

compromise



com • pro • mise (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **compromise** is when people agree to something by each giving up a little of what they want.*
- 3 Talk about examples.

Use the Image *They reached a **compromise** on how to share the apple.*

Make a Connection *Relate **compromise** to children's lives. You have to share on the playground. You have to let others have a turn choosing the game to play.*

decision



de • ci • sion (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you make a **decision**, you make up your mind about something.*
- 3 Talk about examples.

Use the Image *Jeremy needed to make a **decision** about the snack he wanted to eat.*

Make a Connection Relate the word to children's lives. *Many times during the day you are asked to make a **decision**. You make a **decision** when you choose one book over another.*

disagreement



dis · a · gree · ment (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *In a **disagreement**, people have different ideas about things.*
- 3 Talk about examples.

Use the Image *There was a **disagreement** over which movie they should watch.*

Act It Out Nod your head to indicate yes, as a child shakes his/her head to indicate no. *We are in **disagreement**. My favorite color is yellow, but _____ thinks _____ is a better color.*

snaking



snak·ing (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is **snaking** bends and curves.*
- 3 Talk about examples.

Use the Image *The road is **snaking** through the mountains.*

Use a Prop Show a picture of a snaking river. *This is a **snaking** river because it bends and curves.*

belongs



be • longs (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When someone belongs, he or she is part of a group.*
- 3 Talk about examples.

Use the Image *The dog **belongs** to us.*

Act It Out Have everyone wearing red come to the front of the room. *Everyone wearing red **belongs** in this group.*

bundle



bun • dle (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **bundle** up, you dress warmly.*
- 3 Talk about examples.

Use the Image *The child will **bundle** up to play out in the snow.*

Make a Connection Connect the concept to weather by pointing out the window. *We did/did not have to **bundle** up on this cold/warm day.*

company



com • pa • ny (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you keep someone **company**, you stay with that person.*
- 3 Talk about examples.

Use the Image *We like to visit our grandma and grandpa to keep them **company**.*

Act It Out Crouch next to a child. *I will keep you **company** while everyone else goes outside.*

bob



bob (v.)

Teach the Word

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

Use the Image *The apples **bob** in the water.*

Act It Out Nod your head rapidly. *I can **bob** my head.*

weave



weave (v.)

Teach the Word

- 1** Say the word. Ask children to repeat it.
- 2** Explain the meaning. *When you **weave**, you pass strips of fabric, yarn, or other materials over and under each other to make something.*
- 3** Talk about examples.

Use the Image *We watched the woman **weave** yarn into cloth on a loom.*

Use a Prop Show a picture of a person braiding hair. *To make a braid, you **weave** pieces of hair together.*

invited



in · vit · ed (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you are **invited** to a party, you have been asked to come.*
- 3 Talk about examples.

Use the Image *Amir **invited** us to come with him to the lunchroom.*

Make a Connection Connect the word to real life. *I get excited when I am **invited** to a party.*

screams



screams (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When someone screams, he or she yells loudly.*
- 3 Talk about examples.

Use the Image *We could hear screams of delight as they rode the roller coaster.*

Act It Out Mime a scream. *When someone in a room screams, everyone looks.*

plead



plead (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **plead**, you ask someone in a strong, hopeful way.*
- 3 Talk about examples.

Use the Image *My sister and I tried to **plead** with our parents to get us a kitten.*

Make a Connection Discuss when children might plead. *You might **plead** with your friends to play a game at recess.*

musical



mu • si • cal (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is **musical** has a tune.*
- 3 Talk about examples.

Use the Image *A trumpet is a type of **musical** instrument.*

Make a Connection Relate the concept to children's lives. *Children with a **musical** voice may sing in a chorus.*

shove



shove (v.)

Teach the Word

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

Use the Image *Austin began to **shove** the wagon from behind.*

Act It Out Push against your desk. *I want to **shove** this out of the way.*

scoots



scoots (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When someone scoots, he or she moves very quickly.*
- 3 Talk about examples.

