Cycle 1
Teacher Edition

CHAAOS VOCABULARY PROJECT

UC Riverside
UNC Charlotte
Teachers will need the powerpoint displayed for class.

Students will need their vocabulary notebook out.

Reminder: Students will need their notebook daily.

Directions: Practice saying the vocabulary words of the week.

1. Adjust
2. Generate
3. Hefty
4. Superb

Students will practice reading and saying these words.

Suggest reading word, then showing students how to chunk words in known or manageable parts, students read each part, then whole word.

NOTE: It is important to have students practice reading the words. The more repetition they have, the better they will become at reading these words independently.

Directions: Review the chart so you know how to use it

This is a chart used each time new words are introduced.

Explain how to use the chart (e.g., read the headers of the columns; review what definition and synonyms mean).

Use the example to help students know where information goes.
This is an example of the definition slide for adjust. In the blue box is the definition and synonym. We refer to this as a definition slide. Each new word has a definition slide when introduced.

Explain to students where the terms should go on their chart.

**Students will need to write in the definitions on their own charts.**

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**NOTE:** For introduction of definitions: Be sure to discuss the context and utilize student background knowledge. The synonyms are provided to strengthen student understanding of word. Students will write definitions in their notebook.

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Slide 5

1. Introduce word: *This word is _____. What word?*
2. State definition and review synonyms if helpful: ___ means ___. *What does ___ mean?*
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.

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Slide 6

1. Introduce word: *This word is _____. What word?*
2. State definition and review synonyms if helpful: ___ means ___. *What does ___ mean?*
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.

Some students may be unfamiliar with the word produce, so utilize the synonyms to help you explain generate.

Stress the notion that the soap MAKES lots of bubbles in the bucket.

See if students can generate additional examples.
Slide 7

Hefty

**Definition:** Big and strong
*Synonym:* beefy, massive

**Example:**
We put all of our trash in the **Hefty** trash bag – it won’t break.

1. Introduce word: *This word is _____. What word?*
2. State definition and review synonyms if helpful: 
   ___ means ___. *What does ___ mean?*
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.

Students might already be familiar with the brand Hefty. Ask students if they have seen this before? Maybe at Target. Talk about why this brand is called "Hefty"

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Slide 8

Superb

**Definition:** Excellent
*Synonym:* awesome, magnificent, splendid

**Example:**
Movie fans thought these cars were **superb**.

1. Introduce word: *This word is _____. What word?*
2. State definition and review synonyms if helpful: 
   ___ means ___. *What does ___ mean?*
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.

The picture shows cars from The Fast and The Furious movie. Students might be familiar with this movie. Students might share their own opinions about whether these cars are superb.

Stress the notion of something being of HIGH QUALITY in order for it to be superb.

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Slide 9

Lesson 2
Page 2

Grade 7
Cycle 1 Set 1

Students will need vocabulary notebook.

**Reminder:** Student page number is listed on the screen so they know where to turn in their notebook.
Review the vocabulary words. Students will practice reading the word and the definitions. Then, students will have a set amount of time to “test” on these words.

Train students to self-assess by asking themselves, “What does ___ mean?” and see if they can answer their own question without looking at their notes.

Directions: Review the vocabulary words and definitions.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjust</td>
<td>Make it work better</td>
</tr>
<tr>
<td>Generate</td>
<td>Produce</td>
</tr>
<tr>
<td>Hefty</td>
<td>Big and strong</td>
</tr>
<tr>
<td>Superb</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

NOTE: The definition is always in the top right hand corner of the screen. Point this out to students.

She **adjusted** the guitar strings to make it sound better.

Students will review sample sentence and question.

Teacher can lead a discussion about adjusting a the strings on a guitar to tune it.

See what other things students can come up with for adjusting – for example – pictures by using filters.

Goal: Have students practice using the vocabulary word in a sentence.

Students do not need to write your answers down, what is important is that they practice saying **answers out loud**.

Optional responses: Adjusted the seat so he could reach the pedals; adjusted the mirror so he could see the cars.
Hefty

Definition: Big and strong

We put all of our trash in the Hefty trash bag.

Students will review sample sentence and question.

Teacher can lead a discussion about why you would put trash in a Hefty bag.

Extend discussion by asking which is better at your house - Hefty bags or weak bags? Why?

