



# Vocabulary Workshop

Level Purple

Common Core Enriched Edition

Correlated to the  
**Common Core  
State Standards**  
for English Language Arts  
**Grade 2**

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**KEY ALIGNED CONTENT**

**READING: LITERATURE: Key Ideas and Details**

**CCSS.ELA-Literacy.RL.1.1** Ask and answer questions about key details in a text.

**CCSS.ELA-Literacy.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**CCSS.ELA-Literacy.RL.1.3** Describe characters, settings, and major events in a story, using key details.

**READING: LITERATURE: Craft and Structure**

**CCSS.ELA-Literacy.RL.1.4** 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.1.7** Use illustrations and details in a story to describe its characters, setting, or events.

**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 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**

Guide children's focus and comprehension by having them answer key questions about the passage

**Words in Context**—Unit 1 Words in Context: "All Gone" (story)—p. 12; Unit 3 Words in Context: "A Summer Idea"—p. 34; Unit 9 Words in Context: "Jets Win Big!"—p. 104; Unit 10 Words in Context: Personal Letter—p. 112; Unit 14 Words in Context: "The Space Trip"—p. 156

*Example [Level Purple, p.56]*

**The Lion and the Mouse**

**DESCRIPTION**

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.

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.

A different genre and theme is presented in each passage. After reading, children answer vocabulary-in-context and

**READING: LITERATURE: Key Ideas and Details**

**CCSS.ELA-Literacy.RL.1.1** Ask and answer questions about key details in a text.

**CCSS.ELA-Literacy.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**CCSS.ELA-Literacy.RL.1.3** Describe characters, settings, and major events in a story, using key details.

**READING: LITERATURE: Craft and Structure**

**CCSS.ELA-Literacy.RL.1.4** 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.1.7** Use illustrations and details in a story to describe its characters, setting, or events.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
<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>comprehension questions based on the passage.</p> <p>The <b>Words in Context</b> lesson plan consists of three parts: TEACH, PRACTICE/APPLY, and FOLLOW-UP. The reference to online resources describes the <b>iWords Audio Program</b> and the <b>Audio Glossary</b>, which includes Unit words and example sentences.</p>
<p><b>4.</b> How does Mouse help Lion? <u>Mouse chews through the net so that Lion can escape</u> .</p>	
<p><b>Words in Context Lesson Plan</b>—TE p. T27</p> <p><i>Example [Level Purple, TE p.T27]</i></p> <p><b>TEACH</b> 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><b>PRACTICE/APPLY</b> 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><b>Developing Vocabulary Through Literature</b>—TE p. T20</p>	<p>Located in the Teacher's Edition, <b>Developing Vocabulary Through Literature</b> lists contemporary and classic children's literature recommended for use with <b>Vocabulary Workshop</b>. Organized as "Books for Independent Reading" and "Books to</p>

**READING: LITERATURE: Key Ideas and Details**

**CCSS.ELA-Literacy.RL.1.1** Ask and answer questions about key details in a text.

**CCSS.ELA-Literacy.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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**READING: LITERATURE: Craft and Structure**

**CCSS.ELA-Literacy.RL.1.4** 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.1.7** Use illustrations and details in a story to describe its characters, setting, or events.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
	Read Aloud," the titles feature vocabulary words taught in <b>Vocabulary Workshop</b> Level Purple.

**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.RI.1.1** Ask and answer questions about key details in a text.

**CCSS.ELA-Literacy.RI.1.2** Identify the main topic and retell key details of a text.

**CCSS.ELA-Literacy.RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**READING: INFORMATIONAL TEXT: Craft and Structure**

**CCSS.ELA-Literacy.RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**READING: INFORMATIONAL TEXT: Integration of Knowledge and Ideas**

**CCSS.ELA-Literacy.RI.1.7** Use the illustrations and details in a text to describe its key ideas.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
<p><b>Introducing the Words</b> (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; 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 14: "One Great Way to Travel" (Magazine Article)—pp. 150–151</p> <p><i>Example [Level Purple, pp.76–77]</i></p>	<p>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.</p> <p>Located in the Teacher's Edition, the <b>Introducing the Words</b> lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.</p>

**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.RI.1.1** Ask and answer questions about key details in a text.

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**READING: INFORMATIONAL TEXT: Craft and Structure**

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**READING: INFORMATIONAL TEXT: Integration of Knowledge and Ideas**

**CCSS.ELA-Literacy.RI.1.7** Use the illustrations and details in a text to describe its key ideas.

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

DESCRIPTION

**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**

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.

