**WEEK 10**

**Daily Academic Vocabulary**

**infer • inference**

**surmise • contemplate**

Use the reproducible definitions on page 168 and the suggestions on page 6 to introduce the words for each day.

**DAY 1**

**infer**  
(verb) To draw a conclusion after considering specific evidence or facts. Students can infer from the materials on their desks that they are doing an experiment today.

Show props such as a book, paper, and pencil. Ask: *If you saw these materials on your desk, what could you infer from them?* (e.g., today's lesson involves reading and writing) Why did you guess that answer? Then say: *You based your conclusion on specific things you could see—the materials—and what you know about their uses. Discuss the process of inferring—using what you see (the materials) and what you know (how materials are used) to predict a likely conclusion. Then have students complete the Day 1 activities on page 47. You may want to do the first one as a group.*

**DAY 2**

**inference**  
(noun) A conclusion drawn by reasoning from facts and evidence. When Sean didn’t attend the audition, we made the inference that he didn’t want to be in the play.

Say: *An inference is what you make when you infer. Ask: What led to your inference yesterday?* (e.g., seeing the materials and knowing what they are used for) Then ask: *Can you think back and identify any inferences you have made in school recently?* Make sure students use the word inference in their responses. Then have students complete the Day 2 activities on page 47. You may want to do the first one as a group.*

**DAY 3**

**surmise**  
(verb) To draw a conclusion without certain knowledge; suppose. I surmise that we will go on vacation this year, but my parents haven’t said anything yet.

Say: *When you surmise, you don’t have the specific evidence or facts as when you infer. Ask: What can you surmise that we will do in class next week? Encourage students to use the word surmise. Then say: You can surmise those things because you have some clues, but you don’t know exactly what we will do. Have students complete the Day 3 activities on page 48. You may want to do the first one as a group.*

**DAY 4**

**contemplate**  
(verb) To think about deeply and seriously. The teacher will contemplate the students’ suggestions.

Say: *Contemplate is often used when you are going to think seriously about something for a period of time. What kinds of things do people contemplate? In what situations would you use the word contemplate, as opposed to simply “think”?* Then have students complete the Day 4 activities on page 48. You may want to do the first one as a group.

**DAY 5**

Have students complete page 49. Call on students to read aloud their answers to the writing activity.
### Daily Academic Vocabulary

#### involve • exclude

**involve** *(verb)* To have something as a necessary part; include. *Winning the championship will involve beating every team.*

Ask: *What are the steps involved in becoming a winning team?* List on the board steps that students name. (e.g., choosing the team; training; practicing; playing many games) Confirm how each step is a necessary part of becoming champions. Call on students to complete this sentence, “Becoming a winning team involves ___.” Then have students complete the Day 1 activities on page 51. You may want to do the first one as a group.

**exclude** *(verb)* To keep or leave something or someone out. *We exclude some jobs on Occupation Day because we can’t include everything.*

Review the meaning of *involve* from Day 1. Say: *Involve can also be used to indicate that someone or something will need to be brought into a situation.* As an example, ask: *Who would you like to involve in a discussion on mammals?* (e.g., zoologist; veterinarian) Say: *When you exclude someone or something, you leave them out.* Ask: *If we made a list of mammals, what would we exclude?* (anything that is not a mammal) Point out that *involve* and *exclude* are antonyms. Then have students complete the Day 2 activities on page 51. You may want to do the first one as a group.

**omit** *(verb)* To leave out; not include. *Let’s not omit a single event when we describe our fantastic vacation!*

Say: *When you omit something, you leave it out.* Ask: *If I circle a sentence in one of your stories and write omit next to it, what should you do with that sentence?* (leave it out of your next draft) Then ask: *What would you omit from a description of a vacation to keep the story interesting?* Then have students complete the Day 3 activities on page 52. You may want to do the first one as a group.

**omission** *(noun)* Something that is left out, removed, or not done. *It was an omission to not give credit to everyone who worked on the project.*

Say: *An omission may have a positive or negative result. For example, the omission of unnecessary details would make a report more clear. The omission of a key ingredient in a recipe would result in a poor-tasting dish.* Invite students to provide their own examples of positive or negative *omissions.* Then have students complete the Day 4 activities on page 52. You may want to do the first one as a group.

