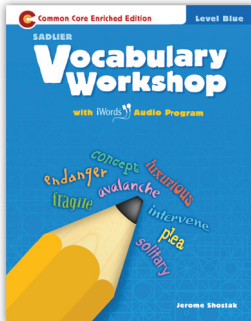
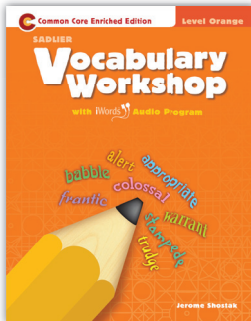
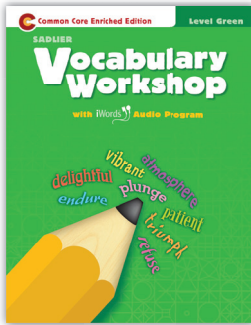
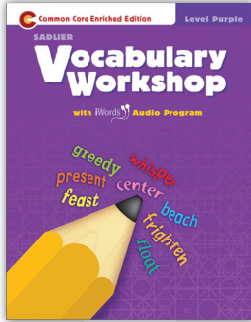
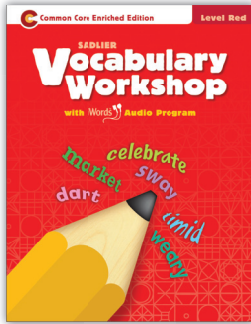


Level Purple

Vocabulary Workshop

Common Core Enriched Edition



Aligned to

Ohio's New Learning Standards for English Language Arts Grade 2

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KEY ALIGNED CONTENT

READING: LITERATURE: Key Ideas and Details

CCSS.ELA-Literacy.RL.2.1 Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.2.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.2.3 Describe characters, settings, and major events in a story, using key details.

READING: LITERATURE: Craft and Structure

CCSS.ELA-Literacy.RL.2.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

READING: LITERATURE: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.2.7 Use illustrations and details in a story to describe its characters, setting, or events.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

DESCRIPTION

Introducing the Words (Unit Passages): Unit 1: "A Sudden Storm" (Realistic Fiction), pp. 6–7; Unit 2: "The Cable Car Is Coming!" (Historical Fiction), pp. 14–15; Unit 4: "A Midnight Rainbow" (Informational Fiction), pp. 36–37; Unit 6: "Why Bears Have Short Tails" (Folktale), pp. 58–59; Unit 9: "Field Day!" (Personal Narrative), pp. 98–99; Unit 12: "A Dog with a Job" (Informational Fiction), pp. 128–129; Unit 13: "Goldilocks and the Bear Family" (Fairy Tale), pp. 142–143

Example [Level Purple, pp.36–37]

A Midnight Rainbow (Informational Fiction)

That, **weekend** the family flew to Fairbanks, Alaska. There was some winter snow still on the ground, but skies were **clear**. Even in March, it felt cold to Lily and Jonah, especially at night. They wore winter coats and sipped hot chocolate as they waited and waited for the northern lights. It was almost **midnight** when a faint flow appeared where the land met the sky.

Introducing the Words Lesson Plan: TE p. T22

Example [Level Purple, TE p.T22]

DURING READING

Read the passage aloud to children. As you read, pause to point out its key elements, and ask questions to encourage critical thinking.

- With children, read the brief introduction. Discuss the genre of the passage, and encourage children to name other stories and books they have read in the genre. Discuss any photographs or illustrations, pointing out how children can use the information in these visuals to help them better appreciate the passage.

- Guide children's focus and comprehension by having them

Each Unit passage introduces the 10 words children will learn in the Unit. When listening to or reading a passage, children are directed to pay close attention to the context of these highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.

Located in the Teacher's Edition, the **Introducing the Words** lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.

READING: LITERATURE: Key Ideas and Details

CCSS.ELA-Literacy.RL.2.1 Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.2.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.2.3 Describe characters, settings, and major events in a story, using key details.

READING: LITERATURE: Craft and Structure

CCSS.ELA-Literacy.RL.2.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

READING: LITERATURE: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.2.7 Use illustrations and details in a story to describe its characters, setting, or events.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
<p>answer key questions about the story.</p> <ul style="list-style-type: none">Remind children to pay attention to context clues that can help them figure out the meanings of the words and develop a better understanding of the passage. <hr/> <p>Words in Context: Unit 1 "All Gone" (story), p. 12; Unit 2 Journal Entry (personal narrative), p. 20; Unit 3 "A Summer Idea" (story), p. 34; Unit 5 "The Lion and the Mouse" (story), p. 56; Unit 9 "Jets Win Big!" (story), p. 104; Unit 10 Personal Letter (personal narrative), p. 112; Unit 14 "The Space Trip" (story), p. 156</p> <p><u>Example [Level Purple, p.56]</u></p> <p>The Lion and the Mouse</p> <p>One bright sunny day, Lion was asleep in the forest. Mouse didn't see Lion and ran right over his nose!</p> <p>Lion grabbed Mouse and roared, "I warn you. Don't ever do that again!"</p> <p>"I won't," said Mouse. "Let me go, and one day I'll save your life."</p> <p>Lion laughed but let Mouse go. An hour later, hunters caught Lion in a net. Mouse heard Lion's cries and found him.</p> <p>Mouse said, "I will nibble on the rope."</p> <p>"Don't nibble!" Lion said. "Chew fast!"</p> <p>And that was just what Mouse did. From then on, Lion and Mouse were great friends.</p> <hr/> <p>4. How does Mouse help Lion? <u>Mouse chews through the net so that Lion can escape.</u></p> <p>Words in Context Lesson Plan: TE p. T27</p> <p><u>Example [Level Purple, TE p.T27]</u></p>	<p>In Words in Context, children listen to and read a passage that incorporates six or seven Unit words. This format allows them to examine sentence-level context clues as well as clues from multiple sentences for help in determining the meaning of an unfamiliar word.</p> <p>A different genre and theme is presented in each passage. After reading, children answer vocabulary-in-context and comprehension questions based on the passage.</p> <p>The Words in Context lesson plan consists of three parts: TEACH, PRACTICE/APPLY, and FOLLOW-UP. The reference to online resources describes the iWords Audio Program and the Audio Glossary, which includes Unit words and example sentences.</p>

READING: LITERATURE: Key Ideas and Details

CCSS.ELA-Literacy.RL.2.1 Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.2.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.2.3 Describe characters, settings, and major events in a story, using key details.

READING: LITERATURE: Craft and Structure

CCSS.ELA-Literacy.RL.2.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

READING: LITERATURE: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.2.7 Use illustrations and details in a story to describe its characters, setting, or events.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
<p>TEACH</p> <p>Remind children that context clues are hints about the meaning of a word. If they cannot understand the word by the way it is used in the sentence, have them check the sentences before and after for clues about the word's meaning. A picture on a page can provide more information.</p> <p>PRACTICE/APPLY</p> <p>Read aloud the passage on the Words in Context page. Discuss the genre and its characteristics, as well as the theme, or main idea. Develop oral language and listening skills by having children talk about the theme.</p>	<p>Located in the Teacher's Edition, Developing Vocabulary Through Literature lists contemporary and classic children's literature recommended for use with Vocabulary Workshop. Organized as "Books for Independent Reading" and "Books to Read Aloud," the titles feature vocabulary words taught in Vocabulary Workshop Level Purple.</p>

Developing Vocabulary Through Literature: Literature to Use with Vocabulary Workshop, TE p. T20

READING: INFORMATIONAL TEXT: Key Ideas and Details

CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

READING: INFORMATIONAL TEXT: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

DESCRIPTION

Introducing the Words (Unit Passages): Unit 3 "What Makes Waves?" (Magazine Article) , pp. 28–29; Unit 5 "Pineapple Pancakes" (Recipe/How-to) , pp. 50–51; Unit 7 "Be an Outdoor Detective" (Magazine Article) , pp. 76–77; Unit 8 "Yellowstone National Park" (Magazine Article) , pp. 84–85; pp. 98–99; Unit 10 "The Wright Brothers" (Biography) , pp. 106–107; Unit 11 "Margaret Heffernan Borland: Trail Blazer" (Biography) , pp. 120–121; Unit 14 "One Great Way to Travel" (Magazine Article) , pp. 150–151

Each Unit passage introduces the 10 words children will learn in the Unit. When listening to or reading a passage, children are directed to pay close attention to the context of these highlighted Unit words. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.

