

Introduction to Building Knowledge with Vocabulary

In *Magnetic Reading*, students build knowledge about each unit topic by exploring 4–5 related lessons and reading multiple texts. As students read each new text, they build on the concepts of the previous texts and lessons. These connected texts also allow students to build rich vocabulary around the topic.

The **Building Knowledge with Vocabulary** resources for each unit support students' vocabulary acquisition by exploring words above and beyond the supports and activities included in the lessons. Students make connections between words and concepts across the lessons and engage in activities that deepen morphological and content knowledge.

For each unit of *Magnetic Reading*, knowledge-building vocabulary words have been identified. These words include:

- **Unit Concept Words:** These are words that represent big ideas students will learn throughout the unit.
- **Lesson Vocabulary:** These are key words from each lesson that are related to the unit topic and support comprehension of the lesson texts.

The words were selected using the following criteria:

- The words are key to understanding the unit topic. For example, the words *predator* and *prey* are critical to the scientific texts in Unit 2 Ocean Survival.
- Many of the words appear multiple times and in different forms across a lesson or a unit. In Unit 5 Weather, students read about weather *observers*, tools that people use to *observe* the weather, and weather *observations*.
- The words empower students to talk and write about the topic. Students can use the words *creativity* and *imagination* to discuss the texts in Unit 6 Artful Ideas.

Each **Building Knowledge with Vocabulary** student packet includes:

- Lesson Vocabulary words for each lesson in the unit that students can use to build their own glossary.
- A Word Map graphic organizer

UNIT 1 BUILDING KNOWLEDGE WITH VOCABULARY GRADE 3

Solving Problems

Lesson 1: **Clever Thinking**

Word	Definition	What I Know
Read the word. Rate your knowledge using the scale below.	Write the meaning of the word.	Choose one. • Use the word in a sentence • Make a personal connection to the word • Add a photograph or draw a picture that shows an example
accomplish verb (p. 13) 1 2 3 4		
beat verb (p. 12) 1 2 3 4		
embarrassed verb (p. 13) 1 2		
realized verb (p. 21) 1 2		
understood verb (p. 22) 1 2		
Rating Scale		

Word Map

Write the word in the middle section of the web. Be creative! Use colors or letters in interesting shapes. Try to connect the design to the word's meaning. Then complete the other parts of the word map.

Synonyms
List synonyms for the word.

Define the Word

Word

Make Connections
Describe a personal connection to the word, write an example, or list related words.

Picture
Draw a picture or find a photo that shows the meaning of the word.

Use the word in a sentence.

Magnetic Reading 6 of 6 ©Curriculum Associates, LLC. Subject to the Teacher Toolbox Terms of Use.

Each **Building Knowledge with Vocabulary** teacher packet includes:

- Guidance for how and when to use the student packet materials throughout the unit and vocabulary activities that provide a variety of ways for students to work with the words to ensure deep learning
- A glossary of Lesson Vocabulary words with sample sentences that can be used to support learning
- A set of seven graphic organizers that can be used with the activities

Some activities are completed over time as students read and talk about different texts across the unit.

- The **Interactive Unit Word Wall** engages the whole class in building networks of related words and making connections between words.
- The **Build a Unit Glossary** activity invites students to create their own glossary of key vocabulary.

Other activities can be used for independent work, learning centers, or whole class review. These include:

- **Word Study/Morphology** activities that extend students' knowledge of how word parts affect meaning.
- **Vocabulary Games** that provide an engaging way for students to practice new words.
- **Write with Vocabulary** prompts that encourage the use of new vocabulary in writing.

Time stamps are provided for each activity, so you can pick and choose the ones that work best for your classroom.

Vocabulary Graphic Organizers

Graphic Organizer 1	Word Map
Graphic Organizer 2	Word Connections
Graphic Organizer 3	Word Parts
Graphic Organizer 4	Word Tree
Graphic Organizer 5	Word Forms
Graphic Organizer 6	Synonym Poem
Graphic Organizer 7	Word Web

UNIT 1
BUILDING KNOWLEDGE WITH VOCABULARY: LISTS AND ACTIVITIES
GRADE 3

Solving Problems

The texts in this unit explore creative problem-solving methods, including the quality of empathy. Through the rich literary texts, students will encounter descriptive language related to solving problems, including words that describe how characters feel before and after solving problems. Students will also learn about words that describe the mistakes characters make and how they solve problems.

The activities in this guide are designed to be used flexibly. See **Introduction to Building Knowledge with Vocabulary** for more details on how to integrate these activities in your classroom.