Have students complete page 53. Call on students to read aloud their answers to the writing activity.
**former • latter**

**former**
(noun) The first of two things mentioned. Between the first-grade teacher and the fifth-grade teacher, the former has been teaching longer.

Hold up two books. Say: *I have two choices of what to read. This is one choice. Hold up one book. This book is the other choice. Hold up the other book. I choose to read the former. Which is my choice?* (the first book) Repeat with different pairs (e.g., paper, chalk; chalk, book) for students to practice identifying the former of two things. Point out that “the” is used before former as a noun. Then have students complete the Day 1 activities on page 55. You may want to do the first one as a group.

**former**
(adj.) Having to do with the past; previous. The former principal of our school returned to receive an award.

Explain that former has two meanings, one a noun and the other an adjective. Ask students to name some of their former teachers, using the word former. Say: *Note that some of your former teachers are still teaching, but they are no longer teaching you. They were your teachers in the past.* Then have students complete the Day 2 activities on page 55. You may want to do the first one as a group.

**latter**
(noun) The second of two things mentioned. We will visit a museum and an aquarium, but we are more excited about the latter because we love fish!

Review what students learned about “former” on Day 1. Repeat the demonstrations from Day 1, emphasizing the second choice of each pair, to explain the meaning of latter. Say: *I choose the latter. Which is my choice?* Encourage students to use the word latter in their responses. Then have students complete the Day 3 activities on page 56. You may want to do the first one as a group.

**latter**
(adj.) Near the end. The latter part of the book, after the hero is captured, is the most exciting to read.

Say: *Like “former,” the word latter has two meanings, one a noun and one an adjective. Latter as an adjective is often used with the word “part” to show that something is nearer the end than the beginning.* Have students describe events that take place in the latter part of their school day. Then have students complete the Day 4 activities on page 56. You may want to do the first one as a group.

**latter**

Have students complete page 57. Call on students to read aloud their answers to the writing activity.
## Daily Academic Vocabulary

### Week 13

**manner • system • systematic**

Use the reproducible definitions on page 171 and the suggestions on page 6 to introduce the words for each day.