Use the Image *The family scoots into the tent excitedly.*

Make a Connection Connect the word to something that helps children scoot. *She scoots by on her skateboard.*

greedy



greed·y (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Someone who is greedy wants more than what is fair.*
- 3 Talk about examples.

Use the Image *Jon was greedy and took too much.*

Use a Prop Grab a box of crayons.
I'm acting greedy when I do not share the crayons.

scurries



scur • ries (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When someone **scurries**, he or she moves with short, fast steps.*
- 3 Talk about examples.

Use the Image *The crab **scurries** across the sand.*

Act It Out Have three children line up quickly. _____ ***scurries** to the front of the line.*

wandered



wan·dered (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you wandered, you walked or strolled slowly.*
- 3 Talk about examples.

Use the Image *They wandered through the woods to look for birds and enjoy the fresh air.*

Make a Connection Connect to the real world. *I wandered through the park because I had time.*

whizzed



whizzed (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If something whizzed by, it moved very fast.*
- 3 Talk about examples.

Use the Image *The car whizzed along the highway.*

Use a Prop Show a picture of cars moving fast on a highway. *The cars on the highway whizzed by each other very fast!*

brewing



brew·ing (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When something is **brewing**, it means something bad is coming.*
- 3 Talk about examples.

Use the Image *The weather report said a storm was **brewing**.*

Make a Connection Connect to the real world. *When I turn on my car and it makes a funny sound, I know that trouble is **brewing**.*

struts



struts (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When someone **struts** around, he or she walks too proudly and shows off.*
- 3 Talk about examples.

Use the Image *The rooster **struts** around the barnyard.*

Act It Out Strut proudly around the room. *When someone **struts**, he or she is showing off.*

moped



moped (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If someone **moped**, he or she felt sad and was not interested in doing anything.*
- 3 Talk about examples.

Use the Image *My brother **moped** when his game was canceled.*

Act It Out Put on a sad face. *I **moped** because I wanted to be outside on this nice day.*

exhausted



ex·haust·ed (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you are **exhausted**, you are tired and completely worn out.*
- 3 Talk about examples.

Use the Image *The runner was **exhausted** after winning the race.*

Act It Out Flop into your chair as if worn out. *I feel **exhausted** because I was up too late last night.*

blamed



blamed (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you are **blamed**, someone thinks you did something wrong.*
- 3 Talk about examples.

Use the Image *They **blamed** each other for breaking the flowerpot.*

Make a Connection Relate to real life. *I **blamed** my dog for ripping up my shoes.*

argue



ar • gue (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **argue**, you speak in an angry way that shows you do not agree.*
- 3 Talk about examples.

Use the Image *Hailey and Maria began to **argue** and pull at the doll.*

Act It Out Have a child say a favorite sport. Pretend to disagree. *We **argue** about which sport is best!*

respectful



re • spect • ful (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Respectful words are words that are polite and kind.*
- 3 Talk about examples.

Use the Image *It is always good to act in a respectful way with others.*

Act It Out Sit at your desk with your hands folded. *I am respectful when others speak.*

practice



prac·tice (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Practice is when you do something over and over to get better at it.*
- 3 Talk about examples.

Use the Image *She had piano **practice** after school.*

Make a Connection Connect to learning an instrument. *With **practice**, I can play the piano well.*

booming



boom·ing (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is booming is loud like thunder.*
- 3 Talk about examples.

Use the Image *The fireworks made a booming sound.*

Act It Out Laugh loudly. *My booming laugh can probably be heard down the hall.*

skill



skill (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you have great skill at something, you do that thing really well.*
- 3 Talk about examples.

Use the Image *The baker decorated the cake with great skill.*

Use a Prop Show a photo of a famous painting. *This artist had great skill in painting.*

threatening



threat·en·ing (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *People who are threatening to do something are warning they will do it.*
- 3 Talk about examples.

