Growing, *Not:* A hair cut; **impact** *Example:* Teachers, *NOT:* Bullies

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

Example	NOT an Example
_____ can be seen in the <b>atmosphere</b> .	_____ can NOT be seen in the <b>atmosphere</b> .
An apple looks _____ when it <b>decays</b> .	An apple does NOT look _____ when it <b>decays</b> .
The _____ <b>noticeably</b> changes.	The _____ does NOT <b>noticeably</b> change.
A _____ is something you might see <b>receding</b> .	A _____ is NOT something you might see <b>receding</b> .
_____ has <b>stability</b> .	_____ does NOT have <b>stability</b> .
_____ have many <b>variations</b> .	_____ do NOT have many <b>variations</b> .
_____ is a <b>gradual</b> change.	_____ is NOT a <b>gradual</b> change.
_____ have an <b>impact</b> on me.	_____ do NOT have an <b>impact</b> on me.

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** **Approximately** means “nearly” or “about.” **EXAMPLE** *It has approximately 70,000 icy objects.* **ASK** Approximately how many hours do you sleep?
- Something that is **astronomical** has to do with astronomy, the study of space. *The astronomical society held a meeting.* What are some astronomical topics?
- A **calculation** is the result of adding, subtracting, multiplying, or dividing. *I did a calculation of how big Xena was.* When have you made a calculation?
- **Diameter** is the length of a line passing through the center of a circle or sphere, from one side to another. *Pluto is 1,440 miles in diameter.* When might you want to know the diameter of a circle or sphere?
- To **orbit** is to move in a circle around another object. *Pluto and Earth orbit the sun.* What other things orbit the sun?
- **Spheres** are round three-dimensional figures. *Baseballs and softballs are spheres.* What are some other types of spheres?
- **Criteria** are rules or standards used to judge or measure something. *Scientists used the criteria to make a decision.* What are criteria for classifying things as living or nonliving?
- If you **evaluate** something, you judge or find out the value of it. *Teachers evaluate our essays.* Why might you evaluate something before purchasing it?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible 92**. Help students choose the correct answer for *approximately*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. noon; 2. the stars; 3. math class; 4. a basketball; 5. a planet; 6. a globe; 7. beaks and wings; 8. before you buy it

## Use Vocabulary Words

Circle the best choice for each Vocabulary and Concept Word.

1. **Approximately** when do you eat lunch?  
noon                                      midnight
2. Which of these is an **astronomical** topic?  
the stars                                      the trees
3. Where do students often make **calculations**?  
art class                                      math class
4. Which object has a greater **diameter**?  
a marble                                      a basketball
5. Which has an **orbit**?  
a planet                                      a country
6. Which is a **sphere**?  
a globe                                      a map
7. Which are **criteria** for birds?  
fur and eyes                                      beaks and wings
8. When should you **evaluate** an item?  
before you buy it                                      after you buy it

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** Something **widespread** happens over a large area. **EXAMPLE** *The illness is widespread.* **ASK** What types of weather are widespread?
- A **disorder** is a sickness or an ailment. *Allergies are a common disorder.* Who would you visit about a disorder?
- Something **unexpected** is not predicted or planned. *The woman's arrival was an unexpected surprise.* When has something unexpected happened to you?
- When something weakened or became less, it **declined**. *Our interest in the game quickly declined.* What is the opposite of *declined*?
- If something is **probable**, it is likely to happen or be true. *It is probable that she will make the team.* What event is probable today?
- To **identify** means "to tell exactly what a thing is." *Scientists identify different animal species.* What do people use to identify you?
- When something is **agricultural**, it has to do with farming. *The agricultural group discussed many farming topics.* What are some agricultural activities?
- To **thrive** is to be successful or do well. *The plants thrive in the sunlight.* What is something you would like to thrive at doing?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V93**. Help students choose the correct answer for *widespread*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. thunderstorms; 2. a doctor; 3. pigs that fly; 4. it decreased; 5. a hamster; 6. names; 7. growing tomatoes; 8. a camel

## Use Vocabulary Words

Circle the best choice for each Vocabulary and Concept Word.

- Which of these is more likely to be **widespread**?  
thunderstorms                  a gust of wind
- Who might have more knowledge about a **disorder**?  
a politician                          a doctor
- Which of these is **unexpected**?  
pigs that fly                  students that learn
- If your interest in sports has **declined**, what has happened?  
it increased                  it decreased
- Which of these is a more **probable** class pet?  
a hamster                          a horse
- What do teachers use to **identify** students?  
names                          locations
- Which of these is an **agricultural** activity?  
building                          growing  
airplanes                          tomatoes
- Which animal might **thrive** in the desert?  
a camel                          a whale



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To **intercept** is to stop something that is going somewhere else.  
**EXAMPLE** *The football player managed to intercept the ball.* **ASK** How do you think it would feel to intercept the ball in a big football game?
- A **bulletin** is a short announcement of the latest news. *Finally, one night I heard a bulletin on the radio.* When might you hear a bulletin at your school?
- **Recruits** are new members of the armed forces. *The government requested two hundred recruits.* How do you think recruits might feel?
- **Operations** are ways of working or directing. *We had to learn all kinds of radio operations.* What devices can perform many operations?
- The ability to continue to exist is **survival**. *Sunlight is necessary to the survival of plants.* What things are most important for the survival of living things?
- **Enlisted** means “volunteered for the armed forces.” *Danny enlisted in the army after high school.* What might an enlisted soldier in the Air Force learn to do?
- A great difference or variety is **diversity**. *The animal kingdom has much diversity.* What can you think of that has diversity?
- Giving your time, energy, or money to a cause are **contributions**. *We make contributions by mailing letters.* When do you make contributions at school?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V94**. Help students choose the correct answer for *intercept*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** **1.** notes passed in class; **2.** to share information; **3.** nervous; **4.** a calculator; **5.** water; **6.** how to fly planes; **7.** butterflies of different colors and sizes; **8.** organize a bake sale

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

- Which of these will a teacher likely **intercept**?  
notes                      pencils  
passed in class              on the floor
- Why might your school report a **bulletin**?  
to keep secrets              to share information
- How might **recruits** feel?  
nervous                      lazy
- Which device performs many **operations**?  
a toothbrush              a calculator
- Which of these is important for **survival**?  
water                      cars
- Which of these might people who are **enlisted** learn to do?  
how to fly planes              how to paint and draw
- Which of these is an example of **diversity**?  
butterflies of different              puppies of  
colors and sizes              the same color
- How could you make **contributions** to your school?  
organize a bake sale              play at recess

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- DEFINE **Taunting** is teasing or making fun of in an insulting way. EXAMPLE *The taunting must stop.* ASK What would you do if someone was taunting you?
- An **ally** is a person or group united with another for a common purpose. *From then on, Mary Lou was my ally.* Who would be an ally of yours on a sports team?
- Something that happens **abruptly** happens quickly and suddenly. *The storm ended as abruptly as it began.* What have you seen happen abruptly in class?
- A **confident** person is trusting in oneself and own's own abilities. *Theresa always seemed so confident and tough.* What is something you are confident in?
- When things have **collided**, they have crashed into each other. *She did not expect me to stop, and we collided.* When have you seen things that collided?
- When you are **protective**, you keep something from getting hurt or damaged. *The older sibling is protective of her baby brother.* When are you protective?
- A long fight or strong disagreement is a **conflict**. *I was worried the conflict would ruin our friendship.* How might you resolve a conflict with a friend?
- To **intervene** is to come between two opposing things. *The parents intervene in the siblings' argument.* When might you ask a teacher to intervene?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V95**. Help students choose the correct answer for *taunting*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. sad; 2. a teammate; 3. an alarm going off; 4. when you have studied; 5. apologize; 6. a parent; 7. an enemy; 8. stop a fight

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

- How would **taunting** make someone feel?  
happy                                  sad
- Who is an **ally**?  
a teammate                                  an opponent
- Which happens more **abruptly**?  
the sun setting                                  an alarm going off
- When would you feel more **confident** for a test?  
when you have studied                                  when you have not studied
- What should you do if you mistakenly **collided** with another student?  
keep walking                                  apologize
- Who is more likely to be **protective**?  
a baby                                  a parent
- With whom are you more likely to have a **conflict**?  
a friend                                  an enemy
- When people **intervene**, which of these do they do?  
stop                                  start  
a fight                                  a fight

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** Animals that **forage** hunt or search for food or supplies. **EXAMPLE** *The caribou forage on clumps of lichens.* **ASK** What are some things birds forage for?
- **Insulates** means “covers something with material that does not conduct heat.” *The fox’s dense underfur insulates him.* What insulates warm foods or drinks?
- Something **dormant** is quiet and not active. *The bear lay dormant for the winter.* Why might animals be dormant at certain times of the year?
- An **agile** person or animal moves quickly and smoothly. *A frog is an agile jumper.* What athletes might be very agile?
- A **frigid** temperature is one that is very cold. *We stayed inside for recess during the frigid weather.* How do frigid temperatures affect plants and animals?
- To **cache** is to hide or store something in a special place. *Chickadees and gray jays cache seeds.* What might you cache in a secret hiding spot?
- Animals that **hibernate** spend the winter sleeping or in a dormant state. *When animals hibernate, their body temperature often drops.* What animals hibernate?
- An **adaptation** is a change in a living thing that better suits it to survive. *Claws are an adaptation that help tigers catch prey.* What are some plant adaptations?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V96**. Point out the word NOT in the second column. Help students complete the row for *forage*. Then have them work individually to complete the remaining rows.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online,** and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** **forage** *Example:* seeds, *NOT:* oceans; **insulates** *Example:* Fur, *NOT:* Scales; **dormant** *Example:* in a cave, *NOT:* in the open; **agile** *Example:* fast, *NOT:* slow and clumsy; **frigid** *Example:* a warm coat, *NOT:* a bathing suit; **cache** *Example:* acorns, *NOT:* feathers

## Use Vocabulary Words

Fill in the blanks for each Vocabulary Word.

Example	NOT an Example
Birds may <b>forage</b> for _____ _____.	Birds do NOT <b>forage</b> for _____ _____.
_____ <b>insulate(s)</b> animals well.	_____ do NOT <b>insulate</b> animals well.
A <b>dormant</b> bear stays _____ _____.	A <b>dormant</b> bear does NOT stay _____ _____.
An <b>agile</b> runner is _____ _____.	An <b>agile</b> runner is NOT _____ _____.
You would wear _____ in <b>frigid</b> weather.	You would NOT wear _____ in <b>frigid</b> weather.
Squirrels often <b>cache</b> _____ for the winter.	Squirrels do NOT often <b>cache</b> _____ for the winter.

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE Plantations** are large estates or farms that grow one crop. **EXAMPLE** *My family lived on a cotton plantation.* **ASK** Where might you find a plantation?
- If something is **glistening**, it shines brightly in the light. *The window was glistening after we cleaned it.* What might be glistening on a snowy winter day?
- To have **urged** is to have tried to convince or persuade. *She urged the woman to think about what she was doing.* What have you been urged to do?
- **Export** is the act of selling or trading to another country. *The large plantations were growing tea for export.* What products might be made for export?
- A stretch of land that can be seen from a place is a **landscape**. *The storm changed the landscape of the forest.* What landscape would you want to paint?
- A **native** place is one that belongs to a person by birth. *Wangari's heart was filled with the beauty of her native Kenya.* What is your native country?
- To **restore** something is to bring it back to its original state. *Grandpa works to restore the antique car.* Why might people want to restore antiques?
- To affect the thought or behavior of something is to **influence** it. *Our opinions will influence the teacher's decision.* Who are people that influence you?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V97**. Help students choose the correct answer for *plantation*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. large quantities; 2. the sun; 3. tell them it is fun; 4. sold to other countries; 5. in the wilderness; 6. where you were born; 7. studying hard; 8. their behavior changes

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

- Which of these do **plantations** grow?  
large quantities                      a few plants
- What might cause something to be **glistening**?  
clouds                                      the sun
- How might you have **urged** your friends to play soccer?  
tell them                                      tell them  
it is fun                                        it is boring
- Which of these describes a product made for **export**?  
sold only                                      sold to  
in the same country                      to other countries
- Where would you see a natural **landscape**?  
in the wilderness                        in a city
- What is your **native** country?  
where you live now                      where you were born
- Which of these is a way to help **restore** a forest?  
cut down trees                              plant trees
- What is more likely to happen if you **influence** people?  
their behavior                              their behavior  
changes                                        stays the same



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** Something that **blares** makes a loud, harsh sound. **EXAMPLE** *The music blares from the speakers at the concert.* **ASK** How might you react to something that blares in your ears?
- When people make a short trip to do something, they run an **errand**. *I had several errands to do in the city today.* Where are some places a person is likely to go on an errand?
- To **exchange** things means “to give one thing for another thing.” *The boy will exchange the sweater for a different size.* When did you exchange something at a store?
- People or things that have a relationship or association have a **connection**. *Some people believe that there is a connection between the number of hours students sleep and how well they do on tests.* Who do you have a connection with that is very important to you?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V98**. Help students choose the correct answer for *blares*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online,** and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. a scream; 2. the post office; 3. a shirt that does not fit; 4. a relative

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

1. Which could be a noise that often **blares**?  
a scream                      a whisper
2. Where are you likely to go on an **errand**?  
the post office              your aunt's house
3. Which item might you **exchange**?  
a shirt that fits              a shirt that  
does not fit
4. Who are you more likely to have a **connection** with?  
a relative                      a stranger

**VOCABULARY WORDS**

# Review

## PREPARING THE REVIEW

- Copy **Practice Reproducible V99**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

## ADMINISTERING THE REVIEW

- Administer the review individually or to a small group.
- Tell the student to complete each sentence by writing an example of the word.
- If necessary, read sentences together with students and record their answers.
- Sample Answers are shown below. Each item focuses on one word from a particular lesson in this book.

1. Sample Answer: passed the test (Lesson 89: Grade 5, Unit 5, Week 1)
2. Sample Answer: on time (Lesson 90: Grade 5, Unit 5, Week 2)
3. Sample Answer: Fruit (Lesson 91: Grade 5, Unit 5, Week 3)
4. Sample Answer: an hour (Lesson 92: Grade 5, Unit 5, Week 4)
5. Sample Answer: noise (Lesson 93: Grade 5, Unit 5, Week 5)
6. Sample Answer: breaking story (Lesson 94: Grade 5, Unit 6, Week 1)
7. Sample Answer: The thunderstorm (Lesson 95: Grade 5, Unit 6, Week 2)
8. Sample Answer: weather (Lesson 96: Grade 5, Unit 6, Week 3)
9. Sample Answer: make a phone call (Lesson 97: Grade 5, Unit 6, Week 4)
10. Sample Answer: his ears (Lesson 98: Grade 5, Unit 6, Week 5)

## SCORING THE REVIEW

- Total the number of review answered correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors, using the lesson numbers provided above.
- Reteach those lessons for which the student did not answer an item correctly.

Percentage Table	
<b>10 correct</b> 100%	<b>5 correct</b> 50%
<b>9 correct</b> 90%	<b>4 correct</b> 40%
<b>8 correct</b> 80%	<b>3 correct</b> 30%
<b>7 correct</b> 70%	<b>2 correct</b> 20%
<b>6 correct</b> 60%	<b>1 correct</b> 10%

## Vocabulary Words Review

1. It was **superb** when I \_\_\_\_\_ .
2. We cannot **guarantee** that the bus will be \_\_\_\_\_ .
3. \_\_\_\_\_ turns brown as it **decays**.
4. It took **approximately** \_\_\_\_\_ to do my homework.
5. The **unexpected** \_\_\_\_\_ made us jump in our seats.
6. We heard the \_\_\_\_\_ on the news **bulletin**.
7. \_\_\_\_\_ ended **abruptly**.
8. The \_\_\_\_\_ has been **frigid** lately.
9. Rachel **urged** her mother to let her \_\_\_\_\_ after dinner.
10. Jared covers \_\_\_\_\_ when the music **blares**.

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If someone crosses a **threshold**, they cross a gate or a door. **EXAMPLE** *Gavin crossed the threshold.* **ASK** What threshold did you cross today?
- **Phobic** is having a fear or aversion. *Matt is phobic with spiders.* What are you phobic about?
- A **glimmer** is a subtle or faint perception. *There was a glimmer in her eyes that made me feel safe.* What are things that give you a glimmer of hope for the future?
- To be **sarcastic** is to be sharp and contemptuous, and to intend insult. *He had a kind of sarcastic expression on his face.* What are some examples of sarcastic comments?
- A **consolation** is something that comforts in a time of loss or grief. *Flowers were purchased for the teacher as a consolation for the loss of his loved one.* What are some events that may require consolation?
- A shockingly evil act is a **heinous** act. *The young man committed a heinous crime.* What heinous crimes have you heard about or seen on television?
- A **perception** is a mental or physical awareness or realization. *Your depth of perception is off.* What perception do you have about education?
- Something that is **indispensable** is absolutely necessary or essential. *Mr. Green is an indispensable member of the team.* What are some items that are indispensable to you?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V100**. Help students answer the first question. Then have them work individually.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. false; 3. true; 4. false; 5. false; 6. false; 7. true; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary or Concept Word.

1. A **threshold** is something you step across when you enter a room.

TRUE                      FALSE

2. A **phobic** person is brave and courageous.

TRUE                      FALSE

3. A person can have a **glimmer** of hope for the future.

TRUE                      FALSE

4. A teacher should have a **sarcastic** personality when educating students.

TRUE                      FALSE

5. A hug is a good **consolation** when someone is excited about winning an award.

TRUE                      FALSE

6. Buying a neighbor flowers for her birthday is a **heinous** act.

TRUE                      FALSE

7. Many parents and teenagers have different **perceptions** of what is happening in the world today.

TRUE                      FALSE

8. Water is **indispensable** for a plant's growth.

TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** When you **reminisce** about something, you recall the past. **EXAMPLE** *Jane likes to reminisce about the silly old days.* **ASK** What are some moments you reminisce about?
- To **smuggle** an object means that it is secretly brought in to or out of a place. *I am going to smuggle in an apple for my snack.* What are some items that people try to smuggle past airport security?
- The state of being limited or restricted is called **confinement**. *We are trying to break Harold out of his confinement.* When have you been kept in confinement?
- A **spindly** tree is long or tall, thin, and usually frail. *The top of the little hill is strewn with rocks and a few spindly trees.* What spindly objects have you seen?
- Something that has been **retrieved** has been recovered or regained. *The papers were retrieved after the test.* What objects might dogs retrieve?
- To be stricken or imposed upon is to be **inflicted**. *Most of the casualties are inflicted at a distance of thirty yards.* Have you ever been inflicted with an injury?
- An **alliance** is formed when people join together for a common goal. *A marriage is an alliance between two people.* Do you belong to an alliance?
- **Adversity** is a condition of misfortune or calamity. *She showed courage in the face of adversity.* When have you faced adversity?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V101**. Help students answer the first question. Then have them work individually.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. the birth of a child; 2. candy; 3. if they are sick; 4. a cane; 5. books; 6. pollution; 7. Martin Luther King, Jr.; 8. sports teams

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. What are some events a mother might **reminisce** about?  
\_\_\_\_\_
2. What foods might someone **smuggle** into a movie theater?  
\_\_\_\_\_
3. What might cause a person to be placed in **confinement**?  
\_\_\_\_\_
4. What **spindly** objects might you find in someone's home?  
\_\_\_\_\_
5. Name some items students can **retrieve** from their desks.  
\_\_\_\_\_
6. How have people intentionally, or unintentionally, **inflicted** harm to the environment?  
\_\_\_\_\_
7. Name a world leader that faced great **adversity**.  
\_\_\_\_\_
8. What **alliances** are present at your school?  
\_\_\_\_\_



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** When something is under water, it is **submerged**. **EXAMPLE** *The submerged diver saw many fish.* **ASK** What vehicles might become submerged?
- A **compartment** is a separate section. *My mother's purse has several compartments.* What objects are made up of different compartments?
- A whale **engulfs**, or swallows up, its food whole. *The coral garden fades to black as the darkness engulfs it.* What does it mean to be engulfed by bad luck?
- **Maneuvering** means changing position. *After a few minutes of careful maneuvering, the submarine floated to safety.* When have you maneuvered something?
- **Flanked** means to be placed or positioned on either side of something or someone. *The queen was flanked by bodyguards as she strolled down the aisle.* What objects can be flanked by trees or flowers?
- To **obscure** something is to hide it from view. *Mounds of mussels completely obscure the bottom of the ocean.* What might obscure your view of the sky?
- **Classification** is the act of sorting things into groups. *Based on the classification of the clothes, it was easy for Kendra to find her blue sweater.* How does classification help a scientist or librarian?
- **Species** are a group of related living things with very similar characteristics. *There are about 8,000 species of ants.* How many species of fish can you name?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V102**. Help students answer the question for *submerged*. Then have them work individually to answer the remaining questions.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. fish; 2. kitchen; 3. flood; 4. by turning the handlebars; 5. Florida; 6. trees; 7. class, family, species 8. poodle

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. Name some things that can be found **submerged** in the ocean.  
\_\_\_\_\_
2. Name different **compartments** that can be found in a house.  
\_\_\_\_\_
3. What natural disaster can **engulf** an entire community?  
\_\_\_\_\_
4. How could a bicycle be **maneuvered**?  
\_\_\_\_\_
5. Name a state that is **flanked** by water on two or more sides.  
\_\_\_\_\_
6. What can **obscure** a person's view of animals in a forest?  
\_\_\_\_\_
7. In biology, what are some categories of **classification**?  
\_\_\_\_\_
8. What are some canine, or dog, **species**?  
\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A horse **exerts** a lot of power to pull a carriage up a hill. **EXAMPLE** *He exerts a lot of influence on the other members.* **ASK** When have you exerted your strength to do something?
- When you crush something into small pieces, you **pulverize** it. *The waves pulverize the sandy shore.* What is an antonym for *pulverize*?
- **Plummeting** is the act of suddenly dropping or falling from a high place. *He was plummeting down the ski mountain.* What happens when temperatures are plummeting below 32 degrees Fahrenheit?
- Something that is extremely hot is **scalding**. *Huge explosions rocket the lava higher up into the scalding plume.* When do people use scalding water?
- **Shards** are sharp, pointed pieces of glass, metal, pottery, rock, or other material. *Shards of glass flew from the broken window.* Where have you seen shards?
- Something that has **cascaded**, such as water, has fallen or poured down. *The waterfall cascaded down the mountain.* Where have you seen water cascade?
- **Documentation** is support of a claim with facts, usually by providing proof in writing. *The president of the company reviewed all documentation before making a decision.* What types of documentation have you read?
- Having energy or forceful activity is **dynamic**. *The lawyer has a dynamic personality.* What professions require dynamic personalities?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V103**. Help students choose the correct answer for *exerts*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. false; 3. true; 4. false; 5. true; 6. true; 7. false; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. A truck driver **exerts** energy to unload furniture from the truck.

TRUE FALSE

2. When you **pulverize** a painting, you are adding more color to it.

TRUE FALSE

3. **Plummeting** stock prices are falling stock prices.

TRUE FALSE

4. The **scalding** cup of coffee was too cold to drink.

TRUE FALSE

5. **Shards** of glass cut his foot as he ran through the ocean.

TRUE FALSE

6. Shimmering shooting stars **cascaded** over the garden.

TRUE FALSE

7. **Documentation** does not contain facts.

TRUE FALSE

8. Ecosystems are **dynamic** and ever-changing.

TRUE FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If you **basically** say something, you are saying something simply as a summary. **EXAMPLE** *Basically, the economy is about buying and selling.* **ASK** Basically describe how to make a sandwich.
- A set rule or method of doing something is a **formula**. *That's the formula for high prices.* What are some common formulas in mathematics?
- **Salaries** are the amount of money received for performing services. *Businesses hire workers and pay them salaries for their services.* Which professions have high paying salaries?
- A **manufactured** item is made by hand. *A cell phone is a manufactured product.* What manufactured products are made in the United States?
- **Available** is when something is at hand or easy to get and use. *The sweaters are only available in medium and large.* When have you made yourself available to help another person?
- Goods and assets that are accounted for are called **inventory**. *The company wants to sell off its inventory.* What inventory might be at a hardware store?
- To **fluctuate** means to shift back and forth. *The price of gold can fluctuate from day to day.* Describe how the weather fluctuates during one or more seasons.
- **Factors** are contributors toward a result. *Poverty is only one of the factors in crime.* What are some factors that cause a common cold?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V104**. Help students choose the correct answer for *basically*. Then have them work individually to answer the remaining questions.

### Quick Check

Can students choose the best answer for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. false; 2. true; 3. true; 4. false; 5. true; 6. false; 7. false; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. If you **basically** tell a story, you are providing all the details.

TRUE                      FALSE

2. The **formula** to find the area of a rectangle is length times width.

TRUE                      FALSE

3. Teachers receive a **salary** for educating students.

TRUE                      FALSE

4. Trees are a **manufactured** product.

TRUE                      FALSE

5. Different kinds of pants are **available** to buy at a clothing store.

TRUE                      FALSE

6. **Inventory** is damaged goods that need to be destroyed.

TRUE                      FALSE

7. If the temperature **fluctuates** in an hour, it remains the same.

TRUE                      FALSE

8. Sunlight and water are key **factors** for a plant's growth.

TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If something is shared by everyone in a group, it is **communal**.  
**EXAMPLE** *Complex societies used communal technology.* **ASK** What items are communal in your classroom?
- Something that has been **derived** has been traced from a source or origin.  
*Dates have to be derived from evidence.* Where does your name derive from?
- A **millennium** is a period of 1,000 years. *The year 2000 was celebrated as the third millennium.* How many years before we reach the fourth millennium?
- **Yields** mean the results of cultivation. *They did not know the technique of fertilizing their fields to increase crop yields.* What might cause high crop yields?
- Writing that is carved, cut, painted, or impressed into or onto a hard surface is an **inscription**. *The writer's inscription lasted until the tablet crumbled.* On what documents have you placed an inscription?
- Writing materials are called **stationery**. *They not only invented writing, they invented stationery, too.* How do you use stationery?
- An object made by human beings is an **artifact**. *Someone on the dig team took an artifact into the United States.* How do we use artifacts?
- To use something is to **utilize** it. *Teachers must utilize school resources to teach students.* What resources can you utilize to research World War II?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V105**. Help students answer the question for *communal*. Then have students work individually to answer the remaining questions.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. libraries 2. spaghetti; 3. third; 4. a team name; 5. corn; 6. paper; 7. an old desk; 8. navigation

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. What public places are **communal**?

\_\_\_\_\_

2. What kinds of foods are **derived** from Italy?

\_\_\_\_\_

3. In what **millennium** is 2012?

\_\_\_\_\_

4. What **inscription** might a soccer player find on a trophy?

\_\_\_\_\_

5. What type of field **yields** a large amount of food?

\_\_\_\_\_

6. What kind of **stationery** do you use in school?

\_\_\_\_\_

7. What is an example of a school **artifact**?

\_\_\_\_\_

8. In what ways do cats **utilize** their whiskers?

\_\_\_\_\_



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To **promote** means to advance in position, rank, or honor. **EXAMPLE** *The company will promote her to chief executive officer next month.* **ASK** What factors does a manager consider before promoting an employee?
- To **restrict** something is to confine it within a boundary. *Larry was told to restrict the amount of salt he uses.* What are you restricted from doing in school?
- A **principal** point is a most important point. *The principal objective of the reform was to create a free real estate market.* What are some principal goals of a sports team?
- Something that **preceded** an event is something that happened before an event. *A grasp of the alphabet preceded Joseph's ability to spell.* Where are you standing when you precede someone in line?
- **Withstood** is something that is held out against. *They withstood attacks from many critics.* What challenges have you withstood?
- A wonder or thought is a **speculation**. *He dismissed their theories as mere speculation.* When have you made a speculation about something?
- The basis of something is its **foundation**. *The first step lays a firm foundation for the future.* What does it mean to challenge the foundation of a company?
- **Aspiring** to do or be something is hoping for something to happen. *The student is aspiring to be a novelist.* What do you aspire to be?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V106**. Help students choose the correct answer for *promote*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. true; 3. true; 4. false; 5. true; 6. false; 7. true; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. If someone has been **promoted**, they have advanced to a higher ranking position.  
TRUE                      FALSE
2. Teachers **restrict** student cell phone use during instruction.  
TRUE                      FALSE
3. The **principal** goal of a fundraiser is to raise money for a specific cause.  
TRUE                      FALSE
4. A bride should **precede** the bridesmaids in a wedding.  
TRUE                      FALSE
5. A soldier **withstood** the threats of danger in order to serve in the war.  
TRUE                      FALSE
6. A **speculation** about the weather is an accurate prediction.  
TRUE                      FALSE A
7. Letter recognition sets a **foundation** for learning to read words.  
TRUE                      FALSE
8. Someone **aspiring** to become a dentist is hoping to be a dentist one day.  
TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To be **fluent** means you are able to speak a language smoothly or write a language with ease. **EXAMPLE** *I can speak fluent Latin.* **ASK** What languages are you fluent in?
- A small, recessed space is an **alcove**. *We have an alcove in our basement.* Where have you seen an example of an alcove?
- Something **exotic** is strikingly unusual. *There are exotic animals at the zoo.* What kinds of exotic foods have you tried?
- Something that is suffocating or oppressively close is **stifling**. *Being stuck in an elevator is stifling.* What can be stifling to an extremely creative person?
- A strong, sudden, or violent change or disturbance is an **upheaval**. *The toddlers left the room in an upheaval.* What events can cause an upheaval?
- Something that is of **utmost** value is of greatest or highest value. *Being polite is of utmost importance.* What is an antonym for *utmost*?
- Something that pertains to a home is **domestic**. *The way to maintain domestic cleanliness is to have everyone help.* If someone books a domestic flight, where might they plan to travel?
- The exchange of goods, commodities, service, and currency is **commerce**. *They wanted a thriving commerce.* What are examples of domestic commerce?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V107**. Help students answer the question for *fluent*. Then have students work individually to answer the remaining questions.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. Spanish; 2. a large space; 3. Fiji; 4. lack of water; 5. counselor; 6. the principal; 7. a cat; 8. selling U.S. goods to China

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. What language might a Hispanic woman be **fluent** in?

