

examine



ex·am·ine (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **examine** something, you look at it carefully.*
- 3 Talk about examples.

Use the Image *Grace and Kelly wanted to **examine** the soil for any bugs.*

Make a Connection Connect the word *examine* to looking closely at an object. *We **examine** the leaf with a magnifying glass.*

identify



i · den · ti · fy (v.)

Teach the Word

- ➊ Say the word. Ask children to repeat it.
- ➋ Explain the meaning. *When you **identify** something, you say what it is.*
- ➌ Talk about examples.

Use the Image *These road signs **identify** a railroad crossing, the speed limit, a highway exit, and a school crosswalk.*

Make a Connection Connect the word *identify* to naming an object by examining it. *We can **identify** a leaf by looking at its size and shape.*

record



re • cord (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **record** notes, you write them down.*
- 3 Talk about examples.

Use the Image *Trevor will **record** what he learned in his notebook.*

Act It Out Hold up a rock. Use a piece of chart paper to record its characteristics. *We **record** where we found the rock, what it looks like, and its size.*

hollow



hol·low (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is **hollow** has space inside it.*
- 3 Talk about examples.

Use the Image *My brother crawls through the **hollow** tube at the park.*

Use a Prop Hold up and point to the inside of a drinking straw. *The straw is **hollow**, so I can use it to drink milk.*

petals



pet·als (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Petals are the outer parts of a flower that go around its center.*
- 3 Talk about examples.

Use the Image *The **petals** of the flower are yellow.*

Use a Prop Draw a daisy on the board and point to the petals that surround the center. *This flower has several small **petals**.*

ticklish



tick·lish (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that makes you feel **ticklish** makes you giggle.*
- 3 Talk about examples.

Use the Image *Our little sister is very **ticklish**.*

Make a Connection Name something that makes you feel ticklish. *A feather on my skin makes me feel **ticklish**.*

tender



ten·der (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is **tender** is soft and easy to cut.*
- 3 Talk about examples.

Use the Image *I can easily cut through my chicken because it is **tender**.*

Make a Connection *A ball of clay is easy to work with because it is **tender**.*

splashes



splash • es (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When something wet splashes, it makes many small drops.*
- 3 Talk about examples.

Use the Image *She splashes as she plays in the pool.*

Use a Prop Show a picture of water splashing. *Water splashes on the shore.*

sail



sail (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Boats **sail** when wind pushes them across the water.*
- 3 Talk about examples.

Use the Image *I watched the boat **sail** into the sunset.*

Act It Out Glide across the floor. *On a calm day, a boat can **sail** smoothly like this.*

amount



a • mount (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *An **amount** is how much there is of something.*
- 3 Talk about examples.

Use the Image *Each glass has a different **amount** of juice.*

Use a Prop Display two groups of paper clips, one with 5 and one with 3. *This group has a larger **amount** of paper clips.*

material



ma • te • ri • al (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Material is what something is made from.*
- 3 Talk about examples.

Use the Image *My mother was trying to choose **material** to make a skirt.*

Use a Prop Connect weight to material.
*The **material** in this book is heavier than the **material** in this book.*

space



space (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Space is an open area or place.*
- 3 Talk about examples.

Use the Image *These books do not take up much **space** on the shelf.*

Act It Out Ask two children to stand apart. *There is some **space** between the classmates.*

example



ex·am·ple (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *An **example** is a part of a larger group of things that are alike.*
- 3 Talk about examples.

Use the Image *A banana is an **example** of a fruit.*

Make a Connection Talk about examples of insects. *An ant is an **example** of an insect.*

easily



eas·i·ly (adv.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is done **easily** is not hard to do.*
- 3 Talk about examples.

Use the Image *I can **easily** count to five.*

Act It Out Erase writing on the board. *I can **easily** erase the writing on the board.*

forms



forms (n.)

