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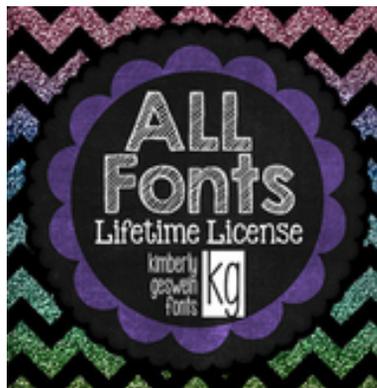
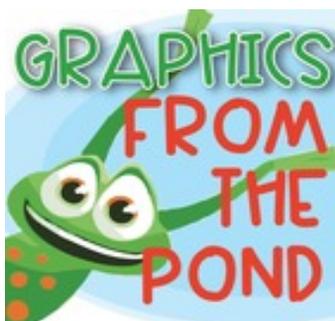
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THIS RESOURCE IS PART OF A VERTICAL CURRICULUM

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

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

ANTONYMS

Let's draw funny pictures that **amuse** us!

I CAN DRAW AND WRITE

assist unit thoughtful contribute

My Weekly Word Book

Christina

MASTER LESSON PLANS FOR YOUR WEEKLY ROUTINE

LESSON 1: INTRODUCTION

LESSON 2: STORY TIME

LESSON 3: CONNECTIONS

Teachers may choose to apply each week's synonyms and antonyms to the introduction story, too!

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.

primaryvocabulary.com

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Rationale:

This resource is loaded with everything you need to teach 4th grade vocabulary for eight weeks! The 8 weekly lessons were carefully created to target 4th 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>

Weekly Vocabulary Words: Set 1

Week 1: "Ben's Big Problem" (F)

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

Week 2: "I Have a Twin?" (F)

tap	embarrassed	stared	repeated	fantasize	contagious	overheard
stranger	immediately	similar	assume	pictured	remarkable	whispered

Week 3: "Too Much to Do" (F)

perfect	lucky	overwhelmed	trendy	managed	break	refusing
talent	worrying	expectations	snapped	startled	focused	confessed

Week 4: "My Sister is Driving Me Nuts" (F)

miserable	copied	plots	appreciate	retrospect	shadow	incredible
convinced	annoying	honored	phase	patient	normal	constantly

Week 5: "The History of Nintendo" (NF)

recognize	failed	desperate	ambitious	inherited	jackpot	proved
certainly	endeavor	originated	gambled	flourished	declined	immediate

Week 6: "The Biggest Living Animal on the Planet" (NF)

defined	compare	colossal	exceeds	nutritious	roughly	tiniest
competition	squeeze	infamous	impressive	consume	rapidly	devouring

Week 7: "All About the Lionfish" (NF)

flashy	sting	evolve	prey	reputation	aggressive	thriving
lunge	experience	ploy	predator	venomous	accidentally	shattered

Week 8: "The Car with No Driver" (NF)

reality	careless	produced	lacking	motivation	alarming	eliminate
typical	route	extraordinary	capacity	belongings	obstacles	anticipates

Weekly Vocabulary Words: Set 2

Week 9: "Ben Finally Deals with His Problem" (F)

mastered	significant	peers	procrastinator	notorious	assigned	blur
assumed	calamity	smidge	skedaddled	wincing	restless	eternity

Week 10: "Back to School Blues" (F)

frenzy	promptly	devastated	melodramatic	discern	frown	whimpered
ultimate	inseparable	trepidation	befriended	abnormal	clever	remained

Week 11: "My Parents Can NOT Cook!" (F)

delightful	witnessed	deficiency	contrived	aroma	offered	spongy
accuracy	timid	phenomenal	interjected	finesse	developing	awestruck

Week 12: "The Ringleader" (F)

substitute	rambled	straightaway	ringleader	obliged	barely	countdown
boredom	gesture	legitimate	studious	oblivious	rescue	irate

Week 13: "Charlotte Forten" (NF)

rewarding	freedom	prominent	clarity	upbringing	opportunity	forced
unfamiliar	bond	abolish	yearned	temperament	routine	drastic

Week 14: "The History of Schools in America" (NF)

appointed	moderate	fondly	emphasis	prosperous	expected	commonly
widespread	comparison	forfeit	impartial	segregated	introduced	permitted

Week 15: "The City of Pompeii" (NF)

perhaps	destination	evacuate	presumed	conducting	destroyed	hardly
strolling	violently	intact	unmindful	jaw-dropping	bustling	tour

Week 16: "Who Says Kids Can't Publish Books?" (NF)

reserved	compiled	bestsellers	misconceptions	valiant	advice	loosely
observing	disbelief	interacted	outcome	weary	gossipy	definite

Weekly Vocabulary Words: Set 3

Week 17: "The Nasty Rumor" (F)

ordeal	sensed	optimistic	intimidated	valiant	displaced	isolated
asserted	rapid	mocking	gibberish	hooligans	nonsense	rumor

Week 18: "The Bees on Wafer Street" (F)

income	swarm	tightknit	leery	notoriously	roam	wise
abandoned	scattered	passerby	berserk	bombarded	sprint	recent

Week 19: "Hot Tea and Mondays Do NOT Mix" (F)

wailing	consequences	exception	hyperactive	deem	intensified	soothe
trance	overreacting	infamous	dawdled	acute	clumsy	requested

Week 20: "Some People Just Don't Get Along" (F)

obnoxious	voiced	relentlessly	arrogant	feud	subsided	nasty
despised	obscure	screeching	mutual	arsenal	insult	provoke

Week 21: "Jackie Robinson" (NF)

legacy	rookie	solely	compelled	integrate	approached	display
barrier	fame	prejudice	pioneer	inducted	remembered	outshine

Week 22: "Facts About the Dangerous Hippopotamus" (NF)

lazing	seek	unanimous	amplify	accountable	aggressive	conquer
lifespan	evade	territorial	exert	naive	impressive	sizzling

Week 23: "The Magic of Snowflakes" (NF)

infinite	myth	iota	lackadaisical	enchanted	contrary	inspect
verify	humdrum	clump	predominant	distinctive	drifting	extract

Week 24: "The Skydiving Beavers" (NF)

realization	relocate	outlandish	sublime	unfeasible	tranquil	repeatedly
rehearsed	surplus	bountiful	barrage	drastically	ownership	fondly

Weekly Vocabulary Words: Set 4

Week 25: "Camila's Role in the Family" (F)

manipulate	assistance	translate	steadfast	ambitious	misunderstood	fault
properly	cringed	envious	petrified	insecure	benefits	duty

Week 26: "Piper Discovers Her Talent" (F)

impressive	humble	beaming	sporadic	zealous	memorized	startled
flawless	whirlwind	hone	diligent	coolheaded	newfound	fame

