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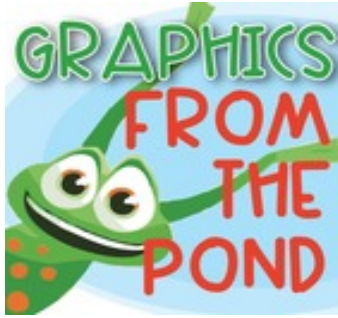
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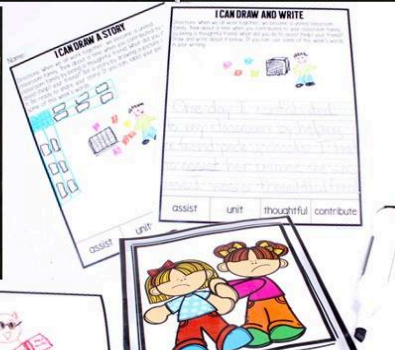
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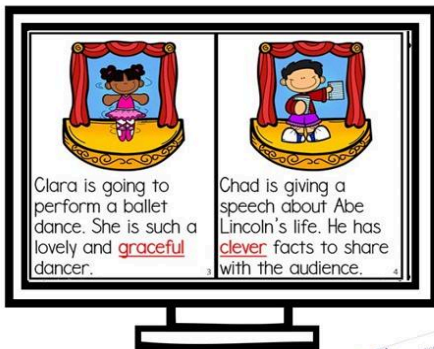
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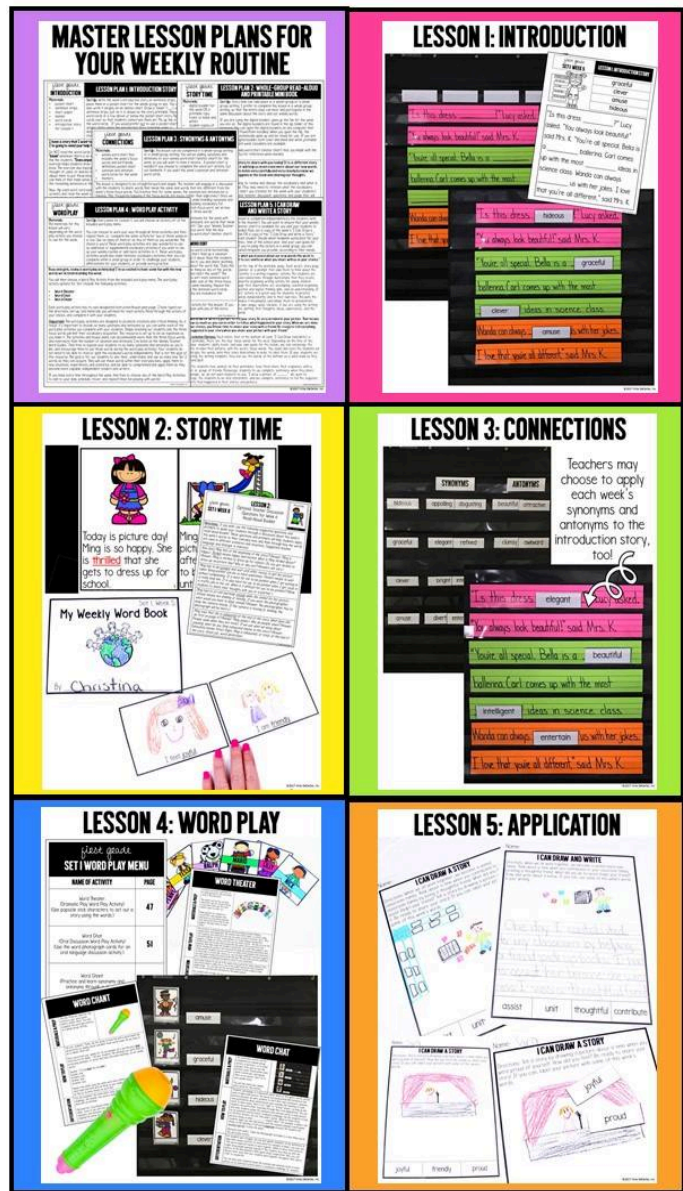
SYNONYMS	ANTONYMS
hideous	appalling
disgusting	beautiful
attractive	
graceful	elegant
refined	clumsy
awkward	
clever	bright
intelligent	foolish
amuse	divert
entertain	displease
disappoint	



INCLUDES BOTH DIGITAL AND PRINTABLE READ-ALOUD BOOKS



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.



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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>

Weekly Vocabulary Words: Set I

Week 1: "The Biker Gang" (F)

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

Week 2: "The Gossiper" (F)

afford	run-down	literally	confronted	amusing	acknowledge	assumed
humiliating	befriended	gossiped	disheveled	cordial	unaware	inspired

Week 3: "Caleb Can't Keep His Cool" (F)

longed	rambled	enigma	subconscious	meager	detected	chuckled
strategy	inquired	flustered	flaring	bewildered	prevent	extensive

Week 4: "Life is Complicated" (F)

attitude	uncertainty	superficial	subsided	anguish	realized	counselor
managing	blurting	mayhem	perpetual	empathy	offered	capable

Week 5: "The Shocking Truth About How Doritos Were Invented" (NF)

casually	concocted	astonishing	savvy	discarding	addicted	erupted
advice	component	specialized	bigwig	clambered	public	requested

Week 6: "Facts About Pufferfish" (NF)

glance	threatened	deceptive	transform	characterized	mistaken	typical
peaceful	achieve	heed	prominent	lackadaisical	burst	prickly

Week 7: "The Dust Bowl" (NF)

factors	recovered	primary	drought	annihilated	occurred	peak
severe	attempted	improper	plethora	safeguard	roughly	thoroughly

Week 8: "A Famous Shipwreck" (NF)

surrounded	pressure	fate	tribulation	isolated	battled	access
determined	miracle	vision	insurmountable	salvage	survival	agreeable

Weekly Vocabulary Words: Set 2

Week 9: "The Scariest Kind of Silence" (F)

conferred	spout	hindsight	berating	unsympathetic	thwart	worthy
retaliate	candor	complacent	tangent	conviction	tolerate	labeled

Week 10: "Lost in Space" (F)

detach	scour	socializing	jovial	coerce	preferred	reality
engrossed	complied	intervention	coveted	awry	identity	oblivious

Week 11: "The MVP" (F)

taunting	profound	pessimistic	atrocious	chagrin	reputation	caved
blunder	derail	pandemonium	incognito	obliterate	collective	grumble

