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 student's 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.

There are two sets of cards on 16 sheets for total of 32 sheets of task cards. Each sheet has the following:

1. passage
2. vocab.
3. questions
4. answers

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.
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.

1. Where was Jake going?
   - He was going on a canoe trip to the wilderness area.

2. How did Jake prepare for his adventure?
   - He gathered supplies, read books, and learned how to carry a canoe.

3. How would Jake travel?
   - He would paddle a canoe.

4. What was Jake planning to eat?
   - He planned on eating edible plants and small animals.

5. civilization
6. ferocious
7. hostile

Find the answers

- a. to travel on a desired course after planning a route.
- b. fierce and aggressive.
- c. name or tell what something is.
- d. unfriendly
- e. a food item.
- f. moving fast
- g. society, culture, and way of life for a group of people.
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?
   - He was at the starting line of a marathon.

2. Why didn’t Tony play football?
   - He was a small short person.

3. How did he get ready for the race?
   - He ran at a steady pace so he had energy toward the end of the race.

4. What did he do in order to make it to the end?
   - He ran long distances for practice.
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.
Jake was trying out his new sailboat. 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.

1. What was Jake trying to do?
   - He was trying to sail his new sailboat.

2. Why was Jake having trouble getting back?
   - A girl on the beach brought it out to him.

3. Where was his paddle?
   - He left it on the beach.

4. How did he get the paddle?
   - A girl on the beach brought it out to him.
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.

**5.**

**How did John know a storm was coming?**

**What was John doing?**

**Why was he anxious?**

**When did he feel wind and rain?**

Find the answers

- a. not aware
- b. large or enormous
- c. worthy of attention
- d. telling of an event before it happens.
- e. enough
- f. nervous
1. Where was Jake going?
He was going on a canoe trip to the wilderness area.

2. How did Jake prepare for his adventure?
He gathered supplies, read books, and learned how to carry a canoe.

3. How would Jake travel?
He would paddle a canoe.

4. What was Jake planning to eat?
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.

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?
   He was at the starting line of a marathon.

2. Why didn’t Tony play football?
   He was a small short person.

3. How did he get ready for the race?
   He ran long distances for practice.

4. What did he do in order to make it to the end?
   He ran at a steady pace so he had energy toward the end of the race.
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.

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

A white and black cat was crossing the wall.

2. How did it walk?

It walked effortlessly.

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

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

4. How would the cat catch the mice?

It would drop down from the wall and surprise the mice.
Jake was trying out his new sailboat. 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.

1. What was Jake trying to do?
   - He was trying to sail his new sailboat.

2. Why was Jake having trouble getting back?
   - He forgot to bring his paddle along and the wind stopped blowing.

3. Where was his paddle?
   - It was on the beach.

4. How did he get the paddle?
   - A girl on the beach brought it out to him.
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.

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

   answers

   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

5.

1. How did John know a bad storm was coming?
   He saw gigantic clouds in the sky and felt a cool wind.

2. What was John doing?
   He was riding his bike.

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

4. When did he feel wind and rain?
   The rain became significant just as he reached home.
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