Week 27: "Omar Takes Up Swim" (F)

grueling	persevered	mandatory	fluke	dumbfounded	veteran	outshine
qualified	contemplating	trivial	vague	expectations	snicker	aggravated

Week 28: "The Best Present Ever" (F)

vivid	eyewitness	sobbed	optimistic	overriding	extended	occupied
disbelief	straggling	appease	dejected	mesmerized	fearless	disappear

Week 29: "Neil Armstrong" (NF)

primary	role	encountered	scholarship	notched	conflict	mission
sincere	hiatus	astounding	magnitude	scrutiny	committed	fellow

Week 30: "The History of Silly Putty" (NF)

mishap	advertise	indispensable	novelty	resilient	intend	observed
target	fulfilled	substitute	obliged	credited	clever	product

Week 31: "Facts About Daydreaming" (NF)

otherwise	pleasing	postpone	aspirations	potent	brief	scowl
diminishes	fantasize	gravitate	conscious	obscure	process	reality

Week 32: "How Text Messaging All Began" (NF)

efficient	radical	tacky	pivotal	eerie	capable	unaware
snowballed	interact	quirky	unravel	modest	preferred	initial

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 "Ben's Big Problem" 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>typical</u> : a common happening, very normal	<u>procrastinate</u> : to put off doing or saying something until the very last minute	<u>celebrate</u> : a happy time when people get together and enjoy themselves
<u>listened</u> : to hear and pay attention to	<u>anxious</u> : to be worried or feel uneasy when you are not sure what is happening	<u>printed</u> : to run a short distance as fast as you possibly can
<u>complete</u> : to finish, to have all done	<u>deadline</u> : the time when a project needs to be completed	<u>crushed</u> : to stuff a bunch of things or people into something
<u>forgot</u> : to not remember, it may slip your mind	<u>permission</u> : to have the right to do something, someone said you could	<u>crucial</u> : very important, it's not a small thing
	<u>hysterical</u> : to be so upset that you are crying and have no idea what to do	
	<u>ceased</u> : to stop, not happening anymore	

Vocabulary Passage: Week 1

Basic Words:	Context Words:	Common Words:
1. typical	1. procrastinate	1. celebrate
2. listened	2. anxious	2. sprinted
3. complete	3. deadline	3. crammed
4. forgot	4. permission	4. crucial
	5. hysterical	
	6. ceased	

Introduction: Define the Basic Words for the Text. SAY THIS: "The story we are going to read together is called, "Ben's Big Problem." It's about a boy named Ben who always waits until the last minute to do things. It never really bothered him until he made one crucial mistake. Let's read to find out what Ben's problem is and what happens to him. 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."

Ben's Big Problem

Ben was a very much younger, typical ten-year-old boy. He tried hard in school, made friends easily, and listened to his parents. The one crucial problem that Ben had was he would always **procrastinate**. It didn't matter if he had two weeks to complete a project, Ben would not even begin it until the night before. If he needed something for school, he'd tell his mom at the last minute. Ben's procrastination caused his mom to be very **anxious**. But Ben never seemed bothered. That was until the one time his bad habit caught up to him and he missed an important **deadline**. Ben forgot to have his mom sign the **permission** slip for a field trip to a waterpark that the whole school was going to, to celebrate the end of the year. He only discovered his error when he walked into school and saw everyone with their permission slips in their hands. Ben asked to call his mom and sprinted to the school office. But, his mom didn't answer her phone. He called his dad. Still, no answer. Ben became **hysterical**. He had no choice but to stay behind in the office while all his friends crammed on the busses to the waterpark. That day Ben **ceased** being a procrastinator. He learned his lesson.

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.

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

Suggested Teaching Points...	Observational Notes:
<p>If I say something that is part of a <u>typical</u> day, say "so that too!" If not, don't say anything.</p> <ul style="list-style-type: none"> · Eating breakfast · Getting in a car accident · A snowstorm · Brushing your teeth · Wearing shoes 	
<p>If I say something that would make you <u>hysterical</u>, say "I never want that to happen!" If not, don't say anything.</p> <ul style="list-style-type: none"> · Getting extra homework · Forgetting breakfast and missing lunch · Not having homework · Staying up late · Losing your favorite video game 	
<p>If I say something that you would like <u>permission</u> to do, say "Yes please!" If not, don't say anything.</p> <ul style="list-style-type: none"> · Getting extra dessert · Doing the dishes · Going to the movies · Helping to set off fireworks · Going to the dentist 	

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.

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

Questions to Ask...	Observational Notes:
<p>1. What is a <u>typical</u> thing you do in the mornings?</p> <p>2. If you <u>listened</u> carefully, what might have happened?</p> <p>3. When did you last <u>procrastinate</u>? Why?</p> <p>4. What is something you wish you had <u>permission</u> for?</p> <p>5. What is something you like to <u>celebrate</u>? Why?</p> <p>6. What do you have that's <u>crammed</u> into your desk?</p> <p>7. If you <u>ceased</u> to do your schoolwork, what would happen?</p> <p>8. What might make you feel <u>hysterical</u>?</p> <p>9. How do you usually feel after you have <u>sprinted</u>?</p> <p>10. What is something <u>crucial</u> you have to do at home?</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.

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

Questions to Ask...	Observational Notes:
<p>1. Would you rather <u>complete</u> an assignment early or <u>procrastinate</u>? Why?</p> <p>2. Would you rather have a <u>typical</u> day or a special day? Why?</p> <p>3. Would you rather have <u>ceased</u> playing video games or watching a movie? Why?</p> <p>4. Would you rather have <u>permission</u> to go to a movie or bowling? Why?</p> <p>5. Would you rather be <u>crammed</u> in a school bus or on an airplane? Why?</p> <p>6. Would you rather <u>celebrate</u> your birthday or New Year's Day? Why?</p>	<p>SAMPLE</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
typical	procrastinate	celebrate
listened	anxious	sprinted
complete	deadline	crammed
forgot	permission	crucial
	my period	
	ceased	

SAMPLE

Vocabulary Words: Week 1

BASIC WORDS: Tier 1	CONTEXT WORDS: Tier 2	COMMON WORDS: Tier 1
<u>typical</u> : a common happening, very normal	<u>procrastinate</u> : to put off doing or saying something until the very last minute	<u>celebrate</u> : a happy time when people get together and enjoy fun times
<u>listened</u> : to hear and pay attention to	<u>anxious</u> : to be worried or feel uneasy when you are not sure what is happening	<u>sprinted</u> : to run a short distance as fast as you possibly can
<u>complete</u> : to finish, to have all done	<u>deadline</u> : the time when a project needs to be completed by	<u>crammed</u> : to stuff a bunch of things or people into something
<u>forgot</u> : to not remember, it may slip your mind	<u>permission</u> : to have the right to do something, someone said you could	<u>crucial</u> : very important, it's not a small thing
<u>hysterical</u> : to be so upset that you are crying and have no idea what to do	<u>ceased</u> : to stop, not happening anymore	