Week 12: "The Babysitting Disaster" (F)

recruited	nevertheless	divulge	unbeknownst	guffawed	hassle	plummeted
aftermath	impeccable	instigator	flummoxed	astounded	smear	easygoing

Week 13: "Hurricane Katrina" (NF)

menacing	surge	mandatory	sustained	plausible	access	impacted
battered	fervor	impenetrable	magnitude	dubious	stranded	recover

Week 14: "Oprah Winfrey" (NF)

destitute	influential	amiss	fortuitous	affluent	excelled	oversight
relocated	adversity	myriad	resonated	unprecedented	pursued	knack

Week 15: "Bug Bites that Really *Bite*" (NF)

pint-size	irritating	feeble	susceptible	inconspicuous	repulsive	reaction
recuperate	ferocious	minor	agonizing	prevalent	capability	deceive

Week 16: "Fast Food Facts" (NF)

symptoms	allure	characterized	delectable	excessively	convenient	crave
expedite	combat	unorthodox	subjected	discern	manufacture	contemplate

Weekly Vocabulary Words: Set 3

Week 17: "One Good Thing, One Bad Thing" (F)

acclimate	jarring	inevitable	egregious	denote	transition	superb
revel	lament	inseparable	brouhaha	astute	interpret	termed

Week 18: "Just Who Really is Mikinzie?" (F)

conform	haste	incompatible	forum	superficial	showboat	instincts
resolved	solace	mind-numbing	scouring	riveted	ecstatic	bothered

Week 19: "Monty's Secret Weekends" (F)

confided	impromptu	align	scandalous	stupor	reticent	assured
muttered	bewildered	scheme	ambivalent	shame	cornered	promptly

Week 20: "Facing Hard Times" (F)

scrounging	evicted	levelheaded	benevolent	morale	effortlessly	severity
harrowing	refuge	disheartened	disarray	charisma	resorted	essential

Week 21: "Mary Armstrong" (NF)

fluctuated	impaired	sentimental	eclectic	inconvenient	hardships	epiphany
intuition	clarity	rejuvenated	tangible	noteworthy	trademark	daunting

Week 22: "Animals that Squirt and Spit" (NF)

tendency	tame	ominous	hovers	dexterous	multitude	command
repulsive	seize	culpable	warding	precipitate	established	agitated

Week 23: "Interesting Facts About the Grand Canyon" (NF)

expedition	dwelt	divulge	capacious	nonnative	sprawling	boasts
corroborate	sizable	comprise	enamored	banal	breathtaking	timeline

Week 24: "What Went on at The Colosseum?" (NF)

splendor	detained	predominantly	ubiquitous	toiled	grappling	status
spectators	merely	complimentary	enthralled	brandish	consecutive	emerge

Weekly Vocabulary Words: Set 4

Week 25: "Martina's Double Life" (F)

upbeat	outsider	adept	poised	introvert	giveaway	dreads
mindset	nosedives	protégé	imminent	cordial	challenging	cherishes

Week 26: "The Shortcut" (F)

vowed	melodramatic	hitch	deviate	haughty	route	figured
sketchy	yearned	boycott	prone	taunted	dodge	shortcut

Week 27: "No More Fake Reading" (F)

fraud	abandon	shrewd	skimming	evade	barely	reassure
skeptical	fidget	deficient	gleaning	assert	mastered	humiliated

Week 28: "Taye's Dad is Out of Control" (F)

lingering	fashionable	antics	deliberately	innocuous	hysterical	insisted
plummeting	antagonize	upstaged	superficial	invasive	sympathy	persuade

Week 29: "All About Bubble Wrap" (NF)

commonly	drafty	sought	innumerable	deterred	attempted	stress
capitalize	preserve	subpar	embarked	intent	clearly	impressive

Week 30: "Herbert Sellner's Famous Inventions" (NF)

hostage	relished	sanctuary	tranquil	wondrous	keen	lurching
armed	quaint	catapulted	paradigm	unpredictable	sparked	squawk

Week 31: "The Power of a Good Night's Sleep" (NF)

accurate	enhance	inadequate	impair	irritable	lectured	concentration
productive	deprive	underestimate	ample	catalyst	required	interact

Week 32: "Wild and Crazy Zoo Events" (NF)

petrified	outwit	occurrences	glimpse	recondite	noncompulsory	rare
mammoth	riveting	flabbergasted	horde	stranded	repeatedly	moody

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 "The Biker Gang" 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>unnoticed</u> : to go without being seen	<u>clique</u> : a tight group of people that spend a lot of time together and don't always allow others to join them	<u>exclaimed</u> : to say in a loud, forceful way
<u>posed</u> : to share an idea with others and suggest they come in agreement with you	<u>puny</u> : very small, tiny	<u>scattered</u> : to go in various directions in a way that seems disorganized
<u>enthusiastic</u> : to be very excited and eager	<u>presence</u> : to exist and be present at a place at a certain time	<u>custom</u> : made for a specific person or group, not a common thing
<u>urgent</u> : need happening right away, requires immediate attention	<u>contemplating</u> : to look thoughtfully for a long time at something or someone	<u>cruising</u> : to ride smoothly at a slow and steady pace
	<u>deviated</u> : to change from one way to another, changing how one thinks or feels	
	<u>unison</u> : happening all at once, at the same time	

Vocabulary Passage: Week 1

Basic Words:	Context Words:	Common Words:
1. unnoticed	1. clique	1. exclaimed
2. posed	2. puny	2. scattered
3. enthusiastic	3. presence	3. custom
4. urgent	4. contemplating	4. cruising
	5. deviated	
	6. unison	

Introduction: Define the Basic Words for the Text. **SAY THIS:** “The story we are going to read together is called, “The Biker Gang.” It’s about a group of boys who all live in the same neighborhood. One summer they decide to form their own biker gang to stop from being bored. Let’s read to find out how they did it and what happened that summer. 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.”

The Biker Gang

Ever since kindergarten, the boys of Whisper Woods neighborhood had been a tight **clique**. In their neighborhood, the boys that all live in the **puny** subdivision, their **presence** was impossible to go unnoticed. On the first day of summer break after 5th grade, Bryce had a brilliant idea. “Why don’t we form a biker gang?” he posed the question as the boys sat under the big oak tree, bored and **contemplating** what to do next. Bryce continued to brainstorm, “we could use the dirt pile as our clubhouse. Let’s make a name for our gang too!” The energy in the group **deviated** from bored to enthusiastic as they all agreed in **unison** that this was a superb idea. “We can call us The Whisper Woods Hood,” exclaimed Damien. The energy level rose again with another unanimous shout of YES! “Quick, everyone, go get your bikes, and meet at the dirt pile!” Bryce announced. And with that the group scattered to their homes. Within a week the boys had designed their own gang logo, cut off the sleeves of their mom’s jean jackets, decked out their bikes with custom license plates, and were cruising through the neighborhood. They spent the entire summer protecting the streets, tormenting girls, and completing urgent missions they made up. They were never bored again.

