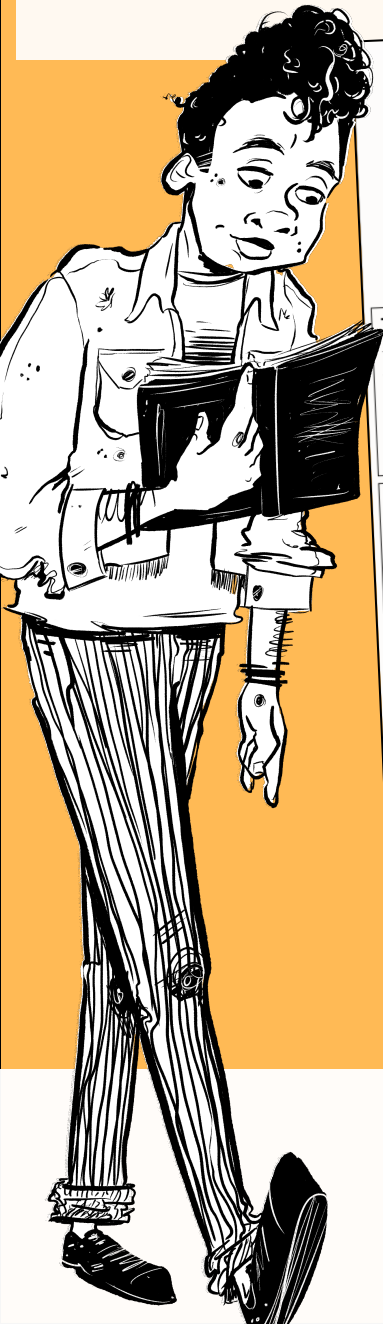


VOCABULARY CURRICULUM

→ in just 15 minutes a day!



Vocabulary Passage: Week 1		
Basic Words:	Context Words:	Common Words:
1. feisty	1. entitled	1. endure
2. shudder	2. apathetic	2. predicament
3. notion	3. repose	3. conscience
4. assume	4. unscathed	4. trance
	5. descended	
	6. nonchalant	

Teacher Page: Day 1

Introduction: Define the Basic Words for the Text. to read together is called, "My Phone Will Never Die." It's all warned by her mama that if she breaks her phone she won't really give her mom's words much attention, and she should happens to Keisha and her phone. As I read the story to you thinking about what some important words in the story mean of these words and what they mean in the story."

My Phone Will Never Die

"Keisha, if that phone breaks you better get used to sure aren't **entitled** to a new one. Don't assume I'm neither!" Mama never minced words when she was **apathetic** to her threats, but I shudder at the notion is bulletproof though so I brush off her words. A predicaments. I've dropped my iPhone in the pool brought it back to life. I left it on the bus. I thought some kid had a conscience and turned it into the a game. I watched in a slow-mo **trance** as it **descended** land face-up and **unscathed** on the gym floor. So phone. I should have been though because what my phone along with my social life forever. I was **nonchalant** like always when out of nowhere my into my dry ice experiment. I watched as the seconds matter of seconds. My head was spinning. I did did. I'm going to have to work on mama fast by

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Word Relationships: Week 1

Name: _____ Date: _____

Directions: Think about the different events in the statements below. Answer each one in your own words. Be sure to give all the reasons you have for each answer.

<p>Would you rather have a little sibling who is <u>feisty</u> or <u>entitled</u>? Why?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Would you rather listen to your <u>conscience</u> or ignore it? Why?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Would you rather <u>assume</u> you know the shortcut home or get directions? Why?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Would you rather be <u>nonchalant</u> about your grades or care deeply? Explain.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

WEEK 1: DAY 4 Copyright: Out of This World Literacy (Jan Benoit)

Grade 7

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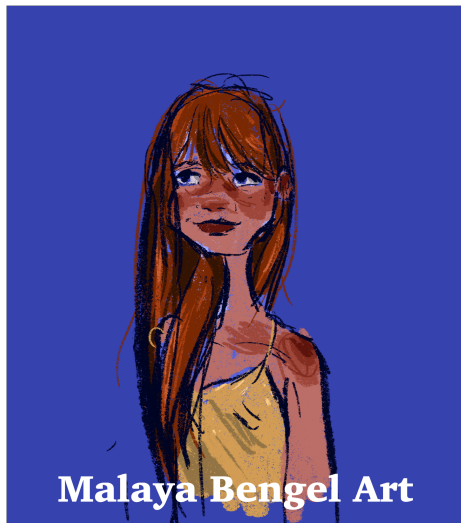
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THIS RESOURCE IS PART OF A VERTICAL CURRICULUM

You can find vocabulary curriculum packs for grades Kindergarten through 2nd by clicking below:

PRIMARYVOCABULARY.COM

ENGAGING VOCABULARY FUN!

Your students will make connections between words, participate in word play activities, and connect words to their everyday lives!

SYNONYMS **ANTONYMS**

hideous	appalling	disgusting	beautiful	attractive
graceful	elegant	refined	clumsy	awkward
clever	bright	intelligent	foolish	
amuse	divert	entertain	displease	disappoint

I CAN DRAW AND WRITE

assist unit thoughtful contribute

My Weekly Word Book

Christina

Let's draw funny pictures that amuse us!

MASTER LESSON PLANS FOR YOUR WEEKLY ROUTINE

LESSON 1: INTRODUCTION

LESSON 2: STORY TIME

LESSON 3: CONNECTIONS

LESSON 4: WORD PLAY

LESSON 5: APPLICATION

INCLUDES BOTH DIGITAL AND PRINTABLE READ-ALOUD BOOKS

Clara is going to perform a ballet dance. She is such a lovely and **graceful** dancer.

Chad is giving a speech about Abe Lincoln's life. He has **clever** facts to share with the audience.

