

# admire



# ad·mire (v.)

## Teach the Word

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

Use the Image *I **admire** my grandpa because he teaches me to do many things.*

**Make a Connection** Relate *admire* to children's lives. *I **admire** my mom because she takes care of my family. She cooks food for me and makes me feel better when I am sad.*

# inspire



# in · spire (v.)

## Teach the Word

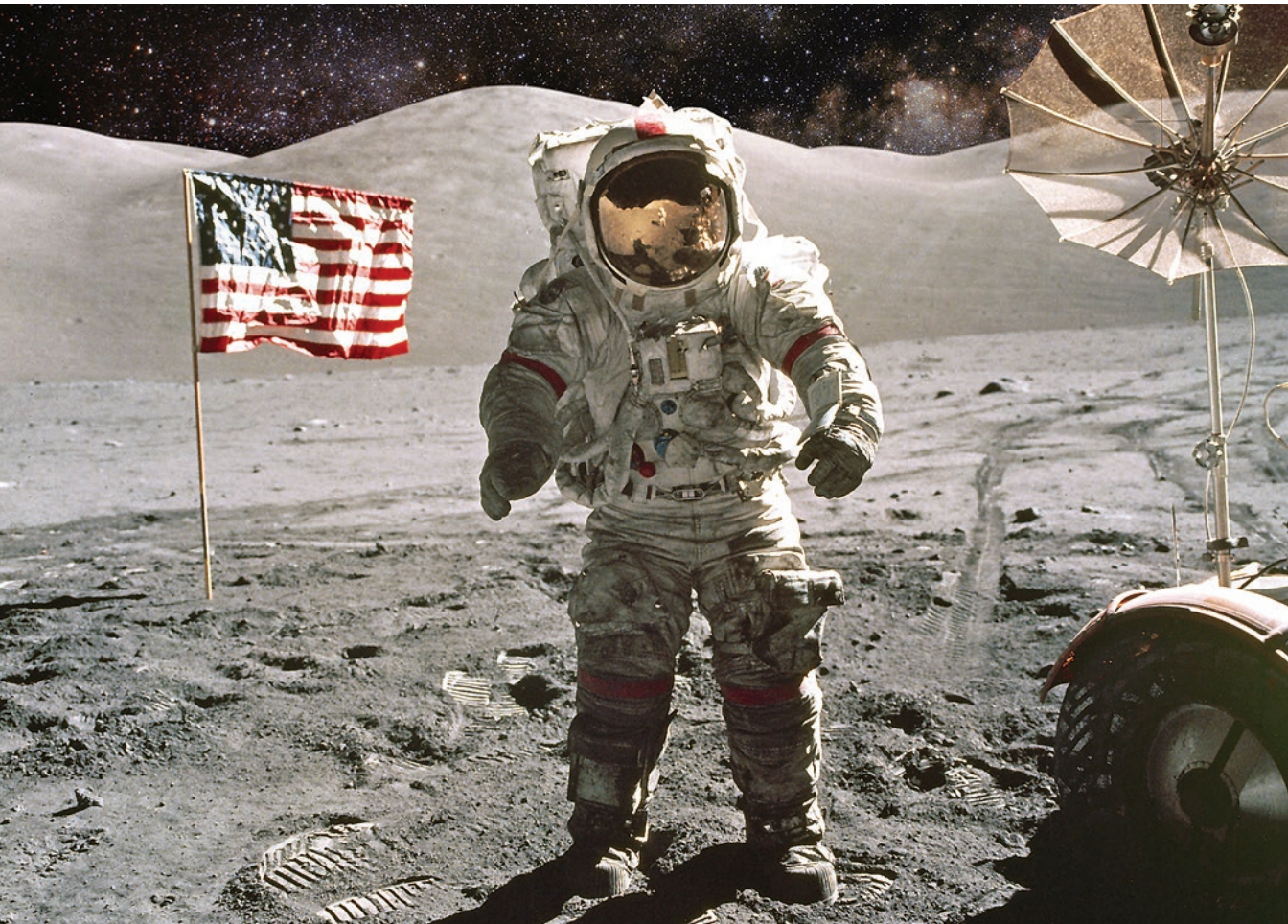
- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When people **inspire** you, they give you new ideas.*
- 3 Talk about examples.