Located in the Teacher's Edition, the **Introducing the Words** lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.

Example [Level Purple, pp. 76–77]

Be an Outdoor Detective (Magazine Article)

Some insects are so small that you may need a **tool** such as a hand lens to see them. Other insects have features that make them easy to find. For example, you can easily see a colorful butterfly on a **plant**. And, you will know it when a bee is buzzing like an **alarm** near your ear.

Introducing the Words Lesson Plan: TE p. T22

Example [Level Purple, TE p. T22]

DURING READING

Read the passage aloud to children. As you read, pause to point out its key elements, and ask questions to encourage critical thinking.

- With children, read the brief introduction. Discuss the genre of the passage, and encourage children to name other stories and books they have read in the genre. Discuss any photographs or illustrations, pointing out how children can use the information in these visuals to help them better appreciate the passage.

READING: INFORMATIONAL TEXT: Key Ideas and Details

CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

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READING: INFORMATIONAL TEXT: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
<ul style="list-style-type: none">■ Guide children's focus and comprehension by having them answer key questions about the story.■ Remind children to pay attention to context clues that can help them figure out the meanings of the words and develop a better understanding of the passage.	
<p>Words in Context: Unit 4 Weather Forecast (weather forecast script), p. 42; Unit 6 "Dr. Martin Luther King, Jr." (biography), p. 64; Unit 7 "How to Grow an Avocado Plant" (instructions), p. 82; Unit 8 "Enormous Elephants" (article), p. 90; Unit 11 "Sled Dogs and Sled Drivers" (article), p. 126; Unit 12 "Visit the Red Horse Inn" (travel brochure), p. 134; Unit 13 "The Corner Diner" (restaurant review), p. 148</p> <p><i>Example [Level Purple, p.126]</i></p> <p>Sled Dogs and Sled Drivers</p> <p>During a race, the sled's blades carve deep lines in the snow. The driver stands in the sled to steer it. After the race, the drivers take care of their dogs. They check the tender pads on the dogs' paws. If they find a scrape, they clean it up so it will heal. Then they hand out treats for a job well done!</p> <hr/> <p>3. What jobs does a sled driver have? <u>The driver has to steer the sled and take care of the dogs.</u></p> <p>Words in Context Lesson Plan: TE p. T27</p> <p><i>Example [Level Purple, TE p.T27]</i></p> <p>TEACH</p> <p>Remind children that context clues are hints about the meaning of a word. If they cannot understand the meaning of the word by the way it is used in the sentence, have them check the sentences</p>	<p>In Words in Context, children listen to and read a passage that incorporates six or seven Unit words. This format allows them to examine sentence-level context clues as well as clues from multiple sentences for help in determining the meaning of an unfamiliar word.</p> <p>A different genre and theme is presented in each passage. After reading, children answer vocabulary-in-context and comprehension questions based on the passage.</p> <p>For the Write Your Own activity at the end of the lesson, children choose one of the three or four Unit words in the adjacent box then use that word in writing an original sentence. The teacher can read the sentence to check that children understand how to use the vocabulary correctly.</p> <p>The Words in Context lesson plan consists of three parts: TEACH, PRACTICE/APPLY, and FOLLOW-UP. The reference to online resources describes the iWords Audio Program and the Audio Glossary, which includes Unit words and example sentences.</p>

READING: INFORMATIONAL TEXT: Key Ideas and Details

CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

READING: INFORMATIONAL TEXT: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
<p>before and after for clues about the word's meaning. A picture on a page can provide more information.</p> <p>PRACTICE/APPLY</p> <p>Read aloud the passage on the Words in Context page. Discuss the genre and its characteristics, as well as the theme, or main idea. Develop oral language and listening skills by having children talk about the theme.</p>	
<p>Vocabulary for Comprehension: "Koko the Gorilla" (Midyear Review Units 1–6), pp. 74–75; "A Fun Hobby" (stamp collecting, Final Mastery Test Units 1–14), pp. 166–167</p> <p><u>Example [Level Purple, p.75]</u></p> <p>Koko the Gorilla</p> <p>Choose the answer that best completes the sentence or answers the question. Fill in the circle next to the answer.</p> <p>22. What special skill does Koko have?</p> <ul style="list-style-type: none"><input type="radio"/> She can talk to cats.<input checked="" type="radio"/> She can use hand signs.<input type="radio"/> She can speak words. <p>26. What does the word gentle mean?</p> <ul style="list-style-type: none"><input checked="" type="radio"/> soft and mild<input type="radio"/> angry and loud<input type="radio"/> shy and scared	<p>The Vocabulary for Comprehension reading selection appears at the end of the Midyear Review and the Final Mastery Test of Level Purple.</p> <p>The multiparagraph reading selection allows children to examine sentence-level context clues as well as clues from multiple sentences for help in determining the meaning of unfamiliar words.</p> <p>The multiple-choice vocabulary and comprehension questions helps familiarize children with the "fill-in-the-circle" format of many standardized-test questions.</p>

READING: INFORMATIONAL TEXT: Key Ideas and Details

CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

READING: INFORMATIONAL TEXT: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
<p><u>Example [Level Purple, p.167]</u></p> <p>A Fun Hobby</p> <p>Choose the answer that best completes the sentence or answers the question. Fill in the circle next to the answer.</p> <p>22. In this passage, the word stamp means</p> <ul style="list-style-type: none"><input type="radio"/> to mark something with ink.<input type="radio"/> to push your foot down hard.<input checked="" type="radio"/> a piece of paper put on mail. <p>28. You can figure out that the author thinks stamp collecting is</p> <ul style="list-style-type: none"><input type="radio"/> only for adults.<input checked="" type="radio"/> fun and easy.<input type="radio"/> a difficult job.	

READING: FOUNDATIONAL SKILLS: Phonics and Word Recognition

CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- **CCSS.ELA-Literacy.RF.2.3d** Decode words with common prefixes and suffixes.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

Word Study: Prefixes, p. 96; **Suffixes**, p. 118

Example [Level Purple, p. 96]

Write the prefix **un** or **re** to make a word that goes with the meaning shown. Then write the whole word.

3. not steady = un steady unsteady

4. pack again = re pack repack

Complete each sentence with a word from the box. Add **un** or **re** to the word so that the word makes sense in the sentence.

8. To send back the books, you must reseal the box.

Word Study Lesson Plans: Prefixes, TE p. T35; **Suffixes**, TE p. T36

Example [Level Purple, TE p. T35]

PRACTICE/APPLY

For exercises 1–5, you might have children circle the word *not* or *again* to help them choose the correct prefix.

DESCRIPTION

In the **Word Study** lessons on prefixes and suffixes, children learn how word parts can help them figure out the meanings of unfamiliar words.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

READING: FOUNDATIONAL SKILLS: Fluency

CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.2.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

Introducing the Words (Unit Passages): Unit 1 "A Sudden Storm" (Realistic Fiction), pp. 6–7; Unit 2 "The Cable Car Is Coming!" (Historical Fiction), pp. 14–15; Unit 3 "What Makes Waves?" (Magazine Article), pp. 28–29; Unit 4 "A Midnight Rainbow" (Informational Fiction), pp. 36–37; Unit 5 "Pineapple Pancakes" (Recipe/How-to), pp. 50–51; Unit 6 "Why Bears Have Short Tails" (Folktale), pp. 58–59; Unit 7 "Be an Outdoor Detective" (Magazine Article), pp. 76–77; Unit 8 "Yellowstone National Park" (Magazine Article), pp. 84–85; Unit 9 "Field Day!" (Personal Narrative), pp. 98–99; Unit 10 "The Wright Brothers" (Biography), pp. 106–107; Unit 11 "Margaret Heffernan Borland: Trail Blazer"

DESCRIPTION

Each Unit passage introduces the 10 words in context that children will learn in the Unit. When listening to or reading a passage, children are directed to pay close attention to the context of these highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.