\_\_\_\_\_

2. What is an antonym for **alcove**?

\_\_\_\_\_

3. Name an **exotic** island.

\_\_\_\_\_

4. What can be **stifling** to a plant's growth?

\_\_\_\_\_

5. What professional might a person visit when they experience **upheaval** in their life?

\_\_\_\_\_

6. Who has the **utmost** authority in a school building?

\_\_\_\_\_

7. What is a type of **domestic** pet?

\_\_\_\_\_

8. What is an example of international **commerce**?

\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A **benefit** is an advantage or something good. **EXAMPLE** *After getting an A, I realized the benefit of studying.* **ASK** What is a benefit of eating well?
- **Eaves** are the overhanging, lower edges of a roof. *We kept dry from the rain under the eaves.* Why might buildings have eaves?
- **Symmetry** is a state of perfect balance or reflection. *John learned about symmetry in geometry class.* What have you seen that has symmetry?
- To do something **deftly** means to do it in a skillful, nimble, and clever way. *He spun the ball deftly on his finger.* What is something that you can do deftly?
- The state of being rude, bold, or disrespectful is called **impudence**. *Mary's impudence disrupted the class.* Describe an example of impudence.
- **Derision** is ridicule or contempt. *The potter waved one hand to cut off the boy's words and spoke with derision.* How would you feel if someone showed derision at something you had done?
- Something handed down from the past is a **legacy**. *Her artistic legacy lives on through her children.* What legacy exists within your family?
- To have an **expertise** of something means that you have mastery of a skill or craft. *Her expertise in education expands beyond her classroom experience.* What do you have expertise in?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V108**. Help students choose the correct answer for the word *benefit*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. false; 3. false; 4. true; 5. false; 6. false; 7. true; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. Fresh vegetables are a **benefit** of planting a garden.  
TRUE                      FALSE
2. The **eaves** of a building are located on the door.  
TRUE                      FALSE
3. The letters *F* and *L* of the alphabet have **symmetry**.  
TRUE                      FALSE
4. A professional hockey player can **deftly** skate on ice.  
TRUE                      FALSE
5. Customers repeatedly support a restaurant whose waiters exercise **impudence**.  
TRUE                      FALSE
6. A person who speaks with **derision** is inspiring.  
TRUE                      FALSE
7. A pearl necklace that has been passed from one generation to another is a part of a family's **legacy**.  
TRUE                      FALSE
8. A professional baker has **expertise** in baking cakes.  
TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE Majestic** is having an imposing, grand aspect or style. **EXAMPLE** *The majestic horse won the competition.* **ASK** What is a synonym of *majestic*?
- To be **forlorn** is to be desolate, dreary, miserable, or lonely, or sad. *She was forlorn when she found out the trip was cancelled.* When have you felt forlorn?
- A **lyric** is a type of emotional, songlike poetry. *The rich, poetic lyrics were listened to in hushed silence.* Share an example of a lyric.
- A **sonnet** is a poem that expresses a single complete thought in 14 lines, often iambic pentameter, with a certain rhyme scheme, commonly 3 quatrains and a couplet. *Shakespeare wrote many sonnets.* Have you read or written a sonnet?
- The pattern of rhyming lines in a poem, often indicated by letters, e.g. aabbaa, is a **rhyme scheme**. *Taylor's poem has a rhyme scheme.* Share an example of a rhyme scheme from your favorite poem or song.
- The arrangement of words in a line of poetry to form a pattern based on stressed and unstressed syllables is called **meter**. *I used meter in my poem to create a rhyming pattern.* Examine a poem and figure out its meter.
- To **contemplate** a decision is to consider a decision fully. *She must contemplate before signing the paper.* When have you had to contemplate something?
- To **commemorate** someone or something is to honor it. *We commemorate our ancestors with a special ceremony.* What does your family commemorate?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V109**. Help students choose the correct answer for *majestic*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. false; 2. false; 3. true; 4. false; 5. true; 6. true; 7. false; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

- Someone with a **majestic** personality is shy and easy going.  
TRUE                      FALSE
- Gregory was **forlorn** after winning first place in the spelling championship.  
TRUE                      FALSE
- Lyric** poetry expresses personal and emotional feelings about someone or something.  
TRUE                      FALSE
- There are 10 lines in a **sonnet**.  
TRUE                      FALSE
- A poem with a **rhyme scheme** contains poetic lines that rhyme.  
TRUE                      FALSE
- Poetic **meter** is the measure of a line of poetry.  
TRUE                      FALSE
- If you **contemplate** what to wear to school, you are making a rushed decision.  
TRUE                      FALSE
- A plaque or memorial is one way to **commemorate** the life of a world leader.  
TRUE                      FALSE



**VOCABULARY WORDS**

# Review

## PREPARING THE REVIEW

- Copy **Practice Reproducible V110**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

## ADMINISTERING THE REVIEW

- Administer the review individually or to a small group.
- Tell the student to complete each sentence by writing an example of the word.
- If necessary, read sentences together with students and record their answers.
- Sample Answers are shown below. Each item focuses on one word from a particular lesson in this book.

1. Sample Answer: Flowers (Lesson 100: Grade 6, Unit 1, Week 1)
2. Sample Answer: are very ill (Lesson 101: Grade 6, Unit 1, Week 2)
3. Sample Answer: rear view mirror (Lesson 102: Grade 6, Unit 1, Week 3)
4. Sample Answer: burned (Lesson 103: Grade 6, Unit 1, Week 4)
5. Sample Answer: Poor sales (Lesson 104: Grade 6, Unit 1, Week 5)
6. Sample Answer: plaque (Lesson 105: Grade 6, Unit 2, Week 1)
7. Sample Answer: an actress (Lesson 106: Grade 6, Unit 2, Week 2)
8. Sample Answer: Japanese (Lesson 107: Grade 6, Unit 2, Week 3)
9. Sample Answer: butterfly (Lesson 108: Grade 6, Unit 2, Week 4)
10. Sample Answer: watching a sad movie (Lesson 109: Grade 6, Unit 2, Week 5)

## SCORING THE REVIEW

- Total the number of items answered correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors, using the lesson numbers provided above.
- Reteach those lessons for which the student did not answer an item correctly.

Percentage Table	
<b>10 correct</b> 100%	<b>5 correct</b> 50%
<b>9 correct</b> 90%	<b>4 correct</b> 40%
<b>8 correct</b> 80%	<b>3 correct</b> 30%
<b>7 correct</b> 70%	<b>2 correct</b> 20%
<b>6 correct</b> 60%	<b>1 correct</b> 10%

## Vocabulary Words Review

1. \_\_\_\_\_ are good **consolations** to send someone after the loss of a loved one.
2. Someone is kept in **confinement** when they \_\_\_\_\_ .
3. The \_\_\_\_\_ of a car can be **maneuvered**.
4. The **scalding** liquid \_\_\_\_\_ the tip of her tongue.
5. \_\_\_\_\_ is one of the keys **factors** why he sold the business.
6. The **inscription** on the \_\_\_\_\_ was heartfelt.
7. She watches movies every day because she is **aspiring** to be \_\_\_\_\_ .
8. He lived in Japan for several years and learned how to speak **fluent** \_\_\_\_\_ .
9. A \_\_\_\_\_ has **symmetry**.
10. After \_\_\_\_\_ many people are **forlorn**.

**GRADE 6, UNIT 3, WEEK 1**

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A recognizable similarity is a **resemblance**. **EXAMPLE** *He can't see a faint resemblance between the two kids.* **ASK** Who do you share a resemblance?
- If something is **unseemly**, it is inappropriate. *She kept complaining about the unseemly shape of the vegetation.* What is an unseemly time to call someone?
- To have one's attention held by another's skill or appearance is to be **enthralled**. *Miguel and his friends are enthralled by the musicians on stage.* When have you been enthralled by someone or something?
- A **regulation** is a rule or order issued by an authority. *Companies are subject to strict regulation.* What regulations have been established at your school?
- **Capacity** is the maximum amount that can be received or held. *Every tree is filled to capacity with leaves.* What is the student capacity of your classroom?
- **Fallow** is unused but capable of yielding crops. *The farmer walked through his fallow field.* Name some crops that can be grown on a fallow field.
- To **negotiate** something is to deal or bargain. *He was prepared to negotiate an important business deal.* When might you negotiate?
- The experience of understanding a thing's true nature is having **insight**. *Her book gives insight into behaviors.* When have you had insight about a situation?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V111**. Help students choose the correct answer for *resemblance*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** **1.** a parent; **2.** talking during a movie; **3.** someone painting a mural; **4.** driver's license; **5.** overflowing; **6.** unused; **7.** homework; **8.** a nanny

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

- Whom might a child share a **resemblance** with?  
a neighbor                      a parent
- Which of these is an example of **unseemly** behavior?  
talking during                  washing dishes  
a movie
- Which person might you be **enthralled** by?  
someone painting              someone waiting  
a mural                              for a bus
- Which of these might be a **regulation** set for a bus driver?  
glasses                              driver's license
- Which of these describes a bathtub that has reached its **capacity**?  
overflowing                          empty
- Which best describes **fallow** land?  
unused                                  lots of activity
- What might a student **negotiate** with a teacher?  
bedtime                                  homework
- Who might have better **insight** on how to take care of children?  
a nanny                                  a technician

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If someone **recoiled**, he or she fell back under pressure or shock.  
**EXAMPLE** *She recoiled with a yelp.* **ASK** When have you recoiled in shock or fear?
- If something is done **feebly**, it is lacking strength. *"I can't lift this box," Lizzie said feebly.* What activities would you not want to do feebly?
- If something has been **skewed**, it has taken an indirect course. *The bicycle skewed off the sidewalk.* When has your opinion been skewed?
- **Vastness** means that something is of a very great size. *The vastness of the whale overshadowed the fish.* What vastness problems do you know?
- If you call upon something for a specific action, you **summon** it. *They summon all of their strength to carry the table.* What has someone summoned you to do?
- If something has been **roused**, it has been stirred from sleep or a resting state. *The sky became brighter as more and more stars roused themselves.* Have your suspicions ever been roused by something?
- If you continue a course of action despite interference or obstruction, you are being **persistent**. *The cat was persistent in demanding my attention while I was reading.* Why might someone be persistent?
- A difficult problem is called a **dilemma**. *The dilemma was whether to raise or lower prices.* Describe how you handled a personal dilemma.

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V112**. Help students choose the correct answer for *recoiled*. Then have them work individually to answer the remaining examples.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. false; 3. false; 4. false; 5. false; 6. true; 7. true; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary or Concept Word.

1. A person might **recoil** in fear after watching a horror movie.  
TRUE                      FALSE
2. People who speak **feebly** sound strong and confident.  
TRUE                      FALSE
3. A noisy room might cause a person's vision to be **skewed**.  
TRUE                      FALSE
4. Smallness is a synonym for **vastness**.  
TRUE                      FALSE
5. If you have been **summoned**, you have been asked to leave a room.  
TRUE                      FALSE
6. Interest in a dog can be **roused** after visiting a pet store.  
TRUE                      FALSE
7. You might be **persistent** about trying to achieve a goal.  
TRUE                      FALSE
8. If you have to be in two places at the same time, you have a **dilemma**.  
TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To be **windswept** means to be exposed to the wind. **EXAMPLE** *I was windswept during the storm.* **ASK** When might you most likely be windswept?
- A **sharecropper** is a farmer who pays a portion or share of his crop to rent the farm he uses. *The farmer was a sharecropper.* In what story or movie is there a sharecropper as a character?
- If something is **impoverished**, it has few resources and little wealth. *Juan's family was impoverished and didn't own a TV.* Name an impoverished country.
- Something that is **abundant** is present in great quantities. *The flowers are abundant.* What items are abundant in your home or classroom?
- If something is **unearthed**, it is uncovered or dug up out of the earth. *Juan dug a hole and unearthed a worm.* What items have scientists unearthed?
- The state of being alone is called **solitude**. *I like my solitude after a busy day.* What do you like to do in solitude?
- Having **ingenuity** is having cleverness and skillfulness in conception or design. *She showed amazing ingenuity in finding ways to cut costs.* When has your ingenuity helped to make a situation better?
- The rate at which goods, services, or commodities are made is called **productivity**. *The country has low agricultural productivity.* What factors could decrease a seamstress's productivity at work?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V113**. Help students choose the correct answer for *windswept*. Then have them work individually to answer the remaining examples.

### Quick Check

**Can students choose the correct answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. false; 3. false; 4. false; 5. false; 6. false; 7. true; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary or Concept Word.

1. Passengers on a small open boat looked **windswept** by the time they reached the shore.  
TRUE                      FALSE
2. A **sharecropper** delivers medical supplies in a hospital.  
TRUE                      FALSE
3. An **impoverished** state is a state of great wealth.  
TRUE                      FALSE
4. Snow is more **abundant** in the summer months.  
TRUE                      FALSE
5. If a dog **unearthed** dry bones, he buried them.  
TRUE                      FALSE
6. A person might go to a party to enjoy a night of **solitude**.  
TRUE                      FALSE
7. Creative is a synonym for **ingenuity**.  
TRUE                      FALSE
8. **Productivity** increased to meet the high demand for outdoor pools.  
TRUE                      FALSE



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To be **prominent** is to be easily noticeable or well known. **EXAMPLE** *Marshall is prominent to his football team.* **ASK** What is a prominent feature on your house or school building?
- To be **adept** at something is to be very skilled and proficient. *They were amazed by how adept the boy was on one wheel.* What are you adept at?
- **Spectators** watch an event. *The spectators cheered wildly for the winning goal.* What is an event that has paying spectators?
- An **aristocracy** is an elite group of people who rank above others due to privilege of birth, wealth, or achievement. *He was invited into the homes of aristocracy.* In England, who are considered members of the aristocracy?
- To **prevail** is to succeed or win. *Everyone wondered who would prevail in the next race.* Name a character that prevailed after enduring many challenges.
- Something **collective** involves everyone. *The crowd held one collective breath.* What is a collective action your class might take?
- **Perseverance** is a steady and continuous course of action, often in spite of difficulty. *His perseverance was rewarded.* When have you shown perseverance?
- A leader who leaves a path for others to follow into a new or unfamiliar endeavor is called a **trailblazer**. *Like a true trailblazer, Susan influenced several generations of industry professionals.* When might you be a trailblazer?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V114**. Help students answer the question for *prominent*. Then have them work individually.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. Michael Jackson; 2. a pilot; 3. cheering; 4. elite; 5. study; 6. soccer; 7. finishing; 8. The owner gives other bakers jobs.

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. Name a **prominent** world entertainer.  
\_\_\_\_\_
2. Who might be **adept** at flying airplanes?  
\_\_\_\_\_
3. How do **spectators** show that they support a sports team?  
\_\_\_\_\_
4. What is a synonym for **aristocracy**?  
\_\_\_\_\_
5. What should a student do to **prevail** at a spelling competition?  
\_\_\_\_\_
6. Name an activity that is better to play as a **collective** group.  
\_\_\_\_\_
7. In a race, how does a runner exhibit **perseverance**?  
\_\_\_\_\_
8. Why might a bakery owner be considered a **trailblazer**?  
\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** Something that tends to spread is **invasive**. **EXAMPLE** *Invasive cancer cells weakened her ability to function each day.* **ASK** How can invasive cells cause damage to your organs?
- **Initial** relates to the beginning of something. *Michael's initial reaction was to solve the problem.* What were your initial thoughts on your first day of school?
- To lack the usual reason and understanding is to be **irrational**. *Carol has an irrational fear of dogs.* Name someone that has displayed irrational behavior.
- **Insulation** is a material that prevents the transfer of heat, cold, and sound. *The coat provides more than enough insulation needed for cold weather.* Where do you have insulation in your home?
- **Designate** means to point out something. *The president has to designate a time and place for the meeting.* When might you want to designate someone?
- Something that is ordinary and unremarkable is **commonplace**. *The use of cell phones are now commonplace for everyday life.* Why do you think computers have become commonplace to many people?
- Something that is **optimal** is the best or most satisfactory. *He keeps the engine tuned for optimal performance.* What would be an optimal vacation location?
- **Advocates** are people who try to defend or advance a cause. *Mr. and Mrs. Thomas are passionate advocates for civil rights.* What organization would you be an advocate for?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V115**. Help students choose the correct answer for *invasive*. Then have them work individually.

### Quick Check

Can students choose the best answer for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. false; 3. true; 4. false; 5. true; 6. true; 7. false; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary or Concept Word.

- Invasive** white blood cells are cells that spread through a person's body.  
TRUE                      FALSE
- If a teacher taught an **initial** lesson, she has given her last lesson.  
TRUE                      FALSE
- Screaming at the top of your lungs for no reason is an example of **irrational** behavior.  
TRUE                      FALSE
- Insulation** around a window allows air to flow through freely.  
TRUE                      FALSE
- A teacher can **designate** a student to pass out lunch tickets.  
TRUE                      FALSE
- Ordinary is another word for **commonplace**.  
TRUE                      FALSE
- If a pet lives in **optimal** conditions, it lives in an unhappy home.  
TRUE                      FALSE
- A child **advocate** protects children's rights.  
TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If something is properly adjusted for coordinated functioning, it has **alignment**. **EXAMPLE** *The heat that expanded the steel tracks put them out of alignment.* **ASK** Why is alignment important to the tires of a car?
- Something that is **periodic** recurs at intervals of time. *The plains need periodic fires to stay healthy.* What activities do you do on a periodic basis?
- Something that causes discomfort or trouble is an **inconvenience**. *It was an inconvenience to wait for the next bus.* What is an example of an inconvenience?
- If something is **prolonged**, it is lengthened in time. *Certain flowers do not survive prolonged heat.* Why would something need to be prolonged?
- **Generated** means created by a natural process. *Dust particles sticking against each other generated static electricity.* How is heat generated in your home?
- An astronomical event in which the sun is obscured from view from Earth by the moon is an **eclipse**. *We stayed awake to watch the eclipse.* Have you witnessed an eclipse?
- **Calamity** is an extraordinarily grave event marked by loss, grief, and lasting distress. *For twenty two years he was spared the side effects of his illness and the calamity that waits in the wings.* How has a calamity affected your life?
- Someone or something that has **tenacity** is stubborn and persistent. *The Tigers were struggling to keep up but through sheer tenacity, they trailed by nine at half time.* When have you exercised tenacity?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V116**. Help students choose the correct answer for *alignment*. Then have them work individually.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. false; 3. true; 4. true; 5. true; 6. false; 7. true; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary or Concept Word.

1. A mechanic can fix the faulty **alignment** of a car.  
TRUE                      FALSE
2. If people make **periodic** payments, they make payments once a week.  
TRUE                      FALSE
3. It is an **inconvenience** to wait for someone who is late.  
TRUE                      FALSE
4. The basketball game was **prolonged** due to overtime.  
TRUE                      FALSE
5. Selling T-shirts **generated** money for the soccer team.  
TRUE                      FALSE
6. An **eclipse** takes place once a year.  
TRUE                      FALSE
7. A hurricane can cause **calamity**.  
TRUE                      FALSE
8. Someone with great **tenacity** never gives up.  
TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** The highest point of a hill or mountain is called the **summit**. **EXAMPLE** *It was only 3,000 more feet to the summit.* **ASK** What is the measurement from the ground to the summit of Mount Everest?
- Something **peripheral** is seen from the outer edges of the field of vision. *He relied on his peripheral vision.* What can you see from your peripheral view?
- Something that is left desolate and destroyed is **devastating**. *The devastating storms kept us in the house for days.* When have you heard devastating news?
- To **compensate** means to make up for a thing that is lacking. *He must compensate for his poor vision.* When have you had to compensate for something?
- Something that has become worse or inferior in condition, value, or character has **deteriorated**. *Erik's eyesight had deteriorated to the point that the ramp became an orange blur.* What happens when wood becomes deteriorated?
- To have **potential** is to have the possibility of doing something. *I always felt I had the potential to do more.* What do you have the potential to do?
- To carry out into effect means to **implement**. *The principal had to implement a new after-school program.* What new rule would you implement at your school?
- To **assess** something is to estimate its value or ability. *They assess the need for aid.* How can you assess whether a television show is appropriate for children?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V117**. Help students choose the correct answer for *summit*. Then have them work individually.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** **1.** at the top; **2.** a side view; **3.** sad; **4.** wear high-heeled shoes; **5.** they do not remember; **6.** becoming an author; **7.** add new job titles; **8.** to estimate its value

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

- Where is the **summit** of a mountain?  
at the base                      at the top
- What is a **peripheral** view?  
a farsighted view              a side view
- How might a person feel after hearing **devastating** news?  
sad                                  happy
- What might a person do to **compensate** for being short?  
wear                                  wear high-heeled  
flat shoes                          shoes
- Which may be a sign that someone's memory has **deteriorated**?  
they do not                          they  
remember                              remember
- In which area might a librarian show **potential**?  
becoming                              becoming  
an author                              a student
- What does it mean to **implement** new job titles?  
delete some                          add new job titles  
job titles
- Why might someone want to **assess** their property?  
to estimate                          to buy new  
its value                                  furniture



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** An **endeavor** is a strenuous effort or attempt. **EXAMPLE** *It is our endeavor to create a government that truly serves its people.* **ASK** What is an antonym for *endeavor*?
- Something **extensive** is far-reaching and thorough. *The heavy winds caused extensive damage to the roof of our house.* What do you take extensive care of?
- If an event begins **tentatively** at noon, the actual time the event begins is uncertain. *The group tentatively planned to meet for lunch.* Why might you want to tentatively plan, rather than give an actual day and time?
- **Multitude** means a great number, mass, or crowd. *Awed by the multitude of stars, they stared at the night sky.* What would you like to have a multitude of?
- The inability to make up one's mind is **indecision**. *His indecision about where to eat frustrated his family.* When have you displayed indecision?
- A **benefactor** is someone who donates money or property to a cause or institution. *An anonymous benefactor gave the school money to build a new library.* How could a benefactor make a difference for a school or other organization?
- To **entail** means to cause or involve something by necessity or as a consequence. *A party entails extensive planning.* What does a progress report entail?
- To have **empathy** for someone is to experience the feelings, thoughts, or attitudes of that person. *His months spent researching prison life gave him greater empathy towards convicts.* When have you displayed empathy?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V118**. Help students choose the correct answer for *endeavor*. Then have them work individually.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. false; 2. true; 3. false; 4. true; 5. true; 6. false; 7. true; 8. false

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary or Concept Word.

- To put forth an **endeavor** is to display weakness.  
TRUE                      FALSE
- If a person conducted an **extensive** review, they have done a thorough review.  
TRUE                      FALSE
- If friends will **tentatively** meet, the plans are definite.  
TRUE                      FALSE
- There are a **multitude** of ants in an ant farm.  
TRUE                      FALSE
- If a person cannot make up his mind, he is displaying **indecision**.  
TRUE                      FALSE
- A **benefactor** receives money from friends.  
TRUE                      FALSE
- Running a company **entails** a great deal of labor and long hours or work.  
TRUE                      FALSE
- People who ignore you during a time of need are showing **empathy**.  
TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To be **nomadic** means to move about. **EXAMPLE** *Raised in a nomadic family, she attended many different high schools.* **ASK** What are some advantages and disadvantages about living a nomadic life?
- If someone **reunites** with someone else, they are brought together again. *The high school band reunites every year.* How often does your family reunite?
- An **adjustment** is an adaptation to something. *Evan went through a period of adjustment at the new school.* What adjustments have you made?
- Something that is **sturdy** is strongly built, robust, or stout. *A bulldog is a kind of dog with a strong, sturdy build.* Name some items that are sturdy.
- **Ember** is a piece of wood or coal that does not emit flame, but is still burning. *All that was left of the fire was an ember.* Where can you find ember in a house?
- Making quick, inarticulate speech-like sounds is called **chattering**. *Laura had to put up with my nonstop chattering.* When have you heard people chattering?
- A wise, influential counselor or teacher is a **mentor**. *He needed a mentor to teach him about the world of politics.* Who has been a great mentor to you?
- To have a connection of understanding with someone is to have a **rapport** with that person. *She quickly developed a good rapport with the other teachers.* With whom do you have a good rapport?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V119**. Help students answer the question for *nomadic*. Then have them work individually to answer the remaining questions.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. carefree; 2. meet them at a restaurant; 3. for a better view; 4. a piano; 5. in a fireplace; 6. they are excited; 7. to provide guidance; 8. patients

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

1. How would you describe a **nomadic** lifestyle?

\_\_\_\_\_

2. How might a high school student **reunite** with her former classmates?

\_\_\_\_\_

3. Why would someone make an **adjustment** to a car's side view mirror?

\_\_\_\_\_

4. Name an object that is **sturdy**.

\_\_\_\_\_

5. Where might you see an **ember**?

\_\_\_\_\_

6. What might cause a person to be **chattering** with someone else?

\_\_\_\_\_

7. What is one role of a **mentor**?

\_\_\_\_\_

8. With whom should a doctor have a good **rapport**?

\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** A place for sitting, waiting, and relaxing, especially a public space or one shared by a number of people is called a **lounge**. **EXAMPLE** *She chose to lounge on the sofa at home.* **ASK** Where is the best place for you to lounge?
- A proper relation between things or parts is **proportion**. *His ears were drawn out of proportion.* Why are features shown out of proportion in caricatures?
- Poetry that does not have a fixed metrical pattern is **free verse**. *Some poets feel that free verse is not really free.* Share an example of a simple free verse.
- A **narrative poem** is a poem that tells a story and has a plot. *He wrote a narrative poem about his experience.* What narrative poems have you read?
- **Assonance** is the rhyming of vowel sounds in words of close proximity. *She sees sheep is an example of assonance.* Share an example of assonance.
- When two or more words in close proximity begin with the same sound, it is called **alliteration**. *She sells seashells is an example of alliteration.* Share an example of alliteration.
- A sense of duty or binding promise is an **obligation**. *I have an obligation to attend school.* What obligations do you have at home or at school?
- **Answerable** means able to recount action or behavior to relate a level of responsibility. *He thinks he is answerable to no one.* Who are you answerable to?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V120**. Help students choose the correct answer for *lounge*. Then have them work individually.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. to relax; 2. reasonable measurement; 3. unrestricted metrical patterns; 4. a story with a plot; 5. rhyming vowel sounds; 6. words begin with the same sound; 7. educate students; 8. a teacher

## Use Vocabulary Words

Circle the best answer for each Vocabulary and Concept Word.

1. What do people go to a **lounge** for?  
to relax                      to sleep
2. Which of these describes a good **proportion**?  
reasonable                  unreasonable  
measurement                measurement
3. Which describes a poem with **free verse**?  
restricted metrical        unrestricted metrical  
patterns                      patterns
4. Which describes a **narrative poem**?  
a story                        a story  
with a plot                    without a plot
5. Which of these describes **assonance**?  
repeating words        rhyming vowel sounds
6. Which of these describes **alliteration**?  
words begin with        words begin with  
the same letter            the same sound
7. What **obligation** do all teachers have?  
educate students        monitor lunch duty
8. Who might a student be **answerable** to?  
a classmate                a teacher

**VOCABULARY WORDS**

# Review

## PREPARING THE REVIEW

- Copy **Practice Reproducible V121**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

## ADMINISTERING THE REVIEW

- Administer the review individually or to a small group.
- Tell the student to complete each sentence by writing an example of the word.
- If necessary, read sentences together with students and record their answers.
- Sample Answers are shown below. Each item focuses on one word from a particular lesson in this book.

1. Sample Answer: the flashing lights (Lesson 111: Grade 6, Unit 3, Week 1)
2. Sample Answer: the box (Lesson 112: Grade 6, Unit 3, Week 2)
3. Sample Answer: solve the problem (Lesson 113: Grade 6, Unit 3, Week 3)
4. Sample Answer: eat lunch first (Lesson 114: Grade 6, Unit 3, Week 4)
5. Sample Answer: to learn letters (Lesson 115: Grade 6, Unit 3, Week 5)
6. Sample Answer: wait (Lesson 116: Grade 6, Unit 4, Week 1)
7. Sample Answer: the mountain (Lesson 117: Grade 6, Unit 4, Week 2)
8. Sample Answer: a school (Lesson 118: Grade 6, Unit 4, Week 3)
9. Sample Answer: eyeglasses (Lesson 119: Grade 6, Unit 4, Week 4)
10. Sample Answer: a parent (Lesson 120: Grade 6, Unit 4, Week 5)

## SCORING THE REVIEW

- Total the number of items answered correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors, using the lesson numbers provided above.
- Reteach those lessons for which the student did not answer an item correctly.

Percentage Table	
<b>10 correct</b> 100%	<b>5 correct</b> 50%
<b>9 correct</b> 90%	<b>4 correct</b> 40%
<b>8 correct</b> 80%	<b>3 correct</b> 30%
<b>7 correct</b> 70%	<b>2 correct</b> 20%
<b>6 correct</b> 60%	<b>1 correct</b> 10%

## Vocabulary Words Review

1. The baby was **enthralled** by \_\_\_\_\_ .
2. I **feebly** carried \_\_\_\_\_ to the basement after my exercise workout.
3. Troy's **ingenuity** helped the team \_\_\_\_\_ .
4. We made a **collective** decision to \_\_\_\_\_ .
5. An **initial** step before learning to read is \_\_\_\_\_ .
6. Having to \_\_\_\_\_ was an **inconvenience**.
7. We climbed to the **summit** of \_\_\_\_\_ .
8. A **benefactor** might donate money to \_\_\_\_\_ .
9. People make **adjustments** to \_\_\_\_\_ in order to help them see.
10. A child is **answerable** to \_\_\_\_\_ .



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** Uninhabited, or deserted, landscapes with solitary are **desolate**.  
**EXAMPLE** *The rocky path wound among desolate green hills.* **ASK** What areas of the world are primarily desolate?
- Someone who is **valiant** is bold and courageous. *Let me meet the valiant champion.* When have you displayed a valiant act?
- Someone who is **steadfast** is dedicated to a purpose and does not waver from a decision. *I begged him to stay, but he remained steadfast and left.* Do you know anyone with a steadfast personality?
- When something is **somber** it is dark, depressing, and dismal. *The somber marchers quickened their pace.* What can cause a person to be somber?
- **Deception** is a hoax, misdirection, or an act that conceals the truth. *The student used deception on his final exam.* Have you been a victim of deception?
- Someone who is **oblivious** is unconscious, unmindful, or unaware. *She was oblivious to the rain falling on her face.* Have you ever been oblivious?
- **Exploits** are notable deeds and heroic achievements. *After his exploits during the fire, the mayor presented Karl with an award.* What exploits have you seen?
- Daring marked by confidence or arrogance is **audacity**. *Patricia had the audacity to leave a meeting early.* What have you had the audacity to do?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V122**. Help students answer the question for *desolate*. Then have them work individually.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. snakes; 2. cowardly; 3. carry it out without distractions; 4. funeral home; 5. they conceal the truth; 6. to avoid a ticket; 7. helping someone with heavy groceries; 8. break curfew

## Use Vocabulary Words

Fill in the blank for each Vocabulary and Concept Word.