**Use the Image** *My friends **inspire** me to take better care of my community.*

**Make a Connection** Relate *inspire* to children's lives. *When the principal admires our work, it **inspires** us to keep working hard.*



# pioneer



# pi • o • neer (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **pioneer** something, you are the first person to do it.*
- 3 Talk about examples.

**Use the Image** *Astronauts help us **pioneer** new ways of exploring outer space.*

**Make a Connection** Relate *pioneer* to children's lives. *If you **pioneer** a new game, you make it up.*



# tangle



# tan·gle (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. A *tangle* is something that is twisted in a messy way.
- 3 Talk about examples.

**Use the Image** *Helen uses a hairbrush to get the **tangle** out of her hair.*

**Make a Connection** Discuss what causes your hair to be in a tangle. *My hair is in a **tangle** after I wash it.*



# creaking



# creak·ing (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A creaking is a sharp, squeaking sound made when something moves.*
- 3 Talk about examples.

**Use the Image** *The floor made a creaking sound when he tiptoed across it.*

**Act It Out** Tiptoe across the floor. *If this were an old house, you might hear a creaking as I walked.*

# straining



# strain • ing (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If someone or something is **straining**, that person or thing is working hard to do something.*
- 3 Talk about examples.

**Use the Image** *Mateo is **straining** to lift the heavy weight.*

**Use a Prop** Look at a magazine with fine print. *I am **straining** to read these words.*



glinted



# glint • ed (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If something glinted, it made a quick flash of light.*
- 3 Talk about examples.

**Use the Image** *The amethyst **glinted** in the sun.*

**Make a Connection** Describe what happens when you use a camera to take a picture in a dark room. *The camera's flash **glinted** when I took a picture.*



# affection



# af·fec·tion (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *An **affection** for something is a strong liking for it.*
- 3 Talk about examples.

**Use the Image** *My grandma has an **affection** for gardening, and she lets us help.*

**Make a Connection** Name something you have a strong affection for. *I have an **affection** for gardening.*



# assured



# as • sured (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **assured** someone, you promised something would happen.*
- 3 Talk about examples.

**Use the Image** *He **assured** us that he knew how to solve the problem.*

**Make a Connection** Name a time someone assured you. *Our principal **assured** me we can go outside for recess.*

exactly



# ex·act·ly (adv.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When things are **exactly** alike, they are the same in every way.*
- 3 Talk about examples.

**Use the Image** *The twins dressed **exactly** alike.*

**Use a Prop** Hold up identical pencils.  
*These pencils are **exactly** the same size and color.*



# precise



# pre·cise (adj.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is precise is exact and correct.*
- 3 Talk about examples.

**Use the Image** *She needed to measure the precise amount of milk for the recipe.*

**Use a Prop** Measure something with a ruler. *The ruler gives me a precise measurement.*

peered



# peered (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **peered**, you looked closely.*
- 3 Talk about examples.

Use the Image *Lanie **peered** into the lens of the microscope.*

Act It Out Peer out a window. *I **peered** out the window to check the weather.*



# respond



# re • spond (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **respond**, you answer in some way.*
- 3 Talk about examples.

**Use the Image** *Many students **respond** when the teacher asks a question.*

**Make a Connection** Discuss what causes you not to respond. *I might not **respond** if I don't hear the question.*

# intent



# in • tent (adj.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Someone who is **intent** is set on doing something.*
- 3 Talk about examples.

**Use the Image** *The cat was **intent** on watching the bird.*

**Act It Out** Have children act out reading a book. *You are **intent** on finishing the book.*



# contraption



# con • trap • tion (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **contraption** is an object that looks strange and hard to use.*
- 3 Talk about examples.