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.

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

Suggested Teaching Points...	Observational Notes:
<p>If I say something that you would consider <u>contemplating</u>, say "I may try that" If not, don't say anything.</p> <ul style="list-style-type: none"> • Sticking up for someone who is getting bullied • Taking your mom's car for a drive • Spending all your money instead of saving • Shaving your head • Going on the world's biggest roller coaster 	
<p>If I say something that sounds <u>puny</u>, say "that's so teeny tiny!" If not, don't say anything.</p> <ul style="list-style-type: none"> • Your bank account • The amount of homework you get each night • Getting 2 hours of sleep at night • Playing video games all day long • A sports car 	
<p>If I say something that would make you <u>enthusiastic</u>, say "that's exciting!" If not, don't say anything.</p> <ul style="list-style-type: none"> • Pop quizzes • More homework • Having 4-day weekends all the time • School starting at noon • Free vending machines in the cafeteria 	

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.

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

Questions to Ask...	Observational Notes:
1. What is something that you would like to go <u>unnoticed</u> ?	
2. What was the last <u>urgent</u> thing you had to do?	
3. What are you <u>enthusiastic</u> about?	
4. What was the last thing you <u>exclaimed</u> ?	
5. If you could have a <u>custom</u> item, what would it be?	
6. What famous person would you like to be in the <u>presence</u> of?	
7. What is an example of doing something in <u>unison</u> ?	
8. What ideas have you <u>posed</u> to your parents?	
9. Describe something you have been <u>contemplating</u> .	
10. Describe a time things were <u>scattered</u> everywhere.	

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.

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

Questions to Ask...	Observational Notes:
<p>1. Would you rather feel <u>enthusiastic</u> or <u>scattered</u>? Why?</p> <p>2. Would you rather be <u>unnoticed</u> or go <u>unnoticed</u>? Why?</p> <p>3. Would you rather be <u>contemplating</u> or go on vacation or <u>buy</u> during a shopping spree? Why?</p> <p>4. Would you rather be in the <u>presence</u> of older kids or younger kids? Why?</p> <p>5. Would you rather have an <u>urgent</u> problem at school or at home? Why?</p> <p>6. Would you rather have a <u>custom</u> room designed for you or a <u>custom</u> video game? 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
unnoticed	clique	exclaimed
posed	puny	scattered
enthusiastic	presence	custom
urgent	contemplating	cruising
	eviated	
	unison	

SAMPLE

Vocabulary Words: Week 1

BASIC WORDS: Tier 1	CONTEXT WORDS: Tier 2	COMMON WORDS: Tier 1
<u>unnoticed</u> : to go without being seen	<u>clique</u> : a tight group of people that spend a lot of time together and don't always allow others to join them	<u>exclaimed</u> : to say in a loud, forceful way
<u>posed</u> : to share an idea with others and suggest they come in agreement with you	<u>puny</u> : very small, tiny	<u>scattered</u> : to go in various directions in a way that seems disorganized
<u>enthusiastic</u> : to be very excited and eager	<u>presence</u> : to exist and be present at a place at a certain time	<u>custom</u> : made for a specific person or group, not a common thing
<u>urgent</u> : in need of happening right away, requires immediate attention	<u>contemplating</u> : to think thoughtfully for a long time at something or someone	<u>crossing</u> : to go from one side smoothly at a slow and steady pace
	<u>deviated</u> : to change from one way to another, changing how one thinks or feels	
	<u>unison</u> : happening all at once, at the same time	

SAMPLE

The Biker Gang

Ever since kindergarten the boys of Whisper Woods neighborhood had been a tight **clique**. With 12 boys the same age living in the **puny** subdivision, their **presence** was impossible to go unnoticed. On the first day of summer break after 5th grade, Bryce had a brilliant idea. "Why don't we form a biker gang?" he posed the question as the boys sat under the big oak tree, bored and **contemplating** what to do next. Bryce continued to brainstorm, "we could use the dirt pile as a clubhouse. Let's make a name for our gang too!" The energy in the group **deviated** from bored to enthusiastic as they all agreed in **unison** that this was a superb idea. "We'll call us 'The Whisper Woods Hood,'" exclaimed Dylan. The energy level rose again with another unanimous shout of "YES!" "Quick everyone, go get your bikes, and meet at the dirt pile," Bryce announced. And with that the group scattered to their homes. Within a week the boys had designed their own gang logo, cut off the sleeves of their mom's jean jackets, decked out their bikes with custom license plates, and were cruising through the neighborhood. They spent the entire summer protecting the streets, tormenting girls, and completing urgent missions they made up. They were never bored again.

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.

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

The Biker Gang

Ever since kindergarten the boys of Whisper Woods neighborhood had been a tight clique. With 12 boys the same age living in the neighborhood, their presence was impossible to go unnoticed. On the first day of summer break after 5th grade, Bryce had a brilliant idea. "Why don't we start a biker gang?" he posed the question as the boys sat under the big oak tree, bored and contemplating what to do next. Bryce continued to brainstorm. "We could use the dirt pile as our clubhouse. Let's make a name for our gang, too." The energy in the group deviated from bored to enthusiastic as they all agreed in unison that this was a superb idea. "We can call us The Whisper Woods Hood," exclaimed Damien. The energy level rose again with another unanimous shout of YES! "Quick, everyone, go get your bikes, and meet at the dirt pile," Bryce announced. And with that the group scattered to their homes. Within a week the boys had designed their own gang logo, cut off the sleeves of their mom's jean jackets, decked out their bikes with custom license plates, and were cruising through the neighborhood. They spent the entire summer protecting the streets, tormenting girls, and completing urgent missions they made up. They were never bored again.

