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Rationale:

This resource is loaded with everything you need to teach 3rd grade vocabulary for eight weeks! The 8 weekly lessons were carefully created to target 3rd 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>

Vocabulary Passage: Week 1

Basic Words:	Context Words:	Common Words:
1. crash	1. instant	1. quickly
2. allow	2. widened	2. messy
3. promise	3. rushed	3. empty
4. handful	4. crouched	4. bottom
	5. begged	
	6. helpless	

Introduction: Define the Basic Words for the Text. SAY THIS: “The story we are going to read together is called, “The Last Straw.” It’s about a boy named Ethan who can’t seem to keep his room clean. He gets in big trouble when his mom gets hurt walking through his messy room. Let’s read to find out what she does and how Ethan gets in trouble. 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 Last Straw

“Ouch!! Ethan, get in here this **instant!**” Ethan’s eyes **widened** as he heard a crash coming from his room, followed by his mother’s scream. He quickly put down his video game and **rushed** into his room. As he turned the corner to his room he saw his mom **crouched** down picking Legos from out of the bottom of her foot. “This is the last straw Ethan,” she said. “I am not going to allow you to keep your room this messy anymore!” And with those words she walked into the kitchen, grabbed a handful of garbage bags, and began packing up all his toys. “Mom, please no don’t take all my toys. I promise I will keep my room clean,” Ethan **begged**. But it was too little, too late. Ethan was **helpless**. His mom continued packing all his things until the room was basically empty. She told him that he could earn one toy back each day. But, that if his room started getting messy again, she would take them all back for good. Ethan could tell from the tone of his mom’s voice that she was very serious. He promised to keep his room spotless from now on. It took a while for Ethan to earn all his toys back, but he did. And he made sure each night from then on his room was clean.

Weekly Vocabulary Words: Set 1

Week 1: "The Last Straw" (F)

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

Week 2: "The Big Find" (F)

tossing	disappointed	bored	exception	aimlessly	spotted	continued
gigantic	excitement	deed	pondered	screached	suspicious	created

Week 3: "The Night Owl" (F)

habits	never	mischief	outgrown	despite	midnight	problem
except	idea	content	cranky	ecstatic	effort	concerned

Week 4: "The Kindness Project" (F)

argue	challenges	rocky	stat	redeem	situation	frustration
moaned	kindness	escalated	selfless	realized	proclaimed	ignored

Week 5: "What's Up With the Bermuda Triangle?" (NF)

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

Week 6: "Is Bigfoot Real?" (NF)

famous	claimed	existed	eyewitness	smelly	failed	endangered
described	wonder	massive	captured	proven	research	evidence

Week 7: "What do You See?" (NF)

duck	active	process	analyze	alert	responsible	allows
speeding	imagine	detect	complex	radiant	memories	often

Week 8: "The Invention of the Toothbrush" (NF)

difficult	invented	consider	scrub	frayed	bristles	original
sharp	ancient	spread	stiff	culture	upgrade	grateful

Weekly Vocabulary Words: Set 2

Week 9: "Just Be Honest" (F)

difficult	constantly	panicky	compliment	excuses	subject	honest
confused	relieved	stuttered	confronted	demanded	sighed	promised

Week 10: "Max Gets Out of Control" (F)

discovered	solution	obsessed	dilemma	overlooked	agreed	happily
announced	agreed	rummage	secretly	fortunate	scoop	earn

Week 11: "The Night We Stayed Home Alone" (F)

brave	brilliant	misguided	lecture	hyper	notice	silence
responsible	splattered	crumbles	raided	stunned	expected	hope

Week 12: "The Original Slime Dealer" (F)

countless	convinced	entrepreneur	prized	hesitated	blocked	declared
gathered	success	concoction	contradicted	swiftly	unhappy	amazing

Week 13: "Trivia Facts You'll Love!" (NF)

wacky	drift	impossible	astounded	trivia	appreciate	useful
average	distinct	entertaining	envision	peering	filthy	proof

Week 14: "Facts About Money" (NF)

variety	approved	desperately	forge	outlawed	popular	purchase
common	recreate	equivalent	lavish	authentic	trade	rare

Week 15: "Famous Inventions by Kids" (NF)

urge	gobbled	dreamt	inspiring	mishap	bored	exist
dedicated	antsy	irked	startled	frigid	teased	shield

Week 16: "The Smartest Kids in History" (NF)

mature	appealing	rate	evident	diligent	attend	rapid
stress	minority	prodigy	remarkable	astronomical	grasp	unwind

Weekly Vocabulary Words: Set 3

Week 17: "The Sore Loser" (F)

outburst	pestering	underdog	sore	mope	behavior	proper
confront	ultimatum	tolerant	accuse	siblings	reluctant	rude

Week 18: "Life on the Farm" (F)

hustled	finesse	trek	fuss	unattended	famished	exhausted
pronto	dawn	fond	dared	reminisced	devoured	paranoid

Week 19: "The Crabby New Neighbor" (F)

disrupted	irritation	astounded	forbid	hostile	routine	reasonable
speechless	compromise	absurd	conceal	grudge	demand	permanent

Week 20: "My Big Sister Drives Me Crazy!" (F)

cluster	greedy	extravagant	encouraged	spacious	gullible	stern
eternity	mistreat	disturbance	pondered	vented	precisely	convinced

Week 21: "Jackie Joyner-Kersey" (NF)

finest	emerge	rigorous	sustain	scholarship	shattering	perform
energetic	alter	consecutive	surpass	tenacity	interest	pledged

Week 22: "The Invention of Cotton Candy" (NF)

promote	device	mouthwatering	plead	peculiar	flaw	enhanced
bargain	disregard	staggering	dubbed	exorbitant	rattled	frequently