**Use the Image** *The inventor created a new flying **contraption**.*

**Use a Prop** Draw a contraption on the board, adding many elements to it. *It would not be easy to use this **contraption**.*

replica



# rep·li·ca (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A replica is an exact copy of something.*
- 3 Talk about examples.

**Use the Image** *Each cookie was an exact replica of the other.*

**Use a Prop** Stack identical blocks into two towers. *This tower is a replica of that tower.*



# lot



# lot (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A lot is a small piece of land.*
- 3 Talk about examples.

**Use the Image** *There is an empty lot next to our house.*

**Make a Connection** Refer to a specific location in town. *They are building a new library on the lot near our school.*



# stoop



# stoop (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. A *stoop* is a small porch or staircase at the entrance to a building.
- 3 Talk about examples.

**Use the Image** *The deliveryman put the packages on the **stoop**.*

**Make a Connection** Connect the word to a place at school. *The principal greets students on the **stoop**.*



# volunteers



# vol·un·teers (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Volunteers are people who do helpful work for no pay.*
- 3 Talk about examples.

**Use the Image** The *volunteers* help to clean the park each week.

**Make a Connection** Discuss volunteers at school. *Several volunteers read books to children in kindergarten.*

# architect





# ar • chi • tect (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *An **architect** draws plans for new buildings.*
- 3 Talk about examples.

**Use the Image** *This **architect** and her team are designing a new building.*

**Use a Prop** Sketch a layout of the classroom. *An **architect** draws pictures of rooms in a building.*



# manager



# man·ag·er (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **manager** is someone in charge of a group of workers.*
- 3 Talk about examples.

**Use the Image** *The **manager** of the store explained how to do the work.*

**Use a Prop** Identify the manager of a construction site in a photograph. *This person is the **manager** because he/she tells the workers what to do.*

# interviews



# in • ter • views (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Someone who interviews you asks questions to get information.*
- 3 Talk about examples.

**Use the Image** *The reporter interviews a student for the school newspaper.*

**Act It Out** Have children act out conducting interviews. *Jason interviews classmates to find out more about them.*



# rare



# rare (adj.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is rare does not happen often.*
- 3 Talk about examples.

**Use the Image** *Because there are very few, it is rare to see a white tiger or a white alligator.*

**Make a Connection** Connect to real life. *It is rare to see a bald eagle here.*



# relay



# re·lay (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. A *relay* is a team race where each member runs one part of it.
- 3 Talk about examples.

**Use the Image** *On field day my team won the **relay** race.*

**Act It Out** Have three children act out walking in a relay race. *Each racer takes a turn in a **relay**.*



# honored



# hon • ored (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When people are honored, they are praised for what they have done.*
- 3 Talk about examples.

**Use the Image** *Darla was honored for winning the school's spelling contest.*

**Make a Connection** Have the class applaud a child. *We honored*  
\_\_\_\_\_ *because*  
\_\_\_\_\_.

# success



# suc • cess (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Success is when you finish something you worked hard to do.*
- 3 Talk about examples.

**Use the Image** *The soccer season was a success.*

**Make a Connection** Connect to school.  
*We have success at school by turning in our best work.*



# politics



# pol·i·tics (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Politics is the work done by people in government.*
- 3 Talk about examples.

Use the Image *In politics you often meet and greet many people.*

Make a Connection Connect to daily life.  
*I read the newspaper to learn about the politics of our country.*

# advice



# ad·vice (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you give advice, you tell people what you would do.*
- 3 Talk about examples.

**Use the Image** *My dad gives me **advice** about important things.*

**Act It Out** Have a child act out giving advice. *If someone needed **advice**, what would you say?*



# earned



# earned (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If you **earned** something, you got what you worked for.*
- 3 Talk about examples.

