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:** Practice saying the vocabulary words of the week.

1. Acquire
2. Criticize
3. Integrate
4. Prohibit

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.

---

**Slide 3**

**Acquire**

**Definition:** Get or buy
Synonym: obtain, gain

**Example:**
She **acquired** her driver’s license when she turned 16. What do you think she will **acquire** next?

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.

---

**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

Criticize

Definition: Say what you think is wrong
Synonym: judge, scrutinize

Example:
The fashion police criticized the outfit. What would you criticize about the outfit?

Slide 5

Integrate

Definition: Bring together different things
Synonym: blend, combine, intermix, unite

Example:
All of the snacks were integrated into the delicious party mix. What parts were integrated?

Slide 6

Prohibit

Definition: Not allow, refuse
Synonym: forbid, disallow

Example:
Swimming was prohibited on this part of the beach. Why do you think it is prohibited?
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 vocabulary words and definitions.

<table>
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</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.

Students will read sample sentence and question.

Teacher can lead a discussion about “acquiring a taste” since students may not have heard that expression.

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

1. Acquire

What would you **acquire** from each?

- Grocery store?
- Bank?
- Friends?

I would **acquire** ___ from ________.

**Definition:** Get or buy

**Goal:** Students practice using the 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 include:* acquire food from the grocery store, money from the bank, help from friends.

---

Slide 11

Integrate

He was concerned about his health, so he **integrated** all the food groups into his diet.

**Definition:** Bring together different things

**Goal:** Students practice using the word in a sentence.

Discuss the example and the image. How has the man integrated food into his diet? Have students think about the importance of a well-rounded diet.

Answer the discussion question with students trying to use the word “integrate” in their response.

---

Slide 12

2. Integrate

What needs to be **integrated** into each example?

- The _______ is/are **integrated** into the ________.

**Definition:** Bring together different things

**Goal:** Students practice using the word in a sentence.

State: Your job is to look at the photo and answer “What needs to be integrated?”

*Optional responses:* Motor is integrated into the car; girls and boys are integrated into the team.
It was my best friend's birthday.
I went to the store and (integrated/acquired) funfetti cake mix and frosting.
I read the packet to make sure I (integrated/acquired) the ingredients correctly.
Then, my family surprised her with the cake when she came to visit.

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.

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

Criticize

The coach criticized the batter’s technique.

What might the batter need to fix?

Definition: Say what you think is wrong

Students will read sample sentence and question.

Teacher can lead a discussion about how a coach might criticize a batter. Students might bring up other examples in which someone has criticized them.

Slide 17

1. Criticize

What is being criticized? By whom?

The ______ criticized the ________.

Definition: Say what you think is wrong

Goal: Students practice using the word in a sentence.

Optional responses: teacher criticized his answer; mom criticized her clothes.

Slide 18

Prohibit

Smoking is prohibited inside the restaurant.

Why do you think it is prohibited? Where else is smoking prohibited?

Definition: Not allow, refuse

Students will read sample sentence and questions.

Teacher can lead a discussion about what is “not allowed” in the restaurant and why it is not allowed.
2. Prohibit

What is prohibited at school? Make a list.

Definition: Not allow, refuse

Students will generate a list of at least 3 items that are prohibited at school.

Have students share responses and provide correcting feedback on using the word prohibit in a sentence.

3. Put it Away! Read the story. Decide which vocabulary word goes in the sentence. Circle the correct 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.

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

Students will need vocabulary notebook.

Reminder: Student page number is listed on the screen so they know where to turn in their notebook.
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 acquire mean?
2. What does criticize mean?
3. What does integrate mean?
4. What does prohibit mean?

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

Have students read the definition chart 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.

Engagement Options: Have students keep track of how many correct in their question round to see who “won”; Have students time themselves to see how quickly they can state the definitions; Switch partners to challenge others.

Word Web Connections

Think about your vocabulary words. Generate other words or phrases that mean the same thing or are connected to your word.

PROHIBIT  ACQUIRE

INTEGRATE  CRITICIZE

Goal: Students form connections with other words or phrases that mean the same thing or are connected to the word.

Before starting, have students think about the word prohibit 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 “forbidden” or “something bad.” Both go on the word web because it is associated with prohibit. Model how you would like the word web completed.

Ask students to do the same for the remaining three words and ask for at least 2 connections per word.
Goal: Students practice putting the vocabulary 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.

Answers:

I didn’t want to criticize the food in case it hurt....

