Cold

Etymology: from Middle English, from Old English ceald, cald; akin to Old High German kalt cold, Latin gelu frost, gelare to freeze.

(Source: m-w.com)

Definition: adj. at a low temperature; n. 1) winter weather; 2) a common infection affecting the respiratory system

Forms: adj. comparative colder, superlative coldest; n. pl. colds

Related Words: adj. cold-blooded; n. coldness; adj. coldhearted

Fluency Practice: There is nothing better on a very hot day
   Than a cold drink to chase the heat away.
   Hot chocolate is great when the weather is cold.
   But not when the sun shines so bright and bold.
   I like a cold drink when the weather is hot
   I love a hot drink when the weather is not.

Phonics and Vocabulary Activities

Beginning
Display the photo card. Ask what word best describes the image. If students cannot identify the target word cold, voice it: /kl/ /o/-/l/-/d/ and ask them to repeat it after you, and blend the sounds. You may use this key word to practice high-frequency word recognition. Write the target word on the board and cover it with this photo card. Have students voice the word as you uncover it. Repeat a few times. Use this card and photo cards Hot and Warm as flashcards for recognition practice.

Intermediate
Display the photo card. Ask what word best describes the image. After students identify the key word cold, have them spell it and write it on their notebooks. Verify spelling and ask students to explain the difference between the sentences, I don’t like cold weather; I’m out in the cold; and, I have a cold.

Advanced
Display the photo card. Ask what word best describes the image. After they identify the key word cold, have one student use it in a complete sentence. Introduce students to the sentence: She is as cold as ice. Have them work together to explain how the definition of cold relates to the figurative meaning of this idiom.
Dry

Etymology: from Middle English, from Old English *dr*yge*; akin to Old High German *truckan* dry, Old English *dr*eahnian* to drain.
(Source: m-w.com)

Definition: free from moisture or water

Forms: comparative drier or dryer; superlative driest or dryest

Related Words: n. dryer; n. drywall; v. to dry; n. hairdryer

Fluency Practice: David’s dog is dripping wet
And doesn’t seem to mind.
David tries to dry her off,
But she dodges him every time.
“Daisy, please,” David says, “I’m getting desperate.
You’re dripping on the den rug.”
But Daisy doesn’t mind a bit.
She just drips and shakes and shrugs.

Phonics and Vocabulary Activities

Display the photo card and say: *What’s the opposite of wet?* Help students determine that *dry* is the best response.
Then write the word *dry* on the board. Slowly pronounce each sound in the word, /d/-/r/-/i/.
Ask students to repeat the sounds with you and blend the word together. Say: *Listen carefully for the sound /d/ in the following words. Tell me if the sound is at the beginning, middle, or end of the word: dance, dog, closed, tundra, dirty, done, meadow, found, bulldozer, windy.* Write the words on the board and call for volunteers to pronounce the word and circle the letter *d* in each.

Show students the photo card. Ask them which word best describes the landscape. After students identify the key word *dry*, have them spell it and write it in their notebooks. Have volunteers use the word in complete sentences.
Introduce the comparative suffix *–er* and the superlative *–est*. Have students use the suffixes to form the words *drier* and *driest*. Verify spelling and tell students that although *drier* and *dryest* are correct in some dialects of English, the most common forms require the spelling change from *y* to *i*.

Show students the photo card. Ask them which word best describes the landscape. After they identify the key word *dry*, have volunteers use the word in complete sentences. Read the following sentence to students: *This is an arid landscape; it has not seen rain in many months.* Have them work together to explain in complete sentences how the context of this sentence provides clues for understanding the word *arid*. Have them consider if *arid* and *dry* are synonyms.
Hot

Etymology: from Middle English, from Old English *h*æt; akin to Old High German *heiz* hot, Lithuanian *kaisti* to get hot. (Source: m-w.com)

Definition: having a high temperature

Forms: comparative hotter; superlative hottest

Related Words: n. heat; n. hotline; adj. hotheaded; n. hotdog

Fluency Practice: John ate a whole pot of hot popped corn.

- Then he bought cotton candy, which he ate until the morn.
- Aw, oh, Aw,” John said, “My tummy aches a lot.
- I ate too much. I really should have stopped.”
- Did John learn his lesson? Probably not.
- Next time he went to the movies,
- Guess what he bought?