Week 23: "Competitive Eating: It's a Thing" (NF)

participant	regulate	official	straightforward	cue	bragging	massive
spectacle	jubilant	gullet	technique	cram	competitive	miniscule

Week 24: "The Life of a Sea Turtle" (NF)

lengthy	mature	vulnerable	safeguard	uncoordinated	dodge	rely
retreat	gingerly	hightail	elusive	virtually	frail	venture

Weekly Vocabulary Words: Set 4

Week 25: "There Was No Fooling Her!" (F)

outsmart	encounter	duped	spontaneous	binge	sluggish	excel
smuggle	obedient	tidbit	badgered	blameworthy	revealed	elated

Week 26: "You Just Never Know" (F)

nudge	overwhelmed	downplay	vague	insecure	coordinating	grudge
fury	coincidence	guarded	hardship	problematic	explanation	ashamed

Week 27: "Life on the Road" (F)

seldom	functioning	ruckus	drab	eavesdrop	vanished	puzzled
indulge	easygoing	dramatic	distress	borderline	mumbled	opportunity

Week 28: "Your Dad Does *What* for a Living?" (F)

corny	feisty	abnormal	embellish	subtle	ordinary	instinct
critics	spectacle	prestigious	perplex	coax	confident	courteous

Week 29: "The Best Selling Toys of All Time" (NF)

shortlist	tote	recognizable	captivating	debuted	predictions	cherished
browse	gaga	reputable	invaluable	biased	existence	intention

Week 30: "Tanishaq Abraham" (NF)

brisk	persistent	insufficient	dull	incurable	eagerly	upcoming
enroll	prodigy	scrutinized	inquire	infatuated	stumbled	denied

Week 31: "The History of Igloo Homes" (NF)

frigid	intent	improvise	fundamental	shield	arranged	toasty
temporary	purely	intact	diminished	compact	permanent	harsh

Week 32: "The History of Hot Air Balloons" (NF)

breakthrough	findings	craze	inflating	substantial	succeeded	principle
recognition	witnesses	verify	comprehend	seclusion	demonstrate	official

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 Last Straw" 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>crash</u> : to run into something	<u>instant</u> : to do something right away without waiting	<u>quickly</u> : to move fast
<u>allow</u> : to have permission to do something	<u>widened</u> : something that opens really big. When our eyes widen they get really big.	<u>messy</u> : not clean. Stuff is all over the place.
<u>promise</u> : to say you are going to do something. You give your word	<u>rushed</u> : to work or move at a fast pace because you are in a hurry. Usually we rush when there is an emergency.	<u>empty</u> : there is nothing left over. Everything is gone.
<u>handful</u> : to grab just enough of something so that it fits into your hands when you hold them open.	<u>crouched</u> : to bend over at the knees. When we step on something that hurts we usually bend over and crouch in pain.	<u>bottom</u> : to be underneath everything else. The lowest point.
	<u>begged</u> : to not stop asking for something. Kids sometimes beg for things they want and it can sound like whining.	
	<u>helpless</u> : to feel like you have no control or say in something. You just have to do whatever others tell you.	

Vocabulary Passage: Week 1

Basic Words:	Context Words:	Common Words:
1. crash	1. instant	1. quickly
2. allow	2. widened	2. messy
3. promise	3. rushed	3. empty
4. begged	4. crouched	4. bottom
	5. begged	
	6. helpless	

Introduction: Define the Basic Words for the Text. SAY THIS: "The story we are going to read together is called, "The Last Straw." It's about a boy named Ethan who can't seem to keep his room clean. He gets in big trouble when his mom gets hurt walking through his messy room. Let's read to find out what she does and how Ethan gets in trouble. 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 Last Straw

"Ouch!! Ethan got in huge trouble **instantly**. Ethan's eyes **widened** as he heard a crash coming from his room, followed by his mother's scream. He quickly put down his video game and **rushed** to his room. As he turned the corner to his room he saw his mom **crouched** down picking Legos from out of the bottom of her foot. "This is the last straw Ethan," she said. "I am not going to allow you to keep your room this messy anymore!" And with those words she walked into the kitchen, grabbed a handful of garbage bags, and began packing up all his toys. "Mom, please no don't take all my toys. I promise I will keep my room clean," Ethan **begged**. But it was too little, too late. Ethan was **helpless**. His mom continued packing all his things until the room was basically empty. She told him that he could earn one toy back each day. But, that if his room started getting messy again, she would take them all back for good. Ethan could tell from the tone of his mom's voice that she was very serious. He promised to keep his room spotless from now on. It took a while for Ethan to earn all his toys back, but he did. And he made sure each night from then on his room was clean.

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.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

Suggested Teaching Points...	Observational Notes:
<p>If I say something that might make you want to <u>beg</u>, say "Oh pretty please!" If not, don't say anything.</p> <ul style="list-style-type: none"> • Going to clean your room • Giving lots of homework • Giving no homework for two weeks • Giving extra recess time • Serving only broccoli for lunch 	
<p>If I say something that might make your eyes <u>widen</u>, say "Oh my!" If not, don't say anything.</p> <ul style="list-style-type: none"> • Going through a regular day • Putting on your seatbelt • Finding \$100 on the playground • Watching a huge fireworks show • Lining up for music class 	
<p>If I say something that you would <u>allow</u>, say "Yes please!" If not, don't say anything.</p> <ul style="list-style-type: none"> • Shorter school days • Uniforms in school • Silent lunches every day • Pizza in the lunch room every day • Parents to come to school all day every day 	

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.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