<table>
<thead>
<tr>
<th>Day</th>
<th>Word</th>
<th>Definition</th>
<th>Example Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>manner</td>
<td>(noun) A way of doing things; style. The careful manner in which Harris always completes his homework impresses his teacher.</td>
<td>Say: <em>Manner</em> is a general way of describing how someone does things. You need more information to know about the particular manner in which things are done. Have students complete this sentence: “My manner of preparing for a test is to ____.” Then have students complete the Day 1 activities on page 59. You may want to do the first one as a group.</td>
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<tr>
<td>2</td>
<td>system</td>
<td>(noun) A group of related things or parts that work together as a whole. The computer system stopped working when the electricity went off.</td>
<td>Discuss the parts that make up a computer system. (e.g., computers and printers that are linked together) Ask: <em>What makes those parts a system?</em> (they work together to form a whole) Then ask: <em>What other types of systems have you heard about?</em> (e.g., solar system; subway system) Then have students complete the Day 2 activities on page 59. You may want to do the first one as a group.</td>
</tr>
<tr>
<td>3</td>
<td>system</td>
<td>(noun) A particular way or method of doing something. Arianna needs a better system for remembering her homework, because she often forgets to bring it to school.</td>
<td>Say: <em>System</em> also can mean a particular way to do something. Its meaning is similar to “manner,” but system is often used when the way in which things are done follows a plan or method. Then refer to the sample sentence. Ask: <em>Can you think of a system for remembering to bring your homework to school?</em> (e.g., place it by the door at night) Then have students complete the Day 3 activities on page 60. You may want to do the first one as a group.</td>
</tr>
<tr>
<td>4</td>
<td>systematic</td>
<td>(adj.) Involving or based on a method or plan. A more systematic way to organize our class library would be to arrange the books by subject matter.</td>
<td>Point out that <em>systematic</em> is related to the meaning of “system” that was covered on Day 3. Say: <em>When something involves a specific method or plan, or is done in a certain way, we say that it is systematic.</em> Ask: <em>What makes arranging books by subject matter a systematic way to organize books?</em> (e.g., it’s a logical method) Have students think of other ways to organize a library in a systematic way. (e.g., arrange them alphabetically by title or author; Dewey Decimal System) Then have students complete the Day 4 activities on page 60. 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 61. Call on students to read aloud their answers to the writing activity.</td>
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<table>
<thead>
<tr>
<th>Day 1</th>
<th>strategy</th>
<th>Check for students' familiarity with <strong>strategy</strong> from instruction in various subjects. Say: <em>We use strategies to learn at school.</em> Ask: <em>What are the strategies we use to solve a word problem in math?</em> When you read, what are some strategies you use to remember important ideas? Encourage students to use the word <strong>strategy</strong> in their responses. Then have students complete the Day 1 activities on page 63. You may want to do the first one as a group.</th>
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<tbody>
<tr>
<td>Day 2</td>
<td>strategize</td>
<td>Say: <em>We can strategize many things. I strategize how to teach every day. You often strategize in school.</em> Ask: <em>How do you strategize to finish projects or assignments on time?</em> (e.g., prioritize what needs to be done and assign roles) Then discuss other situations that might require students to <strong>strategize</strong>. (e.g., how to juggle after-school activities) Have students complete the Day 2 activities on page 63. You may want to do the first one as a group.</td>
</tr>
<tr>
<td>Day 3</td>
<td>procedure</td>
<td>Refer to the sample sentence and ask: <em>What makes stop, drop, and roll a procedure?</em> (e.g., follow the steps in a certain order) Have students describe other safety <strong>procedures</strong>. (e.g., fire drills; earthquake drills; stop-listen) Say: <em>We also follow procedures for many of our everyday activities at school.</em> Have students name some of these <strong>procedures</strong> and describe the steps that are followed. Then have students complete the Day 3 activities on page 64. You may want to do the first one as a group.</td>
</tr>
<tr>
<td>Day 4</td>
<td>method</td>
<td>Say: <em>A method is anything that you do in a certain way. It is more general than a strategy, which is a careful way of achieving a goal, or a procedure, that follows an orderly series of steps. We each have our own methods that we follow.</em> Ask: <em>What are your methods of studying?</em> See how many different <strong>methods</strong> the students describe. Then have students complete the Day 4 activities on page 64. You may want to do the first one as a group.</td>
</tr>
<tr>
<td>Day 5</td>
<td></td>
<td>Have students complete page 65. Call on students to read aloud their answers to the writing activity.</td>
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</table>
account • account for • version

**account**
(noun) A written or spoken description of something that has happened. Each student will give an account of the class field trip.

**account for**
(verb) To explain. We can account for the missing equipment, which was loaned to another team.

**version**
(noun) A description or account from a particular point of view. Each child had a different version of how the window was broken.

**version**
(noun) A changed or different form of something. Adam chose to include a pink rose instead of a red rose in his version of the flower painting.

Ask: What would you include in an account of a field trip? (e.g., where you went; what you saw; what you learned) Have students give accounts of a recent field trip, assembly, or other school event. Then have students complete the Day 1 activities on page 67. You may want to do the first one as a group.

Write “account for” on the board. Ask: How can you use what you learned about “account” as a clue to the meaning of account for? (e.g., it has to do with describing or explaining something that happened) Ask: If you had to account for missing homework, what would you need to do? (e.g., explain where the homework is or why it isn’t done) Then have students complete the Day 2 activities on page 67. You may want to do the first one as a group.

Refer to the sample sentence. Call on a student and say: (Student’s name), I want you to role-play as the person who broke the window. Can you give me your version of how it happened? Then call on another student to role-play and ask for his or her version of the same event. Discuss how the two descriptions of what happened might be similar or different, but how each is the individual’s version, or view, of events. Then have students complete the Day 3 activities on page 68. You may want to do the first one as a group.