Located in the Teacher's Edition, the **Introducing the Words** lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.

READING: FOUNDATIONAL SKILLS: Fluency

CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.2.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
<p>(Biography), pp. 120–121; Unit 12 "A Dog with a Job" (Informational Fiction), pp. 128–129; Unit 13 "Goldilocks and the Bear Family" (Fairy Tale), pp. 142–143; Unit 14 "One Great Way to Travel" (Magazine Article), pp. 150–151</p> <p><i>Example [Level Purple, pp.76–77]</i></p> <p>Be an Outdoor Detective</p> <p>Some insects are so small that you may need a tool such as a hand lens to see them. Other insects have features that make them easy to find. For example, you can easily see a colorful butterfly on a plant. And, you will know it when a bee is buzzing like an alarm near your ear.</p> <p>Introducing the Words Lesson Plan: TE p. T22</p> <p><i>Example [Level Purple, TE p.T22]</i></p> <p>DURING READING</p> <p>Remind children to pay attention to context clues that can help them figure out the meanings of the words and develop a better understanding of the passage.</p>	
<p>Word Meanings: Unit 1, pp. 8–9; Unit 2, pp. 16–17; Unit 3, pp. 30–31; Unit 4, pp. 38–39; Unit 5, pp. 52–53; Unit 6, pp. 60–61; Unit 7, pp. 78–79; Unit 8, pp. 86–87; Unit 9, pp. 100–101; Unit 10, pp. 108–109; Unit 11, pp. 122–123; Unit 12, pp. 130–131; Unit 13, pp. 144–145; Unit 14, pp. 152–153</p> <p><i>Example [Level Purple, p. 31]</i></p> <p>7. stack (noun) A stack is a neat pile of something. <i>I ate a tall <u>stack</u> of pancakes.</i></p> <p>(verb) When you stack things, you pile them one on top of another. <i>Please <u>stack</u> the books neatly on my desk.</i></p> <p>Word Meanings Lesson Plan: TE p. T24</p> <p><i>Example [Level Purple, TE p.T24]</i></p> <p>TEACH</p> <p>In Unit 1, for example, two definitions are provided for each of the words <i>dash</i>, <i>pass</i>, and <i>present</i>. On the board, write phrases that define the words, followed by sentences with the words in context. Have children decide which meaning is used for the underlined words.</p>	<p>Located immediately after the Unit passage is Word Meanings, a two-page alphabetical listing of each of the 10 Unit words. The dictionary-style entry for each word includes its part (or parts) of speech, an illustrating picture (if applicable), and an explanation that uses the boldface Unit word in context. To reinforce the understanding and use of the word in context, children write the word on the line of the sample sentence.</p> <p>The Teacher's Edition includes a Word Meanings lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP. There is also a reference to online resources located at vocabularyworkshop.com: iWords Audio Program and Audio Glossary.</p>

READING: FOUNDATIONAL SKILLS: Fluency

CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.2.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
<p>Match the Meaning: Unit 1, p. 10; Unit 2, p. 18; Unit 3, p. 32; Unit 4, p. 40; Unit 5, p. 54; Unit 6, p. 62; Unit Midyear Review, p. 72; Unit 7, p. 80; Unit 8, p. 88; Unit 9, p. 102; Unit 10, p. 110; Unit 11, p. 124; Unit 12, p. 132; Unit 13, p. 146; Unit 14, p. 154; Unit Final Mastery Test, p. 164</p> <p><i>Example [Level Purple, p. 102]</i></p> <p>Choose the word from the box that matches the meaning in the clue. Write the word on the line.</p> <p>3. You do this when you call out loudly for your team. <u>cheer</u></p>	<p>For Match the Meaning, students choose the word whose meaning is suggested by the context clues given.</p> <p>The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p>
<p>Match the Meaning Lesson Plan: TE p. T25</p> <p><i>Example [Level Purple, TE p.T25]</i></p> <p>TEACH</p> <p>With a Word Web, engage children in learning words and using them in different contexts. Write <i>brave</i> (Unit 1) in the center of the circle of the Word Web. Ask questions to elicit responses that have almost the same meaning as <i>brave</i>. Write those responses in the surrounding circles. For example, discuss what a brave person might do.</p>	<p>For each the Completing the Sentence exercise, students rely on context clues in order to identify and write the word from the box that best completes the sentence.</p> <p>The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p>
<p>Completing the Sentence: Unit 1, p. 11; Unit 2, p. 19; Unit 3, p. 33; Unit 4, p. 41; Unit 5, p. 55; Unit 6, p. 63; Midyear Review, p. 73; Unit 7, p. 81; Unit 8, p. 89; Unit 9, p. 103; Unit 10, p. 111; Unit 11, p. 125; Unit 12, p. 133; Unit 13, p. 147; Unit 14, p. 155; Unit Final Mastery Test, p. 165</p> <p><i>Example [Level Purple, p. 81]</i></p> <p>2. Today her softball <u>team</u> has a big job to do.</p>	<p>Completing the Sentence Lesson Plan: TE p. T26</p> <p><i>Example [Level Purple, TE p.T26]</i></p> <p>TEACH</p> <p>Explain that context clues are hints about the meaning of a word. Often, other words in the sentence give clues about the word's meaning. A picture on the page may give information, too.</p>
<p>Words in Context: Unit 1 "All Gone" (story), p. 12; Unit 2 Journal Entry (personal narrative), p. 20; Unit 3 "A Summer Idea" (story), p. 34; Unit 4 Weather Forecast (weather forecast script), p. 42; Unit 5 "The Lion and the Mouse" (story), p. 56; Unit 6 "Dr. Martin Luther King, Jr." (biography), p. 64; Unit 7 "How to Grow an Avocado Plant"</p>	<p>In Words in Context, children listen to or read a passage that incorporates six or seven Unit words. This format allows them to examine sentence-level context clues as well as clues from multiple sentences for help in determining the meaning of an unfamiliar word.</p>

READING: FOUNDATIONAL SKILLS: Fluency

CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.2.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
<p>(instructions), p. 82; Unit 8 "Enormous Elephants" (article), p. 90; Unit 9 "Jets Win Big!" (story), p. 104; Unit 10 Personal Letter (personal narrative), p. 112; Unit 11 "Sled Dogs and Sled Drivers" (article), p. 126; Unit 12 "Visit the Red Horse Inn" (travel brochure), p. 134; Unit 13 "The Corner Diner" (restaurant review), p. 148; Unit 14 "The Space Trip" (story), p. 156</p> <p><u>Example [Level Purple, p.56]</u></p> <p>The Lion and the Mouse</p> <p>One bright sunny day, Lion was asleep in the forest. Mouse didn't see Lion and ran right over his nose!</p> <p>Lion grabbed Mouse and roared, "I warn you. Don't ever do that again!"</p> <p>"I won't," said Mouse. "Let me go, and one day I'll save your life."</p> <p>Lion laughed but let Mouse go. An hour later, hunters caught Lion in a net. Mouse heard Lion's cries and found him.</p> <p>Mouse said, "I will nibble on the rope."</p> <p>"Don't nibble!" Lion said. "Chew fast!"</p> <p>And that was just what Mouse did. From then on, Lion and Mouse were great friends.</p>	<p>A different genre and theme is presented in each passage. After reading, children answer vocabulary-in-context and comprehension questions based on the passage.</p> <p>For the Write Your Own activity at the end of the lesson, children choose one of the three or four Unit words in the adjacent box then use that word in writing an original sentence. The teacher can read the sentence to check that children understand how to use the vocabulary correctly.</p> <p>The Words in Context lesson plan consists of three parts: TEACH, PRACTICE/APPLY, and FOLLOW-UP. The reference to online resources describes the iWords Audio Program and the Audio Glossary, which includes Unit words and example sentences.</p>
<p>4. How does Mouse help Lion? <u>Mouse chews through the net so that Lion can escape.</u></p>	
<p>Words in Context Lesson Plan: TE p. T27</p> <p><u>Example [Level Purple, TE p.T27]</u></p> <p>TEACH</p> <p>Remind children that context clues are hints about the meaning of a word. If they cannot understand the word by the way it is used in the sentence, have them check the sentences before and after for clues about the word's meaning. A picture on a page can provide more information.</p>	
<p>Word Study: Context Clues, p. 162</p> <p><u>Example [Level Purple, p. 162]</u></p> <p>Read each sentence. Underline the words that help you figure out the meaning of the word in dark print.</p> <p>1 A boulder is a <u>big, round rock</u>.</p>	<p>In Word Study: Context Clues, students use other words in a sentence to figure out the meaning of an unknown word.</p> <p>For the first set of exercises, they underline the words that help them determine the meaning of the word in dark print.</p> <p>For the second set, they circle the word that best completes the sentence. Next, they underline the word that helped them</p>

