

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.)

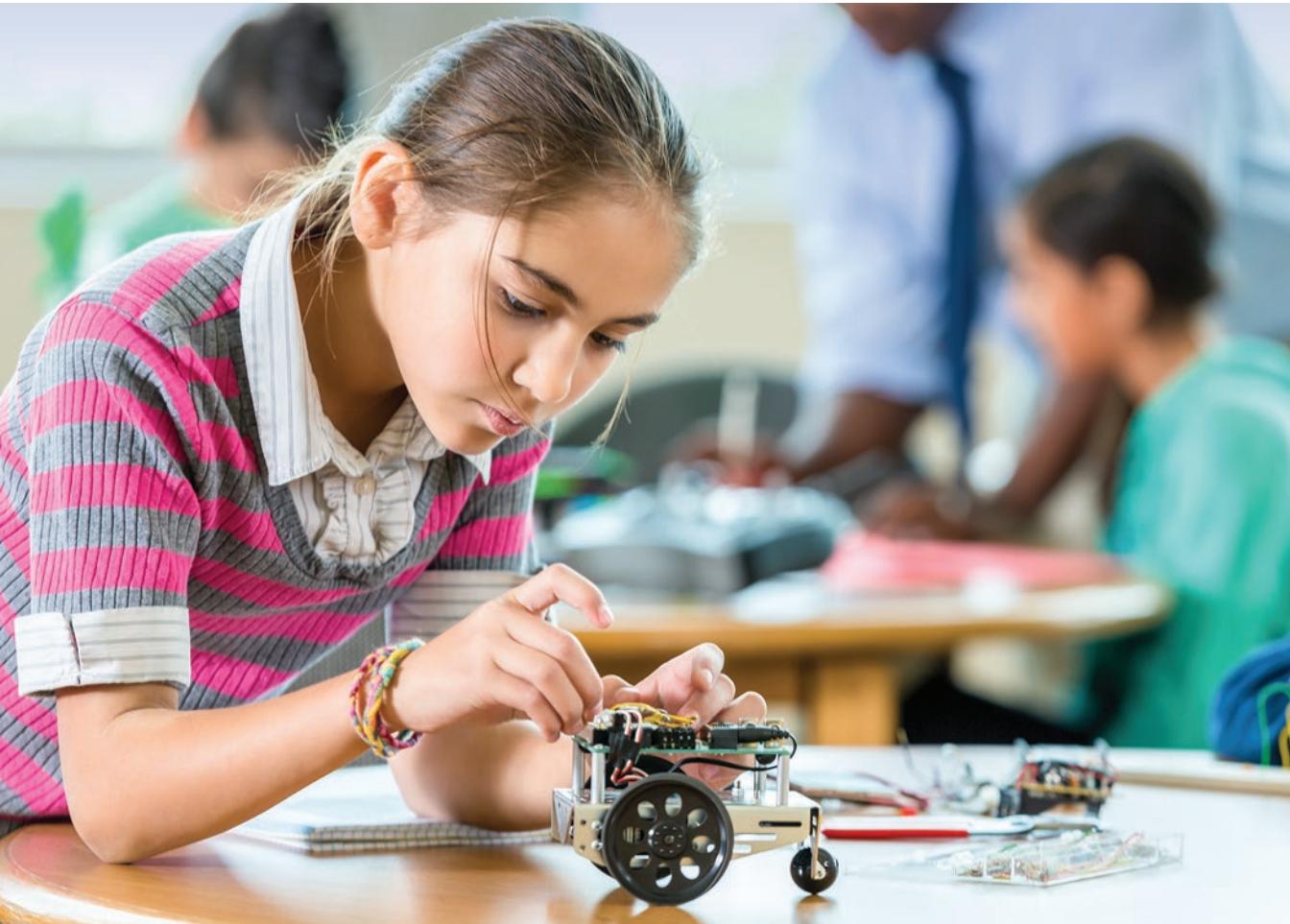
## Teach the Word

- 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.*