

# Defining Words: Week 1

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

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

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

## Ben's Big Problem

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

# Returning to the Context: Week 1

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

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

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

Find examples from the story when characters felt anxious.

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Describe a few times you have been hysterical.

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

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# Sentence Stems: Week 1

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

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

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

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

# 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.

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|------------------------|---|
| 1. _____ typical       | A. Damien was supposed to clean his room but he didn't remember.                            |
| 2. _____ listened      | B. Jonah's mom told him he could go swimming the other day.                                 |
| 3. _____ complete      | C. It was very important that I not forget my jacket for school.                            |
| 4. _____ forgot        | D. After a lot of work, the school project was finished.                                    |
| 5. _____ procrastinate | E. Molly used to chew with her mouth open but she doesn't do that anymore.                  |
| 6. _____ anxious       | F. It was very normal for Max to be late for school.  |
| 7. _____ deadline      | G. I waited until the very last minute to tell my teacher I forgot my homework.             |
| 8. _____ permission    | H. The whole class paid attention to the directions.  |
| 9. _____ hysterical    | I. I stuffed as much as I could into my suitcase.   |
| 10. _____ ceased       | J. Joy was so upset about her broken toy she couldn't stop crying.                          |
| 11. _____ celebrate    | K. Matt knew he had to finish his work by the end of the week because it was due on Friday. |
| 12. _____ sprinted     | L. Grace felt very worried and uneasy about her first trip on a plane.                      |
| 13. _____ crammed      | M. Cole ran as fast as he could to the ice cream truck.                                     |
| 14. _____ crucial      | N. My friends all came over for my birthday and we had fun.                                 |

# Vocabulary in My Life: Week 1

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

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

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

1. Describe a typical day after school.

2. Describe the last time you felt very anxious.

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

4. How would you like to celebrate your birthday?

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

6. What should you never procrastinate about?

# Word Relationships: Week 1

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

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

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

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

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

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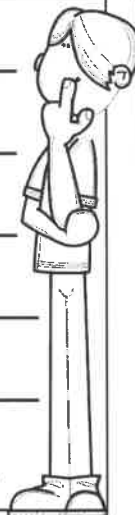
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Would you rather have listened to your favorite song or a funny video? Why?

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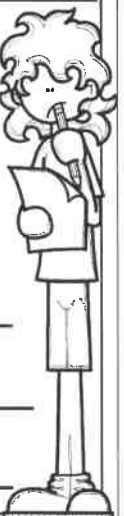
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# Vocabulary Assessment: Week 1

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

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

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

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

# Vocabulary Assessment: Week 1

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

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

- |                        |  |
|------------------------|--|
| 1. _____ typical       | A. To gather and enjoy fun times in honor of something good happening. |
| 2. _____ listened      | B. Very important to something or someone.                             |
| 3. _____ complete      | C. Ran as fast as possible in a short distance.                        |
| 4. _____ forgot        | D. Stuffed a bunch of things or people into a small area.              |
| 5. _____ procrastinate | E. Gave attention and heard.   |
| 6. _____ anxious       | F. Common, very normal.  |
| 7. _____ deadline      | G. The right to do something because someone said it was allowed.      |
| 8. _____ permission    | H. So upset that you are crying; having uncontrollable emotions.       |
| 9. _____ hysterical    | I. Common, very normal.  |
| 10. _____ ceased       | J. The time when a project needs to be completed by.                   |
| 11. _____ celebrate    | K. Stopped, not happening anymore.                                     |
| 12. _____ sprinted     | L. Worried or uneasy when not sure what is happening.                  |
| 13. _____ crammed      | M. To finish, to have all done.  |
| 14. _____ crucial      | N. Failed to remember.   |



# "BUT I NEED THAT!"

It never **fails** that every time Julia's mom takes her anywhere, Julia **begs** for her mom to buy her something. It doesn't matter where they are. Julia will find something she wants. She **usually** starts off by asking her mom very nicely when she **spots** something she wants. Julia's mom almost always says, 'not today dear.' That's when Julia starts whining. She says, 'but mom...I NEED that!' It doesn't matter if it's a piece of candy or a new shirt. Julia always thinks she 'needs' everything. Julia's mom told her that she didn't 'need' those things, she just wanted them. She told Julia she would make a deal. She would buy all the things Julia 'needed.' Then Julia could do **chores** to save money for the things she 'wanted.' They made a list of chores she could do. Soon Julia was buying things she wanted for herself.

