

citizen



cit·i·zen (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **citizen** is a member of a community, state, or country.*
- 3 Talk about examples.

Use the Image *A **citizen** pledges loyalty to her country's flag.*

Make a Connection Place your hand over your heart and look at the flag. Say the Pledge of Allegiance. ***Citizens** promise to be loyal to their country.*

difference



dif • fer • ence (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When people make a **difference**, they do something that helps others.*
- 3 Talk about examples.

Use the Image *We all made a **difference** by working together to clean up the park.*

Make a Connection Relate the concept to children's lives. *When you recycle paper or bottles, you make a **difference** in the world.*

kind



kind (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Someone who is **kind** is nice, caring, or gentle.*
- 3 Talk about examples.

Use the Image *Sharing an umbrella on a rainy day is a **kind** thing to do.*

Act It Out Demonstrate acts of kindness, such as comforting or helping a friend, or complimenting someone. *We are **kind** when we say something nice to someone.*

guards



guards (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If someone **guards** something, he or she watches over and protects it.*
- 3 Talk about examples.

Use the Image *The British Army **guards** Buckingham Palace to protect the royal family.*

Act It Out Stand guard at the door of the classroom. *Someone **guards** a door to keep people out.*

serious



se · ri · ous (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you are **serious**, you do not joke around or play.*
- 3 Talk about examples.

Use the Image *Franklin is **serious** about finishing his essay on time.*

Make a Connection Talk about times when people are serious. *You might be **serious** when you are working hard or telling a sad story.*

carefree



care·free (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you are **carefree**, you are free of worries.*
- 3 Talk about examples.

Use the Image *James felt **carefree** as he relaxed in the hammock.*

Act It Out Skip around the room. *When I feel **carefree**, I skip and sing because I am not worried about anything.*

guide



guide (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *To **guide** means to show someone which way to go.*
- 3 Talk about examples.

Use the Image *The mother elephant will **guide** her baby to the water.*

Act It Out Take a child's hand and lead him or her around. *Let me **guide** you around the room.*

images



im · ag · es (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Images are pictures of something.*
- 3 Talk about examples.

Use the Image *Alyssa drew **images** of her favorite things.*

Use a Prop Display images from a textbook. *This book has **images** of people and things.*

munch



munch (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **munch** food, you chew it loudly and completely.*
- 3 Talk about examples.

Use the Image *After school, Claire likes to **munch** on fresh vegetables.*

Act It Out Move your jaws, as if chewing.
*I **munch** a crunchy apple.*

bellowed



bel·lowed (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **bellowed**, you shouted in a loud, deep voice.*
- 3 Talk about examples.

Use the Image *The elk **bellowed** to communicate with other elks.*

Make a Connection Contrast volume.
*When I **bellowed**, I was loud!*

rough



rough (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you do something in a **rough** way, you are not being gentle.*
- 3 Talk about examples.

Use the Image *Sometimes the puppies play too **rough**.*

Use a Prop Demonstrate rough treatment of a book. *I should not be **rough** with a book, or I might ruin it.*

handle



han·dle (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you cannot **handle** something, you are not able to deal with it.*
- 3 Talk about examples.

Use the Image *Andrew is able to **handle** many activities in one day.*

Make a Connection Relate to children's lives. *When something is too difficult to **handle** at school, seek help from a teacher.*

cool



cool (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *To **cool** how you feel means to calm down.*
- 3 Talk about examples.

Use the Image *Listening to music is one way to **cool** down and feel calm.*

Act It Out Show children one way to cool down. *I count to ten to **cool** down when I am upset.*

bounce



bounce (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **bounce**, you move up and down.*
- 3 Talk about examples.

*Use the Image My friends and I like to **bounce** in a **bounce** house.*

*Use a Prop Bounce a ball. **This ball can bounce easily.***

grinned



grinned (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **grinned**, you smiled a wide smile.*
- 3 Talk about examples.

Use the Image *Emma **grinned** at the camera.*

Act It Out Smile broadly. *I **grinned** when I saw you all listening politely.*

might



might (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Doing something with all your **might** is using all your power.*
- 3 Talk about examples.