The digital books can be projected onto your screen so that your class can follow along. They can be opened on any device that has Microsoft PowerPoint installed.



Table of Contents:

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Section Five: Additional Practice.....	pages 145-284

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Rationale:

This resource is loaded with everything you need to teach 6th grade vocabulary for eight weeks! The 8 weekly lessons were carefully created to target 6th grade vocabulary skills needed to help students understand words not only in the context of reading and in applying to their writing, but also in isolation and in oral communication. The lessons and weekly vocabulary words are well researched and based on The Common Core and The Continuum of Literacy Learning, by Irene Fountas and Gay Su Pinnell.

Each week you will introduce the weekly vocabulary words by following the teacher lesson planning pages. Weekly words will be introduced before, during, and after reading the weekly passage with the class. The teacher directions will give you all the information needed to understand when each word will be introduced within the lesson.

This method of teaching vocabulary goes way beyond the traditional approach of simply assigning words for the week and was created with well grounded research in what students need to develop a rich vocabulary.

With these lessons and the framework for each week of learning (as described on the next few pages) you will find this vocabulary instruction different in that it:

- Focuses on making connections between new vocabulary and personal experiences, rather than simply memorizing a list of generic definitions and words.
- Allows students several opportunities to play with words and their meanings, thinking deeply about how words can change meanings based on the context in which they appear.
- Integrates vocabulary skills into all parts of the students' day, including both the reading and writing workshops.
- Teaches students to notice word meanings and how those meanings impact the overall message of a text or oral conversation.
- Helps students understand the value of having a rich vocabulary.
- Encourages learning through working with partners and in small groups.
- Empowers students to be in charge of their own learning. By giving them the power to become active participants in the lessons, it makes learning so much more meaningful.

When learning becomes meaningful, students tend to work a whole lot harder to reach their highest potential!

- Teaches students to be interdependent and accountable for each other's learning.

Structure of Weekly Vocabulary Curriculum

****You will find the vocabulary lessons in this resource are much different than the traditional approach. They include a unique combination of whole group, vocabulary skills, differentiated practice, vocabulary independent work, and much more!

Day One (Whole Group Lesson and Notebooks)

Step One: Follow the teacher pages for step-by-step directions in administering the vocabulary lesson for day one.

Step Two: Add words to vocabulary notebooks.

Step Three: If time allows, have students complete one of the additional practice activities provided.

Step Four: Have students work independently by rereading the passage, highlighting vocabulary words, and defining them in their own words on the pages provided for each week.

Day Two (Associating Words)

Step One: Meet as a whole class and review the lesson and words from day one. Follow the steps on the teacher pages for the 'Associating Words' lesson for each week.

Step Two: Students work independently, in partners, or in small groups on the "Associating Words" student printable for the week.

Step Three: If time allows, have students complete one of the additional practice activities provided.

Step Four: Get back together as a class and have students share the word associations they made during their independent work time.

Day Three (Vocabulary in My Life)

Step One: Meet together as a whole group and review the vocabulary words and meanings. Follow the steps on the teacher pages for the 'Vocabulary in My Life' lesson for each week.

Step Two: Students work independently, in partners, or in small groups on the "Vocabulary in My Life" student printable for the week.

Step Three: If time allows, have students complete one of the additional practice activities provided.

Step Four: Get back together as a class and have students share their personal connections with the vocabulary words that they made during their independent work time.

Day Four (Word Relationships)

Step One: Meet together as a whole group and review the vocabulary words and meanings. Follow the steps on the teacher pages for the 'Word Relationships' lesson for each week.

Step Two: Students work independently, in partners, or in small groups on the "Word Relationships" student printable for the week.

Step Three: If time allows, have students complete one of the additional practice activities provided.

Step Four: Get back together as a class and have students share word relationships thinking they during independent work time with this week's vocabulary words.

Day Five (Vocabulary Assessment)

Step One: Meet together as a whole class and review the vocabulary words from the week.

Step Two: Have students complete the weekly vocabulary assessment provided.

Step Three: If time allows, have students complete one of the additional practice activities provided.

Three Types of Words

Each week there will be three different types of vocabulary words:

Basic Words: Tier 1	Context Words: Tier 2	Common Words: Tier 1
<p>Words students have likely seen before.</p> <p>* Briefly introduce and define these words before reading the weekly passage.</p>	<p>Words that directly impact the meaning of the passage.</p> <p>* As you are reading the text aloud, stop and briefly define these words.</p>	<p>Words that have common meanings and are more general in nature.</p> <p>* After reading (either immediately or the next day) go back and briefly define these words.</p>

Section One: Teacher Pages

INCLUDED IN THIS SECTION:

1. Weekly vocabulary words with definitions and teacher notes.
2. Teacher passage pages with notes (Day 1 Lesson)
3. “Associating Words” Teacher Lesson Pages (Day 2 Lesson)
4. “Vocabulary in My Life” Teacher Lesson Pages (Day 3 Lesson)
5. “Word Relationships” Teacher Lesson Pages (Day 4 Lesson)

Vocabulary Words: Week 1

****DIRECTIONS FOR DAY ONE:**

1. Introduce the 'Basic Words' and briefly define each one for the class.
2. Pass out student copies of "My Phone Will Never Die" and use the teacher page with the passage to read the introduction and the text to the class.
3. Define the 'Context Words' as you read the passage, stopping to say each word and tell it's meaning in your own words. Context words are in blue on the teacher page.
4. After reading (either immediately or the next day) introduce the 'Common Words.'