2. Hefty

Is it Hefty or not? You decide.

I think the _____ is Hefty because ________.

Goal: Have students practice using the vocabulary word in a sentence.

State: Your job is to look at the photo and answer “Hefty or not?”

Students do not need to write your answers down, what is important is that they practice saying answers out loud.

Optional responses: I think The Rock is Hefty because he has big muscles; I think the smurf is Hefty because he lifts weights.

3. Hollywood Lamborghini: Read the story with your partner. Decide which vocabulary word goes in the blank.

My friend and I drove a {superb/adjust} Lamborghini to Hollywood.

He parked the car badly, so he had to {hefty/adjust} his parking until it was fixed.

While we were walking, we helped a lady carry a {adjust/hefty} suitcase.

Goal: Have students read and determine which vocabulary word finishes the sentence correctly. Make sure students circle their response.

This will be difficult for students at first and you will need to model at least 1 example for the class. Then, release students to work in partners or small groups.

Remind students to refer back to the definition of the word and to check whether that makes sense in the example.

ANSWERS – superb; adjust; Hefty
Students will need vocabulary notebook.

Reminder: Student page number is listed on the screen so they know where to turn in their notebook.

Review the vocabulary words. Students will practice reading the word and the definitions. Then, students will have a set amount of time to “test” on these words.

Train students to self-assess by asking themselves, “What does ___ mean?” and see if they can answer their own question without looking at their notes. Depending on your class, you might want to partner students up to test each other.

NOTE: Tell students that they will take a test where they have to state the definition out loud.

Students will read sample sentence and question.

Teacher can lead a discussion about generating bubbles.

You may want to think about other times bubbles are generated. You might have students come up with other ideas.
Slide 19

**1. Generate**

What is *generated*?

The ____ *generates* _______.

**Definition:** Produce

**Goal:** Have students practice using the vocabulary word in a sentence.

**State:** Your job is to look at the photo and answer “What is generated?”

Students do not need to write your answers down, what is important is that they practice saying **answers out loud**.

**Optional responses:** The lamp generates light. The fire generates heat for the people.

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Slide 20

**Superb**

Movie fans thought these cars were *superb*.

**Definition:** Excellent

**Goal:** Have students practice using the vocabulary word in a sentence.

**State:** Your job is to look at the photo and answer “Which of these is superb?”

Students will read sample sentence and question.

Teacher can lead a discussion what would make the cars superb.

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Slide 21

**2. Superb**

In your point of view, would you consider any of these to be *superb*?

**Definition:** Excellent

**Goal:** Have students practice using the vocabulary word in a sentence.

**State:** Your job is to look at the photo and answer “Which of these is superb?”

Students do not need to write your answers down, what is important is that they practice saying **answers out loud**.

**Optional responses:** Ariana Grande, Ed Sheeran, Spiderman, Burger and fries, Wizarding World of Harry Potter is superb.
Slide 22

$ Generate Money $

Your table group wants to rent a party limo for the Fall Fever Dance Bash. But, you have no money! Generate a list of ideas for how you can earn money. Then, circle the most superb idea of all.

- How many ideas did you generate?
- Which idea is the most superb?

Goal: Students will generate ideas for earning money.

Allow students to work in partners or table groups. Have one person work as the scribe or as the idea tracker if you choose not to have students write. After time is up, have students pick their best idea.

You can have each group share the best idea and have a class vote on the best one.

Slide 23

Lesson 4
Page 4

Grade 7
Cycle 1 Set 1

Students will need vocabulary notebook.

Reminder: Student page number is listed on the screen so they know where to turn in their notebook.

Slide 24

Definition Dash:

Your job is to state as many definitions as you can out loud with a partner without looking at the answers. You might need to study before you compete.

1. What does adjust mean?
2. What does generate mean?
3. What does hefty mean?
4. What does superb mean?

Goal: Students need to practice stating the definitions of all 4 words from memory.

Have students read the definition chart in their notebook for a few minutes to “study” before starting the activity. Use the same self-assess question technique as they have used all of this week.

Partner students up. Students will then test each other. [Optional – use the set of flashcards with the students]
Goal: Students need to practice putting the vocab words in a sentence.

Students will work together to read the sentence and figure out which vocab word would go in the blank. At the end of time, have each group rotate to the other groups to “check and grade” their work.