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. _____ exclaimed | A. Oliver snuck into the kitchen and grabbed a snack without anyone seeing him. |
| 2. _____ custom | B. Cliff shared his idea for a tree house with his friends. |
| 3. _____ clique | C. Penelope was so excited for the weekend she could barely stand to wait. |
| 4. _____ presence | D. Max fell off his skateboard and had to go to the doctor right away. |
| 5. _____ unnoticed | E. The girls were a tight group of friends that did not do well at making new friends. |
| 6. _____ enthusiastic | F. My allowance is so tight I can barely buy a pack of gum. |
| 7. _____ passed | G. The choir put all their voices together perfectly. |
| 8. _____ burst | H. At first we planned to eat Mexican food but then we went to get Italian. |
| 9. _____ scattered | I. My dad shouted for us to hurry or we would be in big trouble. |
| 10. _____ cruising | J. My clothes were always thrown all over my room. |
| 11. _____ unison | K. Everyone made it to the dinner party. No one was missing. |
| 12. _____ urgent | L. Hank thought about buying the book for a long time. |
| 13. _____ deviated | M. My grandma made me my very own special blanket. |
| 14. _____ contemplating | N. We took our time skateboarding to the park. |

Vocabulary in My Life: Week 1

Name: _____ Date: _____

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

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

1. Describe a time you deviated from the plan.

2. What are some careers you are contemplating for your future?

3. How has your life felt scattered by the news?

4. Describe something urgent that you need to finish.

5. Describe the last time you made a puny effort at something.


6. What are you most enthusiastic about doing?

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 go unnoticed for doing good or get a reward? Why?



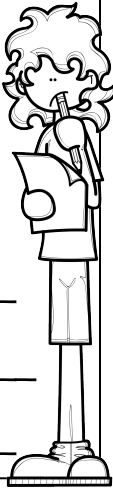
Would you have a puny dog or a giant dog? Why?



Would you rather have your clothes scattered or in order? Why?



Would you rather be in a clique or friends with everyone? Explain.



SAMPLE

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.

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

1. The boys always did everything together in their tight little _____.
2. I thought the item inside the box would be huge, but it was actually _____.
3. Mary did her best to go _____ as she snuck out of the house.
4. The dance team practiced their routine until they all _____.
5. "Don't touch the pan, it's HOT!!" my mom _____.
6. Grace was so tired of her brother's toys _____ all over the living room.
7. At first we went north on the highway but then we _____ our direction.
8. Mr. Farrell _____ a question to our class about taking our quiz now or later.
9. The whole class was very _____ about the upcoming trip to the waterpark.
10. My mom texted me and said to come home right away. It was _____.
11. I've been _____ all week whether to go to the movies Friday or not.
12. My _____ was requested at the wedding of my neighbors..
13. I had a _____ outfit made for my sister's wedding last summer.
14. Caleb loved to go _____ down the road with his buddies.

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. _____ exclaimed A. To go without being seen.
2. _____ custom B. To be very excited and eager.
3. _____ clique C. To share an idea with others and suggest they come in agreement with you.
4. _____ presence D. In need of happening right away, requires immediate attention.
5. _____ unnoticed E. Happening all at once, at the same time.
6. _____ enthusiastic F. To be inspired or moved by another person, changing how one thinks or feels.
7. _____ passed G. A tight group of people that spend a lot of time together and don't always allow others to join them.
8. _____ pursued H. Very small, tiny.
9. _____ scattered I. To exist and be present at a place at a certain time.
10. _____ cruising J. To look thoughtfully for a long time at something or someone.
11. _____ unison K. To say in a loud, forceful way.
12. _____ urgent L. To go in various directions in a way that seems disorganized.
13. _____ deviated M. Made for a specific person or group, not a common thing.
14. _____ contemplating N. To ride smoothly and at slow and steady rate.

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. I exclaimed A. Oliver snuck into the kitchen and grabbed a snack without anyone seeing him.
2. M custom B. Cliff shared his idea for a tree house with his friends.
3. E clique C. Penelope was so excited for the weekend she could barely stand to wait.
4. K presence D. Max fell off his skateboard and had to go to the doctor right away.
5. A unnoticed E. The girls were a tight group of friends that didn't do well at making new friends.
6. C enthusiastic F. My allowance is so tight I can barely buy a pack of gum.
7. B passed G. The choir put all their voices together perfectly.
8. F busy H. At first we planned to eat Mexican food but then we went to get Italian.
9. J matter I. My dad shouted for us to hurry or we would be in big trouble.
10. N cruising J. My clothes were always thrown all over my room.
11. G unison K. Everyone made it to the dinner party. No one was missing.
12. D urgent L. Hank thought about buying the book for a long time.
13. H deviated M. My grandma made me my very own special blanket.
14. L contemplating N. We took our time skateboarding to the park.

SAMPLE

Vocabulary Assessment: Week 1

Name: _____ Date: _____

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

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

1. The boys always did everything together in their tight little clique.
2. I thought the item inside the box would be huge, but it was actually puny.
3. Mary did her best to go unnoticed as she snuck out of the house.
4. The dance team practiced their routine until they all unison.
5. "Don't touch the pan, it's HOT!!" my mom exclaimed.
6. Grace was so tired of her brother's toys scattered all over the living room.
7. At first we went north on the highway but then we deviated our direction.
8. Mr. Farrell posed a question to our class about taking our quiz now or later.
9. The whole class was very enthusiastic about the upcoming trip to the waterpark.
10. My mom texted me and said to come home right away. It was urgent.
11. I've been contemplating all week whether to go to the movies Friday or not.
12. My presence was requested at the wedding of my neighbors.
13. I had a custom outfit made for my sister's wedding last summer.
14. Caleb loved to go cruising down the road with his buddies.

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. K exclaimed A. To go without being seen.
2. M custom B. To be very excited and eager.
3. G clique C. To share an idea with others and suggest they come in agreement with you.
4. I presence D. In need of happening right away, requires immediate attention.
5. A unnoticed E. Happening all at once, at the same time.
6. B enthusiastic F. To be inspired or moved by another person, changing how one thinks or feels.
7. C passed G. A tight group of people that spend a lot of time together and don't always allow others to join them.
8. H busy H. Very small, tiny.
9. L scattered I. To exist and be present at a place at a certain time.
10. N cruising J. To look thoughtfully for a long time at something or someone.
11. E unison K. To say in a loud, forceful way.
12. D urgent L. To go in various directions in a way that seems disorganized.
13. F deviated M. Made for a specific person or group, not a common thing.
14. J contemplating N. To ride smoothly and at slow and steady rate.

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!

C
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C
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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.

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

1. I've been contemplating if I should _____
2. I can't believe I'm in the presence of _____
3. Max posed the idea to _____
4. I had a puny supply of _____ after _____
5. We deviated from the plan when _____
6. Just like that, in unison we _____
7. I had an urgent need _____
8. Jack was enthusiastic about _____ because _____
9. It didn't go unnoticed that _____
10. The clique was annoying because _____
11. My mom exclaimed loudly when _____
12. The games were scattered _____
13. I wanted a custom _____ because _____
14. We went cruising _____


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.