UNIT CONCEPT WORDS

clever (adj.) having a quick mind; smart: The **clever** student asked questions to find the answer. **Clever** appears in the following forms: clever (pp. 10, 15), cleverness (p. 75).

wise (adj.) having a good understanding of something: The **wise** principal made good choices about the school. **Wise** appears in the following forms: wiser (p. 12), wise (pp. 22, 42, 44, 49, 50, 53, 54), wisdom (pp. 42, 53).

wits (n.) the ability to think quickly and understand: She used her **wits** to solve the puzzle. (pp. 10, 12, 25)

Unit Concept Word Maps
15–20 minutes

Use the Unit Concept Words to introduce the topic of Solving Problems.

- Have groups share their word map with the whole class.
- Encourage students to make predictions about how these words are going to connect to the texts that they will read in the unit. Ask: *What types of problems do you think you will read about? How will the characters solve these problems in the text that you will read?*

Create an Interactive Word Wall
5–10 minutes to introduce

Create an Interactive Word Wall to help students build their vocabulary around the topic of solving problems. Use the three Unit Concept Words, clever, wits, and wise, as the first blocks of the word wall.

- Explain to students that throughout the unit, they will add words to the word wall that connect the topic and the Unit Concept Words. There can be many different types of connections. For example, you might build sections of the word wall using any of the following categories: words that describe how characters feel as they face problems; words about the character traits needed to solve a problem; words about what characters learn from solving problems. In addition to words, students can add images, either photos or pictures that they draw, that are related to the words.
- As a class, add new words to the word wall after you complete the Talk About the Topic in Session 1 of each lesson. Ask students: *What new words can we add to the word wall? How are the words connected to the unit topic? How are they connected to the Unit Concept Words?*
- Challenge students to add new words to the word wall throughout the unit. They can add a word after they

UNIT 1
BUILDING KNOWLEDGE WITH VOCABULARY: LISTS AND ACTIVITIES
GRADE 3

Definitions and Sample Sentences

Lesson 1

accomplish (v.) to do or complete: She will **accomplish** her goal by working with a team. (p. 13)

beat (v.) to win; to defeat someone: I think I can **beat** him at tennis. (p. 12)

embarrassed (v.) felt foolish in front of other people: He was **embarrassed** when he dropped the plate of food. (p. 13)

realized (v.) understood completely: He **realized** he should have studied for the test. (p. 21)

understood (adj.) agreed upon: It was **understood** that the students would get free time if everyone finished the assignment. (p. 22)

Lesson 2

approached (v.) went near: I **approached** the door and rang the bell. (p. 34)

counselors (n.) people who give advice: The **counselors** talk to people about their problems. (p. 33)

defeated (adj.) not successful; beaten by someone or something: After we lost our third soccer game in a row, we felt **defeated**. (p. 33)

simple (adj.) plain: She was looking for a **simple** shirt, not anything too fancy. (p. 37)

suppose (v.) to believe: I **suppose** it is a good idea to plan out our hike before we begin. (p. 29)

Lesson 3

confused (adj.) had difficulty understanding: He was **confused** by the science assignment, so the teacher explained it again.

desperately (adv.) want to succeed

honest (adj.) to the point

humble (adj.) not calling attention to oneself: Although she wins many races, she is a **humble** person who does not brag. (p. 44)

worried (adj.) feeling upset: Even though she studied, she was still **worried** about the test. (p. 44)

Lesson 4

mission (n.) an important thing to do: I was on a **mission** to find the best pizza in town. (p. 61)

smirk (v.) to smile in an unfriendly way: It was not nice of the boy to **smirk** when I got the answer wrong. (p. 64)

smug (adj.) overly sure of oneself that it bothers other people: As I reviewed my spelling words, my friend gave me a **smug** look because she did not think she had to study. (p. 64)

spruced (v.) made neat: I **spruced** up my room by putting away all of my clothes. (p. 66)

Connect It

figure (v.) to find an answer: If I turn the puzzle piece a different way, I might **figure** out where it goes. (p. 76)

pleaded (v.) asked for something: My little sister **pleaded** to borrow my shirt. (p. 77)

signal (n.) a movement or sign that is meant to start action: When the teacher held up two fingers, the class knew that was the **signal** to stop talking. (p. 79)

smarts (n.) the ability to understand: By using their **smarts**, they were able to solve the puzzle quickly. (p. 78)

succeed (v.) to do well: I know our team will **succeed** if we keep practicing. (p. 75)