BASIC WORDS: Tier 1	CONTEXT WORDS: Tier 2	COMMON WORDS: Tier 1
<u>feisty</u> : a person who is lively and determined; highly spirited	<u>entitled</u> : believing that oneself is deserving of special treatment or reward	<u>endure</u> : to suffer through a difficult time while trying to remain calm
<u>shudder</u> : to tremble or shake, often because of fear or worry	<u>apathetic</u> : showing no interest, feeling, or concern in a situation	<u>predicament</u> : a situation one is in that is difficult or embarrassing
<u>notion</u> : an idea or thought that is to be considered	<u>repose</u> : a state of deep rest	<u>conscience</u> : an inner feeling or voice that tells a person when things are right or wrong
<u>assume</u> : to suppose something to be true without any proof	<u>unscathed</u> : to come out of a situation without suffering any injury, damage, or harm	<u>trance</u> : to zone out and not pay attention to one's surroundings
	<u>descended</u> : to have fallen downward	
	<u>nonchalant</u> : a person who acts casual, calm, and relaxed	

Vocabulary Passage: Week 1

Basic Words:	Context Words:	Common Words:
1. feisty	1. entitled	1. endure
2. shudder	2. apathetic	2. predicament
3. notion	3. repose	3. conscience
4. assume	4. unscathed	4. trance
	5. descended	
	6. nonchalant	

Introduction: Define the Basic Words for the Text. **SAY THIS:** "The story we are going to read together is called, "My Phone Will Never Die." It's about a girl named Keisha who's been warned by her mama that if she breaks her phone she won't get a new one. Keisha doesn't really give her mom's words much attention, and she should have. Let's read together about what happens to Keisha and her phone. As I read the story to you, I am going to stop and share my thinking about what some important words in the story mean. I want you to think about each of these words and what they mean in the story."

My Phone Will Never Die

"Keisha, if that phone breaks you better get used to writing paper notes because you sure are **entitled** to a new one. Don't assume I've got money to replace that thing neither." Mama never raised her voice when she was feeling **feisty**. I try to remain **apathetic** to her words, but I shudder at the notion of no phone. I swear my phone is bullet proof though so I brush off her words. After all, it has endured some predicament. I've dropped my iPhone in the pool. An overnight **repose** in a rice bath brought it back to life. I left it on the bus. I thought it'd be chopped up for sure, but some kid had a conscience and turned it into the driver. It slipped out of my hands at a game. I watched in a slow-mo **trance** as it **descended** down the bleachers only to land face-up and **unscathed** on the gym floor. So, no way was I worried about my phone. I should have been though because what happened the next day would destroy my phone along with my social life forever. I was sitting in 5th period science acting all **nonchalant** like always when out of nowhere my phone slipped out of my hands and into my dry ice experiment. I watched as the screen cracked into a spider web in a matter of seconds. My head was spinning. I'd figure something out, just like I always did. I'm going to have to work on mama fast because paper notes are not for me.

Associating Words: Week 1

**DIRECTIONS

1. If you did not discuss the 'common words' from yesterday, begin by introducing those words and their meanings.
2. Use the scripted teacher directions below to get students talking about associations that vocabulary words have with different contextual meanings.
3. Write student responses on chart paper or simply take notes on this page to keep a record of their responses to help you with future instruction.
4. (optional) Invite students to share their associations with words in their vocabulary notebooks.

feisty	notion	entitled	repose	predicament	descended	trance
shudder	assume	apathetic	unscathed	conscience	nonchalant	endure

Suggested Teaching Points...	Observational Notes:
<p>If I say something that you are <u>apathetic</u> about, say "I could care less" If not, don't say anything.</p> <ul style="list-style-type: none"> · Babysitting to make extra money · Making note cards to help study · Learning to drive · Trying new and interesting foods · Joining a sports team 	
<p>If I describe a situation, you think you'd come out of <u>unscathed</u>, say "that would hurt me" If not, don't say anything.</p> <ul style="list-style-type: none"> · Parachuting out of an airplane · Being locked out of your house · Getting lost walking home · Trying new skateboard tricks · Being the new kid at school 	
<p>If I name something you feel <u>entitled</u> to, say "that should be mine!" If not, don't say anything.</p> <ul style="list-style-type: none"> · A new pair of sneakers · Extra allowance because you're older now · More cleaning responsibilities at home · Access to your phone during class · The right to wear what makes you happy 	

Vocabulary in My Life: Week 1

**DIRECTIONS:

1. Ask the following questions to the whole class, providing your own thinking at first, then inviting them to share their thinking with partners and the entire class.
2. Write student responses on chart paper or simply take notes on this page to keep a record of their responses to help you with future instruction.
3. (optional) Invite students to share personal connections with words in their vocabulary notebooks.

feisty	notion	entitled	repose	predicament	descended	trance
shudder	assume	apathetic	unscathed	conscience	nonchalant	endure

Questions to Ask...	Observational Notes:
<p>1. What is something that makes you <u>shudder</u>?</p> <p>2. What do you feel <u>apathetic</u> about?</p> <p>3. What should you never <u>assume</u>?</p> <p>4. Describe a time you were <u>unscathed</u>.</p> <p>5. Tell about a <u>predicament</u> you were in.</p> <p>6. When might be a time you act <u>nonchalant</u>? Why?</p> <p>7. Describe a time you felt your <u>conscience</u> talking to you.</p> <p>8. When was the last time you felt <u>feisty</u>? Why?</p> <p>9. When was the last time you felt in a <u>trance</u>?</p> <p>10. Name a <u>notion</u> that you have considered this week.</p>	

