### Daily Academic Vocabulary

#### Concept 1: Conceive

**Day 1**

*conceive*  
*verb* To think up or form in the mind.  
*Kari will conceive a plan to raise money for the new theater.*

Say: *I conceive lesson plans each day to help you learn.*  
*I think them up in my mind. Have you ever conceived the plot of a story or an experiment for a science fair? Point out that conceiving an idea or plan often involves creative thinking.* Then have students complete the Day 1 activities on page 11. You may want to do the first one as a group.

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#### Concept 2: Inconceivable

**Day 2**

*inconceivable*  
*adj.* Impossible to believe or imagine.  
*It was inconceivable to me that Luis would not tell the truth.*

Write on the board “in = not” and “able = capable of.”  
Say: *Yesterday we learned that “conceive” means “to think of or imagine an idea.” Using the meanings of the prefix and suffix I’ve written, what do you think inconceivable means?* Help students put the meanings together. (“not capable of imagining”) Ask: *What are things you would describe as inconceivable?* Then have students complete the Day 2 activities on page 11. You may want to do the first one as a group.

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#### Concept 3: Concept

**Day 3**

*concept*  
*noun* A general idea or thought.  
*Fairness is a concept that most people understand.*

Have students give a few examples of idea nouns (e.g., truth; democracy), and write them on the board. Say:  
*Another word for “idea” is concept. A concept is a “big” or general idea, such as “fairness” in the sample sentence.*  
Ask: *What are other “big idea” concepts?* (e.g., justice; peace) Then have students complete the Day 3 activities on page 12. You may want to do the first one as a group.

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#### Concept 4: Conceptualize

**Day 4**

*conceptualize*  
*verb* To form a concept or idea.  
*When inventors conceptualize solutions to problems, they create new inventions.*

Say: *“Conceive” and conceptualize are synonyms. Ask: What base word do you see in the word conceptualize?* (concept)  
*How can you use the word “concept” to help define the verb conceptualize?* (Students should connect the word with ideas and action.) Say: *Like “conceive,” conceptualize describes the mental activity, or thinking, involved in forming or creating ideas. It is what you do when you think of a concept. What are some situations at school when you might be asked to conceptualize?* Have students complete the Day 4 activities on page 12. You may want to do the first one as a group.

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#### Concept 5: Concept

**Day 5**

Have students complete page 13. Call on students to read aloud their answers to the writing activity.
**Daily Academic Vocabulary**

**Propose • Proposal • Intend • Intention**

**propose**
(verb) To suggest a plan or idea to be considered. Each member will propose a topic for the group project.

**Proposal**
(noun) A suggestion or plan. The group wrote a proposal to take a field trip.

Say: When you **propose** something, you suggest it for others to think about, with the understanding that it may be accepted or rejected. Ask: Has anyone ever **proposed** an idea for an activity or a project to classmates? What was it? Ask: How might **propose** and **proposal** be related? (e.g., a **proposal** is the idea that is **proposed**.) Explain that a **proposal** can be a spoken suggestion or a written plan. Then have students complete the Day 1 activities on page 15. You may want to do the first one as a group.

**Intend**
(verb) To have something in mind as a goal, plan, or purpose. The students **intend** to raise money to pay for a class trip.

Ask: If you **intend** to get a good grade in this class, does that mean you have set a goal for yourself, or that you have already achieved it? (set the goal) Explain that **intend** means to have something specific in mind that you want to do or achieve. Ask: Do people always do what they **intend** to do? What do you **intend** to do today? Then have students complete the Day 3 activities on page 16. You may want to do the first one as a group.

**Intention**
(noun) Something that you mean to do. The team's **intention** is to win the final game.

Explain that “**intend**” and **intention** have a relationship that is similar to that of “**propose**” and “**proposal**” from Day 1. Say: An **intention** is something that you intend, or mean, to do. It is my **intention** to teach you the meaning of **intention**. What is an **intention** you have for this week? Then have students complete the Day 4 activities on page 16. You may want to do the first one as a group.

