

## DEVELOP ACADEMIC VOCABULARY

Common Core Anchor Reading Standard 4.

**Determine** the **meaning** of **words and phrases** as they are used in a text, distinguishing literal from **nonliteral** language.

Students learn words

by reading

and

by writing meaningful words

and by drawing

and by

**THINKING** with the words.

## Word Bank: Animals

Develop Academic Vocabulary by Writing to Explain a Topic

Basics	How to Classify	Relationships	Changes	Careers
adult = <i>adulto</i> alive = <i>vivio</i> body = <i>cuero</i> spine = <i>espinazo</i> bones = <i>huesos</i> cell = <i>célula</i> eggs = <i>huevos</i> warm = <i>caliente</i> blooded = <i>sangre</i> cold blooded = <i>sangre fría</i> heart = <i>corazón</i> cycle of life = <i>ciclo de vida</i> muscle = <i>músculo</i> organs = <i>órganos</i> tissue = <i>tejido</i> teeth = <i>dientes</i>	amphibious = <i>anfíbio</i> bird = <i>pájaro</i> carnivorous = <i>carnívoro</i> crustaceous = <i>custáceo</i> fish = <i>pescado</i> invertebrate = <i>invertebrado</i> mammal = <i>mamífero</i> parasite = <i>parásito</i> reptile = <i>reptil</i> herbivore = <i>herbívoro</i> arthropods = <i>antrópodo</i>	food chain = <i>cadena alimenticia</i> dominant species = <i>especies dominantes</i> nest = <i>nido</i> ecosystem = <i>ecosistema</i> community = <i>comunidad</i> habitat = <i>hábitat</i> genetics = <i>genética</i> heredity = <i>herencia</i> predator = <i>depredador</i> prey = <i>presa</i>	adaptation = <i>adaptación</i> hibernation = <i>hibernación</i> migrate = <i>migración</i> cartilage = <i>cartilago</i> chromosome = <i>cromosoma</i> protein = <i>proteína</i> shed = <i>tinglado</i> mutation = <i>mutación</i>	biologist = <i>biólogo</i> socio-biologist = <i>sociobiólogo</i> entomologist = <i>entomólogo</i> ecologist = <i>ecologista</i> zoo guard = <i>guarda de zoológico</i> veterinarian = <i>veterinario</i>

**Choose words to use in a poem or paragraph you write about animals.**

### Haiku Writer

Common Core Writing Standard 2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Students at Pocantico School in Sleepy Hollow, New York, wrote these poems. They wrote them in three lines. They are haiku poems.

Directions:

Read their poems.

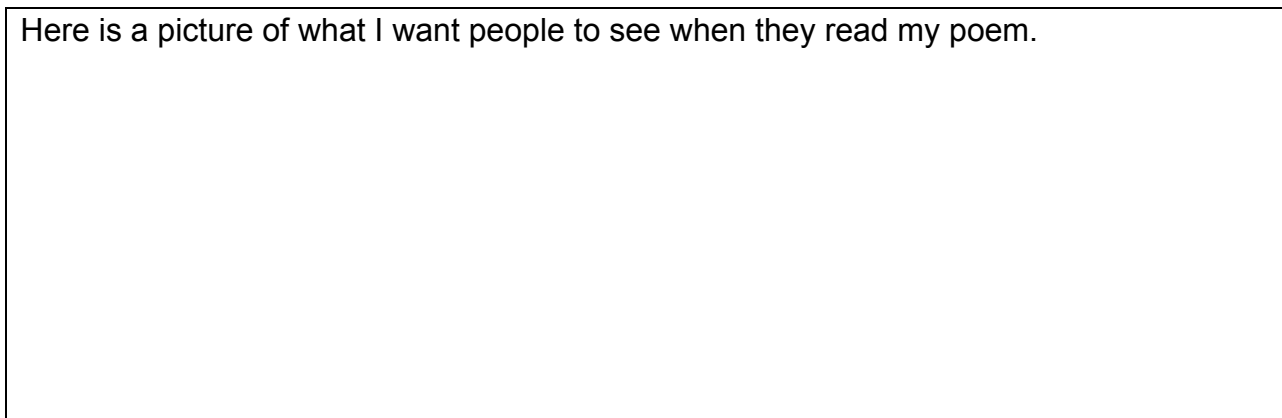
Then write your own haiku poem.

Write about the Chicago environment or another environment.

<p>Butterflies hatch. Bees drink the juice from flowers. Bees fly everywhere.</p> <p>By Andrea</p>	<p>Butterflies are flying Their orange wings touch the sun They perch on fresh leaves!</p> <p>By Jaya</p>	<p>Baseball is starting Spring is finally here yes! The bees are buzzing.</p> <p>By: Kaydee</p>
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My haiku will be about \_\_\_\_\_.

Here is a picture of what I want people to see when they read my poem.



Here is my haiku.

The first line has five syllables.

The second line has seven syllables.