1. What animals can survive in a **desolate** habitat?  
\_\_\_\_\_
2. What is an antonym for **valiant**?  
\_\_\_\_\_
3. What does it mean to be **steadfast** on a project?  
\_\_\_\_\_
4. What places have a **somber** presence?  
\_\_\_\_\_
5. Why are some commercials often viewed as acts of **deception**?  
\_\_\_\_\_
6. Why might a driver claim to be **oblivious** to street signs?  
\_\_\_\_\_
7. Describe an example of an **exploit**.  
\_\_\_\_\_
8. What might a teenager have the **audacity** to do, that would upset a parent?  
\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** The platform with steps at a building's door is called a **stoop**.  
**EXAMPLE** *I stepped onto the stoop.* **ASK** Where have you seen a stoop?
- When people are **eavesdropping**, they are secretly listening. *I was eavesdropping on my parents' discussion.* Have you ever caught someone eavesdropping?
- If something is **infinite**, it is immeasurable. *She has infinite patience when she's dealing with children.* In math, how are infinite numbers explained?
- An act that returns like for like, or revenge, is called **retaliation**. *Ann ignored her mom in retaliation.* Describe an act of retaliation.
- Extreme severities are called **rigors**. *Due to the rigors of the walk home, John had to rest.* What rigors could affect your academic performance?
- To be **disposed** is to have an inclination or tendency toward something. *A bad diet disposed her to sickness.* What can dispose someone to having a headache?
- To have **fortitude** is to have mental and emotional strength. *It took fortitude is to solve the mystery.* When have you shown fortitude to accomplish a goal?
- Someone who is **undaunted** is not discouraged and does not give in to fear. *Marla was undaunted by the size of the crowd and decided to speak.* What might cause someone to be undaunted by a situation?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V123**. Help students choose the correct answer for *stoop*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. false; 2. false; 3. false; 4. true; 5. true; 6. true; 7. false; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. A **stoop** is a ledge on a window.  
TRUE                      FALSE
2. If you were **eavesdropping**, the people engaged in the conversation knew you were listening.  
TRUE                      FALSE
3. If someone has **infinite** knowledge about a subject, they know a few details.  
TRUE                      FALSE
4. Revenge is another word for **retaliation**.  
TRUE                      FALSE
5. A military man endures the **rigors** of training so that he is prepared for a call to war.  
TRUE                      FALSE
6. Poor study habits **disposed** Peter to failing grades.  
TRUE                      FALSE
7. **Fortitude** is needed to eat an apple.  
TRUE                      FALSE
8. The firefighters were **undaunted** by the dangerous conditions they faced.  
TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If something is **sparse**, it is thinly distributed. **EXAMPLE** *Its hard, woody seeds are sparse.* **ASK** How can we utilize sparse land?
- **Manipulation** is clever or skillful control. *Maize was created by the Indians in a bold act of biological manipulation.* How have you used manipulation to achieve something you wanted?
- If something has been **mutated**, it has changed. *Experts think maize came from a mutated form of teosinte.* What in your classroom has mutated?
- To be **inefficient** is to be unable to achieve the desired results within the given use of resources. *The big truck had an inefficient use of gasoline.* What are some effects of an ineffective process?
- **Nutrients** are substances containing nourishment that sustain life. *A beans' roots add nutrients to the soil.* What are some nutrients that your body needs?
- Something **industrial** uses technology, innovation, or machinery for large-scale production. *There are thousands of industrial uses for plastic.* Describe what it means to be an industrial nation.
- A **modification** is an alteration or change *They passed the law with only a few modifications.* How might the weather require modification to vacation plans?
- An amount that is greater than that which is needed is called **surplus**. *The surplus was divided equally.* What is there a surplus of in your school?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V124**. Help students choose the correct answer for *sparse*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. false; 2. true; 3. true; 4. false; 5. false; 6. false; 7. true; 8. false

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

- The **sparse** arrangement of trees covered the forest.  
TRUE                      FALSE
- He used **manipulation** to get the salesman to lower the price of the car.  
TRUE                      FALSE
- Over time, her feelings **mutated** from like into love.  
TRUE                      FALSE
- If a procedure to make shoes is **inefficient**, then the productivity will run smoothly.  
TRUE                      FALSE
- Nutrients** are harmful to our bodies.  
TRUE                      FALSE
- If something is **industrial**, it does not use technology.  
TRUE                      FALSE
- Modification** means that something has been altered.  
TRUE                      FALSE
- If apples are in **surplus**, there are not enough.  
TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** When something **drones**, it makes a low, continuous tone. **EXAMPLE** A motor drones. **ASK** When have you heard something that drones?
- To support or to keep going is to **sustain**. *Earth is a planet that is able to sustain life.* When is a time you have tried to sustain your balance?
- A **galaxy** is a large system of stars held together by gravity. *Two hundred billion stars are in our Milky Way galaxy.* What adjectives describe the size of a galaxy?
- **Conservatively** means cautiously moderate or purposely low. *Let us suppose, conservatively, that intelligent species live on only one Earth-like planet in a million.* Why might you want to spend your money conservatively?
- **Ultimately** means in the end. *Ultimately, you have to be prepared when in the mountains.* What do you ultimately hope to happen when you study?
- Associates in a profession are called **colleagues**. *On Pam's first day at work, her new colleagues made her feel welcome.* Who are your teacher's colleagues?
- To **verify** something is to prove the truth. *I need to verify my flight number.* When have you verified something?
- A **deduction** is the result of a process of reasoning. *Our deduction was based on the information given to us at the time.* When have you made a deduction?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V125**. Help students choose the correct answer for *drones*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each question?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. false; 3. false; 4. true; 5. false; 6. true; 7. true; 8. false

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

- An airplane's motor often **drones** in the sky.  
TRUE                      FALSE
- Most people can easily **sustain** their balance on a tightrope.  
TRUE                      FALSE
- A **galaxy** is small related to the size of Earth.  
TRUE                      FALSE
- You will often have money left over if you spend your money **conservatively**.  
TRUE                      FALSE
- A marathoner **ultimately** runs to make it to the start line.  
TRUE                      FALSE
- Teachers and the principal are **colleagues**.  
TRUE                      FALSE
- When you **verify** your answers, you check that they are correct.  
TRUE                      FALSE
- A **deduction** is when someone makes a wild guess.  
TRUE                      FALSE



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If something is called **catastrophic**, it is disastrous and extensive. **EXAMPLE** *Driving on a cloudy night could be catastrophic.* **ASK** What are some catastrophic events from history?
- To be **deployed** is to be spread out strategically. *Probes are deployed through space to gather information.* What other things might be deployed?
- **Subsequently** means occurring or coming after. *Subsequently, more vehicles followed the string of trucks.* After the bell rings, what happens subsequently?
- To be **obsolete** is to be outdated or no longer useful. *Some technologies become obsolete before they can be used.* What technologies are obsolete?
- A **magnetic** object has the power of magnets to affect objects within its field. *A magnetic needle of a compass points north.* What are some magnetic objects?
- If something is **elevating**, it is raising up. *Students are elevating their mood with music.* How might words of encouragement be elevating?
- **Computations** are calculations following formulas. *The solution required a series of computations.* When have you performed computations?
- An **application** is the act of putting something to use. *The application of heat often helps sore muscles.* What application might you use cold for?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V126**. Help students answer the question for *catastrophic*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** **1.** a flood; **2.** soldiers; **3.** sports practice; **4.** when there is new technology; **5.** they attract each other; **6.** make them smile; **7.** math class; **8.** to mix things

## Use Vocabulary Words

Fill in the blank for each Vocabulary and Concept Word.

1. What might be a **catastrophic** natural disaster?

\_\_\_\_\_

2. Who would be **deployed** in a battle?

\_\_\_\_\_

3. What happens **subsequently** at the end of a school day?

\_\_\_\_\_

4. When might some technology become **obsolete**?

\_\_\_\_\_

5. What happens when two **magnetic** objects touch?

\_\_\_\_\_

6. How might you help in **elevating** a friend's mood?

\_\_\_\_\_

7. In what class might you learn about **computations**?

\_\_\_\_\_

8. What is an **application** for a bowl?

\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To be **replenished** is to be refilled or resupplied. **EXAMPLE** *Our bodies continually lose salt through bodily functions and need to be constantly replenished.* **ASK** What supplies are often replenished in your classroom?
- Something that is **ornate** is elaborately adorned or decorated. *One mine even has ornate rooms carved out of salt!* What have you seen that was ornate?
- An **edible** object can be eaten. *Early humans survived by eating wild animals and gathering wild edible plants.* What are some types of plants that are edible?
- To be **significant** is to be important. *This discovery is one of the most significant changes in history.* What is a significant event in history that you know about?
- To be **dominant** is to rule, control, or have authority over. *In every century, the dominant people controlled the salt trade.* How does a dominant dog behave?
- Something **impenetrable** cannot be broken through. *Salt crystals join together to form an impenetrable, glass-like wall.* What other materials are impenetrable?
- The process of delivering and spreading out goods is called **distribution**. *The church collects food and clothing for distribution to needy families.* Who are some people involved in the distribution of foods?
- A **commodity** is an item of value that is traded in a commercial transaction. *Oil is a commodity in high demand.* What are some other commodities?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V127**. Help students answer the question for *replenished*. Then have them work individually.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** 1. printer paper; 2. a palace; 3. carrots; 4. graduating; 5. the president; 6. it is impossible to break through; 7. large trucks; 8. corn

## Use Vocabulary Words

Fill in the blank for each Vocabulary and Concept Word.

1. What is something that is often **replenished**?

\_\_\_\_\_

2. What is a place that has **ornate** decorations?

\_\_\_\_\_

3. What is an **edible** vegetable?

\_\_\_\_\_

4. What is a **significant** accomplishment?

\_\_\_\_\_

5. Who is a **dominant** person in the government?

\_\_\_\_\_

6. What would make a door be **impenetrable**?

\_\_\_\_\_

7. What vehicles are involved in the **distribution** of things?

\_\_\_\_\_

8. What is a **commodity** of agriculture?

\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** If something is **undiminished**, it has not decreased or lessened. **EXAMPLE** *The fire was still blazing all over the city with undiminished luster.* **ASK** Why might you want to practice something with undiminished attention?
- If something is **smoldering**, it is burning without a flame. *Claire scrambled over the smoldering pile of debris.* What things might you see smoldering?
- If something has been **presumed**, it has been assumed or supposed. *He presumed the worst.* What is a word that means the opposite of *presumed*?
- If something is described as **populous**, it is crowded or full of people. *Before the fire, our town was once a populous city.* Where are some populous places?
- To be useless or incapable of producing a result is to be **futile**. *He risked his life in a futile effort to find his children.* When have you done something futile?
- To be **agitated** is to be excited and disturbed. *She grew even more agitated when they passed a wagon loaded with frightened children.* What might cause an animal to become agitated?
- If there is **urgency** to do something, it is of pressing importance. *He stood by the side of the road pleading for help with urgency.* What are some clues to the urgency of a fire truck?
- If something is **crucial**, it is an extremely important decision or result. *Vitamins are crucial for maintaining good health.* Why is it crucial to get enough sleep?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V128**. Help students choose the correct answer for *undiminished*. Then have them work individually.

### Quick Check

Can students choose the best answer for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. false; 2. false; 3. true; 4. true; 5. false; 6. true; 7. false; 8. true

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

1. When a rainstorm stops, it is **undiminished**.  
TRUE                      FALSE
2. You can see the flame of a **smoldering** candle.  
TRUE                      FALSE
3. It can be **presumed** that a laughing baby is happy.  
TRUE                      FALSE
4. A **populous** city has many people living in it.  
TRUE                      FALSE
5. It easy to achieve a **futile** goal.  
TRUE                      FALSE
6. People who are **agitated** may be upset about something.  
TRUE                      FALSE
7. You should do something that has **urgency** later.  
TRUE                      FALSE
8. It is **crucial** to eat healthful foods.  
TRUE                      FALSE

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** An **alternative** is a different choice. **EXAMPLE** *They have an alternative idea for making the machine work.* **ASK** When have you had an alternative idea?
- A **protein** is an organic molecule making up a large part of the mass of every form of life. *You need more protein in your diet.* What foods are high in protein?
- To **extract** something is to get or take it with special effort or skill. *One of her goals is to identify and extract these agents.* Who might extract teeth?
- To **correspond** is to be similar or equivalent. *We see drips of liquid that correspond to antibiotics.* When did your ideas correspond with your friend's ideas?
- To be completely full or soaked with a liquid is to be **saturated**. *His shirt was saturated with sweat.* What happens when the ground is saturated with water?
- **Foliage** is a growth of leaves. *Our family took pictures near a tree with pretty foliage.* Where do you see a lot of foliage?
- A **hypothesis** is a guess that directs an investigation. *Their hypothesis is watching television reduces concentration.* What is a hypothesis you have tested?
- To spring back, or recover, from adversity is to be **resilient**. *A basketball's surface is usually resilient.* When have you been resilient?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V129**. Point out the word NOT in the second column. Help students complete the row for *alternative*. Then have them work individually to complete the remaining rows.

### Quick Check

Can students provide examples for each word?

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample answers):** **alternative** *Example: different, NOT: the same;* **protein** *Example: Fish, NOT: Junk food;* **extract** *Example: a tooth, NOT: an appendix;* **correspond** *Example: the same, NOT: different;* **saturated** *Example: full of water, NOT: dry;* **foliage** *Example: A maple tree, NOT: An animal*

## Use Vocabulary Words

Fill in the blanks for each Vocabulary and Concept Word.

Example	NOT an Example
An <b>alternative</b> idea is _____ _____ .	An <b>alternative</b> idea is NOT _____ _____ .
_____ is high in <b>protein</b> .	_____ is NOT high in <b>protein</b> .
A dentist might <b>extract</b> _____ _____ .	A dentist would NOT <b>extract</b> _____ _____ .
Things that <b>correspond</b> are _____ _____ .	Things that <b>correspond</b> are NOT _____ _____ .
A <b>saturated</b> towel would be _____ _____ .	A <b>saturated</b> towel would NOT be _____ _____ .
_____ has <b>foliage</b> .	_____ does NOT have <b>foliage</b> .



# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To **embark** is to begin a new adventure. **EXAMPLE** *Carlton travels across the country to embark on a new career.* **ASK** What would you like to embark on?
- Something that belongs to the character of a thing is **intrinsic**. *Travel by boat was intrinsic to the Egyptian way of life.* What is intrinsic to your personality?
- If something is done **meticulously**, it is done carefully, with attention to detail. *The priests meticulously followed the rituals.* What do you do meticulously?
- Unbroken, solid underlying rock is called **bedrock**. *The limestone bedrock wicks moisture from groundwater below.* Where can you find bedrock?
- Something **intriguing** is arousing or appealing to one's curiosity. *The Egyptologist found the artifacts intriguing.* What do you find intriguing?
- Beauty or excellence in craftsmanship or appearance is **exquisite**. *An exquisite butterfly emerged from its cocoon.* What have you seen that was exquisite?
- An area in which something has been exposed for archaeological investigation is an **excavation**. *Recent archeological excavations showed that saxon women were often buried with pairs of saucer brooches.* Who might work on an excavation site?
- **Methodical** means done in a systematic or routine way. *The methodical review of the evidence exposed a problem.* What is the opposite of *methodical*?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V130**. Help students answer the question for *embark*. Then have them work individually.

### Quick Check

**Can students provide examples for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key (Sample Answers):** 1. pack; 2. one that belongs to a thing; 3. homework; 4. far below ground; 5. at the library; 6. beautiful; 7. coal; 8. to be sure you check each answer

## Use Vocabulary Words

Fill in the blank for each Vocabulary and Concept Word.

1. What might you do before you **embark** on a trip?  
\_\_\_\_\_
2. What is an **intrinsic** quality?  
\_\_\_\_\_
3. What is something that you do **meticulously**?  
\_\_\_\_\_
4. Where might you find **bedrock**?  
\_\_\_\_\_
5. How would you learn about an **intriguing** topic?  
\_\_\_\_\_
6. What does an **exquisite** flower look like?  
\_\_\_\_\_
7. What could you find during the **excavation** of an area?  
\_\_\_\_\_
8. Why is it important to be **methodical** when checking your answers on a test?  
\_\_\_\_\_

# Vocabulary Words

## TEACH/MODEL

Teach each Vocabulary and Concept Word using the **Define/Example/Ask** routine.

- **DEFINE** To be **unfettered** is to be released from physical or mental bonds. **EXAMPLE** *The mayor enjoyed a carefree holiday, unfettered by the demands of his position.* **ASK** When have you been unfettered?
- To broaden **horizons** means to expand knowledge. *This discovery opens up new horizons in cancer research.* When have you broadened your horizons?
- An **ode** is a lyric poem of complex structure with expressive and emotional sentiment. *He dedicated the ode to his mother.* Who might you write an ode for?
- When the same word appears in a poem, it is called **repetition**. *Poems that use repetition are easy to remember.* Why might a poet decide to use repetition?
- Language that evokes vivid sensations of smell, taste, feeling, hearing, and/or seeing is called **imagery**. *Haley incorporates the most unlikely imagery into her ceramic projects.* Use imagery to describe your classroom or the lunchroom.
- Extravagant exaggeration is **hyperbole**. *Many consumers view ads as hyperbole to boost sales.* Share a time that you used a hyperbole to tell a story.
- Refreshment of health and mind through relaxation and enjoyment is called **recreation**. *The building next to the school is used for recreation.* What kinds of activities do you enjoy as recreation?
- An **incentive** is something that motivates or induces an action. *The store offers a sale as an incentive for customers.* When have you been offered an incentive?

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V131**. Help students choose the correct answer for *unfettered*. Then have them work individually to answer the remaining questions.

### Quick Check

**Can students choose the best answer for each word?**

**If No** → Use the **Vocabulary Cards, Visual Vocabulary Cards, Visual Glossary Online**, and **online vocabulary games** for additional practice.

**If Yes** → Have students make a list of the words in their vocabulary notebook for use in future writing activities.

**Answer Key:** 1. true; 2. false; 3. true; 4. false; 5. true; 6. true; 7. false; 8. false

## Use Vocabulary Words

Circle TRUE or FALSE for each Vocabulary and Concept Word.

- Someone might feel **unfettered** during summer vacation.  
TRUE                      FALSE
- You should read the same book again and again to broaden your **horizons**.  
TRUE                      FALSE
- You would expect to find an **ode** in a poetry book.  
TRUE                      FALSE
- Repetition** is never using the same word twice in a poem.  
TRUE                      FALSE
- Language full of **imagery** can help you make a picture in your mind.  
TRUE                      FALSE
- Telling a story exactly as it happened does not use **hyperbole**.  
TRUE                      FALSE
- Most people consider doing chores a type of **recreation**.  
TRUE                      FALSE
- A store's **incentive** is not meant to convince you to buy a product.  
TRUE                      FALSE

**VOCABULARY WORDS**

# Review

## PREPARING THE REVIEW

- Copy **Practice Reproducible V132**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

## ADMINISTERING THE REVIEW

- Administer the review individually or to a small group.
- Tell the student to complete each sentence by writing an example of the word.
- If necessary, read sentences together with students and record their answers.
- Sample Answers are shown below. Each item focuses on one word from a particular lesson in this book.

1. Sample Answer: abandoned (Lesson 122: Grade 6, Unit 5, Week 1)
2. Sample Answer: hid his sister's car keys (Lesson 123: Grade 6, Unit 5, Week 2)
3. Sample Answer: jobs (Lesson 124: Grade 6, Unit 5, Week 3)
4. Sample Answer: signing it (Lesson 125: Grade 6, Unit 5, Week 4)
5. Sample Answer: fertilizer (Lesson 126: Grade 6, Unit 5, Week 5)
6. Sample Answer: wood (Lesson 127: Grade 6, Unit 6, Week 1)
7. Sample Answer: innocent (Lesson 128: Grade 6, Unit 6, Week 2)
8. Sample Answer: water (Lesson 129: Grade 6, Unit 6, Week 3)
9. Sample Answer: cleaned (Lesson 130: Grade 6, Unit 6, Week 4)
10. Sample Answer: Free movie tickets (Lesson 131: Grade 6, Unit 6, Week 5)

## SCORING THE REVIEW

- Total the number of items answered correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors, using the lesson numbers provided above.
- Reteach those lessons for which the student did not answer an item correctly.

Percentage Table	
<b>10 correct</b> 100%	<b>5 correct</b> 50%
<b>9 correct</b> 90%	<b>4 correct</b> 40%
<b>8 correct</b> 80%	<b>3 correct</b> 30%
<b>7 correct</b> 70%	<b>2 correct</b> 20%
<b>6 correct</b> 60%	<b>1 correct</b> 10%

## Vocabulary Words Review

1. The **desolate** barn has been \_\_\_\_\_ for many years.
2. In **retaliation** for making him miss a football game, David \_\_\_\_\_ .
3. There is a **surplus** of workers and not enough \_\_\_\_\_ .
4. She had to **verify** the report before \_\_\_\_\_ .
5. Repeated **applications** of \_\_\_\_\_ will help the grass grow green and healthy.
6. Tom **replenished** his supply of \_\_\_\_\_ in preparation for the winter.
7. It is **presumed** that he is \_\_\_\_\_ until proven guilty.
8. After playing by the beach all day, the toddler's clothes were **saturated** with \_\_\_\_\_ .
9. The housekeeper **meticulously** \_\_\_\_\_ the kitchen in less than an hour.
10. \_\_\_\_\_ was the **incentive** for selling the most tickets to the school play.

**VOCABULARY STRATEGIES**

# Using Word Clues

## TEACH

**Introduce Word Clues** Say: A reader can often figure out the meaning of an unfamiliar word by looking for word clues in the same sentence or a nearby sentence or paragraphs. These surrounding word clues are called context clues.

- Say: Sometimes context clues might be synonyms, antonyms, examples, definitions, or grammatical clues, such as how the word is used.
- Write: Manuel thought the painting was ugly, but Beth thought it was attractive. Point out that the clue word *but* shows that *attractive* and *ugly* are antonyms. Say: I know the opposite of ugly is pretty, so attractive must mean “pretty.”

**Using Context Clues** Students can follow these steps to figure out the meaning of unfamiliar words.

- 1. Identify the word.** Find the word you do not understand. Being aware of word meanings as they read can help students understand a passage.
- 2. Look for clues.** Find words such as synonyms, antonyms, or examples that tell about the word. Look for definitions, parts of speech, or descriptions.
- 3. Use the clues.** Think about how the clues relate to the unknown word.
- 4. Test out the meaning.** Replace the word in the sentence with its meaning. Does it make sense? Students may need to try out other possible meanings.

## MODEL

Write on the board: Kendra is a talented, or *skillful*, artist. Model using word clues to determine the meaning of words.

**Think Aloud** I want to know the meaning of talented. When I look at the sentence, I see the words or skillful. Skillful is a synonym for talented. I know that skillful means “to have skill or be very good at something.” I can figure out that talented means about the same thing.

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V133**. Read aloud and discuss each exercise. Show students where to write each answer.

**Word Play** Write on the board: *pretty/beautiful, proper/correct, loud/quiet, soft/hard*. Have students write sentences using one synonym to explain its match and one antonym to explain its match. Have them share their sentences.

**Answer Key:** 1. *hiding*, staying out of sight 2. *however* and *useless*, useful  
3. *told*, made known 4. *unlike* and *comfortable*, uncomfortable  
5. *but* and *real*, fake 6. *honest*, truthful

## Using Word Clues

Read the sentences. Circle the words in the sentence that help you figure out the meaning of the underlined word. Choose the meaning from the box and write it on the line.

made known	uncomfortable	staying out of sight
useful	fake	truthful

1. The snake was lurking, or hiding, in the bushes.  
\_\_\_\_\_
2. He thought the tool would be functional, however it turned out to be useless.  
\_\_\_\_\_
3. Rae did not mean to reveal the answer to the riddle. She made a mistake when she told the class the answer.  
\_\_\_\_\_
4. Hector was embarrassed to give a speech. He was unlike his sister, who was comfortable with talking in front of others.  
\_\_\_\_\_
5. I thought the gold necklace was artificial, but I found out it was real.  
\_\_\_\_\_
6. Luke is so candid that he is honest enough to say he was wrong.  
\_\_\_\_\_



**VOCABULARY STRATEGIES**

# Using Sentence Clues

## TEACH

**Introduce Sentence Context** Explain that context clues are words or phrases that can help students understand the meanings of difficult or unfamiliar words. Write a sentence with one missing word: *The veterinarian removed a sharp \_\_\_\_\_ from the dog's paw.*

Ask: *What word belongs in the blank?* (sample answer: thorn) Model testing out that word in the sentence. Then have students explain how they knew that this was the right word. (*Thorns are sharp things that a dog might step on.*) Tell students that they used context clues to identify the missing word.

**Using Context Clues** Explain that readers can also use context clues to understand difficult words with unknown meanings. They can follow these steps.

- 1. Find the clues.** Look for words or phrases that tell about the hard word.
- 2. Use the clues.** Try to use the clues to figure out the meaning of the word.
- 3. Test out the meaning.** Try a meaning in the sentence. Does it make sense?

Caution students that some sentences won't give enough clues to figure out the meaning.

## MODEL

Write this sentence on the board: *Alex's attire for school included jeans, sneakers, and a navy blue sweater.* Read it aloud. Then model using context clues.

**Think Aloud** *The first step is to find words and phrases that might be clues. [Underline jeans, sneakers, and a navy blue sweater.] What was part of Alex's attire? Jeans, a sweater, and sneakers. The second step is to use context clues. I'll think about what I know. What is the purpose of jeans, sneakers, and sweaters? They are all pieces of clothing. The word attire must mean "clothing." Now I'll test out this meaning. That's the third step: Alex's clothing for school included jeans, sneakers, and a navy blue sweater. That makes sense.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V134**. Read aloud and discuss each exercise. Show students where to write each answer.

**Word Play** Have partners work together to write other sentences with one missing word. Then pairs can exchange papers and try to solve them. Challenge students to write a sentence with enough context clues so their partners can figure out the meaning of the word.

**Answer Key:** **1a** *whispered* **1b** *joke* **1c** *quietly* **1d** *"laughed quietly"* **2a** *joke* **2b** *loudly* **2c** *"laughed loudly"* **3a** *turned* **3b** *angry* **3c** *"looked at angrily"*

## Using Sentence Clues

Read each boldfaced sentence. Fill in each blank.

1. Al whispered a joke, and Jen **snickered** quietly.

- a. The word \_\_\_\_\_ tells me that Al was being quiet.
- b. The word \_\_\_\_\_ tells me that Jen was probably laughing.
- c. The word \_\_\_\_\_ tells me that Jen was not being loud.
- d. Maybe **snickered** means \_\_\_\_\_ .

2. Al told a joke, and Jen **guffawed** loudly.

- a. The word \_\_\_\_\_ tells me that Jen was probably laughing.
- b. The word \_\_\_\_\_ tells me that Jen was not being quiet.
- c. Maybe **guffawed** means \_\_\_\_\_ .

3. Angry adults turned and **glared** at Al and Jen.

- a. The word \_\_\_\_\_ tells me that the adults looked at them.
- b. The word \_\_\_\_\_ tells me that the adults were not happy.
- c. Maybe **glared** means \_\_\_\_\_ .

**VOCABULARY STRATEGIES**

# Using Definition and Restatement Clues

## TEACH

**Introduce Definition Clues** Explain that definition clues are words or phrases that tell exactly what a hard word means.

- Write: *We saw a jackdaw nearby.* Point out that there are no clues to tell what *jackdaw* means. Then write: *A jackdaw, or a kind of crow, was nearby.* Underline *a kind of crow* in the sentence. Explain that this is the definition for *jackdaw*. Circle and identify the signal words *is*, *means*, and *or*. Explain that these words can signal a definition.

**Introduce Restatement Clues** Say: Restatement clues are words or phrases that help readers understand the meaning of difficult words or phrases. The meaning is restated in a different way. Recognizing clues within the text may help a reader identify when an author is restating an idea. Such clues may include word phrases such as “or,” “in other words,” or “which means.”

- Write: *Grace made a solar oven for her science project.* Point out that there are no clues that tell you what a solar oven is. The write: *In other words, Grace made an oven powered by the sun for her science project.* Underline *an oven powered by the sun*. Explain that this is the meaning of solar oven.

**Using Context Clues** Students can follow these steps to use definition clues.

1. **Find the clues.** Look for words or phrases that tell about the hard word.
2. **Use the clues.** Try to use the clues to figure out the meaning of the word. Are there examples? How are they alike?
3. **Test out the meaning.** Try a meaning in the sentence. Does it make sense?

## MODEL

Write this sentence on the board: *Mike sat on the settee, or small sofa, and Jake sat on the chair.* Then read it aloud, and model using definition clues.

**Think Aloud** *I don't know the word settee, but I see the word or after it. That could signal that the author is giving me a definition. The words a small sofa look like they go with settee. A settee must be a small sofa.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V135**. Read aloud and discuss each exercise. Show students where to write each answer.

**Answer Key:** **1a** is **1b** a bird with long legs and pink feathers **2a** means **2b** ship **3a** which means **3b** oval shaped **4a** like **4b** all sweet **4c** “sweets”

## Using Definition and Restatement Clues

Read each boldfaced sentence. Then fill in each blank.

1. A **flamingo** is a bird with long legs and pink feathers.
  - a. The signal word \_\_\_\_\_ tells me I might find definition clues.
  - b. The words that define **flamingo** are \_\_\_\_\_  
\_\_\_\_\_.
  
2. The word **barque** means “ship.”
  - a. The signal word \_\_\_\_\_ tells me I might find definition clues.
  - b. The word that defines **barque** is \_\_\_\_\_  
\_\_\_\_\_.
  
3. The orbits are slightly **elliptical**, which means they are oval shaped.
  - a. What are the signal words? \_\_\_\_\_
  - b. What does **elliptical** mean? \_\_\_\_\_  
\_\_\_\_\_.
  
4. We ate **confections**, or cookies and cakes.
  - a. What is the signal word? \_\_\_\_\_
  - b. How are cookies and cakes alike? \_\_\_\_\_
  - c. The word **confections** probably means \_\_\_\_\_  
\_\_\_\_\_.

**VOCABULARY STRATEGIES**

# Using Example Clues

## TEACH

**Introduce Example Clues** Explain that example clues are words or phrases that help readers understand the meanings of hard words.

- Write and read aloud: *People need help during catastrophes like fires, floods, and earthquakes.* Underline *catastrophes*.
- Circle the word *like*. Say: *This word signals that you should look for examples.* Explain that the words *such as* and *include* or *including* can also be signal words.

**Using Context Clues** Students can follow these steps to use example clues.

1. **Find the clues.** Look for words or phrases that tell about the hard word or phrase.
2. **Use the clues.** Try to use the clues to figure out the meaning of the word. Are there examples? Is it restated in a different way?
3. **Test out the meaning.** Try a meaning in the sentence. Does it make sense?

## MODEL

Write on the board: *The store sold many appliances, such as refrigerators, stoves, and washing machines.* Read it aloud. Model using example clues.

**Think Aloud** *I don't know the meaning of appliances in this sentence, but I see the words such as after it. That could signal that the author is giving me examples. The words refrigerators, stoves, and washing machines are example clues for appliances. Appliances must be machines used in the home.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V136**. Read aloud and discuss each exercise.

**Answer Key:** **1a** include **1b** sun, moon, planets, stars **2a** like **2b** things that stand for something else **3a** such as **3b** traits **4a** including **4b** both include celebrations; both happen each year **4c** events we celebrate each year

## Using Example Clues

Read each boldfaced sentence. Then fill in each blank.

1. **Heavenly bodies** include the sun, the moon, planets, and stars.

a. The signal word \_\_\_\_\_ tells me I might find example clues.

b. The words that define **heavenly bodies** are \_\_\_\_\_ .

