Teachers will need the powerpoint displayed for class.
Students will need their vocabulary notebook out.
Reminder: Students will need their notebook daily.

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: 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.
Amend

**Definition:** Change to make better or add on

**Synonyms:** alter, enhance, fix, improve, adjust

**Example:**
He amended the situation by apologizing. Why do you need to amend a situation like 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.

Discriminate

**Definition:** Treat someone differently and not fairly

**Synonyms:** separate, single-out

**Example:**
The company discriminated against her because of her gender. Is this discrimination fair?

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.

Justify

**Definition:** Give a good reason

**Synonyms:** defend, vindicate, assert

**Example:**
He justified his anger by saying he was hungry and needed to eat. He also justified eating all the food because he was hungry.

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.
Lesson 2
Page 2

Grade 8
Cycle 3 Set 9

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.

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<tr>
<td>Justify</td>
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</tr>
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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.

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 a person reacts to different things. Students might have their own suggestions.

He reacted to the joke by laughing hysterically.

How do you react to jokes?

How do you react to a sad story?
1. React

How did the person react? To what?

______ reacted to ______ by ______.

Definition: Respond to something

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.

Utilize the images to discuss what happened and how the individual reacted. See if students can utilize their response in the sentence frame or they might be able to develop their own.

Optional responses: The man reacted to his winning goal by running and jumping; The man reacted to the money by screaming with joy.

2. Discriminate

Who is being discriminated against? By whom?

______ is being discriminated against by ______.

Definition: Treat someone differently and not fairly

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.

Students can always create their own sentence, but provide corrective feedback as necessary.

Optional responses: The man in the wheelchair is being discriminated against by the worker; the woman is being discriminated against by the men.
3. A Case of Discrimination

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

Provide support for reading words as necessary. Also, help students understand what is happening in the story. As they come across the blanks, model how to determine what the answer is.

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

As students provide answers, ask them why or how they know it is the answer.

Answers: reacted, discriminate

Students will need vocabulary notebook.

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

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Lesson 3
Page 3
Grade 8
Cycle 3 Set 9

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

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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. 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.
Amend

In 1781, the Constitution did not allow women to vote. It was amended in 1920 to give women the right to vote.

What other amendments are in the Constitution?

Students will read sample sentence and question.

Teacher can lead a discussion about how the constitution was amended and what was changed. See if students can generate other examples.

1. Amend

What is amended? Why?

The _____ was amended because ______ ……

Your goal is to make students practice using the vocabulary word in a sentence.

You might need to have students focus on the picture to determine what it is and then what is amended.

Optional responses: The letter was amended because he needed to add a PS; The movie ending was amended because the people didn’t understand it; The constitution was amended because the people did not agree with the law.

Students will read sample sentence and questions.

Teacher can lead a discussion about the scenario utilizing the word justify as much as possible. Students might generate other examples of justify.
Your goal is to make students practice using the vocabulary word in a sentence.

Optional responses: The student justified running in the hall because there was an emergency; The students justified using their phones because they needed the calculator.

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

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

Answers: amend; reacted; justified

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.

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<tbody>
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</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]

---

Slide 23

**Sentence Mash-Up**

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

- The law was _______ so the women could vote.
- I _______ to the sad movie by crying.
- She could not _______ spending that much money on a pair of shoes.
- The boss _______ against the man because he was young.
- We _______ the rule because it was confusing.
- Schools should not _______ against different groups of children.

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

Students will read the sentence and determine which vocabulary word would go in the blank. Students will need to think about what the sentence is telling them and refer back to what each word means to see if it “fits” together.

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

***Answers:***

- The law was amended...
- I reacted to the sad ...
- She could not justify...
- The boss discriminated...
- We amended the rule because...
- Schools should not discriminate....
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 (note: almost anything can work as long as the student can justify a connection between that and the word).

*Examples:* Amend = reminds me of documents; Discriminate = a picture of a fish away from all the other fish; react = a picture of a ghost and someone jumping with fright; justify = reason

Teachers will need the powerpoint displayed for class.

Students will need their vocabulary notebook out.

*Reminder: Students will need their notebook daily.*

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.
Consistent
Definition: Staying the same
Synonym: constant, regular, unchanging

Example:
The price for Hot Cheetos is consistent across stores. It is usually $2.50. Do you have a consistent snack?

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.

Incident
Definition: Something that happens
Synonym: event, occurrence, episode

Example:
I told my parents about the food fight incident on campus. How do you think the incident started?

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.

Procedure
Definition: Way to do something
Synonym: plan of action, method

Example:
She explained the procedures for an emergency on the airplane. What emergency procedures do you have at school?

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 30

**Undertake**

- **Definition:** Agree to do
- **Synonym:** take on, tackle, handle

**Example:**
He is **undertaking** the task of teaching the kids to swim this summer. Did you **undertake** any tasks this summer?

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 31

**Lesson 6**

**Page 6**

*Grade 8*  
*Cycle 3 Set 6*

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

Slide 32

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

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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.
Consistent

My score stays consistent each time I play Pac-Man.

Is there a game you play where you get consistent scores?