Use the Image *A hissing skunk is threatening to spray the bear cub if it comes closer.*

Make a Connection Relate to common experiences. *I can get my dog to obey by threatening to take away his bone.*

persuade



per • suade (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **persuade**, you try to get others to feel or think as you do.*
- 3 Talk about examples.

Use the Image *She tried to **persuade** the baby to eat.*

Make a Connection Connect to activities. *I might **persuade** you to think that riding your bike is better than walking.*

humor



hu·mor (n.)

Teach the Word

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

Use the Image *My friends have a great sense of humor, and we laugh together.*

Use a Prop Show a comic strip or cartoon.
The humor in cartoons makes me laugh.

admit



ad·mit (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **admit** that something is true, you are saying you agree it is true.*
- 3 Talk about examples.

Use the Image *He will **admit** that the movie is very good.*

Make a Connection Connect *admit* to the known word *blamed*. *If someone blamed you for something you did, you might **admit** that you did it.*

terrible



ter·ri·ble (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you are **terrible** at something, you are very bad at it.*
- 3 Talk about examples.

Use the Image *Zach is a **terrible** singer.*

Act It Out Stand on one foot and wobble.
*I have **terrible** balance.*

immediately



im • me • di • ate • ly (adv.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that happens **immediately** happens right away.*
- 3 Talk about examples.

Use the Image *We left the house **immediately** when the smoke alarm went off.*

Make a Connection Connect to classroom rules. *When I say "pencils down," I am asking you to stop writing **immediately**.*

probably



prob · a · bly (adv.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you say something will **probably** happen, you think it will likely happen.*
- 3 Talk about examples.

Use the Image *If you use an umbrella when it rains, you will **probably** stay dry.*

Make a Connection Connect the concept to real life. *Since it is raining, we will **probably** have recess inside.*

wrinkled



wrin • kled (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *You wrinkled up your face if you tightened muscles to make folds and lines in your skin.*
- 3 Talk about examples.

Use the Image *The baby wrinkled his forehead as he looked around.*

Act It Out Wrinkle your forehead.
I wrinkled my forehead because I was confused.

frown



frown (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **frown** is a sad or angry look.*
- 3 Talk about examples.

Use the Image *If you see a **frown** on someone's face, you can tell that he or she is not happy.*

Act It Out *Make a frown. I get a **frown** on my face when I am upset about something.*

yanked



yanked (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **yanked** something, you pulled it hard and fast.*
- 3 Talk about examples.

Use the Image *Our dog tugged and **yanked** the rope from my brother as they played in the yard.*

Use a Prop Pull a book from a bookshelf quickly. *I **yanked** the book from the shelf.*

dragged



dragged (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **dragged** something, you worked hard to pull it along the ground.*
- 3 Talk about examples.

Use the Image *Colin **dragged** the suitcase out of the room.*

Use a Prop Drag a chair. *I **dragged** the chair from one end of the room to the other.*

mumbled



mum • bled (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you mumbled, you spoke quietly and not very clearly.*
- 3 Talk about examples.

Use the Image *When Isabel mumbled, Michael had to listen extra carefully.*

Act It Out Mumble your name. *When I mumbled, you could not hear me well.*

nearby



near • by (adv.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Someone who is nearby is close to where you are.*
- 3 Talk about examples.

Use the Image *When I eat a snack, my dog is always **nearby**.*

Act It Out Stand next to a child's seat.

_____ *sits **nearby**, but*
_____ *sits way over there.*

excuses



ex • cus • es (n.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Excuses are reasons why you cannot do something.*
- 3 Talk about examples.

Use the Image *Alex tried to make **excuses** about the broken vase.*

Make a Connection Connect the word to doing a chore. *I sometimes make **excuses** for not cleaning enough.*

hesitant



hes·i·tant (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you are **hesitant**, you do something slowly because you are not sure about it.*
- 3 Talk about examples.

Use the Image *Lucia was **hesitant** to go down the slide by herself.*

Use a Prop Hold up your pencil. *I am **hesitant** to let someone borrow this pencil because I want it back.*