**Use the Image** *The girls **earned** money by selling lemonade.*

**Make a Connection** Connect to activities. *She **earned** a point by working with her team.*



equal



# e • qual (adj.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Something that is equal is the same amount as something else.*
- 3 Talk about examples.

**Use the Image** *We cut the pizza in eight equal slices.*

**Use a Prop** Hold up two bottles. *These bottles hold equal amounts of water.*



# workshop



# work·shop (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **workshop** is a place where you make things.*
- 3 Talk about examples.

**Use the Image** *My aunt spent time in her **workshop** fixing my bike.*

**Make a Connection** Connect to a hobby.  
*I paint in the **workshop** in my basement.*



issue



# is • sue (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *An **issue** is a problem.*
- 3 Talk about examples.

**Use the Image** *I had a serious **issue** with my bike tire.*

**Make a Connection** Connect to classroom life. *We agree that keeping our desks neat is an **issue** in our classroom.*



# ensure



# en • sure (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **ensure** something happens, you make certain that it does.*
- 3 Talk about examples.

**Use the Image** *My ticket will **ensure** I get on the flight.*

**Use a Prop** Hold up a calculator.  
*Using a **calculator** will ensure I add the numbers correctly.*

# failure



# fail·ure (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **failure** is something that stops working as it should.*
- 3 Talk about examples.

**Use the Image** *The washing machine was a **failure** at properly cleaning our clothes.*

**Act It Out** Turn out the lights. *During a power **failure**, the lights go out.*



# devoted



# de • vot • ed (v.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you are devoted to something, you spend most of your time doing it.*
- 3 Talk about examples.

**Use the Image** *Many dog owners are devoted to their pets.*

**Use a Prop** Hold up a book. *My free time is devoted to reading.*

# smash



# smash (adj.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If something is a **smash**, it is well-liked by many.*
- 3 Talk about examples.

**Use the Image** *The toy hoop has always been a **smash** hit.*

**Make a Connection** Connect to popular toys. *A toy is a **smash** hit when there are none left in any store.*



# troop



# troop (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. A *troop* is a group of people who belong to a club.
- 3 Talk about examples.

Use the Image *Ellie, Sara, and Ceci belong to the girls' **troop** from our school.*

Make a Connection Connect to familiar groups. A scout ***troop*** may march in *Memorial Day parades.*

# charge



# charge (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you are in charge, people follow your directions.*
- 3 Talk about examples.