2. We studied our countries **symbols** like the flag, the bald eagle, and the Statue of Liberty.

a. The signal word \_\_\_\_\_ tells me I might find example clues.

b. What does **symbols** mean? \_\_\_\_\_ .

3. Anna has many pleasant **characteristics**, such as kindness, patience, and honesty.

a. What are the signal words? \_\_\_\_\_

b. What does **characteristics** mean? \_\_\_\_\_ .

4. My family celebrates many **traditions**, including birthdays, holidays, and anniversaries.

a. What is the signal word? \_\_\_\_\_

b. How are birthdays and holidays alike? \_\_\_\_\_

c. The word **traditions** probably means \_\_\_\_\_ .

**VOCABULARY STRATEGIES**

# Using Synonym and Antonym Clues

## TEACH

**Introduce Synonym Clues** Say: *Synonyms are words with the same or almost the same meanings. Authors may provide a familiar synonym for a less familiar word.*

- Write and read aloud: *Lin was flabbergasted when she saw the bear. Al was shocked, too.* Say: *Lin and Al feel the same. So what word in the second sentence might mean the same as flabbergasted? (shocked) Explain that sometimes authors use signal words to point out synonyms such as *too, also, like, and as.**

**Introduce Antonym Clues** Write these antonyms: *happy and miserable, tiny and gigantic.* Say: *Antonyms are words with opposite meanings. Authors sometimes provide a familiar antonym for a less familiar word.*

- Write and read aloud: *David is gregarious, but Lee is shy.* Say: *David and Lee have opposite qualities, so what word is the opposite of gregarious? (shy) How would you describe someone who the opposite of shy? (outgoing) Point out the word *but.* Explain that sometimes authors point out that two things are opposite by using signal words such as *but, unlike, and although.**

**Using Context Clues** Students can follow these steps to use synonym clues.

1. **Find the clues.** Is there a familiar synonym nearby?
2. **Use the clues.** Replace the hard word with the synonym or antonym.
3. **Test out the meaning.** Does this word help you understand the sentence?

## MODEL

Write these sentences on the board: *His jacket was shabby. All his clothes were ragged.* Then read them aloud, and model using synonym clues.

**Think Aloud** *I need help with shabby. I don't see a clue word that points to a synonym, but the next sentence talks about all his clothes being ragged. A jacket is a type of clothes, so his jacket must be ragged.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V137.** Read aloud and discuss each exercise. Show students where to write each answer.

**Word Play** Write: *pretty and ugly, high and low, soft and hard.* Discuss each word's meaning. Have partners write a sentence using antonym pairs.

**Answer Key:** **1a** fast **1b** too **2a** clever **2b** no **3a** happy **3b** "sad" **4a** proud **4b** "ashamed"

## Using Synonym and Antonym Clues

Read each boldfaced sentence. Then fill in each blank.

1. A deer is a **fleet** runner. A horse is fast, too.
  - a. What is the synonym for **fleet**? \_\_\_\_\_
  - b. What signal word points this out? \_\_\_\_\_  
\_\_\_\_\_
  
2. Malik had an **ingenious** plan. We used his clever plan.
  - a. What is the synonym for **ingenious**? \_\_\_\_\_  
\_\_\_\_\_
  - b. Is there a signal word that points this out? \_\_\_\_\_  
\_\_\_\_\_
  
3. Everyone else looked happy, but Lisa had a **tragic** look on her face.
  - a. What is the antonym of **tragic**? \_\_\_\_\_  
\_\_\_\_\_
  - b. The word **tragic** means \_\_\_\_\_ .
  
4. Mai was **embarrassed** to win a prize, unlike Tina. Tina was proud to win.
  - a. What is the antonym of **embarrassed**? \_\_\_\_\_
  - b. The word **embarrassed** means \_\_\_\_\_  
\_\_\_\_\_ .



**VOCABULARY STRATEGIES**

## Using Homograph Clues

**Introduce Homograph Clues** Explain that homographs are words that have the same spellings but different meanings. Sometimes they also have different pronunciations. Homographs are sometimes called multiple-meaning words. Say: *You can use clues from other words to figure out the meaning of a homograph.*

- Write *row* on the board. Explain that this word is a homograph. *Row* is a verb that means “to paddle a boat.” *Row* is also a noun that means “things arranged in a line.” Offer examples if students cannot tell the words apart.
- Write *bass* on the board. Explain that this word is a homograph. *Bass* pronounced “base” means “a deep, low voice or sound.” *Bass* pronounced “bass” means “a type of fish.”

**Using Context Clues** Tell students that the following steps can help them figure out the meaning of a homograph in a sentence.

1. **Find the clues.** Tell students to look at surrounding words and phrases to help them figure out the meaning of a homograph.
2. **Use the clues.** Point out that thinking about the meanings of these context clues can help them figure out the meaning.
3. **Test out the meaning.** Try the meaning. Does it make sense? Remind students they may need to consider more than one meaning.

### MODEL

Write these sentences on the board: *The boy couldn't concentrate and his mind wandered. My mom poured the juice concentrate into the pitcher before she added water.* Read them aloud. Then model using context clues.

**Think Aloud** *I know that concentrate can mean “a thick substance.” It can also mean “pay close attention.” I'll use context clues. I see the words his mind wandered in the first sentence. These words tell me that concentrate means “pay close attention.” The boy couldn't pay close attention and his mind wandered. The second sentence has the words poured the juice and added water. Concentrate must mean “a thick substance.” My mom poured the thick juice substance into the pitcher before she added the water. That makes sense.*

### PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V138**. Read aloud and discuss each exercise. Show students where to write each answer.

**Word Play** Have partners tell make sentences with the homographs *roll/roll*.

**Answer Key:** **1a** noun **1b** dry land **2a** noun **2b** an insect with wings **3a** verb **3b** past tense of dive **3c** Sample answer: A dove flew by our window.

## Using Homograph Clues

Read each boldfaced sentence. Then fill in each blank.

1. The traveler's long trek across the sweltering **desert** was draining.

a. Is **desert** a noun or a verb? \_\_\_\_\_

b. Does **desert** mean "to leave" or "dry land"?

\_\_\_\_\_

2. I swatted at a **fly** as it buzzed near my ear.

a. Is **fly** a noun or verb? \_\_\_\_\_

b. Does **fly** mean "to move in the air with wings" or "an insect with wings"?

\_\_\_\_\_

3. The swimmer **dove** from the diving board into the pool.

a. Is **dove** a noun or a verb? \_\_\_\_\_

b. Does **dove** mean the "past tense of dive" or a "kind of bird"?

\_\_\_\_\_

c. Write a sentence for the homograph of the word **dove**.

\_\_\_\_\_

**VOCABULARY STRATEGIES**

# Using Homophone Clues

**Introduce Homophone Clues** Explain that homophones are words that sound alike but are spelled differently and have different meanings. Homophones are sometimes called multiple-meaning words. Say: *You can use clues from other words to figure out the meaning of a homophone.*

- Write *cent* and *scent* on the board. Explain that these words are homophones. *Cent* is a noun that means “a coin worth one 100th of a dollar.” *Scent* is also a noun that means “an odor or smell.” Offer other examples if students cannot tell the words apart.
- Write *dear* and *deer* on the board. Explain that *dear* is an adjective that means “beloved.” *Deer* is a noun that means “an animal that usually has antlers.” Offer other examples if students cannot tell the words apart.

**Using Context Clues** Tell students that the following steps can help them figure out the meaning of a homophone in a sentence.

- 1. Find the clues.** Tell students to look at the surrounding words and phrases to help them figure out the meaning of a homophone.
- 2. Use the clues.** Point out that thinking about the meanings of these context clues can help them figure out the meaning.
- 3. Test out the meaning.** Try the meaning in the sentence. Does it make sense? Remind students they may need to consider more than one meaning.

## MODEL

Write these sentences on the board: *I ate a pear with my lunch. I left a pair of my socks in the gymnasium.* Model using homophone clues.

**Think Aloud** *The words pear and pair sound the same but are spelled differently. In the first sentence, the word pear tells about something people eat because it is by the words ate and lunch. The word pair in the second sentence is a noun. Socks come in sets of two, so p-a-i-r must mean two of something.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V139**. Read aloud and discuss each exercise. Show students where to write each answer.

**Word Play** Have partners tell each other new sentences with the homophones *made/maid*.

**Answer Key:** **1a.** adjective **1b.** rough and grating **1c.** horse **2a.** verb **2b.** to find out how heavy an object is **2c.** way **3a.** noun **3b.** a boy or man **3c.** Sample answer: I went to the post office to mail my letters.

## Using Homophone Clues

Read each boldfaced sentence. Then fill in the blank.

1. After having a sore throat, my voice was **hoarse** for a week.

a. Is **hoarse** a noun or an adjective? \_\_\_\_\_

b. Does **hoarse** mean “a large animal” or “rough and grating”?  
\_\_\_\_\_

c. What is a homophone for **hoarse**? \_\_\_\_\_

2. The doctor will **weigh** the baby on the scale.

a. Is **weigh** a noun or a verb? \_\_\_\_\_

b. Does it mean “to find out how heavy an object is” or  
“a method for doing something”?  
\_\_\_\_\_

c. What is a homophone for **weigh**? \_\_\_\_\_

3. All of my cousins are **male**.

a. Is **male** a verb or a noun? \_\_\_\_\_

b. Does it mean “a boy or man” or a “a system for sending  
communication”?  
\_\_\_\_\_

c. Write a sentence for the homophone of the word **male**.  
\_\_\_\_\_

**VOCABULARY STRATEGIES**

# Using Cause and Effect Relationship Clues

## TEACH

**Using Cause and Effect Relationships** Say: A reader can often figure out the meaning of an unfamiliar word by looking for word clues in the same sentence or nearby sentences. These surrounding word cues are called context clues.

- Say: Cause and effect phrases or sentences give you context clues to help you understand the meanings of unfamiliar words. A **cause** is something that makes something else happen. An **effect** is what happens as a result of the cause.
- Write: The runner was mournful because she lost the race. Ask: How would losing a race make someone feel? Help children figure out the meaning of *mournful* from these context clues. Point out that the cause is losing the race, and the effect is the runner feeling mournful. Tell them that they can often identify the cause by looking for the word *because*.

**Using Context Clues** Students can look at cause and effect signal words to understand the relationships of words and their meanings.

1. **Look for clues.** Find words or phrases such as *because, so that, in order to, and as a result* that signal what happened and why it happened.
2. **Use the clues.** Try to use the cues to figure out the meaning of the word.
3. **Test out the meaning.** Replace the word in the sentence with its meaning. Does it make sense?

## MODEL

Write this sentence on the board: *Elias shrieked because the snake crossed his path.* Read it aloud. Then model using the context clues. Have them check their meanings in a dictionary after you have modeled.

**Think Aloud** *I want to know the meaning of shrieked. What could it mean? I need to use context cues. I see the words "because the snake crossed his path" in the sentence. What might Elias do when he saw the snake? I think seeing the snake might have caused him to yell. Now I'll test this meaning. Elias yelled because the snake crossed his path. That makes sense.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V140**. Read aloud and discuss each exercise. Show students where to write each answer.

**Answer Key:** 1 not important 2 put up with 3 goodness 4 went near 5 nonstop 6 riches

## Using Cause and Effect Relationship Clues

Read the sentences. Circle the words in each sentence that help you figure out the meaning of the underlined word. Choose the meaning from box and write it on the line.

nonstop	not important	went near
goodness	put up with	riches

1. Because Brian's mistake was insignificant, his grade did not suffer.  
\_\_\_\_\_
2. I couldn't tolerate much more exercise as I was getting very tired.  
\_\_\_\_\_
3. Because of the pirate's decency, people were always surprised by his job.  
\_\_\_\_\_
4. We all approached the tank in order to get close to the whales.  
\_\_\_\_\_
5. The flood was caused by the incessant rain that fell for five days straight.  
\_\_\_\_\_
6. I searched for treasures in every land so that I could return a wealthy man.  
\_\_\_\_\_

**VOCABULARY STRATEGIES**

# Using Comparison Clues

## TEACH

**Comparisons** Say: *One way you can use context clues to figure out the meaning of words is to look for comparisons.* Explain that a comparison helps readers understand that the meaning of an unknown word is similar to or different from other words in the sentence or nearby sentences.

- Write: *Ancient literature, like later writing, deals with basic human activities and emotions.* Point out the phrase *later writing*. Say: *The word literature must mean a type of writing.*

**Using Context Clues** Students can follow these steps to look for context clues.

- 1. Look for clues.** Decide if there is a description in the sentence that tells about the unfamiliar word. Look for other clues such as explanations or examples to figure out the meaning of the unfamiliar word. Find words or phrases such as *like, unlike, but, not, in contrast to, similar to,* and *in the same way* that signal a comparison in the text.
- 2. Use the clues.** Try to use the clues to figure out the meaning of the word.
- 3. Test out the meaning.** Replace the unfamiliar word with your meaning.

## MODEL

Write the following on the board. Then read it aloud, and model using description and explanation clues. *My cousin likes to gaze at the stars, unlike my sister who does not like to sit outside just to look at the sky.* Read it aloud. Then model using the context clues.

**Think Aloud** *I'm not sure what gaze means, but the cousin is being compared to the sister, who does not like to look at the sky. So look at seems to mean the same thing as gaze.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V141**. Read aloud and discuss each exercise. Show students where to write each answer.

**Word Play** Have partners write a sentence with a nonsense word. The sentence should give description and comparison clues for what the word means. Have pairs exchange sentences and figure out what the nonsense words mean.

**Answer Key:** **1** sudden misfortune **2** amusement **3** uneven **4** chosen work  
**5** disease that spreads **6** rough

## Using Comparison Clues

Complete each sentence below to show a comparison to the underlined word. You may use a dictionary to help you.

1. Unlike the disaster of yesterday's paint spill, today's work was very \_\_\_\_\_ .
2. There was so much hilarity at the party, much like the \_\_\_\_\_ at the carnival.
3. In contrast to the jagged edge of the cliff, the rock above us was very \_\_\_\_\_ .
4. Much like his career as a spy, her \_\_\_\_\_ was full of secrets.
5. The epidemic of 1918 made many people sick, similar to the \_\_\_\_\_ that struck last year.
6. The tree bark was very \_\_\_\_\_, just like the harsh sandpaper we used on the table.



**VOCABULARY STRATEGIES**

# Using Paragraph Context Clues

## TEACH

**Introduce Paragraph Context** Explain that students may come across an unfamiliar word and not see any specific clues (a definition, examples, a synonym, or antonym) nearby. They should then check all the sentences in the paragraph to look for hints about the meaning of the word, even if they can't figure out its exact meaning. Sometimes they will not find any good clues.

**Using Context Clues** Students can follow these steps to look for context clues in a paragraph. Review specific kinds of context clues as you discuss each step.

- 1. Find context clues.** Look for words or phrases that tell about the hard word. Is there a definition? examples? a synonym or an antonym?
- 2. Use your context clues.** Try to use the clues to figure out the meaning of the word. Use the definition. Figure out how the examples are alike. Use the synonym. Figure out the opposite of the antonym.
- 3. Test out meaning.** Replace the unfamiliar word with your meaning. Does it fit?

## MODEL

Write this short paragraph on the board. Then read it aloud, and model using paragraph clues.

*The doctor said that Carmen had pneumonia. It wasn't a bad case though. She would not have to go to the hospital. She would just have to stay in bed for a few days and take her medicine.*

**Think Aloud** *Can I figure out the word pneumonia? Carmen is seeing a doctor. She also has to stay in bed and has to take medicine. So she must be sick. Whatever she has, it could be serious because she might have gone to the hospital. I can't tell exactly what kind of disease it is, but I think pneumonia is a disease that can be serious. That meaning fits.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V142**. Read aloud the paragraph and discuss the exercises.

**Word Play** Have partners work together to write a short paragraph with one nonsense word. The sentences should give clues to what this word means. Then have pairs exchange papers and try to figure out what the nonsense word means.

**Answer Key:** **1.** *habitats of different animals* **2.** *they prefer living in forests* **3.** *they like to be in open, grassy areas* **4.** *a frog* **5.** *on land near water* **6.** *she likes science* **7.** *where animals live* **8.** *a science about living things*

## Using Paragraph Context Clues

Read the paragraph. Then complete the exercises.

Cassie recently researched the habitats of different animals. She found out that owls prefer living in forests, and cows like to be in open, grassy areas. Amphibians, such as frogs, live on land near the water. Cassie enjoyed her research because she likes to learn about science, especially biology.

1. What did Cassie research? \_\_\_\_\_  
\_\_\_\_\_
2. What did she find out about owls? \_\_\_\_\_  
\_\_\_\_\_
3. What did she find out about cows? \_\_\_\_\_  
\_\_\_\_\_
4. One example of an amphibian is \_\_\_\_\_  
\_\_\_\_\_
5. Where do amphibians usually live? \_\_\_\_\_  
\_\_\_\_\_
6. Why did Cassie like doing this research? \_\_\_\_\_  
\_\_\_\_\_
7. What does **habitat** mean? \_\_\_\_\_  
\_\_\_\_\_
8. What does **biology** mean? \_\_\_\_\_  
\_\_\_\_\_

**VOCABULARY STRATEGIES**

# Using Syntactic Cues

## TEACH

**Introduce Syntactic Cues** Explain to students that there are different types of context clues they can use when figuring out what an unfamiliar word means. One type of context clue involves looking at the parts of speech and the arrangement of words in a sentence to help determine the meaning of an unknown word.

**Using Context Clues** Students can follow these steps to figure out the meaning of unfamiliar words.

- 1. Find the context clues.** Identify the parts of speech of words you understand in the sentence.
- 2. Use the clues.** Think about how complete sentences are constructed to determine the part of speech of the unfamiliar word. Then use your knowledge of sentence structure and your understanding of familiar words in the sentence to figure out a possible definition for the unfamiliar word.
- 3. Test out the meaning.** Replace the unfamiliar word with your meaning. Does the sentence make sense?

## MODEL

Write the sentence on the board. Read it aloud and model how to use syntactic cues to figure out the meaning of the word. *Henry heard the warning signals and ran inside the house to avoid the torrential rainstorm.*

**Think Aloud** *What does torrential mean? I know that it describes what kind of rainstorm it is, so it is an adjective. What else describes the rainstorm? There were also warning signals outside so that means there must have been serious weather conditions. Since he ran, it must mean that the rain was fast and coming down hard. I think torrential means that the rain was fast and heavy. That meaning fits with the sentence.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V143**. Read aloud and discuss each exercise.

**Answer Key:** 1. noun, loud noise 2. verb expressed 3. verb, begin again  
4. adjective, rich

## Syntactic Cues

Read the sentences. First, circle if the word is a noun, verb, or adjective. Then choose the meaning from the box and write it on the line.

wealthy	loud noise	restart	expressed
---------	------------	---------	-----------

- Students hear the din and cannot concentrate on their homework.
  - Din is a                  noun          verb          adjective.
  - Din means \_\_\_\_\_
- Before singing in front of a live audience, Kimberly vocalized her nervousness to her mother.
  - Vocalized is a          noun          verb          adjective.
  - Vocalized means \_\_\_\_\_
- Helen wanted to resume her studies after vacation and couldn't wait until the library opened.
  - Resumed is a          noun          verb          adjective.
  - Resumed means \_\_\_\_\_
- In Timothy's affluent neighborhood, the lush, green yards took time and money to maintain.
  - Affluent is a          noun          verb          adjective.
  - Affluent means \_\_\_\_\_

### Word Play

Have partners each create four sentences with missing words and exchange. Each partner must decide whether the missing word is a noun, verb, or adjective and then fill in the missing word.

**VOCABULARY STRATEGIES**

# Review

## PREPARING THE REVIEW

- Copy **Practice Reproducible V144**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

## ADMINISTERING THE REVIEW

- Administer the review individually or to a small group.
- Explain to the student that he or she is to complete each sentence by writing an example of the word.
- If necessary, read sentences together with students and record their answers.
- Sample Answers are shown below. Each item focuses on lessons in this section.

1. Sample Answer: yelled (Lesson 133, 134)
2. Sample Answer: upset (Lesson 137)
3. Sample Answer: rips (Lesson 138)
4. Sample Answer: a kind of fruit (Lesson 139)
5. Sample Answer: magnificent, luxury (Lesson 142)
6. Sample Answer: large and impressive (Lesson 142)

## SCORING THE REVIEW

- Total the number of items answered correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors, using the lesson numbers provided above.
- Reteach those lessons for which the student did not answer an item correctly.

Percentage Table	
<b>6 correct</b> 100%	<b>3 correct</b> 50%
<b>5 correct</b> 83%	<b>2 correct</b> 33%
<b>4 correct</b> 67%	<b>1 correct</b> 17%

## Vocabulary Strategies Review

Read each boldfaced sentence. Then use context clues to answer each question.

1. When the movie monster roared, Reena **shrieked**.

What does **shrieked** mean? \_\_\_\_\_

2. Tracy was **distressed**. Mac was upset, too.

What does **distressed** mean? \_\_\_\_\_

3. Chris **tears** open the envelope to read the letter.

What does **tears** mean? \_\_\_\_\_

4. I like to eat salads with cheddar cheese and **pears**.

What does **pears** mean? \_\_\_\_\_

Read the paragraph. Then answer the questions.

The *Titanic* was a magnificent ship. It was more than 880 feet long and 92.5 feet wide with ten decks for passengers. It contained a dining room, a restaurant, a lounge, a reading room, a library, many walking areas, and even a gym. There was a 60-foot grand staircase in one part of the ship. However, all this luxury did not save the *Titanic*. It sank on its very first voyage in April 1912.

5. Circle the words you could use to describe the *Titanic*.
6. What do you think **magnificent** means?

\_\_\_\_\_

**VOCABULARY STRATEGIES**

# Base Words and Word Families

## TEACH

**Base Words and Word Families** Explain that many words are related, or have something in common, such as a base word. These words belong to the same word family. Using the meaning of the base word and any affixes can help students determine the meaning of the word.

- Write *detect* on the board. Discuss its meaning. Then write *detecting*. Tell students that *detect* is the base word of *detecting*. Explain that a base word is a single word that cannot be broken into smaller words or parts.
- Write *detective* and *detectable* beneath *detect* and *detecting*. Discuss the meaning of each word. Explain that these all belong to the same word family.
- Then write *fasten* and *fastener* on the board. Explain that *fasten* is the base word of *fastener*. Then write *fastened*, *fastener*, *fasten*. Discuss the meaning of each word. Explain that these words all belong to another word family.
- Repeat with *respect*, *respectful*, *disrespect*, *respected*.

**Using Word Part Clues** Explain that students can ask these questions to help decide whether a word is part of a word family: *Does each word have the same base word? What does the base word mean? Say: If you know the meaning of the base word, you can probably figure out the meanings of the other words.*

## MODEL

Write these sentences on the board: *Mario's favorite movies are thrillers. Last weekend he saw one that thrilled him. It had a thrilling story.* Read them aloud. Model using base words to identify words that are part of the same word family.

**Think Aloud** *I see three words that are similar: thrillers, thrilled, and thrilling. They all have the same base word, thrill, so these words all belong to the same word family. I will use what I know about the word thrill to guess the meaning of each word. A thriller is something that thrills. Thrilled means the movie already pleasantly excited him. Thrilling means "very exciting in a good way."*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V145**. Read the passages aloud. Have partners complete each web and discuss word meanings.

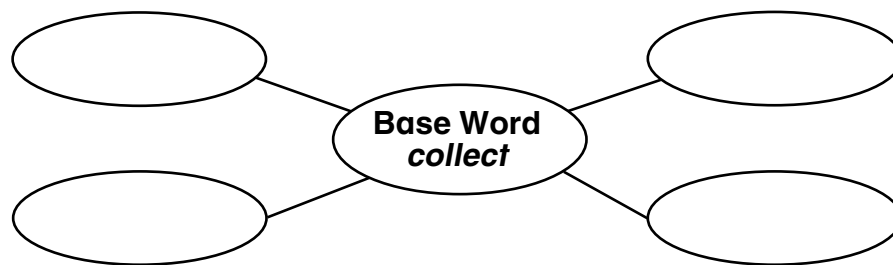
**Word Play** Have students listen for words that are part of the same word family. Ask them to listen closely to words that are spoken both at school and at home. Have students share the words they heard. Record the words in a web.

**Answer Key:** **1.** *collectors, collection, collects, collectables* **2.** *educational, education, educating, educators*

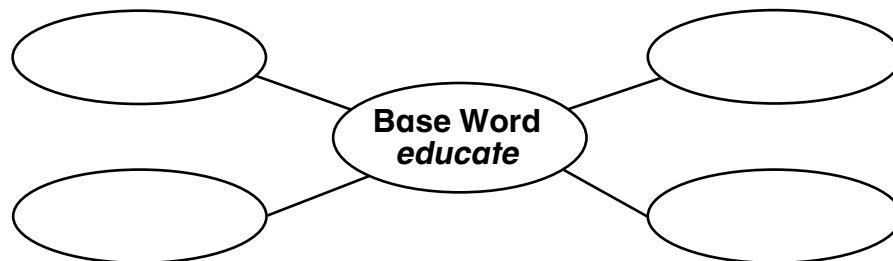
## Base Words and Word Families

Read each passage. Find four words from the same word family. Use them to complete each web.

1. My brother and I are both collectors. I have a collection of interesting rocks that I have found in nature. My brother collects baseball cards of players from local teams. His favorite players are pitchers. Some of his baseball cards are valuable collectables.



2. Horace Mann was a famous educational reformer. He believed that public education was very important. He worked for many years on educating people about how important it was to go to school. Educators today still use some of his ideas about the best ways to teach.





**VOCABULARY STRATEGIES**

# Prefixes *un-*, *non-*, *dis-*, *in-*, *im-*

## TEACH

**Base Words and Prefixes** Explain that a prefix is a word part that can be added to the beginning of a base word to make another word.

- Write *un-* on the board. Explain that *un-* is a prefix that can mean “not.”
- Write *certain* on the board. Add *un-* to make *uncertain*. Draw a line between *un* and *certain*. Say: *Adding the prefix un- to the base word certain makes a word that means “not certain.”* Repeat with *able* and *unable*, *prepared* and *unprepared*.
- Write *non-* on the board. Explain that *non-* is also a prefix that can mean “not.” Then repeat the above routine with *fiction* and *nonfiction*, *sense* and *nonsense*.
- Write *dis-* on the board. Explain that *dis-* is also a prefix that can mean “not.” Repeat the above routine, using *like* and *dislike*, *please* and *displease*.
- Write *in-* and *im-* on the board. Explain that these related prefixes both can mean “not.” Repeat using *dependent* and *independent*, *patient* and *impatient*.

**Using Word Part Clues** Tell students they can often use base words and prefixes to help understand the meanings of words they don’t know. Say: *“Not all words can be broken into parts.”* Write the words *uncle* and *important* on the board. Draw lines to break the words. Note that *cle* and *portant* are not words.

## MODEL

Write these sentences on the board: *The teacher disagreed that the report was done. She thought that it was imperfect.* Read them aloud. Model deciding if word part clues can help understand the meaning of each underlined word.

**Think Aloud** *I’ll start by looking at disagreed. I know that dis- might be a prefix, so I’ll draw a line to separate it from the base word. Now I can see the word agreed. I know the word agreed, so disagreed must mean “did not agree.” Now I’ll look at imperfect. I can draw a line again to separate the prefix im- from the base word perfect. Imperfect must mean “not perfect.”*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V146**. Read each passage with students. Then have partners complete each word web. Discuss the meaning of each word.

**Word Play** Write *nonready* and *imhungry* on the board. Tell students that you made up these words. Discuss what they might mean. Have partners use the prefixes *un-*, *non-*, *dis-*, *in-*, and *im-* to make other silly words.

**Answer Key:** 1. *disbelief, unbelievable, disagreed, nonfiction, unlikely, dislike*  
2. *immature, impossible, incorrect, inability, impolitely, injustice*

**Prefixes *un-*, *non-*, *dis-*, *in-*, *im-***

Read each passage. Find the words with the prefixes *un-*, *non-*, *dis-*, *in-*, or *im-*. Use them to complete each chart.

1. Andy read a story about a horse that could do math. He told Soumi about it. "It can't be true," Soumi said in disbelief. "It's just too unbelievable!

"I don't think so," Andy disagreed. "I think the story is nonfiction."

"That seems unlikely," Soumi said. "Anyway, I dislike made-up stories."

Words with <i>un-</i> , <i>non-</i> , and <i>dis-</i>	

2. Young people are not always immature. Some people think it's impossible for children to behave. This is incorrect, however. No one has an inability to act nicely. In fact, many young people never act impolitely. It is an injustice to say that they do.

Words with <i>in-</i> and <i>im-</i>	

**VOCABULARY STRATEGIES**

# Prefixes *re-*, *pre-*, *mis-*

## TEACH

**Introduce Prefixes *re-*, *pre-*, and *mis-*** Remind students that a prefix is a word part that can be added to the beginning of a base word to make another word.

- Write *re-* on the board. Explain that *re-* is a prefix that can mean “again.”
- Write *appear*. Add *re-* to make *reappear*. Draw a line between *re* and *appear*. Say: *Adding the prefix re- to the base word appear makes a word that means “appear again.”* Repeat this routine with *think* and *rethink*.
- Write *pre-* on the board. Explain that *pre-* is a prefix that can mean “before.” Repeat the above routine, using *caution* and *precaution*, *history* and *prehistory*.
- Write *mis-* on the board. Explain that *mis-* is a prefix that can mean “wrong.” Repeat the above routine, using *read* and *misread*, *judge* and *misjudge*.

**Using Word Part Clues** Remind students that they can use base words and prefixes to help them understand word meanings. Explain that breaking a word into parts will not always help them understand these words. Write *president* on the board. Draw a line after *pre*. Point out that *sident* is not a word, so breaking this word into parts won’t help to understand it. Tell students they should look for a prefix they know, such as *re-*, and a base word they know, such as *state*.

## MODEL

Write these sentences on the board: *Erin removed her hat when she came indoors. She was prepared for the cold weather. But she misplaced her scarf.* Read them aloud. Model deciding whether word part clues can help in understanding the meaning of each underlined word.

**Think Aloud** *I’ll start with removed. I know that re- can be a prefix, so I’ll draw a line after it. I see the base word moved. Removed must mean moved again. What about prepared? That starts with pre-. When I draw a line after the prefix, I have the word pared. That doesn’t make sense. I’ll look up prepared in the dictionary. What about misplaced? That starts with mis- and has the base word placed. Misplaced must mean to place wrong.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V147**. Read each passage aloud. Have partners complete each word web. Discuss word meanings.