The third line has five syllables.

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## CORE VOCABULARY

CCSSR4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

TOPIC: \_\_\_\_\_

WORD	Show what it means. Draw a picture.	Write another word that tells about this word.

Use your word bank to:

- > Write about this topic.
- > Make up word games about this topic.

## PICTURE WORD BANK

Common Core Anchor Reading Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**TOPIC:** \_\_\_\_\_

WORD	Show what it means. Draw a picture.

Use your words and pictures to make one big picture about this topic.

## BANCO DE PALABRAS DE DIBUJO

Common Core Anchor Reading Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

TEMA: \_\_\_\_\_

PALABRA	Demuestra lo que significa. Haz un dibujo.

Utiliza tus palabras y dibujos para hacer un gran dibujo acerca de este tema.

# POEM BUILDER: FLOWERS



Common Core Anchor Writing Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Draw a picture of plants and flowers.**

What words tell about your picture?

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Use your words and words from the next pages to make a poem about plants and flowers.

What idea do you want people to understand from your poem?

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How do you want them to feel? \_\_\_\_\_

## Poem Builder

## Topic: Flowers

## NOUNS

height	flower	color
leaf	stem	petal
plant	seed	rainfall
sunshine	soil	day
rose	weed	violet
dandelion	bird	butterfly
grass	garden	bouquet
bush	tree	fertilizer
root	green	growth
gardener	planter	florist



## Poem Builder

## Topic: Flowers

## VERBS

grow	flower	change
water	shine	fall
pick	cut	plant
shade	light	brighten
delight	create	make
transplant	dig	collect
mow	shape	arrange
divide	add	fertilize
water	bloom	trim

## Poem Builder Topic: Flowers

## ADJECTIVES

bright	tall	small
green	blue	pink
yellow	great	delightful
shiny	beautiful	pretty
soft	lush	close
sharp	round	colorful
unique	diverse	round
pointed	long	short
solid	smooth	mixed
wet	fluffy	wonderful

Poem Builder Topic: Flowers

ADVERBS

quickly	slowly	softly
differently	carefully	carelessly
loudly	softly	always
clockwise	happily	ably
equally	daily	monthly
sharply	weekly	longways
warmly	coldly	anxiously
sadly	roughly	solidly
gently	smoothly	brightly



# Poem Builder

## ARTICLES, PRONOUNS, PREPOSITIONS

a	a	a
an	an	an
the	the	the
of	of	of
in	in	in
at	at	at
on	on	on
his	his	his
his	her	her
I	you	we
it	they	their

# Poem Builder PUNCTUATION

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# CONSTRUCTOR DE POEMA: FLORES



## Piensa Más

Common Core Anchor Writing Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Dibuja una imagen de plantas y de flores.**

**¿Qué palabras hablan de tu imagen?**

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**Usa tus palabras y las palabras de las páginas siguientes para hacer un poema sobre las plantas y flores.**

Constructor de Poema Tema: Flores

**SUSTANTIVOS**

altura	flor	color
hoja	tallo	pétalo
planta	semilla	lluvia
sol	tierra	día
rosa	mala hierba	violeta
diente de león	ave	mariposa
hierba	jardín	ramo
arbusto	árbol	abono
raíz	verde	crecimiento
jardinero		florista

Constructor de Poema Tema: Flores

VERBOS

crecer	florecer	cambiar
regar	brillar	caer
coger	cortar	plantar
dar sombra	encender	
encantar	crear	hacer
transplantar	cavar	coleccionar
cortar	formar	arreglar
dividir	agregar	fertilizar
regar	florecer	recortar



Constructor de Poema Tema: Flores

ADJETIVOS

claro	alto	chico
verde	azul	rosa
amarillo	grande	encantadora
brillante	hermosa	linda
suave	exuberante	cerca
puntiagudo	redondo	lleno de color
única	diversas	redondo
puntiagudo	largo	corto
sólido	liso	variado
mojado		maravilloso

Constructor de Poema Tema: Flores

**ADVERBIOS**

rápidamente	lentamente	suavemente
diferentemente	cuidadosamente	sin cuidado
<b>fuerte</b>	suavemente	<b>siempre</b>
girar como las manecillas del reloj	afortunadamente	hábilmente
igualmente	todos los días	mensualmente
bruscamente	semanalmente	largamente
afectuosamente	<b>fríamente</b>	ansiosamente
tristemente	torpemente	sólidamente
gentilmente	suavemente	brillantemente



## Constructor de Poema

**ARTÍCULOS, PRONOMBRES, PREPOSICIONES**

un	una	el
la	los	las
un	una	el
de	de	de
en	en	en
a	a	a
sobre	sobre	sobre
su	su	su
sus	sus	sus
yo	tu	nosotros
el	ustedes	usted

**Constructor de Poema PUNTUACIÓN PUNCTUATION**

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## Vocabulary Development Plans

**How will we help students to expand their knowledge of important words?**