Questions to Ask...	Observational Notes:
<p>1. What would make someone <u>promise</u> something?</p> <p>2. When might you <u>crouch</u> down?</p> <p>3. Have you ever experienced <u>instant</u> when you <u>crashed</u>?</p> <p>4. What are some things you might have a <u>handful</u> of?</p> <p>5. Describe things in your life that are often <u>messy</u>.</p> <p>6. What are some things you would like to finish <u>quickly</u>?</p> <p>7. What do you wish your teacher/parents would <u>allow</u>?</p> <p>8. What have you <u>begged</u> for this week/month?</p> <p>9. Describe a time you felt <u>helpless</u>.</p> <p>10. When was the last time you felt <u>rushed</u>?</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.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

Questions to Ask...	Observational Notes:
<p>1. Would you rather <u>beg</u> for a new toy or have a <u>handful</u> of money? Explain your thinking.</p> <p>2. Would you rather <u>promise</u> to clean your room or go to the dentist? Tell me why.</p> <p>3. Would you rather feel <u>helpless</u> or <u>rushed</u>? Why?</p> <p>4. Would you rather <u>allow</u> someone to eat your lunch or borrow your sweatshirt for the afternoon? Why?</p> <p>5. Would you rather have a <u>messy</u> bedroom or school desk? Why?</p> <p>6. Would you rather find a dollar digging to the <u>bottom</u> of a pile of dirty laundry or <u>crouched</u> down in a pile of wet grass? 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
crash	instant	quickly
allow	widened	mess
promise	rushed	employ
handful	crowded	bottom
	begged	
	helpless	

SAMPLE

Vocabulary Words: Week 1

BASIC WORDS: Tier 1	CONTEXT WORDS: Tier 2	COMMON WORDS: Tier 1
<u>crash</u> : to run into something	<u>instant</u> : to do something right away without waiting	<u>quickly</u> : to move fast
<u>allow</u> : to have permission to do something	<u>widened</u> : something that opens really big. When our eyes widen they get really huge.	<u>messy</u> : not clean. Stuff is all over the place.
<u>promise</u> : to say you are going to do something. You give your word	<u>rushed</u> : to work or move at a fast pace because you are in a hurry. Usually we rush when there is an emergency.	<u>empty</u> : there is nothing left at all. Everything is gone.
<u>handful</u> : to grab just enough of something so that it fits into your hands when you hold them open.	<u>crouched</u> : to bend over at the knees. When we step on something that hurts we usually bend over a crouch in pain.	<u>bottom</u> : to be under, beneath everything else. The lowest point.
	<u>begged</u> : to not stop asking for something. Kids sometimes beg for things they want and it can sound like whining.	
	<u>helpless</u> : to feel like you have no control or say in something. You just have to do whatever others tell you.	

SAMPLE

The Last Straw

“Ouch!! Ethan, get in here this **instant!**” Ethan’s eyes **widened** as he heard a crash coming from his room, followed by his mother’s scream. He quickly put down his video game and **rushed** into his room. As he turned the corner to his room he saw his mom **crouched** down picking Legos from out of the bottom of her foot. “This is the last straw Ethan,” she said. “I am not going to allow you to keep your room this messy anymore!” And with those words she walked into the kitchen, grabbed a handful of garbage bags, and began picking up all the toys. “Mom, please no don’t take all my toys. I promise I will keep my room clean,” Ethan **begged**. But it was too little, too late. Ethan was **helpless**. His mom finished picking all his things until the room was basically empty. She told him that he could earn one toy back each day. But if his room started getting messy again, she would take them all back for good. Ethan could tell from the tone of his mom’s voice that she was very serious. He promised to keep his room spotless from now on. It took a while for Ethan to earn all his toys back, but he did. And he made sure each night from then on his room was clean.

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.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

The Last Straw

"Ouch!! Ethan, get in here this instant!" Ethan's eyes widened as he heard a crash coming from his room, followed by his mother's voice. He quickly put down his video game and rushed into his room. As he turned the corner into his room he saw his mom crouched down picking Legos from under the bottom of her bed. "This is the last straw Ethan," she said. "I am not going to allow you to keep your room this messy anymore!" And with those words she walked into the kitchen, grabbed a handful of garbage bags, and began packing up all his toys. "Mom, please no don't take all my toys. I promise I will keep my room clean," Ethan begged. But it was too little, too late. Ethan was helpless. His mom continued packing all his things until the room was basically empty. She told him that he could earn one toy back each day. But, that if his room started getting messy again, she would take them all back for good. Ethan could tell from the tone of his mom's voice that she was very serious. He promised to keep his room spotless from now on. It took a while for Ethan to earn all his toys back, but he did. And he made sure each night from then on his room was clean.

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. _____ quickly
2. _____ widened
3. _____ crash
4. _____ helpless
5. _____ allow
6. _____ messy
7. _____ begged
8. _____ instructed
9. _____ better
10. _____ handful
11. _____ promise
12. _____ rushed
13. _____ crouched
14. _____ empty
- A. The backyard was full of toys, firewood, and leaves.
- B. Jake had to use his speed to run to second base.
- C. Jamie asked for a pizza over and over and over again.
- D. I swore that I would never forget my homework again.
- E. There was no time to stop the two trains from hitting.
- F. It felt like I blinked my eye and the day was over like that.
- G. Sam woke up late for school and had to move fast to catch the bus.
- H. Jonah ducked down to tie his shoe.
- I. Max could only watch as his sister ate the last cookie.
- J. Maddie's mom said yes to letting her sleep over at Claire's house.
- K. The donuts were buried underneath all the healthy food.
- L. Greyson grabbed the cereal box but there was nothing inside.
- M. Sam picked just enough flowers to carry inside.
- N. The workers changed the road from one lane to two lanes.

Vocabulary in My Life: Week 1

Name: _____ Date: _____

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

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

1. Describe a promise you made to someone.

2. Describe things in your life that are often messy.

3. When was the last time you felt rushed?

4. What do you really would beg for?

5. What do you wish your school would allow?


6. If you could have a handful of anything what would it be? Why?

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.