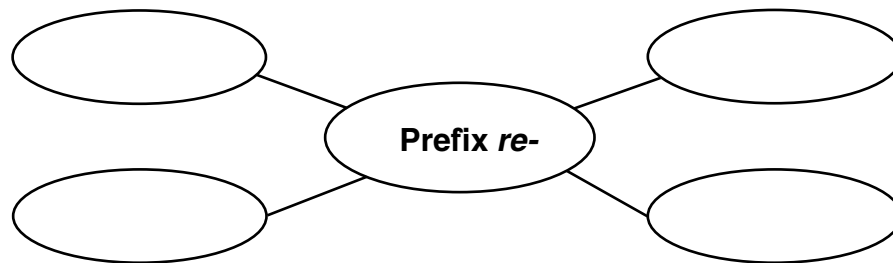
**Word Play** Write *prelunch*, *resick*, and *misdog* on the board. Tell students these are silly words that you made up. Discuss what these silly words might mean. Have partners use the prefixes *pre-*, *re-*, and *mis-* to make other silly words.

**Answer Key:** **1.** *recounted, recover, reheat, rejoin* **2.** *predawn, pregame, mistakes, misfortune*

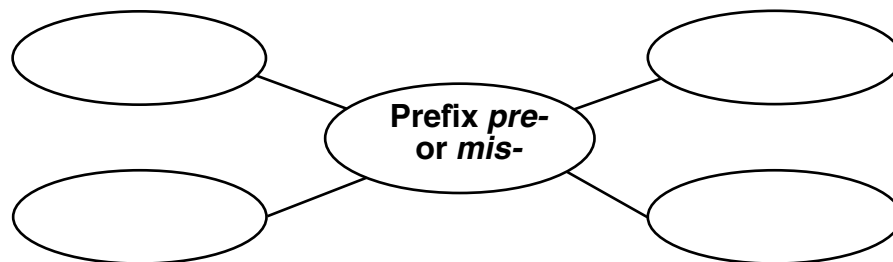
## Prefixes *re-*, *pre-*, *mis-*

Read each passage. Find the words with the prefixes *re-*, *pre-*, or *mis-*. Use them to complete each web.

1. Jake got ready for the first day of school. He recounted all of his pencils to be sure that they were all there. Then he found paper to use to recover his books. His mother made him a special snack to reheat after he got home. Tomorrow, he would rejoin his friends at school!



2. My tennis team sometimes meets in the predawn hours. We like to practice pregame, even if it's early. I practice so I will avoid mistakes in a game. Preparation is the key to success. Losing is a misfortune. I am on a mission to win.



**VOCABULARY STRATEGIES**

# Latin Prefixes

## TEACH

**Introduce Latin Prefixes** Say: A prefix is a word part that can be added to the beginning of a word to make another word. Point out that prefixes have special meanings that can change the meaning of the words to which they are added. Explain that some prefixes come from other languages, such as Latin. Latin was spoken long ago but still influences our language today.

- Write *inter-* on the board. Explain that *inter-* can mean “between” or “among.”
- Write *session* on the board. Add *inter-* to make *intersession*. Draw a line between *inter-* and *session*. Say: Adding the prefix to the base word *session* makes a word that means “between sessions.” Repeat with *library* and *interlibrary*, *national* and *international*.
- Write *dis-* on the board. Explain that *dis-* is also a prefix and can mean “not” or “away from.” Repeat, using *advantage* and *disadvantage*, *allow* and *disallow*.
- Write *non-* on the board. Explain that *non-* is also a prefix and can mean “not.” Repeat the above routine, using *fat* and *nonfat*, *toxic* and *nontoxic*.

## MODEL

Write on the board: George wanted to help the intercity area. He volunteered with a nonprofit group. Nobody disapproved of what he was doing. Read them aloud. Model deciding if word part clues can be used to determine word meanings.

**Think Aloud** I know that *inter-* can be a prefix, so I'll draw a line. Now I see the base word *city*. *Intercity* must mean “between or among cities.” Next I'll look at *nonprofit*. The base word and the prefix I see are *non-* and *profit*. The word must mean “not profit.” Finally I'll look at *disapproved*. When I separate the base word and the prefix I have *dis-* and *approved*. This word must mean “not approved.”

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V148**. Read aloud and discuss each exercise with students. Then have partners complete each chart. Discuss the meaning of each word.

**Word Play** Have students list four words using the prefixes *inter-*, *dis-*, and *non-*. Tell them to include some made up words. Have them exchange lists with a partner and figure out the meaning of each word.

**Answer Key:** 1. *interscholastic*, between schools 2. *interconnected*, connected between 3. *interregional*, between regions 4. *interacting*, acting between 5. *disagree*, not agree 6. *nonfiction*, not fiction 7. *nonstop*, not stopping 8. *disinterested*, not interested

## Latin Prefixes

Read the passage. Find the words with the prefix *inter-*. Complete the chart.

My community is having an interscholastic play contest. Many different schools are sending in plays. All the plays are about interconnected topics. The winning school's play will go to an interregional competition. Even if my school doesn't win, I've had fun interacting with all the other students.

Words with <i>inter-</i>	Meaning

Read the passage. Find the words with the prefixes *dis-* and *non-*. Complete the chart.

I disagree that nonfiction books are the best. I prefer fiction. The action is nonstop. My friends like to read books about history. I tried to read them but became disinterested quickly.

Words with <i>dis-</i> and <i>non-</i>	Meaning

**VOCABULARY STRATEGIES**

# Greek Prefixes

## TEACH

**Introduce Greek Prefixes** Explain that a prefix is a word part that can be added to the beginning of a word to make another word. Point out that prefixes have special meanings that can change the meaning of the words to which they are added. Explain that some prefixes come from other languages, such as Greek.

- Write *micro-* on the board. Explain that *micro-* can mean “small” or “miniature.”
- Write *computer* on the board. Add *micro-* to make *microcomputer*. Draw a line between *micro-* and *computer*. Say: *Adding the prefix to the base word computer makes a word that means “small computer.”* Repeat with *scope* and *microscope*, *chip* and *microchip*.
- Write *ant-*, *anti-* on the board. Explain that *ant-* and *anti-* are also prefixes and can mean “opposite,” or “against.” Repeat using *bacterial* and *antibacterial*, *acid* and *antacid*.

## MODEL

Write on the board: *We looked at microfilm of old newspapers at the library in hopes of finding articles about the discovery of different antibiotics.* Read it aloud.

Model word part clues to determine word meanings.

**Think Aloud** *I know that micro- can be a prefix, so I'll draw a line. Now I see the base word film. Microfilm must mean “small film.” Next I'll look at antibiotics. The base word and prefix I see are anti- and biotic. The word must mean “against living organisms.” I have heard my doctor say “antibiotic” when I was sick. Antibiotics must help against organisms that make you sick.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V149**. Read aloud and discuss each exercise. Then have partners complete the web and chart. Discuss the meaning of each word.

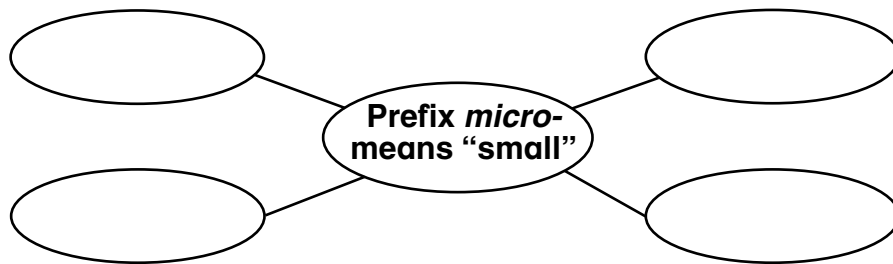
**Answer Key:** **1** *microscope, microorganisms, microwave, microphone* **2** *antisocial, against being friendly; antifreeze, a liquid added to cooling water to lower the freezing point, against freezing; antiseptic, against germs*

## Greek Prefixes

Read each passage. Then complete each exercise.

1. When I grow up, I want to be a scientist. I think it would be interesting to use a microscope to study microorganisms or to learn how a microwave oven works. Some of my friends would rather sing into a microphone like a rock star, but I prefer to study how things work.

Find words in the passage with a prefix meaning “small”  
Write these words in the web.



2. Everyone thought the mechanic was antisocial because he liked to work alone. He didn’t worry about what others thought. The mechanic needed to change the antifreeze in the car radiator. When he finished working, the mechanic noticed he had a small cut on his hand. He cleaned it with antiseptic.

Find the words in the passage with a prefix meaning “opposite, “ or “against.” Complete the chart.

Words with <i>anti-</i>	Meaning



**VOCABULARY STRATEGIES**

# Inflectional Endings

## TEACH

**Introduce Base Words and Endings** Explain that endings such as *-s*, *-es*, *-ed*, or *-ing* can be added to the ends of words to change nouns from singular to plural, verbs from one tense to another, and adjectives to comparative adjectives.

- Write *assist* three times. Add an *-s*, *-ed*, and *-ing* to make *assists*, *assisted*, and *assisting*. Say: *Adding a different ending to a base word can change the meaning. Adding -s to assist means that one person assists now. Adding -ed means someone assisted before. Adding -ing means someone is still assisting.*
- Write *ornament* on the board. Then add an *-s* to make *ornaments*. Say: *Adding -s to a noun makes it plural. Write fox on the board. Then add an -es to make foxes. Explain that certain words take -es instead of -s to form their plurals.*
- Write *rough* on the board. Add an *-er* to make *rougher*. Say: *Adding an -er to an adjective makes it a word that compares. Rougher means "more rough."*

**Using Word Part Clues** Explain that the endings of verbs depend on whether the related noun is singular or plural. Write: *The prairies stretch for miles.* Point out that the verb *stretch* does not have an inflectional ending because the word *prairies* is plural. Write: *The prairie stretches for miles.* Note that this time the verb ends in *-es* because the subject is singular. Make sure students understand why the verb *stretch* takes an *-es* instead of an *-s* to make the singular form.

## MODEL

Write these sentences on the board: *Emma is picnicking with her dad today. Earlier they prepared some sandwiches to take for lunch. Emma's dad made a bigger sandwich than Emma did. She likes turkey sandwiches the best.* Then read the sentences aloud. Model using endings to understand when the action happened.

**Think Aloud** *I see the -ing ending with picnicking, so Emma and her dad are still picnicking today. The word prepared ends in -ed, so it happened in the past. Sandwiches must be plural because it ends in -es. I know that -er compares things, so Emma's dad must have a sandwich that is more big than Emma's. The -s on likes shows that Emma likes turkey sandwiches right now.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V150**. Read each passage. Have partners complete each chart. Discuss word meanings.

**Answer Key:** **1.** *penguins, reaches, walking, types, patches, going* **2.** *older, taller, learned, talked, worked, earned*

## Inflectional Endings

Read each passage. Find the words with the suffixes **-s**, **-es**, **-ed**, **-er**, and **-ing**. Use them to complete each chart.

- I learned about penguins in science class. Their territory reaches almost all the way to the South Pole. I saw them walking across the ice on television one time. Did you know some types have colored patches? I am going to read more about penguins soon.

Words with <b>-s</b> , <b>-es</b> , or <b>-ing</b>	

- Marcus and Keisha are twins. Keisha is six minutes older than Marcus. He is two inches taller. Marcus learned to walk first, but Keisha talked first. Last year they both worked hard in school. They earned straight A's.

Words with <b>-ed</b> or <b>-er</b>	

**VOCABULARY STRATEGIES**

# Suffixes *-ful, -y, -less, -ly*

## TEACH

**Introduce Base Words and Suffixes** Explain that a suffix is a word part that can be added to the end of a base word to make another word.

- Write *-ful* on the board. Explain that *-ful* is a suffix that can mean “full of.” Write *doubt* on the board. Add *-ful* to make *doubtful*. Draw a line between *doubt* and *ful*. Say: *Adding the suffix -ful to the base word doubt makes a word that means “full of doubt.”* Repeat with *thought* and *thoughtful*, *fear* and *fearful*.
- Write *-y* on the board. Explain that *-y* is also a suffix that can mean “full of.” Repeat the above routine, using *mess* and *messy*, *fuss* and *fussy*, *rust* and *rusty*.
- Write *-less* on the board. Explain that *-less* is also a suffix and it can mean “without.” Repeat the above routine, using *doubt* and *doubtless*, *thought* and *thoughtless*, *fear* and *fearless*.
- Write *-ly* on the board. Say: *The suffix -ly tells more about a verb.* Write: *Nora quickly walked toward us.* Explain that *quickly* describes how Nora walked. Repeat with *confident* and *confidently*, *strange* and *strangely*.

## MODEL

Write these sentences on the board: *He was hopeful that he would take first prize. He was feeling lucky. The wait seemed endless. Then suddenly the judge called his name!* Read them aloud. Model deciding whether word part clues can help students understand the meaning of each underlined word.

**Think Aloud** *First, I’ll look at hopeful. I know that -ful can be a suffix, so I’ll draw a line before it. I see the base word hope. Hopeful must mean “full of hope.” Then I’ll look at lucky. I see the base word luck and the suffix -y. Lucky must mean “full of luck.” Now I’ll look at endless. I see the base word end and the suffix -less. Endless must mean “without end.” Last I’ll look at suddenly. I see sudden and the suffix -ly. Suddenly must mean “in a sudden way.”*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V151**. Read each passage with students. Then have partners complete each word web. Discuss the meaning of each word.

**Word Play** Write *dreamful* and *respectless*. Discuss what these silly words might mean. Have partners use the suffixes *-ful, -y, -less,* and *-ly* to make other silly words.

**Answer Key:** **1.** *wasteful, careless, respectful, harmless, flavorful, thankful* **2.** *highly, speedy, perfectly, probably, certainly, cheery*

## Suffixes *-ful*, *-y*, *-less*, *-ly*

Read each passage. Find the words with suffixes *-ful*, *-less*, *-ly*, or *-y*. Use them to complete the chart.

- Wasteful people are very careless. My family is respectful of the environment. We recycle and try to always choose harmless products for our garden. The vegetables we grow are more flavorful than the ones from the grocery store. Our neighbors are always thankful for any extras.

Words with <i>-ful</i> or <i>-less</i>	

- My older sister is highly intelligent. She is a speedy reader, and always does her homework perfectly. One day she will probably be the president! I certainly look up to her. She is cheery when she helps me finish my math homework.

Words with <i>-ly</i> or <i>-y</i>	

**VOCABULARY STRATEGIES**

# Suffixes *-er, -est*

## TEACH

**Introduce Suffixes *-er, -est*** Remind students that a suffix is a word part that can be added to the end of a base word to make another word.

- Write *calmer* on the board. Draw a line between *calm* and *er*. Explain that *-er* is a suffix that means “more” and compares two people or things. Say this example: *The elephant is calmer than the monkey.* Repeat with *tall* and *taller*.
- Write *calmest* on the board. Draw a line between *calm* and *est*. Explain that *-est* is a suffix that means “most.” It compares more than two people or things. Say this example: *The giraffe is the calmest of them all.* Repeat with *tall* and *tallest*.
- Write *healthy, healthier, healthiest*. Point out when a word ends with *y*, the *y* changes to *i* before adding *-er* or *-est*. Repeat with *silly, sillier, silliest*, and *lucky, luckier, luckiest*.

**Using Word Part Clues** Explain that breaking a word into parts will not always help students understand these words. Write the word *crest*. Draw a line before *-est*. Point out that the letters *cr* don’t make a word. In this example, the letters *est* are not a suffix. Tell students they should look for word parts they know.

## MODEL

Write these sentences on the board: *The oak tree has broader leaves than the ash tree. The maple tree has the broadest leaves of all the trees in the park.* Read them aloud. Then model deciding whether word part clues can help in understanding the meaning of each underlined word.

**Think Aloud** *I will look at the underlined words. They both have the same base word, broad. Both broader and broadest compare the size of the leaves. I remember that -er compares only two and -est compares more than two. Yes, in the first sentence, broader compares the leaves of two trees, the oak tree and the ash tree. In the second sentence, broadest compares the leaves of the maple to those of all of the trees in the park.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V152**. Read the passage with students. Then have partners complete each word web. Discuss word meanings.

**Word Play** Have partners write five words with *-er* endings used to compare. Have them exchange papers. The partner writes the *-est* ending for the same base word opposite the *-er* word. Partners then use each word in a sentence.

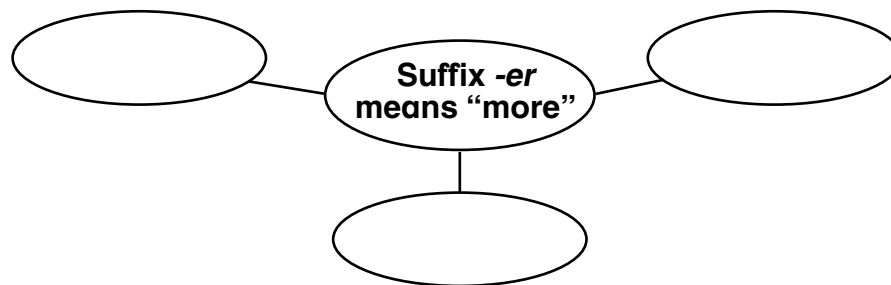
**Answer Key:** 1. *smaller, newer, longer* 2. *biggest, farthest, oldest*

## Suffixes *-er, -est*

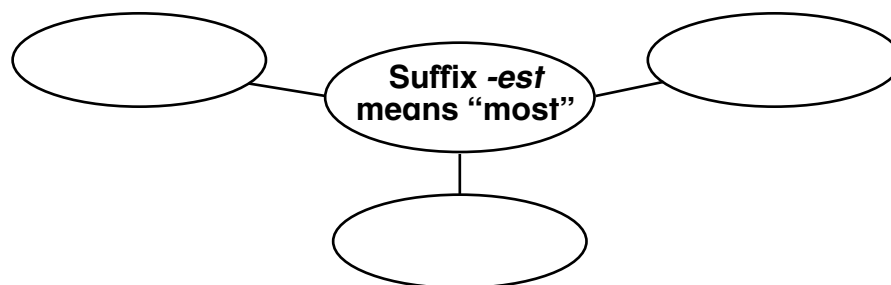
Read the passage. Then complete each exercise.

Alaska is the biggest state in the United States. It is also the farthest north. Texas has the next most land after Alaska, but it's a lot smaller. In fact, it's less than half the size of Alaska. Delaware is the oldest state. It joined the country in 1787. Texas is a much newer state than Delaware. It's been a state for longer than Alaska, though.

1. Find the words in the passage with the suffix *-er*. Write these words in the web.



2. Find the words in the passage with the suffix *-est*. Write these words in the web.



**VOCABULARY STRATEGIES**

# More Suffixes

## TEACH

**Review the Concept** Remind students suffixes are added to the ends of base words and change the meanings of those words. Review suffixes students are already familiar with to activate their prior knowledge.

**Introduce the Suffixes -er, -or, -ist, -ant** Tell students that some suffixes refer to people or things that perform actions.

- Write *-er* and *-or* on the board. Tell students that these suffixes can mean “one who.” Write on the board: *writer, achiever, advisor, educator*. Explain that each word means “one who does” the verb’s action. Point out spelling changes. Explain that *-er* can also mean “that which.” Write and explain: *adapter, stapler*.
- Write *-ist* and *-ant* on the board. Explain they can also mean “one who.” Repeat the above routine with the examples *scientist, pianist, accountant, assistant*.

**Introduce the Suffixes -ar, -ment, -ward** Explain that some suffixes come from other languages, such as Latin, Greek, or German.

- Write *-ar* on the board. Tell students that this suffix comes from Latin and can mean “resembling” or “relating to.” Write on the board: *polar, cellular, curricular*. Explain that each of these adjectives relates to the noun that forms it. Point out the spelling changes to the base words.
- Write *-ment*. Tell students that this suffix comes from Latin meaning “a state resulting from something.” Repeat with *excitement, amazement, development*.
- Write *-ward*. Tell students that this suffix comes from German and can mean “moving in a certain direction.” Repeat with *westward, downward, rightward*.

**Using Word Part Clues** Explain that breaking a word into parts will not always help students determine the meaning of a word. Write *lawyer* and *doctor*. Point out that *lawy* and *doct* are not words.

## MODEL

Write on the board: *Ben is a collector and painter of shells*. Read it aloud. Model deciding if word part clues can be used to determine word meanings.

**Think Aloud** *I’ll look at collector and painter. If I break the words into parts, I see collect and paint. A collector is one who collects, a painter is one who paints.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V153**. Read aloud and discuss each exercise. Show students where to write each answer.

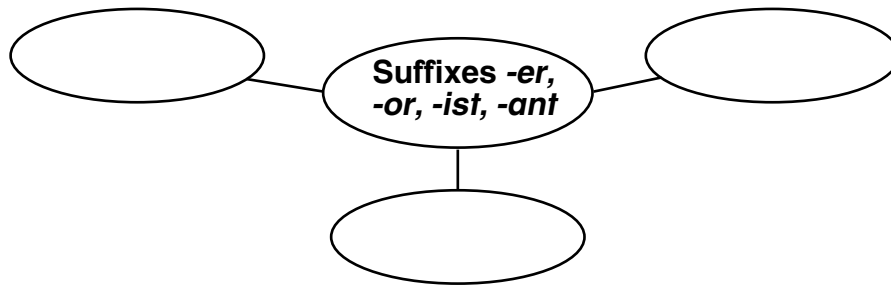
**Answer Key:** 1. *dreamer, participant, sculptor* 2. *excitement, -ment; rectangular, -ar; forward, -ward*

## More Suffixes

Read the passage. Then complete each exercise.

I am a dreamer. I like to think about what I will be when I grow up. Maybe I will be a participant in an important discovery that causes a lot of excitement. Or maybe I will be a famous sculptor. I could make giant statues with rectangular bases to decorate public parks. Either way, I am looking forward to the future.

1. Find the words in the passage with a suffix meaning “one who.” Write these words in the web.



2. Find the words in the passage with the suffixes *-ar*, *-ment*, or *-ward*. Use these words to complete the chart.

Word	Suffix



**VOCABULARY STRATEGIES**

# Suffixes **-ous, -able, -ence, -ion**

## TEACH

**Introduce Suffixes -ous, -able, -ence, -ion** Remind students that a suffix is a word part that can be added to the end of a base word to make another word.

- Write *-ous* on the board. Explain it can mean “full of.” Write *humor* and add *-ous*. Draw a line between *humor* and *-ous*. Say: *Adding the suffix -ous makes a word that means “full of humor.”* Repeat with *danger* and *dangerous*.
- Write *-able* on the board. Explain that *-able* is a suffix meaning “fit to” or “able to be.” Repeat the routine, using *drink* and *drinkable*, *avoid* and *avoidable*.
- Write *-ence*. Explain that *-ence* is a suffix meaning “the quality of” or “the state of being.” Repeat the routine, using *persist* and *persistence*, *exist* and *existence*.
- Write *-ion*. Explain that *-ion* is a suffix meaning “the act of being” or “the state of being.” Repeat the routine, using *adopt* and *adoption*, *complete* and *completion*. Say: *Certain base words change their spellings when a suffix is added.*

**Using Word Part Clues** Explain that these word parts cannot always be used to determine the meaning of a word. Write the word *gorgeous* on the board. Insert a line before *-ous*. Although *gorge* can be a verb meaning “to overeat” or a noun meaning “a ravine,” the word *gorgeous* actually means “beautiful.”

## MODEL

Write these sentences on the board: *The souvenirs in the gift shop were breakable ornaments. I was feeling very generous. I bought presents for everyone without hesitation.* Read them aloud. Model deciding if word part clues can be used to determine the meaning of each underlined word.

**Think Aloud** *I’ll look at breakable. I know that -able can be a suffix, so I’ll draw a line before it. I see the base word break. Breakable must mean that the ornaments were “able to be broken.” Next I’ll look at generous. When I separate the base word and the suffix I have gener and -ous. Since gener is not a word, I can’t use the suffix to find its meaning. I’ll have to look this word up in the dictionary. Finally, I’ll look at hesitation. The base word looks like hesitat and the suffix is -ion. The base word must be hesitate, without its final e. Hesitation must refer to the act of hesitating, or pausing.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V154**. Read aloud and discuss each exercise. Show students where to write each answer.

**Answer Key:** **1.** *dependable*, fit to depend on **2.** *enjoyable*, able to be enjoyed **3.** *joyous*, full of joy **4.** *education*, the act of being educated or the act of educating **5.** *instruction*, the act of instructing **6.** *interference*, the act of interfering

## Suffixes *-ous*, *-able*, *-ence*, *-ion*

Read each passage. Find the words with the suffixes *-ous*, *-able*, *-ence*, and *-ion*. Use them to complete each chart.

1. Shelly was hired to deliver newspapers because she is dependable. She finds the job enjoyable. She likes being outside. She was joyous when she earned enough money for a bike.

Words with <i>-ous</i> and <i>-able</i>	Meaning

2. Mr. Penny gave the best education he could to his students. His instruction was not boring. Students built models and did assignments in groups. He let students learn without too much interference.

Words with <i>-ence</i> and <i>-ion</i>	Meaning

**VOCABULARY STRATEGIES**

# Word Parts: Roots, Prefixes, and Suffixes

## TEACH

**Introduce Word Parts: Roots, Prefixes, and Suffixes** Say: *Prefixes and suffixes are word parts that can be added to the beginning or end of the root word. They can change the root word's meaning.*

- Write *break*. Explain that *break* is a root word that means “to damage.” Say: *Words with the root word break will be related in some way to the meaning of the root word. Use your knowledge of prefixes and suffixes to figure out the meanings.*
- Write *breakable* on the board. Point out that when the suffix *-able* is added, the meaning changes. Say: *The suffix able means “to be able to.” So the word breakable means “to be able to be broken,” or “to be able to be damaged.”*
- Write *unbreakable* on the board. Point out that some words can have both a prefix and a suffix added to the root word. Discuss the meaning of the prefix *un-* and how it changes the meaning when added to the word *breakable*.

**Using Word Part Clues** Explain that students can ask these questions to figure out the meaning of root words with prefixes and suffixes: *Does each word have the same root word? What does the root word mean? Do any of the words have prefixes or suffixes? What do they mean?* If students know the meaning of the root word and the prefix or suffix, they can probably figure out the word's meaning.

## MODEL

Write these sentences on the board: *The reporter informed the newspaper's readers that a new mall was opening. However, the readers later were disappointed to learn that the reporter was misinformed.* Model using root words with prefixes and suffixes to find the meanings of words.

**Think Aloud** *Two words have similar spellings: informed and misinformed. They have the same root word, inform, so these words will have similar meanings. I will use what I know about the word inform to figure out the meanings. Informed has the suffix -ed, so it is the past tense. Misinformed has the prefix mis-, which means wrong. So misinformed means that the reporter was given the wrong information.*

## PRACTICE/APPLY

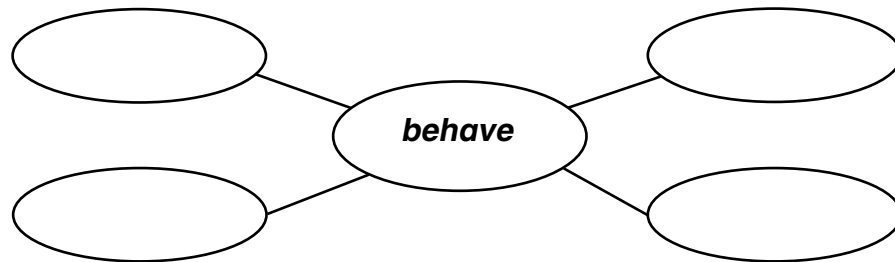
**Practice Reproducible** Distribute **Practice Reproducible V155**. Read aloud and discuss each exercise. Show students where to write each answer.

**Answer Key:** 1. *misbehaves, behavior, misbehavior, behaving* 2. *agreeable, disagreed, disagreeable, agreement*

## Word Parts: Roots, Prefixes, and Suffixes

Read each passage. Find four words with the same root word. Use them to complete each web.

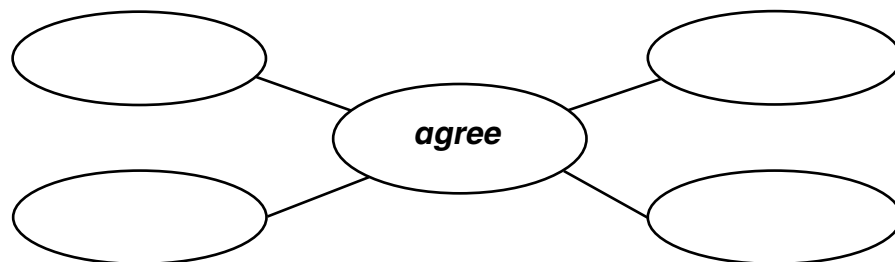
1. Jack is a good student. He never misbehaves. His behavior at home is good, too. Alexis is another student. She is known for her misbehavior. The teacher asked Alexis to try behaving more like Jack. Alexis said she would try.



2. Mom asked Sara to clean her room. Sara was agreeable to what Mom asked.

“I think it can be done in ten minutes,” said Sara. Mom disagreed.

“I don’t want to be disagreeable,” said Mom. “But I think it will take a half hour.” Sara and Mom made an agreement. Sara would take as much time as she needed to clean her room.



**VOCABULARY STRATEGIES**

# Word Parts: Compound Words

## TEACH

**Introduce Word Parts: Compound Words** Explain that a compound word is made up of two shorter words. Tell students that they can identify compound words by looking for smaller, familiar words. Point out that some compound words are connected with a hyphen, but others are not.

- Write *headband* on the board. Explain that the two shorter words that make up this compound word are *head* and *band*. Say: *A reader can often put together the meanings of the two smaller words to figure out the meaning of the compound word.*

**Using Word Part Clues** Explain that one strategy to determine the meaning of a compound word is to use its word parts. Because a compound word is made of two words, the two words often give hints for the meaning of the compound word. Point out that it is not always possible to figure out the meaning of a compound word from its parts. If this happens, students can use a dictionary to determine the meaning. They can also consider the context clues in the surrounding words to help find the meaning of the unknown word.

## MODEL

Call students' attention to the word *headband* on the board. Model how to identify the word as a compound word, and then use the smaller words to determine its meaning.

**Think Aloud** *When I read the word headband, I see that it is made up of two smaller words, head and band. Headband must be a compound word. I know that head names the top part of my body. A band is a strip of material. I can use these two smaller words to find the meaning of the compound word. A headband is a strip of material that goes around the head.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V156**. Read aloud and discuss each exercise. Show students where to write each answer.

**Word Play** Have students list as many compound words as they can that have the word "ball" in them, such as *baseball* and *football*. Have them share and compare their lists and tell what the words mean.

**Answer Key (Sample answers):** **1.** *table, cloth*, a cloth you put over a table **2.** *after, noon*, the period of time after midday **3.** *club, house*, a house where a club meets **4.** *over, coat*, a coat you wear over your other clothes **5.** *pass, word*, a word that lets you pass through **6.** *editor, in, chief*, an editor who is the chief of the staff

## Word Parts: Compound Words

Write the two or three smaller words that make up each compound word. Then write the definition of the compound word.

