Teachers will need the powerpoint displayed for class.

Students will need their vocabulary notebook out.

Reminder: Students will need their notebook daily.

---

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

1. Manipulate
2. Pursue
3. Reluctant
4. Assign

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.

Invite as many students as you can to read and practice these words. You want each student in your class to be able to independently read by the end.

---

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: ___ means ____. What does ___ mean?
3. Discuss example: Use sentence and photo to help explain the word.
4. Recap: Have student review word and definition.
Slide 4

**Pursue**

**Definition:** Follow

Synonym: chase, run after

**Example:**
The police were **pursuing** the suspect in the van. Why do the police **pursue** cars?

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

Slide 5

**Reluctant**

**Definition:** Unwilling

Synonym: not willing, resistant, opposed

**Example:**
This child is **reluctant** to go to bed! Are you **reluctant** to go to bed?

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

Slide 6

**Assign**

**Definition:** Give to do

Synonym: allocate

**Example:**
My teacher **assigned** 50 pages for homework! How much homework does your teacher **assign**?

1. Introduce word: *This word is ____*. What word?
2. State definition: ____ 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 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.

Students will read sample sentence and question. Teacher can lead a discussion about vocabulary word used in the example. Students might have their own responses.
Slide 10

1. Manipulate

What is manipulated? By whom?

The _______ manipulated the ___________.

Your goal is to make 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 people manipulated the puppet; the kids manipulated the robot.

Slide 11

Pursue

The people pursued Jack Sparrow because he stole their treasure.

Would you pursue someone who stole from you?

Students will read sample sentence and question.

Teacher can lead a discussion about pursuing – following in the example.

Reinforce and praise students for utilizing the word.

Slide 12

Pursue

What is pursued?

The _______ pursued the ___________.

Your goal is to make 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 lion pursued the zebra; the paparazzi pursued the celebrity.
3. Pursue Your Dreams

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

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

ANSWERS – pursue; manipulate

Students will need vocabulary notebook.

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

Directions: Review the words and definitions. Remember, read the whole chart one time and then quiz yourself.

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.

Remind students that they will take a test where they have to state the definition out loud.
Slide 16

**Reluctant**

I was *reluctant* to ride the rollercoaster because I did not want to throw up!

Are you *reluctant* to ride rollercoasters?

Review sample sentence and question.

Teacher can reinforce reluctant and unwilling in the examples.

---

Slide 17

1. Reluctant

What would you be *reluctant* to do?

I would be *reluctant* to ______.

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:* I would be reluctant to eat the worms, clean the dishes, enter the haunted house.

---

Slide 18

**Assign**

The captain *assigned* her a task when the boat arrived to the dock.

*She* manipulated the rope around the hook.

Would you be *reluctant* to ride on a boat?

Review sample sentences and question.

Teacher can lead a discussion about assign, manipulate, and reluctant.
2. Assign

Can you figure out what they were assigned?

They were assigned _______

Definition: Give to do

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: They were assigned trash pick up; they were assigned making cookies

3. My Big Sister

- Leah is 16 years old and she is my older and bossy sister.
- This week, it was her turn to _____ chores to the family.
- Unfortunately for me, she gave me all the hard chores like cleaning the toilets and mopping the floors.
- I am always _______ to do this because I hate doing it.

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

Manipulate, reluctant, assign, pursue

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

ANSWERS – assign, reluctant

Students will need vocabulary notebook.

Reminder: Student page number is listed on the screen so they know where to turn in their notebook.
Goal: Students need to practice stating the definitions of all 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]

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:**
- The cat pursued the mouse;
- The people manipulated the chopsticks;
- The groom is reluctant to get married;
- The teacher assigned seats.
Slide 25

"Awesome" ends in "Me"...
Coincidence?
I think not.

Slide 26

Lesson 5
Page 5
Grade 7
Cycle 3 Set 10

Teachers will need the powerpoint displayed for class.

Students will need their vocabulary notebook out.

Reminder: Students will need their notebook daily.

Slide 27

Directions: Practice writing and saying the new vocabulary words of the week. Then, review last week’s words.

1. Ignorant
2. Fluent
3. Guarantee
4. Comprehend

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.

Try to call on many students to practice reading all of the words.
**Slide 28**

**Ignorant**

**Definition:** Do not know something you should know
Synonym: uninformed, uneducated

**Example:**
They thought he was **ignorant** because he said the Earth was flat. Why is this **ignorant**?

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.

**Slide 29**

**Fluent**

**Definition:** Speak, write, read smoothly and quickly
Synonym: smooth, effortless, eloquent

**Example:**
Ryan practiced everyday and he is **fluent** at reading. Does your teacher **assign** practice so you will be a **fluent** reader?

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.

**Slide 30**

**Guarantee**

**Definition:** A promise
Synonym: pledge, bond

**Example:**
I **guarantee** we will be best friends forever. I can’t **guarantee** that we will never fight.

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.
Slide 31

**Comprehend**

Definition: **Understand**
Synonym: get the picture, grasp

*Example:* Do you **comprehend** the meaning of this action? What other signs do you **comprehend**?