Explain that similar things in different forms are called versions. Ask: Can you name a movie that is based on a book? (e.g., Charlotte’s Web; Hoot) Which version did you like better, the book version or the movie version? These are both versions because they are different forms of the same story. Note that a version can be very similar to or very different from the original, depending on the changes. Then have students complete the Day 4 activities on page 68. You may want to do the first one as a group.

Have students complete page 69. Call on students to read aloud their answers to the writing activity.
<table>
<thead>
<tr>
<th>DAY 1</th>
<th>analyze (verb) To examine something in great detail in order to understand it. <em>The teacher will analyze the test results to determine what skills students need help on.</em> Say: <em>When you analyze something, you look closely at all its parts or pieces in order to understand it better. For example, when we analyze a math word problem, what do we look at? (e.g., question being asked; information and figures given) If we analyze the results of a science experiment, what would we do? (e.g., decide what the results showed; determine if the question was answered) Then have students complete the Day 1 activities on page 71. You may want to do the first one as a group.</em></th>
</tr>
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<tbody>
<tr>
<td>DAY 2</td>
<td>analysis (noun) A careful study of the parts of something in order to better understand the whole. <em>The principal's analysis of the new rules showed that they help students get along better.</em> Say: <em>When you analyze something, you do an analysis of it. For example, you might analyze how your grades have changed over the years. This would be an analysis of your report cards. Discuss examples of analysis that students do in school. (e.g., study stories to identify their themes; study a character’s actions) Then have students complete the Day 2 activities on page 71. You may want to do the first one as a group.</em></td>
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<tr>
<td>DAY 3</td>
<td>classify (verb) To put things into groups based on their characteristics. <em>We can classify our family’s pets into two groups—those with fur and those with feathers.</em> Gather several books and writing tools. Say: <em>I want to group these objects. I will classify them into two groups: “things to read” and “things to write with.” Put one item in the wrong group. Ask: Have I classified these objects correctly? (No) Which object have I not correctly classified? Then ask: When have you classified things? (e.g., science; collections) Then have students complete the Day 3 activities on page 72. You may want to do the first one as a group.</em></td>
</tr>
<tr>
<td>DAY 4</td>
<td>classification (noun) An arrangement of things into groups based on their characteristics. <em>One simple classification of books is fiction and nonfiction.</em> Say: <em>When you classify objects, you put them into classifications. Refer to the sample sentence. Say: This is a basic classification. It puts all books into two groups—those that are stories in fiction and those that aren’t in nonfiction. Ask students to suggest a further classification of fiction books. (e.g., by author; by type of story; by length) Then have students complete the Day 4 activities on page 72. You may want to do the first one as a group.</em></td>
</tr>
<tr>
<td>DAY 5</td>
<td>Have students complete page 73. Call on students to read aloud their answers to the writing activity.*</td>
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</table>
### Week 17

### Daily Academic Vocabulary

<table>
<thead>
<tr>
<th>Day</th>
<th>Word</th>
<th>Definition/Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>acquire (verb)</td>
<td>To get as your own. I just acquired a new bike.</td>
</tr>
<tr>
<td></td>
<td>Say:</td>
<td>Refer to the sample sentence. Ask: <em>How could you acquire a bike?</em> (e.g., buy one; be given a hand-me-down) Say: <em>You can acquire objects such as a bike. What can you acquire that is not an object?</em> (e.g., friendships; knowledge; skills) Ask: <em>How do students acquire knowledge and skills in school?</em> (e.g., through study; practice; working hard) Then have students complete the Day 1 activities on page 75. You may want to do the first one as a group.</td>
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<tr>
<td>2</td>
<td>accumulate (verb)</td>
<td>To collect, gather together, or let pile up. I will accumulate many rocks in order to build a wall. Say: Imagine that the custodians were sick for a week. What would happen? (e.g., papers and other trash would pile up) Explain that the trash would accumulate. Say: Sometimes people want to accumulate things. Ask students to think of something that they may have accumulated. (e.g., card collections; games) Then have students complete the Day 2 activities on page 75. You may want to do the first one as a group.</td>
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<tr>
<td>3</td>
<td>accumulation (noun)</td>
<td>An amount that collects or piles up. There is an accumulation of empty bottles in the garage. Say: If objects are allowed to accumulate, we are left with an accumulation of those objects. For example, if it snows all night, the snow will accumulate and we will see an accumulation of snow on the ground when we look out the window in the morning. Have students name other things of which there can be an accumulation. (e.g., toys; leaves in the yard; old newspapers; dust on undusted surfaces) Then have students complete the Day 3 activities on page 76. You may want to do the first one as a group.</td>
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<tr>
<td>4</td>
<td>compile (verb)</td>
<td>To collect or put together in an orderly form. We should compile the list of sources that we used for our report. Start a class list as an example for compile. Call on a few students to say their favorite colors as you write their names and favorite colors on the board. Confirm that you gathered information (names and colors) to compile a list. Ask: <em>How do you compile sources for reports?</em> (e.g., list books and Web sites) Then have students complete the Day 4 activities on page 76. You may want to do the first one as a group.</td>
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<tr>
<td>5</td>
<td></td>
<td>Have students complete page 77. Call on students to read aloud their answers to the writing activity.</td>
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CUMULATIVE REVIEW
WORDS FROM WEEKS 10–17