SAMPLE

Ben's Big Problem

Ben was pretty much your typical ten-year-old boy. He tried hard in school, made friends easily, and listened to his parents. The one crucial problem that Ben had was he would always **procrastinate**. It didn't matter if he had two weeks to complete a project, Ben wouldn't even begin it until the night before. If he needed something for school, he'd tell his mom at the last minute. Ben's procrastination caused his mom to be very **anxious**, but Ben never seemed bothered. That was until the one time his bad habit caught up to him. Ben missed an important **deadline**. Ben forgot to have his mom sign the **permission** slip for a field trip to a waterpark that the whole school was going to celebrate at the end of the year. He only discovered his error when he walked into school and saw everyone with their permission slips in their hands. Ben asked to call his mom and sprinted to the school office. But, his mom didn't answer her phone. He called his dad. Still, no answer. Ben became **hysterical**. He had no choice but to stay behind in the office while all his friends crammed on the busses to the waterpark. That day Ben **ceased** being a procrastinator. He learned his lesson.

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.

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

Ben's Big Problem

Ben was pretty much your typical ten-year-old boy. He tried hard in school, made friends easily, and listened to his parents. The one crucial problem that Ben had was he would always procrastinate. It didn't matter how long he had to complete a project, Ben wouldn't even begin it until the night before. If he needed something for school, he'd tell his mom at the last minute. Ben's procrastination caused his mom to be very stressed, but Ben never seemed bothered. That was until the one time his bad habit caught up to him and he missed an important deadline. Ben forgot to have his mom sign the permission slip for a field trip to a waterpark that the whole school was going to, to celebrate the end of the year. He only discovered his error when he walked into school and saw everyone with their permission slips in their hands. Ben asked to call his mom and sprinted to the school office. But, his mom didn't answer her phone. He called his dad. Still, no answer. Ben became hysterical. He had no choice but to stay behind in the office while all his friends crammed on the busses to the waterpark. That day Ben ceased being a procrastinator. He learned his lesson.

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. _____ typical
2. _____ listened
3. _____ complete
4. _____ forgot
5. _____ procrastinate
6. _____ anxious
7. _____ deadline
8. _____ nervous
9. _____ hysterical
10. _____ ceased
11. _____ celebrate
12. _____ sprinted
13. _____ crammed
14. _____ crucial
- A. Damien was supposed to clean his room but he didn't remember.
- B. Jonah's mom told him he could go swimming the other day.
- C. It was very important that I not forget my jacket for school.
- D. After a lot of work, the school project was finished.
- E. Molly used to chew with her mouth open but she doesn't do that anymore.
- F. It was very embarrassing for Molly to be late for school.
- G. I waited until the very last minute to tell my teacher I forgot my homework.
- H. The whole class paid attention to the directions.
- I. I stuffed as much as I could into my suitcase.
- J. Joy was so upset about her broken toy she couldn't stop crying.
- K. Matt knew he had to finish his work by the end of the week because it was due on Friday.
- L. Grace felt very worried and uneasy about her first trip on a plane.
- M. Cole ran as fast as he could to the ice cream truck.
- N. My friends all came over for my birthday and we had fun.

Vocabulary in My Life: Week 1

Name: _____ Date: _____

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

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

1. Describe a typical day after school.

2. Describe the last time you felt very anxious.

3. What might happen if you don't complete a test?

4. How do you like to celebrate your birthday?

5. What are some ways you can meet a deadline?

6. What should you never procrastinate about?

SAMPLE

Word Relationships: Week 1

Name: _____ Date: _____

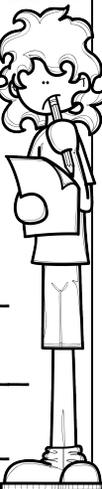
Directions: Think about the different events in the statements below. Answer each one in your own words. Be sure to give all the reasons you have for each answer.

Would you rather your friends forgot to bring back a toy or to show up at your birthday party?

Would you rather have sprinted after an ice cream truck or a kite? Why?

Would you rather feel anxious about taking a hard test or having extra homework? Why?

Would you rather have listened to your favorite song or a funny video? Why?



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.

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

1. Greg would wait until the last minute to clean his room and _____.
2. My mom likes to decorate and _____ every holiday.
3. It is _____ that I take out the trash or the whole house will stink.
4. Barb asked her mom for _____ before bringing the dog around the block.
5. It is so _____ of my brother to try and make fun of me.
6. It totally slipped my mind that I _____ to feed the fish this morning.
7. Trent felt awesome when he was able to _____ the big project.
8. Maggie never _____ to her parents and she was always in trouble.
9. Our group knew next Friday was the _____ to finish our work!
10. After lots of guesses I _____ trying to figure out the answer.
11. My sister was _____ when I accidentally broke her favorite toy.
12. I always get worried and _____ about school on Sunday nights.
13. We only had 3 days of fun so we _____ in as much as we could.
14. When the school bell rang on the last day we _____ out the front doors.

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. _____ typical
2. _____ listened
3. _____ complete
4. _____ forgot
5. _____ procrastinate
6. _____ anxious
7. _____ deadline
8. _____ nervous
9. _____ hysterical
10. _____ ceased
11. _____ celebrate
12. _____ sprinted
13. _____ crammed
14. _____ crucial
- A. A happy time when people get together and enjoy fun times.
- B. Very important, it's not a small thing.
- C. To run a short distance as fast as you possibly can.
- D. To stuff a bunch of things or people into something.
- E. To hear and pay attention to.
- F. To put off doing or saying something until the very last minute.
- G. To have the right to do something, someone said you could.
- H. To be so upset that you are crying and have no idea what to do.
- I. A common happening, very normal.
- J. The time when a project needs to be completed by.
- K. To stop, not happening anymore.
- L. To be worried or feel uneasy when you are not sure what is happening.
- M. To finish, to have all done.
- N. To not remember, it may slip your mind.

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. F typical
2. H listened
3. D complete
4. A forgot
5. G procrastinate
6. L anxious
7. K deadline
8. B permission
9. J mysteriously
10. E ceased
11. N celebrate
12. M sprinted
13. I crammed
14. C crucial
- A. Damien was supposed to clean his room but he didn't remember.
- B. Jonah's mom told him he could go swimming the other day.
- C. It was very important that I not forget my jacket for school.
- D. After a lot of work, the school project was finished.
- E. Molly used to check her math work with open but she doesn't do that anymore.
- F. It was really nice to have a max to be there for school.
- G. I waited until the very last minute to tell my teacher I forgot my homework.
- H. The whole class paid attention to the directions.
- I. I stuffed as much as I could into my suitcase.
- J. Joy was so upset about her broken toy she couldn't stop crying.
- K. Matt knew he had to finish his work by the end of the week because it was due on Friday.
- L. Grace felt very worried and uneasy about her first trip on a plane.
- M. Cole ran as fast as he could to the ice cream truck.