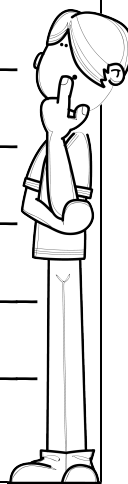
Would you rather crash your bike into a garbage can or a mailbox? Why?



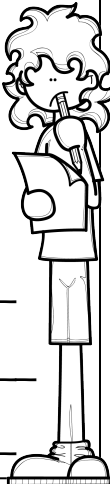
Would you rather eat a handful of raisins or grapes? Why?



Would you rather have your bear from your backyard videod? Why?



Would you rather feel rushed in the mornings or at nighttime? Why?



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.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

1. The workers _____ the road so more cars could travel safely.

2. Parker's mom will not _____ him to ride his bike after dark.

3. One of Blake's jobs at home was to _____ the trash.

4. Becky _____ behind the bush to hide from her dad.

5. It is important to keep a _____ you make with a friend.

6. If I really wanted my mom to buy me something, I must _____ for it.

7. When the dump truck drove by my house I heard a loud _____.

8. My mom _____ outside when she heard my little sister screaming.

9. I swam all the way to the _____ of the pool for the first time ever!

10. Babysitters feel _____ when they can't stop a baby from crying.

11. Dad says if I take more than a _____ of candy my stomach will hurt.

12. When I play in the yard right after it rains I sometimes get a bit _____.

13. Rylan learned how to run _____ when he started playing baseball.

14. The _____ Julie left school she felt the cold air hit her face.

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. _____ quickly | A. To say you are going to do something. You give your word. |
| 2. _____ widened | B. To do something right away without waiting. |
| 3. _____ crash | C. To work or move at a fast pace because you are in a hurry. |
| 4. _____ helpless | D. Not clean. Stuff is all over the place. |
| 5. _____ allow | E. To be underneath everything else. The lowest point. |
| 6. _____ messy | F. Something that seems really big. |
| 7. _____ begged | G. To be without something. Everything is gone. |
| 8. _____ instructed | H. To run into something. |
| 9. _____ better | I. To bend over at the knees. When we step on something that hurts we usually bend over in pain. |
| 10. _____ handful | J. To move fast. |
| 11. _____ promise | K. To have permission to do something. |
| 12. _____ rushed | L. To grab just enough of something so that it fits into your hands when you hold them open. |
| 13. _____ crouched | M. To not stop asking for something in a whiney voice. |
| 14. _____ empty | N. To feel like you have no control or say in something. You just have to do whatever others tell you. |

SAMPLE

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. B quickly
2. N widened
3. E crash
4. I helpless
5. J allow
6. A messy
7. C begged
8. F instead
9. K better
10. M handful
11. D promise
12. G rushed
13. H crouched
14. L empty
- A. The backyard was full of toys, firewood, and leaves.
- B. Jake had to use his speed to run to second base.
- C. Jamie asked for a pizza over and over and over again.
- D. I swore that I would never forget my homework again.
- E. There was no time to stop the two trains from hitting.
- F. It felt like I blinked my eye and the day was over like that.
- G. Sam woke up late for school and had to move fast to catch the bus.
- H. Jonah ducked down to tie his shoe.
- I. Max could only watch as his sister ate the last cookie.
- J. Maddie's mom said yes to letting her sleep over at Claire's house.
- K. The donuts were buried underneath all the healthy food.
- L. Greyson grabbed the cereal box but there was nothing inside.
- M. Sam picked just enough flowers to carry inside.
- N. The workers changed the road from one lane to two lanes.

Vocabulary Assessment: Week 1

Name: _____ Date: _____

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

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

1. The workers _____ **widened** _____ the road so more cars could travel safely.

2. Parker's mom will not _____ **allow** _____ him to ride his bike after dark.

3. One of Blake's jobs at home was to _____ **empty** _____ the trash.

4. Becky _____ **crouched** _____ behind the bush to hide from her dad.

5. It is important to keep a _____ **promise** _____ you make with a friend.

6. If I really wanted my mom to buy me something I just _____ **begged** _____ for it.

7. When the dump truck drove by my house I heard a loud _____ **crash** _____.

8. My mom _____ **rushed** _____ outside when she heard my little sister screaming.

9. I swam all the way to the _____ **bottom** _____ of the pool for the first time ever!

10. Babysitters feel _____ **helpless** _____ when they can't stop a baby from crying.

11. Dad says if I take more than a _____ **handful** _____ of candy my stomach will hurt.

12. When I play in the yard right after it rains I sometimes get a bit _____ **messy** _____.

13. Rylan learned how to run _____ **quickly** _____ when he started playing baseball.

14. The _____ **instant** _____ Julie left school she felt the cold air hit her face.

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. J quickly
2. F widened
3. H crash
4. N helpless
5. K allow
6. D messy
7. M begged
8. B instead
9. E better
10. L handful
11. A promise
12. C rushed
13. I crouched
14. G empty
- A. The backyard was full of toys, firewood, and leaves.
- B. Jake had to use his speed to run to second base.
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- L. Greyson grabbed the cereal box but there was nothing inside.
- M. Sam picked just enough flowers to carry inside.
- N. The workers changed the road from one lane to two lanes.

Section Four: 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
6. Emoji Your Vocabulary
7. Speech bubble talking sticks
8. Status of the Class
9. Unit Review

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!

