

# moral



# mor · al (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A moral is a lesson in a story.*
- 3 Talk about examples.

**Use the Image** *The moral of the story The Ant and the Grasshopper is that there is a time for work and a time for play.*

**Make a Connection** Relate *moral* to children's lives. *Some stories we read teach us a lesson. This type of lesson is called a moral. The moral of the story of Pinocchio is to not lie.*

# relate



# re • late (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **relate** to someone, you know how the person feels.*
- 3 Talk about examples.

**Use the Image** *The girls **relate** to each other as they enjoy cold treats on a warm day.*

**Make a Connection** Connect the word to children's lives. *When we know how someone feels, we **relate** to that person. My friend likes to sing. I can **relate** to how she feels because I like to sing.*



# version



# ver · sion (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **version** is a different or changed form of something.*
- 3 Talk about examples.

**Use the Image** *Each year there is a different **version** of car models.*

**Act It Out** Write a note on a piece of paper. Then rewrite the note on another piece of paper. *When I rewrite my note a second time, I am creating another **version** of the note.*

# positioned



# po • si • tioned (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **positioned** something, you placed it where you wanted it.*
- 3 Talk about examples.

**Use the Image** *They **positioned** the couch in front of the window.*

**Use a Prop** Place a chair beside a desk.  
*I **positioned** this chair next to the desk.*



varying



# var·y·ing (adj.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If things are **varying**, they all have something different about them.*
- 3 Talk about examples.

**Use the Image** *We saw pumpkins **varying** in size from tiny to extra large.*

**Use a Prop** Draw attention to the different colors of children's shirts. *The **varying** colors of shirts look like a rainbow.*



# expression



# ex·pres·sion (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *An **expression** is a group of words with a special meaning.*
- 3 Talk about examples.

**Use the Image** *When mom cannot find something, she uses the **expression**, “it is like looking for a needle in a haystack.”*

**Make a Connection** Say a familiar expression. *“Easy come, easy go” is an **expression** that means “Oh, well!”*

# traipsing



# traips·ing (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you are **traipsing**, you are walking without knowing where you are going.*
- 3 Talk about examples.

**Use the Image** *Our family enjoys **traipsing** through the woods together.*

**Make a Connection** Relate to walking in an unfamiliar place. *It is easy to get lost when you are **traipsing** around someplace new.*



# barging



# barg·ing (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Someone who is barging in goes into a place with force.*
- 3 Talk about examples.

Use the Image *My brother and I came barging into the house.*

Act It Out Step out of the classroom and forcefully reenter. *People who are late often come barging through the door.*



# groggy



# grog·gy (adj.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Someone who is **groggy** is sleepy or weak.*
- 3 Talk about examples.

**Use the Image** *She was **groggy** from traveling and needed a place to sleep.*

**Act It Out** Yawn and rub your eyes. *I feel so **groggy** that I need a nap.*



# cozy



# co • zy (adj.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A place that is **cozy** is comfortable.*
- 3 Talk about examples.

**Use the Image** *The fireplace made the room feel **cozy**.*

**Make a Connection** Relate the concept to children's lives. *Pillows can help make a reading spot **cozy**.*

# steaming



# steam·ing (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If something is **steaming**, it is very hot.*
- 3 Talk about examples.

**Use the Image** *The soup was **steaming**, so we let it cool.*

**Act It Out** Pretend to blow on a spoonful of hot soup. *My soup is so hot, it's **steaming**!*



clue



# clue (n.)

## Teach the Word

- 1** Say the word. Ask children to repeat it.
- 2** Explain the meaning. *A **clue** is information that helps you find an answer.*
- 3** Talk about examples.

**Use the Image** *I found a **clue** on this flower.*

**Use a Prop** Run your finger along a bookshelf. *The dust is a **clue** that I need to clean.*

# sense



# sense (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that makes sense is easy to understand.*
- 3 Talk about examples.

**Use the Image** *Writing out the equation helped me make **sense** of the math problem.*

**Make a Connection** Connect to real life. *It makes **sense** that my stomach is rumbling—I'm hungry!*



pause



# pause (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **pause**, you stop what you are doing for a short time.*
- 3 Talk about examples.