Vocabulary Assessment: Week 1

Name: _____ Date: _____

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

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

1. Greg would wait until the last minute to clean his room and procrastinate.
2. My mom likes to decorate and celebrate every holiday.
3. It is crucial that I take out the trash or the whole house will stink.
4. Barb asked her mom for permission before taking the dog around the block.
5. It is so typical of my brother to try and make fun of me.
6. Tim totally slipped my name and I forgot to feed the fish this morning.
7. Trent felt awesome when he was able to complete the big project.
8. Maggie never listened to her parents and she was always in trouble.
9. Our group knew next Friday was the deadline to finish our work!
10. After lots of guesses I ceased trying to figure out the answer.
11. My sister was hysterical when I accidentally broke her favorite toy.
12. I always get worried and anxious about school on Sunday nights.
13. We only had 3 days of fun so we crammed in as much as we could.
14. When the school bell rang on the last day we sprinted out the front doors.

Vocabulary Assessment: 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. I typical
2. E listened
3. M complete
4. N forgot
5. F procrastinate
6. L anxious
7. J deadline
8. G permission
9. H mystery
10. K ceased
11. A celebrate
12. C sprinted
13. D crammed
14. B crucial
- A. A happy time when people get together and enjoy fun times.
- B. Very important, it's not a small thing.
- C. To run a short distance as fast as you possibly can.
- D. To stuff a bunch of things or people into something.
- E. To hear and pay attention to something.
- F. To put off doing or saying something until the very last minute.
- G. To have the right to do something, someone said you could.
- H. To be so upset that you are crying and have no idea what to do.
- I. A common happening, very normal.
- J. The time when a project needs to be completed by.
- K. To stop, not happening anymore.
- L. To be worried or feel uneasy when you are not sure what is happening.
- M. To finish, to have all done.
- N. To not remember, it may slip your mind.

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!

T
Y
P
I
C
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L

C
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F
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R
G
O
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C
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A
S
E
D

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.

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

1. We sat in class and listened about _____.
2. I was in such a hurry I almost forgot _____.
3. It was so typical at dinner when _____.
4. I'm waiting for my dad to complete _____.
5. I can't wait to get permission to _____.
6. Everything ceased when _____.
7. Jane was hysterical about not _____.
8. The deadline was coming up for _____.
9. Bill was feeling anxious about _____.
10. Jake says if you procrastinate then _____.
11. It's time to celebrate _____.
12. We all sprinted towards _____.
13. I crammed the _____ into the _____.
14. It was crucial that my friend _____.

Returning to the Context: Week 1

Name: _____ Date: _____

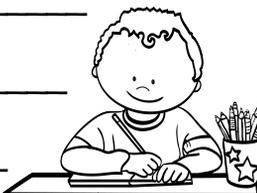
Directions: Think about the passage we read that these vocabulary words were in and answer the questions below. Use your best thinking. Write answers in your own words.

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

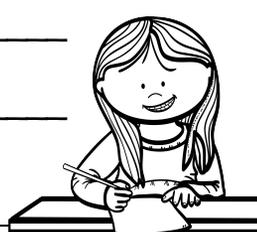
Find examples from the story when characters felt anxious.



Describe a few times you have been hysterical.



What was the deadline in the story that Ben procrastinated about?

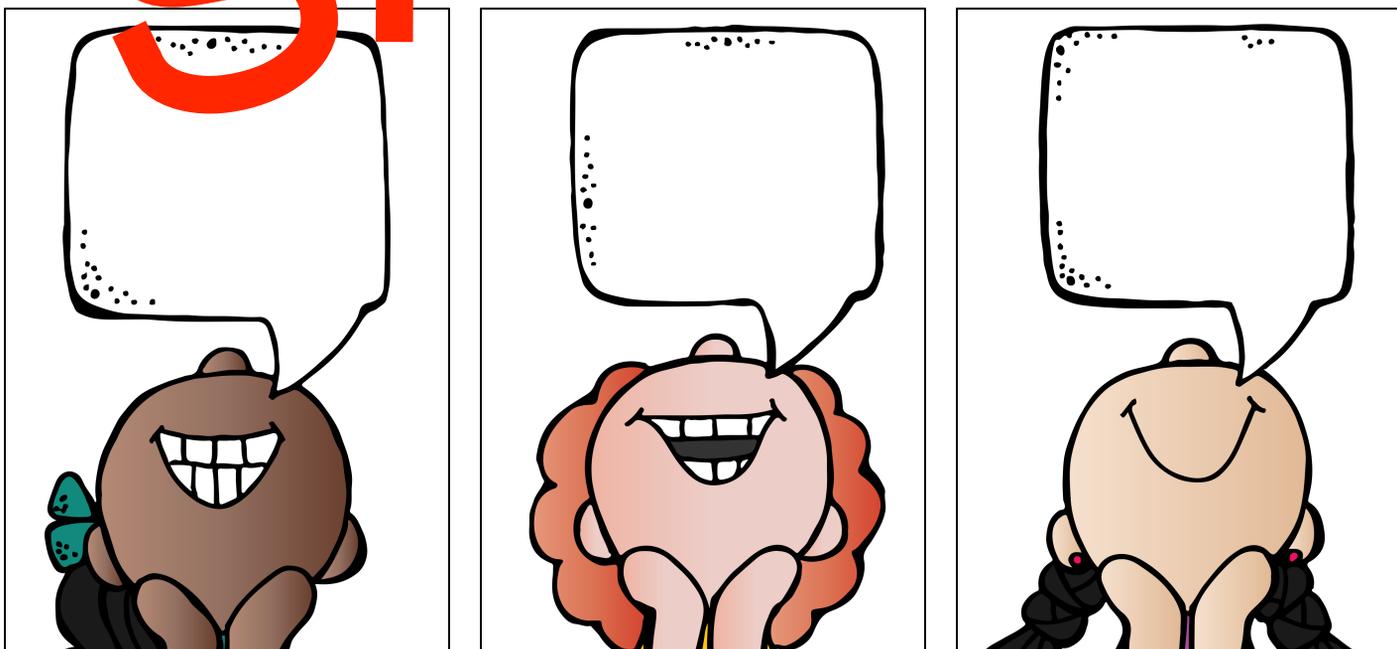
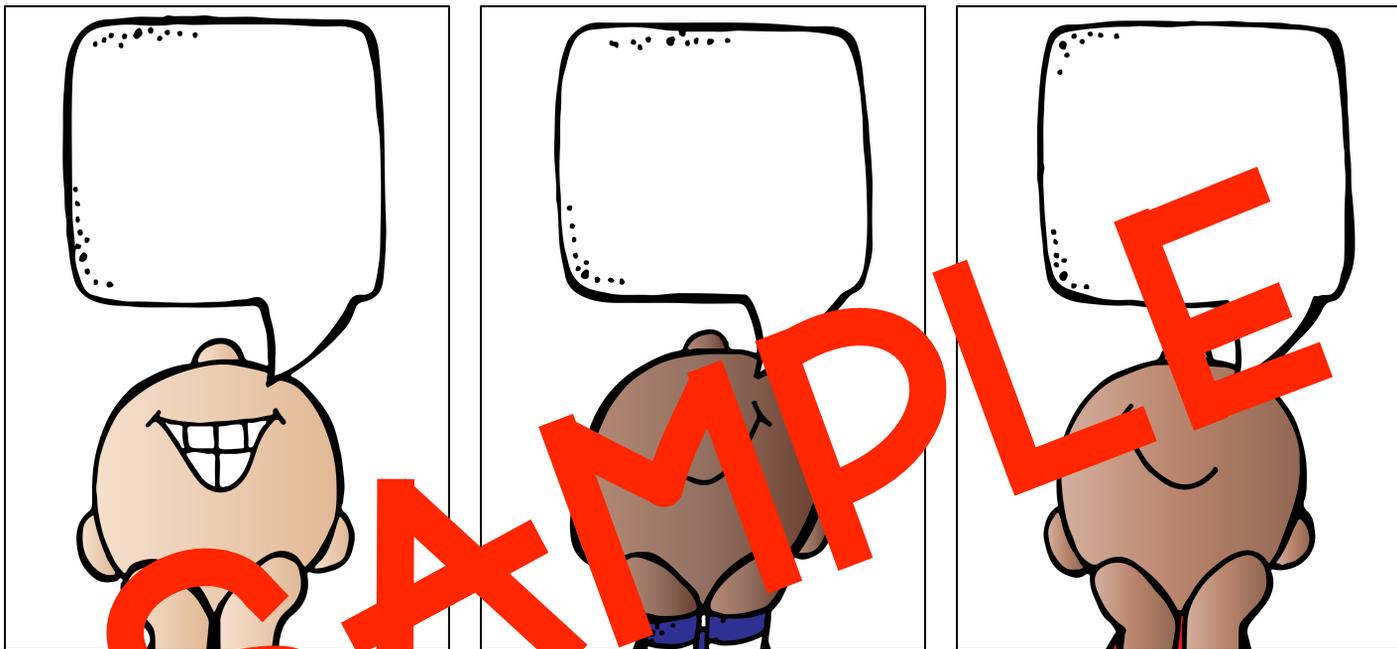