READING: FOUNDATIONAL SKILLS: Fluency

CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.2.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
<p>Word Study Lesson Plan: Context Clues, TE p. T37</p> <p>Example [Level Purple, TE p.T37]</p> <p>TEACH</p> <p>Ask children to suggest ways to figure out the meaning of a word they do not know in a sentence. Lead them to understand that they can sometimes use other words in the sentence as a clue to figure out the meaning. Sometimes, the clue is a group of words that gives the meaning of the unknown word.</p>	<p>make their choice.</p>
<p>Vocabulary for Comprehension: "Koko the Gorilla" (Midyear Review Units 1–6), pp. 74–75; "A Fun Hobby" (stamp collecting, Final Mastery Test Units 1–14), pp. 166–167</p> <p><i>Example [Level Purple, p.75]</i></p> <p>Koko the Gorilla</p> <p>Choose the answer that best completes the sentence or answers the question. Fill in the circle next to the answer.</p> <p>26. What does the word gentle mean?</p> <ul style="list-style-type: none">● soft and mild○ angry and loud○ shy and scared <p><i>Example [Level Purple, p.167]</i></p> <p>A Fun Hobby</p> <p>Choose the answer that best completes the sentence or answers the question. Fill in the circle next to the answer.</p> <p>22. In this passage, the word stamp means</p> <ul style="list-style-type: none">○ to mark something with ink.○ to push your foot down hard.● a piece of paper put on mail.	<p>In Vocabulary for Comprehension, children read a multiple-paragraph reading selection that contains six taught words. Children examine sentence-level context clues as well as clues from multiple sentences for help in determining the meaning of unfamiliar words.</p> <p>The multiple-choice vocabulary and comprehension questions at the end of the passage helps familiarize children with the "fill-in-the-circle" format of many standardized-test questions.</p>

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- **CCSS.ELA-Literacy.L.2.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

Introducing the Words (Unit Passages): Unit 1 "A Sudden Storm" (Realistic Fiction), pp. 6–7; Unit 2 "The Cable Car Is Coming!" (Historical Fiction), pp. 14–15; Unit 3 "What Makes Waves?" (Magazine Article), pp. 28–29; Unit 4 "A Midnight Rainbow" (Informational Fiction), pp. 36–37; Unit 5 "Pineapple Pancakes" (Recipe/How-to), pp. 50–51; Unit 6 "Why Bears Have Short Tails" (Folktale), pp. 58–59; Unit 7 "Be an Outdoor Detective" (Magazine Article), pp. 76–77; Unit 8 "Yellowstone National Park" (Magazine Article), pp. 84–85; Unit 9 "Field Day!" (Personal Narrative), pp. 98–99; Unit 10 "The Wright Brothers" (Biography), pp. 106–107; Unit 11 "Margaret Heffernan Borland: Trail Blazer" (Biography), pp. 120–121; Unit 12 "A Dog with a Job" (Informational Fiction), pp. 128–129; Unit 13 "Goldilocks and the Bear Family" (Fairy Tale), pp. 142–143; Unit 14 "One Great Way to Travel" (Magazine Article), pp. 150–151

DESCRIPTION

Each Unit passage introduces the 10 words in context that children will learn in the Unit. When listening to or reading a passage, children are directed to pay close attention to the context of these highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.

Located in the Teacher's Edition, the **Introducing the Words** lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.

Example [Level Purple, pp.76–77]

Be an Outdoor Detective

Some insects are so small that you may need a **tool** such as a hand lens to see them. Other insects have features that make them easy to find. For example, you can easily see a colorful butterfly on a **plant**. And, you will know it when a bee is buzzing like an **alarm** near your ear.

Introducing the Words Lesson Plan: TE p. T22

Example [Level Purple, TE p.T22]

DURING READING

Remind children to pay attention to context clues that can help them figure out the meanings of the words and develop a better understanding of the passage.

Word Meanings: Unit 1, pp. 8–9; Unit 2, pp. 16–17; Unit 3, pp. 30–31; Unit 4, pp. 38–39; Unit 5, pp. 52–53; Unit 6, pp. 60–61; Unit 7, pp. 78–79; Unit 8, pp. 86–87; Unit 9, pp. 100–101; Unit 10, pp. 108–109; Unit 11, pp. 122–123; Unit 12, pp. 130–131; Unit 13, pp. 144–145; Unit 14, pp. 152–153

Example [Level Purple, p. 31]

- 7. stack** A **stack** is a neat pile of something.
(noun)
- I ate a tall **stack** of pancakes.
- (verb) When you **stack** things, you pile them one on top of another.

Located immediately after the Unit passage is **Word Meanings**, a two-age alphabetical listing of each of the 10 Unit words. The dictionary-style entry for each word includes its part (or parts) of speech, an illustrating picture (if applicable), and an explanation that uses the boldface Unit word in context. To reinforce the understanding and use of the word in context, children write the word on the line of the sample sentence.

The Teacher's Edition includes a **Word Meanings** lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP. There is also a reference to online resources located at vocabularyworkshop.com: **iWords Audio Program** and **Audio Glossary**.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- **CCSS.ELA-Literacy.L.2.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

Please stack the books neatly on my desk.

DESCRIPTION

Word Meanings Lesson Plan: TE p. T24

Example [Level Purple, TE p.T24]

TEACH

In Unit 1, for example, two definitions are provided for each of the words *dash*, *pass*, and *present*. On the board, write phrases that define the words, followed by sentences with the words in context. Have children decide which meaning is used for the underlined words.

Match the Meaning: Unit 1, p. 10; Unit 2, p. 18; Unit 3, p. 32; Unit 4, p. 40; Unit 5, p. 54; Unit 6, p. 62; Unit Midyear Review, p. 72; Unit 7, p. 80; Unit 8, p. 88; Unit 9, p. 102; Unit 10, p. 110; Unit 11, p. 124; Unit 12, p. 132; Unit 13, p. 146; Unit 14, p. 154; Unit Final Mastery Test, p. 164

Example [Level Purple, p. 102]

Choose the word from the box that matches the meaning in the clue. Write the word on the line.

3. You do this when you call out loudly for your team.
cheer

Match the Meaning Lesson Plan: TE p. T25

Example [Level Purple, TE p.T25]

TEACH

With a Word Web, engage children in learning words and using them in different contexts. Write *brave* (Unit 1) in the center of the circle of the Word Web. Ask questions to elicit responses that have almost the same meaning as *brave*. Write those responses in the surrounding circles. For example, discuss what a brave person might do.

Completing the Sentence: Unit 1, p. 11; Unit 2, p. 19; Unit 3, p. 33; Unit 4, p. 41; Unit 5, p. 55; Unit 6, p. 63; Midyear Review, p. 73; Unit 7, p. 81; Unit 8, p. 89; Unit 9, p. 103; Unit 10, p. 111; Unit 11, p. 125; Unit 12, p. 133; Unit 13, p. 147; Unit 14, p. 155; Unit Final Mastery Test, p. 165

Example [Level Purple, p. 81]

2. Today her softball team has a big job to do.

Completing the Sentence Lesson Plan: TE p. T26

Example [Level Purple, TE p.T26]

For **Match the Meaning**, students choose the word whose meaning is suggested by the context clues given.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

For each the **Completing the Sentence** exercise, students rely on context clues in order to identify and write the word from the box that best completes the sentence.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- **CCSS.ELA-Literacy.L.2.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

DESCRIPTION

TEACH

Explain that context clues are hints about the meaning of a word. Often, other words in the sentence give clues about the word's meaning. A picture on the page may give information, too.