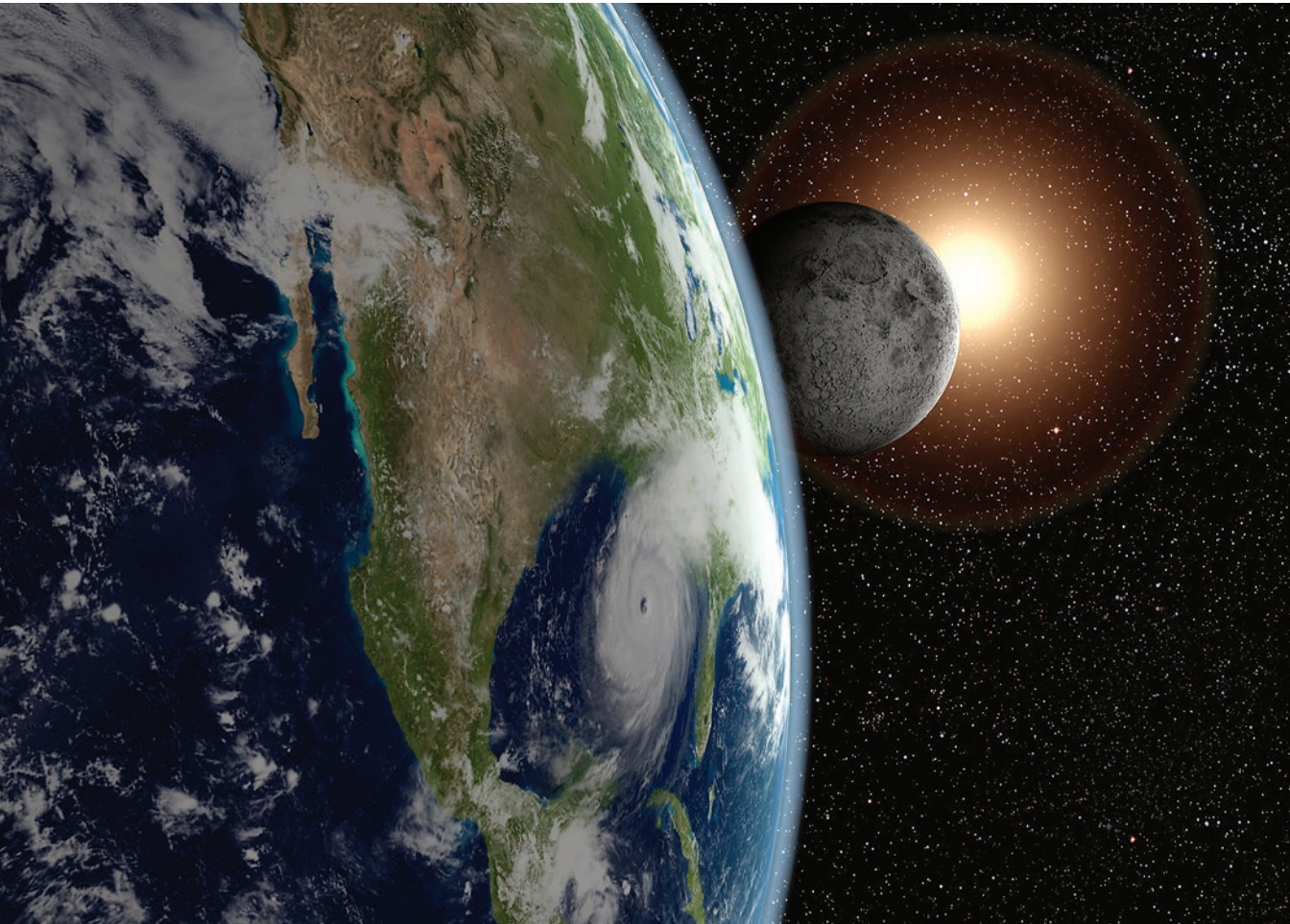
Teach the Word

- 1** Say the word. Ask children to repeat it.
- 2** Explain the meaning. *Something with many forms has different shapes or ways of being.*
- 3** Talk about examples.