Have students complete page 17. Call on students to read aloud their answers to the writing activity.
| DAY 1 | **exaggerate**  
*(verb)* To make something seem larger, more valuable, or more important than it is.  
Drawings sometimes exaggerate the size of a shark's teeth.

| DAY 2 | **minimize**  
*(verb)* To make something as small as possible.  
We can minimize the amount of work for each student if we work together as a team.

| DAY 3 | **minimum**  
*(noun)* The smallest possible amount or lowest limit. One dollar is the minimum that you can donate to the fund.

| DAY 4 | **minimal**  
*(adj.)* Being the smallest in amount or size. It takes minimal effort to smile, but the rewards are big.

| DAY 5 | Make a statement that is an obvious exaggeration, such as, I'm so hungry I could eat a horse. Say: I just exaggerated, or stretched the truth. I am hungry, but certainly not hungry enough to literally eat a horse. Ask: What do people do when they exaggerate? Ask: What kinds of stories do we read that have exaggerated, or larger-than-life, characters? (tall tales) Write "exaggeration" on the board. Use a different color for "-tion." Point out that the suffix "-tion" means "the act or state of." Then say: When you exaggerate, the result is an exaggeration. Discuss some of the exaggerations students have read in tall tales. Invite students to make up exaggerations. Then have students complete the Day 1 activities on page 19. You may want to do the first one as a group.

| DAY 5 | Write the prefix "mini-" on the board and discuss its meaning with students. (small) Write "minimize" on the board. Ask: What are some things we might wish to minimize? (e.g., amount of time wasted) Then have students complete the Day 2 activities on page 19. You may want to do the first one as a group.

| DAY 5 | Use students' knowledge of the prefix "mini-" to help them understand minimum. Say: When you minimize something, you create the minimum, the smallest amount or lowest limit. What is the minimum age for driving a car? Then have students complete the Day 3 activities on page 20. You may want to do the first one as a group.

| DAY 5 | Explain that minimal is an adjective that describes something that is the smallest in amount or size. Ask questions such as: Which would take a minimal amount of time, sharpening a pencil or painting a house? If you put minimal effort into a project, how do you think it would turn out? Have students complete the Day 4 activities on page 20. You may want to do the first one as a group.

| DAY 5 | Have students complete page 21. Call on students to read aloud their answers to the writing activity.
**Day 1**

**unique** (adj.) Being the only one of its kind. The painting is unique because it is the only one by this artist.

Explain that unique is an adjective that describes something that is one of a kind, and not just special or rare. Say: You use the word unique by itself. We do not say “most unique” or “really unique” because unique is one of a kind. Give students the example of fingerprints. Say: Scientists say no two people have the same fingerprints. That means that the pattern of swirls on your fingers is unique. What other things are unique? Then have students complete the Day 1 activities on page 23. You may want to do the first one as a group.

**Day 2**

**identical** (adj.) Exactly alike. No two days in school are identical because something different happens each day.

Have on hand three objects, two of which are exactly alike. (e.g., two pieces of unused chalk and a third that is of a different length) Say: Identical objects are exactly alike in every way. Hold up the pieces of chalk for students to compare. Ask: Which pieces are identical? Why is the third piece not identical, even though it is also a piece of chalk? Then have students complete the Day 2 activities on page 23. You may want to do the first one as a group.

**Day 3**

**dissimilar** (adj.) Not alike; different. Even though they are twins, the girls are dissimilar.

Ask: If the prefix “dis-” means “not,” what does dissimilar mean? Ask: What are two things in this classroom that are dissimilar? What makes them dissimilar? Have several students respond. Encourage them to use the word dissimilar in their responses. Then have students complete the Day 3 activities on page 24. You may want to do the first one as a group.

**Day 4**

**equivalent** (adj.) The same as, or equal to, another thing. The winter break from school is shorter than summer vacation. They are not equivalent.

Write equivalent on the board. Underline the prefix “equi-” and explain that it means “equal.” Explain that equivalent means “the same as” or “equal to” something else. Hold up a dime. Then hold up two nickels. Ask: Are these things equivalent? Why or why not? Repeat with other examples of items or ideas that are and are not equivalent. Then have students complete the Day 4 activities on page 24. You may want to do the first one as a group.

**Day 5**

Have students complete page 25. Call on students to read aloud their answers to the writing activity.
# Daily Academic Vocabulary

**WEEK 5**

## narrate • narrator
**narrative • narration**

Use the reproducible definitions on page 164 and the suggestions on page 6 to introduce the words for each day.

| DAY 1 |
|---|---|
| **narrate**  
(*verb*) To tell the story or give an account of something in speech or writing. *Each team member will narrate a portion of the presentation.* | Say: *Narrate* means that someone tells the story or gives information, often while other action goes on. Stories, movies, poems, books, and plays can all be *narrated*. Ask: Where or when have you heard someone narrate something? (e.g., readers’ theater; books; movies) *Have you ever narrated something? What was it?* Then have students complete the Day 1 activities on page 27. You may want to do the first one as a group. |

| DAY 2 |
|---|---|
| **narrator**  
(*noun*) A person or character who tells a story. *The play has a narrator who introduces all the characters.* | Say: *The person who narrates something is called the narrator.* Ask: What are some examples of stories, movies, poems, books, or plays with a narrator? (e.g., March of the Penguins; Casey at the Bat; Alice in Wonderland) Then have students complete the Day 2 activities on page 27. You may want to do the first one as a group. |