Words in Context: Unit 1 "All Gone" (story), p. 12; Unit 2 Journal Entry (personal narrative), p. 20; Unit 3 "A Summer Idea" (story), p. 34; Unit 4 Weather Forecast (weather forecast script), p. 42; Unit 5 "The Lion and the Mouse" (story), p. 56; Unit 6 "Dr. Martin Luther King, Jr." (biography), p. 64; Unit 7 "How to Grow an Avocado Plant" (instructions), p. 82; Unit 8 "Enormous Elephants" (article), p. 90; Unit 9 "Jets Win Big!" (story), p. 104; Unit 10 Personal Letter (personal narrative), p. 112; Unit 11 "Sled Dogs and Sled Drivers" (article), p. 126; Unit 12 "Visit the Red Horse Inn" (travel brochure), p. 134; Unit 13 "The Corner Diner" (restaurant review), p. 148; Unit 14 "The Space Trip" (story), p. 156

Example [Level Purple, p.56]

The Lion and the Mouse

One bright sunny day, Lion was asleep in the forest. Mouse didn't see Lion and ran right over his nose!

Lion grabbed Mouse and roared, "I warn you. Don't ever do that again!"

"I won't," said Mouse. "Let me go, and one day I'll save your life."

Lion laughed but let Mouse go. An hour later, hunters caught Lion in a net. Mouse heard Lion's cries and found him.

Mouse said, "I will nibble on the rope."

"Don't nibble!" Lion said. "Chew fast!"

And that was just what Mouse did. From then on, Lion and Mouse were great friends.

4. How does Mouse help Lion? Mouse chews through the net so that Lion can escape.

Words in Context Lesson Plan: TE p. T27

Example [Level Purple, TE p.T27]

TEACH

Remind children that context clues are hints about the

In **Words in Context**, children listen to or read a passage that incorporates six or seven Unit words. This format allows them to examine sentence-level context clues as well as clues from multiple sentences for help in determining the meaning of an unfamiliar word.

A different genre and theme is presented in each passage. After reading, children answer vocabulary-in-context and comprehension questions based on the passage.

For the **Write Your Own** activity at the end of the lesson, children choose one of the three or four Unit words in the adjacent box then use that word in writing an original sentence. The teacher can read the sentence to check that children understand how to use the vocabulary correctly.

The **Words in Context** lesson plan consists of three parts: TEACH, PRACTICE/APPLY, and FOLLOW-UP. The reference to online resources describes the **iWords Audio Program** and the **Audio Glossary**, which includes Unit words and example sentences.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- **CCSS.ELA-Literacy.L.2.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

meaning of a word. If they cannot understand the word by the way it is used in the sentence, have them check the sentences before and after for clues about the word's meaning. A picture on a page can provide more information.

Word Study: Context Clues, p. 162

Example [Level Purple, p. 162]

Read each sentence. Underline the words that help you figure out the meaning of the word in **dark print**.

1 A **boulder** is a big, round rock.

Word Study Lesson Plan: Context Clues, TE p. T37

Example [Level Purple, TE p.T37]

TEACH

Ask children to suggest ways to figure out the meaning of a word they do not know in a sentence. Lead them to understand that they can sometimes use other words in the sentence as a clue to figure out the meaning. Sometimes, the clue is a group of words that gives the meaning of the unknown word.

Vocabulary for Comprehension: "Koko the Gorilla" (Midyear Review Units 1–6), pp. 74–75; "A Fun Hobby" (stamp collecting, Final Mastery Test Units 1–14), pp. 166–167

Example [Level Purple, p.75]

Koko the Gorilla

Choose the answer that best completes the sentence or answers the question. Fill in the circle next to the answer.

26. What does the word **gentle** mean?

- soft and mild
- angry and loud
- shy and scared

Example [Level Purple, p.167]

A Fun Hobby

Choose the answer that best completes the sentence or answers the question. Fill in the circle next to the answer.

22. In this passage, the word **stamp** means

- to mark something with ink.
- to push your foot down hard.

DESCRIPTION

In **Word Study: Context Clues**, students use other words in a sentence to figure out the meaning of an unknown word.

For the first set of exercises, they underline the words that help them determine the meaning of the word in dark print.

For the second set, they circle the word that best completes the sentence. Next, they underline the word that helped them make their choice.

In **Vocabulary for Comprehension**, children read a multiple-paragraph reading selection that contains six taught words. Children examine sentence-level context clues as well as clues from multiple sentences for help in determining the meaning of unfamiliar words.

The multiple-choice vocabulary and comprehension questions at the end of the passage helps familiarize children with the "fill-in-the-circle" format of many standardized-test questions.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- **CCSS.ELA-Literacy.L.2.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION
● a piece of paper put on mail.

DESCRIPTION

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- **CCSS.ELA-Literacy.L.2.4b** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

Word Study: Prefixes, p. 96

Example [Level Purple, p. 96]

Write the prefix **un** or **re** to make a word that goes with the meaning shown. Then write the whole word.

3. not steady = un steady unsteady

4. pack again = re pack repack

Complete each sentence with a word from the box. Add **un** or **re** to the word so that the word makes sense in the sentence.

8. To send back the books, you must reseal the box.

Word Study Lesson Plans: Prefixes, TE p. T35

Example [Level Purple, TE p.T35]

PRACTICE/APPLY

For exercises 1–5, you might have children circle the word *not* or *again* to help them choose the correct prefix.

DESCRIPTION

In **Word Study: Prefixes**, children learn that a prefix is a word part that is added to the beginning of a word. A prefix changes the meaning of the word.

Following the general instruction, the first set of exercises direct children to write the prefix needed to make a word that goes with the given meaning. They then write the whole word.

The second activity requires children to complete each of the five sentences by writing the correct word that is formed by combining the appropriate prefix and root word.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- **CCSS.ELA-Literacy.L.2.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

Word Study: Word Families, p. 49

Example [Level Purple, p. 49]

Add the endings to form a related word. Then write a sentence with the new word. The first one has been done for you.

5. sing + er = singer

The singer has a beautiful voice.

6. quiet + ly = quietly

Word Study Lesson Plans: Word Families, TE p. T38

Example [Level Purple, TE p. T38]

FOLLOW-UP

Expanding Vocabulary Provide beginning print or digital dictionaries. Have partners find the meanings of the words in this word family: *act* (to do something), *action* (something you do), *active* (energetic and busy), *activity* (an action or movement). Have partners take turns using the words in oral sentences.

Word Study: Suffixes, p. 118

Example [Level Purple, p. 118]

Add the suffixes **ful** and **less** to each word below.

3. doubt doubtful doubtless

4. fear fearful fearless

Add **ful** or **less** to the word in dark print to complete the sentence. Be sure the word makes sense in the sentence. Write the new word on the line.

8. We wanted it to snow, but we were **doubtful** that it would. (**doubt**)

Word Study Lesson Plans: Suffixes, TE p. T36

Example [Level Purple, TE p. T36]

PRACTICE/APPLY

Oral Language Have children write sentences that tell about the words with suffixes in exercises 1–4, and then have them

DESCRIPTION

The **Shades of Meaning: Word Families** lesson illustrates the closeness in meaning between words with the same root but different endings.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

In **Word Study: Suffixes**, children learn that a suffix is a word part that is added to the end of a word. A suffix can change the meaning of the word.

Following the general instruction, the first set of exercises direct children to add the suffixes **ful** and **less** to each given root word.

The second activity requires children to complete each of the five sentences by writing the correct word that is formed by combining the appropriate suffix and root word.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- **CCSS.ELA-Literacy.L.2.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
read those sentences aloud. For example: "This word could describe a shot that a doctor gives you." (<i>painful</i>) "This is how you might feel walking into a haunted house." (<i>fearful</i>) "This word can describe a little kitten." (<i>harmless</i>)	

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- **CCSS.ELA-Literacy.L.2.4d** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
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Word Study: Compound Words—p. 48

Example [Level Purple, p. 48]

Put the words together to make a compound word. Write the new word on the line.