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 may want to reinforce that consistent means staying the same. Utilize any additional examples you and your students might be familiar with.

1. Consistent

Would you describe this as consistent? Why?

_____ is/is not consistent 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 weather is consistent because it is always sunny; the shooter is consistent because he keeps getting a bullseye; the fruit is not consistent because there is a kiwi.

Undertake

She is undertaking the new job of answering the phone for the teacher.

What class jobs have you undertaken?

If your teacher only picks girls, is that discrimination?

Review sample sentence and question.

Teachers may want to lead a discussion about undertaking a task means you agree to do it. Students may be familiar with class jobs are that they undertake or jobs at home that they undertake. Incorporate the discrimination into the discussion via the last statement.
2. Undertake

**Definition:** Agree to do

Would you **undertake** the task?

Road trip  Cleaning  Cats down

I would/ would not **undertake** ________________.

---

3. Avengers Assemble

**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 undertake a road trip with my friends; I would not undertake the job of cleaning this house; I would undertake the task of getting the cats out of the tree.

---

3. Avengers Assemble

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

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

**Answers:** consistently; undertake

---

3. Avengers Assemble

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.

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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.

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 should elicit discussion around the word incident.

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 men fought during the incident; the bird attacked her face during the incident; the firemen put out the fire during the incident.
Review sample sentence and question.

Teachers may want to lead a discussion about what type of procedure this is and different reactions people may have.

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: Fixing the car battery is a simple procedure because you only have to hook up the wires; building a table is a complex procedure because there are lots of steps; some people say getting your teeth cleaned is a simple procedure but the doctor has to use lots of tools.

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

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

Answers: reacted; procedure; incident
Lesson 8
Page 8
Grade 8
Cycle 3 Set 10

**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.

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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.

**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.

The dog can’t wait to eat the cone of the ice cream.

Goal: 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 has a consistent swing when he plays golf; Taking blood is a procedure that you get done at the doctor’s office; There are many incidents on the roads this morning; The kids undertake a mission to defeat the dragon.

Teachers will need the powerpoint displayed for class.

Students will need their vocabulary notebook out.

Reminder: Students will need their notebook daily.

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.

Reminder that students will take a test where they have to read the words independently.
Function
Definition: **Purpose or job to do**
Synonym: purpose, task, use, role

Example:
The *function* of the elevator is to help us reach the top floors. What is the *function* of this button?

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.

Tension
Definition: **Stress and pressure**
Synonym: anxiety, worry, nerves

Example:
There was *tension* during the meeting because everyone was arguing. How should they *amend* the situation?

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.

Coherent
Definition: **Clear and understandable**
Synonym: logical, reasonable, rational

Example:
I proposed a *coherent* plan for a hiking and camping trip. Because the plan was clear, do you think there will be any bad *incidents*?

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 54

Oppose

Definition: Be against something
Synonym: disagree with, dislike

Example:
The kids opposed the new principal because he changed too many rules. Would there be tension on campus?

Slide 55

Lesson 10
Page 10

Grade 8
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.

Slide 56

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

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<tr>
<td>Tension</td>
<td>Stress and pressure</td>
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<tr>
<td>Oppose</td>
<td>Be against something</td>
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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.
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 will elicit discussion utilizing the word as much as possible.

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 function of the lungs is to help you breathe; the function of the umbrella is to stop you from getting wet; the function of the calculator is to help you do math.

Review sample sentence and question.

Teachers may want to lead a discussion about tension.
Slide 60

2. Tension

Would these situations cause you to have tension?

_________________ would cause tension.

Definition: Stress and pressure

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: Losing my dog would cause tension; listening to my parents argue would cause tension; an incoming tornado would cause tension.

Slide 61

3. Headaches

function tension coherent oppose

• Tom came home from school with a headache.
• His mom said sometimes if you are under too much ________ at school, it can give you a headache.
• She gave him some medicine to help.
• The ________ of the medicine is to get rid of the headache.

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

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

Answers: tension; function

Slide 62

Lesson 11
Page 11

Grade 8
Cycle 3 Set 7

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.

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.

Review sample sentence and question.

Teacher can lead a discussion about making the words into a coherent sentence. For reference, this is a spider web covering a bench in a town in Australia where the whole park was covered in webs.

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 thesis statement is coherent because you can understand it; the vacation plan is coherent because it is organized; the slurred speech is not coherent because you can’t understand it.
### Slide 66

**Oppose**

Definition: Be against something

All the pizza places raised the price of pizza to $50!!

Everyone is angry and **opposed** to this price change!

Would you **oppose** or support the pizza price?

**Review sample sentence and question.**

Teacher can lead a discussion about why people would be opposed to the price change. Reinforce the definition of oppose in multiple examples.

### Slide 67

2. Oppose

What do the people **oppose**?

The people are **opposed** 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:** The people are opposed to eating meat; the people are opposed to guns at school.

### Slide 68

3. New Boss

**opposed** **coherent** **tension** **procedures**

- There was a new boss at the store.
- He started to make changes to the ________ in the store.
- Unfortunately, the changes were not ________ - they did not make any sense!
- The workers decided to rebel.
- They __________ the new manager and wanted a new leader like his place.