Days 1–4
Each day’s activity is a cloze paragraph that students complete with words or forms of words they have learned in weeks 10–17. 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:

  A dangerous omission in a car would be…
  Doing the research for a report involves…

• 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:

  Which former president would you like to meet?
  What is a systematic way to study vocabulary?

• Have students use each word in a sentence.

Day 5
Start by reviewing the eight words not practiced on Days 1–4: accumulation, analysis, contemplate, inference, method, procedure, strategize, surmise. 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 code-breaker activity.

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

• Have students create their own systematic method for organizing their notes in history or science.

• Have students identify systems in the human body. Have them classify organs by system and use the classification to account for why some organs are more important than others for health and life.

• Have students read accounts of survival from history or literature. Have students analyze the stories for examples of strategies that people use to adapt, such as accumulating food and supplies, and acquiring objects to use as tools or weapons. Have students identify inferences they can make about how people survive against the odds.
| DAY 1 | approximate (adj.) More or less accurate or correct. We only need to report the approximate length of the hallway. Say: *Approximate* is the opposite of “exact.” Then ask: What could you do to get the approximate height of someone? (e.g., use your own height and guess the difference) When would it be OK to be approximate? Building a piece of furniture? Baking a cake? Reporting the number of days until school is out? Then have students complete the Day 1 activities on page 83. You may want to do the first one as a group. |
| DAY 2 | approximately (adv.) Not exactly, but nearly. We have approximately one hour to work on the project. Say: When a measurement is nearly exact, we use the word *approximately* to describe it. For example, *I am approximately* give an estimation in feet or inches) from my desk. Ask students to tell *approximately* how much time is left in today’s school day, the month, and the year. Then have students complete the Day 2 activities on page 83. You may want to do the first one as a group. |
| DAY 3 | comparable (adj.) Nearly the same; similar. Both pairs of sneakers are comparable in price. Review what students do when they compare. (See how two things are alike.) Note the difference in pronunciation between “compare” and *comparable*. Say: *When two things are similar, we say they are comparable.* Hold up a regular and a mechanical pencil. Ask: *Are these things comparable? Why?* (both pencils; both used for writing) Then ask: *What kinds of words are comparable?* (synonyms) Then have students complete the Day 3 activities on page 84. You may want to do the first one as a group. |
| DAY 4 | absolute (adj.) Complete; total; without limit. I have absolute confidence in my ability to do this activity. Say: *Be absolutely quiet for 10 seconds.* Allow this to happen. Ask: *Were you absolutely silent?* (possibly) *Did we have absolute silence?* (no) Was there any noise whatsoever? (e.g., outside noises; other classes; shuffling) *What must have happened to have absolute silence?* (no sounds at all) Then ask: *If someone has absolute power, what does that mean?* (total, complete power) *What kinds of people have absolute power?* (dictators; monarchs) Then have students complete the Day 4 activities on page 84. You may want to do the first one as a group. |
| DAY 5 | absolutely (adv.) Completely; totally. I checked my work, and I am absolutely sure it is correct. Have students complete page 85. Call on students to read aloud their answers to the writing activity. |