Tier II Vocabulary Task Card Challenge II

using core standards 5th and 6th grade level vocabulary lists



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Tier II Vocabulary Task Card Challenge II

The Core State Standards put a strong emphasis on vocabulary words that occur frequently in academic text. These are often referred to as Tier II vocabulary. Understanding Tier II words can improve comprehension of text especially at the 5th and 6th grade level. We can have a bigger impact on a students academic performance when we concentrate on teaching them. Students come across these words when reading Science, Social Studies and English text. Although the vocabulary is from 5th and 6th grade lists, I have used them with students who need supplemental help with vocabulary development. The passages are a more difficult then set 1 but are still kept at one or two paragraphs.

The words used on my task cards are not a complete compilation and come from a variety of 5th and 6th grade vocabulary lists. I used words that made sense within the context of the paragraphs. There are a total of 120 words used in the text. A few are used more than once and cover more than one meaning.

1. passage

3. questions

2. vocab.

4. answers

There are two sets of cards on 16 sheets for total of 32 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 used in the text
- Card 3 are comprehension questions from the text.
- Card 4 includes the answers to the comprehension questions.
- Set 2 is a duplicate of Set 1 with the following differences.
- - Set 1 has the answers on cards 2&4 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 on 2 & 4 and is marked as Answers. These would be better for some students to start with and would be better at a learning center.

The cards are placed on the sheets so you can choose if you would like to make double backed cards. For example card two (vocabulary meanings), folded to the back, would make a good backing for card 1 the (text).

You could also cut sections 2&4 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 sections 2 & 4 back providing word meanings and answers to the comprehension questions on the back side.

You can make these cards fit your student's needs. Set 1 with the mixed answers will require 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. By making both sets I can differentiate the instruction for different needs and methods of instruction.

Tier II Vocabulary List (120 words)

5th grade
abolish
accomplish
announce
anxious
approach
approval
argument
avoid
briskly
cease
claim
conclude
conflict
consistent
convince
culture
decade
dissatisfied
dominant
drowsy
edible
effortless
escalate
establish
evaluate
evidence
exhaust

5th grade expansion expectation explain express extend familiar frequent gigantic gist glare harsh hesitate hilarious historic horizontal hostile huddle identify illegible immigrate investigate navigate ordinary persuade primary

recently

5th grade revolt scarce significant superior tension tolerate tremble unexpected unfamiliar vertical 6th grade adjacent accumulate adequate anticipate appropriate artifact benefit calculate catastrophe citizen civilization conclusion consequence

construct

continuous contribute declare democracy elaborate encourage evaluate exaggerate exhaust expression extend factor ferocious frequent genuine government history hypothesis insists lofty manipulate massive obedient oblivious

6th grade

6th grade origin peculiar prediction priority quote recount retrieve similar solution strategy substitute tentative thesis transfer unanimous unique variable viewpoint violate

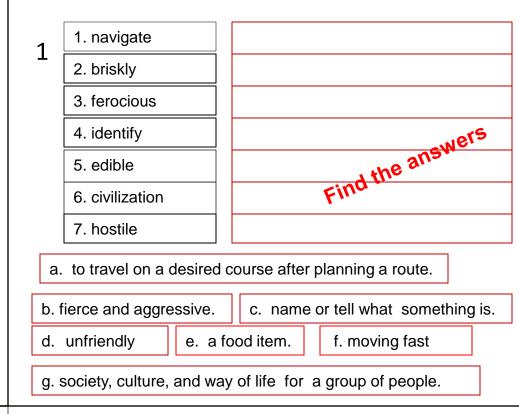


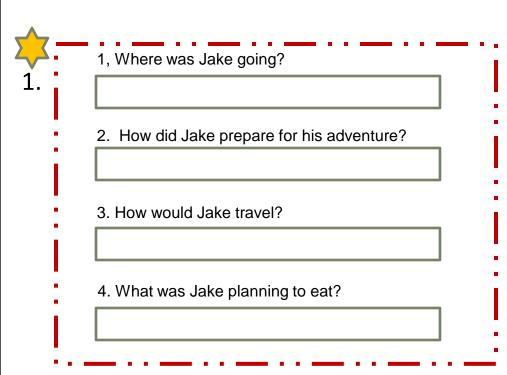
Jake waded into the water, launched his canoe, and quickly jumped on board. He grabbed his paddle and placed it in the water. When he pulled backward, the canoe moved briskly forward.