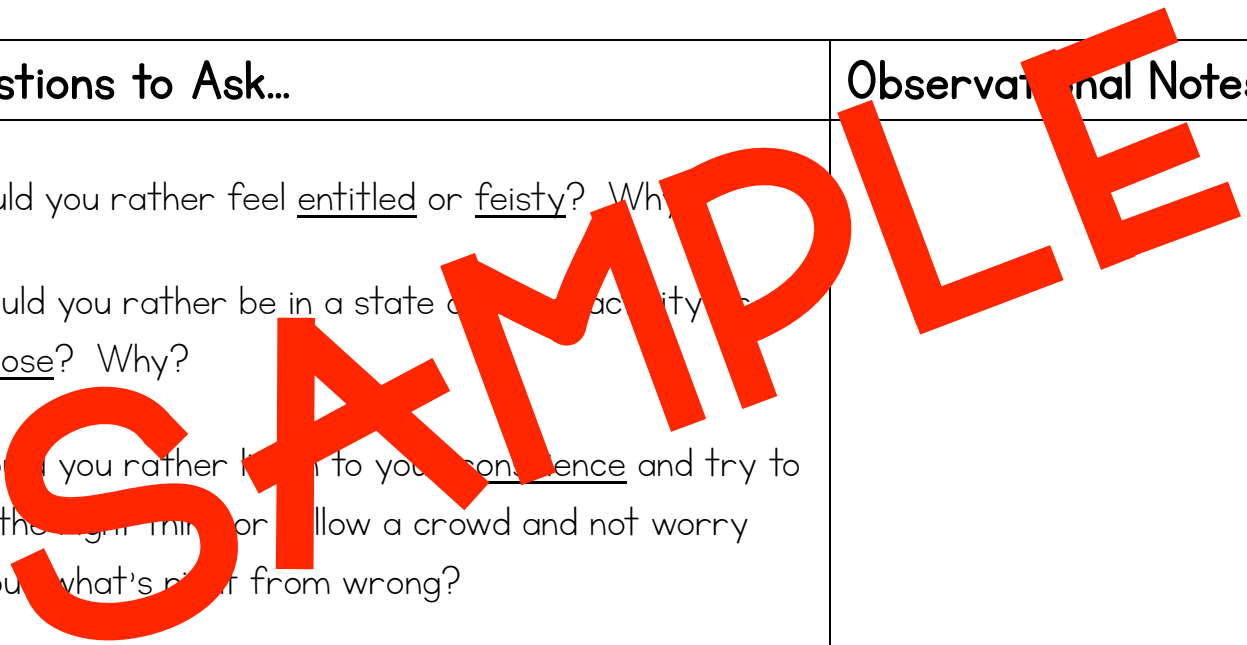
Word Relationships: Week 1

****DIRECTIONS:**

1. Ask the following questions to the whole class, providing your own thinking at first, then inviting them to share their thinking with partners and the entire class.
2. Write student responses on chart paper or simply take notes on this page to keep a record of their responses to help you with future instruction.
3. (optional) Invite students to share personal connections with words in their vocabulary notebooks.

feisty	notion	entitled	repose	predicament	descended	trance
shudder	assume	apathetic	unscathed	conscience	nonchalant	endure

Questions to Ask...	Observational Notes:
<p>1. Would you rather feel <u>entitled</u> or <u>feisty</u>? Why?</p> <p>2. Would you rather be in a state of <u>activity</u> or <u>repose</u>? Why?</p> <p>3. Would you rather listen to your <u>conscience</u> and try to do the right thing or follow a crowd and not worry about what's right from wrong?</p> <p>4. Would you rather <u>endure</u> a pop quiz every week or have to write a weekly 2-page paper? Why?</p> <p>5. Would you rather be in a <u>predicament</u> at school or at home? Why?</p> <p>6. Would you rather <u>assume</u> things are fine with your friends or take the time to ask what's wrong? Why?</p>	



Section Two: Student Pages

INCLUDED IN THIS SECTION:

1. Clean copies of weekly vocabulary lists with and without definitions
2. Clean copies of weekly passages
3. “Associating Words” Printable Student Pages
4. “Vocabulary in My Life” Printable Student Pages
5. “Word Relationships” Printable Student Pages

Vocabulary Words: Week 1

BASIC WORDS: Tier 1	CONTEXT WORDS: Tier 2	COMMON WORDS: Tier 1
feisty	entitled	endure
shudder	apathetic	predicament
notion	repose	conscience
assume	unscathed	trance
	descended	
	nonchalant	

SAMPLE

Vocabulary Words: Week 1

****DIRECTIONS FOR DAY ONE:**

1. Introduce the 'Basic Words' and briefly define each one for the class.
2. Pass out student copies of "My Phone Will Never Die" and use the teacher page with the passage to read the introduction and the text to the class.
3. Define the 'Context Words' as you read the passage, stopping to say each word and tell it's meaning in your own words. Context words are in blue on the teacher page.
4. After reading (either immediately or the next day) introduce the 'Common Words.'

BASIC WORDS: Tier 1	CONTEXT WORDS: Tier 2	COMMON WORDS: Tier 1
<u>feisty</u> : a person who is lively and determined; highly spirited	<u>entitled</u> : believing that oneself is deserving of special treatment or reward	<u>endure</u> : to suffer through a difficult time while trying to remain calm
<u>shudder</u> : to tremble or shake, often because of fear or worry	<u>apathetic</u> : showing no interest, feeling, or concern in a situation	<u>predicament</u> : a situation one is in that is difficult or embarrassing
<u>notion</u> : an idea or thought that is to be considered	<u>repose</u> : a state of deep rest	<u>conscience</u> : an inner feeling or voice that tells a person when things are right or wrong
<u>assume</u> : to suppose something to be true without any proof	<u>unscathed</u> : to come out of a situation without suffering any injury, damage, or harm	<u>trance</u> : to zone out and not pay attention to one's surroundings
	<u>descended</u> : to have fallen downward	
	<u>nonchalant</u> : a person who acts casual, calm, and relaxed	

My Phone Will Never Die

“Keisha, if that phone breaks you better get used to writing paper notes because you sure aren’t **entitled** to a new one. Don’t assume I’ve got money to replace that thing neither!” Mama never minced words when she was feeling feisty. I try to remain **apathetic** to her threats, but I shudder at the notion of no phone. I swear my phone is bulletproof though so I brush off her words. After all, it has endured some predicaments. I’ve dropped my iPhone in the pool. An overnight **repose** in a rice bath brought it back to life. I left it on the bus. I thought it’d be chopped up for sure but some kid had a conscience and turned it into the trash can. It slipped out of my hands at a game. I watched in a slow motion frame as it **descended** down the bleachers only to land **unscathed** on the gym floor. So, no way was I ever worried about my phone. I should have been though because what happened the next day would destroy my phone along with my social life forever. I was sitting in 5th period science acting all **nonchalant** like always when out of nowhere my phone slipped out of my hands and into my dry ice experiment. I watched as the screen cracked into a spider web in a matter of seconds. My head was spinning. I’d figure something out, just like I always did. I’m going to have to work on mama fast because paper notes are not for me.