**Use the Image** *We pressed **pause** to stop the movie while we ate dinner.*

**Act It Out** Whistle, pause, then continue whistling. *When I **pause**, I stop for a moment.*



# disturb



# dis·turb (v.)

## Teach the Word

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

**Use the Image** *Kelsee decided to **disturb** her dad early in the morning.*

**Act It Out** Cover your ears as you read.  
*Loud noises **disturb** me when I am trying to read.*

rattled



# rat·tled (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that rattled made many short, shaking noises.*
- 3 Talk about examples.

Use the Image *The snake **rattled** its tail.*

Use a Prop Shake a box of paper clips. *I made noise when I **rattled** this box.*



# tackled



# tack·led (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **tackled** someone, you pushed the person to the ground.*
- 3 Talk about examples.

**Use the Image** *My brother **tackled** me to get the ball.*

**Use a Prop** Show a photo of football players. *This player **tackled** the other for the ball.*

# chant



# chant (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **chant**, you say the same words over and over.*
- 3 Talk about examples.

**Use the Image** *We will **chant** with the cheerleaders, "Go Team Go!"*

**Make a Connection** Connect to a team sport. *Before a game, a team may **chant**: "We will win! We will win!"*



# special



# spe·cial (adj.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is special stands out and is different.*
- 3 Talk about examples.

**Use the Image** *The red tulip is **special** amongst the white tulips.*

**Make a Connection** Describe a special occasion. *Your birthday is a **special** day; you become a year older.*

# flakes



# flakes (n.)

## Teach the Word

- 1** Say the word. Ask children to repeat it.
- 2** Explain the meaning. *Flakes are small, thin pieces of something.*
- 3** Talk about examples.

**Use the Image** *We fed the fish **flakes** of food.*

**Make a Connection** Relate *flakes* to cereal. *Every morning, I eat a bowl of cereal made from **flakes** of corn.*



# satisfied



# sat·is·fied (adj.)

## Teach the Word

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

Use the Image *I was satisfied with the way my painting turned out.*

Use a Prop Clean the papers off your desk and give a satisfied sigh. *I feel satisfied after I clean up my desk.*

# foolish



# fool·ish (adj.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Someone who is foolish acts in a way that is silly or not wise.*
- 3 Talk about examples.

Use the Image *Clowns act foolish to make people laugh.*

Make a Connection Connect to real life.  
*Boy, did I feel foolish when I locked my keys in my car.*



dawn



# dawn (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Dawn is the time each morning when the sun starts to come up.*
- 3 Talk about examples.

**Use the Image** *The rooster crowed at the crack of **dawn**.*

**Act It Out** Yawn and stretch. *When I wake up before **dawn**, it's hard to get up.*

# plain



# plain (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. A *plain* is a flat piece of land with few trees.
- 3 Talk about examples.

**Use the Image** *There are many flowers growing on the **plain**.*

**Use a Prop** Hold up a picture of a plain. *The **plain** in this picture is wide and flat.*



# bind



# bind (v.)

## Teach the Word

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

**Use the Image** *We will **bind** these books together with heavy twine.*

**Use a Prop** Bind pencils with a rubber band. *I **bind** the pencils together with a rubber band.*

# narrow



# nar · row (adj.)

## Teach the Word

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

**Use the Image** *The road was too narrow for cars to pass one another.*

**Act It Out** Move two desks close together. *I can't walk between these desks because the space is too narrow.*



clever



# clev·er (adj.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Someone who is **clever** is very smart.*
- 3 Talk about examples.

**Use the Image** *She was **clever** and could solve difficult puzzles.*

**Make a Connection** Connect to school.  
*Our class is **clever** because we work hard to learn our Power Words!*

# journey



# jour • ney (n.)

## Teach the Word

- 1** Say the word. Ask children to repeat it.
- 2** Explain the meaning. *A journey is a trip from one place to another.*
- 3** Talk about examples.

**Use the Image** *Last year, my family took a journey to a national park.*

**Make a Connection** Give an example of a journey. *Going from home to school is a journey I take each morning.*



# fulfill



# ful·fill (v.)

## Teach the Word

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

**Use the Image** *The trip to the beach will **fulfill** my dream to swim in the ocean.*

**Make a Connection** Connect to real life. *I went to college to **fulfill** my dream of becoming a teacher.*



# believe



# be·lieve (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **believe** something, you think it is true.*
- 3 Talk about examples.