3. rain + bow rainbow

4. week + end weekend

Read each sentence. Write **yes** if the sentence gives the meaning of the word in dark print.

7. A seashell is the shell of a sea animal. yes

8. A rainbow is a bow made from rain. no

Word Study Lesson Plans: Compound Words, TE p. T34

Example [Level Purple, TE p. T34]

TEACH

Explain that a compound word is made up of two smaller words put together. The two smaller words can often help determine the meaning of the compound word.

FOLLOW-UP

Word Play Have children compose riddles by drawing

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- **CCSS.ELA-Literacy.L.2.4d** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION
pictures to illustrate each part of a compound word—for example, a picture of a foot + a picture of a ball = *football*.

DESCRIPTION

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- **CCSS.ELA-Literacy.L.2.4e** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

DESCRIPTION

Word Meanings: Unit 1, pp. 8–9; Unit 2, pp. 16–17; Unit 3, pp. 30–31; Unit 4, pp. 38–39; Unit 5, pp. 52–53; Unit 6, pp. 60–61; Unit 7, pp. 78–79; Unit 8, pp. 86–87; Unit 9, pp. 100–101; Unit 10, pp. 108–109; Unit 11, pp. 122–123; Unit 12, pp. 130–131; Unit 13, pp. 144–145; Unit 14, pp. 152–153

Located immediately after the Unit passage is **Word Meanings**, a two-age alphabetical listing of each of the 10 Unit words. The dictionary-style entry for each word includes its part (or parts) of speech, an illustrating picture (if applicable), and an explanation that uses the boldface Unit word in context.

The Teacher's Edition includes a **Word Meanings** lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

There is also a reference to online resources located at vocabularyworkshop.com: **iWords Audio Program** and **Audio Glossary**.

Example [Level Purple, p. 31]

- 7. stack**
(noun) A **stack** is a neat pile of something.
I ate a tall stack of pancakes.
- (verb) When you **stack** things, you pile them one on top of another.
Please stack the books neatly on my desk.

Word Meanings Lesson Plan: TE p. T24

Example [Level Purple, TE p. T24]

TEACH

In Unit 1, for example, two definitions are provided for each of the words *dash*, *pass*, and *present*. On the board, write phrases that define the words, followed by sentences with the words in context. Have children decide which meaning is used for the underlined words.

Synonyms & Antonyms: Review Units 1–2, p. 22; Review Units 3–4, p. 44; Review Units 5–6, p. 66; Review Units 7–8, p. 92; Review Units 9–10, p. 114; Review Units 11–12, p. 136; Review Units 13–14, p. 158

The **Synonyms** and **Antonyms** exercises require children to circle and write the recently studied word that has the same or opposite meaning as the boldface word in the given sentence. To check meanings, they are referred to the **Glossary** at the

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- **CCSS.ELA-Literacy.L.2.4e** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

Example [Level Purple, p. 44]

Antonyms

Circle the word that has almost the opposite meaning as the word in dark print. Write the word on the line

2. What a **huge** pumpkin!

A. tiny B. enormous c. clear tiny

Synonyms & Antonyms Lesson Plan: TE p. T30

Example [Level Purple, TE p. T30]

Have children refer to the Glossary at the back of the book if they forget the meaning of a Unit word.

Word Study: Dictionary: Multiple-Meaning Words, p. 140

Example [Level Purple, p. 140]

Write the word that completes each sentence. Then write 1 or 2 to show which meaning of the word is used.

beam 1. (noun) a long, strong, piece of wood or metal that holds up part of a building 2. (verb) to send something out

2 1. Use a flashlight to **beam** the light on the path.

1 2. We need another **beam** to hold up the roof.

Word Study: Dictionary: Multiple-Meaning Words Lesson Plan: TE p. T36

Example [Level Purple, TE p. T36]

FOLLOW-UP

Expanding Vocabulary Have children use a beginning print or digital dictionary to find the meanings for *screen*, *check*, and *model*. Ask partners to write sentences that show the two meanings of each word. Let volunteers share their sentences with the group.

Glossary: pp. 168–175

Glossary Lesson Plan: TE p. T43

Example [Level Purple, TE p. T43]

TEACH

DESCRIPTION

back of the book.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

In **Word Study: Dictionary: Multiple-Meaning Words**, children examine a dictionary entry for a word with more than one meaning.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

Located just before the **Index** at the back of the book, the **Glossary** is an alphabetical listing of all words taught at this level of the program. Each entry includes a Unit word, a phonetic respelling, the part or parts of speech, and a short definition. Some words include a visual clue in the form of a

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- **CCSS.ELA-Literacy.L.2.4e** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

Point out that when a word functions as more than one part of speech or has multiple meanings, a second entry appears. Call attention to *board* as an example.

Online Components: iWords Audio Program:
vocabularyworkshop.com

Online Components: Audio Glossary:
vocabularyworkshop.com

DESCRIPTION

drawing or photograph.

The **Glossary** lesson plan in the Teacher's Edition suggests learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP. It includes a **Pronunciation Key** and reference to the online resources, the **iWords Audio Program** and the **Audio Glossary**.

The online **iWords Audio Program** provides a recording of each vocabulary word as a model for correct pronunciation. It also includes a definition or definitions and illustrative sentence or sentences for every vocabulary word taught at this level. The iWords oral models and practice are especially helpful to ELL children.

The online **Audio Glossary** can be accessed by alphabetical order of words or by Unit. It models pronunciation and provides example sentences to clarify usage and meaning of each Unit word.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

- **CCSS.ELA-Literacy.L.2.5a** Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

Introducing the Words (Unit Passages): Unit 1 "A Sudden Storm" (Realistic Fiction), pp. 6–7; Unit 2 "The Cable Car Is Coming!" (Historical Fiction), pp. 14–15; Unit 3 "What Makes Waves?" (Magazine Article), pp. 28–29; Unit 4 "A Midnight Rainbow" (Informational Fiction), pp. 36–37; Unit 5 "Pineapple Pancakes" (Recipe/How-to), pp. 50–51; Unit 6 "Why Bears Have Short Tails" (Folktale), pp. 58–59; Unit 7 "Be an Outdoor Detective" (Magazine Article), pp. 76–77; Unit 8 "Yellowstone National Park" (Magazine Article), pp. 84–85; Unit 9 "Field Day!" (Personal Narrative), pp. 98–99; Unit 10 "The Wright Brothers" (Biography), pp. 106–107; Unit 11 "Margaret Heffernan Borland: Trail Blazer" (Biography), pp. 120–121; Unit 12 "A Dog with a Job" (Informational Fiction), pp. 128–129; Unit 13 "Goldilocks and the Bear Family" (Fairy Tale), pp. 142–143; Unit 14

DESCRIPTION

Each Unit passage introduces the 10 words in context that children will learn in the Unit. When listening to or reading a passage, children are directed to pay close attention to the context of these highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage by helping them make real-life connections between the new words and their personal experience.

In addition to the three-part **Introducing the Words** lesson plan (PREPARING TO READ, DURING READING, and AFTER READING), the Teacher's Edition provides **Background Information** for each passage. Although some themes will be familiar to children, others will be new. **Background Information** helps children make connections to their own lives, to people, to places, and

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

- **CCSS.ELA-Literacy.L.2.5a** Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

"One Great Way to Travel" (Magazine Article), pp. 150–151

Example [Level Purple, pp.76–77]

Be an Outdoor Detective

Some insects are so small that you may need a **tool** such as a hand lens to see them. Other insects have features that make them easy to find. For example, you can easily see a colorful butterfly on a **plant**. And, you will know it when a bee is buzzing like an **alarm** near your ear.

Introducing the Words Lesson Plan: TE pp. T22–T23

Example [Level Purple, TE p.T23]

BACKGROUND INFORMATION

- **Be An Outdoor Detective** Unit 7 pp. 76–77

Smell is important to ants. Every ant in a nest has the same smell. When a worker ant comes back with food, all the other ants know the worker ant belongs there. But if an ant with a different smell tries to enter, it will be driven away.