P
R
O
M
i
S
e

h
a
N
d
s
u

e
M
P
T
y

M
e
S
S
y

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.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

1. The sound of a crash came from _____.
2. In an instant the students were _____.
3. My mom will never allow me to _____.
4. My eyes widened when I saw _____.
5. Max ran quickly when he realized _____.
6. You know, my room is messy _____.
7. Just last week I begged for a _____.
8. My dad felt helpless when _____.
9. Sophie grabbed a handful of _____ because she wanted to _____.
10. I made my mom promise me _____.
11. We rushed away from _____.
12. I realized the jar was empty when _____.
13. I crouched behind the _____.
14. I saw a _____ at the bottom of the _____.


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.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched


Find examples from the story when characters felt helpless.



Describe a few things you would promise your mom to keep your toys.



What does your mom or dad allow that is different from the mom in the story?

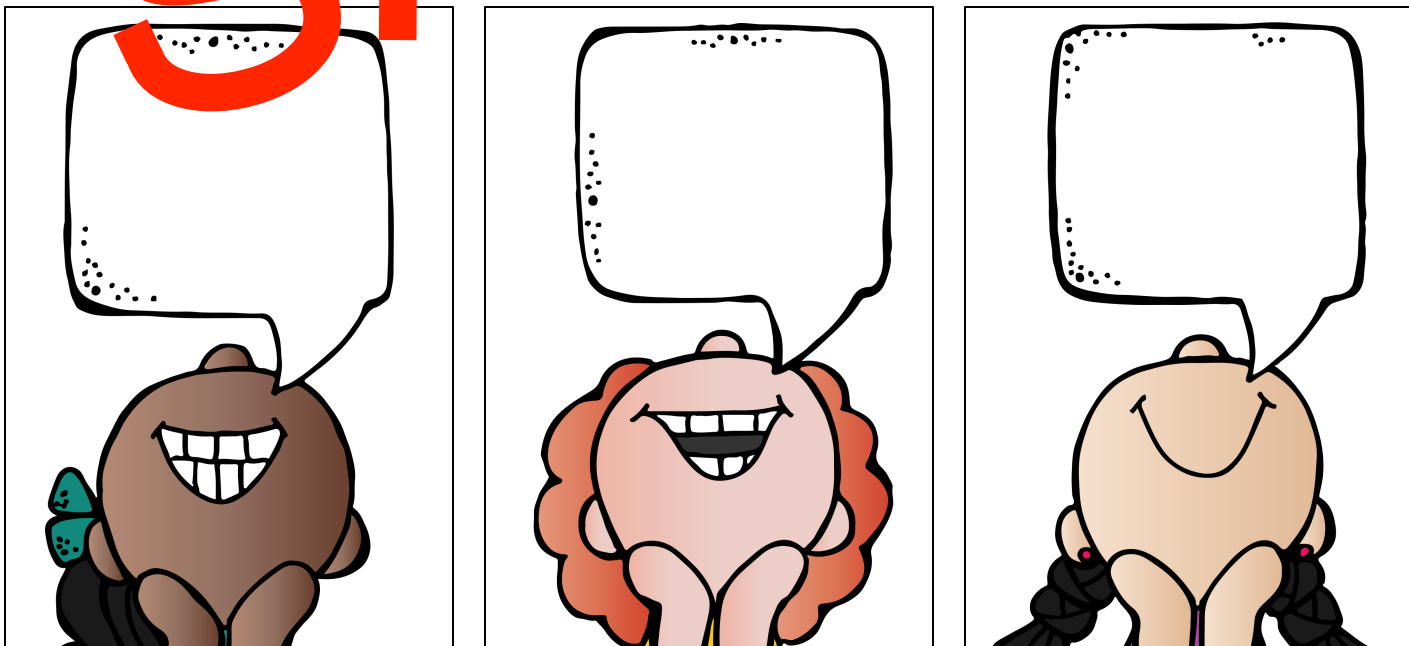
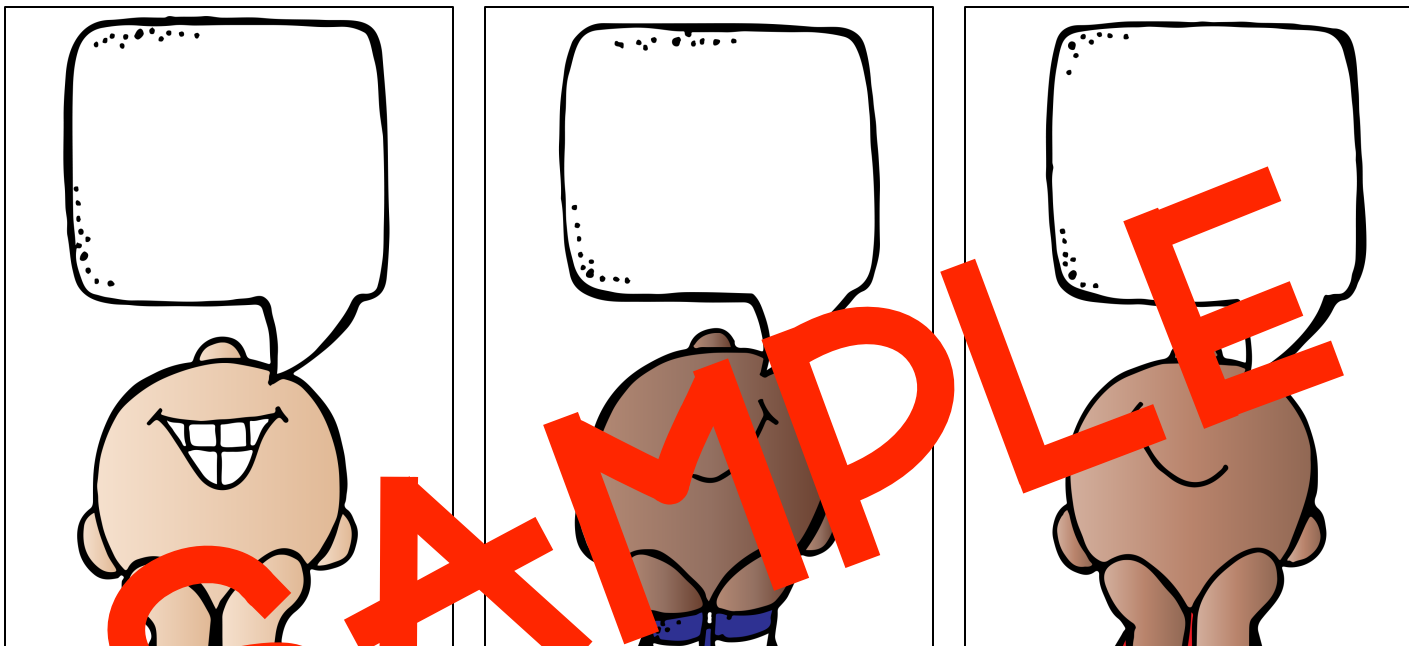


