

## Vocabulary Cards

1

Word

▶ **Have students say the word.**

▶ Write the word  
\_\_\_\_\_ on the board.

"Today we are going to learn the word \_\_\_\_\_.

Let's say the word together:  
\_\_\_\_\_."



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## Vocabulary Cards

2

Word

Provide a definition of the word using student-friendly explanations and visuals.

"We are going to study a definition for the word \_\_\_\_\_. The definition for \_\_\_\_\_ is (part of speech, explain).

Here is how we would use the word \_\_\_\_\_ in a sentence:

\_\_\_\_\_.

Some other ways we can use this word include \_\_\_\_\_."



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## Vocabulary Cards

3

Word

Have students discuss what is known about the word.

“Think about the word \_\_\_\_\_.  
What do you already know about the word?”

Turn and tell your partner one idea about the word \_\_\_\_\_.

Be prepared to share with the rest of the group what you and your partner talk about.”



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## Vocabulary Cards

4

Word

Provide examples and nonexamples of the word.

If possible, draw pictures on the board.

"Some examples of \_\_\_\_\_ are \_\_\_\_\_."

The word \_\_\_\_\_ does not mean/include \_\_\_\_\_."



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## Vocabulary Cards

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Word

Provide examples and nonexamples of the word.

If possible, draw pictures on the board.

"Some examples of \_\_\_\_\_ are \_\_\_\_\_."

The word \_\_\_\_\_ does not mean/include \_\_\_\_\_."



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## Vocabulary Cards

5

Word

Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.

"Analyze the word \_\_\_\_\_ and categorize it with other words like it."

**OR**

"Compare and contrast the word \_\_\_\_\_ with the word \_\_\_\_\_ and complete a Venn diagram graphic organizer."

**OR**

"Act out the word \_\_\_\_\_ so that your classmates can guess its meaning."



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## Vocabulary Cards

Word

**Scaffold students to create powerful sentences with the new word.**

Provide sentence stems as a scaffold.

**"Seven-Up" Rule:**

Remind students that powerful sentences are seven words and up!

"Powerful sentences help us understand the word by using the word within the correct context.

For example, a powerful sentence for the word \_\_\_\_\_ is: \_\_\_\_\_."



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## Vocabulary Cards

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COAX

▶ **Have students say the word.**

▶ Write the word *coax* on the board.

"Today we are going to learn the word *coax*."

Let's say the word together:  
*coax.*"



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## Vocabulary Cards

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"Today we are going to learn the word *coax*."

Let's say the word together:  
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## Vocabulary Cards

2

Word

COAX

Provide a definition of the word using student-friendly explanations and visuals.

"We are going to study a definition for the word *coax*. The definition for *coax* is 'to influence by gentle urging, special attention, or flattery.' *Coax* is a verb, which means that it shows an action.

Here is how we would use the word *coax* in a sentence:

**Sam tried to coax Abby into giving him her candy by asking over and over and by saying they were best friends.**

Some other ways we can use this word include coaxing the cat into its cage or coaxing your mom into letting you stay up late."



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## Vocabulary Cards

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Word

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**Have students discuss what is known about the word.**

“Think about the word *coax*. What do you already know about the word?”

Turn and tell your partner one idea about the word *coax*.

Be prepared to share with the rest of the group what you and your partner talk about.”



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## Vocabulary Cards

COAX

**Provide examples and nonexamples of the word.**

If possible, draw pictures on the board.

"Some examples of *coax* are convincing your parents to give you permission or nicely asking your teacher over and over for extra recess time.

"The word *coax* does not mean forcing someone to do something. It means asking or convincing someone in a nice way."



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Word

COAX

Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.

"Analyze the word *coax* and categorize it with other words like it."

**OR**

"Compare and contrast the word *coax* with the word *pester* and complete a Venn diagram graphic organizer."

**OR**

"Act out the word *coax* so that your classmates can guess its meaning."



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- Scaffold students to create powerful sentences with the new word.
- Provide sentence stems as a scaffold.

"Seven-Up" Rule:

- Remind students that powerful sentences are seven words and up!

"Powerful sentences help us understand the word by using the word within the correct context.

For example, a powerful sentence for the word *coax* is:

**James coaxed his mom into letting him join the team, but he had to ask 12 times and do extra chores."**



## Vocabulary Cards

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solar

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"Today we are going to learn the word *solar*."

Let's say the word together: *solar*."



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▶ Write the word *solar* on the board.

"Today we are going to learn the word *solar*."

Let's say the word together: *solar*."



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## Vocabulary Cards

2

Word

solar

Provide a definition of the word using student-friendly explanations and visuals.

"We are going to study a definition for the word *solar*. The definition for *solar* is 'something that is connected to the sun.' *Solar* is an adjective that describes a noun.

Here is how we would use the word *solar* in a sentence:

**Solar energy is energy that comes from the sun.**

Other ways we can use this word include solar system and solar panel."



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solar

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## Vocabulary Cards

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solar

Have students discuss what is known about the word.

“Think about the word *solar*. What do you already know about the word?”

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## Vocabulary Cards

4

Word

solar

**Provide examples and nonexamples of the word.**

If possible, draw pictures on the board.

“Some examples of *solar* are solar system and solar energy. Both terms refer to things that are connected or related to the sun.

The word *solar* does not mean ‘having to do with planets or other stars.’ It refers only to the sun.”



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**Provide examples and nonexamples of the word.**

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Word

solar

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"Analyze the word *solar* and categorize it with other words like it."

**OR**

"Compare and contrast the word *solar* with the word *lunar* and complete a Venn diagram graphic organizer."

**OR**

"Act out the word *solar* so that your classmates can guess its meaning."



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"Seven-Up" Rule:

- ▶ Remind students that powerful sentences are seven words and up!

"Powerful sentences help us understand the word by using the word within the correct context.

For example, a powerful sentence for the word *solar* is:

**The sun produces solar energy that we can use to turn on our lights and heat our homes."**



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