Phonics and Vocabulary Activities

**Beginning**

Before displaying the photo card, say: Name something hot. Expect responses such as coffee, iron, stove, fire, sun. Display the photo card and write the word hot on the board. Slowly pronounce each sound in the word /h/-/o/-/t/. Ask students to repeat the sounds with you and blend the word together. Say: Do you hear the sound /o/ in the word hot? Listen for the sound /o/ in this silly sentence: Mr. Fox keeps his pot hot a lot. Write the sentence on the board and call for volunteers to circle each letter o representing the sound /o/. Have the class chorally sound out the words fox, pot, lot and then blend the words together. Encourage students to create additional silly sentences with the sound /o/.

**Intermediate**

Show students the photo card. Ask them which word best describes the weather. After students identify the key word hot, have them spell it and write it in their notebooks. Have volunteers use the word in complete sentences. Introduce the comparative suffix –er and the superlative –est. Have students use the suffixes to form the words hotter and hottest. Verify students’ understanding of the changes in meaning by having them use the derivative words in a sentence.

**Advanced**

Show students the photo card. Ask them which word best describes the weather. After students identify the key word hot, have volunteers use the word in complete sentences. Read the following sentence to students: That’s hot air; so many words and nothing said. Have them work together to explain in complete sentences how the idiomatic meaning of hot relates to the meaning of the word.
Rain

Etymology: from Middle English *reyn*, from Old English *regn*, *r-*en; akin to Old High German *regn* rain. (Source: m-w.com)

Definition: drops of water falling from clouds

Forms: pl. rain

Related Words: n. rainstorm; n. raincoat; adj. rainy; v. to rain

Fluency Practice: The rain came down, in a rush, all over the town.
As a result the rivers rose higher.
The water almost reached our roof;
Which wasn’t really rustproof.
We really thought our situation was dire.
What a relief when the rain finally stopped
And everything was drier.

Phonics and Vocabulary Activities

Beginning
Display the photo card and say: Have you ever been caught in a rainstorm? What did you do? Allow students to briefly describe their experiences. Then write the word *rain* on the board and slowly pronounce each sound in the word, /r/-/a/-/n/. Ask students to repeat the sounds with you and blend the word together. Display the following photo cards: rain forest, river, boat, sunny, rainbow, rabbit, roots, tulip. Say: If you hear the sound /r/ when I call out a word, tap on your desk to make a sound like raindrops. Write all the words containing the sound /r/ on the board. Have the class chorally sound out each word and then blend it together.

Intermediate
Display the photo card. Ask which word best describes the weather. After students identify the key word *rain*, have them spell it and write it in their notebooks. Introduce the suffix –y as a way to form descriptive words out of naming words. Write the word *rainy* on the board and have students use it in a sentence. For additional practice repeat the activity with the words storm, wind, snow, and cloud.

Advanced
Display the photo card. Ask which word best describes the weather. After students identify the key word *rain*, have volunteers use the word in complete sentences. Introduce students to the idiom *when it rains, it pours*. Have them work together to explain in complete sentences how the meaning of this idiom relates to the meaning of the word.

Etymology:

from Middle English *reyn*, from Old English *regn*, *r-*en; akin to Old High German *regn* rain. (Source: m-w.com)

Definition: drops of water falling from clouds

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Related Words: n. rainstorm; n. raincoat; adj. rainy; v. to rain

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Phonics and Vocabulary Activities

Beginning
Display the photo card and say: Have you ever been caught in a rainstorm? What did you do? Allow students to briefly describe their experiences. Then write the word *rain* on the board and slowly pronounce each sound in the word, /r/-/a/-/n/. Ask students to repeat the sounds with you and blend the word together. Display the following photo cards: rain forest, river, boat, sunny, rainbow, rabbit, roots, tulip. Say: If you hear the sound /r/ when I call out a word, tap on your desk to make a sound like raindrops. Write all the words containing the sound /r/ on the board. Have the class chorally sound out each word and then blend it together.

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Display the photo card. Ask which word best describes the weather. After students identify the key word *rain*, have them spell it and write it in their notebooks. Introduce the suffix –y as a way to form descriptive words out of naming words. Write the word *rainy* on the board and have students use it in a sentence. For additional practice repeat the activity with the words storm, wind, snow, and cloud.