SAMPLE

Defining Words: Week 1

Name: _____ Date: _____

Directions: Read the passage to yourself. Highlight all the vocabulary words listed below. Circle 5 of the vocabulary words from the passage and tell what each one means on the back of this page.

feisty	notion	entitled	repose	predicament	descended	trance
shudder	assume	apathetic	unscathed	conscience	nonchalant	endure

My Phone Will Never Die

“Keisha, if that phone breaks you better get used to writing paper notes because you sure aren’t **entitled** to a new one. Don’t assume I’ve got money to replace that thing neither!” Mama never minced words when she **reared** me. I try to remain **apathetic** to her threats, but I shudder at the notion of no phone. I swear my phone is bulletproof though so I brush off her words. All in all, it has endured some predicaments. I’ve dropped my phone in the pool. An overnight **repose** in a rice bath brought it back to life. I left it on the bus. I thought it’d be chopped up for sure, but some kid had a conscience and turned it into the driver. It slipped out of my hands at a game. I watched in a slow-mo **trance** as it **descended** down the bleachers only to land face-up and **unscathed** on the gym floor. So, no way was I worried about my phone. I should have been though because what happened the next day would destroy my phone along with my social life forever. I was sitting in 5th period science acting all **nonchalant** like always when out of nowhere my phone slipped out of my hands and into my dry ice experiment. I watched as the screen cracked into a spider web in a matter of seconds. My head was spinning. I’d figure something out, just like I always did. I’m going to have to work on mama fast because paper notes are not for me.

Associating Words: Week 1

Name: _____ Date: _____

Directions: Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

- | | |
|----------------------|-------------------------------------------------------------------------------------------------------|
| 1. _____ feisty | A. Before checking any of the facts, Mr. Brown believed his new class of students were troublemakers. |
| 2. _____ shudder | B. Cliff was incredibly lucky to have no broken bones from the car accident. |
| 3. _____ notion | C. Penelope always believed people owed her something because she was special. |
| 4. _____ assume | D. The flower pot fell from the balcony of the 10th floor. |
| 5. _____ entitled | E. My grandmother's small black shawl is lively and funky. |
| 6. _____ apathetic | F. Even though the hurricane was headed straight for us, my mood remained calm. |
| 7. _____ repress | G. Every time my parents bring up the idea of moving, I zone out and stop paying attention. |
| 8. _____ tune out | H. Amelio was calm as a cucumber on the first day of school. |
| 9. _____ mediate | I. My dog always seems to be sleeping or taking a rest. |
| 10. _____ conscience | J. Walter found himself in quite the embarrassing situation. |
| 11. _____ descended | K. The whole class trembled with fear when the pop quiz was announced. |
| 12. _____ nonchalant | L. The idea of creating a 3-day weekend had to be considered. |
| 13. _____ trance | M. My grandma made me my very own special blanket. |
| 14. _____ endure | N. Something inside me told me the plan wasn't right. |

Vocabulary in My Life: Week 1

Name: _____ Date: _____

Directions: Think about all the questions below. Use your own words to answer each one.

feisty	notion	entitled	repose	predicament	descended	trance
shudder	assume	apathetic	unscathed	conscience	nonchalant	endure

1. Tell about a time you felt entitled.

2. When might be a good time to act nonchalant? Why?

3. What is something you feel apathetic about? Why?

4. Describe a predicament you've been in and how you got out of it.

5. Who do you know that acts feisty? Describe what they do.

6. Describe an activity that puts you in a state of repose.


SAMPLE

Word Relationships: Week 1


Name: _____ Date: _____

Directions: Think about the different events in the statements below. Answer each one in your own words. Be sure to give all the reasons you have for each answer.


Would you rather have a little sibling who is feisty or entitled? Why?



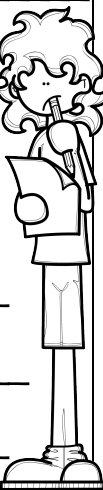
Would you rather listen to your conscience or ignore it? Why?



Would you rather assume you know the shortcut home or get directions? Why?



Would you rather be nonchalant about your grades or care deeply? Explain.



Section Three: Assessments

INCLUDED IN THIS SECTION:

1. Weekly vocabulary assessments

Vocabulary Assessment: Week 1

Name: _____ Date: _____

Directions: Write a vocabulary word in each blank that best completes the sentence.

feisty	notion	entitled	repose	predicament	descended	trance
shudder	assume	apathetic	unscathed	conscience	nonchalant	endure

1. Jamal was embarrassed about the _____ he was in.
2. I try to remain calm, but I'm not sure how much more suffering I can _____.
3. Peter's parents tried to get him into sports, but he was totally _____.
4. My dad warned me not to _____ the _____ and was rude without any proof.
5. I'm tired of those rich kids acting all _____ like he would loves them.
6. Every time Mr. Watts _____ I zone out into a _____ and lose my focus.
7. I know I have to listen to my _____ and do what's right.
8. Mr. Farrell _____ down the flight of stairs when he tripped on the banana.
9. I couldn't believe I came out _____ after the nasty fall off my bike.
10. My mom acted all _____ and calm when I told her I wanted a new game.
11. I have no clue where I got the _____ that it wasn't so cold in winter.
12. I'm so exhausted after school I feel like I'm always in a state of _____.
13. Any time I see a giant dog I freak out and _____ in fear.
14. My sister always gets _____ and lively when she's starving.