Use the Image *She kicked the ball with all her **might**.*

Act It Out Pretend to lift something heavy.
*It takes all my **might** to lift this.*

scribbled



scrib • bled (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **scribbled** something, you wrote it quickly and in a messy way.*
- 3 Talk about examples.

Use the Image *My younger brother **scribbled** on the paper.*

Act It Out Mime writing something quickly. *I **scribbled** instead of writing neatly.*

tryouts



try·outs (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Tryouts are tests to see how well someone does something.*
- 3 Talk about examples.

Use the Image *Basketball teams hold tryouts when they need to add new players.*

Make a Connection Mention tryouts children might recognize. *Who has been to tryouts for a team? For a play?*

wistfully



wist·ful·ly (adv.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you watch something **wistfully**, you are watching it sadly or thoughtfully.*
- 3 Talk about examples.

Use the Image *The boy **wistfully** looked out the window wishing he could play in the snow.*

Act It Out Put on a wistful expression. *When I'm hungry, I **wistfully** watch other people eat until it's time for my lunch.*

smirked



smirked (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **smirked**, you smiled in a mean or nasty way.*
- 3 Talk about examples.

Use the Image *My sister **smirked** as I was blowing up a balloon.*

Act It Out Smile nastily; then grin happily.
*When I **smirked**, my face wrinkled up.*

jammed



jammed (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you jammed something into something else, you put it there very hard or roughly.*
- 3 Talk about examples.

Use the Image *Deanna jammed her clothes in the closet.*

Use a Prop Fold a newspaper roughly and jam it into a pocket or drawer. *I jammed the newspaper in.*

discuss



dis·cuss (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **discuss** something, you talk about it.*
- 3 Talk about examples.

Use the Image *When Sammy has a good idea, he likes to **discuss** it with his friends.*

Make a Connection Connect the word to class activities. *In class, we **discuss** many social studies and science topics.*

proper



prop·er (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Someone who is proper is polite and behaves well.*
- 3 Talk about examples.

Use the Image *It is proper to pour tea to your guests before serving yourself.*

Make a Connection Discuss times when it is important to be proper. *While in the library, act in a proper way.*

blue



blue (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you feel **blue**, you feel sad.*
- 3 Talk about examples.

Use the Image *William felt **blue** when he could not go to the party.*

Act It Out Make a sad face. *I feel **blue** when I miss my best friend.*

useful



use·ful (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is useful is helpful.*
- 3 Talk about examples.

Use the Image *Forks and spoons are very useful at meal time.*

Use a Prop Hold up a pencil. *This pencil is useful for writing.*

realize



re • al • ize (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **realize** something, you know it or understand it.*
- 3 Talk about examples.

Use the Image *It took Jen a minute to **realize** the answer.*

Make a Connection Relate the word to children's lives. *Babies may not **realize** that weather changes, but you do!*

elected



e • lect • ed (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Someone who is elected has been chosen for a job.*
- 3 Talk about examples.

Use the Image *After voting, the students elected Juanita to be class leader.*

Make a Connection Name an elected official whom children will know. *The president is elected every four years.*

local



lo • cal (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is **local** is in the area where you live.*
- 3 Talk about examples.

Use the Image *We visited the **local** farmers' market.*

Make a Connection Name a local grocery store. *We can buy food from **local** farms at this store.*

mock



mock (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **mock** version of something is not real.*
- 3 Talk about examples.

Use the Image *She set up a **mock** doctor's office for her stuffed animals.*

Act It Out Have children act out a mock interview. *They are acting out a **mock** interview.*

compliment



com • pli • ment (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **compliment** is a nice thing to say about someone.*
- 3 Talk about examples.

Use the Image *My grandmother gave me a **compliment** on my baking skills.*

Act It Out Give a child a compliment. *I gave _____ a **compliment** about his/her _____.*

mechanical



me·chan·i·cal (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something or someone **mechanical** is related to how machines work.*
- 3 Talk about examples.

