

Tier II Vocabulary

Task Card

Challenge



5. Paul tried to **venture** out and explore new places, but this had been a **foolish** idea. The pan was steep and the legs were **wet**. Frankly the **desert** would be safer tomorrow. Paul stopped up to the edge of the cliff and **gazed** over the edge. He could see the distance they had traveled, but the hills looked like miniature versions of the trees beside him and there were several **stray** rocks. He could see other members of the caravan still walking down the wrong path.

6. After everyone made it to the top, they would plan their safe for shelter and take a campfire. A campfire would frighten off any dangerous animals and they would cook the food they had brought with them.

What was Paul doing?
What is a caravan?
How do you know he is up high?
What will they do when everyone gets to the top?

venture
wet
desert
gazed
stray

Answers:
d. daring journey
f. fine
g. going up
h. going down
a. to look at narrowly
b. pointed rough edge

5. a. When he looked down the people and trees were small.
b. They will put tents up and build a campfire.
c. A group of people traveling together.
d. He was hiking up a mountain.

Answers

1. The sun was warm on Paul's face as he gazed out on the vast, motionless Good. He was enjoying the stark, rocky landscape. He noticed the **water** were getting wet. He inspected the rat before putting it in the water. He wondered how deep the water was. **He** felt a wave of relief. He was closer to shore than he thought. The water would be **shallow** if necessary. **He** decided that he could wait back to shore.

1. Find the answers

little
source
shallow
concluded

Answers:
a. arms and legs
c. beginning or cause
b. water that is not deep
d. decide or form an opinion

1. Find the answers

Answers:
a. it had a leak and was losing air.
b. he noticed the arms and legs were getting wet.
c. he was floating on a raft.
d. he could wait back to shore.

Tier II Vocabulary Task Card Challenge

The Common Core State Standards put a strong emphasis on nonfiction, and informational text. Tier II Vocabulary consists of words that occur frequently in academic text. It is important that students understand Tier II words to improve their comprehension. Students may find these words when reading Science, Social Studies and English text and we can have a bigger impact on a student's academic performance when we concentrate on teaching them. The words used on my task cards are not a complete compilation and come from a variety of 3rd and 4th grade vocabulary lists. I used what made sense in the context of the paragraphs. There are a total of 106 words used in the text. A few are used more than once and cover multiple meanings.

There are two sets of 16 sheets of task cards. Each sheet has the following;

Card 1 is the text passage with underlined vocabulary words.

Card 2 includes the vocabulary words with meanings.

Card 3 are comprehension questions from the text. Some of the answers are to be inferred by clues found in the text.

Card 4 includes the answers to the comprehension questions.

Set 1 has the answers but they are scrambled and the student will need to find the correct answers from the list. These are marked with **Find the Answer**

Set 2 has the correct answers provided and is marked with **Answers**

The cards are together on one sheet so you can choose if you would like to make double backed cards.

For example card two (vocabulary meanings) would make a good backing for card 1 the (text).

You could also cut the right side off and make a double backed card with the card 1 (text) and the comprehension questions folded up to make the other side. You could keep all of them together and fold the right side back providing word meanings and answers to the comprehension questions when it is flipped over.

You can choose the set according to the abilities of your students. Set 1 with the mixed answers still requires a student's thought process to get an answer. Set 2 provides answers for a flip side if you choose to make the cards part of a learning center and self checking.

I find having both sets allows me to differentiate the instruction for different needs and methods of instruction.

Tier II Vocabulary List

3rd grade

ability
act
ambition
approached
certain
clinging
custom
delicate
enable
explore
gracefully
habit
individual
intelligent
moisture
opposite
performed
plunged
predator
predict
predicted
prevent
resident
responsible
reverse risk
scattered
schedule
starve
struggle
swiftly

4th grade

annual
appropriate
arena
ascend
attempt
attractive
baggage
blossoms
burrow
captive
chamber
coax
competition
concerned
concluded
confused
congratulate
considerable
demonstration
descended
descent
destructive
disappointed
distressed
eager
entertained
entire
entrance

4th grade

essential
evidence
flexible
focused
frantically
furious hail
heroic
invisible
jagged
lacked limbs
mastered
mature
meadow
mock
orchard
ordeal
outstanding
passage
peered
pleaded
plentiful
portion
practiced
preferred
previous
previously
proceed

4th grade

proceeded
queasy
recognize
reduced
routine
severe
shallow
source
sturdy
surface
survive
threat tour
tradition
tragic
typical
usually
vacant
valiant
varieties
venture
weary



1.