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

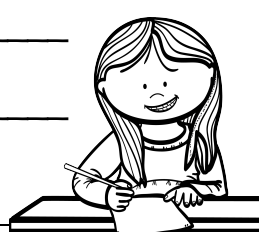
What did the boys create that was custom?



Describe why the boys created a clique.



What happened in the story that went unnoticed?

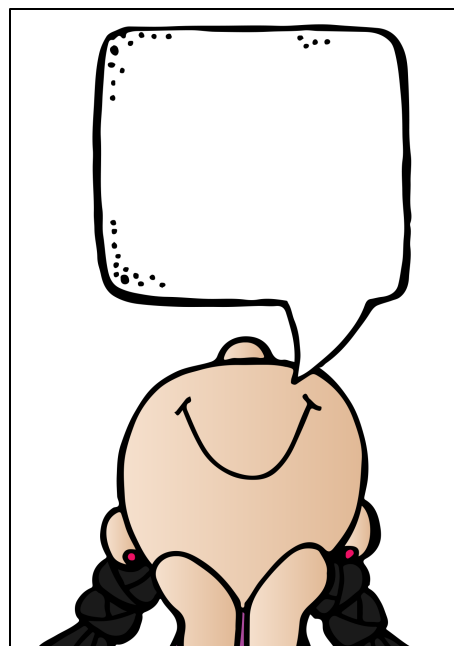
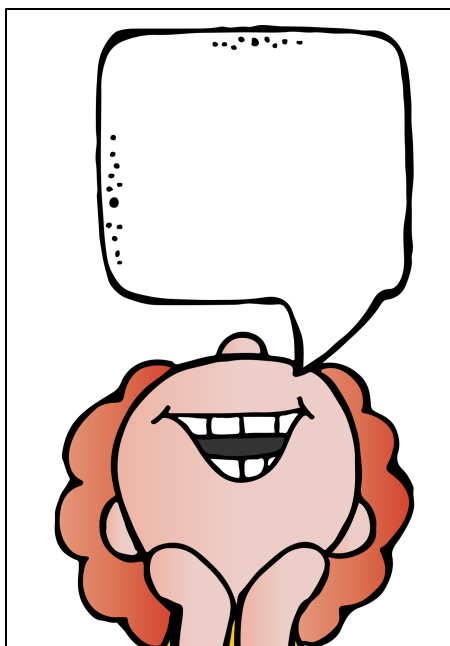
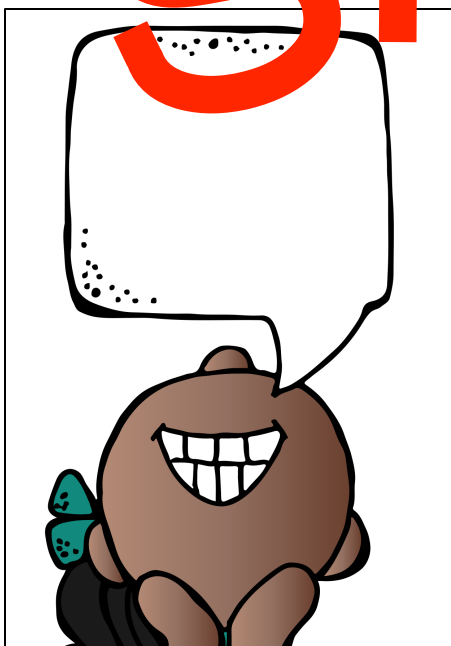
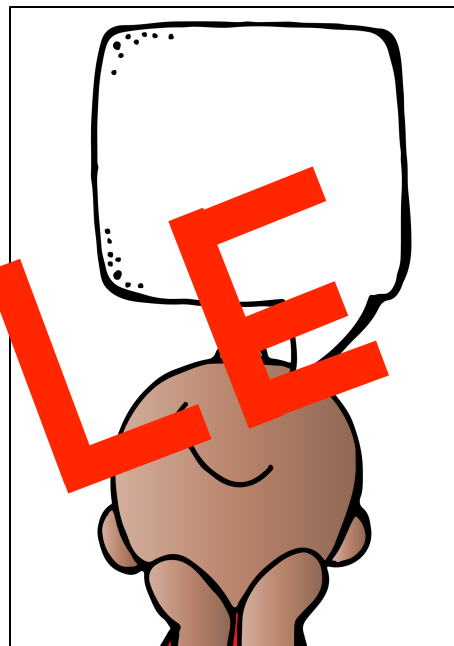
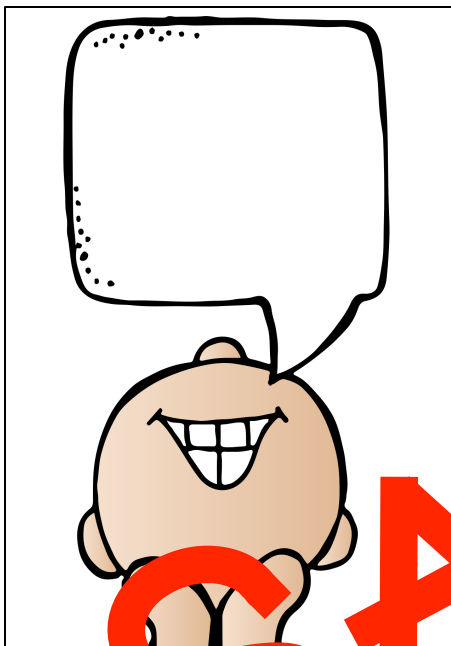