What Would You Say?: Week 1

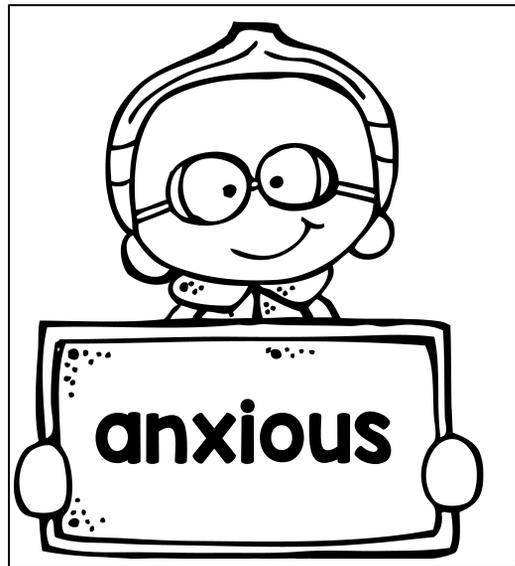
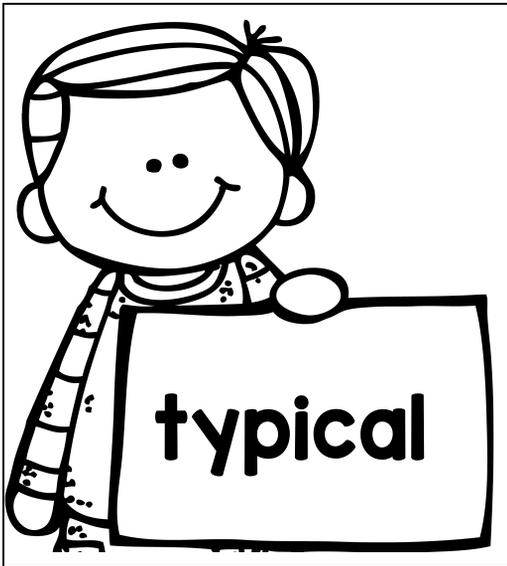
Name: _____ Date: _____

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.