**Words in Context**—Unit 2 Words in Context: Journal Entry: New York City Race—p. 20; Unit 4 Words in Context: Weather Forecast—p. 42; Unit 6 Words in Context: "Dr. Martin Luther King, Jr."—p. 64; Unit 7 Words in Context: "How to Grow an Avocado Plant"—p. 82; Unit 8 Words in Context: "Enormous Elephants"—p. 90; Unit 10 Words in Context: Personal Letter—p. 112; Unit 11 Words in Context: "Sled Dogs and Sled Drivers"—p. 126; Unit 12 Words in Context: "Visit the Red Horse Inn"—p. 134; Unit 13 Words in Context: "The Corner Diner"—p. 148

*Example [Level Purple, p.126]*

**Sled Dogs and Sled Drivers**

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!

3. What jobs does a sled driver have? The driver has to steer the sled and take care of the dogs.

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.

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.

**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.RI.1.1** Ask and answer questions about key details in a text.

**CCSS.ELA-Literacy.RI.1.2** Identify the main topic and retell key details of a text.

**CCSS.ELA-Literacy.RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**READING: INFORMATIONAL TEXT: Craft and Structure**

**CCSS.ELA-Literacy.RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**READING: INFORMATIONAL TEXT: Integration of Knowledge and Ideas**

**CCSS.ELA-Literacy.RI.1.7** Use the illustrations and details in a text to describe its key ideas.

SADLIER VOCABULARY WORKSHOP LEVEL PURPLE FEATURE & LOCATION	DESCRIPTION
<p><b>Words in Context Lesson Plan</b>—TE p. T27</p> <p><i>Example [Level Purple, TE p.T27]</i></p> <p><b>TEACH</b> 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><b>PRACTICE/APPLY</b> 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><b>Vocabulary for Comprehension</b> (Final Mastery Test)—pp. 166–167</p> <p><i>Example [Level Purple, p.167]</i></p> <p><b>28.</b> You can figure out that the author thinks stamp collecting is</p> <ul style="list-style-type: none"> <li><input type="radio"/> only for adults.</li> <li><input checked="" type="radio"/> fun and easy.</li> <li><input type="radio"/> a difficult job.</li> </ul>	<p>The <b>Vocabulary for Comprehension</b> reading selection and set of vocabulary-in-context and comprehension questions is introduced on the Final Mastery Test of Level Purple. In subsequent levels of <b>Vocabulary Workshop, Vocabulary for Comprehension</b> appears in the Review that follows every three Units. The multi-paragraph 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. The multiple-choice vocabulary and comprehension questions 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

*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**—pp. 8–9, 16–17, 30–31, 38–39, 52–53, 60–61, 78–79, 86–87, 100–101, 108–109, 122–123, 130–131, 144–145, 152–153

*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.*

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.

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.

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 an online resources located at [vocabularyworkshop.com](http://vocabularyworkshop.com): **iWords Audio Program** and **Audio Glossary**.

- **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

**Word Meanings Lesson Plan**—TE p. T24

*Example [Level Purple, TE p.T24]*

**FOLLOW-UP**

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**—pp. 10, 18, 32, 40, 54, 62, 80, 88, 102, 110, 124, 132, 146, 154

*Example [Level Purple, p. 102]*

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.

**Completing the Sentence**—pp. 11, 19, 33, 41, 55, 63, 73, 81, 89, 103, 111, 125, 133, 147, 155

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

The **Match the Meaning** page is organized into two sections, each with a boxed set of five Unit words. Following each box are five sentences. Children read each sentence then write the word from the box that is best defined by the context clues in the sentence.