The sun was warm on Paul's face as he laid out on his raft. The sun felt good. He was enjoying the gentle rocking motion when he noticed his limbs were getting wet. He was slowly sinking into the water. He wished he had inspected the raft before putting it in the water. Maybe he would have noticed the source of the leak. He wondered how deep the water was here. He turned his head to see how far out he had floated. He felt a wave of relief. He was closer to shore than he thought. The water would be shallow. He concluded that he could wade back to shore if necessary.



1.

limbs

source

shallow

concluded

a. arms and legs

b. water that is not deep

c. beginning or cause

d. decide or form an opinion

Find the answers



1.

Where was Paul?

How did Paul know he was sinking.

What was wrong with the raft?

How could Paul get back to shore?



1.

a. It had a leak and was losing air.

b. He noticed his arms and legs were getting wet.

c. He was floating on a raft.

d. He could walk back to shore

Find the answers



2.

Jan arrived early at the school and stood in front of the entrance. The doors would open soon. She was excited and a bit nervous for first grade. She wondered if she would like her new teacher. She hoped she would recognize students from last year. Last year, she got confused when she entered the building and could not find her classroom.

Earlier this morning, she packed her lunch bag with considerable care and put it in her backpack. Her Mom said she could buy lunch tomorrow if she liked what was on the menu.

The backpack she was wearing was rigid. She knew in a few weeks it would be more flexible and mold better to her back. Her concerned mother had attached a name tag with her name, address and phone number. She also had essential school supplies to start the new school year



entrance

recognize

confused

considerable

flexible

concerned

essential

2.

a. know from meeting in the past

c. front doorway

b. unable to think clearly

e. significant amount

d. able to bend

g. worried

f. necessary

Find the answers



2.

Why couldn't Jan go in the school?

What day was it?

How did Jan feel?

What do you think was in her backpack?



2.

a. School supplies such as paper, pencils, markers and his lunch.

b. The doors were locked

c. He felt excited and nervous

d. It was the first day of school.

Find the answers



3. It was the annual winter ballet performance. It would be Dawn's first time performing before an audience. She carefully ran the ribbons up from her slippers and tied them around her ankles. She gave her slippers a try by taking a few steps up on her tip toes. She then walked gracefully to the entrance to the stage. Although her stomach felt queasy, she was eager to get started. She had practiced hard for the last 3 months and knew the entire dance routine. She knew she would need to remain focused even though her family and friends were in the audience holding flowers. She knew if she performed well it was tradition to congratulate the performers by giving them flowers.



3.

annual
gracefully
queasy
eager
practiced
entire
routine
focused
tradition
congratulate

Find the answers

- | | | |
|---------------------------------|---------------------------------|-----------------------------|
| a. full attention on a task | b. very excited to start | c. repeated for improvement |
| d. do on a regular basis | e. move smoothly | f. done as before |
| g. all of it | h. sick feeling in your stomach | i. yearly event |
| j. praise for an accomplishment | | |



3. What is Dawn getting ready for?

 What kind of shoes did she put on?

 How many times of year is the dance performed?

 Why did she hope to receive flowers at the end of the performance?



3.

- | |
|--|
| a. She put on ballet slippers. |
| b. Flowers mean people like her performance. |
| c. She is getting ready for a dance performance. |
| d. They perform it once a year in the Winter. |

Find the answers



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1.

- limbs
- source
- shallow
- concluded

- a. arms and legs
- c. beginning or cause
- b. water that is not deep
- d. decide or form an opinion

answers



- 1.
- Where was Paul?
 - How did Paul know he was sinking.
 - What was wrong with the raft?
 - How could Paul get back to shore?



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- c. He was floating on a raft.
- b. He noticed his arms and legs were getting wet.
- a. It had a leak and was losing air.
- d. He could walk back to shore

answers



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- d. They perform it once a year in the Winter.
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answers