Vocabulary Assessment: Week 1

Name: _____ Date: _____

Directions: Think carefully about your vocabulary words. Write the correct letter from each definition next to the word it describes.

1. _____ feisty
2. _____ shudder
3. _____ notion
4. _____ assume
5. _____ entitled
6. _____ apathetic
7. _____ repose
8. _____ tune with
9. _____ mediate
10. _____ conscience
11. _____ descended
12. _____ nonchalant
13. _____ trance
14. _____ endure
- A. Believing that oneself is deserving of special treatment or reward.
- B. A person who is lively and determined; highly spirited.
- C. To suppose something to be true without any proof.
- D. To suffer through a difficult time while trying to remain calm.
- E. To come out of a state without suffering any injury, damage, or harm.
- F. To bring out and draw attention to one's surroundings.
- G. To have fallen downward.
- H. An idea or thought that is to be considered.
- I. An inner feeling or voice that tells a person when things are right or wrong.
- J. To tremble or shake, often because of fear or worry.
- K. A state of sleep or rest.
- L. Showing no interest, feeling, or concern in a situation.
- M. A situation one is in that is difficult or embarrassing.
- N. A person who acts casual, calm, relaxed.

Section Four: Answer Keys

INCLUDED IN THIS SECTION:

1. Associated Words Answer Keys
2. Weekly Assessment Answer Keys

Associating Words: Week 1

Name: _____ Date: _____

Directions: Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

1. E feisty
2. K shudder
3. L notion
4. A assume
5. C entitled
6. G apathetic
7. I renege
8. B tune out
9. J mediate
10. N conscience
11. D descended
12. H nonchalant
13. G trance
14. F endure
- A. Before checking any of the facts, Mr. Brown believed his new class of students were troublemakers.
- B. Cliff was incredibly lucky to have no broken bones from the car accident.
- C. Penelope always believed people owed her something because she was special.
- D. The flower pot fell from the balcony of the 10th floor.
- E. My grandmother's small but shrewd nature is lively and plucky.
- F. Even though the hurricane was headed straight for us, my mood remained calm.
- G. Every time my parents bring up the idea of moving, I zone out and stop paying attention.
- H. Amelio was calm as a cucumber on the first day of school.
- I. My dog always seems to be sleeping or taking a rest.
- J. Walter found himself in quite the embarrassing situation.
- K. The whole class trembled with fear when the pop quiz was announced.
- L. The idea of creating a 3-day weekend had to be considered.
- M. My grandma made me my very own special blanket.
- N. Something inside me told me the plan wasn't right.

Vocabulary Assessment: Week 1

Name: _____ Date: _____

Directions: Write a vocabulary word in each blank that best completes the sentence.

feisty	notion	entitled	repose	predicament	descended	trance
shudder	assume	apathetic	unscathed	conscience	nonchalant	endure

1. Jamal was embarrassed about the predicament he was in.
2. I try to remain calm, but I'm not sure how much more suffering I can endure.
3. Peter's parents tried to get him into sports, but he was totally apathetic.
4. My dad warned me not to assume the dog was rude with any proof.
5. I'm tired of those rich kids acting all entitled like he would loves them.
6. Every time Mr. Watts talks I zone out into a trance and lose my focus.
7. I know I have to listen to my conscience and do what's right.
8. Mr. Farrell descended down the flight of stairs when tripped on the banana.
9. I couldn't believe I came out unscathed after the nasty fall off my bike.
10. My mom acted all nonchalant and calm when I told her I wanted a new game.
11. I have no clue where I got the notion that it wasn't so cold in winter.
12. I'm so exhausted after school I feel like I'm always in a state of repose.
13. Any time I see a giant dog I freak out and shudder in fear.
14. My sister always gets feisty and lively when she's starving.

Vocabulary Assessment: Week 1

Name: _____ Date: _____

Directions: Think carefully about your vocabulary words. Write the correct letter from each definition next to the word it describes.

1. B feisty
2. J shudder
3. H notion
4. C assume
5. A entitled
6. L apathetic
7. K repose
8. E contemplate
9. M predicament
10. J conscience
11. G descended
12. N nonchalant
13. F trance
14. D endure
- A. Believing that oneself is deserving of special treatment or reward.
- B. A person who is lively and determined; highly spirited.
- C. To suppose something to be true without any proof.
- D. To suffer through a difficult time while trying to remain calm.
- E. To come out of a state without suffering any injury, damage, or harm.
- F. To bring out and draw attention to one's surroundings.
- G. To have fallen downward.
- H. An idea or thought that is to be considered.
- I. An inner feeling or voice that tells a person when things are right or wrong.
- J. To tremble or shake, often because of fear or worry.
- K. A state of sleep or rest.
- L. Showing no interest, feeling, or concern in a situation.
- M. A situation one is in that is difficult or embarrassing.
- N. A person who acts casual, calm, relaxed.

Section Five: Additional Practice

INCLUDED IN THIS SECTION:

1. Acrostic Poems
2. Returning to the context
3. Sentence Stems
4. What Would You Say?
5. Vocabulary Cards

Acrostic Poems

Have students describe their experience with vocabulary words by writing about what each word means to them in an acrostic poem!

Returning to the Context

Having the students return to connecting the words with the original passage they first heard them in can be extremely powerful. Use this printable page to help student reconnect the words to the content of the passage.

Sentence Stems

Avoid poorly written sentences by providing students with sentence starters and asking them to complete each one in a way that makes sense with the meaning of each vocabulary word.