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Rainbow

**Etymology:** from Old English *regnþoga*, from Old High German *regnþogo*, *regan*,-*þogo*, *bow*. (Sources: m-w.com; wiktionary)

**Definition:** a multicolored arc in the sky caused by rain and light

**Forms:** pl. rainbows

**Related Words:** adj. rainbow; n. rain; n. bow

**Fluency Practice:** Do you know how to grow a rainbow?
- Almost no one knows.
- But if you find a cloud with a yellow pot of gold,
- You might be able to sow a seed
- To make a colorful, magic bow.
- But if you can’t find the cloud you can always hope
- That after a storm one will show.

**Phonics and Vocabulary Activities**

### Beginning

Display the photo card and say: Where have you seen rainbows? Allow students to briefly respond and then write the word *rainbow* on the board. Slowly pronounce each sound in the word /r/-/ɔ/-/n/-/b/-/o/. If the length of the word intimidates students, separate *rain* and *bow*. Ask students to repeat the sounds with you and blend the word together.

Say: Listen again to the /ɔ/ sound in rainbow? Now listen for the /ɔ/ sound in these words: mow, blow, sow, grow, know, crow. Write the words on the board and slowly pronounce the sounds in each word. Have students repeat the sounds after you and blend the words together. Remind students that the letters *ow* can sometimes stand for the sound /ɔ/.

### Intermediate

Show students the photo card. Ask them which word best describes the image. After students identify the key word *rainbow*, have them spell it and write it in their notebooks. Have volunteers use the word in complete sentences.

Verify spelling and ask students to parse the word in two. After reviewing photo card Rain and reading a definition for *bow* from a dictionary, ask students how these meanings relate to the compound word *rainbow*.

### Advanced

Show students the photo card. Ask them which word best describes the image. After students identify the key word *rainbow*, have volunteers use the word in complete sentences. Introduce students to the sentence: *My friend Thomas is always chasing rainbows*. Have them work together to explain in complete sentences how the definition of *rainbow* relates to the figurative meaning of the idiom *chasing rainbows*.

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Do you know how to grow a rainbow?
Almost no one knows.
But if you find a cloud with a yellow pot of gold,
You might be able to sow a seed
To make a colorful, magic bow.
But if you can’t find the cloud you can always hope
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**Phonics and Vocabulary Activities**

### Beginning

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Say: Listen again to the /ɔ/ sound in rainbow? Now listen for the /ɔ/ sound in these words: mow, blow, sow, grow, know, crow. Write the words on the board and slowly pronounce the sounds in each word. Have students repeat the sounds after you and blend the words together. Remind students that the letters *ow* can sometimes stand for the sound /ɔ/.

### Intermediate

Show students the photo card. Ask them which word best describes the image. After students identify the key word *rainbow*, have them spell it and write it in their notebooks. Have volunteers use the word in complete sentences.

Verify spelling and ask students to parse the word in two. After reviewing photo card Rain and reading a definition for *bow* from a dictionary, ask students how these meanings relate to the compound word *rainbow*.

### Advanced

Show students the photo card. Ask them which word best describes the image. After students identify the key word *rainbow*, have volunteers use the word in complete sentences. Introduce students to the sentence: *My friend Thomas is always chasing rainbows*. Have them work together to explain in complete sentences how the definition of *rainbow* relates to the figurative meaning of the idiom *chasing rainbows*. 
Snow

Etymology: from Middle English, from Old English sn+aw; akin to Old High German sn+eo snow, Latin niv-, nix, Greek nipha. (Source: m-w.com)

Definition: flakes of frozen water falling from clouds

Forms: pl. snow

Related Words: n. snowstorm; n. snowball; n. snowboard; n. snowflake; adj. snowy; v. to snow

Fluency Practice: Willow watched the snow fall outside her window.
   “Hello,” Willow called to all the children playing below.
   “I’ll be right there to follow all of you.”
   “Oh! Is that so?” cried a boy named Joe.
   “Way to go, Willow!
   We’d all love for you to come below
   And play with us in the snow!”