| DAY 3 | |---|---|
| **narrative**  
(*noun*) A story, description, or account of events. *The assignment was to write a narrative about your first day of school.* | Say: *In school, you may hear the term “personal narrative.” Based on the definition of narrative, what do you think that term means?* (an account of an event in your own life) To test students’ understanding of *narrative*, ask: *What is an example of a personal narrative you have had to write for school?* (e.g., description of summer vacation) Then ask: *What is an example of a writing assignment that is not a narrative?* (e.g., book reports; social studies reports) Then have students complete the Day 3 activities on page 28. You may want to do the first one as a group. |

| DAY 4 | |---|---|
| **narration**  
(*noun*) The act of narrating. *The concert will include music and narration about the history of our country.* | Say: *A narrator does the narration for something.* Ask two dramatic students to stand in front of the class. Tell one student to silently enact swimming in a race. Have the other student narrate the action. Ask the class: *Who was the narrator? What did he (or she) narrate? What did you think of his (or her) narration?* Encourage students to use the vocabulary words in their responses. Then have students complete the Day 4 activities on page 28. You may want to do the first one as a group. |

| DAY 5 | |---|---|
| | Have students complete page 29. Call on students to read aloud their answers to the writing activity. |
**WEEK 6**

**Daily Academic Vocabulary**

**demonstrate** *(verb)* To teach or explain by showing how to do or use something. *The coach will demonstrate the proper way to hold a bat.*

**demonstration** *(noun)* An act of teaching, explaining, or operating something. *The health class will get a demonstration of how to clean a cut.*

Say: *This common meaning of demonstrate involves showing how to do or use things.* Ask a student to **demonstrate** how to multiply two-digit numbers. After the demonstration, say: *(Student’s name) demonstrated how to multiply two-digit numbers. He (or she) gave us a demonstration.* He (or she) taught and explained how to multiply two-digit numbers. Ask: *In what school situations are demonstrations usually given?* Encourage students to use the words **demonstrate** and **demonstration** in their responses. Then have students complete the Day 1 activities on page 31. You may want to do the first one as a group.

**establish** *(verb)* To prove or show something to be true. *The attendance count will establish that most students in our school are present today.*

Say: *Establish can mean to prove or show something to be true.* Ask: *What can we establish about our class? What can we prove or show about it that is true?* *(e.g., number of students)* Make sure that students use the correct definition of **establish**. Then have students complete the Day 3 activities on page 32. You may want to do the first one as a group.

**establish** *(verb)* To create or start. *The school will establish a new award to recognize good conduct.*

Say: *This year we have established, or created, our classroom rules. Ask: What are some examples of things you would like to see established, either created or started, in your community?* *(e.g., new businesses; parks; activities for kids)* Then have students complete the Day 4 activities on page 32. You may want to do the first one as a group.

Have students complete page 33. Call on students to read aloud their answers to the writing activity.
<table>
<thead>
<tr>
<th>Day</th>
<th>Word</th>
<th>Definition</th>
<th>Example/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>trait</td>
<td>(noun) A special quality or feature of a person or animal. Creativity is a trait that most artists have.</td>
<td>Say: <em>Traits</em> often describe the appearance, behavior, or personality of people or animals. Ask: What are <em>traits</em>, or qualities, that you want in a friend? (e.g., honest; kind; funny) What are <em>traits</em> you want in a teacher? (e.g., patient; smart) Then have students complete the Day 1 activities on page 35. You may want to do the first one as a group.</td>
</tr>
<tr>
<td>2</td>
<td>characteristic</td>
<td>(noun) A regular quality or feature of someone or something. Fast action is a characteristic of a soccer game.</td>
<td>Explain that <em>characteristics</em> are like <em>traits</em>, but they are more general qualities that you associate with a type of person or thing. For example, ask: What are qualities of a firefighter? (e.g., courageous; quick-thinking) Say: Not every firefighter has these qualities, but these are general <em>characteristics</em> we associate with firefighters. Then point out the word <em>character</em> in <em>characteristic</em>. Students will know that a <em>character</em> is a person in a story. Say: <em>Character</em> also means the total of the <em>characteristics</em> of a person or thing. For example, <em>Abraham Lincoln’s characteristic</em> can be described as honest and fair. Have students think of other famous people and describe their <em>character</em>. Then have students complete the Day 2 activities on page 35. You may want to do the first one as a group.</td>
</tr>
<tr>
<td>3</td>
<td>characterize</td>
<td>(verb) To describe the character and qualities of someone or something. You could <em>characterize</em> life in a city as noisy and busy.</td>
<td>Tell students about a movie you have seen. Say: <em>I would characterize</em> the movie as (funny; sad; scary). Then invite students to tell about a movie they’ve seen. Ask: <em>How would you characterize</em> it? <em>What are its characteristics?</em> Then have students complete the Day 3 activities on page 36. You may want to do the first one as a group.</td>
</tr>
<tr>
<td>4</td>
<td>property</td>
<td>(noun) A distinctive physical characteristic of something; a common quality of all things belonging to a particular group. <em>One property</em> of oxygen is that is has no smell.</td>
<td>Say: <em>Properties</em> are physical characteristics. <em>They are always true and do not change.</em> Hold up a bottle of glue and say: <em>What are the properties of glue?</em> <em>What is always true?</em> Point out that glue is not always runny. When it dries, it becomes hard. However, glue always makes things stick together. Stickiness is a <em>property</em> of glue. Then have students complete the Day 4 activities on page 36. You may want to do the first one as a group.</td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td>Have students complete page 37. Call on students to read aloud their answers to the writing activity.</td>
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</tbody>
</table>
# Daily Academic Vocabulary