What Would You Say?

Have students think about how they would use vocabulary words when they are having conversations in real life with these printable pages. This is a great way to help them better understand the meanings of words and how they apply to their own lives.

Vocabulary Cards

These cards are great for so many activities. Students can cut out the word cards and definition cards to play a matching games in small groups. Or, they can use the cards to practice the words and meanings before an assessment. The ideas for these cards are endless!

Acrostic Poems: Week 1

Name: _____ Date: _____

Directions: Describe your experience with vocabulary words by writing about what each word means in an acrostic poem!

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SAMPLE

Sentence Stems: Week 1

Name: _____ Date: _____

Directions: Use what you know about each vocabulary word to finish these sentences. Use each vocabulary word one time as you complete each sentence.

feisty	notion	entitled	repose	predicament	descended	trance
shudder	assume	apathetic	unscathed	conscience	nonchalant	endure

1. I never want to assume that _____

2. Blair got the notion that she could _____

3. It makes me shudder to think about _____

4. My mom is feisty during _____ because _____

5. Curtis acted all nonchalant when _____

6. The plane descended _____

7. Max acts entitled when _____

8. Jack is apathetic about _____ because _____

9. Marcus was in a state of repose because _____

10. Mr. Smith was unscathed after _____

11. I always go in a trance when _____

12. My conscience was telling me _____

13. I had to endure _____ because _____

14. My predicament was that I _____

Returning to the Context: Week 1

Name: _____ Date: _____

Directions: Think about the passage we read that these vocabulary words were in and answer the questions below. Use your best thinking. Write answers in your own words.

feisty	notion	entitled	repose	predicament	descended	trance
shudder	assume	apathetic	unscathed	conscience	nonchalant	endure

Predict how you think Keisha will get out of her predicament.



What did Keisha's mom do to show she was feisty?



What did Keisha assume in the story that was not actually true?

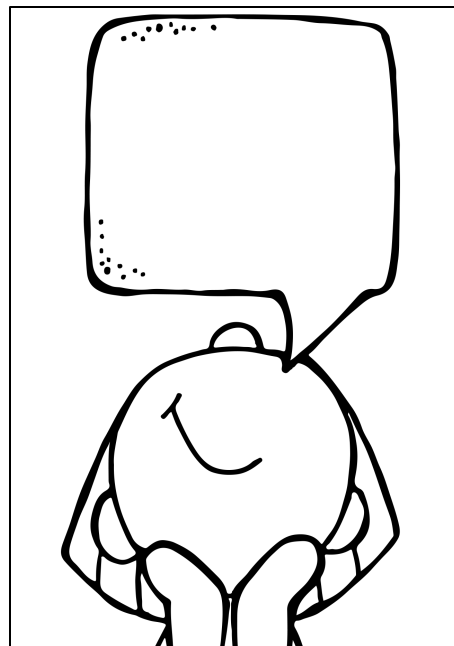
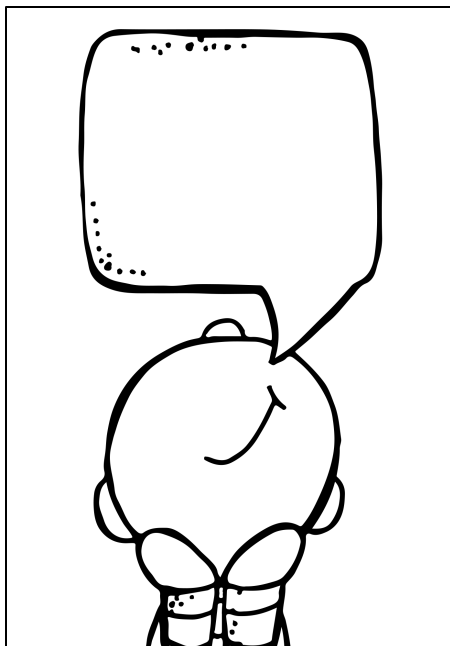
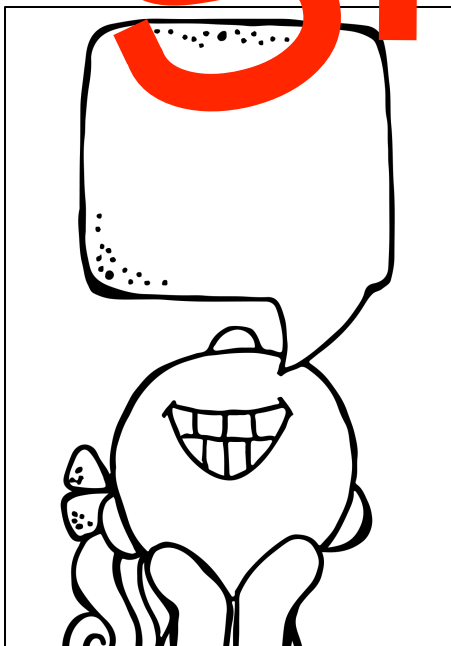
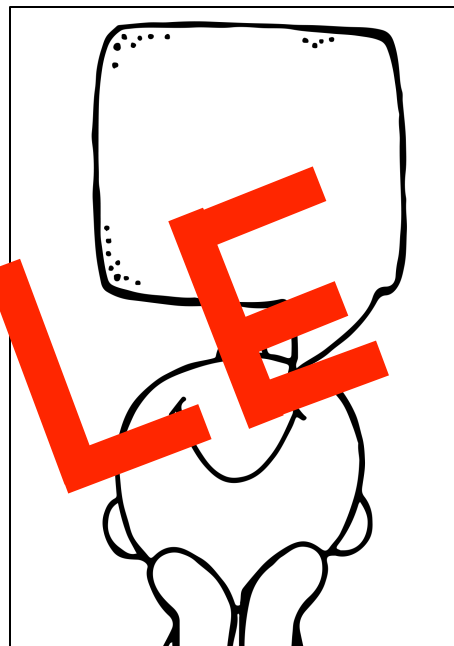
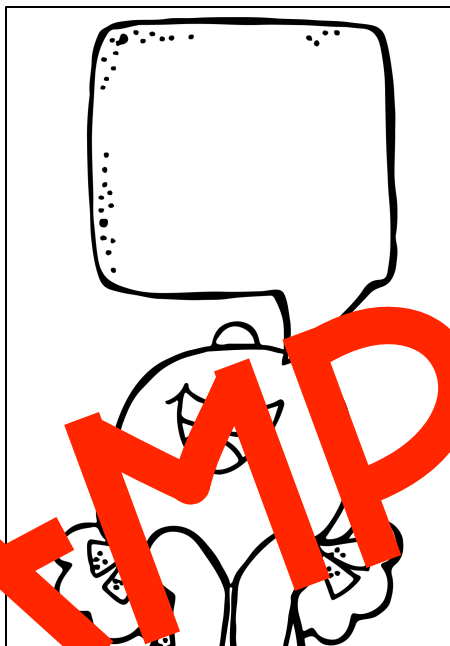
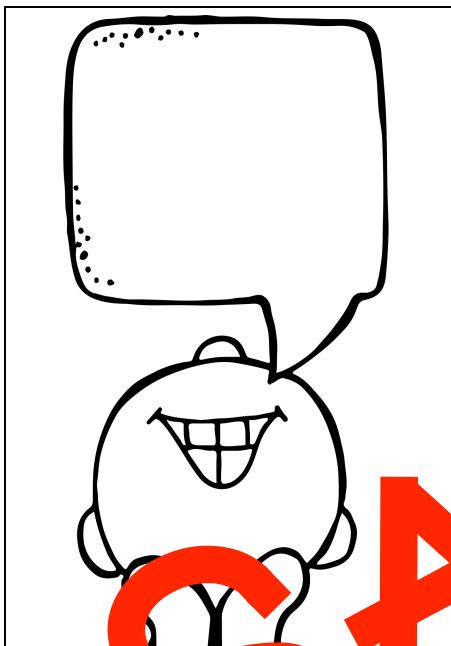