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial



Vocabulary Cards: Week 1



SAMPLE

Vocabulary Cards: Week 1

to put off
doing or
saying
something
until the very
last minute

to be worried
or feel uneasy
when you are
not sure what
is happening

to have the
right to do
something
someone said
you could

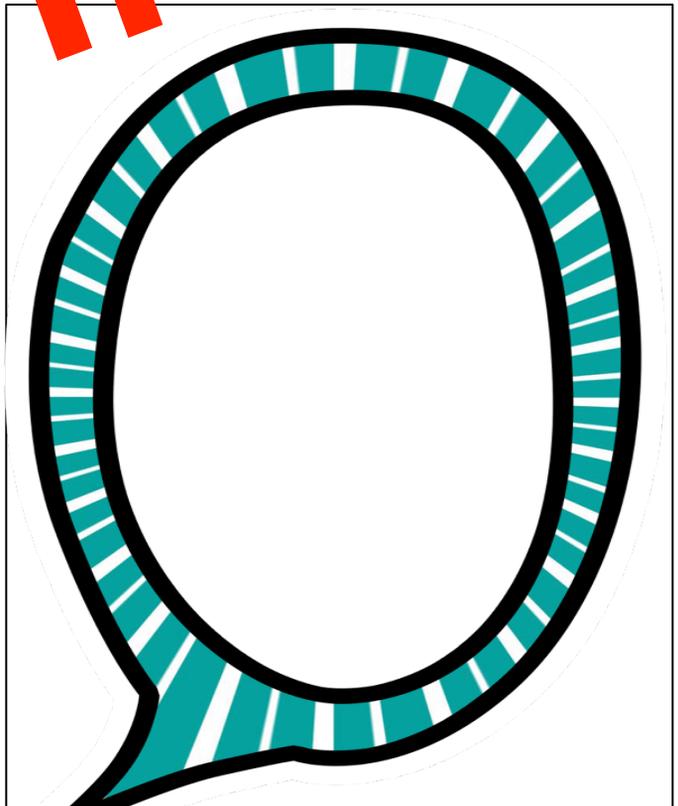
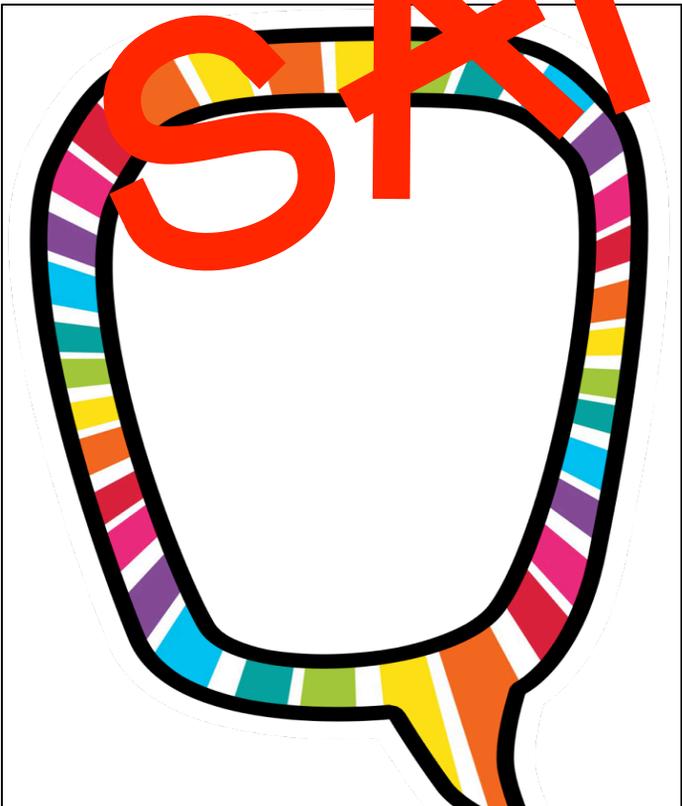
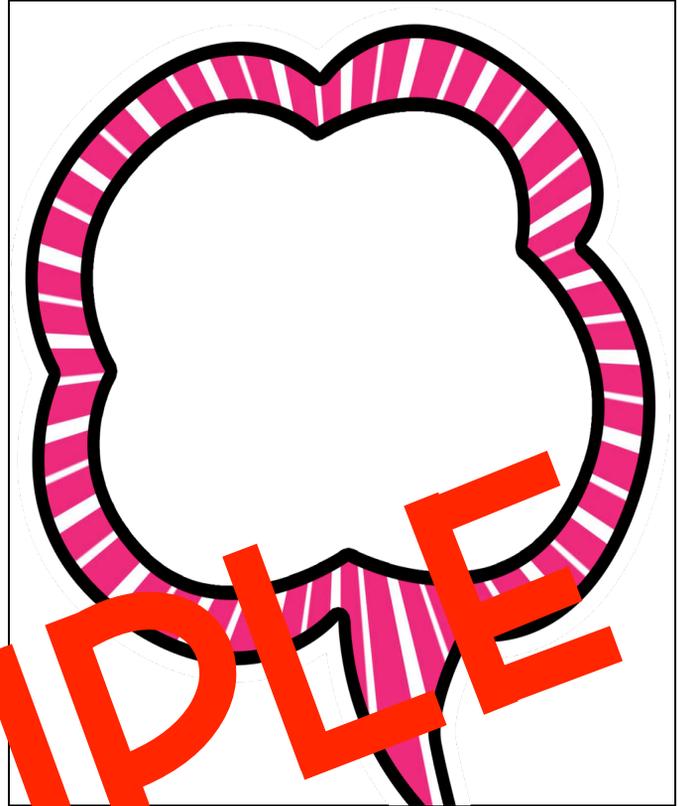
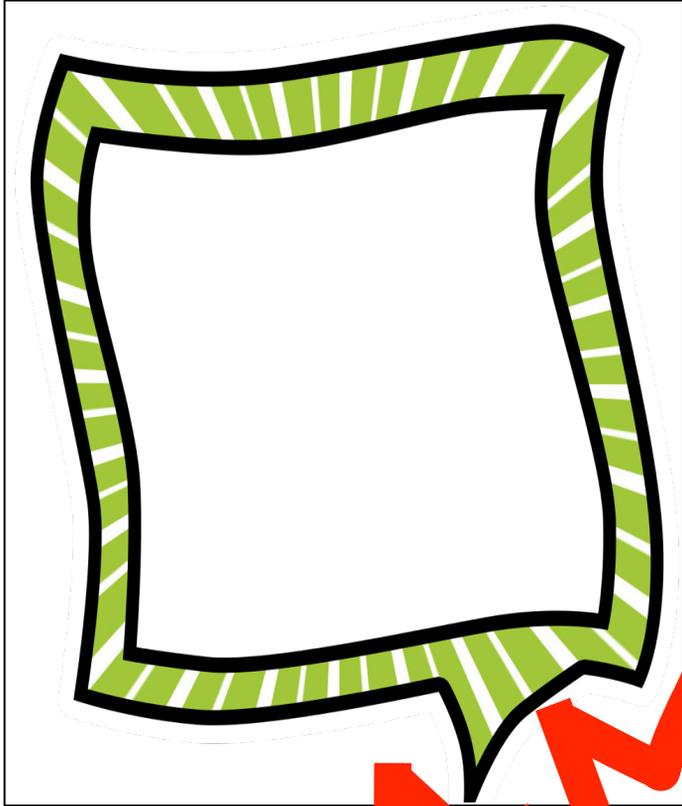
the time when
a project
needs to be
completed by

to be so upset
that you are
crying and
have no idea
what to do

to stop, not
happening
anymore

What Would You Say?