Remind students to refer back to the definition of the word and to check whether that makes sense in the example.

ANSWERS:
- Babysitting will generate cash
- The fancy hotel made my vacation superb
- The hefty bodybuilder....
- I adjusted the window...
- I could eat that superb taco...
- She adjusted the baby’s seatbelt...
- We used a candle to generate light...
- That was the most superb ride....
Lesson 5
Page 5
Grade 7
Cycle 1 Set 2

Teachers will need the powerpoint displayed for class.

Students will need their vocabulary notebook out.

Reminder: Students will need their notebook daily.

Directions: Practice saying the words of the week. Then, review last week's words.

1. Accumulate
2. Confirm
3. Filter
4. Precede

Students will practice reading and saying these words.

Suggest reading word, then showing students how to chunk words in known or manageable parts, students read each part, then whole word.

Students have previous words in their notebook and they can practice reading through these again.

1. Introduce word: This word is ____. What word?
2. State definition and review synonyms: ___ means ___. What does ___ mean?
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.

You may ask if the students can see the sweat accumulated on the forehead in the picture.

You can extend discussion by asking when would sweat accumulate on a forehead.

NOTE: For introduction of definitions: Be sure to discuss the context and utilize student background knowledge. The synonyms are provided to strengthen student understanding of word. Students will write definitions in their notebook.
Slide 4

Confirm

**Definition:** Prove true
Synonym: validate, make sure, affirm

**Example:**
The x-ray confirms he broke some bones in his foot.

1. Introduce word: *This word is ____*. What word?
2. State definition and review synonyms:
   ____ means ____. What does ____ mean?
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.

Direct student attention to the 3 broken bones in the x-ray. How does the X-ray confirm the break? Would they believe it?

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Slide 5

Filter

**Definition:** Pass through slowly
Synonym: through, leak, trickle,

**Example:**
The light filtered onto the soft grass through the majestic trees.

*You might have heard of filtering something to clean it (like a water filter), but we are going to learn a NEW way to use filter.

1. Introduce word: *This word is ____*. What word?
2. State definition and review synonyms:
   ____ means ____. What does ____ mean?
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.

Point out how the light passes through the trees.

You will need to address that students automatically think of filter as cleaning, like a water filter, but we are teaching them a different way to use the word filter.

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Slide 6

Precede

**Definition:** Go before
Synonym: come first, prefix, antecede

**Examples:**
1st period precedes 2nd period.
Lightning precedes thunder.
Breakfast precedes lunch.

*Try not to confuse with proceed*

1. Introduce word: *This word is ____*. What word?
2. State definition and review synonyms:
   ____ means ____. What does ____ mean?
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.

Multiple examples are given because this word is difficult for students to learn. Stress the notion of COMING FIRST OR GOING BEFORE. See if students can generate other examples given the pictures.

Take note that students often confuse this word with PROCEED.
Students will need vocabulary notebook.

Reminder: Student page number is listed on the screen so they know where to turn in their notebook.

Review the vocabulary words. Students will practice reading the word and the definitions. Then, students will have a set amount of time to “test” on these words.

Train students to self-assess by asking themselves, “What does ___ mean?” and see if they can answer their own question without looking at their notes.

NOTE: The definition is always in the top right hand corner of the screen. Point this out to students.

Review sample sentence and question.

Teacher can lead a discussion about when sweat accumulates on a person.
Slide 10

1. Accumulate

What accumulates in each example? Where?

The _______ accumulate on the ________.

Definition: Pile up

Goal: Have students practice using the vocabulary word in a sentence.

Students do not need to write your answers down, what is important is that they practice saying answers out loud.

Optional responses: The leaves accumulate on the step. The accumulated leaves make the steps slippery. Pandas accumulate on the shore.

Slide 11

Precede

The lightning preceded the roar of thunder.

Definition: Go before

Review sample sentence and question.

Teachers should stress that precede means to go before. The lighting goes before the thunder. It comes first.

Slide 12

2. Precede

What precedes each example?

Dinner  Football game

________ precedes __________.

Definition: Go before

Goal: Have students practice using the vocabulary word in a sentence.

Students do not need to write your answers down, what is important is that they practice saying answers out loud.

You will have to support students to think of what comes before dinner – eg., handwashing, setting table, lunch, prayer and what comes before the start of a football game –eg., national anthem, team pictures, fans enter the stadium.