Use the Image *Do you **believe** in giants?*

Make a Connection Connect to the class. *I **believe** everyone in this class can do anything they put their mind to.*



# speech



# speech (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **speech** is a talk you give to an audience.*
- 3 Talk about examples.

Use the Image *I enjoyed giving a **speech** in class.*

Make a Connection Relate to school. *The principal gave a **speech** at the assembly.*

# gently



# gen·tly (adv.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If something happens **gently**, it happens in a calm way.*
- 3 Talk about examples.

**Use the Image** *The man is placing his baby **gently** in the crib.*

**Act It Out** Pretend to rock a baby in your arms. *I rock the baby **gently** so she doesn't wake up.*



# escaping



# es · cap · ing (v.)

## Teach the Word

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

Use the Image *My hamster is always escaping from its cage.*

Make a Connection Connect to real life.  
*My dog is always escaping from the yard to visit the neighbors.*

# literary



# lit·er·ar·y (adj.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something literary has to do with books or stories.*
- 3 Talk about examples.

**Use the Image** *Jackson is a very literary person because he loves to read.*

**Make a Connection** Connect to going to the library. *A library is a literary place with many things to read.*



# contained



# con • tained (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When something is **contained** in something else, it is part of that thing.*
- 3 Talk about examples.

**Use the Image** *The salad **contained** kiwis and strawberries.*

**Use a Prop** Hold up a stapler. *Staples are **contained** inside of this stapler.*

# indigestion



# in · di · ges · tion (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Indigestion is stomach pain caused by some foods.*
- 3 Talk about examples.

**Use the Image** *She had indigestion after she ate her lunch.*

**Act It Out** Rub your stomach and frown. *I have indigestion because I ate too much.*



# console



# con • sole (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **console** someone, you make a sad person feel better.*
- 3 Talk about examples.

**Use the Image** *Max was quick to **console** his friend who lost his dog.*

**Make a Connection** Connect to an experience. *You can **console** someone by smiling.*

# chore



# chore (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. A *chore* is a job you must do.
- 3 Talk about examples.

Use the Image *My chore is to take out the trash.*

Act It Out Erase the board. *Erasing the board is a chore I must do every day.*



thrilled



# thrilled (adj.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you are **thrilled**, you are very excited.*
- 3 Talk about examples.

**Use the Image** *The children were **thrilled** to camp out in the backyard.*

**Make a Connection** Relate *thrilled* to children's lives. *You probably feel **thrilled** when you win a prize.*

superb



# su · perb (adj.)

## Teach the Word

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

Use the Image *Jeff thought dinner was **superb**!*

Use a Prop Display a favorite storybook.  
*Many of you think this is a **superb** story.*



beamed



# beamed (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Someone who beamed gave a big smile.*
- 3 Talk about examples.

Use the Image *My best friend beamed at me from across the room.*

Act It Out Ask a child to give a big smile. \_\_\_\_\_ was so happy, (he/she) *beamed*.

# pleasure



# pleas·ure (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Pleasure is a feeling of happiness or joy.*
- 3 Talk about examples.

Use the Image *Cara takes **pleasure** in reading outside.*

Make a Connection Relate to a hobby.  
*Listening to music fills me with **pleasure**.*



# jealous



# jeal·ous (adj.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you are **jealous**, you feel angry because you want what someone else has.*
- 3 Talk about examples.

**Use the Image** *Pam is **jealous** of the attention the baby receives from her mom.*

**Make a Connection** Describe jealous feelings. *If a friend has a new bike and you don't, you might feel **jealous**.*

dashed





# dashed (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **dashed**, you ran quickly.*
- 3 Talk about examples.

**Use the Image** *We **dashed** into school to get to class.*

**Use a Prop** Draw a picture of runners in a race. *The runners **dashed** toward the finish line.*



# hobbled



# hob·bled (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **hobbled**, you walked in a slow, uneven way.*
- 3 Talk about examples.

**Use the Image** *I **hobbled** around my house when I broke my leg.*

**Act It Out** Hobble around. *Yesterday, my shoes were too tight, so I **hobbled** around.*