Completing the Sentence: pp. Unit 1, p. 11; Unit 2, p. 19; Unit 3, p. 33; Unit 4, p. 41; Unit 5, p. 55; Unit 6, p. 63; Midyear Review, p. 73; Unit 7, p. 81; Unit 8, p. 89; Unit 9, p. 103; Unit 10, p. 111; Unit 11, p. 125; Unit 12, p. 133; Unit 13, p. 147; Unit 14, p. 155; Unit Final Mastery Test, p. 165

Example [Level Purple, p. 81]

2. Today her softball **team** has a big job to do.

Completing the Sentence Lesson Plan: TE p. T26

Example [Level Purple, TE p.T26]

TEACH

Explain that context clues are hints about the meaning of a word. Often, other words in the sentence give clues about the word's meaning. A picture on the page may give information, too.

Words in Context: Unit 1 "All Gone" (story), p. 12; Unit 2 Journal Entry (personal narrative), p. 20; Unit 3 "A Summer Idea" (story), p. 34; Unit 4 Weather Forecast (weather forecast script), p. 42; Unit 5 "The Lion and the Mouse" (story), p. 56; Unit 6 "Dr. Martin Luther King, Jr." (biography), p. 64; Unit 7 "How to Grow an Avocado Plant" (instructions), p. 82; Unit 8 "Enormous Elephants" (article), p. 90; Unit 9 "Jets Win Big!" (story), p. 104; Unit 10 Personal Letter (personal narrative), p. 112; Unit 11 "Sled Dogs and

DESCRIPTION

things from the world, and to information and details from familiar texts.

On the **Completing the Sentence** page, children use context clues to choose the word that best completes each sentence. These sentences reflect a familiar theme that helps children make real-life connections to the words they are studying.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP. There is also a reference to an online activity located at vocabularyworkshop.com.

In **Words in Context**, children listen to or read a passage that presents six or seven Unit words in a grade-appropriate context—in literature or informational text—that young learners can relate to. A different genre and theme is presented in each passage. After reading, children answer vocabulary-in-context and comprehension questions based on the passage.

For the **Write Your Own** activity at the end of the lesson,

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

- **CCSS.ELA-Literacy.L.2.5a** Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

DESCRIPTION

Sled Drivers" (article), p. 126; Unit 12 "Visit the Red Horse Inn" (travel brochure), p. 134; Unit 13 "The Corner Diner" (restaurant review), p. 148; Unit 14 "The Space Trip" (story), p. 156

Example [Level Purple, p.56]

The Lion and the Mouse

One bright sunny day, Lion was asleep in the forest. Mouse didn't see Lion and ran right over his nose!

Lion grabbed Mouse and roared, "I warn you. Don't ever do that again!"

"I won't," said Mouse. "Let me go, and one day I'll save your life."

Lion laughed but let Mouse go. An hour later, hunters caught Lion in a net. Mouse heard Lion's cries and found him.

Mouse said, "I will nibble on the rope."

"Don't nibble!" Lion said. "Chew fast!"

And that was just what Mouse did. From then on, Lion and Mouse were great friends.

children choose one of the three or four Unit words in the adjacent box then use that word in writing an original sentence. The teacher can read the sentence to check that children understand how to use the vocabulary correctly.

The **Words in Context** lesson plan consists of three parts: TEACH, PRACTICE/APPLY, and FOLLOW-UP. The reference to online resources describes the **iWords Audio Program** and the **Audio Glossary**, which includes Unit words and example sentences.

4. How does Mouse help Lion? Mouse chews through the net so that Lion can escape.

Words in Context Lesson Plan: TE p. T27

Example [Level Purple, TE p.T27]

TEACH

Remind children that context clues are hints about the meaning of a word. If they cannot understand the word by the way it is used in the sentence, have them check the sentences before and after for clues about the word's meaning. A picture on a page can provide more information.

Classifying: Review Units 1–2, p. 23; Review Units 3–4, p. 45; Review Units 5–6, p. 67; Review Units 7–8, p. 93; Review Units 9–10, p. 115; Review Units 11–12, p. 137; Review Units 13–14, p. 159

Example [Level Purple, p.23]

Look at the words in the box. Write each word in the group in which it best fits. Use each word once.

Words That Tell About People

For the **Classifying** activity, children look for relationships among words then group them according to categories they understand.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP. A **Graphic Organizer: Concept Circle** is available online at vocabularyworkshop.com.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

- **CCSS.ELA-Literacy.L.2.5a** Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

DESCRIPTION

brave

greedy

Words in Context Lesson Plan: TE p. T31

Example [Level Purple, TE p.T31]

TEACH

- Tell children that in this activity, they will look for relationships among words and organize these words by category.

Word Associations: Review Units 1–2, p. 24; Review Units 3–4, p. 46; Review Units 5–6, p. 68; Review Units 7–8, p. 94; Review Units 9–10, p. 116; Review Units 11–12, p. 138; Review Units 13–14, p. 160

Example [Level Purple, p. 68]

Choose the answer that best completes the sentence or answers the question. Pay attention to the word in dark print. Fill in the circle next to the answer.

2. What can you do for one **hour**?

- hold my breath
- jump rope
- play at the park

Word Associations Lesson Plan: TE p. T32

Example [Level Purple, TE p.T32]

TEACH

Present children with opportunities to use vocabulary words by providing new contexts for those words. For example, for the word *greedy* in Unit 1, ask: *What might a king do to make you think that he is greedy?* Have children volunteer answers. Elicit that someone who is greedy doesn't want to share, so a possible answer is that a *greedy* king might not share his wealth.

Completing the Idea: Review Units 1–2, p. 25; Review Units 3–4, p. 47; Review Units 5–6, p. 69; Review Units 7–8, p. 95; Review Units 9–10, p. 117; Review Units 11–12, p. 139; Review Units 13–14, p. 161

Example [Level Purple, p. 95]

2. When I go away, I **pack** _____

In **Word Associations**, children apply what they have learned about word meanings to answer questions or complete sentences that contain Unit words. The questions and sentences help children make connections between words they are studying and their everyday use.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP. Additional games and activities are provided online at vocabularyworkshop.com.

In **Completing the Idea**, children apply their knowledge of word meanings by completing a writing activity. They relate a personal experience or prior knowledge to each sentence starter that contains a taught word, and they they complete the sentence.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP. There is also a reference to an online resources

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

- **CCSS.ELA-Literacy.L.2.5a** Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

SADLIER **VOCABULARY WORKSHOP LEVEL PURPLE** FEATURE & LOCATION

Completing the Idea Lesson Plan: TE p. T33

Example [Level Purple, TE p.T33]

TEACH

Tell children that the more they use words, the more they will make those words a part of their permanent vocabularies. Explain that in this activity, they will complete an idea to show what they know about a word.

Shades of Meaning: Analogies 1, p. 27; **Analogies 2**, p. 97; **Words That Describe Food** (*lean, spicy, juicy*), p. 141

Example [Level Purple, p. 141]

Write the name of each food next to the word that best describes it.

juicy 5. orange 6. peach

Shades of Meaning Lesson Plans: Analogies 1, TE p. T38; **Analogies 2**, TE p. T39; **Words That Describe Food** (*lean, spicy, juicy*), TE p. T40

Example [Level Purple, TE p.T40]

FOLLOW-UP

Oral Language Distribute copies of the weekly school lunch menu to partners. Ask one partner to tell which foods on the menu could be described as *lean, spicy, or juicy*. Then ask the other partner to tell which foods could be described as *sweet, crunchy, and tender*.

DESCRIPTION

located at vocabularyworkshop.com—Interactive Unit Quiz, Practice Unit Worksheet, and Graphic Organizer: Word Square.

In **Shades of Meaning** lessons, children deepen their understanding of word meanings by examining relationships among related words and by analyzing nuances of meaning.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

- **CCSS.ELA-Literacy.L.2.5b** Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

SADLIER **VOCABULARY WORKSHOP LEVEL PURPLE** FEATURE & LOCATION

Shades of Meaning: Word Choice 1 (*look, search, watch*), p. 71; **Word Choice 2** (*hop, jump, leap*), p. 119; **Word Choice 3** (*slender, skinny, scrawny*), p. 163

Example [Level Purple, p. 163]

DESCRIPTION

The **Shades of Meaning: Word Choice** lessons help children learn about the subtle differences in meaning of closely related verbs and adjectives. These lessons prepare children for later study of positive, negative, and neutral connotations.