Use the Image *Pasta comes in many different forms.*

Make a Connection Connect weather patterns to forms. *Snow and rain are two forms of weather.*

planet



plan • et (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **planet** is a large object in space that moves around a star.*
- 3 Talk about examples.

Use the Image *Our **planet** moves around the sun.*

Make a Connection Name Earth as an example of a planet. *The **planet** we live on is Earth.*

tasty



tast·y (adj.)

Teach the Word

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

Use the Image *We all enjoyed a slice of the **tasty** pizza.*

Act It Out Mime eating a sandwich that you are enjoying. *Yum! This sandwich is **tasty**.*

odd



odd (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is odd is different or unusual.*
- 3 Talk about examples.

Use the Image *The odd chair in the group is green, and all the others are white.*

Make a Connection Describe an odd event. *It would be odd if it snowed during summer vacation.*

recognize



rec·og·nize (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **recognize** something, you know you have seen or heard it before.*
- 3 Talk about examples.

Use the Image *Alma did not **recognize** the sound she heard.*

Use a Prop Hold up a book children have read or heard. *Do you **recognize** this book? We've seen it before.*

clanking



clank·ing (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. A *clanking* noise is made by striking metal.
- 3 Talk about examples.

Use the Image *The children heard the clanking bell around the cow's neck.*

Use a Prop Tap two metal objects together. *When I bang two metal objects together, I make a clanking noise!*

funky



funk·y (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is funky has a bad or strange smell.*
- 3 Talk about examples.

Use the Image *The garbage had a funky smell coming from it.*

Act It Out Wave your hand under your nose and make a face. *Whew! Something smells funky in here.*

buzzing



buzz·ing (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **buzzing** noise sounds like a bee flying through the air.*
- 3 Talk about examples.

Use the Image *The **buzzing** noise was coming from the bees.*

Act It Out Use your mouth to make a buzzing sound. *When I make a **buzzing** sound, I sound like a bee.*

fit



fit (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *To throw a **fit** means to yell and scream a lot when you are mad.*
- 3 Talk about examples.

Use the Image *The boy threw a **fit** when he did not get his way.*

Make a Connection Describe a time when a toddler might throw a fit. *A toddler might throw a **fit** if she is tired.*

gasped



gasped (v.)

Teach the Word

- 1** Say the word. Ask children to repeat it.
- 2** Explain the meaning. *If people **gasped**, they took a sharp breath in a surprised way.*
- 3** Talk about examples.

Use the Image *The children **gasped** in surprise as they watched the movie.*

Act It Out Have a child clap his or her hands. Gasp in response. *I **gasped** when that noise surprised me.*

frenzy



fren·zy (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A frenzy is a time of great excitement and wild behavior.*
- 3 Talk about examples.

Use the Image *The fish were in a feeding frenzy.*

Make a Connection Relate *frenzy* to children's lives. *You might experience a frenzy at a birthday party.*

battleground



bat·tle·ground (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **battleground** is where a fight takes place.*
- 3 Talk about examples.

Use the Image *This field was once a **battleground**. Long ago, a large battle was fought here.*

Make a Connection Relate to activities.
*The living room was the **battleground** for a pillow fight.*

feud



feud (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A feud is a long fight.*
- 3 Talk about examples.

Use the Image *My sister and I are in a feud because she takes my toys.*

Make a Connection Give an example of a feud. *If players are not being good sports, they can start a feud.*

strokes



strokes (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When something **strokes** something else, it moves gently over that thing.*
- 3 Talk about examples.

Use the Image *The woman **strokes** the young puppy as it falls asleep.*

Act It Out Have a child mime stroking a cat. *Tom **strokes** an imaginary cat.*

tumbling



tum • bling (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is tumbling is rolling over and over.*
- 3 Talk about examples.

Use the Image *The tumbling children got dizzy after several somersaults.*

Use a Prop Roll a ball. *The tumbling ball rolls away.*

plumes



plumes (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Plumes* are long, thin shapes that look like feathers.
- 3 Talk about examples.