Optional responses: Setting the table precedes dinner; The anthems precede the game.
Slide 13

3. Class President Vote

- Today is the big day. We are having a class president vote.
- We are down to 2 (filter, superb, generate) candidates and they will give their speeches.
- Of course, the speeches (accumulate, precede, hefty) the voting.
- I wonder which person will _________ the most votes?

Goal: Have students read and determine which vocabulary word finishes the sentence correctly. Make sure students circle their response.

This will be difficult for students at first and you will need to model at least 1 example for the class. Then, release students to work in partners or small groups.

Remind students to refer back to the definition of the word and to check whether that makes sense in the example.

ANSWERS – superb; precede; accumulate

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Lesson 7
Page 7
Grade 7
Cycle 1 Set 2

Students will need vocabulary notebook.

Reminder: Student page number is listed on the screen so they know where to turn in their notebook.

Slide 15

Directions: Review the vocabulary words and definitions.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accumulate</td>
<td>Pile up</td>
</tr>
<tr>
<td>Confirm</td>
<td>Prove true</td>
</tr>
<tr>
<td>Filter</td>
<td>Pass through slowly</td>
</tr>
<tr>
<td>Precede</td>
<td>Go before</td>
</tr>
</tbody>
</table>

Review the vocabulary words. Students will practice reading the word and the definitions. Then, students will have a set amount of time to “test” on these words.

Train students to self-assess by asking themselves, “What does ___ mean?” and see if they can answer their own question without looking at their notes.

NOTE: Remind students that they will take a test where they have to state the definition out loud. This activity is good practice for the test.
Confirm

The x-ray confirms he broke some bones in his foot.

Some risky skateboarding preceded the break in his foot.

What was confirmed?
What came before the break?

Definition: Prove true

Review sample sentence and question.

Teacher can lead a discussion about how the man broke his foot. Try to utilize both vocabulary words as much as possible in discussion.

Slide 17

1. Confirm

What was confirmed? By what?

The ______ confirmed he was the __________.

The ______ confirmed she was a vocab genius.

Goal: Have students practice using the vocabulary word in a sentence.

Students do not need to write your answers down, what is important is that they practice saying answers out loud.

Optional responses: The test score confirmed; the fingerprint confirmed he was the thief.

Slide 18

Filter

I preceded my friends as we walked through the forest.

As a result, I was the first to see the light filter into the forest through the majestic trees.

What was filtered?
Into what?
Who came first?

Definition: Pass through slowly

Review sample sentence and question.

Teacher can lead a discussion about who was first into the forest and how do you know.

Utilize precede as much as possible since students have difficulty remembering and using this word correctly.
Slide 19

2. Filter

Definition: Pass through slowly

What is filtered? Into what?

The ______ filtered into the ________________.

Goal: Have students practice using the vocabulary word in a sentence.

Students do not need to write your answers down, what is important is that they practice saying answers out loud. You might need to prompt by asking students to think “what is coming into the places?”

Optional responses: light filtered into the room; students filtered into the gym.

Slide 20

3. Treasure of Azkaban

You enter a dark treacherous cave. You are on the hunt for the hidden treasure of Azkaban. You are convinced the treasure is here, but no one believes you. You want to turn around and run away. But, you push on through the __________ cobwebs. Yuck! Suddenly, light ___________ through the cave. Before you stands a __________ pile of gold. "The gold ______ my prediction. I knew the hidden treasure was here!"

Goal: Have students read and determine which vocabulary word finishes the sentence correctly.

This will be difficult for students at first and you will need to model at least 1 example for the class. Then, release students to work in partners or small groups.

Remind students to refer back to the definition of the word and to check whether that makes sense in the example.

ANSWERS – accumulated; filters; hefty

Slide 21

Lesson 8
Page 8

Students will need vocabulary notebook.

Reminder: Student page number is listed on the screen so they know where to turn in their notebook.
**Slide 22**

**Definition Dash**

Your job is to state as many definitions as you can out loud with a partner without looking at the answers. You might need to study before you compete.

1. What does accumulate mean?  
2. What does confirm mean?  
3. What does precede mean?  
4. What does filter mean?  
5. What does adjust mean?  
6. What does generate mean?  
7. What does hefty mean?  
8. What does superb mean?