GRAPHIC ORGANIZER 7

Word Web

Solving Problems

Lesson 1: Clever Thinking

Word Read the word. Rate your knowledge using the scale below.	Definition Write the meaning of the word.	What I Know Choose one. • Use the word in a sentence • Make a personal connection to the word • Add a photograph or draw a picture that shows an example
accomplish <i>verb</i> (p. 13) 1 2 3 4		
beat <i>verb</i> (p. 12) 1 2 3 4		
embarrassed <i>verb</i> (p. 13) 1 2 3 4		
realized <i>verb</i> (p. 21) 1 2 3 4		
understood <i>verb</i> (p. 22) 1 2 3 4		
Rating Scale	1 = I have not seen or heard the word. 2 = I have seen or heard the word but do not know what it means.	3 = I have seen or heard the word and have an idea of what it means. 4 = I know the word and can define it.

Solving Problems

Lesson 2: Learning from Others

Word Read the word. Rate your knowledge using the scale below.	Definition Write the meaning of the word.	What I Know Choose one. • Use the word in a sentence • Make a personal connection to the word • Add a photograph or draw a picture that shows an example
approached <i>verb</i> (p. 34) 1 2 3 4		
counselors <i>noun</i> (p. 33) 1 2 3 4		
defeated <i>adjective</i> (p. 33) 1 2 3 4		
simple <i>adjective</i> (p. 37) 1 2 3 4		
suppose <i>verb</i> (p. 29) 1 2 3 4		
Rating Scale	1 = I have not seen or heard the word. 2 = I have seen or heard the word but do not know what it means.	3 = I have seen or heard the word and have an idea of what it means. 4 = I know the word and can define it.

Solving Problems

Lesson 3: The Simplest Solution

Word Read the word. Rate your knowledge using the scale below.	Definition Write the meaning of the word.	What I Know Choose one. • Use the word in a sentence • Make a personal connection to the word • Add a photograph or draw a picture that shows an example
confused <i>adjective</i> (p. 44) 1 2 3 4		
desperately <i>adverb</i> (p. 53) 1 2 3 4		
honest <i>adjective</i> (p. 48) 1 2 3 4		
humble <i>adjective</i> (p. 44) 1 2 3 4		
worried <i>adjective</i> (p. 44) 1 2 3 4		
Rating Scale	1 = I have not seen or heard the word. 2 = I have seen or heard the word but do not know what it means.	3 = I have seen or heard the word and have an idea of what it means. 4 = I know the word and can define it.

Solving Problems

Lesson 4: Everyone Makes Mistakes

Word Read the word. Rate your knowledge using the scale below.	Definition Write the meaning of the word.	What I Know Choose one. • Use the word in a sentence • Make a personal connection to the word • Add a photograph or draw a picture that shows an example
mission <i>noun</i> (p. 61) 1 2 3 4		
smirk <i>verb</i> (p. 64) 1 2 3 4		
smug <i>adjective</i> (p. 64) 1 2 3 4		
spruced <i>verb</i> (p. 66) 1 2 3 4		
Rating Scale	1 = I have not seen or heard the word. 2 = I have seen or heard the word but do not know what it means.	3 = I have seen or heard the word and have an idea of what it means. 4 = I know the word and can define it.

Solving Problems

Connect It: A Hero Among Us

Word Read the word. Rate your knowledge using the scale below.	Definition Write the meaning of the word.	What I Know Choose one. <ul style="list-style-type: none"> • Use the word in a sentence • Make a personal connection to the word • Add a photograph or draw a picture that shows an example
figure <i>verb</i> (p. 76) 1 2 3 4		
pleaded <i>verb</i> (p. 77) 1 2 3 4		
signal <i>noun</i> (p. 79) 1 2 3 4		
smarts <i>noun</i> (p. 78) 1 2 3 4		
succeed <i>verb</i> (p. 75) 1 2 3 4		
Rating Scale	1 = I have not seen or heard the word. 2 = I have seen or heard the word but do not know what it means.	3 = I have seen or heard the word and have an idea of what it means. 4 = I know the word and can define it.

Word Map

Write the word in the middle section of the web. Be creative! Use colors or letters in interesting shapes. Try to connect the design to the word's meaning. Then complete the other parts of the word map.

Synonyms

List synonyms for the word.

Word

Define the Word

Make Connections

Describe a personal connection to the word, write an example, or list related words.

Picture

Draw a picture or find a photo that shows the meaning of the word.

Use the word in a sentence.