1. **tablecloth:** \_\_\_\_\_ and \_\_\_\_\_

**Definition:** \_\_\_\_\_

\_\_\_\_\_

2. **afternoon:** \_\_\_\_\_ and \_\_\_\_\_

**Definition:** \_\_\_\_\_

\_\_\_\_\_

3. **clubhouse:** \_\_\_\_\_ and \_\_\_\_\_

**Definition:** \_\_\_\_\_

\_\_\_\_\_

4. **overcoat:** \_\_\_\_\_ and \_\_\_\_\_

**Definition:** \_\_\_\_\_

\_\_\_\_\_

5. **password:** \_\_\_\_\_ and \_\_\_\_\_

**Definition:** \_\_\_\_\_

\_\_\_\_\_

6. **editor-in-chief:** \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

**Definition:** \_\_\_\_\_

\_\_\_\_\_

**VOCABULARY STRATEGIES**

# Greek, Latin, and Other Roots

## TEACH

**Introduce Greek, Latin, and Other Roots** Tell students that the roots of many English words originally came from Greek, Latin, or other languages. The root of a word is the part that carries its main meaning. Point out that knowing these roots can help you figure out the meaning of an unfamiliar word.

- Write the following sentence on the board and read it aloud: *The audience sat motionless as the conductor led the orchestra.*

Point to the word *conductor*. Explain that Latin roots may appear anywhere in a word. The root *duc* in “conductor” means “lead.” By knowing that root, students can better understand that a conductor is someone who leads the musicians. Next explain that students can apply knowledge of that root to many other English words, such as *produce*, *reduce*, and *educate*. Ask how all of these words are related to the root meaning “to lead.”

- Write the following words with Greek roots on the board and read them aloud with students: *symphony*, *telephone*, *homophone*, *phonics*.

Ask students to identify the common root (*phon*) and explain how all of these words are related to the root meaning “sound.” Explain other Greek and Latin roots, such as the Greek root *anthropo-* (human).

**Using Greek, Latin, and Other Roots** Say: *A word root does not usually stand by itself as a base word. Prefixes or suffixes are attached to a word root. Many of these word roots are Greek or Latin in origin.* Tell students to use a dictionary if they are unable to figure out the meaning of a word by knowing its roots.

## MODEL

Write on the board: *The astronomy professor planned a space route for the crew of astronauts.* Model using Greek or Latin roots to identify related words.

**Think Aloud** *I see two words that have similar spellings, astronomy and astronaut. Both words share the same root, astro-, from the Greek astr, meaning “star.” I know the word astronaut means a person who travels through space to the stars. Since the suffix -nomy means “study of,” astronomy means “study of the stars.”*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V157**. Read aloud and discuss each exercise. Show students where to write each answer.

**Answer Key (Sample answers):** 1. astronomy, asterisk 2. television, telephone 3. telephone, phonics 4. educate, reduce, education 5. location 6. local 7. children

## Greek, Latin, and Other Roots

Read the passage. Then find the words that come from Greek, Latin, or other roots listed in the chart below. List the words you find and match their roots and meanings to complete the chart.

Today's schools are working hard to educate students in many ways. Students go to different locations on field trips. Students may also learn subjects such as astronomy through workshops and hands-on learning. A variety of technology helps students learn, including computers, television, and telephones. Students can even study at home through online programs, which help reduce large class sizes. Are your local schools still teaching phonics to children the old way? Well, send a note with a large asterisk on it to your principal inviting her to join in the efforts to try new ways of education.

Root	Language	Meaning	Word(s)
astro	Greek	star	
tele	Greek	far	
phon	Greek	sound	
duc	Latin	lead	
locat	Latin	place	
loc	Latin	place	
cild	Old English	child	



**VOCABULARY STRATEGIES**

# Review

## PREPARING THE REVIEW

- Copy **Practice Reproducible V158**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

## ADMINISTERING THE REVIEW

- Administer the review individually or to a small group.
- Explain to students that they should carefully read each sentence. They should think about the underlined word. Then they should fill in each blank.
- If necessary, read sentences together with students and record their answers. Sample Answers are shown below. Each item focuses on lessons in this section.

1. Sample Answer: adjust (Lesson 145)
2. Sample Answer: "not" (Lesson 146)
3. Sample Answer: "again" (Lesson 147)
4. Sample Answer: in the past (Lesson 150)
5. Sample Answer: "full of" (Lesson 151)
6. Sample Answer: "more" (Lesson 152)
7. Sample Answer: "one who" (Lesson 153)
8. Sample Answer: "the state of being" (Lesson 154)
9. Sample Answer: "did not agree" (Lesson 155)
10. Sample Answer: green, house (Lesson 156)

## SCORING THE REVIEW

- Total the number of items answered correctly.
- Use the Percentage Table to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors, using the lesson numbers provided above.
- Reteach those lessons for which the student did not answer an item correctly.

Percentage Table	
<b>10 correct</b> 100%	<b>5 correct</b> 50%
<b>9 correct</b> 90%	<b>4 correct</b> 40%
<b>8 correct</b> 80%	<b>3 correct</b> 30%
<b>7 correct</b> 70%	<b>2 correct</b> 20%
<b>6 correct</b> 60%	<b>1 correct</b> 10%

## Vocabulary Strategies Review

Read each sentence. Then answer each question.

1. The words adjusted, adjuster, and adjusting have the base word \_\_\_\_\_ .
2. The prefix *un-* in unable means \_\_\_\_\_ .
3. The prefix *re-* in refill means \_\_\_\_\_ .
4. The inflectional ending *-ed* in tossed tells that the action happened \_\_\_\_\_ .
5. The suffix *-ful* in thankful means \_\_\_\_\_ .
6. The suffix *-er* in faster means \_\_\_\_\_ .
7. The suffix *-or* in collector means \_\_\_\_\_ .
8. The suffix *-able* in washable means \_\_\_\_\_ .
9. The word disagreed means \_\_\_\_\_ .
10. The two smaller words in greenhouse are \_\_\_\_\_ and \_\_\_\_\_ .

**VOCABULARY STRATEGIES**

# Using a Dictionary or Glossary Entry

## TEACH

**Introduce** Remind students that they cannot always use context clues to figure out the meaning of a hard word. To find out about some words, they need to read the dictionary or glossary entry. Write and read aloud this sample entry:

**jolly** 'jä-lë *adjective* Happy and full of fun. *My uncle has a jolly laugh.*

Identify each part of the entry: (1) the word, *jolly*; (2) the part of speech; (3) the definition, or meaning; (4) an example sentence.

**Using a Dictionary** Summarize these steps for using a dictionary.

- 1. Find the word.** Remember alphabetical order. Use the first letter to find the right part of the dictionary. Use guide words to find the word.
- 2. Find out about the word.** Read the entry. Find the part of speech. Read the definition. Read the example sentence to see how the word is used.
- 3. Find the pronunciation.** Look at the syllable breaks and the dictionary's pronunciation key. How do you say the word?

**Using a Glossary** Remind students that a glossary is at the end of a book. Its entries are like dictionary entries. A glossary entry lists the page where the word is found in the book. Point out that the steps above are also used for a glossary.

## MODEL

Write and read aloud this sentence: *Rita asked the jolly storekeeper for help.* Model how to use the sample entry you wrote above.

**Think Aloud** *I can't find any context clues to help me figure out jolly. I'll look it up. I'll use the guide words to help me . . . jog through joy. J-o-l comes between j-o-g and j-o-y. Yes, there's jolly. It's an adjective, and sounds like jah-lee. The meaning of jolly is "happy and full of fun." The storekeeper must look like he's a happy and friendly person who would help Rita.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V159**. Go over the dictionary and glossary entries with students.

**Word Play** Give partners a dictionary or glossary. Have them take turns opening to a page. One partner then quizzes the other on the entries. Each partner might ask: *How many words are nouns? Which word means \_\_\_?*

**Answer Key:** **1a** noun **1b** Answers will vary. **1c** two **2a** adjective **2b** Answers will vary. **2c** two **2d** 214

## Using a Dictionary or Glossary Entry

Read each boldfaced sentence. Then use the dictionary entry to figure out the meaning of the underlined word in the sentence. Fill in the blank.

**raven** ('rā-vən) *noun* A large black bird that looks and sounds like a crow. *A raven flew past the window.*

1. Phil saw a raven sitting on his fence.

a. What part of speech is the word raven?

\_\_\_\_\_

b. Use the word raven in a sentence of your own.

\_\_\_\_\_

c. How many syllables does the word raven have? \_\_\_\_\_

Read each boldfaced sentence. Then use the glossary entry to figure out the meaning of the underlined word in the sentence. Fill in the blank.

**glossy** ('glä-sē) *adjective* Smooth and shiny. *She combed her glossy hair.* 214

2. He liked the bird's glossy feathers.

a. What part of speech is the word glossy? \_\_\_\_\_

b. Use the word glossy in a sentence of your own.

\_\_\_\_\_

c. How many syllables does the word glossy have? \_\_\_\_\_

d. On which page would you find the word glossy? \_\_\_\_\_

**VOCABULARY STRATEGIES**

# Using a Dictionary for Unknown Words

**Introduce the Concept** Say: *When you find an unknown word as you read, you can use context clues to figure out its meaning. Review how to read surrounding words, phrases, or sentences to determine the meaning of an unknown word.*

- Say: *If context clues don't help you find the meaning of the unknown word, you can look it up in a dictionary.*
- Say: *A dictionary is also used to identify syllables and the pronunciation of a word.*

**Introduce Using a Dictionary for Unknown Words** Share these three steps with students for finding an unknown word in a dictionary. Encourage them to use their dictionary skills to locate the correct word.

- 1. Find the word.** Remember alphabetical order. Use the first letter of the word to find the right part of the dictionary. Use guide words to find the word on the page.
- 2. Find out about the word.** Read the word. Find the part of speech. Read the syllabication, pronunciation, and definitions. Read the example sentences to see how the word is used.
- 3. Find the right meaning.** If there is more than one entry, choose the meaning that works best. Read each meaning in place of the unknown word in the sentence. Does it make sense?

## MODEL

Write and read aloud this sentence: *We are studying the Renaissance in class this week.* Model how to find the entry for *Renaissance* in a dictionary.

**Think Aloud** *I'm not sure what Renaissance means in this sentence, and I can't tell from context clues. I'll look it up in the dictionary. I see that renaissance appears on a dictionary page with the guide words remindful and rencounter. I see that there are three syllables in the word: re nais sance. I also see the correct pronunciation. The definition is "a period in European history between the 14th and 17th centuries in which new art and literature was introduced." I think that meaning makes sense in the sentence.*

**Practice Reproducible** Distribute **Practice Reproducible V160**. Read aloud and discuss each exercise. Show students where to write each answer.

**Word Play** Give partners a list of four difficult words. Have partners look up meanings and use each in a sentence. Students can match up meanings.

**Answer Key:** **1a** two **1b** a destructive beetle **2a** two **2b** (hōl-səm) **2c** likely to make a person healthy

## Using a Dictionary for Unknown Words

Use the dictionary entries to complete the exercises.

**weevil** (wē-vəl) *noun* A member of a superfamily *Curculionoidea* of beetles which have very large snouts. The larvae are especially destructive to nuts, fruit, grain, and other plants.

**wholesome**<sup>1</sup> (hōl-səm) *adjective* Likely to make a person healthy

**wholesome**<sup>2</sup> (hōl-səm) *adjective* Based on well-founded fear

1. We found a weevil eating our garden plants.

- a. How many syllables does weevil have? \_\_\_\_\_
- b. What does weevil mean?

\_\_\_\_\_

2. Jenna ate a good wholesome breakfast.

- a. How many syllables are in the word wholesome? \_\_\_\_\_
- b. What is the correct pronunciation for wholesome?

\_\_\_\_\_

- c. What is the correct meaning for wholesome in the sentence?

\_\_\_\_\_

**VOCABULARY STRATEGIES**

# Using a Dictionary for Multiple-Meaning Words

## TEACH

**Introduce the Concept** Remind students that they have learned how to find a word in a dictionary and use a dictionary entry. Explain that sometimes there is more than one entry to choose from. Write and read aloud these sample entries.

**degree<sup>1</sup> noun** A step in a process towards a goal

**degree<sup>2</sup> noun** A division marked on a scale, as in temperature

**degree<sup>3</sup> noun** A document showing a person has finished school

Point out the number after each word. Explain that each entry tells a different meaning for the word. Explain that when there is more than one entry for a word, students should read each one, try it and see whether the meaning fits.

**Using a Dictionary** Summarize the three steps for using a dictionary.

- 1. Find the word.** Remember alphabetical order. Use the first letter to find the right part of the dictionary. Use guide words to find the word on the page.
- 2. Find out about the word.** Read the entry. Find the part of speech. Read the definition. Read the example sentence to see how the word is used.
- 3. Find the right meaning.** Choose what works best in the sentence.

## MODEL

Write and read aloud this sentence: *Quinn hopes to someday receive her college degree.* Then model how to choose among the dictionary entries above.

**Think Aloud** *When I look up the word degree, I see three dictionary entries. I'll try each meaning out in the sentence. The first entry is about steps toward something. Does this meaning fit the sentence? No, Quinn will have reached her goal, so it's not a step. The second entry is about measuring things. That doesn't have anything to do with college. The third entry says, "a document showing a person has finished school." This makes sense in the sentence.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V161**. Go over the dictionary entries with students, as well as each item (sentence and question).

**Word Play** Give student pairs a word with two dictionary entries. Have partners look up meanings, and use each in a sentence. Classmates can match up meanings. Possibilities: *bat, duck, fan, fold, junk, lie, mole, pen, squash, tire, yard.*

**Answer Key:** **1.** *having little fat* **2.** *to use something for support* **3.** *to speak directly to a group* **4.** *a way to name a specific place*

## Using a Dictionary for Multiple-Meaning Words

Read each boldfaced sentence. Use the dictionary entries to figure out the meaning of the underlined word in the sentence. Fill in the blank.

**lean**<sup>1</sup> *verb* To use something for support

**lean**<sup>2</sup> *verb* To be likely to think or feel a certain way

**lean**<sup>3</sup> *adjective* Having little fat

1. The racehorse looks very sleek and **lean**.

What does **lean** mean in this sentence?

\_\_\_\_\_

2. Please do not **lean** against that old chair.

What does **lean** mean in this sentence?

\_\_\_\_\_

**address**<sup>1</sup> *noun* A way to name a specific place

**address**<sup>2</sup> *noun* A formal speech

**address**<sup>3</sup> *verb* To speak directly to a group

3. The President will **address** Congress later today.

What does **address** mean in this sentence?

\_\_\_\_\_

4. I need your **address** to send the invitation.

What does **address** mean in this sentence?

\_\_\_\_\_



**VOCABULARY STRATEGIES**

# Using a Dictionary: Word Origins

## TEACH

**Introduce the Concept** Explain that many dictionary entries have information about the origins of words. Say: *A word's origin can sometimes be used to determine its present meaning.*

- Write the following sample entries on the board and read them aloud.
  - vacation** *noun* From the Latin word *vacation*, meaning "freedom from occupation."
  - separate** *verb* From the Latin word *separatus*, meaning "to pull apart."
  - insecure** *adjective* A combination of the Latin prefix *in-*, meaning "not," and the Latin word *securus*, meaning "carefree" or "safe."
- Point out that the origins of these words provide clues about their current meanings. People enjoy time away from school or work during a vacation. Someone who is insecure does not feel safe or carefree.

**Using a Dictionary for Word Origins** Summarize the three steps for using a dictionary.

- 1. Find the word.** Remember alphabetical order. Use the first letter to find the right part of the dictionary. Use guide words to find the word on the page.
- 2. Find out about the word's origins.** Read the word origin section of the entry. Find out about the language of origin. Read any foreign words and the meanings of the words.
- 3. Determine the current meaning of the word.** Use the information about the word's origins to define the word, understand it, and use it correctly.

## MODEL

Write and read aloud the following sentence: *The water reflected the sun's rays.* Model using a dictionary to help determine the present meaning of *reflected*.

**Think Aloud** *I want to learn more about the word reflected. I see it's from the Latin reflectere, which means "to bend back." The sun's rays are bent back from the water. This must mean light is hitting and bouncing off the water.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V162**. Read aloud and discuss each exercise. Show students where to write each answer.

**Answer Key:** **1.** Latin, not a friend **2.** Japanese, something done with bare or empty hands **3.** Latin, having only one shape or appearance **4.** Old English, to speak very softly or quietly

## Using a Dictionary: Word Origins

Read each dictionary entry. Use the information to complete the chart.

**enemy** *noun* From the Latin word *inimicus*. A combination of the Latin prefix *in-*, meaning “not,” and *amicus*, meaning “friend.”

**uniform** *adjective* From the Latin word *uniformis*. A combination of the Latin prefix *uni-*, meaning “having only one,” and *formis*, meaning “shape” or “appearance.”

**karate** *noun* Of Japanese origin. A combination of *kara*, meaning “empty,” and *te*, meaning “hand.”

**whisper** *verb* From the Old English word *hwisprian*, meaning “speak very softly.”

Word	Language of Origin	Meaning
enemy		
karate		
uniform		
whisper		

**VOCABULARY STRATEGIES**

# Using a Thesaurus

## TEACH

**Introduce** Explain to students that a thesaurus is a book of synonyms. Remind them that synonyms are words with the same or almost the same meaning. Tell students that when they don't know the exact meaning of a word, finding words with similar meanings in a thesaurus can help them figure out the meaning of that word. Write the following sample entry on the board and read it aloud:

**grasp** 1. hold, grip, clutch, catch, clasp 2. understanding, comprehension, catch, knowledge

Point out that sometimes a word has more than one meaning. A thesaurus will provide synonyms for each meaning of the word.

**Using a Thesaurus** Summarize the steps for using a thesaurus.

- 1. Find the word.** Remember alphabetical order. Use the first letter to find the right part of the thesaurus. Use guide words to find the word on the page.
- 2. Find synonyms.** Read the entry. Try to figure out the meaning of the unfamiliar word by thinking about the synonyms you found.
- 3. Determine the meaning of word.** Replace the unfamiliar word with a synonym. Does the synonym help you understand the unfamiliar word?

## MODEL

Write the following on the board. *The climber had a tight grasp on the rope.* Then read it aloud, and model replacing the word *grasp* with synonyms.

**Think Aloud** I am not sure of the meaning of the word *grasp*, so I looked at a list of synonyms from the thesaurus. I will replace *grasp* with a synonym to see if it helps me know the meaning. I will try the word *grip*: *The climber had a tight grip on the rope.* That makes sense to me. Now I understand that a *grasp* is the same as a *grip*.

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V163**. Read aloud and discuss each exercise. Show students where to write each answer.

**Answer Key:** 1. achievement 2. intention 3. strange 4. awful 5. promote 6. prop

## Using a Thesaurus

Read the thesaurus entries. Use the entries to write synonyms that make sense in the sentences.

**effort** 1. achievement 2. creation 3. attempt  
4. intention

1. The student was proud of her \_\_\_\_\_.
2. It was not my \_\_\_\_\_ to break the window.

**weird** 1. awful 2. strange 3. unnatural 4. secret

3. We thought it was \_\_\_\_\_ that the teacher was not in the classroom.
4. The milk was spoiled, and it smelled \_\_\_\_\_ .

**support** 1. prop 2. defend 3. promote 4. reinforce

5. Eating nutritious foods is one way to \_\_\_\_\_ good health.
6. They put a book under the table leg to \_\_\_\_\_ it up.

**VOCABULARY STRATEGIES**

# Review

## PREPARING THE REVIEW

- Copy **Practice Reproducible V164**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

## ADMINISTERING THE REVIEW

- Administer the review individually or to a small group.
- Explain to the student that he or she is to complete the exercises by carefully reading the dictionary and thesaurus entries.
- If necessary, read entries together with students and record their answers.
- Sample Answers are shown below. Each item focuses on one lesson in this section.

1. Sample Answer: three (Lesson 159)
2. Sample Answer: closed gate (Lesson 160)
3. Sample Answer: being in a certain place at a given time (Lesson 161)
4. Sample Answer: Middle English (Lesson 162)
5. Sample Answer: collect (Lesson 163)
6. Sample Answer: favorite (Lesson 163)

## SCORING THE REVIEW

- Total the number of items answered correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors, using the lesson numbers provided above.
- Reteach those lessons for which the student did not answer an item correctly.

Percentage Table	
<b>6 correct</b> 100%	<b>3 correct</b> 50%
<b>5 correct</b> 83%	<b>2 correct</b> 33%
<b>4 correct</b> 67%	<b>1 correct</b> 17%

## Vocabulary Strategies Review

Use the dictionary entries to complete the exercises.

**barrier** (Middle English) ('berē-ər) *noun*  
Something that blocks the passage of another thing

1. How many syllables does **barrier** have? \_\_\_\_\_
2. Circle the words that best describe a **barrier**.  
**open gate**                      **closed gate**

**present**<sup>1</sup> (Middle English) ('pre-zənt) *noun*  
Something a person gives to someone else  
**present**<sup>2</sup> (Middle English) ('pre-zənt) *adjective*  
Being at a certain place at a given time

3. All of the students were **present** for the field trip.  
What does **present** mean in this sentence?  
\_\_\_\_\_
4. What is the language of origin for **present**? \_\_\_\_\_

Read the thesaurus entry. Use the entry to write a synonym that makes sense in the sentences.

**pick** 1. collect, gather 2. choice, favorite

5. Adam will \_\_\_\_\_ berries for the jam.
6. Our \_\_\_\_\_ of the litter is the orange kitten.

**VOCABULARY STRATEGIES**

# Similes and Metaphors

## TEACH

**Introduce the Concept** Explain to students that similes and metaphors compare two things that are different. Writers use figures of speech such as similes and metaphors to create effects, emphasize ideas, and evoke emotions.

**Introduce Similes** Explain that a simile uses the words *like* or *as* to state a comparison between two things that are different.

- Write the following simile on the board: *She ran like lightning.*
- Explain that the girl is compared to lightning and this creates a picture of a girl running very fast, like a flash of lightning.

**Introduce Metaphors** Tell students that a metaphor does not use the words *like* or *as* to make a comparison. Instead, a metaphor implies, or suggests the comparison. One thing is said to be another.

- Write the following metaphor on the board: *Life is a bowl of cherries.*
- Explain that life is compared to a bowl of cherries, and the image of a bowl filled with ripe red cherries creates a cheerful, happy feeling.

**Determining Meaning** Explain that students can ask these questions to understand the meaning of similes and metaphors: *What are the two things being compared? What are the characteristics of the things being compared? What mental picture or feeling does the comparison create?*

## MODEL

Write these sentences on the board: *Peter grew like a weed during the summer. His father is a towering oak tree.* Read them aloud. Model determining the meaning of similes and metaphors.

**Think Aloud** *The first sentence uses the word like, so I know that is a simile. Peter's growth is compared to the growth of a weed. I know that weeds grow very fast, so Peter grew very fast during the summer. The second sentence does not use like or as. Instead, it says that the father is a towering oak tree, so this is a metaphor. The father is compared to a towering oak tree. This creates a picture of a tall, strong man. It also conveys the feeling that the father is someone who can be relied on.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V165**. Read the sentences aloud. Have partners discuss meanings and write answers.

**Answer Key:** **1.** Gary and a statue. He did not move. **2.** The horse and the wind. The horse runs very fast. **3.** Her smile and honey. Her smile is very pleasant. **4.** The teacher's heart and gold. The teacher is very kind.

## Similes and Metaphors

Read the sentences. Find the two things being compared and write down what the simile or metaphor means.

1. When he saw the snake, Gary became a statue.

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2. That horse runs like the wind.

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3. Her smile is as sweet as honey.

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4. Our teacher has a heart of gold.

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**VOCABULARY STRATEGIES**

# Idioms, Proverbs, and Adages

## TEACH

**Introduce the Concept** Say: *Idioms are groups of words that have a special meaning unlike the meaning of the words on their own. Proverbs are short sayings that give wisdom about something in life. Adages are well-known proverbs. You can often use context clues to understand the meanings of idioms, proverbs, and adages. You can also often find their meanings in the dictionary.*

- Write and read aloud: *When I go to the mall, I make a beeline for the food court.* Point to the words *make a beeline*. Ask students to use context clues to explain the meaning of the phrase and apply it to the idiom: “take a direct course.”
- Explain that when students encounter an idiom, proverb, or adage, they can look up unknown words and use the context of the sentence or paragraph to help identify their meaning. They can also use a special idiom dictionary.

**Using a Dictionary** Review the steps of finding a word and using a dictionary entry with students. Tell students that using the dictionary will sometimes help them to find the meaning of an unfamiliar idiom, proverb, or adage. Say: *When you look up an idiom in the dictionary, look for what seems to be the most important word in the phrase.* Summarize the three steps for using a dictionary.

1. **Find the word.** Remember alphabetical order. Use the first letter to find the right part of the dictionary. Use guide words to find the word on the page.
2. **Find out about the word.** Read the entry. Find the part of speech. Read the definition. Read the example sentence to see how the word is used.
3. **Find the right meaning.** Choose the meaning that works best.

## MODEL

Write and read aloud this idiom: *The answer to that problem was as plain as the nose on my face.* Model using a dictionary to determine meaning.

**Think Aloud** *When I read the idiom as plain as the nose on my face, I ask myself, “What does the idiom mean?” I don’t see any context clues that will help me. I check a dictionary and find that one entry for plain means “clear or obvious.” So the idiom must mean that something is very easy to find or plain to see, just like the nose on my face.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V166**. Read aloud and discuss each exercise. Show students where to write each answer.

**Answer Key:** 1. take more food than one can eat 2. very busy 3. common  
4. do something easily 5. the desire to have what someone else has 6. to sleep

## Idioms, Proverbs, and Adages

Read each sentence. Use context clues and a dictionary to figure the meaning of the underlined idioms, proverbs, and adages.

1. When we ate at the restaurant, my eyes were bigger than my stomach.

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2. Shandra was busy as a bee getting ready for the party.

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3. Oak trees are a dime a dozen in our neighborhood.

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4. James can bake a chocolate cake with his eyes closed.

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5. I preferred my friend's lunch to mine, but the grass is always greener on the other side.

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6. After a tiring day, I couldn't wait to catch forty winks.

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**VOCABULARY STRATEGIES**

# Personification

**Introduce the Concept** Explain that personification is a type of figurative language. The writer gives human traits or qualities to something that is not human. Writers do this to help readers visualize something in a new way.

Write: *The earth thawed when the sun smiled down on her. Say: The verb smiled describes the action of a living thing. The sun is not a living thing, so it can't smile. The writer is comparing the sun to a happy, smiling face.*

**Using Context Clues** Students can follow these steps to understand figures of speech.

- 1. Look for clues.** Look for words that describe human actions or traits.
- 2. Think about the comparison.** Consider what message the writer wants to convey by describing something as having human qualities.
- 3. Form a mental picture.** Use the clues to form a mental picture of the thing that is being given human traits.

## MODEL

Write: *The dawn kissed the fields with a golden glow.* Then read it aloud and model using personification to create a mental picture or mood.

**Think Aloud** *The clue word "kissed" shows that dawn is being personified here. It makes me picture a peaceful, happy scene of the sun rising over the fields.*

**Practice Reproducible** Distribute **Practice Reproducible V167**. Read aloud and discuss each exercise. Show students where to write each answer.

**Word Play** Read a paragraph or a poem that uses personification. Discuss the elements that give inanimate objects human characteristics and ask students to talk about what they visualize or feel when reading the passage.

**Answer Key:** **1** crept; carriage **2** moved, urged; music **3** restless eye, searching; spotlight **4** tireless, chased; storm **5** howled its lonely song, galloped; wind **6** embraced; cave

## Personification

Read each sentence. Write the personification clue(s) and tell what is being personified. Use a dictionary to look up unfamiliar words.

1. The carriage crept along the uneven road.

Clue(s): \_\_\_\_\_

Personified: \_\_\_\_\_

2. The music moved at a merry pace and urged the dancers to stomp their feet.

Clue(s): \_\_\_\_\_

Personified: \_\_\_\_\_

3. The spotlight's restless eye moved along the city street, searching the darkest corners.

Clue(s): \_\_\_\_\_

Personified: \_\_\_\_\_

4. A tireless storm chased the fleeing horsemen across the plains.

Clue(s): \_\_\_\_\_

Personified: \_\_\_\_\_

5. The wind howled its lonely song as it galloped across the plains.

Clue(s): \_\_\_\_\_

Personified: \_\_\_\_\_

6. The cave embraced the hikers with welcoming warmth.

Clue(s): \_\_\_\_\_

Personified: \_\_\_\_\_

**VOCABULARY STRATEGIES**

# Hyperbole

## TEACH

**Introduce the Concept** Explain that figurative language that uses exaggeration for emphasis or to create an effect is called *hyperbole*. It creates a picture or feeling in the reader's mind. Hyperbole is not meant to be taken literally. It may be used in poetry to emphasize a feeling or it may be used to add humor or drama to a story.

- Write this sentence on the board: *He cried buckets of tears.*
- Discuss the exaggeration. Point out that his tears are not actually falling into buckets, but the description creates a picture that helps the reader see and feel how hard he cried.

**Using Context Clues** Students can follow these steps to understand figurative language.

- 1. Look for clues.** Look for descriptions that seem extreme. Look for scenarios that are not possible in the real world.
- 2. Think about the comparison or description.** Consider what idea, effect, or feeling the writer wants to convey by using an exaggeration.
- 3. Form a mental picture.** Use the clues to form a mental picture of the thing that is being compared or described.

## MODEL

Write this sentence on the board. *His feet were so big he wore boats for shoes.* Read it aloud and discuss the meaning or feeling conveyed by the hyperbole.

**Think Aloud** *I know boats are much too large to be worn as shoes, so I know that this is an exaggeration. However, the description makes me picture a person with feet large enough to use boats as shoes, so it emphasizes the idea of large feet and it is also humorous.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V168**. Read aloud and discuss each exercise. Show students where to write each answer.

**Word Play** Have students write a sentence using hyperbole. Have them share their sentences and discuss the meaning they wanted to convey.

**Answer Key:** **1.** a million times; I've told you many times. **2.** knocked me over with a feather; I was surprised. **3.** the strength of fifteen men; Bruce was very strong. **4.** died laughing; I laughed very hard. **5.** steam was blowing from her ears; Marcy was extremely angry. **6.** two hundred years old; It is a very long movie.

## Hyperbole

Read each boldface sentence. Then answer the questions.

1. **I've told you a million times.**

Which word or phrase signals that this is a hyperbole?

\_\_\_\_\_

What is the meaning? \_\_\_\_\_

2. **Sam could have knocked me over with a feather.**

Which word or phrase signals that this is a hyperbole?

\_\_\_\_\_

What is the meaning? \_\_\_\_\_

3. **Bruce had the strength of fifteen men.**

Which word or phrase signals that this is a hyperbole?

\_\_\_\_\_

What is the meaning? \_\_\_\_\_

4. **I died laughing when she told her joke.**

Which word or phrase signals that this is a hyperbole?

\_\_\_\_\_

What is the meaning? \_\_\_\_\_

5. **Marcy was so angry that steam was blowing from her ears.**

Which word or phrase signals that this is a hyperbole?

\_\_\_\_\_

What is the meaning? \_\_\_\_\_

6. **I'll be two hundred years old by the time this movie ends.**

Which word or phrase signals that this is a hyperbole?