Phonics and Vocabulary Activities

Display the photo card and have students briefly describe snowstorms they might have experienced or activities they enjoy in the snow. Then write the word snow on the board and slowly pronounce each sound in the word /s/-n/-/ō/. Ask students to repeat the sounds with you and blend the word together. Display the following photo cards in pairs: grocer/baker, river/boat, volcano/desert, ocean/lake, tornado/windy. Call for volunteers to identify the items in the photos. Say: Which of the two words has the sound /ō/? After students have correctly identified the word pairs with the /ō/ sound, mix the cards and have students identify the words with the sound /ō/ in random order.

Show students the photo card. Ask them which word best describes the weather. After students identify the key word snow, have them spell it and write it in their notebooks. Introduce the suffix –y as a way to form descriptive words out of naming words. Write the word snowy on the board, and have volunteers use the word in sentences. As a challenge, ask students to attach the comparative suffix –er and the superlative –est to snowy. Highlight the spelling change of –y to form the new words snowier and snowiest.

Show students the photo card. Ask them which word best describes the weather. After students identify the key word snow, have volunteers use the word in complete sentences. You may use this photo card to practice spelling and vocabulary strategies through contextual word lists. Have students make a list of all the words related to snow they can think of in two minutes. Have them share their list and use at least three of the words in complete sentences.
Storm

**Etymology:** from Middle English, from Old English; akin to Old High German *sturm* storm, Old English *styrian* to stir. (Source: m-w.com)

**Definition:** extreme weather conditions

**Forms:** pl. storms

**Related Words:**
- n. thunderstorm; 
- n. rainstorm; 
- n. sandstorm; 
- adj. stormy; 
- v. to storm

**Fluency Practice:** *After the storm a string of stars*
- Were strung out over the street.
- People stopped to stare at the stars.
- People stood in the middle of the street.
- Startled and stunned they stayed
- Until the stars started to fade,
- And their experience was complete.

**Phonics and Vocabulary Activities**

**Beginning**
Display the photo card and ask students to briefly discuss their experiences with storms. Then write the word *storm* on the board and slowly pronounce each sound in the word, /s/-/t/-/or/-/m/. Ask students to repeat the sounds with you and blend the word together. Help students name additional words that begin with the sounds /s/ and /t/, such as *stink, stop, start, sting, stripe, string*. Write the words on the board and have students repeat the words after you.

**Intermediate**
Show students the photo card. Ask them which word best describes the weather. After students identify the key word *storm*, have them spell it and write it in their notebooks. Have volunteers use the word in complete sentences. Introduce the adjective *stormy*. Based on what they know about *storm*, help students come up with sentences using the new word.

**Advanced**
Show students the photo card. Ask them which word best describes the weather. After they identify the key word *storm*, have students use the word in complete sentences. Introduce students to the compound words listed above. Have students explain in complete sentences how these words relate to the target word and then work together to come up with definitions for the new words.
Sunny

Etymology: from the older term *sun*, from Middle English *sunne*, from Old English; akin to Old High German *sunna* sun, Latin *sol*. (Source: m-w.com)

Definition: having a high quantity of sunlight

Forms: comparative sunnier; superlative sunniest

Related Words: *n.* sun; *n.* sunlight; *v.* to sun; *v.* to sunbathe; *n.* sunshine

Fluency Practice: *Mindy is a lady with a very sunny smile.*

*You’ll seldom see her without her smile.*

*That is simply not her style.*

*Children like her silly, funny stories and honey cookies.*

*Cindy and Sammy visit Mindy every day.*

*She always has something nice to say.*

*Everyone leaves with a sunny smile.*

Phonics and Vocabulary Activities

**Display the photo card and ask students which word best describes the weather on the card. Help students identify the target word *sunny* and ask them to repeat the word after you. Write the word on the board and slowly pronounce each sound in the word, /s/-/u/-/n/-/ē/. Ask students to repeat the sounds with you and blend the word together. Say: What is the last sound you hear in the word sunny? Help students determine that /ē/ is the final sound. Have students quickly draw a “sunny face” on a piece of paper and then say: Listen carefully to the words I call out. If you hear the sound /ē/ at the end of the word, hold up your drawing: bunny, honey, soup, money, zoo, funny, crummy, warm, ferry. Write the words ending the sound /ē/ on the board and read them aloud once more, emphasizing the final /ē/. Call for volunteers to circle the letter *y* at the end of each word and explain that the sound /ē/ can be represented by the letter *y.***