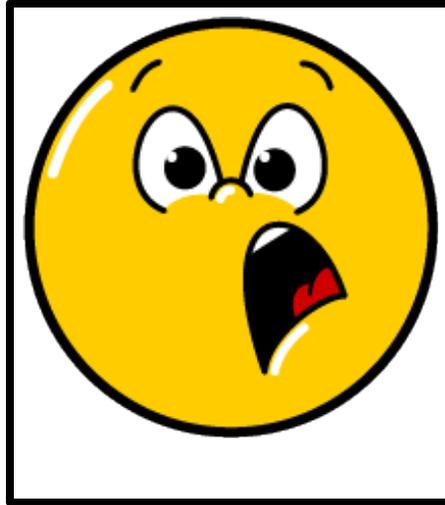
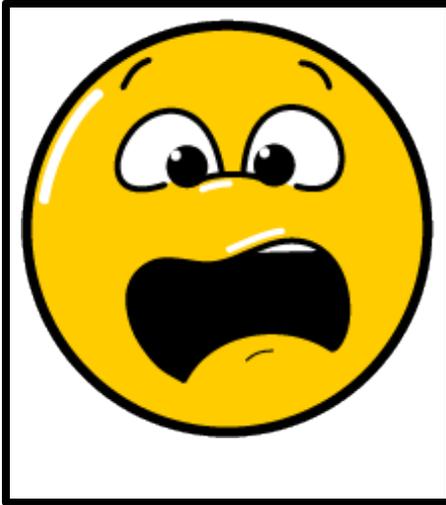
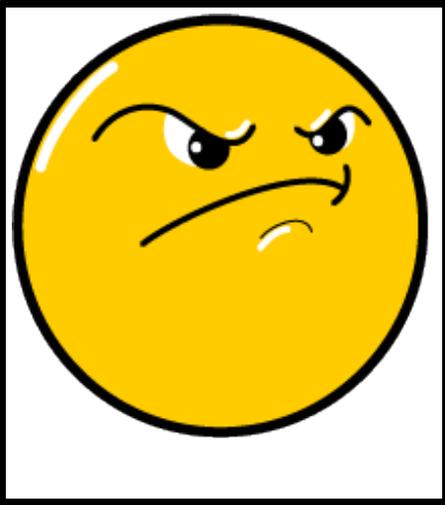
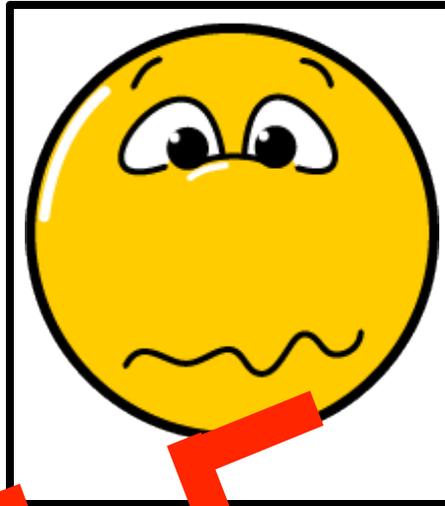
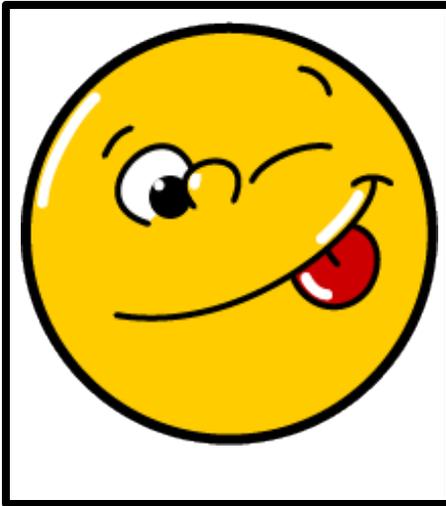
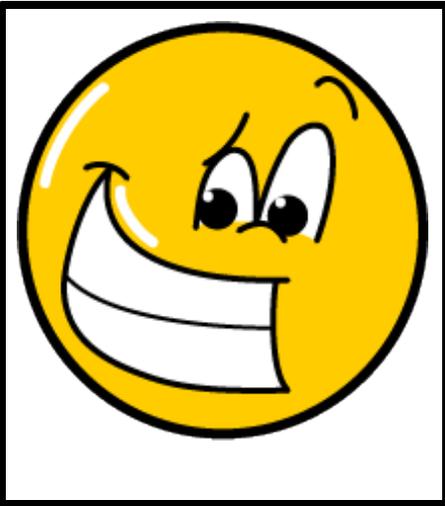
Directions: Laminate these word cards and glue them to popsicle sticks. Have students work in pairs or small groups to use their weekly words in a real conversation!



SAMPLE

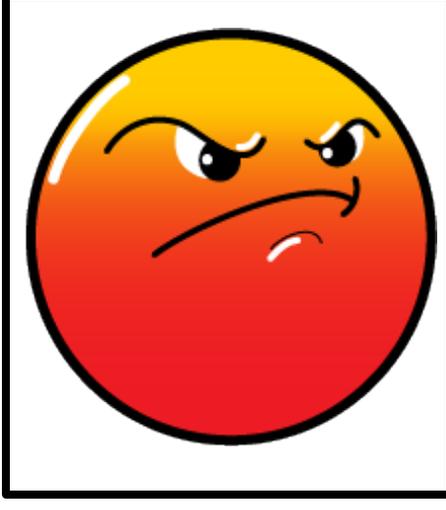
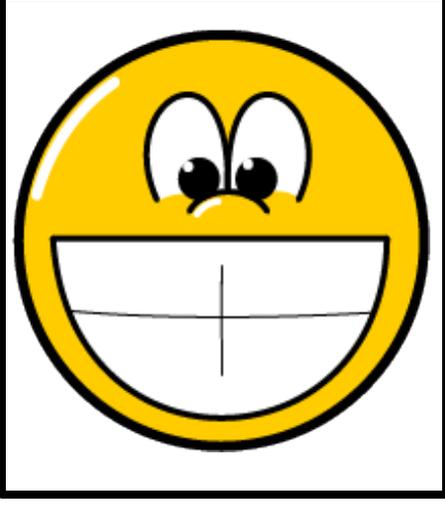
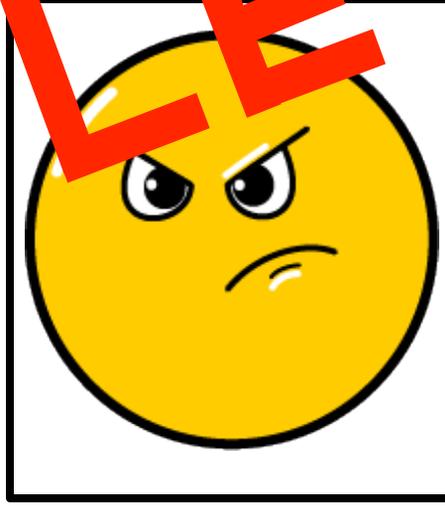
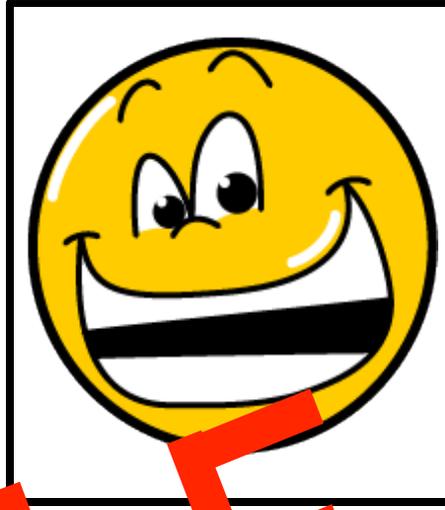
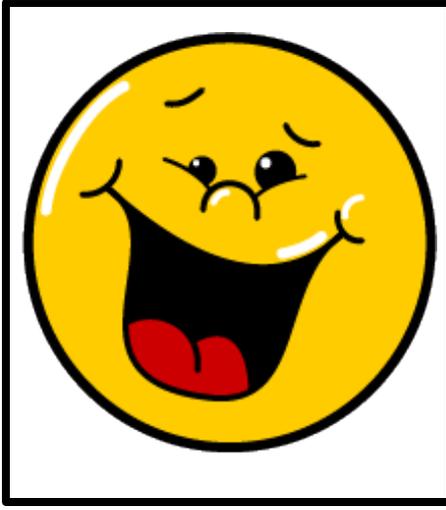
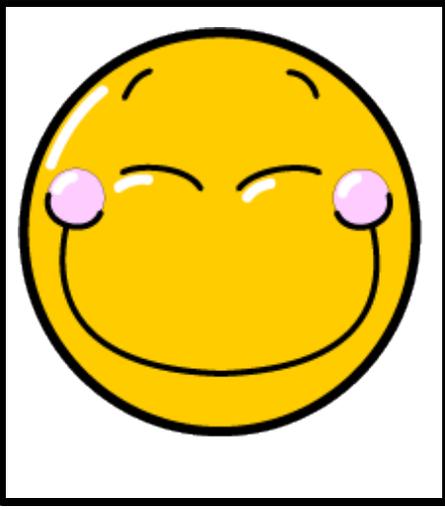
Emoji Games