**Goal:** Students need to practice stating the definitions of all 4 words from memory.

Have students read the definition chart in their notebook for a few minutes to “study” before starting the activity. Use the same self-assess question technique as they have used all of this week.

Partner students up. Students will then test each other. [Optional – use the set of flashcards with the students]

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**Slide 23a**

**Sentence Mash Up:**

Read the sentences. Put the correct vocabulary word in the sentence.

- I do not want to lug a ___ suitcase in the airport.  
- The crowd ___ into the stadium in a long slow line.  
- The movie ___ the film credits.  
- She ___ her belt so the pants would fit.

**Goal:** Students need to practice putting the vocab words in a sentence.

Students will work together to read the sentence and figure out which vocab word would go in the blank. At the end of time, have each group rotate to the other groups to “check and grade” their work.

**Remind students to refer back to the definition of the word and to check whether that makes sense in the example.**

**ANSWERS:**

- I did not want to lug a **hefty** suitcase…  
- The crowd **filtered** into the stadium…  
- The movie **preceded** the film credits…  
- She **adjusted** her belt…

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**Slide 23b**

**Sentence Mash Up:**

Read the sentences. Put the correct vocabulary word in the sentence.

- I think Universal Studios is a ___ theme park.  
- The snow ___ on the ground during the storm.  
- She ___ her belt ___ the pants would fit.  
- His new picture ___ lots of likes.

**Goal:** Students need to practice putting the vocab words in a sentence.

**ANSWERS:**

- I think Universal Studios is a **superb**…  
- The snow **accumulates** on the ground….  
- The fever **confirmed** she was sick.  
- His new picture **accumulates** lots of likes.
Goal: Students will match the definition to the word.

Have students star the words that were difficult to remember. Have a class discussion at the end of the activity about how to remember the difficult words and/or address points of confusion.

**ANSWERS:**

1. F  5. E  
2. B  6. C  
3. G  7. D  
4. A  8. H
Students will need vocabulary notebook.

Reminder: Student page number is listed on the screen so they know where to turn in their notebook.

Directions: Write the new vocabulary words in your notebook. Practice saying them out loud.

1. Clarify
2. Distort
3. Isolate
4. Tolerate

Students will practice reading and saying these words.

Suggest reading word, then showing students how to chunk words in known or manageable parts, students read each part, then whole word.

Students have previous words in their notebook and they can practice reading through these again.

1. Introduce word: This word is ____. What word?
2. State definition and review synonyms: ___ means ____. What does ___ mean?
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.

Discuss clarifying directions, instructions, etc. See if students can add to discussion.

NOTE: For introduction of definitions: Be sure to discuss the context and utilize student background knowledge. The synonyms are provided to strengthen student understanding of word. Students will write definitions in their notebook.
1. Introduce word: *This word is _____. What word?*
2. State definition and review synonyms:  
   ____ means _____. *What does ____ mean?*
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.

Discuss both examples presented.

Stress that the images are distorted (out of shape).

Ask students if they have ever seen a distorted image - they might be able to generate the funny mirrors at a carnival or apps on the phone.

1. Introduce word: *This word is _____. What word?*
2. State definition and review synonyms:  
   ____ means _____. *What does ____ mean?*
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.

Ask students how they know this house is isolated.

1. Introduce word: *This word is _____. What word?*
2. State definition and review synonyms:  
   ____ means _____. *What does ____ mean?*
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.

Students have difficulty with the word tolerate. They may or may not have parent's that tolerate their music in the car. You can discuss different examples that their parent tolerates.
Slide 7

Lesson 10
Page 10

Grade 7
Cycle 1 Set 3

Students will need vocabulary notebook.

Reminder: Student page number is listed on the screen so they know where to turn in their notebook.

Slide 8

Partner Pair-Up

Directions: Work with a partner. Take turns quizzing yourself with the definitions. If you can’t remember it, use your notes to help you.

What does ________ mean?

clarify  distort  isolate  tolerate

Students will practice reading the word and the definitions with a partner. Then, students will have a set amount of time to “test” each other on these words.

Train students to assess by asking, “What does ___ mean?” and see if the partner has the answer correct or not.

NOTE: Remind students that they will take a test where they have to state the definition out loud.

Slide 9

Clarify

Definition: Explain clearly

No one understood how to do the math problem, so the teacher clarified the steps.