The three-part **Match the Meaning** lesson plan outlines teacher-directed instructional activities by stages: TEACH, PRACTICE/APPLY, and FOLLOW-UP. Included are ideas for using word webs, developing oral language, and assisting English Language Learners. An interactive game, **Match It**, is available online at [vocabularyworkshop.com](http://vocabularyworkshop.com)

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. There is also a reference to an online activity located at [vocabularyworkshop.com](http://vocabularyworkshop.com).

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:



- **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

*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 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.

**Vocabulary for Comprehension** (Final Mastery Test)—pp. 166–167

*Example [Level Purple, p.167]*

24. What does the word **modern** mean?

- past time
- present time
- future time

DESCRIPTION

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.

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.

The **Vocabulary for Comprehension** on the Final Mastery Test features a reading selection and set of vocabulary-in-context and comprehension questions.

- **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	DESCRIPTION
<p><b>Word Study: Prefixes</b>—p. 96</p> <p><i>Example [Level Purple, p. 96]</i></p> <p>Write the prefix <b>un</b> or <b>re</b> to make a word that goes with the meaning shown. Then write the whole word.</p> <p>3. not steady = <u>un</u> steady     <u>unsteady</u></p> <p>4. pack again = <u>re</u> pack     <u>repack</u></p> <hr/> <p>Complete each sentence with a word from the box. Add <b>un</b> or <b>re</b> to the word so that the word makes sense in the sentence.</p> <p>8. To send back the books, you must <u>reseal</u> the box.</p> <p><b>Word Study: Units 7–8 Prefixes Lesson Plan</b>—TE p. T35</p> <p><i>Example [Level Purple, TE p.T35]</i></p> <p>PRACTICE/APPLY</p> <p>For exercises 1–5, you might have children circle the word <i>not</i> or <i>again</i> to help them choose the correct prefix.</p>	<p>In <b>Word Study: Prefixes</b>, 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.</p> <p>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.</p> <p>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.</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>

- **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
<p><b>Shades of Meaning: Word Families</b>—p. 49</p> <p><i>Example [Level Purple, p. 49]</i></p> <p>Add the endings to form a related word. Then write a sentence with the new word. The first one has been done for you.</p> <p>5. sing + er = <u>singer</u></p> <p><u>The singer has a beautiful voice.</u></p> <p>6. quiet + ly = <u>quietly</u></p> <hr/> <p><b>Word Study: Units 3–4 Word Families Lesson Plan</b>—TE p. T38</p> <p><i>Example [Level Purple, TE p.T38]</i></p> <p>FOLLOW-UP</p> <p><b>Expanding Vocabulary</b> 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.</p>	<p>The <b>Shades of Meaning: Word Families</b> lesson illustrates the closeness in meaning between words with the same root but different endings.</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>

- **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: 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: Units 9–10 Suffixes Lesson Plan**—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.

DESCRIPTION

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.

- **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

**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: Units 9–10 Suffixes Lesson Plan**—TE p. T34

*Example [Level Purple, TE p. T34]*

FOLLOW-UP

**Word Play** Have children compose riddles by drawing pictures to illustrate each part of a compound word—for example, a picture of a foot + a picture of a ball = *football*.

DESCRIPTION

In **Word Study: Compound Words**, children are taught that a compound word is made up of two smaller words. Sometimes the smaller words can help readers figure out the meaning of the compound word.

Following the general instruction, children practice forming compound words. For the second set of exercises, children write yes for each sentence that gives the correct meaning of the word in dark print. For the final exercise, children give the correct meaning for the compound word that was incorrectly defined in the second set of exercises.

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

- **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

**Word Meanings**—pp. 8–9, 16–17, 30–31, 38–39, 52–53, 60–61, 78–79, 86–87, 100–101, 108–109, 122–123, 130–131, 144–145, 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.*

**Word Meanings Lesson Plan**—TE p. T24

*Example [Level Purple, TE p. T24]*

TEACH

Explain the structure and content of the Word Meanings page to children. Introduce each Unit word, its par(s) of speech, meaning (s), the picture that clarifies the meaning (if applicable), and the sample sentence.