Directions: Laminate these emoji cards and glue them front and back to popsicle sticks. Give each student a set and ask them to hold up which emoji they think matches each vocabulary word. Use them in whole group, small group, and any time exploring words!



Emoji Games

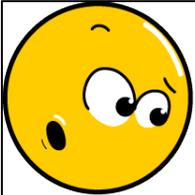
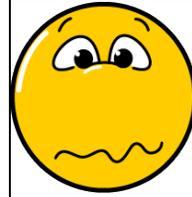
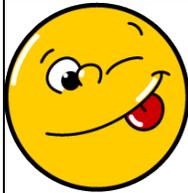
Directions: Laminate these emoji cards and glue them front and back to popsicle sticks. Give each student a set and ask them to hold up which emoji they think matches each vocabulary word. Use them in whole group, small group, and any time exploring words!



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.

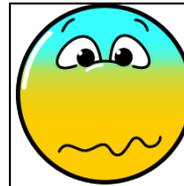
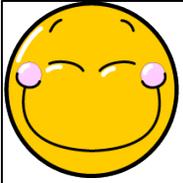


SAMPLE

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: Ben's Big Problem

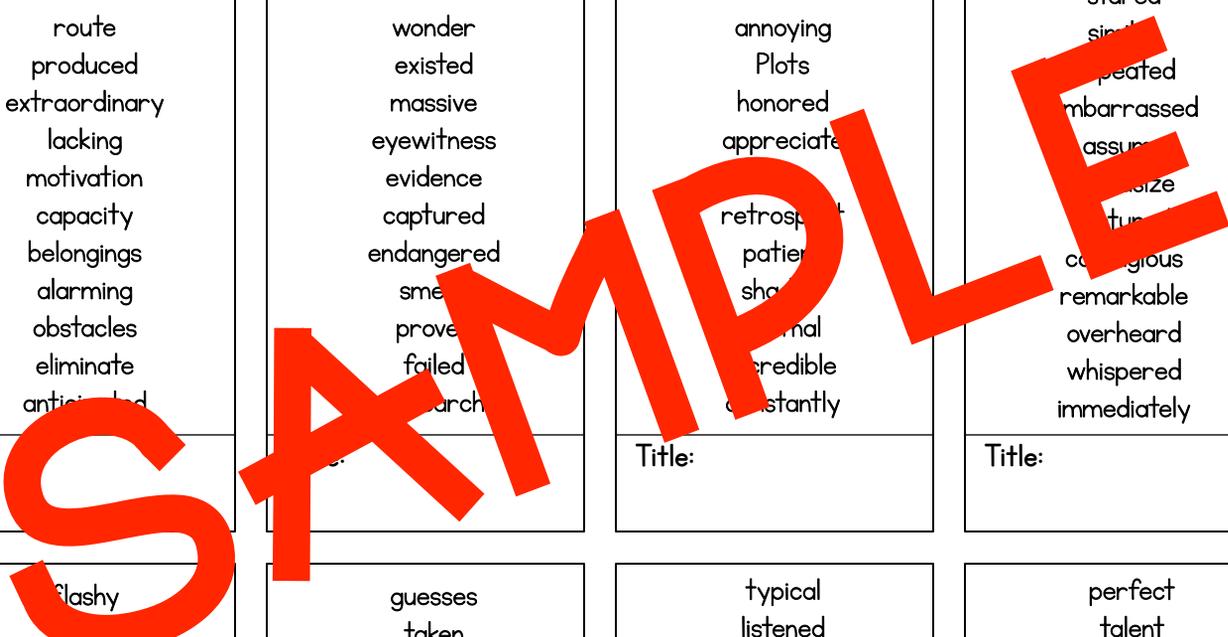
Words	Never Saw it Before	Seen it, but Don't Know it	Think I know it but not 100%	Know it Well
typical				
listened				
complete				
forgot				
procrastinate				
anxious				
deadline				
permission				
hysterical				
ceased				
celebrate				
sprinted				
crammed				
crucial				

Name That Passage!

Name: _____ Date: _____

Directions: Read each list of vocabulary words carefully. Match each title with the correct list of words by writing the the letter for each title in the space provided.

- | | |
|---------------------------------|--|
| A. Ben's Big Problem | E. The History of Nintendo |
| B. I Have a Twin? | F. The Biggest Living Animal On the Planet |
| C. Too Much to Do | G. All About the Lionfish |
| D. My Sister is Driving Me Nuts | H. The Car With No Driver |



reality
typical
careless
route
produced
extraordinary
lacking
motivation
capacity
belongings
alarming
obstacles
eliminate
anticipate

Title: _____

famous
described
claimed
wonder
existed
massive
eyewitness
evidence
captured
endangered
smell
prove
failed
search

Title: _____

miserable
copied
convinced
annoying
Plots
honored
appreciate
retrospect
patience
share
final
credible
constantly

Title: _____

tap
stranger
stared
simple
repeated
embarrassed
assume
size
turn
congruous
remarkable
overheard
whispered
immediately

Title: _____

flashy
sting
experience
evolve
ploy
prey
predator
reputation
venomous
aggressive
accidentally
thriving
shattered

Title: _____

guesses
taken
secret
strange
mystery
disappear
force
debris
survived
direction
missing
explained
trouble
remains

Title: _____

typical
listened
complete
forgot
procrastinate
anxious
deadline
permission
hysterical
ceased
celebrate
sprinted
crammed
crucial

Title: _____

perfect
talent
lucky
worrying
overwhelmed
expectations
trendy
managed
snapped
startled
break
focused
refusing
confessed

Title: _____

Week One:

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

typical	complete	procrastinate	anxious	permission	celebrate	crammed
listened	forgot	hysterical	deadline	ceased	sprinted	crucial

SAMPLE