Students will read sample sentence and question.

Teachers may want to lead a discussion about how a teacher clarifies directions.

NOTE: The definition is always in the top right hand corner of the screen. Point this out to students.
Slide 10

1. Clarify

How does clarify apply to the example?
Think – who is clarifying what?

The ________ clarified the ________.

Goal: Have students practice using the vocabulary word in a sentence.

Students do not need to write your answers down, what is important is that they practice saying answers out loud.

Optional responses: The general clarified the mission; the coach clarified the play.

Slide 11

Her home was isolated from the rest of the world because she did not like people.

Isolate

Definition: Place apart

Isolated or not? You decide.

The ________ is isolated from ________.

Goal: Have students practice using the vocabulary word in a sentence.

Students do not need to write your answers down, what is important is that they practice saying answers out loud. Extend student responses by asking ‘Why’.

Optional responses: The boy is isolated from his friends...why? Because they are fighting; the polar bear is isolated from his family...why? Because he is trapped on the ice.

Slide 12

Isolate

Definition: Place apart

Isolated or not? You decide.

The ________ is isolated from ________.
Example slide explaining the next activity.

Students will write a sentence for the word. If your word was yellow, you might write: The girl is wearing a yellow dress.

Example slide explaining the next activity.

Students will create a sentence for vocabulary words related to a picture. Stress that they MUST use the vocabulary word in their sentence. Use this example to help students understand the task.

Students can work in partners or small groups to create a sentence for the picture. Stress that they MUST use the vocabulary word in their sentence. Bonus points to students who can use other vocab words in their sentence.

Optional responses: There is an isolated island in the ocean. The island is isolated from the mainland. Only brave souls would live on the isolated island. You would have to adjust your lifestyle to live on such an isolated island.

The instructor clarified the exercise. The woman needed her instructor to clarify the instructions. The instructor clarified how to do the squat so the woman could correctly lift the hefty weight.

Students will need vocabulary notebook.

Reminder: Student page number is listed on the screen so they know where to turn in their notebook.
Students will practice reading the word and the definitions with a partner. Then, students will have a set amount of time to “test” each other on these words.

Train students to assess by asking, “What does ___ mean?” and see if the partner has the answer correct or not.

NOTE: Remind students that they will take a test where they have to state the definition out loud.

Review sample sentence and question.

Teachers may want to lead a discussion about how we know the image is distorted. Have a discussion about what other things could you distort or bend out of shape. Think about different foods.

Goal: Have students practice using the vocabulary word in a sentence.

Students do not need to write your answers down, what is important is that they practice saying answers out loud. Remind students to think about the definition of the word and then look at the image to see if it is twisted or not.

Extend responses by asking why it is distorted or how it became distorted.

Optional responses: can is distorted; straw distorted; pipe not distorted.
Review sample sentence and question.

Teachers may want to refer to the parent’s putting up with the music and allowing it. What types of things to students put up with or tolerate from a small child?

Goal: Have students practice using the vocabulary word in a sentence.

Students do not need to write your answers down, what is important is that they practice saying answers out loud.

Optional responses: water tolerated; markers tolerated but not on homework; spinners not tolerated

Extend discussion by asking why; extend discussion to see if students can generate other items you do not tolerate in your class.

Example slide explaining the next activity.

Students will create a sentence for vocabulary words related to a picture. Stress that they MUST use the vocabulary word in their sentence. Use this example to help students understand the task.
Slide 22

3. Superb Sentences

Directions: Work with a partner. Create a sentence for the picture. Remember you MUST use the vocabulary word in your sentence. Be prepared to share.

Students can work in partners or small groups to create a sentence for the picture. Stress that they MUST use the vocabulary word in their sentence. Bonus points to students who can use other vocab words in their sentence.

Optional responses: His fingers are distorted. His distorted hands make it hard for him to write. He could not adjust his distorted fingers. We should not tolerate polluted beaches.

Slide 23

Lesson 12
Page 12

Grade 7
Cycle 1 Set 3

Students will need vocabulary notebook.

Reminder: Student page number is listed on the screen so they know where to turn in their notebook.

Slide 24

Definition Dash

Your job is to state as many definitions as you can out loud with a partner without looking at the answers. You might need to study before you compete.

Goal: Students need to practice stating the definitions of all 4 words from memory.