**Synonyms and Antonyms**—pp. 22, 44, 66, 92, 114, 136, 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

**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. (For a lesson on how to use a Glossary, see page T43.)

**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.

DESCRIPTION

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 a online resources located at [vocabularyworkshop.com](http://vocabularyworkshop.com): **iWords Audio Program** and **Audio Glossary**.

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 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.

- **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 <b>VOCABULARY WORKSHOP LEVEL PURPLE</b> FEATURE & LOCATION	DESCRIPTION
<p><b>Word Study: Units 9–10 Suffixes Lesson Plan</b>—TE p. T36</p> <p><i>Example [Level Purple, TE p.T36]</i></p> <p>FOLLOW-UP <b>Expanding Vocabulary</b> Have children use a beginning print or digital dictionary to find the meanings for <i>screen</i>, <i>check</i>, and <i>model</i>. Ask partners to write sentences that show the two meanings of each word. Let volunteers share their sentences with the group.</p>	
<p><b>Glossary</b>—pp. 168–175</p> <p><b>Glossary Lesson Plan</b>—TE p. T43</p> <p><i>Example [Level Purple, TE p.T43]</i></p> <p>TEACH 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 <i>board</i> as an example.</p>	<p>Located just before the <b>Index</b> at the back of the book, the <b>Glossary</b> 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 drawing or photograph.</p> <p>Located in the Teacher's Edition, the <b>Glossary</b> lesson plan suggests learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP. It includes a <b>Pronunciation Key</b> and reference to the online resources, the <b>iWords Audio Program</b> and the <b>Audio Glossary</b>.</p>
<p><b>Online Components: iWords Audio Program</b>— vocabularyworkshop.com</p>	<p>The online <b>iWords Audio Program</b> 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.</p>
<p><b>Online Components: Audio Glossary</b>— vocabularyworkshop.com</p>	<p>The online <b>Audio Glossary</b> 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.</p>

**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 <b>VOCABULARY WORKSHOP LEVEL PURPLE</b> FEATURE & LOCATION	DESCRIPTION
<p><b>Introducing the Words</b> (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.</p>	<p>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</p>

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

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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

[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. 11, 19, 33, 41, 55, 63, 73, 81, 89, 103, 111, 125, 133, 147, 155

[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 Words in Context: "All Gone" (story)—p. 12; Unit 2 Words in Context: Journal Entry: New York City Race—p. 20; Unit 3 Words in Context: "A Summer Idea"—p. 34; Unit 4 Words in Context: Weather Forecast—p. 42; Unit 5 Words in Context: "The Lion and the Mouse"—p. 56; Unit 6 Words in Context: "Dr. Martin Luther King, Jr."—p. 64; Unit 7 Words in Context: "How to Grow an Avocado Plant"—p. 82; Unit 8 Words in Context:

DESCRIPTION

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 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](http://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,



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

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"Enormous Elephants"—p. 90; Unit 9 Words in Context: "Jets Win Big!"—p. 104; Unit 10 Words in Context: Personal Letter—p. 112; Unit 11 Words in Context: "Sled Dogs and Sled Drivers"—p. 126; Unit 12 Words in Context: "Visit the Red Horse Inn"—p. 134; Unit 13 Words in Context: "The Corner Diner"—p. 148; Unit 14 Words in Context: "The Space Trip"—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**

On the board, write sentences that provide a context for a Unit word. For example, provide a context for *wise* (Unit 1).

**Classifying**—pp. 23, 45, 67, 93, 115, 137, 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

*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.

DESCRIPTION

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.

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](http://vocabularyworkshop.com).