**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:** procedures; coherent; opposed
Lesson 12
Page 12
Grade 8 Cycle 8 Set 11

Slide 69

Definition Match-Up

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>React</td>
<td>change to make better or add on to</td>
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<td>good reason</td>
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<tr>
<td>Consistent</td>
<td>purpose or job to do</td>
</tr>
</tbody>
</table>

Directions: Write the letter of the definition with the correct word.


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.

Sentence Mash Up:

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

The people _______ poorly when the innocent man was sent to jail.
The doctor made a _______ plan to fight the illness.
Iron Man will _______ a mission to save the planet.
The teacher _______ the class rules to encourage the students to work together.
The _______ of the movie is to entertain you.
The doctor said it is important to eat breakfast on a _______ basis.

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

Answers:
The people reacted...
The doctor made a coherent...
Iron Man will undertake...
The teacher amended...
The function of the ...
The doctor said it is important to eat breakfast on a consistent basis.
There was an incident when Adrian went to the mall with his friends. One of them was discriminated against at the store. Everyone is angry because they oppose discrimination. They want procedures in place so this doesn’t happen to someone else.

a) Why was Adrian upset?
b) How did the friends react?
c) What do the friends want?

Answers: Because his friend was discriminated against; The friends reacted with anger; They want procedures to stop the discrimination.

Teachers will need the powerpoint displayed for class.

Students will need their vocabulary notebook out.

Reminder: Students will need their notebook daily.

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**

**Brief**

**Definition:** Short, not long  
Synonym: quick, fleeting, hurried

**Example:**  
She had a brief visit with her friends because she only had a few minutes. When do you have brief visits at school?

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 77**

**Emphasize**

**Definition:** Put special attention on  
Synonym: highlight, dwell on

**Example:**  
I used a highlighter to emphasize the words I needed to memorize. What else can you do to EMPHASIZE words?

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 78**

**Neutral**

**Definition:** Not taking sides  
Synonym: impartial, uninvolved

**Example:**  
I stayed neutral while my sisters were fighting because I didn’t want to take sides. Do you stay neutral in family fights?

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.
Sequence

**Definition:** Order that makes sense

**Synonym:** arrangement, series, procession

**Example:**
The snowboarder has to follow this sequence in order to land his trick. If he doesn’t follow the sequence, what would happen?

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.

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**Slide 80**

**Lesson 14**
**Page 14**

Grade 8
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.

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**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>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief</td>
<td>Short, not long</td>
</tr>
<tr>
<td>Emphasize</td>
<td>Put special attention on</td>
</tr>
<tr>
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<td>Not taking sides</td>
</tr>
<tr>
<td>Sequence</td>
<td>Order that makes sense</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.
Slide 82

Brief

We were allowed to watch a brief video in class since it didn’t take up too much time.

Are you opposed to videos in class? Is your teacher?

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 will lead a discussion about the vocabulary word and how it is utilized in the example.

Slide 83

1. Brief

Definition: Short, not long

I would/would not prefer a brief ______ 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: I would not prefer a brief nap because I want a long one; I would prefer a brief test because I do not like them.

Slide 84

Emphasize

Definition: Put special attention on

The parents emphasized that the child should always use manners. They repeated it over and over again.

What is the function of manners?

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 will lead a discussion about the vocabulary word and how it is utilized in the example.
2. Emphasize

Which of these would you emphasize with a small child? Why?

I would emphasize _______ because _______________.

Definition: Put special attention on

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 emphasize throwing your trash away instead of littering because it is important; I would emphasize being kind to animals because it is important.

3. Think About It

I could give a brief presentation on ....

My parents always emphasize ....

Which do you prefer – a brief lecture or a long lecture?

What can you do to emphasize a point?

Goal: Allow students an opportunity to practice the words in additional examples.

Given each square, students can discuss their responses. You can select to have students answer all 4 boxes or assign certain boxes to certain groups and then have a share out. It is at your discretion. However, provide as much corrective feedback as you can to students.

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.

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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.

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 will lead a discussion about the vocabulary word and how it is utilized 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: I would not remain neutral when picking somewhere to eat because I am picky; I would not remain neutral when picking a theme park because I have favorites I want to go to.
Sequence

The fireworks display has a specific sequence that makes sure everything looks perfect.

Do fireworks also go with a sequence of music?

Definition: Order that makes sense

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 will lead a discussion about the vocabulary word and how it is utilized in the example.

2. Sequence

Why would you follow the sequence of steps?

This sequence of steps will help me ______________________.

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: This sequence of steps will help me make mac n cheese; This sequence of steps will help me build a drone.

3. Think About It

I would remain neutral about ….

I followed the sequence of steps to ….

Is remaining neutral during discrimination a good or bad thing?

Should you have a batting sequence when you play baseball?

Goal: Allow students an opportunity to practice the words in additional examples.

Given each square, students can discuss their responses. You can select to have students answer all 4 boxes or assign certain boxes to certain groups and then have a share out. It is at your discretion. However, provide as much corrective feedback as you can to students.
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 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.