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.

---

Slide 32

**Lesson 6**

**Page 6**

Grade 7

Cycle 3 Set 10

Students will need vocabulary notebook.

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

---

Slide 33

**Directions:** Review the words and definitions. Remember, read the whole chart one time and then quiz yourself.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignorant</td>
<td>Do not know something you should know</td>
</tr>
<tr>
<td>Fluent</td>
<td>Speak, write, read smoothly and quickly</td>
</tr>
<tr>
<td>Guarantee</td>
<td>A promise</td>
</tr>
<tr>
<td>Comprehend</td>
<td>Understand</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.

Check in with groups to determine who has got it and who needs more reinforcement.
Slide 34

Ignorant

He was ignorant of car safety rules. Someone needs to teach him about seatbelts.

Can you guarantee that you will always wear your seatbelt?

Review sample sentence and question.

Teacher can lead a discussion about ignorance and car safety – students may have other examples.

Slide 35

1. Ignorant

Which of these are you ignorant of? Which do you know about?

I am/am not ignorant about _____________.

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: I am not ignorant about the US flag; I am ignorant about Broadway theater; I am not ignorant about politics.

Slide 36

Guarantee

She guaranteed that these would be the best donuts we have ever tried.

Do you guarantee that you would try one?

Review sample sentence and question.

Teachers should stress the relationship between guarantee and promise.
2. Guarantee

What would you guarantee your.....?

<table>
<thead>
<tr>
<th>Definition: A promise</th>
</tr>
</thead>
<tbody>
<tr>
<td>I guarantee __________.</td>
</tr>
</tbody>
</table>

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. Have students provide their reasoning to the response.

Optional responses: I guarantee my teacher that I will stop talking; I guarantee my parents that I will clean my room; I guarantee my boyfriend that we will go on a date this weekend.

3. Sneaky Salesman: Read the story. Decide which vocabulary word goes in the blank.

• We were buying a TV.
• The salesman _______ that he had the lowest prices.
• He also _______ that he had the best TVs in his shop.
• Unfortunately, we hadn’t done our research and were _______ about TV prices.

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

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

ANSWERS – guaranteed; guaranteed; ignorant

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.

Check in with groups to determine who has got it and who needs more reinforcement.

Review sample sentence and question.

Teacher can lead a discussion about how fluent applies in the example.

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 girl is fluent in reading; The man is fluent in Spanish.
Comprehend

This robot can **comprehend** simple directions and perform tasks.

What types of simple directions do you think it might **comprehend**?

---

2. Comprehend

**What is easy for you to comprehend?**

- Movies
- Books
- Math

I can easily **comprehend** _____________________.

---

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

- I want to move to France.
- I do not want to seem _______ in the country and not know how to speak French.
- I made a _______ that I would learn how to speak French.
- I practiced and practiced and practiced.
- Now, I can _______ most of what people say.
- I also can speak the language ______.

---

Review sample sentence and question.

Teacher can lead a discussion about what the robot comprehends.

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: I can easily comprehend movies, books, and math.

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

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

**ANSWERS** – ignorant; guarantee; comprehend; fluently
Lesson 8
Page 8
Grade 7
Cycle 3

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.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignorant</td>
<td>Do not know something you should know</td>
<td>Manipulate</td>
<td>Handle with skill</td>
</tr>
<tr>
<td>Fluent</td>
<td>Speak, write, read smoothly and quickly</td>
<td>Pursue</td>
<td>Follow</td>
</tr>
<tr>
<td>Guarantee</td>
<td>A promise</td>
<td>Reluctant</td>
<td>Unwilling</td>
</tr>
<tr>
<td>Comprehend</td>
<td>Understand</td>
<td>Assign</td>
<td>Give to do</td>
</tr>
</tbody>
</table>

Instagram Insanity:

- You are showing off your photography skills. You've taken a photo, but you need a worthy caption. However, you MUST use the vocabulary word in the picture caption otherwise it does not count.

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:

The man is ignorant of the upcoming train;
I guarantee those socks stink!
I am fluent in emojis;
The dog can comprehend commands.

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. Modify
2. Version
3. Diligent
4. Excel

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.
Slide 52

Modify

Definition: To change or alter
Synonym: adjust, adapt, transform

Example:
Each player keeps batting a homerun, so the pitcher should **modify** his throw.

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.

Slide 53

Version

Definition: Something told from one point of view
Synonym: account, report, side, interpretation

Example:
The step-mother’s version of the story is different from Cinderella’s.

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.

Slide 54

Diligent

Definition: Hard working
Synonym: careful, conscientious, industrious

Example:
I am **diligent** and practice my vocabulary words every night.

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.
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 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.
Her version of what happened was different from his and so the couple broke up.

Do you think one version is the true version?

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

Students will read sample sentence and question.

Teachers elicit discussion about how vocabulary word applies to the example.

1. Version

Whose version would you believe?

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: I would believe the heroes version of the story and not the villains.

Review sample sentence and question.