**Use the Image** *The counselor was in charge of leading the campers.*

**Make a Connection** Relate to school. *The principal is in charge of our school.*



# solve



# solve (v.)

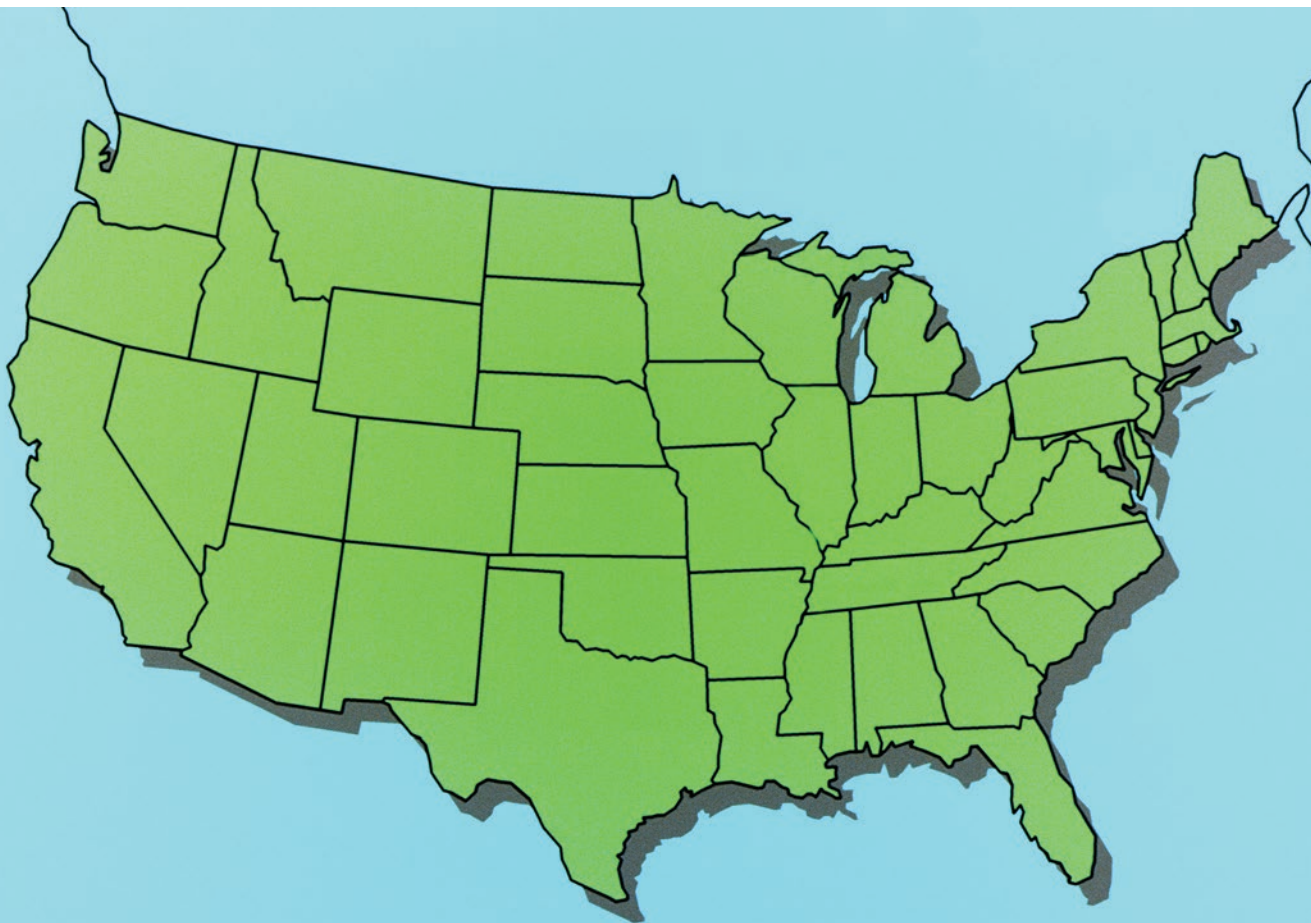
## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **solve** a problem, you find an answer to it.*
- 3 Talk about examples.

Use the Image *I like to **solve** math problems.*

Make a Connection Connect to the library. *When I can't find a book, the librarian helps me **solve** this problem.*

# state



# state (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **state** is an area of land that is part of a country that has its own government.*
- 3 Talk about examples.

**Use the Image** *Each **state** is outlined in black on this map.*

**Make a Connection** Connect to your state. *The name of our **state** is*

\_\_\_\_\_.



# members



# mem·bers (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Members are people who belong to a group.*
- 3 Talk about examples.

Use the Image *Members of Congress promise to work together.*

**Act It Out** Have children stand up. *You are all members of this class.*

# laws



# laws (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *Laws are rules that people must follow.*
- 3 Talk about examples.

Use the Image *Drivers obey laws by stopping at red lights.*

Make a Connection Connect to school life. *School buses must follow traffic laws.*



# capital



# cap·i·tal (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. A *capital* is the city where the government meets to make laws.
- 3 Talk about examples.

**Use the Image** *This building is in the capital city of Sacramento, California.*

**Make a Connection** Connect to your state. *The capital city of our state is*

\_\_\_\_\_.

# council



# coun • cil (n.)

## Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *A **council** is a group of people elected to lead.*
- 3 Talk about examples.

**Use the Image** *The **council** discusses important events in their city.*

**Make a Connection** Describe city council. *The people on a city **council** make decisions for the entire city.*