What Would You Say?: Week 1

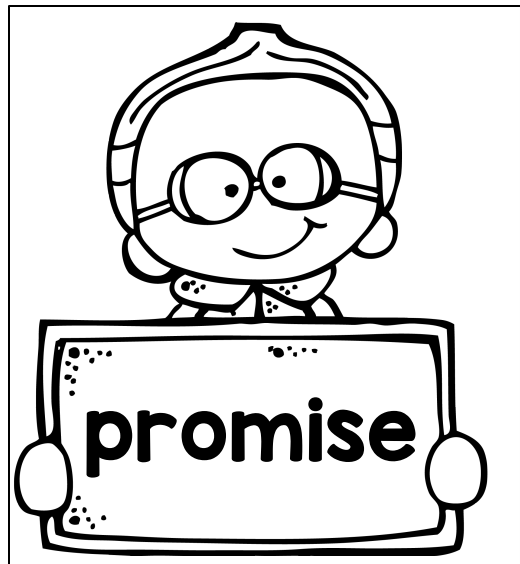
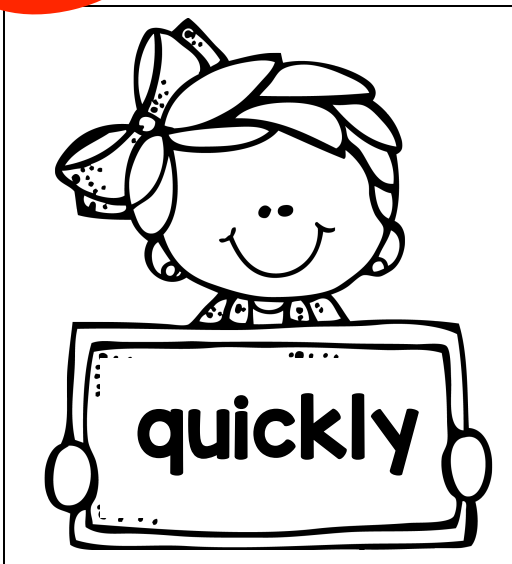
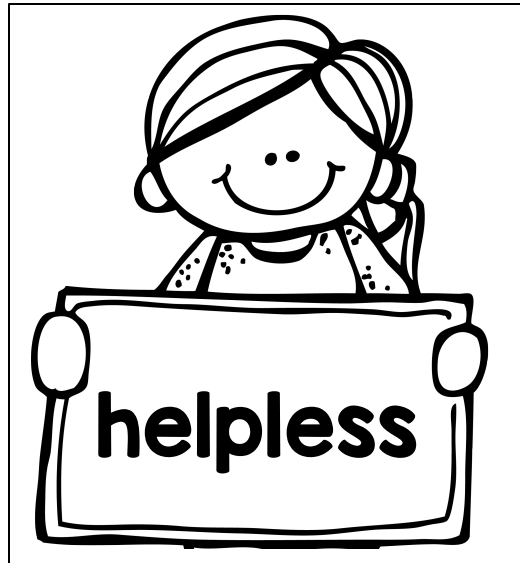
Name: _____ Date: _____

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.