## Understand It!

Answer the following questions after reading:

- The main idea was...
  - Julia wants everything
  - going shopping
  - chores
  - buying a new shirt
- How did Julia feel when her mom said no?
  - she handled it fine
  - she said okay
  - she thought she needed everything
  - she didn't care
- How do you think Julia felt at the end of the story?
  - confused
  - excited
  - sad
  - angry
- What trait best describes Julia's mom?
  - mean
  - fair
  - quiet
  - angry

**Word Work** Color the words in the passage that match each category below:



Contractions



Plurals



Adjectives



Proper Nouns

**Vocabulary** Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1

2

3

4

5

# Comprehension: Thinking Deeper About Fiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.


What is your opinion of the story? Why?

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Who is telling the story? How do you know?

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How would you have acted in the story? Why?

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How are you alike and different from the main character?

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What big ideas can you infer and use in your own life?

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How did the characters change over time?

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# "Time to RECYCLE"

## Understand It!

Answer the following questions after reading:

Jake and his friends were playing football at recess. Jake's friend Sam threw the football so far Jake had to run as fast as he could to catch it. Jake made the catch! As he caught the ball he felt something hard under his foot. Jake looked down and saw a **dozen** different **crushed** soda cans in the grass. He looked some more. He saw plastic bags, papers, and some glass jars too. Jake wondered how all that trash got there. It didn't make sense. Who would throw their trash on the side of the school playground? It made Jake mad. It made Jake want to do something. So, he called all his friends over and they **created** a plan. The boys agreed to clean up the trash at recess the next day. They also **decided** to make recycling posters and put them around the school. Their **goal** was to never see trash on their playground again!

1. The main idea was...
  - a. football
  - b. recycling
  - c. recess
  - d. making posters
2. I predict the narrator would be \_\_\_ if he saw more trash in a week.
  - a. happy
  - b. excited
  - c. patient
  - d. sad
3. What was Jake upset about the most?
  - a. That people threw their trash on the playground
  - b. Missing the catch
  - c. Having to pick up trash
  - d. Making posters
4. What trait best describes Jake?
  - a. careless
  - b. funny
  - c. selfish
  - d. caring

**Word Work** Color the words in the passage that match each category below:



Contractions



Plurals



Adjectives



Proper Nouns

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

# Comprehension: Thinking Deeper About Fiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.


What is your opinion of the story? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




Who is telling the story? How do you know?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




How would you have acted in the story? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




How are you alike and different from the main character?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




What big ideas can you infer and use in your own life?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




How did the characters change over time?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Action Verbs

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

**Directions:** A verb is a word used to describe either an action or a state of being. Writers use verbs to describe the action of a character (*jumped, yelled*), or the state of being (*love, doubt*). Read the passage and answer the questions about action verbs. Then take the challenge!

## Koalas

Have you ever seen pictures of those cute cuddly looking bears from Australia? The funny thing is they are not bears at all. They are marsupials. Marsupials are mammals that grow up in their mother's pouch. Koalas look fuzzy and have gray or brown fur. Their fur repels water, so they don't get wet when it rains.

Their paws have long sharp claws. Each paw has five digits like our five fingers. They use their paws for gripping and climbing trees. A koala's sense of smell helps them find the right leaves to eat. Their noses are important to them.

Koalas stay awake all night, which makes them nocturnal. Since they are so active at night they tend to sleep or rest for 18-20 hours a day. Nighttime works better for the koalas because it can be very hot during the day. When koalas are awake they are either grooming, eating or interacting with other koalas.