\_\_\_\_\_

What is the meaning? \_\_\_\_\_

**VOCABULARY STRATEGIES**

# Synonyms and Antonyms

## TEACH

**Introduce the Concept** Tell students that synonyms and antonyms are word pairs that have related meanings. Pairs of synonyms or antonyms must be the same part of speech.

**Introduce Synonyms** Explain to students that synonyms are words with similar, but not exactly the same meanings, such as *small* and *tiny*. *Small* and *tiny* are both adjectives.

- Write *sea* and *ocean* on the board. Explain that *sea* and *ocean* are synonyms that are both nouns. They have almost the same meaning.
- Write *trot* and *run* on the board. Explain that *trot* and *run* are synonyms that are both verbs. They have similar meanings.

**Introduce Antonyms** Tell students that antonyms are words with opposite, or near opposite meanings, such as *cold* and *hot*. *Cold* and *hot* are both adjectives.

- Write *sunset* and *sunrise* on the board. Explain that *sunset* and *sunrise* are antonyms that are both nouns.
- Write *enter* and *exit* on the board. Explain that *exit* and *enter* are antonyms that are both verbs.

## MODEL

Write the word loud on the board. Read it aloud. Model identifying synonyms and antonyms.

**Think Aloud** *What is a synonym for the adjective loud? I need to think of a word that means the same or almost the same as loud. Noisy, booming, deafening, or thunderous are all adjectives that mean about the same as loud. I could replace loud with any of these words. Now, what is an antonym for loud? I know that an antonym is a word with the opposite, or nearly the opposite meaning. The adjectives soft, quiet, and silent are the opposite of loud.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V169**. Read aloud and discuss each exercise. Show students where to write each answer.

**Answer Key:** **1.** adjective, stirring, boring **2.** verb, encouraged, booed  
**3.** noun, buddy, enemy **4.** verb, stroll, run **5.** adjective, happy, unhappy  
**6.** noun, cellar, attic

## Synonyms and Antonyms

Read the boldface word. Identify the part of speech. Write a synonym and an antonym for each word.

**1. exciting**

part of speech: \_\_\_\_\_

synonym: \_\_\_\_\_

antonym: \_\_\_\_\_

**4. walk**

part of speech: \_\_\_\_\_

synonym: \_\_\_\_\_

antonym: \_\_\_\_\_

**2. cheered**

part of speech: \_\_\_\_\_

synonym: \_\_\_\_\_

antonym: \_\_\_\_\_

**5. joyful**

part of speech: \_\_\_\_\_

synonym: \_\_\_\_\_

antonym: \_\_\_\_\_

**3. friend**

part of speech: \_\_\_\_\_

synonym: \_\_\_\_\_

antonym: \_\_\_\_\_

**6. basement**

part of speech: \_\_\_\_\_

synonym: \_\_\_\_\_

antonym: \_\_\_\_\_



**VOCABULARY STRATEGIES**

# Homographs and Homophones

## TEACH

**Introduce the Concept** Remind students that homographs are words with different meanings and maybe different pronunciations, but are spelled the same way. Homophones are words that sound the same but have different meanings and spellings.

- Write the word *well* on the board. Explain that this is a homograph and has different meanings. Write the word *minute* on the board. Explain the meanings of the word: sixty seconds is a *minute* and something *minute* is very small.
- Tell students that when they are unsure of a homograph's meaning, they can use context clues or look up the word up in a dictionary or glossary. They can also use a dictionary or glossary to find out the homograph's pronunciation.
- Write and read aloud the following: *The visitors were amazed to see a herd of elephants.* Point to *herd*. Remind students to use the context of the sentence to help identify the word's meaning. Say: *Herd is a homophone for heard.*
- Tell students that when they are unsure of a homophone's meaning, they can use context clues or look up the word up in a dictionary or glossary.

**Using a Dictionary** Remind students that the dictionary will help them find meanings and pronunciations for words about which they are unsure. Write and read aloud these sample entries:

**bow**<sup>1</sup> *verb* To bend the knee or body

**bow**<sup>2</sup> *noun* A curved piece of wood with string for shooting arrows

**bow**<sup>3</sup> *noun* A piece of looped ribbon or cloth that is tied together

Explain that when there is more than one entry for a word, students may have to read each one to decide which makes sense in context.

## MODEL

Write and read aloud this sentence: *The performers took a much-deserved bow at the end of the play.* Model using a dictionary to determine the meaning of *bow*.

**Think Aloud** *I ask myself, "Which meaning of the word bow is correct in this sentence?" I try each meaning in the sentence to see which makes sense. I decide the performers are bending their bodies in a bow. This meaning makes sense.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V170**. Read aloud and discuss each exercise. Show students where to write each answer.

**Answer Key:** 1. scent 2. coarse 3. pause; 4. stake

5–10. Sentences will vary but should correctly use each homograph.

## Homographs and Homophones

Read each sentence and pair of homophones. Use context clues and a dictionary to check the meaning of each homophone. Write the correct word on the blank.

1. I was hungry, and the \_\_\_\_\_ (scent/sent) of the food made my mouth water.
2. The hair stylist explained that my hair was very \_\_\_\_\_ (coarse/course).
3. The loud noise caused the golfer to \_\_\_\_\_ (pause/paws) before swinging.
4. The gardener placed a \_\_\_\_\_ (stake/steak) in the ground to mark the property line.

Read each homograph and look it up in the dictionary. Then write two sentences for each homograph. Each sentence should use the homograph in a different way.

**desert**

5. \_\_\_\_\_
6. \_\_\_\_\_

**produce**

7. \_\_\_\_\_
8. \_\_\_\_\_

**separate**

9. \_\_\_\_\_
10. \_\_\_\_\_

**VOCABULARY STRATEGIES**

# Using Analogies

## TEACH

**Introduce the Concept** Say: *Analogies show the relationship between two pairs of words. To understand analogies, you need to understand how words in each pair relate to each other. Analogies are often made up of synonyms or antonyms. Synonyms have the same meanings; antonyms have opposite meanings.*

- Write and read this aloud: *Hot is to cold as day is to night.* Ask students to identify the relationship between the words *hot* and *cold* (antonyms). Point out that the relationship between the two words in the first pair is the same as the relationship between the two words in the second pair. Say: *If the first pair are antonyms, so is the second pair. If the first pair are synonyms, so is the second pair.*
- Write the same analogy on the board using colons to show students that analogies can also be written in this manner: *hot : cold :: day : night*
- Next, write on the board: *Speak is to talk as hear is to \_\_\_\_\_.* Ask students to identify the relationship of the first pair of words (synonyms). Discuss with students which word might complete the analogy and is a synonym for *hear* (*listen*). Have students brainstorm known synonyms and work together to create their own analogies. Explain that analogies may follow other patterns, such as items in a category or actions related to a certain thing.

**Introduce Using Analogies** Encourage students to practice with challenging analogies by using a dictionary or thesaurus to find synonyms and antonyms for unfamiliar words. Write and read aloud this analogy as an example: *Graceful is to clumsy as sharp is to dull.*

Explain how the relationship can help them understand the meaning of unfamiliar words. Use a dictionary or thesaurus if meaning is still not clear.

## MODEL

Write and read aloud this analogy: *Elegant is to fancy as annoyed is to \_\_\_\_\_.*  
Model determining the relationship in the analogy.

**Think Aloud** *I know that something elegant is fancy. The first pair of words are synonyms. I'll think of a synonym for annoyed. I know that if I am annoyed, I feel bothered. I can choose bothered as a synonym to complete the analogy.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V171**. Read aloud and discuss each exercise. Show students where to write each answer.

**Answer Key:** 1. *sleepy*, synonym 2. *wrong*, antonym 3. *sauce*, synonym 4. *frown*, antonym 5. *rough*, antonym 6. *smell*, synonym

## Using Analogies

Choose the correct word to complete each analogy. Then circle either *synonym* or *antonym* to identify the relationship between the pairs of words.

1. Happy is to joyful as tired is to \_\_\_\_\_.  
synonym      antonym      (late, sleepy, awake)
2. Simple is to difficult as right is to \_\_\_\_\_.  
synonym      antonym      (light, write, wrong)
3. Tired is to sleepy as gravy is to \_\_\_\_\_.  
synonym      antonym      (sauce, meat, dessert)
4. Lead is to follow as grin is to \_\_\_\_\_.  
synonym      antonym      (frown, smile, teeth)
5. Shout is to whisper as smooth is to \_\_\_\_\_.  
synonym      antonym      (round, flat, rough)
6. Thin is to slender as sniff is to \_\_\_\_\_.  
synonym      antonym      (nose, smell, sneeze)

**VOCABULARY STRATEGIES**

# Using a Dictionary for Connotation and Denotation

## TEACH

**Introduce the Concept** Say: *The denotation of a word is its literal meaning which can be found in a dictionary. The feelings associated with a word are its connotation.* Tell students that a word's connotation cannot always be found in a dictionary.

- Write the following sample entries on the board and read them aloud.
  - thrifty** *adjective* Managing money in a way that wastes very little.
  - cheap** *adjective* Not liking to spend money. Suggests stinginess.
- Explain that the dictionary entry for *thrifty* is its denotation. Say: *Thrifty has a positive connotation. A person who is thrifty spends money wisely.* Point out that the first part of the entry for *cheap* is its denotation. Point out that *cheap* has a negative connotation.

**Using a Dictionary for Connotation and Denotation** Summarize the three steps for using a dictionary.

- 1. Find the word.** Remember alphabetical order. Find the correct part of the dictionary by using the first letter. Use guide words to find the word.
- 2. Find the word's denotation.** Read the definition.
- 3. Determine the word's connotation.** Look for information about the word's connotation in the entry. If none is provided, think about other ideas or meanings that might be associated with the word.

## MODEL

Write and read aloud the sentence: *Jared is nosy; he wants to know everyone's business.* Model how to use a dictionary to determine the denotation and connotation of *nosy*.

**Think Aloud** *When I look up nosy in a dictionary, I see it means "always trying to find information about someone." That's the denotation. I know that it's not nice to call someone nosy, so nosy has a negative connotation.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V172**. Read aloud and discuss each exercise. Show students where to write each answer.

**Answer Key (Sample answers):** **1.** an unpleasant smell, negative **2.** a pleasant smell, positive **3.** a large house, positive **4.** a small house, negative **5.** cheap and showy, negative **6.** costing a great deal and showy, positive

## Using a Dictionary for Connotation and Denotation

Use a dictionary to look up the underlined word in each sentence. Then write the denotation and whether the connotation is positive or negative.

1. There's a strange odor coming from that garbage can.

Denotation: \_\_\_\_\_

Connotation: \_\_\_\_\_

2. The fragrance from the vase of lilies filled the room.

Denotation: \_\_\_\_\_

Connotation: \_\_\_\_\_

3. Mika's house is so huge it feels like a mansion.

Denotation: \_\_\_\_\_

Connotation: \_\_\_\_\_

4. The shack on my grandfather's farm is used to store tools.

Denotation: \_\_\_\_\_

Connotation: \_\_\_\_\_

5. The little girl played with a necklace that was gaudy.

Denotation: \_\_\_\_\_

Connotation: \_\_\_\_\_

6. The expensive diamond bracelet sparkled on her wrist.

Denotation: \_\_\_\_\_

Connotation: \_\_\_\_\_

**VOCABULARY STRATEGIES**

# Shades of Meaning

## TEACH

**Shades of Meaning** Explain to students that sometimes a writer chooses a specific word to show a shade or degree of meaning. For example, the words *cool* and *cold* are similar, but they are different degrees of the same meaning.

Write: *It was cool in the morning, but a midday storm later made it cold. By sunset, it was freezing.*

Draw a line from left to right and put a dot on the far left, in the middle, and on the far right. Write *cool*, *cold*, and *freezing* next to the dots. Point out the progression from *cool* to *freezing*. *Cool* is the mildest level. *Cold* is moderate, and *freezing* is strong.

Ask students if they know any other words that are degrees of temperature. Add them to the line.

## MODEL

Write on the board. *The ferret dislikes cabbage, hates squash, and loathes oranges.*

**Think Aloud** *I see that the ferret does not like cabbage, squash, or oranges. But it dislikes some foods more than others. Dislike is very mild compared to hate. And loathing is the strongest of the three.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V173**. Read aloud and discuss each exercise. Show students where to write each answer.

**Word Play** Organize students in groups. Give each group three cards of linked verbs or adjectives. Have the student groups organize their cards from mild to strong and use those words in a sentence or paragraph.

**Answer Key:** **1** call, yell, shout **2** sore, painful, excruciating **3** tap, knock, pound **4** irritated, angry, livid **5** pleased, happy, ecstatic **6** trot, run, race

## Shades of Meaning

Read the boldface words in each line below. For each boldface word, find the two words in the box that have similar meanings. Rearrange each group of words on the line from the mildest to the strongest shade or degree.

tap	run	sore	happy
shout	irritated	pound	trot
angry	yell	painful	ecstatic

**call** \_\_\_\_\_

**excruciating** \_\_\_\_\_

**knock** \_\_\_\_\_

**livid** \_\_\_\_\_

**pleased** \_\_\_\_\_

**race** \_\_\_\_\_



**VOCABULARY STRATEGIES**

# Using Precise Language

## TEACH

**Introduce Precise Language** Explain to students that writers choose their words carefully to help the reader visualize story details. Write:

*The choir sang their favorite songs at the block party.*

*The choir belted out their favorite songs at the block party.*

Discuss which sentence is a better description. Discuss what other words or phrases could replace *sang*. Repeat the exercise with the following example sentences:

*The teacher was smiling as she gave the class the good news.*

*The teacher was beaming as she gave the class the good news.*

## MODEL

Write the following sentences on the board. Read them aloud and then model using more precise language for the underlined words. *Karis walked to the movie with her friends. She laughed throughout the movie. She was happy walking home.*

**Think Aloud** *I think Karis was excited to go to the movie, so let's say Karis sprinted to the movie. She cackled throughout the movie. I think "cackled" shows she had a very good time. She was elated walking home. "Elated" gives a better description of how someone feels when laughing and having fun.*

## PRACTICE/APPLY

**Practice Reproducible** Distribute **Practice Reproducible V174**. Read aloud and discuss each exercise.

**Word Play** Organize students in groups. Give each group three cards of linked verbs or adjectives. Have the student groups organize their cards from mild to strong and use those words in a sentence or paragraph.

**Answer Key:** 1. craved 2. wailing 3. depressed 4. anxious 5. deserted  
6. scream 7. howl 8. silly

## Using Precise Language

Read the sentences. Choose the word or phrase that uses more precise language. Fill in the blanks with the word or phrase.

1. More than anything, she \_\_\_\_\_ the chocolate cupcake with sprinkles. (wanted, craved)
2. The boy \_\_\_\_\_ his broken wagon along behind him. (dragged, pulled)
3. The children felt \_\_\_\_\_ when their vacation was canceled. (sad, depressed)
4. New students are \_\_\_\_\_ when the first day of school approaches. (worried, anxious)
5. The puppy felt \_\_\_\_\_ when her owners had to leave for a few hours. (lonely, deserted)
6. Toddlers \_\_\_\_\_ when they don't get their way. (talk, scream)
7. The full moon caused the wolf to \_\_\_\_\_ . (cry, howl)
8. Dancing on the beach made her feel \_\_\_\_\_ . (silly, giddy)

**VOCABULARY STRATEGIES**

# Review

## PREPARING THE REVIEW

- Copy **Practice Reproducible V175**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

## ADMINISTERING THE REVIEW

- Administer the review individually or to a small group.
- Explain to students that they should carefully read each sentence or question. They should think carefully about the type of figurative language being used before answering. Tell them they may use a dictionary to help them.
- If necessary, read entries together with students and record their answers.
- Sample Answers are shown below. Each item focuses on one lesson in this section.
  1. Sample Answer: the girl and a rock (Lesson 165)
  2. Sample Answer: an image gives more details (Lesson 166)
  3. Sample Answer: the mouse (Lesson 167)
  4. Sample Answer: The driveway is very long. (Lesson 168)
  5. Sample Answer: dirty, muddy (Lesson 169, 171)
  6. Sample Answer: negative (Lesson 172)
  7. Sample Answer: prowl (Lesson 173)
  8. Sample Answer: investigate (Lesson 174)

## SCORING THE REVIEW

- Total the number of items answered correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors, using the lesson numbers provided above.
- Reteach those lessons for which the student did not answer an item correctly.

Percentage Table	
<b>8 correct</b> 100%	<b>4 correct</b> 50%
<b>7 correct</b> 88%	<b>3 correct</b> 38%
<b>6 correct</b> 75%	<b>2 correct</b> 25%
<b>5 correct</b> 63%	<b>1 correct</b> 13%

## Vocabulary Strategies Review

Read each boldfaced sentence. Then answer each question.

1. **The girl slept like a rock.**

What two things are being compared in this simile?

\_\_\_\_\_

2. **A picture paints a thousand words.**

What does this idiom mean?

\_\_\_\_\_

3. **The mouse danced through the forest.**

What is being personified?

\_\_\_\_\_

4. **The driveway to my school is thousands of miles long.**

What is the meaning of this hyperbole?

\_\_\_\_\_

5. **The boys' faces were dirty and their clothes were muddy.**

What two words in this sentence are synonyms?

\_\_\_\_\_

**Read the sentence. Then complete the exercises.**

The children sneakily snoop in the cupboard.

6. Does snoop have a positive or negative connotation?

\_\_\_\_\_

7. Circle the word that has a stronger shade of meaning than snoop.

search      prowl

8. Write the word that uses more precise language than snoop.

(look, investigate) \_\_\_\_\_

# Teaching Useful Words

**Using Direct Instruction** The fewer words students know, the harder it is for them to use context to understand the meaning of unfamiliar words. Students with limited vocabularies need to hear new words explained in simple, ordinary language. They need to hear those words in the context of a read aloud. They need to use the words in group discussion, as well as oral and written activities. All students will benefit from this kind of direct instruction in word meanings. But students with limited vocabularies will benefit most of all, particularly in the primary grades. These students will learn just as many new word meanings from direct instruction as students with a deeper store of word meanings.

**Teaching with Read Alouds** Direct teaching of word meanings is most effective when students also hear the word in the context of a read aloud. (See the Routine for Teaching Useful Words, page 353.) In order for students to learn and remember word meanings:

- The meanings must be directly explained and reviewed.
- The text must be reread.
- The students must engage with their teacher in discussions about the text and the words taught.

**Selecting Words for Instruction** For students with limited vocabularies, the most effective use of classroom time is to teach more words quickly rather than a few words deeply. The more words you teach, the more words they will learn. Students can learn about 8 to 12 new word meanings a week. Students will learn about 25 percent of the words that are explicitly taught and discussed in context. (They will learn a higher percentage if the words are regularly reviewed.) Thus to make sure students learn as many words as they can, it is most effective to teach about 25 new word meanings a week. Select words from the Useful Words list on pages 354–372 to supplement other vocabulary instruction in your classroom.

**Assessing Word Learning** Commercially available tests such as the Peabody Picture Vocabulary Test (PPVT) can help assess student’s general vocabulary knowledge. To assess whether students have learned the specific word meanings you have taught, use these methods.

- With students who are not yet reading, simply read a sentence that uses the word in context and then ask students to explain it.
- With students who are reading, use multiple-choice questions. The multiple-choice item should include a sentence with the word in context and choices of four word meanings.
- With students who are still struggling with reading, you can read the multiple-choice item (both the context sentence and the answer choices) and then allow students to answer it independently.

# Routine for Teaching Useful Words

## 1. Select the Useful Words for instruction.

- Choose a fiction or nonfiction text to read aloud.
- Select 4–6 words from the Useful Words list that also appear in the read aloud.

## 2. Introduce and read the read aloud.

- Build background for the reading.
- Explain the meanings of 1–2 of the Useful Words you selected. Focus on words that are most clearly related to the background.
- Then read the text through once without interruption.

## 3. Teach more word meanings.

- After the first reading, teach 4–5 more of the words you selected.
- Instruction should be quick and focused on one word at a time.
- Before teaching each word, reread the sentence from the read aloud that includes the word. Show students the sentence. You might also write the word on the board.
- Then define and discuss the word. Use the Define/Example/Ask Routine. The definition should fit the context.
- Show any pictures or photographs in the read aloud that either illustrate the word or prompt discussion of the word.

## 4. Read the read aloud again and review word meanings.

- As you reread the text, stop and review each word you selected to teach.
- Stop and reread each sentence that includes a word you selected.
- Pause after rereading the sentence to explain the word meaning again.
- Then continue reading until you reach the next word you taught.

## 5. Discuss and review.

- Discuss general comprehension of the read aloud.
- Review the words. Explain the meanings again. Present the same words in other sentences.
- Ask students to generate their own examples of each word. Provide sentence starters.
- Have students work with a partner to write their own sentences using the words.
- Record the words you taught from the Useful Words list. Try to teach as many of these words as you can throughout the year.

# Useful Words List

(Source: *Words Worth Teaching* by Andrew Biemiller, SRA/McGraw-Hill, 2008)

## A

**absence** being away  
**absolute** certain, positive  
**absorb** take in  
**abuse** treat badly  
**accent** way of speaking  
**accept** take willingly  
**accident** unexpected injury  
**accompany** go with  
**accomplish** get done  
**ache** steady pain  
**achieve** gain by effort  
**acre** a measure of land  
**act** law passed  
**address** to speak  
**adjective** a modifying word  
**adjust** arrange  
**adopt** take as one's own  
**after** chasing  
**after** following  
**after** close by  
**against** not in favor of  
**agenda** things to be done  
**alert** give warning  
**allegiance** loyalty  
**allergy** body sensitivity  
**alone** only  
**alternate** one and then another  
**among** with  
**amuse** make smile or laugh  
**ancient** very old  
**angle** slant  
**angle** a point of view  
**anniversary** yearly event  
**announce** make known  
**annoy** to trouble  
**anti** against  
**antibiotic** disease-killing drug  
**anxious** eager  
**any** one of several

**apology** saying you are sorry  
**appetite** desire to eat  
**applaud** give praise  
**apply** to put on  
**appointment** a set date  
**appreciate** to value highly  
**approach** come near  
**appropriate** proper  
**approve** to accept  
**arch** to curve  
**are** plural of *is*  
**area** surface  
**argue** discuss for and against  
**around** here and there  
**around** circling  
**arrange** prepare beforehand  
**arrest** to take prisoner  
**arthritis** inflammation of joints  
**article** story in newspaper or magazine  
**as** at the same time  
**assign** give  
**assist** help  
**assume** accept as true  
**astonish** surprise  
**attach** fasten  
**attack** strike with force  
**attend** accompany  
**attract** draw attention  
**attractive** nice looking  
**audience** those watching or listening  
**avalanche** sliding snow  
**avenger** one who punishes in return for an injury  
**average** ordinary  
**avoid** keep away from  
**await** wait for, expect  
**awake** alert  
**awake** conscious  
**aware** knowing

**B**

**back** around behind  
**back** go the other way  
**backward** in reverse order  
**backward** toward the back  
**bacteria** germs  
**bad** in poor condition  
**bad** without worth  
**balance** keep equal or even  
**bald** without hair  
**ball** big dance  
**ball** make a wad of  
**ballot** used to vote  
**ban** law that prohibits  
**band** musical group  
**bare** without clothing  
**barely** only just  
**bargain** sold cheaply  
**bash** hit  
**bay** sheltered water area  
**beast** a cruel person  
**beat** tired out  
**beat** flap wings  
**because** for the reason that  
**before** some time ago  
**beverage** drink  
**beware** be careful  
**beyond** farther than  
**bin** storage place  
**binocular** for both eyes  
**bit** a small part  
**bitter** sharp tasting  
**blast** a rush of wind  
**blast** sudden sound  
**blast** a good time  
**blizzard** cold, snowy storm  
**block** something that stops you  
**block** a solid piece  
**bloodshot** red-eyed  
**blow** to explode  
**blow** make a sound  
**blow** cause heavy wind  
**blue** feeling of unhappiness

**bluff** to fool  
**blush** turn red from shame or confusion  
**board** wall slate for a classroom  
**board** to get on  
**boast** brag  
**body** the main part  
**bolt** lightning streak  
**bone** hard frame of body  
**bonus** something extra  
**boost** lift by pushing  
**bother** disturb  
**bow** front part of ship  
**braid** twist together  
**brave** fearless  
**brave** to face boldly  
**break** make an escape  
**break** stop suddenly  
**bright** cheerful  
**brim** edge  
**broil** make very hot  
**broke** without money  
**bruise** to injure or hurt  
**brutal** cruel  
**burrow** dig  
**bury** put into grave  
**business** personal interest  
**busy** at work  
**busy** now in use  
**but** nevertheless  
**but** yet  
**by** at  
**by** through the means of

**C**

**calculate** figure out  
**call** give name to  
**calm** quiet  
**camouflage** disguise  
**can** a metal container  
**cancel** to destroy the force or effect  
**cap** to cover  
**capture** take by force  
**care** worry



## Useful Words List (*Continued*)

**career** chosen work  
**carnivorous** meat eating  
**carry** to support  
**cast** pour into mold  
**cause** to make happen  
**caution** a warning  
**cemetery** graveyard  
**center** put in middle  
**certain** fixed and settled  
**certify** guarantee  
**chain** tie up  
**challenge** a demanding task  
**challenge** to require your best  
**chance** possibility  
**change** variety  
**channel** a waterway  
**chapter** part of a book  
**character** person in a story  
**charge** load of electricity  
**charity** helping the poor  
**chart** a map  
**cheap** poor in quality  
**cheat** to act dishonestly  
**check** to examine  
**cheer** encouragement  
**chicken** cowardly  
**chief** most important  
**china** baked white clay  
**choice** freedom of choosing  
**choice** thing or person selected  
**choice** a big selection to pick from  
**choose** to like one action more than another  
**chunk** thick piece  
**cinch** easy thing  
**circular** round  
**claim** to state as a fact  
**clarify** to explain clearly  
**class** group of like plants or animals  
**classify** arrange in groups  
**clear** easy to see through  
**clear** make plain  
**clinic** hospital or medical office  
**clip** to fasten

**clip** cut  
**clip** to cut short  
**clockwise** direction of watch hands  
**close** an end  
**close** to block or stop up  
**clot** a lump of something thick  
**cloud** to darken  
**clue** a guide to solving  
**clump** bunch of plants  
**clumsy** awkward  
**coach** to direct  
**coast** move without effort  
**coat** to spread over  
**cock** male bird  
**cocoon** silky insect case  
**code** secret writing  
**collect** group together  
**collect** to pile up  
**college** a higher school  
**colonial** early American period  
**column** numbers under each other  
**column** vertical part of a page  
**combine** join together  
**come** arrive, get here  
**comma** used in writing  
**common** ordinary  
**commotion** noisy disturbance  
**community** people living together  
**community** neighborhood  
**compare** match one with other  
**complete** full, total  
**complete** have everything  
**complicate** make difficult  
**compound** combine words  
**concern** worry  
**conclude** make up one's mind  
**conduct** to manage, direct  
**confuse** mix up  
**congratulate** express pleasure  
**conquer** to overcome  
**conserve** save  
**construct** build  
**consume** to eat or drink up  
**contact** get in touch with

**contain** to hold  
**contest** game or race  
**continue** to stay that way  
**continue** begin again after a pause  
**continue** keep on going  
**contribute** give  
**control** power over  
**control** operating device  
**convince** make a person believe  
**cool** relaxed style  
**cooperate** help  
**copy** to make an imitation  
**corner** to trap  
**corridor** hall  
**cost** the loss or sacrifice  
**could** was able to  
**counselor** supervisor of camp activities  
**courage** boldness  
**courtesy** kind act  
**coward** person without courage  
**cozy** comfortable  
**crab** to complain  
**craft** careful handwork  
**cram** stuff  
**cramp** muscle tightening  
**crease** fold  
**creature** a living thing  
**crisis** hard or dangerous time  
**crop** grain gathered  
**cross** draw line through  
**cross** angry  
**crosswise** across  
**crow** to brag  
**crowd** to push  
**crowd** a certain group  
**crown** king or queen  
**crude** badly mannered  
**cruel** causes suffering  
**cruise** a sea trip  
**crush** to squash  
**crust** outer rind  
**crutch** thing to lean on  
**crystal** a solid with a regular pattern

**cube** a square shape with height and depth  
**cube** to cut into blocks  
**cuddle** close to and comfortable  
**culture** civilization  
**cupid** a lover's helper  
**cure** to heal  
**curious** odd, strange  
**curious** eager to learn  
**curse** an evil spell  
**cute** clever  
**cycle** to ride a bike

## D

**dab** small, soft lump  
**daily** every day  
**dairy** milk processing place  
**damage** harm  
**dangle** hang loosely  
**daredevil** a reckless person  
**dart** sudden swift movement  
**date** a boy-girl get-together  
**date** a planned meeting  
**dawn** sunrise  
**dazzle** make very bright  
**dead** dull, uninteresting  
**deaf** can't hear  
**deal** an agreement  
**deal** to take action  
**declare** make known  
**decode** figure out secret message  
**decrease** become less  
**deduct** subtract  
**deed** an act  
**deep** low in pitch  
**defeat** to win over  
**defeat** cause to lose  
**defeat** to beat  
**defend** argue in favor  
**deflate** let air out  
**delicate** not strong  
**delicious** good to taste  
**delight** give pleasure  
**demand** to ask for firmly