Jake looked forward to leaving civilization and navigating the wilderness area. He had dreamed about living off the land and now he would actually do it. His friends didn't want to come along. They were afraid to meet ferocious animals and endure hostile living conditions.

They did not have the same need for adventure.

Jake had prepared for the trip by gathering supplies, and reading books on how to live off the land. He could identify edible plants and animals. He was sure he was ready.





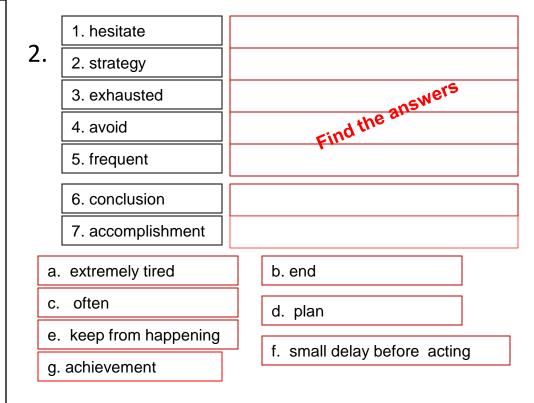
a. He planned on eating edible plants and small animals.
b. He was going on a canoe trip to the wilderness area.
c. He would paddle a canoe.
d. He gathered supplies, read books, and learned how to carry a canoe.



Tony got into position at the starting line. He was running a 5K marathon. He had to be ready and not hesitate when the starting horn sounded.

It would be a big accomplishment if he made it to the end. His strategy was to run at a steady pace so he could avoid getting exhausted before he got to the finish line.

Running was an important sport for Tony. He was not successful at other sports. He was too small to play football and too short to play basketball. He found he was best in long distance running. He ran long distances frequently to build up endurance. He hoped to have an advantage over other runners and pass them by the conclusion of the marathon.





1. Where was Tony?

2. Why didn't Tony play football?

3. How did he get ready for the race?

4. What did he do in order to make it to the end?

2

a. He was a small short person.

b. He was at the starting line of a marathon.

c. He ran at a steady pace so he had energy toward the end of the race.

d. He ran long distances for practice..



3.

Daylight was fading as the sun began to set. It was just the right time for a cat to hunt.

An ordinary white and black cat could be seen walking effortlessly across the top of a brick wall behind the garage. The cat liked the wall because it provided a good viewpoint of the adjacent empty field below. Mice were his primary catch at night. The cat anticipated catching one for dinner. When he saw a mouse, he would make an unexpected vertical drop and surprise him.

3. 1. viewpoint 2. effortlessly Find the answers 3. adjacent 4. vertical 5. primary 6. anticipated 7. unexpected b. straight up and down a high point to overlook an area d. next to c. predicted, expected result f. surprised e. first and most frequent g. easy action completed with little thought



1. What animal was crossing the top of a brick wall?

2. How did it walk?

3. When was the best time for it to hunt mice?

4. How would the cat catch the mice?

3.

a. It would drop down from the wall and surprise the mice.

b. It was best to hunt when the sun began to set.

c. It walked effortlessly.

d. A white and black cat was crossing the wall.



Jake was trying out his new sail boat. At first, the sail hung limp against the mast because there wasn't enough wind to fill it. The wind finally started to blow and brought the boat to the middle of the lake. Then it stopped unexpectedly. He would need continuous wind to make this work. He concluded he would need another strategy to get back to shore.

He looked for his paddle in the boat but couldn't find it. Then he looked toward the shore and saw his paddle on the shore. He also saw a young girl sitting next to a surfboard. He waved and she noticed his distress. She retrieved the paddle, got on the surfboard, and began paddling toward him. He decided this was not such a catastrophe after all.

4.	1. unexpectedly		
	2. continuous		
	3. concluded		Find the answers
	4. strategy		Find the
	5. retrieved		
	6. catastrophe		
a.	bring something back		b. plan of action.
C.	uninterrupted		d. disaster
e.	final decision or judgn	nent	f. surprisingly

X
4.