Koalas talk to each other. They do not speak like humans do; instead, they use different sounds that can be heard from far away. Mothers and babies make soft clicking and squeaking sounds. Koalas make a screaming sound when they are scared.

Koalas are cute, interesting creatures that are fun to learn about.



## Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes an action verb?
  - (a) a word that tells an action
  - (b) adds a sense of time or possibility
  - (c) appears after an action verb
  - (d) appears after a linking verb
- 1b. What evidence from the text includes an action verb that matches the description in 1a?
  - (a) "Nighttime works better for the koalas"
  - (b) "Koalas talk to each other"
  - (c) "Their paws have long sharp claws"
  - (d) "Their noses are important to them"
- 2a. How many action verbs are in paragraph 2?
  - (a) 1
  - (b) 3
  - (c) 4
  - (d) 5
- 2b. Which phrase from the text includes an action verb and is part of paragraph 2?
  - (a) "They are grooming, eating or interacting"
  - (b) "It can be hot during the day"
  - (c) "Nighttime"
  - (d) "They are nocturnal"
3. Which of the following phrases includes an action verb?
  - (a) Eighteen to twenty hours a day
  - (b) When they are scared
  - (c) Koalas climb trees
  - (d) There are different sounds

**Write About It:** In your own words, tell the most important parts of the text. Circle the action verbs in your answer.

**Challenge:** Use the codes to identify action verbs found in the text.



Action Verbs in Paragraph 1



Action Verbs in Paragraph 2



Action Verbs in Paragraph 3

# Adjectives

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

**Directions:** An adjective is a word that describes a noun or a pronoun. Writers use adjectives to add to details to a text. Adjectives are often found right before the word they are describing. There can be more than one adjective in a sentence. Read the passage and answer the questions. Then take the challenge!

## Wild Words

I have something important to say. I can feel my words running through my busy mind. My silent words are trapped inside. Those unspoken words want to blurt out loudly, but my teacher expects me to raise my hand.

My teacher is kind and patient, but she insists that I keep by loud words to myself. She swiftly reminds me to quietly raise a silent hand when I speak out loudly without permission. Although she wants to hear what I say, she tells me I have to wait for my turn.

My loud mouth shouts and talks whenever it pleases, and it gets me into big trouble. I try to control my words, but those talkative lips say whatever they wish. The thoughts busily swirl inside my head like a wild tornado fighting to get out. The words quickly creep inside my mouth and thrust themselves out into the class.

My kind and gentle teacher wants me to think before I speak. After I silently think, I can raise a quiet hand. She wants me to make sure I hold my hand still because sometimes my hand is like my mouth. It is silly and waves wildly while I wait.

I know I can follow the normal expectation. I can tame my noisy mouth and my enthusiastic hand.



**Write About It:** In your own words, tell the most important parts of the story. Circle the adjectives in your answer.

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**Challenge:** Use the codes to identify adjectives in the text.



Adjectives in paragraph 1



Adjectives in paragraph 2



Adjectives in paragraph 3

## Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes an adjective?
- (a) a word that describes a verb
  - (b) a word that describes a noun or pronoun
  - (c) a word that describes the setting
  - (d) the first word in a sentence
- 1b. What evidence from the text includes an adjective that matches the description in 1a?
- (a) "My teacher is kind and patient."
  - (b) "The words quickly creep..."
  - (c) "After I silently think..."
  - (d) "She swiftly reminds me..."
- 2a. How many adjectives are in paragraph 4?
- (a) 3    (b) 4
  - (c) 5    (d) 6
- 2b. Which phrase from the text includes an adjective and is part of paragraph 4?
- (a) "She wants me to make sure I can hold my hand still..."
  - (b) "Sometimes my mouth is like my hand..."
  - (c) "After I silently think, I can raise a quiet hand."
  - (d) "...and waves wildly while I wait."
3. Which of the following phrases includes an adjective?
- (a) "She swiftly reminds me..."
  - (b) "I can tame my noisy mouth and enthusiastic hand."
  - (c) "...but my teacher expects me to wait for my turn."
  - (d) "...words are trapped inside."