### Week 8

**option • optional**

**essential • vital**

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#### Day 1

**option**  
(noun) One of several things that can be chosen.  
*Pizza is one option for lunch today.*

Say: *An option is what is available or what can be chosen.* Ask: *What options do you have for after-school activities?* (e.g., sports; clubs) *Have you ever heard the phrase “consider your options?”* What do you think that means? Then have students complete the Day 1 activities on page 39. You may want to do the first one as a group.

#### Day 2

**optional**  
(adj.) Left to your own choice to do; not required. *Attending school is not optional for most students.*

Say: *Sometimes we are not required to do certain things. We can make the choice whether to do them or not. We say that those things are optional.* Ask: *Which activities in school are optional?* (e.g., joining school clubs and teams) *Why are they optional?* (e.g., not necessary for academic success) Then ask: *If you are filling out a form and see a section labeled optional, what does that mean?* (don’t have to complete it) Then have students complete the Day 2 activities on page 39. You may want to do the first one as a group.

#### Day 3

**essential**  
(adj.) Very important or necessary.  
*Learning to read is an essential skill.*

(noun) A necessary thing to have. *One essential for learning to read is a book.*

Say: *The word essential can be used as either an adjective or a noun, but the meanings are related.* For example, *breathing is essential. It is necessary to live.* *Breathing is one of the essentials for life.* Ask: *What is the difference between essential and “optional”?* Then ask students to name other actions they think are essential. (e.g., eating; sleeping) Ask them to name esssentials needed for life. (e.g., food; water) Encourage students to use the word essential in their responses. Then have students complete the Day 3 activities on page 40. You may want to do the first one as a group.

#### Day 4

**vital**  
(adj.) Very important or essential. *Getting enough calcium is vital for strong bones.*

Ask: *What other word have we learned this week that is a synonym for vital?* (essential) Ask: *What things are vital for good health?* (e.g., good food; exercise) *What things are vital to an animal?* (e.g., food; water; shelter) *What things are vital to your life?* Encourage students to use the word vital in their responses. Then have students complete the Day 4 activities on page 40. You may want to do the first one as a group.

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Have students complete page 41. Call on students to read aloud their answers to the writing activity.
CUMULATIVE REVIEW
WORDS FROM WEEKS 1–8

Days 1–4
Each day’s activity is a cloze paragraph that students complete with words or forms of words that they have learned in weeks 1–8. Before students begin, pronounce each word in the box on the student page, have students repeat each word, and then review each word’s meaning(s). Other ways to review the words:

- Start a sentence containing one of the words and have students finish the sentence orally. For example:
  
  The essential rules for a school are...
  I could conceive a plan to...

- Provide students with a definition and ask them to supply the word that fits it.

- Ask questions that require students to know the meaning of each word. For example:

  What makes you unique?
  What are the traits of a good book?

- Have students use each word in a sentence.

Day 5
Start by reviewing the words in the crossword puzzle activity for Day 5. Write the words on the board and have students repeat them after you. Provide a sentence for one of the words. Ask students to think of their own sentence and share it with a partner. Call on several students to share their sentences. Follow the same procedure for the remaining words. Then have students complete the crossword activity.

Extension Ideas
Use any of the following activities to help integrate the vocabulary words into other content areas:

- Have students write a story with a narrator. Students can exchange stories with each other, suggest revisions, and then revise their own stories.

- Have students write a proposal for a class field trip.

- Have students use a graphic organizer to demonstrate how plants convert sunlight into energy.

- Have students give a demonstration on the properties of the three states of water. (liquid, ice, vapor)

- Have students conceive a way to teach younger students about the essential people in a certain period of history.