What Would You Say?: Week 1

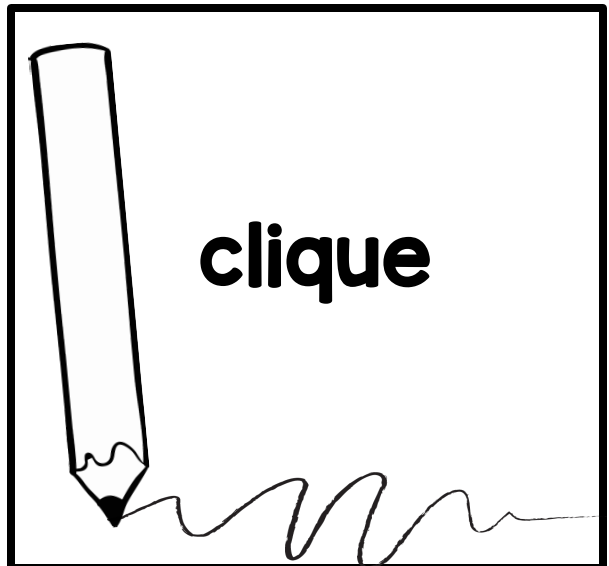
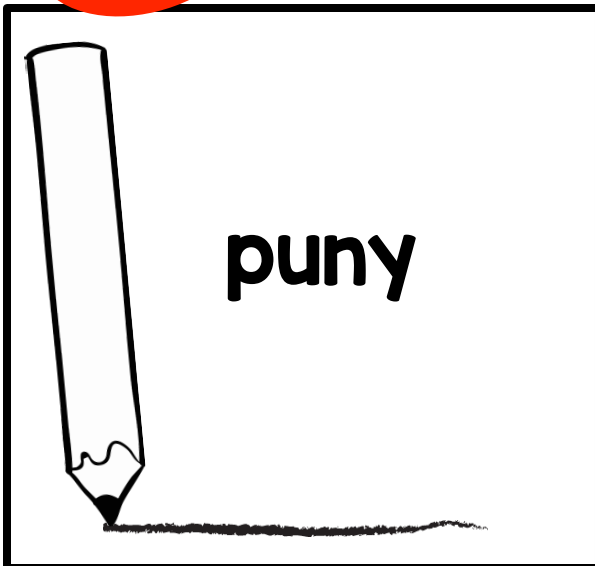
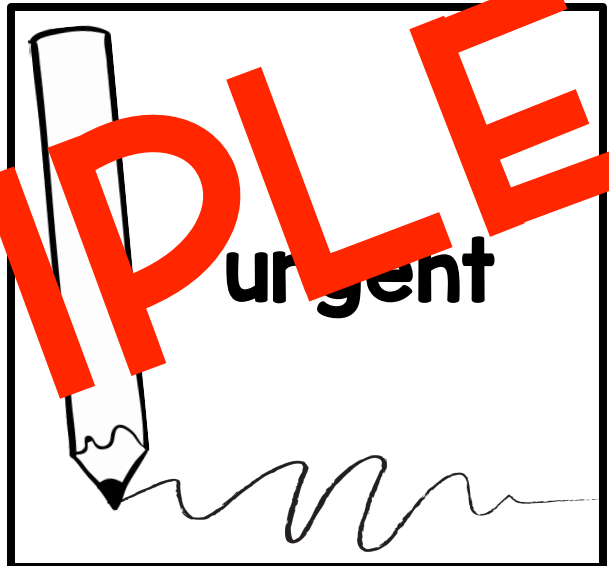
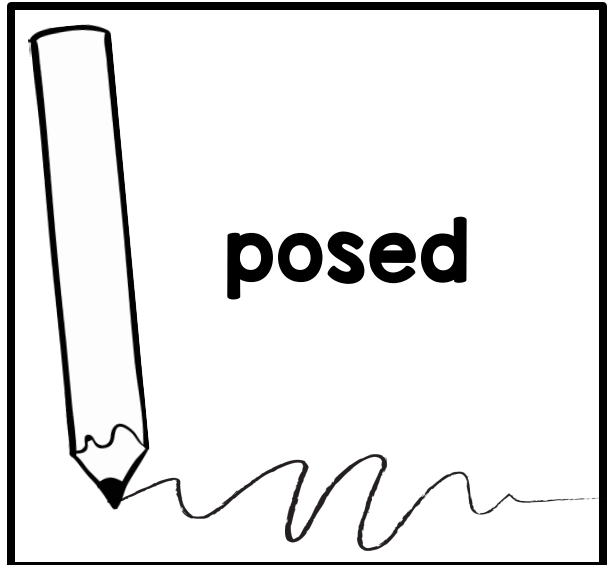
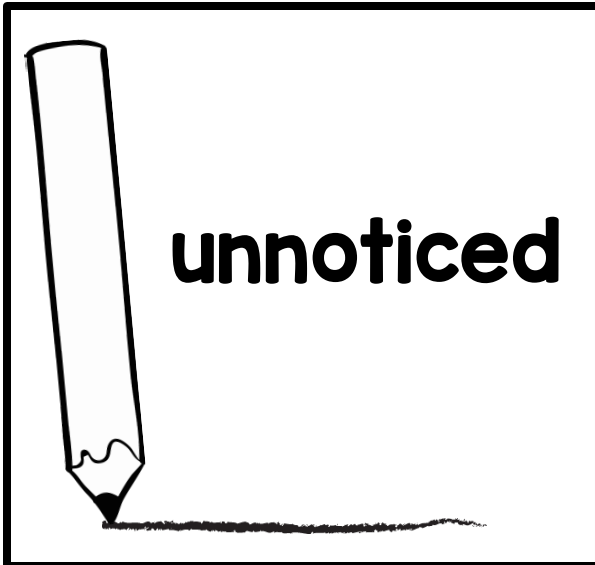
Name: _____ Date: _____

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.

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising



Vocabulary Cards: Week 1



Vocabulary Cards: Week 1

very small, tiny

a tight group of people that spend a lot of time together and don't always allow others to join them