Have students read the definition chart in their notebook for a few minutes to “study” before starting the activity. Use the same self-assess question technique as they have used all of this week.

Partner students up. Students will then test each other. [Optional – use the set of flashcards with the students]
Goal: Have students start to form connections with other words or phrases that mean the same thing or are connected to the word. You can have students work together to make the task easier.

Before starting, have students think about the word tolerate and its definition. Then ask, what other words or phrases mean the same thing or go with this word. Be flexible with the responses. For example, some students might say “put up with” or “my music.” Both can go on the word web because it is associated with tolerated and class discussions.

Ask students to do the same for the remaining three words and ask for at least 2 connections per word.

Goal: Have students read and determine which vocabulary word finishes the sentence correctly. Make sure students circle their response.

This will be difficult for students at first and you will need to model at least 1 example for the class. Then, release students to work in partners or small groups. Students will read the short story. Then they have to work together to select the correct vocab word.

Remind students to refer back to the definition of the word and to check whether that makes sense in the example.

Answers – clarified; distorted; tolerate; isolate
Slide 1

Lesson 13
Page 13

Grade 7
Cycle 1 Set 4

Teachers will need the powerpoint displayed for class.

Students will need their vocabulary notebook out.

Reminder: Students will need their notebook daily.

Slide 2

Directions: Write the new vocabulary words in your notebook. Practice saying them out loud.

1. Frequent
2. Decline
3. Extend
4. Veteran

Students will practice reading and saying these words.

Suggest reading word, then showing students how to chunk words in known or manageable parts, students read each part, then whole word.

Students have previous words in their notebook and they can practice reading through these again.

NOTE: It is important to have students practice reading through the entire list of words. The more repetition they have, the better they will become at reading these words independently.

Slide 3

Frequent

Definition: Happening often
Synonym: repeated, continual

Example: There are frequent rain showers in the rainforest.

1. Introduce word: This word is _____. What word?
2. State definition and review synonyms: ____ means ____. What does ____ mean?
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.

Stress the notion that the rain showers happen often. Extend discussion by asking where else has frequent rain showers. Perhaps students have been to the Rainforest Café which has mock storms throughout dinner.
Slide 4

Decline

- **Definition:** Become less (go down)
- **Synonym:** get smaller, grow worse, decrease, reduce, shrink

- **Example:** The number of accidents on the road will decline when they put in a stop sign.

*You might have heard decline a card or decline an invite, but we want to learn a NEW way to use decline*

**ALERT: THIS WORD IS DIFFICULT FOR STUDENTS TO LEARN**

1. Introduce word: *This word is _____. What word?*
2. State definition and review synonyms: ___ means ____. What does ___ mean?
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.

Students are usually familiar with decline a call or decline a card. Stress that they will learn a NEW way to use decline.

Emphasize the idea that decline means to go down. Ask students why putting a stop sign on the road would help accidents go down (decline).

Slide 5

Extend

- **Definition:** Reach out
- **Synonym:** hold out, lengthen

- **Example:** She **extended** her arm and grabbed the metal just in time.

**ALERT: THIS WORD IS DIFFICULT FOR STUDENTS TO LEARN**

1. Introduce word: *This word is _____. What word?*
2. State definition and review synonyms: ___ means ____. What does ___ mean?
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.

Get students to associate extend with reaching out arms or legs – you could have students bend arm and then extend it.

Slide 6

Veteran

- **Definition:** With long experience
- **Synonym:** master, expert

- **Example:** You could say that Yoda is a Jedi **veteran** because he has lots of experience.

**ALERT: THIS WORD IS DIFFICULT FOR STUDENTS TO LEARN**

1. Introduce word: *This word is _____. What word?*
2. State definition and review synonyms: ___ means ____. What does ___ mean?
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.

Tell students - If you have lots of experience, you are an expert. Are you an expert at anything? Some might say they are experts at certain video games. You can ask students do you have to be old to be a veteran.
Students will need vocabulary notebook.

Reminder: Student page number is listed on the screen so they know where to turn in their notebook.

Students will practice reading the word and the definitions with a partner. Then, students will have a set amount of time to “test” each other on these words.

Train students to assess by asking, “What does ___ mean?” and see if the partner has the answer correct or not.

NOTE: This is a cumulative review to prepare students for the end of cycle tests. The more repetitions of a word and definition the greater chance the students have of learning it.