Use the Image *Plumes of smoke from the campfire drifted up into the air.*

Use a Prop Draw a plume on the board.
Plumes are curved like a feather.

wisps



wisps (n.)

Teach the Word

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

Use the Image *Wisps of tiny clouds floated in the sky above us.*

Use a Prop Draw a face with wisps of hair. *The baby has a few wisps of hair.*

pavement



pave • ment (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *The **pavement** is the hard covering on a sidewalk or road.*
- 3 Talk about examples.

Use the Image *The children played tic-tac-toe on the **pavement**.*

Make a Connection Connect *pavement* to children's experience in the schoolyard. *During a fire drill, we line up outside on the **pavement**.*

mossy



moss·y (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is mossy has a soft green plant growing on it.*
- 3 Talk about examples.

Use the Image *The mossy rocks by the creek were very slippery.*

Use a Prop Display a photo of moss growing on a tree. *The tree bark is mossy because it's got a fuzzy green plant on it.*

outstretched



out • stretched (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is **outstretched** is spread out as far as it can go.*
- 3 Talk about examples.

Use the Image *Ethan's **outstretched** hands felt the cool wetness of the creek.*

Act It Out Stretch one arm out to reach a book on a shelf. *I use my **outstretched** arm to reach a book on the shelf.*

scoop



scoop (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **scoop** up something, you pick it up.*
- 3 Talk about examples.

Use the Image *I use my hands to **scoop** up water from the creek.*

Use a Prop Demonstrate how to scoop up objects. *I use my hand to **scoop** up these paper clips.*

underside



un · der · side (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *The underside of something is the part that faces the ground.*
- 3 Talk about examples.

Use the Image *Two bugs were hiding on the underside of the leaf.*

Use a Prop Tap the underside of a desk. *This is the underside of the desk because it is the part of the desk that faces the floor.*

agency



a • gen • cy (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you work at an **agency**, your job is to help others to get something done.*
- 3 Talk about examples.

Use the Image *Many people worked at the **agency**.*

Make a Connection Give an example of an agency. *A job **agency** helps people find work.*

business



busi·ness (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A place open for **business** is ready to work, buy, or sell something.*
- 3 Talk about examples.

Use the Image *My aunt opened a small **business** that sells coffee.*

Make a Connection Talk about a familiar business. *A grocery store is in the **business** of selling food.*

confidently



con·fi·dent·ly (adv.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you do something **confidently**, you are sure you will do it well.*
- 3 Talk about examples.

Use the Image *Tia **confidently** stood up to give her report.*

Act It Out Hold your head high and smile.
*I can **confidently** teach because I know each word's meaning.*

located



lo • cat • ed (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Where something is **located** is where it is.*
- 3 Talk about examples.

Use the Image *The alligator pond was **located** near the center of the zoo.*

Use a Prop Point to the ceiling. *The lights are **located** on the ceiling.*

eagerly



ea · ger · ly (adv.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you do something **eagerly**, you really want to do it.*
- 3 Talk about examples.

Use the Image *The family **eagerly** explored their new home.*

Make a Connection Relate *eagerly* to a future activity. *I am **eagerly** looking forward to the book fair.*

seeps



seeps (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When something seeps, it passes slowly through a small opening.*
- 3 Talk about examples.

Use the Image *The sand seeps through the hourglass.*

Use a Prop Water a plant. *See how the water seeps through the top of the soil?*

mystery



mys·ter·y (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **mystery** is something that is hard to understand or is not known about.*
- 3 Talk about examples.

Use the Image *The contents of the box are a **mystery**.*

Act It Out Pretend to be confused. *Where did I put my keys? It's a **mystery**.*

ace



ace (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Someone described as **ace** is extremely good at something.*
- 3 Talk about examples.

Use the Image *He is an **ace** athlete.*

Make a Connection Give an example of expertise. *You are an **ace** speller when you get 100% on your spelling test.*