Use the Image *There are many **mechanical** parts on a car.*

Make a Connection Name some mechanical things in the classroom. *A book is not **mechanical**, but my laptop is.*

reassemble



re • as • sem • ble (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **reassemble** something, you put it back together after it has been taken apart.*
- 3 Talk about examples.

Use the Image *The person is trying to **reassemble** a clock.*

Use a Prop Take apart the pencil sharpener and put it back together. *After I clean this, I can **reassemble** it.*

tinkering



tin·ker·ing (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you are **tinkering** with something, you are making changes to it.*
- 3 Talk about examples.

Use the Image *Violet is **tinkering** with a robot to make it work correctly.*

Act It Out Rearrange some books or papers on your desk. *I am **tinkering** with the order of things on my desk.*

obnoxious



ob·nox·ious (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Someone who is **obnoxious** is rude and not easy to like.*
- 3 Talk about examples.

Use the Image *Kevin thinks it's **obnoxious** that his sister makes rabbit ears behind his head in every family photo.*

Make a Connection Connect the word to children's experiences. *Even nice people can be **obnoxious** sometimes. What kinds of behavior do you find **obnoxious**?*

jubilantly



ju·bi·lant·ly (adv.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you say something **jubilantly**, you say it very happily and joyfully.*
- 3 Talk about examples.

Use the Image *The boy **jubilantly** raised his arms in excitement.*

Make a Connection Discuss when you would say something jubilantly. *I shouted **jubilantly** when I found my dog.*

praise



praise (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **praise** people, you tell them they did something very well.*
- 3 Talk about examples.

Use the Image *Everyone in the crowd shouted **praise** for the rescuers.*

Act It Out Shake a child's hand enthusiastically. *I **praise** you for your good work today.*

planned



planned (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **planned**, you decided ahead of time how you would do something.*
- 3 Talk about examples.

Use the Image *We carefully **planned** for the big event.*

Make a Connection Connect the word to classroom activities. *We **planned** our schedule for the day.*

perfect



per • fect (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When something is **perfect**, it is the best it can be.*
- 3 Talk about examples.

Use the Image *The photographer said it was a **perfect** day to take pictures outside.*

Use a Prop Hold up a ruler. *I use a ruler to make my straight lines as **perfect** as possible.*

hamper



ham·per (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **hamper** is a basket used to hold dirty clothes.*
- 3 Talk about examples.

Use the Image *I put my dirty sweatshirt in the clothes **hamper**.*

Use a Prop Point to the trash can. *This is for trash, but a **hamper** is for dirty clothes.*

disaster



dis·as·ter (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **disaster** is an event that goes horribly wrong.*
- 3 Talk about examples.

Use the Image *My dad was not happy about the **disaster** my dog made in our living room.*

Make a Connection Relate the word to events in the news. *A [hurricane/wildfire/tornado] is a natural **disaster**.*

scowl



scowl (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A scowl is an angry frown.*
- 3 Talk about examples.

Use the Image *When Anna is upset, she makes a **scowl**.*

Act It Out Scowl at the class. *When I make a **scowl**, I am angry!*

mood



mood (n.)

Teach the Word

- 1** Say the word. Ask children to repeat it.
- 2** Explain the meaning. *Your **mood** is the way you are feeling.*
- 3** Talk about examples.

Use the Image *Each of these faces shows a different **mood**.*

Act It Out Smile broadly. *A smile shows I am in a good **mood**.*

queasy



quea • sy (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you are **queasy**, your stomach hurts and you feel sick.*
- 3 Talk about examples.

Use the Image *Sylvia felt **queasy** after she finished eating breakfast.*

Act It Out Clutch your stomach and look pained. *Bad smells make me **queasy**.*

fiddled



fid·dled (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you fiddled with something, you kept touching it or playing with it.*
- 3 Talk about examples.

Use the Image *Elena fiddled with her hair as she waited for her friend.*

Act It Out Tap a pencil against a desk and move the pencil around. *I fiddled with this pencil while I was speaking to you.*