1. What was Jake trying to do?		

2. Why was Jake having trouble getting back?

3. Where was his paddle?

4. How did he get the paddle?

a. He forgot to bring his paddle along and the wind stopped blowing.

b. A girl on the beach brought it out to him.

c. He was trying to sail his new sailboat.

d. He left it on the beach.



Up to a few minutes ago, John was oblivious of the weather. Then he felt a cool wind blowing. He noticed gigantic clouds forming in the eastern sky. He remembered there was a weather prediction of a thunderstorm and possible hail.

He wondered if he would have adequate time to reach shelter. He started to feel anxious because he was still a mile from his destination. He began to ride his bike faster. He reached his home just as the wind and rain became significant.



- 1. oblivious
- 2. gigantic
- 3. prediction
- 4. adequate
- 5. anxious
- 6. significant.



- a. not aware
- d. telling of an event before it happens.
- b. large or enormous
- e. enough
- c. worthy of attention
- f. nervous



- 1. How did John know a storm was coming?
- 2. What was John doing?
- 3. Why was he anxious?
- 4. When did he feel wind and rain?

5.

- a. He was riding his bike.
- b. Bad weather was predicted and he wasn't sure he would make it home in time.
- c. The rain became significant just as he reached his home.
- d. He saw gigantic clouds in the sky and felt a cool wind.





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Jake looked forward to leaving civilization and navigating the wilderness area. He had dreamed about living off the land and now he would actually do it. His friends didn't want to come along. They were afraid to meet ferocious animals and endure hostile living conditions.

They did not have the same need for adventure. Jake had prepared for the trip by gathering supplies, and reading books on how to live off the land. He could identify edible plants and animals. He was sure he was ready.

answers

Τ		
	1. navigate	to travel on a desired course after planning a route.
	2. briskly	moving fast
	3. ferocious	fierce and aggressive.
	4. identify	name or tell what something is.
	5. edible	a food item.
	6. civilization	society, culture, and way of life for
		a group of people.
	7. hostile	unfriendly



1. Where was Jake going?

2. How did Jake prepare for his adventure?

3. How would Jake travel?

4. What was Jake planning to eat?

1. answers

He was going on a canoe trip to the wilderness area.

He gathered supplies, read books, and learned how to carry a canoe.

He would paddle a canoe.

He planned on eating edible plants and small animals.



Tony got into position at the starting line. He was running a 5K marathon. He had to be ready and not hesitate when the starting horn sounded. It would be a big accomplishment if he made it to the end. His strategy was to run at a steady pace so he could avoid getting exhausted before he got to the finish line.

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2 answers

1. hesitate	small delay before acting.
2. strategy	plan
3. exhausted	extremely tired
4. avoid	keep from happening
5. frequent	often
6. conclusion	end
7. accomplishment	achievement



1.	Where was	Iony?	

- 2. Why didn't Tony play football?
- 3. How did he get ready for the race?
- 4. What did he do in order to make it to the end?

2. answers

He was at the starting line of a marathon.

He was a small short person.

He ran long distances for practice..

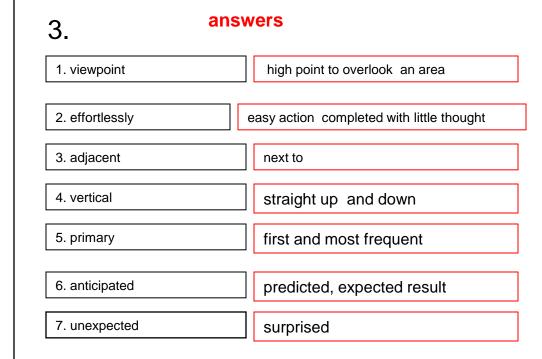
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answers

surprisingly
uninterrupted
final decision or judgment
plan of action.
bring something back
disaster



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answers

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It was on the beach.

A girl on the beach brought it out to him.



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answers 5.

•		
	1. oblivious	not aware
	2. gigantic	large or enormous
	3. prediction	foretell an event
	4. adequate	enough
	5. anxious	nervous
	6. significant.	worthy of attention



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1. How did John know a bad storm was coming?

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5. answers

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He was riding his bike.

Bad weather was predicted and he wasn't sure he would make it home in time.

The rain became significant just as he reached home.



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