What Would You Say?: Week 1

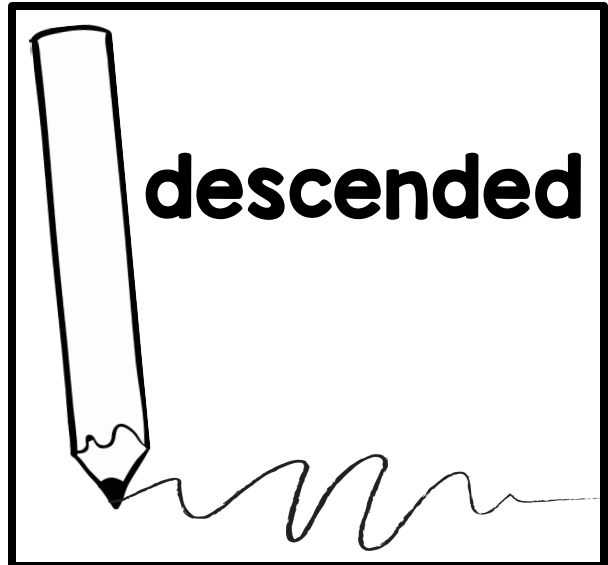
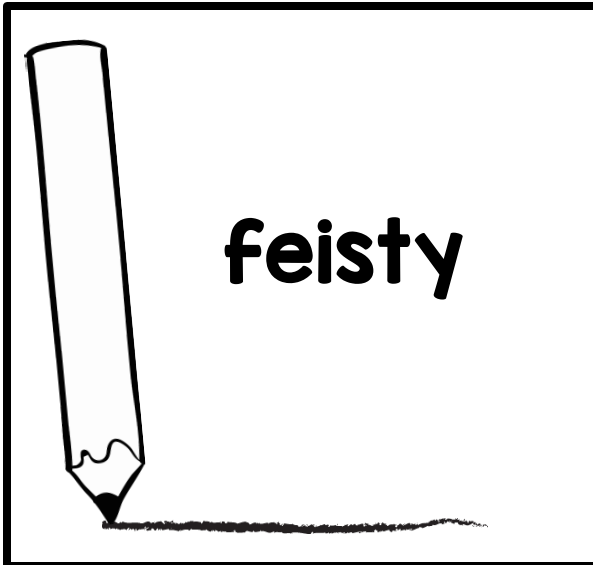
Name: _____ Date: _____

Directions: Think about how you might use the vocabulary words in your own life when talking with people. Choose 6 words and write down some things you might say.

feisty	notion	entitled	repose	predicament	descended	trance
shudder	assume	apathetic	unscathed	conscience	nonchalant	endure



Vocabulary Cards: Week 1



an idea or
thought that
to be considered

to suppose
something to be
true without any
proof

to tremble or
shake, often
because of fear
or worry

a person who is
lively and
determined,
highly spirited

Emoji Your Vocabulary!

Name: _____ Date: _____

Directions: Write each vocabulary word in one of the emojis below. Think about the meanings for each word to help. On the back of the page, describe your lists.



SAMPLE

Status of the Class

**Introduce each word to the class. Ask the students to vote on each word and tally up the results in the boxes below. Do this on Monday when you introduce the vocabulary words. You can also do this again on Friday when you complete the week of work. Show the results to the class and discuss results.

Week 1: My Phone Will Never Die

Words	Never Saw it Before	Seen it, but Don't Know it	Think I know it but not 100%	Know it Well
feisty				
shudder				
notion				
assume				
entitled				
apathetic				
repose				
unscathed				
precarious				
conscience				
descended				
nonchalant				
trance				
endure				

SAMPLE