The new singer acquired fame and fortune....

The principal prohibited bullying at school.

In order to solve the puzzle, she would have to integrate.....

The boy’s teacher criticized his writing....

Some people think guns should be prohibited.....
Lesson 5
Page 5
Grade 8
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. Analyze
2. Diversity
3. Majority
4. Release

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

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**

Diversity

**Definition:** Lots of different kinds
Synonym: variety, mix, assortment

**Example:**
I was pleased to see that there was much diversity in the food choices at the buffet. Why was I pleased with this?

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**

Majority

**Definition:** Most, more than half
Synonym: bulk, greater number, more

**Example:**
The majority of her bedroom is covered with clothes. What covers the majority of your room when it is messy?

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**

Release

**Definition:** Let go, allow to leave
Synonym: free, liberate

**Example:**
He released the butterfly into the air. Would you keep or release the butterfly?

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.

Directions: Review the vocabulary words and definitions.

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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.

Students will read sample sentence and question.

Teachers may want to lead a discussion about 23andme or other DNA analysis kits. The image is a sample DNA analysis report.

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

1. Analyze

What is **analyzed** in each example? Why?

- They **analyzed** _______ to _______

**Definition:** Examine in detail

**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 analyzed the crime scene...to determine the cause of death; They analyzed the song lyrics...to find out the true meaning of the song.

Slide 11

Diversity

**Ms. Garcia preferred to have diversity among her flowers in the garden.**

What does she like to have a variety of?

**Definition:** Lots of different kinds

**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**.

**Review sample sentence and question.**

Teachers may want to lead a discussion about types of flowers that someone could have in their garden.

If they are all different, is that diverse? What if they were all the same? Is that diverse?

Slide 12

2. Diversity

Which things does Shawn have **diversity in**? You decide.

- There is/is not **diversity** in his ________

**Definition:** Lots of different kinds

**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:** Shawn has diversity in his movie collection; Shawn does not have diversity in his clothes.
Slide 13

3. Draw It: Think about the definitions of these words. Write a key word or draw a key picture to help you memorize the definition.

- **ANALYZE**
- **DIVERSITY**

Goal: Allow students an opportunity to make connections around the word and definition.

Students will think about the definitions. They may draw a key picture or a key word that will help them memorize the definition.

Examples: When I think of analyze I think of a magnifying glass, so I will draw a magnify glass; When I think of analyze, I think of eyes because the end of the word sounds like eyes and eyes are what you use to examine something, so I will draw eyes.

Slide 14

Lesson 7
Page 7
Grade 8 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.

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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: 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.
Slide 16

Majority

**Definition:** Most, more than half

What covers the **majority** of the pizza?

Would you be annoyed if this was delivered? What if you had ordered a pepperoni pizza?

Review sample sentence and question.

Teacher can lead a discussion what covers the majority of the pizza and what should have covered the majority of the pizza.

Slide 17

1. Majority

**Definition:** Most, more than half

What color is the **majority** of the fur?

The **majority** of the cat is ________.

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:** Majority of the fur is orange; Majority of the fur is black.

**Students may want to share what color the majority of their animal’s fur.**

Slide 18

Release

**Definition:** Let go, allow to leave

The people **released** the balloons into the air.

Would you keep or **release** the balloons?

Review sample sentence and questions.

Teacher can lead a discussion about whether it is safe or good for the environment to release balloons in the air. What might be a better option?
2. Release

What was released? Into what?

The ______ was/were released into the ________.

Definition: Let go, allow to leave

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: Puppies released into the garden; dolphin released into the ocean.

You could ask what would you do if I released puppies in the classroom? Snakes in the classroom?

3. Draw It: Think about the definitions of these words. Write a key word or draw a key picture to help you memorize the definition.

Goal: Allow students an opportunity to make connections around the word and definition.

Students will think about the definitions. They may draw a key picture or a key word that will help them memorize the definition.

Examples: When I think of majority I think of eating the majority of a cake, so I will draw a cake; When I think of release, I think of a hand opening because you can let something go, so I will draw a hand.

Students will need vocabulary notebook.

Reminder: Student page number is listed on the screen so they know where to turn in their notebook.
**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 analyze mean?
2. What does diversity mean?
3. What does majority mean?
4. What does release mean?
5. What does acquire mean?
6. What does criticize mean?
7. What does integrate mean?
8. What does prohibit mean?