Students will review sample sentence and question.

Teacher can lead a discussion about the complaints happening often (frequent). Perhaps, students have frequent complaints about something that they can use as another example.

NOTE: The definition is always in the top right hand corner of the screen. Point this out to students.
Goal: Have students practice using the vocabulary word in a sentence.

Students do not need to write your answers down, what is important is that they practice saying answers out loud.

Support each scenario by asking additional questions. For example, do younger kids usually argue? What about siblings in their house? Are wildfires common in your area – what about during this past summer?

Optional responses: Frequent fights; frequent wildfires in the summer; solar eclipses are not frequent.

Students will review sample sentence and question.

Teacher can lead a discussion about how this woman extended her arm. What would have happened if she did not extend her arm?

Goal: Have students practice using the vocabulary word in a sentence.

Students do not need to write your answers down, what is important is that they practice saying answers out loud.

Support each scenario by asking additional questions. For example, why are they extended their arms? How would the man extend his legs?

Optional responses: extended arms in victory; extended hand to greet us; not extended legs.
Goal: Have students read and determine which vocabulary word finishes the sentence correctly. Make sure students circle their response.

This will be difficult for students at first and you will need to model at least 1 example for the class. Then, release students to work in partners or small groups.

**Remind students to refer back to the definition of the word and to check whether that makes sense in the example.**

**ANSWERS:**
- Frequent, isolated, extended, superb

Students will need vocabulary notebook.

**Reminder:** Student page number is listed on the screen so they know where to turn in their notebook.

Students will practice reading the word and the definitions with a partner. Then, students will have a set amount of time to “test” each other on these words.

Train students to assess by asking, “What does ____ mean?” and see if the partner has the answer correct or not.

**NOTE:** This is a cumulative review to prepare students for the end of cycle tests. The more repetitions of a word and definition the greater chance the students have of learning it.
Car accidents are frequent on the road. The people decided to put in a stop sign. Hopefully, the number of accidents on the road will decline.

**Definition:** Become less

Students will review sample sentence and question. Teacher can lead a discussion about what is going down or becoming less is this example.

1. Decline

What should decline?

The ________ should **decline** because ...

Goal: Have students practice using the vocabulary word in a sentence.

Students do not need to write your answers down, what is important is that they practice saying answers out loud.

*Optional responses: The temperature should decline because it is too hot; The pollution should decline because it is ruining the water; People using plastic straws should decline because they are banned.*

Veteran

You could say that Yoda is a Jedi **veteran** because he has lots of experience. My friend **frequently** speaks like Yoda. Can you do that?

Students will review sample sentence and question. Teacher can lead a discussion about Yoda as a veteran.
2. Veteran

**Veteran** or not? How do you know?

________ is/is not a **veteran**.

**Definition:** With long experience

Goal: Have students practice using the vocabulary word in a sentence.

Students do not need to write your answers down, what is important is that they practice saying answers out loud.

Extend discussion by asking how they came up with their answer.

**Optional responses:** The man is a war veteran; The man is a police veteran. The baby is not a veteran.

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3. Acting Veteran

- The actor had acted for many years in countless TV shows and movies in Hollywood; people considered him a **veteran**.
- Many kids and adults were **frequent** viewers of his movies and love them. Because of this, he won an award.
- He **extended** his arm in the air showcasing his golden award victoriously.
- I don’t think his number of fans will ever **decline**. They will just grow and grow.

**Goal:** Have students read and determine which vocabulary word finishes the sentence correctly. Make sure students circle their response.

This will be difficult for students at first and you will need to model at least 1 example for the class. Then, release students to work in partners or small groups.

**Remind students to refer back to the definition of the word and to check whether that makes sense in the example.**

**ANSWERS:**
- Veteran, frequent, extended, decline

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Lesson 16
Review Day

Grade 7
Cycle 1 Set 4

Student will not complete any exercises in the notebook today.
Cumulative Review

You will compete in a class competition.

Use the review sheet to study the words before we start the game.

We will need to pass out the cards and the bingo chips.

We can work in partners or individuals.

Students will play Bingo as a cumulative review.

Materials needed: Bingo cards, calling cards, Bingo chips, and prizes.

Have students use the study guide or flash cards to review the words prior to playing.

Pass out the Bingo cards and chips.