to exist and be present at a place at a certain time

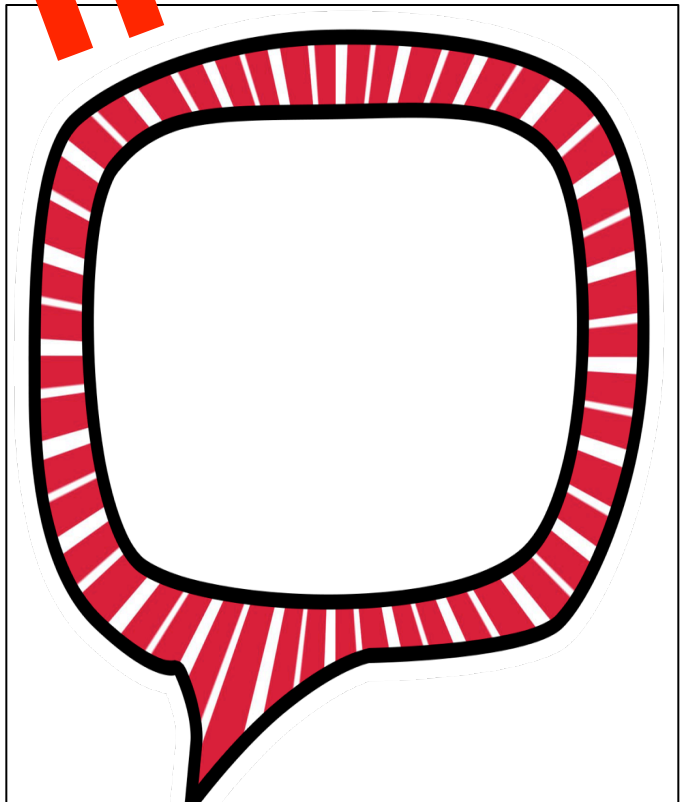
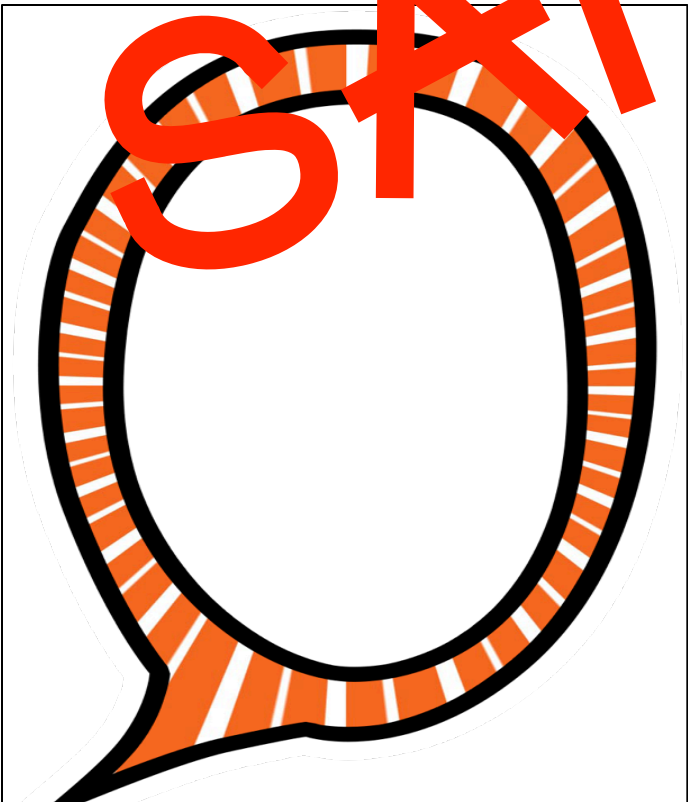
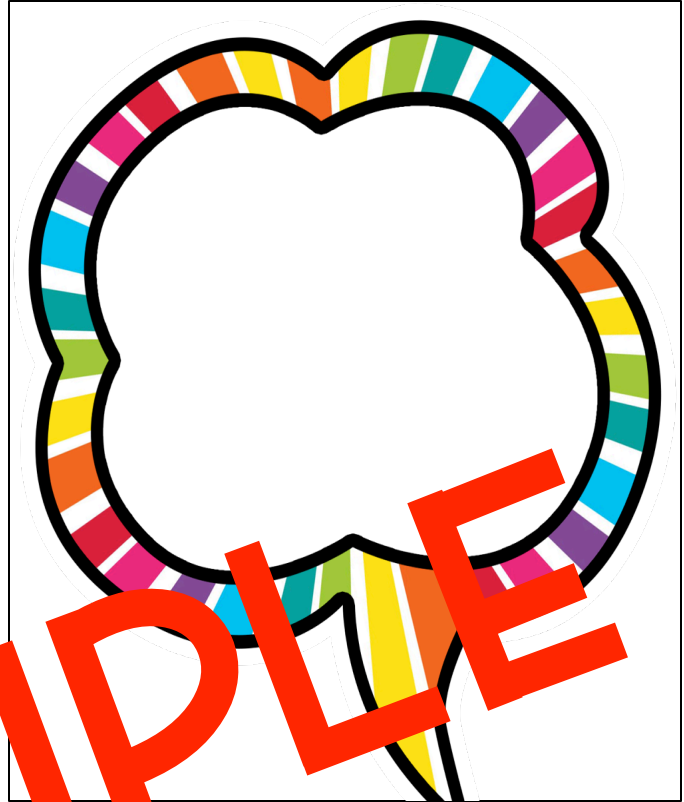
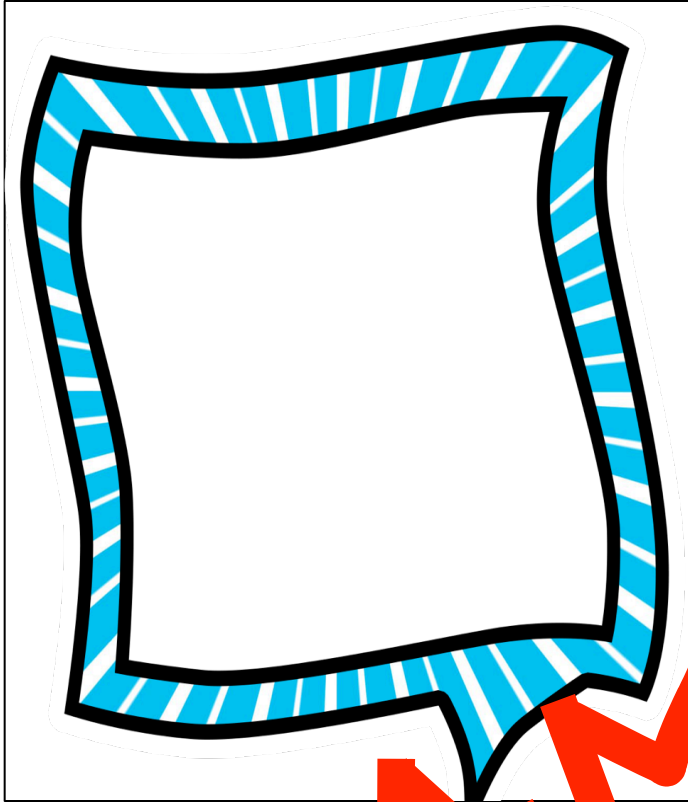
to look thoughtfully for a long time at something or someone

to change from one way to another, changing how one thinks or feels

happening all at once, at the same time

What Would You Say?