# Adjectives

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

**Directions:** An adjective is a word that describes a noun or a pronoun. Writers use adjectives to add to details to a text. Adjectives are often found right before the word they are describing. There can be more than one adjective in a sentence. Read the passage and answer the questions. Then take the challenge!

## Man's Best Friend

Dogs have been called man's best friend for centuries, but today dogs are more than a friend. They are dependable. Dogs are training and certifying to become service dogs and therapy dogs. Service dogs and therapy dogs help humans in unique situations.

Dogs can have jobs just like humans. Their loving personalities make them perfect working companions. Therapy dogs go with their owners into homes, schools, nursing homes and hospitals. These dogs provide love to sick patients and individuals who need extra attention.

While some may think therapy dogs and service dogs are the same, many will argue that they are not. Service dogs include guide dogs. These animals are working for a blind person as their guide. The service dog tends to the blind person and leads him or her safely through daily routines. Service dogs, like therapy dogs, must train and certify before working with an individual.

Dogs have provided lasting relationships with humans in many cultures for a long time, but they are finding more responsibilities in modern days. Dogs continue to be best friends, close companions, and hard workers.



**Write About It:** In your own words, tell the most important parts of the text. Circle the adjectives in your answer.

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**Challenge:** Use the codes to identify adjectives in the text.



Adjectives in paragraph 1



Adjectives in paragraph 2



Adjectives in paragraph 3

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## Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes an adjective?
- (a) a word that describes a verb
  - (b) a word that describes a noun or pronoun
  - (c) a word that describes the setting
  - (d) the first word in a sentence
- 1b. What evidence from the text includes an adjective that matches the description in 1a?
- (a) "...dogs go with their owners..."
  - (b) "Dogs can have jobs just like humans."
  - (c) "Service dogs include guide dogs."
  - (d) "Dogs have provided..."
- 2a. How many adjectives are in paragraph 4?
- (a) 6
  - (b) 7
  - (c) 8
  - (d) 9
- 2b. Which phrase from the text includes an adjective and is part of paragraph 4?
- (a) "best friends, close companions, and..."
  - (b) "Dogs have provided..."
  - (c) "...they are finding..."
  - (d) "Dogs continue to be..."
3. Which of the following phrases includes an adjective?
- (a) "...must train and certify before working with an individual."
  - (b) "...dogs help humans..."
  - (c) "...dogs are more than a friend."
  - (d) "These animals are working for a blind person..."

# Vocabulary Words: Week 1

## \*\*DIRECTIONS FOR DAY ONE:

1. Introduce the 'Basic Words' and briefly define each one for the class.
2. Pass out student copies of "Ben's Big Problem" and use the teacher page with the passage to read the introduction and the text to the class.
3. Define the 'Context Words' as you read the passage, stopping to say each word and tell it's meaning in your own words. Context words are in blue on the teacher page.
4. After reading (either immediately or the next day) introduce the 'Common Words.'

BASIC WORDS: Tier 1	CONTEXT WORDS: Tier 2	COMMON WORDS: Tier 1
<u>typical</u> : common, very normal	<u>procrastinate</u> : to put off doing or saying something until the very last minute	<u>celebrate</u> : to gather and enjoy fun times in honor of something good happening
<u>listened</u> : gave attention and heard	<u>anxious</u> : worried or uneasy when unsure of what is happening	<u>sprinted</u> : ran as fast as possible in a short distance
<u>complete</u> : to finish, to have all done	<u>deadline</u> : the time when a project needs to be completed by	<u>crammed</u> : stuffed a bunch of things or people into a small area
<u>forgot</u> : to not remember, it may slip your mind	<u>permission</u> : the right to do something because someone said it was allowed	<u>crucial</u> : very important, not a small thing
	<u>hysterical</u> : so upset that you are crying; having uncontrollable emotions	
	<u>ceased</u> : stopped, not caring anymore	