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched



Vocabulary Cards: Week 1



SAMPLE

Vocabulary Cards: Week 1

**to do
something
right away
without
waiting**

**to not stop
asking for
something**

**to work or
move at a
fast pace
because you
are in a hurry**

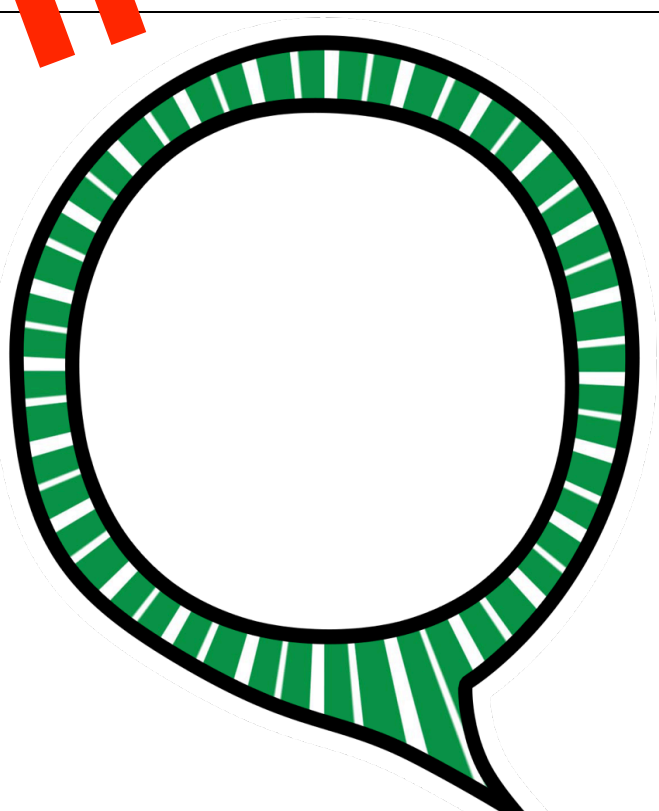
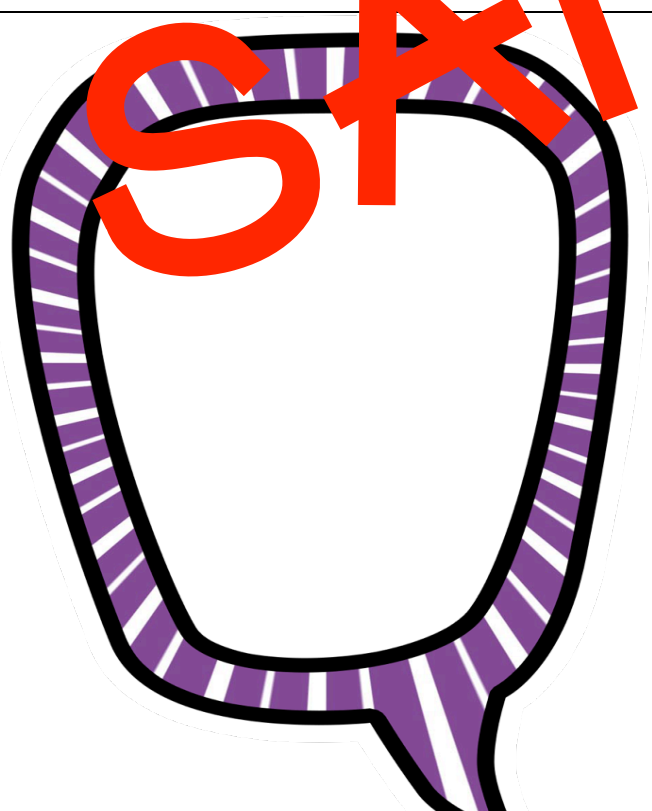
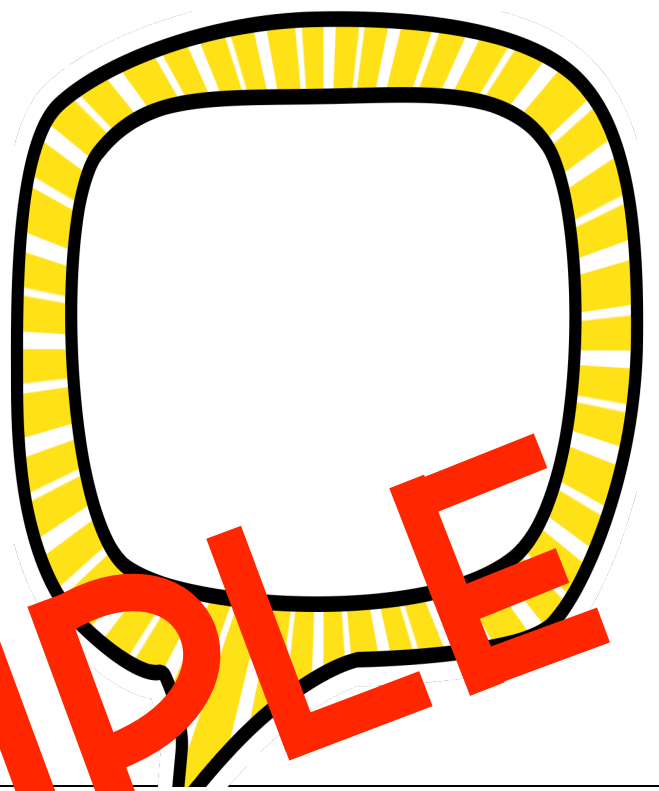
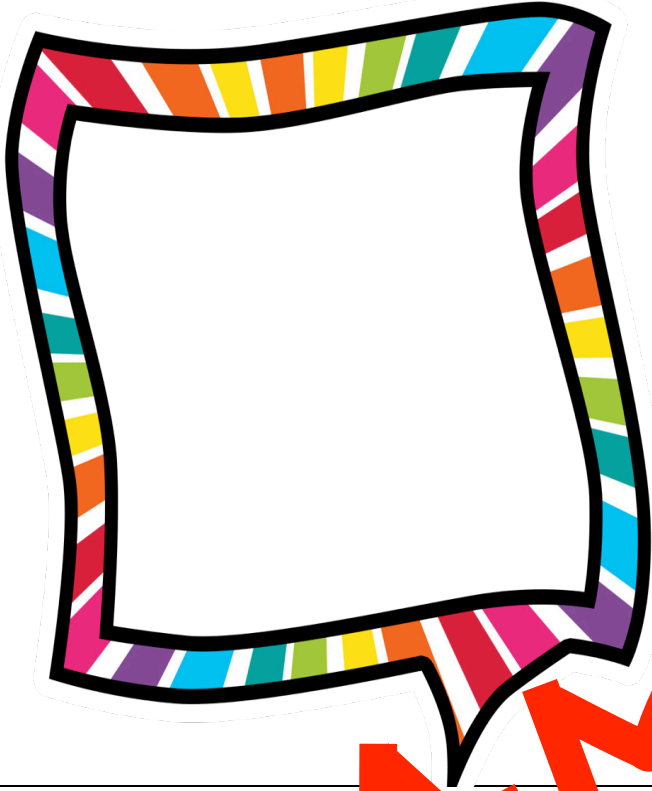
**to feel like
you have no
control or say
in something**

**to bend over
at the knees**

to move fast

What Would You Say?