**Show students the photo card. Ask them which word best describes the weather. After students identify the key word *sunny*, have them spell it and write it in their notebooks. Have volunteers use the word in complete sentences. Introduce the base word *sun* and have students point out the differences between the two. Call for volunteers to use the words in sentences.**

**Show students the photo card. Ask them which word best describes the weather. After students identify the key word *sunny*, have volunteers use the word in complete sentences. Introduce students to the sentence: *I would like my eggs sunny side up.* Have them work together to explain in complete sentences how the meaning of *sunny* relates to the meaning of this idiom.**
**Warm**

**Etymology:** from Middle English, from Old English *wearm*; akin to Old High German *warm* warm and probably to Lithuanian *virti* to cook, boil.  
(Source: m-w.com)

**Definition:** *adj.* at a high temperature but not hot; *v.* to bring something up to a high but not hot temperature

**Forms:** *adj.* comparative warmer, *superlative* warmest; *v.* to warm, warms, warming, warmed

**Related Words:** *adj.* warm-blooded; *n.* warmers; *adj.* warmhearted; *n.* warmth

**Fluency Practice:** Whitney went to see Willie on a very warm day.  
“*What can we do to stay cool?*” asked Whitney.  
“There must be a way.”  
“What about ice cream?” said Willie.  
“We’ll have a treat.  
*Ice cream will help us with this heat.*”  
And that’s what Whitney and Willie did.

**Phonics and Vocabulary Activities**

**Beginning**
Display the photo card and say: *Do you know another word for hot?* Accept all appropriate responses and then write the word *warm* on the board. Slowly pronounce each sound in the word /w/-/ar/-/m/. Ask students to repeat the sounds with you and blend the word together. Say: *Listen carefully to the words I call out. If you hear the sound /w/ stand up and wiggle: when, why, Whitney, Washington, pony, wonderful, house, carrot, working.* Write the words with the sound /w/ on the board. Have the entire class chorally sound out each word and then blend it together.

**Intermediate**
Show students the photo card. Ask them which word best describes the image. After students identify the key word *warm*, have them spell it and write it in their notebooks. Verify the spelling and have volunteers use the word in complete sentences. For additional practice, review the comparative and superlative suffixes to form the derivatives *warmer* and *warmest*.

**Advanced**
Show students the photo card. Ask them which word best describes the image. After students identify the key word *warm*, have volunteers use the word in complete sentences. Read the following sentence to students: *We live in a warm, temperate climate that rarely has snow.* Have students use context clues to figure out the meaning of the word *temperate*. Ask them to explain their conclusions in complete sentences.
Windy

Etymology: from Middle English, from Old English; akin to Old High German wint wind, Latin ventus, Greek a+enai to blow, Sanskrit v+ati it blows. (Source: m-w.com)

Definition: with strong currents of air

Forms: comparative windier, superlative windiest

Related Words: n. wind; adj. windless; n. windbreaker; n. crosswind

Fluency Practice: Linda likes to listen to the wind.
Windy days make Linda grin.
She spins her kite, shaped like a fish,
And has only this one wish:
To be able to display
Her kite every day,
So she wishes for the wind to stay.

Phonics and Vocabulary Activities

Display the photo card and ask students to describe the scene. Write the word windy on the board. Slowly pronounce each sound in the word /w/-/i/-/n/-/d/-/ē/. Ask students to repeat the sounds with you and blend the word together. Say: Listen carefully for the sound /i/ in the words I call out. When you hear the sound /i/, raise your hand: pin, yellow, grin, pig, monkey, fish, baby, pick, sick. Write the words containing the sound /i/ on the board and slowly pronounce the sounds in each word. Have students repeat the sounds after you and blend the words together.

Show students the photo card. Ask them which word best describes the weather. After students identify the key word windy, have them spell it and write it in their notebooks. Have volunteers use the word in complete sentences. Review the suffix –y as a way to form descriptive words out of naming words. Have students think of other descriptive words that end in –y. Encourage them find the naming word to which they are related.

Show students the photo card. Ask them which word best describes the image. After students identify the key word windy, have volunteers use the word in complete sentences. Introduce students to the sentence: I got wind of your upcoming move to a different school. Have them work together to explain in complete sentences how the base word wind relates to the figurative meaning of this idiom.