**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]

**Word Web Connections**

Think about your vocabulary words. Generate other words or phrases that mean the same thing or are connected to your word.

**ANALYZE**
**DIVERSITY**

**MAJORITY**
**RELEASE**

**Goal:** Students start to form connections with other words or phrases that mean the same thing or are connected to the word.

Before starting, have students think about the word analyze 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 “look at” or “sounds like size at the end.” Both go on the word web because it is associated to analyze. Model how you would like the word web completed.

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

**Snakes in a Box! Read the story. Select the correct vocabulary word.**

- Miguel [acquired/analyzed/integrated] a snake at the pet store. Unfortunately, the snake had babies.
- Miguel wants to release the babies into the wild. His mom [analyzed/criticized/released] his idea and told him to research it first.
- He [integrated/acquired/analyzed] different websites.
- He learned that [acquiring/criticizing/releasing] snakes into the wild is [integrated/prohibited/analyzed] because the [diversity/majority/integrate] of them will die.

**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.**
Slide 1

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. Make sure you practice reading the previous words.

1. Compromise
2. Impact
3. Physical
4. Transparent

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: 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

**Impact**

*Definition:* Force of something hitting

*Synonym:* crash into, strike

*Example:* The **impact** of the asteroid made a large crater. What does a crater look like?

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

**Physical**

*Definition:* Related to the body

*Synonym:* bodily

*Example:* Doing **physical** exercise is important if you want to be healthy. What kinds of **physical** exercise do you enjoy?

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

**Transparent**

*Definition:* Can see through it

*Synonym:* clear

*Example:* I’d like to go for a ride on this **transparent** boat. Can you **spy** **transparent** things in this classroom?

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.

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.

Students will read sample sentence and question.

Teachers may want to lead a discussion about how each party is giving up something they want in order to make the deal – meeting in the middle.

Students may share times that they have compromised with their parents.

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

What should the **compromise** be in the example?

- You want to watch a comedy. Your friend wants to watch a romance.
- You want to go eat pizza. Your friend wants to go eat pasta.

The **compromise** should be __________.

**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 compromised and watched a romantic comedy; They compromised and ate at Olive Garden.

---

2. Impact

What happened upon **impact**?

*The impact of the sledgehammer shattered the glass into pieces. What else shatters upon impact?*

**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 metal smashed upon impact; Her glasses broke upon impact.

---

**Impact**

**Definition:** Force of something hitting

Teachers may want to lead a discussion about why the glass was shattered stressing the force of the impact. Have a discussion about other things that shatter upon impact or things that would not shatter on impact.
Example slide explaining the next activity.

Goal: 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: the stuffing flew out of the bag upon impact; the children could not compromise so they didn’t get to play.

Students will need vocabulary notebook.

Reminder: Student page number is listed on the screen so they know where to turn in their notebook.
**Slide 16**

**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?

- impact
- compromise
- transparent
- physical

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

**Slide 17**

**Physical**

**Definition:** Related to the body

Physical contact is not allowed between players during Ultimate Frisbee games. What game is physical contact allowed?

**Slide 18**

**1. Physical**

Would physical apply or not?

The _____ had a physical _________.

**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:** Students had a physical fight; had a physical injury.
I’d like to see a transparent fish in real life. What can you see inside it?

Teacher can lead a discussion about the transparent fish and whether students have seen this before.

You might ask if fish tanks are transparent and when would it not be transparent.

What is transparent?

The ____ is transparent.

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: piggy bank is transparent; purse is transparent

Extend discussion by asking if having these items as transparent is good or bad?

Example: You will write a sentence for the word. If your word was dance, you might write: The couple is dancing on the street.

Goal: 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: biking is a physical sport; I would not want to live in a transparent house.

Slide 23

Lesson 12
Page 12

Grade 8 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 Match-Up

Directions: Write the letter of the definition with the correct word. Then, read the story and answer the questions.

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</table>

Goal: Students will match the definition to the word.

Allow students to study beforehand and then complete the activity. 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 J 5 A 9 B
2 E 6 K 10 G
3 I 7 F 11 D
4 L 8 H 12 C
Sentence Mash-Up

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

She ______ a trophy after winning MVP.  
She was allergic to peanuts and had a ______ reaction after he ate them.  
The ______ of the class voted for free time instead of movie time.  
The coach ______ the boys and girls teams to make a co-ed team.  
The two friends ______ on what to do Friday night instead of arguing about it.  
She spent many hours ______ the problem in order to solve it correctly.