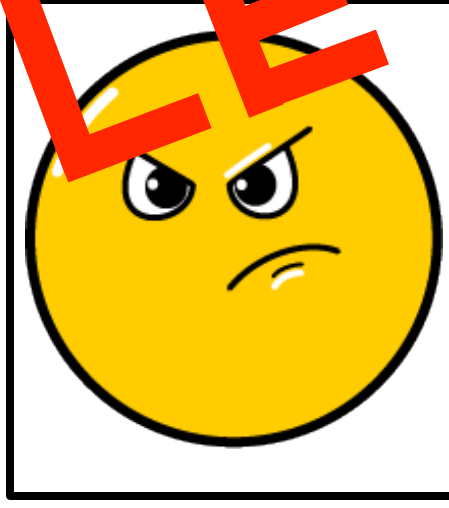
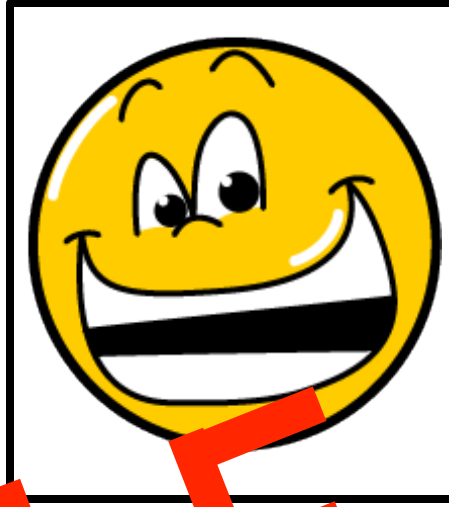
Directions: Laminate these word cards and glue them to popsicle sticks. Have students work in pairs or small groups to use their weekly words in a real conversation!



SAMPLE

Emoji Games

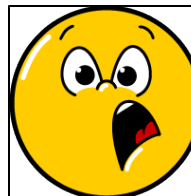
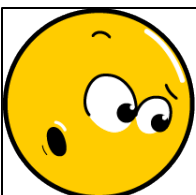
Directions: Laminate these emoji cards and glue them front and back to popsicle sticks. Give each student a set and ask them to hold up which emoji they think matches each vocabulary word. Use them in whole group, small group, and any time exploring words!



Emoji 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 Last Straw

Words	Never Saw it Before	Seen it, but Don't Know it	Think I know it but not 100%	Know it Well
crash				
allow				
promise				
handful				
instant				
widened				
rushed				
crouched				
begged				
helpless				
quickly				
messy				
empty				
bottom				

SAMPLE

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 Invention of the Toothbrush | E. The Kindness Project |
| B. The Last Straw | F. What's Up With The Bermuda Triangle? |
| C. The Big Find | G. Is Bigfoot Real |
| D. The Night Owl | H. What Do You See? |

argue
moaned
challenges
kindness
rocky
escalated
stat
selfless
redeem
realized
situation
proclaimed
frustration
ignorant

Title: _____

crash
allow
promise
handful
instant
widened
rushed
crouched
begged
helpless
quickly
messy
empty
from

Title: _____

famous
described
claimed
wonder
existed
massive
eyewitness
capture
endangered
smoke
even
failed
search

Title: _____

habits
except
never
idiot
mischievous
content
outdoors
sneaky
essentially
stare
midnight
effort
problem
concerned

Title: _____

difficult
scrub
stiff
invented
ancient
frayed
culture
bristles
upgrade
consider
spread
original
grateful

Title: _____

tossing
gigantic
bored
excitement
exception
disappointed
aimlessly
screeched
pondered
deed
spotted
suspicious
continued
created

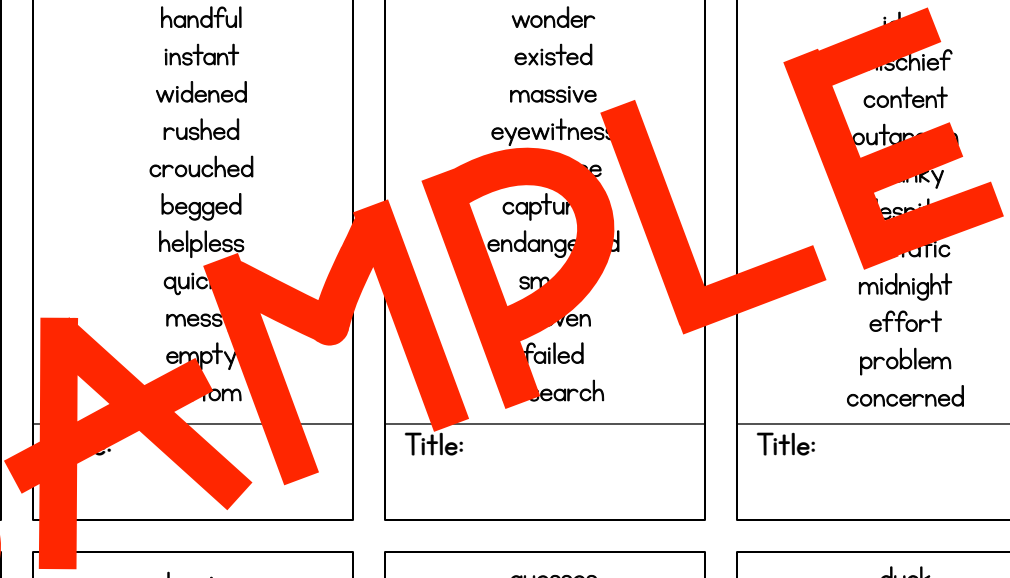
Title: _____

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

Title: _____

duck
speeding
active
imagine
process
detect
analyze
complex
alert
radiant
responsible
memories
allows
often

Title: _____



Week One:

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched

crash	instant	quickly	begged	handful	promise	empty
allow	widened	messy	helpless	bottom	rushed	crouched