The Teacher's Edition includes a lesson plan with learning

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

- **CCSS.ELA-Literacy.L.2.5b** Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

Write the word from the chart that best completes each sentence.

4. This scrawny chicken wing has hardly any meat on it.

Shades of Meaning Lesson Plans: Word Choice 1, TE p. T39; **Word Choice 2**, TE p. T40; **Word Choice 3**, TE p. T41

Example [Level Purple, TE p.T41]

FOLLOW-UP

Writing Ask prompting questions that let children make additional associations with *slender, skinny, and scrawny*. For example, ask: "Which word best describes an old carrot? Which word best describes a ballerina? Which word best describes a bird/s legs? Which word best describes a marathon runner?" Have children use all three words to write a short paragraph about a fictional or real event.

DESCRIPTION

activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

Throughout the program

DESCRIPTION

Throughout the program students build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension. Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific words and phrases.

ADDITIONAL ALIGNED CONTENT

SPEAKING & LISTENING: Comprehension and Collaboration

CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SPEAKING & LISTENING: Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
<p>Lesson Plans: The Unit, TE pp. T21–T28; The Review, TE pp. T29–T43</p> <p><i>Example [Level Purple, TE p.T21]</i></p> <p>Introducing the Words</p> <p>PREPARING TO READ</p> <ul style="list-style-type: none">▪ Access Prior Knowledge Ask children prompting questions to help them access prior knowledge about the theme or topic of the passage. In a class discussion, expand on the topic to help children build background knowledge. See page T23 [background Information for each topic or theme]. <p><i>Example [Level Purple, TE p.T25]</i></p> <p>Match the Meaning</p> <p>FOLLOW-UP</p> <ul style="list-style-type: none">▪ Oral Language To enhance vocabulary instruction, read aloud to children as often as possible. Oral reading is critical for developing children's listening and speaking vocabularies. Select texts that contain concepts related to the words children are learning. Read Alouds are most effective when you discuss the selection before, during, and after reading.▪ ELL Help children relate new concepts and idiomatic expressions to prior experiences and knowledge. Explain idioms when necessary. <p><i>Example [Level Purple, TE p.T27]</i></p> <p>Words in Context</p> <p>PRACTICE/APPLY</p> <ul style="list-style-type: none">▪ Read aloud the passage on the Words in Context page. Discuss the genre and its characteristics, as well as the theme, or main idea. Develop oral language and listening skills by having children talk about the theme. For example, in Unit 2, generate a discussion about races or other community activities.	<p>Located in the Teacher's Edition, the Vocabulary Workshop Lesson Plans offer a variety of listening and speaking activities designed to increase students' speaking, listening, reading, and writing vocabularies.</p> <p>The suggested instructional strategies include teacher-led class and small group discussions that help students make connections to the new words presented in each Unit.</p>

SPEAKING & LISTENING: Comprehension and Collaboration

CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SPEAKING & LISTENING: Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
<p><i>Example [Level Purple, TE p.T33]</i></p> <p>Completing the Idea</p> <p>FOLLOW-UP</p> <ul style="list-style-type: none">▪ Oral Language Have children work in small groups to choose one of the sentence starters and then provide different endings orally. <p><i>Example [Level Purple, TE p.T38]</i></p> <p>Shades of Meaning: Word Families</p> <p>FOLLOW-UP</p> <ul style="list-style-type: none">▪ Expanding Vocabulary Provide beginning print or digital dictionaries. Have partners find the meanings of the words in this word family: <i>act</i> (to do something), <i>action</i> (something you do), <i>active</i> (energetic and busy), <i>activity</i> (an action or movement). Have partners take turns using the words in oral sentences.	

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.2.2e** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

Word Meanings: Unit 1, pp. 8–9; Unit 2, pp. 16–17; Unit 3, pp. 30–31; Unit 4, pp. 38–39; Unit 5, pp. 52–53; Unit 6, pp. 60–61; Unit 7, pp. 78–79; Unit 8, pp. 86–87; Unit 9, pp. 100–101; Unit 10, pp. 108–109; Unit 11, pp. 122–123; Unit 12, pp. 130–131; Unit 13, pp. 144–145; Unit 14, pp. 152–153

Example [Level Purple, p. 31]

7. stack A **stack** is a neat pile of something.
(noun)
I ate a tall stack of pancakes.

(verb)
When you **stack** things, you pile them one on top of another.
Please stack the books neatly on my desk.

Match the Meaning: Unit 1, p. 10; Unit 2, p. 18; Unit 3, p. 32; Unit 4, p. 40; Unit 5, p. 54; Unit 6, p. 62; Unit Midyear Review, p. 72; Unit 7, p. 80; Unit 8, p. 88; Unit 9, p. 102; Unit 10, p. 110; Unit 11, p. 124; Unit 12, p. 132; Unit 13, p. 146; Unit 14, p. 154; Unit Final Mastery Test, p. 164

Example [Level Purple, p. 102]

Choose the word from the box that matches the meaning in the clue. Write the word on the line.

3. You do this when you call out loudly for your team.
cheer

Completing the Sentence: Unit 1, p. 11; Unit 2, p. 19; Unit 3, p. 33; Unit 4, p. 41; Unit 5, p. 55; Unit 6, p. 63; Midyear Review, p. 73; Unit 7, p. 81; Unit 8, p. 89; Unit 9, p. 103; Unit 10, p. 111; Unit 11, p. 125; Unit 12, p. 133; Unit 13, p. 147; Unit 14, p. 155; Unit Final Mastery Test, p. 165

Example [Level Purple, p. 81]

2. Today her softball team has a big job to do.

Word Games: Unit 1, p. 13; Unit 2, p. 21; Unit 3, p. 35; Unit 4, p. 43; Unit 5, p. 57; Unit 6, p. 65; Unit 7, p. 83; Unit 8, p. 91; Unit 9, p. 105; Unit 10, p. 113; Unit 11, p. 127; Unit 12, p. 135; Unit 13, p. 149; Unit 14, p. 157

Synonyms and Antonyms: Review Units 1–2, p. 22; Review Units 3–4, p. 44; Review Units 5–6, p. 66; Review Units 7–8, p. 92; Review Units 9–10, p. 114; Review Units 11–12, p.

DESCRIPTION

The two-page **Word Meanings** lesson for each Unit provides a dictionary-style entry for 10 words. To reinforce the understanding and use of the word in context, children are directed to write the word on the blank line of the sample sentence. They check their spelling of that word against the headword and that word as used in the explanation.

For the **Match the Meaning** activity, students write the word that matches the meaning in the clue, checking their spelling against the Unit words in the box for each section. They may also refer to the **Glossary** at the back of the book.

As children write the word that best completes each sentence on the **Completing the Sentence** page, they may check and correct spellings by referring to the Unit words in the box at the top of the page. They may also refer to the **Glossary** at the back of the book.

In order to complete the **Word Games** puzzles, children must correctly spell each Unit word, as modeled on the page.

The **Synonyms and Antonyms** exercises require children to circle and write the recently studied word that has the same or opposite meaning as the boldface word in the given sentence.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.2.2e** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION

136; Review Units 13–14, p. 158

Example [Level Purple, p. 44]

Antonyms

Circle the word that has almost the opposite meaning as the word in dark print. Write the word on the line

2. What a **huge** pumpkin!

A. tiny B. enormous c. clear tiny

Classifying: Review Units 1–2, p. 23; Review Units 3–4, p. 45; Review Units 5–6, p. 67; Review Units 7–8, p. 93; Review Units 9–10, p. 115; Review Units 11–12, p. 137; Review Units 13–14, p. 159

Example [Level Purple, p. 23]

Look at the words in the box. Write each word in the group in which it best fits. Use each word once.

Words That Tell About People

brave

greedy

DESCRIPTION

Children check and correct spellings by referring to the Unit words in the lettered choices. They may also refer to the **Word Meanings** pages for each Unit or the **Glossary** at the back of the book.

For the **Classifying** activity, children write the word in the group in which it fits best, checking their spelling against the Unit words in the box on the page.