## Useful Words List (Continued)

**demand** the desire to get

**demolish** destroy

**den** wild animal's home

**denominator** lower number in fractions

**dent** small hollow

**deodorize** remove bad smell

**deposit** to place or put

**depth** deepness

**desert** leave behind

**desert** very dry land

**desire** to wish for

**destroy** to kill

**detach** separate

**detect** to find out

**develop** to work out in detail

**develop** to bring into being

**device** apparatus, machine

**diagram** drawing showing parts

**diameter** length across a circle

**diamond** a four-sided figure

**diaper** baby pants

**dice** cut into cubes

**difficult** hard

**digest** make use of food

**dim** to lower lights

**dip** to put in and pull out

**direct** straight

**direct** to show or guide

**direct** to control or manage

**direction** ways to go

**dirt** dust or mud

**disappoint** make sorry

**disaster** sudden misfortune

**disc** a round thing

**discard** anything thrown away

**discipline** making behave

**discover** find

**discuss** talk over

**disease** sickness

**disgust** strong dislike

**dishonor** to cause shame

**dismiss** to send away

**display** a showing

**display** to show

**dispose** get rid of

**dispute** to fight over

**disrupt** to break up

**dissolve** to melt or loosen

**dissolve** fade away

**dissolve** become liquid

**distant** long ago

**distract** draw attention away

**ditch** low place beside road

**dodge** jump aside

**dose** to give medicine

**double** two in one

**doubt** not to be sure

**dough** flour paste

**down** in the dumps

**doze** a light sleep

**draft** current of air

**drain** water pipe

**drain** to empty

**drama** plays

**draw** a tied score

**drench** wet thoroughly

**dribble** trickle

**drift** to float along

**drill** train thoroughly

**drip** come down in drops

**drool** drip spit

**drop** to make lower

**drop** a small amount of liquid

**drowse** be sleepy

**drug** a medicine

**drug** put to sleep

**drum** to tap with fingers

**duel** fight using weapons

**dull** not interesting

**dull** not bright or clear

**dull** not smart

**dummy** wax or wooden figure

**dump** not placed

**dump** to unload in a heap

**dump** an unattractive house

**dungeon** dark cell

**duplicate** to copy

**dusk** the shadows of evening

**dust** wipe dirt off

**duty** what you should do

**duty** job

## E

**each** apiece

**earn** to deserve

**Earth** our planet

**ease** to make comfortable

**echo** to repeat and repeat

**effort** hard work

**egg** that from which young develop

**either** one or the other

**elder** older than

**elder** person older than you

**elect** chosen

**electrocute** to kill by electricity

**elf** kind of fairy

**eliminate** get rid of

**else** instead, otherwise

**embarrass** make uncomfortable

**emerge** come out of

**emergency** need for quick action

**emotion** deep feeling

**empty** to pour out

**enclose** put inside

**enclose** fence in

**enemy** anything harmful

**energy** strength

**energy** power

**entertain** to please

**environment** surroundings

**epidemic** disease that spreads

**equal** as good as

**equator** map line dividing Earth

**equipment** supplies

**erase** to rub out

**error** mistake

**erupt** burst forth

**estimate** a prediction of outcomes

**evacuate** to empty

**evaporate** to disappear

**even** on same level

**event** happening

**evergreen** stays green in winter

**evidence** to show or prove

**evil** sin and wrongdoing

**exact** particular

**exam** a test

**examine** inspect closely

**excellent** very good

**excess** overdoing something

**exchange** substitution

**exchange** trade for something else

**excite** to give a thrill

**exclaim** speak out

**excuse** to free from duty

**execute** put to death

**exercise** to practice a skill

**exist** live

**expand** spread out

**expect** to suppose

**expect** look forward to

**experiment** to try out

**explore** to examine closely

**export** send abroad

**express** to show by a sign

**extend** make longer

**extinct** no longer living

**extra** unusually

**extreme** great in degree

## F

**fable** a fairy tale

**face** turn toward

**face** to meet with courage

**fade** to wither

**fade** grow pale

**fail** to lose strength

**faint** hard to see

**fair** a show or exhibition

**fair** pretty good

**faith** belief without proof

**familiar** well known

**family** things of the same kind

**fan** great admirer

**fan** drives air around

## Useful Words List (*Continued*)

- fang** long tooth  
**fantasy** imaginary happening  
**faucet** water tap  
**fault** blame  
**favorite** best liked  
**feel** have sympathy  
**feeling** an opinion  
**fellow** boy or man  
**female** girl or woman  
**fence** to wall off  
**fertilize** make grow  
**fib** a lie  
**fidget** be restless  
**fierce** hard, unpleasant  
**fig** a sweet fruit  
**figure** think  
**figure** add up the cost  
**figure** shape  
**figure** a number  
**fill** to stop up holes  
**filth** dirt  
**final** the end  
**find** to learn, discover  
**find** to come on by chance  
**find** valuable discovery  
**fine** very nice  
**finish** final coat  
**fire** to remove from job  
**firm** steady  
**firm** fixed in place  
**fit** suitable  
**fit** adjustment of clothes  
**fit** in good condition  
**flake** a thin piece  
**flap** to move in the wind  
**flare** flame up  
**flash** an instant  
**flat** even or level  
**flee** run away  
**fleet** group of vehicles  
**flesh** soft parts of the body  
**fling** throw hard  
**flip** toss and turn over  
**flock** quite a few  
**flop** sit down clumsily  
**flow** come easily  
**fluid** liquid  
**flush** to force out  
**flutter** flap wings swiftly  
**foam** mass of bubbles  
**fog** thick mist  
**fold** the crease  
**folk** people in general  
**follow** to obey  
**for** meant to belong to  
**for** because of  
**forbid** to not allow  
**force** a group of soldiers, etc.  
**forgive** pardon  
**form** shape or appearance  
**formulate** to express systematically  
**fort** well-defended place  
**fossil** preserved animal remains  
**fraction** a small part  
**fragile** easily broken  
**free** not controlled  
**free** not shut up  
**freight** a train carrying goods  
**friction** rubbing against each other  
**fright** scare  
**front** the foremost part  
**frown** wrinkle forehead  
**fumble** drop  
**function** to work as it should  
**funeral** burial service  
**furnace** makes heat  
**fuss** to argue  
**future** yet to come
- ### G
- gadget** small mechanical device  
**gain** to get  
**gap** opening  
**gasp** catch the breath  
**gaze** look at  
**gear** equipment  
**gem** costly stone  
**generous** unselfish

**genius** very creative person  
**gentle** mild-tempered  
**gentle** gradual  
**genuine** real  
**germ** a cause of disease  
**get** to obtain  
**ghost** dead person's spirit  
**glamour** charm  
**gleam** shine  
**glee** joy  
**glide** fly without power  
**glide** move smoothly  
**glisten** shine  
**gloom** sadness, low spirits  
**gloss** shiny surface  
**go** disappear  
**goal** aim, purpose  
**gobble** eat without chewing  
**goggles** protective glasses  
**goo** sticky stuff  
**good** fits its purpose  
**gorgeous** richly colored  
**grace** beauty of form  
**grade** give a mark  
**grand** noble, dignified  
**grant** give  
**graph** chart showing change  
**grasp** take hold of  
**gratitude** being thankful  
**gray** dull  
**grease** melted fat  
**great** large in size  
**great** famous  
**great** excellent  
**greed** too much desire  
**groom** make neat and tidy  
**grubby** dirty  
**gruesome** horrible  
**guarantee** a promise  
**guess** estimate  
**guide** to lead  
**guilty** having done wrong  
**gulp** swallow too fast  
**gust** sudden rush of wind

**gut** intestine  
**guts** courage  
**gutter** carries off water  
**guy** a fellow  
**gymnastics** health exercise

## H

**habit** usual way of doing  
**hack** cut  
**halt** stop  
**hand** applause  
**handle** manage  
**happen** to take place  
**hard** solid, tough  
**harsh** rough  
**haze** slight fog  
**head** take a certain direction  
**head** leader  
**head** the top or front part  
**head** a cabbage or lettuce  
**heal** get or make well  
**heap** a pile  
**heap** a lot of  
**heart** central part  
**heel** to follow closely  
**height** how far up  
**height** the highest point  
**help** aid  
**help** share the work  
**herd** a group of animals  
**hibernate** sleep through the winter  
**hide** put out of sight  
**hilarity** amusement  
**hind** back  
**hint** to give a sign of  
**hip** where leg joins body  
**hire** to give a job  
**hiss** sound of dislike  
**hold** inside of ship  
**hollow** empty  
**honest** tells the truth  
**hoop** a round, ringlike plaything  
**horn** makes warning sound  
**horrid** terrible

## Useful Words List (*Continued*)

**horror** fright  
**horse** to play around  
**hostage** person held as a pledge  
**hug** keep close to  
**hull** body of ship  
**humiliate** shame  
**hump** a mound  
**hunch** a feeling  
**hustle** hurry  
**hustle** to shove along  
**hydrant** a special water outlet

### I

**identical** the same  
**if** on the condition that  
**if** even though  
**ignore** pay no attention to  
**image** a reflection of the real object  
**immediate** right now  
**impress** have a strong effect on  
**improve** to make better  
**inch** move slowly  
**incident** something that happens  
**include** put within  
**index** gives content of book  
**indicate** to give a sign of  
**individual** personal  
**influence** cause action  
**inform** tell  
**inhale** breathe in air  
**inherit** get from ancestors  
**initial** to mark with first letters of name  
**injury** harm to body  
**innocent** not guilty  
**insane** very foolish  
**insecure** not safe  
**insert** place between  
**inside** within  
**inspect** to look closely  
**instant** very short time  
**instruct** give information  
**insult** mean saying  
**insure** to make certain  
**intelligent** able to learn

**interest** the power to hold attention  
**interrupt** break in  
**introduce** to make known  
**intrude** to go in without asking  
**invade** enter by force  
**invert** turn upside down  
**investigate** search into  
**invite** to ask  
**involve** include  
**irritate** make angry  
**issue** problem  
**it** your turn in games  
**item** thing

### J

**jagged** uneven  
**janitor** cares for building  
**jealous** wanting what others have  
**jog** run slowly  
**judge** to guess  
**judge** to decide  
**junk** odds and ends  
**just** very

### K

**kid** joke with  
**kind** sort  
**kit** case, box, or bag  
**know** to have information  
**knuckle** joint

### L

**label** mark or tag  
**laboratory** testing room  
**lace** to tie up  
**language** words  
**lap** part of body when seated  
**lap** once around track  
**lash** hair of eye  
**latch** locks door  
**late** after the usual time  
**launch** send up capsule  
**lay** to put down  
**lay** produce eggs

**lead** the first place  
**learn** to memorize  
**least** the smallest  
**led** guided  
**left** opposite of right  
**legal** lawful  
**legend** old story  
**leisure** free time  
**lend** to loan  
**length** how long  
**less** minus  
**less** without  
**lesson** schoolwork  
**lesson** a learning experience  
**level** the height of  
**lick** to defeat  
**lid** a cover  
**life** spirit of excitement  
**light** not heavy  
**like** about the same as  
**limit** greatest amount allowed  
**limit** to restrict  
**link** to connect  
**liquid** like water  
**literature** writings  
**litter** to scatter carelessly  
**load** put shell in gun  
**loan** to lend or borrow  
**locate** find  
**locker** small closet  
**lone** single, alone  
**longitude** distance east or west  
**look** to appear  
**loop** airplane trick  
**loose** not tightly fitted  
**loose** not tied  
**lose** fail to win  
**low** near the ground  
**low** not loud  
**luck** chance  
**lump** swelling  
**lump** chunk

## M

**machine** mechanical device  
**magazine** has printed articles  
**magnificent** grand  
**magnify** make something look larger  
**main** large water pipe  
**major** most important  
**make** to create  
**male** man or boy  
**mammal** milk-giving animal  
**manage** to control  
**maneuver** a clever move requiring skill and care  
**master** the boss  
**mate** a good friend  
**mate** to become husband and wife  
**mate** to breed  
**mathematician** works with numbers  
**matter** be important  
**maximum** the most  
**may** is allowed  
**may** is likely to  
**measure** find the size  
**medicine** science of curing  
**medieval** the Middle Ages  
**melody** tune  
**mention** talk about  
**mess** dirty, untidy condition  
**mess** fool around with  
**might** power  
**mind** care  
**miniature** small  
**minus** take away  
**mirror** to reflect  
**miss** to feel lost without  
**mission** important errand  
**model** small copy  
**model** make or shape  
**moist** wet  
**mold** growth on bread  
**monkey** fool with  
**monster** huge in size  
**month** about four weeks



## Useful Words List (Continued)

**mood** state of mind  
**moon** small body in the sky  
**mosquito** a blood-sucking insect  
**most** the greatest yet  
**mount** set up for display  
**mountain** a large hill  
**mouth** where a river empties  
**move** cause to act  
**mow** cut grass  
**mumble** speak low  
**mummy** ancient Egyptian body  
**mustache** hair on upper lip  
**mustard** a strong-tasting plant  
**muzzle** mouth covering  
**mysteriously** something unknown

### N

**naked** without clothes  
**nasty** harmful  
**nasty** not clean  
**native** from this area  
**nectar** what bees drink  
**negative** not positive  
**nibble** a small piece  
**nightmare** a horrid experience  
**no** not any  
**none** nobody  
**nonsense** foolishness  
**note** jot down  
**notion** a belief  
**noun** name of a thing  
**novel** story  
**nude** unclothed  
**numb** no feeling  
**numeral** symbol for a number  
**numerous** a great many

### O

**observe** to watch  
**obvious** easily seen  
**occasion** particular time  
**occur** happen  
**odor** a smell  
**ointment** healing salve

**only** single  
**open** the public may enter  
**operate** make work  
**opponent** person on other side  
**opportunity** a good chance  
**opposite** across from  
**opposite** different as can be  
**optional** not required  
**or** word used to show choice  
**oral** by way of mouth  
**order** a command  
**organize** put in order  
**orphan** has no parents  
**other** different  
**ought** to be expected  
**over** finished  
**over** too much  
**own** to have  
**ox** a steer  
**oxygen** colorless gas

### P

**pace** rate of speed  
**pad** paper for writing or drawing  
**paddle** to swim and splash around  
**pal** a friend  
**palm** inside of hand  
**pant** to breathe quickly  
**paradise** a place of great happiness  
**paragraph** unit of writing  
**parallel** lines same distance apart  
**paralyze** stop all motion  
**parcel** package  
**parliament** lawmaking body  
**part** a role in a play  
**part** to divide  
**participate** take part  
**particular** special  
**pass** way through mountains  
**pass** to throw  
**past** beyond  
**pasteurize** kill germs by heat  
**patient** willing to wait  
**pattern** a design

**pause** to stop briefly  
**peace** quiet, calm  
**pearl** a gem  
**pebble** a small stone  
**peek** look quickly  
**peel** to come off in layers  
**peer** look closely  
**percent** parts in a hundred  
**perfect** to make better  
**period** length of time  
**perky** lively  
**permanent** lasting  
**pet** to stroke  
**pharmacy** drugstore  
**photograph** take a picture  
**phrase** part of a sentence  
**pick** to choose  
**pickle** trouble  
**piece** a part of  
**pile** a large amount  
**pioneer** explorer/settler  
**place** where something is  
**place** a space or seat  
**plain** not fancy  
**plastic** easily shaped material  
**plead** argue  
**please** to make glad  
**plug** to stop up  
**plunge** quick leap  
**plural** more than one  
**plus** something more  
**point** to aim  
**poison** a dangerous drug  
**poke** a jab  
**polish** to make shine  
**pollen** yellow powder on flowers  
**pollute** make dirty  
**pond** small pool or lake  
**popular** widespread  
**populate** have people live  
**portion** a part  
**portrait** picture of a person  
**position** a job  
**positive** constructive

**positive** definite  
**positive** says "yes"  
**positive** sure  
**possess** own  
**possible** can happen  
**post** metal or wooden support  
**pot** to plant in a container  
**pouch** small sack  
**pounce** rush down upon  
**pound** to hammer  
**pour** to rain heavily  
**pout** push out lips unhappily  
**powder** a dust-like material  
**power** works by steam, electricity, etc.  
**power** electricity  
**power** being strong  
**practically** almost  
**practice** do again and again  
**precise** exact  
**predator** animal that preys on others  
**predict** tell beforehand  
**prefer** like better  
**pregnant** with unborn child  
**present** to introduce  
**press** to bear down on  
**pressure** the force of confined gas  
**pressure** weight pressing down  
**pretend** make-believe  
**previous** coming before  
**prey** hunted for food  
**pride** being proud of  
**prince** a ruler  
**principal** school leader  
**private** sort of a secret  
**private** very personal  
**privilege** special right  
**prize** to value highly  
**problem** a question  
**problem** personal difficulty  
**proceed** go ahead  
**produce** to bring forth  
**produce** crops  
**profession** doctor or lawyer  
**progress** to go on

## Useful Words List (*Continued*)

**project** definite plan  
**propeller** part of plane or ship  
**properly** suitable, correctly  
**property** a thing owned  
**propose** ask to marry  
**protein** necessary substance in food  
**protest** act against  
**provide** supply  
**public** the people  
**public** for the people  
**public** not secret  
**publication** printing books  
**publish** to print  
**puff** to swell out  
**puff** short blow  
**pull** effort or force  
**punctuate** use periods, commas  
**punish** to make pay the penalty  
**purchase** to buy  
**pure** nothing but  
**pure** contains no dirt  
**purpose** the reason for doing  
**pus** liquid in wound

### Q

**quantity** amount  
**quench** to satisfy (thirst)  
**quits** (call it) off, finished  
**quiver** shake  
**quiver** a shaking voice

### R

**race** kind of people  
**rage** anger  
**raise** to set up  
**raise** to lift  
**rapid** very quick  
**rare** not common  
**rash** spots on skin  
**rather** more gladly  
**raw** sore  
**ray** a beam of light  
**ready** prepare for use  
**real** not imitation

**reality** actual fact  
**realize** understand  
**rear** the back part  
**reason** explanation  
**rebel** to turn against  
**receipt** sign for money paid  
**receive** get messages  
**reckless** not careful  
**recognize** know someone  
**recommend** to speak in favor of  
**recover** get back health  
**recuperate** recover  
**recycle** to return for further use  
**refer** to turn to  
**refund** money returned  
**refuse** turn down  
**register** make a record of  
**regular** real or permanent  
**regular** usual  
**rehearse** to practice  
**reject** to turn down  
**remain** to stay  
**remark** to say  
**remarkable** wonderful  
**remove** take away  
**reply** answer  
**report** a statement  
**report** tell what happened  
**report** turn someone in  
**report** a news story  
**reptile** cold-blooded animal  
**request** ask  
**research** hunt for facts  
**resist** to fight against  
**resolution** firm vow  
**resolve** to clear up  
**resort** vacation place  
**respect** honor  
**respect** admire  
**respond** to react  
**respond** reply  
**responsible** worthy of trust  
**responsible** deserves credit or blame  
**rest** what's left

**rest** break or pause  
**restrain** hold back  
**result** what happens  
**reveal** make known  
**revenge** getting even  
**reverse** opposite  
**reverse** the gear for backing up  
**review** examine the facts  
**review** to study your lesson again  
**rich** luxurious, costly  
**rid** do away with  
**ride** go on horseback  
**right** as it should be  
**right** just, good  
**rim** the edge  
**ring** make bell sounds  
**rink** place to skate  
**rinse** take off soap with clear water  
**rinse** light wash  
**rise** go higher  
**risk** danger  
**roam** wander  
**roar** to laugh heartily  
**robe** piece of clothing  
**robot** manlike machine  
**rocket** a fast-moving firework  
**rod** a pole  
**rodeo** cowboy contest  
**romance** love story  
**rookie** a beginner  
**room** walled-in space  
**round** around  
**routine** fixed way to do things  
**rub** stroke hard  
**rudder** turns airplane or ship right or left  
**rude** violent, rough  
**ruin** destroy  
**rule** government  
**rule** what should be done

## S

**salt** a chemical compound  
**satisfy** fill wishes

**sauce** makes food tasty  
**save** not waste  
**save** get out of danger  
**scab** crust on sore  
**scan** look at closely  
**scan** to look over quickly  
**scar** healed cut  
**scarf** head covering  
**scarf** worn around neck  
**scatter** to throw around  
**scene** a part of a play  
**scent** the way it smells  
**science** tested knowledge  
**scoot** to run off  
**scorch** burn a little  
**score** to grade papers  
**scram** get out  
**scramble** to move quickly  
**scramble** rush to get  
**scrap** a small piece  
**scrape** to scratch  
**scrape** drag noisily  
**scratch** to tear with fingernails  
**scratch** to make a scraping sound  
**scream** to cry loudly  
**screech** a harsh yell  
**scribble** write carelessly  
**seal** close tight  
**search** look for  
**second** after the first  
**secure** free from fear  
**see** to understand  
**seize** to take by force  
**sell** give for money  
**sense** be aware of  
**sentence** a written thought  
**series** several in a row  
**serious** not joking  
**sermon** religious talk  
**serve** wait on  
**set** arrange dinner table  
**set** put clock on time  
**set** ready  
**settle** to bring to an end

## Useful Words List (*Continued*)

<b>settle</b> to come to rest	<b>simple</b> easy
<b>settle</b> to make one's home	<b>sir</b> title of respect
<b>several</b> more than two	<b>siren</b> warning signal
<b>severe</b> very harsh	<b>sizzle</b> frying noise
<b>shack</b> hut	<b>skate</b> glide over ice
<b>shade</b> to darken	<b>sketch</b> rough drawing
<b>shade</b> no sunlight	<b>skid</b> slide
<b>shaft</b> tall, narrow space	<b>skill</b> ability
<b>shake</b> stir up roughly	<b>skin</b> to scrape
<b>shall</b> will	<b>skip</b> bounce over surface
<b>shallow</b> not deep	<b>skip</b> leave out
<b>shame</b> disgrace	<b>skirt</b> lower part of dress
<b>shape</b> the outline	<b>slant</b> on an angle
<b>sharp-witted</b> keen-minded	<b>slash</b> deep cut
<b>shave</b> cut thin slices	<b>slaughter</b> killing
<b>shear</b> to cut hair or wool	<b>slay</b> kill
<b>sheet</b> a piece of paper	<b>sleet</b> freezing rain
<b>shell</b> outside cover	<b>slick</b> slippery
<b>shelter</b> place to live	<b>slight</b> not big
<b>shift</b> a work period	<b>slime</b> sticky substance
<b>shine</b> brightness	<b>slip</b> to get out of place
<b>shine</b> be best at	<b>sliver</b> splinter
<b>shine</b> to polish up	<b>slop</b> spill
<b>shingle</b> thin wooden covering	<b>slumber</b> sleep
<b>ship</b> to send	<b>slush</b> partly melted snow
<b>shiver</b> to shake	<b>smell</b> an odor
<b>shock</b> surprise or disgust	<b>smell</b> to catch traces of
<b>shock</b> emotional upset	<b>smooth</b> having an even surface
<b>short</b> not enough of	<b>smooth</b> steady in motion
<b>should</b> ought to	<b>snag</b> to catch
<b>shoulder</b> push aside	<b>snap</b> to break suddenly
<b>shout</b> a loud cry	<b>snap</b> to try to bite
<b>shower</b> a short rain	<b>snap</b> sudden cold weather
<b>shred</b> a small piece of something	<b>snatch</b> grab quickly
<b>shriek</b> to cry out	<b>sneak</b> go quietly without being seen
<b>shrugged</b> hunched shoulders	<b>sniff</b> to smell quickly
<b>shut</b> close	<b>snip</b> a quick cut
<b>side</b> a part of	<b>snoop</b> pry
<b>sign</b> write your name	<b>snout</b> nose of an animal
<b>sign</b> mark that means something	<b>so</b> very
<b>sign</b> motion that means something	<b>sob</b> to cry
<b>sign</b> a printed notice	<b>sock</b> a short stocking
<b>signify</b> show meaning	<b>sofa</b> a couch
<b>similar</b> much the same	<b>soft</b> calm or gentle

**soil** to get dirty  
**solar** of the sun  
**solid** whole, unbroken  
**song** short poem set to music  
**soothe** to make less painful  
**sore** scab, infected spot  
**sort** a separate kind  
**sound** to make hearable  
**sound** strong and well  
**soup** a liquid food  
**sour** spoiled  
**sour** tasting like lemon  
**souvenir** keepsake  
**space** room  
**span** to extend across  
**span** distance between supports  
**spark** small piece of fire  
**spatter** scatter in drops  
**special** item on sale  
**speck** a tiny thing  
**speech** saying words  
**speed** to send fast  
**spell** to write or say letters in word  
**spend** to use up  
**spice** flavoring  
**spill** pour out accidentally  
**spine** backbone  
**spirit** liveliness, courage  
**spit** liquid in the mouth  
**splendid** very good  
**splinter** thin, sharp piece  
**spoil** to ruin  
**sport** good loser  
**spot** a dirty stain  
**spout** part of a teapot  
**spread** to make widely known  
**spread** to pull or push apart  
**spring** part to be wound or compressed  
**spring** to move with a bound  
**sprout** a young plant  
**spurt** squirt out  
**spy** secret watcher  
**spy** to catch sight of

**squat** sit on heels  
**squeal** to tell on  
**squeeze** to put pressure on  
**squint** hold eyes partly closed  
**squirm** twist and turn  
**squirt** a little fellow  
**squirt** stream out  
**stack** things piled up  
**staff** helpers to a leader  
**stage** the theater  
**stage** platform in a theater  
**stain** to color  
**stain** a dirty spot  
**stair** a step  
**stall** stop  
**stall** put off doing  
**stamp** to strike heavily with the foot  
**stamp** an imprint  
**stampede** cattle in panic  
**stand** to stay  
**stand** a place for sales  
**star** the main performer  
**stare** to look fixedly  
**stash** to hide away  
**steam** water vapor  
**stem** the stalk of a flower  
**stick** to be glued to  
**stiff** hard to move or operate  
**still** quiet  
**sting** thing that hurts or smarts  
**stir** to mix by moving around  
**stomach** the body's food sac  
**store** to put away for the future  
**strain** tire out  
**strand** leave helpless  
**stray** a lost animal  
**stretch** to strain by tightening  
**stretch** to relax muscles  
**strict** very stern  
**strike** stop work/work stoppage  
**strip** a long, narrow piece  
**stripe** a long narrow band  
**strive** try hard  
**stroke** a mark made by pen

## Useful Words List (Continued)

**stroke** repeated movement  
**stroke** rub gently  
**stroll** walk  
**structure** building  
**struggle** to make great efforts  
**struggle** fight  
**stuff** to fill with something  
**stumble** trip or fall  
**stun** shock  
**stupid** without good sense  
**sturdy** strong  
**sub** an underwater boat  
**subject** a course of study  
**subject** topic  
**subway** underground railway  
**success** an affair that turns out well  
**such** what  
**such** so much  
**suck** to draw into mouth  
**sudden** without warning  
**suffer** have pain  
**suffocate** keep from breathing  
**suggest** to give someone an idea  
**suggest** bring to mind  
**summary** short review  
**supervise** to oversee  
**supply** goods on hand  
**support** to help  
**support** keep from falling  
**suppose** to consider as true  
**sure** firmly fixed  
**surgery** treatment by operation  
**surprise** to cause wonder  
**surrender** to give up  
**suspect** imagine to be so  
**suspend** to remove from school  
**swap** trade  
**swarm** a group of bees  
**sway** move back and forth  
**swear** to use curse words  
**swear** to make a strong promise  
**sweat** to give off water  
**sweet** pleasant-sounding  
**sweet** gentle, kind

**swell** to grow bigger  
**swing** to hang down freely  
**swipe** to steal  
**switch** movable rail section  
**switch** a change  
**swoop** come down suddenly  
**symbol** sign  
**syrup** sweet, sticky liquid

### T

**take** to accept  
**tale** lie  
**tangle** a mass of snarled vines, etc.  
**tar** oily black stuff  
**target** the goal one tries for  
**task** a job  
**taste** just a little  
**taste** the flavor of food  
**teach** give education  
**team** a group working together  
**tear** water from eye  
**tear** to rip, pull apart  
**tease** to worry with jokes  
**technician** has special skill  
**temper** getting angry quickly  
**temperature** how hot or cold  
**term** a period of time  
**test** to try out  
**text** a schoolbook  
**texture** the feel  
**thank** show you appreciate  
**thaw** melt  
**then** at that time  
**thick** large from front to back  
**thief** a robber  
**think** to believe  
**think** use your mind  
**thirst** a strong desire for water  
**thorn** a sticker on plants  
**though** however  
**though** even when  
**thought** believed  
**thought** ability to reason  
**thrill** tingling feeling

**throw** to cast, as a light  
**ticket** to mark or tag  
**tickle** to amuse  
**tide** rise and fall of sea  
**tidy** neat  
**timber** wood for building  
**time** past, present, future  
**tingle** stinging feeling  
**tip** a private hint  
**tip** point or end  
**tire** to wear out  
**title** the championship  
**title** name of book  
**to** toward  
**toast** to warm  
**toast** browned bread  
**together** at same time  
**token** stands for something else  
**tomb** a grave  
**too** also  
**tool** for working with  
**top** highest part  
**top** to do better than  
**topsoil** the upper layer of dirt  
**torch** gives light  
**torment** to tease  
**touch** lay hands on  
**touch** one of the senses  
**tour** sightseeing trip  
**tow** pull or drag  
**town** small city  
**toxic** poisonous  
**trace** copy through paper  
**track** where a train runs  
**track** a trail of marks or prints  
**track** foot or wheel mark  
**trade** buying and selling  
**tradition** handed-down beliefs  
**trail** track, footprints  
**train** railway engine and cars  
**transfer** change over  
**transfer** move  
**transmit** to send over

**transport** carry from one place to another  
**treasure** value highly  
**tremble** shake  
**tremendous** very great  
**trespass** to commit an offense or sin  
**tribe** group of people  
**trouble** an illness  
**trouble** to bother  
**trouble** difficulty  
**trouble** worry  
**true** correct, exact  
**trust** to expect or hope  
**trust** have faith in  
**try** make an effort  
**tuck** push into narrow space  
**tumble** to roll in play  
**tune** a melody  
**tunnel** underground passageway  
**turn** a change  
**turn** change direction  
**twinkle** to shine  
**type** a certain kind  
**type** letters for printing  
**type** write with machine

## U

**under** less than  
**unit** a single one  
**universe** everything there is  
**university** a college  
**until** to the time that  
**up** from less to more  
**usual** regular

## V

**value** what it's worth  
**vanilla** flavoring  
**variety** different kinds  
**vehicle** means of transportation  
**vein** a blood vessel  
**vent** an opening  
**verb** an action word  
**verdict** opinion of jury



## Useful Words List (Continued)

**versus** against  
**very** exactly  
**vibrate** move to and fro  
**vicious** fierce  
**vocal** of the voice  
**volunteer** offers help

### W

**wait** put off  
**walk** a strip of pavement  
**walk** a path for walking  
**want** to need, wish for  
**warm** kindly  
**warn** tell of danger  
**water** to form tears or saliva  
**wax** made by bees  
**wax** to polish  
**way** road or path  
**wealth** plenty  
**weapon** tool for fighting  
**weary** tired  
**weather** condition of air  
**wee** very little  
**week** five working days  
**weigh** to have a certain heaviness  
**weird** strange  
**welcome** receive with gladness  
**well** in good health  
**were** more than one have been  
**west** a direction  
**whack** sharp blow  
**whatever** no matter what  
**where** toward which place?  
**where** in what place?  
**whether** if  
**whiff** a slight odor or smell  
**whine** complain and cry  
**whiskey** a strong drink  
**whisper** speak in a low voice  
**whiz** an expert  
**who** what person?  
**who** the person that  
**whole** the total  
**why** for what reason?

**wide** broad, not long  
**width** how wide it is  
**wild** crazy, unreasonable  
**wink** an instant  
**wish** the thing you want  
**with** in the company of  
**with** by using  
**within** inside of  
**withstand** hold out against  
**witness** to give evidence  
**wobble** to shake  
**wonder** to be curious  
**wonder** a strange and surprising event  
**woolly** fuzzy and soft  
**word** a group of letters  
**work** employment  
**world** all the people  
**world** the Earth  
**worry** to think about troubles  
**worry** to bother  
**worse** more bad  
**worth** personal wealth  
**would** way to start a question  
**would** will  
**wound** turned around something  
**wound** to hurt  
**wound** deep cut  
**wrap** to wind material around  
**wreath** circle of flowers  
**wreck** very sick person  
**wreck** to destroy  
**wreck** what's left after a crash  
**wriggle** twist about

### Y

**yank** jerk  
**yet** still  
**you** person(s) spoken to  
**young** in an early stage

### Z

**zero** the point where counting begins  
**zone** a certain place