**Answers:**

A) She acquired a trophy after winning MVP.  
B) He was allergic to peanuts and had a physical  
C) The majority of the class voted for free.....  
D) The coach integrated the boys and girls.....  
E) The two friends compromised on what....  
F) She spent many hours analyzing the ....

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Comprehension Twist

A new video game was released on Friday. Many adults are criticizing it because they think there is too much violence in it. The adults want to prohibit children from playing it.

A. What was let out on Friday?  
B. What do adults think is wrong with the game?  
C. Who will the adults stop from playing it?

**Answers:**

A) A video game was released on Friday  
B) Adults think there is too much violence  
C) Adults will prohibit children.
Lesson 13
Page 13
Grade 8
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.

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

1. Capable
2. Exhibit
3. Obstacle
4. Structure

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.

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.

You may ask what other things students are capable of – e.g., making their own breakfast, lunch, dinner.

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

Exhibit

Definition: Show, demonstrate
Synonym: display, expose

Example:
The museum is exhibiting a collection of mummies from Egypt. What other collections are exhibited at museums?

Student may relate to this example if they have seen mummies on exhibit. You can ask about other things exhibited at museums. Students may or may not have the background knowledge of visiting a museum so you might have to adjust accordingly.

Slide 5

Obstacle

Definition: Something in the way
Synonym: barrier, block, difficulty

Example:
He could not avoid the obstacle in the road and had to call for help. What other obstacles might you see in the road?

You might ask students what they would do if this was an obstacle on their road.

Slide 6

Structure

Definition: Put together with a plan
Synonym: assemble, compose, design, organize

Example:
We structured the best obstacle course for the kids to use during break. What types of activities did they include?

Students might share the types of activities they would include if they were structuring an obstacle course.
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 read sample sentence and question.

Teachers may want to lead a discussion about why we consider these players capable. You could ask your class which students are capable players on campus.

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

1. Capable

What is each capable of?

The _____ is/are capable of ________________

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 students are capable of cooking; the man is capable of skateboarding.

Slide 11

Exhibit

The child exhibited an interest in music at a young age.

What other things could a person exhibit an interest in?

Review sample sentence and question.

Teachers may want to lead a discussion about how a person would exhibit an interest in music at a young age (what types of things would they do?).

Slide 12

2. Exhibit

What is the person exhibiting signs of in each example?

The _____ is exhibiting signs of ________________

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 child is exhibiting signs of fear; the man is exhibiting signs of happiness; the woman is exhibiting signs of the flu.
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:** exhibited; capable

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.
Obstacle

You have to overcome obstacles if you want to succeed in life!

Definition: Something in the way

Review sample sentence and question. Ask students if they are familiar with or have heard people say that before. You may want to dissect the sentence and what it means.

Refer to the Michael Jordan quote. Discuss the meaning of the quote with students.

If applicable, ask students about the types of obstacles people overcome in life.

1. Obstacle

What is the obstacle? How did they overcome it?

Optional responses: The obstacle is the fence; Overcome it by climbing; The obstacle is climbing the mountain; Overcome it by having people there to help.

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.

Structure

After months of thinking, she decided to structure the building out of metal and wood.

Definition: Put together with a plan

Review sample sentence and question.

Teacher can lead a discussion about the metal and wood art piece and how long it might have taken to structure it.

Try to maintain consistency with referring to structure as a verb instead of a noun.
Slide 19
2. Structure

What is **structured** in the examples? Out of what?

He **structured** a _______ out of ___________.

**Definition:** Put together with a plan

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 structured a car out of the cardboard and balloons; he structured a heart out of the clay.

Slide 20
3. A Vicious Villain

- We were captured by the villainous Goblin King.
- He had (obstacle, structured, integrated) a deadly labyrinth that was designed to keep us his prisoner forever!
- We faced countless (analysis, exhibits, obstacles) like the Bog of Eternal Stench and the Fiery Forest.
- Lucky for us, we (acquired, capabled, criticized) many friends in the labyrinth.
- These friends were (prohibit, capable, analyze) of helping us and we defeated the Goblin King together.

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:** structured; obstacles; acquired; capable

Slide 21
Lesson 16
Review Day

Students will not complete any exercises in the notebook today.
Students will play Bingo as a cumulative review.

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

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

Pass out the Bingo cards and the Bingo chips.

Show the prizes offered for winners.