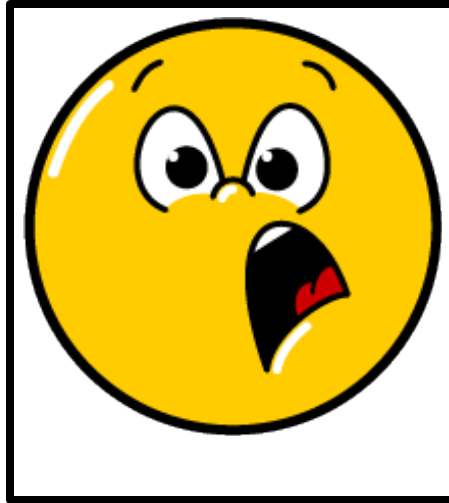
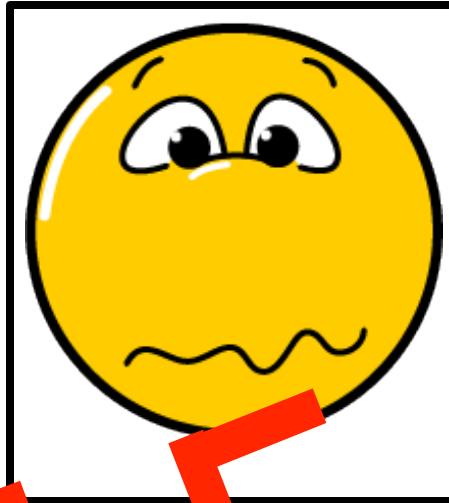
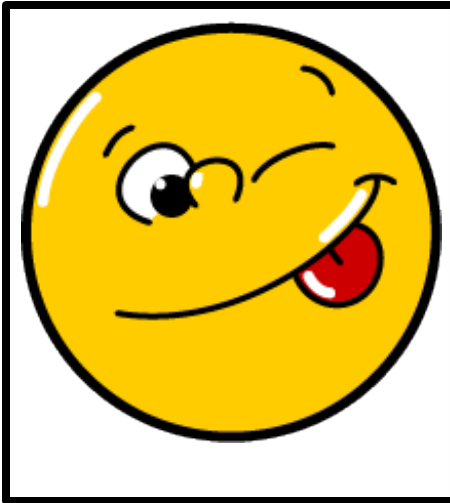
Directions: Laminate these word cards and glue them to popsicle sticks. Have students work in pairs or small groups to use their weekly words in a real conversation!



SAMPLE

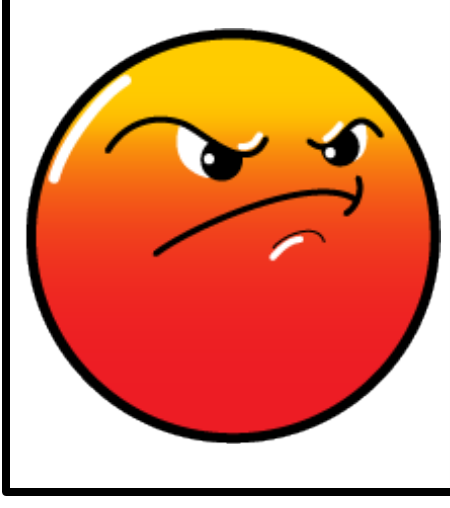
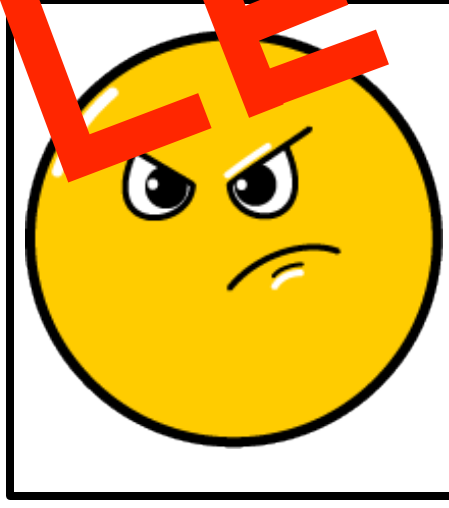
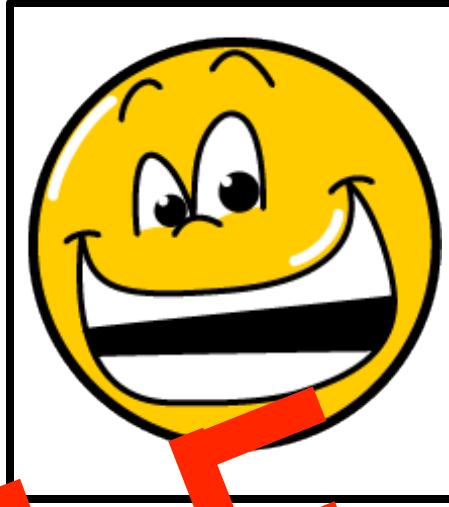
Emoji Games

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

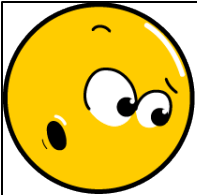
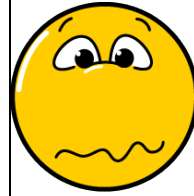
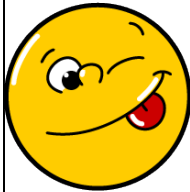
Directions: Laminate these emoji cards and glue them front and back to popsicle sticks. Give each student a set and ask them to hold up which emoji they think matches each vocabulary word. Use them in whole group, small group, and any time exploring words!



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: The Biker Gang

Words	Never Saw it Before	Seen it, but Don't Know it	Think I know it but not 100%	Know it Well
unnoticed				
posed				
enthusiastic				
urgent				
clique				
puny				
presence				
contemplating				
deviated				
unison				
exclaimed				
scattered				
custom				
cruising				

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. The Biker Gang | E. The Shocking Truth Of How Doritos Were Invented |
| B. The Gossiper | F. Facts About Pufferfish |
| C. Caleb Can't Keep His Cool | G. The Dust Bowl |
| D. Life is Complicated | H. A Famous Shipwreck |

surrounded
pressure
determined
miracle
tribulation
fate
vision
insurmountable
isolated
salvage
battled
survival
access
agony

Title: _____

unnoticed
posed
enthusiastic
urgent
clique
puny
presence
contemplating
deviated
unison
exclaim
scatter
custom
rising

Title: _____

attitude
managing
uncertainty
blurting
superficial
mayhem
subsided
ambivalent
anguish
empathy
realized
inspired
counselor
capable

Title: _____

factors
severe
recovered
attended
primary
improper
drought
horror
child
saw guard
occurred
roughly
peak
thoroughly

Title: _____

balance
prey
threatened
achieve
deceptive
heed
transform
characterized
prominent
lackadaisical
mistaken
burst
typical
prickly

Title: _____

astonishing
specialized
casually
advice
concocted
component
savvy
discarding
clambered
bigwig
addicted
public
erupted
requested

Title: _____

afford
Humiliating
run-down
befriended
literally
gossiped
confronted
amusing
cordial
disheveled
acknowledge
unaware
assumed
inspired

Title: _____

longed
strategy
rambled
inquired
enigma
flustered
subconscious
flaring
meager
bewildered
detected
prevent
chuckled
extensive

Title: _____

Week One:

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

SAMPLE