Teachers may want to lead a discussion about how the 2 vocabulary words are used in the example.
Slide 61

2. Diligent

Definition: Hard working

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

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 first man is diligent and the second man is not diligent.*

---

Slide 62

3. All About You: Finish the sentences with your own opinions.

a. I am a **diligent** worker in ________________

b. My **version** of what happened is always different from _____

c. The most **diligent** person I know is ________________

Goal: Students will complete the sentences with their own responses.

*Optional responses: Variety of answers acceptable.*

---

Slide 63

**Lesson 11**

**Page 11**

**Grade 7 Cycle 3 Set 11**

Students will need vocabulary notebook.

*Reminder: Student page number is listed on the screen so they know where to turn in their notebook.*
Directions: Work with a partner. Take turns quizzing yourself with the definitions. If you can’t remember, use your notes.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modify</td>
<td>To change or alter</td>
</tr>
<tr>
<td>Version</td>
<td>Something told from one point of view</td>
</tr>
<tr>
<td>Diligent</td>
<td>Hard working</td>
</tr>
<tr>
<td>Excel</td>
<td>Do better than most</td>
</tr>
</tbody>
</table>

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]

Excel

Jessica was a great bike rider and excelled at most outdoor sports.

What career should she pursue?

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 person excels at soccer, dance, and drawing.
Review sample sentence and question.
Teacher can lead a discussion about the scenario.

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 are they stopping in each of the pictures.”

*Optional responses: The car is modified; the exercise is modified*

Goal: Students will complete the sentences with their own responses.

*Optional responses: Variety of answers acceptable.*
Students will need vocabulary notebook.

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

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.

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

Answers:
Messi is a famous...EXCELS
News reporters tell...VERSIONS
When I am tired...DILIGENT
The teacher...MODIFIED
The police...PURSUED
Do you....COMPREHEND
Teachers will need the powerpoint displayed for class.

Students will need their vocabulary notebook out.

Reminder: Students will need their notebook daily.

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

1. Portion
2. Immature
3. Logic
4. Discourage

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 76

**Portion**

**Definition:** Divide into shares

**Synonym:** divvy up, share out, deal

**Example:**
We will **portion** out the ice cream cake so everyone can have a slice.

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.

---

Slide 77

**Immature**

**Definition:** Not fully grown

**Synonym:** young, babyish, inexperienced

**Example:**
His sense of humor is pretty **immature** for his age.

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.

---

Slide 78

**Logic**

**Definition:** Reasoning

**Synonym:** thinking, rationale, line of thought, thought process

**Example:**
When you play Clue, you need to use **logic** to solve the murder.

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.
Slide 79

Discourage

Definition: Destroy hope
Synonym: demoralize, break one’s heart

Example:
I was excited for the hike, but the incoming storm discouraged me.

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.

Slide 80

Lesson 14
Page 14

Grade 7
Cycle 3 Set 12

Students will need vocabulary notebook.

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

Slide 81

Directions: Review the words and definitions. Remember, read the whole chart one time and then quiz yourself.

<table>
<thead>
<tr>
<th>Word</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Portion</td>
<td>Divide into shares</td>
</tr>
<tr>
<td>Immature</td>
<td>Not fully grown</td>
</tr>
<tr>
<td>Logic</td>
<td>Reasoning</td>
</tr>
<tr>
<td>Discourage</td>
<td>Destroy hope</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: 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 scenario and the use of the 2 vocabulary words.

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 person portioned the pie so everyone had some; The person portioned the popcorn into treat bags.

Students will review sample sentence and question.

Teacher can lead a discussion about the scenario.
2. Logic

What are the people using **logic** for?

He used **logic** to __________________

**Definition:** Reasoning

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: He used his logic to solve the puzzle; to win the game; to find the gold.

---

3. Wicked Witch

- The wicked witch had 3 daughters, but these daughters had no magic.
- The wicked witch needed to solve the problem. She thought hard and used her _____.
- She is going to ______ her own magic among the daughters so they each could have some.
- Now, there would be 3 wicked witches to ______ the heroes in the kingdom instead of just 1.

**DISCOURAGE IMMATURE LOGIC PORTION**

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

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

**ANSWERS:**
- Logic; portion; discourage

---

Lesson 15
Page 15

Grade 7
Cycle 3 Set 12

Students will need vocabulary notebook.

Reminder: Student page number is listed on the screen so they know where to turn in their notebook.
Directions: Review the words and definitions. Remember, read the whole chart one time and then quiz yourself.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<tbody>
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<td>Not fully grown</td>
</tr>
<tr>
<td>Logic</td>
<td>Reasoning</td>
</tr>
<tr>
<td>Discourage</td>
<td>Destroy hope</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: 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 how the vocabulary words are being used in each sentence.

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 frog is immature; the trees are immature.
Students will review sample sentence and question.

Teacher can lead a discussion about how the vocabulary words are being used in each sentence.

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

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

**Optional responses:** The parent discouraged her artwork; the man discouraged his weightlifting.

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

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

**ANSWERS:**
- Discouraged; immature
Students will play Bingo as a cumulative review.

Materials needed: Bingo cards, calling cards, Bingo chips

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

Pass out the Bingo cards and chips.