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

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**Word Associations**—pp. 24, 46, 68, 94, 116, 138, 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**—pp. 25, 47, 69, 95, 117, 139, 161

*Example [Level Purple, p. 95]*

2. When I go away, I **pack** \_\_\_\_\_

**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**—Shades of Meaning: Analogies 1—p. 27; Shades of Meaning: Analogies 2—p. 97; Shades of Meaning: 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 Plan**—Shades of Meaning: Analogies 1—TE p. 38; Shades of Meaning: Analogies 2—TE p. 39; Shades of Meaning: Words That Describe Food

DESCRIPTION

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](http://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 located at [vocabularyworkshop.com](http://vocabularyworkshop.com)—Interactive Unit Quiz, Practice Unit Worksheet, and Graphic Organizer: Word Square.

In **Shades of Meaning**, 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.

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

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(*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

- **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*).

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

*Example [Level Purple, p. 163]*

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 Plan**—Shades of Meaning: Word Choice 1—TE p. T39; Shades of Meaning: Word Choice 2— TE p. T40; Shades of Meaning: 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*.

DESCRIPTION

In **Shades of Meaning**, children learn about the subtle differences in meaning of closely related words. The lessons prepare children for later study of positive, negative, and neutral connotations.

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

**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*).

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**Throughout the program**

DESCRIPTION

**Throughout the program** children 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

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

DESCRIPTION

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 vocabulary.

**ADDITIONAL ALIGNED CONTENT**

**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.2.2d** Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- **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**—pp. 8–9, 16–17, 30–31, 38–39, 52–53, 60–61, 78–79, 86–87, 100–101, 108–109, 122–123, 130–131, 144–145, 152–153

*Example [Level Purple, p. 60]*

- 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.*

**Match the Meaning**—pp. 10, 18, 32, 40, 54, 62, 80, 88, 102, 110, 124, 132, 146, 154

*Example [Level Purple, p. 102]*

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

**Completing the Sentence**—pp. 11, 19, 33, 41, 55, 63, 73, 81, 89, 103, 111, 125, 133, 147, 155

*Example [Level Purple, p. 81]*

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

**Word Games**—pp. 13, 21, 35, 43, 57, 65, 83, 91, 105, 113, 127, 135, 149, 157

**Synonyms and Antonyms**—pp. 22, 44, 66, 92, 114, 136, 158

**Classifying**—pp. 23, 45, 67, 93, 115, 137, 159

**DESCRIPTION**

The two-page **Word Meanings** lesson for each Unit provides a dictionary-style entry for each word. 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. As they check to see that the word they are writing matches the Unit word, they are able to check and correct their spelling of that word.

For the **Match the Meaning** activity, students write the word that matches the meaning in the clue, referring back to the **Word Meanings** (or **Glossary**) section as needed for the correct spelling of each Unit word.

As children choose the word that best completes each sentence on the **Completing the Sentence** page, they may refer back to the **Word Meanings** (or **Glossary**) section as needed to check and correct spellings of Unit words.

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. To check and correct spellings, they may refer to the **Word Meanings** pages or the **Glossary**.

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.

- **CCSS.ELA-Literacy.L.2.2d** Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- **CCSS.ELA-Literacy.L.2.2e** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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**Word Study**—Word Study: Word Endings—p. 26; Word Study: Compound Words—p. 48; Word Study: Homophones—p. 70; Word Study: Prefixes—p. 96; Word Study: Suffixes—p. 118; Word Study: Dictionary: Multiple-Meaning Words—p. 140; Word Study: Context Clues—p. 162

**Shades of Meaning**—Shades of Meaning: Analogies 1—p. 27; Shades of Meaning: Word Families—p. 49; Shades of Meaning: Word Choice 1—p. 71; Shades of Meaning: Analogies 2—p. 97; Shades of Meaning: Word Choice 2—p. 119; Shades of Meaning: Words That Describe Food—p. 141; Shades of Meaning: Word Choice 3 (slender, skinny, scrawny)—p. 163

**Glossary**—pp. 168–175

DESCRIPTION

For each **Word Study** lesson, children write several Unit words as directed for each set of exercises. They check and correct spelling against the Unit words in the box on the page or in the **Glossary**.

For **Shades of Meaning**, children write words introduced in the lesson as instructed. They can check and correct spelling against the words that appear on the page.

Students can refer to the **Glossary** located at the back of the book in order to check and correct their spelling of Unit words.